



YSGOL EIRIAS GOVERNORS' ANNUAL REPORT 2024

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This annual report of the governors relates to the 2023/2024 school year.

1 At the start of the year the governors of the school (together with their status and end of term of office) were:

Parent Governors (x7)		LA Appointed (x2)	
Mrs E Clements	01/26	Clr David Carr	06/26
Mr R Dickson	07/27	Mr D Milne	05/24
Mrs L Hughes	10/26		
Mrs S Jones	01/26		
Mr H Mirza	07/25		
Mrs C Rudgley	05/26		
Mr J Sutton	09/27		
		Staff Governors (x3)	
		Mrs J Caton (Teaching)	09/26
		Mrs J Roberts (non-teaching)	09/26
		Mr N Wilkinson (teaching)	09/24
Community Governors (x3)		Partnership Governors (x5)	
Mr R Darnell	10/24	Mr C Warner	09/24
Mrs J Humphreys	11/27	Mr H A Ferdinando	02/25
Vacancy		Mr D Jones	01/27
		Mr J K G Jones	09/27
		Vacancy	
Head-teacher (ex-officio)			
Mrs Z Evans			
Associate student Governors (x2)			
Thomas Dickson	07/24		
Annabel Gibson	07/24		

2 The **Chair of Governors**, up to 31st August 2024 was Mr J K G Jones who may be contacted through the school. The **Vice-Chair and Responsible officer** was Mr H A Ferdinando.

Governors with special responsibilities include:

Mrs E Clements – Primary/Secondary Transition
Mr C Warner – Child Protection -Wellbeing, Pupil attendance
Mr K Jones – Equal Opportunities; Student link
Mr R Darnell - Careers
Mrs S Jones - Additional Learning Needs/ Looked After Children and Young People (ALN/LACYP)
Mrs J Humphreys - e-safety
Mr D Jones – Health and safety

The **Clerk to the Governors** (Mrs Sarah Noke) may be contacted at the school.

(Ysgol Eirias, Eirias Road, Colwyn Bay, CONWY LL29 7SP

Tel – 01492 532025 e-mail: general@eirias.conwy.sch.uk).

- 3 There was no meeting requested by parents (In accordance with the requirements of the Schools Standards and Organisation (Wales) Act 2013) and subsequently there were no **resolutions** raised / passed as a result of the publication of last years' Governors Annual report.
- 4 The date of the next scheduled vacancy for a Parent governor will be July 2025. Around that date applications from those eligible will be invited via the school web-site. If there are more applications than there are vacancies a ballot will be organized.
- 5 The number of students in school has dipped slightly to approximately 1207.

In September 2023 there were approximately 86 full-time equivalent teachers and 38 full-time equivalent support staff.

- 6 The projected recruitment into the 6th form in September 2023 was again in line with previous years.

The schools **results** in the summer 2024 public examinations were excellent and in most subjects continued the overall trend of improvement noted over recent years. The school had excellent 'A' level, GCSE and vocational qualification results. Details of these **examination results** and of **the assessment results for key stage 3** are given in **Appendix 1**. In summary, GCSE results were as predicted; 'A' level pass rate was over 97% and over 60% were at the top A*-B grades.

80% of the sixth form students took up the offers they were holding from a wide range of universities.

- 7 The school works successfully to a comprehensive **Additional Learning Needs policy** (*Policy No. 43*), which aims to support under-achievers both through individual tuition and small classes in the schools' Special Needs Department, EPIC Unit and by additional teacher help in other classes outside this department.

Similarly, enrichment work is arranged for those to whom the syllabus proves less challenging (**More able and talented Policy** (*Policy No. 9*)). Each class activity is designed to provide for the different needs of each student as far as is possible.

- 8 Around 48% of Year 11 students stay-on to attend the 6th form. Charts showing the destination categories of school leavers at 16 and at 18 are shown in **Appendix 1**.

- 9 The school uses a wide range of strategies in order to raise student achievement and to create an environment that is conducive for teaching and learning. These strategies are reviewed regularly to ensure they deliver maximum positive impact. A variety of grade improvement classes were held prior to the main examinations and professional learning coaches spent a day on revision techniques. The school has a well embedded transition programme which focuses on both feeder and non-feeder primary schools alike.

- 10 Students have continued to excel in very many **sporting** and artistic activities, both in curriculum subjects and after school as extra-curricular interests and in local clubs/societies. Students have successfully participated in a wide range of sporting events at local, county and national levels. The high-quality standard sports facilities available within the Eirias Park Sports Complex provide well for a wide range of physical sports activities – students make extensive use of these facilities. A fully funded cooking club was carried out weekly with up to 12 vulnerable learners each week. The club was invitation only to encourage learners to take part in a fun and engaging opportunity and build key life skills. All of the learners were LAC or FSM which actively encouraged and promoted school attendance and engagement.

The extensive and impressive range of visits and extra-curricular activities, together with opportunities for extra personal study, provided daily for one hour after school and freely available to all students continues to be very well supported. We continue to encourage those who do not attend to consider the benefits of this extra-curricular facility.

Learners, during last academic year, have participated in a number of overseas trips including the Geography expedition to Iceland and Christmas markets in Hamburg. Learners have attended several day trips such as bulb

planting in the local community, future doctors' events, Alton Towers and University visits. In addition, the Duke of Edinburgh programme saw 82 students completing the bronze or silver award this year.

Promoting healthy eating and drinking has continued to be a focus for our Student Voice during the last academic year.

- 11 Discipline is enforced where necessary and a very small number of students have been excluded from school for various periods where, in the opinion of the Head-teacher and Governors, their attendance and behaviour detracted from the education and well-being of other students and staff. We continue to require that all students always conform to school rules, attend school regularly and arrive punctually. As a result of appropriate staffing and consistent implementation of the schools' behaviour-related policies the number of exclusions remains consistently low.

The effective utilization of the electronic registration and automated alert procedures has continued to help reduce the level of unauthorized absences, improve the level of attendance and reduce the frequency of truancy. The average **attendance** rate in 2023/2024 was 87%. Of the absences 8.4% were authorized and 4.5% unauthorized. We strongly discourage students from being taken out of school for holidays during term time. Further attendance details are shown in **Appendix I**. Improving attendance is one of our major priorities.

- 12 The schools' reducing delegated budget has been professionally managed and extremely well controlled. The Governors continue to maintain financial prudence against future fluctuations in funding and have retained a positive balance, albeit very small – a significant proportion of which must be utilized to balance the new year budget because of the significant continual funding reductions. A **balance sheet** is given in **Appendix 1**.

In accordance with current policy no travel and subsistence allowances have been paid to governors.

- 13 The School's **policy documents** have been reviewed and revised to take account of recent procedural and practical changes and to align with the school's policy review timetable (apart from those that require review on an annual basis, all other policies are reviewed on a 3 year rolling cycle). The policy documents are available at the School and via our web site, www.eirias.co.uk. Details of the amendments made to the policy documents are recorded in the school's 'Policy document change register'.

- 14 The numerous **strategies, targets** and objectives contained in our regularly reviewed Self-evaluation and School Development Plan (SDP) are without exception, on course for completion by their scheduled dates. The SDP document, which is based upon the continuous self-evaluation processes is available at the School. In accordance with the Education (SDP) (Wales) Regulations 2014 a summary of the SDP is given by the agreed prime targets are contained in the three main **'Whole School Targets – 2023/24'** shown in **Appendix 1**. *This year has seen a shift from four whole school targets to three. Target 1 relating specifically to standards in teaching, target 2 relates specifically to standards in learning and target 3 relates to standards in well-being. Leadership is the golden thread that weaves through all of the targets.*

- 15 The Governors confidently advise that the School has had another successful year – a result of effective teaching, sound management and good student attitude. We recognize the ability, commitment and enthusiasm of teachers and support staff, and the voluntary responsibilities taken by parents.

- 16 The school **prospectus** is readily available in several formats. Annually updated inserts include the most recent examination results, attendance/absence details and a range of other relevant information. The contents of the prospectus are designed to meet national requirements.

A separate prospectus/information book is available for the 6th Form (Years 12 and 13).

Specific details about the **curriculum** and the organization of education and teaching methods are contained in the prospectus. The curriculum subjects are organized into nine Faculties – Mathematics; Science; Technology; Humanities; English; Modern Foreign Languages; Welsh; Business and Communications and Physical Education.

Details of **term dates and session times** are available for current and future years on the school web site. The school day starts at 8:50 and ends at 3:00 with a 40-minute lunch break. Lesson periods are of 50 minutes duration.

Term dates for the 2024/2025 year are:-

Autumn term – 4th September to 20th December

Spring term - 7th January to 11th April

Summer term – 28th April to 17th July

Half term 28th October –4th November

Half term 24th February – 3rd March

Half term 26th May – 2nd June

- 17 **Links with the community** are considered very important aspect of school life and through a variety of initiatives and liaisons these continue to be enhanced and strengthened. Many £1000s have been raised for local, national and international charitable causes. Links with other Conwy secondary schools and Llandrillo College have been reinforced through the extensive programme of collaboration. Links with several other North Wales secondary schools have been established in conjunction with our involvement as a Network Lead School for CaBan (teacher training). A significant number of staff work closely with other schools as part of the A55 Alliance and the Cluster work. Several staff access the leadership programmes offered by GwE or other providers such as Achieve More Training.
- 18 The School adheres closely to all its **equal opportunities** related policies and its **Strategic equality plan**. However, due to the school being located in five separate buildings and up to three floor levels full access for any person with disability is not always practical (The LA has made suitable provision for these in other schools in the county for those with mobility disabilities).

A copy of the schools' **Accessibility Plan** is available at the school. Although the newer buildings within the school are fully DDA (Disability Discrimination Act) compliant, the older buildings, spread over 2 or 3 levels are not. Appropriate arrangements are made for students (or parents) with a disability.

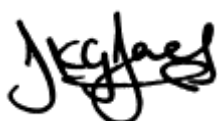
All students attending school are fully integrated in all aspects of school life.

The annual safeguarding report has been completed in accordance with Welsh Government requirements.

- 19 There were two formal **complaints** received during the year. These were satisfactorily resolved at stage 1 of the school's complaint procedures.
- 20 The designated **language category** of the school is English.

In accordance with current legislation Welsh is taught to all students up to Key Stage 4 (GCSE) level. At Key Stage 5 (AS and A levels) Welsh is a selective subject. Although the incidental use of Welsh throughout the school is actively encouraged no subject is taught through the medium of Welsh. Most students follow the full GCSE Welsh course.

- 21 Adequate toilet facilities are available for both students and staff in each of the school teaching/learning blocks. Cleanliness of these facilities is monitored frequently throughout each school day by the site management staff and are cleaned at least after the end of the school day by the school's team of cleaners.



J K G Jones
Chair of Governors

Date January 2025

If you have any questions regarding any aspects of this report please complete the reply slip below and return it to The Clerk to the Governors (Mrs S Noke) at the school address.



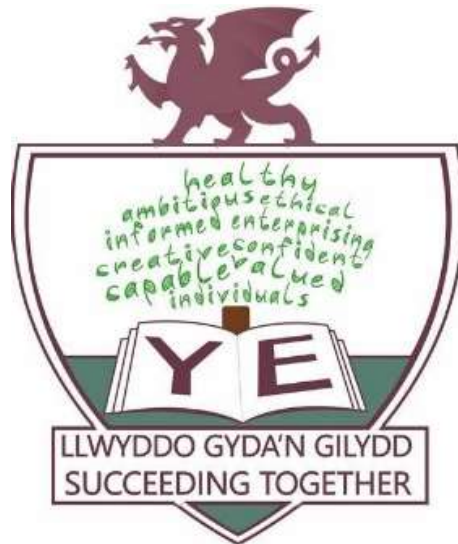
**Ysgol Eirias
Governors Annual Report – 2023/2024 year**

Question Number	Question detail

Signed

Parent of Year group

Date.....



APPENDIX 1

Governors' Annual Report 2023/2024

STATISTICAL INFORMATION

- Examination results details
 - Key Stage 3 – Year 9 assessment levels
 - Key Stages 4 - AWCDS
 - Key Stage 5 – Grade Analysis
- Destination of school leavers
- Attendance and absence details
- Whole school targets
- Finance - Balance sheets

Composition of the Capped 9 Points Score (interim)

No*	Slot	Requirement	
1	Literacy slot	Subject specific requirements** (GCSEs only)	Best result of first awarding of: Welsh first language or English language or Welsh literature or English literature
2	Numeracy slot		Best result of first awarding of: Mathematics – numeracy or Mathematics
3	Science slot		Best result of first awarding of (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)
4 5 6 7 8 9	'Other six' (GCSEs or equivalent volume of qualifications)	Best six remaining qualification awards***	All qualifications approved/designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications. The Welsh Baccalaureate Skills Challenge Certificate qualification can count towards one of these slots where it features in a learner's best remaining awards.

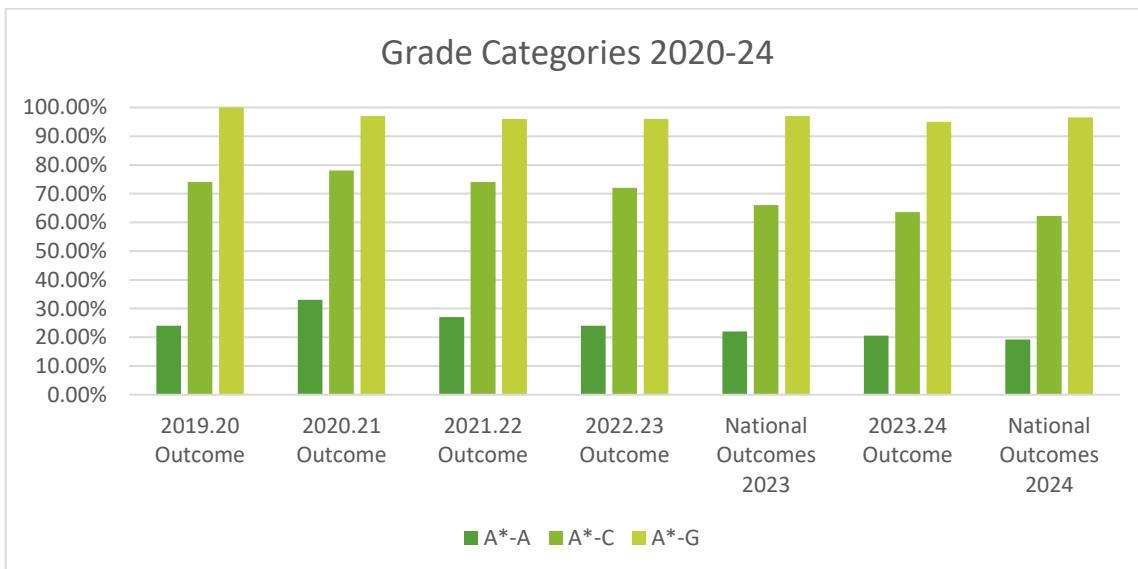
Key Stage 3 – Year 9 Assessment Levels

Subject	L5+ 2022.23	L7+ 2022.23	L5+ 2023.24	L7+ 2023.24
	Outcome	Outcome	Outcome	Outcome
English	72.00%	23.00%	78.00%	23.00%
Music (Exp Arts)	88.00%	1.00%	91.00%	1.00%
History	88.00%	15.00%	87.00%	20.00%
Geography	84.00%	13.00%	84.00%	20.00%
Maths	81.00%	20.00%	78.00%	22.00%
French	74.00%	28.00%	79.00%	31.00%
German	77.00%	23.00%	79.00%	22.00%
PE	89.00%	29.00%	86.00%	14.00%
Science	83.00%	20.00%	83.00%	22.00%
Technology	88.00%	15.00%	90.00%	24.00%
Art	82.00%	20.00%	86.00%	19.00%
ICT (Digital Skills)	86.00%	8.00%	86.00%	6.00%
Welsh 1st Language	100.00%	83.00%	N/A	N/A
Welsh 2nd Language	81.00%	18.00%	77.00%	13.00%



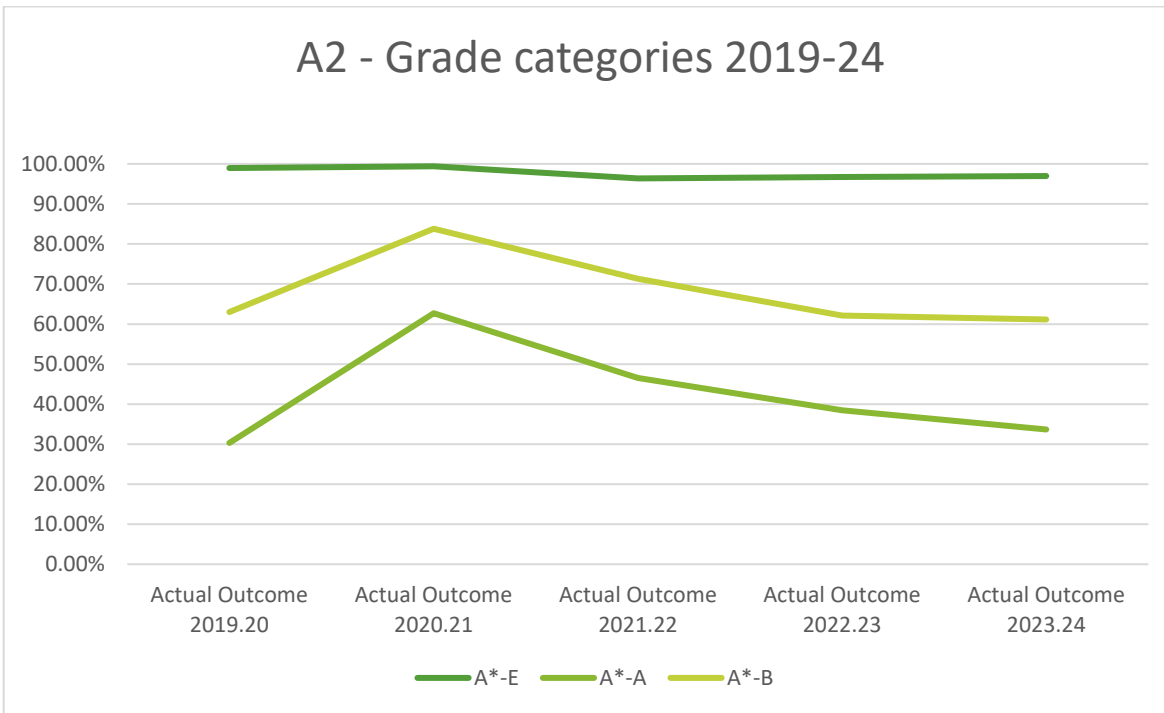
Key Stage 4 – Grade Analysis (Group)

Criteria	2019.20 Outcome	2022.23 Outcome	National Outcomes 2023	% Variance	2023.24 Outcome	National Outcomes 2024	% Variance
A*-A	24.00%	24.00%	22.00%	2.00%	20.60%	19.20%	1.40%
A*-C	74%	72.00%	66.00%	6.00%	63.60%	62.20%	1.40%
A*-G	100%	96.00%	97.00%	-1.00%	95.00%	96.60%	-1.60%
Average Capped (9) Points Score	376	346	358	-12	334	Unknown	Unknown
Average Capped (9) Points Score (FSM)	305	229	297	-68	264	Unknown	Unknown



Key Stage 5 – Grade Analysis (Group and single grade)

Criteria	Actual Outcome 2019.20	Actual Outcome 2022.23	National Outcomes 2022.23	% Variance	Actual Outcome 2023.24	National Outcomes 2023.24	% Variance
A*-E	98.95%	96.70%	97.50%	-0.80%	97.01%	97.40%	-0.39%
A*-A	30.30%	38.50%	33.70%	4.80%	33.70%	29.90%	3.80%
A*-B	63.00%	62.10%	57.60%	4.50%	61.14%	54.20%	6.94%

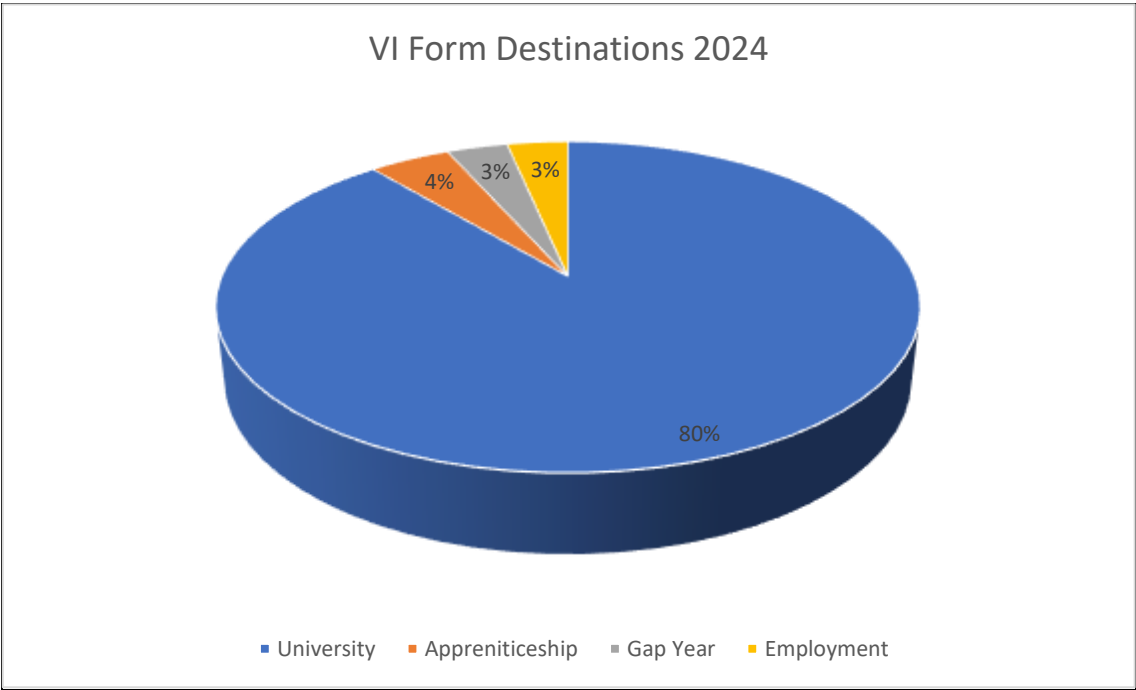
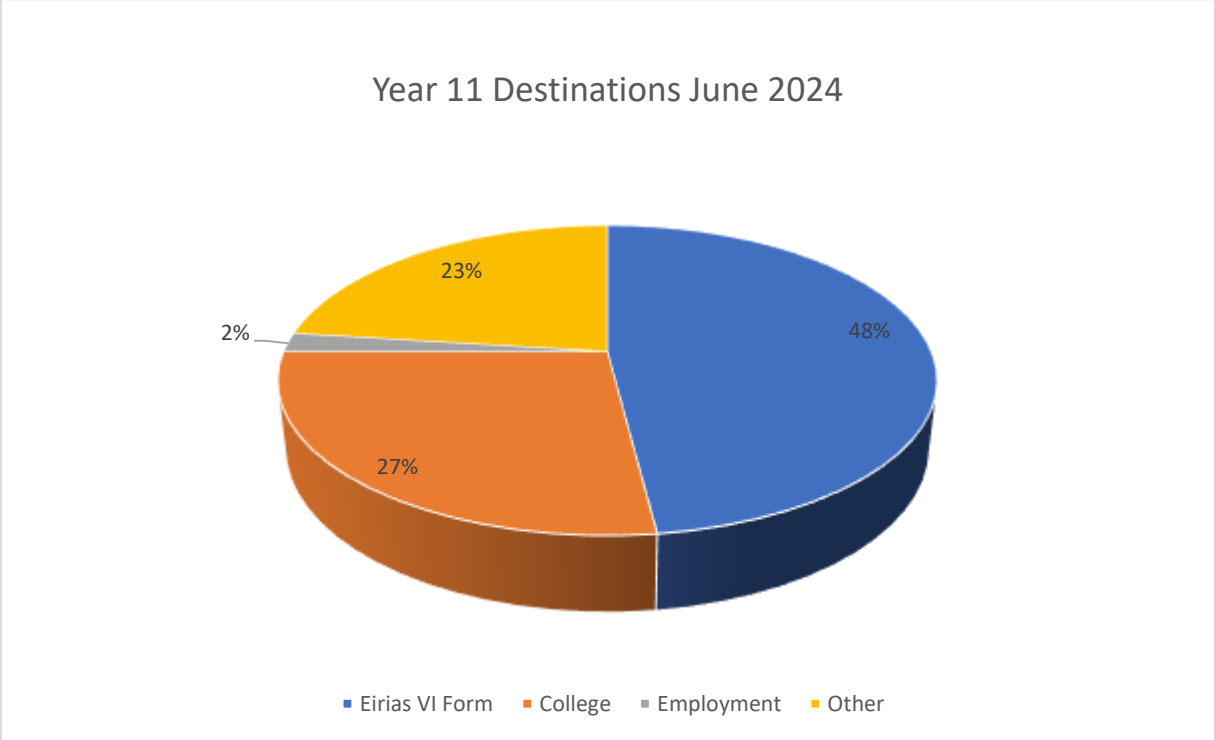


Criteria	2019	2022	2023	National Outcomes 2023	% Variance	2024	National Outcomes 2024	% Variance
A*	17.50%	19.10%	16.40%	13.20%	3.20%	13.58%	10.10%	3.48%
A	13.40%	27.40%	22.10%	20.50%	1.60%	20.11%	18.80%	1.31%
B	32.30%	24.80%	23.60%	23.90%	-0.30%	27.44%	24.30%	3.14%
C	25.40%	14.20%	17.20%	21%	-3.80%	21.20%	22%	-1.10%
D	9.30%	8.50%	12.30%	12.60%	-0.30%	10.60%	14.20%	-3.60%
E	0.70%	2.30%	5.10%	6%	-0.90%	4.08%	7%	-2.52%
U	1.40%	3.60%	3.30%	2.50%	0.80%	2.99%	2.80%	0.19%

All Wales Core Data Set 2024

Capped 9 points score 2024 (interim measures version)		Skills Challenge Certificate points score 2024		Literacy points score 2024		Numeracy points score 2024		Science points score 2024	
<i>The average of scores for the best awards for all individual learners in a cohort, capped at a total volume of 9 GCSEs or equivalent. 3 of the 9 are subject specific GCSEs.</i>		<i>The average of scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort.</i>		<i>The average scores for all individual learners in the cohort, taking the best grade from their – English language or English literature GCSE.</i>		<i>The average scores for all individual learners in the cohort, taking the best grade from their Mathematics or Mathematics - numeracy GCSE.</i>		<i>The average scores for all individual learners in the cohort, taking the best grade from their Science (double award).</i>	
School - Total	337.3	School - Total	31.1	School - Total	36.8	School - Total	36.7	School - Total	37
Family - Total	359.3	Family - Total	37.3	Family - Total	39.3	Family - Total	37.3	Family - Total	37.4
Local Authority - Total	339.3	Local Authority - Total	33.6	Local Authority - Total	36.9	Local Authority - Total	34.7	Local Authority - Total	35.4
Wales - Total	352.1	Wales - Total	30.2	Wales - Total	38.5	Wales - Total	35.9	Wales - Total	36
School - Male	325	School - Male	33.7	School - Male	33.7	School - Male	36.9	School - Male	36.5
Family - Male	340	Family - Male	35.9	Family - Male	37.4	Family - Male	37.9	Family - Male	37.4
Local Authority - Male	329.1	Local Authority - Male	31.5	Local Authority - Male	34.7	Local Authority - Male	34.9	Local Authority - Male	34.7
Wales - Male	341.4	Wales - Male	28.4	Wales - Male	36.2	Wales - Male	35.9	Wales - Male	35.2
School - Female	348	School - Female	36	School - Female	39.4	School - Female	36.5	School - Female	37.4
Family - Female	351.4	Family - Female	38.8	Family - Female	41.4	Family - Female	36.6	Family - Female	37.4
Local Authority - Female	349.3	Local Authority - Female	35.7	Local Authority - Female	39.1	Local Authority - Female	34.5	Local Authority - Female	36.1
Wales - Female	363.6	Wales - Female	32.1	Wales - Female	41	Wales - Female	35.8	Wales - Female	36.2
School - FSM	239.4	School - FSM	20.9	School - FSM	28.2	School - FSM	26.8	School - FSM	24.3
Family - FSM	291.6	Family - FSM	29.1	Family - FSM	32.3	Family - FSM	29.2	Family - FSM	28
Local Authority - FSM	290.4	Local Authority - FSM	25.2	Local Authority - FSM	30.9	Local Authority - FSM	27.7	Local Authority - FSM	27.6
Wales - FSM	298.6	Wales - FSM	23.3	Wales - FSM	31.8	Wales - FSM	28	Wales - FSM	27.3
School - Non FSM	350.7	School - Non FSM	37.5	School - Non FSM	38	School - Non FSM	38	School - Non FSM	38.7
Family - Non FSM	375.9	Family - Non FSM	39.3	Family - Non FSM	41	Family - Non FSM	39.2	Family - Non FSM	39.6
Local Authority - Non FSM	363.8	Local Authority - Non FSM	36.9	Local Authority - Non FSM	39.6	Local Authority - Non FSM	37.4	Local Authority - Non FSM	38.5
Wales - Non FSM	378.2	Wales - Non FSM	33.1	Wales - Non FSM	41.5	Wales - Non FSM	39	Wales - Non FSM	39.5

Year 11 and Year 13 Leaver Destinations June 2024



The data above is unverified



Ysgol Eirias Whole School Targets 2024-25

*The challenge is to always improve, always get better.
'Growina Toaether, Succeedina Toaether'*

WST1: Teaching *Improving and maintaining the **highest quality of teaching** is at the heart of our school, ensuring that our **children and our staff grow both personally and academically.***

Growing great teachers:

- **Professional learning (PL)** is **planned** for the academic year, building in directed time for research; PL Enquiry (case study) planning, analysis and evaluation; and collaboration between colleagues within and outside of school.
- All staff conduct at least **2 PL Enquiries** over the academic year, developing their enquiry and pedagogic skills and improving teaching and learning through personal reflection and collaboration.
- All PL Enquiries are **rooted in research** and in most cases focus on the **areas that the school is collectively trying to improve**, such as attendance, feedback and raising standards in skills and outcomes for learners.
- **Meeting structures** are re-imagined and **encourage generative dialogue, collective thinking** and a climate where people can **challenge** - supporting leadership development and the growth of staff as classroom practitioners,
- **Performance Management (PM)** works in conjunction with our PL programme to challenge thinking, promote deep reflection, facilitate collaboration and **ensure change for the better**, securing improved outcomes for learners.
- **Quality Assurance Quality Enhancement (QAQE) and PM** are underpinned by a **growth culture** where innovation and personal reflection are encouraged and celebrated.
- **School systems and outcomes improve** as successful PL Enquiries are rolled out across the school.

WST2: Learning ***Authentic opportunities** are provided across the curriculum for learners to **develop, extend and apply their skills.** This empowers all learners to access knowledge and engage fully in all their subjects, whilst also equipping them with the tools they need to prepare them for later life.*

Growing Great Learners:

- All staff understand which specific cross curricular and integral **skills support learning in their subject area** and work as a subject team to **refine, teach and evaluate strategies** to support learning in these areas.
- A **strategic overview** of the **whole school** approach to developing skills supports the **evaluation of the standards of skills** across each year group and over time and **informs next steps**.
- Next steps are categorised into universal offer, interventions and specialist support, **personalising the support** provided to the **needs of each learner**.

WST3: Well-being *The whole school approach to well-being is built on the **'EIRIAS' values**, helping **all stakeholders to feel a sense of belonging, self-belief and of being heard.** These values are consistently reflected in the day-to-day actions of the school and promote positive well-being for all stakeholders.*

Growing a culture of community and belonging:

- A strategic and consistent approach is taken to explicitly teaching, modelling and reinforcing **positive learning behaviours** across the school, built upon the EIRIAS values.
- A refined whole school strategy for **praise and rewards**, linked to the EIRIAS values, supports the focus on positive learning behaviours.
- Positive learning behaviours help our learners to **engage in their learning** and to **recognise the progress** they are making, helping to **raise self-esteem**.
- A new 'Health & Well-being' curriculum offer is created and introduced to learners in Years 7 to 9, providing opportunity for them to **learn and collaborate about their own and others well-being**.
- All stakeholders understand their roles and responsibilities within the **'School Attendance Matters'** campaign and this results in **improved attendance**, especially for those children in receipt of a free school meal.
- A refined approach to **communication with parents and the wider community** improves the relationships they have with school, promoting a sense of belongingness.

Ysgol Eirias

FINAL ACCOUNTS - EXCLUDING SCHOOL HOLDING ACCOUNTS (SCHOOL FUND)

Balance Sheet

At 31 March 2024

	Current Year 2023-24	Last Year 2022-23
	£	£
Current Assets		
Stocks	-	-
Debtors	444,846	233,415
VAT due	11,308	13,245
Prepayments and Accrued Income	-	13,075
Investments - Main Account	-	-
Cash in Office, at Bank and Deposits		
- Main Premium Account	353,403	
- Main Current Account	121,860	
- Main Petty Cash	400	
- Main School Barclaycard	0	
Plus Main Account Unpresented Receipts		
Less Main Account Unpresented Cheques	-501	
	<hr/> 475,162	
<i>Total Cash in Office, at Bank and Deposits</i>	<i>475,162</i>	<i>1,013,602</i>
Total Current Assets	931,316	1,273,337
Current Liabilities		
Creditors	776,491	76,615
Accruals		
Trade Creditors	41,497	586,106
Contribution to Capital Reserve	-	-
Creditors payment run	-	-
Total Current Liabilities	817,988	662,721
Net Current Assets	113,328	610,616
Represented by:		
Main Account	113,328	610,616
	113,328	610,616