



YSGOL EIRIAS GOVERNORS' ANNUAL REPORT 2025

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This annual report of the governors relates to the 2024/2025 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)

Mrs E Clements	01/26
Mrs B Colton	09/28
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

LA Appointed

(x2)

Cllr D Carr (Vacant from Oct 24)	06/26
Mr D Milne	05/28

Staff Governors

(x3)

Mrs J Caton (Teaching)	09/26
Mrs J Rowlands (non-teaching)	09/28
Mr J Evans (teaching)	09/28

Community Governors

(x3)

Mr D Ashworth	10/27
Mr R Darnell	10/28
Mrs J Humphreys	11/27

Partnership Governors

(x5)

Mr H A Ferdinando	02/29
Mrs N James-Rutledge	09/28
Mr D Jones	01/27
Mr J K G Jones	09/27
Mr D Roberts	09/28

Head-teacher (ex-officio)

Mrs Z Evans

Associate student Governors (x2)

Mari Baxter	07/26
Josie Morgan	07/26
Rose Pierce	07/26

- 2 The **Chair of Governors**, up to 31st August 2025 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 D Ashworth – Child Protection -Wellbeing, Pupil attendance
Mr K Jones – Equal Opportunities; Student link
Mr R Darnell - Careers
Mrs J Rowlands - Additional Learning Needs/ Looked After Children and Young People (ALN/LACYP)
Mrs J Humphreys - online-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 year's Governors Annual report.
- 4 The date of the next scheduled vacancy for a Parent governor - July 2025. Around that date applications from those eligible will be invited via the school website. 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 1180.

In September 2024 there were approximately 80 full-time equivalent teachers and 45 full-time equivalent support staff.

- 6 The schools' **results** in the summer 2025 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 and has been placed 4th in Wales by TES Parent Power Guide. In addition, the school has secured a place in the top 10% of schools and colleges in the UK for A Level progress by ALPS. 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 with 20.6% achieving 5+ A*-A, well above the national, family and local average. The 'A' level pass rate was over 98%, with over 60% were at the A*-B grades and over 40% at the top A*-A grades.

90% 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 40% of Year 11 students stayed 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 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 across a wide range of sporting, artistic and enrichment activities, both within curriculum lessons and through our thriving extra-curricular programme. Participation in sport has been particularly strong, with the U16 Rugby Team achieving an outstanding season by winning the North Wales and Eryri Cup and progressing to the last eight of the Welsh Cup. Students also benefit greatly from the high-quality facilities within the Eirias Park Sports Complex, which continue to support an extensive range of physical activities. Extra-curricular clubs remain very well attended. Cooking Club now runs twice-weekly with two groups taking part bi-weekly, and the Art, Drama, and Creative Writing clubs continue to attract large numbers of enthusiastic students. We also provide a Breakfast Club for selected learners, which supports wellbeing, routine and readiness for learning each morning.
The school continues to offer a rich and impressive programme of educational visits and wider opportunities. This year's Ski Trip to Austria involving 40 pupils was a huge success, as was the History Visit to Belgium. Students have also taken part in a variety of local sporting fixtures and curriculum-linked visits, including Plas Mawr, as well

as larger year-group events such as Alton Towers. The Drama Trip to London to see a West End production provided a memorable cultural experience for our performing arts students.

Engagement in the Duke of Edinburgh Award remains very strong, with excellent uptakes across the year and a significant number of students working towards or completing their bronze or silver awards.

Overall, the extensive range of visits, clubs and enrichment opportunities offered by the school continues to strengthen students' personal development, broaden their cultural experiences and promote positive engagement beyond the classroom.

- 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 2024/2025 was 90%. Of the absences 6.4% were authorized and 3.4% unauthorized. We strongly discourage students from being taken out of school for holidays during term time. Further attendance details are shown in **Appendix 1**. 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. 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, legislation 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 – 2024/25'** shown in **Appendix 1**.
- 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).

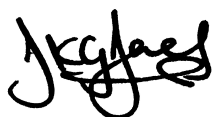
Specific details about the **curriculum** and the organization of education and teaching methods are contained in the prospectus. The curriculum subjects are organized into eight Faculties – Mathematics; Science; Technology; Humanities; English; International Languages; Welsh and Physical Education.

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 2025/2026 year are:-

Autumn term – 3rd Sept 2025 – 19 th Dec 2025	Half term - 27 th Oct 2025 – 31 st Oct 2025
Spring term - 6 th Jan 2026 – 27 th Mar 2026	Half term - 16 th Feb 2026 – 20 th Feb 2026
Summer term – 13 th Apr 2026 – 17 th July 2026	Half term - 25 th May 2026 – 29 th May 2026

- 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 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 providers such as Achieve More Training. Courses and qualifications are also accessed by staff in areas such as mental health (CAMHS), adult resilience (FRIENDS) and ALN needs.
- 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's 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 March 2026

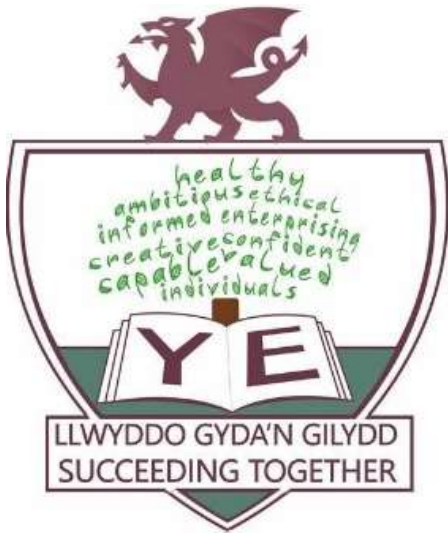
If you have any questions regarding any aspects of this report, please complete the reply slip below and return it to The Clerk to the Governors (Mrs S Noke) at the school address.



Ysgol Eirias
Governors Annual Report – 2024/2025 year

Question Number	Question detail

Signed Parent of Year group
Date.....



APPENDIX 1

Governors' Annual Report 2024/2025

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

Key Stage 3 – Year 9 Progress and Learning Measures

Progress Measure

This tells you the progress a pupil has made in their learning compared to the beginning of the year.

Exceeding Expectation	Meeting Expectation	Working towards expectation	Falling below expectation
Making more than expected progress. Consistently meeting and sometimes exceeding expectations.	Making expected progress. Mostly meeting the expectations.	Working towards the expected progress. Meeting some expectations but not all.	Falling below the expected progress. Not yet meeting expectations.

Category (% of cohort)	Art	Cymraeg	Drama & Dance	Des. Tech	Dig. Tech	English	Food	Geog	History	Languages	Maths	Music	PE	RS	Science	Wellbeing	Average
Exceeds	23.4	29.1	7.7	0.9	2.1	9.1	0.0	8.3	14.3	0.6	1.0	1.3	2.6	1.0	3.6	1.0	3.7
Meets	58.4	38.8	76.9	77.1	74.2	63.6	74.0	77.1	58.2	74.6	68.2	76.3	64.8	67.4	81.7	78.1	71.8
Towards	10.7	23.5	11.1	15.3	15.5	17.2	22.1	7.8	20.9	18.8	19.2	10.5	21.2	24.5	6.6	12.8	15.8
Below	7.6	8.7	4.3	6.8	8.3	10.1	3.9	6.8	6.6	6.1	11.6	11.8	11.4	7.1	8.1	8.2	8.6

Learning Measure

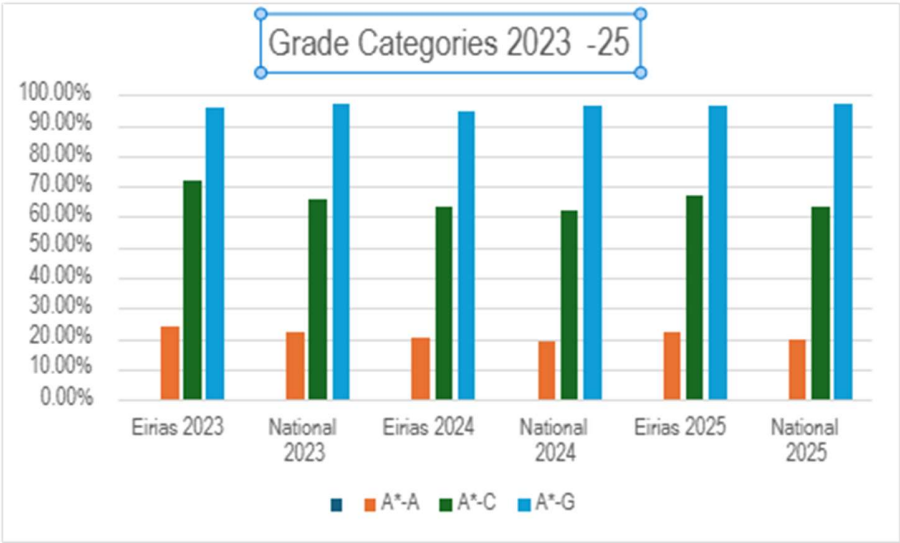
This gives information about a pupil’s current approach to learning, how engaged they are in their thinking and their use of the integrals skills to help them in the modern world.

Ambitious	Active	Passive	Resistant
Naturally engaging in these skills, using both strategic and reflective thinking. Has established a love of learning.	Engaging in these skills, using strategic thinking. Being supported to develop reflective thinking. Enjoys learning.	Engaging in these skills, when encouraged. Being supported to develop planned and deliberate thinking rather than ad hoc thinking.	Struggling to engage in these skills, despite support and encouragement. Being supported to develop a more positive approach to learning.

Category (% of cohort)	Art	Cymraeg	Drama & Dance	Des. Tech	Dig. Tech	English	Food	Geog	History	Languages	Maths	Music	PE	RS	Science	Wellbeing	Average
Ambitious	28.4	30.6	7.7	9.3	14.4	14.1	14.3	13.1	16.3	20.4	18.2	1.3	19.2	6.1	13.7	5.6	14.6
Active	54.3	47.5	80.3	79.7	63.4	61.6	70.1	69.8	57.7	60.8	51.5	75.0	57.3	76.5	71.6	68.4	65.3
Passive	10.2	14.8	7.7	8.5	15.5	16.7	14.3	13.5	19.9	12.7	19.2	11.8	15.3	10.7	9.1	18.4	13.6
Resistant	7.1	7.1	4.3	2.6	6.7	7.6	1.3	3.6	6.1	6.1	11.1	11.8	8.3	6.6	5.6	7.7	6.5

Key Stage 4 – Grade Analysis (Group)

Criteria	Eirias 2022.23	National	% Variance	Eirias 2023.24	National	% Variance	Eirias 2024.25	National	% Variance
		Outcomes 2023			Outcomes 2024			Outcomes 2025	
A*-A	24.00%	22.00%	2.00%	20.60%	19.20%	1.40%	22.30%	19.80%	2.50%
A*-C	72.00%	66.00%	6.00%	63.60%	62.20%	1.40%	67.10%	63.50%	3.60%
A*-G	96.00%	97.00%	-1.00%	95.00%	96.60%	-1.60%	96.30%	97.20%	-0.90%
Average Capped (9) Points Score	346	358	-12	334	352.1	-18.1	357.3	354.3	3.00
Average Capped (9) Points Score (FSM)	229	297	-68	264	298.6	-34.6	249.1	300.8	-51.70



WHAT IS THE CAPPED 9 POINTS SCORE?

The Capped 9 Points Score is a measure of a learner's performance based on their nine best GCSE or equivalent results. These are selected as follows:

- Three subject-specific slots: Literacy, Numeracy, Science
- Six "other" slots: Best remaining qualifications (GCSEs or equivalents)

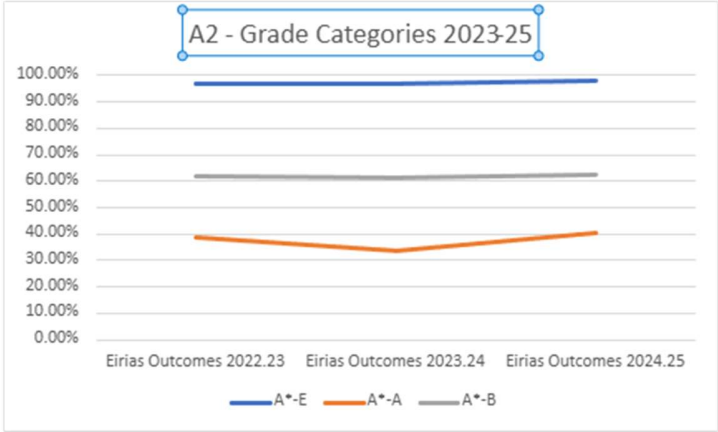
GCSE Grade	Points
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16
U	0

Slot	Name	What Counts?
1	Literacy	Best of: English Language, Welsh Language, English Literature, Welsh Literature
2	Numeracy	Best of: Mathematics or Mathematics – Numeracy (GCSE only)
3	Science	Best of: Biology, Chemistry Physics, Science (Double/Single/Applied)
4–9	Other Six	Best 6 remaining qualifications (GCSE or equivalent, e.g. BTEC, Skills Challenge Certificate)

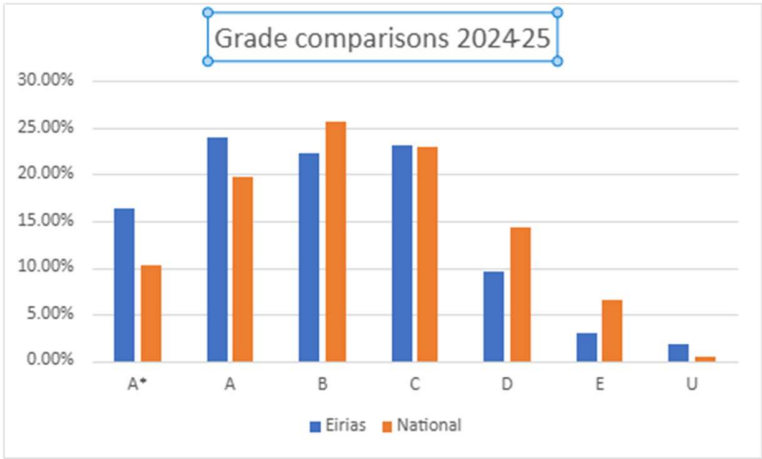
- Each slot is worth the size of one GCSE.

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

Criteria	Eirias Outcomes 2022.23	National Outcomes 2022.23	% Variance	Eirias Outcomes 2023.24	National Outcomes 2023.24	% Variance	Eirias Outcomes 2024.25	National Outcomes 2024.25	% Variance
A*-E	96.70%	97.50%	-0.80%	97.01%	97.40%	-0.39%	98.25%	99.60%	-1.35%
A*-A	38.50%	33.70%	4.80%	33.70%	29.90%	3.80%	40.35%	29.90%	10.45%
A*-B	62.10%	57.60%	4.50%	61.14%	54.20%	6.94%	62.57%	54.50%	8.07%



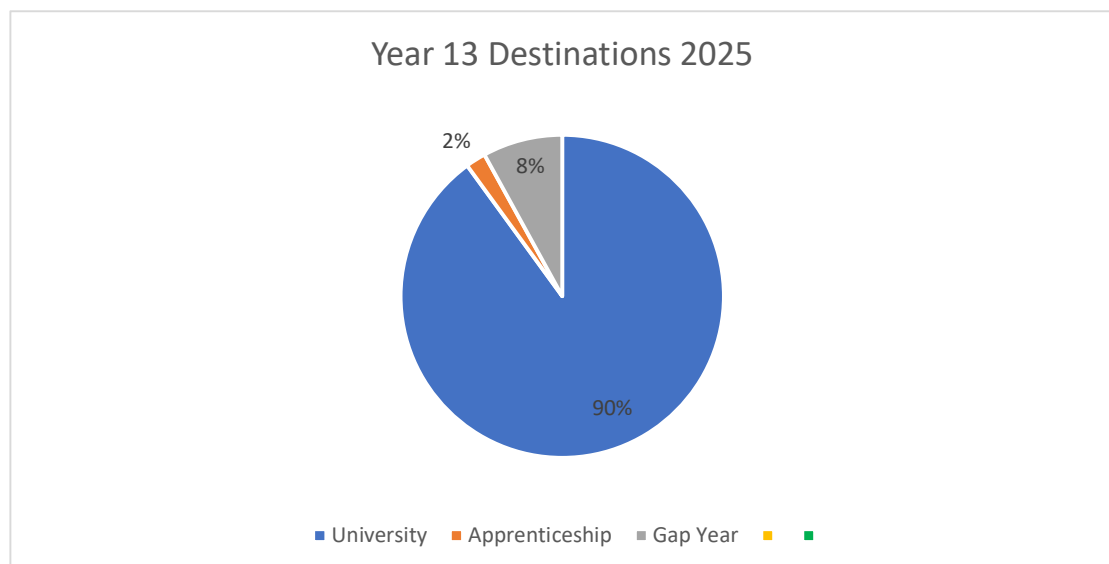
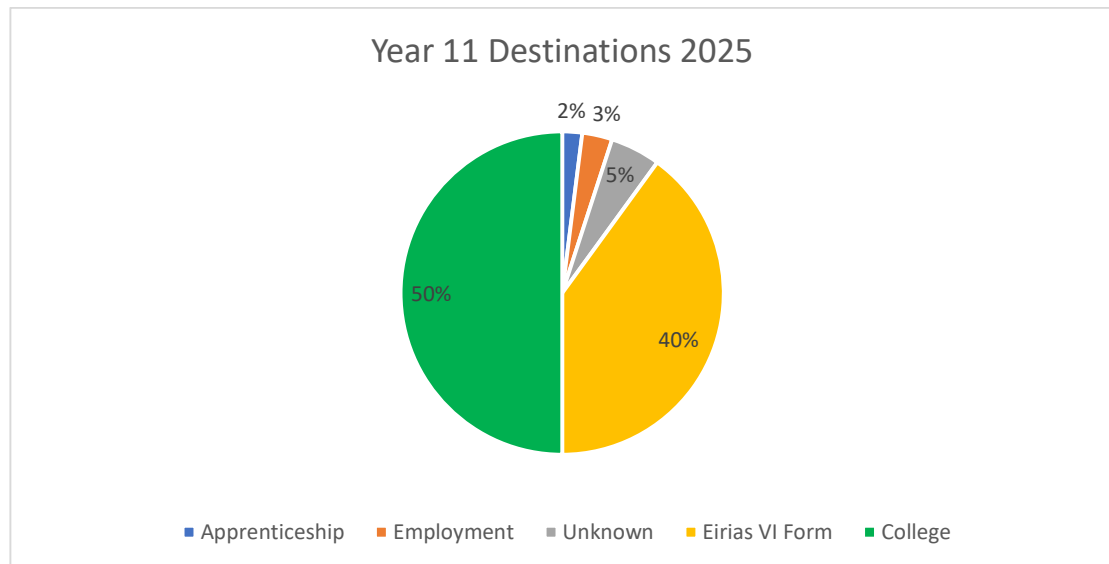
Grade	2023	National Outcomes 2023	% Variance	2024	National Outcomes 2024	% Variance	2025	National Outcomes 2025	% Variance
A*	16.40%	13.20%	3.20%	13.58%	10.10%	3.48%	16.37%	10.2%	6.17%
A	22.10%	20.50%	1.60%	20.11%	18.80%	1.31%	23.98%	19.7%	4.28%
B	23.60%	23.90%	-0.30%	27.44%	24.30%	3.14%	22.23%	25.7%	-3.47%
C	17.20%	21%	-3.80%	21.20%	22%	-0.80%	23.10%	23.0%	0.10%
D	12.30%	12.60%	-0.30%	10.60%	14.20%	-3.60%	9.65%	14.4%	-4.75%
E	5.10%	6%	-0.90%	4.08%	7%	-2.92%	2.92%	6.6%	-3.68%
U	3.30%	2.50%	0.80%	2.99%	2.80%	0.19%	1.75%	0.4%	1.35%



All Wales Core Data Set 2025

Capped 9 points score 2025 (interim measures version)		Skills Challenge Certificate points score 2025		Literacy points score 2025		Numeracy points score 2025		Science points score 2025	
<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	357.3	School - Total	33.8	School - Total	38.1	School - Total	37.7	School - Total	36.8
Family - Total	369.8	Family - Total	38.5	Family - Total	39.9	Family - Total	38.2	Family - Total	37.8
Local Authority - Total	342.3	Local Authority - Total	32.5	Local Authority - Total	36.8	Local Authority - Total	35	Local Authority - Total	34.7
Wales - Total	354.3	Wales - Total	29	Wales - Total	38.6	Wales - Total	36	Wales - Total	35.8
School - Male	360.3	School - Male	33.8	School - Male	37.6	School - Male	39.3	School - Male	38.2
Family - Male	364.7	Family - Male	37.2	Family - Male	38.1	Family - Male	39.1	Family - Male	37.8
Local Authority - Male	335.1	Local Authority - Male	30.9	Local Authority - Male	35	Local Authority - Male	35.5	Local Authority - Male	34.8
Wales - Male	343.7	Wales - Male	27.2	Wales - Male	36.3	Wales - Male	36.2	Wales - Male	35.2
School - Female	353.9	School - Female	33.8	School - Female	38.7	School - Female	35.9	School - Female	35.1
Family - Female	374.9	Family - Female	39.8	Family - Female	41.6	Family - Female	37.2	Family - Female	37.9
Local Authority - Female	350.1	Local Authority - Female	34.2	Local Authority - Female	38.7	Local Authority - Female	34.4	Local Authority - Female	34.6
Wales - Female	365.7	Wales - Female	30.9	Wales - Female	41.1	Wales - Female	35.7	Wales - Female	36.5
School - FSM	249.1	School - FSM	23.5	School - FSM	30.1	School - FSM	21.9	School - FSM	18.6
Family - FSM	319.2	Family - FSM	31.9	Family - FSM	33.7	Family - FSM	30.2	Family - FSM	29.2
Local Authority - FSM	296	Local Authority - FSM	26	Local Authority - FSM	33	Local Authority - FSM	28.1	Local Authority - FSM	29
Wales - FSM	300.8	Wales - FSM	22.4	Wales - FSM	31.8	Wales - FSM	27.9	Wales - FSM	27.1
School - Non FSM	370.5	School - Non FSM	35	School - Non FSM	39.1	School - Non FSM	39.6	School - Non FSM	38.8
Family - Non FSM	381.7	Family - Non FSM	40	Family - Non FSM	41.3	Family - Non FSM	39.9	Family - Non FSM	39.7
Local Authority - Non FSM	369.7	Local Authority - Non FSM	35.9	Local Authority - Non FSM	39.5	Local Authority - Non FSM	38.1	Local Authority - Non FSM	37.8
Wales - Non FSM	379.4	Wales - Non FSM	31.7	Wales - Non FSM	41.5	Wales - Non FSM	39	Wales - Non FSM	39.2

Year 11 and Year 13 Leaver Destinations June 2025



The data above is unverified

Attendance Data – May 2025

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Ysgol Eirias Whole School Targets 2024-25

*The challenge is to always improve, always get better.
'Growing Together, Succeeding Together'*

WST1: Teaching	<i>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.</i>
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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	<i>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.</i>
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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	<i>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.</i>
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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 2025

	Current Year 2024-25 £	Last Year 2023-24 £
<i>Current Assets</i>		
Stocks	-	-
Debtors	430,681	444,846
VAT due	29,959	11,308
Money owed from holding	5,317	
Prepayments and Accrued Income	2,746	-
Investments - Main Account	-	-
 Cash in Office, at Bank and Deposits		
- Main Premium Account	92,594	
- Main Current Account		
- Main Petty Cash	400	
- Main School Barclaycard		
Plus Main Account Unpresented Receipts		
Less Main Account Unpresented Cheques	-241	
	92,753	
 <i>Total Cash in Office, at Bank and Deposits</i>	 92,753	 475,162
 <i>Total Current Assets</i>	 561,455	 931,316
 <i>Current Liabilities</i>		
Creditors	78,938	776,491
Accruals		
Trade Creditors	617,387	41,497
Money owed to holding	439	
Contribution to Capital Reserve	-	-
Creditors payment run	-	-
 <i>Total Current Liabilities</i>	 696,765	 817,988
 <i>Net Current Assets</i>	 -135,310	 113,328
 Non current liabilities	350,680	
 Net Assets (Liabilities)	 -485,990	
 <i>Represented by:</i>		
 Main Account	 -485,990	 113,328
	 -485,990	 113,328