



YSGOL EIRIAS GOVERNORS' ANNUAL REPORT 2023

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This annual report of the governors relates to the 2022/2023 school year.

- 1 Throughout 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	Cllr 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		
Mrs K Williams	07/23		
		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	11/23	Mr H A Ferdinando	02/25
Mrs A Monks-Roberts	09/23	Mr D Jones	01/27
		Mr J K G Jones	09/27
		Vacancy	1
Head-teacher (ex-officio)			
Mrs S Sutton			
Associate student Governors (x2)			
Thomas Dickson	07/24		
Darcie Simmons	07/23		

- 2 The **Chair of Governors**, up to 31st August 2023 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/Looked after children (LAC);
 Mr K Jones – Equal Opportunities; Student link
 Mr R Darnell - Careers
 Mrs Kathryn Williams - 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 was July 2023 – this has been filled. |The next scheduled vacancy 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 1270.

In September 2022 there were approximately 90 full-time equivalent teachers and 50 full-time equivalent support staff.

- 6 The projected recruitment into the 6th form in September 2022 was again in line with previous years.

The schools **results** in the summer 2023 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 96% and over 60% were at the top A*-B grades.

81% 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 48.5% 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. Many 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 the last academic year, have participated in a number of overseas trips including skiing in Austria and attending the Christmas markets in Berlin. Learners have attended several day trips such as carrying out Geography fieldwork in Betws y Coed or visiting Llanberis slate museum with the History department. In addition,

the Duke of Edinburgh programme has seen an increase to almost 100 learners completing the bronze or silver award this year.

Promoting healthy eating and drinking has been a focus for our Student Voice during the last academic year. As a result of pupil concerns identified from the pupil survey, canteen menus were discussed in March 2023 with the school's Catering Manager (and his Area and Regional Manager). Following this meeting, the following changes have now been actioned:

- A deli/salad bar in which pupils can select different options as part of a regular/large salad pot for the Canteen staff to serve.
- Vegetarian/gluten/vegan options made available.
- Individual fruit significantly reduced in price and more comparable to supermarket prices.
- Unlimited vegetables for any student purchasing a full meal.

- 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 2022/2023 was 86.3%. Of the absences 9.8% were authorized and 4.7% unauthorized. We strongly discourage students from being taken out of school for holidays during term time. Further attendance details are shown in **Appendix 1**.

- 12 The schools' 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'.

The policies reviewed/amended throughout the year include:-

Policy number	Policy title
1	Policy documents
3	Assessment policy
5	A whole school pay policy
7	Complaints policy (Curriculum)
11	Lettings policy
12	Health and safety policy
13	Mission statement
15	Admission policy
19	Safeguarding and Child Protection policy
32	School uniform policy
33	Security policy
34	Collective worship policy
35	Spiritual, Moral, Social and Cultural development policy
38	Terms of reference for Committees and Panels

43	Additional Learning Needs Policy
45	Performance Management policy
46	Complaints procedure policy
56	Educational visits policy
63	Critical incidents emergency procedures policy
65	E-safety policy
69	Emotional health and well being policy
73	Strategic equality plan
77	Recruitment and selection policy
85	Accessibility Plan

- 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 four/five main **'Whole School Targets – 2022/23'** shown in **Appendix 1**. As has been the case for the last 15 years or so Whole School Target number 1 always relates specifically to student performance – 'To enhance student performance'.
- 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 in to 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 2023/2024 year are:-

Autumn term – 4 th September to 22 nd December	Half term 30 th October – 5 th November
Spring term - 9 th January to 22 nd March	Half term 12 th February – 18 th February
Summer term – 8 th April to 18 th July	Half term 27 th May – 2 nd 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.

During the year the school achieved the Rainbow Flag Award.

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 March 2024

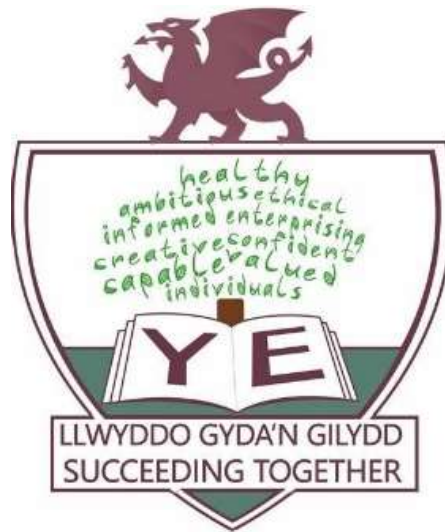
If you have any questions regarding any aspects of this report please complete the reply slip below and return it to The Clerk to the Governors (Mrs S Noke) at the school address.



Ysgol Eirias
Governors Annual Report – 2022/2023 year

Question Number	Question detail

Signed **Parent of** **Year group**
Date.....



APPENDIX 1

Governors' Annual Report 2022/2023

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 Assessment Levels

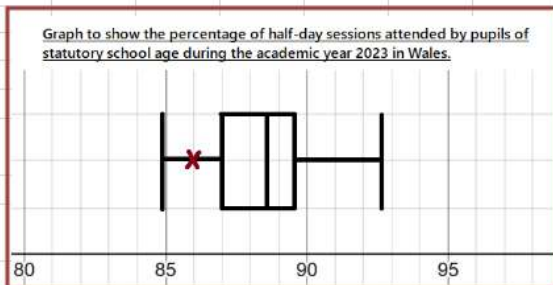
<u>Subject</u>	<u>L5+ 2021.22 Outcome</u>	<u>L7+ 2021.22 Outcome</u>	<u>L5+ 2022.23 Outcome</u>	<u>L7+ 2022.23 Outcome</u>
English	74.00%	11.00%	72.00%	23.00%
Music (Exp Arts)	88.00%	3.00%	88.00%	1.00%
History	86.00%	13.00%	88.00%	15.00%
Geography	87.00%	14.00%	84.00%	13.00%
Maths	83.00%	25.00%	81.00%	20.00%
French	71.00%	14.00%	74.00%	28.00%
German	90.00%	27.00%	77.00%	23.00%
PE	90.00%	11.00%	89.00%	29.00%
Science	83.00%	22.00%	83.00%	20.00%
Technology	85.00%	7.00%	88.00%	15.00%
Art	89.00%	23.00%	82.00%	20.00%
ICT (Digital Skills)	79.00%	5.00%	86.00%	8.00%
Welsh 1st Language			100.00%	83.00%
Welsh 2nd Language	82.00%	21.00%	81.00%	18.00%

Key Stage 4 – All Wales Core Data Sets (AWCDS)

Capped 9 points score 2023 (interim measures version)		Skills Challenge Certificate points score 2023		Literacy points score 2023		Numeracy points score 2023		Science points score 2023	
<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	346.4	School - Total	35	School - Total	38.6	School - Total	38	School - Total	37.5
Family - Total	362.4	Family - Total	37.8	Family - Total	40.1	Family - Total	38.6	Family - Total	38.3
Local Authority - Total	346	Local Authority - Total	33.2	Local Authority - Total	38.2	Local Authority - Total	36.3	Local Authority - Total	36.6
Wales - Total	358.1	Wales - Total	31.6	Wales - Total	39.7	Wales - Total	37.1	Wales - Total	36.9
School - Male	340	School - Male	33.7	School - Male	36.6	School - Male	38.4	School - Male	37.3
Family - Male	354.8	Family - Male	36	Family - Male	38	Family - Male	39.1	Family - Male	38.3
Local Authority - Male	337.1	Local Authority - Male	31.1	Local Authority - Male	36.1	Local Authority - Male	36.2	Local Authority - Male	36
Wales - Male	346.4	Wales - Male	29.7	Wales - Male	37.3	Wales - Male	37	Wales - Male	36.2
School - Female	351.4	School - Female	36	School - Female	40.1	School - Female	37.6	School - Female	37.7
Family - Female	369.8	Family - Female	39.5	Family - Female	42.2	Family - Female	38	Family - Female	38.4
Local Authority - Female	354.5	Local Authority - Female	35.1	Local Authority - Female	40.2	Local Authority - Female	36.4	Local Authority - Female	37.2
Wales - Female	370.5	Wales - Female	33.6	Wales - Female	42.3	Wales - Female	37.3	Wales - Female	37.6
School - FSM	206.6	School - FSM	20.9	School - FSM	26	School - FSM	24.6	School - FSM	21.4
Family - FSM	278.9	Family - FSM	27.3	Family - FSM	31	Family - FSM	28.6	Family - FSM	27.7
Local Authority - FSM	276.7	Local Authority - FSM	24.1	Local Authority - FSM	31.5	Local Authority - FSM	28.8	Local Authority - FSM	28
Wales - FSM	293.8	Wales - FSM	24.1	Wales - FSM	32.7	Wales - FSM	28.9	Wales - FSM	27.4
School - Non FSM	371.4	School - Non FSM	37.5	School - Non FSM	40.7	School - Non FSM	40.3	School - Non FSM	40.5
Family - Non FSM	379.1	Family - Non FSM	40	Family - Non FSM	42.1	Family - Non FSM	40.7	Family - Non FSM	40.6
Local Authority - Non FSM	374.2	Local Authority - Non FSM	36.9	Local Authority - Non FSM	41	Local Authority - Non FSM	39.3	Local Authority - Non FSM	40.1
Wales - Non FSM	382.6	Wales - Non FSM	34.5	Wales - Non FSM	42.6	Wales - Non FSM	40.2	Wales - Non FSM	40.4

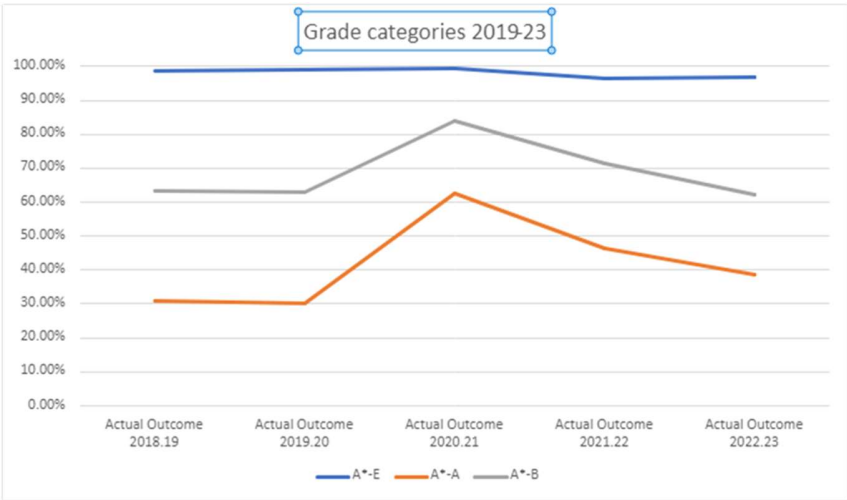
Percentage of half-day sessions attended by pupils of statutory school age during the academic year:

	2017	2018	2019	...	2023
School - Total	93.30%	94.40%	93.60%		86.00%
Highest	95.90%	95.50%	96.00%		92.60%
Upper Quartile	95.00%	94.90%	94.90%		89.60%
Median	94.60%	94.40%	94.40%		88.30%
Lower Quartile	94.20%	93.90%	93.80%		87.10%
Lowest	93.10%	92.30%	92.70%		84.90%

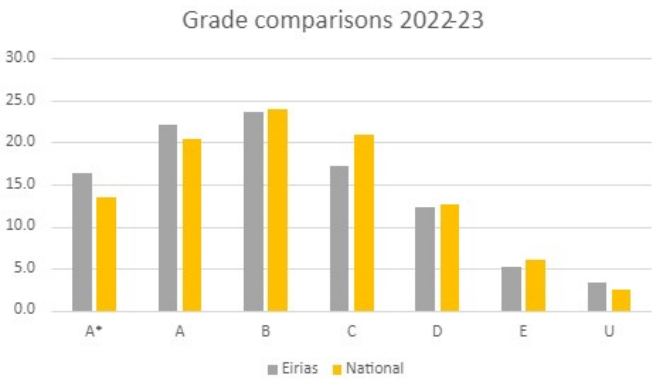


Key Stage 5 – Grade Analysis (Group and single grade)

Criteria	Actual Outcome 2019.20	Actual Outcome 2020.21	Actual Outcome 2021.22	Actual Outcome 2022.23	National Outcomes 2022.23
A*-E	98.95%	99.40%	96.38%	96.70%	97.5%
A*-A	30.30%	62.70%	46.51%	38.50%	34%
A*-B	63.00%	83.80%	71.30%	62.10%	57.9%

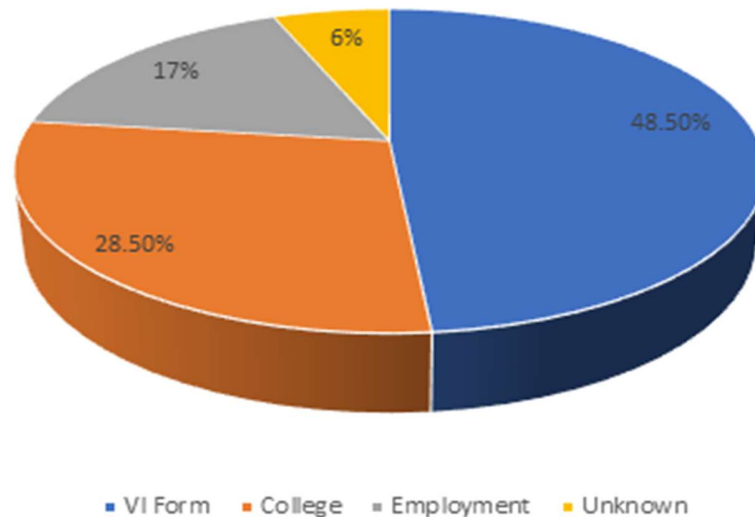


Criteria	2019	2022	2023	National Outcomes 2023
A*	17.50%	19.10%	16.40%	13.2%
A	13.40%	27.40%	22.10%	20.5%
B	32.30%	24.80%	23.60%	23.9%
C	25.40%	14.20%	17.20%	21%
D	9.30%	8.50%	12.30%	12.6%
E	0.70%	2.30%	5.10%	6%
U	1.40%	3.60%	3.30%	2.5%

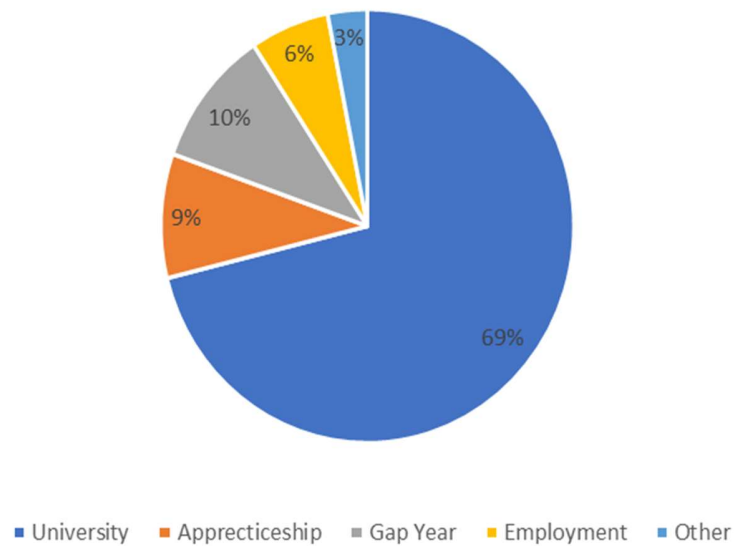


Year 11 and Year 13 Leaver Destinations June 2023

Year 11 Destinations June 2023



VI Form Destinations 2023



YSGOL EIRIAS - PUPIL ATTENDANCE DATA

	May 22/23													
	01/09/2022 AM to 26/05/2023 PM (Statutory period to capture Annual attendance figures for 2022/23)													
	Year Group 7		Year Group 8		Year Group 9		Year Group 10		Year Group 11		Year Group 12		Year Group 13	
	Sessions	%	Sessions	%	Sessions	%	Sessions	%	Sessions	%	Sessions	%	Sessions	%
Attendances	53803	90.71	50552	85.58	51206	85.76	56350	84.71	49839	83.54	28611	91.95	28975	89.71
Authorised absences	4404	7.43	5525	9.35	6525	10.93	7291	10.96	6078	10.19	2020	6.49	2373	7.35
Unauthorised absences	1104	1.86	2994	5.07	1975	3.31	2879	4.33	3745	6.28	486	1.56	944	2.92
Possible Attendance	59311		59071		59706		66520		59662		31117		32298	
Including														
Approved Educational Activity	701	1.18	1130	1.91	1644	2.75	3154	4.74	2768	4.64	1189	3.82	1330	4.12
Lates before reg closed	1337	2.25	1826	3.09	2826	4.73	2902	4.36	3187	5.34	698	2.24	1775	5.5
Lates after reg closed	0	0	2	0	4	0.01	1	0	15	0.03	35	0.11	177	0.55
Unexplained absences	0	0	63	0.11	28	0.05	194	0.29	26	0.04	58	0.19	95	0.29

May 22/23			
01/09/2022 AM to 26/05/2023 PM			
Whole School		Statutory Age	
Sessions	%	Sessions	%
319336	86.85	261750	86.30
34216	9.31	29823	9.80
14127	3.84	12697	4.17
367685		304270	
11916	3.24	9397	3.09
14551	3.96	12078	3.97
234	0.06	22	0.01
464	0.13	311	0.10

May 19/20					May 20/21				May 21/22			
01/09/2019 AM to 22/05/2020 PM					01/09/2020 AM to 28/05/2021 PM				01/09/2021 AM to 27/05/2022 PM			
Whole School		Statutory Age			Whole School		Statutory Age		Whole School		Statutory Age	
Sessions	%	Sessions	%		Sessions	%	Sessions	%	Sessions	%	Sessions	%
Attendances	301029	91.89	242552	91.80	210294	85.01	171541	84.61	331975	86.65	271347	86.29
Authorised absences	17838	5.44	14105	5.34	27055	10.94	22583	11.14	36606	9.55	30826	9.80
Unauthorised absences	8519	2.60	7342	2.78	8862	3.58	7608	3.75	13952	3.64	11975	3.81
Possible Attendance	327614		264227		247363		202744		383130		314450	
Including												
Approved Educational Activity	8232	2.51	6233	2.36	6489	2.62	5218	2.57	12335	3.22	9643	3.07
Lates before reg closed	10083	3.08	8493	3.21	5753	2.33	4725	2.33	13167	3.44	10875	3.46
Lates after reg closed	229	0.07	133	0.05	631	0.26	455	0.22	470	0.12	117	0.04
Unexplained absences	858	0.26	821	0.31	1143	0.46	628	0.31	641	0.17	258	0.08

Ysgol Eirias
Whole School Targets
2022-23



WST 1 Statement	<i>All learners, regardless of context, make progress in the core skills of literacy, numeracy and digital literacy. Skills acquisition occurs in the core subjects with learners having meaningful opportunities to practice, apply and further develop their skills across the range of subjects. Learners are engaged with their learning; all stakeholders recognise the link between the integral skills of learning, wellbeing and progress in learning.</i>
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Enhancing Learner Performance:

- Ensure that all learners make progress in key, pre-identified skills in literacy and numeracy as demonstrated by standards in the core subjects of English and Maths and in cross curricula provision.
- Begin to demonstrate progress in digital literacy skills with confidence in cross curricula provision.
- Ensure that all FSM/LAC learners make demonstrable progress in standards in the core subjects.
- Improve attendance rates from last year to achieve a target of 91%
- Using the concept of a 'Learning Measure' as a measure of engagement in the new Curriculum for Wales reduce the proportion of those learners identified as 'Resistant'
- Demonstrate a reduction in in-school variation at Key Stage 4 as demonstrated by residual 4 Matrix data with a specific focus on FSM learners
- Meet ALPS value added target in Key Stage 5

WST 2 Statement	<i>Assessment and feedback are effective and thought-provoking processes, shared as a conversation and activity with learners, understood by parents and are a crucial set of steps prior to the reporting cycle. They contribute to processes of self-evaluation and improvement, identifying learner's strengths, areas for improvement and next steps. Learners, parents and staff work together to support progression.</i>
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Assessment and Feedback:

Staff:

- Create appropriate assessment activities accessible to all learners
- Use a range of strategies to assess learner progression (AfL) in order to reflect on practice
- Use a range of strategies to feedback to learners
- Create an effective feedback loop that allows learners to respond to feedback (DIRT?)

Learners:

- Engage well in assessment activities
- Know what to do to improve
- Contribute to the assessment process (e.g. self / peer assessment & learner response) and act upon the feedback given (DIRT?)

Parents:

- Can see the relevance of assessment and support their children in preparing where appropriate

- Can link assessment and feedback to the progress reviews issued

Reporting and Aspirations:

Staff:

- Use assessment and feedback to inform data collection points and create more personalised and purposeful reports
- Share the reports (pastoral and subject staff) with learners, reviewing the feedback provided and tracking progress on identified 'next steps'

Learners:

- See the relevance of the reporting cycle and engage in reviewing their own progress
- Are aware of their strengths and areas for development and what to do next
- Across all abilities and learning characteristics, show greater ambition to achieve based on the cycle of feedback

Parents:

- Can see the relevance of reporting, identifying where learners are in their learning, where they need to go in their learning and what needs to be done to get there
- Across all learner groups access annual/progress reports and engage in dialogue with teaching/pastoral staff to be part of their child's learning process
- Can link assessment and feedback to the progress reviews issued

WST 3 Statement	<i>Skills for the 21st Century: Creating a whole school culture that fuels and embraces the learning process of the transferable skills, equipping our learners with the confidence and capabilities to thrive in an ever-changing world.</i>
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Skills Provision & Progression:

Providing high quality learning experiences that support all learners to build upon and make progress in the CCS and bilingualism, supporting their wider learning and improving their future chances.

Staff:

- support a positive skills culture, e.g. by explaining why the CCS and bilingualism are so important in their area and by linking to future careers and the ever-changing world
- explicitly teach the CCS that support progression in their area. No bolt on or forced tasks but seek out opportunities for developing CCS where appropriate.
- use assessment data and the progression steps from the CCS frameworks to support the planning for personalised learning and progression in the CCS
- use whole school standardised methods, including Cymraeg Bob Dydd, to support learners to transfer their learning
- where appropriate, seek intervention support for learners falling below expectations in the CCS.
- Utilise the significant investment in end user and audio-visual devices to optimise their pedagogy, taking advantage of professional Learning opportunities
- Use Microsoft Teams and O365 products as a vehicle to communicate with learners inside and outside of the classroom.
- Access free HwB software provision and utilise cloud-based software packages (Adobe Creative Cloud/Game Maker) (GDPR dependent) to engage learners online and utilise bilingual software where possible.
- Be a beacon for E-Safety and support students learning and understanding of safety through the pastoral and curriculum delivery

Learners:

- understand and value the explicit teaching of the CCS and bilingualism across all areas in school
- are receiving the support needed to help them make good progress in the CCS and bilingualism
- are able to make connections and transfer their learning between different areas of the curriculum.

Parents:

- receive information about their child's standards in the CCS
- are given information about how they can support their child with their next steps
- value the learning of CCS and bilingualism in relation to skills for the 21st century.

Primary cluster:

- Cluster collaboration supports the smooth transition and progression of the CCS and bilingualism.

Skills in Learning:

Providing a wide range of high-quality learning experiences that supports all learner's acquisition of the integral skills, and underpins the learner's realisation of the four purposes.

Staff:

- support a positive skills culture, e.g. by explaining why the integral skill are so important in their area and by linking to the Ysgol Eirias '**Learning Measure**'
- explicitly teach the integral skills that support progression in their area. No bolt on or forced tasks.
- use a **whole school common language** to support learners to transfer their learning across the curriculum.
- use assessment data to support the planning for personalised learning and progression of the integral skills.
- praise learners for their efforts and achievement with the integral skills, using the '**EIRIAS**' rewards system.
- understand and use '**Learning Measure**' as a way to report about the standards of integral skills to parents.

Learners:

- understand and value the explicit teaching of the integral skills across all areas in school.
- receive the support they need to help them make good progress, including praise through the **EIRIAS** reward system.
- understand the '**Learning Measure**' as a measure of their skills integral to the four purposes.
- use the **whole school common language** to help them make connections and transfer their learning between different areas.
- Take ownership of their wider organisation by utilising TALAXY to monitor their attendance, behaviours and reports.

Parents:

- receive and understand information about their child's progress with the integral skills in terms of a '**Learning Measure**'
- are informed about how they can support their child with their next steps.

Primary cluster:

- Collaboration supports the smooth transition and progression from KS2 to KS3 with regards to the integral skills.

WST 4 Statement	<i>Post pandemic recovery places learner wellbeing as central to learning, development and growth. The new statutory RSE code is a critical, centralised response to not only the new Curriculum for Wales but also the school wellbeing data. All learners feel supported as they navigate learning, feeling safe, secure and happy in school. Learners' experiences are enriched through a broad ranging experiential programme of learning.</i>
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RSE and diversity:

Creating a safe and empathetic school culture.

- Implementing a whole school approach to diversity
- Work towards achieving the Proud Trust Rainbow Flag Award
- Whole school approach to LGBTQ+ inclusion
- Whole school approach to Relationships and Sex Education

Engaging with wider opportunities:

Experiential and extracurricular provision.

- Reignite extracurricular opportunities
- Enhance learning through wider experiences
- Multi-stakeholder transparency of experiential and extracurricular opportunities

Promoting a Safe and Empathetic School Culture:

– KIVA

- Embed a whole school KIVA approach
- Launch and embed the Ysgol Eirias culture key themes of how we succeed together (E/I/R/I/A/S)

Ysgol Eirias

FINAL ACCOUNTS - EXCLUDING SCHOOL HOLDING ACCOUNTS (SCHOOL FUND)

Balance Sheet

At 31 March 2023

	Current Year 2022-23	Last Year 2021-22
	£	£
<i>Current Assets</i>		
Stocks		-
Debtors	233,415	177,434
VAT due	13,245	49,804
Prepayments and Accrued Income	13,075	11,997
Investments - Main Account	-	-
	-	-
Cash in Office, at Bank and Deposits		
- Main Premium Account	120,966	
- Main Current Account	892,873	
- Main Petty Cash	400	
Plus Main Account Unpresented Receipts		
Less Main Account Unpresented Cheques	-637	
	<hr/> 1,013,602	
<i>Total Cash in Office, at Bank and Deposits</i>	<i>1,013,602</i>	<i>1,303,254</i>
<i>Total Current Assets</i>	1,273,337	1,542,489
<i>Current Liabilities</i>		
Creditors	76,615	118,230
Accruals		
Trade Creditors	586,106	659,295
Contribution to Capital Reserve	-	-
Creditors payment run	-	-
<i>Total Current Liabilities</i>	662,721	777,525
<i>Net Current Assets</i>	610,616	764,964
<i>Represented by:</i>		
Main Account	610,616	764,964
	610,616	764,964