

# YSGOL EIRIAS

## GOVERNORS' ANNUAL REPORT 2012



This annual report of the governors will be presented at 7pm on 3<sup>rd</sup> July 2012, in conjunction with the New Intake parents evening.

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

<b>Parent Governors</b>	<b>(x7)</b>	<b>LA Appointed</b>	<b>(x2)</b>
Mr R Haig	01/05/13	Cllr A Khan	01/09/12
Mrs J Hind	01/07/14	Vacancy	
Dr E Iwaniw	10/01/13		
Mr R Lacey	01/09/12	<b>Staff Governors</b>	<b>(x3)</b>
Mrs W Kitson	20/02/16	Mrs H Blackwell(teaching)	07/07/13
Mr D Jones	01/01/15	Miss S Taylor (teaching)	07/07/13
Mr A Williams	01/12/15	Mr D Berry	01/09/13
<b>Community Governors</b>	<b>(x3)</b>	<b>Partnership Governors</b>	<b>(x5)</b>
Mr R Gilliver	01/07/13	Mrs E Beattie	09/11/15
Mr C Warner	01/09/15	Mrs M Romachney	01/09/13
Mr J MacLennan	01/12/15	Mr G Hughes	01/09/15
<b>Head-teacher (ex-officio)</b>		Mr J K G Jones	01/09/15
Mr P C McTague		Mr H A Ferdinando	01/02/13
<b>Associate student Governors</b>			
Kirsty Bretag	01/09/12		
Dominic McGrath	01/09/12		

- 2 The **Chair of Governors**, until 31<sup>st</sup> August 2012, is Mr J K G Jones who may be contacted through the school. The **Vice-Chair and Responsible officer** is Mr H A Ferdinando.

**Governors with special responsibilities** include:

Mrs J Hind – Special Needs;  
Mr C Warner – Child Protection/Looked after children (LAC);  
Mr K Jones – Equal Opportunities  
Mr R Haig - e-safety  
Mr R Lacey – Food and Nutrition

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](mailto:general@eirias.conwy.sch.uk) ).

- 3 There were no **resolutions** passed at the presentation of last years' Governors Annual report.

- 4 The date of the next scheduled vacancy(ies) for a Parent governor is September 2012. Just before 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 is just above 1500. There continues to be more applications, from a truly comprehensive catchment area, for entry than there are places available. In September 2012 there will be approximately 100 full-time equivalent teachers and 50 full-time equivalent support staff.

The projected recruitment into the 6<sup>th</sup> form in September 2012 is up 13%.

- 6 The schools **results** in the summer 2011 public examinations were very commendable and 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 I**. In summary, GCSE results were up 10% on predicted results; 'A' level pass rate was over 99% and 59% were at the top A\*-B grades.

One student in the sixth form has received an offer of a place at Oxford/Cambridge Universities this year (2012) - if successful the School will have sent 40 students to Oxford/Cambridge universities since 2000. The vast majority of the sixth form students are holding offers from a wide range of universities.

- 7 The school works successfully to a comprehensive **Special Needs policy** (*Policy No. 43*), which aims to support under-achievers both through individual tuition and small classes in the schools' Special Needs Department 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 (**Gifted 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 Over 60% of Year 11 students stay-on to attend the 6<sup>th</sup> form. Charts showing the destination categories of school leavers at 16 and at 18 is shown in **Appendix I**.
- 9 The school uses a wide range of strategies in order to raise student achievement and to create a conducive environment for teaching and learning. These strategies are reviewed regularly to ensure they deliver maximum positive impact. A variety of grade improvement classes were held after school prior to the main examinations and professional learning coaches spent a day on revision techniques.

The school also held a successful Summer School (2011) which forms part of the school's comprehensive and very successful transition links with feeder primary schools and focuses on improving literacy and numeracy skills.

- 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/or in local clubs/societies. Students have successfully participated in a wide range of sporting events at local, county, national and international levels. The greatly improved, high quality standard sports facilities available within the new Eirias Park Sports Complex provide well for a wide range of physical sports activities – students make extensive use of these facilities. The school is an active participant with the national Healthy Schools Initiative.

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.

Students, during the last year, have participated in over 100 trips and these have included students travelling extensively, for example, to France, Italy, Germany, Patagonia, South Africa and Iceland.

- 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 conform to school rules at all times and 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 95% below that of 2006/7 levels.

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 2011/2012 was 93%, and was above target. Of the absences 5.5% were authorized and 1.5 % were unauthorized. We strongly discourage students being taken out of school for holidays during term time. Further attendance details are shown in **Appendix I**. The current attendance target (for 2012/13) is 92.6%

- 12 During the year to March 2013 the school's centrally delegated funding increased by 2.25%. The schools' delegated budget has been properly managed and extremely well controlled. The Governors continue to maintain financial prudence against future fluctuations in funding and **have** retained a positive balance of 5.48% of our annual budget – a significant proportion of which has to be utilised to balance the new year budget because of the significant funding reductions. A **balance sheet** is given in **Appendix I**.
- 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](http://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 School Improvement Plan (SIP) are, almost without exception, on course for completion by their scheduled dates. The SIP document is available at the School. The agreed prime targets are contained in the four main **'Whole School Targets'** shown in **Appendix I**. As has been the case for the last 5 years or so, Whole School Target number 1 relates specifically to student performance – 'To enhance student performance by 5% value added'.
- 15 The Governors confidently advise that the School has had another very 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 available in printed, CD or web-site format. 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 the requirements that were introduced in September 2011.

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

Specific details about the **curriculum** and the organization of education and teaching methods are contained in the prospectus.

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.

**Term dates for the 2012/2013 year are:-**

Autumn term – 5 <sup>th</sup> September to 21 <sup>st</sup> December	Half term 29 <sup>th</sup> October – 2 <sup>nd</sup> November
Spring term - 7 <sup>th</sup> January to 22 <sup>nd</sup> March	Half term 11 <sup>th</sup> – 15 <sup>th</sup> February
Summer term – 8 <sup>th</sup> April to 19 <sup>th</sup> July	Half term 27 <sup>th</sup> – 31 <sup>st</sup> May

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 programme of collaboration.

18 The School adheres closely to all its **equal opportunities** related policies. 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 LEA has made suitable provision for these in other schools in the county).

A copy of the schools' **Accessibility Plan** is available at the school. Although the new school buildings 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.

19 There were two formal **complaints** received during the year. Both were 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.

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

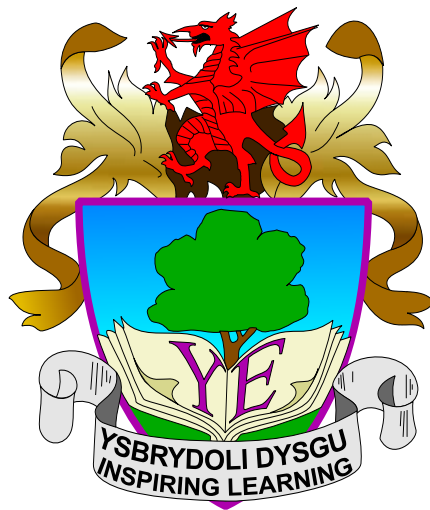


**J K G Jones**  
**Chair of Governors**

**Date July 2012**

# ***APPENDIX I***

## **STATISTICAL INFORMATION**



# Year 9 Assessment Levels - Comparative Data

In line with Welsh Government requirements, this sheet gives details of school achievement across the ability range during this academic year, and national Teacher Assessment for 2011. As you can see, Ysgol Eirias results are significantly above of national results.

## Teacher Assessments : Ysgol Eirias : 2012

Percentage of students at each level								
D	N	2 or below	3	4	5	6	7	8 or above

English	0.0%	0.4%	0.8%	2.4%	9.2%	29.9%	43.0%	9.6%	4.8%	Saesneg
Maths	0.0%	0.4%	0.4%	0.4%	8.8%	21.5%	36.7%	26.3%	5.6%	Mathemateg
Science	0.0%	0.8%	0.0%	2.4%	15.1%	31.1%	32.3%	18.3%	0.0%	Gwyddoniaeth
Modern Foreign Language	0.4%	2.8%	0.0%	0.0%	14.7%	39.8%	13.5%	23.5%	5.2%	Ieithoedd Tramor Modern
Welsh	0.0%	2.0%	0.0%	2.4%	22.3%	39.0%	25.5%	8.8%	0.0%	Cymraeg
Art	0.0%	1.2%	0.0%	0.8%	9.6%	46.2%	26.7%	12.0%	3.6%	Celf
Design & Technology	0.0%	1.2%	0.0%	0.8%	12.7%	52.6%	26.3%	5.6%	0.8%	Dylunio a Thechnoleg
Geography	0.0%	2.0%	0.0%	0.0%	6.4%	30.3%	43.0%	17.9%	0.4%	Daearyddiaeth
History	0.0%	2.0%	0.0%	0.4%	6.4%	37.5%	35.5%	17.9%	0.4%	Hanes
Information Technology	0.0%	2.0%	0.0%	0.4%	3.6%	40.2%	36.7%	17.1%	0.0%	Technoleg Gwybodaeth
Music	0.0%	1.6%	0.0%	0.8%	8.4%	61.4%	23.5%	4.4%	0.0%	Cerddoriaeth
Physical Education	0.8%	1.2%	0.0%	0.4%	4.8%	38.2%	39.4%	14.3%	0.8%	Addysg Gorfforal

## Teacher Assessments : 2011 Comparison

Percentage of students achieving level 5 or above		
School	Conwy	Wales

English	81%	80%	76%	Saesneg
Maths	94%	82%	78%	Mathemateg
Science	87	84%	80%	Gwyddoniaeth
Modern Foreign Language	86%	82%	70%	Ieithoedd Tramor Modern
Welsh	80%	68%	65%	Cymraeg
Art	94%	90%	82%	Celf
Design & Technology	83%	86%	81%	Dylunio a Thechnoleg
Geography	88%	84%	78%	Daearyddiaeth
History	92%	81%	78%	Hanes
Information Technology	79%	84%	83%	Technoleg Gwybodaeth
Music	86%	86%	80%	Cerddoriaeth
Physical Education	92%	86%	78%	Addysg Gorfforal
Core Skill Indicator	75%	71%	68%	Dangosydd Pynciau Craidd

Key :  
 All levels are given as national Curriculum Levels  
 D = Disapplied under sections 364-367 of the education act  
 N = Not awarded a level for reasons other than disapplication

GCSE Grade Summary 2011	Entries	A*	A	B	C	D	E	F	G	U
Additional Applied Science	66	0	0	24	20	15	5	2	0	0
Additional Science	141	8	30	30	40	16	7	8	2	0
Art	33	7	10	10	6	0	0	0	0	0
Art : Textiles	19	2	6	3	8	0	0	0	0	0
Business Studies	57		4	8	10	13	7	7	5	3
Drama	33	1	5	14	7	4	2	0	0	0
Economics	19	2	5	3	6	2	1	0	0	0
English Language	233	3	33	75	47	46	19	7	3	0
English Literature	180	6	26	58	67	19	3	0	1	0
Food Tech	17	2	4	2	5	4	0	0	0	0
French	49	3	10	12	9	8	7	0	0	0
Geography	68	5	14	14	24	5	4	2	0	0
German	24	6	5	4	8	1	0	0	0	0
Graphics	24	1	4	7	3	3	2	4		0
History	62	7	15	15	8	3	9	2	3	0
Leisure & Tourism	20	0	0	2	5	6	3	2	0	2
Maths	234	24	30	39	70	18	19	25	9	0
Music	20	2	8	8	1	0	1	0	0	0
PE (full course)	61	6	16	21	10	5	3	0	0	0
PE (short course)	4	0	0	0	0	1	0	3	0	0
Psych (full) GCSE Result	29	1	8	10	4	5	1	0	0	0
Psych (half) GCSE Result	1	0	0	0	1	0	0	0	0	0
Resistant Materials	13	1	2	1	3	3	2	1	0	0
RS (full course)	17	3	3	3	4	3	1	0	0	0
RS (short course)	196	9	21	49	59	35	18	5	0	0
Science	220	6	19	57	68	27	19	21	1	2
Systems	15	0	4	4	2	3	1	1	0	0
Welsh (2nd Language)	205	25	36	38	61	28	8	9	0	0

A*-C		A*-G	
44	66.7%	66	100.0%
108	76.6%	141	100.0%
33	100.0%	33	100.0%
19	100.0%	19	100.0%
22	38.6%	54	94.7%
27	81.8%	33	100.0%
16	84.2%	19	100.0%
158	67.8%	233	100.0%
157	87.2%	180	100.0%
13	76.5%	17	100.0%
34	69.4%	49	100.0%
57	83.8%	68	100.0%
23	95.8%	24	100.0%
15	62.5%	24	100.0%
45	72.6%	62	100.0%
7	35.0%	18	90.0%
163	69.7%	234	100.0%
19	95.0%	20	100.0%
53	86.9%	61	100.0%
0	0.0%	4	100.0%
23	79.3%	29	100.0%
1	100.0%	1	100.0%
7	53.8%	13	100.0%
13	76.5%	17	100.0%
138	70.4%	196	100.0%
150	68.2%	218	99.1%
10	66.7%	15	100.0%
160	78.0%	205	100.0%

OCR National Qualifications

Entries	Distinction	Merit	Pass	U
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Distinction	Pass or above
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- ICT Certificate Grade
- ICT First Certificate Grade
- ICT National Award
- ICT National First Award
- Media National Award

39	18	46.2%	15	38.5%	6	15.4%	0	0.0%
20	8	40.0%	8	40.0%	4	20.0%	0	0.0%
167	55	32.9%	72	43.1%	40	24.0%	0	0.0%
1	0	0.0%	0	0.0%	1	100%	0	0.0%
7	3	42.9%	2	28.6%	2	28.6%	0	0.0%

18	46.2%	39	100%
8	40.0%	20	100%
55	32.9%	167	100%
0	0.0%	1	100%
3	42.9%	7	100%

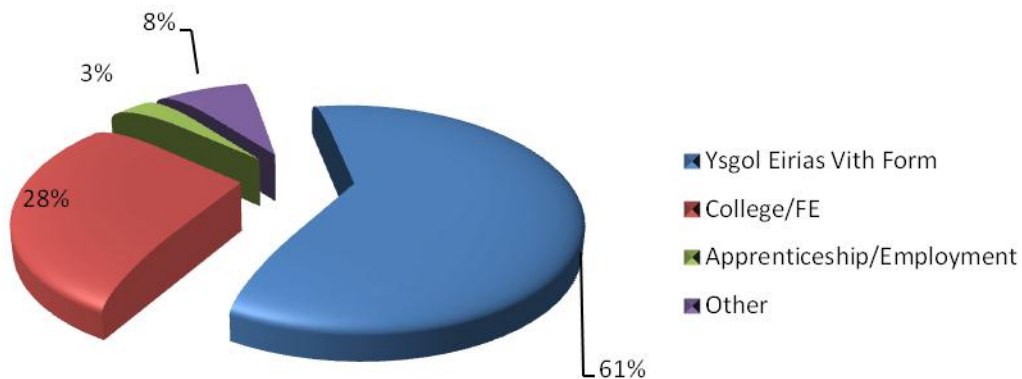
## GCSE Result Summary 2011

Students	Entered 1+ GCSE core subjects	Achieving A*-C in all core subjects	Achieving 5+ A*-C	Achieving 5+ A*-G	Achieving 1+ A*-G	Achieving no A*-G
Male	100%	58.3%	81.7%	95.8%	100%	0%
Female	100%	66.7%	78.9%	95.6%	100%	0%
All	100%	62.4%	80.3%	95.7%	100%	0%

## GCSE National Comparison 2011

	Students	Entered 1+ GCSE core subjects	Achieving A*-C in all core subjects	Achieving 5+ A*-C	Achieving 5+ A*-G	Achieving 5+ A*-C including English & Maths	Average Wider Point Score	Average Point score from best 8 results	Achieved 1+ Entry Level Qualification ONLY	Left School with no qualifications
Ysgol Eirias	Male	100%	58.3%	81.7%	95.8%	60%	489	350	0%	0%
	Female	100%	66.7%	78.9%	95.6%	69%	505	361	0%	0%
	All	100%	62.4%	80.3%	95.7%	64%	497	356	0%	0%
Conwy	Male	99%	46%	70%	92%	47%	433	316	2%	0.2%
	Female	99%	50%	75%	92%	53%	456	330	1%	0.5%
	All	99%	48%	73%	92%	50%	444	323	1%	0.3%
Wales	Male	99%	46%	63%	88%	46%	401	299	2%	0.5%
	Female	99%	52%	72%	92%	54%	446	325	1%	0.7%
	All	99%	49%	67%	90%	50%	423	312	2%	0.6%

## Year 11 Destinations September 2011





## AS Level Results : 2011

Subject	Entries
Accounting/Finance	10
Art and Design Photography	2
Art and Design Textiles	1
Biology	21
Business (Voc)	7
Business Studies	14
Chemistry	33
Chinese	1
D&T Product Design	13
Drama	7
Economics	4
English Language	41
English Literature	9
Fine Art	19
French	8
Geography	27
German	8
History	18
Information Technology (Voc)	9
Latin	1
Mathematics	37
Media Film and TV Studies	9
Music	4
Physics	39
Psychology	25
Religious Studies	17
Sociology	15
Travel & tourism	8
Welsh (Second Language)	9

A	B	C	D	E	U	X
1	2	0	7	0	0	0
1	1	0	0	0	0	0
1	0	0	0	0	0	0
8	4	6	1	2	0	0
0	1	1	0	5	0	0
0	1	9	1	3	0	0
10	6	9	4	4	0	0
0	1	0	0	0	0	0
2	1	1	8	1	0	0
1	1	2	3	0	0	0
1	2	1	0	0	0	0
3	7	25	6	0	0	0
0	2	4	3	0	0	0
4	10	2	3	0	0	0
2	1	1	3	1	0	0
9	9	4	4	1	0	0
1	4	0	0	3	0	0
7	7	2	2	0	0	0
0	4	1	1	3	0	0
1	0	0	0	0	0	0
10	9	10	5	3	0	0
2	6	1	0	0	0	0
0	0	3	1	0	0	0
9	7	5	6	12	0	0
1	2	7	7	8	0	0
5	5	5	2	0	0	0
2	3	4	2	4	0	0
0	1	3	3	1	0	0
6	1	2	0	0	0	0

A/B		A-E	
3	30.0%	10	100.0%
2	100.0%	2	100.0%
1	100.0%	1	100.0%
12	57.1%	21	100.0%
1	14.3%	7	100.0%
1	7.1%	14	100.0%
16	48.5%	33	100.0%
1	100.0%	1	100.0%
3	23.1%	13	100.0%
2	28.6%	7	100.0%
3	75.0%	4	100.0%
10	24.4%	41	100.0%
2	22.2%	9	100.0%
14	73.7%	19	100.0%
3	37.5%	8	100.0%
18	66.7%	27	100.0%
5	62.5%	8	100.0%
14	77.8%	18	100.0%
4	44.4%	9	100.0%
1	100.0%	1	100.0%
19	51.4%	37	100.0%
8	88.9%	9	100.0%
0	0.0%	4	100.0%
16	41.0%	39	100.0%
3	12.0%	25	100.0%
10	58.8%	17	100.0%
5	33.33%	15	100.00%
1	12.50%	8	100.00%
7	77.78%	9	100.00%

## A Level Results : 2011

Subject	Entries
Accounting	4
Applied Business	2
Applied ICT	9
Art	12
Biology	13
Business Stud	6
Chemistry	20
D&T	8
Drama	6
Economics	5
English Lang	25
English Lit	11
French	7
Further Maths	8
Geography	8
German	6
History	14
Maths	41
Media Studies	9
Music	2
Perform Arts	1
Physics	21
Psychology	14
RS	3
Sociology	4
Textiles	10
Travel	3
Welsh	7
Chinese	1
Spanish	1

A*	A	B	C	D	E	U	X
0	0	1	1	1	1	0	0
0	0	0	1	1	0	0	0
0	0	1	4	2	2	0	0
1	2	7	1	1	0	0	0
1	2	6	3	0	1	0	0
0	3	2	1	0	0	0	0
3	5	4	5	3	0	0	0
0	0	1	4	1	0	2	0
0	0	1	5	0	0	0	0
2	1	2	0	0	0	0	0
0	1	9	13	2	0	0	0
0	4	2	3	2	0	0	0
0	3	2	2	0	0	0	0
4	3	0	1	0	0	0	0
1	1	3	2	0	1	0	0
0	0	1	2	2	1	0	0
2	3	2	7	0	0	0	0
6	14	10	7	3	1	0	0
0	1	5	3	0	0	0	0
0	1	1	0	0	0	0	0
0	0	0	1	0	0	0	0
2	6	4	5	3	0	1	0
0	1	2	6	4	1	0	0
0	0	0	1	2	0	0	0
0	0	2	0	2	0	0	0
3	1	4	1	1	0	0	0
0	0	0	0	1	2	0	0
0	0	3	2	2	0	0	0
0	0	1	0	0	0	0	0
1	0	0	0	0	0	0	0

A*-B		A*-E	
1	25.0%	4	100.0%
0	0.0%	2	100.0%
1	11.1%	9	100.0%
10	83.3%	12	100.0%
9	69.2%	13	100.0%
5	83.3%	6	100.0%
12	60.0%	20	100.0%
1	12.5%	6	75.0%
1	16.7%	6	100.0%
5	100.0%	5	100.0%
10	40.0%	25	100.0%
6	54.5%	11	100.0%
5	71.4%	7	100.0%
7	87.5%	8	100.0%
5	62.5%	8	100.0%
1	16.7%	6	100.0%
7	50.0%	14	100.0%
30	73.2%	41	100.0%
6	66.7%	9	100.0%
2	100.0%	2	100.0%
0	0.0%	1	100.0%
12	57.1%	20	95.2%
3	21.4%	14	100.0%
0	0.0%	3	100.0%
2	50.0%	4	100.0%
8	80.0%	10	100.0%
0	0.0%	3	100.0%
3	42.9%	7	100.0%
1	100.0%	1	100.0%
1	100.0%	1	100.0%

**OCR National & Other Level 3 Qualifications : 2011**

Entries	Distinction	Merit	Pass	U
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National Certificate in Health, Social Care and Early Years	7	3	4	0	0
National Diploma in Health, Social Care and Early Years	9	9	0	0	0
National Certificate in Sport	3	3	0	0	0
National Diploma in Sport	4	3	1	0	0
National Certificate in ICT	6	2	3	1	0
Advanced Welsh Bacalaureate	11	~	~	11	0

Distinction	Pass or above
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3	42.9%	7	100.0%
9	100.0%	9	100.0%
3	100.0%	3	100.0%
3	75.0%	4	100.0%
2	33.3%	6	100.0%
		11	100.0%

**Summary of GCE Results 2011 entering 2 or more A levels**

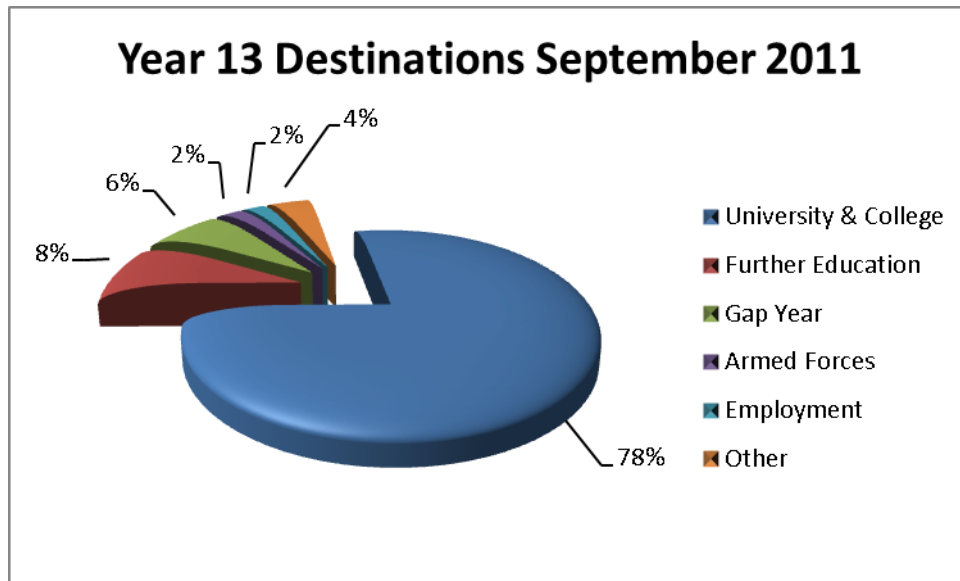
	No. of students	Achieved 2 or more A-C	Achieved 2 or more A-E
Male	49	87.8%	98.0%
Female	58	87.9%	98.3%
All	107	87.9%	98.1%

**GCE National Comparison 2011**

	Students	% of students entering 2 or more A levels who achieved 2 or more A-E grades	Average Wider Point score
Ysgol Eirias	Male	98%	98%
	Female	100%	100%
	All	99%	99%
Conwy	Male	97%	97%
	Female	97%	97%
	All	97%	97%
Wales	Male	95%	95%
	Female	97%	97%
	All	96%	96%

**Contextual Information :**

<b>Number of SEN Unit/Special Classes:</b>	<b>0</b>			
<b>Number of Pupils on Roll in NCY 11:</b>	<b>249</b>			
<b>Percentage of compulsory school age pupils eligible for Free School Meals 08/09/10</b>	<b>13.7%</b>			
<b>Percentage of compulsory school age pupils who live in an area classed as in the 20% most deprived parts of Wales using the Welsh Index of Multiple Deprivation (WIMD) 08/09/10 :</b>	<b>14.2%</b>			
<b>Percentage of compulsory school age pupils who are either new to the English language (or Welsh where relevant), at an early acquisition stage or developing competence 2009/10 :</b>	<b>0.8%</b>			
<b>Percentage of compulsory school age pupils subject to school action plus or with a statement of special educational needs (SEN) 08/09/10 :</b>	<b>5.6%</b>			
<b>Percentage of 15 year old pupils on SEN register:</b>	<b>8.8%</b>			
<b>Welsh Baccalaureate Offered:</b>				
Advanced for post-16 pupils Yes	Intermediate for post-16 16 pupils Yes	Foundation for post-16 pupils No	Intermediate for pre-16 pupils Yes	Foundation for pre-16 pupils Yes



# Attendance Secondary - 2012

## Summary Report for: Eirias High School

LA code: 662

NAW school number: 5402

2. Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)			Partial and forced school closure (code Y) (%)			Untimetabled sessions for non-compulsory school-aged pupils (code X) (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
15	1/9/95 - 31/8/96	90.3	87.6	88.9	6.9	8.8	7.9	2.8	3.6	3.2	0.6	0.6	0.6	0.0	0.0	0.0
14	1/9/96 - 31/8/97	95.1	93.1	94.2	4.1	5.0	4.5	0.7	1.9	1.3	0.6	0.6	0.6	0.0	0.0	0.0
13	1/9/97 - 31/8/98	93.0	92.6	92.8	5.9	5.8	5.8	1.2	1.6	1.4	0.6	0.7	0.7	0.0	0.0	0.0
12	1/9/98 - 31/8/99	93.8	94.5	94.1	4.9	5.0	4.9	1.3	0.6	1.0	0.6	0.7	0.6	0.0	0.0	0.0
11	1/9/99 - 31/8/00	95.1	95.7	95.4	4.4	3.8	4.1	0.5	0.5	0.5	0.6	0.6	0.6	0.0	0.0	0.0
10 or younger	1/9/00 or later	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total of all pupils</b>		93.5	92.5	93.0	5.2	5.8	5.5	1.3	1.7	1.5	0.6	0.7	0.6	0.0	0.0	0.0

## Eirias High School - Whole School Targets 2011-2012

Objective	To enhance student performance through a partnership of creative teaching and learning					
Target	Lead/Support	Current Evaluation	Evidence	Impact	Additional Budget Implications	Estyn Self-Evaluation Grade
<b>1. Student Performance</b> <i>To enhance student performance by adding 5% value added</i>	PMc	<p>KS3: Significant progress has been made and the impact of the skills based curriculum is evident.</p> <p>KS4: The year group is a similar ability to 2010-2011 and tracking on target grades show that we are realistic to target 60% for A*-C (E&amp;M).</p> <p>KS5: A big year group of 164 will generate more volatility in predictions. Finer analysis will be available after their AS</p>	<p>KS3: An average of 87% has which is up on last year.</p> <p>KS4: 66% achieved the L2 + threshold in comparison to CDS Family 49%, LA 50% &amp; Wales 49%.</p> <p>The gender gap for L2 (En&amp;Ma) was 0.8%, LA – 11.2%, Wales – 7.2%, CDS – 7.4%</p> <p>The L1 threshold was 93.2%, CDS – 92.6%, LA 90.7%, Wales 89.7%</p> <p>FSM benchmarking places the school in the UQ for L2+ and Q3 for L1 threshold.</p> <p>KS5: High retention numbers and encourage January modules make the target achievable.</p>	<p>KS3: 85%-FFTD=69%, compared to 72% last year.</p> <p>KS4: GCSE A*-C – 76% (FFT-D) EM– 60% (FFT D) Gender Gap - &lt;6% (FFTD) ALN – L1 &gt; 95%</p> <p>KS5: A-B – 50%</p>	None	<p>Aspect-Score</p> <p>1.1.1 – 1.00</p> <p>1.1.2 – 1.22</p> <p>1.1.3 – 1.00</p> <p>2.1.1 – 1.44</p> <p>3.2.2 – 1.00</p> <p>3.4.2 – 1.00</p> <p><b>Overall - 1</b></p>
<b>2. Skills</b> <i>Ensure that students learn and practice skills, including Afl skills, exceptionally well in all areas</i>	IG CD SSN	<ul style="list-style-type: none"> <li>● Existing Keyskills/ESW accreditation limited to KS5 WBQ students</li> <li>● Faculty wide delivery of L3 Communication ESW in Y12</li> <li>● Y7 skills based curriculum is embedded and is motivating change in later year groups</li> <li>● STEAM &amp; Y8 thinking skills have been effectively launched</li> <li>● Faculties have implemented new</li> </ul>	<ul style="list-style-type: none"> <li>● 63 ESW/KS qualifications gained at Level 3</li> <li>● 21 gained at level 2</li> <li>● 4 gained at level 1</li> <li>● 80% of Y12 have achieved L3 Communication ESW through faculty delivery (although not accredited)</li> <li>● Y12 basic skills competences are screened on entry.</li> </ul> <p>Current cohort:</p>	<ul style="list-style-type: none"> <li>● Introduce ESW/KS accreditation at L1 in 2 Y7 projects</li> <li>● Accredit L1/2 Communication ESW in STEAM</li> <li>● Develop STEAM and Y8TS SoWs to develop skills based focus.</li> <li>● Accredit L3 WWO through PDP in Y12 and PS through UCAS application process in Y13.</li> <li>● Share good practice of skills</li> </ul>	<p>ESW/Keyskills resourcing &amp; Accred<sup>n</sup> £750</p>	<p>Aspect-Score</p> <p>1.1.4 – 1.67</p> <p>1.1.5 – 1.56</p> <p>1.2.4 – 1.56</p> <p>2.1.2 – 1.44</p> <p>2.1.3 – 2.11</p> <p>2.2.1 – 1.00</p> <p>2.2.2 – 1.56</p> <p><b>Overall - 2</b></p>

## Eirias High School - Whole School Targets 2011-2012

		<p>NC orders.</p> <ul style="list-style-type: none"> <li>Basic skills assessment across Y9 &amp; Y12 in place though BKSB</li> <li>CSN, GHS, CBR &amp; TPS appointed to deliver change in respective areas.</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>Literacy</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Above L1</td> <td>53%</td> <td>42.7%</td> </tr> <tr> <td>L1</td> <td>45.4%</td> <td>48.6%</td> </tr> <tr> <td>Below L1</td> <td>1.6%</td> <td>8.6%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>All Y6 take NFER reading test. 13% of 2011 cohort have a RA 6-8 months below chronological age.</li> </ul>		Literacy	Numeracy	Above L1	53%	42.7%	L1	45.4%	48.6%	Below L1	1.6%	8.6%	<p>delivery &amp; AfL practice in faculty areas and enhance provision through KS3 &amp; 4.</p> <ul style="list-style-type: none"> <li>Develop Basic Skills PLC</li> <li>Attend LEA AfL &amp; TS PLCs</li> <li>Prepare for a spring term assessment for the Basic Skills Standard.</li> <li>Assess and ensure progression in skills delivery across the school – especially numeracy and literacy skills.</li> <li>Y7 students with RA 6-8 mths below chronological age to be targeted for 'Catch Up' programme.</li> </ul>		
	Literacy	Numeracy																
Above L1	53%	42.7%																
L1	45.4%	48.6%																
Below L1	1.6%	8.6%																
<p><b>3. PLCs</b> <i>To develop a whole school approach to Professional Learning communities which have a focus on teaching and learning and to extend these to parents and the wider community through an effective</i></p>	<p>EC BAM</p>	<ul style="list-style-type: none"> <li>Cross curricular links are well established as TSGs for internal groups. External links have developed over recent years but the links between internal and external groups and pupils' achievement are not necessarily recorded.</li> <li>PLCs involving parents and the local community need strengthening by extended marketing strategies e.g. standardise format</li> </ul>	<ul style="list-style-type: none"> <li>Current TSG groups in need of refocusing and to become involved in self evaluation other group</li> <li>External PLCs feed indirectly into other school committees</li> <li>Current documentation needs standardising e.g. in the use of the bilingual crest and Ysgol Eirias name</li> </ul>	<ul style="list-style-type: none"> <li>Embed internal PLCs formally into school structures</li> <li>Create internal PLCs on a teaching and learning basis</li> <li>Co-ordinate cross faculty teams and organise appropriate meeting schedules</li> <li>Organise some initial training for PLC co-ordinators</li> <li>Teams to identify the focus for their PLC and link to WST</li> <li>End of programme evaluation of work completed and impact on pupils</li> <li>External PLCs to feed into</li> </ul>	<p>Initial training for PLC co-ordinators cost is time</p>	<p>Aspect-Score</p> <p>1.2.2 – 1.11</p> <p>1.2.3 – 2.00</p> <p>2.1.4 – 2.00</p> <p>3.1.1 – 1.00</p> <p>3.1.2 – 1.44</p> <p>3.1.3 – 1.00</p> <p>3.2.1 – 1.33</p> <p>3.2.3 – 1.33</p> <p>3.3.1 – 1.67</p> <p>3.3.2 – 1.67</p> <p><b>Overall - 2</b></p>												

## Eirias High School - Whole School Targets 2011-2012

<p>marketing strategy</p>				<p>internal structures and middle/senior leaders teams</p> <ul style="list-style-type: none"> <li>• initial training for PLC co-ordinators</li> <li>• with the instigation of Developing Teachers Programme in liaison with University of Bangor and school's Maths and Welsh departments</li> <li>• Involve community personnel into school as guest speakers for various activities eg STEAM</li> <li>• Evidence good practice through links to Estyn, David Reynolds and excellence group</li> <li>• From SWOT analysis develop a marketing strategy to liaise more closely with our users. Increase consistency of approach, corporate image etc.</li> <li>• Continue to develop creative links to establish partnerships with Dublin Universities</li> <li>• Establish the training Academy as the iNet hub for North Wales</li> </ul>	<p>Initial costs to establish the developing Teachers Programme but these may generate income also</p> <p>Marketing strategy may incur additional costs eg generating new paper heads but these need produced anyway</p> <p>Cost of advertising £1000</p>	
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## Eirias High School - Whole School Targets 2011-2012

<b>4. Well-being</b> <i>To enhance the understanding of wellbeing and standards</i>	JM PJS GJS	<ul style="list-style-type: none"> <li>● Well being weeks to take place each term</li> <li>● A wellbeing group is in operation to initiate change in 'staff areas' and deliver events</li> <li>● House system is being integrated across school</li> <li>● Extracurricular student activities are widespread e.g. 5x60 and revision classes. Opportunities exist for more faculty clubs</li> <li>● The detention system is outdated with pupil attendance erratic</li> <li>● Peer Mentoring, SEAL and counselling via NS &amp; CWR have motivated and supported 'vulnerable' pupils</li> <li>● PSN, LSW and RES recruited to deliver change in respective areas</li> <li>● A strong anti-bullying policy</li> <li>● PASS survey carried out with all Bay PLC identified students, LAC and Y7 students</li> </ul>	<ul style="list-style-type: none"> <li>● Embedded counselling system operates across the school</li> <li>● Significant reduction in fixed term exclusions – 27 recorded in 2010-2011. Social Inclusion has proved highly effective in tackling behaviour concerns</li> <li>● Fewer bullying incidents recorded year-on-year</li> <li>● Attendance has increased to 93.1%</li> <li>● Estyn recognises pastoral care as an outstanding feature within the school</li> </ul>	<ul style="list-style-type: none"> <li>● Well being 'staff' events to take place during Well being weeks. An increased offering of events for staff</li> <li>● Embed the House system across all faculty/pastoral activities and actively promote across the school</li> <li>● Assess students and staff well being via a questionnaire</li> <li>● Enhance student voice via the ESP</li> <li>● Review Detention procedures and delivery</li> <li>● Increase attendance</li> <li>● Evaluate training days to guide further training</li> <li>● Introduce a 'praise wall'</li> <li>● Stronger evaluation of learner groups.</li> </ul>	Aspect-Score 1.2.1 – 1.11 2.3.1 – 1.22 2.3.2 – 1.00 2.3.3 – 1.00 2.3.4 – 1.11 2.4.1 – 1.00 2.4.2 – 1.67 3.4.1 – 1.11  <b>Overall - 1</b>
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## **Ysgol Eirias**

FINAL ACCOUNTS - EXCLUDING SCHOOL HOLDING ACCOUNTS (SCHOOL FUND)

### **Balance Sheet**

At 31 March 2012

	<b>Current Year 2011-12</b>	<b>Previous Year 2010-11</b>
	<b>£</b>	<b>£</b>
<b>Current Assets</b>		
Stocks	-	-
Debtors	98,916	37,816
Prepayments and Accrued Income	82,105	33,557
Investments - Main Account	178,671	177,210
Cash in Office, at Bank and Deposits		
- Main Premium Account	169,771	
- Main Current Account	120,289	
- Main Petty Cash	400	
Less Main Account Unpresented Cheques	-225,716	
Unpresented receipt - bank to correct during 2012-13	242	
	<hr/> 64,986	
<i>Total Cash in Office, at Bank and Deposits</i>	<i>64,986</i>	<i>222,418</i>
<b>Total Current Assets</b>	<b>424,679</b>	<b>471,001</b>
<b>Current Liabilities</b>		
Creditors	68,349	49,184
Accruals	19,311	12,548
<b>Total Current Liabilities</b>	<b>87,659</b>	<b>61,732</b>
<b>Net Current Assets</b>	<b>337,020</b>	<b>409,269</b>
<b>Represented by:</b>		
Main Account	337,020	409,269
	<b>337,020</b>	<b>409,269</b>