

YSGOL EIRIAS

GOVERNORS' ANNUAL REPORT 2012/2013



This annual report of the governors relates to the 2012/13 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)
Mr R Haig	01/05/13	Cllr A Khan	01/09/16
Mrs J Hind	01/07/14	Cllr D Milne	01/09/16
Dr E Iwaniw	10/01/13		
Mr R Lacey	01/09/16	Staff Governors	(x3)
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
Community Governors	(x3)	Partnership Governors	(x5)
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
		Mr J K G Jones	01/09/15
Head-teacher (ex-officio)		Mr H A Ferdinando	01/02/17
Mr P C McTague			
Associate student Governors			
Kirsty Bretag	01/09/13		
Danish Yasin	01/09/13		

- 2 The **Chair of Governors**, until 31st August 2013, was 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:

Mr R Haig – Special Needs; Additional learning needs
Mr C Warner – Child Protection/Looked after children (LAC);
Mr K Jones – Equal Opportunities; Student link
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).

- 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 July 2014. 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 remains at approximately 1500. In September 2013 there were approximately 100 full-time equivalent teachers and 50 full-time equivalent support staff.

The projected recruitment into the 6th form in September 2013 was up 5%.

- 6 The schools **results** in the summer 2013 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 9% on predicted results; 'A' level pass rate was over 99% and 57% were at the top A*-B grades.

One student in the sixth form has accepted an offer of a place at Oxford/Cambridge Universities this year (2013). The vast majority 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 **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 6th form. Charts showing the destination categories of school leavers at 16 and at 18 are shown in **Appendix I**.

- 9 The school uses a wide range of strategies in order to raise student achievement and to create a 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 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 (2013) 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 in local clubs/societies. Students have successfully participated in a wide range of sporting events at local, county, national and international 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. The school is an active participant with the national Healthy Schools Initiative and has successfully achieved the Active Mark – with excellence.

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, Poland 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 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 2012/2013 was 92.6%, and was on target. Of the absences 5.9% were authorized and 1.5 % 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 2013/14) is 92.7%

- 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 3.7% of our annual budget – a significant proportion of which has to be utilized to balance the new year budget because of the significant funding reductions. A **balance sheet** is given in **Appendix I**.

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
6	Charging and remissions
10	Equal opportunities
11	Lettings
15	Admissions
16	Rewards
17	Sanctions
19	Child protection
22	Staff discipline
33	SMSC
36	Careers and work experience
38	Terms of reference – committees and panels
40	Control and restraint of pupils
41	School discipline
43	Special Needs and Disability
45	Performance management
47	Publications
58	Cover
59	Award bearing courses
60	IT security

- 14 The numerous **strategies, targets** and objectives contained in our regularly reviewed School Improvement Plan (SIP) are without exception, on course for completion by their scheduled dates. The SIP document, which is based upon the continuous self-evaluation processes (including analysis of the Core Data Set) 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 6 years or so. Whole School Target number 1 always 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 national requirements that were introduced in September 2011.

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; Modern Foreign Languages; 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 2012/2013 year were:-

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

Term dates for the 2013/2014 year are:-

Autumn term – 4 th September to 20 th December	Half term 25 th October – 4 th November
Spring term - 6 th January to 11 th April	Half term 21 st – 3 rd March
Summer term – 28 th April to 18 th July	Half term 23 rd 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 programme of collaboration.
- 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).

A copy of the schools' **Accessibility Plan** is available at the school. Although the newer buildings within 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 the WG requirements.

19 There was one formal **complaint** received during the year. This was resolved at stage 1 of the school's complaint procedures.

20 The designated **language category** of the school is English.

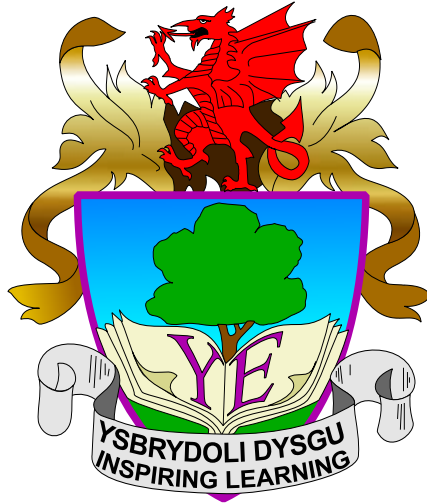
In accordance with current legislation Welsh is taught to all students up to Key Stage 4 (GCSE) level. At Key Stage 5 (AS and A levels) Welsh is a selective subject. Although the incidental use of Welsh throughout the school is actively encouraged no subject is taught through the medium of Welsh.

21 Adequate toilet facilities are available for both students and staff in each of the school teaching/learning blocks. Cleanliness of these facilities 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 December 2013



APPENDIX I

Governors' annual report 2012/2013

STATISTICAL INFORMATION

- **Examination results details**
 - **Key Stage 3 – Year 9 assessment levels – comparative data**
 - **Key Stages 4 and 5 – SSSP**
- **Destination of school leavers**
- **Attendance and absence details**
- **Whole school targets**
- **Finance - Balance sheets**

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 Assessments for 2012. As you can see, Ysgol Eirias results are significantly above national results.

Teacher Assessments : Ysgol Eirias : 2013

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

English	0.0%	0.0%	0.0%	3.6%	12.5%	39.1%	23.8%	17.7%	3.2%	Saesneg
Maths	0.0%	0.0%	0.0%	1.2%	5.2%	24.2%	41.9%	23.8%	3.6%	Mathemateg
Science	0.0%	0.0%	0.0%	1.2%	10.5%	18.1%	31.9%	37.5%	0.8%	Gwyddoniaeth
Modern Foreign Language	1.2%	1.2%	0.4%	2.4%	8.9%	36.7%	34.7%	14.5%	0.0%	Ieithoedd Tramor Modern
Welsh	0.0%	0.8%	0.4%	3.6%	12.9%	36.3%	29.8%	15.7%	0.4%	Cymraeg
Art	0.0%	1.2%	0.0%	1.2%	12.5%	37.1%	33.1%	8.5%	6.5%	Celf
Design & Technology	0.0%	0.4%	0.0%	0.4%	9.3%	39.9%	34.7%	13.7%	1.6%	Dylunio a Thechnoleg
Geography	0.0%	1.2%	0.0%	0.0%	10.5%	22.6%	46.8%	19.0%	0.0%	Daearyddiaeth
History	0.0%	2.0%	0.0%	1.2%	12.9%	19.0%	45.6%	19.4%	0.0%	Hanes
Information Technology	0.0%	0.8%	0.0%	0.4%	4.8%	23.4%	41.5%	28.2%	0.8%	Technoleg Gwybodaeth
Music	0.0%	0.8%	0.0%	0.4%	9.7%	56.0%	23.8%	9.3%	0.0%	Cerddoriaeth
Physical Education	0.0%	0.8%	0.0%	0.8%	7.3%	29.4%	32.3%	21.4%	8.1%	Addysg Gorfforal

Teacher Assessments : 2012 Comparison

Percentage of students achieving level 5 or above

	School	Conwy	Wales	
English	84%	84%	79%	Saesneg
Maths	94%	85%	81%	Mathemateg
Science	88%	85%	84%	Gwyddoniaeth
Modern Foreign Language	86%	84%	74%	Ieithoedd Tramor Modern
Welsh	82%	71%	68%	Cymraeg
Art	85%	91%	86%	Celf
Design & Technology	90%	87%	85%	Dylunio a Thechnoleg
Geography	88%	87%	81%	Daearyddiaeth
History	84%	88%	81%	Hanes
Information Technology	94%	92%	86%	Technoleg Gwybodaeth
Music	89%	85%	84%	Cerddoriaeth
Physical Education	91%	88%	82%	Addysg Gorfforal
Core Skill Indicator	79%	76%	73%	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 for reasons other than disapplication

**Pupils
aged 15**

Number of pupils aged 15 who were on roll in January 2013 : 252

Percentage of pupils aged 15 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	100	100	95	65	62	360	506
LA Area 2012/13	100	95	85	56	53	340	504
Wales 2012/13	100	93	78	53	49	333	501
School 11/12/13	100	99	89	62	60	361	506
School 10/11/12	100	97	83	63	61	356	491

Number of boys aged 15 who were on roll in January 2013 : 141

Percentage of boys aged 15 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	100	100	95	67	62	358	500
LA Area 2012/13	100	95	85	54	50	335	494
Wales 2012/13	100	92	74	49	46	320	475
School 11/12/13	100	99	89	60	58	355	494
School 10/11/12	100	96	82	60	59	347	475

Number of girls aged 15 who were on roll in January 2013 : 111

Percentage of girls aged 15 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2012/13	100	99	95	64	61	363	514
LA Area 2012/13	100	95	85	59	55	345	515
Wales 2012/13	100	95	82	57	53	347	529
School 11/12/13	100	98	88	64	61	367	519
School 10/11/12	100	97	84	65	63	364	506

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2013 : 252

Percentage of pupils aged 15 who:

	achieved A*-C in English/Welsh	achieved A*-C in Maths	achieved A*-C in Science	Average English/Welsh Points per pupil	Average Maths points per pupil	Average Science points per pupil
School 2012/13	75	74	88	41	40	49
LA Area 2012/13	66	66	81	38	37	38
Wales 2012/13	64	60	75	38	36	38
School 11/12/13	72	69	78	41	39	44
School 10/11/12	..	..	..	..	..	..

Number of boys aged 15 who were on roll in January 2013 : 141

Percentage of boys aged 15 who:

	achieved A*-C in English/Welsh	achieved A*-C in Maths	achieved A*-C in Science	Average English/Welsh Points per pupil	Average Maths points per pupil	Average Science points per pupil
School 2012/13	72	79	86	41	41	47
LA Area 2012/13	59	69	80	37	38	37
Wales 2012/13	56	60	72	36	36	36
School 11/12/13	67	71	79	40	40	43
School 10/11/12	..	..	..	..	..	..

Number of girls aged 15 who were on roll in January 2013 : 111

Percentage of girls aged 15 who:

	achieved A*-C in English/Welsh	achieved A*-C in Maths	achieved A*-C in Science	Average English/Welsh Points per pupil	Average Maths points per pupil	Average Science points per pupil
School 2012/13	77	68	91	42	38	52
LA Area 2012/13	73	64	83	40	36	40
Wales 2012/13	73	61	78	41	36	41
School 11/12/13	78	68	78	43	39	45
School 10/11/12	..	..	..	..	..	..

Pupils aged 15

	Percentage of pupils aged 15 who:		Percentage of boys aged 15 who:		Percentage of girls aged 15 who:	
	achieved one or more ELQ (4) only	achieved no recognised qualification (5)	achieved one or more ELQ (4) only	achieved no recognised qualification (5)	achieved one or more ELQ (4) only	achieved no recognised qualification (5)
School 2012/13	0	0.0	0	0.0	0	0.0
LA Area 2012/13	0	2.6	1	3.0	0	2.1
Wales 2012/13	1	0.3	1	0.4	1	0.2
School 11/12/13	0	0.0	0	0.0	0	0.0
School 10/11/12	0	0.0	0	0.0	0	0.0

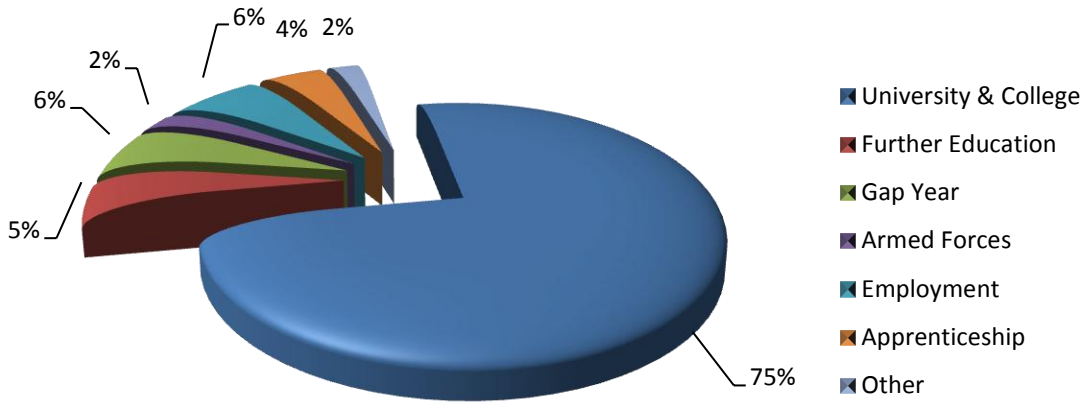
Pupils aged 17

	Number of pupils aged 17 who were on roll in		Number of boys aged 17 who were on roll in		Number of girls aged 17 who were on roll in	
	January 2013:	140	January 2013:	63	January 2013:	77
	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2012/13	99	813	98	790	100	831
LA Area 2012/13	95	804	94	771	96	832
Wales 2012/13	96	807	96	758	97	849
School 11/12/13	99	860	99	841	100	876
School 10/11/12	98	860	96	830	100	885

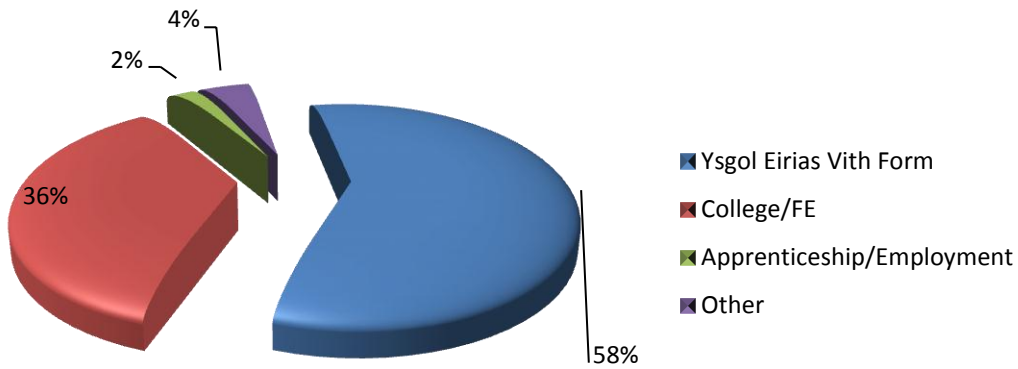
Eirias High School**School Type:** Comprehensive 11-18**Linguistic****Delivery:** English medium**SSSP 2013****LA/School No. 6625/402****Number of SEN Unit/Special Classes:** 0**Number of Pupils on Roll in NCY 11:** 253**Percentage of compulsory school age pupils eligible for FSM 11/12/13^{(6) (7)}:** 13.1**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) 2011⁽⁷⁾:** 15.1**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 2012/13⁽⁷⁾:** 1.2**Percentage of compulsory school age pupils subject to school action plus or with a statement of special educational needs (SEN) 11/12/13⁽⁷⁾:** 6.0**Percentage of 15 year old pupils on SEN register:** 5.1**Welsh Baccalaureate Offered:** Yes**Level of Welsh Baccalaureate Offered:**

Advanced for post-16 pupils	Intermediate for post-16 pupils	Foundation for post-16 pupils	Intermediate for pre-16 pupils	Foundation for pre-16 pupils
Yes	Yes	No	Yes	No

Year 13 Destinations September 2013



Year 11 Destinations September 2013



Attendance Summary Report



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	1/9/96 - 31/8/97	89.6	86.2	88.1	9.6	12.0	10.6	0.8	1.8	1.2	0.0	0.0	0.0	0.0	0.0	0.0
14	1/9/97 - 31/8/98	93.8	91.7	92.7	4.4	5.5	4.9	1.8	2.9	2.4	0.0	0.0	0.0	0.0	0.0	0.0
13	1/9/98 - 31/8/99	94.2	94.3	94.2	4.7	5.3	5.0	1.1	0.5	0.8	0.0	0.0	0.0	0.0	0.0	0.0
12	1/9/99 - 31/8/00	93.6	93.2	93.4	5.0	4.5	4.8	1.4	2.3	1.8	0.0	0.0	0.0	0.0	0.0	0.0
11	1/9/00 - 31/8/01	94.7	94.7	94.7	4.1	4.0	4.0	1.3	1.3	1.3	0.0	0.0	0.0	0.0	0.0	0.0
10 or younger	1/9/01 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
Total of all pupils		93.0	92.0	92.6	5.7	6.2	5.9	1.2	1.8	1.5	0.0	0.0	0.0	0.0	0.0	0.0

Ysgol Eirias - Whole School Targets 2012-2013

Objective	Inspiring Learning					
Target	Lead/Support	Current Evaluation	Evidence	Impact	Additional Budget Implications	Estyn Self-Evaluation Grade
1. Enhancing Student Performance <i>To enhance student performance by adding 5% value added</i>	PMc	<p>KS3: Core based subjects have consolidated and non-core have made pleasing progress.</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&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: Core average of 86%.</p> <p>KS4: 64% achieved the L2 + threshold in comparison to CDS Family 51%, LA 45% & Wales 50%.</p> <p>The gender gap for L2 was 0.98%, LA – 8.16%, Wales – 9.64%, CDS – 4.37%</p> <p>The L1 threshold was 97.86%, CDS – 93.11%, LA 92.27%, Wales 89.91%</p> <p>FSM benchmarking places the school in the UQ for L2+ and UQ for L1 threshold.</p> <p>KS5: Average wider point score 855, LA 823, Wales 792 Level 3 threshold 99%, LA 97%, Wales 96%</p>	<p>KS3: 73.8% (WG-2b)</p> <p>KS4: GCSE A*-C – 76.5% (WG-2b) EM– 58.6% (WG-2b) Gender Gap - <5% ALN – L1 > 95.6% (WG-2b)</p> <p>KS5: A*-B – 50%</p>	None	<p>Aspect-Score</p> <p>1.1.1 – 1.00</p> <p>1.1.2 – 1.00</p> <p>1.1.3 – 1.00</p> <p>2.1.1 – 1.36</p> <p>3.2.2 – 1.00</p> <p>3.4.2 – 1.00</p> <p>Overall - 1</p>
2. Enhancing Learning <i>Students taking stronger ownership of their learning</i>	EC PJS BAM (SSN)	<p>Homework club is well attended primarily by Yr 7 students. For some students the major hurdle to the completion of homework is somewhere quiet that is well resourced and the nature of the task required</p> <p>In the last academic year almost 4000 (3.5%) lessons required cover. Some of the cover work appears to provide a stand-alone lesson, and may also lack challenge</p>	<p>Investigate and if practicable implement the provision of a study area for KS4 students (similar to homework club) to after school in VI form resource base</p> <p>Strengthen the quality of curriculum provision and delivery for cover lessons</p>	<ul style="list-style-type: none"> Increased uptake of students attending homework club. Improved quality of homework and self-study Enhanced student learning Increase in student grades Improved student confidence as grades improve <ul style="list-style-type: none"> Greater continuity across lessons will aid student understanding Students will not see cover lessons to be different and behaviour should improve Improved behaviour in lessons will enhance student 	<p>Minimal additional cost VI Form resource base staff already in attendance register to be taken</p> <p>I am learning package c£3000. Time on a training day to update courses</p> <p>Time to collate</p>	<p>Aspect-Score</p> <p>1.2.1 – 1.36</p> <p>1.2.2 – 1.18</p> <p>2.1.1 – 1.36</p> <p>2.2.2 – 1.09</p> <p>2.3.3 – 1.00</p> <p>3.2.1 – 1.09</p> <p>3.2.2 – 1.00</p> <p>3.2.3 – 1.00</p> <p>3.3.1 – 1.18</p> <p>3.3.2 – 1.18</p> <p>Overall - 1</p>

		<p>Students whose situation takes them out of the norm e.g. long term absence through illness, Students with ALN/M&T, disaffected may require additional support to keep them engaged with the learning process</p> <p>Performance Management strategies need to be reviewed in the light of national requirements.</p>	<p>Work is sent home for students when required, but this takes time to collate and valuable learning time is lost. We have an excellent resource in the school web site, but it could be employed better in providing work for self-study and support</p> <p>Student performance and staff development aiding student learning is a primary target. Professional development coordinator needs to be copied into identified training needs. Training needs matched to student learning improves staff well being.</p>	<p>learning</p> <ul style="list-style-type: none"> Investigate and if appropriate place "I am learning package" on web Investigate whether students are utilising the courses on the VLE to support and enhance their own learning Identify where courses can be improved Review of PM document Collation of identified training needs Tap into courses offered by the iNet hub e.g. Work life balance to aid well being 	<p>information Cost of iNet course.</p>	
<p>3. Enhancing Teaching <i>Re-structuring teaching to move to next stage pedagogical practice</i></p>	<p>JM DME HBL</p>	<ul style="list-style-type: none"> <u>Behaviour Management</u> The plan is embedded across the school but needs to be re-viewed in light of the new 'climate' of the school and to take into account the new detention system. <u>Sharing Best Practice</u> i) Currently in faculty and pastoral teams and via HOF meetings, and lead practitioner involvement in training INSET across all staff e.g. AFL etc ii) <u>Lesson Observations</u> 	<p>Existing BMP is used consistently across the school re lesson observation evidence but refresh of the policy is needed. Also JES is responsible for new detention system. Lesson observations identify sector leading practice e.g. literacy teaching, also public examination results at KS4 & 5.</p> <p>Existing QA observation schedules – faculty and pastoral</p>	<ul style="list-style-type: none"> BMP developed with positive discipline and classroom management strategies embedded amongst staff with a specific focus on new staff. Also co-ordinated links with BMP and enhanced detention system evident. <p>Develop sharing of best practice by way of INSET and relevant PLC's and lesson observation schedule.</p>		<p>Aspect-Score 1.2.3– 1.55 2.1.4 – 1.64 2.2.1 – 1.00 2.3.1 – 1.27 2.3.2 – 1.18 2.4.1 – 1.00</p> <p>Overall - 2</p>

		<p>Carried out in learning and faculty teams</p> <p>ii) <u>vulnerable students – teaching strategies</u> Vulnerability index has been established for Years 8-11 and shared with staff</p> <p>iv) <u>Training</u> Staff trained in AFL, Thinking Skills, Metacognition etc</p> <p><u>Strategic Equality Plan</u> Developed June 2012</p>	<p>Vulnerability index introduced to staff 9/7/12. Also central store for all WIMD and PASS data for wider staff use.</p> <p>Input into training days and trainee/NQTs induction Evidence of AFL etc on QA outcomes</p> <p>SEP placed on school website with focus on vulnerable students, literacy and numeracy, attainment and anti-bullying</p>	<p>Develop peer observations pro-forma across faculty and learning teams with specific focus on WSTs and performance management focus to expose staff to a range of different styles and strategies and shift from default settings via cross-learning team and cross-faculty observations</p> <p>Increased staff awareness re vulnerable students. Increased range of teaching strategies to engage and accredit vulnerable students</p> <p>Develop AFL, thinking skills, metacognition training and develop links with PISA style questions for teachers (HBL)</p> <p>Consultation with ESP and views on website with feeder schools and wider school community to ensure development and delivery to teachers re specific targets in all lessons and areas</p>										
<p>4. Enhancing Literacy & Numeracy <i>To maximise students' potential in numeracy & literacy across the curriculum.</i></p>	<p>IG CD ADS</p>	<ul style="list-style-type: none"> RA & SA of students is assessed annually at KS3 and skill level of ALN students is tracked. RA of intake students has improved in 2012. ALN students supported through corrective reading programme Improvement in GCSE performance (L2+) can be sustained by improving 	<ul style="list-style-type: none"> 25% of 2012 Y7 entry have a RA below their CA. 13% of entry have a RA more than 18 months below their CA L2 + threshold <table border="1" data-bbox="898 1425 1245 1495"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>58%</td> <td>52%</td> <td>66%</td> <td>64%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Project PLC have focused specifically on literacy skills 	2008	2009	2010	2011	58%	52%	66%	64%	<ul style="list-style-type: none"> For students with RA 18+ months below CA, improve RA through ALN support, 'Catch Up' Programme and Faculty literacy strategies. Aim for parity in RA/CA for the 11% of students with a RA up to 12 months below CA. RA data to be made available to all staff for planning and 	<p>ESW entry fee.</p> <p>Cover cost</p> <p>Cover cost</p>	<p>Aspect-Score</p> <p>1.1.4 – 1.27</p> <p>1.1.5 – 1.64</p> <p>1.2.4 – 1.27</p> <p>2.1.1 – 1.36</p> <p>2.1.2 – 1.36</p> <p>2.1.3 – 1.82</p> <p>2.3.4 – 1.18</p> <p>3.1.3 – 1.09</p> <p>3.4.1 – 1.00</p>
2008	2009	2010	2011											
58%	52%	66%	64%											

- standards of literacy & numeracy.
- Literacy Coordinator has been appointed and is working with Y7 Project teams and HoF
 - Faculty wide delivery of L3 Communication ESW in Y12
 - Skills based programmes in Y7 & 9 focus on Numeracy & Literacy as well as other skills
 - Basic Skills in Y12 can be further developed through subject delivery.

- 80% of KS5 students achieved standard of L3 communication ESW
- STEAM & Y7 projects continue to develop students' literacy & numeracy skills effectively
- Y12 basic skills competences are screened on entry.

Current cohort :

	Literacy	Numeracy
Above L1	52%	48%
L1	44%	45%
Below L1	3%	6%

- differentiation.
- KS3 Maths SoW will be rewritten in 'themes' – facilitating completion of AoN ESW L1&2 by all Y9 students
 - Prepare for National testing in Literacy in Summer 2013 by attending feedback session on NLF
 - Prepare for National testing in Numeracy by attending NNF consultation feedback events and Conwy PLC.
 - Review and develop School Literacy & Numeracy policies
 - Assess likely impact of appointing a Numeracy Coordinator.
 - Faculties to identify strengths in literacy development and areas for development.
 - Literacy Coordinator to offer support and guidance following this review.
 - Y7 projects to develop literacy focus in hwk tasks and literacy assessment tasks
 - Y7 projects to assess impact of implementing a similar numeracy strategy.

Overall - 2

Ysgol Eirias

FINAL ACCOUNTS - EXCLUDING SCHOOL HOLDING ACCOUNTS (SCHOOL FUND)

Balance Sheet

At 31 March 2013

	Current Year 2012-13 £	Last Year 2011-12 £
<i>Current Assets</i>		
Stocks	-	-
Debtors	27,013	77,526
VAT due	16,477	21,390
Prepayments and Accrued Income	45,067	82,105
Investments - Main Account	120,722	178,671
Cash in Office, at Bank and Deposits		
- Main Premium Account	166,833	
- Main Current Account	120,000	
- Main Petty Cash	400	
Less Main Account Unpresented Cheques	-226,330	
	60,903	
<i>Total Cash in Office, at Bank and Deposits</i>	<i>60,903</i>	<i>64,986</i>
<i>Total Current Assets</i>	270,183	424,679
<i>Current Liabilities</i>		
Creditors	30,093	68,349
Accruals	9,268	19,311
<i>Total Current Liabilities</i>	39,362	87,659
<i>Net Current Assets</i>	230,821	337,020
<i>Represented by:</i>		
Main Account	230,821	337,020
	230,821	337,020