YSGOL EIRIAS

GOVERNORS' ANNUAL REPORT 2021

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This annual report of the governors relates to the 2020/21 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 J Hind	07/22	VACANCY	
VACANCY		Cllr D Milne	09/22
VACANCY			
Mr H Mirza	07/21		
Mr R Dickson	07/23		
Mrs C Rudgley	05/22	**Staff Governors**	**(x3)**
Mrs K Williams	07/23	Mrs R Haslock (teaching)	10/25
		Mrs Kellee DeSilva (non-teaching)	09/22
		Mr N Wilkinson (teaching)	09/24

Community Governors	**(x3)**	**Partnership Governors**	**(x5)**
Mrs Jayne Humphreys	11/23	Mr H A Ferdinando	02/25
Mr C Warner	09/23	Mr G Hughes	09/23
Mr Rob Darnell	10/24	Mr J K G Jones	09/23
		Mr Dilwyn Jones	01/23
Head-teacher (ex-officio)		Mrs A Monks-Roberts	09/23
Mrs S Sutton			

Associate student Governors (x2)
Caitlin Gilmore   07/22
VACANCY

2   The **Chair of Governors,** up to 31st August 2021, 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:
Mr H Ferdinando – Responsible Officer
Mr C Warner – Child Protection -Wellbeing/Looked after children (LAC);
Mr K Jones – Equal Opportunities; Student link
Mrs Kathryn Williams - Additional Leaning Needs (ALN)
Mrs J Humphreys - e-safety
Mrs J Hind – Food and Nutrition
Mr D Jones – Health and safety
Mr R Darnell - Careers

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).

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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   There were two Parent governor vacancies at the end of the period covered by this report. As soon as the Covid restrictions are eased, applications from those eligible will be invited via the school website. If there are more applications than there are vacancies a ballot will be organized.

5   The number of students in school remains stable at approximately 1341.

     In September 2021 there were approximately 91 full-time equivalent teachers and 50 full-time equivalent support staff.

6   The projected recruitment into the 6ᵗʰ form in September 2021 was again in line with previous years.

     There were no formal examination **results** in the summer 2021 since the public examinations were cancelled due to the Covid pandemic. Learners were awarded grades in accordance with Welsh Government procedures.

     83% 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 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 62% 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 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. As part of the arrangement for the teaching of learners during the period of the Covid pandemic much work was done to develop our 'Blended learning' platform

     The school has a well embedded (primary – secondary) 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, 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.

     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 – this aspect of school's provision was significantly reduced due to the Covid pandemic. We continue to encourage those who do not attend to consider the benefits of this extra-curricular facility – these activities were curtailed for the latter half of the year due to the Covid pandemic.

     Students, during the last year, due to Covid restriction, have not participated in trips or visits.

     Iechyd da! Project in Year 7 assures all pupils explore the benefits of healthy eating and drinking. The pastoral curriculum reinforces these key messages as students progress through school. Caffeine and energy drinks are not permitted at school.

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. Because of the Covid pandemic there is no requirement for school to report on **attendance** rates in 2020/2021, neither is there a requirement for a target to be set in 2021/22.

12   The schools' delegated budget has been professionally managed and extremely well controlled. The Governors continue to maintain financial prudence against fluctuations in funding and after several years of 'inadequate' funding, the school's reserves have now been fully utilized and are now virtually exhausted. A **balance sheet** is given in ***Appendix 1.***

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

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

14   The numerous **strategies**, **targets** and objectives contained in our regularly reviewed Self-evaluation and School Development Plan (SDP) are without exception, on course for completion by their scheduled dates. The SDP document, which is based upon the continuous self-evaluation processes (including analysis of the Core Data Set) 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 main ***'Whole School Targets'*** shown in ***Appendix 1.*** As has been the case for the last 10 years or so Whole School Target number 1 always relates specifically to student performance – 'To enhance student performance ……..'.

15   The Governors confidently advise that, despite the restrictions and constraints because of Covid, the School has had another very successful year – a result of effective teaching, sound management and good student attitude. We recognize the ability, commitment, dedication 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 a range of relevant information. The contents of the prospectus are designed to meet national requirements.

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

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

Details of **term dates and session times** are available for current and future years on the School web site. The school day starts at 8:50 and ends at 3:00 with a 40-minute lunch break. Lesson periods are of 50 minutes duration.   (There may be changes to the dates and times imposed because of the Covid pandemic regulations)

Term dates for the 2020/2021 year were:-

Autumn term – 3rd September to 18th December   Half term 19th October – 2nd November
Spring term -   4th January to 26th March   Half term 15th February – 22nd February
Summer term – 12th April to 16th July   Half term 31st May – 7th June

Term dates for the 2021/2022 year are:-

Autumn term – 3rd September to 22nd December   Half term 22nd October – 1st November
Spring term -   10th January - 8th April   Half term 18th February – 28th February
Summer term – 26h April to 15th July   Half term 27th May – 6th 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 lead practitioner school for MFL and Science. A significant number of staff work closely with other schools as part of several GWE and National initiatives. As would be expected these links were affected by the Covid restrictions.

18   The School adheres closely to all its **equal opportunities** related policies and its **Strategic equality plan**. However, due to the school being 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 school are fully DDA (Disability Discrimination Act) compliant, the older buildings, spread over 2 or 3 levels are not. Appropriate arrangements are made for students (or parents) with a disability.

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

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

19   There was one formal **complaint** received during the year. This was 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. First language Welsh GCSE course was added to the school's curriculum two years ago.

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

       Cleanliness of these facilities is monitored frequently throughout each school day by the site management staff and are cleaned at least after the end of the school day by the school's team of cleaners.

J K G Jones
Chair of Governors   *Date January 2022*

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 – 2020/21 year

Question Number	Question detail

Signed ……………………………..   **Parent of ………………………………. Year group ………**

Date………………………………….

APPENDIX 1
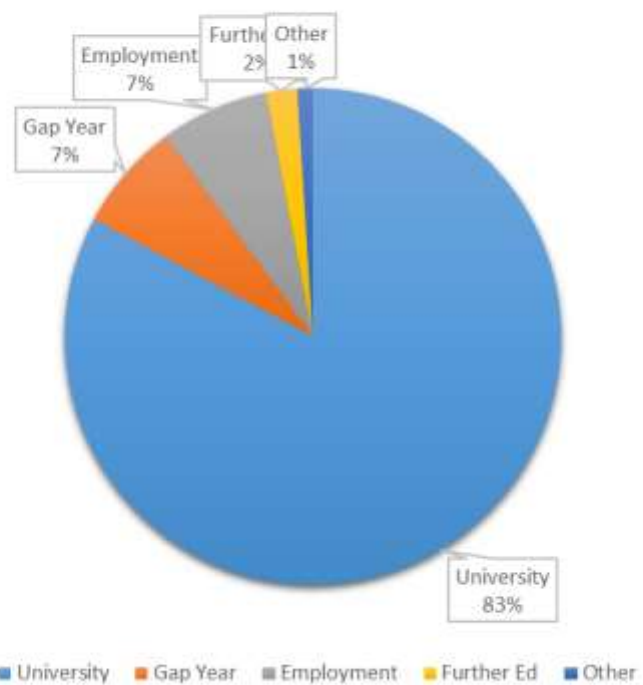
Governors' Annual Report 2020/2021

STATISTICAL INFORMATION

- Destination of school leavers
- Whole school targets (WSTs)
- Finance - Balance sheets

Year 11 Destinations Autumn 2021

Unknown
7%

Employment
5%

College
26%

Eirias VI Form
62%

Eirias VI Form   College   Employment   Unknown
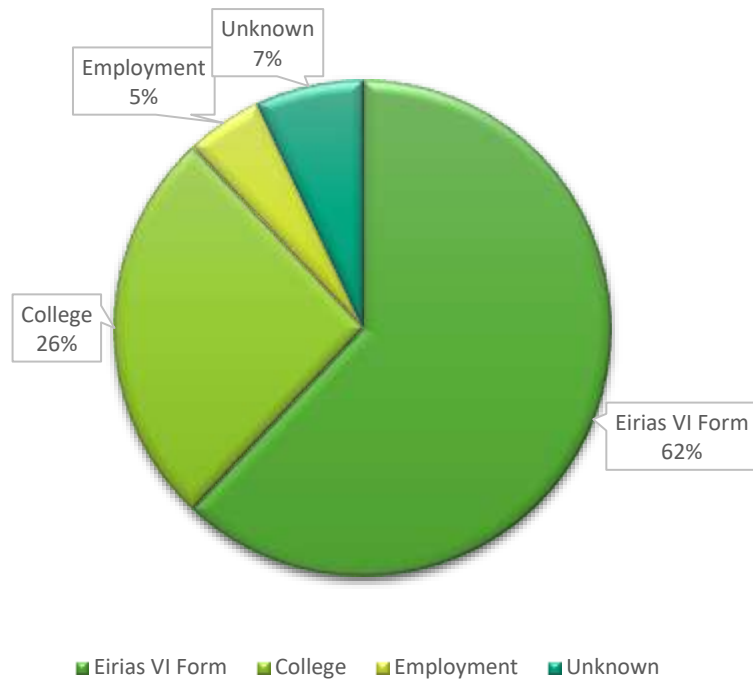
Year 13 Leaver Destinations 2021

Furth
2%

Other
1%

Employment
7%

Gap Year
7%

University
83%

University   Gap Year   Employment   Further Ed   Other

WHOLE SCHOOL TARGETS 2020 - 2021

Target 1	Staff	Current Evaluation	Evidence	Impact	Additional Budget Implications
The school is committed to achieving the best possible standards of attainment and achievement for our learners regardless of background, gender or academic ability.					

WST 2	Staff	Current Evaluation	Evidence	Impact	Additional budget implications
Blending the best pedagogical and technological approaches to resume the curriculum, accelerate the learning and address the needs of our learners in a responsive and flexible way.					
Teaching WST 2 • **Accelerating learning through remote platforms** **WST 2 Overview** • *Refining and streamlining our provision.*	ADS ZES ADS ZES	A combination of distance and blended learning has taken place since school closure. The provision has developed and improved over time but needs refining to ensure that a cohesive and engaging curriculum is blended between 2 venues – 'in' and 'out' of school. The use of two platforms has been an obstacle for all stakeholders. This has contributed to a move to Hwb tenancy and the use of MS Teams Classes for all subjects. Feedback from learners and parents	Parental/learner communication through wellbeing calls and feedback during check in. 3 Questions – All staff. Hwb provides a "safe and stable" platform for live lessons and communication with learners.	What will happen: Both 'in' and 'out' of school learning is blended cohesively with clear success criteria shared (e.g. Rubrics in MS Teams). The 6 elements of blended learning along with technology are used to plan and enhance both our 'in' and our 'out' of school provision so that it contributes successfully to accelerated learning in an engaging way. Learners understand the value of homework ('out' of school learning) and tools such as INSIGHTS, Gradebook and learner feedback will evidence this. Learners absent from school receive distance learning and maintain communication with their teachers, minimising the impact of their absence from school.	N/A

		has related to the variation in our provision and that an interactive approach is preferred. The 3 Questions raised the issue of cutting down paper-based admin and the move to more cloud-based learning. Hardware provision needs to match the need for staff working from home and preparing lessons and assignments through MS Teams classes.		How it will happen: Hwb tenancy becomes the single teaching, learning and Pastoral platform in Ysgol Eirias. All learners will be allocated to an MS Teams class for every subject and form group. All homework and remote pupil communication are carried out through the relevant Teams channels in line with school policies. Pastoral classes will take the form of a "wellbeing" channel giving students the opportunity to check in with their tutor and form class during in and out of school provision. Email communication both internal and external is solely through Hwb email. A rollout of laptops for each member of teaching staff will begin from academic year 20/21. Classrooms will be prepped so staff can "plug and play" laptops as they move from room to room. Teacher desktop machines will be used to repurpose end of life machines and to create "workhubs" around the school for staff, ITT's and HLTA's.	
• *Accelerating the learning*	**ADS ZES Skills Team**		**The pause in the national curriculum. Research into a Mastery curriculum and the findings of cognitive science. Walled garden GCSE analysis data. KS3 National Test data.**		

• *Personalising the learning*	ADS ZES	Our learners have 'missed content'. Time must be created to cover the most important 'missed content' in a way that doesn't project anxiety to learners or their families. Continuing our approach with: • a Mastery style curriculum • cognitive science • the development of skills will be invaluable in helping us to maximise the pace of learning. The use of technology to increase engagement with learners remotely has been invaluable during school closure and the continuation and improvement of this will be an asset in accelerating learning.	ARG evidence. Use of MS Teams/Hwb classes during lockdown. Engagement during school closure. 'Check in, catch up, prepare' experience. SIP/SEFs 2019/20 GwE Restarting the learning model for North Wales.	What will happen: The 8 Key Qs have been used to adapt Faculty and Pastoral SoWs in line with the 6 elements of blended learning to ensure that missed content is covered. The teaching of new material will be developed with the spaced revisiting of previous learning using techniques such as interleaving. Superfluous activities are removed. The focus is on accelerating the learning, effective use of assessment and teacher-learner communication via AfL and our learning platforms. Summative assessment such as mock exams, end of term tests etc are built into the continuum of learning and analysis of these informs future teaching and learning. The development of skills is accelerated by adopting a whole school and common language approach (Skills for the 4 purposes). Learners are confident and eager to learn, rather than anxious about missed learning. Learners are accelerated in their learning and are not disadvantaged by the school closure.	

• *Reflecting upon practice*	ADS ZES	Our learners will return to school having made very different rates of progress. Responsive and flexible teaching is essential to ensure that the needs of all our learners are met. All faculty and learning teams have been improving the way that they differentiate/scaffold but there is still work to do here, especially with the use of technology to support personalising the learning.	Training Day booking form has highlight areas that need developing. Feedback from parents and learners during lockdown. ARG impact over previous years now has a defined focus around technology training. Recognition of schools requiring 2 additional planning days.	**How it will happen:** Engaging technologies (e.g. Flipgrid/Forms/Screencastify) are used to provide the learner with an array of different learning experiences whilst keeping Office 365 programmes as the backbone of teaching and learning in and out of the classroom. **What will happen:** Pedagogy and technology are combined to respond to the needs of individual learners in a flexible and personalised way, responding to assessment data. Learners receive 'in' and 'out' of school interventions or accelerations direct from the class teacher/form tutor as appropriate. Tasks will be differentiated or scaffolded to the needs of individual learners. All learners know where they are in their learning and feel supported working in their challenge zone	
• *TALAXY*	ADS CFR	Given the investment in end user devices for both staff and learners a training need has been identified in not only MS TEAMS but other Office 365/Hwb applications. Our teachers have been catapulted into teaching through distance and blended learning models and have done this exceptionally well. Appropriate training and time to reflect upon experiences during the	CC4 outages have occurred during COVID-19 lockdown due to lack of capacity. TALAXY is a cloud-based user interface for SIMS. This will allow staff to access sims remotely wherever they are and complement rollout of laptop provision.	**How it will happen:** Class teachers in collaboration with HOF/HOL/Intervention teachers will be able to assess student digital activity through INSIGHTS and Grade Book in learner MS Teams classes. This will allow class teachers/form tutors to follow up any concerns regarding digital exclusion or lack of engagement.	

		next academic year (where teaching and learning will continuously evolve) is essential in order to learn and improve. It would seem sensible to utilise the ARGs to reflect upon and support the development of our accelerated learning provision. Remote access to SIMS. To include lesson monitor, reporting and assessment.		In addition, 9 Trolleys of 16x Google Chromebooks will be positioned in offices around the school for booking via MS Teams so staff can have direct access to them to support individual learners in lessons. Class Teachers and HOF act on low digital engagement with interventions like "workzone" (replacement for ASD?) using Google Chromebooks. What will happen: Teachers become comfortable experimenting with different pedagogy and technology in and out of the classroom to develop their blended learning models. They use their findings to guide their own and others practice. Collaboration within school (ARG's) and outside school (PL Teams Groups) contribute to the improvement of our provision and support accelerated learning. How it will happen: Bespoke staff training focusing on using Hwb software and MS Teams will give staff confidence to experiment with pedagogy. All ARG's will have elements of WST2 flowing through them as staff experiment with new pedagogy and assessment techniques. MS Teams allows efficient communication across school through	

		Given the investment in end user devices for both staff and learners a training need has been identified in not only MS TEAMS but other Office 365/Hwb applications. Our teachers have been catapulted into teaching through distance and blended learning models and have done this exceptionally well. Appropriate training and time to reflect upon experiences during the next academic year (where teaching and learning will continuously evolve) is essential in order to learn and improve. It would seem sensible to utilise the ARGs to reflect upon and support the development of our accelerated learning provision.		facilities such as messaging/video and the collaborative editing of documents. The Hwb platform will facilitate PL groups between other schools and consortia. Register completion, Rewards and Sanctions and Parents Evening Bookings taken through Talaxy when needed/required. TALAXY will also provide timetables and key documents (reports to parents and learners). Initial rollout to Yr 12 students and teaching staff in Autumn Term. Access will be through Chrome using HwB email logins for all staff and students to avoid multiple usernames.	

WST Target 3	Staff	Current Evaluation	Evidence	Impact	Additional Budget Implications
Information is used effectively by stakeholders to improve learning, with targeted interventions used for pupils to address identified skills/knowledge deficits. A robust focus on tracking will be evident, with monitoring of individual pupil progress at all levels of the school's organisation. Assessment data and other information are used forensically for progress tracking, teacher planning and the delivery of differentiated interventions to support pupil learning. A clear communication network ensures a more collaborative approach.					
Learning	PJS LKR	Literacy, Numeracy and Digital elements are being embedded into SoWs across the curriculum for a more cross curricular approach across school. At a pastoral level, Numeracy Ninjas and Brain Gym have been well received during form time though a review is now required. BKSB and Catch-up have been delivered in the past but their impact was negligible in improving standards. Diagnostic information provided from the Online Numeracy/Literacy assessments now needs to be acted upon in a structured way by class teachers, faculties and	Faculty SOW National test data results, QA checks	Interventions and standards in literacy and numeracy are overseen by key personnel. A clear, coordinated approach to online personalised assessments (Numeracy/Literacy) supporting the progress of individual learners, helping teachers and other practitioners to identify strengths and the next steps in their learning. Defined responsibilities for school staff, with in faculty training provided to access feedback on learner skills in reading and numeracy as well as to support effective data analysis. Findings of assessment data to integrate with faculty provision. Class teachers to initiate and monitor interventions both in class and through homework, targeting identified learner skills for intervention processes and improvement.	n/a

		support teams. Greater collaboration and accountability with a sustained focus on pupil tracking are required by all stakeholders to raise standards. This necessitates a review of bespoke intervention programmes, which at present, seem outdated and in isolation of classroom learning.

Support of learners' digital competence at a faculty and pastoral level will be crucial in supporting and accessing distance/blended learning outside school, providing reassurance to learners and strengthening their knowledge and learning practices after missed schooling. | Digitally excluded lists

Post Covid (returning to school) Pupil questionnaire results; QA evidence; SPP feedback; Core data set | Family capability review establishing the extent to which the families are themselves able learners. To report on those families who find learning difficult for a variety of reasons and plan for improvement therefore helping to eliminate the barriers to their child learning.

Provision for digitally excluded pupils to access distance learning via school facilities within and outside school.

The coherent use of educational software/platforms e.g. TEAMS, HWB, Flipgrid, Kahoot by faculty and pastoral teams to address targeted areas, linking in school and remote learning, enabling learners to engage and develop skills.

Learners taking ownership and re-connecting with school and classroom learning, accessing school/national initiatives e.g. the Accelerated Learning programme.

Review of assessment resources and materials within faculties and other areas. Assessment content should be sufficiently differentiated to the needs of the class to ensure learner participation and useful information for the HoF and class teacher. This should be used to evaluate provision and inform planning. Responsive teaching should then be evident either in class or as part of distance learning using retrieval practices and | |

				formative assessment to track, evaluate and measure impact.
		SPP feedback		
			Faculty assessments are used across school, but their impact in identifying learning gaps is too variable. Tests and exams can be too generic, not based on learning that's taken place and not tailored sufficiently to the needs of the class, resulting in limited engagement for specific learner groups. This acts as a constraint on any data analysis that then takes place within class. Equally, post summative assessments, work is required at a classroom level to respond to the findings, using formative assessment to monitor and evaluate learner progress. Outcomes for vulnerable groups have been below expectation relative to FAMILY data. Only students who are Statemented/School Action Plus, have outcomes and targets for IEPs as part of Annual Reviews. 1 page profiles are provided for pupils	**SPP feedback** **Welfare call log** **Initiatives**	A content and access review of IEPs and 1 page profiles in consultation with teachers, to make these more purposeful for greater use across school. These should consist of practical strategies that are learning focused. Using date to Identify pupils to support Bespoke learning packages for students who find learning difficult, with a focus on building motivation and learning independently. Increased analysis of FSM/ALN/LAC data post DCW to initiate support interventions by faculty/learning/support teams. Plan an accessibility information package for parents/carers. Offer a service from Hafan Dysgu for staff to ask for simplifying letters to parents/carers. Collation of targeted interventions for all students, which can be easily viewed by all staff. A live document for all teachers to populate. Use of TEAMS/MINT to share strategies and inform staff.	

| | | with complex needs e.g. ASD. Both are linked to the MINT and ALN register. Their value and use to teachers in supporting a pupil's learning needs has been inconsistent across school. | | Continuation of 'Parent calls' to recognise learner achievement/effort and work in tandem with parents to support pupils.

Inclusion of families in the 'learning process' resulting in increased engagement at home to consolidate school-based learning. Learner experiences to be shared with parents/carers, acknowledging effort and achievement and agreeing the next steps in learning. Addressing the need to personalise homework tasks to suit the needs of the learner's ability | |
|---|---|---|---|---|---|
| | | Intervention strategies (both academic and behavioural) undertaken by specialist teachers and pastoral/faculty leaders needs to be communicated better to better support pupil engagement and learning. At present, work can be too detached with people not aware of what's taken/taking place. Opportunities also exist to build on the work during lockdown of 'Welfare calls', linking with parents to support learner development.

Meetings with Faculty ALN representatives stopped 2 years ago. Though these were largely ineffectual in | QA evidence, SPP feedback | For staff to include a 'Nurturing approach in all their lessons following the 6 Principles of Nurture and to include Nurturing activities addressing the well-being of students, and build positive relationships.
Use of faculty ALN representatives to communicate effective teaching practice and liaise with faculty teams, both for individual learners and otherwise.

Effective and meaningful use of learner support colleagues in the classroom. Upskilling of staff within faculty areas (and the Yr 7 learning team) for a more specialised provision delivery. A collaborative approach by mainstream and specialist teachers for learners with ALN

Skilled scaffolding e.g. use of learning ladders and the use of knowledge | |

		raising the profile of learner needs and providing a bridge between the ALN dept and faculty areas, an important link was lost. A communication network is required to ensure better links. Learner support needs to be better integrated in lessons, with greater direction from teachers as to the support to be provided for learners. Educational jargon can be a barrier for parents/carers as they can feel left behind and don't feel they are capable of working hand in hand with schools. Opportunities persist in enhancing learner engagement and skills through differentiation. Inroads have been made in certain areas through the use of scaffolding and knowledge organisers to		organisers in class to benefit all learners. Effective scaffolding is used to address the six elements of blended learning	

		support learners. Further work is required to embed this. Equally, at the higher end, particularly in KS3, more challenging tasks (in classwork and homework) need to be provided to increase learner autonomy, stretch thinking and move learners beyond their comfort zone. **There is little evidence to show personalising homework /out of school learning to suit the needs of the learners – both for AN and Extension learners.** **More staff are differentiating learning tasks. Now we need staff to differentiate using Emotional Intelligence. Adapting the delivery and style of their teaching may help to engage the learner better. Being prepared before the lessons with differentiated materials is good practise, however, having a variety of differing materials on hand in the lesson to offer to others who were not expecting to struggle will**		**Advertise and remind staff of the differentiation service HDN offers for help with simplifying subject tasks for AN / HAFOD learners.**	

		open their learning channel too.			
WST 4	*Staff*	*Current Evaluation*	*Evidence*	*Impact*	*Additional budget implications*

Health and well-being can be described as the absence of physical illness and mental distress. Too often we are concerned with how to help pupils overcome such physical illness and mental distress. Obviously, teachers are not medically trained. Our work is about teaching the skills young people need, to prevent such conditions in the first instance. This is a more holistic definition of wellbeing, and one we are better equipped to provide for the members of our school community.

An overall sense of wellbeing will not be achieved without having a balance in these key elements:
- **Physical. What we eat and how active we are will affect our physical wellbeing.**
- **Emotional or psychological. How we cope with everyday life and think and feel about ourselves.**
- **Social. How we communicate with others, our relationships, values, beliefs, lifestyles and traditions**
- **Spiritual. About the meaning and purpose in life. Our connectedness to our inner self, to nature or even a greater power.**

- **Intellectual. Wellness helps us to expand our knowledge and skills in order to live an enjoyable and successful life.**
- **Economic. In short, our ability to meet our basic needs and feel a sense of security.**

	DME EC				N/A
Focus Target WST 4 • Learner Wellbeing – a whole school responsibility *Highlights* *1 Supporting pupil wellbeing following COVID* *Undertake a Learner Impact Assessment (LIA) to identify pupils who may require extra support, AND the type of support they may need post covid closure.* *Training of staff to prepare for supporting pupils on return to school* *Pupils to identify their trusted adult to whom they can go if they are concerned (NB ALL staff to be involved in this to monitor staff workload)*		**Presumption based on need that some pupils will need more support than others post Covid.** **As Above** **Presumed response to LIA and potential numbers.** **As Above**	**Learner Impact Assessment** **Record of support offered** **Evaluation of impact of support** **Reducing number of students needing support** **HOL training Trauma informed school.** **HZA and RJ also Train the trainer session from CAMHS and Seasons for Growth to deliver to other staff** **EON presentation to Learning Teams re SHRN report and the new curriculum structure on training day.**	**Effective targeting of pupils in need of various forms of support by various mentoring groups eg ADC, HOL, HOF (Targeted provision)** **Cascading of information to all staff to maximise support available to pupils where necessary (Universal provision)** **Revised Pastoral schemes of work Planned, delivered evaluated Improved SHRN data in 2020 SHRN List of trusted adults Trusted adult interventions (Universal provision)** **Pastoral Programme** **Questionnaire results** **More appropriate SOW addressing the issues raised by SHRN and apparent needs of the pupils in school. (Universal provision)**	

Revisit work on Resilience and Mindset and introduce 5 ways to wellbeing,
 	
Develop a questionnaire which is used regularly to state of pupil wellbeing post covid. Involving both pupils and parents
 	
2. Address issues raised from the SHRN report.
		SHRN report feedback e.g. results from latest report compared to previous
		Pupil feel:
		1. Satisfied with life
		Current SHRN 78%
		Conwy 84%
		Last SHRN 83%
		
		2. Teachers care about them
		Current
		SHRN 53%
		Conwy
		  60%
		Last
		SHRN 5 5%
		
		3 Their ideas treated seriously
		Current
		SHRN 37%
		Conwy
		  49%
		Previous
		SHRN 41%
		
		4.Feel support is there for them Current
		SHRN 61%
		Conwy
		  72%
		Previous
		SHRN 67%
			Review of pastoral curriculum to address issues identified within SHRN report and other local issues eg CSE, Sexting
			
			Other areas of the curriculum consulted to determine how and when they can contribute to these issues
			
			Student voice minutes to reflect discussion around these topics. Involvement of Student voice in Pastoral scheme of work review.
			
			Trusted Adult role in supporting pupils to be developed skills to take appropriate action and confidence that issues are dealt with promptly and effectively. Pupils also
				All pupils feel their voice is heard and valued. If their views are not achievable at the present time the reasons are carefully explained to them **(Universal provision)**
				
				Updated Antibullying policy
				
				Students feel they are being consulted over issues **(Universal provision)**	

		5 Pressure in school (Yr 11 Ave) Current SHRN 47% Conwy 44% Previous SHRN 42% 6 YR 11 take cannabis Current SHRN 13% COnwy 39% Previous SHRN 9% 7. Students taking Mephodrone, Laughing gas legal highs Current SHRN 9% Conwy 12% Previous SHRN 9% Students who have sent sexually explicit images of themselves Current SHRN 16% Conwy 9% Previous SHRN %	aware of their responsibility to report incidents involving other pupils Reviewed Antibullying policy. Student voice to be consulted on this (as with previous antibullying policy) Pupils are vital in knowing what is happening and well placed to help stop it which is reflected in SV minutes. Concurrent to this we should look at the categories of bullying as recorded on SIMS and align with that recoded on the PLASC return to facilitate more meaningful scrutiny SV minutes reflect discussion re reviewed policy documentation Reduction in number of bullying incidents recorded Survey of where pupils feel safe/unsafe in school and change of staff and prefect duty points if required	**More Appropriate recording of bullying issues** **(Universal provision)** **All staff aware of their role in dealing with bullying and taking action. (Universal provision)** **Pupils more confident in reporting incidents (Universal provision)** **Greater analysis of type of bullying with corresponding appropriate responses (Universal provision)** **Consequent reduction in bullying occurrences. (Universal provision)** **Reduced incidence of bullying by category (Universal provision)** **Pupils feel safer in all area of the school site and less likely that bullying occurs in these locations. (Universal provision)** **Increased responsiveness of the prefects with increased respect from younger pupils and fewer incident of prefects being provoked by younger pupils (Targeted Provision)**	

		SHRN data shows students feel:		Greater number of positive interactions and mutual respect between year groups **(Universal provision)**	
		1.Their teachers care about them Current SHRN 53 % Conwy 60% Last SHRN			
		2.Their ideas treated seriously Current SHRN 37% Conwy 49% Previous SHRN 41%		Improved Wellbeing of pupils as a result of Wellbeing /Sports Ambassadors interactions. **(Universal provision)** Closer links formed between younger and older pupils **(Universal provision)**	
		3. Feel support is there for them Current SHRN 61% Conwy 72% Previous SHRN 67%			
		4. Have been a bully Current SHRN 18% Conwy 15% Previous SHRN 32%			
		5. Have been bullied Current SHRN 36% Conwy 35%			

3 Increase the strength of Student Voice **Continue to Improve relationships with parents**		**Previous SHRN 32 %** **6 Have been cyberbullied Current SHRN 20% Conwy 19% Previous SHRN 19 %** **5. Students feel other students bullied due their weight, or sexuality Current SHRN Weight 60% Current SHRN Sexuality 40% Conwy Weight 47 %** Conwy sexuality 3 4% Previous SHRN Weight % Previous SHRN Sexuality **Data for previous 4 years indicates level of bullying incidents**			

Data for previous 4 years indicates level of bullying incidents

Yr	Bullying By level or Typ
	1
16-17	10
17-18	13
18-19	19
19-20	25

R = Racial H + Homophobic S = Sexual Misconduct

		Other local issues such as CSE, Sexting and DV need to be addressed to ensure pupils know the strategies to use to keep themselves safe Antibullying policy is due for review (Awaiting Conwy Draft policy) We probably need to include more information on gender issues, and racial issues and cyber bullying and record these more specifically) Pupils are not always confident in reporting issues. Staff occasionally say we can't do anything if it's out of school Senior Team elections identified a perceived conflict between prefects and younger children when on duty Parents have valued the contact made with them during the Covid crisis, especially the more personalised phone calls. The lack of computer access also made us			

		realise that those parents we are trying to reach are probably the most inaccessible A wider range of communication strategies are needed tailored to meet the needs of the individual parents ie not all communication in electronic format Opportunity for parents to be involved in decision making of the school			

Ysgol Eirias

FINAL ACCOUNTS - EXCLUDING SCHOOL HOLDING ACCOUNTS (SCHOOL FUND)

Balance Sheet

At 31 March 2021

			Current Year 2020-21 £	Previous Year 2019-20 £
Current Assets				
Stocks			-	-
Debtors			219,224	91,386
VAT due			18,255	46,807
Prepayments and Accrued Income			14,137	19,970
Investments - Main Account			-	-
Cash in Office, at Bank and Deposits				
- Main Premium Account	552,746			
- Main Current Account	120,000			
- Main Petty Cash	400			
Plus Main Account Unpresented Receipts	0			
Less Main Account Unpresented Cheque	-1,890			
		671,256		
Total Cash in Office, at Bank and Deposits			671,256	496,505
Total Current Assets			922,872	654,668
Current Liabilities				
Creditors			115,007	27,959
Accruals				73
Trade Creditors			589,593	636,825
Contribution to Capital Reserve			-	-
Creditors payment run			-	-
Total Current Liabilities			704,600	664,857
Net Current Assets			218,271	-10,190
Represented by:				
Main Account			218,271	-10,190