

# Annual Governing Body Report to Parents 2015-2016

## The Annual General Meeting for Parents

Under section 94 of the School Standards Organisation (Wales) Act 2013, schools are no longer required to hold an annual general meeting for parents. However, the Governing Body remains committed to actively engaging with parents and remaining accountable to them. Parents are able to request a meeting subject to certain conditions. If you would like to do so please contact the Headteacher in the first instance.

## Parent Governor Election

We currently have vacancies for parent governors on our school's governing body and are keen to encourage parents to consider taking on this role.

Before you decide to nominate someone, or indeed, you may want to know more about what is involved. The role of a parent governor and the rules governing your eligibility to stand for election are available on the Governor's page on the school's website at [www.clywedog.org](http://www.clywedog.org); you may also contact the Headteacher to discuss the role in more detail. Nominations are invited from parents for these vacant positions and nominations can be handed to the main school reception. If you wish to nominate any parent, or be nominated yourself, please contact the school.

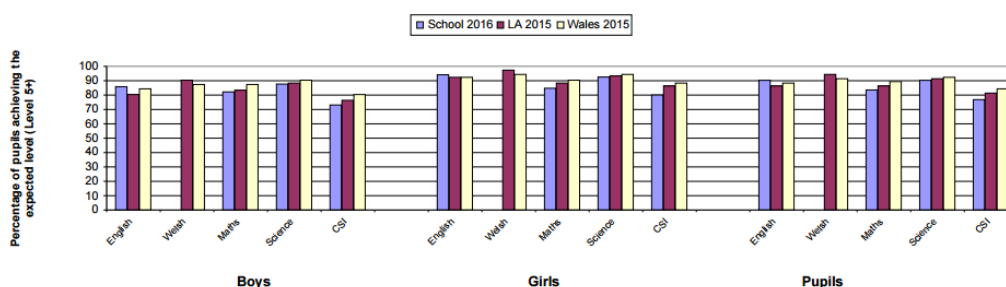
## Comparative Data Reports - Key Stage 3 and Key Stage 4

### Key Stage 3 Teacher Assessments

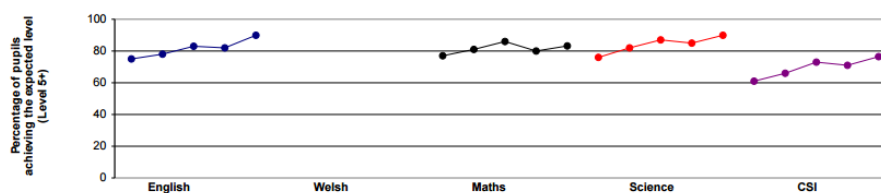
#### School comparative information: National Curriculum Assessments 2016 Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
English	85	80	84	94	92	92	90	86	88
Welsh	0	90	87	0	97	94	0	94	91
Maths	82	83	87	84	88	90	83	86	89
Science	87	88	90	92	93	94	90	91	92
CSI	73	76	80	80	86	88	76	81	84



#### School Performance over time (2012 - 2016)



## Key Stage 4 Summary of Secondary School Performance

Ysgol Clywedog  
Summary of School Performance (1)

## Provisional SSSP 2016

LA/School No. 665 / 4049

### Pupils in Year 11

**Number of pupils in Year 11 who were on roll in January 2016 :** **159**

**Percentage of pupils in Year 11 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 2015/16	99	97	64	47	45	322	460
LA Area 2015/16	100	94	73	55	54	329	516
Wales 2015/16	99	95	84	60	58	344	527
School 14/15/16	100	94	65	49	45	314	436
School 13/14/15	100	92	63	47	41	306	413

**Number of boys in Year 11 who were on roll in January 2016 :** **88**

**Percentage of boys in Year 11 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 2015/16	100	98	57	39	36	310	428
LA Area 2015/16	100	92	66	50	48	314	480
Wales 2015/16	99	94	80	56	54	333	502
School 14/15/16	100	96	64	49	45	312	430
School 13/14/15	100	93	64	49	43	304	410

**Number of girls in Year 11 who were on roll in January 2016 :** **71**

**Percentage of girls in Year 11 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 2015/16	99	97	73	56	55	338	500
LA Area 2015/16	100	96	80	61	60	346	553
Wales 2015/16	100	97	87	65	62	356	553
School 14/15/16	100	92	67	50	45	317	443
School 13/14/15	100	92	63	46	39	309	415

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QfW) at <https://www.qf.wales/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

.. Data not available.

## Attendance and Punctuality

Whole school attendance for 2015-2016 (at the time of publication of this report) was 93.5%, an increase of 0.2% on the previous year. Authorised absence was 4.4% and unauthorised absence was 2.1%. The Welsh Government target for Attendance is 95%. The school strives continually to reach this and has made very good progress. However, Governors would still like to see further improvement in attendance as well as improvement in punctuality because latecomers disrupt the start of lessons and impair the learning of the majority of students who arrive in school on time.

Attendance percentage of possible sessions for students on roll and leavers of compulsory school age only:

Estab. Id	School	Attended (%)			Authorised absences (%)			Unauthorised absences (%)			Not required to attend (%)		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total
4049	Ysgol Clywedog	94.0	92.9	93.5	4.1	4.7	4.4	1.9	2.4	2.1	0.0	0.0	0.0

## Sports Report

Students have the opportunity to participate in a wide range of sporting activities during lessons, after school and during the lunchtimes. These include football, netball, basketball, cricket, badminton, gymnastics, dodge ball, swimming, hoola-hooping and mutisports.

The 5x60 programme has continued to provide a whole host of sporting and physical activity to all students before, during and after school.

Seren Walklate year 10 and Reiss Moore Year 10 have represented the county at the North East Wales Cross Country Championships in Brecon.

Kai Evans year 7 has been chosen to represent Stoke City FC Development Squad in a tournament in Spain over the Easter holiday.

Congratulations to Rhys Hughes year 9 went over to Dubai to play in a tournament for Everton FC over Christmas.

Morgan Taylor Year 8; Ethan Taylor Year 10; Megan Owen Year 10, all won the Area Triathlon competition which was held at Ysgol Bryn Alyn.

A Physical Literacy project linked to Mountain Biking involved a number of year 9 and 10 student's mountain biking at Llandegla's One Planet Adventure. The students have been taken on guided tours and learnt how to handle a bike.

## Members of the Governing Body

Name	Type of Governor
Brent Evans	Chair - Local Authority
Phil Wynn	Local Authority
Dr Peter Saul	Local Authority
Ben W Davies	Local Authority
Rev James Harris	Local Authority
Karen Brown	Local Authority
Steven Vale	Parent
Gary Brown	Parent
Jane Williams	Parent
Ruth Coats	Parent
Elaine Jones	Community
Eleanor McDonogh	Community
Rev Keith Ellis	Community
Keith Thomas	Community

Angela Woolrich	Community
Helen Gibson	Staff
Stephen Witherden	Teacher
Dean Brown	Teacher

The Chair of the Governing Body and the Clerk to the Governors can be contacted via the school reception.

### Financial Statement 2015-2016

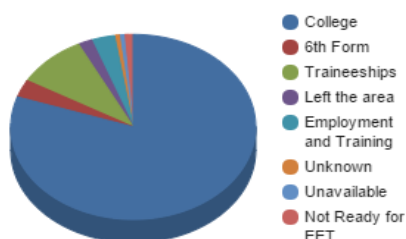
The school is running a licenced deficit until April 2018. Current financial planning is projected to deliver a balanced budget by this date.

Expenditure	2015-16
	£
Teachers	2,289,000
Support Staff	791,000
Premises	259,000
Supplies	232,000
SLAs and extra delegations	334,000
Income	-93,000
Income (PDGR)	-192,000
Income (SCC)	-153,000
<b>Total Costs</b>	<b>3,466,000</b>

### Destination of School Leavers

The success of the outcomes of year 11 ensured the vast majority progressed to the next stages of their education or started new careers.

Destination	Number of Students
College	130
6th Form	5
Traineeships	15
Left the area	3
Employment and Training	5
Unknown	1
Unavailable	1
Not Ready for EET	2



## **Community Links**

The school has extensive partnerships both within and beyond the local community. These links are vital in enriching and broadening the curriculum. The school continues to work closely with our school's Police Liaison Officer who is a regular visitor to the school. Other links include:-

### **Chester University**

Governors are pleased to report the school's involvement with Chester University in their Teacher Training and Partnership Programmes. The school welcomes student teachers and all staff work hard to ensure they receive worthwhile and beneficial experiences during their time at Ysgol Clywedog.

### **Feeder Primary schools and Secondary Partner Schools**

The good relationship enjoyed with the local feeder primary schools was further enhanced this year through the Transition Plan. Year 5 and 6 enjoy the use of the school facilities and on a regular basis throughout the year. In March, year 5 students from Ysgol Bwlchgwyn, St Giles, Rhostyllen and Victoria schools visited Ysgol Clywedog's science department to experience some high school science lessons. They learnt about sound waves using the exciting Rubens Tube, and they saw their favourite songs dance in the flames! They also saw how much energy was in their favourite snack food by setting fire to crisps.

Ysgol Clywedog has partnered with Hawarden High School, Ysgol Bryn Alun and Ysgol Eirias to deliver the OLEVI suite of training programmes.

### **Local businesses**

Years 9, 10 and 11 students had the opportunity to attend Ysgol Clywedog's Careers Fair. It was a really successful afternoon with over 20 different business organisations being represented. This included hair and beauty, higher education establishments, the new Prison, voluntary organisations, engineering and many more.

### **St David's Day Parade**

On Tuesday the 1st March 2016 a group of year 7 students represented the school at the St. David's Day Parade in town.

### **Airbus**

Eleven Clywedog girls, two great ideas, two Airbus mentors and one teacher showed everyone what they could do in the realm of Science, Technology, Engineering and Maths on the 10th March 2016. At Airbus, Broughton they put on an excellent display of ideas to save the planet's precious water supply, save money for the school and, as a wonderful side effect, generate electricity for Wrexham.

Please use the school website ([www.clywedog.org](http://www.clywedog.org)) to keep up with all the events, celebrations and activities taking place in the school and in partnership with the local community. They are far too numerous to include in this report.

## **Whole School Development Priorities 2015-2016**

The School Development Plan (SDP) sets out the priorities for the forthcoming year and in less detail over the next three years. It is informed by the priorities of Welsh Government which are to improve standards in literacy and numeracy and to overcome the disadvantage of poverty. The governors are instrumental in approving the targets as well as feeding into the process as a result of discussion at committee level.

There are measurable outcomes identified in the plan so that the school can secure improvements in learning and teaching. All members of the staff and students contribute to the SDP.

The areas for improvement identified by the governing body are:

Whole School Key Priority 1: To ensure that every student experiences high quality lessons at Ysgol Clywedog. To improve consistency & quality of lesson planning and deliver more active, engaging lessons to provide higher-quality personalised learning for all students.

Whole School Key Priority 2: To improve outcomes and narrow the attainment gaps in KS4. To improve all KS4 indicators 2015-2017 ensuring that attainment gaps in the areas of FSM and gender are at least halved 2015-17.

Whole School Key Priority 3: To embed an aspirational ethos for all students in KS3. To Review and reform the KS3 Curriculum, raising its profile and embedding the LNF to inspire students and raise their aspirations.

Whole School Key Priority 4: To continue to improve attendance rates and tackle the issue of punctuality. To continue to implement effective strategies to improve attendance and pursue a relentless focus on the issue of punctuality, to reduce the amount of lost learning time.

Whole School Key Priority 5: To ensure that Ysgol Clywedog is financially sound in order to provide a high quality learning environment. To eliminate the school deficit by 2017 balancing the need for an efficient staffing structure whilst investing in the fabric of the building and learning resources.

### **Policy Review**

During the year governors have approved a number of new policies and ratified existing policies. These include Curriculum policy, finance policies, safeguarding policy, additional Learning Needs policy community policy as well as others. Please see the school website for a list of current school policies.

### **Curriculum**

Ysgol Clywedog recognises that students are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. The school attaches the following meanings to these terms;

#### **Breadth**

A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literacy, mathematical, moral, physical, scientific, spiritual and technological).

#### **Coherence**

A coherent curriculum will be planned as a whole. It will embrace the different areas of learning and experiences so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

## Relevance

A relevant curriculum will take account of the previous experience of students as a basis for future learning.

## Differentiation

The curriculum has to satisfy two seemingly contrary requirements. On the one hand it has to reflect the broad aims of education which hold good for all children, whatever their capabilities and whatever the schools they attend. On the other hand it has to allow the differences between children, even of the same age and within the same class. At Ysgol Clywedog differentiation involves matching tasks to students and balancing challenge with likelihood of success for each student across the ability range.

Ysgol Clywedog places emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining student progress and achievement. To this end we seek to develop shared experience, between teachers and learners. We also recognise the importance of shared experience between learners themselves and the value of non-formal learning situations.

## Assessment, Progression and Recording Achievement

Ysgol Clywedog undertakes the formal assessment of each student's achievement in relation to the subjects of the National Curriculum, along with the recording and publication of results in accordance with the procedures set out in statutory and other guidance.

Ysgol Clywedog is classed as a Category 4 school where English is used predominantly but with a significant use of Welsh during the school day. The school is working hard to ensure that the students may leave the school with a greater fluency in Welsh.

## **Provision for students with Additional Learning Needs**

The school's philosophy which embraces the motto "Being the best we can be" underpins the policy for Additional Learning Needs. We provide a fully inclusive education and all students whatever their ability or disability, have an entitlement to an accessible, broad and balanced curriculum, tailored to their individual needs.

We seek to ensure that the additional needs of all students are identified, assessed and met in an appropriate and efficient manner.

We match the level of support and intervention we offer to the needs of the individual student. Progress is reviewed regularly; parents are consulted and kept informed. For some students the school in liaison with parents may want to seek advice from outside agencies such as the educational psychologist.

The Special Needs Co-ordinator monitors students on the ALP register very closely and continually reviews Individual Education Plans. Parents are invited to all reviews and given copies of all relevant information

We have an excellent team of trained and dedicated Attainment Tutors who support students either in class or by providing planned intervention sessions. All support is aimed at helping students to become independent learners.

We pride ourselves on the success of the department, achieved through providing a safe and caring environment, where students are supported and challenged to meet their full potential

### Times of the School Day

Registration/Assembly: 08:50 - 09:05

Lesson 1: 09:05 - 09:55

Lesson 2: 09:55 - 10:45

Break: 10:45 - 11:05

Lesson 3: 11:05 - 11:55

Lesson 4: 11:55 - 12:45

Lunch: 12:45 - 13:20

Lesson 5: 13:20 - 14:10

Lesson 6: 14:10 - 15:00

### School Holiday and Term Dates

Term / Holiday	First Day	Last Day
Autumn Term	Thursday, September 1, 2016	Friday, October 21, 2016
Autumn Half Term	Saturday October 22 2016	Sunday October 30 2016
Autumn Term	Monday, October 31, 2016	Friday, December 16, 2016
Christmas Holidays	Saturday December 17 2016	Monday, January 2, 2017
Spring Term	Tuesday, January 3, 2017	Friday, February 17, 2017
Spring Half Term	Saturday February 18 2017	Sunday, February 26, 2017
Spring Term	Monday, February 27, 2017	Friday, April 7, 2017
Easter Holidays	Saturday April 8 2017	Sunday, April 23, 2017
Summer Term	Monday, April 24, 2017	Friday, May 26, 2017
Summer Half Term	Saturday May 27 2017	Sunday, June 4, 2017
Summer Term	Monday, June 5th, 2017	Friday, July 21, 2017
Summer Holidays	Saturday July 22 2017	Thursday, August 31, 2017

### Changes to the School Prospectus

The school prospectus has been updated and rewritten to reflect changes in governors and staff members and new legislation. The current prospectus can be found on the school website or here:

