

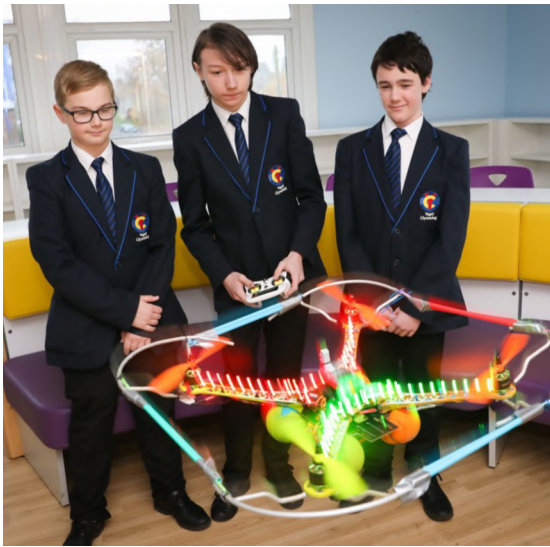


# Ysgol Clywedog

## Annual Governing Body Report to Parents 2021 — 2022

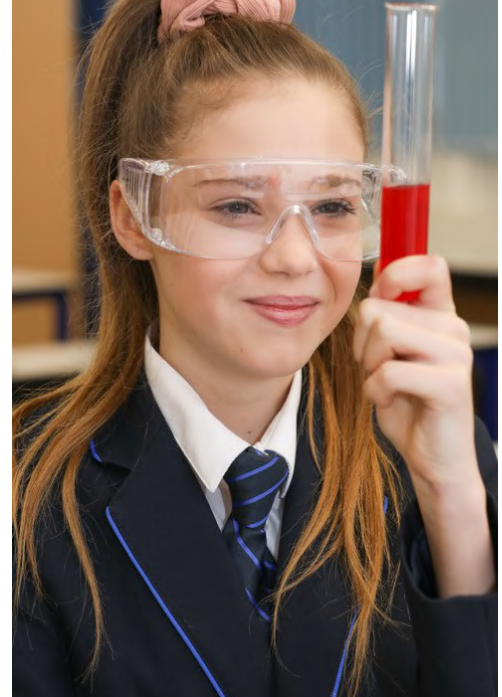






At Ysgol Clywedog we aim to work together in securing the best outcomes for every student. Learning is placed at the centre of everything we do and we are committed to empowering students to become:

- successful learners who enjoy learning, achieve and make progress
- enterprising and creative people who contribute fully to life and work
- responsible citizens who make a positive contribution to society
- confident and happy individuals who are able to live safe, healthy and fulfilling lives.



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### ***Dear Parent/Carer,***

Welcome to the annual report to parents from the governing body of Ysgol Clywedog. This report aims to provide parents and the community with information about our work and how we provide oversight, support, and challenge for Ysgol Clywedog so that we can have a positive impact in supporting the school.

We have undertaken developments during the year that will enable us to encompass whole school improvement at the heart of everything we do to be the best we can be. In line with Ysgol Clywedog's strategic framework, we are adapting our committee structure and governor roles to focus on the four strategic aims outlined in the 2022/23 Post Inspection Action Plan and School Improvement Plan. We have committed ourselves to some challenging targets to support the school in its improvement journey. We too are demonstrating that we are ready, respectful and responsible.

We are immensely proud of our pupils and want the best education that will prepare them for their future. Ysgol Clywedog's enriched curriculum enables pupils to learn new skills and develop aspirations for the future. We have been delighted to observe how talented and vibrant our pupils are; from sporting excellence to drama, to beekeeping and the school's eco-action task force. We acknowledge how fortunate we are to learn so much about our future generation.

It is with gratitude that we thank Ysgol Clywedog staff for their dedication, support, and resilience over the last two years. This work enabled the school to develop positively throughout a very challenging period. Their commitment to developments in teaching, learning, and a new curriculum for Wales, along with recent feedback from Estyn, reinforces our optimism and belief that Ysgol Clywedog is on the right track to becoming a great school, one that we believe our pupils and community deserve.

We take this opportunity to say farewell to our previous Chair of Governors, Sioned Wyn Davies and Headteacher, Mr Vickery. None of us could have foreseen the challenges that Covid would bring, however, through Mr Vickery's passion and experience in using digital technologies, Ysgol Clywedog was able to cope and support students better than most during the height of the global pandemic. Sioned Wyn Davies' unwavering commitment and support ensured Ysgol Clywedog remained steadfast in its support for pupils' academic, social and emotional progress. Both leave with our best wishes.

We would like to take this opportunity to assure you that we are a highly ambitious and committed governing body that accepts accountability for Ysgol Clywedog's work. We will provide Ysgol Clywedog with clear and effective leadership that focuses on raising standards and pupil wellbeing.

As a governing body, we thank you for your continued support and look forward to working with you over the academic year.

Cofion cynnes,  
Paula Wood  
Chair of Governors



**Dear Parent/Carer,**

It was my privilege to be appointed Headteacher of Ysgol Clywedog for a planned start in September 2022. However, I was fortunate to be able to take up post in June 2022. These valuable six weeks in the last half-term enabled me to see the school operating on a day to day basis, get to know the staff and students and work closely with leaders of the school to update our Post Inspection Action Plan (PIAP)

Our priorities from the 2019 Estyn were to improve attendance, teaching and learning, student standards and skills, the impact of leadership and securing the school's finances. Those six weeks enabled me to see that, despite the significant 18 month interruption to our students' education arising from the global pandemic, sound plans were put in place by the governing body to address those areas for development.

Importantly, the early start also enabled me to work closely with senior leaders in the school and we were able to crystallise our six Estyn recommendations into four key strategic priority areas, which would drive our work for 2022/23 and beyond. These were to improve the school's:

- a) Curriculum and Outcomes
- b) Teaching and Learning
- c) Inclusion and Wellbeing
- d) Leadership and Vision

Furthermore, those six weeks enabled me to introduce some new ideas and strategies, which were adopted and embraced by students and staff alike, to good effect, and illustrated to me the commitment that the people at the centre of the school were prepared to give.

My final piece of work was to work closely with leaders of the school to shape three important policies ready to trial and refinement from September. These were designed to bring consistency and structure to support our young people to be the best they can be, both academically and personally. These were:

- a) a teaching and learning policy
- b) a feedback, marking and assessment policy
- c) a behaviour and rewards policy

Finally, it is my firm belief that education is most successful when parents support the school and are involved in their child's progress and I am very thankful for the welcome I have received from many parents since I joined. I very much look forward to reporting on our progress and improvements next year.

Yours sincerely



Alberto Otero  
Headteacher



### What do Governors do?

School governors have a varied and important role helping to run the school effectively. They have 3 core functions:

- Planning the strategic direction of the school.
- Overseeing the financial performance of the school and ensuring money is well spent.
- Holding the Headteacher and school leadership to account.

The governor role is strategic rather than operational. Governors don't get involved with the day to day running of a school, instead they support and challenge the school's leadership team to drive school improvement.

Governors usually attend around 6 meetings a year. Being a school governor is a commitment and a responsibility, but offers the chance to see first-hand the impact you can make in improving education for children in your community.

### Our Governors

Local Authority Governors
Phil Wynn
Rhian Thomas
James Harris
Dawn Spence
Alex Evans
Parent Governors
Jonathan Cullender (Vice Chair)
Robyn Cockcroft
Staff/Teacher Governors
Beverley Williams – Staff
Kathryn Forrester – Teacher
Stephen Witherden – Teacher
Alberto Otero – Headteacher
Community Governors
Paula Wood (Chair)
Gary Brown
Alicia Marie Owen
Ruth Coates

**Recognition for previous Chair of Governors**

We say farewell to Mrs Wyn Davies who took up post in September 2021 at a time of upheaval and transition for the school. In particular, Mrs Wyn Davies helped to successfully lead Ysgol Clywedog in the aftermath of the pandemic. The school was acknowledged and recognised for the way it adapted to the school closures and provided an innovative online solution to delivering lessons into the home

With a vast legal background, having worked for the local authority for many years, her knowledge, experience and passion for young people's education and their futures provided the school with an important period of stability and direction. Her term of office can also be remembered for the appointment of our new Headteacher in June 2022.

**Parent Governors**

Governors are volunteers who work with our school's senior leaders to set the culture, values and budgets. Through monitoring and supportive challenge, they make a real and noticeable difference to the children, their families and the broader community.

 **Ysgol  
Clywedog** **WE NEED YOU...**  
  
**HAVE YOU EVER CONSIDERED  
BEING A PARENT GOVERNOR AT  
YOUR CHILD'S SCHOOL?**  

- Do you have any valuable or professional skills you can offer?
- Are you committed to playing a vital role in making sure every child gets the best possible education?

**If you would be interested in this important and exciting role please contact the school for more information.**

The 2020/21 academic year was disruptive for everybody and particularly for schools, children, staff, parents and carers, more than we have ever experienced in recent decades. The year 2021/22 was somewhat better, but disruptions still occurred regularly and absences from school for students, teachers and other school staff continued to have an impact.

Nevertheless, the school continued to make progress in all areas of school improvement and has focused on developing a whole-school approach to teaching and learning, with particular focus on developing an agreed approach to literacy across the curriculum. During Estyn's visit in both January and June of this year, they acknowledged the resilience of staff and students during a very challenging year for the school.

Students have for the first time in two years started to access the library and the number of students reading for pleasure has increased. This will continue to be an area of focus for the school in the coming years.

### **School Improvement Priorities and Post Inspection Action Plan 2022-2024**

As mentioned in the Headteacher's welcome, we now have 4 broad key priorities for the school moving forward.

#### **Curriculum and Outcomes -**

To develop a compelling, ambitious Curriculum for Wales for Ysgol Clywedog that gives pupils access to the best that has been said, written and produced, clearly signposts expected progress through the learning steps and communicates high expectations.

#### **Teaching and Learning -**

To develop high quality teaching, learning and assessment in which new knowledge, skills and experiences are effectively learned, retrieved and applied in all lessons. This will be supported by improving standards of oracy, reading and writing and where applicable numeracy and digital literacy.

#### **Inclusion and Wellbeing -**

To develop an inclusive approach to safeguarding and pastoral care which is child-centred, addresses identified needs, supports positive mental health and well-being, and enables all pupils, in particular the disadvantaged, to access the curriculum and thrive.

#### **Leadership and Vision -**

To develop robust leadership across all levels of the school which secures commitment to agreed ways of working and practice and accountability for pupil provision and outcomes.



### End of year financial position 2021/2022

<b><u>Income and Expenditure</u></b> <b><u>2021 - 2022</u></b>	
<b>Delegated Budget</b>	<b>£4,255,022</b>
Employees	£3,922,786
Premises	£226,675
Transport	£1225
Supplies	£349,953
3 <sup>rd</sup> Party Payments	£28,567
Support Services	£286,338
Capital Financing	£3669
Income	-£1,168,099
<b>Net Expenditure</b>	<b>£3,651,114</b>
<b>Surplus funds c/f to</b> <b>2022/2023</b>	<b>£603,908</b>

### Pupil Development Grant (PDG)

#### Purpose

The purpose of the Pupil Development Grant is to improve outcomes for learners eligible for the free school meals (FSM) or Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their potential. Schools are expected to maximise the use of this funding by introducing sustainable strategies which will lead to improved outcomes for pupils entitled to free school meals.

#### Our allocation for 2021 - 2022

Pupil Development grant allocation into delegated budget : £254,150

#### Our plan

Our sustainable strategies included:

- planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
- integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
- balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

Our PDG plan was agreed and monitored by governors and GwE to promote high expectations, attainment and progress and to remove barriers to learning for pupils entitled to this funding.

### **Our PDG spending**

We have used the funding available as follows:

- Employed a specialist teacher to support students at risk of disaffection and exclusion within a dedicated inclusion space to support their needs and integrate them into mainstream curriculum opportunities
- Employed an english-trained KS3 literacy teacher to develop early approaches to support literacy recovery, including re-establishment of a reading for pleasure culture
- Employed a science-trained KS3 numeracy teacher to develop early approaches to support post-pandemic literacy and numeracy recovery
- Employed a family liaison officer to develop parental engagement, and with families, to support with post-pandemic re-integration and learning
- Employed a level 4-trained Teaching Assistant to support and develop identified students' social and emotional learning and promote positive behaviour
- Employed two student support assistants to help students become more independent and resilient in their learning
- Provided identified children with opportunity to engage and gain qualifications through the Military Preparation College for Training
- Provided be-spoke support and resources for significantly disadvantaged children in the form of equipment, photocopied resources, clothing and music lessons

### **Expected outcomes**

Through the above spending, we saw the following :

- Increased Literacy levels in order for students to access the whole curriculum
- Improved wellbeing, resilience and confidence upon many students' return to face-to-face education
- The attendance gap between FSM and non FSM students closing
- The academic outcomes gap between FSM and non FSM students closing



### School Newsletters

In July we launched our first newsletter. The link to which is below :

[July's Newsletter](#)

The newsletter provides a flavour of the types of experiences and activities our students engage in. We look forward to next years newsletters with anticipation.

### Eco-Taskforce and the Humanities

Our students achieved the following in 2021/2022 :

- Five Year 11 Pupils delivered a TEDx talk about Bees to 500 VIP's <https://www.youtube.com/watch?v=tntz4-KIVpc&t=3s>
- Eco-Taskforce was shortlisted for the Finals of the European Regional Jane Goodall 30th Anniversary Awards - We got a special mention from Arnold Schwarzenegger!
- Eco-Taskforce got a visit from Carolyn Thomas MS who presented our plaque for the Queen's Canopy Award.
- Amir Alenezi was voted onto the Welsh Youth Parliament as the Member for Refugees.
- Eco-Taskforce were welcomed onto the Young Tree Champions Programme and got through to the finals of the 'Speak up for Trees' Oracy competition.
- The School received the 'British Council International School Status' for the work we did with the schools in Lebanon.
- Six Pupils went to the Keep Wales Tidy 'Nature and Youth Festival'
- Four Year 11 pupils presented in front of an international audience of over 2000 at the British Council Global Knowledge Exchange <https://www.youtube.com/watch?v=uf2H01kvrT4&t>
- Ciel Morgan was nominated for a Diana Award by the Jane Goodall Society.
- Thirty pupils took part in the Future Leaders Pilot Study with WBC, and a number of Governmental Partners.
- Three pupils went to Tanzania for 4 weeks to carry out social and environmental improvement projects whilst living in local communities. They also went on Safari, snorkelling and lived out with the Maasai Tribes.
- We carried out Bee Keeping Training for 65 pupils.
- Year 8 Royal Navy Experience Days focusing on Natural Disasters



Ysgol  
Clywedog

Community Engagement







### Specific achievements

Nicholas Brown, our Head of Geography worked with students on some fantastic global competitions. As a result the school won the British Council International Schools Award for our work with Lebanon and Spain and Beacon School Status from the National Tree Council. We were also nominated for the European section finals of the Jane Goodall Roots and Shoots 30th Anniversary Awards and we got through to the final two schools and got a special mention.



### Recognition for long service

Carole Jones our Resources Manager received a long service award from Wrexham County Borough Council. Sadly, Carole retired from the school this year after over 47 years of service.



Denise Laing our Headteacher's PA also retired this year after over 38 years of service which also caused sadness amongst staff and students.



We wish them both well on their retirement and they will be sorely missed.

At a time of unprecedented disruption to the education system, our year 11 students at Ysgol Clywedog worked extremely hard under difficult circumstances in their last two years to achieve some fantastic results. Seven students achieved seven or more A\*/A grades, including Libby Cole who achieved 7A\*'s and 4A's. Libby is an exceptional student who also spent 4 weeks in Tanzania living with and helping local communities on a marine conservation project. She raised the money herself by starting her own online jewellery and gifts business and was also instrumental in founding our now thriving Eco-taskforce, all of which led to gaining the attention of international environmental expert Dr Jane Goodall and a TEDx talk she presented.

### KS4 Performance 2021

	2018	2019 CDG	2020 CAG	2021
Capped 9	327.6	360.1	370.1	340.3
Level 2 +	44.6%	53.0%	50.3%	42.7%
Level 2 Threshold	327.6	360.1	370.1	340.3
Level 1 Threshold	93.8%	99.2%	95.7%	97.3%
5A*-A	6.9%	10.6%	21.5%	8.0%
Best of literacy	36.6	39.3	40.7	37.2
Best of numeracy	34.6	38.4	39.1	34.1
Best of Science	32.4	32.0	41.4	32.1

CAG - Centre assessed grades in lieu of formal examinations

CDG - Centre determined grades in lieu of formal examinations

### Destination of Wrexham School Leavers 2021

The majority of our Year 11 Leavers have gone on to take up a course with Coleg Cambria either on a vocational pathway or studying a range of A Level subjects. In addition some of our ex-students have taken up employment, traineeship or an apprenticeship. These young people are working in a wide range of industries: accountancy, beauty therapy, childcare, construction including joinery, engineering including manufacturing, food production and retail. Marcel Beyn is pursuing his dream and has taken up a place at Everton Football College.

As detailed earlier in this report, Ysgol Clywedog's improvement journey will be driven by four key strategic areas. For each of the areas we outline below some key activities and actions that leaders and governors look forward to implementing in 2022/2023

### **Curriculum and Outcomes**

- Plan and implement the new curriculum—Curriculum for Wales (CfW) for first teaching from September 2023 for Year 7 and 8.
- Refine and improve the way we support students to develop their standards in literacy and numeracy in line with the CfW framework.
- Further develop our KS4 curriculum to include more vocational courses and expand the range of experiences available to our pupils e.g. City and Guilds Horticulture and VTCT Level 1/2 Technical Award in the Study of Hair and Beauty.
- Develop and implement a Wellbeing Action Plan to ensure our curriculum supports pupils progression in addressing the issues highlighted in the health and wellbeing surveys as well as the national priorities for pupil wellbeing.

### **Teaching and Learning**

- Implement a new teaching and learning and feedback, marking and assessment policies to foster and develop greater consistency in classroom practice.
- Introduce a teaching and learning framework that articulates what high quality teaching and learning looks like and creates a shared language to foster higher standards.
- Refine and improve the way we review the strengths and areas for development of subject areas to facilitate more rapid improvement.

### **Inclusion and Wellbeing**

- Implement a new Behaviour for Learning Policy which provides consistency of boundaries and responses from teachers and students.
- Develop a praise and rewards system that encourages 'catching students being good' to encourage positive behaviours.
- Begin the journey of becoming a trauma-informed school that better supports students' mental health and wellbeing.
- Implement the THRIVE curriculum to support the needs of our most vulnerable students to re-engage with their education.
- Re-organise our pastoral system, including new student support centre and recruitment of assistant pastoral leaders dedicated to one year group to support heads of year.
- Ensure our register of students with additional learning needs is accurate, correctly identifies children's most pressing needs and offers quality in-class or withdrawal support.



### **Leadership and Vision**

- Develop a vision, enshrined in the school development plan, for the school to improve sustainably and continuously
- Establish a strong governing body where members' skills, attributes and commitment are maximised to support and challenge school leaders
- Establish a strategic senior leadership team able to evaluate the school's strengths and areas for development and effectively plan for continuous improvement
- Provide support and professional development opportunities to develop the leadership and management skills of middle leaders

