

Islwyn High School
Ysgol Uwchradd Islwyn

Annual Governors' Report December 2021

Headteacher: Mr. Jason Hicks



Governors' Annual Report to Parents
Adroddiad Blynyddol y llywodraethwyr

Belong. . . Believe. . . Achieve. . .

FOREWORD BY THE CHAIR OF GOVERNORS

Dear Parent /Carer,

I am pleased to be able to commend to you the School's Annual Report, covering the last academic year 2020 to 2021. This is my second annual report as Chair of Governors and I had hoped, like many, that the Corona virus pandemic would not feature in this year's report. Unfortunately, corona virus has yet again been an ever-present feature of the last academic year and has consumed so much time and resource.

My thoughts remain with all of the school community, especially those who have been most adversely affected by the Pandemic. Where there is adversity, there is often a determination to succeed, and I am immensely proud of the pupils and staff response at Islwyn who have pulled together as a school community and gone above and beyond to minimise the impact of COVID-19. Staff and pupils have had to work completely differently, and also had to get used to wearing PPE, operating in year bubbles, or working remotely.

Despite the significant disruption of COVID-19 the school, its leadership team and Governing Body has continued to deliver against their objectives. The priority at the start of the academic year was to stabilise the Senior Leadership Team (SLT) and to make sure that it was equipped to continue the school's improvement journey.

I was very pleased as the then Vice Chair of Governors to be part of the appointment panel who appointed Mr. Hicks as Headteacher. Mr. Hicks has a wealth of experience as a Headteacher and is also a School Improvement Partner in his own right. Mr Hicks joined us in December and having a substantive Headteacher in post has helped the school meet the challenges thrust upon it during the last academic year.

We have made subtle changes to the makeup of the senior leadership team to improve its resilience and focus and we have welcomed a number of new staff at the start of this academic year. Rather than replacing staff leaving on a like for like basis we have worked hard to make sure that we are planning our workforce well in advance to ensure that we are readying ourselves for the full implementation of the new curriculum.

The school's leadership team has continued to deliver against our Estyn recommendations and the School Development Plan has evolved. I meet regularly with the Local Authority (LA) and the Education Achievement Service (EAS) who track our progress and provide us support and advice as necessary. I was very pleased to hear that following a robust review that Islwyn High School has been taken off the list of schools requiring monitoring / review. I am immensely proud of the pupils and staff and for all of their hard work required to deliver the Estyn recommendations.

Last year the school invested significantly in the provision of digital equipment for pupils and this has also included an upgrade of the schools broadband provision by the LA. We hope, with continued support from the Local Authority that all pupils in the school will be issued with a Chromebooks to support their studies this coming academic year. Should there be a need for a return to blended or online learning this investment will ensure that all pupils have full access to online resources.

Due to COVID the school was notified in November 2020 that, as was the case in the previous year, no GCSE Examinations would take place for years 10 and 11. This required the school to develop its own policy and plan for Centre Determined Grades (CDG). Teachers had to gather evidence and create assessments for pupils so that a determination could be made of pupils' likely GCSE Grade which would then be ratified by the

relevant examination board. This grading by the school was also subject to internal moderation. I am pleased to report that the CDG process worked extremely well and I was pleased to see first-hand many of the year

11 pupils collecting their GCSE results which also included my daughter. It is important to recognise that the GCSE results years 2020 > 2021 were collectively the best set of results in the school's history. Given the challenges of COVID for pupils and staff these results are very impressive and were a fantastic end to the academic year.

On behalf of the Governing Body, I would like to thank all those involved within our school community, who continue to work tirelessly, to maintain our growing reputation in the area for producing pupils who will become responsible, happy and successful citizens of the future. Should any parent wish to meet the Governors to discuss any aspect of this report, please contact the school office.

Mr G Bryce
Chair of Governors

The full list of Governors is as follows:

1. (a) Chair of Governors: **Mr G Bryce**
c/o Islwyn High School
Waterloo
Oakdale
BLACKWOOD
NP12 0NU
01495 233600

(b) Vice Chair: **Mrs K Moons**
Reserve: **Mrs L Curtis-Jones**

2. Clerk to the Governors: **R Barrett**
EAS Governor Support Services
01443 863221

3. Members of the Governing Body:

<u>Name</u>	<u>Category</u>	<u>Term of Office Ends</u>
Mr G Bryce	Local Authority	07.10.24
Mrs L Curtis-Jones	Local Authority	07.10.24
Mrs T Garland	Local Authority	Resigned During Year
Cllr G Kirby	Local Authority	31.08.24
Cllr R Saralis	Local Authority	31.08.24
Mr A A Islam	Parent	Resigned During Year
Mrs L Thomas	Parent	Resigned During Year
Mr Steven Lane	Parent	Resigned During Year
Mrs R Morgans	Parent	17.10.23
Mr S Upcott	Parent	06.11.24
Jo Poole	Parent	05.05.25
Gareth Irwin	Parent	05.05.25
Mrs N Roberts	Community	18.09.23
Mr R Bevan	Community	06.10.24
Mrs J Crook	Community	06.10.24
Mrs J Ford	Community	06.10.24
Mrs K Moons	Community	06.10.24
Mrs M Edwards	Teacher	03.09.24
Mrs S Crane	Teacher	Resigned During Year
Mrs T Crooker	Staff	06.10.24
Miss Lauren Cook	Staff	20.04.25
Mr Jason Hicks	Headteacher	

Number on Roll/Staffing

At the time of the school census data being collected in January 2021 there were 1065 pupils on roll with 65.4 full time equivalent members of the teaching staff. In addition, the associate staff consisted of 47 members of staff across the premises, technical support, learning support, administrative, pastoral support teams. Of these staffing numbers, 6 full time equivalent teachers and 15 Teaching Assistants work within the complex needs' base.

The Work of the Governing Body

During the last twelve months, the full Governing Body (GB) met on six occasions, with a full AGM in September 2020 plus an extraordinary meeting during the Spring term to approve the school's Centre Determined Grades (CDG) Policy. The GB continued to meet utilising a virtual platform and remained well attended throughout the year.

Sub-Committees of the Governing Body continued to meet throughout the year and dealt with specific business. This allowed the GB to concentrate on urgent COVID business and to focus on more strategic matters. During the last academic year an additional task and finish group relating to workforce planning met on a number of occasions, the sub committees are set out below:

- Finance, Staffing and Premises
 - Workforce Planning Task and Finish Group
- Standards, Performance and Curriculum
- Inclusion, Safeguarding and Wellbeing

The Chair of Governors regularly visits the school and has remained in close contact with the Headteacher in the form of weekly touchpoint meetings.

The Governing Body has received and considered reports / updates from the Headteacher in every meeting. These always focus on progress against set targets and have covered such matters as Covid-19 arrangements / planning, staffing levels and wellbeing, school organisation, curriculum, administration, staff training, maintenance of buildings, pupil activities, extra-curricular activities, school attendance, special education, examination results, school assessment procedures, local financial management of schools and oversight of the school budget.

The Governing Body has also received and considered various reports and documents from the Local Education Authority, the regional consortium (Education Achievement Service) and the Welsh Government.

A comprehensive review of the schools' policies has been undertaken during the year and it is also planned that in consultation with pupils, staff and parents that a review of the school's vision and mission statements will take place this coming academic year.

Attendance

Improving pupil attendance remains a key priority as there are strong links between educational attainment and pupil attendance. Attendance has been adversely affected by the pandemic but remains in a positive position when compared to other schools in the local authority. We will continue to celebrate good attendance and reward pupils' attendance accordingly.

The school's attendance figures are set out in the table below for the academic year in question to the point where the pandemic resulted in lockdowns:

2020-21	Autumn Term	88.4%
	Spring Term	N/a
	Summer Term	89.7%
2019-20	Autumn Term	93.7%
	Spring Term up to 6th March 2020	93.9%
2018-19	Autumn Term	93.4%
	Spring Term	93.7%
	Summer Term	93.8%

The School Staff

At the end of the summer term, the school saw a number of changes to its staffing.

New Staff Roles

Luke Probert - Assistant Headteacher

Eleanor Scales - Teacher of English

Ben Miller - Teacher of DT

Deborah Darnborough - Teacher of DT

Sara Llewellyn - Teacher of RE

John Morris - Head of History

Lisa Price - Teacher of Welsh

New Internal Roles / or Acting positions

Amanda Henry – Acting Head of Technology

Elizabeth Whitehouse - Acting Head of Geography

Chemain Barrett - MAT Co-ordinator

Jessica Rowlands - Co-ordinator of Separate Science

Samantha Critchley - Exams Officer

Maternity Cover

Nicola Jones for Amalea Wright

Staff who left

Sian Mainwaring - Deputy Headteacher – career change to college lecturing

Denise Hall - Teacher of English - Retired

Hayley Rees - Deputy Head of English - Promotion

Clive Wilkinson - Head of Technology - Promotion

Jane Morgan - Teacher of MFL - Retired

Mark Hughes - Head of History - Promotion

Laurie Hughes - Teacher of PE - Relocation

Kristie Hopkins - Teacher of Welsh - Move to specialist post

Carol Grey - Exams Officer - Retired

Cathy Thayer - HLTA - Retired

Denise Skelton - Literacy Assistant – Retired

The school also mourned the sad loss of Mr Hurle Head of IT who passed away shortly after his retirement at the end of the Summer Term. RIP Sir.

Curriculum

Islwyn High School is an English medium school. The Curriculum offered at the school is summarised below. The broad, balanced educational opportunities provided are in line with the requirements of the National Curriculum. Welsh is taught as a second language to every pupil until they leave and there is a growing amount of conversational and incidental Welsh used across the school day. Whilst Years 8 and 9 continue to follow the legacy National Curriculum for Key Stage 3, Year 7 pupils are following the New Curriculum for Wales (as summarised on the following page). From 2021 the national curriculum is mandatory for year 7 and the pilot will run into year 8 with the year 8 pilot rolling into year 9 in 2022.

The New Curriculum in Year 7

The teachers at Islwyn worked over the March- June lock down via regular Zoom meetings and as a result of that work The New Curriculum for Wales has been set up for Year 7 and includes these 3 main areas, which may be new to some parents:

1. · 6 Areas of Learning and Experience AOLE
2. · The 4 Core Purposes
3. · The 4 Cross Curricular Skill Areas

The **6 AOLE** areas (Areas Of Learning Experiences) in year 7 are Expressive Arts; Health & Wellbeing; Humanities Language, Literature & Communication; Maths & Numeracy and Science & Technology. The current departments and skill leaders have worked together to develop a year 7 timetable that reflects the move towards the New Curriculum.

The following **four core purposes** are a mix of modern and traditional behaviours for children in Islwyn to aspire to become:-

- 1) Ambitious, capable learners ready to learn throughout their lives.
- 2) Enterprising, creative contributors, ready to play a full part in life and work.
- 3) Ethical, informed citizens of Wales and the world.
- 4) Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The following **four cross-curricular areas** will develop the pupils' skills on their learning journey in school they are:-

- 1) · Literacy across the curriculum.
- 2) · Numeracy across the curriculum.
- 3) · Digital Competence across the curriculum.
- 4) · Wider Skills that may lead to a Skills Challenge Certificate GCSE in Year 11.

A lot of this exciting New Curriculum is available to the Year 7 Pupils and Parents via Google Classroom and we hope very much that in time, everybody will be able to work just as well in either classroom or at home using Blended Learning – a mixture of school and on-line learning opportunities.

Wider Context

Initially, the Year 7 New Curriculum had been scheduled to launch in September 2020 following a one year period of preparation and planning. This had involved dedicated INSET time for all staff, the appointment of New Curriculum Researchers (per AoLE) and a Lead New Curriculum Coordinator. Schemes of learning were written and activities designed to embrace the purpose-led curriculum.

However, due to the ongoing pandemic context, AoLEs (and individual departments within) have had to delay or refine their provision to suit the demands of online/blended learning. A similar impact has been felt this academic year: although new schemes of learning are being trialled (e.g. subject areas such as History, Geography and RE are running a 'Humanities'-linked scheme of learning), the degree of New Curriculum provision has been limited, in certain areas, by the ongoing international context.

The school is ambitious to revisit its New Curriculum planning this academic year (2021-22), so that Years 7 and 8 are able to benefit from wide and varied schemes of learning, enriched with skills and cross-curricular themes. This coming term (Easter 2022), collaborations with Careers Wales colleagues will take place to increase opportunities for 'authentic', work-related learning experiences for our pupils.

A number of colleagues are also engaged in partnership work alongside the primary sector (e.g. our Head of English is meeting with the Professional Lead from Rhw Syr Dafydd Primary on the provision of English teaching between KS2 and 3) to further develop links and potentially explore a joined-up approach to the delivery of skills and New Curriculum requirements. This follows work already underway between colleagues in the Mathematics department and the wider cluster of schools of which we are a part.

Moving forward, as we roll out the New Curriculum across KS3 over the next two years, we will also need to consider how best to report on the acquired skills and achievements of pupils within the spirit and framework of New Curriculum 'progress steps'.

Years 8 & 9

All pupils study the following subjects:

English,* Mathematics,* Science, Spanish, Welsh, History, Geography, Religious Education, Physical Education, Technology, Music, Art, Information Technology* and Personal and Social Education (PSE).

*In Years 7 & 8, English, Mathematics and Information Technology are taught through Literacy, Numeracy and Digital Competence.

Years 10 & 11

All pupils study English, Mathematics, Science, Welsh, Skills Challenge, Religious Education and Games.

In addition, three other subjects are chosen as one from each of three options lines:

1. Construction, Electronics, Geography, Health and Social Care, History, Physical Education, Separate Science, Sociology, Textiles
2. Art, Asdan, Computer Science, Electronics, Geography, Hospitality and Catering, ICT, Music, c, Physical Education, Religious Education, Sociology, Spanish
3. Art, Construction, Drama, Geography, Health and Social Care, History, Hospitality and Catering, Physical Education, Product Design, Sociology

Additional Learning Needs

The School's policy for pupils with Additional Learning Needs (ALN) is designed to provide access for all ALN pupils to the full curriculum. We provide specialist teaching for identified pupils in small teaching groups as necessary, as well as supporting others with Learning Support Assistants in mainstream classes. In this way, pupils with particular learning difficulties receive the attention they require but also experience the social and educational integration with their friends which is essential as a preparation for post school life. (A full copy of the ALN policy is available from the school).

The introduction of the new ALN reform has been delayed until January 2022. Two-year groups have been identified to roll onto the new code. Preparations have been made to ensure documentation is in place for those pupils who are identified as accessing Universal Provision, Targeted Provision and Specialised Provision. All parents and carers will be notified if their child fulfils the criteria for the new code and relevant documentation shared.

Secondary Special Resource Base

The school also has a Secondary Special Resource Base (SSRB), which provides specialist teaching for pupils from around the county, with complex learning needs. This facility continues to provide a fantastic learning environment for young people, and is also delivering the new curriculum as part of their everyday teaching.

Due to Covid 19 all the extra-curricular activities outside the classroom have stopped, but staff have been creative in finding ways to enhance the delivery of the new curriculum. Due to a number of children having complex medical needs, pupils and staff have continued to remain in bubbles.

We have built raised beds in the SSRB garden, with each class taking responsibility for two, growing a variety of flowers, fruit and vegetables. We have also bought two activall boards for the SRB outside social area and a sensory pathway for the hall inside.

We also found a way to hold a Christmas Fayre by producing a catalogue of items for sale, which was sent home to parents. Our Christmas Concert was also produced virtually and shared on Dojo.

Class Dojo has been developed for keeping in touch with families and regular photographs, videos and updates are sent home, showing class activities. This is also used to send important information and all families now use this.

Sport and Music Events

Our reputation of excellence in sport continues, however, due to Covid19, both individual and team events did not go ahead. This was also the same for Spring and Summer Term musical events.

There is a particular focus on improving the performance of the most able pupils. This is a priority in the Restart Programme since September.

Learning and Teaching

Our main focus of school is to ensure that our teaching enables our learners to achieve to meet their full potential. We are extremely proud of the fact that Teaching was deemed 'Good' in the last inspection. Monitoring of current practice confirms what Estyn said:

- *teachers develop positive working relationships with pupils and manage their behaviour well*
- *teachers displaying strong subject knowledge, provide effective language models for the pupils.*
- *teachers plan lessons skilfully. They reinforce pupils' prior learning and develop their knowledge, skills and understanding well.*
- *in a few lessons, teaching has outstanding features. In these lessons, teaching is inspirational, teachers are creative and have very high expectations of pupils.*
- *many pupils persevere well and make outstanding progress.*

- *the school has introduced a greater focus on the development of literacy, numeracy and wider skills - this is beginning to have a positive impact on the progress made by pupils in lessons*
- *the worthwhile 'Challenge Champions' programme in key stage 3 helps pupils develop their wider skills in areas such as problem solving, critical thinking and creativity*
- *at key stage 4, pupils choose from a suitable range of options - the school ensures that the choice of subjects available is appropriate for the needs of each cohort*
- *the school provides suitable opportunities for pupils to engage in beneficial work- focused education*
- *the personal and social education curriculum contributes suitably to the provision of curriculum opportunities that enhance and extend pupils' experiences*
- *in key stage 4, the school's provision for the 'Skills Challenge Certificate' provides pupils with valuable opportunities to develop a broad range of skills*
- *the school has strong arrangements for enhancing the provision of literacy, numeracy and ICT skills across the curriculum. There are regular opportunities to share good practice in the teaching of skills*
- *in particular, a literacy intervention has had a significant impact on pupils' standards in a short space of time*
- *provision for the development of pupils' Welsh language skills is strong*

All staff at Islwyn High School are committed to a continuum of improvement in terms of learning and teaching. To address areas identified in the 2018 ESTYN Inspection, a series of key strategies has been shared school-wide; professional learning has focused on such priorities, particularly on the effectiveness of questioning, increasing pupils' depth of response and pupils' application of skills (Literacy, Numeracy and DCF) within context. The impact of this work is assessed through regular departmental and whole-school monitoring activities such as lesson walks and work scrutiny. It is essential that we continue to encourage greater pupil independence, ambition and resilience within classrooms.

A number of staff have engaged with the OLEVI Outstanding Teaching Programme, whilst a Professional Learning Menu, introduced this year, will again target school priority areas in addition to aspects of wider professional experience and interest. Teaching colleagues enjoy the opportunity to share effective practice, with much of our INSET delivery delivered by our own staff. Indeed, last term's triad lesson walks - involving all classroom practitioners - allowed for a positive, reflective focus on learning and teaching. This process received significant positive feedback and led to supportive and beneficial professional dialogue.

The Learning and Teaching priorities this year are:

- Assessment for Learning
- Close-The-Gap marking (WWW and EBI)
- Direct Improvement and Reflection Time
- Literacy, Numeracy and DCF skills within lesson context
- "No hands-up" questioning and challenge

Our Learning and Teaching whole-school strategies include:

- “STOP” for extended writing (Silent – Target – Organise – Proofread)
- “No hands-up” targeted questioning
- “ABC” questioning (Accept – Build – Challenge)
- Progressing skills through challenge
- Book standards (a focus on consistency and progress)
- Blended learning

There has been a strong focus on Performance Management in the school. This has enabled staff to identify their own bespoke needs in relation to whole school priorities.

ICT Developments

Throughout the 2020/21 year the school has continued to support pupils absent from school due to COVID through the Chromebook loan scheme. With the possibility of further lockdowns through the year the school continued to maximise the use of google as a teaching and administrative team to aid an easy switch between in school and online learning as needed.

The success of the move to Google provided the momentum for a reconsideration of a 1:1 device scheme. With support from the EdTech scheme the school recognised it's aim to provide a chromebook for all pupils. In the summer term 2021 Chromebooks had been procured and prepared for allocation to the incoming Year 7 in the Autumn Term 2021. In addition, the school had also committed to rolling the scheme out into Years 8 to 11.

The school continues to work with the LEA on maintenance and further development of the school network (including wifi) to support the move to mobile devices.

The School IT Support Team consisting of the school Network Manager and ICT Technician provide daily onsite support for the monitoring and maintenance of the school IT systems.

Transition

One of our key aims at Islwyn High is to ensure as smooth a transition from primary to secondary school as possible, working in partnership with our cluster family of primary schools throughout the year. This has been particularly difficult over the last year due to the pandemic. We were unable to run our normal Open Evening in October 2020, so an online version was prepared which was very well attended by prospective parents and pupils. Following the Christmas lockdown year 6 were able to take part in a virtual literacy lesson with Mrs Williams, Head of Literacy. It was lovely to see all our feeder schools logging on and taking part in online learning. A series of Geography lessons was also shared for year 6 to follow.

We were able to invite all our year 6 pupils into school for a morning or afternoon session early in the Summer term when we had two INSET days. Schools attended in their class bubbles which ensured safety for everyone. Mr Price, the Year 7 Progress Leader, also visited every Primary School to introduce himself to pupils. The tight restrictions prevented us from holding our usual new parents evening in July. Key members of staff, including form teachers, recorded messages which were shared on the transition page of our website.

Liaison continued with primary schools during the year to share important information for year 6 pupils in readiness for September. A virtual tour of the school was provided via the school website and individual tours of the school were provided for more vulnerable children. The successful dedicated transition email address was resurrected to allow concerned parents access to answers during the Summer term.

The School Buildings

The School Site Team proactively maintain the school through daily checks and the reporting of defects to the Business Manager. During school holiday time the team continue a programme of painting and decorating to keep the internal fabric of the building at a high standard, and overseeing statutory and non-statutory maintenance contracts on school equipment.

A review of site security during the year informed the decision to erect additional fencing to provide additional outside space for year 7 but also to remove the opportunity for pupils to leave the site on the SSRB side of the building.

Exposure to the weather since the school was built had resulted in a build-up of algae on the high-level external elevations therefore in the summer of 2021 a company was engaged to clean the external walls and remove the weathering that had appeared.

Community use of the 3G and Sports hall were disrupted due to COVID restrictions but plans for a reopening in September 2021 are in place.

Use of the school premises are constantly reviewed in light of COVID guidance.

Overall the school spent £39,587 in terms of pre-emptive and responsive maintenance.

Health and Safety

The school is supported by a Service Level Agreement with CCBC Building Consultancy on matters relating to statutory maintenance, all of which are documented and monitored through the RAMIS system. Ramis is a database that records and tracks all Health and Safety matters.

The site CCTV is remotely monitored out of hours by the CCBC CCTV Monitoring Centre at Tiryberth, with the Fire and Intruder systems remotely monitored via a private alarm monitoring centre.

The LEA provides the support of a Health & Safety Officer via the school's Health & Safety Service Level Agreement. The Health and Safety officer visits the school fortnightly providing advice and support such as carrying out inspections and providing support relating to items such as staff training, risk assessments, policies and COVID arrangements.

Whilst the school premises are now circa 5 years old there are still opportunities for items to be referred back to Wilmott Dixon for any issues which could be deemed a latent defect. The Business Manager works with the H&S Officer to identify and expedite any such items should they arise.

Toilet Facilities

There are plenty of very well-maintained toilets available on all floors. These main sets of toilets are complemented by a number of accessible toilets across the whole building for anyone requiring them. The school fully complies with the Disability Discrimination Act 1995.

School Development Planning

Following the creation of the school's three-year strategic plans, all areas of the school have reviewed progress on meeting the targets that were set. Departments have gone through the process of creating new annual action plans in line with the aims identified in the three-year strategic plan and are now more closely linked to that of the Whole School Plan.

A key element to the effective delivery of the plan is funding and the school remains committed to providing a high level of resourcing in order for aims and objectives to be successfully met.

Community - Wider Life of the School

It is a statutory requirement for the annual report to make mention of the school's community activities. Unfortunately, Covid-19 has severely hampered the school's ability to engage face to face with the community and this has also affected the use of the school's sporting facilities.

The school has continued to exploit the use of its social media accounts in messaging the local community and also maintained essential community links with Social Services, NHS Providers and Gwent Police.

The school knows the importance of sharing our excellent sporting facilities with the local community at affordable rates and recommenced the hire as soon as Covid-19 restrictions permitted the use.

The following indicates community use prior to lockdown.

At Islwyn High School, the governors are extremely proud that the school plays a full and active role within the communities in which it serves. The courses on offer include:

- **Astroturf**– fully booked for almost every session available after school.
- **Sports Hall**– increasingly being booked for local community sports’ activities
- **School Hall** – regularly booked for Rotary Club competitions and other organisations’ events
- **Primary school events**- several events have been run by local primary schools using the school hall, sports facilities and the minibuses.

Our school trips offered are extensive – unfortunately for 2020-2021 all from Spring Term 2020 were cancelled. The school intends to reinstate school trips as soon as the Covid-19 restrictions allow.

GCSE Outcomes 2020/21

Following the Welsh Government announcement in January 2021, GCSE examinations were replaced by Centre Determined Grades (CDGs), a process whereby pupils’ grades were based upon a range of ‘anchor’ and ‘subsidiary’ assessments.

Throughout a period of 6-7 weeks, pupils sat ‘examination-style’, chunked, assessments within controlled settings. WJEC resources were utilised by departments, including past papers and mark schemes. This was a rigorous, thorough and detailed process, informed by a number of WJEC and

Consortium training events and through partnership work (throughout all stages) with SLT colleagues at Cowbridge Comprehensive School.

A clear school CDG policy was introduced (and ratified by WJEC) to ensure the fair running of these assessments. Likewise, the school’s resulting grade profile (at four cumulative grade indicators) fell securely within tolerance of historic context (i.e. performance between 2017-19), as was required by WJEC. At three of the four boundary points (as highlighted below), the cumulative grades were within seven percentage points of previous examination years’ (i.e. 2017-19) best performance, meaning that no further scrutiny was required and no further rationale needed.

Robust quality assurance processes were followed throughout the process and specified time provided for the standardisation and moderation of marking in all subject areas. In addition, the RE and Drama departments engaged in cross-moderation with colleagues from other centres and a number of school Governors also attended our dedicated moderation INSET days to provide support and oversight.

2021 CDGs by Grade

Cumulative %	
A*	10.2
A	21.5
B	51.6
C	75.5
D	86.8
E	91.8
F	95.8
G	98.3
U	100

In terms of interim performance measures, the school recorded some of its highest outcomes to-date:

Capped 9:	375.72
Literacy Measure:	44.51
Numeracy Measure:	40.89
Science Measure:	41.98
Skills Measure:	38.42

Of the entire number of grades awarded to a cohort of 196 pupils, eleven individual results were appealed, with only one of these taken to the second stage WJEC level. In total, four changes of grade were made following the Stage 1 school-based appeal.

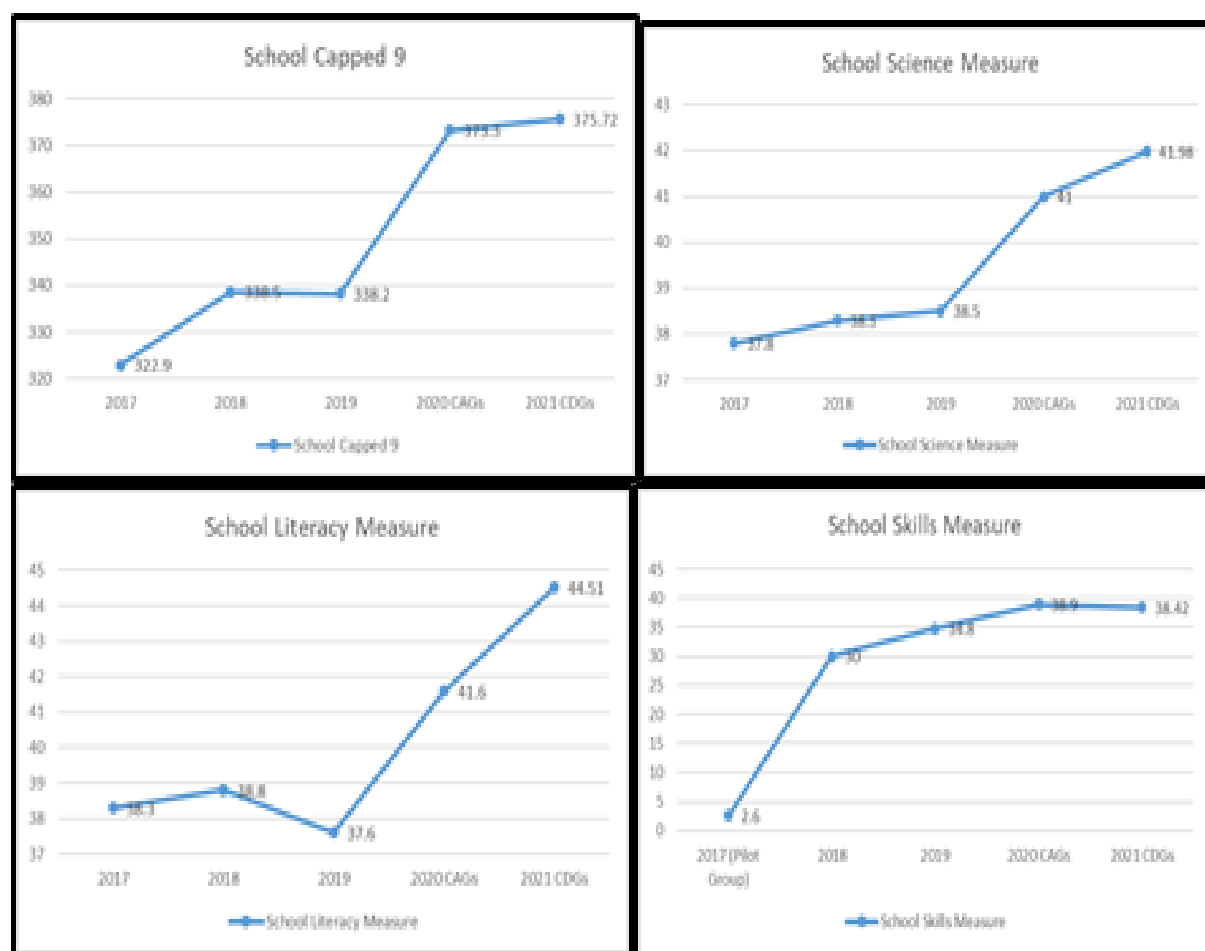
This year's whole-school targets (against five Key Performance Indicators) have been produced following consultation with Core [subject] Middle Leaders. In meetings with SLT, Heads of Department across all subject areas have also agreed upon a number of targets to support the school's Capped 9 (and eFSM Capped 9) aims.

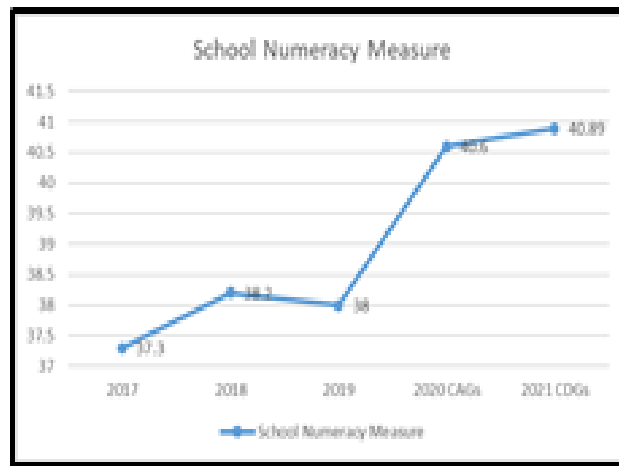
The latter appear within Department Development Plans.

2021-22 School Targets

Subject	Average Points Score
Capped 9	340 (eFSM: 300)
Literacy Measure	43
Numeracy Measure	40
Science Measure	43
Skills Measure	35

GCSE Results - Years 2017-21 (incl. 2020 CAGs; 2021 CDGs):





ISLWYN HIGH SCHOOL FINANCIAL STATEMENT

Introduction

The Headteacher is accountable for the school budget which is overseen by the School's Business Manager and the Finance, Premises and Staffing Sub-Committee. The Sub-Committee receive a budget update at each meeting and have also developed a financial risk framework and list of financial planning assumptions.

The school, as well as its base funding has also attracted grants and Covid-19 funding and has also been able to reduce some staffing costs. The school's financial position remains positive and within acceptable tolerances. The Business manager regularly meets with the Local Authorities Finance Business Partner to review funding. Funding was also made available to the school for the SSRB staff transferring in from the Local Authority. During the reporting period actions from a previous financial audit have been closed out satisfactorily.

The school's high level financial position including income and expenditure can be seen overleaf.

ACTUAL EXPENDITURE FOR FINANCIAL YEAR ENDING 31ST MARCH 2021

EXPENDITURE:	£	£
Teacher Salaries	4,029,806	
Non-Teaching Salaries	654,023	
Other payroll costs	30,152	
TOTAL SALARY COSTS		4,713,981
Premises Costs	459,436	
Transport Costs	2,965	
Supplies	414,094	
Service Level Agreements	130,583	
TOTAL NON-SALARY COSTS		1,007,078
TOTAL EXPENDITURE		5,721,059
TOTAL INCOME		580,055
NET EXPENDITURE		5,141,004
2019/2020 IN YEAR SURPLUS BROUGHT FORWARD		-77,271
FORMULA FUNDING		5,584,439
TOTAL FUNDING		5,507,168
SURPLUS CARRIED FORWARD TO 2021/22		366,164

TERM DATES 2020/21

Autumn Term 2020

Term starts Tuesday 1st September 2020
Half term starts Monday 26th October 2020
Half term ends Friday 30th October 2020
Term ends Friday 18th December 2020

Spring Term 2021

Term starts Monday 4th January 2021
Half term starts Monday 15th February 2021
Half term ends Friday 19th February 2021
Term ends Friday 26th March 2021

Summer Term 2021

Term starts Monday 12th April 2021
May Day Monday 3rd May 2021
Half term starts Monday 31st May 2021
Half term ends Friday 4th June 2021
Term ends Tuesday 20th July 2021

INSET DAYS 2020-21

23rd October 2020
2nd November 2020
4th January 2021
12th February 2021
19th & 20nd July 2021

Due to COVID -19 the school day has changed to the following as a temporary measure:-

The School Day 2020-2021	
8.30am – 8:50am	Wellbeing
8.50am – 9.45am	Lesson 1
9.45am – 10.40am	Lesson 2
10.40am – 11.00am	Break
11.00am – 12.00pm	Lesson 3
12.00pm – 12.55pm	Lesson 4
12.55pm - 1.20pm	Lunch
1.20pm - 2.15pm	Lesson 5

Thank you to everyone for your support in the school's first five years of its existence. Progress is swift and we all look forward to reporting further progress for all that we do again in next year's report.



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