

**Islwyn High School**  
**Ysgol Uwchradd Islwyn**

**Annual Report Academic Year 2022**

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 2021 / 2022. This is my third annual report as Chair of Governors, and I am pleased to report that the school is starting to normalise its activities as the COVID-19 pandemic continues to subside as we learn to live with lower levels of COVID-19 in our communities.

I remain 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 on learning. This has included staff working through some of the school holidays to provide extra academic opportunities for our pupils.

During this academic year the school has committed to become a RADY school. RADY stands for **R**aising the **A**ttainment of **D**isadvantaged **Y**oungsters and the implementation is going well, as is the Accelerated Reader programme that aims to give pupils enhanced reading opportunities.

Additionally, and based on many of the initiatives above I am pleased to report that the years 10 and 11 pupils recorded its best set of exam-based results showing incremental improvement on the 2019 results as a comparator. As a result of these and other notable improvements the school came out of Estyn Monitoring as Estyn resumed site visits following COVID-19.

Looking forward, we continue to plan for the implementation of the new curriculum of Wales in September 2023, as a result of COVID-19 we opted, like many schools to postpone this for a year to give us more time for this important transition.

As the school continues to deliver its development plan the Governing Body has been working with pupils and staff to refresh the school's Vision and Missions statements. These draft statements are set out overleaf and parents and staff will be consulted on these during the Academic year 2022 / 2023.

Best wishes



Mr G Bryce  
Chair of Governors

### **Draft School Vision and Mission Statement**

At Islwyn High School, by fostering a culture of mutual respect in a welcoming space where everyone is known, valued and feel they **belong**, our learners are prepared properly to contribute to and shape the society of the future.

We encourage all learners to find their passion for learning, **believe** in themselves as individuals and thereby **achieve** their potential and excel in all they do as healthy and ethical members of society.

In a 21st Century, safe and innovative environment, our young people build resilience through embracing challenges and feeling proud of their accomplishments.

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 [governor.support@sewaleseas.org.uk](mailto:governor.support@sewaleseas.org.uk)  
Tredomen Gateway  
Ystrad Mynach  
Hengoed  
CF82 7EH  
01443 863221

3. **Members of the Governing Body:**

4.

<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
Cllr R Saralis	Local Authority	31.08.24
Mrs R Morgans	Parent	17.10.23
Mr S Upcott	Parent	Resigned During Year
Jo Poole	Parent	05.05.25
Gareth Irwin	Parent	05.05.25
Cerianne Haines	Parent	10.01.26
Rhiannon Penny	Parent	18.12.26
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
Mr Joe Woodland	Community	23.01.26
Mrs M Edwards	Teacher Representative	03.09.24
Mrs Lauren Godding	Teacher Representative	20.04.25
Mrs T Crooker	Staff Representative	06.10.24

<u>Name</u>	<u>Category</u>	<u>Term of Office Ends</u>
Mr Jason Hicks	Headteacher	N/A

### **Number on Roll/Staffing**

At the time of the school census data being collected in January 2022 there were 1050 pupils on roll with 58.1 full-time equivalent members of the teaching staff. In addition, the associate staff consisted of 48 members of staff across the premises, technical support, learning support, administrative, pastoral support teams. Of these staffing numbers, 6 full-time equivalent teachers and 18 Teaching Assistants work within the complex needs' base (SSRB).

### **The Work of the Governing Body**

During the last twelve months, the full Governing Body (GB) has been well attended and has met on six occasions, with a full AGM in September 2021. The GB continued to meet utilising a virtual platform but has transitioned to a hybrid approach (alternate Virtual / Face to Face meetings) at the start of the 2022/23 academic year.

The Sub-Committees of the Governing Body continued to meet throughout the year also and dealt with specific business, they provide assurance to the Governing Body across a range of activities. This allows the GB to concentrate on more strategic business, such as the School Development Plan (SDP) and the implementation of the new Curriculum for Wales. There has been very good engagement between the Headteacher, the Senior Leadership Team (SLT) at the school and the Governing Body. Governors have been involved in all major decisions including recruitment of school staff.

The sub committees are set out below:

- Finance, Staffing and Premises
- Standards, Performance and Curriculum
- Inclusion, Safeguarding and Wellbeing

The Chair of Governors visits the school regularly and has remains 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
- Whole school performance and effectiveness
- New curriculum plans
- Staffing levels and wellbeing
- School organisation and administration
- Maintenance of buildings
- Pupil activities, extra-curricular activities
- School attendance
- Safeguarding arrangements
- Special educational need (ALN Bill)
- Examination results, school assessment procedures

- Local financial management of schools and oversight of the school budget.

The Governing Body regularly receives updates and presentations from the Pupil's Council representatives, supports their initiatives and takes onboard pupil feedback. A standing agenda item relating to staff wellbeing was introduced through the pandemic and will continue as the school aspires to achieve Investors in People Investors in Wellbeing Gold Award.

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. In addition, the Governing Body have undertaken a full review of school policies and implementation of a policy dashboard.

The Governing Body approved a number of important matters during the academic year 2021/2022. These included:

- The postponement of the full implementation of the curriculum for Wales (similarly to the majority to schools) till September 2023.
- COVID-19 risk assessments and the relaxation of mitigations
- The acceptance of a Multi-Use Games Area (MUGA) for community use
- The proposed development of a pupil support area
- Recruitments and Secondments to the Senior Leadership Team (SLT)

### **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 area. We will continue to celebrate good attendance and reward pupils' attendance accordingly.

The school's attendance figures are set out in the table below:

			<b>Unauth Absence</b>	<b>Auth Absence</b>
<b>2021-22</b>	<b>Autumn Term</b>	<b>84.18%</b>	<b>3.32%</b>	<b>12.51%</b>
	<b>Spring Term</b>	<b>86.58%</b>	<b>3.48%</b>	<b>9.94%</b>
	<b>Summer Term</b>	<b>78.92%</b>	<b>6.59%</b>	<b>14.5%</b>

### **The School Staff**

During the last academic year, the school saw a number of changes to its staffing.

**New Staff:**

Nicola Bowden - Assistant Headteacher  
Alan Townsin - Head of DT  
Richard Thomas - Head of Geography  
Hannah Turner - Second in the English Department

**Staff who left:**

Eleanor Scales - Teacher of English  
Ben Miller - Teacher of DT  
Elizabeth Whitehouse - Teacher of Geography/Sociology  
Chemain Barrett - Science teacher  
Stuart Mcneil - Head of DCF  
Samantha Critchley - Exams Officer

**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.

**The New Curriculum for Wales**

Following a department audit in April 2022, the school took the decision to delay launching the New Curriculum for Wales (in Year 7) until September 2023, allowing further time to plan, develop and refine schemes of learning. Across 2021-22, most subject areas had trialled activities and tasks befitting the requirements of the New Curriculum. However, the still ongoing pandemic context, with departments' focus having to switch between the demands of blended learning provision/delivery and the requirements of an examination year like no other, meant considerable impact upon any thematic planning (or other potential delivery model). Many subject areas (87%) stated their preference for greater planning time - particularly within Areas of Learning and Experience teams and with feeder primary colleagues - prior to the full implementation of the New Curriculum at Islwyn High School.

In saying this, several key planning initiatives were put into operation for the start of this academic year (2022-23, such as the AoLE Curriculum Plan, AoLE Visions and Curriculum for Wales Statement 2022). New Curriculum thinking, for instance, underpins the current Year 7 curriculum model where Year 7 form classes remain together with their respective form teachers for lessons in English, Drama and PSE lessons - meaning each form class now spends 15 hours with one teacher and, given the subjects covered, there is an enhanced focus upon pupils' literacy skills. More akin to a primary school model - where pupils spend the majority of learning time with one main teacher, this is a purposeful strategy to enhance KS2-3 transition and pupil wellbeing upon entry to comprehensive school education.

**ESTYN Engagement Visit, June 2022**

In the summer term (2022), the school received an ESTYN **Engagement Visit** devoted to New Curriculum planning and preparations. This involved a day's series of meetings with Senior Leaders, Middle Leaders and pupils, with a number of lessons also attended.

In her subsequent email to the Headteacher, **Aranwen Morgans-Thomas (ESTYN)** noted the **"willingness"** of all staff and pupils involved to **"contribute so positively throughout the visit"**. Reassuringly, the ESTYN team endorsed the school's approach to the New Curriculum: **"from what we saw and heard, you are adopting a sensible approach to the implementation of CfW and ALN reform; making sure it's piloted effectively and tailored to the needs of your pupils whilst ensuring professional learning opportunities for your staff"**.

Key Stage three learners are following the legacy National Curriculum, however many subjects are implementing and refining schemes of learning with Year 7 based on the initial curriculum development work started prior to the pandemic, this was led by a curriculum lead and a number of school curriculum researchers. From September 2023, the New Curriculum for Wales is mandatory for Year 7 and Year 8 Learners.

### **The New Curriculum**

Whilst the School has a department-based management approach, the New Curriculum is based on 6 areas of learning (AoLEs) which are

- Expressive Arts;
- Health & Wellbeing;
- Humanities Language,
- Literature & Communication;
- Maths & Numeracy
- Science & Technology.

The diagram shows the four core purposes of the New Curriculum which underpin all experiences to develop our learners for the future. In addition, skills (literacy, numeracy and DCF), RVE and cross cutting themes all form essential elements of our curriculum.



The school values and engages with our primary phase partners to ensure our skills development and AoLE progression is planned effectively across all AoLEs. This is formally recorded in our transition plan.

A copy of the [Islwyn High School Curriculum for Wales Statement 2022](#) provides further information.

### **RADY**

Raising the Attainment of Disadvantaged Youngsters (RADY) is a priority for Islwyn High School. The RADY project is a long-term *hearts and minds* approach, aimed at providing equitability in all



aspects of the education journey in Islwyn. As a school we have adopted the RADY principles in the way we work. We have ensured a golden thread throughout the school development plan that prioritises and focuses on ensuring everything is done to close the gap as early as possible. This means disadvantaged youngsters are set the same expectations as their non-disadvantaged peers. The RADY approach is making sure that those learners who need it most get the extra help they need to achieve their full potential.

### **Years 7, 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 and inclusion 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 support 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 developed a graduated approach to supporting the needs of learners. Welsh Government has identified a specific timeline with three-year groups (8, 10 and 11) to move onto the new code 2022 - 2023; with the view that this will continue to roll over next academic year to ensure a full coverage and movement to the new guidance. Documentation has been reviewed and the roll over process has begun to ensure that the statutory deadline of July 2023 will be met for these learners. Provision for learners who require support, follow the graduated approach of Universal Provision, Targeted Provision and Specialised Provision according to the level of need for the learner. All parents and carers have been notified

if their child fulfils the criteria for the new code, Person Centred Planning Meetings held and relevant documentation established and shared.

Individual Development Plans have replaced Statements for learners in the targeted year groups. This has been completed alongside the Local Authority and many training opportunities provided. The new system ensures that planning will be flexible and responsive, professionals will be skilled and confident in identifying needs of learners and strategies of support will be bespoke to ensure that learners overcome barriers to learning and are at the centre of everything we do.

Within the new vision of ALN supporting young people aged 0 - 25, the already high quality transition and enhanced transition opportunities to and from Islwyn High has been reviewed and refined in order to ensure that learner information in and out of Islwyn are comprehensive and provide a full picture of learners.

### **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.

Covid 19 has continued to impact practice within the SSRB due to the vulnerabilities of the learners. We have continued teaching within classes which was a change through Covid 19, it has led to increased continuity for learners and better outcomes.

We have maintained and continued to develop the SSRB garden, with each class taking responsibility for two raised beds, growing a variety of flowers, fruit and vegetables. We have also re-established links (post Covid restrictions) with Caerphilly Adventure Group (CAG) and Valley Gymnastics Academy (VGA) where learners have experienced a wide range of activities to develop confidence, develop resilience and support fitness development.

We held 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 embedded for keeping in touch with families and regular photographs, videos and updates are sent home, showing class activities. We also developed a presence on Twitter, which has been favourable with our parents. These are both used to share important information and update our families.

### **Sport and Dance**



### Rugby

- In 2021-22 over 116 boys and girls rugby fixtures were fulfilled.
- Strong representation from Islwyn High School in the Islwyn schools U'15 district both 2021/22 and 2022/23 (10 players)
- Dragons under 16's 2021/22 = 6 players.
- Year 11 2021/22 Caerphilly Cup Champions
- Year 10 2021/22 Caerphilly Plate Champions
- Year 9 2021/22 Caerphilly Plate Runners Up
- Year 7 2021/22 Caerphilly Cup Runners Up
- Past pupil success - 21/22 Che Hope and Morgan Lloyd Wales U'20, Harri Ackerman Wales Under 18. 22/23 Harri Ackerman and Che Hope Wales U'20

### Rugby League

- 2021/22 Ethan Paterson (year 10) and Ethan Stebbings (year 11) Wales Rugby League U'16's
- 2021/22 Jayden Stebbings (year 8) East Wales U'14's, Ethan Paterson (year 10), Ethan Stebbings (year 11) East Wales U'16

### Football

- In 2021-22 there was again good representation in the Caerphilly Schools teams for both boys and girls.
- Paige Parsons and Codi Small represented the Boys and Girls Clubs of Wales in a US tour
- 2022 Under 15 girls Caerphilly Schools Champions.
- Maddison Perrot - Wales U'17 football squad
- Jayden Foxwell - 2-year full time scholarship extension with Championship club Bristol City FC
- Year 7 boys lost in the ¼ finals of the Welsh Schools cup, having won the Gwent regional area.

### Netball

- Year 11 2023 Ann Smart SEW County Champions
- Year 10 2022 SEW County League Champions
- SEW Netball U'16 squad - Elizabeth Lloyd and Ellie Jones
- SEW Netball U'16 squad - Mia Parry-lewis and Jasmine Grainger
- SEW Netball U'14 squad - Georgia Gambold

### Cross Country

- Jaydon Bowgen (21/22 + 22/23), Jaden Morgan (yr 11), Poppy Howells (yr 7) all selected to represent South-East Wales in the Welsh Championships

### Dance

- Freya Walker - Part of the Welsh Dance team who went to the European Championships.
- Year 11 Ester Knight-Webly Latin Welsh Champion
- Uk schools dance Runners Up 2023

### 'Race For Life'

As a school we raised over £1400 for Cancer research Wales by completing the Race for life during the summer term activity days. During this time we also had a number of outside providers who were very complimentary about the school and attitude of the pupils.

2022 was the first year that Sports Day was held at the new athletics track at RSD primary School. Pupils in yeast 7, 8 and 9 had a wider experience of events and

### New Curriculum

The department are well under way in revamping the curriculum for Health and wellbeing, working under 4 main themes - Physical Literacy | Team Building and Cooperation | Health, Fitness and Wellbeing | The Olympics.

### Learning and Teaching

On November 12th 2021, the school underwent its EAS Review (following ESTYN Inspection in 2018). The review focused on standards and was based upon Senior Leaders' presentations/interviews on learning and teaching; an in-depth work (book) scrutiny activity; discussions with Middle Leaders on self-evaluation, development planning and leading teaching and learning; interviews with Heads of Literacy and Numeracy; a pupil voice activity with members of the School Council; and, a small number of lesson observations.

Feedback from the visiting team (the EAS Senior Challenge Advisor, EAS Challenge Advisor, and two additional Headteacher colleagues) was positive - ***"The school reports that good progress has been made with all 3 of the recommendations above. The EAS team supported this judgement" (EAS Report on the progress made by Islwyn High School; 12th November 2021).***

**The school was subsequently removed from ESTYN Monitoring.**

Key points of the report - under the heading **“Standards, particularly at Key Stage 4”** - intrinsically reflect upon the standards of learning and teaching at the school.

- ***The school judges standards and the presentation in many learners’ books is at least good. The EAS Review Team agreed with this judgement.***
- *The level of work is appropriate and sufficiently challenging in many books and the small sample of learners from the School Council reported being challenged in most of their subjects.*
- *The school is focused on higher order reading skills and developing learner independence and extended writing across the school.*
- *Book scrutiny indicates that through targeted tasks in Y7,8 and 9 learners are making at least good progress in their reading and writing skills in those subjects identified as literacy champions (Humanities, Science and Welsh).*
- *In English books, there are well-planned opportunities for learners to refine and develop extended pieces of writing.*
- *The effective targeting of literacy through subjects identified as the Literacy Champions, has led to increased opportunities for extended writing and improved standards in subjects other than English.*
- *WAGOLs (What a Good One Looks Like) and WABOLs (What a Bad One Looks Like) allow learners to effectively self-evaluate, and the models enable them to independently plan and improve their own work. STOP tasks have also helped improve the quality of extended writing.*
- *The use of the Literacy Marking Code is providing beneficial opportunities for learners to focus on Spelling, Punctuation and Grammar (SPaG) and the accuracy of writing is good or better in many books.*
- *Learners are able to explain the school’s approach to reading, whereby dedicated time is given at the start of lessons to engage with silent reading, and they value the opportunities the school provides to support their reading.*
- *Learners in the sample reported frequent opportunities to ask and answer questions and work with other learners in most subjects but were not yet able to give examples beyond English where they have presented or discussed anything at whole class level.*
- *The members of the School Council who were interviewed, spoke with clarity and confidence about their school experience.*
- *Skills leads have worked collaboratively with staff in departments to ensure standards and progress in skills are in line with pupils’ age and stage of development.*
- *There is clear evidence that learners have many opportunities to apply their skills across subject areas.*
- *Interventions have had a positive impact on standards of literacy and numeracy.*
- *Formative assessment is having a positive impact on progress in a majority of pupils’ books.*
- *Many staff provide valuable feedback to support learner progression.*
- *All of the learners in the sample were able to explain DIRT and how it helped their learning.*
- *They were also able to explain the purpose of WAGOLs and WABOLs and the Marking Code.*
- *Pupils were able to draw on specific examples in their books to demonstrate how DIRT helped them improve their work.*
- *The best examples enabled learners to deepen their understanding and thinking.*

### ***Aspects that still require attention:***

- *Continue to improve the performance of pupils eligible for free school meal, particularly in light of the impact of the Pandemic*
- *Continue to focus on the consistency of feedback to support learner progression and deepen thinking*
- *Continue the good work of the skills leads to further improve standards of literacy, numeracy and learner independence*

***(Sections taken from EAS Report on the progress made by Islwyn High School; 12th November 2021)***

### **Refined Priorities 2022-23**

Building upon the 'Five Non-Negotiable' of previous years, Learning and Teaching priorities in 2022-23 reflect the current teaching staff's understanding of, and commitment to, a set of core **TEACHER** principles:

- *Time taken to explain learning objectives;*
- *Engagement - engaging, challenging tasks planned and delivered allowing all pupils to make clear progress;*
- *Assessment for Learning - high quality feedback and marking raises expectations of pupils' work according to policy;*
- *Circulate - in a clear attempt to ensure pupils are positively contributing and completing work;*
- *Hands not up (mainly) - effective and consistent use of questioning strategies;*
- *Evidence of skills (Literacy, Numeracy, DCF, thinking) appropriate to lesson context and with correct level of challenge;*
- *Respond - appropriately to positive/negative behaviours according to school policy.*

### **Professional Learning 2022-23**

Dedicated professional learning periods are included within all teachers' timetables, allowing coaching and mentoring within cross-curricular teams. Strategies and focus areas discussed, evaluated and theorised in a discussion context (known as Professional Learning A) are underpinned by teacher trails (Professional Learning B) - a new concept introduced in this term which is developing an increasingly open-door culture of sharing good practice. The sequential shift between research-based learning and practical 'trialling' of activities is one we will continue to operate across the year; the data collected as part of this system is designed to further enhance elements of whole school, AoLE and individual teacher practice.

At the same time, key priorities identified in recent years, such as assessment for learning, 'close-the-gap' marking, direct improvement and reflection time (D.I.R.T.), Literacy, Numeracy and DCF skills within lesson context, and "No hands-up" questioning and challenge remain important learning and teaching drivers. Book standards remain central to the evidencing of standards and remain a keen focus of our professional learning sessions.

### **ICT Developments**

Throughout the 2021/2022 year the school has continued to improve the use of Chromebooks'

and through funding from the schools budget we were able to invest in a further 280 Chromebooks' to continue the school's vision of a 1:1 scheme for all learners.

The school was also granted further Edtech (Welsh Government) funding to purchase more ICT Equipment; from this money the school purchased additional laptops to phase out older laptops. In light of potential network infrastructure changes, a small number of HWB Cloud domain laptops have been purchased in response to guidance from Welsh Government in order to ensure we are prepared for future cloud based developments.

Due to the end of a contracted lease in regards to the school's print management a new contract was signed with Xerox for 3 years. This contract will significantly improve print services & facilities across the school.

The school continues to work with the LEA on maintenance and further development of the school network (including wifi) to support the use of 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. There were a series of online Spanish lessons taught and it was lovely to see so many of our feeder schools logging on for these lessons. Mrs Price also visited all our feeder primary schools throughout the year to deliver Welsh lessons every fortnight.

In the summer term we were able to invite all our year 6 pupils into school for a morning or afternoon session when we had an INSET day. Miss Bow, the Year 7 Progress Leader, also visited every primary school to introduce herself to pupils and distributed transition packs which consisted of an introductory letter, one page profile and data collection. Miss Bow enjoyed going out to each primary school to get to know the pupils and share information with them. There was also a year 6 transition sports day which was another great occasion for the year 6 pupils to get together and work with key staff. The parental virtual meeting was very well attended in July, it was informative and gave parents the opportunity to ask questions. Some parents came into school for a tour and met with Miss Bow to pass on important information as part of the enhanced transition for our vulnerable pupils.

We continue to use the successful dedicated transition email address which was available to allow concerned parents access to answers during the Summer term.

Finally, this year's intake was slightly higher than usual as we were approached by the LA to take an extra 14 pupils which we agreed to. All pupils started in September with great enthusiasm and settled really quickly to the new environment and community.

### **Year 11 Leavers Destinations**

Continuing in full time education	192
Continuing in part time education	4
Entering employment	9
Entering Work Based Training for Young People (employed status)	3

Entering Work Based Training for Young People (without employed status)	4
Unemployed	3
Unable to work (eg due to illness)	2
Left the area	2
Unknown	1

### **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.

Community use of the 3G and Sports hall restarted in September 2022 following a pause during the COVID 19 pandemic and the Governing Body continues to consult with the Local Authority in terms of implementing an agreement whereby the Local Authority would take over the hire and running of community facilities outside of agreed times during the school day.

Overall, the school spent £84,511 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 continues to provide 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 and policies.

### **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 Equality Act 2010.

### **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**

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 facilities 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 tentatively reinstated school trips in the latter half of the academic year and we have seen a steady increase since that point in the number of such activities being offered.

### **GCSE Outcomes 2021-2**

Following two years of Centre Assessed Grades and Centre Determined Grades, schools returned to an examination series in the summer of 2022, albeit with refined content requirements for certain qualifications.

The examination season was, therefore, a huge focus for the school, particularly given the two year pandemic context: we were only too aware that most of our Year 11 pupils had never sat an examination under typical controlled conditions as would usually have been usually practised earlier across the school. As such, we made every effort to ensure that pupils felt settled and prepared for the occasion: revision sessions were held across several school holidays (and pupils were accommodated in examination venues so to desensitise a potentially daunting experience), with a considerable Year 11 turnout each time. To ensure RADY/eFSM pupils had every opportunity to attend, phone calls were made/messages were sent directly to parents and carers. Pizza lunches were also provided by the school - an incentive all enjoyed.

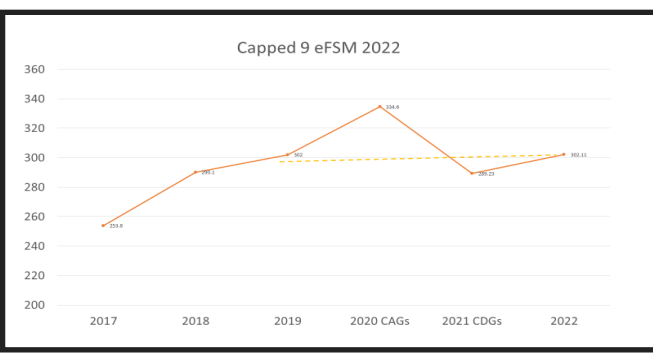
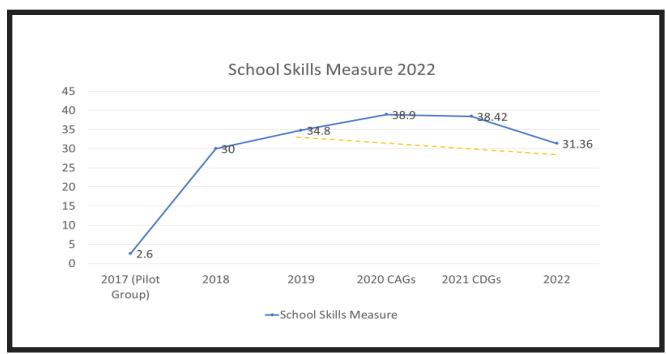
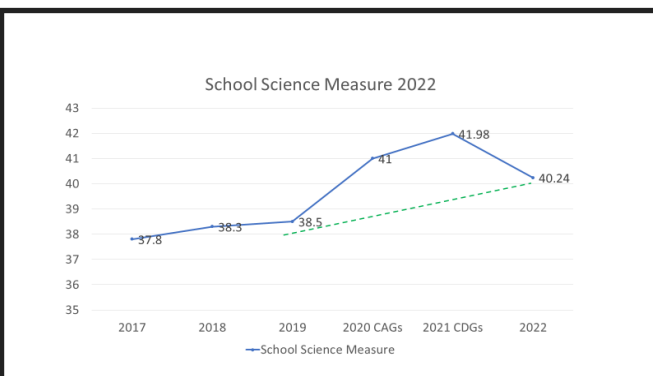
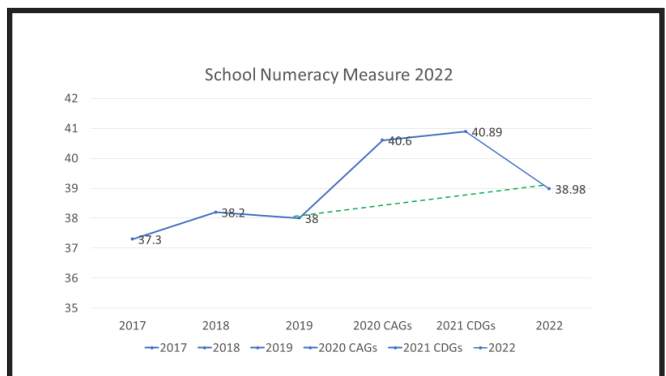
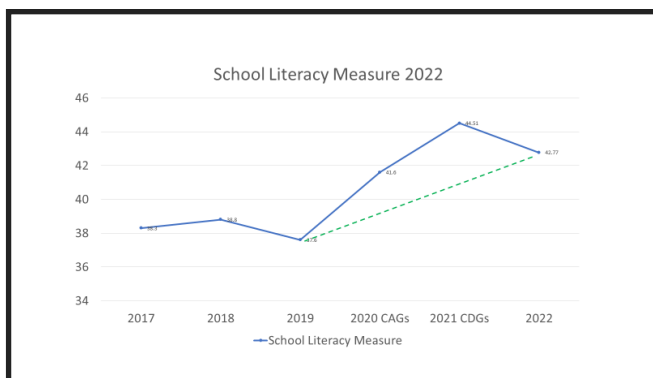
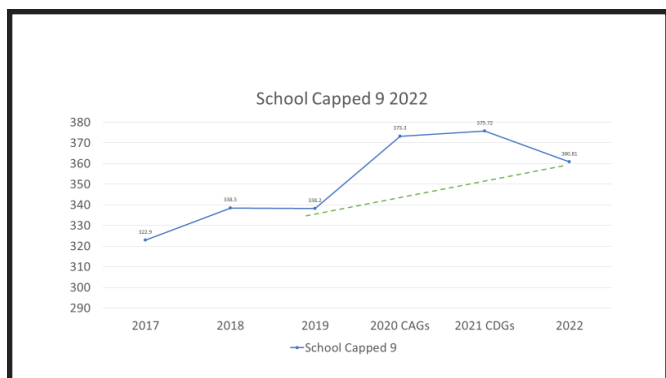
We arranged for an outside provider to visit school in the half term (February 2022); this was an intensive, day-long event providing cross-curricular revision tips and strategies. Our own staff volunteers also supervised these sessions, with a varied suite of in-house, subject-specific, revision classes also running. A similar model was followed at Easter time, again well attended by pupils and organised and operated by our own staff.

As a further consideration, we also ensured that subject/course leads had the opportunity to address pupils prior to examinations - a timetable operated to ensure the opportunity for last-minute revision and practice before pupils entered an examination setting. Departments ran revision ‘breakfasts’ and/or ‘lunches’, creating a positive, calming environment in readiness for pupil assessments. The examination culture which developed throughout the summer of 2022 is one we will look to continue and build upon this year.

## GCSE Outcomes 2022

	Interim Measures 2021/22	
Source : FFT 50 and agreed EAS Targets	Actual 2021	Actual 2022
CPS: Capped 9 Points Score	375.93	360
LITERACY	44.51	42.77
Cohort	196	200
Gender Difference	-5.7 (M: 41.63; F: 47.33)	-4.41 (M: 40.53; F: 44.94)
FSM	39.03 (non: 45.54)	37.11 (non: 44.14)
NUMERACY	40.89	39.19
Cohort	196	200
Gender Difference	-1.88 (M: 39.94; F: 41.82)	-0.64 (M: 38.48;; F: 39.12)
FSM	31.55 (non: 42.64)	32.67 (non: 41)
SCIENCE	41.98	40.86
Cohort	196	200
Gender Difference	-2.73 (M: 40.6 ; F:43.33)	-1.47 (M: 40.11 ; F:41.58)
FSM	33.87 (non: 43.5)	32.68 (non: 43.22)

The resulting GCSE outcomes were the best examination-based results in the school's history. The Capped 9 measure of 360.81 bettered the previous record of 338.5. The Literacy measure of 42.77 APS (meaning pupils on average achieved a C grade in at least English Language or English Literature) again rose from a previous best of 38.8 to 42.77 APS (Average Points Score). Numeracy and Science Average Points Scores also bettered previous school examination-based figures. The 5 A\*-A indicator also increased from 13.5% to 18.5%



### 2022-23 School Targets:

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.

Subject	Average Points Score
Capped 9	385 (eFSM 330)
Literacy Measure	41.8
Numeracy Measure	41.5
Science Measure	42.7
Skills Measure	40.2

## 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's financial position remains positive and within acceptable tolerances. The Business manager regularly meets with the Local Authorities Finance Business Partner to review funding. During the reporting period actions from a previous financial audit have been closed out satisfactorily.

### ACTUAL EXPENDITURE FOR FINANCIAL YEAR ENDING 31<sup>ST</sup> MARCH 2022

EXPENDITURE:	£	£
Teacher Salaries	4,259,724	
Non-Teaching Salaries	764,979	
Other payroll costs	46,444	
<b>TOTAL SALARY COSTS</b>		5,071,147
Premises Costs	530,009	
Transport Costs	9,720	
Supplies	393,121	
Service Level Agreements	119,028	
<b>TOTAL NON-SALARY COSTS</b>		1,051,878
<b>TOTAL EXPENDITURE</b>		6,123,024
<b>TOTAL INCOME</b>		701,173
<b>NET EXPENDITURE</b>		<b>5,421,852</b>
<b>2020/21 IN YEAR SURPLUS BROUGHT FORWARD</b>		366,165
<b>FORMULA FUNDING</b>		5,810,690
<b>TOTAL FUNDING</b>		6,176,855
<b>SURPLUS CARRIED FORWARD TO 2021/22</b>		<b>755,005</b>

## **TERM DATES 2022/23**

### **Autumn Term 2022**

- Term starts Friday 2 September 2022
- Half term starts Monday 31 October 2022
- Half term ends Friday 4 November 2022
- Term ends Friday 23 December 2022

### **Spring Term 2023**

- Term starts Monday 9 January 2023
- Half term starts Monday 20 February 2023
- Half term ends Friday 24 February 2023
- Term ends Friday 31 March 2023

### **Summer Term 2023**

- Term starts Monday 17 April 2023
- Half term starts Monday 29 May 2023
- Half term ends Friday 2 June 2023
- Term ends Friday 21 July 2023

## **INSET DAYS 2022-23**

2nd September  
9th December  
23rd December  
17th April  
26th May  
21st July

<b>The School Day 2022-3</b>	
8.30am – 8:55am	Registration
8.55am – 9.55am	Lesson 1
9.55am – 10.55am	Lesson 2
10.55am – 11.15am	Break
11.15am – 12.15pm	Lesson 3
12.15pm – 1:15pm	Lesson 4
1.15pm - 1.50pm	Lunch
1.50pm - 2.50pm	Lesson 5



## Islwyn High School

Waterloo

Oakdale

BLACKWOOD

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