

Bedwas High School

Governors' Annual Report to Parents 2017/18



A Foreword from the Chair of the Governing Body

The academic year 2017/2018 has been a landmark year in the history of Bedwas High School.

This year's examination results for both A Level and GCSE have been the best that Bedwas High has ever achieved. These results show that the school has a determination to succeed and this has to be down to the hard work of all staff, pupils and of course, support from pupils families.

During this last academic year, Estyn Inspectors have continued to visit and monitor the school, at all levels. Progress is being made and Estyn Inspectors are encouraged in the way that the school is moving forward and the examination results are proof of this ongoing improvement.

A Level results were the best within the EAS region (Education Achievement Service serving Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen) with over half the students gaining at least one A*/A. Joe Kendall was awarded four A* grades and will be studying Engineering at *Imperial College London*. Josiah Parsons was awarded A*AA, he will be going to Africa for a year to complete charity work. Caitlan Davies was awarded AAA and will be going to *Oxford University* to study French. Emily Goodson was also awarded AAA and is going to study *Fashion at University of South Wales*. To have 4 students with 3 As or better is exceptional. However, these are just a few of the outstanding results with a further ten students gaining at least one A*/A with 2 other grades C or above. A list of their university destinations can be seen at the back of the programme.

GCSE results were also the best ever with the main indicators placing Bedwas as the second highest performing school in Caerphilly and the ninth best performing school in EAS

Our top performing students include:

Danny Kilcourse 7A*, 6As, Abigail Rose Richards-Cooper 3A*, 6As, Maisie Thornton 2A*, 8As, Seren Barry 1A* 10As Jack Ward & Joshua Sullivan 1A*, 9As, Elena Keane & Bethan Kellet 1A*, 7As, Rhys Williams 1A*, 6As, Sophie Thomas 12As and Rhys Williams 7As. In addition, a further 42 students gained 5 or more A*-B grades. A truly outstanding set of results!

On behalf of the Governing Body, I would like to take this opportunity to thank all staff for their hard work and dedication during the past year. I have no doubt that without their hard work and commitment, none of the above would have been achieved.

As you are probably aware our Headteacher, Mr Peter Ward has decided to retire during the academic year 2018/2019. Peter has given Bedwas High unstinted devotion for many years and on behalf of the Governing

Body we thank him for all his time, effort and energy that he has given to the school. We wish him well in his retirement.

A new Headteacher, Mr S Diehl, has been appointed and he will be taking up his post in January 2019.

I must also take this opportunity to thank my fellow school Governors for their time, hard work and dedication in ensuring that Bedwas High School continues to make progress.

On behalf of myself, it has been a privilege to be your Chair of Governors and I look forward to another successful academic year.

I will conclude with the following quote:-

“Success is not final
Failure is not fatal
It is the courage to continue that counts.”

The above quote can apply to us ALL not only during our academic years but throughout life itself.

It is important that we all have the courage and drive to continue along life's path.

Mrs P Scourfield
Chair of Governor

The Governing Body 2017/18

The table below shows the composition of the Governing Body including the category of each governor (which denotes by whom they were appointed/elected, which is in compliance with the School Standards Framework Act 1998.

Name	Representing
Mr N Bradley	Co-opted Governor
Mr B Hollywell	
Mr C Morgan (Cllr)	
Mr G Ward	
Mrs L Phipps (Cllr)	Local Authority
Mr Paul O'Neil	
Mr D Havard (Cllr)	
Mr D J Davies (Cllr)	
Mr D Regan (Cllr)	
Mr I Abraham	Local Authority – Additional Appointees
Mrs P Scourfield (Chair)	
Mr A Cannan	
Mrs M Weston	
Mrs E Phipps McGill	Parent Governors
Mrs C Williams	
Mrs M Thomas (Vice Chair)	
Ms Lisa Rawlings	
Mr M Evans	
Mr S Diehl	School
Mrs S Lomas	
Miss R Minney	
Mr G Thomas	

Our governors are drawn from different parts of the community, such as parents, staff, the local authority, the community, and other groups. This helps to ensure that the governing body has sufficient diversity of views and experience.

The governing body has a range of duties and powers and a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement, including setting targets for student achievement, managing the school's finances, making sure the curriculum is balanced and broadly based.

The governing body has considerable discretion as to how to discharge its responsibilities but is required to constitute itself in line with the regulations and to appoint a chair and vice chair. The governing body may delegate certain responsibilities to certain

governors or committees of governors, although in general, it is not compelled to do so.

Governors have worked very closely with the Mr Peter Ward during the academic year and we continue to have discussions regarding the development of the school. We believe that changes instigated during this year and last have had a very positive impact on raising standards and aspirations of our students. The Headteacher will be giving the Governors updates on progress throughout the academic year.

Again this year, Governors' completed a Self-Evaluation report on their roles and responsibilities. This was a very worthwhile exercise as Governors now have a clear picture of the areas within the school that they need to be more familiar with in order to support the school effectively.

The School continue to use 'link governors' as a bridge between Head of Departments and the Governing Body. These Governors' meet on a regular basis with their chosen department and feedback to the Governing Body on any matter pertaining to each department. This has proven to be very positive.

The school produces a detailed School Development Plan annually. This is reviewed by governors termly.

The Chairperson of the Governing Body for 2018/19:

Mrs Pam Scourfield

C/O Bedwas High School

The Clerk to the Governing Body for 2018/19:

Mrs Elizabeth Everson

Governor Support Unit, EAS, Newport Civic Centre, Newport

Key Stage 3 Results Analysis

Years 7 to 9 (Ages 11—14)

Due to a change in Welsh Government policy, comparison statistics between schools for Year 7, 8 and 9 performance are no longer available.

However, the Local Authority do publish some comparative data.

Key stage 3 Teacher Assessments Summary

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2018			2017			2018 Caerphilly			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
English	92	89	95	79	75	85	90	86	96	91	88	95
Mathematics	94	91	96	92	91	93	91	87	95	92	90	94
Science	91	87	95	78	74	85	93	90	97	94	91	96
CSI	90	85	95	74	68	83	88	83	94	88	85	92
Reading, Writing and Mathematics	59	49	68	56	39	83	81	74	89	83	78	89

Percentage of pupils achieving level 6+

	School Data						Comparative Data					
	2018			2017			2018 Caerphilly			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
English	37	30	43	33	26	43	56	47	66	62	53	71
Mathematics	62	57	66	70	68	72	62	56	68	66	63	70
Science	56	40	70	27	26	28	62	55	69	67	61	73
English, Mathematics and Science *	33	23	41	16	14	17	48	41	57			
Reading, Writing and Mathematics	23	13	32	13	9	20	41	34	48			

* Achieving level 6 or higher in each of English, mathematics and science

Percentage of pupils achieving level 7+

	School Data						Comparative Data					
	2018			2017			2018 Caerphilly			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
English	11	4	16	8	7	11	17	12	22	23	17	31
Mathematics	31	32	30	24	21	28	27	24	31	33	30	35
Science	6	2	9	0	0	0	23	19	28	28	24	33

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.
 Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

Percentage of pupils achieving Level 5+

	School Data						Comparative Data					
	2018			2017			2018 Caerphilly			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Art	96	94	98	95	93	98	91	86	97	94	91	97
Design & Technology	92	85	98	89	86	96	93	88	98	93	91	96
Geography	88	81	95	93	89	100	91	88	95	92	89	95
History	89	83	95	97	95	100	91	87	96	92	89	95
ICT	89	83	95	89	87	91	94	91	97	94	92	96
Modern Foreign Languages	86	79	93	63	61	67	86	79	94	86	81	92
Music	96	96	96	91	87	98	91	87	95	93	91	96
PE	94	91	96	88	92	80	93	91	96	94	93	95
Welsh (2nd language)	88	81	95	93	91	98	86	80	94	85	79	91

Percentage of pupils achieving Level 6+

	School Data						Comparative Data					
	2018			2017			2018 Caerphilly			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Art	50	30	68	19	12	30	50	34	67	65	51	80
Design & Technology	66	53	77	48	36	70	51	39	64	65	54	75
Geography	48	40	54	52	46	63	54	46	63	64	56	72
History	56	43	68	63	55	76	56	48	66	65	56	73
ICT	82	74	88	48	46	50	63	54	72	70	64	76
Modern Foreign Languages	53	38	66	27	20	39	46	36	57	56	46	65
Music	50	34	63	44	26	74	43	36	52	59	50	69
PE	56	55	57	20	26	11	48	45	51	59	59	59
Welsh (2nd language)	56	45	66	39	33	48	48	38	59	50	40	60

Percentage of pupils achieving Level 7+

	School Data						Comparative Data					
	2018			2017			2018 Caerphilly			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Art	16	2	27	5	1	11	17	7	28	24	11	38
Design & Technology	15	11	18	10	1	24	11	7	16	21	13	30
Geography	18	13	23	20	16	28	16	11	23	25	19	32
History	19	6	30	33	28	41	17	11	25	25	18	33
ICT	13	13	13	0	0	0	22	15	30	26	21	31
Modern Foreign Languages	23	9	36	13	9	20	12	8	17	21	14	28
Music	13	4	20	7	1	17	8	6	10	16	11	22
PE	20	13	27	3	5	0	14	14	13	19	20	18
Welsh (2nd language)	20	13	27	11	12	11	13	8	20	16	10	23

Pupils continue to perform excellently in the National Reading and Numeracy Tests.

Key Stage 4 Results Analysis

Years 10 and 11 (Ages 14—16)

How did we compare at Key Stage 4?

In Year 11, pupils complete their GCSE exams. There are lots of performance indicators that the school is judged on. Again, our performance is compared to local and national figures. As a school, we are “benchmarked”, which puts us in a particular quarter. The top 25% of schools are **Quartile 1**, whilst the lowest 25% of performing schools are **Quartile 4**.

There is a glossary on the following page that explains each indicator.

As you can see, from the last two years, our performance at GCSE is excellent compared to similar schools.

Performance Indicator	2016	2017	2018
L2+	51%	55%	56%
L2	88%	67%	67%
L1	98%	97%	95%
CSI	47%	48%	
CPS (CAP 8)	344	330	318
CAP9		357	349
L2 English	54%	67%	65%
L2 Maths comb	71%	62%	68%
L2 Maths		60%	63%
L2 Numeracy		62%	65%
L2 Science	81%	76%	68%
5 A*-A	16%	17%	15%

Further, since 2016, school performance against modelled expectations has also been published. If a school performs as expected against similar schools, it's score would be 0. Any positive figure would signify a performance above the average.

Performance v modelled expectations			
Indicator	2016	2017	2018
L2+	-4.2%	+6.0%	+6.6%
CAP9		+14.6	+3.6
CAP 8	-2.3%	+10.6	+ 1.4
5 A*-A			+4.7%
L2 English			+7.4%
L2 Maths Comb			+8.7%
L2 Maths			+7.9%
L2 Numeracy			+12.7%
L2 Science			+12.2%

Every single indicator in 2017 and 2018 is above modelled expectations for Bedwas High School. An extremely strong performance.

What do the KS4 indicators mean?

Level 2

This is the percentage of children in Year 11 who gained 5 or more A*-C's in their exams. These grades could be from GCSE's or equivalent qualifications, such as BTEC's

Level 2 + EM

This is the main indicator. This is the percentage of children in Year 11 who gained 5 or more A*-C's **including a C grade in English and maths** in their exams

Level 1

This is the percentage of children in Year 11 who gained 5 or more A*-G's in their exams. As per Level 2, these grades could be from GCSE's or equivalent qualifications, such as BTEC's

Capped 9 Points Score

A pupil's Capped 9 Points Score means their best eight results. Each grade is worth points (A*=58 points, A = 52, B=46, C= 40 etc...). Adding these up gives the CPS. For the school, the AVE CPS is the average of all Year 11's capped points score.

English Level 2 (or Maths or Science)

This means the percentage of the Year 11 group who managed to get a C Grade or above in English Language or Literature

Key Stage 5 Results Analysis

Years 12 and 13 (Ages 16—19)

Pupils in year 12 and 13 sit their Level 3 exams. This includes both A Level and BTEC courses. The results of these figures are compared to other schools and colleges across Wales.

Our results in 2018 were excellent with the percentage of total A*-A grades at A level being **first** in the Four Counties region (Torfaen, Monmouth, Newport and Caerphilly). Our results for 3 A*-A and 3 A*-C were also strong.

A record 6 pupils gained 3 A*-A grades, with one pupils gaining 4 A*'s.

Finally, all pupils who left the Sixth Form in 2018 got to their university of choice, with pupils going to Russell Group Universities such as Oxford, Imperial London, Exeter, Bristol and Cardiff.

The figures for the last three years can be compared to the Welsh averages:

	School 2016	School 2017	School 2018	Caerphilly 2018	Wales 2018
% 3 A*-A	0%	9%	11%	11%	13%
% 3 A*-C	25%	39%	54%	52%	58%
Wider Points Score			661	699	739

If you need any further statistics, please do not hesitate to ask Mr Stancombe (Senior Assistant Head Teacher).

Attendance

Despite school attendance declining by a percentage point over the last 3 years, the school still compares favourably with similar providers. We are particularly proud of the attendance rates of KS4 pupils and also the reduction in unauthorised absences. An impressive 21 students attained 100% attendance last academic year. Our target for the next academic year 2018/19 is 94.1% which we, as Governors, have every confidence will be achieved.

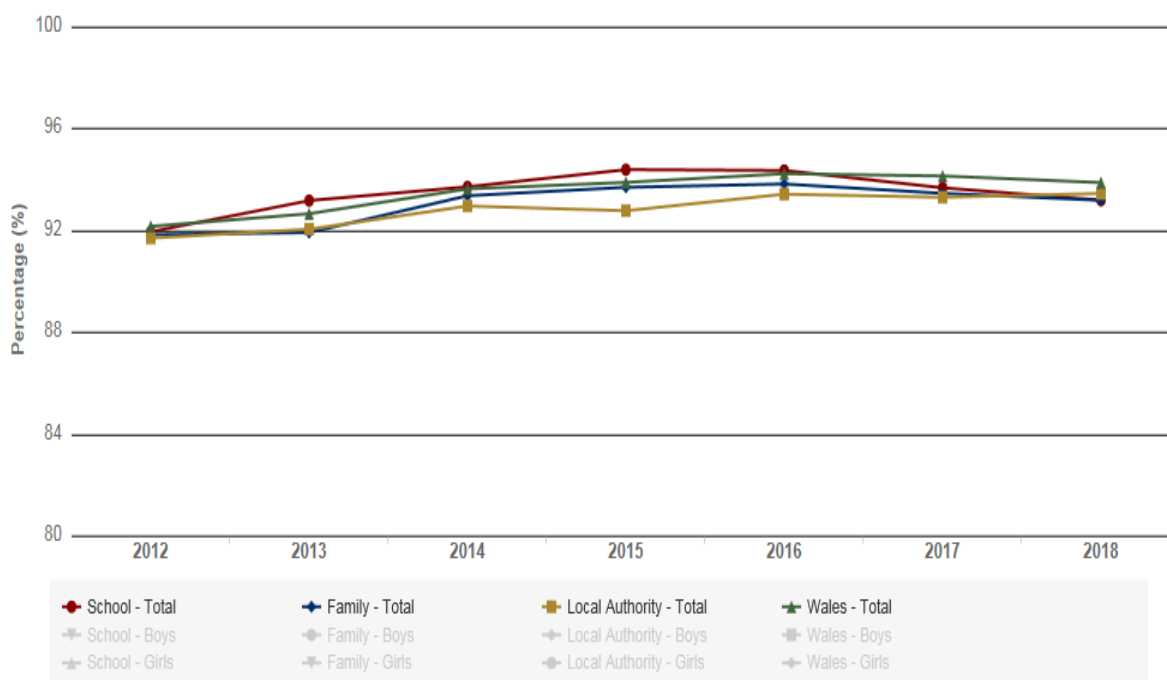
Attendance and Wellbeing Officer

Mrs L Bird is there to provide advice, support and guidance to our students, parents/carers and other partners in order to improve attendance at school, address disaffection and promote inclusion. Mrs Bird works with the wider Wellbeing Team and the Caerphilly Welfare Service. The school has also been fortunate to employ the services of Mr. Paul Crowley, a former Inspector of the South Wales Police, to support the students with attendance and wider wellbeing matters.

Attendance and Punctuality Co-ordinator

Mrs. N. Corke who is also one of our PE teachers, works with students who have attendance below 85%. Mrs. Corke and Mrs Bird, both work very closely with the Progress Managers (PM) to ensure appropriate support is implemented for students experiencing problems, which may prevent them from obtaining their full potential at school and for these students who have found attendance a barrier to progress.

Attendance Data September 2013- July 2018					
	2013/14	2014/15	2015/16	2016/17	2017/18
School	93.69%	94.40%	94.30%	93.60%	93.2%
Caerphilly	92.90%	93.40%	93.40%	93.3%	93.4%
Wales	93.60%	93.80%	94.20%	94.1%	93.9%
Similar Schools (Family)	92.9%	93.2%	93.6%	93.5%	93.2%



Whole School Targets 2018/19

In line with Government and LA Policy the school is required to set targets to provide focus for school improvement. Targets are set for a 3 year period. The targets set for our school have been established as a result of thorough evaluation of a wide range of qualitative and quantitative data

The targets in red are the estimates provided by the Welsh Government.

Whole School KS4

(Pupil numbers in brackets, WAG2b RED)

Indicator	Year 11 (2019)		Year 10 (2020)		Year 9 (2021)		
Target Cohort Number	109	(121)	109	109	102		
WBQ National (Level 2+)	53%	53%	(58)	53%	(58)	58%	(59)
WBQ Foundation (Level 1+)	97%	97%	(106)	96%	(105)	96%	(98)
CAP 9	378	-		336		343	
L2	72%	71%	(78)				
5 A*-A	16%	-	(17)	16%	(17)	17%	(17)
English L2	65%	66%	(71)	66%	(72)	67%	(68)
Mathematics L2	62%	62%	(68)	57%	(62)	60%	(61)
Science L2	62%	-	(68)	63%	(69)	60%	(61)

Key Stage 3

Indicator		Year 9 (2019)		Year 8 (2020)		Year 7 (2021)	
Target Cohort Number		102		129		105	
English	L5+	92%	(94)	92%	(119)	95%	(100)
	L6+	46%	(47)	61%	(79)	65%	(68)
Maths	L5+	94%	(96)	93%	(120)	93%	(98)
	L6+	56%	(57)	59%	(76)	70%	(74)
Science	L5+	93%	(95)	92%	(119)	97%	(102)
	L6+	56%	(57)	60%	(77)	70%	(74)
CSI	L5+	90%	(92)	92%	(119)	95%	(90)
	L6+	40%	(41)	53%	(68)	60%	(63)

CURRICULUM STATEMENT 2018/19

The timetable operates on a fortnightly cycle of 50 one-hour lessons. This provides a total teaching time of 25 hours per week.

The subjects taught to the pupils and the numbers of lessons per fortnight are shown below. However, there are some differences in teaching hours in KS3 depending on the needs of the group.

Year 7 (50)

English 7, Mathematics 7, Science 6, Geography 3, History 3, Religious Education 2, French 3, Welsh 3, Music 2, Art 2, Technology 3, Physical Education 3, Personal and Social Education 2, Information Technology 2, Drama 2.

Year 8 (50)

English 7, Mathematics 8, Science 6, Geography 3, History 3, Religious Education 2, French 3, Welsh 3, Music 2, Art 2, Technology 3, ICT 2, Physical Education 3, Personal and Social Education 1, Drama 2.

Year 9 (50)

English 7, Mathematics 7, Science 7, Geography 3, History 3, Religious Education 2, French 2, Welsh 3, Music 2, Art 2, Technology 3, ICT 2, Physical Education 3, Personal and Social Education 1, Drama 2.

During the second term in Year 9, pupils make a choice of subjects for Years 10 and 11. These choices follow consultation involving pupils, subject teachers, careers guidance teachers and personnel, progress managers and parents.

Year 10 (50)

Individual groups have specific allocations, but in general the curriculum hours are: English (8), Maths (8), Science (10), Physical Education (2), Welsh Baccalaureate (4), Welsh (3) and Religious Education (3) plus three options of four lessons each (one chosen from each column below).

Year 10 Option Blocks

Option 1	Option 2	Option 3
Business	Art & Design	Art & Design
Engineering	Child Development	Drama
Geography	Computer Science	Engineering
History	Design & Technology	French
Hospitality & Catering	History	Geography

Music	Physical Education	ICT
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Year 11 (50)

The curriculum hours are: English (8), Maths (7), Science (9), Physical Education (2), Welsh Baccalaureate (4), Welsh (2) and Religious Education (3) plus three options of five lessons each (one chosen from each column below).

Year 11 Option Blocks

Option 1	Option 2	Option 3
Applied Business	Computer Science	Art & Design
Art & Design	Design & Technology	Catering
Child Development	History	Engineering
Drama	Music	French
Engineering	Physical Education	History
Geography	Level 2 Support	ICT

Years 12/13

The number of lessons allocated per subject is dependent upon the demands and requirements of the course. Most A and AS level courses will be 8 lessons per week. Pupils will select between 2-4 courses. All students following these courses must have a minimum of 4 GCSE passes grades A-C. (Some courses are delivered at other Caerphilly Basin Partnership Schools).

Pupils in Year 12 will have the opportunity to study for the **Welsh Baccalaureate**. For pupils studying A Levels, the Bacc will follow the Advanced Course. This will equate to an extra A Level.

Year 12 Option Blocks				
Column A	Column B	Column C	Column D	Column E
RS	Geography	Biology	English	History
French	H and S	Business Studs	Physics	Geology
Design and Technology	Maths	BTEC Sport	Financial Maths Level 3	Art
Also: Welsh Baccalaureate				

Year 13 Option Blocks				
Column A	Column B	Column C	Column D	Column E
RS	Geography	Biology	English	History
French	Health and Social	Business	Maths	Geology
DT	Computing	Sport (+3 hrs)	Art	
	Physics			
Also: Welsh Baccalaureate and Financial Maths Level 3 courses				

Consortium Options

In order to allow pupils at Bedwas to maximise their options in the 6th form, the Caerphilly Basin schools operate a consortium arrangement where all pupils can access courses at all 3 schools in the basin. Timetables have been synchronised accordingly. And all lessons will be taught Periods 1 and 2 or Periods 4 and 5. Pupils can then travel between schools at break times or lesson 3. All transport will be provided free of charge.

Year 12 Consortium 2018-19

<i>Block A</i>	<i>Block B</i>	<i>Block C</i>	<i>Block D</i>	<i>Block E</i>
Bedwas High				
RS	Geography	Biology	English	History
French	H and S	Business Studs	Physics	Geology
Design and Technology	Maths	BTEC Sport	Financial Maths	Art
St Cenydd				
History	Media Studies	RE	Applied ICT	Biology
Chemistry	PE	Maths	Welsh	English
Design Technology	Geography	BTEC Performing Arts	Art	
		Business Studs	Physics	
St Martins				
Chemistry	Maths	Biology	English	Art
Criminology	Media Studies	Electronics	Physics	Drama
ICT		Business	BTEC L3 H & S	History
RE			BTEC Sport L3	Geography

Year 13 Consortium 2018-19

<i>Block A</i>	<i>Block B</i>	<i>Block C</i>	<i>Block D</i>	<i>Block E</i>
Bedwas High				
RS	Geography	Biology	English	History
French	H and S	Business	Maths	Geology
Design and Technology	Computing	Sport (+3 other sessions)	Art	
	Physics			
St Cenydd				
History	Media Studies	RE	ICT	Biology
Art (+Textiles)	Business Studs	Maths	Welsh	English
Chemistry	PE	Performing Arts	Geography	
			DT	
St Martins				
Chemistry	Geography	Biology	English	Art
Law	Maths	Electronics	Physics	Drama
ICT or Computing	Psychology	RE		History

Free School Meals (eFSM)

A student may be entitled to receive free school meals if their parent/carer is entitled to receive one of the following: Income Support, Income-Related Employment and Support Allowance, Income-Based Job Seekers Allowance or Child Tax Credit.

Please visit www.caerphilly.gov.uk or contact Catering Services on 01495235262. If you would like help to complete any of the FSM paperwork please contact the school.

The more students accessing FSM the more finance the Welsh Government provide to school and the more support we can offer our students.

Additional Learning Needs (ALN)

Number of pupils on the ALN Register

Code of Practice	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Total
School Action	8	9	9	12	16	4	3	61
School Action Plus	21	21	21	10	18	0	0	91
Statement	1	4	0	2	3	0	0	10
Total	30	34	30	24	37	4	3	162

As you know we operate an inclusive policy with regard to Additional Learning Needs (ALN) provision. All pupils are given equal access to every aspect of the school. There is one distinct group in Year 7/8, which provides a greater teacher/pupil ratio. Pupils are placed in this group on transition if their primary school recommends it. This group operates in the same way as the other Year 7/8 teaching groups and has full access to departments and subject specialists. Pupils regularly move in and out of this group.

The school has a team of three Learning Support Assistants (LSA's) who are involved in providing a range of interventions. Many support sessions at KS4 take place in class, particularly if pupils have coursework or controlled assessment activities to complete. In KS3 the intervention tends to be small group teaching based around specific interventions in literacy/numeracy. These lessons are timetabled to ensure the least amount of disruption to normal lessons and never when core English/Maths lessons are timetabled.

A number of pupils also receive specific support from LSA's provided by the local authority. This is usually to satisfy the stipulations of a statement of educational needs.

The Learning Support Department has a suite of two rooms at its disposal. These rooms are well resourced and are designed for the delivery of a number of different provisions. These rooms are based on the ground floor of B Block.

POST INSEPTION ACTION PLAN (PIAP) 2018/19

1. Raise standards in Key Stage 4

- Ensure capped 9 indicator is tracked and monitored with suitable interventions to ensure targets are reached.
- Maintain support for improvement in English and Science
- Engage with effective pupil and parental voice activities
- Provide further extended opportunities for the development of Literacy throughout the curriculum

2. Improve the quality of Teaching and Assessment

- Provide a range of training and development opportunities that improve the quality of teaching approaches and its impact on learning and standards
- Focus for all T&L 'Skills & Independence' led by middle leaders and developed by a T&L core group
- Provide further extended opportunities to develop the quality of written and verbal feedback including peer and self-assessment
- Further refine the Lesson Observation and book scrutiny process with a focus on skills development

3. Improve the quality and impact of Leadership at all levels

- Further refine the structure and responsibilities of leadership at all levels
- Ensure clear lines of accountability for all leaders at all levels
- Provide opportunities for further development of leadership at all levels
- Review the structure of the Governing Body and provide further development to improve challenge and support

4. Improve the rigour and accuracy of self-evaluation and the precision of improvement planning at all levels

- Review and refine all internal evaluation processes including external calibration to ensure effectiveness and accuracy
- Development of a wider range of evidence to support self-evaluation
- Utilisation of agreed Post Inspection Action Plan (PIAP) and associated Departmental Inspection Action Plan (DIAP) to monitor and evaluation of impact of strategies

5. Provide robust financial management to eliminate the budget deficit

- Half termly review of budget position by school Leaders, Governing Body, Local Authority and Challenge advisor
- Effective use of Grant Monitoring processes for EIG/PDG
- Ensure all plans are effectively costed and prioritised
- Use of financial data within self-evaluation processes as appropriate

Financial Statement 2017/18

	EXPENDITURE AREA	£
Staffing Costs		2,700,153
Premises Costs	Building Maintenance - Reactive	76,790
	Rates	75,943
	Gas	30,492
	Electricity	32,175
	Water	5,966
	Cleaning Contract/cleaning materials	73,970
	Building Insurance	21,288
		316,624
Capitation costs	Capitation	91,293
	Music Support Services	13,252
		104,545
Other running costs	Purchase of equipment and other resources	15,133
	Purchase and repair of Computer Equipment	28,768
	Postage	6,367
	Telephones	13,749
	Photocopy Charges	29,707
	Examination Fees	80,248
	EOTAS (educated other than at school)	57,547
		231,518
SLA Costs	SLA Services	86,120
		86,120
Transport costs	Transport Costs	7,910
		7,910
Contingency	Contingency - Standby	-131,325
		-131,325
	Total	3,315,546

INCOME AREA	
Formula Funding	2,529,711
Retrospective Adjustment	-7,875
6th Form Allocation	362,431
	2,884,267
Carry Forward	-147,265
	-147,265
Joint User (Utility re-imburement)	14,139
	14,139
Caretakers Rent	2,009
	2,009
Supply Compensation/re-imburement	4,440
Other Funding - LEA	293,005
WRU Officer	10,877
NQT/EPD funding	3,066
EIG/PDG Grant funding	205,398
	516,787
Miscellaneous Income	42,354
Peripatetic Music Tuition	3,255
	45,609
Total	3,315,546