

Bedwas High School

Governors' Annual Report to Parents 2016/17



A Foreword from the Chair of the Governing Body

Our school's Mission Statement is "Caring and Achieving". This report is an opportunity to show that this Mission Statement is an integral part of school life and I am sure you will agree that the achievements we celebrate confirm this.

Academic success is the benchmark by which a school is judged and I will start with a brief review of the examination results.

The results at 'A' Level have enabled our students to take up places in the universities of their choice and we have set them on a path for success. For the 6th year in succession all our students who applied for university have gained entry to the course of their choice. Students have taken places in universities across the country in a range of subjects that you can see in the back of this programme. We wish all of them every success. Our pass rate at A level improved this year with almost half of students gaining 3 A*-C, we are proud of all the 6th form students successes. I must however mention two outstanding individuals, Caitlin Sloman 2A* 1B, and Alice Sweet who is the first student at the school to gain 3A* grades, congratulations.

At GCSE, despite record falls in results across Wales, at Bedwas results improved:

Those gaining 5 GCSE grades C and above including English & Maths reached the highest ever result of 55%. English made a huge leap to 66% of students achieving A*- C, the third highest result in Caerphilly Borough. Some may point to Bedwas improving on the C/D boundary but our students excelled at the highest grades of A*/A breaking school records again. 47/115 students gained at least 1A*/A, 17 students gained 5 or more A*/A grades, the third best result of all Caerphilly schools, and 4 students getting 10 or more A*/A grades.

KS3 results are continuing to improve which will allow the school to further develop its success in the future.

These results are a new milestone for the school and proof that Bedwas High School can proudly say it is an 'Achieving' school. The hard work and dedication of all the staff in embedding many new ideas and practices, made possible by its involvement in the 'Schools Challenge' and the commitment to change, has had a massive positive impact on the outcomes for our students.

It is a pleasure to report the improving standards at the school and even greater pleasure to see that our other successes have not diminished at the expense of improvement in academic success.

We have five students who have represented their country at international level, ranging from team sports to

dance to brass bands, plus numerous county and district representatives in all sorts of disciplines.

The school has now created a tradition of outstanding artistic success. The school's Art exhibition demonstrated the immense amount of talent at the school.

Success in many competitions including engineering, sport and international maths challenge, have allowed students to express themselves fully and engage with other students nationally.

The number of school trips continues to grow, with visits all over Europe and Great Britain, affording pupils the opportunity to experience a whole host of opportunities and experiences. Sporting fixtures continue to increase. It is almost impossible to identify everything the school has been involved in over the year, but the Governing Body is extremely proud of the achievements of all our students and acknowledges that many of the awards recognise the efforts of those students who have shown care for others with their unselfish charity work, where over £4000 was raised this past year, or the giving of their time to help others as well as outstanding academic success.

As Governors, we recognise the untiring efforts of the staff of this school, whose hard work and professional devotion to duty have benefited the students. The success gained by all students would not be possible without their efforts and enthusiasm.

I have been proud to call myself a governor of Bedwas High School and honoured to act as chair of the governing body over the last year. Retiring this summer was a difficult choice, but I know the school is in good hands and its improvement will continue for many years to come. I would like to personally congratulate all the award winners this year and wish every success to students and staff for the future.

Mrs Mary Howells

Chair of Governor

The Governing Body 2016/17

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

Name	Representing
Mr N Bradley	Co-opted Governor
Mr B Hollywell (Vice Chair)	
Mrs M Howell (Chair)	
Mr T Howell	
Mrs S Cox	
Ms L Jones (Cllr)	Local Authority
Mr Paul O'Neil	
D Havard (Cllr)	
D J Davies (Cllr)	
D Regan (Cllr)	
Mrs E Phipps McGill	Parent Governors
Mrs T Utting	
Mr G Ward	
Mrs M Thomas	
Ms Lisa Rawlings	
Vacancy	School
Mr P Ward	
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 Head Teacher 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 Head Teacher will be giving the Governors updates on progress throughout the next 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 2017/18:

Mrs Pam Scourfield

C/O Bedwas High School

The Clerk to the Governing Body for 2017/18:

Mrs Elizabeth Everson

Governor Support Unit, EAS, Newport Civic Centre, Newport

Key Stage 3 Results Analysis

(Ages 11–14)

How do we compare at Key Stage 3?

The most reliable way to judge our performance is to look at the National Test Results from Year 7, 8 and 9. Every year, pupils in Wales from Year 2 to 9 sit a test in Maths (Numeracy), Reasoning and Reading. The results are then compared to the national picture. 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.

Here are our benchmark figures over the last 4 years in the **Numeracy** test:

Year group & score	2013/14	2014/15	2015-16	2016-17
Year 7 >85	1	1	2	1
Year 7 >115	1	1	1	3
Year 8 >85	2	1	1	2
Year 8 >115	1	1	1	1
Year 9 >85	1	1	2	1
Year 9 >115	1	1	1	1

The results from the **Reasoning** tests are also very high

Year group & score	2013/14	2014/15	2015-16	2016-17
Year 7 >85	1	1	2	1
Year 7 >115	1	1	1	1
Year 8 >85	2	2	1	1
Year 8 >115	1	1	1	1
Year 9 >85	1	1	1	1
Year 9 >115	1	1	1	1

Finally, the results from the **Reading** test

Year group & score	2013/14	2014/15	2015-16	2016-17
Year 7 >85	1	1	2	3
Year 7 >115	1	1	3	3
Year 8 >85	4	3	1	3
Year 8 >115	1	2	4	3
Year 9 >85	3	1	4	1
Year 9 >115	4	1	1	1

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.

Indicator	School 2017	School Benchmark	All Caerphilly 2017	All Wales 2017
Level 2 +	56%	1	50%	55%
Level 2	73%	1	60%	67%
Level 1	97%	2	94%	94%
Capped 9 Points Score	352	1	335	350
L2 English	67%	1	60%	64%
L2 Maths	62%	1	58%	67%
L2 Science	76%	2	69%	73%

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—18)

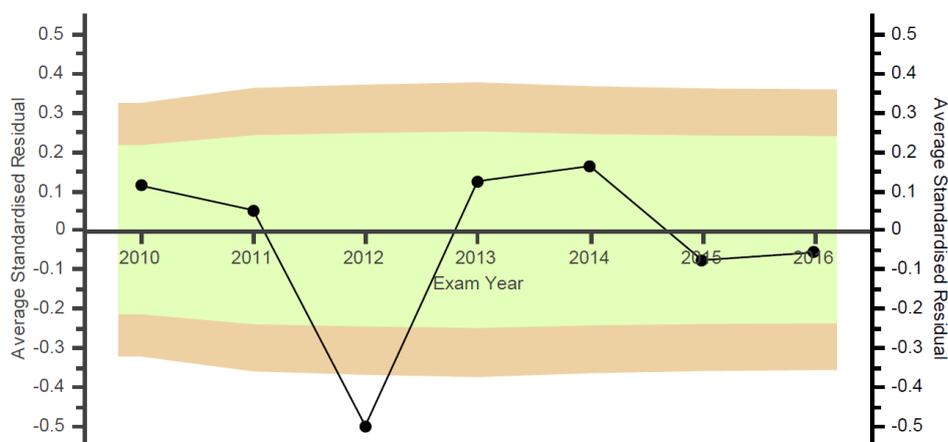
How did we compare at A Level?

We are compared at A Level to schools in Wales, England and Northern Ireland.

Results in the mid-green zone show we are performing as well as all other schools. Any performance in the brown or white zones indicates a much better or worse performance than expected. Currently, we are awaiting new A level figures for 2017.

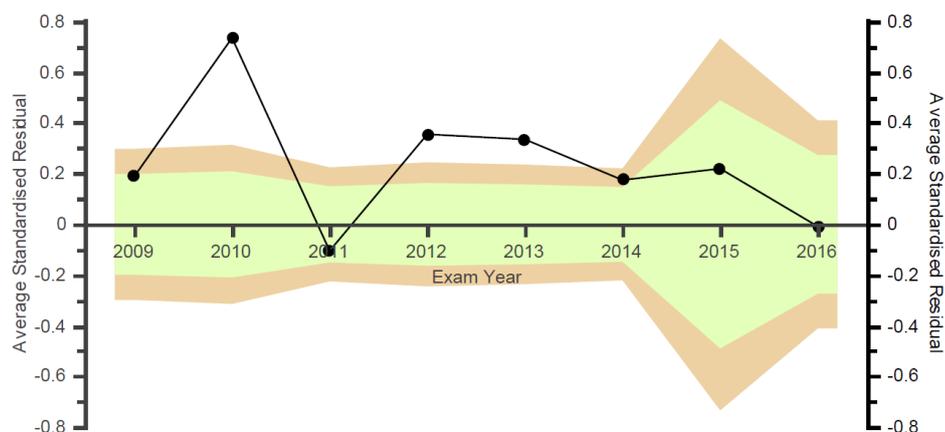
A-Level

Chart 2.0a SPC Chart - Results from A-Level qualifications only.



AS-Level

Chart 2.0a SPC Chart - Results from AS-Level qualifications only.



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

Pupils Assessment of School and Self (PASS)

As a school it is imperative that our students play a part in their education and school life. We ensure that our students are heard and their opinions are listened to and, where possible, taken into account. There are a number of ways that we listen to our students whether that is via the completion of surveys (PASS), Student Voice or via our Student Parliament. Students (lessons permitting) are very much involved with the interview process of staff. Our Head Boy and Head Girl have monthly meetings with the Head Teacher, and attend Governor meetings.

During the summer term students completed a survey on various aspects of their educational school life and themselves. As you can see from the information below we received excellent results/feedback.

Overall %									
Pass Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teacher	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demand
Centile score	43.3	51.5	47.3	51.3	57.4	60.1	57.9	36.3	45.2
Boys	45.8	49.2	46.5	54.2	56.4	58.9	55.3	39.7	47.1
Girls	31	43.3	48.1	57.6	36.8	37.2	51.4	33	43.2

Attendance

Since 2010 our overall school attendance has improved year on year to 93.6% for 2016/17. We are in the top 25% of schools in Wales for this bench-mark. This year we had a total of 26 students who attained 100% attendance and one Students who had achieved 100% attendance for the whole of her academic achievement. These are truly outstanding achievements and shows how much our students love coming to their school.

Our target for the next academic year 2017/18 is 94.5% which we, as Governors, have every confidence that this will be achieved!

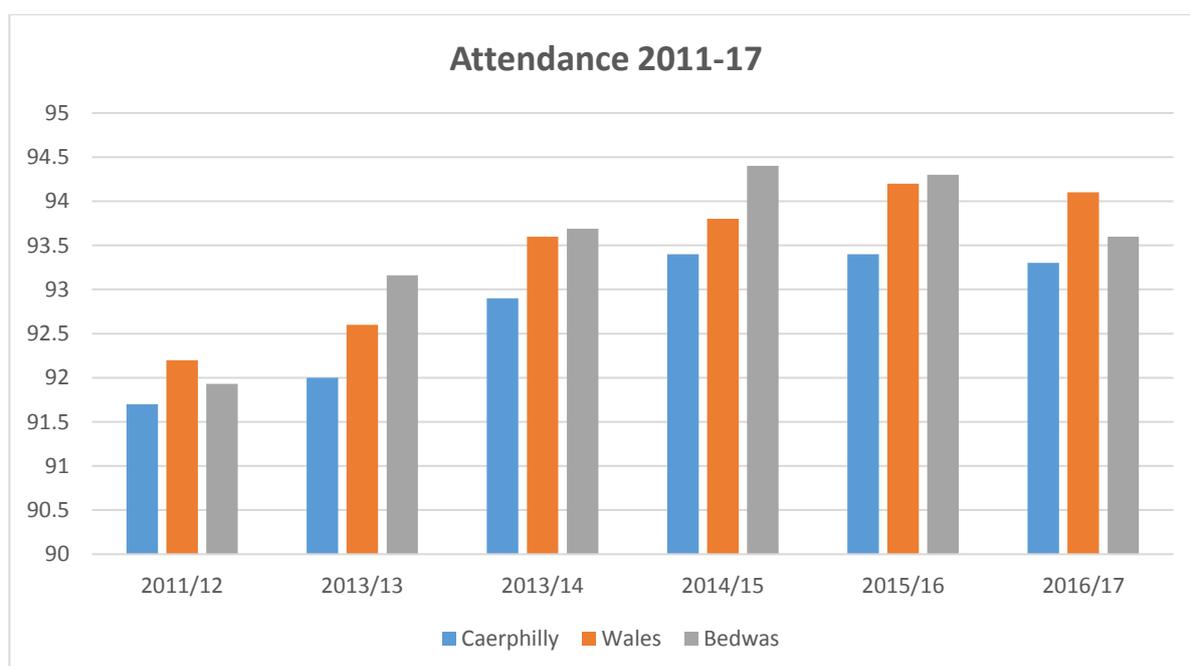
Attendance and Wellbeing Officer

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 Wellbeing Team Manager.

Attendance and Punctuality Co-ordinator

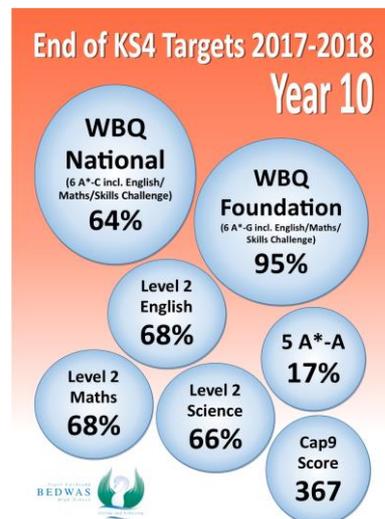
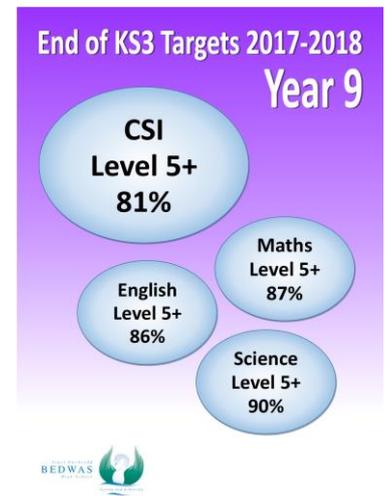
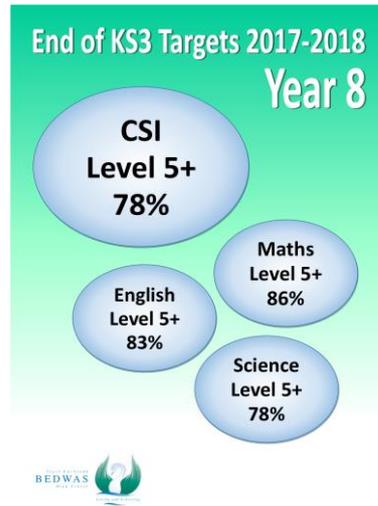
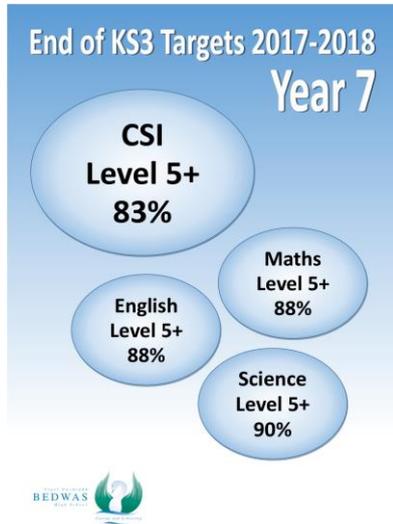
Mrs N Corke who is also one of our PE teacher, works with students who have attendance below 85%. Mrs Corke and Mrs Bird, both work very closely with the Progress Managers (PM) to ensure appropriate support is implemented for students experiencing problems, which may prevent them from obtaining maximum benefit from their educational opportunities.

Secondary School Attendance Comparisons between Bedwas, Caerphilly CBC and Wales						
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Caerphilly	91.70%	92.00%	92.90%	93.40%	93.40%	93.3%
Wales	92.20%	92.60%	93.60%	93.80%	94.20%	94.1%
Bedwas	91.93%	93.16%	93.69%	94.40%	94.30%	93.60%



Whole School Targets 2017/18

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



CURRICULUM STATEMENT 2017-18

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 8, Mathematics 7, Science 5, 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 8, Mathematics 7, Science 6, Geography 3, History 3, Religious Education 2, French 3, Welsh 2, Music 2, Art 2, Technology 3, ICT 2, Physical Education 3, Personal and Social Education 2, Drama 2.

Year 9 (50)

English 7, Mathematics 7, Science 6, 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 3, 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).

Selected pupils in Option line 1 and 2 are eligible for the ACHIEVE Programme.

Year 10 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

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
Drama	History	Catering
Geography	PE	History
Business	Music	Engineering
Design & Technology	Engineering	Computing
Child Development	ICT	Art
	French	Level 2 Support
ACHIEVE counts as two options		

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 Level courses, the Bacc will follow the Advanced Course. This will equate to an extra A Level.

Students who have yet to gain 4 Grades A-C in their GCSE examinations will have the opportunity of studying Vocational courses at Level 2, that is equivalent to 4 grades A-C at GCSE.

The following subject is being offered:

- **BTEC Level 2 : Public Services**

Students following these courses will be expected to follow a GCSE level Course in English and Mathematics if they have yet to attain the minimum C grade at GCSE.

English and Maths GCSE retake classes are also available to students.

Year 12 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				

Year 13 Option Blocks				
Column A	Column B	Column C	Column D	Column E
French	Geology	Biology	Art	History
RS	H and S	Business	Geography	Maths
		Sport (+3 hrs)	English	
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 2017-18

<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

Year 13 Consortium 2017-18

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

Free School Meals (FSM)

The number of students claiming free school meals in Wales fell by approximately 2,000. 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

Year Group	7	8	9	10	11	12	13
SEN Register	28	23	24	41	20	Under review at present	
School Action	10	12	13	23	14		
School Action +	15	11	9	15	5		
Statemented	3	0	2	3	1		

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) 2017/18

1. Raise standards in Key Stage 4

- Ensure target setting is aspirational for all students and in all whole school indicators
- Support and challenge Team Leaders in raising standards in their subject areas
- 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
- Refine monitoring and evaluation of teaching practices to demonstrate impact on learning
- Provide further extended opportunities to develop the quality of written and verbal feedback including peer and self-assessment

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 2016/17

	EXPENDITURE AREA	£
Staffing Costs		2,753,277
Premises Costs	Building Maintenance - Reactive	57,325
	Rates	67,909
	Gas	25,256
	Electricity	27,535
	Water	12,345
	Cleaning Contract/cleaning materials	73,094
	Building Insurance	21,421
		284,885
Capitation costs	Capitation	77,366
	Music Support Services	12,154
		89,520
Other running costs	Purchase of equipment and other resources	13,583
	Purchase and repair of Computer Equipment	39,417
	Postage	6,790
	Telephones	11,446
	Photocopy Charges	25,856
	Examination Fees	72,972
	EOTAS (educated other than at school)	20,925
		190,989
SLA Costs	SLA Services	85,226
		85,226
Transport costs	Transport Costs	7,058
		7,058
Contingency	Contingency - Standby	-147,265
		-147,265
	Total	3,263,689

INCOME AREA	
Formula Funding	2,404,819
Retrospective Adjustment	-32,785
6th Form Allocation	322,541
	2,694,575
Carry Forward	-55,692
	-55,692
Joint User (Utility re-imburement)	24,583
	24,583
Caretakers Rent	2,009
	2,009
Supply Compensation/re-imburement	10,897
Other Funding - LEA	124,359
WRU Officer	10,000
School Challenge Cymru	235,148
NQT/EPD funding	4,798
EIG/PDG Grant funding	202,098
	587,299
Miscellaneous Income	8,325
Peripatetic Music Tuition	2,590
	10,915
Total	3,263,689

