

Darland High School



Governors' Annual Report to Parents 2014-15

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Introduction by the Chair of Governors

Dear Parent, Guardian, Carer,

The academic year 2014-2015 was one of consolidation where the school worked hard to address the six recommendations made by the inspection team after their visit in October 2013. The exam results of the summer of 2014 came as a disappointment to both the Governors and the school management since we knew that the students were capable of achieving more. In our open meetings with parents in the autumn of 2014 we were at pains to point out that the improvements implemented in the wake of the 2013 inspection needed longer to bed in and bear fruit.

As I write this, we have recently celebrated the best exam results that the school has ever had, with a 10% improvement on 2014, in the all-important Level 2 Inclusive measure (the proportion of Year 11 leaving with the equivalent of 5 'good' GCSE passes inclusive of Maths and English.) Lower down the school, we have succeeded in almost doubling the proportion of students being awarded Level 7 at the end of Year 9. These results represent an endorsement of the progress made by the school in acting on the Estyn recommendations, namely a renewed focus on the quality of the learning experiences of our students in their lessons and more rigorous and consistent self-evaluation of the work of the school.

Parents should be aware that the school does not see the results of 2015 as a signal for complacency; rather that we are heading in the right direction. As a school with less than 10% of students entitled to Free School Meals, the Government expects our progress to measure against the highest achieving schools in the country. This poses particular challenges to us, particularly when we remember that Darland has twice the national average of students with Statements of Additional Learning Needs. However, this is a challenge which we relish. We know that although our maths results have improved there is still more work to do, before our maths performance matches that of English. Likewise, although the number of students entitled to Free School Meals is small, improving the performance of this group of students is both a national and school priority.

We are poised at the start of a very exciting chapter in the life of the school. The school has grown markedly over the last five years and is over-subscribed in nearly all years. This growth has enabled us to recruit more specialist staff and invest in improving the learning environment. The curriculum in Wales is in the midst of the most significant change for a generation, placing a greater emphasis on the acquisition of the key skills of literacy, numeracy and problem solving. As you read this document I hope you will agree with me that Darland High School is well prepared for these challenges and that the high standards expected by the governors for the school are achievable.

*Ashley Rogers
Chair of Governors
November 2015*

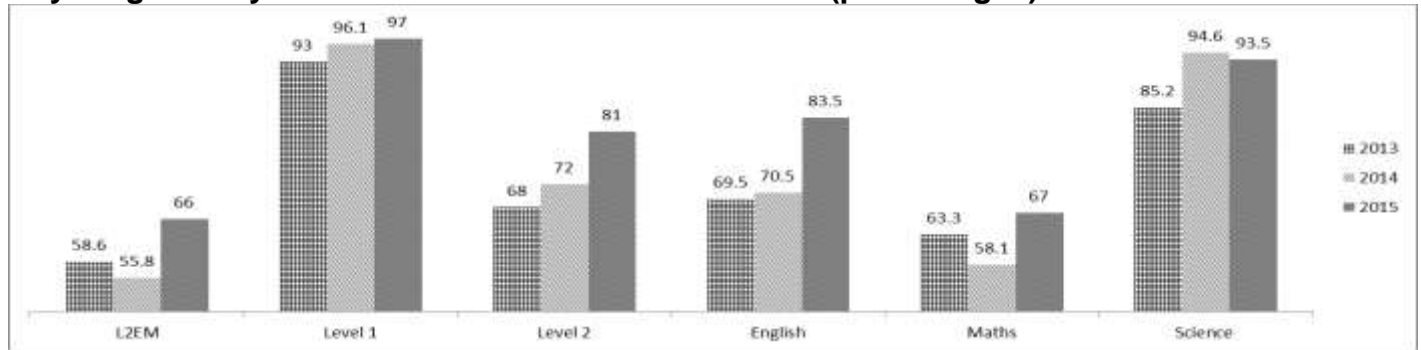
Review of the year 2014-2015.

The last year saw Darland continue to grow from 712 in September 2013 to 766 in September 2014. We started the year with Year 7 being over-subscribed and very early on it became apparent that the following year's Year 7 would also be over-subscribed. In fact, we started September 2015 with a record number of Year 7 students (181) due to the additional 10 pupils being admitted on appeal. Our number on roll has, therefore, risen to 831 and our staffing has increased as a result.

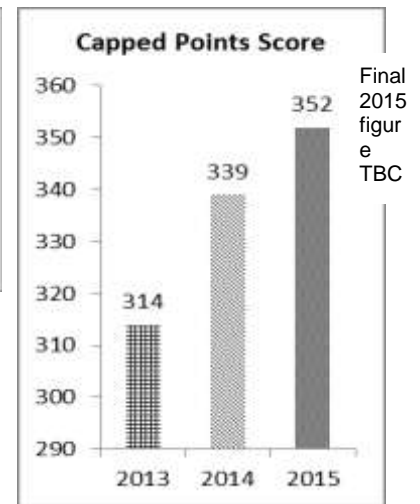
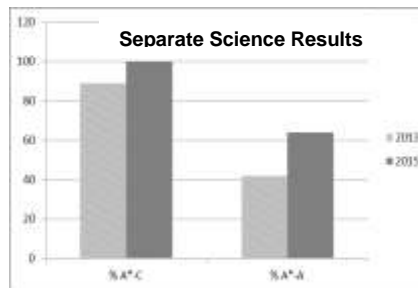
All improvement planning in the school since January 2014 has been delivered through the Post Inspection Action Plan (PIAP) which has 6 recommendations. This has been monitored closely by a group of Governors, each taking responsibility for a single recommendation. The Local Authority has met with the Headteacher and Chair of Governors on a half termly basis to monitor progress and the Headteacher has had monthly meetings with officers of GwE, the North Wales School Improvement Service, to ensure progress against the success criteria of the plan. Reproduced below is the report produced by the school in October 2015 summarising the progress of the PIAP.

Report to Estyn on Progress made on meeting Recommendations. October 2015

Recommendation 1. Raise standards and improve performance at key stage 3 and key stage 4 Key Stage 4. Key Performance Indicators 2013 – 2015 (percentages)



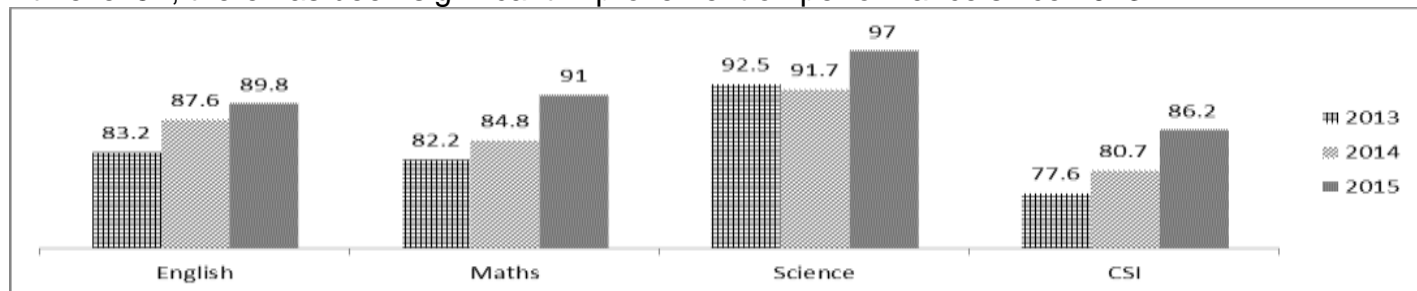
Performance at KS4 has risen over the last two years, particularly since 2014, after the improvements introduced in 2013-14 have begun to impact.



- The percentage of Year 11 students gaining the Level 2 inclusive (L2EM) rose by over 10% between 2014 and 2015. This continues to be our main priority and current tracking data indicates that 70% of 2016 cohort will achieve L2EM, suggesting that our target of 73% will be met.
- Improvement in the Capped Points Score means that on average, each Year 11 student's performance in 2015 was over six GCSE grades better than in 2013.
- Performance in separate sciences at GCSE has improved from 89% A*-C
- 42% A*-A in 2013, to 100% A*-C and 64% A*-A in 2015. Over 1/3 of Years 10 and 11 now follow separate sciences.
- The percentage of Year 11 who achieved 5+ A*/A grades at GCSE has risen from 12% in 2013 to 19% in 2015.
- Core lessons have been timetabled predominantly in the morning and the school has avoided split classes. Both English and Maths have received an extra 30 minutes a week of teaching time.
- Mentoring systems for learners on the C/D borderline have been restructured, with the numbers on the programme reduced and the focus and support intensified.
- Adoption of on-line courses has contributed to improved results, as have the improved results from Welsh 2nd Language and Religious Education.
- We achieved a 98% success rate with Welsh Baccalaureate entries this year through being more selective with the cohort and improving the leadership of this qualification. We have made a further appointment of a Skills Challenge Coordinator to ensure that the new WBQ is a success.
- 20 students out of 28 in set 3 Year 11 maths have already achieved a grade C and are now working on Higher Level maths.
- Performance in Welsh 2nd language has improved significantly. In 2014 61% of the cohort achieved at least a C in Welsh. In 2015, 75% of the cohort achieved at least a C. The school continues to enter the majority of the students for full course GCSE, despite the fact that the school is less than half mile from the English border.
- The rigor and accuracy of performance tracking has improved for all students and Year 11 in particular. In April 2015 we predicted 65% L2EM.

Key Stage 3

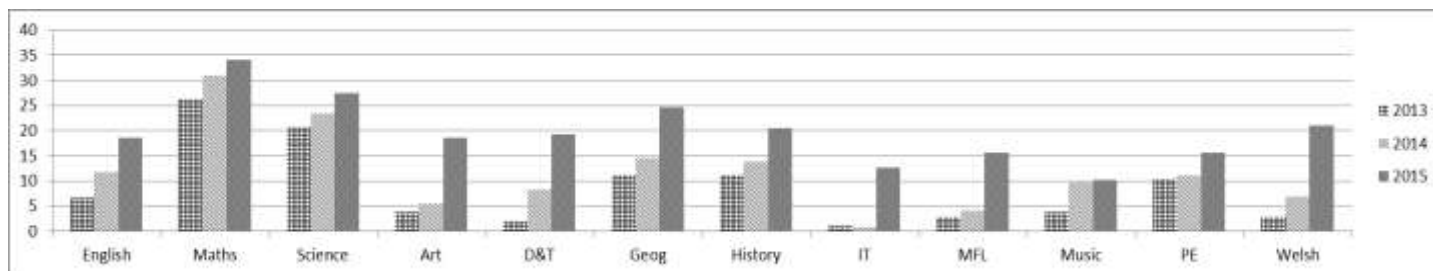
At Level 5+, there has been significant improvement on performance since 2013.



These improved figures are just below Family and Benchmark averages, but it is important to recognise that with two Local Authority Additional Needs Resources in Darland, on average, over 5% of each cohort is made up of stated pupils. When these students are withdrawn from our calculations the school performs well against Family averages.

A recent priority focusing on our more able students has produced improvements in all subjects at Level 7+. The school has now moved away from mixed ability teaching Years 8 and 9 and introduced ability banding of classes, to assist our drive to raise attainment at the higher NC levels.

Achievement at Level 7+ at end of KS3 2013-2015 in percentages



Priorities still remaining on R1.

- In 2015 37% of our FSM students achieved L2EM (up from 10 % in 2013) and this remains a major priority in the coming years. We have appointed a FSM champion and introduced a greater range of alternative and on line courses.
- Although the gender divide at KS4 has narrowed this year (13% against 16% in 2014) this still remains a priority.
- 15% of the cohort of 2015 achieved a D grade in maths. This is a higher proportion than in 2014 and demonstrates the continuing need to target students on the C/D borderline in maths.

Recommendation 2: Improve the consistency and progression in developing pupils' literacy and numeracy skills across the curriculum

Since autumn 2013 the school has invested heavily in the implementation of the LNF. The steps that we have taken to improve literacy and numeracy are as follows:

- Leadership by the heads of English and Maths, who have the authority and experience with which to push through reforms.
- Appointment of Assistant Coordinators to support the above.
- Coherent programme of whole staff training over the period of two years, involving a focus on punctuation, spelling and extended writing.
- All students in Key Stage 3 follow a literacy and numeracy programme in form time once a week.
- Intervention at Basic Skills level for literacy has been expanded by 30%. Nearly 80% of the 44 students from Years 7 and 8 who attended weekly intervention sessions last year, demonstrated an improvement on their standardised reading comprehension.
- Each faculty has revised schemes of work and have adjusted assessment activities to incorporate specific strands of the LNF, which are tracked on a termly basis.
- There are a number of popular schemes to promote reading, including giving a novel and a summer project to all incoming Year 7 students.
- All teachers have contributed to faculty literacy folders, which exemplify good practice in developing the skills of extended writing with students.
- All teachers are now reporting on progress and setting targets in literacy and numeracy for each student as part of our reporting cycle.
- Increased capacity has been provided in the numeracy team to provide intervention classes for targeted students, referred by the maths faculty and the ALN department.
- Progress of students in KS3 in the National tests shows an improvement in 2015 in both procedural numeracy and numerical reasoning, supporting our contention that improvements in the teaching of numeracy are bearing fruit.
- Both Maths and English have been given 17% more curriculum time in Year 7 and Maths has also received 17% more time in Year 9, the latter because of the need to prepare students for early entry of Maths Numeracy at the end of Year 10.

Priorities still remaining on R2

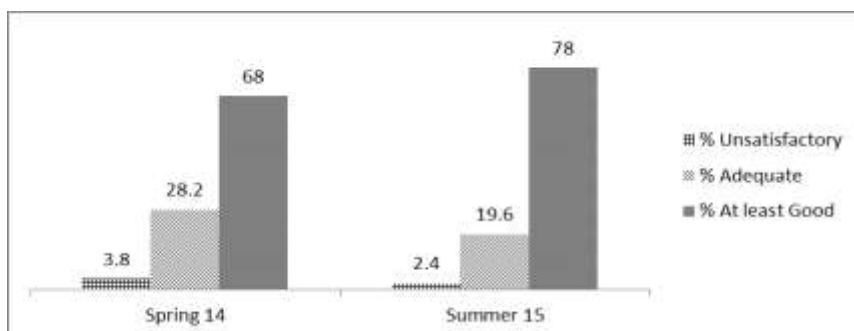
- Further work needs to take place in analysing reading test scores to identify common weak areas among cohorts in order that modifications can take place across curricula.
- Numeracy development activities need to be consolidated in all subjects, especially those which develop numerical reasoning.

Recommendation 3: Improve the quality of teaching and assessment

- Middle leaders have received training from regional advisors in delivering lesson judgements and this, coupled with peer and tandem lesson observations, has strengthened the consistency of observational judgements.
- All teachers are seen teaching three times a year and the centralised analysis of individual observation records with the SLT has helped the school raise the standard of teaching across the curriculum.
- A consistent approach to lesson planning and delivery was agreed by all staff. Consequently a “no hands up” approach is used by nearly all staff, improved assessment for learning is evident within most lessons, effective plenaries are evidenced in most lessons and off task behaviour has been reduced (lesson observations, student feedback, Kirkland Rowel).

Judgements for lessons observed for performance management (in percentages)

- The appointment of a Teaching Improvement Coach (TIC) has helped improve the standard of teaching of several teachers. This TIC drives the use of IRIS Connect by staff and this use of self-reflective practise has contributed to the improvements
- All teachers have been provided with a mini iPad and there are regular training sessions on how to use these tools creatively in lessons to improve pace and student interaction.
- The School was selected to form a partnership with Ysgol Bryn Elian in December 2013, as part of Welsh Government’s Lead and Emerging Practitioner Project. The ensuing collaboration between the faculties of English, Maths and Humanities resulted in improved teaching and learning methodologies being employed at Darland and contributed to the improved results of these subject areas in 2015.



Priorities still remaining on R3

- Despite over half of the staff having used IRIS to develop their own performance, this tool needs to be developed further, especially with peer observations and coaching.
- There remain inconsistencies in some areas in the way written feedback on work is used by teachers. In 2015, our main priority (alongside further development of the LNF), is to strengthen the use made of written feedback in learning programmes.

Recommendation 4: Strengthen the management and review process of pupils with additional learning needs

The organisation of provision for students with additional learning needs was completely overhauled in the Spring/Summer of 2014. The different resource units were brought together under the leadership of a newly appointed Additional Needs Coordinator and the accommodation remodelled to facilitate extended capacity for targeted intervention groups. These changes have brought about:

- Improved tracking of ALN pupils on a daily basis, through the 'Traffic Light' system.
- Greater provision for targeted literacy support, with the appointment of two HLTAs running separate intervention schemes. 80% of the 19 students attending 'Units of Sound' intervention, made significant progress. 70% of 18 Y7 students attending literacy intervention classes improved reading and spelling ages by at least half a year.
- All ALN teachers now have specialist qualifications relevant to their role in the department.
- IEPs are now consistent in their format and contain sharp, focused targets.
- The review process for students of ALN is now more regular and consistent, with termly checks on progress and the involvement of students in setting future learning targets through the adoption of Person Centred Plans.
- Learning Support Assistants are led and managed very effectively. Roles are clear and information communicated well. They receive annual appraisals and attend termly in-house training. As a result of the above, outcomes for ALN students with statements in Y11 2015 were higher than in previous years, with 16% achieving L2EM (against 0% in 2013, 21% achieving L2 (against 0% in 2013) and 89% achieving L1 (against 63% in 2013).

Priorities still remaining on R4

- There are still inconsistencies in the way that Learning Support Assistants are deployed in mainstream classes. With ability banding increasingly the norm in KS3, teachers are receiving training on utilising their LSAs more effectively.

Recommendation 5: Strengthen leadership at all levels to provide more rigour and challenge to secure improvements in standards and the quality of teaching

Leadership has been strengthened at all levels since 2013. Roles are more clearly defined and individuals held to account. Parents recognise the strength of leadership in the school and this aspect achieved a 'good' rating in the school's Kirkland Rowell survey of 2014. The school has grown by 125 pupils since the time of the last inspection and our KS3 years are over-subscribed. The following steps have been taken to achieve this:

- An additional member of the SLT was appointed in 2014. The new Assistant Headteacher Pupil Progress and Wellbeing, has played a major role in improving the standards of behaviour and uniform at the school, as well as restructuring the pastoral support team and developing the capacity and ability of Progress Coordinators (Heads of Year) to track progress and intervene to counter underperformance.
- There is a weekly whole staff pedagogy session, coordinated by the deputy headteacher, but involving staff from all faculties, who present ideas and good practice.
- SLT members line manage middle leaders in a highly consistent way, with fortnightly meetings following a yearlong schedule of self-evaluation and monitoring, which has helped ensure that decisions raised in meetings have an impact on student outcomes. Significant investment has been made in developing the skills of middle leaders through work with regional advisors, to the attendance (over the year 2014-2015) of 2 teachers on regional middle leadership courses, 2 on iNET Developing Leaders programme and 6 on Masters level courses. In addition, 12 members of staff have completed a course on coaching held after school over a term.
- Three staff who have just completed Masters or iNET courses have secured internal promotion, leading on new initiatives through TLR3 posts.

Priorities still remaining on R5

- There still remain capacity issues which limit the effectiveness of Progress Coordinators in tracking pupil progress. The re-structuring of Learning Coach provision will assist this, as will further expansion of non-teaching pastoral support.
- Better communication with parents, especially regarding what they can do to support their learning after school.

Recommendation 6. Improve the link between self-evaluation procedures and development plans.

The school has improved the way that self-evaluation leads to improvement through the following:

- Use of a Faculty Improvement File (FIF) as a script for every meeting between SLT line manager and middle manager. Tracking data is analysed in a consistent way by every subject leader and underperformance leads to intervention, the impact of which is also tracked.
- The school has responded to messages from the regular scrutinies of student work, that written feedback needed improving by changing the format of the scrutiny document to reflect this priority and investing in a whole school policy concerning feedback to learners.
- Pupil voice is used in an increasingly sophisticated way. Representatives from the School Council present at the beginning of every governors' meeting. Faculty Coordinators use questionnaires and focus groups to help guide them on course development and a member of the SLT meets the students from every book scrutiny sample to discuss their experiences of learning. Focus groups were consulted over the plan to move to banding teaching groups in Years 8 and 9 by ability.
- Named governors have undertaken responsibility for monitoring the progress of each strand of the Post Inspection Action Plan (PIAP) and provide updates at full Governor meetings.
- The self-evaluation and improvement planning cycle features links at every level. Therefore, since 'Feedback to Learners' is a key school priority this year, it is echoed in each faculty's development plan and also in the Performance Management objectives for every member of staff.
- Systems for monitoring the progress of plans are more rigorous. Development plans have measureable milestones at the end of the autumn, spring and summer terms and monitoring points are built into the SIF at half termly intervals.

Summary of the priorities of the school in 2015-2016.

In order to continue the improvements introduced by the PIAP, the new Development Plan includes the following priorities:-

1. Improving written and verbal feedback to students.
2. Preparing for curriculum changes in all subjects.
3. Embedding numeracy activities across the curriculum in such a way that numeracy skills develop apace with those in literacy
4. Developing new systems to improve the progress and attendance of vulnerable groups of students
5. Developing better communication with parents to enable more effective home learning.

Results for students in Year 11. Summer of 2015

1. GCSE full and short courses

Subject	Entries												Percentages	
		A*	A	B	C	D	E	F	G	U	X	Q	A*-C	A*-G
Additional Science	49	1	5	10	23	8	2	0	0	0	0	0	79.5	100
Art and Design	35	6	2	10	12	2	1	2	0	0	0	0	85.7	100
Biology	22	5	9	7	1	0	0	0	0	0	0	0	100	100
Chemistry	22	6	7	7	2	0	0	0	0	0	0	0	100	100
Drama	17	0	2	3	5	1	4	2	0	0	0	0	58.8	100
English Language	109	2	9	32	40	13	7	2	2	0	2	0	76.1	98.17
English Literature	107	3	25	34	29	7	7	0	0	0	2	0	85	98.1
Food	9	0	0	2	4	2	1	0	0	0	0	0	66.6	100
French	20	2	5	8	1	4	0	0	0	0	0	0	80	100
Geography	14	0	2	1	7	3	1	0	0	0	0	0	71.4	100
History	36	3	9	12	6	3	1	2	0	0	0	0	83.3	100
Law	1	0	0	0	1	0	0	0	0	0	0	0	100	100
Maths	109	11	9	16	37	18	8	5	2	0	3	0	66.9	97.21
Media Studies	25	2	5	8	8	1	0	1	0	0	0	0	92	100
Music	17	0	2	10	4	1	0	0	0	0	0	0	94.1	100
Physical Education	33	3	4	10	4	6	6	0	0	0	0	0	63.6	100
Psychology	1	0	0	0	1	0	0	0	0	0	0	0	100	100
Religious Studies	15	1	7	5	1	0	1	0	0	0	0	0	93.3	100
Resistant Materials	16	1	0	6	7	2	0	0	0	0	0	0	87.5	100
Physics	22	5	10	5	2	0	0	0	0	0	0	0	100	100
Science Core	65	1	4	11	27	11	10	1	0	0	0	0	66.1	100
Spanish	1	0	0	1	0	0	0	0	0	0	0	0	100	100
Welsh Full Course	46	0	13	14	15	4	0	0	0	0	0	0	91.3	100

2 GCSE Short Courses

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	Q	A*-C	A*-G
Physical Education	3	0	0	0	0	1	2	0	0	0	0	0	0	100
Religious Studies	65	1	5	16	29	4	7	2	0	0	1	0	78.4	98.4
Welsh	95	3	13	42	24	2	5	4	1	1	0	0	86.3	98.9

3 Vocational Qualifications

Subject	Entries	Distinction	Merit	Pass
Level 2 Qualifications				
Small Animal Care	2	0	0	2
ICT Cambridge National Award				
ICT Cambridge National Certificate				
Construction & the Built Environment	1	0	0	1
Hospitality	2	0	0	2
Additional Mathematics	21	7	6	5
Nutrition & Health	19	0	0	19
Science BTEC				
Science BTEC Extended	35	19	9	7
14-19 Hair and Beauty	1	0	1	0
14-19 Health & Social Care	8	4	2	2

Level 1 Qualifications				
14 - 19 Construction	5	0	5	0
14-19 BTEC Engineering L1	4	0	4	0
14-19 Hair & Beauty	2	2	0	0
Public Services	2	0	2	0

4. Welsh Baccalaureate

	Entries	Foundation	Intermediate
	50	0	49

	target	actual
Level 1 Threshold (5 or more GCSE equivalents at grades A* to G)	97	97
Level 2 Threshold (5 or more GCSE equivalents at grades A* to C)	85	81
Level 2 Threshold including English and Mathematics	69	66

5 GCSE Results for Class of 2016 (Current Year 11)

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Science	108	1	14	40	29	15	7	1	1	0	77.7	100
Welsh S/C	125	3	10	47	33	16	6	8	2	0	74.4	100
Maths	28	0	0	0	20	6	1	0	0	1	71.4	96.4

Key Stage 3 Teacher Assessments 2015.

Core and CSI : L5+	School 2011	School 2012	School 2013	School 2014	Wxm 2015	Wales 2015	School 2015
English	79	82	83	88	86	88	90
Maths	83	86	82	85	86	89	91
Science	93	85	92	92	91	92	97
CSI	74	75	77	81	81	84	86
Core: L6+	2011	2012	2013	School 2014	Wxm 2015	Wales 2015	School 2015
English	40	46	50	52	45	53	48
Maths	48	50	59	59	54	60	70
Science	54	55	56	61	51	58	68
Non-Core L5+	2011	2012	2013	School 2014	Wxm 2015	Wales 2015	School 2015
Art	82	85	88	91	88	92	94
D&T	80	84	86	92	90	92	93
Geography	88	90	85	93	88	90	91
History	81	85	83	90	88	90	91
IT	84	81	87	93	93	91	93
MFL	73	70	87	83	83	84	85
Music	76	80	87	87	87	90	92
PE	80	92	88	94	91	91	93
Welsh	67	58	82	88	77	81	84

Attendance Report for 2014 - 2015

Annual school attendance is measured from September to May. In the year 2014-2015, the school attendance rate was 93.6%. This compares with 94.2% for 2013-14 and 93.3% for 2012-13. The figure for 2014-15 was disappointing and was largely due to a significant number of students in Years 10 and 11, who recorded very low attendance. Many of these students had social and emotional difficulties and as a result, in September 2015, we put in place a strategy to address this.

Account of the work of the Governing Body

The Full Governing Body

This met on 7 occasions over the academic year 2014-2015. As well as receiving reports from the Headteacher and representatives from the Student Council, the Full Governing Body also approved the minutes of the four Working Parties and also reviewed and approved the following documents, including:

- Governors Expenses Policy
- Additional Learning Needs Policy
- Staff Discipline Policy
- Staff Grievance Policy
- Staff Leave of Absence Policy
- Charging Policy
- Behaviour Policy
- Attendance Policy
- Service Continuity Policy
- Safe Recruitment Policy
- Wrexham Redundancy and Redeployment Policy
- Self-Harm Policy
- Asthma Policy
- Child Protection Policy
- Staff Pay Policy
- Feedback to Learners Policy
- Workload Impact Policy
- Assessment Policy
- Examinations Appeals
- Examinations Policy
- Pupil Restraint Policy
- Complaints Policy
- Curriculum Policy

Community Working Party

This group met on 4 occasions over the year. Central to the work of this group is the promotion of Darland High School in the community in order both to serve the interests of local residents and to increase the numbers of parents choosing to send their children to Darland. Among the work of this group was:

- Approving the School Prospectus
- Approving the School's Transition Plan that is set up to improve links with our cluster of primary Schools.
- Advising the School on its work to improve transport links with the school.
- Orchestrating the work of the Parent Teacher Association fundraising group.

Curriculum and Monitoring Working Party

The primary purpose of this group is to support and monitor the improvement agenda set out in the School Development Plan and to ensure that the school continues in its drive to raise standards. The group heard presentations from each Faculty Coordinator in September 2014 on the standards achieved by last year's students and helped the school draft its self-evaluation of Estyn Key Question 1 (Standards). Meeting a further 4 times over the rest of the year, the group helped the school set its curriculum as well as coordinating the work of the PIAP Governors, who report back to this meeting. Link governors held two further meetings individually with Faculty Coordinators and reported back to this Working Party, providing a very useful layer of scrutiny of the school's activities.

Environment Working Party

This group is responsible to ensuring the Health and Safety procedures are adhered to throughout the school and as a result it performs a termly health and safety tour of premises. The running of the Sports Hall, in conjunction with the Local Authority, is also the responsibility of this group as are all premises issues. The group also gives approval to School visits. The 4 meetings over the year covered the following:

- Redrafting the School's Health and Safety Policy
- Expanding the School's team of qualified First Aiders.
- Review of termly Health and Safety inspections of the site (led by governors)
- Reviewing accidents and incidents.
- Management of the Sports Hall.
- Approving School Visits.
- Reviewing site security.
- Advising on Staff Wellbeing
- Reviewing staff absences.

Finance Working Party

Meeting monthly together with a representative of Wrexham County Borough Council, this group has the responsibility of monitoring the school's budget. It also monitors the accounts of the school's own funds which although outside Local Authority control, are subject to same auditing of all public monies. The table below summarises the outturn statement of the school.

Financial Report on School Budget and Outturn 2014-2015

Expenditure Area	2014-2015	
	Budget (£)	Actual (£)
Allocated Budget	3,476,275	3,469,281
Budget broken down to :-		
Opening Deficit Balance	13,254	13,254
Employees	2,970,484	2,990,741
Premises	234,505	211,716
Transport	7,000	5,744
Supplies	356,140	361,074
Agency	213,402	206,527
Income	(292,807)	(377,687)
Balance to carry forward	805	84,420

Report on the spending of the School's Pupil Deprivation Grant 2014-15

The Welsh government introduced a grant for schools in 2012, based on the number of pupils entitled to Free School Meals (e-FSM) in each school. Although not designed to be spent individually on those pupils, each school in receipt of the grant has to submit a plan to the Local Authority detailing how it will be spent to reduce the impact of disadvantage on standards. As the national guidance says *'The key priority is to ensure that the investment made through the Pupil Deprivation Grant makes a lasting impact on outcomes for vulnerable learners.'* We had some 50 e-FSM students at the beginning of the financial year of 2014-15, resulting in a grant of £56,800..

Item of expenditure	Amount spent	Evaluation of impact
Employment of Behaviour for Learning Mentor for 30 hours a week	£9,620	Much of the improvement in behaviour in the school (witness the year on year decline in fixed term exclusions) is down to the work of the B 4 L Mentor.
Employment of Parental Support Advisor (20 hours a week)	£7,397	This person continues to offer an essential service in working with our reluctant attenders and to ensure that all students adhere to our uniform policy.
Reward badges for achievement points	£3,382	The regular presentation of Achievement badges in assemblies has led to nearly all buying in to the Darland Ethos of Aspire, Apply, Achieve. Behaviour has improved significantly (evidence – Estyn report). The use of Peer Mentors and Prefects to work with younger students to promote wellbeing has been particularly successful.
Employment of Seclusion Room supervisor	£10,651	Much of the improvement in behaviour is down to our having a well run Internal Seclusion Room as an alternative to exclusion. Progress Coordinators can be far more effective in their role, now that the hierarchy of sanctions is better understood by staff and students.
Texting service for parents.	£1,650	Attendance by parents at functions like parents evening is consistently over 75%. Much of this is down to effective communication, such as texting.
Ongoing employment of Level 4 TA with responsibility for outdoor learning.	£10,939	We have managed to keep 5 identified students in school as a result of the excellent work of our outdoor Learning LSA, who works with small groups on a programme of Forest Schools and a Social Enterprise project in our kitchen garden.
Appointment of FSM Champion with Hardship Fund budget for FSM pupils	£2,627	This teacher has mentored individual FSM students and provided them with essential learning equipment with the aim of increasing their attendance and attainment. This year, 35% of students on the FSM register achieved the Level 2 inclusive measure.
Supply Cover£	£1,625	This has been used to allow our newly appointed Pastoral Assistant-Headteacher and members of our Behaviour for Learning Team to attend Child in Need meetings and to ensure that key staff are able to attend Team Around the Child meetings.
Music software to allow greater access for pupils from non-musical backgrounds	£2,209	Our increased take-up of music at Key Stage 4 is testament to the inclusive approach that the music department has adopted, of which the use of music technology is a salient part.
MPCT courses	£4,260	The Military Preparation College Training courses have captured the interest of many of our Year 10 students who struggle with formal academic courses. Retention rates on the course are very good and we anticipate that students will complete their courses with a BTEC L2 qualification.
Enrichment Courses	£720	Every year, some 15 students in Key Stage 4 are chosen to follow practical vocational courses off site, run by St Christopher's School. These courses lead to qualifications at either Entry Level or Level 1 and are not normally offered through the Options programme. There is a very high level of completion by the students attending, all of whom experience difficulties accessing to more formal academic courses in school.
TOTAL SPEND	£55,080	

Pupil Deprivation Grant. Spending Plan for 2015-2016.

This year, our focus is on reducing the performance gap between pupils entitled to FSM and those who are not. As well as continuing to fund an FSM Champion to mentor the academic progress of FSM students and encourage involvement in school life, we have also put aside funds to subsidise school trips and are monitoring the take up of such, by FSM students.

For the year 2015-2016, we received the sum of £65,100.

Item of spend	Rationale	Criteria for success	Estimated cost
Spare Uniform.	Many disadvantaged students struggle to adhere to uniform regulations	Less than 10% of uniform transgressors to be FSM	300
Computers for LAC pupils	Improves buy in to homework from LAC students	LAC students to achieve their subject targets	500
NCFE Reg fee	NCFE allows students with sporadic attendance to achieve L2 certification through on-line courses	6 students to achieve Vision2Learn Nutrition & Health qual in summer 2015.	400
Music Tuition fees	Music lessons are growing in popularity. We are having to raise the price of these to £50 a term, but no FSM child will have to pay	At least five FSM students to attend music lessons throughout the year.	500
Progress Coordinators Reward Fund	Rewards at assembly time and at the end of term, have been instrumental in encouraging an esprit de corps within year and form groups.	Improvement in attendance and participation in school life by FSM students.	1,000
Rewards and achievement badges			1,054
FSM Champion	The task of the Champion is to ensure greater participation by FSM students in school life and to raise the attainment of all FSM students.	90% FSM students to be on target in a majority of subjects and to also have taken part in at least one extra-curricular activity.	2,000
Hardship fund for FSM students for school trips			2,000
Child in Need meetings/TAC/etc	The school is experiencing a rise in the number of students (most of whom are FSM) with severe emotional needs. E.g. Self harm. Intensive pastoral support is required to ensure provision is more extensive than mere basic safeguarding.	90% of students who were identified as having emotional difficulties to improve their attendance during 2015-16.	3,155
Enrichment courses	The day courses provided by St Christophers are instrumental in raising the self-esteem of our least able students in KS4 and providing them with recognised qualifications.	The 21 students attending Enrichment to all gain a recognised qualification.	4,500
MPCT course for select Yr 11	The Military Skills learned on this course have (in 14-15) proved crucial in reducing disaffection among a small group of Year 10s, for whom our regular curriculum is too academic.	6 students to attain a L2 qual in Public Services.	6,000
Alternative Curriculum HLTA for 2 days per week	Around 5% of each year group has access to Forest Schools, which helps their self esteem	At least 6 students to gain ASDAN Cope in 2016. HLTA to run a Forest	6,174

	considerably. The HLTA will develop this into an ASDAN course in 2015-16	Schools course every half term for students in the lower school.	
Parental Support Officer	This part time member of staff plays a crucial role in chasing up absences and dealing with school phobics	School attendance to reach 95% in 2015-16.	7,409
Behaviour for Learning Mentor	This member of staff deals with a myriad of social issues concerning students, many of whom are FSM.	Reduced Fixed term exclusions. Kirkland Rowell Survey in 2016 to show a pupil rating of 90%+ for each of the following: Control of bullying 85.9 Availability of resources 85.7 Community spirit 85.5 Social health education 85.1 School discipline 82.5 Truancy control 82.1	15,036
Seclusion Room Supervisor	This member of staff supervises a seclusion room that is used as an alternative to fixed term exclusions. Students value the work of these staff. In a survey of Nov 2014, the following approval ratings (each one significantly above national averages) were given by students for the following: Control of bullying 85.9% Community spirit 85.5% School discipline 82.5% Truancy control 82.1%		16,176

School Fund Balances.

The School fund is the bank account of the School, used for gifts, donations, sales of uniform and monies collected for extra-curricular activities.

FORM D - DARLAND HIGH SCHOOL				
SUMMARY OF TRANSACTIONS OF SCHOOL PRIVATE FUNDS				
12 MONTHS ENDING 31 MARCH 2015				
RECEIPTS		£	PAYMENTS	£
<i>Balance brought forward from March 2014</i>			<i>Payments</i>	179,538.07
Current a/c at 1st April 2014		31,042.45		
Less Unpresented cheques				
	6458	-15.00		
	6464	-7.50		
	6482	-15.00		
	6487	-80.00		
	6489	-15.00		
	6490	-10,433.24		
	6491	-671.01		
		19,805.70		179,538.07
<i>Receipts</i>			<i>Balance carried forward to April 2015</i>	
Receipts		174,083.27	Current a/c balance	17,773.80
			Less Unpresented cheques	
			6551	-45.00
			6565	-45.00
			6617	-9.00
			6622	-7.50
			6625	-7.50
			6637	-13.30
			6652	-17.00
			6655	-23.00
			6659	-1,249.15
			6660	-720.00
			6661	-22.75
			6662	-15.00
			6663	-1,248.70
		193,888.97		193,888.97

School Targets for 2014 - 2015.

Year group	Target Description	Target for total year cohort %	Target for FSM pupils %
Year 9	% of students achieving at least Level 5 in English	92	80
	% of students achieving at least Level 5 in Maths	93	80
	% of students achieving at least Level 5 in Science	96	80
	% of students achieving at least Level 5 in English, Maths & Science	88	80
Year 11	% of students achieving Level 2 Threshold	83	56
	% of students achieving Level 2 Threshold with English and Maths	73	44
	% of students achieving Level 1 Threshold (5 X A* - G GCSE or	97	94
	% of students achieving CSI	71	44
	% of students achieving Level 2 in English	80	50
	% of students achieving Level 2 in Maths	73	38
	% of students achieving Level 2 in Science	93	75
	Average Capped Points Score	351	300
Attendance whole school		95	

Governing Body Information

The governing body is made up of the following people:

Parent Governors

Mrs J Carpenter
Mr P Daniel
Mrs Y Davies
Mrs G Nicholls
Mrs V Roberts
Mr H Roblin

Teacher Governors

Mrs J Davies
Mrs T Lee

Staff Governor

Mrs D Adcock

Local Authority Governors

Mr A Rogers (Chair)
Cllr A Bailey (Vice Chair)
Cllr H Jones
Mr R Walsh
Mr E Lee

Community Governors

Mrs K Andrew
Mrs I Jones
Mr M Jones
Mrs E Lacey
Mrs C Williams

Headteacher

Mr P Agnew

The Governing Body meets as a whole six times a year. In addition there are four Working Parties, which meet at least once every half term.

- Finance – Chair Mr R Walsh
- Community – Chair Mr A Bailey
- Curriculum & Monitoring – Chair Mr M Jones
- Environment – Chair Mr I Jones.

There are also a number of statutory sub-committees, which meet as and when required.

- Performance Management & Pay Committee
- Staffing Committee Appeals (A)
- Staffing Committee Appeals (B)
- Staff Discipline Committee
- Complaints Committee
- Student Discipline Committee
- Appointments Committee
- Sports Centre Management Committee

The Clerk to the governors is Ms Elen Williams, who is contactable through the School or by phone on 01978 295451

The Chair of governors, Mr Ashley Rogers, can be contacted through the School, or by writing direct to Mr A Rogers, Broad Oak Farm, Llyndir Lane, Rossett. LL12 0AU

Governors' Annual Meeting for Parents.

Under the new regulations for governing bodies of maintained schools in Wales, there will not be an annual meeting for parents with the Governors unless 5% of parents request that one be held. Should parents wish that such a meeting be convened, they should write to the Chair to make this request by the end of December 2015.

Glossary of terms used in the report

Key Stage 3 – Years 7, 8 & 9

Key Stage 4 – Years 10 and 11

ALN – Additional Learning Needs. Pupils on the School's ALN register typically receive extra provision or intervention.

FFTD – Fischer Family Trust Model D predictor.

A prediction model used by schools throughout England and Wales to predict the likely outcome at Key Stage 3 or 4, from using the attainment of pupils at the end of the previous Key Stage. FFTD estimates are what our students should be achieving if we were performing like the top 25% of similar students.

Welsh Baccalaureate – a qualification for KS4 students based around achievements in skills and worth an additional three GCSEs.

PLCs - Professional Learning Communities

Staff working groups set up to bring about improved performance in a particular area.

CSI - Core Subject Indicator

The attainment of level 5 in Maths, English and Science at the end of KS3.

Capped Points Score (CPS) – A measure of performance at Year 11, featuring the average of the accumulated points scores for the best eight results of each pupil. The Capped Points Score is a good indicator that the students in a particular cohort have a good spread of GCSEs, since a student with only 4 results, even if each one was an A*, would have a lower Capped Points Score than a student who achieved 8 GCSEs at grade D.

FSM - Free School Meals.

Those students in school entitled to Free School Meals. Since it is more of a challenge to raise performance in schools with a high percentage of FSM, all schools in Wales fall within one of four bands. With 9.8% FSM, we are in Band 1 and are measured against other schools in Wales with between 0 and 10% of pupils entitled to Free School Meals.

L2EM – The Level 2 Threshold (the main performance measure used at age 16.

Qualifications approved by the Welsh Government which are equivalent to five GCSEs at A*-C and which include English and Mathematics.

MAT – More Able and Talented students.