

Darland High School



Governors' Annual Report to Parents 2015-16

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Introduction by the Chair of Governors

Dear Parent, Guardian, Carer,

I would like, first of all, to introduce myself as the newly appointed Chair of the Governors at Darland High School. As a local councillor (for Llay) and an ex Darland student myself, I have been on the Board of Governors at Darland since 2011 and consider it a great honour to be associated with such a successful school.

This document is an important one, summarising from the governors' perspective, the progress made by the school over the last academic year and sharing with you, the school priorities and strategy for improvement over the current year. This report also summarises the work of the governing body in holding the school to account and helping to shape the policies which we hope will bring further improvements.

As I write this, we have recently celebrated the best exam results the school has ever had, with 73% of our Year 11s achieving the Level 2 + indicator (five good GCSEs or equivalent, including English and Maths). This was 7% up on 2015 and 17% up on 2014, largely due to the spectacular improvements made in the Maths faculty. Despite these results being among the best in any Wrexham school, it is important to note that the Welsh government and Estyn, the Inspectorate, benchmark the progress of each school against others deemed similar across Wales. This gives rise to very challenging targets for the school, which of course, we welcome.

Since the Estyn inspection of 2013, the school has been under Estyn monitoring and in July of this year, a small Estyn team visited the school for two days to establish how much progress the school had made on meeting the six Recommendations for progress made in 2013. Following our exam results in the summer, Estyn have now removed the school from monitoring and have praised the progress we have made. The monitoring visit was tremendously useful to the school however, since it helped us define and clarify our priorities for the current year.

2016-2017 is turning out to be an exciting period for the school. With 847 pupils on roll, we are very nearly over-subscribed and are in a healthy financial position. In the summer of 2017, our current Year 11 will take the first of a new suite of examinations set to define education in Wales over the next decade or so. Progress in schools will be measured in a new way, with more focus on the Welsh Baccalaureate and achievement across a range of subjects with an even greater focus on numeracy and literacy, through Mathematics and English Language. In order to meet these changes, the school has quite rightly prioritised classroom teaching and learning together with developing resilience in our pupils.

I hope after reading this report, that you will agree with me that Darland is in an excellent position to meet the exacting standards expected of it, through the dedication and enthusiasm of the staff and of course, the support of our parents and carers.

Yours faithfully,

Cllr R Walsh Chair of Governors. November 2016

Review of the year 2015-2016.

The last year saw Darland continue to grow, from 831 in September 2015, to 847 in September 2016. 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. The school was visited by Estyn in July 2016 to monitor the progress against our Recommendations.

The Inspectors singled out for praise the following:

- Improvement in all Key Performance Indicators.
- The action the school has taken to improve literacy and numeracy skills.
- The development of worthwhile opportunities to develop literacy and numeracy skills across the curriculum.
- The effectiveness of interventions to improve literacy and numeracy skills.
- Training to improve shortcomings in teaching identified in the 2013 inspection, including support to individual teachers.
- The helpful advice given by teachers in their marking of books.
- The effective strategies to improve outcomes for pupils with additional needs, including the close monitoring of these pupils.
- The way that middle leaders are held to account by meetings that focus on the standards of pupils' work and the quality of teaching.
- Challenging performance management targets for teachers.
- The detailed programme for self evaluation, used by leaders at all levels and monitored regularly.

The Inspectors saw the need for further progress in the following areas:

- Performance at both Key Stages 3 and 4 needs to improve in order to meet modelled outcomes for similar schools.
- Teachers need to improve the way that they plan literacy and numeracy activities in order to allow pupils to practise and improve their skills.
- Pupils need to be given clearer advice on how to improve their literacy and numeracy skills in subjects other than English and Mathematics.
- There needs to be more consistency in the way that pupils are given written feedback on their work, specifically on how to make improvements.
- There needs to be more focus on guiding pupils to respond to written feedback.
- Progress Coordinators need to make more use of performance data in improving the performance of pupils in their year group.
- Evaluation of lessons (through observation) and books (through scrutiny), needs to focus sharply on the impact of teaching and assessment on the standard of pupils' work.

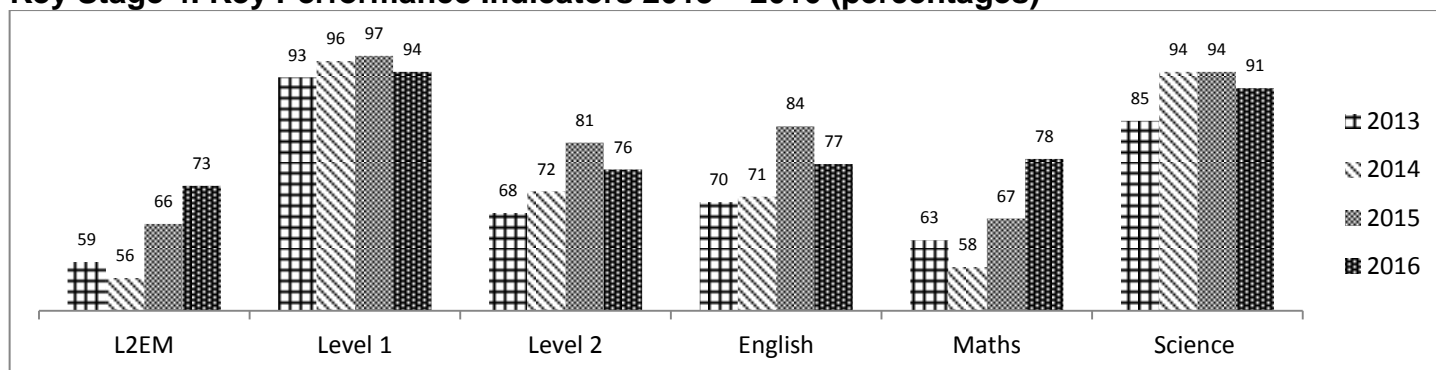
Reproduced below is the report produced by the school in October 2016, summarising the progress of the PIAP.

Darland High School Report to Estyn on Progress made on meeting Recommendations following October 2013 Inspection.

14th October 2016

R1. Raise standards and improve performance at key stage 3 and key stage 4

Key Stage 4. Key Performance Indicators 2013 – 2016 (percentages)



Performance at KS4 has risen over the last two years, particularly since 2014, after the improvements introduced in 2013-14 began to impact. The position of the school's Key Performance Indicators in relation to similar schools in our FSM benchmark group (0 – 10%) is shown below.

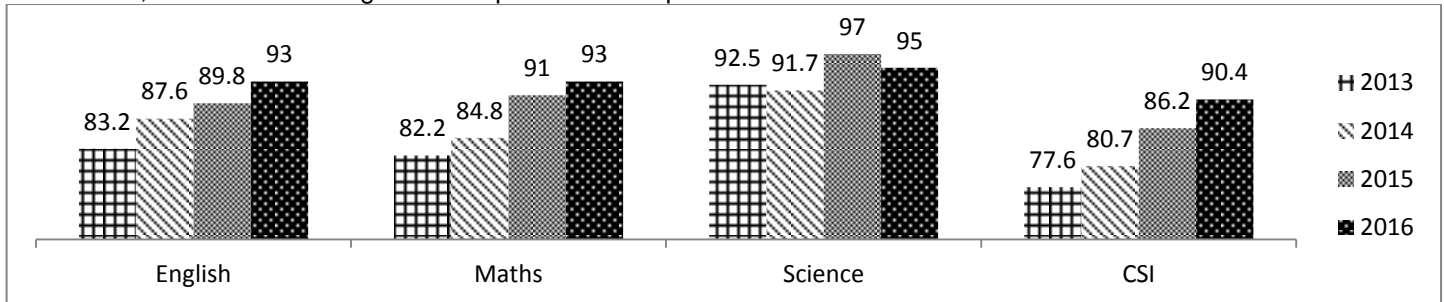
	L2EM	L2	L1	CSI	CPS	L2 En	L2 Ma	L2 Sc	Av Qtl
2014	4	4	4	4	4	4	4	2	3.75
2015	3	4	4	3	4	1	4	2	3.12
2016	2	4	4	2	4	3	2	2	2.88

- The percentage of Year 11 pupils gaining the Level 2 inclusive (L2EM) rose by 17% between 2014 and 2016. Our predictions for this indicator were realised in both 2015 and 2016, demonstrating the improvements we have made to our internal tracking.
- Performance in L2, L1 remained low, partly due to the high proportion of pupils (15%) in the Y11 cohort with ALN (School Action, School Action Plus, Extended School Action and Statemented). Many of these pupils had reduced timetables to enable them to receive support from the School's Resource Provision and whilst they achieved almost 100% success rate in attending off-site college courses for a day a week, this resulted in only 18% of this cohort achieving L2 and only 63% achieving L1. The low performance of this cohort against KPIs is being addressed this year through the introduction of Princes Trust and ASDAN qualifications.
- The three year average of Capped Points Scores improved from 334 in 13/14/15 to 342 in 14/15/16. This year however, there was a decline in the Capped Points Score from 349 in 2015 to 336. This low figure was due to a significant number (10% of the Y11 cohort) achieving CPS of below 200. In addition to the reduced timetables of many ALN pupils (see above), several pupils were on part time timetables for social and emotional reasons and were only entered for a few qualifications. The school policy of tailoring the timetable of a minority of pupils to ensure that they maximised their performance in the Core subjects, resulted in 78% of all grades achieved being C+, with only 4% below E grade. A consequence of this strategy was a decline in the CPS and also in the L2 measure. We have reviewed this approach and for our current Year 11, there is a stronger focus on trying to get almost all pupils qualifications that will meet the new Capped 9 measure.
- Performance in mathematics improved dramatically as a result of an overhaul of teaching methodology, new subject leadership and an unrelenting focus by the SLT on the achievement in mathematics. 32% of all maths GCSE grades were A/A*.
- Performance in English reduced from its position in 2015. This was partly due to the weakness in verbal reasoning of that cohort (They had an average CAT verbal score of 97.6, as opposed to the 100 for the previous year's cohort). Detailed analyses have indicated however, that many candidates were penalised for poor written accuracy, resulting in lower than anticipated results for English Language (60% A*-C). This has been addressed for 2017, by a complete overhaul of the teaching approach of the English faculty for KS4.
- Performance of eFSM pupils has improved from 10% achieving L2+ in 2013 to 40% in 2016.
- The percentage of Year 11 who achieved 5+ A*/A grades at GCSE has risen from 12% in 2013 to 17% in 2016.
- The school has reversed any gender gap from previous years, with boys outperforming girls in all KPIs in 2016, except for CPS and Level 2. In English there was no gender difference in performance.
- 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. The improvement of the L2EM measure is testament to the success of our systems.

- The school achieved remarkable success in both full and short course GCSE Welsh 2nd language. 86% of the Y11 cohort achieved at least a L1 in Welsh, with 65% of the cohort achieving C+ in the full course GCSE.
- We achieved a 100% success rate with Welsh Baccalaureate entries in 2015, with 65% of the Y11 cohort achieving the Intermediate qualification. We have made a further appointment of a Skills Challenge coordinator to ensure that the new WBQ is a success.
- The school improved its pupil attendance rate from 93.6% in 2015 to 94.5% in 2016. We have set an ambitious target of 95.3% for 2016 and are already achieving success in tackling poor attenders.
- Fixed term exclusions reduced from a total of 180 days in 2014-15 to just over 100 in 2015-2016.

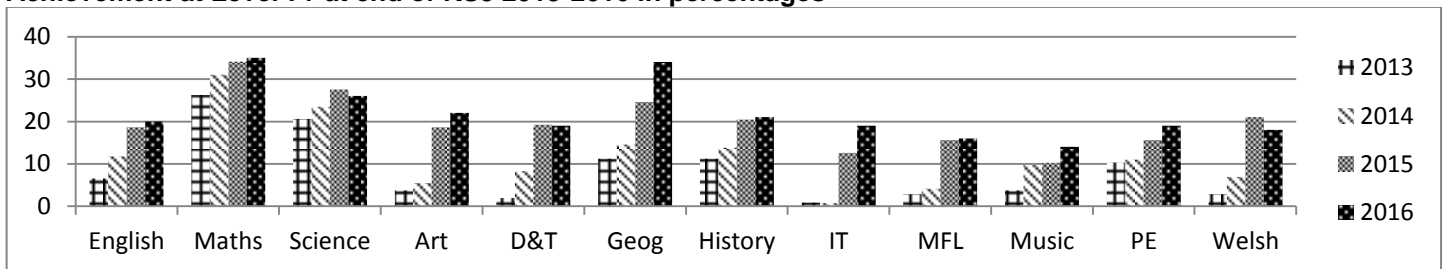
Key Stage 3

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 statemented pupils. When these pupils are withdrawn from our calculations, the school performs well against Family averages. A recent priority focusing on our more able pupils 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 2013-2016 in percentages



Priorities still remaining on R1.

- Improved tracking systems have been introduced at the start of this current academic year. All pupils will receive 'Progress Reviews' every half term. This will enable interventions to be initiated more rapidly following a downturn in performance against targets.
- English Language results at C+ were 19% lower than those of English Literature. The school has revised the scheme of work for our current Year 11 in light of this and is working closely with GwE advisors to ensure that targets for English language are met in 2017.

R2 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:

- Coherent programme of whole staff training over the period of two years, involving a focus on punctuation, spelling and extended writing.
- All pupils in Key Stage 3 follow a literacy and numeracy programme in form time once a week.
- The Accelerated Reader® programme has been launched with each Year 7 form group spending one hour a week in the library reading challenging books to improve their reading levels.
- Intervention programmes have been expanded for pupils with weak literacy skills (i.e. having a standardised score of between 85 and 95). Nearly 90 pupils across KS3 receive two hours a week extra literacy provision and typically, over half the pupils achieve scores of 96+ at the end of a year's intervention.
- Each faculty has revised schemes of work and has adjusted assessment activities to incorporate specific strands of the LNF, which are tracked on a termly basis, by the Head of Faculty and sampled by the literacy coordinator
- There are a number of popular schemes to promote reading, including giving a novel and a summer project to all incoming Year 7 pupils.

- All teachers have contributed to faculty literacy folders, which exemplify good practice in developing the skills of extended writing with pupils, evidenced in half termly book scrutinies.
- All teachers are now reporting on progress in literacy and numeracy on an annual basis, for each pupil as part of our reporting cycle. The targets set by each teacher at the end of each assessment in KS3 (typically once a half term), make explicit reference to literacy and/or numeracy.
- Increased capacity has been provided in the numeracy team to provide intervention classes for targeted pupils, referred by the maths faculty and the ALN department.
- Progress of pupils in KS3 in the National tests mostly shows an improvement in 2016 of pupils gaining an average or above average standard in both reading skills and procedural numeracy. The school is particularly

NCY	English Reading					Numeracy Procedural					Numeracy Reasoning				
	School 2014	School 2015	School 2016	LA 2016	Wales 2016	School 2014	School 2015	School 2016	LA 2016	Wales 2015	School 2014	School 2015	School 2016	LA 2016	Wales 2016
7	90	80	93	78	83	79	91	91	79	84	83	91	88	84	88
8	89	83	81	76	83	82	89	87	77	83	78	84	81	82	87
9	84	79	90	80	81	82	86	92	79	83	89	85	83	78	80

proud of the latter, which is a result of KS3 numeracy strategies such as ‘Ninja Numeracy’ and ‘Times Table Rockstars’, in form time. The decline in Year 9 numerical reasoning is being addressed in KS4 maths lessons.

- 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 pupils for early entry of Maths Numeracy at the end of Year 10.
- Significant work has taken place to develop numeracy assessments in ICT, Science, Geography and Design Technology.
- Comprehensive analyses of WNT data takes place annually to determine whole school strategies for improving literacy and numeracy skills.

Priorities still remaining on R2

- Work is underway with faculty coordinators to plan for improved progression within the skill strands taught across the curriculum and assessed in their programmes of study.

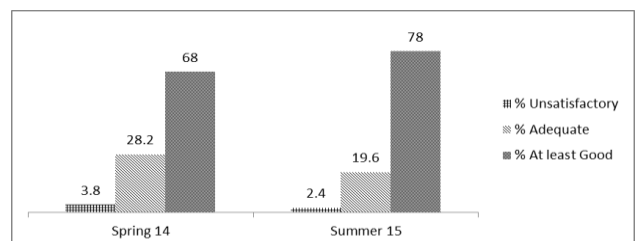
R3 Improve the quality of teaching and assessment

- Middle leaders have received training 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, pupil 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 practice has contributed to the improvements
- The School was selected to form a partnership with Ysgol Bryn Elian in December 2013, as part of WG’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.
- A recent observation by our Challenge Advisor of three lessons, confirmed the School’s judgement on their quality.
- GwE have conducted independent book scrutinies in 2014, 2015 and 2016 to verify the improvement that has taken place in both the written work of pupils and the quality of written feedback.
- The regularity and impact of homework on learning has improved, largely due to the introduction of ‘Show My Homework’ (on-line posting of homework) and initiative which has met with widespread approval from parents.



- The newly formed Parent Forum has minuted that parents have noticed an improvement in the way teachers use written feedback in books.

Priorities still remaining on R3

- After a period of technical problems with IRIS, the school has new equipment and we are using this to widen the use of self observation, especially with peer observations and coaching.
- There remain inconsistencies in some areas in the way written feedback on work is used by teachers within and across curriculum areas. In 2016, our main priority is to strengthen consistency in the way pupils respond to written feedback in learning programmes.

R4 Strengthen the management and review process of pupils with additional learning needs

The organisation of provision for pupils 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, which is leading to swifter intervention by the ALN team.
- Greater provision for targeted literacy support, with the appointment of two HLTAs running separate intervention schemes. 80% of the 19 ALN pupils attending 'Units of Sound' intervention, made significant progress over 2014-2015. Over the same timescale, 70% of the 18 ALN Y7 pupils attending literacy intervention classes improved reading and spelling ages by at least half a year.
- ALN teachers have now all got specialist qualifications relevant to their role in the department.
- IEPs are now consistent in their format.
- The review process for pupils of ALN is now more regular and consistent, with termly checks on progress and the involvement of pupils in setting future learning targets through the adoption of Person Centred Plans. The school is considered to be the leading role model in the region in Person Centred Planning.
- 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 pupils with statements in Y11 2016 were higher than in previous years, with 7% achieving L2EM (against 0% in 2013, 22% achieving L2 (against 0% in 2013) .

Priorities still remaining on R4

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

R5. 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 dramatic growth of the school in recent years has led to revised management structures to ensure a calm and purposeful learning environment:

- 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. As a result of the improved systems managed by the new AHT, attendance has improved from 93.6% in 2014-15 to 94.5% in 2015-16. The number of fixed term exclusions has also reduced significantly.
- 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.
- Progress Coordinators now present on progress in their year group on a termly basis to SLT.
- SLT members line manage middle leaders in a highly consistent way, with fortnightly meetings, following a year long schedule of self evaluation and monitoring including regular analysis of progress data, which has helped ensure that decisions raised in meetings have an impact on pupil outcomes. Significant investment has been made in developing the skills of middle leaders through work with partners and advisors. Over the past 18 months, 2 teachers have been on regional middle leadership courses, 2 on the 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.
- There will be one full time and two part time secondments of subject leaders to GwE in September 2016, reflecting the strength of subject leadership in the school.

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.
- To support the Progress Coordinators, the ANCO will receive level 2 child protection training

R6. 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 pupil 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 (shortly to become Associate Governors) 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 pupils from every book scrutiny sample to discuss their experiences of learning. For example, the feedback from focus groups was pivotal in our decision to band Years 8 and 9 by ability in 2015-2016, which has led to an improvement of performance at L7+ in foundation subjects.
- 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 both faculty and pastoral development plans are more rigorous. Development plans are monitored on a half termly basis and have explicit success criteria and measurable milestones at the end of the autumn, spring and summer terms.
- From September 2016, the school will be doubling the number of occasions annually, when progress data is collected on a whole school basis. This will allow even more rigorous monitoring of standards and will be managed via the 4Matrix data monitoring system.

Summary of the priorities of the school in 2016-2017.

In order to continue the improvements introduced by the PIAP, the new Development Plan, revised in the light of the Estyn monitoring visit of July 2016, includes the following priorities:-

- Continue to improve teaching and learning, by focusing on the way we structure lessons to maximise the progress pupils make.
- Prepare for curricular changes in GCSE by making suitable adjustments to schemes of work.
- Overhaul the way that we track pupil progress to ensure the best possible outcomes for the revised Key Performance Indicators in 2017.
- Improve the consistency with which teachers mark books and use written feedback with pupils.
- Improve the consistency with which middle leaders use data to monitor pupil progress and to implement and measure the impact of interventions.
- Develop the resilience of pupils through greater consistency in the way that rewards and sanctions are used.

Results for students in Year 11. Summer of 2016

1 GCSE full courses

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	Q	Percentage	
													A*-C	A*-G
Additional Science	49	0	4	16	17	12	0	0	0	0	0	0	76	100
Art and Design	27	3	3	6	8	4	1	0	2	0	0	0	74	100
Biology	47	6	15	14	9	2	0	0	0	0	0	0	94	100
Chemistry	47	8	15	8	14	2	0	0	0	0	0	0	96	100
Computer Science	1	0	0	0	1	0	0	0	0	0	0	0	100	100
Drama	19	0	1	5	6	2	2	2	1	0	0	0	63	100
English Language	141	3	6	30	45	33	12	7	5	0	0	0	59.6	100
English Literature	135	4	21	47	37	14	6	3	2	1	0	0	81	99.2
French	10	1	2	1	2	4	0	0	0	0	0	0	60	100
Geography	43	3	5	7	17	6	5	0	0	0	0	0	74	100
History	61	5	20	16	8	10	1	1	0	0	0	0	80	100
Law	1	0	0	0	0	1	0	0	0	0	0	0	0	100
Maths	142	27	20	20	38	14	10	5	7	1	0	0	73.9	99.2
Media Studies	14	0	0	4	4	2	3	0	1	0	0	0	74	100
Music	23	0	8	13	1	1	0	0	0	0	0	0	95	100
Photography	11	4	2	2	2	0	0	0	1	0	0	0	91	100
Physical Education	46	5	4	8	18	5	6	0	0	0	0	0	76	100
Physics	47	10	15	11	7	2	1	1	0	0	0	0	91	100
Resistant Materials	13	0	2	3	4	2	2	0	0	0	0	0	69	100
Science Core	106	1	14	41	29	13	6	1	1	0	0	0	80	100
Spanish	3	0	0	0	1	1	1	0	0	0	0	0	33	100
Textiles	7	0	2	2	1	1	1	0	0	0	0	0	71	100
Welsh Full Course	98	3	9	31	50	5	0	0	0	0	0	0	95	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	1	1	0	0	0	0	0	100
Religious Studies	126	2	7	11	36	24	16	13	10	6	1	0	44	94
Welsh	125	0	10	47	45	11	7	2	0	3	0	0	82	98

3 Vocational Qualifications

Subject	Entries	Distinction	Merit	Pass
Level 2 Qualifications				
Small Animal Care	2	0	1	1
ICT Cambridge National Award	27	0	7	20
BTEC Public Services	8	2	3	1
BTEC Construction	3	0	1	2
Hospitality	2	0	0	1
Additional Mathematics	17	14	1	1
Science BTEC	20	0	0	20

Science BTEC Extended	20	0	7	13
14-19 Hair and Beauty	2	0	0	2
14-19 Health & Social Care	1	0	1	0
BTEC Performing Arts	1	0	0	1
BTEC Engineering & Construction	1	0	0	1

<i>Level 1 Qualifications</i>				
14 - 19 Construction Skills	2	1	0	1
14-19 BTEC Engineering L1	4	0	0	4
14-19 Hair & Beauty	4	0	0	4
BTEC 3D Design	2	0	0	1
Motor Vehicle Studies	2	0	0	2
ICT Cambridge National Award	16	6	3	2

4. Welsh Baccalaureate

	Entries	Foundation	Intermediate
	93	0	93

	target	actual
Level 2 Threshold (5 or more GCSE equivalents at grades A* to C)	83.2	76
Level 2 Threshold including English and Mathematics	72.7	72.5

5 GCSE Results for Class of 2017

Subject	Entries	A*	A	B	C	D	E	F	G	U	A*-C	A*-G
Science	138	2	20	26	33	27	17	8	4	1	59	99.2
Welsh S/C	143	5	33	40	28	14	8	8	3	4	74	97.2

Key Stage 3 Teacher Assessments 2016.

Core and CSI : L5+	School 2012	School 2013	School 2014	School 2015	School 2016	Wxm 2016	Wales 2016
English	82	83	88	90	93	86	88
Maths	86	82	85	91	93	86	89
Science	85	92	92	97	95	91	92
CSI	75	77	81	86	90	81	84
Core: L6+	2012	2013	School 2014	School 2015		Wxm 2015	Wales 2015
English	46	50	52	48	59	45	53
Maths	50	59	59	70	68	54	60
Science	55	56	61	68	74	51	58
Non-Core L5+	2012	2013	School 2014	School 2015		Wxm 2015	Wales 2015
Art	85	88	91	94	94	88	92
D&T	84	86	92	93	93	90	92
Geography	90	85	93	91	93	88	90
History	85	83	90	91	90	88	90
IT	81	87	93	93	86	93	91

MFL	70	87	83	85	90	83	84
Music	80	87	87	92	94	87	90
PE	92	88	94	93	94	91	91
Welsh	58	82	88	84	90	77	81

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 improved to 94.5% for 2015-2016, but is still slightly below the average attendance of similar schools. Currently the attendance target for 2016-2017 is 95.3%.

Account of the work of the Governing Body

The Full Governing Body

This met on 7 occasions over the academic year 2015-2016. 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' framework of responsibilities
- Governors' code of conduct
- Staff pay
- Staff absence management
- Staff recruitment
- Staff whistleblowing
- Staff disciplinary
- Staff continuous development (training)
- Staff capability
- Staff performance management
- Examinations and exam appeals
- Controlled assessment
- Freedom of information
- Data protection
- School visits
- Pupil restraint
- Safeguarding
- Anti-bullying
- Pupil attendance
- Substance misuse
- Looked After Children
- Acceptable use of ICT
- Literacy
- Numeracy
- CCTV
- Website
- Personal and social education.
- Sex and relationships education.
- Equality.

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 monitoring the Headteacher's Performance Management objectives. The link governors held two further meetings individually with Faculty Coordinators in the early spring, 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 2015-2016

Expenditure Area	2015-2016	
	Budget (£)	Actual (£)
Allocated Budget	3,623,692	3,623,692
Budget broken down to :-		
Opening Credit Balance	(84,976)	(84,976)
Employees	3,220,884	3,203,660
Premises	215,931	233,370
Transport	6,000	5,451
Supplies	345,481	313,418
Agency	217,991	200,941
Income	(297,937)	(323,986)
Balance to carry forward	318	75,814

Report on the spending of the School's Pupil Deprivation Grant 2015-16

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 60 e-FSM students at the beginning of the financial year of 2015-16, resulting in a grant of £65,100..

Item of spend	Rationale	Cost	Evaluation of impact
Spare Uniform.	Many disadvantaged students struggle to adhere to uniform regulations	300	Only two pupils sent home for uniform infringements. The system of supporting students in this way is successful.
Computers for LAC pupils	Improves buy in to homework from LAC students	500	Successful in that both LAC pupils improved attendance and attitude as a result.
NCFE Reg fee	NCFE allows students with sporadic attendance to achieve L2 certification through on-line courses	400	Only four students achieved the qualification. The capacity needed to realise this provision has been difficult to achieve. In future we will use Princes Trust qualifications.
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	500	Unsuccessful. This money was not used in this way. All pupils were informed that subsidies were available.
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.	1,000	School attendance improved and form prizes were very popular.
Rewards and achievement badges		1,054	
FSM Champion	The task of the Champion is to ensure greater participation	2,000	This was less successful than in the previous year and it has been

	by FSM students in school life and to raise the attainment of all FSM students.		decided to remove this post and pass the responsibilities to the Assistant Headteacher Pastoral.
Hardship fund for FSM students for school trips		2,000	This was spent on a variety of trips and educational opportunities including a visit to Nant BH for Y7-8 FSM pupils.
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.	3,155	We now have a very efficient pastoral system and respond rapidly to parental concerns and incidents involving pupils with emotional difficulties.
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.	4,500	Of the 21 students, those who were in Y11 gained an accredited qualification. There has been no drop out from these courses and for many students, they are the highlight of the week.
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.	6,000	This has been a very successful venture and one that we are repeating in following years. All participants gained a L2 Public Services qualification.
Alternative Curriculum HLTA for 2 days per week	Around 5% of each year group has access to Forest Schools, which helps their self esteem considerably. The HLTA will develop this into an ASDAN course in 2015-16	6,174	The Forest Schools have run throughout the year and the market garden project has been very successful with a small group of KS4 students, who otherwise would have been disaffected. The Asdan course was problematic to establish and will only yield qualifications in 2017.
Parental Support Officer	This part time member of staff plays a crucial role in chasing up absences and dealing with school phobics This member of staff deals with a myriad of social issues concerning students, many of whom are FSM. 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	7,409	This extra pastoral staffing has helped to improve attendance and reduce exclusions. The seclusion room is very well run and the low level of recivism is evidence of its affect. The Kirkland Rowell survey is scheduled for November 2016 and will help us evaluate our pastoral provision.
Behaviour for Learning Mentor		15,036	
Seclusion Room Supervisor		16,176	

	given by students for the following: Control of bullying 85.9% Community spirit 85.5% School discipline 82.5% Truancy control 82.1%		
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Pupil Deprivation Grant. Spending Plan for 2016-2017.

This year, we are continuing to focus on reducing the performance gap between pupils entitled to FSM and those who are not. In 2016, 40% of our FSM pupils achieved the Level 2 Inclusive measure (five good GCSE passes inc English and Maths). This compares well with the Wales average for FSM pupils of 35% and especially well against the Wrexham average of 23%. As well as putting aside funds to subsidise school trips and rewards, the bulk of the money has gone towards ensuring that pupils receive appropriate pastoral support, since there is a higher incidence of pupils with FSM experiencing social and emotional difficulties, than non-FSM pupils.

For the year 2016-2017, we received the sum of £77,050.

Item of spend	Rationale	Criteria for success	Cost
Behaviour for Learning Mentors: B4L Mentor Seclusion supervisor Parental support officer Outdoor Learning HLTA	All these people help pastoral work smoothly, remove barriers to learning and improve pupil attendance	Attendance target: 95.3 Reduce persistent absences to less than 20% and FT exclusions to less than 25 in the year.	53,000
Enrichment courses for FSM pupils	These courses, targeted at two ALNFSM pupils, will help boost the career opportunities for these pupils	All enrolled pupils to achieve an accredited qualification	1,000
MPCT Course	The Military Preparation College Courses have been highly successful in improving attendance and attitude of FSM pupils in KS4.	All six pupils (3 in Y10 and 3 in Y11) to have achieved L2 in Public Service by the end of Y11.	3,690
Forest Schools	This initiative, now in its 4 th year, targets around 20 KS3 pupils at risk of disaffection each year.	Attendance targets to be met. Increased confidence of ALN pupils to be measured through PASS data.	500
Show My Homework (improving parental communication)	This system allows parents to monitor the homework set for their children. It also helps our LSAs who support homework set for ALN pupils.	Almost all homework set according to schedule. FSM pupils to meet targets at KS3 and KS4	2,200
Darland App (improving parental communication)	App attached to website can be downloaded by parents and provides reminders of important information such as parents evenings.	Improved attendance of FSM parents at parents evenings. 80% target.	1,385
Kirkland Rowell Parent & Pupil Survey	This detailed survey, taken every two years, enables us to evaluate parents' perception of our effectiveness.	Improved parental perception of support for vulnerable pupils and control of bullying.	1,500
School trips	Subsidies to FSM pupils for extra curricular trips (currently all FSM pupils have a 25% reduction)	We want all FSM pupils to have participated in at least one extra curricular trip this year	1,000

Spare uniform and pumps	We have always kept a repository of spare items of uniform for pupils who for reasons of poor organisation, defiance or poor parental support, attend school without the required uniform.	FSM pupils to not have uniform points.	350
Rewards and Awards	We have a comprehensive system of badges, prizes and form awards which are used throughout the year. The major event is the annual Awards Evening in the summer. Pupils surveys show us that pupils appreciate these incentives.	Target; All FSM pupils to have received some kind of recognition over the year.	4,000

Total

£77,050

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 31st MARCH 2016

<u>RECEIPTS</u>	£	<u>PAYMENTS</u>	£
Balance brought forward from March 2015		Payments	186,323.41
Current a/c	b/f 14,350.90		
		Balance carried forward to April 2016	
Receipts	197,772.92	Current a/c balance per statement	27,480.48
		Less unrepresented cheques	
		6763	-20.00
		6778	-1,580.07
		6779	-80.00
			c/f 25,800.41
	<u>212,123.82</u>		<u>212,123.82</u>

We have examined the books, vouchers and other documents relating to the Darland High School Private Funds and in our view the above account gives a true and fair view of its transactions for the twelve months ended 31st March 2016 and of the balance in hand as at that date.

CERTIFIED


Headteacher


Business Manager

22/7/16


Independent Examiner Date

Guy Walmley Limited
Chartered Accountants and Registered Auditors
3 Grove Road
Wrexham

School Targets for 2016 - 2017.

Year group	Target Description	Target for total year cohort %	Target for FSM pupils %
Year 9	% of students achieving at least Level 5 in English	87	67
	% of students achieving at least Level 5 in Maths	98	93
	% of students achieving at least Level 5 in Science	99	100
	% of students achieving at least Level 5 in English, Maths & Science	87	67
Year 11	% of students achieving Level 2 Threshold	88	64
	% of students achieving Level 2 Threshold with English and Maths	70	57
	% of students achieving Level 1 Threshold (5 X A* - G GCSE or	98	85
	% 5A*-A	26	7
	% of students achieving CSI	79	57
	% of students achieving Level 2 in English	79	57
	% of students achieving Level 2 in Maths	82	64
	% of students achieving Level 2 in Science	99	92
	Average Capped 9 Points Score	319	253
Attendance whole school		95.3	

Governing Body Information

The governing body is made up of the following people:

Parent Governors

Mr B Chowdhry
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 R Walsh (Chair)
Cllr A Bailey
Cllr H Jones
Mr I Edwards
Mr M Perry

Community Governors

Mrs K Andrew
Mr I Jones
Mr M Jones
Mrs E Lacey (Vice Chair)
Mrs C Williams

Headteacher

Mr P Agnew

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

- Finance, Staffing and Premises – Chair Mr P Daniel
- Student and Staff Wellbeing – Chair Mr M Jones
- Standards And Achievement – Chair Mrs Y Davies.

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

The Clerk to the governors is Ms Alison Gillespie, who is contactable through the School or by phone on 01244 570588

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.