

# Darland High School



## **Governors' Annual Report to Parents 2016-17**

### **Contents**

<b>Introduction by the Chair of Governors</b>	<b>Page 2</b>
<b>Review of the Year 2016-2017</b>	<b>Page 3</b>
<b>Evaluation of improvement planning in 2016-2017</b>	<b>Page 3</b>
<b>Summary of the priorities of the school in 2016-2017.</b>	<b>Page 4</b>
<b>Results for students in Year 11. Summer of 2016</b>	<b>Page 6</b>
<b>Key Stage 3 Teacher Assessments 2016.</b>	<b>Page 8</b>
<b>Attendance Report for 2015 – 2016</b>	<b>Page 8</b>
<b>Account of the work of the Governing Body</b>	<b>Page 8</b>
<b>Financial Report on School Budget and Outturn 2015-2016</b>	<b>Page 10</b>
<b>Report on spending the Pupil Deprivation Grant 2015-2016</b>	<b>Page 11</b>
<b>Plan for spending the Pupil Deprivation Grant 2016-2017</b>	<b>Page 15</b>
<b>School Fund Balances</b>	<b>Page 16</b>
<b>Targets for 2016 - 2017</b>	<b>Page 17</b>
<b>Governing Body Information</b>	<b>Page 18</b>
<b>Information on Annual Meeting for Parents</b>	<b>Page 19</b>
<b>Glossary of terms used in the report</b>	<b>Page 19</b>

## **Introduction by the Chair of Governors**

*Dear Parent, Guardian, Carer,*

*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.*

*2017 saw the first of the new GCSEs examined in schools across Wales. English Language GCSE became the key qualification that pupils had to achieve in order for the school to gain the Level 2+ Performance Measure (5 GCSEs graded A\*-C, including English and Maths), whilst in previous years, pupils could use both English Literature and English Language. An extra Mathematics GCSE was made mandatory (Mathematics Numeracy) as well as the existing Mathematics GCSE. In addition, there were significant changes to the Welsh Baccalaureate qualification and several other GCSEs. These changes are part of a wider Welsh government initiative called 'Qualified for Life' and there are further changes in the pipeline.*

*With so many new courses and a stepping up of the rigour of the new GCSEs, standards of achievement at the end of Year 11 dipped across the principality. However, despite our results at Level 2+ being down on 2016 (65% as opposed to 73%), Year 11 exam performance was very much as we predicted and put us in a strong position both in Wrexham and also regionally in North Wales.*

*2017 was also a year when we reached our peak capacity of 850 pupils on roll; this at the same time as having to re-organise our classroom accommodation following the removal of the Language mobile classrooms! As a result, one of our main focus areas throughout the year was to improve the standard of pupil behaviour around the school, which gave rise to a new systematic method of monitoring behaviour in every lesson.*

*Now we have the systems in place, we are turning our attention to improving our diagnostic assessment of pupil progress and implementing interventions to plug the gaps in pupils' knowledge.*

*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 2017*

## Review of the year 2016-2017.

The school grew slightly over the year from 847 to its current number on roll of 852. Although the school came out of Estyn monitoring in October 2016, there was already an improvement plan in place for the year, an evaluation of which follows.

## 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.

## Evaluation of main developments

Area	Main actions	Evaluation (July 2017)
Skills	Improve literacy through introducing weekly Accelerated Reading sessions for Y7	This initiative was very successful in improving the reading ages of the Y7 cohort. All Y7 pupils had a one hour session every week in the library and were regularly tested. Results showed a 10% improvement. This scheme has been continued and expanded in 2017-2018, to include Y8.
Skills	Improve cross curricular literacy and numeracy	This area did not see as much progress as we needed, partly due to staffing issues. Towards the end of the year, we appointed two new coordinators, one for literacy and one for numeracy. There is a comprehensive plan for both for 17-18.
Curriculum	Develop the Skills Challenge qualification	The Skills Challenge qualification, without which students cannot achieve the Welsh Baccalaureate, was accredited for the first time in summer of 2017. 72% of students achieved the L2 qualification.
Curriculum	Improve provision of alternative curriculum	Asdan course introduced for Y10 ALN pupils, as well as Princes Trust. While these were successful in providing accreditation for pupils at risk of leaving with few qualifications, we have significantly increased the number of qualifications that are targeted at this cohort for 2017-2018.
Curriculum	Restructure PSE	Discrete PSE periods were removed from the curriculum and the time given to core subjects. PSE was delivered in a series of half day 'experiences' (one per half term per year group), a method of delivery which was highly successful.
Wellbeing	Increasing awareness of issues in developing countries.	The school was partnered with a primary school in Uganda and raised £6,500 for the building of a toilet block for this school. Our students exchanged letters with their Ugandan counterparts.
Extra – curricular provision	Establish a school choir Establish Duke of Edinburgh's award scheme	A small choir has been established. 30 students achieved their Bronze Duke of Edinburgh Award. This success has developed in 2017-18, where there are 30 on the Silver scheme as well as 30 on the Bronze scheme.
Teaching	Improve the quality of written feedback and response to feedback	The school adopted a standard 'Praise, Improvement and Next Steps.' template to model the use of written feedback. This has now been adopted by faculties, who have created their own 'Response to Feedback' policies. The visit by GwE

		officers in June was complimentary over the standard of pupil books.
Teaching	Improve teaching by organising peer observations	All teachers worked in 'Triads' in the summer term, jointly observing one another to share good practice. Most teachers found this of benefit, but it was felt that such an initiative needed to be better structured in future to improve pedagogy.
Governance	Recast the structure of working parties to focus on the school's main priorities.	The school re-organised its working parties from 4, into 3: Standards and Achievements Working Party Finance, Staffing and Premises Working Party Students and Staff Wellbeing Working Party This has resulted in a more streamlined accountability of senior staff.
Pupil behaviour	Improve behaviour by monitoring lesson by lesson	The school introduced Attitude To Learning (ATL) descriptors to be used in every lesson. This has led to an improvement in behaviour in lessons, although there still remains work to do in improving out of lesson behaviour.
Pupil behaviour	Improve reward system	New reward system was launched early in 2017, involving a series of rewards including 'hot chocolate Friday' and praise texts and phone calls home.
Pupil behaviour	Improve standards of behaviour on journey to and from school.	Private bus fleet expanded to four buses. Senior staff on duty at Lavister stop with Teaching Assistant at Darland Lane stop. Behaviour has improved in last 6 months.

## Summary of priorities from the School Improvement Plan for 2017-2018.

### 1. Improve performance of pupils in both KS3 and KS4 through:

- Clarifying and sharing the expectations for learners in programmes of study.** Teachers need to have a clear idea of the skills their pupils need in order to make progress in their subject. Time needs to be spent by faculties in refining schemes of work and detailing where, when and how, assessments will be made of the pupils' progress. As well as helping to standardise assessment in each subject area, this should improve the pupils' understanding of the standards expected of them. In addition, we will share outlines of programmes of study with parents at the beginning of the year in a series of 'Parent Briefing Evenings', together with advice on how to help their children improve.
- More diagnostic testing and targeted interventions in lessons.** Last year, we gathered tracking data from all pupils in all subjects every half term. However, this did not lead to an improvement in the way we tracked the progress of individual pupils and put in interventions to secure improvement. This year, we have reduced the occasions that tracking data is collected from pupils in Key Stage 3, but have placed more emphasis on the way this data is used to trigger interventions. As well as breaking down the predicted grades for KS4 pupils into 'fine-grades', to help us identify more precisely those students who are vulnerable to underperformance, we are introducing a data management package that will capture 'question level' data, allowing teachers and managers to pin-point which aspects of learning each student is weakest on.
- Placing a greater emphasis on the development of skills in our lessons.** Our data shows us conclusively that performance in all subjects at GCSE (and in particular English Language) is being negatively impacted upon by poor standards of reading and writing. We need to return to a position whereby all lessons have a skills focus and where the LNF framework underpins all Programmes of Study.
- Ensuring that each pupil has the curriculum appropriate to their needs.** Closer tracking of pupil performance in KS3 should enable us to design a better curriculum for

each pupil in KS4. Currently, our curriculum at KS4 does not enable enough less able pupils to leave school with a sufficient number of recognised qualifications. The management of courses in the Learning Core (Maths, English, Science, Welsh, Skills Challenge, RS, PE, PSE) as well as the piloting of new courses in ALN (such as The Prince's Trust and Preparation For Working Life, will be the main drivers of change in this area.

## 2. Improving Behaviour for Learning by:

- **Restructuring the school day and form time.** From September, we moved to a new school day, with 80% of lessons taking place before lunch. With afternoon registration and the zoning of year groups around the campus, the management of pupils during registration time has been more effective and afternoon lessons have started promptly. By placing Year 10 with their English teachers and Year 11 with maths staff, we have been able to provide extra time for these pivotal subjects.
- **Developing programmes to raise the pride pupils feel about their role in our learning community.** From September 2017, all pupils in Year 7 started following the Pixl Edge programme in form time, developing the LORIC values (Leadership, Organisation, Resilience, Initiative and Communication). All pupils in Years 8 and 9 now act as pupil receptionists for one morning during the course of the year, giving them an opportunity to develop their confidence and communication skills.
- **Adjusting the way that pupils are grouped in classes.** We reduced the number of lessons that pupils in Year 8 and 9 were taught in ability bands, in order to emphasise positive learning role models in lessons. We also introduced Mintclass software to arrange the seating plan in each class to help our pupils focus, while at the same time, keeping key information on our pupils at the forefront of the teacher's mind.
- **Being relentless with our routines and procedures.** From September, every lesson has started with an equipment check for each pupil. The school has also introduced a rigorous procedure for improving punctuality at the start of the day.

## 3. Developing a professional workforce by:

- **Dedicating resources to the training of middle leaders.** Our middle leaders are the engine drivers of the school, but 8 out of 11 Faculty/Department coordinators and 2 out of 5 Progress Coordinators, have been in post for less than two years. There are established procedures (e.g. the FIF) to help structure their quality assurance work, but more needs to be done to develop the leadership skills of this cohort of staff. Next year, we want to foster a greater spirit of collaboration between each middle leader and their SLT link in monitoring quality in their area. A key example of this will be in the launch of 'Learning Walks' which will explore the impact of teaching programmes on the skill levels of our pupils.
- **Preparing for curriculum change.** 2017 marks the second phase of the roll out of 'Qualified for Life' and the commencement of a new suite of WJEC GCSE courses for almost all subjects. Much planning has already gone into these new courses, but more is needed to ensure success. We need also to be looking ahead to the roll out of the Successful Futures (Donaldson Report) agenda and the implications this will have for the taught curriculum.

- **Preparing for the new Estyn Framework.** The new Estyn framework is less cumbersome than the existing model and more focused on wellbeing and attitudes to learning. Central to the inspection process, is the assessment of the extent to which the school community owns the improvement drive and the self-evaluation process. Therefore we involve all stakeholders in self-reflection and ensure that communication is open and two way.

## Results for students in Year 11. Summer of 2017

### 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	51	0	8	20	20	3	0	0	0	0	0	0	94	100
Art and Design	32	4	2	7	7	5	2	4	0	1	0	0	63	96
Biology	47	8	26	5	6	2	0	0	0	0	0	0	96	100
Catering	10	0	2	2	4	2	0	0	0	0	0	0	80	100
Chemistry	47	5	18	15	6	2	1	0	0	0	0	0	94	100
Computer Science	1	0	0	0	0	1	0	0	0	0	0	0	0	100
Drama	18	0	2	4	3	4	2	3	0	0	0	0	50	100
English Language	161	3	29	47	33	30	10	5	3	1	0	0	70	99
English Literature	154	5	28	48	39	23	6	5	0	0	0	0	78	100
French	27	3	11	4	8	1	0	0	0	0	0	0	96	100
Geography	39	1	6	5	13	8	5	1	0	0	0	0	64	100
History	47	4	12	11	10	7	3	0	0	0	0	0	79	100
Maths	161	41	12	26	38	23	9	2	6	2	2	0	73	97
Maths-Numeracy	162	23	15	26	50	19	15	4	6	2	2	0	70	91
Media Studies	18	0	2	2	5	3	2	1	0	3	0	0	50	83
Music	20	1	3	11	5	0	0	0	0	0	0	0	100	100
Physical Education	50	2	4	8	8	17	11	0	0	0	0	0	44	100
Physics	47	12	15	13	5	2	0	0	0	0	0	0	96	100
Religious Education	7	0	0	4	1	2	0	0	0	0	0	0	71	100
Resistant Materials	19	1	3	6	4	1	3	1	0	0	0	0	74	100
Science Core	19	0	0	4	8	7	0	0	0	0	0	0	63	100
Sociology	1	0	0	1	0	0	0	0	0	0	0	0	100	100
Spanish	5	0	0	0	1	1	3	0	0	0	0	0	20	100
Textiles	13	1	0	5	2	3	0	1	1	0	0	0	62	100
Welsh Full Course	109	21	26	23	37	2	0	0	0	0	0	0	98	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	112	0	3	16	36	17	16	12	10	2	0	0	49	98
Welsh	30	0	0	1	11	10	5	3	0	0	0	0	40	100

### 3 Vocational Qualifications

Subject	Entries	Distinction	Merit	Pass
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<b>Level 2 Qualifications</b>				
Small Animal Care	4	0	3	1
ICT Cambridge National Award	25	4	8	13
BTEC Public Services	7	1	3	3
MPCT BTEC	2	0	0	2
Additional Mathematics	14	12	0	2
Science BTEC	61	0	4	49
Science BTEC Extended	64	0	7	52
14-19 Hair and Beauty	2	0	0	2
14-19 Health & Social Care	3	0	2	1
BTEC Engineering	1	0	0	1

<b>Level 1 Qualifications</b>				
14 - 19 Construction	6	0	0	6
14-19 BTEC Engineering L1	11	0	0	11
14-19 Hair & Beauty	3	0	0	3
Health & Social Care	1	0	0	1
ICT Cambridge National Award	26	1	7	4

#### 4. Welsh Baccalaureate

	Entries	National	Foundation
	141	92	44

	target	actual
Level 2 Threshold (5 or more GCSE equivalents at grades A* to C)	88	75.3
Level 2 Threshold including English and Mathematics	69.9	65

#### 5 GCSE Results for Class of 2018 (current Year 11)

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
English Language	172	4	10	40	46	37	21	10	1	3	0	58	98
Maths	5	0	0	0	1	2	0	0	0	0	2	20	80
Maths Numeracy	160	16	11	28	44	18	28	1	0	13	1	62	91
RE s/c	126	1	5	11	22	18	29	18	14	4	4	31	94
Welsh s/c	156	8	19	45	35	19	11	8	6	5	0	68	97
Sociology s/c	28	3	7	4	4	2	5	1	1	1	0	64	96

s/c = Short Course

## Key Stage 3 Teacher Assessments 2017 (percentages).

Core and CSI : L5+	School 2012	School 2013	School 2014	School 2015	School 2016	School 2017	Wrexham 2017	Wales 2017
English	82	83	88	90	93	98	89	90
Maths	86	82	85	91	93	95	89	91
Science	85	92	92	97	95	98	91	93
CSI	75	77	81	86	90	92	86	87
Core: L6+	School 2012	School 2013	School 2014	School 2015	School 2016	School 2017	Wrexham 2017	Wales 2017
English	46	50	52	48	59	52	52	59
Maths	50	59	59	70	68	66	61	65
Science	55	56	61	68	74	62	62	65
Non-Core L5+	School 2012	School 2013	School 2014	School 2015	School 2016	School 2017	Wrexham 2017	Wales 2017
Art	85	88	91	94	94	91	90	93
D&T	84	86	92	93	93	99	91	93
Geography	90	85	93	91	93	99	91	92
History	85	83	90	91	90	95	90	92
IT	81	87	93	93	86	96	92	94
MFL	70	87	83	85	90	84	83	86
Music	80	87	87	92	94	99	91	93
PE	92	88	94	93	94	97	91	93
Welsh	58	82	88	84	90	87	82	83

### Attendance Report for 2016-2017

Annual school attendance is measured from September to May. In the year 2016-2017, the school attendance rate was 94.5%, which was identical to that achieved in 2015-2016. This is still slightly below the average attendance of similar schools. Currently the attendance target for 2016-2017 is 95%.

## 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 three Working Parties and also reviewed and approved the following documents, including:

*Governor Code of Conduct*  
*Pay Policy – renewal*  
*Eating Disorder Policy – renewal*  
*Self-Harm Policy – renewal*  
*Staff Grievance Policy – renewal*  
*Staff Leave of Absence Policy - renewal*  
*Additional Learning Needs Policy (redrafting)*  
*Charging Policy (redrafting)*  
*Governors' Expenses Policy (renewal)*  
*Rarely Cover Policy (renewal)*  
*School Transport Policy (new policy)*  
*Rewards Policy (new policy)*  
*Curriculum Policy (redrafting)*



*Assessment Policy (redrafting)*  
*Behaviour Policy (redrafting)*  
*Self Harm Policy (renewal)*  
*Child Protection Policy (redrafting)*  
*Redeployment Policy (adoption of County Policy)*  
*Adoption of School Budget*  
*School Development Plan*  
*Staff restructuring May 2017*  
*Equalities Plan 2017-2018*  
*Service Continuity Plan 2017-2018*  
*Approval and adoption of School Calendar for 2017-18*  
*Changes to the school day*  
*Approval and adoption of Governing Body calendar of meetings 2017-2018*

### **Student and Staff Wellbeing Working Party**

This group met on 4 occasions over the year. Central to the work of this group is the scrutiny of the operation of the pastoral aspect of educational provision and the health and wellbeing of pupils and staff. The group commissions regular reports from the school on the following matters:

- Attendance
- Behaviour and exclusions
- Self harm and safeguarding referrals
- Staff sickness absence
- Health and Safety, including first aid reports.

### **Standards and Achievement 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. In its four meetings over the year, the following aspects of the school's work are scrutinised:

- Approval of performance targets for the school.
- Progress of Key Stages 3 and 4
- Progress of different subject areas and groups of pupils, where the potential for underperformance has been identified.
- Adoption of the curriculum for the following year
- Adoption of the school development plan.

### **Finance, Staffing and Premises Working Party**

This group's primary function is to approve the setting of the budget by the school and to monitor it closely throughout the year. The 5 meetings over the year also approved staffing changes and building work on campus.

## Financial Report on School Budget and Outturn 2015-2016

	<b>2016-2017</b>	
<b>Expenditure Area</b>	<b>Budget (£)</b>	<b>Actual (£)</b>
<b>Allocated Budget</b>	3,856,217	3,856,217
<b>Budget broken down to :-</b>		
<b>Opening Credit Balance</b>	(75,814)	(75,814)
<b>Employees</b>	3,483,608	3,535,236
<b>Premises</b>	205,116	224,203
<b>Transport</b>	5,000	9,767
<b>Supplies</b>	330,469	365,813
<b>Agency</b>	210,820	214,664
<b>Income</b>	(354,483)	(452,760)
<b>Balance to carry forward</b>	51,500	35,107

## Report on the spending of the School's Pupil Deprivation Grant 2016-17

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 £77,050..

Item of spend	Rationale	Criteria for success	Cost	Evaluation April 2017
Supply cover for Pastoral Meetings	The school faces increasing demands to meet with other agencies to organise effective provision for vulnerable students.	Improve attendance of FSM pupils to 90%+	5330	The school has been very effective in this, facilitating improved attendance for a considerable number of FSM / Vulnerable students.
Five months employment of FSM Champion	Over the academic year 2015-2016, we employed a member of staff to orchestrate provision for FSM students.	FSM pupils to meet Key Performance Indicators at KS3 and KS4	1,151	This was successful in that 37% of FSM students in Year 11 2016 achieved L2+ and 78% of Y9 achieved CSI (up from 76% in 2015). However, it was decided that from Sept 2017, responsibility for overall FSM supervision should pass to the AHT pastoral.
Behaviour 4 Learning mentor Seclusion Supervisor Parental Support Officer Outdoor Learning LSA	These key members of the pastoral team work to improve outcomes for vulnerable students, including those entitled to FSM. Dealing with social and behavioural incidents internally reduces fixed term exclusions and improves attendance	The school to reach its attendance target of 95%. Parents to record satisfaction for the way that pastoral incidents are dealt with.	16,368 17,266 14,511 6,949	Although Fixed Term exclusions have risen this year, this figure would have been much higher without the use of the Seclusion Unit. Overall attendance is nearly 95% and nearly all parents record satisfaction over the way discipline is handled.
Forest Schools	This initiative, now in its 4 <sup>th</sup> year, targets around 20 KS3	Attendance targets to be met. Increased	100	All courses have taken place and pupil surveys show high degree of pupil satisfaction.

	pupils at risk of disaffection each year. Money for sundry equipment	confidence of ALN pupils to be measured through PASS data.		
Improving Parental Communication: 1.. Show My Homework  2.. Texting system  3.. Mobile App for website	This system allows parents to monitor the homework set for their children. It also helps our LSAs who support homework set for ALN pupils This is used extensively to let parents know of events and to encourage attendance at parents evenings. Also used to give positive texts home. As above, allows ease of access by parents to letters home and news.	Almost all homework set according to schedule. FSM pupils to meet targets at KS3 and KS4. Parental attendance at Parents Evenings to be over 75%	2,200  2,494  1,385	Attendance by FSM is now 90% as opposed to 85% at same time last year. Attendance at Parents Evenings has never been less than 75% this year. Feedback from Parents Forum is that communication from school is very good. Pupils and parents value the positive phone calls and texts. Kirkland Rowell report for 2016 indicated a much improved parental satisfaction rate for homework.
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.	2,091	KR survey has been used extensively for self evaluation this year and has led to re-thinking the way the school works to communicate and monitor the behaviour policy. It has also led to a renewed focus on student resilience and leadership.
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	549	All trips are now offered to FSM pupils with 25% subsidy and two trips were paid in entirety for LAC pupils. We are still not monitoring this effectively enough.
Spare uniform and pumps	We have always kept a repository of spare items of uniform for pupils who for reasons of poor organisation,	FSM pupils to not have uniform points.	351	Standard of uniform has improved. Very few pupils not in correct uniform each day.

	defiance or poor parental support, attend school without the required uniform.			
Military Preparation College Training	This off site course takes pupils at risk of disengagement for one day a week and teaches them teamwork skills, leading to an award of a L2 BTEC in Public Services.	Improved outcomes at KS4 for 'At Risk' pupils	5760	We have 2 students on this course in Year 10 and 2 in Year 11. For 2 of the students, the award will be their main qualification.
Hardship fund for FSM pupils	This fund covers items like stationary, sports kit, items of uniform and Food Tech ingredients for FSM pupils,	No FSM child to feel left out of curricular activities.	260	No reports of any child missing out on curricular activities.
Rewards and Awards Badges Hire of Wm Aston Hall	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.	308 450	Most pupils in Year 7 & 8 wear at least one badge and these are well regarded by pupils. The school has also relaunched its Rewards policy and more texts and phone calls are being made to parents. However, more needs to be done to ensure this is monitored carefully to demonstrate impact on vulnerable groups.

**Total Spend**           **£77,307**  
**Total PDG grant**   **£77,050**  
**Overspend (funded by school)**   **£257**

## Pupil Deprivation Grant. Spending Plan for 2017-2018.

This year, we are continuing to focus on reducing the performance gap between pupils entitled to FSM and those who are not. In 2017, 45% 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 2017-2018, we received the sum of £93,150.

<b>Item of spend</b>	<b>Rationale</b>	<b>Criteria for success</b>	<b>Cost</b>
Supply cover for Pastoral Meetings	The school faces increasing demands to meet with other agencies to organise effective provision for vulnerable students.	Improve attendance of FSM pupils to 90%+	6000
Behaviour 4 Learning mentor Seclusion Supervisor Parental Support Officer Outdoor Learning LSA	These key members of the pastoral team work to improve outcomes for vulnerable students, including those entitled to FSM. Dealing with social and behavioural incidents internally reduces fixed term exclusions and improves attendance	The school to reach its attendance target of 95%. Parents to record satisfaction for the way that pastoral incidents are dealt with.	60,000
Forest Schools	This initiative, now in its 4 <sup>th</sup> year, targets around 20 KS3 pupils at risk of disaffection each year. Money for sundry equipment	Attendance targets to be met. Increased confidence of ALN pupils to be measured through PASS data.	300
Improving Parental Communication: 1.. Show My Homework 2.. Texting system 3.. Mobile App for website	This system allows parents to monitor the homework set for their children. It also helps our LSAs who support homework set for ALN pupils This is used extensively to let parents know of events and to encourage attendance at parents evenings. Also used to give positive texts home. As above, allows ease of access by parents to letters home and news.	Almost all homework set according to schedule. FSM pupils to meet targets at KS3 and KS4. Parental attendance at Parents Evenings to be over 75%	2,200 2,500 1,400
Extra-Curricular clubs Drama workshops Lunchtime choir and subsidised music tuition	A wide range of extra-curricular activities is needed to create the inclusive ethos that will raise standards for FSM pupils. This includes subsidising music tuition.	We want all FSM pupils to have participated in at least one extra curricular activity and / or trip this year	1,000 1,000
School trips	Subsidies to FSM pupils for extra curricular trips (currently all FSM pupils have a 25% reduction)		500
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.	500
Military Preparation College Training	This off site course takes pupils at risk of disengagement for one day	Improved outcomes at KS4 for 'At Risk' pupils	6,000

	a week and teaches them teamwork skills, leading to an award of a L2 BTEC in Public Services.		
Enrichment Courses for ALN and vulnerable students	Enrichment Courses take pupils out for one day a week (under Wrexham 14-16 auspices). We want to enroll 15 Y10 and Y11 pupils who are either ALN or at risk of disengagement.	All pupils to achieve a Level 1 qualification by the end of the year.	7,000
Entitlement Courses (part funded with the EIG)	These courses offer vocational courses on one afternoon a week for KS4 learners and appeal particularly for learners who struggle with a curriculum which is too academic.	95% of learners starting courses in Year 10, to leave at the end of Y11 with a recognised qualification at L1 or L2.	2,350
Hardship fund for FSM pupils	This fund covers items like stationary, sports kit, items of uniform and Food Tech ingredients for FSM pupils,	No FSM child to feel left out of curricular activities.	500
Free breakfasts for FSM pupils.	We want to make sure that with the change in the school day leading to a longer morning, all FSM pupils have the opportunity for a substantial breakfast.	Attendance of FSM pupils maintains target of 90%+	1,000
Rewards and Awards Badges	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.	Target; All FSM pupils to have received some kind of recognition over the year.	500
Hire of William Aston Hall	Pupils surveys show us that pupils appreciate these incentives.		500

### **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.**



<b>FORM D - DARLAND HIGH SCHOOL</b>			
SUMMARY OF TRANSACTIONS OF SCHOOL PRIVATE FUNDS 12 MONTHS ENDING 31 MARCH 2017			
<b>RECEIPTS</b>		<b>£</b>	<b>PAYMENTS</b>
			<b>£</b>
<b>Balance brought forward from March 2016</b>			<b>Payments</b>
			231,657.19
Current a/c at 1st April 2016		27,480.48	
Less Unpresented cheques			
	6763	-20.00	
	6778	-1,580.07	
	6779	-80.00	
		<b>25,800.41</b>	
			<b>231,657.19</b>
<b>Receipts</b>			<b>Balance carried forward to April 2017</b>
Receipts		241,150.34	Current a/c balance
			40,028.93
			Less Unpresented cheques
			6826 -11.50
			6870 -9.00
			6871 -7.00
			6875 -7.11
			6898 -2,530.00
			6900 -2,170.76
		<b>266,950.75</b>	<b>266,950.75</b>
I have examined the books, vouchers and other documents relating to the Darland High School Private Funds and in my view the above account gives a true and fair view of its transactions for the twelve months ended 31 March 2017 and of the balance in hand as at that date.			
Certified			
		Headteacher	Business Manager
Date		Signed	
			Auditor - xxxxxx name
			Address xxxxxxxx

### School Targets for 2017 - 2018.

Year group	Target Description	Target for total year cohort %	Target for FSM pupils %
Year 9	% of students achieving at least Level 5 in English	<b>98</b>	<b>100</b>
	% of students achieving at least Level 5 in Maths	<b>96</b>	<b>93</b>
	% of students achieving at least Level 5 in Science	<b>97</b>	<b>100</b>
	% of students achieving at least Level 5 in English, Maths & Science	<b>93</b>	<b>85</b>
Year 11	% of students achieving Level 2 Threshold	<b>82</b>	<b>84</b>

	% of students achieving Level 2 Threshold with English and Maths	<b>73</b>	<b>61</b>
	% of students achieving Level 1 Threshold (5 X A* - G GCSE or Equivalent)	<b>99</b>	<b>100</b>
	% achieving National Welsh Bacallaureate	<b>82</b>	<b>61</b>
	% 5A*-A	<b>18</b>	<b>8</b>
	% of students achieving Welsh 2 <sup>nd</sup> language	<b>72</b>	<b>62</b>
	% of students achieving Level 2 in English language	<b>72</b>	<b>61</b>
	% of students achieving Level 2 in Maths Numeracy	<b>76</b>	<b>84</b>
	% of students achieving Level 2 in Maths	<b>79</b>	<b>84</b>
	% of students achieving Level 2 in Science	<b>60</b>	<b>53</b>
	Average Capped 9 Points Score	<b>370</b>	<b>355</b>
Attendance whole school		<b>95.0</b>	

## **Governing Body Information**

The governing body is made up of the following people:

### **Local Authority Governors**

Cllr R Walsh (Chair)  
Cllr H Jones  
Mr I Edwards  
Mr M Perry

### **Community Governors**

Ms E Lacey (Vice-Chair)  
Mrs K Andrew  
Mr I Jones  
Mr M Jones  
Mrs K Matthias  
Mr Andy Taylor-Edwards

### **Parent Governors**

Mr B Chowdhury  
Mr P Daniel  
Mrs Y Davies  
Mrs G Nicholls  
Mrs V Roberts  
Mr H Roblin

### **Teacher Governors**

Mrs S Mann  
Mr E Winterbottom

### **Staff Governor**

Mrs D Adcock

### **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 email on [darlandclerk@outlook.com](mailto:darlandclerk@outlook.com)



**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.

**SLT – Senior Leadership Team**