**GOVERNORS' REPORT TO PARENTS**

**ON THE PAST SCHOOL YEAR: 2020 - 2021**

**INTRODUCTION**

The Governing Body is required to provide a report to parents each year and we are pleased to do so. Some of the material is included to meet statutory reporting requirements but there is additional information about the school, including changes in staff and curriculum and a record of achievements, both individual and collective.

The past school year has been another one that we are not likely to forget anytime soon. Once again, students, their parents and guardians, and the whole school staff had to adapt to a different way of working right from the start, having had only a few short weeks of the end of the previous summer term back in school. However, I am immensely proud and extremely grateful to the whole school community for the way in which everyone took to the changes and kept each other safe.

Some of the changes that were implemented to help reduce contact between people in school, such as one-way systems, staggered lunch and break times, and 100-minute lessons, have been very popular with both students and staff. Many of these changes have proved to work well and will be considered as part of the future developments.

As you know, normal GCSE and A-Level exams were again replaced with a different system of individual assessment and grading. I am grateful to school staff who spent a considerable amount of time and effort to ensure that each student got the grades that they deserved. Centre Determined Grades were very carefully assessed and scrutinized at a number of levels within the school using a variety of methods. I am pleased that the school results were very good, as usual, which is a testament to the hard work that students put in despite the difficult working environment.

The COVID-19 problem has not gone away even though we have become accustomed to living with it, so it is extremely important that we continue to do whatever we can to minimize the spread of the disease and the disruption to lives that it has caused and continues to cause. School activities are beginning to return to more normal ways, and it would be a great pity to have to bring these to a halt once again.

As always, I am also very grateful to my fellow members of the Governing Body for their support over the last year. Thanks to everyone for their dedication and commitment to helping run the school.

Jon Moorby

**INTRODUCING THE GOVERNORS**

**Term of Office Expiry Date of**

**Chair** **(Appointed annually)**

Prof. J Moorby Sept 2023

**Vice Chair (Appointed annually)**

Dr. A Williams Sept 2024

**Headteacher**

Ms. M Hughes N/A

**Clerk to the Governors**

Mrs. H Clements N/A

**Teacher Governors**

Mrs. K S Porter Nov 2024

Mrs. J J Elgood Nov 2024

**Staff Governo**r

Mr. J Kelsey Oct 2022

**Parent Governors**

Mr. P Williams Nov 2023

Mrs. A Machado Nov 2022

Mr. T O’Regan Nov 2022

Mrs. E Gagen Dec 2023

Mrs. M Pugh Jones Dec 2023

Dr. H Norris Nov 2024

**Community Governors**

Dr. A Williams Sept 2024

Mr. C Turner Nov 2023

Dr. R. Santer Nov 2024

Mr. N. Keith Nov 2024

**LEA Governors**

Prof. J Moorby Nov 2023

Cllr. C Davies May 2021

Dr. Ann Minchin Nov 2023

Mrs. S. Wildig Nov 2024

Any enquiries to the governors can be sent via Mrs Helena Clements, Clerk to the Governing Body Tel: 01970 621110 or email: hcl@penglais.org.uk

**SCHOOL IMPROVEMENT PLAN**

Starting September 2020 was entering the year of the unknowns. The main priorities for everyone in the school was to maintain the school as Covid-free as possible; keep everyone as safe as possible and to ensure students managed to learn well despite the situation. However, this was not without its challenges. The school maintained the strategic goals that we set in 2019 and I’m pleased that some progress was still made towards these despite the circumstances. The strategic goals are:

SG1: Develop a bespoke Penglais curriculum aspiring to excellence, supporting all students to achieve their individual potential.

SG2: Create a culture of lifelong learning, leadership and success for staff and students.

SG3: Develop an ethos of inclusion and wellbeing where students and staff feel happy, safe and valued.

SG4: Increase sense of pride in belonging to Penglais, contributing to local, national and global communities and cultures

SG5: Develop a physical environment and resources that support and inspire excellent teaching and learning.

Some changes that were made due to Covid have had a positive impact on progress towards these areas. For example, moving to a three -lesson day has supported the learning of students as well as its impact on everyone’s wellbeing, with many students and staff commenting on the calmness in the school. Staff also developed their ability to deliver lessons online, and these experiences will feed into the goals of developing the new curriculum as well as developing the ethos of inclusion.

Work did progress on the curriculum with all Areas of Learning trialling projects or learning with interesting outcomes. These were all evaluated and will feed into developments in the following year.

A large, and unexpected, piece of work towards the end of the Spring and start of the Summer term was to create Centre Determined Grades for students in Years 11, 12 and 13, once the decision was made by the Welsh Government not to hold the public exams. Leaders and teachers approached this with professionalism, and equal measure of robustness and support for students. This resulted in students being happy with their grades and all being able to progress into the next stage in their educational career. The process also allowed leaders and teachers to deepen their understanding of assessments which will further influence the new curriculum and the teaching and learning in the future.

In reviewing the key priorities for 2020-21 and setting those for 2021-22, we will take into account the positives that have happened over the last few months. We will also consider the impact that being out of school has had on students’ learning and wellbeing and implement any changes as necessary.

We have identified key priorities under each of these goals to address during the academic year 2021-22 in the School Improvement Plan. Progress made towards these targets will be carefully monitored by the SLT and Governing Body. The School Improvement Plan is available for parents to view and there is a summary on the school website. Parents wishing to receive a personal copy are invited to request one from Mrs Helena Clements, Clerk to the Governing Body at Penglais School, Waunfawr, Aberystwyth, SY23 3AW.

**FINANCIAL REPORT**

The school continues to manage its budget under difficult circumstances. The financial year has been impacted by Covid and having two terms of the financial year in lockdown, with the school closed completely for one of the terms. Some savings were made due to this and grants have been given by the Welsh Government to address the impact the lockdown had on students’ learning and progress.

Both of these factors left the school with a surplus of £614,591. A substantial part of this money is Welsh Government grants that have specific conditions attached to them. The Governing Body have agreed that the surplus should be spent according to the following priorities:

* Development of core skills (literacy and numeracy) across the school
* Supporting the emotional and social needs of students
* Supporting the development of the new curriculum
* Improving technological and physical environment for learning

**SETTING AND MEETING TARGETS**

Assessments in 2020-21 were Centre Determined Grades (CDGs) and the method of assessments were different to the usual end of year exams.

The main indicators for school performance are explained below:

**Key Stage 4:**

L1 Indicator Attainment of at least 5 GCSEs at A\*-G

L2 Indicator Attainment of at least 5 GCSEs at A\*-C

L2+ Indicator Attainment of at least 5 GCSEs at A\*-C (including English or Welsh 1st Lang and Maths)

Capped points score GCSE Average of the 9 best GCSE grades per student

The key indicators are as follows:

* L2+ increased from 67% to 71%
* Capped point score has declined slightly to 378
* A\*/A grades remained stable at 33%
* A\*-C grades remained stable at 79%
* English A\*-C grades improved to 78%
* Maths increased from 69% to 75% and Numeracy remained stable at 72%
* In Science 35% achieved at least 1 A\*/A, and 76% achieved 1 A\*-C, in line with last year

**Key Stage 5:**

L3 Indicator Attainment of 2 or more A Level passes

**Key Stage 5:**

The grades released for A-Level students this year were based on CDGs which led to a national increase in grades. This was reflected at Penglais with 52% of grades at A\*/A; 72% at A\*-B and 88% at A\*-C grades.

98% of students achieved 2 A Levels at grades A\*-E, 87% achieved 3 A Levels at A\*-C and 48% achieved 3 A Levels at A\*-A, showing a steady trend of improvement over three years.

As a school we are very proud of our students’ achievements during a particularly difficult year. The school is most grateful to the unrelenting hard work of our staff, the efforts of our students and the tremendous support of parents/guardians and governors

**STAFFING**

We said a sad farewell to the following members of staff left Penglais in 2020 - 2021

Mr Owen Bentley

Miss Sarah Gibbons

Mrs Hywela Evans

Mrs Corinne Williams

Mrs Vanessa Busson

Mrs Clare Donnison

Miss Natasha Hankey

Mx. Kate Gallon

Mrs Chelsea Williams

Mrs Cira Hague

Mrs Katie Evans

The following are the new members of staff that joined us in September 2021 to fulfil new and existing posts:

Ms. Helen Thomas

Mrs Alice Stroud

Miss Kelly Harper

Mr Dmitrii Bucicov

Mr Jason Retter

Mr Andrew Mercer

Mrs Nichola Barlow

Miss Weronika Tyniec

Mrs Hannah Evans

Miss Esther Asukile

Miss Helen Yates

**CURRICULUM CHANGES**

All students have access to a very broad and balanced curriculum through all key stages. In key stage 3 students have been following all core subjects along with humanities and creative. This has included Drama for all once a fortnight.

Throughout the curriculum, improvement of basic literacy and numeracy is fundamental. Many students have timetabled lessons where basic numeracy and literacy are the main focus. Other students are withdrawn from lessons in order to improve a specific need such as spelling. All schemes of work in Key Stage 3 are focusing more on literacy and numeracy following the statutory National Literacy and Numeracy Framework. In addition, each tutor group has followed a programme of literacy and numeracy on specific mornings every week.

In Key Stage 4, students could choose from three option boxes with a wide variety of subjects, including vocational, practical and academic. All students study the Welsh Baccalaureate giving all the chance to obtain a GCSE equivalent qualification.

In the Sixth Form we have again managed to maintain a wide range of subjects and have attracted many students to the school who wish to study a broad and interesting range of options. We are still able to offer all three modern foreign languages, social sciences and have large numbers of students opting for sciences and Maths.

**ADDITIONAL LEARNING NEEDS (ALN)**

The Additional Learning Needs department continues to provide support for students with a variety of additional needs. It comprises of the Learning Support Centre [LSC], Dyslexia and Skills Centre, Hearing Resource Centre [HRC] for Deaf and Hearing-Impaired pupils, Hafan, for emotional support and the English as an Additional Language (EAL) Centre. We have also been busy planning to launch a new room in September 2021 to support our students with Autism (ASD) and anxiety. We have called this resource base Y Caban. This resource has been designed to meet the increased needs of our students with ASD and those with anxiety.

There has been a lot of work going on in the background with regard to a new LSC building. Plans have been created and meetings are ongoing. This resource will allow us to extend our Life Skills provision to a wide range of students. We are looking forward to the new building and the great opportunities that this will bring for our students.

The team of Teaching Assistants (TAs) continue to work as a group to give invaluable in-class support to students and staff. They have provided both academic and emotional support in order to aid the transition back to school after the lockdown. Five TAs have been trained in Drawing and Talking therapy and they have been running support sessions with targeted groups of students. A group of TAs have also undertaken training in the intervention titled ‘Unearthing’ which looks at problem solving and building of resilience. This again has been run with targeted groups.

We have appointed a Level 3 TA who will work within the Year 7 team. She is currently undertaking intense training in developing her use of braille which will be invaluable moving forward in to the new academic year. This post will allow us to meet the needs of our students with visual impairments.

Our resource bases have continued to work in bubbles to protect our most vulnerable students. This has reduced the opportunity for input by mainstream curriculum teachers, however, the resource base staff have worked incredibly hard to make sure that all students who attended the resource bases were still able to access their curriculum whilst remaining in one base.

Students in the smaller supported class have continued to have timetabled skills lessons in both literacy and numeracy. They are seen by specialist staff and a range of programmes are used to address literacy needs. Other pupils who are struggling with aspects of literacy are seen for intervention by being withdrawn from lessons. We also offer a skills option in Key Stage 4. These sessions are used to support the delivery of GCSE options.

Whilst EAL does not formally fall under the remit of ALN (Additional learning needs), it forms part of the ALN department. The need for EAL support continues to grow. We have a diverse culture at Penglais with over 30 languages spoken by students. The EAL team continue to provide excellent support in the EAL base and also in lessons to ensure that our EAL students are well supported.

The ALN team have undertaken training in preparation for the new ALN Reform which will go live in September 2021. Students in Year 7 and Year 10, will move to the new system based around the development of an Individual Development Plan (IDP) from September 2021. Students with statements will not be part of the process in the first year of implementation.

The ELSA (Emotional Literacy support assistant) post has continued to be in great demand and has supported many of our students emotionally. We are still looking to extend our provision in this area.

**HEALTH AND SAFETY AND SCHOOL SECURITY**

Due to Covid restrictions the annual survey of the school was not carried out in 2020-21. Mr P Jones, Senior teacher with responsibility for buildings and health and safety co-ordinator has continued to work with Mr R Owen, site manager, and Ceredigion County Council Officers to continue to improve the health and safety and school security on site.

Since the Covid pandemic, we have introduced a one-way system in school and staggered break and lunchtimes. At the end of the school day, key stage 3 students are released at 15.10, with key stage 4 and 5 students at 15.15. These all help reduce the number of staff and students in an area at any one time and reduce face-to-face contact. Many other safety measures have been brought in, following full consultation with Ceredigion County Council Officers, and these include hand sanitisers on entry points to the building, hand sanitiser in classrooms, forward-facing tables in classrooms as well as use of face coverings and social distancing where possible.

Ceredigion County Council has agreed to fund a replacement building for the Learning Support Centre. Site meetings and discussions continued throughout 2020-21 and a contractor is now appointed for this project. There are some final changes to agree on, including heating and power supply. The school hopes that work will commence on this before Christmas.

Since November 2020 the school has been a ‘cash free’ school, with cheques and cash not now accepted in school. All payments are now made using the online ParentPay system. As at October 4th, 74% parents are signed up and have activated a ParentPay account.

The main boys’ toilet block on the ‘D’ Block corridor has been redeveloped over the summer break and into September. This has been a school priority and the Student Leadership Team were involved in the design for an open plan toilet block. The two urinals have been removed and 14 new cubicles installed in an open plan design. It is hoped these will be operational in early October.

The two PE outside changing rooms have been refurbished during the school closure. Additional ventilation has been installed, extra seating and coat hooks installed, both rooms and ceilings have been re-painted and the toilet and sink facilities replaced or renovated. The County Council has funded the replacement of lighting in the Sports Hall and this was completed over the summer break.

Repairs have been made to the roof over the music practice rooms and two of these rooms have been renovated. Further repairs have also been made to the drainage system in school.

A survey has been carried out of the concrete window frames, these were found to be structurally secure, and any loose parts have been chipped off. We are awaiting further news regarding the costs of replacements. The site manager has carried out major refurbishment of the outside classroom E12, including a new access door and repairs to windows and the roof.

The CCTV system in school has been replaced with more modern cameras. These now cover a wider area of school, especially at all major entrances to the site and into the buildings. The electronic front gates at school have worked well and now give us much better control over access to the site during the school day. This has been especially important since we have had staggered break and lunchtimes and designated outdoor areas throughout Covid. We have had specified year groups allocated to the tarmac bus area and the control of access given by the front gates has been very important.

We have continued to ask parents not to drive through the school site to drop their children off before school starts. We are grateful that most parents do not drive through the site in the morning, but we still have some driving through the site without permission and these present extra risks to others walking on site. We have maintained extra staff on morning duty to help manage vehicle flow.

We have had an increased problem with seagulls this year and we have purchased 25 seagull-proof litter bins to help reduce the litter on site and litter carried by seagulls. We have purchased 10 extra picnic tables and installed two new basketball goals through as identified for priorities with the Student Leadership Team, and we are still investigating where we can install some covered outdoor areas and a garden area for students. A hard-standing area has been installed by the sixth form centre for an outside area for sixth form students. We have supported an application to Welsh government funding to improve road safety at the front of school, on the Waunfawr road, and we are waiting to hear if these works will go ahead next year.

Since September 2013 it is a requirement that the school reports on its toilet facilities. At Penglais they are as follows:

D Block Corridor:

Boys 7 cubicles, 2 rows of urinals

Girls 11 cubicles

1 accessible cubicle

A Block toilets:

3 cubicles, 1 male, 1 female, 1 accessible

C Block toilets:

3 cubicles, 1 male, 1 female, 1 accessible

Learning Support Centre:

1 male cubicle

1 female cubicle

1 disabled cubicle

PE changing rooms (outside):

Boys 2 urinals, 1 cubicle

Girls 2 cubicles

1 disabled cubicle

PE changing rooms (inside):

Boys 1 cubicle

Girls 2 cubicles

1 disabled cubicle

Sixth Form Centre:

Boys 4 cubicles, 2 urinals

Girls 6 cubicles

1 disabled cubicle

Since the re-opening of school in June 2020, the toilet areas are cleaned several times during the school day and are fully cleaned at the end of every day.

**LIBRARY REPORT**

\*Reserve and Read Programme fully rolled out

\* Online Library TEAMS Page set up

\* Reading Boost Programme for Year 7’s started in the summer term

\* Reading for Pleasure campaign delivered to Year 10 in English lessons

\*Reading lists updated

\*Continued active support in English KS3 Lessons

Review

The Reserve and Read Programme which is the link to Penglais Library online has been rolled out to all year groups. This means they are able to log on to the library from home to browse the books and resources and to reserve a book if desired.

Book borrowing figures have increased by 3.5% for the period 1st September 2020- 30th July 2021 compared to the same period the previous year. This is an incredible achievement bearing in mind that the Library was closed to general student population in the autumn term. We then entered another lockdown period from December until April 2021. Even in the summer term the Library was not open for general student use during break and lunchtimes. Books could be reserved online and then delivered to students in form, or collected via previous arrangement.

The Year 7 students had to have their Library inductions carried out in Welsh Bac classes in classrooms as the Library was not open at that time due to the risks from Covid 19. This unfortunately had a significant detrimental impact on the Year 7 borrowing figures which decreased by 57% compared to the previous year. Year 8 borrowing figures suffered a slight decrease of 4.5%.

However, Year 9 and 10 figures greatly improved due to the introduction of a Reading for Pleasure Campaign which was run in the English Lessons. This involved the Librarian attending English Lessons to talk about reading for pleasure and book choices. Year 9 borrowing figures increased by 69% and Year 10 figures increased by 930% compared to the previous academic year; which is staggering. This reflects the impact that a good relationship between the Library and English department can have together with promoted Reading Campaigns. The figures also show how crucial it is to engage years 7 and 8 through Library Inductions and further reading schemes in Year 8. In summary, borrowing has increased in this academic year despite the Library being closed for general access.

A Reading Boost Programme was started in the summer term to focus on those Year 7 students who could benefit from an extra boost. These students were selected as students who have just under average reading scores but are receiving no other form of intervention. This programme seemed to be popular and worthwhile and there is an aim to continue the Librarian’s involvement in reading interventions in the next academic year.

The Librarian continued to support students in KS3 English lessons on a daily basis in the classroom. Assistance is given to less able students with English skills including grammar, punctuation and spelling.

Recommended reading lists were updated for Years 7, 8, 9, 10 and 11 during the second lockdown to encourage reading at home.

The Library created Penglais Library and Book Club on TEAMS, available to all students and staff. This was to increase the visibility of the Library during lockdown. It contains links to free online books, book reviews, recommendations, activities, suggestions page, resources and Librarian is Reading content.

The Library budget stands at £2,500. Nearly half of this pays for the Library Management System. 836 new resources and books have been added to the Library in the academic year. Some of these books have been donated by parents and local contacts or won by the Librarian.

A large selection of new fiction books has been purchased in this financial year to ensure the Library has good quality, up to date stock.

Alongside this the Librarian has contacted all subject leaders to request lists of any recommended books or topic areas. This will ensure that the Library reflects the current learning content of the Curriculum.

Various library events were run on a virtual or digital basis this year including Harry Potter Day and World Book Day. Harry Potter Kahoot and literature quizzes were set up the Librarian on Kahoot and delivered digitally to Year 7 form groups.

World Book Day tokens were distributed to all students via Parentmail and the school newsletter. Summer Reading Challenges were also set by the Library.

In the summer term the Librarian commenced a Year 7 recognition scheme where Year 7 students could be nominated by school staff to be acknowledged for recognition. This could be an act of kindness, being polite, punctuality or effort. The selected students were then rewarded with a golden lunchtime in the Library where they could participate in various activities. This was the only way the Library could be used by students at lunchtime as it was still closed for general use. The students selected were very happy to be part of the recognition scheme.

The academic year has again been a hard one for the library due to lockdown and strict regulations thereafter. The aim for the next academic year is to be able to re-open the Library in safe conditions and to provide students with direct access to the resources.

The Library will continue to encourage students to read and borrow books, with this hopefully being reflected in next year’s figures. The Librarian will continue to deliver Reading Boost and Reading Intervention programmes and roll out reading campaigns across the school.

**ATTENDANCE**

In the last academic year, the attendance figure for Years 7-11 was 92.1%. Attendance rates for our eFSM students was at 85.9%. The impact of the pandemic was obvious. Until the October half term, absences were coded according to traditional codes – so if a child was ill or self-isolating then they were counted as being absent. After the half term there were new codes introduced by the Welsh Government that did not affect attendance rates. This did impact the attendance rate at the start of the school year. There was also the impact of those students who did not return straight away and whose parents were still concerned about sending their children to school after we re-opened the site.

Our current whole school target remains at 95% and in order to achieve this target we will continue to reinforce current good practice within Penglais as well as using a number of strategies to reach our target. However, we are aware that the impact of Covid may be ongoing.

The main strategies used to date to raise the level of attendance in Penglais are:

* Assistant Headteacher with responsibility for attendance meets with both the KS3 and KS4 Education Inclusion Officers (EIO) and the Attendance Officer weekly.
* school intervention to any student below 95% attendance (letter, meeting etc.)
* non-authorisation of attendance for students below 95% attendance
* early LEA intervention – at 85% in line with the other schools
* attendance of eFSM students is currently a focus for the EIO team at the Local Authority
* Assistant Headteacher with responsibility for attendance attends termly Link Teacher meetings to discuss initiatives and data with other Ceredigion schools and the EIO team.
* LEA letter for any parents that take their child on a holiday (>5days)
* bespoke educational packages to students at risk of exclusion

During the last academic year, the EIOs focussed on engaging students in online learning and supporting families during the site closure and when we returned to school. The process of fining etc was suspended during lockdown. This has been reintroduced now that the school site is open and students are expected to be learning on site.

In the weekly meetings the team look at trends and ensure appropriate early intervention. At these meetings students with poor attendance are discussed, appropriate intervention put in place and those who meet the criteria are referred to the LEA. School will invite the parents to a meeting with the EIO and HOY as a preventative and supportive measure in the first instance. If appropriate, referrals will be made to the School Nurses Team and/or the county legal department. When attendance does not improve, this will lead to further meetings with the involvement of appropriate outside agencies. Under normal circumstances the school can then decide on applying for a Penalty Notice to be served should the attendance not improve. Students who have been absent due to Covid, where the school have been informed of this, do not risk being fined.

An early intervention approach has been used in the last few years very successfully with the EIOs. When attendance remains poor but does not meet the criteria for a formal referral, the EIO will come into school to meet parents, or staff will go to the student’s home. In nearly all cases attendance improved significantly and with immediate effect which has been sustained. On transition from Year 6 to 7 the Senior Leader will usually meet with parents in the primary school setting along with the primary school’s EIO in order to emphasise the need for good attendance and to address any possible issues as early as possible. This was not possible in the Summer of 2021.

The school has continued to raise the profile and importance of attendance. In the Form Tutor Protocol, the form tutor is expected to discuss attendance regularly and to discuss reasons for absence. Regular league tables are published and presented to form tutors and placed on year group noticeboards, along with lists of those students with 100% attendance. Currently in Years 7 and 8 there is a “League Table” of attendance running with each class. Heads of Year stress the importance of attendance regularly in assemblies. School reports to all students usually include a figure, a comment and information of the level of appropriate attendance. Again, this was not included last year due to Covid.

**BEHAVIOUR**

At the start of the academic year 2020-21 we adapted the Positive Behaviour and Reward Policy to accommodate changes to the school day and to give guidance to staff on the impact Covid-19 might have on behaviours. Some rules had changed, e.g. the one-way system and year group bubbles. Staff were given training on the new expectations at the start of the academic year and this was also reflected in the first tutor session in order to explain the changes to students. We were aware that the new 100-minute lessons would need to be considered in the behaviour policy. For this reason, we added a step at C2 which would mean that the student could go for a walk or have a chat with a member of the Student Services Team before returning to the lesson. We noticed that in the first half term there were issues with a few students finding the Year group bubbles difficult. However, by the second half term there were very few issues raised regarding the new school rules. We continued to use restorative practice as the basis for all conversations regarding behaviour issues. The form tutor protocol continued to be used and extra time given to tutors to check in with students and help their wellbeing – encouraging the building of these supportive and positive relationships.

The work of the Inclusion Faculty (Y Bont) in school continued to expand – and had an impact on the behaviour of individuals, allowing them to access personal curricula. The main purpose of the Bont facility being set up in school originally was to prevent exclusion and to house our more vulnerable learners. This has developed into a provision-based centre for alternative curriculum. Staff in Y Bont are proactive with regards to behaviour management and provided support to students in class to evaluate and understand student responses/triggers and behaviours.

In the last academic year Encil was again used as an alternative to exclusion and, as a result prevented a number of possible exclusions from occurring.

Hafan continued to support students with emotional needs and prevents the possibility of further incidents involving these students leading to disciplinary sanctions.

During the period of online school, staff did not use Classcharts to record praise but Heads of Year sent postcards to praise good work. When school was onsite staff continued to use the Classcharts software to identify First Five in the classes (those students who are the first five who should have first attention). They are also using it to create seating plans which have a positive effect on classroom management and is vital in identifying close contacts. The software is also used to record positive behaviour and praise. Students are able to collect green points which are positive and reward them for meeting and exceeding expectations. Students can also collect red points for negative behaviours - C1 (warning/ choice), C2 (thinking time/ chance) and C3 (action/ consequence). Only students with a C3 are removed from the classroom and there are further consequences to this. Parents are informed of positive and negative behaviour via the Classcharts app and this has led to better parental involvement and understanding.

**WELSH LANGUAGE POLICY AND WELSH ETHOS**

The school continues to implement the County Language Policy. The school’s agreed policy is as follows:

The school takes pride in continuing to develop a distinctive Welsh ethos and in affirming its commitment to bilingualism.　 Linguistic continuation and progression between key stages is recognised.

As a school we provide:

* Welsh medium registration groups in each year group who have their form period time
* All students are either taught Welsh first language or Welsh second language depending on their programme of study in Key Stage 2.

Examination courses in Key Stage Four and in the Sixth Form will, with the exception of Welsh, be conducted through the medium of English.

**STUDENT LEADERSHIP TEAM**

The Student Leadership Team (StLT) is formed by representatives from each year group from Year 7 to 12 and the Head Boy and Head Girl from Year 13. There are also representatives from the Hearing Support Centre, Learning Support Centre and Young Carers. Prefects (year 13) are invited to join the meetings if there are items on the agenda that are relevant to their role. The StLT have utilised digital communication effectively this year, meeting regularly on Teams in order to avoid mixing year groups.

During 2020-21 the StLT have focused on embedding the StLT structure and systems, raising the profile of the StLT across school and listening to the views of all students. They have reviewed school policies, developed and run fundraising activities and worked with Mr Jones to improve the school environment for all students. The confidence and maturity of all members of the team is a credit to them.

The StLT members and year 13 prefects, directed by the Head Boy and Head Girl, planned and organised two successful fundraising events this year; a Children in Need own clothes day and the production and sale of the Penglais School Calendar 2021. Both of these activities involved a lot of teamwork, problem solving and resilience. The money raised from the calendar has contributed to the acquisition of outdoor seating for students.

The year 12 representatives have concentrated on improving communication with all years by utilising the digital screens around the school for messages, updating the StLT noticeboard and generating articles for Llais Penglais. They have organised and produced assemblies in collaboration with the other representatives of the StLT. They have proven to be a sensible but important voice in StLT meetings and have helped to strengthen links between the sixth form and the rest of the school.

The StLT and the environment prefects have worked with Mr Jones to improve the school environment and have held meetings to make key decisions on improvements to the boys’ toilets, outdoor seating and installation of basketball hoops on the courts. It has been good to see these plans come to fruition.

The StLT have thoroughly reviewed and provided detailed feedback on the Rewards and Kindness Policy and the structure and timing of the school day for 2021-22. They continue to represent young people in Aberystwyth on the Old College redevelopment.

The StLT meetings have enabled a positive discussion of issues that students would like to see addressed in school. An example of this would be the request for teaching of personal finances, development of cultural diversity in the curriculum and making indoor spaces available at lunchtimes and breaktimes. These issues are raised with the Senior Leadership Team and relevant staff. It is hoped that there will be more time in school this year so that these areas can be worked on and developed.

The 2021 School Survey results regarding the StLT have been analysed. Whilst the results show some improvement in the recognition of the role of the team and the impact they have had, the StLT would like to see further improvements. The StLT meetings have been used to discuss and make decisions on the way forward. Form groups have been asked to discuss what they would like their student leadership team to focus on in the future, in order to improve the ‘Penglais experience’. The feedback from forms will be used to develop the 2021-22 StLT action plan.

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**SPORTING ACHIEVEMENTS**

Due to Covid restrictions, ‘Girls Crew’, Ceredigion Actif Competitions and the Young Ambassadors scheme weren’t able to run last year.

**Basketball:**

Alex Hammel has been selected for Wales U15 Basketball Team and is in his 5th year of being selected for Wales.

**Football:**

**Welsh Schools Cup competition postponed.**

**The U13 girls’ Ceredigion Team.**

Lily Moralee-Hugheswas selected for the County team.

**North Wales Elite Team**

Carys Pugh-Jones continues to train and play competitive matches for this squad.

**Hockey:**

Ruadhán O’Regan has recently been selected to play for Wales at U16s and travelled to Northern Ireland to play in a 3-day International test series against Ulster. The U16s is a newly formed squad and this was their first match played as a team. Despite conceding in this test series, the team gained tremendous experience and came away with drive and determination for the forthcoming tests against England and Scotland.



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**Golf:**

**Aberystwyth’s Logan Scherpe has been selected for the Wales Golf U15/U16 squad for 2021/2022 season.**

Logan Scherpe’s (Year 9) selection to the Wales squad follows a string of impressive results, including his high placing at the prestigious Reid Trophy and his recent second place in the Welsh U14.

Logan currently plays off a one handicap and is the highest ranked U14 player in Wales. On his selection Logan said: “Since I was nine I had the dream to one day play for Wales. I can’t express how much it means to have achieved this milestone and I am very much looking forward to the challenge ahead.

**Rugby**

Mason Lees, a former year 11 student, has been signed by Scarlets West to their Academy for the coming season. Scarlets have made a long-term commitment by signing Mason from the Scarlets U16 age-grade squad on the basis that he has shown an abundance of potential over the last year.

**Disability Sport:**

Kai Hamilton Frisby played in the School Games 2021 Wales Wheelchair Basketball 3x3. He is currently training for the Commonwealth Games Wales Wheelchair Basketball Team. Selection will take place November 2021.

Jac Sheehan a student in Year 9 won 3 gold medals at the Welsh Athletics meet in Warwick in all three throwing events (discus, javelin and shot).

**COMMUNITY SERVICES GROUP**

Due to Covid restrictions the Sixth Form students were unable to carry out their usual activities. There were however individuals who supported members of their local community with a wide range of activities from befriending people who felt alone to shopping for the elderly or those isolating. The online meetings with Dr Sue Fish and Dr McKeogh continued, with our prospective medics receiving excellent support and advice on how best to prepare for an application to medical school.

**WORK RELATED AND ENTERPRISE EDUCATION**

Due to COVID restrictions PC Hannah Evans delivered the PSE sessions via Teams so that all the School Beat sessions could still be taught to the students. Year 7 had sessions with PC Hannah Evans for PSE: Thinking About Drinking and Sexting. They covered alcohol abuse, using mobile phone and internet responsibly and drugs education.

Year 8 covered sexual exploitation on the internet and social media during the session ‘Look Who’s Talking’ with PC Hannah Evans also.

Year 9 also had a session with PC Hannah Evans on Sexual Exploitation and Domestic Abuse.

On Thursday 3rd December 2020 all our students in years 7, 8 and 9 took part in an online Show Racism the Red Card Hate Crime workshop as part of a Welsh Government / WLGA project. The aims of the sessions were:

* To educate young people about the causes and consequences of racism and to explore the various forms racism can take.
* To empower young people to challenge racism in the communities in which they live, providing them with relevant knowledge and information to enable them to do this.
* To help young people prepare to play an active role as citizens in an increasingly multi-cultural society.
* To enable young people to develop good relationships and respect the differences between people, regardless of their ethnicity, faith, culture or nationality.

During the second lockdown we also held an online creative competition for Show Racism the Red Card. Categories included:

* Clothing Design - Year Groups 7&8
* Clothing Design - Year Group 9+
* Poster Design - Secondary Education
* Creative Writing
* Digital Media
* Special Category

We had forwarded our 3 chosen entries onto to the judges. Unfortunately, none of them were successful, however we thank all the students for their hard work and efforts.

Due to Your Future Your Choice and the Ceredigion Careers Festival not being able to go ahead this year, Careers Wales produced an interactive digital arena for the students in Year 9. There are stages covering topics from employability skills and student finance to making the most of the sixth form. There were tips and tricks on starting a new job, how to succeed in an apprenticeship or even becoming your own boss. There was also advice on what young people can do if they struggle with their confidence, and they were able to speak to a careers adviser for more support using the live chat facility. This helped the students consider HE/FE courses and the importance of subject choices moving into year 10. The Entrepreneur groups explained their career paths to where they are today. They also explained how they set up their business including costs / customers / marketing / budgeting / funding / advantages and disadvantages of being self-employed. Coleg Ceredigion showed the students the opportunities they had in college.

The Careers advisor from Careers Wales also held sessions for the students to start their profiles on the Careers Wales website and they also did a job matching quiz to find out what their skills and interests were best suited for. This was done through IT lessons via Teams with Year 9 classes.

Business Class – Penglais School are partnered with Aber Instruments as part of Business Class. Business Class is a Business in the Community programme, delivered by Careers Wales that creates effective, mutually beneficial and collaborative partnerships between businesses and schools.

Business Class provides an effective and proven model for the school to partner with a business such as Aber Instruments to create an effective environment for learners and to benefit the whole school. It works by concentrating on five key features: being needs-led; promoting collaborative working; being holistic; ensuring it is long term and that the employer and school are dedicated to the partnership.

Careers Wales also works with students on an individual basis to offer one-to-one support. It has a remit from Welsh Government to work with ‘young people 11-18 who are in greatest need of Careers Information Advice and Guidance (CIAG) with particular emphasis on providing support to these individuals at key transition points on an individual basis’.

The provision for PSE and Work-related Education (WRE) is also run throughout the Wellbeing Tutor Time program. The topics for each week relate to the PSE and WRE audit and any event that is coming up specific to the year group.

We were very fortunate to be given a grant towards the First Give programme from the Worshipful Livery Company of Wales. After the second lockdown when we returned to Penglais, the Year 8 students started on their First Give initiative. The students were shown the remote assembly and started to get ideas for the charities they would like to support. This generated a lot of good discussion and it was very positive as a form tutor as we got to know more about our students and the things that meant a lot to them.

The tutor groups split themselves up into smaller groups to research local charities and social issues in our local community, before presenting their chosen charity to the whole group. Some had chosen the charity because it had helped them or a member of their family, some had chosen the charity as it was an issue they felt was very important in the community. The charities chosen by the Year 8 tutor groups were: 8TAH Care Society, 8DLL Care Society, 8EIE The Wallich, 8JJB Mind, 8SEV Tenovus, and 8FLB Nibbles.

After the charities were chosen, the groups started to work on their social action and presentations. 8 SEV had a 'wear something red' day and sold wrist bands for their charity. The other tutor groups have been working with their charities to create their presentations. 8DLL and 8TAH had an online meeting, 8FLB have been emailing Nibbles and they have had gifts sent in the post, including rabbit's teeth!

The groups prepared their first presentation for feedback from the First Give team, we had all sorts of different presentations from role play to musical instruments! It was great to see the students taking ownership of their work and working independently.

After they received the feedback the students wrote down the points they needed to improve or consider. Although it was only one group from each tutor group who were now presenting, it was great to see all the students working together to create the final presentation. The filming took place and the students were keen to take control of this work and use all the points to make the presentations a success.

We submitted our final presentations during the final week of school for judging. We watched the remote final together on Teams so the students could see the final video of all the presentations and the winner announced. The winning tutor group was 8SEV and Tenovus who won £1000. The tutor group are still to decide what to do with the £25 from the Livery Awards Committee, and they will decide when they return to school in September. We are looking forward to next year!

**MUSIC DEPARTMENT**

It has been a very busy year in the music department, with an emphasis on inclusivity. The department is currently attracting a broad range of students through its doors each week; as the various extra-curricular activities restart in October 2021, this momentum looks set to continue to grow.

Four of our students represented the school nationally over the Summer, by singing in the National Youth Choir of Wales – a huge achievement. The pupils are Tesni Jenkins, Lucille Richards, Lucy Johns & Matilda Kirk.

Yolanda Baron (Y12) also represented the school at a national level, taking a leading role in a British Youth Music Theatre residency in Ipswich over the Summer. She participated in a run of shows for the brand new musical ‘Babies’ at the New Wolsey Theatre. This again is a huge achievement, having won a place in the cast despite competition from across the UK.

Continuing the theme, six of our students auditioned to take part in the ‘Music Futures’ project, run by National Youth Arts Wales. Only twenty students from Wales took part; six were from Penglais. The students involved were Alys Jones (Y9), Charlie Driver (Y13), Lucy Johns (Y13), Matilda Kirk (Y13), Heledd Davies (Y12) and Rhys Jones (Y12). They took part in a series of digital residencies and workshops from February to May, before taking part in two days of recording at Aberystwyth Arts Centre in July 2021. The mentors for the course commented on the professionalism of our students, as well as their high musical ability.

During 2020-21, the department continued with an online weekly version of “Talking Shop” where professional musicians answer questions from GCSE and A Level musicians at Penglais. A highlight was having questions answered by violinist Nicola Beneddetti and percussionist Dame Evelyn Glennie, amongst others.

Another highlight of 2021 was the online St David’s Day online concert. This featured messages of goodwill from professional musicians across Wales, including John Rutter CBE, members of ‘Calan’ and more. Kirsty Williams MS also recorded some words of encouragement for Penglais students, which featured in the concert. Local primary schools were also involved. Parental feedback from this online event was that it was one of the best that we have done during the various lockdowns.

The department continued to run a series of online concerts throughout 2020-2021. A recent innovation is the ‘Classroom Concert’, showcasing online what students do in KS3 lessons.

In the Summer of 2021, the department ran a series of Transition Concerts for local primaries. This involved providing a Year 7 House Band for ‘live’ events in the hall, as well as running bespoke 60-minute sessions for individual Year 6 classes via Teams too. We also facilitated a Q&A session with Year 7 musicians.

Back in 2020, Côr Penglais was also one of only eight choirs in Wales to get through to the final of the Wales Youth Choir Competition run by Côr Meibion Pontarddulais. This was to be held in the Great Hall in Swansea University in April 2020, but was obviously cancelled. We have been invited to the rescheduled event, and are hopeful that this will go ahead in April 2022.

Back in 2020, we were also due to take three ensembles to the International Eisteddfod in Llangollen; two to compete, and one to perform on the entertainment stage. We were the only school in Wales to compete in the two categories. Our entrance has been held over, so we are again hoping to attend in July 2022.

Back in 2020, five Penglais ensembles also reached the regional round of the Music For Youth competition in Bridgend. Our entrance has been held over, so we are hoping to attend in March or April 2022 if the event goes ahead.

The Penglais choir have also been invited to sing at the Senedd for St David’s Day 2022. This is on the strength of our performance there back in March 2020, just before the first lockdown. We hope to be able to take one of the choirs to sing there in March 2022, either as a day-trip or (as in 2020) as an overnight stay at the Urdd accommodation in Cardiff Bay.

Jon Moorby

**CHAIR OF GOVERNOR**

**Penglais School Examination Officer’s Report 2021**

Summer 2021 exams did not take place due to Covid 19. The school was closed from the week before Christmas until two weeks before Easter, during this time all lessons continued online. Centres submitted centre determined grades based on work students completed. The results in this report are provisional, and not yet confirmed by Welsh Government.

**GCE EXAMINATION STATISTICS**

There were 119 students on roll in Year 13 on PLASC day (20/04/21)

(55 boys and 64 girls). 112 were entered for 2 or more A Levels and 107 for 3 or more A Levels.

**Table 1: Penglais School A2 Level performance in 2021 – Year 13 Students**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Total entry** | **A\*** | **A** | **B** | **C** | **D** | **E** | **U/X** |
| Art | 6 | 1 | 0 | 0 | 4 | 1 | 0 | 0 |
| Biology | 45 | 11 | 14 | 11 | 7 | 1 | 1 | 0 |
| Chemistry | 38 | 7 | 11 | 8 | 7 | 4 | 1 | 0 |
| Design and Technology | 13 | 5 | 3 | 2 | 2 | 0 | 1 | 0 |
| English Literature | 18 | 1 | 9 | 1 | 4 | 3 | 0 | 0 |
| Geography | 28 | 8 | 12 | 1 | 3 | 3 | 1 | 0 |
| Health and Social Care | 9 | 0 | 4 | 3 | 0 | 1 | 1 | 0 |
| History | 24 | 12 | 3 | 5 | 2 | 2 | 0 | 0 |
| ICT | 6 | 0 | 0 | 4 | 1 | 1 | 0 | 0 |
| Mathematics | 30 | 18 | 6 | 1 | 2 | 1 | 1 | 1 |
| Mathematics Further | 7 | 4 | 1 | 0 | 1 | 1 | 0 | 0 |
| Media Studies | 10 | 0 | 2 | 2 | 4 | 0 | 2 | 0 |
| Music | 3 | 0 | 2 | 1 | 0 | 0 | 0 | 0 |
| PE | 7 | 3 | 2 | 0 | 2 | 0 | 0 | 0 |
| Physics | 20 | 4 | 10 | 2 | 1 | 2 | 1 | 0 |
| Psychology | 44 | 11 | 14 | 10 | 8 | 0 | 0 | 1 |
| Sociology | 18 | 4 | 5 | 4 | 3 | 2 | 0 | 0 |
| Spanish | 5 | 1 | 3 | 0 | 0 | 1 | 0 | 0 |
| WBQ Skills Challenge | 114 | 11 | 30 | 35 | 19 | 4 | 9 | 6 |
| Number of grades\* | 445 | 101 | 131 | 90 | 70 | 27 | 18 | 8 |
| % of Total\* |  | 22.70 | 29.44 | 20.22 | 15.73 | 6.07 | 4.04 | 1.80 |

**Table 2: Advanced Welsh Baccalaureate**

|  |  |  |
| --- | --- | --- |
| Entry | Pass | Fail / Work not submitted |
| 92 | 86 | 6 |

**Table 3: Sixth Form BTEC results by subject. (Only Level 3 subjects count towards Level 3 threshold: Certificate = 1 AS grade, sub diploma = 1 A2 grade)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Distinction\* | Distinction | Merit | Pass | Unclassified |
| Business Level 3 Sub Diploma | 2 | 1 | 1 | 2 | 0 |
| Travel and Tourism Level 3 sub diploma | 5 | 1 | 1 | 0 | 1 |

**Table 4 : Penglais School AS Level performance in 2021 – Year 12 students**

There were 142 students on roll in Year 12 on PLASC day (20/04/21)

(68 boys and 74 girls). 126 were entered for 2 or more AS Levels, 104 for 3 or more AS Levels and 22 for 4 or more AS Levels.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Total entry** | **A** | **B** | **C** | **D** | **E** | **U/X** |
| Art – Art & Design | 7 | 4 | 0 | 3 | 0 | 0 | 0 |
| Art - Photography | 2 | 0 | 1 | 0 | 0 | 1 | 0 |
| Biology | 39 | 12 | 12 | 9 | 4 | 2 | 0 |
| Chemistry | 40 | 10 | 8 | 9 | 5 | 6 | 2 |
| D&T Product Design | 18 | 9 | 4 | 2 | 3 | 0 | 0 |
| Drama | 4 | 0 | 2 | 0 | 1 | 0 | 1 |
| English Literature | 18 | 8 | 3 | 7 | 0 | 0 | 0 |
| French | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| Geography | 22 | 9 | 8 | 2 | 2 | 1 | 0 |
| Health and Social Care | 12 | 8 | 3 | 1 | 0 | 0 | 0 |
| History | 31 | 14 | 9 | 5 | 3 | 0 | 0 |
| ICT | 4 | 0 | 1 | 3 | 0 | 0 | 0 |
| Mathematics | 35 | 19 | 3 | 4 | 3 | 5 | 1 |
| Mathematics Further | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Media Studies | 31 | 4 | 10 | 8 | 6 | 0 | 3 |
| Music | 10 | 7 | 2 | 0 | 0 | 1 | 0 |
| PE | 14 | 2 | 4 | 4 | 1 | 1 | 2 |
| Physics | 14 | 5 | 3 | 4 | 1 | 1 | 0 |
| Psychology | 46 | 17 | 16 | 8 | 1 | 3 | 1 |
| Sociology | 31 | 9 | 10 | 7 | 3 | 1 | 1 |
| Spanish | 7 | 4 | 2 | 1 | 0 | 0 | 0 |
| Number of grades\* | 388 | 144 | 101 | 77 | 33 | 22 | 11 |
| % of Total\* |  | 37.11 | 26.03 | 19.85 | 8.51 | 5.67 | 2.84 |

**Table 5: Year 12 BTEC results by subject.**

In Year 12 students complete the Level 3 certificate, this is equivalent to one AS level. In Year 13 they should move on and complete the subsidiary diploma – this is equivalent to one A2 level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Distinction\* | Distinction | Merit | Pass | Unclassified |
| Business Level 3 Sub Diploma | 1 | 4 | 8 | 3 | 2 |
| Travel and Tourism Level 3 sub diploma | 6 | 0 | 5 | 4 | 3 |

**GCSE EXAMINATION STATISTICS**

**Table 6: Examination results at GCSE by subject**

There were 184 students on roll in Year 11 on PLASC day (20/04/21)

(104 boys and 80 girls)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Entry** | **A\*** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **U / X** |
| Art | 32 | 9 | 3 | 9 | 5 | 2 | 4 | 0 | 0 | 0 |
| Biology - Triple | 31 | 14 | 10 | 3 | 3 | 1 | 0 | 0 | 0 | 0 |
| Business | 27 | 3 | 8 | 6 | 4 | 4 | 2 | 0 | 0 | 0 |
| Chemistry - Triple | 31 | 14 | 5 | 9 | 2 | 1 | 0 | 0 | 0 | 0 |
| Cymraeg | 40 | 0 | 2 | 7 | 18 | 9 | 0 | 3 | 0 | 1 |
| Drama | 9 | 3 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 |
| DT Product Design | 61 | 14 | 14 | 21 | 2 | 4 | 3 | 1 | 1 | 1 |
| English Lang | 180 | 19 | 42 | 43 | 40 | 17 | 10 | 5 | 3 | 1 |
| English Lit | 161 | 15 | 35 | 40 | 33 | 24 | 6 | 2 | 5 | 1 |
| Food - hospitality | 14 | 2 | 1 | 4 | 3 | 2 | 0 | 2 | 0 | 0 |
| Geography | 58 | 24 | 10 | 12 | 9 | 2 | 0 | 0 | 0 | 1 |
| Health & Social | 27 | 6 | 5 | 3 | 6 | 5 | 2 | 0 | 0 | 0 |
| History | 53 | 22 | 10 | 16 | 4 | 1 | 0 | 0 | 0 | 0 |
| ICT | 22 | 5 | 8 | 1 | 3 | 2 | 2 | 0 | 0 | 1 |
| Mathematics | 179 | 24 | 20 | 45 | 44 | 8 | 11 | 11 | 8 | 8 |
| Maths Numeracy | 180 | 41 | 9 | 74 | 14 | 10 | 11 | 10 | 7 | 4 |
| Music | 16 | 7 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 0 |
| PE Full course | 41 | 9 | 9 | 9 | 3 | 6 | 3 | 1 | 1 | 0 |
| Physics - Triple | 31 | 13 | 7 | 3 | 6 | 1 | 1 | 0 | 0 | 0 |
| Science (Double 1) | 139 | 30 | 21 | 26 | 31 | 10 | 9 | 2 | 8 | 2 |
| Science (Double 2) | 139 | 21 | 18 | 20 | 39 | 15 | 8 | 8 | 8 | 2 |
| Spanish | 25 | 7 | 5 | 5 | 3 | 2 | 2 | 1 | 0 | 0 |
| Welsh 2nd Language (full) | 128 | 12 | 9 | 17 | 26 | 17 | 12 | 16 | 9 | 10 |
| Total | 1624 | 314 | 256 | 378 | 302 | 144 | 86 | 62 | 50 | 32 |
| % of Total |  | 19.33 | 15.76 | 23.28 | 18.60 | 8.87 | 5.30 | 3.82 | 3.08 | 1.97 |

**Table 7: Mandarin results**

Mandarin is with the exam board AQA. This is an English exam board, and results are reported on a number scale from 9 (top grade) to 1 (bottom grade)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U |
| - | 3 | 1 | - | 1 | - | - | - | - | - |

**Table 8: Enterprise & Marketing Cambridge National**

This Year 11 course is with the exam board OCR. This is an English exam board, and results are reported either at Level 2 (Distinction \*, Distinction, Merit, Pass) or Level 1 (Distinction, Merit, Pass). All grades at Level 2 are worth more than a Level 1grade.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| D\* | D2 | M2 | P2 |  | D1 | M1 | P1 | U |
| 2 | - | 6 | 1 |  | 2 | 1 | - | - |

**Table 9: Welsh Baccalaureate**

Pass is either at National (equivalent to A\*-C) or Foundation (equivalent to D-G)

|  |  |  |  |
| --- | --- | --- | --- |
| Entry | Pass  National | Pass  Foundation | Fail / No work submitted |
| 163 | 125 | 35 | 3 |

**Table 10: Skills Challenge**

This is graded A\* - C, and then P\* and P

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Entry | A\* | A | B | C |  | P\* | P | U |
| 163 | 3 | 28 | 60 | 51 |  | 13 | 5 | 3 |

**Table 11: Engineering – Level 2 Diploma in Engineering Technologies**

This is the first year of this engineering course, and is graded from distinction, merit, pass. These are worth the equivalent of 2 grades A\*-C.

|  |  |  |  |
| --- | --- | --- | --- |
| Distinction | Merit | Pass | U |
| 3 | 7 | 3 | 3 |

**Table 12: Year 11 BTEC results**

Several pupils on alternative curriculums now follow some BTEC courses out of school. (GCSE equivalent is shown in brackets)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject | Distinction\* | Distinction | Merit | Pass | Equivalent |
| Level 2 Award in Home Cooking Skills | 0 | 0 | 0 | 2 | 0.5 (A\*-C) |
| Level 1 Extended Certificate in Vocational Studies | 0 | 0 | 0 | 5 | 2 (D-G) |
| Level 1 Diploma in Vocational Studies | 0 | 0 | 0 | 6 | 2 (D-G) |
| Level 1 Certificate in Land-based studies | 0 | 0 | 0 | 1 | 0.5 (D-G) |
| Level 1 Certificate in Personal & Social Development | 0 | 0 | 0 | 2 | 1 (D-G) |
| Level 2 certificate in Personal & Social Development | 0 | 0 | 0 | 5 | 1 (A\*-C) |
| Level 2 Award in Workskills | 0 | 0 | 0 | 18 | 0.5 (A\*-C) |

**Table 13: Entry Level by subject**

These are graded from 3 (highest pass) to 1 (lowest pass). Entry Level qualifications have no GCSE equivalent.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Subject | Entry | 3 | 2 | 1 | U / X |
| New English | 9 | 5 | 4 | 0 | 0 |

**Provisional School statistics for Summer 2021**

(English Literature can be included in the Level 2+ calculation, and a maximum of 40% of the threshold can come from non-GCSE courses).

**Number on roll**: 184

**Achieved Level 1 Threshold**: 92.39%

**Achieved Level 2 Threshold:** 73.91%

**Achieved Level 2+ threshold**: 71.2%

**Achieved 5 or more GCSE grades A\*-A / equivalent**: 33.7%

School Holidays 2021-2022

| **School Holidays** | **Starts** | **Finishes** |
| --- | --- | --- |
| First Day of School | 2 Sep 2021 (Thu) |  |
| Autumn Half Term Holidays | 25 Oct 2021 (Mon) | 29 Oct 2021 (Fri) |
| Winter Holidays | 23 Dec 2021 (Thu) | 4 Jan 2022 (Tue) |
| Spring Half Term Holidays | 21 Feb 2022 (Mon) | 25 Feb 2022 (Fri) |
| Spring Holidays | 11 Apr 2022 (Mon) | 22 Apr 2022 (Fri) |
| Summer Half Term Holidays | 30 May 2022 (Mon) | 3 Jun 2022 (Fri) |
| Summer Holidays | 18 Jul 2022 (Mon) | 2 Sep 2022 (Fri) |