



LEWIS SCHOOL PENGAM

YSGOL LEWIS PENGAM

Annual Governors' Report to Parents 2024



Introduction from the Chair of Governors

Dear Parents and Carers,

It gives me great pleasure to present you to the Annual Governors' Report to Parents 2023-24.

As the chair of the Governing Body, I would like to thank and congratulate all pupils and staff for their hard work and academic achievements this year. We are very proud that our learners have worked consistently throughout the year and that the key stage 4 capped 9 score is above the Local authority and Wales boys only data. I would also like to thank you, our parents and carers. We are very grateful for your support and cooperation to work with the school to enable our learners to achieve their full potential. Working together as a team, we are ensuring that every pupil has the best possible chance in life.

The school has made good progress with its improvement priorities, which are detailed in this report. The school will continue to build on this progress with the improvement priorities for this year. These areas include exam outcomes, progress in skills and the next steps of implementing both the new curriculum for Wales, the ALN bill and the new qualifications for 14-16 year olds.

In this report you will find a summary of the responsibilities of the Governing Body and information on the the school and its outcomes and achievements.

Duncan McIntosh

Chair of Governors, Lewis School Pengam



School Information

Address	Gilfach, Bargoed, CF81 8LJ
Telephone Number	01443 873873
Email Address	lewisschoolpengam@sch.caerphilly.gov.uk
School Website	lsp.wales
School Facebook	Official Lewis School Pengam
School Twitter	Twitter.com/lsp_wales
Chair of Governor	Mr Duncan McIntosh
Vice Chair of Governor	Mrs Cerys Sage
Headteacher	Mr Christopher Parry
Age Range	11 – 18 years
Number on Roll	617
Language	English
Number of Teaching Staff	46
Number of Support Staff	16



School Values, Vision, Mission Statement and Aims

LSP Values

Our values underpin everything we do. We are a **TEAM** and that means:

Togetherness

Engagement

Accountability

Motivation

Only as a **TEAM** can we maximise **L**earning.

Only as a **TEAM** can we achieve **S**uccess.

Working as a **TEAM** gives us a sense of **P**ride.

LSP Vision

These values provide the foundations for our mission which is a simple one: we want to make sure that **every pupil has the best possible chance in life**. Our most important contribution is to provide an education that delivers the academic success, health and well-being needed to prepare for the challenges, opportunities and responsibilities of adult life. It is essential that we foster an environment, which has at its heart high expectations, care, support, challenge and respect. We must be inclusive and celebrate the uniqueness of every single person that makes up our team. Together, we can ensure our community thrives as a result of our contribution to it.

LSP Mission

Our school was established in 1726 and throughout this time its historical Motto has been “**Ni ddychwel doe**” yesterday never returns. This remains as relevant today as it did in 1726. We will seize every opportunity to deliver our mission.

Our **TEAM** will create authentic learning experiences that are academically rigorous within a broad, innovative and inspiring curriculum.

Our **TEAM** will use research-led practice to provide a safe environment that has highly effective pupil care and support.

Our **TEAM** will develop highly effective strategies to support the mental health and well-being of all.

Our **TEAM** will use high-quality professional learning, coaching and mentoring to secure excellent pedagogy and leadership.

Our **TEAM** will use excellent links with our community, agencies and providers to inspire and support the aspirations of young people and their ambitions for their future success.

Our **TEAM** will share our excellent practice to ensure our pupils become inclusive, confident, and active citizens who are:

- ambitious, capable learners ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world;
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.



School Values, Vision, Mission Statement and Aims

LSP Aims

Our **TEAM** includes our **pupils**. We will work together to:

- support them in their learning and wellbeing;
- develop their knowledge, understanding and skills;
- encourage resilience and independence;
- actively engage them in enjoyable learning experiences.

Our **TEAM** includes our **parents**. We will work together to:

- support their child in all aspects of school life;
- provide feedback on their child's progress and guidance on their next steps;
- encourage feedback and opportunities to contribute to school improvement.

Our **TEAM** includes our **community**. We work together to achieve its ambitions to:

- enable employment;
- create healthy lifestyles;
- improve wellbeing;
- promote sustainability.



The Governing Body-September 2024

Name	Status	Office Expires	Sub-Committee	Link Governors
Mr Duncan McIntosh	Chairman of the Governing Body, Community Governor	07/07/2025	Curriculum, Finance, Standards, Policy, Pupil Disciplinary, H/T Performance Management, Selection Panel	Association of School Governor Representative
Mrs Cerys Sage	Vice Chair of the Governing Body. Caerphilly LA Governor	2025	Curriculum, Finance, Policy,	Self -Evaluation Champion, Training Governor
Mr Dai Sheppard	Community Appointed Governor	17/11/2025		
Mr Andrew James	Community Appointed Governor	17/04/2027	Finance, Policy, Staff Disciplinary, Complaints, H/T Performance Management, Pay Review, Staff Capability Appeals.	
Cllr Martyn James	LA Appointed Governor		H/T Performance Management, Staff Capability	
Mr Stephen Evans	LA Appointed Governor		Standards, Finance, Staff Capability, Capability	Safeguarding, LAC/ALN, Hwb Champion
Mr Andrew Cannan	LA Appointed Governor		Staff Disciplinary Appeal, Grievance, Redundancy, Capability	
Mr Lee Robins	LA Appointed Governor		Standards, Staff/Pupil Disciplinary & Exclusion, Grievance, Redundancy, H/T Performance Management, Pay Review, Capability	Closing the Gap
Mr Liam Goldsworthy	Community Appointed Governor	05/07/2027		



Name	Status	Office Expires	Sub-Committee	Link Governors
Stephen Tiley	Community Governor	21/03/2028		
Kim Houghton	Parent Governor	30/09/2028		
Jolene Plant	Parent Governor	30/09/2028		
Rae Gordon	Parent Governor	30/06/2025	Complaints, Pupil Discipline & Exclusion, H/T & Deputy Selection, Policy, Curriculum	MAT, Distance/Blended Learning
Claire Harding	Parent Governor	30/06/2025	H/T Performance Management Appeal, Pay Review Appeal, Curriculum	ALN
Joanna Williams	Parent Governor	30/09/2028		
Steph Williams	Parent Governor	30/09/2028		
Elizabeth Cameron	Teacher Representative	16/07/2027		
Sharon Price	Teacher Representative	04/10/2028		
Debra Williams	Support Staff Representative	19/10/2024	H/T & Deputy Selection, Curriculum, Standards, Finance, Policy	Health & Safety

The Governing Body is fully compliant with Statutory Committees and Members are appointed or reappointed each year at the Annual General Meeting/ Full Governing Body Meeting at the beginning of the new Academic Year.

The Chair or each sub-committee reports to the Full Governing Body following each sub-committee meeting. The current sub-committees are:-

- Standards and Wellbeing
- Teaching, Learning and Curriculum
- Resources, including Finance, Staffing and Digital Resources.

The governors' AGM was held on 17th October 2024.

Financial Statement

Outturn Report 2023-24

OLAS	OUTTURN BUDGET 2023/2024	£	TOTAL EXPENDITURE	4,736,741.44
<u>EMPLOYEES</u>			<u>INCOME</u>	
Teachers	2,906,934.00		Mitie	15,733.00
Support Staff	489,942.44		Supply Compensation	385,637.00
Other Staff related costs	185,246.00		L.A Income	9,025.00
<i>Sub Total</i>	3,582,122.44		Miscellaneous (Not vatable)	
<u>PREMISES RELATED</u>			Rent	300.00
Building Maintenance	1,256.00		Donations	356,355.00
Unitary Charge	708,099.00		Grant Funding	5,507.00
Insurance	16,261.00		GTC & other training grants	6,612.00
<i>Sub Total</i>	723,104.00		Music Income	
<u>SUPPLIES & SERVICES</u>			Cashiers Over / Under	
Computer Costs	56,094.00		Early Years Funding	128,774.00
Furniture	1,071.00		Funding Other	907,943.00
Postage	40,177.00		TOTAL INCOME	
Capitation/Stationary	503.00		NET EXPENDITURE	
Medical	3,202.00		TOTAL SURPLUS/CONTINGENCY	
Licences	23,642.00		TOTAL	
Music Support Services	769.00		TOTAL FUNDING FOR SCHOOL	
Telephone Charges	1,874.00		FUNDING	
Photocopying	15,715.00		Formula Allocation (net of retro. adj)	3,667,948.00
Transport Hire / PE			Retrospective Adjustment from prev yr.	40,059.00
Uniform/Protective clothing			<i>Total Formula Allocation</i>	3,708,007.00
Activities / Trips			Total Carried Forward from prev. yr.	- 49,821.00
Long Service Award	130,780.00		TOTAL FUNDING	3,658,186.00
Exam Fees	3,542.00		BUDGET SHORTFALL	- 164,571.00
Hospitality	113,850.00			
EOTAS	391,219.00			
Data Protection costs				
In Year Clawback SEN	33,003.00			
<i>Sub Total</i>	7,293.00			
<u>SERVICE LEVEL AGREEMENTS</u>				
All Services				
<u>SCHOOL DEVELOPMENT PLANS</u>				



Key Stage 3 Performance Data 2024

KS3 Outcomes: Cumulative %

	Art	DT	English	French	Geog	History	IT	Maths	Music	PE	Science	Welsh
Level 7	8%	16%	14%	9%	13%	10%	16%	17%	31%	12%	14%	15%
Level 6	73%	51%	79%	69%	69%	70%	60%	65%	82%	68%	59%	64%
Level 5	84%	92%	87%	93%	78%	77%	92%	82%	94%	88%	72%	85%
Level 4	97%	98%	98%	97%	97%	98%	98%	98%	98%	98%	98%	98%

Percentage of males, females, and pupils achieving at least the expected level (Level 5+):

	Males		Females		Pupils	
	School 2024	School 2023	School 2024	School 2023	School 2024	School 2023
English	90	82	0	0	90	82
Welsh	0	0	0	0	0	0
Maths	84	81	0	0	84	81
Science	75	79	0	0	75	79
CSI	69	.	0	.	69	.

Percentage of pupils achieving the expected level (Level 5+)

	Males		Females		Pupils	
	School 2024	School 2023	School 2024	School 2023	School 2024	School 2023
Welsh Second Language	87	86	0	0	87	86
Modern Foreign Language	94	89	0	0	94	89
Design and Technology	94	78	0	0	94	78
Information and Communication Technology	94	93	0	0	94	93
History	79	90	0	0	79	90
Geography	81	90	0	0	81	90
Art and Design	86	86	0	0	86	86
Music	97	89	0	0	97	89
Physical Education	91	87	0	0	91	87



Key Stage 4 and 5 Performance Data 2024

Year 11 2024	Outcomes
Capped 9 score	354.5
Avg Scaled Capped 9 score per student in Literacy Area	36.3
Avg Scaled Capped 9 score per student in Numeracy Area	35.2
Avg Scaled Capped 9 score per student in Science Area	33.5
Core Subject - Welsh Bacallaureate Skills Challenge Certificate	38.1
5+ A*-A GCSE (or equiv.)	9.6%

Year 13 2024	Outcomes
Students achieving 3+ A*-A L3 quals (or equiv.)	15.4%
Students achieving 3+ A*-C L3 quals (or equiv.)	34.6%
Students achieving 3+ A*-E L3 quals (or equiv.)	84.6%
Students achieving 2+ A*-E L3 quals (or equiv.)	100%

Destinations of Learners

Year 11	Number of pupils	Year 13	Number of pupils
Returned to Year 12	25	Higher education	14
College	75	Gap year	2
Apprenticeship	1	Apprenticeship	4
Employment	2	Employment	5
Other	1	Other	1



Attendance Data

Improving school attendance is a key priority for the school. The school's attendance figures are improving and are in a good position compared to other schools in the Local Authority area.

School attendance 2022-24

School attendance 2021-22	85.5%
School attendance 2022-23	87.7% (+2.2% from 2021-22)
School attendance 2023-24	89.1%% (+1.4 from 2022-23)
Unauthorised absences 2023-24	4.5%
School target 2024-25	90.0%

School attendance by the end of each half term 2023-24

Half Term	Attendance %	Unauthorised absences
HT1	89.9%	3.1%
HT2	87.5%	4.8%
HT3	87.9%	5.7%
HT4	88.4%	4.0%
HT5	89.1%	4.5%



School attendance per year group 2021-24

Year group	Attendance
Year 11 2021-22	83.9%
Year 11 2022-23	87.4% (+3.5% from 2021-22)
Year 11 2023-24	88.2% (+0.8% from 2022-23)
Year 10 2021-22	85.5%
Year 10 2022-23	86% (+0.5% from 2021-22)
Year 10 2023-24	87.2% (+1.2% from 2022-23)
Year 9 2021-22	84.2%
Year 9 2022-23	84.6% (+0.4% from 2021-22)
Year 9 2023-24	90.8% (+6.2% from 2022-23)
Year 8 2021-22	84.7%
Year 8 2022-23	89.3% (+4.6% from 2021-22)
Year 8 2023-4	88.1% (-1.2% from 2022-23)
Year 7 2021-22	89.5%
Year 7 2022-23	91% (+1.5% from 2021-22)
Year 7 2023-24	91.8% (+0.8% from 2022-23)



Community links

- Head students participated in the remembrance service in Ystrad Mynach.
- All of Year 10 completed interviews with local employers.
- Two Year 12 pupils were Holocaust Ambassadors.
- A group of year 10 pupils participated in an enterprise project and sold their product locally.
- A politics project has involved meetings with Hefin Davies MS and Chris Evans, Caerphilly MP.
- Year 7 made links with local charities as part of their First Give project.

Extra Curricular

We provide many opportunities for our students to engage in a range of extracurricular activities. Pupils are encouraged to develop their skills and talents outside the classroom by engaging in activities such as:

- Sports and exercise including football, rugby, tennis, table tennis, cross country during lunchtimes and after school;
- Music and drama shows;
- Music lessons;
- Lunchtime clubs-politics club, board games, coding club;
- School trips and visits. The trips calendar can be found on the school website.

Prospectus

The school prospectus is on the school website and a hard copy is available on request. The school prospectus has been updated in July 2024.

Policies

The school is fully compliant in its statutory requirements for policies. Policies are either re-adopted or where necessary revised and then approved by the full Governing Body. All policies are available from the school on request. A list of policies available can be found at the end of the report.

Facilities

The school is a privately funded school and works well with MITIE to maintain and improve the facilities across the school in classrooms and sports areas. There have recently been upgrades to the science rooms. The school meets health and safety requirements for the number of toilets needed for the number on roll. Disabled toilets are also available. The toilets are cleaned regularly during the day.



Disabled Learners

The school meets the needs of all students with appropriate procedures to ensure accessibility across the school site. There is a lift available to transport from floor to floor and disabled amenities.

Review of school Strategies

Changes to school uniform

- Black trousers
- White polo shirt with school logo
- Black sweatshirt with school logo
- Black shoes

Optional Summer Uniform-introduced through the school council and agreed by the governing body

- Polo shirt (Years 7-10) Plain white T-shirt (Years 11-13)
- Plain black shorts

PE Kit

- Black shorts
- Black polo shirt with logo
- Black sport socks
- Pair of football or rugby boots



The School Day

Pastoral	08.25 – 08.40
Lesson 1	08.40 – 09.40
Lesson 2	09.40 – 10.40
Break	10.40 – 10.55
Lesson 3	10.55 – 11.55
Lesson 4	11.55 – 12.55
Lunch	12.55 – 13.25
Lesson 5	13.25 – 14.30

Term Dates

AUTUMN TERM 2024		
Term Starts	Half Term	Term Ends
Monday 01 September 2024	Monday 28 October 2024 -Friday 01 November 2024	Friday 20 December 2024
SPRING TERM 2025		
Term Starts	Half Term	Term Ends
Monday 06 January 2025	Monday 24 February 2025- Friday 28 February 2025	Friday 11 April 2025
SUMMER TERM 2025		
Monday 28 April 2025	Monday 26 May 2025 - Friday 30 May 2025	Monday 21 July 2025

INSET Dates

Monday 02 September 2024
Monday 25 November 2024
Friday 20 December 2024
Friday 21 February 2025
Monday 24 March 2025
Monday 21 July 2025

Evaluation of Main School Development Priorities 2023-24

Focus Area	Priority	Impact
Learning-standards and progress in learning and skills	Enable lower ability pupils in year 7 to make good progress in their reading skills from their starting points. Focus specifically on improving the reading skills of: *pupils identified in the <75 SS discrete group in year 7 *pupils in the <85 SS group in year 7	Standardised scores increased by an average of 11 points in 2023-24. In year 7, the <75 and <85 intervention group made the strongest progress. Most pupils in the 7L group made strong progress, making on average 17 months progress between September and June.
Well-being and attitudes to learning	Enable learners to attend school and continue to improve attendance figures overall and with FSM and ALN groups of learners.	Improvements with attendance have been good. Overall attendance was 89.1% (87.7% 2023, +1.4%), FSM attendance:84.2% (80.8% 2023, +3.4%), ALN attendance: 85.2%, persistent absenteeism 14.9% (16.2% in 2023, -1.1%). The school achieved good levels of attendance in comparison to other schools in LA: 2/12 overall, 2/12 FSM.1/12 non FSM, 2/12 persistent absenteeism. Attendance continues to be an area for improvement as attendance is still lower than before the covid pandemic.
Teaching and learning experiences	Expand provision to develop reading skills by: *using strategies to develop pupils' vocabulary. *embedding disciplinary literacy across the curriculum. *using strategies to develop pupils' enjoyment and love of reading.	Professional learning has had a positive impact on the consistency of the provision for reading skills in key areas. As a result, many pupils make at least the expected progress in reading and apply these skills suitably across the curriculum. The school library is a positive resource and is managed well. The library is a large and welcoming space supervised by a full-time librarian who ensures that the space is well-resourced and well-run. The daily timetable for classes strengthens the reading provision and the library regularly hosts enrichment events such as visiting authors, historians, politicians and book fairs.
	Embed DRICE strategies in year 7 and 8 and expand DRICE across years 9-11.	From the learning environment audit, nearly all classrooms have DRICE displays. Many lessons use DRICE to ensure quality lessons enabling pupils to make at least the expected progress. From listening to learners' activities, most pupils can describe their learning using DRICE. Self-evaluation activities have identified that the Challenge aspect is an area for improvement.
Care, support and guidance	Embed ALNET in line with Welsh Government requirements so that there will be an improvement with: *processes and support for pupils in years 8, 9 and 10 as they move to the new ALN system, which will enable them to make appropriate progress. make appropriate progress *transition support for Year ALN 11 pupils as they finish school, using a traffic light system in MATSM meetings.	There has been an improvement in the identification of ALN pupils and planning for ALN support for pupils. As a result, the new system has enabled 9 pupils to receive increased support and interventions. Most ALN pupils have made good progress from their starting points. Nearly all ALN pupils gained a place in education or work supported by effective MATSM meetings.
Leadership and management	Experiment with school/department on a page and expand opportunities for professional discussions to enable middle leaders to identify and discuss key strengths and areas for improvement in the areas they lead clearly and evaluate the impact of provision accurately.	Quality assurance has shown that many middle leaders can accurately identify strengths and areas for improvement, with a few able to do this with support from SLT.



School Improvement Priorities 2024-27

Focus Area	Priorities for improvement
Teaching and Learning	Further develop teaching and learning through DRICE principles to provide good levels of challenge, which enable pupils to make good progress.
	Strengthen teaching and learning strategies in order to improve the quality of pupils' writing.
Wellbeing, Care, Support and Guidance	Continue to increase levels of attendance.
	Expand provision for mental health and wellbeing.
Leading and Improving	Provide opportunities for middle leaders to further develop leadership skills in order to improve the quality of teaching, learning and wellbeing and impact on pupil progress.

[LSP School Improvement Plan 2024-5](#)



Health and Wellbeing

At Lewis School Pengam we provide holistic support for our young people, supporting the wide range of needs through our own in house provisions but also working closely with external agencies.

We have a robust pastoral structure that provides support through upper, middle and lower school. In addition, we have a team of Learning Support Assistants, School Counsellors and Youth Workers. All staff members prioritise the safeguarding of our young people.

We are a Thrive school, we prioritise the mental health and wellbeing of our pupils. More information can be found at thriveapproach.com.

Regular pupils wellbeing surveys take place, along with pupil focus groups for each year group , which provide opportunities for pastoral learner voice.

Learner Voice and Leadership roles

Pupils participate in a range of learner voice opportunities including our school council, year councils, Criw Cymraeg and pupils wellbeing surveys. In addition, we regularly listen to learners about their learning and progress.

Pupils are involved in a wide variety of leadership roles across the school. Our student leadership roles include head students, the school leadership team, digital leaders, sports leaders and our eco group representatives.

This year, the year and school councils have been consulted on the proposed change to a co-educational school.



Curriculum

The primary purpose of the curriculum at Lewis School Pengam is to provide every young person with the necessary experiences, skills, and qualifications to go on to realise their potential in a world that is ever-changing and increasingly demanding. Intrinsic to the curriculum is the development of pupils' essential skills in literacy, numeracy, and digital competence. In addition, as we build knowledge and understanding, we embrace a growth mindset to promote independence, confidence, and resilience so that our pupils emerge as ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens, and healthy, confident individuals.

As an inclusive school, we challenge ourselves to provide a modern, relevant, purposeful and balanced education, flexible enough to meet the needs and requirements of all our learners. The curriculum is not only what we teach, but how we teach it and why; at LSP we promote and encourage best practice as we endeavour to provide an exceptional experience for all. At our school, the learning experiences, achievements, attitudes and well-being of every young person matter.

Years 7 and 8

In years 7 and 8, pupils follow the Lewis School Pengam 'Challenge Curriculum'. There are six challenge areas, each reflecting one of the areas of learning and experience from The Curriculum for Wales Framework.

The challenge areas and their respective AoLE are:

- **Calculation:** Mathematics and Numeracy
- **Citizenship:** Health and Wellbeing
- **Communication:** Languages, Literacy and Communication
- **Community:** Humanities
- **Construction:** Science and Technology
- **Creativity:** Expressive Arts

With the four purposes underpinning curriculum planning, pupils develop their skills, knowledge, and experiences in each of these areas, according to the 'what matters statements' and 'descriptions of learning'. Planning also ensures the mandatory elements, relationships and sexuality education (RSE); religion, values and ethics (RSE), and careers and work-related experiences (CWRE) are delivered as per Welsh Government guidance.

The cross-curricular skills of literacy, numeracy, and digital competence are embedded in each of the challenge areas. The curriculum incorporates the integral skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Personal Effectiveness
- Planning and Organising



The curriculum also includes the cross-cutting themes:

- Relationships and Sexual Education (RSE)
- Human Rights/The Rights of the Child
- Diversity
- Careers and Work Related Experience
- Local, National and international contexts, with a particular focus on Cynefin (a sense of Welsh identity and belonging)

With the exception of Calculation, learners are taught in mixed ability classes.

Year 9

In year 9 pupils currently follow a curriculum with subjects being taught by subject specialists. The curriculum is broad and balanced and includes English, Mathematics, Science, Welsh Religious Values and Ethics (RVE), Physical Education (PE), and Personal, Social and Education (PSE) as the statutory components of the national curriculum. Curriculum opportunities allow pupils to engage in learning and provide a clear pathway for progression, ensuring stretch and challenge for all learners. Learners are taught in classes set according to ability.

Years 10 and 11

The year 10 and 11 curriculum is designed to allow progression from year 9. All learners study English, Maths, Science, RE, PSE and Welsh. Learners also specialise by choosing a range of traditional GCSEs or vocational subjects that best suit their future aspirations. Curriculum opportunities provide a clear pathway for progression, ensuring stretch and challenge for learners as they advance through the key stage. This year, science pathways have been widened and AGORED qualifications to provide a range of qualifications to meet the needs of our learners.

Years 12 and 13

At post 16, we are a member of the Upper Rhymney Valley Partnership which enables our learners to have access to over 30 different A-Level and vocational courses available across the consortium. In addition to their chosen subjects, learners complete the Welsh Baccalaureate Advanced Skills Challenge. Learners study 3-4 subjects. Curriculum opportunities provide a clear pathway for progression.

The Welsh Language

Welsh is taught as a second language to all pupils in years 7-11. Teachers and learners use basic Welsh across the school.



Teaching and Learning

In 2023-2024, we have refined our teaching and learning model and further developed our understanding of DRICE principles. Teachers plan a range of activities and regularly role model to ensure that pupils understand what a 'good one looks like' in order to achieve and make progress. Activities are designed to have impact on learning, and engage pupils. Pupils are becoming confident in reviewing their own learning through the DRICE principles at the end of a lesson.

Professional Learning

In 2023-2024 the professional learning offer has focused on in-house, local, national and international opportunities.

Our in-house professional learning has centered around the ALN reform bill and departmental action research projects based on the DRICE learning and teaching model.

We held a cluster INSET based on staff and pupils wellbeing and these discussions have been developed further in subsequent meetings with our feeder primary schools and LGS throughout the year.

Collaboration with other schools has also been part of the PL offer in 2023-2024. We have shared good practice with schools within the LA and have also visited other schools to see good practice.

Careers support and guidance

All learners in Year 11 have received careers and guidance and have attended an interview with the school's careers advisor. Year 10 have completed an application process and mock interviews with employers including British Transport Police and Welsh Water, Wales and West Utilities. Year 9 have had sessions with our careers advisor to match pupils with suitable careers.

Healthy Eating

The school canteen is maintained by Chartwells Catering and offers a healthy menu on a two week cycle. Menus are available on request if your child has any allergies so that you can make sure of their safety and the canteen will accommodate accordingly.

Safeguarding

Miss H Clark/Miss M Oliver are the Child Protection/Safeguarding Officers at the school. Mr S Evans is the Safeguarding Governor.



Additional Learning Needs (ALN)

Pupils with additional learning needs are identified on the ALN register, which is monitored and regularly updated. As of 2023 - 2024, all existing statemented pupils have had review meetings, identified as to whether they require targeted or specific provision, and Individual Development Plan (IDP) created where appropriate.

In line with changes to ALN provision, targeted pupils have been identified and a one page profile created with the pupil, identifying useful strategies and approaches for teachers to use when planning lessons and preparing resources. Pupils requiring specific interventions will have a one page profile and targeted learning plan available for teachers to review, along with their IDP (with the ALP), which is reviewed on a yearly basis. The introduction of a targeted literacy class for Year 7 of the 2023 intake proved very successful, with identified pupils making significant progress in their literacy skills. We have continued with this intervention creating another targeted Year 7 class in the 2024 cohort.

We continue to use additional literacy and numeracy test data to identify pupils requiring intervention programmes in literacy and/or numeracy. This also allows us to monitor the progress made by pupils and the effectiveness of intervention programmes.

The introduction of Multi Agency Panel meetings has allowed us to develop partnerships with external agencies and departments within the council with the focus on supporting our pupils, improving relationships, developing progress and reducing the risk of exclusion.

We have successfully continued to embed the Multi Agency Transition Process, identifying pupils requiring additional support for the Post-16 transition. This included meeting with the families of pupils with the greatest need, which was well attended and supported. Nearly all of the pupils identified made a successful transition to Post-16 training or education.



Pupil achievements

Progress achievements

23 pupils have read over a million words on our Accelerated Reader Program.

Sporting achievements

Our football teams won four caerphilly cups, with our Year 9 and 10 teams winning for the 3rd successive year. We had over 20 boys in academies.

Our rugby teams competed well in Urdd competitions and in Caerphilly cups. Our year 10 team just lost out in the final and our year 8 team won the plate. Three pupils represented Rhymney Valley schools and four were selected for the Dragons.

We had 4 new school records in the summer in our athletics programme and our teams competed well in glamorgan valleys competitions.

Individually we had some pupils who took part in Welsh finals or were part of Welsh team programmes in volleyball, squash, boxing and taekwondo.

We had twenty sports leaders qualified from year 10 and they have organised a range of activities throughout the year.

As a school we have continued with our inter house system and there were 8 events for each year group.

Music achievements

A Year 11 pupil who won Caerphilly Contemporary Young Musician and another Year 11 pupil was awarded the Caerphilly Young Contemporary Composer Prize.

A Year 12 pupil was selected as 1/10 finalists for The Young Songwriter Competition 2024.

A Year 12 pupil and 2 Year 13 pupils gained places after a selection process on the Music Futures scheme run by National Youth Arts Wales, which enabled these pupils to record their own music at Rockfield Studios in Abergavenny.

A Year 13 pupil won his round of the Urdd Young Musician, as well as Rotary Club Young Musician. He was also selected after an audition process to attend the National Youth Brass Band course over the Summer performing in venues throughout Wales.

A Year 7 pupil performed after an audition process with the Welsh National Youth Opera in performances throughout Wales and the UK.

Extracurricular achievements

Two pupils from year 12 became Holocaust Ambassadors, which involved a visit to Auschwitz and teaching lower school pupils about what they have learnt.

Our lunchtime politics club have met with Hefin David MS to discuss issues that are important to them.

