



FOREWORD FROM THE CHAIR OF GOVERNORS

It gives me great pleasure to present this annual report to parents on behalf of the Governing Body of St Martin's School for 2015-16.

St Martin's School continues to offer a rich and complete education for all pupils. We congratulate everyone on their success in external examinations and it is wonderful to report that the school achieved its best ever performance at GCSE level, especially in the key Level 2 + performance indicator. We have seen a gradual improvement over the last three years with a significant increase in 2016 and our performance at 64.2% is now way above the family, all Wales and over 10% above the Local Authority results. The school also saw excellent results at AS/A levels this year.

It is also important to recognise the excellent support and funding we have received through the Schools Challenge Cymru initiative to enable the school to improve and achieve the high quality of education our pupils enjoy.

There have been many changes to teaching and support staff during the year, with many long serving staff taking retirement at the end of the academic year and we are grateful for their dedication and commitment to educating pupils at St. Martin's School. The school has appointed a number of staff to key positions and we welcome new members of staff at an exciting time in the school's development.

Since its inception in October 2015, the Family Project has continued to develop and implements sector leading practice in family engagement and community links. A key focus of this project has been the improvement in the provision for health and wellbeing of pupils within and across the school.

The school's buildings and environment have benefited from a number of projects managed by our Site Manager and Bursar to provide refurbished classrooms, a conference room, a dedicated Sixth Form Centre and modernised girl's washroom facilities.

I would like to thank the following:

- ❑ The Headteacher and all members of staff for their dedication to the education and well-being of our children;
- ❑ My colleagues on the Governing Body for their support and commitment during the past year;
- ❑ You as parents/ carers for your support and co-operation in all the school asks of you;
- ❑ The pupils for their contribution towards the success of the school. They, of course, make the biggest difference.

All parents are issued with a summary version of the Governors' yearly report to parents, as required by the Welsh Government. The full version of the report is available on the school website



and a printed copy is available on request. I hope you enjoy reading this report; it is good to celebrate our achievements and we should be proud of our school.

If you feel the need to discuss any particular aspect or to gain more information please do not hesitate to contact the Headteacher or Chair of Governors. Thank you for your support and cooperation and together we look forward to an amazing year.

Sue Rivers

Chair of Governors

Contents of this report	Summary Report	Full Report (on website /request)
Who's on the Governing Body & status 2015 - 16	✓	✓
Information about next election of Parent Governors	✓	✓
Teaching and support staff 2015-16		✓
Progress on the School Improvement priorities		✓
Action taken by the Governing Body to review & implement school policies		✓
Curriculum & organisation of education and teaching methods, including those with Special Educational Needs		✓
Action taken to strengthen links with parents & the community		✓
Provision for sport, including extra-curricular activities & achievements		✓
Targets set by the Governing Body	✓	✓
End of Key Stage 3 comparative information 2016	✓	✓
Summary of Secondary School Performance 2016	✓	✓
Advanced Level Results [AS and A2] 2016		✓
Destination of school leavers 2016		✓
Attendance Information 2015-16		✓
Full financial statement 2015-16		✓
Term Times & dates 2016-17		✓
Statement of toilet provision		✓

Who's on the Governing Body [2015-16]

Title	First Name	Surname	Start date	End date	Type of Governor
Mr	Martin	Cook	07/07/14	06/07/14	Co-opted / Community Representative
Rev	Mark	Greenway-Robins	2/2/15	1/2/19	Co-opted / Community Representative
Mr	Dilwyn	Jones	10/11/11	9/11/15	Co-opted / Community

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					Representative
Ms	Sue	Rivers	16/1/13	15/1/17	Co-opted / Community Representative (Chair of Governors)
CB Cllr	Colin	Elsbury	14/04/14	13/04/18	LEA Representative (Vice Chair of Governors)
Ms	Lisa	Jones	8/9/11	07/9/15	LEA Representative
CB Cllr	Stephen	Kent	3/9/12	2/9/16	LEA Representative
Mrs	Elaine	Thomas		14/10/19	LEA Representative
Dr	Vitti	Allender	14/1/14	13/1/18	Parent Representative
Mrs	Claire	Barry	8/10/15	07/10/19	Parent Representative
Mr	Tony	Graham	8/10/15	7/10/19	Parent Representative
Mr	Jack	Gordon	22/1/15	21/1/19	Parent Representative
Ms	Alison	Harvey	19/9/11	18/9/15	Parent Representative
Mr	Steve	Jones	22/1/15	21/1/19	Parent Representative
Mrs	Helen	Kenrick	14/1/14	13/1/18	Parent Representative
Mrs	Claire	Donnelly	11/9/15	10/9/19	Teacher Representative
Mr	Adrian	Smith	11/9/15	10/9/19	Staff Representative
Mrs	Jo	Underwood	11/9/15	10/9/19	Teacher Representative
Mr	Shay	Warner	11/9/15	31/7/16	Associate Pupil Governors
Mr	Rhys	Marston	11/9/15	31/7/16	Associate Pupil Governors
Miss	Jasmine	Morgan	11/9/15	31/7/16	Associate Pupil Governors
Miss	Emalee	Viggers	11/9/15	31/7/16	Associate Pupil Governors

Clerk to the Governing Body = Mr David Hutchings, Head of Governor Support and Development, Education Achievement Service for South East Wales (EAS), Tredomen House, Ystrad Mynach, Hengoed CF82 7WF

STAFF LIST 2015-16

The Senior Leadership Team

Mr	Lee	Jarvis	Headteacher
Mr	Marc	Yeoman	Deputy Headteacher
Mrs	Debbie	Griffiths	Senior Assistant Headteacher
Mr	Geraint	Evans	Assistant Headteacher
Miss	Helen	Jones	Assistant Headteacher
Mrs	Keri	Powell	Assistant Headteacher
Mrs	Claire	Manson	Assistant Headteacher (in post from April 2016)

The Pastoral Team

KEY STAGE 3

Head of Learning: Year 7

Mr Chris Thomas

Head of Learning: Year 8

Mrs Lucy Warr

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Head of Learning: Year 9

Mrs Leanne Avery

KEY STAGE 4 & 5

Head of Learning: Year 10

Mrs Jill Evans

Head of Learning: Year 11

Mr Sam Barnett / Mrs Bethan Evans

Head of Sixth Form

Mr Roy Lynch

Alphabetical list of Teaching staff

Miss Sara Andrews	Teacher of History
Ms Christine Atkinson	Teacher of English
Mrs Leanne Avery	Head of Learning: Y9, Teacher of English
Mrs Sian Baker	Teacher of Welsh (p/t)
Mr Sam Barnett	Head of Learning: Year 11, Teacher of Geography
Miss Kate Bilton	Literacy Co-ordinator, Teacher of English & Special Needs (2 nd Dept)
Ms Lauren Bow	Teacher of Welsh (maternity cover)
Mr Steve Brookman	Teacher of Technology & Leader of Electronics
Mrs Charlotte Cobner	Teacher of Music (p/t)
Miss Sarah Conway	Teacher of PE
Mrs Claire Davies	Teacher of Business Studies & Law (p/t)
Mrs Emma Davies	Teacher of HE, Health & Social Care, Child Development (p/t)
Mrs Llinos Davies	Teacher of Welsh (p/t) (maternity leave)
Miss Sarah Davies	Teacher of Maths
Mrs Lisa Davis	Teacher of Science (p/t)
Ms Claire Donnelly	Teacher of History
Miss Lindsay Donovan	Teacher of French, Spanish
Mrs Bethan Evans	Head of Learning: Y11, Teacher of Welsh (maternity leave)
Mr Geraint Evans	Assistant Headteacher, Teacher of Maths
Mrs Jill Evans	Head of Learning: Y10, Teacher of HE, Catering and Child Development
Mr Michael Faulds	Teacher of Physical Education
Mr Matthew Ferris	Head of History & Education for the More Able & Talented
Mrs Leanne Foreman	Head of Mathematics
Mr Alex Fudge	Teacher of Art & Cover Supervisor
Mrs Amanda Griffiths	Year 6 Teacher (p/t)
Mrs Debbie Griffiths	Senior Assistant Headteacher, Teacher of RE
Ms Bethan Harley	Teacher of Biology, Science (p/t)
Ms Hilary Herrick	Teacher of Science (maternity cover)
Mr Craig Husband	Teacher of Art (p/t) & Cover Supervisor
Ms Siwan Jenkins	Teacher of Spanish
Mrs Eleanor Jones	Teacher of Life Skills (p/t)
Miss Helen Jones	Assistant Headteacher, Teacher of ICT
Ms Iona Jones	Vocal Coach (p/t)
Miss Natasha Jones	Teacher of Design Technology (p/t) (maternity leave)



Ms	Rebecca	Jones	Teacher of Welsh (p/t) (maternity cover)
Mrs	Rachel	Jones	Teacher of Media & English
Mrs	Karen	Joyce	Head of Business Studies & Law
Mrs	Lindsay	Knowles	Teacher of Biology
Mr	Darren	Latham	Head of Art
Mrs	Sarah	Legg	Teacher of Mathematics, Numeracy Co-ordinator (2 nd in dept)
Mr	Mathew	Lewis	Head of ICT
Miss	Kayleigh	Llewellyn	Teacher of English (maternity leave)
Mrs	Clare	Logue	Head of Religious Education
Mr	Roy	Lynch	Head of Sixth Form and Teacher of Design Technology
Mr	Tim	Lyon	Head of Geography, Geology & ESDGC (Education for Sustainable Development & Global Citizenship)
Mr	Barri	Mock	Head of Welsh & Curriculum Cymreig
Ms	Emma	Morley	Teacher of Science (p/t)
Mr	Dave	Morris	Teacher of Physics, ICT
Miss	Karina	Nash	Teacher of RE
Mrs	Liane	Page	Head of PSE, Careers & WRE, Progress Files & Teacher of Maths
Miss	Rebecca	Picton	Head of PE
Mrs	Keri	Powell	Assistant Headteacher, Teacher of ICT
Mr	David	Reeves	Head of Spanish
Miss	Emily	Rogers	Teacher of Biology
Mrs	Frances	Shopland	Head of Technology
Ms	Leah	Smith	Teacher of Maths
Mrs	Rhianne	Statton	Year 6 Teacher
Mr	Chris	Thomas	Head of Learning: Year 7, Teacher of Physical Education
Mr	Phillip	Thomas	Teacher of PE (p/t)
Mrs	Ruth	Turner	Head of Physics
Mrs	Jo	Underwood	Head of English
Ms	Lucy	Warr	Head of Learning Year: 7, Teacher of English, Geography & History
Ms	Leanne	Weston	Teacher of Drama (p/t)
Ms	Angela	Whitcombe	Head of Biology, Curriculum Leader of Sex Education
Mr	Gwyn	Williams	Head of Science & Chemistry
Mrs	Liz	Williams	Head of Music
Mrs	Alison	Withers	Teacher of English
Mr	Marc	Yeoman	Deputy Headteacher, Teacher of Design Technology

Nurture Group

Mrs Linda Fisher	Learning Support Assistant
Mrs Vania Parfitt	Learning Support Assistant

Learning Support



Mrs Tracey Orchard Learning Support Assistant
Mrs Tracy Meredith Learning Support Assistant
Mrs Theresa Cochlin Learning Support Assistant
Mrs Tara Starr Learning Support Assistant

Youth Support

Ms Emma Talbot Learning Coach

Cover Supervisors

Mr Craig Husband Cover Supervisor

Family Unit

Mrs Rebecca Owen Family Engagement Officer

Behaviour Support

Ms Anita Harper Learning Support Assistant

Pastoral Support

Julie Owen Pastoral Support Officer

ICT Technical Support

Mr Aled Williams Network Manager
Mrs Jayne Tucker ICT Resource Assistant

Curriculum Technical Support

Science

Mr Adrian Smith Senior Science Technician
Mrs Ann Maguire Science Technical Support

Technology

Mr Jeff Brookman Design Technology Resource Assistant

Creative

Mrs Theresa Anderson Art & Music Resource Assistant

Administrative Support

Mrs Claire Coakley Senior Administrator
Mrs Lucinda O'Neil Assistant to Senior Administrator & Data Manager
Mrs Angela Powell Bursar
Mrs Claire Perks Examinations Officer, Data Manager
Ms Eva Marshman Administration support - Finance Office
Mrs Karen Griffiths Administration support - Main Office
Mrs Karen Pole Administration support - Main Office
Miss Rachel Winstone Receptionist - Main Office
Ms Stella Harding Reprographics - Print Room
Ms Elizabeth Evans Librarian



Site Management

Mr Roy Foreman	Site Manager
Mr Gavin Heath	Maintenance Assistant
Mr Julian Thomas	Maintenance Assistant
Mr Jonathan Nixon	Assistant

Catering

Miss Tina Davies	Head of Cashless Catering, Bistro
Miss Michaela King	Head of Main Kitchen
Ms Sara Griffiths	
Ms Helen Thomas	
Ms Vicky Evans	
Ms Clare Evans	
Ms Holly Bagstaff	
Mrs Ann Scourfield	

Lunchtime Supervisors

Ms Stella Harding
Ms Joanna Yates
Ms Julie Evans
Ms Jane Gregory

ADMISSIONS & NUMBERS ON ROLL

The numbers on roll (as per 30 September 2015):

Year 7	142
Year 8	178
Year 9	171
Year 10	162
Year 11	143
Year 12	73
Year 13	90
Total	959

ACTION ON STRATEGIES AND POLICIES

A key role of the Governing Body is to ensure that the strategic development of the school is appropriate to the needs of our pupils and the wider community. A thorough self-evaluation report is completed annually, based on review exercises completed throughout the year. Regular updates from the Headteacher and other school staff are given to governors, along with checks made on progress related to targets within the School's Improvement Plan.

There are 5 key priorities (A-E) for improvement 2016 – 19



	PRIORITY A – RAISE STANDARDS	Estyn recommendation – PIAP links
A1	Add more value at KS4	R1
A2	Improve teaching so that learners make more progress in lessons	R3
A3	Improve feedback to learners	R3
A4	Improve consistency and accuracy of teacher assessment	R3
	PRIORITY B – IMPROVE ACHIEVEMENT OF DISADVANTAGED LEARNERS	
B1	Raise attainment and achievement of disadvantaged learners	R1
B2	Raise attendance of disadvantaged learners	R2
B3	Raise aspirations of, and expectations related to, disadvantaged learners	(R1)
	PRIORITY C – RAISE STANDARDS IN LITERACY, NUMERACY AND WIDER SKILLS	
C1	Improve Literacy	R3
C2	Improve Numeracy	R3
C3	Improve progress made in Y7	(R1)
	PRIORITY D - TO RAISE STANDARDS IN WELLBEING, ESPECIALLY ATTENDANCE	
D1	Raise attendance to 95.2% and reduce the level of persistent absenteeism	R2
D2	Improve behaviour so that learner progress is maximised	R3
D4	Increase involvement of learners in decision making in school	R5
D5	Develop stronger partnerships with the community, especially parents	R5
	PRIORITY E – IMPROVE STRATEGIC LEADERSHIP AT ALL LEVELS	
E1	Improve skills of middle and senior leadership – to reduce within school variation - focus on rigour of line management	R4, R5, R6
E2	Ensure CPD and performance management link strategically and have measurable impact	R4, R6
E3	Increase strategic involvement of Governors	R5

How good are outcomes?

1.1 Standards

Key stage 4

St. Martin's School is committed to developing provision, quality and scrutiny to ensure the school reaches or exceeds its targets of L2+ 64%, L2 85%, CSI 63%, L1 98% and CPS 340

St. Martin's School is committed to developing provision, quality and scrutiny to ensure the school reaches or exceeds its eFSM targets of L2+ 35%, L2 65%, CSI 32%, L1 97% and CPS 260

Key stage 3

St. Martin's School is committed to developing provision, quality and scrutiny to ensure the school reaches or exceeds its targets at KS3 level 5 + Maths-92%, English - 92%, Science - 92%, CSI - 92% KS3 FSM L5+ Targets – eFSM - Maths 89%, English 83%, Science 94% and CSI 83%

National tests at Key stage 3

St. Martin's School is committed to developing provision, quality and scrutiny to ensure the school reaches or exceeds its targets

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below		
<u>NRT - standardised test of 85-115</u> Y7 – 70% Y8 – 72% Y9 – 68%	<u>NNT - standardised test of 85-115</u> Y7 – 73% Y8 – 72% Y9 – 76%	<u>NNT Procedural - standardised test of 85-115</u> Y7 – 70% Y8 – 68% Y9 – 71%
1.1.1 Improve results and trends in performance compared to national averages, similar providers and prior attainment.		
PRIORITY	Progress to date	
To improve attainment at KS3 to exceed performance indicators in subjects and the CSI	Strong process has been made linked to progress in KS3 and KS4 with close tracking and monitoring procedures in place. Monitoring of underachiever by HOF's and HOL's with clear intervention strategies being adapted.	
To improve attainment at KS4 to exceed KPIs and subject targets using FFT targets.		
To improve attainment at KS5 to exceed KPIs (A/A*, A-C and A-E), WBQ, and subject targets set using ALPs data.		
To develop the skill set of middle leaders to access and interpret school data against benchmark information	Some progress made in this area. Some data specific training has been given to HOF's/ HODS but Review of staff skill set and appropriate CPD session continue to be a priority for the Spring and summer term.	
PRIORITY	Progress to date	
Improve at an accelerated rate the progress made by year 6 pupils in science and technology.	Some progress has been made on this priority. Feeder primary pupils attend St Martin's for 2 hours per week and are following a Science and Technology based curriculum. Rate of progress will continue to be monitored throughout the Spring and Summer Term.	
PRIORITY	Progress to date	
Increase the number of pupils in yr 7, 8 and 9 with SAS of 90 and above 2016/17 year 6 based on year 5 NRT – provisional 87.5 2016 year 7 based on yr 6 NRT – provisional 85%	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.	
PRIORITY	Progress to date	
Increase the number of pupils achieving a SAS of 85 and above in the NRT.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.	
PRIORITY	Progress to date	
Increase the number of pupils achieving a SAS of 85 and above in the NNRT and NNPT.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.	
1.1.2 Improve the standards of groups of learners		
eFSM performance at KS4 to rise to L2+ 35%, L2 65%, CSI 32%, L1 97% and CPS 260		
KS4 Gender Gap - L1 – Remain at 0%, L2 From 17% to 10%, L2+ From 14% to 10%		
Target grades indicate a gap of 14%-19% at KS4 in the core subjects to reduce to Maths 10%, English – 10% & Science – 10%		
KS3 – To maintain targets and reduce associated gender gap at Maths 2%, English – 7%, Science – 0% & CSI – 7%		
PRIORITY	progress to date	
Continue to raise the standards of eFSM, AEN and other groups of vulnerable learners so that they exceed school targets	Some progress has been made in this priority area. All eFSM, AEN and other pupil groups have been tracked and have put into intervention groups. Alternative curriculums being implemented for key pupils in order to tailor to needs and hit KPIs.	



PRIORITY	Progress to date
MAT Transition KS2/3 To establish a system for identifying MAT pupils early in Year 5 and 6.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	Progress to date
MAT KS3/4/5 Identify MAT pupils across KS3/4 and implement effective tracking and monitoring procedures	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	Progress to date
Record opportunities for more able and talented students and increase outcomes for learners.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Improve standards of achievement for all AEN learners.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
Improve standards of achievement for all AEN learners.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Reduce the gender gap in, attainment in the core subjects in Year 7, 9 and Year 11.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
1.1.3 Ensure achievement and progress of all learners is commensurate to their ability	
PRIORITY	PROGRESS TO DATE
To develop greater pupil independence and autonomy to equip them with the ability to measure and evaluate their own progress.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
To develop the pupil reports to ensure that they are diagnostic and target driven and linked closely to the skill progression steps outlined in the LNF and digital competency framework.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
Provide a cohesive structure to enable all students to enhance standards in skills necessary to accelerate their progress teaching and learning?	
PRIORITY	PROGRESS TO DATE
To improve standards in skills for all learners and undertake effective tracking and monitoring of progression across the curriculum.	Limited progress made in this priority area. Staff audit of skills is underway – a tracking sheet will be created as a result of skills identified. . It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Ensure achievement in the WBQ reflects attainment in line with Key Performance Indicators.	Some progress made in this priority area. All learners have been entered for the appropriate units for the January entry. Underperformance is being tracked and data is being used to tackle underperformance.
1.1.5 Provide a comprehensive provision that develops Welsh language and cultural development so that it permeates the school ethos and curriculum B.M/C.M	
PRIORITY	PROGRESS TO DATE



Improve outcomes for learners at KS3 in Welsh Language	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
pRIORITY	PROGRESS TO DATE
Improve the number of students taking a full GCSE in Welsh	Good progress has been made with this priority area with all pupils are now entered for the FC exam
PRIORITY	PROGRESS TO DATE
Improve Outcomes for Learners at KS4 in Welsh Language	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Increase the use of incidental Welsh in lessons and around the school that has an impact on learning	Some progress has been made in this priority area. The website is now bilingual and the signage has been updated. It will continue to be an area for development during the Spring and Summer term.
1.2 Wellbeing	
Remove barriers to students achieving good outcomes by providing effectively for their wellbeing to ensure that The school has no permanent exclusions in 2016/17 Attendance rises to 95.2% Reduce fixed term exclusions by 25% Academic performance for vulnerable students improves to meet or exceed targets eFSM performance at KS4 to rise to L2+ 35%, L2 65%, CSI 32%, L1 97% and CPS 260	
1.2.1 Improve staff and students attitudes to keeping healthy and safe	
PRIORITY	PROGRESS TO DATE
<i>To attain external accreditation for the Schools approach to a Healthy Schools.</i>	Some progress has been made in this priority area. Meetings held between school and core partners. Lead Practitioners' Forum held on site and provision from these services are being embedded into the school structure.
1.2.2 Engage all students so that they fully participate and enjoy their learning experiences. (C.M)	
PRIORITY	PROGRESS TO DATE
To continue to raise levels of attendance across whole school	Good progress has been made in this priority area. Systems developed throughout 2015/2016 continue to be embedded. Only 1 attendance panel taken place as attendance takes a number of weeks to settle 12 fixed penalty requests have been sent. Requests for medical evidence are still being sent. Letter has been put on school website putting the onus on parents to provide the evidence else absences will be unauthorised. Communications through Twitter, Facebook and school website are happening regularly School target increased to 95.2%.
PRIORITY	PROGRESS TO DATE
<i>To embed a whole school reward system that promotes and develops a positive ethos and attitude to improve behaviour for learning.</i>	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
To begin work to align the curriculum with the recommendations outlined in 'successful futures'	Some progress has been made in this priority area. CPD is linked to school improvement priorities. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
To continue to link with other schools and develop partnerships to share best practice with high performing and pioneer schools.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.



PRIORITY	PROGRESS TO DATE
Increase pupil voice leading to impact on students enjoyment in learners.	No progress made on this priority as yet. It will be a focus for the Spring / Summer term.
PRIORITY	PROGRESS TO DATE
Work with AHT/T&L to ensure that disadvantaged learners are fully engaged and participate in and enjoy all lessons.	Some progress has been made on this priority area. Support is being implemented to disadvantaged learners as effectively as possible across the curriculum. Family room working closely with all LOLs to support disadvantaged learners. Wellbeing team support all disadvantaged pupils and have a key role in discussions leading to alternative provision etc, supporting the sourcing and implementation of it.
1.2.3 Enhance the range and depth of community involvement and decision making in all aspects of the schools work.	
PRIORITY	PROGRESS TO DATE
Improve community involvement so that all disadvantaged learners and their families have access to community wellbeing services and provisions.	Good progress has been made in this priority area. The Family Room continues to provide an excellent wellbeing service for all disadvantaged learners and their families. PTA has expanded and has placed two bids to help improve facilities. All key service providers fully engaged. Use them for key events and will use them all as a provision for our NEETS base when completed.
1.2.4 Continue to improve students social and life skills	
PRIORITY	PROGRESS TO DATE
Raise aspirations of all learners, with a particular focus on vulnerable and disadvantaged learners to meet targets in 1.1.2	Some progress has been made on this priority area. Firm links have been made with services providers and a wrap around system is in place to support learners and their families in their career choices.
PRIORITY	PROGRESS TO DATE
Continue to improve and effectively implement Family Project initiatives that build confidence and improve the communication skills of all vulnerable and disadvantaged learners	Some progress has been made on this priority area. Individual plans and curriculums, especially for year 11 are being implemented and tracked effectively key members of staff. Some extra curricular such as PE and FSM homework club have been established, but further work needed here for whole school implementation
PRIORITY	PROGRESS TO DATE
Continue to provide pupils and their families with a range of community services in order to improve their social and life skills	Some progress has been made on this priority area. However, it will continue to be an area for development during the Spring and Summer term.
How good is provision?	
2.1 Learning experiences	
All learners to be retained and complete at a level commensurate to their ability course choices made at the start of year 10 and 12	
To achieve the target of 60% of students accessing purposeful extra-curricular activities	
2.1.1 Provide and deliver a curriculum that meets the needs of all learners. Employers and community	
PRIORITY	PROGRESS TO DATE
To plan a curriculum fit for purpose for learners at St. Martin's School with students, staff and the governing body.	Good progress has been made on this priority area. A current curriculum review involving all stakeholders has been undertaken. Results currently being collated and a curriculum plan is being drawn up.



PRIORITY	PROGRESS TO DATE
Ensure the proposed curriculum is financially and organisationally viable.	Good progress has been made on this priority area. Curriculum and staffing plan has been created to meet school requirements and cost proposal with School Business Manager.
PRIORITY	PROGRESS TO DATE
Reduce the impact of intervention on subject delivery in KS4.	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
2.1.2 Plan a cohesive delivery model that effectively develops all students communication, numeracy, digital literacy and thinking skills	
PRIORITY	PROGRESS TO DATE
Oversee implementation of Digital competency framework	Some progress has been made on this priority area. Migration to gmail almost complete for staff and pupils. Continue to develop StMartinsDigital.blogspot.com
PRIORITY	PROGRESS TO DATE
Ensure there is 'good' skills provision across KS3.	Some progress has been made in this area. Progress has begun on the remapping of Skills but it will continue to be a focus for the spring and summer term.
PRIORITY	PROGRESS TO DATE
Prepare learners for WBQ as part of KS3 curriculum	Some progress in this priority area. Discussions regarding curriculum changes have occurred and been agreed. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Improve the quality of provision for literacy and numeracy through support	Some progress has been made in this priority area with Interventions being set up for selected pupils. Monitoring systems have also been put in place.
PRIORITY	PROGRESS TO DATE
Develop WBQ across the school to meet national priorities.	Good progress has been made on this priority area. WBQ has been fully embedded into KS4 & KS5.
PRIORITY	PROGRESS TO DATE
Map the provision of literacy, in particular extended writing tasks	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Enhance the current provisions in place to support AEN pupils for Literacy and numerical reasoning.	Some progress has been made in this priority area. Cluster SENCO forum set up and regular communication with KS2 SENCOs at specific times during the year. Provision has been put in place for statemented pupils dependent on their specific needs and will be reviewed at the end of the intervention cycle. Lucid Exact and WRAT 4 have been used to assess some AEN pupils and the rolling programme will continue across the autumn and spring term. The LNF diagnostic tool has been used to identify the specific needs of a small number of AEN pupils. As more pupils are provided with intervention, more diagnostic analysis will take place.
PRIORITY	PROGRESS TO DATE
To develop home learning opportunities That enhance Literacy and Numeracy skills	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
2.1.3 Provide high quality provision for the development of Welsh language and culture (M.Y/B.M/C.M)	
PRIORITY	PROGRESS TO DATE
Develop and integrate Welsh dimension across the school community	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.



PRIORITY		PROGRESS TO DATE
Increase timetable curriculum provision for Welsh		Achieved - Year 9 curriculum adapted to run GCSE Welsh.
2.1.4 Adopt a coordinated approach to the development of ESDGC within curriculum and extra-curricular activities whilst ensuring that the school acts sustainably and contributes to the development of students as global citizens. (C.M/T.B/M.F/L.P/G.E)		
Lead	PRIORITY	PROGRESS TO DATE
	To develop the provision of extra-curricular activities	Some progress has been made on this priority area. Provision of Extra-Curricular activities has been reviewed. 5x60 timetables up in school reception and uploaded to website. Extra clubs now on offer: Golf (£1 supplement)
PRIORITY		PROGRESS TO DATE
To develop attitudes to and awareness of global citizenship		Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
2.2 Teaching		
2.2.1 Establish a highly creative, impact led approach to teaching (C.M)		
PRIORITY		PROGRESS TO DATE
Raise learners' levels of aspiration		Good progress has been made in this priority area. A growth mindset workshop was held during the Sept inset and subsequent teach meets have picked up the theme. An Assertive mentoring plan has also been developed through ESLT focusing on girls' engagement
PRIORITY		PROGRESS TO DATE
To develop a structured coaching and mentoring system within the school		Some progress has been made in this priority area. A reflection document is now in use and a separate CPD programme for NQTs is in place
PRIORITY		PROGRESS TO DATE
Implement a Domains of learning project		Some progress has been made in this priority area. 2 year KS3 plans have been developed in the new curriculum plan by MY
2.2.2 Continue to enhance the methods, systems and structures used to assess and plan for the development of learning (C.M)		
PRIORITY		PROGRESS TO DATE
Embed new practice associated with revised assessment ensuring further clarity is created.		Some progress made in this priority area. PLCs established, Work scrutinies have taken place as per the calendar. Key areas of development identified by SLT during the scrutiny
PRIORITY		PROGRESS TO DATE
Ensure CPD links to the school priorities and individual needs through PM and DIP/ YIP and SIP		A CPD plan has been established, but limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY		PROGRESS TO DATE
Embed new practice associated with revised teaching and learning policy.		Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY		PROGRESS TO DATE
Implement and monitor new homework policy in the school.		Some progress has been made in this priority area. Some analysis on SMHW has taken place as a part of the book scrutiny and Homework guidance has been established through new policy.



PRIORITY		PROGRESS TO DATE
Improve the standard of cover work set for classes.		Some progress has been made on this priority area. Cover work guidance document produced and regular audits undertaken.
Care, support and guidance		
2.3.1 Enhance provision to enable greater impact on student standards and health and wellbeing		
Lead	PRIORITY	PROGRESS TO DATE
	Improve standards of health and wellbeing for all learners	Some progress has been made on this priority area. Assembly rota's are complete and quality of assemblies improved. SWEET being monitored closely by JU all necessary year groups are completing qualification.
2.3.2 Provide a coordinated and accessible approach to the provision for specialist services, information and guidance for all students		
PRIORITY		PROGRESS TO DATE
Improve the provision of specialist services so that all learners receive excellent support, care and guidance in all aspects of their life		SEE1.2.1
PRIORITY		PROGRESS TO DATE
Work closely with specialist services in order to fully support all AEN pupils		Good progress has been made in this priority area. Regular meetings are held with LEA advisory team. Planning meetings set up once a half term. Regular communication continues between KR and all outside agencies. Minutes from meetings need to be recorded more formally.
2.3.3 Continue to ensure that safeguarding arrangements are fit for purpose and protect all students from harm whilst fulfilling all legislation that governs this area.		
PRIORITY		PROGRESS TO DATE
Update staff on new safeguard guidance relating to radicalisation and extremist views		A new safeguard policy has been prepared, and is about to be approved by governors. Information on radicalised views have been disseminated via email.
2.3.4 Provide an inclusive curriculum that appropriately supports the progress and individualised development of all students with AEN.		
PRIORITY		PROGRESS TO DATE
Increase staff awareness of AEN pupils and their individual needs.		Good progress has been made in this priority area. AEN register is kept up to date. Pupil profiles are updated as new information is received on individual pupils, with strategies developed for some AEN pupils. AEN pupil of the week continues to effectively inform all staff about key AEN pupils. One page profiles have been created for high tariff AEN pupils and are being rolled out over the autumn and spring term for all AEN pupils who are ST or SA+. Some INSET sessions have been delivered to all staff. More to be scheduled throughout the year. Lunchtime and breaktime drop in clinics have been offered to staff.
PRIORITY		PROGRESS TO DATE
Improve and promote the use of LSAs across the school		Good progress has been made in this priority area. Inset delivered on how to use LSAs effectively. Meetings held between LSAs and subject teachers to discuss the best way for LSAs to work with key/ high tariff pupils. KR regularly reviews placement of pupils with individual pupils. Audits of LSA strengths and expertise have been carried out. LSA used in the most appropriate way according to their individual strengths.
PRIORITY		PROGRESS TO DATE
Improve home school links with AEN pupils and families.		Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term
PRIORITY		PROGRESS TO DATE
Continue to improve and embed		Some good progress made in this priority area. Individualised intervention has begun for a



an intervention system to support identified AEN pupils	small number of AEN pupils and some pastoral support/intervention has been set up with nurture pupils.
2.4.1 Ethos, equality and diversity Ensure that all work undertaken contribute to an inclusive ethos that promotes equality and celebrates diversity	
PRIORITY	PROGRESS TO DATE
Improve and promote a positive ethos that recognises equality and diversity for all pupils within the school	Good progress has been made with this priority area. Behaviour system firmly embedded within the school.
2.4.2 Physical environment. Develop facilities to provide a stimulating and well-maintained learning environment to support and enhance learning (L.J/C.M/R.F/T.B)	
PRIORITY	PROGRESS TO DATE
Improve and modernise learning environment throughout the school	Good progress has been made with this priority area. The Headteacher meets with both Business Manager and Site Manager on a daily/weekly basis to prioritise building related works and to check progress. The Finance & Buildings Sub-Committee of the governing body meet termly and receive a written report of building related works. Governors also are given the opportunity to look around the school at specific building projects. The Business Manager and Headteacher have listened to the views of the sixth form pupils and consider their opinions when planning their sixth form centre.
PRIORITY	PROGRESS TO DATE
Expand the provision/ accommodation for vulnerable learners	Good progress has been made with this priority. It is intended that the NEETS base to be up and running in the very near future. Staffing dependent.
How good are leadership and management?	
3.1.1 Provide high quality leadership that conveys a clear strategic direction that is impactful	
PRIORITY	PROGRESS TO DATE
Develop leadership skills of SLT to enhance school performance	Good progress has been made in this priority. All P.M targets are complete, robust and measurable. 1:1 staff mentoring procedures are in place, SLT meet weekly with Head to enable review progress on areas of responsibility and mentoring to take place. Estyn monitoring visit judged capacity to improve as good.
PRIORITY	PROGRESS TO DATE
Establish a middle leaders training programme	Limited progress has been made on this priority during the Autumn term as it continues to be in the planning stage. It will continue to be an area for development during the Spring and Summer term
PRIORITY	PROGRESS TO DATE
Enhance the skills of ESLT members by providing a bespoke training and mentoring programme	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
PRIORITY	PROGRESS TO DATE
Build leadership skills and capacity	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.
3.1.2 Maintain high quality effective governance that fulfils its statutory obligation and provides appropriate levels of challenge and support throughout the school.	
PRIORITY	PROGRESS TO DATE
Enhance the skills of governors to provide effective challenge and support to the school.	
PRIORITY	PROGRESS TO DATE



Develop the skill set of governors to access and interpret school data against benchmark information.	
3.2 Improving quality	
3.2.1 Maintain robust self-evaluation and extend the input into key strategic decisions by listening to learners and other stakeholders.	
PRIORITY	PROGRESS TO DATE
ALL departments / faculties successfully undertake effective self-evaluation to ensure the school reaches or exceeds its subject target.	Good progress has been made in this priority area. A calendar created and shared with all staff. The PM process 2015-16 completed by all staff. PM targets for 2016-17 set for all staff. Lesson observations grading's are being collected and will be analysed. Half termly link meeting agenda's have been provided for HOF / HOD link meetings. A book scrutiny has been undertaken by faculties and QA'd by SLT. Each teacher of year 11, 12 and 13 completed an individual analysis report evaluating exam class progress. Departments requiring RIP's have been identified. First round Meetings are currently underway and weekly attendance reports generated and shared with SLT, HOL and for tutors.
3.2.2ensure planning is effective in securing further improvements	
PRIORITY	PROGRESS TO DATE
Sustain the use of Rapid Improvement Plans as a tool to support and challenge underperformance.	Good progress has been made in this area. Departments requiring the need for a RIP have been established based on FFD performance and estimates. First round of RIP meetings are currently underway.Plans will be continuously reviewed (RAG RATED) throughout the academic year but as they are only just being created we are currently unable to review.
3.3 Partnership working 3.3.1Maintain the link between the work of strategic partners and the impact this has on standards, wellbeing and reducing social deprivation.	
PRIORITY	PROGRESS TO DATE
Continue to improve / develop partner primary work to improve skills and number of students in year 7 in 2017 to 182.	Some progress has been made on this priority area. Partnership working program has been set up. Each primary are currently attending site for 2 hours per week. SOW for the Autumn term covering the topics Space and Electricity has been generated. Half termly newsletter has been issued to all feeder primaries and was well received by parents.
3.3.2develop further the joint planning, resourcing and quality assurance of work that the school undertakes with its partners to further impact upon students' progress	
PRIORITY	PROGRESS TO DATE
Increase opportunities for working with outside agencies within the year 6 STEM project.	Some progress has been made on this priority area. Links have been established with STEM Cymru and Cardiff Uni. STEM club has been set up.
3.4 Resource management	
3.4.1 Actively engage all staff in their professional development to further impact upon standards.	
PRIORITY	PROGRESS TO DATE
To develop an ethos of the school being a 'learning community' whereby all staff look to refine their skills and practice	Some good progress has been made on this priority area. All staff meet every Wednesday morning for the teach meets, training options have been given to staff using 'a menu option', PM is linked to small action research project, A culture of sharing best practice has been established but needs to be reinforced and IRIS triads will be set up during spring term.
PRIORITY	PROGRESS TO DATE
Use school data, performance management and self-evaluation to effectively tailor the CPD to the needs of the school	Some progress has been made on this priority area. CPD opportunities have been developed with variety as per the plan. Departments links developed with Stanwell, Y Pant and Blackwood. Middle leaders triads have been launched.
PRIORITY	PROGRESS TO DATE
Embed coaching and mentoring into CPD to develop a self-improving system	Some progress has been made on this priority area, a coaching workshop was delivered as part of a whole school inset inset. Further work planned during the spring and summer term.
Accelerate improvements in quality of teaching	Limited progress has been made on this priority during the Autumn term. It will continue to be an area for development during the Spring and Summer term.



PRIORITY	PROGRESS TO DATE
Improve transition processes for AEN learners	Some progress has been made in this area. Cluster meeting have been established and one-page pupil profiles generated and shared with staff. Transition has already begun through the STEM project but a more individualised transition will take place in the spring term. Frequent visits are planned for the summer term. key pupils to be highlighted by primary SENCOs.
3.4.2 Scrutinise all aspects of school work to ensure value for money measured against impact on student outcomes.	
PRIORITY	PROGRESS TO DATE
SIP priorities to align funding streams to whole school budget setting	Good progress has been made in this priority area. The Business Manager presents termly finance reports to both the Finance & Buildings Sub-Committee and AIB board. Grant budgets are detailed in the budget setting notes document circulated to governors at the commencement of each financial year and the headteacher writes a broad SCC bid in consultation with the school's SCC Adviser based on qualifying priorities.
PRIORITY	PROGRESS TO DATE
Half termly RAG rating of SIP and other school plans to measure outcomes and expenditure to date	Some progress has been made in this area with SLT successfully completing and 1 st round of RAG rating and by about to commence the 2 nd .

CURRICULUM AND ORGANISATION OF EDUCATION AND TEACHING METHODS

SPECIAL EDUCATIONAL NEEDS

Total Male and Female - Mainstream

Type of Need	Early Years		School		Pupil Numbers in Mainstream			
	EYA	EYA+	SA	SA+	EYA / SA	EYA+ / SA+	ST	Total
Autistic Spectrum Disorder	0	0	3	1	3	1	7	11
Behaviour, Emotional and Social Difficulty	0	0	14	13	14	13	6	33
Hearing Impairment	0	0	2	3	2	3	1	6
Physical and Medical Difficulties	0	0	1	2	1	2	0	3
Moderate Learning Difficulties	0	0	5	5	5	5	5	15
Multi-Sensory Impairment	0	0	0	0	0	0	0	0
Profound and Multiple Learning Difficulties	0	0	0	0	0	0	0	0
Speech Language and Communication Difficulty	0	0	3	5	3	5	0	8
Severe Learning Difficulties	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0
General Learning Difficulties	0	0	46	16	46	16	1	63
SPLD - Attention Deficit Hyperactivity Disorder	0	0	3	1	3	1	0	4
SPLD - Dyslexia	0	0	7	4	7	4	3	14
SPLD - Dyscalculia	0	0	0	0	0	0	0	0
SPLD - Dyspraxia	0	0	0	0	0	0	1	1
Total					84	50	24	158
Self Auditing Tool								OK

Staff specifically linked to SEN

Mrs Kate Richards SENCO and teacher of SEN mathematics.



Mrs Linda Fisher and **Mrs Vania Parfitt** Teaching Assistants, with special responsibility for Nurture group and managing and delivering the social programme 'Talk about'. They also provide in-class support where and when needed. Mrs Parfitt is also part of the SAP team.

Mrs Tracey Orchard Teaching Assistant, with special responsibility for managing and delivering the Catch Up programme (literacy), paired reading, and other small group literacy intervention.

Ms. Theresa Cochlin - Teaching Assistant with special responsibility for supporting numeracy intervention (maths), the BKSB programme and 1:1. **Ms. Cochlin** is also part of the SAP team.

Mrs Tracey Meredith Teaching Assistant. **Mrs Meredith** is also responsible for managing the social programme 'Talk about' who then liaises with the SENCO. Mrs Meredith supports the SENCO in all aspects of work, in an assistant SENCO role.

Mrs Tara Starr Teaching Assistant, with special responsibility for supporting 7N.

(Centrally provided staff - working full time)

Mrs Carole Wheeler - February 2015) 1:1 support for five pupils.

Mrs Julie Cleaves- joined September 2012, 1:1 support for 5 pupils

Ms Leanne Horton- joined September 2013, 1:1 support for 5 pupils

Mrs Sandra Davies (agency staff) -September 2013 - 1:1 for 4 pupils.

Yanina Jenkins (agency staff) joined September 2014 - support for HI pupil.

Katie Crane joined January 2015, 1:1 support for 4 pupils.

A total of 18 pupils receive additional support with 170 hours between them.

Staff Training/courses 2015-2016

- All TAs received the same training that teaching staff received.
i.e. Numeracy and literacy framework
- Mrs Meredith continued to be involved with the ComIT team.
- Mrs Orchard received Catch up Literacy Training
- Tracey Meredith, Theresa Cochlin and Tara Starr received training for the marking of Numeracy national tests.
- Tracey Meredith attended a number of SENCO courses alongside KR held at Ty Graddfa.

Nurture

Nurture provides specific support for our most vulnerable learners, mostly in year 7, especially assisting in the transition process. Some pupils remain linked in year 8 and 9 also with some links carrying on in Key Stage 4. Pupils are time-tabled to access specific programmes and individual work completed in the Nurture group.

The nurture room provides support for pupils at break and lunch times, some of whom are not specifically linked to Nurture.

LOOKED AFTER CHILDREN

Looked after children (LAC) are fully integrated in the school, according to ability. The school LAC co-ordinator is Mrs Dawn Chivers and she oversees their wellbeing and progress and liaises with other agencies as necessary



ENGLISH AS AN ADDITIONAL LANGUAGE

There is a small but growing number of pupils whose first language is not English. The school works closely with Gwent Ethnic Minority Service (GEMS) to meet their needs as well as possible with support like translation, mentoring, provision of dictionaries etc. Progress is closely monitored. The SENCO oversees learning, progress and provision.

MORE ABLE AND TALENTED CHILDREN

The organisation of the school curriculum and the ability banding means that the needs of MAT children are well met in terms of curriculum delivery. In some cases, more able pupils also access additional qualifications e.g. the top maths set completes GCSE in one year in order to study Further Maths in Y11. In addition, there are a number of clubs available which allow MAT pupils to further develop their skills and experience e.g. orchestra, choir, art club, radio station, various PE clubs, Spanish, Welsh etc. Identified MAT pupils also have access to occasional activities/workshops across the Authority/Region and will be invited depending on talent e.g. Drama & Dance workshops. Academic progress is closely monitored via target setting and progress checks.

PROVISION FOR AND USE OF WELSH LANGUAGE IN SCHOOL

The school is an English medium school, where all Welsh is used on the basis of it being a second language and/or through incidental use in lessons and around the school. Most teachers are able to use simple phrases and will meet and greet pupils in Welsh. Some staff, in addition to those who teach Welsh Second Language, are more proficient and give some instructions in class and around the school in Welsh. Almost every sign around school is bilingual.

All pupils study Welsh until the end of Year 11. At Key Stage 4 all students follow the WJEC GCSE Welsh Second Language qualification. At Key Stage 3, all pupils study Welsh. The vast majority study Welsh for 3 hours a fortnight, with Year 9 studying 4 hours.

In moving forward, we are currently developing an action plan to further develop Welsh ethos and culture by providing additional professional development opportunities in using Welsh for staff and exploiting all opportunities to embed Curriculum Cymraeg across the school.

PROVISION MADE FOR PUPILS TO PARTICIPATE IN SPORT IN SCHOOL

All pupils study Physical Education (PE) as part of the broad and balanced curriculum. At Key Stage 3 there are 4 lessons per fortnight timetable cycle. At KS4 there are 2 lessons per cycle. It is compulsory for pupils to do PE. Although some pupils are reluctant to participate on occasions and even refuse to bring kit to school, the department and school works hard to ensure that all pupils, even the most reluctant, take part. The department has seen a huge improvement in the participation of girls in PE in particular and have introduced water aerobics and dance at KS3. The PE Department continues to work with pupils to find out what they would like to be included in the core PE provision. We appreciate the support of families in ensuring that pupils bring kit to school and work with parents and carers to



resolve problems. The school can offer support for families where obtaining kit causes difficulty. The department offer a variety of sporting clubs, supported by 5x60 including activities such as football, rugby, netball, hockey, athletics, rounders, benchball, fitness and dance. The introduction of dance has allowed us to achieve second place in the CSSA dance in 2014. Department policy promotes a non-competitive element in some teaching in order to make PE enjoyable and accessible to all. The introduction of the Leadership Academy promotes participation through student leadership and continues to work on developing the skills of young people. Pupils have also been involved in the sport relief mile and raising awareness and money for charities. There has also been target clubs for our free school meals pupils for the girls and they have played against Heolddu free school meals pupils, to broaden participation opportunities and experiences.

PROVISION FOR EXTRA CURRICULAR OPPORTUNITIES IN SPORT

A wide range of clubs are offered in school.

The PE Department runs traditional clubs like rugby, football and netball. Pupils can also use the fitness suite in lunchtime clubs and after school, based on a pupil timetable. This is supervised by a range of staff.

The 5 x 60 scheme supports this provision through the link to a member of 5 x 60 staff who co-ordinates various other clubs and schemes according to pupil demand. 5 x 60 officers run clubs such as swimming, dance, hula hoop and Dodgeball. The opportunities are almost endless and pupils are encouraged to suggest other clubs that they would be interested in.

Data is collected on pupil participation, so that we can encourage a greater number and range of pupils to participate whatever their skill/fitness level.

STRENGTHENING LINKS WITH THE COMMUNITY

The school continues to work hard to secure effective partnership working. For example:

- Collaboration as part the 14 - 19 Learning Pathways continues and means that St Martin's students have access to more courses, by being able to select options delivered at other schools in the Caerphilly Basin partnership
- Ongoing liaison between the school and its partner primary schools enables effective transition procedures to be put in place. Sharing of information means that we can better provide for pupils moving into Year 7 and offset the risks of progress slowing.
- Support for various local events continues e.g. pupils involved in dramatic productions such as the Shakespeare for Schools Project where pupils were able to experience participating in an excellent production of A Midsummer Night's Dream at The Riverfront Theatre; various charity events such as the school's contribution to Operation Christmas Child and the various cake sales held throughout the year for a variety of different charities
- We work with the local Police wherever possible to secure a safer environment for our pupils and the community. Pupils participate in the Remembrance Day service and the Eco club works with the community - their work has included pot planting in town. Our year 11 pupils are also heavily involved in the Morgan Jones Allotment Project and have spent much time giving back to the community with their green fingers and hard physical labour.
- The family Project continues to grow and implements sector leading practice in family engagement and community links. A summary of the project and its links and services is as follows:

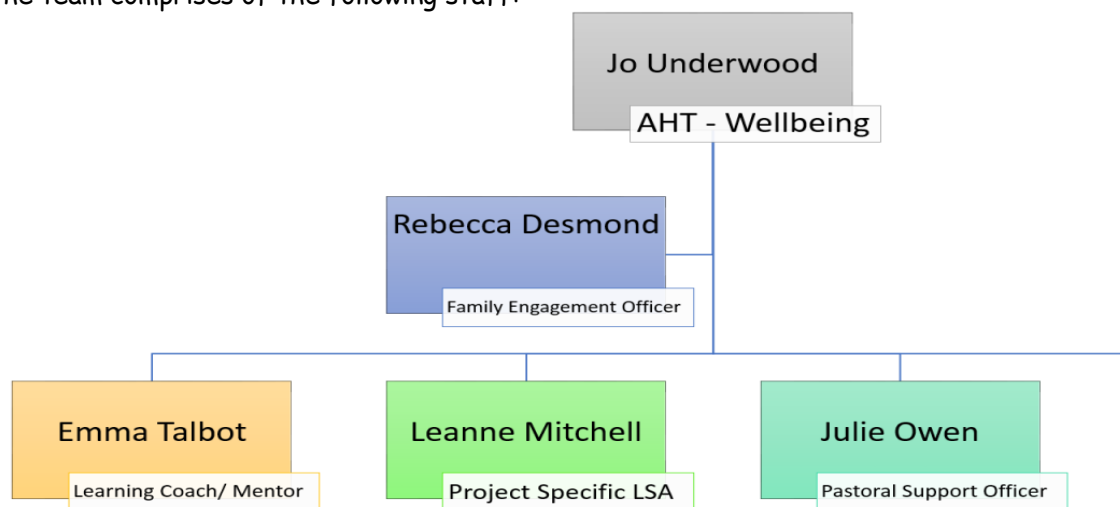


Context and background of practise

Since being established and formed by Associate Assistant Head Teacher, Jo Underwood in October 2015, The Family Project has been intrinsic to the improvement of the provision for health and wellbeing of pupils within and across the school. It is a 50/50 funded project between the school and Communities First initiative.

The main focus of the project is the provision of support, care and engagement for all eFSM pupils, across the key stages, and their families.

The team comprises of the following staff:



Although the project is focussed upon eFSM pupils and their families, its provision and practise form the basis of care, support and guidance across the whole school and links directly to all key areas promoting a caring, supportive, nurturing and inclusive environment for all pupils.

The project has gone from strength to strength since its formation and has presented as a lead example of secondary family engagement in the following forums:

The SCC Annual Conference

National FACE Conference

EAS Family Engagement Seminar

Caerphilly County Borough Council Scrutiny Committee

WAG Family Engagement designate visit

Description of nature of strategy or activity

The project aims to provide a service that supports both learners and their families overcome any emotional, social or academic barriers to learning. The team works closely with the school's EWO and Pastoral Officer to ensure that the wellbeing of all disadvantaged learners is priority. Already, in its first year, the project has made in excess of 320 home visits in order to support and engage disadvantaged learners and their families and the success of this is reflected in the results this year (see below).

The school provides both internal and external support and this includes the following services:

- eFSM breakfast club



- Transport of eFSM pupils to and from school
- Lunchtime, after school and holiday catch up sessions
- Residential visits to complete key qualifications
- University partnership project to raise aspirations
- After school climbing club—to encourage extracurricular health and wellbeing activities
- Personalised timetables
- Changing Minds counselling service
- Signposting to extra -activities and agencies
- Intergenerational activities
- Lads and dads days
- Mum and daughter days
- Family cooking sessions
- Family climbing sessions
- Parental advice, guidance and support group
- Home visits and parental consultation meetings with HoLs
- Partnership working
- PTA
- Parental Learning
- Coffee mornings, drop in sessions and lunchtime consultation events

EXTRA-CURRICULAR ACTIVITIES AND ACHIEVEMENTS

SCHOOL VISITS / EVENTS 2015 - 2016

Department	Start	Name
English/Drama	16 September 2015	Drama trip to London



Personal Development	24 September 2015	Year 12 Plant ICE (recrock)
Personal Development	29 September 2015	MPCT Taster visit
Art	05 October 2015	Art Trip - Ty Pentwyn
Careers	12 October 2015	My Education Training Day
PSE	21 October 2015	Seren project
Careers	21 October 2015	Skills Cymru Motor Point Arena Cardiff
RE	16 November 2015	Re - visit to St Martin's Church
Personal Development - SWEET	20 November 2015	girls residential
Citizenship	02 December 2015	My Education
Personal Development	10 December 2015	Christmas Walk to the Caerphilly Town Centre
English/Drama	16 December 2015	Pantomime trip
PE	12 February 2016	Rugby Tour Edinburgh
Reward	12 February 2016	lads and dads Cardiff city
Personal Development	17 February 2016	Boys SWEET day Holiday Inn
Geography	21 February 2016	Iceland 2016
Reward	25 February 2016	Climbing Club
English/Drama	25 February 2016	Gangsta Granny Theatre Visit
Careers	29 February 2016	Getting into the Top Universities Conference
English/Drama	09 March 2016	KS4 and 5 Theatre visit
Careers	14 March 2016	Oxbridge Conference
Enrichment	14 March 2016	Cardiff Dry Slope Ski
Personal Development	15 March 2016	boys SWEET day
Geography	15 March 2016	Rhymney River Trip GCSE
Enrichment	15 March 2016	Cardiff Dry Slope Ski
Geography	16 March 2016	Rhymney River Trip GCSE
Personal Development	17 March 2016	Sport Relief Walk St Martin's 2016
Geography	22 March 2016	Ogmore
Personal Development	22 March 2016	boys SWEET day
Geography	23 March 2016	Dorset Coast
Careers	23 March 2016	UCAS Careers Convention Yr. 12
Careers	24 March 2016	University Inspiration Trip
Enrichment	02 April 2016	Risoul Ski Trip 2016
Geography	14 April 2016	Ogmore
Geography	15 April 2016	Ogmore
Geography	21 April 2016	Rhymney Valley and Cardiff Bay
Geography	22 April 2016	Rhymney Valley and Cardiff Bay
Geography	28 April 2016	Ogmore
Duke of Edinburgh	30 April 2016	Duke of Edinburgh
Duke of Edinburgh	07 May 2016	Duke of Edinburgh
PE	12 May 2016	CSSA DANCE COMP
Careers	25 May 2016	Stem BT visit yr9 girls



Reward	23 June 2016	Year 11 PROM
History	27 June 2016	Caerphilly Castle
Duke of Edinburgh	30 June 2016	Duke of Edinburgh Expedition
Careers	30 June 2016	Blaenau Gwent - Seren Trip
History	01 July 2016	Caerphilly Castle
Geography	04 July 2016	Penarth and Cardiff Retail Investigation
History	06 July 2016	Caerphilly Castle
Careers	07 July 2016	SOUTH WALES UNI- year 12 UCAS Apply
Reward	18 July 2016	Year 7 End of Year Cardiff Trip

SUMMARY OF EXAMINATION RESULTS & ASSESSMENTS



Summary of exam results

KS3

Performance in all core subjects have shown improving outcomes for learners at KS3 year on year and against the local authority, family and all Wales. Science has made significant gains, which then directly links to the Core Subject Indicator (CSI).

English

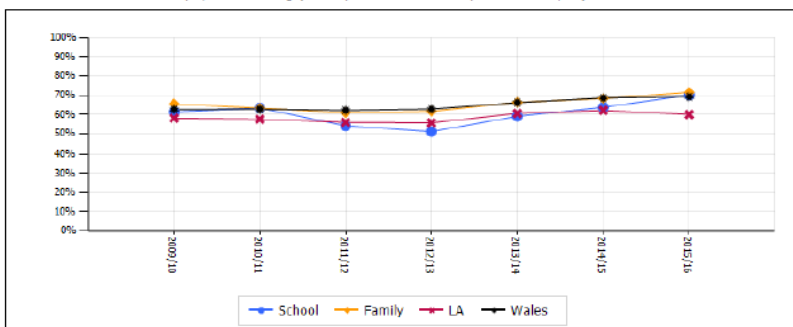


Section 2 - 11/2 threshold analyses by Core Subject: English

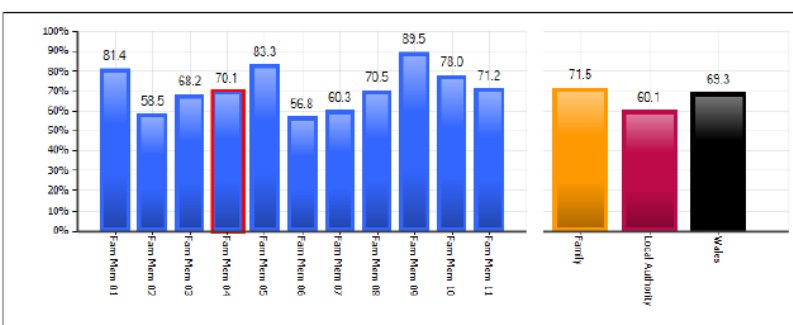
Home

L2 - English

2.1a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



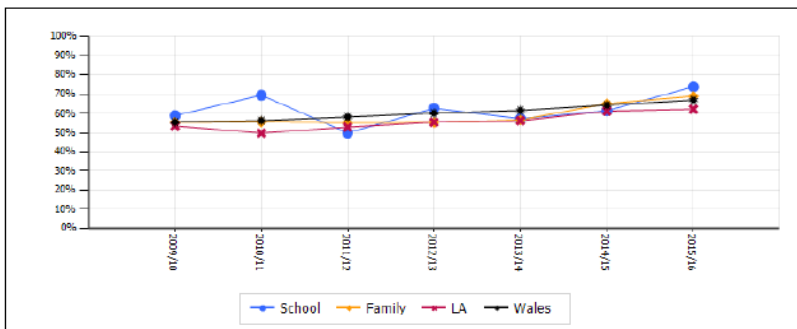
2.1b Family comparison



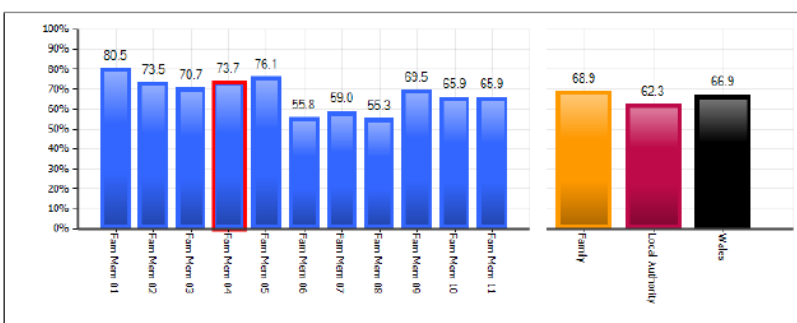
Maths

L2 - Mathematics

4.1a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



4.1b Family comparison



Science

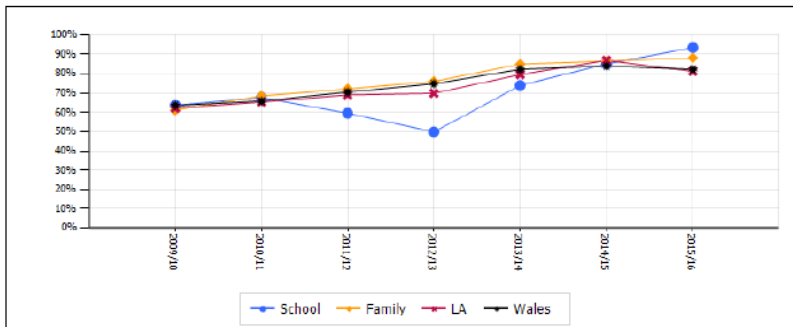


Section 5 – L1/2 threshold analyses by Core Subject: Science

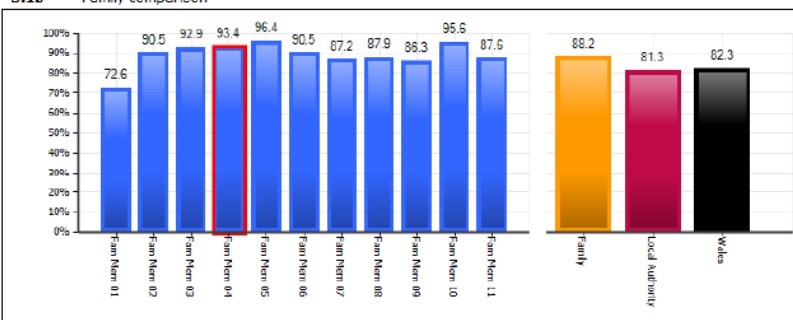
[Home](#)

L2 - Science

5.1a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



5.1b Family comparison

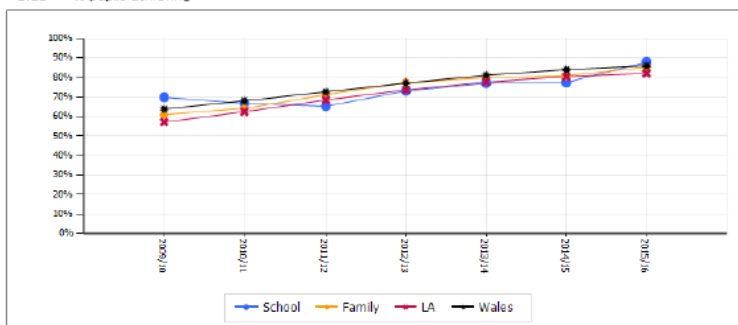


CSI

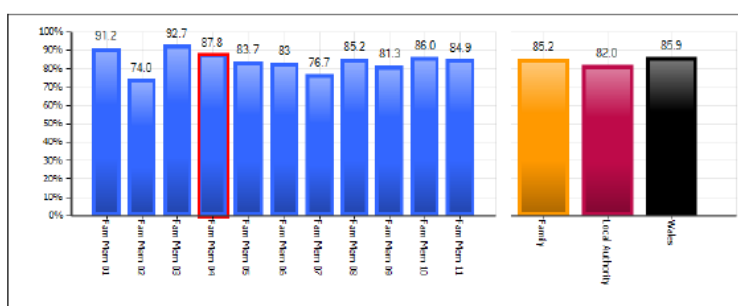
Section 1 - CSI

[Home](#)

1.1a % pupils achieving



1.1b Family comparison





FSM Benchmarking

Performance within FSM quartiles at Level 5+ has shown two and three quartile increments which is very strong progress. At level 6+all subjects improved their performance by at least one quartile position.

10.1b Benchmark summary: % achieving L5+ in each subject by FSM benchmark group

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Core Subject Indicator	1	1	3	2	2	4	1
English	1	1	3	2	3	4	1
Welsh As First Language							
Mathematics	1	1	1	2	3	4	2
Science	1	2	2	3	3	4	1
Art	1	1	1	1	1	2	1
Design and Technology	1	1	1	1	4	4	1
Geography	1	1	1	1	3	4	2
History	1	1	1	1	4	4	4
Information Technology	1	1	2	3	4	4	2
Modern Foreign Language	2	1	2	2	1	2	1
Music	1	1	2	2	2	3	2
Physical Education	1	1	2	1	4	4	3
Welsh As Second Language	1	3	3	3	4	4	3



Section 10 - Benchmarking

[Home](#)

10.1b Benchmark summary: % achieving L6+ in each subject by FSM benchmark group

Title	2008/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
English	1	1	2	1	1	1	1
Welsh As First Language							
Mathematics	1	1	1	1	1	2	2
Science	1	1	1	3	2	4	1
Art	1	1	1	1	1	1	2
Design and Technology	2	3	1	1	2	2	1
Geography	1	1	1	1	1	2	2
History	1	1	1	1	2	4	3
Information Technology	1	1	2	3	2	3	2
Modern Foreign Language	1	1	2	2	1	1	1
Music	1	2	1	1	1	1	2
Physical Education	1	2	2	1	1	4	4
Welsh As Second Language	2	2	2	1	1	2	3

KS4 Results 2016

CPS

The capped points score is the total numerical points total for a student's top 8 qualifications. There has been a significant improvement this year following a steady improvement trend. Performance is above the family and all Wales results.

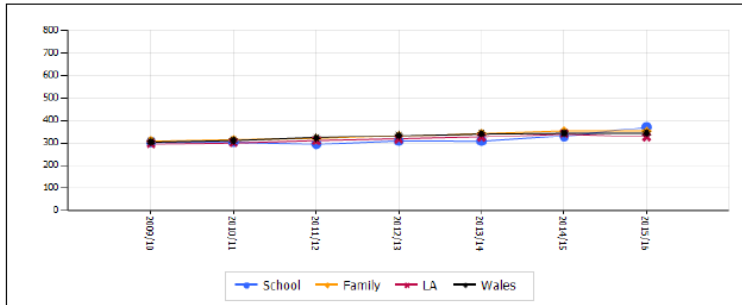


Section 1 - Key Indicators

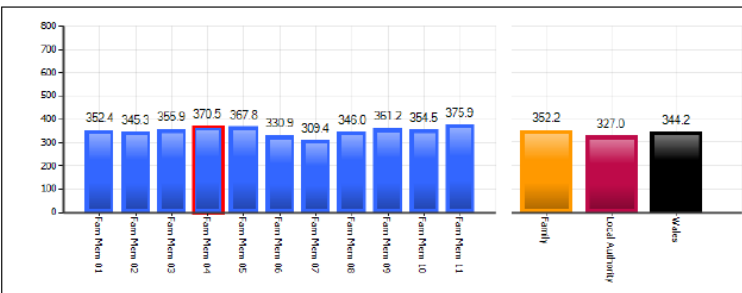
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Capped points score

1.8a Capped points score across all subjects



1.8b Family comparison



Level 2

The Level 2 Threshold is counted by the number of students achieving 5 A*-C grades. There has been a significant improvement over three years. Performance is way above the family and all Wales results.

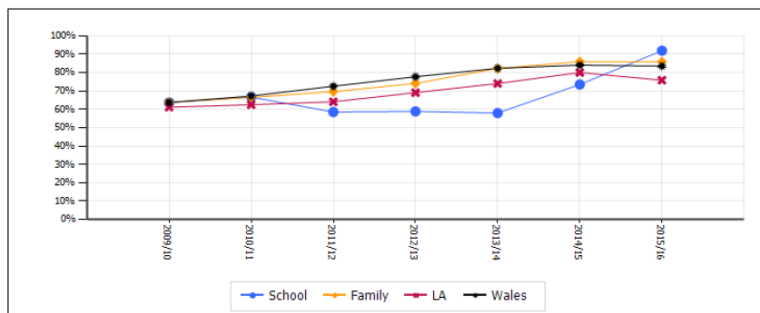


Section 1 - Key Indicators

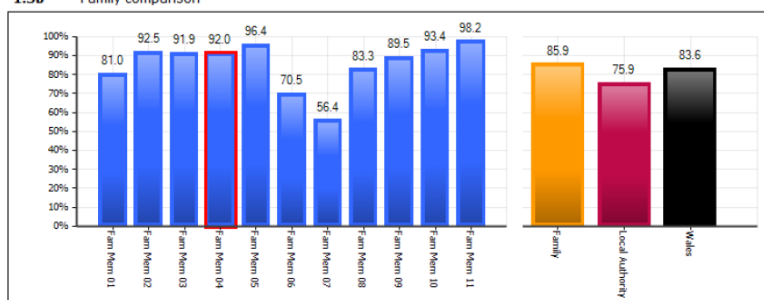
Home

L2

1.3a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



1.3b Family comparison



Level 2+

The Level 2 + Threshold is counted by the number of students achieving 5 A*-C grades including Maths & English. There has been a gradual improvement over three years with a significant increase in 2016. Performance is way above the family, all Wales and over 10% above the Local Authority results.

+

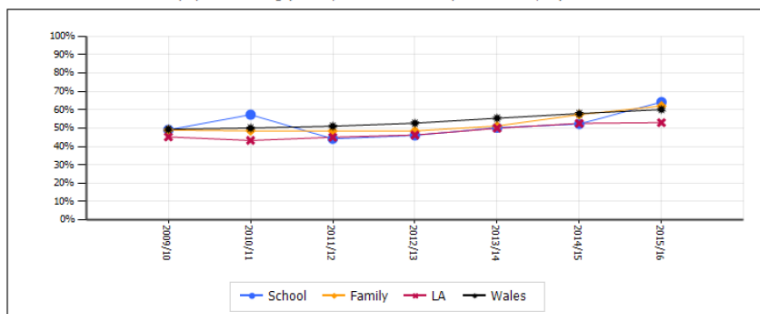


Section 1 – Key Indicators

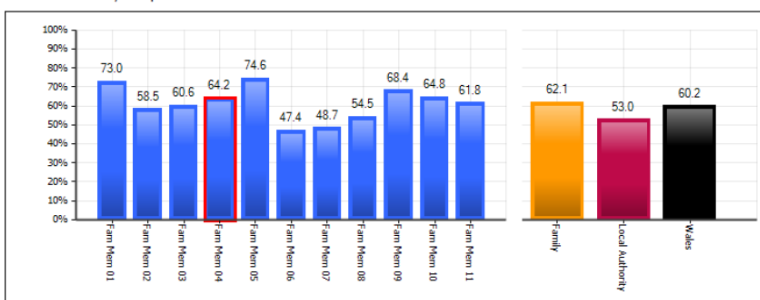
Home

L2 inc E/W & M

1.1a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



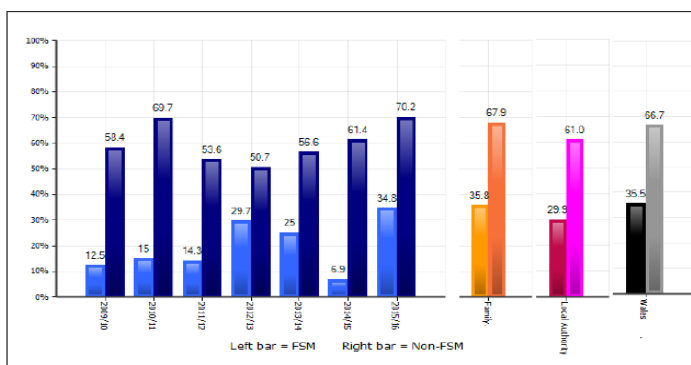
1.1b Family comparison



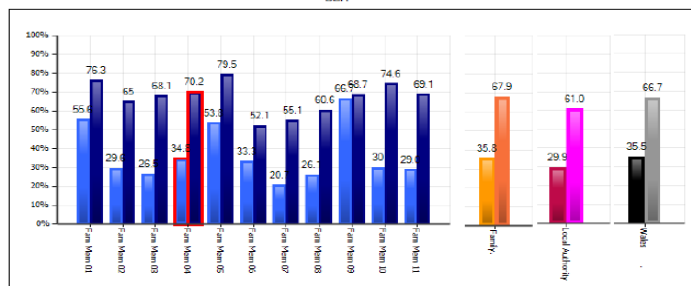
Performance of students who are Free School Meal eligible have rose to 34.8, the highest on record for the school. This is above the Local Authority performance and in line with the family and Wales results.

L2 inc E/W & M

1.2a FSM / non- FSM trend



1.2b FSM / non- FSM - Family comparison All data labels are to 1 dp but this may be hidden by a bar.





Level 1

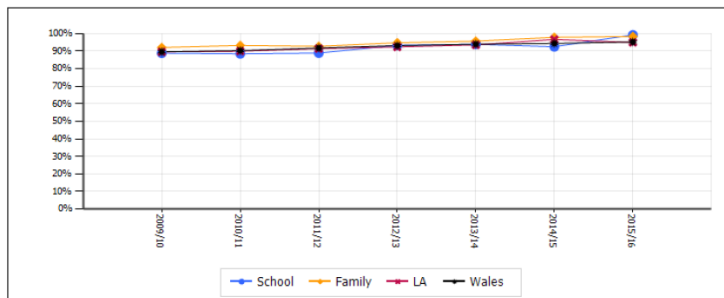
The Level 1 Threshold is counted by the number of students achieving 5 A*-G. Outcomes for learners dropped in 2015 linked to students on alternative provision and in 2016 risen to the highest on record. Performance is inline with the family and above the family and all Wales results.

Section 1 - Key Indicators

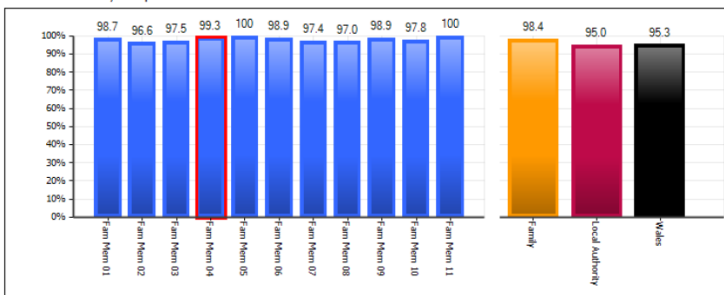
[Home](#)

L1

1.6a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



1.6b Family comparison



Core Subject Indicator

The CSI counts the number of students achieving a pass grades A*-C grades in Maths, English and Science. There has been a strong improvement over three years. Performance is above the family, all Wales and over 10% above the Local Authority results.

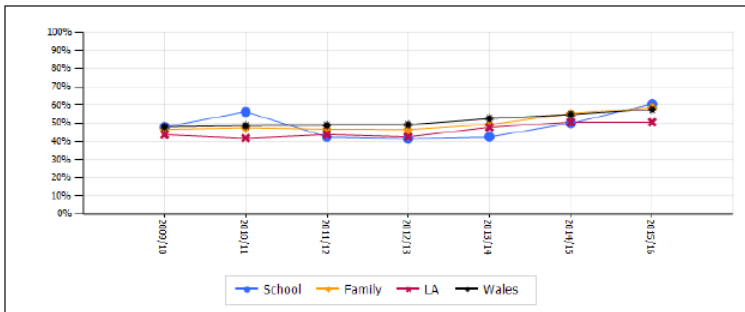


Section 1 - Key Indicators

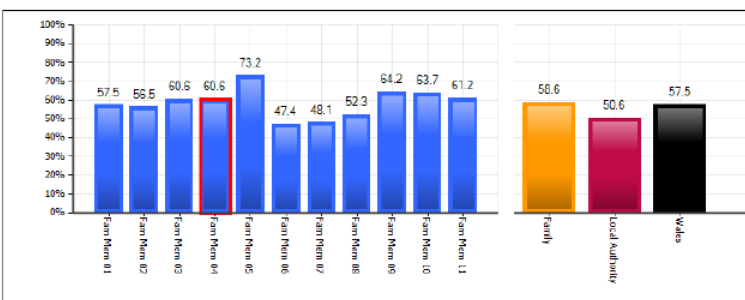
[Home](#)

CSI

1.10a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



1.10b Family comparison



5 A*/A

This indicator records the number of students achieving 5 A*/A grades in any subject. Performance indicates static performance with a rapid improvement in 2016. St. Martin's School outcomes are significantly above the Local Authority, the family and all Wales results.

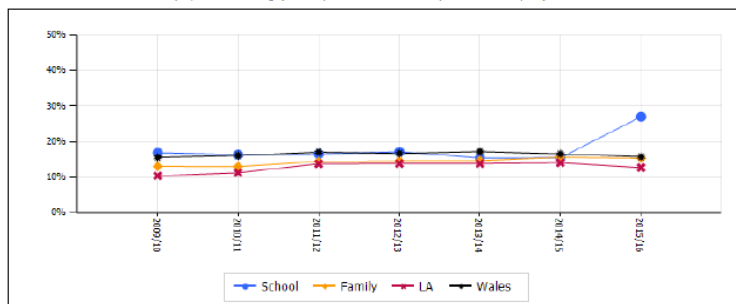


Section 1 - Key Indicators

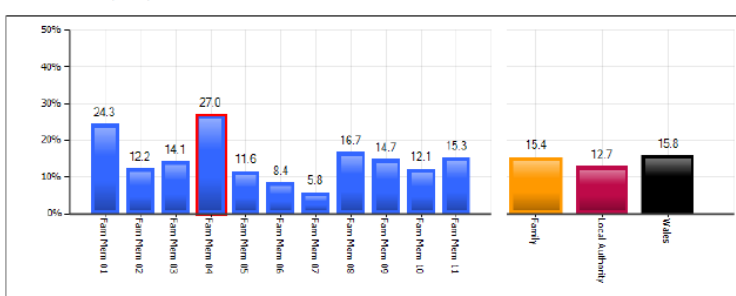
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5+ A* A or equivalent

1.14a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



1.14b Family comparison



FSM Benchmarking

Title	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
1) % of Year 11 pupils achieving the level 2 threshold including English/Welsh and Maths	1	1	2	2	2	2	1
2) % of Year 11 pupils achieving the level 2 threshold	2	2	3	4	4	4	2
3) % of Year 11 pupils achieving the level 1 threshold	3	2	3	3	3	4	2
4) % of Year 11 pupils achieving the CSI	1	1	2	2	3	2	1
5) Capped points score across all subjects	1	1	3	3	4	3	1
6) % of Year 11 pupils achieving a level 2 qualification in English	1	1	2	3	3	2	2
7) % entrants achieving a level 2 qualification in Welsh as 1st Language				4			
8) % of Year 11 pupils achieving a level 2 qualification in Mathematics	1	1	2	1	2	2	1
9) % of Year 11 pupils achieving a level 2 qualification in Science	1	2	3	4	4	3	1



ST. MARTIN'S SCHOOL TARGETS 2014 - 2017

Key Stage 3 Target Setting 2016-17

School Name:

St Martins School, Caerphilly

Pupils achieving Level 5+

Year 9	Cohort	Oracy - Welsh 2nd Language				Reading - Welsh 2nd Language				Writing - Welsh 2nd Language				Welsh 2nd Language				Oracy - English				Reading - English				Writing - English				English				Mathematics				Science				Reading, Writing and Mathematics				CSI			
		Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target			
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%								
FSM Boys	15	9	60%	3	60%	3	60%	3	60%	3	60%	3	60%	3	60%	3	60%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%	12	80%		
FSM Girls	16	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%	15	94%		
non-FSM Boys	65	76	83%	76	83%	76	83%	76	83%	76	83%	76	83%	76	83%	76	83%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%	60	92%		
non-FSM Girls	59	58	98%	58	98%	58	98%	58	98%	58	98%	58	98%	58	98%	58	98%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%	53	100%		
FSM	31	24	77%	24	77%	24	77%	24	77%	24	77%	24	77%	24	77%	24	77%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%	27	87%		
non-FSM	144	134	93%	134	93%	134	93%	134	93%	134	93%	134	93%	134	93%	134	93%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%	133	97%		
Boys	100	85	85%	85	85%	85	85%	85	85%	85	85%	85	85%	85	85%	85	85%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%	92	92%		
Girls	15	13	87%	13	87%	13	87%	13	87%	13	87%	13	87%	13	87%	13	87%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%	14	93%		
All Pupils	115	108	94%	108	94%	108	94%	108	94%	108	94%	108	94%	108	94%	108	94%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%	106	92%
% Gap Non-FSM - FSM		16%		16%		16%		16%		16%		16%		16%		16%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%	
% Gap Boys - Girls		-12%		-12%		-12%		-12%		-12%		-12%		-12%		-12%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%		-7%	

Year 8	Cohort	Oracy - Welsh 2nd Language				Reading - Welsh 2nd Language				Writing - Welsh 2nd Language				Welsh 2nd Language				Oracy - English				Reading - English				Writing - English				English				Mathematics				Science				Reading, Writing and Mathematics				CSI			
		Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target				Single School Target			
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%						
FSM Boys	11	7	64%	3	73%	3	73%	3	73%	3	73%	3	73%	3	73%	3	73%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%	10	100%		
FSM Girls	18	17	94%	17	94%	17	94%	17	94%	17	94%	17	94%	17	94%	17	94%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%	18	100%		
non-FSM Boys	68	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%	65	96%				
non-FSM Girls	41	40	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%	41	100%		
FSM	29	23	85%	28	97%	28	97%	28	97%	28	97%	28	97%	28	97%	28	97%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%	23	88%		
non-FSM	109	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%	106	97%		
Boys	79	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%	76	97%		
Girls	30	29	97%	29	97%	29	97%	29	97%	29	97%	29	97%	29	97%	29	97%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%	30	100%
All Pupils	142	134	94%	134	94%	134	94%	134	94%	134	94%	134	94%	134	94%	134	94%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%	135	95%		
% Gap Non-FSM - FSM		12%		12%		12%		12%		12%		12%		12%		12%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%	
% Gap Boys - Girls		-1%		-1%		-1%		-1%		-1%		-1%		-1%		-1%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%		3%	

School Targets Key Stage 4 2016-17

School name:

St Martins School

Year 11	Cohort		Capped points 9		Welsh (1st lang) A-C		English Language A-C		Mathematics A-C		Mathematics Numeracy A-C		1st Science Level 2		2nd Science Level 2		Level 2 including English/Welsh and Mathematics		Level 2		Level 1		Leaving without a recognised qualification	
			Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number
FSM Boys	14	2	14%	2	14%	2	14%	2	14%	7	50%	7	50%	2	14%	4	29%	11	79%	0	0%			
FSM Girls	14	9	64%	8	57%	8	57%	8	57%	9	64%	9	64%	8	57%	3	64%	13	93%	0	0%			
non-FSM Boys	72	50	69%	51	71%	51	71%	51	71%	63	88%	63	88%	48	67%	60	83%	71	99%	0	0%			
non-FSM Girls	61	53	87%	52	85%	52	85%	52	85%	56	92%	56	92%	43	80%	59	97%	61	100%	0	0%			
FSM	28	11	39%	10	36%	10	36%	10	36%	16	57%	16	57%	10	36%	13	46%	24	86%	0	0%			
non-FSM	133	103	77%	103	77%	103	77%	103	77%	119	89%	119	89%	97	73%	119	89%	132	99%	0	0%			
All Boys	86	52	60%	53	62%	53	62%	53	62%	70	81%	70	81%	50	58%	64	74%	82	95%	0	0%			
All Girls	75	62	83%	60	80%	60	80%	60	80%	65	87%	65	87%	57	76%	68	91%	74	99%	0	0%			
All Pupils	161	114	71%	113	70%	113	70%	113	70%	135	84%	135	84%	107	66%	132	82%	155	97%	0	0%			
% Gap non-FSM - FSM		38%		42%		42%		42%		32%		32%		37%		43%		14%		0	0%			
% Gap girls - boys		22%		18%		18%		18%		5%		5%		18%		16%		3%		0	0%			

Year 10	Cohort		Capped points 9		Welsh (1st lang) A-C		English Language A-C		Mathematics A-C		Mathematics Numeracy A-C		1st Science A-C		2nd Science A-C		Welsh Baccalaureate L2		Welsh Baccalaureate L1		Level 2 including English/Welsh and Mathematics		Level 2		Level 1		Leaving without a recognised qualification	
			Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number	Single School Target	Number
FSM Boys	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
FSM Girls	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
non-FSM Boys	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
non-FSM Girls	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
FSM	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
non-FSM	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
All Boys	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
All Girls	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
All Pupils	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
% Gap non-FSM - FSM		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		
% Gap girls - boys		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		

Attendance	2015/16	2016/17	2017/18
Percentage Attendance	93.5%	94.0%	94.5%

PUPIL DESTINATIONS FROM THE YEAR 15/16

	Year 11				Year 12				Year 13			
	Female	Male	Totals	%	Female	Male	Totals	%	Female	Male	Totals	%
Continuing in full-time education - Same School	28	28	56	40.88%	24	22	46	76.67%	1	5	6	8.22%



Continuing in full-time education - School	2	3	5	3.65%	1	1	2	3.33%	0	0	0	-
Continuing in full-time education - College	27	37	64	46.72%	4	4	8	13.33%	3	4	7	9.59%
Continuing in full-time education - HE	0	0	0	-	0	0	0	-	22	24	46	63.01%
GAP Year	0	0	0	-	0	0	0	-	0	0	0	-
Continuing in Part time Education	0	0	0	-	0	0	0	-	0	0	0	-
Entering employment outside WBYP	1	0	1	0.73%	1	1	2	3.33%	3	4	7	9.59%
Entering WBYP (employed status)	0	1	1	0.73%	0	0	0	-	0	2	2	2.74%
Entering WBYP - (without employed status)	4	5	9	6.57%	1	1	2	3.33%	0	0	0	-
Able to Enter Emp, Ed or WBYP (Unemployed)	1	0	1	0.73%	0	0	0	-	0	0	0	-
Unable OR NOT READY to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	0	0	0	-	0	0	0	-	0	0	0	-
Known to have left the area	0	0	0	-	0	0	0	-	0	0	0	-
Not responding to follow-up and therefore unknown	0	0	0	-	0	0	0	-	2	3	5	6.85%
Total number of 2016 statutory school leavers	63	74	137	100.0 %	31	29	60	100.0 %	31	42	73	100.0 %



ATTENDANCE 2015-16

Academic Year	% Authorised	% UnAuthorised	% Attendance
2009-10	8.7	3.2	88.1
2010-11	6.7	4.0	89.3
2011-12	6.3	3.7	90.0
2012-13	6.2	2.7	91.1
2013-14	5.4	2.2	92.4
2014-15	5.0	2.2	92.8
2015-16	2.2	3.1	94.7

- The overall attendance figure for St Martin's Comprehensive for 2015 - 2016 is 94.7%. This is an increase of 1.9% over the attendance level for 2014 - 2015 (92.8%) and gave the school the highest level of attendance in the local authority
- The school continues to follow a positive trend in its attendance figures; there have been increases each year since 2009/10. However, the increase for the current academic year is by far the greatest
- At 94.7% the school compared favourably with family (94.1%), local authority (93.4%) and Wales (94.2%) averages. 94.7% places the school second in the family of schools (9th in the family for 2014 - 2015)
- When considering the All Wales Core Data Set, the school is placed in the 1st quarter for attendance (upper quartile 94.0%). This is a significant improvement for previous position of 3rd quarter
- The increases are as a result of more robust systems for attendance being implemented, combined with greater rigour and challenge with all stakeholders; it is both pleasing and encouraging to see the increases achieved. Weekly reports to Head teacher and Senior Leadership Team focus on disseminating attendance data which has contributed to the increase in particular groups of learners
- There is an average difference (boys v girls) of 0.17% over the 5 year groups compared with 0.2% for 2014 - 2015 and 1.4% for 2013 - 2014
- Attendance of eFSM pupils is 89.8%. Although lower than the overall attendance figure this is an improvement of 4.3% in eFSM attendance compared with the previous academic year.
- For 2015 - 2016 27 pupils were below 80%; this equates to 51% drop in persistent absentees; 46 pupils were below 85% equating to 55% drop
- The school implemented fixed penalties from September 2015. Fixed Penalty Warnings issued:

Autumn	Spring	Summer	Total	Number progressing to full Fixed Penalty Notice
47	41	13	101	16



- Various new strategies e.g. rewards linked to attendance and/or progress in attendance and earlier intervention from the Family Project/Pastoral Officer/EWO are now in place
- A number of families were taken to court in 2015-16 for sustained failure to ensure their son/daughter attended school (poor attendance without improvement following significant intervention and support from school and other agencies). We will continue to work with the Education Welfare Service to ensure parents/carers fulfil their legal responsibilities

ACTUAL FINANCE 2015-2016

EXPENDITURE	ACTUAL
STAFFING	2015/2016 (£)
Teaching Staff	2,820,732
Supply Cover	185,115
Instructors / Support	222,835
Caretaking / Cleaning	185,825
Lunchtime Supervisors / Catering	96,790
Clerical Staff	182,199
Technical Staff	120,650
Staff Advertising	1,395
Staff Allowances	68
Training courses	8,692
Legal Fees	1,310
TOTAL STAFFING	3,825,611
BUILDING AND GROUND MAINTENANCE	
Building Maintenance - Internal	50,323
Buildings Insurance	36,509
Energy	81,092
Rates	72,300
Water	17,158
Cleaning/Washroom facilities/Refuse	22,359
Grounds Maintenance	8,741
Fire Alarms/Equipment/CCTV/Security Alarms	2,985
Health & Safety	428
TOTAL MAINTENANCE	291,895
SUPPLIES & SERVICES	
Capitation	132,851
Postage	5,959
Printing/Photocopying	45,096
Stationery	1,722
Telephones	10,898
Licences	2,737
Computing Costs	37,098
Medical	647
Examination Expenses	113,169
Transport	14,636



Purchase of furniture	13,832
College/youth access/work experience expenses	73,356
Further Delegation Support (SLAs)	32,768
Catering Supplies	98,313
Uniform/Protective Clothing	-629
Hospitality	521
Pupil Rewards	8,243
Other internal charges	42,282
Music Support	10,925
School Development Plan	59,846
TOTAL SUPPLIES & SERVICES	704,270
TOTAL EXPENDITURE	4,821,776
INCOME	
DCELLs BUDGET	555,085
SUPPLY COMPENSATION	70,977
USE OF SCHOOL PREMISES	21,501
ADDITIONAL INCOME	41,772
GTC GRANT	6,613
SEG/WEG/PDG income	242,116
CATERING INCOME	116,012
SCC GRANT	203,652
VER	46,248
MISCELLANEOUS	38,660
TOTAL INCOME	1,342,636
NET EXPENDITURE	3,479,140
TOTAL SURPLUS/CONTINGENCY	40,183
TOTAL	3,519,323
TOTAL FUNDING FOR SCHOOL	
FUNDING	
Formula Allocation (net of retro. adj.)	3,271,923
Retrospective Adjustment from prev yr.	6,833
Total Formula Allocation	3,278,756
Total Carried Forward from prev. yr.	272,230
TOTAL FUNDING	3,550,986

STATEMENT OF TOILET PROVISION

There are sufficient toilet facilities in school: 9 cubicles plus 5 urinals for boys, 19 cubicles for girls. Pupils have access to toilets outside of lessons but are asked once finished, not to loiter in the toilet area and leave the facility immediately. Leaving lessons to use the toilets is discouraged in the interests of avoiding disruption to learning (and supervision around the toilets is then limited) but pupils are allowed if there are medical issues or the request is urgent.

St. Martin's School, Hillside, Caerphilly CF83 1UW



Toilets are cleaned throughout the day and checked hourly by our cleaning supervisor. Toilets are inspected daily when the building is opened up in the morning by site staff. Soap and toilet tissue are replaced at this time. If it is reported to Reception that there is a problem in the toilets (mess or need for soap or tissues) then site staff will deal with it asap.

SCHOOL TERM TIMES AND DATES 2015-16

START	1 SEPTEMBER 2015 TO 23 OCTOBER 2015
START	2 NOVEMBER 2015 TO 18 DECEMBER 2015
START	4 JANUARY 2016 TO 12 FEBRUARY 2016
START	22 FEBRUARY 2016 TO 24 MARCH 2016
START	11 APRIL 2016 TO 27 MAY 2016
START	6 JUNE 2016 TO 20 JULY 2016

SCHOOL TERM TIMES AND DATES 2016-17

START	1 SEPTEMBER 2016 TO 21 OCTOBER 2016
START	31 OCTOBER 2016 TO 16 DECEMBER 2016
START	3 JANUARY 2017 TO 17 FEBRUARY 2017
START	27 FEBRUARY 2017 TO 7 APRIL 2017
START	24 APRIL 2017 TO 26 MAY 2017
START	5 JUNE 2017 TO 21 JULY 2017

SESSION TIMES 2015-16 & 2016-17

SCHOOL DAY STARTS 08:30 FINISHES 15:00