



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 2016-17.

The academic year 2016-17 saw great progress in pupil attainment and the results for 2017 are encouraging.

- The percentage of pupils achieving the Level 2 threshold (5 GCSE's at grade A* -C) at 74.5% was higher than the schools family grouping, Local Authority and total Wales percentages.
- The percentage of pupils achieving the Level 2+ threshold (5 GCSE's at grade A* -C inc English/Welsh and Maths) at 65.2% was again higher than the schools family grouping, Local Authority and total Wales percentages.
- The newly introduced Capped 9 measure which focuses on Year 11 pupils' results from nine of the qualifications that a learner attains was 366.6 which was again higher than the school's family grouping, Local Authority and total Wales score.

These are the measures that Welsh Government use to assess all schools performance in Wales and independently confirms the impressive progress made at St Martin's.

I have had the privilege of being on the Board of Governors since January 2015 and it has given me great pleasure in seeing the school improve consistently year on year. The Estyn Inspection in Sept 2016 ratified the schools journey from one "requiring significant improvement" in 2014 to one "making strong progress" in every area of school life. This was followed by an Education Achievement Service (EAS) Leadership and Management Review in November 2017 which again recognized the schools clear vision based on high aspiration for achievement and attainment by all pupils. These independent audit results are a testament to the dedication and commitment from all teaching and support staff this year. I have also been impressed with the genuine partnerships between the pupils, parents and guardians, and the school in meeting the challenges that this rapid improvement can bring.

Once again this year the schools site management team have managed to make fantastic use of the schools scarce resources to improve the buildings and environment most notably the modernisation of the boy's washroom facilities and the improvements to the old PE department classrooms.

I would therefore 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/guardians for your support and co-operation in all the school asks of you.
- ❑ All our 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.

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

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Thank you again for your support and cooperation and together we look forward to another year where we strive for even greater school improvement.

Steve Jones
Chair of Governors

Contents of this report	Summary Report	Full Report (on website /request)
Who's on the Governing Body & status 2016 - 17	✓	✓
Information about next election of Parent Governors	✓	✓
Teaching and support staff 2016-17		✓
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 2017	✓	✓
Summary of Secondary School Performance 2017	✓	✓
Advanced Level Results [AS and A2] 2017		✓
Destination of school leavers 2017		✓
Attendance Information 2016-17		✓
Full financial statement 2016-17		✓
Term Times & dates 2016-17 and 2017-2018		✓
Statement of toilet provision		✓

Who's on the Governing Body [2016-17]

Title	First Name	Surname	End date	Type of Governor
Mr	Martin	Cook	07/07/2018	Co-opted / Community Representative
Rev	Mark	Greenway-Robins	01/02/2019	Co-opted / Community Representative
Mr	Dilwyn	Jones	29/06/2019	Co-opted / Community Representative
Ms	Sue	Rivers	22/01/2021	Co-opted / Community Representative (Chair of Governors)
Mr	Mike	Kennard	12/07/2012	LEA Representative
Ms	Rebecca	Owen	12/07/2020	LEA Representative
CB Cllr	Stephen	Kent	02/09/2020	LEA Representative
Mrs	Elaine	Thomas	14/10/2019	LEA Representative
Dr	Vitti	Allender	13/01/2018	Parent Representative
Mrs	Claire	Barry	07/10/2019	Parent Representative
Mr	Tony	Graham	7/10/2019	Parent Representative
Mr	Jack	Gordon	21/01/2019	Parent Representative

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Ms	Leanne	Moore	10/02/2017	Parent Representative
Mr	Steve	Jones	21/01/2019	Parent Representative
Ms	Eva	Marshman	17/11/2020	Staff Representative
Mr	Matthew	Lewis	17/11/2020	Teacher Representative
Mrs	Jo	Underwood	10/9/2019	Teacher Representative

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

STAFF LIST 2016-17

The Senior Leadership Team

Mr	Lee	Jarvis	Headteacher
Mr	Marc	Yeoman	Deputy Headteacher
Mr	Geraint	Evans	Assistant Headteacher
Mrs	Claire	Manson	Assistant Headteacher
Mrs	Keri	Powell	Assistant Headteacher
Mrs	Jo	Underwood	Associate Assistant Headteacher

The Pastoral Team

KEY STAGE 3

Head of Learning

Mrs	Bethan	Evans	Year 7
Mrs	Julie	Owen	Year 7
Mr	Jonathan	Richards	Year 8
Mrs	Lauren	Joliffe	Year 9

KEY STAGE 4 & 5

Head of Learning

Mrs	Leanne	Avery	Year 10
Mr	Chris	Thomas	Year 11
Mrs	Donna	Matthew	Year 12/13

FACULTY LEADERS

Mrs	Leanne	Weston	Leader of Learning Creative Arts
Mr	Jeremy	Jowett	Leader of Learning Humanities
Mrs	Donna	Matthew	Leader of Learning Science and Technology
Mr	Mike	Castle	Leader of Learning Science and Technology

Staff List

Ms	Christine	Atkinson	Teacher of English (maternity cover)
Mrs	Leanne	Avery	Head of Learning: Y10, Teacher of English
Mrs	Sian	Baker	Teacher of Welsh (p/t)
Mr	Sam	Barnett	Teacher of Geography (on sabbatical)
Mr	Steve	Brookman	Teacher of Technology & Leader of Electronics and STEM
Mr	Mike	Castle	Leader of Learning Science and Technology
Mrs	Charlotte	Cobner	Teacher of Music (p/t)
Miss	Sarah	Conway	Teacher of PE (on sabbatical)

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Miss	Amy	Cross	Teacher of Music
Mrs	Claire	Davies	Teacher of Business Studies & Law (p/t) (maternity leave)
Mrs	Emma	Davies	Teacher of Technology (p/t)
Mrs	Llinos	Davies	Teacher of Welsh (p/t)
Mrs	Rachel	Davies	Teacher of Maths
Miss	Emily	Deans	Teacher of Biology
Mr	Joseph	Dennis	Teachfirst Teacher - Science
Mrs	Lindsay	Donovan-Lacey	Teacher of Spanish
Miss	Amy	Evans	Teacher of RE (Maternity cover for L Warr)
Mrs	Bethan	Evans	Head of Learning Y7, Teacher of Welsh p/t
Mr	Geraint	Evans	Assistant Headteacher, Teacher of Maths
Mr	Jason	Evans	Teacher of Maths
Mr	Michael	Faulds	Teacher of PE, Head of Welsh Bacallaureate
Mr	Matthew	Ferris	Teacher of History
Mrs	Leanne	Foreman	Head of Mathematics
Miss	Isabella	Giamei	Teacher of PE (sabbatical cover for Sarah Conway)
Mrs	Rebecca	Griffiths	Head of PE (maternity leave)
Mrs	Bethan	Harley	Teacher of Biology, Science (p/t)
Miss	Lauran	Hopkins	Teacher of Art
Ms	Delyth	James	Teacher of Art and DT
Mr	Lee	Jarvis	Headteacher
Mrs	Lauren	Joliffe	Teacher of RE
Miss	Helen	Jones	Senior Leader for Safeguarding, Teacher of ICT
Miss	Natasha	Jones	Teacher of Design Technology (p/t)
Mrs	Rachel	Jones	Teacher of Media & English
Mr	Jeremy	Jowett	Leader of Learning Humanities
Mr	Thomas	Kay	Teacher of English
Mrs	Karen	Joyce	Head of Business Studies & Law
Mrs	Lindsay	Knowles	Teacher of Biology p/t
Mr	Darren	Latham	Teacher of Art
Miss	Sian	Lavis	Teachfirst Teacher - Maths
Mr	Mathew	Lewis	Head of ICT
Mr	Francisco	Lopez	Teacher of Spanish
Mrs	Claire	Manson	Assistant Headteacher
Miss	Donna	Matthew	Leader of Learning Science and Technology, Head of Learning Y12/13
Mr	Barri	Mock	Head of Welsh & Curriculum Cymreig
Miss	Charlotte	Morgan	Teacher of Geography (Sabbatical cover for S Barnett)
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	Sara	Palmer	Teacher of History
Miss	Holly	Porter	Teacher of English
Mrs	Keri	Powell	Assistant Headteacher, Teacher of ICT
Mrs	Kate	Richards	AENCO and Acting Head of English
Mr	Jonathan	Richards	Teacher of Geography, Head of Learning Y8
Miss	Eleanor	Sheedy	Teacher of PE (Maternity cover for Rebecca Griffiths)
Mrs	Frances	Shopland	Head of Learning Technology
Ms	Leah	Smith	Teacher of Maths
Mr	Chris	Thomas	Head of Learning: Year 11, Teacher of Physical Education
Mrs	Ruth	Turner	Head of Physics





Mrs	Jo	Underwood	Associate SLT and Teacher of English
Ms	Lucy	Warr	Head of Learning, Teacher of RE (Maternity leave)
Ms	Leanne	Weston	Leader of Learning Creative Arts, Teacher of Drama
Ms	Angela	Whitcombe	Head of Biology
Mrs	Liz	Williams	Teacher of Music (maternity leave)
Mrs	Alison	Withers	Teacher of English (maternity leave)
Mr	Marc	Yeoman	Deputy Headteacher, Teacher of Design Technology

Associate Staff

Nurture

Mrs	Vania	Parfitt	Learning Support Assistant
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Learning Support

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

Cover Supervisors

Mrs	Gabrielle	Whyman	Cover Supervisor
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Family Unit

Mrs	Leanne	Mitchell	Learning Coach
Mrs	Emma	Talbot	Learning Coach
Mrs	Rebecca	Owen	Family Engagement Officer

Pastoral Support

Miss	Julie	Owen	Pastoral Support Officer and Head of Learning
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ICT Technical Support

Mr	Ryland	Evans	IT Technician (supply staff)
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Curriculum Technical Support

Science

Mrs	Amy	Morgan	Senior Science Technician
Mrs	Ann	Maguire	Science Technical Support

Technology

Mr	Jeff	Brookman	Design Technology Resource Assistant
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Creative

Mrs	Theresa	Anderson	Resource Assistant
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Administrative Support

Mrs	Tracey	Blackwood	Business Manager
Mrs	Claire	Coakley	Senior Administrator
Mrs	Lucinda	O'Neil	Assistant to Senior Administrator & Data Manager
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
Ms Elizabeth Evans Librarian

Site Manager

Mr Roy Foreman Site Manager
Mr Gavin Heath Maintenance Assistant

Catering

Miss Tina Davies Head of Cashless Catering, Bistro
Miss Michaela King Head of Main Kitchen
Ms Helen Thomas Catering Assistant
Ms Vicky Evans Catering Assistant
Mrs Ann Scourfield Catering Assistant
Mrs Claire Evans Catering Assistant
Ms Kirsty Evans Catering Assistant

Lunchtime Supervisors

Jane Gregory
Stella Harding
Julie Evans

Cleaning

Ms Louise Cooper Supervisor
Ms Gaynor Williams Cleaner
Ms Debbie Smith Cleaner
Ms Krista Harris Cleaner
Ms Julie Evans Cleaner
Ms Diane Mortimer-Rees Cleaner
Ms Jane Gregory Cleaner
Ms Bleddyn Rhys Cleaner
Ms Jill Thomas Cleaner
Ms Ruth Francis Cleaner
Ms Donna Rigby Cleaner

ADMISSIONS & NUMBERS ON ROLL

The numbers on roll (as of 10 January 2017):

Year Group	2016/17
7	157
8	146
9	173
10	163
11	160
12	58*
13	44*
Total	901





*Y12 Total = 79, including 14 from Bedwas and 7 from St Cenydd
*Y13 Total – 48 including 2 from Bedwas and 2 from St Cenydd

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 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
	Embed Digital Competency Framework into curriculum	R3
C3	Sustain improvements in progress made in National Tests at KS3	(R1)
	PRIORITY D - TO RAISE STANDARDS IN WELL-BEING, 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





School Targets

School targets for Attendance, Exclusions and Local School Targets

Enter the targets (for pupils in Year 7 to Year 11 only) into the blank boxes below

	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20
Attendance (%)	94.3	94.8	95.3
Unauthorised Absence (%)	3	2.8	2.6
Authorised Absence (%)	2.7	2.4	2.1
Number of permanent exclusions	5	4	3
Number of fixed-term exclusion incidents	80	70	60
Total number of fixed-term exclusion days	180	160	140

School Targets 2017 - 2018 - Key Stage 3

Name of School: St Martins Comprehensive



Pupils Achieving Level 5+

Year 9	Cohort	Oracy - English		Reading - English		Writing - English		English		Mathematics		Science		Reading, Writing & Mathematics		CSI	
		Single School Target	Single School Target	Single School Target	Single School Target												
	No	No	%	No	%	No	%										
FSM Boys	17	13	76%	13	76%	12	71%	13	76%	12	71%	13	76%	11	65%	12	71%
FSM Girls	20	18	90%	18	90%	18	90%	18	90%	18	90%	18	90%	18	90%	18	90%
non-FSM Boys	67	64	96%	64	96%	64	96%	64	96%	63	94%	65	97%	62	93%	62	93%
non-FSM Girls	45	45	100%	45	100%	45	100%	45	100%	45	100%	45	100%	45	100%	45	100%
FSM	37	31	84%	31	84%	30	81%	31	84%	30	81%	31	84%	29	78%	30	81%
non-FSM	112	109	97%	109	97%	109	97%	109	97%	108	96%	110	98%	107	96%	107	96%
All Boys	84	77	92%	77	92%	76	90%	77	92%	75	89%	78	93%	73	87%	74	88%
All Girls	65	63	97%	63	97%	63	97%	63	97%	63	97%	63	97%	63	97%	63	97%
All Pupils	149	140	94%	140	94%	139	93%	140	94%	138	93%	141	95%	136	91%	137	92%
% Gap NonFSM - FSM			14%		14%		16%		14%		15%		14%		17%		14%
% Gap Boys - Girls			-5%		-5%		-6%		-5%		-8%		-4%		-10%		-9%

School Targets 2017 - 2018 - Key Stage 4

Name of School: St Martins Comprehensive



Year 11	Cohort	Level 2 including English/Welsh and Mathematics		Capped Spits		Level 1		Welsh Baccalaureate National		Welsh Baccalaureate Foundation		5 A*-A		Welsh (1st lang) A*-C		English Language A*-C		Mathematics A*-C		Mathematics Numeracy A*-C		1st Science Level 2		2nd Science Level 2	
		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	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	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
FSM Boys	16	5	31%	274	14	88%	11	69%	7	44%	0	0%	0	0%	7	44%	5	50%	5	50%	4	25%	4	25%	
FSM Girls	10	3	30%	306	10	100%	6	60%	3	30%	13	20%	0	0%	57	85%	56	85%	56	85%	2	20%	2	20%	
non-FSM Boys	66	63	80%	404	71	100%	54	82%	25	35%	24	34%	0	0%	68	93%	62	87%	62	87%	60	85%	60	85%	
non-FSM Girls	26	8	31%	286	24	92%	17	65%	10	38%	0	0%	12	46%	13	50%	13	50%	6	23%	6	23%	6	23%	
FSM	137	113	82%	387	135	99%	119	87%	41	30%	37	27%	0	0%	123	90%	118	86%	118	86%	110	80%	110	80%	
All Boys	82	58	71%	350	78	95%	65	79%	23	28%	13	16%	0	0%	64	78%	64	78%	64	78%	54	66%	54	66%	
All Girls	81	63	78%	392	81	100%	71	88%	28	35%	24	30%	0	0%	71	88%	67	83%	67	83%	62	77%	62	77%	
All Pupils	163	121	74%	371	159	98%	136	83%	61	31%	37	23%	0	0%	135	83%	131	80%	131	80%	116	71%	116	71%	
% Gap non-FSM - FSM			52%		6%		21%		-9%		27%		0%	44%		36%		36%		57%		57%		57%	
% Gap girls - boys			-7%		-5%		-8%		-7%		-14%		0%	-10%		-5%		-5%		-11%		-11%		-11%	

Standards	
1.1. - Standards and progress overall	
Priority	Progress to Date
To improve standards at KS5 to ensure all learners meet or exceed individual subject targets.	Strong process has been made linked to progress in KS5 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 maintain L2+ and improve standards at KPI L1, L2 along with and Science to ensure all learners meet or exceed individual subject targets and KPIs.	





To improve outcomes in WBQ to ensure all learners meet or exceed individual WBQ target.	Some good progress has been made on this priority. The rate of progress will continue to be monitored throughout the Spring and Summer Term
Ensure interventions do not impact on KPI CPS9.	Strong process has been made with this priority. All interventions have been carefully coordinated.
To maintain standards at KS3 in CSI whilst moving toward new curriculum and assessment mechanisms.	Some progress has been made linked to progress in KS3 with close tracking and monitoring procedures in place. Monitoring of underachievers by HOF's and HOL's with clear intervention strategies being adapted.
Ensure all pupils in KS3 on EOTAS provision to at least achieve level 4+ in the subject being studied at KS3.	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.
Ensure all pupils in KS4 on EOTAS provision achieve at least 5 level 1 qualifications.	Some progress has been made on this area. Regular contact has been made with EOTAS providers to ensure appropriate subject content is being delivered. This will continue to be an area for development during the Spring and Summer term
Improve at an accelerated rate the progress made by year 5 & 6 pupils in science and technology.	Some progress has been made on this priority. Year 5 and 6 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.
1.2. – Standards and progress of specific groups	
Priority	Progress to date
To improve the quality of the provision for MAT learners at KS4 to meet or exceed school targets	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 the provision for KS3 MAT students across the curriculum	Some progress has been made on this priority. SOW are being re-written to provide more stretch and challenge for MAT students. This will continue to be an area for development during the Spring and Summer term.
To advance the academic provision and enrichment for KS5 MAT pupils in order to raise standards and % of A/A* linked to SOW.	Some progress has been made on this priority. SOW has been re-written to provide more stretch and challenge for MAT students. This will continue to be an area for development during the Spring and Summer term.
<u>MAT Transition KS2/3</u> To establish a system for identifying MAT pupils early in Year 5 and 6 to ensure KS2 target is achieved or exceeded in English and Maths.	Some progress has been made on this priority. Half termly English and Maths MAT sessions have been run. This will continue to be an area for development during the Spring and Summer term.
To reduce the gender gap to within 5%, whilst not reducing the standard of attainment by girls.	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.
To ensure all eFSM students achieve targets in KS4 and KS5 at data collection points and outcomes.	Some progress has been made on this priority. L2+ focus group has been set up. This will continue to be an area for development during the Spring and Summer term.



Implement further KS3 strategies to ensure eFSM underperformance is identified and managed to enable intervention meets the needs of this group of learner and meets or exceeds school targets.	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.	Some progress has been made on this priority. IEP have been created / reviewed for all AEN learners. Pupils' progress is being closely monitored. This will continue to be an area for development during the Spring and Summer term.
1.3. – Standards and progress in skills	
Priority	Progress to date
To Increase the number of pupils in yrs. 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 year 6 NRT – provisional 85%	Some progress has been made on this priority. Lead literacy and numeracy coordinators are working to develop this priority. This will continue to be an area for development during the Spring and Summer term.
Increase the number of pupils achieving a SAS of 85 and above in the NRT.	Some progress has been made on this priority. Intervention has been provided for key pupils. This will continue to be an area for development during the Spring and Summer term.
Increase the number of pupils achieving a SAS of 85 and above in the NNRT and NNPT.	Some progress has been made on this priority. Intervention has been provided for key pupils. This will continue to be an area for development during the Spring and Summer term.
To improve 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.
Successfully embed quality DCF activities into all SOW.	Strong progress has been made with this priority. All interventions have been carefully coordinated.
Wellbeing and attitudes to learning	
2.1. – Wellbeing	
Priority	Progress to date
To attain Healthy Schools accreditation	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.
To develop a whole school reward system that impacts upon student's engagement in lessons.	Some progress has been made on this priority. This will continue to be an area for development during the Spring and Summer term.
Work with AHT / T&L to ensure that disadvantaged learners are fully engaged and participate in and enjoy all lessons so that aspirations are raised and 85% of pupils place the school in the upper quartile in Health and wellbeing survey	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Improve community involvement so that all disadvantaged learners and their families have access to community wellbeing services and provisions.	Strong progress has been made with this priority. There are now increased opportunities to work with outside agencies and the community. This will continue to be an area for development during the Spring and Summer term.
Embed Family Project initiatives across the school	Some progress has been made on this priority. Some family projects strongly embedded across the school. This will continue to be an area for development during the Spring and Summer term.
Eradicate staff illness linked to work related stress	Some progress has been made on this priority. Cluster wellbeing inset



	occurred in Nov 2017. This will continue to be an area for development during the Spring and Summer term.
2.2. – Attitudes to learning	
Priority	Progress to date
Establish systems to develop greater student independence	Some progress has been made on this priority. Assessment processes and SOW have been reviewed and re-developed. This will continue to be an area for development during the Spring and Summer term.
To continue to raise levels of attendance across whole school to reach school target of 95.2%	Some progress has been made on this priority. Callio attendance system firmly embedded. This will continue to be an area for development during the Spring and Summer term.
To establish student involvement in the schools QA systems related to T&L to ensure the school reaches its target of 80% of lessons judged good or better	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.
Teaching and learning experiences	
3.1. – Quality of teaching	
Priority	Progress to date
Utilise the expertise and skills of staff trained under the olevi OTP programme so that best practice is shared with all staff so that 80% of lessons are judged good or better	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
Embed new practice associated with revised teaching and learning policy. (10 Commitments) to enable 80% of lessons to be judged as good or better.	Some progress has been made on this priority. 10 T & L commitments have been developed and shared with staff. This will continue to be an area for development during the Spring and Summer term.
Increase pupil voice leading to an increase from 77% to 85% satisfaction relating to learners enjoyment in lessons.	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
To ensure that 'deliberate practice' and low stakes testing are used across the curriculum to develop the retention and application of knowledge to support the school in attaining school level 2+ target of 74%	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Continue to utilise work scrutiny QA systems to ensure approaches to assessment and feedback are consistent across the school. 80% of QA feedback to be good or better	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Use medium term SOW planning and work scrutiny to monitor and improve the quality and regularity of homework across the school	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
Continue to monitor the standard of cover work set for classes so that 80% of cover lessons observed are judged as good or better.	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
Accelerate improvements in quality of teaching so that 80% of lessons are judged as good or better.	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
To improve the KS4 MAT (%A/A*) performance to reach school targets. 23%	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term



To refine teaching and learning strategies for efsm boys so that the gender gap is in line with school targets and is within 7	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
3.2. – The breadth, balance and appropriateness of the curriculum	
Priority	Progress to date
Ensure a curriculum meets the needs of learners whilst providing value for money.	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Develop wider curriculum programme to meet the needs of all learners (pupil pathways) who need alternative due to academic or behaviour issues within budget.	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Increase the use of incidental Welsh in lessons and around the school that has an impact on learning	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
Develop and integrate Welsh dimension across the school community	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
To improve the provision for global citizenship	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term
To improve the provision for learners in line with the recommendations outlined in 'successful futures' so that we are prepared for the new curriculum	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
To continue to improve partnership working and links with other schools to share best practice	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Ensure the school is fully compliant with its equality 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
Continue to develop cluster partnership working to improve student numbers to 182	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term
3.3. – Provision for skills	
Priority	Progress to date
To raise the standard of attainment at KS3 and 4 in literacy, numeracy and digital competence. so that Q1 positions are sustained and L2+ continues to rise from 64% -74%	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Implement whole school strategies for reading, writing and oracy so that greater levels of consistency are achieved across the school	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term.
To improve staff confidence in the delivery of numeracy so that 90% pupils at KS3 are able to make expected levels of progress in the nrt/nnt tests	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
To ensure all digital competence strands are written into faculty schemes of work across the curriculum.	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term.



To develop year 7 students as young leaders who are organised, resilient and independent people who work collaboratively to improve the school and their own life chances.	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term.
Care, Support & Guidance	
4.1. – Tracking, Monitoring and the provision of learning support	
Priority	Progress to date
Improve standards of health and wellbeing for all learners	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term.
Clear mapping of provision and tracking of learner support to ensure that all ALN students attain their targets	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Implement further strategies to support pupils with specific learning needs.	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Effectively monitor and improve the use of LSAs across the school.	Some progress has been made on this priority. Most action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Improve home school links with ALN 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
Improve links with cluster primary schools to implement a more effective system for enhanced transition and the sharing of pupil info/ data.	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
4.2. – Personal development	
Priority	Progress to date
KS5 student leadership program	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
To continue to develop the whole school enrichment program to ensure that 85% pupils in year 8-11 participate in at least 2 enrichment activities during the academic year.	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
To develop the provision of extra-curricular activities to ensure all faculty areas offer an extracurricular activity for yrs 8-11 every half term.	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
To develop the entitlement program for year 7 pupils to ensure all pupils participate in at least 5 enrichment activities during the academic year.	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
4.3. – Safeguarding	
Priority	Progress to date
Provide robust safeguarding systems across the school that effectively safeguard all students and staff.	Some progress has been made on this priority. All action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Leadership and Management	
5.1. – Quality and effectiveness of leaders and managers	
Priority	Progress to date
Further develop leadership skills of SLT and ESLT to enhance school performance, reduce in school variation and attain all school targets	Some progress has been made on this priority. All action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Further enhance the skills of governors to provide effective challenge and support to the school.	Some progress has been made on this priority. All action points for this priority are currently under development. This will continue to be an area for development during the Spring and Summer term
Develop the skills of leaders at all levels to effectively lead and manage staff and student. Building leadership	Some progress has been made on this priority. All action points for this priority are currently under development. This will continue to be an area



capacity and reducing in school variation.	for development during the Spring and Summer term
Establish faculty link governors to provide effective support and challenge to each faculty area.	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
5.2. – Self-evaluation processes and improvement planning	
Priority	Progress to date
Termly RAG rating of SIP and other school plans to measure impact to date.	Strong progress has been made with this priority. All actions have implemented, However, this will continue to be an area for development during the Spring and Summer term.
Sustain the use of Rapid Improvement Plans as a tool to support and challenge underperformance.	Some progress has been made on this priority. RIP subjects identified. This will continue to be an area for development during the Spring and Summer term
ALL departments / faculties successfully undertake effective self-evaluation supporting the school to reach or exceed its targets.	Strong progress has been made with this priority. Most actions have implemented, However, this will continue to be an area for development during the Spring and Summer term.
5.3. – Professional learning	
Priority	Progress to date
To embed coaching and mentoring into CPD to develop a self-improving school system	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
Ensure CPD links to the school priorities and individual needs through PM and improvement plans	Some progress has been made on this priority. PM targets set with CPD requirements identified. This will continue to be an area for development during the Spring and Summer term
Extend the provision for extended learning for NQTs and ITT students to support the school in achieving good outcomes in evaluative reports.	Strong progress has been made with this priority. All actions implemented, However, this will continue to be an area for development during the Spring and Summer term.
To continue to develop an ethos of the school being a 'learning community' whereby all staff look to refine their skills and practice to support the school in reaching its target of 80% of lessons judged as good or better	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
5.4. – Use of resources	
Priority	Progress to date
Improve and modernise learning environment throughout the school to ensure it is fit for purpose and complies with health and safety legislation.	Some progress has been made on this priority. Maintenance plan has been written and implemented. This will continue to be an area for development during the Spring and Summer term.

CURRICULUM AND ORGANISATION OF EDUCATION AND TEACHING METHODS

Students who wish to change options

Students can swap options until the end day of the spring half term (February) of Year 9 as long as the student can access the course/ content and there are spaces available in the class. Students who make a mid-year school transfer after the cut off deadline may change options within four school weeks in Year 9 and within two school weeks in Year 10.

No other changes will be consider by the School Curriculum lead and Governors without supporting medical evidence.

Curriculum Bands

Due to school size and teacher ratio each year group will be organised in two bands; in most cases with three groups in each band. Where students do not perform at the same levels in Maths and English, the Heads of



Core subject meet to place students in a band where subject performance is significantly higher or significantly lower. Upper band (group 3) and lower band (group 4) perform at similar levels.

In Year 7 students are taught in mixed ability sets until the first half term and then set on ability. In Year 8 students are strictly set according to their ability against the whole cohort; this is reviewed termly for all subjects and half termly in Maths and English.

PE in all years is taught through full banded groups and a similar model for Design & Technology.

In Years 9, 10 and 11 banding applies to all core and compulsory subjects; options subjects are mixed ability and based on student choice taking up 15 hours of curriculum time. In Science an accelerated programme, available for one class, is offered to the students who attain the highest science grades.

Additional Learning Needs

Total Male and Female - Mainstream

Type of Need	Early Years		School		Pupil Numbers in Mainstream			Total
	EYA	EYA+	SA	SA+	EYA / SA	EYA+ / SA+	ST	
Autistic Spectrum Disorder	0	0	2	2	2	2	7	11
Behaviour, Emotional and Social Difficulty	0	0	16	15	16	15	5	36
Hearing Impairment	0	0	3	2	3	2	1	6
Physical and Medical Difficulties	0	0	0	2	0	2	0	2
Moderate Learning Difficulties	0	0	4	4	4	4	4	12
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	2	4	2	4	2	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	50	19	50	19	1	70
SPLD - Attention Deficit Hyperactivity Disorder	0	0	1	1	1	1	0	2
SPLD - Dyslexia	0	0	6	7	6	7	2	15
SPLD - Dyscalculia	0	0	0	0	0	0	0	0
SPLD - Dyspraxia	0	0	0	0	0	0	0	0
Total					84	56	22	162

Staff specifically linked to ALN

Mrs Kate Richards ALNCO and teacher of English.

Mrs Tracey Meredith Teaching Assistant, with special responsibilities for helping to develop IEPs and other ALN documentation. Mrs Meredith supports the ALNCO in all aspects of work, in an assistant ALNCO role.

Mrs Vania Parfitt Teaching Assistant, with special responsibility for Nurture group and managing and delivering the social programme 'Talk about' as well as other individually tailored pastoral interventions. She also provides in-class support where and when needed.

Mrs Theresa Cochlin Higher Level Teaching Assistant, with special responsibility for managing and delivering the Catch Up programme (literacy), paired reading, and other small group literacy intervention. Mrs Cochlin also teaches a year 11 Maths class.

(Centrally provided staff - working full time)

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 (agency staff) joined January 2015, 1:1 support for 4 pupils.

Mrs Lewis-Head – (agency)joined September 2016) 1:1 support for five pupils.

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



Staff Training/courses 2016-17

- 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 Cochlin received Catch up Literacy and Numeracy Training and also completed the HLTA course
- Tracey Meredith, Theresa Cochlin and Tara Starr received training for the marking of Numeracy national tests.
- Tracey Meredith attended a number of ALNCO 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 Kate Richards 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 ALNCO 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.

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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 Romeo and Juliet at The Riverfront Theatre; various charity events such as the school's contribution to Operation Christmas Child, Macmillan Coffee mornings, Sports Relief Mile 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 and renovations to the local park allotment.
- The Pastoral Team 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 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 and has gone from strength to strength. The project has now formed the basis of the Pastoral Team, which Jo Underwood leads and manages across the school. This key area of the school and the excellent practice within it has been endorsed and commended by the EAS Leadership Review Team. It encompasses a large team of staff with specific roles and includes all Heads of Learning, The Well-being Team, The AEN Team, The Nurture Team, Safeguarding Team, Pastoral Support Officer, School Counsellor, NEETS coordinator and all external support agencies. The main focus of the project is the provision of support, care and engagement for

Jo Underwood - AHT Wellbeing						
Welfare & Attendance	Nurture Team	AEN Team	Wellbeing Team	Safeguarding Team	Heads of Learning	External Support
Julie Owen EWO	Vania Parfitt LSAs	Kate Richards Tracey Meredith LSAs	Emma Talbot Leanne Mitchell Rebecca Desmond	Helen Jones Marc Yeoman Social Services CAHMS	Charlotte Morgan Jon Richards Lucy Warr Lauren Joliffie Chris Thomas Steve Brookman	School Counsellor NEETS Co-ordinator LA Behaviour Support Police, YOT DAYS Barnardos Community Support
<small>This list is not exhaustive and we constantly review and employ the support of any relevant services to suit the needs of each individual situation</small>						

all pupils, across the key stages, and their families. The structure of the team is as follows: Although the initial project was focussed upon eFSM pupils and their families, its provision and practise are now an embedded an intrinsic foundation 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**
- Family of Schools Wellbeing Presentation and Training Conference**

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. Since its first year the project has implemented and embedded a vast range of support systems and services for both pupils and parents. On a termly basis, in excess of 800 separate interventions including home visits, phone calls, support groups and meetings are carried out in order to support and engage all pupils, especially those who are disadvantaged and their families in all areas of school and home life. The success of this is reflected in the results this year (see results section below).

The school provides both internal and external support. We have our own internal referral system and use an external referral system in order to provide all pupils. To compliment this, we also provide the following services. This following list is not exhaustive and we constantly review and refine services in order to provide the most effective support services for our pupils and their families:

- eFSM breakfast club
- Transport of eFSM pupils to and from school
- Lunchtime, after school and holiday catch up sessions
- University partnerships project to raise aspirations
- Coping with Comp initiative
- After school events in the community including climbing clubs, Halloween outings to the Heritage Park, cinema trips—to encourage extracurricular health and wellbeing activities
- Personalised timetables
- Signposting to extra-activities and support agencies
- Parental advice, guidance and support group
- Home visits and parental consultation meetings with HoLs
- Partnership working with families, agencies and primary school pupils with additional needs
- PTA
- Parental Learning
- Coffee mornings, well-being drop in sessions and lunchtime consultation events
- An extensive support service for pupils who may be in danger of becoming NEET
- Links with the Old Boy's Association in order to create cultural and strong community heritage links
- Intergenerational Group
- Support with application for Free School Meals (Please contact one of the Wellbeing Team for further advice on this area of support)

If you have any queries or questions regarding this area, please do not hesitate to contact the team



EXTRA-CURRICULAR ACTIVITIES AND ACHIEVEMENTS

SCHOOL VISITS / EVENTS 2016 – 2017

Department	Date	Name
English/Drama	13/10/2016	Shakespeare School workshop
Personal Development	19/10/2016	Ebbw Vale - Coleg Gwent
History	20/10/2016	Washington and New York
Personal Development	21/10/2016	National Autistic Society - Pupil Visit
English/Drama	03/11/2016	Bouncers trip
RE	03/11/2016	Buddhist Centre Cardiff
Geography	08/11/2016	Year 13 Fieldwork Rhymney River
History	11/11/2016	Remembrance Service
English/Drama	16/11/2016	Shakespeare School performance
Careers	18/11/2016	Year 11 Cardiff Pixl Trip
Careers	24/11/2016	Careers Convention Construction and engineering
PE	12/12/2016	Year 11 CCFC Taster Day
Reward	14/12/2016	theatre trip
English/Drama	15/12/2016	year 7 panto trip
Personal Development	20/01/2017	Year 10 Trip - Crown Court
Art	07/02/2017	Cardiff Museum
Geography	08/02/2017	Cardiff Quality of life fieldwork
Personal Development	15/02/2017	Cardiff University - ASD Event
PE	09/03/2017	Bishopston Rugby Sevens Competition
Personal Development	16/03/2017	Seren Conference
Geography	21/03/2017	Y10 Geography Fieldwork
Music	23/03/2017	Royal Albert Hall
Citizenship	27/03/2017	SWEET TRIP
Geography	28/03/2017	Ogmore
Geography	29/03/2017	Ogmore
Citizenship	30/03/2017	SWEET TRIP
MFL	31/03/2017	Student mentoring award ceremony
Geography	04/04/2017	Ogmore
Geography	05/04/2017	Penarth Coast Fieldwork
English/Drama	24/04/2017	PIXL TRIP
Mathematics	24/04/2017	PIXL TRIP 2 (MATHS)
English/Drama	04/05/2017	Theatre Visit - Curious incident
Personal Development	10/05/2017	Miners ambassadors
Reward	19/05/2017	Go Air Rewards trip - Year 7
PE	26/05/2017	CSSA Dance
PE	09/06/2017	Cardiff Cricket Trip



Music	16/06/2017	HYBU Concert
Personal Development	28/06/2017	Nurture Coffee Shop Visit
Personal Development	29/06/2017	SEREN Event Blaenau Gwent Learning Zone
Music	30/06/2017	HYBU Concert
Duke of Edinburgh	01/07/2017	Duke of Edinburgh
Duke of Edinburgh	08/07/2017	Duke of Edinburgh
Geography	11/07/2017	Year 10 GCSE River fieldwork
Business Studies	11/07/2017	Ikea Business Masterclass
Reward	12/07/2017	End of Year 7 trip
Personal Development	13/07/2017	Cardiff University - ASD Event
PE	14/07/2017	CSSA Dance
Personal Development	14/07/2017	Cardiff University - ASD Event

SUMMARY OF EXAMINATION RESULTS & ASSESSMENTS

Examination Performance

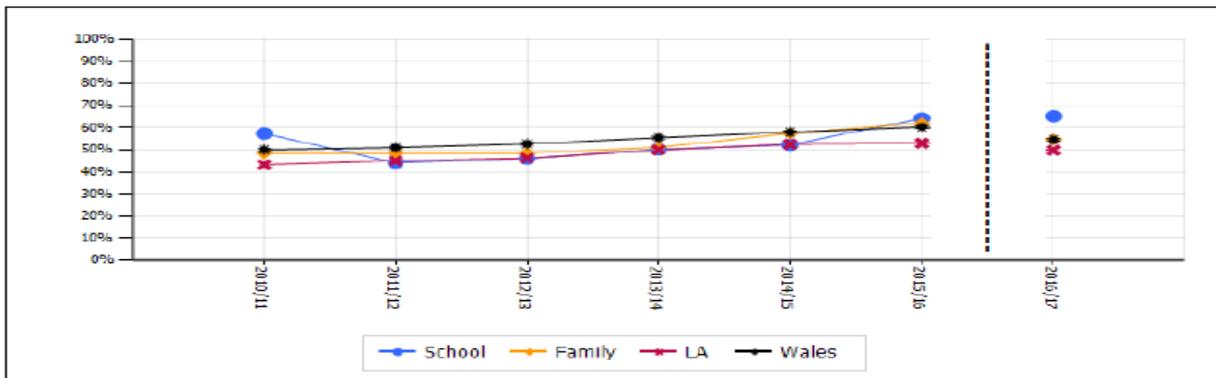
Performance is strong at KS3 and KS4 in comparison to family, local and national outcomes. The table has been extracted from the All Wales Core Data Sets. My Local School - <http://mylocalschool.wales.gov.uk/School/6764070?lang=en> provide additional performance statistics.

KEY STAGE FOUR

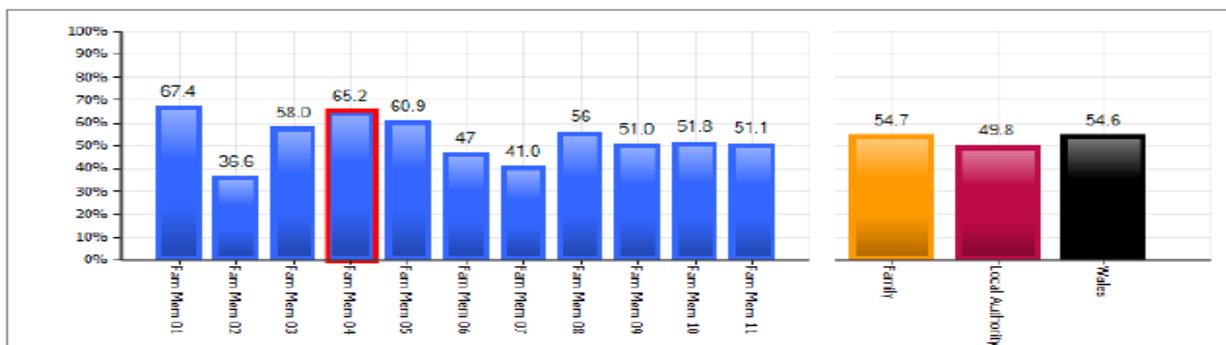
Level 2+ (5 A*-C including Maths & English)

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

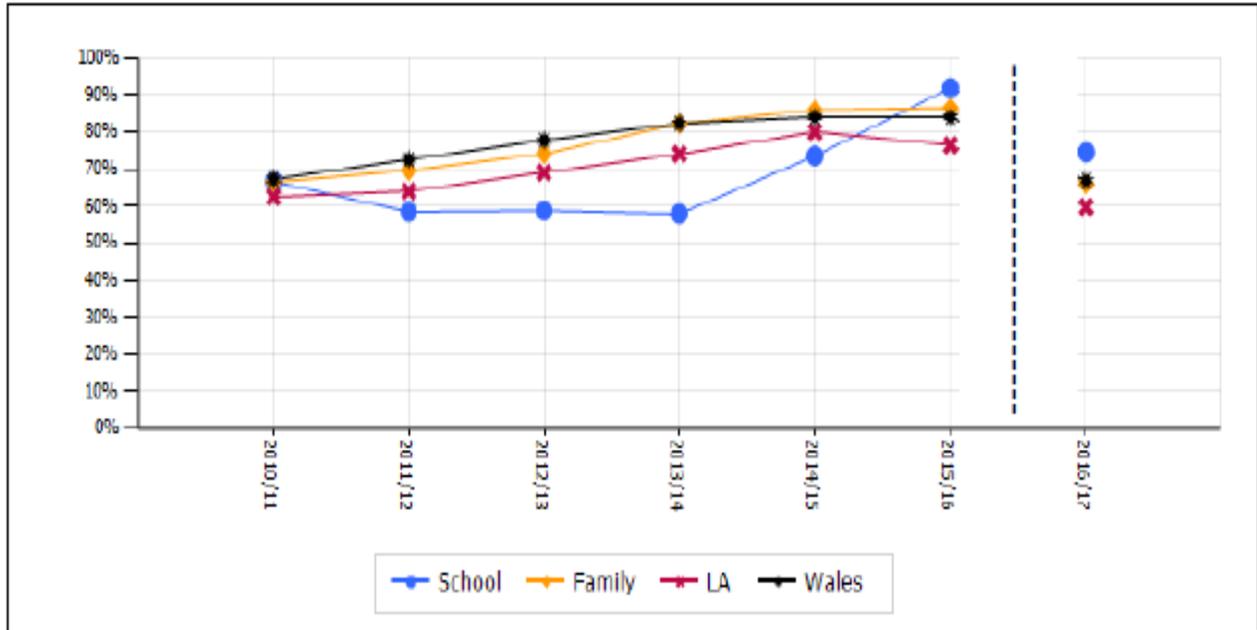




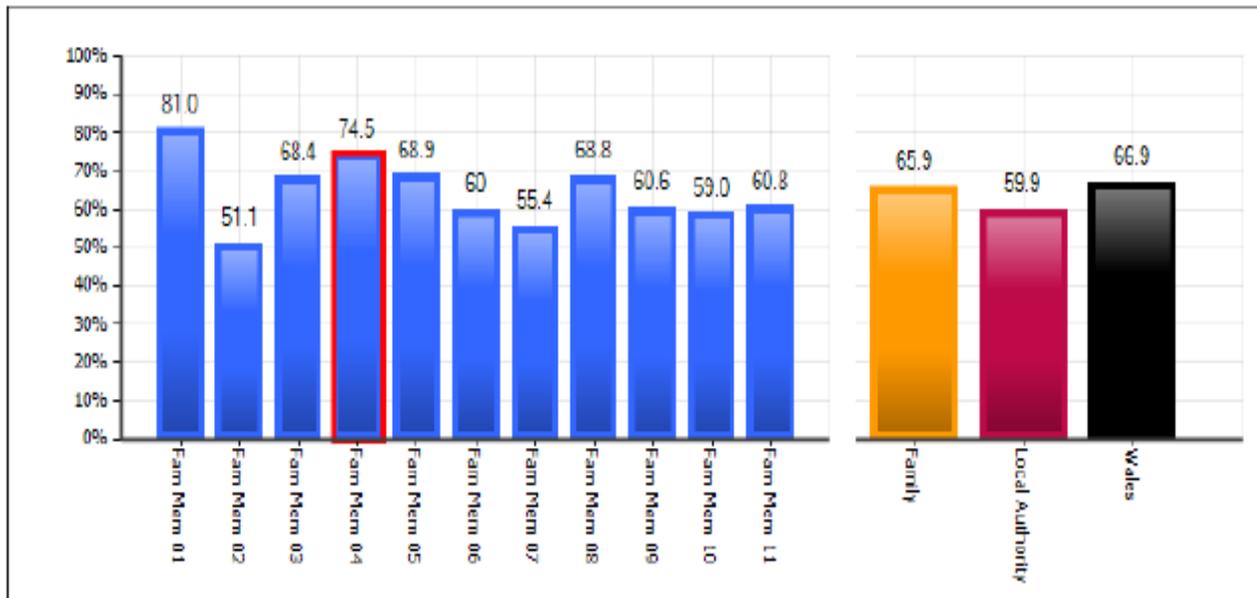
Level 2+ eFSM (5 A*-C including Maths & English)

L2

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



1.3b Family comparison

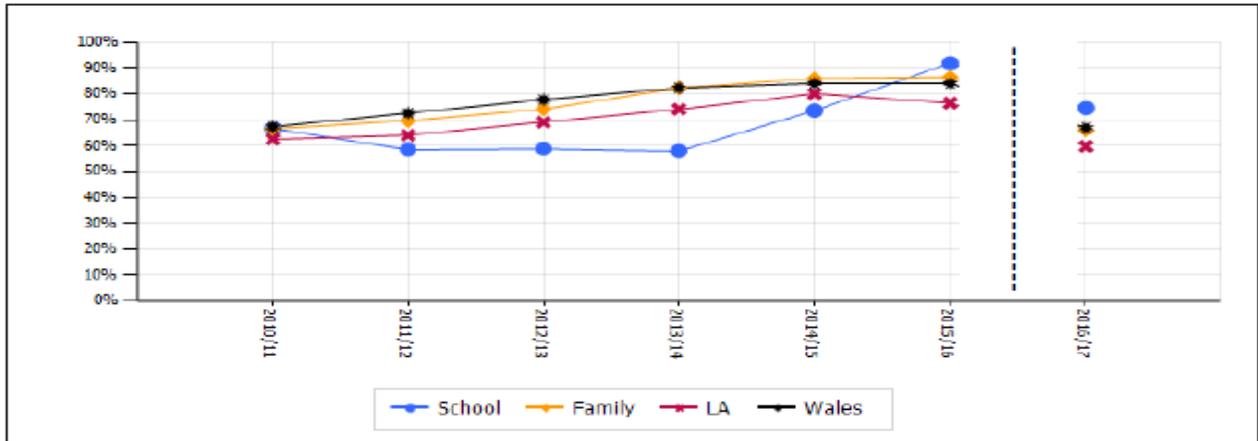




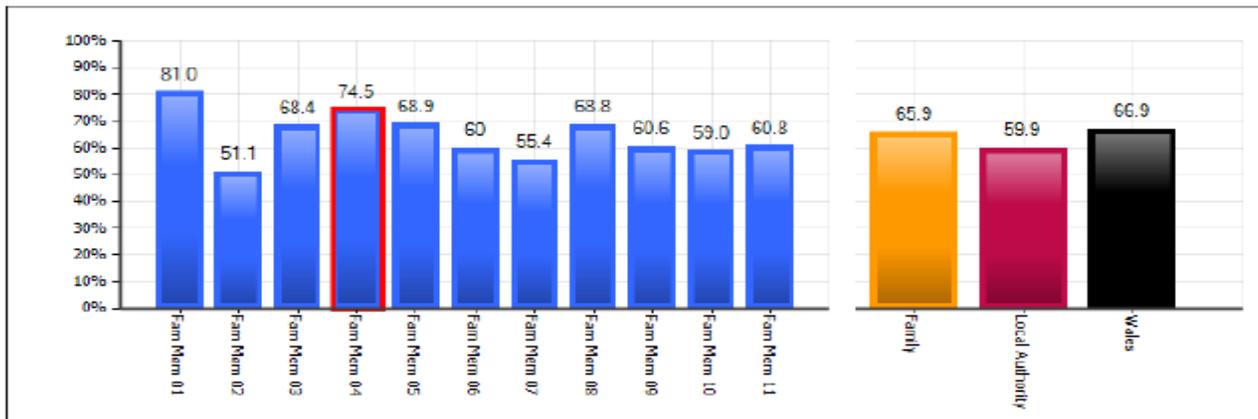
Level 2 (5 A*-Cs)

L2

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



1.3b Family comparison



Level 2+ / Capped Performance against Modelled Expectation

0.2 - % achieving and % modelled

0.2a L2 inc E/W & M

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
1. % achieving		57.4	44.2	48.1	50.3	52.3	65.2
2. % modelled		40.9	42.7	48.1	49.9	54.2	51.9
3. Difference (% achieving - % modelled)		16.5	1.5	0.0	0.4	-1.9	13.4

0.2b Capped 9 points score

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
1. % achieving							388.4
2. % modelled							348.5
3. Difference (% achieving - % expected)							17.9





Leaving with 0 Qualifications

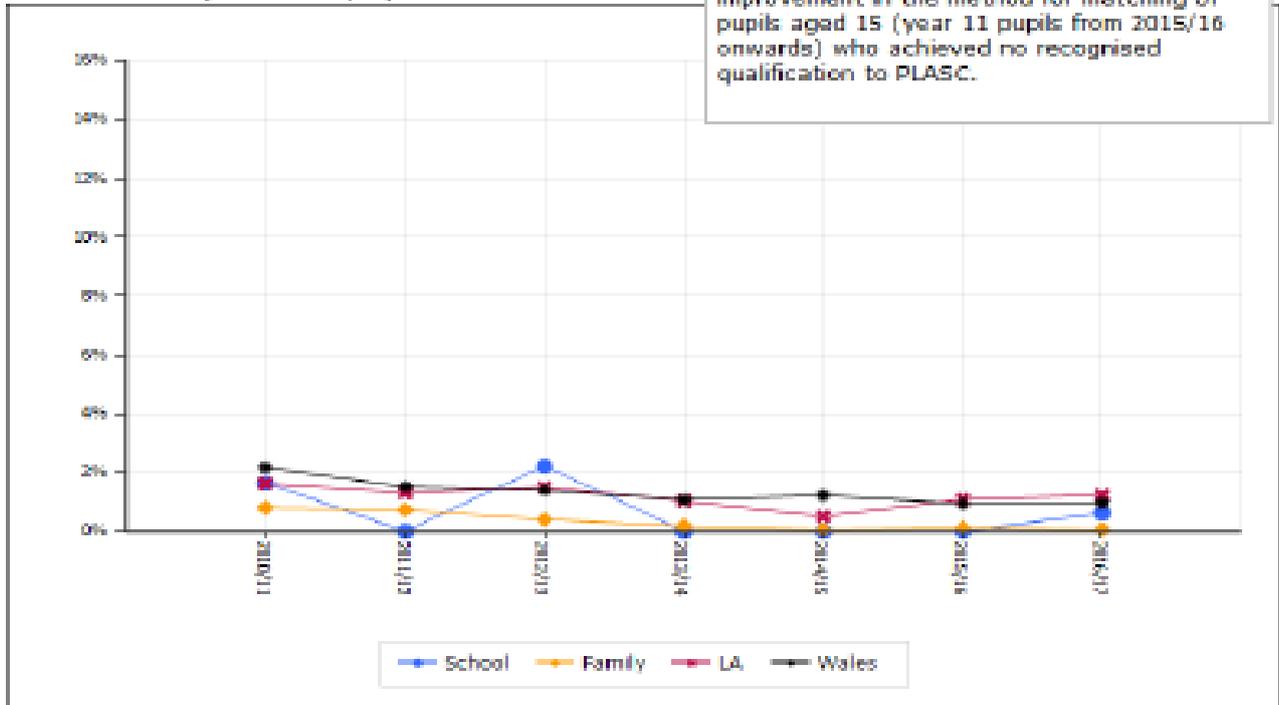
Section 1 - Key Indicators

Home

Achieving no qualifications

1.16a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)

From 2014 onwards, there has been an improvement in the method for matching of pupils aged 15 (year 11 pupils from 2015/16 onwards) who achieved no recognised qualification to PLASC.





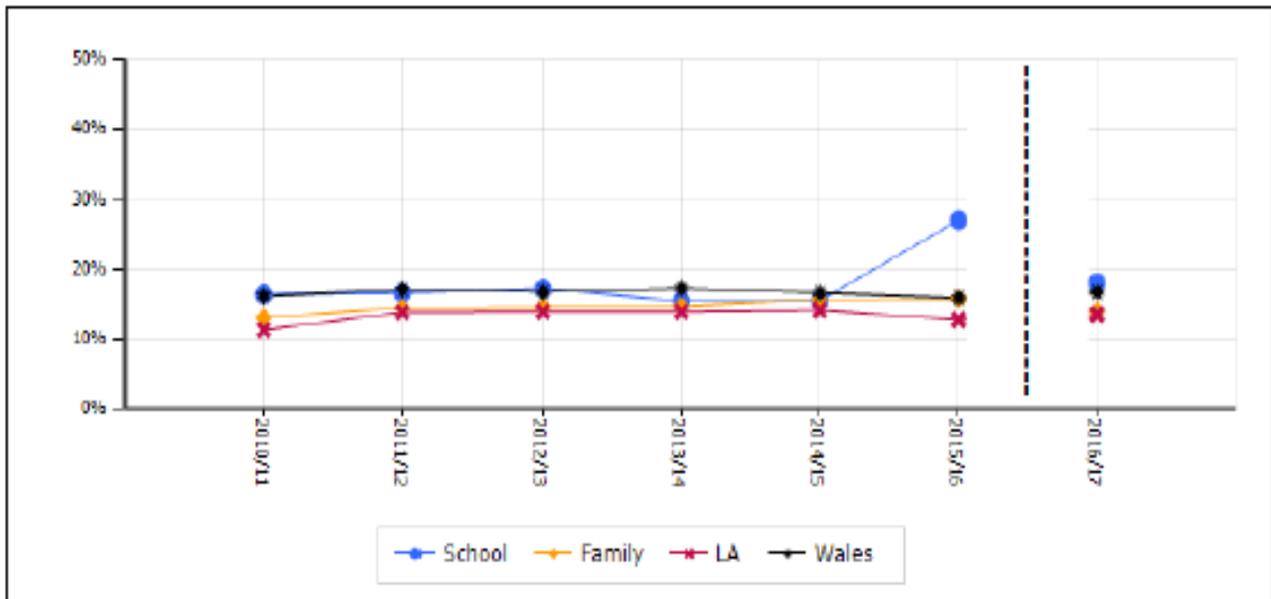
5 A*/As L2+ (5 A*-C including Maths & English Performance)

Section 1 - Key Indicators

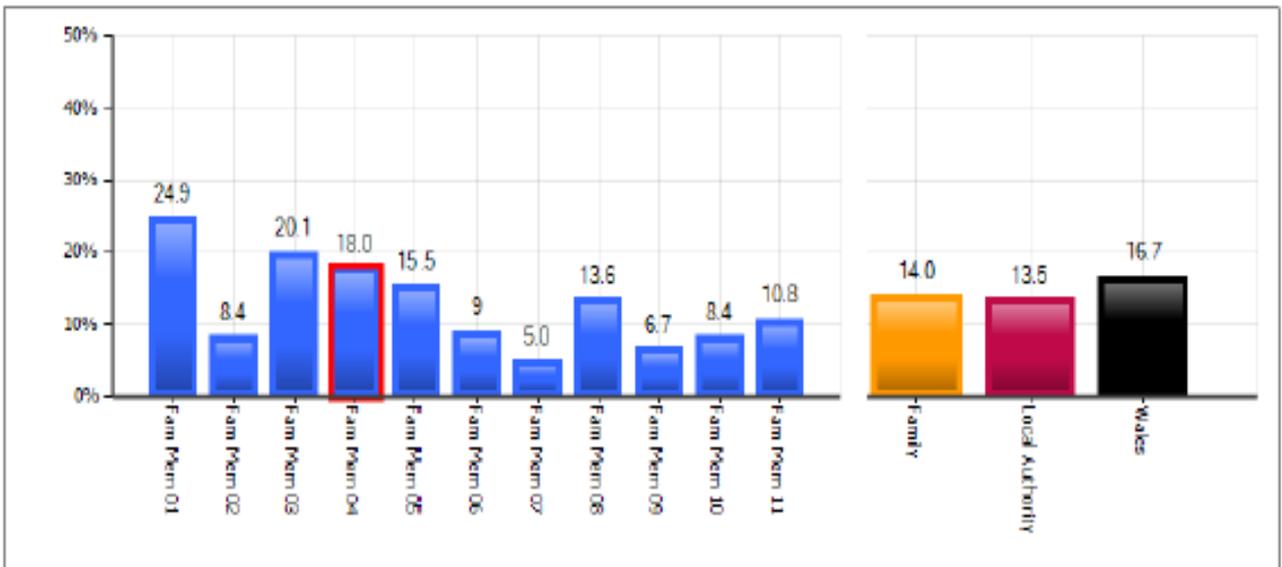
Home

5+ A*-A or equivalent

1.13a % of Year 11 pupils achieving (% 15 year olds for data prior to 2015/16)



1.13b Family comparison





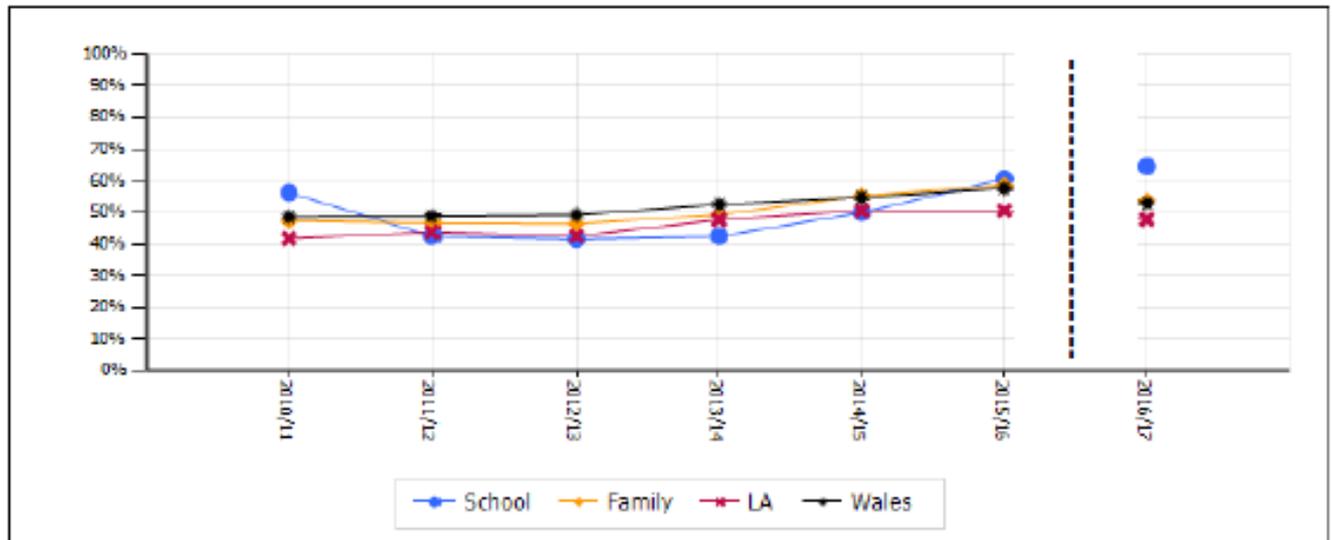
CSI (Maths, English and Science at L2)

Section 1 - Key Indicators

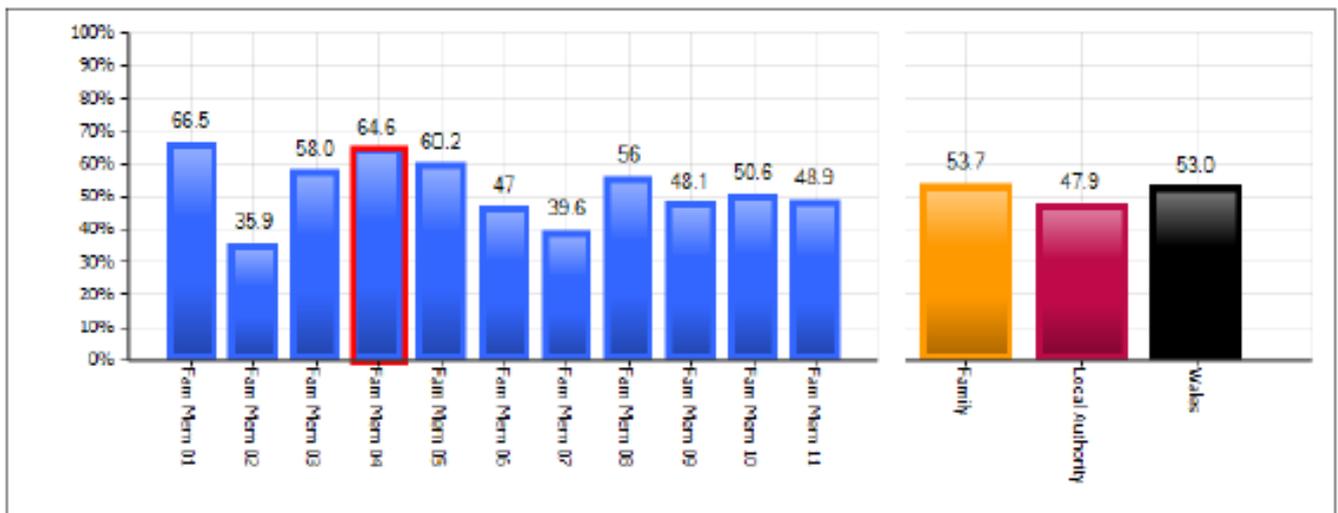
[Home](#)

CSI

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



1.10b Family comparison

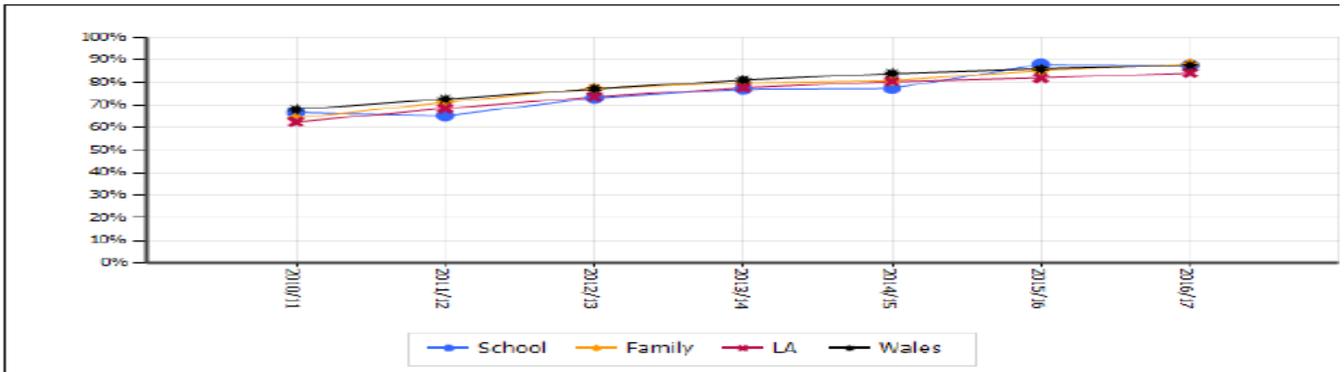




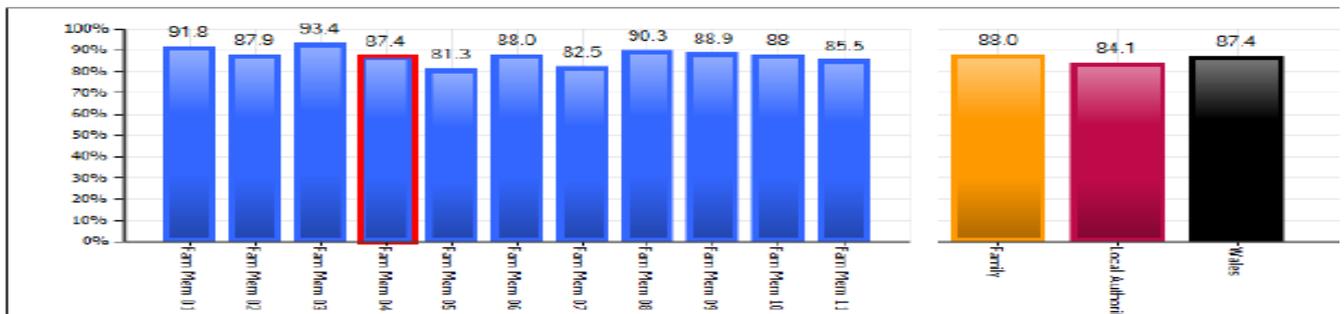
KEY STAGE THREE PERFORMANCE

CSI (Maths, English and Science at KS3 Level 5+) - % of Students

1.1a % pupils achieving



1.1b Family comparison



Benchmarking places the subjects into a band of 1 (highest) to 4 (lowest) based on performance compare to schools with a similar profile.





Level 5+ benchmarking

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Core Subject Indicator	1	3	2	2	4	1	3
English	1	3	2	3	4	1	3
Welsh As First Language							
Mathematics	1	1	2	3	4	2	4
Science	2	2	3	3	4	1	2
Art	1	1	1	1	2	1	1
Design and Technology	1	1	1	4	4	1	1
Geography	1	1	1	3	4	2	1
History	1	1	1	4	4	4	3
Information Technology	1	2	3	4	4	2	2
Modern Foreign Language	1	2	2	1	2	1	1
Music	1	2	2	2	3	2	2
Physical Education	1	2	1	4	4	3	4
Welsh As Second Language	3	3	3	4	4	3	2

Level 6+ Benchmarking

Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
English	1	2	1	1	1	1	1
Welsh As First Language							
Mathematics	1	1	1	1	2	2	3
Science	1	1	3	2	4	1	1
Art	1	1	1	1	1	2	1
Design and Technology	3	1	1	2	2	1	1
Geography	1	1	1	1	2	2	1
History	1	1	1	2	4	3	2
Information Technology	1	2	3	2	3	2	4
Modern Foreign Language	1	2	2	1	1	1	1
Music	2	1	1	1	1	2	3
Physical Education	2	2	1	1	4	4	3
Welsh As Second Language	2	2	1	1	2	3	3

Level 7+ Benchmarking



Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
English	2	1	1	1	1	1	1
Welsh As First Language							
Mathematics	1	1	1	1	1	1	3
Science	1	2	2	1	3	1	4
Art	1	1	1	2	1	1	3
Design and Technology	3	2	2	4	3	1	4
Geography	1	1	1	4	4	1	1
History	2	2	2	4	4	1	2
Information Technology	3	3	3	3	4	4	4
Modern Foreign Language	1	1	1	1	1	1	1
Music	1	1	2	1	1	2	4
Physical Education	3	4	2	3	4	4	2
Welsh As Second Language	1	2	3	3	4	3	3





PUPIL DESTINATIONS FROM THE YEAR 16/17

	Year 11					Year 12				Year 13			
	Female	Male	Other	Totals	%	Female	Male	Totals	%	Female	Male	Totals	%
Continuing in full-time education - Same School	39	28	0	67	41.61%	16	20	36	62.07%	0	0	0	-
Continuing in full-time education - School	2	5	0	7	4.35%	0	0	0	-	0	0	0	-
Continuing in full-time education - College	29	37	0	66	40.99%	10	7	17	29.31%	1	3	4	9.09%
Continuing in full-time education - HE	0	0	0	0	-	0	0	0	-	15	12	27	61.36%
GAP Year	0	0	0	0	-	0	0	0	-	0	0	0	-
Continuing in Part time Education	1	0	0	1	0.62%	0	0	0	-	0	0	0	-
Entering employment outside WBYP	1	6	0	7	4.35%	2	0	2	3.45%	5	3	8	18.18%
Entering WBYP (employed status)	0	0	0	0	-	0	1	1	1.72%	0	1	1	2.27%
Entering WBYP - (without employed status)	1	7	0	8	4.97%	0	0	0	-	0	0	0	-
Able to Enter Emp, Ed or WBYP (Unemployed)	0	2	0	2	1.24%	0	2	2	3.45%	0	1	1	2.27%
Unable OR NOT READY to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	1	1	0	2	1.24%	0	0	0	-	0	0	0	-
Known to have left the area	0	1	0	1	0.62%	0	0	0	-	0	0	0	-
Not responding to follow-up and therefore unknown	0	0	0	0	-	0	0	0	-	3	0	3	6.82%
Total number of 2017 statutory school leavers	74	87	0	161	100.0%	28	30	58	100.0%	24	20	44	100.0%





ATTENDANCE 2016-17

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
2016-17	3.4	3.2	93.4

- The overall attendance figure for St Martin's Comprehensive for 2016 – 2017 is 93.4%. This is a decrease of 1.3% over the attendance level for 2015 – 2016 (94.7%). This is the first decrease since 2009-10
- The school's level of attendance remained above the local authority (93.3%) but was below the levels of attendance for the family (94.0%) and Wales (94.1%)
- When considering the All Wales Core Data Set, the school is placed in the 4th quarter for attendance (lower quartile 93.5%)
- Whilst robust systems for attendance continue to be embedded, accompanied by greater rigour and challenge with all stakeholders, higher levels of illness across the school impacted on the overall level of attendance; weekly reports to Head teacher and Senior Leadership Team continue to focus on disseminating attendance data allowing for issues to be identified more effectively.
- There is an average difference (boys v girls) of 0.1% over the 5 year groups compared with 0.17% for 2015 – 2016, 0.2% for 2014 – 2015 and 1.4% for 2013 - 2014
- Attendance of eFSM pupils is 87.6%. Although lower than the overall attendance figure the drop (-1.9%) is in line with the overall level of school attendance.
- For 2016 – 2017 49 pupils were below 80%; this equates to 63% increase in persistent absentees;
- The school implemented fixed penalties from September 2016. Fixed Penalty Warnings issued:

Autumn	Spring	Summer	Total	Number progressing to full Fixed Penalty Notice
15	74	53	142	13

- 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 2016-2017

	OUTTURN
	BUDGET
	2016-17
EMPLOYEES	£
Teachers	2,997,368
Support Staff	783,014
Other Staff related costs	44,402





Sub Total	3,824,784
<u>PREMISES RELATED</u>	
Building Maintenance	187,616
Building Maintenance - Grant	20,000
Grounds Maintenance	20,088
Health and Safety	9,116
Fire Equipment	962
Gas	30,797
Electricity	46,182
Rates	70,956
Water	35,370
CRC Charges	7,836
Cleaning Materials	6,290
Refuse Collection	7,508
Insurance	31,199
CCTV	770
Hygiene	3,598
Alarms	2,140
Sub Total	480,428
<u>SUPPLIES & SERVICES</u>	
Computer Costs	66,228
Purchase of Furniture	6,531
Capitation/Stationary	28,010
Capitation - Grant	15,258
Music Support Services	8,370
Licences	730
Telephone Charges	9,492
Postage	3,519
Stationary	1,586
Exam Fees	154,996
Hospitality	2,849
Photocopying	24,607
Catering Supplies	79,464
College Placements - Grants	25,500
Transport Hire / Swimming	11,237
Activities	6,625
Uniform/Protective Clothing	-
Clawbacks	44,631
Medical	556



Clothing	2,357
Data Protection Costs	35
Sub Total	492,501
<u>SERVICE LEVEL AGREEMENTS</u>	
All Services	32,065
<u>SCHOOL DEVELOPMENT PLANS</u>	
(including overspend EIG/PDG) Q324	13,363
<u>TOTAL EXPENDITURE</u>	
	4,843,140
<u>INCOME</u>	
Sixth form funding	515,953
Staff Reimbursements	47,662
Use of School Premises	76,282
Miscellaneous Non Vatable	34,660
Performance Management	3,798
Donations	143
GTC/EWC	6,432
NQT/EPD	1,733
LA Income	700
Catering Income	104,346
VER Funding	46,216
Devolved Funding	17,722
EAS Tranche Money	29,386
Music Income	7,780
Caretakers Rent	907
EIG/PDG Income	446,124
TOTAL INCOME	1,339,844
<u>NET EXPENDITURE</u>	
	3,503,296
<u>TOTAL SURPLUS/CONTINGENCY</u>	
<u>TOTAL</u>	
	3,503,296
<u>TOTAL FUNDING FOR SCHOOL</u>	
<u>FUNDING</u>	



Formula Allocation (net of retro. adj)	
Retrospective Adjustment from prev yr.	- 29,843
Total Formula Allocation	3,286,901
Total Carried Forward from prev. yr.	40,184
TOTAL FUNDING	3,327,085
BUDGET SHORTFALL	- 176,211

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.

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 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

SCHOOL TERM TIMES AND DATES 2017-18

START 4 SEPTEMBER 2017 TO 27 OCTOBER 2017
START 6 NOVEMBER 2017 TO 22 DECEMBER 2017

START 8 JANUARY 2018 TO 16 FEBRUARY 2018
START 26 FEBRUARY 2018 TO 29 MARCH 2018

START 16 APRIL 2018 TO 25 MAY 2018
START 4 JUNE 2018 TO 24 JULY 2018

SESSION TIMES 2016-17 & 2017-18

SCHOOL DAY STARTS 08:30 FINISHES 15:00

