



Governors  
Annual  
Report to  
Parents

17-18



Learning Together | Achieving Forever  
Dysgu Ynghyd | Cyflawni o Hyd

St Martin's School

# A MESSAGE

## from the Headteacher

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Dear Parents and Carers,

2017 was once again an impressive year both academically and developmentally for those who were part of St Martins School.

Strong academic success can be trumpeted as one of our key successes in 2015, 2016 and 2017. This is vitally important for a school but it is equally as important to know that the young adults that are graduating from our school are becoming ever more positive contributors to our society.

The work that is being done at the school to develop our learners holistically so that they become active citizens who are able to navigate and shape the complex world in which they will live for the better is impressive. Due to the presence of St Martin's learners in our society, I am confident that our communities have a brighter future.

I would like to take this opportunity to formally thank governors and parents for their continued support for the school and the work that is undertaken as key partners in the journey that we now make from being a good school to a great one.

Praise too must also go to the staff, both teaching and support staff who do everything that they can, every single day to make the experience that a child has at St Martins School the very best it can be.

I look forward to our work together in future years and to celebrating with you as we achieve even greater success at every level during our journey to continued excellence.

Yours sincerely,

Mr L Jarvis  
**Headteacher**



# FOREWORD

## from the Chair of Governors

Dear Parents and Carers,

The Governors of St Martin's School are pleased to present the Annual Governors' Report to Parents for the academic year 2017 - 2018. The report covers all required statutory areas.

Governors are pleased to share with parents that the percentage of pupils who have achieved the Level 1 threshold, which are the qualifications equivalent to 5 GCSEs at Grade A\*-G was 96.3%. The percentage of pupils who have achieved the Level 2 threshold, which are qualifications equivalent to 5 GCSEs at Grade A\*-C was 72.7%. The percentage of pupils who have achieved the Level 2 threshold, which are the qualifications equivalent to 5 GCSEs at Grade A\*-C including one in English or Welsh first language and one in Mathematics was 60.9%.

369.4 average points were achieved by pupils in the Capped 9 measure which focuses on Year 11 pupils' results from nine of the qualifications that a learner attains. 71.4% of pupils achieved the Skills Challenge Certificate at National Level and 55.3% of pupils achieved the Welsh Baccalaureate at National Level.

Pupils at the end of Key Stage Three (Year 9) in 2018 also achieved exceptionally well in their end of Key Stage assessments.

All these results illustrate the continued hard work of staff and our pupils, of which we are very proud. We also know these results are achieved through the support of parents and carers who aspire for the very best education and future for their children. This support is very much valued.

Pupils once again took part in a wide variety of sporting activity gaining many awards and trophies. We were pleased to celebrate these achievements at our prize evening in the Autumn Term.



# FOREWORD

## from the Chair of Governors

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Pupils' education was enriched through very many educational trips and visits throughout the year. Some of the trips included visits to California, Canada, Go Air, Cardiff Museum, Village Hotel, Annual Prom and Royal Albert Hall.

The school raised an enormous amount through fundraising activities, supporting a range of worthwhile local and national charities. The Governing Body again appreciates the support parents and carers give to this fundraising effort, showing the care of our school and community for others.

In summary, staff continue to ensure the school continues to go from strength to strength where all students learn together and achieve forever. Pupils excel academically and in all their school activities. The Governing Body thanks parents, carers, pupils, the community and all staff for working with the school towards its journey to further success and excellence.

If you would like a printed copy of this Governors Annual Report to Parents, please contact Mr D Furtek, Clerk to the Governing Body at the school.

Yours sincerely,

Mr S Jones  
Chair of Governors



# ANNUAL

## Reports to Parents

This report is the full Governors Annual Report to Parents and a summary of the steps taken by the Governing Body in discharge of its functions since the last report relating to 2016-2017. Much of the content is statutory e.g. financial information and statistics.

The full governing body meets at least once a term, whilst a number of sub-committees meet as needed. A copy of the minutes of all Governing Body meetings is retained by the school which are available for your inspection, by contacting Mr D. Furtek, Clerk to the Governing Body.

# PARENTS

## Meeting

Parents have the right to request a meeting with the governing body up to three times a year.

Full details can be obtained from -  
<https://beta.gov.wales/parent-meetings-guidance-governing-bodies> or from the school. As there were no requests no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.



# THE GOVERNING Body

Governors are responsible for the strategic management of the school, legislation and policies of the Local Authority. The Governing Body under the Local Management School (LMS) now has fully delegated powers, which means the Governing Body acts like a "Board of Directors" in a business.

The full Governing Body meets at least once a term. The Headteacher provides regular detailed reports for discussion with the Governors concerning a wide range of issues such as staffing, curriculum development and pupil matters. To ensure we carry out delegated duties efficiently, Governors have attended numerous training opportunities.

**Chair of Governors:** Mr S Jones, St Martins School, Hillside, Caerphilly, CF83 1UW.

**Clerk to the Governing Body:** Mr D Furtak, St Martins School, Hillside, Caerphilly, CF83 1UW.

Representative	Name	Office End Date
Headteacher	Mr L Jarvis	Ex-officio
Community Governors Appointed by the Governing Body	Mr M Dons	18/07/2022
	Mrs B Stenner	12/03/2021
	Mr D Jones	29/06/2019
	Rev M Greenway-Robins	01/02/2022
	Mr D Curtis	13/05/2022
LA Appointed	CB S Kent	02/09/202
	Miss E A Thomas	14/10/2019
	CB C Elsbury	01/02/2022
	Mr M Kennard (Vice Chair)	12/07/2020
	Mrs R Owen	12/07/2020
Parent Representatives	Mrs C Barry	07/10/2019
	Mrs L Moore	09/02/2021
	Mr A Bevan	12/12/2021
	Mrs C McMahon	19/02/2022
	Mr C Corcoran	11/02/2022
	Mr S Jones (Chair)	19/02/2022
Teacher Representatives	Mrs J Underwood	10/09/2019
	Mr M Lewis	17/11/2020
Staff Representative	Vacancy	

The next parent governor election will take place in October 2019.



# FINANCIAL STATEMENT

## Outturn Budget 2017 - 18

OLAS	OUTTURN BUDGET 2017/2018	INCOME	
<b>EMPLOYEES</b>	£	Reimbursement	£12,983.31
Teachers	£2,729,264.51	DCELLS	£407,303.00
Support Staff	£317,032.83	Supply Compensation	£14,599.80
Other Staff related costs	£347,813.31	Use of School Premises	£38,658.50
<b>Sub Total</b>	<b>£3,394,110.65</b>	LA Income	-£75.00
<b>PREMISES RELATED</b>		Miscellaneous (Not vatable)	£47,983.26
Building Maintenance	£110,437.74	Miscellaneous	£528.24
Grounds Maintenance	£8,401.42	Income Management	£4,000.00
H & S	£10,395.42	Devolved Funding	£750.00
Gas	£41,190.94	Additional Funding	£52,316.87
Electricity	£46,529.77	Other	£267.55
Rates	£79,341.00	Catering Income	£89,505.82
Water	£15,389.01	GTC & other training grants	£7,512.10
Cleaning Materials	£9,355.86	EWC	£20,646.64
Energy Conservation	£6,980.92	Grant Funding	£10,612.60
Refuse Collection	£9,561.31	Music	£760.00
Insurance	£30,358.80	Welsh Gov Grants	£48,701.14
S.Units/H. Driers/C. Hygiene	£4,324.38	<b>TOTAL INCOME</b>	<b>£757,053.83</b>
Fire Fixtures	£3,585.89	<b>NET EXPENDITURE</b>	<b>£3,460,218.16</b>
Alarms	£1,671.40	<b>TOTAL SURPLUS/CONTINGENCY</b>	<b>-£317,087.88</b>
<b>Sub Total</b>	<b>£377,523.86</b>	<b>TOTAL</b>	<b>£3,143,130.28</b>
<b>SUPPLIES &amp; SERVICES</b>			
Computer Costs	£80,776.19		
Purchases Creative Arts	£2,554.94		
Postage	£2,266.76		
Capitation/Stationary	£28,561.18		
Medical	£304.83		
Licences	£2,379.32		
Music Support Services	£1,774.68		
Telephone Charges	£6,547.75		
Photocopying	£4,542.94		
Internal Charges	£1,723.23		
Uniform/Protective clothing	£7,937.11		
Activities / Trips	£8,571.10		
Misc Exp	£413.06		
Exam Fees	£117,711.24		
Catering Supplies	£85,589.93		
Hospitality	£488.00		
Link Courses	£19,513.64		
Data Protection costs	£35.00		
Clawback EOTAS	£27,388.52		
Transport	£7,745.27		
<b>Sub Total</b>	<b>£406,824.69</b>		
<b>SERVICE LEVEL AGREEMENTS</b>			
All Services	£35,468.67		
<b>SCHOOL DEVELOPMENT PLANS</b>	£3,344.12		
<b>TOTAL EXPENDITURE</b>	<b>£4,217,271.99</b>		

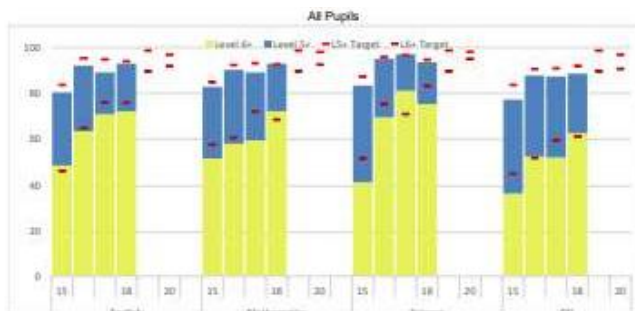
The school's PTA generously donated funds to the school at various times of the year. Pupils and staff raised money for various different charities throughout the year. No travel or subsistence allowances were paid to members of the governing body. The section 52 statement provided by the local authority can be found at <http://www.caerphilly.gov.uk> or ask at the school.





# PERFORMANCE

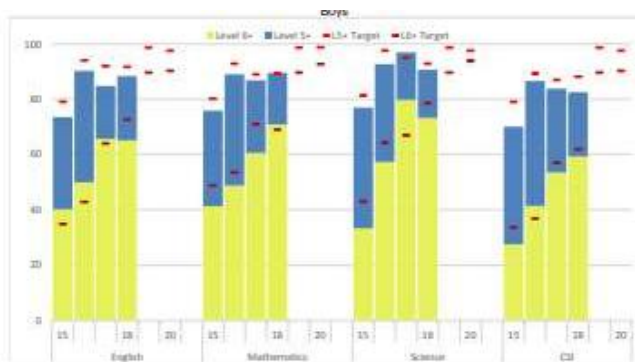
## Data - KS3



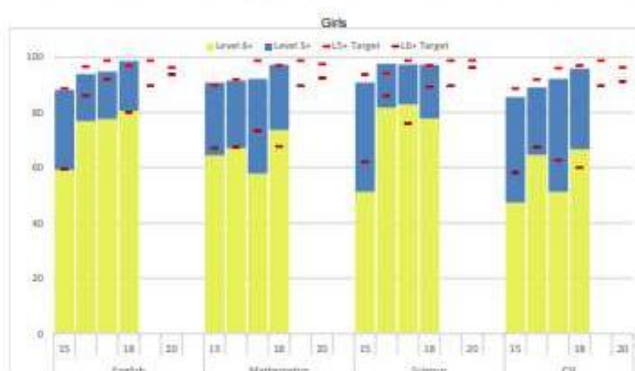
All Pupils	2018	2019
	Results	Target
Cohort	149	154
Level 5+	93	94
English	93	94
Mathematics	93	93
Science	94	95
CSI	89	92
Level 6+	72	76
English	72	76
Mathematics	72	68
Science	75	83
CSI	63	61



FSM Pupils	2018	2019
	Results	Target
Cohort	37	28
Level 5+	84	84
English	84	84
Mathematics	84	81
Science	81	84
CSI	74	81
Level 6+	38	38
English	38	38
Mathematics	39	32
Science	39	62
CSI	-	19



Boys	2018	2019
	Results	Target
Cohort	84	77
Level 5+	88	82
English	88	80
Mathematics	90	89
Science	91	93
CSI	83	88
Level 6+	65	73
English	65	73
Mathematics	71	69
Science	73	79
CSI	59	62



Girls	2018	2019
	Results	Target
Cohort	65	77
Level 5+	99	97
English	97	97
Mathematics	97	97
Science	97	97
CSI	96	97
Level 6+	81	80
English	81	80
Mathematics	74	68
Science	78	89
CSI	67	60





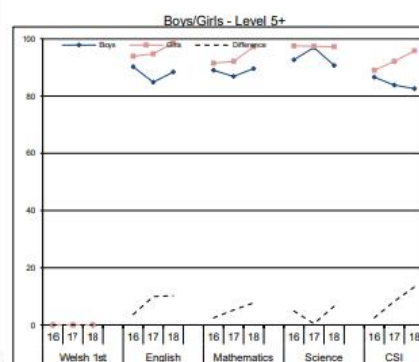
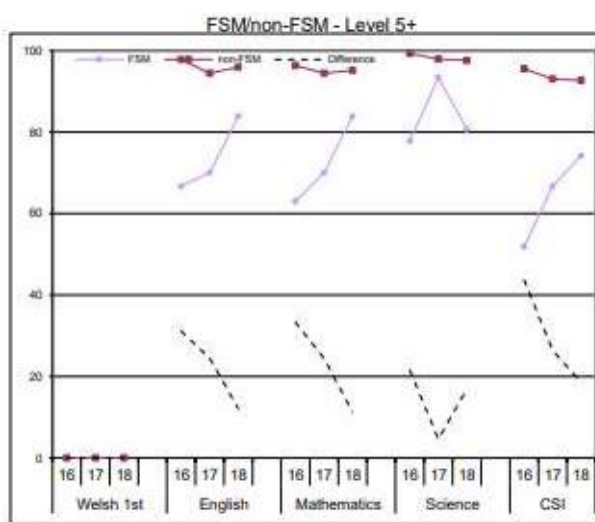
# PERFORMANCE

## Data

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Level 5+		15-16	16-17	17-18	
Welsh 1st Language	School	-	-	-	
	LA	-	-	-	
	Wales	-	-	-	
English	School	92.1	89.1	93.0	■
	LA	85.3	86.2	90.4	▲
	Wales	89.2	90.5	91.2	▲
Mathematics	School	90.2	89.1	93.0	■
	LA	87.6	88.9	90.8	▲
	Wales	90.1	90.8	91.6	▲
Science	School	95.1	97.1	93.7	■
	LA	89.8	90.7	93.3	▲
	Wales	92.8	93.5	93.7	▲
CSI	School	87.8	87.4	88.6	■
	LA	82.0	84.1	87.8	▲
	Wales	85.9	87.4	88.1	▲

Level 6+		15-16	16-17	17-18	
Welsh 1st Language	School	-	-	-	
	LA	-	-	-	
	Wales	-	-	-	
English	School	63.4	70.9	72.2	▲
	LA	46.6	50.2	55.9	▲
	Wales	56.2	58.7	61.6	▲
Mathematics	School	57.9	59.4	72.2	▲
	LA	54.3	58.4	61.5	▲
	Wales	62.8	65.4	66.3	▲
Science	School	69.5	81.1	75.3	■
	LA	57.0	57.6	61.7	▲
	Wales	63.0	65.5	67.1	▲
CSI	School	53.0	52.6	62.7	■
	LA	39.5	41.7	48.5	▲
	Wales	-	-	-	



(Internal use tables)



# PERFORMANCE

## Data - KS4

Level 1

	2012	2013	2014	2015	2016		2017	2018
School - Total	89.0%	93.3%	93.9%	92.5%	99.3%	▲	95.7%	96.3%
Family - Total	92.8%	94.8%	95.7%	97.9%	98.4%	▲	97.2%	96.9%
Local Authority - Total	91.5%	92.4%	93.6%	96.7%	95.1%	▲	94.0%	92.1%
Wales - Total	91.8%	93.2%	94.0%	94.4%	95.3%	▲	94.4%	93.7%
School - FSM	69.0%	83.8%	83.3%	69.0%	100.0%	▲	85.2%	95.8%
Family - FSM	82.1%	89.8%	88.4%	92.8%	97.9%	▲	92.5%	93.2%
Local Authority - FSM	81.9%	84.5%	84.2%	90.8%	94.3%	▲	87.8%	88.9%
Wales - FSM	83.3%	85.8%	87.7%	89.4%	92.0%	▲	88.8%	88.3%
School - Non FSM	95.7%	96.5%	96.6%	97.2%	99.1%	▲	97.8%	96.4%
Family - Non FSM	95.8%	96.1%	97.4%	99.0%	98.5%	▲	98.2%	97.7%
Local Authority - Non FSM	95.6%	95.9%	97.0%	98.6%	98.1%	▲	96.8%	96.6%
Wales - Non FSM	95.5%	96.4%	97.3%	97.6%	98.2%	▲	97.7%	97.4%

	2012	2013	2014	2015	2016		2017	2018
School - Total	89.0%	93.3%	93.9%	92.5%	99.3%	▲	95.7%	96.3%
Family - Total	92.8%	94.8%	95.7%	97.9%	98.4%	▲	97.2%	96.9%
Local Authority - Total	91.5%	92.4%	93.6%	96.7%	95.1%	▲	94.0%	92.1%
Wales - Total	91.8%	93.2%	94.0%	94.4%	95.3%	▲	94.4%	93.7%
School - Boys	89.7%	94.7%	92.9%	90.8%	98.6%	▲	93.1%	94.9%
Family - Boys	91.2%	93.9%	94.9%	98.0%	98.0%	▲	95.9%	97.2%
Local Authority - Boys	89.4%	91.4%	91.8%	96.0%	93.6%	▲	92.3%	90.6%
Wales - Boys	89.8%	91.6%	92.5%	93.2%	93.9%	▲	93.1%	92.1%
School - Girls	88.3%	91.8%	95.1%	93.9%	100.0%	▲	98.6%	97.6%
Family - Girls	94.3%	95.7%	96.5%	97.8%	98.7%	▲	98.6%	96.6%
Local Authority - Girls	93.6%	93.5%	95.5%	97.4%	96.8%	▲	96.0%	93.8%
Wales - Girls	93.8%	94.8%	95.6%	95.7%	96.7%	▲	95.9%	95.4%

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# PERFORMANCE

## Data - Capped Points Score

	2017	2018		2017	2018
School - Total	366.6	369.4	School - Total	366.6	369.4
Family - Total	355.5	356.6	Family - Total	355.5	356.6
Local Authority - Total	336.2	327.2	Local Authority - Total	336.2	327.2
Wales - Total	350.9	349.5	Wales - Total	350.9	349.5
School - Boys	343.3	354.2	School - FSM	270.7	294.3
Family - Boys	344.5	351.0	Family - FSM	288.1	302.5
Local Authority - Boys	321.7	312.3	Local Authority - FSM	270.5	277.0
Wales - Boys	338.2	335.4	Wales - FSM	291.7	291.1
School - Girls	394.0	384.1	School - Non FSM	386.0	382.6
Family - Girls	366.9	362.5	Family - Non FSM	369.5	368.0
Local Authority - Girls	351.8	343.4	Local Authority - Non FSM	355.9	351.0
Wales - Girls	364.3	364.6	Wales - Non FSM	369.7	370.2

### Level 2+

	2012	2013	2014	2015	2016		2017	2018
School - Total	44.2%	46.1%	50.3%	52.3%	64.2%	↗	65.2%	60.9%
Family - Total	48.5%	48.5%	51.2%	57.4%	62.1%	↗	54.8%	53.1%
Local Authority - Total	45.1%	46.3%	50.0%	52.6%	53.0%	↗	49.9%	46.9%
Wales - Total	51.1%	52.7%	55.4%	57.9%	60.3%	↗	54.6%	55.1%
School - Boys	39.1%	44.2%	42.4%	50.0%	62.2%	↗	57.5%	51.9%
Family - Boys	45.4%	45.3%	48.0%	52.9%	60.6%	↗	49.1%	48.6%
Local Authority - Boys	41.0%	44.1%	43.8%	48.2%	47.5%	↗	43.8%	42.3%
Wales - Boys	46.9%	48.7%	51.4%	54.3%	56.1%	↗	50.7%	50.1%
School - Girls	48.9%	48.2%	59.8%	54.1%	66.7%	↗	74.3%	69.5%
Family - Girls	51.6%	52.0%	54.4%	61.8%	63.7%	↗	60.8%	57.9%
Local Authority - Girls	49.3%	48.6%	56.4%	57.0%	59.3%	↗	56.6%	51.9%
Wales - Girls	55.5%	57.0%	59.7%	61.8%	64.7%	↗	58.8%	60.5%





# PERFORMANCE

## Data - Level 2

	2012	2013	2014	2015	2016		2017	2018
School - Total	58.6%	58.9%	58.0%	73.6%	92.0%	▲	74.5%	72.7%
Family - Total	69.7%	74.1%	82.3%	86.0%	86.6%	▲	65.8%	68.7%
Local Authority - Total	64.1%	69.1%	74.1%	80.1%	76.5%	▲	59.9%	59.7%
Wales - Total	72.6%	77.8%	82.3%	84.1%	84.0%	▲	67.0%	67.0%
School - FSM	26.2%	32.4%	27.8%	27.6%	82.6%	▲	40.7%	33.3%
Family - FSM	46.5%	58.2%	62.8%	68.1%	76.1%	▲	37.6%	46.0%
Local Authority - FSM	41.2%	47.8%	50.2%	58.3%	64.0%	▲	34.1%	38.0%
Wales - FSM	50.9%	57.8%	65.3%	69.4%	71.6%	▲	41.3%	41.8%
School - Non FSM	68.8%	66.2%	65.5%	82.8%	93.9%	▲	81.3%	79.6%
Family - Non FSM	75.5%	78.0%	86.4%	89.8%	88.9%	▲	71.6%	73.5%
Local Authority - Non FSM	71.4%	75.9%	80.7%	85.7%	82.9%	▲	66.6%	67.3%
Wales - Non FSM	78.0%	83.0%	87.4%	88.9%	89.0%	▲	73.6%	73.9%

	2012	2013	2014	2015	2016		2017	2018
School - Total	58.6%	58.9%	58.0%	73.6%	92.0%	▲	74.5%	72.7%
Family - Total	69.7%	74.1%	82.3%	86.0%	86.6%	▲	65.8%	68.7%
Local Authority - Total	64.1%	69.1%	74.1%	80.1%	76.5%	▲	59.9%	59.7%
Wales - Total	72.6%	77.8%	82.3%	84.1%	84.0%	▲	67.0%	67.0%
School - Boys	49.4%	60.0%	47.5%	68.4%	89.2%	▲	65.5%	64.6%
Family - Boys	65.8%	70.5%	78.6%	83.6%	85.9%	▲	58.9%	65.0%
Local Authority - Boys	59.5%	65.8%	68.7%	75.7%	72.1%	▲	52.2%	54.0%
Wales - Boys	67.8%	73.7%	78.6%	80.9%	80.7%	▲	61.8%	61.2%
School - Girls	67.0%	57.6%	70.7%	77.6%	95.2%	▲	85.1%	80.5%
Family - Girls	73.5%	78.1%	85.9%	88.3%	87.3%	▲	73.1%	72.6%
Local Authority - Girls	69.0%	72.7%	79.6%	84.4%	81.6%	▲	68.1%	66.0%
Wales - Girls	77.6%	82.1%	86.3%	87.5%	87.6%	▲	72.5%	73.2%



# PERFORMANCE

## Data - KS5

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	2012	2013	2014	2015	2016	2017	2018
School - Total	657.7	634.0	681.8	668.9	649.8	602.1	688.3
Family - Total	794.2	855.3	888.6	861.9	857.8	785.7	791.6
Local Authority - Total	724.1	756.0	784.4	777.1	784.8	722.0	700.3
Wales - Total	772.9	806.6	804.1	799.7	823.2	730.6	740.1
School - Boys	727.9	591.7	678.5	616.2	643.7	577.8	603.4
Family - Boys	777.6	812.6	891.8	805.7	776.7	721.1	763.1
Local Authority - Boys	711.8	700.9	760.8	723.0	729.2	669.3	670.1
Wales - Boys	724.8	757.6	759.3	746.5	768.0	681.2	691.8
School - Girls	607.8	677.2	684.6	726.6	657.3	621.7	783.8
Family - Girls	805.9	891.1	886.0	904.1	913.7	829.6	814.8
Local Authority - Girls	731.8	800.6	802.3	816.8	827.4	761.5	728.0
Wales - Girls	813.0	849.0	843.8	845.9	869.9	773.2	780.9

	2012	2013	2014	2015	2016	2017	2018
School - Total	97.2%	93.3%	97.0%	92.1%	93.7%	90.9%	93.9%
Family - Total	96.3%	95.2%	97.1%	95.1%	98.3%	97.5%	98.8%
Local Authority - Total	96.4%	96.2%	96.8%	97.7%	97.1%	96.6%	97.5%
Wales - Total	96.9%	96.5%	97.1%	97.0%	98.0%	97.1%	97.6%
School - Boys	100.0%	88.6%	96.6%	85.3%	94.3%	85.7%	94.1%
Family - Boys	96.1%	92.4%	95.8%	91.0%	98.0%	96.9%	99.3%
Local Authority - Boys	97.0%	94.6%	96.3%	96.2%	96.6%	96.6%	97.4%
Wales - Boys	95.7%	95.8%	96.2%	95.9%	97.1%	96.2%	96.7%
School - Girls	95.1%	97.8%	97.4%	100.0%	92.9%	95.7%	93.8%
Family - Girls	96.5%	97.4%	98.1%	98.3%	98.6%	97.9%	98.3%
Local Authority - Girls	96.1%	97.3%	97.2%	98.8%	97.4%	96.6%	97.6%
Wales - Girls	97.8%	97.0%	97.8%	97.8%	98.6%	97.9%	98.3%



# DESTINATION

## of School Leavers

M=Male, F=Female, P=Prefer not to say, O=Other

Caerphilly		11					12		
		F	M	O	P	Total	F	M	O
St Martin's School	Continuing in full-time education - Same School	34	44	0	0	78	37	27	0
	Continuing in full-time education - School	5	2	0	0	7	0	1	0
	Continuing in full-time education - College	42	24	0	0	66	2	2	0
	Continuing in full-time education - HE	0	0	0	0	0	0	0	0
	GAP Year	0	0	0	0	0	0	0	0
	Continuing in Part time Education	0	0	0	0	0	0	0	0
	Entering employment outside WBYP	1	0	0	0	1	0	0	0
	Entering WBYP (employed status)	0	2	0	0	2	0	0	0
	Entering WBYP - (without employed status)	0	1	0	0	1	0	0	0
	Able to Enter Emp, Ed or WBYP (Unemployed)	0	1	0	0	1	0	0	0
	Unable OR NOT READY to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	0	2	0	0	2	0	0	0
	Known to have left the area	0	0	0	0	0	0	0	0
	Not responding to follow-up and therefore unknown	1	2	0	0	3	0	1	0
	To be updated	0	0	0	0	0	0	0	0
Total		83	78	0	0	161	39	31	0
Total		83	78	0	0	161	39	31	0





# ATTENDANCE

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St Martin's places great importance on maintaining high levels of attendance and regards 95% and above as an acceptable level. As a school we are committed to raising attainment as well as supporting wellbeing. In addition to delivering a high standard of education, your child's attendance is key to ensuring the best possible experience and outcome of their time with us. Remember, it is your legal obligation as a parent or guardian to ensure your child is attending school on a regular basis (Education Act 1996). We operate a Red, Amber, Green system to monitor your child's attendance as below:

## GREEN ATTENDANCE

95%-100%

No intervention needed

Form Tutors might discuss with a student if they start to see a decline to ensure they know the reasons for it and to judge whether any intervention may be needed at some point in the future. Merits are given and rewards for high attendance are distributed on a termly basis by tutors and HOLs (other parameters, such as behaviour, are also taken into account)

## AMBER ATTENDANCE

90%-94.9%

Some intervention needed

Form Tutors will discuss Amber attendance with the relevant HOL at a weekly meeting and will look to work with individuals in their Tutor Group to help to improve. Your child's HOL will also involve themselves to discuss any potential issues if they feel it necessary and put necessary support and intervention in place to support your child and you as a parent

## RED ATTENDANCE

89.9% and Under

Intervention likely required

Students who have dropped to 89.9% and below are discussed at a bi-weekly meeting between our Attendance and Wellbeing Team (AWB) and the relevant HOL. No further action may need to be taken (depending on the reason for the drop) but alternatively the HOL or AWB may proceed in the following ways:

- Include your child in a targeted Attendance Group - this is a wellbeing intervention run by various staff to tackle students' understanding of absenteeism and its consequences. A reward system is sometimes set up to encourage an improvement
- You may be invited to a meeting to discuss your child's attendance further and to work collaboratively with us (possibly in conjunction with other services) to improve your child's attendance.



# SCHOOL

## Development Plan 2018-2019

Action	Link to Common Inspection Framework
To provide a range of leadership opportunities that enhance school improvement and support staff professional development leading to the school reaching its school improvement targets.	5.1
To provide opportunities that enhance the skills of governors to lead school improvement resulting in the school attaining its targets.	5.1
To develop students leadership skills so that they have a positive impact on school improvement	5.1
Ensure effective monitoring systems are in place to support school improvement targets.	5.1
To improve attainment at KS4 to exceed KPIs and subject targets using FFT20 targets; focus - Science - Gender - Boys	1.1 1.2
To improve attainment at KS5 to exceed KPIs (A/A*, A-C and Level 3), WBQ, and subject targets set using ALPs data.	1.1
Develop a broader curriculum with a inclusion element at KS4.	3.2
Develop the skills of leaders at all levels to effectively lead and manage staff and student. building leadership capacity and reducing in school variation.	5.1
Improve quality assurance systems to ensure they are impact led and efficient.	5.2
Continue to improve health and wellbeing support systems across the school for all learners and staff	2.1
Improve attendance to 94%	2.1 2.2
Continue to improve provision for eFSM pupils so that L2+ is 32% or above next year	2.1 2.2
Continue to strengthen approaches to inclusion and safeguarding	2.1
Empower and engage with parents and carers from vulnerable families	2.1
To continue to improve the progress made by students in the development of skills so that rates of progress are in line with or exceed National Test Expectations.	3.3
The continue to improve the quality of teaching, learning and assessment across the school thus enabling all pupils to make progress and for the school to reach modelled expectations	3.1
To improve professional development across the school so that a personalised approach positively impacts on teaching, learning and leadership at all levels	3.1 5.3
To continue to improve teaching, learning and assessment quality assurance systems across the school so that 85% of teaching staff will be judged as good or better.	3.1
To continue to improve partnership working across a network of schools	5.3





# COMMUNITY

## Links

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The school has regular meetings with its partner primary schools and is involved in work to ensure there is good continuity between the work of subjects in primary and secondary school as well as good transition activities for pupils from all schools.

The school runs two open evenings per year to enable parents, pupils and the community to visit.

The school has strong links with community partners including the police and health service, who provide excellent support to the school.

Support for various local events continued through the academic year 2017-2018 through:

- pupils being involved in dramatic productions such as the Shakespeare for Schools Project.
- various charity events such as the Operation Christmas Child, Macmillan Coffee Mornings, Sports Relief Mile and cake sales held throughout the year.

Pupils participate in a Remembrance Day Service each year.

The Eco club works with the community - their work has included pot planting in town and renovations to the local park allotment.



# EXTRA-CURRICULAR

## in addition to those

## in Community Links

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All pupils study Physical Education as part of the broad and balanced curriculum. At Key Stage 3 there are 4 lessons per fortnight. At KS4 there are 2 lessons per fortnight.

The school has seen an improvement in the participation of girls in Physical Education 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 Physical Education kit to school.

The Physical Education department offer a variety of sporting clubs, supported by 5x60 team including activities such as football, rugby, netball, hockey, athletics, rounders, benchball, fitness and dance.

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.

# PROVISION FOR SPORT

## and Health Related Activities

Pupils have extensive opportunities to participate in sport through the many successful teams run by the PE department in hockey, netball, football, rugby, cricket and basketball. Pupils take part extensively in cross country. The school makes use of its own leisure centre swimming pool where all pupils have swimming lessons. During the school day pupils take part in activities run by the 5 x 60 team. The school runs an annual sports day where all pupils take part, along with a number of other special activities throughout the year.



# TARGETS

- To increase attendance to 94% thus embedding systems in the previous year by the final Friday in May 2019.
- To reduce the gender gap to below that of the Family, LA and Wales averages.
- To reduce number of persistent absentees to below 23% so it falls below the LA and national averages by the end of the current academic year.

## LANGUAGE Category

St Martin's School is an English speaking school.

## WELSH Language

Welsh is a compulsory subject in Key Stage Three and Four. All pupils undertake Welsh as a qualification. The Welsh language is promoted through the translation of many subject materials into Welsh. Welsh cultural experience is also provided through the school's Eisteddfod and Welsh trips.



# POLICIES

## Maintained by the Governing Body

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Governors maintain a wide range of policies related to the school's work and our statutory obligations.

The school has a digital tracker in which it uses to track and update policies when necessary, these are in line with its statutory obligations. Governors have subsequently established a rolling programme of review for all policies. Governors review some policies on an annual basis.

Policies are generally adopted in line with Local Authority guidelines. Copies of all policies are available from the school via Mr D Furtek, Clerk to the Governing Body.

# PROSPECTUS

The school prospectus is updated and approved by the Governing Body on an annual basis.

# PROVISION

## of toilets facilities

The school has toilet facilities in most of the school's buildings, accessible to pupils throughout the school day. The majority are on the ground floor, with several disabled toilets available. Pupils benefit from self-operating taps and hand driers in the main toilets. Toilet facilities are upgraded when possible and several were upgraded in the school year 2016 - 2017 in partnership with the Local Authority. Toilets are cleaned throughout the day by the school's site staff and cleaners.







# CURRICULUM

## Statement

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The school annually reviews the curriculum with the Governing body to reflect the changes of a developing national picture, local needs and the changing needs of the learners. The areas of learning mirror our curriculum structure.

- Our provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.
- Every learner will have a challenging personalised curriculum designed around prior attainment data, student aspirations and future targets.
- All learners will develop skills for life (underpinned by the Personal and Social Education Framework), including literacy, numeracy & digital competency. St Martin's School is at the heart of the community and engages with local services and employers to meet local, national and international needs within the Careers and the World of Work framework.
- We will provide a wide range of teaching and learning experiences along with extra- curricular activities in order to develop all learners individual pathways.
- We will support all Government policy, in particular, bilingualism and Cwricwlwm Cymreig.



# CURRICULUM

## Organisation

The curriculum runs on a two week timetable containing 50 teaching periods and 10 core skills sessions which focus on student wellbeing, assemblies, literacy, numeracy, digital competency and Pixl Edge or Sweet.

The Curriculum Policy outlines how the National Curriculum at Key Stage 3, Key Stage 4 and Key Stage 5 specifications are delivered.

## Careers Support and Development

A Careers Wales advisor provides specialist advice to students through core skills sessions and individual careers interviews.

## New Starters during the Academic Year

There are an increasing number of students transferring to the school mid-term. In order to manage this, a student who enters the school will be placed in the most appropriate set based upon transfer data. This may be affected by some classes being full.

At the nearest half term review the new starter may move sets in line with all other learners if academic performance indicates this need.



# ADDITIONAL

## Learning Needs

The education of children with additional learning needs is overseen by Mrs K Richards, the school's ALNCO (Additional Learning Needs Co-ordinator). Appropriate support is allocated to pupils as necessary. The L.A. provide resources to pupils designated as requiring specific additional support. Pupils are placed on the Additional Learning Needs Register and have an I.D.P. (Individual Development Plan). These are shared with all staff, and in turn they cater for pupils in their lesson planning. A small number of pupils are catered for in designated small teaching groups.

# PUPILS

## with Disabilities

The school aims to provide a broad, balanced and relevant curriculum that is designed to challenge and support pupils of all abilities. This will ensure a rich and full educational experience for all students.

The school believes that all pupils belong, are valued and have a right to learn regardless of needs or abilities. The school works towards the full participation of children with disabilities and/or learning difficulties in the curriculum and school life in general. However, we remain aware that there may be occasions when alternative provision may have to be made for practical reasons.

# LOOKED AFTER CHILDREN

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



# ENGLISH

## as an Additional Language

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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 through support such as translation, mentoring, provision of dictionaries etc. Progress of pupils with English as an additional language are closely monitored. The ALNCO oversees learning, progress and provision.

# MORE ABLE

## and Talented

The organisation of the school curriculum and the ability banding means that the needs of more able and talented pupils 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 more able and talented pupils to further develop their skills and experience e.g. orchestra, choir, art club, radio station, newspaper, various PE clubs, Spanish and Welsh.

Identified more able and talented pupils also have access to occasional activities/ workshops across the Local Authority and EAS Region. Academic progress is closely monitored via target setting and progress checks.



# TERM DATES

2018 -2019

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## Autumn Term

Term Starts	Monday 3rd September 2018
Half Term Starts	Monday 29th October 2018
Half Term Ends	Friday 2nd November 2018
Term Ends	Friday 21st December 2018

## Spring Term

Term Starts	Monday 7th January 2019
Half Term Starts	Monday 25th February 2019
Half Term Ends	Friday 21st March 2019
Term Ends	Friday 12th April 2019

## Summer Term

Term Starts	Monday 29th April 2019
Closed for May Day Bank Holiday	Monday 6th May 2019
Half Term Starts	Friday 27th May 2019
Half Term Ends	Friday 31st May 2019
Term Ends	Monday 22nd July 2019

The school also has 5 INSET days that will be taken throughout the course of the academic year.



# IN SUMMARY

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We continue our strong tradition of excellence, in pupil examination results and in all the experiences we offer our pupils. We expect to continue this excellence with your children over this next year so that each one of them learns together and achieves forever.

We look forward to meeting parents and carers on the many opportunities we have for you to come into school through the school year.

S. Jones (Chair of Governors)  
L. Jarvis (Headteacher)

