

Bishop Vaughan Catholic School



ANNUAL REPORT OF THE SCHOOL GOVERNING BODY 2015 - 2016

Report of the Governing Body concerning the discharge of its functions during the school year 2015-2016.

Bishop Vaughan School is a Catholic Voluntary Aided School in the Diocese of Menevia. The school caters for the religious, educational and pastoral needs of Catholic children between the ages of 11-18 from Swansea and the surrounding area.

PARENTS

This is the Annual Report of the Governing Body and gives you a useful insight into some of the key features of the school and its performance. Please take time to read it and absorb the details.

Welsh Government statutory guidance enables parents to request up to 3 meetings in a school year with the governing body. There is no longer a requirement for governing bodies to hold an annual parents' meeting but they may continue to call parents' meetings if they believe that an issue needs to be discussed.

The purpose of a meeting requested by parents should be to discuss issues directly relating to the school, not individual pupil progress and achievement or grievances against a member of staff or the governing body. Of course governors would hope that concerns are first raised with the school.

If 10% of the parents of registered pupils at the school or the parents of 30 pupils registered at the school, whichever is the lower number, request a meeting with governors, the school governing body is required to hold a meeting.

THE GOVERNING BODY

The following people can be contacted through Bishop Vaughan School:

Chair: Mrs J Gomes
Vice Chair: Mrs M Buckley
Clerk to the Governors: Mrs Laura Howden-Evans

The Governors of the School for the academic year 2015-16 were:

Name	Position	Type	Term of office
Mrs Jennifer Gomes	Chair	Foundation	July 2017
Mrs Margaret Buckley	Vice Chair	Local Authority	July 2018
Mr Steven Avo		Foundation	Aug 2019
Mr Rod Alyn Bevan		Foundation	July 2017
Mr Richard Hutchins		Foundation	June 2018
Mrs Alison Jones		Foundation	Mar 2020
Mr David Lewis		Foundation	Feb 2020
Mr Phillip McCarthy		Foundation	Mar 2020
Mrs Frances Rees-Williams		Foundation	July 2017
Mr Steven Smith		Foundation	Sept 2017
Fr Cyril Thadathil		Foundation	Oct 2017
Mr John Twist		Foundation	Mar 2020
Mr Jason Williams		Parent	Jan 2020
Mrs Christine Steward		Parent	Mar 2020
Mrs Helen Fage		Parent	Mar 2020
Mr Terence Jones		Local Authority	May 2019
Mr Mark Jones		Support Staff	Dec 2019
Mr Dave Crudge		Teacher	Dec 2017
Mrs Christine Goss		Teacher	Oct 2018
Mr Paul White	Headteacher	Ex officio	

S52 EDUCATION BUDGET STATEMENT

Year: 2015-16 LEA Name: id County of Swansea

LEA Code: 670

UA Code: 532

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
School name	Official reference number	School opening/ closing O/C	Date opening/ closing	Number of pupils	Budget share		Notional S.E.N. budget £k	Non-IBB Funds devolved to schools £k
					Per school £k	Per pupil £		

Secondary schools

Cefn Hengoed Community School	4031			659	3,307	5,020	592	
Olchfa School	4032			1,822	6,926	3,802	523	
Morrison Comprehensive School	4033			981	4,537	4,624	684	
Pentrehafod School	4043			935	4,298	4,598	801	
Bishop Gore School	4044			1,203	5,084	4,226	676	
Pengrheol Comprehensive School	4062			901	4,037	4,482	453	
Gowerton School	4063			1,075	4,635	4,312	689	
Bishopston Comprehensive School	4069			1,093	4,411	4,037	529	
Pontarddulais Comprehensive School	4072			797	3,476	4,363	460	
Ysgol Gylfun Gwyr	4074			848	3,518	4,150	276	
Birchgrove Comprehensive School	4075			574	2,896	5,048	472	
Dylan Thomas Community School	4076			516	3,132	6,073	899	
Ysgol Gylfun Bryn Tawe	4078			754	3,313	4,396	289	
Bishop Vaughan R.C. School	4600			1,472	5,696	3,871	420	

(11) Totals/average secondary schools

13,627	59,267	4,349	7,763	0
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BISHOP VAUGHAN COMPREHENSIVE

STATEMENT OF ACTUAL EXPENDITURE Y.E.31.3.16

	Delegated Expenditure £	NonDelegated Expenditure £	Total Net Expenditure £
Teachers Salaries	3,866,571.60	36243	390,2814.60
Salaries	1,190,185.25	98697	1,288,882.25
Wages	0.00	0.00	0.00
Premises	364,768.66	0.00	364768.66
Transport	15439.91	364737.01	380176.92
Supplies & Services	962085.36	0.00	962085.36
Recharges	185786.61	0.00	185786.61
Gross Expenditure	6,584,837.39	499677.14	7084514.53
Income	-516,667.71	-1,105.00	-517,772.71
Interest Received	0.00	0.00	0.00
Gross Income	-516667.71	-1105.00	-517,772.71
Net Expenditure	6,068169.68	498,572.14	6,566,741.82

CLOSING BALANCES 2015/16

£

FORMULA ALLOCATION 2015/16

5,699,030

TOTAL NET EXPENDITURE 2015/16

6,068,170

OVER SPEND 2015/16

369,140

BALANCE ON RESERVES 1/04/15

470,596

Transfer from reserves 2015/16

369,140

BALANCE ON RESERVES 31/03/16

101,457

TERM DATES FOR THE NEXT SCHOOL YEAR:

2016 - 2017

		HALF TERM HOLIDAYS		
Term	Term begins	Begins	Ends	Term ends
Autumn 2016	Thursday 1 st September	Monday 24 th October	Friday 28 th October	Friday 16 th December
Spring 2017	Tuesday 3 rd January	Monday 20 th February	Friday 24 th February	Friday 7 th April
Summer 2017	Monday 24 th April	Monday 29 th May	Friday 2 nd June	Friday 21 st July

INSET DAYS:

Thursday 1st September 2016

Friday 2nd September 2016

Thursday 20th October 2016

Friday 21st October 2016

Tuesday 3rd January 2017

SCHOOL DAY:

The school day is organised into five one hour periods.

Times of Sessions:

8.50	Act of Worship, Assembly or Tutorial
9.15	Lesson
10.15	Lesson
11.15	Break Time
11.30	Lesson
12.30	Lesson
13.30	Lunch
14.25	Lesson
15.25	End of Day

ACTION TAKEN TO REVIEW SCHOOL POLICIES

There is a continuous process of review of school policies and these can be viewed on our school website.

During the academic year 2015-2016 Governors adopted changes to the Discipline for Learning policy. The policy was changed to provide more classroom based consequences.

LINKS WITH THE COMMUNITY

Bishop Vaughan School has actively worked with the local community, residents, parishes and local schools including our feeder schools.

The charity events at the end of December raised £560 and was split between CAFOD, HCPT and Swansea Community Farm. Another £230 was raised for our parish SVP link.

In 2015-2016 there have been 8 extremely successful transition days held for children from our partner primary schools of St. Joseph's, Greenhill, St. Joseph's, Clydach, St. Illtyd's, St. David's and Gwyrosydd, with a further 5 days calendared before the end of the year. These days have involved pupils from Years 4, 5 and 6.

Feedback has been extremely positive, particularly for the Welsh "Beatbox" days and the most recent "Murder Mystery" days.

Attendance Summary Report



Swansea
Bishop Vaughan RC School

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only

Age	DOB	Attended (%)			Authorised absences (%)			Unauthorised absences (%)			Not required to attend (%)		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total
15	01/09/1999 - 31/08/2000	92.5	92.1	92.4	4.3	6.1	5.1	3.2	1.8	2.6	0.7	0.8	0.7
14	01/09/2000 - 31/08/2001	95.2	93.2	94.0	4.1	5.1	4.7	0.7	1.7	1.3	0.8	0.8	0.8
13	01/09/2001 - 31/08/2002	93.7	91.8	92.7	4.3	5.1	4.7	2.0	3.1	2.6	0.8	0.8	0.8
12	01/09/2002 - 31/08/2003	93.1	93.9	93.5	5.1	4.8	5.0	1.8	1.3	1.5	0.8	0.8	0.8
11	01/09/2003 - 31/08/2004	95.5	94.3	94.9	3.7	3.8	3.8	0.8	1.9	1.3	0.8	0.8	0.8
10	01/09/2004 - 31/08/2005	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Less than 10	01/09/2005 - 31/08/3001	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All ages		93.9	93.1	93.5	4.3	5.0	4.7	1.8	1.9	1.8	0.8	0.8	0.8

Attendance Summary Report



Swansea
Bishop Vaughan RC School

Attendance actuals of possible sessions for pupils on roll and leavers of compulsory school age only

Age	DOB	Sessions Possible			Attended			Authorised absences			Unauthorised absences			Not required to attend		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total	B	G	Total
15	01/09/1999 - 31/08/2000	42197	32262	74459	39041	29725	68766	1821	1970	3791	1335	567	1902	305	250	555
14	01/09/2000 - 31/08/2001	29604	41745	71349	28179	38912	67091	1217	2127	3344	208	706	914	226	315	541
13	01/09/2001 - 31/08/2002	31186	35039	66225	29234	32153	61387	1338	1803	3141	614	1083	1697	242	271	513
12	01/09/2002 - 31/08/2003	34750	40805	75555	32345	38301	70646	1783	1975	3758	622	529	1151	270	317	587
11	01/09/2003 - 31/08/2004	37798	36009	73807	36085	33955	70040	1406	1378	2784	307	676	983	292	281	573
10	01/09/2004 - 31/08/2005	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Less than 10	01/09/2005 - 31/08/3001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All ages		175535	185860	361395	164884	173046	337930	7565	9253	16818	3086	3561	6647	1335	1434	2769

SCHOOL ROLL

The numbers of pupils on the school roll as at 12th January 2016 were:

Year 7	237	Year 8	241	Year 9	215
Year 10	230	Year 11	239		
Year 12	203	Year 13	129		

The total number was 1494; 722 boys and 772 girls

This report uses data for 2015 for LA and Wales comparative information

Bishop Vaughan RC School
Swansea

LA/School no: 670/4600

School comparative information: National Curriculum Assessments 2016

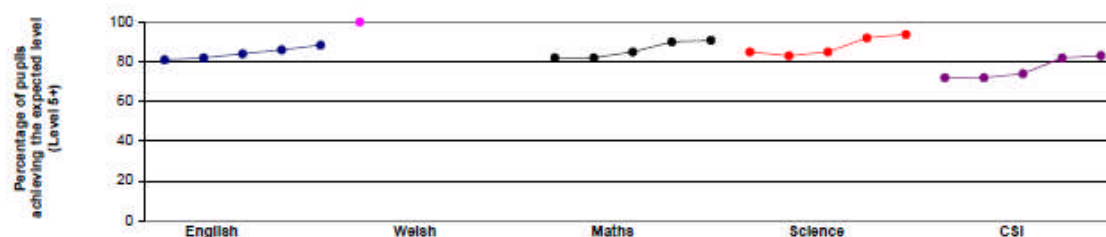
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
English	84	84	84	93	91	92	88	88	88
Welsh	0	90	87	0	96	94	0	93	91
Maths	93	87	87	89	89	90	91	88	89
Science	95	89	90	93	92	94	94	90	92
CSI	83	80	80	83	87	88	83	83	84



School Performance over time (2012 - 2016)



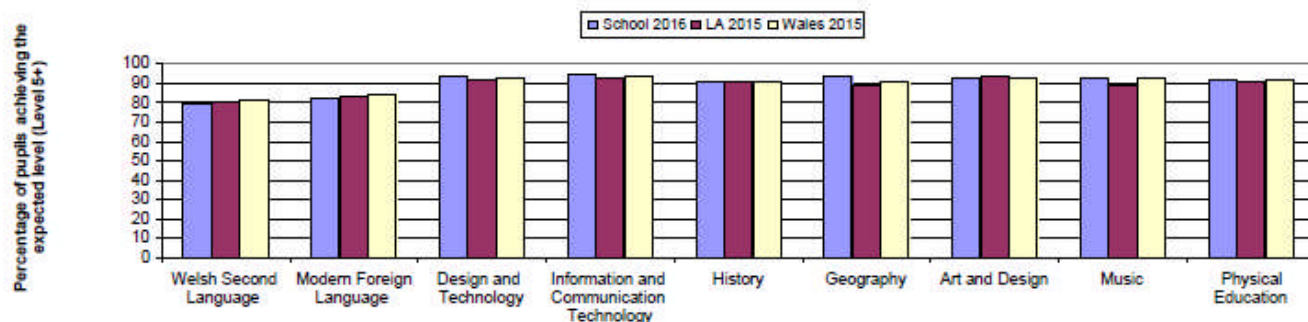
Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

School comparative information: National Curriculum Assessments 2016
Key Stage 3

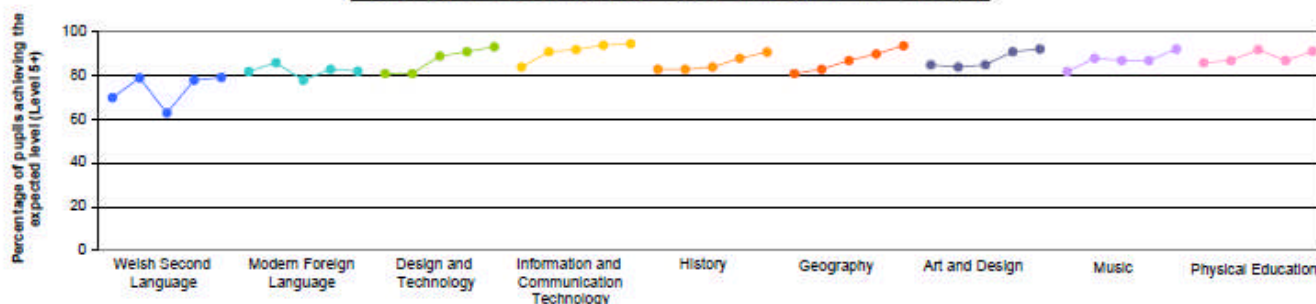
Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
Welsh Second Language	70	74	75	87	86	88	79	80	81
Modern Foreign Language	78	78	79	86	87	90	82	83	84
Design and Technology	94	89	89	93	93	95	93	91	92
Information and Communication Technology	91	92	91	98	93	95	95	92	93
History	89	88	86	93	91	93	91	90	90
Geography	89	86	87	98	92	93	94	89	90
Art and Design	86	91	88	98	95	96	92	93	92
Music	87	86	89	97	92	95	92	89	92
Physical Education	93	91	91	90	89	92	91	90	91



Pupils

School Performance over time (2012 - 2016)



Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2016 : 228

Percentage of pupils in Year 11 who

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2015/16	100	98	78	50	50	348	559
LA Area 2015/16	99	97	87	65	62	357	573
Wales 2015/16	99	95	84	60	58	345	529
School 14/15/16	100	97	78	57	55	347	539
School 13/14/15	100	96	76	58	57	343	517

Number of boys in Year 11 who were on roll in January 2016 : 130

Percentage of boys in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2015/16	100	97	71	44	44	334	527
LA Area 2015/16	99	96	84	60	57	345	546
Wales 2015/16	99	94	81	56	54	333	504
School 14/15/16	100	97	75	53	53	341	533
School 13/14/15	100	97	75	55	54	341	519

Number of girls in Year 11 who were on roll in January 2016 : 98

Percentage of girls in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average capped (3) wider points score per pupil	Average wider points score per pupil
School 2015/16	100	99	88	59	58	368	601
LA Area 2015/16	100	98	90	70	68	369	602
Wales 2015/16	99	97	88	65	62	357	556
School 14/15/16	100	96	80	61	58	354	545
School 13/14/15	99	95	76	62	60	346	515

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QIW) at <https://www.qiw.wales/>

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

(3) Average capped wider point scores are calculated using the best 8 results.

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2016 : **228**

Percentage of pupils in Year 11 who:

	achieved an A*-C Grade in :					Average Points per pupil in :		
	English / Welsh	English	Welsh (2)	Maths	Science	English / Welsh	Maths	Science
School 2015/16	57	57	0	64	82	38	37	44
LA Area 2015/16	72	70	83	72	82	41	40	45
Wales 2015/16	70	69	75	67	82	40	38	45
School 14/15/16	68	68	0	64	88	40	38	43
School 13/14/15	69	69	0	65	84	40	39	42

Number of boys in Year 11 who were on roll in January 2016 : **130**

Percentage of boys in Year 11 who:

	achieved an A*-C Grade in :					Average Points per pupil in :		
	English / Welsh	English	Welsh (2)	Maths	Science	English / Welsh	Maths	Science
School 2015/16	47	47	0	62	89	35	36	42
LA Area 2015/16	64	63	75	71	81	38	39	44
Wales 2015/16	63	61	66	66	81	37	37	44
School 14/15/16	60	60	0	64	89	38	38	43
School 13/14/15	62	62	0	66	87	38	39	43

Number of girls in Year 11 who were on roll in January 2016 : **98**

Percentage of girls in Year 11 who:

	achieved an A*-C Grade in :					Average Points per pupil in :		
	English / Welsh	English	Welsh (2)	Maths	Science	English / Welsh	Maths	Science
School 2015/16	71	71	0	67	95	42	39	47
LA Area 2015/16	79	79	92	73	84	44	41	47
Wales 2015/16	79	78	83	67	84	42	38	46
School 14/15/16	77	77	0	65	88	42	39	44
School 13/14/15	77	77	0	65	82	42	38	42

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (DAQW) at <http://www.daqw.org.uk/>
- (2) Note that the denominator for this indicator is the number pupils in Year 11 who entered Welsh First Language, rather than the total number of pupils in Year 11
- .. Data not available.

Pupils in Year 11

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	achieved one or more ELQ (2) only	achieved no recognised qualification	achieved one or more ELQ (2) only	achieved no recognised qualification	achieved one or more ELQ (2) only	achieved no recognised qualification
School 2015/16	0	0.0	0	0.0	0	0.0
LA Area 2015/16	0	0.6	0	0.9	0	0.3
Wales 2015/16	1	0.9	1	1.3	0	0.6
School 14/15/16	0	0.0	0	0.0	0	0.0
School 13/14/15	0	0.4	0	0.3	0	0.6

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2016: 136		Number of boys aged 17 who were on roll in January 2016: 64		Number of girls aged 17 who were on roll in January 2016: 72	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2015/16	98	620	96	573	100	662
LA Area 2015/16	97	705	95	676	98	733
Wales 2015/16	98	823	97	768	99	870
School 14/15/16	99	663	99	623	99	696
School 13/14/15	99	695	100	660	99	720

(1) For details on approved qualifications, point scores and contribution to thresholds, please see Qualifications Wales website (QW) at <https://www.qw.wales/>

(2) Entry Level Qualification, rather than the total number of Pupils in year 11.

.. Data not available.

Number of SEN Unit/Special Classes 2016: 0

Number of Pupils on Roll in NCY 11 2016: 228

Percentage of compulsory school age pupils eligible for FSM 14/15/16 ⁽¹⁾: 19.9

Percentage of 15 year old pupils on SEN register 2016: 15.4

(1) Used for all Free School Meal benchmarking tables. This indicator is only shown for mainstream secondary schools.

.. Data not available.

CHANGES TO THE PRODUCTION OF THESE STATISTICS

Three key changes have been implemented to the KS4 performance measures data in this 2015/16 academic year:

1. Reporting school performance for 2015/16 is now based on a Year 11 cohort basis rather than for pupils aged 15 at the start of the year. The Year 11 cohort is based on the number of pupils who were registered as being on roll in Year 11 in the school on 12 January 2016, the day of the school census. This is a recommended change arising from the Review of Qualifications for 14-19 year olds in Wales. Data for 2013/14 and 2014/15 is still based on pupils aged 15.

2. In previous years, LA figures were based on mainstream schools, special schools, independent schools and PRU's (Pupil Referral Units) and did not include those pupils who were educated other than at school (EOTAS) who did not attend a PRU. This year, this additional EOTAS data is included in the data and so will affect the LA figures. This additional data will also be included in the Wales figures.

3. KS4 performance measures for Wales previously covered all maintained and independent schools in Wales. Beginning this academic year, results for independent schools are not included in the Wales figures.

4. Note that for rolling averages, data for previous years will be based on pupils aged 15, whereas data for 2016 will be based on pupils in Year 11.

PUPIL DESTINATIONS 2016

	Year 11				Year 12				Year 13			
	Female Benyw	Male Gwryw	Totals Cyfanswm	%	Female Benyw	Male Gwryw	Totals Cyfanswm	%	Female Benyw	Male Gwryw	Totals Cyfanswm	%
Continuing in full-time education - Same School <i>Parhau mewn addysg amser llawn - Yr un ysgol</i>	75	77	152	66.67%	84	79	163	80.69%	0	2	2	1.55%
Continuing in full-time education - School <i>Parhau mewn addysg amser llawn - Ysgol</i>	1	1	2	0.88%	0	0	0	-	0	1	1	0.78%
Continuing in full-time education - College <i>Parhau mewn addysg amser llawn - Coleg</i>	19	37	56	24.56%	8	8	16	7.92%	3	1	4	3.1%
Continuing in full-time education - HE <i>Parhau mewn addysg amser llawn - AU</i>	0	0	0	-	0	0	0	-	46	40	86	66.67%
GAP Year <i>Blwyddyn fwlch</i>	0	0	0	-	0	0	0	-	0	0	0	-
Continuing in Part time Education <i>Parhau mewn addysg ran-amser</i>	0	0	0	-	0	0	0	-	1	0	1	0.78%
Entering employment outside WBTP <i>Dechrau cyflogaeth tu allan i Hyfforddiant Seiliedig ar Waith i Bobl Ifanc</i>	0	2	2	0.88%	5	2	7	3.47%	14	8	22	17.05%
Entering WBTP (employed status) <i>Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (statws cyflogedig)</i>	0	3	3	1.32%	1	0	1	0.5%	0	3	3	2.33%
Entering WBTP - (without employed status) <i>Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (heb statws cyflogedig)</i>	2	5	7	3.07%	2	4	6	2.97%	0	0	0	-
Able to Enter Emp, Ed or WBTP (Unemployed) <i>Yn gallu cael mynediad at Gyflogaeth, Addysg neu WBTP (di-waith)</i>	1	2	3	1.32%	1	0	1	0.5%	2	2	4	3.1%
Unable OR NOT READY to enter Emp, Ed or WBTP (e.g. due to illness, custodial sentence) <i>Methu NEU DDIM YN BAROD i gael mynediad at Gyflogaeth, Addysg neu WBTP (e.e. salwch, dedfryd o gaethliwed)</i>	0	2	2	0.88%	1	0	1	0.5%	0	0	0	-
Known to have left the area <i>Yn hysbys iddynt adael yr ardal</i>	0	1	1	0.44%	0	0	0	-	0	0	0	-
Not responding to follow-up and therefore unknown <i>Dim ymateb i'r arolwg, felly'n anhysbys</i>	0	0	0	-	3	4	7	3.47%	3	3	6	4.65%
Total number of 2016 statutory school leavers <i>Cyfanswm y gadawyr ysgol statudol yn 2016</i>	98	130	228	100.0%	105	97	202	100.0%	69	60	129	100.0%

CURRICULUM PLAN 2015 – 2016

Provision improvements agreed for the academic year included:

- a single lunchtime across the school (this will facilitate enhanced enrichment opportunities for all learners)
- setting in English and Mathematics from Year 7, with extra support in these key areas
- two pathways available at Year 10, where those opting for Triple Science will gain three GCSEs (as previously) in the separate sciences, but those more suited to a Double Science qualification to be allowed to opt for this from the outset and to benefit from booster lessons in English and Mathematics in the time gained
- stable arrangements for Welsh and WBQ, instead of the 3/2, 2/3 lesson arrangement currently in place across Years 10 and 11, with WBQ having 3 periods across the whole of KS4 and compulsory Welsh 2. There will be no need for calendared WBQ days as a consequence of this, thus reducing the associated impact on other subject areas
- all Year 12 students to have Welsh Baccalaureate provision, facilitated by five lessons plus two General RE lessons
- General RE being timetabled for both Year 12 and Year 13

The school operates on fifty one-hour periods per fortnight. For all new pupils in Year 7, the school operates a 'foundation year' which acts as an appropriate transition from primary school and enables the individual assessment of abilities.

In Years 7 to 9, all pupils study the curriculum prescribed by law at Key Stage 3. Over the course

of Key Stage 3 pupils study Essential Skills Wales which includes ICT. Year 7, 8 and 9 pupils study either Spanish or French.

In Year 8, pupils are grouped in English and Maths and in Year 9 pupils are grouped in the core subjects (English, Maths and Science). At Key Stage 3, these subjects are studied for approximately 40% of the time.

In Years 10 and 11, all pupils study the curriculum prescribed by law at Key Stage 4. Core subjects are now studied for approximately 50% of the time, as most pupils study more Science. All pupils in Years 10 and 11 study core Welsh and a further 3 possible option subjects; the majority also study the Welsh Baccalaureate. All pupils study Religious Education.

SPECIAL EDUCATION

Pupils with Special Educational Needs are entitled to the full range of curriculum experiences and will, as far as possible, follow the same class syllabus as that of their peers. Teachers differentiate within the school by using a variety of teaching styles and presentation, different resources, worksheets, pace and complexity of information presented and level of teacher support. Pupils with learning difficulties are educated alongside their peers and special needs department staff support pupils within subject areas across the key stages.

For pupils with specific learning difficulties (i.e. dyslexia, developmental coordination delay {DCD}, visual impairment, hearing impairment, physical impairment or behaviour) either in-class support or withdrawal from specific subject areas is arranged. In some cases pupils are disapplied from specific areas of the National Curriculum. This information is provided by the pupil's statement. Pupils with specific learning difficulties are supported by a teacher qualified in teaching dyslexic pupils. Pupils with delayed receptive and/or expressive language development are supported by a teacher qualified in this area.

Outside agencies used by Bishop Vaughan include Education Psychology, Visual Impairment, Hearing Impairment, Behaviour Support, Trehafod, Social Services, physiotherapy and occupational therapy and EMLAS (Ethnic Minority Language and Achievement Service). These agencies are contacted as and when required following identification by staff and Director of Access to Learning.

Resources: The Department is well resourced and this process remains a priority. Books to support the raising of reading standards have been purchased. These include a specific scheme to support children in KS3 who have experienced more extreme difficulties in reading. Also included are books specifically to encourage and support boys in reading for enjoyment.

Resources already in situ have been re-organised, particularly in the area of literacy and language skills and the basic skills within this area of the curriculum.

Development: A system for recording and monitoring reading development, including phonic progression, spelling skills, speaking and listening and writing is in place.

Parents and carers are involved in the individual education planning of their children.

The SEN policy is monitored by the department as part of the cycle of assessment, programming, recording and evaluation. Its success is monitored by assessing its effectiveness in meeting the stated objectives for each pupil. The Graduated Response, as outlined in the Code of Practice, is operational and parents are encouraged to become involved in the education of pupils with SEN. Parents are kept informed of progression through Individual Education Plans (IEP) and their review. All documentation on pupils who have special needs is kept by the Director of Access to Learning. The Director of Access to Learning is Mrs Christine Goss.

ATTENDANCE

There is in place an Attendance Framework outlining the roles and responsibilities in relation to attendance. Following a whole school strategy on attendance and the valuable input of staff at all levels, attendance improved in the academic years 2013-2015. This further improved in the year 2015-16, with the whole school attendance figure rising to 93.5, an increase of 0.1%. However given the relative improvements made by other local schools in attendance, this encouraging improvement in Bishop Vaughan needs to be further built upon if we are to keep pace and meet our whole school target of 95% (aspirational target of 96%) This attendance target is a key feature of the School Improvement Plan.

Attendance has a strong relationship both with attainment and the standards achieved by schools. It is a key contributor to L2 threshold including English and Maths, Wider Points Score and the Core Subject Indicator. It is also an important indicator of the wellbeing of our learners.

There are a wide range of strategies to improve attendance throughout the school and for all groups of learners.

SPORTING AIMS

Physical Education

The department aims to give pupils a range of sporting experiences which will help to develop a positive attitude towards pupils leading a healthy balanced lifestyle.

Key Stage 3 pupils have the opportunity to participate in gymnastics, fitness activities, a variety of competitive games along with athletics and orienteering. The emphasis for Key Stage 4 pupils is on fitness activities and a variety of games: rugby, football, netball, hockey, basketball, volleyball as well as a number of minor team games.

The 5x60 activities to include badminton, basketball, football (boys and girls) and street dance continue to be popular with the younger pupils whilst the multi gym is a popular venue for Key Stage 4 and 5 pupils. Sport fixtures with other schools continue to be played in football, rugby, netball and hockey. The breakfast sports club continues to attract many pupils.

There have been a number of notable sporting success this year. The Year 7 football team won the Swansea Schools Cup. The Year 9 football team were finalists in the Swansea Schools Cup and reached the quarter finals of the Welsh Cup. The Year 11 team were Swansea Schools champions for five consecutive years.

The annual sports day competition unfortunately did not take place this year. The first date was postponed due to heavy rain and the second date had to be cancelled to unusually high temperatures.

An Inclusive Sports event involved selected pupils from Years 7 and 8, along with pupils from Pen Y Bryn and St Joseph's Clydach. The focus was on ability and not disability, looking at what pupils can achieve despite certain barriers and or limitations. Activities included wheel chair basketball, boccia, sitting volleyball and indoor athletics.

Following the success of this event a lunchtime multi activity club was set up for selected pupils. This continues to be popular with the pupils and the teaching assistants.

Individual sporting successes (regional/international representation):

Marvel Biju - Cricket
Emily Slade - Kick boxing
Jacob Denham - Karate
Daniel Marotta - Swimming
Dylan Rich - Boxing
William Collins - Swimming
Alice Warren - Tennis
Osaze Aghedo - Athletics
Sebastian Lewis - Athletics
Korben Crocker - Boxing
Zean Evarrete - Basketball
Peter Crudge – Basketball

THE USE OF THE WELSH LANGUAGE

The school is an English medium school that conducts its business and lessons essentially through the medium of English. However, in accordance with a whole school plan, there has been significant development in the use of the Welsh language in school signage, publication and in incidental communication. A very small minority of pupils come from families or communities that speak Welsh.

1. Lessons in all key stages are conducted in English, with incidental Welsh being used in greetings, basic instructions, days/date. Welsh is also used in feedback to pupils/markings comments. This is encouraged via the staff bulletin, where a 'Phrase for the Week' is published. The school has several Welsh speaking members of staff and could, in theory, provide some lessons through the medium of Welsh (e.g. Geography). There is, however, no demand for such provision at present.
2. Outside formal Welsh lessons, the Welsh language is used incidentally in assemblies. In some lessons and tutorials, classes say the Lord's Prayer in Welsh. Many tutorials have also learned the 'Hail Mary' in Welsh, and nearly all pupils say the 'Sign of the Cross' in Welsh in tutorial, assemblies and in lessons. The weekly prayer bulletin has all generic items in Welsh as well as English. It is expected that *Classwork*, *Homework*, the day and date are in Welsh in all pupils' books. It is increasingly common to hear some instructions being given in Welsh, e.g. *eisteddwch*, *dim siarad*.
3. Pupils are able to use Welsh incidentally but may use Welsh with increasing sophistication depending on the language ability of the teacher.
4. There are 4 pupils who are formally disapplied from Welsh. All other pupils receive Welsh lessons as part of their basic entitlement. At KS4, pupils can choose to follow a full course GCSE.

SCHOOL TOILET FACILITIES

The programme for refurbishment of the school toilets was completed in the summer of 2014. The toilet facilities are maintained by the school but are cleaned by an external company contracted by the Governors of the school. They are cleaned at the end of each day and once during the school day.

HEALTHY SCHOOLS

The school commenced our formal “Healthy Schools” journey in 2015 – 2016 having recently met with Emma Griffiths (the Healthy Schools Co-ordinator).

The Action Plan was been submitted and was highly commended.

Before Christmas pupils at the school took part in the on-line Student Health and Wellbeing Survey organised by the School Health Research Network. We are in the process of using the data generated to identify areas of development for our Development Plan.

SCHOOL DEVELOPMENT PLAN

Progress in relation to the SDP targets is highlighted on the following page. This RAYG rating was the subject of discussion at Governors’ Academic Standards meetings and further discussion during the training for new governors provided by the Challenge Adviser on 24th May 2016.

Ethos

To encourage all in the school to share in the school's Christian vision, bringing all learners to their full potential, by increasing opportunities for spiritual and moral development through:

Further developing the programme of induction for newly appointed staff and for new Y7 pupils

Further develop effective collaboration with other faith schools

Development of the Chaplain's role and of the Chaplaincy team

Developing the RE learning environment

Developing an entitlement curriculum that reflects the spiritual, moral and cultural development commitments made by the school

Wellbeing

To develop pupil wellbeing and achieve the agreed attendance target of 95% through:

Expanding the attendance team in order to facilitate higher levels of home-school communication

Developing strategies to inform learners and their families about the impact of attendance in both the long and the short term

Supporting learner wellbeing and family liaison by establishing a Wellbeing Centre

Raising levels of activity and engagement at an extracurricular level

Standards

To raise the L2i indicator to 64% and maintain positive L2i trends in relation to the performance of all subgroups of learners by:

Implementing a Progress Tracking System across the school that makes effective use of baseline data and fine level grading in identifying support and intervention needs

Piloting PiXL strategies in core subjects

Continuing to improve the outcomes in English Language at Level 2

Making effective use of school resources to reduce the impact of poverty on educational attainment

Raising attainment in Welsh and developing the Welsh Dimension

Teaching & Learning

To develop learning and teaching to make best practice standard practice by:

Developing pedagogy

Continuing to improve consistency in the quality of marking and formative assessment within and between departments

Ensuring appropriate curriculum provision for learners at all key stages

Developing Literacy, Numeracy and Digital Competency across the curriculum

Utilising pupil and parental voice feedback in planning for curriculum improvement and extra-curricular activity

Embedding fine level grading and item level data analysis at Sixth Form level to inform teaching, support and learning outcomes

Leadership

To develop leadership capacity at all levels by:

Developing quality improvement procedure and planning at all levels

Supporting the quality assurance role of leaders through the 'Excellence in Teaching' portal and improving understanding of lesson observation judgements

Developing CPD opportunities at all levels

Working effectively with Governors on challenge and support

Supporting learners in becoming leaders