

Bishop Vaughan Catholic School



**ANNUAL REPORT
OF
THE
SCHOOL GOVERNING BODY
2016 - 2017**

Report of the Governing Body concerning the discharge of its functions during the school year 2016-2017.

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: Fr C Thadathil
Clerk to the Governors: Mr M Jones

The Governors of the School for the academic year 2016-17 were:

Name	Position	Type	Term of office
Mrs Jennifer Gomes	Chair	Foundation	July 2017
Fr Cyril Thadathil	Vice Chair	Foundation	Oct 2017
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
Mr John Twist		Foundation	Mar 2020
Mrs Helen Fage		Parent	Mar 2020
Mrs Christine Steward		Parent	Mar 2020
Mr Jason Williams		Parent	Jan 2020
Mr Terence Jones		Local Authority	May 2019
Cllr Sam Pritchard		Local Authority	June 2021
Mr Dave Crudge		Teacher	Dec 2017
Mrs Christine Goss		Teacher	Oct 2018
Mrs Emma Pole	Acting Headteacher (following the early retirement of Mr Paul White on 31 st December 2016)	Ex officio	

S52 EDUCATION BUDGET STATEMENT

Year: 2016-17

LEA Name: City and 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-ISB Funds devolved to schools £k	
					Per school £k	Per pupil £			

Secondary schools

Cefn Hengoed	4031			684	3,436	5,021	567	344
Olchfa School	4032			1,798	7,104	3,950	505	193
Morrison Comprehensive	4033			1,073	4,565	4,255	688	238
Pentrehafod School	4043			948	4,534	4,782	818	335
Bishop Gore School	4044			1,243	5,491	4,417	689	365
Pengrheol Comprehensive School	4062			914	4,287	4,691	470	218
Gowerton Comprehensive School	4063			1,069	4,715	4,412	671	194
Bishopston Comprehensive	4069			1,097	4,683	4,270	580	137
Pontarddulais Comprehensive School	4072			780	3,575	4,584	464	153
Ysgol Gŷfun Gwŷr	4074			864	3,648	4,225	282	106
Birchgrove	4075			526	2,876	5,463	457	211
Dylan Thomas Community School	4076			493	3,118	6,326	863	333
Ysgol Gŷfun Gymraeg Bryn Tawe	4078			793	3,622	4,569	328	130
Bishop Vaughan School	4600			1,518	5,983	3,942	465	315

(11) Totals/average secondary schools

13,800	61,637	4,467	7,848	3,272
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BISHOP VAUGHAN COMPREHENSIVE

STATEMENT OF ACTUAL EXPENDITURE Y.E.31.3.17

	Delegated Expenditure £	<u>NonDelegated</u> Expenditure £	Total Net Expenditure £
Teachers Salaries	4131341.56	11336.16	4142677.72
Salaries	1259744.76	403.75	1260148.51
Wages		153374.33	153374.33
Premises	165859.15		165859.15
Transport	3,631.61	369,574.58	373,206.19
Supplies & Services	1,509,496.27		1,509,496.27
Recharges	-6761.00		-6761.00
Gross Expenditure	7,063,312.35	534,688.82	7,598,001.17
Income	-595,726.61	-87,771.20	-683497.81
Interest Received	0	0	
Gross Income	-595,726.61	-87,771.20	-683497.81
Net Expenditure	6,467,585.74	446,917.62	6,914,503.36

CLOSING BALANCES 2016/17

£

FORMULA ALLOCATION 2016/17

5,923,763

TOTAL NET EXPENDITURE 2016/17

6,467,586

OVER SPEND 2016/17

543,823

BALANCE ON RESERVES 1/04/16

101,457

Transfer from reserves 2016/17

-543,823

BALANCE ON DEFICIT 31/03/17

-442,366

TERM DATES FOR THE NEXT SCHOOL YEAR:

2018 - 2019

		HALF TERM HOLIDAYS		
Term	Term begins	Begins	Ends	Term ends
Autumn 2018	Monday 3rd September	Monday 29th October	Friday 2nd November	Friday 21st December
Spring 2019	Monday 7th January	Monday 25th February	Friday 1st March	Friday 12th March
Summer 2019	Monday 29th April	Monday 27th May	Friday 31st May	Monday 22nd July

SCHOOL DAY:

The school day is organised into five one hour periods. An extra five minutes is given to the period 5 session for the marking of statutory registers.

Times of Sessions:

8.50	Act of Worship, Assembly or Tutorial
9.10	Lesson
10.10	Lesson
11.10	Break Time
11.30	Lesson
12.30	Lesson
13.30	Lunch
14.20	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 2016-2017 Governors adopted a new E-Safety policy with contribution from both pupils and members of the 360 E-safety group; a new Food and Fitness policy, teaching young people and their families ways to establish and maintain life-long healthy and environmentally sustainable eating habits; a new uniform policy in preparation for a change to the uniform colours and requirements in September 2017 and changes to the Discipline for Learning policy;

LINKS WITH THE COMMUNITY

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

This has been a special year for the Catholic Church as a 'Year of Mercy' with a particular emphasis on compassion and kindness, so it seems very fitting that this year we are able to focus on a range of different charities throughout the school.

For Operation: Christmas Child, a target of 100 shoeboxes was set to aid disadvantaged children throughout the world. At the end of the three week campaign, over 200 shoeboxes were filled.

Over £1000 was raised for the Haiti relief fund. Over £420 was raised for Children in Need.

Over £700 was raised at the Christmas talent show for HCPT group 105.

The Bring a Blanket campaign gathered over 100 blankets for refugees.

Many more events have taken place and are reflective in every way of staff and students living the Gospel Values.

As part of their Welsh Baccalaureate Community Challenge Year 10 pupils collaborated with FirstGive in order to raise money and awareness for local charities.

Each class selected a local charity, planned and prepared their presentations and competed for a place in the school final. On 5th July each class winner then competed in the FirstGive Schools final, in the hope to win money for their charities. The judging panel comprising of the Headteacher, Head Girl and Deputy Head Boy were joined by the Lord Mayor and Mayoress of Swansea. A competitive final followed, in which the students presented to the judging panel and a live audience made up of members of Years 7 and 8, invited family members and representatives from the charities. After much deliberation the winners were announced:

- £1,000 – Cystic Fibrosis
- £250 – Cancer Research
- £250 – Alzheimer's UK

Ten transition days were held for children from our primary feeders of St. Joseph's Greenhill, St. Joseph's Clydach, St. Illtyd's, St. David's and Gwyrosydd, These days have involved pupils from Year 4, Year 5 and Year 6.

Feedback has been extremely positive, particularly for the Murder Mystery days and the team-building days.

The school continues to expand its relationship with Penybryn School with its special teaching facility for autistic students. On a weekly basis, a group of Penybryn students came over for their sciences lessons to Bishop Vaughan. We continue to strengthen this link.

Our consortium link with Morryston School continues and this relationship allows both sets of pupils to access a total of 16 subjects in two of the five option columns. On four of these courses, we continue to share the teaching equally between Bishop Vaughan and Morryston staff.

Attendance Summary Report



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

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
15	1/9/00 - 31/8/01	93.2	93.0	93.1	4.9	4.8	4.8	1.9	2.2	2.0
14	1/9/01 - 31/8/02	93.0	91.8	92.4	5.1	4.6	4.8	2.0	3.6	2.8
13	1/9/02 - 31/8/03	93.2	91.6	92.4	5.3	5.7	5.5	1.5	2.7	2.1
12	1/9/03 - 31/8/04	94.2	93.9	94.0	4.4	4.2	4.3	1.4	2.0	1.7
11	1/9/04 - 31/8/05	93.7	95.0	94.3	4.5	3.4	4.0	1.9	1.6	1.7
10 or younger	1/9/05 or later	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total of all pupils		93.5	93.0	93.2	4.8	4.6	4.7	1.7	2.4	2.1

Attendance Summary Report



Annual attendance - Period: 01/09/2016 to 26/05/2017

1. Number of sessions (pupils on roll and leavers) by code

Age	Date of Birth	Sessions Possible	Present/Approved Educational Activity									Authorised absences								Unauthorised absences				Not Required To Attend	
			/	A	B	D	J	L	P	V	W	C	E	F	H	I	M	R	S	T	G	N	O	U	X	Y
15	1/9/00 - 31/8/01	71300	60900	424	991	108	3638	83	246	0	254	100	0	0	2852	205	4	42	0	123	0	1329	1	0	0
14	1/9/01 - 31/8/02	63402	54100	171	1411	2	2603	217	63	0	270	149	0	0	2461	160	4	0	0	276	0	1515	0	0	0
13	1/9/02 - 31/8/03	71990	62125	555	669	0	2492	139	513	0	377	77	0	0	3292	216	6	0	0	449	0	1077	3	0	0
12	1/9/03 - 31/8/04	73404	66650	680	18	1	1468	145	55	0	338	65	0	0	2507	221	5	0	0	335	0	916	0	0	0
11	1/9/04 - 31/8/05	68880	62709	366	0	0	1742	96	11	0	264	55	0	0	2296	124	22	0	0	418	0	774	3	0	0
10 or younger	1/9/05 or later	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total of all pupils		348976	306484	2196	3089	111	11943	680	888	0	1503	446	0	0	13408	926	41	42	0	1601	0	5611	7	0	0

SCHOOL ROLL

The numbers of pupils on the school roll as at 10th January 2017 were:

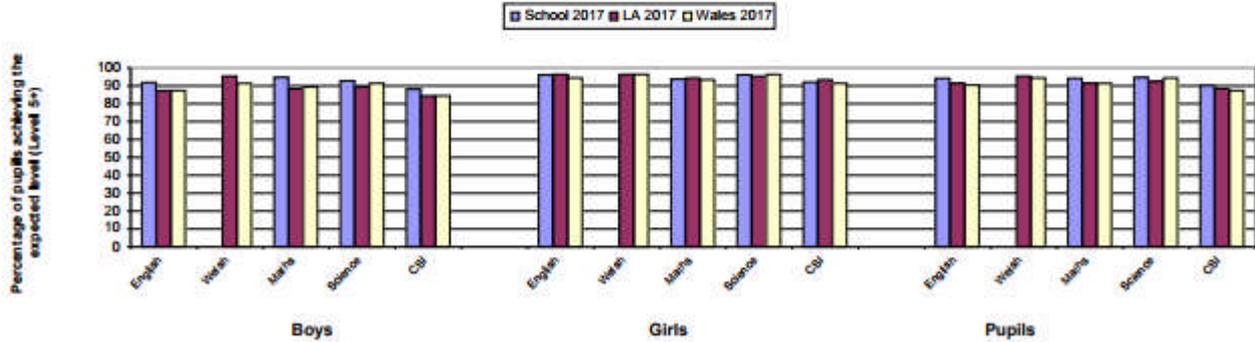
Year 7	224	Year 8	236	Year 9	231
Year 10	209	Year 11	228		
Year 12	186	Year 13	135		

The total number was 1449; 702 boys and 747 girls

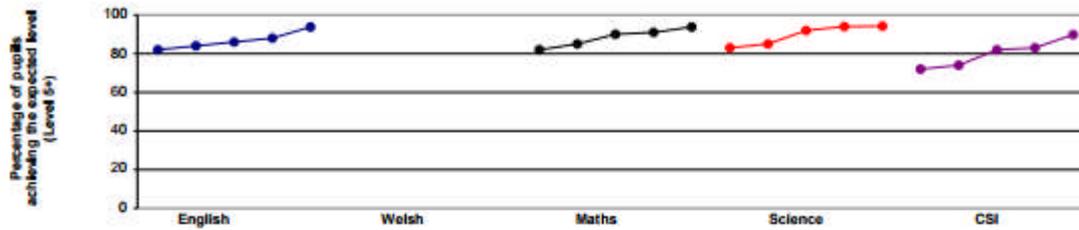
School comparative information: National Curriculum Assessments 2017 with benchmarking
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017
English	92	87	87	96	96	94	94	91	90
Welsh	0	95	91	0	96	96	0	95	94
Maths	94	88	89	93	94	93	94	91	91
Science	92	89	91	96	95	96	94	92	94
CSI	88	84	84	92	93	91	90	88	87



School Performance over time (2013 - 2017)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quarter 1
- Quarter 2
- Quarter 3
- Quarter 4

School is in the top 25 per cent.

School is in the top 50 per cent but not the top 25 per cent.

School is in the bottom 50 per cent but not the bottom 25 per cent.

School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 15 per cent and up to 20 per cent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		89		91	94	94	
Welsh		91		95		98	
Maths		90		92	94	94	
Science		93	94	95		97	
CSI		85		88	90	91	

The benchmarks have been calculated using a three-year average for Free School Meal data.

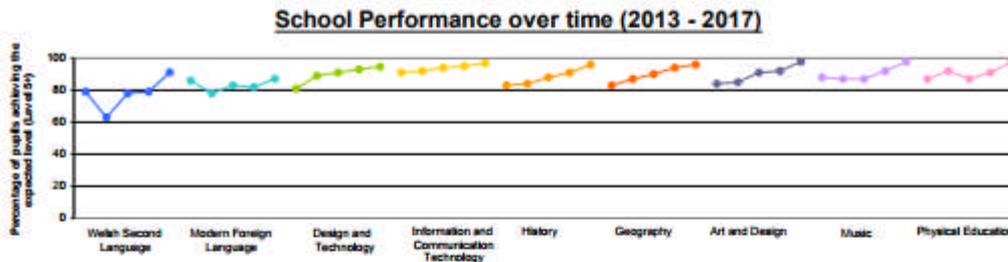
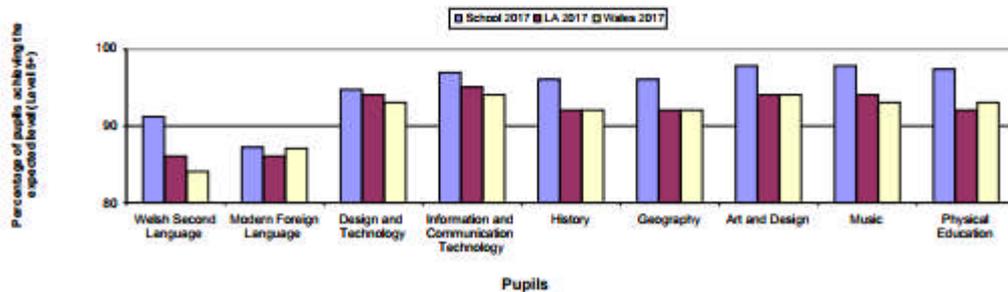
Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. 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.
3. 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 2017 with benchmarking
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017
Welsh Second Language	87	80	78	95	92	90	91	86	84
Modern Foreign Language	79	80	82	94	92	92	87	86	87
Design and Technology	92	91	91	97	97	96	95	94	93
Information and Communication Technology	96	93	92	98	96	96	97	95	94
History	94	89	89	98	95	95	96	92	92
Geography	94	89	89	98	96	95	96	92	92
Art and Design	97	90	90	98	97	97	98	94	94
Music	97	90	91	98	97	96	98	94	93
Physical Education	98	92	92	97	93	94	97	92	93



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quarter 1 School is in the top 25 per cent.
- Quarter 2 School is in the top 50 per cent but not the top 25 per cent.
- Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group
More than or equal to 15 per cent and up to 20 per cent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
Welsh Second Language		77		84		89	97
Modern Foreign Language		86	87	89		92	
Design and Technology	95	95		97		98	
Information and Communication Technology		93		96	97	98	
History		91		95	96	96	
Geography		92		95	96	96	
Art and Design		93		97	98	98	
Music		94		96	98	98	
Physical Education		93		96	97	98	

The benchmarks have been calculated using a three-year average for Free School Meal data.

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 2017 : 224

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	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	97	68	56	361	330	440
LA Area 2016/17	99	95	70	58	361	335	457
Wales 2016/17	99	94	67	55	351	326	459
School 15/16/17	100	..	..	..	..	344	517
School 14/15/16	100	..	..	..	..	228	539

Number of boys in Year 11 who were on roll in January 2017 : 93

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	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	96	65	55	354	323	427
LA Area 2016/17	99	95	66	55	352	326	442
Wales 2016/17	99	93	62	51	338	314	435
School 15/16/17	100	..	..	..	..	338	511
School 14/15/16	100	..	..	..	..	234	535

Number of girls in Year 11 who were on roll in January 2017 : 131

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	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	98	70	57	366	336	450
LA Area 2016/17	99	96	74	61	370	344	472
Wales 2016/17	100	96	73	59	364	339	484
School 15/16/17	100	..	..	..	..	351	523
School 14/15/16	100	..	..	..	..	220	543

(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) Average capped 9 / 8 wider point scores are calculated using the best 9 / 8 results but must include certain subjects. See notes for further details.

.. Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017 : 224

Percentage of pupils in Year 11 who:

achieved an A*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2016/17	70	70	0	75	58	56	60	56
LA Area 2016/17	68	67	86	76	62	59	65	56
Wales 2016/17	65	64	74	76	59	57	62	53
School 15/16/17	69	69	0	85	..	..	..	..
School 14/15/16	68	68	0	88	..	..	..	..

Number of boys in Year 11 who were on roll in January 2017 : 93

Percentage of boys in Year 11 who:

achieved an A*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2016/17	68	68	0	77	60	58	62	55
LA Area 2016/17	62	61	81	75	61	60	65	53
Wales 2016/17	58	56	65	73	57	57	62	49
School 15/16/17	62	62	0	86	..	..	..	..
School 14/15/16	60	60	0	89	..	..	..	..

Number of girls in Year 11 who were on roll in January 2017 : 131

Percentage of girls in Year 11 who:

achieved an A*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2016/17	72	72	0	73	56	55	59	56
LA Area 2016/17	73	73	90	77	62	58	65	59
Wales 2016/17	73	72	82	78	60	56	63	57
School 15/16/17	76	76	0	83	..	..	..	..
School 14/15/16	77	77	0	86	..	..	..	..

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (DAQW) at <https://www.qjw.wales/>
- (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
- (3) From 2017 onwards Welsh and English literature qualifications do not count in the calculation of the CSI.
- .. Data not available.

Achievement of the Skills Challenge Certificate by 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 the Foundation Skills Challenge Certificate at KS4	achieved the National/Foundation Skills Challenge Certificate at KS4	achieved the Foundation Skills Challenge Certificate at KS4	achieved the National/Foundation Skills Challenge Certificate at KS4	achieved the Foundation Skills Challenge Certificate at KS4	achieved the National/Foundation Skills Challenge Certificate at KS4
School 2016/17	31	60	32	51	31	67
LA Area 2016/17	19	82	22	80	17	84
Wales 2016/17	19	70	23	66	15	75
School 15/16/17	..	..	..	..	..	..
School 14/15/16	..	..	..	..	..	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2017: 139		Number of boys aged 17 who were on roll in January 2017: 70		Number of girls aged 17 who were on roll in January 2017: 69	
	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2016/17	97	612	94	541	100	684
LA Area 2016/17	95	693	94	630	98	762
Wales 2016/17	97	731	96	681	98	773
School 15/16/17	98	647	97	589	100	696
School 14/15/16	99	663	99	623	99	696

Achievement of the Skills Challenge Certificate (any post-16 level) by pupils aged 17:

	Percentage of pupils aged 17:	Percentage of boys aged 17:	Percentage of girls aged 17:
School 2016/17	61	57	65
LA Area 2016/17	64	58	71
Wales 2016/17	64	59	69
School 15/16/17	..	..	..
School 14/15/16	..	..	..

(1) For details on approved qualifications, point scores and contribution to thresholds, please see Qualifications Wales website (QiW) at <https://www.qiw.wales/>
.. Data not available.

Bishop Vaughan School
School Type: Comprehensive 11-18
Linguistic Delivery: English medium

SSSP 2017

LA/School No. 670 / 4600

Number of SEN Unit/Special Classes 2017: 0

Number of Pupils on Roll in NCY 11 2017: 224

Percentage of compulsory school age pupils eligible for FSM 15/16/17 ⁽¹⁾: 19.2

Percentage of pupils in year 11 on SEN register 2017: 13.4

(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

Several key changes have been implemented to the KS4 performance measures data in this 2016/17 academic year:

- 1. Introduction of the Capped 9 Score**
The Capped 9 measure focuses on Year 11 pupils' results from nine of the qualifications available in Wales, including subject specific requirements.
The main changes compared to the previous capped points score are:
 - An increase from eight to nine GCSEs or equivalent volume of qualifications
 - The introduction of subject specific attainment requirements in English/Welsh, Mathematics – Numeracy, Mathematics and Science.More information can be found in the Notes section.
- 2. Cap on non-GCSEs to threshold measures**
From 2017, a maximum of two vocational (non-GCSE) qualifications will count towards all threshold measures, depending on size of the qualification (ie no more than 40% of the threshold).
- 3. Literature in threshold measures**
Literature qualifications no longer count towards the literacy elements in the Level 2 inclusive or Capped 9 score from 2017 onwards, but can still count in the non-subject specific elements.
- 4. New Mathematics GCSEs**
This is the first summer that pupils are expected to sit two GCSEs in Mathematics – GCSE Mathematics and GCSE Mathematics Numeracy.
Reporting achievement of the Welsh Baccalaureate
- 5. The Welsh Baccalaureate will not be published in national figures in 2017.** Data on Welsh Baccalaureate has been included in this provisional SSSP so that the data can be validated. The presentation of the data in this provisional SSSP is experimental and may change by the time the final SSSP is released in December. We would be happy to receive any comments you may have on how this should be reported in the SSSP in the future.

The changes introduced in 2015/16 are listed below for ease of reference

- 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 2017

	M=Male, F=Female, P=Prefer not to say, O=Other															Total
	11					12					13					
	F	M	O	P	Total	F	M	O	P	Total	F	M	O	P	Total	
Continuing in full-time education - Same School	67	44	0	0	111	67	71	0	0	138	0	2	0	0	2	251
Continuing in full-time education - School	1	1	0	0	2	0	1	0	0	1	0	0	0	0	0	3
Continuing in full-time education - College	57	35	0	0	92	15	15	0	0	30	6	7	0	0	13	135
Continuing in full-time education - HE	0	0	0	0	0	0	0	0	0	0	45	39	0	0	84	84
GAP Year	0	0	0	0	0	0	0	0	0	0	2	1	0	0	3	3
Continuing in Part time Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Entering employment outside WBTYP	1	4	0	0	5	3	0	0	0	3	12	9	0	0	21	29
Entering WBTYP (employed status)	2	4	0	0	6	0	0	0	0	0	1	0	0	0	1	7
Entering WBTYP - (without employed status)	0	4	0	0	4	0	1	0	0	1	0	0	0	0	0	5
Able to Enter Emp, Ed or WBTYP (Unemployed)	0	0	0	0	0	4	1	0	0	5	0	3	0	0	3	8
Unable OR NOT READY to enter Emp, Ed or WBTYP (e.g. due to illness, custodial sentence)	2	0	0	0	2	0	0	0	0	0	1	0	0	0	1	3
Known to have left the area	1	1	0	0	2	1	0	0	0	1	0	1	0	0	1	4
Not responding to follow-up and therefore unknown	0	0	0	0	0	3	3	0	0	6	2	4	0	0	6	12
To be updated	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
Total	131	93	0	0	224	94	92	0	0	186	69	66	0	0	135	545
Total	131	93	0	0	224	94	92	0	0	186	69	66	0	0	135	545

CURRICULUM PLAN 2016 – 2017

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 Year 7 learners are grouped in Mathematics after the October half-term break. 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 the Local Authority's Educational Psychology Service; specialist teachers for pupils with visual or hearing impairment; behaviour support team; CAMHS; Social Services; Community Paediatrician; Paediatric Physiotherapy and Occupational

Therapy; EMAU (Ethnic Minority Achievement Unit). These agencies are contacted as and when required following identification by staff and the Head of Access to Learning (SENCo).

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 Head of Access to Learning. The Head of Access to Learning is Mrs Christine Goss.

ATTENDANCE

The official school attendance is 93.2% which is a slight drop (0.3%) on last year.

Areas for development

- It is clear that more work needs to be done in 2017-18 to improve attendance within the family and Local Authority context.
- Carry out a best practice visit to a school in benchmarking quartile 1.
- Raise LAC attendance through a higher profile at LAC reviews and during the completion of the PEP.
- Address persistent absence at less than 90%.
- To meet our whole school target of 95% and to improve our quartile position for 2017-2018.
- Request an external audit by the Education Welfare Service of our internal monitoring procedures regarding Attendance.
- Further scrutiny of the Attendance Framework following an initial rewrite at end of 2013-2014 which contributed to improved quartile position for 2014-2015.
- Review the role of pastoral and support staff tackling stagnating attendance levels and rewarding high and improved attendance in various ways.
- Creation of Attendance Strategic Action plan, similar to the L2i action plan in order to communicate a clear vision to staff and identify collective accountability in raising attendance.
- Investigate patterns of girls' attendance.

Progress already made into these steps at the time of writing (November 2017)

- Attendance Strategic Action Plan has been written and referenced within the SDP.
- Reallocation of roles to key pastoral staff to support Attendance Team.
- Very positive review conducted by the Head of the Education Welfare Service into the procedures used in Bishop Vaughan.

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.

Football – All five of our football squads won their respective Swansea East Leagues and qualified for the semi-final stages of the Swansea Schools Cup. Years 7, 10 and 11 all went on to reach the Swansea Schools Finals. Years 7 (penalty shoot-out) and 10 both narrowly missed out despite playing some excellent football and deserving more than they got at the end of both games. Year 11 played some very good football in their final and came out winners over Morrision. Year 8 underperformed in their semi-final and were punished in a penalty shoot-out by a hard working Pontarddulais side. Year 9, whilst suffering from many injuries, underperformed and lost out 2-1 to a very strong Olchfa side.

Year 8 Boys' Five-A- Side – Each year the British Transport Police run a Five-A-Side competition across the different regions of Wales. It is run in order to bring Rail Safety education to pupils with presentations and a quiz during the day. Our boys responded extremely well to all aspects of the day in their Regional event with our A and B teams going on to win their respective leagues with Bishop Vaughan A winning the Regional Cup. Our A team went on to become national champions after beating Bishop of Llandaff school in the final. Dylan Perkins was voted Player of the Tournament by the organisers.

Two pupils were selected for the Wales U16s and U15s squads.

Girls' football grew in popularity throughout the year and they took part in regular competitive matches. Our Year 7, 8 and 9 girls in particular enjoyed weekly training as well as Swansea and Welsh Cup fixtures. Our Year 7 and 8 combined team came out as Swansea Schools' Champions and we have been extremely proud of their efforts.

Spain 2017 – both Year 9 and 10 football squads represented Bishop Vaughan extremely well in Salou over May half term. Our Year 9 boys were runners-up in their tournament. Year 10 went on to win their tournament with three strong performances. We are very proud of not only the talent but also the teamwork and positive attitude shown within the squad.

Congratulations to the Senior Football Squad who reached the semi-final of the Welsh Cup in their first year of entering. The boys had played extremely well throughout the season to beat off some tough opposition but didn't manage to perform to this level during the semi-final game. As a result we were beaten by a strong and committed Whitchurch side.

Rugby – We have seen some excellent rugby performances this season and we now have more boys playing more regularly than ever before. We have won 15 out of a total 25 fixtures and although Swansea Cup results haven't gone our way the attitude, effort and commitment from our players has been outstanding. We hope that the positivity, hard work and teamwork ethos adopted by our rugby squads transfers to all of our competitive teams.

Cricket grew in popularity this year with weekly 'nets' practice (taking place in the school's gym) for Year 7 to 10. The County Cricket competition proved a tough test with two 20 over games being played back-to-back. The Year 7 squad struggled against very experienced Cwmtawe and

Bryntawe squad whereas our Year 9 boys very narrowly lost out to Cwmtawe after a comfortable victory over Bryntawe.

Athletics gained a higher status within the school due to the staff's promotion of the Year 7 Swansea Schools' Cup match, the County Athletics Championships and the County Cup Competition. There were many notable performances from the Year 7 pupils.

We have also seen a huge increase in the number of pupils attending Swansea Harriers which is testament to the hard work and encouragement from the staff. This could have a huge impact on GCSE grades in future years with every pupil having to perform at least one individual activity.

Particular congratulations are due to Osaze Aghedo who won the Swansea Junior Sportsman of the Year award after being nominated for his achievements in Triple Jump.

Netball training was popular once again this year. Our target is to get more of our players involved in Community Clubs to increase the opportunity to play at a higher level. Considering our lack of facilities, our girls continue to work hard when they play on a full court and have performed well in fixtures. Next year our aim is to offer more opportunity and play in more regular fixtures / Cup competitions by coinciding Netball, Football and Rugby when travelling to away venues, as we are the only school in the County who cannot host matches due to our facilities. One of our Year 11 pupils has been involved in the Regional Development squad this year (one step below the national team).

Spain 2017 – Our Year 9 and 10 teams represented the school extremely well in Salou. They received training sessions from Masterclass coaches over two days before playing in a tournament consisting of five other teams in each age group. Both of our teams came third overall and it was noted that they put in the best performances of their school playing career during the event. All of the girls were absolutely delighted afterwards and the feeling was palpable amongst staff.

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. 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. All pupils receive Welsh lessons as part of their basic entitlement apart from those disapplied as part of their ALN statement. At KS4, pupils can choose to follow a full course GCSE.
5. The Welsh Department celebrated a significant increase in results in 2017 across KS3 and KS4, which include a 23% increase in GCSE full course, a 32% increase in GCSE short course, a 12.2% increase at level 5+, a 38.15% increase at level 6+ and 22.5% increase at level 7. Staff in the department worked diligently to secure these improvements, which were highlighted as a target on last year's SDP, via tutorial intervention for MAT pupils, 'Ymestyn', a weekly language clinic for key marginal pupils both at lunch time and after school, a revision day during the Easter holidays and a high quality popular weekly Welsh club. The department are delighted with the 2017 results and have updated SOW to include the strategies used in order to secure further improvements next academic year.

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 Healthy Schools action plan has been updated (see below) with the agreement of the Local Authority Healthy Schools Co-ordinator. Successful completion of this action plan resulted in the awarding of Bishop Vaughan's first 'Green Leaf' award.

Areas for further development

- More explicit referencing, at KS3, to the activities and teaching that school undertakes in order to help pupils make healthy choices. Higher profile to be launched through assemblies, screens in house halls, tutor time and a Healthy Living themed day in the Summer Term of 2017-18
- Greater participation by Sixth Formers throughout the year in physical activity and to take a lead role in Healthy Living day
- Achieve the second Green Leaf healthy schools award
- Roll out a PLC on healthy schools for further innovation in this area and to research good practice visits.
- Healthy schools initiatives for staff to secure a healthy and sustainable workforce with low staff absence eg. Weekly body balance after school sessions to build on Swansea University sessions that staff were invited to attend in 2016-17.



Swansea Healthy Schools Scheme



Welsh Network of Healthy School Schemes
Cofrestru Ysgolion Iechyd - Iechydysch Ysgolau

Name of School:	Bishop Vaughan Catholic School	Coordinator:	Mr. C Walker	Headteacher:	Mrs. E Pole	Year & Phase:	1
Which Action?	1	Action Name:	Food and Fitness		Date Submitted:	December 2015	

What will we do?	Evidence	Who will be involved?	How much and how long?	What will we achieve? How will we know? Health Outcomes
• Extra-curricular physical activity clubs (Dodgeball, Netball etc.)	Part of curriculum enrichment program.	PE department.	A weekly programme.	Multistage fitness testing. Survey.
• Healthy Eating extra-curricular club	Link to technology curriculum.	Mrs P Thomas.	Weekly.	Educate pupils in preparation of healthy recipes and skills development. Survey. Increased participation. Survey.
• Inclusion activity programme	Curriculum enrichment.	Numerous staff.	Weekly.	Increased pupil well-being. PASS survey.
• Transition programme	Pupil recruitment.	LJ/LD/KM.	Calendared (15 days) Varied.	Increased participation. Survey.
• Sports Ambassadors	Required.	PE department.	Daily programme	Increased participation. Survey.
• 5x60 clubs	Curriculum enrichment.	PE department.	Daily programme	Increased participation. Survey.
• Eco garden	Part of ESDGC.	Geography dept.	Various. Minimum half-termly.	Herb garden. Orchard. Improved environment.
• Development of Food and Fitness Policy	Required.	L Jenkins. School council.	Half-termly meetings of council.	An effective policy. Survey.
• 6 th Form Pilgrimage to Santiago de Compostela	Personal development.	Various staff.	Biannually	550 miles cycled in 12 days- successful pilgrimage. Survey.
• Duke of Edinburgh	Personal development	Various staff	Ongoing	Successful engagement and progress towards achieving gold award (will be completed in 2018)
• Anxiety workshop for year 10	Pupil participation	HoY 10	Spring term 2017	Improve pupil wellbeing
• Mindfulness course for staff	Staff participation	Various staff	Spring term 2017	Improve pupil wellbeing
• Body balance sessions for staff	Staff participation	Various staff	Weekly	Improve pupil wellbeing

Main Healthy School Aims: (Please highlight)

- Self Esteem
 Good Relationships
 Positive Ethos & Social Values
 Educational Challenges
 Enhancing the Environment
 School & Community Links
 Staff Development & Health
 Health Education Curriculum
 Transition
 Health Promoting Workplace
 Reflection of Policies & Practice
 Partnership with Outside Agencies

SCHOOL DEVELOPMENT PLAN

Progress in relation to the SDP targets is highlighted on the following page. This RAYG rating evaluation of progress is a product of discussions amongst the Leadership team, Middle Leaders, members of the Governors' Standards and Curriculum committee and the entire Governing Body. The various strands are colour coded according to green (excellent progress), yellow (good progress), amber (satisfactory progress) and red (which requires attention).

Living the Gospel Values

To ensure that all pupils develop spiritually and morally through a focus on the Gospel Values by:

Further developing community and charity links, enabling all pupils to demonstrate faith through action

Further developing effective collaboration with other faith schools

Developing the role of the Chaplaincy team

Further developing the RE learning environment and its provision for extra-curricular activities

Extending the Year of Mercy initiatives to ensure continued impact beyond the Jubilee Year

Excellent Provision

To ensure excellent provision for all learners by:

Developing learning and teaching further to make best practice standard practice

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

Ensuring appropriate curriculum provision pathways for learners at all key stages

Developing Literacy, Numeracy and Digital Competency across the curriculum

Developing the Welsh Dimension

Attainment

To achieve positive trends in the KPIs and in relation to the performance of all subgroups of learners by:

Regaining the ground with the L2i through a relentless focus on the key marginal pupils

Improving 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

Improving outcomes at KS3

Raising Aspiration

To support all learners in setting high aspirations and fulfilling their potential through:

Raising attendance to 95% and ensuring that learners and their families are well-informed about the impact of attendance

Further developing the range of support offered by the Hwb

Further developing the Learning Zone provision

Further developing university liaison and extra-curricular provision

Facilitating participation in the Duke of Edinburgh scheme

Nurturing Leaders

To develop leadership capacity at all levels by:

Developing quality improvement procedure and planning at all levels

Supporting the quality assurance role of leaders

Developing CPD opportunities at all levels

Providing opportunities for effective work with Governors in their challenge and support of the school

Supporting learners in becoming leaders