

Whitmore High School



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Governors' Annual Report to Parents 2023-2024

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Letter from the Chair of Governors

Dear Families,

On behalf of the Governing Body at Whitmore High School, I am pleased to introduce our Governors' Report to Parents for the academic year 2023/24.

In this report, we take the opportunity to summarise the responsibilities and activities of the Governing Body. My thanks, as always, to my colleagues on the Governing Body, who give of their time, energy and expertise freely and enthusiastically. I would particularly like to thank Sian Davies, who has chaired the School's Finance and Resources Committee diligently since our inception. Sian is standing down at the end of this academic year and she will be missed.

As Governors, our role involves being held to account for the quality of education and the pastoral support that your child receives. Any feedback about the information contained in this report would be most welcomed.

It would have been easy for Whitmore to rest on the laurels of the terrific Estyn Report that we received in 2022 – but I think it is evident from the contents of this report that the entire school is committed to continued development and improvement. The efforts of all – teachers, support staff, parents, carers, and students – to make Whitmore High a school of renown, respected and valued in its community and beyond, are recognised and appreciated.

You will all be aware that during this year, the Governing Body offered to second our Head Teacher to deliver the improvement plan for our sister school in Barry. We did this in the confidence that Whitmore's continued improvement would not be adversely affected, in the belief that the joint 6th Form is dependent on having two well performing schools in the town – and with the commitment that all students in Barry should have the same opportunity to experience high quality teaching and learning. We will be rigorous in our scrutiny that these three objectives are delivered.

I am not seeking re-election as Chair of Governors in September: having served in this capacity since the School first opened, I am of the opinion that succession and renewal is important in driving forward change. It has been an honour and a privilege to have served in this capacity, and I am grateful to my colleagues for the faith that they have shown in me.

Antonia Forte, BEM
Chair of Governing Body
Whitmore High School

Whitmore High School Governing Body 2023-2024

Governors play an important role in the life and management of the school. In a voluntary capacity, they give their time and expertise in order to hold the Executive Head, Head of School and Senior Leadership Team to account, support the school, its staff and pupils and promote Whitmore High School in the local and wider community.

Full Governors meetings are normally held every half term. For further information or access to the minutes of the meetings please contact the school WhitmoreHigh@valeofglamorgan.gov.uk

The following people have been appointed as Governors at Whitmore High School and made up the Governing Body at the start of the current academic year (September 2023). For information about any vacancies, please contact the Clerk to the Governors.

LEA Governors:

Antonia Forte, Sian Davies, Matthew Griffiths, Ruth Foster, Patrick Valentino

Community Governors:

Julian Forsyth, Richard Hicks, Zuzanna Rowles, Roxanne Beckles, Vacancy

Parent Governors:

Kathy Riddick, Stephen Cole, Nadia Joshua, Caroline Chapman, Mike Edwards, Ghislaine Van der Burgt.

Staff Governors

Bethan Thorngate, John Lloyd.

Executive Headteacher

Innes Robinson

Clerk to the Governors

David Parker

School Leadership

Executive Head teacher
Innes Robinson

Head of school
Maria Prosser

Senior Leadership Team
Steve Jones, Nick Emery, Maria Palmizi, Matthew Davies, David Williams, Amy Walters-
Bresner

School Business Manager
Lynis Hessey, Tracey Ralphs

Category of the school

Whitmore High School is an English medium secondary school.

School opening times

The Whitmore High School Day for Academic Year 2023/24

8:40 – 09:40	Lesson 1	
9:40 – 10:40	Lesson 2	
10:40 – 11:00	Year 9-13 Tutorial Time [Reg]	Year 7&8 BREAK
11:00 – 11:20	Year 9-13 BREAK	Year 7&8 Tutorial Time [Reg]
11:20 – 12:20	Lesson 3	
12:20 – 13:45	Year 9-13 12:20–13:20 – Lesson 4 Year 9-13 13:20–13:45 – LUNCH	Year 7&8 12:20–12:45 – LUNCH Year 7&8 12:45 – 13:45 – Lesson 4
13:45 – 14:45	Lesson 5	

Term dates 2023-2024

Autumn term: 04/09/2023 – 22/12/2023

Spring term: 08/01/2024 – 22/03/2024

Summer term: 08/04/2024 – 22/07/2024

Half term: 30/10/2023 – 03/11/2023

Half term: 12/02/2024 – 16/02/2024

Half term: 27/05/2024 – 31/05/2024

INSET DAYS

Mon 4 Sept 2023 and *Monday 22 July 2024 will be designated INSET days for all LEA Maintained Schools.

Significant dates:

Christmas: Monday 25 December 2023

Good Friday: 29 March 2024

Easter Monday: 1 April 2024

May Bank Holidays: Monday 6 May 2024 and Monday 27 May 2024

The school does not authorise holidays in term time. This means that any holidays taken will be recorded on the end of year report as unauthorised absences.

Curriculum and Assessment

This year, at Whitmore High School, we introduced a 6-day Assessment Week, where pupils from years 7 to 13 completed revision and assessments either together in classrooms or in the hall. Pupils and the staff at Whitmore worked together to achieve a successful first attempt at Assessment Week. In addition, we found that Assessment Week improved attendance, progress, and resilience among pupils by providing a structured and focused period dedicated to evaluating their understanding and skills. This dedicated time for assessments heightened pupils' awareness of the importance of their presence and participation, leading to better attendance rates. The focused assessments allowed teachers to identify specific areas where each student needed improvement, facilitating targeted feedback and support. Moreover, facing regular assessments helped students develop resilience, as they learn to cope with the pressures of evaluation and to view challenges as opportunities for growth. This combination of improved attendance, tailored support, and enhanced resilience is contributing to a more robust and effective learning environment at Whitmore High School.

Whitmore High School is continuously adapting its schemes of learning to align with the new curriculum, ensuring that our teaching methods and materials meet the latest educational standards and requirements. We continue to actively revise and update our resources, and assessment strategies to reflect these changes, providing our pupils with the most relevant and up-to-date knowledge and skills. In preparation for the introduction of the new GCSEs in September 2025, staff are diligently planning and implementing necessary adjustments to our programs. This proactive approach includes professional development for our teachers, with more planned in the next academic year. Our commitment to these adaptations underscores our dedication to delivering high-quality education that prepares our pupils for future academic and career success.

Furthermore, teachers at Whitmore High School have been meticulously planning for the transition to using grades in Years 7 to 9 instead of the traditional national curriculum levels, aiming to create a more transparent and robust assessment reporting system. This shift involves developing clear grading criteria that align with the

curriculum objectives, including progression steps, and the expectations for each year group. By utilising grades, we can provide more straightforward and comprehensible feedback to pupils and parents, making it easier to track progress and identify areas for improvement. Teachers are also receiving training to ensure consistency and accuracy in grading, which will enhance the reliability of our assessments. This new system is designed to motivate pupils by giving them a clearer understanding of their achievements and the specific steps needed to reach higher levels of performance.

Information on the school's results in GCSEs, A levels, AS examinations and vocational qualifications

Whitmore High School					
Measure	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort	160	145	138	176	174
% eFSM	15.0	18.6	22.5	20.5	25.3
% L1 (5+ A* - G)	93.8	96.6	95.7	93.8	94.3
% L2 (5+ A* - C)	58.8	76.6	78.3	71.6	75.3
% L2+ (5+ A* - C inc En/Ma)	51.9	61.4	60.1	57.4	51.1
% 5A*-A	11.3	17.2	25.4	17.0	19.0
Cap9	351	381	387	360	372
Literacy APS	36.9	40.9	43.0	41.5	40.9
Best English %A*-C	55.0	71.0	74.6	74.4	69.0
Numeracy APS	38.9	38.7	42.0	37.8	37.7
Best Mathematics %A*-C	65.0	66.9	69.6	59.7	55.2
Science APS	34.7	36.7	38.6	36.9	37.7
Best Science %A*-C	52.5	62.1	61.6	57.4	59.8
Skills Challenge APS	33.5	37.5	37.6	27.1	25.0
SCC %A*-C	71.9	72.4	82.4	54.0	55.6

Attendance

	Boys %	Girls %	Final Attendance %
Year 7	92.7	91.6	92.2
Year 8	90.1	90.8	90.5
Year 9	88.4	86.7	87.6
Year 10	90.1	90.4	90.3
Year 11	87.6	84.6	86.1
Total	89.7	88.7	89.2

The overall picture of school attendance is an improving one and compares favourably with like schools in the Vale of Glamorgan. It is however still below the Wales national average.

Moving forward the Vale of Glamorgan have employed a team of 'attendance enforcement officers' who have the power to speak to parents directly at their homes. Our systems of identification are rigorous, with most parents responding positively to school contact about poor or declining attendance. This with a stronger, more forceful approach from the local authority should see continued improvements next academic year.

Community

At Whitmore High School we believe that our school should be at the heart of the community.

We have recently appointed Mr John Lloyd to head up our community engagement strategy and build upon our portfolio of community programmes. Many of you will know him already, as a long-serving head of year with thirty years of experience working with children and families across the town. Some will know him for his long-standing work with many local groups. He is excited to begin this new role saying: "At Whitmore High School we are proud to develop our students academically but also as citizens, building upon the great values shown by the many volunteers and community groups that we are blessed with in this area." He has already begun to meet with a range of important stakeholders and begun to renew, or forge anew, partnerships throughout Barry.



We are uniquely placed, possessing a new, modern facility with the latest technology, to offer to share what we have with our local community. Many families will have already used our extensive sports and recreation facilities or our broad range of learning and entertainment spaces. We want to develop and increase the facilities that we have so

the community can make good use of them. Mr Lloyd has already begun to work with partners like the Heritage Fund, attending a prestigious event to forge new partnerships at the Senedd recently.

The school is constantly building upon the links between us and our friends and neighbours in the town. We have a number of exciting projects going forward: working on our environment to mitigate the effects of climate change and understand our role as stewards of the land we live in; connecting to our local economy by working with public and private sector employers who play an important role in the life of our area; linking with our diverse heritage, so we connect across the distinct geographical and social communities across the town, as well as work across the generations to create new understanding and pass on vital experience, knowledge and skills. We are keen to develop these community links and would love to hear from you if you are keen to work with the school in future. Do get in touch as we'd love to hear from you –

WHSCommunity5@hwbcymru.net .

Professional Learning at Whitmore High School

Teaching & Learning Masterclasses

The Teaching and Learning Masterclasses were designed following staff responses to a questionnaire, asking what would be most beneficial for their CPD.

- Autism 3%
- 6th Form Teaching 36.4%
- Sharing Teaching and Learning Strategies 15.2%
- Questioning 6.1%
- AFL Best Practice 2%
- MAT Ideas 18.2%
- Teach Meet 9.1%

From these results, three bespoke sessions were designed.

Session one focused on Autism. This session was delivered by the staff in the Autism Base and included raising awareness of sensory issues, which included a sensory trail. Staff were also provided with strategies for helping a pupil to regulate during a lesson. Session two was centred around 6th Form Teaching and MAT Ideas. The session was delivered by three staff, focusing on ways to deliver 6th Form lessons, including tasks that could be adapted for any subject. The MAT session focused on identifying MAT pupils and a range of strategies to use in a lesson to stretch and challenge more able pupils.

Session three addressed revision strategies for all Key Stages. Staff were taught a Science lesson and carried out an experiment. They were then shown several revision techniques and given time to revise, before sitting a test. The final part of the session was a Teach Meet, where staff shared a resource in a speed dating style. Staff were encouraged to reflect upon new strategies for their lessons.

In total, 49 Whitmore High staff were involved in the T&L Masterclasses, but also several ITE students.

From a questionnaire after the training, staff found the sessions impactful. A particular highlight was the opportunity to share resources and take part in a live lesson to practise revision techniques. Staff also scored themselves as having increased their knowledge and confidence with regards to Autism and 6th For teaching.

Professional Learning Streams

Throughout the academic year, Whitmore High Professional Learning Team delivered three Professional Learning Streams.

Stream one, Visionary Teachers (Good to Excellent Teachers) was attended by three Whitmore High staff and twelve Primary colleagues from five different primary schools.

Stream two, Leading Aspirational Learning (Aspiring MLLs/MLLs) was attended by eight Whitmore High staff and six Primary colleagues from two different primary schools.

Stream three, Practice with Purpose – Roll out the vision (Aspiring SLT) was attended by three Whitmore High staff and six Primary colleagues from three different primary schools.

Each stream attended a minimum of four sessions delivered after school. Each session had a specific focus and staff were challenged and encouraged to reflect upon themselves and their values. At the conclusion of the stream, each delegate presented to their own SLT about their learning journey.

Whitmore High Staff were also given the opportunity to attend a study tour at Y Pant Comprehensive School or Cowbridge Comprehensive School, where they undertook a learning walk.

Primary staff attended a study tour at Whitmore, which included two 30-minute lesson observations and a study tour with challenging questions.

The sessions were impactful for the staff, who appreciated time to reflect on practices and values. From the SLT presentations, it was clear that many took away a range of golden nuggets, such as considering themselves a leaders, where they hadn't previously, understanding their own values, how to structure a team and how to have a difficult conversation.

Romilly Primary School T&L Collaboration

Following on from the success of the Professional Learning Streams, Romilly Primary school approached the Professional Learning Team to collaborate on Teaching and Learning.

The main focus was on Teaching and Learning with the year 5 and 6 classes. Six teachers and the Assistant Head for T&L attended a launch session at Whitmore High. They attended a lesson observation with the specific focus of identifying the Whitmore High T&L model. Following this, they were taken on a learning walk, whereby they were challenged to identify the different stages of a lesson. Finally, they were taught a live lesson, with a clear focus on I do, we do and you do.

Each teacher identified a focus for a formal lesson observation. This focus was discussed in a coaching session and targets set. A second, focused observation then took place, followed by another coaching session.

Three teachers were identified as coaches and will be trained in the Autumn term. These coaches will then repeat the process with the year 3 and 4 teachers at Romilly Primary.

The teachers felt empowered to try new strategies, having seen them in action at Whitmore High and having experienced them in a live lesson. The foci ranged from Pit Stops, to Talk Level and Time and right is right. The overall impact will be a more aligned Teaching and Learning approach with a shared ethos and understanding of teaching and learning which has been achieved through bespoke professional learning streams facilitated by Whitmore High coaching, learning walks and lesson observations. This will ensure a consistent of approach and standards of expectations in pupil learning and outcomes which will support pupils' transition to Whitmore High. Additionally, this is a powerful and exciting growing partnership of joint working which will undoubtedly impact further on both schools.

ITE Provision at Whitmore High School

ITE Induction

ITEs are sent information about Whitmore High School prior to the commencement of their placement, along with contact details for the mentors and senior mentor. This information gives them an insight into the standards and expectations of the school. During their first week, the ITEs are introduced to key personnel, given practical information related to their placement, given a tour of the school and ensure that they receive safeguarding training. A bus tour around the catchment area of the school is

also arranged, in order that the ITE understand the demographic of the school. In addition, each of the ITEs to undertake a pupil trail for a day and to visit the Autism base to see the work that takes place there.

Weekly Professional Learning Sessions

A comprehensive PL programme is put in place for the ITEs. One hour per week is used to cover a variety of topics that help evidence the different QTS standards. Topics include Literacy, Numeracy, ALN and differentiation, wellbeing and time management, using data in teaching and learning, digital competence and many more. These sessions are intended to provide depth to the planning, teaching and reflection process. Some sessions are delivered by me and some by the experts in each field. A supply agency also comes into school and helps to conduct mock interviews with the ITEs. The ITEs are given a preparation session for this as part of their PL programme.

Additionally, the ITEs receive regular wellbeing check-up meetings.

Formal observations

A formal observation is carried out with each ITE during their placement. This is an opportunity for them to receive comprehensive feedback and to discuss their progress.

Support for Subject Mentors

At the beginning of each placement, mentors are offered training to help with the mentoring process. This is offered by the university, but those unable to attend will be given that training in school. New mentors will have an initial meeting and follow up meetings to support with the different aspects of the mentoring process.

There is regular contact with all mentors during the placement and offer additional support, where needed.

Q & A Process

Quality assurance is carried out by the university for each placement. This involves a preliminary meeting between the university mentor and the senior mentor, as well as a joint observation and four individual observations. Following each observation, a discussion is had with the subject mentor and the ITE. It is positive to note that the university tutor has agreed with all the judgements made by the subject mentors and by the Senior Mentor.

Senior Mentor Teaching at Cardiff Met

This year, the university invited our Senior Mentor, Nina Stoneman, to spend a day lecturing at the university and giving an introduction into teaching A level.

ITE Evaluations and Mentor Evaluations

At the end of each placement, the ITEs are asked to complete a feedback form evaluating their placement at Whitmore High School. The topics covered by this form are the same topics that are covered for the professional learning sessions. The evaluations are exceptionally positive, both in relation to their overall learning experience at Whitmore and also in relation to the support that has been provided by subject mentors, the senior mentor and everyone else involved.

Financial Statement 2023–2024

This will be available during the autumn term.

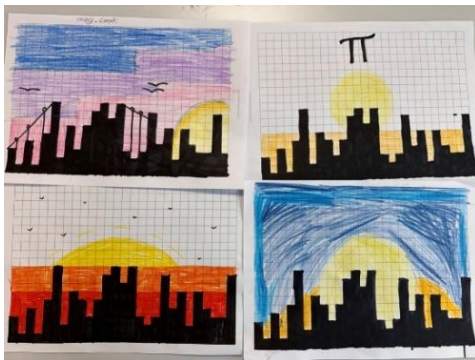
Subject Highlights

English

Year 9 pupils enjoyed a reward trip to Hay Festival, where they had talks from Sarah Crossan, AM Dassu and Anthony Horowitz. They were able to meet the authors and have their books signed; they were an absolute credit to the school.



Maths



On the 14th March the school celebrated Pi day with year 7 pupils. There were a variety of activities to engage the pupils including colouring a “Pi skyline” and a hunt for staff with Pi digit badges around the whole school.

Science

Celebrating the hard work of our pupils in science. They have answered over 1 million science questions on Educake this year! These are mostly from set homework tasks, but over 60.000 have actually been set by pupils themselves as part of their own revision. Great effort!

Geology

We organised curriculum trips to gain the relevant geological skills to Pembrokeshire at GCSE and AS level and A2 to the Gower.



Psychology

Our A level Psychology students enjoyed a trip to Tenby and Manor Park wildlife park and learnt how Gibbons are very similar to humans.



Welsh



Criw Cymraeg members delivering Welsh Christmas cards created by pupils to Bellavista Nursing home in Barry.



Year 7 and 8 Eisteddfod celebrated on St David's Day

Languages

Y6 open evening - our languages ambassadors helped Y6 pupils and parents to order in French and Spanish at our café.



Miss Ma delivered Mandarin language and cultural sessions throughout the year to Key stage 3 pupils.



Music



We hosted an amazing carol service in All Saints Church before Christmas. This was a real showcase of all the students in the music department from the newly formed orchestra to brass and string groups, solos, duets, senior and junior choir.

Physical Education at Whitmore High School

The physical education curriculum has gone from strength to strength this year with pupils experiencing a variety of individual and team activities throughout the year. Pupils follow a curriculum that covers the traditional team games such as football, rugby, basketball, netball and baseball as well as individual activities such as tennis. This is also the first summer we have been able access our athletics track meaning that pupils have been able to experience a full range of athletic activities, including running, jumping and throwing events and this has transferred into extracurricular success. Building work has also been completed to extend our fitness suite which will allow us to offer pupils a wider range of experiences in health and fitness from September.



Football

We have had a successful year on the football pitch. Girls football continues to grow thanks to the commitment of Henriette Bertheux (History) and the popularity of the sport bodes well for the future. In boys' football there have been countless highlights throughout the season, but

Year 10 lifting the Cardiff and Vale Plate competition and Year 11 pupils winning the league title and pushing through to the latter rounds of the Welsh Cup in their final school year were successes that should be celebrated.

We competed in multiple CVSFA 5-a-side events and we have again had a number of boys and girls being successful in being selected to represent the Cardiff and Vale Schools representative teams for the 2024/25 season.

As always, these opportunities can only happen with support from staff outside of the physical education department and the help of Hayden Pullum (Maths) has been hugely appreciated.

We also have a popular Inclusive Football club which often sees over 30 playing. It's all about participation and fun!



Rugby Union

Rugby continues to be a popular sport for pupils with a growing number of pupils playing competitive rugby for the first time.

Opportunities to represent the rugby teams have again been plentiful. Fixtures have been played against numerous schools across the Vale of Glamorgan as well as a number of other Cardiff schools with pupils also receiving training with staff after school when not playing fixtures.



Learning Support at Whitmore High School

The Learning Support Department is a knowledgeable team of staff who use a range of approaches to support individuals. Students may have difficulties which include: general learning difficulties, dyslexia, autism spectrum condition, hearing impairment, visual impairment, speech, language and communication difficulties and behavioural, social and emotional difficulties.

Staffing

Additional Learning Needs Coordinator (ALNCO) – Matthew Davies

Additional Learning Needs Manager – Rhiannon Scott

Alternative Learning Class Manager – Jo-Anne Ollier

A team of experienced learning support assistants work with learners through a combination of small group intervention and some in-class provision.

The Alternative Learning Class (ALC)

The Alternative Learning Class (ALC) is an important provision for vulnerable students who need an emotionally available adult or a quieter space to go during the school day. Learners can access the ALC for identified lessons or during unstructured times.



Data

Category	Total	Percentage
Local Authority IDP	29	3%
School IDP	43	4%
Statement of SEN	4	0.4%
Monitor Plus	61	5%
Monitor	107	10%
Total students on roll	1127	

The number of learners with an Individual Development Plan (IDP) is increasing as the transition from Statements continues. Regarding school IDPs, the system is person-centred and the responsibility of the school to administer and review. Many students

who have local authority IDPs attend a specialist provision at Whitmore High School. The person-centred process has benefits and allow a learner's needs to be defined, and the provision to support them to be identified. A challenge with the new system is the time required to hold meetings, and to develop and review the IDPs. It is recognised that some learners may not meet the criteria for ALN, however these are listed on a 'School Monitor Register' as having 'support needs'.

The school is committed to ensuring all learners have an opportunity to succeed and access extra support as required. It was pleasing to receive feedback from the learner voice which stated positive views towards important factors including 'feelings about school' and 'attitudes towards teachers'.

Key Priorities

The Learning Support Department evaluates the provision ALN learners receive through regular assessments, classroom observation and learning walks. In May, Estyn visited as part of a thematic review into the implementation of the ALN Act, with a particular focus on 'Approaches to meet individual pupils' learning needs. This allowed Whitmore to share examples of excellent practice in supporting learners.

The use of information technology to record data and share key documents with staff has been further developed. Systems are in place to ensure items are easily accessible to inform teaching and learning.

Transition links with local primary schools and colleges continue to play an important role in supporting learners. Information is collected from the primary schools and is shared with staff in preparation for new students.

An outdoor learning area within the school garden is being created to support those who find a mainstream curriculum challenging. The intention is to establish a therapeutic intervention for learners who have complex ALN and require a bespoke curriculum complete with a classroom, seating areas, planting beds and polytunnel.



ALN Department Highlights

St David's Day Event

1st March 2024 saw us host a St David's Day Celebration in the ALC during breaktime. We had various appropriately themed activities for the students to take part in such as colouring sheets, word searches, a board game and quizzes. We decorated the classroom with flags and daffodils, and we had a Welsh Male Voice Choir playing on the screen in the classroom.

World Book Day

We also celebrated World Book Day with a similar event. Our departmental theme was Roald Dahl, so each member of staff came dressed as a character from a Roald Dahl book. We decorated the ALC with bunting and quotes from Roald Dahl books and had Roald Dahl themed colouring and quizzes available for students to complete at breaktime.

Young Enterprise

For the first time this year, Whitmore High School took part in the Young Enterprise project and competition. Ten students from year 10 and year 11 came together to form the company 'Whitwood Blazers.' This has been a great opportunity for our students. They have gained an insight into how a company is run. Of course, the whole point of a business is to make a profit. Whitwood Blazers have sold over £300 of products and have made a profit of over £200.



ASD Base at Whitmore High School

We have had a very busy and successful year in the Base with our pupils working hard and throwing themselves in to some wonderful opportunities.

We have focused greatly on sport, mainly for fitness, but also to enhance the wellbeing and confidence of our pupils. It has been wonderful to see them embrace some fantastic activities. These have included baseball, archery, golf and skateboarding lessons, plus two multi-sports days where they had the chance to take part in volleyball, Tae kwon do and a baseball game against Pencoedtre High School. On the whole, our pupils have thrived in competitive situations and have enjoyed learning new skills.



Our Key Stage 4 pupils have benefitted from several trips to various colleges where they experienced a typical day in the life of a college student. It has been wonderful for them to see what could be on the horizon and, in fact, our trips have brought about some college applications and successful admissions. For those who felt that college was not in their future, they have taken part in interview practice and attended a jobs fair.

Many pupils have had the opportunity to cook some wonderful dishes this year. They have taken responsibility for choosing a recipe, buying and prepping their ingredients and then preparing their meal. The staff and pupils have luckily been the taste testers and we have enjoyed treats, such as cheesecakes, brownies, homemade burgers and nuggets.

We have also had some great fun during our trips to Barry beach, Porthkerry, Cosmeston, The Cliff Tops and The Knapp. These trips have been hugely beneficial for our pupils, as not only have they had the opportunity to practice their money and social skills, but they have been building on their fitness.



Club Highlights

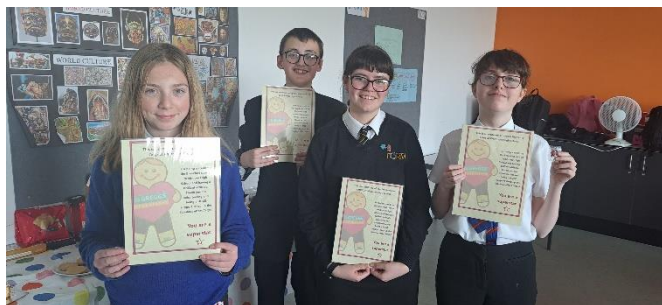
Cooking Club

Cooking club has run throughout the school year for Year 9, 8 and 7. All sessions have been full and have seen pupils cook a variety of dishes including pancakes, basic pasta sauce and pasta, shortbread, fajitas. The club is open to everyone.



Breakfast Club

Our breakfast club has gone from strength to strength this year due to receiving funding from Greggs Foundation back in October. This year our focus was on 'Food and Mood'. The funding has allowed us to invite more young people to our club and so far, this year a total of 64 pupils have received breakfast.



Report requirements:

	Summary Item			
	Report ✓	Included	Responsible	due date
1	Notification of the time, date, venue, purpose and agenda for the annual parents' meeting.	n/a		
2	The names and addresses of the clerk and chairperson.	Yes	KR	7/6
3	Names of the members of the governing body, their terms of office, and status, e.g. parent, teacher, foundation governor, co-opted, otherwise appointed, ex-officio.	Yes	KR	7/6
4	In the case of an appointed governor, by whom he or she was appointed, when the appointment will terminate (except for ex-officio governors), and information about the next election of parent governors.	Yes	KR	7/6
5	A full financial statement which should: reproduce or summarise any statement provided by the LEA under Sections 40 or 50 of the Education Reform Act 1988 since the last annual report; school gifts; and of governors' travelling and subsistence expenses. indicate how any money provided by the LEA was spent;	Yes	MP	7/6
6	Action as a result of any resolutions passed at the last meeting.	n/a		
7	Summary of changes to the school prospectus since publication.	Yes	MP	7/6
8	Progress on school action plan (post inspection).	Yes	MP	7/6
9	Term dates and session times.	Yes	KR	7/6
10	Action taken to develop or strengthen links with the community.	Yes	MP	7/6
11	Action taken to review school policies	Yes	KR	7/6
12	Action taken to implement and review school strategies	Yes	MP	7/6
13	Details of the school's Special Educational Needs (SEN) policy, including its success, the allocation of resources, changes made, and any consultation with the LEA and other schools.	Yes	MP	7/6

14	The school's aggregate National Curriculum (NC) statutory assessment results for Key Stages 1, 2 and 3 (as appropriate).	Yes	NE	7/6
15	Schools with Designated Special Classes (DSCs) or Units may display two sets of information.	n/a		
16	A second set representing mainstream results may, if wished, be presented alongside the whole-school results.	n/a		
17	The latest available national (all-Wales) comparative information based on NC Statutory assessment results for each appropriate key stage.	?	MP	7/6
18	Information on the school's results in GCSEs, A levels, AS examinations and vocational qualifications	Yes	MP	7/6
19	Schools with Designated Special Classes (DSCs) or Units may display two sets of information.	n/a		
20	A second set representing mainstream results may, if wished, be presented alongside the whole-school results.	n/a		
21	National and local (where available) averages for GCSEs, A levels, AS examinations and vocational qualifications	Yes	MP	7/6
22	A summary of the targets set by the governing body for the coming three years and progress towards the most recent targets	Yes	MP	7/6
23	Attendance information.	Yes	MP	7/6
24	Destination of school-leavers e.g. further education, training/employment	Yes	MP	7/6
25	Progress on meeting sporting aims, and sporting achievements.	Yes	MP	7/6
26	Disabled pupils: arrangements for the admission and access plus steps to prevent disabled pupils being treated less favourably than other pupils.	Yes	MP	7/6