

2016.17

Blackwood Comprehensive School



Governing
Body's Annual
Report to
Parents 2016.17



Blackwood Comprehensive School



Governors' Annual Report to Parents 2016/17

Dear Parent/Guardian

Please find attached the Annual Governors' Report to Parents for the school year 2016.7

We, the Governors, take great pleasure in taking this opportunity to outline a summary of the responsibilities of the Governing Body in the discharge of their duties. I, as Chairman, wish to thank my colleagues for their support and commitment throughout the past year. The Governing Body at Blackwood comprises of well respected members of the community, including representatives from the Local Authority, parents and members of staff. They meet formally twice a term, and also make contributions to school life in so many other ways, particularly through their work on a variety of committees.

The report also gives me the public forum to thank the Headteacher, the Senior Leadership Team, and the whole school staff for their dedication and commitment to the education of our pupils. I also want to thank the PTA and other friends of the school for their efforts in supporting the school.

Most sincerely, I want to thank you, our parents. Your co-operation in all that the school asks of you in supporting your children and their school is very gratifying. It is a partnership we will never take for granted as it is our mutual support that will enable our pupils and children to thrive.

We will do our best to encourage every pupil to achieve their full potential for their own future and for the future of our community. Working together, as staff, parents, Governors and pupils – we can all face with enthusiasm the challenges and opportunities which lie ahead.

If you have any queries regarding any issue arising from this Report or on any other matter regarding school life, please feel free to contact me.

Yours sincerely

Mr Andrea Farina Childs

Chair of Governors



Annual Governors' Report to Parents 2016.17

Contents of Full Report

1. Introduction
2. Governing Body
3. Governors Functions
4. School Development Issues
5. Pupil information and performance
6. Links with the Community
7. SEN
8. School Holiday Dates and session times



1. Introduction

The Governing Body is required to produce a report to parents on the work of the school in the previous academic year. In doing so, parents are also referred to the ESTYN Inspection Report published on January 15th 2016. A copy of the report can be obtained from the school or at www.estyn.gov.uk, or can be viewed on our school website at www.blackwood.caerphilly.sch.uk.

In November this year, I received confirmation from Estyn that Blackwood Comprehensive School is judged to have made good progress in respect of the key issues for action following the inspection of November 2015. We will now remove the school from the list of schools requiring Estyn Review. There will be no further Estyn monitoring visits in relation to this inspection.

Parents are major stakeholders in the school community and have a clear and strong interest their child's education. It is therefore important that the governing body actively engages with parents, and remain accountable, by providing them with information and opportunities to discuss and have an input into school.

The School Standards and Organisation (Wales) Act 2013 now enables parents of registered pupils at the school to request up to three meetings per year with the governing body via a petition.

A brief summary is provided below.

The governing body must hold a meeting within 25 school days of receiving the petition, providing that:

1. the petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following:

- (a) the parents of 10% of registered pupils, or
- (b) the parents of 30 registered pupils.

2. the meeting requested by parents must be to discuss a matter relating to the school.

3. there will be no more than three meetings held during the year in which the first petition is received.

4. there are sufficient school days left in the school year for the meeting to be held.

The Governing Body of Blackwood welcomes the opportunity to make a formal report to all parents of pupils attending the school. Many members of the current Governing Body are long serving respected members of the Blackwood community. Governors, through their good offices, lend support and supervision, and appraise initiatives embarked upon by the school to improve the quality of educational experience available to young people in the community served by the School.



Blackwood Comprehensive School



There was no meeting requested by parents during the academic year 2016.17.

2. Governing Body 2017 (as current in December 31 2017)

LEA Appointed Representative (5)	Term of Office Ends
CB Cllr Tom Williams	September 2 nd 2020
CB Cllr Andrew Farina-Childs	November 29 th 2021
Mr David Witchell	February 3 rd 2019
Mr Chris Hawker	February 3 rd 2019
Mrs Clare Barley	January 21 st 2021
Teacher Governors (2)	
Mr Dan Lockett	August 31 st 2018
Mrs N Griffiths	August 31 st 2021
Associate Staff Governor (1)	
Mrs A Ridout	September 4 th 2019
Associate Pupil Governors (2)	
Madison Cox (Head Girl)	
Alex Edwards (Head Boy)	
Parent Governors (6) There is one vacancy	
Mrs D Gronow	December 12 th 2018
Mrs Emma Chalk	June 28 th 2021
Mr Tim Bennett	May 3 rd 2021
Mr G James	February 4 th 2018
Mr J Richards	September 23 rd 2020
Co-opted Governors (6) There is one vacancy	
Mrs L Price	October 7 th 2020
Mr N Jones	October 6 th 2020
Mr G Lacey	March 24 th 2021
Mr Mark S Williams (Vice Chair)	June 28 th 2021
Mrs Catherine Allaway	March 21 st 2021
Headteacher	
Mr RK Pawar	
Chair of Governors	
Mr Andrew Farina Childs	See above
Clerk to Governors	Ms Pat Wood (Governor Support Unit South East Wales – Education Achievement Service)

All the above may be contacted via Blackwood Comprehensive School. Elections for Parent Governor appointments take place whenever vacancies arise.

3. Governors Functions



Blackwood Comprehensive School



The Governing Body meets regularly to consider issues underpinning the effective running of the school. Half-termly meetings are supplemented by regular meetings of sub committees covering issues such as:

- i. Finance and buildings*
- ii. Standards*
- iii. Curriculum*
- iv. Staffing*
- v. Appointments*
- vi. Pay Review*
- vii. Performance Management*

The Headteacher distributes a written report prior to each meeting for discussion and minutes of all meetings are available from the school.

Governors frequently participate in training and other seminars and courses and in the many functions organised by the school. We are fortunate to have such a dedicated and committed group of Governors who take an active interest in all aspects of the life and work of the school. Attendance at meetings is excellent. Governors have not received travel or subsistence from the school's budget share.

The most recent Estyn report states that the governing body provides effective oversight of the school's work. Governors have a sound understanding of the school's strengths and areas requiring improvement. They have secure knowledge of performance data and they use this appropriately to challenge the school to help bring about improvements. The governing body plays a suitable role in setting the strategic direction of the school and, through its useful range of sub-committees, monitors progress towards strategic priorities effectively.

A Financial Report for 2016.17 can be found in the appendix to this report. Governors have a key responsibility to ensure that this school makes the most effective use of the resources it is allocated. This will prove to be particularly challenging in the difficult economic times facing all public services in the next few years.

The school prospectus was issued to prospective parents in September 2017 and there have been minor adjustments since its publication. A copy of this document is available from the school and can be viewed on the school's website.

No resolutions were passed at last year's annual meeting.



4. School Development Issues

i) The School Development Plan (SDP)

This is the key document which identifies the strategic aims and priorities for the school in the coming year. It is produced following widespread consultation involving governors, staff, parents and pupils, as well as taking account of LEA and Welsh Government priorities.

The most recent SDP for 2017 to 2020 is a very comprehensive document, setting out in detail the school's priorities for development. A copy of the SDP is available from the school. The school's priorities are listed below and are addressed through 5 strategies.

Main Targets
1. To improve standards at KS4 in all key performance indicators, particularly the wider indicators such as the 'Capped 9' and Level 2 Threshold.
2. To raise standards achieved by <u>pupils eligible for free school meals</u> , so that their outcomes in the L2+ threshold are higher than those achieved in similar schools.
3. To raise standards in the wider curriculum
4. To improve attendance.
5. To ensure the <u>Skills Challenge Certificate</u> is completed by all pupils at the standard expected of them.
6. To improve <u>standards in oracy</u> at KS3 and KS4, and across the school.
7. To improve outcomes at L5+ in English Maths, Science and Welsh



Strategy	Priority 2017
<p>A</p> <p>Strategy for Outstanding Pedagogy</p>	<ol style="list-style-type: none"> 1. To support all teachers in developing practice based on most up to date pedagogical research. 2. To continue to develop a consistent approach to planning challenge across the school. (e.g. Blooms taxonomy) 3. To develop a culture of observation and support so that all teachers benefit from high quality professional development to improve their teaching 4. To embed policies on feedback so that it is effective in improving learning.
<p>B</p> <p>A Strategy for Curriculum Development</p>	<ol style="list-style-type: none"> 1. As a Pioneer School, provide a wide range of learning experiences which support the development of ambitious, confident, aspirational and well-informed individuals 2. To ensure KS4 curriculum is broad, balanced and fully inclusive, so that it meets our all pupils' interests and abilities. 3. As a Lead Network school provide outstanding learning experiences in modern foreign languages in order to meet the priorities of 'Global Futures' 4. To ensure our provision for skills in literacy and numeracy is comprehensively planned to secure progression 5. To plan and provide a wide range of experiences to ensure all pupils are digitally competent 6. To ensure pupils with additional learning needs are provided with learning experiences which fully meet their needs
<p>C</p> <p>A Strategy for Positive Wellbeing and Positive Attitudes</p>	<ol style="list-style-type: none"> 1. To improve attendance and reduce exclusions. 2. To improve opportunities for pupils to participate in decision making across all aspects of the school's work (resources, learning environment, learning experiences) 3. To improve pupils' resilience (through 'Time to Change Wales', 'Growth Mindsets' programmes) 4. To encourage positive, tolerant attitudes and healthy relationships 5. To ensure Blackwood is a calm, purposeful learning environment where all pupils feel safe, secure and ready to learn
<p>D</p> <p>A Strategy for Inclusive Care, Support and Guidance</p>	<ol style="list-style-type: none"> 1. To clearly identify and fully support marginal pupils through a comprehensive intervention programme. 2. To ensure that all pupils entitled to Free School Meals are fully supported through the 'Pupil Deprivation Grant' to make the progress expected of the <ol style="list-style-type: none"> 1. To support all pupils in danger of disengagement due to mental illness, health issues, bereavement or family and social issues through strategically considered intervention programmes 1. To ensure all pupils with specific learning difficulties at KS3 are supported by specialist deliverers (e.g. dyslexia) 2. To ensure all pupils with standard reading and numeracy scores below 85 receive additional support to improve skills 3. To establish the infrastructure required to ensure pupils with additional learning needs are fully met (as required under ALN reform)
<p>E</p> <p>A Strategy for Leadership</p>	<ol style="list-style-type: none"> 1. To ensure leadership of professional learning is visible in all areas of the schools' work. <ol style="list-style-type: none"> 1. To establish leadership of strategy for improving wellbeing and attitudes to learning 2. To strengthen leadership arrangements, so that there is a much more consistent



Development	approach to quality assurance in all areas of the school's work 3. To strengthen arrangements for strategic planning in all aspects of the school's work 4. To strengthen partnership arrangements in order to promote professional learning in relation to pedagogy.
--------------------	---

Detailed actions in relation to these priorities have been agreed by the Governing Body in consultation with the school, and these are included in the School Development Plan. The SDP addresses in full the recommendations arising from inspection in November 2015:

R1 Raise standards, particularly in key stage 4

R2 Plan more effectively for the progressive development of pupils' literacy and numeracy skills

R3 Improve the quality and consistency of teaching and written feedback

R4 Strengthen leadership arrangements and improve the rigour and consistency of self-evaluation and improvement planning to secure sustained improvements in pupils' standards

Following Estyn review, the school is judged to have made good progress in relation to these recommendations.

ii) Curriculum

This is the means by which the aims and objectives of the school are delivered. A copy of the school's curriculum policy, which is updated on an annual basis is available to parents. An outline of the curriculum is produced in the school prospectus which is published in July, and this is extended in the options booklet for Year 9 parents in January 2018. All documents are up to date and are published on the school's website under the 'Policies' heading.

In Years 7 – 9 students followed the National Curriculum studying English, Maths, Science, Welsh, RE, PE, PSHE, Art, Design and Technology, French, Geography, History, ICT and Music.

In Years 10 – 11 all students followed English, Maths, Science, WBQ and PE courses. In addition they can select from a wide range of options, details of which are available on in the Year 9 booklet or on the school's website.

At GCSE, pupils are able to take modular exams in certain subjects throughout Years 10 and 11 with controlled tasks, undertaken under the supervision of the teacher. In some GCSE subjects and all assessment is completed at the end of the course. In subjects other than GCSE (such as BTEC and NVQ), other assessment arrangements are in place.



Blackwood Comprehensive School



We try to ensure that our courses and the combination of courses studied by our pupils enable them to make progress into further education. We do not construct our curriculum in order to improve the school's profile and we are very pleased that nearly all pupils progressed to further education or work in 2017.

We feel we offer our pupils a wide and varied curriculum at KS3 and KS4, but we are, as always, looking for ways of developing. Our aim is to ensure that all our pupils are provided with learning pathways which are suited to their interests and career aspirations.. However, we realise that a traditional academic curriculum based on GCSEs is not necessarily suitable for all pupils, and have amended aspects of our own curriculum to ensure it broad and balanced enough to meet all pupils' needs.

There have been substantial changes to syllabuses taught at GCSE and this is reflected in the curriculum offered to pupils at KS4. Blackwood Comprehensive School is a Pioneer School focusing on the 'Expressive Arts' Area of Learning and Experience. We are committed to developing innovative approaches to teaching and curriculum design so that we are more able to fulfil the key purposes of the curriculum. We see every day the impact and influence arts and creative activities have on helping pupils to become more confident in expressing themselves, in developing teamwork and in becoming entrepreneurial in spirit. Creativity should be at the centre of our curriculum; it cannot simply exist as an 'add-on'. We want our pupils to be creative writers, musicians, mathematicians, scientists, historians and designers and our curriculum needs facilitate the most creative ways of doing this. We want to stimulate our pupils' minds by designing this area of the curriculum around big questions and ideas.

Literacy and numeracy initiatives are continuing this year. Welsh Government priorities are:

- Improving standards in literacy;
- Improving standards in numeracy;
- Reducing the impact of disadvantage on pupils' attainment.

These key priorities are fully embedded in our School Development Plan.

In addition, the introduction of the National Tests in Reading and Numeracy, and the Literacy Numeracy Framework have influenced curriculum planning in all subjects at KS3.

iii) The Welsh Language

In our curriculum planning, we take into consideration Welsh Government policy, objectives and guidelines as identified in documents such as 'Our Language: Its Future', 'Iaith Pawb'.



Blackwood Comprehensive School



There is a very high level of GCSE uptake and entry, leading to good outcomes in GCSE full course. Full course GCSE Welsh is allotted generous curriculum time and all pupils study Welsh to age 16. All pupils study GCSE Welsh with 2 hours a week for all pupils from Year 7 to 11. Nearly all pupils complete the full course qualification.

A wide range of curricular and extracurricular activities effectively contributes to the development of the Cwricwlwm Cymreig, including Eisteddfodau and residential courses. All pupils in Year 7 and 8 participate in a high quality Eisteddfod which brings together curricular aspects of the Welsh dimension.

Transition cluster arrangements are good with regular meetings taking place to ensure consistency in approach and in teacher assessment.

iv) Buildings and Premises

The boys' and girls' toilets in the Main Block have been fully renovated in recent years. Toilets are cleaned on a daily basis as part of the school's service level agreement with Caerphilly CBC. Other toilets are available to pupils in other blocks; these are also maintained via the service level agreements.

Our two Site Managers worked to repair and refresh the exteriors of many buildings; this work has brightened the school considerably. Our grounds maintenance contractors have worked well to ensure the school grounds are attractive and well maintained.

The most recent Estyn report states that the accommodation is generally adequate, although parts of the buildings are in poor repair. However, the school works hard to make best use of the accommodation available. Displays in classrooms and corridors are of good quality in many cases, and support learning well. The school library is well resourced and is used effectively to develop pupils' learning. It has a particularly warm and welcoming atmosphere and is a beneficial resource for supporting the needs of more vulnerable pupils in the school.

The Local Authority has recognised the need for additional investment to improve the buildings and premises. Substantial additional funding has been agreed to address the buildings maintenance backlog and to improve the school environment. We have received substantial funding this year from the LA and the Welsh Government's 21st century schools programme. This has enabled us to invest in our ICT infrastructure and improve the environment of the school. We have renovated 3 science laboratories, with plans to update 3 more, and will be building new canteen accommodation in the New Year. Improving the school's environment and facilities is essential for the school, and we are pleased to have received some investment in order to meet this priority.



5. Pupil Information and performance

i) Attendance

The current school role is 966. Our standard admissions number for each year group has been set by the LA at 200 for September 2017.

Attendance continues to be a major priority for the school. Our Education Welfare Officer is always available to work with families where there are attendance and punctuality problems, but we do rely on parents working with the school to ensure the highest level of attendance. Attendance at Blackwood Comprehensive School continues to improve. The recent Estyn report states:

Rates of attendance improved in 2014 and were in line with modelled outcomes. This places the school in the top quarter of similar schools based on levels of eligibility for free school meals. Attendance rates have decreased slightly in 2015, and this places the school in the lower half of similar schools. The attendance of pupils eligible for free school meals has been well above the family average for this group of pupils for the last three years. Persistent absence has decreased over the last three years, and is now below the family and national averages. Attendance improved in 2015.16 and is in line with the Local Authority average.

The plans for improvement are detailed in the SDP as follows:

- By adopting and communicating all aspects of the Callio programme
- By allocating further administrative support to the attendance team (2 hours a day)
- By working closely with newly appointed EWO
- By activating warning notices following 5 days of unauthorised absence
- By ensuring all registers are marked, (especially in PM session) in a timely fashion
- By introducing form time protocols through 'The Blackwood Way'
- By ensuring all pupils' attendance is visible and measured using the Callio programme – daily, weekly, termly and yearly.
- By refusing to authorise term time holiday absences.
- By analysing attendance data on a weekly basis in order to track and address issues as they arise.

Year	% Whole School Attendance Figure	% Authorised Absence	% Unauthorised Absence
2012-13	92.0	6.1	1.9
2013.14	93.3	5.1	1.6
2014.15	93.2	5.4	1.5
2015.16	93.4	5.3	1.3
2016.17	92.4	5.7	1.9



Blackwood Comprehensive School



The school has adopted a new system to monitor the attendance and individual pupils' attendance is published on a half-termly basis using a 'Green, Amber, Red' code:

Green – attendance is above 95%

Amber – attendance is between 90% and 95%

Red – attendance is below 95%

If a pupils' attendance is persistently categorised as 'red', then a warning notice of pending fixed penalty may be issued

If a child is unable to attend school, we request that parents contact the school by 9.00 a.m. The school has a message recording system (01495 225566) where parents can leave a message. The school works hard to reduce unauthorised absences. If a child is absent without an explanation, parents will be contacted automatically by our 'Truancy Call' system and asked to provide a reason for the child's absence. Parents are requested to provide a note for their child's form tutor when they return to school, so any absence can be authorised.

Free school meals – we have included an information sheet at the end of this Report which answers many of the questions on this subject.

ii) Standards

The following documents are attached as appendices to this report:

- a) Key Stage 3 performance data in all National Curriculum subjects
- b) The most recent SSSP (Summary of Secondary School Performance)

Entry Level

These examinations are taken in a number of subjects in March, mainly by pupils who may find GCSEs too demanding. Some pupils are double entered for Entry Level and GCSE, and this year all pupils entered achieved both qualifications.



Key Stage 4

Main indicators for the last 3 years

Key Performance Indicators

Main Indicators for the last 3 Years

Year	Cohort	L2+		L1		L2		CSI	
		%	Quartile	%	Quartile	%	Quartile	%	Quartile
2015	184	59.8	1	98.9	2	77.2	3	58.2	1
2016	197*	57.9	2	97.5	3	73.1	4	54.3	2
2017	190	51.1	1	93.2	4	61.1	2	53.4	1
Year	Cohort	CPS		English		Maths		Science	
2015	184	344.6	2	74.5	1	63	1	87.5	2
2016	197*	328.4	4	70.1	2	61.4	2	75.6	3
2017	190	334.7	3	60.5	1	60.5	1	64.9	3

Estyn stated that leaders succeeded in bringing about strong improvements in many key indicators in 2015. This has been largely sustained in many of the key indicators. In the last 3 years, as outcomes in the L2+ demonstrate performance close to or above modelled expectations.

In 2017, the school's performance is above the Local Authority average, and well above the family average (3rd) and also above modelled expectations. In addition, performance in the L2+ and Core Subject Indicators have been in the 1st quartile for two of the last 3 years.

Performance in indicators including English and Mathematics continue to be relatively strong. Outcomes in English in 2017 remain well above the family (3rd), the Local Authority and other similar schools at A*-C. Outcomes in Maths overall also indicate relatively strong performance, particularly in Maths Numeracy, indicating performance well above the family (3rd) and similar schools. In 2017, outcomes in both English and Maths move the school back to the 1st quartile. Performance in English and Maths has been in the 1st quartile for two of the last 3 years. Outcomes in Science are below comparators, but all pupils were either entered for GCSE or Entry Level Science. Whilst there is no comparative data, the percentage of pupils achieving A*-C in GCSE Science (at 64.5%) is well above previous years.

The wider performance indicators show comparative improvement in 2017. In 2017, outcomes are now above the Local Authority and family average for the first time since 2012. Comparative data indicates that outcomes are in the 2nd quartile in 2017. This reflects stronger performance in GCSE subjects. Outcomes in the WBQ Skills Challenge Certificate are above the LA average at Intermediate and Foundation level. However, whilst they are below other comparators, the Welsh Baccalaureate was offered to pupils for the first time in 2017.



The capped points score declined from 345 in 2015 to 328 in 2016 and moved from the 2nd quartile to quartile 4. It may be too early to evaluate comparative performance in the new Capped 9 indicator, but outcomes in 2017 are in line with the LA and the family and are currently at the 'median'. The decision to enter most pupils for the intermediate tier in GCSE Maths may well have deflated outcomes in the Capped 9 overall. The Capped 9 may also be affected by the school's decision to enter pupils for GCSE or Entry level Science for all pupils. Comparative performance in 2017 is, however, stronger than in 2016.

Outcomes of most able pupils continue to be relatively strong. Since 2013, the trend of pupils attaining 5 or more A*/A grades has been one of significant improvement, with outcomes substantially higher than comparators. Although outcomes fell in 2016, performance was above all comparators other than Wales. This continues in 2017 with 15.8% achieving 5 A*/A, well above the Local Authority, the family (2nd) and other similar schools.

Outcomes of learners eligible for Free School Meals at KS4 is below all comparators in 2017. However, outcomes of these pupils have been similar to comparators in the majority of indicators (CSI, core subjects, L1, L2+) in 2014 to 2016.

iii) PROGRESS ON SPORTING AIMS AND ACHIEVEMENTS

The sporting aims of Blackwood are:

To encourage and support every pupil to participate in and enjoy sport and to encourage skill and prowess at all levels.

91% of pupils have stated that they enjoyed PE in school. 76% of pupils enjoy taking part in extra-curricular sport. 43% of the pupils state that they are 'hooked on sport' and participate in extra-curricular and or club sport three or four times a week. Of the pupils attending school on any particular day, in excess of 95% participate in PE. Pupils have a very positive attitude to the subject. Standard of both boys and girls kit are very good, and all pupils appearance is neat. All pupils sustain effort and enthusiasm throughout lessons. A large number of pupils attend the numerous extra-curricular clubs

Blackwood continues to excel at sporting and cultural activities.. We are proud that many of our children actively participate in a wide range of sporting and other enhanced learning activities. Pupils in the school are involved in the Duke of Edinburgh Award Scheme and our musical talent and local and national representation in this area is second to none. All pupils receive 2 lessons of PE every week as part of the taught curriculum. Pupils opting for GCSE PE or BTEC Sport receive an additional 5 lessons.



Blackwood Comprehensive School



The school has an extensive range of extra-curricular sporting activities delivered by the teaching team. Full details can be obtained from the school.

The school has been awarded Sports Leader UK Leadership Academy status. There are only two schools in Wales to have achieved this status. The reason for this award is as follows:

- i) 'the excellent standards and delivery of the Sports Leaders UK awards and qualifications'
- ii) being 'a beacon of good practice and a shining example of a centre going the extra mile to support its learners'
- iii) being 'a model of good practice which other centres should work towards to achieve excellence'
- iv) having staff who 'have really embedded the ethos of leadership into their work and gone the extra mile in terms of delivery and excellence.'
- v) Having a level of commitment which 'reflects. innovation, motivation and dedication to the learner'.

iv) School Targets (Appendix 4)

The school is developing its target setting systems based on more effective performance indications. The school has set some key targets for 2015.16, and we are required to comment upon actual results compared with targets set. The table below sets out some of this information:

Key Stage	Target
	2016.17
Key Stage 3 (%)	
English	89
Maths	91
Science	94
CSI	90
Key Stage 4 (%)	
Threshold 1	98
Threshold 2	74
Threshold 2 plus English and maths	61
English A*-C	64
Maths	64
Science	60

v) School Policies and Practices

The Governing Body actively takes responsibility for reviewing the school's policies and practices. The following policies were reviewed and adopted during the academic year 2016.7



- Performance Management Policy
- Strategic Equality Plan
- Pay Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- Capability Policy

vi) Destinations of School Leavers 2017

	Female	Male	Totals	%
Continuing in full-time education – School	7	2	9	4.57
Continuing in full-time education – College	79	85	165	83.8
Entering employment outside WBYP	0	0	0	0
Entering WBYP (employed status)	3	2	5	2.5
Entering WBYP - (without employed status)	9	2	11	5.6
Unemployed and registered with CareersWales	2	2	2	4
Unable or not ready to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	0	0	0	0
Known to have left the area	0	1	1	0.5
Not responding to follow up and therefore unknown	0	2	2	1
Total number of 2016 statutory school leavers	100	97	197	

6. Links with the Community

a) Parents

It is pleasing to note the number of parents who attend our Parents' Evenings throughout the school year. We have arranged a full calendar of events which can be viewed in our school calendar, which is available from the school and published on the school website. The Home/School Agreement has been



Blackwood Comprehensive School



introduced and we hold tutor days for pupils in Years 7 and 11 for all parents to receive progress reports. We have also tried to ensure that we reach more parents through the introduction of tutor days for parents and pupils – and these have been well attended.

We have tried to improve our communications with parents through increased use of email, text and the website.

The Governors believe that all parents have a part to play in the PTA and wish the Association every success in 2017.8. It is lovely to see new faces this year. The Governors would wish to congratulate the PTA on their fundraising efforts up to now.

b) Charity

Pupils in the school are to be commended for their efforts in raising funds for those less fortunate than themselves. There are very many fundraising events raising money for local and national charities. We are always grateful for the generosity of our whole school community in supporting charity events.

c) Transition

With the help of the Campus Director at Coleg Gwent, Cross Keys, an induction programme is organised for all prospective entrants to the college from Year 11. Links have also been established with Ystrad Mynach College. The careers adviser oversees many aspects of post 16 advice to parents and pupils. Many such events take place to ensure our pupils get the best possible careers advice. The school has secure links with local colleges that provide appropriate curriculum choices for a few pupils at key stage 4. These links also help most pupils, including those for whom traditional curriculum options are not appropriate, to make a smooth transition into post-16 education and follow useful courses. (Estyn 2016)

In close cooperation with heads of the primary schools a full induction programme is organised for all new entrants to the school. We are fortunate also to have excellent partnership with our feeder primary schools, and believe that our transition programme from primary to secondary is an outstanding feature of the school's work.

Well-established links with partner primary schools have led to effective pastoral and curricular transition arrangements. The school provides a wide range of activities that help pupils to settle into their new school. These close links are leading to common approaches to improving pupils' literacy and numeracy and the assessment of pupils' work. (Estyn 2016)



d) Blackwood Rotarians

Governors have recognised the contribution made by Rotarians to school in providing mock interviews, opportunities for public speaking and scholarships..

e) The school is has developed constructive links with local businesses and organisations. The school links well with a range of strategic partners. Pupils benefit from targeted support and guidance provided by a range of multi-disciplinary and voluntary organisations such as Careers Wales, local businesses and charity organisations.

f) We have established a very effective new partnership with the construction company 'Keepmoat' and know that the developments arising from this will enable many of our pupils to participate in activities preparing them for the world of work.

7. Special Educational Needs

Inclusion of pupils, irrespective of race, gender or disability is a key facet of our work. Pupils with additional learning needs are well catered for and obtain good results with high value added. This includes looked after children. The school has a financial allocation to support the provision for pupils with special educational needs and it has been the policy of the Governing Body to increase this sum to enable pupils to have access to smaller groups and specialist support. The school believes in equality of access for disabled pupils and has ensured that all areas of the school are accessible for wheelchair users.

A number of learning support assistants are funded by the local authority and are attached to individual pupils. The school funds additional classroom assistants for literacy and numeracy through grant funding.

The school uses an effective range of strategies to enhance pupils' wellbeing, for example targeted support to help vulnerable pupils improve their attendance and access learning successfully. It works well with a range of external organisations and specialist services to develop pupils' life skills and secure their wellbeing. Pupils with additional learning needs have access to the whole curriculum and are suitably supported in their development. Pupils' individual educational plans identify appropriate targets for pupils and are monitored suitably. (Estyn 2016)

The SEN policy is available from the school.

SEN pupils June 2017

No of	Pupils on	Pupils on	Considered	No of new	No of
-------	-----------	-----------	------------	-----------	-------



Pupils Recorded	School Action	School Action Plus	for Stat Assessment	registrations since last report	pupils with Statement of SEN
190	121	42	1	3	29

Number of pupils on roll: 949

% of pupils on SEN register: 20.3%

7.School Holiday Dates and Session Times

School term dates

Autumn Term 2017

- Term starts Monday 4 September 2017
- Half term starts Monday 30 October 2017
- Half term ends Friday 3 November 2017
- Term ends Friday 22 December 2017

Spring Term 2018

- Term starts Monday 8 January 2018
- Half term starts Monday 19 February 2018
- Half term ends Friday 23 February 2018
- Term ends Thursday 29 March 2018

Summer Term 2018

- Term starts Monday 16 April 2018
- Closed Monday 7 May 2018
- Half term starts Monday 28 May 2018
- Half term ends Friday 1 June 2018
- Term ends Tuesday 24 July 2018

Autumn Term 2018

- Term starts Monday 3 September 2018
- Half term starts Monday 29 October 2018
- Half term ends Friday 2 November 2018



Blackwood Comprehensive School



- Term ends Friday 21 December 2018

Spring Term 2019

- Term starts Monday 7 January 2019
- Half term starts Monday 25 February 2019
- Half term ends Friday 1 March 2019
- Term ends Friday 12 April 2019

Summer Term 2019

- Term starts Monday 29 April 2019
- Half term starts Monday 27 May 2019
- Half term ends Friday 31 May 2019
- Term ends Monday 22 July 2019

Session times

Registration/assembly	8.30-8.55
Lesson 1	8.55-9.55
Lesson 2	9.55-10.55
Break	10.55-11.15
Lesson 3	11.15-12.15
Lesson 4	12.15-1.15
Lunch	1.15-2.00
Lesson 5	2.00-3.00
After school activities	3.00-4.00 (optional) LRC open to pupils

8. Finance

SERVICE LEVEL AGREEMENTS

Total Service Level Agreements 105,167

PDG/EIG Overspend

2,649

TOTAL EXPENDITURE

4,057,932

INCOME

TOTAL INCOME

305,557

NET EXPENDITURE

3,752,375



Blackwood Comprehensive School



TOTAL SURPLUS/CONTINGENCY	9,443
---------------------------	-------

TOTAL	3,761,818
--------------	------------------

TOTAL FUNDING FOR SCHOOL

FUNDING

Formula Allocation (net of retro. adj)	3,745,767
--	-----------

Retrospective Adjustment from prev yr.	1,587
--	-------

Total Formula Allocation	3,747,353
---------------------------------	------------------

Total Carried Forward from prev. yr.	14,465
--------------------------------------	--------

TOTAL FUNDING	3,761,818
----------------------	------------------

Mr A Farina-Childs - Chair of Governors



Blackwood Comprehensive School

