



**LLISWERRY HIGH SCHOOL
GOVERNORS' ANNUAL REPORT TO PARENTS
2023-2024**

INTRODUCTION BY THE CHAIR

Dear Parents and Carers,

I am pleased to deliver the Governors' Annual Report to Parents which provides information about our school for the academic year 2023/2024.

What is the Governors' Report? It describes life at school, its statistics and achievements. It also allows me the opportunity to publicly thank the Headteacher and staff for their dedication to the learning and personal development of our pupils. Last academic year saw governors even more involved than in previous years with stronger links, knowledge and involvement in all aspects of daily life at Lliswerry. We all share responsibility and actions and every one of us has a positive impact in the committee and the outcomes for the school, its staff and pupils. We are mindful that any success is facilitated by the support and commitment provided by parents and carers.

Many thanks

A handwritten signature in black ink, appearing to read 'Mark Sadler', written in a cursive style.

Mark Sadler
Chair of Governors

MEETINGS

No meeting under Section 94 of the School Standards and Organisation (Wales) Act 2013.

DESTINATION OF LEARNERS – ACADEMIC YEAR 2023-24

Proportion of pupils in year 11 and year 13 at the start of the previous academic year who;

- continued in full-time education, training or work based learning
- went on to employment
- are known to have neither continued in education nor gained employment, or whose destination is unknown.

At the point of publication, the data isn't verified and is subject to change.

	Year 11	Year 13
Learners who stayed in school:		
• Continuing full time education	43	31
• Continuing full time education – another school	0	0
Learners who left school:		
• Continuing full time education in college or Further Education	62	5
• Continuing full time education in college of Higher Education	29	2
• Entering work-based training (non-employed)		
• Entering work-based training (employed)	0	0
• Entering employment outside work-based training	37	4
• Unemployed	0	0
• Other	25	0
	13	
Total leavers:	166	11

LINKS WITH THE COMMUNITY

As part of our curriculum offer across all year groups and the focus on work related education we offer a number of opportunities for our learners to gain different experiences both in and outside of school. Having experts in their fields speaking to learners and engaging them with important issues is a key feature of our provision.

We continue to build strong links with Nash College and are looking forward to working more closely with them in the future. Careers Wales continues to support the school, especially through coordinating work experience opportunities for Yr10 and 11 learners.

We have a strong team of staff who support and grow our links with our community. Much of this work is done on an individual level with our families. Our growing pastoral team

works to meet the needs of all our families through supporting any and all concerns. The work they do is integral to ensuring that learners come to school and are ready to learn.

The Headteacher's weekly updates have ensured that the community are aware of the activities that take place in the school. There has been positive feedback from parents and the community on this new initiative.

SPORT

Extra-curricular sporting activities have played a key role within the school in developing the skills and abilities of our learners. We are now offering a wide variety of clubs available at lunch times and after school. The current clubs that we have are netball, basketball, badminton and football(boys and girls) all continuing to prove popular. We now also have a combined Yr7/8 boys rugby team for the first time in a number of years who have recently beaten our local rivals Llanwern. Our Yr7 girls football team has also been successful in several competitions.

We continue to be outdoors whenever possible during PE lessons, but also make full use of our indoor sports hall and dance studio facilities. The seven Gol pitches are used every lunchtime and normally over a hundred learners take advantage of this every day as well as the outdoor exercise equipment which are accessed by learners from all year groups at break and lunch times.

SCHOOL POLICIES

The following policies have been approved by the Governing Body. As part of its routine work, it regularly monitors their implementation and effectiveness. Copies of the policies are available to parents upon a request to the Headteacher.

- Safeguarding Policy
- Uniform Policy
- Exams Asdan Policies
- Lettings and Community Use Policy
- Charging Policy
- Exams Policies
- Fire Safety
- Accessibility Policy
- Acceptable Parent/Carer Policy
- Cluster attendance policy

CURRICULUM

In years 7, 8 and 9 we deliver lessons in line with the curriculum for Wales and learners are taught in their form groups with the exception of some practical subjects where smaller groups are required for Health and Safety reasons. Learners who have additional learning needs are supported in their classes by a team of Learning Support Assistants. In addition, learners who require catch-up support for literacy or numeracy are withdrawn from classes to receive this in small groups.

A small number of new to English learners in years 7-9 have a bespoke language provision to develop their English language skills. In years 10 and 11, learners continue to be taught the compulsory subjects – English, Maths, Welsh, Science, PSE and PE. In addition, learners can choose up to three options to study during this two year period.

The governing body approved the high level curriculum summary which is published on the school's website.

A small number of new to English learners in years 10 and 11 are taught in a group following a bespoke curriculum to ensure appropriate outcomes. We continue to review our curriculum offer for learners in years 10 and 11 and are proud of the development of our pathways for learners, both at school and at our Aspire centre which is located off site.

Post 16 learners choose from a wide range of Level 3 subjects delivered at Lliswerry High School and our collaborative partner school St Julian's High School.

WELSH LANGUAGE

Welsh is a compulsory subject for all learners in years 7 to 11. The Welsh language is used across the curriculum for dates, headings and praise. Welsh is also used to welcome learners to classes and assemblies and as they enter the school at the start of the day. In lessons, incidental Welsh may be used by teachers and learners as part of daily routines and to give instruction.

The corridors throughout the school use bilingual signage. Bilingual staff are available on site for those who require translation or choose Welsh as their language of communication. We are also engaging the support of the EAS Welsh Advisor to assist in our development of the Welsh language.

TOILET FACILITIES

Toilets are available for learners on the ground floor and first floor. In addition, year 12 and 13 have their own toilet facilities. Toilets are checked for cleanliness every hour and cleaned appropriately in the event of any spillages.

HEALTHY EATING AND DRINKING

During the school day, the only food that can be purchased is in the school canteen or from our catering pod on the yard during allocated break and lunchtimes. Chartwells, our caterers, offer a wide variety of food compliant with the Welsh Government guidelines on Healthy Eating in Schools. Water is freely available in the canteen at break and lunchtimes and at other points during the school day from the water fountains. The morning breakfast club is continuing to ensure that those learners attending can start the day with something nutritious and filling. This is available from 8am in A floor canteen.

Our Health and Wellbeing curriculum continues to teach learners about the need to adopt a healthy lifestyle, making them aware of healthy eating and drinking. Mental health and

wellbeing is also part of PSHE, therefore promoting healthy minds as well as bodies. This is alongside the teaching in food technology and science where healthy eating is also addressed as part of the curriculum.

GOVERNORS' EXPENSES

No expenses were claimed by Governors in the carrying out of their duties.

ARRANGEMENTS FOR ADMISSIONS

The school operates under the Newport Local Education Authority's policy on admissions. It is suggested that parents wishing to obtain details of this policy should contact the Chief Education Officer, Newport City Council, Civic Centre, Newport.

SCHOOL TERMS 2024-2025

Term	Start	Half-term starts	Half-term ends	Term ends
Autumn	2 September	28 October	1 November	20 December
Spring	6 January	24 February	28 February	11 April
Summer	28 April	26 May	30 May	21 July

MEMBERS OF GOVERNING BODY Jan 2025

Miss J Fitzgerald	Head Teacher
Mr I Roynon	Non Teaching
Ms J Rafee	Teacher
Mrs D James	Teacher
Mrs E Ford	Community
Mrs E Wells	Community
Mr S Hamid	Community
Mr C Tutte	Community
Mr L White	Community
Mr N Islam	LA
Mr R Shuttleworth	LA
Cllr A Morris	LA
Cllr M Howells	LA
Mr Z Evans	LA
Mr M Sadler	Parent
Mrs G Pernas	Parent
Mr Pitt	Parent
Mr R Harvey	Parent
Mrs L Vaux	Parent
Mr R Sangarappilai	Parent

FINANCIAL STATEMENT YEAR END

Lliswerry High

Financial Statement for Year Ending 31st March 2024

2022/23

2023/24

Outturn

Outturn

£	Employees	£
3,833,073	Teachers	3,945,020
1,097,665	Support Staff	1,244,424
110,368	Caretakers	115,707
33,779	Midday Supervisors	50,719
0	Cleaners	0

Other Employee Costs

56,747	Supply Insurance Premium	62,782
137,515	Agency Staff	229,490
1015	Lunch Time Meal Entitlement	8,767
0	Foreign Language Assistants	0
5161	Exam Invigilators	11,897
0	Advertising	0
0	Interview Expenses	0
0	Misc Employee Costs	17

Energy

35,946	Gas	76,546
57,277	Electricity	139,125

0	Oil	0
201,856	Capitation and ICT	235,359
0	SCC, EIG and PDG Expenditure	0
Premises Related		
432	Hire of Facilities	13,800
97,370	Rates	-26805
38,630	Building Maintenance and Alarm Lines	47,908
14,156	Grounds Maintenance	8,996
18,843	Water	12,436
91,945	Building Cleaning Contract	99,999
9,606	Refuse Collection	10,339
9,362	Miscellaneous Premises	13,227
Communications		
6,402	Postage/Fax/Telex	5,909
48,188	Telephones	54,197
Transport		
1,099	Vehicle Maintenance	1,012
0	Purchase of Vehicles	0
3,523	Vehicle Hire	7,710
0	Car Allowance	173
0	Travel Expenses	206
169,569	Exam Fees	111,998

External Courses		
62,824	School Funded Training	501
0	Alternative Curriculum Provision	20,000
20,000	Sixth Form	25,766

181,451	Central Services	210,566
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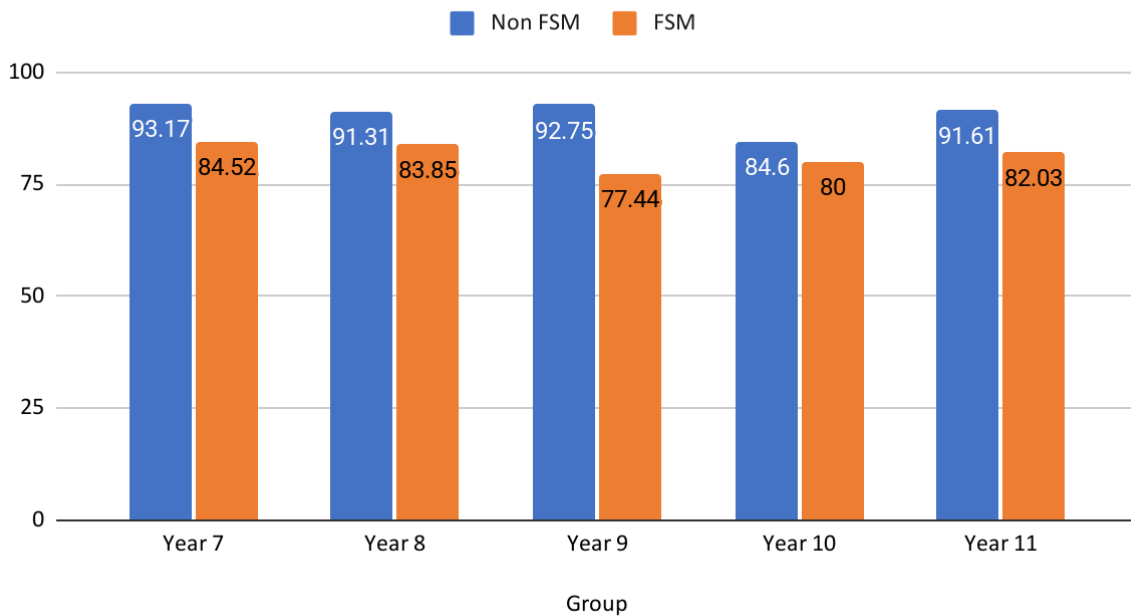
Income		
-16,969	Lettings	-2,146
-8,445	Sales Income	-2,194
0	Music Service Income	
-15,389	Donations	0
0	Miscellaneous	0
-126,215	Supply	-143,517
0	Exam Fees	0
1,257	Interest	-8,951
-18,000	Rental Income	-18,000
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-1,365,507	Other Grant and Contributions	-1,309,343
0	Reserve Transfer	0
0	After Schools Club	0

4,794,534	Total Net Expenditure	5,255,629
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5,224,859	Total Funding	5,579,119
430,324	In Year Surplus / Deficit	323,490
-56,833	Prior Year Surplus / Deficit	373,491
373,491	Accumulated Surplus / Deficit c/fwd	696,981
7.15%	Balance as % of Funding	12.49%

Whole school attendance

WB 03/02/2025



Whole School attendance is currently 87.60%. FSM learners are currently 81.57%. We have improved our tracking and monitoring systems and become more efficient at using our accountability measures. This has resulted in a 2% increase in attendance in comparison to last academic year.

SCHOOL COMPARATIVE REPORTS

Year 11 results 2024

Key Performance indicator	2023 results	2024 results
Capped 9	305	310
Literacy	34	34
Numeracy	30	29
Science	29	26
Skills Challenge	29	35
5A*-A	8%	6.6%

The information below is taken from the All Wales Core data set which is a comparison to Family Schools, Local Authority and All Wales figures. For a focused comparison of school performance, schools are grouped into families based on the percentage of learners eligible for free school

meals and the level of challenge this represents. Individual school performance can then be considered in relation to national, local and family averages. In the latest Family of Schools grouping Lliswerry high School is considered the be the fourteenth most disadvantaged school in Wales (there are a total of 205 secondary schools in Wales).

The other schools in our family are:

- Ferndale Community School
- Idris Daves 3 to 18
- St Joseph’s and 6th Form Centre (Port talbot)
- Maesteg Comprehensive School
- Pencoedtre High School
- Pen y Dre High School
- Ysgol Bae Baglan
- Pentrehafod School
- Cathays High School

The following charts show how each school in our Family has attained Key Performance Indicators (KPIs) for the Summer 2024 exam season compared to what was expected based on the percentage of pupils eligible for Free School Meals (the line). Lliswerry High School is the pink dot.

0.1 - Comparisons against outcomes based on FSM eligibility

Chart 0.1a - Family comparison – Capped 9 points score (interim) - average points score

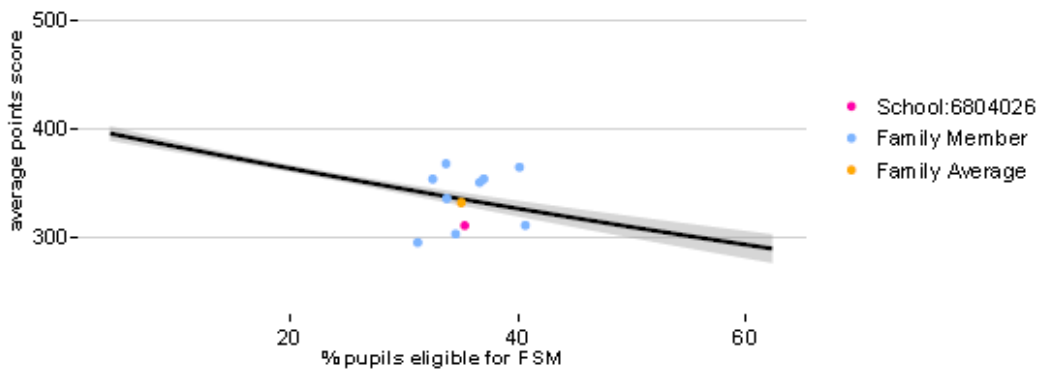


Chart 0.1c - Family comparison – WBacc Skills Challenge Certificate indicator - average points score

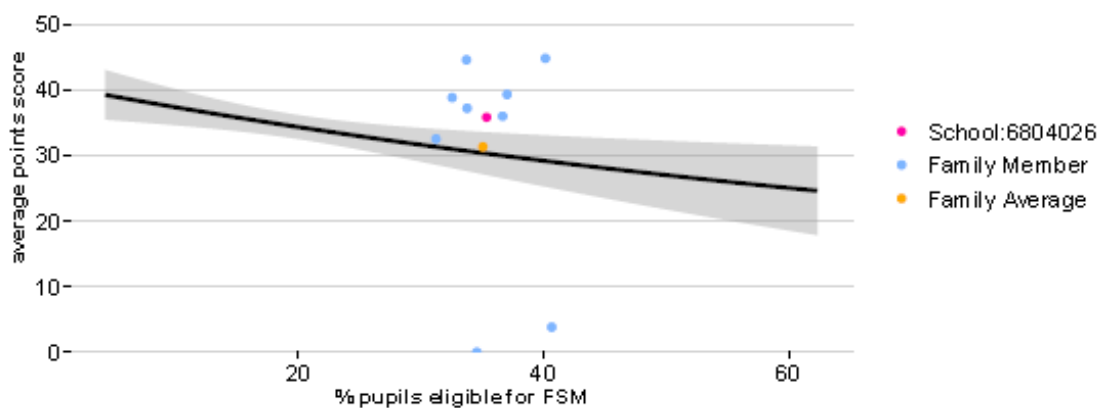


Chart 0.1g - Family comparison – Numeracy indicator - average points score

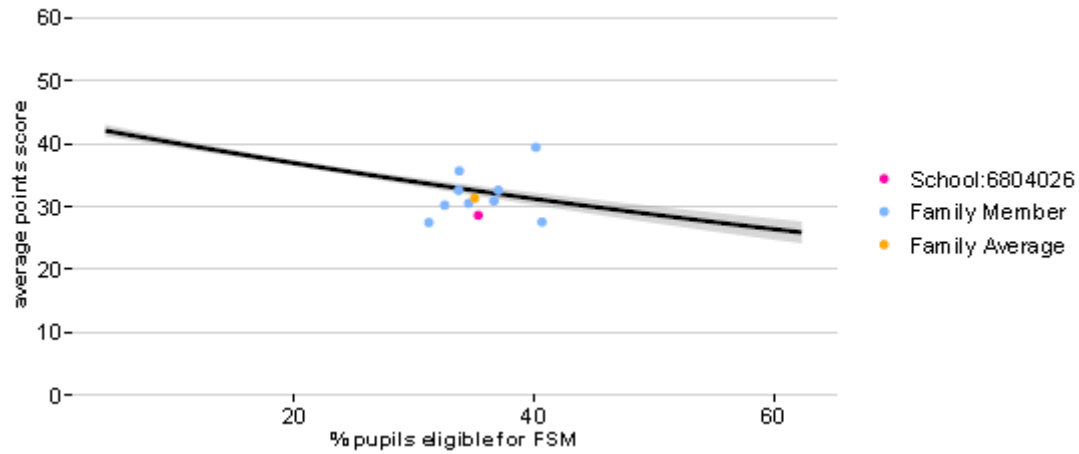
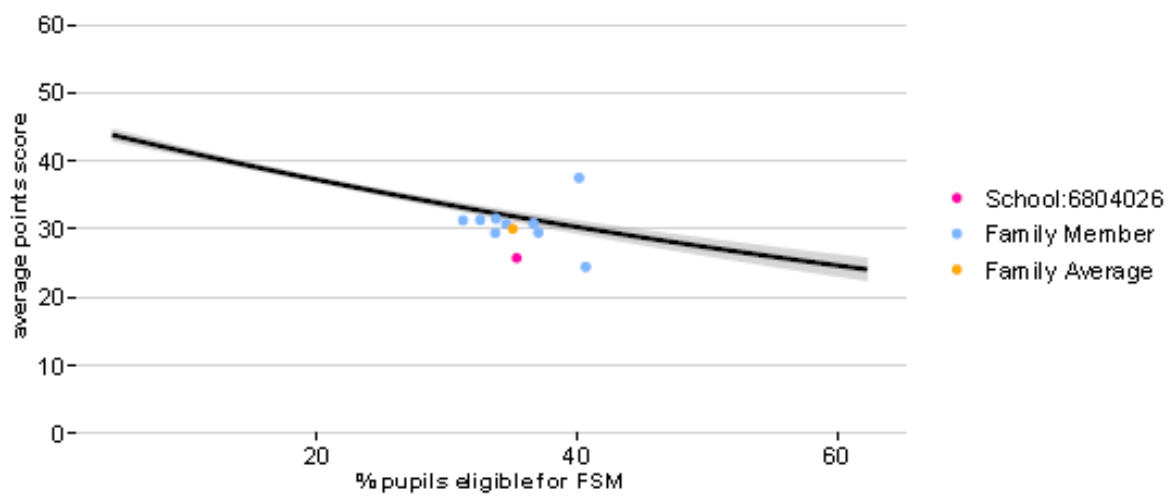


Chart 0.1i - Family comparison – Science indicator - average points score



SCHOOL TARGETS

No external targets have been set, as stipulated by the Welsh Government and because in Years 7, 8 and 9 'levels' play no part in the new Curriculum for Wales. However, the school continues to use internal targets to enable robust self-evaluation of progress for learners.

We also set key priorities in our schools development plan.

SDP Targets Overview 2024-25

1. Teaching and Learning

The school's curriculum, teaching and assessment is effective in supporting all learners, including those affected by poverty, with ALN or other identified barriers to make progress.

1. Continue to develop a purpose led, engaging curriculum that facilitates learner progression, in line with the Curriculum for Wales
2. Improve the consistency and effectiveness of teaching and learning so that effective challenge and support ensures all learners make progress
3. Ensure the use of a combination of qualitative and quantitative data to enable effective learning and progress (including KPIs)
4. Improve the range of formative assessment opportunities during lessons and over time to support learner progress
5. Embed and enhance provision for and progress in skills
6. Support learners to develop positive attitudes towards learning

2. Wellbeing, Care, Support and Guidance

The care, support and guidance the school provides ensures that all learners, including those affected by poverty, with ALN or other identified barriers to progress.

1. Improve attendance of learners in all year groups
2. Reduce the number of days lost due to fixed term exclusions
3. Develop a range of interventions (universal, targeted and specific) to support ALN learners
4. Develop learner leadership skills and opportunities to take on responsibilities to influence the life and work of the school
5. Ensure that impactful transition for all phases of learning
6. Develop processes to accurately record, report and respond to all types bullying and harassment (Anti-racism strategy)
7. Further develop reporting systems that provide meaningful feedback to parents and learners in line with updated statutory guidance and CFW

3. Leading and Improving

1. Continue to improve the consistency in the quality of self-evaluation to impact on school improvement
2. Deliver a programme of professional learning for all staff which impacts on learning and well-being
3. Develop collaboration with partner schools
4. Monitor grant usage (including EIG/PDG) to measure and improve impact upon progress and outcomes for disadvantaged (especially eFSM) learners, especially the lowest third ability range
5. Consider staff workload and wellbeing as part of school improvement processes
6. Develop the role of governors to ensure effective support and challenge
7. Develop initiatives to engage the local community and businesses, parents and families to support learners' wellbeing and progress
8. Refine Performance Development Review (PDR) processes to further impact on school improvement and address underperformance where necessary