

**QUEEN ELIZABETH HIGH SCHOOL
YSGOL UWCHRADD Y FRENHINES ELISABETH**



Moving Forward Together

School Year 2016-17

Annual Governors Report to Parents

Adroddiad Blynyddol y Llywodraethwyr i Rieni

ANNUAL GOVERNORS REPORT TO PARENTS

Dear Parents/Carers

This is a report for the school year 2016/17 compiled by the Governing Body of Queen Elizabeth High School. This Annual Report aims to provide an overview of the work of the school during the last academic year and the manner in which the Governing Body monitors the standard of education and the life and work of the school. The Governing Body is required by law to report on the various headings included within this report.

The Governing Body is made up of various categories of governors to reflect the school's status as a Local Authority school. There are six parent governors. Parent governors are encouraged to contribute and reflect the views and perceptions of the parents of the school. At an annual general meeting, held each autumn term, the full Governing Body agrees the membership and remit of its three committees: Business Operations, Student Experiences and School improvement. Other committees relating to staffing issues are convened when necessary. The full Governing Body meets at least once a term. The three committees meet in between the full Governing Body's termly meeting.

The Governing Body works in partnership with the Head teacher, Senior leadership Team and Local Authority. It is responsible for school policy review, budget and curriculum monitoring, staff appointments, school standards and improvement plans. Members of the Governing Body attend statutory training provided by the Local Authority and other development opportunities relating to their roles and responsibilities.

This full report is posted on the school website, paper copies can be made available upon request at the school reception.

The Governing Body welcomes parental response and feedback on the report through the contact link on the school website: www.qehs.carms.sch.uk/contact.aspx

Arrangements can be made for this report to be translated, enlarged or made accessible in any other format. Please contact School Reception if you wish to make this request.

We hope you find the following report informative and we wish to thank all parents/carers for the support they have shown the school during the year.

Yours sincerely

H. Starkey, Chair of Governors.

1. THE GOVERNING BODY MEMBERSHIP. AUTUMN TERM 2017

Chair of Governors.	Mrs Helen Starkey
Clerk to the Governing Body.	Mrs Linda Webber
Contact address:	Queen Elizabeth High School Llansteffan Road Johnstown Carmarthen SA31 3NL
Telephone	01267 245300
Email	office@qehs.carms.sch.uk

CATEGORY OF GOVERNOR	NAME	END OF TERM OF OFFICE
COMMUNITY	Simon Powell	25/09/2021
	Helen Starkey	02/09/2020
	Brian Clarke	14/03/2021
	Gillian Pitman	14/03/2021
LA APPOINTED	Mike Evans	16/04/2021
	Dymphna Powell-Ford	31/08/2021
	Veronica Williams	06/12/2019
	David Williams	18/07/2021
	Jake Morgan	
	Steven Mears	
PARENT	Ann Clarke	27/10/2018
	Su Crowther	19/11/2017
	Gareth Jones	04/11/2020
	Antony Panter	30/11/2019
	Gail Parker	19/11/2017
	Adam Twells	19/11/2017
STAFF REPRESENTATIVE	Margaret Birch	07/01/2020
TEACHER REPRESENTATIVES	Chris Pattison Dick	28/09/2020
	Rhiannon Stephens Davies	22/04/2019
HEAD	Pete Spencer	
SCHOOL COUNCIL REPRESENTATIVES	Head Girl –Jemma Bartlett	
	Head Boy – Joe Martin	

Subject to all Parent Governors completing their terms of office, the next election of Parent Governors is due to take place in November 2017. There were no meetings held with parents under Section 94 of The School Standards Organisation (Wales) Act 2013

2 THE SCHOOL FINANCIAL STATEMENT, 2016-17.

FUNDING SOURCES	£
2015/2016 BUDGET SURPLUS	24,229
2016/2017 FORMULA FUNDING	6,907,765
2016/2017 POST 16 FUNDING	991,359
2016/2017 PUPIL DEPRIVATION GRANT (PDG)	254,150
2016/2017 INCOME	445,335
2016/2017 TOTAL AVAILABLE FUNNDING	8,622,908
2015/2016 EXPENDITURE	8,565,286
2016/2017 SURPLUS	57,622

During the financial year 2016-17, no travel or subsistence allowances were paid to members of the Governing Body.

3. SCHOOL ORGANISATION, INCLUDING CURRICULUM AND TEACHING AND CHANGES TO THE SCHOOL PROSPECTUS

All current school policies relating to Learning and Teaching including assessment are easily available for parents to view on the QE High website (<http://www.qehs.carms.sch.uk>). These policies are updated by the school when necessary and approved by the Governing Body. In addition, the school prospectus and sixth form prospectus, as well as termly newsletters all give additional details about the curriculum offered.

Key Stage 3 (KS3) covers Year 7 to Year 9. Lessons are delivered mainly in mixed ability settings. There is an emphasis on skills and the development of literacy and numeracy. Children are placed into sets for English, Mathematics and Welsh. There is at least one bilingual class in each year of KS3, these classes receive Humanities (Year 7), Geography (Year 8/9), History (Year 8/9), Art, Drama and PE and their form periods through the medium of Welsh. Provision is also made for the identified More Able and Talented students.

The school has pupils with special education needs who are catered for in the main school and also in the specialist centre Canolfan Elfed. This very successful resource base is for approximately 70 pupils with profound additional Learning needs. Where appropriate these pupils access main school classes.

In the main stream pupils with additional learning needs have access to the full curriculum. Amendments to provide additional support and intervention are agreed with parents.

The Welsh Government defines three categories of special needs (SEN): School Action, School Action Plus and Statement. These categories are defined as follows:

1. School Action

When a class or subject teacher identifies that a pupil has SEN they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.

2. School Action Plus

When the class or subject teacher and the SEN coordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through School Action can be put in place.

3. Statemented

A child has SEN if he or she has learning difficulties, which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

2016/17 Special Needs Data for pupils of statutory school age.

School Action	2014	2015	2016	2017
QE High school	22.2%	22.7%	22.1%	24.3%
Carmarthenshire schools	18.7%	18.2%	18.7%	18.5%
Wales	14.6%	15.1%	15.1%	14.7%
School Action +				
QE High school	5.9%	7.0%	7.1%	8.7%
Carmarthenshire schools	9.8%	9.6%	9.6%	9.7%
Wales	8.1%	7.7%	7.7%	7.9%
Statemented				
QE High school	7.8%	7.7%	7.4%	7.2%
Carmarthenshire schools	4.8%	4.7%	4.6%	4.4%
Wales	2.6%	2.5%	2.4%	2.3%

In addition, the Governing Body reviews information on the numbers of pupils for whom English is an additional language.

EAL Pupils	2014	2015	2016	2017
QE High school	2.5%	1.7%	1.4%	1.9%
Carmarthenshire schools	1.1%	1.0%	1.0%	1.1%
Wales	2.6%	2.8%	3.0%	3.0%

In KS4 the curriculum provides pupils with appropriate learning Pathways leading to a full suite of qualifications including the Welsh Baccalaureate Qualification and GCSEs.

4. Welsh in Queen Elizabeth High School

The language category of the school is “English with significant Welsh”. The language category is decided by The Welsh Government.

The Welsh Language features in whole school life. To facilitate progression for pupils from Category A primary schools, the school provides an enhanced course in the Welsh language at KS3 which can lead to a Welsh First language qualification at GCSE. Such pupils are placed in Welsh medium registration classes with access to some curriculum subjects in Welsh. All Queen Elizabeth High School Pupils follow the statutory Welsh Second Language course.

5. Summary of Changes to the School Prospectus during 2016-17.

There were no major changes to the school prospectus this year.

6. Session Times in QE High school:

School begins for students at 9.00am.

There is a break from 10.20am to 10.35am.

The lunch break is from 12.35pm to 1.25pm.

The school day ends at 3.25pm.

7. School Toilets

Queen Elizabeth High School has seventeen toilet areas, which are available to pupils, most of which contain multiple cubicles. These are cleaned on a daily basis after school hours. A daytime cleaner may perform emergency cleaning if the need arises. The Governing Body monitors mis-use of the toilet facilities by a few pupils and is currently in contact with the LA Buildings Manager to redesign and refurbish the facilities as a phased implementation programme.

8. Actions taken to develop or strengthen links with the community:

The school has strong links with the community including local charities such as Children in Need, The Carmarthen Food bank –Xcel Project, community enterprises and educational establishments in the area including Coleg Sir Gar, University of Wales Trinity St David’s, Ysgol Bro Myrddin and partner primary schools. Well-developed links with the Business Community support the school by facilitating mock interviews and work placements for pupils in Y10 and Y12. The school has excellent links with local performing arts groups, sharing facilities and providing opportunities for young people to perform. The school works closely with the Dyfed Powys police force, the Fire Brigade and Hywel Dda Health Board, supporting well-being and encouraging personal safety. The school has a dedicated School Police Liaison Officer who delivers lessons on a range of social and personal issues within the Personal, Social and Health Education (PSHE) curriculum. Dyfed Powys Police have supported the school in undertaking Prevent training with all staff and Governors. Prevent is a Government scheme to reduce radicalisation.

The school has established a successful Parent Forum which has provided an effective vehicle for Parents to have a clear stake in school improvement.

9. Actions that promote healthy eating and drinking:

The governors strongly support actions taken by the school to promote healthy, eating and drinking by pupils. The school has installed two further water fountains. The school adheres to the Welsh Government’s Action Plan - [Appetite for Life](#) which regulates the kinds of drinks and food sold in the school canteens and in the 6th Form Café. The Governing Body is grateful to families who support the school’s canteen and café and thus ensure their children partake of Appetite for Life.

10. Provision for pupils to participate in sport including the provision for extra curricula sports activities.

The school currently allocates 95 minutes per week for curricular Physical Education this is close to local and National averages. All Wales school Sport Survey 2015

All Wales School Sport Survey 2015	Minutes of PE and Sport per week
QE HIGH	96.0
Local Authority	97.0
All Wales	97.5

By following the Welsh Government 5 X 60 scheme the school offers a diverse range of sports to increase sporting participation. In partnership with the WRU the school employs a full time Rugby coach who leads the development of Rugby for all pupils.

Appropriate curriculum time is devoted to PE to encourage pupils' participation in sport. In addition there is extensive extra curricular activity, supported by the 5x60 initiative, as well as the opportunity to play representative team sports. The school undertakes the School Sports Survey, conducted by Sports Wales, and responds to the outcomes in an attempt to improve provision and further increase participation. Current survey outcomes indicate that the school devotes appropriate time to sporting activity and participation rates are in line with national averages.

11. Policy or strategy reviews adopted or undertaken by the Governing Body in 2016-17:

Following the ESTYN inspection in January 2014 a series of recommendations were made to help the school further improve. The Governing Body approved a School Development Plan, based in part on these recommendations plus additional aims. They have subsequently received regular monitoring reports on the different outcomes. Progress has also been regularly reviewed by a joint Local Authority and Governing Body group: The School Improvement Panel. A further Estyn monitoring visit took place in March 2017 and the outcome was very positive. They were impressed by changes in management structures and the collective commitment to improving classroom practice, the school has now been removed from Estyn monitoring which the Governing Body consider a good platform for future progress. The enhanced role of the Governing Body with an emphasis on in-school departmental Learning Walks when Governors informally join lessons and talk with staff and pupils about learning in the particular department.

In addition, the Governing Body Student Experience Committee regularly receive brief presentations from Heads of Department and Subject Leaders about progress in their areas of learning. This has proved most valuable.

An innovative move for 2017-18 is the co-option of The Head boy and Head girl on to the Student Experience committee, to give a further authentic pupil voice to the Governing Body

12. Governing Body Review of School Policies:

The Governing Body works systematically to review school policies through meetings of the Full Governing Body, Student Experience Committee or The Business Operations Committee. A listing of school policies is available on request or alternatively on the School Web site (<http://www.qehs.carms.sch.uk/documents.aspx>). Each policy notes when the policy was established and the appropriate review date.

13. The Governing body annually review the destinations of school leavers in Y11, Y12 and Y13.

M=Male, F=Female,P=Prefer not to say,O=Other																	
Carmarthenshire		11					12					13					Total
		F	M	O	P	Total	F	M	O	P	Total	F	M	O	P	Total	
Queen Elizabeth High School	Continuing in full-time education - Same School	64	62	0	0	126	71	62	0	0	133	2	5	0	0	7	266
	Continuing in full-time education - School	1	1	0	0	2	1	0	0	0	1	0	0	0	0	0	3
	Continuing in full-time education - College	38	27	0	0	65	2	4	0	0	6	6	11	0	0	17	88
	Continuing in full-time education - HE	0	0	0	0	0	1	1	0	0	2	45	39	0	0	84	86
	GAP Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Continuing in Part time Education	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	2
	Entering employment outside WBTP	2	4	0	0	6	2	0	0	0	2	1	1	0	0	2	10
	Entering WBTP (employed status)	1	2	0	0	3	0	1	0	0	1	1	0	0	0	1	5
	Entering WBTP - (without employed status)	1	7	0	0	8	2	0	0	0	2	1	1	0	0	2	12
	Able to Enter Emp, Ed or WBTP (Unemployed)	2	2	0	0	4	0	3	0	0	3	1	0	0	0	1	8
	Unable OR NOT READY to enter Emp, Ed or WBTP (e.g. due to illness, custodial sentence)	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1
	Known to have left the area	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	2
	Not responding to follow-up and therefore unknown	0	0	0	0	0	1	3	0	0	4	0	0	0	0	0	4
	To be updated	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	2
Total	109	108	0	0	217	81	75	0	0	156	59	57	0	0	116	489	
Total	109	108	0	0	217	81	75	0	0	156	59	57	0	0	116	489	

14. Attendance Information – Whole School

The Governing Body closely monitors attendance and notes that the school has worked hard to improve attendance, employing a range of strategies and different approaches in partnership with parents/guardians and the local authority. The Governing Body appreciates the active support of parents and carers in ensuring pupils attend school punctually and regularly. Good attendance habits are an important aspect of preparing young people for the workplace. The school's aim is to achieve 95% attendance during the year.

Percentage attendance during the year by % of half day sessions attended

BOYS AND GIRLS	2014	2015	2016	2017
QE High school	93.6%	94.0%	94.2%	94.4%
Carmarthenshire schools	93.9%	94.2%	94.5%	94.3%
Wales	93.6%	93.9%	94.2%	94.1%
BOYS				
QE High school	93.3%	93.6%	93.8%	94.3%
Carmarthenshire schools	94.1%	94.2%	94.5%	94.3%
Wales	93.8%	94.0%	94.3%	94.2%
GIRLS				
QE High school	93.9%	94.5%	94.5%	94.5%
Carmarthenshire schools	93.7%	94.1%	94.4%	94.2%
Wales	93.4%	93.7%	94.1%	94.0%

The Governing Body also review the number of unauthorised absence as well as authorised absences for the year expressed as a percentage of the total number of possible attendances. The school is making progress in reducing absences by working in partnership with families and the LA Education Welfare Office.

	2014	2015	2016	2017
Authorised absences	5.7%	5.3%	5.5%	5.3%
Unauthorised absences	0.7%	0.7%	0.3%	0.3%

15. The calendar dates for school terms and holidays including INSET days 2017-18

Term	Term Begins	Half Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2017	Tuesday 5 th September	Monday 30 th October	Friday 3 rd November	Friday 22 nd December	74
Spring 2018	Monday 8 th January	Monday 19 th February	Friday 23 rd February	Thursday 29 th March	54
Summer 2018	Tuesday 17 th April	Monday 28 th May	Friday 1 st June	Tuesday 24 th July	65
Designated INSET Days - Monday, September 4 th , 2017 Monday, April 16 th , 2018.					2
Total					195

*Note that Good Friday is on the 30th March 201 and May day is 7th May 2018 - Statutory Bank Holidays.

16. Examination Performance

The Governing Body receives feedback including statistical analysis on the most recent **National Tests, GCSE and A level examination performance**. Overall good to very good progress was made and the Governing Body congratulated pupils and staff on these outcomes. **'A Level' (KS5)** results were particularly strong in 2016/17. Remarkably, 16% of all grades were A* compared to 5% in all Carmarthenshire Schools and 8% nationally. Nearly a third of all grades were A* /A. Virtually all **Year 13** students progressed to their destination of choice. **Canolfan Elfed** pupils made good progress in their individualised learning pathways. Almost all of the Canolfan Elfed leavers went on to further education from school.

KS4 Data

Below is a summary of the 2016/17 school's performance. These results were for pupils who were **registered as being on roll in Year 11 in January 2017**. The Summary of Secondary School performance (SSSP) compares the performance of Queen Elizabeth High School pupils in Y11 with pupils in other schools in the Local Authority (Carmarthenshire) and with all schools in Wales.

GCSE results in 2016/17 were the school's best ever. In virtually all key indicators the school's performance compared to similar schools was in the top 25%. 25% of all Year 11 pupils achieved at least 5 A*/A grades, which is an exceptional level of performance. The average performance of pupils was the highest figure ever achieved by the school, which illustrates strong performance across all subjects. This aspect of performance placed the school in the top 25% of similar schools.

KS3 Data

Similarly, the most recent school comparative data for KS3 is listed. These results were for pupils who were registered in **Year 9 in 2016/17**. This data is based on teacher assessment in the core subjects of English and Welsh including Oracy, Reading and Writing, Maths and Science as well as assessments in other subjects. Performance of the school is also compared to LA (Carmarthenshire) and National (Wales) Teacher Assessed Levels in 2017.

2016/17 saw pleasing examination performance in all areas. The Governors have agreed plans with Senior staff to build upon this progress. Details of the school's improvement priorities are outlined in the School Development Plan.

Queen Elizabeth High School **Provisional SSSP 2017**

Summary of School Performance (1) LA/School No. 669 / 4063

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017 : **217**

Percentage of pupils in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	99	71	61	380	348	466
LA Area 2016/17	100	98	72	57	360	336	466
Wales 2016/17	99	94	67	55	350	325	456
School 15/16/17	64	..	..	..	..	227	553
School 14/15/16	31	..	..	..	..	112	573

Number of boys in Year 11 who were on roll in January 2017 : **108**

Percentage of boys in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	98	65	57	364	334	441
LA Area 2016/17	100	97	67	53	348	324	439
Wales 2016/17	99	93	62	51	337	313	432
School 15/16/17	63	..	..	..	..	221	535
School 14/15/16	31	..	..	..	..	114	548

Number of girls in Year 11 who were on roll in January 2017 : **109**

Percentage of girls in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	100	78	65	395	362	489
LA Area 2016/17	100	98	78	61	373	348	495
Wales 2016/17	100	96	72	59	364	338	482
School 15/16/17	65	..	..	..	..	233	573
School 14/15/16	31	..	..	..	..	109	598

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

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

.. Data not available.

School comparative information: National Curriculum Assessments 2017

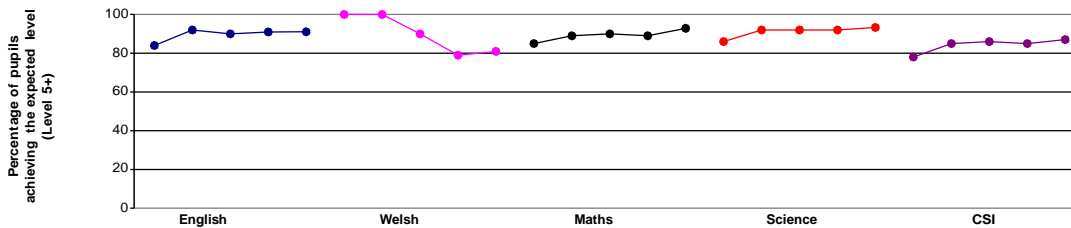
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2017	LA 2016	Wales 2016	School 2017	LA 2016	Wales 2016	School 2017	LA 2016	Wales 2016
English	91	86	85	91	94	93	91	89	89
Welsh	43	84	89	100	93	95	81	89	92
Maths	92	87	88	94	94	92	93	90	90
Science	92	90	91	94	96	95	93	93	93
CSI	84	82	82	90	91	90	87	86	86



School Performance over time (2013 - 2017)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.

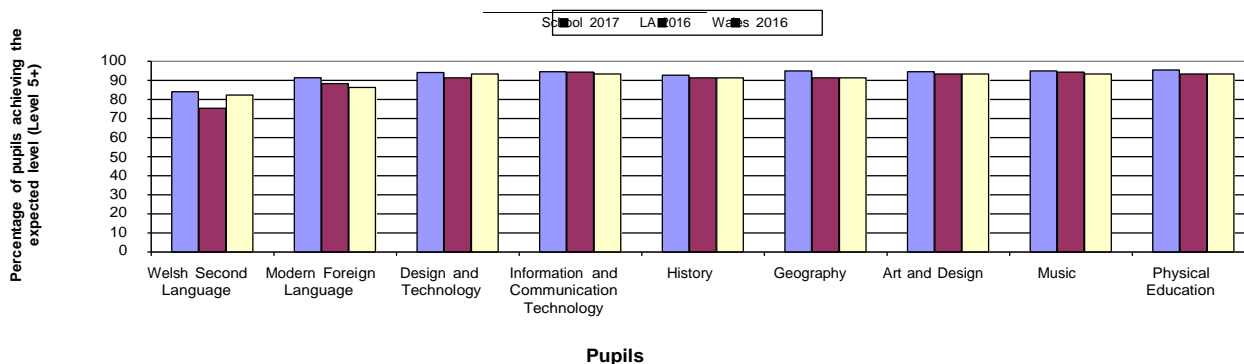
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

School comparative information: National Curriculum Assessments 2017

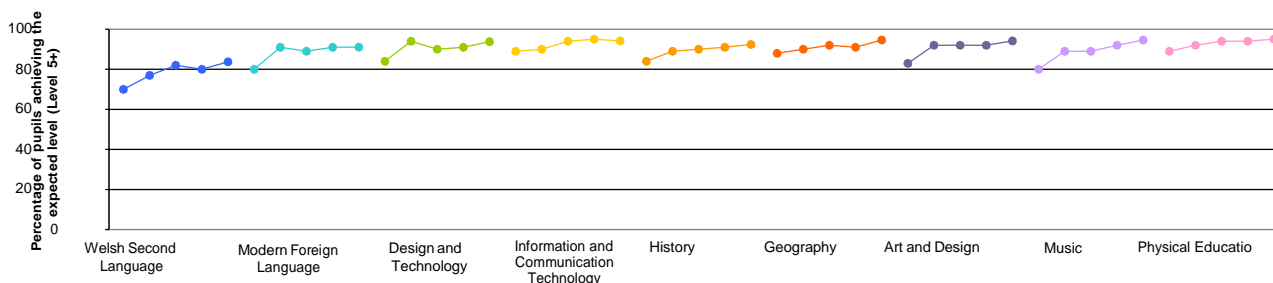
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2017	LA 2016	Wales 2016	School 2017	LA 2016	Wales 2016	School 2017	LA 2016	Wales 2016
Welsh Second Language	78	67	76	91	84	89	84	75	82
Modern Foreign Language	87	83	81	95	93	90	91	88	86
Design and Technology	91	88	90	97	96	96	94	91	93
Information and Communication Technology	93	91	91	95	97	95	94	94	93
History	91	88	88	94	94	94	92	91	91
Geography	92	88	88	97	95	94	95	91	91
Art and Design	92	90	90	97	96	97	94	93	93
Music	92	92	90	97	96	96	95	94	93
Physical Education	94	93	92	96	93	94	95	93	93



School Performance over time (2013 - 2017)



Notes:

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

