

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



Moving Forward Together

School Year 2018-20

Annual Governors' Report to Parents

Adroddiad Blynyddol y Llywodraethwyr I Rieni

Dear Parents/Carers

This is a report for the school years 2018 - 2020 compiled by the members of the Governing Body (GB) of Queen Elizabeth High School. This Report aims to provide an overview of the work of the school during a period of significant change and the manner in which the GB has monitored the standard of education and the life and work of the school. The GB is required by law to report on the various headings included within this report.

The Full Governing Body (FGB) comprises 20 in total including the Head teacher Governor. The remainder are, as required by legislation made up of parents, members of the community, staff and Local Authority representatives. The six parent governors are expected to contribute and reflect the views and perceptions of the parents of the school. Each Governor serves a four-year term of office.

During the autumn term, the FGB elects a Chair and Vice Chair of Governors along with a Chair for each of its policy committees. The membership and terms of reference of the four policy committees: Finance & General Purpose Committee, Curriculum, Standards & Pastoral Committee, School Improvements, Standards & Attendance Committee and Pay & Performance Management Committee are also decided at the AGM. Procedural committees relating to staffing and discipline issues are convened when necessary. The FGB meets at least once a term. The four committees meet in between the Full Governing Body's termly meeting.

QE High is a Local Authority (LA) school and as such the GB works in partnership the authority, Head teacher and the Senior Leadership Team. Members of the Governing Body attend statutory training provided by the LA and other development opportunities relating to their roles and responsibilities. In the main the function of the GB is to oversee school standards and improvement planning, review school policies, monitor curriculum provision, agree the budget and allocations and appoint staff.

Changes to the School leadership team and the impact of the Pandemic necessitated the GB to work in partnership with colleagues in the Bryngwyn and Glan y Mor Federation of schools and in close liaison with the LA. This school to school working and network of support, during a challenging period, has re-energised the school and provided the opportunity to develop professional practice. Unfortunately, the Pandemic has resulted in unavoidable and lengthy disruptions to the students education which the GB do not underestimate. However in securing Mr Dave Williams as our new Head teacher we remain optimistic for the future of QE High. We trust that the improvements to communication with parents and carers, the new website, arrangements for online learning and family and community support initiatives have helped with the difficulties we all face.

This 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

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.

Yours sincerely

Helen Starkey

H. Starkey, Chair of Governors.

1. THE GOVERNING BODY MEMBERSHIP. AUTUMN TERM 2020

Chair of Governors.	Mrs Helen Starkey
Clerk to the Governing Body.	Ms Annette Spratt
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	02/09/2024
	Father Martin Donnelly	04/04/2023
	Gillian Pitman	14/03/2021
	Andrew John	23/10/22
LA APPOINTED	Mike Evans	16/04/2021
	Dymphna Powell-Ford	31/08/2021
	Veronica Williams	06/12/2023
	David Williams	18/07/2021
	Gail Parker	05/12/2021
PARENT	Jeremy Griffith	22/12/2024
	Cath Abbott	30/11/2021
	Simon Pearson	30/11/2021
	Sarah Homer	26/11/2022
	Khaldoon Al-Maliki	14/02/2023
	Moaal Izzidien	01/12/2023
STAFF REPRESENTATIVE	Huw Daniels	07/01/2024
TEACHER REPRESENTATIVES	Chris Pattison Dick	31/12/2024
	Adam Goodman	13/05/2023
HEAD TEACHER GOVERNOR	Dave Williams	
SCHOOL COUNCIL REPRESENTATIVES	Head Girl - Sophie Davies	
	Head Boy - Ben Evans	

Subject to all Parent Governors completing their terms of office, the next election of Parent Governors is due to take place in November 2021. There were no meetings held with parents under Section 94 of The School Standards Organisation (Wales) Act 2013.

2. THE SCHOOL FINANCIAL STATEMENT, 2018-20.

Please find below QEH's financial statement covering period 2018-2020. The school receives its budget allocation from county based on a (Pupil Level Annual Census) PLASC that reflects pupil numbers in school. The majority of the supplements are based on January PLASC however, the Free School Meal (FSM) supplement is calculated on January (PLASC) FSM numbers, pupil meal price of £2.55 and the 192 days when schools are open. This funding is based on the budget set by the County Council, normally in February. In 2019 it did not take into account any implications of the school closures due to Covid-19).

Additional learning needs (ALN) is funded as follows; 69% for existing statements in the system up to Oct 2019 and then 50% for those to the end of this year and any new ones going forward. Any reduction in funding requirement transfers to the ALN supplement. Supplements are to further support the specific needs within schools with the aim of schools having an equitable level of funding when considering local needs. As an example, the above is not about having 'only 50% of a statement funded' - the balance is within other areas of the schools' delegated budget.

Future Years Funding

Predicting future funding is a challenge and there are a number of variables at play, including:

1. Wales Government budget settlement to local Authorities being for one year only
2. Budget reduction requirements for Local Authorities
3. Covid-19 implications
4. There are many other factors within fair funding, such as pupil numbers, that will impact on the school's entitlement in future years.

Grant Funding

Historically, there were two main grants received from Welsh Government: The Pupil Development Grant (PDG) and the Education Improvement Grant (EIG). In addition, Local Authority Consortia received additional grants for specific purposes agreed with Welsh Government, usually through the Regional School Support Grant (RSSG).

With the launch of the national strategy, 'Education for Wales: Our National Mission', there has been a streamlining of the grant funding processes. From 2018/19, there are only two grants: The Pupil Development Grant (PDG) and The Regional Consortia School Improvement Grant (RCSIG). The EIG will form part of the Regional Consortia School Improvement Grant (RCSIG). Grant and will predominantly be delegated to schools.

*In addition the school receives additional funding for: **Accelerating Learning Programme** (21st August 2020 onwards) allocated direct to schools to create new capacity to 'Recruit, Recover and Raise Standards' in light of Covid.*

Professional Learning Grant - *The expectation of the funding is to help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of the model.*

For the academic Year 2019-20 the school recorded a budget deficit of -£121,865.00. In accordance with regulations the school has submitted a deficit recovery plan with the Local Authority. This focuses on key areas where expenditure can be saved. The initial focus is on non-pay expenditure funding with a key principle being to save money while not impacting on pupil learning and experience.

FUNDING SOURCES	` Year (£s)		
	2017/18	2018/19	2019/20
BUDGET DEFICIT	-57,622.00	-60,470.00	-88,029.00
FORMULA FUNDING	6,777,935.00	6,754,974.00	6,777,636.00
POST 16 FUNDING	1,003,017.18	997,107.00	994,344.00
PUPIL DEPRIVATION GRANT (PDG)	198,103.82	254,150.00	254,150.00
INCOME	465,972.00	451,435.00	676,760.00
TOTAL AVAILABLE FUNDING	8,387,406.00	8,397,196.00	8,614,861.00
EXPENDITURE	8,447,876.00	8,485,225.00	8,736,726.00
DEFICIT	60,470.00	88,029.00	121,865.00

Note: During the financial years 2018-20, no travel or subsistence allowances were paid to members of the Governing Body.

3. POLICY OR STRATEGY REVIEWS ADOPTED OR UNDERTAKEN BY THE GOVERNING BODY IN 2018/2020,

The Governing Body (GB) operates an annual cycle of Policy review. Most of the work is allocated to three GB committees in line with their terms of reference. In addition, The Full Governing Body review and update HR policies as advised by the Local Authority (LA) or national guidance on a regular basis and follow the implementation of Policy on school specific events.

GOVERNING BODY MEETINGS SEPTEMBER 2018 TO SEPTEMBER 2020		
Committee	Date	
<i>Curriculum, Standards & Pastoral</i>		
Pupil voice, Pastoral care, ALN update, New Curriculum, Staffing, Policy reviews	05/03/2020	
Pupil behaviour, ALN review, LA Core Visit, Attendance update, school priorities, Policy reviews	14/11/2019	
Literacy & Numeracy across the curriculum, ALN review, staffing, Govs. Learning walks	12/06/2019	

PSE & Wellbeing update, Pupil voice, KS4 Options, KS5 provision, Policy review, Gov. learning walks, WG Uniform consultation. Sports survey	20/02/2019	
Gov. learning walks, Pupil Wellbeing update, LA Core visits, Policy reviews	21/11/2018	
<u>Full Governing Body</u>		
New school Year & Covid Update, 2019-20 results & outcomes	16/09/2020	
Plenary Powers, HT Summer 2020 Report, Budget update & Licensed deficit, Safeguarding & Wellbeing, Staffing, H&S inc. Covid update	15/07/2020	
HT Spring 2020 report, Teacher Assessed pupil grades, E-Learning pupil participation, Pupil Wellbeing, Vulnerable learners, Staffing, Budget	14/05/2020	
Gov. appointments, school policies, budget, HT Autumn 2019 report, LAC report, School Council, Gov. training, School Café	04/12/2019	AGM
HT Summer 2019 report, budget, School development, staffing, policy reviews, Parent/Carer Forum, Gov. visits, Gov. training	11/07/2019	
Nomination of Community Gov., Nomination of Gov. pursuant to school Grievance Policy	05/06/2019	EGM
PE dept. Ski trip, PE kit upgrade, HT Spring 2019 report, budget recovery plan, policy review, Parent/Carer forum, Gov. visits, Gov. training	03/04/2019	
HT Autumn 2018 report, Annual Govs. Report to Parents, Policy reviews, Staffing, Parent/Carer forum, Gov. learning walks, Gov. training	05/12/2018	
Gov. appointments, Gov. roles, Link Govs., Delegation of duties to HT, School Audit, School Policy update, School performance outcomes	24/10/2018	AGM
<u>Finance & General Purpose</u>		
School budget update 2020/21, Covid-19 update	11/06/2020	
Budget update, Deficit Recovery Plan, School Premises Improvement plan, School Self Assessment audit plan, Policy review	30/01/2020	
School budget update	12/12/2019	
Budget update, increased staffing cost review, 6th form café options, School premises improvement plan, H&S, School Self Assessment Audit, Staffing	05/11/2019	
Finance monitoring, 2018/19 budget outcomes, 2019/20 budget, School Premises Improvement, H&S Action Plan, staff absence, SLA update, staffing	04/07/2019	
2018/19 budget update, Deficit Recovery Plan, School Premises Improvement Plan, H&S update, School Self Assessment audit, staffing, Policy review	13/03/2019	
2018/19 budget update, Deficit Recovery Plan, School Premises Improvement Plan, H&S update, School Self Assessment audit, staffing, Policy review	14/11/2018	
<u>Improvement, Standards & Attendance</u>		
ICT dept. update, DCF update & progress, Behaviour plan update, staff attendance, Self Evaluation Plan update, School Development Plan update	12/03/2020	
Writing Toolkit introduction, Reading Toolkit introduction, Registration & Attendance strategy & monitoring, Gov. learning walks	10/02/2020	
English KS4 update, Maths KS4 update, New school Performance Measures	23/10/2019	
2018/19 KS3/KS4/KS5/ALN/CE outcomes & pupil progress, SDP & priorities	16/09/2019	
Self Evaluation Report update	20/06/2019	
History dept. improvement actions, ICT School to School working, Professional Teaching Standards, Bilingualism strategies	23/05/2019	
ERW Focus visit report, School Development Plan update, Self Evaluation report update, Target setting, Behaviour Plan update	20/03/2019	
ERW Focus visit update, School Development Plan update, Self Evaluation report update, School Improvement targets, Pupil Behaviour update	28/11/2018	

ICT update & Summer term results, Google Classroom progress & implementation, Post 16 2018 results & feedback	17/09/2018	
<u>Pay & Performance Management</u>		
Pay review, Performance Management Policy review	15/11/2019	
SLT Team PM update, Teaching Staff PM update	13/05/2019	
PM Policy review Pay Policy review, Mainstream PM update, whole school staff structure, CE PM, Admin PM	01/04/2019	
Policy reviews, HT Performance Management, Staff Performance Management, 2017/18 Teachers annual review statements, Staff Pay progression	10/12/2018	

4. SUMMARY OF THE LATEST SDP APPROVED BY GB IN 2020

ESTYN INSPECTION

Queen Elizabeth High School was judged to have made good progress in respect of the key issues for action following the Estyn visit in May 2017.

SDP - TARGETS 2019-20

KEY STAGE 3:	2017	2018	2019	2020
ENGLISH L6+	60.3	52.2	57.2	58.0
MATHEMATICS L6+	61.2	62.5	59.9	63.0
SCIENCE L6+	69.2	59.4	64.9	64.0
WELSH 1 ST L6+	57.1	42.3	63.2	64.0
CORE SUBJECT INDICATOR L5+	87.1	84.8	82.9	85.0
CORE SUBJECT INDICATOR L6+			44.6	54.0
PERFORMANCE OF BOYS* COMPARED TO GIRLS IN CORE INDICATOR* [B-G]	-6.5 PPTS	-9.4 PPTS	-5.1 PPTS	-6.0 PPTS

KEY STAGE 4 PUPILS:	2017	2018	2019	2020
ACHIEVED AT LEAST 5 GCSE GRADES A* - C OR EQUIVALENT (THRESHOLD 2)	71.4	69.1	69.2	70.0
ACHIEVED AT LEAST 5 GCSE GRADES A* - G OR EQUIVALENT (THRESHOLD 1)	99.1	97.7	97.2	98.0
ACHIEVED THE CORE SUBJECT INDICATOR	61.8	52.3	52.6	60.0

LEAVING FULL-TIME EDUCATION WITHOUT A RECOGNISED QUALIFICATION.	0	0	0	0
ACHIEVED LEVEL 2 THRESHOLD INCLUDING ENG/ MATHS	61.3	54.5	52.6	60.0
ACHIEVED L 2 THRESHOLD INCLUDING ENG/ MATHS- EFSM	28.0	30.8	28.9	30.0
PERFORMANCE OF BOYS COMPARED TO GIRLS IN THRESHOLD 2 INCLUDING ENG / MATHS (B-G)	-8 PPTS	-9 PPTS	-3 PPTS	-7 PPTS
CAPPED POINTS SCORE- NINE		366.2	386.7	370.0
MEAN POINT SCORE - LITERACY		39.8	40.1	41.0
MEAN POINT SCORE - NUMERACY		39.2	39.4	40.0
MEAN POINT SCORE - SCIENCE		39.5	42.3	42.0
MEAN POINT SCORE - SKILLS CHALLENGE CERT		34.2	36.0	38.0

KEY STAGE 5 PUPILS:	2017	2018	2019	2020
ACHIEVED L3	99	96.4	95.5	97.0
ACHIEVED AT LEAST 3 A2 GRADES A* -A OR EQUIVALENT	9.3	13.4	13.5	15.0
ACHIEVED AT LEAST 3 A2 GRADES A* - C OR EQUIVALENT	47.4	43.8	45.9	48.0
WIDER POINT SCORE	682. 7	713. 4	658. 3	675. 0

PRIORITIES ARISING OUT OF SV1 AUTUMN 2019

- TO ENSURE STRONG PERFORMANCE IN THE CORE AT KS4. CONTINUED FOCUS ON MATHS AND ENGLISH
- TO DEVELOP, REFINE TRACKING AND MONITORING PROCESSES IN RESPECT OF WELL-BEING.
- CONTINUE TO IMPLEMENT ALN TRANSFORMATION BILL AND FACILITATE THE TRAINING OF STAFF AS APPROPRIATE.
- CONTINUE TO DESIGN, DEVELOP AND IMPLEMENT A CURRICULUM IN ACCORD WITH CURRICULUM FOR WALES
- ATTENDANCE/ABSENTEEISM: GROUPS OF LEARNERS, FSM, GENDER, ETC.
- LIAISE WITH LOCAL AUTHORITY IN CONTINUING TO DEVELOP RESOURCES TO ADDRESS BUDGET DEFICIT AND RECOVERY PLAN

School's Three Year Priorities 2019-22

Key Priority 1	Key Priority 2	Key Priority 3	Key Priority 4	Key Priority 5
<ul style="list-style-type: none"> To increase the number of pupils achieving Level 2 qualifications including eFSM learners. To increase the number of MAT pupils achieving A* and A grades. Improve the performance of boys in “literacy” based subjects. To develop 1st language Welsh in line with LA expectations. To invest in strategies that promote pupil and staff wellbeing 	<ul style="list-style-type: none"> To improve whole school attendance in line with WG recommendations To reduce the number of fixed term exclusions . To create high levels of literacy, numeracy, IT plus WB skills across all areas of curriculum For all AoL to develop and execute DCF strands within lessons. 	<ul style="list-style-type: none"> To produce curriculum models that support the principles underpinning Curriculum for Wales . To further improve the quality of teaching and to support and challenge learning that is less than Good. To introduce systems that promote the sharing of best practice and reduce levels of ‘in school variation’. Further develop personalised learning pathways that maximise individual pupil attainment. To develop the Welsh dimension and increase the use of incidental and conversational Welsh in all areas of the school. 	<ul style="list-style-type: none"> Review and refine the curriculum to promote personal development. To improve the tracking of ALN learners across the school. Further develop personalised learning support to maximise individual pupil attainment. Further develop behaviour for learning to promote positive attitudes to learning, inclusivity and high levels of pupil engagement. 	<ul style="list-style-type: none"> To evaluate and adjust as necessary, the roles and responsibilities of the SLT. To further develop all aspects of whole school and AoL self-evaluation. To further develop the performance management of teachers and to ensure all staff are provided with appropriate CPD opportunities. To further develop the role of learner voice in all aspects of school life. Manage a reduced budget.

ABOUT THE SCHOOL:

5. PUPIL NUMBERS

Pupil Numbers at QEH at 3rd September 2018

There were 1382 pupils on roll.

Pupil Numbers at QEH at 3rd September 2019

There were 1382 pupils on roll.

6. EXCLUSIONS

- There was 1 exclusion over 5 days in the Academic Year 2017-18.
- There was no permanent exclusion in the Academic Year 2017-18.
- There was 1 exclusion over 5 days in the Academic Year 2018 -19.
- There was no permanent exclusion in the Academic Year 2018 -19.

7. CHILD PROTECTION UPDATE

At QEH Mrs Lisa Jones, Assistant Headteacher, Wellbeing Officer, has responsibility for Looked After Children and responsibility for safeguarding and child protection. In addition, Mr Peter Robinson is the school's additional safeguarding officer and LAC coordinator.. The LEA Corporate Parent is Mrs Bethan James of Carmarthenshire County Council.

An Audit/Review of LAC pupils occur when Governor visits are made to the Additional Learning Needs Departments in order to satisfy the legal duties on the Governing Body.As part of our annual safeguarding reviews across the schools, all new staff have been DBS checked and undertaken an induction programme by Mrs Lisa Jones, Assistant Headteacher.

8. 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.

9. CURRICULUM SUMMARY

Years 7 & 8

Core Subjects				Non-Core Subjects
English	Maths	Science	Welsh	
6 hours	6 hours	5 hours	4 hours	29 hours

Year 9

Core Subjects				Non-Core Subjects
English	Maths	Science	Welsh	
6 hours	6 hours	6 hours	4 hours	28 hours

NB: In Years 7-9 Welsh 1st Language pupils study 2 extra hours of Welsh with their non-core allocation being reduced by 2 hours.

Years 10 & 11

Core Subjects				PE, RE &	Option
English	Maths	Science	Welsh	Welsh Bacc	Subjects
7 hours	8 hours	9 hours	5 hours	6 hours	15 hours

Year 12

Option A	Option B	Option C	Option D	Option E	Resit Maths/ English
8 hours	8 hours	8 hours	8 hours	8 hours	4 hours

Year 13

Option A	Option B	Option C	Option D	Option E
8 hours	8 hours	8 hours	8 hours	8 hours

NB: The school reserves the right to reduce the lesson allocation for subjects if the numbers are particularly low in line with Local Authority guidelines.

Key Stage 3 (KS3) - Years 7 to 9

Year 7 – On entry to the school, most pupils are placed in mixed ability tutorial groups within which they receive most of their teaching. There is, however, limited setting in Mathematics. Two groups requiring extra support with Basic Skills including Numeracy and Literacy only follow one MFL (French).

Year 8 – The curriculum subjects are essentially the same as in Year 7 however pupils study Geography, History and Religious Education rather than Humanities. Ability setting is introduced to English and Welsh on a limited basis.

Year 9 – In the interest of continuity and progression, the curriculum flows on from Year 8 with pupils following the same subjects. In Year 9, ability grouping is introduced into science.

There is at least one bilingual class in each year of KS3, where possible 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 additional learning 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 90 pupils, some with Profound and Multiple Learning Needs. Where appropriate these pupils access main school classes.

10. Additional Learning Needs

The close working relationship between Pupil Support, Pastoral Leaders and the Additional Learning Needs Department has proved very positive. Far more pupils with emotional, social, behavioural and self-esteem issues are now being supported. Pupil Support offers a variety of packages tailored to pupils' individual needs. The Schools also offer the experience of the Area 43 Counsellor on four days a week where pupils can talk in confidence.

Both Schools have strong close working relationships with external agencies. This is done via Pupil Support that liaise, organise and co-ordinate all appointments.

ELSA, Positive Support and Talk About sessions are very successful.

The addition of the school based Youth Workers have increased the support we can offer. The Youth Workers mentor pupils that have been identified by staff as needing additional input. The Youth Workers also works closely with the co-ordinator of Certificate of Personal Effectiveness (COPE) offering pupils opportunities to access off-site experiences as evidence for their portfolios. Both schools now have access to a school linked Social Worker that supports school, pupils and families. The school nurses offer advice and support to staff and pupils. Both schools have recruited Pastoral Guidance Workers.

The Teaching Assistant (TA) teams are a vital part of school life and are an important link between pupil and teacher. All have built up strong relationships with the pupils, parents and outside agencies that visit. The TA teams are involved with planning, differentiation and assessment of the pupils in their care. The teams develop one page profiles of pupils with additional needs. These recognise pupils' strengths, weaknesses and provide strategies in getting the best out of our pupils. All pupils in KS3 now have a 'One Page Profile' as advocated by the ALN Transformation Programme.

The TAs have a comprehensive Continuous Professional Development programme to support the diverse needs of our pupils, this includes staff training from external providers.

The School offers many interventions to support pupils with literacy. These run during morning registration periods and after the school day. The TA team have been trained to facilitate Catch Up and Read Write Ink for our ALN pupils in KS3 during LSP to aid confidence in reading fluency. All of these schemes support the Schools in raising standards.

Annual Reviews and Individual Development Plans (IDPs) are held with input from the teaching staff, TA's, pupils, parents and external agencies. These give everybody the opportunity to discuss progress and/or ways forward for our pupils. IDPs are pupil centred and much more user friendly than Statements. Pupils and parents are encouraged to participate in the Action Plan and so greater success is achieved. All IDPs are reviewed a minimum of twice a year or as and when necessary.

A child has ALN 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. In the main stream pupils having Additional Learning Needs have access to the full curriculum. Amendments to provide additional support and intervention are agreed with parents.

Covid 2019

These arrangements have been adapted to accommodate home learning for pupils and periods of year group isolations from school due to Coronavirus. Regular contact was maintained with pupils with ALN and vulnerabilities during the Spring and Summer terms.

We are very much aware that these times remain difficult for us all, especially our young people, and so we will be continuing to make welfare checks with students. There are also a number of updated resources on

our website designed to help this situation. They can be found on our Safeguarding Page, in the section “Wellbeing Resources”.

ALN Categories

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

- **School Action**

When a class or subject teacher identifies that a pupil has Additional Learning Needs (ALN) they provide interventions that are additional to or different from those provided as part of the school’s usual curriculum.

School Action

	2017-2018 (Jan Plasc)	2018-2019 (Jan Plasc)	2019-2020 (Jan Plasc)
QE High	22.1%	21.5%	18.7%(Post 16 - 11.9%)
Carmarthenshire	17.2%	16.5%	17.4%
Wales	14.4%	14.1%	12.9%

- **School Action Plus**

When the class or subject teacher and the ALN 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.

School Action +

	2017-2018	2018-2019	2019 - 2020
QE High	10.6%	11.7%	11.8%(Post 16 - 3.1%)
Carmarthenshire	10%	9.5%	9.3%
Wales	8.3%	8.0%	7.7%

- **Statemented**

Statements

	2017-2018	2018-2019	2019-2020
QE High	7.7%	7.9%	8.5%(Post 16 - 11.1%)
Carmarthenshire	4.1%	3.8%	3.6%
Wales	2.3%	2.3%	2.3%

11. English as an additional language (EAL)

A learner of English as an additional language (EAL) is a pupil whose first language is other than English. 'First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community.

EAL

	2017 - 2018	2018-2019	2019-2020
QE High	1.8%	2.2%	2.6%
Carmarthenshire	1.2%	1.6%	1.5%
Wales	3.0%	2.9%	2.8%

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

Canolfan Elfed Inclusion Centre

Mrs Lisa Thomas was promoted from Deputy Inclusion Centre Manager to Inclusion Centre Manager of Canolfan Elfed in September 2019 and subsequently Julie Jackson was appointed as Deputy Inclusion Centre Manager in January 2020. Julie has been a real asset to the Canolfan Elfed team bringing a wealth of knowledge from her previous appointments in a range of ALN settings.



During the last two years Canolfan Elfed have been busily working on the implementation and adoption of the new curriculum, “Curriculum for Wales” and are making very good progress in readiness for the ALN Transformation which will be statutory in September 2021. They have already implemented a successful PCP approach within all aspects of school life which puts all ALN pupils at the forefront of their learning and provision, enabling them to take ownership of their education and chosen life path ensuring high aspirations.

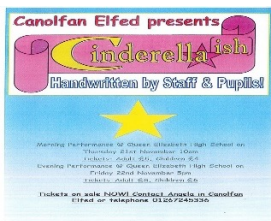


We have introduced “Speakr” tool this year into Canolfan Elfed, pupils are encouraged to record their emotions daily, this tracked and any concerns are highlighted daily. Speakr tool is a good way of tracking attendance and highlighting any safeguarding concerns. We are the only secondary setting in Carmarthenshire to be using this Health and Well-being tracking tool. We have also trained six members of staff as Mental Health First Aiders and we also have two trained ELSA’s (Emotional Literacy Support Assistants)

This year Canolfan Elfed was awarded the bronze “Rights Respecting Schools” and the bronze “Siarter Iaith” award, and we are currently working with the mainstream school to achieve the “Mentally Healthy Schools” award

THE COVID PANDEMIC brought many unprecedented challenges for all pupils, staff, parents and carers but the challenge to ensure our pupils’ education and health and well-being has continued to be prioritised and maintained with the same drive, resilience and hard work as always. All pupils and parents have access to Google Classroom, differentiated sessions, sensory input, Covid packs, websites, laptops and bespoke videos outlining step- by -step instructions have been made by staff to ease this task. During the first lockdown, Canolfan Elfed was a hub for critical worker’s children and vulnerable pupils. Staff also helped to distribute food parcels to the community and deliver parcels and laptops when required. Canolfan Elfed continues to be a hub for vulnerable pupils and children of critical worker’s children and we are proud to be able to offer this provision to support our community.

Covid restrictions meant that we were unable to produce and perform our Annual Christmas Show in 2020, the show generates much enjoyment for pupils and staff alike and generates excellent publicity and revenue for the Unit. However we did manage to hold a wonderful show in December 2019 - “Cinderella-ish”, this as always was well received by our local community. In December of 2020 we were keen to still fundraise and a raffle was devised to raise funds, many local businesses and international celebrities provided excellent prizes. Staff camaraderie was paramount as usual and due to the excellent communication we have within CE with parents, carers and external agencies, we were able to raise £3000.



12. Welsh in Queen Elizabeth High School

Queen Elizabeth High is classified by the Welsh Government under category EM - which means primarily English Medium. 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.

13. SUMMARY OF CHANGES TO THE SCHOOL PROSPECTUS DURING 2018-20.

The school prospectus was amended to include details of the newly introduced ParentPay system. Also, the designated Safeguarding Officer, Assistant Headteacher Mrs Lisa Jones and The Looked After Children Co-ordinator, Mr Peter Robinson were named in the revised statutory guidelines.

14. THE CALENDAR DATES FOR SCHOOL TERMS AND HOLIDAYS INCLUDING INSET DAYS 2020-21

Term	Term Begins	Half Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2020	Wednesday 2nd September	Monday 26 th Oct	Friday 30 th Oct	Tuesday 22nd Dec	75
Spring 2021	Tuesday 5 th January	Monday 15 th Feb	Friday 19 th Feb	Friday 26 th March	56
Summer 2021	Monday 12 th April	Monday 31st May	Friday 4 th June	Friday 16th July	64
Designated INSET Days – Tuesday 1st September 2020. Monday 4 th January 2021					2
Total					195

N.B. Good Friday- 2nd April 2021. May Day – 3rd May 2021.

15. 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.

Covid Arrangements

Canolfan Elfed operates on a slightly different start and finish times to ensure additional safety around our most vulnerable learners. Registration and lessons commence for Canolfan Elfed pupils at 9:30am and the day

finishes at 2:30pm. Our usual routines of parents and minibuses dropping off at the rear of the school are in place.

16. SCHOOL TOILETS

Queen Elizabeth High School has 17 toilet areas, which are available to pupils, most of which contain multiple cubicles..

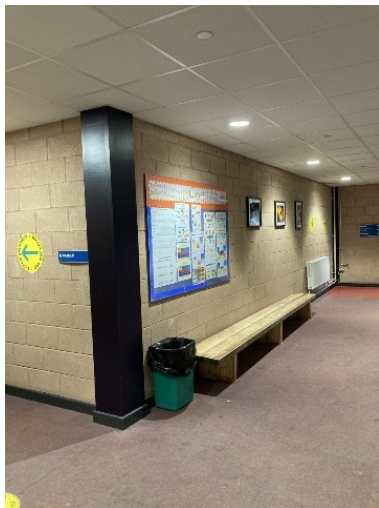
We can confirm that the requisite number of toilet facilities to pupil numbers is in existence at QEHS. There are toilet facilities in all corridors. We have refurbished pupil toilet facilities across on the ground floor. The school has worked in collaboration with the Local Authority to redevelop the two blocks of toilets, facilitating a modern design. This was a jointly funded project and addressed the priority area for action from most pupil and parent/carer feedback. The design was developed in consultation with pupils and parent/carers via the school's Parent Forum. These changes have been greatly appreciated by the pupils across the School. Other toilet facilities include:

- DDA toilets close to the Reception Area
- DDA toilets on all floors

The School Premises Team clean these on a daily basis during the school day and a further deeper clean at the end of the day is undertaken by the Local Authority Cleaning Services. All toilets are cleaned daily using the correct chemicals identified by the cleaning contractor, who are Carmarthenshire County Council. A daytime cleaner may perform emergency cleaning if the need arises.

Buildings & Facilities Improvements at QEHS

Our school has undergone some significant improvements during the last year.



Following meetings with school council and feedback from pupil voice new benches have been introduced to school corridors. Colour coded seating has been introduced in humanities as part of a scheme that will see us rolling out new classroom seating across the school.

The school is working in partnership with Refit Cymru, to invest in sustainable schemes that will enhance the environment while reducing the running costs of the school. As phase 1 of the scheme new



lighting has been introduced in corridor areas and has certainly brightened up the school!

Behind the scenes, well actually behind ceilings and walls there has been a major electrical refit to future proof the school. This work has been carried out by the Local Authority, together with a major refit of toilets this summer, and we extend our thanks to them for their support.

There has also been significant works completed on the facilities we share with Carmarthen Leisure Centre. As you might recall we gave up use of the Leisure Centre when it became a 'Nightingale Hospital'. Our indoor facilities have been returned to us this term with new flooring throughout our PE theory area, new toilet facilities, a resurfaced sports hall and improved changing facilities.





Outside, a new all-weather pitch has been installed. We're hoping that the new athletics track will be in place by November. At this stage the sporting facilities available to pupils in QEH will be second to none and again I would like to extend our thanks to the team at the Leisure Centre and the Local Authority for their help and support.



17. 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, MacMillan, 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 and partner primary schools. The school has developed community links through litter picking in the adjacent area to the school.

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 and Social Education (PSE) curriculum. Dyfed Powys Police have supported the school in offering guidance evenings for parents on Internet Safety for pupils.

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

Covid 2019:

These unprecedented times and disruption to wider family and school life commenced on 20th March 2020 when the school was closed and Wales entered lockdown. The school has remained at the heart of its community and has continued to serve the community during these difficult times.

The school has:

- Acted as a food distribution centre for the wider community
- Acted as an ICT distribution centre for the wider community
- Gave up classrooms in the Leisure Centre (LC) and provides food via our canteen for the temporary hospital facility housed in the LC
- Provided respite care in Canolfan Elfed for the most vulnerable in our community from early on in lockdown
- Provided staff and leadership in the hubs for key workers (The first secondary staff in Carmarthenshire to do so)
- Acted as an immunisation centre for Year 9 pupils
- Provided online teaching and resources from day one of lockdown to learners in our community
- Maintained contact with vulnerable families and pupils throughout the lockdown including making two referrals to social services

- Planned for and prepared the school's partial reopening on 29th June 2020 while providing hub facilities for key workers and childcare for staff to enable them to work.

I am confident that QEH has met its obligations to the community in Carmarthen and the surrounding areas and genuinely placed itself at the heart of its community during these challenging and trying times.

18. 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 adheres to the Welsh Government's Action Plan - [Appetite for Life](#) which regulates the kinds of drinks and food sold in the school canteen (CCC provision) and in the 6th Form Café (school provision). 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. The introduction of ParentPay has enabled parents to track their children's eating habits in school. This initiative has also limited opportunities for spending dinner money on externally sourced non-healthy food. This has been a major step in supporting the school's drive to promote a healthy lifestyle.

19. PROVISION FOR PUPILS TO PARTICIPATE IN SPORT INCLUDING THE PROVISION FOR EXTRA CURRICULAR SPORTS ACTIVITIES.

The school currently allocates 96 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 2018	Minutes of PE and Sport per week
QE HIGH	96.0
Similar Schools	93.0
All Wales	95.0

By following the Welsh Government 5 X 60 scheme the school offers a diverse range of sports to increase sporting participation..

Appropriate curriculum time is devoted to PE to encourage pupils' participation in sport. The 5 x 60 initiative has been successful in improving participation levels. The school works closely with 5 x 60 officers and responds to pupil views, which are expressed effectively via the pupil's Sport Council. This has resulted in a diverse range of extra-curricular provision and significantly increased pupil participation. The number of pupils engaged in sport outside lessons has increased from 49% in 2015 to 58% in 2018, this compares to 43% in similar schools and 49% nationally, which represents significant progress and high levels of participation amongst our pupils.

56% of QEHS pupils in the 2018 Sports Survey said that PE lessons and sport contributed a lot towards a healthy lifestyle, compared to a national average of 46%.

Participation in sport and physical activity is clearly a strength of the school and making a positive contribution to the promotion of a healthy lifestyle.

Individuals and teams have enjoyed significant success in a range of disciplines. As well as strong levels of participation, the school is effectively promoting excellence and elite sport performance.

20. COMMUNITY, EXTRA CURRICULAR AND OUT OF HOURS LEARNING AT QEH

Sporting Success

We believe that we are more than just a school; we provide a venue where a broad range of enrichment activities, community activities and educational visits enable young people to gain experiences that may otherwise be inaccessible to them. We aim to provide a secure and caring learning environment in which all young people can achieve their full potential and where they can explore opportunities for involvement in both the school and its wider community.

Our exceptional ranges of activities beyond the classroom are central to school life; each year boasts a great repertoire of musical and drama performances, visits and activities aimed at developing well-rounded, resilient young people.

Sporting Tours

Portugal Rugby Tour in Lisbon April 2019.



Girls' Football

Year 7/8 Girls football team reached the quarter finals of the Welsh Schools Cup, narrowly beaten by Penyrheol School Swansea.



1st XV Rugby

The 2019-2020 rugby season saw our Senior 1st XV Team reached the Quarter Finals of the National Schools Plate Competition.



Varsity Athletics 2018-19

Team QE were 'Varsity Champions' July 2019.

A fun competition between, Bro Myrddin, Amman Valley, Dyffryn Taf and Bro Dinevor.



Team captains with winning trophies.



PE department also won the teacher tug of war competition that day.

National NASUWT athletics Finals in Brecon 2019.

Very successful athletics season for team QE with three out of our four athletics teams qualifying for the National athletics finals in Brecon.



Individual Success - Regional and National

Judo

Lydia Pearson (Yr 11) - Wales Judo



Hockey

Anna Heath (Yr 12)- National Age groups squad Hockey - U18s



Netball

Nia Evans (Yr 13) - West Wales Netball - U18
Netball - U16

Nia Bullen (Yr 11) - Represented West Wales



Tumbling

Shannon Ross (Yr 10) - and Florence Williams (Yr8) who both represented Wales in Tumbling.

Rugby

Alfie Montgomery & Iestyn Jones Year 12 2019-2020, scarlets U16s.

Badminton

Arnav Patil year 11- Wales Badminton

Cricket

Daniel Thomas (Wales U-15) Cricket

Benji Thomas regional Cricket.

Football

Seb Dabrowski Swansea City academy player.

Ryan Bassett achieved a scholarship with Swansea City F.C.

Golf

Jamie Dean year 13 recently achieved a golf scholarship to the USA. Jamie is off to Lincoln memorial University in Tennessee



Squash

Aled Davies Year 8 (Welsh squash player)

Trips

Skiing

Two successful ski trips run by the PE department. Both trips to Austria. First one February half term 2019 and then December 2019.



Llangranog

Each year, the Welsh department take approximately 50-60 pupils in year 7 to Llangrannog. Pupils get to experience a range of activities such as skiing, go carting, wall climbing and much more whilst being emersed in the Welsh language and forming new friendships. The trip is advertised well in advance, usually before Christmas at a reasonable price - usually £150 with a range of payment options available. The trip appeals to both male and female pupils. For example, in 2019 we took 54 pupils. 25 were male and 29 were female. Unfortunately, we were unable to go in 2020 and had to refund approximately 70 pupils who had paid a deposit. We have a provisional booking for 60 pupils in June 2021.



Extra Curricular Experiences

Law & Public Services Department



Legal London

- Our annual visit to London is a key part of our enrichment offer in Law since it not only provides the students with a greater understanding of what happens in court, but is also aspirational and inspiring in terms of future goals. Our visit in December 2019 included dinner with Barristers at an Inn of Court and an opportunity to witness serious criminal and civil cases in the Royal Courts of Justice.

Westminster

No Law or Public Services trip to London would be complete without a visit to Westminster; to both the Supreme Court and Parliament. It is always the tour of Parliament itself that surprises students. Such an interesting historic, political and legal building. The outreach programme offered by the government which subsidises our travel costs by 75% makes sure that the trip is accessible to all our students; many have never been to London before. Taking these students on the tube is a real experience!



University Workshops

We have also developed strong links with local universities, which means our students also have access to free enrichment opportunities during the school year. We run annual trips to the Police Sciences department at University of South Wales where students are able to use the innovative Hydra simulation suite and forensic house as part of their studies. Swansea University run a student workshop day every February where our students get to experience a day in the life of a Law student.



Washington

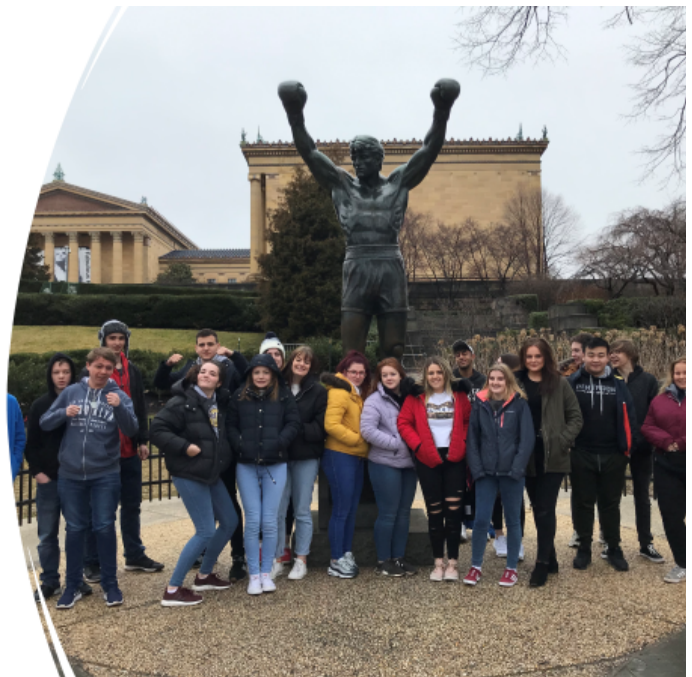
The highlight of 2019 was, without doubt, our trip to America. This is the second time we have been, and both trips have been fantastic curricular and personal development opportunities for all learners involved.

WE always start the trip in Washington DC, where we tour the Pentagon, US Capitol, The Supreme Court and Arlington Cemetery as well as visiting the monuments on the mall and the museums.



Philadelphia

Philadelphia provides opportunities to learn more about the roots of American history, visit a state penitentiary and the liberty bell. Moreover, it is an experience rich in diversity for the students. We also had a Philly cheese steak, of course!





New York

The final stop of the trip is a visit to New York, where the 9/11 memorial and museum provide a real insight into the incident for the students.

Music/Creative Arts activities Sept 2018 - July 2020

Throughout Nov & Dec 2018 and Nov & Dec 2019 the music department and its pupils once again supported various festive events within the wider community, including switching on the lights in St Clears, the QE Christmas Fayre, carols at Cartref Cynnes, the Carmarthenshire County Council Carol service, and community concerts at St Peters Church. These have become regular, annual fixtures in our calendar and it is a testament to the talent of our pupils, and the superb way in which they conduct themselves that we get repeat invitations to these events year after year.



Dec

11th -

14th 2019 - school production of 'Grease' the musical. A phenomenal success, once again reinforcing our stellar reputation for outstanding musical theatre within the school. A truly whole school experience, with pupils from all year groups participating either on stage, behind the scenes, or in the pit orchestra.



Feb 12th 2019 - '2 DIMENSIONS' school production featuring performances by 6th form performing arts students and all of the schools instrumental and vocal ensembles. Another fantastic showcase for the talented pupils within our school.



March 1st 2019 - instrumental and vocal performances of Welsh music in the wider community in celebration of St David's day; concerts at Y Egin and St Peters Civic Hall.



March 12th 2019 - Another hugely successful 'Student Sessions' night, featuring vocal and instrumental performances by pupils in a live gig style event, showcasing popular contemporary music.

April 8th 2019 - GCSE & AS/A Level music showcase concert, providing a platform for our examination pupils to showcase their talents to friends and family.

Oct 16th 2019 - transition afternoon and evening concert; year 5 & 6 pupils from our feeder primaries were invited to join in with our music department for an afternoon of music making activities, the results of which were then presented to parents in an informal early evening concert. The event had such a positive impact that many of these pupils (who went on to join us in year 7 in Sept 2020) still had copies of the music from the night in their music cases and were still playing/singing them for their own enjoyment!

Music/Creative Arts activities Sept 2019 - July 2020

Dec 16th 2019 - QE Christmas Concert. A fun filled, festive celebration of all things Christmas with a range of readings, carols, instrumental and vocal performances from pupils in year 7 - 13

Feb 6th 2020 - an 'Evening of Drama' event providing a platform for pupils taking GCSE drama to showcase their talent and examination work to friends and family. The evening also featured a performance of Macbeth by the KS3 drama group who had previously performed this work to great critical acclaim as part of the Shakespeare Schools Festival in Nov 2019.

Feb 27th & Feb 28th 2020 - 'Q the Music' another school production celebrating musical theatre, and featuring outstanding performances by 6th from performing arts students and all of the schools instrumental and vocal ensembles.

And then we were in lock down, and that cramped our usual style somewhat!

Charity events 2018-20

Our food bank collection annually collects over 2000 items each year for distribution in our community.

The Macmillan coffee morning- Raises over £1,000 every year through bake sales.

Children in Need Day raising nearly £2,000 every year. During Covid, despite restrictions, we still managed to raise £1,749 in 2020, through activities such as bake sale, Talent Show, Bingo and sporting events.

Cartref Cynnes- Sixth form work with our local care home with coffee mornings and a chat. We also provided a Carol Service for residents at Cartref Cynnes , December 2019 and distributed school designed Christmas cards in our community.

Litter picking - Sixth form litter picking in Sixth form litter picking in the community



Sixth Form Charity Committee members with food stuffs collected for the Xcel Foodbank December 2019.

21. THE GOVERNING BODY ANNUALLY REVIEW THE DESTINATIONS OF SCHOOL LEAVERS IN Y11, Y12 AND Y13, 2018-19.

*DATA FOR 2019-20 IS CURRENTLY IN DRAFT FORM AND HAS NOT BEEN VERIFIED.

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

22. 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 the Welsh Government target of 95% attendance every year..

With the emergence of Covid 19 in February 2020, schools were placed in lockdown. There is currently no obligation to report on attendance during the Covid pandemic.

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

Attendance for 2019/20 was affected by Covid and lockdown and is not reported on nationally.

BOYS AND GIRLS	2015	2016	2017	2018	2019
QE High school	94.0%	94.2%	94.4%	94.2%	74.83% (NR)
Carmarthenshire schools	94.2%	94.5%	94.3%	94.15%	Not recorded
Wales	93.9%	94.2%	94.1%	93.85%	Not recorded
BOYS					
QE High school	93.6%	93.8%	94.3%	93.9%	76.33% (NR)
Carmarthenshire schools	94.2%	94.5%	94.3%	93.8%	Not recorded
Wales	94.0%	94.3%	94.2%	93.8%	Not recorded
GIRLS					
QE High school	94.5%	94.5%	94.5%	94.6%	73.23% (NR)
Carmarthenshire schools	94.1%	94.4%	94.2%	93.7%	Not recorded
Wales	93.7%	94.1%	94.0%	93.9 %	Not recorded

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.

	2015	2016	2017	2018	2019
Authorised absences	5.3%	5.5%	5.3%	4.9%	6.4% (NR)
Unauthorised absences	0.7%	0.3%	0.3%	0.8%	3.6% (NR)

23. RESULTS:

Because of the continuing impact of Covid-19 on education, School Governing Bodies are not required to report on school performance, absence and targets in the Annual Report for 2019-2020.

Summary of School Performance

**Pupils in
Year 11**

Number of pupils in Year 11 who were on roll in January 2019 : 214

Average points score per pupil:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	387	40	39	42	36
LA Area 2018/19	..	41	39	40	..
Wales 2018/19	..	39	37	37	..
School 17/18/19	..	41	40	42	..
School 16/17/18

Number of boys in Year 11 who were on roll in January 2019 : 107

Average points score per boy:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	383	38	40	42	34
LA Area 2018/19	..	38	38	39	..
Wales 2018/19	..	36	36	35	..
School 17/18/19	..	38	40	42	..
School 16/17/18

Number of girls in Year 11 who were on roll in January 2019 : 107

Average points score per girl:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Baccalaureate Skills Challenge Certificate measure
School 2018/19	391	42	39	42	38
LA Area 2018/19	..	43	39	41	..
Wales 2018/19	..	42	38	38	..
School 17/18/19	..	43	40	43	..
School 16/17/18

APPENDIX 1 - OUTCOMES 2019

SSSP 2019

Additional Indicators 2019

Summary of School Performance

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2019 : 214

Percentage of pupils in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	97	52	49	26
LA Area 2018/19	95	59	55	20
Wales 2018/19	93	54	50	18
School 17/18/19	98	56	55	23
School 16/17/18	..	..	..	..

Number of boys in Year 11 who were on roll in January 2019 : 107

Percentage of boys in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	97	50	46	23
LA Area 2018/19	94	55	50	15
Wales 2018/19	91	49	44	14
School 17/18/19	98	53	51	21
School 16/17/18	..	..	..	..

Number of girls in Year 11 who were on roll in January 2019 : 107

Percentage of girls in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 2018/19	96	53	51	28
LA Area 2018/19	95	62	61	24

Wales 2018/19	95	59	56	22
School 17/18/19	98	59	59	24

Summary of School Performance

Pupils aged 17

	Number of pupils aged 17 who were on roll in		Number of boys aged 17 who were on roll in		Number of girls aged 17 who were on roll in	
	January 2019:	128	January 2019:	61	January 2019:	67
	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2018/19	95	658	96	617	95	696
LA Area 2018/19	98	704	97	645	98	750
Wales 2018/19	98	741	97	693	98	781
School 17/18/19	97	685	97	632	97	732
School 16/17/18	..	..	..	..	..	..
	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent	Achieved 3 or more A level grades A*-A or equivalent	Achieved 3 or more A level grades A*-C or equivalent
School 2018/19	16	48	13	37	19	58
LA Area 2018/19	14	54	10	42	16	63
Wales 2018/19	14	58	12	51	15	64
School 17/18/19	13	46	11	38	15	53
School 16/17/18	..	..	..	..	..	..

APPENDIX 1 - OUTCOMES 2020

In 2020 because of COVID there has been no national submission and publication of data.

Recorded below are the verified outcomes for KS4 and KS5:

GCSE Subject Performance

Subject	Grade Cumulative %							
	A* %	A+ %	B+ %	C+ %	D+ %	E+ %	F+ %	G+ %
Art and Design	18	49	82	93	98	100	100	100
Biology	42	69	93	100	100	100	100	100
Additional Maths	0	60	80	100	100	100	100	100
Arabic GCSE	100	100	100	100	100	100	100	100
Art and Design (Photography)	7	23	43	70	83	100	100	100
Business Studies	3	21	41	76	90	100	100	100
Chemistry	43	53	86	97	100	100	100	100
Children's Play, Learning and Dev	4	35	50	88	88	88	88	88
Computer Science	27	33	47	73	100	100	100	100
Cymraeg	0	17	39	74	100	100	100	100
DA Science (Best Grade)	2	8	36	64	75	86	95	99
Drama	9	36	55	100	100	100	100	100
English Language	7	20	42	72	82	92	98	100
English Literature	12	29	66	93	100	100	100	100
French	17	38	59	93	100	100	100	100
Geography	16	35	64	83	97	100	100	100
Hair and Beauty	0	6	38	100	100	100	100	100
Health & Social Care	0	0	31	77	92	92	92	100
History	15	30	52	78	87	96	100	100
Hospitality	18	27	32	77	77	77	100	100
ICT	6	12	29	76	88	88	100	100
Latin GCSE	0	0	100	100	100	100	100	100
LIBF Lessons in Financial Ed	0	0	100	100	100	100	100	100

Mathematics	15	20	43	60	74	86	94	99
Music	22	72	83	100	100	100	100	100
Numeracy	13	18	40	60	75	86	94	99
NVQ Engineering	0	0	100	100	100	100	100	100
PE (Short Course)	0	0	0	0	0	100	100	100
Physical Education	11	26	54	81	100	100	100	100
Physics	33	55	76	98	100	100	100	100
Polish GCSE	100	100	100	100	100	100	100	100
Public Services	12	18	29	100	100	100	100	100
RS (Short Course)	10	19	44	74	96	99	99	99
Skills Challenge Cert	5	14	47	89	89	99	100	100
Spanish	20	40	70	90	100	100	100	100
Tourism	8	8	33	83	83	83	100	100
Vehicle Inspection	0	0	100	100	100	100	100	100
Welsh (2nd Lang)	23	49	73	90	96	99	100	100

GCE A2 Subject Performance

Subject	Grade Cumulative %					
	A* %	A+ %	B+ %	C+ %	D+ %	E+ %
Applied Law	23	46	46	85	85	100
Applied Science	0	38	38	88	88	100
Arabic	100	100	100	100	100	100
Art	0	29	43	100	100	100
Biology	19	52	81	90	95	100
Chemistry	27	67	93	100	100	100
English Lang & Lit	0	25	38	75	100	100
English Literature	0	14	43	86	100	100
Extended Project	67	83	100	100	100	100
French	0	100	100	100	100	100
Further Mathematics	43	57	86	100	100	100
Geography	20	40	60	80	100	100
Health and Social Care	11	44	44	78	78	100
History	0	25	67	92	92	100
Hospitality	100	100	100	100	100	100
Law (A Level)	0	67	67	100	100	100
Mathematics	23	53	83	100	100	100
Media Studies	0	0	30	90	100	100
Music	0	0	20	60	100	100
Performing Arts	0	0	0	100	100	100
Performing Arts	0	100	100	100	100	100

Physics	19	31	94	100	100	100
Public Services	100	100	100	100	100	100
Public Services SD3	50	75	75	94	94	100
Religious Studies	38	63	75	88	88	100
Skills Challenge Cert Adv.	11	32	62	96	100	100
Sociology	0	23	62	92	92	100
Spanish	0	100	100	100	100	100
Sport	13	63	63	75	75	100
Welsh 2nd Language	0	0	100	100	100	100

GCE AS Subject Performance

Subject	Grade Cumulative %				
	A+ %	B+ %	C+ %	D+ %	E+ %
Art, Craft & Design	0	50	75	100	100
Biology	30	61	82	86	100
Chemistry	22	41	59	74	89
English Lang & Lit	29	64	64	93	100
English Literature	0	29	79	93	93
French	25	50	100	100	100
Further Mathematics	40	40	100	100	100
Geography	48	76	86	100	100
History	33	53	87	100	100
Law	75	100	100	100	100
Mathematics	41	83	90	93	100
Media Studies	6	44	81	94	94
Music	33	33	100	100	100
Photography	50	50	100	100	100
Physics	28	61	89	100	100
Polish	100	100	100	100	100
Religious Studies	38	100	100	100	100
Sociology	22	50	83	94	100
Spanish	0	100	100	100	100
Welsh 2nd Language	0	100	100	100	100

