

# **St. John Baptist CiW High School**



## **The Annual Report of the Governors to**

**Parents / Carers 2023**

## **The Scope Of The Report**

The Report refers to the school year 2022-2023.

## **The School Governors**

### **Chairman**

The Reverend Matthew Gibbon (Foundation Governor)

### **Vice Chairman**

Mrs Angela Clarke (Foundation Governor)

### **Headteacher**

Dr S Mitchell

### **Foundation Governors**

The Reverend Robert E Davies

Mrs Sally England

Mrs Rhian Gait-Parker

The Reverend Peter D Godsall

The Reverend Richard Green

Mrs Andrea Harford

The Reverend Bernard L Jones

Mr Alun Jones

Mrs M Clare Werrett

### **LA Representative Governors**

Cllr Gareth Jones

Cllr Tina Williams

### **Parent Governors**

Mr Neill Vaughan

Mrs Carole Ann

### **Staff/Teacher Governors**

Mr Adam Hollidge

Mrs Catherine Crellin

Mr Josh Davies

### **Clerk to the Governors**

Mrs Sarah Speirs

### **Resolutions**

None passed at last meeting.

### **Elections**

Elections will be held to fill vacancies for Governors upon the cessation of the term of office or receipt of a resignation.

### **Financial Statement**

Please see Appendix at the back of this document.

### **Performance Data**

Results – Summer 2023 GCSE

162 pupils in cohort in Summer 2023

Indicator Summer 2023

Capped 9 385.8

5 A\* - A (%) 27.8%

Literacy APS 42.2

Numeracy APS 41.1

Science APS 40.8

Skills Challenge APS 43.3

eFSM and gender comparisons

Indicator 2022

Level 2+ eFSM 30.4%

Level 2+ Boys 62.8%

Level 2+ Girls 61.8%

5A\* - A eFSM 8.7%

5A\* - A Boys 25.5%

5A\* - A Girls 30.3%

A Level

Indicator 2023

Level 3 (%) 98.6%

3 A\* - A(%) 15.3%

3 A\* - C(%) 69.4%

Further information is available from the school.

### **School Development Plan / Target Setting**

The school development Plan contains school targets. It was discussed with the school improvement partner and approved by Governors and is currently being implemented by the staff. Further information on the current targets and progress being made are available upon request from the Headteacher and it is on the school website. The plan is regularly monitored and revised to take account of progress and changes to curriculum requirements. The school is implementing the use of CAT assessments to further enhance our knowledge of how pupils learn best.

### **Attendance**

Please contact the school office for attendance figures.

The school uses various strategies to improve attendance including:

- Daily Coding Checks
- Coding Meetings with AWO
- Truancy referrals
- Letters for UA, poor attendance, punctuality, medical letters
  - Regular AWS referrals for 86-94% attendance and 90-94%
- FPN referrals and holiday requests as appropriate
- Generic YEPS and AWS referrals
- Fortnightly meetings with Learning Manager
- Daily spot checks
- First, second- and third-day phoning
- All actions logged on SIMS
- Home Visits by JB and JT
- Advice and mentoring for pupils
- Punctuality sanctions
- Late Gate initiative/DART Scheme

- Attendance Workshops/Assemblies
- Rewards Initiatives including certificates, postcards and fast passes
- Figures on the weekly bulletin
- Red and Orange category students out to staff on a Monday morning
- Letters home to parents highlighting under performance
- Pupil interviews
- Prominent attendance display in the foyer and notice boards illustrating performance
- Texting and phone calls home
- Attendance Governor Panels
- WRV (Well Being Response Visits) by the AWS as per current RCT policy
- Several referrals to EOTAS provision

### **School term times 2023/2024**

Term	From	To
Autumn 2023	Monday, September 4 2023	Friday, October 27 2023
Half Term	Monday, October 30 2023	Friday, November 3 2023
Autumn 2023	Monday, November 6 2023	Friday, December 22 2023
Christmas Holidays	Monday, December 25 2023	Friday, January 5 2024
Spring 2024	Monday, January 8 2024	Friday, February 9 2024
Half Term	Monday, February 12 2024	Friday, February 16 2024
Spring 2024	Monday, February 19 2024	Friday, March 22 2024
Easter Holidays	Monday, March 25 2024	Friday, April 5 2024
Summer 2024	Monday, April 8 2024	Friday, May 24 2024
Half Term	Monday, May 27 2024	Friday, May 31 2024
Summer 2024	Monday, June 3 2024	Monday, July 22 2024

### **Review Of School Policies**

The school has a large number of policy documents covering both curriculum and non-subject areas. These are constantly being reviewed and updated to incorporate changing trends and legislation. All policies are available from the school via the Head teacher or the main office or the website.

## **School Prospectus**

The School Prospectus is updated annually to include any change required by the Welsh Government or other related bodies. A copy of the prospectus is generally issued to parents whose children are starting school for the first time or transferring from Primary to Secondary School. A copy is available from the school upon request. Parents are informed if there are changes to the prospectus. There have been no substantial changes to the prospectus. Information is also available at the school website.

## **Links With Parishes And The Local Community**

St John's as a church school has strong links with the local community, both Church and the wider community. Clergy from the local Ministry Areas regularly visit our school to lead services, teach lessons and support pupils and staff pastorally. Clergy lead weekly services with year groups and preach for Said and Sung services. Lent and Advent acts of worship are organised for the school community and clergy are invited to preach and celebrate the Major Festivals throughout the year.

Pupils serve and read at the services. The school participates regularly in ecumenical services with local services. School is represented at local inductions, licensing of clergy and at confirmations. Pupils also represent the school at Sunday Masses throughout the year at local churches, where pupils lead the prayers, deliver the readings and present the theme to the congregation through dramas, talk and music. Pupils work closely with Town Church in Wales Primary School and also Cwmbach CIW Primary; which acts as excellent transition for pupils. Lay members of local churches also assist at our Eucharist services, and pupils and staff participate in Diocesan events. We have a growing number of staff who are preparing to administer the Chalice in our school services. Pupils have also participated at the Chrism Mass held at Llandaff Cathedral, presenting the oils and reading. Pupils and the Head of Worship have also represented the school at the Enthronement of Bishop Mary at Llandaff Cathedral.

Our Pupils are heavily involved in helping the local community through fundraising and passing on the Christian messages of care, love and compassion. Pupils raise money for Macmillan, Children in Need, Velindre, Meningitis Now, Llamau, Autism Rainbows, The Archbishop of Wales Fund for Children, Christian Aid and Dementia Cymru. We participate in events held in the local community and pupils and staff regularly read in Carol Services and help with Messy Church and Sunday School.

The school is heavily involved with the local primary schools. Many transition strategies are in place with Town Church in Wales Primary School and Cwmbach Church in Wales Primary School. We organise joint events throughout the year and members of year 6 join with our pupils at St Elvan's and collectively deliver the readings and intercessions. The two welcome days include an act of worship for all pupils and pupils are taught the meaning and importance of worship in our daily lives.

Each term begins and ends with a whole school Eucharist. Major festivals are celebrated such as All Saints, Ascension Day, St John the Baptist Day, Epiphany and Ash Wednesday. Various worship styles have been adopted and pupils have indoor and outdoor services too. A worship band has been created and the worship council

meet regularly to evaluate worship and implement new ideas. The school choir performs in a variety of services including the Carol Service and Prize Evening.

The worship department has created a centralised catalogue of hymns and lyrics to use in assemblies and new ideas for services, in particular the Carol Service for this year and the venue. We use the worship twitter page to inform pupils and guardians of worship events and to give information on the weekly Mass which is celebrated in the school Hall. Year 7 also have a Christingle service as part of their Christmas celebrations as we prepare to welcome the Light of Christ into the world. We hold our annual Carol service for all pupils and an evening service for parents/carers. We are currently celebrating mass on a weekly basis with all year groups on a Rota. We will also continue the tradition of using St Johns church for the Year 13 leavers Mass in June to celebrate the end of their school journey.

### **Community Links and The Curriculum**

The school is a member of the Cynon Valley Consortium. We are also a member of the Faith Learning Network. This means that we work in partnership with other schools. We are committed to offering a wide array of choices for pupils.

### **Additional Learning Needs Policy/ Learning & Teaching**

The School's Policy for the identification, assessment and provision for pupils with Additional Learning Needs (ALN) is consistent with the requirements of the ALN and Educational Tribunal (Wales) Act issued by the Welsh Government in January 2018.

Individual Development Plans (IDPs) have been developed to meet the needs of pupils with significant learning needs and pupil progress is regularly monitored and assessed to ensure the Additional Learning Provision (ALP) is appropriate to for pupils to reach their full potential.

Unlike statements, which stop when a young person leaves school, IDPs will continue up to 25 years of age if the young person goes onto further education.

IDPs are reviewed and updated regularly in order to ensure their relevance and appropriateness. In addition to this, staff are provided with detailed information about pupils with the most complex needs via our confidential ALN register. There is also a Monitoring register for pupils whose needs are met via Universal Provision. This register is available to all staff. Detailed About me profiles are also included.

Our pupils who have IDPs have a variety of needs. They receive the majority of their lessons

in mainstream provision, with some support. They are sometimes dis-applied (in line with

their Statement/IDP provision) from Welsh, and, occasionally, Modern Foreign Languages, as well as other subjects deemed appropriate. This is led by need. During dis-application

sessions, interventions are put in place, as directed by the pupils' Statements of ALN/IDPs. This ranges from specialist literacy and numeracy lessons, to social, emotional and behaviour support.

The Learning Support provision continues to be successful.

During registration periods, learners who require support with handwriting and touch typing are mentored by members of the ALN department. In addition to this, a number of

pupils require 'checking-in' and reassurance from key members of staff. An alternative registration venue is also provided.

ALN Assistants and ELSAs provide bespoke interventions, during one-to-one or small group sessions, e.g 'Talkabout Teenagers' Social Skills programme, Drawing and Talking and Lego Therapy

At St John's we now have a specialist Behaviour Team R3 and have created a Nurture provision, CALON, to support pupils with Emotional, Social and and Behavioural Difficulties

We also work closely with the RCT Learning Support Service, Educational Psychologist, and many other outside agencies.

- The number of learners identified as having significant ALN currently in line with the ALNET Act including a Statement or IDP = 26

### **Data Tracking**

A data sheet has been created which records a variety of details. Pupils progress is tracked, and intervention strategies adopted as appropriate.

### **Outside Agencies**

The school has very strong links with many outside agencies. In terms of Well Being, partnerships include the Educational Psychology and Behaviour Team, LA Advisors, Barnardos, MASH, Eye 2 Eye Counselling, EAL and CLA, Speech and Language, The Adoption Consortium, YEPS, BAROD, the Schools Health Research Network, PREVENT, the YOS, Careers Wales and Children's Services. There has also been a significant rise in applications to the Resilient Families Service for support, given the impact of Covid on our families and communities

Strong and effective partnerships also exist with our partner primary schools as part of the Cluster agreement, and activities during the year include Welcome Days for Year 6, MAT Focus Days, Open Evenings and Discovery Days for Year 5 pupils

For pupil engagement, we work with organisations including the RCT Youth Forum, UNICEF, YEPS, the Rotary Club, the Army, Coleg y Cymoedd, Friends of St John's, Lidl Football and Creative Literacy Stars. In addition, we have 1 member of the well-being team who has completed the Trauma informed Schools training so that our well-being provision meets the demands of emerging challenges including sharp rises in mental health concerns and supporting pupils with childhood trauma

In addition, we have supported 9 staff to complete ELSA training so that the emotional needs of our pupils can be fully met, alongside EBSA training linked to poor attenders, MELSA training for support staff to develop basic skills in our most vulnerable pupils, and a wide suite of training including suicide ideation, gender and identity as part of our growing pilot partnership with the health board via the SHINE project.

Also worthy of note is our strong relationship with the authority linked to the ALN Transformation Programme and our work to be a successful PCP establishment. The work of our ALNCo, including EP and EOTAS referrals, as well as our provision map, has been hailed as best practice by RCT.

### **Literacy & Numeracy (LNF)**

Developing literacy and numeracy remains a school priority and is included in many Curriculum Development Plans. As the school begins its implementation of Curriculum for Wales, schemes of learning identify the development of literacy and numeracy skills across lessons.

The Literacy and Numeracy Framework, LNF, is at the core of curriculum development at St John's. Having previously conducted a strategic cross-curricular audit, each department has developed literacy/numeracy rich tasks to promote skill development in both disciplines, which are reported on to parents linked to pupil attainment and progress.

Furthermore, eFSM and CLA pupils in KS3, identified following NNT and NRT Standardised Scores, are in receipt of literacy and numeracy interventions delivered by members of our Well-being team a maximum of twice a fortnight. Pupils receive bespoke intervention, via the BKSP programme, to develop and improve skills and confidence in either reading or number work, positively impacting their performance across a range of subjects. Over the course of the year, the school's literacy and numeracy co-ordinators identify additional pupils, in English and maths, who also need intervention support.

From October 2023, literacy and/or numeracy tasks will take place weekly during KS3 registration time to compliment work done in maths and English lessons. A large number of 'How To' YouTube videos outlining approaches to numeracy skills are also available to pupils.

Developments in the previous academic year include the use of TT Rock Stars to practise times tables, reading interventions (including the use of Kindles) delivered to KS3 pupils in need of support and a new writing intervention programme (to improve free writing and proof-reading skills).

This year, our literacy co-ordinator will be undertaking Central South's Reading Re-considered programme, to help develop rigour, insight and precision in reading within our pupils. Additionally, we have calendared literacy and numeracy staff meetings, every term, to explore whole-school approaches to skill development. Finally, following the development of the LNF in line with CfW, we will be strategically mapping literacy and numeracy across all curriculum areas.

As we have done previously, the final stage of reporting on skills is to feedback to parents.

### **Disabled Arrangements**

The school is mindful of the requirements of the Disability Discrimination Act (DDA) and the Special Needs & Disability Act. The school is committed to ensuring that all pupils are able to participate in the whole school curriculum. The school has built an extension to improve facilities. This extension consists of a classroom, lift, disabled

toilet and physiotherapy room. In addition, the school also has equipment to enable wheelchair dependant pupils, to access all classrooms on the 1st & 2nd floors. The school has a Disability Access Plan available from the school upon request. The School has a new science laboratory to enhance the learning experiences of pupils.

### **Fabric Of The Building**

The buildings are in a good state of repair. There is a new entrance and foyer for visitors to the school. We are working with the local authority on further developments and there is a learning environment plan in place to further update the teaching and learning environment. The first phase of window replacement has taken place in the first two floors of the tower block. There have been improvements in classes in the languages block including the development of three new office spaces. Air conditioning units have been added to the top floor of tower block, music rooms and upper floor of mathematics classes to improve the learning environment for pupils and staff.

### **Physical Education**

It has been another busy and exciting year for the Physical Education department. Our sporting teams continue to go from strength to strength, with an ever increasing number of pupils representing the school, clubs in the locality, region and country. The continued dedication and commitment of our newly formed PE team is truly exemplary, with pupils having opportunities to take part in sport every lunch time and most evenings after school. The variety of extra-curricular opportunities on offer, for both boys and girls, currently include basketball, football, rugby, table-tennis, netball and badminton. The summer term will also see the introduction of cricket, rounders, athletics, ultimate-frisbee and baseball to the extra-curricular programme, adding to an already exciting line-up of sports.

As a department, we have also been fortunate to access funding from Newydd Housing in order to purchase UV lighting and branch out into a new range of UV sports. Pupils from all years have experienced UV dodgeball and/or netball, and this was a fantastic way of encouraging more pupils to become active in a new and exciting environment.

Strong links have also been forged with Cardiff Rugby Club and Cardiff City Football Club, which have provided our pupils with expert coaching, to go hand-in-hand with the teaching expertise of our own staff. The link with Cardiff Rugby Club has led to a number of our Yr 10 pupils completing the Level 1 Rugby Leaders Award. These pupils then played a pivotal role in a Primary School rugby event at Abercwmboi Rugby Club. Excitingly, these pupils now have the opportunity to complete the Level 2 award in the coming months.

Our sports teams continue to represent the school in a respectful manner and regularly produce impressive results. Our Year 7, 8 and 9 football teams won the RCT Schools Plate Competition, with all finals played on the Ron Davies Stadium, providing a memorable experience for the pupils. Our girls' football teams participated in the RCT and Welsh Cups, with some memorable performances and results. Rugby numbers continue to thrive and pupils across Key Stage 3 and 4 experienced numerous extra-curricular fixtures, once again producing amazing results against schools with much larger numbers of roll. Our cricket teams are also continuing to thrive, with

many of our pupils going on to represent Aberdare Cricket Club in their youth teams, senior development team and even the senior 2nd team. Our athletes regularly represent Aberdare Athletics Club, in both the summer season and the winter cross country season. A number have also gone on to represent their region due to their impressive performances.

It is great to report that there have been a number of our pupils who have achieved new Welsh sporting honours in sports such as football, karate, athletics and gymnastics. We also continue to celebrate a number of ex-pupils who have gone on to represent Wales U20s in rugby and Cardiff City FC and Cardiff City Womens FC.

As a department, we are extremely excited about the future of Physical Education and sport at St John Baptist High School. There is no doubt that 2024 will continue to produce more amazing sporting memories for the talented and dedicated pupils at our school.

### **Welsh Language**

The aim of the school is to inspire learners to become informed and bilingual citizens of modern Wales. We aim to encourage our learners to grow into ethical adults who are curious about their identity and how this connects them to the world. Through their learning and experiences, they learn how Wales has developed into a modern, multi-cultural society and the things that make their lives similar and different to other people.

The Curriculum for Wales recognises that the Welsh language is an essential element of the identity of Wales and that it belongs to everybody who lives in Wales, whether they are fluent speakers of the language or not. Through their learning and experiences, learners will progress in their ability to express themselves in Welsh and interact with the culture expressed through the language. We have an approach to teaching the language which sees learners as Welsh-speakers on a journey to develop their fluency. They are encouraged to take ownership of the language in order to use it in ways that are purposeful and relevant for them, with increasing understanding, sophistication and independence. In progressing in their communication skills, learners are able to express their wishes and concerns, develop empathy towards the experiences of others and contribute to planning their own learning.

The Welsh Department provides learning experiences which extend learners' understanding of the role of the Welsh language in the history of Wales and its modern culture by encouraging them to engage with a variety of experiences, e.g. Diwrnod Shw'mae Su'mae and Welsh Music Day. We also make use of super-curricular opportunities, such as trips to Llangrannog and Glan-Llyn, lunchtime clubs and guest speakers, to develop learners' motivation and creativity in using the language. We also hold a school Eisteddfod for all of year 7 & 8 and enter some pupils for the Urdd Eisteddfod. With the National Eisteddfod being hosted by RCT next year, we will be looking to make the most of the many opportunities this offers to broaden learners' understanding of Welsh culture and language, and how this forms a part of the identity of modern Wales.

## **Complaints**

All maintained schools are required to develop a procedure and policy to deal with complaints. The procedure is based on guidance set out by the Welsh Government and copies will be available, on request, from the Head teacher or school office. It is also on the school website.

## **Self-Evaluation**

An in-depth self-evaluation report is available from the school. This includes recommendations from the Estyn inspection.

## **Admissions Policy**

St John Baptist CiW High School admits children from Aberdare, the Cynon Valley, adjoining areas of Rhondda Cynon Taff County Borough and nearer parts of the County Boroughs of Neath and Port Talbot, Merthyr Tydfil, Caerphilly and the County of Powys.

The school is accepting 160 places based on Welsh Government standard admission number and school capacity. There are often more applications for admission than there have been places available in Year 7. The Governor's award places, in these circumstances, to applicants who meet the under mentioned categories, in the following order of priority:

- 1) Children who, and whose families, can demonstrate they are committed practising Anglicans (demonstrated by reference from Church) and are pupils at an Anglican Primary School;
- 2) Anglican children, as in criteria 1, who are pupils at a Community Primary School;
- 3) Other pupils at an Anglican Primary School;
- 4) Children who, and whose families, can demonstrate they are committed practising members of another Christian Church (demonstrated by reference from members of Cytun or the Evangelical Alliance);
- 5) Other pupils from non-Anglican church schools;
- 6) Children having a sibling, i.e. brother or sister or half-brother/sister, adopted or fostered already at the school (multiple births are included here);
- 7) Other pupils at a Community Primary School or home educated.

All are advised that the definition of regular/committed church attendance is a minimum of once every 2 weeks for the past 18 months for entry September 2024. This 18-month period is prior to the deadline for applications, which is October 2023; so attendance should have started in April 2022.

For admission in September 2025, it is a minimum of once every 2 weeks for the past 12 months prior to the deadline for application (this is the start of year 5). The deadline for applications is October 2024 prior to starting in the following September 2025. Attendance therefore should start in October 2023 for admission in September 2025.

Attendance should be at an Anglican Eucharist service. Please note clergy are given all application forms to verify church attendance with reference to their own records.

If the school is unable to allocate places to the whole of a certain category, then the proximity test is applied to that particular category. Proximity is measured by local authority shortest driving distance measure.

The school recognises the priority of providing an appropriate school place for a looked after child and is committed to work with the local authority and other agencies to ensure that the needs of looked after children are met. Priority is given to current looked after children.

In those cases, where Church commitment is claimed, the Parish Clergy concerned are written to in order to support applications before they are determined. Vacancies are filled in line with the subscription criteria. A waiting list is kept for pupils who are not able to access a place at the school.

Before the closing date for applications for entry to Year 7, an Open Evening is held at the school especially for the benefit of pupils and parents/carers who are considering sending their child(ren) to the school. Late applications are considered if received before places have been allocated and if there seems to be a reasonable reason.

Following completion of the admission process all parents/carers of children who have been offered places for entry into Year 7 in the September will be invited to attend a meeting prior to the start of the new academic year, during which relevant information will be supplied (this is subject to circumstances allowing this). The children themselves will visit the school, around the same time as the meeting as part of the transitional process from Primary to Secondary school (circumstances allowing). This will enable them to familiarise themselves with their new surroundings prior to their first day at their new school. Those with Additional Learning Needs will have specific support.

The parents of any child, whose application for admission to the school is refused, may appeal against the decision. Any such appeal must be made in writing addressed to the Clerk to the Governors at the school, within 14 days of the date of notification of the decision. The appeal will then be referred to an Independent Appeal Panel, where parent(s) and/or carer will have the opportunity to appeal against the decision. The Clerk to the Governors will provide notice not less than 14 days (10 working days) to the appellants regarding the arrangements for the hearing of the appeal.

All applications to the school are considered in line with the school admissions policy criteria, whatever the time of year or year group. The Governors consider all preferences for admissions expressed by parents/carers. If the admission number is not exceeded, then the applicant will be admitted. The school adheres to the common dates in line with the local authority admissions timetable. The same criteria for entry apply at any stage of entry to the school.

### **Healthy Schools**

In April, we were awarded Phase 6 of the Welsh Network of Healthy Schools Scheme. The focus of the assessment was;

- Personal Development & Relationships
- Substance Use & Misuse,
- Safety.

**Feedback;**

It was an absolute pleasure to visit St John Baptist Church in Wales High School to undertake their Phase 6 Healthy Schools Accreditation. The programme for assessment was thoughtfully planned to ensure several key members of staff, the Headteacher and pupil voice groups were met. All of whom presented on a range of initiatives that support and promote health and well-being at the school. The involvement of so many stakeholders as part of the visit is testimony to the Whole School Approach and commitment to the Healthy School Scheme. Prior to the visit, the evidence record sheets had been comprehensively populated to include a wealth of hyperlinked documented evidence.

The Healthy School Coordinator must be commended for her leadership in preparing such a wealth of high-quality evidence which would have required excellent communication across such a large school. The sense of teamwork, support and value that staff have for one another permeated throughout the visit. The Well-being Team at the school has grown in numbers and now provides a network of trained, knowledgeable staff who support the learners. The additional support provided through the dedicated YEPS officer, Family Engagement Officer and ELSA support staff ensures that learner's feel their needs are met and that the school provides an environment which nurtures their well-being. The tour of the school provided a wonderful insight into the learners' perception of their school, they felt their school was a place of safety and they had excellent knowledge of the internal and outside support mechanisms to promote and support their well-being.

Key aspects of health and well-being were highlighted throughout the school with positive affirmations displayed, varying facilities/areas to support well-being, the outdoor learning and seating areas as well as the sharing of contact details for support services. The school has identified the invaluable support that is offered through the enrichment activities provided by external partners. Well-established relationships with such organisations as Head Above the Waves, Barod, Fighting Change and Spectrum provide opportunities to enhance the Health and Well-being curriculum and bring real-life experiences into the classroom. Annual health and well-being campaign days are marked through the school's social media pages and are highlighted with the use of activities in Form Tutor sessions.

Every opportunity to be involved in local and national initiatives are taken, this has been demonstrated over a number of years with the school's commitment to attending Healthy School training and opportunities to be involved in pilot projects such as the RSE Secondary School resource and the Moondance project. Continued professional development of all staff is clearly of paramount importance at the school. The excellent utilisation of data collated through the SHRN survey has allowed the staff and learners to create bespoke lesson content for PSE. The learners are actively involved in analysing and interpreting the data providing them with the capability, opportunity, and motivation to improve their own health behaviours and more widely the health and well-being of their whole school community. It was also most impressive to hear of the active learner participation through the Community Challenges.

The leadership shown within the PRISM group to plan and deliver session content was excellent as too was the learners' involvement in being responsible for running after school clubs. Furthermore, the Dragon's Den project with Sport RCT and the Sport Ambassadors was also very impressive, learners led the project and applied for grants to introduce UV equipment in the sports hall to encourage more of their peers and staff to participate in physical activity.

The development of the new awards system is an inclusive celebration of the achievement of every individual. It was very pleasing to see a mixture of academic

and non-academic attributes being recognised. The introduction of the 3 R's for behaviour, Response, Regulate and Reflect, demonstrates the school's positive and restorative approach to managing relationships. Class Charts provides an excellent communication channel with parents /carers and is a great tool in sharing achievements and notifying them of their child's conduct in school. The Pupil Planners have been designed to include several key messages and share invaluable information with learners and their families on safety, health and well-being. Sincere congratulations are extended to all the staff and learners involved in this highly successful Phase 6 accreditation.

**The focus for this year will be to set targets for the final stage of the Welsh Network of Healthy Schools Scheme, the National Quality Award and for all of our pupils to be involved in the School Health Research Network (SHRN) survey for 2023/24. The results of which will feed into our whole school priorities and the priorities in Health & Wellbeing lessons in PSE, PE & Food.**

### **School Improvement Plan Priorities – Summary**

- To enhance the Christian character of the school.
- To improve standards in KS 3, 4 and 5
- To further improve attendance.
- To further improve the quality of learning and teaching.
- To further develop emotional, mental and physical health of pupils and their wellbeing.
- To successfully implement the ALNET Act.
- To further improve performance of disadvantaged learners.
- To successfully implement the curriculum for Wales.

**APPENDIX**  
**ST JOHN BAPTIST (CIW) HIGH SCHOOL**  
**FINANCIAL STATEMENT FOR 2022 / 2023**

<b><u>EMPLOYEE COSTS</u></b>	<b><u>Total Spent</u></b>
TEACHERS (including Headteacher/Supply/Reading support)	3,470,075
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	386,866
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	541,882
OTHER	4,405
<b><u>PREMISES RELATED</u></b>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	166,746
ENERGY	68,541
RATES	16,157
WATER	15,372
CLEANING MATERIALS	4,567
<b><u>SUPPLIES, SERVICES AND OTHER EXPENSES</u></b>	
SCHOOL EQUIPMENT AND FURNITURE	84,261
POSTAGE	2,531
TELEPHONES	5,735
INSURANCE	13,257
ADMINISTRATION	427,619
HIRE OF PREMISES	6,284
MISCELLANEOUS	36,851
TOTAL:	<b>5,251,149</b>
<b><u>INCOME</u></b>	
MISCELLANEOUS	538,827
TOTAL	<b>5,822,520</b>