

# **ANNUAL PARENTS' REPORT 2022**

## **Introduction**

Well, here we are two years down the line since Covid struck and we and every other school are still feeling the after effects.

Over this turbulent period, we have made sure that not only have we tried to continue with a high-quality approach to our teaching and learning, but we have also had a big focus on learner wellbeing, and we are glad to say that this will continue into the next academic year.

The strength of the school is built on strong relationships and we have managed to navigate our way through Covid because of the incredible support of our school community, the parent body especially.

Your continued support is very much appreciated.

## **School Senior Leadership Team**

The structure is as follows:

### **Mr D Humphreys**

Headteacher

### **Mrs L Hastings, Deputy Headteacher**

Mrs Hastings looks after the curricular aspects of the school in her role.

### **Mr R Render, Senior Assistant Headteacher Learner Standards and Progress**

Mr Render looks at learner assessment, reporting and learner progress.

### **Mr B Crossland, School Business Leader**

Mr Crossland not only looks after the school finance but also the building and its maintenance and is Clerk to the Governing Body.

### **Dr A McCormack-Colbert, Assistant Headteacher Learner achievement and potential**

Dr McCormack-Colbert is the ALNCo but also looks at more Able & Talented learners and close to practice research.

### **VACANT POST: Assistant Headteacher Learner Services and Wellbeing**

### **Mr A Campion Assistant Headteacher Teaching & Learning**

Mr Campion looks at teaching and learning across the school.

### **Mr J Powell Assistant Headteacher Learner presence and their future**

Mr Powell has responsibility for attendance, and careers education.

## The Governing Body:

| <u>Name</u>                               | <u>Category of Governor</u> | <u>Term of office until</u> |
|---|-----------------------------|-----------------------------|
| Mrs Rhian Tuffery                         | Parent                      | October 2023                |
| Mrs Dawn McGuinness ( <i>Vice-Chair</i> ) | Parent                      | September 2022              |
| Mr John Ellis                             | Parent                      | April 2023                  |
| Mrs Helen Ansell                          | Parent                      | October 2023                |
| Mrs Kate Guise                            | Parent                      | October 2023                |
| Mr Paul Brierley                          | Teacher                     | July 2023                   |
| Mr Seb Davy                               | Teacher                     | September 2024              |
| Mr Dave Humphreys                         | Teacher                     | Ex-officio                  |
| Cllr Cheryl Carlisle                      | Foundation                  | July 2024                   |
| Mr Brian Cossey                           | Foundation                  | September 2024              |
| Mrs Cheryl Roberts                        | Foundation                  | October 2023                |
| Mr John Clayton                           | Foundation                  | December 2022               |
| Mr Phil Capper ( <i>Chair</i> )           | LA                          | N/A                         |
| Cllr Bob Squire                           | LA                          | N/A                         |
| Mrs Pat Smailes                           | Community                   | July 2024                   |
| Mr John MacLennan                         | Community                   | September 2024              |
| Ms Tracey Roberts                         | Staff                       | September 2022              |
| Mr Brian Crossland                        | Clerk to the Governors      | N/A                         |

## **Appointment of Parent Governors**

Schools must make every effort to fill parent governor vacancies by means of elections, but there are situations where it might not be possible for parent governors to be elected.

These are:

- the number of parents standing for election is less than the number of vacancies;
- at least 50% of the registered learners are boarders, or a special school is established in a hospital, and the LA (or governing body) feel it would be impractical for there to be an election.

If, after an election, there is still a vacancy for parent governor, the governing body should consider appointing a parent governor, who must be either:

- a) a parent of a registered learner at the school; or
- b) where that is not possible to do so in a), a parent of a child of compulsory school age, or in the case of a maintained nursery school, of or under compulsory school age.

Where the school is a community special school, the governing body must appoint:

- a) a parent of a registered learner at the school, or
- b) a parent of a child of compulsory school age with special educational needs; or
- c) a parent of a person of any age with special educational needs; or
- d) a parent of a child of compulsory school age.

There are disqualifications for an appointed parent governor i.e. the governing body must not appoint a person who is:

- a) an elected member of the local authority;
- b) employed by the local authority, in connection with its functions as a local authority;
- c) paid to work at the school for more than 500 hours in any twelve-month period commencing on 1 August and finishing on 31 July (unless he or she is a parent of a registered learner at the school).

## **Appointment process**

- a) The governing body considers how best to fill the vacancy. This could be by advertising locally, asking known parents if they would like to be considered for the parent governor vacancy, producing information that may be helpful for prospective governors.

- b) The governing body could consider approaching candidates who were unsuccessful in recent parent governor elections to ascertain whether they would like to be considered again.
- c) The governing body must consider any appointment as an agenda item at a full governing body meeting. The person(s) being considered for the appointment must not be present when the decision is made.
- d) Prospective governor(s) could be invited to the governing body meeting, where they can explain to the governing body why they would like to become a governor, what skills and experience they bring, and to answer questions.
- e) The governing body should cast their votes via secret ballot, taking into account the statements provided by the candidate(s), and the balance of skills on the governing body.
- f) The minutes of the meeting must record the decision made by the governing body to appoint or not.
- g) After the appointment process, the clerk should:
  - inform the nominee(s) that they are successful, and are now members of the governing body;
  - inform the unsuccessful nominees (if applicable);
  - inform the Local Authority.

### **School Policies**

All statutory and non-statutory policies and procedures have been updated as necessary by the Headteacher and Leadership Group for ratification by the Governing Body. All policies are available from the school either via our website or upon request. A list of ratified policies is available from Mr B Crossland, School Business Leader.

### **Governors annual meeting with parents**

The legal context for statutory annual meetings for parents with the Governing Body changed in 2016 and new arrangements were brought into play. The Welsh Government wished to ensure that parents were able to engage with Governing Bodies on issues that matter to them. The new arrangements mean that instead of a Governing Body having to hold an annual parents' meeting, parents have the right to request a meeting with a Governing Body on issues which concern them. This parental right may be exercised on up to three times in any school year, provided that the purpose of the meetings is to discuss issues which relate to the school, not individual learner progress and achievement or

grievances against a member of staff or the Governing Body. We are therefore informing you as the parent body of your rights to petition a meeting using section 94 of the Act, as explained in Section 4 of this guidance:

<https://gov.wales/sites/default/files/publications/2018-03/statutory-guidance-to-the-governing-bodies-of-maintained-schools-in-wales-regarding-the-duty-to-hold-meetings-with-parents.pdf>

### **School language status**

Ysgol Bryn Elian is classified as an English Medium School.

### **Welsh**

All learners at the school study Welsh Second Language until the end of Year 11, and all take a GCSE in the subject. The use of Welsh around the school, by learners and staff is encouraged and all learners are supported fully in improving their language skills. A few learners who join us from first language Welsh primary education are able to continue this line of study. The Welsh department are currently in the process of up-skilling the teaching members of staff to ensure that they are all able to engage in everyday Welsh in the school setting. Resources and courses for staff who wish to improve their proficiency are being developed by the department.

In addition, learners in Year 7 study Cymru a Fi. This is delivered bilingually and learners have the opportunity to develop an understanding of Wales' relationship with the rest of the UK; what it means to be Welsh and develop a Welsh identity; to develop their knowledge, skills and understanding in terms of making connections with their surroundings and to help them make sense of their relationship within the community, their national identity and the wider world.

### **Attendance data**

Due to COVID and school closures, attendance data for Welsh schools are not published for 2020 – 2021. The school has an Attendance Support Worker to work with learners and families who need support with school attendance. She works closely with Ms Ffion Hughes, the school's Education Welfare Officer, under the line management of Mr Jeff Powell, Assistant Head.

### The structure of the school day

|                      |                |
|----------------------|----------------|
| <b>Registration:</b> | <b>08.30am</b> |
| Lesson 1             | 08.45am        |
| Lesson 2             | 09.45am        |
| <b>Break</b>         | <b>10.45am</b> |
| Lesson 3             | 11.00am        |
| Lesson 4             | 12.00pm        |
| <b>Lunch</b>         | <b>13.00pm</b> |
| Lesson 5             | 13.45pm        |
| <b>End of day</b>    | <b>14.45pm</b> |

### Destination of leavers Years 11 & 13

| <u>Year 11</u>                   | <u>Year 13</u>         |
|----------------------------------|------------------------|
| Apprenticeships -1%              | Higher Education – 63% |
| College - 31%                    | Further Education – 7% |
| Work (including the Forces)-6.5% | Employment – 27%       |
| Sixth Form – 59%                 | Travelling/Unsure – 3% |
| Unknown – 2.5%                   |                        |

## Term Dates and Session Times

01/09/2021 – Wednesday. Term starts. **Staff Training Day**

02/09/2021 – Thursday. **Staff Training Day**

03/09/2021 – Friday. **Staff Training Day**

06/09/2021 – Monday. All learners in school

22/10/2021 – Friday. Last day of half term

**25/10/2021 to 29/10/2021 – Half term break**

01/11/2021 – Monday. Term starts

22/12/2021 – Wednesday. Last day of term. School closes for Christmas break

**23/12/2021 to 05/01/2022 – Christmas holidays**

06/01/2022 – Thursday. Term starts. **Planning & Preparation Day**

07/01/2022 – Friday. **Planning & Preparation Day**

18/02/2022 – Friday. School closes for half term break

**21/02/2022 to 25/02/2022 – Half term break**

28/02/2022 – Monday. Term starts

08/04/2022 – Friday. School closes for Easter break

**11/04/2022 to 22/04/2022 - Easter break**

25/04/2022 – Monday. Term starts

02/05/2022 – Monday. Bank holiday

27/05/2022 – Friday. School closes for half term break

**30/05/2022 to 03/06/2022 – Half term break**

07/06/2021 – Monday. Term starts

15/07/2022 – Friday. Summer holidays start

18/07/2022 – Monday. **Staff Training Day**

19/07/2022 – Tuesday. **Staff Training Day**

20/07/2022 – Wednesday. Additional bank holiday for Queen's Jubilee Celebrations

### **School performance data**

Due to COVID and the cancellation of Key Stage 3 levelling and GCSE, AS and A level exams, there are no performance statistics for the academic year 2020 – 2021.

### **Links with the community**

Ysgol Bryn Elian in the last academic year have been working closely with multiple external agencies to form even stronger links with the Community. The Police Liaison Officer, PC Gareth Williams continues to work closely with the school by providing PSE to raise social awareness with our learners. We have been working local education providers such as the BLUES programme and Intuitive Thinking to deliver sessions around mental health and learner wellbeing. Ysgol Bryn Elian have also been fortunate enough to be in a position from our links to Business for Schools to supply vital aspects of equipment to local schools within the area to further support the learners within their respected schools. Local Business entrepreneurs also regularly visit the school as well as Mr Campion recently inviting ex-learners to talk to our 6<sup>th</sup> form learners. The CPA department are very active in the community and regularly hold events such as school musicals, carol concerts and performances.

### **Prospectus changes**

The whole school prospectus was updated in September of 2019 in order to be available to all parents for the application process. The prospectus follows content guidelines. The Sixth Form prospectus was re-designed in 2020. Both prospectuses are available on the school website at [www.brynelian.conwy.sch.uk](http://www.brynelian.conwy.sch.uk) and both are currently being reviewed ready for 2022.

### **Access and toilet facilities**

The school has an up-to-date Accessibility Plan. Adequate toilet facilities are available for both learners and staff. The facilities are cleaned regularly and this is monitored daily by the site management staff. A policy relating to the provision and maintenance of toilet facilities is available at the school. The school also has two gender neutral toilets in the Reception area.

Under current COVID conditions, staff and learner toilets are cleaned hourly and checks made on soap dispensers and hand sanitisation points.



## Centre of Excellence

### Report on IQM Inclusive School Award

We are delighted to share the following passage from the report written by our assessor, Sarah Linari:

*I am of the opinion that Ysgol Bryn Elian not only fully meets the standard required by the Inclusion Quality Mark but should be recognised as a Centre of Excellence for the outstanding inclusive provision. They are already involved in supporting inclusion in other schools and are fully aligned to IQM's values. I recommend that the school be awarded Centre of Excellence status and be reviewed again in one year's time".*

### More Able & Talented (MAT)



At Ysgol Bryn Elian we aim to help **all** our learner to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables learners to reach their potential.

We aim to be an inclusive school, making equality of opportunity a reality for **all** our learners in their everyday lives. We aspire for our learners to become confident, secure, caring individuals who achieve personal success and develop a love of learning. We are members of **NACE** and have signed up to the **NACE Challenge Development Programme**.

The Framework will support us in undertaking robust evaluation and producing informed, well-focused action planning. It will help us to:

- Create a whole-school ethos of high aspirations and expectations for all learners;
- Achieve consistency in quality provision: whole-school, phase and/or departments, and in day-to-day lessons;

- Plan and implement developments in quality of teaching and learning, underpinned by a cohesive CPD programme with measurable impact;
- Focus on partnerships with parents/carers, other schools and organisations to enrich and extend provision;
- Develop or strengthen impact-focused leadership and management.

Our teaching and support staff attended two training sessions delivered by Christabel Shepherd, currently Executive Head of Copthorne and Holybrook Primary Schools in Bradford and NACE Challenge and Curriculum Director. **Developing provision and increasing level of challenge in our lessons is one of our school priorities.**

### **Healthy Eating & Drinking**

The school holds the Health Schools Award and healthy eating and drinking features on the learning schemes for many curriculum areas. The food sold in the school Cafeteria, by our catering providers Shire Services, take full account of healthy eating and drinking plus nutritional values. Healthy options are available to learners each day.

### **School Priorities 2020 – 2021**

In conjunction with the school's Senior Leadership Team and inline with the current COVID conditions the school's main priorities lie in the following areas:

1. Planning and preparing for Curriculum for Wales.
2. Teaching and Learning: Retrieval practices, enhancing Pedagogical practice.
3. Differentiation at both ends to include the NACE Award.
4. Attendance and punctuality, and taking steps to improve aspirations.
5. Staff and learner wellbeing.
6. Implementation of the ALN Bill.

## **Transition**

Ysgol Bryn Elian is working closely with our cluster schools to ensure smooth transition from Primary to Secondary. In addition to the usual activities such as the Transition Week in June and visits from SLT, Mrs Bronwen McKibben and Dr Anna McCormack-Colbert we have introduced the following this year:

- 7 members of staff are working with our Primary schools on a carousel basis for mutual professional development in readiness for Curriculum for Wales and learner transition within the curriculum. Subjects include: Music, Drama, French, P.E., Science, History and Geography.
- A member of the English Department is working with one of cluster primaries on developing MA+T provision within their setting and garnering knowledge and understanding of Literacy and the transition within the Languages, Literacy and Communication AoLE.
- HoDs English and Welsh are working with cluster colleagues to develop oracy techniques to ensure familiarity and consistency to ease transition for learners.
- We have seconded one of our primary colleagues to support staff and learners. There is a group of learners who have been severely impacted by the pandemic, where the gap in learning and progress is large. As a result, some learners are so behind that we have seconded a primary teacher to ease the transition and support staff in planning lessons to ensure progress and relevance for these learners. She is also working with staff on Curriculum for Wales and looking at enhancing expertise and planning a transition project, jointly with our primary colleagues to further support transition.

All of these activities combined, are ensuring a breadth of approach to support learners at both a pastoral and curriculum level in their transition.

## **Curriculum**

The school's curriculum is organised by academic Years 7 - 13. Years 7 - 9 are set according to information on their literacy and numeracy skills or are mixed ability classes. Individual subject areas have made this decision based on the best approach for their subject area. In Year 7, there is also a carousel where some subjects are taught with a cross-curricular Area of Learning and Experience approach reflective of the purpose of Curriculum for Wales. Some lessons and experiences have been collaboratively planned across an *Area of Learning and Experience*, to provide a platform for learning in order for learners to transfer their knowledge, skills and experiences across topics and subjects.

In Years 10 and 11 learners are set by ability in core subjects and taught usually as mixed ability groups in option subjects. Practical lessons call for smaller groups, which is accommodated, for health and safety purposes.

Post 16 classes are taught as mixed ability groups based on the choices made by learners returning to Sixth Form.

## **Option Blocks**

### **Year 9**

**Option A:** History, Business, Art, Engineering, Graphics, Product Design, Health and Social

**Option B:** Business, Art, iMedia, Geography, ICT., Drama, Sport

**Option C:** Public Services, Engineering, Music, Geography, ICT, History, German, Construction, Hair & Beauty

### **Year 12**

**Option A:** Maths, Digital Media, Religious Studies

**Option B:** Chemistry, Drama, Geography, English Language and Literature Combined, Sport

**Option C:** Physics, Business Studies, History, I.T., Welsh

**Option D:** Art, Biology, Business Studies, D.T., Travel and Tourism, Medical Science

**Option E:** Conwy Linc Courses (Public Services, Health and Social on site at Ysgol Bryn Eliau).

All KS5 option blocks have Skills Challenge Cymru.

From September 2021, learners in Year 7 will experience the usual broad spectrum of subjects. Some lessons and experiences will have been collaboratively planned across an *Area of Learning and Experience*, to provide a platform for learning in order for learners to transfer their knowledge, skills and experiences across topics and subjects, including a focus on Cymru a Fi.

## Areas of Learning and Experience

### **Expressive Arts**

Art, Drama, Music

### **Languages, Literacy & Communication**

English, Foreign Languages, Welsh

### **Health & Well-being**

P.S.E., P.E., Food Studies

### **Mathematics & Numeracy**

Mathematics, Science

### **Humanities**

Geography, History, Religious Studies

### **Science & Technology**

Science, Design Technology, ICT

## Additional Learning Needs

### **1. What is changing for children and young people with special educational needs?**

The Welsh Government is changing the way children and young people with SEN are supported. The support children with SEN receive is called special educational provision (sometimes called SEP).

WG are replacing the old (SEN) system with the new ALN system. The new ALN system strengthens the importance of providing information and support so that children, young people and their parents are involved as much as possible in the process and in decisions that affect them.

When the ALN system is introduced you will notice the following changes to what things are called:

- special educational needs (SEN) becomes additional learning needs (ALN)
- special educational needs co-ordinators (SENCOs) become additional learning needs co-ordinators (ALNCOs)
- special educational provision (SEP) becomes additional learning provision (ALP)
- plans such as individual education plans (IEPs), statements and learning and skills plans (LSPs) will be replaced with a new plan called an individual development plan (IDP)

Some things have not changed. Having ALN is the same as having SEN. This means that if a child or young person has SEN they are also likely to have ALN. And it means the special education provision children and young people get to help them learn at school because they have SEN will continue, if it is still required, but it will now be called additional learning provision.

## 2. When and how children and young people will move to the new system?

Moving children from the SEN system to the ALN system will take place over 3 school years to make sure there is enough time for nurseries, schools, PRUs and local authorities to discuss the support needed and to prepare plans.

Children will move from the SEN system to the ALN system in groups. The first group moving from the SEN system to the ALN system are children who:

- go to a local authority nursery, local authority school or PRU and have SEN with support through early years action, early years action plus, school action or school action plus
- do not have a SEN statement and are not involved in a SEN statement process (such as waiting for a decision about an SEN assessment or waiting for a decision about an SEN statement)

The table below shows when children in the first group must be moved to the ALN system based on their school year group.

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**Spring term 2022 to end of August 2023** Nursery Years 1 or 2, Year 1, Year 3, Year 5, Year 7 or Year 10

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**School year 2022 to 2023** Nursery Years 1 and 2, Year 1, Year 5, Year 9 and Year 10

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**School year 2023 to 2024** Year 4 and Year 8 and any other learners with SEN on 1 January 2022 who did not move to the ALN system during the first and second years of implementation

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Other groups of children, such as those with statements of SEN, will move from the SEN system to the ALN system between September 2022 and August 2024. The Welsh Government will issue guidance about this later.

The ALN system will follow the person-centred approach and schools and, in some cases, local authorities will decide about how best to meet your child's needs within the meaning of the new Act. Following a collaborative decision-making process, schools or sometimes the local authorities will issue an 'IDP notice' or a 'no IDP notice'. It is the IDP notice, or the no IDP notice, that moves a child from the SEN system to the ALN system.

We will work hard with learners and families to ensure everyone understands these changes. We will start moving learners to the new Additional Learning Needs ('ALN') system in January 2022. This will be done gradually over the Spring and Summer Term 2022 we will get in touch with families and provide information on when and how this will happen.

Families will have access to impartial information advice and support. This is statutory, which means it must be provided by law. Every local authority in Wales must have arrangements for providing children and their families and young people with impartial information, advice and support. In Conwy local authority, SNAP Cymru (0808 801 0608) provides this service.

Please also be assured, that we or the local authority can also provide any advice or support as necessary. Speak to us as soon as you have any worries or concerns.

**Year 7 and 10 learners not being identified as needing an IDP will still have access to the school-based interventions they meet entry criteria for.**

### **3. What support are learners with ALN accessing this year?**

Learners identified and having Additional Learning Needs receive support and intervention by the Learning Zone, under the direction of the ALNCO Dr McCormack-Colbert, in line with their needs.

#### **The Learning Zone - Intervention based provision for mainstream learners**

The ALN department works within the school and with outside agencies to provide additional support to learners with learning differences. In accordance with the Special Educational Needs Code of Practice for Wales (WAG, 2002), the department aims at enabling learners with Additional Learning Needs (ALN) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. Learners who may require additional support are identified at the transition from primary to secondary school, when they join from other schools or as a result of teacher referral.

Several interventions are available to learners who are placed on **School Action (SA)** in **KS3**:

- Literacy support
- Numeracy support
- Speech and language support (Specialist Teaching Assistant trained by a Speech Therapist)
- Social and Emotional communication skills (Specialist Teacher/Specialist Teaching Assistant)

At **KS4 School Action (SA)** the form of support available changes and aims at enabling learners to leave school with qualifications so that they are ready to meet real life challenges:

- SWEET: *Sweet\** is a range of innovative resources that support learners to develop important life and employability skills, and to achieve a fully accredited Pearson Edexcel BTEC qualification in Personal and Social Development
- WJEC Entry Level English
- AQA Entry Level Maths
- Study skills
- Qualifications for Life: Agored Cymru Level 2 Certificate in Work Related Education General Information

Learners in **KS3 and KS4** placed on **School Action Plus (SA+)** also may have access to support provided by the LEA and/or external agencies:

- Teaching Assistant Support
- Specialist dyslexia tuition
- Support and monitoring from the Sensory Impaired Service (partially hearing and visually impaired)
- Involvement of the Speech and Language Therapy service
- Support from the English as an Additional Language service
- Support from the Educational Psychology Services
- School based counselling service

### **The Individual Support Base**

#### **(resource base for learners with severe learning difficulties)**

Managed by the Local Authority.

#### **4. Examination access arrangements (Years 10 to 13)**

Examination access arrangements allow candidates with additional learning needs, disabilities or temporary injuries to access an assessment/examination and show what they know and can do without changing the demands of the assessment.

Dr McCormack-Colbert carries out specialist assessments at the start of Year 10 and applies for access arrangement approval to the Joint Council for Qualifications. Further information can be found on [www.jcq.org.uk](http://www.jcq.org.uk).

## **National Professional Enquiry Programme (NPEP) (year 2)**

### **Dr Anna McCormack-Colbert and Mr Aaron Jones**

**Lead school:** Ysgol Bryn Elian

**Partner schools:** Ysgol Swyn Y Don, Ysgol Hen Golwyn and Ysgol Llanddulas.

### **Lead school project**

**Title:** Differentiating by offering choices

**NPEP research question:** Does allowing year 7 learners to choose their success criteria encourage learners of **all** ability to be engaged and ambitious?

The enquiry work reflects the new context within the Welsh education system and some of the main areas of the *Continuity of Learning (CoL) Plan* developed by the Welsh Government, namely: inclusion, pedagogy, learning and the Curriculum for Wales 2022.

**Two Research Associates were appointed:** Aaron Jones and Sarah Gorman (maternity leave).

#### **Roles and Responsibilities of the Associates:**

Carry out an enquiry which addresses one of Ysgol Bryn Elian's identified areas of development (differentiation, MAT provision, T&L and ALN).

Work with **our partner schools** to support the development of enquiry skills.

### **Partner school projects**

**Ysgol Hen Golwyn:** Does using Reading Eggs reading scheme translate into better learner engagement (home and school)?

**Ysgol Llanddulas:** How can creative learning approaches improve learners' engagement?

## **Bryn Elian triads**

**Mrs Lindsey Hastings, Mr Adam Campion & Dr Anna McCormack-Colbert**

### ***Collaborative professional enquiry***

Professional enquiry is based on action, evaluation and critical analysis of practices based on collected data in order to introduce improvements in relevant practices. This type of research is facilitated by participation and collaboration of a number of individuals with a common purpose.

### ***What does it involve?***

- Staff are to work in groups of 3 to collaborate on developing their knowledge and understanding of an area or idea.
- In their groups of 3, they are to decide on an enquiry project to trial an approach/strategy/intervention.
- All projects need to have measurable impact on practice, learner progress and/or learner outcomes.

**This is an outline of the enquiry questions and their themes in which they are collaborating on.**

| <b>Enquiry Question</b>   | <b>Staff</b>   | <b>Department</b> | <b>Theme</b>    |
|---|----------------|-------------------|-----------------|
| Do exit tickets enable assessment to be indistinguishable from learning in Maths within Year 8 classes across this academic year? | JMC KS HH      | MATH              | Assessment      |
| What impact does differentiated learner-led homework have on quality of work with year 7 learners over 6 months?                  | CMO SEJ LO     | HUM WEL           | Differentiation |
| Does the setting of differentiated, project-based homework have an impact on engagement?  | WP SSP HJ      | ENG               | Differentiation |
| What impact does varying degrees of expectation have on learner understanding for KS3 learners?                                   | NLH DWM<br>CSH | DT ICT            | Differentiation |
| What is the most effective method for feedback within a practical setting with Year 9 learners?                                   | EW MVR NJW     | EA PE WEL         | Feedback        |
| Does modelling extended writing questions improve learner attainment?   | TL MB SW LOR   | SCI WEL           | Literacy        |
| Can the effectiveness of form time be improved through intervention by sharing relevant data with FT?                             | AC MCJ         | MFL PE            | Pastoral        |

|   |                  |               |                     |
|---|------------------|---------------|---------------------|
| Will the implementation of KIVA improve the reporting process of bullying across the school?                            | DML CS RR        | MATH PE       | Pastoral            |
| What impact does re-designing the Year 9 MTP for the Careers Options Module have on Year 9 students?                    | JFP RM JLP       | HUM SCI       | Pedagogy            |
| Can the use of effective retrieval methods improve retention of Key Stage 5 learners?                                   | CM NPR RMN       | HUM           | Retrieval           |
| What impact do management strategies have on an interdisciplinary department over two terms?                            | PM JJ AB         | DT HUM<br>WEL | Staff<br>Management |
| What impact does the delivery of secondary school specialist subjects to Year 6 learners have on skills and knowledge?  | SD MLH           | CA MFL        | Transition          |
| What impact does giving ISB learners the opportunity to attend some Maths mainstream lessons have on their self-esteem? | PB CP            | MATH PAST     | Wellbeing           |
| How does First Aid and Surf Life Saver qualifications impact on learner self-esteem, confidence and wellbeing?          | KW RH DDB<br>ELC | DT PE SCI     | Wellbeing           |

### **KiVA anti-bullying:**

KiVa is an acronym for “Kiusaamista Vastaa” (against bullying) and kiva is also a Finnish adjective for “nice”. The programme is based on robust research that shows how the responses of bystanders maintain or decrease bullying behaviour. It aims to affect norms and skills, behaviour, attitudes, and the classroom and school climate. The programme has universal actions, at both class and school level, and indicated actions that address confirmed cases of bullying.

- Learners in KS3 have received emotional literacy lessons during their usual PSE lessons, and this is something they will continue to revisit this in each year up until the end of Yr9.
- KS4 form tutors provided with information and support to help learners understand our new process, and what we all should be doing in order to tackle bullying.
- Website has been updated to provide all relevant information available to learners and parents. Parents/learners are able to access our only bullying form, check our processes to deal with bullying, and gain a greater understanding of KiVA and its impact.
- KiVA anti-bullying contract has been created. This contract is a binding process where parent, learner and LM’s/SLT fully understand the process, should the bullying continue.

- A centralised copy of all those learners who have received a KiVA contract, and at what stage, should we need to refer back to.
- Learners to complete a survey at the end of the year to establish effectiveness of the emotional literacy lessons they received.

### **Physical Education Department**

As we move back to some kind of normality in our lives, promoting the benefits of our learners leading a Healthy lifestyle has never been more important. As a department we are doing everything we can to educate and inform all our learners of the importance of installing good habits so that they can lead a healthier and more active lifestyle.

Since the start of this academic year the Physical education department has expanded its facilities and launched some exciting new initiatives.

### **Health & Wellness Suite**

In September 2021 Ysgol Bryn Elian opened its Health & Wellness facility. Stocked with a wide range of state of the art Cardiovascular and Resistance equipment the facility allows learners and staff to discover a range of fitness opportunities both during lessons and through extra-curricular clubs. The facility has been an extremely popular addition to our sporting facilities and continues to evolve with the addition of new equipment that has kindly been donated by members of the public and the school's "Make a Difference" Initiative. I must also take this opportunity to thank members of the PE teaching staff who gave up their own time during the summer holidays to get the facility ready for use.

### **Physical Education Teaching Classroom**

Thanks to the kind donations from "Business for Schools" and to Coincide with the opening of the new Health & Wellness facility, a brand-new Physical Education classroom was opened in September 2021. Located next to the Health and Wellness suite, the classroom gives students the unique opportunity to explore theoretical concepts through practical challenges. The classroom has given us the opportunity to accelerate learning in a unique teaching environment.

## **Curriculum for Wales**

As we look forward to the launch of the new Curriculum for Wales in September 2022, Ysgol Elian's Physical Education department has teamed up with PSE & Food Technology to form the HWB (Health and Well Being) Faculty.

Working in Collaboration and led by Mrs Elin Jones, we have been piloting an exciting new curriculum to year 7 learners since September 2020. Specific Well Being projects are delivered over two, 4-week cycles during the academic year. The objective of the first project is to enhance learners understanding of physical health, whilst the second project has an emotional and social health focus. The department has worked closely with other departments within the HWB AOLE to prepare specific curriculum content that will prepare our learners on the benefits associated with leading a healthier lifestyle.

The 4 purposes and what matters statements laid out in the new Curriculum for Wales have been the focus of our curriculum planning to ensure we are providing the learners with the very best opportunity to develop varied and transferable skills which will benefit them across all walks of life, now, and in the future.

## **Extra-Curricular Provision**

Ysgol Bryn Elian's Extra-Curricular Programme continues to thrive both at lunchtime and after school. Members of the PE department are supported by a team of "Sports Ambassadors" to offer a wide range of sporting activities in both competitive and non-competitive environments. Alongside the traditionally popular; football, badminton and netball a year 7 recreational "Turn Up & Play" session, basketball and a girl's football club have proved popular additions to the programme of activities offered. The school has also enjoyed competition against other local schools in football, basketball, netball and athletics.

## **Academic Achievement**

In Key Stage 4, learners achieved excellent results in this summer's GCSE Physical Education Examinations. With thorough Interim Practical and Theoretical Assessments staff were able to provide clear and concise judgments in the grading of learners. As the summer examinations approach, staff are confident of another set of fantastic results. The Physical Education department continue to take

responsibility for the management of Public Services. The Level 2 extended certificate produced excellent results last summer and a similar level of success is expected this year.

Key Stage 5 Sport continues to be a popular subject choice in the sixth form at YBE. Mr Hooper cites another crop of excellent results as credit to the efforts of learners and staff. Level 3 Public Services run as part of the Conwy LINC Programme continues to attract large numbers from Secondary Schools in the area. We currently have over 70 learners enrolled who study the Subsidiary Diploma and Diploma's in Uniformed Public Services every Wednesday here at YBE.

### **Conwy Well-Being Ambassador Programme**

We are delighted to announce that Ysgol Bryn Elan are part of the Conwy Well-Being Ambassador Programme this year. Over the Summer term we were overwhelmed with the level of interest shown by learners from years 9, 10 and 11 who wished to sign up to the Programme in aid of supporting the Health and Well-Being of their peers.

As a result of signing up, they all received training by professional, local agencies on a variety of emotional and social issues that young people experience. On completing the training, we began an application process to identify the individuals that would become our Well-Being Ambassadors. The successful candidates were:

Grace Tideswell, Eleri Gizzie, Harriet Glover & Maddison Owen (Year9)

Saskia Walmsley, Efa Salisbury, Freya Roberts and Maddi Owen (Year 10)

Sami Karadal, Mia Barlow, Jonath Thomas, Harmony Powell and Joshua Hughes (Year 11)

We are extremely proud of these kind, enthusiastic and compassionate individuals who are volunteering their time to raise awareness of Mental Health and Well-Being around the school. The team are already busy at work and have been leading assemblies for whole year groups, introducing themselves and promoting what is on offer for anyone who may need some emotional support. Drop-in centres for year 7, 8 & 9 learners have been facilitated as safe places for them to call in when they have worries or concerns and the Ambassadors will be using their training to signpost appropriately those who come seeking further guidance.

Our 6<sup>th</sup> form volunteers (Shannon Owen, Emily Rosenwould, Nansi Jones & Evie Joyce-Milnes) are also now in the process of being trained up and will be meeting after the half term to discuss an action plan to support KS4&5 learners.

In December our Ambassadors attended a presentation by Campaigner, Sammy Woodhouse who is a survivor of the Rotherham Child exploitation scandal. Following on from this, they have identified the need to raise awareness amongst their peers of misconceptions and stereotypes that exist within our communities of both perpetrators and victims of child exploitation. They will be preparing a presentation/lesson to be delivered within PSE lessons in March to coincide with Child Exploitation week. All the best to the team in their new roles! We cannot wait to see all the positive impact their work will have on the lives of others.

### **School Health Research Network (SHRN)**

The school have submitted KS3 & KS4 SHRN data for analysing. The full report will be arriving around the Easter term. With higher than usual learner absences to contest with due to Covid we still felt we achieved a good sample size of responses for an accurate insight into the Well-Being of our learners.

| <b>YBE PE &amp; HWB Extra-Curricular Timetable</b> |  |   |
|--|--|---|
| <b>SPRING TERM</b>                                 | <b>LUNCHTIME</b>   | <b>AFTER SCHOOL</b>   |
| <b>MONDAY</b>                                      | <p><b>BADMINTON 7/8, RH, SPORTSHALL</b><br/>Seren (D.L), Alexa, Eva, Kerrie, George</p> <p><b>WELL-BEING DROP-IN YEAR 8- PE SUITE, EJ</b></p>  | <p><b>YEAR 9/10 BOYS FOOTBALL MVR, ASTRO</b><br/>Harry, Malachi</p> <p><b>Year 9/10/11/6<sup>TH</sup> FORM NETBALL, CO/CW, SPORTSHALL</b><br/>Evie, M.</p> <p><b>GIRLS FITNESS All Years, EJ, FITNESS SUITE</b><br/>Eva L</p> |
| <b>TUESDAY</b>                                     | <p><b>BADMINTON 9/10, RH, SPORTSHALL</b><br/>Jamie (D.L), Declan, George, Harry G, Nathan, Ifan</p> <p><b>WELL-BEING DROP-IN YEAR 9- PE SUITE, EJ</b></p>                                  | <p><b>KEY STAGE 3 BADMINTON &amp; GCSE Students, PE STAFF, SPORTSHALL,</b><br/>Jamie, George</p>  |
| <b>WEDNESDAY</b>                                   | <p><b>Turn up &amp; play Year 7, RH, SPORTSHALL</b></p> <p><b>SPORT MENTORS</b></p> <p><b>FITNESS YEAR 9&amp;10, FITNESS SUITE, EJ</b><br/>Seren, Malachi, Declan, Jamie</p>               | <p><b>GIRLS 7/8/9 FOOTBALL, DML, SPORTS HALL</b><br/>Cara (D.L), Mia Wall, Sophie</p> <p><b>YEAR 11 BOYS FITNESS, AC, FITNESS SUITE</b></p>   |
| <b>THURSDAY</b>                                    | <p><b>YEAR 7/8 DODGEBALL, MVR, SPORTSHALL</b><br/>Seren (D.L), Malachi, Jamie, Harry R, Sophie, Kerrie</p>   | <p><b>YEAR 7&amp;8 BOYS FOOTBALL, RH, ASTRO</b><br/>Jamie (D.L), Declan, Malachi, Harry R</p> <p><b>GIRLS 7/8 NETBALL, CO, SPORTSHALL</b><br/>Eleri (D.L), Sophie, Eva</p>  |
| <b>FRIDAY</b>                                      | <p><b>YEAR 8 &amp; 10 Basketball, SPORTSHALL</b><br/>Jamie (D.L), Sophie, Harry G, Ifan, Nathan, Alexa</p> <p><b>GIRLS FITNESS ALL YEARS, EJ, FITNESS SUITE</b><br/>Seren (D.L), Eva L</p> |   |

*\*Year 7 Well-Being drop in- Lunchtimes F9 (RM)\**

**INCOME AND EXPENDITURE ACCOUNT**

Period ending 31st March 2021

| <b>Income</b>                           | <b>Notes</b> | <b>2019/20</b>   | <b>2020/21</b>   |
|---|--------------|------------------|------------------|
| Individual School Budget                | 2            | 4,505,632        | 4,894,367        |
| Other Welsh Assembly Grants             | 3            | 209,191          | 123,175          |
| SEG/PDG                                 |              | 207,161          | 220,317          |
| NQT Grant                               |              | 10,820           | 6,450            |
| Lettings                                | 4            | 4,660            | 1,013            |
| All Weather Pitch                       |              | 0                | 0                |
| Other Income                            | 4            | 39,018           | 35,176           |
| <b>Total Income</b>                     |              | <b>4,976,482</b> | <b>5,280,498</b> |
| <b>Expenditure</b>                      |              |                  |                  |
| Staff Costs                             | 5            | 3,983,192        | 4,096,891        |
| Maintenance Expenditure                 |              | 60,332           | 155,521          |
| Other Occupancy                         |              | 127,228          | 117,134          |
| Educational Supplies and Supplies       |              | 700,806          | 717,074          |
| Other Supplies and Services             |              | 151,421          | 131,954          |
| Furniture and Equipment                 |              | 0                | 0                |
| Capital Expenditure                     |              | 0                | 0                |
| <b>Total Expenditure</b>                | <b>6</b>     | <b>5,022,979</b> | <b>5,218,574</b> |
| Excess of Income over Expenditure       |              | -46,497          | 61,924           |
| Balance B/Forward from Previous Period  | 13           | 152,786          | 106,289          |
| <b>Balance C/Forward to Next Period</b> | <b>13</b>    | <b>106,289</b>   | <b>168,213</b>   |

## **Recent Careers Education Developments at Ysgol Bryn Elian**

The Year 9 Careers Choices Module and resources has been redesigned and delivered to Year 9 classes through PSE. The module focuses on who can provide careers advice to students, discrimination in the workplace, Year 9 option choices and future careers choices. Feedback from learners and staff regarding the new module was very positive.

Mr Jeff Powell is currently participating in a Level 6 Career Leader Qualification, after successfully completing Unit 23 (Plan and design career related learning programmes) he will now move onto Unit 21 (Lead and manage career development work in an organisation). Mr Powell has also been asked to consult on the new Career and Work-Related Education (CWRE) Award which will replace The Careers Wales Mark.

## **Ysgol Bryn Elian Alumni Initiative Update**

Former students of Ysgol Bryn Elian have been contacted via email or social media. Alumni have been asked a series of questions relating to their current roles and careers pathways. Alumni information, including a current photograph, has been collated into a single page profile which will be used to construct a Wall of Fame for Alumni outside Studio One. Many Alumni have expressed an interest in coming into school to discuss their careers and work experiences. Some Alumni has also been interviewed via Microsoft Teams. It is planned to use these interviews during form time in the morning.

## **Eco-Committee**

### **Learners celebrate the renewal of their Eco-Schools Green Flag: 4<sup>th</sup> Platinum Renewal**

Our learners have proven their green credentials yet again after taking part in a rigorous assessment process via Teams. On the 3<sup>rd</sup> February 2022, the Eco-Committee met with Catrin Hughes from Keep Wales Tidy. Their remit was to share, and celebrate with her, their progress over the last year in environmental change within our school community and setting. At the end of the meeting, Catrin delighted the Eco-Committee with the fabulous news that we will attain our Green Flag: 4th Platinum Renewal. Our Eco-Committee consists of two representatives democratically elected from each year group. It plays an important role in the learner voice at Ysgol Bryn Elian.

The last two years have been challenging for the Eco-Committee. The restrictions placed on schools because of Covid-19 have limited many of the activities in which the Eco-Committee would normally

take part. However, as always our learners have demonstrated strength, resourcefulness and resilience. They have encouraged our school community to use our new onsite clothes recycling facility from Dragon Bags. All the money raised from donating clothes will go back to the Eco-Committee to help them improve the school environment further. A new Eco-Club has been established to inspire healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. The club is fully inclusive, aimed mainly at our new Year 7 intake and helps build confidence in our older learners who attend in a supportive role. Litter-picks continue to be a regular activity and make a significant improvement to our school site, whilst helping develop our learners as ethical and informed citizens.

The Eco-Schools programme is designed to empower and inspire young people to make positive environmental changes to their school and also to the wider community, while building on their skills, including numeracy and literacy, and encompassing Education for Sustainable Development and Global Citizenship. In Bryn Elan, we are delighted to see that thanks to the efforts of our learners, this goes from strength to strength!

### **School Council 2021/2022**

Over the last academic the student council have been working on many aspects of everyday school life, some of these include:

- Student wellbeing: Creating a draft wellbeing policy, improving areas of the school for learner's wellbeing as well as working with the school's wellbeing ambassadors.
- Mind charity as well as the British Heart foundation have been the two chosen charities for the student council this year.
- The student council have been working closely with Mr Woodhouse and Business for schools.
- The student council worked alongside Mrs Ussery around modern Slavery in North Wales, this aspect of work results in the student doing whole year group assemblies for their respected year groups.

| <b><u>School Council 2021/2022</u></b> |                               |                 |
|--|-------------------------------|-----------------|
| <b>Year 8</b>                          | Tommy Hill                    | Reece Arronwich |
| <b>Year 9</b>                          | Elliot Taylor                 | Grace Tideswell |
| <b>Year 10</b>                         | Harry Russel & Tyler McCallow | Ebony Banks     |
| <b>Year 11</b>                         | Ianto Evans                   | Jason He        |
| <b>Year 12</b>                         | Frank Sharpe                  | James Morley    |
| <b>Deputy Head Boy/Girl</b>            | Josef Lederle                 | Nansi Jones     |
| <b>Head Boy/Girl</b>                   | Harvey Dykes                  | Lauren O'Brian  |