

St Richard Gwyn Catholic High School

Governors' Report 2021-2022



Inside:

- Curriculum
- Teaching and Learning
- Professional Development
- Standards
- Cymraeg
- Financial Notes



Art work by Keira Enriquez in Year 11 for her final Art Exam (A*)

New Curriculum Starts for Year 7

The school is excited to embark on the New Curriculum for Wales with the new Year 7 cohort. We hope that the pupils' experiences are memorable and purposeful. St Richard Gwyn's curriculum seeks to place goodness and academic success at the centre of what we do. The curriculum seeks to offer learners experiences that are exciting, engaging and implement the purposes of the New Curriculum for Wales.

The four core purposes aim for a St Richard Gwyn pupil to be: an **ambitious, capable** learner, ready to learn throughout their life; an **en-**

terprising, creative contributor, ready to play a full part in life and work; an **ethical, informed** citizen, ready to take part in Wales and the world; a **healthy, confident** individual, ready to lead a fulfilling life as a valued member of society.

Alongside these key purposes we also seek to promote the pupil profile that aims for pupils in our school to grow up to be: **Grateful** for their own gifts and **generous** with their gifts, becoming men and women for others; **Attentive** to their experiences and **discerning** about the choices they make and the

effects of those choices; **Compassionate** towards others and **loving** by their just actions and forgiving words; **Faith-filled** in their beliefs and **hopeful** for the future; **Eloquent** and **truthful** in what they say of themselves and others; **Learned** and **wise** in the ways they use their learning for the common good; **Curious** about everything and **active** in their engagement with the world, changing what they can for the better; and **Intentional** in the way they live and **prophetic** in the example they set to others

We believe these virtues support our young people. "An important part of growing up successfully is to create an identity – to imagine your grown-up self and then do what is needed to become that person in a conscious and deliberate way." Our profile suggests what a good person looks like and invites young people to make its virtues their own, shaping the fantastic characters that they will become!

Teaching and Learning

Whilst no one could have anticipated the impact on Teaching and Learning during the pandemic, it was been fantastic to return to greater normality in school last year. Fences and barriers were removed and, with pupils able to move more freely around the school, the pupils' last year had a relatively 'normal' year in terms of accessing learning and moving around the school site

Hopefully, many of the positive developments that came from the pandemic remain. Pupils have more access to work online and google classrooms offer a powerful resource and learning tool. There was huge investment in ICT provision and progress in staffs' use of online learning. Pupils have shown huge resilience in recent years; it is wonderful to see them engage in learning onsite.

Teachers in school are also always learning. Each member of staff takes part in a Strategic Research group, These aim to help drive teaching and learning in school, offering a supportive environment to try out new approaches. This year's focus for staff will be looking at strategies to develop and refine Constructive Feedback to pupils.

It was wonderful to see more learning experiences taking place outside the classroom. Trips and excursions returned, pupils went to the theatres and local attractions, offering pupils important enrichment.

Standards

Wellbeing and standards go hand in hand in order for pupils to achieve their potential. The pupils last year had some fantastic success and the school as a whole achieved the highest GCSE results in the history of the school. "Through all the challenges of the last few years, the dedication of the amazing staff alongside the resilience of our fantastic pupils, these results just prove how working so hard together even though tough

times, amazing things can be achieved. To see 73% of our pupils leave us with 5 A* - C grades including English and Maths, is beyond our expectations, even higher than the previous two years when there were no examinations. 35% of our pupils left St Richard Gwyn with 5 or more A/ A* grades; a phenomenal achievement."

It was fantastic to learn of ex-pupils success at the recent Leavers' Ceremony at St Davids College. Megan Crossman received the St Oscar Romero

Award, Olivia Barnett won the St John Paul 2nd Award and the Canon Ieuan Wyn Jones Award was awarded to Joseph Chapple

Cymraeg Campus initiative

The school is part of the Cymraeg Campus initiative. This aims for all schools, regardless of their linguistic nature, to work to ensure learners: are confident in using their Welsh language skills; and foster positive attitudes towards the language. We hope

to increase the use of the language inside and outside the school.

Schools will be encouraged to ensure that they involve the whole school community – learners, the whole workforce (teaching staff, support staff, canteen staff), parents/carers, governors and the wider community.



Two walls of the School Barn after the work of local Graffiti artist, Tea2Sugars

Financial Notes

Spending in the budget is in line with the school improvement plan and also included a number of developments that were funded through external grants. The school built more outdoor canopies in order to provide shelter in rainy weather. Covid funding was also spent on improving ICT facilities and, through accessing Council funding, we were able to install a new toilet

block and offices. Work also took place to resurface the back play areas. We were delighted to be able to purchase a new minibus last year. Thank you to the parents for their contributions towards this. Lastly, one of the most exciting projects, funded through accessing a grant, was the work of graffiti artist, Tea2Sugars, which transformed the barn.

Term Dates:

Autumn 2022

Monday 5th September - Friday 23rd December
Half Term - Monday 31st October - Friday 4th November

Spring 2023

Monday 09 January - 31st March
Half Term - Monday 20th February-Friday 24th February

Summer 2023

Monday 17th April - Friday 21st July
Half Term: Monday 29th May-Friday 02 June 2023

INSET DAYS:

Monday 5th September
Friday 7th October
Friday 2nd December
Friday 23rd December
Monday 30th January

The Governing Body

Foundation	Non Teaching Staff
Mr Paul McLoughlin (Chair)	Mrs Kate Clark
Dr Martin Price	Teaching Staff
Mr Steve Trigg	Mrs Rebecca Swain
Mrs Emma McGivern	Ms Amanda Gledhill
Mrs Lisa Hassan	Local Authority
Mrs Kate Harris	Mr Danny Williams
Mrs Marcia Gittens	Mrs Karen Evans
Parent Governors	Headteacher
Mr Steve Farugia	Mr David Blackwell
Mr Noel Clawson	Clerk
Mrs Emma Turner	Mrs Claire Price

Please contact by writing to
info@strichardgwyn.co.uk



Chaplaincy

The forty strong chaplaincy team go from strength to strength and they lead the school in liturgy and worship while deepening their own faith. In the above photo some of them are seen with our new Archbishop after a Mass honouring the relics of St John Lloyd and St Phillip Evans.

In the first week of term another group were back at the cathedral in Cardiff to visit the relics of St Bernadette of Lourdes and learn more about her devotion to Our Lady.

Wellbeing continues to Grow....

Wellbeing is at the forefront of all aspects of life at St Richard Gwyn and is growing from strength to strength for both the pupils and staff. We have continued to provide tailored in house interventions and work with a multitude of external agencies to support our pupil progress and development. ELSA, Dog therapy, mentoring, counselling sessions and ALN support have been run through our progress centre and ALN team. The progress centre is the hub of the school where pupils feel safe and secure.

Staff wellbeing has also been a focus for the school. This year saw the re-introduction of external exams, coursework deadlines and school life as normal after Covid. Therefore, staff wellbeing has been a focus during meetings and discussions. We have increased training opportunities in all aspects of school life, including students' emotional and mental wellbeing, and have had the additional support of a MIND coun-

sellor for our staff during the summer term.

This year has seen the introduction from the Welsh Government of the Framework on embedding a whole-school approach to Emotional and Mental Wellbeing. The aim of the framework is for us to review our own well-being landscape and develop plans to address our weaknesses and build upon our strengths. Staff have received extensive training to carry out the evaluation and are excited with the prospects for development. This whole-school approach will continue to support all members of our community.

This year also saw the introduction of our 'Enrichment week'. Pupils had the opportunity to go on external enrichment trips and partake in activities they may have never experienced before. A popular activity was photography where pupils looked at perspectives and photographing nature around our school. Master Chef

was also fully booked each session, pupils were keen to share some of their favourite recipes. The whole week gave a breath of experiences that helped pupils to develop a variety of skills which encompass our Jesuit pupil profile qualities.

The school's attendance has kept in line with the Vale average. Covid has impacted some individuals' attendance in school and this has been the focus of the progress leaders, who have been developing support packages to re-engage those unable to attend. We have recently appointed a Family Engagement Lead who will be supporting this as well as improving our school to home communication and parent forum opportunities.

GCSE Results

	2022	2021 (CAG)	2020 (WJEC determined grades)	2019
Interim Capped 9	413.76	424.92	421.69	404.21
Level 2+	73.29% (Best) TBC(First)	67.5%	70.67%	69%(Best) 67% (First)
Level 2	84.47%	82.5%	84.67%	78.62%
Level 1	94.41%	99.38%	98.0%	97.93%
5 x A*-A	34.78%	36.25%	34%	29.66%

Professional Development

Staff focused on Coaching as a means to professional development. The sessions with staff in after school meetings developed and awareness of how the coaching process works; the research group gave focus to developing coaching to support staff; staff enjoyed and engaged the accredited training.

Coaching approaches informed the way staff looked at developing and supporting each other in their teaching and learning. This year the schools team of accredited coaching staff will provide staff with support in different areas of school life.