



## **St Joseph's Catholic School & Sixth Form Centre**

### **Annual Report of the Governing Body to Parents**

**26<sup>th</sup> March 2019**

*An electronic copy of this document can be found on the school website.*

*A paper version with larger font can be made available on request.*

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# **Annual Report of the School Governing Body**

## **Introduction**

This is the report of the Governing Body concerning the discharge of its functions during the school year 2017-2018.

St Joseph's Catholic School & Sixth Form Centre is a Catholic Voluntary Aided School in the Catholic Diocese of Menevia. The school caters for the religious, educational and pastoral needs of Catholic and other children between the ages of 11-19 from within Neath Port Talbot County Borough.

This report gives you a useful insight into some of the key features of the school and its performance.

In previous years a report such as this would have been presented at a meeting of the Governing Body with parents. Following changes to legislation school, the Governing Body will arrange a meeting with parents if parents of 10% of pupils request it or the parents of 30 registered pupils request one. If you wish for a meeting to take place, please send your request to Ms Helen Fisher.

## **Consideration given to any resolutions passed at the last meeting with parents**

No meeting with parents was scheduled last year.

## **The Governing Body**

The governors of St Joseph's Catholic School & Sixth Form Centre and the clerk to the governing body are listed on the following page.

All governors, including the chair and vice-chair, may be contacted via the school. The clerk to the governing body may also be contacted via the school and via the following address:

School & Family Support Team,  
Civic Centre (1st Floor),  
Neath Port Talbot CBC,  
Port Talbot, SA13 1PJ

## Current Governors

Governor	Name	Term of Office	Position
Headteacher	Mr E Scourfield	Since 16-Apr-12	Governor (ex officio)
Foundation Governor	Mr John Wellington	18-Oct-20	Chair
Foundation Governor	Mrs Susan Phillips	26-Jun-21	Vice Chair (& SEN)
Foundation Governor	Mrs Shirley Freeguard	26-Jun-21	Governor
Foundation Governor	Rev Jim Caddick	24-Nov-21	Governor
Foundation Governor	Mrs Kathryn Torrance	21-Dec-21	Governor
Foundation Governor	Canon Paul Watson	21-May-19	Governor
Foundation Governor	Mrs Mary Mort	15-Jul-19	Governor
Foundation Governor	Mrs Gina Smith	09-Nov-19	Governor
Foundation Governor	Mr Peter McCarthy	09-Nov-19	Governor
Foundation Governor	Mrs. Christine John	15-Jun-20	Governor
Foundation Governor	Mrs Clare O'Neill	03-Nov-20	Governor
Foundation Governor	Mrs Katrina Heery	01-Dec-20	Governor
Local Authority Governor	Mr Scott Bamsey	31-Aug-21	Governor
Local Authority Governor	Cllr Steffan ap Dafydd	31-Aug-21	Governor
Parent Governor	Ms Elaine Baines	28-Nov-21	Governor
Parent Governor	Ms Suzanne Curtis	28-Nov-21	Governor
Parent Governor	Mrs Caroline May	31-May-21	Governor
Teacher Governor	Dr John Felton	08-Dec-22	Governor
Teacher Governor	Mrs Jodie Gow	01-Jan-23	Governor
Staff Governor	Ms Carlee Thomas	15-Dec-21	Governor
Associate Pupil Governor	Niall Huddleston	21-Jul-18	Associate Pupil Governor
Associate Pupil Governor	Erin Launder	21-Jul-18	Associate Pupil Governor
Clerk (non-voting)	Ms Helen Fisher	From 01-Sep-14	Clerk

## **Statement by the Chairperson of Governors**

*Dear Parents / Guardians,*

Welcome to the annual report for the academic year 2017-2018. The Governors would like to congratulate the pupils and staff for their hard work and the success they have achieved across the key stages. Whilst this was a challenging academic year with changes to syllabuses, everyone worked extremely hard and we take pride in their efforts. At Key Stage 5, again the vast majority of our students went on to study at the universities of their choice, which is testament to the excellent standards we set in our sixth form.

Our school continues to provide a wide range of extra-curricular activities and students have taken part in many events such as school talent shows, visits to the Welsh Assembly and visits to France and Belgium. These are just a few of the many opportunities on offer and the governing body is proud of the efforts of the staff who are involved. We are also very proud of the many sporting achievements of our students and continue to support this important tradition of our school.

As one of only 23 Pioneer Secondary Schools, we are helping to create a new curriculum to take education forward in the coming years. This is a result of the exceptional standards that we have achieved in the recent past and we continue as a school to support this fundamental change in the way our pupils learn.

We are grateful for the support from our local clergy who are regular visitors to the school. This year our Year 7 Welcome Mass along the visit of the Papal Nuncio have been particular highlights.

I hope that you take time to review our annual report and thank all of our school community again for their outstanding contributions in this academic year.

*John Wellington (Chairperson of the Governing Body)*

## Inspection and Progress

St Joseph's Catholic School & Sixth Form Centre last underwent Estyn and Diocesan Inspections in March 2013. Both Inspection teams reported that school performance was good. The Estyn team also reported that the school's capacity to improve was adequate and the Diocesan team reported the school's capacity to improve was good. Both reports can be found on the school website [www.stjosephscomp.co.uk](http://www.stjosephscomp.co.uk).

The recommendations from both Inspections and the way these are being met are as follows:

### **Estyn Recommendations R1-R5 and examples of how they are being addressed:**

#### **R1: Improve the quality of marking and assessment across all subjects**

Since the last inspection we have improved in this area by means of monitoring and planning. We have been able to identify and share good practice in school. Our reviews of learners' work show that progress is being made across the curriculum. An updated marking and assessment policy was rolled out from September 2017.

#### **R2: Improve the quality and impact of individual education plans**

During the time since the last inspection we have made big strides forward in our planning and provision for individual education plans (IEPs) and for SEN as a whole. Immediately following inspection we worked with the LA to develop strategies to bolster the progress of students with ALN and more recently our practices have been shared as exemplars with other schools. Our provision is significantly improved over the last few years and we continue to identify and adopt good practices in relation to the planning and use of IEPs in the classroom. Students with additional learning needs are always involved in planning for their learning.

#### **R3: Ensure that all senior leaders carry out their strategic roles effectively**

The senior leadership team has undergone several changes since the last inspection. Retirements and staff reviews have led to our establishing new positions. We have also devised clearer job descriptions, which are reviewed annually as part of our performance management cycle. In addition we have established new routines for holding and recording formal line management meetings and we have deployed senior leaders so that they have sufficient time to carry out their leadership roles. All senior leaders have leadership time and there is a clear focus on raising standards.

#### **R4: Strengthen line management and accountability amongst all leaders**

Clear job descriptions for all middle leaders (subject to annual review) and ongoing training in the use of data have helped to strengthen line management and accountability. Performance management and target setting are also well established and focused on improvement. Senior leaders meet with middle leaders routinely to monitor and support progress. All middle leaders and subject coordinators take an active part in formal professional discussions following examination results. Self-evaluation and improvement planning are informed by this focused dialogue.

**R5: Improve financial planning to ensure that resources are allocated effectively to meet the school's identified priorities**

We have made excellent progress in this area since the time of the last inspection. The financial year 2017/18 ended with a positive closedown figure. Since 2013 we have not only removed the historic deficit, we have also been able to achieve some of our highest ever results, showing that resources are focused on school priorities.

**Section 50 Recommendations R1-R4 and examples of how they are being addressed:**

**R1: Ensure all teaching in the RE department is good or better by securing teachers' subject knowledge through CPD**

We continue to work to ensure that all RE staff (including non-specialists) are well supported and guided so that they are confident and able to deliver high quality RE lessons. We are also continuing to ensure that leadership in RE is sufficiently focused on monitoring, evaluating and reviewing the quality of teaching in RE and on CPD. We have also invested time and funding for RE teachers to receive full updates on changes KS3 RE and changes to the specifications of public examinations in Religious Studies (WJEC GCE AS and A Level & GCSE).

**R2: Develop strategies that encourage independent learning and critical thinking skills**

We have worked to identify effective strategies used in RE and ensured that these are shared and more consistently employed in the department. We are continuing to ensure that there is sufficient challenge provided to MAT pupils. Results in GCSE are very good and compare favourably with those of other schools. Performance Management for all teachers is focused on the development of T&L. Lesson observations make use of a regionally designed tool that looks at the individual components of teaching and learning.

**R3: Embed Assessment for Learning so that it empowers pupils to improve the quality of their own learning and is consistent across the department**

Work in this area is linked with the work identified in response to Estyn's R1. Minimum professional standards for marking and feedback are established within RE and teachers make use of a formative feedback template to input focused formative comments of benefit to pupils. The RE Dept continues to make effective use of specified assessments and takes a consistent approach to marking and feedback. Assessment sheets used in RE provide opportunities for students to reflect on and to comment on their assessments and teacher feedback.

**R4: Involve pupils in liturgy planning, chaplaincy provision and interpreting the school's mission**

Immediately after inspection, focused work with our school chaplain was effective in developing student involvement and an increase in music. Since that time we have a new chaplain and are building on previous work. Sixth Form Ethos Ambassadors continue to play an important role in identifying and encouraging participation and engagement. Our school's Liturgy Working Group has made good progress on developing the range and frequency of spirituality and worship in the school. Further capacity has been added to Liturgical and Ethos staff in May 2017 with the appointment of an additional specialist RE teacher to the department with responsibility for PSHE and Liturgy.

# School Performance

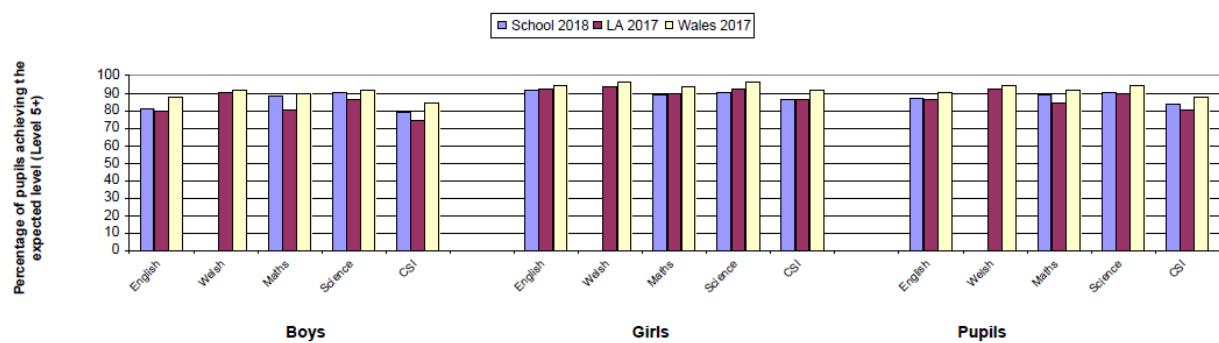
St Joseph's RC School and 6th Form Centre  
Neath Port Talbot

LA/School no: 671/4601

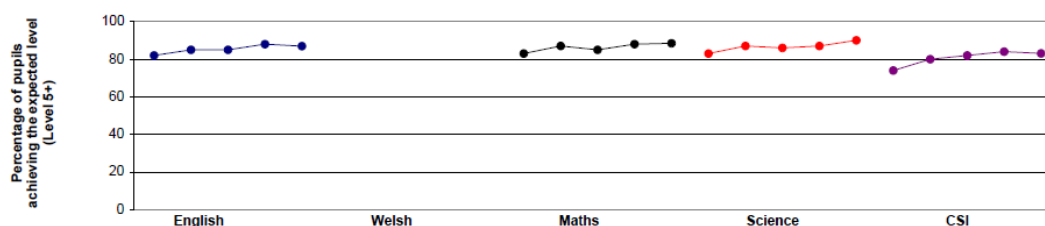
## School comparative information: National Curriculum Assessments 2018 Key Stage 3

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	80	79	87	91	92	94	87	86	90
Welsh	0	90	91	0	93	96	0	92	94
Maths	88	80	89	89	89	93	88	84	91
Science	90	86	91	90	92	96	90	89	94
CSI	78	74	84	86	86	91	83	80	87



## School Performance over time (2014 - 2018)



### Notes:

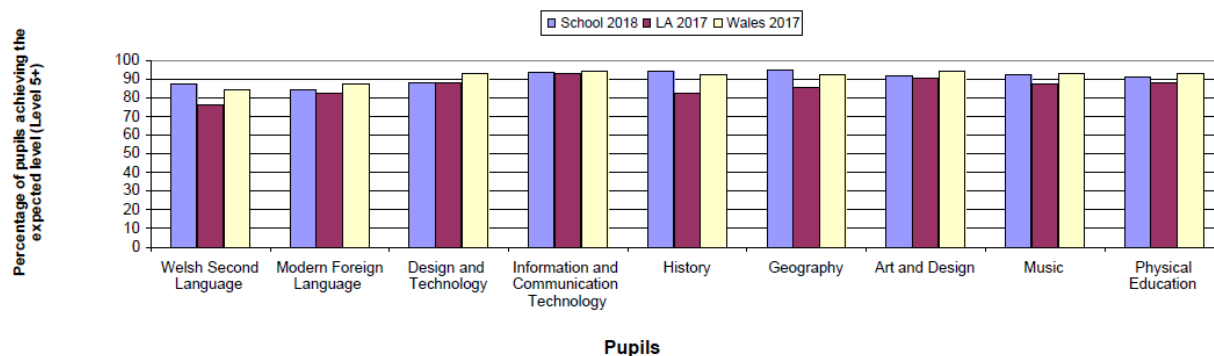
- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.



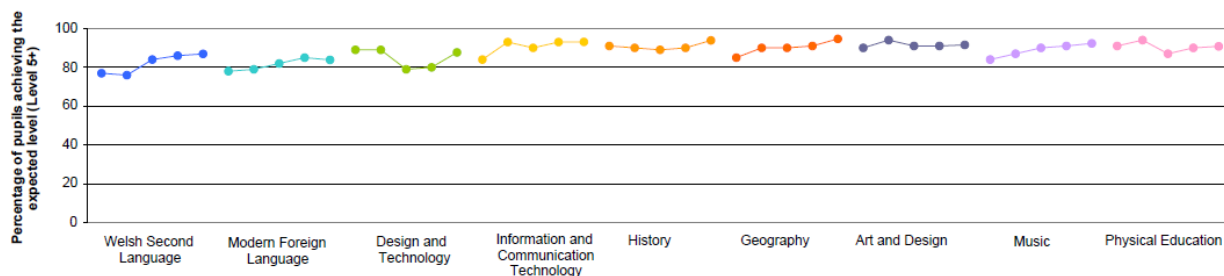
**School comparative information: National Curriculum Assessments 2018**  
**Key Stage 3**

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
Welsh Second Language	80	68	78	91	84	90	87	76	84
Modern Foreign Language	78	75	82	87	89	92	84	82	87
Design and Technology	82	82	91	91	95	96	88	88	93
Information and Communication Technology	90	90	92	95	96	96	93	93	94
History	88	76	89	97	89	95	94	82	92
Geography	96	79	89	94	91	95	95	85	92
Art and Design	82	84	90	97	97	97	92	90	94
Music	92	82	91	92	92	96	92	87	93
Physical Education	90	86	92	91	91	94	91	88	93



**School Performance over time (2014 - 2018)**



**Notes:**

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

**Pupils in Year 11**

**Number of pupils in Year 11 who were on roll in January 2018 : 109**

**Percentage of pupils in Year 11 who**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	94	56	45	14	340	326
LA Area 2017/18	99	93	65	52	17	341	317
Wales 2017/18	99	94	67	55	18	350	324
School 16/17/18	100	96	70	52	16	..	339
School 15/16/17	100	97	76	56	17	..	346

**Number of boys in Year 11 who were on roll in January 2018 : 52**

**Percentage of boys in Year 11 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	94	44	35	4	320	307
LA Area 2017/18	99	90	58	47	14	324	300
Wales 2017/18	99	92	61	50	14	335	311
School 16/17/18	99	95	64	50	13	..	327
School 15/16/17	99	96	73	56	16	..	336

**Number of girls in Year 11 who were on roll in January 2018 : 57**

**Percentage of girls in Year 11 who:**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil
School 2017/18	100	95	67	54	23	357	344
LA Area 2017/18	100	96	73	57	20	359	335
Wales 2017/18	99	95	73	61	22	365	338
School 16/17/18	100	97	76	55	19	..	353
School 15/16/17	100	98	81	55	18	..	358

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

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

.. Data not available.

**Pupils in Year 11**

**Number of pupils in Year 11 who were on roll in January 2018 109**

**Percentage of pupils in Year 11 who:**

achieved an A\*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2017/18	53	53	0	50	39	50	52	41
LA Area 2017/18	63	61	73	63	54	52	59	51
Wales 2017/18	65	63	74	63	59	58	64	53
School 15/16/17	60	60	0	67	..	..	..	50
School 14/15/16	63	63	0	76	..	..	..	54

**Number of boys in Year 11 who were on roll in January 2018 : 52**

**Percentage of boys in Year 11 who:**

achieved an A\*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2017/18	40	40	0	40	29	42	42	31
LA Area 2017/18	52	50	60	60	51	52	56	46
Wales 2017/18	56	54	65	60	57	58	62	48
School 15/16/17	53	53	0	67	..	..	..	49
School 14/15/16	58	58	0	78	..	..	..	56

**Number of girls in Year 11 who were on roll in January 2018 : 57**

**Percentage of girls in Year 11 who:**

achieved an A\*-C Grade in :

	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2017/18	65	65	0	58	47	58	61	51
LA Area 2017/18	74	72	87	67	56	53	61	56
Wales 2017/18	74	72	83	66	62	58	65	58
School 15/16/17	68	68	0	68	..	..	..	51
School 14/15/16	70	70	0	73	..	..	..	52

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

(2) Note that the denominator for this indicator is the number pupils in Year 11 who entered Welsh First Language, rather than the total number of pupils in Year 11

.. Data not available.

**Achievement of the Skills Challenge Certificate by pupils in Year 11**

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4	Achieved the Foundation or National Skills Challenge Certificate at KS4	Achieved the National Skills Challenge Certificate at KS4
School 2017/18	84	61	79	44	89	77
LA Area 2017/18	84	71	79	63	89	80
Wales 2017/18	87	73	84	66	90	81
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

**Achievement of the Welsh Baccalaureate By Pupils in Year 11**

	Percentage of pupils in Year 11 who:		Percentage of boys in Year 11 who:		Percentage of girls in Year 11 who:	
	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4	Achieved the Foundation or National Welsh Baccalaureate at KS4	Achieved the National Welsh Baccalaureate at KS4
School 2017/18	82	41	77	29	86	53
LA Area 2017/18	83	51	79	46	87	56
Wales 2017/18	85	51	82	45	89	58
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

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

.. Data not available

[#SchoolName#]

Summary of School Performance (1)

**SSSP 2018**

LA/School No. 671 / 4601

**Pupils aged 17**

	Number of pupils aged 17 who were on roll in January 2018: 91		Number of boys aged 17 who were on roll in January 2018: 46		Number of girls aged 17 who were on roll in January 2018: 45	
	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score	Achieved the Level 3 threshold	Average wider points score
School 2017/18	97	729	95	720	98	737
LA Area 2017/18	98	729	98	701	99	759
Wales 2017/18	98	740	97	692	98	781
School 16/17/18	94	690	90	638	97	731
School 15/16/17	92	669	85	581	97	728
	Achieved 3 or more A level Grades A*- A or equivalent	Achieved 3 or more A level Grades A*-C or equivalent	Achieved 3 or more A level Grades A*- A or equivalent	Achieved 3 or more A level Grades A*-C or equivalent	Achieved 3 or more A level Grades A*- A or equivalent	Achieved 3 or more A level Grades A*-C or equivalent
School 2017/18	13	52	12	51	14	52
LA Area 2017/18	14	54	9	48	18	61
Wales 2017/18	13	58	13	50	14	64
School 16/17/18	9	50	6	44	11	55
School 15/16/17	7	49	2	38	10	56

**Achievement of the Advanced Skills Challenge Certificate and Welsh Baccalaureate by pupils aged 17:**

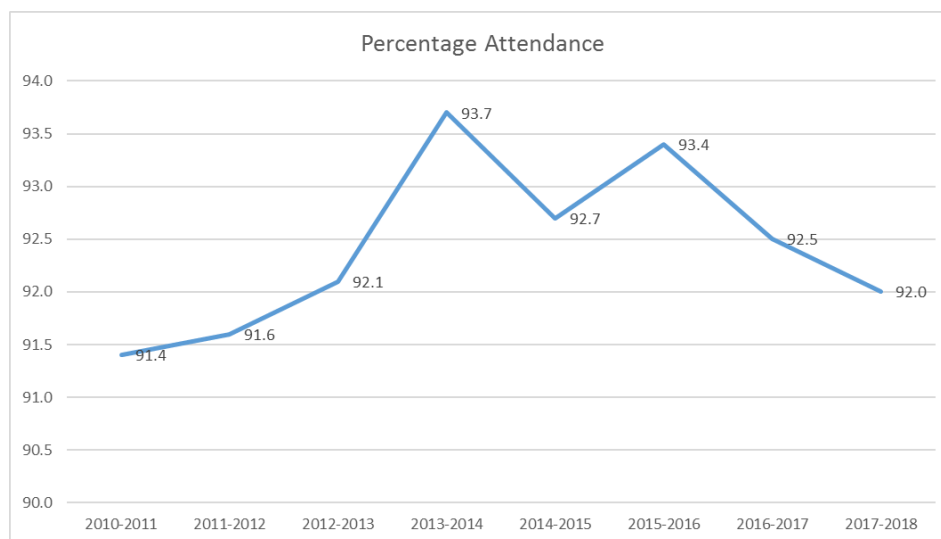
	Percentage of pupils aged 17 Who :		Percentage of boys aged 17 Who :		Percentage of girls aged 17 Who :	
	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate	Achieved the Advanced Skills Challenge Certificate	Achieved the Advanced Welsh Baccalaureate
School 2017/18	86	64	83	59	89	69
LA Area 2017/18	82	64	80	61	84	67
Wales 2017/18	69	60	65	55	72	64
School 16/17/18	..	..	..	..	..	..
School 15/16/17	..	..	..	..	..	..

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

## Attendance

Attendance measures were finalised before the end of the summer term. Our end of year attendance was measured at 92.0%.

**Graph showing the percentage attendance of each of the last 8 academic years:**



**From September 2017 to May 2018**

	% Attendance	% Authorised absence	% Unauthorised absence
<b>Year 7</b>	94.3	3.6	2.1
<b>Year 8</b>	92.1	4.2	3.7
<b>Year 9</b>	90.7	5.0	4.3
<b>Year 10</b>	91.1	4.8	4.1
<b>Year 11</b>	91.9	4.4	3.8

Good attendance is one of the important measures that show a student is capable of Post 16 Education. St. Joseph's believe that each pupil should aim for 100% attendance as there is a proven link between attendance and performance.

### School Roll 2017/18

Student Roll	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Boys	58	62	53	60	53	39	44
Girls	65	68	79	76	57	53	45
<b>Total</b>	<b>123</b>	<b>130</b>	<b>132</b>	<b>136</b>	<b>110</b>	<b>92</b>	<b>89</b>

**Overall total - 812**

## School Targets Summary

<b>Targets for KS3 2018</b>	<b>Target</b>	<b>Actual</b>	<b>Achieved</b>
Percentages expected to achieve Level 5+ in			
English	89%	87%	No
Welsh 2nd Language	87%	87%	Yes
Mathematics	90%	88%	No
Science	91%	90%	No
Core Subject Indicator	85%	83%	No

<b>Targets for KS4 2018</b>	<b>Target</b>	<b>Actual</b>	<b>Achieved</b>
Percentages expected to achieve:			
English C+ (Language)	60%	53%	No
Mathematics / Numeracy C+	60%	52%	No
Science C+	60%	50%	No
Level 2 Threshold (including English and Maths)	52%	45%	No
Leaving education without a recognised qualification	1%	0%	Yes

### Targets for 2018/2019

<b>Targets for KS3</b>	<b>2019</b>
Percentages expected to achieve Level 5+ in	
English	86%
Welsh 2nd Language	87%
Mathematics	87%
Science	90%
Core Subject Indicator	85%

<b>Targets for KS4 (New specifications from 2017)</b>	<b>2019</b>
Percentages expected to achieve:	
English Language C+	60%
Mathematics / Numeracy C+	55%
Science C+	55%
Level 2 Threshold (including English Language and either Maths)	50%
Leaving education without a recognised qualification	4%

## **Duke of Edinburgh Award Scheme**

St Joseph's continues to provide opportunities for students to engage with and gain accreditation in the Duke of Edinburgh Award Scheme. In the last academic year, 17 students worked towards their Bronze Award.

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## **Ethos and Spirituality at St Joseph's (2017/18)**

The Welcome Mass for Year 7 pupils and their parents was celebrated by Fr Paul Brophy in September and was well attended by pupils, parents, staff and the governors.

Residential retreats to St. Cassian's Centre, Kintbury, were organised for students in the Sixth Form (September), Year 11 (January), Year 10 (March) and Year 9 (April). The residential retreats are shared with students from Bishop Vaughan School in Swansea and St John Lloyd School in Llanelli, and continue to be popular.

A series of commentary-style Class Masses were celebrated for Year 7 & 8 during October.

During Advent, pupils were given various opportunities to reflect on the meaning of Advent and Christmas through a number of services. All Year 7 – 10 classes had a retreat held in the Chapel led by their RE teachers. During the last week of term, two reconciliation services were organised. We welcomed local clergy to the school during that week and Fr John Browne (School Chaplain) celebrated both a Staff Mass on the Monday and a Whole School Mass on the Friday of that week. The Christmas Carol Service was held at St Therese's Church, Sandfields and was very well attended by pupils, parents, staff, governors and the local community.

We have had a number of visits to the school of local clergy for various services, liturgies and events, including:

- Fr John Browne
- Fr Paul Brophy
- Fr Paul Watson
- Deacon Jim Caddick
- Bishop Tom

Bishop Tom accepted the invitation of the Head Boy and Head Girl to attend the Senior Citizen's Christmas Party in December. This has become an annual visit for the Bishop and we are always happy to welcome him to St. Joseph's. The students enjoy seeing him there and speaking to him, as do our other guests.

The school was also heavily involved in the organisation of the visit of the Papal Nuncio, Archbishop Adams, to the Diocese in February. Students from Year 10, 11, 12 & 13 attended the reception at the Marriott Hotel on the Tuesday. They took the role of stewards and welcomers for the evening and did so exceptionally well. Another group attended the Ash Wednesday Service at St. Joseph's Cathedral where our students presented the school mission statement in a procession, read the Prayers of the Faithful and sang. All the students were complemented by the Bishop and Papal Nuncio, and others on their conduct and contribution.



We had a whole school celebration of the Mass on 1st May in celebration of our Patron, St Joseph the Worker (Feast Day 1st May). Two masses were celebrated, one for KS3 and another for KS4 and Sixth Form by visiting clergy – Fr John, Fr Paul, Fr Henry, Fr Clement and Deacon Jim.

Fr John Brown joined with us to celebrate a thanksgiving Mass marking the end of Year 11 studies. Fr John was also our celebrant for the Year 13 leavers' Mass, celebrated in May.

A whole school Mass was celebrated for the Feast of St Peter and St Paul by Fr John on 29th June.

An End of Term Mass was celebrated on the last day of term for the whole school and the staff had a Mass for the end of term during the Monday Toolbox session that week.

We also hosted the initial session of the Church Schools Leadership Programme for the 2018-2019 cohort. This programme is designed and run by the Catholic Dioceses of Cardiff and Menevia, as well as the Church in Wales Dioceses with the support of the regional consortia. The first session of this cohort took place on Wednesday 7th March from 2pm – 6pm and was delivered by David Wells – a well-known Catholic educator and keynote speaker. Bishop Tom joined us to lead the opening liturgy with the support of our school choir.

Our KS3 and KS4 assemblies at the end of January were focused on Holocaust Memorial Day and a group of pupils represented the school at the event organised by the Local Authority and held at the Princess Royal Theatre. Pupils wrote poems and delivered these to the assembled group.

## School Terms and Holiday Dates

2018/2019 Academic Year					
Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2018	Monday 3rd September	Monday 29th October	Friday 2nd November	Friday 21st December	75
Spring 2019	Monday 7th January	Monday 25th February	Friday 1st March	Friday 12th April	65
Summer 2019	Monday 29th April	Monday 27th May	Friday 31st May	Monday 22nd July	55
Total:					195

### INSET Days

3 September 2018  
4 September 2018  
26 October 2018

7 January 2019

22 July 2019

### Bank Holidays

Christmas Day, 25th December 2018

Boxing Day, 26th December 2018

New Year, 1st January 2019

Good Friday, 19th April 2019

Easter Monday, 22nd April 2019

May Day, 6th May 2019 (All Schools Closed)

Spring Bank Holiday, 27th May 2019

Summer Bank Holiday 26th August 2019

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2019/2020 Academic Year					
Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2019	Monday 2nd September	Monday 28th October	Friday 1st November	Friday 20th December	75
Spring 2020	Monday 6th January	Monday 17th February	Friday 21st February	Friday 3rd April	60
Summer 2020	Monday 20th April	Monday 25th May	Friday 29th May	Monday 20th July	60
Total:					195

Schools will be closed to pupils for INSET/Staff Preparation for 5 days between Monday 2nd September 2019 and Monday 20th July 2020.

### Bank Holidays

- Good Friday, 10 April 2020
  - Easter Monday, 13th April 2020
  - May Day, 8th May 2020 (All Schools Closed)
  - Spring Bank Holiday, 25th May 2020
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## Curriculum Organisation (2017-2018)

At Key Stage 3, the curriculum is largely dictated by the statutory requirements of the National Curriculum and the required percentage of time given to teaching RE. We redesigned the curriculum in Year 7 and Year 8 in response to Donaldson's 'Successful Futures', with blended teaching in humanities (geography and history), wellbeing (PE and food) and expressive arts (drama, music, art). We will continue to work towards blended Areas of Learning and Experience (AoLEs) in our KS3 curriculum design over the coming years as we prepare for the implementation of the new curriculum for Wales.

In Year 7 and Year 8 we teach students in mixed ability groups except for in maths and science where we move the students into groups organised by ability during the year. In Year 9, we band pupils into groups organised by ability in all subjects apart from Technology, Art, PE and Games where they are taught in mixed ability groups.

Targeted KS3 students are withdrawn from classes to have specific literacy intervention.

At Key Stage 4 we have worked hard to refine and improve the curriculum offered to our students of all abilities whilst ensuring that we meet the Learning Skills Measures. A small number of students have attended Afan College full time to take part in the Junior Apprenticeship scheme, facilitated by the 14-19 network. A group of 16 students attend NPT College once a week to study Hair and Beauty. As well as the core curriculum of English, Maths, Science, RE, Welsh, students can choose from a range of options and skills-based courses. We constructed the option blocks ahead of the options process this year to promote clarity and choice. In Year 11, all pupils are working towards achieving the Welsh Baccalaureate. This is taught during morning care, a discreet WBQ lesson and during collapsed timetable days.

At Key Stage 5 we continue to offer a wide range of AS, A-Level and BTEC courses. All students study the WBQ. We also run dedicated classes for those students wishing to re-sit English or Maths GCSE. There are five option groups which have been organised so as to allow traditional combinations of subjects and to ensure that subjects with a high uptake can be accessed by students. We allocate each student a form tutor who then monitors the students with regular interviews. The Sixth Form Team deals with any issues, identifying and deploying appropriate support.

In Year 12, all students fulfil their statutory skills requirement through completing Skills Challenges in the following areas:

- Global Citizenship Challenge (delivered within the RE Programme)
- Enterprise and Employability Challenge
- Community Challenge

In Year 13, students complete an Individual investigation. This is a research activity with an emphasis on future educational or career aspirations. This can comprise a written project of 3,000 –

5,000 words in length or an artefact/product supported by written evidence (1,500 – 3,000 words). The Challenges, Individual Project together for a large part of the WBQ Advanced Award.

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## **Additional Learning Needs (2017-2018)**

St Joseph's ensures that pupils with ALN, including pupils with a disability, are admitted on an equal basis with others, in accordance with its admissions policy. Parents are encouraged to visit the school to discuss their child's needs with the head teacher and/or ALNCo (Additional Learning Needs Coordinator).

When pupils transfer from another secondary school, close liaison between both ALNCos ensures the correct provision is in place. Close liaison with the LA and any outside agency involved with the pupil is essential and the ALNCo has established good relationships with outside agencies working within the area. All pupils with ALN in Year 6 visit the school a number of times during the year along with their peers. The ALNCo is also available during Year 6 Open Evenings to discuss ALN provision with parents and to discuss the needs of their child. The ALNCo visits Year 6 teachers in feeder primary schools to exchange information about pupils' requirements in order to ensure their needs are fully met. Termly cluster meetings are held between the ALNCos working within the Catholic cluster to share good practice and develop common practice amongst each of the schools.

The focus of the ALN provision is to take specific action to enable the effective participation of all children regardless of their area of need by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks,
- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum.
- identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches

Teachers aim to give every child the opportunity to experience success in learning and to achieve to their full potential. Within the school we aim to encourage all pupils to reach their full potential and to take part in all areas of the curriculum.

The National Curriculum programmes of study set out what most children should be taught at each Key Stage but teachers teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later Key Stages so that individuals can make progress and show what they can achieve. Where it is appropriate for children to make extensive use of content from an earlier Key Stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is adopted to take account of any gaps in pupils' learning resulting from missed or interrupted schooling, including those with long-term medical conditions.

St Joseph's is committed to ensuring equal treatment of all its pupils and will ensure that disabled people are not treated less favourably in any procedures or practices.

In the 2017-2018 academic year there were 13 pupils with a statement of Special Educational Needs, 61 at School Action Plus and 121 at School Action. All pupils on the SEN register have an Individual Education Plans (IEPs) which is reviewed twice yearly. In addition, Individual Health Plans (IHPs) ensure pupils' health needs are fully met on a daily basis. In many cases, the content of IHPs is supplemented by staff training from visiting medical professionals.

The school employs 17 Learning Support Assistants who provide classroom support as well as more specific and focused intervention in a range of areas including reading, numeracy, speech and language, social language use and emotional literacy. In addition, the school has developed close links with a range of outside agencies who further contribute to the support we provide for our pupils. These include behaviour and learning support and support for pupils with speech and language needs or visual and hearing impairments.

In the 2017-2018 academic year the school were provided with a Cynnydd worker by the LA. This member of staff is allocated to the school for three days per week and works with pupils identified as having emotional, social or behavioural difficulties. During the year, we also worked to develop an alternative curriculum for students whose needs are not being met by the traditional timetable. We have accessed specialist provision for a small number of pupils who remain on roll at St Joseph's but attend one of the newly established SENC provisions.

A significant amount of time is accorded to staff training in matters relating to SEN/ ALN. This may be through in-house training or that which is offered by outside providers, including the LA. The ALNCo attends termly ALNCo meetings with other ALNCos working within the county in order to ensure St Joseph's is at the forefront of changes relating to ALN. In the 2017-2018 academic year, the ALNCo took part in focus groups relating to the planning and implementation of the new ALN Code of Practice.

As we move towards the introduction of the new ALN Code of Practice, the focus of the coming academic year will be on making changes and adaptations to our current practice in order to meet the requirements of this new legislation and to ensure a smooth transition process for both staff and pupils.

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## **Welsh (2017-2018)**

The Welsh Department is a happy and successful department at St Joseph's. We are proud of our exam results at both GCSE and AS / A level. At St Joseph's although English is the medium of instruction and the usual language of communication across the school, all pupils study Welsh up until the end of Year 11, with all pupils completing a Full Course GCSE in the subject.

This year has been another busy year for the department. Pupils have worked hard in all year groups and we are delighted with the results achieved. Past pupils are still in contact with the department and keep us updated with their studies. The department is very proud of what all of these pupils have achieved and looks forward to regular updates on how their chosen careers are developing.

As part of the AS and A Level course pupils are expected to view a Welsh production live in the theatre which will contribute towards their discussion with the WJEC examiner during their speaking exam. Pupils in Year 12 and 13 visited the Gwyn Hall in December to watch the production 'Blodeuwedd'. The production was based on an ancient legend from the time of the Mabinogion. Pupils thoroughly enjoyed the opportunity to visit the local theatre and are looking forward to a visit again this year. Year 7 enjoyed a fun day participating in Welsh games with members from the Urdd and had the opportunity to converse in Welsh. The department is looking to develop activities in Welsh for all year groups in the next academic year.

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## **Destinations**

### **Year 13 2017-2018**

There were 64 applications to a range of universities and the majority were placed in their first or insurance choice. 2 students went through clearing and achieved places in the next few days after results. Dylan Mogford went to Cambridge University to study Human, Social and Political Sciences. Megan Mogford went to Kings College, London to study Finance and Accountancy and a number of students entered Russell Group Universities to study a range of academic disciplines. Elliot Lawrence secured a scholarship for Loughborough university to study Sport. 2 students declined their university offers to take up a higher apprenticeship placements. 5 students secured higher apprenticeship placements in TATA Steel from Mechanical Engineering to Laboratory Assistant. Additionally, 6 students secured apprenticeships or work based training programmes in local industry. 1 student entered military preparation school and the remaining 14 have entered employment in either a full time or part time capacity.

### **Year 11 entrants**

We retained 62 St Joseph's students enter the sixth form. The remaining students joined us from other schools such as: Dyffryn, Ystalyfera, Sandfields, Dwr-Y-Felin, Glanafan, Llangatwg and Cefn Saeson Comprehensives.

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## **Community Activities (2017-18)**

The school continues to develop strong links with both the local and wider community in which it is situated. The school has good links with the local parishes within the deanery as well as with our Catholic feeder schools.

Approximately 160 pupils and parents attended our Y6 open evening in September 2016. Sixth Formers and Year 7 pupils played an important role in welcoming parents and pupils and escorting them around the school. Other pupils volunteered to help within departments which showcased activities and practical hands-on taster sessions throughout the evening.

We continue to play an active role in charitable events both locally and nationally, and the school has supported a number of good causes. Every year, individual form classes create a Christmas food hamper. These hampers are delivered to families and elderly people within the local parishes. We continue to organise the annual Mr X Appeal, where pupils are encouraged to bring in Christmas gifts for young people living in deprived circumstances within the area. The school continues to hold their annual OAP Christmas party which is organised and financed through Sixth

Form fundraisers and is attended by almost 200 senior citizens from the local community. Numerous charities, both local and national, have also benefitted from other charity events including non-uniform days, cake sales, Sixth Form stay-awakes, raffles, Christmas Jumper to School and the Christmas bazaar. The school has also collaborated with the Local Authority on a number of projects. Year 9 pupils participate in Crucial Crew, organised by the Community Safety Team, which gives pupils the opportunity to deliver a peer education project to pupils from local primary schools. Pupils from St Joseph's also participate actively in Neath Port Talbot's Young People's Mental Health Forum. A team of pupils entered the Youth Speaks debating competition, organised by the Neath Port Talbot Rotary Club in February.

The choir has played an active role in community events this year. A group of pupils were invited to sing for patients in Port Talbot Hospital over Christmas.

We have established strong, collaborative links with our feeder primary schools and pupils across all year groups have contributed to transition projects which ease the younger pupils' passage to comprehensive education. Many of our departments contribute towards our transition programme which is well received and valued by our feeder schools.

Our school newsletter continues to be sent out to parents on a routine basis and every effort is made to ensure St. Joseph's is well represented in the local press to continue to promote our position within the community.

We have a clear school council structure. There are Year Councils, two reps per form and the whole school council. They meet at least six times per year. This year they have effected change in school policy on behaviour, corridor use and cold weather protocol.

Many pupils take part in after-school sports. Our school teams continue to be successful, with pupils competing against other schools, colleges and organisations on a regular basis.

The police, nurses and fire service teach lessons throughout the school on all topics of wellbeing, safety, community cohesion etc. There is a timetable arranged by Mr Dean and the respective Heads of Year for visiting services. Mr Dean and the Heads of Year meet regularly with PC Kim Harris the school's Police Liaison Officer.

The school is continuing to work hard with the community on becoming more sustainable. Much of this work is carried out in school by the Eco club which has members from Year 7 to 13 and the Geography Department. Nigel Little from the Size of Wales campaign visits the school every year to run a transition event with Year 5/6 pupils from our feeder schools and Year 7 Geographers. The campaign aims to save an area of rainforest the size of Wales by making students aware of the consequences of deforestation in the tropical rainforests. Pupils were involved in a highly engaging and fun series of workshops.

A major event for the last academic year was our summer community festival held in July. The festival brought together hundreds of people with a connection to our school community and helped us raise over £5,000 for our school building fund.

## Financial Statement

### Official Expenditure 2017/2018

Opening Balance at 1 <sup>st</sup> April 2017	£	-60,192
Formula Allocation 2017/2018	£	3,451,727
Total Expenditure 2017/2018	£	3,253,624
Closing Reserve Balance at 31/03/18	£	137,911

### Allocation Percentage of Budget 2017/18

Teaching Salaries	71%
Non-Teaching Salaries	17%
Premises	6%
Cleaning/Catering staff	5%
Catering provision	4%
Resources (inc. ICT, admin, LA)	9%
Transport	1%
- Income	-19%



## Sixth Form Community Activities

Sixth Form students continue to seek to contribute to the life of the school and the local community.

### Community:

The senior prefect team were appointed earlier this year to have more impact in the summer.

- A team co-ordinate the volunteering programme for the Breakfast club in the new resilience centre and this continues to be hugely successful with complementary emails coming for staff thanking the students for their hard work.
- Paired-reading is being promoted as an important way of ensuring that 6th formers can contribute to school life and training is in progress for 23 students.
- Teacher aid continues to run as does a wide range of charity and fundraising events continue to take place.
- The 6th form are involved in transition events, from the evening discos to the whole day in the summer for Year 6 pupils. They have also provided tea and coffee at every parents and open evening.

### ***6th Form enrichment and extra-curricular focus***

- The 6<sup>th</sup> formers ran and coordinated transition events including the year 6 activity day as well as discos for Years 5 and 6.
- Biology department took the current Y12 and 13 Biologists to the Discovery Centre at Margam for 2 days Field work. This was an essential preparation for their A2.
- Y12 and 13 Chemists and BTEC Applied scientists had a spectroscopy work shop run by Swansea University.
- Engineering Education Programme Wales was run in conjunction with Swansea University and our teams did very well coming out with both team and individual awards.
- There was 6th form presence at all transition events e.g. Discos; open evenings; parents evenings.
- Business department ran their trip to Brussels again with around 35 students going.
- The second year of the Seren Network helped all students with mock interviews, super curriculum workshops and 2 conferences (one in Newtown and one in Crickhowell). I firmly believe these events helped in understanding, knowledge and confidence for most students who attended.
- Question time sessions with local representatives (e.g. Steven Kinnock; David Rees, Bethan Jenkins) were run with relevant students (i.e. politics).
- Paired reading and teacher aid continue to run well each year.
- Resilience centre - breakfast and lunchtime club was organised and run by a small number of dedicated year 12 students. I received several emails during the year asking me to pass on thanks to them and explain it was really making a difference to those vulnerable students who were attending.
- Summer schools – we had a very healthy number of Year 12 students attending summer schools through Reaching Wider, UNIQ and Cambridge and this should help in UCAS

applications this year. In addition we had guest speakers talking about personal statements, why to apply to university and we ran a parents finance evening in January along with UWTSD.

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## **Healthy Eating and Drinking (2017/18)**

St Joseph's continues to be a phase Healthy 3 School. The LA Healthy School Co-ordinator visits the school regularly to meet with the St Joseph's Healthy School Co-ordinator and monitor the work of the SNAG group. Fresh drinking water is available to students throughout the school day and all students are encouraged to drink frequently and keep themselves hydrated both in and out of lessons. Pupils are able to access the school toilets at all times, although they are encouraged to use the toilet at break and lunch as a priority.

The school takes a firm stand and "zero tolerance" against all energy drinks which is reinforced during pastoral sessions. All the drinks that we order into school from our suppliers are "school compliant". Most students have a secure understanding of how to become healthy and maintain a healthy lifestyle. Additional serving areas have been set up in two key areas of the school with a newly constructed canopy adding cover from inclement weather as pupils queue. Guidance and support is developed and provided through our School Assemblies, Food Technology lessons, Pastoral Care, Physical Education and the Science Department.

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## **Toilet Facilities**

Toilet facilities are suitable for the age range of the pupils in the school and sufficient toilets are available for the number of pupils on roll. The toilets are cleaned on a daily basis and pupils are encouraged to maintain high standards of hygiene at all times. There is ongoing maintenance including re-decoration on a regular basis.

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## **Sports**

At St. Joseph's there are many opportunity for pupils to become involved with sports. The following are examples of extra-curricular offered at St Josephs: Rugby, netball, football, cross country, badminton, dance, cricket, rounder's, 5x60, dodge ball, table tennis, surfing and gymnastics.

St. Joseph's entered the NPT football league (KS3-KS5) and at KS3-4 pupils had the opportunity to represent the school rugby team. All pupils in KS3/KS4 were given the opportunity to represent the school in county athletics and several pupils made finals and there was particular success in the discus and triple jump.

In netball a number of pupils made county and development squads and we had pupils who represented Wales in pole vaulting and a British champion in kick boxing.