



**OLCHFA SCHOOL**  
**ANNUAL REPORT**  
**OF THE GOVERNING BODY**  
**2022-2023**

# ANNUAL REPORT OF THE GOVERNING BODY

Dear Parent/Carer

This Annual Report of the Governing Body gives you a useful insight into some of the key features of the school and its performance. Please take the time to read it and absorb the detail.

You may also request a paper copy by contacting Mrs Jan Platt, Clerk to Governors on 01792 534345 or [jpt@olchfa.org.uk](mailto:jpt@olchfa.org.uk).

Julian Kennedy  
Headteacher

## Mission Statement

The School's mission is defined by the School motto *Dysg Dawn Daioni (Learning Talent Goodness)*. We aim to provide a secure and caring learning environment in which all young people can achieve their full potential and where they can explore opportunities for involvement in both the school and its wider community. The School and Governors try to make this statement a reality through the twin themes of partnership and participation, working closely and actively with pupils, parents, the Local Authority and support agencies, local businesses and our local community. We want Olchfa to be a school both *of* and *for* its community, locating learning in a sense of *cynefin*.

At Olchfa we try to foster:

- respect and tolerance
- active participation in the life of the school and the communities it serves through a wide range of extra-curricular activities
- spiritual awareness and shared values of care and concern
- a high quality and demanding, inclusive learning environment in all subject areas
- academic achievement and endeavour
- the personal and social development of each pupil to prepare them for lifelong learning
- a commitment to the welfare, care and professional development of all colleagues.

# **Governing Body Meeting with Parents**

A letter from the Chair of Governors setting out how to request a meeting with the Governing Body was distributed to all parents/carers in October 2023. (No meeting with parents was requested/held in the academic year 2022/2023.)

**To: Parents/Carers of Pupils at Olchfa School**

## **Your right to request a meeting with the school's Governing Body**

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to three meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, four conditions will need to be satisfied:

### **1. Parents will need to raise a petition in support of holding a meeting.**

The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

### **2. The meeting must be called to discuss matters which affect the school**

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

### **3. A maximum of three meetings can be held during the school year**

The law allows parents to use their rights to request up to three meetings with a school governing body during the school year.

### **4. There must be at least 25 school days left in the school year**

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The name/address for service of a petition requesting a meeting with this school's governing body is:

Mrs Jan Platt  
Clerk to Governors  
Olchfa School  
Gower Road  
Sketty  
Swansea  
SA2 7AB

Email: [jpt@olchfa.org.uk](mailto:jpt@olchfa.org.uk)

Further advice on how parents can request a meeting with a governing body is available on the Welsh Government's website.

Yours faithfully

A handwritten signature in black ink that reads "Mary Jones". The signature is written in a cursive style with a large initial 'M'.

**Cllr Mary Jones**  
**Chair of Governors**

## INTRODUCTION

Dear Parent/Carer

As Chair of the Governing Body, it is my pleasure once again to introduce this report to you.

This year is one of transition, with the retirement of Mr. Hugh Davies as Headteacher and the appointment of Mr. Julian Kennedy to succeed Hugh. I would like to put on record my thanks to Hugh for his transformative leadership over a period of two decades. I am confident that, though the style of leadership will change and continue to evolve under the new Headteacher, the school's commitment to excellence will not waver.

Teaching and learning, allied to the support of young people's wellbeing and the promotion of engagement with wider life, remain the core functions of the school. Olchfa's commitment to promoting the holistic development of its young people is paramount. The next few years will see Olchfa engage with its learners, families, staff and other local stakeholders, seeking to locate learning in a sense of what it means to be a part of our local, regional, national and global communities. We look forward to co-constructing and sharing this sense of .cynffin., or belonging, with you all.

**Cllr Mary Jones**  
**Chair of Governors**

## PARENT GOVERNOR

I have sat on the Governing Body at Olchfa for almost 4 years now as a parent governor. It has been a really rewarding opportunity to be an active part of the school. Being a governor gives a unique perspective of the school and all that goes on.

This past year has seen the retirement of Mr Davies and the return, albeit now as head, of Mr Kennedy. This has been a period of significant change for the school and governors have played a central role in supporting the leadership of the school during this time.

During this time it has been a pleasure to be part of the discussions of Mr Kennedy's visions and hopes for the school and how the whole school community has welcomed him.

As governors we have ensured that we hear from staff, pupils and parents. The school's commitment to everyone that makes up part of the school community and how working in partnership supports and enables pupils to achieve their potential has been really affirming and inspiring. I think this approach ensures that as curriculum

requirements change, and the world in which we live changes, the whole school is able to effectively respond by reflecting and developing how it support pupils through their secondary education.

I would encourage everyone to consider the opportunity to be parent governor, as each and every one of us will bring skills and life experience that enhance the governing body, and by extension the school leadership and community.

Whilst there is a commitment of time, of which often most of us have precious little, the rewards for the school community can be considerable and more than compensate for the time that you give up.

Damian Rees  
**Parent Governor**

## ADDITIONAL LEARNING NEEDS

The school's designated Additional Learning Needs Coordinator is Mr Robert Williams (Assistant Headteacher). The ALN learning support team is comprised of a Learning Support Manager, 20 classroom-based Teaching Assistants, 3 Specialist Teaching Assistants, 2 Learning Coaches and a Specialist Teacher of the Deaf. We work in partnership with the Local Authority and have regular visits by the Behaviour Specialist Teacher, Educational Psychologist, Specialist Teacher for Speech, Language and ASD and other specialists. There is a close link between the ALN team and the school's pastoral team and Learning Leaders.

The school continues to embed the new ALN Code for Wales within its ethos and systems. We are currently working on migrating pupils with Statements of SEN to the new Individual Development Plans (IDPs). The process of moving to the new ALN system will be complete by the end of the 2023-24 academic year, which is ahead of national timescales.

The school liaises closely with colleagues in our partner primary schools to ensure that transition to secondary is as smooth as possible for pupils with ALN. However, we also attend review meetings at other primary schools across the city where pupils are coming to Olchfa for Year 7 and have known learning difficulties.

The school has excellent facilities for pupils with ALN, which are used flexibly and in order to provide value-for-money. These include the Learning Centre, STF classroom and an intervention classroom. We have access to resources such as desktop computers and laptops. We use a range of online and paper-based assessment tools, where we have greater capacity to screen pupils for difficulties in learning at school level, rather than relying on external expertise.

Olchfa is proud of hosting the only Specialist Teaching Facility (STF) for deaf children in a Swansea secondary school. However, advances in hearing aid technology means that most deaf pupils across the city are educated in their local mainstream schools. We are therefore working with the Local Authority to consider the future direction of our STF as part of the wider re-organisation of provision across the city. The Local Authority will shortly engage in a public consultation process to consider suggested changes to STF provision across the city and at Olchfa.

The use of the school's Learning Centre continues to evolve to provide support to pupils for a wide range of reasons. Historically, this facility supported pupils at KS4 to maximise achievement. We are increasingly offering access to pupils at KS3 who may be facing a range of challenges including learning difficulties, social/emotional difficulties and anxiety. Interventions are helping to support attendance and achievement. We have developed our approach to supporting neurodiverse pupils.

The school continues to have a team of Specialist Teaching Assistants to support pupils with dyslexia and to provide literacy and numeracy catch-up interventions. We have two qualified access arrangements assessors, to ensure that we are able to make appropriate reasonable adjustments for external examinations.

Within staff development, ALN and inclusive teaching continues to be referenced frequently within training sessions. There is a far greater understanding of the range of learning needs and how best to support individual pupils in the classroom. The school has developed its approach to providing high quality universal provision through mainstream teaching and learning, with ongoing staff training and development in research-informed approaches.

**Robert Williams**  
**Senior Assistant Headteacher and ALNCo**

## HEALTH AND WELLBEING

The aim of the Health and Wellbeing Department at Olchfa is to provide appropriate opportunities and experiences for individuals to achieve their optimum potential. Health and Wellbeing is primarily concerned with physical capabilities, but the associated aspects of knowledge and understanding are also vital components for all young people. Planning, performing and evaluating, therefore, are important and are pursued according to each individual's strengths.

Our objective in Health and Wellbeing is to encompass enjoyment and satisfaction and thereby encourage lifelong healthy habits whilst igniting a passion for sports and/or exercise within our pupils.

We play inter-school fixtures across the county and also enter national competitions. We regularly field A and B teams in each year group across sports such as football, rugby, netball, hockey, basketball, athletics, cross country, badminton, cricket, and rounders. Many of our individual players go on to represent county and district sides as well as some that achieve national representation.

The department runs an extensive programme of extra-curricular activities and encourages links with local sports clubs. We offer our Calon fitness suite to pupils on a daily basis, both before and after school, and also offer swimming lessons to pupils. We run a young ambassadors programme and also support pupils in completing officiating and coaching qualifications. We are also beginning to offer a mentoring and strength and conditioning programme to our county and national level pupils.

Now we have come through the Covid years, we are aiming to start running sports trips and tours as we have done in the past very soon. Smaller scale trips within Europe as well as further afield.

Sporting highlights and achievements are numerous and are celebrated and noted on a termly basis in school via our internationals board, our achievement wall, assemblies, our Twitter account, via the school website and the termly newsletter.

Here is the link to our Twitter account: <https://twitter.com/OlchfaPEdept>

## Community Partnerships

Our shared vision for the school community has enabled us to continue to develop a strong sense of *Cynefin*. This has been achieved by working in partnership with all members of the school community.

The work of the School Advisory Board (SAB), which is made up of pupils, parents/carers and staff, continues to have a direct and meaningful impact on the life of the school. Pupil voice continues to evolve and plays a central role in shaping and informing decisions at Olchfa, including the development of *Cynefin*.

We value strong relationships with parents and carers, supported by open lines of communication. We have continued to develop a programme of events to support better links which include open evenings, information evenings, parenting workshops and mathematics masterclasses to name but a few.

Very positive and productive relationships exist with our partner primary schools. We have a well established and effective process for representatives from each of the six Areas of Learning and Experience from schools in the partnership to come together throughout the year, to collaborate on curriculum and pedagogy. This is supporting and enhancing the specific transition activities in place for learners. Our partnership with our cluster primaries is enabling us to develop a shared understanding of progression, a central goal of Curriculum for Wales.

Olchfa's Strategic Equality plan has been in progress since 2021 and we are midway through its four year life span. It continues to be reviewed termly in school and yearly by the Governing Body. Anti-racism and diversity will continue to be a focus.

We have maintained a successful exchange partnership with El Centro Ingles (Cadiz) since 2017, with pupils from both schools benefitting from the academic and cultural programme. This work and our other international links are evidence of Olchfa's commitment to enabling pupils to become global citizens.

Olchfa pupils are also involved in a diverse range of other community activities, some of which form part of their D of E or Welsh Baccalaureate qualifications. The school also maintains and develops partnerships with a range of external agencies who form a valuable part of the wider community of support at Olchfa.

## COMMUNITY - FACILITIES HIRE

Many clubs and societies hire our facilities on a short-term and long-term basis, which includes our sports halls, swimming pool and 3G pitch. If you are interested in hiring our facilities, please visit the lettings page on the school website: <https://olchfa.schoolbookings.co.uk/>

## HEALTHY EATING & DRINKING

The food and drink provided in school can make a positive contribution towards giving children and young people a healthy, balanced diet and encouraging them to develop good eating habits. The aim is to achieve a whole-school approach towards healthy eating and to encourage healthy attitudes to food and drink from an early age. This is in line with the [Health and Well-being Area of Learning and Experience](#) within the new Curriculum for Wales.

We provide a breakfast service for pupils and staff from 8am every day. As a school we mark and celebrate Healthy Eating Week annually. PowerPoint information is provided to all form tutors, to include tips, recipes and healthy eating information. The school catering outlets provide a special menu of the week and includes a range of different, healthy dishes each day. The school offers a wide range of dietary options daily, as well as offering a range of Halal dishes.

Water fountains are located throughout the school for pupils to access drinking water, or fill up their drinking bottle and water is provided free of charge in all dining halls at lunchtime.



## OLCHFA SCHOOL GOVERNORS 2023-2024

Chair of Governors: Cllr Mary Jones  
Headteacher: Mr Julian Kennedy  
Clerk to Governors: Mrs Jan Platt

Correspondence for the attention of the Chair and Clerk should be forwarded to:  
Olchfa School, Gower Road, Sketty, Swansea, SA2 7AB

TYPE OF GOVERNOR	NAME	DATE APPOINTED	DATE TERM EXPIRES
<b>LOCAL AUTHORITY</b>	Cllr M Day	28.10.2021	27.10.2025
	Mr J Ellis	25.5.2023	24.5.2027
	Cllr J Jones	3.8.2020	2.8.2024
	Cllr M Jones	25.1.2024	24.1.2028
	Cllr J Raynor	3.8.2020	2.8.2024
<b>PARENT</b>	Prof T Butt	3.11.2020	2.11.2024
	Prof A John	24.11.2021	23.11.2025
	Mr G Jones	23.10.2023	22.10.2027
	Mrs A Omole	23.10.2023	22.10.2027
	Mr D Rees	5.12.2020	4.12.2024
	Mrs S Smith	3.11.2020	2.11.2024
<b>COMMUNITY</b>	Dr M Basha	25.11.2020	24.11.2024
	Ms R Colasanto	24.2.2021	23.2.2025
	Mrs K Holland	24.11.2021	23.11.2025
	Mrs J Howells	1.9.2022	31.8.2026
	Mrs B Jones	3.9.2022	2.9.2026
<b>TEACHER</b>	Mr M Jones	3.9.2022	2.9.2026
	Mr I Stewart	16.11.2022	15.11.2026
<b>STAFF</b>	Mrs H Vincent	21.9.2022	20.9.2026
<b>HEADTEACHER</b>	Mr Julian Kennedy	1.9.2023	

*The next vacancies for Parent Governors will arise in November and December 2024.  
Parents/carers will be invited to apply nearer the time.*

## School Term and Holiday Dates 2023-2024

Term	Term begins	Term Ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
<b>Autumn 2023</b>	Friday 1 September	Friday 27 October	Monday 30 October	Friday 3 November	Monday 6 November	Friday 22 December	76
<b>Spring 2024</b>	Monday 8 January	Friday 9 February	Monday 12 February	Friday 16 February	Monday 19 February	Friday 22 March	50
<b>Summer 2024</b>	Monday 8 April	Friday 24 May	Monday 27 May	Friday 31 May	Monday 3 June	Friday 19 July	69
<b>Total</b>							195

<b>Bank Holidays</b>	<b>INSET Days</b>
Good Friday – Friday 29 March 2024 Easter Monday – Monday 1 April 2024 May Day Holiday – Monday 6 May 2024 Spring Bank Holiday – Monday 27 May 2024	Friday 1 September 2023 Monday 4 September 2023 Friday 27 October 2023 Monday 8 January 2024 Friday 19 July 2024 One further day to be confirmed

## School Term and Holiday Dates 2024-2025

Term	Term begins	Term Ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
<b>Autumn 2024</b>	Monday 2 September	Friday 25 October	Monday 28 October	Friday 1 November	Monday 4 November	Friday 20 December	75
<b>Spring 2025</b>	Monday 6 January	Friday 21 February	Monday 24 February	Friday 28 February	Monday 3 March	Friday 11 April	65
<b>Summer 2025</b>	Monday 28 April	Friday 23 May	Monday 26 May	Friday 30 May	Monday 2 June	Monday 21 July	55
<b>Total</b>							195

<b>Bank Holidays</b>	<b>INSET Days</b>
Good Friday – Friday 18 April 2025 Easter Monday – Monday 21 April 2025 May Day Holiday – Monday 5 May 2025 Spring Bank Holiday – Monday 26 May 2025	Monday 2 September 2024 Tuesday 3 September 2024 Monday 6 January 2025 Friday 14 February 2025 Friday 18 July 2025 Monday 21 July 2025

## THE DAILY SCHEDULE AT OLCHFA

The School operates a 50 period fortnight with a split break and lunch period.

### The School Day

<b>Registration period/Assembly</b>	8.35 am – 9 am
<b>Lesson 1</b>	9 am – 10 am
<b>Lesson 2 and break</b>	10 am-11.20 am <i>10-10.30 am break for Years 7, 8, 9</i> <i>11-11.20 am break for Years 10, 11, 12, 13</i>
<b>Lesson 3</b>	11.20 am - 12.20 pm
<b>Lesson 4 and lunch</b>	12.20 pm – 2 pm <i>12.20 pm - 1.05 pm lunch for Years 7, 10, 11</i> <i>1.15 pm – 2 pm lunch for Years 8, 9, 12, 13</i>
<b>Lesson 5</b>	2 pm – 3 pm

# STATEMENT OF ACTUAL EXPENDITURE

**SCHOOL: OLCHFA**

## STATEMENT OF ACTUAL EXPENDITURE 2022/23 FINANCIAL YEAR

	Delegated Expenditure £	Non- Delegated Expenditure £	Total Net Expenditure £
Teachers' Salaries	6,458,599	17,918	6,476,517
Salaries	1,967,715	2,156	1,969,871
Other Employee Costs	758		758
Premises	554,470	384	554,854
Transport	10,533	100,316	110,849
Supplies & Services	1,807,383		1,807,383
Recharges	282,521		282,521
<b>Gross Expenditure</b>	<b>11,081,977</b>	<b>120,775</b>	<b>11,202,752</b>
Grant Income	-2,740,399		-2,740,399
Other Income	939,914		939,914
<b>Gross Income</b>	<b>-1,800,484</b>	<b>0</b>	<b>-1,800,484</b>
<b>Net Expenditure</b>	<b>9,281,493</b>	<b>120,775</b>	<b>9,402,268</b>

<b>RESERVES:</b>	<b>£</b>
FINAL FORMULA ALLOCATION:	8,930,784
TOTAL NET EXPENDITURE:	9,281,493
<b>TRANSFER TO / (FROM) RESERVES:</b>	<b>-350,709</b>
OPENING BALANCE ON RESERVES 01/04/22	1,495,606
<b>CLOSING BALANCE ON RESERVES: 31/03/23</b>	<b>1,144,897</b>

## Attendance 2022-2023

### Group Analysis by Code

Period : 01/09/2022 to 21/07/2023

Pupils DOB Range: 01/09/2007 - 31/08/2018

#### Percentage of Sessions

Group	/	\	B	C	D	E	F	G	H	I	J	L	M	N	O	P	R	S	T	U	V	W	Y	X	-	Poss
7	44.551	45.046		0.495	0.049		0.002	0.911	0.020	3.974		2.154	0.215	0.054	1.712	0.272	0.223		0.001	0.318	0.002	2.476				100.0
8	41.198	42.982	0.075	0.565	0.231	0.030		1.171		4.869		5.131	0.277	0.095	2.254	0.555	0.239	0.001		0.326	0.002	3.025		0.002		100.0
9	41.561	42.783	0.237	0.996	0.103	0.078		0.969	0.010	4.853	0.002	3.846	0.396	0.109	2.668	0.370	0.205		0.001	0.814		3.025		0.001		100.0
10	39.386	42.458	0.566	0.546	0.901	0.169		0.563	0.001	4.836		5.654	0.473	0.129	3.569	0.244	0.214	0.002		0.003	0.285	0.001	3.025	0.002		100.0
11	42.149	38.567		0.275	5.510					5.234		1.928	0.551		3.030	2.204				0.551		3.030				100.0
Totals	41.670	43.310	0.218	0.649	0.325	0.069		0.905	0.008	4.636		4.203	0.340	0.097	2.549	0.364	0.220	0.001	0.001	0.435	0.001	2.889		0.001		100.0

Key to codes		
/ Present (AM)	I Illness	T Traveller absence
\ Present (PM)	J Interview	U Late after registers closed
B Educated off site (not Dual reg.)	L Late (before registers closed)	V Educational visit or trip
C Other authorised circumstances	M Medical/Dental appointments	W Work Experience
D Dual registration (attending other estab.)	N No reason yet provided for absence	Y Forced and Partial Closure
E Excluded (no alternative provision made)	O Unauthorised abs (not covered by other code)	X Untimetabled sessions for non-compulsory school-age pupils
F Extended family holiday (agreed)	P Approved sporting activity	# School closed to all pupils
G Family holiday (not agreed or days in excess)	R Religious observation	Z Pupils not on roll yet
H Annual family holiday (agreed)	S Study leave	- All should attend / No mark recorded

Missing marks have been ignored

# Results Summary Summer 2023

## GCSE/AS/A2

### Background

Pupils awarded a qualification in 2019/2020 and 2020/2021 were awarded grades based in **centre determined** followed by **centre assessed** grade processes. Grades were determined by schools, based on their assessment of learners' work, using a range of evidence.

Examinations recommenced in 2021/2022. The examinations held in 2021/2022 and 2022/2023 were transitional in nature, where qualifications in Wales started to return to pre-pandemic examination arrangements. As part of the support for learners, in 2021/2022 Qualifications Wales set results at a national level that were broadly midway between 2018/2019 and 2020/2021 outcomes. In 2022/2023, some support remained in place for learners in Wales which included a continued supportive approach to grading with results in 2022/2023 set at a national level broadly midway between 2018/2019 and 2021/2022 outcomes.

Due to the varying examination arrangements in place since 2018/2019, caution must be exercised when comparing outcomes between subsequent years.

Due to the pandemic, pupils in the Year 11 cohort were unable to complete the annual national literacy and numeracy tests which were used to gather prior attainment data for use within the ALPS analysis tool. Without robust prior attainment data for the cohort, it has not been possible to interrogate the GCSE results in the same manner as the AS and A2 data. Within this report, the Yr 11 pupil outcomes will be compared with National and local data sets to give an appropriate context with which to reflect.

### Reintroduction of GCSE headline indicators

As announced in January 2023, the Welsh Government will restart reporting of Key Stage 4 outcomes at a school level using the approach adopted in 2018/2019. In 2022/2023, the Welsh Government will publish the following headline indicators: Capped 9 indicator (interim version), Literacy indicator, Numeracy indicator, Science indicator, and the Welsh Baccalaureate Skills Challenge Certificate indicator, all based on point scores. This will be for an interim period, beginning with outcomes data from academic year 2022/2023, whilst the development of a reformed information ecosystem for school is progressed and, as part of that, the future reporting arrangements of qualifications outcomes data.

Note: \*Prior to 2018/2019, the best result for each pupil was used for indicators. From 2018/2019, only the result of the first entry (chronologically) is counted in the indicators.

### Data sources

School All Wales Core Dataset - KS4 Qualifications Outcomes.

<https://www.gov.wales/examination-results-september-2022-august-2023-provisional-html>.

Accessed 23/3/24 Internal school data.

## GCSE 2022/2023

### 1. All Pupils: Historical Measures

	Pupils	%Level 2	%Level 2+	%5A*A	%Maths A*-C	%English A*-C	%Science A*-C	Total Points	Capped 9
2022/2023	275	86.2	80.0	38.2	84.7	86.2	84.0	485.6	407.5
2021/2022	264	86.7	80.7	41.3	84.5	90.2	85.6	488.5	412.6
2020/2021	249	90.8	84.3	45.0	86.7	91.2	92.4	499.3	425.7
2019/2020	277	90.6	78.3	41.5	80.9	86.3	89.5	496.1	424.0
2018/2019	269	87.4	77.7	38.7	81.0	86.6	87.7	491.1	412.0

Level 2 – 5 grade C+ (or equivalent)

Level 2+ - 5 grade C+ (or equivalent) including Mathematics and English

Capped 9 – average total points in Mathematics, English, Science and 6 best other subjects (9 C grades would be 360 points, 9 B grades would be 414 points)

### 2. All pupils: Interim measures

Measure	Year	All pupils
Capped 9	2022/2023	407.5
	2018/2019	413.5
	*2017/2018	417.4
Average Literacy	2022/2023	45.5
	2018/2019	46.0
	*2017/2018	46.6
Average Numeracy	2022/2023	45.4
	2018/2019	44.3
	*2017/2018	46.4
Average Science	2022/2023	46.1
	2018/2019	47.1
	2017/2018	46.2
Welsh Baccalaureate Skills Challenge Certificate	2022/2023	41.4
	2018/2019	47.5
	2017/2018	47.8

Explanatory notes:

The Capped 9 score (interim indicator version) is made by adding a pupil's 9 best exam results which must include English or Welsh First Language or Literature, Mathematics or Numeracy, and a Science GCSE. As a guide a single A\* GCSE grade is worth 58 points, an A grade 52 points, a C grade is worth 40 points etc.

For the Literacy, Numeracy and Science indicators, the highest average points score possible is 58 points, should every pupil achieve an A\* grade. The lowest average points score is 16 should every pupil achieve a G grade.

The Skills Challenge Certificate at National Level 2 is graded A\*-C and converted into the same point scores as the subject indicators, with an A\* as 58 etc. Care needs to be taken when comparing this indicator with the subject performance indicators as the methods of assessment differ. The Skills Challenge Certificate focuses more on coursework completed throughout the year rather than terminal exams.

### ***All Pupils-Trends in interim measures: National Comparisons***

<b>Measure</b>	<b>Year</b>	<b>Olchfa</b>	<b>National</b>
Capped 9	2022/2023	407.5	356.5
	2018/2019	413.5	354.4
	*2017/2018	417.4	n/a
Average Literacy	2022/2023	45.5	39.7
	2018/2019	46.0	39.0
	*2017/2018	46.6	39.4
Average Numeracy	2022/2023	45.4	37.1
	2018/2019	44.3	37.2
	*2017/2018	46.4	38.3
Average Science	2022/2023	46.1	36.9
	2018/2019	47.1	36.8
	2017/2018	46.2	36.8
Welsh Baccaulaureate Skills Challenge Certificate	2022/2023	41.4	31.6
	2018/2019	47.5	36.4
	2017/2018	47.8	36.5

## GCSE Subject data

Raw results only

Value added data is not available for KS4 due to the impact of Covid on data collections used to assess prior attainment.

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*-A	%A*-A	A*-C	%A*-C	A*-G	%A*-G
Art & Design Graphics(3550)	24	4	7	9	1	3	0	0	0	0	0	11	45.8%	21	87.5%	24	100.0%
Art & Design(3510)	41	2	8	8	21	2	0	0	0	0	0	10	24.4%	39	95.1%	41	100.0%
Art and Design Textiles(3650)	12	0	2	3	3	1	3	0	0	0	0	2	16.7%	8	66.7%	12	100.0%
Biology(1010)	133	52	34	25	15	6	0	0	1	0	0	86	64.7%	126	94.7%	133	100.0%
Business Studies(3210)	92	12	23	24	16	9	7	0	1	0	0	35	38.0%	75	81.5%	92	100.0%
Chemistry(1110)	133	49	23	37	18	3	0	2	1	0	0	72	54.1%	127	95.5%	133	100.0%
Computer Studies/Computing(2610)	45	8	9	10	8	2	5	2	1	0	0	17	37.8%	35	77.8%	45	100.0%
Design and Technology(8900)	27	1	6	5	6	0	2	5	2	0	0	7	25.9%	18	66.7%	27	100.0%
Drama(5210)	16	4	5	3	3	1	0	0	0	0	0	9	56.3%	15	93.8%	16	100.0%
English Language(5030)	276	26	57	79	61	31	14	5	1	2	0	83	30.1%	223	80.8%	274	99.3%
English Literature(5110)	269	37	59	76	60	26	3	7	1	0	0	96	35.7%	232	86.2%	269	100.0%
French(5650)	11	3	2	1	3	0	2	0	0	0	0	5	45.5%	9	81.8%	11	100.0%
Geography(3910)	30	7	7	9	4	2	0	1	0	0	0	14	46.7%	27	90.0%	30	100.0%
Health Studies(PA1)	59	17	15	14	7	2	4	0	0	0	0	32	54.2%	53	89.8%	59	100.0%
History(4010)	50	19	6	10	10	2	2	0	1	0	0	25	50.0%	45	90.0%	50	100.0%
Information Technology(2650)	37	4	10	8	10	2	2	1	0	0	0	14	37.8%	32	86.5%	37	100.0%
Mathematics - Numeracy(2392)	275	62	39	66	67	15	12	7	5	2	0	101	36.7%	234	85.1%	273	99.3%
Mathematics(2391)	276	63	35	61	66	24	15	2	3	6	1	98	35.5%	225	81.5%	269	97.5%
Media Film and TV Studies(5350)	24	0	4	8	7	2	3	0	0	0	0	4	16.7%	19	79.2%	24	100.0%
Music(7010)	16	3	2	5	3	1	1	0	1	0	0	5	31.3%	13	81.3%	16	100.0%
Physics(1210)	133	52	26	35	13	4	3	0	0	0	0	78	58.6%	126	94.7%	133	100.0%
Religious Studies(4610)	9	3	3	2	0	1	0	0	0	0	0	6	66.7%	8	88.9%	9	100.0%
Spanish(5750)	30	14	8	4	2	1	1	0	0	0	0	22	73.3%	28	93.3%	30	100.0%
Sport/PE Studies(7210)	54	9	8	15	13	5	3	1	0	0	0	17	31.5%	45	83.3%	54	100.0%
Welsh (Second Language)(5515)	249	26	46	65	40	32	19	7	6	7	1	72	28.9%	177	71.1%	241	96.8%
<b>Total number of grades</b>	<b>2321</b>	<b>477</b>	<b>444</b>	<b>582</b>	<b>457</b>	<b>177</b>	<b>101</b>	<b>40</b>	<b>24</b>	<b>17</b>	<b>2</b>	<b>921</b>	<b>39.7%</b>	<b>1960</b>	<b>84.4%</b>	<b>2302</b>	<b>99.2%</b>
% of grades		20.6%	19.1%	25.1%	19.7%	7.6%	4.4%	1.7%	1.0%	0.7%	0.1%						

Skills Challenge Certificate - WBQ      252    17    59    99    66    P\*=7    P=0      4

### Year 11 Double Award - Summer 2023

Subject	Entries	**	*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	U	A*-A	%A*-A	A*-C	%A*-C	A*-G	%A*-G
Science (Core)(1300)	142	6	5	17	7	14	24	12	18	11	11	9	1	2	0	3	2	63	22.2%	188	66.2%	280	98.6%



## A Level: Historic subject performance

Subject	2019/20			2020/21			2021/22			2022/23		
	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade	Entries	Score	Grade
A - Art (3D Design)	13	1.22	3	8	1.12	5	13	0.98	7	15	0.77	9
A - Art (Craft)	9	1.16	3	11	1.18	3	10	1.16	3	12	1.05	5
A - Art (Graphic Design)	28	1.15	4	21	1.12	4	15	1.14	4	16	1.13	4
A - Art (Photography)	2	1.38	2	16	1.17	3	12	0.94	7	13	0.84	8
A - Biology	56	0.97	2	53	0.91	4	65	1.09	1	53	0.97	2
A - Business Studies	35	0.98	5	27	1.00	4	29	1.13	2	19	0.93	6
A - Chemistry	34	0.97	2	40	0.91	4	63	0.94	3	42	0.91	4
A - Computer Science	6	0.98	3	5	0.88	5	14	1.07	2	6	0.92	4
A - Drama & Theatre Studies	6	1.19	2	-	-	-	-	-	-	-	-	-
A - Economics	22	1.07	2	23	0.97	5	35	1.10	2	22	1.00	4
A - English Lang. & Lit.	5	0.96	5	2	0.85	8	12	1.05	3	3	0.90	7
A - English Literature	28	1.10	2	16	0.95	6	14	0.90	7	16	0.98	5
A - Film Studies	14	1.08	4	-	-	-	-	-	-	5	0.96	8
A - French	2	0.95	4	-	-	-	-	-	-	-	-	-
A - Geography	12	1.01	4	10	1.09	2	10	1.03	3	8	1.01	4
A - Government & Politics	11	1.02	4	6	1.23	1	-	-	-	11	1.15	2
A - Health & Social Care - S	23	1.18	2	13	1.17	2	16	1.19	2	17	1.20	2
A - History	19	1.09	2	22	1.13	2	26	1.12	2	17	1.13	2
A - Law	-	-	-	-	-	-	19	1.14	2	16	1.19	2
A - Mathematics	58	1.00	3	75	0.94	5	104	0.96	5	67	0.99	4
A - Maths (Further)	12	1.13	2	19	1.07	3	18	1.09	3	9	1.12	3
A - Media Studies	13	1.13	2	-	-	-	7	1.07	4	7	1.17	2
A - Music	-	-	-	-	-	-	4	0.96	4	3	0.64	8
A - Physical Education	4	0.92	5	22	0.98	4	18	1.04	3	12	1.03	3
A - Physics	36	1.01	2	37	0.92	3	57	1.04	2	31	0.96	3
A - Psychology	35	1.02	3	38	0.96	4	46	1.11	2	21	1.02	3
A - Religious Studies	-	-	-	-	-	-	4	1.18	2	-	-	-
A - Sociology	24	1.03	5	15	1.07	4	24	0.98	6	9	0.89	7
A - Spanish	4	1.20	2	9	1.09	2	-	-	-	-	-	-
A - Welsh 2nd Language	3	1.16	2	3	0.93	4	3	0.82	6	-	-	-
**WBQ - Advanced Skills Challenge Cert	192	1.23	2	175	1.13	3	245	0.94	7	174	1.03	5

## DESTINATION OF LEAVERS 2023 COHORT

	Year 11	Year 12	Year 13
Apprenticeship	6	2	2
Current Status Unknown	1	2	5
FE FT	94	8	6
FE PT	1	0	0
HE	0	0	135
JGW+ Advancement	1	0	0
JGW+ Engagement	3	1	0
Job FT no formal training	1	3	22
Job FT with formal training	0	1	1
Job PT no formal training	1	0	7
Non Employed - actively seeking	0	0	6
Non Employed - not available to enter	0	1	0
Non Employed - not ready to enter	3	0	1
Out of Wales	3	0	0
Voluntary Work	0	0	3
Year 12	169	0	
Year 12 Repeater/2nd Year		1	0
Year 13	0	184	
Year 13 Repeater/2nd Year			2
<b>Total</b>	<b>283</b>	<b>203</b>	<b>190</b>

## SCHOOL PROSPECTUS

The school prospectuses are published on our website.

## LANGUAGE MEDIUM OF THE SCHOOL

The language which is used as the medium of instruction and the normal business of Olchfa School is English.

## USE OF THE WELSH LANGUAGE AT OLCHFA

- a) Welsh is only the prime language of instruction in Welsh lessons where it is reinforced with English in line with best practice.
- b) Welsh is not the usual language of communication in the school. It is instead used incidentally.
- c) The study of Welsh is compulsory to the age of 16.
- d) Welsh plays a full part in the transition programme at the school and is taught until the age of 16, except in the case of formal disapplication.