



YSGOL RHOSNESNI

GOVERNORS' ANNUAL REPORT TO PARENTS 2021-2022

Published Spring Term 2023

Respect Honesty Success

This report is prepared annually by the governing body with the purpose of informing parents and other stakeholders about the performance and management of the school over the preceding academic year. Ysgol Rhosnesni is an English medium school with 1040 students on roll and approximately 100 members of staff. Welsh is taught to all students as a second language and we are working hard to ensure that our students leave school with a greater understanding of Welsh heritage and a greater fluency in Welsh language.

This report can only provide basic headline information on the school's activities and is written using statutory content guidelines set out by the Welsh Government.

Letter from Mrs E Doherty

Chair of Ysgol Rhosnesni Governing Body

I am privileged to write to you as Chair of Ysgol Rhosnesni Governing Body, having been appointed in July 2022 following the resignation of Mr Paul Jones. Mr Jones provided invaluable leadership and supported the school during the unprecedented period of Covid-19 and we are extremely grateful to him.

The school year 2021-22 continued to be heavily impacted by Covid-19, bringing challenges of health and safety as well as the absences of staff and learners. It is to the credit of the whole school community, learners, teachers, support staff and families that the school remained open was able to achieve the best examination results in its history.

On results day, Mr Brant, Headteacher said: "Despite the disruption and uncertainty of the past two and a half years, our Year 11 cohort has achieved the highest outcomes we have ever witnessed - 28 students gained at least five A* or A grades, with an unprecedented 31 A* in mathematics. More youngsters achieved an A*- C grade in English Language than at any point in our history."

Mr Brant also thanked his colleagues and Rhosnesni parents for their hard work, commitment and belief.

The school continues to prepare for the implementation of the new Curriculum for Wales. The 'Cynefin' theme will allow our learners to connect with their communities and their country as well as understanding their own identity.

The Governing Body are committed to ensuring the quality of the learning environment continues to improve, whether it is indoors or outdoors. The new all-weather pitch promises to be an excellent addition to our community, as well as further improving facilities for our students. The Tom Price memorial garden is dedicated to a longstanding governor of our school who took specific responsibility for ensuring the wellbeing of learners and staff. The garden is a fitting tribute and a place for any member of the school community to take time out in and reflect.

Following the Estyn Inspection in June 2022, a Post Inspection Action Plan (PIAP) was drawn up to focus on the areas Estyn cited for improvement. The PIAP sits alongside the school's other development priorities and will be regularly evaluated by the Senior Leadership Team, GwE, the Governing Body and the Local Authority to ensure it is being effectively implemented.

Finally, on behalf of all the governors, I thank you all for your continued support of the school. We are extremely proud of the journey that the school is on, aware of the challenges on the way but grateful for the dedication of the staff and the resilience and application of the learners.

Please read the report and contact the school office if you require further clarification.

Yours sincerely,



Elinor M.A. Doherty

Parents meeting relating to this report

As a result of the School Standards and Organisation (Wales) Act 2013, there is no longer a requirement for schools to hold an annual parents meeting. Ysgol Rhosnesni Governing Body remains committed to the continued improvement and success of our school and will continue to actively engage with parents and be accountable to them.

Subject to certain conditions, parents are able to request a meeting. If this is something that you would like to discuss further, please contact the Clerk to the Governing Body.

School Prospectus

The school prospectus is updated annually and a hard copy is available from school reception. It can be accessed easily on the school website using the link provided: <https://rhosnesni-high.wrexham.sch.uk/>

School Policies

Governors continue to review and update school policies and procedures, working with the Headteacher and members of SLT. Please see the policies section of our school website for specific documents: <http://rhosnesni-high.wrexham.sch.uk/policies-procedures/> Alternatively, school reception can provide a copy on request.

Membership of the Governing Body

Chair of the Governing Body: Mrs E Doherty

Clerk to the Governing Body: governorsupport@wrexham.gov.uk

Mrs Doherty and the Clerk can both be contacted in the first instance via the school address: Ysgol Rhosnesni, Rhosnesni Lane, Wrexham, LL13 9ET or by calling 01978 340840.

Our Governing Body consists of:

6 x Parent Governors

5 x LEA Governors

2 x Teacher Governors

1 x Staff Governor (non teaching)

5 x Community Governors

2 x Associate Student Governors

The Headteacher is also a member of the Governing Body.

Information about the arrangements for the next election of Parent Governors:

Full details of our Governing Body are available on the school's website. This information shows details of any vacancies that become available. Parent Governor vacancies are advertised to all parents/carers via the school's parent contact system and are processed in accordance with the most recent guidelines.

Financial Statement April 2021 - March 2022

Budget Heading	Expenditure & Income £
Contingency c/f 2021	-500,153
Employees	4,475,861
Premises	271,263
Transport	3,162
Supplies & Services	200,278
Education Support Services	338,833
Income	-901,369
Total Expenditure 2021/22	3,887,875
Contingency end March 2022	1,113,172
Total Allocated Budget 2021/22	5,001,047

No travelling or subsistence allowance payments claimed by the governing body during this period.

School Fund April 2021 - March 2022

Balance Brought Forward £	Current Account	24,887.01
	Deposit Account	12,932.88
	Cash	0
Receipts (from 01/04/21)	4376.63	
Payments (from 01/04/21)	3,038.09	
Balance Carried Forward £	Current Account	26,584.25
	Deposit Account	12,934.18
	Cash	0
Total		42,556.52

Attendance & Punctuality

The impact of the pandemic continued to adversely affect rates of school attendance throughout 2021-2022. Periodically, students from all year groups were forced to isolate; this was in line with Welsh Government guidance.

In December 2021, all students reverted to remote learning for the final 3 days of term, prior to the Christmas break and virtual online registration and safeguarding measures were reinstated. This was a nationwide approach due to the changing nature of the pandemic. Contact with students was closely monitored, and home visits and referrals were implemented by the school where it was appropriate to do so. Students returned to school as normal after the Christmas break, however, absence (due to Covid-19 and other illnesses) remained higher than prior to the pandemic.

Punctuality to school was monitored closely and a range of strategies were implemented to tackle incidents of poor punctuality. These strategies led to an improvement in punctuality rates over the course of the school year.

Throughout this unprecedented period, members of the Rhosnesni pastoral, safeguarding and attendance teams continued to work tirelessly with the local authority to support our families and to remove any barriers to attending school.

Provision for Students with Additional Learning Needs

Our well-trained and dedicated team of ALN staff (3 Teachers and 23 Teaching Assistants) continued to provide a fully inclusive education. The team supported students either within a specialist resource provision, in mainstream classes or through planned intervention sessions. All support was aimed at helping students to progress, attain and become independent learners. We continued to develop our ALN department, which provided a safe and nurturing environment in which students were supported and challenged to meet their full potential. Our curriculum remained accessible, broad, balanced and tailored to meet their individual needs.

The implementation of the ALNET Act (2018) led to the ALN Code of Practice becoming operational from January 2022. This meant that students who were previously identified with Additional Learning Needs under the headings School Action (A), School Action Plus (P), Additional Resources at School Action Plus (P) and Statemented (S) were reassessed. This was to identify if their learning need fell into the categories of Universal Provision (U), Targeted Universal Provision (TUP) or Individual Development Plans (IDP). The changes to the code of practice were also shared with staff and regular updates of students identified as having ALN circulated to colleagues. This ensured that appropriate differentiation and adjustments were implemented to further enable a fully inclusive approach to teaching and learning within every classroom.

The process of ALN reform is taking place over a three year timeline, with all students who are currently on statements converting to IDPs by 2024. From January, students who were identified as requiring an IDP went through the ALN determination process using our school systems, as opposed to the historical model of going through the local authority.

When the pandemic restrictions lifted, it meant that group interventions were able to resume. Small group reading interventions were implemented to address both the deficit of literacy learning and cognitive development. Students in Year 7 and Year 8 were targeted to attend twice weekly reading interventions during form tutor time. These interventions were hugely successful in enabling students to gain confidence in reading to others. By

engaging students with challenging vocabulary and stimulating literature, a greater appreciation of reading developed.

Some students required a more tailored approach and 1-2-1 interventions took place. Progress was regularly tracked and reviewed in consultation with parents and the young person. The school, in collaboration with parents, sought advice and support from outside professionals where required. These professionals included educational psychologists, speech and language therapists, CAMHS and sensory support advisory teachers.

Further interventions centring on student well-being were also strengthened. Student Assisted Programmes (SAP) took place with Key Stage 3 (KS3) students to support anxiety, self-esteem, regulation of emotions and behaviour choices. Staff also attended Emotional Literacy Support Programme (ELSA) training and ran 1-2-1 sessions for students to further enhance their emotional well-being.

Buildings and Facilities

The challenges and knock-on effects of a post Covid-19 world were more than apparent during the academic year 2021/22. Several projects, including plans for additional student washrooms and toilet facilities, resurfacing of our tennis and netball courts and the construction of an external disabled access ramp, all remained on hold due to the lack of available trade contractors and capacity in the Facilities Management team in the Local Authority. These projects will continue to be a major priority in academic year 2022/23 and some small progress was made in planning and scheduling these developments.

At the end of the academic year, work began on our ambitious 3G pitch facility. The project included floodlights for evening community use with Freedom Leisure. This facility will provide amazing PE and sport opportunities for our students over the coming years. It will also allow us to host wider reaching fixtures, such as cluster primary school events and Wrexham schools' football leagues and cup fixtures for boys and girls. Community demand for such a facility is huge and Rhosnesni High School will be at the heart of grass roots and academy football.

Other site projects completed in 2021/22 included replacement flooring in specialist classrooms, new classroom furniture, window blinds, student kitchen equipment and the creation of a new Drama studio on our Hall stage. These projects all enhanced teaching & learning opportunities and the environment in which our students study. We also invested significantly in improvements to our CCTV system, improving the safeguarding and security of our staff and students, whilst they are under our supervision and care. The school also invested heavily in four new outdoor canopies to provide shelter and seating at lunch and recreational times. Further outdoor canopy construction is also planned, as the school's pupil numbers continue to grow significantly.

Our ongoing and routine maintenance of buildings and facilities continued throughout 2021/22, ensuring that Ysgol Rhosnesni remained a positive, appealing and safe environment in which to learn.

Transition

The excellent working relationships enjoyed with our local primary schools continued to be strengthened through a comprehensive transition plan. In September 2021, 208 students joined Rhosnesni in Year 7 and rapidly adjusted to high school life. We continued to build relationships with our cluster primary schools through regular communication between our transition co-ordinator and Year 6 primary teachers. Similarly, cluster headteachers met frequently to discuss strategic planning, cross-phase approaches and Covid-19 risk assessments.

In March 2022, when 240 families received notification that they had been allocated a Year 7 place at Ysgol Rhosnesni for September 2022, colleagues met with Year 6 teachers every half term to discuss the bespoke needs of students and to begin planning for a transition project. Our transition co-ordinator was available to speak to individual parents, to provide reassurance and to clarify information. Transition packs, including parental consent and data collection forms, were delivered and collated electronically. Overwhelming feedback from parents and carers was that the electronic forms made the process quicker and easier, resulting in a decision to retain and embed this approach.

In addition to the usual transition practices, we offered primaries the opportunity to visit and take part in workshops in our technology department. Enhanced transition was given to students where required, with more than 40 students experiencing this for the last 4 weeks of term.

Each student who accepted a place at Rhosnesni was given a book to go along with the virtual activities provided. The feedback from parents was positive and the students felt prepared to make the move to secondary school.

Pedagogy and Professional Learning - Staff

A staff 'Teaching and Learning Journal' was introduced to continue the development of pedagogy and professional learning at Rhosnesni. A number of staff contributed to the journals and 32 issues were circulated and discussed with colleagues during the academic year. These resources were shared with external colleagues who felt that they were a shining example of good practice and an indication of our commitment towards staff development, support and coaching.

Professional Learning sessions were regularly held as part of the school's 'Self Evaluation' calendar. Fifteen twilight sessions were delivered after school, being well received by both teaching and non-teaching staff. A number of colleagues contributed to each session, led by Mrs Louise Evans (Assistant Headteacher), with the emphasis on sharing good practice in relation to teaching standards and evidenced based approaches to pedagogy.

Curriculum

We endeavoured to encourage and support students to enjoy learning at all times, continuing with our aim of embodying 'The Four Purposes' set out by Welsh Government. This helped our learners to become:

- Ambitious and capable, ready to learn throughout their lives
- Enterprising and creative contributors to life, ready to play a full part in life and work
- Ethical and informed citizens of Wales and the world
- Healthy and confident individuals

We remained an inclusive school that provided equal opportunities for all students in mainstream lessons. We also strengthened our bespoke curriculum provision for our students who were placed in the Success Centre or resource base provision.

In Years 7 to 9, all students studied mathematics, English, science, art, French, geography, history, ICT, music, drama, physical education, religious studies, technology, PSE and Welsh second language.

In Years 10 and 11 students worked towards the Welsh Baccalaureate qualification and studied mathematics, English, science, religious studies and Welsh second language. Students also opted for three additional subjects from art, separate sciences, hospitality & catering, sociology, health & social care, geography, history, French, music, ICT, PSE, personal development (SWEET), product design and physical education. In addition, students were able to choose from GCSE and vocational courses which included animal care, computer science, construction, engineering, hair & beauty, hospitality & catering, health & social care, public services, performing arts and Spanish. Many students attended this off-site provision one afternoon a week, as our excellent links with Coleg Cambria continued. Year 10 and 11 students continued to access courses on a Tuesday or Wednesday afternoon. There were also full day enrichment courses that a number of Year 10 and Year 11 students were able to access as part of the 14-19 Network. These courses were mainly for students with identified needs who benefited from one of the specialist areas. Programmes included hair & beauty, construction, public services, animal care, horticulture, outdoor pursuits, bushcraft, drama, catering, visual arts, welding & fabrication, sport & leisure, horticultural and agricultural engineering, health & social care, engineering and land based studies.

New Curriculum for Wales

The new curriculum continued to be developed and debated in all schools in Wales. It was agreed that the implementation of the curriculum at Rhosnesni would take place from September 2023. In our planning, we decided to prioritise pedagogy and professional learning. We focused particularly on evidenced based approaches, reflecting on what genuinely works best in the classroom. The new curriculum will have more emphasis on equipping students for life and will build on their ability to learn valuable skills and to apply their subject knowledge more effectively and creatively. A new digital competence framework will introduce digital skills across the curriculum, preparing students for the opportunities and risks that an online world presents. Teachers, in all schools, will have more freedom to teach in ways they feel will have the best outcomes for their individual learners.

Assessment will be a continuous process, taking place on a daily basis. Progression reference points will help learners, teachers, parents and carers to understand if appropriate progress is being made, with the existing 'key stages' becoming obsolete. 'Progression Steps' will set out expectations for our students in each area of their learning relating broadly to ages 5, 8, 11, 14 and 16.

At Rhosnesni, planning for the Curriculum for Wales during 2021-2022 focused on trialling a 'Cynefin' theme with Year 7 and 8 students for the spring term of 2023. 'Cynefin' will be used to instil in our students passion and pride in themselves, their communities and their country. It will be central to the four purposes at RHS. Students should be grounded in an understanding of the identities, landscapes and histories that come together to form their 'Cynefin'. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the world.

GCSE Examination Strategies

A number of strategies were implemented for Year 11 students as they prepared for their final GCSEs. The exams were the first set of examinations for two years after the cancellation of GCSEs due to the pandemic. All students were provided with the opportunity to sit 'mock' exams in November 2021. These practice exams were supervised by the Senior Leadership Team and other teaching staff, despite growing staffing pressures, as no external invigilators were available due to Covid-19 issues. It was a difficult and stressful time for our staff team, but our learners' needs were prioritised and met fully. Our students were supported, prepared and guided admirably, despite unavoidably high staff and student absence rates.

A very successful revision school was held in April, during the first three days of the Easter holidays. This enabled Year 11 students to attend lessons with their subject teachers to support their revision strategies and timetables. Revision lessons were also provided after school and throughout the months leading up to the final exams. This initiative supported students rigorously as they made their final preparations for the GCSEs.

The results achieved by our Year 11 cohort in the summer 2022 examination series were exceptional and surpassed previous bests in a range of different performance measures. Staff, students and parents were equally proud and joyous on the glorious results day in August '22.

Most Able and Talented

We continued to participate in the SEREN network with other schools from Wrexham, Flintshire and Denbighshire. The SEREN project continued to support the more academically able students of the region, encouraging them to gain entry to leading universities in Wales, the UK and overseas.

There were a number of projects that Rhosnesni students were able to take part in. One such initiative that was very successful happened in March 2022, when 24 of our Year 10 SEREN/MAT students were involved in a full day workshop with the 'Talk the Talk' company. The workshop was supported by the SEREN/MAT network and over £600 worth of funding was secured by the school to facilitate this. The workshop was an excellent way of consolidating strategies and provision already used to develop and strengthen high-level oracy and communication at RHS.

Cymraeg and Welsh Culture

At the start of the school year, in September 2021, we launched our dynamic, student led Welsh language initiative. Its aim was to empower our students to lead by example on the use of Cymraeg. We established a Cewri and Criw Cymraeg student leadership team from Years 9, 10 & 11 to play a key role in influencing, encouraging and supporting their peers and staff with the use of Cymraeg across the school.

The start of the autumn term also marked the introduction of a new student initiative to track and reward our students' use of Cymraeg through the school's ATL system with the Cewri and Criw Cymraeg leading on modelling good practice and bilingualism.

As one of the highlights of our school calendar, we celebrated St David's Day on March 1st with the staging of a whole school Eisteddfod; our very own Eisteddfod Ysgol Rhosnesni. This was a student led event with the Cewri and Criw Cymraeg taking on the main administrative roles, as well as adjudicating the home and on-stage competitions. Key Stage 4 students were challenged to compete for the Bardic Chair by writing a parody of 'Hon' by T.H. Parry Williams. Students competed under a bardic name with the winning poet being honoured in a Charing of the Bard ceremony.

The revision sessions in the Easter school holiday provided a valuable opportunity to immerse our Years 10 & 11 Cewri Cymraeg in the Welsh language ahead of their GCSE speaking examination with a school funded Welsh residential course at Gwersyll Yr Urdd Glan Llyn. In addition to rewarding twenty-five of our Cewri students for

their dedication and commitment to learning Welsh, the course enabled our students to practise their Welsh beyond the classroom.

Developing students' use of Welsh in the workplace was the focus at the start of the summer term with all of our Year 10 students being given the opportunity to participate in a Welsh Language Careers Fair. In addition to raising our students' awareness of Welsh as a crucial employability skill, the event enabled our Year 10 students to speak Welsh with employers from a wide range of sectors to improve their confidence and strengthen their understanding of the relevance and importance of the Welsh language in the workplace.

Another of the summer term's myriad of Welsh language events was the delivery of a cross-curricular MAT workshop for Year 9 to launch the Welsh Department's new curriculum provision. Students were given the opportunity to explore and develop a deeper understanding of their 'Cynefin' (surroundings) by producing a collection of Welsh poetry and a series of Welsh murals on six different aspects of Wrecsam. The event was featured on 'Heno' on S4C, with our students presenting their work and describing their learning process in Welsh on the television show.

The close of the academic year was marked by the acknowledging and rewarding of our students' excellent work ethic, effort and commitment in learning Welsh with forty-five of our Years 9 & 10 students earning a school funded place on Welsh language activity days at Gwersyll Yr Urdd, Glan Llyn.

Bendigedig! We were immensely proud of all of our students' achievements and increasing proficiency in Cymraeg throughout '21/22.

EAL Support

The EAL team in Rhosnesni High School continued to directly support the students whose level of English Language Acquisition was A (new to English), B (early acquisition) or C (developing competence) and monitored the progress of those students who were level D (competent) and E (fluent). Materials and strategies for staff were provided in order to best cater for the needs of students with EAL. The EAL Team prepared and shared materials that were used during the Refugee Week assemblies.

In the autumn term, the team supported with the EAL Annual Needs Assessment Survey, which is crucial for monitoring and updating the language acquisition levels of all EAL students. First language GCSE exams for the Year 10 and 11 students (Polish, Portuguese, Turkish and Arabic) were organised and conducted. All candidates passed the exams and received grades B and above.

Throughout the year, the team supported the school and families with home/school contact, translation, admissions, careers meetings, student safeguarding and student wellbeing issues whilst working closely with the school ALNCO and Youth workers. As every year, all new members of the teaching staff took part in an "Introduction to EAL" training session in September.

Options and Learning Pathways

The Year 9 option process followed the same timeline as in previous years. This is an incredibly important process in which we encouraged our students to select ambitious and appropriate courses that were tailored to their individual interests. We provided all students with a copy of the 'GCSE course information and subject options booklet which gave extensive information about all the courses available at GCSE level. There were also opportunities to support our students with their option choices through online events, discussions and individual meetings via telephone/zoom. The process also involved close working links with Coleg Cambria, including two visits to the college by our students to see what was offered there.

As a result of the enormous effort made by our staff in relation to the options process, all Year 9 students were able to begin their KS4 courses of choice in September 2021. Over 115 Year 9 students were successful in accessing a GCSE or Vocational course at Coleg Cambria ready for Year 10.

The addition of an enrichment option as part of our recovery curriculum was introduced in 2021. This was added to support our most vulnerable students, who were given the opportunity to have extra maths and English Language support in Year 10. As this initiative proved to be extremely beneficial for our students, it will be continued again from September 2022.

PSE and Wellbeing

September 2021 saw the successful launch of the Jigsaw PSE scheme of work, with PSE lessons timetabled 1 hour per week on a rolling timetable and delivered by form tutors. The rationale for form tutors to deliver PSE was to give further time to strengthen the pastoral relationship between Tutors and form groups.

The Jigsaw scheme of work was chosen after trialing activities and some positive Student Council feedback in the summer term of 2021. Jigsaw is described as the mindful approach to the subject with each lesson having a PSE learning intention alongside a social and emotional learning intention. The curriculum is designed as a spiral with learners working on core themes, or 'Puzzles' which were Being Me, Changing Me, Dreams and Goals, Healthy Me, Relationships, Celebrating Difference. The spiral nature of the Jigsaw curriculum ensures that our learners were gaining the knowledge and skills needed to make healthy choices for their futures. From a statutory perspective, the scheme is mapped to the outgoing PSE framework ensuring that we are providing our older learners with the correct curriculum. It is also tailored to the incoming Health and Wellbeing AOLE, and the new RSE code, ensuring compliance for the new curriculum with lessons mapped against the HWB Progression Steps and the RSE code in preparation for Year 7 and 8 commencing the new curriculum in 2023. The scheme links to the Healthy Schools indicators and the UNCRC (United Nations Convention on the Rights of the Child).

PSE folders were implemented in September 2021 with each student having their own folder to collate and store their booklets. This benefitted learners by allowing them to assemble a portfolio of completed work and a resource to look back on for support and information. Jigsaw provides schools with digital resources and worksheets and our PSE co-ordinator also created work booklets for each topic to allow consistent ease of delivery for teachers and to include important safeguarding information for students. Folders were quality assured over the year for presentation and engagement. The QA document showed positive engagement and quality of work. Consistent, engaging PSE lessons were seen throughout school on learning walks. Student voice was sought on the content of PSE.

Alongside delivering Jigsaw as a core scheme, PSE provision continued to be delivered through varied resources and activities. Materials were created to promote Children's Mental Health week and Five Ways to Wellbeing.

The effects of the pandemic were huge and this led to rescheduling of the PSE timetable due to unprecedented staffing pressures. The resilience of teachers was demonstrated in their commitment to provide PSE lessons in an adapted format in two form tutor periods per week. This involved condensing some lessons and activities to focus on the key messages and safeguarding/signposting information for each learning intention.

Due to the protracted Covid disruption, there was limited availability for outside professionals to visit school and deliver vital and engaging PSE activities. However, in the summer term, Crucial Crew were able to attend, providing a full day of activities for Year 7 and for Year 8, which was delivered as a 'catch up'. The days were a great success with fantastic behaviour and engagement from our learners. Visiting speakers spoke highly of our School. The speakers included North Wales Police, Network Rail, Food Standards Agency, ONYX, DASU, Fire Service, Red Cross, Spectrum, and RNLI.

We were committed to our joint working agreement with North Wales Police and our Police Support Officer, PC Jane Ellis, delivered sessions to Year 7 and 8 in the summer term. PC Ellis continues to work closely with the school when and where required.

PSE topics were supported and enhanced by department areas within school. In preparation for the new curriculum, an audit document based on the HwB 'AoLE What Matters Statements' and 'Progression Steps' was completed to map where these learning opportunities are delivered in different subjects.

Our schools SHRN data (Schools Health and Research Network) continues to inform the PSE action plan, with key areas of concern being addressed. The SHRN Sub-Committee of the Student Council was formed in September 2021. They wrote their action plan based on three key data points from our SHRN, around water, sleep and sedentary behaviour. Over the course of the year, they created and produced resources to promote healthy sleep routines and began work around providing water availability at school.

The Daily Act of Collective Worship (DACW), a firmly embedded routine in Rhosnesni Tutor Time, gave all year groups consistent opportunities for reflection and discussion throughout the year. Weekly topics were linked to national awareness days and our school assembly themes. A few examples of topics covered were Advent,

Mental Health, Holocaust, Women's History, Environment, Human Rights. Each week the DACW was linked to one of the UNCRC statements, allowing us to promote our learners rights to them.

Student voice had an increased role in the DACW this year. Students from our LGBT+ club independently devised and created an impressive DACW resource to celebrate LGBT+ History Month 2022. Learners' opinions and experiences of the DACW were sought as feedback and also to quality assure the consistency of DACW delivery across the school.

Careers

In September 2021, our principal Careers Wales adviser used the data provided from student surveys, completed in June 2021 to prioritise a list of students to meet in Year 11. The process of planning for the new academic term, September 2021, and next steps for individual learners followed. Students were able to access extended meetings face-to-face. Lunchtime drop-in sessions were also arranged on days when the careers advisors were in school to answer questions about topics ranging from accessing local apprenticeships, college applications and traineeships. There was a concerted effort to support students who were feeling particularly anxious about their next steps.

In December, the Maths department held a maths careers talk for KS4 students. This took place during lessons with a representative from Ifor Jones. The talk was designed to help students understand how maths can be used in the workplace, including how to analyse and solve problems, approach tasks methodically and apply maths to specific occupations.

February saw local, regional and national businesses hosting a number of online information sessions and virtual events which our students could sign-up to attend. These included a 'Choose your future event' where students in KS4 could join online with up to 100 employers from across Wales to highlight careers and jobs from a variety of sectors. The aim of the event was to provide useful information to support students to be better informed, helping them make decisions about their future careers. The information was delivered via google classroom, the school's E-Bulletin to parents and form tutors.

On 19th May 2022, a representative from Knights Construction met with students as part of the School Valued Partnership Programme. This meeting was constructive and we look forward to working with them in the future on planned careers events within the school.

On 29th June 2022, a 'Welsh in the workplace' event took place for students in Year 10. Employers such as HSBC, North Wales Fire and Rescue Service, Wrexham County Borough Council and Glyndwr University spent time with students where they introduced themselves and posed questions in Welsh as part of their GCSE Welsh course. Feedback from students and employers showed that students gained a good insight into the important role that the Welsh language plays in people's daily lives and in the workplace. This event also demonstrated how being able to speak Welsh can significantly boost employability.

Provisional Destination of School Leavers (TBC) – Summer 2022

Student Routes Summer 2022	No of Students
Full time education - FE College	153
Apprenticeship	1
Job Growth Wales(JGW) +Engagement	3
Employed FT with formal training	1
Employed FT with no formal training	3
Employed PT no formal training	1
Employed PT with formal training	1
Non Employed – actively seeking	1
Non Employed -not ready to enter	1
Non Employed – not available to enter	2
Year 12	1
Out of Wales	3
Total in year group	171

Young Carers

With Covid-19 restrictions varying throughout the year, we were often unable to operate a regular drop-in facility for our Young Carers. However, despite the challenges, our Attendance Officer together with our Deputy Headteacher, Miss Brown, were able to provide a monthly lunch for our Young Carers. The number of Young Carers at Rhosnesni has increased and the support we offered was much needed. Young Carers continued to be assisted by Mrs Roberts and supported by Mrs Payne, Wellbeing Co-ordinator. Both members of staff continued to offer bespoke advice and assistance, when required, and were always available for support, guidance and encouragement.

Peer Mentors

Our peer mentor programme at Rhosnesni continued to be something that we are very proud of. The main role of the peer mentors was to provide a support system to students in the lower years, particularly Year 7. Our team worked incredibly hard to build confidence, self-esteem and resilience of students in the lower school. Students were supported through transition from primary to secondary school in groups, but also on a one to one basis where required. Our peer mentors again developed a language of empathy and a confidence in their ability to help others. As in previous years, they showed a greater maturity, developed communication skills and took pride in their leadership role.

In Key Stage 4 there were 46 peer mentors representing our school community and supporting our younger students. As part of a selection process, the students completed an application form and provided a reference from a member of staff. Successful students completed a peer mentor training programme to enable them to work proactively and professionally when supporting our younger students.

The Peer Mentor Leadership Team were also selected at the start of Year 11, via an interview process. We had six senior peer mentors, two head peer mentors and four deputy peer mentors. This senior team supported students in form time and led assemblies during anti-bullying week.

Student Voice

Student council representatives from the previous year were given the opportunity to retain their post with the student council. Applications were invited for new students to join the Student Council, and eight new students from Year 7 joined and were trained for their roles in November 2021.

Students once again devised an action plan for the year ahead and each year group selected a specific theme to develop in light of the whole school priorities. The student council Google Classroom was used for members to communicate, set tasks, share information and discuss views. A number of initiatives took place during 2021-2022 related to developing teaching and learning, improving the environment (and other facilities) and health & well-being priorities.

In the summer term of 2022, the student council continued to meet with Miss Brown, Deputy Headteacher, and played an active role in the decision-making processes. In addition, the school's fantastic Eco-committee built upon their work by earning the Eco-schools Silver Award. Eco-schools is an environment education programme and is managed by the charity 'Keep Wales Tidy'. It has an awards programme that guides schools on their sustainability journey. The 9 key areas within Eco-schools are: energy, water, biodiversity, school grounds, healthy living, transport, litter, waste and global citizenship.

Community Links

We continued to be extremely proud of our students who helped in the community. Whether it was the Eco Committee undertaking litter picks in the local area or our students continuing to help the elderly and vulnerable. As mentioned previously, our links with the Urdd and other youth groups were significantly strengthened, forging beneficial working relationships major national organisations.

Many RHS students continued to keep fit and active as members of our numerous local sports clubs, with several organisations using the school's extensive facilities through regular Freedom Leisure bookings. As work began on the exciting new floodlit 3G all-weather pitch, lengthy discussions were held with the Welsh FA, Freedom Leisure and junior football clubs about how best to benefit the local community.

Again this year, a special mention must go to our fabulous young blacksmiths Ollie and Harvey (O&H Metalwork Designs) who continued with their fantastic local enterprise and raised even more money for Wrexham charities. They really did embody, through their continued projects, so many impressive skills and values.

Grant funding was secured and the planned work on our outdoor sensory space (The Tom Price Memorial Garden) began. The project had great support from Tom's family, school staff members and the local authority. Tom was a loyal and valued member of our schools' governing body, who gave up a lot of his free time to work with staff and students. Health, safety and wellbeing were particularly important to Tom. He was passionate about improving the experiences of all students and colleagues and, in a fitting tribute, his memorial garden will be used as an outside space in which people can relax, reflect and take 'time out'.

Provision for Sport and Extra-Curricular Activities

After the restrictions caused by Covid-19, it was fantastic to see young people participating fully in practical PE lessons and competing against other schools in the Wrexham Area. Students had many opportunities to participate in a variety of sporting activities at Ysgol Rhosnesni. WCBC's 5 x 60 scheme continued to offer a diverse selection of sporting activities during lunchtimes and after school for students of all levels and abilities.

In the summer term, Active Wrexham and Sport Wales delivered a 2 day leadership course to our dedicated and committed Year 9 Sports Leaders. This aim of the course was to improve their knowledge and understanding of coaching delivery and improve their confidence and communication skills. This helped them to be able to deliver sports sessions (under supervision) at lunchtime, as well as continuing to run many primary cluster sports festivals at Ysgol Rhosnesni.

The football, netball and rounder's matrix against other Wrexham Schools was re-booted, with some fantastic performances from all year groups. In particular, the Year 9 netball team became the current Wrexham Schools champions winning all their games in a tournament held at Grango High School in March 2022. Boys' football also saw a huge post-Covid resurgence, as all year groups were entered into the Welsh Cup. Year 7 boys, in particular, had an outstanding cup run and were narrowly defeated by Syr Huw Owen in the last 16 of the national rounds. Rhosnesni also had a number of boys, across all year groups, who continued to represent the Wrexham schoolboys in their respective age group.

The success of our girls' football teams continued. Two combined Year 7/8 and two Year 9/10 teams were entered into the schools' tournament at Cefn Druids. The Year 9/10 football team became Wrexham champions for second time since the club was formed four years ago. Football and netball 'play nights' were also arranged during the autumn and spring term so that all years were able to compete in fixtures against other schools.

Unsurprisingly, there were some individual sports stars who had the opportunity to represent Wrexham and the region. Hallie (U14) and Carys (U16) both represented North East Wales at the Welsh Inter-county netball tournament in Cardiff, in February 2022. Both students were voted coaches player of the tournament.

In cross-country, Rhosnesni was represented in all age categories and several students went on to compete for Wrexham at the county championships in Mold, Flintshire. In addition, some of our students went on to represent North East Wales XC Schools team in Brecon, Mid Wales.

In addition to the team games successes we enjoyed this year, there were also many achievements for the athletics squad. RHS competed in all of the Wrexham competitions during the summer term at Queensway Stadium and our Year 8 boys won the Wrexham Area Schools competition. One of our talented students, Oli, won the Victor Ludorum in his age group.

Our students have continued to enjoy sporting success both in and out of school. We are unable to list them all, but there are some examples below. We are very proud of all our students' achievements and we love to hear about their successes outside of school. We have some very talented students who excel in many areas: football, boxing, netball, cross-country, athletics, rugby, athletics and swimming.

Lucy – Cross-Country (XC)

Lucy is a fantastic all-rounder who strived to do her best in a variety of sports. Lucy came 1st in her age group at the Wrexham Schools XC championships in November 2021. She was then selected to represent Wrexham at the North East XC Champs.

Ellis - Rugby

Ellis excelled in rugby and this was recognised through a number of different clubs and representative teams. Ellis played for Wrexham rugby club (U14) and was with Sale Sharks Rugby Club's developing player programme. Ellis also represented Rygbi Gogledd Cymru (RGC) at U15 level playing against a South Wales representative team in Cynon Valley.

Kai - Football

An outstanding all round athlete who competed across a number of different activities in and out of school, Kai is captain of the Wales regionals squad for his age group.

Patrick – Football

Attending Everton academy, Patrick also represented Wales's schoolboys for his age group. Patrick attended training camps at Dragon Park with the representative squad and participated in representative games against Sweden, Denmark and Belgium.

Lewis - Football

Lewis represented Wales's schoolboys for his age group and attended training camps at Dragon Park with the representative squad. Lewis participated in games against Sweden, Denmark and Belgium.

Vaughn – Cross-Country (XC)

Vaughn attended the North East Cross-Country Championships at Mold Alun School; he was placed 4th out of approximately 60 runners in his age group. He then went on to the National School XC Championships in Brecon.

Ffion - Gymnastics

A talented member of Wrexham Gym Club, Ffion was awarded young gymnast of the year in North Wales as well as Young Helper of the Year. Her most recent achievement was being selected for the Welsh Gymnast Team at Llanelli.

Hallie and Carys - Netball

Hallie and Carys represented Welsh Netball for their age group and attended training and games with Manchester Thunder Academy, whilst also being strong players within the Cheshire Netball Team.

Timings of the School Day

Throughout the academic year, Ysgol Rhosnesni High had a five period day of sixty-minute lessons, within a two-week timetable. The internal structure of the school day was reviewed in spring 2021, ready for September 2021. Updated timings of the school day were implemented and the information added to the school website.

Warning Bell	8.40am
Period 1	8.45am - 9.45am
Period 2	9.45am - 10.45am
Tutor Time	10.45 – 11.05am
Break	11.05am – 11.20am
Period 3	11.20am – 12.20pm
Lunch	12.20pm – 12.55pm
Warning Bell	12.55pm
Period 4	1.00pm – 2.00pm
Period 5	2.00pm – 3.00pm
End of school day	3.00pm

School Term Dates

Please see the school website for the most up-to-date information. Key dates were, and continue to be, communicated to parents/carers via email, text and our school app.

Further information about Ysgol Rhosnesni can be obtained from the following sources:

- School website www.rhosnesni-high.wrexham.sch.uk
- School newsletters
- Twitter @RhosnesniHigh
- OurSchool App (available on your app store Google play for Android or iTunes for Apple devices)
- Governors meeting minutes. Available on request
- www.mylocalschool.wales.gov.uk

School Inspection Estyn Report

The most up to date Estyn Inspection Report is available on the school website. Under section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the post inspection plan.