

**2008-2009**

**ADRODDIAD BLYNYDDOL  
YSGOL UWCHRADD Y  
FRENHINES ELISABETH**



**QUEEN ELIZABETH HIGH  
SCHOOL  
ANNUAL REPORT**

**Annual Meeting for Parents/Carers with Governors**

**As you may recall, we held an annual meeting for Parents and Governors last November.**

**Please state in writing within the next seven school days if you should wish to convene an Annual Meeting this year. If the parents/carers of more than 5% of all pupils make such a request, then we will hold the annual meeting at 6.30pm on Tuesday, 24<sup>th</sup> November 2009.**

**I will confirm in writing to you if the meeting is to be held.**

## INTRODUCTION

This introduction is almost my last official duty as Chair of the Governing Body of Queen Elizabeth High School, as my term of office ends later this month. The report covers the last academic year from September 2008 until the end of August 2009, which was the school's first year in its new building. Much of the content is prescribed by law and the wealth of statistics, while showing the continuing success of the new school, masks the individual endeavour and achievement that underpins the bald facts. On behalf of the Governing Body may I congratulate everyone involved on attaining such high standards. The new building is iconic and will provide a platform for the ongoing success of the school in academic, cultural and social terms. The building is inspiring and will encourage all who work there to aspire to even higher levels of success.

I started as a school governor in 1987 in Newcastle Emlyn and then joined the governing body of Johnstown Primary school, Carmarthen. In 1997 I became a member of the Governing Body of Q.E. Maridunum as a co-opted governor. At the time my sons and grandsons were at the school. The involvement of parents and community members on Governing Bodies has been a great success in many ways. It is a very rewarding experience for those involved and I would encourage you as parents and carers to become involved in the life of the school either through the Governing Body or the PFA. The success of the school depends on an inclusive partnership of everyone involved and the involvement of parents is crucial.

I became Chair of Q.E. Maridunum in 2001 and was Vice-Chair of the interim Governing Body of the new school. The late Mr Keri Lewis, then chair of Q.E. Cambria, became the Chair. The decision and vision of Carmarthenshire Country Council to amalgamate the two schools has been vindicated in hindsight, but at the time was a shock to both schools and all those involved in them. The promise of a new building helped considerably in bringing the two schools together, but in many ways the process has been a model of organisational change. This is a tribute to all those involved. There was a tremendous spirit of trust and cooperation and a willingness to get the job done as quickly as possible. The contribution made by the former heads of both schools to the success of the project must be acknowledged. Mr. Gwyn Thomas was involved in the complex planning process for the new school and as the interim head of both schools in 2005 Dr. Alan Evans commenced the process of bringing the pupils, staff, governors and parents of both schools together.

The interim Governing Body was established in early 2005, and the new head, Mr. Tim Day, was appointed in May 2005. The new school, spread over two campuses, started in September 2005 and I became chair of the new Governing Body that autumn. The first three years of the new school before the new building opened was extremely challenging for staff and pupils. The high standards that were maintained through that period are impressive. Again it is important to acknowledge the role of the staff and the inspiring and accessible leadership of the head and his leadership team that made this possible.

I must also acknowledge the significant role of the governors of all three schools, for the time and advice they freely give and their commitment to the school. Personally, I would like to thank them for making the job of Chair a lot easier than it might have been, and to wish them well for the future.

Finally, this is an excellent school, which will continue to reach very high standards but which depends upon the support of parents and carers. Please participate in the life of the school, and the achievements of both pupils and teachers will continue to grow strengthened by your involvement.

Chris Delaney  
Chair, Q.E. High School

## EXAMINATION RESULTS 2009

### **KEY STAGE 3 –**

The test results compare well with last year. Science exceeded our target; Mathematics saw a 3% improvement. The test results were as follows [% attaining level 5 or more]:

- English – 73% [2008-79%, Wales-70%];
- Mathematics – 76% [2008-73%, Wales-73%]
- Science – 82% [2008-74%, Wales-74%]
- Core subject indicator: 62% [2008-60%, Wales-60%].

### **GCSE –**

Our GCSE results continue to be very encouraging, not least in consideration of the upheaval of the past few years.

Last year's Y11 cohort included a very high proportion of statemented pupils [22 pupils, or 8.4% of the cohort, compared with 5.1% of the previous year]. Whilst this had an impact on the global statistics, it was pleasing to note the successes of pupils at many different levels:

- 64% of our students had 5 or more A\*-C grades [target-62%; Wales-57%; Carms-61%];
- 51% attained the 'core indicator' [Wales-45%; Carms-49%];
- 90% had 5 or more A\*-G grades [Wales-87%; Carms-89%];
- 19% of all grades were at A\*/A.
- Our 16 best performing students attained 151 A\*/A grades between them.

### **AS LEVEL –**

These results were not as great as the A level results attained. It should be noted that we have an open door or inclusive approach to sixth form entry and the 'conversion rate' from AS to A Levels is usually very good. However, we have identified a need for us to improve our students' attainment in the AS examinations to improve their chances of gaining their first place higher education placement.

These are the main headlines:

- Pass rate: 85.5%;
- A/B grades: 32.5%;
- A/C grades: 53.6%.

### **A LEVEL –**

These results continued to show the strengths of our sixth form provision and quality of teaching as our students exceeded the targets we had set for them:

- The pass rate was 99.4% [target: 97%];
- 50.6% of all grades were at A or B;
- Our students attained 76 A grades;
- 78.4% of all grades were at A-C [target: 75%], with our top performing 14 students attaining 39 A grades between them;
- The average wider points score [A=270; B=240; C=210; D=180; E=150] was 753 [Wales-645; Carms-657].

We are proud of our examination results as they continue to show how much of a 'success culture' we are building in our school. One immediate consequence of them is that our sixth form numbers are growing, with another large intake in year 12. Overall, the results at GCSE and A Level in particular are a well-deserved reflection of the hard work, dedication and commitment of each of our students, encouraged as they have been by their families. It is also a result of the uniquely high quality of tuition and support which our students have had from members of staff. There are areas in need of attention which are highlighted in the analyses produced by subject leaders in the body of this report. As Governors, we will need to scrutinise the improvement plans which are outlined and to consider progress made.

## OUR PERFORMANCE AND TARGETS FOR 2008-2012

Performance Indicator	Target 07-08	Actual 07-08	Target 08-09	Actual 08-09	Target 09-10	Target 10-11	Target 11-12
<b>KEY STAGE 3:</b>							
At least level 5:							
English	75%	<b>79%</b>	80%	73%	74%	75%	75%
Mathematics	83%	<b>73%</b>	80%	76%	75%	76%	76%
Science	85%	<b>74%</b>	80%	82%	78%	79%	79%
Y 9 Core [English, Maths & Science combined]	72%	<b>60%</b>	73%	62%	64%	65%	65%
Y9 boys – core	63%	<b>59%</b>	64%	57.28%	59%	63%	63%
Y9 girls – core	73%	<b>59%</b>	73%	66.67%	68%	67%	67%
<b>KEY STAGE 4:</b>							
Y11 pupils entered for at least 1 qualification	100%	<b>99.9%</b>	100%	99.63%	100%	100%	100%
Y11 pupils achieving at least 5 GCSE A*-C grades	62%	<b>66%</b>	62%	64%	65%	66%	64%
Y11 pupils achieving at least 5 GCSE A*-G grades	86%	<b>93%</b>	87%	90%	88%	89%	90%
Y11 core	45%	<b>63%</b>	50%	51%	46%	50%	50%
Y11 boys – core	43%	<b>60%</b>	48%	49%	44%	48%	48%
Y11 girls – core	47%	<b>66%</b>	52%	53%	47%	52%	52%
Y11 pupils leaving school without a qualification	1.5%	<b>0.4%</b>	0.4%	0.37%	0.5%	0.5%	0.5%
<b>KEY STAGE 5:</b>							
Y13 students achieving A-C grades at A Level	74%	<b>80.5%</b>	75%	78.4%	76%	77%	77%
Y13 students achieving A-E grades at A Level	96%	<b>98.6%</b>	97%	99.4%	98%	98%	98%
<b>ATTENDANCE:</b>							
Total attendance	92%	<b>90.4%</b>	91.2%	89.7%	92%	93%	93%
Unauthorised absence	0.5%	<b>0.3%</b>	0.4%	3.0%	0.3%	0.3%	0.3%

## **OUR MISSION**

### ***Ymlaen Gyda'n Gilydd***

We are moving forward together in order to provide educational excellence at Queen Elizabeth High School.

## **OUR VISION**

The vision for our school is of an intelligent, responsive, inclusive, bilingual and supportive community with the highest possible standards of teaching and learning.

## **OUR GOAL**

Our goal is to ensure success for every child.

This will be achieved by:

1. safeguarding each pupil's entitlement to an education which embraces enlightenment, compassion and activity;
2. enabling moral and ethical understanding, identity, responsibility, wisdom and vision to grow;
3. being ambitious in our work and having confidence in each child's capacity for success.

## **OUR AIMS FOR OUR PUPILS**

- BE HEALTHY – promoting healthy, positive behaviour, with a strong emphasis on the development of character, and the encouragement of healthy, sustainable choices and physical activity;
- STAY SAFE – promoting the health and safety of all members of the school community, especially by encouraging respect and support for one another;
- ENJOY AND ACHIEVE – enabling the fulfilment of everyone's potential, as well as ensuring clear communication with all partners;
- MAKE A POSITIVE CONTRIBUTION – promoting partnership working as well as involvement in the wider community;
- BE AMBITIOUS – raising individual aspirations through support, variety and challenge.

## OUR PRIORITY FOR 2009-2010:

During the period 2009-2010, our main priority is:

‘ADDAS’ which is an acronym for ‘Addysgeg ac Arweinyddiaeth Strategol’, or ‘Learning, Teaching, Leadership’.

This is reflected in our whole school development plan, a summary of which is shown below:

PRIORITY	ACTION
1. STANDARDS [R1]	Continue to raise standards in all subjects, attempting to eradicate shortcomings identified by Estyn
2. SELF-EVALUATION [R2]	Improve the rigour and consistency in the implementation of the school's self-evaluation policy so that common practice matches the best currently operating in the school
3. ASSESSMENT FOR LEARNING [R3]	Extend the application of assessment for learning across all subjects to match the best practice already present in the school
4. PE FACILITIES [R4]	Eradicate the shortcomings in the facilities available for teaching physical education
5. BILINGUALISM [R5]	Develop further the provision for teaching subjects through the medium of Welsh and extend the bilingual ethos of the school through the use of Welsh more widely in everyday situations
6. PUPIL ATTENDANCE [R6]	Continue efforts to combat absenteeism
7. KS2-3 TRANSITION	Continue to strengthen the transition programme from year 6 to year 7
8. CURRICULUM	Continue to revise the curriculum
9. ADDITIONAL LEARNING NEEDS	Behaviour: continue to refine our reward and consequence strategies Inclusion: build on strengths of ALN work across the school
10. LEADERSHIP	Define, develop and embed the strategic role, purpose and function of leadership across the school [for pupils and staff across the school]
11. PERFORMANCE MANAGEMENT	Improve the performance management system for all members of staff
12. WORKLOAD AGREEMENT	Full implementation of teacher workload agreement
13. PREMISES	Exploit potential of buildings as follows: <ul style="list-style-type: none"> <li>- revenue costs to be reduced;</li> <li>- income generation increased.</li> </ul>
14. FINANCE	Work with the LEA to reduce the overall level of the financial deficit

## **OUR BUILDINGS**

As a school, we are delighted with our buildings. They include the latest in educational equipment and sustainable development, as well as a sixth form centre, a performing arts centre and other designated centres of excellence, including a state of the art regional centre for Additional Educational Needs and Inclusion, Canolfan Elfed. We also have new outdoor facilities and access to a greatly-improved leisure centre.

As pupils and staff, we now have exceptional facilities which are unsurpassed in any other county school.

The only remaining area of our school to complete is the sports fields. These have been problematic as the contractors have been using landfill from the old Maridunum buildings as a base for the fields. Hence, the height of the fields is inappropriate and the fences around them are rather obtrusive. We are asking the county and the contractors to sort these problems out so that they will be ready for us to use by September 2010.

There have also been some other defects to rectify and, at the time of writing, the contractors are working hard in order to deal with them.

## **HEALTH AND SAFETY**

The Premises Team has been working stealthily and efficiently across the campus. The team holds regular meetings and focuses on responding to an active monitoring procedure. This has been put in place in order to formalise the control and resolution of whole school Health and Safety issues. A Health and Safety Inventory of the entire campus continues to be updated, and careful consideration is given to evacuation and emergency procedures to ensure that the safety of our staff and pupils remains paramount.

## OUR GOVERNING BODY

The main role of our Governing Body is that of "*hearing the story of the school on behalf of the community*". This means that the closest community served by the school has real representative democratic 'ownership' of what happens.

The power of the Governing Body is set out in law and regulation. To convert its legal powers and accountabilities into policy and actual decisions requires good information and good judgement. As they only spend a few hours in school while it is at work, and only a few hours a year (say 20-50) in the building at all, Governors use their lay judgement about how to deploy their influence and power.

### GOVERNING BODY MEMBERSHIP, 2008-9

Parent:	Mrs D Bence, Mr J Edwards, Mr C Howells, Mr T Routley [ <b>VICE CHAIR</b> ], Dr B Westhoff, Mrs V Williams
LEA:	Cllr M Jones, Mrs S Morris, Mrs J V Williams, Mr P Grice, Mrs June Williams
Community:	Mr C Delaney [ <b>CHAIR</b> ], Mrs G Evans, Dr Medwin Hughes, Mrs Helen Starkey, Mr Courtney Saunders
Teacher:	Mrs L Wooldridge [Mr J Killingsworth as from November 2009], Mr H Griffiths
Staff:	Mr M Parry
School Council:	Head Boy/Head Girl
Headteacher:	Mr T Day
Clerk:	Mrs Helen Griffiths [Mrs Lynn Goddard as from November 2009]

***The Clerk and the Chair may be contacted via the school.***

**Please note that elections for our six parent governors are currently taking place. At the time of writing this report, the results were not known.**

#### Designated Governors

The role of a designated governor is that of advocacy, support, interest and overview of the work of various staff teams within the school.

DESIGNATION	GOVERNOR
Additional Learning Needs	Brendan Westhoff
More Able and Talented	Linda Wooldridge
Careers and the World of Work	Jean Voyle Williams
Child Protection	Chris Howells
New building programme	Trevor Routley
Performance Review Panel [Head]	Trevor Routley, Veronica Williams
Investors in People	Veronica Williams
Environmental & Sustainable Education	Philip Grice
Basic/Key Skills	Helen Starkey
English	Helen Starkey
Mathematics	Gwen Evans
Science	VACANCY
Cymraeg	John Edwards
Modern Foreign Languages	Philip Grice
Humanities	VACANCY
Earth Sciences	Merlin Jones
Art, Design and Technology	Trevor Routley, June Williams
Performing and Expressive Arts	Sian Morris
PSHE [including Sex Education]	Mark Parry
School Council	Head Boy and Head Girl

## OUR STAFF

At the end of the academic year 2008-2009, we bade farewell to the following colleagues:

- Teaching Staff: Mrs G Morgan [Senior Learning Coordinator], Mr R Dowdeswell [elearning Coordinator], Mr A Rees [Head of Science], Mrs J Lindquist [Head of PE]
- Teaching Assistants: Ms S Barnett, Ms M Abbott
- Administrative and Support Staff: Mrs S Davies [MDS], Mrs K Armstrong-Thomas [MDS], Mr D Rayson and Mr R Henderson [Minibus drivers]

We are grateful to them all for their service to our school and wish them well for the future.

At the start of the current academic year, we welcomed a number of new colleagues. A full list of our staffing is available on our website.

## FINANCE

A statement of our financial performance for the year 2008-2009 is shown below. This shows a deficit of £507,311. The deficit has increased from the previous year but at a slower rate and we are confident that the momentum in the year-on-year accrual of our budget problems has now halted and we can, hopefully look forward to a more positive performance in the future. Through prudent management we have been able to guard against any severe cut-backs in our front-line spending, though we have had difficulties in managing the budget at a time of great change for the school and during a period of difficult financial times for us all. As a consequence of our deficit, we have been required by the County Council to produce a recovery plan, which we have done and which has been approved by them. We will continue to work with the Local Authority to reduce, and eventually wipe out this deficit.

Our ability to make our budget balance will depend on a number of factors:

- The overall level of money available for education in Carmarthenshire against a background of cuts in government spending on all public services;
- The National Assembly's special funding arrangements (for buildings, ICT, grants, etc.);
- The numbers of pupils on roll at Queen Elizabeth High School;

### FINANCIAL PERFORMANCE 2008-9

	£
Formula Funding Allocation	5,874,393
Deficit Brought Forward, 2007-8	405,353
<b>TOTAL RESOURCES AVAILABLE</b>	<b>5,469,040</b>
Total Net Expenditure	5,976,351
Deficit carried Forward to 2009/10	-507,311

## OUR CURRICULUM

Details of our curriculum are available on request from the school. Information is available in the following documents:

- \* The Prospectus ;
- \* The Sixth Form Prospectus;
- \* The year 10 Options Booklet;
- \* Our Curriculum Policy.

Pupils are taught for 25 hours each week. In addition, around 2 hours per week are given to registration and assemblies.

### Key Stage 3 - Years 7 - 9

All pupils in Year 7 are taught in mixed ability classes, except for English and Mathematics where there is limited setting. This arrangement continues for most courses in year 8, though, setting is introduced into Welsh and French. This arrangement continues until the end of Year 9.

All classes in the first three years follow a broad-based curriculum, comprising English, Mathematics, Science, Welsh, Modern Languages, Geography, History, Religious Education, Physical Education, Art, Music, Drama, Design and Technology and Information and Communications Technology. All pupils follow a course in Personal and Social Education (known as P.S.E.), including health education, careers and industry education, and citizenship. From September 2009, it is intended to introduce a new skills based programme into Year 7 called Meddwl M'Laen (Thinking Ahead) which aims to help bridge the transition from primary to secondary school and to address changes that have taken place in the Key Stage 3 National Curriculum Orders in relation to the development and acquisition of skills. The whole curriculum, is based on the requirements of the National Curriculum, as prescribed in the Education Reform Act (1986) and subsequent legislation.

### Key Stage 4 - Years 10 - 11

The core curriculum comprises of:

**English**

**Mathematics**

**Science**

**Welsh**

**Religious Education, Physical Education, PSHE**

This occupies around half the time available for teaching. The rest of the time is given over to four option choices from the list below:

**History ; Geography; Geology; Religious Studies; Music; French; German; Spanish; Art and Design; Business Studies; Health & Social Care; Child Development; Physical Education; Home Economics: Food; Drama; Design Technology [Resistant Materials; Textiles or Graphics]; Digital Applications; Information and Communication Technology.**

There are also opportunities for some pupils to follow vocational courses which are delivered by other educational providers including Coleg Sir Gar. These courses include **Hairdressing, Motor Vehicle Repair and Construction**. We are currently collaborating with other local schools and education providers to extend this provision and increase the breadth and flexibility of our entire 14+ curriculum as part of the national 14-19 Learning Pathways reform and the development of a Local Options Menu based on geographical clusters of providers.

All pupils follow a **balanced science** course leading to a Science award and Additional Science GCSE qualification. However, those who show aptitude may be entered for separate examinations in Physics, Chemistry and Biology. All pupils will have the opportunity of obtaining GCSE qualifications.

### **The Sixth Form**

The success of our sixth form can be measured in the excellent results attained by our students as well as by the very high return rate to Year 12. In fact, many new students join us from other schools. We provide one of the broadest ranges of AS/A level courses of any educational institution in the county, and our students benefit from outstanding facilities and the experience and expertise of highly qualified members of staff. All sixth form students undertake a period of work experience in their first year of study and this is closely linked to career aspirations. It is possible in some circumstances, to undertake work experience in another country. The sixth form has its own facilities which include libraries, a large common room and study areas. The record of success, particularly at advanced level is excellent and is recognised as being among the best in the country.

#### **Advanced Subsidiary and Advanced Level Subjects:**

- \* English Literature; English Language; Media Studies; Mathematics; Statistics; Physics; Chemistry; Biology; Psychology; Welsh (2<sup>nd</sup> Lang.); History; Sociology; Geography; Geology; Religious Studies; Law; Economics; Art and Design; Design & Technology; Business Studies; ICT; Music; Music Technology; Dance; Drama; Physical Education; French; German; Spanish; The Welsh Baccaalaureate Qualification.

## **AEN REPORT 2008-2009**

The department has continued to develop in its new home in Canolfan Elfed. A new class for pupils with Severe Learning Difficulties was established in September under Miss Danielle McCallion to add to the learning support rooms for KS3 and KS4 pupils, and the resource bases for Sensory Impairment, Dyslexia, Autistic Spectrum Disorders and PMLD. This extra class has assisted us in our aim of providing for pupils who may previously not been able to attend their local school due to the level of their needs. We also have facilities for Physiotherapy and Speech and Language Therapy which enable specialist staff from outside to come in and work with our students on site. It has also been a source of great excitement to all in the Department that the Splash Room has become available for use and is now being used regularly and is proving to be of great benefit to a number of pupils.

Numerous parents, colleagues from other schools and visitors from a range of official bodies have continued to visit and all have commented positively on the quality of provision now available at QEHS. These facilities have enabled pupils to take part in a wide range of activities in school such as life skills sessions , cookery etc in addition to out of school activities such as Forest Schools, Building Our Futures, the Christmas Tree Decorating Competition at the National Botanical Gardens and Disability Sports among others .

A number of new staff have joined the department as Teaching Assistants as a result of the increasing numbers of pupils with a variety of Additional Needs joining the school, and all have, in their own way, contributed to supporting the pupils in their care. In addition I would like to thank Mrs Brita Rogers , who was appointed as Assistant Senco in July , for all of her invaluable help.

On a personal note I would just like to express my thanks for being given the opportunity of leading the Department and to all those staff both within the Department , and more widely through the school who have helped me in many different ways .

There are 47 teaching assistants employed to work with pupils across the whole curriculum and age ranges.

There are 368 pupils on the school's SEN register with 86 of them being statemented. This covers a wide range of needs from basic literacy, emotional, social and behaviour, visual and hearing impairment to profound and multiple learning needs.

### **School Action~ Responsibility of all school staff**

After the completion of standardised tests we offered spelling, reading and mathematics workshops for all KS3 pupils with standardised scores below 85. This has helped to raise awareness of pupils, staff and parents of literacy and numeracy levels and improve the standards of literacy and numeracy throughout the lower school; this should be reflected in improved examination results at KS4. there are 236 pupils on this level of support.

### **School action+**

These pupils all received support according to their needs from school staff and external agencies including: dyslexia centre, i.e.a. behaviour support school and outreach worker, school youth worker, social services, educational and clinical psychologists, youth offending team and family support team. There is regular and on going liaison with these services.

We have a small number of pupils whose first language is neither Welsh nor English and the LA's EMAS service provides additional language support for these pupils. There are 46 pupils on this level of support.

### **Statemented**

All these pupils are well supported according to their identified needs, in school by members of teaching staff and learning support staff and out of school by the social services and health services. Their statements are reviewed regularly in accordance with the Code of Practice and all year 6 reviews are attended. There is close liaison with primary schools, learning support assistants visit prospective pupils, work with them in their primary schools and help with the early integration programme.

The various Resource Bases sited in Canolfan Elfed provide a much needed facility for a range of pupil needs.

Regular Friday swimming sessions have continued at the Leisure Centre, and remain a central part of the curriculum for pupils with learning difficulties, as well as a reward for positive behaviour for statemented pupils.

All our pupils were entered for public examinations at the appropriate level with additional time and modified papers as necessary and achieved considerable success.

## OUR UNIFORM REGULATIONS

The wearing of school uniform is a necessary part of good school ethos and discipline and is compulsory.

All pupils will wear the full uniform at all times with a few exceptions. There are some occasions when the Headteacher will authorise a non-uniform day, either as a reward or as a means of raising funds for worthy causes. Pupils visiting places outside school during the school day will wear the correct uniform unless permission has been given to the contrary by the Headteacher.

Pupils attending activities after school must wear the uniform during the day and change where necessary, before the activity begins.

### THE REGULATIONS

#### **1. Years 7 – 11 Uniform**

Plain Black V neck pullover with school badge; Light blue shirt; Blue and red striped school tie; Plain black trousers or skirt (no jeans); Plain black socks; Plain black shoes (low heels). Trainers are not permitted.

#### **2. Sixth Form Uniform**

Sixth form pullover/top with badge; White shirt; Sixth form tie; Black trousers (no jeans); Plain black socks; Plain black shoes (low heels).

#### **3. Physical Education Kit**

##### **Boys**

Rugby Shirt Black with Scarlet band; Black Shorts; Black socks with scarlet tops; Black P.E. vest with scarlet horizontal band across chest; Trainers; Rugby/football boots; Swimming trunks (any colour).

##### **Girls**

Red polo shirts (with school badge); Red sweatshirts (with school logo) for cold weather; Black shorts; Black pleated games skirt (optional); White ankle socks (netball); Black socks with scarlet tops (hockey); Trainers; Predominantly Black 3/4 length track trousers and regulation hockey top for winter outdoor activities; Swimming costume (any colour).

***All items of uniform should be purchased from approved suppliers.***

#### **4. Hair**

All hair styles must be reasonable and acceptable to the headteacher. Extreme hair styles are not allowed;

#### **5. Inside the school buildings**

Within the building, pupils are to carry outside coats, scarves, etc. or leave them in lockers or bags.

Pupils may be allowed not to wear the pullover during warm weather or at the discretion of a supervising teacher.

#### **6. Proscribed items**

The following are not allowed to be worn at school at any time: denim, leather, head-gear (except for religious observance and in the event of inclement weather).

No jewellery apart from one stud per ear may be worn [certain individual cases may be excepted by application to, and with the approval of, the headteacher]. ***Studs must be removed for P.E. lessons for safety reasons.***

## OUR PROSPECTUS

We have continued to use a design of the school prospectus which was devised in 2004. We will be revising and updating the document in readiness for distribution later this term. The revised document will be available on our website before the end of term.

Please let us have any of your ideas on how to:

- ◆ Let parents, pupils and the community know about our school;
- ◆ How to be informative and interesting.

## OUR LINKS WITH THE COMMUNITY

Our school motto refers to the importance of moving forward together. This is particularly important with regard to our partnership with the local community, as it benefits us as a Community School, but it also benefits each of the communities we serve. The links we have with the community have grown in strength:

- \* **Our partner primary schools:** we have joint projects for pupils in all local schools. We also have regular exchange visits, training and joint meetings.
- \* **Business and industrial links:** work experience visits *and workshops*, projects and our involvement in the Celtic Enterprise scheme have enriched the educational opportunities of our pupils;
- \* **Parents:** we value the links we have with parents through Parents' Evenings, our parent governors, the PFA, 'The Elizabethan', support for our Prize Evening, dramatic, artistic, sporting and musical and daily, informal contact;  
***We have also held a number of "information Evenings" covering Drug Education, Careers Education and your child's Wellbeing.***
- \* **The wider community:** our links include: the annual Harvest Festival, charity events, environmental projects and many other extra-curricular activities. ***Last academic year we raised just under £9000 for variety of charities.***

## PARENTS' AND FRIENDS' ASSOCIATION

### What is the PFA and what does it do?

- It is a registered charity which aims to strengthen links between school and parents, friends and staff;
- All parents are automatically members;
- A short, informal meeting is held around once every half term;
- Questions and concerns about school are discussed;
- Fund raising activities are planned;
- Information evenings are organised with school. Recent events include Choosing GCSE subjects & Careers Education; promoting Wellbeing through Personal Health & Social Education programmes and Study Skills.

***We look forward to seeing you at our meetings. The next one will be the Annual General Meeting on Tuesday, 24<sup>th</sup> November 2009.***

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