



Trellech Primary School

Governors' Annual Report to Parents 2015/2016 Academic Year



'Living, Learning, Laughing Together'

Dear Parents and Guardians,

We are very pleased to be able to send you the new Governors' Report to Parents. We have realised that the main report has become rather cumbersome, in recent years, with all the information that we are asked to include. We have put together this summary report in order to give you an overview of what Trellech Primary School have been up to over the last year; an updated version of the main report is available on the school website if you would like more detail. There will also be Governor representatives available at Parents' Evening to answer any queries you have about the report or the school.

It has been an extremely busy and successful year for the school with our Green categorisation – extremely well deserved recognition for the hard work and dedication of all of the staff at Trellech primary school and our successful application to become a Curriculum Pioneer school and make a significant contribution to the development of the new curriculum for Wales. As well as the myriad of visitors, trips out and other opportunities that your children have had to enhance their learning over the last year.

I hope that you will find the information in the report interesting and that it will give you a really good insight into the depth and breadth of the work that goes into making Trellech Primary such a successful school and a welcoming place for your children.

If you have any questions about the information in the report or about the school in general Governor representatives will be happy to talk to you at parents evening on the 18th and 19th of October.

Yours Sincerely

Trellech Primary School Governing Body



Who are your Governing Body?

Trellech School's Governing Body comprises:

- Three Governors appointed by the Local Authority
- Four Parent Governors
- One Teacher Governor
- One Non-Teaching Staff Governor
- Four Community Governors
- The Head Teacher

Governors normally hold office for a term of four years.

Over the past year the full Governing Body has met twice each term to review school progress, evaluate performance and carry out our statutory duties for reviewing admission numbers, setting the school budget and reviewing the performance of our Head Teacher and staff. Our Finance Committee meets regularly to monitor and review the budget. Our Health and Safety and Pay Review and Performance Management Committees meet as and when appropriate. In addition, individual Governors take on link roles for specific areas e.g. safeguarding, to better understand and support specific roles and responsibilities held by teaching staff. Please see the table on the next page for individual governor responsibilities.

You can contact any member of the governing body by contacting the school office, through the clerk to the governors, via the school website, or via the email address below.

		Term of office	Email Address
Chair:	Leanne Wakerley c/o Trellech Primary School Trellech, Monmouthshire, NP25 4PA 01600 860395	elected annually	trellech.governors@gmail.com
Vice Chair:	Vicky Evans	elected annually	
Head Teacher:	Mrs. Christofi		
Parent Governors:	Veronique Ducrocq Laura Thorpe Kay Bennet Vacancy	22/11/17 16/06/19 28/09/20	
Staff Representative:	Mrs. Llewellyn	17/06/19	
Teacher Representative:	Mrs. Cotton	31/10/17	
LA Governors:	Christopher Edwards Leanne Wakerley Vicky Evans	19/07/20 24/06/19 15/09/20?	
Community Governors:	Rev. Sandra Howells John Gooding Anne Dallinger Jean Rogers	15/05/20 22/06/20 10/11/19 01/02/20	
Clerk to Governors:	Mr. Barrie Hodges Directorate for Children & Young People Monmouthshire LA @Innovation House Wales 1 Magor NP26 3DG		

Election of Governors

Two of the Governing Body have stepped down this term and we would like to thank Mr Steve Thorpe and Mr Richard Rollings for their great contributions to the Governing Body and to the School. When a Governor's term of office ends we set about finding a new Governor. It may be that there are no other candidates, in which case the Governor will be reappointed, if they are willing. However, if more than one person wishes to be considered for the position a ballot is held. For Parent Governors, a letter is sent home with pupils asking for nominations and, if more than one is received, a ballot is held. Each parent or legal guardian of children attending the school is entitled to vote in this ballot. Votes are counted by the Head Teacher and at least one other Governor and the elected Governor/s notified accordingly. Similar elections will take place for other Governor posts as vacancies occur. **There is currently one Parent Governor vacancy.**

Individual Governor Roles and Responsibilities

Name	Link Governor Roles
Leanne Wakerley	Chair of Governors eSafety Monmouth Association of School Governors
Vicky Evans	Vice Chair of Governors Governor Training MAT— More Able and Talented
Sandra Howells	Safeguarding
John Gooding	
Veronique DuCrocq	Health and Safety Monmouth Association of School Governors
Christopher Edwards	Reserve Governor to Chair and Vice Chair
Mrs Cotton	
Laura Thorpe	Additional Learning Needs
Mrs Llewellyn	Food and Fitness
Anne Dallinger	
Jean Rogers	

We also have a number of Committees that meet regularly -

Finance

Governors Report to Parents

Head Teacher Performance Management

Pay Review

Health and Safety

Governor's Meetings

The Governing Body meet every half-term. All meetings follow a standard agenda with any extra specific items added e.g. analysis of the core data, according to school priorities.

Standard Agenda

Apologies for absence. Confirm minutes of previous meetings and check on matters arising

Head Teachers report (once a term)

- School Categorisation. Progress on Performance-Foundation Phase and Key Stage 2 targets
- Quality of teaching report
- Numbers of Pupils on the role—attendance information (pupils and staff)
- School Improvement Plan and curriculum issues. Challenge advisor report if applicable
- School Grant plans
- Staffing Structure issues
- Additional Educational Needs
- Head Teacher meetings internally and offsite
- Complaints/Pupil Exclusions/Discriminatory Incidents—if any
- Premises, Health and Safety

Pioneer School, Excellence in Leadership, Digital Frontier update

Finance update

Governor Committee minutes and feedback

Policy Reviews and adoptions

Governor Training

School council and Eco Committee minutes

Discuss any items to be forwarded to the Monmouthshire Association of School Governors

Confirm date and time of next meeting and Items for the next agenda

Key actions, Policy Reviews and Adoptions 2015/2016 Academic Year—all school policies are regularly reviewed and updated.

16th September – AGM academic year 2015/16

Election of Chair/Vice, Committees, Link Governors, Curriculum responsibilities assigned and delegated powers confirmed.

Update on school targets, Estyn inspection report received and action plan discussed

Appointed link governor for Food and Fitness—Deb Lewellyn

11th November

Core data presentation

Committee feedback—Pay review, Head Teacher Performance Management, Finance

Adopted Use of Reasonable Force (Team Teach) policy

3rd February

Community Governor Jean Rogers appointed

Revised Senior Management Team structure communicated

Update on Excellence in Leadership programme, EAS numeracy review and action plan

Safeguarding audit

Adopted Sex and Relationships Education policy

Received revised Discipline and Dismissal procedures for schools and delegated powers

Adopted Attendance policy

4th May

Community Governor Rev Sandra Howells re-elected

Local authority Governor John Gooding re-elected by the Local Authority

Committee feedback - Health and Safety

15th June AGM 2016/17 Academic year

Election of Chair/Vice, Committees, Link Governors, Curriculum responsibilities assigned and delegated powers confirmed.

Curriculum evaluation and staff update

Committee feedback - Governor's Report to parents

Adopted Bullying and Discriminatory Incidents Prevention policy

Adopted Capability Policy for school based employees

School Categorisation

The school national categorisation is announced in January. We were very pleased to have moved up from **Yellow to Green. This is a reflection of the hard work of the whole school community.**

The categorisation follows a 2 step evaluation process that takes into account:-

- Step 1—school performance and attendance over the last 3 years
- Step 2 - the school's self evaluation, quality of teaching, learning and leadership which add up to the school's capacity to self improve.

arriving at a colour code which reflects the amount of external support that the school requires and will receive from the local authority over the next year.

Step 1 Standards Categorisation	Step 2 Leadership, Teaching & Learning, Capacity to improve	Overall Categorisation
1	A	Green

Categorisation Key:

- Standards: 1-4
- Leadership and teaching and learning: A-D

Overall Category: colour

Green school categorisation means:-

- Step 1 - Standards. Good performance in terms of standards (pupils achieving expected levels or better at the end of Foundation Phase (infants) and KS2 (juniors) and a good standard of attendance.
- Step 2 - Capacity for Improvement.
 - School self-evaluation how well does the school know it's strengths and weaknesses
 - Does the school have a successful track record in self-improving and resilience to change
 - Quality of leadership in all areas
 - Quality of teaching and learning and processes for monitoring and ensuring continued improvement
 - Quality of individual pupil tracking and high expectations to ensure all pupils reach their potential
- Colour code relates to the amount of support the school will requires from he local authority (EAS). A green school is entitled to:-
 - Categorisation visit
 - Agreement and monitoring of school targets
 - Support for Head Teacher performance management process
 - Estyn pre-inspection evaluation (if applicable)
 - Support of HT appointment process (if applicable)
 - A rolling programme of 1 day visits to identify best practice
 - School will be expected to share best practice and provide school to school support

School will now become part of the 'Peer Review' programme with other green schools rather than receive Local Authority Challenge Advisor visits to monitor progress.

Estyn Inspection Summary

As you will be aware Trellech Primary was inspected, by Estyn, in April 2015. A lot of hard work went into the inspection process from staff, governors and pupils. We are very proud that Trellech was found to be **good** in all aspects with **good** prospects for improvement. **Good, in Estyn speak, means – many strengths with no important areas requiring significant improvement.** This is a great result and we should all, staff, parents and pupils, be very proud of this outcome for our school. This is the summary of their findings and forms the first part of the full report.

The School's current Performance	Good
The School's prospects for improvement	Good

Current Performance

The school's current performance is good because:

Nearly all pupils make good progress in their learning
Pupils' language and communication skills are very well developed
Nearly all pupils behave very well
Nearly all pupils have a positive attitude towards their learning and have good social skills
Teachers plan good quality learning experiences that successfully engage the full range of learners in the school
Teaching is of a high standard
Teachers focus very effectively on developing pupils' literacy and numeracy skills
The learning environment is stimulating and inviting, especially in the foundation phase

Prospects for Improvement

The school's prospects for improvement are good because:

The Head Teacher provides strong effective leadership
There are effective systems and processes in place to monitor standards and the quality of provision, particularly in relation to literacy and numeracy
The Self-Evaluation report is evaluative and provides an accurate picture of the schools' strengths and areas for development in most respects
There is a good track record of implementing improvements over recent years
The School Improvement Plan is detailed and thorough and leaders review the implementation of the plan regularly.
The arrangements for the Performance Management of staff and for monitoring the quality of teaching and learning are strong.
Staff receive appropriate personal development opportunities that link well to school priorities.
The Governing Body supports and challenges the school effectively

Recommendations

R1 Raise standards in Welsh second language
R2 Extend pupils' ability to take responsibility and to contribute to decision-making in the school
R3 Extend opportunities for pupils to experience the wider curriculum and to learn more about the history and culture of Wales.
R4 Ensure that the small number of pupils in intervention groups attend the daily act of collective worship, so the school meets all statutory requirements
R5 Track decisions and action points derived from management meetings more systematically

The school has drawn up an action plan to show how it is going to address the recommendations, which will be part of the new School Development Plan; a summary of which is in this report. You will have also seen that we received a few minor Health and Safety recommendations, which have now been completed. The report praises the school in many ways; please see the next page for a sample of some of the comments from the full report

The full report can be downloaded either from the Trellech School website www.trellechprimary.co.uk or from the Estyn website www.estyn.gov.uk

Quotes From the Estyn Report

The report praises the school in many ways.

“The school provides a caring and welcoming environment and places a strong emphasis on the wellbeing of its pupils”.

“The school has successfully established a positive and inclusive ethos, where all feel welcomed”. “A strong climate of mutual respect and courtesy”.

“All pupils behave well.”

“Nearly all pupils have a very positive attitude to their learning and show high levels of engagement in their work”.

“Overall quality of pupils’ speaking and listening skills is exceptionally good”. “Most pupils are highly articulate”. “Most pupils are confident and enthusiastic readers”.

“Provision for literacy, numeracy and science is highly effective”.

“Without exception, teachers have high expectations of pupils’ behaviour and attainment and the quality of work produce reflects this”.

“Teachers provide good opportunities for pupils’ spiritual, moral, social and cultural development”.

“Teachers plan good quality learning experiences that successfully engage the full range of learners”.

“Teachers have a good understanding of individual pupils’ needs, provide support quickly and set appropriate challenge for pupils”.

“The school tracks pupils’ progress very carefully and thoroughly”. “Teachers have a good understanding of individual pupils’ needs , provide support through intervention strategies quickly and set appropriate challenge for pupils”.

“Clear annual cycle of self evaluation processes and activities”.

“The Head Teacher provides strong leadership and communicates high expectations to pupils and staff. She has, in collaboration with staff, a clear purposeful vision and set of values for the school”.

“Very regular and systematic monitoring of lessons, teachers’ planning and scrutiny of pupils’ books. This monitoring benefits from the use of agreed criteria that staff use effectively to evaluate the quality of the teaching and learning. This is very good practice”.

“The school has a good track record for implementing change”.

“The school benefits from positive engagement with the cluster of local primary schools”.

“There is careful financial management within the school and good oversight of the schools’ finances by the governing body.....provides good value for money”.

The full report can be downloaded either from the Trellech School website www.trellechprimary.co.uk or from the Estyn website www.estyn.gov.uk

Strategy for Teaching, Learning and Assessment

Throughout the school, a positive and co-operative working atmosphere is created.

Teachers have a consistent approach to planning, teaching and learning, which ensures that pupils achieve well. Estyn recognises this with the statement... "Without exception, teachers have high expectations of pupils' behaviour and attainment, and the quality of the work produced reflects this." Consistent approaches are maintained throughout the school to ensure pupils' progress appropriately. From September 2015, the school has implemented an online skills tracker for all areas of learning, in addition to the Literacy and Numeracy Skills Tracker. This system ensures planning meets the needs of all pupils across the curriculum and tracks pupil progress effectively, informing future targets for learning. This will become increasingly important as the school moves into September 2016 as a Curriculum Pioneer School where we will be implementing the new 'Successful Futures' curriculum.

The school has Co-ordinators for each of the core subjects (English, Maths, Science and Welsh) who attend regular EAS and Cluster Meetings to ensure consistency of teacher Assessments across the school, cluster and region. This allows the sharing of good practice and moderation of standards across the school, Monmouth Cluster of Schools, Monmouthshire and Greater Gwent Region.

Foundation subjects such as History, Geography and the more creative areas of Art, Design, Music and PE are monitored through lesson observations and through the skills tracker.

Literacy

Literacy is strength of the school. The use of Read Write Inc and Language & Literacy as pupils progress through the school ensures that pupils leave Trellech having reached their potential, with the expected national outcomes or better. The success of these systems along with weekly 'Big Write' lessons provides pupils the opportunity to write for a range of reasons and genre types. Guided Reading Activities each day give opportunities for all children to develop higher order reading skills. Robust training for staff and in-house monitoring ensures all initiatives are updated and implemented as relevant for the school.

Numeracy

Following a number of years of intensive training for Maths, and numeracy, as a core school development priority, we have ensured that this is an area that has improved considerably. Use of LNF (Literacy and Numeracy Framework) Tracker and Securing Excellence in Mathematics has ensured progress of all pupils. Use of National Test Data and ALFIE Numeracy Assessments help staff track progress of all pupils and identify specific targets for learning. Strategies are used daily to aid rapid recall of number facts, and 'Lifting the Lid' reasoning sessions allows pupils to transfer Numeracy skills across the curriculum

Science

Through Knowledge and Understanding in the Foundation Phase and Science as a discrete subject in Key Stage 2, all staff effectively plan and deliver the necessary curriculum skills to ensure full coverage. Use of planned half termly investigations ensures consistency in practice throughout the school. End of Key Stage Assessments have demonstrated a significant and consistent improvement in pupils investigative and scientific skills. Robust moderation of pupil progress across the Monmouth cluster verifies Teacher Assessments. Involvement in Cluster Events ensures continued engagement with the subject.

Welsh 2nd Language

Welsh as a second language is a requirement of the Welsh Government and all children learn Welsh from Reception to Year 6. Topics covered through Welsh lessons include: weather, colours, likes/dislikes, clothing, parts of the body, holidays, and past tense as children progress to upper Key Stage 2. They will also be expected to read and write more complex and extended texts. Daily Incidental Welsh is encouraged and spoken throughout the school.

Following a recommendation to improve Welsh 2nd language, staff have undergone significant training to improve their own knowledge and expertise in teaching expected and complex sentence patterns. The new Welsh co-ordinator completed a 12 week sabbatical in Welsh in order to ensure that the school is able to challenge Key Stage pupils at the higher levels. This will still remain an area for development in the academic year 2016-17.

Strategy for Teaching, Learning and Assessment

ICT

ICT is a statutory curriculum skill. In the last 12-18 months the school has significantly improved both the way ICT is taught and the resources available to the children. Staff have worked with the Monmouthshire cluster to improve the teaching of ICT and to ensure that the EAS skills framework is fully implemented for these skills to be embedded in all areas of the curriculum. Pupils have access to ipads, laptops, Chromebooks and other equipment, such as digital cameras. In 2016 the school became a Digital Frontier school to support with the roll out of the new Digital Competency Framework which will become statutory for all schools from September 2015.

Humanities

History and Geography (KS2) & Knowledge Understanding of the World (FP) is taught throughout the school using a topic approach. These themes/ topics are taught on a rolling programme to ensure coverage of the current National Curriculum range and skills are achieved throughout a pupils' time at Trellech. Thematic Days such as Pirate Adventures, Seaside visits and WWII days provide children the opportunity to 'live' the topic. Throughout the topic Literacy and Numeracy Skills are covered to ensure they are transferable skills across the curriculum.

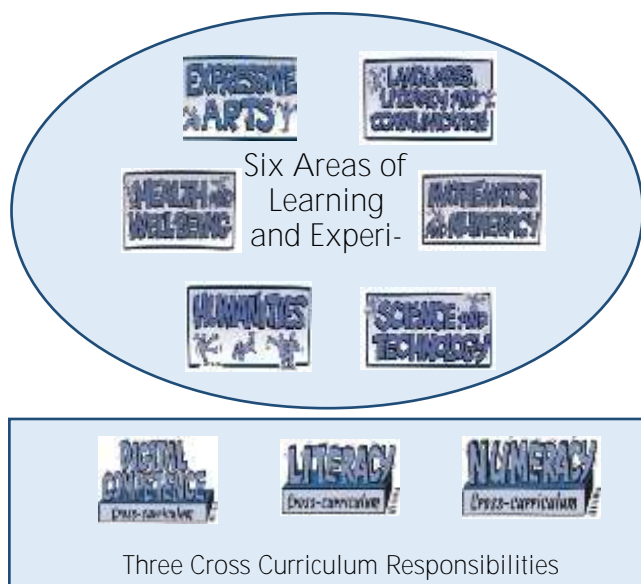
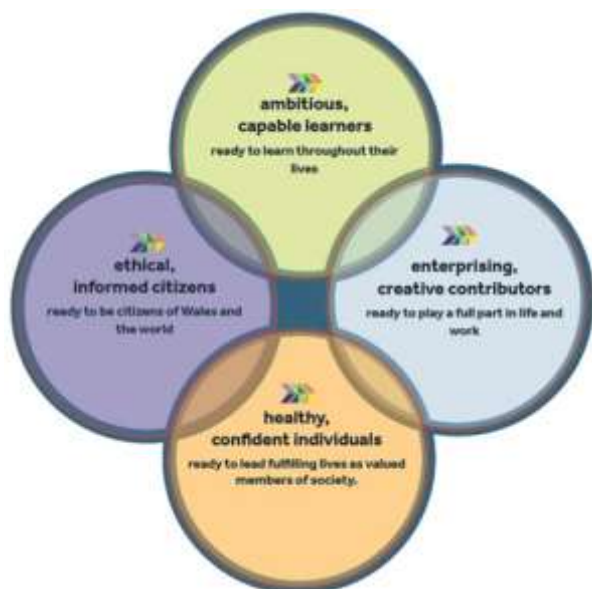
Creative Subjects

For several years the school has developed and improved the running of 'Trellech University' to focus on the Expressive and Creative Arts within the current National Curriculum. This is done through the topic approach in Foundation Phase while in KS2, we aim to utilise staff expertise to create units of work that cover Music, Art, DT, Financial Management and Coding/programming, linked wherever possible to the Welsh dimension. The aim of 'Trellech University' is to ensure all pupils have valuable learning experiences in creative subjects within rich skills-based contexts. This programme incorporates the concept of encouraging young people to develop artistic and creative skills, to experiment in areas where they are less confident and to instil a sense of purpose and achievement. Pupils receive the 'Prospectus' each term, detailing areas of learning and the skills (including LNF skills) being addressed. After choosing their preferred unit, pupils help to develop a creative, engaging and ambitious programme covering a six week block.

Future Teaching, Learning & Assessment

In 2016 Trellech Primary School became a Curriculum Pioneer school following the review of the Welsh education system and the recommendations from the Donaldson report. Whilst the new curriculum will be available until 2018, and statutory from 2021, from September 2016 the school will be making considerable changes to the way we teach, planning for the six areas of Learning and Experience and the Four Purposes, across the school rather than continue to focus on individual subjects. Literacy and numeracy however will continue to be taught in their current format.

Information on 'Successful Futures', the independent review of Welsh education by Professor Donaldson, is available on the Learning Wales website



Additional Learning Needs

Of the 166 pupils at the school during the academic year 2015/16

1 child is statemented.

5 children are at school action plus.

6 children are at school action.

2 children received additional 'Specific Learning Difficulty' (SpLD) support from the Local Authority in 2015-16

During the course of the year, 1 children has been added to the Additional Needs register

Support that these children are given:

School Action: This occurs when a teacher identifies a child as having Special Educational Needs. At this stage, teachers themselves will provide appropriate interventions; different to those used as a normal part of their curriculum delivery.

School Action Plus: This level is implemented when children who have been working at School Action, for a given period, have shown little or no sign of progress. At this level external agencies become involved in making assessments, meetings, offering advice, observing and monitoring records of evidence.

Statements: Children only move to this level having shown little or no progress despite the interventions and strategies implemented at School Action Plus. Before a child can be 'statemented' they are required to have an assessment by the LA (Local Authority). Short term targets are set by the school, external agencies and the class teacher. Any additional provision is normally quantified e.g. Number of hours of staffing provision; type of specialist equipment; curriculum exclusions etc. This, as with all other levels, is variable according to individual circumstances. Some statemented pupils have individual support funded centrally from SEN section at County Hall and are taught in an inclusive environment.

Individual Development Plan (IDP): These are drawn up for those children who are felt to have a Special Educational Need. It involves the writing of short term targets that are set for / with the child. Parents must agree for their child to have an IDP and are fully involved in IDPs through consultation and information. The IDP sets out what teaching strategies are to be used, what provision is to be put in place, the review date, success criteria and the outcomes. They are required to be reviewed at least twice a year, with the involvement of both parent and child.

The School is supported by regular visits from our allocated Educational Psychologist . We have access to support from Autism specialists, speech and language therapists and school nurse. We also have support from the Specific Learning Difficulties Unit. From time to time pupils may receive additional support to boost achievement, pupils receiving such support may be on school action or just identified as pupils who would benefit from additional support to allow them to reach their potential. Support may be provided by a teacher, a teaching assistant or a qualified/qualifying helper. We have strengthened our Additional Needs support recently through a new initiative set up through Monmouth Comprehensive School and the Monmouth cluster of Primary Schools with regular access to a cluster Additional Learning Needs co-coordinator.

Destination of School Leavers

The vast majority of our pupils transfer from Year 6 to the catchment secondary school of Monmouth Comprehensive. At the end of the Summer Term 2016 25 out of 25 pupils transferred to Monmouth Comprehensive School (MCS);. We have strong transition links with MCS through a range of activities including numerous visits to the school. These start early in the year with weekly swimming sessions at Monmouth Leisure Centre. In the Spring Term pupils are invited to Monmouth Comprehensive School musical and every other year they take part in the RE Celebration Festival with all cluster primary schools at MCS. During the Summer Term we receive various visits from MCS staff, in particular, the Head Teacher, Head of Year, Literacy and Numeracy and Additional Learning Needs co-ordinators. The arrangement with the cluster Additional Learning Needs co-coordinator has strengthen transition for pupils with specific needs. In June 2016, Year 6 teachers from all cluster schools met with Year 7 teachers to look at progress and standards for learners and to work on improving transition for Yr 6 pupils so that the Year 7 'dip' is negated.

The School Development Plan

From September 2015 all schools are required to have a 3 year School Development Plan. The School Development Plan describes, in detail, the key priorities for the school and focuses on the core areas of Teaching and Learning. The following pages highlight the priorities identified for 2015/16 and the impact and outcomes for the school.

Whilst the School Development Plan must focus on ensuring improved outcomes for pupils and on Estyn recommendations, it is equally important to note that we are more than just about delivering the statutory subjects and would also like to highlight just a few additional areas and how we aim to provide a stimulating and vibrant environment for all our pupils.

For 2015-16 areas for development beyond the core literacy and numeracy have been:

- **Raising standards in Welsh second language** – INSET has focused on improved Guided reading in Welsh. Also the school has introduced Criw Cymreig to support incidental Welsh throughout the school with 'Welsh speaker of the week' for each year group
- **Extend opportunities for pupil voice** – school council more actively involved in school life with frequent and minuted meetings, introduction of the fortnightly talk topic, survey on healthy eating by the school Council within in the school, cluster school council meetings, Eco council monitoring weekly recycling and lighting
- **Increased opportunities for cluster collaboration** – cluster mission statement and action plan shared with governors, shared resources for SEN, increased responsibility for cluster co-ordinators to share best practice and present findings, regular and robust moderation, school to school peer reviews to ensure greater consistency in teaching & learning
- **Participation in the EAS Excellence in Leadership programme** – working with other successful schools through the SE Wales consortium to create a Time Bank of leadership strategies to support all schools



Evaluation of School Improvement Plan 2015/16

PRIORITY 1: Raising standards of English and literacy throughout the school ensuring consistency in gender performance at higher levels/outcomes

Actions

- Nearly all actions detailed in Year 1 of the School Development Plan have been completed.
- It was decided, following evaluation of 'Communication Matters' training for Year 2 and Reception that the focus for Literacy would be Guided Reading and Reading Responses in addition to whole school training for writing and RWI, Language & Literacy, and Big Write strategies.
- In addition, Trellech school presented workshops at the NACE (National Association for Able Children in Education) national conference March 2016 for Literacy provision
- Skills framework for Literacy is now being used by staff to track literacy skills effectively for classes and groups of learners

Outcomes:

- Expected maintained performance of in Foundation Phase Language Literacy and Communication at expected Outcome 5 of 100 %
- Expected maintained performance in KS2 English at expected Level 4 of 100 %
- The gap in gender performance at Foundation Phase has closed
- Learner profiles for cluster moderation for Level 4 and 5 are agreed

English Reading 2016 Percentage of pupils within each range

	School	LA	Wales
Year 2			
Less than 85	4	11	16
Between 85 -115	60	66	68
(average)	36	23	16
Above 115			
Year 3			
Less than 85	5	12	16
Between 85 -115	63	63	65
(average)	32	25	19
Above 115			
Year 4			
Less than 85	4	12	16
Between 85 -115	50	64	68
(average)	46	24	16
Above 115			
Year 5			
Less than 85	13	11	16
Between 85 -115	54	64	67
(average)	33	25	17
Above 115			
Year 6			
Less than 85	4	10	16
Between 85 -115	60	65	67
(average)	36	25	17
Above 115			

Evaluation of School Improvement Plan 2015/16—Cont.d

PRIORITY 2 : Raising standards of Mathematics and numeracy throughout the school ensuring improved performance in Numerical Reasoning

Numeracy Actions

- All actions detailed in Year 1 of the School Development Plan have been completed.
- Skills framework is now being used by staff to track numeracy skills effectively for classes and groups of learners
- Following EAS Numeracy Review in Autumn Term 2015, whole staff undertook recommended training in 'Written Calculations' May 2016

Outcomes:

- Expected maintained performance of in Foundation Phase in Mathematical Development at expected Outcome 5 of 100 %
- Expected maintained performance in KS2 Maths at expected Level 4 of 100 %
- Maintained performance in KS2 Maths at expected level + (Level 5) 68%
- The gap in gender performance at Foundation Phase has closed
- Learner profiles for cluster moderation for Level 4 and 5 are agreed

Maths Procedural 2016 Percentage of pupils within each range			
	School	LA	Wales
Year 2			
Less than 85	8	10	16
Between 85 -115 (average)	80	69	68
Above 115	12	21	17
Year 3			
Less than 85	0	12	16
Between 85 -115 (average)	70	68	68
Above 115	21	20	17
Year 4			
Less than 85	4	12	16
Between 85 -115 (average)	71	68	68
Above 115	25	20	16
Year 5			
Less than 85	0	11	15
Between 85 -115 (average)	92	69	69
Above 115	8	21	16
Year 6			
Less than 85	4	13	16
Between 85 -115 (average)	52	68	68
Above 115	44	18	16

Numeracy Reasoning 2016 Percentage of pupils within each range			
	School	LA	Wales
Year 2			
Less than 85	4	13	15
Between 85 -115 (average)	84	73	68
Above 115	12	15	17
Year 3			
Less than 85	0	12	15
Between 85 -115 (average)	79	70	68
Above 115	21	18	16
Year 4			
Less than 85	8	14	15
Between 85 -115 (average)	42	68	67
Above 115	50	19	18
Year 5			
Less than 85	4	12	15
Between 85 -115 (average)	67	68	67
Above 115	29	20	18
Year 6			
Less than 85	4	12	15
Between 85 -115 (average)	80	69	66
Above 115	16	19	18

Evaluation of School Improvement Plan 2015/16—Cont.d

PRIORITY 3: Raise standards in Welsh 2nd language

Actions:

Nearly all actions from the SIP have been completed. The Action Plan for Welsh has been taken from the Post Inspection Action Plan (PIAP)

Outcomes:

- Year 4 teacher now being used to extend welsh for Year 6 pupils following 11 week sabbatical
- Fortnightly Welsh Guided Reading session established
- Improved % of pupils expected to achieve Level 5 in Welsh 32% to 40%

PRIORITY 4: Extend opportunities for pupils to experience the wider curriculum

Actions:

School has introduced the welsh skills tracker for all subject areas due to the success of the LNF tracker.

Outcomes:

- This is ensuring that staff are more aware of skills coverage for all subjects and units of work are now being planned to ensure skills have full and repeated coverage.
- Programmes of study are now being driven by skills rather than pre-determined content
- ***From Sept school will consider skills only and look to develop units of work linked to areas of learning and***

PRIORITY 5: Increased opportunities for cluster collaboration

Actions:

- Cluster INSET for Autumn Term based on mutual needs – ICT and use of Hwb
- Updated cluster Vision and Action Plan (Spring Term 2016) – will be shared with Chairs of GB in May 2016 and feedback at next meeting
- Programme of Peer Reviews for cluster to develop shared and consistent practice
- Shared expertise through SLA for Additional Learning Needs and data
- Improved format for cluster moderation processes
- Trialled system to improve collaboration between co-ordinators

Outcomes:

- Implementation of DHT meetings to support leadership
- Fortnightly meetings of Cluster Heads to look at Leadership at all levels across the Cluster. (Peer Review, Staffing, ALNCo, local and national priorities...)
- CPD training based on the needs of the Cluster review processes.
- Cluster Headteachers regularly examine data and scrutinise outcomes, share resources and expertise to support achievement of the goals.
- Peer Reviews to take place once a term across Cluster Schools, to share leadership skills and build capacity. Follow-up Feedback following Peer Review in the bi-weekly
- ***Further opportunities to develop shared management of schools.***
 - ***Parent Pay***
 - ***Grounds Maintenance.***
 - ***Cleaning.***
 - ***ICT - curriculum***
 - ***SEN (SNRB) – SpLD, Ed' Psych'***
 - ***Business Manager***

Evaluation of School Improvement Plan 2015/16—Cont.d

PRIORITY 6: Improve the effectiveness of pupil voice.

Actions:

- End of year evaluations completed and acted upon for 2015-16. This will be carried out again in July alongside pupil and parent questionnaires – key changes are:
- More benches in courtyard for year 6, benches in hall for older pupils, rota for Trellech FM and assemblies (music is now organised and arranged by pupils)
- Listening to learners format amended and now being used to gauge pupil opinions about teaching and learning for English, Maths, ICT, Welsh 2nd Language, Science.
- Pupils in School Council and Eco Council have improved opportunities to influence school life – minutes shared with GB, taking part in cross school activities such as wildlife quiz, school council chooses fortnightly talk topic, end of term House point prizes, School Council has undertaken a questionnaire and project on healthy eating in the school
- Introduction of Weekly House Points Winners and Welsh speakers, organised by councils for Golden Assembly, Digital leaders

Outcomes:

- *Pupils have additional responsibilities and a greater say in decisions that impact on school life*
- *School Council has greater opportunity to work collaboratively across the cluster with cluster councils in Council chamber, Usk June 27th 2016 and further meetings to follow in the next academic year.*

PRIORITY 7: Implementation of FP Profile (statutory in Reception Sept 2015)

Actions:

- Training and meetings for Reception teacher to be able to implement new BFP profile from Sept 2015.
- Release time to input data into SIMS (School Information Management System) so that information rolls over from year to year

Outcomes:

- Nationally consistent baseline assessment to align with end of phase outcomes
- Reflects the skills expressed in the revised areas of learning for LLC and MD and the skills for PSD and Physical Development
- Consistent structure to detail evidence of children's development
- *If possible FP profile to be added to the skills tracker from Sept 2016*

PRIORITY 15: Address Health and Safety issues arising from Estyn Inspection April 2015

Actions:

- Letter sent to LA detailing Estyn concerns
- LA carried out necessary work Summer 2015 – namely fencing of perimeter in Infant play area and removal of unnecessary entrances, fencing around pond area.
- Update letter sent by HT on behalf of GB to Estyn informing them of work when completed

Outcomes:

- Nearly all areas of school now secure
- School compliant with LA requirements for fencing
- *An additional fence needs to be erected along the hedge separating the school from the Babington car park as entrances are being created when people force their way through the bushes if the gate is locked.*

Evaluation of School Improvement Plan 2015/16—Cont.d

PRIORITY 24: Extend the role of the Governing Body to be more informed and involved in school systems and processes

Actions:

- Update of Performance Management for HT and all staff included in HT report
- Update of targets every GB meeting
- Feedback from Eco and School Council meetings
- Updates on Curriculum Pioneer programme
- Annual review meetings with staff to gain better understanding of curriculum areas
- Statutory training for Govs well attended

PRIORITY 26 : Participate in EAS Excellence in Leadership programme

Actions:

- 2 day conference for HT and DHT in November 2015 to launch programme
- Further work on implementing Ten Development strategies for improved and consistent leadership
- Staff questionnaires on leadership
- Staff questionnaires and feedback on Colour works Personal Effectiveness Insights programme
- Completion of Leadership matrix for self-evaluation

Outcomes:

- Revised Behavioural expectations following feedback from questionnaires and meeting with Ten Development Team – revision and amendment followed a staff meeting and LSA meeting so that all staff had the opportunity to engage
- SMT use situational leadership with more consistency
- Improved Feedback
- Staff received INSET and Personal effectiveness profiles to further support effective communication
- Leadership matrix completed and presented to EAS by the end of the academic year 2016

Continual Professional Development Training for all staff

The Governing Body feel it is important for parents to understand the level of on-going staff training that occurs, on a relatively small budget, throughout any academic year. Schools are allocated a main budget from which some training is paid for; in addition each school has a 'School Effectiveness Grant' which is used to ensure that the priorities in the School Improvement Plan can be delivered via a carefully chosen programme of training and network events. For the 2015-16 academic year the grant allocation for Trellech Primary School was £14,591. This includes the school's allocation of Pupil Deprivation Grant. Training attended by staff this year has included:

ICT

- Whole cluster ICT training for all staff in Hwb, ICT skills framework and coding
- ICT leadership in Digital competency framework
- Continued Hwb training
- Termly ICT meetings from South East Wales Consortium
- Google Apps for Education

Numeracy

- Written Calculations for all teaching staff
- Termly Numeracy meetings from South East Wales Consortium
- Numeracy Reasoning using iPads
- Outdoor Maths for Foundation Phase

Literacy

- Whole School training in Big Write
- Communication Matters in Reception
- 2 day Language & Literacy training. for all staff (LA funded)
- Higher Order Reading Responses in Key Stage 2
- Reading responses in Year 2
- RWI Action Leadership and Development days
- Termly Literacy and Numeracy meetings from South East Wales Consortium

Welsh

- 2 day Welsh co-ordinator training
- Welsh Methodology for Year 3
- South East Wales Consortium Welsh co-ordinator meetings
- 12 week welsh sabbatical for Welsh co-ordinator
- Welsh guided Reading in Key Stage 2

Leadership

- Training for Senior Managers on skills tracker—disseminated to all staff
- Situational Leadership for Senior Managers
- South East Wales Consortium Excellence in Leadership programme
- Curriculum Pioneer national events and strategic groups
- South East Wales Consortium HT conference
- Monmouthshire Association of Primary Headteachers' meetings and conference
- Welsh Government Accountability Task and Finish Group – HT
- Green School Peer reviews
- Monmouthshire Deputy Head conference

Assessment/Moderation

- Moderation of pupil profiles with cluster schools and EAS
- Half Termly cluster network meetings for Literacy, Numeracy, Welsh and Science co-coordinators
- South East Wales Consortium Yr2/3 transition

Others

- NACE annual conference for MAT (More Able and Talented) co-ordinator
- Local Authority and South East Wales Consortium termly update meetings for Foundation Phase
- Foundation Phase Baseline

INSET Training Days

IN Service Training Days provide vital opportunities for staff in school to undertake collective training and planning for school improvement. Usually one of these days is spent working with colleagues in the Monmouth cluster of schools. We also look to ensure value for money by working with other neighbouring schools where appropriate.

- Tuesday 1st September —Big Write training with Chepstow cluster
- Monday 2nd November —Cluster ICT
- Monday 4th January—INSET – Guided Reading, top 10 reading tips, Numeracy (joined by Llandogo Primary)
- Friday 27th May —Whole school Numeracy 'Written Calculations'
- Monday 11th July—Curriculum Pioneer and Successful Futures

Strengthening Community Links

Trellech Primary School is at the heart of the local community. To that end we actively explore opportunities for children to learn within and beyond the local community. This involves visiting different sites and people in our village and beyond as well as inviting them in to work with us here in school. Our community also includes our important links with parents and other local schools.

Actions taken to Strengthen Community links in 2015-16

Visitors

- Fortnightly school visits from Reverend Howells for Collective Worship
- Regular visits from Allison Hall, our school nurse, for PSE talks
- PC Finnister to work with all year groups and Fire Service visits
- Visits from 'Busy Bodies' our feeder playgroup for Children in Need and Christmas Concerts
- Students from Monmouth Comprehensive School on Work Experience
- Bee Friendly Monmouthshire project in Key Stage 2
- Safe Cycling for Yr 6
- Image Theatre Group—Sword in the Stone
- David Davies session – 'A Day in the life of...'
- Mi Little pad to run Minecraft club
- Sports Xtra to run Multisports
- Paul Osullivan for Sports Ambassadors and sports survey
- Student teachers from Worcester College
- Reverend Grieves
- Visits from schools to share experiences in Foundation Phase practice
- Visit from Frankie Jones – gymnast
- River Festival workshops
- Eisteddfod drama sessions to strengthen Cwriculum Cymreig

Parents

- Open Afternoon for new parents in Oct 2015, where we welcomed all prospective parents
- Harvest and Christingle Services
- Successful Christmas and Summer Fayres
- Trellech's Got Talent 2015
- Summer Music Concert and FP and KS2 Christmas concerts
- Parent's Evenings
- PTFA activities—Christmas card designs, Rags to Riches for Schools Collections and Mother's Day gifts
- Class assembly performances
- Yr 2 Graduation and Samba demonstration
- Parents volunteering to support school activities (reading, trips etc)

Activities With Other Schools

- Temporary Executive Headship with Llandogo Primary School (September 2015 – December 2015)
- Closer links with cluster schools—shared INSET for ICT
- Cluster meetings for Chairs of Governors and Head Teachers Governors meetings. Monmouthshire Association School Governors
- Visits from Monmouthshire/consortia schools to observe online skills tracker, use of Excellence in Teaching prog. & FP practice
- Cluster schools peer reviews
- Cluster moderation in core subject areas.
- Participation in Gwent Wildlife Quiz with local schools
- Cluster School Councils' meeting

Charitable Activities

- Macmillan Coffee morning
- Comic Relief—March 2015
- Children in Need
- Year 2 visit to Crick Nursing home

Trip/Visits this year have included:

- Years 5/6 to Gilwern
- Yr 4 visit to Shire Hall and library
- Year 2 visits to local landmarks
- Hilston Park outdoor day— welcome to KS2 visit for Year 3 pupils
- Viney Hill Residential for Year 4 pupils
- Panto at Riverfront Theatre, Newport
- Year 5/6 visit to Hampton Court
- Reception visit to Pizza express
- Attended St. Nicholas' Parish Church for whole school services at Harvest and Christmas.
- BBC Ten Pieces project in KS 2
- Year 6 Easter experience
- Yrs 3&4 to St Fagan's for Tudor Workshops
- Visit from Techniquet
- Tales for Wales to strengthen Cwriculum Cymreig
- Year 2 visit to Tesco's

Physical Education and School Sports 2015-16

Wherever possible we encourage and provide opportunities for pupils to participate in numerous sporting activities, within and in addition to the curriculum, which has at its core the development of key sports skills. From Summer 2015 Sports Xtra has become the main After School sports provider, running a Multisport session for Foundation Phase and Dodgeball for KS2 pupils from Autumn Term 2016.

We also take every opportunity to welcome expertise from other visitors such as Andy Beattie (Sports Development—Monmouthshire County Council) who joins us annually for football skills session with pupils from Year 2-6.

Every class plans and delivers 2 hour long PE sessions a week to include outdoor Games, Indoor PE and dance, and swimming from Years 2-6. Swimming is organised on termly basis for each registration class. Year 2 undertake swimming lessons in the Autumn Term.

Additional Activities

Autumn Term 2015

- Dosbarth Mrs Peacock/Mrs Maunder swimming
- Year 2 Swimming
- Sept—Yr 3 Hilston Park Welcome to KS2 Team building day
- Oct—Yr 6 bronze ambassador training—using games/activities with Foundation Phase in Autumn and Spring terms
- Nov – Paul Sullivan in to meet School council/Sports Ambassadors to review Sports Survey
- ASD After school clubs in Foundation Phase and Key Stage 2

Spring Term 2016

- Feb 2015—Year 4 at Talybont
- Sessions with Frankie Jones – Welsh gymnast
- Dosbarth Mr Green Swimming sessions
- Forest Schools in Year 1
- March—Sport Relief Sponsored Run

Summer Term 2016

- Dosbarth Mrs Schartz/Mrs Peacock swimming
- Yr 5 Residential to Viney Hill
- Yr 6 residential to Gilwern
- Additional football sessions with Andy Beattie with Yr. 2-6 pupils
- Sports Day—June 2016
- Year 6 safe cycling
- Forest Schools in Reception and Year 2
- Police Sports Day—St Mary's Thornwell Primary School (cancelled)
- Eisteddfodd Drama sessions in Year 5
- Sports Xtra After School sessions in Foundation Phase and Year 2



Core Data Set 2007-15

Welsh Government provide all school with Core Data Sets (CDS) a pack with summaries of their performance at the end of Foundation Phase (for Language Literacy and Communication, Mathematical Development and Physical and Social Development) and Key Stage 2 (for English, Maths & Science) The format of the CDS allows better comparisons between how Year 2 and Year 6 pupils at Trellech are performing & achieving compared to the Welsh and the Monmouthshire average.

Analysing performance over a three year + period enables the staff and the Governing Body to gain a clearer picture of what is working well and where improvements need to be made. The CDS is therefore a helpful tool for us to review our strategies and programmes of study and make necessary improvements.

Critically this commentary & the levels achieved relates to whole school & key stage performance. They are not judgements of learning and teaching standards in years 2 and 6.

Glossary

FPI (Foundation Phase Indicator)

Number of children achieving Outcome 5 or above in Foundation Phase in all 3 three areas as specified above.

CSI (Core Subject Indicator)

Level 4 or above in Key Stage 2 in all three subjects as specified above.

‘Expected Level’

At the end of Foundation Phase (end of Year 2), across Wales, children are expected to achieve Outcome 5. More able children would be expected to achieve Outcome 6

At the end of Key Stage 2 (end of Year 6), across Wales, children are expected to achieve level 4. More able children would be expected to achieve level 5. In theory, children in Key Stage 2 can achieve level 6 or higher, but this is quite rare though increasingly schools are awarding level 6 for very bright pupils. At Trellech we have awarded a small number of level 6s in the past three years.

PSD Personal and Social Development

LCW Language, Literacy and Communication skills—Welsh

LCE Language, Literacy and Communication skills—English

MDT Mathematical Development

Groups

Usually it would be appropriate to provide a commentary on the performance of children in other groups such as FSM (Free School Meals) EAL (English as an Additional Language), LAC (Looked After Children), traveller children and children from ethnic minorities compared to those whose first language is English. These groups are not well represented at Trellech Primary so comparisons are (obviously) not possible.

Reading and Number Tests 2016

Welsh Government required all schools to administer national Reading and Number tests for all pupils from Years 2-6 in May 2016. This is a statutory annual requirement for all schools to deliver.

Parents received individual reports for their children indicating a Standardised Score for reading, procedural (number) and Reasoning tests and how these compare to the national average at the start of the new academic year (September 2016).

This information is also supplied as a data pack for each year group and compares performance against the national and Local averages.

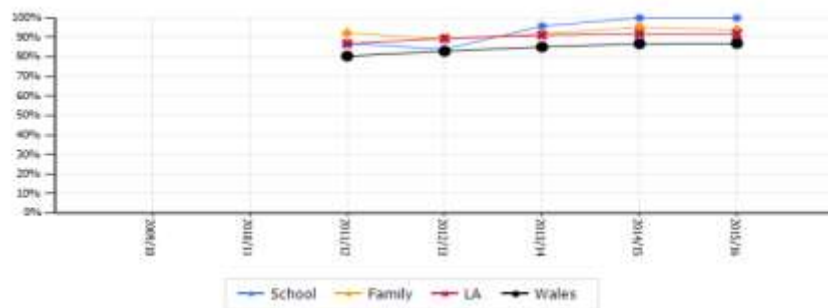
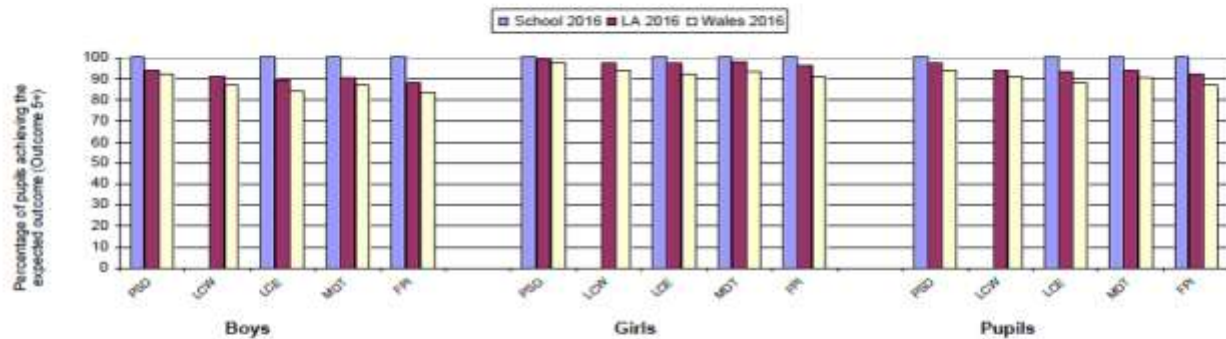
For 2016 as for the previous year, the outcomes from the school Reading, Number and Reasoning tests compare very favourably with national averages.

Information is available for parents on the school website under **Key Documents**.

Core Data Summary Trellech Primary School 2012—2016 for Foundation Phase (Infants) Expected Level Outcome 5+

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

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
PSD	100	94	92	100	99	97	100	97	94
LCW	0	91	87	0	97	94	0	94	91
LCE	100	89	84	100	97	92	100	93	88
MDT	100	90	87	100	98	93	100	94	90
FPI	100	88	83	100	96	91	100	92	87



This shows school performance for the Foundation Phase indicator (FPI) at the expected level (outcome 5) overtime and in comparison with our family of schools, the local Authority and Wales.

FPI - combines English, Maths and Personal and Social development (PSD).

	2012	2013	2014	2015	2016
Boys	80%	79.6%	92.3%	100%	100%
Girls	100%	91.7%	100%	100%	100%
All Pupils	87%	84%	95.8%	100%	100%

	Language, Literacy & Communication	Mathematical Development	Physical and Social Development
Boys	100%	100%	100%
Girls	100%	100%	100%
All Pupils	100%	100%	100%

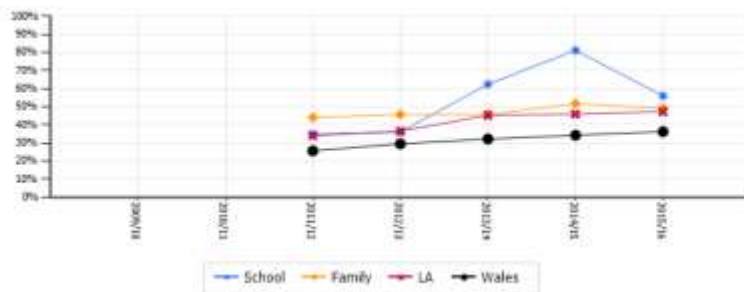
PSD = Personal and Social Development
FPI = Foundation Phase Indicator
LCE = English
MDT = Maths
LA = Local Authority

Standards of Achievement in Foundation Phase (Infants) At the Higher Level—Outcome 6+

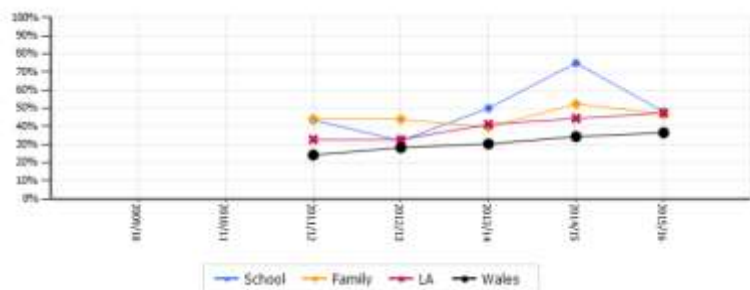
These charts show school performance at the higher level (outcome 6+) overtime, split by gender and in comparison with Family of schools, the Local Authority and Wales.

2016 Performance	Language, Literacy & Communication	Mathematical Development	Physical and Social Development
Boys	50%	41.7%	58.3%
Girls	61%	53.8%	69.2%
All Pupils	56%	48%	64%

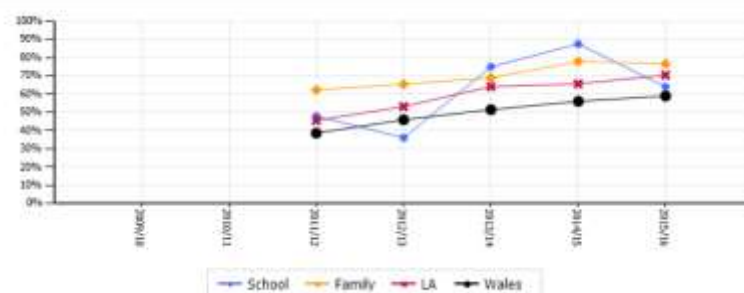
Language and Literacy (LLC) at outcome 6+



Maths at outcome 6+



Personal and Social Development at outcome 6+



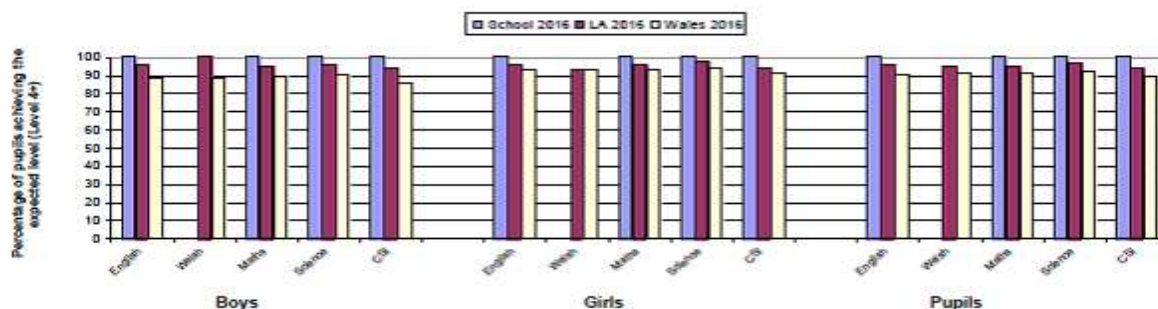
Core Data Summary Trellech Primary School 2012—2016 for Key Stage 2 (Juniors)

Core Subject Indicator

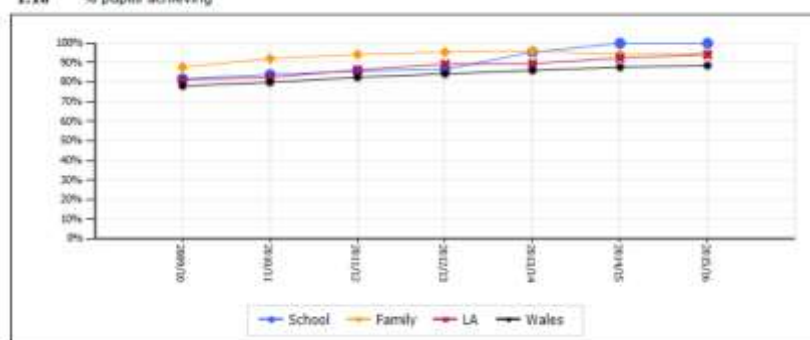
% of pupils achieving core subject indicator level 4+ in all three key areas of learning

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
English	100	96	88	100	96	93	100	96	90
Welsh	0	100	88	0	93	93	0	95	91
Maths	100	95	89	100	96	93	100	95	91
Science	100	96	90	100	98	94	100	97	92
CSI	100	94	86	100	94	91	100	94	89



1.1a % pupils achieving



This shows school performance for Key Stage 2 Core Subject indicator at the expected level (level 4+) overtime and in comparison with our family of schools, the local Authority and Wales.

CSI - (Core Subject Indicator) combines English, Maths Science

% of pupils achieving CSI	2012	2013	2014	2015	2016
Boys	85.7%	75%	100%	100%	100%
Girls	85.7%	100%	88.9%	100%	100%
All Pupils	85.7%	86.7%	95.5%	100%	100%

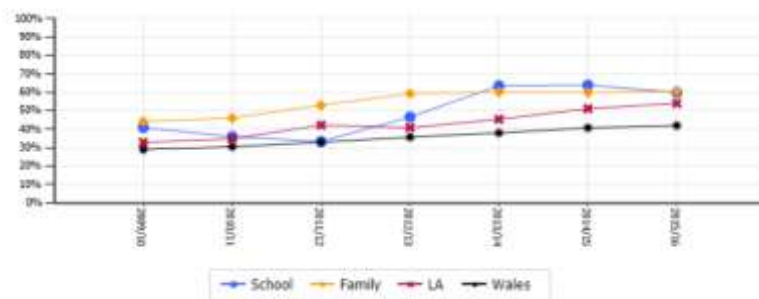
	English	Maths	Science
Boys	100%	100%	100%
Girls	100%	100%	100%
All Pupils	100%	100%	100%

Standards of Achievement in Key Stage 2 (Juniors)

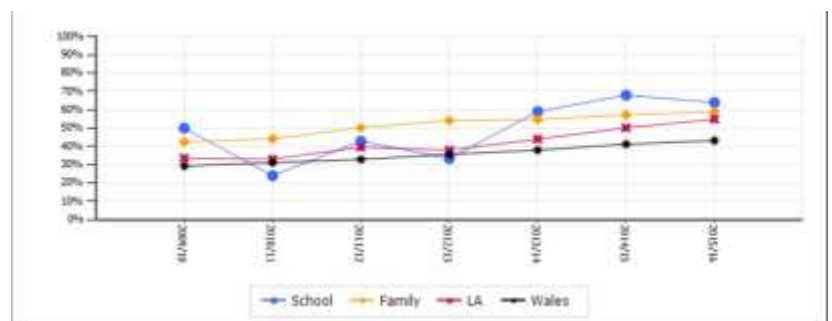
At the Higher Level 5+

	English	Maths	Science
Boys	50%	62.5%	68.8%
Girls	77.8%	66,7%	66.7%
All Pupils	60%	64%	68%

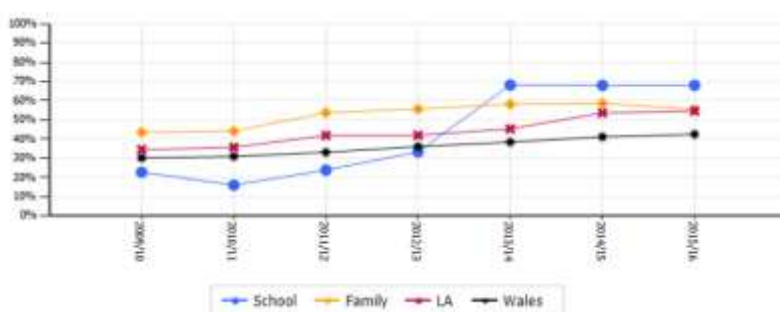
English Key Stage 2 (Juniors) at higher level 5+



Maths Key Stage 2 (Juniors) at higher level 5+



Science Key Stage 2 (Juniors) at higher level 5+



Trellech Primary School – Final Out Turn Report 2015- 2016

	Actual 2014/15	Budget 2015/16	Actual 2015/16	Comments
Income				Income has exceeded budget by circa 60k. We don't budget for PTFA fundraising (4k),
General	£87,794	£76,372	£136,091	music lessons (8k) because the amounts are uncertain and they generally come in and go straight out. We have had a lot of supply compensation for sickness, maternity and our support of Llandogo school (13k), income generated from our school to school work—Pioneer school (21k), Excellence in leadership (10k), others (4k) Total
Funding	£601,975	£604,478	£604,478	Funding received from welsh government based on pupil numbers
Total Income	689,769	£680,850	£740,569	
Expenditure				
Employee Costs	£528,365	£546,864	£585,888	Increases in costs, particularly supply to support Pioneer school activities, Excellence in leadership, support for Llandogo. These were all offset by income compensation. Introduction of HLTA contracts.
Supplies and Services	£36,000	£27,264	£27,062	We have been able to make some savings here against the budget whilst also upgrading our phone system, adding more IT equipment and wifi points, commissioning a new website, buying into a extended and enhanced pupil tracking system
Premises costs	£54,225	£70,726	£76,662	We have made some savings here in utilities and property maintenance budgets, which has allowed us, with a large contribution from the PTFA, to make significant improvements to the outdoor areas for the children costing £20,000.
Transport	£185	0	£675	For the Hampton Court trip
Fair Funding	£31,069	£43,656	£36,702	These are costs that are related to Services that we buy from the local authority and which are subject to service level agreements. The overspend is for music lessons which are paid for by parents and which we do not budget for.
Total Expenditure	£650,487	£688,510	£726,989	
Summary				
Total Income	£689,769	£680,850	£740,569	
Total Expenditure	£650,487	£688,510	£726,989	
NET	£39,282	-(7660)	£13,580	
Contribution (to/from reserves)	£39,282	-(7660)	£13,580	
Reserves Brought Forward 2014/15	£72,888	£72,888	£72,888	
Reserves to carry forward to 2016/17 academic year		£65,228	£86,468	We have been carefully building up a good surplus over the last few years, whilst still ensuring that the school is well staffed and equipped. We will need this surplus in order to maintain our current staffing levels over the next few years to protect us from further budget cuts.

School Development Priorities for 2016/17 and beyond

The School Development priorities for the coming year are linked to whole staff self evaluation, analysis of performance data and the recommendations from our Estyn inspection. This is a summary of the priorities for the 2016/17 academic year and beyond. The School Development plan is a working document which is monitored and amended throughout the year by the staff, Governors and the LA Challenge Advisor. The full School Development Plan can be viewed on the school website under key documents. **Red—key focus for this year**, **Amber—needs some focus this year**, **Green—on track this year**.

Priority	Action	Success criteria	Priority	Status
1	Continue to improve ICT provision through effective use of f DCF /skills framework and develop its use to enrich learning experiences across the school.	Further improved learning opportunities planned beyond the classroom. Effective use of existing technology to promote effective learning in school and beyond. Appropriately planned access to technology for learning.	Medium	Amber
2	Introduction of Successful Futures as Curriculum Pioneer School with a specific focus on improving pupils' creative and expressive skills.	Development of creative appreciation and talent, artistic and performance skills. Improved engagement through wider skills of critical thinking, creativity and innovation. Improved teaching, learning and assessment for learning in line with recommendations from Donaldson Review	High	Red
3	Continue to embed and improve pupil tracking through on line skills tracker to support implementation of Successful Futures.	Teachers' planning links specifically to skills for all subjects. On line tracker is used effectively to plan for and track skills in line with Successful Futures. 'Next Steps' in skills identified to inform planning for groups and individual pupils. AFL opportunities link specifically to skills acquisitions. Teachers make effective use of skills tracker to ensure robust coverage through themed approaches	High	Amber
4	Increased opportunities for cluster collaboration	Continued annual review of Mission Statement and aims. Updated and shared Action Plan with staff and Governors Termly meeting with chairs of Governors Increased collaboration in shared services and INSET	Medium	Amber
5	Continue to raise standards in Welsh second language.	Improved use of complex patterns and accurate past tense in and written sentences. Improved tracking and monitoring of W2L throughout the school using skills tracker. Maintained/ Improved performance at Level 5 in KS2	High	Amber
6	Continue to improve school and staff performance through robust CPD,s with introduction of class teacher work scrutiny self - evaluation.	Teachers will self assess against a work scrutiny evaluation to set individual targets for improvement and aid termly moderation	Medium	Red
7	Continue to improve the effectiveness of pupil voice	Pupils involved in key decisions about school environment Feedback from School Council Meetings/minutes shared with Governors Pupils involved in curriculum choices Cluster collaboration with school councils	Medium	Amber
8	Continued Implementation of the Foundation Phase Baseline	Consistent assessment of FP pupils using 'on-entry' data to end of Year 2 Consistent planning and monitoring provision Greater understanding of pupils' learning and development	Low	Amber

School Development Priorities for 2015/16 and beyond (Continued)

9	Continue to raise standards of English/ Literacy & Maths /numeracy throughout the school.	Standards of basic skills are improved for all pupils (End of KS assessments and test analysis May 2017 demonstrates maintained or improved performance from 2016 data)	High	Green
10	Continue to focus on improving the the quality of provision for more able	Teacher assessment and End of Key Stage standardised test data reflects that pupils identified as MAT have reached their full potential. Achievement of NACE challenge	Low	Green
11	Continue the role of the Governing Body to be more informed and involved in school systems and processes.	Robust understanding Performance Management. Use of feedback from data analysis and target setting to understand school performance and links to SDP. Clear understanding of roles and responsibilities for areas/subjects via regular feedback meeting with all staff. GB self evaluation	Medium	Amber
12	Introduction of Digital Competency Framework as a Frontier school	Embed the set of knowledge, skills and attitudes to enable the confident, creative and critical use of technologies and systems. Improved skills to help learners thrive in an increasingly digital world. improved digital competence by helping embed digital skills across the curriculum.	High	Amber
13	Introduction of tailored on line diagnostic assessments to improve tracking and provisions for all pupils - to work in partnership with implementation of Successful Futures	Use of CATS, online SWST and Group Reading assessments, Progress in Maths, English, Science and attitudes to well-being	High	Red
14	Continue to monitor and challenge standards of English and literacy, Maths and numeracy throughout the school	Consistency & challenge in delivery of Literacy programmes - RWI, Language & Literacy, Big Write, Guided Reading, Numeracy - Big Maths, Securing Excellence in Maths, 'Lifting the Lid' sessions, Alfiesoft Numeracy diagnostic analysis Standards of basic skills are improved for all pupils (End of KS assessments and test analysis May 2017 demonstrates maintained or improved performance from 2016 data).	Low	Green
15	Implementation of Green Peer review programme	Programme of support and challenge developed with Green peers over academic year. Evaluations to be sent EAs for Quality Assurance	High	Amber
16	Continue to review and improve Successful Futures Curriculum with a focus on the four purposes and 6 Areas of Learning & Experience	Continued development of creative appreciation and talent, artistic and performance skills. Improved wider skills of critical thinking, creativity and innovation. Improved teaching, learning and assessment for learning in line with recommendations from Donaldson Review	Medium	Amber
17	Continue to extend opportunities for pupils to experience the wider curriculum and and to learn more about the history and culture of Wales	Introduction of new units of work linked to areas of learning and experience to ensure wider curriculum is fully accessed Planning to ensure a focus on Welsh culture and heritage	Low	Amber
18	Continue to review and improve Successful Futures Curriculum with a focus on the four purposes and 6 Areas of Learning & Experience	Continued development of creative appreciation and talent, artistic and performance skills. Improved wider skills of critical thinking, creativity and innovation. Improved teaching, learning and assessment for learning in line with recommendations from Donaldson Review	Low	Green
19	Continue to use line diagnostic assessments to improve tracking and provisions for all pupils - to work in partnership with implementation of Successful Futures	Use of CATS, online SWST and Group Reading assessments, Progress in Maths, English, Science and attitudes to well-being	Medium	Amber

Attendance & Absence for end of academic Year 2015/16

Number of pupils on roll: 165

Attendance from September 2015

Actual Attendance: 97%

Authorised absence: 2.66%

Unauthorised absence : 0.34%

(In line with the Welsh Assembly guidance.)

The Local Authority target set for attendance for 2015-16 was 96. 5% This target has been exceeded . New target for academic year 2016-17 is 97 %

Pupils Exclusions

There have been no pupils exclusions for the academic year 2015-16

Disabled Pupils - arrangements for admission and access plans and steps taken to prevent discrimination

The School has a Strategic Equality Plan which was reviewed and updated in 2016 , in line with the Equality Act 2010 and with Local Authority requirements. This policy has a focus on accessibility for all users of the school. Arrangements for Disabled pupils are: Any child with disabilities is admitted to the school in accordance with Local Authority policy, as they are the admissions officers for schools. A risk assessment is carried out prior to entry and all reasonable adjustments are completed prior to the child starting school.

School Prospectus

The School Prospectus was updated significantly in Dec 2014 . It can be viewed in full on the school website.

Changes for 2015-16 include:

- Number of pupils on roll
- Staffing structure, areas and responsibilities
- Changes in school governors
- School term dates
- Allocation of Training Days
- Attendance figures
- End of Key Stage data
- Times for parent consultations and written reports
- School Improvement Plan priorities and Local targets
- Changes in LA personnel where relevant to the school.

Healthy Schools

The School operates in accordance with the new Food and Fitness policy established by the local authority and adopted in June 2015. We teach our children about healthy/unhealthy lifestyles through our Personal Social Education programme (PSE).

The School offers the Local Authority agreed menu for school lunches, which are cooked and served on the premises. These menus are structured and prescribed and the school is not able to deviate from the menu provided. However, there are always alternative options to the main meal, including a daily vegetarian option. Children may also order jacket potatoes. A fruit desert option is always available where children are having school lunch. We encourage children to bring a healthy snack for their mid-morning and afternoon breaks. The majority of children bring a cereal bar, fresh fruit or dried fruit. Chilled, filtered water is available throughout the day and children are encouraged to have a bottle of water in class with them. Although only water is allowed in classrooms throughout the day, children are allowed to bring fruit flavoured drinks to consume at break and lunch times. We do not allow cans or bottles of fizzy drinks such as lemonade or coke.

Toilet Facilities

Both Foundation Phase and Key Stage 2 areas have separate toilet facilities for boys and girls. Reception class have their own designated toilets. Boys have two cubicles and one urinal in both key stages. Girls have 3 cubicles. Staff have access to two toilets, one with disable access. All are cleaned daily by the school caretaker and this is monitored with fortnightly visits from Regent cleaning company, who currently manage the school's cleaning contract. The Foundation Phases toilets were refurbished in July 2016 and we hope the planned works programme for the school will enable this to occur in Key Stage 2 in July 2017.

School Complaints Policy and Procedure

There may be an occasion when something happens in school that you are not happy about or there may be an aspect of school life that causes concern. Our complaints procedure is a way of ensuring that anyone with an interest in the school can raise a concern with confidence that it will be listened to and, if well founded, dealt with in an appropriate and timely fashion. The following is a summary of our full complaints procedure. A full copy of the procedure and a formal complaint form are available from the school office.

This is what you should expect to happen:

- Your complaint will be dealt with fairly and impartially, as quickly and effectively as possible and will be thoroughly investigated.
- Your complaint will be kept confidential, with only those involved in investigating and making a decision being made aware of the details of the complaint. It is likely, however, that the person who is being complained about will be told of the complaint.
- If the complaint involves pupils (as complainant or witness) arrangements will be made for them to be accompanied at all stages by a parent, guardian or an adult of their choice.
- Any evidence given by a child will be done voluntarily and with the agreement of his/her parent, if the are under the age of 16. Every effort will be made to make the child feel comfortable and to ensure that their voice is properly heard.
- You will be kept informed of progress throughout the process
- All anonymous complaints will be recorded and may be investigated

Steps and Stages

- STAGE ONE—Complaint raised with and resolved by the first contact within the school—usually your child’s class teacher
- STAGE TWO—Consideration by the Head Teacher. Your complaint will normally have been considered at stage one, but may proceed to stage two instead of stage one if the Head Teacher thinks it appropriate.
- STAGE THREE—Consideration by the Governing Body. If you are unhappy with the Head Teacher’s decision you can ask the School’s Governors to consider your complaint. Before the Governors agree to consider your complaint they will want to make sure that you have followed stages one and two first.
- If your complaint concerns the Head Teacher or a member of the Governing Body please refer to the full complaints procedure; available from the school office.
- This complaints procedure should NOT be used for complaints concerning: Special Educational Needs (SEN), Religious Worship, Admissions, Pupil Exclusions, Staff Grievance, Teacher Capability, Staff Discipline. Guidance on these topics is available from www.learning.wales.gov.uk.

Parent Meetings— Policy

As a result of the School Standards and Organisation (Wales) Act 2013 a school Governing Body is no longer required to hold an annual parents meeting. We have decided to stop holding our annual meeting and to give parents an opportunity to discuss the content of the Governors Report to Parents and any other issues at Parents evenings in the Autumn Term. However, the School Standards and Organisation Act now enables parents of pupils at the school to request up to 3 meetings a year with the Governing Body via a petition. The process for this is as follows. The Governing Body must hold a meeting for all parents of children registered at the school, within 25 school days of receiving the petition, providing that:

- The petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is lower of the following: a) the parents of 10% of registered pupils b) the parents of 30 registered pupils.
- The meeting requested must be to discuss a matter relating to the school
- There will be no more than 3 meetings held during the year in which the first petition is received.
- There are sufficient days left in the school year for the meeting to be held
- NB. There have been no petitions for parent meetings during the 2015/16 academic year.

School Term Dates

2015/16		2016/17	2017/18
Term Begins	Tues 01/09/15	Thurs 01/09/16	Mon 04/09/17
Half Term Begins	Mon 26/10/15	Mon 24/10/16	Mon 30/10/17
Half Term Ends	Fri 30/10/15	Fri 28/10/16	Fri 03/11/17
Term Ends	Fri 18/12/15	Fri 16/12/16	Fri 22/12/17
AUTUMN TOTAL	74 days	72 days	75 days
Term Begins	Mon 04/01/16	Tues 03/01/17	Mon 08/01/18
Half Term Begins	Mon 15/02/16	Mon 20/02/17	Mon 19/02/18
Half Term Ends	Fri 19/02/16	Fri 24/02/17	Mon 23/02/18
Term Ends	Thurs 24/03/16	Fri 07/04/17	Thurs 29/03/18
SPRING TOTAL	54 days	64 days	54 days
Term Begins	Mon 11/04/16	Mon 24/04/17	Mon 16/04/18
May Day	Mon 02/05/16	Mon 01/05/17	Mon 07/05/18
Half Term Begins	Mon 30/05/16	Mon 29/05/17	Mon 28/05/18
Half Term Ends	Fri 03/06/16	Fri 02/06/17	Fri 01/06/18
Term Ends	Weds 20/07/16	Fri 21/07/17	Tues 24/07/18
SUMMER TOTAL	67 days	59 days	66 days
Academic Year Total	195 days	195days	195 days

Bank Holidays

Monday 1st May 2017
Monday 29th May 2017

INSET Training Days

Tuesday 3rd January 2017
Friday February 17th 2017

School Hours

Foundation Phase (Infants)

8.50am	School Opens
9.00 to 9.10	Registration
9.10 to 9.30	Collective Worship
9.30 to 10.30	Teaching Time
10.30 to 10.45	Morning Break
10.45 to 11.50	Teaching Time
11.50 to 1.00	Lunch
1.00 to 1.10	Registration
1.10 to 2.00	Teaching Time
2.00 to 2.15	Afternoon Break
2.15 to 3.30	Teaching Time

Key Stage 2 (Juniors)

8.50am	School Opens
9.00 to 9.10	Registration in classes
9.10 to 9.30	Collective Worship
9.30 to 10.30	Teaching Time
10.30 to 10.45	Morning Break
10.45 to 11.50	Teaching Time
11.50 to 1.00	Lunch
1.00 to 1.10	Registration in classes
1.10 to 2.00	Teaching Time
2.00 to 2.15	Afternoon Break
2.15 to 3.30	Teaching Time



‘Living, Learning, Laughing Together’