

Trellech Primary School

Governors' Annual Report to Parents

2018/19



Nurture the challenge, inspire the success

Contents

1. Introduction
2. Governing Body Details
3. Performance and Target Information
4. Financial Details
5. Action taken by the Governing Body/School
 - Progress on School Development Plan
 - Links with the Community
 - Changes to the School Prospectus
6. Organisation and Policies
 - Special Educational Needs
 - Pupils with Disabilities
 - Sport
 - Parents' Meetings
7. Destination of School Leavers
8. Highlights from 2018/19

I. Introduction

The 2018/19 academic year has been a very busy and exciting year for Trellech Primary School. This report will give you an insight into the ways that children at the school can access a wide variety of learning experiences. It highlights the excellent performance of the school and shows how the school budget has been used to ensure that we can maintain experienced teachers and appropriate levels of support staff across 7 classes. It will also give you an insight into the development plans for the school and the priorities for the year.

The school is heavily involved in the process of developing the new curriculum for Wales. As part of this staff have been using the principles of the new curriculum in all of their planning and teaching and this has resulted in a more open, creative and child led approach. The new curriculum is not due to become available to schools until 2020 (statutory from 2022), but as we have been using the principles for 3 years already we will be in a great position when the full roll out happens. This work has allowed staff and children much more freedom in developing exciting learning opportunities, whilst also ensuring that they develop all of the skills that they will need. In addition, two of our teachers have completed Thrive training, a programme which will help our children develop as healthy, happy, confident children who are ready and open to learning.

There have also been many of visits, trips out and other opportunities throughout the year that make Trellech Primary School such a vibrant and welcoming place. We hope that you will find the information in this report interesting and that it will give you a good insight into the depth and breadth of the work that goes into making Trellech Primary School such a wonderful place to learn.

2. Governing Body Details

Chair of Governors

Representing

Term of office ends

Mr Steve Thorpe

Community

Elected annually

Vice Chair of Governors

Representing

Term of office ends

Mrs Julie Warren

Parents

Elected annually

Clerk

Mrs Deanna Friend

Community Governors (4)

Mrs Jean Rogers

(term of office ends 01/02/2020)

Mr John Gooding

(term of office ends 17/04/2020)

Mr Steve Thorpe

(term of office ends 05/06/2022)

Mrs Pam Lloyd

(term of office ends 11/07/2023)

Parent Governors (4)

Mrs Julie Warren

(term of office ends 25/01/2022)

Dr Charlotte Bates

(term of office ends 25/06/2022)

Mrs Cheryl Dehareng

(term of office ends 31/08/2023)

Mr William Hockey

(term of office ends 31/08/2023)

Local Authority Governors (3)

Mr Christopher Edwards

(term of office ends 19/07/2020)

Mrs Elizabeth Thomas

(term of office ends 19/09/2023)

Vacancy

School Staff Governors (3)

Mrs Karen Christofi Headteacher (ex-officio)

Mrs Kate Peacock representing teachers (term of office ends 02/07/2023)

Mrs Joanne Fawsitt representing staff (term of office ends 11/07/2023)

Governors play a strategic role in school to provide future direction and guidance. Collectively, governors have a responsibility for developing and agreeing the school's key strategic documentation such as the School Development Plan, the Self-Evaluation Report, the Annual Report to Parents and statutory policies such as Safeguarding, Health and Safety and Admissions. Through their commitment and involvement, they monitor all aspects of school life including curriculum delivery and innovation, standards attained by learners, quality of teaching and learning and the school's finance. They have an important safeguarding and child protection role and they help to define the aims and ethos of the school. Governors set the budget, maintain school premises and agree the staffing structure and resourcing. Parent Governors have a further role in providing a formal link between parents and the school.

The Headteacher is responsible for the day-to-day management of the school, and works both in partnership and under direction of the Governing Body. The Governing Body acts as critical friend, challenging, monitoring and supporting the work of the school.

The Governing Body has a number of panels and sub-committees that work together on a variety of issues such as finance, health & safety and staff appointments. Following panel or subcommittee meetings, reports are fed back to the next full meeting of the Governing Body.

Contact with the governors can be made via the school:
Tel: 01600 860395 or trellech.governors@gmail.com

3. Performance and Target Information

School Performance Data

From September 2018 Welsh Government no longer provide schools with core data sets. The data sets in the past provided schools with end of Foundation Phase (Year 2) performance data for Literacy, Maths and Personal Social Development and end of Key Stage 2 (Year 6) performance data for English, Maths and Science. The data was useful in comparing school performance to the national averages for Wales and the Local Authority.

Schools within the South East Wales consortium (EAS) however are still provided with performance profiles for both Key Stages, based on the same subjects/areas of learning, with schools able to access comparative data within the Local Authority and similar schools within the EAS. Analysing performance over a 3 year plus period is helpful to staff and the Governing Body to gain a useful overview of school improvement priorities. It is important to note that this data relates to whole school and key stage performance and are not judgements of teaching and learning.

Data Summary for Foundation Phase

The first table shows the makeup of the year 2 class. The two tables below show the percentage of children achieving the expected outcome 5+ and then the percentage achieving the higher outcome 6+ at the end of year 2. They also show the school's results in comparison with Monmouthshire and Wales as a whole. The graphs show the data for the last three years for both outcome 5+ and outcome 6+ and compare it with Monmouthshire and Wales.

Year 2 Cohort - Pupil Numbers

	Matched Cohort	FSM	non-FSM
Pupils	27	2	25
Boys	14	1	13
Girls	13	1	12
1 pupil represents	3.7%	50.0%	4.0%

Percentage of pupils achieving outcome 5+

	School Data						Comparative Data					
	Pupils	2019 Boys	Girls	Pupils	2018 Boys	Girls	2019 Monmouthshire			2019 Wales		
Language, Literacy and Communication	96	100	92	96	89	100	91	89	93	82	78	87
Mathematical Development	96	100	92	92	89	94	91	92	91	85	82	87
Personal and Social Development	100	100	100	100	100	100	97	96	98	92	89	95
Foundation Phase Indicator	96	100	92	92	89	94	88	88	89	80	76	84

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	Pupils	2019 Boys	Girls	Pupils	2018 Boys	Girls	2019 Monmouthshire			2019 Wales		
Language, Literacy and Communication	54	47	62	44	33	50	45	41	50	32	28	38
Mathematical Development	46	53	38	48	56	44	44	46	41	32	33	32
Personal and Social Development	68	67	69	96	89	100	69	62	76	57	48	67
Foundation Phase Indicator*	36	33	38	32	22	38	35	34	36			

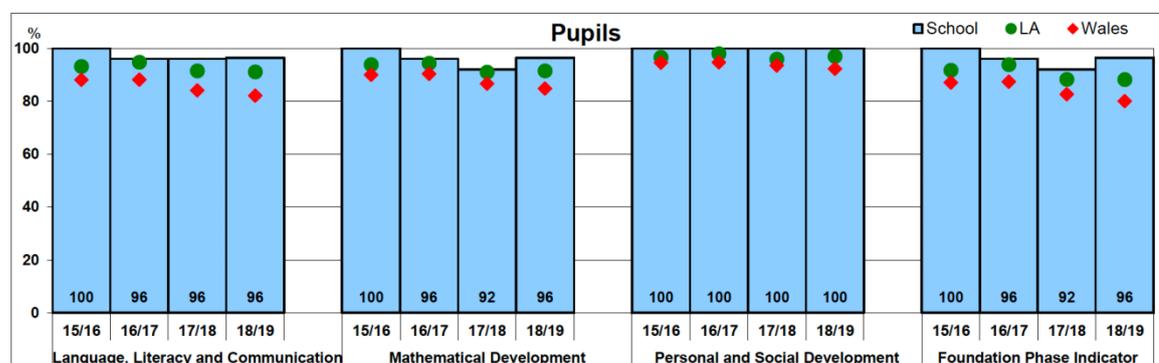
* Achieving Outcome 6 in all of LLC, MD and PSD

* LLC in English for LA and Wales.

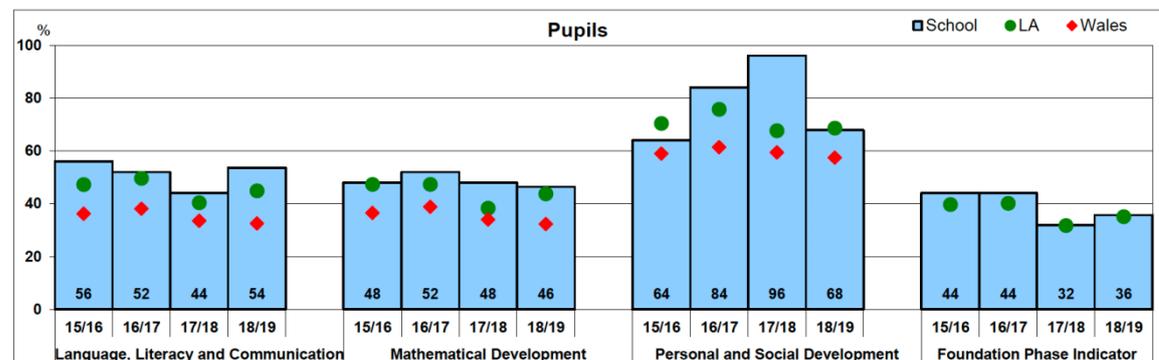
Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

Trends over Time: Outcome 5+



Trends over Time: Outcome 6+



Data Summary for Key Stage 2

The first table shows the makeup of the year 6 class. The two tables below show the percentage of children achieving the expected outcome 4+ and then the percentage achieving the higher outcome 5+ at the end of year 6. They also show the school's results in comparison with Monmouthshire and Wales as a whole. The graphs show the data for the last three years for both level 4+ and level 5+ and compare it with Monmouthshire and Wales.

Year 6 Cohort - Pupil Numbers

	Matched Cohort	FSM	non-FSM
Pupils	21	1	20
Boys	7	0	7
Girls	14	1	13
1 pupil represents	4.8%	100.0%	5.0%

Percentage of pupils achieving level 4+

	School Data						Comparative Data					
	2019			2018			2019 Monmouthshire			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	95	86	100	96	100	92	90	87	93	81	86	76
English	95	86	100	100	100	100	95	94	97	90	86	93
Mathematics	100	100	100	100	100	100	95	94	95	91	89	93
Science	95	86	100	100	100	100	96	95	97	91	89	93
CSI	95	86	100	100	100	100	93	92	95	88	85	91
Reading, Writing and Mathematics	95	86	100	100	100	100	90	87	93	84	79	89

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2019			2018			2019 Monmouthshire			2019 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	43	0	64	46	38	54	44	33	55	28	22	35
English	81	57	93	77	54	100	60	52	68	44	37	52
Mathematics	67	57	71	73	69	77	58	56	59	46	45	46
Science	86	57	100	77	69	85	58	54	61	44	41	47
English, Mathematics and Science*	57	29	71	65	54	77	49	44	53			
Reading, Writing and Mathematics	43	29	50	58	46	69	45	37	53			

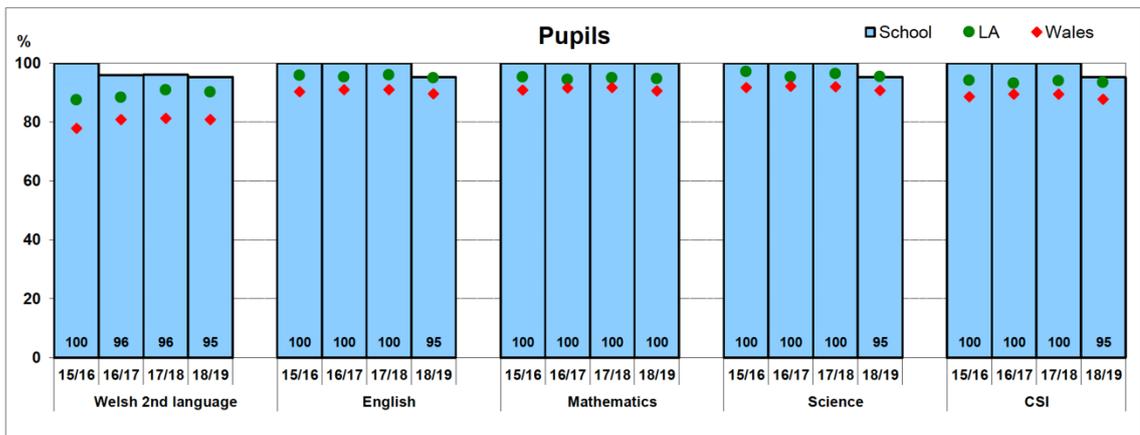
* Achieving level 5 or higher in each of English/Welsh First Language, mathematics and science

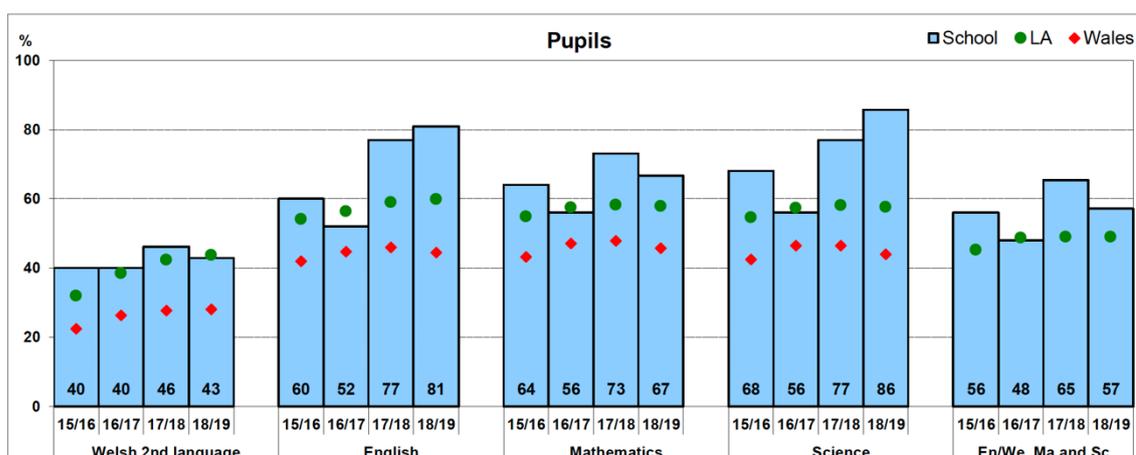
Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.
Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

Trellech Primary 2018-2019

Trends over Time: Level 4+

School Profile - Key Stage 2





National Tests

It is a Welsh Government statutory requirement for all schools to administer annual Reading, Numeracy Procedural and Numeracy Reasoning tests to all pupils from Year 2 to Year 6. The tests are based on the skills within the Literacy Numeracy Framework and provide useful information on the reading and numeracy skills of individual learners and whole classes. They are taken in May each year within a scheduled timeline of days allocated by Welsh Government and are timed.

Parents of pupils in Year 2 to 6 will receive individual reports for their children for each of these three tests, including a Standardised Score (SS) and a progress score from Year 3 onwards. Schools are able to compare year group data within the EAS performance profiles, but this information is no longer published nationally. It is a useful data collection for schools to compare performance of pupils and year groups against the national averages for Wales and the Local Authority, although it must be remembered that these tests taken on one day are merely a snapshot of pupil ability and support teacher assessments alongside other school-based assessments.

In May 2019 Welsh Government phased in new online personalised assessments for the Numeracy Procedural tests. These new tests are 'adaptive', meaning that the questions are selected based on a learner's response to the previous question. This provides an individual assessment experience and tailors the level of challenge for every learner. Online adaptive tests for Reading will follow in 2019/20 and Numeracy Reasoning in 2012/21.

4. Financial Details

	2016/17	2017/18	2018/19
Income			
General	£134,834	£147,935	£134,478
Funding	£607,145	£609,009	£630,188
Total Income	£741,979	£756,944	£764,666
Expenditure			
Employee costs	£600,179	£610,299	£671,086
Supplies and services	£44,746	£30,380	£36,010
Premises costs	£58,651	£76,606	£77,276
Transport	£220	£1,225	£435
Fair funding	£38,702	£36,934	£22,435
Total Expenditure	£742,498	£755,444	£807,214
Summary			
Total Income	£741,979	£756,944	£764,666
Contribution to/from reserves	-£519	£1500	-£42,355
Reserves brought forward	£85,949	£87,449	£87,650
Balance carried forward			£45,295

5. Action taken by the Governing Body/School

Progress on School Development Plan

Every three years we produce a School Development Plan. The plan is the result of an analysis of the school's needs, strengths and areas for development as identified by our own internal monitoring, assessment and evaluation systems, as well as from pupil and parent voice, input from the Governing Body, inspections and reviews and from the EAS consortium and the Local Authority.

The School Development Plan contains the long-term priorities and ambitions, which the school wishes to work towards, and also short-term actions which will ensure that the long-term priorities are achieved. We also ensure we align our development areas to both local and national priorities.

The School Development Plan is a comprehensive document. It is a strategic plan and, more importantly, a working document for all staff and learners involved at Trellech Primary School. We believe that it is important for everyone who has an interest in the future of our school to be aware of what we are striving to achieve, and of how we intend to do this.

Curriculum transformation

The school has always aimed to provide a broad, balanced, relevant and stimulating curriculum which contributes to the development of the whole child. The purpose of a new curriculum should ensure that young people develop through the Four Purposes as:

1. Ambitious, capable learners, ready to learn throughout their lives
2. Enterprising, creative contributors, ready to play a full part in life and work
3. Ethical, informed citizens of Wales and the World
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

As we continue to implement curriculum reform, we have started to move our monitoring system from individual National Curriculum subjects to 6 Areas of Learning and Experience (AoLE). The 6 Areas of Learning and Experience are:

1. Expressive Arts
2. Health and Well-Being
3. Humanities
4. Languages, Literacy and Communication
5. Mathematics and Numeracy
6. Science and Technology

Priorities 2018-19

Priority Area 1: Develop progress towards the realisation of transformational curriculum for Wales through curriculum reform as Curriculum Pioneer School, ensuring synergy with Successful Futures recommendations, through research projects as AOLE teams and School to School work to develop creative and engaging programmes of study which reflect the Successful Futures/National Mission ethos.

Priority Area 2: Further improve wellbeing for staff and pupils throughout the school in line with the Successful Futures/National Mission ethos, by engagement with EAS well-being programme and effective cluster partnerships to address well-being issues.

Priority Area 3: Through effective implementation & use of the ETLF (Excellence in Teaching and Leadership Framework) and the New Professional Standards linked to robust Performance Management and CPD processes, staff will reflect and improve on their teaching, individually and collectively, against nationally agreed standards of effective practice linked to The National Mission.

Priority Area 4: Continue to develop & embed Metacognition within the school through trial and development of SMILE curriculum, improved thinking skills and attitudes to learning for all pupils to learning.

Priority Area 5: To continue to focus on and improve the teaching of Welsh 2nd language in both key stages to reduce within school variance through engagement with Campus Cymreig.

Priority Area 6: Continue to monitor and challenge standards of English and literacy, maths and numeracy by addressing within school variance.

Literacy – improving standards of extended writing to assist in reducing gender disparity at higher outcomes/levels at the end of FP and EOKS 2; ensuring robust targets are achieved at the end of both key stages.

Numeracy – Improving Reasoning skills in all year groups but with a focus on specific pupils (see National Test data analysis) to support the school’s aim to improve standards in reasoning as evidenced by pupil attainment in Reasoning test 2019 higher level (115 and above).

Links with the community

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

Visitors

- Cluster HT and Chair of Governors meeting
- School nurse for SRE sessions and work with individual pupils
- PC Finnister
- Fire service visits
- Visits from Busy Bodies playgroup for key events and transition sessions
- Students from Monmouth Comprehensive School on work experience
- Student teacher from University South Wales and Cardiff Metropolitan University
- Image and Pandemonium Tales from Wales Theatre Group
- Visits from schools to share Curriculum Pioneer experiences and More Able provision
- Gwent Wildlife Trust
- LA Healthy School Liaison Officer
- Cluster Year 5 More Able writing workshop with local author
- Cluster history More Able pupil conference at Blake Theatre
- MMC recycling lorry visit to reception class and eco council
- Health board hearing tests/vision and growth
- Kerbcraft Year 1
- Monmouth Library
- First Aid Assembly
- Explorerdome

Parents

- Open morning for new parents
- RWI parent workshops
- Open morning for Foundation Phase parents
- Harvest service
- Christmas and summer fayres
- Christmas concerts
- Summer music concert
- Parent consultation evenings
- PTFA events
- Forest School
- Class assembly performances
- Year 2 graduation assembly
- Year 6 leaver's celebrations
- Sports day
- LA catchment consultation meeting
- Summer reading challenge

Other schools

- Cluster INSET for Professional Learning
- Termly cluster meetings for Chairs of Governors and Headteachers Governors
- Cluster schools peer reviews
- Cluster moderation in core subject areas
- Gwent Wildlife Quiz with local schools
- Growing and sustaining excellence programme with peer schools
- Excellence in Teaching and Leadership framework for senior leaders
- Delivery of Excellence in Teaching and Learning session to Newport and Monmouth schools
- Year 6 Pyka App Hack project
- Administrator network meetings
- Cluster year group twilight sessions
- Football, cross country and netball events
- Malpas Court Primary staff Newport for new curriculum

Charitable activities

- Macmillan coffee morning
- Sport Relief
- NSPCC
- Poppy appeal
- Harvest produce collection for Monmouth Food Bank
- Christmas jumper day
- Carol singing at Crick Nursing home
- Children in Need ramble
- Year group entrepreneur projects

School trips

- Year 6 Gilwern residential
- Year 6 trip to the Globe Theatre
- Year 5/6 science workshops at the Blake Theatre
- Year 5 Viney Hill residential
- Year 5 visit to Pizza Express
- Year 4 Talybont residential
- Year 4 One Planet Centre
- Year 4 Monmouth library visit
- Year 3 Hilston Park outdoor day
- Key Stage 2 trip to St Fagans
- Reception school climate strike in Monmouth
- Foundation Phase forest school session
- Foundation Phase trip to Barry Island
- Foundation Phase trip to the Wild Place Project
- Whole school trip to the Riverfront Theatre Newport



Year 6 Globe Theatre



Year 5 Viney Hill



FP Barry Island



Reception school climate strike

Changes to the school prospectus

- The school prospectus updates for 2018-19 include:
- Number of pupils on roll
- Staffing structure, areas and responsibilities
- Changes in school governors
- School term dates
- 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

6. Organisation and Policies

Special Educational Needs

Of the 176 pupils at the school during the 2018/19 academic year:

3 pupils have statements/SAPRA

10 pupils are at school action or school action plus

Support that these children are given includes:

School Action: This occurs when a teacher identifies a child as having Special Educational Needs (SEN). 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 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 SEN. 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 a 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.

Pupils with Disabilities

The school has an Equal Opportunities Plan and a Strategic Equality Plan which must be updated every three years. The current Strategic Equality Plan was reviewed and updated in September 2017, 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 disability 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.

Sport

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. We also take every opportunity to welcome expertise from other visitors such as Monmouthshire Sport Development and Newport AFC (County in the Community).

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 a termly basis for each class.

Additional activities

- Year 6 Bronze Ambassador training
- Year 6 Safe cycling
- Year 5/6 netball tournament
- Year 5 Playmaker training
- Year 5 Playmaker conference

Year 5 County in the Community Premier League Primary Stars
Key Stage 2 Monmouth cluster football tournament
Cricket with Geraint Roberts
Monmouthshire cross country final at Chepstow Racecourse
Whole school ramble
Yoga
Sports day
Daily Mile



Cricket with Geraint Roberts



Yoga



Cross country final



Whole school ramble



Netball tournament

Parents' meetings

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. 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.

There have been no petitions for parent meetings during the 2018/19 academic year.

7. Destination of School Leavers

The vast majority of our pupils move from Year 6 to Monmouth Comprehensive School (MCS), the catchment secondary school. At the ends of the Summer Term 2019, 19 out of 21 pupils moved to MCS. We have strong transition links with MCS and receive various visits from MCS staff, including the Headteacher, Head of Year, Literacy and Numeracy, and Additional Learning Needs co-ordinators.

8. Highlights from 2018/19

As part of our commitment to pupils' voice, we asked children at the school to tell us about their highlights from the 2018/19 academic year. They included:

Wild Place Project trip
The Christmas show
Smile books
Trip to One Planet Centre
Making board games
Making Christmas cards
Creating websites
Hilston Park



FP Wild Place Project trip