



Governors'
Annual Report
2015-16

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1. Letter from the Chair of Governors

Dear Parents

I am pleased to introduce the Governors Annual Report for the school year 2015-2016. This is another excellent report setting out all the activities that our children have been enjoying in school.

It has been another exciting year in the life of the school.

We have again seen a set of really excellent results from the Foundation Phase (Year 2) and Key Stage 2 (Year 6) teacher assessments and the Literacy and Numeracy Tests. These results keep Glasllwch right in the first rank of primary schools in Newport and Wales, and they are a credit both to the children and to the staff. As a 'Green' school we are a flag bearer for schools across the EAS and Wales, and we are pleased to share our good practice with many other schools, whilst at the same time we are always keen to take on fresh ideas which stimulate the education and wellbeing of our children.

We set really challenging targets for the children to achieve, and with your support and their own hard work and commitment, Glasllwch children rise to the occasion, whether in their work, in the sports they play, the music they create, or the numerous activities in which they are involved during their time at school. We are continually inspired by and proud of them.

Glasllwch continues to strive towards being a centre of excellence, to develop children as independent and confident life-long learners and to produce the Stars of the Future. The positive partnership that we have between home and school is vital if we are to achieve such high aspirations. We thank all parents for your continued support.

We hope that you find this year's report interesting and informative. If you find it provokes any questions or if you would like to talk about any aspects of school life, we would be pleased to discuss these with you at our meeting with parents which will be held during the Spring Term (date & time to be advised). We will be pleased to see you.

Stephen Morris,
Chair of Governors

2. Introduction

2.1. About this report

This report is produced by us, the governing body, for you, the parents and carers of pupils in our school. It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of the school. It covers our achievements during the past year, and sets out our targets for future improvement.

Through this report, we want to encourage dialogue and communication with parents and carers, and to promote increased interest and involvement of parents in the activities and development of the school.

2.2. Parents' meeting

There is no longer a statutory requirement to hold a parents' meeting following the issue of this annual report. However, as was the case last year, in February we will be sending out our annual questionnaire to gauge parents' views on a variety of areas of school life. Following this we will be holding a meeting for parents and governors to discuss further, and to gather views and suggestions.

2.3. Highlights

- Excellent teacher assessment results at the end of:
 - Foundation Phase (FP); 100% of pupils achieved expected outcomes.
 - Key Stage 2 (KS2); 100% of pupils achieved expected levels.
- Standards of attainment remain above the average standards in Newport and Wales.
- Many of our pupils achieved above expected results:
 - 73% achieved Outcome 6 in Language Literacy and Communication at Foundation Phase.
 - 100% achieved Outcome 6 in Personal and Social Development, Well – Being and Cultural Diversity.
 - 83% achieved Level 5 in English at KS2.
 - 80% achieved Level 5 in Science at KS2.
- School is a 'Green School', the highest category, as a result of a National School Categorisation System.
- We continued to work as a Lead Practitioner School, supporting a range of schools across the EAS.
- As active members of The Super Ambassadors scheme, we were given the opportunity to host a live webinar with the Children's Commissioner for Wales, Sally Holland. The event was led by Year 6 and was a fantastic opportunity for the children to further develop their understanding of the UNCRC, raising the children's awareness of their own rights and the rights of others.
- The Eco Council led the school in achieving the Platinum Award for the second time.
- 'Seren Fach', Glasllwch Nursery, completed its first successful year.
- Pupils in Year 2 and Year 6 gave exceptional performances in their productions of 'A Special Kind of Present' and 'The Wizard of Oz'.
- The school orchestra entertained parents with their fantastic musical extravaganza!

3. School information

Name	Glasllwch Primary School
Classification	County Primary School
Pupil age range	3 to 11 years
Address	Melbourne Way Newport South Wales NP20 3RH
Telephone	01633 266398
Fax	01633 252264
E-mail	glasllwch.primary@newport.gov.uk
Web	http://www.glasllwch.org.uk

3.1. Term dates

Term	Start	Half term	End
Autumn	01.9.16	24.10.16 - 28.10.16	16.12.16
Spring	03.01.17	20.02.17 - 24.02.17	07.04.17
Summer	24.04.17	29.05.17 - 02.06.17	21.07.17

Closed for In-Service Training (INSET):	01.09.16 02.09.16 16.09.16 03.02.17 26.05.17
Closed for May Day Bank Holiday:	01.05.17

3.2. Session times

	Morning			Afternoon	
	Start	Break	End	Start	End
Foundation Phase	09.00am	10.20am – 10.40am	12.00pm	1.15pm	3.15pm
Juniors	09.00am	10.40am – 11.00am	12.20pm	1.15pm	3.30pm
Nursery	09.10am		11.25am	12.50pm	3.05pm

3.3. Contact methods

- For absences, please telephone or email to inform school before 9.30am on the day.
- For 'quick' issues, you can communicate with staff at the end of the school day, by coming into school, telephone or email.
- If you wish to speak with a member of staff and need more than 5 minutes, please telephone or email to arrange an appointment.
- You can follow our school Twitter feed, which you can access from the front page of our school website. It is used to share school activities. Parents can also subscribe to emails via the school website.
- The PTA Facebook page is used to share PTA events and activities.
- Parental Consultations take place twice a year, during the autumn and spring terms. We offer a third consultation for parents to take up if they wish at the end of the summer term.
- 'Parentmail', a text messaging communication system, is used to communicate with parents.

3.3.1. Complaints procedure

Should you wish to make a complaint, please discuss it with the Head Teacher in the first instance. Our full Complaints Policy and Complaints Procedure can be found on our school website under 'Online Office'.

3.4. Prospectus changes

The School Handbook and the Foundation Phase Handbook are available on the school website under 'Online Office', and from the school office.

Amendments this year include:

- Update on staffing structure.
- Update on extra - curricular activities.

3.5. Language category

Glasllwch Primary School is an English medium school.

4. School life

4.1. Teaching & learning

4.1.1. Aims

- To provide a safe environment where everyone feels happy and secure.
- To teach a broad, balanced and appropriate curriculum, including the National Curriculum / Foundation Phase Curriculum, enabling all children to achieve their full potential.
- To provide a stimulating and challenging learning environment in order to develop each child's natural curiosity into a lifelong desire to learn.
- To develop each child's moral and spiritual well-being and to promote tolerance and mutual respect.
- To promote positive behaviour and independence.
- To foster in each child a positive self-image and high aspirations.
- To develop in each individual the skills, attitudes and beliefs needed to become lifelong learners and to promote a learning community.
- To develop in each child an awareness of their position in the wider world and their responsibility for global citizenship, beginning with caring for the local environment and considering issues of sustainability.
- To promote an active and healthy lifestyle through encouraging children to adopt a healthy diet and exercise.
- To promote the individuality of all our children ensuring equality of opportunity for all irrespective of race, religion, gender, ability, physical or sensory impairment or social background.
- To provide children with opportunities to develop bilingualism, encouraging the speaking, reading and writing of Welsh as well as the knowledge and awareness of their Welsh culture and heritage.
- To ensure the development of all staff in order to meet the demands of the school curriculum and to fully realise the potential of all those who work in and on behalf of our school.
- To work in partnership with children, parents, the local authority and the wider community.
- To ensure continuity and progression both within and across key stages including liaising with feeder schools.

4.1.2. Curriculum

4.1.2.1. Our approach to teaching children

The school aims to provide a balanced education. Although the Foundation Phase and National Curriculum are at the heart of the school's curriculum, the teaching and learning opportunities we provide for our children extend beyond that framework.

Nursery pupils are taught in two sessions; a morning or afternoon session. Each session is for 2 hours and 15 minutes with a Pupil Admission Number of 16 in each session.

Children in school are taught in single age year groups with no more than our statutory Pupil Admission Number (PAN) of 30 in each class.

The curriculum is planned and taught with a focus on the basic skills of literacy and numeracy. Skills are taught separately and then applied across all areas of the curriculum. Children's acquisition of these key skills is monitored, assessed and reviewed on an on-going basis.

4.1.2.2. Our priorities

- To teach children basic literacy skills: to read, write, speak and listen.
- To teach basic Maths and numeracy skills: to understand and apply mathematical concepts.
- To encourage children to become active learners in Science, Design Technology, Information Communication Technology, History, and Geography.
- To develop children's philosophical thinking and problem solving skills.
- To develop children's creative and artistic abilities in Music and Art.
- To help children fulfil their physical potential through Physical Education and games.
- To develop children's pride in their culture and heritage through the study of Welsh and History.
- To develop children as happy, independent, courteous people who are well-prepared for the challenges that face them, particularly the transition to secondary school.

4.1.3. Additional Educational Needs (AEN)

At Glasllwch Primary School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Phase (FP) pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The inclusion of children identified as having Additional Educational Needs is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

At Glasllwch Primary School, we aim to identify AEN as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Children identified as having an additional educational need are generally catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported by a teaching assistant, to enable them to access the classroom based curriculum or withdrawn to work in a specific intervention programme. This is funded from within the school's resources.

Children assessed as having greater additional needs may be allocated a statement whereby extra funding is provided by the Local Authority to enable the school to support this need.

- At the end of 2015/2016 there were 36 children on the Additional Educational Needs Register.
- Extra support was provided in line with the requirements of statements for 3 children.
- Children who have additional educational needs, but not a statement, continued to receive support from teaching assistants, either within the classroom or withdrawn as part of an intervention group.
- The Additional Educational Needs Co-ordinator (AENCo) was responsible for overseeing additional needs provision within the school and liaising with parents and outside agencies.
- The school AENCo attended training courses and update meetings to ensure the most recent and relevant information is implemented.
- The content of these courses was disseminated to all staff in a staff meeting.

4.1.4. Welsh

- One of our Higher Level Teaching Assistants (HLTA's), Mrs Logan, teaches Welsh throughout KS2 and coordinates Welsh throughout school.
- All staff continue to promote the use of incidental Welsh throughout school.
- We continue to focus on developing extended writing skills in Welsh at KS2 (Recommendation 3 Inspection Report March 2014).
- This recommendation is one of the priorities in our School Development Plan 2016 / 2017.

4.1.5. Religious Education

Religious Education is of a broadly Christian nature but the study of aspects of other faiths is also included. In addition, we aim to address the children's spiritual and moral needs and to encourage respect and consideration for others, irrespective of race, religion, disability or gender. The school is assisted in its Religious Education with regular visits from members of Trinity Church, Nant Coch Church and other ministers. All of these visitors deliver the subject in an interesting and popular way.

Schemes of work for Religious Education, alongside all subject schemes of work, have the skills identified in the Literacy and Numeracy Framework as well as Thinking and ICT skills as a key focus.

4.1.6. Sports

At Glasllwch Primary School the development of children's physical skills is supported through a number of initiatives. Play to learn in the FP, Dragon multi-skills in lower KS2, Newport Gwent Dragons Gateway rugby and football coaching in Years 4 and 6, Hockey in Year 5, PESS Dance and PESS Gymnastics across the school, swimming in Year 3 or Year 4.

Extra-curricular clubs for sport include: rugby, football, netball, dance, cricket, multi skills and tennis.

Achievements in sport this year include:

- The boys' cricket team took part in the Newport Schools' Kwik Cricket Tournament. All 16 boys that participated had a great day.
- The girls' tennis team played in the South Wales Final of the mini green tennis tournament at David Lloyds. They played really well, reaching the final and narrowly losing out to Howells School.
- Pupils who attended Dance Club took part in the Newport Schools Dance Festival at The Riverfront Theatre. They gave excellent performances.

4.1.7. How children learn

Glasllwch Primary School is a learning community where 'Learning to Learn' lies at the heart of effective teaching and learning. We are committed to providing all children with the opportunity to develop thinking strategies across the curriculum. We encourage all children to think reflectively, critically and creatively about their learning and to demonstrate independent and cooperative learning skills. Our approach to learning generates high levels of achievement, and excitement and enthusiasm for learning.

The staff use a range of tools to support children's learning; these include the 'Habits of Mind' and 'Thinking Maps'. Further information can be found on our school website under 'Our School', 'Thinking School'.

4.1.8. Pupil participation

Our school values the views of all its members. Learning is enhanced by exploring the thoughts and feelings of our pupils. Pupil participation is embedded in all aspects of school life. We provide children with opportunities to contribute to school improvement because we believe listening to them is fundamental to their wellbeing.

We aspire to enhance each child's self-esteem by providing a safe and secure environment in which they feel confident to take risks and strive to reach their full potential. Through recognising and celebrating achievement, we encourage every child to view themselves as a successful individual.

We believe that engaging our children in 'learning about learning' enables them to develop a deeper understanding of themselves as learners and therefore equips them with a greater capacity to learn. Our school ethos and the positive relationships established within our school community promote the value of learning and create a desire for children to become lifelong learners.

Developments in Pupil Participation this year:

- At the beginning of each term pupils in all year groups were asked what they wanted to learn about the projects they were covering, how they wanted to learn and how they wanted to record their findings. Feedback was then planned into the curriculum, developed and adapted as the term progressed.
- Pupil Voice consultation activities included:
 - using the Estyn pupil questionnaire to audit pupils' views about school
 - using 'Reflection Questions' with pupils to review their school year
- Pupil participation groups – Learning Squad, School Council and Eco Committee were actively involved in school improvement projects and researching aspects of learning.
- The Learning Squad has been involved in the 'Children as Researchers' (CARs) project, carrying out independent research projects and sharing projects with other schools across Newport.
- Research projects fed into the School Development Plan.
- Super Ambassadors and Year 6 hosted a live webinar with Sally Holland, the Children's Commissioner for Wales.
- Super Ambassadors presented at the Newport Schools Pupil Participation sharing event.
- UNCRC is planned into areas of the curriculum enabling pupils to read and understand the rights set out by UNCRC.
- 'Bullies Out' provided training for our 'Playground Pals' who are our peer mediators.
- Pupil Participation continues to be an excellent aspect of school life.

4.1.8 Equalities

The following equalities statement is included in all policy documentation:

'We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong

learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.'

Developments in 'equalities' this year:

- A member of the 'visually impaired' service worked with identified pupils.
- All pupils took part in a designated multi-cultural week.

4.1.9. Well-being

- Children in Reception to Year 6 took part in the PASS survey (Pupils Attitudes to Self and School). Data was analysed and pupils' / cohorts identified for support with raising self-esteem, confidence and preparedness for learning.
- All children are encouraged to bring healthy snacks for playtime – fruit or vegetables.
- All children have drinking water available throughout the day.
- Lunch boxes are encouraged to be a healthy balance of essential food groups.
- Milk is given to all children at Foundation Phase. (A Welsh Government initiative).
- Games, P.E. and outdoor activities take place according to the Foundation Phase, National Curriculum and projects.
- SNAG set up and ran their 'Fruity Friday' initiative.
- Eco Council successfully led the school through the Platinum Award Assessment.

4.1.9.1. Safety

Our first priority is to provide a safe and happy environment for our children and staff. Security is maintained by means of a buzzer entry system and locks on all doors. Locks can be opened by children in the case of an emergency. All visitors must sign in on their arrival at the school and sign out when leaving. Children leaving school during the school day must be signed out by the collecting adult.

The main school drive gates are locked during the school day and vehicle entry is regulated by a remote entry system from the School Office.

Timed fire drills are carried out each term to ensure that staff and children are trained in the correct procedures.

4.2. Community

At Glasllwch Primary School we provide children with opportunities to experience and become aware of life outside school. This includes our immediate environment, the immediate and wider community and the world of work, business and industry. We recognise the importance of having close links with the community, local businesses, industries and our environment and have incorporated these into the curriculum.

4.2.1. School trips

Nursery	Cefn Mably Farm
Reception	Cefn Mably Farm, Newport Wetlands, Jews Wood
Year 1	Cefn Mably Farm, Newport Wetlands
Year 2	Cefn Mably Farm, Cardiff Castle
Year 3	Bristol Zoo, Tredegar House, Nant Coch Church
Year 4	Cadbury World, Tredegar House, Nant Coch Church
Year 5	Big Pit, Cardiff Bay, Duffryn High – transition concert and Jam pod, Eden Centre, Nant Coch Church
Year 6	Hilston Park, bowling and lunch (funded by P.T.A), Caerleon, Transition High Schools, Eden Centre, Civic Centre – question time with The Mayor

4.2.2. Community involvement

Activities this year:

- The police visited all year groups to talk on a range of topics: Friend or Foe, Internet Safety, Sticks and Stones, Right or Wrong.
- Fire safety officers worked with Years 2 and 6 on fire safety.
- The school nurse worked with FP and Year 6 on health and hygiene.
- School nurse carried out Reception growth and vision screening.
- Hearing tests were held for Reception children.
- Year 3 took part in a multi skills festival at Newport International Sports Village.
- Gateway rugby and football coaches continued to work with Years 4 and 6.
- Year 5 and 6 pupils took part in Newport Athletics Tournament.
- Mr Jones, Miss Cornelius, Mrs Logan and Year 6 spent a fabulous week in Hilston Park, climbing, problem solving, canoeing and orienteering. The children were excellent, a real credit to Glasllwch.
- Head over Heels worked with Reception every week for the autumn term developing gross motor skills.
- The Owl Sanctuary visited Foundation Phase.
- Trinity Church members and Vernon Jones took FP and KS2 assemblies fortnightly.
- Years 5 and 6 participated in a series of 'Bible Explorer' lessons delivered by members of Nant Coch Church.
- Members of Nant Coch Church worked with Years 3 and 4 in a lunch time club.
- Years 3, 4 and 6 visited Nant Coch Church to take part in a variety of activities.
- Mrs Jackson took pupils from Year 6 to St Woolos Cathedral to take part in the Holocaust Memorial Day Service.
- All pupils participated in multicultural week in school.
- More Able and Talented (MAT) pupils in maths in Year 6 worked with Duffryn High School.

- The whole school enjoyed the pantomime, 'Cinderella' at school.
- All children watched a science based production by Kinetic Theatre.
- Y 5 visited the Jam Pod at Duffryn High School and took part in singing and ukulele workshops at Glasllwch as part of the Glasllwch / Duffryn transition project.
- Chicks were hatched in Reception. The pupils thoroughly enjoyed looking after them and they were an excellent stimulus for literacy and maths work.
- We celebrated World Book Day with a special assembly. The pupils came to school dressed as their favourite character from a book and became authors and illustrators of their own books.
- Harvest assemblies were very well attended by parents and friends. Each class contributed hymns, songs, poetry, dance or drama.
- Year 6 took part in a project to develop numeracy skills through music and creativity. The project was part of our work with our partner 'Green Peer Review Schools', Langstone Primary in Newport and Maendy Primary in Cwmbran.
- Year 6 celebrated their time in Glasllwch with a super leaver's concert followed by bowling and lunch paid for by the PTA.
- A reading meeting was held for Reception parents.
- A transition meeting was held for Year 3 parents.
- Pupils from Bassaleg, Duffryn, St. Joseph's schools undertook two weeks work experience.
- Mrs Jones visited local nurseries to discuss incoming pupils.
- The new reception intake parents evening was held.
- Tracy Paddon from Newport Library talked to the children about the summer reading scheme.
- Ian Macintosh from 'Superstars' carried out taster sessions to promote the holiday club.
- Superstars club took place during the Easter and summer holidays.
- Colorfoto took individual portraits class and group photographs.

4.2.3. Plans for next year

- The police will be visiting all year groups
- Fire safety officers will be working with years 2 and 6.
- (Further activities will be planned throughout the year.)

4.2.4. Events

- Children performed in front of parents at Harvest and in concerts.
- The Christmas productions, 'The Magical Christmas Tree' (Nursery), 'A Special Kind of Present' (FP) and 'The Wizard of Oz' (KS2) received excellent reviews.
- The 'Orchestra Extravaganza' showcased superb musical talent.
- All year groups participated in Black History month.
- We held a very successful St. David's Day Eisteddfod. The children came to school in a range of Welsh costumes and we celebrated with music, drama, poetry recitals and songs. The children sparkled in their performances and the hall looked stunning, decorated with the children's competition entries. Throughout the week, the children were immersed in Welsh heritage and culture.
- Year 6 performed a concert to the rest of the school as a result of working with Upbeat Music in the maths / music creative project.

4.3. Facilities

Our school building and grounds are maintained by Mr Cullen, our Premises Manager. Mr Cullen is supported through service level agreements for: Grounds Maintenance; Property Services; and Cleaning.

4.3.1. Buildings

Work funded through the school budget:

- Outdoor learning further developed to house the chickens.
- Years 5 and 6 classrooms refurbished; decorated and carpeted.
- New flooring on FP communal area.
- Chubb annual security inspection.
- PAT testing.

Work funded through the L.A:

- Site survey – Atlas.

4.3.2. Outdoors

- Resources have been purchased for the outdoors in FP to replace broken and dated resources.

4.3.3. Information Technology

- Resources purchased to further develop ICT skills
 - 15 chrome books in FP
 - 15 extra iPads in FP
 - 3 x iPad charging units
 - Interactive Whiteboard in Year 3 replaced with interactive TV

4.3.4. Toilets

There are boys' and girls' toilets situated in each area of the building, as follows:

AREA	Cubicles	Urinals	Basins
Nursery	2	-	2
Foundation Phase Girls	4	-	4
Foundation Phase Boys	3	1	4
Lower Junior Girls	3	-	3
Lower Junior Boys	4	1	3

Upper Junior Girls	3	-	3
Upper Junior Boys	4	1	3

We also have three staff toilets, one of which is a multi-purpose toilet with disabled access.

Toilets are cleaned daily by our cleaning staff. Any accidents throughout the day are dealt with by school staff.

5. Performance

Our target performance for both Foundation Phase (Year 2) and Key Stage 2 (Year 6) is based on knowledge of the children, test data, teacher assessments and information from educational plans.

The school's actual performance is measured by teacher assessment in Year 2 and Year 6, in May and June respectively. Attainment in Years 2 to 6 is also measured by the Welsh Government's National Tests. We analyse all the results, identify areas that need improvement and feed them into our school development plan.

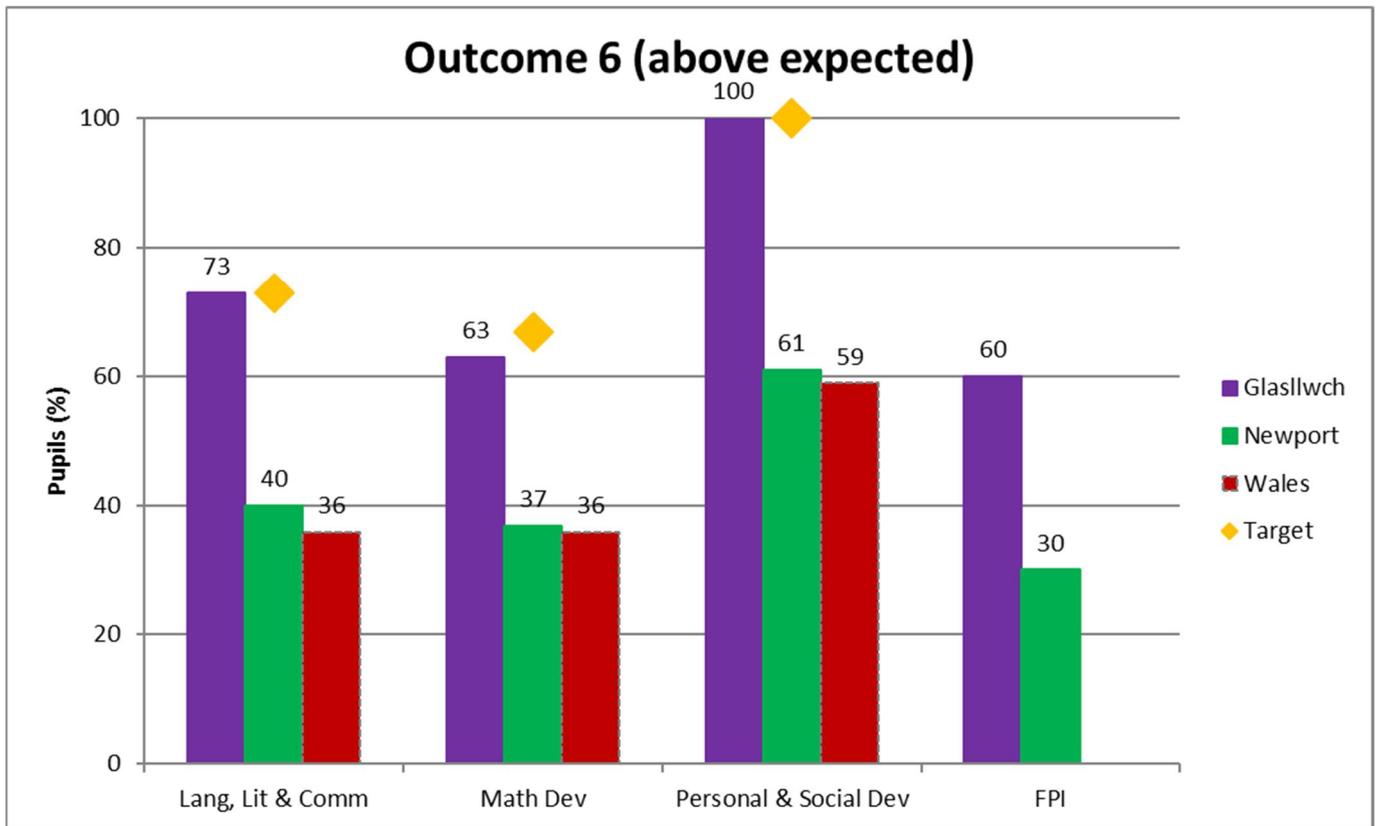
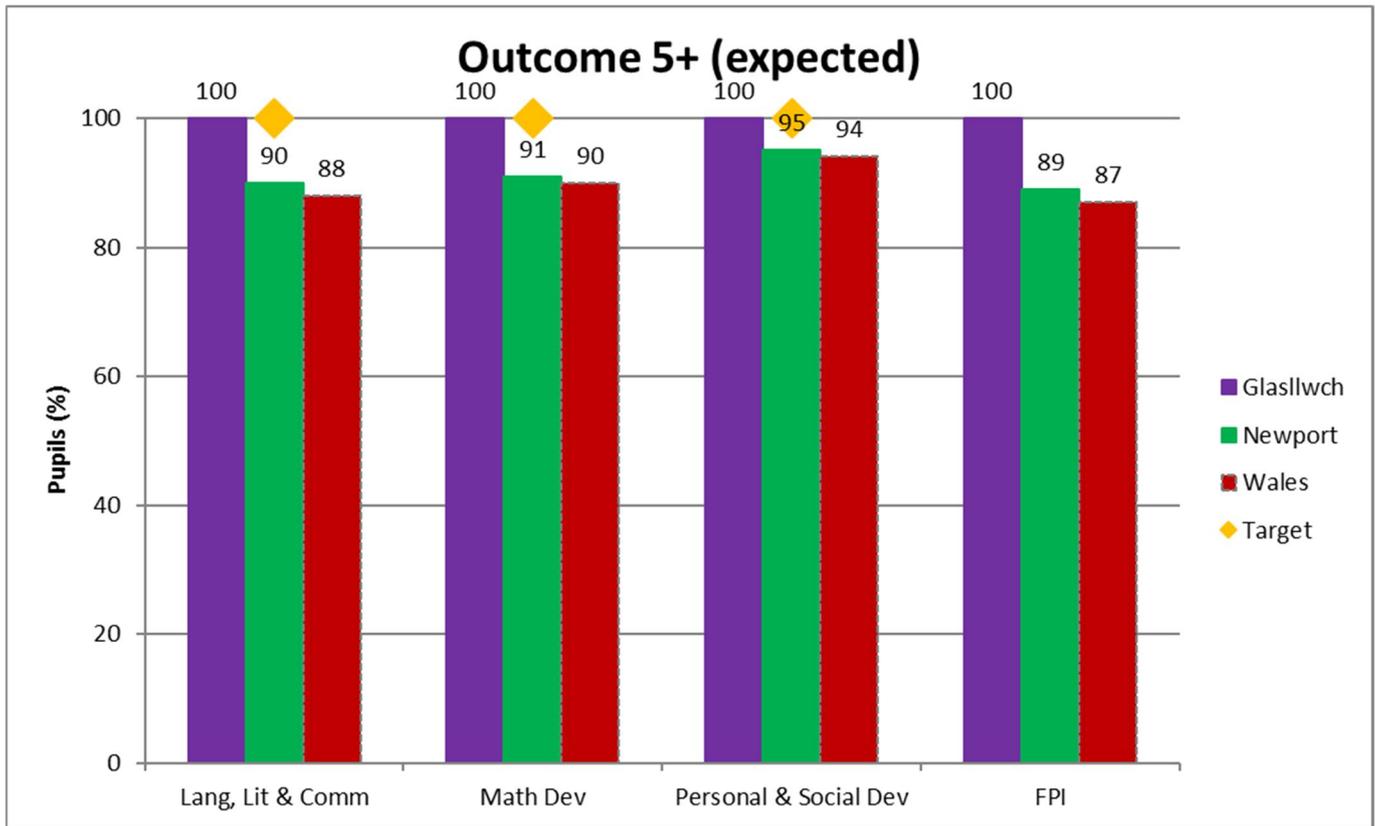
You can find further information about performance, and the school in general, on the "My Local School" website at <http://mylocalschool.wales.gov.uk/school.htm?estab=6802039>.

5.1. Foundation phase

Standards in Foundation Phases are measured by 'Outcomes'. The expected outcome for a pupil leaving Year 2 at the end of Foundation Phase is 'Outcome 5'. The above-expected outcome is 'Outcome 6' – the highest possible.

The charts below show how we performed for the three subject areas: Language Literacy and Communication, Mathematical Development and Personal and Social Development. It also shows performance for the Foundation Phase Indicator (FPI), which is the percentage of pupils achieving either Outcome 5 or Outcome 6 in all three subject areas. You can see our performance compared to the Newport and Wales averages, and you can also see our target.

At Outcome 5, we attained or exceeded our performance targets in all areas. At Outcome 6, we attained or exceeded our performance targets in LLC and PSD but not in MD.



The table below shows our results for 2014-2015 and 2015 – 2106.

Foundation Phase Teacher Assessments Summary

Foundation Phase subjects and combined indicator

Pupils achieve the Foundation Phase indicator by attaining outcome 5 or above in Language, literacy and communication, Mathematical development and Personal and social development (Teacher Assessment)

Percentage of pupils achieving outcome 5+

	School Data						Comparative Data					
	Pupils	2016 Boys	Girls	Pupils	2015 Boys	Girls	2016 Newport			2016 Wales		
							Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	100	100	100	100	100	100	90	87	95	88	84	92
Mathematical Development	100	100	100	100	100	100	91	89	94	90	87	93
Personal and Social Development	100	100	100	100	100	100	95	93	98	94	92	97
Foundation Phase Indicator	100	100	100	100	100	100	89	85	93	87	83	91

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	Pupils	2016 Boys	Girls	Pupils	2015 Boys	Girls	2016 Newport			2016 Wales		
							Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	73	82	68	74	53	94	40	36	45	36	31	42
Mathematical Development	63	64	63	74	73	75	37	39	36	36	36	36
Personal and Social Development	100	100	100	94	87	100	61	53	71	59	50	68
Foundation Phase Indicator*	60	64	58	65	53	75	30	29	32			

* 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.

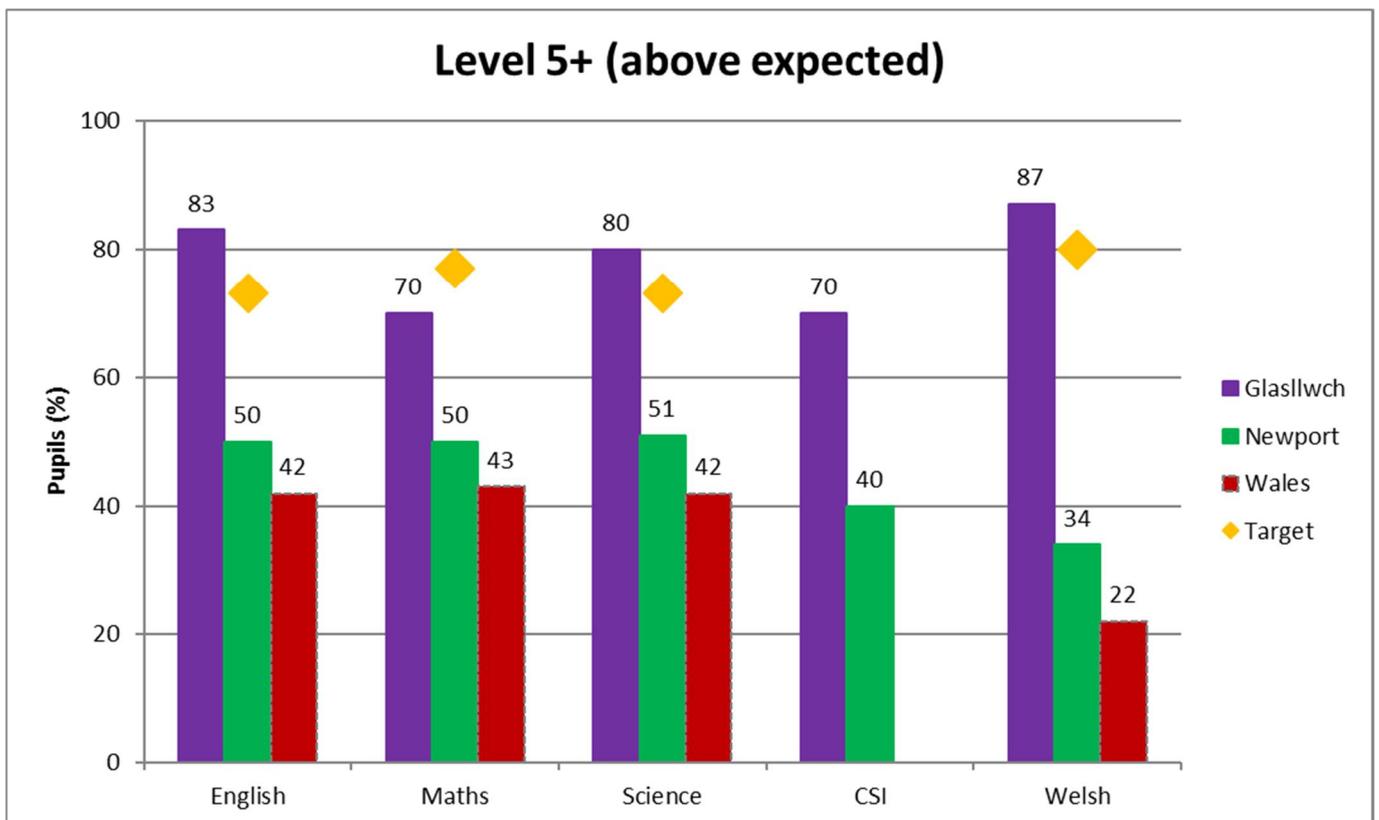
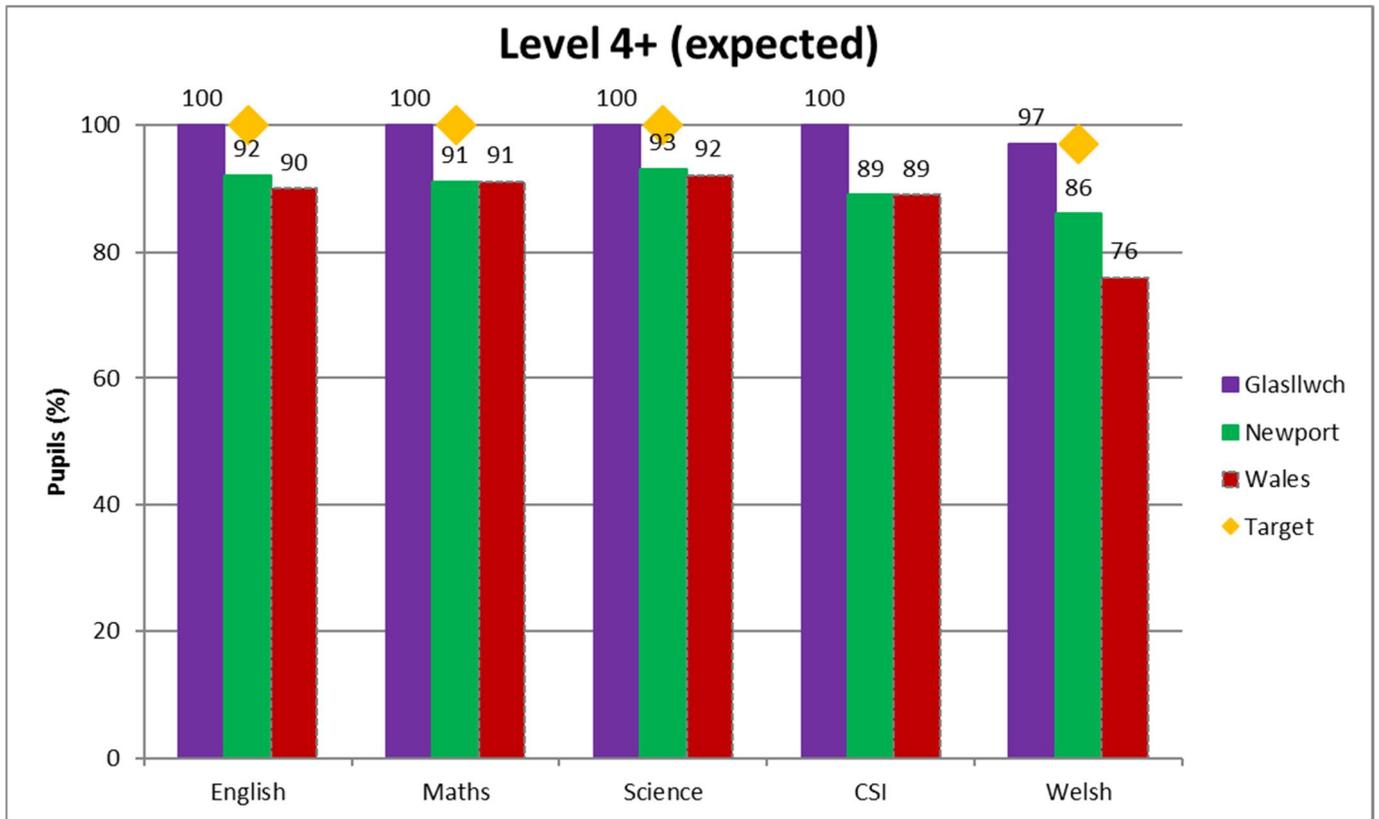
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5.2. Key Stage 2 (KS2)

Standards in KS2 are measured by National Curriculum 'Levels'. The expected level for a pupil leaving Year 6 at the end of KS2 is 'Level 4'. The above-expected level is 'Level 5'.

The charts below show how we performed for the three core subjects – English, Maths and Science – and for the Core Subject Indicator, which is the percentage of pupils achieving either Level 4 or Level 5 in all three core subjects. It also shows our performance in Welsh, which is not a core subject. You can see our performance compared to the Newport and Wales averages, and you can also see our target.

At Level 4, we attained our performance targets in all subjects. At Level 5, we attained or exceeded our performance targets in all subjects except Maths.



The table below shows results for 2014-2015 and 2015 - 2016.

Key Stage 2 Teacher Assessments Summary

Core subjects and CSI

Pupils achieve the CSI by attaining a level 4 or above in each of English/Welsh First Language, Mathematics and Science (Teacher Assessment)

Percentage of pupils achieving level 4+

	School Data						Comparative Data					
	2016			2015			2016 Newport			2016 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	97	100	95	93	95	91	86	83	89	78	73	83
English	100	100	100	93	95	91	92	89	94	90	88	93
Mathematics	100	100	100	93	95	91	91	90	93	91	89	93
Science	100	100	100	100	100	100	93	92	94	92	90	94
CSI	100	100	100	90	89	91	89	86	91	89	86	91
Reading, Writing and Mathematics	100	100	100	87	84	91	85	81	89	84	79	88

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2016			2015			2016 Newport			2016 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	87	82	89	53	63	36	34	29	40	22	17	28
English	83	82	84	67	68	64	50	44	55	42	36	48
Mathematics	70	82	63	57	63	45	50	50	49	43	44	43
Science	80	82	79	63	68	55	51	50	53	42	41	44
English, Mathematics and Science*	70	82	63	57	63	45	40	38	43			
Reading, Writing and Mathematics	70	82	63	50	53	45	34	29	40			

* 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.

5.3. Attendance

Our attendance target for the year was 96%; we exceeded our target with 96.19% attendance. Absences in the autumn and spring terms were mainly due to illness, while those in the summer term were mainly due to holidays.

	Attendance (%)	Authorised absence (%)	Unauthorised absence (%)
Autumn	96.84	3.12	0.04
Spring	96.00	3.6	0.4
Summer	95.7	3.66	0.64
Whole year	96.18	3.46	0.36

Our attendance target for the 2016/2017 year is 96.5%.

6. Development

Every year, the staff and governors prepare a School Development Plan with the intention of raising standards and improving performance. The factors that influence the development plan are:

- The vision we have for our school
- Progress made in our Post – Inspection Action Plan
- On-going whole school self – evaluation and action planning
- Our long-term school improvement programme (three year plan)
- Subject Leaders reviews from last year
- Data analysis identifying the need for improvement in specific areas
- Government initiatives
- LA initiatives
- School initiatives
- Need for building maintenance
- Results of risk assessments.

6.1. Progress in the past year

This section lists the targets that were identified in last year’s development plan, what progress was made on each, any problems that arose, and whether it is completed or still being progressed.

Target	Progress
<p>To raise standards in writing in literacy and across the curriculum throughout the school, with particular focus on spelling, handwriting and presentation. (Recommendation in Inspection Report March 2014)</p>	<ul style="list-style-type: none"> • Teacher Assessments for writing took place in all year groups. • Standards of writing across school are excellent as a result of the continued focus on writing over the last few years. (Inspection Report 2014, HT monitoring, Peer Review). • 100% pupils in Foundation Phase, Y2, attained O5+ in Language, Literacy and Communication at the end of the year. • We exceeded our Local School Target – To attain 45% O6 in writing – 55% attained O6. • 73% pupils in Y2 attained O6 in Language, literacy and Communication (oracy, reading and writing) at the end of the year maintaining standards - 74% in 2015. • We exceeded our Local School Target – To attain 73% boys O6 in reading - 82% boys attained O6. • 100% pupils in Y6 attained L4+ in writing compared with 87% 2015. • 80% pupils in Y6 attained L5+ in writing compared with 50% in 2015. • 10% pupils attained L6 in writing. • We exceeded our challenging target set of 67% L5’s in writing. • We met our Local School Target – To attain challenging target of 74% girls attaining L5 in writing. 1 girl attained L6. • Opportunities for pupils to write for a variety of purposes in a range of styles are planned for (planning scrutiny).

Target	Progress
	<ul style="list-style-type: none"> • Opportunities to develop handwriting and presentation skills are planned for. • Skills from LNF form the basis of all –planning. • Pupils across school are given opportunities to write at length in a range of forms for a variety of purposes. • Whole school strengths and areas for development were disseminated to all staff following Raising Attainment Group (RAG) meetings. • Whole staff moderation session took place to ensure accuracy, consistency and progression in standards in writing. • Cluster moderation took place to ensure consistency across schools. • We continue to evaluate planning to ensure skills from LNF are taught in literacy before being applied across the curriculum - on-going. • An increase in interactive, multimedia stimuli continues to have a positive impact on pupil's motivation to write. • NESSY (a support programme for teaching spelling) continues to have a positive impact on standards in spelling (Teacher Assessments). • Support programmes for identified pupils, run by TA's, have a positive impact on raising standards. • As a result of whole school self-evaluation our SDP priority for Literacy 2016 / 2017 is: To maintain standards in literacy focusing on reading strategies and resources, presentation and handwriting. (Estyn focus on presentations and handwriting).
<p>To raise standards in mathematics throughout the school and in the application of numeracy across the curriculum (Recommendation in Inspection Report March 2014 and National Priority)</p>	<ul style="list-style-type: none"> • National Numeracy Tests were taken by pupils from Y2 – Y6. • Teacher Assessments for maths took place in all year groups. • 100% pupils in Foundation Phase, Y2, attained O5+ in Mathematical Development at the end of the year - maintaining standards – 100% 2015. • 63% pupils attained O6 compared with 74% in 2015. • We just missed our challenging target of 67% (1 pupil). • We just missed our Local School Target – To attain the challenging target of 67% girls attaining O6 in MD. • 100% pupils in Y6 attained L4+ in maths compared with 93% 2015. • 70% pupils in Y6 attained L5 in maths compared with 57% in 2015. • We missed our challenging target of 77% by 2 pupils. • We attained our Local School Target – To attain 100% pupils L4+ in maths. • Whole staff moderation session took place to ensure accuracy, consistency and progression in standards. • Cluster moderation sessions took place to ensure accuracy, consistency and progression in standards. • Staff attended appropriate INSET. • Support programmes for identified pupils, run by TA's, have a positive impact on raising standards. • Skills from LNF form the basis of all –planning. • 'Lifting the lid' projects are having a positive impact on numeracy across the curriculum. • Pupils across school are given opportunities to apply skills and knowledge

Target	Progress
	<p>of mathematical concepts in a range of contexts.</p> <ul style="list-style-type: none"> • Skills are taught in maths lessons before being applied across the curriculum. • Tasks are differentiated to challenge and support pupils effectively. • We continue to evaluate planning to ensure skills from LNF are taught in maths lessons before being applied across the curriculum - on-going. • NQT's attended EAS NQT training to support teaching and learning in numeracy. • RC, maths subject leader, attended EAS training and network meetings.
<p>To ensure policies, practices, systems and procedures are in place in order to develop staff roles and responsibilities within school.</p>	<ul style="list-style-type: none"> • All staff have clear roles and responsibilities. • Middle leaders have received training and participated effectively in whole school self - evaluation. • All staff and governors belong to a team (revised according to Donaldson 'Successful Futures') and work together to carry out self-evaluation. Experienced staff work alongside less experienced staff to upskill. • NQT's successfully completed their NQT year, with good to excellent standards, as a result of the support and guidance of school based mentors.
<p>Teaching and Learning: To maintain the good / excellent standards in teaching and learning across school.</p>	<ul style="list-style-type: none"> • The Excellence in Teaching Framework (ETF) continues to be used as a tool for monitoring and evaluating the quality of teaching and learning in school. • It is an effective on line tool which is being used by all staff to self – evaluate teaching and learning and by SLT to monitor teaching and learning. • Results of HT monitoring across school as part of teachers Performance Management continues to be very positive.
<p>To raise standards in writing in Welsh Second Language in Upper KS2 ((Recommendation in Inspection Report March 2014):</p>	<ul style="list-style-type: none"> • Teacher Assessments for Welsh took place in Year 6. • 97% pupils in Y6 attained L4+ compared with 93% in 2015. • Challenging target met. • 87% pupils in Y6 attained L5 compared with 53% in 2015. • Challenging target of 80% exceeded. • We exceeded our Local School Target of 70% girls attaining L5 in Welsh 2nd language writing – 94% girls attained L5. • Whole school strategies are embedded across school – welsh word /phrase of the week, Helpwr Heddiw – a pupil in each class identified as being the Welsh 'go to ' person for the day. • Mr Jones and Criw Cymraeg, led by C. Logan, take Welsh assembly every week. • Criw Cymraeg choose pupil of the week, a pupil who has been noted as using Welsh around school, and they are presented with a certificate. • Criw Cymraeg choose phrase of the week for the pupils to use. • C. Logan chooses phrase of the week for all staff to use. • Welsh words and phrases are used by Radio Club. • Tracking of pupil attainment is carried out by C. Logan and all teachers.

Target	Progress
To further develop school governance.	<ul style="list-style-type: none"> • Governors attended EAS update training. • Governors worked with all staff on whole school self - evaluation and to identify SDP priorities. • The work of governors has been shared across the EAS as 'excellent practice'.

6.2. Plan for this year (2016/17)

This section lays out the priorities that have been identified as this year's development plan.

Target	Details
To maintain standards in literacy focusing on reading strategies and resources, presentation and handwriting. (Estyn focus on presentation and handwriting)	<ul style="list-style-type: none"> • To attain the challenging target 100% O5+ LLC • To attain the challenging target of 65% boys O6 reading (Local school target) • To maintain quartile position 1 in National Reading Tests at 116+ • To attain the challenging target 93% pupils L4 English • To attain 53% boys L5 Reading - 8 boys – 4 boys (including 1 SA+) (local school target) • To audit reading resources for individual and guided reading across school • To purchase reading resources as identified from audit • To develop literacy pathway projects using rich texts • To implement responding to reading strategies as a result of EAS training resources • To improve the overall standard of handwriting and presentation across the whole school
To raise standards in writing in Welsh Second Language in Upper KS2 (Recommendation in Inspection Report March 2014):	<ul style="list-style-type: none"> • To attain the challenging target 90% L4+ • To attain the challenging target 69% L5 • Self-evaluation of Welsh language packs will enable staff to identify opportunities for free writing in projects – using language patterns taught • All staff will receive INSET on developing writing skills in Welsh 2nd Language • Strengthen links between school and the community and other schools using ICT • To develop Guided Reading • To raise standards through the use of Welsh Packs • As a result of standardisation and moderation processes, all staff will be aware of levelness in Welsh 2nd language in oracy, reading and writing
To raise standards in mathematics throughout the	<ul style="list-style-type: none"> • To attain the challenging target of 97% pupils O5+. • To attain the challenging target of 76% boys O6 MD – (local school target.) • To attain the challenging target of 97% pupils attaining L4+.

Target	Details
<p>school and in the application of numeracy across the curriculum (Recommendation in Inspection Report March 2014 and National Priority).</p>	<ul style="list-style-type: none"> • To attain the challenging target of 93% boys attaining L4+ - 5 boys maths intervention (local school target) • To attain challenging target L5 for all pupils KS2– 76%. • To ensure an appropriate emphasis on oral work developing pupils mental strategies. • To ensure emphasis on development of pupil knowledge of number facts and application of these within written methods. • To maintain and further develop planning for numeracy across the curriculum enabling pupils to develop, transfer and demonstrate acquisition of appropriate skills. • To maintain and further develop opportunities are maximised for pupils to apply their numeracy skills across the curriculum. • To maintain focus on the application of numeracy skills and reasoning within problem solving activities. • To audit maths resources for class and whole school use. • Purchase maths resources as indicated by audit.
<p>To raise standards in Science across the school, with a particular focus on investigative skills and the development of numeracy via a project based approach.</p>	<ul style="list-style-type: none"> • To attain 97% at expected level and 76% at expected level plus 1 in science teacher assessments 2017. • To attain 100% girls L5 – 2 girls eFSM – target teaching. (Local school target) • To attain 53% boys L5 – 1 boy eFSM – target teaching. • To ensure that science schemes of work contain a significant amount of investigative work. • To ensure that adequate resources are in place to support the science curriculum. • To identify opportunities for the application of numeracy skills in science. • To develop science projects (year 6 initially) in line with EAS contextual project • To provide opportunities for CPD for identified staff. • To develop consistency in teacher assessment of science.
<p>To raise standards in ICT across the school, with a particular focus on developing the ICT Skills Framework and the Digital Competence Framework.</p>	<ul style="list-style-type: none"> • To develop the role of the ICT Leader within school, ensuring appropriate training is accessed. • To ensure the ICT Skills Framework is used consistently across the school, from Nursery to Year 6 • To ensure the DCF is implemented effectively within school, to ensure children are developing as digitally competent learners • To further promote e-safety across the school, working towards achieving e-safety award. • To promote collaborative working across the school for both pupils and staff. • To develop ICT links with parents, including the use of email, surveys and shared learning platforms. • To develop consistency in teacher assessment of ICT. • To set up Google Education Account so that all staff and pupils can access

Target	Details
	<p>Google Education.</p> <ul style="list-style-type: none"> • To develop the role of Digital Leaders within school.
<p>Teaching and Learning: To maintain the good / excellent standards in teaching and learning across school.</p>	<ul style="list-style-type: none"> • For staff to be able to identify and agree what adequate, good, excellent lessons look like • The ETF will be used by all staff as a tool for self - evaluating their own teaching and learning and to support their own professional development needs • The ETF will be used by SLT to monitor the quality of teaching and learning across school • Staff will have opportunity to observe good / excellent lessons within school and in peer review schools • NQT will attend NQT training and development programme in Newport to ensure the quality of their teaching is at least good.
<p>To ensure policies, practices, systems and procedures are in place in order to develop staff roles and responsibilities within school.</p>	<ul style="list-style-type: none"> • Develop the roles of middle leaders with a specific focus on effective school self – evaluation (Literacy, Numeracy and ICT/DCF) • Ensure all staff are in a team and actively involved in whole school self-evaluation; less experienced staff working alongside experienced staff • Ensure NQT is familiar with whole school policies, practice and procedures with a particular focus on safeguarding, health and safety, AEN, security, teaching and learning • Ensure NQT is effectively mentored and supported in order to attain good / excellent standards in teaching and learning. • Provide in school training to support NQT in achieving the Teaching Standards. • Implement the ETF Performance Management tool to ensure all staff are involved in their own performance management with opportunities to effectively achieve their objectives.
<p>To maintain a consistent approach to Assessment, Reporting, Recording; developing the skills of new staff to school.</p>	<ul style="list-style-type: none"> • Review use of Assessment Manager to ensure it is effective as a tool for target setting, pupil tracking and data analysis at Foundation Phase, in line with the Foundation Phase Profile and the new Foundation Phase Outcomes • Refine use of intervention tracking document to evaluate the progress made by pupils identified on MAT list • Monitor and evaluate L2L and AfL strategies across school • Ensure a consistent approach to standardisation and moderation in the core subjects across school • Raise awareness and understanding of WG verification process • Ensure a consistent and progressive approach to peer and self-assessment across school • Develop use of FP profile in Nursery, Reception and Year 1. • To develop our use of National Test diagnostic materials to identify areas of focus for teaching • To ensure effective use of Closing-the-Gap marking across school. • To develop our use of National Test diagnostic materials to identify areas of focus for teaching.

Target	Details
To continue to develop school governance.	<ul style="list-style-type: none"> • Governors to attend EAS update training as appropriate. • Governors to work with all staff on whole school self - evaluation and to identify SDP priorities. • To share the work of governors across the EAS as 'excellent practice'.

6.3. Targets for this year (2015/16)

This section describes the targets which have been agreed with the Local Authority. These targets have to be specific, measurable, achievable, realistic and time-bound (S.M.A.R.T.).

6.3.1. Foundation Phase

- To attain the challenging target of 65% boys O6 in reading. 3 boys to receive reading intervention. School to purchase resources to inspire boys to read.
- To attain the challenging target of 76% boys O6 MD. 3 boys to receive maths intervention and target teaching. School to purchase 'Mathletics as a home school resource for MD.
- To maintain quartile position 1 in National Reading Tests at 116+ through whole class 'responding to reading' activities.

6.3.2. Key stage 2 (KS2)

- To attain the challenging target set of 53 % boys L5 reading - 8 boys. 4 boys - (including 1 SA+) to receive target teaching in 'response to reading' activities. School to purchase resources to support Guided Reading in school and reading at home. New resources aimed at engaging boys in reading to be purchased.
- To attain the challenging target set of 93% boys attaining L4+ maths -5 boys - (including 1 statement and 3 SA+ pupils) to receive maths intervention. School to purchase 'Mathletics' to support home school learning.
- To attain the challenging target of 100% girls L5 science - 2 eFSM girls to receive target support.

6.4. Plan for future years

This section outlines targets to be addressed after this coming year: in 2017/18 and beyond.

Target Area	Details
Literacy	<ul style="list-style-type: none"> • To maintain standards in literacy focusing on reading and writing strategies and resources.

Target Area	Details
Maths	<ul style="list-style-type: none"> To raise standards of numeracy throughout school with a particular focus on problem solving and reasoning.
Improving Teaching For Learning	<ul style="list-style-type: none"> To ensure the consistency of excellent teaching and learning throughout school. Develop the use of the ETF as a tool for referencing excellent teaching and learning.
Leadership	<ul style="list-style-type: none"> Develop middle leaders roles and responsibilities.
ICT	<ul style="list-style-type: none"> Review and update hardware Review and update programmes used Develop ICT skills across the school Review and address training needs.
Leadership	<ul style="list-style-type: none"> Governor involvement.
Assessment Manager	<ul style="list-style-type: none"> Refine use of Assessment Manager (AM) for target setting and progress tracking across school Review use of AM as an intervention tracking document Develop tracking of Reception, nursery using FP profile.

7. People

7.1. Children

7.1.1. Class sizes

The number of children on the school roll as of 20/07/2016 is:

Class	Teacher	Number of pupils
Nursery	Miss S. Martin	16 full time equivalent
Reception	Mrs Jones	30
Year 1	Miss Edwards	30
Year 2	Miss Summers	30
Year 3	Mr McGuckian	30
Year 4	Miss Jenkins	30
Year 5	Mr Jones	30
Year 6	Miss Cornelius	30
	Total	226

7.1.2. Year 6 leavers

The children who left Year 6 in July 2016 moved on to the following schools:

School	Bassaleg	St. Joseph's	Caerleon	John Frost	Rougemont
No. of children	11	3	10	5	1

7.2. Parents

The partnership between home and school is essential if children are to flourish and reach their full potential. The effectiveness of our relationship has been clearly shown through academic attainment, children's all round achievements, Estyn Inspection Report, feedback from the Education Achievement Service (EAS), comments from visitors and when we take children out of school on visits and through having a school full of happy children.

Parental involvement this year has included:

- Supporting children with homework to ensure targets are met and standards maintained.
- Working in classes to support staff with teaching and learning.
- Helping out on school trips.
- Transport and support with sporting activities and music.
- P.T.A. activities, organising and supporting events to raise money for school, including:
 - Autumn BBQ;
 - Car boot sales – October, March, April, May;
 - FP and KS2 cinema nights;
 - Ladies night
 - Christmas fete
 - Summer fete

Money raised by the P.T.A. has been used to purchase:

- Football equipment £169.94
- Picnic benches £1188
- Classroom resources £1000
- New reading books £900
- Leavers' books £88.90
- Leavers' trip £211.50

7.3. Staff

The following table shows the roles and responsibilities of each member of staff for the year 2015/16:

Name	Roles	Responsibilities
Chris Jackson	Head teacher SLT	<ul style="list-style-type: none"> · Internal organisation and management · Local management of school budget · Staffing · Staff development · Performance management · Child protection coordinator · Curriculum development · Communication and culture team leader · Monitoring and evaluation · Premises manager

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> · Key holder · Risk assessment · Health and safety · Equal opportunities coordinator · Disabilities manager · Fire regulations · Racial incidents contact
Jenny Munslow	Deputy head teacher (71%) SLT	<ul style="list-style-type: none"> · Curriculum overview · Innovation and problem solving team leader · NQT mentor · Student mentor · A.R.R. (Assessment Reporting and Recording) co-ordinator · Subject advisor overview · Emotional intelligence co-ordinator · Pupil participation leader · Learning to learn · Performance management · Health and safety competent person · Key holder · Learning Squad
Gareth Jones	Deputy head teacher (29%) SLT	<ul style="list-style-type: none"> · Year 5 Teacher · Exploration and enquiry team leader · AENCo · Key skills leader · Links with business and industry · PE leader · Science leader · Outdoor education leader · Key holder · KS2/3 links · Police liaison · Student mentor · Rugby club / summer sports
Jane Jones	Teacher SLT	<ul style="list-style-type: none"> · Reception teacher · Foundation phase leader · Nursery/school transition · Student mentor · Tennis club / summer sports · Art club
Sue Martin	Teacher	<ul style="list-style-type: none"> · Nursery teacher · Design Technology Leader · Art Leader · Student mentor

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> Netball club
Ellie McArdell (maternity leave October 2015 – July 2016)	Teacher	<ul style="list-style-type: none"> Nursery teacher – 40% FP intervention groups ESDGC Geography leader Personal and Social Education Eco Council Dance club
Sarah Edwards	NQT	<ul style="list-style-type: none"> Year 1 teacher Gardening club
Kate Summers	Teacher	<ul style="list-style-type: none"> Year 2 teacher Literacy Leader Media club
Kevin McGuckian	NQT	<ul style="list-style-type: none"> Year 3 teacher Football club / choir
Paige Jenkins	NQT	<ul style="list-style-type: none"> Year 4 teacher Gardening club
Ruth Cornelius	Teacher	<ul style="list-style-type: none"> Year 6 teacher Maths leader Music leader Orchestra club Teacher representative on GB
Cathie Barry	HLTA	<ul style="list-style-type: none"> Year 6 Welsh and bilingualism leader PPA Forest School Assessment Manager Support
Julie Ash	HLTA	<ul style="list-style-type: none"> Year 2 – Foundation Phase Support Programmes Leader TA lunchtime rotas PPA Dance club
Fiona Griffiths	HLTA	<ul style="list-style-type: none"> Year 5 AEN support PPA Craft Club
Ceri Fitzgerald	TA3	<ul style="list-style-type: none"> Nursery 40% / Year 2 Healthy Schools Support Netball
Elizabeth Parker	TA3 60% HLTA 40%	<ul style="list-style-type: none"> Nursery Healthy Schools Support Multi Skills Club

Name	Roles	Responsibilities
Robyn Jenkins	TA2	<ul style="list-style-type: none"> Reception – Foundation Phase
Rachel Mears	TA2	<ul style="list-style-type: none"> Year 1 – Foundation Phase
Sandra White	TA2	<ul style="list-style-type: none"> Year 3 1:1 Multi Skills Club
Sally Mitchell	TA2	<ul style="list-style-type: none"> Year 3 1:1 Craft Club
Naomi Goldsworthy	TA2	<ul style="list-style-type: none"> Reception AEN support FP Media club
Caroline Bunn	Acting Office Manager	<ul style="list-style-type: none"> School administration
Lynne Pohl	Office Manager	<ul style="list-style-type: none"> School administration
Sean Cullen	Premises Manager	<ul style="list-style-type: none"> Health and Safety
Donna O'Neil	Canteen	(Employed by Chartwells)
Tracy McGee	Canteen	(Employed by Chartwells)

7.4. Governors

7.4.1. Chair

Stephen Morris

c/o Glasllwch Primary School
Melbourne Way,
Newport
Phone: 07967 692203
Email: smorris@liscombe.co.uk

7.4.2. Members

Name	Post	Category	Appointed by	Expiry of Term
Mr Stephen Morris	Chair	Community	Invitation	2017

Mr Shafiq Mohammed		Parent	Parental vote	2017
Mrs Farzana Mohammed		Parent	Parental vote	2019
Mrs Beth Rice		Parent	Parental vote	2018
Mrs Hannah Hamnett		Parent	Parental vote	2020
Mr Simon Morrish	Vice Chair	Community	Invitation	2019
Prof James Birchall		Community	Invitation	2017
Miss Ruth Cornelius		Teacher	Staff vote	2019
Mr Sean Cullen		Staff	Staff vote	2019
Cllr Matthew Evans		Local Authority	Local Authority	2020
Mrs Ruth Jones		Local Authority	Local Authority	2018
Mrs Ann Ferris		Local Authority	Local Authority	2020
Mrs Chris Jackson	Head teacher	Head teacher	Regulations	N/A
Mrs Jenny Munslow	Deputy Head teacher	Associate Governor	N/A	N/A
Mr Gareth Jones	SLT	Associate Governor	N/A	N/A

7.4.3. Clerk

Lisa Jones

Governor Services,
Education Achievement Service,
Llanwern High School
Hartridge Farm Road
Newport
NP18 2YE

7.4.4. Reviews and policies

The governors review and amend policies and whole school documents according to the policy schedule. The school purchases any resources needed to support any changes made.

The policies and documents that were reviewed and updated this year are:

- Safeguarding
- Health and Safety
- Additional Educational Needs
- Anti-bullying
- Complaints
- Accessibility
- Charges and Remissions
- Equalities
- Performance Management
- Home School Agreement
- School Handbooks

7.4.5. School Travel Plan

The governing body has developed a travel plan for the purpose of encouraging safer, healthier and more environmentally-friendly travel to and from Glasllwch Primary School.

The aim is to:

- Raise the road safety awareness of the pupils and parents/carers.
- Raise the health and fitness awareness of the pupils and parents/carers.
- Reduce traffic congestion and pollution near the school gate.
- Improve the school environment.
- Improve the reputation of the school.
- Improve relationships with schools and residents.
- Provide opportunities for children to take part in decision making and learn about citizenship and the environment.

The plan provides behavioural observations and analysis of the current travel patterns, identifies problems and opportunities, sets targets and defines solutions. Actions proposed by this school travel plan will be incorporated into overall school life where appropriate.

A full version of the school travel plan can be obtained from the school website. Suggestions and comments are welcome; please contact the head teacher or the governors.

Road safety improvements in the past year:

- Mr Cullen, the school's premises manager, puts yellow cones outside the school at the beginning and end of the school day to prevent dangerous and illegal parking.
- The school council have designed banners with a strong message and images to prevent dangerous and illegal parking. The banners have been ordered and should be in place in place before Christmas.

7.4.6. Elections

One parent governor position fell vacant and was advertised for election in February 2016. There were four nominations and following a ballot we welcomed our new parent governor, Mrs Hannah Hamnett, onto the Governing Body.

8. School Budget

8.1. Summary

- The school had a surplus of £58,048 (8.3%) at the end of the financial year 2015/2016
- The projected surplus for the end of the current financial year 2016/2017 is £26,657 (3.66%)
- No travel or subsistence funds were claimed by members of the governing body.

8.2. Details

GLASLLWCH PRIMARY SCHOOL		
FINANCIAL STATEMENT FOR YEAR ENDING 31st MARCH 2015		
2014/15 OUTTURN		2015/16 OUTTURN
EMPLOYEES		
429,732	Teachers	457,272
213,381	Support Staff	190,692
18,618	Caretaker	17,753
0	Midday Supervisors	0
0	Cleaners	0
OTHER EMPLOYEE COSTS		
9,714	Supply Insurance Premium	10,324
1,195	Agency Staff	595
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0

0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
0	Misc Employee Costs	0
ENERGY		
5,253	Gas	3,274
3,091	Electricity	4,623
0	Oil	0
34,160	CAPITATION & ICT	44,919
18,014	SEG & WEG Expenditure	14,336
PREMISES RELATED		
854	Hire Of Facilities	778
7,095	Rates	7,230
5,960	Building Maintenance & Alarm Lines	7,955
6,461	Grounds Maintenance	6,227
2,192	Water	1,732
5,637	Building Cleaning-Contract	9,245
1,258	Refuse Collection	1,436

3,269	Misc Premises	1,925
COMMUNICATIONS		
254	Postage/Fax/Telex	70
2,615	Telephones	3,985
1,125	TRANSPORT	2,376
0	EXAM FEES	0
3,130	EXTERNAL COURSES	3,740
27,006	CENTRAL SERVICES	31,376
INCOME		
0	Telephones	0
-84	Lettings	-80
0	Photocopying	0
-4,707	Music Service Income	-10,743
-9,261	Donations	-9,623
0	Miscellaneous	0
0	Sales Income	0
-46,340	Supply	-40,469
0	Exam Fees	0
0	Under/Over Banking	1
-32	Interest	-135

0	Rental Income	0
-1,077	Coaching Fees	-1,073
-300	Energy Compensation	-300
0	After Schools Club	0
-85,880	Contributions to Initiatives	-92,754
652,331	TOTAL NET EXPENDITURE	666,689
672,863	TOTAL FUNDING	697,758
20,532	Current Surplus / (Deficit) for year	31,069
6,447	Previous Year's Surplus / (Deficit)	26,979
26,979	Accumulated Surplus / (Deficit) c/fwd	58,048
4.0%	Balance as % of funding	8.3%