



**Governors'
Annual Report
2017-18**

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1. Letter from the Chair of Governors

Dear Parents

Welcome to the Glasllwch Governors' Annual Report to Parents, covering the 2017-18 school year. It's to give you a bit more information about what's been happening in school over the past year, including sports, school trips, extra-curricular activities, improvements to facilities and staff changes. It also covers the school's curriculum, performance, finances and plans for future development. I hope you find it useful and interesting.

In case you have any questions arising from the report, or would like to discuss anything else about the school, we'll be holding an event in the near future. The date and time will be announced in due course – we hope to see you there.

Glasllwch is an excellent school and has again this year produced a great set of results, right up there with the best schools in Wales. That's a credit to the staff, to the children and to you, the parents who support them. There's no resting on laurels, though – one of the school's strengths is its ability to respond positively to the rapid pace of change in the education system. So, though we cannot escape the financial pressure being placed upon schools across Wales, I believe your children's education could not be in safer hands.

I'd like to end with a few words about Stephen Morris, our outgoing chair of governors, who is stepping back after many years of dedicated service. His support and guidance have been steadfast and invaluable, helping the school to two 'Excellent' Estyn inspection ratings, and leading the governing body with vision and wisdom. On behalf of all the staff and the governors: thank you, Stephen!

Simon Morrish,
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, we will soon 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. The meeting will be combined with a curriculum event, where the staff and pupils will be sharing and celebrating progress made in an area of the School Development Plan

2.3. Highlights

- Excellent teacher assessment results at the end of:
 - Foundation Phase (FP); 93% of pupils achieved expected outcomes in Language, Literacy and Communication, 97% in Mathematical Development and 100% in Personal and Social Development.
 - Key Stage 2 (KS2); 100% of pupils achieved expected levels in English, Maths and Science and 82% in Welsh second language.
- Standards of attainment remain above the average standards in Newport and Wales.
- Many of our pupils achieved above expected results:
 - 60% achieved Outcome 6 in Language Literacy and Communication and Mathematical Development at Foundation Phase (FP).
 - 80% achieved Outcome 6 in Personal and Social Development, Well – Being and Cultural Diversity (FP).
 - 72% achieved Level 5 and 7% achieved Level 6 in English at KS2.
 - 82% achieved Level 5 in Maths (KS2).
 - 79% achieved Level 5 in Science (KS2).
 - 75% achieved Level 5 in Welsh second language (KS2).
- School is categorised as a 'Green School', the highest category, as a result of a National School Categorisation System.
- We continue to work as a Lead Practitioner School, supporting a range of schools across the EAS in literacy and leadership.
- A Curriculum Reform sharing event was held with parents to show how we have been developing our new curriculum in line with Welsh Governments Curriculum Reform agenda. Staff and learners talked

about our focus on the four purpose, developing pupils as; ambitious, capable learners; healthy, confident individuals; enterprising, creative contributors and ethical, informed citizens. Staff shared planning and resources, pupils talked about how they are involved in shaping their learning by choosing projects and Learning Squad presented findings from their research projects. Parents also had an opportunity to have a say in developing the new curriculum. This was also a great opportunity for us to showcase developments in expressive arts with the orchestra and Year 5 glockenspiel groups playing and dance club performances.

- We were the first primary school in Newport to become a Dementia Friendly School.
- Pupils in Nursery, Foundation Phase and KS2 gave exceptional performances in their productions of 'Our Very Own Nativity', 'Baubles' and 'Cinderella'.
- The school orchestra entertained parents with their fantastic musical extravaganza!
- Glasllwch continues to be highly regarded as a progressive and forward thinking school. Once again this year we were selected as a Lead Network School for Literacy and Leadership for the regional consortium, the Education Achievement Service (EAS).
- Mrs Jackson was selected to work with Welsh Government as an Associate Adviser to set up a National Academy of Educational Leadership.

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	03.9.18	29.10.18 - 02.11.18	21.12.18
Spring	07.01.19	25.02.19 - 1.03.19	12.04.19
Summer	29.04.19	27.05.19 -31.05.19	22.07.19

Closed for In-Service Training (INSET):	03.09.18 23.11.18 22.02.19 24.05.19 22.07.19
Closed for May Day Bank Holiday:	06.05.19

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.
- All classes use the Seesaw app to share learning and information with parents.
- 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.
- 'Teachers2parents', 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:

- Updated Nursery Handbook
- 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

Our overarching aims are that all children will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

We aim;

- 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, National Curriculum, Literacy and Numeracy and Digital Competence are at the heart of the school's curriculum, the teaching and learning opportunities we provide for our children extend beyond these frameworks.

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, numeracy and digital competency. Skills are taught separately and then applied across all areas of learning and experiences. 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 Learning Needs (ALN)

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 learning 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 ALN 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 learning 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 schools 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 2017/2018 there were 36 children on the ALN Register.
- Extra support was provided in line with the requirements of statements for 3 children.
- Children who have additional learning 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 Learning Needs Co-ordinator (ALNCo) was responsible for overseeing additional needs provision within the school and liaising with parents and outside agencies.
- The school ALNCo 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 raise standards in Welsh second language focusing 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 2018 / 2019.

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, ICT and DCF 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, PESS Dance and PESS Gymnastics across the school, swimming in Year 3.

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

Achievements in sport this year include:

- Year 3 successfully completed their three-week swimming course.
- Children in Year 5 successfully passed safe cycling tests following a safe cycling day organised through Newport Live.
- Netball, football and rugby matches and tournaments were played against other Newport schools. The children played really well and developed a really positive team ethos.
- The school rugby team won the Newport Schools Rugby Tournament.
- The rugby team took part in the Welsh Schools National Tournament in Swansea and won The Chairman's Cup.
- The rugby team represented school as the Guard of Honour at the Dragons V Cheetahs match at Rodney Parade. During half time they played in the final of the Newport Gwent Dragons Tag Tournament where they just lost to Durand Primary School.
- The girls' Year 4 tennis teams came first and second in the Newport Schools Tournament.
- Pupils who attended Dance Club took part in the Curriculum Reform Sharing Event at school. 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 end of the summer term, during transition sessions, pupils were asked about their interests and what projects they would like to study for the following year. Projects were then agreed for the autumn term.
- At the beginning of each term pupils in all year groups were asked what they wanted to learn about the projects they had chosen, how they wanted to learn and how they wanted to record their findings. All pupils were engaged in looking at the four purposes and identifying how they could achieve these aims through their project learning. 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.
- Along with a few other schools, Learning Squad took part in a Pupil Participation Learning Network event in the Council Chambers at the Civic Centre. The children shared the Expressive Arts research projects they carried out this year. Visitors at the event included Sally Holland, Children's Commissioner for Wales and Councillor Gail Giles, Cabinet Member for Education and Skills. They were very impressed with the children's presentations.
- Research project findings fed into the School Development Plan.

- Glasllwch are registered and involved with the Super Ambassadors Project. Two Super Ambassadors were nominated and are involved in raising pupils' awareness of the UNCRC across the school.
- UNCRC is planned into areas of the curriculum enabling pupils to read and understand the rights set out by UNCRC.
- All learners from R-Y6 are aware of their rights due to Super Ambassador assemblies.
- Super Ambassadors and Playground Pals presented their projects to the Governing Body.
- Evidence of Pupil Participation activities are collated in a file of evidence against National Participation Standards.
- 'Bullies Out' charity provided peer mediation training for 15 Year 5 children. 'Playground Pals' are available on the yard to support pupils with resolving difficulties. All children are aware of who the designated Playground Pals are and where to find them at playtime and lunch time. The whole school have also taken part in a fund-raising event to support the Bullies Out charity.
- All children within the school are aware of the school definition of 'Bullying' and the process for reporting bullying within school.
- 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.
- Diversity and the multi - cultural nature of our society forms part of all learning opportunities.
- Equalities statements were reviewed and included in updated policies.

4.1.9 Well-being

- Miss S. Edwards has been appointed as our Wellbeing Lead. She has attended EAS training to support her in this role.
- The school is working towards the National Quality Award for Health Schools. We are working towards external assessment towards the end of the spring term.
- Miss Edwards led a meeting with parents to share our Sex and Relationships curriculum. This was well attended and feedback was very positive.
- The Citizenship strand of the DCF has been mapped into the PSDWBCD curriculum for Foundation Phase and within Project based learning and the PSE curriculum.
- Whole school assemblies have been used to promote Growth Mind-set. Weekly celebration assemblies celebrate children who have shown a Growth mind-set throughout the week. Assembly themes have

included: Dojo videos, a focus on familiar people, a focus on famous people and Growth Mind set picture books.

- Staff have a good understanding of the pedagogy behind developing a Growth Mind-set and are confident to promote a Growth mind-set culture.
- As a result of classroom activities, children across the school show a greater awareness of a Growth Mind-set.
- All classrooms have a themed learning pit of display that can be used with children to reflect on their learning and to promote a Growth Mind-set culture.
- A whole school Growth Mind-set display is used to promote a Growth Mind-set attitude and the language of having a Growth Mind-set. This display promotes the language of 'Yet' and the tree on the display identifies children that have shown a Growth Mind-set within their learning.
- 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 continued to run their 'Fruity Friday' initiative and to promote their work during assemblies.

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. A new digital signing in system has been purchased, enabling us to track pupil absence and lateness more effectively. 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	Fourteen Locks, Barry Island
Reception	Riverfront Theatre, Jews Wood, Cwmcarn, Greenmeadow Farm, Barry Island
Year 1	Riverfront Theatre, Magor Marshes, Barry Island
Year 2	Riverfront Theatre, Llantarnam Grange, Aerospace Bristol, Barry Island
Year 3	Riverfront Theatre, 3 week swimming course, Nant Coch Church, Caerleon, Malpas Fire Station, Tesco, Aerospace Bristol, Noah's Ark Bristol
Year 4	Riverfront Theatre, PEAK Wastesavers, Tretower Court, Cadbury World, Cosmeston Lakes, Noah's Ark Bristol
Year 5	Riverfront Theatre, Cog Moors, Big Pit, Cardiff Castle, John Frost School – transition concert, Weston Super - Mare
Year 6	Riverfront Theatre, Hilston Park, Bowling and lunch (funded by P.T.A), John Frost School, Crucial Crew, Transition High Schools, , Weston Super – Mare, Cardiff Castle, University of S. Wales, Cardiff University

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.
- P.C. Herbert held a meeting with parents about cyber bullying.
- All classes took part in 'Safer Internet Day' to raise awareness.
- 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.
- Gateway rugby and football coaches continued to work with Years 4 and 6.
- Year 5 pupils took part in hockey lessons each week for the first half of the autumn term.
- The Netball Team took part in the Newport Netball Festival.
- All pupils took part in the 'Daily Mile'. This is having a positive impact on pupils well - being and concentration in lessons.
- All classes took part in Sport Relief activities. We raised a huge £1,111.21.
- Parent helpers offered expertise in PE in Year 1 and 2 and art and technology in Year 4.
- All KS2 Pupils took part in a WW1 workshop.
- All pupils took part in celebration events to mark the end of their projects; parents were invited to many of these events.
- Learning Squad took part in a Pupil Participation Learning Network in the Council Chambers at the Civic Centre. This year they presented to schools from across Newport about the Expressive Arts research projects they have carried out this year.
- Shoot Sports took FP for taster sessions.

- Meet the teacher sessions were held for Year 1 and Year 5 parents.
- Miss Cornelius, Mrs Logan, Mr Poyner 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.
- Trinity Church members took FP 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.
- Gwyn Ashill took a whole school assembly to share the work he does in Zimbabwe supporting children going to school.
- R. Morrison took a whole school assembly to present our Dementia Friendly School award; we are the first primary school in Wales to achieve it.
- 1 minute's silence was held after an assembly for Armistice Day.
- Whole school took part in a 'Funky Hat' parade for Easter and an Easter disco.
- NHS flu vaccinations were administered in school to FP, Year 3 and Year 4.
- Years 5 Play Pals training took place with 'Bullies Out'.
- Whole school took part in a 'Bullies Out' fundraising event - wear your own clothes day.
- A dress down day was held to support a past pupil who has been selected to participate in the World Scout Jamboree in 2019.
- Staff from John Frost High School delivered a history lesson and talked to the children in Year 6 about transition.
- Year 6 took part in a STEM day.
- All children watched a science based production by Kinetic Theatre.
- Miss Cornelius took 2 pupils to TT Electronics as a result of winning a programming competition with Knex.
- The whole school enjoyed the pantomime, 'Aladdin' at The Riverfront Theatre.
- Cornfield Creative Arts worked with Year 3 developing expressive arts.
- Linda Thomas worked with Year 5 on a glockenspiel project. They performed at the John Frost Cluster transition concert and at the curriculum reform sharing event with parents.
- 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 celebrated their time in Glasllwch with a super leaver's concert followed by bowling and lunch paid for by the PTA.
- The new reception intake parents evening was held.
- A reading meeting was held for Reception parents.
- A transition meeting was held for Year 3 parents.
- Pupils from Bassaleg, John Frost, St. Joseph's schools undertook two weeks work experience.
- 'Superstars' carried out taster sessions to promote the holiday club.
- Superstars club took place during the Easter and summer holidays.
- Calves from a local farm and a wooden milking cow came to school for all pupils to see.
- 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.
- Triad working with our peer review schools, Langstone and Maendy will continue.
- (Further activities will be planned throughout the year.)

4.2.4. Events

- Children performed in front of parents at Harvest, Christmas and Leavers concerts.
- The Christmas productions, 'Our Very Own Nativity', 'Baubles' and 'Cinderella' received excellent reviews.
- The 'Orchestra Extravaganza' showcased superb musical talent.
- 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.
- The Curriculum Reform sharing event with parents and governors was a huge success in showcasing developments in our transformational curriculum and showcasing the children's skills.
- The Curriculum Reform and Singapore Maths sharing event with Langstone and Maendy Primary Schools enabled staff to come together to share the work we have been doing.
- End of project sharing events with parents were very well attended and well received.

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.

4.3.1. Buildings

Work funded through the school budget:

- Head Teachers room decorated by S. Cullen – school budget.
- Reception classroom decorated by S. Cullen – school budget.
- New roof to school hall – LA capital budget.
- Asbestos removed from soffits.
- Paint work touched up around school – school budget.
- Safety door catch fitted to nursery door.
- Assessment of outdoor play equipment.
- Annual gas safety assessment.
- 5 Yearly fixed wiring testing.
- PAT testing.
- Fire Risk assessment.

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
 - New Interactive TV's installed in Reception – Year 6 by Computer Wales Ltd.

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. As of this year, 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.

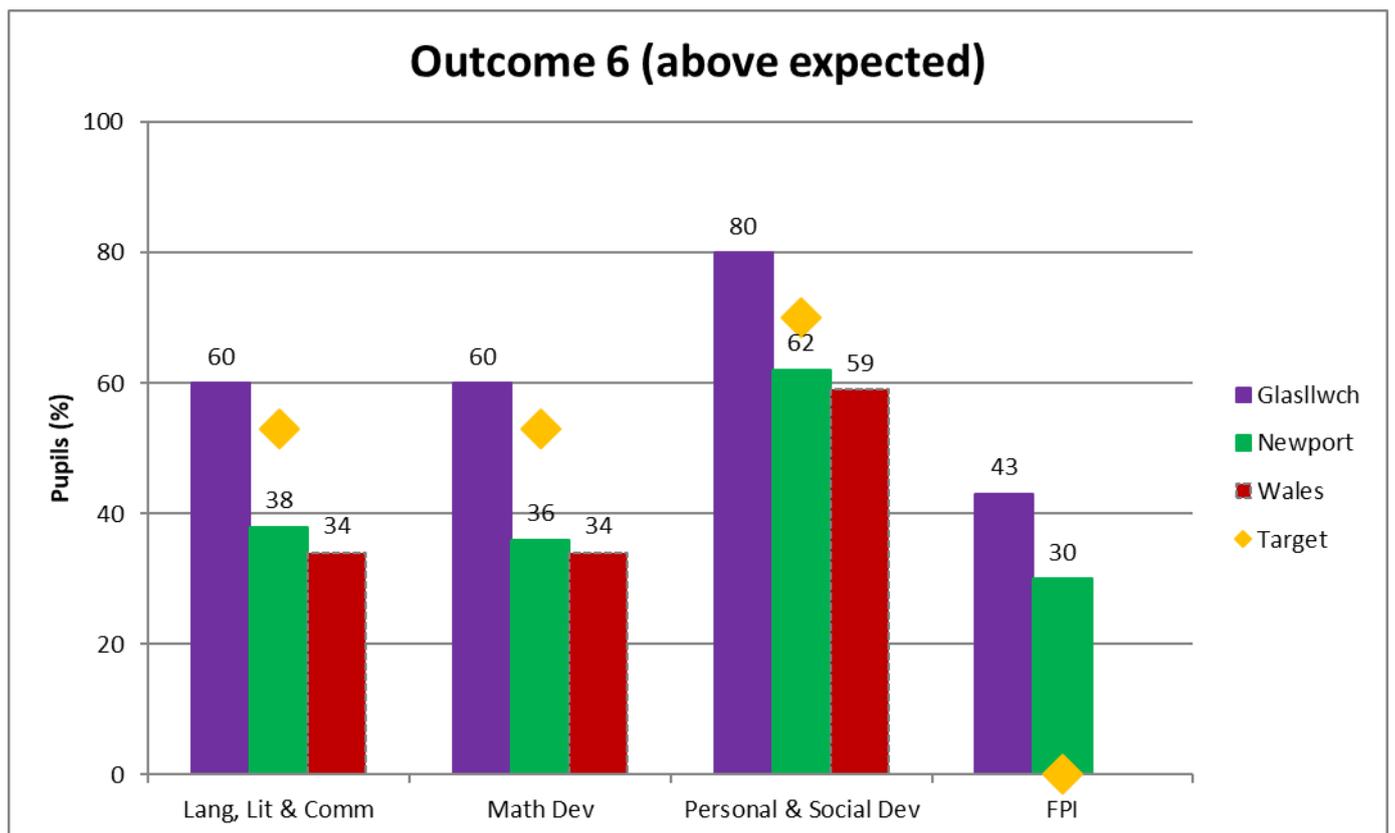
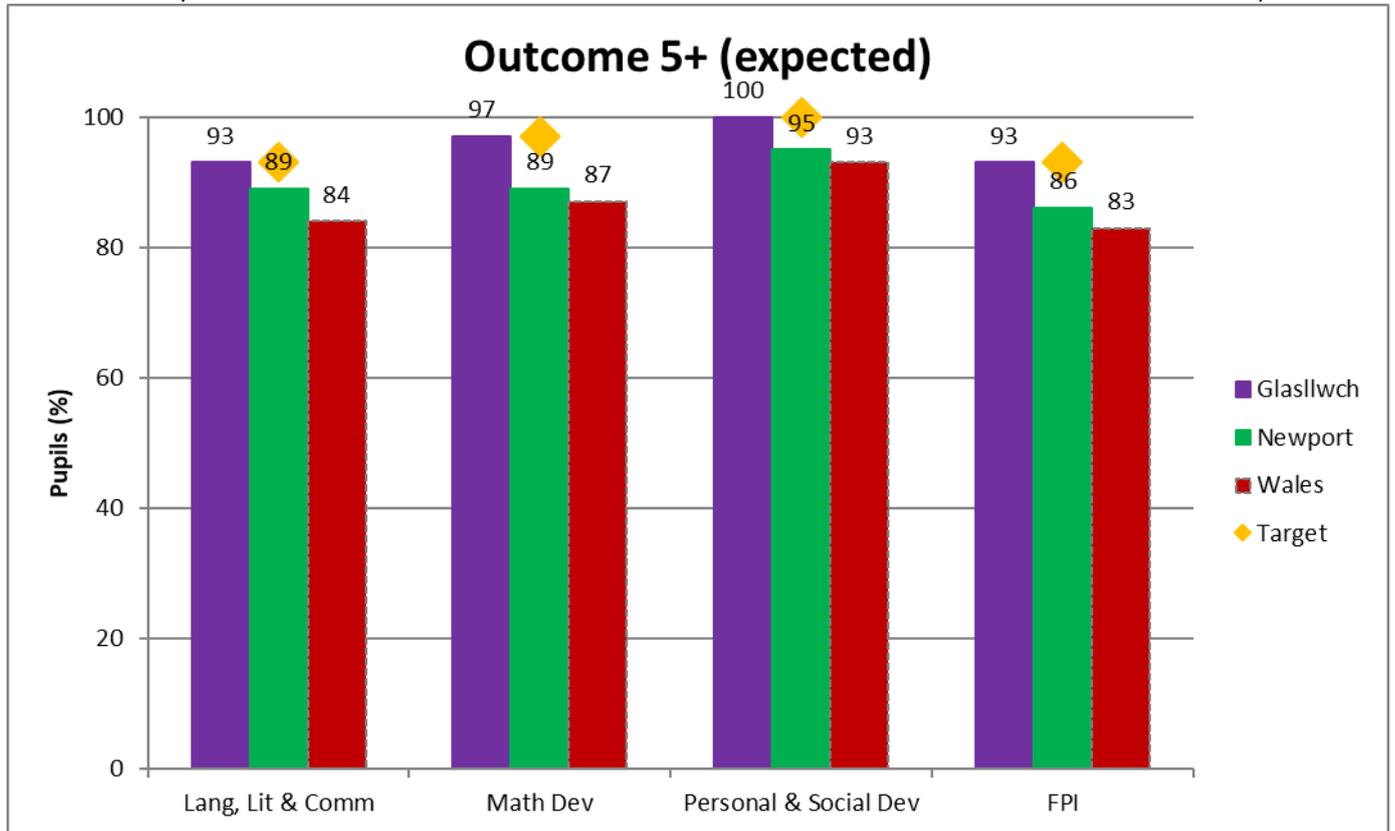
You can find further information about performance, and the school in general, on the "My Local School" website at <http://mylocalschool.wales.gov.uk/school.htm?estab=6802039>.

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 both Outcome 5 and Outcome 6 we attained or exceeded our performance targets in all areas.



The table below shows our results for 2016-2017 and 2017 – 2018.

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					
	2018			2017			2018 Newport			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	93	88	100	100	100	100	89	85	94	84	80	88
Mathematical Development	97	94	100	97	100	92	89	86	92	87	84	89
Personal and Social Development	100	100	100	100	100	100	95	92	98	93	91	96
Foundation Phase Indicator	93	88	100	97	100	92	86	82	91	83	78	87

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	2018			2017			2018 Newport			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	60	41	85	57	76	31	38	33	43	34	28	39
Mathematical Development	60	53	69	67	82	46	36	36	36	34	34	34
Personal and Social Development	80	65	100	93	88	100	62	51	72	59	50	69
Foundation Phase Indicator*	43	29	62	47	59	31	30	27	33			

* 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.

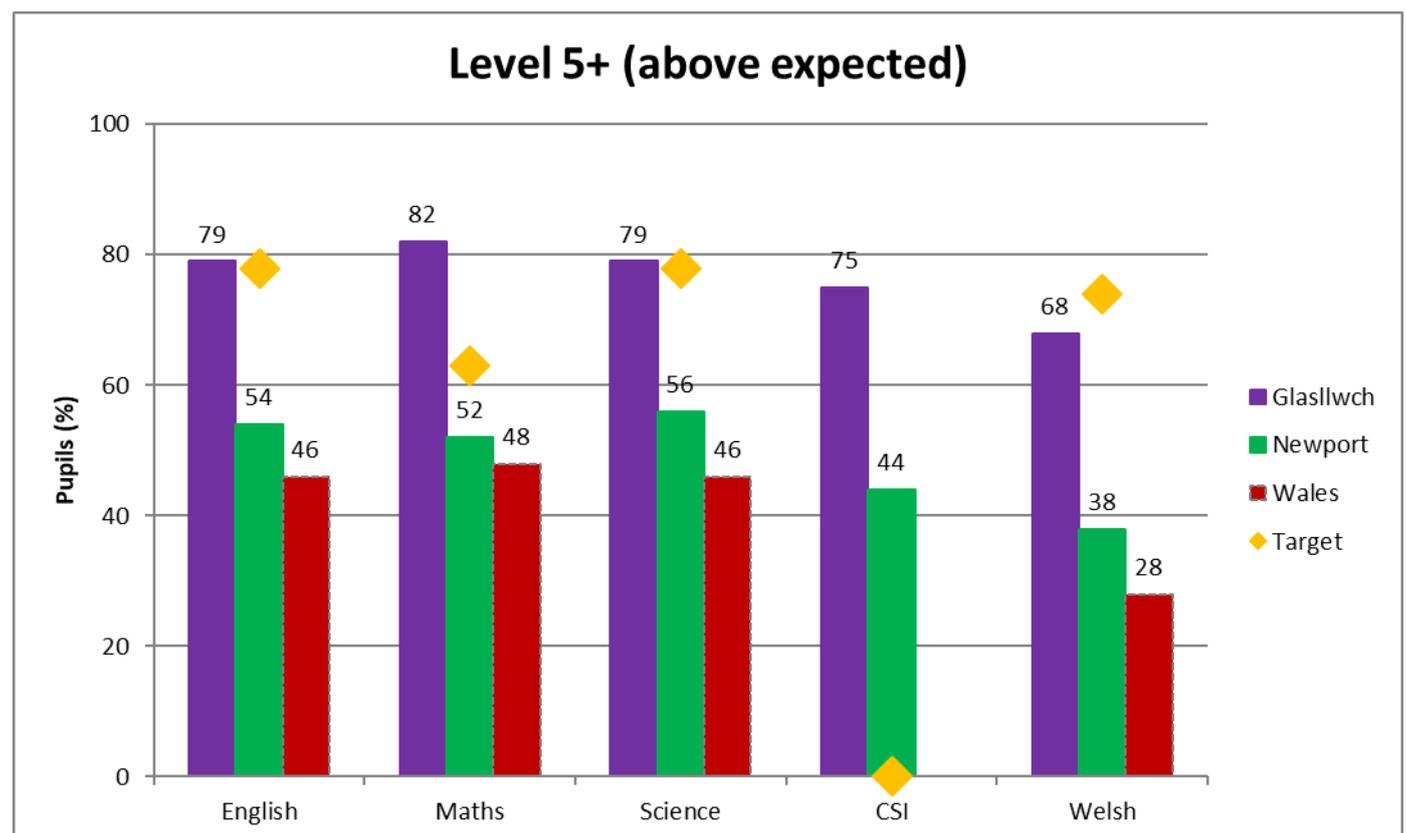
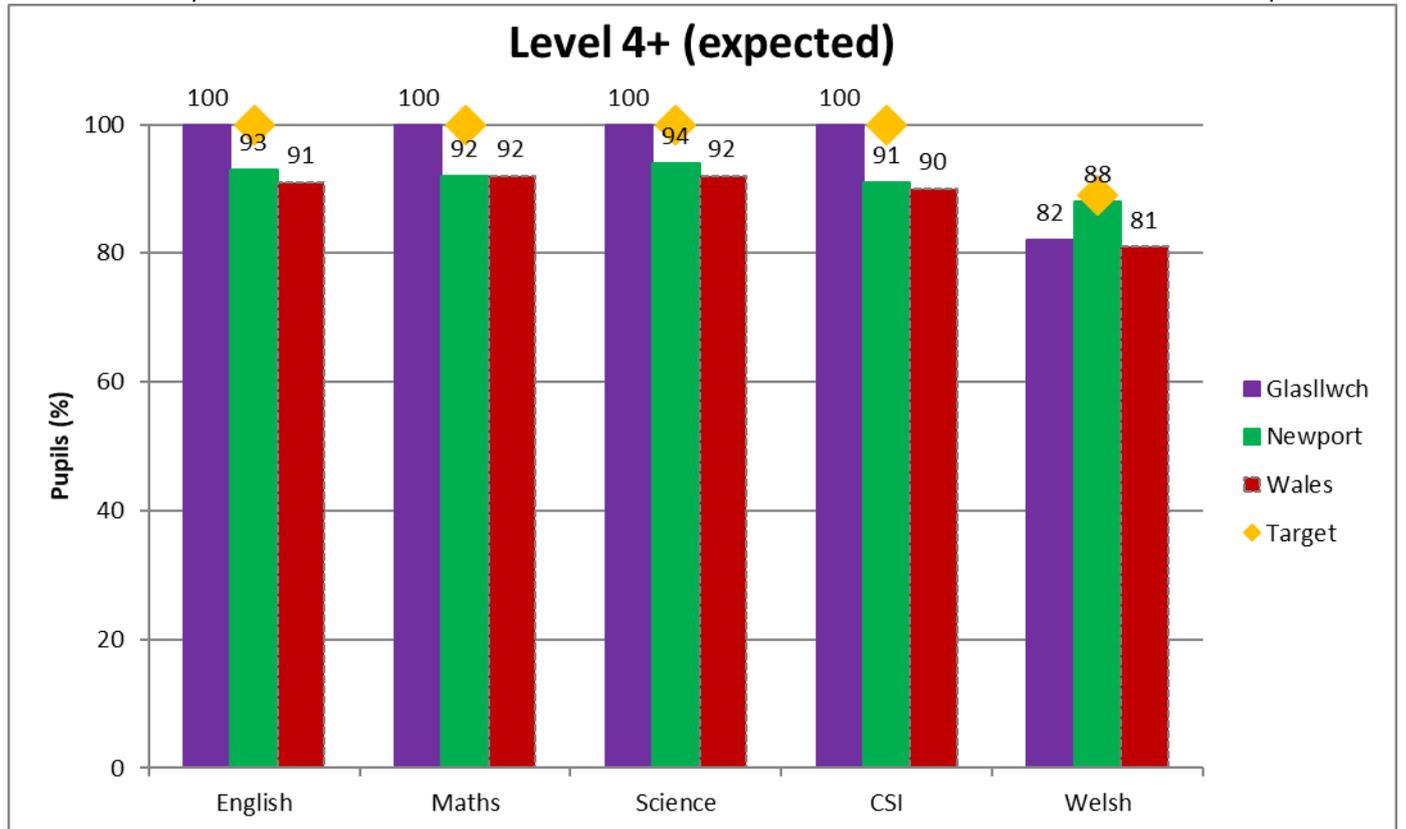
Lleihau'r gyfradd gyfatebol i o leiaf 1 disgybl yn llai yn cyflawni o'i gymharu â'r flwyddyn flaenorol.

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 second language. You can see our performance compared to the Newport and Wales averages, and you can also see our target.

At both Level 4 and Level 5, we attained or exceeded our performance targets in English, maths and science but missed our target in Welsh second language.



The table below shows results for 2016-2017 and 2017 - 2018.

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					
	2018			2017			2018 Newport			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	82	69	100	93	87	100	88	84	91	81	76	87
English	100	100	100	93	87	100	93	90	95	91	88	94
Mathematics	100	100	100	97	93	100	92	91	93	92	90	93
Science	100	100	100	100	100	100	94	92	96	92	90	94
CSI	100	100	100	90	80	100	91	89	92	90	87	92
Reading, Writing and Mathematics	100	100	100	90	80	100	87	84	90	85	81	90

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	2018			2017			2018 Newport			2018 Wales		
	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls	Pupils	Boys	Girls
Welsh 2nd Lang.	68	63	75	69	40	100	38	32	44	28	22	34
English	79	69	92	72	47	100	54	48	60	46	39	53
Mathematics	82	69	100	78	53	100	52	53	51	48	48	48
Science	79	69	92	79	60	100	56	52	59	46	44	49
English, Mathematics and Science*	75	63	92	69	40	100	44	42	45			
Reading, Writing and Mathematics	75	63	92	68	33	100	37	34	41			

* 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 96.5%; we exceeded our target with 96.9% 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	96.7	3.3	0
Spring	96.24	3.66	0.10
Summer	96	3.6	0.4
Whole year	96.3	3.52	0.18

Our attendance target for the 2018/2019 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)
- Area of Learning and Experience Leaders (AoLE) reviews from last year
- Pupil Participation
- Data analysis identifying the need for improvement in specific areas
- National 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 maintain standards in literacy, including Welsh, focusing on reading strategies, and resources, presentation and handwriting, Welsh writing. (Estyn focus on presentation and handwriting, writing in Welsh). To develop pupils as ambitious, capable learners.</p>	<ul style="list-style-type: none"> • National Reading Tests were taken by pupils from Y2 – Y6. • Teacher Assessments for literacy; oracy, reading and writing took place in all year groups. • Standards of literacy across school continue to be excellent as a result of the continued focus on reading and writing over the last few years. (Inspection Report 2014, HT monitoring, Peer Review, Raising Attainment Group - RAG). • 93% pupils in Foundation Phase (FP), Y2, attained O5+ in Language, Literacy and Communication at the end of the year. • We exceeded Reading and Writing targets at O5+, 90% and 83% respectively attaining 93% and 87%. • We exceeded our challenging target of 53% pupils attaining O6 in LLC with 60% attainment. • We exceeded oracy and writing targets of 53% and 27% respectively with 70% and 30% attainment. • We achieved our reading target of 63% O6. • We missed our Local School Target – To attain 47% boys O6 in reading with 44% attainment. • Attainment is above National average and Newport average in all areas. • We achieved our target of 100% pupils in Y6 L4+ in oracy, reading, writing, English overall. • We achieved or exceeded targets for L5 in all areas of English. • 11% pupils attained L6 in oracy, 7% in writing and English overall. • We achieved our Local School Target of 100% boys L4 reading.

Target	Progress
	<ul style="list-style-type: none"> • A range of reading strategies including phonics groups, individual, shared and guided reading are employed across school. • Whole class guided reading in Year 6 has been very successful in raising standards. • Questioning techniques in guided reading continues to be a strength of school. • EAS Response to Reading activities are used effectively across school. • 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 RAG meetings. • Whole staff and cluster moderation sessions took place to ensure accuracy, consistency and progression in standards in writing. • 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. • KS, literacy subject leader, continued to support schools across the EAS as part of the Learning Network School (LNS) programme. Feedback from this support has been very positive. • KS attended EAS training and network meetings. • We have been successful in our application to continue to be an LNS school for 2018 / 19. • Glasllwch is one of two primary LNS school across the EAS for 2018 / 2019. <p><u>Welsh Second Language</u></p> <ul style="list-style-type: none"> • Teacher Assessments for Welsh took place in Year 6. • 82% pupils in Y6 attained L4+ missing our target of 89%. • 68% pupils in Y6 attained L5 missing our target of 68%. • Whole staff and cluster moderation sessions took place to ensure accuracy, consistency and progression in standards. • 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. • Mrs Logan and Criw Cymraeg continue to 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. <p>Welsh words and phrases are used on the pay yard, around school and by Media Club.</p>
<p>To raise standards in mathematics throughout the school and in the application of numeracy across the curriculum. (Estyn focus and National Priority). To develop pupils</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. • 97% pupils in Foundation Phase, Y2, attained O5+ in Mathematical Development at the end of the year. Target met. Local School Target met. • We exceeded our target of 53% pupils O6 with 60% attainment. • 100% pupils in Y6 attained L4+ in maths. Target met. • 79% pupils in Y6 attained L5 in maths. Target of 63% exceeded. Local School Target met.

Target	Progress
<p>as Ambitious Capable Learners.</p>	<ul style="list-style-type: none"> • Whole staff and cluster moderation sessions took place to ensure accuracy, consistency and progression in standards. • Support programmes for identified pupils, run by TA's, continue to have a positive impact on raising standards. • Skills from LNF form the basis of all –planning. • Projects with authentic contexts for learning continue to have a positive impact on numeracy across the curriculum. • Pupils across school are given opportunities to apply skills and knowledge of mathematical concepts in a range of contexts. • Opportunities for pupils to apply numeracy skills across the curriculum are evident in project and science books. • 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. • NQT attended EAS NQT training to support teaching and learning in numeracy. • SM, maths subject leader, attended EAS network meetings. • Staff have begun to teach Singapore Maths Bar Modelling strategies throughout FP and KS2. • SM presented our journey so far in developing Singapore Maths at our triad sharing event with Langstone and Maendy. <p>Further whole staff training in Singapore Maths took place in September 2018 with White Rose Maths.</p>
<p>To raise standards in Science and technology across school through the development of project learning, developing pupils as ambitious, capable learners and enterprising, creative, contributors.</p>	<ul style="list-style-type: none"> • Teacher Assessment for Science took place in Year 6. • Standards were maintained with 100% pupils attaining level 4+. Target met. • 79% pupils in Y6 attained L5. Standards maintained. Local school target met. • Whole staff and cluster moderation sessions took place to ensure accuracy, consistency and progression in standards. • Development of science through projects continues to be a focus. • LNS and DCF skills are taught prior to being applied in science. • RC, science subject leader, continued to support schools across the cluster and a school in Torfaen, developing contextualised learning in science, linking with Cardiff University. <p><u>ICT / DCF</u></p> <ul style="list-style-type: none"> • PJ attended further EAS ICT / DCF Leader training. • Esafety working group met to look at the 360 degree safe Cymru award. • Digital Leaders, led by PJ, met weekly and continue to be actively involved in working through the actions they have identified in their priority action plan. • Interactive TV's, from Computer World, were installed in classrooms from Reception to Year 6. • Computer World delivered training on the functionality of the TV's for all staff during the summer break. • DCF skills are planned into the curriculum ensuring pupils have opportunities to apply ICT skills across the curriculum in a variety of ways.
<p>To develop pupils as ethical, informed citizens through humanities projects and themes.</p>	<ul style="list-style-type: none"> • Staff continue to implement new projects to develop authentic contexts for learning. • A focus has been on ensuring learning has a clear purpose with a planned end goal, such as a celebration, a sharing event, a performance. • Years 3 and 4 held a sharing event for parents to showcase their learning in 'The Wonderful World of Games' project.

Target	Progress
	<ul style="list-style-type: none"> • Nursery and Reception held a very colourful carnival event. • Years 5 and 6 organised and ran their very own fete to demonstrate their entrepreneurial skills. • Visits to places of interest in the locality and further afield continue to have a positive impact on engaging pupils and as a stimulus for teaching and learning.
<p>To develop pupils as enterprising, creative contributors and healthy, confident individuals through expressive arts projects and themes.</p>	<ul style="list-style-type: none"> • SK, AoLE leader for Expressive Arts and staff continue to work with Cornfield Creative Arts to develop art and music in projects across school
<p>To embrace Health and Well Being as an AOLE as well as positive attitudes to learning and inclusion, including ALN reform and to develop our pupils as Healthy, Confident, Individuals.</p>	<ul style="list-style-type: none"> • School continues to work towards the National Quality Award (NQA). • SE is the schools Wellbeing Lead and is attending ongoing EAS training. • SE met with the EAS Healthy Schools officer to assess aspects of the NQA and identify further actions. • SE continued to work with staff to collate evidence against the NQA standards. • Extra-curricular activities were reviewed at the end of the summer term to ensure a range for the autumn term. • All staff continue to use the language of a growth mind – set with pupils. • ER (NQT) received support from JM and FP staff to understand of the pedagogy behind developing Growth Mind-set and develop confidence in promoting a Growth Mind-set culture. • Forest Schools sessions with KS2 learners had a positive impact on health, wellbeing and application of skills and concepts outdoors. • Daily Mile has been developed in Key Stage 2. This has allowed children to take part in daily exercise. Staff have also noticed better focus and attention in inputs after children have taken part in daily mile. • The ALN reform has been shown to staff and has been updated in the ALN policy. RC (ALNCo) has held staff INSET to update all staff and has also attended update training run by LA and EAS.
<p>To embrace Curriculum Reform as outlined in 'Successful Futures'.</p>	<ul style="list-style-type: none"> • We continue to develop projects with authentic contexts for learning. • Pupils are instrumental in choosing projects and designing their own curriculum. • Parents are encouraged to contribute to project learning. • Learning Walls have been developed to reflect the four purposes in child friendly language. • Year group specific leaflets with the four purposes have been designed and shared with parents. • New planning formats are being used by all staff.

6.2. Plan for this year (2018/19) –

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

Target	Details
<p>To develop all staff as leaders of learning and to develop the strategic role of governors in relation to: Curriculum Reform; The National Mission; Professional Standards for Teachers, Leaders and Teaching Assistants; Schools as Learning Organisations.</p>	<ul style="list-style-type: none"> • To ensure all staff are familiar with the tools within the ETLF in order to carry out effective MER. • To ensure team leaders have the leadership skills and time necessary to lead on achieving actions set out in action plans as well as MER skills. • To ensure all staff are familiar with the professional standards for teachers, leaders and support staff. • To create and support professional learning opportunities for all staff ensuring they have the skills and knowledge necessary to implement action plans to have a positive impact on standards, wellbeing and the development of our new curriculum. • To establish a culture of inquiry, innovation and exploration through research and practice – (PM Objective for teachers). • To embed systems for collecting and exchanging knowledge and learning through pairs, phase, triad collaborations – (Maendy and Langstone, cluster). • To grow leadership: <ul style="list-style-type: none"> ○ new SLT and middle leaders through research and leading project opportunities ○ through LNS work supporting schools, growing leadership at Glasllwch ○ Opportunities for all staff to grow as leaders - opportunities to be innovative / lead projects ○ new CoG and Vice CoG through training, developing systems and practice • To ensure school is well led by education professionals who have the intellectual and practical understanding of education leadership within our system, developed through a common national approach and supported by effective governance. – influenced by the work of pioneer schools, school to school working, National Academy of Educational Leadership.
<p>To maintain standards in literacy focusing on writing strategies and resources, presentation and handwriting. (Estyn focus on presentation and handwriting). To develop pupils as ambitious, capable learners.</p>	<ul style="list-style-type: none"> • To attain the challenging target of 100% O5+ writing. • To attain the challenging target of 50% O6 writing. To attain target of 5 boys O6 writing – 36% - local school target. • To attain the challenging target of 100% L4 writing. • To attain the challenging target of 72% L5 writing. To attain the challenging target of 5 boys, including 1 FSM, 38% boys L5 writing through target teaching – local school target • To further develop the teaching of spelling within school. • To upskill new NQT through training on resources used throughout the school to teach literacy, and support to implement these in their classroom. • To continue to focus on overall standard of handwriting and presentation across the whole school • To ensure genre coverage is broad and varied across the school, with clear progression • To develop oracy across school through implementation of oracy / talk teaching strategies • To establish a reading for pleasure culture within the school, widening children's knowledge of authors. • To further develop reading areas across the classes. • To help to develop ethical, informed citizens by expanding students understanding of the world through reading of newspapers.
<p>To continue to raise standards in Welsh</p>	<ul style="list-style-type: none"> • To attain the challenging target 97% L4+ • To attain the challenging target 69% L5

Target	Details
Second Language Foundation Phase and KS2. Focus on writing upper KS2 (Recommendation in Inspection Report March 2014)	<ul style="list-style-type: none"> • To implement the new Year 6 pack provided by EAS • To implement a Cwtch – outdoor learning • Staff training to develop use of incidental Welsh • To develop greater consistency between Foundation phase and KS2 • Introduce lanyards to be worn by all staff with Welsh phrases • Teacher of the Week – chosen by Criw Cymraeg • To work towards Cymraeg Campus Bronze award
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). To develop pupils as Ambitious Capable Learners.	<ul style="list-style-type: none"> • To attain the challenging target of 100% pupils O5+. (Local school target – boys intervention) • To attain the challenging target of 53% pupils O6 MD. (Local school target – 6 pupils to receive O6 intervention support - O6 objectives. • To attain the challenging target of 97% pupils attaining L4+. • To attain the challenging target of 76% pupils attaining L5 - pupils maths intervention (local school target) • To maintain and further develop planning for numeracy across the curriculum enabling pupils to develop, transfer and demonstrate acquisition of appropriate skills • To further develop maths planning in line with AoLE - What Matters, Skills Knowledge and Experiences • To implement Singapore Maths approach and consider implementation within Glasllwch's teaching in line with current written methods. • To ensure opportunities for Singapore Maths in weekly planning. • To assess the impact of current intervention programmes and investigate possible alternatives. • To ensure consistency and progression amongst year groups in relation to AoLE What Matters and Skills, Knowledge and Experience • To ensure all staff have necessary skills in order to deliver curriculum (written methods and mental strategies) at a high level. • To audit maths resources for class and whole school use. • To purchase maths resources as indicated by audit. • 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 raise standards in science and technology across school through the development of project learning, developing pupils as ambitious, capable learners and enterprising, creative, contributors.	<ul style="list-style-type: none"> • To attain the challenging target of 100% L4+ • To attain the challenging target of 76% L5. (Local school target) • To develop new science schemes of work with greater focus on cross-curricular links which contain sufficient investigative work to allow for the complete coverage of the science curriculum – AoLE What Matters, Skills, Knowledge and Experiences • To ensure that science schemes develop ambitious, capable learners by containing opportunities to apply and develop numeracy/technology skills wherever possible. • To identify appropriate visitors/visits that will engage and inspire children during new science projects (Year 3 cluster project) • To ensure that all staff are confident with the assessment of science. • To provide opportunities for CPD for identified staff. • To identify how the ICT skills framework can be applied across year group projects.

Target	Details
	<ul style="list-style-type: none"> • To ensure software and hardware are available to allow learners to access the ICT curriculum and DCF effectively. • To continue to develop the role of the ICT Leader within school, ensuring relevant training is accessed. • To set up online pupil folders on Google Drive and Seesaw to be used as evidence of ICT and DCF skills. • To monitor and evaluate the coverage of the ICT skills framework and DCF within projects. • To develop consistency in teacher assessment of ICT. • To continue the use of SeeSaw and Google Classroom as a means of home school link. • To organise sharing events and training opportunities for parent's use of ICT • To continue to develop the role of Digital Leaders within school. • To develop staff's implementation of the DCF in line with Donaldson's 6 areas of learning and experience and the 4 purposes. • To ensure a shared vision informed by developments in education (DCF), that includes the needs of the wider school community. • To use the DCF mapping tool (Learning Wales) to track the implementation of DCF skills across the curriculum. • To ensure the DCF is implemented effectively within school, to ensure children are developing as digitally competent learners • To continue to promote collaborative working across the school for both pupils and staff. • To ensure collaboration with other schools and the wider community. • To further promote e-safety across the school, working towards achieving e-safety award. • To continue to raise parents' awareness of e-safety issues, ensuring e-safety good practice is shared with parents.
<p>To raise standards in and through the expressive arts. To develop pupils as enterprising, creative contributors and healthy, confident individuals.</p>	<ul style="list-style-type: none"> • To ensure there is a clear progression in the development of Art skills and Music skills across the Foundation Phase and Key Stage 2 • To ensure agreed Art and Music skills are outlined and delivered to each year group. • To ensure expressive arts resources are available to meet the needs of the curriculum. • To develop the skills, knowledge and understanding of the Expressive Arts Team Leader, enabling them to confidently lead Expressive Arts within the curriculum. • To increase staff confidence when planning and teaching Art and Music skills. • To provide all year groups with high quality expressive arts teaching and learning activities.
<p>To embrace Health and Well Being as an AOLE as well as positive attitudes to learning and inclusion and to develop our pupils as Healthy, Confident, Individuals.</p>	<ul style="list-style-type: none"> • To achieve the Healthy Schools National Quality Award • To monitor the integration of the Citizenship strand of the DCF into our PSE curriculum. • To further develop Forest School both in KS2 and FP. • To develop child friendly policy statements for relevant policies such as the anti-bullying policy. • For identified children with Emotional / Literacy Support needs to access the ELSA programme. • To continue to identify children to access the School Based Counselling service • To allow identified children to access Lego Therapy in school.

Target	Details
	<ul style="list-style-type: none"> • To work with the JF cluster to develop the Health and Wellbeing AoLE focusing on transition – Year 6 / 7 • Develop Health and wellbeing provision across the cluster, focusing on all year groups • To work with cluster to deliver cluster INSET focusing on wellbeing • Develop the use of 'Mindfulness' across the cluster to support pupils' mental health and wellbeing, particularly those in vulnerable groups such as LAC • Use Pillgwenlly Primary School to support all other schools in the cluster in their participation in The Nurturing Schools Programme and Families Connect • Each school within the cluster to take part in the 'Nurturing Schools Programme' • Each school within the cluster to take part in the Families Connect Programme • Governor Training session provided for a nominated governor from each school within the cluster to inform them of this cluster plan and discuss ways the governing body can support it. The session will focus particularly on how the wellbeing plan will support Looked After Children. • The creation of a wellbeing map/strategy for the cluster, including a focus on vulnerable groups of students such as LAC • Digital leaders collaboration to create a virtual tool to aid transition
<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"> • Ensure a consistent approach to standardisation and moderation in the core subjects across school • To develop effective systems for recording learner outcomes in ICT/DCF. • To use the DCF tracker to track pupils' application of DCF skills across the curriculum. • To maintain up-to-date with developments in changes to ARR policy and procedure from WG in relation to Successful Futures. • To develop a tool for tracking the application of LNF skills

6.3. Targets for this year (2018/19)

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 5 boys 36% O6 writing. Identified boys to receive target teaching - Alan Peat, VCOP strategies.
- To attain the challenging target of 29% boys O6 reading. Identified boys to receive support with reading response activities.
- To attain the challenging target of 53% pupils O6 MD. 6 pupils to receive O6 intervention support - O6 objectives.

6.3.2. Key stage 2 (KS2)

- To attain the challenging target of 5 boys, 38% boys L5 writing through target teaching.

- To attain the challenging target of 76% L5 pupils maths. 5 pupils - 3 girls, 2 boys to receive target teaching, maths intervention.
- To attain the challenging target of 76% L5 science through creative, contextualised learning projects.

6.4. Plan for future years

This section outlines targets to be addressed after this coming year: in 2019/20 and beyond.

Target Area	Details
Curriculum Reform	<ul style="list-style-type: none"> • To embed professional learning including research and practice at all levels in line with the National Mission • Develop middle leader roles and responsibilities • Further embed a breadth of learning opportunities in line with the core purposes through the development of AoLEs and the 'What Matters Statements'
Literacy and Numeracy	<ul style="list-style-type: none"> • To continue to maintain standards in English & Maths, Literacy & Numeracy across the curriculum, including standards of presentation and handwriting
Welsh Second Language, culture and heritage	<ul style="list-style-type: none"> • To further develop a strong Welsh ethos by embedding the use of incidental Welsh and new packs and providing a wider range of enriching activities
Equity and Wellbeing	<ul style="list-style-type: none"> • To further develop wellbeing and equity for all in line with the 'Well - being for Future Generations Act'
Leadership	<ul style="list-style-type: none"> • Review systems for involving all stakeholders in whole school self-evaluation and school development planning.
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.
Assessment Manager	<ul style="list-style-type: none"> • Review and refine assessment systems and procedures in line with curriculum reform.

7. People

7.1. Children

7.1.1. Class sizes

The number of children on the school roll as of 21/07/2018 is:

Class	Teacher	Number of pupils
Nursery	Miss S. Martin / Mrs E Parker	15 full time equivalent am, 15 pm
Reception	Miss Edwards	31
Year 1	Miss Reynolds	30
Year 2	Miss Summers	30
Year 3	Miss King	28
Year 4	Miss Jenkins	31
Year 5	Mr Watson	28
Year 6	Miss Cornelius	27
	Total	235

7.1.2. Year 6 leavers

The children who left Year 6 in July 2018 moved on to the following schools:

School	John Frost	Bassaleg	St. Josephs	Caerleon	Rougemont	Monmouth	Newport High	Moved Away
No. of children	3	9	6	4	2	1	1	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 and disco;
 - FP and KS2 cinema nights;
 - Family Bingo
 - Quiz night
 - Refreshments for Curriculum Reform sharing event
 - Refreshments for sports day
 - Christmas fete
 - Summer fete

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

- Classroom resources
- Playtime yard equipment
- Reading books
- Leavers books
- Leavers trip
- Teacher2Parents

7.3. Staff

The following table shows the current roles and responsibilities of each member of staff:

Name	Roles	Responsibilities
Chris Jackson	Head teacher	<ul style="list-style-type: none"> • Internal Organisation and Management • Local Management of School -Budget • Staffing Structure • Staff Development • Performance Management • Safeguarding • Leadership Development • Performance Management Lead • Monitoring and Evaluation • Premises Manager

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Keyholder • Risk Assessment • Health and Safety • Equal Opportunities Coordinator • Disabilities Manager • Fire Regulations • Racial Incidents contact <p>Income generation through: EAS Challenge Adviser work; ETLF and SDP / SER development; Associate Adviser to the National Academy of Educational Leadership, Estyn Peer Inspector; Estyn SER remit. Learning Network School to School work; Peer Review Triad work</p>
Jenny Munslow	Deputy head teacher	<ul style="list-style-type: none"> • Curriculum Reform Lead • Professional Learning Lead • NQT Mentor • Student Mentor • A.R.R. Leader • Emotional Intelligence Lead • Pupil Participation Lead • Learning to Learn • Health and Wellbeing AoLE team • Performance Management • Health and Safety competent person • Keyholder • Income generation: ETLF and SDP / SER development; Learning Network School to School work; Peer Review Triad work
Ruth Cornelius	Teacher SLT	<ul style="list-style-type: none"> • Year 2 Teacher • ALNCo • Science and Technology Team • Cluster Network Lead for Science and Technology • FP Lead • FP / KS2 Transition • Music Lead • Student Mentor • Orchestra • Teacher Representative on GB • Learning Network School to School work
Kate Summers	Teacher SLT	<ul style="list-style-type: none"> • Year 4 Teacher • Language, Literacy and Communication AoLE Team Leader • Literacy LNS Lead • Lower Juniors Lead • Media Club
Sue Martin	Teacher	<ul style="list-style-type: none"> • Nursery Teacher 60% • Maths and Numeracy AoLE Team Leader • Netball
Ellie McArdell	Teacher (Maternity Leave –April	<ul style="list-style-type: none"> • Humanities Team Leader • ESDGC • Geography • Dance Club

Name	Roles	Responsibilities
	2018 – February 2019)	
Sarah Edwards	Teacher	<ul style="list-style-type: none"> • Reception Teacher • Health and Wellbeing Team Leader • PSE • First Aider • Gardening Club, Yoga Club, First Aid
Paige Jenkins	Teacher	<ul style="list-style-type: none"> • Year 6 Teacher • Science and Technology AoLE Team Leader • ICT / DCF • Digital Leaders
Sophie King	Teacher	<ul style="list-style-type: none"> • Year 3 Teacher • Expressive Arts AoLE Team Leader • Football Club
Ella Reynolds	Teacher	<ul style="list-style-type: none"> • Year 1 Teacher • Humanities AoLE Team Leader • Drama Club
Leon Burgess	Teacher	<ul style="list-style-type: none"> • Year 5 Teacher
Cathie Logan	HLTA	<ul style="list-style-type: none"> • KS2 • Welsh and Bilingualism Lead • Curriculum Cymraeg • LLC team • PPA/ Management cover • Forest School • Criw Cymraeg
Julie Ash	HLTA	<ul style="list-style-type: none"> • FP and Lower KS2 • Interventions Lead • RE • Maths and Numeracy team • Lunchtime Rotas • PPA / Management • Drama, Dance
Fiona Griffiths	HLTA 80%	<ul style="list-style-type: none"> • Nursery 40% • ALN support • Expressive Arts team • PPA / AOLE release • Craft Club
Ceri Fitzgerald	TA3	<ul style="list-style-type: none"> • Year 2 • Maths and Numeracy team • FP Interventions • Netball • Healthy Schools - SNAG
Elizabeth Parker	TA3	<ul style="list-style-type: none"> • Reception • Health and Wellbeing team • Multi Skills Club • Healthy Schools
Robyn Jenkins	TA2	<ul style="list-style-type: none"> • Reception ALN support • Expressive Arts team

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Art / DT Resources • Website update
Rachel Mears	TA2 60%	<ul style="list-style-type: none"> • Year 1 • Science and Technology team • Eco Committee • Tennis Coordinator
Sandra White	TA2	<ul style="list-style-type: none"> • Y 6 1:1 • Maths and Numeracy team • KS2 Interventions • Multi Skills Club
Sally Mitchell	TA2	<ul style="list-style-type: none"> • Y6 1:1 • Humanities team • Playground Pals • Craft Club
Naomi Goldsworthy	TA2 40%	<ul style="list-style-type: none"> • Year 1 • Science and Technology team • Media Club
Caroline Bunn	TA2	<ul style="list-style-type: none"> • Nursery • Humanities team
Matthew Poyner	TA2	<ul style="list-style-type: none"> • Year 1 1:1 • Humanities team • Football Club
Lynne Pohl	Office Manager	
Sean Cullen	Site Manager	
Sue Dixon	Cleaner	
Nikki Cullen	Cleaner	
Donna O'Neil	Canteen	Employed by Chartwells
Tracy McGee	Canteen	Employed by Chartwells

7.4. Governors

7.4.1. Chair

Simon Morrish

c/o Glasllwch Primary School

Melbourne Way,

Newport

Phone: 07950 340159

Email: simonmorrish@fmail.co.uk

7.4.2. Members

Name	Post	Category	Appointed by	Expiry of Term
Mr Stephen Morris	Outgoing Chair	Community	Invitation	2021
Mrs Farzana Mohammed		Parent	Parental vote	2019
Mrs Kimberly Anthony	Vice Chair	Parent	Parental vote	2021
Mrs Hannah Hamnett		Parent	Parental vote	2020
Mr Thomas Moore		Parent	Parental vote	2023
Mr Simon Morrish	Incoming Chair	Community	Invitation	2019
Prof James Birchall		Community	Invitation	2021
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	2021
Mrs Chris Jackson	Head teacher	Head teacher	Regulations	N/A
Mrs Jenny Munslow	Deputy Head teacher	Associate Governor	N/A	N/A

7.4.3. Clerk

Mike Rees

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
- 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 the school travel plan will be incorporated into overall school life where appropriate.

This year a parental survey was carried out with a view to updating the travel plan. Parental engagement with the survey was limited resulting in no changes being made.

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.

7.4.6. Elections

One parent governor ballot was held in 2017 / 2018.

8. School Budget

8.1. Summary

- The school had a surplus of £68,105 (9.75%) at the end of the financial year 2017/2018
- The projected surplus for the end of the current financial year 2018/2019 is £36,772 (5.20%)
- 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 2018		
2016/17 OUTTURN		2017/18 OUTTURN
EMPLOYEES		
485,384	Teachers	474,199
212,821	Support Staff	160,291
21,025	Caretaker	21,931
0	Midday Supervisors	0
0	Cleaners	4,175
OTHER EMPLOYEE COSTS		
9,619	Supply Insurance Premium	9,619
3,020	Agency Staff	4,970
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		
4,032	Gas	4,405
4,036	Electricity	5,024
0	Oil	0
51,552	CAPITATION & ICT	41,726
15,384	SCC, EIG and PDG Expenditure	82,229
PREMISES RELATED		
2,163	Hire Of Facilities	1,697
10,085	Rates	11,352
13,174	Building Maintenance & Alarm Lines	10,831
7,877	Grounds Maintenance	6,927
1,863	Water	1,997
8,507	Building Cleaning-Contract	7,207
1,384	Refuse Collection	1,431
2,943	Misc Premises	3,441
COMMUNICATIONS		
226	Postage/Fax/Telex	343
6,527	Telephones	5,179
TRANSPORT		
0	Vehicle Maintenance	0

975	Vehicle Hire	1,050
203	Car Allowance	514
0	Travel Expenses	0
0	EXAM FEES	0
2,209	EXTERNAL COURSES School Funded Training	3,771
30,732	CENTRAL SERVICES	26,621
	INCOME	
0	Telephones	0
-1,095	Lettings	-2,220
0	Photocopying	0
-8,200	Music Service Income	-5,435
-5,482	Donations	-3,889
0	Miscellaneous	-799
-193	Sales Income	-140
-39,851	Supply	-36,061
0	Exam Fees	0
-284	Interest	-242
0	Rental Income	0
-700	Coaching Fees	-750
-300	Energy Compensation	-300
0	After Schools Club	0
-44,687	Other Grant and Contributions	-54,860
-76,677	EIG	-77,629
-1,860	PDG / EYPDG	-4,600

716,411	TOTAL NET EXPENDITURE	704,008
731,411	TOTAL FUNDING	698,866
15,197	Current Surplus / (Deficit) for year	-5,142
58,049	Previous Year's Surplus / (Deficit)	73,246
73,246	Accumulated Surplus / (Deficit) c/fwd	68,105
10.01%	Balance as % of funding	9.75%