



'Today's Learning for Tomorrow's Stars'
Belief, Opportunity, Expectations
Cred, Cyfle, Disgwyliadau

Governors' Annual Report 2018-19

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1. Letter from the Chair of Governors

Dear Parents/Carers

It is my pleasure to welcome you to the 2018-19 Governors' Annual Report to parents. It contains a wealth of information about Glasllwch, which I hope you will find informative and useful. If any questions arise from this information, or if you have any questions generally, we can address these at the annual sharing event on Tuesday 16th June at 6pm. It would be lovely to see as many parents/ carers as possible here, as the feedback we receive is really valuable in informing our planning for the next academic year.

When introducing this report last year, Simon Morrish, our previous Chair of Governors, reminded us that Glasllwch is an 'excellent school'. It was wonderful to have this comprehensively corroborated by the Estyn Inspection team who visited in November 2019. What Estyn saw, is what the children see and experience day in day out throughout the year; my sincere thanks go to the staff who work tirelessly, and give so generously of their time to achieve this. My thanks also go to you as parents and carers for your own support; you will see from this report that partnership working is a valued strength of Glasllwch, and one that we hope to continue to build upon going forward.

On behalf of the governing body, I would like to end by thanking Simon Morrish for the personal contribution he has made to Glasllwch's success. Simon joined the governing body in 2011, bringing with him a unique skill set that has been integral to maximising effectiveness. We have enjoyed working with Simon and we are sorry that his term of office has come to an end, but we send him our gratitude and our very best wishes for the future.

Kimberley Anthony,
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 2018 - 2019 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 our school.

2.2. Parents' meeting

There is no 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 and Curriculum Reform.

2.3. Highlights

- Excellent teacher assessment results at the end of:
 - Foundation Phase (FP); 100% of pupils achieved expected outcomes in Language, Literacy and Communication, Mathematical Development and Personal and Social Development.
 - Key Stage 2 (KS2); 100% of pupils achieved expected levels in English and Science, 97% in Maths and Welsh second language.
- Standards of attainment remain above the average standards in Newport and Wales.
- Many of our pupils achieved above expected results:
 - 63% achieved Outcome 6 in Language Literacy and Communication and 73% in Mathematical Development at Foundation Phase (FP).
 - 87% achieved Outcome 6 in Personal and Social Development, Well – Being and Cultural Diversity (FP).
 - 76% achieved Level 5 and 3% achieved Level 6 in English at KS2.
 - 86% achieved Level 5 in Maths (KS2).
 - 79% achieved Level 5 in Science (KS2).
 - 69% 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.
- 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 presented their research findings to each other and our triad partner schools at our annual professional learning sharing event.

- Our talented Learning Squad presented their research findings to teachers from across Newport at a Pupil Participation Network Meeting hosted at Glasllwch.
- Digital Leaders took part in a Pupil Participation Learning Network event at St Julians Primary School.
- We achieved the healthy schools National Quality Award.
- We achieved the Cymraeg Campus Bronze Award.
- 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).
- We worked as part of an alliance with Langstone Primary and Maendy Primary Schools to develop the PGCE programme for Cardiff Metropolitan ITE. Mrs Munslow leads on this work as the Research Champion on behalf of the alliance and as the senior mentor for Glasllwch.
- Mrs Jackson continued to work with Welsh Government as an Associate Adviser for the National Academy of Educational Leadership and as a Challenge Adviser supporting four school across the EAS.

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	02.9.19	28.10.19 - 01.11.19	20.12.19
Spring	06.01.20	17.02.20 - 21.02.20	03.04.20
Summer	20.04.20	25.05.20 -29.05.20	20.07.20

Closed for In-Service Training (INSET):	02.09.19 30.09.19 07.02.20 22.05.20 29.06.20 20.07.20
Closed for May Day Bank Holiday:	08.05.20

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 term and either late in the spring term or early in the summer term. 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, Foundation Phase and Nursery Handbooks are available on the school website under 'Online Office', and from the school office.

Amendments this year include:

- Updates on staffing structure.
- Updates on extra - curricular activities.
- Updates on curriculum in line with curriculum reform.
- Updates on school uniform

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

We continue to design a curriculum that is purposeful and meaningful with authentic contexts for learning, in line with the guidance set out in 'Curriculum for Wales'. Our curriculum encompasses everything a learner experiences in pursuit of the four purposes. A major focus is not just what we teach but how we

teach and why we teach it. Our focus is on developing a more integrated approach to learning by bringing together familiar disciplines as in the six areas of learning and experiences and encouraging strong and meaningful links across different disciplines.

The curriculum is planned and taught with a focus on the basic skills of literacy, numeracy and digital competency. Skills are taught 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.

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.

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 school 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 2018/2019 there were 35 children on the ALN Register.
- Extra support was provided in line with the requirements of statements for 4 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 professional learning and update meetings to ensure the most recent and relevant information is implemented.
- The content of these sessions was disseminated to all staff.

4.1.4. Welsh

- Teaching staff took over the teaching of Welsh 2nd Language at KS2.
- 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).
- One of our Higher Level Teaching Assistants (HLTA's), Mrs Logan, coordinates Welsh throughout school.
- Mrs Logan was instrumental in leading school in preparing for the Cymraeg Campus Bronze Award.
- Following a full assessment day carried out by an outside assessor, we were accredited with the award in July 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.

Religious Education lessons, as well as having identified subject skills, have skills identified in the Literacy and Numeracy Framework as well as critical 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.
- Two netball teams comprising of pupils from Years 5 and 6 represented Glasllwch at the Newport Live Tournament. They played four games each with lots of goals being scored.
- The boys school rugby team won the shield in the 'Friends of Newport' Sevens Tournament.

- Year 5 and 6 girls took part in the Rookie Rugby Festival to increase female participation in rugby. The girls thoroughly enjoyed it.
- The girls' Year 5 tennis team competed in the final of the South Wales Tennis Final. They won three matches, losing in the semi-final.
- The Year 5 and 6 boys cricket team took part in the Newport Cricket Festival and won 2 out of 5 matches.
- The Year 5 and 6 boys took part in the Newport Football Tournament. They showed great determination and perseverance.
- Year 6 won the DDMIX Dance Festival at the Dolman Theatre. They choreographed and performed a Japanese dance in front of Darcey Bussell.
- Year 6 participated in the Newport Dance Festival at the Riverfront.
- Year 5 music, Year 6 dance, orchestra and digital leaders shared performances and presentations with parents in the Curriculum Reform Sharing Event. Governors fed back results of our annual parental questionnaire and responded to any questions, concerns and suggestions. All feedback feeds into the following years School Development Plan.

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 take ownership of their own learning and to develop thinking strategies across the curriculum. We encourage all children to contribute to designing our curriculum, 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 including Thinking Maps, KWL Grids, response partners and self and peer assessment. 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 in line with achieving the four purposes. 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:
 - Curriculum design - designing four purpose characters
 - Using the Estyn pupil survey to audit pupils views about school – informing Playground Pals SDP
 - Learner questionnaires about assessment for learning – linked to staff research projects and pedagogy.
- Pupil participation groups 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. Their research is having a positive impact on their leadership development as well as on shaping our curriculum.
- Along with a few other schools, Digital Leaders took part in a Pupil Participation Learning Network event at St Julians Primary School. The children shared the projects they have carried out this year, including their work on: e-safety, coding, supporting Foundation Phase children with ICT and developing a cluster virtual tour of The John Frost school to aid transition. They demonstrated excellent presentation skills; speaking with confidence and enthusiasm. 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.
- 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.

4.1.9 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.

4.1.10 Well-being

- Miss S. Edwards is our Wellbeing Lead. She attended EAS training to support her in this role and disseminated information to all staff.
- Miss Edwards was instrumental in leading and supporting staff through the process of working towards the National Quality Award (NQA) for Healthy Schools.
- A two - day external assessment was carried out towards the end of the summer term. This resulted in school achieving the NQA.
- Miss Edwards led a meeting with parents to share our Sex and Relationships curriculum. Feedback was very positive.
- 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
- 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 school based 'thrive' assessments. These assessments look at attendance, how learners feel about aspects of school life, confidence and attitudes to learning, safety and security. 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 curriculum reform as well as the FP and National Curriculum documentation.
- SNAG continued to run their 'Fruity Friday' initiative and to promote their work during assemblies.

4.1.8.1. 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 digital signing in system enables us to track pupil absence and lateness 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, Mountain View Ranch, Noah's Ark Zoo Farm
Reception	Riverfront Theatre, Jews Wood, Perrygrove Farm, Bristol Zoo, Noah's Ark Zoo Farm
Year 1	Riverfront Theatre, Bristol Aquarium, Noah's Ark Zoo Farm
Year 2	Riverfront Theatre, Techniquet, Cardiff Castle, Noah's Ark Zoo Farm
Year 3	Riverfront Theatre, 3 week swimming course, Cardiff Museum, Caerleon, Bristol Aquarium, Noah's Ark Bristol
Year 4	Riverfront Theatre, PEAK Wastesavers, Cadbury World, Ynysddu bee workshop
Year 5	Riverfront Theatre, Cilfynnedd Centre, Big Pit, CIWW raft building, John Frost School – transition concert
Year 6	Riverfront Theatre, Hilston Park, Bowling and lunch (funded by P.T.A), John Frost School, Crucial Crew, Transition High Schools, Cardiff Castle, Dolman Theatre

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. Thomas 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.
- 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.
- A Breakfast Club, Seren Mawr, organised and run by an outside provider, Greenfields Nursey, was set up.
- Parent helpers offered expertise in PE, Science and Technology and French.
- All pupils took part in celebration events to mark the end of their projects; parents were invited to many of these events.
- Our School Nutrition Action Group, SNAG, arranged for a nutritionist from Chartwells to talk to pupils across school about healthy living.
- Digital Leaders took part in a Pupil Participation Learning Network at St Julians Primary School.
- Meet the teacher sessions were held for Year 3 parents.
- Miss Cornelius, Miss Jenkins, Mrs White, Mr Poyner and Year 6 spent a fabulous few days 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.
- 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 to pupils across school.
- Years 5 Play Pals training took place with 'Bullies Out'.
- A super hero 'Bullies Out' fundraising event generated £177.60 for their charity.
- Dressing up for Red Nose day raised £218. 85 for Comic Relief.
- A cupcake day raised £185.30 for the Alzheimer's Association.
- A whole school Sepsis awareness raising day generated £229.46 for the Lucy Ellis Foundation.
- Year 6 charity generated £60 for the Lucy Ellis Foundation and £60 for Make a Wish.
- Year 5 charity day generated £100.60 for Wateraid.
- Christmas jumper day generated £173.50 for Save the Children.
- A dress down day generated £188.00 for Zimbabwe Special Aid.
- Staff from John Frost High School talked to the children in Year 6 about transition.
- All children watched a science based production by Kinetic Theatre.
- The whole school enjoyed the pantomime, 'Sleeping Beauty' at The Riverfront Theatre.
- Cornfield Creative Arts worked with different Year groups developing expressive arts.
- Cornfield Creative Arts worked with Year 5 on a music transition 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 participated in an 'extreme reading challenge'.
- 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 leavers concert followed by bowling and lunch paid for by the PTA.
- The orchestra entertained the whole school and parents in a fabulous musical extravaganza.
- 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.
- Colorfoto took individual portraits class and group photographs.
- The Nursery was used by the community for elections.

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.
- 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 purposes, developing pupils as; ambitious, capable learners; healthy, confident individuals; enterprising, creative contributors and ethical, informed citizens. Staff and pupils shared project planning and resources; pupils talked about how they are involved in shaping their learning by choosing projects that motivate and inspire them and that are purposeful with authentic contexts for learning. All projects start with a launch event and end with a celebration or sharing event. Parents are often invited to these events to celebrate the learning. Digital Leaders gave a presentation on the work they have been doing in developing 'Glasllwch Voice', their digital news platform, as well as how they have been collaborating with pupils from across the cluster to develop a virtual tour of John Frost School to aid transition. Parents also had an opportunity to have a say in developing the new curriculum. The event was also a great opportunity for us to showcase developments in expressive arts with the orchestra playing, Year 5 singing and playing glockenspiels and a Year 6 dance performance.
- 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:

- Wet Pour – Reception outdoor learning
- Drainage outside Y2 classroom
- Outside classroom refurbished
- Annual gas safety assessment.
- 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 hall projector

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.

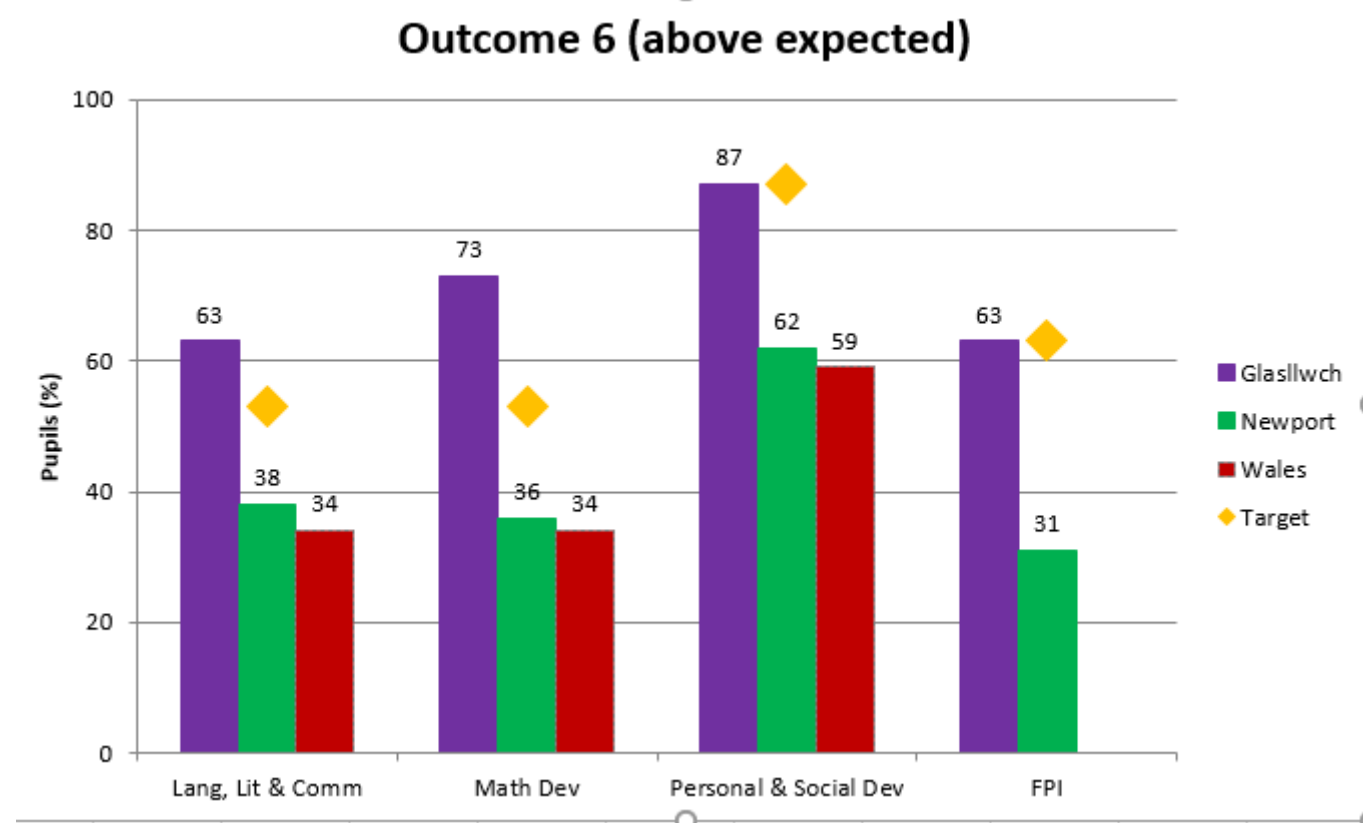
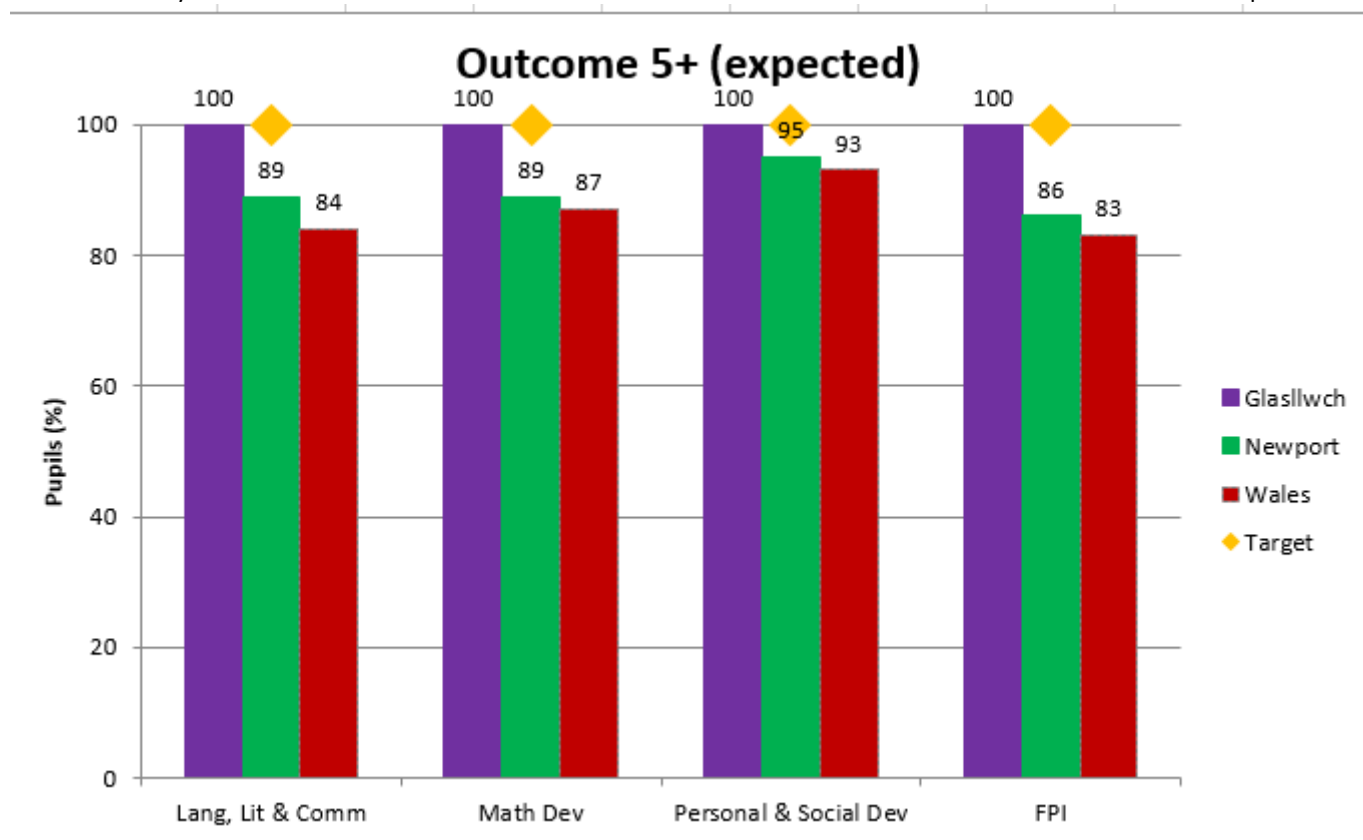
You can find further information about performance, and the school in general, on the "My Local School" website at <http://mylocalschool.wales.gov.uk/school.htm?estab=6802039>.

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 2017-2018 and 2018 – 2019.

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	2019 Boys	Girls	Pupils	2018 Boys	Girls	Pupils	2019 Newport Boys	Girls	Pupils	2019 Wales Boys	Girls
Language, Literacy and Communication	100	100	100	93	88	100	88	85	91	82	78	87
Mathematical Development	100	100	100	97	94	100	89	87	90	85	82	87
Personal and Social Development	100	100	100	100	100	100	94	92	96	92	89	95
Foundation Phase Indicator	100	100	100	93	88	100	86	82	89	80	76	84

Percentage of pupils achieving outcome 6+

	School Data						Comparative Data					
	Pupils	2019 Boys	Girls	Pupils	2018 Boys	Girls	Pupils	2019 Newport Boys	Girls	Pupils	2019 Wales Boys	Girls
Language, Literacy and Communication	63	57	69	60	41	85	39	32	47	32	28	38
Mathematical Development	73	79	69	60	53	69	37	34	40	32	33	32
Personal and Social Development	87	71	100	80	65	100	61	51	72	57	48	67
Foundation Phase Indicator*	63	57	69	43	29	62	31	25	36			

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

* LLC in English for LA and Wales.

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

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

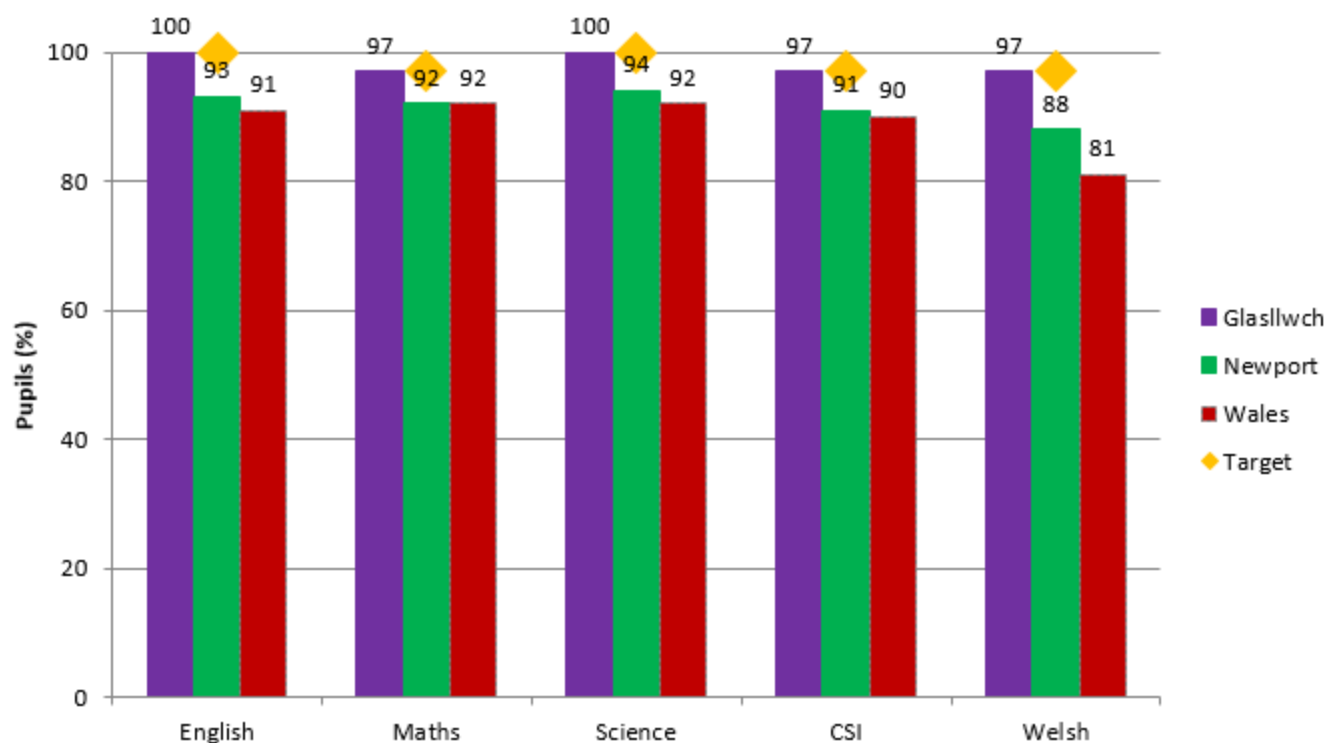
5.2. Key Stage 2 (KS2)

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'.

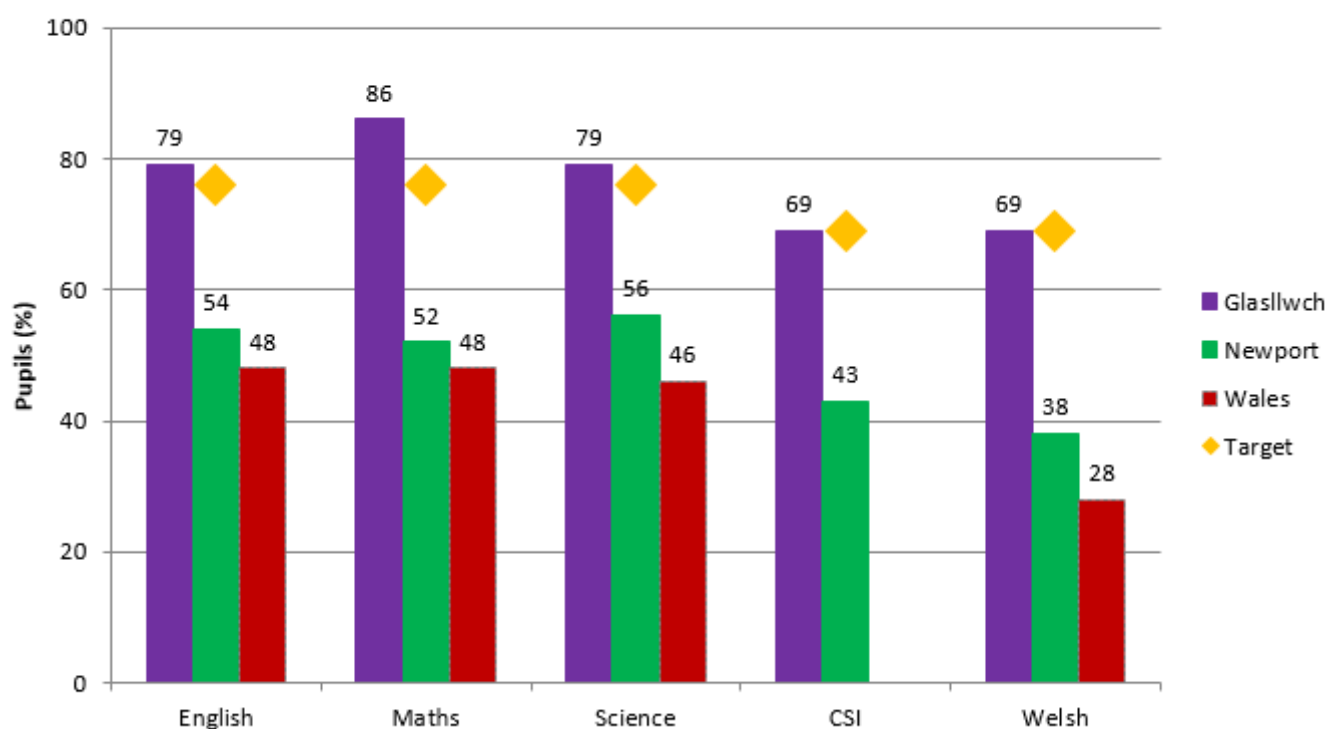
The charts below show how we performed for the three core subjects – English, Maths and Science – and for the Core Subject Indicator, which is the percentage of pupils achieving either Level 4 or Level 5 in all three core subjects. It also shows our performance in Welsh second language. You can see our 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.

Level 4+ (expected)



Level 5+ (above expected)



The table below shows results for 2017-2018 and 2018 - 2019.

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					
	Pupils	2019 Boys	Girls	Pupils	2018 Boys	Girls	Pupils	2019 Newport Boys	Girls	Pupils	2019 Wales Boys	Girls
Welsh 2nd Lang.	97	92	100	82	69	100	85	80	92	81	86	76
English	100	100	100	100	100	100	92	88	96	90	86	93
Mathematics	97	92	100	100	100	100	91	88	94	91	89	93
Science	100	100	100	100	100	100	93	90	96	91	89	93
CSI	97	92	100	100	100	100	89	85	93	88	85	91
Reading, Writing and Mathematics	93	85	100	100	100	100	86	80	91	84	79	89

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	Pupils	2019 Boys	Girls	Pupils	2018 Boys	Girls	Pupils	2019 Newport Boys	Girls	Pupils	2019 Wales Boys	Girls
Welsh 2nd Lang.	69	46	88	68	63	75	38	30	47	28	22	35
English	79	62	94	79	69	92	51	45	58	44	37	52
Mathematics	86	85	88	82	69	100	50	51	50	46	45	46
Science	79	54	100	79	69	92	53	50	57	44	41	47
English, Mathematics and Science*	69	46	88	75	63	92	43	40	46			
Reading, Writing and Mathematics	72	54	88	75	63	92	36	31	42			

* 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% which we achieved. 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	96.89	3	0.11
Spring	96.6	3	0.4
Summer	96.4	3.3	0.3
Whole year	96.5	3.2	0.3

Our attendance target for 2019/2020 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
To maintain standards in literacy, including Welsh, focusing on writing strategies, and resources, presentation and handwriting, Welsh writing. (Estyn focus on presentation and handwriting, writing in Welsh). To develop pupils as ambitious, capable learners.	<ul style="list-style-type: none"> • National 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). • 100% pupils in Foundation Phase (FP), Y2, attained O5+ in Language, Literacy and Communication at the end of the year. Target met. • We exceeded LLC target of 60% with 73% attainment. • Individual targets for oracy 60%, reading 50% and writing 53% were all exceeded, attaining 73%, 73%, 60% respectively. • We exceeded our Local School Target – To attain 36% boys O6 in writing with 50% attainment. • We exceeded our Local School Target – To attain 29% boys O6 in reading with 71% 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. • 3% pupils attained L6 in oracy, 14% in writing and 3% English overall. • We achieved our Local School Target of 38% boys L5 writing with 69% attainment. • A range of writing strategies including Alan Peat, SLOW writing are employed progressively across school.

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. • Projects, chosen by pupils with authentic contexts for learning, have a positive impact on learner engagement in literacy and subsequent high standards of attainment. • SE participated in a research project into learners' perceptions of reading for pleasure. Findings have been shared with all staff. All staff make time to read to learners at all levels at some time during the week. Links between classes, where older children read to younger children, are proving effective. • Whole school strengths and areas for development were disseminated to all staff following book scrutinies, listening to learner activities and learning walks. • 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. • 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. • 97% pupils in Y6 attained L4+. Target met. • 69% pupils in Y6 attained L5. Target met. • Following rigorous assessment, we were awarded the Cymraeg Campus Bronze Award. • Well done to CL for her hard work in leading school through this process. • 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. • CL and Criw Cymraeg continue to take Welsh assembly every week. • The outside classroom was converted into a Cwtch for children to develop their Welsh oracy, reading and writing skills. This is having a positive impact on standards in Welsh across school.
<p>To raise standards in mathematics throughout the school and in the application of numeracy across the curriculum. (Estyn focus and National</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. Target met. • We exceeded our target of 53% pupils O6 with 60% attainment. Local school target met.

Target	Progress
Priority). To develop pupils as Ambitious Capable Learners.	<ul style="list-style-type: none"> • 100% pupils in Y6 attained L4+ in maths. Target met. • 86% pupils in Y6 attained L5 in maths. Target of 76% exceeded. Local School Target met. • 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. • Staff attended training to look at planning using the 'What Matters' statements and the 'knowledge, skills and experiences' set out in the new curriculum. All staff will be attending further professional learning in this area on 30.9.19. • NQT attended EAS NQT training to support teaching and learning in numeracy. • SM, maths subject leader, attended EAS network meetings. • Singapore Maths Bar Modelling strategies are being developed throughout FP and KS2.
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"> • 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 lead, continues to support schools across the cluster developing contextualised learning in science, linking with Astro Cymru, Living Levels and Tom Maloney. • Cluster projects linked to 'Bees' and 'City of Tomorrow' provided purposeful learning with a STEM focus for Years 3 and 4. <p>ICT / DCF</p> <ul style="list-style-type: none"> • PJ attended further EAS ICT / DCF professional learning meetings. • PJ continued to lead esafety working group meetings as we work towards the 360 degree safe Cymru award. The group includes staff, pupils, parents and governors. The focus of the group is to improve and ensure esafety provision across school. • Digital Leaders include aspects of esafety in every edition of Glasllwch Voice. • Digital Leaders, led by PJ, continue to meet weekly and to be actively involved in working through the actions they identified in their priority action plan. • PJ and Digital Leaders continued to work with JFS and our cluster schools developing a digital virtual tour resource to support transition.

Target	Progress
To develop pupils as ethical, informed citizens through humanities projects and themes.	<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. • 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. • Nursery and Reception held a 'Go Wild' sharing event with parents. • Year 1 held a very informative careers day with parents. • Year 2 showcased a fan dance and Chinese dragon dance as part of their 'Land of the Orient' project. • Years 3 and 4 held a sharing event to showcase their learning about 'Bees' and 'City of Tomorrow'. • Years 5 and 6 organised and ran their very own fete to demonstrate their entrepreneurial skills.
To develop pupils as enterprising, creative contributors and healthy, confident individuals through expressive arts projects and themes.	<ul style="list-style-type: none"> • ER took over as AoLE leader for Expressive Arts (SK on maternity leave). • Staff continued to work with Cornfield Creative Arts to develop art and music in projects across school. • ER worked with staff in triad schools to share developments in expressive arts.
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.	<ul style="list-style-type: none"> • Following rigorous assessment school was awarded the Healthy Schools National Quality Award. • Well done to SE on her hard work in leading us through this process. • The NQA report identifies excellent practice in many areas. • We continue to share the work we do on pupil participation with schools across the EAS. • SE is the schools Wellbeing Lead and is attending ongoing EAS training. • 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. • LB (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 across school allows 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. • RC (ALNCo) held staff INSET to update all staff on aspects of ALN reform following update training run by LA and EAS.
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;	<ul style="list-style-type: none"> • Staff worked in AoLE teams to evaluate impact of actions identified in SDP Action Plans and to identify actions for 2018 / 2019. • Action plans referencing; Inspection Areas, National Mission Enabling Objectives, Schools as Learning Organisations as well as cluster and triad collaborations are effective in driving school improvement. • Curriculum planning in line with the Four Purposes and AoLE's is being used effectively by all staff and shared with schools across the EAS as an example of excellent practice.

Target	Progress
Schools as Learning Organisations.	<ul style="list-style-type: none"> All staff are familiar with the new professional standards and continue to record experiences and training in relation to the standards on their professional learning passport. The Excellence in Teaching and Leadership Framework is being used effectively to carry out monitoring and evaluation across school. SE and PJ completed EAS middle leadership training to support the development of their leadership skills. Work as an LNS school for literacy and as a 'Good' school are supporting the development of leadership skills across school. Participation in enquiry based research projects have effectively supported staff professional learning. Projects have been shared amongst all staff.

6.2. Plan for this year (2019/20)

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

Target	Details
To ensure the 4 purposes are the main focus / drive for all teaching and learning. Develop use of the AoLE 'What Matters' statements to ensure coverage, continuity and progression. Develop all staff as leaders of learning and develop the strategic role of governors within curriculum reform. Maintain standards in all core areas attaining targets set.	<ul style="list-style-type: none"> To implement Voice 21 resources and strategies across the school. To develop a consistent marking code to highlight spelling errors and ways forward. To further develop Learners knowledge of a range of authors, including welsh authors and books set in Wales. To develop learners understanding and awareness of their identity and culture through learning about other languages and cultures. To further develop the use of the Cwtch. To work towards Cymraeg Campus Silver award – 2 year process. To develop Welsh cross curricular writing – science, project. To further develop guided reading at KS2. To ensure the progression of Welsh throughout FP. To further develop problem solving, fluency, and reasoning. To maintain standards and further develop Singapore Maths, enabling pupils to develop acquisition of concrete, pictorial, abstract. To ensure all staff have necessary skills in order to deliver curriculum – in line with maths AoLE (written methods, including Singapore Maths) at a high level. To develop science within Foundation Phase. To incorporate STEM projects in every year group. To share e-Safety information with parents and community. To ensure a wide range of P.E activities are taught throughout the school. To develop mindfulness strategies/awareness across the school. To continue to develop learners' art skills across school. To continue to develop music skills within each class (including composing and appraising and using musical instruments). To develop links with local artists / musicians /localities to enhance curriculum projects. To choose a Humanities focused project within the year. To ensure humanities knowledge, skills and experiences are developed throughout the year as well as through specific projects.

Target	Details
<p>To develop all learners as ambitious, capable, healthy, confident individuals ensuring high levels of wellbeing and engagement in all aspects of school life with a specific focus on vulnerable learners.</p> <p>To ensure a consistent approach to ALN provision in line with ALN reform and in line with the regional Equity and Wellbeing strategy – multi agency working.</p> <p>To ensure systems, processes and procedures effectively support staff wellbeing.</p>	<ul style="list-style-type: none"> • To ensure appropriate and effective identification and tracking of all learners and specifically vulnerable learners in order to identify support. • To ensure appropriate and effective MER of all learners and specifically vulnerable learners in order to evaluate effectiveness of support. • To work with cluster to create a wellbeing map including a focus on vulnerable groups of students such as LAC. • To implement a whole school approach to wellbeing, engaging learners in regular, ongoing self – assessment in order to achieve high levels of wellbeing and engagement. • Maintain the positions of the wellbeing leads in the cluster to attend all EAS training events and disseminate information/training to the cluster. • To ensure all staff are ACE aware and have up to date training from the cluster leads. • To continue the cluster focus on becoming Nurturing Schools. • Discussion of and creation of a cluster wellbeing policy to support LAC and FSM students particularly (vulnerable learners).
<p>To develop the use of AfL strategies to support learning engagement and accelerate pupil progress.</p> <p>Rationale: reduce teacher workload; increase learners' involvement / engagement.</p> <p>To promote problem solving, creative and critical thinking.</p>	<ul style="list-style-type: none"> • To review and evaluate current practice to identify effective AfL strategies and approaches. • To engage with research and reading to identify and share good practice. • To review, challenge, discuss and build on research carried out by all staff, identifying next steps for a whole school approach. • The above targets, success criteria and actions will contribute to and inform our cluster plan: • To work with the JFS cluster to create an AfL toolkit following research. • To develop staff understanding of problem solving, creative and critical thinking in order to effectively transpose them into their teaching. • To ensure the identification of projects / lessons that lend themselves to problem solving, creative and critical thinking. • To encourage and support innovative approaches to teaching and learning enabling staff to take 'risks'. • To identify and implement appropriate and effective tools to support staff / learners in critical thinking eg thinking maps, protocols.
<p>To establish a visual Welsh ethos throughout school that reflects Welsh culture and heritage.</p>	<ul style="list-style-type: none"> • To ensure a Welsh focus within projects with authentic, meaningful context for learning. • To use the immediate and wider locality to explore Welsh culture and heritage. • To use Welsh artists, musicians, poets, sports people etc to promote Welsh values and principals and to inspire projects. • To enhance the learning environment with Welsh representations. • To make use of Welsh places of interest and visitors to school to develop our Welsh Culture and Ethos.

Target	Details
To further develop school as a learning organisation.	<ul style="list-style-type: none"> • Learning and teaching are oriented towards realising our vision. • The school's vision is the outcome of a process involving all staff, including governors and other stakeholders. • Learners, parents/carers, the external community and other partners are invited to contribute to achieving the school's vision. • All staff engage in continuous professional learning to ensure their practice is critically informed and up to date. • Staff are fully engaged in identifying the aims and priorities for their own professional learning. • Professional learning challenges thinking as part of changing practice. • Professional learning connects work-based learning and external expertise. • The school's culture promotes and supports professional learning. • Staff reflect together on how to make their own learning more powerful. • The school allocates time and other resources for collaborative working and collective learning. • Staff engage in forms of enquiry to investigate and extend their practice. • Enquiry is used to establish and maintain a rhythm of learning, change and innovation. • Learners are actively engaged in enquiry. • Sources of research evidence are readily available and easily accessed and are used by staff to improve their practice. • The school evaluates the impact of professional learning. • The school collaborates with parents/carers and the community as partners in the education process and the organisation of the school. • The school forms partnerships with higher education institutions, businesses, and/or public or non-governmental organisations in efforts to deepen and extended learning. • School leaders ensure the school is characterised by a 'rhythm' of learning, change and innovation. • School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange.

6.3. Targets for this year (2019/20)

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

- Year 2 - To attain the challenging target set for 2 boys 12% boys and 3 girls, 23% girls, 16.5% pupils to attain O6 writing through target teaching - Alan Peat, SLOW writing, VCOP strategies
- To attain the challenging target set for 2 girls 15% and 3 boys 17%, 16.5% pupils to attain O6 MD through target teaching and weekly intervention
- To attain end of year targets for 3 boys and 1 girl Year 1 reading and oracy through Voice 21 strategies. 13% O4

6.3.2. Key stage 2 (KS2)

- To attain the challenging target of 5 girls, 26% of girls, 17% pupils, attaining L5 Maths through target teaching and weekly intervention.
- To attain the challenging target of 3 girls, 16% of girls and 2 boys, 20% of boys, 17% pupils gaining L5+ English oracy through Voice 21 strategies.
- To attain the challenging end of year target for maths for Y5 - 2 girls 16% of girls and 2 boys 12% of boys, 14% pupils L3b

6.4. Plan for future years

This section outlines targets to be addressed after this coming year: in 2020/21 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, Numeracy	<ul style="list-style-type: none"> • To continue to maintain standards in English & Maths, Literacy & Numeracy and DCF across the curriculum
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 19/07/2019 is:

Class	Teacher	Number of pupils
Nursery	Miss S. Martin / Mrs F. Griffiths	16 full time equivalent am, 16 pm
Reception	Miss Edwards	30
Year 1	Miss Reynolds	31
Year 2	Miss Cornelius	30
Year 3	Mr Webster	29
Year 4	Miss Summers	28
Year 5	Mr Burgess	31
Year 6	Miss Jenkins	29
	Total	240

7.1.2. Year 6 leavers

The children who left Year 6 in July 2019 moved on to the following schools:

School	John Frost	Bassaleg	St. Josephs	Caerleon	Rougemont	Liswerry
No. of children	12	8	3	2	3	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;
 - 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
- Outdoor resources – benches, table tennis, stage
- 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"> • Management of school budget • Internal organisation and management of staff, systems, policies and procedures • Performance management lead • Safeguarding • Leadership development • SDP and whole school self - evaluation lead • LLC AoLE team member • Premises Manager • Keyholder • Risk assessment • Health and safety

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Equal opportunities lead • Disabilities manager • Fire regulations • Racial incidents contact • 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. Cardiff Met Alliance
Jenny Munslow	Deputy head teacher 80%	<ul style="list-style-type: none"> • Curriculum Reform Lead • Professional Learning Lead – school, cluster, Cardiff Met • Research champion Cardiff Met • Senior mentor Cardiff Met • NQT mentor • External verifier 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: Pupil Participation – PPLN, NQT External Verifier, Cardiff Met Research Champion and Professional Learning Lead, 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 • External verifier NQT 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 • Into film club
Sue Martin	Teacher 60%	<ul style="list-style-type: none"> • Nursery Teacher • Maths and Numeracy AoLE Team Leader • Netball
Ellie McArdell	Teacher 40%	<ul style="list-style-type: none"> • Humanities Team Leader • ESDGC

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Geography • Football Club
Sarah Edwards	Teacher (maternity leave Dec 2019 – July 2020)	<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 60% (maternity leave March 2019 – Dec 2019)	<ul style="list-style-type: none"> • Year 3 Teacher • Expressive Arts AoLE Team Leader
Robert Webster	Teacher (covering maternity leave)	<ul style="list-style-type: none"> • Year 3 teacher • Humanities team • Cricket club
Ella Reynolds	Teacher	<ul style="list-style-type: none"> • Year 1 Teacher • Humanities AoLE Team Leader • Glee Singing Club
Leon Burgess	Teacher	<ul style="list-style-type: none"> • Year 5 Teacher • Health and wellbeing team • Rugby / summer sports
Cathie Logan	HLTA	<ul style="list-style-type: none"> • FP • Welsh and Bilingualism lead • Curriculum Cymraeg • LLC team • PPA/ management cover • Forest school • Criw Cymraeg
Julie Ash	HLTA	<ul style="list-style-type: none"> • KS2 • Interventions lead • Maths and numeracy team • Lunchtime rotas • PPA / management • Glee singing club
Fiona Griffiths	HLTA 80%	<ul style="list-style-type: none"> • Nursery 40% • ALN support • ELSA • Lego therapy • Expressive arts team • PPA / AOLE release • Craft club
Ceri Fitzgerald	TA	<ul style="list-style-type: none"> • Year 6 • Maths and numeracy team • KS2 interventions

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Netball • Playground pals
Elizabeth Parker	TA	<ul style="list-style-type: none"> • Reception • Health and wellbeing team • Multi skills, yoga club • Healthy schools support • School council
Robyn Jenkins	TA	<ul style="list-style-type: none"> • Reception ALN support • Expressive Arts team • Art / DT Resources • Website update
Rachel Mears	TA 60%	<ul style="list-style-type: none"> • Year 1 • Science and Technology team • Eco Committee • Tennis Coordinator
Sandra White	TA 80%	<ul style="list-style-type: none"> • Lower juniors • Maths and numeracy team • KS2 interventions • Multi skills, yoga club • SNAG
Naomi Goldsworthy	TA 40%	<ul style="list-style-type: none"> • Year 1 • Science and Technology team • Into Film Club
Caroline Bunn	TA	<ul style="list-style-type: none"> • Nursery • Humanities team
Matthew Poyner	TA	<ul style="list-style-type: none"> • Year 2 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

Kimberley Anthony

c/o Glasllwch Primary School

Melbourne Way,

Newport

Members

Name	Post	Category	Appointed by	Expiry of Term
Mr Stephen Morris		Community	Invitation	2021
Mrs Beth Pell		Parent	Parental vote	2023
Mrs Kimberly Anthony	Chair	Parent	Parental vote	2021
Mrs Hannah Hamnett		Parent	Parental vote	2020
Mr Thomas Moore	Vice Chair	Parent	Parental vote	2023
Prof James Birchall		Community	Invitation	2021
Miss Ruth Cornelius		Teacher	Staff vote	2023
Mr Sean Cullen		Staff	Staff vote	2023
Cllr Matthew Evans		Local Authority	Local Authority	2020
Mrs Gill Hyland		Local Authority	Local Authority	2023
Mr Alan Hyland		Local Authority	Local Authority	2023
Mrs Chris Jackson	Head teacher	Head teacher	Regulations	N/A
Mrs Jenny Munslow	Deputy Head teacher	Associate Governor	N/A	N/A

7.4.2. Clerk

Governor Services,

Education Achievement Service,

Llanwern High School

Hartridge Farm Road

Newport

NP18 2YE

7.4.3. 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

7.4.4. 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.

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.

7.4.5. Elections

One parent governor ballot was held in 2018 / 2019.

8. School Budget

8.1. Summary

- The school had a surplus of £62,350 (8.76%) at the end of the financial year 2018/2019
- The projected surplus for the end of the current financial year 2019/2020 is £50,644 (7.02%)
- 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 2019		
2017/18 OUTTURN		2018/19 OUTTURN
EMPLOYEES		
474,199	Teachers	487,074
160,291	Support Staff	257,271
21,931	Caretaker	25,305
0	Midday Supervisors	0
4,125	Cleaners	11,548
OTHER EMPLOYEE COSTS		
9,619	Supply Insurance Premium	9,141
4,970	Agency Staff	3,925
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		
4,405	Gas	4,703
5,024	Electricity	5,377
0	Oil	0
41,726	CAPITATION & ICT	47,465
82,229	SCC, EIG and PDG Expenditure	0
PREMISES RELATED		
1,697	Hire Of Facilities	887
11,352	Rates	11,694
10,831	Building Maintenance & Alarm Lines	8,661
6,927	Grounds Maintenance	6,966
1,997	Water	1,978
7,207	Building Cleaning-Contract	1,257
1,434	Refuse Collection	1,914
3,441	Misc Premises	2,972
COMMUNICATIONS		
343	Postage/Fax/Telex	398
5,179	Telephones	4,050
TRANSPORT		
0	Vehicle Maintenance	0

1,050	Vehicle Hire	980
514	Car Allowance	874
0	Travel Expenses	76
0	EXAM FEES	0
3,771	EXTERNAL COURSES School Funded Training	1,437
26,621	CENTRAL SERVICES	20,531
INCOME		
0	Telephones	0
-2,220	Lettings	-2,941
0	Photocopying	0
-5,435	Music Service Income	0
-3,889	Donations	-7,655
-799	Miscellaneous	-2,321
-140	Sales Income	-3,823
-36,061	Supply	-32,143
0	Exam Fees	0
-242	Interest	-225
0	Rental Income	0
-750	Coaching Fees	-780
-300	Energy Compensation	0
0	After Schools Club	0
-54,860	Other Grant and Contributions	-149,129
-77,629	EIG	0
-4,600	PDG / EYPDG	0

704,008	TOTAL NET EXPENDITURE	717,467
698,866	TOTAL FUNDING	711,713
-5,142	Current Surplus / (Deficit) for year	-5,754
73,246	Previous Year's Surplus / (Deficit)	68,104
68,104	Accumulated Surplus / (Deficit) c/fwd	62,350
9.74%	Balance as % of funding	8.76%