

## **Governors' Annual Report to Parents September 2016 / July 2017 (and School Brochure 2017 / 2018)**

### **The School**

Croesyceiliog Primary is an English Medium School that came into existence in January 2009 following the amalgamation of Croesyceiliog North Road Infant and Junior Schools. It is situated in extensive grounds that provide an attractive and stimulating environment in which to learn.

Parents considering sending their children to Croesyceiliog Primary should telephone in order to arrange an appointment to see the school and meet with the head teacher.

### **Mission Statement / Aims and Ethos**

The Mission statement was put together by the School Council and Governors using children's suggestions from across the school:

#### **Our Mission Statement**

'Learn to love, love to learn'

Croesyceiliog Primary School, where we will:

- try our very best and take on challenges - go for gold!
- work together, share, make friends and be a team
  - keep it clean, and keep it green!
- respect everyone, wherever they come from or whatever they believe

Croesyceiliog Primary School, where:

- happy children reach their full potential
  - education rocks!

### **Parents and School**

Your children do best when there is partnership and good co-operation between home and school. Parents are encouraged to be part of the school by helping in classrooms in a variety of ways e.g. group reading, art, sports.

The head teacher will be happy to see parents by appointment or alternatively, if there is a more general issue to be addressed, this may be raised at the regular parents' meetings.

Class teachers will usually be able to see parents briefly after school. Parents are asked to let the school know as soon as possible if they have any concerns about their children, either academically or otherwise. Parents wishing to see class teachers for longer discussions are asked to make an appointment.

Parents have the opportunity to come into school once a term to see and discuss their children's work through two parents' evenings and an open day. A confidential report is written on each

child's progress in the summer term. Targets are set for each child annually and sent to parents in a progress report during the Spring term. A chart showing an outline of all areas of work planned is sent to parents each half term. Parents are most welcome to attend all class assemblies and merit assemblies. There are also other events during the year which parents are invited to attend such as Sports day, an annual Eisteddfod and Christmas celebrations. The school has a Parent Teacher Association with the joint aims of bringing parents and community members together socially, and in order to raise money for school resources and children's events.

The school has very well developed links within the community of Croesyceiliog, most notably with Pontrhydyrun Baptist Church.

### **Behaviour**

We have very high expectations of behaviour at Croesyceiliog Primary School and these are made clear to children through class and school rules and, more importantly, through the ethos of responsibility and respect for self and others that we promote at the school.

Where a child is struggling at school to maintain the required level of work and behaviour, it is our policy to involve parents at as early a stage as possible in order to address issues. The school operates a system of yellow and red cards and a system of rewards and sanctions is built around this.

### **Homework**

Children's education is not restricted to school. Parents / carers play an important role in enhancing learning. The best way of helping children is to spend time talking with them, valuing them, and showing an interest in what they have been doing at school.

Homework is one way in which we can help this to be achieved. It provides a further important way of promoting the partnership between home and school, but its success is dependent upon the commitment of children, staff and parents /carers.

It is our view that the most important way school work can be supported at home is through reading but, beyond this, we set homework tasks that focus on the development of Numeracy and Literacy skills from Reception according to the age and ability of the children. The arrangements for Homework are detailed in a regular newsletter from the class teacher.



Year 6  
residential trip  
to Gilwern Sept  
2017



## The Children

### Academic results - KS2

Summary of National Curriculum Assessment results of pupils in the school (2017) and nationally (2016) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	3	53	38	5	97
	National	0.1	0.4	0.3	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0	0	0	0	0	2	55	43	0	98
	National	0.1	0.4	0.3	0.5	1.4	6.9	47.1	41.7	1.7	90.5
Reading	School	0	0	0	0	0	2	50	43	5	98
	National	0.1	0.4	0.3	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0	0	0	0	0	7	60	28	5	93
	National	0.1	0.4	0.3	0.5	2.0	11.3	51.5	32.5	1.3	85.4

Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.2	7.4	52.8	36.6	1.4	90.8
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.1	6.4	51.4	39.1	1.5	92.0
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.3	8.3	50.7	37.4	1.7	89.8
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.6	12.3	55.5	28.8	1.2	85.5

Mathematics	School	0	0	0	0	0	5	43	52	0	95
	National	0.1	0.4	0.3	0.4	1.4	7.4	47.8	41.5	1.6	91.0

Science	School	0	0	0	0	0	0	45	55	0	100
	National	0.1	0.4	0.3	0.4	1.3	5.8	49.2	42.3	0.2	91.7

Core Subject Indicator	School	93
	National	88.6

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

The general expectation is that the majority of 11 year olds will attain level 4.

The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

There were 60 pupils in the year group.

## Academic results – Foundation Phase

The following table shows the percentage of pupils attaining each outcome in June 2017:

		Z	S	G	N	D	W	1	2	3	4	5	6	5
													+	+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	2	0	59	40	98
	National	-	-	-	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.2	88
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	0	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	90.7
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	2	3	59	36	95
	National	-	-	-	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.4	89.9
Personal and Social Development, Well-being and Cultural Diversity	School	0	0	0	0	0	0	0	0	0	2	34	64	98
	National	-	-	-	-	0.4	0.3	0.2	0.4	1	3.3	35.5	58.9	94.5

There were 59 pupils in the group.

Foundation Phase Outcome Indicator	School	95
	National	87

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

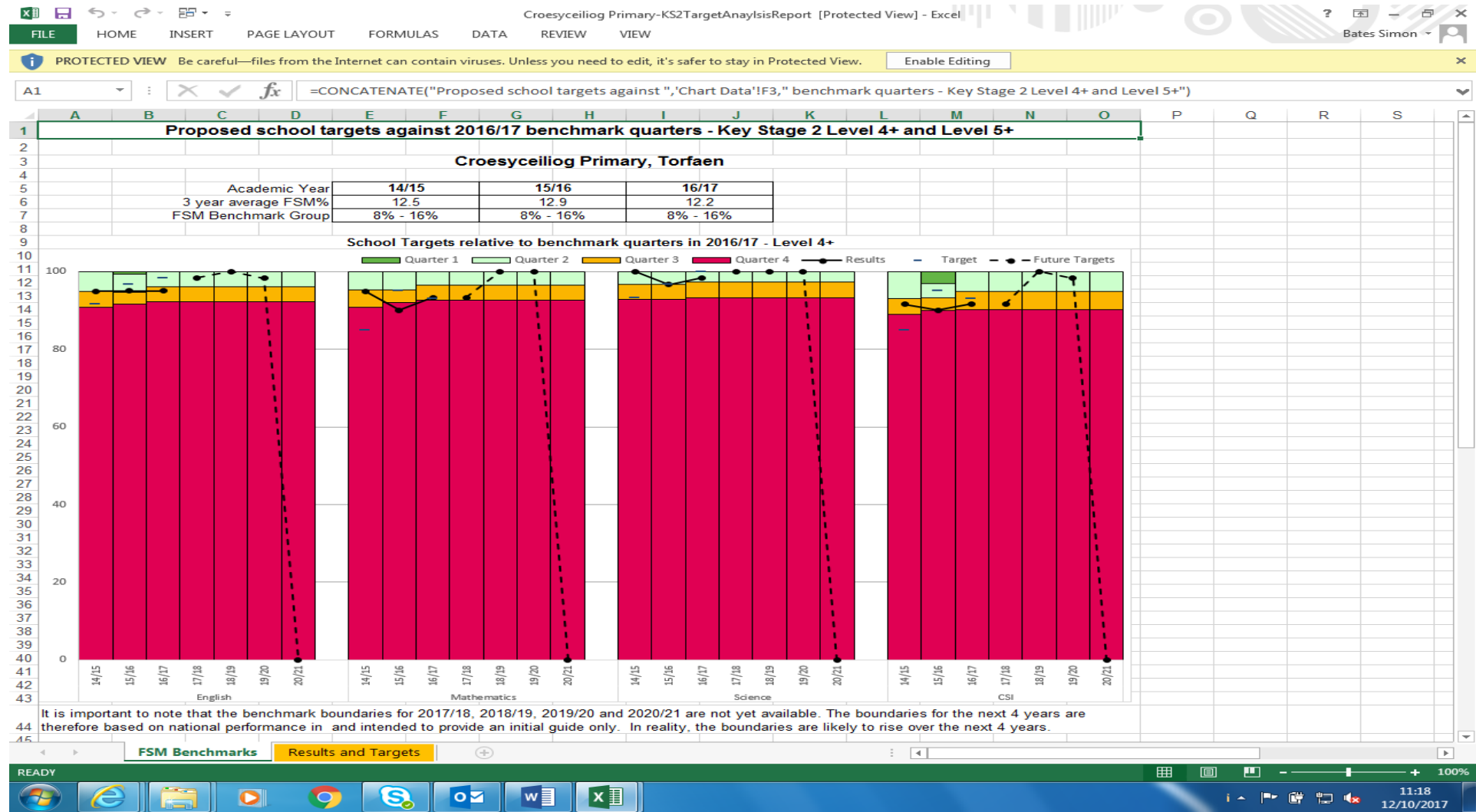
W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

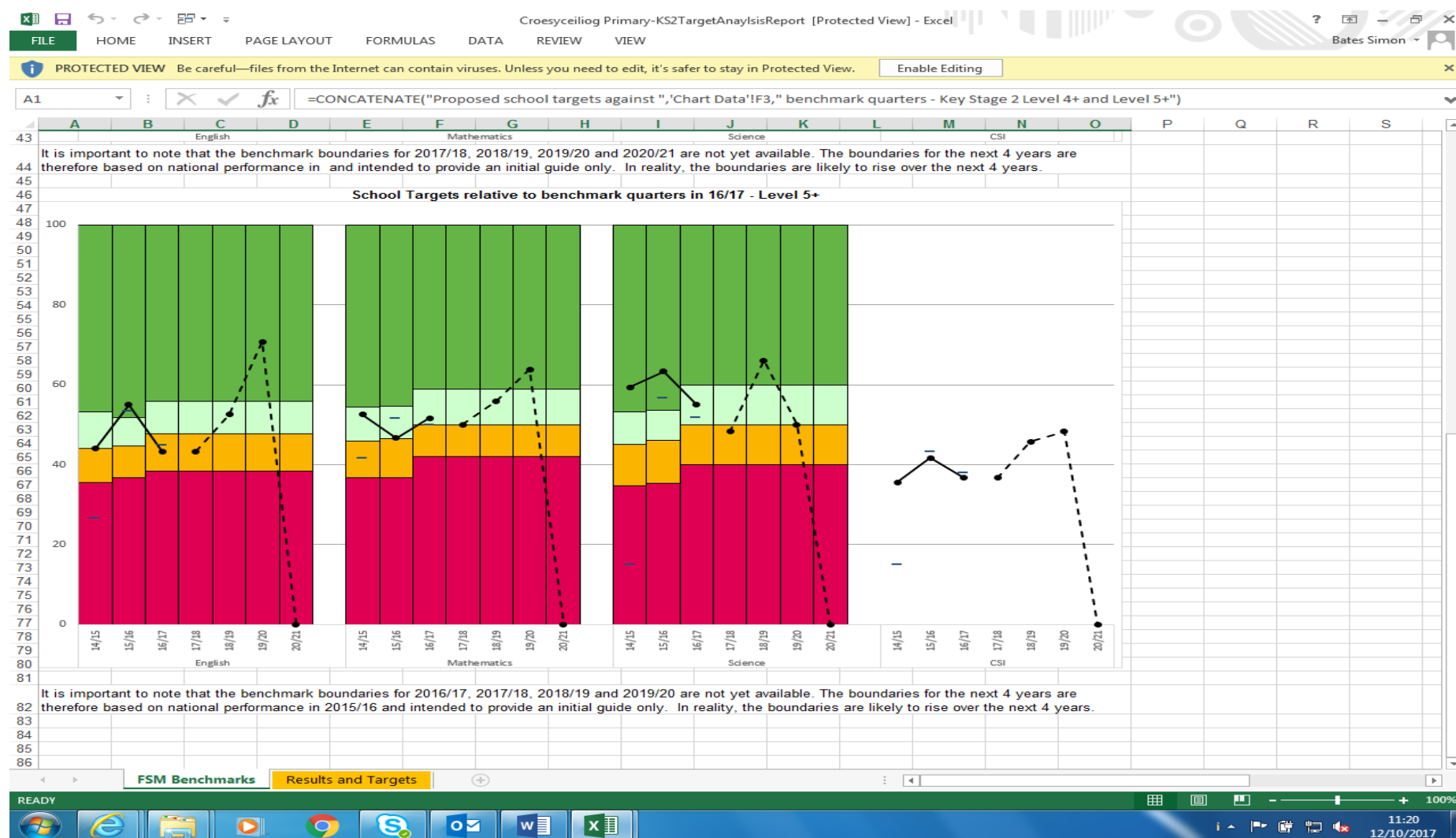
The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

# KS2 End of Year Targets for 2017, 2018 and 2019

## Level 4+



## Level 5+



End of year targets are set for all children at the school on an annual basis and shared with parents during the Autumn Term.

## **Curriculum breadth and balance (Curriculum policy / statement)**

Nursery and Reception and Year 1 and 2 pupils follow the Welsh Foundation Phase Curriculum and work towards achieving targets outlined in this documentation and guidance. Whilst the curriculum is broken up into seven areas (literacy, numeracy, creative, physical, knowledge and understanding, multiculturalism and bilingualism and personal and social), our approach is, as far as possible, through topics and themes that link all the areas of the curriculum. We aim to create a safe and stimulating environment in which children can learn through experience and play.

In the Juniors (Key Stage 2) children follow the National Curriculum programmes of study for all subjects other than RE and PSE (Personal, Social [and Health] Education) where we follow the locally agreed syllabus and SEAL (Social Emotional Aspects of Learning) respectively. We are currently working on policies and schemes of work to support the subject specific aspects of the curriculum; however, our principal focus across the whole school is around the Literacy / Numeracy Framework and the associated skills.

Overall, where possible, our approach is cross-curricular. For example, writing can readily be linked to historical and geographical topics and maths to science and technology; such an approach enriches, and helps to maintain an overall breadth and balance in, the curriculum delivered. ICT is taught predominantly through the other subjects rather than as a discrete area and children are timetabled to use the laptops and iPads on a regular basis.

### **English**

We recognise the importance of all the basic skills and spend the majority of the school week addressing reading, writing and speaking and listening. Our teaching of grammar and punctuation is based upon the study of quality texts, and the emphasis in our writing is on purpose, audience and style. Reading is a priority and extra time is given over to hearing individual readers and group reading activities. The school follows the planning and approaches of the National Literacy Strategy and uses the 'Read, Write Inc' phonics programme to teach early reading and writing. In KS2, and for more able FP pupils, the children progress to the use of Accelerated Reader.

### **Maths**

We endeavour, through our teaching of maths, to ensure that children are taught concepts rather than methods in order that a secure understanding of the subject can be applied to a range of problems that may be encountered in the 'real' world. The school follows the planning and approaches of the EAS TAPAS materials.

### **Welsh / Cwricwlym Cymreig**

The teaching of Welsh closely follows the guidelines and scheme of work promoted by the Welsh Assembly Government, involving the children in speaking, reading and writing the language; teachers receive training in delivering this element of the curriculum and the school reflects the traditions of Wales more broadly through taking a Welsh slant on some subjects such as History, and through celebrating festivals such as St David's Day. The school uses Welsh as a language of instruction across the school in different subjects as well as English. Pupils are also encouraged to use Welsh as a language of communication at the school outside of formal instruction. The school attempts to facilitate continuity for pupils instructed through the medium of Welsh whilst registered at the school or when transferring from primary to secondary school.



## **RE**

The teaching of RE is predominantly Christian-based to reflect the background of the majority of the children who attend the school. It also includes the study of Judaism, Islam and Hinduism, both in themselves and also by looking at themes common to different religions. These topics are linked, where possible, to visits to local places of worship. Children are encouraged in their own exploration of the spiritual dimension of life. Parents have the right to withdraw their children from all or part of the religious education and collective worship provided.

## **ICT**

The school has a wireless portable computer suite across the school and generally runs 'Apple' technology. This is supplemented by a hard-wired machine and interactive whiteboard in each classroom. All machines are linked to the Internet via a broadband connection. All the children across the school have regular access to these facilities and we aim to ensure that the children have a good grounding in all the basic skills that, undoubtedly, they will be called upon to use in Secondary school and beyond.

## **Science**

Children learn best when they are actively engaged in the process, and in our teaching of science we aim to develop scientific enquiring skills through a range of hands on investigational based topics.

## **Geography**

The study of people and places is taught in a range of ways including through issues based work, both real and imaginary. Basic map skills and knowledge based work is taught and children are encouraged to reflect upon the impact on the environment of themselves and others.

## **History**

This subject is often closely linked to language work as there are clear opportunities for creative work and for the study of non-fiction texts. Beyond studying familiar topics such as The Victorians and Romans, we aim to help develop a sense of chronology in the children and challenge them to think about how evidence is gained and interpreted.

## **PE**

We recognise the importance of physical development and the promotion of a healthy lifestyle and aim to give the children a wide range of activities to develop their skills, control and tactical awareness. The PE curriculum is supported by a range of extra-curricular activities and children participate in a range of competitions and games including athletics, swimming, rugby, football, cricket and netball.

## **Music**

Music is broken down into two main elements; composing and performing and music appreciation. Children also have opportunities to learn various woodwind, brass, string and keyboard instruments whilst at school and participate in a range of extra-curricular activities including a school choir. The school is supported by Upbeat Music and Arts in its music provision.

## **Art**

As with music, art is partly about analysing and appreciating, but mostly about participating. Children will use a wide range of media during the course of their time at the school and view all the main styles of art.

## **Technology**

Opportunities from across the curriculum are used as a basis for generating and realising designs. The emphasis is on the process of designing, making and refining along with the teaching of basic skills.

## **PSE / Healthy Eating**

We are committed not only to developing academic success at the school but, most importantly, rounded individuals who are self-confident, independent and who relate to others in an appropriate way. As part of this we have adopted the SEAL (Social and Emotional Aspects of Learning) scheme of work and policy that addresses key themes and moves on towards the top of the school to include sex education and drug information. The school promotes healthy eating and exercise through the taught curriculum, through assemblies and visitors, through school council initiatives such as 'scoot to school' and through encouraging participation in sporting activities.

## **School Residential and Extra - Curricular Activities**

There is an annual school journey for the older children which, this year, was a trip to Gilwern in the Brecon Beacons. The purpose of this is to both support the curriculum and to provide an opportunity for personal and social development.

Various extra-curricular activities are offered including choir, individual music tuition, rugby, football, netball and cycling proficiency!

## **School Improvement Plan**

Each year the school staff and governors put together a management plan to address any issues that may have been identified through the monitoring policy and plan for any new developments and initiatives. This plan is organised on an academic year and also acts as a basis for policy review. A copy of the current plan may be obtained from school.

## **Croesyceiliog Primary School – Pupil Deprivation Grant 2016 / 2017, 2017 / 2018**

It is a Welsh Government requirement that the school make you aware of the way in which we use our Pupil Deprivation Grant. This is a grant that is targeted at supporting pupils who are eligible for free school meals (this being used as a measure of deprivation).

This school currently has a school roll, excluding the Nursery, of 417 pupils of which 55 are eligible for free school meals. This equates to 13.2% of the school population and generates a grant of £51300. The number of pupils eligible for free school meals has been slowly rising over the past few years from around 8%.

The school undertakes the following activities in order to support pupils facing the challenges of poverty and deprivation:

- The provision of a daily Nurture Group

- The provision of support programmes to help pupils with their language development
- The provision of support programmes to help pupils with their numeracy development
- The provision of musical activities to motivate and inspire pupils and help them develop their language skills
- The provision of ICT projects aimed at developing pupils' ICT, oracy and writing skills
- Staff training to support the above

The school's PDG and EIG plans are regularly scrutinised by the Governing Body, supported by advice from the EAS and monitored by the Local Authority.

### **Attendance**

Children are required to attend regularly and punctually. The class teacher must be informed in writing of the reason for any absence or lateness or, alternatively, a telephone message or email left with the school secretaries.

It is helpful to teachers if they are informed in advance if a child is likely to be absent or late because of a medical appointment or other reason.

Attendance for the period Sept 2016 to July 2017 across Year 1 to Year 6 was as follows:

Total attendance 94.7% against target of 95.9%

Unauthorised absence 0.858% against a target of 0.6%

The attendance target for the current year is 95.4% and the unauthorised target is 0.4%.

### **Special Educational Needs**

Children whose educational, medical or social needs necessitate a place at this particular school are given priority for admission to the school under category (ii) of the Torfaen's admission policy. When considering applications for children with disabilities under this or other admission categories, the governors and head teacher need to consider whether the school is able to meet the particular physical and other needs of that pupil in the context of meeting the needs of other pupils in the school and the resources available. Health and safety aspects form part of these considerations.

In considering the application, and during a child's time at the school, the governors may require additional information from a child's parents / carers and from medical or other professionals who have been involved with the child. The school endeavours to ensure that pupils with disabilities take as full a part in everyday life as is practically possible.

Special Educational Needs provision is extended through an additional Literacy support teacher provided by the LEA. The governor currently with responsibility for SEN is Clare Coff.

The school's current SEN profile is as follows:

	action	action +	learning	specific	S&L	ASD	medical	hearing	VI	EBD
N	0	1	0	0	0	0	0	1	0	0
R	3	3	1	0	2	2	0	0	0	1
1	11	3	8	0	3	0	0	0	0	3
2	15	2	14	0	0	2	1	0	0	0
3	3	0	2	0	0	0	1	0	0	0
4	9	0	7	0	0	0	0	0	0	2
5	7	0	5	0	0	0	0	0	0	2
6	9	2	5	0	1	2	1	0	0	2
Total	57	11	42	0	6	6	3	1	0	10

These 68 children represent 16.3% of the total school population; this compares with a rough National average of 20%. Simon Bates is the schools Additional Learning Needs co-ordinator (SENCo) supported by the 4 Phase leaders. Suzy Young is the school's Educational Psychologist. The school runs a number of intervention programmes to support SEN learners and challenge more able and talented learners. These include Number Recovery, Spotlight and Catch-Up Maths, Catch-Up reading, Toe-by-Toe reading comprehension groups and Mat intervention groups.

The school's SEN policy is available on request to parents, detailing the identification, intervention and review procedures.

Criteria for the success of this policy are based on the overall well-being and happiness of the pupils within the school and their progress against agreed targets. The school works alongside various health professional and the Local Education Authority when delivering SEN interventions.

### **Secondary Schools**

All of the 60 Year 6 pupils at the school moved on to Croesyceiliog Comprehensive School at the end of the academic year 2016 / 2017.

### **Last year's Annual Parent Governor Meeting**

**The following are the minutes from the full governors' meeting relating to last year's Annual Parent / Governors meeting (9<sup>th</sup> November 2016)**

The Annual Parent Governor Meeting (Wed 9th Nov) was attended by 4 parents and 10 governors (SM, RS, DR, JE, AF, KH, KW, JR, ND, SB (apologies CC and BR).

The meeting began with suggestions regarding life experiences - beyond those already discussed and noted, the ideas of an overnight stay in a tent were discussed and taking a more active role with local shops and community organisations (e.g. old people's home). The development of Forest Schools was discussed and the possibility of using the facilities above Thornwell on the mountain (Blean Bran?)

SB went through the report section by section. Of note from the discussions were the good behaviour of the pupils, the quality of teaching and learning, the communication policy (advertise the annual parent governor meeting through Seesaw, Dojo and text in addition to existing), homework (more for Year 4!), school residential (3 or 5 day), academic performance, pupil attendance, school toilets (to be improved) and the school's budget / redundancies. The meeting was generally very positive and well received.

## **School Management / Organisation**

### **School Security**

The governing body and school staff take the welfare of the children as a matter of the highest priority and all reasonable procedures and measures are in place to ensure that children cannot leave the school site, nor intruders enter, during the school day. At the end of the day children in the lower classes are released directly to their carers and older children are monitored to ensure that, as far as possible, their security is safeguarded. The governing body reviews the security arrangements on a termly basis along with all issues of health and safety. Issues relating to fencing concerns at the top of the site and alongside the Year 1 demountable have been resolved.

### **Organisation**

There are 15 classes in the school to accommodate the needs of the eight year groups (Nursery (3/4 year olds) through to Year 6 (10/11 year olds)). Other than the Nursery, each year group has 2 classes.

### **Term Dates and Session Times**

A copy of the current date card is available from the school office.

Term dates for the coming years are as follows:

#### **School Term Dates – 2018/19 academic year**

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Mon 3 <sup>rd</sup> Sept 2018	Mon 29 <sup>th</sup> Oct 2018	Fri 2 <sup>nd</sup> Nov 2018	Fri 21 <sup>st</sup> Dec 2018
Spring	Mon 7 <sup>th</sup> Jan 2019	Mon 25 <sup>th</sup> Feb 2019	Fri 1 <sup>st</sup> Mar 2019	Fri 12 <sup>th</sup> Apr 2019
Summer	Mon 29 <sup>th</sup> Apr 2019	Mon 27 <sup>th</sup> May 2019	Fri 31 <sup>st</sup> May 2019	Mon 22 <sup>nd</sup> July 2019

School Start: 8.55a.m

School Finish: 3.15p.m

### **School Uniform**

Grey shorts, trousers, skirt or pinafore dress

Black or white shoes or trainers

School polo shirt or light blue equivalent (or blue check dress in the summer)

School sweatshirt (V or crew neck) or navy equivalent.

Optional tie (to be worn with light blue shirt)

Optional fleece

'Pretty Miss' supply the school logo uniform.

### **PE kit**

All pupils should keep a bag in school containing a PE kit. This should consist of sports shorts (necessary for gym) and a sports top / t shirt. Joggers / tracksuit bottoms are optional in the cold.

On PE days, Year 5 and 6 children may come to school with black or blue joggers and a change of polo shirt if required. Stud earrings acceptable but no other jewellery for general PE. No jewellery allowed for swimming.

### **Before / After School Child Care**

The school runs its own WAG funded free Breakfast Club from 8.00 - 8.45a.m. in the morning. In the afternoon, between 3.15 - 5.30p.m. after school care is provided by Pontymoile Under 5s. Further information available from the office.

### **Complaints Procedure**

The school follows Torfaen County Borough Council policy and guidelines on dealing with complaints which, in turn, is based upon Welsh Assembly guidance. In summary, these are the main points of the policy:

- Your complaint should initially be addressed to either the member of staff directly involved or to the Head Teacher.
- If you are not satisfied with this outcome, the matter should be referred to the Head Teacher.
- If you are not satisfied with this outcome, or the complaint is about the Head Teacher, the matter should be referred to the Chair of Governors and, thereafter, to the Governors' Complaints Sub Committee.

The local authority only becomes involved if the above process has not been followed or if the complaint needs external investigation by the police or others.

### **School Toilets**

Toilets are provided for all pupils and are cleaned daily.

## The Governors

The roles and responsibilities of governors continue to evolve and grow each year. We are very fortunate at Croesyceiliog that we have a Governing Body with a large range of skills and experiences spanning many years and representing both former schools.

The Governing Body has responsibility for everything that the school undertakes and, with the involvement of staff, provides direction for the School. They meet regularly throughout the year and the head teacher presents his report to the Governors. This gives them the opportunity to discuss both the past activities and events within the School but also input to future activities. In addition to the meeting of the main Governing Body, specific tasks are undertaken during the academic year by the appointed sub-committees. These sub-committees submit proposals and reports to the main Governing Body for approval. The activity of these sub-committees is very much dictated by the changing needs of the School, but finance and school improvement are discussed at length during the year through these forums.

Outside the more formal Governing Body and sub-committee meetings, individual Governors often support the Head Teacher on areas highlighted in the main meetings.

Minutes of the meetings are available from the School.

Bethan Moore, Bev Rowney, Leanne Lloyd Tolman and Dan Rees are currently the parent governors. Their role is to represent the views of the parent group at Governing Body meetings.

### Croesyceiliog Governing Body – Current

The governing Body is made up of 14 people. The school has no vacancies:

Representation	Governor	End of term
Local Education Authority	Cllr Stuart Matthews	13.12.18
	Mr John Evans	21/2/21
	Cllr R. Clark	31.12.16
Parents	Mrs Bethan Moore	02.03.21
	Mr D. Rees	23.09.18
	Mrs Leanne Lloyd-Tolman	02.03.21
	Mrs B. Rowney	18.09.19
Teacher	Mr A. Freebury	28.09.19
Support Staff	Mrs K. Hughes	24.01.17
Community	Mr Matthew Rosser	21.03.21
	Mr Jonny Raine	01.10.18
	Mrs Clare Coff	18.09.19
Additional Community (Croesyceiliog & Llanyrafon Community Council)	Cllr N. Davies	31.12.16
Head	Simon Bates	Ex officio

Chair of Governors:

Jonny Raine

c/o Croesyceiliog Primary School

North Road

Cwmbran NP44 2LL

Clerk to the Governors:

Mr Dave Hutchings c/o the school

School Telephone: 01633 624114  
School Emails: clerk.croesyceiliogprimary@torfaen.gov.uk  
simon.bates@torfaen.gov.uk

No meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

#### **School Budget Outturn 2016 / 2017**

See separate sheets for outturn statement

No gifts were received by the school.

No travel or subsistence was paid to members of the governing body.

#### **Review of Strategic Equality Plan 2012 - 2016 at March 2017**

See separate sheets