

YSGOL GYNRADD GRIFFITHSTOWN PRIMARY SCHOOL



Title	Governors' Annual Report to Parents
Date	January 2020
Author	Governing Body



INSPIRE CHALLENGE ACHIEVE / YSBRYDOLI HERIO CYFLAWNI

Ysgol Gynradd Griffithstown Primary School

School Categorisation:

Step 1: N/A

Step 2: B

Step 3: Yellow

Since September 2018 we have been a Lead Network School (LNS) for the Education Achievement Service. We are a LNS for Maths and also for STEM (Science, Technology, Engineering and Maths). This means we support schools across the South East Wales region, helping schools to adapt their practice, write action plans, train staff and support schools in readiness for Estyn.

Dear Parents and Carers,

As Chair of Griffithstown Primary School my role is to play a pivotal role in the effectiveness of the Governing Body. The school has a team of dedicated governors made up of parent governors, teacher governors, staff governors, LA governors and the headteacher. We are committed to ensuring we are a school that develops all our pupils as confident, well-rounded, caring young people who learn effectively and contribute to our communities and wider society. We strive to do this by working closely with the head teacher.

The Governors have gained a huge respect for staff at the school, the recent challenges the school has faced and the journey and dedication of staff in meeting the challenges has resulted in the school being recognised as a quality high performing school. Governors are grateful for the levels of skill, effort, professionalism, and care for the children that we see on a regular basis, and would like to take this opportunity to express our thanks to the entire staff. The involvement of parents in providing feedback to the school has been and still continues to be vital to the schools future success, a big thank you to all parents who have shared suggestions and ideas for improvement.

We as governors share exactly the same powers and major goals which are to safeguard the quality of teaching and learning provided by the school to raise standards of achievement and attainment for the pupils and the staff, and to be accountable to the local community for the school's effectiveness. This will continue to be achieved with the welcomed involvement of you as parents of children at our school.

Mr A Peploe
Chair of Governors

January 2020

Mission Statement

Inspire, Challenge, Achieve

Vision

At Griffithstown Primary School, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe and nurturing school, with excellent behaviour, attendance and punctuality. The opinions of children, parents, staff, governors, the community and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21st century.

Aims

We will:

1. Ensure we promote and develop professional learning and leadership qualities for all staff and have a workforce ready to engage fully with the challenges of the the new curriculum.
2. Set aspirational targets and celebrate achievements through self review in partnership with children, staff and parents, governors and the wider community.
3. Plan schemes of work that are challenging and linked to statutory orders, including the Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF)
4. Ensure meaningful opportunities to develop our knowledge and understanding of Welsh language, Welsh culture and diversity in our modern country.
5. Ensure that school prepares children for the 21st century: developing ICT skills, environmental awareness, and promoting a commitment to health / well being in all aspects of life
6. Develop spiritual awareness, mutual respect, and promote inclusion and equal opportunities through the Strategic Equality Plan (SEP)
7. Work enthusiastically with other schools, service providers, outside agencies and all other bodies and organisations to deliver excellent standards of achievement, behaviour, attendance and punctuality

STAFF

Leadership Team

Headteacher: Mr N Blackburn

Deputy Head: Mrs C Pugh

ALNCo: Mrs S Hawksworth

Key Stage 2 Leader: Mrs K Witherall

Foundation Phase Leader: Mrs D Hall

New Curriculum and Professional Learning Leader: Miss R Phillips

Teachers

Miss C Kembrey

Mr I Pembrey

Mr J Blackmore

Mrs K Taylor

Miss R Phillips

Miss Z Takel

Mrs D Hall

Mrs C Cox

Mrs L Jordan Richardson

Mrs J Crane-Brown

Miss R Thomas

Mrs Linton

HLTAs

Mr P Sergeant

Mrs T Nightingale

Teaching Assistants

Mrs R Lee

Miss S Long

Mrs C Harris

Mrs S Aubrey

Miss D Sinagoca

Miss R Williams

Mrs J Probert

Mrs L James

Mrs C Lewis

Mrs C Howells

Mrs J Morgan

Mrs A Cleere

Miss N Roche

Mrs B Barrett

Mrs A Instone

School Support Staff

Mrs L James

Miss N Roche

Mrs K Parker

Caretaker

Mr L Burroughs

Senior Midday Supervisors

Mrs A Hughes

Miss L Hawkins

Midday Supervisors

Mrs J Combstock

Mrs E Shepherd

Mrs E Ashcroft

Mrs J Roderick

Mrs M Holder

Mrs J Mortlock

Mrs S Davies

Mrs G Frampton

GOVERNING BODY

The Governing Body has responsibility for the oversight of the running of the whole school. The Governing Body meets regularly and has a number of sub-committees dealing with finance, premises, the curriculum, appointments and discipline. An Annual Report is sent to all parents, carers, or guardians during each academic year. Governors serve for a term of 4 years. Parent Governors are your representatives. They are elected by the parents, carers, or guardians through a ballot.

CHAIRMAN: Allan Peploe

VICE CHAIRMAN: Paul Davies

(c) are Chair Persons for each of the subcommittees

Community Governors

Mr Allan Peploe

Mr Paul Davies

Community Governor Appointed By Pontypool CC

Cllr Norma Parrish

TBC

Headteacher

Mr Nicholas Blackburn

LA Appointed

Mrs Paula Harris

Mrs Leanne Powell

Mr Anthony Hunt

Parent Governors

Mrs V Campbell

Mrs H Elmore

Mrs S Jordan

Mrs Bethan Barne

Staff Representative

Mrs Joanne Probert

Teacher Representative

Mrs Karen Taylor

Clerk to Governors

TBC

SUB COMMITTEES

Statutory Committees

The committees were appointed as below:

<u>Staff Disciplinary and Dismissal Committee</u> P Harris (c) A Hunt L Powell	<u>Staff Disciplinary and Dismissal Appeal Committee</u> N Parrish V Campbell (c) S Jordan
<u>Pupil Discipline & Exclusions Committee</u> N Parrish P Harris L Powell (c)	<u>Grievance Committee</u> P Harris (c) L Powell H Elmore
<u>Grievance Appeal Committee</u> V Campbell S Jordan A Hunt (c)	<u>Complaints Committee</u> P Harris L Powell (c) H Elmore
<u>Performance Management Committee</u> A Peplow (c) L Powell V Campbell	<u>Performance Management Appeal Committee</u> N Parrish S Jordan A Hunt (c)
<u>Pay Review Committee</u> A Peplow (c) L Powell H Elmore	<u>Pay Review Appeal Committee</u> N Parrish S Jordan A Hunt (c)
<u>Headteacher Capability Committee</u> V Campbell A Hunt (c) N Parrish	<u>Staff Capability Appeal Committee</u> P Harris (c) S Jordan H Elmore
<u>Headteacher and Deputy Headteacher Selection Panel</u> A Peplow (c) L Powell P Harris S Jordan V Campbell *Headteacher to be invited to attend the appointment of Deputy Headteacher only.	

Non-Statutory Committees

Governors agreed to a bespoke model as follows:

<u>Standards Committee</u> A Peplow (c) L Powell B Barne	<u>Resources Committee</u> A Peplow (c) P Davies N Parrish P Harris K Taylor
<u>Staffing Requests</u> V Campbell (c) N Parrish H Elmore	<u>Staffing Requests Appeals</u> A Hunt (c) L Powell B Barne

(c) indicates the chair for the committee.

LINK GOVERNOR APPOINTMENTS

Child Protection / Safeguarding: P Harris
Looked After Children (LAC): P Harris
Additional Learning Needs (ALN): P Davies
Closing the Gap Governor (PDG/FSM): P Harris
More Able and Talented (MAT): B Barne
Training Governor: A Peploe
Self-Evaluation Champion: A Hunt
Hwb Champion: K Taylor
Health and Safety: P Harris
Association of School Governors Representative: H Elmore

List of reserves for statutory/non-statutory committees


Governors agreed to be called from an agreed list in order unless one of the following applies:

- already a member
- has a vested interest
- disqualified by regulations/policy
- has sat on the first committee for which the meeting is an appeal

1. Bethan Barne
2. Victoria Campbell
3. Paul Davies
4. Holly Elmore
5. Paula Harris
6. Anthony Hunt
7. Sarah Jordan
8. Norma Parrish
9. Allan Peploe
10. Leanne Powell
11. Joanne Probert
12. Karen Taylor

Many thanks to Mr G Everson for his commitment to the governing body and Griffithstown Primary over many years. Thank you for your hard work and dedication

Outturn Statement

authorityfinancials - General Ledger	Schools Outturn Statement 2018/2019		
DB0440	Griffithstown Primary School	Actual 2017/2018 £	Actual 2018/19 £
B3UR - Usable Reserves			
0101	School Balances	2,365.56	(36,116.25)
		2,365.56	(36,116.25)
	Usable Reserves	2,365.56	(36,116.25)
	Total for : Total Reserves	2,365.56	(36,116.25)
3AA - Employees			
0001	Salaries	1,149,652.28	1,133,780.22
0008	Wages	(213.75)	0.00
0029	Sick Leave - Replacement	10,819.34	14,603.60
0090	Holidays - Replacement	1,400.86	852.31
0032	Other Replacement	9,739.46	24,648.82
0098	Additional Hours - recoverable from site	9,447.53	5,862.39
0037	Additional Hours - not recoverable	88.34	0.00
0060	Stat Maternity / Paternity/ Adoption Pay	12,951.55	4,932.93
0061	Stat Maternity Credit	(9,317.98)	(3,432.94)
0065	Overtime	5,034.54	5,034.45
0065	Sick Pay	1,688.97	990.97
0075	Allowances	193.10	331.79
0093	Salary Charge	(188,020.24)	(207,035.51)
0412	Lump Sum - Redundancy	0.00	0.00
0417	Payment In Lieu Of Notice	747.48	5,360.30
0421	Gratuities/Honoraria	0.00	0.00
0490	Courses/Training	601.25	1,305.00
0489	Other School Employee Charges	2,051.00	1,925.00
6007	Recharge - Supply Cover Scheme	27,458.00	27,885.00
	Employees	1,034,321.73	1,017,044.33
3DD - Premises			
1000	Building Repair & Maintenance	11,816.18	11,660.38
1020	SALIX equipment & installation	0.00	0.00
1047	Glazing Repairs	0.00	0.00
1064	Statutory Testing/Duty of Care - Schools	2,398.30	5,246.22
1100	Grounds Maintenance	5,120.04	4,370.04
1152	Electricity	8,407.64	7,526.62
1153	Gas	9,312.03	7,528.64
1181	Hire Of Premises & Rooms Etc.	51.47	83.81
1190	NDR	22,579.75	23,258.50
1200	Water Services	5,099.86	5,866.07
1300	Building Cleaning	19,491.00	19,517.64
1322	Cleaning Equipment & Materials	1,495.74	1,981.03
1325	Refuse Collection	2,740.50	1,156.05
	Premises	88,512.51	88,195.00
3FF - Transport			
2060	Repair And Maintenance Vehicles & Plant	0.00	220.00
2260	Hire Of Vehicles	1,200.00	1,662.50
2304	Travel/Casual User Car Allowance	0.00	0.00
	Transport	1,200.00	1,882.50
3HH - Supplies & Services			
3060	Schools Capitation	33,848.13	40,219.61
3154	First Aid Supplies & Services	140.19	202.24
3180	Disposables	1,327.54	1,400.00
3217	Payments Under Contract - Catering	24,977.00	24,977.00
3220	Refreshments	40.00	140.00
3365	Photocopier Expenses	5,392.78	4,983.63
3482	Medical Fees	600.19	330.00

Performance Data

School Validation 2019 (Foundation Phase – Pupils)

(Table 1 of 2 - PERCENTAGES)

Torfaen

Griffithstown Primary School

		N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	20.0	78.3	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.8	1.9	17.3	76.9	0.0
Language, literacy and communication skills (in Welsh)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Language, literacy and communication skills (in English)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	10.0	50.0	38.3	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	5.8	42.3	50.0
Mathematical development	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.7	10.0	48.3	40.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	1.9	3.8	38.5	53.8

FPI **

2019	88.3
2018	90.4

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

(Table 2 of 2 - PUPIL NUMBERS)

Torfaen

Griffithstown Primary School

	N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	0	0	0	0	0	0	0	0	1	0	12	47	0
Language, literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0	0	0	0
Language, literacy and communication skills (in English)	0	0	0	0	0	0	0	0	1	6	30	23	0
Mathematical development	0	0	0	0	0	0	0	0	1	6	29	24	0

FPI **

School	53
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Cohort = 60

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

Griffithstown Primary School
Torfaen

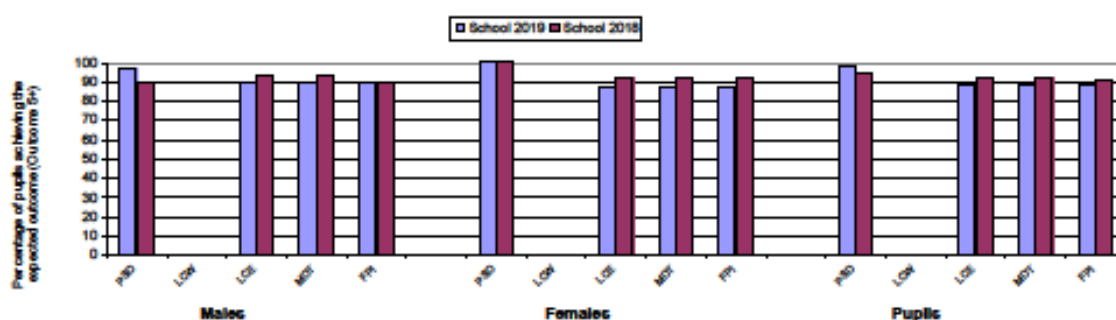
LA/School no: 678/2321

School validation report: Foundation Phase Outcomes 2019

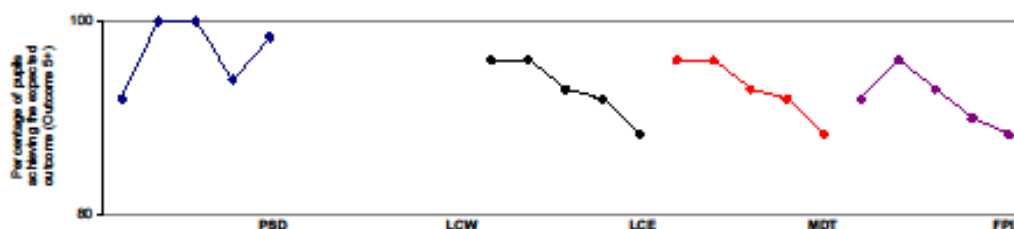
This summary data is produced from the NDC files that your school has just submitted. It's purpose is to help your school to validate the pupil level data in these files. You will be able to produce this report throughout the NDC validation period and for a short time afterwards.

Percentage of males, females, and pupils achieving at least the expected outcome (Outcome 5+):

	Males		Females		Pupils	
	School 2019	School 2018	School 2019	School 2018	School 2019	School 2018
PSD	97	89	100	100	98	94
LCW	0	0	0	0	0	0
LCE	90	93	87	92	88	92
MDT	90	93	87	92	88	92
FPI	90	89	87	92	88	90



School Performance over time (2015 - 2019)



Notes:

1. - = No historical data available

2. Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Performance Data

School Validation 2019 (KS2 – Pupils)

(Table 1 of 2 - PERCENTAGES)

Torfaen

Griffithstown Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	51.0	49.0	0.0	100.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	44.9	53.1	0.0	98.0
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	39.2	60.8	0.0	100.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	44.9	53.1	0.0	98.0
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	47.1	51.0	0.0	98.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	44.9	53.1	0.0	98.0
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	56.9	43.1	0.0	100.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	49.0	49.0	0.0	98.0

Mathematics	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	47.1	51.0	0.0	98.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.9	55.1	0.0	100.0

Science	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	49.0	51.0	0.0	100.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.9	55.1	0.0	100.0

Welsh Second Language	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	62.7	31.4	0.0	94.1
	2018	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	59.2	36.7	0.0	95.9

Core Subject Indicator **

2019	98.0
2018	98.0

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

(Table 2 of 2 - PUPIL NUMBERS)

Torfaen

Griffithstown Primary School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	0	0	0	26	25	0	51
Oracy	0	0	0	0	0	0	0	0	20	31	0	51
Reading	0	0	0	0	0	0	0	1	24	26	0	51
Writing	0	0	0	0	0	0	0	0	29	22	0	51
Mathematics	0	0	0	0	0	0	0	1	24	26	0	51
Science	0	0	0	0	0	0	0	0	25	26	0	51
Welsh Second Language	0	0	0	0	0	0	0	3	32	16	0	51

Core Subject Indicator **

2019	50
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Cohort = 51

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

Griffithstown Primary School
Torfaen

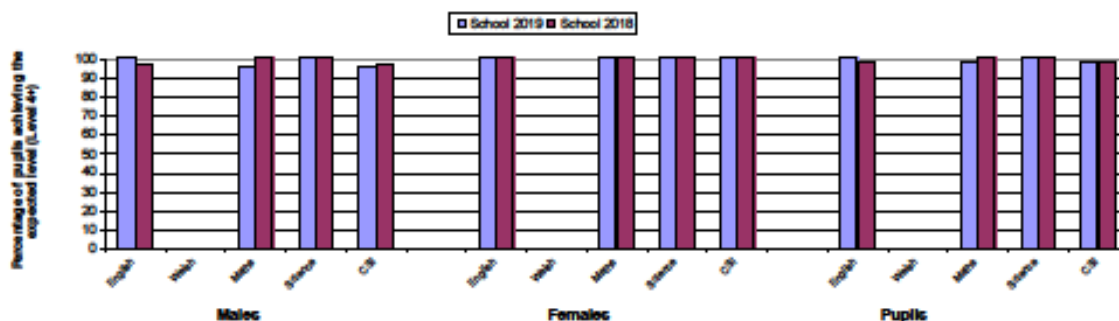
LA/School no: 678/2321

School validation report: National Curriculum Assessments 2019 Key Stage 2

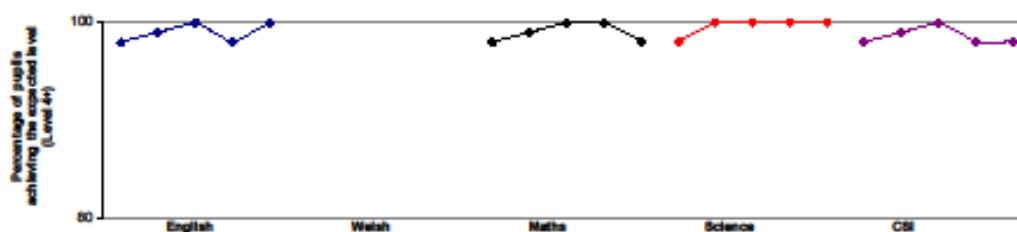
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Percentage of males, females, and pupils achieving at least the expected level (Level 4+):

	Males		Females		Pupils	
	School 2019	School 2018	School 2019	School 2018	School 2019	School 2018
English	100	96	100	100	100	98
Welsh	0	0	0	0	0	0
Maths	96	100	100	100	98	100
Science	100	100	100	100	100	100
CSI	96	96	100	100	98	98



School Performance over time (2015 - 2019)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

The most recent annual attendance and absence figures for the school (%)

	Absence	Authorised	Unauthorised
2018/19	94.4%	4.5%	1.1%

2019/20 Local targets for improvement, AND for reducing absences agreed by the governing body with the local authority

FOUNDATION PHASE

Local School Target 1:

To ensure 86.26% Y2 pupils achieve O5+ in LLC and 34.05% achieve O6, of these 18 are boys & 20 are girls (O5+) and 7 are boys & 8 are girls (O6); 11 (78.5%) are eFSM (O5+) and 2 (14.3%) are eFSM (O6.)

Local School Target 2:

To ensure 88.5% of Y2 pupils achieve O5+ in MD and 34.05% achieve O6, of these 19 are boys & 20 are girls (O5+) and 7 are boys & 8 are girls (O6); 11 (78.5%) are eFSM (O5+) and 3 (21.4%) are eFSM (O6.)

Local School Target 3:

To ensure 83% of Y1 pupils achieve the F.P.I. (O4+) and 26% achieve (O5), of these 18 are boys & 17 are girls (O4+) and 3 are boys & 8 are girls (O5); 8 (72.8%) are eFSM (O4+) and 1 (9.1%) is eFSM (O5.)

KEY STAGE 2

Local School Target 1:

To ensure 96% Y6 pupils achieve L4+ in English and 52% achieve L5, of these 21 are boys and 27 are girls (L4+) and 10 are boys, 16 are girls (L5); 9 are eFSM (L4+) and 3 eFSM (L5.)

Local School Target 2:

To ensure 96% Y6 pupils achieve L4+ in Maths and 52% achieve L5, of these 21 are boys and 27 are girls (L4+) and 9 are boys, 17 are girls (L5); 9 are eFSM (L4+) and 3 eFSM (L5.)

Local School Target 3:

To ensure 70% Y5 pupils achieve the C.S.I. at the expected level and 25.56% achieve the C.S.I. at the above expected level; of these 14 are boys and 27 are girls. (10 pupils in this year group (21%) are in receipt of an I.D.P. and 13 pupils (28%) are eFSM.)

- Attendance Targets for Statutory Year Groups for 2018/19
 - **Attendance target for 2018 / 2019: 94.6%**
 - **Unauthorised: 0.9%**
 - **Authorised: 4.5%**

School Development Targets 2019/2020

The Post Inspection Action Plan (PIAP) is the school's strategic plan for improvement to address areas for development that were identified by Estyn in February 2019. It sets out the actions the school will take to improve learner outcomes. Our 2019/20 actions are:

- Address the issues of site safety identified at the time of the inspection
- Improve standards of Welsh and ICT
- Improve processes for identifying and supporting those pupils who need extra help to make effective progress, particularly in reading and writing

- Improve assessment processes and ensure that teachers use this information effectively to challenge and support all pupils
- Ensure that improvement processes focus rigorously on evaluating and improving pupils' standards and progress

Details of the steps taken to develop and strengthen the school's links with the community including with the police

- Police Liaison Officer visits classes throughout the year.
- Religious groups (local pastors and vicars present regular assemblies each term).
- The choir performs at venues in the community.
- Links to Panteg House and Fishponds Park to support Golden Time.
- Links to organisations re: the school's dementia initiative, e.g. Panteg Hospital, Widdershins Centre
- Visitors come to KS2 assembly to talk about job opportunities and entrepreneurship.
- Links with the Cluster re: Lesson Study project to reduce variance in teaching across the four local primary schools.
- Transition links with West Mon Comp to inform pupils and families about the facilities available from Y7.

Pupils' participation in sport and extra-curricular sports' activities

- Rugby, football and netball squads have participated in tournaments and matches with other school and performed very well.
- School provides a range of after extra curricular clubs, e.g. STEM, Choir, Recorders, Spanish, Football, Rugby, Netball, Dance, Homecraft.
- We have opportunities to develop a strong pupil voice, e.g. Junior Road Safety Officers (JRSO), School Newspaper, Digital Leaders, School Council, Criw Cymraeg, Eco Club, Rights Respecting Club
- The Griffithstown Mile:
 - All Foundation Phase classes complete a 10 minute walk around the school grounds every day
 - KS2 classes run or walk a mile every day.
- Golden Time
 - Every Friday between 2.20pm and 3.15pm pupils have the opportunity to choose an activity to complete in recognition of good behaviour throughout the week. Activities change every half term but have included:
 - Forest Club, IT, art and craft activities and trips to local care homes and sporting activities.

School Term and Holiday Dates

2019/2020 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Monday 02.09.19	Monday 28.10.19	Friday 01.11.19	Friday 20.12.19
Spring	Monday 06.01.20	Monday 17.02.20	Friday 21.02.20	Friday 03.04.20
Summer	Monday 20.04.20	Monday 25.05.20	Friday 29.05.20	Monday 20.07.20

2020/2021 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Tuesday 01.09.20	Monday 26.10.20	Friday 30.10.20	Friday 18.12.20
Spring	Monday 04.01.21	Monday 15.02.21	Friday 19.02.21	Friday 26.03.21
Summer	Monday 12.04.21	Monday 31.05.21	Friday 04.06.21	Tuesday 20.07.21

Occasionally schools have to close as a result of bad weather or unavoidable emergencies such as loss of utility services. In the event of an unexpected closure, messages will always be tweeted and displayed on the school website.

Additional dates when school will be closed:

- 5 days for teachers in-service training (INSET): dates will be displayed on the school website, tweeted and in newsletters
- May Bank Holiday (Note: Friday 8th May 2020)

In-Service Training (INSET) for 2019/20 – 5 Day Allocation

INSET Days for 2019/2020		
• 4 th October 2019	The 3 twilight sessions are in addition to weekly staff meetings and equate to one INSET Day	
• 4 th November 2019		
• 22 nd November 2019		
• 17 th July 2020		
• 20 th July 2020		
TWILIGHT SESSIONS for 2019/20 (3.45pm – 5.45pm)		
• 9 th December 2019		
• 10 th February 2020		
• 23 rd April 2020		

Start Times

Foundation Phase (Excluding Nursery)

- 8.50 Teacher on duty (as play timetable)
- 8.50 Teachers in their rooms
- 8.55 Doors open
- 9.00 - 9.10 Registration
- 9.10 - 9.30 Assembly
- 9.30 - 10.30 Session 1
- 10.30 - 10.45 Snack
- 10.45 - 11.00 Play (main yard, hands up at 10.55)
- 11.00 - 12.00 Session 2
- 12.00 - 1.00 Lunch
- 1.00 - Registration
- 1.00 - 3.20 Sessions 3 & 4

Key Stage 2

- 8.50 Teacher on duty (as play timetable)
- 8.50 Teachers in their rooms
- 8.55 Doors open
- 9.00 - 9.10 Registration
- 9.10 - 9.30 Assembly
- 9.30 - 10.30 Session 1
- 10.30 - 10.45 Play (hands up at 10.40)
- 10.45 - 12.20 Session 2
- 12.20 - 1.15 Lunch
- 1.15 - 1.20 Register
- 1.20 - 3.30 Sessions 3 & 4

Curriculum / Organisation

- The curriculum is based on the National Curriculum document but we have adapted planning and learning opportunities to meet the needs of the proposed new curriculum. This means a focus on the ***Four Core Purposes***:
 1. *Ambitious, capable learners who are ready to learn throughout their lives.*
 2. *Enterprising, creative contributors who are ready to play a full part in life and work.*
 3. *Ethical, informed citizens who are ready to be citizens of Wales and the world.*
 4. *Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.*
- Planning identifies links to the Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF) ensuring lessons in all curriculum areas develop literacy or numeracy and IT skills.
- All year groups work in open plan areas.
- There are mixed age classes in Rec/Year 1 and Year 5 and Year 6.
- KS2 and Foundation Phase pupils are taught in mixed ability classes.
- We endeavour for KS2 classes to have a ratio of less than 1 teacher to 30 pupils.
- Foundation Phase classes are working to the ratio of 1 adult to 8 children in Nursery and Reception. In Y1 and Y2 we are working to the ratio of 1 teacher to 15 pupils.
- Teaching assistants (TAs) support 'vulnerable learners', groups of learners, and 'statemented' children, as appropriate in both Foundation Phase and KS2. Vulnerable learners include, e.g. Free School Meal, and More Able and Talented. TAs also provide intervention support for pupils with Individual Development Plans (IDPs) for educational or behavioural needs.
- We have a designated TA from the Gypsy and Traveller Liaison Team who works across school to support learners from this community.

- Planning for lessons is differentiated to meet the needs of all learners.

Welsh language

- Welsh is taught across the school through weekly hour long lessons, or daily 20 minute sessions, as appropriate for the requirement of the task.
- Incidental Welsh is used across the whole school to welcome, instruct and praise pupils.
- Staff use simple Welsh phrases when communicating with each other and with pupils in professional and social contexts.

Toilet provision

- The school has appropriate provision for the number of pupils in each zone and disabled toilets for identified children.

Information on the action taken to promote healthy eating and drinking by pupils of the school

- Only fruit snack is allowed at break time.
- Only water is allowed as a drink at the classroom table.

Thank you to the children, staff, parents and governors for your hard work and support.

Thank you to the EAS and Torfaen Local Authority for supporting us to review and improve your school.

Mr N Blackburn
Head Teacher