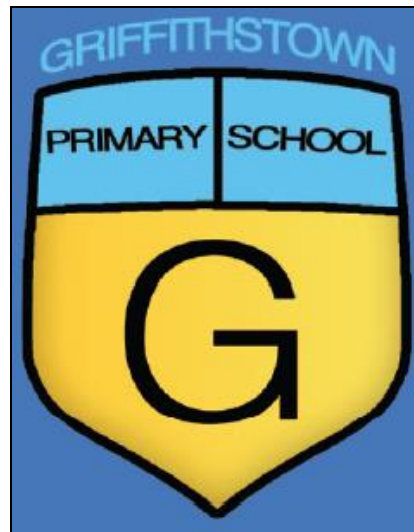


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Governors' Annual Report to Parents
Date	January 2019
Author	N Blackburn



INSPIRE CHALLENGE ACHIEVE

Griffithstown Primary School / Ysgol Gynradd Griffithstown

School Categorisation:

Step 1: N/A

Step 2: A

Step 3: Green

As of September 2018 we are a Lead Network School for the Education Achievement Service. We are 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.

Since September 2018 Mr Blackburn has been released for up to 20 days per year as a Partner Challenge Advisor for the EAS, to support and challenge two schools in the EAS region.

School was awarded South Wales Argus 'School of the Year Award' in March 2018

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 Peplow
Chair of Governors

January 2019

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:

- Set aspirational targets and celebrate achievements through self review in partnership with children, staff and parents, governors and the wider community.
- Plan schemes of work that are challenging and linked to statutory orders, including the Literacy and Numeracy Framework (LNF)
- Ensure meaningful opportunities to develop our knowledge and understanding of Welsh language, Welsh culture and diversity in our modern country.
- 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
- Develop spiritual awareness, mutual respect, and promote inclusion and equal opportunities through the Strategic Equality Plan (SEP)
- 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
- Develop the professional skills and leadership qualities of all staff through a programme of continuous professional development

Governing Body

Chairman: Allan Peploe

Vice Chairman: Paul Davies

- a) Recruitment & Resources (including Head Teacher Appointment), Finance, Pay Review and Performance Management Committee
 - Mr A. Peploe (Chair)
 - Mrs K. Taylor
 - Mr P. Davies
 - Cllr Mrs N. Parrish
 - Mrs C. Williams
 - Mrs P. Harris

- b) Staff Disciplinary & Dismissal Committee
 - Mr A. Hunt
 - Mrs L. Powell
 - Mr. G. Everson (Chair)

- c) Staff Disciplinary & Disciplinary Appeals Committee
 - Cllr Mrs N. Parrish
 - Mrs B. Barne (Chair)
 - Mr P. Davies

- d) Grievance & Complaints
 - Mr P. Davies (Chair)
 - Cllr Mrs N. Parrish
 - Mr G. Everson

- e) Grievance, Performance Management & Pay Appeals Committee
 - Mrs C. Williams (Chair)
 - Mr A. Hunt
 - Mrs B. Barne

- f) School Performance & Improvement Committee
 - Mr A. Peploe
 - Mrs L. Powell
 - Mrs B. Barne (Chair)

- g) Pupil Discipline & Exclusions Committee
 - Cllr Mrs N. Parrish
 - Mrs P. Harris
 - Mrs L. Powell (Chair)

- h) Head Teacher Performance Management Appraiser
- i) Head Teacher Performance Management Appeals Appraiser
- j) Staff Capability Appeals Panel
- k) Capability Committee (Head Teacher)

Appointments for points h) to k) will be made as and when required.

It was **AGREED** that reserves for each of the above committees would be called from all eligible governors in alphabetical order.

6. **APPOINTMENT OF GOVERNORS WITH INDIVIDUAL INTERESTS**

It was agreed to appoint the following Governors with specific interest in:

- | | | |
|----------------------------------|---|-----------------|
| a) Training & Development | - | Mr A. Peplow |
| b) ALN | - | Mr P. Davies |
| c) Health and Safety | - | Mrs P. Harris |
| d) TASG Representative | - | Mrs C. Williams |
| e) Child Protection/LAC Governor | - | Mr G. Everson |
| f) Closing the Gap | - | Mr P. Harris |
| g) More Able and Talented | - | Mrs B. Barne |
| h) Hwb | - | Mrs K. Taylor |
| i) Self-Evaluation | - | Mr A. Hunt |

<u>Community Governors</u>
Mr Allan Peplow
Mr Paul Davies
Mr Gareth Everson
<u>Community Governor Appointed By Pontypool CC</u>
Cllr Norma Parrish
<u>Headteacher</u>
Mr Nicholas Blackburn
<u>LA Appointed</u>
Mrs Ruth Tucker
Mr Anthony Hunt
Cllr David Yeowell
<u>Parent Governors</u>
Mrs Paula Harris
Mrs Leanne Powell
Mrs Bethan Barne
Mrs Cara Williams
<u>Staff Representative</u>
Mrs Michelle Besnier
<u>Teacher Representative</u>
Mrs Karen Taylor
<u>Clerk to Governors</u>
Mr Chris James

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

Outturn Statement
See additional attachment

School comparative report(s) of performance in end of key stage teacher assessments
Foundation Phase - Griffithstown Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, wellbeing and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	3.8	1.9	17.3	76.9	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.3</i>	<i>0.2</i>	<i>0.4</i>	<i>0.9</i>	<i>3.1</i>	<i>33.3</i>	<i>61.2</i>	<i>0.1</i>

Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<i>Wales</i>	<i>0.0</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.9</i>	<i>7.7</i>	<i>52.8</i>	<i>38.0</i>	<i>0.0</i>

Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	1.9	0.0	5.8	42.3	50.0	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.4</i>	<i>0.2</i>	<i>0.5</i>	<i>1.6</i>	<i>8.6</i>	<i>50.0</i>	<i>37.9</i>	<i>0.2</i>

Mathematical development	School	0.0	0.0	0.0	0.0	1.9	1.9	3.8	38.5	53.8	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.3</i>	<i>0.2</i>	<i>0.3</i>	<i>1.3</i>	<i>7.2</i>	<i>51.5</i>	<i>38.6</i>	<i>0.1</i>

Optional Areas of Learning:

Creative development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
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Physical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
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Knowledge and understanding of the world	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
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Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
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FPI **

School	90.4
<i>Wales</i>	<i>87.3</i>

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: Currently working towards Foundation Phase Outcome 1.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : 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.

National comparative data refers to 2017

Foundation Phase - Griffithstown Primary School

	N	D	W	1	2	3	4	5	6	A
Personal and social development, wellbeing and cultural diversity	0	0	0	0	0	2	1	9	40	0

Language, literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0
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Language, literacy and communication skills (in English)	0	0	0	0	1	0	3	22	26	0
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Mathematical development	0	0	0	0	1	1	2	20	28	0
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Optional Areas of Learning:

Creative development	0	0	0	0	0	0	0	0	0	0
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Physical development	0	0	0	0	0	0	0	0	0	0
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Knowledge and understanding of the world	0	0	0	0	0	0	0	0	0	0
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Welsh language development	0	0	0	0	0	0	0	0	0	0
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FPI **

School	47
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Cohort = 52

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: Currently working towards Foundation Phase Outcome 1.

A: Performance Above Foundation Phase Outcome 6.

This report uses data for 2017 for LA and Wales comparative information

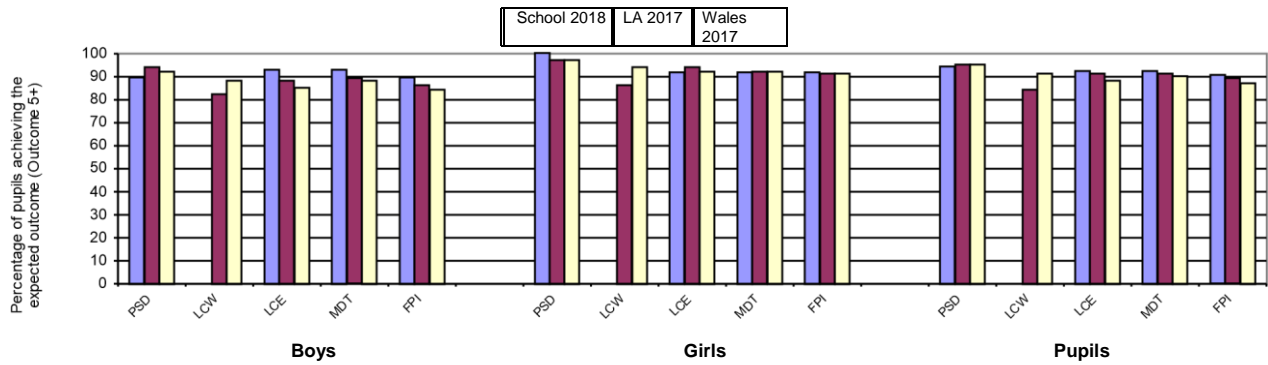
Griffithstown Primary School

LA/School no: 678/2321

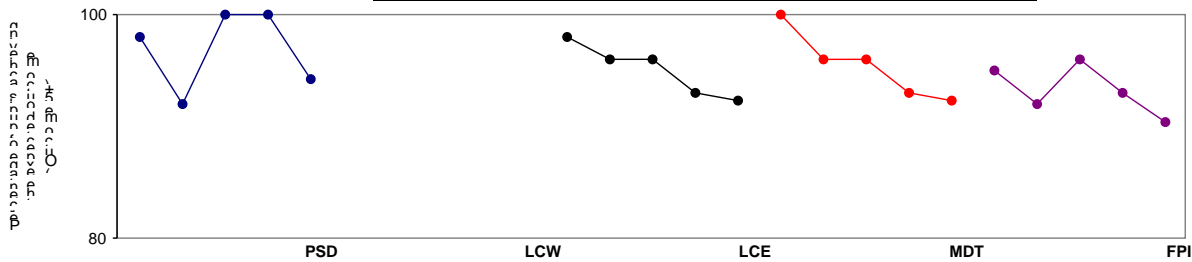
School comparative information: **Foundation Phase Outcomes 2018**

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
PSD	89	94	92	100	97	97	94	95	95
LCW	0	82	88	0	86	94	0	84	91
LCE	93	88	85	92	94	92	92	91	88
MDT	93	89	88	92	92	92	92	91	90
FPI	89	86	84	92	91	91	90	89	87



School Performance over time (2014 - 2018)



Notes:

- = No historical data available
- 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.
- 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.

KEY STAGE 2 - Griffithstown Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	44.9	53.1	0.0	98.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.4</i>	<i>1.4</i>	<i>6.3</i>	<i>46.4</i>	<i>43.0</i>	<i>1.7</i>	<i>91.1</i>
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	44.9	53.1	0.0	98.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.2</i>	<i>6.2</i>	<i>45.4</i>	<i>44.0</i>	<i>2.0</i>	<i>91.4</i>
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	44.9	53.1	0.0	98.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.4</i>	<i>1.4</i>	<i>6.8</i>	<i>45.0</i>	<i>43.6</i>	<i>1.9</i>	<i>90.5</i>
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	49.0	49.0	0.0	98.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.5</i>	<i>1.8</i>	<i>10.3</i>	<i>50.0</i>	<i>35.2</i>	<i>1.4</i>	<i>86.6</i>

Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.9	55.1	0.0	100.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.2</i>	<i>6.0</i>	<i>44.6</i>	<i>45.3</i>	<i>1.8</i>	<i>91.6</i>

Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.9	55.1	0.0	100.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.3</i>	<i>1.1</i>	<i>5.5</i>	<i>45.8</i>	<i>46.2</i>	<i>0.2</i>	<i>92.2</i>

Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0	59.2	36.7	0.0	95.9
	<i>Wales</i>	<i>0.3</i>	<i>0.7</i>	<i>0.2</i>	<i>0.2</i>	<i>0.2</i>	<i>1.0</i>	<i>2.5</i>	<i>14.2</i>	<i>54.6</i>	<i>26.0</i>	<i>0.3</i>	<i>80.9</i>

Core Subject Indicator **

School	98.0
Wales	89.5

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

* : Cohort is less than five or cannot be given for reasons of confidentiality

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

KEY STAGE 2 - Griffithstown Primary School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	0	0	1	22	26	0	49
Oracy	0	0	0	0	0	0	0	1	22	26	0	49
Reading	0	0	0	0	0	0	0	1	22	26	0	49
Writing	0	0	0	0	0	0	0	1	24	24	0	49
Mathematics	0	0	0	0	0	0	0	0	22	27	0	49
Science	0	0	0	0	0	0	0	0	22	27	0	49
Welsh Second Language	0	0	0	0	0	0	1	1	29	18	0	49

Core Subject Indicator **

School	48
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Cohort = 49

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)

This report uses data for 2017 for LA and Wales comparative information

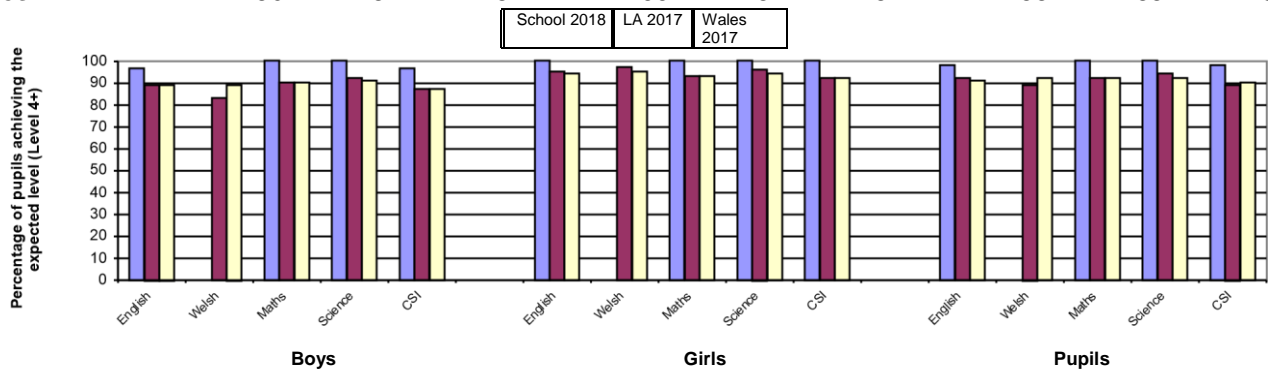
Griffithstown Primary School

LA/School no: 678/2321

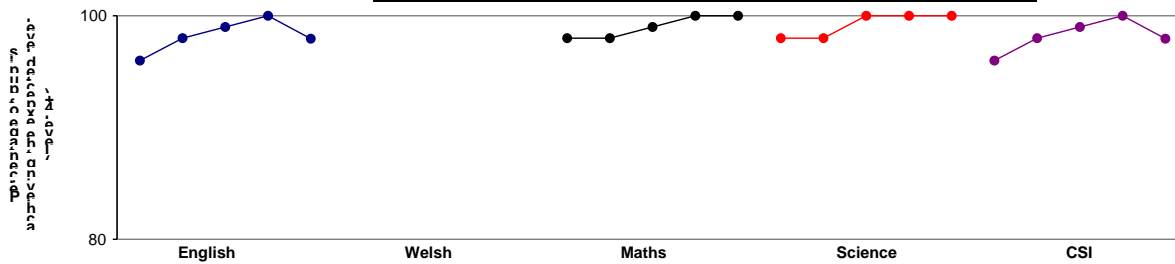
School comparative information: **National Curriculum Assessments 2018 Key Stage 2**

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	96	89	89	100	95	94	98	92	91
Welsh	0	83	89	0	97	95	0	89	92
Maths	100	90	90	100	93	93	100	92	92
Science	100	92	91	100	96	94	100	94	92
CSI	96	87	87	100	92	92	98	89	90



School Performance over time (2014 - 2018)



Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- 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.
- 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
2017/18	94.4%	4.5%	1.1%
2016/17	93.6%	5.3%	1.1%
2015/16	94.4%	5.1%	0.5%

2018/19 Targets for Improvement, and for reducing absences agreed by the governing body with the local authority

- Targeted Year 2 Foundation Phase Indicator for 2018/19 (Combined Outcomes for Mathematical Development, Language, Literacy and Communication and Personal and Social Development)
 - **Expected Outcome:** 97%
 - **Above Expected:** 42%
- Writing in Year 2:
 - **Expected Outcome:** 97%
 - **Above Expected:** 42%
- Maths in Year 2:
 - **Expected Outcome:** 97%
 - **Above Expected:** 42%

- Targeted Year 6 Core Subject Indicator for 2018/19 (Combined Levels for Maths, English and Science)
 - **Expected Outcome:** 100%
 - **Above Expected:** 43%
- Writing in Year 6:
 - **Expected Outcome:** 100%
 - **Above Expected:** 47%
- Maths in Year 6:
 - **Expected Outcome:** 100%
 - **Above Expected:** 51%

- Attendance Targets for Statutory Year Groups for 2018/19
 - **Attendance target for 2018 / 2019:** 94.8%
 - **Unauthorised:** 1%
 - **Authorised:** 4.2%

School Development Targets 2018/2019

The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions the school will take to improve learner outcomes. Our 2018/19 actions are:

- 1. To develop Welsh 2nd Language (Cymraeg Campus) skills across the school and wider community.**
- 2. To develop new approaches to assessment, self-evaluation and performance management.**
 - a. Introduction of the ETLF to support school improvement focusing on Literacy and numeracy provision across school
 - b. Complete the SLO questionnaire and complete identified areas of improvement
 - c. Purchase assessment tools to enable staff to effectively assess pupils
- 3. To develop new and existing initiatives for health and wellbeing.**
 - a. Develop Rights Respecting School initiative
 - b. Healthy Schools (including new whole school Sex and Relationship aspect),

- c. Links with NHS re: Dementia Awareness
- d. Mental Health Awareness: DEAL (Delivering Emotional Awareness and Listening) initiative and related reading material, e.g. 'Scrambled Eggs'
- e. Development of the outdoor environment

4. To develop initiatives linked to the requirements of the new curriculum:

- a. Embed AOLE Teams and review our approach to the Four Core Purposes - *The headteacher is the Professional Learning Lead and has attended the Regional Curriculum Reform Support Programme – check that the EAS has inputted £5800 into school budget.*
- b. Lead Creative Schools – *Phase 2*
- c. Lead Network School (LNS) for Science, Technology, Engineering, Art and Maths (STEAM), and Lead Network School for Maths
- d. Digital Competence Framework
- e. Develop Erasmus initiative

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, Digital Leaders, Choir, Country Dancing, Dragon Skills, Home Crafts, Recorders.
- We have opportunities to develop a strong pupil voice, e.g. School Newspaper, 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:
 - bowling, gardening, tennis, hula hooping, along with a variety of IT, art and craft activities and trips to local care homes.

School Term and Holiday Dates

2018/2019 Academic Year

School Term and Holiday Dates - 2018/2019 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Monday 03.09.18	Monday 29.10.18	Friday 02.11.18	Friday 21.12.18
Spring	Monday 07.01.19	Monday 25.02.19	Friday 01.03.19	Friday 12.04.19
Summer	Monday 29.04.19	Monday 27.05.19	Friday 31.05.19	Monday 22.07.19

Note: we finish for summer holidays on Thursday 18th July at normal times.

2019/2020 Academic Year

School Term and Holiday Dates - 2018/2019 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

In-Service Training (INSET) for 2018/19 – 5 Day Allocation

INSET Days for 2018/2019		
• Welsh – 1 st October	The 3 twilight sessions are in addition to weekly staff meetings and equate to one INSET Day	
• ICT/Safeguarding360/STEM – 28 th January 2019		
• UN Rights and GL Assessment – 22 nd February 2019		
• Standardisation and Target Setting – 19 th July 2019		
TWILIGHT SESSIONS for 2018/19 (3.45pm – 5.45pm)		
• Mindfulness – 27 th September 2018		
• Healthy Schools – 6 th November 2018		
• ACE – 18 th October 2018		

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 adapting planning and learning opportunities to meet the needs of the proposed new curriculum. This means a focus on the Four Core Purposes:
 - 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.
- All year groups work in open plan areas.
- There are mixed age classes in Rec/Year 1 and Year 4 and Year 5.
- 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 support 'vulnerable learners' and groups of learners and 'statemented' children, as appropriate in both Foundation Phase and KS2. Vulnerable learners include Free School Meal and More Able and Talented. TAs also provide intervention support for pupils who have Individual Education or Behavioural Plans.
- 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.
- Planning identifies links to the Literacy and Numeracy Framework (LNF) ensuring lessons in all curriculum areas develop literacy or numeracy skills

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