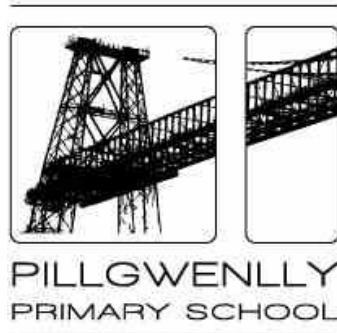


Governors Annual Report to Parents



Academic Year 2015 - 2016

'We play, learn and work together'

A letter from Nasera, Chairperson of Pillgwenlly Primary School Governors

Dear Parents,

As a governing body we must report to parents on the previous academic year. This report relates to the school year September 2015 to July 2016.

It was another busy but very successful year. The school remained classified as a 'Green School' by Welsh Government and pupils met or exceeded all targets set.

The Governing body met every half term and worked along the Mrs Bevan ensuring we were meeting all our families needs.

On behalf of the Governors I would like to thank all the staff for their hard work and dedication and to thank our families for engaging in school life.

N. Hassan

Members of Pillgwenlly Primary School Governors 2014/15

Governor Post	Name	Term Ends
Chair of Governors	Mrs Nasera Hassan	15/01/18
Vice Chair of Governors	Mr Edward Watts	15/10/2019
Clerk to Governors	EAS	-
Headteacher	Mrs Kath Bevan	-
Community Governors	Mrs Michayla Poulton	17/01/19
	Mrs Susan Chesworth	27/06/17
Local Authority Governors	Mrs Ruqia Hayat	28/06/17
	Cllr Omar Ali	27/04/18
Parent Governors	Mrs Tuesday Burgess	22/05/19
	Miss Susan Heard	19/09/16
	Mrs Amani Kawe	16/01/19
	Mr Ahmed Haji	12/06/16
Staff Representatives	Mrs Samantha Williams	18/09/17
	Mrs Dawn west	28/01/16
	Mrs Amanda Bell	18/09/15

Each Governor serves a four year term of office.

Role and Function of the Governing Body at Pillgwenlly Primary School

The role of our Governing Body is to act as a corporate body, acting with integrity, objectivity and honesty and in the best interest of the school. The Governing Body carries out its functions with the aim of taking a largely strategic role in the running of the school. This includes setting up a strategic framework for the school and setting aims and objectives.

The Head Teacher is responsible for the internal organisation, management and control of the school; and for advising on and implementing the governing body's strategic framework. (Further information can be found on the governors website at DFEE – www.dfes.gov.uk/gov)

How our Governing Body works

The Governing Body meets at least once a term to discuss school issues, targets and progress. In addition the finance committee, which includes premises and health and safety, meet every term – minutes are always reported to full governing body meetings. Other panels of governors that meet regularly include: Staffing Committee; School Improvement Committee.

Staff and outside providers are occasionally invited to attend governing body meetings. This further serves to keep the Governing Body up to date with school and Local Authority issues.

Minutes of all those meetings are available at school.

About our School

Mission Statement

Our school is a happy, caring and nurturing place. Within our multicultural community everyone, staff, children and families are all respected and valued equally. We provide a secure and safe environment and develop everyone's well being. We have high expectations and give everyone the opportunity and encouragement to learn and achieve their best.

'We learn, work and play together'

We aim to:

- Help every child to reach his/her potential in all curriculum areas.
- Give every child every opportunity to learn to read, understand what is read, use what is read and enjoy what is read.
- Encourage the creative, poetic and more technical forms of writing.
- Help children learn about mathematics that will help them in their work today and life tomorrow.
- Give our children opportunities to understand science and technology.
- Show children how to develop a sense of acceptance, understanding and appreciation of others and the beliefs of others.
- Give children the time and opportunity to find out about their past and their environment and to act, where possible, as conservationists.
- Help children develop their abilities and enjoy music, art, drama and all aspects of a physical education.
- Provide a happy school in which all the children will be sensitively cared for and nurtured.
- Welcome all parents into the school.

Numbers on roll

- In 2015/2016 there were 640 pupils on roll during the academic year. This number fluctuated with a number of pupils joining the school midterm.

Pupil Attendance

- Pupil attendance averaged at 93%. This means we exceeded our school target of 92.5%.
- Authorised Absence = 5.7% Unauthorised Absence = 1.2%
- The Head Teacher and Governors closely monitor pupil attendance and work closely with outside agencies such as The Education Welfare Officer and Preventative Service Group to support pupils and families.
- The Governing Body urges all parents to make regular school attendance a priority.

Pupil Records

The school collects information about pupils and their parents/guardians at admission to school and for specific purposes during the school year. Every effort is made to ensure the accuracy and security of the data collected which is stored on the school's computerised management information system. Individuals have certain rights of access to personal information held on them; these are outlined in our freedom of information policy. A copy of this policy is available on our school website.

Teaching Staff and School Organisation (September 2015 to July 2016)

Headteacher: Mrs Kath Bevan

Teachers:

Mr Andrew Sheppard DHT Mrs Angela Pearse AHT Mrs Nancy Calvert Mrs Bethan Guest Mrs Lisa Hoey Miss Stacey Cheeseman Mr Glynn Evans Mrs Charlotte Evans Mrs Nicola Seignot Mrs Madeleine Hunt Mrs Gemma Bowkett	Mr Mark Gwynne Miss Nia Grey Mrs Viv Kirby Miss Kath Powell (Senior Teacher) Mr Matthew Kearney Mrs Rebecca Sheals Miss Kirsty Morgan Mrs Dawn West (Senior Teacher) Mr Martin Worgan Mrs Sam Dass Miss Cath Mohring	Mrs Sam Williams (Senior Teacher) Mrs Jane Miles Mrs Leanne Garrett Miss Felicity Hill Miss Jade Smith Miss Sarah Jackson
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Learning Support Staff

Learning Support Staff		Higher Level Teaching Assistant
Mrs Sheila Philips (NNEB) Mrs Jenny Young Mrs Hilary Lewis(NNEB) Miss Susan Heard Mrs Charlotte Shutt Miss Iona Brannigan Mrs Jean Jenkins(NNEB) Mrs Rachel Kennedy Mrs Emma Walsh Mrs Samantha Griffiths Mrs Alison Dolling Miss Martina Collier Miss Chelsea Morris Mrs Sarah Davidson Mrs Helen McMillian Miss Rebekha Baugh	Mrs Ceri Davies Mrs Karen Healey Mrs Ameera Hassan Mrs Chloe Davis Miss Kayleigh Williams Mrs Laura Robertson Mrs Makhdomah Hassan Mrs Lucy Coombes Miss Lu Begum Miss Sophie Harris Mrs Sam Jenkins Mrs Afsana Islam Mrs Rebecca Mercer Mrs Jenny Young Mrs Ceri Davies Miss Lowri Burgess Miss Elizabeth Halliwell	Mrs Amanda Bell Miss Aneesa Jethwa Mrs Julie Hatherall Mrs Viera Matyoskova Lunchtime Staff Mrs Gill Przyborowski Mrs Lyn Walker Mrs Gill Parker Mrs Jasmine Hussain Ms Lisa Ham Mrs Debra Lewis Mrs Vicky Holwell Domestic Staff Mrs Gill Przyborowski Mrs Debra Lewis Mrs Kerry Brown Mrs Lorraine Robins

Support Officers

Administrative Support Staff	Mrs Kate Knight Mrs Pauline Whiting Mrs Jodi Hawken
Caretaker	Mr Steven Shuttleworth
School Gardener	Mr Richard Thomas
Crossing Patrol	Mr Michael Rossiter

School Organisation 2015/16

Foundation Phase (Nursery to Year Two) consisted of:

- Four nursery classes (four on school site)
- Three reception classes, two year one classes, two year two classes, nurture class, Learning Resource Base, supported learning class in year two

Key Stage Two (Year Three to Year Six) consisted of:

- Three year three classes, two year four classes, two year five classes, two year six classes, supported learning class mixed year three and four, mixed five and six and a family nurture room

Senior Management Structure (2015-2016)

Mrs Kath Bevan –Headteacher		
Mr Andrew Sheppard – Deputy Headteacher		
Mrs Angela Pearse – Assistant Headteacher		
Mrs Sam Williams Senior Teacher – Years One and Two	Mrs Dawn West Senior Teacher – Years Three and Four	Miss Kath Powell Senior Teacher- Years Five and Six
Miss Kirsty Morgan Middle Leader – Learning to Learn	Mrs Viv Kirby Middle Leader – Literacy	Mr Martin Worgan Middle Leader-Intervention

School Policies/School Prospectus 2015-2016

We have a large number of whole school policies and curriculum policies which are updated on a regular basis. These include:

- Admissions policy and Attendance Policy
- Equal Opportunities Policy
- Personal, Social, Health and Sex Education Policy
- Inclusion Policy
- Good Behaviour and anti-bullying policy
- Policy for complaints
- Health and safety policy
- Charging Policy
- Privacy Notice

and many more.

Staff are trained on an annual basis on Safeguarding, Child Protection and their Professional Standards.

Copies of school policies are available upon request. Governors review school policies as part of the whole school cycle of self-evaluation. All school policies remain subject to change and amended as per the school self evaluation process. The school Self Evaluation process/policy outlines in detail the process of review in the school. The School

Self Evaluation Process is built upon the Estyn Inspection Framework and seeks to move the school forward by evaluating and targeting of specific areas to be developed.

School Curriculum

The Foundation Curriculum was implemented in 2004 and Key Stage Two Curriculum in 2008. The content of the curriculum is broad and balanced following National Curriculum guidelines. Pupils are taught all areas of learning and subjects through a context or theme which we strive to make as meaningful and relevant as possible. The development of key skills is an important feature of our school curriculum and staff plan from a series of skill ladders to ensure that work is appropriate to pupils' needs. We pride ourselves on our involvement of the local community and community issues within the context for learning.

Religious Worship

Assemblies are held daily. They are non-denominational and reflect the broad values and moral ethos of the school. The emphasis is on the development of spiritual and moral values. It is not the intention to create belief but rather to foster a sense of awe and respect. Parents have the right to withdraw their children but this option is rarely exercised.

Religious Studies

The school is not affiliated to any particular religion or religious denomination. All pupils throughout the school receive lessons in Religious Studies in accordance with the 1988 Education Act. The emphasis is on world faiths and belief responses.

Sexual and Relationship Education

The PSE 2000 Framework forms the basis for Sex Education and Personal, Health and Social lesson delivery. A number of upper key stage 2 staff and outside providers such as the school nurse deliver the Sex and Relationships programme at the end of key stage 2. Parents have the right to withdraw a pupil wholly or partly from receiving sexual education at the school. Any parent who wishes to exercise this right should inform Mrs Bevan.

Welsh as a Second Language

At Pillgwenlly Primary we celebrate all cultural backgrounds and we are also proud of the Welsh Cultural Heritage. We not only celebrate Welsh heritage with an annual Eisteddfod, but are very proud that every pupil has the opportunity to learn to speak Welsh. Welsh is taught and spoken, by all adults in our school. Pupils are not only taught in specific class sessions but throughout the school day, incidental Welsh is used and encouraged. Signs throughout the school are bilingual.

School Session Times

Nursery 8.45am – 11.15am and 12.30pm – 3pm

Main School 8.45am – 3.05pm

Inclusion for All

The school prospectus clearly states our commitment to equal opportunities and inclusion for all. Creating an inclusive and accepting culture and establishing inclusive values is very important to all at Pillgwenlly Primary.

The school treats all pupils equally, following the admission procedures adopted by Newport City Education Authority. The school has taken many steps to enable all members of the school community have equal access to

both the physical and learning environment. Additional support adults are deployed appropriately to ensure all pupils have equal access to the curriculum.

Special Needs Provision 2015-2016

The number of pupils identified on the Special Needs Register during the year 2015 to 2016 was 214 (34%)

Pupils placed at School Action receive support within the classroom or a small group activity or receive an intervention support programme. Pupils placed at School Action Plus receive advice from specialist outside agencies, which is then either used by support staff within the school or specialist staff coming in to the school. Pupils with a Statement of Special Educational Needs receive specific support from a member of the Support Staff Team within the school based upon the requirements set out in their statement.

During the year pupils received support from the Educational Psychology Service, the Specific Learning Difficulties Unit, the Gwent Ethnic Minority Achievement Service, Health, Speech and Language Service and the school based counsellor.

Pupils with physical or medical difficulties

The school makes every effort to accommodate pupils who have various mobility and medical issues. The school has increased its access for pupils with disabilities, parents and visitors. For example, completion of building work has ensured that all infant pupils are educated at ground floor level. The school has a disability access policy. Copies are available at the school.

Equality Plan

We maintained our focus on Equality by:

1. Developing Heritage Days and celebrating other faiths.
2. Developing Home Learning packs for pupils in hospital or those who have medical conditions.

Pupils Toilet Facilities

Toilets in Pillgwenlly Primary are suitably spaced around the school. We are able to offer the following:

Nursery pupil toilets (mixed gender),

Reception pupil toilets (mixed gender) – refurbished August 2014

Year One pupil toilets (separate gender toilets)-refurbished August 2014

Year Two pupil toilets (separate gender toilets),

Year Three and Four pupil toilets (separate gender toilets) – boy year 3 and 4 refurbished August 2014

Year Five and Six pupil toilets (separate gender toilets),

Three accessible pupil toilets for those with physical disabilities.

All toilets are cleaned daily, but infant toilets are checked frequently during the school day.

Healthy School

Fruit is sold daily for pupils to eat during morning play. Fruit is also available at lunchtime. Pupils are encouraged to drink water throughout the day, each pupil having their own drinking bottle. Fizzy drinks and energy drinks are discouraged at lunch time.

School Leavers

At the end of the academic year 2015-2016; 74 pupils left our primary school to attend high school. The majority of pupils transfer to Duffryn High School. However, a few pupils transferred to Caerleon High, Risca High, Lliswerry High, St Julians High and Bassaleg High.

Complaints Procedure

The Governing Body has adopted the complaints procedure outlined by the Director of Education. A copy is available at the school.

Highlights of the school year 2015-2016 – Achievements and Developments

Premises:

Grounds are continually made very attractive for both children's learning and visitors as they are maintained by Mr Thomas, our school gardener. Sand pits have been placed in all Nursery, Reception and Year One learning areas.

Social Media:

Our new website is updated on a weekly basis. We also have a twitter account – please follow us.

Sporting Achievements:

Welsh Country Dancing Club, Visit to a Dragons Match (After School), Year 6 Gateway Rugby(Rugby Coach visiting school), Dragons (rugby) Educational Visit Year 4, Swimming Year 4, Adventurous activities in Tredegar House –Eco Council, Netball Club, Athletics Club, Olympics Festival day at the Velodrome Year 6, Welsh Country Dancing Festival, Street Dance Club,

Some of our learning experiences

- All year groups held Family Assemblies – these were well attended
- Nursery held a Family Sing a long
- School Council visited Welsh Government
- All year groups went on at least two educational trips and visits

Family Learning:

- Literacy and Play in Nursery and Reception
- Number and Play In Nursery and Reception
- OCN Parents Workshop
- New to English Family Learning Group
- Reading Club

ESTYN Update

ESTYN visited school in June 2015 and completed a full inspection in line with the Common Inspection Framework. The School's Current performance was graded as Good.

The school's prospects for improvement was graded as Good

The current performance of the school is good because:

- By the end of key stage 2, most pupils have effective speaking and listening skills and speak with adults and other pupils confidently
- Most pupils write successfully and to a good standard in their work across the curriculum
- By the end of Year 6, most pupils have effective number skills
- Many pupils are able to apply their thinking skills well across a range of subjects and tasks
- Pupils with additional learning needs, including those in the learning support unit, make good progress towards achieving the targets set for them
- Behaviour during lessons and playtimes is good
- All teachers plan lessons with clear learning goals and use a good range of resources and a wide variety of teaching methods to engage nearly all pupils successfully
- Most teachers provide pupils with suitably challenging learning opportunities that help them to make successful progress in nearly all lessons
- All staff take very detailed and extensive steps to ensure that the all pupils and their families recognise and celebrate the very diverse nature of the school community

The school's prospects for improvement are good because:

- The headteacher and senior leadership team lead the school successfully and provide a clear strategic direction for all staff
- There are clear and effective procedures to manage the performance of all staff
- School leaders use a beneficial range of strategies to monitor the work of the school thoroughly
- All staff understand the school's improvement priorities and how they can help to achieve them
- School leaders work extensively with a wide range of partners highly effectively to support pupils and their parents
- The school deploys its staff efficiently and makes best use of their skills

Recommendations

R1 Improve pupils' Welsh language skills

R2 Improve pupils' attendance and punctuality

R3 Provide pupils with opportunities to develop their information and communication technology (ICT) skills more consistently

R4 Ensure that all teachers provide pupils more consistently with useful feedback on how to improve their work

R5 Undertake a more rigorous analysis of performance data and act upon findings robustly

Estyn judged two key areas as Excellent.

Learning Environment: Excellent

The school is very inclusive. All pupils receive equal access to the curriculum and they are highly valued as individuals. The very effective levels of engagement in school life engendered by school leaders have resulted in outstanding levels of communication and trust between pupils, their parents and the school.

Partnership Working: Excellent

The school's partnership work is a very strong feature of its provision, with significant examples of sector-leading practice. School leaders work extensively with a wide range of partners to support pupils and their parents highly effectively. This has a significant impact on pupils' wellbeing and outcomes. For example, a

family nurture partnership provides excellent support for pupils and parents who speak little or no English. Pupils and their parents work alongside each other each week in the school's specialist classes to help them to develop their English language skills very effectively. As a result, pupils learn sufficient English to allow them to integrate into the school well and parents are able to support their children's learning at home, such as through listening to them read and helping them to complete homework.

Parents can assist school with recommendation number two by ensuring their child attends school every day and is in school at 8.45am. School Governors also reduced the number of days taken for extended leave to ten school days in line with Welsh Government Guidance.

Standards/ School Performance

TEACHER ASSESSMENTS FOR END OF 2015/2016 - The Welsh Assembly Government has grouped schools across Wales into families of similar schools. The data also allows us to compare ourselves with school performance within our own authority and across Wales.

The data for end of Year 2 assessment 2015/2016 is as follows:

Subject	% of pupils attaining Outcome 5 or above at Pillgwenlly Primary	Pupils who have been in UK Educational System since Reception	Newport Results	Wales	Family Group
English	73%	78%	90%	88%	82%
Maths	80%	86%	91%	90%	80%
PSD	92%	97%	95%	95%	89%
FPI	73%		89%	87%	80%

Key Stage 2 results (end of year six) 2014/15:

Subject	% of pupils attaining Level 4 or above at Pillgwenlly Primary	Pupils who have been in UK Educational System since Reception	Newport Results	Wales	Family Group
English	81%	80%	92%	90%	83%
Maths	88%	95%	91%	91%	83%
Science	93%	95%	93%	92%	84%
CSI	79%		93%	89%	79%

Additional Information

1. Appendix One – School Improvement Plan Overview 2015-2016
2. Appendix Two- End of Financial Year 2015 - 2016

Private Fund (Year End 31/8/16)

In addition the school operates a School Private fund that enables the school to collect and spend monies related to such items as school trips.

Total Income of School Private fund 2015-16 = £22,265.49

Total Expenditure of School Private Fund 2015-16 = £20,251.16

The school private fund is audited by an external auditor on an annual basis.

Report Prepared by: K. Bevan and K. Knight