

# Trellech Primary School



## Governors' Annual Report to Parents 2007-2008

The governing body will be holding their Annual Parents' Meeting at 6.30pm on Wednesday 19<sup>th</sup> November 2008 in RG5's Classroom. This is an opportunity for you to discuss this report as well as the role of governors, Headteacher and local education authority with members of the governing body.

Whether you are a new parent here at Trellech Primary or you have been part of our school community for some time, I am a proud to present The Governors' Annual Report to Parents for 2007-8. The report is intended to give parents an overview of the school's activities over the last 12 months as well as an indicator of our performance and progress against our improvement targets.

**I would like to invite you to the Annual Parents' Meeting on Wednesday 19<sup>th</sup> November at 6.30 pm**, when the contents of this report can be discussed with me, my governor colleagues and Mr King, the Headteacher. The Governing Body and teaching staff welcome your comments which can be used to help us work more effectively.

The past year has seen quite a lot of change with the previous headteacher's departure, Mrs Busby as acting Headteacher during the autumn term and then the arrival of Mr King in January. I am very pleased to see that throughout this period, staff and colleagues have been striving to maintain and further improve standards and opportunities for all the children in our school. We are blessed with a highly dedicated staff who are passionate about improving children's learning and skills.

Statistical information is provided in the form of tables and percentages to demonstrate academic performance over the last 12 months. This is a statutory requirement which, when read out of context, can give a misleading impression and does not represent the hard work and dedication of the head teacher and staff. The commentary attempts to bring out the trends hidden in the tables and it is worth remembering that the smaller the cohort of children, the higher percentage that each child represents. For example, in a cohort of 100 children, one child represents 1% whereas in a class of 26, each child represents more than 4% of the class.

But it is not just academic achievement that makes Trellech a successful school. We pride ourselves on being at the heart of our local and global community and staff encourage those links at every opportunity. Ours is a wonderfully colourful, vibrant school where children are provided with engaging activities in which to develop key life and learning skills. If you are not already a regular visitor, I commend our excellent school website to you. It's at [www.trellechprimary.co.uk](http://www.trellechprimary.co.uk) and it paints a wonderful picture of the many aspects of our fantastic school.

I hope that you find this report both interesting and informative.

*Ken Jacob*

Chair of Governing Body

### **Visitors to school during 2007/8**

- Rev. Sandra Howells, St. Nicholas' Parish Church – Assemblies , Bible Club and Confirmation Groups
- Rev. Barry Smith, Monmouth Methodist Church - Assemblies
- Rev. Jonathan Grieves, Monmouth Baptist Church - Assemblies
- Gwent Theatre – various productions
- PC Mark Lewis, working with each class
- Alison Hall, School Nurse – working with classes, individual children and staff
- Mrs Tufty, Road safety visits to Key Stage 1
- Mrs Alpin, 'Walk Through The Bible" – RG5
- Careers Wales, working on construction industry projects with children
- Dr. Molesey, Monmouth Boys School – Earth & Space presentation – RG5
- Becky Goodwin, Helen O'Grady Academy for Drama – All classes
- Kate Ford, Vet – talking about animals with RG1
- Bishop Dominic of Monmouth - Assembly
- Mrs Ashton, Aboriginal Art – RG5
- Mrs Lewis, Lambs for feeding (KS1)

- Pillgwenlly Primary School – Reception

### **Visits by the children**

- Hindu Temple, Cardiff – KS2
- Pillgwenlly Primary School - Reception
- Triwall cardboard Manufacturing Factor, Monmouth – RG4
- Gilwern Outdoor Activity Centre, 5 day residential – RG6
- Village visits to Harold Stones, Tump Turret & Virtuous Well- RG4
- Weekly visits to Forest (Forest School) – all classes
- Tree Planting at Wentwood Forest – KS2
- ‘Wings to Fly’ – Year 6 substance abuse production (Gwent Police)
- ‘The Easter Experience’ – Year 6, (Monmouth Churches Together)
- Babington Centre – Reception
- Tintern Old Station – Welsh Biodiversity Week – RG4

### **Outside Agencies (we have worked with)**

- Gwent Music Support Service – instrument lessons
- Speech & Language Service – SEN Support
- Specific Learning Difficulties Department – SEN Support
- Educational Psychology Service – SEN Support
- Social Services
- Local GPs
- Monmouthshire Countryside Service
- Gwent Wildlife Trust
- Heddlu Gwent Police

### **Community**

- Intergenerational Knitting Project
- New ‘Our Local Community’ Noticeboard
- Improved links to Busybodies playgroup & local nurseries
- Regular RE visits to church for ‘mock’ ceremonies.
- Creation of community information in entrance foyer
- Development of comprehensive website including extensive ‘local area’ information
- Regular ‘community corner’ section on fortnightly school newsletter
- Partner schools around the world

### **Premises**

- Upgrading of finger guards on door
- Redecoration of KS2 corridor
- New KS1 Creative Room
- Upgrading of fence around pond area
- Installation of Amphitheatre & willow shading
- Upgrading of septic tank and sewerage plant
- Upgrading of buglar alarm system – entire building now covered
- Upgrading of fire alarm system – wireless smoke & heat detectors
- Security marking of ICT equipment & hi-profile signage around school

### **Sports**

- Fixtures against Llandogo & Usk primaries in netball, hockey and football
- Attendance at Usk Cricket Festival
- Cluster rugby & netball tournament at Llandogo Primary
- Weekly swimming lessons at Monmouth Leisure Centre

## **Trellech Primary Schools Mission Statement**

- To provide a learning environment where potential is maximised.
- To nurture confident individuals who value themselves and others.
- To provide each child with the opportunity to develop socially as well as academically

### **The vision for; the school, the children and parents**

#### A School:

- Which is a centre of learning excellence
- Which has an ethos of belonging
- Which is at the heart of the community
- Where there is a sense of pride and achievement
- Which celebrates success
- Which promotes a healthy lifestyle.
- Which treats everyone equally.

#### Where Staff :

- Are committed to learning
- Are trusted and respected
- Have access to continual professional development
- Are valued and listened to.

#### Where Children :

- Develop a passion for learning
- Are respectful of themselves and others
- Are independent, confident and happy
- Have no fear of failure
- Are valued and listened to.

#### Where Parents

- Are partners in their children's learning
- Are well informed
- Are welcome
- Provide a happy learning environment where potential is maximized
- Are shown trust and understanding
- Are valued and listened to

### **The school aims to enable pupils to:-**

- Develop lively and enquiring minds;
- Develop the skills of problem solving and enquiry
- Acquire knowledge, skills and understanding so that they will achieve their full potential in the core and foundation subjects of the National Curriculum;
- Develop personal moral values which will enable them to make appropriate and wise choices;
- Show tolerance towards those whose race, religious beliefs or lifestyles may be different to their own;
- Discover and develop their creative abilities in areas such as Art, Dance and Music;
- Acquire skills which will enable them to enjoy taking part in a range of physical activities and games which will promote their health and well being;
- Develop positive attitudes about themselves.

These are not meant to be a set of meaningless statements, stored away on a shelf. It is the intention for them to be displayed in prominent places, to remind everyone involved in Trellech School of their importance.

It is the job of the governing body to scrutinize the school and its staff, to challenge when we believe these values are not being met, and in turn demonstrate to you, the parents when the team achieves its goals.

This vision and the aims of the school will be reviewed in the autumn term 2008.

## Who are the Governing Body and what do they do?

Trellech School's Governing Body comprises:

- Three Governors appointed by the Local Education Authority
- Five parent Governors
- One Teacher Governor
- One Non Teacher Staff Governor
- Three Community Governors (including a representative from Trellech United Community Council)
- The Head Teacher

Governors normally hold office for a term of four years.

Over the past year the full governing body has met twice each term: to review progress of the school, evaluate performance and to carry out our statutory duties for reviewing admission numbers, setting the school budget and reviewing the performance of our head teacher and staff. In addition our Curriculum, Finance and Personnel Committees have met regularly to review the progress of the school towards its stated aims. You can contact any member of the governing body through the clerk to the governors', or by contact through the school secretary.

		<b>Term of office</b>
<b>Chairman:</b>	Ken Jacob 12 Whitehall Lane, Llanfrechfa, Cwmbran, Gwent, NP44 8UN 01633 485472	May 2011
<b>Headteacher:</b>	Mr Steve King	
<b>Parent Governors:</b>	Mr. Allard van der Horst Mrs. Elizabeth Warmington Mr. Gary Rawlins Mr Paul Minaur	October 2012 June 2010 October 2012 March 2011
<b>Staff Representative:</b>	Mrs. Olwen Richards	June 2011
<b>Teacher Representative:</b>	Mrs. Dee Miles	Sept 2009
<b>LEA Governors:</b>	County Councilor -Ann Webb County Councilor -Ashley Thomas	Feb 2012 July 2010
<b>Community Governors:</b>	Mrs. Susan Watson (TUCC) Rev Sandra Howells Mr Peter Symes 1 Position TBC	Sept 2009 July 2012 November 2010
<b>Clerk to Governors:</b>	Mrs. Toni Pugsley Governor Services Monmouthshire County Council County Hall, CWMBRAN, NP44 2XH, 01633 644529	

## **Link Governors**

We believe that it is vital that governors understand the day-to-day workings of the school if they are to make informed strategic decisions about its operation. We have changed the subject link governor system to a team system because a number of staff have more than one area to coordinate. We have created staff and governor teams which reflect the curriculum and the new Skills Framework. These teams meet each term prior to a governors' meeting to discuss progress, developments and coverage.

The purpose of this work is for governors to act as critical friends and to assess progress made in these areas against jointly agreed targets at the start of the year.

**Governor teams:** 4 groups

Group 1 - 'Number'

Group 2 - 'Communication'

Group 3 - 'Thinking Skills'

Group 4 - 'ICT'

**Teacher Teams:** 4 Groups

Group A

Miss Foster (RG5)

Mrs Maunder (RG4)

Miss Burrows (RG2)

Group B

Mrs Miles (RGR)

Mrs Pisacane (RG4)

Group C

Mr Green (RG6)

Mr Rogers (RG4) PPA

Group D

Mrs Cotton (RG1)

Mr King

Over the course of 4 terms, each governor team will have met with all teaching staff and should have discussed their 'theme' with all subject coordinators and therefore all class teachers.

We are also reinforcing this awareness programme with 'Learning Walks' for governors during which time they can visit the school and spend around 10 minutes in each class observing a pre arranged focus. Their observations and finding are then communicated back to the next full governors' meeting.

### **Subject**

RE

History

Music

Geography

PE

Science

DT

Art

ICT

Maths

Welsh

Literacy

SEN

Personal & Social Education

Assessment, Recording & Reporting

Forest School

### **Coordinator**

Mrs Pisacane

Mrs Maunder

Mrs Maunder

Mrs Peacock

Mr Rogers

Mr Green

Mr Rogers

Mrs Miles

Miss Burrows

Miss Foster

Mr Green

Mrs Miles

Mrs Cotton (From Nov 08)

Mr King

Mr King

Mrs Evans

## **How we Performed in 2006/2007**

<b>Priority</b>	<b>How We Did</b>
1. To evaluate progress, developing and embedding thinking skills to become a Thinking School.	We undertook staff training in the use of Thinking Hats to assist children in organising & categorising information and thinking. We developed our use and understanding of BLP (Building Learning Power), changing terms into child-friendly sentences and raising the profile of these around the school. We audited our approaches and strategies for developing thinking and communicated these to parents to show how we don't just teach facts and information but 'How to learn better'. We decided that the process of developing children's thinking and embedding this in our practice and environment was more important than pursuing the 'Thinking School Award' though we may revisit this if appropriate, at some time in the future.
2. To raise the profile of ESDGC through the development of international links.	We forged links with 5 schools around the world and one in Newport. Reception spent a day hosting Pillgwenlly Primary School friends here at Trellech and another day visiting the school in Newport (the school is in a very different geographical, cultural and socio-economic setting). Other classes initiated contact & shared learning with classes in Monmouth (Oregon, USA), Monmouth (New Jersey, USA), Rawalpindi (Pakistan), Belize (Central America) and Lilongwe (Malawi, Africa). Pupils in Year 2 held Monmouthshire's first ever live video conference with classmates in Pakistan in the summer term.
3. To evaluate the provision of an environment to encourage our more able children.	Support staff now have timetabled sessions each week where they work with more able pupils in each class to develop thinking skills and problem solving / investigate skills linked to curriculum areas and generic skills to develop higher level thinking. INSET (staff training) on developing use of questions to extend learning for more able children. Investment in 'challenging the more able' materials for use in class and groups.
4. To build upon the good practice already evident in Assessment for Learning and develop further.	We have continued to look at skills development and started to introduce a focus on assessment for learning. More work is planned on this area for 2008-9.
5. To further develop the learning environment of KS1, in readiness for the introduction of the Foundation Phase.	We knocked a wall down, sealed a door and thus converted the KS1 cloakroom into a creative / wet room for art & craft activities. Good practice gained and shared with local schools. Staff have visited schools and worked with Local Authority advisers to develop best practice.
6. To prepare for the integration of the new skills framework and revised National Curriculum Sept. 2008.	All staff have undertaken a number of courses on planning, delivery and assessment in the new frameworks. All KS2 staff undertook planning day, developing 4 year plans for new curriculum. Investment in KS2 shared area and decoration. A number of planning and delivery methods have been introduced.
7. To further develop the roles and skills of the	All support staff undertook 2 days additional training in delivering literacy, reading and phonics across the school, Most now involved in delivering

teaching assistants. learning in this area and supporting children at all levels. All support staff now attend all INSET staff training and most now attend weekly staff meetings (paid). Support staff now aware of training opportunities and courses using new on-line training facility.

### **Main Priorities for 2007/2008**

1. To continue to embed the Foundation Framework in Reception & develop this model of good practice across infant department.
2. To start implementing Curriculum 2008 across KS2.
3. To raise standards in spelling & reading.
4. To develop systems for tracking individual pupil progress and measuring 'added value'
5. To improve targeted support in literacy and numeracy for all children particularly more and less able.
6. To review teaching and non-teaching staffing across the school
7. To improve children's investigative skills in science.
8. To embed thinking skills into learning and teaching throughout the school.
9. To develop assessment for learning as a fundamental approach to learning and teaching.
10. To implement a new assessment & moderation framework for Maths, English & Science and further improve transition arrangements for pre-school, infant to junior and Key Stage 2 to 3.
11. To raise profile of Welsh and bilingualism across the school.
12. To upgrade the school's ICT infrastructure.
13. To achieve Eco-School Green Flag status (ESDGC – Sustainable Development)
14. To develop ESDGC though links to schools around the world. (ESDGC –Global Citizenship)
15. To further improve working links with Governing Body.
16. To continue to improve the quality of communication with parents and the local community.

### **National Curriculum Assessment - Results for Trellech Primary School 2008**

It is expected that an average child should achieve Level 2 by the end of Key Stage 1 and Level 4 by the end of Key Stage 2. The following data is based on Teachers' assessments. *Please note that since 2002 SATs Tests were not statutory for KS1 pupils (Since 2005 for Key Stage 2) in Wales.*

**Key Stage 1** (End of Year 2 - 24 pupils (9 girls, 15 boys) - each pupil = 4%)

#### **Percentage of pupils achieving each level 2008 (Teacher Assessment)**

	<b>Working towards Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 2+</b>
<b>English (School)</b>	<b>4</b>	<b>29</b>	<b>54</b>	<b>12</b>	<b>66</b>
Wales	3.5	14	63	19	82
<b>Mathematics (School)</b>	<b>0</b>	<b>8</b>	<b>84</b>	<b>8</b>	<b>92</b>
Wales	2	11	65	21	87

<b>Science (School)</b>	<b>0</b>	<b>8</b>	<b>91</b>	<b>0</b>	<b>91</b>
Wales	2	9	66	23	90

### Core Subject Indicator (Pupils achieving Level 2+ in English, Maths AND Science)

	<b>Boys</b>	<b>Girls</b>	<b>All</b>
<b>School</b>	<b>60</b>	<b>78</b>	<b>67</b>
Wales			81

### Commentary

In Key Stage 1, pupils performed well in science and maths, in both cases above the national average for Wales. Performance in English however was significantly lower than the national average. We believe that this is due in part to the performance of this cohort of children which was broadly reflected in their Reception and Year 1 data. Another factor appears to be inconsistency in our KS1 strategy for developing reading and phonic awareness. We have since undertaken training & introduced a new whole strategy called Read Write Inc. which we believe will provide the consistency of approach and progression of skills needed to address this area of weakness. This area has been identified as a priority in the 2008-9 School Improvement Plan. It is this significant drop in English that is responsible for the reduced Core Subject Indicator which is below the Welsh average.

**Key Stage 2** (End of Year 6 - 24 pupils (12 girls, 12 boys) - each pupil = 4%)

### Percentage of pupils achieving each level 2008 (Teacher Assessment)

	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 4+</b>
<b>English (School)</b>	<b>0</b>	<b>21</b>	<b>50</b>	<b>29</b>	<b>79</b>
Wales	3	16	51	29	80
<b>Mathematics (School)</b>	<b>4</b>	<b>17</b>	<b>46</b>	<b>33</b>	<b>80</b>
Wales	3	15	51	30	81
<b>Science (School)</b>	<b>13</b>	<b>25</b>	<b>63</b>	<b>0</b>	<b>63</b>
Wales	2	11	54	32	86

### Core Subject Indicator (Pupils achieving Level 4+ in English, Maths AND Science)

	<b>Boys</b>	<b>Girls</b>	<b>All</b>
<b>School</b>	<b>50</b>	<b>58</b>	<b>54</b>
Wales			76

### Commentary

In English and Maths, pupils' performance is 1% below the national average for Wales. Although this is not disastrous, we believe that a school like ours should be performing significantly above the Welsh average. We are pleased that in these two areas, the number of children achieving the higher level 5 is equal to or above the national averages. The number of children achieving level 4+ was exactly as predicted by Fischer Family Trust (FFT) data. In Science however, pupils performed significantly below the national average. This is also significantly lower than the FFT prediction of 85%. For this reason we have highlighted this area for improvement in our 2008-9 priorities. We are focussing on strategies for planning, undertaking and recording investigations as well as standardising concepts and vocabulary across the school.

The cohort had a number of children who performed well in one or two subjects but less well in another and it was this that lowered the Core Subject Indicator. Another consideration is the number of staff changes during this period such as a temporary Headteacher, a new Headteacher and a class teacher who was new to teaching Year 6. In order to support all staff across the school to feel more confident in ascribing levels to pupils' work, we have made this and assessment priorities in the 2008-9 School Improvement Plan.

## Target Setting

### Key Stage 1 - % of pupils achieving level 2+ at the end of Year 2

(Based on Baseline and existing national targets and progress towards them)

#### Current

	Maths	English	Science
2008-9	83	88	90
2009-10	85	90	92
1010-11	87	92	92

#### Challenging

	Maths	English	Science
2008-9	85	90	92
2009-10	87	92	94
1010-11	89	94	95

### Key Stage 2 - % of pupils achieving level 4+ at the end of Year 6

(Based on Fischer Family Trust predictions)

#### Current

	Maths	English	Science
2008-9	78	82	85
2009-10	82	83	89
1010-11	88	88	93

#### Challenging

	Maths	English	Science
2008-9	79	84	86
2009-10	83	84	90
1010-11	90	90	94

## School Financial Position

	Year End Actual	Budgeted	Variance
<b><u>Income</u></b>			
Total General Income	-37,543.00	-5,100.00	32,443.00
Total Funding Income	-469,586.00	-445,922.00	23,664.00
<b>Total Income</b>	<b>-507,129.00</b>	<b>-451,022.00</b>	<b>56,107.00</b>

<b><u>Expenditure</u></b>			
Total Employee Costs	393,268.00	380,363.00	-12,905.00
Total Supplies & Services	36,781.00	24,582.00	-12,199.00
Total Premises Costs	59,796.00	36,409.00	-23,387.00
Total Fair Funding	12,837.00	9,668.00	-3,169.00
<b>Total Expenditure</b>	<b>502,682.00</b>	<b>451,022.00</b>	<b>-51,660.00</b>

Total Income	-507,129.00	-451,022.00	56,107.00
Total Expenditure	502,682.00	451,022.00	-51,660.00
<b>Net</b>	<b>-4,447.00</b>	<b>0.00</b>	<b>4,447.00</b>

### Balance Summary

Brought Forward 06-07 (Surplus) (-43,788 )

07-08 (Surplus) (-4,447 )

**Carried Forward To 08-09 (Surplus) (-48,235 )**

The school's financial position remains healthy. As the school has carried forward a large accumulated surplus slightly in excess of 10% of the year's budget, we have produced an investment plan, detailing how we intend to use these funds. In summary we intend to upgrade key stage 2 classrooms, invest in more outdoor seating to allow children a greater choice of activities during break times, further develop the school's computer network, decorate toilets as well as addressing a number of staffing issues.

With this year's focus on further raising standards in the core areas of literacy and numeracy, staffing remains the school's main priority. We continue to budget to enable us to have a high level of support in each class as well as supporting pupils with particular learning needs. This is very unusual as most schools do not have a learning support assistant in each class. We believe this is very important for the children's educational and pastoral support. We are particularly proud of our staff and the fantastic work they do with the children.

### School Terms And Holidays

TERM	BEGINS	HALF TERM BEGINS	HALF TERM ENDS	ENDS
Autumn 2008	Monday 1 <sup>st</sup> September	Monday 27 <sup>th</sup> October	Friday 31 <sup>st</sup> October	Friday 19 <sup>th</sup> December
Christmas Break				
Spring 2009	Monday 5 <sup>th</sup> January	Monday 16 <sup>th</sup> February	Friday 20 <sup>th</sup> February	Friday 3 <sup>rd</sup> April
Easter Break				
Summer 2009	Monday 20 <sup>th</sup> April	Monday 25 <sup>th</sup> May	Friday 29 <sup>th</sup> May	Monday 20 <sup>th</sup> July
Summer Break				

**There are 7 IN Service Training Days (INSET Days) to be arranged this academic year.**

<b>Autumn Term</b> 1 <sup>st</sup> September 3 <sup>rd</sup> November	<b>Spring Term</b> 13 <sup>th</sup> February 3 <sup>rd</sup> April	<b>Summer Term</b> 20 <sup>th</sup> April 26 <sup>th</sup> June 20 <sup>th</sup> July
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IN Service Training Days provide vital opportunities for staff in school to undertake collective training and planning for school improvement. Usually one of these days is spent working with colleagues in neighboring schools. We try to plan these days in conjunction with the Monmouth Comprehensive School.

## **Special Educational Needs**

The governing body believes that special educational needs are best met by a whole school policy and that all staff should play a full role in identifying and meeting those needs. We aim to identify, assess and review pupil needs at the earliest possible opportunity in accordance with the approach to assessment outlined in the 2001 Code of Practice.

Working in partnership is the key to effective provision for pupils with special educational needs. This embraces the Special Educational Needs Co-ordinator (SENCO) and specialist staff from the LEA, all teaching and non-teaching staff, other agencies and essentially the parents and pupils. In the Autumn Term, the SEN co-ordinator was Mrs Isobel Busby (acting Headteacher) and from January 2008 it was Mr Steve King (Headteacher). The SEN Coordinator is responsible for the day to day operation of the SEN Policy. Together with the teachers, they reviewed and co-ordinated the individual educational plans and arranged the annual review of statemented children. Liaison and partnership with parents is an essential part of this work.

The Governor with responsibility for Special Educational Needs was Mrs Judy Cunningham and then, when her term of office ended, Mrs Rachael Widdicks. Training for all staff and, in particular, new staff is integral to implementing the whole school policy

### **Early Identification**

This takes place through analysis of baseline and other yearly assessment data on a regular basis. There is an effective system in place through which all teachers can express concern at an early stage.

There are currently 22 pupils identified as needing additional support, 10 at School Action, 9 at School Action Plus and 3 with statements for special needs.