

PETERSTON SUPER ELY CHURCH IN WALES PRIMARY SCHOOL



If you believe you will achieve

GOVERNORS ANNUAL REPORT TO PARENTS 2019-20



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ANNUAL GOVERNORS REPORT TO PARENTS 2019-20

Dear Parents/Guardians,

RE: ANNUAL PARENTS REPORT – REPORT ON ACADEMIC YEAR 2018-2019

The governing body is very pleased to present the annual report to parents for the 2018-2019 academic year.

May I begin by thanking all parents and relatives of children at the school for their continued support, it is very much appreciated.

Review

Upon my review for this report I am pleased to see how the school has performed. The performance of the school reflects the time, commitment and leadership of the head teacher, the senior leadership team, teaching and support staff.

Your children continue to be a credit to the school. Their enthusiasm, commitment and good behaviour is a pleasure to see and is something that has been reflected in both the scores attained in national tests and the behaviour of the children at external events, thank you.

It is always sad to say goodbye to long standing staff members and earlier this year we sadly bade farewell to Mrs Stanton and Mr Davies.

The school is also fortunate that as a Church in Wales School we receive excellent pastoral support from Father Martyn Davies and Rev Angela Cooper. Father Martyn's involvement in the school continues to enrich and underpin the values and ethos of the school.

I would like to thank all the former and current governors for their enthusiastic and committed service to the governing body and school.

As always the Governors are committed to working as part of the Peterson School family to raise the standard of pupils' learning and ensure their well-being. We hope to continue to build our relationship with all stakeholders and actively encourage a strong working relationship with all parents.

Yours sincerely,

Mr Russell Bailey

Chair of Governors

Governing Body Changes

We have had a number of changes on the governing body over the last twelve months:

GOVERNING BODY AS OF AUTUMN 2019

Mr Russell Bailey (Chair)	Vale of Glamorgan Education Authority
Mr Joseph Kuck	Parent representative
Father Martyn Davies	Ex-officio Foundation
Ms Victoria Jones	Parent representative
Mrs Joanna Howell (Vice Chair)	Parent representative
Mrs Margaret Saal	Diocesan Council for Education
Mrs Marian Evans	Diocesan Council for Education
Mrs Deborah Matthews	Non-teaching Staff Representative
Mrs Diana Powell	Community Council representative
Mrs Dianne Nicholls	Community representative
Mrs Rachel Gabriel	Parent representative
Mr Mark Gabriel	Vale of Glamorgan Education Authority
Mrs Victoria Andrew	Teacher representative
Mrs Lorna Cross	Vale of Glamorgan Education Authority
Mr Owen Turner	Headteacher
Mrs Paulette Hunter	Clerk to Governing Body

FINANCIAL REPORT (Please see Outturn Statement of Revenue Budget appendix at back of report)

- The school operated within its budget for the financial year 2018-19, the budget runs on a financial year so finished in April 2019.
- The budget for 2019/20, which started April 2019 has been approved and as expected as with all local schools, there has been a reduction in funding provided by the Local Education Authority (LEA). The school is also facing a decrease in funding due to a small class size in reception and nursery. Meanwhile there is a general increase in staffing costs due to changes in legalisation around PAYE/NI etc. and an increase in the cost of services provided to schools by the LEA.
- The staff and governors of the school will be working hard to ensure that levels of staffing and standards of education are maintained despite funding difficulties.
- We are going to rely heavily on the support of the PTA this year and in future years to enable us to develop areas of the curriculum and extra opportunities for the children that the allocated budget will not be able to develop.
- The governing body would like to thank the PTA, parents and members of the parish, local and wider community, for their support throughout the last financial period, through fund raising and improving the learning environment for the pupils.

3 Year Plan/Wish List

The committee has identified a number of projects that will be prioritised over the next five years, this list is not in any order and will be under constant review and available for suggestions by all stakeholders.

- Increase Learning Support Assistant (LSA) time
- Refurbishment of library

- Fencing between Forest school area and car park
- Refurbishment of windows
- Renewing and replacing playground equipment

PERSONNEL AND LIAISON COMMITTEE

The committee normally meets every two months to discuss a variety of items. These range from “Performance Management” to “Staffing”. One of the main concerns this past year has been the ongoing parking problems in the vicinity of the school. Concern has been expressed for the safety of the pupils both at the beginning and at the end of the school day. New ideas involving the School Council, the Community Council and Citizens UK are to be initiated in the near future.

HEALTH AND SAFETY COMMITTEE

The Governing body’s Health & Safety Committee (H & S) meets to carry out internal and external safety inspections. The inspections are recorded and a safety plan drawn up identifying any findings and actions.

The committee has worked closely with the school caretaker Mr Andrews since his appointment which has allowed for the undertaking of many small and medium sized projects for the school premises that were identified in the inspections.

As always the H&S Committee has been involved in consultation with teachers over school trips.

CURRICULUM COMMITTEE

The Curriculum committee meets once a term to discuss elements of the new curriculum, review policies, and plan for the academic year.

A number of policies have been reviewed this academic year. These are the Anti-bullying policy, the safeguarding policy and the Sex & Relationships education policy. These are all available on the school website.

We have discussed the new ALN (Additional Learning Needs) Bill, which will come into effect in 2020. This Bill will have an impact on how we support pupils with additional learning needs within the school. We will be continuing to look at this to try and assess its impact on the school, and how we can improve the sharing of information with parents who have a child with ALN.

The National Tests have been discussed and generally the school performed better than all other comparison groups. The well-being of the children during the testing period was also monitored and discussed.

The enrichment afternoons have been designed by the school in line with the core principles from the new curriculum for Wales – looking at key areas of gardening, cookery, music, science and craft. These are on-going at present and assessment of the children’s well-being during these activities will be completed.

ADDITIONAL LEARNING NEEDS (ALN)

We have continued to identify the development of this area, staff have received training on specific learning difficulties, such as autism and early-childhood trauma.

The Additional Learning Needs policy for the School clearly defines a child to have such a need if he or she has a learning requirement which calls for special educational provision to be made for him or her. The policy recognises that all children, including able children, the average child and those with learning difficulties all have learning needs. Pupils who are recognised as more able are challenged academically with suitable resources, projects, extension work and appropriate learning strategies. The school is firmly committed to providing a supportive learning environment for all its pupils and welcomes the support and co-operation of parents at all times. Mrs Rhodes is the ALN Co-ordinator (ALNCo) and is keen and willing to discuss any issues that arise.

The special needs of all pupils are met within classes by appropriate planning, resources and use of support staff when needed. Some pupils receive additional support from the Local Authority's Pupil Support Service or our support teacher and LSAs, whilst adult volunteers also provide support for individuals in reading.

In line with statutory requirements, the school maintains a register of pupils who require special educational needs in line with the new code of practice.

Pupils are registered on the code of practice in various categories such as those who have moderate learning difficulties, specific learning difficulties, behavioural and emotional difficulties or medical difficulties. We work closely with the Local Authority to assess any children we perceive to have learning difficulties.

The current numbers on the Additional Needs Register is (September 2019):

School Action	16 pupils
School Action plus	11 pupils
Statemented	2 pupils

Teachers have devised Individual Educational Plans (IEPs) or Individual Behavioural Plans (IBPs) and provision maps for those pupils at school action plus or statemented pupils. The plans are reviewed regularly with teachers and parents and ensure that pupils are set appropriate learning targets against which their progress can be measured. These reviews now take place as part of our Person Centred Planning (PCP) reviews. The school makes good use of the special needs service to bring in relevant advice and support from the local authority pupil support service.

The pupils we have identified as being more able and talented in reading and maths are having support to help them broaden their skills. Those pupils also took part in joint days in other schools, including days to develop mathematical skills. Structured support and help is provided by all teachers through the provision of carefully devised learning activities.

Our LSAs are increasingly used in supporting pupils within the classroom and in small groups under the direction of the class teachers.

EXTRA-CURRICULAR ACTIVITIES

The school offers a wide and varied range of extra-curricular activities. These activities significantly enhance the opportunities that the school provides.

All of the following activities would not be possible if it were not for the help of staff, parents and

former parents. The Governing Body recognises and appreciates the time and effort involved. The school is also pleased to have external providers such as Gymnastics, Mini Movers, Mad Science, Public speaking and Chess club which have proven to be extremely popular. We have also widened the opportunities available to the children by offering Volleyball, Hockey, Arts and Crafts, a foundation phase and KS2 choir, Bananagrams and Lego club.

Music

The range of experiences currently offered is extensive. The school has continued to use the Cardiff and Vale Music services and CAVHMs who supply lessons through their peripatetic teachers. Currently, lessons are provided in percussion, keyboards and guitars.

Sport

A wide variety of teams have represented the school in the last year at football, netball, rugby, chess, cross-country running and swimming. As a healthy school we endeavour to work towards the standards set out in the Welsh Government document, Appetite for Life. We completed our Phase 5 award of healthy schools. We also continue with a fitness programme called "5 a day" that pupils do through the day, often first thing in the morning. This has helped engage pupils at the start of the day and has helped reduce lateness.

Football

The school played a few matches against schools from Cardiff and the Vale with good success, however due to the weather many matches were postponed.

Tag Rugby

We played in three main tag tournaments last year held at St Andrews, Wick and here at Peterston Super Ely, we played mixed teams against some skilled sides. All our matches were fast and furious and our players play with great enthusiasm.

Netball

The children continue to play in the cluster netball league at Cowbridge Leisure Centre; the girls played well and enjoyed wins against some skilled teams. We hosted a joint netball and football tournament for the rural Vale.

Chess

The chess club goes from strength to strength, once again the school employed the services of Mr Kett who runs a chess club every Monday lunchtime. The club is very popular with over 20 pupils from Y2 upwards attending. Some pupils last year played at the:

Welsh Junior Grand Prix,
Welsh Junior Rapid Play Championship,
Cardiff schools chess Championship
Welsh schools Championship.
South Wales Mega Final and
National Giga Finals.

THE SCHOOL FAMILY

The Governing Body wishes once again to pay tribute to various sectors of the school community:

- The teaching and support staff who are good role models for the children and whose commitment contributes to the happy and hardworking ethos of the school.
- The parents and former parents who give their time to the school through the PTA or individually and also through the many curricular and extra-curricular activities.
- The members of the local and wider community who have contributed to activities within the school such as the annual Year 5 and 6 careers fayre, the mini enterprise projects and working with pupils as visiting speakers. We have strong links with the community group of Peterston Connect who involve the school in their plans for development of the environment. We have enjoyed designing posters to advertise the local amenities and helping them in the Keep Wales Tidy campaign.
- The strengthening of links with the local community police force that has helped us to monitor our traffic and parking problems and has provided constant support in many situations.
- The church, through Father Martyn, have continued to provide strong support for the school and its development over the last year. With Father Martyn and Reverend Angela regularly leading worship and providing support and opportunities for the pupils and staff. We also have good links with Croes Y Parc chapel, who also lead worship on a regular basis.
- The free Wales breakfast club continues to be well attended and has proved to be very popular with parents and pupils. The staff that run and work within this facility do so extremely efficiently and effectively, allowing pupils to be looked after within a safe and stimulating environment.

ADMISSIONS

Currently our admissions number is 27 in each year group. Our admissions are controlled by the Local Authority.

The Vale of Glamorgan Parental guidance document, ***“Parental Guide to School Admissions in the Vale 2019 – 2020”*** can be found on their website it details the closing date for applications and includes all relevant details.

Pupils can be admitted to the nursery on a part time basis the term after their third birthday. Children are admitted to the Reception class, in the main school in the beginning of the school year in which they have their fifth birthday. Children who will be three on or before 31 August 2016, resident within the defined catchment area of the school on or before the published closing date for receipt of preference forms. Evidence of a permanent residence of a child must be supplied if required. In the event of over-subscription by applicants from this category alone, the following criteria set out below, in order of priority, will be applied to produce an order of preference;

Children with a statement of Special Educational Needs, when the school is named as the most appropriate setting, will be admitted before applying the following oversubscription criteria.

1. Children where evidence has been supplied to confirm that they are looked after, or have been previously looked after in accordance with section 22 of the Children Act 1989.
2. Children who are currently permanently resident within the designated catchment area of the

school on or before the published closing date for receipt of preference forms. In the event of over-subscription by applicants from this category alone the LA will allocate places in the following order of priority to produce an order of preference. The address provided will be checked with Council Tax and other sources.

(a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or social reasons. Evidence from an appropriate professional person (medical consultant, social worker etc.) must be supplied to the school access team no later than the closing date to qualify under this criterion.

(b) Children who have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. The council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.

(c) Children who live furthest from an alternative school with a place available as measured by the councils Geographical Information System (GIS). Those living furthest from an alternative school will have priority.

In these circumstances, pupils outside of the catchment area would not be considered.

3. Children not currently permanently resident within the designated catchment area of the school whose parents have satisfied the Council (by providing appropriate written evidence such as a rental agreement or confirmation of house purchase), on or before the published closing date for receipt of preference forms, that the child will be taking up residence within the catchment area by the commencement of the school term to which the application relates. Evidence of permanent residence within the catchment area must be supplied with the application form. In the event of over-subscription by applicants from this category alone the Council will allocate places in the following order of priority to produce an order of preference.

(a) Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or social reasons. Evidence from an appropriate professional person (medical consultant, social worker etc.) must be supplied to the school access team no later than the closing date to qualify under this criterion.

(b) Children who have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. The council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.

(c) Children who live furthest from an alternative school with a place available as measured by the councils Geographical Information System (GIS). Those living furthest from an alternative school will have priority.

4. Children in respect of whom the Council judges that there are compelling medical or social grounds for their admission to a specified primary school i.e. those children recommended for placement with regard to medical, psychological or social reasons. Evidence from an appropriate professional person (medical consultant, social worker etc.) must be supplied to the school access team no later than the closing date to qualify under this criterion. In the event of over-subscription by applicants from this category alone criteria (5) and (6), in order of priority, would be applied to produce an order of preference.

5. Children who have a brother or sister in attendance at the school during the academic year in which the child is to be admitted. In the event of over-subscription by applicants from this category alone, the council will determine priority and allocate places by reference to the age of the pupil's youngest sibling in the school, the youngest commanding the highest degree of priority.

6. In determining applications for admission in respect of other pupils in the age group, the Council gives particular regard to the degree of proximity of the pupil's home to the school, as measured by the shortest available walking route; those living nearest will have priority. The council uses a Geographical Information System (GIS) to calculate home to school distances.

In all cases evidence of permanent residence of a pupil at the time of application is required. Any place approved on the basis of residence will be withdrawn if the pupil is not permanently resident at the address at the beginning of the school term to which the application relates.

We have a full Accessibility Policy which outlines the full suitability of the school with regard to access for disabled pupils.

It must be highlighted that Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school.

Our Admissions policy is based on the Local Authority policy and is available to download from website.

WELSH AS A SECOND LANGUAGE

The first language of the school is English. All children from Nursery to Year 6 are taught Welsh as a second language, as required by the National Curriculum, through a variety of stimulating activities e.g. songs, poems, DVDs and games as well as more formal oral work, reading and writing. We also had support from other adult helpers in Foundation Phase and KS2 in the development of Welsh.

In addition to this, wherever possible, teachers and support staff help to develop the pupil's competence in bilingualism in using both English and Welsh in the learning environment and in informal situations around the school. The pupil's ability to speak, read and write in Welsh was encouraged alongside their English.

The aim is to foster an enjoyment and understanding of the Welsh Language and the confidence to use that which they have learnt from others. We also feel it is important that pupils should be aware of their Welsh Culture and heritage, giving them a sense of identity, belonging and tradition in an ever changing world.

Buildings/School Grounds

The school have continued to cultivate many areas of the grounds and they have given much of their time to this project. We are very grateful for their support and that of all the parents and local community who come and form working parties to maintain the gardens. The Governors wish to thank all staff and former parents who have helped in the grounds this year.

Many repairs and maintenance work was undertaken over the last year including, re-marking the playground, a canopy being built between Year 4 and the main building, and development of the school grounds in line with our Polli:Nation project.

BEHAVIOUR AND ETHOS

This year we have consulted and have had training by the LEA to gain up to date knowledge of further positive behaviour techniques that we are trialling in the school. The Schools Council are currently reviewing the anti-bullying code. All staff revisit the schools code of conduct and behaviour policy each year. We have worked on IBPs (Individual Behaviour Plans) in particular situations which have proved to be a very positive way of involving pupils, teachers and parents in developing more appropriate behaviour. The Governors are grateful for the support that parents show when “incidents” arise and trusts that this partnership approach will continue. Where parents have concerns on behaviour we encourage an open door policy and a meeting with the class teacher in the first instance is the procedure.

We use the SELFIE questionnaire as a resource to gauge any emotional wellbeing issues with all pupils. We used these results to help us support pupils develop their self-esteem and help them build friendships through nurture groups which are run by a trained Emotional Literacy Support (ELSA), teaching assistant.

It continues to be an aim to create an extended caring family ethos at our Church school. We aim to promote positive aspects of school life through “achievers assemblies” and we celebrate good manners and behaviour within our classrooms. We aim to develop the “whole” child, morally, spiritually and academically. We have developed a “value” rich environment which is a focus in many of our weekly worships or assemblies.

TOILETS

We have trialled a new sanitizer system in the Reception portacabin which reduces germs spreading and odours, this has been effective. The Headteacher inspects the toilets as part of building and premises management and under the internal Health and Safety inspections; anything of note is addressed through a planned timescale. The disabled toilet is available for any pupil needing specific accessibility. The KS2 toilets were completely refurbished in summer 2017, under an Educational asset renewal program from the Vale of Glamorgan Council, and the Foundation Phase toilets were completed in summer 2018.

BREAKFAST AND AFTER SCHOOL CLUB

The Welsh assembly free breakfast club is run by a team of teaching assistants and catering staff from the school. The school is able to offer wrap around care in the afternoons for nursery children and after school provision for all. This is run by Simply Out of School, who started here at Peterston in September 2019.

HEALTHY EATING AND DRINKING

We achieved Phase 5 healthy schools award last year and we focused on raising children's participation in sporting activities. We are currently trying to achieve the Healthy Schools NQA Award. Alongside the two hours of PE undertaken by each year group every week we also introduced the fitness program called "five a day" which all year groups do at the start of the day. Water bottles were bought for all pupils and newsletter promoted the focus on healthy eating and the water/milk only rule within school. Our fruit tuck shop promoted healthy snacks through the school.

STUDENT AND SCHOOL PLACEMENTS

We welcomed a number of student teachers over the last two years as part of our commitment to help support the development of future teachers within the profession.

STAFFING

The teaching staff for 2019-20 is as follows:

Year Group	Teachers
Nursery	Mrs Inledon
Reception	Mrs Jones (0.5) Miss Griffiths (0.5)
Year 1	Mrs Sully
Year 2	Mrs Tingay (0.5) Mrs Rhodes (0.5)
Year 3	Mrs Andrew (0.8) Mrs Johnson (0.2)
Year 4	Mrs Glover(0.8) Mrs Johnson (0.2)
Year 5	Mrs Price
Year 6	Miss Hallett
PPA cover	Mr Howells
ALN support	Ms Jones and Mrs Pitcock

TEACHING ASSISTANTS- SUPPORT STAFF

Schools now rely heavily on recruiting good quality support staff and we are very fortunate to have an excellent team working at Peterston super Ely. Their roles vary, but involve supporting learning under the guidance of the teaching staff with individuals or groups of pupils, administrative support, midday supervision and caretaking, cleaning and kitchen support.

Currently the support staff are as follows:

School Administrator	Mrs D. Matthews
LSA	Mrs J. Williams
LSA	Mrs Maynard
LSA	Mrs Ball
LSA	Mrs S Pitcock
LSA	Mrs Funtek
LSA	Miss Jones
Cleaner-in-charge	Vale cleaning services

Midday supervisors Mrs. G. Bennett, Miss Jones, Mrs Ball & LSAs
Kitchen staff:
Cook in Charge Mrs Z Thomas
 Mrs S Newton
 Mrs H Channing

Crossing Patrol Mrs S Clarke

THE SCHOOL PROSPECTUS

An electronic version of the school prospectus is available for download from the schools website or a paper copy is available for any parent from the school office

ATTENDANCE

ATTENDANCES, AUTHORISED AND UNAUTHORISED ABSENCES (AS PERCENTAGE OF POSSIBLE ATTENDANCES)

2018-19

YEAR GROUP	Attendances (%)	Authorised Absences (%)	Unauthorised Absences (%)
6	97.0	2.8	0.3
5	94.9	4.8	0.4
4	96.3	2.9	0.8
3	96.7	2.5	0.8
2	95.9	3.7	0.4
1	94.4	4.7	0.9
R	93.9	5.1	1.1
Whole School	95.6	3.8	0.7

The school appreciated the co-operation of parents in notifying of children’s absence. The Government, Local Authority and the school are concerned regarding the problem of holidays taken during term time. Lateness continues to be a problem in some year groups and this is being monitored by the Headteacher.

TEACHER END OF KEY STAGE ASSESSMENT RESULTS 18-19

Year 2 & Year 6

2019 end of Foundation Phase results, showing the percentage of pupils achieving Outcome 5+ or above were as follows:

<i>FPh teacher assessments</i>	<i>Literacy</i>	<i>Maths</i>	<i>PSD</i>	<i>FPOI</i>
Boys achieving O5+ %	75	93.75	93.75	75
Girls achieving O5+ %	80	90	90	80
All pupils O5 %	76.9	92.3	92.3	69.2
All pupils O5+ %	23.1	19.2	69.2	
Targets at O5 %	48	52	52	69.2

2019 end of Key Stage 2 results, showing the percentage of pupils achieving Level 4 or above were as follows:

KS2 Teacher Assessments	English	Maths	Science	CSI
Boys L4+%	92.9	92.9	100	92.9
Girls L4+%	92.3	92.3	92.3	92.3
All pupils L4+ %	92.6	92.6	96.2	88.8
All pupils L5+ %	51.8	63	59.3	

Outcome 5 and Level 4 are the levels that an average Year 2 and Year 6 pupil is expected to achieve. For further analysis please see documents on the parent's newsletter page of the school website www.peterstonprimary.net

TARGET SETTING

Targets for development are set annually as part of the process of school improvement. Progress targets are set by individual teachers for pupils within their classes. Targets are monitored at class, year group and whole school level by the headteacher. Progress and results are analysed carefully, in order to identify any specific groups of under achievers, average or more able and talented pupils, so that strategies can be implemented to promote a curriculum appropriate to all pupils.

If you have any questions regarding this annual report to parents, please do not hesitate to contact the chair of governors, Mr Russell Bailey or the Mr Turner.

School term dates 2019/20

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2019	Monday 2 Sept 2019	Monday 28 Oct 2019	Friday 1 Nov 2019	Friday 20 Dec 2019	75
Spring 2020	Monday 6 Jan 2020	Monday 17 Feb 2020	Friday 21 Feb 2020	Friday 3 Apr 2020	60
Summer 2020	Monday 20 April 2020	Monday 25 May 2020	Friday 29 May 2020	*Monday 20 July 2020	60
				TOTAL	195

Monday 2 September 2019, Monday 20 July 2020 will be designated INSET days for all LEA Maintained Schools. The remaining two INSET days to be taken will be at the discretion of each individual school.

APPENDIX

Please find the following documents below

- Financial out turn statement for 2018-19
- School comparative report: Welsh National numeracy and reading tests
- School Improvement Plan 2019-20

Vale of Glamorgan Council School Outturn Report 2018/19
Revenue Summary

		Annual Budget	Total Actual
CONT. TO FUNDS	CONT TO GENERAL RESERVE	2,482.00	1,797.09
		2,482.00	1,797.09
CUSTOMER RECEIPTS	CHARGE FOR SERVICE	0.00	0.00
	DONATIONS	-15,310.00	-15,310.00
	RENTAL INCOME	-7,000.00	-7,387.00
	SALE OF PRODUCTS	0.00	-42,795.11
		-22,310.00	-65,492.11
EMPLOYEES	GRANT EMPLOYEES	86,300.00	81,514.95
	INDIRECT EMPLOYEES EXPS	0.00	0.00
	NON TEACHING EMPLOYEES	79,686.00	78,258.35
	OTHER DIRECT EMPLOYEES	0.00	0.00
	SEG WEG EIG EMPLOYEES	0.00	0.00
	TEACHING EMPLOYEES	492,228.00	489,409.98
		658,214.00	649,183.28
GOVERNMENT GRANT	OTHER GOVERNMENT GRANTS	-1,400.00	-6,050.00
	WG GRANTS	-77,150.00	-82,442.85
		-78,550.00	-88,492.85
INTERNAL RECHARGES EXPEND	INTERNAL RECHARGES EXPEND	61,147.00	102,735.57
		61,147.00	102,735.57
INTERNAL RECHARGES INCOME	INTERNAL RECHARGES INCOME	-14,485.00	-14,378.01
		-14,485.00	-14,378.01
INTRA DEPARTMENTAL RECHARGE	SEG WEG EIG INCOME	0.00	0.00
		0.00	0.00
OTHER GRANTS	INCOME FROM OTHER LAs/HAs	0.00	-40.00
		0.00	-40.00
PREMISES	CLEANING AND DOMESTIC SUPPLIES	22,530.00	20,859.39
	ENERGY	8,000.00	8,795.45
	GROUNDS MAINTENANCE	3,500.00	2,530.00
	RATES	13,236.00	13,235.50
	REPAIRS & MAINT OF BUILDING	16,200.00	15,676.94
	WATER SERVICES	4,942.00	4,941.92
		68,408.00	66,039.20
SUPPLIES AND SERVICES	CATERING	50.00	0.00
	COMMS AND COMPUTING	2,750.00	2,142.32

	EQUIP, FURNITURE & MATERIALS	11,434.00	11,325.89
	EXPENSES	0.00	0.00
	GRANTS & SUBSCRIPTIONS	0.00	0.00
	MISC EXPENSES	4,464.00	0.00
	PRINTING STATIONERY & OFFICE EXPS	5,000.00	4,603.65
	SEG WEG EIG SUPPLIES AND SERVICES	0.00	0.00
	SERVICES	720.00	810.91
		24,418.00	18,882.77
TRANSFER FROM SCHOOL INVESTMENTS	SCHOOL INVESTMENTS REV	0.00	0.00
		0.00	0.00
TRANSPORT	CAR ALLOWANCES	200.00	50.40
	SEG WEG EIG TRAVEL EXPENSES	0.00	0.00
		200.00	50.40
		699,524.00	670,285.34

Welsh National Test Comparative Data

Year 2		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	27	3.70	62.96	33.33	11.11	55.56	33.33	0.00	55.56	44.44
LA		12.37	65.98	21.65	11.43	68.38	20.19	10.72	68.27	21.02
CSC		15.45	67.44	17.10	15.16	67.28	17.56	15.74	68.14	16.12

Year 3		English Reading			Procedural			Reasoning		
	No of pupils	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
School	21	4.76	66.67	28.57	4.76	76.19	19.05	0.00	90.48	9.52
LA		11.72	62.19	26.09	11.51	68.40	20.09	13.84	67.29	18.87
CSC		14.39	64.70	20.90	14.90	67.31	17.79	15.79	68.05	16.16

Year 4		English Reading			Procedural			Reasoning			
	No of pupils	<85	85-115	>115	<85	<85	85-115	>115	<85	85-115	>115
School	24	0.00	79.17	20.83	-	0.00	58.33	41.67	0.00	58.33	41.67
LA		10.10	66.12	23.77	10.37	10.28	68.00	21.72	11.43	65.28	23.29
CSC		14.52	67.91	17.57	12.40	15.25	67.74	17.01	16.22	67.56	16.23

Year 5		English Reading			Procedural			Reasoning			
	No of pupils	<85	85-115	>115	<85	<85	85-115	>115	<85	85-115	>115
School	25	0.00	44.00	56.00	-	4.00	32.00	64.00	4.00	48.00	48.00
LA		9.85	65.42	24.73	8.94	11.45	65.18	23.37	10.85	66.07	23.07
CSC		15.21	66.98	17.81	12.09	15.71	65.97	18.32	16.87	65.54	17.59

Year 6		English Reading			Procedural			Reasoning			
	No of pupils	<85	85-115	>115	<85	<85	85-115	>115	<85	85-115	>115
All Pupils	23	4.35	47.83	47.83	-	0.00	56.52	43.48	4.35	65.22	30.43
LA		8.05	67.04	24.91	4.59	10.22	65.55	24.23	8.74	70.07	21.19
CSC		14.17	66.72	19.11	10.72	15.21	66.26	18.51	15.98	67.55	16.47

School Improvement Plan: Peterston super Ely Church in Wales Primary School 2019-20

TARGETS	ACCOUNTABILITY & RESPONSIBILITY
Standards (Inspection Area 1)	
<p>1. To improve the quality and quantity of literacy across the curriculum</p> <p>Success Criteria: To ensure pupils in all year groups are applying literacy skills in other subjects at an appropriate level and frequency</p>	<ul style="list-style-type: none"> • Audit of current genres for writing and coverage of literacy areas • Moderation of work in all books, assessing the quality and quantity of literacy Review current SoW for effectiveness • Identify milestone targets • Evaluate effectiveness of current methodology • Half termly checks with SLT to check progress • Training • Revise expectations and strategies for teaching of literacy across the curriculum • Planning to identify ways forward for targeted pupils • Plan and teach effective lessons • Share good practise (internal and external) • Monitor progress of pupils
Teaching and Learning Experiences (Inspection Area 3)	
<p>1. To develop our ability to meet the requirements of 'Routes to Learning Digital Competence' and the Digital Competence Framework</p> <p>Success criteria: Review current teaching methods and ICT scheme of work to assess their effectiveness in preparing pupils for the new Digital Competence Framework. Pupil portfolios to show evidence of pupils using age appropriate skills, due to increased staff confidence.</p>	<ul style="list-style-type: none"> • Audit pedagogy to assess effectiveness in achieving Digital Competence framework • Repeat audit of individual staff skills • Attend training sessions, take part in personal development of skills • Develop cross-curricular links • Support and encourage Digital Champions • Share good practise with stakeholders • Application of new skills • Creation of pupil portfolios • Open afternoons to share with all stakeholders • Establish and develop links with other schools
<p>2. To embed, develop and extend the four purposes into a curriculum individual to the needs of the school</p> <p>Success criteria: The impact of pedagogy upon nearly all learners' outcomes is clearly articulated and measured</p>	<ul style="list-style-type: none"> • The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues. • Develop and extend the current curriculum so that it clearly embeds the four purposes within its outcomes • Plan for a range of cross-curricular themes which exploit complex learning • Clearly identify how we will assess the impact of the new curriculum themes • Identify progression of pedagogy within the themes and pupils demonstrate skills at the appropriate range • Increase pupils involvement/engagement with the new themes • Assess impact on learning outcomes, through effective reflection on learning

	<ul style="list-style-type: none"> Assess impact of new themes on literacy/maths progress. (Quality of work, engagement of pupils in activity, pupils feedback)
Leadership and Management (Inspection Area 5)	
<p>1. To develop and extend the role of distributed leadership to measure and develop the impact of pedagogy on our curriculum</p> <p>Success criteria: The refinement and adaption of pedagogical principles has a measurable impact on curriculum areas</p>	<ul style="list-style-type: none"> Take part in action research projects based on pedagogical principles Structured engagement in action research community, informed by wider reading and research Peer support for staff through coaching, discussion of self-reflection, analysis of learning and teaching, observation of learning and teaching Audit Four Purposes in each curriculum area Audit pedagogical principles in each curriculum area Develop action plans for each area Share information with GB and stakeholders
Teaching and Learning Experiences (Gwella)	
<p>1. To embed, develop and extend a coherent and joined up curriculum [Understanding Christianity]</p> <p>Success criteria: The adapt the use of pedagogical approaches used in RE to match those used in other curriculum areas or AoLEs</p>	<ul style="list-style-type: none"> To adapt and refine the SoW so that it is engaging and relevant and matches the four purposes of the curriculum To work as a Diocesan cluster to develop the resources needed for teaching an adapted RE curriculum The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes measured