

## Pwll CP School

Governors' Annual Report to Parents 2018-19

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### Chairman's foreword

It is with great pleasure that I am able to present this year's Annual Report. This report is the result of the efforts and hard work of the whole school community. Indeed staff, pupils, parents and the Parent Teacher Association have all contributed to the success of the school this year.

The staff led by Mr Trotman with the support of the governing body and ERW representatives have a clear focus on moving the school forward. The focus has been on the continued improvement of teaching and learning with particular emphasis on developing pupils' numeracy and Welsh language skills.

It is a particularly exciting time to be involved with Pwll Primary School with several exciting and innovative approaches helping the school meet the challenges of a new curriculum. The school have taken the bold step of being one of the first schools in the area to adopt a Singapore Maths scheme. The introduction of Singapore Maths has already had a big impact upon pupil motivation and learning in mathematics. Further staff training is planned with the world-renowned Professor Yeap Ban Har whose training of schools has proved quite inspirational.

The school is making a name for itself in the Mindfulness community in Wales. As the first school in the local authority to teach mindfulness to pupils, we were invited to the All Wales Practitioners Mindfulness Conference, where 3 of our pupils spoke to over 150 delegates, just before the First Minister for Wales gave his address. Further exciting work is planned with the development of a designated space for children and staff to use for a range of health and wellbeing purposes, and the school has been awarded funding to carry out further exploratory work in this area with a professional researcher in the new year. Further development with outdoor learning has taken place, with additional sheds and foundation phase areas. A new project is planned in the coming year as part of grant funding. Our school will receive 20 further bikes as we aim to put Health and Wellbeing at the heart of the new curriculum for Wales which becomes statutory in 2022.

I would like to thank my fellow governors for their support and, of course, Mr Trotman and staff for their role in moving the school forward.

Wayne Thomas  
Chair of Governors

## *Aims*

### **At Pwll CP School we move ever closer to our vision by:-**

- Placing enjoyment and motivation at the heart of our broad, balanced and meaningful curriculum
- Involving pupils in planning innovative and imaginative learning experiences which take account of how children learn best
- Continually developing the environment to ensure our pupils continue to thrive - physically, emotionally, socially, academically and creatively
- Creating a nurturing learning environment where pupils have opportunities to discuss feelings and emotions, take risks, learn from mistakes and to grow to understand themselves and those around them
- Developing a whole-school learning community
- Continually developing ways to involve parents and the wider school community in school life
- Being positive and optimistic about the future, and what can be achieved

## *Pwll School Core Values*

- Respect - for self and others
- Happiness and enjoyment
- Learning – now and always
- Friendship
- Equality and inclusion

## *Vision summary*

At Pwll Primary school we continually improve in everything we do. All pupils enjoy coming to school to experience a colourful, child-led curriculum which inspires learning through imagination and innovation.

All of our pupils learn to take responsibility for themselves as life-long learners in a safe, nurturing and supportive environment. A strong inclusive ethos encourages all pupils to develop to their full potential – physically, emotionally, socially, academically and creatively.

All members of Pwll Primary School community work together with great optimism and belief that all people can achieve great things in life. Every day we strive to ensure that our little acorns go on to become magnificent oak trees.

## Introduction

This report contains information as suggested by the National Assembly for Wales. A glossary of any acronyms used can be found on the last page.

## Governing Body Details

<b>Governing Body</b>		
<b>Name</b>	<b>LA/Parent/Co-opted</b>	<b>Responsibility</b>
<b>Richard Davies</b>	<b>Parent</b>	<b>Chair (Safeguarding/LAC)</b>
<b>Elaine Pugh</b>	<b>Community</b>	<b>Vice-Chair</b>
<b>Paul Trotman</b>	<b>Headteacher</b>	
<b>Robin Staines</b>	<b>LA</b>	
<b>Christine Wheeler-Jones</b>	<b>LA</b>	
<b>Manuela Williams</b>	<b>Parent</b>	
<b>Leighton Ryan</b>	<b>Parent</b>	
<b>Lynne Murray</b>	<b>Parent</b>	
<b>Kath Davies</b>	<b>Staff</b>	
<b>Michelle Knott</b>	<b>Teacher</b>	
<b>Wayne Thomas</b>	<b>Community</b>	
<b>Mark Aitken</b>	<b>Community</b>	
<b>Cllr Sue Phillips</b>	<b>Additional Community</b>	<b>(ALN)</b>

Clerk to Governors:

Mrs A. Rees

c/o Pwll C P School

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Foundation Phase Teacher Assessments
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The following shows the results for foundation phase teacher assessments for this year. At the end of the foundation phase, children are expected to achieve foundation phase outcome 5. Teachers assess children on an ongoing basis using level descriptions from the foundation phase curriculum and these assessments were finalised in the summer term 2019 with Y2 pupils.

All Pupils				
Year			Cohort	Size
Year 2			Boys	8
Date			Girls	4
Jul-19			All	12
	PSE	LCE	MDT	
O1				
O2				
O3		1	1	
O4	3	3	2	
O5	1	5	6	
O6	8	3	3	
O5+	9	8	9	
%O5+	<b>75.00</b>	<b>66.67</b>	<b>75.00</b>	
%O6+	<b>66.67</b>	<b>25.00</b>	<b>25.00</b>	
Core Subject Indicator				
Boys			<b>4</b>	
Girls	No.		<b>4</b>	
All			<b>8</b>	
Boys			<b>50.00</b>	
Girls	%age		<b>100.00</b>	
All			<b>66.67</b>	
Diff.			<b>-50.00</b>	

Please note that a number of factors can influence the Foundation Phase Indicator (no. of pupils achieving level 5 in all 3 areas), e.g. size of cohort, number of children with SEN in a cohort, number of more able and talented children in a cohort etc.

*Key Stage Two Teacher Assessments*

The following shows the results for key stage 2 teacher assessments for this year. At the end of key stage 2, the expected attainment is level 4. Teachers assess children using level descriptions from the national curriculum. The assessments were carried out with Year 6 pupils in the summer term 2019.

<b>All Pupils</b>				
<b>Year</b>		<b>Cohort</b>	<b>Size</b>	
Year 6		<b>Boys</b>	6	
<b>Date</b>		<b>Girls</b>	7	
Jul-19		<b>All</b>	13	
	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Welsh</b>
W				
L1				
L2				
L3	3	2	1	2
L4	3	4	6	5
L5+	7	7	6	6
L4+	10	11	12	11
%L4+	<b>76.92</b>	<b>84.62</b>	<b>92.31</b>	<b>84.62</b>
%L5+	<b>53.85</b>	<b>53.85</b>	<b>46.15</b>	<b>46.15</b>
<b>Core Subject Indicator</b>				
Boys			<b>4</b>	
Girls	No.		<b>6</b>	
All			<b>10</b>	
Boys			<b>66.67</b>	
Girls	%age		<b>85.71</b>	
All			<b>76.92</b>	
Diff.			<b>-19.05</b>	

Again, please note that a number of factors can influence Core Subject Indicator (no. of pupils achieving L4 in each of the 3 areas- Eng/Mat/Sci), e.g. size of cohort, number of children with ALN in a cohort, number of more able children in a cohort etc.

## *Financial Details*

Please note our financial year is not the same as the school year or the calendar year. The following is a summary of the school's financial position for the financial year 01.04.18 – 31.03.19.

£654,769	Net Expenditure 2018/19
£590,282	Formula Funding Allocation 2018/19
-£25,969	Surplus Carried Forward from 2017/18
£38,518	Deficit Carried Forward to 2019/20

## *Additional Learning Needs (ALN)*

We continue to provide a high standard of support within the framework of the Special Educational Needs Code of Practice for Wales 2002. We consistently operate the Graduated Response, as required by the Code of Practice. Around 46.59% of all pupils are on the ALN register. This high percentage is largely as a result of the school hosting the Autism Teaching Facility. In the year 2018/19 there were 6 full-time and 2 part time mainstream children with statements or funded ALN plans, and 15 pupils in the ATF with statements or a development plan indicating a need for a specialist provision. As at the end of 2019, 17% of all pupils have a statement or place in the specialist autism provision.

### **How is the ALN register constructed?**

When a member of the teaching staff has a concern related to the academic progress, emotional development or medical condition of a pupil, they bring their concerns to the attention of the Additional Learning Needs Co-ordinator (ALNCo). The teacher and ALNCo then decide on a course of action. This usually involves a period of close observation by the Class Teacher and ALNCo. If, after a period of time, the child's progress no longer gives cause for concern, then no further action is necessary. However, if the child continues to present with difficulties, then they may be placed on the ALN Register. Pupils with a Statement of Educational Needs are also entered on the ALN Register.

In October of every year, all children take part in The All Wales Reading Test. On the basis of this survey, teacher observations and assessments, support time is allocated to individual pupils and provided accordingly within the school. Pupils who are in possession of a Statement of Educational Needs are also entered as part of this annual survey.

Occasionally referrals are made to the Carmarthenshire ALN support team via the ALN panel asking for further support, or for advice from specialist teachers employed by this service. Pupils referred might already be entered on the ALN Register, or they might be new additions to the register.

### **What is an IEP?**

All pupils listed on the ALN Register are required by the Code of Practice to receive an Individual Education Plan which is constructed with direct reference to their specific needs. Our IEPs (Individual Education Plans) are written and reviewed a minimum of twice yearly. In accordance with the requirements of the Code of Practice, the views of parents and pupils are sought and recorded within the review process.

**Who is responsible for delivering ALN support in the school?**

Mrs M Knott is the ALNCo (Additional Learning Needs Coordinator) and a range of experienced support staff provide our ALN support. Mrs Knott is always happy to discuss your child's progress in relation to special needs, should you wish to do so. Miss N Lewis / Mrs R Davies provide a similar service in the school for our pupils in the Autism Teaching Facility.

**Who is the governor with responsibility for Special Needs?**

The Code of Practice requires that a member of the governing body is allocated the responsibility of liaising with the ALNCo and Headteacher, in order to maintain a high standard of provision for children with special needs. Our current ALN governor at Pwll Primary School is Mrs S Phillips.

*Progress against School Development Plan*

Following a number of recommendations from Estyn in January 2019, our revised development plan ran from January to July 2019.

Priority	Did we meet our targets? What impact has this had on standards and provision? If targets have not been met, explain why and what will be done to address the situation
<p><b>Target 1.</b> Improve standards in mathematics and numeracy across the curriculum</p>	<p>Many (87%) made good or better progress in mathematics over the previous year, however a few pupils at lower KS2 fell just short of expected progress. Although most of these pupils have made good or better progress across key stage 2 to date in mathematics (90%).</p> <p>Lessons observed showed that in both the foundation phase and KS2, most pupils are able to apply their numeracy skills well across the curriculum, though cross curricular-numeracy skills need to be more regularly developed at a more challenging level across the age ranges</p> <p>Very good progress has been made to date in this area.</p>
<p><b>Target 2.</b> Improve pupils' Welsh language skills</p>	<p>The target at set by the school focussed on Welsh at KS2, however this became a whole school target during the spring term.</p> <p>By the end of the year, many pupils at KS2 were responding well to a range of questions and using Welsh purposefully in the classroom, both for incidental use and to deliver some aspects of lessons.</p> <p>Good progress has been made with this target, though it will need careful monitoring early in the school year to monitor the impact of any staffing changes.</p>
<p><b>Target 3.</b> Ensure that teaching challenges all pupils effectively</p>	<p>Evidence clearly shows that all pupils are regularly challenged to gain higher outcomes however, there is variation in the consistency here between classes and subjects. Improving consistency across all classes and subjects will be a priority this year.</p>
<p><b>Target 4.</b> Ensure that feedback from teachers, and from peer and self-assessment, is helpful and used more effectively</p>	<p>Very good progress has been made at KS2, however, due to a lack of consistency over the year with a series of changes to teaching arrangements, this has not been consistently seen yet in the foundation phase.</p> <p>Over the course of the year, the Y5/6 teacher and leader of this SDP target has developed her knowledge and skills in this area to a very high standard. Feedback in all forms in Y5/6 now shows many excellent features. Therefore the school's capacity to support and develop staff in this area is excellent.</p>
<p><b>Target 5.</b> Ensure that improvement processes focus robustly on identifying and addressing shortcomings in pupils' standards</p>	<p>School have developed capacity in leadership considerably over the course of the year, monitoring aspects of the work of the school, swiftly and successfully taking corrective action as required. All mainstream teaching staff are involved in planning for improvement, at a level appropriate for their experience.</p> <p>There needs now to be an emphasis on further developing the skills and capacity of the governing body to challenge</p>



### *Summary of changes to the school prospectus since last publication*

The prospectus for 2019 has been updated to include details of new staff at the school. There is also a separate ATF prospectus.

### *Disability Discrimination Act*

We continue to explore ways of improving access to our school. The governors and staff welcome parents and pupils with disabilities in to the school, and with the help of the Local Authority we will seek to minimise any barriers that may make accessing our services a challenge.

All pupils, whatever their needs or disabilities, are treated with equal care and consideration. If you have a particular disability, please inform us and we will seek to adapt our practices in order to cater for your needs.

### *Sport*

The school annual sports day took place at Pwll Park in the summer term. Congratulations to the yellow teams who were winners of both the infant and junior competitions this year. Pupils also took part in a range of sporting activities in venues across Carmarthenshire, including football tournaments, swimming sessions and golf sessions. Pupils from the ATF classes enjoyed a sporting break at Llangrannog where they developed their skills in climbing, horse-riding and carting, among other activities. Pupils from the Y5/6 class also enjoyed an activity break, in Pendine, where they enjoyed kayaking, climbing, archery and hiking, in between getting wet and muddy in a host of other different outdoor adventures.

### *Transition and community links*

Throughout the year older pupils took part in a series of events aimed at easing the transition process into secondary school. This included various projects organised through Glanymor, through a series of full and half day visits. This has helped our pupils to meet teachers, make new friends and find their way around the building before they start there in Y7. The pupils also shared their residential visit with all the feeder schools. Feedback from pupils has been very positive, with these experiences serving to ease any anxieties before the 'big move!'

The Community Police team continue to work with classes around the school. They have been able to tailor their services to the needs of the school community, and have again delivered workshops in E-safety, online bullying and other important issues over the course of the year.

Curriculum studies have taken pupils to St Fagans, Wetlands Centre, Ilston, Port Eynon and parts of Llanelli this year as the pupils look to develop their local and national knowledge in geography and history.

### Session Times

Stage	a.m. times	p.m. times
Foundation phase	9.00 a.m. – 12 noon	1.00 p.m. – 3.00 p.m.
Key Stage Two	8.55 a.m. – 12.15 p.m.	1.00 p.m. – 3.15 p.m.

### Attendance

Our attendance last year was 92.14%. This includes 0.75% loss due to pupils transitioning in and out of the Autism Unit. Please can you make every effort to bring the pupils to school come rain or come shine to help us get our attendance figures up to the Welsh Government target of 95%..

	Attended	Authorised	Unauthorised	Total
Percentage	92.14	5.72	2.14	100

### Forthcoming term dates

School term and holiday dates

Term	Term begins	Half Term	Term Ends
Autumn 2019	Tuesday 3rd September	Monday 28th October - Friday, 1st November	Friday 20th December
Spring 2020	Tuesday 7th January	Monday 17th February - Friday, 21st February	Friday 3rd April
Summer 2020	Monday 20th April	Monday 25th May - Friday, 29th May	Monday 20th July
Autumn 2020	Wednesday 2nd September	Monday 26th October - Friday 30th October	Tuesday 22nd December
Spring 2021	Tuesday 5th January	Monday 15th February - Friday 19th February	Friday 26th March
Summer 2021	Monday 12th April	Monday 31st May - Friday 4th June	Friday 16th July

Designated INSET Days

- Monday 6th January 2020
- Tuesday 1st September 2020
- Monday 4th January 2021

School Designated INSET days 3 days are to be taken at the schools' discretion during each school year between Autumn - Summer term.

Good Friday

- 10th April 2020
- 2nd April 2021

May Day

- 8th May 2020
- 3rd May 2021

Please note that this calendar is subject to any changes that may arise as a result of government policy decisions. We do not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

#### Admission Arrangements

The school follows Local Authority procedures with regards to admissions. This now involves the use of an online tool for admissions. For more information regarding admissions please contact the LEA on 01267 234567. A link to the admissions page can be found on our school website – [www.pwllprimary.com](http://www.pwllprimary.com)

#### Toilets

There are a sufficient number of toilets at the school for the pupils registered and they are cleaned on a daily basis.