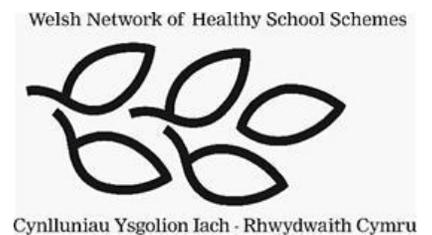
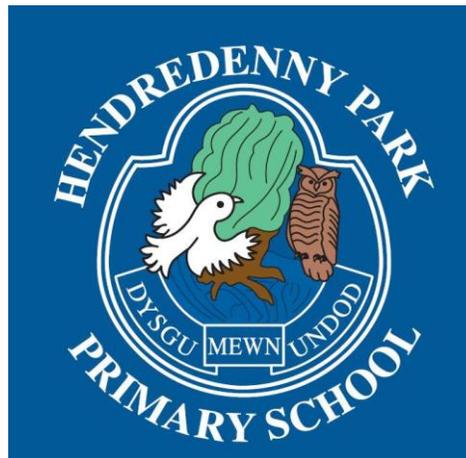


Annual Governors' Report to Parents

Year 2015-16



Eco-Schools



GB Annual Report to Parents Hendredenny Park Primary School

Parent meetings with the Governing Body

- . As a result of the School Standards and Organisation (Wales) Act 2013, which came into force on 4 May 2013, a school governing body is no longer required to hold an annual parents meeting.
- . Parents are major stakeholders in the school community and have a clear and strong interest in their child's education. It is therefore important that the governing body actively engages with parents, and remain accountable, by providing them with information and opportunities to discuss and have an input into school.
- . The School Standards and Organisation (Wales) Act 2013 now enables parents of registered pupils at the school to request up to three meetings per year with the governing body via a petition. A brief summary is provided below. The governing body must hold a meeting within 25 school days of receiving the petition, providing that:
 1. the petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following:
 - . (a) the parents of 10% of registered pupils, or
 - . (b) the parents of 30 registered pupils
 2. the meeting requested by parents must be to discuss a matter relating to the school.
 3. there will be no more than three meetings held during the year in which the first petition is received.
 4. there are sufficient school days left in the school year for the meeting to be held.

The meeting is open to all parents of registered pupils at the school, the headteacher and any other persons invited by the governing body. As soon as reasonably practicable, the governing body must notify all parents of registered pupils at the school in writing, the date of the meeting and the matter to be discussed.

The were no parental petitions for meetings in 2015-2016 so therefore there were no meetings held under Section 94 of the School Standards and Organisation (Wales) Act 2013

GB Annual Report to Parents Hendredenny Park Primary School

How to Contact Us:

Mrs L Newman
Chair of Governors
Hendredenny Park Primary School
Groeswen Drive
Hendredenny
Caerphilly
CF83 2BL
Tel: 029 - 20852520 e-mail: hddpa@caerphilly.gov.uk
Fax: 029 - 20882135

The Governing Body for 2015- 2016

We have fourteen Governors (including the Head teacher in an ex-officio capacity.)
Terms of office are normally 4 years, and the full Governing Body is constituted as follows:

- 1 Head Teacher Governor.
- 4 Governors who are elected by parents with children at the School.
- 3 Governors who are nominated by the Local Education Authority (the L.E.A), in our case Caerphilly County Borough Council.
- 3 Governors are co-opted - chosen by the others Governors as being thought able to contribute relevant skills to the Governing Body and are known as Community Governors.
- 1 Community Governor is nominated by the Minor Authority, in our case Penyrheol, Trecenydd and Energlyn Community Council
- 1 Governor is chosen to represent the teachers at the School.
- 1 Governor is chosen to represent the non-teaching staff at the School.

Name	Category	Term of Office ends:-
Mr S Gatenby (Vice Chairperson)	Parent	26.01.2018
Mrs L Newman (Chairperson)	Minor Authority	30.09.2018
Mr M Haley	Community	26.01.2018
Mr Damian Neale	L.E.A	23.03.2020
Mrs A Walton	Teacher	30.11.2018
Mrs M Hale	Staff	30.09.2020
Mrs K Morris	Parent	30.09.2018
Cllr H Davies	L.E.A	31.08.2017
Sarah Cox	L.E.A	23.03.2020
Mrs C Walsh	Headteacher	Ex Officio
Ms S Macnamara	Parent	30.09.2017
Mrs R Murrow	Parent	27.09.2017
Mrs J Owen	Community	04.02.2017
Mr J Lougher	Community	01.01.2020

GB Annual Report to Parents Hendredenny Park Primary School

Governors Who Ended Office September 2015 – August 2016

Mrs Nadine Edwards' term of office as a staff governor ended in September 2016 and Mrs Moira Hale was elected to replace her

Cllr S Scrivens' term of office as LEA governor also ended in September 2015

The academic year 2015-2016 saw the appointment of two new LEA Governors: Mr Damian Neale and Mrs Sarah Cox

Parent Governor Vacancy

When new Parent Governor vacancies occur, invitations for nominations are sent home via Parent Mail and "Pupil Post" to all parents and balloting will take place in accordance with statutory requirements.

We currently have no vacancies for parent governors

Governors' Duties

As Governors we aim to ensure that the best possible education, both academic and social, is provided at Hendredenny Park Primary School. We have three important functions:

1. We help to set the school's strategic direction
2. We monitor the quality of the school's provision, including SEN provision
3. We set and monitor an annual budget for the school, appointing the head teacher and deputy head teacher, drawing up statutory policies and documents as well as dealing with formal complaints, performance management, staff grievances and capability issues.

To carry out our functions effectively, we visit the school regularly to attend school events, to visit classes and to meet with staff which we are always happy to do.

Minutes of all Governors' meetings are available at school.

We are provided with a copy of the Instrument of Government for schools, and a handbook setting out in more detail specific information on the discharge of our duties. In addition, the Local Education Authority provides us with help and advice. We are always made welcome in the school, and are free to visit it at any time.

The Governing Body wishes to thank everyone involved in the running of the school for their hard work and efficiency, and to thank parents and friends for their kind support throughout the year.

The full Governing Body meets at least once each academic term: its working parties (Personnel/Finance and Buildings, Curriculum, Special Purposes, Appointments, Pay Review) meet as required, and in all cases report to the Full Governing Body. Sub-committees for Discipline/Appeals and Complaints/Exclusions are established, to convene if necessary.

Certain governors take specific responsibilities: -

Mrs. Joanne Owen for Special Educational Needs

Mr. Jared Lougher for Child Protection and for Looked After Children.

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Clerk To Governors

The Clerk to the Governors is Mr. Steve Cresswell, who may be contacted via the Education Achievement Service, Ystrad Mynach. Tel 01443-864958.

Governors' Expenses

Governors have made no claims for travelling or subsistence expenses during the year 2015-2016.

Pupil Numbers 2015-2016

The admission policy is controlled by the Local Education Authority. Mrs. Andrea West is Caerphilly LEA's admission officer. Our school's standard number (i.e. the maximum number of pupils we are allowed to admit into any one class), is 33.

Class	Rising 3s	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number	22	33	28	33	33	35	30	26	31

School Attendance

One of the longest established duties of any Governing Body is to monitor attendance. Pupils' attendance is good in our school and we have a low rate of unauthorised absence

Attendance Primary – 2015- 2016

Summary Report for: HENDREDENNY PARK PRIMARY

Annual attendance - Period: 01/09/2015 to 29/07/2016

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 or over	31/8/04 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/04 - 31/8/05	97.7	97.9	97.8	2.1	2.0	2.0	0.2	0.1	0.2
9	1/9/05 - 31/8/06	97.6	96.0	96.8	2.2	3.9	3.1	0.1	0.1	0.1
8	1/9/06 - 31/8/07	96.7	96.2	96.4	2.9	3.6	3.3	0.3	0.2	0.3
7	1/9/07 - 31/8/08	96.4	96.9	96.6	3.4	3.0	3.3	0.2	0.0	0.1

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6	1/9/08 - 31/8/09	96.4	96.5	96.5	3.4	3.5	3.4	0.2	0.0	0.1
5	1/9/09 - 31/8/10	97.1	96.2	96.7	2.8	3.7	3.2	0.1	0.1	0.1
Total of all pupils		96.9	96.6	96.8	2.9	3.3	3.1	0.2	0.1	0.2

Termly attendance: autumn 2015

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 or over	31/8/04 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/04 - 31/8/05	97.3	97.0	97.2	2.4	2.7	2.5	0.3	0.3	0.3
9	1/9/05 - 31/8/06	97.2	97.0	97.1	2.7	2.9	2.8	0.1	0.0	0.1
8	1/9/06 - 31/8/07	97.0	96.7	96.8	2.8	3.2	3.0	0.2	0.0	0.1
7	1/9/07 - 31/8/08	97.4	97.5	97.5	2.3	2.3	2.3	0.3	0.1	0.2
6	1/9/08 - 31/8/09	95.6	97.5	96.3	4.2	2.5	3.5	0.3	0.0	0.2
5	1/9/09 - 31/8/10	97.2	97.7	97.4	2.6	2.3	2.5	0.2	0.0	0.1
Total of all pupils		96.9	97.2	97.1	2.9	2.7	2.8	0.2	0.1	0.2

Termly attendance: spring 2016

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 or over	31/8/04 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/04 - 31/8/05	97.6	98.0	97.8	2.1	2.0	2.0	0.3	0.0	0.1
9	1/9/05 - 31/8/06	97.8	94.2	95.9	2.1	5.7	3.9	0.1	0.1	0.1
8	1/9/06 - 31/8/07	95.1	94.2	94.6	3.9	5.5	4.7	0.9	0.4	0.6
7	1/9/07 - 31/8/08	94.9	96.7	95.4	4.9	3.3	4.4	0.2	0.0	0.2
6	1/9/08 - 31/8/09	97.5	96.4	97.1	2.4	3.6	2.9	0.0	0.0	0.0
5	1/9/09 - 31/8/10	97.2	93.4	95.5	2.6	6.3	4.3	0.2	0.3	0.2
Total of all pupils		96.6	95.4	96.1	3.2	4.4	3.7	0.3	0.1	0.2

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Termly attendance: summer 2016

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 or over	31/8/04 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/04 - 31/8/05	98.1	98.9	98.5	1.8	1.1	1.4	0.1	0.0	0.1
9	1/9/05 - 31/8/06	98.0	96.4	97.2	1.8	3.4	2.6	0.2	0.2	0.2
8	1/9/06 - 31/8/07	97.7	97.3	97.5	2.3	2.4	2.3	0.0	0.3	0.2
7	1/9/07 - 31/8/08	96.6	96.4	96.6	3.4	3.6	3.4	0.0	0.0	0.0
6	1/9/08 - 31/8/09	96.4	95.6	96.1	3.4	4.4	3.8	0.2	0.0	0.1
5	1/9/09 - 31/8/10	96.9	96.6	96.8	3.1	3.4	3.2	0.0	0.0	0.0
Total of all pupils		97.2	97.0	97.1	2.7	2.9	2.8	0.1	0.1	0.1

Although our attendance is good, we must strive to attain the highest attendance standard. The main factor that reduces our attendance figures is term time holidays. We ask that parents do try to avoid this as far as possible.

'At 94 per cent, the average rate of attendance for the three terms prior to the inspection is above the Local Authority and national averages. Absences are caused mainly by illness but holidays in term time adversely affect the overall rate. Almost all pupils arrive on time at the start of the day and lessons start promptly.'

Hendredenny Park Primary School ESTYN Inspection report—November 30th 2009

School Targets for Attendance and Reducing Absences

	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19
Attendance (%)	96.9	96.95	97
Unauthorised Absence (%)	0.19	0.18	0.17
Authorised Absence (%)	2.91	2.87	2.83

School Targets for Improving Performance 2016-2017

These are agreed by the governing body for Y2 and Y6 each year. They are attached to this documents on separate Excel spreadsheets.

School Times

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School begins at 8.50 am, ending at 12 noon for Nursery children, 3.15 pm for Infants and at 3.20 pm for Juniors. Nursery provision is offered on a part-time basis during the morning session only.

Lunch is taken between 12.00 noon and 1.00 pm for infants and 12.05pm and 12.55pm for juniors. (The time differences are to take account of statutory requirements, which lay down different teaching hours for Infant and Junior children). There is a short break of 15minutes in the morning for both FP and KS2 pupils - and 10 minutes in the afternoon for FP pupils only. KS2 pupils have an afternoon break at the discretion of the class teacher. The school day complies with the Welsh Assembly regulations.

Punctuality was, again, excellent during 2015 - 2016– thank you for this!

Please continue the great effort you make in getting your children to school on time.

School Terms and Holidays for 2016 - 2017 Academic Year

Caerphilly County Borough Council has agreed school Terms and Holidays for the academic year 2016 -2017 as follows:

TERM	TERM BEGINS	HALF TERM HOLIDAYS	TERM ENDS
Autumn	Thurs 1 Sept 2016	Mon 24 Oct – Fri 28 Oct	Fri 16 Dec 2016
Spring	Tues 3 Jan 2017	Mon 20 Feb – Fri 24 Feb	Fri 7 April 2017
Summer	Mon 24 April 2017	Mon 29 May – Fri 2 June	Fri 21 July 2017

You will be notified of the dates of our 5 INSET days when they have been set. This information will also be available on the school's website and on Caerphilly County Borough's website. May Bank holiday is Monday 1st May 2017.

The Curriculum

At our school, we aim to give your children a wide range of experiences which will develop their interest in the world around them, in art, technology, music and PE. We hope to develop their ability to socialise and we encourage them to become independent and caring individuals. Many parents are understandably very concerned with reading, writing and mathematics, and these subjects are given a very high priority and are taught as thoroughly as possible.

Hendredenny is a 'reading school' as we believe that children who learn to read well are the most successful and happy in school . We place an enormous importance, time and effort into getting all of our pupils reading as quickly as possible. We follow a very comprehensive reading programme known as Read, Write, inc (RWI), which aims to teach children to read very quickly (by Y2). This is introduced to nursery pupils when we feel they are ready. In November 2011, we became a 'model' school for RWI which means we demonstrate our good practice in the teaching of reading to many visitors to our school. Read more about RWI on the website :

<https://global.oup.com/education/content/primary/series/rwi/phonics/?region=uk>

We place a great emphasis on pupils' learning of mathematics in the school using the EAS Tapas Framework (Teaching and Assessing Pupils' Mental and Written Skills). Our aim is for each child to develop mental and written strategies that provide them with the skills, knowledge and understanding needed at each stage of development. We want them to appreciate the importance of learning number facts, such as multiplication tables and teach these skills to pupils progressively throughout the school. We use key resources such as number lines and place value cards to support pupils' learning and to effectively develop their mental skills. We promote teaching methods which will build pupils' confidence and enable them to progress in their understanding.

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This solid understanding enables pupils to use their skills and strategies for problem solving and reasoning activities. Pupils are afforded opportunities to apply their skills and strategies to real life context whether this is undertaken practically or using mental or written strategies.

We also have a new mathematics Calculation policy which ensures there is a clear methodology in teaching the basics of numeracy appropriate to the age and ability of the pupils

For each subject there have been schemes of work being written based on these legal requirements. These set out specific skills and range of a subject that pupils will be taught during a specific term in a specific year group. Within the revised curriculum, pupils will be taught in more of a topic approach which will link to pupils' own interests and aptitudes. There is also an increased emphasis on learning outdoors, practical work, collaborative learning and on children making decisions about their own learning.

Pupils are taught in their mixed ability "register" class, for all National Curriculum subjects, although SOME withdrawal for specific help, usually in areas of English (i.e. reading) and mathematics does take place.

The use of the Welsh Language

Although we are an English medium primary school, we attach great importance to the learning of Welsh

All pupils have formal teaching of Welsh each day and are spoken to in Welsh throughout the school day. We have set up a pupil group 'Cryw Cymraeg' to promote Welsh in and out of the classroom

Staff aim to use as much 'incidental Welsh' as possible throughout the school day, and we are currently ensuring that the school has bilingual signs throughout the school. In our recent inspection the bilingualism in our Early Years Unit was graded as 'outstanding'

We are lucky to have the support of Sian Tinnuche, who is a Welsh specialist. She has visited our school at least twice each term to advise on the teaching of Welsh. We seek the support of Miss Tinnuche in facilitating continuity for pupils who have been instructed in the medium of Welsh at a previous school

Special Needs Provision

As required, our school has a special needs policy to ensure all children develop to their full potential. This policy was updated in March 2016. A copy is available on the school's Website and on request from school

We have 10% of our children on our Special Needs Register (SNR) in September 2016.

If teachers have a concern regarding the educational or behavioural needs of a child they inform the head teacher who is the school's Special Educational Needs Co-ordinator (SENCO). From this discussion, the child's parents will be contacted and a course of appropriate action planned. Parents are given the opportunity to discuss the matter with the Head Teacher and class teacher and if necessary, a 'Play Plan' (for N and R pupils) or an Individual Educational Plan (IEP) for Y1 to Y6 pupils will be drawn up to support the child.

The names of all children with Special Educational Needs are placed on the SEN Register at the appropriate stages, in line with current Local Education Authority descriptor guidelines.

Support is always given in a sensitive and caring way. We have lots of intervention strategies to support pupils who are having some difficulties with reading and numeracy, and these identified pupils have daily additional support.

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Any action taken is regularly reviewed in order to assess progress. Should the need arise, a referral to the LEA's Inclusion Service will be made. Specialist Support Teachers (Mrs. Mair Roberts and Mrs. Christine Hewlett) and our Educational Psychologist (Katie Willdrige) from the LEA's Inclusion Service can visit the school to assess a child's needs and give advice. Parents are informed of any such action taken, and encouraged to work as partners with the school, in the best interests of the child.

Parents are also free to contact SNAP Cymru. SNAP Cymru is the leading provider of Independent Parental Support Services in Wales providing information and support to families of children and young people

SNAP Cymru also provide a Disagreement Resolution Service where parents, carers/young people may be unhappy about decisions made affecting them. Their contact details are 01443 220150.

Mrs. Joanne Owen is the Governor with the specific responsibility to work with the Head teacher to oversee our management of Special Needs within our school. Mrs. Owen and the head teacher meet during the year to discuss SEN issues within the school.

A total of £47,518 was spent on SEN 2015-2016 on staffing costs, training and resources. The money has been largely spent on additional teaching assistants who provide 1:1 and small group extra support for targeted pupils. We have also heavily invested in new reading books, spelling resources and software to support pupils.

We strongly believe in early intervention. This means that we identify children from a young age if they show any sign of even slightly falling behind their peers and provide them with targeted support several times a week. These interventions are one to one tutoring for RWI, Catch-up reading programme, RM maths, Catch-Up numeracy. Wordshark, Rapid maths and Rapid reading. Pupils have this intervention daily for up to 30 minutes. We have also introduced two new intervention programmes during the year 2015-2016: Reading eggs and Precision Teaching. These are proving very effective in raising standards for our SEN pupils.

All pupils also have 30 minutes of 'basic skills' time where we focus on guided reading, spelling, handwriting and numeracy.

We believe that our interventions and the money spent have led to our low numbers of pupils who meet the criteria for SEN.

Exceptionally Able Children

Children, who are identified as being exceptionally able, have Additional Learning Needs. These needs are also registered within the school, although there is no statutory requirement to do so. It is important that their needs are met, and that after consultation between parents and teachers, they are provided with work at an appropriate challenging level. In some circumstances an able child will be provided with an Individual Action Plan (I.A.P.)

Promoting Healthy Eating and Drinking

The development of healthy lifestyles is a high priority for our school. We achieved the National Standard of the Healthy Schools initiative in July 2014 and this award was renewed in September 2016. All pupils have a fruit snack during the morning break times. Pupils have access to drinking water throughout the day. All pupils have the opportunity to have milk on a daily basis.

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We take part in Healthy Eating Week each June and in 'Walk to School' month in October and May of each year. In 2015 we introduced Safe Cycling lessons for all Y5 and Y6 pupils

The children take part in a range of activities to ensure that they feel safe, and staff and governors receive annual child protection training. We have a comprehensive PSE curriculum addressed through class sessions, assemblies and circle times. In surveys children report that they feel happy and safe at Hendredenny Park Primary. The school has robust safeguarding and child protection procedures including safe recruitment.

Safeguarding Pupils

All schools have a statutory duty to exercise their functions with a view to safeguarding and promoting the welfare of their pupils. This duty includes adopting child protection procedures as well as actively promoting anti bullying measures, promoting positive behaviour and ensuring pupils' health and safety.

Our school's Child Protection procedures are such that if we have a concern about a child we will seek to discuss this with parents and, where possible, seek their agreement to make a referral to social services.

However, this will only be done where such a discussion will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police.

The school's designated child protection person (Mrs Walsh) will clarify with these statutory agencies, when, how, and by whom parents and carers will be told about any referral.

Mr Lougher is the governor charged with responsibility of ensuring that the school meets its statutory obligations in terms of having an up to date Child Protection Policy and that correct procedures are followed. Our Child Protection Policy was updated in October 2016

Disabled Pupils, Staff and Visitors

Our school is fully committed to making sure we do not treat disabled people less favourably than others. We are endeavouring to implement the requirements of the Disability Discrimination Act by making the curriculum, the school building and all information accessible to all, regardless of any disability they may have. The curriculum is differentiated, we have made steps more visible, we have ramp access to the Y5 classroom and a disabled toilet, which is accessible from the main foyer.

There is also now ramp access to the back of the school.

The Governing Body has in place an accessibility action plan (available on request) which highlights further adjustments that will be made to the curriculum, building and information produced by the school over the coming years.

Racial and Equal Opportunities

All pupils have equal access to all areas of the curriculum and all aspects of school life, regardless of gender, disability, race, creed or special educational needs. We have policies covering both Equal Opportunities and Racial Equality. Our Racial Equality Policy was up dated in March 2016

Changes to School Prospectus for Parents

The school prospectus is updated in the Summer Term every year. This mainly involves changes in personnel on the teaching and support staff, or in the Governing Body, as well as changes in uniform, the

GB Annual Report to Parents Hendredenny Park Primary School

cost of school dinners, etc. Other routine annual changes include holiday dates for the forthcoming academic year, and the latest teacher assessment results for both Key Stages.

The 2016 Prospectus informed parents about our work on becoming a Rights Respecting School and informed them of our new Website that can be reached by navigating to www.hendredennyparkprimary.co.uk. It also gave parents information on the new curriculum being developed in Wales based on Professor Graham Donaldson's work published in the document 'Successful Futures'

The parents of current pupils are notified of all such changes as they occur, via regular newsletters. All parents were sent a copy of the updated prospectus in July 2016 via Parent Mail.

Action Plan following School Inspection

Our last inspection by ESTYN was in October 2009. We are very pleased with the many positive features, but especially by the fact that the report stated:

'Hendredenny Park Primary School is a good school that has continued to improve in important areas, the good quality of education it provides for pupils ...'

'Pupils' performance at the end of each key stage is consistently above both national and local averages'

'The school provides exceptionally high quality personal support and guidance for pupils. The outcome is reflected in the pupils' caring and thoughtful attitudes.' and those pupils are 'guided and supported in a caring and happy environment.'

The behaviour of most pupils is good and there is an atmosphere of mutual respect between adults and pupils. The school sets high expectations and the foundations for good behaviour are effectively laid in the early years. As a result, even the youngest children know what is expected of them at this very early stage of the year.

The school is involved in a number of community projects which effectively develop all pupils' good sense of community. Pupils take their responsibilities very seriously and show great commitment to their roles. They are very proud of their school.

The report highlighted three recommendations but it also acknowledged that 'the school has already identified all three of these recommendations as areas for improvement in its current School Development Plan'.

R1 Further develop pupils' capacity to learn independently.

R2 Ensure all pupils are sufficiently challenged in all classes.

R3 Continue to work on achieving consistency in the quality of teaching throughout the school.

Sections of the School Development Plan that addressed these issues were sent home to all families.

These areas for development continue to be incorporated into the annual School Development plans that the school and governors write together to ensure we continually strive to improve standards and keep up to date with new approaches to teaching and learning.

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Our next inspection can take place at any time. We will receive 20 days notice

School Development Plan for 2016- 2017

The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes.

From 1 September 2015 all maintained schools are required to have in place a school development plan that complies with Welsh Government regulations

The SDP has to be a rolling 3-year plan that sets out how the school will achieve its targets in relation to its priorities and how it will use the resources it has available. It will also show how the school intends to develop its staff in order to meet the school's priorities and targets. The SDP also has to ensure that it encompasses the WG's three priorities for improving standards in Wales: raising standards of literacy, raising standards of numeracy and closing the gap in attainment between

The governing body have ensured that the school has met the statutory requirements re its SDP and a full detailed copy is available from the headteacher on request

Below is an overview of the School Development Plan that was drawn up by September 2016. The targets for improvement come from assessment data, internal self-evaluation of standards and external reviews carried out by our challenge adviser. The full Development Plan and Activity plan can be seen on our website www.hendredennyparkprimary.co.uk

Summary of School Development Plan Goals 2016-2017 can be seen at the end of this report

Policy Review

The governors have ensured that all statutory and recommended policies and procedures are in place and updated. We now have approximately 40 policies covering all aspects of school life and parents are most welcome to view them.

All statutory policies were last reviewed on 23th March 2016 at a special meeting of the full governing body. The two latest policies to be updated were the Child Protection Policy and the Capability Policy. These documents were updated to ensure they complied with new legislation.

A list of all statutory and recommended policies can be found in the appendix.

School Security

We welcome parents into school at all times and hope that our positive relationship with parents will help reduce any misunderstandings which may lead to awkward meetings with staff.

Visitors are expected to 'sign in' and report to the secretary or head teacher. Any aggressive persons will be asked to leave the premises.

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All external doors to the school are kept closed and they can only be opened internally. Access for parents and for any visitors to the school is through the main entrance, a sliding door, which can be opened via a 'release button', situated in the administration office. Any visitor can gain access to the school by pressing the buzzer to the right of the main door and speaking through the intercom system.

This main entrance to the school is covered by a CCTV camera system, which records anybody coming into the school.

The health and safety of pupils, staff and all visitors is taken very seriously. The school has regular LEA checks on toilet hygiene, on electrical equipment and on glass safety as well as a very detailed Fire Risk assessment. In February 2016 the school received a health and safety review. We also had a new asbestos survey which has identified the exact location of any asbestos in the school. In order to ensure the safety of pupils and staff, we have to contact the LEA's Asbestos Management Team before any work can be carried out in the school

The health and safety policy has been revised by the governing body (March 2015) and is available on request.

Since the installation of a new Intruder alarm system, we have had no intruders into the school but if you see any one attempting to gain unauthorised access to our school, then please contact the Police immediately. The Intruder Alarm was updated in Summer 2014. It is serviced regularly and is monitored by the Alarm Company at weekends and evenings

In October 2015, the school upgraded four CCTC cameras around the school. These help to deter trespassers and vandals, as well as any intruders. These cameras are monitored when the school is closed.

In-Service Training

In-service Training for our teaching and non-teaching staff forms an integral part of school life. They take the form of:

- Courses provided by other agencies, attended outside school
- Twilight sessions where external advisers visit school to provide training
- Training provided by the headteacher and other teachers
- Day time visits to our school from external advisers to provide individual targeted support
- Staff meetings – held weekly in school where information is disseminated amongst staff
- Closure days – there were 5 in the year 2015-2016. These days are taken at the discretion of individual schools.

The School Development Plan along with Performance Management Targets and Individual Needs, form the main thrust of staff training. The Education Improvement Grant (EIG) is a valuable resource to further develop the skills and knowledge of staff. In 2015/2016 this grant was £99235. We also have a grant –Pupil Deprivation grant (PDG) – to be used to support pupils entitled to free school meals (FSM). In 2015-2016 we received £14700. This is used to provide additional support in literacy and numeracy for FSM pupils.

One closure day in 2015-16 was held with other schools in our cluster and was LEA training based on Positive Behaviour Management.

Other closure days were used to train all staff on new approaches to support pupils' learning i.e. Precision teaching and Reading Eggs. We have seen a very positive impact on the pupils' achievements as a result of these new approaches. We have also had whole school training on 'eSafety', using 'green Screens' on

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'Megacognition' and supporting pupils to take control of their own learning, guided group reading and 'ELKLAN' training

All Foundation Phase Staff received up to date training on our successful reading programme 'Read, Write, Inc' in January 2016.

All teachers attended training in strategies for teaching mental mathematics and new approaches to developing children's understanding of writing mathematical calculations. Mrs Walton attended a series of training courses in the teaching of maths and became a 'Lead Practitioner in the Teaching of numeracy' in July 2015. She supported the teaching of maths throughout FP and KS2.

Community And Outside Links

Hendredenny is unique in having its own junior Youth Club. The Youth club has thrived and provides children with an excellent action packed fun evening. It is based in the School Hall and is held on a Monday evening, during term time, from 6.30 - 8.00pm. This resource is popular and valued by many children and their parents. If you would like more information about Youth Club and especially about becoming an adult volunteer, then please contact Mrs Amanda Jones through school on 029-20852520.

The school actively develops links with the wider community with local clergy, local businesses, the fire station, Caerphilly Garden Centre, local police officers, Caerphilly Library, Groeswen Chapel and St Martin's church. For the past two years, our school has also been actively involved in supporting the development of the Caerphilly Miner's community Centre

Year 6 pupils also attend additional transition activities, including 'Ice Bridge' which is an Engineering event in St Cenydd school, 'Crucial Crew' and 'Wings to Fly', which is an anti drugs drama.

Our links with St Cenydd continue to grow. PE links are strong with Year 5 and 6 enjoying Dance, Football and Rugby extra curriculum sessions which St Cenydd pupils have helped to lead. In 2015-2016, we shared a reading teacher with the local schools and St Cenydd which has helped to smooth transition into secondary school.

We also have Dream Team and parents running some of our after-school sports teams.

Links with the Outdoor Education Centre at Kingswood, PGL and the Urdd are strong. Our Year 6 children benefit from a range of activities such as orienteering and climbing on these activity days. Fully qualified Instructors support the children in Year 5 and 6 at these camps.

We now have a programme with our Police Liaison Officer, PC Paul Manning, which involves all year groups from Y1-Y6 in a series of talks aimed to raise awareness of citizenship. We also invite in visitors to lead assemblies.

Educational visits to Churches, Chapels, Synagogues, Mosque, St Fagans, Cardiff Castle, Caerphilly Castle Houses of Parliament, The Senydd, Art Galleries, Llancaiach Fawr, Techniquet and other venues, help foster a greater appreciation of the wider community. The year 5 residential visits to West Wales helps significantly in fostering the Cwricwlwm Cymreig, as does our involvement with other schools in our Annual Cluster Eisteddfod. School places a high priority on fostering understanding of our Welsh heritage, and our St David's Day celebrations involve cultural events for parents in the morning, and a competitive Eisteddfod in the afternoon, where parental support is invaluable in preparing the participants.

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School continues to develop links with local groups. The Rotary Club hold musical and fundraising events, which we support, and the Caerphilly Historical Society help with our Local Studies initiative. The Friends of Caerphilly Music have provided visiting instrumentalists and organised musical events for the children.

Extra Curricular Activities 2015-2016

Our school prides itself on the wide range of extra curricular activities we offer.

We offer:

- Football
- Rugby
- Dance
- Netball
- Cross Country
- Fitness
- Performing Arts
- Gardening club
- Eco Club
- ICT club
- Cookery

Trips and Visits - Most classes, undertake at least two trips per year, with visits intended both to enrich and provide focus for topics studied in class. All the pupils take part in a special Christmas trip to the pantomime in Cardiff or trips to see Father Christmas for our younger pupils. Safety of our children and staff is paramount, and risk assessment is carried out in respect of all locations visited.

Residential Educational Courses – Y5 visit the Welsh Camp at Llangrannog and Y6 have visited the Urdd Centre in Bala. Staff attend these courses as tutors, accompanied by outdoor pursuit specialists. The school monitors all such experiences closely. It is pleasing to report the great success of the Year 6 residential outdoor activity camp, where the children spend four days experiencing a wide range of challenges such as abseiling, rock climbing, caving, surfing, Gorge Walking.

Music and Drama - Both are important parts of School life and we are delighted with our Performing Arts Group and school choir. PA club have been performing for local charities Infant and Junior children now have an opportunity to learn the violin, guitar, cello and keyboard. Cardiff and the Vale Music Service (CAVMS) continue to provide additional musical experiences, and this together with regular singing practice, play a large part in ensuring that Christmas productions are of a very high standard.

Community - Direct links with the outside community are designed to give our children first-hand experiences. Children visit Caerphilly garden centre, churches, the local library, fire station and the post office. Visiting speakers range from the County's Ecologist, energy specialists in the LEA to the Open Door Ministry. This past year has seen visits from parents who are artists, a fireman, and a nurse who work happily with our children as part of their work on 'People who help us'. PC Manning, our community police officer, visits at least three times a term, as does 'Mrs. Tufty', and our school nurse.

All these help to support the school's work on Personal and Social Education (PSE). It is particularly pleasing to note, and to be able to thank the parents who give of their time and skills to help the school raise standards in art, ICT, reading, mathematics and so many other ways through their active support of home based Learning Logs. We are also grateful to the parents who supported Y2's ten weeks of road safety 'Kerbcraft lessons in the Autumn term 2015. Y6 pupils undertook 'on road' cycle safety training in July 2015

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Sporting Achievements

We provide a balanced physical education, as outlined in the National Curriculum. We undertake such activities as games, dance, athletics, gymnastics and swimming lessons, and inter-school matches in tag rugby and football.

The school has a football team, netball team, swimming team, cross country team which are supported by Dream Team coaches, Dragon Sport Coaches, parent coaches, Neil and pupils and staff from St Cenydd Community School

We also ran Athletics and Cross County after school club for ten weeks, in the Spring and Summer 2016.

Our rugby and football teams achieved success in their friendly matches played against local schools.

In the Autumn term 2015 we were delighted with the success for our cross country teams.

We competed in an annual athletic meeting, held in St Cenydd's grounds in July 2016. Our pupils did particularly well in the throwing events but they need more coaching on baton changes in the relays. The school's own Sports Day was held in May for Junior Pupils and in June for FP pupils. The Junior sports day was held in the National Indoor Athletic Centre (NIAC) in Cardiff and all the pupils had an opportunity to experience working with professional athletes on a range of disciplines. Parents were invited to attend these events

KS2 pupils have received a series of specialist dance/drama lessons. Nursery and Reception Parents were invited to see their children perform on St David's day in March 2016

The School Association

Established almost from the opening of the School in 1977, the School Association is a partnership between parents and the School, with the aim of providing funds "to advance the education of pupils in Hendredenny Park Primary School."

The School Association has made a significant financial difference over the years, and all those involved have played an important part in the school's development. This partnership is of the utmost importance if our school is to continue to offer the best facilities it can to our children. All parents are welcome to join and they meet usually on the first Tuesday of each month at 6.30pm in the school hall. They organise discos, photograph sessions, Easter bonnet parade and 'Film nites' for the children and well as a Summer Fayre, a duck race, quiz nights and Christmas Shopping Trips for parents. During 2015-2016, the SA donated several thousands pounds to the school which allowed us to buy Apple TVs for all classrooms in the school to develop new assessment procedures. These procedures have been shared with other schools as an example of good practice

If you would like more information about the School Association, then contact the secretary or Chair, Mrs. Holly Allen and Mrs Nicole Gregory through School on 029-20852520.

Finance Information

OUTTURN REPORT 2015-16

OLAS

**OUTTURN
BUDGET
2015-16**

GB Annual Report to Parents Hendredenny Park Primary School

<u>EMPLOYEES</u>	£
Teachers	430,219
Support Staff	246,723
Other Staff related costs	13,286
<i>Sub Total</i>	690,227
<u>PREMISES RELATED</u>	
Building Maintenance	17,990.00
Gas	3,848
Electricity	8,727
Rates	13,978
Water	2,884
CRC Charges	783
Cleaning Contract	12,545
Refuse Collection	2,546
Insurance	4,755
Hygiene	4,534
Alarms	1,468
Fire Fixtures	60
CCTV	575
<i>Sub Total</i>	74,692
<u>SUPPLIES & SERVICES</u>	
Computer Costs	13,521
Capitation/Stationary	27,810
Music Support Services	25
Licences	151
School Trips	6,172
Telephone Charges	1,716
Photocopying	6,941
Transport Hire / Swimming	2,536
School Milk	363
Misc Expenses	403
Retrospective clawback -CAG	455
<i>Sub Total</i>	60,092
<u>SERVICE LEVEL AGREEMENTS</u>	
All Services	21,820
<u>SCHOOL DEVELOPMENT PLANS</u>	2,391
TOTAL EXPENDITURE	849,221

<u>INCOME</u>	
Reimbursement School Meals	6,624
Supply Compensation	-
Miscellaneous & Other Income	32,161
Devolved	21,266
Key Stage 2 monies	17,835

GB Annual Report to Parents Hendredenny Park Primary School

Grant Funding	123,737
Early Years Funding	11,477
TOTAL INCOME	213,100
<u>NET EXPENDITURE</u>	
<u>TOTAL SURPLUS/CONTINGENCY</u>	
<u>TOTAL</u>	
-	

TOTAL FUNDING FOR SCHOOL

<u>FUNDING</u>	
Formula Allocation (net of retro. adj)	641,644
Retrospective Adjustment from prev yr.	
<i>Total Formula Allocation</i>	641,644
Total Carried Forward from prev. yr.	28,218
TOTAL FUNDING	669,862
<u>BUDGET SHORTFALL</u>	

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School Developments

The main achievement in 2015-16 was seeing the full implementation of the 'Talk for Writing' programme and seeing excellent standards in writing achieved in all year groups. We also implemented a new revised RWI programme with much higher expectations of reading outcomes for our FP pupils. Mrs Smith embarked on a literacy Champions course with the EAS and has been supporting staff in using Guided Group Reading as effectively as possible.

Mrs Smith and Miss Elcock have had training on being ELKLAN experts which enables them to be more effective in their support of children with speech, language and communication needs (SLCN). They have been sharing their expertise with all staff throughout 2015-2016.

We have also continued to revise our maths curriculum. It is based on the work of the Newport Numeracy advisory team and it will help us achieve very high standards in maths this year. Mrs Walton embarked on intensive training in the teaching and coaching of other staff in numeracy. She is now a phase 3 'Lead Practitioner in Numeracy'.

The staff have also been working hard to maintain our high standards in ICT and art. We have held art exhibitions for the past five Summers and we achieved for the third time the nationally recognised standards (NAACE) in ICT September 2014.

We have been part of WG's 'Healthy School' initiative since 2006 which means we have to promote healthy living and pupils' well-being throughout the whole curriculum and the school day. To date, we have set up a Breakfast club, promoted eating five fruit and vegetables a day during break times, given all pupils a water bottle and allow access to water at all times, set up Bully Busters, provided junior pupils with opportunity for drinking milk and run anti smoking sessions for junior pupils. We are extremely delighted to have been re-awarded the WG's National Quality Award after a thorough two day assessment in September 2016. There is only one other school in Caerphilly LEA to have previously achieved this award.

The assessors were very impressed with the work of the school council and eco committee and the fact that all the children were so knowledgeable. This is a quote from their report:

"Pupil participation is a key feature of the school. Meeting with pupils, the pupil led assembly and being taken on a tour of the school by pupils were the highlights of the assessment. The pupils' enthusiasm and knowledge about what they and the school are doing for their health and wellbeing was a very informative part of the assessment process".

In April 2006, we enrolled as an 'Eco School', which means we have established a team of pupils who will support staff in promoting environmental issues such as recycling paper and plastic in school, saving energy and water, putting litter in bins and protecting the wild flowers and animals living in our grounds. We received our Bronze award in July 2006 and we were successful in obtaining our Silver Award in July 2007. We were awarded our Green Flag in May 2008. This was unfurled at our Summer concert in July 2008. In May 2010, we received our second Green Flag. We received our third green flag on 1st May 2012.

This year (2015-16) we have been working towards +maintaining our Platinum Eco Flag status. There are very few schools who have reached this standard. We were delighted that we were successful in maintaining our Platinum Flag in February 2016.

We have spent a lot of time and money improving the Outdoor environment. Curriculum changes mean that pupils spend much more time outside learning.

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We have an Outdoor Classroom, built in the style of a classroom that African children would attend. This has a dual purpose in that it helps children appreciate differences and cultures in other countries and provides a shelter for outdoor lessons.

During 2015-16 we continued work on developing our new Virtual Learning Environment Hwb+. This is a Welsh Government initiative as Hwb is used to support pupils learning and to support teachers in sharing good practice. Our school is one of the top Hwb users in Wales and we believe that the use we make of it has a very positive impact on pupils' learning and on their development of ICT skills

Toilet Facilities

There are seven sets of toilet facilities in the school for use by pupils: two sets either end of the N/R class, a set for Y1/2 boys, a set for junior boys, a set for Y1/2 girls, a set for junior girls and a set within the Y4 classroom. All toilet facilities have been refurbished within the past three years and are in very good condition. The junior boys' toilets were totally refurbished in August 2013. The school received a grant of £10000 towards this. The toilets are cleaned twice daily by the caretaker, just before lunchtime and again at about 5pm. Toilet cleanliness is monitored by the LEA who make random unannounced checks.

In September 2015, new locked toilet roll dispensers were installed to ensure that paper is not taken or wasted and that it is always available.

In November 2015, the school council wrote the school's Toilet Policy and they monitor this carefully to ensure that the locks always work, there is plenty of paper and soap and they are always clean.

How To Solve A Problem – Making a complaint

We make every effort to work harmoniously with parents and we are always pleased to discuss concerns in order to find a resolution. If you have any concerns, please let us know as soon as possible. There may be need for on going meetings with the head teacher and the class teacher to evaluate the situation and usually a resolution is found.

However, if despite all the school based efforts, you are still not satisfied then it is your right to complain formally. You will need to contact the Chair of Governors, Mrs Lynne Newman, in writing. You can also write to the Clerk of the School Governing body, Mr Steve Cresswell. You can contact Mr Cresswell on 01443 863242.

A panel of governors will investigate your complaint thoroughly with the full co-operation of school-based staff. You will be notified of the outcome.

If you need support in making your complaint, you can contact the LEA's complaints officer, Mrs Kim Davies, who can advise you or ensure that the policies and procedures have been adhered to. Mrs Davies can be contacted on 01443 864833.

This is a summary of the complaints procedure:-

Stage one

Complaint made to teacher and/or head teacher (they investigate within 5-10 working days)

Stage two

Complaint made in writing to Chair of governors

Stage three

Complaint made to governors' complaints panel

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A full copy of the Complaints Policy can be viewed/downloaded from the school's MOODLE site. You can also ask for a copy from the school secretary

The following information relates to the number of complaints received by the school during the academic year 2015-2016

Total Number of (written)Complaints Received	Resolved at Stage 1	Resolved at Stage 2	Resolved at Stage 3
0	0	N/A	N/A

GB Annual Report to Parents Hendredenny Park Primary School

This report uses data for 2015 for LA and Wales comparative information

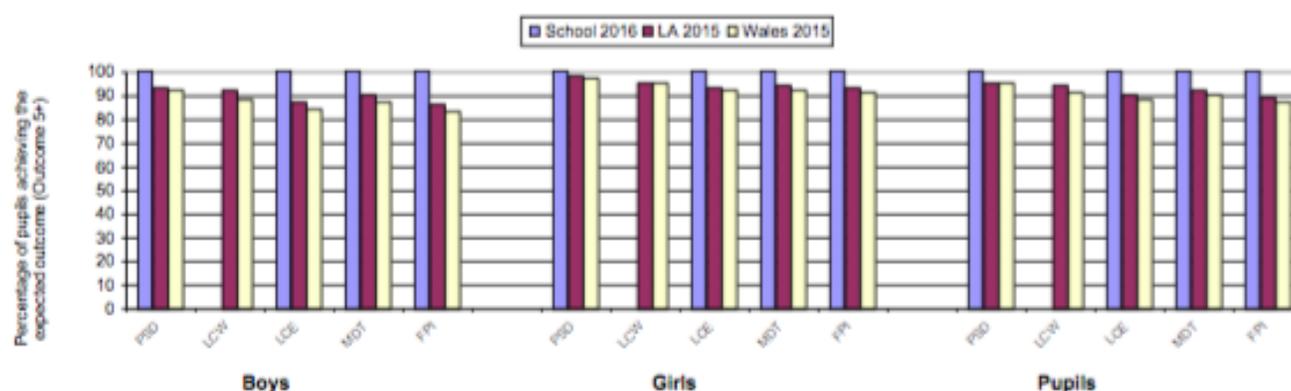
HENDREDENNY PARK PRIMARY
Caerphilly

LA/School no: 676/2338

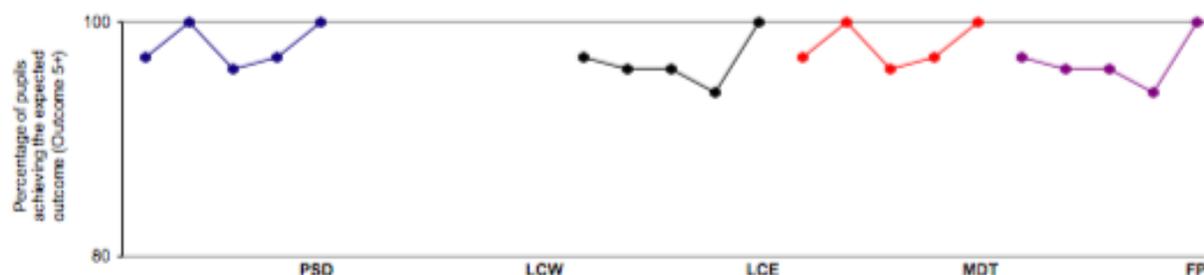
School comparative information: Foundation Phase Outcomes 2016

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

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
PSD	100	93	92	100	98	97	100	95	95
LCW	0	92	88	0	95	95	0	94	91
LCE	100	87	84	100	93	92	100	90	88
MDT	100	90	87	100	94	92	100	92	90
FPI	100	86	83	100	93	91	100	89	87



School Performance over time (2012 - 2016)



Notes:

- = No historical data available
- Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

GB Annual Report to Parents Hendredenny Park Primary School

This report uses data for 2015 for LA and Wales comparative information

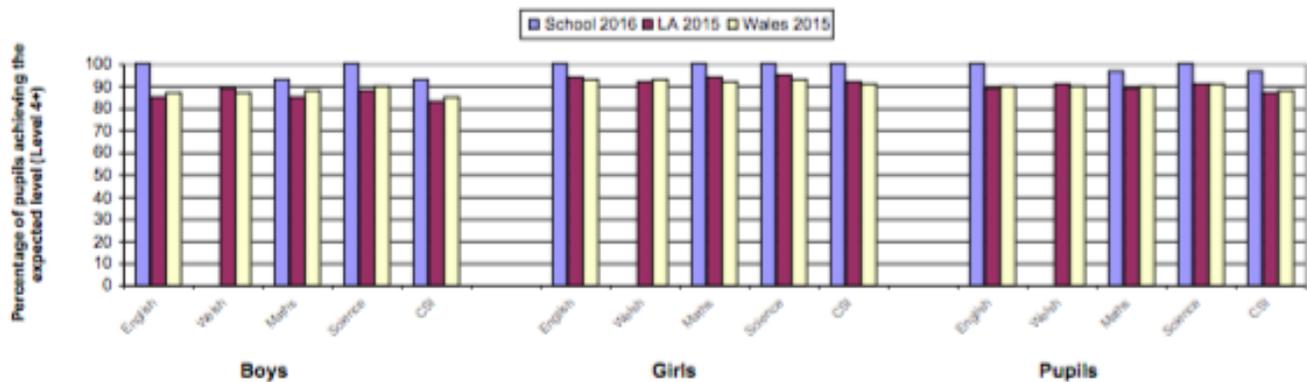
HENDREDENNY PARK PRIMARY
Caerphilly

LA/School no: 676/2338

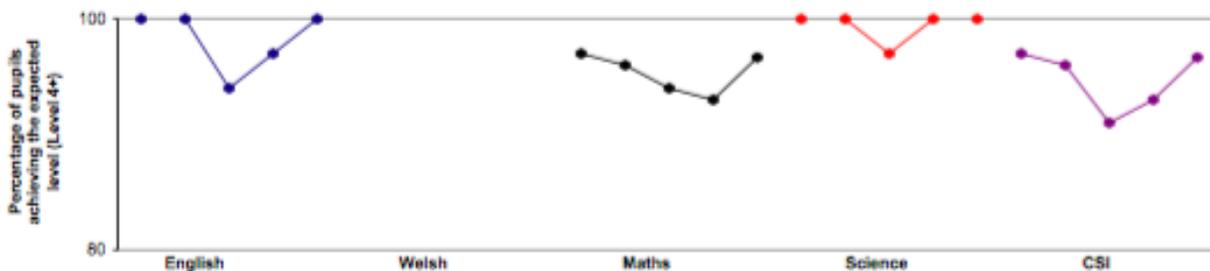
School comparative information: National Curriculum Assessments 2016 Key Stage 2

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

	Boys			Girls			Pupils		
	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015	School 2016	LA 2015	Wales 2015
English	100	85	87	100	94	93	100	89	90
Welsh	0	89	87	0	92	93	0	91	90
Maths	93	85	88	100	94	92	97	89	90
Science	100	88	90	100	95	93	100	91	91
CSI	93	83	85	100	92	91	97	87	88



School Performance over time (2012 - 2016)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

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Hendredenny Park Primary School Development Plan 2016-2017



Action	Success criteria
<p>KQ1 Raise standards in Literacy in FP, particularly in Y2. Continue to develop oracy & vocabulary in N, R, Y1 & Y2 Raise standards for FSM/SEN boys in Y2 Engage parents to support their child develop literacy skills. (SER 1.1.1, 1.1.2, 1.1.4)</p>	<p>All FP TAs & teachers receive up to date RWI training and use both the new reading & writing (grammar) pedagogy well</p> <p>All FP TAs and teachers receive ELKLAN training. Teachers teach ten new words each day from N to Y2.</p> <p>FP Staff compile FPP portfolio to exemplify standards by June 2017</p> <p>Parents support develop their children's vocabulary & reading via school based training. 80% of FP parents read at least fortnightly with their children. (Monitored monthly by CS)</p> <p>63% of Y2 pupils achieve O5+ in LLC in Jan. 94% in July 2017</p> <p>66% of Y2 pupils (2016-17) achieve O6 in reading in June 2017</p> <p>58% of Y2 pupils (2016-17) achieve O6 in writing in June 2017</p> <p>66% of Y2 FSM boys achieve O5+ in LLC in June 2017 65% of Y2 pupils (2016-17) joining their writing accurately by July 2017.</p> <p>The six Y2 pupils with S&L difficulties (BS,BP,KB,SC, MR) show at least 8 months improvement in vocabulary recognition by June 2017 as measured by BPVS3</p> <p>82% of Y2 pupils spell HF words linked to their RWI level accurately by April 2017</p> <p>75% Y1 pupils achieved O4+ in LLC by Jan & 97% June 2017.</p> <p>40% achieve O5+ 55% Y1 pupils on Pink level+ RWI by Jan 2017. 87% by July 70% on Blue level by July 2017.</p> <p>90% Y1 pupils form all lower letters accurately by Jan 2017, 60% lower & upper July 17</p> <p>50% of Y1 write simple recount using capital letters & full stops by Jan 2017. 85% by July 2017</p> <p>55% of Y1 spell HF words accurately (linked to their RWI level) by Jan 2017. 70% by June 2017</p> <p>96% of Y1 achieve Blank Level 4 by July 2017</p> <p>80% of R pupils know RWI set 1 sounds + by Jan 2017.</p> <p>60% on red level+ by Jan 2017.</p> <p>60% write 2+ sentences independently by Dec 2016.</p> <p>60% write a simple recount by July 2017</p> <p>50% of R spell HF words accurately by April 2017</p> <p>All R pupils achieve at least Blank level 3 by June 2017</p> <p>70% N pupils know all set 1 sounds by April 2017. 85% by June</p> <p>75% of N pupils achieve Blank level 3+ by June 2017</p>
<p>KQ1 Raise standards Literacy KS2 (reading in Y5 & Y6). Increase L5s for boys Increase reading for pleasure KS2 Raise standards in literacy SEN, LAC & FSM Y6 pupils Raise standards in</p>	<p>TA (DD) appointed as KS2 librarian.</p> <p>At least 50% of every KS2 pupils use the library to change books at least once a fortnight by Jan 2017. By July 2017, 75%</p> <p>70% of Y6 pupils achieve L4+ in reading by Jan 2017. 100% by June 2017(including 5 SEN girls)</p> <p>60% of Y6 pupils achieve L5 in reading (69% of boys) by June 2017</p>

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Action	Success criteria
<p>writing Y3-Y6 especially boys (SER 1.1.1, 1.1.2,1.1.4)</p>	<p>100% Y6 achieve >85 in NRT June 2017. 25% achieve +115</p> <p>65% of Y6 pupils achieve L4+ in writing in Jan 2017. 96% by June 2017</p> <p>56% of pupils achieve L5 in writing in June 2017. 61% of boys</p> <p>100% of Y6 (2016-17) LAC and eFSM pupils (i.e. RW,CT,CP.AB) achieve at least L4 in English</p> <p>75% of Y6 (2016-17) LAC and eFSM pupils achieve at L5 in reading, 50% L5 in oracy</p> <p>At least 35% of Y5 achieve 115+ in NRT in June 2017</p> <p>60% Y3 Boys achieve L3+ by Jan 2017. 90% by July 2017.</p> <p>20% Y3 Boys achieve L4 by Jan 2017 50% Y3 Boys achieve L4 by June 2017</p> <p>80% Y4 B achieve L3+ by Jan 2017. 97% by July 2017.</p> <p>60% Y4 B achieve L4 by July 2017</p> <p>50% of Y5 Bs achieve L4C+ in writing by Jan 2017. 86% by July 2016</p> <p>69% of Y6 Bs achieve L4+ in writing by Jan 2017. 92% of Y6 B achieve L4C+ and 61% achieve L5 in writing by July 2017</p>
<p>KQ1 Raise standards in numeracy particularly in FP but also in KS2 Close attainment gap between num & lit at O6 in FP Close gender gap at O6 MD (38% G O6 cf 70% B) and at L5 Raise standards SEN pupils KS2 in Y6 (SER 1.1.1, 1.1.2, 1.1.3, 1.1.4)</p>	<p>Review timetabling for MD and LLC in FP to support narrowing attainment gap between LLC and MD at O6 by October 2016.</p> <p>Identify potential O6 MD pupils in Sept 2016 and provide targeted support. Attainment gap between LLC and MD at O6 is halved to 6% (LLC 66%, MD 60%) by June 2017</p> <p>61% of Y2 pupils achieve O5+ in MD by Jan 2017.</p> <p>60% of Y2 pupils achieve O6 in MD, (56% B, 65% G) by June 2017</p> <p>Close gender gap at O6 to <10% i (58% O6 MD but 70% O6 in LLC 2016)</p> <p>At least 55% of Y1 pupils score at least 50% on ALFIE test in July 2017.</p> <p>67% of Y1 pupils achieve at least 2c in PIM July 2017. 66%B and 68% G</p> <p>55% of Y6 pupils achieve L4+ in Maths by Jan 2017. 96% by June 2017.</p> <p>96% achieve at least 85+ in NNT in June 2017</p> <p>64% of Y6 pupils achieve L5 in Maths. Close the gender gap to 12% or less at L5. (It was 18% in 2016 G 68%, B 50%)</p> <p>100% of Y6 (2016-17) LAC and eFSM pupils achieve at least L4 in Mathematics</p> <p>50% of Y6 (2016-17) LAC and eFSM pupils achieve at L5 for mathematics by June 2017</p> <p>100% of Y5 pupils achieve 85+ in NNT in June 2017. 97% achieve 95+ 40% achieve 115+</p> <p>97% of Y4 pupils achieve 85+ in NNT in June 2017. 97% achieve 95+ .50% achieve 115+</p> <p>100% of Y3 pupils achieve 85+ in NNT in June 2017. 94% achieve 95+. 30% achieve 115+</p>
<p>KQ1 To improve standards of Welsh oracy, reading and writing, particularly in KS2 To embed the use of Welsh into all lessons, in assembly, in the dining hall and on the playground</p> <p>(see detailed review and action plan July 2016)</p>	<p>As a school we sign up to the EAS programme to develop Welsh standards to consistently good with aspects of excellent by July 2017 (We have done this.</p> <p>All staff take part in the EAS Athrawes Bro Welsh development Program in Autumn term 2016 and Spring 2017</p> <p>Y4 teacher attends training and is confident delivering new Y4 Welsh SOW and teaches it effectively</p> <p>'Criw Cymraeg' established and Welsh is used on a daily basis by staff, pupils outside the classroom.</p> <p>The bank of Welsh phrases provided for each class is continually used in all lessons by staff and pupils</p> <p>Update Welsh Portfolio by end of Summer term 2017</p> <p>Welsh coordinator and EAS staff undertake half termly book scrutinises and listening to learners to</p>

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Action	Success criteria
	<p>monitor standards.</p> <p>Marking is consistent and follows marking policy throughout KS2</p> <p>Assessments in oracy, reading and writing are carries out consistently each term and in each class.</p> <p>Pupils' progress is tracked and each pupil is set termly targets in Welsh All teaching and standards in Welsh are consistently good and better in every class by March 2017</p> <p>At least 88% of Y6 Pupils achieve L4+ in June 2017 At least 32% of Y6 pupils achieve L5 in June 2017</p>
<p>KQ2 Improve quality of teaching & learning by improved pedagogy & assessment Achieve 'Communication Friendly School' status & 'Learning with Autism' Award. Improve pupils' self assessment using LNF (SER 2.1.1, 2.2.1, 2.2.2, 2.3.1, 2.4.2)</p>	<p>All teaching consistently good. At least 62% has elements of excellence by April 2017.</p> <p>Sutton Trust's research in effective pedagogy is embedded in practice e.g. Feed back, Mega cognition and self regulation, Early Years interventions, Peer tutoring, Reading Comprehension Strategies, Mastery Learning, Oral Language interventions.</p> <p>Assessment for learning procedures are reviewed and refined in line with Pioneer school research by July 2017</p> <p>New teachers trained in using school's Hwb based assessment system and LNF tracker by October 2016.</p> <p>Teachers' and TAs' assessments are embedded into the planning and provision of every class by November 2016</p> <p>AW supports FP teachers further develop effective pedagogy in the teaching of numeracy and reasoning during Autumn 2016 and Spring 2017</p> <p>All teachers undertake lesson observations of peers, using ETF by April 2017 (Jan 2017-</p> <p>KS2 pupils routinely monitoring the learning in their class at least half termly using the 'Peer Observation' criteria in the 'Excellence in Teaching' framework (ETF)</p> <p>Teaching assistants work in pairs observe each other teaching every term using the TA criteria in the ETF by April 2017</p> <p>All pupils with S&L difficulties achieve additional support. The principles (pedagogy) of 'Communication Friendly Schools' and 'Learning with Autism' are embedded into all lessons by April 2017</p> <p>Two teachers, AE and CS, achieve their Level 4 ELKLAN qualification by October 2016</p> <p>School achieves it 'Communication Friendly Status' by April 2017</p> <p>All teachers, and TAs complete Autism Audit by October 2016. Governors complete the audit by Dec 2016. All staff are knowledgeable about making classrooms and lesson Autism friendly School achieve Autism Friendly award by June 2017</p>
<p>KQ2 implement the DCF throughout the curriculum. Continue to improve pupils' wellbeing Review and reorganise curriculum using the 'Four Purposes for a Curriculum for wales' (SER 2.1.1, 2.2.1, 2.2.2, 2.3.1, 2.4.2)</p>	<p>New ICT coordinator is appointed by September 2016</p> <p>All teachers receive training on understanding and delivering the DCF during Autumn 2016</p> <p>Digital pupil leaders receive training on DCF and on esafety during Autumn term 2016</p> <p>Our school achieves 360 degree safety cymru award by April 2017</p> <p>The use of ICT is embedded into the practice of every class teacher and TA by July 2017</p> <p>We continue as a 'Donaldson pioneer school' 2016-2017. Curriculum reorganised re The Four Principles.</p> <p>School designs one AOLE following work with Mark Priestly on 'Curriculum Models'</p> <p>As a school we achieve Level 1 as a 'Rights respecting School' by April 2017 and we implement 'Values Based Education'. (TA PM target)</p> <p>All staff continue to receive whole school 'Pivotal training' on positive Behaviour Management each term from our Behaviour Champion, AW.</p>

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Action	Success criteria
	<p>The 'One Page Behaviour Policy' is reviewed by Oct 2016 and is implemented consistently by all staff by Dec 2016</p> <p>At least 75% of pupils take part in school surveys that are posted on Hwb.</p> <p>Pupil responses in the ESTYN pupil questionnaire match or are better than national responses especially Qs 11 (77%) & 12 (84%) in every KS2 class by Jan 2017</p> <p>Fewer than 4 pupils say they are being bullied via parent and pupil questionnaire in Nov 2016.</p> <p>No parent complaints their child is being bullied during academic year 2016-17.</p> <p>Renew our Fair-trade Standards by 30th September 2016</p> <p>Renew our Welsh Network of Healthy School Schemes National Quality Award by October 2016</p>
<p>KQ3 Develop leadership at all levels to benefit teaching and learning Staff familiar with WG's New Deal' and 'Professional Learning Passports' Continue to develop 'critical friend' role of GB (SER 3.1.1,3.1.2, 3.2.1, 3.2.2)</p>	<p>All teachers are familiar with WG's 'Leadership Milestones Matrix' and use this to set leadership performance management targets for 2016-2017</p> <p>School pilots draft revised Professional Standards beginning November 2016</p> <p>.75% of teachers begin to use the Professional Learning Passports</p> <p>At least three teachers undertake further study (Post graduate qualifications in management and in Successful Futures)and take part in school to school working by Dec 2016</p> <p>DHT completes her Leadership and Management Diploma by April 2017</p> <p>All teachers and TAs understand and play a full part in Self evaluation process and how it leads to School Improvement when implemented effectively by all stakeholders.</p> <p>Self evaluation report updated by all each term autumn 2016-Summer 2017</p> <p>Members of SLT, including the newly appointed DHT complete the leadership standard self assessment by end of Oct 2016</p> <p>School maintains its Green Status for a third year 2016-2017. All staff understand and take part in 'Green Peer review programme' October 2016</p> <p>All members of the GB (including the newly appointed) have responsibility for at least one area of school improvement and or statutory provision.</p> <p>All governors complete self evaluation audit (EAS website) on effective governors.</p> <p>Results are used to draw up an action plan to further develop GB's role GB visits school each term to monitor provision and grant expenditure. All attend statutory training by July 2017</p>

LIST OF STATUTORY POLICIES THAT ARE THE RESPONSIBILITY OF GOVERNING BODIES OF SCHOOLS IN WALES AND OTHER DOCUMENTS THAT ARE REQUIRED OF GOVERNING BODIES

Copies of all these policies are available from school

STATUTORY POLICIES

Admissions Policy
Charging Policy
Child Protection Policy
Complaints Procedures
Curriculum Policy
Health and Safety Policy
Performance Management

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Pupil Discipline (Including Anti-Bullying)

Race Equality Policy/Equal Opportunities Policy

Sex Education Policy

Special Needs Educational Policy

Staff Discipline, Conduct, Capability and Grievance Procedures

STATUTORY DOCUMENTS

Accessibility Plan

Action Plan Following School Inspection

Governors' Allowances (Schemes for Payment)

Governors' Annual Report to Parents

Freedom of Information Publication Scheme

Home - School Agreements

Instrument of Government Policy

Minutes of and Papers Considered at Meetings of the Governing Body and its Committees

Prospectus

Register of Pupils

Register of Business Interest of Headteacher and Governors

Target-Setting for Schools

LIST OF NON-STATUTORY RECOMMENDED POLICIES AND DOCUMENTS

POLICIES

Health and Safety

Sustainable Development