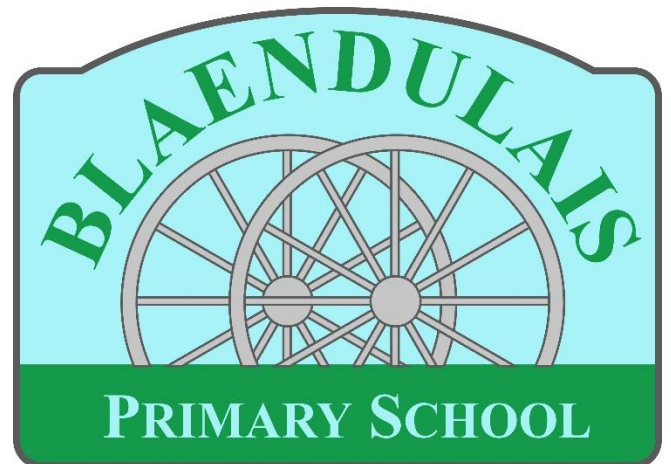


Blaendulais Primary School Annual Report to Parents 2018/19



Mr G Phillips, Headteacher
Blaendulais Primary School
blaendulaisprimary@npt.school

Governors Annual Report to Parents

All parents/carers of pupils registered at the school are eligible to attend. The purpose of the meeting is to provide the opportunity for raising questions with reference to the report.

If you wish this meeting to be held please inform the school in writing.

A full copy of the report will be available from the school upon request:

Chair of Governors:

c/o Blaendulais Primary School

Standert Terrace

Seven Sisters

Clerk to Governors:

Mrs Karen Cross

c/o Blaendulais Primary School

Standert Terrace

Seven Sisters

They may both also be contacted via the school.

The purpose of the meeting is to receive the Governors annual report and to discuss any issues wish parents wish to raise.

Agenda:**To receive apologies****To receive the annual governors' report to parents****To receive any questions or resolutions**

It is the duty of the Governing Body to make decisions about how the school is run. Governors have legal duties, powers and responsibilities as a body but cannot act individually.

The Governing Body believes the aims of the school, as set out in the School Prospectus, should continue to be pursued. Underpinning these aims is Blaendulais Primary School's philosophy, that all our pupils are entitled to the very best education possible, which the school endeavours to provide, in close partnership with parents.

Each term the following sub-committees meet and report back to the main Governing Body meeting:

*Finance

*Buildings, Premises and Health & Safety

*Curriculum & Standards

Other issues relating to the budget, pupil activities, school performance, the curriculum and Special Educational Needs are discussed. This meeting is viewed as an opportunity to celebrate our success as well as plan for the future.

Blaendulais Primary School
THE SCHOOL BOARD OF GOVERNORS

The Governing Body members serve for a period of four years.

NAME	GOVERNOR CATEGORY
Mr Gareth Phillips	Headteacher
Mr Gary James	LA Governor
Mr Emyr Lewis	LA Governor
Mr Stephen Hunt	LA Governor
Vacancy	Community Governor
Mr Lynn Parfitt	Community Governor
Mr Peter Littlewood	Community Governor
Mr Peter Westall	Community Governor
Mr Peter Totterdale	Parent Governor
Mrs Alison Totterdale	Parent Governor
Vacancy	Parent Governor
Mr Gareth Jones	Parent Governor
Mr Marcus Fitchett	Teacher Governor
Vacancy	Non-Teaching staff Governor

Blaendulais Primary School Staff

HEADTEACHER:

Mr Gareth Phillips

ACTING DEPUTY HEADTEACHER:

Mr Marcus Fitchett

TEACHING STAFF:

Mrs L Rudge
 Mrs H Edwards
 Mr W Curtis
 Mrs N Williams
 Mrs A Totterdale
 Mrs S Timmins

NON-TEACHING STAFF:

Mrs K Cross - Administrative Officer

Mrs D Hattab	- Teaching Assistant
Mrs S Isaac	- Teaching Assistant
Mrs K Wolfe	- Teaching Assistant
Mrs H Richards	- Teaching Assistant
Miss R Pugh	- Teaching Assistant
Mrs K Evans	- Teaching Assistant
Mrs M Thomas	- Teaching Assistant
Miss C Williams	- Teaching Assistant
Mr K Roberts	- Caretaker
Ms A Phillips	- Cook
Kitchen Assistants	- Mrs G Roberts Mrs O Draycott
Lunchtime Supervisors	- Mrs T Evans Mrs H Richards Mrs D Daniels
Breakfast Club Staff	- Miss C Williams Mrs D Daniels
Cleaning Staff	- Mrs N Richards Mrs D Daniel

Resolutions Passed at Last Meeting

There were no resolutions passed at the last meeting.

Election of Parent Governors

At the current time, there is one Parent Governor vacancy – please contact the Clerk to Governors, Mrs Karen Cross, if interested. All parents with pupils in the school have been notified and ballot forms issued.

Financial Statement

There were no payments to Governing Body members for travel or subsistence expenses.

ESTYN

In November 2018, ESTYN carried out an inspection of the school. The report is to be published and made available from 31st, January 2019.

School Categorisation

This year Blaendulais Primary School received its categorisation as a ‘yellow’ school – *“As pupils move through the school, many pupils build upon skills successfully. By year 6, the performance of mainstream pupils tends to be stronger with nearly all pupils making progress at an age appropriate level. Whole school aggregated performance data shows that overall, there has been an improving trend over a three year period with all pupils achieving the expected progress.”*

School Improvement Priorities for 2018 - 2019

1. To develop pupil well-being and improve standards of behaviour across the school, with a focus on parental and pupil engagement.
2. To improve pupils’ reading skills.
3. To improve the standard of pupils’ writing accuracy.
4. To improve pupils’ numeracy skills.

Ongoing Priorities

- To improve the independence of learners, with a focus on more able pupils.
- To improve the outdoor provision of the upper foundation phase.

Full details of priorities can be found in the School Improvement Plan which is available to parents upon request.

Attendance

As you are aware, regular attendance and punctuality play a vital part in a child's education. It is essential that pupils attend regularly if they are to take full advantage of the educational opportunities available to them. The Educational Welfare Officer works closely with the Headteacher to promote good attendance and to support families with difficulties.

Authorised Absences	Unauthorised Absences
4.88%	1.33%

Attendance for the school year 2017/2018 was 93.63%. Our target for this academic year is 95% which together we will strive to achieve.

School liaises closely with the Local Authority to monitor attendance and punctuality. We have close contact with the Education Welfare Officer whereby home visits, telephone calls and follow up visits are carried out to reduce absences in named pupils / families. All families are urged to contact the school on the first day of a pupil's absence and every day thereafter.

Exclusions

There have been no permanent exclusions in the school over the past 3 years.

Links with the Community

Our school enjoys the increasing support of an active Friends of Blaendulais Association which regularly holds events. The association is open to everyone in the village who wishes to help to raise funds and support school activities. During 2017/18, the Friends Association organised a number of events and raised funds for the benefit of our pupils, such as Summer Fetes and Raffles.

Volunteers from the community continue to come into school to help in a range of activities such as supporting reading and to assist in school/class visits.

We welcome and provide placements for students at school, to enable them to gain valuable experiences to equip them for the world of work.

The school values its links with local religious groups and regularly welcomes Reverend Liz Rees from St Mary's Church, Seven Sisters and Captain Andy from the Centre or Mission, Neath.

Links with the police remain strong. Local police officers and PCSOs visit school on a regular basis. PCSO Emily Bayliss regularly attends the school to support initiatives and maintain a link with pupils.

In addition visits are made from community dentists, the fire service, the health visitor etc.

Sport

All pupils take part in weekly physical education and games lessons as part of the National Curriculum during which pupils have access to gymnastics, dance, games, athletics and outdoor adventure lessons. In addition, all pupils in Key Stage 2 have access to swimming lessons in block sessions at Glynneath Swimming Pool & Judo is provided weekly.

An after school sports club is available for Key Stage 2 pupils on a weekly basis. The school's Sports Ambassadors and Playheroes play a vital role in the organisation and delivery of this club alongside two members of teaching staff.

Year 6 pupils are invited to participate in a Resilient Project, organised by Communities First and in conjunction with local organisation 'Call of the Wild'.

Older pupils continue to participate in competitions and festivals organised by the Dragon Sport. Sports include rugby, football and netball.

Healthy School

Blaendulais Primary has achieved Healthy School Status Phase 5 and is currently working towards Phase 6 which it hopes to achieve within the next term. Pupils are encouraged to bring healthy packed lunches and have the option to purchase or bring fruit for break-time. All pupils have access to water throughout the day.

Session Times

Morning session begins at 8.50am and ends at 12.20 pm in Key Stage 1 & 2.

Morning session begins at 8.45am and ends at 11.45am in Early Years.

Afternoon sessions begins at 1:10 p.m. (Early Years begins at 12.45pm), and ends at 3.15pm

School Leavers

Year 6 pupils who left the school at the end of the academic Year 2017/18 transferred to Llangatwg Community Comprehensive School and Ysgol Hendrefelin.

2018/19 ACADEMIC YEAR

The Education Committee has approved the following school terms and holiday dates for the 2018/19 academic year.

School Term Dates 2018-2019

Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2018	Monday 3 rd September	Monday 29 th October	Friday 2 nd November	Friday 21 st December	75
Spring 2019	Monday 7 th January	Monday 25 th February	Friday 1 st March	Friday 12 th April	65
Summer 2019	Monday 29 th April	Monday 27 th May	Friday 31 st May	Tuesday 22 nd July	66
Total:					195

Schools will be closed to pupils for INSET/Staff Preparation for 5 days between Monday 3rd September 2018 and Tuesday 22nd July 2019.

The INSET/Staff Preparation days are to be determined by the schools.

Bank Holidays

Good Friday, 19th April 2019

Easter Monday, 22nd April 2019

May Day, 6th May 2019 (All Schools Closed)

Spring Bank Holiday, 27th May 2019

The following days have been assigned for school INSET days:

September 3rd & 4th 2018, December 21st 2018, April 12th 2019 & 22nd July 2019.

School Prospectus

The school prospectus has been reviewed and amended since the last meeting. Amendments to the Prospectus include:

*School aspects of curriculum, teaching methods and organisation in school have been amended and are included within this report

A copy of the School Prospectus is issued to all new starters to school and a copy can be found on the school website.

Disability / Equality Policy

The School has a comprehensive Policy for Equal Opportunities which has been adopted by the school's Governing Body. The Governing Body, Head Teacher and all staff, seek to promote equal opportunities and good relations between persons of different racial groups, able bodied and disabled persons and between males and females. Equal opportunity is promoted for everyone and throughout all aspects of school life at Blaendulais Primary School. Governors also follow legal requirements in making appointments and receive advice from the Local Authority's Human Resource Department.

At Blaendulais Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to close their disability and to participate fully in school life.

The Curriculum, Teaching Methods and Organisation at School

The new Skills Based Curriculum for Key Stage 2 was introduced from September 2008. Basic requirements include: three core subjects: English, Maths and Science and 8 foundation subjects: Welsh as a Second Language, Technology, ICT, Art, Geography, History, Music, Physical Education. In addition, Religious Education and Personal, Social and Health education must be taught. The school uses the Cornerstones Curriculum as a basis for its curriculum delivery, alongside ERW documents for Literacy & Numeracy.

A full range of policy documents and Schemes of Work are available at school and may be viewed by parents by arrangement with the Head Teacher.

Teaching time during a normal school week comprises of:

- Early Years – 22 hours 5 minutes
- Year 1/2 – 22 hours 55 minutes
- Key Stage 2 – 24 hours 10 minutes

Pupils in all years (Year 3 – Year 6) are tested annually in various aspects of Mathematics and English. The results of these tests help us to set school targets and more importantly to check that pupils are making expected progress in their learning.

As from May 2013, all pupils from Years 2 – 6 sit a National Test in Literacy (Reading) and two tests in Numeracy – one Procedural Number and the other in Reasoning. Results of these are reported to parents in the Summer term. As from September 2014 it became statutory to report to parents on the Literacy and Numeracy Framework.

At the end of the Foundation Phase, pupils are assessed by their teacher in Language & Communication, Mathematical Development and Personal and Social Development and given an Outcome. At the end of this phase in the child's education, outcomes are reported to parents.

At the end of Year 6, pupils are assessed by their teacher in English, Mathematics, Science and Welsh as a second language and given National Curriculum levels. At the end of this phase in the child's education, levels are reported to parents.

Any complaints about the curriculum should be made in the same way as general complaints detailed further in this booklet.

Teaching Methods

Throughout the school, a variety of teaching methods are employed in various lessons. Whole class teaching takes place as well as group, paired and individual work. Work is also differentiated to suit the needs of individual pupils.

Teaching assistants are employed in the school and work with individuals and groups of children under the direction of the class teacher.

Organisation

The organisation of classes throughout the school is governed by pupil numbers and staffing restrictions. At the present time, there are 6 classes.

Classes consist of:

Nursery	-	6 pupils
Reception	-	13 pupils
LSC 1	-	6 pupils
LSC 2	-	11 pupils
Year 1/2/3	-	24 pupils
Year 3/4	-	28 pupils
Year 5/6	-	26 pupils
Total	-	114 pupils

Curriculum Arrangements for Pupils with Additional Learning Needs

The school enters into regular consultation with representatives of the LA in order to support pupils with additional learning needs.

We want all pupils to feel equally valued at Blaendulais Primary School and so pupils with additional educational needs are integrated into mainstream classes. Reverse integration takes place as and when it is deemed appropriate. When necessary, pupils may be withdrawn from class to work in a small group or on an individual basis with a teaching assistant.

The school also makes use of LA support staff to provide additional, specialised, teaching resources and advice.

Staff are in regular receipt of up to date training which is appropriate to the needs of pupils in our school.

The LA has a policy for inclusion of all pupils including disabled pupils, which the school has adopted. The Additional Learning Needs Policy has been reviewed during the last year and The Code of Practice is adhered to stringently. The school's policy for Additional Learning Needs can be viewed at school.

The school's ALN Governor is: Mr Emyr Lewis. He visits the school's ALN Coordinator every half term to discuss provision and arrangements for pupils with ALN.

At the present time we have a total of 46 pupils on the ALN register (17 of whom are statemented) across the whole school, with a variety of additional needs. A range of appropriate intervention strategies and support is given to these pupils on a daily basis.

Language Category

Blaendulais Primary is an English Medium School.

Welsh Second Language

Welsh is introduced as a second language in short, mainly oral lessons from the time the child enters school. Enjoyment in learning the language is incorporated in a variety of situations: incidental, conversational, display and in singing. Welsh is used in most areas of the curriculum and is an integral part of classroom life.

As pupils progress, they develop reading and writing skills in Welsh in addition to oral skills.

Since Summer 2012, teacher assessments for Welsh as a second language have been made for all pupils at the end of Key Stage 2 and reported to parents. Assessment throughout Key Stage 2 is occurring and subject portfolios within school are being developed.

We receive support and relevant teaching materials from peripatetic Welsh teacher visits, delivering lessons and providing support to all staff throughout the school.

We aim to promote bilingualism across the curriculum and aim to enable pupils to communicate effectively in English and Welsh at a level appropriate to their age and ability. Bilingual development is on-going within the school and is often apparent in most areas of the curriculum.

The Cwricwlwm Cymreig is also important in our pupils' development and understanding of their Welsh heritage and is reflected throughout the year in arrange of activities.

Security Arrangements

The condition and state of repair of the buildings have been monitored by the Governing Body. All external doors are fitted with turn-buckle locks. Day time security locks are in use from 9.00 a.m. All children or visitors who arrive after this time must use the main entrance, and access is controlled by an electronic intercom system. All security locks can be opened from inside the building. Regulation fire doors have been fitted to all classrooms, hall & cloakroom entrances. All visitors to the school are asked to sign the

Visitors' Book and wear lanyards so they can be easily identified.

There are 8 qualified first aiders in school.

Toilet Facilities

There are separate and adequate toilet facilities for boys and girls in all parts of the school building. All toilets are cleaned daily. The school also has a unisex disabled toilet located near the entrance to both the Foundation Phase building and Key Stage 2 building.

End of Key Stage Data 2018

The school continues to set challenging targets to maintain and improve high standards. This data is based on Teacher Assessments for the end of Foundation Phase and also Key Stage 2.

At Foundation Phase, the following areas are assessed: Language and Communication, Mathematical Development (MD) and Personal and Social Development (PSD).

Key Stage 2, the following subjects are assessed: English, Maths, Science, and Welsh 2nd Language.

The Foundation Phase Indicator (FPI) or Core Subject Indicator (CSI) is also included.

End of Foundation Phase Data 2018 for Blaendulais Primary School (This year four LSC pupils are included in the FP data)

Foundation Phase	% of pupils achieving Outcome 5+
Number of Pupils in Cohort	19 pupils / Each pupil = 5.26% Disaggregated 15 pupils / Each pupil = 6.66%
LCE	Agg - 58% / Disag – 73%
Mathematical Development	Agg - 63% / Disag – 80%
PSD (Personal & Social Development)	Agg - 63% / Disag – 80%
FPI Achieved	Agg - 58% / Disag – 73%

Foundation Phase Indicator (FPI): The percentage of pupils achieving Outcome 5 or above in Language & Communication, Mathematical Development and PSD in combination.

End of Key Stage 2 Data 2018 for Blaendulais Primary School

Key Stage 2	% of pupils achieving Level 4+
Number of Pupils in Cohort	Pupil 12 / Each pupil = 12%
English	92%
Mathematics	100%

Science	92%
CSI Achieved	92%

The school continues to set challenging targets to maintain and improve high standards. The above data includes all pupils in the Year 2 and Year 6 cohort for 2018, including those in the school's Learning Support Class in Year 6. All Year 2 & Year 6 pupils were involved in National Curriculum statutory Teacher Assessment Tasks. This was conducted in school in May and the results were communicated to parents by means of the Children's Annual Reports.

The comparative data attached shows performance of Blaendulais Primary School compared with the Local Authority and Wales. It shows the percentage of boys, girls and pupils achieving at least the expected outcome/level.

Predicted School Performance Targets

Percentage of Pupils Expected to Achieve Outcome 5+ at the end of Foundation Phase in 2019

	No. of Pupils	Each Child %	LLC	MD	PSD	FPI
2018 (Current Yr 2)	9	11.11%	67%	67%	78%	67%

The figures above for FP are inclusive of 1 pupils who have a statement of special educational needs.

Percentage of Pupils Expected to Achieve Level 4+ at the end of Key Stage 2 in 2019

	No. of Pupils	Each Child %	English	Maths	Science	CSI
2018 (Current Yr 6)	12	8.33%	66.7%	66.7%	66.7%	66.7%

The figures above for KS2 are inclusive of 4 pupils who have a statement of special educational needs.

Comparative Data

This report uses data for 2017 for LA and Wales comparative information

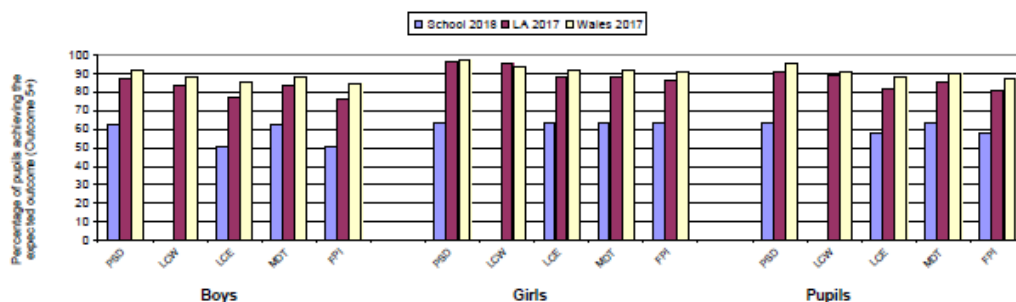
Blaendulais Primary School
Neath Port Talbot

LA/School no: 671/2101

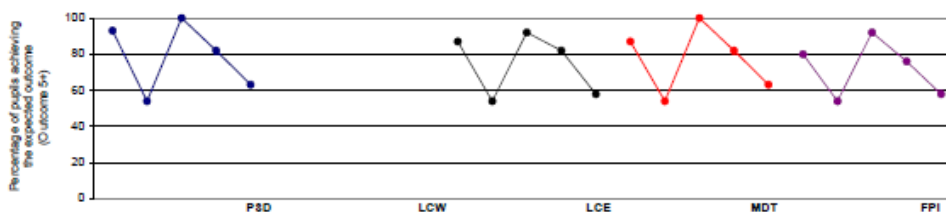
School comparative information: Foundation Phase Outcomes 2018

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
PSD	63	87	92	64	96	97	63	91	95
LCW	0	83	88	0	95	94	0	89	91
LCE	50	77	85	64	88	92	58	82	88
MDT	63	83	88	64	88	92	63	85	87
FPI	50	76	84	64	86	91	58	81	90



School Performance over time (2014 - 2018)



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.

This report uses data for 2017 for LA and Wales comparative information

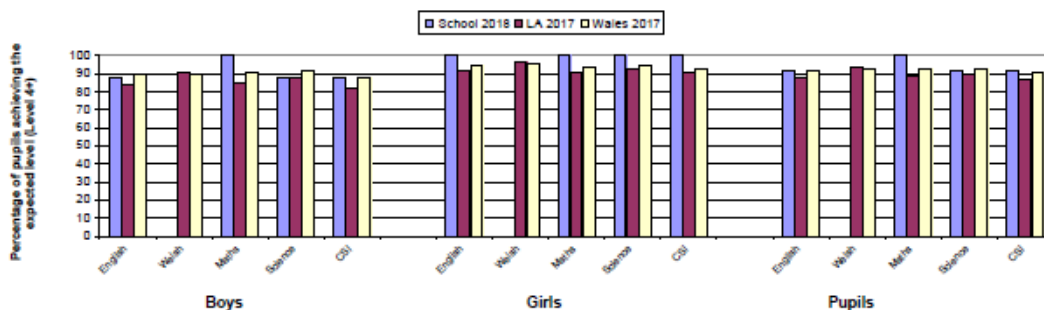
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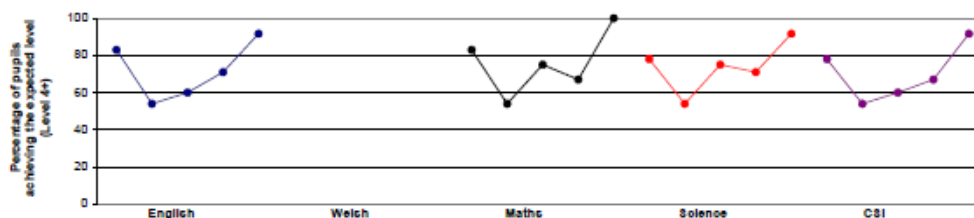
School comparative information: National Curriculum Assessments 2018
Key Stage 2

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	88	84	89	100	91	94	92	87	91
Welsh	0	90	89	0	96	95	0	93	92
Maths	100	85	90	100	90	93	100	88	92
Science	88	87	91	100	92	94	92	89	92
CSI	88	82	87	100	90	92	92	86	90



School Performance over time (2014 - 2018)



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.

Neath Port Talbot CBC**Period: Mar17-Apr18****Blaendulais Primary School**

<u>DELEGATED COSTS 2017/18</u>	
	<i>YTD-Actual</i>
TEACHERS SALARIES	362,860.57
SALARIES	185,225.95
WAGES	0.00
OTHER EMPLOYEE EXPENSES	49.75
PREMISES	31,029.39
TRANSPORTATION	1,300.00
SUPPLIES AND SERVICES	38,910.37
THIRD PARTY PAYMENTS	0.00
SUPPORT SERVICES	64,609.54
GOVERNEMENT GRANTS & CONTRIBUTIONS	-20,407.85
SALES	-149.46
FEES AND CHARGES INCOME	-441.00
INTERNAL RECHARGES	-93,440.40
RENTS	0.00
INTEREST RECEIVED	-219.09
TRANSFERS	1,201.23
TOTAL	<u>570,529.00</u>

<u>NON-DELEGATED COSTS 2017/18</u>	
	<i>YTD-Actual</i>
TEACHERS SALARIES	474.00
OTHER EMPLOYEES	18,609.00
OTHER DIRECT COSTS	70,800.00
MISC INCOME	-759.00
CAPITAL CHARGES	45,348.00
TOTAL	<u>134,472.00</u>