



# Governors' Annual Report to Parents 2014/15

## A Note from the Acting Chair of Governors

Dear Parents and Carers

I am delighted to present the Annual Report to Parents, which describes the work, activities and achievements of the school for the last academic year. Cradoc Primary school remains dedicated to helping our children to reach the highest standards of which they are capable. To this end, school life continues to be very busy with all staff ensuring that children experience a wide range of events and activities throughout the year, and that they are supported to be the best they can be.

The school welcomes input from parents and the local community, and our pupils continue to benefit from the support received through these strong partnerships. We are also very fortunate to have an active PTA, and the range of resources we have in school is greatly enhanced by their hard work and fundraising. We are also grateful to all those who help in school on a voluntary basis and always welcome new volunteers for long term or one off events. This contribution enhances the children's education greatly.

I would like to express our thanks to Andy Twigger, who was an extremely effective and capable Chair of Governors for the majority of the academic year, but who has recently resigned as a governor for family reasons. Our thoughts are with you in your bereavement and you will always find a cuppa waiting at Cradoc.

School governors provide strategic leadership and accountability in schools. It is governors who hold the main responsibility for finance in schools, and it is governors who work with the head teacher to make the tough decisions about balancing resources. Decisions are the joint responsibility of the governing body.

The governing body's key functions are to:

- set the aims and objectives for the school;
- set the policies and targets for achieving those aims and objectives;
- monitor and evaluate the progress the school is making towards achievement of its aims and objectives;
- oversee the financial performance of the school and make sure it's money is well spent;
- be a source of challenge and support to the head-teacher and staff.

During the 2015 Autumn term, we will be seeking nominations for an additional parent governor following the resignation of Gill Griffiths, due to work commitments. In the event of multiple nominations, an election will be held. If you are interested in becoming a parent governor please contact me, Helen Jones (Clerk to the Governors) or Judith Morris to discuss governor roles and responsibilities further.

Regards

Emma Prosser : Acting Chair of Governors  
September 2015

## **Our Vision, Ethos And Aims**

At Cradoc we have a very clear vision that "All children have a rich and stimulating school experience, which challenges and inspires them to be the best they can be."

In order to achieve our vision, we work in partnership with parents and the community:

- to develop independence, confidence and resilience;
- to become enthusiastic lifelong learners;
- to provide a stimulating, challenging and supportive environment where the children feel valued and secure;
- to develop a caring attitude with self-respect and respect for others.

### **School Rules**

To enable pupils to make sense of and achieve our Vision we use our six golden rules; these are displayed around the school and are referred to regularly.

- C Caring for each other, our school and our community
- R Respecting everyone and everything
- A Aiming High
- D Discovering things every day
- O Organising ourselves ready to learn
- C Communicating by sharing our ideas and worries together

As our school motto says, we want to provide our pupils with "Roots to Grow and Wings to Fly".

## **A Note from the Headteacher**

Being the Head Teacher of Cradoc Primary gives me great pleasure.

Each member of staff and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve and raise standards. The amber categorisation rating agreed last year was correct in identifying the need to improve our teamwork and develop the leadership skills of all of our staff. It is pleasing to see the changes over the twelve months, particularly how the confidence of the staff in monitoring, assessment and quality assurance has risen. The staff and governors are now a much closer team and work well together to identify priorities, plan and action developments, and monitor impact and outcomes.

Unlocking the talent and realising the potential of every child in our school is our ultimate aim. All of the staff here recognise children as unique individuals with specific talents and needs and they work tirelessly to provide rich learning opportunities through a positive school experience. Promoting high levels of achievement in all aspects of a child's development is important to us and reflected in all we do. Whilst we believe that academic results are not everything, they are of course important. We are very proud of the hard work the children have put in to achieve this year's excellent end of key stage results (please see the tables) and I would like to express my thanks to the staff across the school for their consistent hard work and dedication in supporting the children to achieve these outcomes, which only result from year upon year development.

Best wishes  
Judith Morris

## Who's Who on the Governing Body 2014/15



Mrs Gillian Thomas  
Chair of Governors



Mrs Helen Jones  
Clerk to the Governors



Mrs Judith Morris  
Headteacher

*If you wish to contact any of the Governors please do so via the school office.*

**Parent Governors** - These are elected by parental vote and serve for a 4 year term. There are currently no vacancies. There will be vacancies at the end of June 2015 and elections duly organised at that time.



Emma Prosser  
May 2017



Catherine Wilson  
December 2017



Satu Haikala  
2019

Vacancy

### Community Governors

*(Previously called Co-opted Governors) These are invited to join the board by other members due to their specialist skills which are felt to add to the expertise of the body as a whole.*



Rev Carolyn Owen  
September 2016



Mrs Sue Goodhead  
September 2018

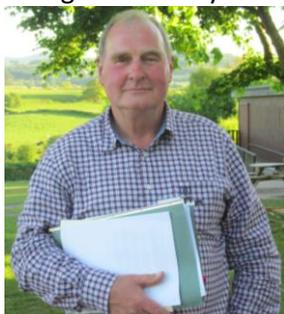


Tina Millard  
2019

**Minor Authority Governor**

*The local community councils offer us one of their members in rotation.*

*(Trallong Community Council)*



Malcolm Roberts  
May 2017

**Powys L.E.A. Governors**

*These are elected by the Local Education Authority*



Gillian Thomas  
August 2016



Bill Garnett  
August 2016

**Teacher Governor**

*This Governor is elected from the teachers by the teachers.*



Beth Roberts  
December 2015

**Staff Governor**

*This Governor is elected from the non teaching staff by the non teaching staff.*



Annette Morris  
2019

**Who's who in the Staffroom in 2013/14**



Mrs Judith Morris : Headteacher



Miss Beth Roberts : Deputy Head

**Teachers**



Miss Bethan Price  
(Nursery/Reception)  
Beech Class



Mrs Carol Hughes  
(Y1/Y2) Elm Class



Mrs Ruth Morris  
(Y2/Y3) Hazel Class



Ms Beth Roberts  
(Y4/Y5)  
Lime Class



Mr Nic Aldridge/Mrs Sam Harley (Y5/Y6)  
Oak Class



**Other Learning and Support Team - We have a team of devoted full and part-time staff including:**



Mrs Ruth Davies NNEB  
3@Cradoc Leader



Mrs Dawn Lowe  
3@Cradoc Assistant



Mrs Annette Morris



Mrs Jan Owen



Mrs Marilyn Price



Mrs Mandy Salisbury



Mrs Lesley Price



Ms Liz Davies  
School Administrator



Mrs Helen Jones  
Meals Cashier & Clerical  
Assistant

#### **Our Cleaning Staff**



Mr Tom Cole  
Cleaner in Charge



Mrs Velvet Cole  
Cleaner

#### **...and in the kitchen**



Mrs Julie Jones  
Cook in charge



Mrs Sharon Morris - Assistant

### **Elsewhere around the school...**

There are many others who contribute to school life including visiting Welsh teachers, music teachers, supply teachers, a team of parent helpers and kids' club staff.

### **School Policies**

The Governing Body of the School meet once every half term as part of their role in the management of the School. During each of these meetings a number of policies are reviewed. During this year the following policies have been reviewed:

- Child Protection
- Staffing
- Complaints
- Assessment, record keeping and reporting
- Transition
- Equal opportunities & race relations
- Homework
- Substance misuse
- Redundancy
- ESDGC
- Performance capability & procedures for school
- Admissions
- Health & Safety
- Administration of medicine
- Pay policy
- Handwriting
- Additional Learning Needs
- Presentation
- Home/School Agreement

### **Financial Statement For Cradoc Primary School Delegated Budget and Grants**

Finance is never a very interesting subject, but nonetheless it is a very important one.

As you are all aware, the budget for Cradoc has always been relatively healthy, in part because of such a fantastic PTA who arrange so many events to raise extra funding, and in part because of the pure generosity of many. You have, and continue to, donate both "things" and personal time in helping with the many projects that arise. Some of these are enhancements and some of these are due to the continual legislative changes that are unfortunately becoming a normal part of any school's day to day running.

This generosity has allowed the school budget itself to be directed at providing the core requirements and meant that the budget has remained positive. Inevitably though, because of ongoing cuts to Powys' budget, the school budget is not increasing and costs are going up, resulting in a squeeze on resources and finances.

This year we are looking very closely at any grants that may be available and, in particular, we have arranged visits with regard to the school buildings and the problems we continue to face with traffic and parking. We are also lucky to have such a wealth of experience amongst the school community who will often give free professional support from their given areas of expertise.

There have been further announcements only at the beginning of this term, that there will have to be even more severe cuts ahead and this is inevitably going to hit the school. Our options are, and always have been, very limited so we will be facing very difficult times ahead. We have been eating into our reserves for several years now and from looking at the figures below, you will see changes will have to be made this academic year in order to keep us in the black in the years to come.

Year 1 April 2014 to 31 March 2015

Budget Item	Amount £
Total School budget for the year (based on pupil numbers, Foundation and ALN funding)	(434933)
Salaries & wages (including supply teachers, music etc)	403491
Premises costs (including rates, electricity, grounds etc)	47594
Supplies (Books, stationery, telephone, postage etc)	21951
TOTAL EXPENDITURE	473036
Income (including funding for 3 year olds, Welsh Office grants, PTA donations etc)	(26548)
TOTAL Expenditure (less income)	446488
Overspend for year 2014/5 (Budget for yr minus total expenditure)	11555
Previous year's accumulated underspend brought forward	57385
Credit balance to be carried forward to 2015/16	45830

The current planned budget for the financial year 2015/16 will see the School carry forward an estimated underspend of £16974 to 2016/7.

There is one area of family linked funding available that we are not currently receiving, which over a child's primary school lifetime this can amount to approaching **£10,000 per child** - which would make a phenomenal difference to the school budget. We implore any parents out there who are entitled to free school meals to claim these, whether their children wish to eat them or not. From a practical point of view it is impossible to tell which children are registered for free school meals, as all children are treated the same in the dinner hall - they go through to dinner with their friends. By simply registering, the school receives the additional funding. All that is required is to fill out one single form, which Helen Jones would happily help you with. It is confidential and would make a huge difference to the school at a very important and critical time.

Cradoc School really is a community. They say it takes a village to raise a child and we certainly have that wonderfully supportive mind set here. We would like to say a huge "Thank you" to all, for all of the hard work, support and ongoing commitment that you have all shown. Financially, the year ahead will be a difficult one, but we will be facing it head on.

Tina Millard : September 2015

### Links with the Community

Over the year the school has maintained close links with the Community and the school and grounds are used by a number of Community Groups. We welcome families using the school facilities outside of school hours but respectfully point out that dogs are not welcome due to the health risks for the children.

Whole school links include Breakfast and Kids Clubs and a regular visit by the Rev. Carolyn who leads the school assembly once a week. This year the children travelled to the local church in Aberyscir for a special Easter service.

Amser Tyfi (Time to Grow) was a community event held over the Easter holidays and into the Summer term. Each child was given a seed to take home, plant and care for as it grew. This plant was then brought back to school and the pupils were joined by parents and volunteers to plant up the area next to the pond as a vegetable garden. Skills were passed down from one generation to the next and great fun was had by all.

Many of you will have noticed the painted tyres filled with colourful flowers which have brightened up the

village over the summer, a result of the older children taking part in "Cradoc in Bloom". Parents and volunteers from the local community donated plants, compost and time to brighten up the village and a white stone with a poem on the top has been placed at the junction of the Aberyscir turning with the school road to explain the project. Again, a good time was had by all, pupils and adults alike, with more new skills being learnt. This initiative was also supported by the Community Council.

For pre-school children there is a weekly toddler session on a Wednesday and Shake, Rattle & Roll on a Friday; both of these are open to all.

For parents the school held an Internet safety evening lead by P.C. Mike Eckley and there was the opportunity to ask questions about keeping children safe. P.C. Eckley also visits the school regularly to work with the children on aspects of personal and social development.

External groups also use the school's facilities or borrow equipment. These include Parochial Church Council meetings, Playday Activities, Brecknock Play Network, Kids Club AGM and arrangers of village activities amongst others. The school is also used for worship and associated events on occasions.

Staff & Sue Goodhead : September 2015

### **Admission & Access of Disabled Pupils**

Cradoc School is a welcoming and successful school with a wide catchment area. Parents wanting their child/ren to attend the school are welcome to visit the school prior to making an admission to meet the Headteacher and Staff.

If a parent feels that their child/ren will require special arrangements for access to the school or has Additional Learning Needs then an early visit to the school to discuss the circumstances is recommended. This will help ensure that any modifications or support are in place on the date of admission. The School has an Accessibility Plan that assists the School in meeting the needs of individuals.

Further information with regard admission can be obtained from 01597 826455.

#### **Toilet Facilities at Cradoc School**

At Cradoc School there are toilet facilities located around the school for Foundation Phase pupils, junior pupils and adults. Disabled toilets are also provided. The toilets are located close to the teaching areas and are at the requisite height for the different aged pupils. Toilet areas in the school are cleaned each evening at the end of school.

#### **Healthy Eating and Drinking at Cradoc School**

At Cradoc School we encourage children to stay healthy. Free drinking water is readily available and all children are encouraged to bring refillable water bottles daily. Free milk is available to all children aged 5 and under.

Our school meals are provided by Powys Catering and comply with the Healthy Eating in Schools (Wales) Measure 2009.

We have been continuing our work towards Phase 4 of the Healthy Schools project and we are delighted to announce that we were successfully accredited in the summer term. Well done to all the pupils and staff involved. Phase 5 next!

### **3@ Cradoc**

3@Cradoc continues to provide popular morning sessional pre-school care for children aged three years of age until they are ready to attend school. This fully supports the child during their transition to school life where the child's individual achievements are continually observed and recorded and shared with the parents and the school. As the setting is fortunate to be situated in the same part of the school as the nursery/reception class, this helps the children to become familiar with the various school routines that

take place each day which helps the transition process to full-time schooling.

At the entrance to the setting, there is a notice board that informs the parents/carers the activities that the children are going to be involved in. There is also a digital photo frame showing all the activities that the children have taken part in. This stimulates a lot of conversation among the children when talking about their memories and reviewing their experiences.

The children have the opportunity for freely chosen, unstructured and self-directed play with a range of themed and free-play activities. The play space is arranged into learning zones reflecting the principles of the Foundation Phase. There is a library area where the children also take part in songs and rhymes in both English and Welsh. The Welsh language is continually being encouraged with staff using Welsh during their various activities. Most of the children access the mark making area and are encouraged to develop their pre-writing skills. In the ICT area, the children can become familiar with computer technology and develop their curiosity and understanding about their world.

The children are able to access the outdoor area and are regularly involved with outdoor play activities where they have been fortunate to have an outdoor playhouse, water activities and various ride on toys encouraging role-play as well as exploring the use of the field and wooded area within the school grounds.

This last year, the children have enjoyed many seasonal themed activities, which include "Me and my Family"; 'Growing'; and 'Around the World'.

Each term, Parents, Carers and Governors are invited to attend 3@Cradoc Open Mornings to see what activities their child are involved with and the child's work on display around the setting. This gives the parents/carers the chance to discuss their child's progression and to meet other parents in the area.

In February of this year, 3@Cradoc were routinely inspected by CSSIW (Care and Social Services Inspectorate Wales). This was an unannounced baseline inspection. From this inspection, it was highlighted that the 'Children's experiences are enhanced because staff and parents enjoy good relationships and there are good arrangements in place to help children transition to their school life.'

As a Governing body, we are keen to make sure we provide the education that children deserve and the service that families need. With this in mind, plans are going ahead to open 3@Cradoc from 9am to 3.30pm from February 2016. Working with Kids Club will mean that wrap around care can be provided on site for younger pupils from 8am until 6pm, five days a week during term time and the holidays. This is a major change for 3@Cradoc, but we think it shows that we are going from strength to strength.

Catherine Wilson : September 2015

#### **Foundation Phase in 2014/2015**

During the last year, as part of the School Improvement Plan, the Outdoor area for Foundation Phase has been improved, with support from the Powys Advisory team. During the Summer Term a range of plants and vegetables were planted, there was a donation of Beech saplings to form a hedge, a sensory garden was formed and a "Mud Kitchen" created. There is a renovated area outside the Year 1 /2 classroom which now has flowers and plants where before there was a blank canvas.

The PTA has kindly given funding for Literacy and Numeracy boxes, which will be added to the outside classroom. Crates and guttering have been sourced, to be used as construction materials; a musical wall has also been started but more resources are needed such as plastic drums and pipes.

All Foundation Phase staff and LSAs have been on courses both in house and externally in order to develop their skills. Staff attended Cluster moderation which looks at standards across Primary schools; Cradoc has shown that its standards are high. Staff have also shared good practice by visiting Llangatock School and

Priory School and hosted return visits from their staff too.

Visits over the year have been to St. Fagan's, with an emphasis on the Victorian era, and to Hay on Wye which gave pupils the opportunity to work on surveys, look at the history and use a range of maths skills. Read, Write Inc. is a relatively new initiative but it is already having a positive impact on Reading and Writing in the Foundation Phase; it is hoped that it will benefit pupils as they move into KS2.

Transition support from 3@ Cradoc is very good and sensitively handled so there is minimal impact on the pupils' learning. The use of Mr. Men and Little Miss stickers in Foundation Phase for pupils' self-evaluation of their work is developing well as the pupils are improving on how to become independent learners.

Beth Price, Carol Hughes & Sue Goodhead : September 2015

### **Key Stage 2 in 2014/2015**

We started the year commemorating the 100<sup>th</sup> anniversary of World War 1. Children in all Junior completed projects linked to this anniversary and Year 5 and 6 went to the Royal Regimental Museum at Brecon and took part in role-play activities where they dressed up and took part in a variety of workshops. We took part in Red, White and Blue day, Major Edwards visited and all children had a fun session where they asked questions and had a hands on time with the equipment.

Year 5 and 6 also went on their residential trip to London. We met our tour guide Bob Darby on arrival and began our 'Capital Walk' at the Tower of London to see the Poppies, Houses of Parliament, Westminster Abbey, Downing Street, Whitehall, Buckingham Palace, Birdcage walk ending up at St James' Park. We enjoyed our first evening meal at Planet Hollywood. On our second day, we had a fantastic tour of the Houses of Parliament by Roger Williams and then went onto the RAF museum followed by an Indian meal before the delights of War Horse started. Windsor Castle was our last port of call before placing our school poppy and individual crosses at the Air Force Memorial at Runnymede.

The year ended with our Christmas Concert 'Oliver'.

Spring term launched off with the Space Race topic and all children participating in a 3D solar system extravaganza! We visited @Bristol Museum where the children thoroughly enjoyed investigating all the activities on offer including the Robotics workshop. Techniquet also visited the school! Children participated in hockey sessions with Hannah Bevan, Year 4's competed in the indoor athletics challenge at Brecon Leisure Centre, Mrs Wood came in to do Watch Club and we had our Eisteddfod! Friday 20<sup>th</sup> March saw many children with parents at Cradoc early for a bacon roll and a chance to see the Solar Eclipse. We also joined other schools in Brecon Cathedral to record our CD of Christmas carols, which will go on sale in November.

For our Summer Term topic, we researched Africa and focused in on our link school in Tanzania. We had 2 visitors to enrich our knowledge; Dr Matharu spoke to us about his upbringing in Kenya and Mr Pat Blake about his charity work in Africa. We visited Hay Festival for the first time and listened to several inspiring artists. Year 6 ventured to Staylitttle and enjoyed a range of activities as well as improving their independence by making their own packed lunch! Year 5's had their cycling proficiency sessions and various sporting activities took place; cricket with Terry in preparation for the Kwik Cricket competitions, Zumba on the yard with Zoe supporting her charity walk and finally our sports day with parents picnic.

All this and we still had time to fit in Literacy and Numeracy!

Beth Roberts, Ruth Morris, Sam Harley and Nic Aldridge : September 2015

### **School Council Report**

The School Council have had an eventful and busy year raising money in lots of fun and exciting ways for the school. The children and staff of Cradoc School have raised approx £300 for various charities such as Children in Need and Comic Relief. We have organised days such as 'Dress up as what you want to be

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when you are older' which was extremely successful and very inspirational. As well as raising money, the School Council is responsible for sharing views and suggesting new ideas to improve Cradoc School from little things to litter picking to bigger projects such as sandpits!

We meet regularly to discuss the issues raised by the pupils from Foundation Phase to Year 6. Recently the School council supported pupils' requests to sit by their friends at lunchtime instead of being separated by school dinners and packed lunches. This was followed by a trial in the summer term to see if this was a feasible idea. The School Council also helps decide how funds can best be spent on playground equipment for the infants and juniors to improve their environment.

Emma Prosser and the School Council : July 2015

### **The Curriculum at Cradoc School**

At Cradoc School, we promote a broad and balanced curriculum taught through a variety of teaching methods. Our curriculum statement is in accordance with the requirements of the Foundation Phase and of the revised National Curriculum orders, which became statutory in September 2008. We follow the Powys Curriculum for Religious Education.

We provide our pupils with a curriculum which seeks to educate the 'whole person', both in academic and practical ways. We strive to make our curriculum appropriate to pupils' needs with teaching styles that develop positive attitudes through enquiry based learning. Children with a statement of Additional Learning Needs may be granted exemptions from certain aspects of the curriculum.

Our teaching will promote the following:

- Independent children who take responsibility for themselves and for others
- Active learners who have good creative, problem solving and thinking skills
- An emphasis on learning skills as well as facts

All school policies, schemes of work and planning clearly indicate a skills based approach to learning. Assessment of and for learning ensures that there is a focus not only on what children learn, but also the way in which they learn.

The Literacy and Numeracy Framework introduced in the last few years is now fully embedded within school practice and elements appear in almost every lesson. The children have become extremely good at identifying their skills and indeed the older pupils are now spotting opportunities and challenging themselves.

In 2014/15 we have regrouped subjects in our KS2 curriculum to take account of the matters raised in Professor Donaldson's Curriculum Review. Once the new National Curriculum is published for September 2016, we will need to carry out a full scale review but in the meantime are focussing on improving a key element, that of Digital Competence.

Judith Morris : September 2015

### **Teaching Welsh at Cradoc School**

It is important that the children of Cradoc Primary School are taught Welsh as a second language. It enriches their knowledge and understanding of the culture and heritage of Wales. It develops their personalities and ability to contribute to the community giving them a sense of place and identity.

We recognise that very few children at Cradoc speak Welsh at home and that school is often their only contact with the language and culture of Wales. The aims of teaching Welsh are:

- to develop pupils' knowledge, understanding and skills within an integrated programme of speaking

and listening, reading and writing;

- to create a Welsh ethos within which to promote the teaching of the Welsh language;
- to create opportunities for children to enjoy the rich heritage of Wales and celebrate the traditions and culture of Wales;
- to offer children opportunities to perform and compete in Welsh during school assemblies, concerts and Eisteddfodau

Pupils are encouraged to converse in Welsh and incidental Welsh is used throughout the school. Newsletters contain the Welsh Corner, and Y Ddraig Cymraeg is used as a reward system to encourage pupils to extend their vocabulary and sentences.

We work very closely with the Athrawes Bro to improve our delivery and assessment for the Welsh language using the Powys Schemes of Work.

Heb iaith, heb galon : without language, there's no heart.

Malcolm Roberts and Ruth Morris : September 2015

### Sporting News

What a great year our pupils have had with their sporting achievements! As well as following a physical education curriculum for the school population we also provide a range of extra-curricular activities for the Junior children. During the last academic year, football, netball, rugby, cricket and athletics clubs were run after school for the pupils and were extremely well attended by pupils from years 3 to year 6.

In the autumn we had success in the cross country – with some very good placings against local schools, including one pupil who was chosen to represent Mid Wales. Da iawn! This year we had 4 girls chosen to represent Powys at the David Lloyd Centre in Cardiff for a swimming gala, following a qualification round in Brecon Pool. We came third in South Powys Netball tournament and third in athletics at Penlan track. We have participated in numerous football, rugby and cricket matches throughout the year and all those pupils involved have enjoyed themselves immensely.

One of the afternoons of sports that is probably most memorable for the pupils and staff was the visit by Zumba Zoe. It was a great way to raise money for charity and get fit at the same time, with much hilarity heard around the school.

It is hoped that the pupils will continue to develop their love of sport, which is nurtured within the school, improving their skill level in all aspects of PE and team games. A huge thanks to staff and volunteers in helping with all the extra activities – from supporting to transporting – we couldn't do it without you!

Emma Prosser and Ruth Morris : September 2015

### Additional Learning Needs

During the last academic year there was a review of the ALN Policy. In the ALN policy there are a number of sections dealing with:

- Principles
- Responsibilities
- Identification and review
- Evaluating success
- Partnership with parents
- Liaison with other schools

The School utilises the ALN Funding from Powys to support pupils in class, withdraw pupils for specialist individual and group teaching and to carry out diagnostic assessments. Children entering the school with

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“English as an Additional Language” also receive support to enable them to access the curriculum. The ALN Co-ordinator (ALNCo) meets with the ALN Link Governor to conduct an annual review of provision, the results of which are fed into the School Self Evaluation process and the School Improvement Plan cycle. Regular meetings with Staff and Link Governor involvement ensures that communications are purposeful and is seen as a means of strengthening the provision for the pupils’ needs. Arrangements for monitoring and reviewing pupil progress meet statutory requirements.

Beth Roberts and Sue Goodhead : September 2015

### **More Able and Talented**

Pupils who show particular academic ability are identified from National Test data and from Teacher Assessments and are added to the More Able and Talented (MAT) register. These pupils receive an Individual Education Plan (IEP) which is shared with their parents during the Autumn Term. This plan enables parents to be engaged in their child’s progress and have an insight into the differentiated work that is provided and the targets which are to be attained.

Additional support in school for this group is also provided through the expertise of a volunteer who provides further opportunities for the pupils’ experiences to be extended.

Currently there are also informal links with another local primary school enabling more able pupils to work collaboratively. The school writing club offers further opportunities for pupils’ skills to be extended such as by entering National competitions.

Nic Aldridge & Sue Goodhead : September 2015

### **Cool Kids’ Club Cradoc**

This has been another very busy year for Cool Kids where we have continued to develop and improve the provision. Our aim is always to provide accessible, affordable quality childcare at the beginning and end of each school day and during school holidays. This not only supports working parents but also provides a stimulating and recreational programme of quality play activities for children.

Our reputation for being a quality service has resulted in a huge increase in children attending our holiday provision from other schools. This not only helps with the sustainability of the club but also allows the children to extend and enhance their social world.

Over the past few years, there has been an increase in the amount of research into children's play, what the benefits are, and the effects on children if they do not have sufficient chance to play. With this changing approach to play, our staff have focused on designing a play space, which provides exciting opportunities for children in lots of different ways. The focus has moved away from adult led activities to self directed play. The benefits to the child are immense. They learn and develop at their own pace, they learn how to socialise, to appreciate risk and challenge and to make connections with the environment.

One of our best assets is our highly trained, professional team of staff who are continually updating their skills. I am very proud of their achievements and would like to pay tribute to them for they have again shown the dedication and commitment that is required to deliver a service that is now recognised as an example of good practice throughout Powys.

Jan Owen - Playleader : September 2015

### **Target Setting**

Individual targets are set for all the children and these are regularly updated throughout the year. These targets are shared with both parents and the children themselves to ensure all parties are aware of the ‘next step’ in the children’s learning.

The governing body, in consultation with the Local Authority, also sets quantitative targets for improvement. These targets are set for when the children reach the end of the Foundation Phase (age 7) and the end of Key Stage 2 (age 11).

In the Foundation Phase targets are set for:

- Language, Literacy and Communication (LLC)
- Mathematical Development (MD)
- Personal & Social Development, Wellbeing & Cultural Diversity (P&SD)
- The Foundation Phase Indicator (this is achieved if a pupil gets an Outcome 5 or higher in LLC, MD and P&SD combined).

In 2015, the end of Foundation Phase targets and results are as follows:

Foundation Phase	2015 Target	2015 Actual	Exceeded targets by
LLC	71%	100%	+ 29%
MD	64.7%	100%	+ 35.3%
PSD	76.5%	100%	+ 23.5%
Foundation Phase Indicator	58.8%	100%	+ 41.2%

The table above indicates that the actual results of the Year 2 pupils in the Summer of 2015 were considerably higher than the targets set for this cohort of pupils and reflects the excellent progress made.

In Key Stage 2 targets are set for:

- English
- Mathematics
- Science
- The Core Subject Indicator (this is achieved if a pupil gets a level 4 or higher in English, Maths & Science combined)

In 2015, the end of KS2 targets and results are as follows:

KEY STAGE 2	2015 Target	2015 Actual	Exceeded targets by
English	100%	100%	N/A
Maths	100%	100%	N/A
Science	100%	100%	N/A
Core Subject Indicator	100%	100%	N/A

The table above indicates that the actual results of the Year 6 pupils in the Summer of 2015 met their 100%, which clearly cannot be exceeded!

### **School Performance Compared With Local Authority and Wales**

Welsh Government produces tables which compare our school to those in Powys and Wales. These are shown below for each Key Stage. We were very pleased with this year's end of Key Stage results.

#### Foundation Phase

At the end of the Foundation Phase we would generally expect children to achieve Outcome 5. At the end of Foundation Phase we see that pupils achieving at least Outcome 5 in all 3 Areas of Learning at Cradoc School was 100% compared to a National Result of 85.2%. We see continued 100% score in PSD and

improved scores for LCE, MDT and Foundation Phase indicator.

This report uses data for 2014 for LA and Wales comparative information

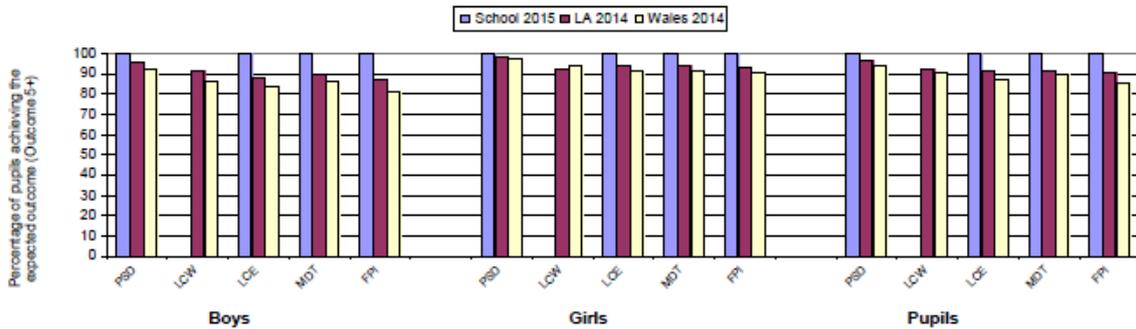
**Cradoc C.P. School**  
Powys

LA/School no: 666/2115

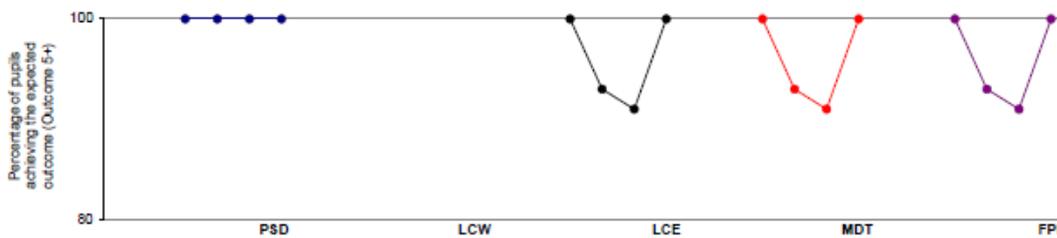
**School comparative information: Foundation Phase Outcomes 2015**

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

	Boys			Girls			Pupils		
	School 2015	LA 2014	Wales 2014	School 2015	LA 2014	Wales 2014	School 2015	LA 2014	Wales 2014
PSD	100	95	92	100	98	97	100	96	94
LCW	0	91	86	0	92	94	0	92	90
LCE	100	88	83	100	94	91	100	91	87
MDT	100	89	86	100	94	91	100	91	89
FPI	100	87	81	100	93	90	100	90	85



**School Performance over time (2011 - 2015)**



**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.

**School Comparative/Validation 2015 (End of Foundation Phase Outcomes - Pupils)**



(Table 1 of 2 - PERCENTAGES)

**Powys**  
Cradoc C.P. School

		N	D	W	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	75.0	0.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
<b>Language, literacy and communication skills (in Welsh)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
<b>Language, literacy and communication skills (in English)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	75.0	25.0	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
<b>Mathematical development</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	58.3	41.7	0.0
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

**Key Stage 2**

At the end of KS2 we would generally expect children to achieve Level 4

At the end of Key Stage 2 we see that:

- 100% of pupils achieved level 4 or higher in English, Maths & Science compared to Welsh result of 86.1%.
- In English 81.8% of pupils achieved level 5 or higher against the Welsh Result of 36.8%, exceeding Welsh result by 45%
- In Maths 72.7% of pupils achieved level 5 or higher against the Welsh Result of 36.9% exceeding Welsh result by 38.5%
- In Science 63.3% of pupils achieved level 5 or higher against the Welsh Result of 38.2% exceeding Welsh result by 25.1%

**School Comparative/Validation 2015 (KS2 - Pupils)**



(Table 1 of 2 - PERCENTAGES)

**Powys**  
Cradoc C.P. School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
<b>English</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.2	81.8	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	8.3	50.4	36.8	1.2	88.4
<b>Oracy</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	45.5	54.5	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	8.2	49.0	38.5	1.4	88.9
<b>Reading</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.2	81.8	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.9	9.0	47.9	38.3	1.6	87.8
<b>Writing</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.2	63.6	18.2	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.6	2.7	13.2	52.3	29.1	1.2	82.7
<b>Mathematics</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.3	72.7	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	8.0	51.0	36.9	1.1	88.9
<b>Science</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	36.4	63.6	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.5	6.9	51.9	38.2	0.2	90.3
<b>Welsh Second Language</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.3	63.6	9.1	0.0	72.7
	Wales	0.2	0.6	0.3	0.1	0.1	1.2	4.0	20.4	56.6	16.3	0.2	73.1

Core Subject Indicator \*\*

School	100.0
Wales	86.1

This report uses data for 2014 for LA and Wales comparative information

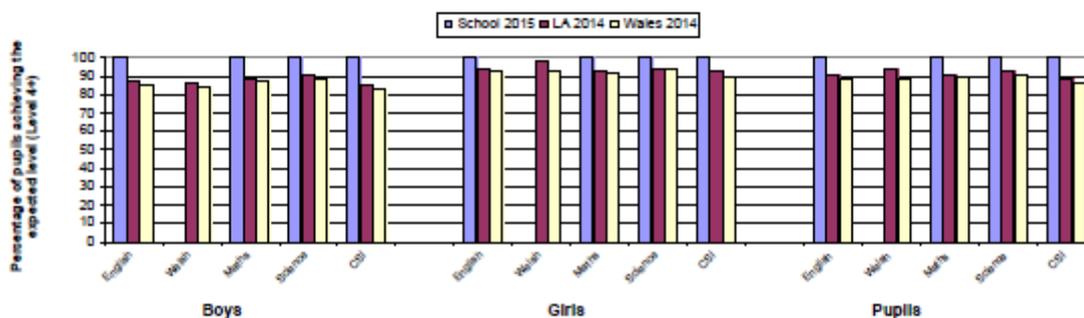
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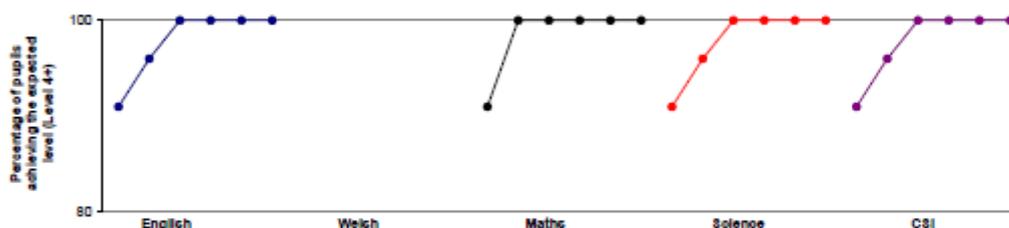
**School comparative information: National Curriculum Assessments 2015**  
**Key Stage 2**

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

	Boys			Girls			Pupils		
	School 2015	LA 2014	Wales 2014	School 2015	LA 2014	Wales 2014	School 2015	LA 2014	Wales 2014
English	100	87	85	100	94	92	100	90	88
Welsh	0	86	84	0	98	92	0	93	88
Maths	100	88	87	100	92	91	100	90	89
Science	100	90	88	100	94	93	100	92	90
CSI	100	85	83	100	92	89	100	88	86



**School Performance over time (2011 - 2015)**



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.

**School Improvement Planning**

Governors are responsible for drawing up (in conjunction with staff) the School Improvement Plan. The plan identifies the direction the school will take over the next academic year, in delivering the curriculum and raising standards. The plan is regularly monitored and revised to take account of any changes to curriculum and government requirements. At the end of the academic year, the plan is fully reviewed by the staff and governors in order to assess the progress made and to inform future plans. A summary of the review of the priorities is below:

Aim	Actions Taken and their Impact
To ensure literacy and numeracy skills are taught and assessed across the curriculum	We have made strong progress with this priority. The range of learners in classes have had a more specific approach with their learning objectives and skills. In planning and work scrutiny, evidence of differentiation using the skills progression was seen, mostly on labels. The action plans have made the staff far more focused and knowledgeable on the LNF.  During the year, monitoring showed evidence of the LNF becoming far more prevalent

	<p>during the Spring Term and onwards. LNF skills are being used as learning objectives or included as an extra skill in at least 85% of lessons.</p> <p>Parents and governors alike have had training on the LNF which helps in their understanding and, in the case of the latter, their ability to challenge.</p> <p>Numeracy still needs to be included more often in cross curricular lessons, but our latest training from Paul Booth suggested that we just focus on the LNF strands that the cohort of learners require more practice in. Assessment grids need to be streamlined (to be included in general assessment review).</p> <p style="text-align: right;">Beth Roberts</p>
<p>To develop pupils' reasoning and problem solving skills, particularly in maths.</p>	<p>100% of teaching staff have an agreed understanding of the schools' policy and pedagogical approach to numerical reasoning and problem solving. Staff are now using the draft Welsh Government Numerical Reasoning Progression Map to ensure clear progress and improved differentiation.</p> <p>At least 70% of the pupils in each FP class use the enhanced provision/role play area during each half term. Expected progress has been made in using and applying maths. However, in the summer term both FP classes started to include more numeracy in the enhanced provision challenges in all areas and this is continuing.</p> <p>Use of the Learning Wales support materials for Reasoning for Y2 to Y6 has been introduced to maintain and improve progress. Children learn better methods of recording their workings/ thought process in order to solve questions.</p> <p>Further work needs to be undertaken to support the attainment of more able and most able and this is to be included in the School Development Plan.</p> <p style="text-align: right;">Carol Hughes</p>
<p>To continue to develop the use of Welsh second language</p>	<p>The Welsh policy has been updated and shared; all staff has an agreed understanding of the schools' policy and pedagogical approach to Welsh Second Language.</p> <p>The KS2 scheme of work is fully adopted. The FP classes are using the new scheme of work to form the basis of weekly Welsh language lessons as the units arrive from Powys. 100% of Foundation Phase teaching staff have been trained in the new scheme of work and the associated resources.</p> <p>All teaching staff participated in moderation activities of Welsh 2nd Language at school and all KS2 staff at cluster level. This, along with work with the Peripatetic Welsh teacher, ensures that staff have a clear understanding to L4 and L5 standards. Over 70% of pupils attained L4+ in Welsh in Y6 and one pupil attained L5, the first for our school.</p> <p>All newsletters since Christmas have contained a parent information section on a particular pattern/topic of the week to enable parents to support their children. Anecdotal evidence from parents indicates that pupils are increasingly using incidental Welsh at home more.</p> <p>All playtime supervisors have now been trained in Welsh language games and a rota has now been prepared for them to deliver these on a rota basis every week.</p> <p>Monitoring activities indicate increased evidence of incidental Welsh around the school, eg. Displays, Welsh assemblies, prayers and hymns, playground games etc. Pupils are using Welsh increasingly, but the quantity and variety of the phrases used</p>

	<p>still need to be extended and improved.</p> <p>This priority needs to continue in the SIP for 2015/2016.</p> <p style="text-align: right;">Ruth Morris</p>
<p>To further develop pupils independent learning skills, particularly in the outdoor environment</p>	<p>Strong progress has been made with a major impact on the quality of the provision.</p> <p>All staff use and plan for the outdoors regularly as part of the mid term and weekly planning.</p> <p>Strong progress has been made in developing enhanced provision. It is well planned for and both classes now have all learning areas set up and used daily for continuous and enhanced provision. Pupils now have more opportunities to practice and develop numeracy and literacy skills through planned enhanced activities with a resultant increase in incidental writing. However, extended writing opportunities continue to need developing.</p> <p>Children are now beginning to access areas independently and complete tasks/challenges independently. LSAs have recently been trained in the role of the adult enabling them to identify how they can alter pedagogy and practice to enable pupils' to increase their independence. This needs to be embedded and developing children's general independence skills is still an area to develop across all areas and classes (to be included as a priority for whole school in SIP).</p> <p>Strong progress has been made in developing outdoors areas with each class particularly developing the outdoor space attached to each class. All FP staff attended training on learning in the outdoors so all are aware of the pedagogy/importance of learning outdoors. As a result, classes are regularly accessing the outdoor space as part of continuous, enhanced provision and adult led activities. Areas are increasingly defined using signage and photographs.</p> <p>The wider school and local community have been involved in developing the garden, parental links with the forestry – planting of the beech hedge, chipped wood and Amser tyfi day. School is now a member of the National Park Ambassador school scheme.</p> <p>Further, additional improvements have been identified and developing/resourcing of these outdoor areas is ongoing. Work on this priority could be further enhanced with Forest schools training for a member of staff to enable classes to use the woodland outdoor area to its full potential.</p> <p style="text-align: right;">Beth Price</p>
<p>To improve pupil's ICT skills.</p>	<p><b>E-safety:</b> This aspect has made good progress. Pupils know more general safety rules and feel confident asking adults for assistance with any issues they have. Their understanding has been further enhanced through work with PC Eckley. Although the parents and the wider community didn't fully take up our offer on the Internet and e-safety evening, they are aware of the school approach through the distribution of our E-safety Charter. Teachers incorporate lessons each term into planning ensuring a consistent and repeated message.</p> <p><b>Scheme of work:</b> This aspect has made satisfactory progress. The new scheme of work has been agreed and distributed to staff and specific areas</p>

	<p>have been mapped to the long term plan for 2015/2016. The scheme is not yet embedded but all staff are content that they have the skills to deliver the curriculum content. 100% of staff have an agreed understanding of the expectations, objectives and outcomes of pupils across each year group.</p> <p>Increasingly ICT is being taught as a separate subject to allow the pupils a chance to acquire the skills before being required to use them in other areas.</p> <p>Teachers are using ICT in everyday teaching but aren't recording this in weekly planning grids. We need to show the evidence to prove that we are actually teaching it and how. Further discussion needs to occur to confirm how we will identify ICT in our weekly planning.</p> <p>Staff training will be necessary to ensure skills necessary to deliver digital competence and investment in infrastructure/resources, but it would be better if this were postponed until after the curriculum detail is published.</p> <p><b>Staff skills:</b></p> <p>This aspect has made satisfactory progress.</p> <p>The audit showed that all staff currently felt confident to teach to the level their class of children required, therefore felt they could push their children enough. There are areas such as using Active inspire and data loggers that aren't being used consistently and could be incorporated more by all. Planning sessions to train staff.</p> <p><b>Hwb+:</b></p> <p>Strong progress has been made in this aspect.</p> <p>Email has become the main point of contact between staff and all staff are using hwb+ staff documents to share schemes, ideas and paperwork.</p> <p>All KS2 classes are making use of Hwb and Hwb+ improving provision for pupils and enhancing the curriculum.</p> <p>Further training is required for the Foundation Phase staff and support staff to enable Hwb to be developed across FP. This is planned as a session or mini sessions with individual staff during the Autumn term as part of their professional development, which will then ensure that the children are being given access to the area.</p> <p style="text-align: right;">Sam Harley</p>
<p>To further develop distributed leadership, increase staff monitoring and leadership skills and partnership with Governors</p>	<p>Progress in this priority has been good.</p> <p>All teaching staff have an agreed understanding of the purpose and methods of monitoring and quality assurance and participate in thorough self-evaluation and monitoring, focusing on pupils' outcomes and school improvement.</p> <p>All staff have an improved understanding of the school's strengths and weaknesses and are acting increasingly promptly to improve practice and pedagogy to improve pupil outcomes.</p> <p>All governors have a clear understanding of the role, responsibilities and terms of reference for each sub-committee or specific post (eg safeguarding, attendance, etc) that they hold.</p> <p>All Governors have participated in monitoring activities and use their clear understanding of school standards and performance to frequently and comprehensively challenge and support the school to bring about necessary changes.</p> <p>All teaching staff have a clear understanding of their roles and responsibilities for improving the quality of teaching and learning. All have produced a report on the development of their subject area for sharing with staff and governors.</p> <p>Training for staff on self evaluation and targeting setting will further enhance their skills and the focus for leadership needs to move towards this, forming a target for the 2015/2016 SIP.</p> <p style="text-align: right;">Judith Morris</p>

Strategic Priorities Identified for 2015/16		
Key Question 1 - Standards	Key Question 2 - Provision	Key Question 3 - Leadership
<ul style="list-style-type: none"> <li>• Priority 1 : To improve confidence of pupils in spoken Welsh (RM &amp; BP leading)</li> <li>• Priority 2: To raise attainment in CLL and English for all pupils, particularly the more able and talented, by improving the quality of differentiation and the level of challenge (NA &amp; CH leading)</li> <li>• Priority 5: To investigate reasons for, and narrow the gap between, teacher assessment and standardised test scores, ensuring assessment procedures, standardisation and moderation are sufficiently robust and pupils are fully prepared for the tests. (JM leading)</li> </ul>	<ul style="list-style-type: none"> <li>• Priority 3: To develop pupils' ability to take responsibility for their own learning, develop skills of meta-cognition and perseverance, and increase pupils' capacity to work collaboratively and independently. (BR &amp; BP leading)</li> <li>• Priority 4: To ensure the effective use of digital technology throughout learning (SH leading)</li> </ul>	<ul style="list-style-type: none"> <li>• Priority 6: To further develop sustainable and effective distributed leadership and strengthen governor/staff partnerships (JM &amp; Chair leading)</li> </ul>

School Prospectus												
<p>During the last academic year, there have been only limited changes made to the prospectus following the major review of the previous year. A copy of the prospectus can be found on the school website at <a href="http://www.cradoc.powys.sch.uk">www.cradoc.powys.sch.uk</a> or ask for a copy at the School Office.</p> <p>Changes to the prospectus for the 2014/5 academic year include:</p> <table> <tr> <td>Heads welcome - updated</td> <td>Staff Information - updated</td> </tr> <tr> <td>Governor Information – updated</td> <td>School Calendar 2014/15 - updated</td> </tr> <tr> <td>Information on Looked After Children</td> <td>Attendance for 2014/15 - included</td> </tr> <tr> <td>Images - added and updated</td> <td>The Home/School Agreement</td> </tr> <tr> <td>Vision and Aims updated</td> <td>Information about Toilets added</td> </tr> <tr> <td>National Curriculum Teacher Assessments – results for Summer 2015 included</td> <td></td> </tr> </table>	Heads welcome - updated	Staff Information - updated	Governor Information – updated	School Calendar 2014/15 - updated	Information on Looked After Children	Attendance for 2014/15 - included	Images - added and updated	The Home/School Agreement	Vision and Aims updated	Information about Toilets added	National Curriculum Teacher Assessments – results for Summer 2015 included	
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<p><b>School Contact Details:</b></p> <p>Cradoc School Cradoc Brecon Powys LD3 9LR 01874 622555 <a href="http://www.cradoc.powys.sch.uk">www.cradoc.powys.sch.uk</a> <a href="mailto:office@cradoc.powys.sch.uk">office@cradoc.powys.sch.uk</a></p>	<p>With effect from 4th May 2013, there is no longer a requirement for governing bodies to hold an Annual Parents’ Meeting. Due to the very low number of parents that attend each year the Governors have decided to hold informal coffee and chat sessions at other events, rather than a formal meeting. However, parents can request a formal meeting and details of how this can be done are contained in the Statutory Guidance issued by Welsh Government (guidance document no. 104/2013), details of which can be found on the school website.</p>	<p><b>Chair of Governor's Address:</b></p> <p>Mrs G Thomas C/o Clerk to the Governors Cradoc School Cradoc Brecon Powys LD3 9LR 01874 622555</p>
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**2015 - 2016  
School Calendar**

	Dates	No. of School Days	Non-Pupil Days
Autumn Term 2014	Wednesday 2 September to Friday 23 October	38	Tuesday 1st September
Half Term Holiday	Monday 26th October to Friday 30th October		
Autumn Term 2013	Tuesday 3rd November to Friday 18th December	34	Monday 2nd November
Spring Term 2014	Monday 4th January to Friday 12th February	30	
Half Term Holiday	Monday 15th February to Friday 19th February		
Spring Term 2014	Monday 22nd February to Friday 18th March	20	
Summer Term 2014	Tuesday 5th April to Friday 27th May	38	Monday 4th April
Half Term Holiday	Half Term –Monday 30th May to Friday 3rd June		
Summer Term 2014	Monday 6th June to Friday 15th July	30	Monday 18th July and Tuesday 19th July