



Governors' Annual Report to Parents

2020-2021

Main Office: Theodore Road

Port Talbot

SA13 1SP

Tel/fax: (01639) 882866

Head Teacher: **Mrs Samantha Hopkins**

Chair of Governors: **Mrs Suzanne Amos**



Dear Parents, Carers and Friends,

May I take this opportunity to warmly welcome both new and current families alike to our happy, successful primary school. It is a privilege that we have the unique opportunity to provide your child with the very best education they deserve. We recognise that a child's education is a 'once in a lifetime' chance which we aim to make as fun and successful as possible.

This document provides important information about our school, our aims, our curriculum and all aspects of school life which we are proud to be part of. I'm confident that through sharing our policies and ethos, you will gain a better understanding of how our school operates and will continue to help support us as we all journey along together throughout the education of our children.

All of our pupils deserve a safe, secure and stimulating environment, where they are interested and motivated to learn. Our pupils are given every opportunity to develop an enthusiasm for learning – about themselves, their friends and the world around them in an environment where their natural development can be fostered. At Central Primary School, our pupils experience a stimulating curriculum that is holistic and one which recognises their wider range of achievements. It is our responsibility to ensure each and every pupil is equipped with 'life-long' skills which will prepare them to face the 21st century with independence, confidence and success. Our pupils are given a wealth of opportunities where their full potential is recognised and actively developed. They know that their efforts are valued, and they are always respected and treated fairly. Our pupils are encouraged to believe in themselves; they are supported whilst achieving their goals and this empowers them to succeed in their ambitions.

Our motto 'Hand in Hand we Believe and Achieve' is embedded in our philosophy and permeates our whole school ethos on a daily basis during collective worship, our teaching and our extra curricular activities.

I look forward to working in close partnership with you during this precious educational journey.

Yours Faithfully,

Mrs Samantha Hopkins B.Ed (Hons) NPQH

Head Teacher



Address from our Chair of Governors

I would like to take this opportunity to say how proud I am of Central Primary School. The team work evident between pupils, staff, parents, carers and Governors ensures that our pupils receive the very best opportunities throughout their education here with us.

Our recently amalgamated school continues to improve upon standards and is growing from strength to strength. We are highly fortunate to have dedicated and committed staff members who strive to ensure each and every child reaches their full potential.

Should you wish to contact me, please send all correspondence to our school address. Thank you.

Kind Regards

Mrs Suzanne Amos

Chair of Governors





Our School Context

Central Primary School is situated in the town of Port Talbot in the county of Neath Port Talbot. It operates as a split site primary school and it amalgamated in September 2015. Mrs Hopkins, Head Teacher has been in post since September 2015. Mrs James is our Deputy Head Teacher and has also been in post since September 2015.

The infant school comprises three separate buildings, situated adjacent to the Memorial Park. The main school was built in the 1930's. The current reception and nursery blocks were annexed as part of the school at a later date. The junior building is several streets apart and is a traditional Victorian building with separate buildings added later.

The pupil toilet facilities fully comply with statutory requirements. The boy's toilet facilities in the both departments have recently been updated and renewed in parts. They are cleaned daily with any emergency spills dealt with immediately. Liquid soap and toilet paper is frequently checked and refilled when necessary. Either hand driers or paper towels are provided for pupils use across both sites.

There are separate enclosed play areas which offer both hard and some grassed surfaces in the Foundation phase site. Wooden play structures are featured on the infant site. The junior site comprises of hard surfaces. Children have access to a rugby field at our Theodore Road site.



Toddler parents are very welcome and have the opportunity to join our 'Language, Maths and Play' inspired toddler group called 'First Steps' which is run on a weekly basis in our nursery environment. This has proved to be highly popular with our families and we are currently exploring the option of holding two sittings due to the high volume of families attending.

Strong Home/School links are vital and we work hard to develop good working relationships with parents and carers. Regular opportunities are provided for parents to come into school and keep up to date with children's progress. Letters, newsletters, Dojo messaging system and texts ensure up to date information is always available. Our school website: www.npted.org/centralprimary is an ideal way of keeping up to date with diary dates, newsletters and gaining answers to many questions you may have.



Our governors, headteacher and staff are always eager to meet you and discuss any queries you may have at a mutually convenient time.



Mrs Hopkins, our Headteacher celebrating Eid festival with the help from a member of our EAL Parent Group, Mrs Ali.



Our School Council visiting the new train station at Port Talbot to deliver the time capsule we created. This has now been buried in a designated area; to be opened after 100 years!



General Information

Central Primary School

Main Office: Theodore Road

Port Talbot

SA13 1SP

01639 882866

Email: centralprimary@npt.school

Website: <https://centralprimary.j2bloggy.com>

Twitter: @Central_Primary

Director of Education: Mr Aled Evans

Head Teacher: Mrs Samantha Hopkins

Deputy Head Teacher: Mrs. Jess James

Administration Officers: Mrs Rhian Batchelor

Mrs Sarah Heycock

Mrs Leanne Lewis

Bursar: Mrs Frances Williams

Age Range of Pupils: 3 – 11 years

Chair of Governors: Mrs Suzanne Amos

Numbers on Roll: 477



Our Governing Body

Our school governors have legal duties, powers and responsibilities. They make important decisions about how the school is run. They meet as a whole body at least once a term and review school policies and procedures regularly. In addition to this, various sub committees such as Finance, Curriculum and Health and Safety meet regularly to scrutinise in further detail the work of the school. This information is used to inform our School Self-Evaluation Report (SSER) and identify improvement targets for the following year. They consist of parents, support staff, local Council representatives and teachers and work closely together to support and shape our school for the benefit of the children. Our clerk to the governors may be contacted using the school telephone number and address.

CHAIR OF GOVERNORS: **Mrs Suzanne Amos**
c/o Central Primary School
Theodore Road
Port Talbot
SA13 1SP
01639 882866

CLERK TO GOVERNING BODY: **Mrs Suzanne Horrell**
c/o Central Primary School
Theodore Road
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Elections for Vacancies for Parents Governors were held in October 2019. Letters asking for nominations were sent out to every family and ballot boxes were placed in the school. A ballot was required due to the amount of applicants.

The Governors have reviewed and approved the following Policies recently:

Behaviour and Consequences Policy, Data Protection Policy, Safeguarding Children and Promoting Well-Being, Child Protection Policy, Whistleblowing Policy for Schools, Supervision Policy, Food and Fitness Policy, Gender Reassignment Policy, Intimate Care Policy, NPT CBC Community Schools Admission Policy, Performance Management Policy, Schools Redundancy, Redeployment Policy and Procedure, Target Setting Policy, ERW Pay Policy, Amended Vetting Policy and Procedures, Disciplinary Procedure for staff in schools, Maternity Policy for schools, Harassment at Work Policy for Staff in Schools, NPT Guidelines for Effective Safeguarding Practice in Schools, Safer Recruitment and Employment Protocol in schools, Breakfast Club Policy, Anti-bullying Policy, Effective Marking and Formative assessment Policy, Flexible Working Scheme for School Based Staff, Substance Misuse Policy, Strategic Equality Plan, Corporate Health and Safety Policy, Maximising Attendance of Staff in Schools Procedure.



Governing Body

<u>GOVERNOR STATUS</u>	<u>NAME</u>	<u>DATE ELECTED</u>	<u>OFFICE ENDS</u>
LEA	Mrs S Amos Chairperson Child Protection Gov.	01/09/2019	31/08/2023
	Mr M Thomas	01/09/2019	31/08/2023
	Mr G Freeguard	01/09/2018	31/08/2022
COMMUNITY (CO-OPTED)	Vacancy		
	Mrs J Thomas	25/09/2019	24/09/2023
	Mr B Thorne (Vice Chair)	25/09/2019	24/09/2023
PARENT	Mrs Paula Ketcher-Murrell	08/05/2017	07/05/2021
	Mrs Louise Davies	22/12/2017	21/12/2021
	Mrs Claire Ingarfield-Jones	22/12/2017	21/12/2021
	Mrs Sarah Evans	18/10/2019	17/10/2022
HEAD TEACHER (Voting)	Mrs S Hopkins	01/09/2015	-
NON-TEACHING STAFF	Miss Kim Pearce	31/10/2020	30/10/2024
TEACHING STAFF	Mrs J James (non-voting)	01/09/2015	-
	Mrs S Robathan	23/09/2019	22/09/2022

CLERK TO GOVERNING BODY:

Mrs Suzanne Horrell
Central Primary School
Theodore Road
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Your right to request a meeting with the school's governing body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting.

The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

2. The meeting must be called to discuss matters which affect the school.

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. A maximum of 3 meetings can be held during the school year

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's governing body is:

CLERK TO GOVERNING BODY:

Mrs Suzanne Horrell
Central Primary School
Theodore Road
Port Talbot
SA13 1SP
01639 882866

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance>



Aims of Our School



Hand in Hand we Believe and Achieve

- ✚ We create a warm, caring learning community where all feel happy, valued and confident to fully develop as motivated, life-long learners with a strong sense of self-belief enabling them to successfully achieve their full potential.
- ✚ We provide a welcoming, stimulating and vibrant learning environment which encourages independent learners to access a wealth of resources, reflecting an ever-changing 21st Century.
- ✚ We provide a broad, balanced and differentiated curriculum which utilises a variety of high quality teaching strategies and experiential learning opportunities to encourage learners to take calculated risks in a safe, supportive environment.
- ✚ We celebrate success whilst valuing mistakes as golden opportunities to evaluate, reflect and improve our outcomes.
- ✚ We provide dedicated, friendly staff who recognise that well-being is at the heart of every successful learner. We encourage learners to grow holistically, developing a high self-esteem through a nurturing and caring ethos.
- ✚ We develop a sense of belonging and pride in forging strong community links and developing a true partnership between home and school.





Our School Day:

(These timings may vary, depending on the Covid 19 restrictions in force at the time.)

Infants:

Doors open:	8:50am
Session One:	9:00am – 10:30am
Break time:	10:30am – 10:45am
Session Two:	10:45am– 12:00pm
Lunchtime:	12:00pm – 1:00pm
Session Three:	1:00pm – 2:00pm
Break time:	2:00pm – 2:10pm
Session Four:	2:10pm – 3:15pm

Juniors:

Doors open:	8:40 am
Session One:	8:50 am – 10:30am
Break time:	10:30 am – 10:45am
Session Two:	10:45 am– 11:50am
Lunchtime:	11:50 am – 12:50pm
Session Three:	12:50 pm – 2:00pm
Break time:	2:00pm – 2:10pm
Session Four:	2:10pm – 3:20pm

Nursery:

Morning Nursery Session:	9:00am – 11:30am
Afternoon Nursery Session:	12:40pm – 3:10pm



After School Clubs

(Availability and timings may vary, depending on the Covid 19 restrictions in force at the time.)

After school clubs usually finish between 4:15pm and 4:20pm. All children who attend after school clubs must be collected by a responsible adult.

Breakfast Club

(Availability and timings may vary, depending on the Covid 19 restrictions in force at the time.)

We currently run a free breakfast club on both sites. KS2 Breakfast Club doors are open between at 8:15am and 8:25am. Foundation Phase Breakfast Club doors are open between 8:25am and 8:35am. It is the parent/carers' responsibility to ensure that children are escorted safely into the school and signed into Breakfast Club. Staff *cannot* be held responsible for the safety of unsupervised children on school grounds that have not been signed in to Breakfast club prior to 8:40am at KS2 and 8:50am at Foundation Phase. Once signed in to Breakfast Club, children are fully supervised until school begins. Children are offered a healthy breakfast which 'kick-starts' their day with a variety of nutritious choices including toast, cereal and fruit juice. All children must be registered with Breakfast club using the form available from the office prior to attending for the first time.

School Security

The security and safety of the children and staff while at school is of paramount importance. At the beginning of each school day, children enter the school through a number of entrances which are then secured and remain so until the end of the school day.

During the day, a single entry system is electronically operated via the school offices. Children who are late or who are being collected early can only enter and leave through the main entrance where they are officially signed in/out.

During playtimes, children are well supervised and playground gates are secured.

There are trained First Aiders on site and all members of staff adhere to the Health and Safety Policy which is available from the office upon request.

Regular Health and Safety checks are carried out by the Head Teacher, Governors and external agencies throughout the year.



School Organisation

Our class structure is governed by a number of factors, including; date of birth, balance of gender, dynamics, ability and friendship groups.

The needs of each child are catered for through the hard work and commitment of our dedicated teachers and teaching assistants. Detailed planning, a wide range of formative and summative assessments and a thorough knowledge of the ability of each child all ensure that a broad and balanced curriculum is delivered through a differentiated approach. Each specific cohort of children will display a range of abilities and qualities which our staff are highly trained to cater for. Each year group has access to 'age' and 'stage' appropriate experiences. At our school, there will be times when each child will work in a variety of different learning areas both inside and outside the classroom.

We are supported by peripatetic teachers for Welsh and music and pupils are given the opportunity to learn to play an instrument.

We take the national priorities of raising standards in literacy, numeracy and tackling poverty issues very seriously. Regardless of which class a child is placed in, our highly trained staff cater for specific 'groups of learners' to ensure that each child is challenged at their appropriate level. The success of this approach rests with the expertise of our teachers and teaching assistants who are eager to ensure we continue to raise standards of achievement at our school.

Teaching Assistants deliver various programmes including Nurture Programmes, Rapid Reading, Language Link, Speech Link, Smart Moves and Precision Monitoring etc. to various identified groups of learners each week. This ensures children are receiving tailor made opportunities to reach their full potential.

Many trips and visits are undertaken during the year, which compliment the curriculum. Some are residential in nature and are only available due the commitment of staff who give up considerable amounts of their private time. For example, Year 6 experience a residential trip in the Spring Term. They take part in a wide range of outdoor adventurous activities. Trips such as these provide great benefits for the children involved. We are indebted to the support from staff and parent helpers involved.

Attendance at Parents' Evening and 'Open Afternoons' continues to be very high. This reflects the commitment of our parents and their wish to play their full role in the education of their children.



Admissions

In accordance with the School Admission Code stated by the Welsh Government, parents are able to express a preference for any school. The School has adopted and follows the Local Authority Admission Procedures. Full details of the Neath Port Talbot admission policy can be found in the Information for Parents Handbook which is available from School and Family Support Team 01639 763600. All requests for admission to our school must be made to the Local Authority. We are always happy to help with any queries and we have access to admission forms should you require any assistance. Additionally, parents may contact the School Admission Team on 01639 763580/ 01639 763730 or admissions@npt.gov.uk

Our school currently operates a highly sought after Nursery provision. Attendance is on a part-time basis, with either a morning or an afternoon session. Admission to our Nursery is based on whether your child is already three and also whether nursery places are available. Our places quickly fill up; once all of our places are full, names are added to our waiting list and parents are contacted when a place become available.

Children are admitted to full-time education in the September following their fourth birthday. Please note: a place in our full time education is NOT automatic and parents must apply according to the NPT Admissions Policy. Parents are advised to apply for a full time place using the School Admission Form which must be returned to the Local Authority usually in February/March. Reception parents are invited to attend a 'welcome session' with their child as their child begins full time education in the September.

We welcome all families into our happy, friendly school and once a place has been confirmed with the admissions department in NPT, we look forward to meeting you should you wish to visit us and view our school.

Pupil Voice

Pupil Voice is valued and encouraged at our school. Annually, we elect a School Council which consists of school councillors voted for by the children themselves. We have Year 6 prefects who have responsibility for various roles throughout the school day. Pupil voice also extends to how all of our children feel when talking to members of our school community. They also work hard with teachers and local councillors to inform policies and shape and improve our village and community.



The Welsh Language

Our pupils are encouraged to use everyday Welsh in and around our school. We work hard to develop a strong sense of our Welsh heritage and we actively promote 'Siartr Iaith' which is a highly coveted accreditation to celebrate the successful implementation of Welsh language and Welsh heritage throughout our school. Our pupils are encouraged to use Welsh to communication outside of formal instruction such as games during playtime and instructions throughout the day. Everyday Welsh is spoken and practised every day in every class throughout the school. The school actively promotes the development of the Welsh language. Every month, we hold a Welsh assembly and 'Siaradwn Da' certificates are awarded to children who have spoken Welsh throughout the school day. A peripatetic Welsh teacher visits the school regularly to support and work alongside our teachers and children. St. David's day is an important part of our heritage and through our curriculum; pupils have the opportunity where appropriate to apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Local and Global Citizenship

The school continues to be involved in a range of charitable activities including; Save the Children, Cancer Research, Race for life, Comic Relief, Children in Need and support for one of our pupils: Jacob's Journey. During the last academic year we raised thousands of pounds and helped many people in need including The Governors thank the children, parents and local community for their huge generosity.

The Curriculum

Extra-Curricular Activities

We provide after school clubs to the children including rugby, football, netball and choir. Three peripatetic music teachers deliver music tuition each week. The children have the opportunity to play violin, cello, bass, tuba, clarinet, cornet or trumpet. This has proven to be an enormously popular opportunity and there is currently a waiting list for eager children who wish to learn to play an instrument. **(Availability and timings may vary depending on the Covid 19 restrictions in force at the time.)**





Healthy Schools Initiative

Miss Chalke and Miss Moran are our Healthy School Co-ordinators and we are currently working through a transition year of our amalgamated Healthy Schools initiative. We organise healthy Schools Fortnight in the summer term. Our 'Healthy Schools Working Party' promotes our healthy habits as part of our healthy plan for life. Our children are encouraged to eat sensibly and drink water throughout the day in order to remain hydrated and able to concentrate more readily. Water bottles are encouraged and a fruit tuck is encouraged and available on a daily basis at the cost of 25p a day in the juniors. Infant children bring a fruit snack into school each day. Lunchboxes are encouraged to be healthy with a ban on fizzy, sugary drinks.

Sporting Achievements

Sport in our school continues to thrive as we continue to provide our children with a full and varied programme of sporting activities. We have Sports Ambassadors in Year 5 and Year 6.

We are active members of the Wizards league. Our rugby and netball teams have taken part in interschool friendly matches and tournaments organised by outside providers. We also offer football after school clubs through a Swansea City initiative. We continue to strive for an inclusive sports curriculum, whereby all pupils enjoy a full range of sporting activities.

The Governors would like to congratulate the many pupils who have taken part in all the sporting and non sporting activities throughout the year and all the dedicated staff, parents and friends who regularly give their free time to help the pupils and school achieve the many sporting successes.

Other Events

There are many visitors to the school throughout the year, all of whom greatly enrich the pupils learning. The Governors are grateful to all of them for giving their time and expertise. The school is especially thankful to all of the support we receive from residents of the village who volunteer their time freely to work with our children.

Our Choir sings at the community events as we value our strong links within our community.



Community Partnership

The school has strong links with our Cluster Secondary and Primary Schools. Links with community are also very strong. Some visitors to our school include, The Fire Service, Local Police Liaison Officer, visitors from the Ospreys, The Healthy Schools Coordinator & School nurse, The Keep Wales Tidy Officer, The Road Safety Department, NSPCC, Gwili Railway, Members from our local church, The Better Reading Programme, Neath College and Swansea Metropolitan University.



Courtesy of Photographer John Fry

Community Links: We work closely with other agencies to ensure that a wealth of opportunities are offered which enrich our varied curriculum. Here are some members of our school council with local Councillors and Councillor Ali Thomas from Neath Port Talbot County Borough Council. Our brand new minibus was very kindly donated by Canadian Solar energy farm.

Parent Teacher Association (PTA)

The 'PTA' meet regularly to plan various events e.g. discos, fayres, coffee mornings, concerts etc., to help raise much needed money for extra resources for our pupils. The Governors are grateful for the work they do especially in today's financial climate where fund raising is becoming more and more difficult. Our thanks go to the sponsors, staff, pupils, governors and parents who help so much with fund raising.



Additional Learning needs

In April 2002, the Special Educational Needs Code of Practice for Wales came into effect. Stages 1 – 5 of the previous Code have been replaced as follows:

SCHOOL ACTION – Class teachers identify a child's special educational needs and set targets to be achieved. The child may receive additional help from the support teacher or teaching assistants. Most children fall into this category.

SCHOOL ACTION PLUS – A small number of children may have difficulties which cannot be met without more expert help. The ALN Co-ordinator and relevant teacher will liaise with the Educational Psychologist and/or Support personnel to seek advice.

FORMAL ASSESSMENT – A very small number of children have needs which are not being fully met at either of the above stages. At this point, written educational advice is requested of all those involved with the child. The Educational Psychologist attached to the school will carry out a Formal Assessment in which the child him/herself and the parents play a central role.

STATEMENT – As a result of the Formal Assessment, LEA the Educational Psychologist may decide to issue a Statement of ALN, which outlines in detail the way forward for the child and grants him/her legal entitlements. Alternatively a 'note in lieu' may be issued.

The Statement is reviewed annually at school at a meeting attended by the parents and all professionals with whom the child has worked.

As always, all pupils identified as having special educational needs are fully integrated within the school. Those requiring additional support have attended weekly, twice-weekly or daily support from our skilled Teaching Assistants, according to their level of need. As usual, there continues to be good liaison between Central Primary School, the cluster primary schools and feeder Comprehensive Schools.

As a caring school committed to inclusion and equality, we recognise the uniqueness of each individual and we welcome children with disabilities. Every effort is made to provide the necessary resources to help any disabled pupil access the curriculum as fully as possible. The school co-operates with other professionals in seeking each child's full entitlement e.g. physiotherapist, speech therapist, visual impairment personnel, hearing impairment personnel etc.



Attendance and Punctuality

Attendance and punctuality is rigorously monitored, with parents being reminded in weekly newsletters about importance of contacting the school on their child's first day of absence. We operate a First Day and Third Day Response system. If no message has been received, a phone call and/or text message is sent to which parents are expected to respond. Letters are sent out to parents detailing any concerns and consequent procedures.

Attendance posters are displayed around the school reminding parents and carers of the importance of regular attendance.

We have class attendance of the week and this is announced weekly in our newsletters. We also have Class attendance of the term whereby they winning class has a special treat of their own to celebrate their success.

Personalised colour coded individual pupil attendance percentages are sent to parents regularly with a reminder of how important regular attendance and punctuality is. A break down of the consequences of poor attendance is also included. This is helpful to keep parents and carers fully informed. We offer support regarding attendance to any family should they require it.

Pupil attendance for the last year stood at 94% against our target of 95%. This year we aim to at least hit 95%. Please remember that holidays should **not** be taken within term time and will be classed as unauthorised.

Fixed Term Penalty Notices are issued to families who are persistently late or non-attendees in relation to the policy.

An Education Welfare Officer visits the Head Teacher on a regular basis and will visit families who require support and encouragement regarding attendance and punctuality.



Our 'attendance dragon' spends a week with the class achieving the highest attendance!



Charging and Remissions

We operate a Charging and Remissions policy which is available on request. Although no charge is made for most school time activities, parents/carers are invited to make voluntary contributions towards the cost of educational visits which form part of the provision of a broad and balanced curriculum. We strive to keep visit costs as affordable as possible and subsidise whenever possible through regular fund raising. In the event of parents/carers being unable to make a voluntary contribution, the child will not be excluded from such activities. However, visits and activities may be cancelled for the entire group/class if there are insufficient funds to cover the costs. Please speak to our Head Teacher, Mrs Hopkins if you have any concerns regarding costs. Your concerns will be treated in confidence.

Complaints

Should any parent/carer have any concerns or complaints relating to any matter concerning the school, they are encouraged to arrange an appointment with Mrs Hopkins, the Head Teacher who will deal sensitively with all matters. A Complaints Policy is available on request and is also available on our website.

Equal Opportunities and Strategic Equality Plan

At Central Primary school, we recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. A copy is available from the office upon request.





Safeguarding, Child Protection and Looked After Children (LAC)

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. It is the responsibility of the Head Teacher to ensure that all Child Protection procedures are followed correctly and that all staff are trained appropriately to the required standard. A Child Protection policy is available from the office upon request.

The Designated Child Protection Officer is Mrs Hopkins. The Deputy Designated Child Protection Officer is Mrs James. The Designated Child Protection Governor is Mrs Amos. Should you have any concerns or information you wish to share, please contact any member of staff. All cases will be dealt professionally with efficiency and discretion.

Mrs Hopkins, Head Teacher is the member of staff designated as having responsibility for promoting the educational achievement of Looked After Children (LAC). Should you wish to speak to her about any queries regarding LAC provision, she may be contacted at 01639 882866





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	31/8/07 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/08 - 31/8/09	93.9	95.4	94.8	3.0	2.5	2.7	3.1	2.1	2.5
9	1/9/09 - 31/8/10	94.4	94.7	94.6	3.4	3.3	3.4	2.2	2.0	2.1
8	1/9/10 - 31/8/11	95.7	95.7	95.7	2.4	2.3	2.3	2.0	2.0	2.0
7	1/9/11 - 31/8/12	94.1	93.2	93.6	3.2	4.2	4.2	2.7	2.6	2.7
6	1/9/12 - 31/8/13	95.2	94.7	95.0	2.4	4.0	4.0	2.4	1.3	1.9
5	1/9/13 - 31/8/14	93.7	94.1	93.9	4.4	3.5	3.5	1.9	2.4	2.1
Total of all pupils		94.5	94.6	94.6	3.2	3.3	3.3	2.3	2.1	2.2

Actual number of sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Sessions Possible			Present/Approved Educational Activity			Authorised absences			Unauthorised absences			Partial forced and school closure (code Y)			Untimetable sessions for non-compulsory school-aged pupils (code X)			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
11 or over	31/8/07 or earlier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	1/9/08 - 31/8/09	8890	12936	21826	8347	12335	20682	267	324	591	276	277	553	46	70	116	0	0	0	
9	1/9/09 - 31/8/10	8780	11506	20286	8291	10891	19182	299	383	682	190	232	422	46	60	106	0	0	0	
8	1/9/10 - 31/8/11	11186	9692	20878	10700	9278	19978	266	224	490	220	190	410	60	48	108	0	0	0	
7	1/9/11 - 31/8/12	11046	10816	21862	10394	10077	20471	353	457	810	299	282	581	60	58	118	0	0	0	
6	1/9/12 - 31/8/13	11068	10144	21212	10539	9606	20145	261	404	665	268	134	402	0	0	0	0	0	0	
5	1/9/13 - 31/8/14	13806	8390	22196	12936	7897	20833	605	291	896	265	202	467	0	0	0	0	0	0	
Total of all pupils		64776	63484	128260	61207	60084	121291	2051	2083	4134	1518	1317	2835	212	236	448	0	0	0	



School Term Dates 2020-2021

2020/2021 Academic Year

Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2020	Tuesday 1st September	Monday 26th October	Friday 30th October	Tuesday 22nd December	76
Spring 2021	Monday 4th January	Monday 15th February	Friday 19th February	Friday 26th March	55
Summer 2021	Monday 12th April	Monday 31st May	Friday 4th June	Friday 16th July	64
Total:					195

Schools will be closed to pupils for INSET/Staff Preparation on five days between Tuesday 1st September 2020 and Friday 16th July 2021.

Bank Holidays

New Year, 1st January 2021

Good Friday, 2nd April 2021

Easter Monday, 5th April 2021

May Day, 3rd May 2021 (All Schools Closed)

Spring Bank Holiday, 31st May 2021

Summer Bank Holiday 30th August 2021



School Term Dates 2021-2022

2021/2022 Academic Year

Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2021	Thursday 2nd September	Monday 25th October	Friday 29th October	Friday 17th December	72
Spring 2022	Tuesday 4th January	Monday 21st February	Friday 25th February	Friday 8th April	64
Summer 2022	Monday 25th April	Monday 30th May	Friday 3rd June	Friday 22nd July	59
Total:					195

Schools will be closed to pupils for INSET/Staff Preparation on five days between Thursday 2nd September 2021 and Friday 22nd July 2022.

Bank Holidays

New Year, 1st January 2022

Good Friday, 15th April 2022

Easter Monday, 18th April 2022

May Day, 2nd May 2022 (All Schools Closed)

Spring Bank Holiday, 30th May 2022

Summer Bank Holiday 29th August 2022



School Comparative/Validation 2019

(End of Foundation Phase Outcomes - Pupils)

(Table 1 of 2 - PERCENTAGES) Central Primary School

		N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	14.8	79.6	3.7	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.4	17.2	55.2	22.4	0.0

Language, literacy and communication skills (in Welsh)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Language, literacy and communication skills (in English)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	16.7	59.3	22.2	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.4	13.8	55.2	25.9	0.0

Mathematical development	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	22.2	61.1	14.8	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.4	10.3	58.6	25.9	0.0

FPI **

2019	70.4
2018	77.6



Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.



(Table 2 of 2 - PUPIL NUMBERS)

Neath Port Talbot Central Primary School

	N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	0	0	0	0	0	0	0	0	1	8	43	2	0
Language, literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0	0	0	0
Language, literacy and communication skills (in English)	0	0	0	0	0	0	0	0	1	9	32	12	0
Mathematical development	0	0	0	0	0	0	0	0	1	12	33	8	0

FPI **

School	38
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Cohort = 54

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.



School Comparative/Validation 2019 (KS2 - Pupils) Central Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	14.3	44.6	33.9	5.4	83.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.0	54.2	23.7	0.0	78.0
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	10.7	48.2	35.7	3.6	87.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.6	49.2	32.2	0.0	81.4
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	10.7	39.3	37.5	10.7	87.5
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.1	49.2	23.7	0.0	72.9
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	21.4	46.4	23.2	7.1	76.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	27.1	59.3	11.9	1.7	72.9
Mathematics	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	14.3	39.3	28.6	16.1	83.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.6	50.8	30.5	0.0	81.4
Science	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	7.1	50.0	35.7	5.4	91.1
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.3	59.3	20.3	0.0	79.7
Welsh Second Language	2019	0.0	0.0	0.0	0.0	0.0	0.0	1.8	21.4	41.1	32.1	3.6	76.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	23.7	50.8	25.4	0.0	76.3

Core Subject Indicator **

2019	82.1
2018	74.6

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.



(Table 2 of 2 - PUPIL NUMBERS)

Neath Port Talbot

Central Primary School

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	0	1	8	25	19	3	56
Oracy	0	0	0	0	0	0	1	6	27	20	2	56
Reading	0	0	0	0	0	0	1	6	22	21	6	56
Writing	0	0	0	0	0	0	1	12	26	13	4	56

Mathematics	0	0	0	0	0	0	1	8	22	16	9	56
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Science	0	0	0	0	0	0	1	4	28	20	3	56
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Welsh Second Language	0	0	0	0	0	0	1	12	23	18	2	56
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Core Subject Indicator **

2019	46
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Cohort = 56

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)



Neath Port Talbot CBC

Period: Mar19-Apr20

Central Primary School	
<i>DELEGATED COSTS 2019/20</i>	
	<i>YTD-Actual</i>
TEACHERS SALARIES	938,168.82
SALARIES	553,756.12
WAGES	973.00
OTHER EMPLOYEE EXPENSES	
PREMISES	67,933.61
TRANSPORTATION	498.36
SUPPLIES AND SERVICES	63,764.47
THIRD PARTY PAYMENTS	0.00
SUPPORT SERVICES	235,907.78
GOVERNEMENT GRANTS & CONTRIBUTIONS	-38,942.53
SALES	-1.45
FEES AND CHARGES INCOME	-2,526.79
RENTS	-70.00
INTEREST RECEIVED	-460.00
TRANSFERS	-4,074.25
INTERNAL CHARGES	-374,019.14
TOTAL	1,440,908.00

<i>NON-DELEGATED COSTS 2019/20</i>	
	<i>YTD-Actual</i>
TEACHERS SALARIES	30,248.81
OTHER EMPLOYEES	8,287.92
OTHER DIRECT COSTS	284,913.81
MISC INCOME	-4,074.25
CAPITAL CHARGES	102,648.01
RESERVES	
TOTAL	422,024.30



Acknowledgements: The Governing Body wishes to thank pupils, staff and the community who all play a huge role in helping the school achieve its goals. Our school continues to grow from strength to strength and when we all work 'hand in hand' together, every learner is supported and encouraged to believe in themselves and achieve their goals successfully.

A Child Learns What They Live

If a child lives with criticism,
he learns to condemn.

If a child lives with hostility,
he learns to fight.

If a child lives with ridicule,
he learns to be shy.

If a child lives with shame,
he learns to feel guilty.

If a child lives with tolerance,
he learns to be patient.

If a child lives with encouragement,
he learns confidence.

If a child lives with praise,
he learns to appreciate.

If a child lives with fairness,
he learns justice.

If a child lives with security,
he learns to have faith.

If a child lives with approval,
he learns to like himself.

If a child lives with acceptance, and friendship,
he learns to find love in the world.

Author Unknown