

Hay on Wye C.P.School



Ysgol y Gelli

Governors' Annual Report to Parents 2019 'Learning Today to Make Tomorrow' 'Dysgu Heddiw i Wneud Yfory'

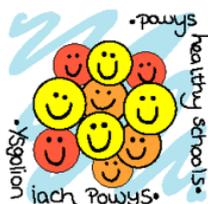
Tel/Fax: 01497 820339

E Mail: office@hay.powys.sch.uk

Website: www.hay.powys.sch.uk

Head: Mrs. A. Bartholomew

Chair of Governors: Mr. G. Bingham



HAY ON WYE COUNTY PRIMARY SCHOOL
GOVERNORS' ANNUAL REPORT TO PARENTS 2018

A meeting will be held on MONDAY 8th July at 6.00 p.m. for parents and guardians of all pupils. The meeting is to discuss the Annual Report and the discharge by the governing body, staff and L.E.A. of their duties and responsibilities in relation to the school.

Why should you come?

The governing body has responsibility for Hay-on-Wye Primary School, and would like to meet with parents who wish to find out more about their work.

What can you ask?

The meeting will follow the agenda below. Questions on matters contained in the report may be asked at the meeting. Questions on other matters should be submitted in writing at least 3 days in advance of the meeting.

AGENDA

1. Apologies
2. Approve the minutes of the meeting of 8th July 2018
3. Matters arising from governors' annual report.
4. Questions from parents.

Governors' Annual Report to Parents 2018

The Governors' Annual Report outlines progress and events of the previous year. We hope you are pleased with what happens in our school. To help us address any concerns you may have, please complete a) and/or b) and return as soon as possible.

- a) I have read the Governors' Annual Report and am happy with what is happening in the school.
- b) In response to the Governors' Annual Report I would like the following question to be addressed at the meeting.

Signed _____

Please return to the Head teacher by 3.15 pm on Friday 5th July 2019

Aims of the school

As the school looks forward to many anticipated changes we aim to combine the best of the old with the best of the new. We wish to provide our pupils with a learning environment in which each individual will feel known and valued for what he or she brings to us. We see the children not only as pupils in our school but as members of the community of the school and of the larger community beyond. We also remember that each child is a member of a family and that much of what he or she does in school influences, and is influenced by, their life outside school. We see each child as an individual and recognise that each child has very different academic, emotional and physical needs. We try to ensure that each child is encouraged to develop at his or her own pace and to achieve his or her full potential.

Our aims need to cover the 'whole curriculum' and they are:

- To develop and prepare individual pupils for a responsible role in society.
- To develop skills, attitudes and values to make a contribution to life in and outside school.
- To develop lively enquiring minds.
- To present pupils with challenges and to encourage a will to overcome.
- To provide an environment so that children have an enjoyable experience.

Our "whole curriculum" must take account of the demands of the Donaldson Report and its implication for September 2020 and the LNF (literacy and numeracy) framework. Our aim is to enable all pupils to acquire basic knowledge, understanding and a range of mental and physical skills appropriate to their present and future needs:

All pupils must be helped to:

- Develop awareness of self and sensitivity to others and to acquire a set of moral values.
- Communicate effectively in speech and writing for a variety of purposes.
- Read fluently with understanding and a desire to continue this reading outside school
- Apply skills of numeracy with accuracy and to understand the application of mathematical concepts to real situations.
- Be aware of their natural surroundings, our place in them and our influence on them.
- Develop a legible style of handwriting and an appropriately high standard of spelling and punctuation.
- Observe inanimate things and master scientific ideas, investigate problems and interpret ideas.
- Acquire sufficient skills to be able to use music, drama, art and craft as a means of expression.
- Develop agility and physical co-ordination.

OBJECTIVES

School should be a happy, ordered place and the curriculum must be:

BROAD

Pupils will meet a wide range of experiences, knowledge and skills.

BALANCED

Each curriculum area must make a contribution to the development of every pupil.

RELEVANT Pupils achieve more when aspects of the curriculum are linked to the pupil's own experience.

DIFFERENTIATED Teaching will be geared to the ages, abilities and aptitudes of the pupils.

Socially, we hope that children from our school will be confident of their own worth, tolerant of others and polite in their behaviour. Emotionally, we hope that children will experience affection, tolerance, humour and unambiguous examples of fair criticism and correction.

How the Governing Body Works.

It is the role of governors to review school policies and to ensure they meet the requirements of the National Curriculum and also ensure the efficient day to day running of the school. The members of the governing body, their terms of office and their status is detailed on the last page.

The governing body works both as a whole body and through five committees. These are:

Finance & Staffing
Curriculum,
Discipline
Appeals,
Health & Safety & Fabric

There is also a link governor with responsibility for Safeguarding.

The agendas for the full governing body consider reports of each committee and the Headteacher's report.

No governor has claimed or been paid any expenses.

The governing body has worked with the staff and Local Authority to implement the changes and activities that have occurred at Hay School during the previous academic year and which are outlined below.

No resolutions were passed at the last annual meeting.

SCHOOL PROSPECTUS

The School Prospectus was updated in September 2018 and will be reviewed and updated annually.

SCHOOL IMPROVEMENT

The governors are committed to staff training and development and know the importance of releasing all staff for courses and for sharing good practice within our own school and with other schools.

The school is a platinum Eco School, giving us permanent Eco status.

We also have Fair Trade status and Phase 5 of Healthy Schools Award Level

To ensure continuity and progression in the core subjects we use a number of commercially produced schemes including the Oxford Reading Tree Reading Scheme, Giglets Guided Reading, Numicon and Abacus Maths.

Assessment, Recording and Reporting

The school has a sound policy for assessing, recording and reporting. School reports are sent to parents in the Summer Term. These detail progress made throughout the year, and also give targets for the children to work on.

Parents' evenings for reporting on children's individual progress are held in the Autumn and Spring terms. Children on the Special Needs Register have Individual Educational Plans outlining targets for the coming term. All children have individual tracking sheets, monitoring their progress across the curriculum.

Individual performance is monitored through Pupil Tracking records.

As last year, all pupils from Year 2 to Year 6 were given national Reading and Numeracy tests.

RESOURCES/COMMUNITY LINKS

The school works hard to strengthen links with the community; not only home/school links but also links with local businesses. The Warren Trust Committee has generously allowed us to use an area of land for our Forest School learning.

The Governors and staff would like to thank the many people and organisations that have helped to ensure the school is well equipped. The following is a short summary of those who have helped to provide resources for the school.

This year we have worked with the PTFhAy to help to enhance our curriculum. This year, they have helped to fund a trip to Harry Potter World for KS2, provided a dinosaur workshop for FP, bought a gazebo for the outdoor area, part funded a pantomime at Christmas and bought playground games for the children to enhance playtimes.

- We have very close links with Little Stars, who work with staff to ensure the transition into school is as smooth as possible.
- The After School Club continues to offer excellent after school care every evening from 3.30 - 5.30 p.m.
- Breakfast Club runs every morning from 7.50am until 8.30am. This is used by around 40 pupils every day.

- A number of parents have worked in the school on a voluntary basis to support reading in school
- The school choir sang at the Hay Day Café, Fair Trade Festival, Cartref Nursing Home, a concert with Talgarth Male Voice Choir and the turning on of the town's Christmas lights.

- A group of Y5 or Y6 visit Cartref every week and a group of Y6 visit hay café every month - all part of our intergenerational work and dementia awareness
- Peripatetic music lessons continue: Violin (Michelle Jenkins), Guitar (Roger Beetham) Piano (Samantha Morgan) Drama has now started with Lynn Clausen and drumming with Brendan Hackett

- As appropriate the school has visitors/companies in to work with children to enhance their learning, including a visit from the FSA, Hilary at Bible Explorer, Playzone e-safety, Upbeat music, Hay Music, Pandemonium Theatre Company, and Lynne Clausen from Raven Drama.

SCHOOL POLICIES

School policies are regularly reviewed on a rolling programme.

MAIN EVENTS OF THE YEAR

- Harvest festival and Spooky disco. This year we donated to the local Foodbank
- Watch Club
- Christmas School plays
- The peer mediators attended a celebration event in Hereford
- Y6 to Stackpole - Superb! Big thank you to Mr G, Mrs Griffiths and Mrs Metcalfe for giving up their time
- Y4 to Cardiff - Fabulous! Big thank you to Mrs Williams and Miss Howells for giving up their time
- Y5 to Llangrannog - Bendedig! Big thank you to Mrs Wright and Di Workman for giving up their time
- One student TA will be completing their practice with us this year

SPORTING AIMS AND ACHIEVEMENTS

Hay School is proud of the school's sporting achievements. The children show a lot of talent in sport and are also enthusiastic and aware of the need for sportsmanship. They are able to take part in a wide variety of sporting activities through timetabled lessons and after school clubs.

This year they have been able to participate in:

Swimming, cricket, hockey rugby, football, dance, rounders, tennis, cross country and athletics.

Football/Hockey

Pupils played a number of friendly matches.

Rugby

The school has run tag rugby taster days, and taken part in local cluster tournaments.

Cricket

The cricket team has played in two tournaments in Brecon.

Swimming

All classes swim weekly in the school pool taught by Jo

EXTRA CURRICULAR ACTIVITIES

All children in KS2 have the opportunity to participate in a number of after school clubs which may include some from the list below.

Autumn
Home work club
Cookery.
Rugby
Choir
Recorder
Athletics
Coding
cricket

PUPIL NUMBERS

189 pupils on roll in June 2017

156 pupils on roll June 2018

154 Pupils on roll June 2019

21 children will leave Hay School this Summer.

19 pupils go on to Gwernyfed High School

22 pupils will enter reception in September 2019

STAFFING

Head Teacher

Mrs Alexine Bartholomew

Deputy Head

Ms Menna Wright

The pattern of class organisation for the new school year and the anticipated number of children will be as follows:

Reception/Y1

30 children

Year 2

30 children

Year 3

19 children

Year 4

26 children

Year 5

25 children

Year 6

24 children

,Mrs Julie Williams and Mrs Helen Haines (Special Needs Support Assistants) will be providing additional support throughout the school for children on the Additional Needs Register.

NON TEACHING MEMBERS OF STAFF

Mrs L.Llewellyn	School Secretary
Mrs B. Davies	Support Assistant
Mrs F. Morgan	Support Assistant
Mrs A. Wells	Support Assistant
Mrs M.Turner	Support Assistant
Mrs L. Ayling	Support Assistant
Mrs J. Metcalfe	Support Assistant
Mrs J. Williams	Support Assistant
Mrs M. Seymour	Support Assistant
Miss Sophie Fleming	Support Assistant
Mrs S. Winfield	School Cook and School Meal's Clerk
Mrs A. Edwards	Assistant Cook and Assistant Cleaner
Mrs S. Davies	Mid day Supervisor
Mrs J. Metcalfe	Mid day Superviso

FRIENDS AND HELPERS OF HAY SCHOOL

The governors and staff would like to thank all the friends, parents and helpers who find time to support the school in financial and social terms. Without their support many of the events outlined previously would not have been possible

THE SCHOOL DAY AT HAY COUNTY PRIMARY

7.50 a.m.	Breakfast Club starts
8.45 a.m.	Doors Open
8.55 a.m.	Registration
9.00 a.m.	Session 1 starts
10.25 - 10.40	Whole school break
11.45 a.m.	Lunch FP
12.15 p.m.	Lunch KS 2
2.00 p.m.	Assembly
2.15 p.m	Break for Foundation Phase
3.15 p.m.	School Ends
3.30 p.m. - 5.30 p.m.	Jumping Jacks After School Club

Actual Teaching Time

FP	21 hours per week.
KS.2	24.25 hours per week.

PLEASE NOTE.

For safety and insurance reasons we will not open doors for parents or children until we are legally responsible and covered to do so.

General remarks

The Governing Body would like to bring the following points to your attention:

- The school's uniform is attractive and serviceable. We would like as many pupils as possible to wear it. We are rightly proud of our school and hope that you will share this view and send your child or children to school in our chosen uniform.
- We would request that, if your child is going to be absent, you phone the school on the morning of the absence and give the reason why they are away that day.
- Please note that a change of clothing is necessary for all P.E. sessions. (T Shirts, shorts for indoor P.E. and trainers for outdoor sessions. Tracksuits are permitted for colder outdoor sessions)
- If it is absolutely necessary that medicine is given to a child during school time would parents please either come to school with medicine at the required time or sign a consent form available from the main office. The medicine must be clearly labelled with the child's name, dose required and time to be given. All medicines will be stored in a safe place either in the main office or, if necessary, in the kitchen fridge.
- If parents wish to discuss an issue with the class teacher or Head Teacher please do not hesitate to contact the member of staff concerned, who will then arrange a mutually convenient time for a meeting to take place.
- If any parent has an issue for discussion by the Governing Body would they please contact a Parent Governor, the Head or the Clerk to the Governors, Mrs. Louise Llewellyn

TARGET SETTING

PUPIL ACHIEVEMENT

Each child is assessed and targets are set at the desired level they are expected to achieve at the end of each year.

Foundation Phase

At Foundation Phase end of Key Stage Outcomes, the expected Outcome for the majority of children at end of Foundation Phase is Outcome 5. This year's results of pupils were as follows:-

Outcome 5 or higher	
Communication, Language and Literacy	89%
Mathematical Development	89%
Personal, Social Development	100%

Key Stage 2

The targets set for this year for the percentage of pupils achieving Level 4 and above at the end of Key Stage 2 were:

	Targets set	Actual levels achieved
Maths	89%	100%
English	89%	100%
Science	89%	100%
Welsh	80%	80%

In the light of this year's results and analysis of cohort for next year, the targets set for the end of Key Stage 2 in 2019 are as follows:

Percentage achieving Level 4 and above

Maths 100 %

English 100 %

Science 100%

AUTHORISED AND UNAUTHORISED ABSENCES

At Hay School we have a high standard of attendance. The governing body would, however, like to remind parents that all children from the school age of 5 are legally obliged to attend school unless there is a valid reason for absence.

If your child is not going to be in school we would ask you to telephone the school as soon as possible. This is for your child's safety.

The average attendance figure for the last three terms was 96%, achieving the target of 96.5%, set by Governors last year. Powys average attendance for the academic year 2016/17 was 95%.

Target for 2018/19 is set at 96.5%.

PUPIL EXCLUSIONS

There have been no pupil exclusions during the last academic year. Through the school's Social Inclusion Policy the Governors hope to maintain this record.

SPECIAL EDUCATIONAL NEEDS

At Hay School we value the abilities and achievements of all our pupils and are committed to help them to realise their full potential. To achieve this, it is important that early identification is made of any learning difficulties or of any accelerated learning requirements. Through Individual Education Plans these needs can then be met.

The integration of children with special needs is a natural occurrence, as for the majority of time they will work with their peer group. Where appropriate children may be withdrawn for some time with a learning support teacher, and these sessions will be incorporated into the normal school day.

It is important to Hay School that everyone is treated equally and has the same opportunity for access to the curriculum. The physical environment of the school is now perfect to give access to disabled pupils and adults. There is a disabled toilet in both the main part of the school and the library and disabled changing facilities are available.

Our Strategic Equality Plan outlines how provision is made to ensure inclusion and actions for further improvement.

INSPECTION

The school was inspected in September 2012. The recommendations and planned action were as detailed below. The school was re-inspected in December 2013 when progress towards achieving the recommendations was judged as good.

R1. Raise standards in writing across the school by increasing the challenge to all pupils.

- Review the challenge of all MAT pupils
- Develop a culture of high expectation through consistent approach
- Agree and embed age appropriate 'checklist of requirements' for all pupils' writing.

The outcome of the above actions has ensured appropriate differentiation for all pupils with all pupils being challenged to achieve their full potential. Through monitoring by the Senior Management of the school, pupils' standards of writing has been shown to be of a consistently high standard This is reflected in the end of year results.

R2. Improve the quality and consistency of planning for the development of pupils' skills across the curriculum

- Appoint Skills co-ordinator
- Review current planning.

The outcome of the above actions has ensured there is consistency in approach to the delivery of the new skills framework. There is also, through working together, a more cohesive approach to planning

R3. Improve the quality and consistency of teaching

- Utilise Performance Management Cycle to secure improvement
- Develop role of mentoring for curriculum areas/ skills development
- Ensure effective and consistent use of learning objectives, success criteria and feedback to parents.

The outcome of the above actions has ensured all staff, through in-school and external training, are part of a continued professional development programme, thus developing their skills in the classroom and across the school. Monitoring and mentoring help to utilise the strengths of all staff and so raise standards.

R4. Develop a clear understanding of assessment for learning and use it effectively and consistently across the curriculum

- Appoint AfL mentor
- Review, amend and publish AfL policy
- Review staff use of all AfL strategies
- Provide in service training for support staff.

The outcome of the above actions has ensured AfL strategies are used effectively to involve pupils in their learning and thus raise standards. Through appropriate training for all staff there is a coherent approach to the methods used.

R5 Improve the way the responsibilities for aspects of school's life and work are shared among the staff

- Audit current roles and responsibilities

All roles and responsibilities taken on by staff have been audited; with staff have more clearly defined job descriptions. These roles and responsibilities have led to greater sharing of approaches amongst staff, therefore enabling pupils to achieve their full potential.

R6 Develop the role of the governing body as a critical friend of the school

- Seek guidance from Governors Wales re effective role of Governing Body
- Ensure clarity of role for Governors with assigned responsibility and of sub committees
- Ensure staff with subject responsibility work with specific governors.
- Minute critical friend input in order to raise standards
- Work towards achieving

The outcome of the above actions has ensured governors have a far more proactive role in the strategic management of the school. They have greater subject knowledge and responsibility through working with those staff with specific area responsibilities. Sub-committee meetings and subsequent feedback to full committee ensure all governors are aware of all aspects of the school.

Hay on Wye CP School Governing Body

Name	Status	Term of Office
Chair: Mr. Gordon J Bingham Hay CP School, Oxford Road, Hay on Wye HR3 5BT	Lea Appointed Governor	31 st August 2021
Mrs. L. Llewellyn, Hay CP School, Oxford Road, Hay on Wye HR3 5BT	Clerk	
Mrs. Mary Fellowes	LEA appointed	31/08/2020
Ms Marianne Seymour	Staff Governor	30/8/2021
Mr Gareth Ratcliffe (Vice Chair)	LEA	31/12/2022
Mrs. Belinda Jenkins	Community	30/09/2022
Mr. Tim Pugh	Community	31/08/2021
Mrs Claire Jackson	Community	15/03/2021
Mrs. Diane Workman	Community	31/12/2021
Mrs Jess Metcalfe	Parent	31/12/2022
Mrs Lisa Howard	Parent	31/12/2022
Mr. James Griffiths	Teacher Governor	1/09/2022
Mrs. Menna Wright	Teacher Governor	31/08/2021
Mr. Andrew Williams	Community	31/08/2021
Ms Josie Pearson	Community	30/04/2021
Mrs Alexine Bartholomew	Head teacher	
Mrs Kath Jackson	Parent	26 / 10 / 2022
Mrs Elena Farnham	Parent	26 / 10 / 2022
Mr Mike Howlett	Parent	15 / 1 /2023