

Full Report
KNIGHTON Church in Wales SCHOOL/YSGOL GYNRADD TREFYCLAWDD
Annual Report to Parents for the year 2017/18
Headteacher: Mary Strong c/o Knighton C in W Primary

The school governors' Annual Reports (Wales) regulations 2001 require that school governing bodies produce an annual report, a summary report of which must be circulated to all parents.

The report must be factual and relate to work of the governors during the previous academic year.

We hope you will find this report both informative and useful. The purpose of the report is as follows:

- **It provides information on the activities which have been undertaken by pupils, staff, governors and parents.**
- **It provides statistical information on pupil numbers and levels of academic attainment.**
- **It celebrates the continuing improvement that is making Knighton an increasingly successful school.**

The Board of Governors would like to thank all those who contribute to our school's success. We applaud and celebrate the hard work and commitment of all our staff. We thank parents, carers and all those in the community who support our school and we are grateful for the fundraising and other work undertaken by Knighton Friends of School.

Action taken by the governing body to develop or strengthen the school's links with the community include the following:

Members of the governing body are linked to specific classes and areas of the curriculum. They attend class assemblies and then spend time in class looking at work and talking to parents.

All governors are invited to attend events that are also attended by parents. Several members are also members of county and town councils and represent the school's interest there.

To improve the level and standard of information given to the Full Governing Body about the school's provision and outcomes, sub-committees meet half-termly to report on Standards, Finance and provision in the Children's Centre.

No parents' meeting was held this year. There were no requests from parents for a meeting.
Names of the members of the governing body, their terms of office and the category to which they belong: THE GOVERNING BODY Day to day management and organisation of the school is the responsibility of the Headteacher. The School's Governing Body manages general school policy and strategic planning. Governors serve for a period of four years.

Last year's governing body were as follows:



Name:	Appointed by:	Term of office ends:
Eirlys Spawton, Chair	L.E.A.	31.01.2022
Julia Llewellyn-Roberts	L.E.A.	31.08.2019
Vice-Chair Sara Spencer	Parent Governor	31.10.2019
Councillor Angelique Williams	L.E.A.	31.05.2021
Reverend Melia Cope	Foundation	31.01.2018
Sarah Sanford	Foundation	31.08.2021
Charlotte Rimmer	Teacher Representative	31.02.2021
Kath George	Non-teaching Staff	11.03.2021
Vanessa Scott	Parent Governor	11.03.2019
Rhodri Davies	Parent Governor	25.04.2022
Andrew Kenyon-Wade	Community Governor	31.10.2019
Georgina Washington	Parent Governor	15.05.2020
Chris Branford	Town Council	31.08.2017
Mary Strong	Headteacher	
Beth Groves	Clerk to the Governors	

Governors serve for a period of four years.

The names and addresses of the clerk and chairperson:

Clerk: Beth Groves beth.groves@powys.gov.uk

Chairperson: Eirlys Spawton

Information about the next election of parent governors

An election took place in April 2018

Highlights of 2017/18

Our Key Stage 2 classes were very proud of the children who braved the cold to take part in the challenging cross country courses at Presteigne and Radnor Valley.

The Children's Centre had a trip to Mrs Humphries' house as part of their topic to look at different types of homes. The children were very excited and went back to school to draw their own homes.

Hwyaid Bach and Gwdihw walked to the library as part of their celebration for World Book Day.

Cnoc-y-Coed and Jac-y-Do enjoyed several Creative School days with artists Jim and Ruth. They invented and dressed up as their own story character. They also continued with their animated film.

Barcud Coch made Welsh bunting with Tudur Rees to get ready for this year's Eisteddfod in Builth Wells.

Aderyn Du spent several mornings with Mr Burrows, the music teacher from John Beddoes campus.

Eryr and Gwennol visited the Co-op to find out about Fairtrade goods. They heard about how important it is for farmers to get a fair price for their products and they came back to school with some delicious free fruit!

Barcud Coch and Aderyn Du celebrated World Book Day with style! Both classes enjoyed pirate-related activities. Barcud Coch learned some nautical language and found out how pirates washed their clothes! Aderyn Du read extracts from the story of 'Treasure Island' by Robert Louis Stevenson and then sang and danced to sea shanties.

Dathliad Cymraeg Our celebration of Welsh culture and the Welsh language was a lot of fun and the performances made our Welsh teacher very proud.

Coding Club: we started a new computer club: a brilliant success.

Eryr and Gwennol received e-mail answers to their owl-related questions from the Owl Centre in Kington.

Jac-y-Do and Cnoc-y-Coed become confident users of new software called 'J2Visual' which allows them to control a 'sprite' by writing algorithms.

Aderyn Du and Barcud Coch were pretending to be news crews reporting on real-life natural disasters in other countries. The children started attending the town's Bowling Club for taster sessions.

Geoff Hancock from the EVA Rehabilitation Project came to speak to us. We found out why the repairs to the water-pipe are so important and lots of interesting facts about the project. Geoff invited our pupils to draw a picture related to the talk and think of a name for the digging machine.

Arts Council Wales: photographs of Y3 and Y4 pupils' work with Arts Council Wales artists Jim and Ruth were displayed on the council's website and in exhibitions.

Every KS2 class visited Knighton's Spaceguard Centre. Children and adults were amazed to find out how important and famous the centre is across the world!

Cardiff trip for Y5 and Y6. Highlights included: taking part in a debate in the Senedd; dressing up in Tudor costume and appearing on Radio Wales in St Fagans (this was aired on BBC Radio Wales on Sunday 3rd June at 7am) and hands-on science experiments at Techniquet. Everywhere we went, adults told us how well-behaved, considerate and interested the children were.

Dan-yr-Ogof Showcaves The Foundation Phase Team received an e-mail from the staff at the showcaves which said, 'All the staff remarked on how polite and well-behaved the children were. It is always a pleasure to welcome schools like Knighton Church in Wales Primary School.'

Between FOS and school budget, all classes got Clever-Touch interactive boards.

Swimming Gala hosted at Knighton. Despite competing against children from other schools who belong to swimming squads, Knighton did very well. Several children went on to the county final.

Update on School Performance

Description / activity / priority	Strengths and Areas for Improvement 2017/18
Standards	<p>Main strengths</p> <p><i>Our tracking documents show that at Foundation Phase:</i></p> <ul style="list-style-type: none"> ▪ <i>nearly all Reception pupils made expected or better progress in reading, writing, maths, knowledge and understanding and welsh;</i> ▪ <i>many Reception pupils attained expected or better outcomes in reading, writing, maths, knowledge and understanding and welsh; most attained expected or better outcomes in PSE;</i> ▪ <i>many Y1 pupils made expected or better progress in reading, writing, maths, knowledge and understanding and welsh;</i> ▪ <i>many Y1 pupils attained expected or better outcomes in reading, writing, maths, knowledge and understanding and welsh; most attained expected or better outcomes in PSE;</i> ▪ <i>nearly all Y2 pupils made expected or better progress in knowledge and understanding; most Y2 pupils made expected or better progress in reading and writing; many made expected or better progress in maths and welsh;</i> ▪ <i>nearly all Y2 pupils attained expected or better outcomes in reading, maths, knowledge and understanding, PSE and welsh. Many pupils attained expected or better outcomes in writing.</i> <p><i>Our tracking documents show that at Key Stage Two:</i></p>

- *all Y3 pupils made expected or better progress in reading, maths, science and welsh; nearly all made expected or better progress in writing;*
- *many Y3 pupils attained expected or better outcomes in reading, writing, maths, science and welsh;*
- *many Y4 pupils made expected or better progress in reading, maths, and welsh; a majority made expected or better progress in writing;*
- *many Y4 pupils attained expected or better outcomes in reading, writing, maths and science; a majority attained expected or better progress in welsh;*
- *all Y5 pupils made expected or better progress in reading, writing and science; nearly all made expected or better progress in welsh; many made expected or better progress in maths*
- *many Y5 pupils attained expected or better outcomes in reading, writing, maths, science and welsh;*
- *many Y6 pupils made expected or better progress in reading, maths, writing, science and welsh;*
- *nearly all Y6 pupils attained expected or better outcomes in reading, writing, maths, science and welsh.*

Areas for Improvement 2017/18

Improve results at O5+ and L4+ in literacy.

Improve results at O5+ and L4+ in numeracy: apply numeracy to maths reasoning at FP and KS2.

Improve results at O6+ and L5+ for boys in English and for results to be more in line with our family of schools by September 2018.

To develop the next two strands of the Digital Competency Framework: Interacting and Collaborating and Producing.

	<p>To improve the use of Welsh throughout the school and to achieve the bronze award of Cymraeg Campus by July 2018.</p> <p>To ensure effective transition for children from the Children's Centre to Reception classes through effective 'close the gap' monitoring.</p>
Wellbeing	<p>Main strengths Main strengths</p> <ul style="list-style-type: none"> ✓ Impact of a wide range of school councils ✓ Wide range of extra-curricular clubs ✓ Pupil Behaviour ✓ Pupil participation in wide range of school events ✓ The Breakfast Club ✓ Very good links with most parents ✓ Active Community links <p>Future/ ongoing developments</p> <ul style="list-style-type: none"> ➤ To continue improving attendance and for the school to perform in the upper 25% of similar schools. ➤ To develop a wider range of councils across the school in order to increase impact of pupil voice.
Provision	<p>Main Strengths</p> <ul style="list-style-type: none"> ✓ Lessons are differentiated effectively with appropriate activities ensuring most pupils make good progress

	<ul style="list-style-type: none"> ✓ Lesson are planned in an effective series ensuring most pupils are able to recall previous learning and make good progress ✓ Activities allow opportunities to develop effective literacy and numeracy skills ✓ Most pupils know how to improve their work and can identify next steps in their learning ✓ Opportunities for participation in a wide range of school activities and events ✓ Community and parent links to support learning ✓ Equality of provision <p>Ongoing developments</p> <ul style="list-style-type: none"> ➤ To promote and increase the use of Welsh across the school through implementing ‘Cymraeg Campus’ ➤ To introduce the next two stands of Digital Competence Framework across the school
Teaching	<p>Main strengths</p> <ul style="list-style-type: none"> ✓ Assessment tracking documents – informing SEN provision and information to next class ✓ Data analysis for monitoring standards and identifying groups of learners, also areas of the curriculum that need improvement ✓ Good relationships between all members of the school community ✓ Pupils’ progress in achieving programme of study skills across the curriculum - assessed across the school ✓ Very good progress with planning for the use of differentiation across the curriculum

	<p>Ongoing developments</p> <ul style="list-style-type: none"> ➤ Use of Learning Teams to monitor progress.
<p>Care, support and guidance</p>	<p>Main Strengths</p> <ul style="list-style-type: none"> ✓ Most pupils who access Centre support do so for numeracy and literacy and integrate seamlessly into their own class for the rest of their provision. ✓ Meetings with all teachers and TAs match pupils' needs to suitable programmes of support. Provision maps identify programmes that pupils have already followed and in which they have achieved success ✓ Effective liaison between the school and all external agencies which support pupils with learning, physical and emotional needs <p>Ongoing developments</p> <ul style="list-style-type: none"> ➤ Deputy Head and Head teacher develop staff and pupils as Emotion Coaches across the school
<p>Leadership</p>	<p>Main strengths</p> <ul style="list-style-type: none"> ✓ In response to the SER, the SDP includes measurable milestones to evaluate progress each term and is developed and shared with all stakeholders. ✓ Positive impact of the school's values and attitudes on pupils and learning ✓ Co-operation and teamwork at all levels ✓ Increased and effective challenge and accountability of the Governing Body to support school improvement and directly monitor standards ✓ Clear links between evidence in SER and targets in SDP <p>Ongoing developments</p>

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| <ul style="list-style-type: none"> ➤ Follow-up meetings to look at feedback and ways forward to close any gap in provision |
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KNIGHTON C.in W. SCHOOL/YSGOL GYNRADD TREFYCLAWDD
Performance Data (no benchmarking data available this year)
(All Wales Core Data 2018)

FOUNDATION PHASE

FOUNDATION PHASE INDICATOR (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.7	-	84.5	-	-	-

LANGUAGE, LITERACY AND COMMUNICATION - Outcome 5+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.7	-	87.1	-	-	-

LANGUAGE, LITERACY AND COMMUNICATION - Outcome 6 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
56.7	-	39.5	-	-	-

MATHEMATICAL DEVELOPMENT - Outcome 5+ (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.7	-	89.3	-	-	-

MATHEMATICAL DEVELOPMENT - Outcome 6 (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
66.7	-	38.8	-	-	-

PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY - Outcome 5+ (%)					
School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.7	-	95.2	-	-	-
PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY - Outcome 6 (%)					
School	Family (11 schools)	LA	Wales	Position in Family	Quartile
86.7	-	71.5	-	-	-

KEY STAGE 2

CSI (%)

School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.3	-	90.4	-	-	-

ENGLISH Level 4+ (%) Overall level

96.3	-	91.8	-	-	-
ORACY Level 4+ (%)					
96.3	-	-	-	-	-
READING Level 4+ (%)					
96.3	-	-	-	-	-
WRITING Level 4+ (%)					
96.3	-	-	-	-	-
ENGLISH Level 5 (%)					

59.3	-	50.1	-	-	-
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MATHS Level 4+ (%)					
School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.3	-	92.2	-	-	-
MATHS Level 5 (%)					
School	Family (11 schools)	LA	Wales	Position in Family	Quartile
63.0	-	50.4	-	-	-

SCIENCE Level 4+ (%)					
School	Family (11 schools)	LA	Wales	Position in Family	Quartile
96.3	-	92.9	-	-	-
SCIENCE Level 5 (%)					
School	Family (11 schools)	LA	Wales	Position in Family	Quartile
59.3	-	50.6	-	-	-

Attendance 2017/18

	Attendance		Authorised Absence
	Annual Target %	Actual %	Actual %
Summer 2018	95.4%	94.62%	2.77%
Spring 2018	95.4%	94.51%	4.62%
Autumn 2017	95.4%	96.32%	1.58%

Numbers on roll 2017/18

	part time	full time
Autumn 2017	20	203
Spring 2018	28	199
Summer 2018	32	197

	<p>A summary of any changes to information contained in the school prospectus since the previous governors' report was prepared:</p> <ul style="list-style-type: none">• Staffing and year group changes updated• Changes to admissions• Updates to curriculum• Changes to Governing Body
	<p>A statement on the curriculum and organisation of education and teaching methods at the school, including details of any special arrangements in the curriculum or otherwise for particular categories of pupils, including those with a statement of special educational needs:</p> <p>Up to Year 2, children follow an educational programme based on a document called Framework for Children's Learning in Wales for 3-7 year olds, known as the Foundation Phase. Through a series of play-based activities this prepares them for the start of the National Curriculum.</p> <p>As children move into Y3 (and begin KS2) they follow the National Curriculum, which is taught throughout the rest of the school.</p>

The school has fully embedded the literacy and numeracy programme of study which identifies clear annual expected outcomes. We use the programme of study to make sure that the teaching of literacy and numeracy skills is embedded in all subjects across the curriculum rather than focused on English, Welsh and Maths lessons alone.

This year we also developed our delivery of the new Digital Competency Framework. Teachers' planning includes themes which cross subject boundaries such as: Health Education; Education for Sustainable Development and Global Citizenship; Economic and Industrial Understanding; I.C.T.; Personal and Social Education; Sport and the Arts.

We also ensure that the curriculum has a distinctly Welsh aspect (Curriculum Cymreig).

All children experience a wide range of teaching styles. These include whole class, mixed ability groups, gender groups, paired and individual approaches to learning.

The hours per week for lessons are based on the national recommendation:

✿ Age 5-7 = 21 hours

✿ Age 8-11 = 23.5 hours

Children's progress is assessed regularly. 3x yearly standardised tests in reading, spelling and maths are used alongside teacher assessment to track children's progress.

As part of our regular monitoring systems, i.e. pupil tracking systems, we can identify children's strengths and weaknesses and ensure that they make the best progress. Children who are not quite 'on track' work in focus groups or receive some extra support such as extra time to read 1-1. These pupils are at a 'School Concern' level of intervention.

Pupils with more delay may require more time learning in smaller groups and may use some of the special support software available. These 'School Action' pupils will have an I.E.P. (individual education plan) which must be signed by parents and which outlines the 'different from and additional to' provision they will get in school.

Children who are identified as having significant delay are referred by the school to an Educational Psychologist, who might then recommend that the school provide extra support through our Specialist Centre or work with outside agencies such as Speech and Language therapists. These 'School Action Plus' pupils will also have an I.E.P.

A very small number of pupils may require a legal Statement of need.

	<p>The school's tracking documents are used to identify more able and talented children. These children are identified in planning and are encouraged with appropriately challenging work. Special skills, such as singing, are nurtured and celebrated in, for example, class assemblies and Christmas productions.</p> <p>Our school liaises closely with social workers in respect of the educational needs of LAC pupils (children who are looked after by the Local Authorities) to ensure their needs are met, and effective and appropriate provision made, for these pupils.</p> <p>Our school has and will continue to liaise closely with the Gypsy/Traveller support service as and when it is needed.</p> <p>At the moment we have very small numbers of EAL pupils. Their needs are assessed when they start school and they receive support within the classroom as needed.</p>
	<p>Our school is situated in a bilingual county and although the immediate area is English speaking we work hard to expose children to written and spoken Welsh.</p>
	<p>All children are taught Welsh during the week and it is used incidentally in all lessons alongside instructions in English. Examples include asking children to sit, stand, come in and go out and listen quietly. Incidental Welsh is also used around the school and we make increasing use of bilingual and Welsh language notices.</p> <p>Welsh is the usual language of communication in the corridors around school in the following way:</p> <ul style="list-style-type: none"> • Most pupils from the Foundation Phase up are able to say or ask simple everyday things such as 'bore da', 'sut wyt ti?' and 'pwy wyt ti?' • Many KS2 pupils can ask and answer questions to do with feelings, what the weather is like and where they live. • In class assemblies we greet parents and carers in Welsh and invite a response in Welsh.

	<p>Timetabled Welsh lessons take place every week. Patterns of language covered are reinforced during the week.</p> <p>Information about end of key stage results in Welsh are passed on to feeder secondary schools or primary schools in the case of a child transferring to another school. Information from our tracking document, which gives an indication of a pupil's achievement between end of key stage results, can also be passed on as required.</p>
	<p>Toilets:</p> <p>The 3s setting has four toilets for pupils and one for adults. In the main building there are four separate toilet facilities for children: one dedicated to the Nursery and Reception classes, one for boys, one for girls and a disabled toilet all of which are cleaned daily.</p>
	<p>Information about the action taken to promote healthy eating and drinking by pupils of the school.</p> <p>We work very hard to be a healthy school. We constantly encourage healthy eating, regular exercise, and positive behaviour strategies. All school staff work together to provide opportunities for pupils to voice their concerns, offer their views and suggestions and be involved with general school development.</p> <p>Bullying is taken very seriously by all staff and is dealt with in a structured, positive way. All pupils are encouraged to tell any member of staff if they are worried and this message is reinforced through circle time, displays and assemblies. These also provide opportunities for discussion about what bullying is, and what it isn't. Bullying is defined as deliberately hurtful behaviour repeated over time. There is always an imbalance of power between the bully and the bullied; it is not a confrontation between equals.</p> <p>Our 'Guardian Angel' scheme is then used to support a child with friendship issues or who is being bullied, to work with their friendship group to solve the situation in a positive way, and to assess how successful the outcome is. Typically, feedback and support is given over a three week period. If the children involved then say that the friendship issue has improved or the bullying has stopped, certificates can be given to the group to recognise the work they have done together. Very rarely, the work needs to be extended over a longer period and parents/carers are involved. Sometimes, although group work is successful, problems</p>

with the same group arise again at a later date. When this happens, the process starts again. Please see our school website for this, and other policies.
Pupils are expected to eat only fresh fruit or plain dried fruit such as raisins at break time. The school office sells fresh fruit for 30p during morning break. This is also an excellent opportunity for children to practise using money.

Expenditure Statement 2016/17

Teachers	437,233
Supply Insurance	1,910
Supply Teachers	10,762
Teaching Assistants	156,171
Clerical	28,159
Mid-Day Supervisors	16,530
Breakfast Club Staff	8,044
Employee Expenses	1,639
Repairs & Maintenance	12,298
Statutory Testing	5,140
Grounds Maintenance	3,291
Property Care	29,771

Electricity	8,590
Gas	7,721
Rates	14,222
Water / Sewerage	2,909
Canteen Equipment Costs	831
Capitation	28,450
Office Machinery	2,146
Office Stationery	-
Telephone	326
Postage	38
Breakfast Club Expenses	689
Core Package Services	8,267
Internal Purchases	1,538
Capital Expenditure	1,850

TOTAL EXPENDITURE	788,525

The total amount of any travelling and subsistence expenses paid to governors: None

Details of any school gifts:

FOS £1200.50

Star Rewards £210