

# ***St Helen's Primary School***



## ***GOVERNORS REPORT TO PARENTS 2017***

**There is no longer a requirement to hold an annual meeting for parents to discuss this report, but parents may request up to 3 meetings a year with the governing body to discuss whole school issues. As you know we already hold a termly open meeting where parents can come along and discuss whole school issues with the Headteacher and Governing Body.**

**The Governing Body has not held a parents' meeting pursuant to section 94 of the School Standards and Organisation (Wales) Act 2013**

## **A Word from the Chairperson:**

It gives me great pleasure as the Chair of Governors to write this forward for the Annual Governors Report to Parents for the year 2016/2017. As you may be aware the role of the Governing body is to support and challenge the school to achieve the best education for the children of our community.

We are very fortunate at St Helens to have such a professional team of teachers, assistants, specialists and support staff under the direction of our Head Teacher Mr Mark Thompson. The staff's commitment and dedication in undertaking their respective roles is greatly appreciated by the Governing Body and I am sure you the parents. It is through their dedication that the school continues to flourish and grow.

This year, again, has been a special year with the continued green status of the school and national winners at the Show Racism the Red Card event.

I would also like to place on record a thank you for the support of the Parent Teachers Association which continues to work tirelessly raising much needed funds used in achieving many extra- curricular activities. Also you the parents/carers for the commitment and support that you give your children, enabling their education to improve and raise standards.

I urge you to take time to read the report, as you will note that the schools achievements and results is one of continual improvement placing us as a leading light, respected amongst the Education family and setting best practice.

Phil Crayford  
Chair of Governors  
June 2017

## **Tenure of Office:**

For all governors except Headteachers who are ex officio, the term of office will end four years from the date of appointment.

### **Chairperson of Governors:**

Mr. P. Crayford  
C/o St Helen's Primary School.

### **Vice-Chairperson of Governors:**

Mrs. D. Mitchell  
C/o St Helen's Primary School.

### **Clerk to Governors:**

Mrs Sue Davey  
C/o St Helen's Primary School.

## **TYPE OF GOVERNOR**

### **LIST OF GOVERNORS**

### **Term start date**

• MR. A. LLOYD	1.9.16	LA APPOINTED
• COUNCILLOR ERIKA KIRCHNER	17.7.15	LA APPOINTED
• MR PHIL CRAYFORD	14.10.14	COMMUNITY GOVERNOR
• MS CHRISTINE WILLIAMS	8.5.16	COMMUNITY GOVERNOR
• MS MARIA NASH	8.10.14	PARENT GOVERNOR
• MR PERRY MORGAN	19.8.16	LA APPOINTED
• MR DAVID HOPKINS	8.10.14	PARENT GOVERNOR
• MR HELAL UDDIN	23.10.16	PARENT GOVERNOR
• MRS DAWN MITCHELL	1.9.14	COMMUNITY GOVERNOR
• MRS NICOLA FREDRICKSON	8.9.14	TEACHER GOVERNOR
• MRS SONYA VELICHIKOVA	17.11.15	PARENT GOVERNOR
• MISS SAM GODFREY	7.9.14	NON TEACHER GOVERNOR
• MR. M THOMPSON		HEADTEACHER
• MRS. S. DAVEY		CLERK TO GOVERNORS

### **Meetings:**

During the past year the Governing Body has met on a termly basis to review all aspects of school policy and practice. The Premises, Finance, Curriculum and Personnel committees met on several occasions to discuss building issues, health and safety, the budget and its implications on staffing and school initiatives.

Sub committees report to the full governing body as appropriate.

### **Resolutions**

No resolutions were passed at the last Annual General Meeting for parents in July 2012.

### **Medium of Instruction and provision for the Welsh language**

Children in our school are taught through the medium of English.

Welsh is taught as a second language. The school follows teaching schemes and resources recommended by the local education authority, which mainly aim for oral proficiency. However, the National Curriculum requires certain levels of competence in writing and reading Welsh, which children will be expected to attain by Year 6. It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities. Incidental Welsh is used outside lesson times, e.g. when ordering lunch, snacks, greeting one another and lining up at playtimes. Children also have an opportunity to learn about the culture and heritage, as well as the language of Wales, through such activities as St. David's Day celebrations. Our teaching of Welsh is supported by the team of peripatetic Welsh teachers', 'Athrawes Fro', who work alongside teachers and pupils in promoting the Welsh Language Teachers undertake relevant training to do this. This link, alongside subject moderation facilitates continuity to receiving secondary schools.

### **Appointments:**

Miss Emily Stevens – Y5 teacher

## **School Development Plan**

A summary of the targets set in our School Development Plan (SDP) are attached at the end of this report. Our SDP runs annually from January to January. Just by visiting the school you will observe the impact and effectiveness of meeting these targets. Each target has a specific Action Plan that is available for parents to see. Simply ask Mrs Davey in the school office for a copy. Our targets are devised following audits, monitoring and consultation with all stakeholders – (pupils, staff, parents, governors) and our partners in the wider community. Further details of what we have achieved are found in this report.

### **Curriculum/Learning Resources:**

Throughout your child's school life, he or she will follow the **National Curriculum**. The National Curriculum is designed to provide a firm foundation in language, mathematics and science, and to provide children between the ages of 5 and 16 with the opportunity to achieve their best within a broad and balanced curriculum.

Your child will follow the National Curriculum through two key areas of development of his or her compulsory school life in primary school. **These are: Foundation Phase and [Key Stage 2](#).**

The school staff have attended courses in curricular areas such as English, Maths, Foundation Phase, ALN, Leadership and IT to provide a wide variety of experiences and have been released to address subject responsibilities. A review has been conducted to improve the quality of education for the children especially regarding teaching and learning. Members of staff have worked closely with the Headteacher regarding School Self-evaluation, and Mr. Darren Casker, (LA School Challenge Advisor), has been supportive in nationally categorising the school and reviewing the school's progress towards its stated aims. The school was graded as a green school (2a) in the national categorisation.

The Headteacher has led the evaluation of last year's improvement plan and the development of this year's which outlines the priorities and breaks them down into a year's detailed actions against which there are clear costing, staffing roles, success criteria and outcomes.

Realistic and ambitious targets were presented to the Governing Body last Autumn for the current years 2-6 classes. These are year on year improvement targets for each child and not percentage increases for the cohorts. Our progress regarding these targets is illustrated in the table towards the end of this report.

St Helens has its own robust tracking system that enables the school to produce individual pupil profiles covering a range of assessment scores and data on each pupil. These profiles contain information regarding attendance, academic progress and well-being. National Reading and Numeracy tests have been completed by all children from Year 2 through to Year 6. The results from these are mapped onto our individual electronic pupil tracking profiles. These help us to accurately plot individual pupil progress as well as cohort progress (which we use to review teaching and learning) and set future targets for improvement. Cohorts can be tracked and compared to other learners as well as National standards so we can compare our pupils' standards with similar schools.

Staff members have attended many courses throughout the year. A full list and the impact of attending such professional development opportunities can be obtained from the school office.

The school provides extra-curricular tuition from Mr. Sudbury in guitar and drums.

The school has achieved the level 1 UNICEF Rights Respecting Schools Award and is working towards our Platinum Eco-Flag.

We are most appreciative of the continued input from our reading volunteers and for those parents who have supported the many events that have been run over the last year. Dylan Thomas Community School, Olchfa and Bishop Gore Comprehensive School teachers have visited us to strengthen links between the schools and to ensure the children's smooth transition from the Primary to the Secondary stage. A range of meetings and joint training events have been held between the two Comprehensives and other schools in our clusters to enable the sharing of good practice and to secure continuity and progression for all children. Transition has focused on standardisation and moderation of pupils work.

### **Additional Learning Needs**

The school continues to liaise successfully with the Local Authority, outside agencies, other schools, parents and the community. During the past 12 months, resources have been assigned to support pupils with Additional Learning Needs. The school has prioritised increasing staff ratios in classes to enable all pupils to receive support appropriate to their individual needs within an inclusive classroom environment. For those pupils requiring additional support, who are identified either through the LA SEN survey, teacher assessment, or school based standardised assessments, additional support is provided by members of the ALN support team. Where appropriate, some pupils are placed on the school's ALN list to ensure close monitoring and reporting of progress. Parents are informed on a termly basis if children are continually moving along the stage referral process as according to need. Children who have a statement of SEN receive extra support from a budget delegated by the LA.

A 'Rainbow Room' has been set up to cater for pupils with ALN, this is a welcoming, vibrant resource area.

As stated in the Policy, each child's needs are considered on an individual basis and every effort is made to accommodate them. A copy of the school's policy in this area is available from the office.

All staff members have received training from Social Services on Child Protection.

### **Children who have English as an Additional Language - E.A.L.**

St Helens is proud of its multi-ethnic, multicultural make up as we believe that the fact that many of our children come from all over the world adds to the richness of the learning experience in the school. Our everyday teaching is delivered through the medium of English and so the school has access to a team of teachers who are expert in teaching children who have English as an additional language in order to ensure that pupils who are learning to use English as an additional language for educational purposes receive appropriate access to the Foundation Phase/National Curriculum and equal opportunity to achieve their academic potential. These teachers work in class alongside the class teachers and are very supportive to the educational needs of all our children.

We have also access to a team of bilingual teaching assistants who have, for example, Bengali or Arabic as their first language. They support the learning of individual children, working alongside the EAL and class teachers. The school has appointed Bengali speaking assistants to support the development of Literacy and Numeracy through the children's first language.

### **Disability discrimination and the Strategic Equality Action Plan**

An Accessibility Plan and Disability Equality Plan is in place and was reviewed in March 2017 and identifies access needs in order that the school may be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests.

The Governing Body has published a Strategic Equality Action Plan which was reproduced in 2016 in collaboration with pupils, staff, parents, governors and local community groups. The plan is progressing well and annual reviews of our progress are available on our website.

### **Extra- curricular and sporting achievements**

The ECO committee continue to look after our school grounds and ensure we recycle reuse and reduce. In developing the children's awareness of environmental issues, such as recycling and looking after our environment.

The school has achieved our third Green Flag award with no recommendations for further development.

In response to parent consultation requests we continue to offer a range of After School Clubs for all ages. We have Cricket, Reading, Homework, Tennis, Magazine Club, Young Writers, Challenges, Board Games, Welsh, French, Maths, Choir, Fit Club, Dance, Art and Football. This year has seen significant amounts of pupils participate in sporting events across the city.

Sporting teams are inclusive to all – mixed gender, ability and age. Junior classes undertake swimming sessions throughout the year. Older pupils had the opportunity to undertake a residential course at Stouthall on the Gower peninsula this year. The school was invited again, to take part in the prestigious Taliesin Dance Project during June. Their good behaviour and dance skills were commented on by many independent observers.

### **Lunchtime Supervisory Assistants, Canteen and Breakfast Staff**

Our lunchtime supervisory assistants and canteen staff must be commended for the way they have been part of the team at St Helens by working together. Their work is very much appreciated and doesn't go unnoticed. They were awarded 4 stars in their recent council inspection.

### **Healthy living, eating and drinking**

The school is fully compliant with the Welsh Government Appetite for Life guidelines.

St Helen's Primary School will endeavour to improve the health of the community by involving all stakeholders in establishing and maintaining life-long healthy and environmentally sustainable eating habits. The objective is "to make St Helen's Primary a healthy school, where health awareness and promotion is integrated into school life as part of a drive to promote health and improve educational standards". St Helens Primary is committed to the aims of the Healthy Schools Scheme.

This will be achieved by educating pupils in the growing and cooking of foods, the provision of food supplied by the school and academic provision for food education as part of the curriculum.

Given the increasing evidence of the social and environmental damage caused by some methods of food production, manufacturing and distribution, we believe it is important our pupils learn about:

- a) Issues around food production e.g. organic food, Free range food, Sustainable food and farming practices etc
- b) Food marketing techniques and labelling information.

We help our pupils understand that all foods can be eaten as part of a healthy diet, but some foods need to be eaten in moderation. We insist that healthy diet and regular exercise be an integral part of every school day. Every break time, St Helens is a hive of organised activity. With an adventure playground in yards, lots of table top games and equipment, playground markings, active and quiet zones and sun-shelters to choose from, every child is occupied. In addition we have trained "buddies" and have a peer mediation scheme.

We have a policy document which sets out the school's aims; objectives; how we aim to achieve the objectives through curriculum, environment and community; implementation and monitoring. This policy is reviewed at regular intervals and updated as necessary by the Healthy Schools Co-ordinator. This policy is available on request from the school.

### **School Policies:**

All school policies are reviewed on a rolling programme with the Teaching and Learning Policy and all subject policies being reviewed on an annual basis by subject coordinators and the Senior Management Team. Review of policies ensures the inclusion of new developments, resources and methodologies particularly with the implementation of the Foundation Phase and the new skills based curriculum. Copies of school policies can be obtained from the school office and many are available on our school website. The following policies have been reviewed this year: Teaching and learning, Performance management, admissions, complaints, curriculum, gov's allowances, H&S, Fire, Discipline and bullying, equality and diversity, disability and equality, freedom of information, data protection, Home School Agreement, Instrument of government, register of business interests, Sex Ed, staff pay and conditions, teachers workload, charging, letting and use of premises, child protection, TLR, ESDGC, safeguarding

### **School Prospectus:**

The school prospectus is updated annually and copies are available in the school office. Parents of Reception pupils receive a copy as well as any parent of new pupils. The Headteacher and class teacher hold a coffee-morning for parents of Reception-age children in the summer term of each year and Nursery termly to explain the school prospectus and its contents. The prospectus is issued to all parents with children beginning full-time education in Reception in September, and to parents of children transferring to the school mid-term. The prospectus was updated in June 2017 ready for September with updated information on staffing changes, National Curriculum Assessment results, governor changes, new adult classes, school awards and changes to the cost of school dinners.

### **Community Links:**

Much work has been undertaken to strengthen links with the community through joint working with Eyst and Communities First. Breakfast Club continues with between 40 and 50 children attending every day from nursery through to year 6. The new Infant gates were made in conjunction with Ground Force Wales who are regenerating the area.

### **The school lettings this year include:**

Julie James AM Surgeries

Communities First Activities

Cluster school activities

## **The school performed/ participated at the following events:**

Taliesin Dance  
Various choir events

## **The school has hosted the following events:**

Our Welsh Week was a massive success. I'd like to thank the staff for all their hard work in organising this event. Parents from each class were invited to the assembly ending the Chairing of the Bard Ceremony. This ended with very successful parent coffee event run by the PTA.

Harvest collection of food for the Methodist Church  
Fundraising for Macmillan, Red Nose, Children in Need  
Road Safety Week, Global Citizenship, Anti-Bullying  
Outdoor learning Day,  
Sponge and Custard event  
Dress the Christmas Tree Event for the local community  
Eid Party  
Easter bonnet parade

## **Links with the Police**

We participate fully in the Police scheme where a trained Police officer provides lessons in personal safety.

We have regular contact with our PCSO – Cerys Curtis who visits the school regularly. She donates a pupil of the year award for pupils in Y2 and Y6, linking with our local undertakers RJ Davies.

## **Adult classes:**

We offer Adults learning English classes, RWI classes, parent drop in, mother and toddler, parenting class, jewellery and sewing. This year has seen the addition of school readiness classes.

## **Health and Safety**

Mr Cole is extremely pro-active in this area having attended many courses. Issues are identified by all members of the school community, placed on a jobs list and actioned by Mr Cole. The governing body hold termly premises meetings.

## **Toilet facilities**

Our Nursery class and Flying Start have their own toilet facilities. Foundation Phase pupils have 2 toilet blocks, one for boys, and one for girls. Our Junior pupils also have 2 toilet blocks, again one for the boys and one for the girls. They are cleaned nightly by our cleaning staff and they are well maintained by our Site Manager.

## **PTA:**

The PTA continues to be supportive. It is an integral part of the school family. It has successfully organised several events this year including our Coffee mornings, 'Come Dine With Me', Eid Party and School Fetes. They bought presents for all children at Easter, at Christmas and for the Y6 leavers.



## Parent Meetings

This year has seen the continuation of a termly meeting for parents. These have been extremely well attended and advertised via flyers in the local community too.

## Visits

<b>Year</b>	<b>Visits</b>	<b>Visitors</b>
N	<ul style="list-style-type: none"> <li>• Wiggly Farm to see Santa</li> <li>• Gymnastics Centre</li> <li>• Margam Park</li> </ul>	<ul style="list-style-type: none"> <li>• Princesses and Spider Man visited class</li> <li>• PDSA visitor</li> </ul>
R	<ul style="list-style-type: none"> <li>• Swansea Grand Theatre</li> <li>• Cardiff Castle</li> <li>• Swansea Beach</li> <li>• Bracelet Bay</li> <li>• Gymnastics Centre</li> </ul>	<ul style="list-style-type: none"> <li>• PSDA talk in class</li> <li>• Spider-Man, Belle, Cinderella and Snow White for Book Day</li> </ul>
1	<ul style="list-style-type: none"> <li>• Victoria Park - May (Community Explorers)</li> <li>• Visit will be planned for topic 'Growing things but TBC</li> <li>• Christmas Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>• RSPCA- Keeping animals happy - October</li> <li>• Road safety talk - November</li> <li>• Superheroes visited for World book day linked in with Superhero topic March Pirate show by Gower college?</li> </ul>
2	<ul style="list-style-type: none"> <li>• Trip to lifeboat station.</li> <li>• Trip to beach</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from Mrs Sassi to talk about Libya.</li> <li>• Visit from Governor Christine to talk about Australia.</li> <li>• Fire station to talk about Fire safety.</li> <li>• RSPB..</li> </ul>
3	<ul style="list-style-type: none"> <li>• Castell Henllys, Bracelet Bay.</li> </ul>	<ul style="list-style-type: none"> <li>• Sara Holden (Artist), Sarah Reed (RSPB - Bug Hunt activity</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Swansea Library</li> <li>• St Fagan's</li> <li>• Going to go to Vetch Veg &amp; beach in next few weeks</li> <li>• Taliesin</li> </ul>	<ul style="list-style-type: none"> <li>• PC Evans,</li> <li>• Arlene Parsons</li> <li>• SRtRC</li> </ul>
5	<ul style="list-style-type: none"> <li>• Energy Lecture at Swansea University</li> <li>• Visit from Lloyds Bank for a lesson on financial literacy</li> <li>• Visit to Grand Theatre to watch the panto</li> <li>• Visit to 1940s Swansea museum to learn about</li> </ul>	<ul style="list-style-type: none"> <li>• Reverend Helen visited year 5 to discuss her role and religion</li> <li>• Visit from Lloyds Bank for a lesson on financial literacy</li> <li>• Show Racism the Red Card visitor in class to discuss racism</li> </ul>

	<p>WW2</p> <ul style="list-style-type: none"> <li>• Year 5 Taster Day at Dylan Thomas Community School</li> <li>• MAT Science/ Engineering event at the university</li> <li>• MAT poetry sessions at Dylan Thomas Community School</li> <li>• Visit Taliesin to watch Year 6 perform dance</li> <li>• End of year trip to beach</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Safety talk from Fire Service</li> <li>• MAT maths sessions with Mr Hudson from Dylan Thomas Community School</li> <li>• Visit from school nurse for talk on hygiene</li> </ul>
6	<ul style="list-style-type: none"> <li>• Dr Who experience in Cardiff</li> <li>• Techniquet</li> <li>• London -Lion King</li> <li>• Taliesin</li> <li>• Carreg Adventure (Residential)</li> <li>• Show Racism The Red Card awards</li> <li>• Beach</li> <li>• Transition visits</li> <li>• Panto</li> <li>• MAT events</li> <li>• Matilda @ Ffynone House School</li> </ul>	<ul style="list-style-type: none"> <li>• Royal Academy of Dance workshop</li> <li>• School Nurse – puberty talk</li> <li>• Aspirations Week visitors</li> <li>• PSCO</li> <li>• Mr Hudson from DTCS</li> </ul>

### **Utilising museums, visits, visitors and workshops**

As part of our overall commitment to making learning as interactive and hands on as possible, each year group from Nursery to Year 6 participates, where possible, in a school trip or visiting workshop relevant to their class topics and themes. These experiences support and enhance children’s learning in an active and engaging way. In addition visitors to the classroom bring a wealth of knowledge and experiences that bring the past alive for our children in a way the teacher can’t.

### **School Uniform**

We have a school uniform at St. Helen’s, which is detailed in the school prospectus. School uniform is important:

- It helps children to feel they belong to the school;
- It avoids competition between children for the latest fashions;
- It prepares children for uniform wearing at secondary school;
- It looks smart.

Please support the school by sending your child in school uniform every day. It is reasonably priced, easily available from the school if required, and will make your life easier in the mornings!

## **Staffing:**

**Headteacher:** Mr. Mark Thompson

**School Clerks:** Mrs. Sue Davey  
Mrs Sandra Davies

**Nursery (AM)** Mrs. Debbie Cerasuolo  
Mrs. Megan Griffiths (maternity cover)  
Mrs. Helina Khatun  
Mrs. Michelle Bowen

**Nursery (PM)** Mrs. Debbie Cerasuolo  
Miss. Megan Griffiths (maternity cover)  
Mrs. Helina Khatun  
Mrs. Michelle Bowen

**Reception:** Mrs. Katie Jeffery  
Miss. Lauren Bevan and Miss. Lauren Cartwright  
Ms Sue Lenthall

**Year 1:** Miss. Christina Jones  
Miss Lyndsey Rees  
Miss Courtney Penman

**Year 2:** Mrs. Diana Cleave  
Mrs. Andrea Branford

**Year 3:** Mr. Tim Sudbury  
Miss Lauren Cartwright

**Year 4:** Mrs. Nicola Fredrickson – Deputy Headteacher

**Year 5:** Mrs. Joanna Lowe

**Year 6:** Mrs. Rebecca Edwards  
Mr. Jack Branford

**SEN Teaching Assistants:** Mrs. Sandra Davies  
Mrs. Michelle Davies  
Miss. Lauren Cartwright  
Mrs. Helma Khatun Uddin

**Family Engagement Leader** Mrs. Beverley Cunningham

**Breakfast Club:** Mrs L. Hawkins, Mrs. M. Humphreys  
Mrs. S. Angus, Mrs. S. Davies and Mrs. D. Wahab

**Lunchtime Supervisors:** Mrs. Yvonne Rogers  
Mrs. Julie Nijjer  
Mrs Tahmina Tuha  
Mrs. Mariella Humphreys

**EMAU Teachers:** Mrs. Ros Brace  
Mrs. Shan Blanche

**Site Manager:** Mr. Mike Cole

**Term Times and Session Times:**

The morning school session for Infant and Junior children begins at 8.50 a.m. and ends at 12.00. The afternoon session begins at 12.55 p.m. for KS2 and 1.00 p.m. for Foundation Phase. Both key phases end at 3.20 p.m. The Nursery children attend the morning session which begins at 8.50 a.m. and ends at 11.30 a.m. and the afternoon session between 1 pm and 3.15 pm.

Flying start

Morning 8.50-11.20

Afternoon 12.40-3.10

Breakfast club

Opens at 8am and children are escorted to the class teacher at 8.45am. Pupils need to arrive before 8.30am to register and receive breakfast.

**School term and holiday dates 2017/18**

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
<b>Autumn 2017</b>	Monday 4 September	Friday 27 October	Monday 30 October	Friday 3 November	Monday 6 November	Friday 22 December	
	40				35		75
<b>Spring 2018</b>	Monday 8 January	Friday 16 February	Monday 19 February	Friday 23 February	Monday 26 February	Thursday 29 March	
	30				24		54
<b>Summer 2018</b>	Monday 16 April	Friday 25 May	Monday 28 May	Friday 1 June	Monday 4 June	Tuesday 24 July	
	29				37		66
<b>Total:</b>							<b>195</b>

## Bank holidays

30 March 2018 - Good Friday

2 April 2018 - Easter Monday

7 May 2018 - May Day

28 May 2018 - Spring Bank Holiday

The City and County of Swansea does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.

## Main budget Issues

The main expenditure this year other than staffing focused on improving the school building. No money was claimed by governors in relation to travel and subsistence and no gifts were given to the school. A full end of year financial statement is provided below.

### CITY AND COUNTY OF SWANSEA - EDUCATION DEPARTMENT

#### PRIMARY SUPPORT UNIT

SCHOOL : St. Helen's

#### End of Year Statement 2016 - 2017

BUDGET ALLOCATION	£683,281	TEACHING COSTS	£503,735
PUPIL NO. ADJUSTMENT	£3,246	SUPPORT STAFF COSTS	£223,460
SUPPLIES & SERVICES		£35,527	
ADJUSTED BUDGET	686527	ENERGY COSTS	£9,455
ALLOCATION			
PREMISES RELATED COSTS		£20,297	
RECHARGES		£61,512	
GROSS EXPENDITURE		853986	
INCOME		186988	
NET EXPENDITURE		666998	
OVERSPEND 2016 / 2017		19529	
INVESTMENT APRIL 2016		35670	
INVESTMENT APRIL 2017		55199	

# Foundation Phase Outcomes 2017

## SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	8	65	27	92
	<b>National</b>	-	-	-	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.2	88
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	0	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	90.7
<b>Mathematical Development (MDT)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	12	65	23	88
	<b>National</b>	-	-	-	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.4	89.9
<b>Personal and Social Development, Well-being and Cultural Diversity (PSD)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	4	65	31	96
	<b>National</b>	-	-	-	-	0.4	0.3	0.2	0.4	1	3.3	35.5	58.9	94.5

There were 26 pupils in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	88
	<b>National</b>	87

**Summary of National Curriculum Assessment results of pupils in the school (2017) and nationally (2016) at the end of Key Stage 2 as a percentage of those eligible for assessment.**

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	School	0	0	0	0	0	10	35	55	0	90
	National	0.1	0.4	0.3	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0	0	0	0	0	10	20	70	0	90
	National	0.1	0.4	0.3	0.5	1.4	6.9	47.1	41.7	1.7	90.5
Reading	School	0	0	0	0	0	10	30	60	0	90
	National	0.1	0.4	0.3	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0	0	0	0	0	15	45	40	0	85
	National	0.1	0.4	0.3	0.5	2.0	11.3	51.5	32.5	1.3	85.4

<b>Cymraeg</b>	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.2	7.4	52.8	36.6	1.4	90.8
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.1	6.4	51.4	39.1	1.5	92.0
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.3	8.3	50.7	37.4	1.7	89.8
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.6	12.3	55.5	28.8	1.2	85.5

<b>Mathematics</b>	School	0	0	0	0	0	5	45	50	0	95
	National	0.1	0.4	0.3	0.4	1.4	7.4	47.8	41.5	1.6	91.0

<b>Science</b>	School	0	0	0	0	0	10	35	55	0	90
	National	0.1	0.4	0.3	0.4	1.3	5.8	49.2	42.3	0.2	91.7

<b>Core Subject Indicator</b>	School	90
	National	88.6

**Attendance**

I cannot thank you enough for your support as we have moved from one of the worst schools in Swansea for attendance to one of the best! Whole school attendance this year up to the point of writing this report is 96.2% (for Y1-Y6)

**Overall attendance for the year 2015/16 = 95.1% (95.9% for 2014/15)  
The target was 95%. Unauthorised attendance was 1%**

**Overall attendance for the year 2016/17 (5.6.17) = 96.2% (95.1% for 2015/16)  
The target was 95%. Unauthorised attendance was 0.8%**

### Group Analysis by Attendance Category

Period: 01/09/2015 to 22/07/2016

Scope: Reg Group 1NF+2KJ+3JL+4CJ+5HR+6RE

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
1NF	94.0	0.0	5.4	0.6	100.0	94.0
2KJ	94.1	0.0	4.4	1.4	100.0	94.1
3JL	95.3	0.0	3.8	1.0	100.0	95.3
4CJ	95.9	0.0	3.6	0.6	100.0	95.9
5HR	96.5	0.0	2.6	0.9	100.0	96.5
6RE	93.0	2.3	3.3	1.4	100.0	95.3
Totals	94.7	0.3	3.9	1.0	100.0	95.1

Period: 01/09/2016 to 04/06/2017

Scope: Reg Group 1CJ+2DC+3TS+4RJ+5JL+6RE

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
1CJ	94.3	0.0	4.6	1.1	100.0	94.3
2DC	96.2	0.1	3.1	0.6	100.0	96.3
3TS	95.4	0.0	3.3	1.2	100.0	95.4
4RJ	97.0	0.0	2.8	0.2	100.0	97.0
5JL	97.0	0.0	2.3	0.7	100.0	97.0
6RE	97.1	0.6	1.4	0.9	100.0	97.7
Totals	96.1	0.1	3.0	0.8	100.0	96.2

We monitor all punctuality and attendance via class league tables and individual pupil charts. We now have electronic registers. We operate a first day absence phone call to parents to enquire as to the whereabouts of the child and reduce unauthorised absences. Parents of pupils with 90% or below attendance are sent a letter informing them that the school is monitoring their child's attendance and are reported to the EWO. Attendance of 95% and above is rewarded with a certificate.

Parents are discouraged from taking their child on extended holidays during term time and the Headteacher requests a meeting with any parent who applies for extended leave. All parents who require a holiday absence during term time must undertake a meeting with the Family Engagement Leader.



**School Development Plan Evaluation 2016**  
**Evaluated by all staff and Governors**

**KQ1 – Language, Literacy and Communication**

**Targets**

- Increase number of pupils achieving LLC O5+ identified by pupil overviews
- Raise the LLC O6+ number of boys
- Improve the number of pupils achieving a score >115 in Y5 next year using the identified pupils in the National Reading Test

**EVALUATION:**

- 76.9 % of our pupils achieved the Foundation Phase Indicator (FPI) in 2016 slightly down from 82.6% in 2015 and compared with the LA figure of 85%, family of 90.3 and the All Wales average of 87%. **The target set with the LA was 42%.**
- Only 1 boy achieved O6 in LLC which is below national comparators. The number of pupils in Y5 with a score >115 remained at 0, this will need to be a focus again next year

**KQ1 – Maths**

**Targets**

- Improve the MD O6+ figures for girls
- The pupils in the <85 National Maths Procedural (Y6 this year) are in line with National averages
- Linked target to PDG Times tables club (Please see PDG plan)
- Linked target to Homework club (Please see PDG plan)
- Linked target to Active Learn (Please see PDG plan)

**EVALUATION:**

- Only 1 girl achieved O6+ in MD which was below all comparators

**Procedural**

**Average standardised score = 116.2 (100.4)**

	<b>School</b>	<b>LA</b>	<b>Wales</b>
<b>&lt;85</b>	<b>0 (21)</b>	<b>14</b>	<b>16</b>
<b>85-115</b>	<b>53 (63)</b>	<b>68</b>	<b>68</b>
<b>&gt;115</b>	<b>47 (16)</b>	<b>18</b>	<b>16</b>

- Significantly less pupils below 85 than the LA & Wales averages, a decrease of 21% on last year
- Lower amount of pupils between 85-15 to the LA, family & Wales averages
- Significantly more pupils with scores >115 to the LA & Wales averages, an increase of 31% on last year
- A significant rise in the average standardised score for this cohort

**Reasoning**

**Average standardised score = 124.9 (109.3)**

	<b>School</b>	<b>LA</b>	<b>Wales</b>
<b>&lt;85</b>	<b>0 (16 )</b>	<b>13</b>	<b>16</b>
<b>85-115</b>	<b>24 (42)</b>	<b>67</b>	<b>68</b>
<b>&gt;115</b>	<b>76 (42 )</b>	<b>20</b>	<b>16</b>

- Significantly less pupils below 85 than the LA & Wales averages, a decrease of 16% on last year
- Lower amount of pupils between 85-15 to the LA, family & Wales averages
- Significantly more pupils with scores >115 to the LA & Wales averages, an increase of 34% on last year
- A significant rise in the average standardised score for this cohort

## **KQ1 – PSD**

### **Target**

Continue to work on raising PSD O6+, particularly for boys

### **EVALUATION:**

O6+ boys was 3 pupils which is below all comparators

## **KQ2 – Growth Mindset**

### **Target**

- The Implementation of a growth mindset to support the 4 core purposes of the Donaldson Review

### **Evaluation**

- Regular sessions have been undertaken with the children
- The questionnaire has been undertaken by January
- All learning powers are in place
- Displays contain the elements
- The policy is adapted and in place
- Questionnaires have been revisited

## **KQ2 – Pupil Deprivation Grant**

### **Targets**

- To improve school readiness for targeted FSM pupils
- To introduce and use My Selfie to measure the well -being of targeted FSM pupils
- To provide individual learning programmes for MAT targeted FSM pupils
- To introduce a Breakfast Club/Tables club for targeted FSM pupils
- Introduce a Homework club for upper KS2 FSM pupils
- Introduce Parent groups for KS2 maths – Active Learn for targeted FSM pupils
- To further improve community engagement .

## **Evaluation:**

- All FSM pupils entered reception at the same phonic level or above as their peers
- All Targeted FSM pupils have levels of well-being in line with their peers
- At least 75% of identified pupils scored >115 in the National tests for maths and English
- For those who do not sit national tests at least 75% achieved above average progress measured by RWINc assessments and INCERTS for maths
- All targeted pupils know their times tables in line with the expectations of the new maths orders
- Hand in for homework was 100%
- The number of Dads attending the groups was >25
- Pupils did not visit/attend a place of work during Aspiration Week, this will be introduced next year
- Some assemblies were undertaken by the Imam and links made to the foodbank
- Active learn was covered in parental consultation meetings

## **KQ2 – ARR**

### **Target**

- To Implement the new national baseline assessment

### **EVALUATION:**

- All staff have attended training
- The information has been shared via an ADDS session
- All baseline assessment were undertaken in everyday classroom work within 6 weeks of the start of term
- The National exemplification of standards has been shared
- The outcomes of the baseline assessments are integral to planning
- Standardisation of baseline assessments is part of whole school standardisation

## **KQ2 – Donaldson**

### **Targets**

- To monitor the implementation of the new maths and language orders put in place last year
- Implementation of any revision for assessment or curriculum which arise during 2016 and further work undertaken to reinforce the 4 core purposes and digital competence

### **Evaluation:**

- ADDS meeting once a term to discuss progress have been undertaken
- A revised whole school overview is in place for Literacy and numeracy across the curriculum is in place
- Revisions have been made and in place within the timescales provided

## **KQ2 – INCERTS**

### **Target**

- To effectively use INCERTS as a tool for improving learning and teaching

### **EVALUATION:**

- The baseline has been undertaken with all staff and led to a training programme being put in place
- The network was joined
- Training was put in place and undertaken by March 2016
- The reportal features were not used due to increased workload
- INCERTS now feeds effectively into planning and assessment procedures

## **KQ2 – ALN**

### **Target**

- Implement person centred reviews for Annual ALN reviews

### **EVALUATION:**

- All reviews have successfully completed using the PCR model during 2016. This has been extended to performance management and the school's SER and SDP processes.

## **KQ2 – Welsh as a second language**

### **Target**

- To produce a Welsh 2L scheme in line with the Cornerstone Curriculum

### **EVALUATION:**

- Training has been undertaken by April 2016
- A fully cohesive and progressive curriculum is now in place

## **KQ3 – Leadership**

### **Targets**

- To improve the impact of lesson observations
- To achieve the Governors Wales National Standards and improve the impact of governance
- Strategic Equality Plan is updated
- Induction of a new Deputy Head teacher
- Leadership roles are updated in line with the Donaldson report with a greater emphasis on measuring progress/community engagement

## EVALUATION:

- Trust trios are now in place
- Teacher effectiveness is improved and all observed lesson during the year were rated as good or better
- The percentage of excellent lessons was above 50%
- National standards have not been introduced
- Induction has been undertaken by all governors
- Newspapers produced have not contained a monthly governor profile but will from November 2016
- A fully updated strategic equality plan is now in place
- The New Deputy Head teacher is inducted fully, and professional understanding of the role is fully developed
- A new TLR structure is in place

## Targets set with the local authority 2017

### Attendance (2015.16)

Target	Actual
95%	95.1%

### Foundation Phase (Infants)

Area	Target 05+	Actual 05+	+/-
Language, Literacy and communication skills	28%	88%	+60%
Mathematical development	24%	88%	+64%
Personal and social development, well-being and cultural diversity	40%	96%	+56%
Foundation Phase Indicator	24%	88%	+64%

### Key Stage 2 (Juniors)

Subject	Target L4+	Actual	+/-
Language	89%	90%	1
Maths	89%	95%	6
Science	89%	90%	1
Core Subject Indicator	89%	90%	1



## Daily Timetable (FP & KS2)- 2015/16

### Foundation Phase

Time	Session	Total time (mins)
8.50am – 8.55am	Registration	5 mins
8.55am – 9.05am	Carpet session	10 mins
9.05am – 9.20am	Assembly	15 mins
9.20am – 10.30am	Session 1	70 mins
10.30am – 10.50am	Break	20 mins
10.50am – 11.50am	Session 2	60 mins
11.50am – 12.00pm	Daily Welsh	10 mins
12.00pm – 1.00pm	Lunch	60 mins
1.00pm – 1.05pm	Registration	5 mins
1.05pm – 2.15pm	Session 3	70 mins
2.15pm – 2.30pm	Break	15 mins
2.30pm – 3.20pm	Session 4	50 mins
		<b>Teaching time = 270 mins = 4hrs 30 mins per day 22 hours and 30 minutes per week</b>

### Key Stage 2

Time	Session	Total time (mins)
8.50am – 8.55am	Registration	5 mins
8.55am – 9.05am	Daily Mental Starter	10 mins
9.05am – 9.20am	Assembly	15 mins
9.20am – 10.30am	Session 1	70 mins
10.30am – 10.45am	Break	15 mins
10.45am – 11.50am	Session 2	65 mins
11.50am – 12.00pm	Daily Welsh	10 mins
12.00pm – 12.55pm	Lunch	55 mins
12.55pm – 1pm	Registration	5 mins
1.pm – 2.15pm	Session 3	75 mins
2.15pm – 2.25pm	Break	10 mins
2.25pm – 3.20pm	Session 4	55 mins
		<b>Teaching time = 285 mins = 4hrs 45 mins per day 23 hours and 45 minutes per week</b>