



Governors' Annual Report to Parents, 2018

St Thomas Community Primary School

This report meets statutory requirements for the Governing Body to report to parents on an annual basis.

As a result of the School Standards and Organisation (Wales) Act 2013, which came into force on 4th May 2013, a school Governing Body is no longer required to hold an annual parents' meeting. However, parents are major stakeholders in the school community and have a clear and strong interest in their child's education.

It is therefore important that the Governing Body actively engages with parents, and remain accountable, by providing them with information and opportunities to discuss and have an input into school. The School Standards and Organisation (Wales) Act 2013 now enables parents of registered pupils at the school to request up to three meetings per year with the Governing Body via a petition. The Governing Body must hold a meeting within 25 school days of receiving the petition, providing that the petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following: (a) the parents of 10% of registered pupils, or (b) the parents of 30 registered pupils.

The meeting requested by parents must be to discuss a matter relating to the school. The meeting is open to all parents of registered pupils at the school, the head teacher and any other persons invited by the Governing Body. As soon as reasonably practicable, the Governing Body must notify all parents of registered pupils at the school in writing, the date of the meeting and the matter to be discussed.

Any requests to hold a meeting should be sent to the Mrs C Randel, Clerk to the governors, St Thomas Community Primary School, 80 Grenfell Road, St Thomas, SA1 8EZ.



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St Thomas Community Primary School Governing Body Structure 2018-19		
Name	Status	Term of Office Ends
Mrs Nicola Allen – CHAIR Tel: 01792 650052 c/o School	Parent Governor	7/5/2019
Mrs June James – VICE CHAIR	Community Governor	11/6/2019
Cllr Clive Lloyd	LA Governor	22/2/2021
Cllr Joe Hale	LA Governor	31/8/2020
Rev Stephen Bunting	LA Governor	17/3/2019
Mr Andrew Burrows	Parent Governor	7/5/2019
Mrs Emma Woods	Parent Governor	7/5/2019
Vacant	Parent Governor	
Miss Hilary Evans	Community Governor	11/6/2019
Ms Caroline Mason	Community Governor	07/01/2022
Mrs Mary Nicholas	Associate Staff Governor	11/10/2022
Mrs Rebecca Taylor	Teaching Governor	31/12/2020
Mr Russell Dwyer	Head Teacher	n/a
Clerk to Governors		
Mrs Clare Randel St Thomas Community Primary School 80 Grenfell Park Road, St Thomas, Swansea SA1 8EZ Tel: 01792 650052		

The next scheduled nominations for parent governors will be April 2019. At this point, if there are more nominations than vacancies, an election will be held.



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1. Introduction

1.1 As a school we are required to report annually to parents on a number of important aspects of school life. This report is the Governing Body's response to the requirements. The headings are those outlined in 'The School Governors' Annual Reports (Wales) Regulations which came into force in September, 2011.

1.2 The Governors welcome any questions at any time during the year and these can be addressed to the Governing Body via the clerk to the Governing Body, Mrs Clare Randel, who is also the school secretary.

1.3 The School Standards and Organisation (Wales) Act 2013 provides the facility for parents to petition a meeting with governors. The petition will need to be signed by 10% of parents of registered pupils or 30 parents of registered pupils (whichever number is lower). All parents are welcome to attend this meeting.

1.4 There was no petition to meet the Governing Body during the last academic year.

2018/2019 SWANSEA Term and Holiday Dates

Term	Term Begins	Term Ends	Mid Term Holiday begins	Mid Term Holiday Ends	Term Begins	Term Ends	Total Days per Term	
Autumn 2018	Monday 3 September	Friday 26 October	Monday 29 October	Friday 2 November	Monday 5 November	Friday 21 December	75	
Spring 2019	Monday 7 January	Friday 22 February	Monday 25 February	Friday 1 March	Monday 4 March	Thursday 12 April	65	
Summer 2019	Monday 29 April	Friday 24 May	Monday 27 May	Friday 31 May	Monday 3 June	Monday 22 July	55	
Bank holidays							Total	195
19 April 2019 - Good Friday 22 April 2019 - Easter Monday 6 May 2019 - May Day 27 May 2019 - Spring Bank Holiday								



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1.5 Please note that the school must close for five INSET (staff training) days during the school year, within term time. Proposed dates are as follows:

- Monday, 3rd September, 2018
- Friday, 26th October, 2018
- Monday, 7th January, 2019
- Friday, 19th July, 2019
- Monday, 22nd July, 2019

2. Summary of changes to the school prospectus since publication

2.1 The main changes to the school's prospectus since the 2017-18 academic year are changes in staffing for 2018-19.

3. Progress on action plan (post Inspection)

3.1 The school was last inspected in September 2014 and was judged to have 'good' current performance and 'good' prospects for improvement. Below are the recommendations given by Estyn during the last inspection and our progress to date against them.

Recommendations - Estyn Inspection, September 2014 and progress to date

1. Raise standards in numeracy across the curriculum in the Foundation Phase

Opportunities have been explored as to where numeracy skills can be developed across the curriculum, beyond actual numeracy sessions. There is always a need though to ensure any numeracy skills included in a session are purposeful and add to the learning. Standards have not risen in numeracy at the end of Foundation Phase and this remains a key focus, however it should be noted that the expectations at the end of Year 2 have also increased during this time.



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2. Raise attendance

Academic Year Overall % - Year 1 – 6 (statutory school age)		Number of pupils against percentage of attendance – excluding nursery			
		Under 80%	80% – 84.99%	85% - 89.99%	90+%
2012/13	91.45%	24	46	57	155
2013/14	93.8%	7	23	38	239
2014/15	93.4%	6	12	49	253
2015-16	94%	1	9	28	283
2016-17	94.6%	4	9	33	295
2017-18	94.3%	5	10	48	297

3. Provide pupil with greater and improved opportunities to respond to teachers' feedback

A considerable amount of work has been done around this since 2014. We have revised our Marking policy (now known as our Feedback policy) to ensure that our feedback approaches are always purposeful and manageable. We have introduced 'Respond, Reflect, Improve' time in KS2 so that children have time to engage purposefully with their feedback. 'Tiny Tasks' have also been introduced across the school to address misconceptions or extend learning further. The School Council were involved in the revision of the policy and their comments were recorded in the document and fed into the final document.

4. Development of the Senior Management Team

The Senior Management Team, now known as the Senior Leadership and Management Team (SLMT) have made significant progress in their role since 2014. The head has distributed leadership more effectively so that the SLMT now conduct performance management, session observations and regular monitoring exercises as part of the school's structures for quality and assurance. In 2015-16, the SLMT were praised by the school's Challenge Advisor at the time for their performance during QA activities, such as session observations and work scrutiny, where it was clear that they had high but appropriate expectations.



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4. Action taken to develop / strengthen links with the community (including links with the police)

4.1 The school is a central part of the community. We have highly effective links with the church, the Waterfront museum, the local secondary school and other feeder primaries, Family Partnership, Flying Start, Health Visitors; Team around the Family and we have a multi-agency group called 'Learning for Life' which is designed to offer support for people looking to return to education or work. The school has effective links with the local police and this includes opportunities for officers to work with children within class on an agreed programme. We have also become a lead partner school with the University of Wales, Trinity St David and this involves us working closely together to support initial teacher training and other exciting projects.

4.2 As well as the school, the campus also hosts a public library and many clubs and organisations which cater for a range of ages and interests. Over 300 members of the wider community use the campus each week and this figure does not include the many library users and the football teams and spectators. Details of the community users, clubs and organisations can always be obtained from the school office.

5. Information about the curriculum, the organisation of education and teaching methods

5.1 The school follows the National Curriculum as laid down by the Welsh Government. We ensure that the pupils in our school receive a broad curriculum which addresses the statutory skills and range in the national curriculum. There is an emphasis also on ensuring literacy, numeracy, digital competency and thinking skills are developed across the curriculum, enabling the pupils to become more independent in their learning.

5.2 The school is organised into Nursery and eleven full time classes. There are four classes in the Foundation Phase and these are situated on the ground floor, along with Nursery. The seven Key Stage 2 classes are on the first floor. Children are grouped for aspects of the curriculum and are occasionally taught by a different teacher. However, the majority of the teaching is carried out by the child's designated teacher, with support from teaching assistants.



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5.3 Teachers employ a range of teaching methods depending on the area of learning and the skills that are being considered. The development of skills is central to our teaching in order that children can gradually become independent learners.

5.4 The school has an ongoing programme of self review and planning and this is agreed at the corporate level of the Governing Body. This is a rigorous process and as part of this, budget allocations are made to support future learning priorities.

5.5 School also receives Welsh Government funding for working closely with identified groups of learners and this process sees staff working with what we call 'intervention groups'. These groups are targeted for designated periods of time and this will be related to the children's specific needs. This might be in areas of learning such as reading or mathematics. The school analyses the progress pupils make as part of these interventions and the evidence demonstrates that these interventions have helped a significant number of pupils at specific times.

5.6 Various software packages which are available to pupils via our school's website give all pupils including the more able the opportunity to extend their education provision whilst at home at no cost to the families. These are generally well received and as a result of parental feedback Governors have also invested in similar software to develop the children's reading skills.

5.7 The school values our close links with parents/carers and we believe that parental engagement in a child's education is vital and has a significant impact on progress. Parents and carers are invited into school throughout the year to engage in their child's learning and such sessions are well attended. These sessions may be standalone sessions or part of an ongoing programme. We also continue to offer day time and evening parental consultation appointments twice a year. Attendance at these events remains high with over 94% of parents attending individual consultations during 2017-18.



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5.8 The school is active in contributing to the development of a new curriculum in Wales. We are a Digital Pioneer school and this has given us the opportunity to work with other schools across Wales to develop a national framework for developing children's digital skills in order to support their learning. We are also linked to developing 'Health and Well Being' in the proposed curriculum.

6. Action taken to review school policies

6.1 School policies are all reviewed on a rolling programme and every statutory policy is reviewed annually. This is carried out by a sub-committee within the Governing Body.

7. Details of the school's Special Educational Needs (SEN) policy, including its success, the allocation of resources, changes made and any consultation with the LA and other schools.

7.1 The school adopts an inclusive approach towards all children and this is fully explained within the school's Special Educational Needs policy – now known as the 'Additional Learning Needs' Policy in preparation for the new Additional Learning Needs Bill.

7.2 Available funding is utilised to support children to help them access the curriculum and this can take place within the classroom or other learning areas within school, with either groups of learners or at an individual level.

7.3 The school uses available funding to train members of the associate staff to improve their skills in order to fulfil their roles in supporting children with respect to their specific needs. This may involve specific courses or opportunities to work with other schools.

7.4 The school also has access to an educational psychologist and other professionals employed by the Council's education and health authorities and care is taken to match the resources available to the children with needs.



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8. Foundation Phase Outcomes, 2018 – School Results

8.1 The Foundation Phase Outcome Indicator relates to the expected performance in English or Welsh first language, Mathematics, and 'Personal and Social Development, Well-being and Cultural Diversity' (PSD), the core subjects of the National Curriculum. Learners must gain at least the expected level (FPO 5) in either English or Welsh first language together with Mathematics and PSD to gain the core subject indicator.

Key to the tables:

- 'D' represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.
- 'N' represents pupils not awarded a level for reasons other than disapplication.
- 'W' represents working towards FPO 1
- '1-6' represent Foundation Phase Outcome levels
- 'A' represents above FPO 6

8.2 The following table shows the number of pupils attaining each outcome.

	N	D	W	1	2	3	4	5	6	A
Language, Literacy, and Communication Skills in English	0	0	0	0	0	2	11	41	1	0
Mathematical Development	0	0	0	0	0	1	10	40	4	0
Personal and Social Development, Well-being and	0	0	0	0	0	0	2	35	18	0
Foundation Phase Outcome Indicator	41 pupils / 74.5%									

There were 55 pupils in the group



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8.3 The following table shows the number of boys attaining each outcome:

	N	D	W	1	2	3	4	5	6	A
Language, Literacy, and Communication Skills in English	0	0	0	0	0	1	6	15	1	0
Mathematical Development	0	0	0	0	0	0	6	14	3	0
Personal and Social Development, Well-being and Cultural Diversity	0	0	0	0	0	0	1	16	6	0

There were 16 boys in the group.

8.4 The following table shows the number of girls attaining each outcome.

	N	D	W	1	2	3	4	5	6	A
Language, Literacy, and Communication Skills in English	0	0	0	0	0	1	5	26	0	0
Mathematical Development	0	0	0	0	0	1	4	26	1	0
Personal and Social Development, Well-being and Cultural Diversity	0	0	0	0	0	0	1	19	12	0

There were 32 girls in the group

9. Summary of National Curriculum Assessment results of pupils in the school and nationally (2018) at the end of Key Stage 2 as a percentage of those eligible for assessment.

Key to the tables:

- 'D' represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.



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- 'N' represents pupils not awarded a level for reasons other than disapplication
- NCO 1 – 3 represents Foundation Phase outcomes
- 1-6+ represent national curriculum levels

		N	D	NCO 1	NCO 2	NCO 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	0	0	6.1	57.1	32.7	4.1	93.9
	National	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.3	46.4	43.0	17	91.1
Oracy	School	0	0	0	0	0	0	0	8.2	69.4	18.4	4.1	91.8
	National	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.2	45.4	44	2	91.4
Reading	School	0	0	0	0	0	0	0	4.1	51	40.8	4.1	95.9
	National	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.8	45	43.6	1.9	90.5
Writing	School	0	0	0	0	0	0	0	6.1	59.2	32.7	2	93.9
	National	0.1	0.4	0.1	0.1	0.1	0.5	1.8	10.3	50	35.2	1.4	86.6

Welsh Second Language	School	0	0	0	0	0	0	0	8.2	75.5	16.3	0	91.8
	National	0.3	0.7	0.2	0.2	0.2	1	2.5	14.2	54.6	26	0.3	80.9

Mathematics	School	0	0	0	0	0	0	0	6.1	53.1	40.8	0	93.9
	National	0.1	0.4	0.1	0.1	0.1	0.3	1.1	5.5	45.8	46.2	0.2	92.2

Science	School	0	0	0	0	0	0	0	4.1	55.1	40.8	0	95.9
	National	0.1	0.6	0.3	0.2	0.1	1	2.7	17.1	55.5	22	0.4	77.9

There were 49 pupils in the group.

Core Subject Indicator	
School	91.8%
National	89.5%



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9.1 The following table shows the number of boys attaining each level:

	N	D	NC O1	NC O2	NC O3	1	2	3	4	5	6+	4+
English	0	0	0	0	0	0	0	3	19	9	2	30
Oracy	0	0	0	0	0	0	0	4	22	5	2	29
Reading	0	0	0	0	0	0	0	2	17	12	2	30
Writing	0	0	0	0	0	0	0	3	21	8	1	30
Welsh	0	0	0	0	0	0	0	4	23	6	0	29
Mathematics	0	0	0	0	0	0	0	3	15	15	0	30
Science	0	0	0	0	0	0	0	2	18	13	0	31

There were 33 boys in the group.

9.2 The following table shows the number of girls attaining each level:

	N	D	NC O1	NC O2	NC O3	1	2	3	4	5	6+	4+
English	0	0	0	0	0	0	0	0	9	7	0	16
Oracy	0	0	0	0	0	0	0	0	12	4	0	16
Reading	0	0	0	0	0	0	0	0	8	8	0	16
Writing	0	0	0	0	0	0	0	0	8	8	0	16
Welsh	0	0	0	0	0	0	0	0	14	2	0	16
Mathematics	0	0	0	0	0	0	0	0	11	5	0	16
Science	0	0	0	0	0	0	0	0	9	7	0	16

There were 16 girls in the group.



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9.3 A summary of the targets set by the Governing Body for the coming three years and progress towards the most recent target

Targets – Level 4 or above			
Year 6 2017-18	Realistic	Ambitious	Actual
Core Subject Indicator	86%	90%	91.8% (Wales-89.5)
Current Year 6	Realistic	Ambitious	
Core Subject Indicator	70%	80%	
Current Year 5	Realistic	Ambitious	
Core Subject Indicator	80%	85%	
Current Year 4	Realistic	Ambitious	
Core Subject Indicator	80%	86%	

10. Attendance

Group	Presents/ Approved Educational Activity	Authorised Absences	Unauthorised Absences	Possible	% Attend
N1	4181	732	100	5013	83.40
N2	5860	867	82	6809	86.06
Year R	19331	1569	200	21100	91.62
Year 1	18200	851	41	19092	95.33
Year 2	19552	1062	52	20666	94.61
Year 3	17742	913	51	18706	94.85
Year 4	14274	693	73	15040	94.91
Year 5	17859	1184	127	19170	93.16
Year 6	17610	1245	95	18950	92.93
Totals	134609	9116	821	14456	93.13



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10.1 Targets for improvement and for reducing absences over the coming three years

The school monitors attendance on a regular basis and procedures are in place to reduce the number of unauthorised absences over the coming year. The targets for attendance over the next three years are as follows:

2018 – 2019	95%
2019 – 2020	95.1%
2020 - 2021	95.2%

11. Progress on meeting sporting aims and sporting achievements

11.1 The school continues to provide a wide range of sporting opportunities within school and through extra-curricular clubs and representative teams. Teams and individuals compete in a range of sporting leagues and competitions and whilst the main aim is participation there are several notable achievements within cross-country, football and rugby.

11.2 As well as traditional sports the school has a climbing wall, adventurous play equipment for two year olds and up and we also make good use of residential centres for children in both years 5 and 6.

11.3 The school believes that it is important to recognise the importance of sportsmanship and empathy and believes sport has much to offer in this part of a child's development.

12. Disabled pupils and toileting arrangements

12.1 The school opened in 2007 and is very accessible to children and users, with a lift, Braille signs and disabled toilets. The condition of the school toilets is good, in keeping with the age of the building and they are cleaned on a daily basis. Any



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maintenance work is carried out as quickly as possible to ensure accessibility to toilet facilities is maintained at all times.

13. Self-Evaluation

13.1 Governors have spent time analysing relevant data and agreed a number of developmental areas for the year ahead.

13.2 The school has an ongoing self-evaluation report process and this, in conjunction with any available data, feeds into the school's focused targets each year, as set out in the School Development Plan. We welcome views from anyone involved with the school, in order to ensure everyone feels involved in the self-evaluation process.

13.3 Governors are confident that all children within the school receive a broad balanced curriculum.



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14. Statement of Actual Expenditure – Year End 31.3.18

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	808,811	5,088	813,899
Salaries	630,528	35,157	665,685
Other Employee Costs	352	260	612
Premises	25,143	0	25,143
Transport	4,427	0	4,427
Supplies & Services	241,124	0	241,124
Recharges	128,194	93	128,287
Gross Expenditure	1,838,578	40,598	1,879,176
Grant Income	-418,203		-418,203
Other Income	-143,450	0	-143,450
Gross Income	-561,653	0	-561,653
Net Expenditure	1,276,925	40,598	1,317,523

RESERVES:	£
FINAL FORMULA ALLOCATION:	1,242,782
TOTAL NET EXPENDITURE:	1,276,925
TRANSFER TO / (FROM) RESERVES:	-34,143
OPENING BALANCE ON RESERVES 01/04/17	232,294
CLOSING BALANCE ON RESERVES: 31/03/18	198,151



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15. Welsh Language

15.1 The school teaches Welsh as a second language throughout the school. It is addressed through specific lessons and children are also encouraged to use the Welsh language incidentally, throughout the day. These opportunities enable children to gain increased confidence and fluency in Welsh oracy, reading and writing.

15.2 To promote the use of Welsh across the school, the school identifies a group of pupils who act as ambassadors for the Welsh language. This Draigiau San Tomos group take a lead role in aspects of school life, such as assemblies. The school also has a Welsh lead teacher who oversees the development and teaching of Welsh across the school. The Welsh lead has access to support from the Athro Fro – a teacher employed by the Local Authority to provide support and guidance to schools in teaching Welsh.