



**Ysgol Arberth      Narberth School**  
**Annual Report to Parents 2017-2018**

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## 1. LETTER FROM THE CHAIR OF GOVERNORS

Cil y coed  
Clunderwen  
24th October 2018

Dear Parents,

This letter is on behalf of the Governing Body and presents the Head Teacher's Annual School Report to Parents. This Annual Report is comprehensive and we thank Mrs. Ward for the thorough and detailed preparation.

The current School Development Plan and Staff Annual Objectives are written and set with the Donaldson Report Recommendations in mind. The role of school Governors has become more involved and demanding. Governors have undertaken many Learning Walks and school visits to support and verify that the actions in the Development Plan are being implemented. We continue to focus on future strategy.

The targets for this year are challenging and funding pressures continue to add to the challenges we face.

The achievements of the pupils and staff have resulted in new awards and sporting success and are a credit to them, the school and the wider community. The efforts of certain staff and pupils to create an allotment have proved very rewarding in many ways.

Frindiau Ysgol Arberth fund raising activities this year contributed over £2,500 to the school fund, from which the pupils benefit directly. Funding pressures in education leave little surplus to spend on the extra-curricular activities that enrich our children's education. We are extremely grateful for your fund raising support that allows these activities to continue.

On behalf of the Governors we thank the Headteacher and her staff for driving through positive changes and new initiatives that improve the education and the outcomes for our children. We also appreciate the support parents give their children and the school.

Yours faithfully,

Owain Phillips  
Chair of Governors

## Annual Report 2017-2018

### 2. Introduction

#### 2.1 About this report

This report is produced by the Governing Body for you, the parents and carers of pupils of the school. It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of the school. It covers our achievements during the past year and sets out our targets for future improvement.

#### 2.2 Parents' meeting

There is no longer a statutory requirement to hold a parents' meeting following the issue of this annual report. However, should you wish to call a meeting to discuss its contents then there is a set procedure – information of which can be obtained at the school. The annual questionnaire to gauge parents' views on the variety of areas of school life will be sent out shortly.

### 3. SCHOOL INFORMATION

<b>Name</b>	Narberth Primary School
<b>Classification</b>	County Primary School – Narberth School is a Dual Stream school
<b>Pupil age range</b>	3 to 11 years
<b>Address</b>	Jesse Road Narberth Pembrokeshire SA67 7FE
<b>Telephone</b>	01834 860776
<b>E-mail</b>	<a href="mailto:head.narberth@pembrokeshire.gov.uk">head.narberth@pembrokeshire.gov.uk</a>
<b>Web</b>	<a href="http://www.narberth-cp-school.org.uk">http://www.narberth-cp-school.org.uk</a>

### 3.1 Term Dates for 2018-2019

TERM	START	HALF TERM	FINISH
Autumn	03.09.18	29.10.18	21.12.18
Spring	07.01.19	25.02.19	12.04.19
Summer	29.04.19	27.05.19	22.07.19

Closed for In-Service Training (INSET) : 03.09.18  
 22.10.18  
 12.02.19  
 TBC  
 22.07.19

Closed for May Day Bank Holiday : 06.05.19

### 3.2 Session Times

	Morning			Afternoon	
	Start	Break	End	Start	End
Foundation Phase	9.00am	10.15-10.30am	11.30am	12.30pm	2.55pm
Key Stage 2 (Juniors)	9.00am	10.30-10.50am	12.15pm	1.00pm	3.10pm
				(Note – afternoon breaks are at the discretion of class teachers depending on curriculum activities)	
Nursery				12.30pm	2.55pm
				(Note – Nursery pupils arrive at 12.15pm and join play until 12.30pm)	

### 3.3 Contact Methods

- For absences, please telephone the school between 8.30-9.00am on the day.
- Staff members are present at each entry point in the morning – messages can be passed on to class teachers.
- The Headteacher will either be outside the Main Entrance or in Reception on a daily basis should parents wish to discuss anything.
- If you wish to speak to a member of teaching staff, please telephone or ask at Reception so that we can facilitate this for you. Note that teaching staff will be at each exit point at the

end of the day to pass on any information about any events or incidents of the day. If parents are not collecting pupils, staff will telephone parents to communicate any matters.

- You can follow our school Twitter feed - @narberthschool. This can also be accessed via the APP and the Website (narberthschool.co.uk).
- The Friends of Narberth School have a Facebook page. Note that this is to provide parents with information about funding events and updates on the work of the Friends. It should not be utilised to post comments on school matters outside the remit of the Friends.
- Parents' evenings will take place on a termly basis. Autumn and summer will be formal with target setting and review. The spring term will be informal with opportunity for parents to access pupil books.
- Parents of Additional Learning Needs Pupils will have termly 1-1 sessions. Feedback may happen more frequently depending on pupil progress.
- Messages are communicated to parents via a letter, school APP or texting service.

### **3.3.1. Complaints Procedure**

Should you wish to make a complaint regarding matters associated with the school, please discuss in the first instance with the Headteacher. Our full Complaints Policy and Procedure can be found on the Website or on the school APP. A breakdown of the complaints process is also available on each parent noticeboard (x 3) around the school.

### **3.4 School Handbook Changes**

The School Handbook is available at Reception or on the Website. Amendments are carried out as they arise at the school. Changes this year will include staff changes, parent evening structure and national/statutory changes.

## **4. ADMISSIONS AND PUPIL NUMBERS**

<b>Pupil Number</b>	September 2016 – 292 FTE / January 2017 – 305 FTE / April 2017 – 316 FTE
<b>Admission Procedure</b>	Managed by the Admissions Department, Pembrokeshire County Council
<b>Cohort Number</b>	47 per annual intake (over both streams)
<b>Age on Entry</b>	Term of 4 <sup>th</sup> birthday – part time for the first term
<b>Pupil Induction</b>	Pupils are invited to attend a half day induction session
<b>Parent Induction</b>	Induction session with Headteacher – to include Parent Induction Pack

## 4.1. Secondary Transition

<b>Pupil Numbers</b>	38 pupils transferred to secondary education in July 2018
<b>Ysgol Y Preseli</b>	9
<b>Dyffryn Taf</b>	25
<b>Greenhill</b>	1
<b>Caer Elen</b>	1
<b>QE High School</b>	1
<b>Other</b>	1

We are fortunate that all of our link secondary settings are extremely pro-active with their Transition Programmes. Pupils have attended a number of events to aid the process of transferring to secondary education.

Multiskills Sessions	-	Dyffryn Taf
Welsh 2 <sup>nd</sup> language sessions	-	Greenhill
More Able and Talented Days	-	Ysgol Y Preseli/Greenhill
Maths Day	-	Dyffryn Taf
Year 5 Transition Days	-	All Schools
Year 6 Transition Days/Weeks	-	All Schools
Christmas Productions	-	Dyffryn Taf/Preseli
Additional Incentive/Transition days	-	Dyffryn Taf
Drama Workshops	-	Dyffryn Taf
Summer School	-	Dyffryn Taf

Transition Meetings with relevant secondary education settings were held at the beginning of the Academic Year prior to entry for pupils with Additional Learning Needs. Parents and Pupils have had full involvement in planning comprehensive transition programmes for individuals. Additional transition days were established and our thanks is extended to staff from Narberth and the secondary settings for their cooperation in establishing firm foundations for pupils transferring to them.

Note that a small number of pupils also accessed the Year 6 Counselling service for pupils with anxiety relating to transition to secondary provision.

## 4.2 Pre School Transition

The school also recognise the importance of transition from our pre-school settings at Narberth and are actively establishing links with them to facilitate this. Baseline information is transferred from pre-school settings through the Pupil Profile.

## 5. THE GOVERNING BODY

NAME	GOVERNOR ROLE	RESPONSIBILITY	TERM OF OFFICE ENDS
Mr Owain Phillips	Chair of the Governing Body LEA Representative	Safeguarding Premises/Safety	25.03.22
Mrs L Tamplin	LEA Representataive		26.06.22
Cynghorydd/Councillor E A Morse	LEA Representative	Whistleblowing	17.07.20
Cynghorydd/Councillor Susan Rees	Local Community Governor	Mathematics/Numeracy Attendance Voice of the Child	05.03.19
Mrs Anna Jones	Local Community Governor	Health and Fitness Foundation Phase	04.11.18
Rev C P Rees	Local Community Governor	Religious Education Attendance	15.03.19
Mrs Ann Lewis	Local Community Governor	Cymraeg Iaith Cyntaf Welsh 1 <sup>st</sup> Language Welsh 2 <sup>nd</sup> Language	29.02.20
Mrs B Jones-Hughes	Parent Governor	Religious Education Additional Learning Needs	03.03.19
Ms R McKay	Vice Chairperson Parent Governor	English/Literacy Science	03.03.19
Mrs Alison Taylor- Jones	Parent Governor	Literacy - English	10.11.19
Mr Richard J Owen	Parent Governor	ICT	10.04.18
Miss Kelly Harrison	Teacher Governor		06.05.19
Mrs Sarah Goddard	Staff Governor		15.01.22
Mrs Nia Ward	Headteacher		

- The Governing Body meet on a termly basis, with sub-committees meeting as and when necessary.
- Mrs Jenny Webb stepped down from her Governor role at the end of the summer term. We wish to thank her for many years' service at the school.
- Mr Richard Owen was re-elected as Parent Governor during the year.
- Mrs Linda Tamplin replaces Mrs Webb as a Local Authority Governor.
- Members of the Governing Body have also met with Curriculum Coordinators during the year to review targets set and to undertake Learning Walks to monitor progress with various initiatives. All visits are recorded and documented.
- The Chair of Governors meets with the Headteacher on a regular basis. All Governors receive updated emails on the business of the school, together with appropriate national initiatives.
- At the Governing Body Meeting held on the 25<sup>th</sup> October 2018, Mr Owain Phillips stood down as Chair and Cllr Sue Rees was elected as a replacement Chair.

- The Governing Body access a Programme of Professional Development available to them. These include sessions on data analysis, safeguarding, performance management, health and safety etc.

## **6. PERFORMANCE AND TARGETS**

### **6.1 Changes in Performance Measurement**

The focus on the analysis of data has changed over the year. Traditionally, schools would receive benchmarking data from Welsh Government against an assigned family of schools and National performance of schools. However this is no longer the case.

Estyn, in its review of school inspections has also changed the focus in its Common Inspection Framework so that schools demonstrate the progress (achievement) that pupils make rather than pupil performance against what they are expected to achieve (attainment) at the end of each phase of their education.

With this in mind, it is more important than ever for schools to obtain a baseline of pupil abilities as they enter into school, so that we can demonstrate the progress made against this. This is done in a number of ways at Narberth School.

Teaching staff now measure progress of individuals on a half termly basis. These assessments are based on knowledge of the pupils, test data (in-house and external), teacher assessments and information from educational plans.

Over the past couple of years considerable work has been done to track progress of every individual pupil whether it be in class or as part of intervention provision. The school has adopted the use of the Edukey Database to facilitate the recording of tracking of Additional Learning Needs pupils.

Despite the above changes in data analysis, you can still find further information about the school's performance on "My Local School" website at <http://mylocalschool.wales.gov.uk>.

The school did not achieve its predicted targets in either key stage. Detailed information on the data may highlight individual pupils. It is suffice to say however, that the year groups for the Foundation Phase (Year 2) and Key Stage 2 (Year 6) were both challenging cohorts. Reasons for not meeting targets have been thoroughly discussed with the School's Challenge Adviser and the Target Setting Committee of the Governing Body. Performance was stronger in the Welsh stream, whereby most indicators were met. Despite this year's performance, the School has maintained its categorisation for the coming year.

## 6.2 Targets

The following targets set for 2018-2019 have been discussed and agreed with the School's Challenge Adviser and have been presented to the Governing Body at their meeting held on the 25<sup>th</sup> October, 2018.

### Foundation Phase (end of Year 2)

Cohorts	
Girls: Welsh cohort	13
Boys: Welsh cohort	11
Welsh	24
Girls: English cohort	7
Boys: English cohort	12
English	19

  

	LCE			LCW			MDT			PSD			FPI		
	O5	O6+	All												
All Girls	3	4	7	5	7	12	7	10	17	3	15	18			
All Boys	5	3	8	5	4	9	10	10	20	9	12	21			16
	42%	37%	79%	42%	46%	88%	40%	47%	86%	28%	63%	91%			77%

Full cohort 43 2018 Current Year 2

	LCE			LCW			MDT			PSD			FPI		
	O5	O6+	All	O5	O6+	All	O5	O6+	All	O5	O6+	All	O5	O6+	All
All FSM	0	1	1	1	0	1	1	1	2	2	1	3			2
Non-FSM	8	7	15	10	11	21	17	20	37	12	27	39			33
FSM	0%	33%	33%	100%	0%	100%	25%	25%	50%	50%	25%	75%			50%
Non-FSM	50%	44%	94%	43%	48%	91%	44%	51%	95%	31%	69%	100%			85%

  

Total Girls/Boys	43
Total FSM/Non-FSM	43
Total Girls	20
Total Boys	23
Total FSM	4
Total Non-FSM	39

  

Attendance Target (Years 1 to 6)	
96.00%	

### Key Stage 2 (end of Year 6)

Cohorts	
Girls: Welsh cohort	13
Boys: Welsh cohort	6
Welsh	19
Girls: English cohort	12
Boys: English cohort	15
English	27

  

	English			Maths			Science			CSI			Welsh: 1st lang.			Welsh: 2nd lang.			
	L4	L5+	All	L4	L5+	All	L4	L5+	All	L4	L5+	All	L4	L5+	All	L4	L5+	All	
All Girls	7	18	25	11	13	24	17	11	28				24	7	6	13	9	3	12
All Boys	11	8	19	10	12	22	12	9	21				19	0	6	6	12	0	12
	39%	57%	96%	46%	54%	100%	63%	43%	107%	0%	0%	93%	37%	63%	100%	78%	11%	89%	

Full cohort 46 2018 Current year 6

	English			Maths			Science			CSI			Welsh: 1st lang.			Welsh: 2nd lang.			
	L4	L5+	All	L4	L5+	All	L4	L5+	All	L4	L5+	All	L4	L5+	All	L4	L5+	All	
All FSM	1	0	1	2	0	2	2	0	2				1	0	0	1	0	1	
Non-FSM	16	26	42	19	23	42	27	18	45				43	7	12	19	20	3	23
FSM	50%	0%	50%	100%	0%	100%	100%	0%	100%				50%			50%	0%	50%	
Non-FSM	36%	59%	95%	43%	52%	95%	61%	41%	102%				98%	37%	63%	100%	80%	12%	92%

  

Total Girls/Boys	46
Total FSM/Non-FSM	46
Total Girls	25
Total Boys	21
Total FSM	2
Total Non-FSM	44

  

Attendance Target (Years 1 to 6)	
96.00%	

Note that the above targets are based on the current pupils in their respective year groups. These may be subject to change depending on movement of pupils in and out of the school throughout the year.

## 6.3 Attendance

<b>Average attendance for 2017/2018</b>	95.36%
<b>Unauthorised absences</b>	1.13%
<b>Authorised absences</b>	3.51%
<b>Lateness</b>	0.7%

- Holidays during term time remains problematic for the school.
- The Panel of Governors, the Headteacher and the Family Liaison Officer continue to meet on a monthly basis to consider any applications for term time leave. Every application is considered on its own individual merit. However, the Panel take the view that a holiday request is a 'holiday' unless families can provide evidence to outline that:-
  - the extent of which the absence can be avoided
  - the circumstances surrounding the need to be absent during term time
  - previous attendance patterns of pupils being considered
- The importance of good attendance is discussed as part of the Induction Session with all new parents.
- An audit was carried out by Pembrokeshire County Council on the 25<sup>th</sup> May 2018. Recommendations were as follows:-
  - Ensure more consistent and swifter implementation of escalation process.
  - Proof of medical absence to consistently be requested for these with a high level of illness/medical absences.
  - Penalty Notice to be considered if key criteria is met for unauthorised absence.
  - Consider involving link governors at more formal attendance meetings with parents.
- Information relating to good attendance is provided to all parents and is available on the School's Website/App.
- Parents receive half termly updates of their child/children's attendance.
- The Headteacher meets regularly with the Pupil Support Officer to discuss individual cases. Referrals have been made during the year. The PSO continue to work with these families to aim to improve their attendance.

## 7. STAFFING (as at 01.09.18)

### 7.1 Senior Management Team

Headteacher : Mrs Nia Ward

Assistant Headteacher : Miss Nia Davies (Foundation Phase)

Assistant Headteacher : Mr Glyn Noble (Key Stage 2)

### 7.2 Classroom Structure

Welsh Stream			English Stream		
Class/Year Group/s	Teacher	Support Staff	Class/Year Group/s	Teacher	Support Staff
Blwyddyn 5/6	Mrs M Lloyd	Mrs S Morris (1-1)	Year 6/5	Mr G Noble	Mrs E Whitehead (1-1)
Blwyddyn 4/5	Mrs E Mathias	Mr R Jenkins	Year 5/4	Mr R Pearce	Mrs J Phelps/Mrs C Gillard
Blwyddyn 3/4	Mrs M George-Norgan	Mrs N Rees	Year 3	Miss K Williams	Miss K Page
Blwyddyn 1/2	Mrs N Thomas	Mrs K Walker	Year 2	Miss K Harrison	Miss R Rees
Blwyddyn 1/Derbyn	Mrs S Evans	Miss C Morris Miss R Rees	Reception/Year 1	Miss C Ormond	Mrs J Morgan Mrs H Emery
Meithrin/Nursery (Bilingual)	Mrs B Pennington	Mrs A Phillips			
Note that Mr Ben Kirk will be covering non contact days in the Welsh Stream – Mrs Mathias, Mrs Thomas and Mrs Evans.			Note that Mrs K Wilson will be covering non-contact days in the English Stream – Mr Noble and Miss Harrison		

### 7.3 Total Number of Staff

Teaching Staff	12.9 wte	Support Staff	10.6 wte
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### 7.4 ALN/Wellbeing Team

Additional Learning Needs Coordinator (ALNCo) – Mrs Rachel Williams

Miss Bethan Layzell, Assistant ALNCo – Literacy and Numeracy/PPA

Mrs C Gillard, Assistant ALNCo - Wellbeing and Nurture/PPA

Mrs J Phelps, Learning Support Assistant – Wellbeing and Nurture

Mrs S Goddard, Home/School Liaison Assistant/Language & Numeracy Intervention

## 7.5 Other Staff

Administrative	Cleaning/Caretaking	School Crossing Patrol	Lunchtime Supervisors	Catering
Mrs L Phillips Miss C Young Mrs K Merriman (School Meals Clerical)	Mr N Rossiter - Cleaning/Caretaking) Mr W Phillips - Cleaning Miss C Barnes - Cleaning	Miss C Barnes Mrs S Banks	Mrs K Merriman Mr S Merriman Miss C Barnes Mrs P Broadhurst	Mrs P Williams, Cook in Charge Mrs J John, Assistant Cook Mrs H Allen, Assistant Cook

Note that Pembrokeshire County Council decided to cease the Meals on Wheels Service. Mr D Clinch who facilitated this within the kitchen retired in May 2018.

## 7.6 Peripatetic Staff

Mrs S Jenkins, Brass

Mrs S Jenkins, Woodwind

Mrs J Underwood, Violin

Mr D Mayhew, Percussion

Mrs B Stephens, Harp

## 7.7 Other Personnel associated with the School

School Nurse : Mrs S Lewis

Challenge Adviser : Mrs E Evans (This changed from J Thieme in August 2018)

Educational Psychologist : Dr Janet Mycroft

## 7.8 Staff Commencement

Mr Rhys Jenkins, Learning Support Assistant

Miss Claire Young, Receptionist/Clerical Assistant

Mr Ben Kirk, PPA Cover – Welsh Stream

## 7.9 Staff Termination 2017-2018

Mrs J Atherton – resignation

**Sabbatical** – Mrs Maria Cox – 1 year – will return September 2019

## 7.10 Return from Maternity Leave

Miss K Walker

Miss K Williams

Mrs N Rees

## 7.11 Volunteers

Maggie Evans – Reading

Parental Volunteer Support – Anna Jones, Kirsty Hirst, Lisa Cope, Fiona Davies, Michelle Rees, Alison Daws, Sharon Wainwright, Claire Young.

Our sincere thanks are also expressed to the parents who have helped with various activities throughout the year, e.g. transportation of pupils, reading. Your continued support is very much appreciated and crucial to the running of the school.

## 8. SCHOOL LIFE

### 8.1 TEACHING AND LEARNING AT OUR SCHOOL

#### 8.1.1 Aims

- ❖ To establish and maintain a safe and secure, caring and happy environment.
- ❖ To develop each individual as a whole by:-
  - Providing a challenging and exciting curriculum that will enthuse pupils to love their learning so that every child is inspired to develop their talents for the future.
  - Providing every pupil with the basic skills that can be built upon for lifelong learning. Be able to read, write and be numerically competent.
  - To develop the independent and naturally curious learner.
  - Encouraging a positive ethos through respect, reward, praise and an understanding of consequence.
  - To foster in each pupil a positive self-image and high aspirations.
  - To develop each pupil's moral and spiritual well-being and to promote tolerance and mutual respect.
  - Developing a feeling of worth and a sense of belonging and responsibility to the school, the family, the community and the wider world.
  - To promote an active and healthy lifestyle through encouraging pupils to adopt a healthy diet and exercise.
  - To promote individuality of all our pupils ensuring equality of opportunity for all irrespective of race, religion, gender, ability, physical or sensory impairment or social background.
  - To develop in each pupil an awareness of their position in the wider world and their responsibility for global citizenship, beginning with caring for the local environment and considering issues of sustainability.
  - To provide pupils with opportunities to develop bilingualism together with a knowledge and awareness of their Welsh culture and heritage.
  - To ensure the development of all staff in order to meet the demands of the school curriculum and to fully realise the potential of all those who work in and on behalf of our school.
  - To ensure continuity and progression both within and across key stages including liaising with feeder schools.
  - Establishing an ethos of working in partnership with governors, staff, parents, pupils, the community and all other bodies associated with the school.

## **8.1.2 Curriculum**

### **8.1.2.1. Our approach to teaching children**

The school aims to provide a balanced education. Although the Foundation Phase, National Curriculum and Literacy and Numeracy Framework are at the heart of the school's curriculum, the teaching and learning opportunities we provide for our children extend beyond that framework.

The new curriculum for Wales – Successful Futures will become statutory in 2022. The school have already started working towards its implementation. To date:-

- Trialling 'Big Question' approach to a more research based thematic approach
- Implemented the 'Ewch Amdani' structure in the afternoons in Key Stage 2 classes. This means that there is a teacher activity, a supported activity and independent activities for pupils to undertake on a rotational basis. This is a continuation of the Foundation Phase pedagogy that pupils are familiar with.
- Continuing with the work of encouraging independent learning amongst pupils.
- Continuing to build on pupil feedback.
- Continuing to build on self-assessment in pupils.
- Streamlining the concept of Growth Mindset principles across the school so that there is a more consistent approach.
- Reviewing planning of lessons.
- Visiting schools of excellence/pioneer schools to observe schools who are more advanced in the Successful Futures curriculum.

In moving forward:-

- Open Evening for parents to begin to understand a more flexible approach to teaching and learning.
- Map out 4 core purposes and embed across the school.
- Map out the 6 areas of learning across themes.
- Identify staffing teams in accordance with the structure of the new curriculum.
- Identifying 'real-life' experiences for pupils across the school.

### **8.1.3 Additional Learning Needs (ALN)**

At Narberth School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity. We are particularly aware that many pupils, at some time during their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term. The school are flexible to meet these needs and have up-skilled a number of its staff to deliver intervention programmes to provide additional support to our learners.

The inclusion of pupils identified as having Additional Learning Needs is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Some pupils identified as having an additional learning need can generally be catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported in small group work by a teaching assistant, or can be withdrawn to work in a specific intervention programme. This, in the main, is funded within the ALN budget that is now devolved to schools, however, the deficit is funded by the school's main budget.

Intervention programmes currently available at the school are:-

Catch Up Literacy (Welsh and English) – a reading programme  
Numicon/Hamilton – maths/numeracy intervention  
Talkabout – Social Stories intervention  
Nurture – social and emotional provision  
ELSA – Emotional Literacy Support/Drawing and Talking  
Premier League – reading programme  
Accelerated Literacy – Language and Literacy programme  
Reading with Dogs – Reading Support  
Memory Club  
Physical Literacy  
Relationship Based Play  
Lego Therapy  
Secret Agents – Dyslexia orientated activities

The intervention programme administered will depend on a number of factors:-

- Teacher Assessment/Observations
- National Testing
- Non Verbal Test
- Individual Programme Assessment
- COPS/LASS Assessment
- DEST and Hands on Literacy Assessment
- Foundation Phase Profile

Access to the above programmes will be discussed with parents prior to pupils participating in them.

At the end of the academic year 2017/2018 there 26% (80 pupils) on the Additional Learning Needs Register. This has reduced from 33% (102 pupils) since last year.

- 3 Statemented pupils
- 16 School Action + (External people/agencies working with them)
- 7 EAL (English as an Additional Language)

16% of KS2 pupils identified as MAT (More Able and Talented)

Various outside agencies have been involved with the school over the last year including Educational Psychologist, Speech and Language and ASD specialists. Behaviour Support team, TAF (Team Around the Family), Emotional Health and Wellbeing team. The EAL department in the County continue to support a pupils with English as an Additional Language at the school.

The school has attended TAPPAS (Team Around the Pupil, Parent and Setting) 1 and 2 meetings termly to discuss pupils and organise additional support as required. This is the process in Pembrokeshire to obtain advice and possible external support for pupils. Parent consent must be obtained prior to discussing pupils at these meetings.

The school ELSA (Emotional Literacy Support Assistant) is currently supporting a number of pupils at the school. Additional members of staff are in the process of receiving ELSA training. This is the school responding to the increased demand in pupils needing this support at the school.

To support the Emotional Wellbeing of the school further, Narberth School were chosen to pilot the Relationship Based Play Programme during this academic year. Staff received training from Helen Worrell and carried out the sessions with pupils and with a group of parents supporting. This work is continuing within the school.

Parents have been provided with a help leaflet 'What should I do if I think my child has Additional Learning Needs?' which gives them tips on questions to ask and a process that they need to follow. This is also included in the Induction Pack for parents when their child commences school.

Annual Reviews are held for pupils with Statements and staff who require specialist training in order to be able to support their learners have received this. Ongoing support for pupils with physical needs are in place.

### ***Reading with dogs***

The 'Reading with Dogs' Programme is run by Burns Pet Food. This is a project called 'By Your Side' using specially trained volunteers and their companion dogs to help children improve their literacy, confidence and communication skill. Both staff and pupils look forward to the weekly visits from Michelle and her dog – Frankie. They are supporting a number of pupils in the school.

### ***Groups of Learners***

*Disabled Pupils* – Pupils with physical disability are very well catered for at the School. We are fortunate in as much as our building meets the necessary requirements in terms of access to and around the school. Where appropriate, we continue to deploy the use of transport coaches with access for wheelchairs to ensure inclusion of all of our pupils. Physically disabled pupils have also attended a number of sporting activities organised by the Disabled Wales Sports Association throughout the year.

*EAL (English as an Additional Language)* – The School currently cater for 1.5% of pupils whereby English is not their first language (excluding Welsh). These pupils are supported by a service from the ALN Department in the County. A specialist teacher attends the school to support these pupils.

*FSM (Free School Meals)* – 8% of the School's population are children who receive Free School Meals. These children aren't necessarily ALN pupils, however, there is a strong focus on ensuring

that this group of learners achieve in exactly the same way as non FSM pupils. Initiatives for their development are funded through the Pupil Development Grant. A copy of this report is available for parents on the School Website/App.

### ***Target Setting and IEP's***

All pupils will be involved in setting personal targets across the school. The first week of term in the academic year is utilised as an 'Induction Week' to facilitate this. All pupils across the school create a Personal Development Profile which outlines what is important to them and important for them to aid their learning and contribute to their wellbeing throughout the year. Pupils with additional learning needs will have an additional 'Individual Education Plan', with specific targets to improve their learning. They are reviewed termly by class teacher, ALNCo and Assistant ALNCo.

Pupils are involved in the setting and monitoring of these plans and development is discussed with parents during parent evenings.

## **8.2. THE VOICE OF THE CHILD**

Narberth School are active in ensuring that all pupils are happy, safe and access the curriculum according to their rights. All pupils complete an annual questionnaire which is analysed with any issues identified being actioned accordingly.

The voice of the child is developing at the school. Forums available to facilitate this are:-

Pupil Management Board

Healthy Schools Council

Eco Council

Fairtrade Council

Criw Cymraeg

Bronze Ambassadors

Digital Champions

The Pupil Management Board participated in the Swansea University Little Voices Project. As a result of this successful project 2 pupils were invited to meet Hillary Clinton during her inauguration at Swansea University last October. She is a patron of work relating to children's rights. During this visit the pupils, Annie Evans and Annie Phillips also met with Sally Holland, the Child's Commissioner for Wales, Carwyn Jones Welsh Minister and Kirsty Williams Education Minister for Wales.



The Pupil Management Board also attended the Welsh Government Buildings in Cardiff in an attempt to enhance their knowledge of the role of ministers in Wales.

Also this year, the Pupil Management Board acted as the Rotakids Committee. There are strong links between the Narberth and Whitland Rotary Club. The school have linked with Roko 20 Academy in Kenya and have been corresponding with them. Locally, the pupils have been attending the Living Memory Club on a regular basis, bridging the generation gap and spending quality time with our very special new found friends.



The Criw Cymraeg have had a particularly successful year with the implementation of the Siarter Iaith and the achievement of the Bronze Award. International rugby player, Jonathan Davies attended the school for the Launch and following a number of initiatives introduced under the direction of Mrs Meinir Lloyd, Coordinator and Mrs Ann Lewis, Governor, the pupils were nominated for the Pembrokeshire Shwmae Awards for their efforts.



All Councils have contributed to the School Development Plan and have successfully achieved their targets for the year. Our thanks is extended to the staff of the school for facilitating the activities and schemes associated with the Councils which contributes the welfare and success of the pupils. Diolch!

### **8.3. SAFEGUARDING**

All Staff DBS Certificates are valid and they have received Tier 1 Safeguarding Training. The Headteacher and the Assistant Headteachers have undertaken Tier 2 training and continue to attend Tier 3 courses as and when they arise.

All volunteers working at the school are DBS checked and complete a Volunteer Pack which involved seeking references for the individuals.

This year, staff have been asked to complete the following e'learning modules:-

- Recognising Domestic Abuse
- GDPR – new regulations for Data Protection
- Whistleblowing

The Headteacher has also attended a number of Safeguarding Courses relating to Sexual Abuse in Children and Safer Recruitment.

Safeguarding matters are discussed regularly in staff meetings and class files have been established that contain safeguarding matters relating to pupils in that class. The files are used as an information point for staff and any supply teachers attending the school to ensure the safety and wellbeing of our pupils.

Staff report safeguarding matters to the Designated Safeguarding Officer utilising the Edukey system. This provides an electronic tracking of follow up action and monitoring.

We kindly ask parents to continue to inform the school of change of circumstances relating to pupils so that we can continue to ensure their safety throughout the school year.

#### **8.3.1 GDPR (General Data Protection Regulations)**

In May 2018 there was a change in the law relating to General Data Protection. Narberth School signed up for the Service Level Agreement prepared by Pembrokeshire County Council to help manage the changes in the law.

An audit of data protection processes was carried out during the summer term. Following the recommendations made, the school has reviewed all the necessary processes and has written a Privacy Notice informing all stakeholders of its procedures in collecting, using and managing its data. This will be available to parents via the School APP or the Website.

## 8.4. WELLBEING

The School continues to research ways of improving and maintaining the wellbeing of pupils and staff throughout the year.

In January 2018 a Behaviour Audit was undertaken by Pivotal Consultancy, the outcome of which was extremely positive.

Recommendations from the above audit have been actioned, and the following changes implemented:-

- The School have streamlined and adopted 3 rules – Ready, Respect and Safe. All restorative discussions with pupils are centred on their understanding of the above rules.
- The staff participated in twilight training with Pivotal Behaviour specialists and the Staff Handbook has been updated on the principles of Pivotal. Update sessions are held during staff meetings throughout the year.
- A Staff Blueprint has been created to outline the expectation of staff behaviour around the school. This is to encourage good role models for pupils to model their behaviour upon.

The School has also implemented the KiVA Antibullying Programme across Key Stage 2 classes. Pupils receive weekly sessions to discuss the roles relating to bullying. KiVA Ambassadors have been assigned to police playtimes and to help pupils who may be in difficulty. A survey of pupil's perception of bullying in the school has been undertaken. We are awaiting the results and will share them with parents as soon as we receive same.

Other initiatives continue to include:-

- Bubble Time – allowing pupils to have 1-1 discussions with staff if they have any concerns.
- Buddy System – Year 6 pupils are part of a rota to help with infant playtimes. They have received 'Buddy Training' which help the children to understand encouraging younger pupils to be kind and play fairly.
- Listening Lady – a member of staff at the school has been trained in various aspects of emotional support that can be provided to pupils who are anxious.
- Check in initiatives for pupils across the School.
- All staff have received training in Restorative Practice.
- Staff have received training in Emotional Coaching, so that they can assist pupils to problem solve issues that may arise on the playground.
- A 'Positive Points' system has been adopted across the school. This is customised by each class depending on age. Pupils are involved in identifying rewards in these instances.
- Group Restorative Practice sessions have been introduced for pupils who find it continually difficult to adhere within expected boundaries.
- All pupils complete an annual questionnaire.
- Drinking water is available to the pupils throughout the day.
- Water bottles are available for purchasing in Reception.

- There is a daily Fruit Shop, administered by the older pupils.
- Milk is given to all pupils in the Foundation Phase.
- All pupils not receiving school meals are encouraged to bring a healthy packed lunch.
- The school kitchen has a 5 star hygiene rating.
- Packed lunches are stored in fridges to maintain their freshness.
- Toilets are in good working order. There are disabled toilets available for pupils with physical needs.
- Games, PE and outdoor activities are timetabled according to statutory requirements.
- Breakfast Club is strongly supported and pupils are able to receive a healthy breakfast. Themed social activities are organised for pupils whilst they wait to be transferred to classes at 8.45am, e.g. board games, colouring.
- Pupils in Nursery/Reception carry out the 'Design a Smile' tooth brushing Programme.

### **8.4.1. Equality**

The school ensures equality for all pupils through its Strategic Equality Plan. The progress of the plan is reviewed on an annual basis by the Governing Body. Parents, pupils and staff were involved in the initial consultation. The document is published on the school website/APP.

### **8.4.2. Safety**

It is our priority that pupils and staff are safe and work in a happy environment. Narberth School is a secure building with access being through the main entrance only throughout the day. Many internal doors have additional security which restricts access to unauthorised persons. However, every classroom has an escape entrance in case of an emergency.

All visitors must sign in on their arrival at the school and sign out when leaving. Pupils who are late must be signed in by parents. Pupils leaving school during the school day must be signed out by the collecting adult.

Timed fire drills are carried out each term to ensure that staff and pupils are trained in the correct procedures.

For the first time this year, the school carried out a 'Lockdown' drill in accordance with guidelines issued by Welsh Government. Separate assemblies were held for Key Stage 2 and Foundation Phase pupils to discuss the reasoning behind the drills. The school also installed a tannoy system so that classes can be informed immediately of the need to go into 'lockdown'.

## **8.5 Sport**

School teams have competed as follows:-

Urdd Swimming Gala	Urdd Football	Urdd Rugby & Netball
Football Tournaments	Tag Rugby	Oakwood Cross Country
Hockey	Athletics	Cricket
Tennis	Narberth Swimming Gala	

*Other Sporting Activities have included:-*

Adventure Beyond Outdoor Programme which included Rock Climbing, Canoeing, Coasteering, Surfing, Lifeguard visit.

Dyffryn Taf Multiskills Programme

Weekly Swimming Lessons

Sports Disability Wales events

*Residential Visits*

Year 4 – Urdd Residential Camp at Cardiff

Year 6 – Celtic Camping – Residential Outdoor Pursuits

**CHEETAS** – Captains – Scott Blackhouse/Leo Gibbard/Holly Goddard

**LEOPARDS** – Captains – Harley Williams/ Penny Hinman

**JAGUARS** – Captains – Theo Tilley/Nerys Davies

**SHARKS** – Captains – Harry Brown/Brooke Barratt

**EAGLES** – Captains – Trei James/Ruby O’Sullivan

## 8.6 Extra Curricular Activities

Extra Curricular Activities have included:-

Autumn Term	Spring Term	Summer Term
Cookery	Choir	Maths
Sewing	HWB	Eco Warriors
Netball	Football	Cross Country
Choir	Maths	Cookery
Hwb	Sewing	Gardening
Cross Country	Tag Rugby	Tennis
Rugby	Multiskills	Cricket
Football		Football
		Netball
		Coding Club

The Bronze Ambassadors have also run lunchtime sport clubs for pupils throughout the year.

We would also like to acknowledge the support of Mrs Liz Reed with the Tennis Club during the summer term.

## 8.7 Music

Although the Governing Body have had to review its Service Level Agreement spend this year, there remains to be a substantial number of pupils who are learning a variety of musical instruments under the tuition of our peripatetic teachers. A number of individual performed at the Valero Music

Festival in the spring and Year 6 pupils participated in the County Proms during the summer. The School Orchestra have entertained audiences on a number of occasions throughout the year.

A number of pupils took part and were successful in the Area and County Urdd Eisteddfod.

## **8.8 Welsh Language and Bilingualism**

The number of pupils in the Welsh Stream, slightly outweigh the numbers in the English Stream (English – 136/Welsh – 156). This is as a result in more parents choosing for their children to have a Welsh/Bilingual education. It remains however, that less than 16% of the pupils from the Welsh Stream come from a non-Welsh speaking home providing a great challenge for the parents, pupils and teaching staff at the school. Pupils, on admission have little language and the school prides itself in developing and producing fully competent Welsh speakers by the end of Key Stage 2. This is a great strength at the school.

### **8.8.1 Welsh 1<sup>st</sup> Language**

The School's data performance for Welsh as 1<sup>st</sup> language this year has been excellent. 100% of pupils achieved Level 4 (expected level) at the end of Key Stage 2. The school has maintained this performance for the 5<sup>th</sup> year in succession. 21% of pupils achieved Level 5 (above expected level). This is down on last year, however, this year's cohort was significantly smaller with only 14 pupils in the cohort.

### **8.8.2 Welsh 2<sup>nd</sup> Language**

The improvement of Welsh as a 2<sup>nd</sup> language remains strongly on the agenda at Narberth School. As part of the improvement plan, Mrs Maria Cox is currently on Sabbatical, improving her Welsh through the Welsh Government initiative.

79% of year 6 pupils achieved L4 + in Welsh 2<sup>nd</sup> language, this is a slight upward trend on last year, and Mrs Cox will continue with the improvement programme on her return next year.

### **8.8.3 Bilingualism**

Following its success last year, Narberth continues to have a bilingual nursery class, and in September 2018, have introduced the Welsh 2<sup>nd</sup> language phonics programme – Tric a Chlic (specifically written Welsh as a 2<sup>nd</sup> language) across the English classes in the Foundation Phase. The school will monitor the impact of the programme as it progresses throughout the year.

There are many opportunities to develop bilingualism throughout the school. The school is fortunate in being dual stream as it provides opportunity for non-Welsh speaking pupils to participate and integrate in activities with the Welsh speakers. Bilingualism is promoted in many ways, e.g daily greetings in Welsh, teaching of songs, vocabulary development in lessons, encouraging phrase of the week to name a few.

Pupils from both streams have enjoyed the opportunity to participate in the Urdd Eisteddfod, Jamboree and other events throughout the year and the Criw Cymraeg are active in promoting Welsh orientated activities.

## 8.9 Enhanced Curriculum Activities

The School are proactive in organising activities that enhance and enrich curriculum delivery for the pupils. These are in the format of trips, visiting people to the school, workshops, safety activities. Listed below are some of the activities for 2017/2018. Details of these activities can be found on the School's Website or APP under the calendar.

We are indebted to individuals who have been prepared to give their time to come into Narberth School to enhance our pupils' education.

## 8.10 School Successes

### Autumn Term 2017

#### PUPIL SUCCESSES

- Annie Phillips and Annie Evans – members of the Pupil Management Board were invited to the Graduation Ceremony at Swansea University for Hillary Clinton to become an Honorary Fellowship of the new Law School being built. The school were invited following their participation with the 'Little Voices' Project last year. Both pupils met Secretary Clinton – a momentous occasion!
- Year 5 Pupils won the regional Urdd Football Tournament. The girls' team came 2<sup>nd</sup>.
- Ffion Bowen has been chosen to play football for the County Team
- Pupils organized a dress up day for Roald Dahl Day. Proceeds for the day have been donated to 'Morgan's Fight', a local charity.

#### STAFF SUCCESSES

- The School were awarded the Autism Friendly School Award. This was ratified at the beginning of the autumn term with a visit from Chris Cole from PCC. Our Thanks to Mrs Rhian Williams and the staff for their work in achieving this award.
- Mrs Carly Gillard has completed her Nurture Training. Congratulations to her.

#### COMMUNITY LINKS

- Pupils participated in the Purple4Polio initiative with the Whitland and Narberth Rotary.
- Pupils have visited Narberth Museum on a number of occasions – Poetry Workshop with 'Bardd Plant Cymru' (Welsh Children's Bard), and the Bards of Pembrokeshire Project.
- The Harvest was held at St Andrews Church. Children brought food for the Narberth Food Bank and the collection will support the Burns Reading with Dogs Scheme.

## Spring Term 2018

### PUPIL SUCCESSES

- The School were awarded the Rotakids Award from the Narberth and Whitland Rotary Club. International Rugby Player Jonathan Davies presented the award.
- Sonny Gibbard raised over £800 for the MPS Charity by shaving his hair just before Christmas.
- Harrison Griffiths has been chosen for the Welsh Gymnastics Squad.

### STAFF SUCCESSES

- Mrs Elin Mathias and Mrs Nia Ward completed KiVa Training. Mrs Ward has been asked to train other schools in the County.
- Bethan Israel has achieved her HLTA qualification. Congratulations to her.
- Pivotal Education undertook a Behaviour Audit at the School on Monday, 23<sup>rd</sup> January. The Audit Report is very complimentary of the staff's skills in handling behaviour and of the pupils at the school. Well done. Nia Ward and Glyn Noble attended follow-up training with Pivotal, the principles of which will be implemented after half term February.
- The school has been chosen to be a pilot school for Relationship Based Play Programme. This is an initiative launched through ERW and will enhance the school's approach on the Attachment Theory. 4 schools were chosen across ERW.

### COMMUNITY LINKS

- Pupils attended Bethesda Baptist Church for their Carol Service. This was a great success.
- Pupils collected gifts for the less privileged children in Pembrokeshire over Christmas. This was part of the PATCH programme.
- The school choir went carol singing in a number of care homes – Bloomfield, Blaenmarlais, Woodfield. They also sang to the Narberth Dementia Group.
- The Pupils Management Board visited the Dementia Group on Friday 2<sup>nd</sup> February. This will continue on the 1<sup>st</sup> Friday in the month to undertaken activities with them.
- Pupils from the Criw Cymraeg have launched the Welsh Language Siarter at the school.
- The Criw Cymraeg organized a Welsh Santes Dwynwen Valentine's disco.

## Summer Term 2018

### PUPIL SUCCESSES

- Urdd Eisteddfod
- Swimming Gala

Athletics - Lewy Bowen Lewis - Gold 75M sprint / Blossom Young - Silver 75M sprint, Verity Lort-Phillips - Gold long jump, Anna Bradley - Silver Shot Putt, Sonny Gibbard - Gold para physical impairment 50m sprint

- Tennis Teams for Years 4, 5 and 6 will be representing Pembrokeshire in the Wales Tennis Tournament at Cardiff in June.
- Valero Music Festival – Oliver Haltam – 1<sup>st</sup> – Percussion and 2<sup>nd</sup> overall at the Festival  
Evie Day – 2<sup>nd</sup> – Wind

Noah Jenkins – Highly Commended • Urdd – Arts and Crafts – Ben Barton – 1 <sup>st</sup> – Puppet Jake Lewis – 2 <sup>nd</sup> – Craft Group Work – 3rd
<b>STAFF SUCCESSES</b> • Congratulations to Mrs Bethan Layzell on being asked to join the ERW Team supporting future HLTA candidates across the consortium. This is as a result of the high standard of work that Mrs Layzell produced during her undertaking the course.
<b>COMMUNITY LINKS</b> • The Pupil Management Board continue to visit the ‘Living Memory Group’ at Bloomfield every month. These are inter-generation sessions that allow the school children to interact with members of the group.

## 9. SCHOOL IMPROVEMENT

### 9.1 REVIEW OF TARGETS AND PROGRESS

The focus for the academic year (2017-2018) has been the consolidation of the many new initiatives that were implemented during the previous year. Monitoring of these initiatives has occurred through rigorous book scrutiny, internal moderation and lesson observations.

Targets and Progress have been as follows:-

School Development Plan Priority	
Raise attainment of more able pupils at the end of the Foundation Phase in Welsh and in mathematics and science in Key Stage 2.	<b>Success criteria in terms of standards or quality:</b>  <b>FOUNDATION PHASE WELSH</b> <ul style="list-style-type: none"> <li>• 75% of pupils move onto the next phase of Tric a Chlic on the next assessment - <b>ACHIEVED</b></li> <li>• Targeted pupils to achieve Outcome 6 - <b>ACHIEVED</b></li> <li>• 100% Welsh Cohort to achieve 2+ outcomes in LCW – 91% (note 1 pupil = 3.3%)</li> <li>• 50% Welsh Cohort to achieve 3+ outcomes in LCW – 18%</li> </ul> <b>KEY STAGE 2 – MATHS</b> <ul style="list-style-type: none"> <li>• 20% of pupils to achieve 120+ in National Testing Procedural and Numerical Reasoning (8% - same range as last year)</li> <li>• 15% of cohort currently making +1 progress in maths – ensure that they are raised to +2 levels - <b>ACHIEVED</b></li> <li>• 100% make +2 levels of progress in maths - <b>ACHIEVED</b></li> </ul>

	<p><b>KEY STAGE 2 – SCIENCE</b>  <b>30% of pupils to achieve Level 5+ in Science (7.9%)</b>  <b>GOING FORWARD TO NEXT YEAR'S SDP</b></p> <ul style="list-style-type: none"> <li>• Continue to address MAT pupils.</li> <li>• School to join NACE Cymru.</li> <li>• School to identify a MAT Coordinator at the school.</li> <li>• Coordinator to create an Action Plan following attendance at NACE Conference.</li> </ul>
<p><b>Improve Attendance</b></p>	<p><b>Success criteria in terms of standards or quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Improve on monitoring of Attendance</b></li> <li>• <b>Implement robust daily procedures to engage with families with problematic attendance</b></li> <li>• <b>Reduce the number of pupils being taken out for holidays</b></li> <li>• <b>Maintain attendance at +95% - improve to move into upper quartiles</b></li> </ul> <p><b>GOING FORWARD TO NEXT YEAR'S SDP</b></p> <ul style="list-style-type: none"> <li>• The Attendance Panel will meet to discuss implementation of Penalty Notices as recommended in the Attendance Audit.</li> <li>• Action other recommendations from Audit.</li> </ul>
<p><b>Welsh Second Language / Cymraeg Ail Iaith</b></p>	<p><b>Success criteria in terms of standards or quality:</b></p> <ul style="list-style-type: none"> <li>• <b>Increase the number of pupils achieving Level 4 at the end of KS2 by 10%</b></li> <li>• <b>Increase oracy levels of Y6 pupils by 10%</b></li> <li>• <b>Consistent approach to teaching Welsh 2<sup>nd</sup> Language across Key Stage 2</b></li> <li>• <b>Regular monitoring to measure impact</b></li> <li>• <b>Regular timetabling of activities</b></li> <li>• <b>Increase on the number of pupils achieving Level 5</b></li> <li>• <b>Achievement of Siarter Iaith (2<sup>nd</sup> language)</b></li> </ul> <p><b>GOING FORWARD TO NEXT YEAR'S SDP</b></p> <ul style="list-style-type: none"> <li>• Maria Cox will identify an area of development as part of her Sabbatical Course to work on in the school.</li> <li>• Action plan from visit to St Francis School – tie in with above.</li> <li>• Implementation of Welsh 2<sup>nd</sup> Language Tric a Chlic in the English Stream.</li> <li>• Identify daily drilling of Welsh 2<sup>nd</sup> language in the English stream.</li> </ul>
<p><b>Improve effectiveness of pupil feedback and metacognition of learning</b></p>	<ul style="list-style-type: none"> <li>• Mr Noble has identified an action plan following training received to re-address this area of improvement at the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mr Noble also attended a training session with Amanda Lawrence ERW on this area. Some additional strategies have been identified for use.</li> <li>• Pupil Feedback being considered with changes for Successful Futures.</li> <li>• Learning Walk undertaken 12.06.18. Governors reported that pupils were aware of certain aspects of feedback, e.g. green/pink marking.</li> </ul>
<b>Implementation of Successful Futures Curriculum</b>	<ul style="list-style-type: none"> <li>• KS2 staff training was undertaken in April with Kath Delve to continue Foundation Phase Pedagogy into KS2. (Inset Day).</li> <li>• Mr Noble has created an Action Plan and KS2 classes are trailing the structure over the latter part of the summer term. This implementation will continue into the autumn term.</li> </ul>

## 9.2 SELF EVALUATION

Rigorous self-evaluation activities have now become part of everyday life in primary education to ensure school improvement. Activities this year have included:-

- Session Observations have been carried out for Tric a Chlic
- Session Observations have been carried out for Read Write Inc
- Parental and Pupil Questionnaires.
- Core Visits x 3 from ERW Challenge Adviser.
- Lesson Observations/Learning Walks have been undertaken on a termly basis.
- Scrutiny of pupils' work has been undertaken on a termly basis.
- In-house moderation of teacher assessment with core subjects.
- A number of Governors have been in to visit their respective coordinators to assess end of year School Development Plan and review objectives for the forthcoming year.
- Regular Attendance meetings with Robyn Fisher/Emily Cook.
- Re-assessments have been carried out for Tric a Chlic on a termly basis.
- Re-assessments have been carried out for Read Write Inc on a termly basis.
- ERW visits have been carried out by Lynne Kelleher to improve the Foundation Phase provision.
- Moderation of work with Greenhill School and Ysgol Y Preseli.
- Teaching and Support staff participate in performance management to ensure that the school and personal objectives are being met.
- Training and mentoring for staff is identified through performance management so that it is closely linked with the priorities of the school.
- The Headteacher's performance management is undertaken by the Chair of Governors together with the school's designated challenge adviser.

## 9.3 TARGETS FOR 2018/2019

The main priorities for 2018/2019 are as follows. There are however, sub-targets identified for other areas across the school.

### **Key Issue 1: To develop the leadership and management of the school in line with National statutory changes, i.e. Successful Futures/ALN Reform for Wales**

1. To develop the quality of leadership and management across the school
2. To embed rigorous systems that are used to inform the school's self-evaluation and identification of future areas of development
3. To involve all stakeholders in implementing the new SEN Code of Practice
4. To develop distributed leadership to ensure high expectations, high quality leadership and high standards
5. To continue to develop high levels of governance to provide appropriate support and challenge

### **Key Issue 2: To improve the quality of teaching, learning and assessment**

1. To ensure all teaching is at least good or outstanding
2. To improve the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon outcomes for pupils
3. To improve the teaching of and provision for the more able pupils across the school
4. To improve the teaching, learning and assessment of Science throughout the school

### **Key issue 3: To improve pupil outcomes by raising standards and improving progress**

1. To improve the teaching of phonics – Read, Write, Inc/Tric a Chlic (2<sup>nd</sup> Language)
2. To improve levels of attainment and progress in reading in English and Welsh
3. To improve levels of attainment and progress in Mathematical Reasoning
4. To improve levels of attainment and progress in Science

### **Key issue 4: To improve and develop the early years foundation phase provision**

1. To engage parents and carers in their children's learning in school and at home
2. To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences
3. To ensure assessment is accurate and that provision across all areas of learning is planned meticulously so that every pupil undertakes highly challenging activities.
4. To improve outcomes so that pupils are well placed to achieve well at the end of the Foundation Phase.

## 10. HOME AND COMMUNITY LINKS

### 10.1 Communication/Information

The school has aimed to strengthen home links this year through various initiatives:-

- The School App continues to be an effective form of communication and houses documents, letters, messages and the school calendar.

- A new school website will shortly be introduced which will provide improved communication opportunities.
- Parent Forum Meeting – which meets on a termly basis and is represented by parents from each class. Their contribution is greatly appreciated
- Continued texting of school information.
- Parents (Year 3 upwards) received a mid-year report of their children's progress.
- Parents have received an Annual Report of their pupils' progress.
- Parents have had opportunities throughout the year to visit the school and discuss their pupils' progress throughout the year.
- Half termly newsletters are sent to parents. However, various other letters are sent throughout the term.
- We are still awaiting an outcome to rectify the issue of sending electronic letters to parents with the use of the new Teacher Centre System. This will be actioned as soon as the facility becomes available to us.
- Parents receive half termly information regarding their child's attendance at the school.
- There have been a number of information sessions to parents over the year – ICT, Maths, Behaviour, KiVa, and Tric a Chlic.
- Other 'Parental Information' sessions have included – Transition from Foundation Phase to Key Stage 2, Celtic Camping Residential Presentation, a number of ALN information workshops.
- Parents have been invited to a number of events throughout the year – 'Shwmae' Coffee Morning, St Davids Day Fairtrade entertainment events, Year 6 Leavers' production, Class Assemblies.

## 10.2 Friends of the School

We are once again indebted to the Friends of Narberth School and their efforts to raise funds to enhance the provision at Narberth School. The Christmas and Summer Fetes were a great success and the committee have diligently held smaller events throughout the year in order to continue with the flow of the funds.

Over the year they have held various events and raised £4155.83 for their funds. We express our sincere thanks to the members for their hard work and commitment throughout the year and urge more parents to join in the future.

## 11. HEALTH AND SAFETY

Health and Safety procedures have been reviewed throughout the year in accordance with Policies and Procedures for Pembrokeshire County Council. They include:-

- Mr Frank Aimes, Fire Officer for PCC visited the school site to assess fire safety in conjunction with lockdown procedures at the school.
- Termly Fire Drills are carried out and recorded accordingly.
- Lockdown procedures were practiced during the summer term. This will now become a regular drill in the same way as the fire drill.
- Fire Plans have been written for all pupils with physical disabilities at the school.

- Mr Owain Phillips – Governor responsible for Health and Safety carried out a H&S Audit with Mr Rossiter, Caretaker.
- Sports Safety PE checks have been carried out.
- Electric Safety has been carried out.
- The Contract with Swim Narberth have been reviewed. Risk Assessment have been carried out and all swimming pool staff safeguarding checks have been undertaken.
- Appropriate staff have updated their First Aid/Manual Handling qualifications.
- All toilets are in good working order
- Fire alarm checks are carried out and documented.
- Legionella checks are carried out and documented.
- Risk Assessments are also carried out on certain individuals who may pose a risk due to behaviour or physical/medical conditions. These are discussed and signed by the parents concerned.
- Snagging difficulties with the new extension build are being addressed via the building contractors.

## 12. FINANCE

### 12.1 Budget Information

Formula Funding 2017/2018	£1,088,731	£1,198,133 (2016/2017)
Surplus Brought Forward as at 01.04.18	£7,978	£29,368 (2016/2017)
Total Funds	£1,096,709	£1,227,501 (2016/2017)

The Finance Committee meets at least once per term. A member of the County's Finance Department is present at the meetings.

### 12.2 Fundraising

- Harvest Service – Pupils donated food to Narberth Food Bank
- 25.09.17 – Morgan's Fight - £233.50
- 24.10.17 – Burns Reading with Dogs - £166.95
- 21.11.17 – Children in Need - £374.20
- 06.02.18 – Water Aid - £60.00

## 13. CONCLUSION

2017/2018 has yet again been a busy year with the school progressing positively. The achievement of both key stage outcomes for 2017/2018 were disappointing, however, individual tracking of pupil progress was discussed and justified in each case. Targets for next year will see the school returning to its former levels.

The school have commenced work towards the implementation of the Successful Futures Curriculum and parents will be informed of changes as and when they occur and further guidance is received from Welsh Government with regards to its implementation.

The Governing Body wish to thank staff, pupils, parents and the wider community for their input into Narberth School and we look forward to another successful year ahead.

## APPENDIX 1

### GLOSSARY OF TERMS

Foundation Phase	- Classes from Nursery to Year 2 (4-7 year olds)
Key Stage 2 (KS2)	- Classes from Years 3-6 (7-11 year olds)
ALN	- Additional Learning Needs
ALNCo	- ALN Coordinator
EAL	- English as an Additional Language
FSM	- Free School Meals
GDPR	- General Data Protection Regulations
HLTA	- Higher Level Teaching Assistant
INSET	- Inservice Training
ICT	- Information Communication Technology
LSA	- Learning Support Assistant
MAT	- More Able and Talented
PCC	- Pembrokeshire County Council
PSO	- Pupil Support Officer (dealing with absenteeism)
SDP	- School Development Plan