



CHARLES WILLIAMS

CHURCH IN WALES PRIMARY SCHOOL

GOVERNING BODY REPORT TO PARENTS 2018-19

Annual Report to Parents

2018-2019

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SECTION ONE – GOVERNORS

1.1 Letter from the Chair of Governors

WELCOME FROM THE CHAIR OF THE GOVERNING BODY

Croeso, welcome to the annual report to parents of Charles Williams Church in Wales Primary School.

The governing body is very proud of the achievements and successes of all our pupils and staff. The governors are a diverse group, which values equality of opportunity for all as crucial. They include representatives of the Charles Williams Charitable Trust, the Diocese of Monmouth and St. Cadoc's Church, parents, the local authority, teachers and staff.

This report hopes to offer you an insight into the life of the school and its plans for the present and the future. The website is kept up-to-date, showing pupils' work and the many value added opportunities which enhance their skills, knowledge and enjoyment of education. These include many chances to develop their musical skills in a wide range of instruments, not least their lovely singing in the school choirs. Opportunities to play a range of sports are also very good.

I am sure you will feel that the school offers a distinctive quality of education and support. Our pupils enjoy great opportunities to use modern technology regularly. This means we can say sincerely that we are developing a 21st century school to help all the children reach their full potential.

The school places great store in good teaching based on the principles of the Church in Wales and the core values of Christianity. As a part of this, our children enjoy many visits to St. Cadoc's Church to celebrate key events in the Church calendar. These visits also encourage a real sense of unity as the Church can accommodate the whole school at the same time – just!

If you are new to Caerleon, please come and have a look at what we do or if you would like any other information please contact us on:

cwp@newport.gov.uk or 01633 423497

Thank you,

MrsCarolyn Benavides

1.2 Charles Williams Church in Wales Primary School Governing Body

(as at September 2018)

Name	Category & Areas of Interest	Term of Office Ends
Mrs Carolyne Benavides	Chair – Foundation (Diocese of Monmouth)	27 April 2022
Mr Stephen Marshall	Vice Chair - Charles Williams Charity	27 January 2020
Mrs Diane Ebo	Foundation (St. Cadoc’s Church)	01 September 2022
Reverend Elaine Hills	Foundation (Diocese of Monmouth)	27 April 2022
Mr Robert Isaac	Foundation (St. Cadoc’s Church)	27 April 2022
Mr Roy McCabe	Charles Williams Charity	27 April 2022
Mr Keith Minton	Charles Williams Charity	27 April 2022
Cllr Gail Giles	Newport City Council Appointed	27 April 2022
Cllr Jason Hughes	Newport City Council Appointed	27 April 2022
Mr Paul Huntley	Charles Williams Charity	27 April 2022
Reverend Sue Pratten	St. Cadoc’s Church (ex officio)	25 February 2022
Dr Michelle Brown	Parent Governor	8 December 2022
Mrs Beth Hard	Parent Governor	5 June 2022
Miss Rebecca Penn	Headteacher	27 April 2022
Mrs Kathryn Sperry	Acting Deputy & Foundation Phase Leader (Non-voting and Co-opted)	27 April 2022
Mrs Linda Ball	Non- Teaching Staff Representative	27 April 2018
Mr Mark Davies	Teaching Staff Representative	27 April 2022
Mrs Katrina Davies	Key Stage 2 Leader (Non-voting Co-opted Governor)	12 February 2019
Mrs Jane Hopkins	Administrator of the Charles Williams Charity (Non-voting and Co-opted)	27 April 2022

1.3 Parent Governor Vacancies

When a vacancy arises on the governing body for a parent representative, the Local Authority will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. Every parent of a registered pupil at the school will be entitled to stand as a candidate and to vote at the election. Each parent will be provided with a letter via student post and a nomination form. The nomination form and personal statement must be returned to the school by the set date. Elections will be held by secret ballot. **The next scheduled election of Parent Governors is 8 December 2022.**

1.4 Foundation Governors

Foundation governors are appointed by St Cadoc’s Church (two) and the Diocese of Monmouth (two) as and when vacancies arise. Their terms of office last for four years. Governors are also able to co-opt further members to the governing body and have done so. Four governors are elected by the Charles Williams Charitable Trust and their terms of office are for four years. Two governors are representatives of teachers and support staff. Currently, three governors are non-voting and co-opted. These are the acting deputy headteacher, the leader of Key Stage 2 and the Charles Williams Charitable Trust’s administrator.

1.5 The Organisation of our Work

We are the body responsible for the education, welfare and well-being of everyone at Charles Williams Primary School. This is achieved via the professional services of the headteacher and their staff, with whom we have regular, formal and informal discussions. We receive, for example, regular reports relating to the standards pupils are achieving, the quality of teaching and the health and safety aspects of school life. Our

meetings begin with a presentation by members of staff or pupils on curriculum updates and various other initiatives undertaken at the school. Each governor is associated with a team of teachers and teaching assistants. Through this we are involved in the continued development of the curriculum. Every governor is also linked with one or two classes and visits the pupils and their teachers from time to time in support of their work. We also support the school on informal and formal occasions in its calendar of events.

The full Governing Body meets twice a term and, as necessary, the following committees hold their meetings:-

Finance and Premises Panel
Personnel and Staffing Panel
Pay Review Panel (& Appeals Panel)
Staff Appointments Panel
Performance Management Review Panel (& Appeals Panel)
Staffing Requests Panel
Staff Grievance (& Appeals Panel)
Staff Discipline and Dismissal Panel (& Appeals Panel)
Complaints Panel (& Appeals Panel)
Pupil Discipline and Exclusion Panel (& Appeals Panel)
Policy Panel
Health and Safety Panel

The committees discuss the detail of matters pertinent to their purpose, and report back to the full Governing Body at the next available full meeting for ratification of proposals or recommendations.

To assist us in our work we have the opportunity to participate in a specialised programme of governor training, organised by the Education Achievement Service (EAS). The support and advice we regularly receive is greatly appreciated.

Many aspects of the school are discussed, including national and local issues. During full Governing Body meetings the Headteacher's Report is made on various activities of the school. The Headteacher also produces reports on matters of concern thought to be relevant.

In addition, the Local Authority produces background papers and reports which receive the necessary attention. During the last year we received and confirmed reports produced by the Chief Education Officer, such as the Pay Policy for Teachers, Performance Management initiative and the Guidance on what should be included in the headteacher's report.

We can report that no governors claimed for travelling or subsistence expenses during the last year.

1.6 Review of Policies

The Policy Panel considers and reviews major policy developments pertaining to the school. Upon amalgamation, policies from both previous schools were adopted and a three year policy review timetable is in place to ensure that policies are reviewed and updated as necessary. Policies are updated and redrafted and, with Governing Body approval, formally adopted. They are open to inspection by parents by prior arrangement with the school and statutory policies are available on the school website.

SECTION TWO - SCHOOL INFORMATION

2.1 Term Dates

For the academic year **2019/20** term dates for pupils will be as follow:-

Autumn term 2019

Term starts 2 September 2019
Half term 28 October to 1 November 2019
Term ends 20 December 2019

Spring term 2020

Term starts 6 January 2020
Half term 17 to 21 February 2020
Term ends 3 April 2020

Summer term 2020

Term starts 20 April 2020
Half term 25 May to 29 May 2020
Term ends 20 July 2020

May Day Bank Holiday – Friday 8 May 2020

Six additional training days will be arranged and included in the school calendar which is circulated to parents before the start of each academic year (this includes the additional day announced by Welsh Government to support schools in preparing for the revised curriculum).

2.2 Session Times

School commences at 9.00 a.m. (Foundation Phase), 8.55 a.m. (Key Stage 2) and ends at 3.15 p.m.
Lunch break is between 12.00 p.m. and 1.00 p.m. (Foundation Phase) and between 12.10 p.m. and 1.00 p.m. Key Stage 2. A 20 minute break is taken at 10.40 a.m.

2.3 Prospectus Changes

The Prospectus is available from the school on request and is also available on the school website.

2.4 School Status

Charles Williams Church in Wales Primary School is a Voluntary Aided, English medium school.

2.5 Welsh in School

Welsh is taught as a second language to all pupils. The school does not have provision for pupils to receive their education solely through the medium of Welsh. In the summer term of 2018, the school was awarded Cymraeg Campus Bronze in recognition for its work in developing and supporting Cymraeg and Cwricwlwm Cymreig Policies across the school. Cluster arrangements are in place to ensure there is continuity of learning when pupils transfer from Primary to Secondary school. The main receiving secondary school is Caerleon Comprehensive School. Cymraeg Ail Iaith is a strength of the school. Our children are enthusiastic about Welsh language and culture and the annual Eisteddfod is the pinnacle of our celebrations of Welsh language, heritage and culture.

SECTION THREE - SUMMARY OF SCHOOL PERFORMANCE DATA FOR 2018/19

3.1 Foundation Phase

Outcome 5+

	Language, Literacy and Communication			Mathematical Development			Personal and Social Development			FPI		
	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales
2015-2016	99	90	88	96	91	90	100	95	94	96	89	87
2016-2017	99	90	88	96	91	90	100	95	95	96	89	87
2017-2018	92	89	84	92	89	87	97	95	93	91	86	83
2018-2019	93	88	82	93	89	85	95	94	92	91	86	80

Outcome 6+

	Language, Literacy and Communication			Mathematical Development			Personal and Social Development			FPI		
	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales
2015-2016	59	40	36	55	37	36	72	61	59	51	30	
2016-2017	56	43	38	56	40	39	73	64	61	51	32	
2017-2018	45	38	34	43	36	34	52	62	59	33	30	
2018-2019	44	39	32	43	37	32	51	61	57	32	31	

3.2 Key Stage 2

Level 4+

	Welsh 2nd language			English			Mathematics			Science			CSI		
	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales
2015-2016	95	86	78	95	92	90	98	91	91	100	93	92	95	89	89
2016-2017	98	86	81	100	93	91	100	92	92	100	93	92	100	90	90
2017-2018	97	88	81	99	93	91	96	92	92	99	94	92	96	91	90
2018-2019	99	85	81	99	92	90	99	91	91	99	93	91	99	89	88

Level 5+

	Welsh 2nd language			English			Mathematics			Science			En/We, Ma and Sc		
	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales	School	LA	Wales
2015-2016	35	34	22	60	50	42	57	50	43	63	51	42	46	40	
2016-2017	52	39	26	63	51	45	57	51	47	65	55	46	50	43	
2017-2018	51	38	28	61	54	46	60	52	48	63	56	46	54	44	
2018-2019	66	38	28	72	51	44	68	50	46	68	53	44	62	43	

NATIONAL TEST DATA 2019

NUMERACY - PROCEDURAL

YEAR 2

Not available currently. To be updated.

YEAR 6

Not available currently. To be updated.

NUMERACY - REASONING

YEAR 2

All Pupils		School			LA	SE Wales	Wales
		2017	2018	2019	2019		
85+	%	98.6	97.3	95.9	75.5	80.1	83.3
116+	%	24.7	32.0	16.2	8.5	12.3	15.3
Absent	%	1.4	1.3	0.0	1.1	1.2	1.4
Disapplied	%	0.0	0.0	0.0	2.1	1.7	1.9
Cohort	No.	73	75	74	1,951	6,818	-

YEAR 6

All Pupils		School			LA	SE Wales	Wales
		2017	2018	2019	2019		
85+	%	98.3	89.6	95.9	75.1	78.7	83.8
116+	%	10.0	26.9	16.2	7.5	10.5	15.7
Absent	%	0.0	1.5	1.4	1.2	1.1	1.3
Disapplied	%	0.0	1.5	1.4	2.4	1.7	1.9
Cohort	No.	60	67	74	1,997	6,979	-

READING

YEAR 2

All Pupils		School			LA	SE Wales	Wales
		2017	2018	2019	2019		
85+	%	94.5	97.3	94.6	82.3	82.8	83.1
116+	%	34.2	29.3	28.4	13.0	15.4	15.4
Absent	%	0.0	1.3	0.0	1.1	1.1	1.1
Disapplied	%	0.0	0.0	0.0	2.2	1.9	2.2
Cohort	No.	73	75	74	1,847	6,135	-

YEAR 6

All Pupils		School			LA	SE Wales	Wales
		2017	2018	2019	2019		
85+	%	98.3	95.5	95.9	81.5	82.3	83.9
116+	%	25.0	29.9	29.7	14.4	16.0	16.9
Absent	%	1.7	0.0	1.4	1.0	1.0	1.0
Disapplied	%	0.0	0.0	1.4	2.4	1.7	1.9
Cohort	No.	60	67	74	1,997	6,979	-

SECTION FOUR – TARGETS FOR 2019/20

Governors have worked with the headteacher to set targets for the forthcoming three years. The process of agreeing targets is based on the following principles:

- Targets should be challenging, realistic and manageable;
- They should be school specific, reflecting an informed evaluation of each year group of children;
- In order to be meaningful, targets should be considered over a time span of more than one year;
- Class teachers have a crucial role to play in the setting of targets and are fully involved in the process. In line with these principles, teachers use the wide range of information they have about each child in their class to set an individual target level in national curriculum tasks and tests.

This is a whole school initiative and teachers work hard to ensure that each individual target is challenging but realistic. These individual targets are collated to form aggregate targets for each year group.

The targets were set in the Autumn Term, and subsequently agreed by the Consortium.

These targets are agreed annually.

4.1 FOUNDATION PHASE TARGETS 2018/19

Outcome 5+

Year 2	Cohort	Oracy - LLC English		Reading - LLC English		Writing - LLC English		LLC - English		Mathematical Development	Personal & Social Development	Reading, Writing & Math. Dev.	Foundation Phase Indicator		
		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target	Single School Target	Single School Target	Single School Target		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
FSM Boys	2	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%
FSM Girls	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
non-FSM Boys	31	30	97%	29	94%	30	97%	30	97%	30	97%	28	90%	29	94%
non-FSM Girls	41	39	95%	39	95%	36	88%	39	95%	37	90%	36	88%	37	90%
FSM	2	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%	2	100%
non-FSM	72	69	96%	68	94%	66	92%	69	96%	67	93%	64	89%	66	92%
All Boys	33	32	97%	31	94%	32	97%	32	97%	32	97%	30	91%	31	94%
All Girls	41	39	95%	39	95%	36	88%	39	95%	37	90%	36	88%	37	90%
All Pupils	74	71	96%	70	95%	68	92%	71	96%	69	93%	66	89%	68	92%
% Gap NonFSM - FSM			-4%		-8%		-8%		-4%		-7%		-4%		-8%
% Gap Boys - Girls			2%		-1%		9%		2%		7%		2%		4%

Outcome 6+

Year 2	Cohort	Oracy - LLC English		Reading - LLC English		Writing - LLC English		LLC - English		Mathematical Development	Personal & Social Development	Reading, Writing & Math. Dev.	Foundation Phase Indicator		
		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target	Single School Target	Single School Target	Single School Target		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
FSM Boys	2	0	0%	1	50%	1	50%	1	50%	1	50%	1	50%	1	50%
FSM Girls	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
non-FSM Boys	31	12	39%	11	35%	8	26%	11	35%	10	32%	7	23%	7	23%
non-FSM Girls	41	21	51%	23	56%	16	39%	19	46%	20	49%	16	39%	17	41%
FSM	2	0	0%	1	50%	1	50%	1	50%	1	50%	1	50%	1	50%
non-FSM	72	33	46%	34	47%	24	33%	30	42%	30	42%	23	32%	24	33%
All Boys	33	12	36%	12	36%	9	27%	12	36%	11	33%	8	24%	8	24%
All Girls	41	21	51%	23	56%	16	39%	19	46%	20	49%	16	39%	17	41%
All Pupils	74	33	45%	35	47%	25	34%	31	42%	31	42%	24	32%	25	34%
% Gap NonFSM - FSM			46%		-3%		-17%		-8%		-8%		-3%		-18%
% Gap Boys - Girls			-15%		-20%		-12%		-10%		-15%		-14%		-17%

4.2 KEY STAGE 2 TARGETS 2018/19

Level 4+

Year 6	Cohort	Welsh 2nd Lang.		Oracy - English		Reading - English		Writing - English		English		Mathematics		Science		Reading, Writing & Mathematics		CSI	
		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
FSM Boys	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
FSM Girls	1	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%
non-FSM Boys	36	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%
non-FSM Girls	38	38	100%	38	100%	38	100%	38	100%	38	100%	38	100%	38	100%	38	100%	38	100%
FSM	1	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%
non-FSM	74	73	99%	73	99%	73	99%	73	99%	73	99%	73	99%	73	99%	73	99%	73	99%
All Boys	36	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%	35	97%
All Girls	39	39	100%	39	100%	39	100%	39	100%	39	100%	39	100%	39	100%	39	100%	39	100%
All Pupils	75	74	99%	74	99%	74	99%	74	99%	74	99%	74	99%	74	99%	74	99%	74	99%
% Gap NonFSM - FSM			-1%		-1%		-1%		-1%		-1%		-1%		-1%		-1%		-1%
% Gap Boys - Girls			-3%		-3%		-3%		-3%		-3%		-3%		-3%		-3%		-3%

Level 5+

Year 6	Cohort	Welsh 2nd Lang.		Oracy - English		Reading - English		Writing - English		English		Mathematics		Science		Reading, Writing & Mathematics		CSI	
		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target		Single School Target	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
FSM Boys	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
FSM Girls	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
non-FSM Boys	36	23	64%	23	64%	24	67%	18	50%	24	67%	24	67%	24	67%	18	50%	22	61%
non-FSM Girls	38	24	63%	29	76%	28	74%	23	61%	26	68%	22	58%	24	63%	21	55%	21	55%
FSM	1	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
non-FSM	74	47	64%	52	70%	52	70%	41	55%	50	68%	46	62%	48	65%	39	53%	43	58%
All Boys	36	23	64%	23	64%	24	67%	18	50%	24	67%	24	67%	24	67%	18	50%	22	61%
All Girls	39	24	62%	29	74%	28	72%	23	59%	26	67%	22	56%	24	62%	21	54%	21	54%
All Pupils	75	47	63%	52	69%	52	69%	41	55%	50	67%	46	61%	48	64%	39	52%	43	57%
% Gap NonFSM - FSM			64%		70%		70%		55%		68%		62%		65%		53%		58%
% Gap Boys - Girls			2%		-10%		-5%		-9%		0%		10%		5%		-4%		7%

4.3 ATTENDANCE TARGET FOR 2018/19 was 95.8%

Actual Attendance - 95.8%

Authorised Absence 3.0 - %

Unauthorised Absence 1.2 %

SECTION FIVE - WORK AND ORGANISATION OF THE SCHOOL

5.1 Senedd

Who is the Senedd and what is their role?

“The Senedd is a group of pupils who represent everyone in their class and the school. The Senedd isn’t just made up of pupils but includes teachers as well. This year we have presented our work to the governors.”

The Senedd is made up of one pupil elected democratically from each class from Year 3 to Year 6 along with our head and deputy head boy and girl. The Senedd meet regularly with a variety of teachers and teaching assistants. The Senedd makes decisions that affect all pupils at Charles Williams Primary School. This Senedd has a constitution to ensure that it is run fairly and effectively.

“The Senedd gives the pupils the opportunity to have their say on issues affecting them. If you are a member of the Senedd you represent all the pupils, their opinions and their rights.

The Senedd gives pupils the opportunity to be involved in decisions that impact on the school, it gives pupils a voice, an opportunity to have their say and for their opinions to be heard and respected. In school, it’s very important that all the people in school feel valued and respected. It is important that everyone is asked their opinions, and helps to improve our school.”



What the Senedd hopes to achieve

- “We would like to get more equipment on the yard.”
- “We would like to raise more money for charities and people who need our help.”

5.2 Organisation of the Curriculum

Statutory delivery of the National Curriculum in Wales is delivered through a rolling programme to ensure appropriate provision for the wellbeing and learning needs of all learners. Children are taught in mixed ability classes with the exception of phonics from Reception to Year 4. Staff plan in teams to develop consistency and progression within and across age phases and to develop literacy, numeracy and IT skills across the curriculum. Literacy, numeracy and IT skills are applied across the curriculum in rich themes, the content of which is often driven by learners’ views.

5.3 Additional Learning Needs (ALN)

Aims

Charles Williams Primary School is committed to providing an appropriate and high quality education to all our pupils. We believe that all pupils, including those identified as having ALN, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be valued equally in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

At Charles Williams Primary we aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve his or her full potential.

Children’s ALN are identified through:

- information from parents and previous schools;
- baseline information gathered on entrance to nursery or reception and
- information from the educational psychology service or medical information.

We are supported in school by the Local Authority (LA) Service for Students with Specific Learning Difficulties (SLD). We have worked with the LA Advisory Service to develop strategies to support children who have elements of dyslexia or Autistic Spectrum Disorder (ASD).

The School’s ALN Policy is reviewed in consultation with the LA advisory service and our ALN Governor.

The progress of children with Statements of Special Educational Needs (SEN) is reviewed in line with the ALN Code of Practice for Wales. The fundamental principles of the SEN Code of Practice are undertaken in school. Not least of these is our approach that ‘all teachers are teachers of ALN’. Information about the progress of pupils with ALN is shared at meetings between class teachers, phase leaders and the senior leadership team.

5.4 School Improvement Overview

Transformational Curriculum	<ol style="list-style-type: none"> 1. In key stage 2, standards of writing as a cross-curricular responsibility will be applied at the same standard as demonstrated in English lessons. 2. In both foundation phase and key stage 2, standards of numeracy will be applied at the same standard as demonstrated in MD/mathematic lessons. 3. Continue to develop the use and profile of Cymraeg Ail Iaith across the curriculum and around school. 4. Provide learning opportunities and sufficient/appropriate resources to deliver the DCF and IT as a cross-curricular responsibility. 5. Further develop systems to collect Pupil Voice to shape pupils’ learning experiences. 6. Revise curriculum to meet the aims of Successful Futures.
Assessment, Evaluation and Accountability Supporting a Self-improving System	<ol style="list-style-type: none"> 1. Reduce in-school variation in standard of learning and teaching. 2. Consistent and progressive assessment for learning strategies in place across the curriculum. 3. Increase number of pupils scoring above 115 in NNT and NRT.
Excellence, Equity and Wellbeing	<ol style="list-style-type: none"> 1. Improve attendance so that the school is rated at least amber 2. Improve pupil wellbeing. 3. All vulnerable pupils meet their learning goals. 4. Develop the role of Equity and Wellbeing Lead Professional
High Quality Profession	<ol style="list-style-type: none"> 1. Align performance management targets/process/policy for teachers with new, statutory Professional Standards. 2. Introduce Performance Management for TAs 3. Introduce Excellence in Teaching and Leadership Framework (EAS publication) to inform and standardise monitoring and evaluation activities. 4. Develop the work of the school’s Professional Learning Leads
Leaders Working Collaboratively to Raise Standards	<ol style="list-style-type: none"> 1. Develop the role of Leader for Learning, Key Stage 2 2. Develop the involvement and impact of staff in professional networks, particularly middle leaders to raise standards. 3. Restructure pattern and format of governing body meetings to provide further opportunities for governors to actively contribute to school improvement.

5.5 Sporting opportunities

Sport plays an important part in school life. Children participate in a variety of team games as an integral part of the P.E. curriculum. Children in Key Stage 2 benefit from the work of qualified sports coaches who introduce our children to a variety of sports through taster sessions throughout the year. Such opportunities include football, tennis and cricket. All children are included within these sessions and we aim to ensure that each child finds a degree of personal success and enjoyment. Sports Days for the Foundation Phase and KS2 were well attended, providing an enjoyable day for children and their families. We are mindful too of the need to help children to keep fit and active. To this end, teachers offer a wide range of extra-curricular activities which are supplemented with clubs from outside agencies.

The school's rugby, football and hockey teams have achieved success in a variety of tournaments and galas.

5.6 Community Links

The school is keen to promote links with The Church, local businesses and other organisations within our community and benefits greatly from their support.

- We have strong links with Caerleon Comprehensive School and the cluster Primary Schools. We aim to ensure a smooth transition for our Year 6 pupils as they move to Caerleon Comprehensive School. Visits are planned each year giving opportunities to attend a range of learning experiences and regular meetings take place to ensure that the needs of our children are met as they move to Key Stage 3.
- We have established close links with a number of local sports organisations, including Newport County Football Club, Newport Schools Rugby Group and Sports Extra. The children at school have benefited from the coaching provided by experts within these organisations and have thoroughly enjoyed being involved in sporting initiatives during the year.
- Links with Caerleon Library continue to enrich our pupils.
- Musically, the school encourages children actively to participate in a wide variety of music groups, perform in concerts and celebrate the musical successes of our pupils through pupil performances in worship. Instrumental lessons are given on a weekly basis by the peripatetic staff for pupils to learn string, wind, percussion and brass instruments. As pupils progress, they are encouraged to county ensembles. Concerts are performed by the children for their parents and families and the combined cluster schools' carol concert is a highlight of the school year. We are always pleased to celebrate the music examination successes of many of our pupils during the year.
- Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community police liaison officers, school nurse, the fire service, and a wide range of parents and governors with specialist skills and knowledge.
- We have strong links with local churches, particularly St Cadoc's. We are very pleased to welcome Open the Book every fortnight who enthral our children with stories from the Bible and share the love and fellowship of Christ.
- We regularly support charities, including the Raven House Trust, The Trussell Trust, Children in Need and Comic Relief. Monthly coffee mornings are held to support a variety of charities that are close to our school community's heart.
- We continue to enjoy the positive contribution made by parents, grandparents and members of the wider school community. As in previous years, parents have been actively involved in the school in a number of ways. Parents have accompanied children on school trips while some give regularly of their time to support children's learning within the classroom.

- Once again, this year, there has been tremendous support for the School PTFA's varied programme of social events and fund-raising activities. The Governors would like to thank the PTFA, which contributes so much to the school. The events organised by the members take a tremendous amount of hard work and it is the goodwill of all involved that makes the events so successful and illustrates the community spirit, which is so tangible within the school.
- We are especially grateful for the support of the Charles Williams Charitable Trust. Trustees and the trust's administrator give generously of their time to enhance the work of the school and to help to maintain the school's buildings.

APPENDIX 1 – Financial Statement

Charles Williams CIW Primary

Financial Statement for Year Ending 31st March 2019

2017/18 Outturn		2018/19 Outturn
£	Employees	£
1,033,152	Teachers	1,015,863
183,084	Support Staff	404,187
24,066	Caretakers	26,637
24,176	Midday Supervisors	27,349
0	Cleaners	0

Other Employee Costs		
21,872	Supply Insurance Premium	23,385
50,639	Agency Staff	154,437
107	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
1,015	Advertising	539
0	Interview Expenses	0
178	Misc Employee Costs	360

Energy		
10,033	Gas	8,069
16,280	Electricity	17,062
0	Oil	0

64,016	Capitation and ICT	74,764
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192,676	SCC, EIG and PDG Expenditure	13,453
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Premises Related		
3,573	Hire of Facilities	673
4,840	Rates	4,986
19,628	Building Maintenance and Alarm Lines	20,067
5,455	Grounds Maintenance	5,877
4,511	Water	4,690
41,910	Building Cleaning Contract	41,882
3,673	Refuse Collection	3,860
9,511	Miscellaneous Premises	8,764

	Communications	
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370	Postage/Fax/Telex	222
9,994	Telephones	7,963

Transport		
70	Vehicle Maintenance	0
116	Vehicle Hire	240
0	Car Allowance	148
8	Travel Expenses	20

0	Exam Fees	0
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External Courses		
2,163	School Funded Training	281
0	Sixth Form	0

42,676	Central Services	39,728
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Income		
-5,690	Lettings	-7,368
0	Sales Income	0
-3,410	Music Service Income	0
-23,111	Donations	-24,138
0	Miscellaneous	0
-38,806	Supply	-62,108
0	Exam Fees	0
-238	Interest	-443
0	Rental Income	0
-182,991	EIG	0
-9,189	PDG/EYPDG	0
-3,928	Energy Compensation	0
0	Coaching Fees	0
-36,939	Other Grant and Contributions	-261,119
0	Reserve Transfer	0
0	After Schools Club	0

1,465,490	Total Net Expenditure	1,550,330
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1,527,507	Total Funding	1,629,666
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62,017	In Year Surplus / Deficit	79,336
72,122	Prior Year Surplus / Deficit	134,139

134,139	Accumulated Surplus / Deficit c/fwd	213,475
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8.78%	Balance as % of Funding	13.10%
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