



**THE GOVERNORS' ANNUAL REPORT TO
PARENTS 2012 – 2013**

December 2013

November 2013

Dear Parent/Guardian,

I am very pleased to provide you with this written summary of the main events at our school, its statistics and achievements during the past year. The Governing Body has met each half-term, in sub-committees and full meetings to monitor and influence the educational provision for pupils at Ysgol Penmorfa. As Chairperson, I wish to thank my colleagues for their commitment, their valued contributions and their support throughout the last academic year. I would also like to take this opportunity to thank the Head Teacher and all staff for their dedication and determination to continue to raise standards. It is very pleasing to see that our results for pupils at the end of Year 2 and Year 6 are above the average for Wales.

I would also like to take this opportunity to thank you as parents and guardians for your continued support of our school. A special thank you goes to the members of the Parent Teachers Association for all their hard work and support enriching the children's time at Ysgol Penmorfa. The Governors are proud of Ysgol Penmorfa and its continued good reputation in the local community. I am very proud to be associated with our school and look forward to working together with fellow governors, staff and parents to further raise standards during the forthcoming year.

Yours sincerely,

Janet Jones

Chair of Governors

YSGOL PENMORFA, PRESTATYN GOVERNORS' REPORT TO PARENTS FOR THE ACADEMIC YEAR 2012-2013

CURRENT SCHOOL GOVERNORS

The school has a Governing Body, consisting of Local Authority representatives, elected and co-opted members.

	Date Office Ends	Sub- Committee	Link Governors
Parent Governors			
Mr Jamie Woodmansee	29.09.15	C, ALN, PA, SA	Child Protection
Mrs Rebecca Spruce	04.10.16	F, ALN, SA	
Mrs Kelly Clewett	04.10.16	F, ALN	
Ms Talitha Brown	28.11.17	C, S,PA	

The next Parent Governor election will be held in September 2015

Local Authority Governors

Mr Mark Dakeyne	04.02.15	H&S, PD.
Mr David Morris	07.11.17	H&S, S, PA.
1 vacancy		

Teacher Governors

Miss Claire Carter	22.01.16	C, ALN, PD
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Community Governors

Mrs Janet Jones	21.06.17	H&S, S, PD, F, PRG	
Mr Adrian West	21.06.17	C, SA, PA	LNF Governor
1 vacancy			

Minor Authority

Cllr. Janet Szabo	24.09.14	H&S, F
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Staff Governor

Miss E Kingsley	02.02.16	ALN, C
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Abbreviations: F = Finance, C = Curriculum, ALN. = Additional Learning Needs, S = Staffing,

SA = Staffing Appeals, PD = Pupil Discipline, PA = Pupil Appeals, H & S = Health Safety & Maintenance. PRG = Performance Review Group

Chair of the Governors: Mrs J Jones, 2 Llandaff Drive, Prestatyn, Denbighshire,
LL19 8AS Telephone No. 01745 852490

Systems Leader: Mr. Marc Berw Hughes

Clerk to the Governors: Mrs. Jill Lloyd, c/o Ysgol Penmorfa, Prestatyn, LL19 8SY

Mr D W Edwards, Headteacher, is also a member of the Governing Body.

School Performance 2013

Summary of Foundation Phase Assessment results of pupils in the school in June 2013.

This is the second year that progress has been recorded as Learning Outcomes. The expected Learning Outcome for a child at the end of Year 2 is Outcome 5. A more able child could be expected to achieve Outcome 6.

Ysgol Penmorfa 2013

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	2.1	2.1	66.7	29.2	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.3</i>	<i>0.5</i>	<i>1.3</i>	<i>6.7</i>	<i>52.3</i>	<i>38.4</i>	<i>0.2</i>
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<i>Wales</i>	<i>0.1</i>	<i>*</i>	<i>*</i>	<i>0.1</i>	<i>0.3</i>	<i>2.1</i>	<i>11.4</i>	<i>61.1</i>	<i>24.8</i>	<i>*</i>
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	2.1	0.0	8.3	68.8	20.8	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	<i>0.3</i>	<i>0.3</i>	<i>0.5</i>	<i>2.6</i>	<i>12.7</i>	<i>57.9</i>	<i>25.2</i>	<i>0.3</i>
Mathematical development	School	0.0	0.0	0.0	0.0	2.1	0.0	10.4	72.9	14.6	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.1</i>	<i>0.3</i>	<i>0.2</i>	<i>0.5</i>	<i>1.7</i>	<i>10.5</i>	<i>62.5</i>	<i>23.9</i>	<i>0.3</i>

The Foundation Phase Indicator is the % of pupils achieving Outcome 5 or above in each of the three main areas of:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development

Foundation Phase Indicator	
School	87.50
National	82.96

Key Stage 2 Performance 2013

The expected level for a pupil at the end of Year 6 is level 4. A more able pupil could be expected to achieve level 5.

Ysgol Penmorfa CP

		N	D	NC O1	NC O2	NC O3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	1.4	8.7	55.1	31.9	2.9	89.9
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.6</i>	<i>2.5</i>	<i>11.0</i>	<i>52.2</i>	<i>32.4</i>	<i>0.5</i>	<i>85.2</i>
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.3	60.9	34.8	0.0	95.7
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.6</i>	<i>2.1</i>	<i>10.9</i>	<i>51.3</i>	<i>33.8</i>	<i>0.6</i>	<i>85.7</i>
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	1.4	4.3	52.2	39.1	2.9	94.2
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.6</i>	<i>2.5</i>	<i>11.3</i>	<i>48.2</i>	<i>35.9</i>	<i>0.7</i>	<i>84.8</i>
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	5.8	17.4	49.3	24.6	2.9	76.8
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.7</i>	<i>3.3</i>	<i>16.0</i>	<i>53.3</i>	<i>25.4</i>	<i>0.6</i>	<i>79.3</i>
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.8	58.0	34.8	1.4	94.2
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.5</i>	<i>2.0</i>	<i>10.0</i>	<i>53.9</i>	<i>32.5</i>	<i>0.4</i>	<i>86.8</i>
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.3	60.9	34.8	0.0	95.7
	<i>Wales</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	<i>0.4</i>	<i>1.6</i>	<i>8.8</i>	<i>55.5</i>	<i>33.0</i>	-	<i>88.5</i>
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	2.9	11.6	40.6	43.5	1.4	0.0	44.9
	<i>Wales</i>	<i>0.4</i>	<i>0.3</i>	<i>0.3</i>	<i>0.1</i>	<i>0.2</i>	<i>1.6</i>	<i>7.0</i>	<i>28.6</i>	<i>50.7</i>	<i>10.7</i>	<i>0.2</i>	<i>61.6</i>

The core subject indicator is the % of pupils who achieve level 4 or above in each of the core subjects i.e. English, mathematics and science.

Core Subject Indicator

School	89.9
<i>Wales</i>	<i>82.6</i>

Statement of Finance

Financial Year 2012/2013

INCOME	£
Balance Brought Forward	29,331
Delegated Budget	1,517,980
Other Income	25,502
Total INCOME	1,572,813
EXPENDITURE	
Staffing	1,131,784
Premises	67,760
Travel	2,247
Supplies	39,691
Pooled Fund Schemes	122,742
Fair Funding / Gaia	86,610
TOTAL EXPENDITURE	1,450,834
SURPLUS / (DEFICIT)	121,979

The surplus end of year budget is larger than expected because the Local Authority contributed additional funding to the school during the financial year. This additional money will be required to maintain staffing levels during the 2013/2014 academic year.

Other Income

- The General Teaching Council for Wales provided the cost of supply cover to fund Newly Qualified and Early Professional Development of teaching staff.
- The University of Wales, Bangor, provided the supply costs to release teaching staff to monitor and support trainee teachers who were on school placement.
- £796 was received from Prestatyn Town Council as a contribution for swimming lessons for the pupils.
- £8,000 was received from the Bridge Project to set up the consultation room and for resources.
- £5,000 was received from The Big Lottery Fund's Awards for All grant scheme for the outdoor balance trail.

Governor Expenses

Although members of the Governing Body are entitled to claim legitimate travel expenses from the school budget, there were no expenses claimed during 2012-2013.

School Prospectus:

The School Prospectus was updated with minor changes and issued to new and prospective parents. The revised School Prospectus includes an updated staffing list, current term dates and the latest end of key stage teacher assessments. Copies of the School Prospectus are available on request from the school office.

Post Inspection Action Plan update:

The school was last inspected by Estyn in June 2008. The Governors were proud of the judgements made by the inspection team who acknowledged that Ysgol Penmorfa "is a good school which has high expectations of pupils and staff. The head teacher has a clear vision for improving and developing the school and is ably supported by the senior management team, staff and governors. They work very effectively as a team providing the school's development with a clear sense of direction." The inspection team concluded that in order to move the school forward, the governing body and staff need to:

R1: raise standards in pupil performance at end of key stage 2 in English and science;

R2: improve pupils' bilingual skills

R3: continue to develop the procedures for assessing and reporting pupil progress; and to

R4: raise the quality of teaching to that of the best practice in the school.

Following the inspection, Governors and staff have continued to work together to ensure continued school improvement, with particular reference to the above recommendations.

Actions taken to address the four recommendations and to raise standards include:

R1 End of key stage 2 pupil performance in English and science

- Reorganisation of staff to ensure that all subject areas have a named person responsible for each subject area in key stage 2. The teachers with responsibility for developing English and science have attended in service training and liaised closely with County Advisory Staff.
- The introduction of a new reading intervention programme entitled Read, Write, Inc was introduced throughout Key Stage 2. Pupils are placed in ability groups for the Read, Write Inc sessions at least two times per week.
- A structured programme of Guided Reading was introduced throughout the key stage. All classteachers received guidance on Guided Reading before resource packs were introduced in each class. Guided Reading sessions now take place daily in each class.
- Three teachers from Penmorfa were chosen by the Local Authority to join small teams to moderate portfolios of levelled work from all Denbighshire schools.
- The development of pupils' writing skills was a key priority in the 2012-2013 school development plan. This priority will remain a priority for the 2013-2014 academic year.

R2: Improving pupil's bilingual skills

- All classes follow a planned Welsh curriculum, with identified language patterns and vocabulary to be introduced and consolidated.
- The use of incidental Cymraeg is used by adults and pupils during the school day.
- Ten teaching assistants have attended a four-week Welsh sabbatical to develop their Welsh language skills. Language patterns and vocabulary were used in class with pupils on their return to school. The Head teacher completed a 10 week Welsh Sabbatical.
- Key stage 2 staff attended weekly Welsh lessons after-school at Ysgol Glan Clwyd. The training provided practical ideas and resources for staff to use with pupils.
- Peripatetic Welsh teachers provided demonstration lessons at school in order to share good practice.
- The Head Teacher represents the Prestatyn cluster of schools on the County's Welsh in Education Strategic Group.
- Year 5 pupils are offered the opportunity to go on a residential visit to Glan Llyn.

R3: Continue to develop the procedures for assessing and reporting pupil progress

- The school underwent a restructuring of leadership and management in 2011. As a result of the restructuring, the Deputy Headteacher was allocated responsibility for assessment and reporting procedures throughout the school.
- New pupil tracking procedures were introduced throughout the school and the progress of all pupils is tracked annually.
- More rigorous analysis of end of key stage pupil performance has been introduced. Teachers in Year 2 and Year 6 carefully analyse pupil performance data and identify the reasons if a pupil fails to achieve the expected level in Year 2 or Year 6.
- New pupil target setting sheets have been introduced throughout the school to record and monitor pupil progress and to raise the level of challenge for pupils.
- To develop greater consistency, staff training sessions were held on the assessment of pupil progress and levelling of pupils' work.
- Staff in the Foundation Phase introduced a new recording system to document the learning outcomes achieved by pupils. Pupils had previously been awarded a level.
- The format of pupil reports was reviewed and improved to include pupil targets and clear reference to the skills achieved by pupils.

R4: Raise the quality of teaching to that of the best practice in the school.

- The senior leadership team produced new guidance sheets to encourage greater consistency in the quality of monitoring e.g. book monitoring, lesson observations, monitoring classrooms.
- All teaching staff were observed teaching by two school effectiveness officers from the Local Authority in June 2012. Members of the senior leadership team shadowed the school effectiveness officers to improve their own performance as observers in lessons. The school effectiveness officers reported that all observed lessons were good or better and some contained outstanding features. The officers also noted the high standard of pupil behaviour and engagement in lessons.
- Teaching staff were provided with opportunities to share identified good practice with colleagues.

- Members of the Governing Body carried out learning walks. These involved visiting various parts of the school during the normal school day with an identified aspect to monitor e.g. the quality of displays, the use of Welsh, standards of behaviour.
- The Head Teacher qualified as an Estyn Peer Inspector in order to develop his lesson observation skills. He is now released from school up to three times per year to join inspection teams inspecting other schools across Wales.

Term Dates 2013-2014

<i>Autumn Term</i>	School opens	Wednesday 4 th September 2013
	School closes	Friday 25 th October 2013
	School opens	Monday 4 th November 2013
	School closes	Friday 20 th December 2013
<i>Winter Term</i>	School opens	Tuesday 7 th January 2014
	School closes	Friday 21 st February 2014
	School opens	Monday 3 rd March 2014
	School closes	Friday 11 th April 2014
<i>Summer Term</i>	School opens	Tuesday 29 th April 2014
	May Day	Monday 5 th May 2014 (school closed)
	School closes	Friday 23 rd May 2014
	School opens	Monday 2 nd June 2014
	School closes	Friday 18 th July 2014

Staff Training Days

Monday 2nd September 2013

Tuesday 3rd September 2013

Monday 6th January 2014

Monday 28th April 2014

Monday 21st July 2014

Session Times:

	<u>Foundation Phase</u>	<u>Key Stage 2</u>
Open	9.00 am	8.55 am
Lunch	11.45 am – 12.30 pm	12.30 pm – 1.15 pm
Close	3.05 pm	3.15 pm

Nursery times are:

Morning sessions 9.00 – 11.30 Afternoon sessions 12.30 - 3.05

Links with the community:

The school has continued to develop links with local organisations by inviting guest speakers to school and by taking pupils on local site visits. On the first Tuesday of each month, a member of the local clergy has visited school to take assembly.

Year 6 pupils have the opportunity to visit Prestatyn High School during the summer term as part of their induction to Key Stage 3. Ysgol Penmorfa has also provided work experience placements for High School pupils. Our school continues to have strong links with several further education colleges and a number of staff at Ysgol Penmorfa have been mentors for student teachers and support staff.

Pupils from both key stages represented the school at the Parish Church Carol Service and pupils sang and played musical instruments at the Prestatyn Town Christmas Tree Lighting Ceremony. Ysgol Penmorfa won first prize for the best Christmas tree once again. Sergeant Colin Midgely, Community Liaison Police Officer, visited school each Friday morning to work with classes throughout the school delivering lessons on Personal and Social Education. Sergeant Midgely retired in July and the school is now visited each week by PC Catrin Brown.

Parent volunteers have continued to support class teachers at school and during off-site visits. All volunteers are requested to undergo a full CRB Police Check before commencing as a volunteer at school. Visitors to classes who have enriched the curriculum include representatives from the police, fire service, a local historian, local artists, a vet and musicians. Parents have also volunteered their expertise to support pupils with concerts and performances. Pupils have participated in local tree planting initiatives and also the Roman Baths. The school participated in the annual public speaking competition and the annual Welsh competition for local schools.

Ysgol Penmorfa hosts a range of outside agencies to support families and members of the local community. The agencies include Book Start, Toy Library, Speech and language therapy and The Bridge Project. The school has become a centre for Flying Start and will be continuing to provide additional support for members of the local community.

Additional Learning Needs (ALN):

Our ALN policy is one of integration for pupils with additional learning needs and we aim to avoid feelings of being different or separate from the rest of the school.

All pupils have access to the Foundation Phase Framework or the National Curriculum at a level appropriate to their ability. We believe in equal opportunities for all pupils and we are aware that a weakness in one area of the curriculum does not mean weakness in all areas. At Ysgol Penmorfa, we aim to find, encourage and develop particular strengths and talents of our pupils.

During 2012-2013 our additional learning needs department was reorganised and a new Additional Learning Needs Coordinator (ALNCO) was appointed. The ALNCO has reviewed and improved record keeping systems. She has also coordinated a team of trained teaching assistants to provide individual and small group support for pupils. In addition to the support provided by school staff, we liaise closely with external support services in all aspects of school life. In particular, the ALNCO and Head Teacher are in regular contact and work closely with the Educational Psychologist, Curriculum Support Team, School Nurse and the Educational Social Worker. Ysgol Penmorfa also has pupils receiving language support from a peripatetic teacher of English as an additional language.

The school runs a pupil support room called the Sunshine Room. This room is fully equipped to run daily sessions for pupils who require additional support to help them fully engage in their learning. Specially trained staff, employed by the school, devote time with pupils in a range of activities designed to raise pupils' self-esteem and confidence. This provision has helped pupils to overcome difficulties and has been so successful that staff from other schools have visited to observe the good practice.

If it is thought that a child may need additional educational provision, parents are invited into school to discuss this. The provision may take the form of extra teaching support in the classroom, withdrawal to the Additional learning Needs (ALN) room, the use of special resources and equipment and the setting out of Individual Educational Programmes of work (I.E.P.s) to help enable pupils to participate more fully in all aspects of school life.

The school maintains a register of all pupils who are identified as having additional learning needs and this is frequently and carefully monitored by the ALNCO and the Governing Body. The number of pupils on the ALN register at Ysgol Penmorfa in July 2013 was 102. Two pupils had statements.

All of the centrally funded allocation in the school budget for Additional Learning Needs was used to employ teaching and support staff. The school continued to purchase additional teaching and learning materials for the ALN Department. Structured work programmes have been formulated to provide stimulating activities with focused teaching for pupils of all ages and interests. Close liaison with outside agencies, together with focused staff training ensures that the ALN policy is implemented and that limited resources are used as effectively and efficiently as possible.

Targets against end of Key Stage performance indicators:

The targets for the core subjects for Summer 2013 were achieved in the Foundation Phase and at the end of Key Stage 2.

Staff and governors agree that some borderline pupils could have achieved a higher level if given additional targeted support. These pupils do not fall within the criteria that would entitle them to Additional Learning Needs support but they are likely to 'catch-up' with numeracy or literacy if given an intensive and manageable programme of intervention. 'Catch-up' programmes for English and Mathematics will therefore continue for Key Stage 2 pupils. Governors believe that the individual child is very important and are keen to see that every child fulfils his or her potential. Governors appreciate the need to encourage the development of the 'whole child' through a variety of enrichment experiences.

English: The school aims to improve Literacy standards to achieve 91% of pupils at Level 4 or above in Summer 2014. Strategies include:

- a. Continue with the successful 'Catch-up', daily Guided Reading; and Read, Write Inc to improve pupils' reading and writing skills.
- b. Ensure consistency in teacher assessments, more effective pupil tracking procedures and setting realistic but challenging targets for each pupil.
- c. The Governing Body will formally review the progress of each cohort of pupils in the core subjects three times per year.
- d. Promote closer home-school links and guidance for parents to support their child's learning
- e. To encourage and further develop the use of parent helpers.
- f. To encourage more male role models to read to the pupils to encourage boys to read more.
- g. Introduction of informative 'writing wall displays' in each key stage 2 classroom.

Mathematics: The school aims to improve Numeracy standards to achieve 93% of pupils at Level 4 or above in Summer 2014. Strategies include:

- a. To continue with daily sessions of mental maths in each class.
- b. Regular scrutiny of pupils' work.
- c. Ensure effective pupil tracking procedures to set challenging targets.
- d. Regular monitoring of pupil progress by the Governing Body.
- e. Developing pupils' ability to apply their skills by carrying out meaningful investigations.

Science: The school aims to improve standards in Science to achieve 94 % of pupils at Level 4 or above in Summer 2014. Strategies include:

- a. Developing pupils' ability to apply their skills by carrying out meaningful investigations.
- b. Identification of individual targets for each pupil.
- c. Ensure effective pupil tracking procedures.
- d. Ensure consistency of teacher assessments.
- e. Systematic monitoring of the subject including lesson observations and book scrutiny.

School priorities:

The School Development Plan identifies the aims and objectives for school improvement. Ysgol Penmorfa has introduced a comprehensive range of self-evaluation procedures in recent years and the information gathered is discussed by governors before future aims and targets are agreed. With so many areas of the school to monitor and develop, it is important to ensure that we remain focused on identified areas for improvement. With this in mind, the school identifies three main priority areas each year.

The three main priorities for 2012-2013 were:

Priority 1: To raise standards in pupils' independent writing skills.

Outcome: Standards in pupils' independent writing skills rose during the 2012-2013 academic year. Nearly all Year 6 pupils who were not receiving ALN support achieved level 4 in writing. The percentage of pupils achieving level 5 or above at the end of key stage 2 in 2013 was over 27%, which is above the National average. The gap in performance between girls and boys narrowed significantly.

Priority 2: To challenge the more able pupils to achieve a higher percentage of Outcome 6 in the Foundation Phase and a higher percentage of level 5 at the end of key stage 2.

Outcome: The percentage of pupils achieving outcome 6 in Year 2 was below the average for schools in Wales. The percentage of Year 6 pupils at Penmorfa achieving level 5 is slightly above the average in Wales for Mathematics and Science. The percentage of pupils achieving level 5 in English is slightly below the average in Wales.

Priority 3: To raise the quality of teaching to that of best practice at the school.

Outcome: Members of the senior leadership team attended training on raising the standard of lessons from good to outstanding. The school then produced session observation sheets to ensure that all teachers were fully aware of the elements of a lesson that can make it outstanding. All teachers who were observed by senior leaders teaching during the year delivered lessons that demonstrated an ability to include outstanding features. These features included:

- Prompt start to lessons with pupils on task very quickly
- Effective use of Assessment for learning strategies
- Effectively differentiated tasks i.e. challenging but achievable for all abilities
- Effective questioning to encourage pupils to explain their answers and to encourage extended sentences
- Opportunities for pupils to apply key skills across the curriculum
- Very good pace
- Effective use of collaborative learning in the classroom
- Teachers consistently supporting and challenging pupils throughout lessons.

The three main priorities for 2013 – 2014 are:

Priority 1: To raise standards in pupils' independent writing skills, particularly among boys in order to narrow the gap in gender performance.

Priority 2: To challenge the more able pupils to achieve a higher percentage of Outcome 6 in the Foundation Phase and a higher percentage of level 5 at the end of key stage 2.

Priority 3: To reach and sustain end of key stage pupil performance in the upper quarters, with particular emphasis on mathematical development in the Foundation Phase and English in key stage 2.

The three main priorities for 2014 – 2015 are:

- To review the implementation of the Literacy and Numeracy Framework and to ensure that pupils use and develop literacy and numeracy skills across the curriculum.
- To ensure continuity and progression of pupils skills in Education for Sustainable Development and Global Citizenship (ESDGC).
- To coordinate effective links with external agencies to provide support at school for families (Flying Start).

These priorities may be changed, depending on pupil performance data in 2014 and the school's updated Self Evaluation report.

Attendance of Pupils in 2012 - 2013:

	Overall attendance	Unauthorised absence	Authorised absence
Nursery	86.23%	1.08%	12.70%
Reception	92.19%	0.8%	7.01%
Years 1+2	93.18%	0.87%	5.95%
Key Stage 2	93.95%	0.46%	5.58%
Whole School Attendance (excluding nursery)	93.11%	0.71%	6.18%

The Headteacher and Governing Body set an annual target for attendance. The target set for 2012 – 2013 was 93.5%. The target set for 2013 – 2014 is 94%. Holidays taken by pupils during term time affected the ability of the school to meet attendance targets. 1% of pupil absences were due to holidays taken during term time during the last year.

A prompt start to lessons is an important element of good teaching and therefore excellent punctuality will support effective teaching. With this in mind, the Governing Body appointed an Attendance Clerk in September 2013 to closely monitor pupil attendance and punctuality. The attendance clerk meets with the Education Social Worker and School Nurse each month to discuss pupil attendance and to offer support to parents who struggle to get their children to school on time.

Sporting aims and achievements:

Ysgol Penmorfa aims to offer a wide range of sporting activities to help pupils reach their sporting potential and to encourage health and well-being. As well as providing a broad and balanced P.E. curriculum, the school also provides pupils with a wide range of extra-curricular activities including football, netball, dragon rugby, rounders, gymnastics, dance, hockey and cross country running. We aim to encourage pupils' interest and enjoyment in sport. Ysgol Penmorfa has continued to maintain a high level of participation in area sporting events and the school was represented in football, netball, rugby, hockey and cross country competitions at local and county level. The school has also hosted area sporting events.

Pupils with a physical disability:

It is the policy of the Governing Body to welcome and integrate all pupils into our school. When parents of a child with a physical disability inform the Head Teacher that they wish their child to attend Penmorfa, the individual needs of the child are thoroughly discussed. This discussion is followed by a review meeting with outside agencies in order to ensure that the needs of each pupil will be met as effectively as possible. Because of the successful integration of several pupils with physical disabilities in recent years, the school has developed strong links with outside agencies. Governors and Staff have been praised for the way in which pupils with physical disabilities are both welcomed, provided for and educated at Ysgol Penmorfa.

Accessibility:

Wheelchair access can be gained through several entrances with ramps at our school. Two lifts allow wheelchair access to all levels of the school building except for the three classrooms upstairs. The new classroom block includes facilities for wheelchair access and an accessible toilet is available by the main office. Also, paths around the school are sufficiently wide to allow wheelchair access. Visitors with physical disabilities are able to access all areas of the school, except for the three classrooms upstairs. Therefore no visitors are excluded from special events such as Parents Evenings, concerts, class assemblies and sports events.

Action taken to review policy documents:

The Governing Body have continued to review and revise policy documents. Curriculum policies are reviewed by the Curriculum Sub-committee. Other policies and statutory documents are reviewed by governor sub-committees and recommendations presented to the full Governing Body for final approval.

Pastoral Care:

The school has reviewed and updated the Behaviour Policy and the Anti-Bullying Policy. The Governing Body acknowledges that bullying occurs and there are procedures to be followed when an incident of bullying occurs. The Governing Body aim to reassure parents that any incident of bullying is afforded appropriate importance and time to be dealt with. Ysgol Penmorfa is one of 22 schools in Wales who are piloting an anti-bullying program called KiVa. As a KiVa school, pupils at Ysgol Penmorfa are regularly taught lessons about anti-bullying and pupils are regularly reminded that bullying should not be tolerated by anyone. All of our pupils are guided by the KiVa scheme to report any form of bullying and pupils are encouraged to support one another.

The School Council is well established at Ysgol Penmorfa and School Councillors play an active part in decision making at our school. The school also has an established Pastoral Care Team to assist pupils who may require additional support at times.

The school has a service level agreement with the Local Authority to routinely inspect the quality of cleaning and also routinely inspect standards of toilet facilities for pupils at our school.

Action as a result of resolutions passed at the previous meeting:

At the last Annual Meeting for Parents there were no parents present and therefore no resolutions were passed.