



# **The Federation of Tavernspite and Templeton Schools**

**Annual Report**  
**Adroddiad Blynyddol**  
**(2016-2017)**

## Introduction from the Head Teacher, Mr K. Phelps

Welcome to the Annual Report for the '**Federation of Tavernspite and Templeton CP Schools**' (2016-17).

Please read through the report and you will find lots of important information about the development of the schools over the last year. Most of the information included in the report is concerning the strategic management and direction of the schools. Ongoing school news and achievements are recorded in regular newsletters and on the school Facebook pages throughout the year.

Both schools have enjoyed a very successful 12 months and are now almost full to capacity. They are thriving and vibrant communities with much for the children to look forward to in terms of sport, music, exciting trips and visits, interesting lessons and continually developing school grounds.

In the last 12 months Templeton School has been promoted from its previous 'Yellow' school status to achieve the highest level of performance, the coveted 'Green' school status as outlined in the Welsh Government School categorisation model which looks closely at standards and the ability of a school to self-improve.

Tavernspite has proudly maintained its 'Green School' status which it achieved when the categorisation model started four years ago. This means that we are the first and only 'Green' formal federation in Wales, something of which we should all be very proud.

As a result we have been designated as an official '**Professional Learning School**' and work hard to support other schools in developing successful federated models. Currently, we are working with two federations; Ysgol Bancyfelin, Llansteffan and Llangain in Carmarthenshire and Ysgol Penrhyngoch and Penllyn in Ceredigion.

This year the children have been absolutely brilliant as always. They are great fun to be with and they embrace everything that the schools offer them. They have so many incredible talents and personalities and really make our schools special places. We feel truly blessed to be able to spend our working days with your children.

Our close relationships with the parents is a great strength of both schools. I would like to thank the parents for their unending support. We could not achieve the success that we do without you. I am very grateful for all you do and continue to do for our schools and for choosing to send your children to them. I am committed to making parents feel that they are very much part of school life and I really appreciate how well you have embraced this idea – that it is your school as well as ours!

I know you will agree that we are very blessed to have such committed and dedicated staff who always put the children first and go that extra mile on a daily basis to make sure the children have the best education. Their excellent work and wonderful pastoral support is frequently recognised and praised by visitors to our schools. I am so very grateful for the high standard of teaching, learning, care and support they provide for your children throughout the school year.

As this report is written on behalf of the Governing Body this allows me the opportunity to thank them for everything that they have done throughout the last year. Our governing body is very hard working and give an enormous amount of time, effort, knowledge and expertise to our school.

I hope that you enjoy reading the report.

## Letter from the Chair of Governors, Mr. Nick Davies

Dear Parents

It is with great pleasure I write this introduction to the School Annual Report in my role as the Chair of Governors to the Federation of Tavernspite and Templeton Community Primary Schools.

We are now well into our autumn term (the weather at least seemed to have skipped the summer) and the school is as busy as ever providing a rich fulfilling education to our children.

Tavernspite and Templeton Schools have made the tremendous achievement of both becoming Green 1A schools and we are the first Green federation school in Wales! It has become increasingly important for children to be aware of the importance of environmental issues in both a local and global sense, the real steps taken in achieving this award lay the foundation of a lifelong understanding of these issues.

This achievement does not come easily and not without hard work and sacrifice on behalf of the children, teachers, teaching assistants, management team and both the Parents of Tavernspite and Templeton schools and the Governing body.

The enclosed report gives you an overview as to what has been achieved at the schools. I hope you will read it and share the pride that we as a governing body feel in the achievements of the pupils and staff at our schools.

At a recent visit to Oxford I became aware, again, of the highly competitive nature of modern childhood education. I am fully aware of the need to make sure we give our children every advantage in education but to provide it in a way that the children enjoy and gives them a lifelong love of learning. I believe the Federation of Tavernspite and Templeton manage to do that remarkably well and we should ensure we never lose sight of the importance of this balanced approach.

As governors, we always aim to provide whatever support we can to the school and their management in the achievement of the schools' goals and welcome whatever feedback parents have to improve the overall running of the schools.

Many thanks for all of your support at the many clubs and activities and for supporting your children through the school year, both in and out of school, the education of our children is one of the most inspiring jobs that we all can do and I thank you for your support.

I hope you enjoy reading about all we have achieved at The Federation of Tavernspite and Templeton Community Primary Schools over the last twelve months.

Nick Davies  
Chair of Governors

## GOVERNING BODY

### ANNUAL REPORT TO PARENTS 2016-2017

#### Membership of the Governing Body

**Chair of Governors:** Mr Nicholas Davies  
Grey Orchard  
Whitland  
Carmarthenshire  
SA34 0NH

**Director of Education:** Mrs. Kate Evan-Hughes  
Director of Education and Community Services  
Education and Community Services  
County Hall  
HAVERFORDWEST  
Pembrokeshire, SA61 1TP  
Tel. 01437 775860

The following representatives comprised the full Governing Body of Tavernspite School during the year 2015-2016:

Designation	Name of Governor
Head Teacher Representative	Mr. Kevin Phelps
Local Authority Representatives	Mr Nick Davies (Chair) Dr Barry Walters (Vice-Chair) Cllr Elwyn Morse Cllr David Simpson
Parent Governors	Mr Chris Ebsworth Mr Lee Morgan Mr Peter Morgan Mr Dafydd Owen
Community Representatives	Mrs Teresa Ambrose Mrs Julianna Bransden Mrs Olwen Phillips Mrs Jackie Sansom Mrs Nicola Merriman
Staff Representatives	Mrs Lisa Jenkins Mrs Sally Frost
Teacher Representatives	Mrs Cara Edwards Mr Richard Henton
Non-Opted Members	Mrs Sarah Arthur Mr Adam Lopez

The Governing Body meets once per term at school as a whole governing body. There are also sub-committees e.g. finance, buildings, curriculum etc. that meet at other times and report back to the full Governing Body. All governors are linked to specific aspects of school improvement and are instrumental to the future development of our school.

**Financial Performance 2016/2017**

	<b>Tavernspite</b>	<b>Templeton</b>
<b>Total funding for the year (2016/2017)</b>	£798,576	£353,879
<b>Education Improvement Grant (EIG)</b>	£5,850	£2290
<b>Surplus brought forward to 2017 - 2018</b>	£40,043	£24,540

Both schools within the federation have separate budgets although these are managed by the joint finance committee of the Governing Body who meet termly. A LEA financial representative attends every meeting.

**School Data**

**NUMBERS ON ROLL**

<b>TAVERNSPITE</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Full Time Equivalent</b>
September 2017	6	201	<b>204</b>
April 2017	12	216	<b>222</b>
January 2017	5	210	<b>212.5</b>
September 2016	7	202	<b>205.5</b>
April 2016	11	220	<b>225.5</b>
January 2016	9	215	<b>219.5</b>
September 2015	7	203	<b>206.5</b>

<b>TEMPLETON</b>	<b>Part Time</b>	<b>Full Time</b>	<b>Full Time Equivalent</b>
September 2017	0	109	109
April 2017	0	112	112
January 2017	0	104	104
September 2016	0	99	99
April 2016	0	92	92
January 2016	0	86	86
September 2015	0	78	78

**Comment:**

Both schools are very popular and enjoy excellent reputations throughout Pembrokeshire, Carmarthenshire and beyond. As a result demand for places is high and the schools are almost at capacity.

We wish to remind parents that if you know of anyone with very young children who would like to come to either school in the future then please encourage them to apply early otherwise they may be unable to secure a place.

**ATTENDANCE**

<b>TAVERNSPITE (Target 96%)</b>	<b>ACTUAL (%)</b>	<b>AUTHORISED ABSENCES</b>	<b>UNAUTHORISED ABSENCES</b>
<b>Summer 2017</b>	96.09	2.37	1.54
<b>Spring 2017</b>	94.42	4.84	0.73
<b>Autumn 2016</b>	94	4.4	1.6
<b>Summer 2016</b>	94.6	3.5	1.9
<b>Spring 2016</b>	93.11	4.87	1.51

<b>TEMPLETON (Target 96%)</b>	<b>ACTUAL (%)</b>	<b>AUTHORISED ABSENCES</b>	<b>UNAUTHORISED ABSENCES</b>
<b>Summer 2017</b>	93.80	4.12	2.08
<b>Spring 2017</b>	94.74	3.91	1.35
<b>Autumn 2016</b>	94.47	3.6	1.93
<b>Summer 2016</b>	95.18	3.3	1.52
<b>Spring 2016</b>	94.20	5.33	0.27

**Comment:**

This year the schools' average attendance is 94.84% (Tavernspite) and 94.34% (Templeton) both below the school's target of 96%. Our attendance is below that of similar schools across Pembrokeshire. Attendance data is monitored closely to identify patterns of absence. The two main reasons for lower attendance levels are:

1. **Term Time Holidays** - The governors wish to remind parents that this is an unauthorized absence and may result in a Penalty Notice. This practice is to be discouraged, unless absolutely essential, as being away from school in this way impacts negatively on the children's education. We are very grateful to the majority of parents for their continued support in ensuring high levels of attendance.
2. **Absence caused by illness** – We do not wish for children to come to school if they are clearly unwell too attend. However, there may be circumstances in which children may not feel 100% but are still able to come into school. We are able to administer medication in school if that helps. Forms are available from the school office.

We really appreciate your help in improving our rates of attendance.

**Staffing (September 2017)**

	Number on Roll	No. of Teachers	No. of Learning Support Assistants	No. of High level Teaching Assistants	No. of Admin Staff	No. of Lunchtime Supervisors	Breakfast Club Staff
Tavernspite	206	7 FTE	12	2	1 FTE	8 FTE	3
Templeton	109	4 FTE	7	1	0.6 FTE	4 FTE	2 FTE

**N.B:** FTE – Full Time Equivalent

**Senior Leadership Team (SLT) and Senior Staff**

Name	Position
Mr. Kevin Phelps	Head Teacher
Mrs. Sarah Arthur	Deputy Head Teacher
Mr. Adam Lopez	Assistant Head Teacher
Mrs. Cara Edwards	Templeton School Base Leader
Mrs. Leila Bujega	Support Staff Manager

**Staff Changes (Sept 2016 – Sept 2017)****TAVERNSPITE:**

- Miss Rachel Calvert and Miss Jeni Hong started work as Learning Support Assistants and Lunchtime Supervisors.
- Miss Rebecca Smith resigned her role as LSA to take a placement at University to studying for her Social Worker Qualification.
- Mrs Helen Evans, Mrs Jess Everett, Miss Jenny Hills, Mrs Avril Morgan and Mrs Margaret Sharratt accepted voluntary redundancy and finished at the end of the summer term.

**TEMPLETON:**

- Mrs Kirsty Peniket and Mrs Linda May have been employed as Learning Support Assistants to support the growing numbers in the school. In addition, they work with children with additional needs and deliver 1:1 and small group intervention and speech and language programmes.
- An additional LSA, Miss Sarah Greener, was appointed for the summer term only to support in the Early years class.
- Rhys Gandy, who was working as a Lunchtime Supervisor, has also been working as a casual LSA since September

**3.3 Staff Training and Continuing Professional Development****Comments:**

We have a dedicated staff at both Tavernspite and Templeton schools who are committed to their Continuing Professional Development (CPD). Our extensive staff training programme funded by the Education Improvement Grant (EIG) and Pupil Deprivation Grant (PDG) is planned carefully to ensure consistent school improvement in line with our School Improvement Plan, the Self Evaluation process and Performance Management targets of individual staff.

Staff meetings are held weekly and usually contain an element of training and sharing good practice. The teaching staff from both schools meet together to develop collaborative working as part of the federated structure.

These meetings are held at either school alternatively and the staff either meet as a whole teaching staff or as separate departments i.e. Foundation Phase and Key Stage 2 depending on priorities. On a regular basis, standards and outcomes are scrutinised and moderated across the school, with all teaching staff sharing best practice and developing improved methods to ensure that pupil's books reflect the best possible outcome(s).

**Whole School INSET and other staff training this term has included:**

Training	Staff
<p><b>'Routines, Culture and Classroom Management'</b>- to improve and gain further understanding of the relationships and routines that should be firmly embedded and practiced within all classes. Staff were provided with an overview and checklist of the imperative features of excellent classroom practice.</p> <p><b>'Range and Skills Audit and Curriculum Overviews'</b> – training based on the generation and evaluation of the coverage of skills and the creation of whole Key Stage documents (for Foundation Phase and Key Stage 2) that reflect the skills that are targeted within each class. This provides an excellent means for tracking coverage and an overview of which skills are used and applied by all pupils.</p> <p><b>Development and assessment using the Alfie Tracker</b> – An online tool designed to track pupils' progress alongside the Literacy and Numeracy Framework (LNF). This tools highlights for individual pupils when a skill has been taught, understood and/or applied across the curriculum.</p>	<p>Autumn Term 2016</p>
<p><b>During the Spring Term some of the main focus areas for staff training included:</b></p> <ul style="list-style-type: none"> <li>• Literacy work scrutiny</li> <li>• Moderation</li> <li>• National Testing arrangements and preparations</li> <li>• Mandatory Domestic Abuse training</li> <li>• Development of school Facebook page</li> <li>• Performance management lesson observations</li> </ul>	<p>Spring Term 2017</p>

<p><b>Whole School INSET and other staff training this term has included:</b></p> <p><b>Develop Guided Reading methods in Welsh</b> – This training was provided by Catrin Phillips, Athrawes Bro. It provided an excellent opportunity for staff to develop their Welsh language skills and learn how to use guided reading in Welsh to support pupils’ learning.</p> <p><b>Outdoor Learning in the Foundation Phase</b> – This was trained was provided by Mrs Arthur and focused on the further development of the outdoor environment to promote wellbeing and pupils’ learning.</p> <p><b>Visible Learning: The Eight Mindframes</b> – This interesting topic was covered by Mr Lopez and focused on the teaching of John Hattie, a researcher in education and founder of the visible learning approach.</p> <p><b>Other training included:</b></p> <ul style="list-style-type: none"> <li>○ Marking and recording in the Foundation Phase</li> <li>○ Creating rich tasks for hard to reach skills (Key Stage 2)</li> </ul>	
<p><b>During the Summer Term some of the main focus areas for staff training included:</b></p> <ul style="list-style-type: none"> <li>• Improving the quality of extended writing by using the ‘WriteKey’ approach delivered by Dragonfly Consultants.</li> <li>• Strategies for supporting Dyslexia in the Mainstream Classroom</li> <li>• SKIP training to support the teaching of Physical Development</li> <li>• Domestic Abuse Training (online)</li> <li>• Finding and using a creative ‘hook’/ starting point to learning to capture’s pupils’ attention</li> <li>• Using the HWB and online tools</li> <li>• Effective use of work scrutiny to monitor standards of teaching and learning.</li> <li>• Development of the role of the Subject leaders</li> </ul>	<p>Summer Term 2017</p>

## Performance Management

<p><b>Teaching Staff</b> - Performance management appraisal interviews took place in the autumn term 2016 for all teaching staff. The team leaders were Mrs. Arthur, Mr. Lopez and Mr. Phelps. At these meetings, targets set for the previous year were reviewed and future performance targets set for the forthcoming year.</p> <p>These targets, which are monitored regularly, are built into our school effectiveness programme in line with our Improvement Plan to bring about school improvement as well as the professional development of individual staff members. Staff are currently working towards their PM targets and these will be discussed in their appraisal interviews in the Autumn Term 2017.</p>
<p><b>Support Staff</b> – Support staff performance management appraisals were conducted in the Summer Term. This was a very good opportunity to reflect back on the year to identify successes and areas for development. As a result updated and bespoke training packages were created for individual members of staff if required.</p>

**Teacher Performance Management Classroom Observations** - As part of the performance management cycle all teaching staff underwent a number of lesson observations by a member of the Senior Leadership Team. This year the focus was the use of numeracy and ICT skills across the curriculum.

It was a very rigorous and formal process where all aspects of teachers' work including marking, assessment, curriculum coverage, presentation, differentiation, classroom organisation, deployment of support staff etc. were scrutinised to identify strengths and areas for development.

All teaching staff were provided with appropriate feedback and lesson evaluations. Opportunities were provided to review and reflect upon the lessons taught with the SLT using the observations in order to inform ongoing School Improvement Planning.

**Headteacher's Performance Management** - was held in October 2016 and was attended by the Performance Management committee of the Governing Body. Mrs Amanda Lawrence, ERW Challenge Adviser attended the meeting.

Progress alongside last year's targets was discussed and evidence was presented by Mr. Phelps. The committee felt confident that the Mr. Phelps had successfully achieved all his targets. He was congratulated and thanked for his successful leadership of the schools over the last 12 months.

Mr. Phelps' Performance management targets set for the following year were planned after discussion at the meeting. They are:

1. To lead the process of raising standards of ICT across the curriculum through the implementation of the Digital Competency Framework (DCF).
2. To raise standards of numerical reasoning across the curriculum
3. To ensure the school is prepared for Estyn inspection.

These targets will be reviewed during the Autumn Term 2017.

## Internal and External Evaluation and School Improvement Planning

### INTERNAL EVALUATION

At both Tavernspite and Templeton Schools our Self Evaluation procedures are continually developing. We have developed an '*Annual Self Evaluation Overview Planner*' which clearly indicates which areas are to be self-evaluated and within what timescale.

Key strategic areas for self-evaluation are:

- **Listening to learners (pupil Voice)**
- **Data Analysis**
- **Lesson Observations**
- **Work Scrutiny**
- **Evaluating planning and assessment**
- **Learning walks**

At the end of the Summer Term and in the summer holidays we drew together all the information that we have gleaned from the self-evaluation process throughout the year and used this information to create the new School Improvement Plan (SIP) 2017-2018.

#### **As a result in 2017-2018 the school priorities as outlined in the SIP are:**

1. Further developing consistency of Marking and Feedback
2. Improving pupils' performance at the higher levels of Numerical Reasoning
3. Embedding the Four Purposes of the New Curriculum in Wales
4. Improving pupils' performance at the higher levels in Welsh
5. Further developing consistency of standards and teaching methods across the federation
6. Improving pupils' performance in reading, particularly of lower ability readers.
7. Improving pupils' attendance

## EXTERNAL EVALUATION

**Green 1A Schools** – Both Templeton and Tavernspite Schools underwent a scrutiny visit by an ERW adviser, Mrs. Amanda Lawrence in the Autumn Visit known as CV1 (Core Visit 1).

This involved data analysis, interviews with the Head Teacher and Deputy Head Teacher to monitor intervention groups, interviews with pupils, scrutiny of school documentation and a review of the School Improvement Plan and related self-evaluation process.

As a result, both schools received Green School 1A status (highest). It was wonderful for Tavernspite to continue this status from last year and for Templeton to achieve it for the very first time, moving on from Amber status two years ago. We are all very proud of the progress made by both schools and it was very good to have this success recognized by an external evaluation, ERW.

**Estyn Leadership Conference** - As a result of the success of the federation, on 13<sup>th</sup> October 2016 Mr Phelps and Mrs Arthur were asked to present at an Estyn conference in the Principality Stadium, Cardiff, entitled '**Leadership and Primary School Improvement.**'

They spoke about the development of leadership skills and the impact they have had on improved standards and provision at Templeton School since the implementation of the federation. They showed the model and systems they implemented and provided evidence and examples of pupil outcomes, initiatives and a range of self-evaluation tools that reflect the journey of the two schools.

It was a great honour that they were chosen to speak at this national conference as the only school(s) from Pembrokeshire to be selected.

**Overview and Scrutiny Committee** - On 16<sup>th</sup> November 2016, representatives from Pembrokeshire County Council Overview and Scrutiny Committee attended Templeton School. The purpose of the committee is to implement the recommendations from the Children and Families Overview and Scrutiny committee and to establish a schools scrutiny panel to visit schools. Mr Phelps and Mrs Arthur provided an overview of data, internal systems and the way in which the two schools work together. An interview with members of the School Council took place and a tour of the school was conducted.

Members of the Overview and Scrutiny Committee provided a report outlining their views and observations including:

***“Tavernspite is an excellent school and there are clear signs that some of its good practice is being transferred to Templeton, particularly in relation to teaching standards and performance management..... Key to this transfer of practice has been the Head and senior leadership team working across both schools. This has broadened the skillset at Templeton and provided professional development for staff, as well as the transfer of knowledge and systems that are proven to work.”***

In addition, the report outlined: ***“The Panel were struck once again by how important effective leadership is to driving school standards, particularly in terms of culture and behaviour setting, performance management and challenge and support.”***

**Tavernspite School National Quality Award** – The school underwent a rigorous reassessment for the National Quality Award Healthy Schools assessment. They received a report which focused on Leadership and Management, Curriculum, Ethos and Environment and Family and Community Involvement. It was an outstanding report with few recommendations.

## School Improvement Planning

The School Improvement Plan (SIP) is the tool we use for continually improving our schools. As a result of the information gained by continually evaluating our practices e.g. lesson observations, listening to learners, data analysis we are able to identify the school's strengths and its areas for development. These are formulated in to the new School Improvement Plan (SIP) for the following year. Targets in the SIP (2015-2016) have been completed and the plan has been reviewed and analysed to measure the impact on pupils' learning.

Progress alongside the SIP is reviewed regularly at staff and governing body meetings and progress alongside development targets is monitored closely. If you wish to see the detailed SIP or have any comments then please do not hesitate to contact the schools.

As a result of the Formal Federation between the two schools we have created one School Improvement Plan that serves both Tavernspite and Templeton Schools.

A summary of the progress achieved in the SIP during 2016 – 2017 is outlined below:

Improvement Target	Progress and Actions Implemented
<p><b>To improve the systems in place for monitoring coverage of the range and skills within all KS2 curriculum documents</b></p>	<ul style="list-style-type: none"> <li>• KS2 staff completed a range and skills overview for all Foundation subjects, highlighting and auditing the skills covered within all classes.</li> <li>• Completion of 'Next steps in coverage' document, with all KS2 staff planning for the breadth and overall coverage of the curriculum documents.</li> </ul>
<p><b>To improve standards in spelling</b></p>	<ul style="list-style-type: none"> <li>• Completed analysis of the spelling test data.</li> <li>• All class teachers and support staff administered weekly spelling tests.</li> <li>• Staff completed the weekly overview of the results in order to monitor and track progress.</li> <li>• Devised an agreed format for recording the spelling test results on a weekly basis.</li> </ul>
<p><b>To improve the quality, breadth and evidence of independent tasks within the Foundation Phase.</b></p>	<ul style="list-style-type: none"> <li>• Mrs Arthur presented the systems based on the 'Bright Sparks' initiative to improve pupil participation and planning.</li> <li>• All classes implemented the consistent format of the 'Bright Sparks' displays in each FP class across the two schools.</li> <li>• All pupils were involved in planning for their own independent tasks for afternoon 'Independent Work Time' sessions.</li> <li>• Year 1 and Year 2 focused on improving the areas of learning within the classes. An audit of resources was completed.</li> </ul>
<p><b>To work towards achieving the Bronze Award for the 'Siarter Iaith Cymraeg.'</b></p>	<ul style="list-style-type: none"> <li>• Reviewed current practice and analysed the requirements for the 'Siarter.'</li> <li>• Communicated the requirements with all staff outlined within an action plan.</li> <li>• Whole School 'Siarter Iaith Cymraeg' displays were set-up in a prominent part of the school.</li> <li>• Staff meetings focused on the implementation of the Siarter with a clear emphasis on the generation of evidence.</li> <li>• All class teachers have attended Whole School Welsh assemblies (on a fortnightly basis) and all classes have continued to focus on the 'Phrase of the week.'</li> <li>• The Criw Cymraeg members from both schools have attended workshops coordinated by the local authority and have provided information back to the whole school based on their experiences and ideas.</li> <li>• All classes have set-up and implemented a class display with emphasis on the key language patterns that are covered. The class teachers use the display as a prompt and measure for the children to assess progression within the level(s).</li> </ul>

	<ul style="list-style-type: none"> <li>Evidence for the Starter was collated by subject leaders based on the annual school Eisteddfods. Wide range of competitions promoted across both schools so to cater for all skills and preferences.</li> </ul>
<p><b>To improve and develop further distributed leadership roles.</b></p> <p><b>To create <i>digital</i> folders of evidence detailing all levels across the school, for all areas of learning.</b></p>	<ul style="list-style-type: none"> <li>All subject leadership roles have been agreed and set-up (based on new staffing), skill set and preferences. Key subject leaders have been provided with portfolios to collate evidence of levels from all classes.</li> <li>Staff worked together to collate evidence that supports each of the statements/ levels within the digital document for <b>Literacy</b>.</li> </ul>
<p><b>To monitor the standard and impact of marking over time to ensure consistency in use across the whole school.</b></p> <p><b>Evidence of pupil's responding to marking, teacher marking contributing to further developments in learning.</b></p>	<ul style="list-style-type: none"> <li>Mrs Arthur and Mr Lopez completed an update of the Marking Policy to reflect current practices. These were implemented by teaching staff.</li> <li>Opportunities for reflecting on the effectiveness of the marking policy have taken place during staff meetings.</li> <li>Departmental staff meetings focused on the consistency and evidencing of marking. All staff have completed the self-evaluation proformas.</li> <li>Regular work scrutiny has monitored the effectiveness and consistency of marking.</li> </ul>
<p><b>To further develop opportunities and provision for Outdoor Learning so to improve standards in oracy.</b></p>	<p><b><u>BOTH SCHOOLS:</u></b></p> <ul style="list-style-type: none"> <li>Staff training based on the theories, education and evidence of proven, effective outdoor learning methods. As a result, all FP teaching staff have planned and delivered bespoke weekly outdoor lessons that focus on literacy and numeracy skill development.</li> </ul> <p><b><u>TAVERNSPITE (only):</u></b></p> <ul style="list-style-type: none"> <li>Mrs Arthur and Mr Phelps organised a number of parents' '<i>Ground Force Weekend/Afternoons</i>' in order to enhance community involvement in the development of the outdoors. Staff were provided with a clear overview and map of the ideas and developments to take place, working collaboratively with parents during the weekend and afternoon sessions.</li> </ul> <p><b><u>TEMPLETON (only):</u></b></p> <ul style="list-style-type: none"> <li>The School Council were provided with opportunities to plan for the development of the Outdoor Learning Classroom.</li> <li>All staff have been involved in devising an oracy skills checklist for each year group to plan for specific skills that are recorded and developed whilst working in the outdoor areas.</li> </ul>
<p><b>To further raise standards of ICT teaching and learning across the curriculum.</b></p>	<ul style="list-style-type: none"> <li>Digital Competency Framework (DCF) leadership group have been provided with a range of training courses to up-skill staff and best-equip staff in implementing the DCF.</li> <li>Best practice examples and methods have been shared by DCF leadership group during departmental staff meetings.</li> <li>All staff have ensured that DCF skills are planned for and coverage is monitored, using an interactive Hwb/O365 form. DCF leadership group have overseen the planning.</li> </ul>

<p><b>To ensure moderation processes are thoroughly implemented and whole school levelling reflects effective standardisation.</b></p>	<ul style="list-style-type: none"> <li>• Year 2 and Year 6 staff from both schools worked collaboratively in order to collate moderation examples of work for Literacy, Numeracy, Science, Welsh.</li> <li>• Ensured that levels reflected within the moderation process are completed to an excellent standard.</li> <li>• All outcomes and levels were agreed by the Cluster of Schools with many pieces of work being provided as strong, leading examples of evidence for the Local Authority.</li> </ul>
<p><b>To assess the effectiveness of the Guided Reading initiatives since September 2016.</b></p>	<ul style="list-style-type: none"> <li>• Whole School reading assessments took place (using the PM Profile Assessment) in order to measure the current working level of reading, comprehension and recall.</li> <li>• Analysis of the data shows that the number of errors made by pupils has reduced by 57%.</li> <li>• Analysis of the Welsh Government National Tests highlights that 97.9% pupils achieved SS of more than 85 (Tavernspite) and 94.6% (Templeton).</li> </ul>
<p><b>To improve gross motor skills for FP pupils with the introduction of the SKIP scheme.</b></p>	<ul style="list-style-type: none"> <li>• Mrs Dunlop attended specific training based on SKIP physical development.</li> <li>• All FP classes have implemented 3x 20 minute sessions on a weekly basis with an emphasis on teaching the developmentally appropriate physical skills necessary for the acquisition of higher-order physical skills.</li> <li>• Nursery and Reception baseline assessments and end of term assessments show an improvement in the achievement of Gross Motor Development by 46% in one term.</li> </ul>

### **Bilingualism and the Development of the Welsh Language / dimension**

#### **Comments:**

Both Schools are categorized as EM (English Medium) schools. All teaching staff are able to teach Welsh as a Second Language competently although some specialist teaching exists.

Bilingualism continues to be a strong feature in the School Improvement Plan and for 2017-2018 is focused on pupil achievement at the higher end of performance.

This year the main focus has been working towards achieving the Bronze award of the Siarter Iaith Cymraeg (The Welsh Charter) with the aim of raising the profile of Welsh across the school and improve pupils' and staff Welsh language skills through a range of different initiatives.

At the start the Welsh subject leaders from the two schools conducted an overview of the 'Siarter' and presented the formulated action plans to staff. All classes carefully monitored the implementation of the Welsh scheme alongside a range of new developments including the Criw Cymraeg roles, emphasis on whole school and individual class displays that focus on improving the visibility and the outcomes of bilingual phrases and evidence to support levelling and moderation of standards.

During the Spring Term, our INSET training focused on the use of Welsh and bilingual guided reading sessions with a further focus on improving the standards of the children's comprehension skills.

In the summer term, we are delighted to announce that both schools achieved the Bronze Award of the 'Siarter Iaith Cymraeg' initiative. This shows how the profile of the Welsh language has raised throughout the schools. It was an in-depth process and evidence needed to be collected from 50 target areas in order to achieve the Bronze Award. There is evidence that this process has had a direct impact on standards and this will be continually monitored.

In the Autumn Term 2017, we will be starting the process of working towards the Silver award.

## Additional Learning Needs (ALN)

The number of children with ALN is as follows:

### 1.3 INCLUSION AND ADDITIONAL LEARNING NEEDS (ALN)

No. of pupils	Tavernspite	Templeton
School Action	24	14
School Action Plus	11	9
Statemented Pupils	4	1
Accessing provision at the PRU	0	0
Looked After Children (LAC)	2	0
Pupils on a Pastoral Support Plan (PSP)	0	1

#### Comments:

Tavernspite and Templeton Schools have both developed very good reputations for catering effectively for children with additional learning needs. Mrs. Arthur is responsible for coordinating ALN at Tavernspite and is supported by Cara Edwards at Templeton.

Children recorded on the Additional Learning Needs (ALN) register are usually grouped either as School Action, School Action Plus or Statemented pupils.

**School Action** pupils' needs are met by actions carried out by the school. The class teachers are responsible for differentiating the curriculum for the children in their charge to suit their individual needs relevant to their IEP.

**School Action Plus** pupils' needs are met by actions carried out by the school **plus** the support of external agencies e.g. speech and language therapists, educational psychology service etc. They are supported through a differentiated curriculum and the use of intervention and catch-up programmes which are delivered individually or in small groups.

**Statemented pupils** have a 'Statement of Special Educational Needs' provided by the Local Authority which supports the school in providing effectively for the child. These children will require a greater level of support and are often provided with a designated 1:1 Learning Support Assistant. The progress and development of statemented children is discussed at their Annual Review meetings attended by school staff, the parents and a range of outside agencies involved.

The progress of the pupils with additional learning needs is monitored closely through the school's tracking system and every effort is made to ensure that they make as much progress as possible, with strong links set up with parents to ensure that consistent methods and messages are developed.

Parents of pupils with additional learning needs receive termly Individual Education Plans (IEPs) which focus on specific targets for the children to achieve. These IEPs are created after lengthy and in-depth discussion between class teachers, learning support assistants and external agencies (if necessary).

Key aspects of development this year include:

- **Dyslexia Summary Assessments** – Throughout the year a number of pupils were assessed using the DEST-15 Dyslexia Screening Tool Assessment. Although this tool cannot formally diagnose dyslexia, it does provide a very useful overview of dyslexic tendencies allowing teaching staff, under the guidance of Mrs Arthur, to create the appropriate level of support and intervention required.
- **Behavioural Management and TEAM TEACH training**- A number of staff have received TEAM TEACH training, this high level training teaches staff to manage and support pupils' presenting with very challenging behaviour.

- **More Able and Talented (MAT) pupils** –We have embedded systems in place for the provision of our more able pupils. These children are identified through our school tracking system. Differentiated activities appropriate to their abilities are provided for these children during lessons to ensure they are sufficiently challenged.
- **Emotional Health and Well Being Referrals** - At both Tavernspite and Templeton Schools, a number of referrals have been made this year to the Emotional Health team. This service can be accessed directly by the school and provides care, support, guidance and counseling from the school and home setting, where and when required.
- **TAPPAS Meetings** - Mrs. Arthur and Mr. Phelps attended the Team Around the Pupil Parent and School (TAPPAS) meeting this year. These termly meetings are held with a range of professionals where information about ALN pupils is presented. The meeting is an opportunity to plan for provision, assessments and support that outside agencies can provide. During the Summer Term, TAPPAS-3 meetings were held with a select few parents attending a range of workshops with outside agencies including the Occupational Therapist, Educational Psychologist and Advisory Teacher for Specific Learning Difficulties. Parents were provided with feedback, support and intervention ideas to support their own children.
- **IEP format**- Mrs. Arthur has devised and provided a more person-centered IEP format that is child-friendly to all staff across both of the schools. All of the termly IEPs have been implemented and reviewed in this format during the Spring Term and parents have received a copy.
- **SEN/ALN Statutory Reform** – Mr. Phelps and Mrs. Arthur have attended training based on the Statutory Reform of the ALN Code of Conduct for Wales. Guidelines for the coordination of SEN/ALN are already in-line with the expectations of the new code of conduct.
- **Nurture Centre provision** - Templeton School have implemented the Nurture Centre, using a newly-developed space within the hall that is devoted to pupils encountering attachment and/or behavioural difficulties. This area is utilized on a daily basis by a number of children within the school, focusing on Basic Skills provision and personal and emotional support.

### Emergency Planning and Health and Safety

The school sites of Tavernspite and Templeton Schools are very well maintained and attractively laid out providing environments conducive to learning. Health and safety has a high profile at the schools.

#### Emergency Planning and Fire Safety

Our emergency procedures are embedded and understood by all staff although we are always looking at ways to improve our safety and emergency planning procedures.

New staff are briefed on the procedures as part of our induction process. Fire notices are clearly displayed in all areas within the schools and can be found in the Staff Handbooks.

Both schools '**Fire Risk Assessments**' have been updated this year and sent to the Local Authority Health and Safety team for approval.

All firefighting equipment is checked regularly by UK Fire and relevant documentation is recorded in the school office. Fire alarm call points are tested by the caretakers and recorded in the Fire Logs.

Regular fire drills involving all staff, volunteer helpers and children have been carried out successfully every term throughout the year and recorded by the Head Teacher to the governing body.

#### Health and Safety

Health and Safety risk assessments have been completed for all areas inside and outside the schools' buildings following guidelines by the Health and Safety Executive. Risks have been identified and appropriately minimized. All staff have been involved in the Risk Assessment process.

**School Visits** - Risk Assessments are carried out on all school trips/visits in line with PCC guidance and at all other times when deemed necessary. There are specific guidelines provided by the Local Authority and we ensure that we follow these at all times.

Health and Safety is regularly discussed at staff meetings. Staff and children are very vigilant and are instructed to bring any health and safety issues to our attention. We have a comprehensive Health and Safety Policy.

**School Security** – We continue to operate our school security procedures in line with PCC guidelines. Unauthorized access is not allowed and there are clear procedures to prevent this. Staff carry PCC staff identification cards at all times and use key fobs to gain access to the school building.

The safeguarding health check in the summer term expressed concern that the fence at the entrance of both schools are too low and this could potentially allow unwanted visitors to gain access. This has been reported to the health and safety and school building maintenance team. We are awaiting their response and remedial work to be completed if required.

### **Strategic Equality Plan and Disability Access Planning**

**Strategic Equality Plan (SEP)** – Our Strategic Equality Plan 2016 – 2020 (SEP) was produced and written after consultation with all stakeholders. It is now published on the school website. The SEP includes a number of equality objectives which we are now working on completing.

All building developments completed at school recently have been done in line with disability access law.

The school's Disability Equality Scheme (2016-2020) and Access Plan is up-to-date and includes targets for future developments.

We are committed to improve accessibility throughout the schools and every effort is made to ensure inclusion for all children regardless of disability, with the classrooms being optimally organised to ensure this happens. We invite parents to let us know if they have any ideas for improving our facilities and access for disabled pupils and adults.

### **Safeguarding and Child Protection**

#### **Comments:**

Safeguarding is an absolute priority at both schools. The Designated Child Protection Teachers (DCPTs) are Mrs. Cara Edwards (Templeton) and Mr. Kevin Phelps (Tavernspite). Mrs. Arthur assumes the role in their absence.

**Local Authority Audit-** This year we underwent a safeguarding health check led by Mrs Cheryl Loughlin, Manager for Safeguarding in Education and Mr Alastair Birch, Inclusion Manager at Pembrokeshire County Council. Our Local Authority Safeguarding performance report states that both schools are considered '*Best Practice/Sector Leading Practice*'. We are very proud to hold this status. We have developed a 'Safeguarding' self-evaluation toolkit that highlights our strengths and areas for development.

**Training** - We have very rigorous and extensive procedures for safeguarding which are understood by all stakeholders. Safeguarding always has a high profile on INSET days and staff meetings. It is a key feature in the induction of new staff members. They are provided with a copy of the Child Protection Policy as part of their induction and receive Tier 1 safeguarding training which is now available online. Mrs. Arthur, Mr. Phelps and Mrs. Edwards have each received Tier 2 training and Mrs. Arthur and Mrs. Edwards have completed Tier 3 training.

**Processes and Procedures** - All staff and voluntary helpers have updated DBS checks and two references following County policy and guidelines. The Child Protection policy was reviewed and updated this year and is available on the schools' websites. A copy of the policy has been given to all staff, voluntary helpers and governors.

All child protection cases and concerns are closely monitored and recorded and the appropriate agencies involved if required. We have robust systems for monitoring child protection and welfare concerns and work closely with the Child Care Assessment Team (CCAT).

## Premises Developments

The schools' buildings, premises and grounds are in excellent condition. There have been a number of building developments and improvements to the schools' environments this year. These include:

### TAVERNSPITE

**Foundation Phase Outdoor Learning Area** – A new outdoor learning area has been built in the school nature garden for the Foundation Phase pupils. Phase 1 involved clearing the area, enclosing it with a new and attractive wooden fence with gates for access and re-flooring with pea gravel.

Phase two involved resourcing the area for the development of outdoor learning including the building of a mud kitchen, water play areas, outdoor pulley weighing scales, musical creativity area and much more. The developments look very impressive and we are very grateful to the '*Groundforce*' team of staff and parents who worked hard to develop these resources.

**Painting the Infant boys' and girls' toilets** – The toilets were repainted in a more modern duck egg green replacing the outdated pink for girls and blue for boys.

### TEMPLETON

**'Groundforce' Day** – We are very grateful to the parents' Groundforce team who worked really hard in the Autumn Term, cutting hedges, painting benches, clearing the school pond and many other jobs.

**Hand dryers in the toilets** – These were installed to prevent the less hygienic use of paper towels.

**New 'Nurture Centre' in the school hall** – At the back of the school hall the stage has been moved and the area has been smartened up and cleared to create a 'Nurture Centre' for pupils with emotional and behaviorally needs. The Local Authority have donated £5000 to this project to build a partitioning wall for which we were very grateful. The area has been fully resourced and looks fantastic. It will be used by numerous pupils across the school for intervention, withdrawal groups etc.

**Trim Trail and Outdoor Equipment** – We have had a range of climbing and trim trail equipment built and installed in the school field to create an assault trail course. The work has been completed by local playground designer, David Welton, and has been built to a very high standard. It is very popular with the pupils who were instrumental in choosing what sort of equipment they wanted built in the first place.

**Enhance FP outdoor learning areas** - including amazing outdoor 'water and mud play' sinks created and built by parent, Mr Andrew Cole.

**School Building Painted** - We are very grateful to the team of 'Valero Vounteers' and staff, parents and children who came to school during the summer holidays and painting the outside of the school. It looks wonderful. We are also very grateful to Chris and Karina Ebsworth, from Folly Farm for arranging and paying for the new school sign which looks very impressive indeed.

## Community Links

### Comments:

Templeton and Tavernspite Schools both have excellent community links. They are a real strength of our schools. We are very proud of these links and recognize their importance in broadening the experiences of the children. We feel that the schools and the local communities benefit from this close relationship. The children are well recognised in the local communities and actively take part in a number of community events.

**FACEBOOK** – This year we have developed closed group **Facebook** pages for both schools to serve as a vehicle for posting information, newsletters and photographs of school life. They are proving to be excellent communication tools with an increasing number of parents signed up.

We continue to use the '**Community News**' display boards near to the main entrances of the schools. These displays newspaper cuttings, photographs of community projects etc.

Finally, we have very strong links with a number of external agencies which help to develop the children's learning experiences e.g. the Police Liaison Officer, Fire Safety, Kerb Craft, Road Safety Office etc.

### **Friends of Tavernspite/Templeton Schools (FoTS)**

#### **Comments:**

Both schools have very active and energetic 'friends of the schools' associations which continue to grow from strength to strength. New committees are appointed every Autumn Term. The committees meet regularly throughout the year to arrange fundraising events.

They have both enjoyed a brilliantly successful year and raised significant funds of money for their prospective schools. The FoTS organisations are very successful in bringing the school communities together. We are so grateful for their incredible commitment and enthusiasm. All parents are automatically members of FoTS and are very welcome to come along to meetings or help out in any way they wish.

The Governing Body are very grateful for all the hard work, commitment and dedication shown by FoTS throughout the year. They make a very positive contribution to the success of the schools.

### **Conclusion**

The Federated Governing Body would like to thank the pupils, staff, parents and members of both school communities for their support and valuable contributions throughout the year to help create such busy, thriving and successful schools.

The children will always be our complete focus – they are our greatest pride!

We are very proud of our success in creating happy, relaxed and caring learning environments where **every** child is treasured and valued.

Thank you for taking the time to read this Annual Report.

## Parents' right to request a meeting with the school's Governing Body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

### **1. Parents will need to raise a petition in support of holding a meeting.**

The parents of at least <sup>1</sup>10% of the school's registered pupils/ 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

<sup>2</sup>There were [insert number of registered pupils] children registered as pupils with this school at the beginning of this academic year. Exact roll numbers at any time during the year may be obtained from the school office.

### **2. The meeting must be called to discuss matters which affect the school**

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

### **3. A maximum of 3 meetings can be held during the school year**

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

### **4. There must be at least 25 school days left in the school year**

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.