



The Federation of Tavernspite and Templeton Schools

**The Governors
'Annual Report' to Parents
(2022-2023)**

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.

The annual report highlights the achievements of the school over the past twelve months aggregating data from across teachers, the support staff and individual lessons, within this of course is the twelve months in a child's life and the growth they have achieved over this time. It is a wonder to see how children develop during their time at Tavernspite and Templeton and a privilege to be part of that growth.

Good mental health is often linked to good physical health and at Tavernspite and Templeton schools we try to encourage physical activity for all our children at the start of the school day and throughout the year. As a healthy school we try to provide inspiration by setting a positive example ourselves to the children, this gives the children a roadmap or ideal for which to follow.

The teachers at Tavernspite and Templeton excel at this, and this year have set outstanding examples in completing various triathlons, the Long Course Weekend, and the IRONMAN Wales, to have four teachers having completed the Ironman must be some kind of record in a school!

There is nothing that cannot be achieved when you put your body and mind to it, this is the message we give when the staff set such brilliant examples. It was also for Mr. Davies and Mrs. Arthur hugely encouraging to have so many children and families out supporting them on the course.

Both schools continue to be shining lights in education in Pembrokeshire and we were happy this year for Mr. Phelps to provide assistance to St Teilo's school in Tenby when they required headteacher support. We are of course very pleased to have him back, although with the staff and systems in place, Mrs. Arthur and the rest of the management team were able not only to cope but press forward with vigor throughout this period.

COVID sometimes seems a distant memory, and hopefully we won't see the kind of disruption that again, but its effects still linger on, all schools are still recording lower attendance rates than they did before COVID and whilst this seems on an individual basis a small thing, collectively it has a substantial effect on the ability to provide education. In addition, it affects the rating a school is given by Estyn. I would encourage all parents to ensure their children are in school during term time if possible.

We are fortunate at Tavernspite and Templeton to have such talented teachers and support staff, on an individual basis they work so hard at preparing engaging and interesting lessons for children of all abilities within the classroom. They could not do this without the support of the Learning Support Assistants who work in tandem with the teachers to ensure the lesson plans are executed as planned. Every child is individual, and they help to ensure that no child is left behind.

It is my pleasure to write this introduction to this report and 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

Reflections on the year by Head Teacher, Mr Kevin Phelps

Welcome to the Governor's Annual Report to Parents for '***The Federation of Tavernspite and Templeton CP Schools***' (2022-23) which reflects on the previous academic year.

I hope you enjoy reading it, although I will say that a great deal of the information included in the report is concerning the strategic management and direction of the schools so it can be a bit heavy reading at times. Probably more enjoyable and lighter ongoing school news and achievements are recorded on the school Facebook pages throughout the year.

The Facebook pages, in particular, have once again, been a brilliant way for our staff to be able to use photographs to show you the fun and amazing learning experiences your children have during their time at school. I hope that you have enjoyed looking at them.

We have enjoyed another brilliant year at our wonderful, vibrant and thriving school communities. There is so much to celebrate within our federation of schools and, we hope that you feel that your children have had a first class education.

Every day as I walk around the school and spend time in the classrooms, I am continually amazed by the quality of learning experiences, the breadth of engaging and fun activities and the incredibly high level of well-being and support offered to our learners. It truly is a wonder to see, and it is of little surprise that we host so many visits from schools across Pembrokeshire to see how we do it, so that they can attempt to emulate our ways in their own schools.

It is without doubt that we offer something very special and something of which we are all very proud!

As I often say, we are so blessed to have your children at our school, they are continually filled with great joy, learning and fun and are the true stars of the schools!! They bring so much sunshine to our lives and amaze us with their humour, incredible talents and personalities. Thank you for bringing them to Tavernspite and Templeton schools.

We are very grateful for the wonderful relationship with have with the parents and families of the school too. Your unending support is very much appreciated. We could not achieve the success that we do without you.

I am committed to making parents feel that they are very much part of school life – that it is your school as well as ours!

As I reflect back on the year, I cannot thank the staff enough for the incredible service they give to the children in their care. We are a very close staff and work well together for the sake of the children and the whole school community. I genuinely feel so happy to work with such talented, kind and amazing people. I am so very grateful for the high standard of teaching, learning, care and support they provide for your children throughout the school year.

And finally, the governors, the unsung heroes of our schools. Our governing body is very experienced and give their time, knowledge and expertise willingly for the good of our school. Their commitment and dedication is admirable and we are very grateful to have their brilliant support. We could not have the success we enjoy without their excellence level of governance behind the scenes.

I hope that you enjoy reading the report.

Kevin Phelps
Head teacher

ANNUAL REPORT TO PARENTS 2022-2023

Membership of the Governing Body

<u>Chair of Governors:</u>	Mr Nicholas Davies, Tavernspite School Tavernspite Whitland SA34 0NL
<u>Director of Education:</u>	Mr. Steven Richards-Downes 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 the federation of Tavernspite and Templeton Schools.

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 Jason Jennings Mr Nathan Orford Dr Anne-Marie Mackintosh Mrs Natalie Lang
Community Representatives	Mrs Teresa Ambrose Mrs Julianna Bransden Mrs Jackie Sansom Mrs Nicola Merriman
Staff Representatives	Mrs Christine Michael Mrs Leila Bujega
Teacher Representatives	Mrs Cara Edwards Mrs Hayley Keating Mrs Sarah Arthur (Deputy Head)

The full Governing Body meets once per term at school. 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 2022/2023

	Tavernspite	Templeton
Total funding for the year (2022/2023)	£1,064,255.83	£631,459.00
Regional Consortia School Improvement Grant (RCSIG)	£12,679.00	£7,370
Surplus brought forward	£104,913.98	£86,729.00

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 local authority financial representative attends every meeting.

NUMBERS ON ROLL

TAVERNSPITE	part time	full time	FTE	
			Actual	Predicted
January 2023	12	217	229	220
January 2022	4	217	221	217
January 2021	3	223	224.5	220.5
January 2020	7	216	219.5	218.5

TEMPLETON	part time	full time	FTE	
			Actual	Predicted
January 2023	1	125	126.5	130
January 2022	2	125	126	124
January 2021	2	115	116	115.5
January 2020	2	114	115	115

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 nearly at capacity.

Attendance of Years 1 to 6 pupils (Tavernspite)

	Attendance	Authorised Absence	Unauthorised Absence	Attendance	
				FSM	non FSM
School 2022/23	92.9%	5%	2.1%	91.82%	93%

Attendance of Years 1 to 6 pupils (Templeton)

	Attendance	Authorised Absence	Unauthorised Absence	Attendance	
				FSM	non FSM
School 2022/23	92.9%	5%	2.1%	91.82%	93%

Comment:

Along with most other schools across Pembrokeshire and beyond, school attendance has still not returned to pre-Covid levels. We would be grateful if you could make every effort to bring your children to school as often as possible. We recognize that sometimes your children are too poorly for school, but if they have only minor ailments then we can look after them in school and they can attend their lessons as normal. We are also able to administer medication, if required, so that should help too.

We are hopeful that attendance will improve in the year 2023-2024.

Staffing (September 2023) - N.B: FTE – Full Time Equivalent

	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	229	7.5 FTE	12 FTE	2	1 FTE	6 FTE	3
Templeton	121	5.4 FTE	7.5	1	1	5 FTE	2

Senior and Middle Leadership Team

Senior Leadership Team:

- Mr Kevin Phelps (Head teacher)
- Mrs Sarah Arthur (Deputy head teacher)
- Mrs Cara Edwards (Assistant head teacher)

Middle Leadership Team:

- Miss Lucy Williams (Key Stage 2 Leader (Tavernspite)
- Mr Oliver Furneaux (Health and Wellbeing Leader – Templeton)
- Mrs Lauren Davies (Health and Wellbeing Leader – Tavernspite)
- Mrs Jasmine Owen (Welsh Champion)

Staff Changes (Sept 2022 – Sept 2023)

TAVERNSPITE:

Mrs Clare Dunlop resigned at the end of the Christmas term after working for eighteen years at Tavernspite School. In addition to being an excellent foundation phase teacher, she was also our forest school leader and student mentor. Mrs Dunlop has been a wonderful colleague and friend to everyone over the years and is greatly missed.

Mrs Dunlop has been replaced by Harriet Smith (now Furneaux) who teaches in the in early years and year one. Harriet is an excellent teacher and we are very pleased she has joined our teaching staff. We wish her a very happy time at Tavernspite school.

There have been some changes to our support staff structure. Learning support assistants, Marysia Pugh and Esme Tierney-Foster finished at the end of the summer term. Marysia, who formerly worked as a catering assistant at Tavernspite for many years before joining the classroom two years ago, has retired and Esme has left to progress a career in teaching.

Ffion Phillips started as a full time LSA in September 2023 and has already made a positive start to her roll.

TEMPLETON:

Just before the Whitsun half term, the appointments panel of the governing body made some teaching appointments at Templeton School to; replace Miss Lowri Spencer, who finished her twelve-month contract at the end of the school year, and cover Mrs Hari Neumann's maternity when she leaves to have her baby.

The appointment process was a very rigorous one, including an application form, lesson observation and professional interview by the governing body. There were almost 50 applicants for these posts. Miss Spencer had done a good job teaching Willow class this year. We are very grateful for the work she has done for Templeton school and wish her every future success and happiness.

The successful applicant to teach Willow Class in September was Mr James Dickson who was awarded a permanent contract. The successful applicant for the maternity cover for Mrs Hari Neumann was Mr Jordan Jones. Both Mr Jones and Mr Dickson started in the beginning of September 2023 and have made a fantastic start to their career at Templeton school. They are extremely talented teachers with a great deal of high-quality experience, skills and talents to bring to their new roles.

Learning support assistants, Jade Hicks and Ceri Barrett finished at the end of the Autumn Term 2022. Another LSA, Kate Tadman, learning support assistant, finished at the end of term to take up a new position in the Speech and Language Therapy service and Ceri Barrett resigned to take another position.

Our newest LSA Victoria Rigby started in the summer term and continues to support in the foundation phase classes, particularly Sycamore class and has made a great start at Templeton school.

Staff Training and Continuing Professional Development

Tavernspite and Templeton schools enjoy a very positive learning culture within its staff who are committed to their Continuing Professional Development (CPD).

Training this year has been varied and plentiful with a good balance of whole school, departmental and individual staff training. The focus for key elements of our staff training this year have included the following:

Autumn Term

- Safeguarding and Team Teach Training – staff had the opportunity to practice various positive handling holds to prepare for dealing with very challenging behaviour.
- Ensuring consistency in teaching Welsh throughout the school.
- The development of oracy skills through the Voice 21 programme
- Using ParentMail for organising school trips etc.
- Using Evolve online tool for recording educational visits.
- Religion, Values and Ethics (RVE) training
- Relationships and Sex Education training (RSE)

Spring Term

- Voice 21 - Improving Oracy skills and provision and practising techniques and classroom strategies
- White Rose Maths - An overview of strategies, tools and techniques for using White Rose maths

Summer Term

- Staff wellbeing and safe working practices
- Supporting one another/creating the right culture and ethos in our schools
- Safe working practices (safeguarding)
- Expressive Arts - Building up the skills and the process in creative artwork to achieve excellent standards.
- Curriculum Mapping - Completion of AoLE mapping tool (teaching staff)
- Online 'Near Pod' training for teaching staff
- RSE – sharing best practice and evaluating work/planning processes
- Voice 21 – 60 second talking strategies/E-Portfolios including flip grid and Terrific Talker blogs
- Drama – Creating high standards in the use of drama and using these skills in a cross-curricular context
- Sharing best practice/strategies in Literacy and Numeracy
- LET overview – establishing a pathway of ambition

Training covered during our Fridays afternoons (asymmetric week) include:

- Reflected on Voice 21 priorities (following on from Learning Walk) and planned next steps in teams to explore and discuss.
- RSE- shared best practice and evaluated work, planning and processes.
- Focused on Maths planning, provision, resources and tools, created resources to share practice.
- Music (Expressive Arts)- improved standards of musical language and opportunities for musical performance.
- Data analysis and evaluation of class performance to lead pupil progress meetings.
- Literacy- shared best practice and evaluated work, planning and processes.
- Welsh- shared best practice and implemented new phrases and routines
- Areas of Learning and Experiences (AoLEs) focused work through the Tenby cluster (Greenhill) to plan for the new curriculum.

Training delivered:

Parent workshops:

- Understanding Welsh provision and how to support your children's Welsh language skills
- Understanding 'Digital Resilience' for parents

Performance Development

Teaching and Support Staff

In line with the new PCC and Partneriaeth policy, this year we have implemented the revised process for developing staff performance. The advantages are that the policy supports a healthier professional learning culture, which the LA are keen to promote across Pembrokeshire.

'Performance Management' now known as 'Performance Development' has completely reformed the process of supporting staff to develop and be the best that they can be. It has changed from being a top down and 'prove' process to an individual lead process focusing on improvement.

The new process involves teachers conducting a self-review/self-check against the teacher standards, allowing them to reflect on their strengths and potential areas for development. As these are completed before the appraiser/appraise meeting, they become the starting point and focus for discussion.

During the performance development meetings, the self-reviews were discussed alongside the professional standards and performance goals were agreed for the year ahead. These meetings were held with all staff with Mrs Arthur, Mrs Edwards and myself being the team leaders. As a result of the meetings 'teacher individual plan and review records' were completed. These contain information under the following sub-headings:

- Performance Goals
- Development Actions including any training and/or support agreed
- Success Criteria / Milestones
- Progress towards successful outcomes of goals

These performance goals were reviewed throughout the year and discussed in greater depth at the following appraisal meeting.

To complete last years' performance management cycle, teachers' progress against their previous objectives was also discussed and Practice Review and Development records (PRDs) were presented by individual teachers to provide information/evidence of their objectives.

Middle and Senior Leader Training – A key focus of our performance Development this year has been the development of school leaders, with several staff undertaking middle and senior leaders' training and one undertaking the National Professional Qualification for Headship (NPQH).

This is very indicative of a positive learning culture for staff within a school. The skills developed through this training helps teachers to reflect on their teaching methods and to support the professional development of others.

Head teacher's Performance Management

- Head teacher's Performance Management is held annually in the Autumn Term by the Performance Management committee of the Governing Body; Mr Nick Davies and Dr Barry Walters. The previous years' objectives were reviewed and Mr Phelps presented evidence of his work in achieving the professional objectives.
- The committee were very confident that Mr Phelps had reached his targets successfully. He was congratulated, once again, on his highly effective leadership of the federation over the last twelve months.

Internal and External Evaluation

At both Tavernspite and Templeton Schools we continually evaluate our processes and outcomes to identify our strengths and areas of development. As a result of this self-evaluation, we celebrate our strengths and include the areas for development in our school improvement plan (SIP) for the following year, in this way our schools continually improve.

Most of this self-evaluation is carried out internally by the staff within the school. We do this through monitoring standards of work in pupils' books and e-portfolios, listen to learners, analyzing school data and observing teaching and learning.

Towards the end of the summer term we analysed our self-evaluation information gained throughout the year, alongside local and national priorities to create our school priorities for the school improvement plan (2023-2024).

The priorities for the SIP (2023-2024) will be:

- To improve consistency of provision and standards achieved across the Federation of Tavernspite and Templeton schools.
- To monitor pupil progress in oracy through the implementation of Voice 21 strategies.
- To introduce a range of initiatives to improve provision and standards of staff and pupils' health and well-being.
- To improve metacognition techniques and retrieval practice.
- To improve the Digital Resilience of pupils in line with the Curriculum for Wales and the wider world.

Internal Evaluation

We have continued to implement a range of self-evaluation activities this year to monitor standards and provision, including sharing best practice, listening to learners and monitoring standards in pupils' books.

This term our focus was on monitoring standards in Literacy, Numeracy, Science and Technology, Health and Well-being and Welsh. We spent time in staff meetings sharing best practice with teachers looking through each other's books to monitor standards and ensure consistency.

Learning Walks

This term we have reviewed our self-evaluation practices and have focused more on developing a process of '**Learning Walks**' led by Areas of Learning Experience (AoLE) leaders. This has empowered and supported teaching staff to monitor their peers and collectively identify strengths and areas for development.

Each AoLE leader across the two schools visited every class to review the teaching and learning, focusing specifically on the given element within the AoLE that has become the focus of the academic year. The leader provided specific training on certain aspects of teaching and learning and these would become the focus of the learning walk to support teachers in implementing them as expected.

As part of the process, teachers throughout the school prepare specific lessons to demonstrate provision and standards of the various areas of learning experiences. These sessions are then formally observed by the AoLE leader, usually accompanied by a governor with a particular interest in this area, who move through the school to establish progression and continuity of the areas.

At the end of the process, the AoLE leader writes an evaluation of the observations and identifies '**strengths**', '**areas of improvement**' and '**staff development opportunities gained and required**' which are fed back to the staff/governors during staff and governor meetings.

External Evaluation

This term we have been given a different 'Improvement Adviser' (previously known as Challenge Adviser). It is Mr Damon McGarvie. He has visited both schools this year and had an extensive tour around, met the pupils and staff, looked at standards in pupils' books and discussed their learning with them.

It was an excellent opportunity to see what our schools are about and how we prioritise teaching, learning and well-being.

There has been limited activity in terms of external evaluation through the improvement adviser service this year because of the industrial action and the fact that such activities are considered as ASOS (Action Short of Strike).

Sharing best practice

It has been a busy year for us in terms of sharing our best practice with other schools across Pembrokeshire. Although this does create a level of additional work and pressure, our staff feel that sharing our best practice is an important part of our work. This serves in raising the profile of our school and allowing our best practitioners to reflect on the teaching and learning approaches. In short, you learn the best by teaching others.

- **Golden Grove, Pembroke** - Members of staff visited Templeton School to review the approach and the planning of New Curriculum, visiting all classes and observing best-practice, with a focus on enlivening experiences for learners.
- **Tenby VC Primary School** - Members of staff visited Templeton and Tavernspite Schools to review best-practice in the teaching of literacy skills in the Foundation Phase (Progression Step 1 and 2). Staff were provided with an overview of the planning process, alongside timetabling and genre overviews.
- **Milford Haven Primary School** - Seven teachers visited Tavernspite and Templeton Schools to receive a half day of high quality training focused on classroom management and achieving excellent standards. They observed our teachers teaching and then benefitted from follow-up professional discussions.
- **Fenton Primary School** – Focused on the teaching standards to improve classroom performance.
- Miss Lucy Williams has worked with one of the Local Authority Improvement Advisors, Ms. Sian Rowles, to provide a review of how whole class reading at Tavernspite School has improved the standards in reading. The research project is going to be publicized as an aspect of the Literacy Strategy for Pembrokeshire, sharing best practice across all school.

School Improvement Planning

We have one School Improvement Plan (SIP) that serves both Tavernspite and Templeton Schools and is the tool we use for continually improving our schools. Progress alongside the SIP is reviewed regularly at staff and governing body meetings and progress alongside development targets is monitored closely.

A summary of the progress achieved in the School Improvement Plan during 2022 – 2023 is outlined below:

SIP Priority Area: Development of oracy skills through the Voice 21 programme

- Literacy leader has conducted action research of the success of the Voice 21 programme and attended 'Development Days' to gain knowledge of implementing the scheme.
- Literacy leader has trained staff in the Voice 21 approach based on exploratory and presentation talk. Staff were provided with detailed overviews and examples of how best to support these different types of talk and discussion in the class settings, including resources, tools and websites that can support this.
- Literacy leader has devised an overview of oracy, reading and writing milestones, from Nursery to Year 6 which are now in place as an internal assessment document. All staff are now using and implementing these within the termly summative assessment processes.

- Literacy leader led the school through the Development Day 3, including and assessment visit by Claire Fowler, Voice assessor. During the assessment, teachers were observed teaching the Voice 21 oracy strategies.
- A very thorough report was provided, celebrating excellent work within the classes and providing next steps for further improvement.
- Literacy leader has provided weekly '60 second' strategies for teaching staff to support the ongoing impact and provision for Voice 21 and oracy skills. As a result, classes have implemented strategies such as 'Show and Tell,' 'Presenting Time' and 'Question Master.'
- Teaching staff have assessed pupil oracy skills using the Oracy Milestones on a termly basis, as developed by the Literacy leader. This tracks progress and provides an overview of the oracy skills in the classes.
- We have implemented a new oracy intervention programme for Years four, five and six. This is closely monitored to measure progress.

SIP Priority Area:

Introduce a range of initiatives to improve provision and standards of staff and pupils' health and wellbeing

- Health and Well-being leader has co-ordinated the TeAM (Tavernspite/Templeton Emotional health and Mental wellbeing) meetings. Group members contributed ideas to support improved health and well-being across the schools, including the use and implementation of individual mindfulness books, mindfulness sessions and fundraising opportunities. TeAM have lead assemblies based on well-being and set-up worry jars in each class to support pupils' emotional needs.
- Implementation of the new mandatory Relationships and Sex Education (RSE) programme. Health and Well-being leader has worked with Tenby cluster colleagues to create a cluster RSE scheme, detailing the key strands that are required to be taught. This has been shared with teaching staff, with resources and teaching tools to support a whole-school approach to the teaching RSE.
- Health and well-being surveys – school leaders have provided well-being surveys and conducted action research based on the results, providing a full review of the data and responses. This has enabled us to identify individual pupils in need of emotional support, including resilience, self-perception, and self-worth and provide bespoke well-being sessions for targeted pupils. Staff have been trained to deliver this provision.

SIP Priority Area: To develop the role of 'Welsh Champion School' in Pembrokeshire

- The Welsh leader has provided further training based on the MARS EARS approach and improved Welsh Reading skills to enable staff to plan an overview of termly provision. The daily Slot Drilio sessions have increased with improved coverage of the oracy skills used by pupils.
- The Welsh leader has continued to support the identified schools with their Welsh provision in line with our role as Lead School for Welsh in Pembrokeshire. This has included presentation to staff meetings, online support, provision mapping and planning support.
- The Welsh leader has led a number of 'Learning Walks' at Tavernspite School, where teachers have modelled excellent Welsh practice. These have been recorded and many are hosted on the Local Authority best practice website, 'Yr Gromlech' website, accessible to all schools for planning Welsh language provision.
- Staff have received training in the practice and reinforcement of incidental phrases which has proved invaluable. Mrs. Jasmine Owen provided a two-day training for Welsh leaders across Pembrokeshire held in the Queen's hall, Narberth.

SIP Priority Area: To improve DCF provision in line with the New Curriculum

- The digital leaders have updated the 'Safe Internet Use' policies and practice for learners and staff. This was in line with safeguarding procedures and the RSE overview, enabling a shared understanding of these changes and needs for delivery within the curriculum.
- Staff have received training on the most effective ways to use the Purplemash program, including the set-up of class boards, display boards online, saving documents, using Purplemash as a homework tool, as well as a means to record ICT progress. They also received training on the use of: Near Pod, Word Wall and Common Sense Media and how to use these tools across the curriculum.
- The digital leaders set-up the 'Digital Champions' pupils' group across the schools. These pupils expressed an interest in this role and are currently working with the ICT Leads to develop an improved sense of Safer Internet Use.

SIP Priority Area: To develop pupils' as 'enterprising and creative contributors' through strengthening local community and business links

- Pupils completed the task entitled 'Draw my future' with an emphasis on pupils recognising roles/ jobs in their lives. These were analysed and data collated informed staff as to the general perceptions of pupils and the gender stereotypes that required tackling.
- Pupils completed a robust questionnaire based on tackling gender stereotypes, sharing views about the roles best suited to men/ women, again, informing staff of the general perceptions and ideals. Staff shared this data/ information with the 'Community Links Office at Princes Gate Water. As a result, workshops and job experiences days have been provided for the Year five and Year six pupils. Year five and Year six pupils were provided with job descriptions of roles at Princes Gate Water, following this they completed job interviews by senior managers at PGW.

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	28	7
School Action Plus	6	6
Statemented Pupils	1	2
Accessing provision at the PRU	1	0
Pupils on a Pastoral Support Plan (PSP)	1	2
Pupils with IDP in place (School based IDP)	3	1
Pupils with IDP in place (LA based IDP)	1	1

Comments:**Introduction:**

Tavernspite and Templeton Schools have excellent reputations for catering effectively for children with additional learning needs. Mrs. Arthur is responsible for leading ALN at Tavernspite and is supported by Cara Edwards at Templeton.

This year we have continued to see the implementation of the new statutory ALN reform, ensuring that practices and procedures are continually improving.

Under the reform, most pupils are supported by what has become known as 'Universal Level Provision (ULP)', i.e. through differentiated learning activities in the classroom. If a pupil requires additional support to ULP, then they will be identified as having additional learning needs (ALN) and may even require an Individual Development Plan (IDP) to ensure the right support is put in place so that the child may reach their potential.

The progress of 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.

Key developments this year in our provision and support for ALN pupils follow the practices of the ALN reform. They include:

- **Person Centred Planning Meetings (PCPs)**

A number of PCP meetings have been arranged to support pupils with Additional Learning Needs. The meetings reflect the needs of the child and ensure that provisions and support is appropriately planned for and communicated clearly with parents. In some cases, several pupils were identified as requiring an Individual Development Plan (IDP) which were immediately put in place. These are reviewed and monitored regularly.

- **Emotional Literacy and Support Assistant (ELSA).**

- We have continued developing our ELSA provision, providing invaluable emotional support to pupils who require it. We are very proud of this service that clearly makes a very positive impact on pupil well-being. This service is in great demand, so in order to ensure that we are able to support as many pupils as possible, we have introduced a six-week rolling programme. The ELSA staff received regular update training and supervision sessions from the Educational Psychology Service.

- **Tenby Cluster for ALNCo's.**

Mrs Arthur continues to Chair the Tenby Cluster meetings for additional learning needs co-ordinators (ALNCo's). Mrs Arthur uses her great knowledge and expertise in supporting the ALNCo's in many areas including, the implementation of the ALN reform, provision mapping and using the electronic ALN storage facility, EduKey.

- **Staff Training and Development.** During the year staff received training based on '*Reasonable Adjustments*' i.e. how best to support a range of ALN pupils including, dyslexia, dyspraxia, speech and language and behavioural needs. Staff studied the pyramid of communication and how best to support pupils with language development and literacy skills. In addition, support staff engaged with specific training based on dyslexia and motor co-ordination.

- **ALN Parental Support**

Throughout the year, teaching staff held parent support, these included training based on sleeping patterns, behavioural needs, emotional well-being needs and complex cognitive needs. These 1:1 sessions proved to be an invaluable source for parents to ensure pupils are supported in a consistent way both in school and at home. We were very grateful for the positive feedback received from parents.

- **ALN and Transition Information Sharing.**

Towards the end of the school year, teachers conducted ALN information sharing sessions with the next teachers to receive the pupils. This is to ensure that when pupils move class, then all records/information/provision is fully understood by the receiving teacher to make the transition as smooth as possible.

Such transition meetings were also held by the year six teachers and their secondary school counterparts, particularly concerning those pupils with additional needs. In some cases, extra transition days to the secondary schools were arranged to support the pupils.

Similarly, our early years' staff also attended the cluster meeting for the pre-school to school transition pupils. In this meeting documentation was shared to ensure that any relevant strategies and support systems are in place ready for the arrival of these pupils.

Emergency Planning and Health and Safety

The school sites of Tavernspite and Templeton Schools are very well maintained, providing environments conducive to learning and develop pupils' emotional and physical wellbeing. Health and safety have a high profile at both schools.

Health and Safety

Important points concerning our commitment to health and safety are as follows:

- 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.
- Minor repairs to improve health and safety are carried out on an ongoing basis through issuing 'Works Order' requests through Pembrokeshire County Council, such work includes, replacing finger guards on doors, repairing boundary fencing, unblocking drains etc.
- 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.
- Risk assessments for all our outdoor play equipment are updated and are centrally stored on the HWB online tool.
- 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 always follow these at all times.
- **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 always carry PCC staff identification cards and use key fobs to gain access to the school building.

Emergency Planning/Fire Safety/Lockdown Procedures

- Our emergency procedures are embedded and understood by all staff. 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**' are updated this 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. These are recorded in the log book and reported by the Head Teacher to the governing body termly.

Strategic Equality Plan and Disability Access Planning

A new and updated Strategic Equality Plan 2020 – 2024 (SEP) was produced and written after consultation with all stakeholders. It is published on the school website.

The SEP includes a number of equality objectives which we are continually working on completing. All building developments completed at both schools recently have been done in line with disability access law.

Key progress in the last twelve months of the objectives in the SEP include:

- 1. Objective:** Ensure there is no or limited gap in performance between boys and girls in Literacy and Numeracy. Ensure boys' and girls' performance compares favourably with national, local and family averages.

Update: Focus on this objective has changed recently in line with less focus more widely on gender performance differences.

- 2. Objective:** Ensure there is no or limited gap in performance between FSM and Non-FSM pupils in Literacy and Numeracy. Ensure FSM and Non-FSM performance compares favourably with national, local and family averages.

Update: Data analysis show FSM and Non-FSM performance are comparable within the schools.

- 3. Objective:** Publish and promote the schools' Strategic Equality Policy (SEP) developed in line with the Equality Act 2010 through the school community.

Update: The strategic plan is published on the schools' websites allowing stakeholders to gain a good understanding of the school's equality objectives and contribute positively to the implementation of the action plans.

- 4. Objective:** Ensure there is high quality access to information and physical access to the school for all pupils, parents, staff and governors and members of the wider community.

Update: Discussions with staff have highlighted that we are strongly committed to ensure a high level of access to information and physical access to all stakeholders. We continually review our processes and it is recorded that pupils with disabilities successfully access these learning opportunities.

- 5. Objective:** Reduce gaps in levels of attendance between different groups of pupils as identified in school attendance data.

Update: Since Covid, attendance continues to experience lower levels than pre-Covid across all schools in Pembrokeshire. Analysis of attendance data does not show any particular learner group to demonstrate discernibly lower attendance levels. Attendance data is closely monitored by the school and Local Authority.

Safeguarding and Whistleblowing

Important points concerning our commitment to safeguarding are as follows:

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. New staff are provided with a copy of the Safeguarding Policy as part of their induction and receive Tier 1 safeguarding training which is now available

online. We have a very close working relationship with the Childcare Assessment Team (CCAT) who provide us with regular and advice and guidance.

Safeguarding is an absolute priority at both schools. The Designated Safeguarding Teachers (DSTs) are Mrs Cara Edwards, Assistant Head Teacher (Templeton) and Mrs Sarah Arthur, Deputy Head Teacher (Tavernspite) both are Tier 3 trained. Mr Phelps, Head Teacher covers both these roles in their absence.

The head teacher, Mr K. Phelps, recently completed the SECTION 175 School Safeguarding Audit (2023) to evaluate the quality of our safeguarding practices. The audit demonstrates that we are meeting key statutory duties and following 'safeguarding children and young people' guidance. It provided information to the local authority on how we discharge our duties and help to keep children and young people in our schools safe.

This audit recognised the good practice that we have implemented and recommendations for further development. This audit forms the basis of the Section 175 annual report which is presented to the Overview and Scrutiny committee as the Children and Schools evidence of safeguarding in Schools. The audit is based on the local authority Signs of Safety® model and the Keeping Learners Safe WG audit tool.

Key points:

- All staff are aware of the procedures to follow in regard to reporting safeguarding concerns. We have established a culture that safeguarding is '*everyone's business*'
- The transfer of information between classes includes safeguarding and/or welfare concerns on an annual basis.
- The federation allows the two schools and designated safeguarding teachers to work together. In this way there is always plenty of cover to ensure safeguarding incidents are dealt with effectively.
- All staff and voluntary helpers have updated DBS checks and two references following County policy and guidelines.
- The Safeguarding policy is reviewed and updated annually and is available on the schools' websites. A copy of the policy is available 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 Pembrokeshire Child Care Assessment Team (CCAT).

Whistleblowing

The school has recently updated its whistleblowing procedures including the following;

- The school uses the 2021 PCC Whistleblowing policy. The policy is available to all staff. It is located electronically on the shared staff network available to all staff.
- Staff are aware of their roles and responsibilities regarding whistleblowing.
- Whistleblowing is discussed whenever appropriate in staff meetings and INSET days. It is also an important part of our induction training for new staff.

Premises Developments

The schools' buildings, premises and grounds are in excellent condition. We feel that it is very important to provide the best possible environment for the children (and staff too!). There have been a number of building developments and improvements to the schools' environments this year. These include:

TAVERNSPITE

- A new oil tank and surrounding metal fence has been installed as the previous tank was leaking.
- A parent collection point and extended patio area has been created at the back of the school. This has greatly enhanced the area and also provides outside learning areas. During this work, new drainage system has been installed along the bottom of the school field.
- New LED outside lights have been fitted throughout the school. These are a vast improvement on the previous and much older lights and are far more economical.
- The wooden path boundaries in the nature garden have been replaced with recycled black plastic 'wooden' planks. They have greatly improved the look of the area and will not rot yearly like the previous wooden ones.
- Vertical blinds throughout the school have been repaired and replaced.
- The Foundation Phase toilets have been refurbished with new sinks and surrounds and very attractive new flooring. The toilets have been completely transformed.
- New turf was laid in the adventure play area at the front of the school.
- The outside of the building has been pressured washed and repainted.
- New recycled plastic benches have been installed on the school field.

TEMPLETON

- Connaught blinds installed new vertical blinds in the school hall and carried out further repairs to previously installed blinds.
- FoTS held a Ground Force weekend in April. Parents and staff did a wonderful job sprucing up the outdoor areas and making repairs to our polytunnel.
- New recycled plastic benches have been installed in the foundation phase play areas.
- The outdoor canopy by oak class has been refurbished and refreshed.

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 local communities benefit from this close relationship. The children are well recognised in the local communities and actively take part in several community events annually.

We have very strong links with several 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.

FACEBOOK – The closed group **Facebook** pages continue to go from strength to strength. They serve as an excellent vehicle for posting information, newsletters and photographs of school life with nearly every parent signed up.

Friends of Tavernspite/Templeton Schools (FoTS)

Both schools have very active and energetic 'friends of the schools' (FoTS) associations with new committees appointed every Autumn Term. The committees normally meet regularly throughout the year to arrange fundraising events and raise significant funds of money for their prospective schools.

The FoTS of both schools worked incredibly hard last year, raising incredible sums of money through their fundraising efforts to support the working of the schools and providing events which were thoroughly enjoyed by everyone.

Some memorable events this year include the Christmas fair, Festival on the Field, 5k Fun Run held at Cresselly Cricket Club (Tavernspite) and the Christmas Fayre, Valentine Disco, Daffodil Run, Ground Force weekend and Summer Fete (Templeton).

Further details about what FoTS have purchased for the schools and their plans are available through their regular newsletters and meeting minutes.

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 ¹10% 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.

²There 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.