

Coed Glas Primary School

Governors Annual Report to Parents 2012-13

The Governing Body is responsible for the performance of the school, working closely with the Headteacher, who is responsible for the day-to-day management of the school. They meet at least three times a year and regularly review school policies. As well as the main Board of Governors, a number of sub-committees exist to focus on certain areas, such as Finance and Standards.

During 2013/2014 the Governing Body reviewed the following policies: Complaints, Fire Safety, Anti-Bullying, Freedom of Information, Attendance and Well Being, Safeguarding, Food and Fitness, E-Safety, Active Travel, Educational Visits, Health and Safety and Attendance.

The members of the Governing Body, as at March 2014:

Governors	Type	Term commenced	Term Expires
Mrs. S. Prole	Clerk	18.09.03	
Coed Glas Primary School, Ty Glas Avenue, Llanishen, Cardiff. CF14 5DW			
Mrs R Jenkins	Teacher	13.9.13	21.7.14
Mr. A.Holland	Co-opted	18.04.11	17.04.15
Mr. C. James	Co-opted	04.02.13	03.02.17
Mr. G. Hunt (Chair)	LEA	26.10.12	25.10.16
35 Woodside Court, Lisvane Road, Cardiff. CF14 0RY			
Mr. K. Hart	HT	01.09.13	
Mr. C.Taylor	LEA	19.12.12	18.12.16
Rev. S. O'Hare	Co-opted	2.10.13	1.10.17
Mrs. M. Withecombe	LEA	31.01.14	30.01.18
Mr. M. Bryan	LEA	19.10.12	18.10.16
Mrs. L. Ryan	Parent	08.07.11	07.07.15
Mr. J. Jackson	Parent	23.06.12	22.06.16
Mr. R. Willis	Parent	01.06.13	31.05.17
Ms. J. Stout	Parent	12.05.10	11.05.14
Mrs. R. Kelly	Parent	08.07.11	07.07.15
Mr. J. Charles	Teacher	23.11.12	22.11.16
Miss A Tyre	Non-teaching staff	18.03.14	17.03.18
Mr. R. Bent	Co-opted	04.10.11	03.10.15

Full details of sub-committees can be obtained upon request from the school.

Throughout the year the staff at Coed Glas analyse and monitor the school's performance, from teaching and learning through to the state of the buildings. They use this information to draw up the School Improvement Plan (SIP), a working document that sets clear targets and actions for improvement under defined headings. This is approved and monitored by the Board of Governors to ensure that targets are met and action plans lead to school improvement and raised standards.

In this section we report back to you about the progress made against our targets during 2012-13

Target: Improve standards in English

The English subject leader worked with a group of colleagues in the cluster to discuss assessment strategies. This group also discussed possible strategies regarding the implementation of the Literacy and Numeracy Framework (LNF) from September 2013. Additional reading resources were purchased to expand the range of reading material available to pupils. A new set of books was purchased focusing particularly on high interest reading material but with a low level text to support pupils who are experiencing difficulties with reading in Year 3 and beyond.

All teachers had performance management targets linked to raising standards in reading and writing. A Professional Learning Community (PLC) was established to develop the provision for more able and talented pupils (MAT).

Two literacy intervention strategies were established for pupils requiring small group support. All members of the SLT visited other schools to look at ways to develop writing. INSET training has focused on the new Literacy and Numeracy framework (LNF). Resources were purchased to support the teaching of phonics in the Foundation Phase.

Target: Improve standards in mathematics

All teachers had a performance management target linked to raising standards in Maths. The Maths subject leader worked with a group of colleagues in the cluster to focus on the effectiveness of intervention strategies with underachieving pupils.

A PLC was formed within school comprising of teachers from a range of year groups to focus on gaining consistency in provision and strategies for teaching and assessing Maths across the school. Additional Maths support for pupils in Year 2 upwards was provided by a support teacher.

Teachers reviewed the Maths focused assessments completed by children each term. Inset training has focused on the Literacy and Numeracy framework (LNF). Teachers had the opportunity to consider the expectations for their year groups and ways to apply the numeracy skills in all other areas of the curriculum.

Target: Triple Literacy and the International Dimension

A Spanish assistant worked across all the year groups to teach Spanish and Spanish and Basque culture through music, cookery, geography and the arts. This was taught using the triple literacy approach making reference to Spanish, English, Welsh and other languages where appropriate.

The Welsh subject leader and the Spanish Comenius assistant gave Spanish and Welsh lessons to parents in the evenings. Visitors from Tolosa came to observe a range of lessons using triple literacy strategies. Language ambassadors met to discuss activities for a whole school day of languages.

Year 6 participated in a folk tale project sharing stories through an e-twinning project with a school in Norway. The Welsh subject leader attended an intensive residential Spanish language course run by CILT Cymru. The English and Welsh subject leaders taught triple literacy lessons in two Spanish schools. Children in Year 3 wrote letters in English to develop links with a school in Murcia. Children in Years 5 and 6 wrote letters in Spanish to set up pen pals with a school in Tolosa.

National Reading & Numeracy Test Outcomes (2013)

2013 was the first year that the National Reading and Numeracy tests took place. The tests results are shown as 'standardised scores'. These scores are used to compare one child's results on a test to results of other children of the same age. In summary, we aim for all children to achieve a test score of between 85 and 115.

Reading

Percentage of children below 85

Year	Boys			Girls			Total		
	School	LA	Wales	School	LA	Wales	School	LA	Wales
2	13%	14%	14%	9%	11%	9%	12%	12%	12%
3	20%	19%	19%	9%	11%	12%	16%	15%	16%
4	11%	16%	17%	0%	12%	11%	6%	14%	14%
5	3%	14%	14%	17%	10%	9%	8%	12%	11%
6	20%	14%	15%	0%	10%	9%	13%	12%	12%

Percentage of children above 115

Year	Boys			Girls			Total		
	School	LA	Wales	School	LA	Wales	School	LA	Wales
2	34%	30%	32%	32%	36%	41%	33%	33%	37%
3	26%	24%	23%	13%	30%	29%	21%	27%	26%
4	43%	24%	23%	60%	31%	30%	50%	27%	27%
5	35%	27%	26%	35%	33%	33%	35%	30%	29%
6	30%	31%	28%	83%	39%	38%	50%	35%	33%

The proportion of pupils attaining a standardised score below 85 was below results from children in Cardiff (LA) and Wales in most year groups.

The proportion of pupils attaining a standardised score above 115 was above results from children in Cardiff (LA) and Wales in most year groups.

Gender differences for those pupils attaining below 85 varied but were higher than the all-Wales figures in most year groups.

Gender differences for those pupils attaining 115+ varied significantly with the greatest difference being in Year 6.

Numeracy

Percentage of children below 85

Year	Boys			Girls			Total		
	School	LA	Wales	School	LA	Wales	School	LA	Wales
2	13%	18%	17%	18%	19%	15%	15%	18%	16%
3	17%	18%	17%	39%	17%	15%	26%	17%	16%
4	4%	16%	17%	10%	15%	15%	6%	15%	16%
5	5%	17%	17%	17%	16%	16%	10%	16%	16%
6	10%	16%	16%	0%	17%	16%	6%	16%	16%

Percentage of children above 115

	Boys			Girls			Total		
	School	LA	Wales	School	LA	Wales	School	LA	Wales
2	21%	17%	19%	5%	14%	15%	15%	15%	17%
3	11%	20%	19%	0%	14%	14%	7%	17%	17%
4	32%	20%	18%	29%	15%	14%	31%	18%	16%
5	24%	18%	17%	17%	17%	15%	21%	18%	16%
6	25%	21%	18%	17%	19%	14%	22%	20%	16%

The proportion of pupils attaining a standardised score below 85 was below results from children in Cardiff (LA) and Wales in nearly all year groups.

The proportion of pupils attaining a standardised score above 115 was above results from children in Cardiff (LA) and Wales in most year groups.

In general boys' results were stronger than the girls.

End of Key Stage assessments (June 2013)

At the end of Foundation Phase (Year 2), pupils are expected to reach or exceed nationally set targets in Language, Literacy & Communication, Mathematical Development and Personal & Social Development - set at Outcome 5 (previously Level 2). In Key Stage 2 (Year 6), pupils are expected to reach or exceed nationally set targets in English, Maths and Science – set at Level 4.

Percentages change from year to year in line with changes in cohort; for instance, fluctuations may occur due to the ratio of boys to girls or be influenced by the number of pupils with special educational needs. In addition to the information in Appendix A, a more detailed breakdown of figures is available upon request from the school. If you have any queries regarding these figures, please arrange to speak to Mr Hart.

Foundation Phase

³⁵₁₇ Results in 2013 improved significantly from the previous year.

³⁵₁₇ Results for personal and social development were very strong.

³⁵₁₇ Results in the Foundation Phase were below the Family Group (FG), Local Authority (LA) and Wales (W) data.

³⁵₁₇ There is a gender difference of 11% which is less than the FG, but higher than the LA and W average. Based on previous analysis there is no identifiable trend. However, 18 boys (30%) in this cohort were on the special educational needs register.

Key Stage 2

³⁵₁₇ Performance has dipped in the last two years against each of the comparison groups. This has been largely due to a drop in standards in maths.

³⁵₁₇ Results for English and science were strong, as were results at the higher level 5 in maths. The standard of children's writing continued to improve.

³⁵₁₇ Gender difference at L4+ was above all comparable groups.

The school's performance showed areas of strength in addition to areas for improvement. In particular, standards in mathematics across the school needed improvement. A range of strategies have been implemented this year (2013-14) to improve children's ability in maths, most notably a new approach called 'Big Maths' has been introduced across the school. In addition, a new numeracy intervention programme has been introduced which targets children requiring additional support.

Children's reading ability in Years 3 and 4 has been targeted for improvement through the introduction of guided group reading each day. A new reading intervention called Rainbow Readers has also been introduced to support children requiring additional teaching.

Additional Learning Needs (ALN)

The Hearing Impaired Resource Base (HIRB) continued to be an integral part of the school and we are very pleased to be able to offer this facility. During 2012-13 there were 15 children in the Base. Children within the base integrate with the mainstream classes for part of the school day whilst also receiving specific language lessons in the Base.

Last year there were, at any one time, between 70 and 88 pupils who were identified as having special needs at differing levels, including pupils in the HIRB. The 'Provision Map' for all children with Additional Learning Needs was firmly embedded during the year. The school continues to spend a high percentage of its budget on staff to support individual needs and groups of targeted children. Catch Up programmes in Literacy and Numeracy continued to provide additional support for those children requiring a different approach to learning. The school trained a member of staff to deliver emotional literacy programmes in both key stages.

The school continued to work well with outside agencies including psychologists, teachers of the deaf, behaviour support specialists and specific learning difficulty specialists. The school has developed close links with NACE - National Association for Challenge in Education - and our provision for more able and talented children will hopefully result in the school gaining the NACE Challenge Award.

Teaching and the Curriculum

Welsh Government's decision to implement National Tests, The National Literacy and Numeracy Framework, plus a review of the Curriculum has meant that staff had to review all subject areas and schemes of work. In response to these initiatives, staff were trained in the 'Cornerstones Curriculum' which provides a thematic approach to teaching whilst developing children's literacy and numeracy skills.

Monitoring, evaluating and reviewing Teaching and Learning is ongoing throughout the year. Information gained from observations of teaching, scrutiny of children's work and 'listening to learners' is all used to evaluate the school's work and to highlight particular areas of strength as well as identifying areas requiring further improvement.

Attendance

School attendance rates were disappointing in 2012-13 and continued to fall. The school operates a policy of not authorising absences as a result of taking holidays during term-time, in line with Welsh Government recommendations.

During the academic year 2012-13 the overall attendance figure was 92.6%. 6% of sessions were missed by children whose absence was authorised, while 1.3% of sessions were missed through unauthorised absence.

The school now implements the '5 Step Approach to Managing Attendance' rigorously and consistently. A target of 94.1% has been agreed by the governors for 2013-14. A range of strategies to improve attendance have resulted in significant improvements to attendance rates in 2013-14 (92.8% May 2014). A 'league table' of attendance figures shows the rate of improvement in Coed Glas to be in the top 10% of Cardiff schools.

School Term Dates 2014-15

Summer term 2014:

Term begins Monday 28/04/14
Half term begins Monday 26/05/14
Half term ends Friday 30/05/14
Term Ends Monday 21/07/14

Autumn Term 2014

Term Begins Mon 01/09/14
Half Term Begins Monday 27/10/14
Half Term Ends Fri 31/10/14
Term Ends Fri 19/12/14

Spring Term 2015

Term Begins Mon 05/01/15
Half Term Begins Mon 16/02/15
Half Term Ends Fri 20/02/15
Term Ends Fri 27/03/15

Summer Term 2015

Term Begins Mon 13/04/15
Half Term Begins Mon 25/05/15
Half Term Ends Fri 29/05/15
Term Ends Mon 20/07/15

School session times

	Morning	Afternoon
Reception – Year 6	9.00am – 12.00am	1.00pm - 3.30pm
Nursery	9.00am – 11.30 am	12.55 – 3.25pm

Community Links

Coed Glas is a committed member of our various communities and enjoys participating in, contributing to and driving the various activities we engage in with each of them.

Clubs and activities at school remain well-attended by pupils, as well as by members of the wider local community. These included Dance Club, Urdd Club, Cycling Club, Gardening Club, ICT Club, Multisports, Welsh Club and Art Club.

Outside school football organisations use the grounds and a number of community groups use the school's indoor facilities in the evenings.

The school benefits from the RSVP scheme which assists in developing children's reading skills. Close links are maintained with a number of local religious groups including Llanishen Baptist Church and Llanishen Methodist Church. The school choir regularly performs in a variety of venues in the local community including Llys Enfys and St. David's shopping centre. In December 2013 they also joined other local schools performing in Llanishen Village as part of the Rotary Club's Christmas celebrations.

A musical afternoon and evening were held whereby all the children who receive music tuition joined together to form an orchestra to perform for their parents. Pupils in Years 5 and 6 performed their version of 'Bugsy Malone' which was spectacular. The Leavers' service and presentation of awards were an excellent finale for the pupils in Year 6 after a busy term. The school continues to be grateful to Mr James for giving of his time willingly to continue the strong musical tradition at Coed Glas.

There are also close links with the local Police who provide a series of workshops for the children on themes such as 'Stranger Danger' and substance misuse. In addition, more funding for a Reggio International project was obtained through a visit to a partner school in Veloso, Spain with other schools from Cardiff and the Vale. As part of this work, Mr McInnes was presented with the award of Primary Teacher of the Year for Modern Foreign Languages.

The school was again well supported by local businesses and children in Year 6 developed their own entrepreneurial and business skills during their 'Dragon's Den' project. Barclays Bank have also continued to provide invaluable support to the school.

The Parent Teacher Association are very active within the school. They organise a range of very successful events throughout the school year to raise valuable funds and further develop our links with parents. They work tirelessly behind the scenes to support a range of projects in school and ensure that additional events are thoroughly enjoyed by the children.

Chris Coleman, Welsh Football Manager, visited the school to talk with the Key Stage 2 pupils and to tour the school.

Our St. David's Day concert was a tremendous success. A Christmas carol service was hosted at Llanishen Baptist Church.

Year 5 and 6 have taken part in the learn to swim programme in the leisure centre. Computer scientists in residence worked with groups of children to create interactive presentations using the I pads.

Miss Darker spent a week in Iceland as part of a British Council project;

The school welcomed Carla Garre from the Basque Country in Spain as part of the Comenius project.

Members of Llanishen church have presented their 'Open the book' stories to the children each week in assembly.

Mr Chin has been working with Sustrans to develop the school's provision for promoting safe cycling to school. The whole school enjoyed making smoothies with a specially adapted bicycle in November.

Soldiers from the Royal Welsh regiment visited as part of the school's Remembrance Day assembly. They also brought some army kit and vehicles for the children to explore. Magistrates in the community have delivered workshops to Year 6 children.

The fire brigade visited Year 2 children.

The NSPCC led an assembly and workshops with Year 5 and 6 children.

Pupils in the HIRB enjoyed a series of workshops with the BBC orchestra which culminated in a performance in front of a full house in St. David's Hall. The children's performance was also broadcast on BBC Radio Wales as part of their Christmas programme.

The school welcomed Carla Garre from the Basque Country in Spain as part of the Comenius project. The school was featured as part of BBC Wales' coverage of modern foreign languages in primary schools in January. Children in Mr McInnes' class were filmed as part of the report. The children all expressed their views very clearly and confidently and were a credit to the school.

The Childline Schools Service visited all children in Years 5 and 6 to provide them with key messages about keeping safe.

The school and our families supported a number of charities through the year, raising: £161.70 to support the work of the Disaster Emergency Committee in the Philippines. £528.28 for Children in Need. £303 was raised during the Jeans for Genes Day

School visits and trips

Year 1	Techniquet, Cardiff Bay, Morrisons.
Year 2	National Museum, Cardiff Castle, Roath Park, Porthkerry Park
Year 3	National Botanical Gardens, Roman museum Caerleon
Year 4	Llancaiach Fawr, Newport Wetlands, Roath Park.
Year 5	Cosmeston Lakes, Tredegar House, Big Pit.
Year 6	Llangrannog Urdd Centre, Sherman Theatre, Cardiff Bay.

Appetite for Life

Appetite for Life is the Welsh Assembly Government's plan for improving the food and drink provided in schools in Wales. It sets new food, drink and nutrient standards that mean food provided in school will be healthy and well balanced and snack foods and drinks with little or no nutritional value will not be available.

The food and drink based standards apply across the school day including breakfast clubs, mid morning break, tuck shops, vending machines, lunch time provision and after school clubs. The nutrient based standards apply to the food served at lunch times.

Appetite for Life recommends that food and drinks served across the school day must have a clear nutritional benefit. Recommended break time snacks and drinks are fruit, vegetables, water and milk. Consequently, snacks provided by the school will follow these recommendations.

We also continue to encourage healthy choices if children bring their own sandwiches and snacks from home.

Sport

Sport remains an important part of Coed Glas life and our teams have competed against other schools in cricket, football, netball, and rugby.

Five of the children from the HIRB went to meet the Welsh Deaf Rugby Union team at Cardiff Arms Park in January. They started their afternoon with a training session by some of the WDRU coaches and then were lucky enough to watch the professionals in their international match versus England. They had a great day which culminated in an emphatic 36-3 win by the Welsh Deaf Rugby Team!

And finally.....

The Governing Body would like to thank all parents for their support and assistance during the year. We will be pleased to discuss this report or any aspect of the school's activities with you if you require.

Mr Garry Hunt

Chair of Governors

