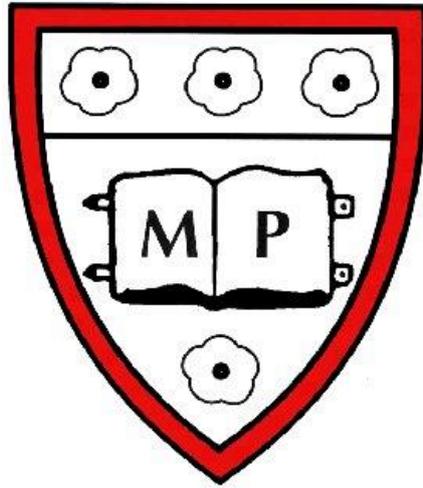


# Malpas Park Primary School



**"Making a difference together"**

## **Annual Report of the Governing Body to Parents and Carers Academic Year 2014 - 2015**

**At Malpas Park Primary School our purpose is to provide a secure, supportive and inspirational environment where every individual is valued and enabled to achieve their full potential. A care and respect for the community and their wider environment is instilled along with the development of flexible and transferable skills for life-long learning. At our school we make a difference together."**

**12th March 2016**

Dear Parents,

Another year has passed and the Governing Body continues to work closely with the school to ensure that it is a happy and safe place for your children to learn. Above all things, governors value the stability and calmness of the learning environment, but inevitably many things contribute to potentially unsettle that peace. Not least is the continued financial pressure on the school and the challenges faced by the Head Teacher, staff and the Governing Body as a result of reduced budgets.

Once again this year the performance of pupils at the school at the end of the Foundation Phase and Key Stage 2 has proved very high with pupils meeting or exceeding their expected targets. We as a Governing Body are most aware that this is due to the excellent learning experiences and teaching provided by the very strong team of teaching practitioners and support staff at the school on a daily basis. Pupils' needs are met individually and their progress towards targets is tightly tracked starting with their well-being. Times and society are always changing and Mrs Guest reports that at school, 'It is of paramount importance that in partnership with our families we ensure that children attend school each morning ready to learn and for this to happen their daily well-being must be the very best it can be. We make it our duty to ensure that this is the case and are working increasingly closely with our families and outside agencies to support their needs'.

Following a highly successful inspection in May 2014 we entered the year ready to address the recommendations outlined by Estyn via the Post-inspection Action Plan prepared by the Head Teacher. This was carefully monitored by the Governing Body; our consortium Challenge Adviser and the Local Authority. Early in the Spring Term of this year the school's progress towards each recommendation was reviewed and judged as 'Fully Met'.

As you are well aware during this year we underwent a significant programme of remodelling and construction in order to extend our provision to 3-11 years with the incorporation of a Nursery. These were exciting times for the staff and governors and we very much appreciate the co-operation and support of our parents and families during the programme and the inevitable upheaval for the school. The challenge was extremely well managed by the Head Teacher, the Deputy Head Teacher and other members of staff to ensure disruption was kept to a minimum and provision continued to a high standard. I am very proud to state that the Nursery has proved to be an asset to the school and is already securing higher numbers of pupils in attendance and creating a seamless pathway for our learners at Malpas Park for the first eight years of the educational journey.

On behalf of the full Governing Body I thank you for your support of the school through the last academic year.

Yours sincerely,

Denis Mills



## **VISION AND MISSION STATEMENT**

**“At Malpas Park Primary School our purpose is to provide a secure, supportive and inspirational environment where every individual is valued and enabled to achieve their full potential. A care and respect for the community and their wider environment is instilled along with the development of flexible and transferable skills for life-long learning. At our school we make a difference together.”**

From this we take our **mission statement**;

### **“Making a difference together”**

Our core values and vision reflect the fact that the children are unique individuals with different aptitudes and abilities. They learn at different speeds and come to school with a wide variety of differing experiences. They are however going to live in the same complex society where technology develops at a rapid and ever-changing rate and there is an increasing need to be digitally competent. As we continue to progress through the 21<sup>st</sup> Century an integral consideration is the need to engender and develop the skills that enable the children at Malpas Park to learn at pace and prepare them for life-long learning and roles in the future, many of which are yet to exist.

Consequently, working together we continually strive to ensure the following:

- the building and maintenance of clear and committed interaction between pupils, parents, governors and staff
- our pupils develop lively, enquiring minds, the ability to question and argue rationally in a place where everyone has the right to be heard and where we listen to each other with respect
- that the pupils’ experiences within the school have a formative and significant influence on their understanding of relationships
- that the curriculum provides children with the opportunity to grow in understanding through the acquisition of skills, attitudes and values
- we educate the pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles whilst recognising the cultural diversity of our community
- pupils to grow in these areas and achieve fullness of life through discovering and developing their talents,
- the recognition and celebration of the talents of others
- the setting of positive, realistic as well as challenging goals for all our children.

- the promotion of Christian values encouraging in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others, their cultures, religion and promoting a healthy self-esteem
- we help pupils find a vocation in life by beginning to introduce them in simple ways to the world of work and life in the community beyond school
- encouraging the development of rounded persons capable of making a valuable contribution to society - someone we would all be happy to have as a neighbour
- we stimulate in each child a sense of curiosity and excitement about the world and encourage an understanding and concern for the physical environment

### **The Governing Body of Malpas Park Primary School 2014-2015**

<b>Name</b>	<b>Status</b>	<b>Term of Office Ends</b>
Mr N Kethro	Clerk to the GB	N/A
Mrs K Guest	Head Teacher	N/A
Mr D Mills	Community Governor and Chairperson	31/08/15
Mr W Langsford	LA Representative and Vice Chairperson	29/07/15
Mr R Clough	Community Governor	21/02/18
Mr D Lawlor	Community Governor	01/02/16
Mrs L Hennessy	Teacher Representative	10/10/16
Mrs D Waters	Teacher Representative	08/01/16
Mrs L Francis	Staff Representative	16/09/18
Mrs N Dunning	Parent Representative	25/09/16
Mr M Williams	Parent Representative	25/01/16
Mr G Cooke	Parent Representative	11/09/16
Ms K Richards-Moore	Parent Representative	30/05/16
Mrs Z Smith-Doe	Parent Representative	30/05/16
Mr T Gibson	LA Representative	09/09/18
Councillor J Mudd	LA Representative	23/02/18
Mrs H Allen	LA Representative	26/02/17

The full Governing Body met on six occasions throughout the academic year. Governors discussed and made a variety of decisions regarding staffing, premises and budgetary matters. The minutes of all governors' meetings are available on request from the Governor's Support section at the Educational Achievement Service. In addition to these formal meetings Governors have visited school to enjoy concerts, assemblies, sporting and fund-raising events.

## **Relevant contact details:-**

### **Chairperson**

**Mr Denis Mills** – Malpas Park Primary School, Wavell Drive, Malpas, Newport, NP20 6LE.

malpaspark.primary@newport.gov.uk

mppsgovernors@btinternet.com

### **Clerk to the Governing Body**

**Mr Nathan Kethro** – Governor's Support Service, Education Achievement Service, Llanwern High School, Hartridge Farm Road, Newport, NP18 2YE.

Nathan.Kethro@newport.gov.uk

### **Governors' Support Officer**

**Ms Clare Williams** – Governor's Support Service, Education Achievement Service, Llanwern High School, Hartridge Farm Road, Newport, NP18 2YE.

Clare.williams@sewaleseas.org.uk

## **Governor Information – Election of Parent Governors**

As and when a vacancy arises on the Governing Body for a Parent Representative, the school will notify all parents or guardians who have children at the school and the correct procedure for election will follow. There is one vacancy at the present time.

### **Parents' Meeting**

The School Standards and Organisation (Wales) Act 2013 now enables parents of registered pupils at the school to request up to three meetings per year with the Governing Body via a petition.

The Governing Body must hold a meeting within **twenty-five** school days of receiving the petition, providing that:

1. The petition contains the signatures of the required minimum number of parents of registered pupils at the school, **thirty pupils or 10% of the number of pupils on roll**, whichever is the smaller number.
2. The meeting requested by parents must be to discuss a matter relating to the school.
3. There will be no more than three meetings held during the year in which the first petition is received.
4. There are sufficient school days left in the school year for the meeting to be held.

However, the school operates an open door policy and parents are encouraged to approach the school at the earliest opportunity to discuss any concerns.

### **Staff at Malpas Park Primary School**

The school has a Head Teacher, a Deputy Head Teacher, seven full-time teachers and three part-time teachers, ten Learning Support Assistants, one School Support Officer and a Caretaker. In addition, Gwent Music peripatetic woodwind, brass, string and percussion teachers visit the school on a weekly basis along with various members of teaching staff from the Specialist Learning Support Services.

Mr K Guest	Head Teacher
Mrs D Waters	Deputy Head Teacher and Reception Class Teacher
Mrs R Kindred	School Support Officer
Mr B Swan	Caretaker
Mrs K Richards	Year 1 Class Teacher
Mrs C Williams	Year 2 Class Teacher
Mrs S Jones	Year 3 Class Teacher
Miss C Williams	Year 4 Class Teacher
Mr L Goodbody	Year 5 Class Teacher
Mrs R Davey	Year 6 Class Teacher
Mrs L Hennessy	Additional Needs Co-ordinator
Mrs C Jennings	Class Teacher for PPA Cover (Foundation Phase)
Mrs S Parry	Class Teacher for PPA Cover (Key Stage Two)
Mrs L Francis	Learning Support Assistant
Miss J Sergent	Learning Support Assistant
Mrs T Reynolds	Learning Support Assistant
Mrs L Willatts	Learning Support Assistant
Mrs R Lewis	Learning Support Assistant
Mrs H Robbins	Learning Support Assistant
Mrs T Gray	Learning Support Assistant and MDS
Ms T Howells	Learning Support Assistant and MDS
Mrs E Tuck	Learning Support Assistant
Mrs S Christensen	Learning Support Assistant and Senior Midday Supervisor (SMDS)
Mrs A Stone	Cook
Ms J McDonald	Assistant Cook
Miss C Sully	Cleaner

### **TERM DATES**

<b>TERM</b>	<b>TERM BEGINS</b>	<b>HALF TERM BEGINS</b>	<b>HALF TERM ENDS</b>	<b>TERM ENDS</b>
<b>AUTUMN 2013</b>	01/09/14	27/10/14	31/10/14	19/12/14
<b>SPRING 2014</b>	05/01/15	16/02/15	20/02/15	27/03/15
<b>SUMMER 2014</b>	13/04/15	25/05/15	29/05/15	20/07/15

### **SCHOOL SESSION TIMES**

	<b>Morning</b>	<b>Afternoon</b>
<b>Foundation Phase</b>	09:00 – 12:00	13:30 – 15:30
<b>Key Stage 2</b>	09:00 – 12:00	13:00 – 15:30

This provides the children in Foundation Phase with **21 hours and 30 minutes** of session time and the Key Stage 2 learners with **24 hours** of session time each week. This excludes assembly, break and lunch times.

### **ATTENDANCE**

For the 2014 – 2015 academic year attendance was 95.3% representing a 1.5% increase on last year's figure.

<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
94.4%	93.8%	95.3%

The Head Teacher works very closely with some of our families and we are continually working alongside the Education Welfare Officer and Education Social Worker, to improve attendance figures and reduce the number of absences due to pupils taking holidays during term time and for individual pupils who are regularly absent or late to school.

We have set attendance targets for the next 3 years.

<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
95.2%	95.4%	95.5%

### **PUPIL ORGANISATION**

At the beginning of the academic year 2014-2015 there were **198** pupils on roll. The pupils were grouped in seven classes, all of which were single year groups, with one class per year group. Pupils were placed in classes according to their age. Within their classes the children are grouped according to their ability in Literacy and Numeracy as appropriate.

<b>Year Group</b>	<b>Number of Children</b>
Reception	30
1	30
2	30
3	28
4	27
5	29
6	24

Naturally these numbers changed slightly throughout the year to reflect in-year transfers of pupil into and out of the school.

### **THE CURRICULUM**

The language of the curriculum at Malpas Park Primary School is **English** reflecting the fact that the vast majority of our pupils are of **White British** origin.

We provide our pupils with a curriculum which seeks to educate the 'whole child' as well as in academic and practical ways. We strive to make our curriculum appropriate to pupils' needs with teaching styles that develop positive attitudes to learning, and the acquisition of both knowledge and the skills for self-discovery.

The curriculum in Wales has undergone a recent review by Professor Graham Donaldson and his report 'Successful Futures' outlined a range of recommendations, some of which promoted excellent practice already in existence across the country. 'Successful Futures' prompted the Education Minister to accept all its recommendations thereby triggering a period of curriculum reform which we will soon be entering. This will be an exciting time and a great opportunity for practitioners to be a part of 'getting it right' for the young learners of Wales. Currently our school curriculum aims to:

- focus on the learner
- be flexible and pupil-led
- ensure that appropriate skills development is woven throughout the curriculum
- offer reduced subject content with an increased focus on skills
- focus on continuity and progression 3-19, by building on the Foundation Phase and linking effectively with the 14-19 Learning Pathways programme
- support government policy, including: health and wellbeing, bilingualism, the Welsh Dimension, Global Citizenship, equal opportunities, sustainable development, the world of work and entrepreneurship
- deliver a distinctive curriculum that is appropriate for Wales

### **Foundation Phase: Ages 4-7**

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups.

First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase.

The statutory Areas of Learning in the Foundation Phase are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

### **Key Stage 2 Ages 7-11**

The curriculum at KS2 aims to build upon the experiential learning in the Foundation Phase. It is divided into discrete subjects, with a focus on the core areas of Literacy and Numeracy. The National Literacy and Numeracy Framework is embedded to develop and apply the skills of numeracy and literacy throughout all areas of the curriculum.

The subjects making up the out-going KS2 curriculum are:

- English
- Mathematics
- Welsh as a Second Language (WSL)

- Science
- Design and Technology
- Information and Communication Technology
- History
- Geography
- Art and design
- Music
- Physical Education

In addition to these subjects, we also provide learning experiences for Personal and Social Education.

### **Welsh as a Second Language**

At Malpas Park Primary we are proud of our cultural heritage. We not only celebrate our heritage with an annual Eisteddfod during 'Welsh Week', but are very proud that every pupil has the opportunity to learn Welsh. Welsh is taught and spoken by all class teachers who have received specialist training and support to do so. This teaching is supported by our Welsh Second Language Leader, Mrs Williams, as well as an external 'Welsh in Education Officer', Sian Tinnuche who provides additional guidance and resources.

Pupils are currently taught in specific class sessions as well as in daily practice sessions and incidental Welsh is integrated throughout the school day. Signs throughout the school are also bilingual.

### **INCLUSION**

The Parent Handbook/School Prospectus clearly states our commitment to equal opportunities and inclusion for all. Creating an inclusive culture and establishing inclusive values is very important to all at Malpas Park Primary.

The school treats all pupils equally, following the admission procedures adopted by Newport City Council Education Authority. The school has taken many steps to enable all members of the school community to have equal access. We pride ourselves on providing effective support for pupils who need extra help and provision to access a mainstream education system.

### **Special Needs Provision 2014-2015**

The number of pupils identified on the Special Needs Register in September 2014 was **33**.

The distribution of these pupils on the relevant stages of the Code of Practice was as follows:

Pupils with Statements of SEN	Provision required to support a pupil is enforceable.	<b>6</b>
School Action Plus	Outside Agency Involvement	<b>12</b>
School Action	School based intervention with an Individual Education Plan	<b>15</b>

The distribution of these pupils throughout the school was as follows:

	Statement	SA+	SA
Rec	1	2	1
Y1			
Y2		4	1
Y3	2	2	4
Y4		3	1
Y5	1		4
Y6	2	1	4

Pupils placed at School Action receive support within the classroom or a small group activity. Pupils placed at School Action Plus receive advice from specialist outside agencies which is then either used by support staff within the school or specialist staff coming in to the school.

Pupils with a Statement of Special Educational Needs receive specific support from a member of the Support Staff Team within the school based upon the requirements set out in their Statement.

During the year pupils received support from the Educational Psychology Service, the Specific Learning Difficulties Unit, the Gwent Ethnic Minority Achievement Service, Health, Speech and Language Service, the Educational Service for the Hearing and/or Visually Impaired.

The school's team of support staff working with pupils on the SEN register throughout the school as well as supporting groups and individuals within classrooms.

Ramp access and toilet facilities are available on site to wheel chair users.

<b>Additional Educational Needs Leader</b>	Mrs L Hennessy
<b>More Able and Talented Leader</b>	Mr L Goodbody
<b>Behaviour and Discipline Leader</b>	Mrs K Guest
<b>First Aid Leaders</b>	Mrs L Francis and Mrs T Gray
<b>Learning Support Assistants</b>	Mrs L Francis Miss J Sargent Mrs T Gray Mrs H Robbins Mrs S Christensen Mrs R Lewis Mrs T Reynolds Mrs L Willatts Ms T Howells Mrs E Tuck

As Additional Needs Leader, Mrs L Hennessy along with the teaching staff assessed, recorded and monitored the provision for Additional Needs throughout the school. Individual Education/Learning Plans were put in place for all pupils on School Action, School Action Plus and those with a Statement of Need. Six children with Statements of Need received funded support for the full year. Mrs Hennessy then timetabled the support staff according

to need and successfully liaised with a variety of outside professional agencies to further provision and support.

In addition to the daily support provided to vulnerable pupils by Mrs Hennessy herself as part of the daily timetable, Mrs K Guest organised and carried out regular reading sessions for a small group of more able pupils in the Foundation Phase and Lower Key Stage 2. Additionally, Mrs D Waters organised and carried out regular reading sessions for a small group of more able pupils in Upper Key Stage 2. Mrs L Francis and Mrs E Tuck organised and carried out intervention groups in Literacy and Numeracy for those pupils at risk of not attaining their projected target at the end of the year.

Our More Able and Talented learners were provided wherever possible with opportunities to extend their capabilities. For example a group of particularly talented writers from Year 5 and 6 attended the Newport Writing Squad sessions throughout the year provided by the Local Authority Literacy Advisory Team and Mrs Guest along with Mrs Waters worked with groups of readers from the Foundation Phase and Key Stage 2. Mr Goodbody developed and implemented a numeracy programme of learning for the More Able and Talented children to apply and extend their skills to real problems and learning outside. This is now fully implemented and will continue throughout 2015-2016.

### **ACADEMIC ACHIEVEMENT 2014-2015**

At Malpas Park Primary School, we are very proud of the quality of learning and the achievement of our pupils in every year group. The year 2014-15 has been successful for pupils including those at the end of Year 2 and Year 6 who completed their teacher assessments and National Testing. Below is a summary of pupil results at the end of the Foundation Phase and Key Stage 2 compare with the results of Newport and Wales.

#### **Key**

**Increase equivalent to at least 1 additional pupil achieving compared with the previous year**

**Decrease equivalent to at least 1 pupil fewer achieving compared with the previous year**

#### **Foundation Phase**

Pupils achieve the Foundation Phase Outcome Indicator by attaining Outcome 5 or above in Language, literacy and communication, Mathematical Development and Personal and Social Development (Teacher Assessment).

**The cohort of children was made up of 29 pupils, 19 boys and 10 girls with 20.6% of pupils identified as having additional needs.**

#### **Percentage of pupils achieving Outcome 5+ (Expected level)**

	<u>SCHOOL DATA</u>	<u>COMPARATIVE DATA</u>

	2015			2014			NEWPORT 2015			WALES 2015		
	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS
Language, Literacy and Communication	<b>97</b>	<b>95</b>	<b>100</b>	89	80	100	90	87	93	88	84	92
Mathematical Development	<b>97</b>	<b>95</b>	<b>100</b>	93	87	100	90	87	93	90	88	92
Personal and Social Wellbeing and Cultural Diversity	<b>97</b>	<b>95</b>	<b>100</b>	96	93	100	96	94	98	95	93	97
Foundation Phase Indicator	<b>97</b>	<b>95</b>	<b>100</b>	89	80	100	88	84	92	87	83	91

### **Percentage of pupils achieving Outcome 6 (Higher level)**

	SCHOOL DATA						COMPARATIVE DATA					
	2015			2014			NEWPORT 2015			WALES 2015		
	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS
Language, Literacy and Communication	<b>38</b>	<b>37</b>	<b>40</b>	33	33	33	36	30	42	34	28	41
Mathematical Development	<b>45</b>	<b>53</b>	<b>30</b>	37	40	33	34	34	34	34	34	35
Personal and Social Wellbeing and Cultural Diversity	<b>72</b>	<b>63</b>	<b>90</b>	67	53	83	57	47	67	56	47	66
Foundation Phase Indicator	<b>31</b>	<b>32</b>	<b>30</b>	30	27	33	26	23	30			

### **Key Stage 2**

Pupils achieve the CSI by attaining a level 4 or above in each of English/Welsh First Language, Mathematics and Science (Teacher Assessment).

**The cohort of children was made up of 24 pupils, 10 boys and 14 girls with 24.9% of pupils identified as having additional needs.**

### Percentage of pupils achieving L4+ (Expected level)

	SCHOOL DATA						COMPARATIVE DATA					
	2015			2014			NEWPORT 2015			WALES 2015		
	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS
WELSH SECOND LANGUAGE	<b>75</b>	<b>70</b>	<b>79</b>	79	70	89	86	81	91	76	70	83
ENGLISH	<b>96</b>	<b>100</b>	<b>93</b>	84	70	100	92	89	95	90	87	93
MATHEMATICS	<b>92</b>	<b>90</b>	<b>93</b>	79	70	89	91	89	94	90	88	92
SCIENCE	<b>100</b>	<b>100</b>	<b>100</b>	89	80	100	93	92	95	91	90	93
CSI	<b>88</b>	<b>90</b>	<b>86</b>	79	70	89	89	86	93	88	85	91

### Percentage of pupils achieving L5 (Higher level)

	SCHOOL DATA						COMPARATIVE DATA					
	2015			2014			NEWPORT 2015			WALES 2015		
	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS	PUPILS	BOYS	GIRLS
WELSH SECOND LANGUAGE	<b>13</b>	<b>10</b>	<b>14</b>	11	10	11	32	26	39	19	15	24
ENGLISH	<b>38</b>	<b>50</b>	<b>29</b>	26	30	22	49	42	56	41	35	47
MATHEMATICS	<b>33</b>	<b>60</b>	<b>14</b>	26	40	11	48	48	49	41	41	42
SCIENCE	<b>38</b>	<b>60</b>	<b>21</b>	32	50	11	51	48	54	41	39	43

### **Analysis of School Targets 2014-15**

	Percentage pupils attaining Outcome 5+	
	Target	Result
<b>Language Literacy and Communication</b>	100	96.6
<b>Mathematical Development</b>	100	96.6
<b>Personal, Social, Wellbeing and Cultural Diversity</b>	100	96.6
	Percentage pupils attaining Level 4+	
	Target	Result
<b>English</b>	96	96
<b>Mathematics</b>	96	92
<b>Science</b>	96	100
<b>Welsh</b>	75	75

## **Targets for 2015/2016 – Foundation Phase (Percentage to achieve O5+)**

	Oracy		Reading		Writing		Language, Literacy, Communication		Mathematical Development	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>Target</b>	<b>28</b>	<b>100</b>	<b>26</b>	<b>93</b>	<b>26</b>	<b>93</b>	<b>26</b>	<b>93</b>	<b>26</b>	<b>93</b>

## **Targets for 2015/2016 – Key Stage 2 (Percentage to achieve L4+)**

	English		Maths		Science		WSL		CSI	
	Number	%								
<b>Target</b>	<b>26</b>	<b>93</b>	<b>26</b>	<b>93</b>	<b>27</b>	<b>96</b>	<b>24</b>	<b>86</b>	<b>26</b>	<b>93</b>

## **SCHOOL IMPROVEMENT PLAN**

The School Improvement Plan (SIP) reflects our on-going commitment to improving upon the educational experience and learning environment we provide for our children. Targets are based upon our internal self-evaluation systems, but also take into account recommendations from external sources such as the Educational Achievement Service Advisory Teams, Inspection Teams and National Initiatives. Malpas Park Primary has a constantly evolving School Improvement Plan based on the concepts of 'Introducing', 'Developing' and 'Embedding' practice and areas for improvement.

During 2014-2015 our SIP (2013-2016) outlined six initiatives which were led by the Senior Leadership Team and Class Teachers as 'Project Managers'.

**Initiative 1** - Improved application of Literacy and Numeracy skills across the curriculum.

**Initiative 2** - Development of a Sports Council to further promote fitness, health and well-being across the Foundation Phase and Key Stage 2.

**Initiative 3** - Improve the performance of pupils in Science across Key Stage 2.

**Initiative 4** - Provide opportunities for and ensure the application of Key Skills across the curriculum.

**Initiative 5 - Equality Objective:** Children and young people are listened to and have an influence in decision making, planning and reviewing any action that might affect them within the school environment

**Initiative 6 - Equality Objective:** Children and young people are listened to and have an influence in decision making, planning and reviewing any action that might affect them within the school environment

Each initiative is closely organised, monitored and driven by the Project Manager. Each initiative is regularly reviewed each half-term by the Head Teacher, Deputy Head Teacher and Project Manager in consultation with all members of staff and reported to the Governing Body. The School Improvement Plan is then updated annually and extended forwards a year to reflect new school priorities.

Excellent progress was made on these initiatives throughout the year, to the extent that some have been entirely met and the Senior Management Team and staff are in the process

of developing new ones in response to school priorities for 'School Development Plan (SDP) 2015-2018'.

### **HIGHLIGHTS OF THE YEAR**

Please note that this is not a list of everything that has happened during the year, it is simply a snapshot of some of the memorable events and experiences:

School and Eco Council Elections for the children

Open morning for pre-school children in the community

Harvest Festivals

PSA Discos

Parents' Consultation Evenings

Children in Need Day

Anti-bullying Week

Open Morning for Parents

PSA Christmas Fayre

Three week swimming course

Eco and Health Week

House Captain Elections for pupils

Safer Internet Day

Welsh Week

World Book Day

Comic Relief Day

Odd Socks Day' – Downs Syndrome Awareness

Newport Schools Dance Festival

Easter Services

Years 1 and 2 Visit to Cardiff Bay

Year 5 Class Visit to Newport Wetlands

Transition Meetings for Parents

Reception Class Visit to The Sealife Centre Weston-Super-Mare

Year 3 Visit to Caerleon Roman Museum

New Intake Visits

Newport Schools Athletics Event

Gwyl Plant

Everyone Moves Up' – transition event for all year groups

Sports Day

Newport Primary Schools Swimming Gala

Musical Afternoon Tea

Years 5 and 6 Visit to Oakwood Theme Park

End of Year Assemblies

### **EXTRA CURRICULAR CLUBS**

A wide range of extra-curricular activities have been offered to children throughout the year; Netball, Football, Recorders, Athletics, Cricket, Gymnastics, Creative Dance, Hip Hop Dance, Art, ICT, Homework, Orchestra and Choir.

### **SCHOOL PROSPECTUS/PARENT HANDBOOK**

The School Prospectus/Parent Handbook was reviewed in the Spring Term in preparation for the New Intake meetings and is available on the school website or on request from the School Office.

### **LINKS WITH THE COMMUNITY**

A regular newsletter is sent out and is available on the school website, providing information about the school. School has an emailing system to inform parents of major events and as a vehicle to share the school newsletter. Regular and meaningful use is made of Twitter to provide brief snippets of information, quick messages and to facilitate the sharing of photographs regarding daily learning as well as special events.

Parent Consultation Evenings and Open Mornings have taken place throughout the school year providing an opportunity to discuss the work and progress of the children as well as for our parents to experience learning. These were very well attended as always.

PC Lisa Mulchay-Jones, our School Liaison Officer has again provided valuable support to the school and has visited all classes during the year.

The Fire Service visited Year 2 and Year 5.

Further successful 'Open Days' were organised for both parents and prospective early years' children in the locality. All members of staff contributed throughout the year, and these were again exceptionally well attended by parents and relatives.

The school staff have continued to liaise regularly with Newport High School and our Cluster Primary Schools.

Pupils from Year 5 attended transition days at Newport High School and had the opportunity to meet some teachers and experience lessons, this was organised by Mr Goodbody and the member of staff responsible for transition at Newport High.

All children in Year 6 fully engaged in the activities outlined in the Cluster School Transition Plan across the whole year in preparation for their transition in September and once again this was highly effective.

Transition links with our feeder nursery schools are well developed. The children from Malpas Court Nursery and Kimberley Nursery attended our Foundation Phase Christmas Concert. Mrs Waters visited both settings to discuss and prepare the children due to start school in September. A preparatory presentation was delivered to the parents supported with informal discussions facilitated by Mrs Waters, Mrs Francis and Miss Sergent. Following this the Foundation Phase children performed a Welcome Concert and there was opportunity for the children to visit on a number of occasions prior to them starting school in September.

The school actively promotes links with various religious groups. Visitors have included Mr Vernon Jones from Malpas Road Church and Mrs C Thomas from Bethesda.

The Parent Staff Association remain a small but highly committed team and organised a Christmas Fayre for the end of November, a Summer Fayre in June and have also organised a number of school discos which have proved very successful.

## **POLICIES**

School policies are reviewed on a rolling programme of three years. The Policy for Safeguarding has been reviewed as this needs to be completed annually. In addition, the school's 'Science', 'Assessment, Recording and Reporting', 'Restrictive Physical Intervention', 'Attendance' and 'Performance Management' have all been reviewed by the Head Teacher and Governing Body.

## **CHARITY**

Throughout the year the members of the School and Eco Council planned and organised charity fund-raising events for national and local charities amounting to £852.24 which is quite an achievement.

Children in Need	£327.00
Jeans for Genes	£139.00
Ebola	£121.10
Comic Relief	£265.14

Collections amounting to £50.00 or below were also made for St Anne's Hospice and The British Heart Foundation.

## **FINANCE**

The school received a delegated budget from April 1<sup>st</sup> 2014. The Governors wish to acknowledge the work undertaken by the Head Teacher and the School Support Officer in preparing and monitoring this budget. School funds have been used to purchase ICT equipment for both Foundation Phase and Key Stage 2, outdoor learning facilities and equipment and classroom learning resources. Some of the budget has been spent on the development of the school grounds. It has also been used to subsidise some educational visits and learning experiences brought in to school such as workshops. The financial outturn statement for the close of 2014-2015 statement is enclosed for your information.

## **Gifts**

During the last academic year the school received no gifts.

## **Governors Expenses and Subsistence Claims 2014 - 2015**

During the period 2014 - 2015 there were no claims.

## **PREMISES**

The Governing Body continues with their plans for repair and improvements to the buildings and grounds.

The Nursery is completed, resourced and functional as are the two new Learning Resource Rooms built as compensatory spaces. Both rooms are timetabled for use all day every day for learning support and peripatetic sessions which means that we no longer have to use the Staff Room for withdrawal support sessions.

The installation of new windows and exterior doors has been completed for all rooms with the exception of the Main Entrance, the School Support Office, the Head Teacher's Office, the kitchen block and the roof windows in the hall.

Drainage, both internally and externally, is continuously addressed due to the age of the building. It functions as required and is subject to regular maintenance by the Caretaker and specialist contractors to Newport Norse to prevent inconvenience and failure.

During 2014-2015 the school hall and some of the classrooms and corridors were again subject to flooding as a result of long periods of persistent, heavy rain which rendered the guttering installed on the roof as 'inadequate' under such circumstances causing damage to carpets and some materials. This has now been remedied but is being closely monitored by the Head Teacher and Caretaker in partnership with Norse, the Local Authority's Property Service Providers. Further work is planned for the coming academic year.

All portable electrical appliances have been safety tested. The stage lighting has been tested during the year as recommended regularly.

## **Toilet Facilities**

All pupils have access to appropriate toilet facilities as do staff. The toilet facilities are carefully maintained to ensure they are in full working order and if required, repaired in a timely manner. The Key Stage 2 toilets were last refurbished eight years ago with washable wall-surfaces. The School Development Plan 2015-2018 outlines the refurbishment of the Foundation Phase toilets, the staff toilets and the Key Stage 2 toilets. All toilets are cleaned daily and hygiene is monitored by teaching and support staff throughout the day.

## **HEALTH AND SAFETY**

Issues of Health and Safety are a regular item at Governing Body meetings and a regular update is provided concerning accidents in particular.

## **INSPECTION**

Malpas Park Primary School was inspected in May 2014 and received a very good inspection report that praised the standards and provision within the school. This report can be found on the school website at [www.malpasparkprimary.co.uk](http://www.malpasparkprimary.co.uk).

The school could be inspected at any time in the future as the inspectorate, Estyn, no longer have a 'fixed' inspection cycle.

A handwritten signature in black ink, appearing to read 'DM', written over a faint horizontal line.

**Denis Mills (Chairperson)**