

# Birchgrove Primary School



## To all Parents , Carers, Teachers and Support Staff

Governing Bodies of maintained schools are required to produce an annual report for parents in which their statutory duties must be clearly detailed.

We, the Governors, welcome this opportunity to outline a summary of the work undertaken by the Governing Body, Headteacher and Local Authority in the discharge of their duties during the 2017/2018 academic year. The full Governing body has met once every term since September 2015 and half termly as a Finance and Curriculum committee.

Both I and the Governing Body are exceptionally proud to be associated with Birchgrove Primary School.

### Our current position

As a result of thorough self-evaluation, the school's immediate priorities have been identified and are highlighted in the School Development Plan and details in addressing these priorities are in specific Action Plans.

Birchgrove Primary school has been identified by the local authority as having the following characteristics:

- a very clear strategy and vision that has improved outcomes for all learners
- leaders with a very strong capacity to plan and implement change successfully and to sustain improvement
- robust, systematic and well established self evaluation
- highly effective in its use of all available performance data and evidence about the quality of learning and teaching
- a very good track record in raising the achievement of all groups of pupils
- leaders and staff work very successfully with other schools and partners to enhance significantly their own and others' capacity to bring about improvement and build resilience
- governors have a good understanding of the school's strengths and areas for improvement and are effective in supporting and challenging the school's performance
- the school's leaders give a high priority to developing its workforce: performance management and professional development are highly successful in fostering effective practice and in dealing with underperformance
- all staff have a shared understanding of the characteristics of excellent and good teaching
- teacher assessment is consistent and accurate

My fellow Governors are well aware of the continued effort of all stakeholders in achieving school improvement. I would like to express my thanks to teaching staff, support staff, governors, pupils and to you as parents for your valued support of the school and trust this will continue into the future.

Yours sincerely,

Mrs R Lee, Chair of Governors



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### School Term Dates and Holidays 2018/2019

	Term Start	Half Term	Term End
<b>Autumn 2018</b>	Mon 3rd Sept.	29th Oct –2nd Nov	Fri 21st Dec.
<b>Spring 2019</b>	Mon 7th Jan.	25th Feb– 1st Mar	Fri 12th Apr.
<b>Summer 2019</b>	Mon 29th Apr.	27th –31st May	Mon 22nd Jul.

### Siarter Iaith

We are very proud to have been awarded the Bronze Award for the second language Siarter Iaith. We were assessed in autumn 2018 and are proud to be active users and promoters of the Welsh language.



### Eco Schools

After much hard work and commitment to this very important cause, the school was awarded the Eco Schools Silver Award. The Eco club meets regularly and the team of pupils works hard to promote eco-friendly behaviours in and around school.

### WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL

Children's rights are learned, understood and lived in this school.



### Unicef Rights Respecting School

This year the school has received the Gold Award for RRSA. We are very proud of this achievement and delighted that we have had the recognition for the ongoing work. We have embedded a rights-respecting ethos and empowerment of children and young people has become a strong feature of life at Birchgrove.

### Autistic Spectrum Disorder Awareness Award

In the autumn term this year, we discovered that Birchgrove Primary School has been given an award for demonstrating a consistent level of knowledge and understanding of Autistic Spectrum Disorder. All members of staff were a part of this and we feel proud to be called an ASD friendly school.



**Governing Body's Annual Report to Parents**  
**Adroddiad Blynyddol Y Pwllgor Rheoli I Rhieni**  
**March/ Mawrth 2019**

Progress since our Estyn Inspection July 2014				
School baseline data shows that around half of our pupils enter school with Literacy and Numeracy skills below those expected for their age.				
Recommendation	Outcome			
1. Improve Outcomes in Literacy and Numeracy	2015	2016	2017	2018
Pupils achieving <b>O5+</b> Language, Literacy and Commu-	86.4%	90%	94.6%	90.7%
Pupils achieving <b>O6+</b> Language, Literacy and Commu-	45.8%	45%	41.1%	61.1%
Pupils achieving <b>L4+</b> English at the end of KS2.	93.9%	95.7%	93.8%	94.8%
Pupils achieving <b>L5+</b> English at the end of KS2.	42.9%	63.0%	64.6%	62.1%
Pupils achieving <b>O5+</b> Mathematical Development	88.1%	90%	96.4%	92.6%
Pupils achieving <b>O6+</b> Mathematical Development	35.6%	48.3%	41.1%	42.6%
Pupils achieving <b>L4+</b> Mathematics at the end of KS2.	93.4%	93.5%	95.8%	94.8%
Pupils achieving <b>L5+</b> Mathematics at the end of KS2.	42.9%	50%	60.4%	58.6%
2. Raise levels of attendance.	94.2%	95.3%	95.8%	95.6%
3. Ensure consistency in marking pupils' work.	<ul style="list-style-type: none"> <li>Updated the Effective Marking and Feedback Policy.</li> <li>Updated Teaching and Learning Policy</li> <li>Updated Assessment Policy.</li> <li>ADDs and INSET training for all staff.</li> <li>Regular and robust book scrutiny.</li> <li>Timetabled lesson observations.</li> </ul>			
4. Include all stakeholders in the self-evaluation process.	<ul style="list-style-type: none"> <li>Local Authority training for Governors.</li> <li>Half termly GB Curriculum Committee meetings.</li> <li>School council/ Eco/ RRSA pupil groups presented to GB, staff and pupils.</li> <li>Parent and pupil questionnaires.</li> <li>Parental workshops.</li> <li>Investors in Families Award.</li> </ul>			

**Additional Learning Needs**

All children are monitored in an attempt to identify any learning difficulties. Intervention can take place at any time if there appears to be a cause for concern. Children who are identified as having particular learning difficulties through the staged referral system which the school operates may receive extra individual tuition within the school. Full consultation takes place between the school and the parents of the children involved. The school has a designated member of staff who has a responsibility for co-ordinating work involved with the additional learning needs of pupils.

Targeted and improved teaching of ALN across the school, by high quality staff, including additional focused Guided and Individual reading and explicit timetabled maths and language lessons has improved attainment and achievement. Catch up groups, with qualified, experienced teachers delivering intervention, meet the needs of this group of children.

**School Environment**

The indoor class spaces have been improved with the addition of furniture to promote flexible learning and a greater flow between work spaces. Outdoors, new learning spaces have been added and pupils in both phases learn outdoors each week. There are new e-safety murals adorning the upper hall and the new reception extension looks fantastic. It gives a fresh new appearance to the school entrance and some much needed space. All areas of the school, including toilets, are cleaned and restocked daily, by the school Caretaker and our team of cleaning staff.



**Meeting the Needs of the National Curriculum**

All classes in this school receive education based on the National Curriculum. Schemes of work have been drawn up which ensure that pupils receive a broad, balanced and relevant curriculum. Throughout the school emphasis is placed on the acquisition of the highest possible individual levels in the basic skills of maths, science, language and ICT, together with activities and studies embracing developing skills in DT, music, art, environmental studies, geography, history, PE, drama, health and RE. Children take part in National Reading and Numeracy tests in the summer term. Children in Years 2 and 6 will be given Teacher Assessments at the end of the year to show the levels/ outcomes they have achieved in the National Curriculum core subjects of English, Mathematics, Science and Welsh, and Personal and Social Development in Year 2. Most children's first language is English. Welsh as a second language is taught in accordance with the Foundation Phase Framework and National Curriculum. The school has been more innovative over the past year and has developed many more opportunities for pupils to plan their own work and to learn independently through exciting tasks called 'challenges' in Foundation Phase and 'missions' in key stage 2.

Attendance			
Attendance 2017/2018		Targets 2018/2019	
Authorised absence	4.1%		
Unauthorised absence	0.7%		
Overall attendance	95.3%	Overall attendance	95.6%

### Sport

The school encourages all children to take part in the sporting activities offered by the school. During the Autumn and Spring Terms, participation in rugby, football, netball, cross country running and gymnastics is encouraged while in the Summer Term, the opportunity is there to participate in athletics, cricket and rounders.

Inter-school games usually take place outside of the normal school hours. Sporting activities are carried out in the school halls, the school playground and on the school field.

### Extra Curricular Activities

As mentioned above, a variety of sporting activities are organised as extra curricular activities. There is also a ICT, Choir, Movie, Art and Craft, Mad Science, Coding, Fit Kids, Wild Club and an Eco club available to the children. The school has also organised scooter training for many classes this year, and also Level 1 cycling proficiency for year 6 children.



### Summary of Changes to Prospectus:

- Teaching and support staff changes
- Governing Body membership changes
- Vision Statement and Aims
- Daily arrangements
- Award system

### Members of the Governing Body

<u>Name</u>	<u>Status</u>	<u>Term of office expires</u>
Mr Matthew O'Brien	Headteacher	
Mrs Reanne Lee (chair)	LA Governor	September 2020
Dawn Knight	LA Governor	March 2022
Cllr Ryland Doyle	LA Governor	September 2020
Vacant position	LA Governor	
Mr Ian Bellamy	Community Governor	November 2022
Vacant position	Community Governor	
Mr Nicholas Bushrod PCSO	Community Governor	February 2022
Mr Steve Brown (vice chair)	Community Governor	March 2022
Mrs Tracey Peters	Elected Staff Governor	September 2021
Mr Chris Bennett	Elected Teacher Governor	February 2022
Mrs Nadine Aitchison	Elected Teacher Governor	April 2022
Mr K Polley	Parent Governor	April 2022
Mr J Thompson	Parent Governor	April 2022
Mrs Erica Owen	Parent Governor	March 2020
Vacant position	Parent Governor	
Mrs Helen Thomas	Parent Governor	June 2021
Mrs Rhian Parsons	Clerk to Governors	

### The Governing Body

The School Governors, together with the Headteacher, make decisions about how the school is run. They meet at least once a term. School governors are: parents, members of the local community including Council representatives, the PCSO and staff from the school. They have legal duties, powers and responsibilities. They can only act together, not individually. Parent governors are elected by the parents of the school. When vacancies for a parent governor become available, parents are informed of election arrangements. They serve, as do other governors, for a period of four years.

**Chair of Governors: Mrs Reanne Lee**  
**Clerk to Governors: Mrs Rhian Parsons**

Birchgrove Primary School  
 Heol Nant Bran  
 Birchgrove  
 Swansea  
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 01792 814814

## NATIONAL CURRICULUM ASSESSMENT AND COMPARATIVE DATA

Foundation Phase Outcomes 2017/18			
		5+	6+
		%	%
Language, Literacy, and Communication Skills in English	School	90.7	61.1
	LA	77.9	27.3
Mathematical Development	School	92.6	42.6
	LA	83.2	29.9
Personal and Social Development, Well-being and Cultural Diversity	School	100	79.6
	LA	92.7	53.5
Foundation Phase Indicator	School	90.7%	
	LA	77.1%	

National Curriculum Levels 2017/18			
		4+	5+
		%	%
English	School	94.8	62.1
	LA	89.0	44
Mathematics	School	94.8	58.6
	LA	90.9	46.6
Science	School	94.8	51.7
	LA	90.1	43.8
Core Subject Indicator	School	94.8%	
	LA	87.7%	

SCHOOL: Birchgrove Primary			
STATEMENT OF ACTUAL EXPENDITURE 2017/18 FINANCIAL YEAR			
	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	917,432	0	917,432
Salaries	499,941	31,069	531,010
Other Employee Costs	433	316	749
Premises	91,919	0	91,919
Transport	2,071	0	2,071
Supplies & Services	88,924	0	88,924
Recharges	103,478	0	103,478
<b>Gross Expenditure</b>	<b>1,704,198</b>	<b>31,385</b>	<b>1,735,583</b>
Grant Income	-367,312		-367,312
Other Income	-39,782	-41	-39,823
<b>Gross Income</b>	<b>-407,094</b>	<b>-41</b>	<b>-407,135</b>
<b>Net Expenditure</b>	<b>1,297,104</b>	<b>31,344</b>	<b>1,328,448</b>
<b>RESERVES:</b>			<b>£</b>
FINAL FORMULA ALLOCATION			1,266,984
TOTAL NET EXPENDITURE			1,297,104
TRANSFER TO / (FROM) RESERVES:			-30,120
OPENING BALANCE ON RESERVES 01/04/17			161,186
CLOSING BALANCE ON RESERVES 31/03/18			131,066



School Development Plan 2017-18	
Main Priorities	
English	Improve writing skills focusing on grammar development
Maths	Improve mathematical reasoning skills and application
Teaching and learning experiences	Develop pupils' creative learning skills through independent activities
Health and Wellbeing	Develop pupils' health and wellbeing through provision of enrichment and support activities
Digital Competency	Map and deliver key areas of the digital competence framework
Welsh	Develop pupils' use of spoken Welsh across the school
Leadership and management	Further embed effective self-evaluation processes by developing the role of the middle leadership team
Additional Priorities	
Humanities, Creative Development and Expressive Arts	Develop and improve pupils' first hand learning experiences
School Council	Pupil voice, community involvement and decision making and participation
RRSA	Prepare and apply for gold status
ESDGC	Grounds & buildings, Global citizenship, Waste & litter
Healthy Schools	Wellbeing - community involvement and decision making
Family Engagement	Further develop Parent Council, workshops, links with community and comprehensive.