



The Federation of Tavernspite and Templeton Schools

Annual Report
Adroddiad Blynyddol
(2017-2018)

Introduction from the Head Teacher, Mr K. Phelps

Welcome to the Annual Report for the '*Federation of Tavernspite and Templeton CP Schools*' (2017-18).

Please read through the report and you will find lots of important information about the development of the schools over the last year. Most of the information included in the report is concerning the strategic management and direction of the schools so it can be a bit heavy at times. Much more interesting ongoing school news and achievements are recorded in regular newsletters and on the school Facebook pages throughout the year.

Both schools have enjoyed a very successful 12 months and are very popular. As a result demand for places is high with the schools almost at capacity and with many classes now having waiting lists. The schools are thriving and vibrant communities with much for the children to look forward to in terms of sport, music, exciting trips and visits, interesting lessons and continually developing school grounds.

This year we were inspected by Estyn, the Inspectorate for Teacher and Training in Wales, in the same week by two interchangeable teams in December 2017. The report was published in February 2018 and were remarkably similar for both schools. All inspection areas were judged as '**Good**' with the exception of **Inspection Area 1: Standards:** which was judged as '**Excellent**' for both schools. We were very proud of these judgements, particularly, the standards, which reflect the success of the schools.

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

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

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

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

I hope that you enjoy reading the report.

Letter from the Chair of Governors, Mr. Nick Davies

Dear Parents

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

This past year has been dominated by the preparation, the meetings and the follow up to the inspection by Estyn. As you may well be aware an inspection of this type is a huge undertaking by any school, even one as well managed and well prepared as our excellent Federation.

A huge credit must go to all of the staff of the school in ensuring the visit of the Estyn inspectors went so well, I know that many of the staff were at school until well after midnight in the days leading up to the inspection. The results of the inspection by Estyn should leave everyone involved in the school, including the teachers, teaching assistants, management, governing body, parents and the children, very proud and humbled by the sheer effort of everyone to ensure that Tavernspite and Templeton schools were rewarded by an Excellent in the Standards classification, a truly outstanding result.

Tavernspite and Templeton Community Primary Schools are now a leading light in primary education in Pembrokeshire and beyond, providing guidance and help to schools across the county, and providing best practice examples to schools across Wales.

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

The role of education is one of increasing importance in our ever-changing world and the ability to stand on your own two feet and think for yourselves is more important than ever. At our two schools we see the benefit of providing a great start in life through the innovative educational methods pioneered by our brilliant teachers combined with the supportive arms of truly caring staff that place the child's wellbeing at the very centre of their work.

We have seen changes in personnel this year especially at Templeton School and whilst it may be a worrying time with some uncertainty we again have managed to hire the very best staff to guide our children through their education. I would like to give a big thanks to the new teaching staff at both Templeton and Tavernspite schools for fitting in so quickly and bringing such energy to your new roles.

We as parents put so much trust in the teaching staff at school to be educators yes, but also guardians and close advisors. Just recently I worked out that my daughter has spent over 1000 days at Tavernspite School! One thousand days of care and reading and education, what a responsibility! We should all be very proud of the work done for our children for every one of those 1000 days by the staff at Tavernspite and Templeton Schools.

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

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

Nick Davies
Chair of Governors

GOVERNING BODY

ANNUAL REPORT TO PARENTS 2017-2018

Membership of the Governing Body

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

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

The following representatives comprised the full Governing Body of 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 Chris Ebsworth Mr Lee Morgan Mr Peter Morgan Mr Dafydd Owen
Community Representatives	Mrs Teresa Ambrose Mrs Julianna Bransden Mrs Olwen Phillips Mrs Jackie Sansom Mrs Nicola Merriman
Staff Representatives	Mrs Lisa Jenkins Mrs Sally Frost
Teacher Representatives	Mrs Cara Edwards Mrs Sarah Arthur
Non-Opted Members	Mr Adam Lopez

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

Financial Performance 2017/2018

	Tavernspite	Templeton
Total funding for the year (2017/2018)	£743,998	£408,585
Education Improvement Grant (EIG)	£5,820	£2850
Surplus brought forward to 2018/2019	£62,273	£30,364

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

NUMBERS ON ROLL

TAVERNSPITE	Part Time	Full Time	Full Time Equivalent
September 2018	11	202	207.5
April 2018	12	17	229
January 2018	11	209	214.5
September 2017	6	201	204
April 2017	12	216	222
January 2017	5	210	212.5
September 2016	7	202	205.5

TEMPLETON	Part Time	Full Time	Full Time Equivalent
September 2018	3	107	108.5
April 2018	0	121	121
January 2018	0	114	114
September 2017	0	109	109
April 2017	0	112	112
January 2017	0	104	104
September 2016	0	99	99

Comment:

Both schools are very popular and enjoy excellent reputations throughout Pembrokeshire, Carmarthenshire and beyond. As a result demand for places is high and the schools are almost at capacity. We wish to remind parents that if you know of anyone with very young children who would like to come to either school in the future then please encourage them to apply early otherwise they may be unable to secure a place.

Attendance of Years 1 to 6 pupils (Tavernspite)

	Attendance	Authorised Absence	Unauthorised Absence	Attendance	
				FSM	non FSM
School 2016/17	95.11%	3.65%	1.24%	95.1%	95.11%
School 2017/18	95.62%	3.01%	1.36%	96.05%	95.6%
Attendance target for 2018/19	96.5%				

Attendance of Years 1 to 6 pupils (Templeton)

	Attendance	Authorised Absence	Unauthorised Absence	Attendance	
				FSM	non FSM
School 2016/17	94.9%	4.0%	1.1%	95.0%	94.8%
School 2017/18	94.6%	4.1%	1.0%	88.9%	94.9%
Attendance target for 2018/19	96.5%				

At Templeton School, Pembrokeshire County Council, at its meeting of 26th July 2018 agreed to effect a regulated alteration of Templeton CP School so that the age range will be amended from 4-11 years to 3-11 years in order to effect the admission of Nursery pupils. This change came into action from the 1st of September 2018.

Comment:

This year the schools' average attendance is 95.62% (Tavernspite) and 94.6% (Templeton) both below the school's target of 96%. Our attendance is below that of similar schools across Pembrokeshire. Attendance data is monitored closely to identify patterns of absence. The two main reasons for lower attendance levels are:

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

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

Staffing (September 2018)

	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	213	7 FTE	12	2	1 FTE	8.5 FTE	3
Templeton	108.5 FTE	4.2 FTE	6.6FTE	0.8 FTE	0.7 FTE	4 FTE	2 FTE

N.B: FTE – Full Time Equivalent

Senior Leadership Team (SLT) and Senior Staff

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

Staff Changes (Sept 2017 – Sept 2018)**TAVERNSPITE:**

- Chris Michael was appointed as an Admin assistant (Level 1) and a casual learning support assistant at both schools.
- Rachel Calvert-Bowman returned from maternity to continue her role as a learning support assistant and lunchtime supervisor.
- Emma Wood started in September 2018 on a fixed term contract as a learning support assistant.

TEMPLETON:

- Miss Sheila Furniss retired at the end of the Autumn term. She was temporarily replaced by Sophia Millar who, after two terms, finished her teaching contract to take up a post as Head of the Castle Prep School. Mr Oliver Furneaux was appointed as the new teacher at Templeton School in the summer term. Mr Furneaux started in September and has made an excellent start to the teaching profession.
- Miss Carly Hollins was appointed as an LSA to work in the Orchard Class.
- Philippa Fitzgerald resigned from her cleaning role. The other cleaner, Mrs Muriel Williams, has fulfilled this role by increasing her hours.

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

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

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

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

Whole School INSET and other staff training this year has included:

Training	Staff
<ul style="list-style-type: none"> • EIPEN training • Health Care Plan updates • School Improvement Plan/Educational Improvement Grant (EIG) /Pupil Development Grant (PDG) overview. • Subject Leader role development • Preparation for Estyn Inspection • The 12 principles of pedagogy and the Four Purposes of the new Curriculum • Intervention arrangements and monitoring 	Autumn Term 2017
<p>During the Spring Term some of the main focus areas for staff training included:</p> <ul style="list-style-type: none"> • Developing independence in the Foundation Phase • ICT in the Foundation Phase - planning for and delivering the breadth of skills, accessing tools, gaining independence. • Foundation Phase Assessment and Observation records • Using programmable devices – an example lesson and an overview on how to use programmable roamers in the classroom. (KS2) • Understanding teaching programming using J2 Code. (KS2) • Programming skills progression across Key Stage 2. 	Spring Term 2018
<p>During the Summer Term some of the main focus areas for staff training included:</p> <ul style="list-style-type: none"> • Introduction to 'Lockdown' procedures. 	Summer Term

<ul style="list-style-type: none"> • 'Signs of Safety' safeguarding training. • Ensuring appropriate evidence, coverage and high standards in books • Developing and monitoring outdoor learning. 	2018
--	------

Performance Management

Teaching Staff - Performance management appraisal interviews took place in the Autumn term 2017 for all teaching staff. The team leaders were Mrs. Arthur, Mr. Lopez and Mr. Phelps. At these meetings, targets set for the previous year were reviewed and future performance targets set for the forthcoming year. These targets, which are monitored regularly, are built into our school effectiveness programme in line with our Improvement Plan to bring about school improvement as well as the professional development of individual staff members. Staff worked on their objectives throughout the year and the outcomes were discussed in their appraisal interviews in the Autumn Term 2018.

Classroom Observations - As part of the performance management cycle all teaching staff underwent a number of lesson observations by a member of the Senior Leadership Team. It was a very rigorous and formal process where all aspects of teachers' work including marking, assessment, curriculum coverage, presentation, differentiation, classroom organisation, deployment of support staff etc. were scrutinised to identify strengths and areas for development. All teaching staff were provided with appropriate feedback and lesson evaluations. Opportunities were provided to review and reflect upon the lessons taught with the SLT using the observations in order to inform ongoing School Improvement Planning.

Support Staff – Support staff and administrative staff performance management appraisals take place biennially. These are very good opportunities to reflect back on the year to identify successes and areas for development resulting in updated and bespoke training packages created for individual members of staff if required.

Headteacher's Performance Management was held in October 2017 and was attended by the Performance Management committee of the Governing Body. Mrs Sian Rowles, ERW Challenge Adviser attended the meeting. Progress alongside last year's objectives were discussed and evidence was presented by Mr. Phelps. The committee felt confident that the Mr. Phelps had successfully achieved all his objectives. He was congratulated and thanked for his successful leadership of the schools over the last 12 months.

Mr. Phelps' Performance management targets set for the following year were planned after discussion at the meeting. These targets will be reviewed during the Autumn Term 2018.

Internal and External Evaluation and School Improvement Planning

INTERNAL EVALUATION

At both Tavernspite and Templeton Schools our Self Evaluation procedures are continually developing. Our '**Annual Self Evaluation Overview Planner**' clearly indicates which areas are to be self-evaluated and within what timescale throughout the school year.

Every year key strategic areas for self-evaluation include:

- **Listening to learners (pupil Voice)**
- **Data Analysis**
- **Lesson Observations**
- **Work Scrutiny, particularly Literacy, Welsh, Mathematic books and ICT ePortfolios.**
- **Evaluating planning and assessment**
- **Learning walks**

At the end of the Summer Term and in the summer holidays we drew together all the information that we have gleaned from the self-evaluation process throughout the year as well as the recommendations from our Estyn inspection and used this information to create our new School Improvement Plan (SIP) 2018-2019. As a result of the Formal Federation between the two schools we have created one School Improvement Plan that serves both Tavernspite and Templeton Schools.

The School Improvement Plan (SIP) 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. If you wish to see the detailed SIP or have any comments then please do not hesitate to contact the schools. Targets in the previous SIP (2016-2017) have been completed and the plan has been reviewed and analysed to measure the impact on pupils' learning.

As a result in 2018-2019 the school priorities as outlined in the SIP are:

- Improve pupils' reading skills, particularly unfamiliar words.
- Develop pupils' independent learning skills
- Identify clearly actions to secure improvements within the school improvement plan
- Address the safeguarding issues brought to the school's attention during the inspection (Tavernspite only)
- The development of 'Enterprising, Creative Contributors' (The Four Purposes)
- Using mentoring and coaching to support the development of an NQT (Templeton only)

EXTERNAL EVALUATION

Tavernspite and Templeton Schools were inspected by Estyn, the Inspectorate for Teacher and Training in Wales, in the same week by two interchangeable teams in December 2017. The report was published in February 2018 and were remarkably similar for both schools. All inspection areas were judged as 'Good' with the exception of **Inspection Area 1: Standards:** which was judged as 'Excellent' for both schools. We were very proud of these judgements, particularly, the standards, which reflect the success of the schools.

Green 1A Schools – Both Templeton and Tavernspite Schools underwent another scrutiny visit by an ERW adviser, Mrs. Sian Rowles in the Autumn Visit known as CV1 (Core Visit 1). This involved data analysis, interviews with the Head Teacher and Deputy Head Teacher to monitor intervention groups, interviews with pupils, scrutiny of school documentation and a review of the School Improvement Plan and related self-evaluation process.

As a result, both schools maintained the Green School status (highest) under the Welsh Government National School's Categorization Model. It was wonderful to continue this status from last year. We are all very proud of the success of both schools and it was very good to have this success recognized by an external evaluation, ERW.

A summary of the progress achieved in the SIP during 2017 – 2018 is outlined below:

Improvement Target	Progress and Actions Implemented
To further develop teacher marking and feedback to enhance pupils' learning.	<ul style="list-style-type: none"> • Mrs Arthur and Mr Lopez updated and shared the new Federation's marking policy that promotes the adoption of consistent good practice that develops learning and maintains an appropriate work-life balance for staff. • Monitoring and scrutiny of the marking policy took place throughout the autumn, spring and summer terms. This demonstrated that new policy had been successfully implemented. For younger pupils, verbal feedback and written feedback supported awareness and understanding of next steps in learning.
To improve pupils attainment in numerical reasoning by improving the range of numerical reasoning provision.	<ul style="list-style-type: none"> • Mr Lopez provided guidance for KS2 staff on the volume, nature and variety of rich task numerical reasoning activities that are needed to be developed and incorporated into learning across the curriculum. • Mrs Arthur provided training based on the fortnightly expectations for Numerical Reasoning. • Mrs Dunlop and Mrs Keating created a whole Foundation Phase problem solving tasks and activities bank pertaining to the outdoor environment for all teachers to access across the federation. These were presented in staff meetings. • Regular work scrutiny identified high quality numerical reasoning tasks that enhance and support this area of learning. • Foundation Phase teachers have reported that they feel more equipped with the delivery of numerical reasoning problems and how best to use the outdoor environment and outdoor learning in the FP to best support this.

<p>To improve pupil outcomes by embedding the four purposes of the New Curriculum for Wales.</p>	<ul style="list-style-type: none"> • Mr Lopez and Mrs Arthur provided training for whole school based on the Four Purposes of the New Curriculum. They created 'The Four Purposes' overview for all pupils to have within their literacy/ theme books. • Further improvement in the teaching and provision of personal and social development, well-being and cultural diversity has taken place, with all teachers planning for more cross-curricular learning with PSD at the heart.
<p>To improve pupils' attainment in Welsh, particularly those achieving the higher levels by completing the Silver award of the 'Siarter Iaith Cymraeg' and link this to other whole school projects.</p>	<ul style="list-style-type: none"> • Mrs Helen Roberts set-up two separate digital systems for the collation of evidence for the Siarter Iaith. Templeton School is nearly ready to be assessed for the Silver award. • Specialised Welsh teaching has become embedded with Mr Henton teaching Welsh throughout Years 5 and 6. (Tavernspite) and Mrs Roberts teaching Welsh throughout Key Stage 2 (Templeton). • Welsh Subject Leaders have supported the development of Criw Cymraeg members by further involvement in curriculum matters. Criw Cymraeg clubs were been set-up at lunchtimes to plan for further developments in the school and to play simple, repetitive Welsh games that have promoted and developed the use of the Welsh language.
<p>To improve reading skills, particularly of lower ability pupils. To develop the use of decoding strategies and 'Reading Question Prompts' in guided reading.</p>	<ul style="list-style-type: none"> • Mrs Arthur promoted the development of 'Reading Mentors' with pupils in Year 6 (Tavernspite)/ Rowan class (Templeton) pupils. • Staff were deployed to oversee the pupils working together, using specific scripts and reporting methods to ensure consistency. • Year 6 pupils delivered the programme to targeted pupils in Early Years, Year 1 and Year 2 focussing on a range of reading strategies. • All staff have continued to focus on decoding strategies in all daily guided reading sessions. Daily guided reading sessions take place in all classes. • All staff have used and embedded the use of the 'Reading Question Prompts' throughout the whole school for guided reading sessions. • Mrs Arthur sought the purchase and arranged the set-up of the NESSY reading program in order to provide targeted support for intervention. Staff were deployed at both schools so to oversee the use of the digital scheme.
<p>To purchase ICT hardware and improve the provision for delivering ICT programming skills in KS2.</p>	<ul style="list-style-type: none"> • Members of the Senior Leadership Team coordinated the purchasing of 15 iPads between the two schools. Both school FoTS/ PTA groups supported with this project. • Mr Davies and Mr Henton have organised for previously purchased laptops to be upgraded to improve connectivity and reliability and have overseen the sharing the iPads between the two schools. • ICT leaders delivered training based on programming tools and resources to develop, in line with the expectations of the Digital Competency Framework (DCF). • Mrs Arthur provided staff with training based on range of ALN resources and apps that can be used in all classes to best-support pupils.

Bilingualism and the Development of the Welsh Language / dimension

Comments:

Both Schools are categorized as EM (English Medium) schools. All teaching staff are able to teach Welsh as a Second Language competently although some specialist teaching exists. Bilingualism continues to be a strong feature in the School Improvement Plan.

Siarter Iaith Award - We have been raising the profile of Welsh and the bilingual culture of the school through the Siarter Iaith award. Both schools were awarded the Bronze Award in the Summer 2017. This year progress towards the Silver Award of the Siarter Iaith is evident at Templeton School. The initiative has been very well led by Welsh subject leader Helen Roberts and the school hopes to achieve the Silver Award by the end of the summer term 2019.

At both schools regular Welsh assemblies are held whereby language patterns and phrases are introduced. The Criw Cymraeg at both schools are active in promoting the development of Welsh. Another key development in

bilingualism this year is the training and implementation of bilingual guided reading sessions with a focus on improving the standards of the children's comprehension skills.

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	23	15
School Action Plus	10	7
Statemented Pupils	4	1
Accessing provision at the PRU	0	0
Looked After Children (LAC)	2	1
Pupils on a Pastoral Support Plan (PSP)	0	3

Comments:

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

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

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

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

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

The progress of the pupils with additional learning needs is monitored closely through the school's tracking system and every effort is made to ensure that they make as much progress as possible, with strong links set up with parents to ensure that consistent methods and messages are developed. Parents of pupils with additional learning needs receive termly Individual Education Plans (IEPs) which focus on specific targets for the children to achieve. These IEPs are created after lengthy and in-depth discussion between class teachers, learning support assistants and external agencies (if necessary).

Key developments this year include:

- **TAPPAS Meetings** - Mrs. Arthur and Mr. Phelps attended the Team Around the Pupil Parent and School (TAPPAS) meetings this year in which ALN information is presented amongst a range of professionals. The meeting is an opportunity to plan for provision, assessments and support that outside agencies can provide. TAPPAS-3

meetings were held with a select few parents attending a range of workshops with outside agencies including the Occupational Therapist, Educational Psychologist and Advisory Teacher for Specific Learning Difficulties. Parents were provided with feedback, support and intervention ideas to support their own children.

- **Mrs Arthur, lead ALNCo for Tenby Cluster-** Mrs Arthur is now the lead ALNCo for the Tenby Cluster of Schools and has been asked to work with representatives from the Local Authority in order to support and improve the ALN provision and the dissemination of expertise and resources across the Local Authority. Mrs Arthur has attended a number of meetings with the Head of the Inclusion Service, the Lead Educational Psychologist and other members of the inclusion team in order to present ideas and plans that will best support the workings of ALN within schools, particularly with the forthcoming ALN reform and new Statutory Reform.
- **Dyslexia Summary Assessments** – Throughout the year a number of pupils were assessed using the DEST-15 Dyslexia Screening Tool Assessment. Mrs Leila Bujega works with Mrs Arthur to generate and create the reports for parents. Although this tool cannot formally diagnose dyslexia, it does provide a very useful overview of dyslexic tendencies allowing teaching staff, under the guidance of Mrs Arthur, to create the appropriate level of support and intervention required.
- **Behavioural Management and TEAM TEACH training-** A number of staff have received TEAM TEACH training, this high level training teaches staff to manage and support pupils' presenting with very challenging behaviour.
- **Emotional Health and Well Being Referrals** - At both Tavernspite and Templeton Schools, a number of referrals have been made this year to the Emotional Health team. This service can be accessed directly by the school and provides care, support, guidance and counseling from the school and home setting, where and when required. In addition, a number of pupils from both schools have been referred into the internal system of support with the Emotional Literacy Support Assistants (Mrs Sally Frost and Mrs Keri Nicholas). This provides small group and one to one support for pupils encountering difficulties with emotions, expressing thoughts and feelings, behaviour, self-esteem, self-image and so on.
- **Health Care Plans-** From September 2017, all schools are responsible for the administration and co-ordination of Health Care Plans for pupils with medical and health care needs. Mrs Arthur and Mrs Edwards have updated these documents, in collaboration with parents, to ensure that all measures are in place to safeguard and provide for a variety of health needs.
- **Nurture Centre provision** – The Nurture Centre provision continues to be provided at Templeton School and is effectively led by Mrs Keri Nicholas and her staff. The set-up and organization of the group has included pupil views with the new arrivals of the guinea pigs. The children help to look after the guinea pigs and holistically, it has supported and encouraged nurture and emotional well-being. In addition, the children have also named their own class, 'The Orchard.' Mrs. Edwards has worked with the Behaviour Support teacher and the staff in the Nurture Centre to implement further positive reward systems in the class that promote and encourage appropriate behaviour.
- **Person Centred Planning Training-** A number of professionals from both schools attended a two-day training course based on Person Centred Planning, in line with the new Statutory Reform for ALN. The training provided effective tools for staff to implement with pupils that require a high level of support.
- **Intervention and LEXIA** - In this forthcoming year we will be introducing a new intervention programme called LEXIA. The reporting systems and the tracking tools within the online scheme are well-developed and informative. We are confident that this will be a positive development in our ALN provision.
- **Annual reviews** – All statemented pupils have received an Annual Review meeting for their Statement of Educational Needs this year. Parents attended these meetings and staff completed reports and/or attended the meeting(s) to provide updates on support, progress and/or further developments.

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

Emergency Planning/Fire Safety/Lockdown Procedures

Our emergency procedures are embedded and understood by all staff although we are always looking at ways to improve our safety and emergency planning procedures. New staff are briefed on the procedures as part of our induction process. Fire notices are clearly displayed in all areas within the schools and can be found in the Staff Handbooks.

Both schools '**Fire Risk Assessments**' have been updated this year and sent to the Local Authority Health and Safety team for approval. All firefighting equipment is checked regularly by UK Fire and relevant documentation is recorded in the school office. Fire alarm call points are tested by the caretakers and recorded in the Fire Logs.

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

This year we have written a Lockdown policy and developed related procedures. The policy has been shared with staff and the procedures have been practiced with the children. Lockdown procedures would be instigated for such incidents as an intruder in the school grounds, dangerous dog or other animal, sudden extreme weather etc.

Health and Safety

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.

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 have been updated this year 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 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 carry PCC staff identification cards at all times and use key fobs to gain access to the school building.

Estyn raised a concern about safeguarding at Tavernspite School and this was included as one of their recommendations. The new security fencing erected at the school entrance, around the car park and between the school field and village hall have remedied this.

Strategic Equality Plan and Disability Access Planning

Strategic Equality Plan (SEP) – Our Strategic Equality Plan 2016 – 2020 (SEP) was produced and written after consultation with all stakeholders. It is now published on the school website. The SEP includes a number of equality objectives which we are now working on completing. All building developments completed at school recently have been done in line with disability access law.

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

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

Safeguarding and Child Protection

Comments:

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

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

Processes and Procedures - All staff and voluntary helpers have updated DBS checks and two references following County policy and guidelines. The Child Protection policy was reviewed and updated this year and is available on the schools' websites. A copy of the policy has been given to all staff, voluntary helpers and governors. All child protection cases and concerns are closely monitored and recorded and the appropriate agencies involved if required. We have robust systems for monitoring child protection and welfare concerns and work closely with the Child Care Assessment Team (CCAT).

Premises Developments

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

TAVERNSPITE

We have an amazing new mural painted on the back wall of the school hall. It encapsulates everything that Tavernspite School works hard to promote. The work was carried out by local artist and parent, Martina Morgan who has done an outstanding job! The work was funded by Drs Ali as a leaving present from their year 6 pupil, Haroon. It is truly spectacular and well worth a look!

Adventure playground and nature garden has had new bark laid and the areas have generally been refreshed and repaired with many of the wooden pathways rebuilt.

New security fencing has been completed at the main entrance, between the village hall and the school field and between the car park and Early Years play area.

The outside of the school and most of the inside was painted during the summer holidays. The remainder of the inside will be completed as a rolling programme over the next 12 months.

Mains electrical power and lighting has been connected up to the outdoor classroom and the Bushtukka.

TEMPLETON

New security fences erected were constructed at the school entrance.

Monkey bars have been built on the school field.

Most of the inside of the school was painted during the summer holidays.

Community Links

Comments:

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

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

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

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

Friends of Tavernspite/Templeton Schools (FoTS)

Comments:

Both schools have very active and energetic 'friends of the schools' (FoTS) associations which continue to grow from strength to strength. New committees are appointed every Autumn Term. The committees meet regularly throughout the year to arrange fundraising events. They have both enjoyed a brilliantly successful year and raised significant funds of money for their prospective schools.

The FoTS organisations are very successful in bringing the school communities together. We are so grateful for their incredible commitment and enthusiasm. All parents are automatically members of FoTS and are very welcome to come along to meetings or help out in any way they wish. Further details about what they have achieved and purchased for the schools and their future 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.