



# **Willowtown Community Primary School**

## **Annual Report to Parents 2015-16: Summary**



## **The Governors' Annual Report to Parents 2015-16: Summary Willowtown Community Primary School**

### **Section 1: Introduction from the Chair of Governors**

I am pleased to present the Summary of the Annual Report to Parents for the 2015-16 academic year. Please note that the full report can be requested from the School Office at any time.

The Annual Report to Parents is a document that Governors provide to parents each year outlining events and developments at the school over the last 12 months. There are a number of statutory elements that have to be included; we add to this in attempt to provide a fuller picture of school life.

As the newly appointed Chair of Governors I am looking forward to being able to support Mr Keane and his staff in their quest to enrich the lives of our pupils by guiding their learning and development as they move through our school and become more independent.

The school has come a long way since it opened in 2007 on its new site but has a long tradition of teaching local children which continues today. Teaching has changed a lot over the years and I am well aware of the changes having started a teaching career in Ebbw Vale over 30 years ago. I may even have taught some of you in the past.

I am very pleased to have become the Chair of Governors of this school which I know is continuing to improve under the guidance of the headteacher and his staff. School performance is good and is getting better and I look forward to helping this process.

The school's vision is: to be the vibrant beating heart of our community where our children will achieve as well as or better than children anywhere. Our vision demonstrates what we want to achieve and I am sure that we will be doing our utmost to make this happen for every child in our care.

With the support and encouragement from our hard-working and talented staff, you as supportive parents and our governors, working together, will enable our children to succeed.

I am proud to be the Chair of Governors of this forward-thinking school and look forward to working with my fellow governors, the headteacher and his staff and of course our parents and carers to make this the leading school in Blaenau Gwent.

Yours sincerely

Sian Barrett  
Chair of Governors

## **Section 2: Our Vision for the Children of Willowtown**

Our vision has been written in close consultation with our children, parents, carers and governors (including a parental survey, a pupil survey, three teacher sessions, a support staff session, a governor session and a whole school assembly).

**We are the vibrant beating heart of our community.  
We will achieve as well as or better than children anywhere.**

Willowtown Community Primary School is at the heart of our community. The happiness and wellbeing of each child is central to the ethos of the school. Children are encouraged to cooperate with one another, respect diversity and treat each other as equals.

We are a highly motivated and caring team. We are committed to providing opportunities for our young learners to develop into respectful, compassionate citizens, who contribute positively to the wellbeing of others and society.

We aim to deliver a stimulating, exciting and challenging curriculum. Through outstanding and enthusiastic teaching, we will empower children to lead their learning, so that they become motivated and independent.

We want our children to grow in confidence and to develop a love of learning that will stay with them throughout their lives.

### Our Values

Our school values have been worked out through extensive consultation with staff, governors, parents/carers and, most importantly, the children of the school who contributed the sentences describing each value and what it means to them.

	<b>Value</b>	<b>What this means to our children</b>
1.	<b>Confident learners</b>	This means we have a go, keep on going, concentrate hard, be brave and love school so that we make ourselves better learners.
2.	<b>An engaging curriculum</b>	This means we help to choose interesting, exciting, enthusiastic things to learn full of trips and visitors, and that we use teamwork to help each other and put our hearts into our learning.
3.	<b>Challenging activities</b>	This means we use perseverance to get through frustrating and exciting activities that make us think lots, and that we share activities to get confident and find our way out of the 'Learning Pit'.
4.	<b>Fun and excitement</b>	This means we play with and make new friends, have lots of trips, sports and exercise and that we try experiments in a nice learning environment.
5.	<b>Child-led learning</b>	This means we have the chance to tell the teachers what we want to learn about, ask questions, try things out with experiments, think about different ways of learning and use our School Council and Eco Council to make ourselves heard.

## Our Motto

### **Challenge. Achieve. Aspire for more.**

These words were chosen following surveys of our children, staff, parents, carers and governors. What we mean by each word is as follows:

#### ***Challenge***

1. We want our children to learn through making mistakes and overcoming them with support and guidance. So we seek to provide challenging work that will be difficult for them and that will prompt them to reflect and overcome the challenge.
2. This challenging work must be accompanied by positive messages about mistakes, messages that enable learners to feel comfortable working on harder problems, making mistakes and continuing on.

#### ***Achieve***

1. If children are getting everything correct all of the time, they are being given insufficient opportunities to learn and achieve. Children are often given the idea that the most important thing is to get all of their work correct – and that correctness is a sign of intelligence. This can lead to situations where achievements are hollow and come easily – and children can get fixed on this idea of achievement/success.
2. Achievement in Willowtown will mean:
  - getting things wrong;
  - celebrating mistakes; and
  - teachers providing (and learners taking) the correct steps to find the right answers.

#### ***Aspire for more***

1. We are creating a “no excuses” culture in which we do not accept second best for our children. The idea, set out in our vision, is that our learners can achieve at least as well as or better than learners anywhere.
2. As a school and as learners, we are always:
  - looking for the next challenge;
  - seeking the next steps for self-development and learning; and
  - wanting to make a difference to: ourselves, our community and our world.

### **Section 3: Targets for Improvement**

The School Development Plan 2015-16 set out seven targets for school improvement over the course of the academic year:

- i. To implement a timetable of self-evaluation activities covering the course of the school year with clear agendas focusing on improved learner outcomes.
- ii. To implement the use of SIMS Assessment Manager to ensure the school's ability to track the progress of all learners, including vulnerable groups.
- iii. To ensure there is a whole school staffing structure in place detailing the roles and responsibilities of all staff including members of the senior leadership team.
- iv. To improve standards in teaching and learning across the school through implementation of the Excellent Teacher Framework.
- v. To implement a whole school monitoring policy and cycle to be shared with the Governing Body and all staff based on the Excellent Teacher Framework.
- vi. To ensure effective leadership of and provision for pupils with additional learning needs (ALN) across the school.
- vii. To develop the role of the governing body in securing accountability for standards, resource management, self-evaluation and improvement planning.

These targets were drawn up in consultation with the Education Achievement Service for South East Wales (EAS). Each target was fully met.

#### ***Targets Agreed for the Forthcoming 3 Years***

The Governors have worked with the Headteacher to set targets for the forthcoming three years. The process of agreeing targets is based on the following principles:

- Targets should be challenging, realistic and manageable.
- Targets should be school specific, reflecting an informed evaluation of each year group of children.
- In order to be meaningful, targets should be considered over a time span of more than one year.
- Class teachers have a crucial role to play in the setting of targets and are fully involved in the process.

In line with these principles, teachers use the wide range of information they have about each child in their class to set an individual target level for Maths, English and Science (Key Stage 2) and in Language, Literacy and Communication, Mathematical Development and Personal, Social Development, Cultural Development and Wellbeing (Foundation Phase).

The end of Foundation Phase targets below were agreed by Governors and the Local Authority in the Autumn Term 2015.

## **Foundation Phase – Year 2**

### **Percentage of children targeted to achieve Outcome 5+ (excluding SNRB)**

	<b>Targets Y2 2017</b>
Language Literacy and Communication	97%
Mathematical Development	97%
Personal Social Development	98%
Foundation Phase Indicator	95%

## **Key Stage 2 – Year 6**

### **Percentage of children targeted to achieve Level 4+ (excluding SNRB)**

	<b>Targets 2017 (current Y6)</b>	<b>Targets 2018 (current Y5)</b>	<b>Targets 2019 (current Y4)</b>
English	95%	94%	93%
Mathematics	95%	94%	96%
Science	95%	94%	96%
Welsh	79%	90%	91%
Core Subject Indicator	95%	94%	93%

## **Section 4: Meetings with Parents**

No petition for a meeting with parents was received during the year. Therefore, no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

## Section 5: School Comparative Data

### Comparative data from All Wales Core Data Sets

This report uses data for 2016 for LA and Wales comparative information

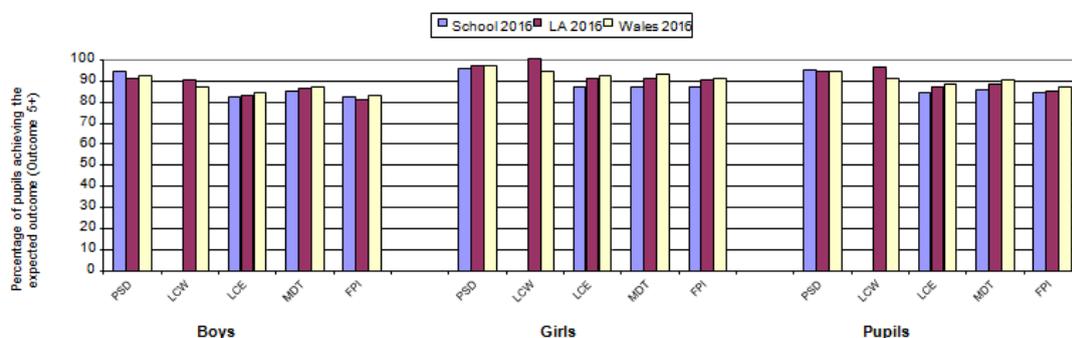
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Blaenau Gwent

LA/School no: 677/2278

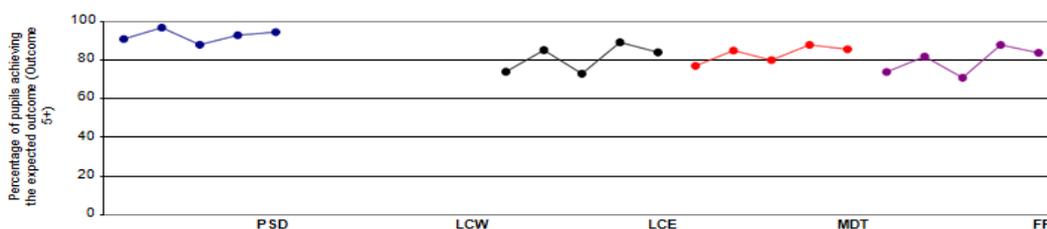
### School comparative information: Foundation Phase Outcomes 2016 with benchmarking

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
PSD	94	91	92	96	97	97	95	94	94
LCW	0	90	87	0	100	94	0	96	91
LCE	82	83	84	87	91	92	84	87	88
MDT	85	86	87	87	91	93	86	88	90
FPI	82	81	83	87	90	91	84	85	87



### School Performance over time (2012 - 2016)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1 School is in the top 25 per cent.

Quarter 2 School is in the top 50 per cent but not the top 25 per cent.

Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

**More than or equal to 24 per cent and up to 32 per cent eligible for FSM**

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
PSD		89		94	95	99	
LCW		76		85		92	
LCE		81	84	88		92	
MDT		82	86	88		93	
FPI		78	84	86		90	

The benchmarks have been calculated using a three-year average for Free School Meal data.

#### Notes:

- = No historical data available
- Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2016 for LA and Wales comparative information

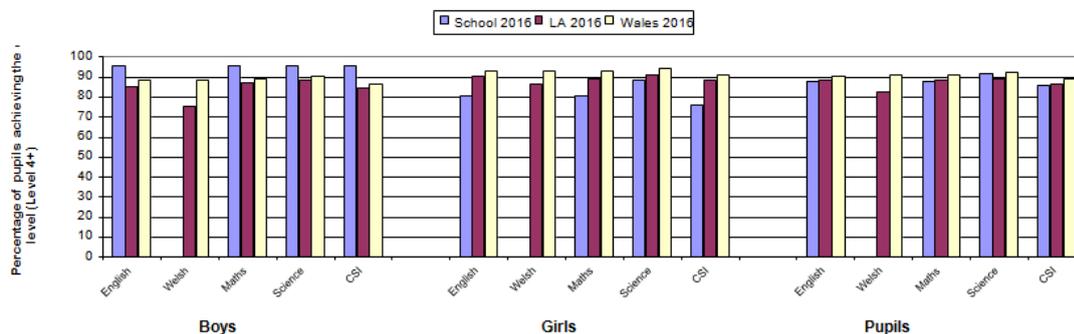
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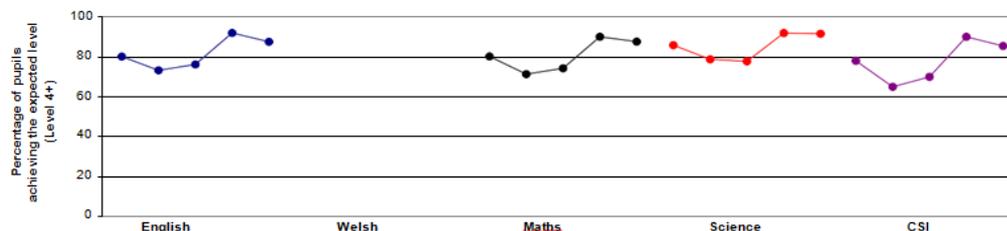
**School comparative information: National Curriculum Assessments 2016 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016	School 2016	LA 2016	Wales 2016
English	96	85	88	80	90	93	88	88	90
Welsh	0	75	88	0	86	93	0	82	91
Maths	96	87	89	80	89	93	88	88	91
Science	96	88	90	88	91	94	92	89	92
CSI	96	84	86	76	88	91	85	86	89



**School Performance over time (2012 - 2016)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

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- Quarter 1 School is in the top 25 percent.
- Quarter 2 School is in the top 50 percent but not the top 25 percent.
- Quarter 3 School is in the bottom 50 percent but not the bottom 25 percent.
- Quarter 4 School is in the bottom 25 percent.

Free School Meal Group

**More than or equal to 24 per cent and up to 32 per cent eligible for FSM**

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		86	88	91		95	
Welsh		76		97		100	
Maths	88	88		92		96	
Science		88	92	93		97	
CSI		84	85	90		93	

The benchmarks have been calculated using a three-year average for Free School Meal data.

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue