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Be the person you'd like to know.



Ysgol Gynradd Herbert Thompson

Governors' Annual Report to
Parents 2016-2017



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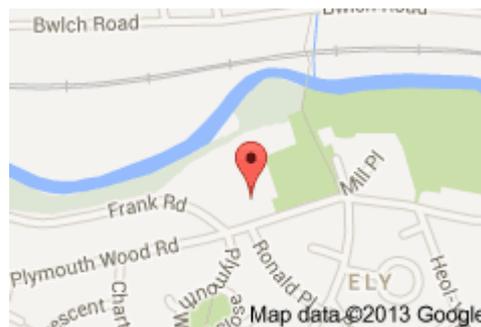
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Current School Details

| | |
|---------------------------------------|-------------------|
| Headteacher: | Mrs Sheena Marsh |
| Deputy Headteacher: | Mrs Angela Jones |
| Assistant Headteacher: | Mrs Miriam Pullin |
| Chairperson of Governing Body: | Mr Steven Harris |

Herbert Thompson Primary School
Plymouthwood Road,
Ely, Cardiff
CF5 4XD



Telephone: (029) 2056 1115

Text: 07797885351

Website: www.herbertthompsonprimary.co.uk

Email: schooladmin@herbertthompsonprm.cardiff.sch.uk

School Classification: Mainstream Community Primary

Language of School: English

Follow us on Twitter: @HTPHub @HTPSchool

Current Number of Pupils on Roll: 525 (including Nursery pupils)



Governors' Welcome

The Governing Body of Herbert Thompson Primary School is required to present an annual report for parents and carers of children attending the school. The report is produced in accordance with The School Governors' Annual Reports (Amendment) (Wales) Regulations 2013 and the School Standards and Organisation (Wales) Act 2013.

The Chair of Governors on behalf of the Governing Body is pleased to present the Annual Report for the academic year 2016-2017. The purpose of this report is to discuss how the Governing Body has discharged its duties at the school.

Governors work in close partnership with the Headteacher, Mrs S Marsh, senior leaders and staff at the school. The Governing Body has a significant role to play in setting the strategic direction for the school and holding the Headteacher and the staff team to account. Governors with the Headteacher and other members of the senior leadership team are accountable for evaluating the work of the school, identifying priorities and for setting sufficiently challenging targets to secure improved outcomes for all learners. The Governing Body with the guidance of the Headteacher closely monitors the performance of the school to ensure your children are receiving their entitlement to an education and opportunities that closely match their needs enabling each to attain and achieve their personal best. Governors oversee the application of agreed policies and ensure statutory policies are consistently applied in accordance with policy guidelines and recommendations.

We acknowledge the importance of good governance and the significant impact it has on the school. Governors are proud of the partnership shared with the Headteacher, senior leaders and all staff. We believe your children benefit from such a positive relationship showing we are all committed to providing quality learning opportunities for your children.



Our School Mission Statement

"Find your talents and let them grow.
Be the person you'd like to know."

We have six core values that drive us and underpin all that we do.



Diversity

We respect each other's differences and celebrate our uniqueness.



Respect

We listen to each other and treat everyone the way we would like to be treated.



Determination

We try our best and never give up even when things get tough.



Care

We are helpful and considerate, showing kindness to others and looking after our surroundings.



Achievement

We challenge ourselves every day and work hard to achieve our goals.



Security

We look after each other and keep ourselves and others safe.



Our vision for the future is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

**The governing body carries out its duties very effectively. Governors have an in-depth knowledge of the performance of the school and rigorously hold it to account for the standards, wellbeing and the quality it achieves.
(Estyn 2014)**

The Governors of the school are responsible for the staffing, finance, premises, curriculum and future planning of the school. The Governors work very closely with the Headteacher and Senior Leadership Team; providing effective challenge and support.

The membership of the Governing Body for the academic year **2016-2017**, was as follows:

| Governor | Type of Governor | End of Terms of Office |
|---------------------------|-----------------------------|-------------------------------|
| Mrs Barbara Cooke (Chair) | Local Authority | 24/03/2019 |
| Mrs Karin Phillips | Local Authority | 22/10/2019 |
| Mrs Faith Casalino | Clerk | |
| Mrs Sheena Marsh | Headteacher | |
| Mr Steven Harris | Community | 05/12/2020 |
| Mr Scott Donavon | Community | 27/02/2021 |
| Mr Martin Hulland | Community | 27/02/2021 |
| Mrs Elizabeth Rozario | Elected Parent | 13/11/2018 |
| Mrs Ruth Dolphin | Elected Parent | 21/11/2017 |
| Mrs Ani Baker | Elected Parent | 21/11/2017 |
| Mrs Hannah Hawoldar | Teacher Representative | 31/12/2017 |
| Mrs Deanna Heathfield | Non-teaching Representative | 20/06/2020 |
| Mrs Angela Jones | Observer | |

The governing body has met 6 times during this academic year. When a parent vacancy arises the school with the support of Cardiff City Governor Services prepares papers to invoke the required election process.

Our School Guidelines

To build positive relationships we:

- ***Respect** ourselves;
- ***Respect** other children;
- ***Respect** all adults;
- ***Respect** our surroundings.

We restore any relationships that have been harmed.

Finance

The Local Authority provided a budget to the school for 2016-2017. The budget is based on a formula allocation. The school's outturn of expenditure can be seen in Appendix 1. The school's financial procedures were audited via the Local Authority CRSA Audit in April 2016. All procedures were reported as being in good order.

The Finance Committee meets prior to scheduled meetings of the full Governing Body. The Headteacher and Senior Administrative Officer meet regularly with the designated finance officer from Cardiff Council Local Authority Finance Department. The link officer oversees the school's budget. The findings and recommendations are reported back to the Finance Committee. The chair of that committee provides an overview of decisions made to all governors attending meetings of the whole governing body.

National Curriculum Results

The school's National Curriculum Results are given in Appendix 2. The results show that children continue to make good to excellent progress by the end of Key Stage 2 (KS2). The commitment of the staff and pupils in setting and achieving high target levels is commendable.

Schools are placed into 'Family Schools' which are groups of schools facing a broadly equivalent level of challenge, such as socio-economic disadvantage. Herbert Thompson is the most challenged of the eleven schools in the Family group. It would consequently expect to rank eleventh for most performance indicators. However, actual performance is better than expected for all performance indicators.

Performance and Target Information

| | School Actual/Canlyniad Ysgol | School Target/Targed Ysgol |
|--------------------------|-------------------------------|----------------------------|
| English / Saesneg | 89% | 89.5% |
| Mathematics / Mathemateg | 91% | 89.5% |
| Science / Gwyddoniaeth | 89% | 89.5% |
| CSI / DPC | 87% | 85.9% |

Attendance

The school continues to work hard to improve attendance, following the five-step approach and implementing new strategies through work carried out by the Attendance Professional Learning Community. Estyn Inspectors have included Herbert Thompson in a case study about improving attendance.

| | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|--------------|---------|---------|---------|---------|---------|---------|---------|
| Attendance % | 93.3% | 92.8% | 93.3% | 93.6% | 93.4% | 91.8% | 91.4% |

Unauthorised absence – 3.2%

School Improvement Priorities

Excellent progress has been made on the School Improvement Priorities 2016-2017.

1. To continue to improve standards and reduce the gap in Language, Literacy and Communication and English and improve the application of basic skills throughout the curriculum.
2. To continue to improve standards and reduce the gap in Numeracy and Mathematics and improve the application of basic skills throughout the curriculum.
3. To use ICT to support learning and teaching across the curriculum.
4. To continue to improve bilingual skills, especially reading skills (Estyn Recommendation).
5. To continue to improve attendance.
6. To maintain and improve positive relationships across the whole school community.
7. To further develop outdoor provision to further enhance learning environments.
8. To further develop performance management procedures to impact on leadership and teaching skills.
9. To continue to build capacity by sharing best practice and supporting other schools e.g NQT programme (Estyn Recommendation).
10. To continue to develop partnership with parents and the community and share best practice with other schools.

Further details can be read in the School Self Evaluation Report and the Estyn Inspection Report.

School Successes

- The school has been re-accredited as a Welsh Government Pioneer School.
- The school has been re-accredited as a School Improvement Hub for the Central South Region.
- The school remained a Welsh Government Green School.
- The school has been re-accredited as an Olevi School Improvement Hub.
- The school continues to be a Big Maths Lead School.
- The previous Headteacher, Mrs Bethan Harding has been awarded an MBE for services to education.
- The school continues to have strong links with the community and take part in a range of events, such as receiving a visit from Mr Michael Sheen.

Key Policies Updated 16-17

All policies are available upon request via the school office.

- Absconding
- Capability
- Child Protection
- Data Protection
- Equalities
- Finance
- Freedom of Information
- Health and Safety
- Home School Agreement
- Human Resources
- Performance Management
- Relationships
- Sabbatical Leave
- Violence at Work

The school prospectus is available from the school office or on the school website. Changes include information about staffing and roles and responsibilities.

School Staff

| Class | Teachers | Teaching Assistants |
|-----------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Nursery | Nia Dickson | Nicola Jones, Emma Morgan, Sam Burns, Caroline Oyston, Amanda Cook, Natalie Patterson and Gemma Clarke |
| Reception | Eileen Pearse | Sue Hadfield, Sarah Morgan, Jill Radford, Anne-Marie, Morgan Harrington and Adele Hall |
| | Fiona Beer (TLR) | |
| Year 1 | Sara Paynter | Chelsey Bricknell, Kelly Robbins, Sharon Taylor, Jane Gidney (Music Tuition) and Sarah Winterbourne |
| Year 1 | Aoife Mercer/Kieley Moore | |
| Year 2 | Amanda Williams/Claire Way | Tracey Harris, Sue Carrick, Bonnie Kemble Emily Rowlands and Bailey James |
| | Kelsey Goddard | |
| | Megan Davies (1/2) | |
| Year 3 | Leah Evans/Emily Irwin | Justine Rodd and Scott Tyler |
| | Emma Harris/Hannah Hawoldar | |
| | Hannah Ings | |
| Year 4 | Rebecca Matthewson | Louise Benbough and Micheal McGlynne (pm) |
| | Jo Dunne/Huw Barnes | |
| Year 5 | Siobhan Richards | Julie Kirk and Michael McGlynne (am) |
| Year 5 | Fiona Guy | |
| Year 6 | Anna Whitehead (TLR) | Lynne Ross and Nichole Cotterall |
| | Katy Graham (TLR) – (5/6) | |
| Inclusion SLT | Sheena Marsh (HT) | Gail Morgan (Family & Community Engagement) |
| | Angela Jones (DHT) | |
| | Miriam Pullin (AHT) | |
| ICT | Emily Reed/Kieley Moore | |
| PESS | Huw Barnes | |
| Admin | Deanna Heathfield (Office Manager) Ceri Perry (Administrator) | |
| Site Supervisor | Steve Lyle | |

Term Dates

2016/2017 Academic Year

| | Term Starts | Term Ends |
|------------------------|--------------------|------------------|
| Term 1 (Sep-Oct 2016) | 1 September | 21 October |
| Term 2 (Nov-Dec 2016) | 31 October | 16 December |
| Term 3 (Jan-Feb 2017) | 3 January | 17 February |
| Term 4 (Feb-Mar 2017) | 27 February | 7 April |
| Term 5 (Apr-May 2017) | 24 April | 26 May |
| Term 6 (Jun-July 2017) | 5 June | 20 July |

2017/2018 Academic Year

| | Term Starts | Term Ends |
|--------------------------|--------------------|------------------|
| Term 1 (Sep-Oct 2017) | 4 September | 30 October |
| Term 2 (Nov-Dec 2017) | 3 November | 22 December |
| Term 3 (Jan-Feb 2018) | 8 January | 19 February |
| Term 4 (Feb-Mar 2018) | 23 February | 29 March |
| Term 5 (Apr-May 2018) | 16 April | 28 May |
| Term 6 (Jun – July 2018) | 1 June | 24 July |

Links with the Community

Herbert Thompson Primary School and all pupils and staff are very proud of the community in which it belongs. We constantly aim to develop our links with community members. Some of those links in 2016-2017 included:

- Sport - Cardiff City Football Foundation, NIACE, Western Leisure Centre, Sporting personalities
- The Arts Council of Wales
- International – German students
- Police – PCSOs, Youth Offending Service, School Liaison Officer
- Student Placements – Cardiff Met, Cardiff and the Vale College, USW
- Volunteers – Rotary clubs, reading volunteers, Ely Play Centre, Fire Service
- Community – Action in Caerau and Ely, Ely Grapevine, Ely and Caerau Hub, Ely Festival
- Health – School Nurse, Flying Start, Health Visitors, Design to Smile

Parents and Carers

Positive relationships with parents and families are a priority at Herbert Thompson Primary School. We invest in building relationships with families and as result the school has achieved the Investors in Families Award.



Home School Agreement

The school asks all parents to sign a Home School Agreement on an annual basis. This agreement includes the requirements of school and home and of details use of photographs and internet use. A copy of this can be obtained from Reception.

Appointments with staff

Parents/carers are always welcome to come in to meet with class teachers to discuss any worries or ask questions. The teachers and many support staff come on to the yard after school every day with the children, so you will usually be able to see your child's teacher for a brief chat whenever you wish. The teachers are always eager to talk to mums and dads and share any good news of the day, so keep an eye out. If you would like to speak to your child's class teacher for longer, please arrange an appointment with the school secretary, who will give you an appointment slip to complete.

If there is a problem at home that might be affecting your child in school, it is important you tell us about it. You can either speak to your child's teacher or make an appointment with Mrs. Marsh, Mrs. Pullin or Mrs. Jones. They will always contact you if they are concerned about your child.

Reports to Parents

Every term you will get a Progress Report Card about your child. It will give you an overview about how your child is doing at school. More detailed written reports are given at the end of the Summer Term. Details of the National Curriculum levels attained by the children in Year 2 and Year 6 will be included.

Parent Consultations

Meetings are held twice a year in the Autumn and Spring Terms. This will give you an opportunity to discuss your child's progress and find out about how they have settled into their class. These meetings are so important for your children's success at school so please make every effort to attend. You are of course welcome to contact the teachers at other times if you have any worries or concerns.

Ensuring your child is ready for learning

In order for your child to have a settled start to the day, please ensure they:

- Are in bed and asleep early each night
- Have had breakfast before school or go to breakfast club
- Have a water bottle to drink plenty of water
- Complete all set homework
- Arrive in school on time every day
- Have excellent attendance (at least 95% or above)

Letters/Newsletters/Leaflets

A newsletter will be sent out monthly in an attempt to make sure that everyone knows about any matters of concern, important dates and events happening in the school. There will also be occasional letters sent home, so please check your child's school bag and their coat pockets. In the school entrance you will also find Promoting Partnership Leaflets which inform you about a range of things, policies and procedures at Herbert Thompson.

Parent Hub

We have a range of programmes, events and courses for parents and grandparents, running from our Parent Hub. Why not attend one of our Tea and Toast sessions on a Monday morning to find out more.

Friends of Herbert Thompson

Our mums, dads and other important adults can help the school in lots of ways. We all enjoy having parents working within the school and if you want to offer your help please contact the office or speak to your child's class teacher.

Parent Council

Parent Council meets half-termly with Gail Morgan, our Family and Community Engagement Officer. It meets to ensure that mums, dads and guardians have a say in how our school can be improved.

“We can learn from Herbert Thompson Primary school in Cardiff. They work with parents to ensure they play an active part in the life of the school and take a close interest in their children's education”.

Huw Lewis

Pupils

Admissions

The admissions policy of the school is in accordance with the admissions policy of Cardiff Local Authority. All applications must be made to the admissions section of the Local Authority at:

Cardiff County Council
Atlantic Wharf
Cardiff
Tel: 02920 872000

In accordance with the Education(Wales) Regulations 1998, Reception, Year 1 and Year 2 classes must not exceed 30 pupils from September 2001.

There is a standard number established for every school, which limits the annual pupil intake thereby preventing the classes from exceeding 30 pupils.

Preference is given to pupils residing in the catchment area but there are normally places available each year for pupils who live locally but who would not normally come to Herbert Thompson Primary School. Once you have contacted the LA and your application has been accepted the LA will normally tell you and your child to finalise a start date.

You will be introduced to the class teachers and will be given an opportunity to explore the school.

The vast majority of pupils in the Reception classes come from our Nursery Unit and many of them come from the Flying Start Nursery on site called Tiny Thompsons.

Transition to High School

As of September 2017, there will be a new High School in West Cardiff and it will be called Cardiff West Community High School. This school will replace Michaelston Community College and Glyn Derw High School. The school will cater for pupils aged 11 to 18 and will have space for 1,200 Year seven to Year 11 pupils, plus 320 sixth formers for post 16 education. The new Headteacher, Martin Hulland has started to develop excellent relationships with the community. Although the school will initially be on the current site, a brand new school will be built on the old Glyn Derw site which is due to be completed by Autumn of 2018 with state of the art facilities

The LA issues information booklets to all Year 6 pupils and their families early in the Spring Term, preceding transfer to the High School.

Every effort is made to ensure a child's first experience of school life are positive and welcoming. Prior to admission your child will be invited to come and meet the teachers, and play with their new friends in their future classroom.

All parents are invited to attend an Open Evening where school procedures and expectations are explained, with ample opportunity provided to view the school's resources and equipment and discuss with the Headteacher and class teacher any issues you feel are important.

Prior to transfer, the children have at least three opportunities to visit the High School. Teachers from the High School come and visit the children and the children experience a range of lessons during their induction days.

Detailed information of pupil's interests, activities and progress is forwarded electronically to the receiving schools

Destination of School Leavers 2016-2017

| High School | Number of Students |
|------------------------------------|---------------------------|
| Cardiff West Community High School | 9 |
| Cantonian High School | 35 |
| Cathays High School | 2 |
| Cowbridge High School | 2 |
| Fitzalan High School | 1 |
| Llantwit Major High School | 1 |
| Mary Immaculate High School | 7 |
| Whitchurch High School | 1 |

Learning and Teaching

Foundation Phase

Nursery, Reception, Year 1 and Year 2 are known as the Foundation Phase and follow the Foundation Phase framework 3-7 and the Digital Competency Framework. The Foundation Phase curriculum comprises of 7 key areas:

- Personal Social Culture
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Key Stage 2

Year 3, 4, 5 and 6 are known as Key Stage 2 (KS2) and follow the National Curriculum and the Digital Competency Framework.

The National Curriculum consists of 10 subjects plus RE and Welsh, which all children must study during their time at school:

- English
- Mathematics
- Science
- Information Technology
- History
- Geography
- Art
- Music
- Physical Education
- Design and Technology
- Welsh

Literacy & Numeracy Framework

Herbert Thompson ensures that literacy and numeracy lie at the heart of learning. The school follows the National Literacy and Numeracy Framework (LNF), which is a statutory document. The overarching purpose of the LNF is to help achieve the aim of the Welsh Government that children in Wales are able to develop excellent literacy and numeracy skills during their time in school. The teachers at Herbert Thompson use this document to ensure that these skills are interwoven right throughout the curriculum. The Key Components to the LNF are:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum
- Developing numerical reasoning
- Using number skills
- Using measuring skills

- Using data skills

Thematic Work

Teachers in the FP and KS2 plan a theme for each half term appropriate to the learning needs of our children. Over the half term the pupils will work through four cornerstones of the topic – engage, develop, innovate and express. The topics are enquiry based and child negotiated, exciting, motivating and imaginative. All the topics ensure that the components from the LNF and the National Curriculum are covered.

An example of topics can be seen below:

| | Autumn | | Spring | | Summer | |
|------------------|----------------------------------|----------------------------|----------------------------|----------------------------|-----------------------------------|-------------------|
| Nursery | Family Album | | Carnival | | Dens and Dandelions | |
| | Growing Things | | | | | |
| Reception | Happiness (Find your talents) | | Land Ahoy | | Orchestra (The Golden Chalice) | |
| | Growing Things | | | | | |
| Year 1 | Community Explorer | Remember Remember | Pop Up | Carnival | Wriggle and Crawl | Land Ahoy |
| Year 2 | Family Album | Electric Rainbow | Dens and Dandelions | Growing Things | Superheroes | Big Wide World |
| Year 3 | Disaster Zone | Sensoria | Gods and Gladiators | Robot Rampage | New Visions | The Big Dip |
| Year 4 | Castles and Dragons | Bones, Blood and Gory bits | Children of the Revolution | Global Gourmet | Wild Wood | Flight Engineers |
| Year 5 | Bend and Flow | Gallery | Energy | Heroes and Villains | Scream Machine | Off with her head |
| Year 6 | Blitz | Potions | What a wonderful world | More than Mods and rockers | Allotment | Skin Deep |

Foundation Phase Outcomes and National Curriculum Levels

Children in the Foundation Phase work through Outcomes. Outcomes range from 1 to 6. It is expected that at the end of the Foundation Phase (Year 2) children will be working within Outcome 5.

Foundation Phase (Outcome 1-6)

Nursery and Reception – Outcome 1 and 2

Year 1 (5-6 Year olds) – Outcome 3 and 4

Year 2 (6 – 7 Year olds) – Outcome 5 and 6

Children in Key Stage 2 work through Levels. It is expected that the children in Year 6 will be working within Level 4 by the end of the year, when they of course will leave our school and go to their chosen High School.

Key Stage 2 (Levels 2 – 5)

Year 3 (7 – 8 Year olds) – Level 2 to 3

Year 4 (8 – 9 Year Olds) – Level 3

Year 5 (9 – 10 Year Olds) – Level 3 to 4

Collective Worship

We have an act of worship every day at Herbert Thompson Primary School. Either we meet as a whole school, as Nursery, Foundation Phase or Key Stage 2 groups separately or in individual classrooms. The acts of worship usually follow a Christian theme or try to encourage the school values and SEAL themes. It is a time when the whole school can share in successes and achievements of individual children. Occasionally we have visitors who come and share our acts of worship. Staff and pupils alike enjoy these visits. There are also opportunities for the children to present the act of worship themselves through various themes like Harvest, St. David's Day or Easter.

We also have weekly 'Pause for thought' classroom based circle time sessions which enable children to engage in thoughtful reflections.

Parents have the right to withdraw their children from the act of worship on religious grounds.

Personal & Social Education (PSE) & Social and Emotional Aspects of Learning (SEAL)

Personal and social education is an important part of the curriculum. The teachers tend to teach this subject through other areas like Science or PE. We particularly enjoy SEAL, which is a great opportunity to learn about each other and how best we can exist together in and out of school. During SEAL lessons we get to discuss any issues that are worrying us in a non-threatening way, we play games to improve our concentration skills.

Positive Relationships/Behaviour Policy

We believe that behaviour is directly linked to relationships. Inappropriate behaviour often occurs when a relationship breaks down. For this reason we use restorative approaches when dealing with conflict or inappropriate behaviour because restorative approaches acknowledge the feelings, needs and rights of all parties. Where possible we believe in dialogue so everyone involved has an opportunity to communicate and co-operate with each other.

If at times people do not follow these guidelines, or there is conflict between two parties, we ask the following questions:

1. What happened?
2. What were you thinking/how were you feeling?
3. Who has been affected?
4. What do you need?
5. How can we move on?

By asking these questions, we help all sides to begin to understand what is going on inside another person's head, their thoughts and feelings and what they need. It is our aim at Herbert Thompson to encourage children to think how their behaviour affects others.

Sleuth

All incidences of inappropriate behaviour are recorded in the reminder book or on Sleuth. Sleuth is an online behaviour tracking tool that is used to track pupil behaviour and ensure appropriate interventions are put in place.

Peer Mediation

A number of children have undergone week long 'Peer mediation' training and have called themselves R2D2 – Ready to discuss today. Each play time and lunch time there are peer mediators available.

In peer mediation, students talk face to face in a safe and supportive discussion led by trained peer mediators. The process is organised, structured and systematic and aimed at producing positive actions and outcomes.

Awards

Foundation Phase



In Foundation Phase, a wooden tree is the focus of the reward system. Each week a teacher chooses a child from their class and writes why they deserve a reward on a 'Golden leaf'. The child collects their 'Golden leaf' and places it on the tree.

Certificates and rewards are also given for meeting targets like lining up, attendance, punctuality and good manners.

PATHS is the one way in which we learn to 'Stop, take a deep breath and Say what the problem is' the children are rewarded with stickers for behaving in the right way.

Key Stage 2

Rewards assembly – Attendance, punctuality, effort in Maths and English and homework are also rewarded in an assembly. Children receive a Headteacher's sticker.

There is a weekly lining reward, for the class who has tried really hard to line up nicely at the end of playtimes.

We also have a weekly 'Herbies Heart' award for the class that have made the most effort in Physical Education. Article 24 – All children have the right to be healthy.

Best attendance cup - children get very excited about the class attendance award and strive to achieve this every week.

The kindness award is our newest award for individuals who have shown great kindness and respect for others. The child who wins this cup gets to display it in the classroom and take home a special certificate.

Our awards assembly each week is fantastic – we love sharing each other's successes.

Whole School

Our children are rewarded with Dojo points which make up an online reward tracker for each child. Children can receive points for hardwork, effort and good behaviour. Children receive treats if they collect all the points and become Dojo champions.

All the children in school are in a house, Castell Caerdydd, Castell Coch, Castell Caerleon, Castell Harlech. Children earn points when they take part in various activities such as sports day.

All the teachers have a supply of reward postcards, which they send home occasionally to let parents and carers know of something good that has happened. The children love getting these postcards.

At the end of every day, our teachers come on to the yard and speak to parents or guardians about something good that we have done that day. So please make sure that you pop down to school at least once a week to speak to class teachers.

Use of Welsh

We learn Welsh as a separate National Curriculum subject and it is taught in every year group. We learn the language through various topics.

We also spend time every day practicing Welsh and are encouraged to use incidental Welsh all the time. We listen to instructions in Welsh and we try to ask and answer questions in Welsh.

The teachers try to make sure through Curriculum Cymraeg that we have a bendigedig (brilliant) understanding of our Welsh culture and traditions. We listen to Welsh Stories, we study Welsh Literature, we look at Welsh Art and we listen to Welsh Music as well as use as many sentence patterns as we can in everyday life. We even know how to ask to go to the toilet in Welsh.

On March 1st we celebrate St. David's Day with a concert and a celebration of our Welsh learning.

In Year 6, pupils are given the opportunity to improve our Welsh further. They visit Llangrannog in West Wales for a week. They take part in various adventure activities including skiing and horse riding and are also encouraged to talk, listen and understand Welsh. Everyone who visits Llangrannog always has a gwyech (wonderful) time and it provides excellent memories of Primary School.



Personal Development & Relationships (PDR) / Sex Education

At Herbert Thompson Primary School we value the importance of personal development and relationship education to help and support young people through their physical, emotional and moral development. We recognise the partnership of home and school, of parent and teacher, in this important area of personal development. The school follows the Cardiff LA Scheme of Work to ensure personal development and relationships is taught in a systematic and progressive way. The lessons will be taught discreetly by the class teacher. Teachers will have the option of teaching certain issues to girls and boys separately.

| | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 Growing and Caring for Ourselves | <ul style="list-style-type: none">• Keeping Clean• Growing and Changing• Families and Care |
| Year 2 Differences | <ul style="list-style-type: none">• Differences: Boys and Girls• Differences: Male and Female.• Naming the Body Parts |
| Year 3 Valuing Differences and Keeping Safe | <ul style="list-style-type: none">• Differences: Male and Female• Personal Space• Family Differences |
| Year 4 Growing Up | <ul style="list-style-type: none">• Growing and Changing• Body Changes and Reproduction• What is puberty |
| Year 5 Puberty | <ul style="list-style-type: none">• Talking about puberty• Male and Female Changes• Puberty and Hygiene. |
| Year 6 Puberty and Reproduction | <ul style="list-style-type: none">• Puberty and Reproduction• Relationships and Reproduction• Conception and Pregnancy |

Careers Education/Inspire

Our teachers are always inspiring us to think about what we want to do when we eventually leave school. We have many visitors who come and talk to us about their lives and their career. This gives us all the chance to think about our own talents and how we should develop them for the future. We also have visitors who inspire us about the characteristics needed to reach our goals and fulfil our dreams

“External providers give generously of their time, not because they have to but because they want to.”

(National Quality Award)

Clubs

As well as Breakfast Club, there are many clubs after school. Our clubs include:

- Maths club
- English club
- Homework club
- Drama club
- Choir
- Arts and crafts club
- Sewing club
- Cross country running club
- Netball club
- Cricket club
- Rugby club
- Football club
- Coding club
- Digital leaders club

The clubs are really enjoyable and popular and we really look forward to them each week.

Educational Visits & Charging

There are many opportunities to take part in trips, visits and experiences.

This year we've had a range of trips already to Castell Coch, Cardiff Castle, Fairwater New Life Church, Penarth Pier, The Brecon Mountain Railway, Wales Millennium Centre to see James and the Giant Peach, Portland House, Wales Millennium Centre to see Mary Poppins, Welsh National Opera Viist to see La Boheme etc. Teachers always make sure that a risk assessment is completed for every school visit or trip, so that everyone is safe.

In the Summer Year Six visit Gwersyll Yr Urdd, Llangrannog, in West Wales. The children spend a week away, this is a tremendous opportunity for the children to improve their Welsh, their self-esteem, make more friends and improve their self-confidence. It is always an enjoyable but safe week away for all concerned.

Some school trips will require a charge. If the school wishes to run an activity during the school day for which it would need contributions from parents or others, it can invite voluntary contributions.

Sport

Sport is a strength of our school. We have won many awards and have been on television a number of times for our involvement in sport and the Olympics. We have had many exciting sporting visitors including Baroness Tanni Grey-Thompson, the Sports Minister for Wales, the Olympic Mascot Wenlock, Mark Hudson, the captain of Cardiff City and a number of Olympic Torch carriers.

We are taught Physical Education sessions each week as well as having opportunities to be active every day. The children are taught gymnastics, dance and a range of ball games including football, rugby, netball, basketball, cricket and tennis. In year 5, we take the children on a

swimming course for two weeks and a cycling course for one week. Every year a Sports Day is organised for us to participate in a variety of sports. Parents are invited to watch their children. Year 1-6 have their Sport Day and NIAC in Cyncoed.

In addition to this, the children in Years 4 and Years 6 challenge themselves to a daily mile running club with their teachers to help their concentration, help them to be ready for learning and improve their fitness levels.

At Herbert Thompson, we believe that literacy and numeracy skills are essential in order for learners to reach their full potential. We use the Literacy and Numeracy Framework (LNF) as a curriculum planning tool to identify and provide opportunities to build on the skills they have acquired as they take part in a range of homework tasks. At the start of the year, parents receive LNF help sheets to inform them of the outcomes that are expected in each year group (from Reception to Year 6)

The help sheets contain the majority of outcomes expected at the end of each year group so that parents can support their children at home. See the classteachers for help sheets.

Provision for Pupils with Additional Learning Needs (ALN)

The school has an excellent inclusion team, ensuring all all additional needs are taken into account. We have a policy for SEN, which is in line with the education Act 198, The Education Reform Act 1988 and the Code of Practice 1994 on the identification and assessment of SEN.

A child has SEN when they find it harder to learn than other children of a similar age. They may have difficulties, which are:

- Of a physical nature
- Connected with sight, hearing or speech
- Emotional or behavioural
- Specifically related to aspects of language or mathematical learning
- More general, covering some or all aspects of school work.

In an effort to identify children as early as possible, we follow a staged referral system outlined in the Code of Practice. The first two stages are mainly school based, and are the responsibility of the class teacher and the SEN co-ordinator. These are known as School Concern and School Action. We have a step by step approach in providing help, which allows us to match the level of support to the particular needs of the child. Examples of our more specific types of approach are:

- A specially designed learning programme (IEP)
- A specially designed behaviour programme (if needed) (IBP)
- Assistance from an extra teacher or Learning Support Assistant in the classroom
- Teaching individuals or small group, away from the classroom

Occasionally a child will have significantly greater difficulty in learning than the majority of children of his or her age. In cases, specialist help will be called in at School Action Plus stage of the referral system. If their needs cannot be reasonably met within the resources of the school, experts will be asked to make a full assessment of the child's needs. The L.A. will then consider issuing a statement, which sets out the special help the child should have. The 1993 Education Act creates a new rights of appeal against decisions by L.A.'s and a new SEN Tribunal to hear appeals.

School Building and Grounds

We
will

ensure that any child with special needs plays a full part in school life. The policy of inclusion means that children with SEN have the same rights to a full range of curriculum opportunities enjoyed by their peers. A copy of the School's Special Needs Policy is available from the office on request.

Main Building

We are very lucky, our school is formed from two beautiful old buildings originally opened in 1928. The two buildings have been joined as a result of the amalgamation with the joining building housing all the administration of the school, the Headteacher's office and the main entrance to the school.

The Reception and Year 1 department have been refurbished in line with the Foundation Phase this means that these children have bigger classrooms with lots of space. The building is mainly on one level with the Reception class having three large classrooms plus an outdoor area and Year 1 having a similar amount of room. There is a small hall/music hall in this building and a Place 2 Be room for pupils and parents to meet with a counsellor.

There is a separate nursery block, which has also been refurbished and has its own playground and facilities and is now adjoined to a new build Flying Start unit.

The Junior building is on two main levels. Downstairs there is a large hall, a computer suite, the staff room, Year 2 and Year 3. Year 2, have an additional outdoor classroom. Between the two levels is an intervention room where small groups of children take part in Literacy and Numeracy activities and there is also an additional Year 3 classroom. Upstairs are Year 4, 5 and 6.

In 2016-2017 the school spent £115, 582.04 on repairs and maintenance to the building (this includes cleaning, repairs and maintenance and DSU repairs).

Outdoor Learning Provision & Out Buildings

The Key Stage 2 children have two playgrounds in which to play. The playgrounds are used as an extended classroom as much as possible. We have resources in the playground such as large maps and planters. In one of the playgrounds, there is a separate building, which acts as a Parent and School Improvement Hub. From this building a range of community activities take place as well as professional learning activities. The other outbuilding contains the canteen, kitchen, and Breakfast Club.

In the yard is the Flying Start Nursery building. The Nursery is called Tiny Thompsons.

A grass area that can be used in late spring and early summer add a little bit more space to play on. We even have tyre parks and in 2011, we officially opened our incredible Willow Garden. This year we were lucky enough to secure a £5000 Big Lottery grant to purchase a trim trail for the Key Stage Two yard.



We also have access to a Multi Use Games Area (MUGA) during the school day and for after school clubs.

Provision of Toilets

There are adequate toilet facilities for all children and staff. In the last few years, the toilets in Foundation Phase and Year 3 toilets have been refurbished.

Toilets are cleaned at the beginning and end of each school day. If an incident occurs in the toilet throughout the day, the caretaker is informed straight away in order to attend to the incident. The caretaker is aware of the designated cleaning materials used for toilet cleaning.

The school has a School Cleanliness Action Group (SCAG) which includes a cross-section of children from the school. These children monitor the cleanliness of toilets and behaviours in the toilets and discuss any issues with the SCAG link teacher. The group then discusses ways in which these issues could be resolved e.g. writing a letter to the caretaker, informing other pupils through an assembly or class lessons to teach children about correct procedures for going to the toilet.

Health and Safety, Equalities and Safeguarding

Road Safety

In order to ensure the safety of all our pupils parents who drive their children to school are requested never to stop on the yellow school markings or allow children to leave the car whilst on these markings. It is an offence to park anywhere on the 'School Keep Clear' markings between 8.45am and 3.45pm Mondays to Fridays during term times in the interests of your children's safety. Our PCSO Scott Donovan often patrols the area to ensure that cars are obeying the law.

Healthy Schools

In 2011, we were the first school in Cardiff to win the National Quality Award for Healthy Schools. We are very proud of this and have helped other schools towards the same goal. We are currently working towards a re-accreditation this year.

School Security

To keep us safe, school has a security system. There are up to twenty CCTV cameras dotted around the school and the outside doors are fitted with security locks. If you wish to visit the school and find the door locked, it does not mean we do not want to see you, just push the buzzer once and wait.

Mrs. Perry or Mrs. Heathfield will open the door for you as soon as they can. Pupils are encouraged not to open the door to visitors unless directed to do so by a member of staff.

All visitors to the school are closely monitored. All visitors are required to sign in and out. During lesson times all entrances are internally secured (not locked) in the interests of pupil/staff security.

Fire Drills

Fire drills are carried out on a regular basis in order that all children and adults using our school site are familiar with emergency evacuation procedures. These evacuations are reported to the LA on a termly basis.

Medical & First Aid

If children become poorly in school or have an accident, school will need to contact you quickly. Please help us by making sure we have up to date contact details, including home and mobile numbers for school to ring in an emergency. We have a number of trained First Aiders on site.

Equal Opportunities

We the staff of Herbert Thompson Primary School aim to meet the needs of every pupil irrespective of belief, race, gender, social class or ability. This is important in helping to give every child access to all areas of the curriculum. The school follows their Strategic Equalities Plan closely. The staff are actively committed towards the following aims:

- To provide equal opportunities in learning and experience for all pupils.
- To create and maintain a happy working and learning environment that reflects and takes into account the different beliefs, cultures and languages to be found within the school.
- To monitor, review and improve its provision of resources within the school to meet the educational needs of all children.
- To work towards the elimination of inequality of opportunity and prejudice as and when this occurs.
- To ensure that boys and girls have equal access to all benefits, facilities or services offered by the school including extra-curricular activities.

Safeguarding

At Herbert Thompson we aim to provide an environment in which children and young people feel safe, secure, valued and respected and feel confident, and know how to approach adults if they are in difficulties believing they will be effectively listened to. We aim:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non – teaching staff to the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff

- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, specially the police and children' services
- To ensure that all adults within the school, who have access to children, have been checked as to their suitability

There are 4 main elements to our policy in implementing the above aim:

1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school safe environment where children know who to approach with any concerns about their welfare.
2. **Procedures** for identifying and reporting concerns about the welfare of a child.
3. **Support To Pupils** who have/ may have been abused
4. **Preventing Unsuitable People Working With Children** through robust vetting and recruitment processes

Provision for Looked After Children (LAC)

Herbert Thompson is held in high regard for supporting a wide range of learners. Mrs. Pullin has responsibility for promoting the educational achievement of looked after children. She works closely with the Local Authority to ensure all LAC children are given appropriate support. A Pastoral Support Plan (PSP) is put in place that identifies the pupils needs and the provision that is to be provided to meet those needs. The PSP is reviewed and amended regularly. All LAC pupils make good progress at Herbert Thompson.

Complaints Procedure

The class teacher will deal with any minor problems. If you are not satisfied, the Headteacher will always meet concerned parents in order to resolve difficulties.

A parent who is still not satisfied should contact the Chairperson of Governors (or another member of the Governing Body). Names and telephone numbers of governors can be obtained from the school office. A complaint can also be made to the Education Department of Cardiff County Council. The complaint would then be investigated and appropriate action taken.

Thank you for taking time to read this report. We are very proud of our school community and we welcome any questions you may have and any comments about how to improve our school further.



|  Herbert Thompson Primary School Financial Report to Parents 2016/17 | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------|
| Details | Allocated Budget 2016/17 | Actual Expenditure 2016/17 |
| Teaching Costs | 1,042,298 | 1,044,258.59 |
| SEN Teaching Costs | 61,513 | 61,519.72 |
| Support Staff | 644,913 | 650,788.02 |
| Other Staff Costs | 91,558 | 74,738.99 |
| Premises Costs | 141,966 | 1330,905.24 |
| Utilities | 33,925 | 31,021.11 |
| Transport Costs | 0 | 0 |
| Supplies & Services | -1,612 | 4,856.95 |
| Service Units | 146,428 | 144,770.53 |
| Income | -34,290 | -61,956.19 |
| Unallocated Funds | 68,781 | 6,121.35 |
| MSF Costs | 0 | -31,137.48 |
| School Improvement Hub | 46,000 | 56,900.83 |
| PDG Costs | -216,700 | -193,336.27 |
| SEG Costs | -166,489 | -154,366.70 |
| WEG Costs | | -932.00 |

Foundation Phase Data – Year 2

(Herbert Thompson is the most challenged of 11 family schools)

The tables below show the data for Year 2 pupils and comparisons with the Family Schools and Wales.

Outcome 5 is the expected level children should achieve by the end of Foundation Phase and Outcome 6 refers to the high level.

% LO5+ Performance

| | 2012 | 2013 | 2014 | 2015 | 2016 | Family 2016 |
|------------|------|------|------|------|------|-------------|
| LLC | 65 | 67 | 77 | 86 | 83 | 87 |
| MD | 77 | 72 | 79 | 83 | 86 | 88 |
| PSD | 73 | 79 | 83 | 95 | 93 | 94 |
| FPI | 54 | 63 | 74 | 83 | 83 | 86 |

%LO6+ Performance

| | 2012 | 2013 | 2014 | 2015 | 2016 | Family 2016 |
|------------|------|------|------|------|------|-------------|
| LLC | 21 | 19 | 4 | 3 | 15 | 26 |
| MD | 19 | 9 | 21 | 8 | 18 | 26 |
| PSD | 17 | 42 | 32 | 31 | 40 | 41 |

The tables below show the benchmark groups. If the school is in group 1 or 2, it means that the school is in the top 50% of similar schools.

LO5+ FSM Benchmarking

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|------------|------|------|------|------|------|
| LLC | 4 | 4 | 3 | 2 | 3 |
| MD | 3 | 4 | 3 | 3 | 3 |
| PSD | 4 | 4 | 4 | 2 | 2 |
| FPI | 4 | 4 | 3 | 2 | 2 |

LO6+ FSM Benchmarking

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|------------|------|------|------|------|------|
| LLC | 2 | 3 | 4 | 4 | 4 |
| MD | 2 | 4 | 2 | 4 | 4 |
| PSD | 3 | 2 | 3 | 3 | 3 |

Key Stage Two Data – Year 6

The tables below shows the data for Year 6 pupils and comparisons with the Family Schools and Wales. Level 4 is the expected level children should achieve by the end of Key Stage Two and Level 5 refers to the higher level.

Level 4+ Performance

| | 2012 | 2013 | 2014 | 2015 | 2016 | Family 2016 | Wales 2016 |
|----------------|------|------|------|------|------|-------------|------------|
| English | 87 | 89 | 83 | 87 | 89 | 81 | 90 |
| Maths | 92 | 96 | 79 | 87 | 91 | 82 | 91 |
| Science | 90 | 91 | 79 | 87 | 89 | 84 | 92 |
| CSI | 87 | 87 | 77 | 87 | 87 | 79 | 89 |

Level 5+ Performance

| | 2012 | 2013 | 2014 | 2015 | 2016 | Family 2016 | Wales 2016 |
|----------------|------|------|------|------|------|-------------|------------|
| English | 5 | 22 | 11 | 22 | 11 | 29 | 42 |
| Maths | 28 | 22 | 21 | 26 | 25 | 30 | 43 |
| Science | 8 | 20 | 11 | 26 | 13 | 29 | 43 |

The tables below show the benchmark groups. If the school is in group 1 or 2, it means that the school is in the top 50% of similar schools.

National FSM Benchmarking Performance (Quarters 1-4)

L4+ FSM Benchmarking

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|----------------|------|------|------|------|------|
| English | 1 | 1 | 3 | 2 | 2 |
| Maths | 1 | 1 | 3 | 2 | 2 |
| Science | 1 | 1 | 3 | 2 | 2 |
| CSI | 1 | 1 | 3 | 2 | 2 |

L5+ FSM Benchmarking

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|----------------|------|------|------|------|------|
| English | 4 | 3 | 4 | 4 | 4 |
| Maths | 2 | 3 | 3 | 3 | 4 |
| Science | 4 | 3 | 4 | 3 | 4 |

Ysgol Gynradd Herbert Thompson

Plymouthwood Road,
Ely, Cardiff. CF5 4XD

Follow us on twitter @HTPSchool @HTPHub

www.herbertthompsonprimary.co.uk