

Governing Body

Governor	Appointed By	Term of Office Ends
Mr Martin Peplow	Community (Chair)	November 2017
Mrs N E Cule	Headteacher	
Mr S O'Connell	Teacher Representative	September 2020
Mrs L Sanderson	Teacher representative	November 2020
Mrs C J Brookman	Non-Teaching Staff Governor	October 2022
Mrs N Gooderham	Parent Governor	November 2022
Ms A Randall	Parent Governor	November 2020
Ms R Gronow	Parent Governor	November 2020
Mrs M Wilkinson	LEA	October 2022
Mr A Williams	Community (Vice Chair)	May 2020
Mrs C Williams	LEA	October 2020
Mrs R Thomas	LEA	March 2019
Mr M Holmes	LEA	October 2020
Mrs T Watts	Community	November 2022
Mr R Roberts	Community	March 2018

Chair of Governors:

Mr M Peplow
41 Ffordd Cwm Cidi,
Woodland Rise,
Barry

Clerk to Governors:

Mrs J Western

Cost Centre:101032	Description:Colcot Primary	Period Name:2016/P12	Budget Name:VOG 16/17 RE
	Level3	Annual Budget	Total Actual
CONT. TO FUNDS	CONT TO CAPITAL OUTTURN	0.00	0.00
	CONT TO GENERAL RESERVE	1,829.00	1,829.00
		1,829.00	1,829.00
CUSTOMER RECEIPTS	CHARGE FOR SERVICE	0.00	-8,497.45
	DONATIONS	0.00	0.00
		0.00	-8,497.45
EMPLOYEES	GRANT EMPLOYEES	127,471.00	130,273.92
	INDIRECT EMPLOYEES EXPS	12,647.00	12,647.00
	NON TEACHING EMPLOYEES	240,863.00	247,084.57
	OTHER DIRECT EMPLOYEES	3,500.00	2,184.88
	SEG WEG EIG EMPLOYEES	0.00	0.00
	TEACHING EMPLOYEES	753,826.00	760,472.86
		1,138,307.00	1,152,663.23
GOVERNMENT GRANT	OTHER GOVERNMENT GRANTS	0.00	0.00
	WG GRANTS	-259,180.00	-265,631.21
		-259,180.00	-265,631.21
INTERNAL RECHARGES EXPEND	INTERNAL RECHARGES EXPEND	50,815.00	51,945.62
		50,815.00	51,945.62
INTERNAL RECHARGES INCOME	INTERNAL RECHARGES INCOME	-33,271.00	-34,044.01
		-33,271.00	-34,044.01
INTRA DEPARTMENTAL RECHARGE	SEG WEG EIG INCOME	0.00	0.00
		0.00	0.00
OTHER GRANTS	INCOME FROM OTHER LAs/HAs	0.00	0.00
		0.00	0.00
PREMISES	CLEANING AND DOMESTIC SUPPLIES	39,630.00	39,418.87
	ENERGY	23,500.00	13,523.05
	GROUNDS MAINTENANCE	3,500.00	2,596.70
	RATES	12,758.00	12,758.00
	REPAIRS & MAINT OF BUILDING	40,000.00	24,042.93
	WATER SERVICES	5,500.00	345.89
		124,888.00	92,685.44
SUPPLIES AND SERVICES	CATERING	1,600.00	624.00
	COMMS AND COMPUTING	7,150.00	5,061.76
	EQUIP, FURNITURE & MATERIALS	79,100.00	80,424.30
	EXPENSES	0.00	0.00
	GRANTS & SUBSCRIPTIONS	13,262.00	9,363.95
	MISC EXPENSES	13,502.00	0.00
	PRINTING STATIONERY & OFFICE EXPS	0.00	0.00
	SEG WEG EIG SUPPLIES AND SERVICES	360.00	360.00
	SERVICES	0.00	240.00
		114,974.00	96,074.01
TRANSPORT	CAR ALLOWANCES	500.00	121.50
	SEG WEG EIG TRAVEL EXPENSES	0.00	0.00
		500.00	121.50
		1,138,862.00	1,087,146.13

2018/19 Term Dates

Monday 3 September 2018 and *Monday 22 July 2019 will be designated INSET days for all LEA Maintained Schools. The remaining three INSET days to be taken, will be at the discretion of each individual school.

*It is intended that this INSET day will either be taken on Monday 22 July 2019 or at an alternative time to be decided by individual schools following appropriate consultation with staff for example in the form of twilight sessions.

All schools will be closed on Monday 6 May 2019 for the May Day Bank Holiday.

Significant dates:

Christmas: Tuesday 25 December 2018

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

May Bank Holidays: Monday 6 May 2019 and Monday 27 May 2019

- [Autumn 2018](#)

Start:

Monday 03 September 2018

Half Term:

Monday 29 October 2018 - Friday 02 November 2018

End:

Friday 21 December 2018

No. of School Days:

75

- [Spring 2019](#)

Start:

Monday 07 January 2019

Half Term:

Monday 25 February 2019 - Friday 01 March 2019

End:

Friday 12 April 2019

No. of School Days:

65

- [Summer 2019](#)

Start:

Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
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FPI **

School	77.8
Wales	87.3

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Currently working towards Foundation Phase Outcome 1.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

National comparative data refers to 2017

Vale of Glamorgan

	N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	0	0	0	0	0	0	2	31	12	0
Language, literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0
Language, literacy and communication skills (in English)	0	0	0	0	0	0	5	29	11	0
Mathematical development	0	0	0	0	0	0	8	28	9	0

Cohort = 45

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Currently working towards Foundation Phase Outcome 1.

A: Performance Above Foundation Phase Outcome 6.

Key Stage 2

Table 1 of 2 - PERCENTAGES)

Vale of Glamorgan

COLCOT PRIMARY

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	56.7	40.0	0.0	96.7
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.3	46.4	43.0	1.7	91.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	60.0	40.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.2	45.4	44.0	2.0	91.4
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	56.7	40.0	0.0	96.7
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.8	45.0	43.6	1.9	90.5
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	56.7	36.7	0.0	93.3
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	10.3	50.0	35.2	1.4	86.6

Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	53.3	46.7	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.0	44.6	45.3	1.8	91.6

Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	60.0	36.7	0.0	96.7
	Wales	0.1	0.4	0.1	0.1	0.1	0.3	1.1	5.5	45.8	46.2	0.2	92.2

Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.3	80.0	6.7	0.0	86.7
	Wales	0.3	0.7	0.2	0.2	0.2	1.0	2.5	14.2	54.6	26.0	0.3	80.9

Core Subject Indicator **

School	96.7
Wales	89.5

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

(Table 2 of 2 - PUPIL NUMBERS)

Vale of Glamorgan

COLCOT PRIMARY

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	0	0	1	17	12	0	30
Oracy	0	0	0	0	0	0	0	0	18	12	0	30
Reading	0	0	0	0	0	0	0	1	17	12	0	30
Writing	0	0	0	0	0	0	0	2	17	11	0	30

Mathematics	0	0	0	0	0	0	0	0	16	14	0	30
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Science	0	0	0	0	0	0	0	1	18	11	0	30
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Welsh Second Language	0	0	0	0	0	0	0	4	24	2	0	30
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Core Subject Indicator **

School	29
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Cohort = 30

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

Transition from Key Stage 2 - 3.

Colcot Primary School is a feeder school for the new Comprehensive School - Pencoedtre High . Transition arrangements are in place during the year to ensure the smooth transition for the Year 6 pupils. The first of these days is in October with others arranged during the year. For individuals and small groups of pupils who may find the transition between the Primary phase and Secondary Phase difficult support work will be in place and provided by a Local Authority Transition Officer.

During the academic year children and staff will continue to work alongside colleagues and pupils from the Comprehensive school, ensuring that the teaching and learning in both phases meets the needs of all learners and preparing the children for the next phase in their learning.

Year 6 staff will meet with the heads of department for English, Welsh, Mathematics and Science to moderate work and discuss provision and skill development in those four areas.

Attendance

Improving attendance is always a priority for the school and due to the increased effort made by the school to contact and keep parents informed of any concerns regarding absences the school has made very good progress in this area. Attendance at the end of 2018 is 93% which places the school in Benchmarking Group 1.

Curriculum Provision

Foundation Phase - 3 – 7 year olds.

At this stage the main learning blocks of learning experiences are laid. The emphasis will be on developing essential skills of communication, literacy and numeracy. By providing a broad rich curriculum using an integrated approach the aim is to develop the children's interests whilst also recognising their level of maturity. These are important years where pupils learn how to observe, listen, respond and develop not only as individuals but as caring members of the school community.

The Foundation Phase model is in place for children in the N, R, Y1 & Y2. The "Integrated Day" operates with discrete Literacy and Numeracy sessions. This involves the children working through a number of preset tasks at their own pace throughout the day. The overriding factor in planning work in all classes and all subjects is appropriate and accurate differentiation for each ability group. Your child's work will be designed to suit his or her ability.

All schemes of work in the core and foundation subjects ensure the implementation of National Curriculum proposals for the appropriate curriculum area. The Areas of Learning which became statutory in 2015 are fully integrated into the schools schemes of work and in teachers weekly planning.

KS2 – 7 – 11 Year olds.

The essential skills of communication, literacy and numeracy will be the central focus of the curriculum. As the pupils understanding increases more time will be given to science and the foundation subjects. The curriculum will still take place within an integrated theme where it is meaningful and relevant. Children will be encouraged to develop self – confidence, independence in learning and higher order skills in a range of situations.

In the KS2 department children are organised into mixed ability classes.

As with most schools the need to group children into mixed-aged classes will necessarily occur occasionally. To achieve this effectively the School will adopt a "Team Teaching" model whereby children of the same year group will receive the base lesson in curriculum subjects together and at the same time, and then revert to their registration classes to complete their work with their teacher or LSA (Learning

Support Assistant). In this way every child will receive appropriate differentiated instruction in the relevant curriculum.

Additional Learning Needs (ALN)

Children who experience difficulties in mastering basic language skills, following initial identification by the class teacher, are either withdrawn from the class situation to be given specialised teaching in a small group, or are helped in the class situation by the special needs support staff. Several contact sessions will be timetabled each week. The School's SEN policy and provision map detail the interventions provided for each child in the four areas of Cognition and Learning, Communication and Interaction, Behaviour (Social and Emotional) and Physical and Sensory. Information on this can be obtained by appointment with the school's Special Educational Needs Co-ordinator (SENCO) Mrs J Rose. The governors with responsibility for SEN are Mr M Peplow; and Mr A Williams.

Welsh Language

Welsh is taught as a second language along the guidelines set by the National Curriculum document for Welsh. Every effort is made to ensure that all important signs in the school are bilingual. The school promotes a Welsh Phrase every month – Mae Taffi yn dweud. This is shared with parents, pupils and staff.

Healthy Living

The School supports and promotes Healthy Living. Pupils are encouraged to bring water bottles to school and only fruit and other healthy snacks are allowed Monday – Thursday. At lunchtime pupils having School Dinners are encouraged by the Kitchen staff to choose the healthy option and a salad option is available every day. The school has a Healthy Living Council which has an action plan identifying areas for development.

Toilet Facilities.

All toilet facilities are relatively newly refurbished. There are adequate facilities for the children in the different areas of the school. Girls and boys have their own toilets and these are cleaned daily.

Provision for PE and Games

Pupils will take part in 2 sessions of PE / Games a week. Suitable clothing should be worn by all children at all times during outdoor/indoor activities. Parents should provide shorts and t-shirts for indoor activities and additional warmer attire for outside. Staff will advise parents whether shoes/trainers are required for indoor activities and secure appropriate footwear will be needed for all outdoor sessions.

Please note, we expect all children to have a change of clothing for all PE lessons and extra-curricular sporting activities to encourage good attitudes to health, cleanliness and hygiene. The school also encourage pupils to wear house colour t – shirts for P.E and Games lessons.

PE/Games

PE and Games times per week:

KS2	1 hour 45 minutes
Foundation Phase	1 hour

The school has extensive playing fields and a hall both of which are fully utilised during lunch times and after school in the extra-curricular programme organised by the school for the children.

Extra Curricular Activities

Sincere thanks and appreciation must be extended to all those members of staff who volunteer and give of their time to support school clubs. Clubs available at school include:

Football, Netball, Rounders, Board games, Dance and ICT.

Community Links

The school seeks to develop its community links through practical involvement of children, parents and staff in specific initiatives. The school choir regularly perform in the community. During the last year the school has co – ordinated and supported effective projects and contact between local communities and industries:

Industrial, business and local community links:

“Visits to local industry and commerce are helpful in broadening pupils’ understanding of their community and workplace”. Estyn 2010.

This aspect of school life is a school target and will involve developing effective links with National and Local businesses.

School Improvement Plan Targets 2018 – 19

The School has set in consultation with Staff, Governors and Central South Consortium Challenge Advisor 4 targets for the academic year 2018 – 19. These targets are derived from a thorough self evaluation and from end of year assessment data.

Priorities for: 2018 – 19

Targets		Why a priority?	Funding Allowance
Target 1	Health and Well being – To improve and expand the current provision and provide a varied programme of work for the pupils. The target will also focus on our work with the local community and health and well being activities for staff.	To address the National priority and concerns regarding well being in our community. To focus on developing healthy confident individuals who are ready for learning.	£5,000
Target 2	To strengthen our behaviour management strategies and ensure that pupils and adults learn to listen to each other and respect each other.	To ensure that there is a positive learning environment which allows every child to grow and learn in an environment of mutual respect.	£3,000
Target 3	To support all staff in developing their own continuous professional development.	To ensure that all staff are given opportunities to share good practice and to learn from each other. To provide opportunities for staff to develop and continue their learning.	£3,000
Target 4	To refine the curriculum and focus on the four core purposes and developing pedagogy as highlighted in the Donaldson Curriculum review.	To ensure that the teaching and learning is focussed on developing key skills. To ensure that teaching is providing the learners with an appropriate series of experiences that will	

		allow them to make access of their learning and support future learning.	
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Policies adopted by the Governing Body

The Governing Body in consultation with the School and Headteacher have adopted and agreed policies issued by the Local Authority.

Pay Policy

Safer Recruitment

Safeguarding and Child Protection

Attendance Policy

GPDR

Health and Safety Policy

(All policies are available on request from the School Office)

Further information is available in the School Prospectus which is available on the School website and from the School office. The Prospectus contains information regarding the following areas.

Headteacher's welcome

Chair of Governors welcome

Members of the Governing Body

School Dates 2018/2019

The School

Personnel

Day to Day Organisation:

- a. Admissions
- b. Charging
- c. School/Parent Contact (Complaints Procedure)
- d. Absence Rates
- e. School Hours
- f. Punctuality and Attendance
- g. Lunch Time Arrangements
- h. Administration of Medicine and Illnesses
- i. Vehicle Access

School Uniform

FOCP

Circulars/Newsletters

Curriculum

Extra Curricular

School Discipline

Pupils with Disabilities

Adult Learning

School Web Site

Security

