



Annual Governors' Report

2017-2018



Together we aim for the stars.



VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2017 - 2018

ANNUAL GOVERNORS' REPORT TO PARENTS 2017 / 2018

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1. Introduction

As Chairperson of the Governing Body I am pleased to present the 2017/2018 Report to Parents. This past school year Victoria has continued to go from strength to strength in all aspects of the children's education and social development despite the restrictions of the budget.

The school continues to create a vibrant and out- standing learning environment.

This enables our children to fully develop as good citizens and to take a pride in themselves and their environment.

The Governors continue to work closely and learn from the staff and children. We have met with the School Council and admired their knowledge and understanding and have involved ourselves in the school development plan.

The Governors would like to thank the parents for their continued support and involvement and hope that this report will give you a greater insight into all aspects of the school.

We are not legally bound to call a parents meeting to discuss the report unless we are requested to do so.

A copy of the report will be forwarded to all families.

C M O'Callaghan

2. The School's Governing Body

The Chair of the Governing Body is a Community governor appointed by the Governing Body. The date that follows each name signifies end of term on the Governing Body.

Ms. Christine O'Callaghan	16.09.2021
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Vice chair is an LEA appointee

Cllr Mark Wilson	16.10.2021
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Other Members of the Governing Body:-

LEA representatives

Mr. Mark Petherick	19.10.2019
Mrs. Amanda Reynolds	28.02.2019
Mrs S McLaughlin	09.03.2019

Minor Authority Representative

Cllr Rhiannon Birch	15.05.2019
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Parent Governors elected by the parents of the school.

Mrs. Rebecca Connor	18.10.2022
Mr Grant Robson	18.10.2022
Mrs Amy Twining	14.09.2020
Mrs Lorna Bennett	16.02.2021
Mr David Hall	27.09.2021

Community Governors appointed by the Governing Body

Mrs. Judith Jones	28.01.2022
Miss Jeanette Minns	16.09.2021
Mr. Rhys Taylor	08.02.2019

Teacher Governors elected by the school staff

Mr. Simon Husband	06.02.2019
Mrs. Helen Kerr	27.03.2019

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Non teaching Staff Governor elected by the non-teaching staff.

Mr. David Adams

14.09.2020

Head teacher

Mrs. S. Daniels.

Clerk to the Governors;

Mrs. H. Moreton, School Office

The full Governing Body meets twice each term. Sub committees meet prior to each meeting and on additional dates as and when appropriate.

No resolutions were passed at last year's meetings.

No travelling or subsistence allowances were paid to members of the Governing Body in the last financial year.

3. Next Election of Parent Governors

When a vacancy exists for a parent representative on the Governing Body, all parents and guardians of pupils in the school will be informed. Should the number proposed exceed the vacancy a ballot will be held. The next election for Parent Governors' places will be held in September 2020

4. Financial Statement

(i) Financial out-turn for 2017/ 2018 indicating how the school budget was spent

EMPLOYEES	-1,508,870
PREMISES RELATED COSTS	-181,421
SUPPLIES AND SERVICES	-65,097
CINCOME & GRANTS	+329,420
BALANCE BROUGHT FORWARD	+45,767
NET CONTROLLABLE EXPENDITURE	1,620,508

Financial out-turn for 2016/ 2017 indicating how the school budget was spent

EMPLOYEES	1,523,957
PREMISES RELATED COSTS	154,902
SUPPLIES AND SERVICES	62,810
INCOME & GRANTS	280,368
BALANCE BROUGHT FORWARD	41,361
NET CONTROLLABLE EXPENDITURE	1,515,918

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(ii) Last year the school spent an average of £3208 per pupil.

(iii) PDG - Pupil Deprivation Grant 2017 – 2018

“The Pupil Deprivation Grant (PDG) is extra funding from the Welsh Government to overcome the additional barriers poorer pupils face that prevent them from reaching their potential. This may include exceptionally able pupils who, because of their family background, are not achieving their full personal potential even though they appear to be holding their own in comparison with their peers.”

Taken from 'Guidance for Using the Pupil Deprivation Grant, Welsh Government, 2013.

The allocation for the financial year 2017-18 for Victoria Primary based on percentage of free school meals is £27, 750

We are using this money to:

- fund small group or individual support for pupils to develop their numeracy and literacy skills e.g. catch up literacy, catch up numeracy, basic skills group, rapid reading, rapid writing, paired reading and booster groups.
- provide specialist programmes following liaison with outside agencies and parents.
- provide emotional literacy support for more vulnerable pupils.
- subsidise residential trips to ensure equal opportunities for all pupils.

5. Our Shared Vision

Our vision is to work together so that everyone at Victoria Primary will be happy, caring, confident individuals who have a love of learning and achieve personal success.

SCHOOL MOTTO

Together we aim for the stars.

SCHOOL AIMS

We will experience a curriculum which will be challenging, fun and motivate us to develop our skills for lifelong learning.

We are a community that cares for each other and ourselves. We respect other peoples' views and achievements and celebrate our individuality.

As global citizens we respect our community and the world to which we belong; caring and contributing to a sustainable future.

Our positive school environment encourages everyone to achieve their goals through equality and in all aspects of school life.

We expect the parents, Governors and all members of our school community to support and guide us on our journey to the stars.

6. Curriculum and School Organization

Foundation Phase (Year 1 and Year 2)

Our curriculum for the Foundation Phase reflects the areas of learning identified in the Foundation Phase framework for Wales. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. Each of the seven areas of development

- personal and social development, well-being and cultural diversity
- language, literacy and communication skills
- mathematical development
- Welsh language development
- knowledge and understanding of the world
- physical development
- creative development.

has been broken down and develops over the year.

In order to take account of the two year intake in Nursery, a two year rolling plan of themes is in place. The content is adapted to suit the children's needs. Regardless of the content, all children will progress through the skills at their individual pace.

Continuous provision is enhanced according to what the children need and want. Discussions with the children, and observations, inform the teachers and other classroom adults in developing the learning environment and progressing learning. The provision is flexible to cater for the children's levels of engagement and interaction. The skills are reinforced throughout the areas at every opportunity and the pupils are made aware of their whole class and individual targets.

Key Stage 2 (Year 3 – Year 6)

We teach the key skills of literacy, numeracy, ICT, thinking and problem solving, through all curriculum subjects and we also develop them within the pastoral curriculum. Progression in key skills is at the heart of our curriculum planning. Children are given a variety of opportunities to develop the application of these skills in as many different activities as possible.

Progression in key skills forms part of the school's long-term curriculum plan. To develop key skills we have planned a whole school overview to ensure that the key skills are firmly embedded into the curriculum.

LITERACY AND NUMERACY FRAMEWORK POLICY

RATIONALE

At Victoria Primary School we believe that all children should be literate and numerate and develop lifelong skills to help them communicate effectively and be mathematically proficient in their future lives. We implement a curriculum which is broad, balanced and appropriately differentiated, meeting the requirements of the Literacy and Numeracy Framework 2013, Foundation Phase Framework, National Curriculum 2008, and Religious Education Framework. <http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales>

AIMS

The school's aims are:

- To identify and provide opportunities for learners to apply literacy and numeracy skills across the curriculum.
- To enable all children to be literate and numerate.
- To determine learner progress in the application of literacy and numeracy skills and identify their next steps.
- To ensure everyone is aware of the Literacy and Numeracy Framework ("LNF") and to inform them of relevant updates.

CURRICULUM CONTENT

- The LNF literacy and numeracy framework is first and foremost a curriculum planning tool that supports all teachers in embedding literacy and numeracy across the curriculum, developing the literacy and numeracy skills of their learners.
- Current curriculum planning has been adapted to support the cross curricular use of the LNF with tasks set that aim to introduce, consolidate, apply and ensure progress in specific literacy and numeracy skills.
- The LNF identifies age appropriate literacy and numeracy skills and is designed to be inclusive of all learners. However, teachers' planning takes into account the stage of development of all pupils.

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- The development of literacy and numeracy skills is progressive and referenced in all schemes of work.

Developing the Welsh Language

At Victoria Primary School, we are committed to providing the pupils in our care with a learning environment where Welsh Second Language has a high profile. Incidental Welsh is used as widely as possible and curriculum Welsh has a specific focus as and when appropriate. A trained team of children and midday supervisors initiate Welsh language games in the playground at lunchtime.

Curriculum Cymreig

Where appropriate pupils have the opportunity to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

English as an additional language ("EAL")

Particular attention will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It is necessary to assess their proficiency in English before planning any additional support that might be required. Support and guidance will be sought from **EMAS** (Ethnic Minority Achievement Service) when necessary.

ALN Additional Learning Needs

At Victoria Primary School we have adopted a whole-school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Pupils who are working significantly below their age related expectations are taught in small targeted 'Jigsaw' groups for literacy and numeracy. The SEN Code of Practice 2002 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with ALN and, in collaboration with the Additional Learning Needs Coordinator, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with ALN can be identified. Whether or not a pupil is making progress is seen as a significant factor in

considering the need for ALN provision. The school provision map outlines provision available, which is additional to or different from the differentiated curriculum on offer to all pupils.

Please see the school website for the full policy or ask at the school office for a copy

7. School Improvement Priorities 2017 / 2018 - evaluation

Key Area One – Standards

- Maintain VPS high standards

Key Area Two – Wellbeing and attitudes to learning

- Maintain VPS high standards

Key Area Three – Teaching and learning experiences

- **To increase the percentage of good and excellent teaching.**

Over the past year there has been a key focus placed on developing teaching and learning to ensure consistency of knowledge, understanding and practice. Staff have participated in CPD sessions, discussions, academic reading and cross phase learning walks in order to build capacity and improve standards. All teachers expressed a positive evaluation of the process.

- **To ensure that all teachers are confident in knowing how to plan, teach and assess oracy across the curriculum.**

Pupils' literacy skills continue to be a core focus for us at Victoria Primary School. We continue to monitor best practice and share strategies across the school that support the ongoing skill development of pupils. All teachers show continued confidence in planning and assessing pupils literacy skills, and monitoring activities highlight that the delivery of literacy across the school is good. There is clear progression in the delivery and planning for literacy skills and this covers all aspect of literacy development; including pupils' oracy skills.

- **To improve teachers' confidence in the planning, teaching and assessing of writing.**

Talk 4 writing was trialled in reception in 2016/2017 and the results of the pilot were excellent. It was decided that the whole school would benefit from this multi-sensory approach to writing. All staff are confident in planning and delivering a talk for writing unit and resources have been purchased to support whole school implementation.

- **To formalise the planning and tracking of the DCF (Digital Competency Framework) so that skills are present across all subject areas and standards are raised.**

With the introduction of the DCF, it has been necessary to regularly review the opportunities being provided for both staff and pupils to develop their skills in digital

competence. Over the year staff have developed their understanding of the framework and have reflected and developed their teaching so that opportunities to develop pupils digital competence skills are promoted. The DCF continues to be highlighted in planning and the school continues to update resources in order to meet the demands of the framework. We continue to embed the DCF into practice with staff planning for cross-curricular opportunities to develop pupils' skills.

Key Area Four – Care, guidance and support

- Maintain VPS high standards.

Key Area Five – Leadership and Management

- **To develop reliable tracking and assessment procedures.**

As a school we realise the importance of a robust and accurate tracking system. Teachers need tools to help them identify children who are at risk academically and emotionally; adjusting teaching strategies to better meet these pupils' needs. Our new monitoring system helps teachers to use pupil performance data to continually evaluate the effectiveness of their teaching and make more informed intervention decisions.

8. School Improvement Priorities 2018-2019 Summary of action plans

The school has set targets under the 5 key area headings of standards; wellbeing and attitudes to learning; teaching and learning experiences; care, guidance and support and leadership and management.

Key Area One – Standards

- To further embed the digital competency framework

Key Area Two – Wellbeing and attitudes to learning

- To maintain VPS high standards

Key Area Three – Teaching and learning experiences

- To develop curriculum offer in line with the four core purposes of 'Successful Futures'
- To improve bilingualism across the school, with a focus on developing pupils Welsh oracy skills.

Key Area Four – Care, guidance and support

- To further develop pupil assessment and target setting
- To improve provision in order to help pupils make choices which have a positive impact on their present and future mental and physical health and wellbeing

Key Area Five – Leadership and Management

- To maintain VPS high standards.

9. School Prospectus 2016 2017

The school prospectus is available on the school website <http://www.victoriaprimarieschool.com> and hard copies can be ordered from the school office. The prospectus is updated at least once a year and more often if there are significant changes that need to be recorded. It was last updated in November 2018. Updates include: school organization, Governing Body changes, staffing changes, school session times, holiday dates, school uniform and healthy eating.

Please see the school website or ask at the office for a hard copy.

10. School Policies

The governing body review school policies annually and may amend documentation in response to your comments. Please e-mail the office or arrange to meet with myself or a member of the Governing Body if you have any queries or comments or contact the governors via victoria@valelearning.com

This is a comprehensive list of all policies that are available on the school website or hard copies can be requested from the school office.

Statutory / Non statutory Policies and Procedures other than HR

Accessibility Plan
Admission Policy
Attendance Policy
Behaviour and Anti-bullying
Charging and Remissions Policy
Child Protection Policy
Complaints Procedures
Data Protection Policy
Disability Equality Scheme / Access Plan
Equal Opportunities and Racial equality
Food and Fitness Policy
Freedom of Information Publication scheme
Health and Safety Policy
Healthcare Policy
Home School Agreement
Instrument of Government
Performance Management
Sex Education Policy
School Uniform Policy
Special Educational Needs Policy
Strategic Equality Plan
Sustainable Development Policy
Toilet Policy

Curriculum Policies

Learning and Teaching
Assessment, Recording and Reporting
Art
Collective Worship
Curriculum Cymreig
Design Technology
English
ESDGC Education for Sustainable Development and Global Citizenship
Food and Fitness
Foundation Phase
Geography
History
Homework
Inclusion
Induction
Information Communication Technology
Key Skills
Mathematics
More Able and Talented
Music
PE
PSE
Religious Education
Science
Target Setting
Transition
Welsh

School based staff – HR Policies

Absence Management Policy
Capability Procedure
Dignity at Work
Disciplinary Procedure 2013
Drug and Alcohol Policy
Equal Opportunities Policy
Equal Pay Grievance Policy – Schools Support Staff
Grievance 2013
Induction Policy
Pay Policy 2018
Performance Management Policy
Safer Recruitment Policy
Redundancy Policy March 2015

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Schools Support Probationary Procedure 2008

Social Networking Policy

Special Leave – school based staff July 2009

All the above policies have been produced and are available to read on the school website or at the school office. All policies are agreed by the Governing Body but we are always open to suggestions from parents. We review school policies annually and may amend documentation in response to your comments. Please e-mail the office or arrange to meet with myself or a member of the Governing Body if you have any queries or comments.

11. Community Links

The School Community

The immediate school community continues to enjoy wonderful parental support with about 20 parents regularly involved in supporting group reading, learning and teaching sessions in different classes, 1:1 reading support, cookery, craft, gardening and sports. Many more offer their time to support the many educational trips that the children so enjoy. Their time and commitment are gratefully appreciated by all children, staff and governors.

This year's school Parent Teacher Association raised around £16,000 thanks to the hard work of the organising committee and the support of parents and all the school staff.

Parent surveys have influenced further changes to the PE policy and practice.

The Local Community.

The school continues to maintain strong community links with local businesses and industry.

Local businesses on Cornerswell Road and in the town centre are wonderful supporters of all school events, including donations for raffles etc. as well as attending functions and communicating effectively with the school.

Local clergy visit to take assemblies and local residents have been invited to talk to the children about schoolexperiences and their work. Several after school clubs are led by local community residents who use their expertise to enrich the school curriculum available to the pupils. The school regularly uses local churches for Christian celebrations and the Plymouth rooms for year group / school events that require more room e.g. Eisteddfod.

We also visit other religious establishments to share in the culture and beliefs of our multi faith school community.

Liaison with the Police

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PC Emma Mudie is our school liaison police officer and visits the school regularly over the year. PC Emma adds another dimension to the delivery of our Personal Health and Social Education Programme to all year groups. A particular strength is her contribution to raising awareness of personal safety both in the physical environment and our ever increasing cyber world. Parents can find more information about the content of her lessons on the police website – www.schoolbeat.org.

12. Term Dates and Sessions

Morning nursery 8.55 – 11.25 Afternoon nursery 12.55 – 3.25

Reception pupils 8.55 – 3.25 Year 1 and Year 2 8.55 – 3.25

All junior pupils 8.55 – 3.30

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2018	Monday 3 Sept 2018 INSET DAY	Monday 29 Oct 2018	Friday 2 Nov 2018	Friday 21 Dec 2018	75
Spring 2019	Monday 7 Jan 2019 INSET DAY	Monday 25 Feb 2019	Friday 1 March 2019	Friday 12 April 2019	65
Summer 2019	Monday 29 April 2019	Monday 27 May 2019	Friday 31 May 2019	Monday 22 July 2019 INSET DAY	55
TOTAL					195

SCHOOL HOLIDAY DATES 2017/2018

13. School Council

The School Council for 2017 - 2018 was set up in September and, once again, it was gratifying to see so many pupils standing for election. Class representatives serve for the whole year to allow more consistency and continuity. Meetings are held once a month at lunch time and additional meetings as and when needed. For the year 2017-2018, the School Council's focus was developing the school canteen and reviewing the whole school Anti-bullying charter. The school charter was agreed by the School Council and adopted by the whole school.

The School Council meet with the Governing Body annually and exchange information about roles and responsibilities, the Governors are always very impressed with the confidence of the children and the quality of the dialogue that ensues.

14. National Curriculum Target Setting

Every year we set targets for achievement. These are measured against the end of key stage performance indicators laid down in legislation. When setting the targets, previous performance of the children is considered along with the rate of progress the children are making. Obviously each child starts from a different level of attainment and therefore targets will vary according to the pupils in the cohort.

Targets for Foundation Phase

	2018		2019	
	Outcome 5	Outcome 6	Outcome 5	Outcome 6
Personal Social Development	96%	64%	98%	55%
Literacy, Language Communication	91%	48%	93%	44%
Mathematical Development	91%	48%	96%	44%
Foundation Phase Outcome Indicator	91%		93%	

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Targets for Key Stage 2

	2018	2018	2019	2019	2020	2020
	Level 4+	Level 5+	Level 4+	Level 5+	Level 4+	Level 5+
English Saesneg	95.8%	57.6%	98.3%	67%	98%	55%
Mathematics /Mathemateg	95.8%	57.6%	98.3%	76%	100%	62%
Science /Gwyddoniaeth	95.8%	49.4%	98.3%	68%	98%	50%
Core subject indicator	95.8%		98.3%		98%	

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15. School's Performance at End of Foundation Phase and Key Stage 2.

Foundation Phase Outcomes 2018

SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

		N	D	W	1	2	3	4	5	6+		5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	0	5	52	43		95
	National	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50	37.9		
Mathematical Development (MDT)	School	0	0	0	0	0	0	5	37	58		95
	National	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.6		
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	1	35	64		99
	National	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.2		

There were 60 pupils in the group.

Foundation Phase Outcome Indicator	School	93
	National	87

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Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2017) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	1	30	66.3	2.5	99.8
	National	0.1	0.4	0.4	0.4	1.4	6.3	46.4	43	1.7	91.1
Mathematics	School	0	0	0	0	0	2.5	31.3	58.8	7.5	97.5
	National	0.1	0.4	0.3	0.4	1.2	6	44.6	45.3	1.8	91.6
Science	School	0	0	0	0	0	2.5	36.3	61.3	0	97.5
	National	0.1	0.4	0.3	0.3	1.1	5.5	45.8	46.2	0.2	92.2

There were 80 pupils in the group.

Core Subject Indicator	School	98
	National	89

Level 4 is the national expectation, pupils achieving level 5 are working above average expectations.

The child who did not achieve level 4 had specific learning needs, they have had additional support at Victoria but this child will need continuous support as they move through KS3 and KS4.

The majority of children have exceeded national expectations in the core subjects indicating that the needs of more able and talented pupils are well met at our school as well as needs of all other groups. This is noted by the Governor's and we are pleased that able and talented pupils' needs are well met.

The school continues to perform well above national averages.

16. Attendance Data

The school continues to achieve very good attendance rates throughout the year. The school has effective procedures for monitoring pupils' punctuality, attendance, behaviour and performance.

We are aiming to improve targets for the children and the school overall and this can only be achieved if parents refrain from taking holidays during term time. The children need to be in school every day as their learning builds on prior steps. Gaps in their learning can affect their progress throughout their school career. Just two weeks off a year amounts to a 32 weeks across a child's time in education. A school year is 39 weeks so a child can effectively miss nearly a year of their education if regular holidays are taken. Children who have an attendance rate of 95% or less are at risk of underachieving. The Governing Body would urge parents to refrain from taking pupils out of school for holidays.

Attendance averages for each term are:

Term	Average Attendance
Autumn Term 2017	96.7%
Spring Term 2018	95.1%
Summer Term 2018	95.7%

Whole year average attendance – 96.1%

Last year 28 children achieved 100% attendance.

Parents appreciate the need to contact us to inform us of illnesses and therefore the unauthorised absence rate is very low. We are grateful for this and ask that parents continue in this efficient manner.

PLEASE INFORM THE SCHOOL ON THE FIRST DAY OF ABSENCE

Please see our attendance policy on the website for further information.

17. School Sport and Extra-Curricular Activities.

Pupils enjoy a variety of sports as part of the school curriculum and have access to equipment at playtimes and lunchtimes. In addition the school runs a range of sports clubs after school. Pupils who participate in these clubs often successfully represent the school in competitions across the Vale.

The 5 a day exercise programmes is now a daily fixture in every class across the school..

After school sports clubs include netball, football, rugby, dance, gymnastics, cricket, and tennis. Staff often take teams to other events too, even if there is no specific club for that sport e.g. hockey.

The school prides itself on the many extra –curricular opportunities on offer.

Peripatetic staff come in to teach strings, woodwind, brass, keyboard, guitar, ukulele and voice. Parents need to pay for these lessons but the school endeavors to pay for the instruments for pupils to use whilst at Victoria.

In addition, all year 3 pupils learn to play the recorder and all year 4 pupils learn to play the ukulele; the PTA fund these lessons so that every child learns to play at least two instruments in school.

Please see the school website / prospectus for the full range of extra-curricular activities available. The PE policy also provides additional information.

18.School Accessibility Plan

The physical nature of Victoria school makes it very difficult to provide acceptable disabled access for every year group.

Although the nursery and reception classes have ramps and accessible doorways, the numbers of steps in all other areas of the school would make disabled access very difficult for any child in full time education at the school.

The financial cost of improving the physical environment is too excessive for the school budget.

It is not deemed a priority for the county council because there is a nursery school and two primary schools in close proximity that have accessible buildings and grounds.

Although we are limited in physical adaptation, the school is proactive in ensuring equal access to the curriculum as exemplified in the school access plan.

Please see the school website for the school accessibility plan.

19. The School's Approach to Healthy Lifestyles

We wish to establish an effective approach to the promotion of food and fitness as we are aware that diet and physical activity have positive effects on children's physical, mental and emotional well-being.

We believe we have a duty to encourage everyone in the school community to lead active and healthy lifestyles by providing knowledge and skills to establish and maintain life long active lifestyles and healthy eating habits.

We will ensure that food provided in school is healthy and promotes a healthy lifestyle. Further, we are committed to providing high quality PE lessons and health related exercise.

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The Vale catering service complies with the Welsh Government Initiative of Appetite for Life and ensures all school dinners are nutritionally balanced.

We strongly encourage parents to provide healthy sandwich boxes and snacks for their children when at school.

Currently the school adopts the following to promote a healthy lifestyle.

- physical activity within the curriculum
- extracurricular physical activity clubs
- outdoor education
- school meals
- free school meals
- food and nutrition in the curriculum
- healthy breakfast club
- fruit snacks
- free school milk
- drinking water
- oral health care

We have now established a Healthy Living Club, who provide regular updates for the school newsletter.

20.Site Management

Security: School security includes entry doors on the main building. The building and playground is secure. All red security gates are locked at 9.00am when the school is in session and reopened at 3.20pm for the collection of the children. Staff open and lock gates for the nursery parents at the appropriate times.

Cleaning: The Vale cleaning service undertakes high quality morning and evening cleaning at the school.

School Toilets: There are adequate numbers of toilet cubicles in all buildings. Each day the caretaker ensures that there is an adequate supply of bacterial hand soap and toilet rolls for all age groups.

The toilets are cleaned daily and also checked throughout the day, any necessary additional cleaning is undertaken at lunchtime by school support staff. Hot water is available in all toilet areas for children to wash their hands and the Governing Body asks parents to train their children to ensure they use all washroom facilities appropriately. Please see the school website for the school toilet policy.

A word of thanks

The Governing Body wishes to thank all members of the whole school community for their dedication and commitment to the personal, social, emotional, physical and intellectual development of the children at Victoria Primary School.