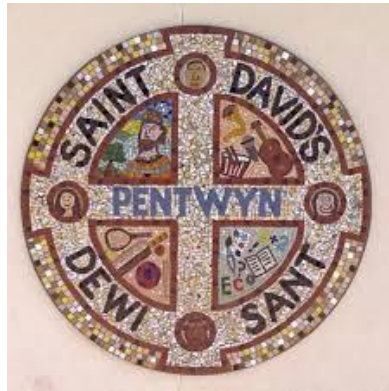


St David's C/W Primary School



Governors' Annual Report to Parents

School Year 2017/2018

Published Autumn 2018

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Message from the Chair of Governors

Dear Parents and Guardians,

As the autumn term is well underway we felt it was a good time to publish the Annual report to parents for 2017 -2018. It certainly has been a busy year for the school, with changes to the staff structure and significant changes to the school environment for our children. It was July that we said goodbye to Mr Keohane. After a rigorous recruitment process by the Governing Body we were extremely pleased to welcome our new head teacher, Mrs Claire Cook, in September. Mrs Cook brings a wealth of experience from her previous roles and I am sure you will agree that after just a term we have all felt the enthusiasm and positive attitude Mrs Cook brings to everything she does in and out of school. As a Governing Body our role is to support Mrs Cook through this transition period for the school.

We are moving into the stage where we can expect the next full Estyn inspection; these are quite daunting moments when a school is placed under a critical spotlight. With the changes to the Estyn inspection framework, our role as governors will become even more important in ensuring that the school gives our children the very best education it can and provides them with the sound base upon which we all need to build our futures.

We are extremely proud of our school and the progress it has made. We have wonderful teachers and teaching assistants and we would like to say thank you to all the staff in the school, whose commitment to the children they work with is second to none. Daily they demonstrate their passion and purpose in delivering their best for our children. The children deserve every success in their journey through this part of their education; we want the school to deliver the best education for all children and the role of the governors is to support and challenge Mrs Cook and her staff in their effort to do so. Everything we do in school is underpinned with our school values and the school's distinctive Christian ethos; we strive to make the love of God visible at the core of the school. In doing so, we continue to develop strong links with our local Parishes and the Diocese of Monmouth; our Foundation governors aid this.

We do however realise that education is a team effort between parents, governors, teachers and children and we value your help, involvement and enthusiasm in school life and your children's education. I would also like to take this opportunity to thank all parents who help within the school and the governors who voluntarily give of their time to take on these very important roles in the life of the school.

This academic year will bring new challenges and demands but with the help and support of parents, staff and friends, along with our faith and determination, we will continue to meet these challenges to secure the best possible education for the children of this school.

Yours sincerely,

Lee Davies

Chair of Governors

Our School Aims

At St David's Church in Wales School we aim to ensure that every child receives the best education possible in an orderly, trusting and caring environment. Our distinct Christian character is our foundation and through this, we are committed to providing all our children with a high-quality education; one that will not only support them in developing knowledge, skills and attitudes, but will help them achieve their potential and will inspire and challenge them to become life-long learners in a fast changing world.

In creating a special and safe place, where nurture and exploration underpins all learning, we strive to make God's love and presence known to our school community. We promote openness and acceptance, tolerance and forgiveness. Here, our children's values and attitudes are formed and every individual is celebrated as unique.

Our school ethos is built around these ideals:

1. Every person has equal value and the chance to grow and develop to their full potential;
2. Teachers, staff, governors and parents are committed to the education and development of the whole person;
3. The search for knowledge is accompanied by a quest for faith and a journey of spiritual experience; so that:
4. Every child can learn of the richness of the created world, and grasp every opportunity to contribute to it in life;
 - a. every member of staff can be nurtured in their vocation to teach;
 - b. every achievement can be celebrated and every shortcoming forgiven;
 - c. every person in this school can know that they are made in the image of God.

School Improvement

At St David's Church in Wales School, leaders have the children's safety, welfare and learning at the forefront of all decision-making. Each member of staff and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards. Pupil voice and parent consultation mean that the whole school community is part of the consultation and decision-making process.

The Head teacher works with all aspects of the school community to identify priorities, plan and action developments and to closely monitor outcomes. The Governing Body monitors school improvement priorities through regular visits to the school for meetings, lesson observations and listening to learners; it also spends time on scrutiny of documentation and ensures that a rigorous appraisal procedure of the Head teacher and staff is adhered to. In all, the 'Team' ethos at St David's Church in Wales School is key to the successful learning of all our children.

Our Governing Body

As a Church in Wales Voluntary Aided (VA) primary school, the Religious Education and Collective Worship is given in the Christian Faith according to the rites and doctrine of the Anglican Church.

Our Governing Body is a combination of appointed and elected members and is the employer of the staff. The local church and the Board of Education preserve and develop the religious character of our school, which secures compliance with the Trust Deed to appoint our Foundation Governors. The Foundation Governors form the majority on the Governing Body.

Our governing body is made up of people from a variety of backgrounds. The school Governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Church, the Local Authority and the local community. School Governors work with the Head teacher and are responsible for setting the strategic direction of the school.

The Governing Body structure for our school for the forthcoming year will be as follows:

Governors 2018/19			
		Appointed	Term Ends
Chair of Governors	Mr Lee Davies	14/11/2017	13/11/2021
Vice Chair of Governors	Mrs Hannah Dobson	05/05/2017	10/09/2022
Diocese Foundation Governors	Mrs Sarah Burton Mrs Cheryl Christoffersen	12/07/2017 22/12/2017	11/07/2021 21/12/2021
Ministry Area Foundation Governor	Mrs Sarah Sergeant Mrs Shelia Lock Mr Kevyn Lock Mrs Nicole Davies	01/05/2014 05/07/2014 04/02/2015 31/01/2018	30/04/2019 04/07/2019 03/02/2019 30/01/2022
Parent Governor	Mr Jonathan Conway Mr Michael Lewis	20/12/2017 02/11/2018	19/12/2021 01/11/2022
Teacher Governor	Miss Victoria Fletcher	09/10/2018	09/10/2022
Ex-officio	Rev. Matt Davies	Ministry Area Leader	
LA Gov	Cllr. Daniel Naughton Mr Steve Erikson	04/12/2017 30/06/2017	03/12/2021 19/06/2021
Non-Teaching Governor	Mrs Jenna Lloyd	01/05/2014	12/06/2019
Headteacher	Mrs Claire Cook	01/09/2018	n/a
Clerk	Mrs Jacqui Sheedy		

The minutes of Governing Body meetings are available from the Clerk to Governors: Mrs Jacqui Sheedy. These can also be found on our school website. The full Governing Body meets at least once a term, sometimes more frequently. In addition, sub-committees meet regularly to discuss specific issues.

Governor Sub Committees

*Staff Disciplinary & Dismissal	*Disciplinary & Dismissal Appeals	*Pupil Discipline and Exclusions	*Admissions
Sarah Burton Steve Erikson Cheryl Christoffersen Reserve- Cllr Daniel Naughton	Hannah Dobson Jonathan Conway Nicole Chapman Mike Lewis Reserve- Kevyn Lock	Lee Davies Kevyn Lock Nicole Chapman Reserve – Sarah Burton	Claire Cook Lee Davies Rev Matt Davies Sheila Lock Victoria Fletcher Reserve – Cllr Daniel Naughton
Finance	Premises Health & Safety	Standards	Ethos, Wellbeing and Safeguarding
Lee Davies Claire Cook Hannah Dobson Rev Matt Davies Jonathan Conway	Lee Davies Hannah Dobson Claire Cook Jonathan Conway Rev Matt Davies Mike Lewis	Claire Cook Lee Davies Steve Erikson Cheryl Christoffersen Victoria Fletcher Jenna Lloyd Reserve – Cllr Daniel Naughton	Claire Cook Hannah Dobson Rev Matt Davies Sarah Sergeant Kevyn Lock Lee Davies Reserve - Sheila Lock
Personnel	Head / Deputy appointment	Complaints / Staff Grievance	Headteacher Performance Management
Lee Davies Claire Cook Sarah Burton Mike Lewis Reserve – Hannah Dobson Jonathan Conway	Lee Davies Hannah Dobson Rev Matt Davies Nicole Davies Steve Erikson Reserve – Cheryl Christofferson Jonathan Conway	Hannah Dobson Jonathan Conway Nicole Chapman Reserve – Cheryl Christofferson Kevyn Lock	Lee Davies Hannah Dobson Kevyn Lock Reserve - Nicole Chapman

School Staffing Structure

There have been some changes to the staffing structure over the past year. In July we said goodbye to our headteacher Mr Keohane, who was replaced by Mrs Cook.

Miss Bond, Miss Tucker, Miss Brookes and Mrs Omar, all with temporary contracts, also came to an end at the close of the summer term.

Our structure for the academic year 2018/19 is as follows:

Senior Leadership Team

Mrs C Cook - Headteacher
Mrs R Turner - Deputy Head Teacher / ALNCO

Mrs K Fletcher - Assistant Headteacher / Foundation Phase Leader
Miss V Fletcher - Curriculum Leader of Learning / Key Stage 2 leader
Mrs S Thomas - RE Leader

Class Structure

Mrs S Allen (HLTA) - Nursery	Mrs S Thomas & Mrs J Hamblin - Year 3
Mr M Bates - Reception	Mrs R Turner & Mrs J Griffiths - Year 4
Mrs C Hughes - Year 1	MR S Norman - Year 5
Mrs K Fletcher - Year 2	Miss V Fletcher - Year 6

Planning, Preparation and Assessment Cover (PPA)

Mr R Rees - Part Time Teacher

Additional Learning Support Assistants

Miss G Zedar - Foundation Phase Learning Support Assistant
Miss A Williams - Foundation Phase Learning Support Assistant
Mrs G Fergusson - Foundation Phase Learning Support Assistant
Mrs J Voisey - Foundation Phase Learning Support Assistant
Mrs J Rosser - Foundation Phase Learning Support Assistant
Mrs J Lloyd - Foundation Phase Learning Support Assistant
Mrs K Rowan - KS2 Learning Support Assistant
Miss S Fenton - Foundation Phase Learning Support Assistant

Mrs S Sergeant - 1-1 support
Mrs C Edleston - 1-1 support
Mrs S Williams - 1-1 support
Mrs D Macintyre - 1-1 support
Miss A Silva - 1-1 support
Miss K Stephens - 1-1 support

Intervention Support Staff

Mrs A Cann - Catch up / Literacy support

Midday Supervisors

Mrs S Woodyatt

School Administrator

Mrs J Sheedy

Caretaker

Mr P Sheedy

Administrator (part time)

Mrs C Penfold

Facilities

St David's Church in Wales School consists of a one level building and external demountable buildings for Key stage 2 pupils; our school has toilet facilities for disabled pupils. The Strategic Equality plan gives clear guidance to ensure that we do not in any way discriminate against disabled pupils either preventing them accessing the school or the curriculum. Furthermore, the Governing Body and staff accord high priority to the promotion of disability equality and seek to negate the effects of discrimination faced by disabled pupils. A positive image of disabled people is promoted via the attitudes of staff and pupils and through the teaching materials and other resources at the school's disposal.

Race Equality

The Strategic Equality Plan also gives clear guidance to accord high priority to the promotion of race equality and seeks to negate the effects of discrimination faced by ethnic minority pupils. The school has a duty:

- to eliminate unlawful discrimination
- to promote equality of opportunity
- to promote good relations between persons of different racial groups

The school records any incidents, witnessed or reported, and monitors the success of follow up support strategies.

Annual Finance Report 2017/18

Cardiff County Council provides the funds for the normal running of the school, by reference to various formulae. The Governors' responsibilities are to review and recommend the School's budget in line with those formulae, to monitor progress during the year and to ensure that the required standards of education are provided within these agreed budgets. The Governors' Finance Sub Committee is charged with the detailed finance responsibilities. Committee members meet regularly with the Head teacher to set the budget, review the school's detailed accounting reports and make progress reports to each full meeting of Governors.

As usual, staff costs continue to be the main item of expense and constituted 89% of net total expenditure for the year.

As a result of significant health and safety requirements, the school has been very fortunate in securing additional funding for significant improvements to security and to the school building itself. This expenditure was borne from the LEA, and Diocese.

The majority of the funding received from the Local Education Authority is pupil based. In 2017/18 an average of £4131.33 per full time pupil across the school.

The national economic situation and the on-going period of austerity continue to influence the school budget, which is demonstrated by the reduction in the main LEA allocation per pupil detailed above. Though to some extent offset by a small increase in the Foundation Phase funding, this reduction provides a significant challenge when costs continue to increase. Nonetheless, the Governors were able to set a balanced budget for 2018/19, which provides for significant increases in expenditure on premises improvements, staff training and development and the provision of teaching materials and equipment.

**St Davids Church in Wales Primary School
Financial Report to Parents 2017/2018**

Details	£ Budget 2017/8	£ Actual 2017/8
<u>Employee Related Expenses</u>		
Teaching Staff	490,824	522,568
Support Staff	406,756	393,530
Other Staff Costs incl Mutual Supply Fund/Supply	31,979	59,783
<u>Premises Related Expenses</u>		
Repairs and Maintenance	19,117	32,859
Energy Costs	12,395	12,783
Water Charges	4,000	5,835
Cleaning Contract		
Refuse and Sundry Services	4,480	4,536
<u>Supplies & Services Expenses</u>		
Teaching Materials	10,000	20,008
Games & School Activities	3,766	242
Breakfast Club Provision	3,000	3,495
Insurance		594
Staff meals		
IT Maintenance and Development	11,545	21,035
Office Expenses	14,400	9,369
Travel & Subsistence Expenses		
Music Service	1,785	1,224
Grant Expenditure (not staffing)	12,000	11,262
Subscriptions		
Governors Expenses	1,218	1,196
Other Clawbacks	1,000	
School Meals	12,910	12,910
Service Units	44,993	48,633
Gross Expenditure	1,086,168	1,161,863
<u>Income</u>		
Community Use/Lettings	-20,766	-40,978
Grants/OtherIncome/Receipts	-129,501	-197,684
Gross Income	-150,267	-238,663
Unallocated	14,483	
Balance Carried Forward		27,184
Net Expenditure Controllable By School	950,384	950,384

Rates		
TOTAL NET EXPENDITURE	950,384	950,384
Balances held as at 31.3.2018		
Uninvested Balance	27,184	
Invested Balance	0	
Total Balances held as at 31.3.2018	27,184	

Successes in 2017/2018

At the start of the new school term we welcomed our new Head teacher, Mrs Claire Cook. It has been fantastic seeing Mrs Cook working so hard with her team to make the school fit for learning and flourishing. This is not an easy task to undertake and difficult decisions needed to be made, and will still need to be made, to enable our school to continue to move in a positive direction.

Over the past few months there have been some changes within the school, all of which have been needed. There have also been significant improvements to the school premises; some of these include the replacement of the windows to the rear of the school, repair of the Foundation Phase boiler, installation of a fire alarm in the demountable buildings, installation of CCTV, dangerous outdoor equipment removed and replaced with yard markings and ICT resources purchased to enhance teaching and learning experiences.

Pupil Progress

When children start in our Foundation Phase, they join us with a wide range of abilities and due to the focus we give to individual needs across the school, by the end of year 6 the vast majority have made good individual progress. We are now aiming to improve the performance of pupil's literacy and numeracy, in order to improve attainment at the higher levels at the end of Foundation Phase and Key Stage 2.

Pupil Performance in 2017 -2018

Foundation Phase Data for Academic Year September 2017- July 18

Cohort:

Foundation Phase Data for 2018-19 represents: -

30 children in the year group

17 boys

13 girls

1 child =3.3%

Performance in the foundation phase has shown a decline in both language, literacy and communication (LLC) and mathematical development (MD) compared to the May 2017 figure at both outcomes 5 and 6. Both areas are in line with the local authority (86%) and regional averages

(85%) at the expected outcome, but below the comparative data for the higher outcome, which have fluctuated over the past few years.

Personal and social development, wellbeing and cultural diversity (PSD) attained 100% at outcome 5 and 66.7% at outcome 6. This continued a three-year trend of year on year improvement for both. PSD outcomes are above local authority (LA), regional and Wales averages. The strong Christian ethos of the school, along with the core values that are promoted in all aspects of our school life, impacts on our strong performance in PSD.

Overall the school did not achieve its target in the FPOI, with a 7% difference.

Outcome 5

Areas of Learning	Target 17/18	Actual 17/18	Target 18/19
LLC - English	86.7%	86.67%	91.6%
MD	86.7%	90%	95.8%
PSDWBCD	86.7%	100%	100%
FPOI	93.10%	86.67%	91.6%

Outcome 6

Performance in LLC and MD at O6 has fluctuated over the past 4 years, with results ranging from 20% to 45% (2017). In May 2018, there was a significant decline from the past two years with only 26.6% achieving O6.

Areas of Learning	Target 17/18	Actual 17/18	Target 18/19
LLC - English	26.6%	26.67%	41.7%
MD	33.3%	26.67%	37.5%
PSDWBCD	53.3%	66.67%	62.5%

Key Stage 2 (KS2) Performance Data for Academic Year September 2017- July 18

Cohort:

Data for 2017-18 represents-
 31 pupils.
 20 boys
 11 girls

1 pupil = 3.1%

School Performance at L4+

In key stage 2, performance at the both levels in all three areas has fallen in May 2018 compared to the May 2017 outcomes throughout, with the exception of English at level 5, which continues a three-year trend of year on year improvement and is marginally above all comparative data. Outcomes at the expected level are variable against comparator averages with English below and mathematics and science as expected.

Areas of Learning	Target 17/18	Actual 17/18	Target 18/19
English	93.55	90.35	90%
Maths	93.55	93.55	90%
Science	96.77	96.77	93.3%
CSI	93.55	90.35	90%

School Performance at Level 5

Figures for progress at the 'higher than expected' area, are lower than local authority (91.5%) and regional (92.1%) figures with no pupil making much higher than expected progress. At the higher level, both mathematics and science are below the set target.

Areas of Learning	Target 17/18	Actual 17/18	Target 18/19
English	45.16	51.61	43.3%
Maths	54.84	45.16	33.3%
Science	51.61	25.61	43.3%

FSM vs Non-FSM Performance

Pupils eligible for free school meals (eFSM) are high with currently 49 pupils indicated as eFSM across the school. In 2018, the pattern of free school meal pupils' (eFSM) attainment for foundation phase was below non eFSM outcomes at both expected and the higher levels apart from LLC at outcome 6.

In key stage 2 (KS2), eFSM performance is above non eFSM at both levels with 100% of eFSM pupils achieved the CSI compared to 88.8% nFSM, however there is no trend in this performance data. The 2018 eFSM data for the school, is stronger than both local authority and regional averages.

The school is supporting eFSM pupils and using its PDG grant effectively.

Gender Performance

O5+

In May 2018, there was a -17.1% gender gap with 94.1% of the boys and 76.9% of girls achieving FPOI O5+.

In May 2018, more boys 94% achieved the FPOI than in 2017 (87.5%). This is not consistent with the previous two years where girls have outperformed boys. The FPOI gender gap has fluctuated over the past three year.

O6

In May 2018, boys outperformed girls at O6 in PSD and MD, with a -22.6% difference in PSD and a slightly lower difference in MD with -6.3%. Girls are outperforming boys in LLC with -7.24% differences. Over the past three years' girls have consistently outperformed boys, therefore, May 2018 is an exception.

L4+

In May 2018, there was a -15% gender gap with 85% of the boys and 100% of girls achieving CSI O5+.

Nearly all pupils attained the core L4+ indicators in 2018, with the exception of 2 (SA/SA+) pupils. This trend is consistent over the past three years, however in 2018 the gender gap significantly increased. The largest gender difference is in literacy with -15% difference, Maths has a -10% gap and Science -5%. The Gender gap in Maths has doubled in the past two years, with Science fluctuating between 0% and -5%.

L5+

At Level 5 girls are significantly outperforming boys in all core areas; English -32.7%, Maths -14.8% and Science -14.5% gap. Over the past three years the gender gap has increased in Literacy and Science, whilst it has halved in Maths.

School Improvement Plan September – 2018 - 2019

The primary targets agreed for the 2018-2019 year are as follows:

SDP Targets	
1. STANDARDS	
1.1	Develop a rich and child centred curriculum that begins to address Donaldson's 4 core purposes, narrowing the gender difference in performance data
1.2	To raise standards in literacy (writing) and numeracy (numerical reasoning) across the school through effective use of ICT and visual stimuli
1.3	To improve standards of Welsh in KS2 through enhanced learning opportunities that engage all learners; promote and raise the profile of Welsh language and culture
2. WELLBEING AND ATTITUDES TO LEARNING	
2.1	Improve attendance figures by developing attendance monitoring and recording processes and procedures.
2.2	Develop efsm pupils positive attitudes towards learning through positive curriculum organisation.
3. TO IMPROVE TEACHING AND LEARNING	
3.1	To develop consistency in teaching approaches so that the quality of all teaching is at least good and aspects of excellence are identified and shared effectively.
3.2	To embed the Digital Competence Framework (DCF) across the curriculum; raising ICT and cross curricular standards whilst promoting confident, independent learners through a rich child centred curriculum.
4. CARE, SUPPORT AND GUIDANCE	
4.1	To develop the learning environment of the school to ensure it is fit for purpose
4.1	Develop Christianity as a global faith through a variety of cultural context.
5. LEADERSHIP AND MANAGEMENT	
5.1	Develop leaders and staff at all levels so they understand and discharge their roles and responsibilities effectively in line with new standards.

Special Educational Needs (SEN)

Mrs Robyn Turner is our school Additional Learning Needs Co-ordinator (SENCO), Year 4 teacher and Deputy Head. Mrs Turner supports staff if they have a concern about a child and a joint decision, with parental consent, will be made as to how that child would best be supported to achieve their potential.

Regular monitoring of assessment data also identifies if a child is not making as much progress as expected and the same process is initiated. If it is thought necessary, an Individual Education Plan or Behaviour Plan will be drawn up and the child will be placed on the Special Educational Needs Register or More Able and Talented (MAT) register as appropriate. Whenever possible, support is provided in the classroom to ensure every child has full access to the whole curriculum, but on occasions it is necessary to withdraw pupils to work as part of a group, or on individualised programs, for which it would be inappropriate to work in a busy classroom. Support is provided in a sensitive manner that does not make children feel isolated from their peers, and the children enjoy the additional attention whether it be in or outside the classroom.

Progress is monitored regularly and carefully and if sufficient progress is being made over a long period of time then the support will gradually be withdrawn; the child will however continue to be monitored to ensure that their progress is maintained. If it is felt that despite regular support the child is not making as much progress as it was hoped, then it might be decided that support from Cardiff LEA pupil support service may be beneficial. This may take the form of an assessment by the school's Educational Psychologist, a specialist teacher assessment or advice from the behaviour support team.

After intervention from pupil support, the child would then be placed on the Special Educational Learning Needs Register. If it was felt that a pupil would benefit from additional support in the form of a designated Learning Support Assistant to work with the pupil for a set amount of hours each week, then the Special Educational Needs Panel at the LA pupil support service may be applied to for funding for this purpose. All support provided, whether by the school or with the support of the Pupil Support Service, is done so in full consultation with parents. On some rare occasions, the pupil support service, in conjunction with the school, the child's parents or carers and any other outside agencies involved, will draw up a Statement of Special Educational Needs, which is a legal document detailing the support that must be put into place for that particular child.

As a school we undertake the Boxall profiling and Thrive assessments which enable us to collect data on the emotional literacy needs of pupils from Reception to Year 6. Miss S Fenton our ELSA (Emotional Literacy Support Assistant) LSA delivers a bespoke programme for pupils who require such support.

School Session Times

	Morning	Afternoon
Infants (Foundation Phase)	8.55am – 12 noon <i>(with 15 min break)</i>	1.15pm – 3.15pm
Juniors (Key Stage 2)	8.55am – 12.15 noon <i>(with 15 min break)</i>	1.15pm - 3.20pm

Target Setting

Targets are set by class teachers and agreed by the school Governors and Local Education Authority.

The targets set are for each pupil in:

- Mathematics, Literacy and Personal, Social Well-being & Cultural Develop in Foundation Phase
- Mathematics, English, Science and Welsh in Key Stage 2

Individual pupil targets are not published. The figures published are percentages for whole year groups. Where a class is small, one or two children can have a big impact upon percentages. Guidance issued by Welsh Government, recognises that there may be times when targets for improvement will be lower than the actual levels attained in the previous year. This is caused by variations between different years, in the overall ability and age distribution of each year group.

Attendance

St David's Church in Wales school places great emphasis on the benefits of attending school regularly and pupils are expected to attend school every day. Regular attendance at school is essential if children are to reach their potential. In accordance with Welsh Government guidelines we do not authorise parents to take children on holiday during term time for this, inevitably, has an adverse effect on their progress in school.

The school works closely with the Local Authority attendance officer who monitors attendance on a regular basis. We ask parents to note the following:

- If a pupil is ill, parents should inform the school by telephone on the first morning of absence.
- Parents must inform the office of any hospital or dental appointments in advance in order for the registers to be marked appropriately.
- The school aims for every pupil to achieve a minimum of 97% attendance throughout the year. Where attendance falls below 90%, the parents will receive a letter from the school.
- Where attendance falls below 85% parents will receive a letter from the school and will be referred to the Education Welfare Officers.
- The Welfare and Wellbeing Officer checks our registers on a regular basis to establish that children are attending school regularly.

Activities

There is a range of activities available to pupils at St David's Church in Wales school over and above the National Curriculum. We are always seeking to improve and enrich our provision to develop children's enthusiasm for learning. This includes the use and development of ICT skills across the curriculum. Visits out and visitors in to school are widely used to support the curriculum and to make learning relevant to our children. This includes linking with our local and wider community.

The school provides a range of sporting activities through links with Sports Extra and Cardiff City Football Club. This has resulted in additional coaching and initial participation in tournaments. Children are consulted about their choice of after school clubs. Clubs currently offered include: hockey, netball, tag rugby, football and dance club. Music lessons with peripatetic teachers are also available, with guitar and piano lessons currently being offered.

Healthy, Safe and Well-supported

The development of healthy lifestyles is a high priority for our school. In Key Stage 2 all pupils undertake quality PE sessions each week. In Foundation Phase our pupils regularly make use of our wonderful outside space in addition to their allocated PE sessions. Healthy school lunches are provided and we encourage a daily fruit break and access to drinking water throughout the day.

Our children take part in a range of activities to ensure that they feel safe. Adults give children time to talk through issues, which reflect the small school family ethos, and our playground peer mentors ensure they deal effectively with the smaller day to day issues that may arise on the playground.

Our curriculum is underpinned by our values for life programme, which is addressed through class sessions, assemblies and circle time.

Parents and the Community

The school values the contribution of parents and the community, and aims to involve them in decisions about the future of the school. Examples during the academic year 2017-18 include:

- Parent questionnaires identified areas to be developed and improved around the school. This has included work to the grounds, CCTV and security in the school, which had been highlighted as an area for concern.
- St David's Church in Wales School Parents and Teachers Association (PTA) raised funds during the year to purchase yard markings to develop pupils personal and social development.
- The school has strong links with the Parish; Rev Matt visits the school weekly to deliver worship assemblies linked to our value and he also comes in to work with the children

If you would like more information about our school including our policies and complaints procedure, please visit our school website: www.stdavidsprm.cardiff.sch.uk Alternatively, you can contact the school via email at stdavidsprm.cardiff.gov.uk or by telephone 02929 734308.