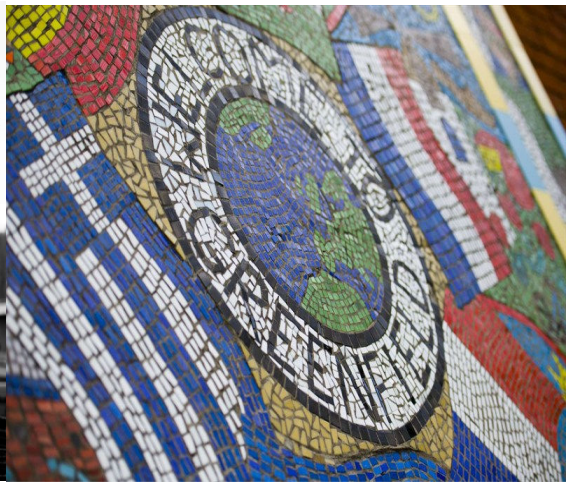
**Greenfield School**

"Opening doors to the future"

**Governors' Annual Report to Parents**
**2015/2016**

**This report is intended to inform you of the steps taken by the Governing Body in the discharge of its functions since the last report to parents.**



"Opening doors to the future"

**Message from the Chair of Governors**

Dear Parents/Carers

It gives me great pleasure as Chair of Governors to share with Parents/Carers of Greenfield pupils this annual report and I am pleased to tell you that for the third year in a row Greenfield has been categorised as a 'Green' school.

The school has linked closely with Welsh Government to influence the excellent work that has been undertaken as Digital Pioneer lead, supporting a Pioneer school with assessment for learning practice and being a Lead Creative school.

The school has developed it's values and aims for the next academic year and has involved all stakeholders in the process. The vision, mission statement, values and aims are detailed below;

**Our Vision**

'To open doors to the future'

**Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

**Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

**Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values.

I am delighted that we have an Outreach worker from Greenfield supporting pupils within the Local Authority and this is evidence of the excellent work that is being undertaken. I am also encouraged to see the workshops that are currently being undertaken in particular supporting parents with addressing behaviour and curriculum concerns.

We continue to develop the school site and I am pleased that we now have electronic gates and more secure fencing at the front of the school. I am sure that you will see this as a welcome addition to the school.

The work of the Governing Body continues to be a vital importance to the school and I would like to take this opportunity to thank the members of the GB for their hard work and dedication in their vital voluntary role. I am delighted that the Governors have continued learning walks and have a good insight into the daily running of the school.

I would like to thank all staff and pupils for their hard work and all stakeholders who contribute to the success of the school.

I would also like to thank Parents, Carers, Grandparents and all who ensure pupils have an enjoyable learning experience.

Yours Sincerely

Maria Rowlands
Chair of Governors

**Your right to request a meeting with the school's governing body**

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

**1. Parents will need to raise a petition in support of holding a meeting.**

In order for parents/carers to request a meeting with the Governing Body, 10% of the pupils registered at the school will need to do so. Should you require a meeting please contact the schools office on 01443 690 468.

**2. The meeting must be called to discuss matters which affect the School**

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body..

**3. A maximum of 3 meetings can be held during the school year**

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

**4. There must be at least 25 school days left in the school year**

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's Governing Body is:

Chair of Governors or Clerk to the Governing Body, Greenfield School, Pentrebach, Merthyr Tydfil.

Further advice on how parents may to go about requesting a meeting with a governing body is available on the Welsh Government's website at:

http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetingsstatutory-guidance/?lang=en

## School Governors 2015/16

| GOVERNOR | NAME | TERM OF OFFICE |
|---|---|---|
| **Community Governor(1)** | **Mrs Ann Jones** | **01/02/2019** |
| **Community Governor(2)** | **Mrs Wendy Sims** | **23/06/2017** |
| **Community Governor(3)** | **Mrs Maria Rowlands** | **01/02/2019** |
| **Headteacher** | **Mr Wayne Murphy** | **N/A** |
| **LA Governor (1)** | | |
| **LA Governor (2)** | **Mrs Anne Parker** | **04/10/2019** |
| **LA Governor (3)** | **Mr Dan Bufton** | **04/02/2020** |
| **Parent Governor (1)** | **Mrs Sheri Jenkins** | **15/04/2018** |
| **Parent Governor (2)** | **Mrs Claire Jones** | **03/03/2020** |
| **Parent Governor (3)** | **Mr David Mitchell** | **29/06/2018** |
| **Parent Governor (4)** | **Mrs Nicola Thomas** | **03/03/2020** |
| **Staff Governor (1)** | **Mrs Alison Hamer** | **23/06/2017** |
| **Teacher Governor (1)** | **Mrs Katie Salter** | **23/06/2017** |
| **Observer (1)** | **Mrs Gaynor Williams** | **-** |
| **Observer (2)** | **Mrs Rachel Faulkner** | **-** |

**Our Clerk to the Governors is:**
Mr Gary Winston
Education Directorate
Unit 5
Triangle Business Park
Pentrebach
Merthyr Tydfil.

**Chairperson of the Governing Body is:**
Ms Maria Rowland
Greenfield School
Pentrebach
Merthyr Tydfil 01443 69046
Copies of Governing body Minutes are available at the school for parents wishing to view them.

From time to time, vacancies occur for parent representatives on the Governing Body. Any parent of a pupil registered at the school is eligible to stand as a candidate. All parents of children at the school have the opportunity to participate in the election if one is deemed necessary. The election will take the form of a secret ballot and parents are able to vote returning the ballot paper to school in a sealed envelope marked 'voting paper', with a pupil or by post. The LA will make the necessary arrangements for the election. Arrangements are made for the election of parent governors one school term before a parent governor's term of office expires, or on receipt of a resignation. Information about parent elections is sent to parents via text or post.

**Governors' Functions**

Meetings of the Governing Body have taken place on a regular basis throughout the last year. At the first meeting of each term Governors receive and consider the Headteacher's written report on the School and its work. We also have a number of wider issues brought to our attention by the Local Education Authority. Minutes of all these meetings are available for anyone who wishes to read them.
Issues raised by the LEA for all Governing bodies to consider have included Health and Safety Management in Schools; Child Protection Policy and Procedure; Managing staff in schools - counselling and disciplinary procedures; Education workforce registration; dealing with complaints; eSafety strategy; pupil participation and rights of children and young people; Welsh education – strategic plan.

The Governing Body comprises of a number of committees which deal with such issues such as Finance, Premises, Curriculum and School Improvement, Staffing, Pay, Discipline and Health & Safety.
All Governors have had the opportunity to participate in the LEA training programmes for Governing Bodies and school-based training for Governors was held on the use of data in special schools.

**Previous APGM**

No request was made for a meeting in 2015/16.

**Admissions Policy**

The procedure for admissions involves pupils being assessed and a Statement of their Special Educational Needs being drawn up by the LEA. The LEA Inclusion Panel meets to discuss referrals to the School and makes a decision on the placement of pupils with SEN. Parents are encouraged to visit the School if a possible referral is being made so that they can make an informed choice. If the LEA recommend Portfield and the parents are in agreement then the LEA will agree an admission date.
All parents of pupils admitted will be asked to sign a Home/School Agreement.

**Staff list**

The list below provides the current staff list of teachers.

| | | **Class** | **Class No.** | **Curriculum Responsibility** |
|---|---|---|---|---|
| BIRCH | Sara | G4 | 6 | P.E |
| COLES | Helen | G1 | 9 | Science |
| CONNOR | Ashley | G6 | 10 | ICT |

| | | | | |
|---|---|---|---|---|
| CONWAY | Carol | | | Deputy Head Wellbeing |
| CROWSON | Andrea | S4 | 7 | Geography/History |
| DANIELS | Gwyn | S1 | 10 | Key Stage 3 / DofE |
| DAVIES | Emma | G3 | 7 | NQT |
| FAULKNER | Rachel | | | Deputy Head Standards |
| HOOPER | Luci | S5 | 11 | Creative Development |
| HAWKINS | Linda | S2 | 12 | Digital Competency |
| JEFFERSON | Victoria | G2 | 8 | Literacy/English |
| JOHN | Kira | SL1 | 11 | ICT |
| LUCAS | Amiee | G5 | 8 | RE / Anti-Bullying |
| MOORE | Laura | G7 | 8 | Welsh/MFL/Anti-Bullying |
| MURPHY | Stephanie | S7 | 13 | AFL /Careers |
| PARRY | Lisa | SL3 | 11 | Literacy/English/ Careers |
| PETHERAM | Megan | SL2 | 11 | NQT |
| SALTER | Katie | RTF | 6 | PSHE/SRE |
| THOMAS | Ceryn | S3 | 11 | Numeracy/Mathematics |
| WILLIAMS | Eve | S6 | 10 | Numeracy/Mathematics |

The list below provides the current staff of Learning Support Assistants:

| | |
|---|---|
| Alford | Amy |
| Arthur | Gemma |
| Baber | Helen |
| Ballam | Trudy |
| Bishop | Cheryl |
| Bishop | Christine |
| Bourne | Kirsty |
| Bouse | Elizabeth |
| Bramwell | Nicki |
| Burnell | Sarah |
| Davies | Ceri |
| Davies | Gerwyn |
| Harris | Margaret |
| Hartland | Christopher |
| Davies | Leah |
| Davies | Sarah |
| Davies | Victoria |
| Davis | Stefanie |
| Denholm | Lucy |
| Ebio | Julie |
| Evans | Mandy |
| Fryer | Amy |
| Griffiths | Kelly |
| Griffiths | Moya |
| Gullick | Samantha |
| Hamer | Alison |
| Levi | Debbie |
| McGoldrick | Dale |

| | | | |
|---|---|---|---|
| HarvardLeanne | | Meech | Elizabeth |
| Howard | Susan | Minett | Amanda |
| Howells | Michelle | Moore | Janet |
| Jenkins | Donna | Moore | Matthew |
| Johnson | Kate | Morgan | Andrea |
| Jones | Cathryn | Morgan | Heather |
| Jones | Gillian | Morgan | Lyndsi |
| Jones | Joelle | Morris | Faye |
| Jones | Judith | O'Connor | KerryAnne |
| Kinnear Mandy | | Palmer | Luke |
| Kobierecka | Iwona | Pauline | Cameron |
| Leddington | Louise | Pena | Kim |
| Lee | Sarah | Pugh | Thomas |
| Leigh-Davies | Sharon | Rees | Brychan |
| Rees | Rachel | Smith | Dylan |
| RobertsJulie | | ThomasAlex | |
| Robins | Danielle | Williams | Joanna |
| Shellard | Kirsty | Williams | Rhian |
| Williams | Samantha | Williams | Sarah |
| Yapp | Matthew | Yeung | Lindsay |

**Admin Staff**

| | |
|---|---|
| Evans | Gayle |
| Hawkins | Ruth |
| Hughes Beverley | |
| Williams | Gaynor |

**Caretaker**

Lyndon Price

**DRA's**

| | |
|---|---|
| Brown | Stephen |
| Edwards | Christine |
| Flynn | Ann |
| Jenkins | Jacqueline |
| John | Janice |
| Morris | Nicola |
| Rees | Pauline |

**Staff Training (CPD)**

Targets have been focused on pupil progression making sure that all staff are developing the necessary skills in order to achieve whole school impact in every class. LNF skills are continue to become embedded ensuring that the literacy and numeracy skills are a high focus.

Impact of staff training is evident through the self-evaluation report 2014-15. To meet the key priorities in the school staff have received varied specialist training. The Iris technology has been highlighted as part of the school to school working. IRIS Connect supports self-improving teachers, schools and systems by helping to build on strengths which will improve outcomes for teachers and pupils. Ipad technologies, Iris platform and integrated video technology provide powerful professional learning opportunities and enable deeper collaboration within and between schools. This has allowed staff to share teaching experience with other colleagues allowing staff to self-reflect and have impact on learner outcomes.

Staff worked closely with local schools on a project called 'Triad'. Schools particularly looked at assessment and positive behavior support. Greenfield delivered training and helped support the

implementation of B squared assessments and Positive Behaviour Support in 3 primary schools in the local authority. In addition to this the school is currently supporting all school in Merthyr LA with Positive Behaviour Support.

All teaching staff received moderation training and have submitted standardized levelled work. This has been externally moderated as part of the all Wales special school programme. This allows us to ensure that there are correct judgements being made in Greenfield in line with the Literacy and Numeracy Framework.

The key interventions such as POPAT, Read Write Inc and Big Maths have continued to be monitored to ensure that the impact on pupil progress is still evident, development days internally has supported this.

The Literacy and Numeracy framework will continue to be at the forefront of our work as we use new baseline software for our pupils to ensure that progress in these skills can be tracked. All staff has received training and will use this software package over the next academic year.

The Continua has been introduced to Greenfield this year, it is a document that can be used by all staff to baseline their areas of strength and show where targets for continued professional development could take place. It allows staff to track their own performance and ultimately has an impact on pupil outcomes. It will be used in Greenfield as the supporting tool for performance management with the leadership team, teachers and all support staff. All staff have received the training and have currently base lined themselves.

| Spring Term 2016 | | | |
|---|---|---|---|
| **Date** | **Training** | **Trainer** | **Who's being trained** |
| Tuesday 5th January 2016 | Manual Handling | LA | 21 staff |
| Tuesday 12th January 2016 | Manual Handling<br>Moderation | LA<br>R Faulkner | 21 staff<br>Teachers |
| Tuesday 19th January | PE – Curriculum<br>Manual Handling | S Birch<br>LA | Teachers<br>21 staff |
| Tuesday 2nd February | Hwb+ | K Bridges<br>Hwb team | All staff |
| Tuesday 9th February | Attachment training<br>Eco-schools | Ed Psychologist<br>K Salter | G8, S2 staff teams<br>All other staff |
| Tuesday 23rd February | Moderation | R Faulkner | Teachers |
| Tuesday 1st March | Dept meetings | SMT | All staff |

| Autumn Term 2015 | | | |
|---|---|---|---|
| **Date** | **Training** | **Trainer** | **Who's being trained** |
| Tuesday 1st September 2015 | Epi Pen training<br>Epilepsy training- care plans | School nurse | All staff |
| Tuesday 8th September | LNF Baseline | R Faulkner | Teachers |
| Tuesday 15th September | Continua | R Faulkner | LSA |
| Tuesday 22nd September | LNF Baseline<br>Moderation<br>Target setting<br>AFL policy | R Faulkner | Teachers |
| Tuesday 29th September | Continua | R Faulkner | Senior staff |
| Wednesday 30th September | Food hygiene Level 1 | Tydfil Training | 12 Staff- LSA & Teacher |
| Tuesday 6th October | Continua<br>ABA/PBS | R Faulkner<br>ABA trainers | Senior staff<br>Junior staff |
| Tuesday 13th October | Bereavement Training<br>Continua | Ed Psychologist<br>R Faulkner | Senior staff<br>Junior staff |
| Tuesday 16th October | PBS | C Conway | New staff |
| Tuesday 20th October | EWC- Registration | R Faulkner | LSA |
| Tuesday 3rd November | E-Safety | K Bridges | Whole school |
| Tuesday 10th November | Digital competency<br>Moderation | G Daniels<br>R Faulkner | Teachers |
| Tuesday 17th November | Bereavement Training<br>Moderation | | Junior staff<br>Teachers |
| Tuesday 24th November | SALT<br>Moderation review | Rachel Mcaleer<br>R Faulkner | All staff<br>KS3 Teachers |
| Tuesday 8th March | Physio-equipment | L smothers | LSA |
| Tuesday 15th March | Peer Enquiry<br>Defribulator/ CPR training | Special school heads<br>Welsh Hearts | Whole school<br>Whole school |
| Tuesday 22nd March | Physio- Training | L Smothers | LSA |

| | | | |
|---|---|---|---|
| | programmes<br>B Squared | R Faulkner | Teachers |

| Summer Term 2016 | | | |
|---|---|---|---|
| **Date** | **Training** | **Trainer** | **Who's being trained** |
| Tuesday 11th April | Moderation | R Faulkner | Teachers |
| Tuesday 26th April | LSA continua | R Faulkner | Support staff |
| Tuesday 3rd May | Careers Wales quality Mark | Michael O'keeffe (Careers) | Teachers |
| Tuesday 10th May | Teaching Continua | R Faulkner | Teachers |
| Friday 20th May | Continua | Gareth Coombes | Support staff |
| Friday 20th May | Myres -Briggs | Myres-Briggs | Teachers |
| Tuesday 6th June | EWC Social Media | Education workforce council | Support staff |

**Internal organisation - School Organisation**

There are three school buildings consisting of the Primary Department, Secondary Department and Post 16 Department. We have 18 classes within the three departments.
Pupils are grouped by key stage, ability and individual needs including:

- Foundation Phase, KS2, KS3, KS4 and Post 16.
- Pupils with Profound and Multiple Learning Difficulties are grouped to ensure their particular needs for a sensory curriculum are met alongside their medical needs.
- Pupils with Autistic Spectrum Disorder are integrated as much as possible into key stage groups or depending on the individual needs of the pupil can be taught in a designated group.
- Inclusion opportunities in mainstream lessons in local schools and colleges are provided when deemed suitable.
- Class sizes are significantly smaller than mainstream school with a high staff pupil ratio. There is an average of 6-12 pupils in each class with 3-5 staff depending on the needs and abilities of pupils in that particular class.

**School Hours**

Primary - Morning session 9.00am – 11.45am - Afternoon session 12.30pm – 3.15pm
Secondary and Post 16 - Morning Session 9.00am – 12.15pm - Afternoon Session 1.00pm – 3.15pm.

**Attendance**

At Greenfield School we do our utmost to support excellent attendance and recognise its impact in terms of pupil achievement and social and emotional wellbeing. With your support and through a range of new initiatives we hope to meet our target of 93.5% attendance for every pupil. Although excellence in attendance is our goal, we do recognise the unique circumstances that surround some of our pupils and where possible, take this into consideration when working with the Local Authority to support our pupils in achieving the best possible attendance. Every parent will be sent a copy of their child's current attendance, together with an information booklet which contains a register for you to keep of your child's absences, for whatever reason. You will be able to self-track and monitor your child's attendance.

| | | |
|---|---|---|
| 92% | **92%** | **92%** |

| Sept 2015 | Oct 2015 | Nov 2015 | Dec 2015 |
|---|---|---|---|
| 92% | **93%** | **92%** | **90%** |
| Jan 2016 | **Feb 2016** | **March 2016** | **April 2016** |
| 92% | **92%** | **92%** | **92%** |
| May 2016 | **June 2016** | **July 2016** | |
| 92% | **92%** | **89%** | |

**Standards of achievement**

Pupil progress is very good for the majority of pupils and this is seen through the use of P level/NC tracking systems and IEP target achievements.

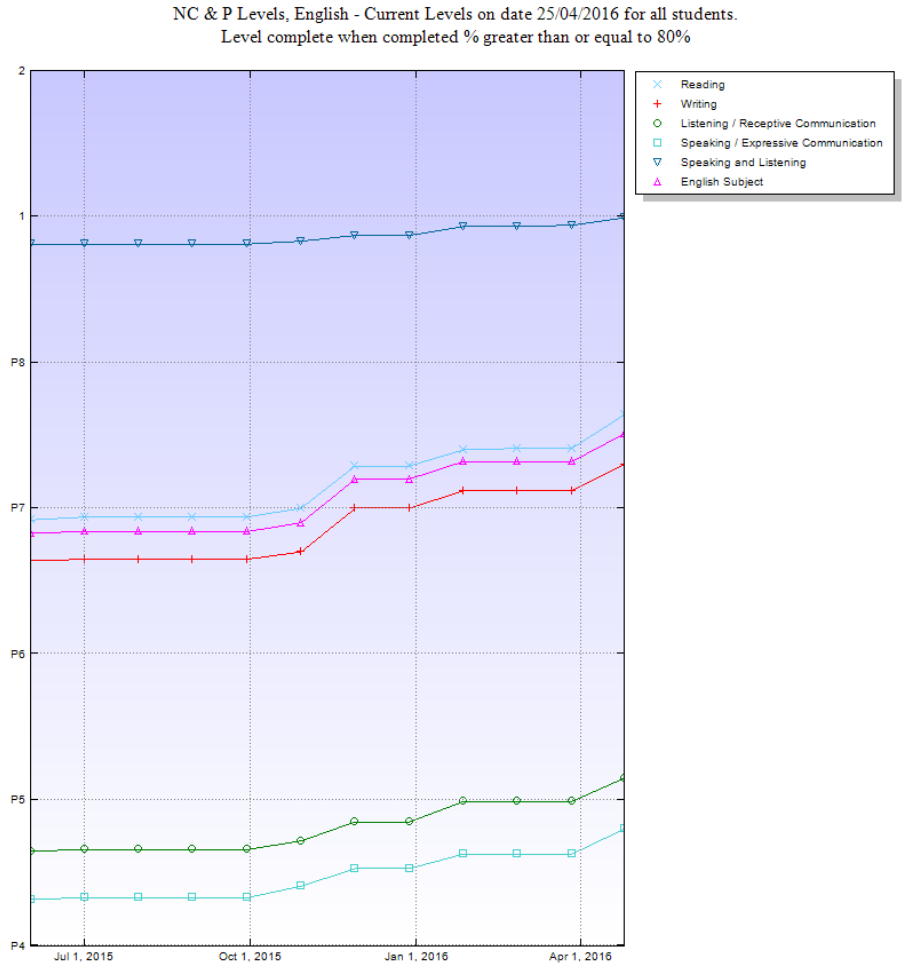
Pupil progress is good or very good for the majority of pupils in core subject areas/key skills as assessed through P levels/National Curriculum, an example of mathematical and literacy data end of key stage analysis is shown below. Literacy and Numeracy skills are taught across the curriculum through topics and themes in Foundation, KS2 and 3 and through a range of accredited qualifications and vocational activities in KS4 and 5.

Assessment, recording and reporting are considered to be an integral part of the curriculum. All aspects of this work are regularly monitored by members of the Senior Leadership Team. Assessment informs the teaching and learning process so that tasks can be attached to the individuals' needs and abilities. Assessment is both formative and summative. Records are kept of a child's progress, not only as a matter of reference, but also to inform teachers' future planning. Where relevant, pupils are encouraged to review their own achievements and discuss with their teacher appropriate future learning objectives.

Below demonstrates whole school and key stage average gain:

## Whole School 2015-16

### Literacy

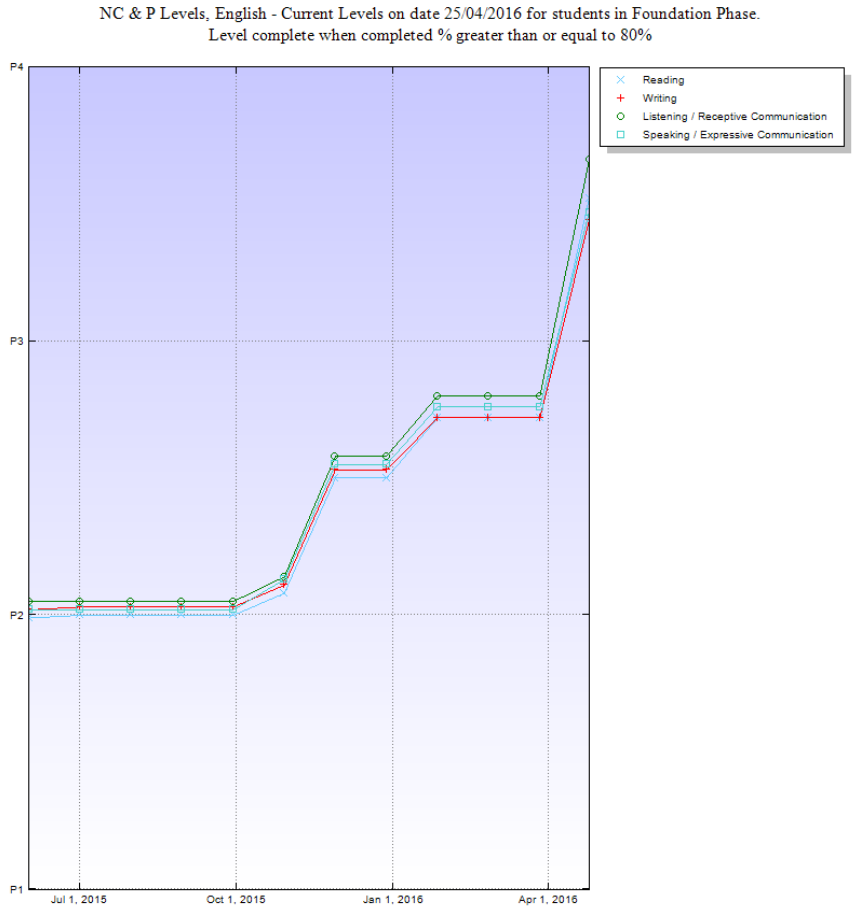



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Reading | **6.92** | **7.64** | **0.72** |
| Writing | **6.64** | **7.30** | **0.66** |
| Oracy – Receptive Communication | **4.65** | **5.15** | **0.5** |
| Oracy – Expressive Communication | **4.32** | **4.80** | **0.48** |
| Oracy | **8.81** | **8.99** | **0.18** |

The distance travelled highlights the average levels of pupil achievement in all areas over the past year.
The impact of interventions, teaching and provision has contributed to this.

## Whole School 2015-16

### Literacy- Foundation Phase

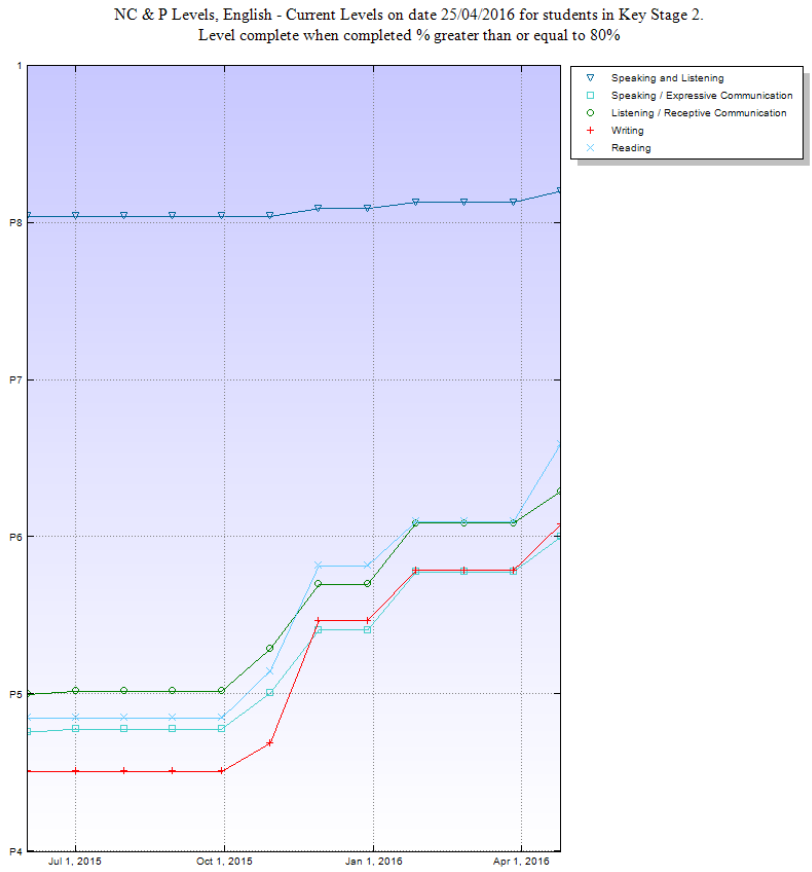



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Reading | **1.99** | **3.51** | **1.52** |
| Writing | **2.02** | **3.44** | **1.42** |
| Oracy – Receptive Communication | **2.05** | **3.66** | **1.61** |
| Oracy – Expressive Communication | **2.02** | **3.47** | **1.45** |

Pupils are base lined when they start the school. Pupil make excellent progress due to accurate interventions being identified and the impact of suitable curriculum and provision.

## Whole School 2015-16

### Literacy- Key Stage 2

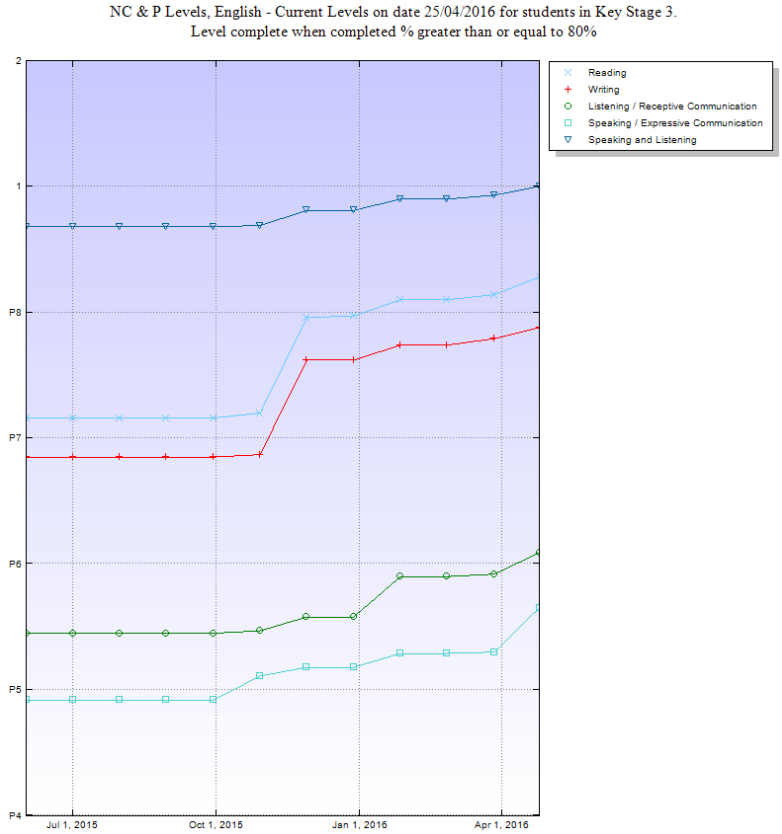



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Reading | **4.85** | **6.59** | **1.74** |
| Writing | **4.51** | **6.08** | **1.57** |
| Oracy – Receptive Communication | **5.00** | **6.29** | **1.29** |
| Oracy – Expressive Communication | **4.75** | **6.00** | **1.25** |
| Oracy | **8.04** | **8.20** | **0.16** |

Pupils have continued to make excellent progress in KS2 in all areas of Literacy. The data demonstrates that intervention work is having an impact.

## Whole School 2015-16

### Literacy- Key Stage 3

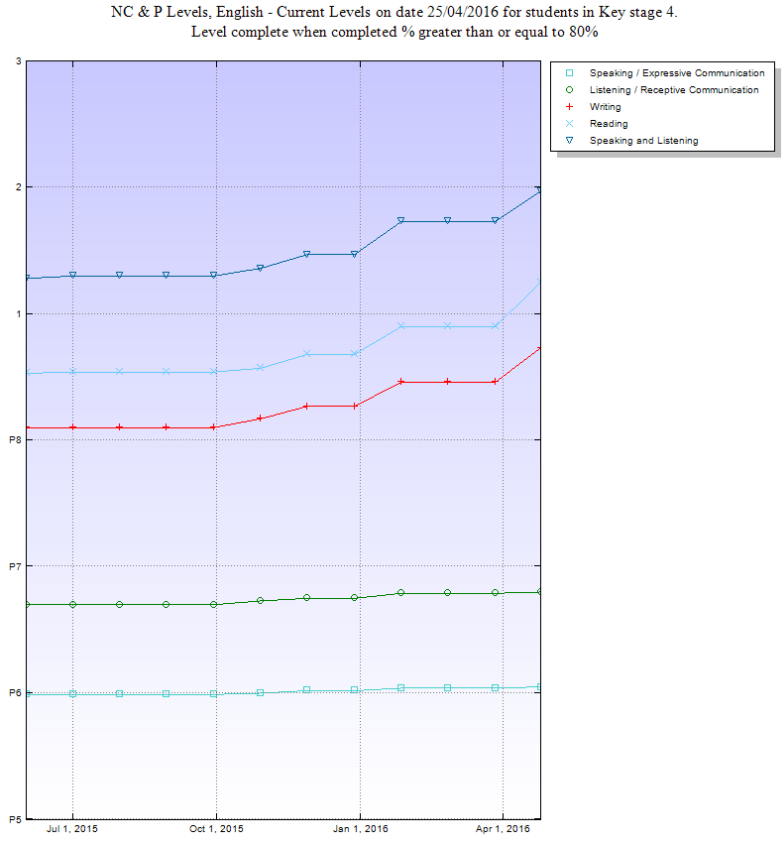



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Reading | **7.16** | **8.28** | **1.12** |
| Writing | **6.85** | **7.88** | **1.03** |
| Oracy – Receptive Communication | **5.45** | **6.09** | **0.64** |
| Oracy – Expressive Communication | **4.92** | **5.65** | **0.73** |
| Oracy | **8.68** | **9.00** | **0.32** |

Pupils in KS3 have made good rates of progress. The data demonstrates the changes in curriculum for a specific cohort of learners has a positive impact on achievement levels.

## Whole School 2015-16

### Literacy- Key Stage 4

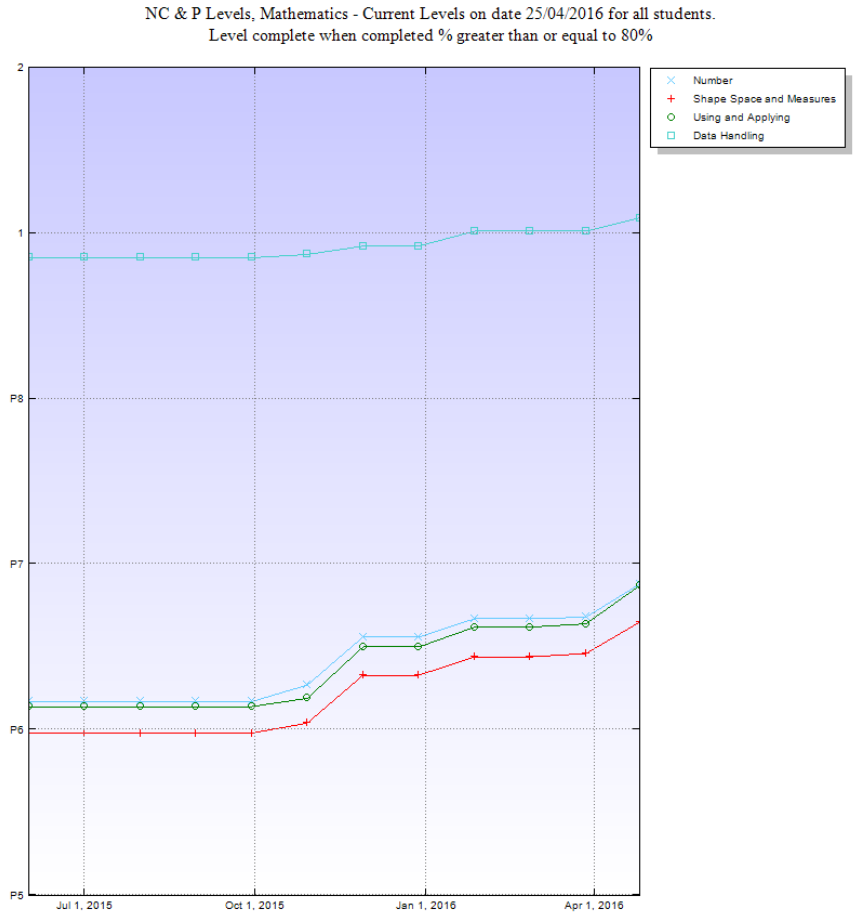



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Reading | **8.52** | **9.25** | **0.73** |
| Writing | **8.10** | **8.73** | **0.63** |
| Oracy – Receptive Communication | **6.70** | **6.80** | **0.1** |
| Oracy – Expressive Communication | **5.98** | **6.04** | **0.06** |
| Oracy | **9.28** | **9.97** | **0.69** |

Pupils in KS4 have continue to progress with their achievement and the data demonstrates good progress rates. KS4 also encompasses the Edexcel qualifications and this is mapped with the KS4 compulsory curriculum.

## Whole School 2015-16

### Numeracy

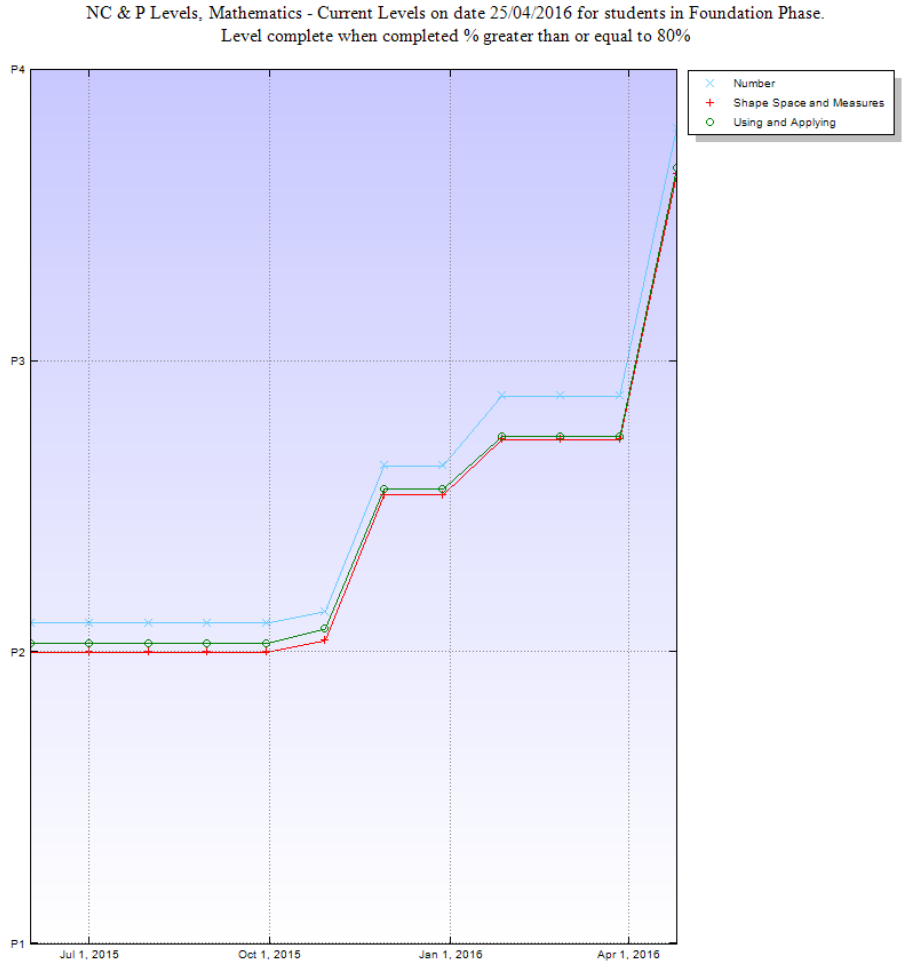



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Number | **6.17** | **6.88** | **0.71** |
| Shape, Space and Measure | **5.97** | **6.64** | **0.67** |
| Using and Applying | **6.13** | **6.87** | **0.74** |
| Handling Data | **8.85** | **9.09** | **0.24** |

The data demonstrates a consistent rise in levels across the school in Numeracy. A continued rise in using and applying from last year's data is demonstrated. Further development of numeracy should seek further improvements in standards.

## End of Key Stage

### Numeracy- FND Phase

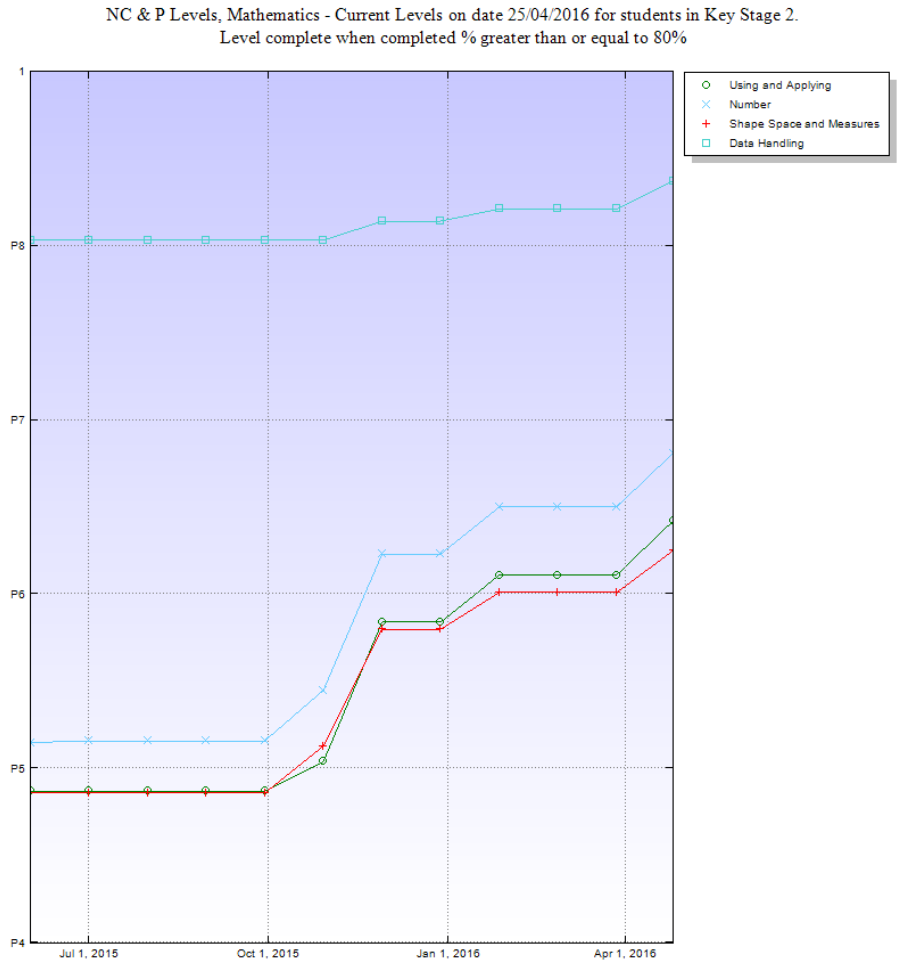



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Number | **2.10** | **3.80** | **1.7** |
| Shape, Space and Measure | **2.00** | **3.64** | **1.64** |
| Using and Applying | **2.03** | **3.67** | **1.64** |

Pupils are base lined once they start the school. The data demonstrates excellent progress being made.
The impact of teaching, provision and curriculum has had a significant impact on standards.

## End of Key Stage

### Numeracy- KS2

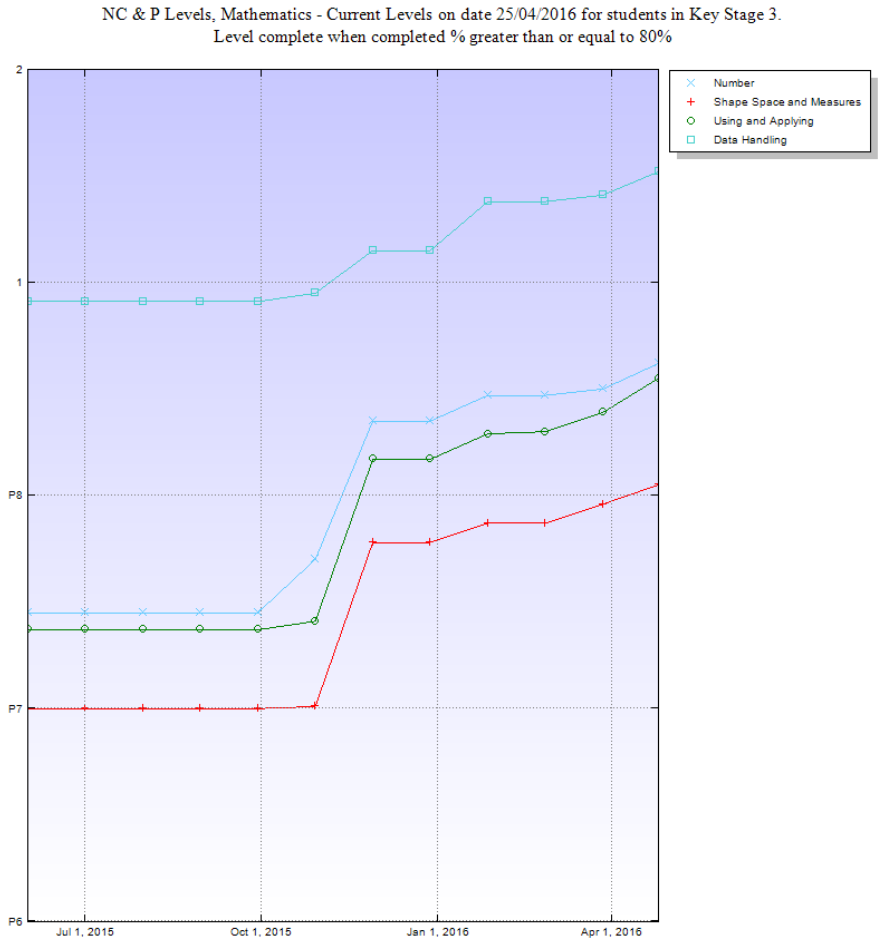



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Number | **5.14** | **6.81** | **1.67** |
| Shape, Space and Measure | **4.86** | **6.25** | **1.39** |
| Using and Applying | **4.87** | **6.42** | **1.55** |
| Handling Data | **8.03** | **8.37** | **0.34** |

In KS2 pupils have continued to make excellent progress. This demonstrates the impact that the curriculum and interventions are having within this KS.

## End of Key Stage

### Numeracy- KS3

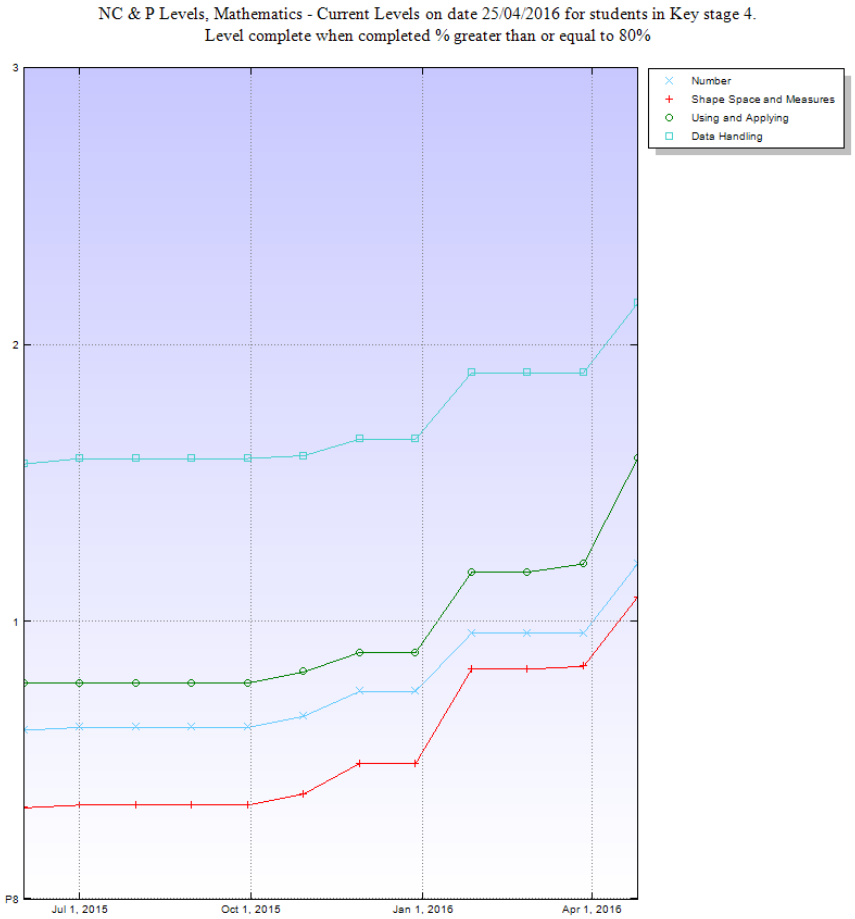



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Number | **7.45** | **8.61** | **1.16** |
| Shape, Space and Measure | **7.00** | **8.05** | **1.05** |
| Using and Applying | **7.37** | **8.55** | **1.18** |
| Handling Data | **8.91** | **9.52** | **0.61** |

There has been continued improvement at KS3 across all areas of numeracy in particular number and using and applying. The introduction of new pupil groupings and provision has contributed to this.

## End of Key Stage

### Numeracy- KS4

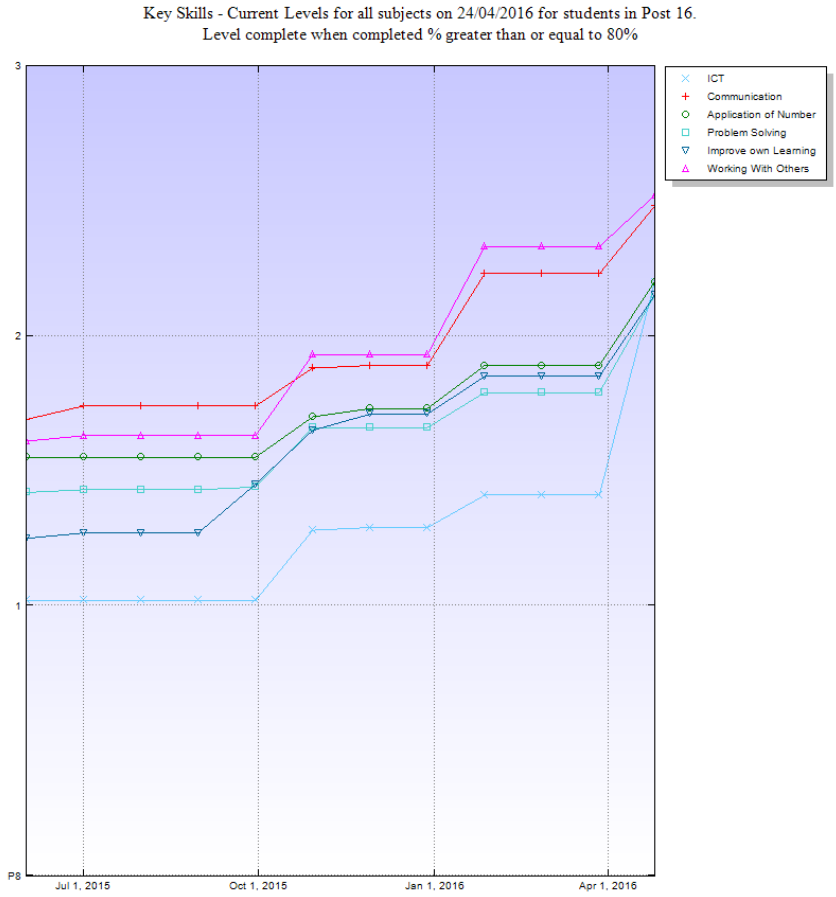



| Literacy & Numeracy Aspect | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| Number | **8.61** | **9.21** | **0.6** |
| Shape, Space and Measure | **8.33** | **9.08** | **0.75** |
| Using and Applying | **8.78** | **9.59** | **0.81** |
| Handling Data | **9.57** | **10.15** | **0.58** |

Data demonstrates that good progress has been made in using and applying in KS4. The data shows that there has been a continued rise in standards across numeracy.

## End of Key Stage

### Post 16




| Key skills | June 2015 | April 2016 | Distance Travelled |
|---|---|---|---|
| ICT | **9.01** | **10.20** | **1.19** |
| Communication | **9.69** | **10.48** | **0.79** |
| Application of number | **9.55** | **10.20** | **0.65** |
| Problem Solving | **9.42** | **10.15** | **0.73** |
| Improve own learning | **9.25** | **10.16** | **0.91** |
| Working with others | **9.60** | **10.52** | **0.92** |

The data demonstrates good progress across all areas of learning. In particular ICT has made excellent progress.

**School Development Plan- Overall Goals 2015-2016**

| | | Start | End |
|---|---|---|---|
| **Priority 1** | **Define the use of the National Literacy and Numeracy across all areas of learning.** | **September 2015** | **July 2016** |
| **Priority 2** | **To monitor and refine current summative assessment strategies, in line with the Donaldson review and enhance formative procedures.** | **September 2015** | **July 2016** |

| | | | |
|---|---|---|---|
| **Priority 3** | **To use welsh assessment software to inform specific provision for all learners.** | **September 2015** | **July 2016** |
| **Priority 4** | **To implement the continua to improve the quality of teaching and support.** | **September 2015** | **July 2016** |
| **Priority 5** | **To use assessment data to monitor the impact of wellbeing interventions of all learners.** | **September 2015** | **July 2016** |
| **Priority 6** | **To develop a system for provision mapping across all aspects of wellbeing.** | **September 2015** | **July 2016** |
| **Priority 7** | **To demonstrate skill development in the quality of outdoor provision in all key stages.** | **September 2015** | **July 2016** |
| **Priority 8** | **To implement the Leadership continua and continue to develop distributed leadership across the school.** | **September 2015** | **July 2016** |
| **Priority 9** | **To further develop the quality assurance measures that are in place to help meet the SIP plan targets.** | **September 2015** | **July 2016** |
| **Priority 10** | **To continue partnership work in line with National/Local priority agenda. To use excellent practice within Greenfield to support the developments of the Donaldson review.** | **September 2015** | **July 2016** |

**The full self-evaluation report and development plan are available to view in school.**

**Aspect Action Plan: Literacy**

**Completed by: R Faulkner**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| Training for all staff linked to the literacy to include curriculum delivery, planning and assessment. | Staff trained in specific areas relate to their KS. Additional POPAT training completed. | Staff met in KS to discuss planning, curriculum and delivery.<br>Staff identified who require POPAT training, QA completed on these staff. | Ongoing roll out of POPAT/ RWI etc. for new staff.<br>QA of these interventions to continue. | / |
| Teachers are confident in using the LNF profile to baseline all pupils. | Teachers have base lined all pupils using the LNF profile that was purchased. | Accurate LNF levels of pupils throughout the school. | Data revisited by teaching staff in June 2016 | (18 teachers x 1 day)<br>**£2340 EIG** |
| Staff to re-visit the LNF profile to demonstrate progress achieved. | Staff have completed the LNF profile for each pupil. | To be complete June 2016. | Ongoing input of data, calendar of events. | |
| SLT/TLR to monitor planning and set up working groups within their KS. | TLR have monitored planning within their own KS. Meetings have taken place on a regular basis to clarify outcomes of planning and delivery in each of the departments. | Planning has been quality assured across the school. There is consistency in planning format and reporting. | Continue to QA the planning. Planning days to be given to TLR's to map out the next IPC units. | £1170 1 day per term per TLR.<br><br>**£1170 EIG** |
| RWI/POPAT monitoring visits to evaluate current performance. | RWI & POPAT visits have taken place. Staff have received further support where needed. | Targeted pupils in each key stage have been highlighted. These are being tracked in the B2. | Ongoing intervention work and tracking of pupils. Reading test data to be | £780 (6 days x 3 staff)<br>**£2340 EIG** |

| | | | | |
|---|---|---|---|---|
| | | | used to define the | |
| Evaluate whole school averages | Data to be interpreted. | INFO FROM DATA PACK | | |
| Termly review of interventions. | Monitoring and review of interventions in each KS has taken place. Progress has been tracked and monitored and will be presented in the data pack 2016. | Tracking of interventions has taken place, this has been linked to B Squared, IEP's, reading tests and other data. Baseline data used and progress documented. | To continue to deliver specific interventions based on the findings of the data pack. | £1170 1 day per term per TLR.<br><br>**£1170 EIG** |
| All staff trained to ensure all teaching staff submit internal moderation. | Teaching staff have submitted moderation as set out in the calendar of events. This is in line with the All Wales moderation group. | Secure teacher levels have developed since introducing the moderation. Increase of passed work from 39% to 80% over the academic year. (See moderation data sheet) | To continue to send internal moderator to the termly events. To continue to upload work for external moderation. | Releasing staff to attend moderation event<br>**£780 EIG** |
| Reading/Writing/Oracy at KS2. | Data to be interpreted. | INFO FROM DATA PACK | | |

**Aspect Action Plan: Numeracy**
**Completed by: R Faulkner**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| Training for all staff linked to Numeracy to include curriculum delivery, planning and assessment. | Staff trained in specific areas relate to their KS. Additional in house training completed to ensure that all staff are confident with Little/Big Maths planning and delivery. | Staff met in KS to discuss planning, curriculum and delivery.<br>Staff identified who require further training and support, QA completed on these staff. | Ongoing roll out of numeracy interventions for new staff.<br>QA of these interventions to continue. | £130 a day x 3 TLR's x 3 terms.<br>**£1170 EIG** |
| Teachers are confident in using the LNF profile to baseline all pupils. | Teachers have base lined all pupils using the LNF profile that was purchased. | Accurate LNF levels of pupils throughout the school. | Data revisited by teaching staff in June 2016 | (18 teachers x 1 day)<br>**£2340 EIG** |
| Staff to re-visit the LNF profile to demonstrate progress achieved. | Staff to complete LNF profile for each pupil. | To be completed in June 2016. | Ongoing input of data, calendar of events. | (18 teachers x 1 day)<br>**£2340 EIG** |
| SLT/TLR to monitor planning and set up working groups within their KS. | TLR's have monitored their planning within their own KS. Meetings have taken place on a regular basis to clarify outcomes of the planning. | Planning has been quality assured across the school. There is consistency in planning format and reporting. | Continue to QA the planning. Planning days to be given to TLR's to map out the next IPC units. | £1170 1 day per term per TLR.<br><br>**£1170 EIG** |

| | | | | |
|---|---|---|---|---|
| Big Maths/ Little Maths monitoring visits to evaluate current performance. | Big Maths/Little Maths audit of delivery and implementation has taken place. Staff have received further support where needed. | All pupils that are using Little Maths/Big Maths are tracked. This is monitored weekly by GD. | Ongoing tracking of pupils is weekly by SMT. Targeted pupils are tracked and further support given when needed. | £780 (6 days x 3 staff)<br>**£2340 EIG** |
| Evaluate whole school averages | Data to be interpreted. | INFO FROM DATA PACK | Data to be used to inform next year's SIP. Information will be fed into the self-evaluation documentation. | |
| Termly review of interventions. | Monitoring and review of interventions in each KS has taken place. Progress has been tracked and monitored and will be presented in the data pack 2016. | Tracking of interventions has taken place; this has been linked to B Squared, IEP's, reading tests and other data. Baseline data used and progress documented. | To continue to deliver specific interventions based on the findings of the data pack. | £1170 1 day per term per TLR.<br><br>**£1170 EIG** |
| All staff trained to ensure all teaching staff submits internal moderation. | Teaching staff have submitted moderation as set out in the calendar of events. | Secure teacher levels have developed since introducing the moderation. Increase of passed work from 39% to 80% over the academic year. (See moderation data sheet) | To continue to send internal moderator to the termly events. To continue to upload work for external moderation. | Releasing staff to attend moderation event<br>**£780 EIG** |
| Lead internal verifier trained to ensure that Greenfield school continues to achieve work that has been externally verified. | A lead IV for Greenfield has been chosen. Work to be uploaded on the moderation website each term in line with the agreed preform linked to the LNF. | KB has been trained in the role of IV for Greenfield. Work has been uploaded to the moderation site on a termly basis. | Moderation report (External & Internal) for data on progress made. | £130 a day x 2 days per term.<br>**£780 EIG** |

**Aspect Action Plan: Assessment**

**Completed by: R Faulkner**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| Whole school, to participate in structured training to ensure consistency of assessment across key stage. | Teachers and HLTA's have received training and support in relation to various aspects of assessment within the school. This includes B squared, IEP's and LNF. | There is consistency in the approach to evidence gathering of the LNF in order to support accurate teacher assessments. Teaching staff are confident in using the B2 software and target setting proformas. | Ongoing support for B2 and look to upgrade to the V4 software in the future. Purchase of the specialist Autism software. | **£4000**<br>Software and licensing costs<br><br>Capitation |
| Induction packs used to outline policy and | Induction packs have been created and specific | The gaps in the data are less which shows that | Review Policy | TBC |

| | | | | |
|---|---|---|---|---|
| procedures. | training introduced to ensure that all staff are fully confident in policies and procedures linked to assessment. | staff are using the B Squared software in greater detail to ensure that there is greater teacher consistency. SMT have ensured that time has been allocated to discuss assessment software and issues. | | |
| Review the assessment policy, including target setting. | Policies have been looked at in detail and where needed the policies have been re-written. Marking and target setting policy in place. | Clearly set assessment procedures that ensure that there is robustness in the school. Staff are clear and this is demonstrated through observations and moderation quality assurance. | Embed the policy and procedures in the school especially with the recent introduction of new teaching staff. AFL working part to have further time to create a specialized Greenfield AFL approach. | **£2340** EIG |
| Training provided to all staff on the LNF assessment tool. | All staff have been trained in how to use the assessment tool. Additional time has also been given to all staff. A base line for every child has been completed. | Accurate levels for LNF for all pupils. This will help support IEP and B squared assessments. Comparisons between the data are used to help support setting new targets. | Ongoing assessments will need to be completed each year. | TBC |
| Teachers provided with one day supply to baseline pupils using the LNF assessment tool. | All staff received time through the EIG grant in order to baseline pupils LNF skills using the assessment package that was purchased. | All pupils have a LNF baseline. This is going to be reassessed in the Summer Term 2016. | Ongoing assessments will need to be completed each year. | 1 day per year for each teacher **£2340 EIG** |
| Focus and formulize the use of assessment for wellbeing intervention. | Assessment tracking systems have been set up to track the wellbeing interventions that are currently in use. PASS data etc will be used to explore the progress and gains made for individual pupils with specific need. | Wellbeing data pack will demonstrate the progress made and agreed actions for next year. | Wellbeing tracking system to become further embedded. | tbc |

**Aspect Action Plan: Development of teaching and assessment for learning**

**Completed by: R Faulkner**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| Whole school training to take place | Whole school Inset has been completed. | Baseline assessments and new assessments | Further staff meeting to take | Awaiting Invoice |

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|---|---|---|---|---|
| in relation to Continua. | Additional training for teaching and HLTA staff in relation to accurate baseline of the continua. Discussions around the implication of the Continua and management of staff teams. | shows the progress made in targeted areas. Staff have developed greater confidence in using and sharing the continua. Inset planned with outside speaker next month. | place and ongoing CPD interviews. Inset planned for Continua during the summer Term 2016. | |
| All staff to complete baseline using the continua proforma. | All staff has a baseline during the first term. | Data collated and demonstrated the areas for strength and challenge. | Continue to use the Continua to support CPD within the school. | £104 x6 days for CPD interviews. **£840** |
| SLT to evaluate the baseline data from staff at the end of the academic year. | SMT have evaluated the continua data. | Baseline data evaluated and this will contribute to the data pack and SIP plan for next academic year. | As above. | |
| Continua to be displayed around the school in appropriate ways. | Continua has been edited to meet a special school setting. Information shared with staff, also in both primary and secondary departments. | Staff are all working towards a whole school target but within this target there is an individual specific targets. This has an impact whole school. | Ongoing work with the new special school continua which is due to be released soon. | |
| AFL working group to be established. Agenda set for the year with termly reviews. | AFL working group has been established by subject coordinator. Agenda has been to look at AFL that is currently being used in the school. | Clear focus on AFL by new and older teaching staff. New creative ideas have been shared but this requires further work. | Further development of the AFL focus- tool and implementation. | **£1000 EIG** |
| AFL displays in all key stages, ensuring they promote whole school assessments. | TLR's and SMT have ensured that there is appropriate AFL displays in all classes. This is reviewed through lesson observations and learning walks. | Staff and pupils are clear on the assessment for learning in each classroom/KS. Displays are pupil friendly and support next steps in learning. | As above- impact in all classrooms and KS. | |
| Audit of AFL to ensure consistency in whole school. | Subject coordinator compiled an evidence file of best practice within the school prior to completing and reviewing the AFL policy. | Staff have received a revised AFL policy, this allows for consistency in each of the KS. IPAD technology has also been used to support ibooks. | Ongoing developments to enhance AFL, this may include Ipad technology and purchasing of some resources. | |
| Development and production of whole school tool for AFL. | AFL working party has looked into appropriate ways that would benefit Greenfield learners. Prototypes have been generated but additional time is required next term. | Ideas and prototypes have been generated, this requires additional time. | AFL tool to be developed during the Summer Term 2016. | **£1000 EIG** 1000 AFL tool |
| AFL policy revisited to ensure that the whole school AFL | AFL policy has been revisited and issued to all staff. | Staff and pupils are clear on the AFL strategies that are used | Add AFL tool into policy once it is finalized. | |

| | | | | |
|---|---|---|---|---|
| tool is included in the policy. | | in each of the classes/KS. | | |
| AFL tool in all classes. | AFL prototype and ideas generated but requires additional time. | | AFL tool to be finished and produced. | |

**Aspect Action Plan: Welsh Development**

**Completed by: G Daniels**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| 1. To monitor input of Welsh baselines in new $B^2$ assessment software. | Staff were briefed to transfer the adopted Spanish assessment targets achieved, over to the new Welsh targets that now exist in our software package. Where pupils had no previous data, baselines were set. | The impact of creating and introducing this data assessment means that for the first time, pupils have bespoke targets for Welsh that are available for target setting and monitoring of progress. Teachers have input data since its introduction and distance travelled is available in the data pack. | To continue to monitor consistency of progress and specifically how the use of spoken Welsh in the classroom is reflected in the data analysis in $B^2$ | 1 day for 1 member of staff **£140** |
| 2. To monitor efficiency and value for money of resource deployment. | New resources for Welsh have been purchased and made available in a central store. Primary and Secondary resources have been differentiated in order to allow consideration for age appropriateness. Care has been taken to ensure that, where possible, duplication has been kept to a minimum. | Pupils have enjoyed access to suitable, quality resources that are age appropriate and varied. The resources have included materials that have impacted on both Welsh Language Development and Cwricwlwm Cymreig. See data pack for distance travelled. | To develop use of software and web based resources to develop oracy in Welsh.<br>To purchase appropriate storage units for the Cwtch in order to make the Welsh resources physically more accessible via a library system. This will assist in tracking usage of resources evaluating their | Cupboard **£250** |

| | | | | |
|---|---|---|---|---|
| | | | effectiveness. | |
| 3. To set and deliver practice sharing opportunities | Introducing opportunities for staff to buddy up in order to share good practice in using spoken Welsh in the classroom. | To be arranged for May/June 2016. | To develop the use of the IRIS to share exemplar teaching and learning in Welsh. | 1 day (£140) x 4 staff Total: **£560** |
| 4. Monitor planning files for evidence of long and medium term plans. | Teachers have been supported in obtaining appropriate materials and planning resources that offer progression throughout the school and incorporate a long term plan for Welsh development. These plans incorporate the Consortium language patterns. | Following a training event and Performance Management meetings, all staff now have clear plans for delivering Welsh in and out of the classroom environment. The improvements put in place allow all pupils including those with complex needs, access an appropriate curriculum for Welsh, where progression is evident. | TLRs to continue to support staff with collaborative planning. Where appropriate, to focus on developing writing skills. Examples of pupils work to be presented on relevant display boards around the school. | Exercise books and display materials **£200** |
| 5. Lesson observation – monitoring of "Helpwr Heddiw"/"Swyddog" | During training all staff were introduced to the role of 'Helpwr Heddiw' and how this role assists others to develop spoken Welsh. This was modeled for staff with the intention teachers allocate a specific time slot each day to embed the strategy. | The use of 'Helpwr Heddiw' shows some inconsistency and teacher confidence in using 'Helpwr Heddiw' varies somewhat. | The use of the IRIS and buddy opportunities will significantly improve this strategy by allowing more flexibility in sharing good practice. This will also relieve some pressure from the school twilight training programme. | Half a day (£70) x 4 Total **£280** |
| 6. Feedback and review of evidence of progress from inclusion with Ysgol Rhyd y Grug | Selected pupils from G2 have visited Rhyd y Grug weekly for inclusion and integration opportunities in mainstream. | Greenfield pupils have had opportunity to develop basic Welsh with mainstream peers and have benefitted | The next phase in this inclusion opportunity will increase Welsh language | Travel cost:<br><br>Minibus diesel £3 x 35 visits: |

| | | | | |
|---|---|---|---|---|
| | | significantly from the social interaction and social skill development. Reciprocally, Rhyd y Grug pupils have been learning simple sign language from Greenfield pupils. | development, focusing on the medium of music and song. | **£105.** |
| 7. Submit Level 4 and 5 assessment criteria to $B^2$ | Level 4 and Level 5 assessment targets were derived from the Welsh Curriculum and assimilated into $B^2$ style layout. Submitted to software developers. | Impact not yet measurable but will extend scope of progression for MAT pupils. This is an important feature that will be shared with other schools and institutions in the future. | $B^2$ company to add L4 and L5 to our assessment software. | No cost |

**Aspect Action Plan: Care Support and Guidance**

**Completed by: Carol Conway**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| Contact LA with regard to developed Provision Mapping software and provision map therapies and interventions across Key Stages | Meeting with Emma Strand and information passes to the LA. | September roll out of provision mapping. | Training for administration staff and SLT. | TBC. |
| Evidence to be gathered meeting set criteria for submission of Phase 5 Healthy Schools Award. | The school completed the Healthy School's Aspect regarding Healthy Relationships.<br>A Sex Education Curriculum has now been drafted and is in place across all Key Stages.<br>SRE Training was provided by the co-ordinator during a school inset.<br>The SRE policy has been update and provided to all staff for further guidance. | Phase 5 Healthy School has been awarded with no areas for recommendations.<br>Healthy Schools have submitted their assessment report and a plaque awarded.<br>Delivery of the curriculum is being monitored through scrutiny of planning, pupils work and lesson observations.<br>Completion of Agored Cymru SRE accredited units from KS4 to Senior | Working towards Phase 6, this will be put forward for Sept / Oct 2016. Early completion of this Phase will mean that the school can work toward the attainment of the National Standards Award, focusing upon Food and Fitness and Substance Misuse. | Supply cover to release staff to plan and co-ordinate activities and accreditation |

| | | | | |
|---|---|---|---|---|
| | | Leavers.<br>Nos of pupils entered for accreditation. | | |
| Evidence to be gathered meeting set criteria for submission of Platinum ECO Schools Award. | The Platinum ECO Award was presented in March 2016 with no recommendations other than to maintain current standards. | Long term planning incorporates Eco themes throughout the curriculum. A comprehensive Platinum Eco folder evidences all work carried out in order to achieve this award.<br>School magazine celebrates the success of this award.<br>Scrutiny of planning, pupils work and lesson observation will ensure that standards are maintained. | The school has now achieved all ECO School accreditations, however this will be monitored on an annual basis via Keep Wales Tidy | |
| Evidence to be gathered meeting set criteria for submission of Anti Bullying Quality Award Mark. | The school council has taken an active role in promoting the schools anti-bullying ethos.<br>An action plan has been written outlining the steps taken by the school to help reduce incidents of bullying. Incidents of bullying are now recorded in both departments via the bullying log, and appropriate staged action taken.<br>A member of the Governing body has also been appointed to help champion the anti-bullying campaign. The school has held anti-bullying week where each class has focused upon strategies to discourage negative behaviour both in the playground and yard.<br>A date has been set with the Anti bullying Quality Mark to assess whether the school meets the criteria for the Bronze Award. | Pupils entered in the bullying log are given two warnings for separate incident and parents are informed. Should a third incident arise then the Head Teacher sends a letter to parents and a loss of privileges considered. Should a fourth warning be necessary then parents are invited into school to meet with Head and plan a way forward. | Spring 2015 the school introduced a bullying log where bullying incidents were recorded and four stages of action considered. Actions and added support were detailed.<br>In the first year of its use and focus the school has recorded:<br>A 40% reduction in 1st warnings.<br>A 50% reduction in 2nd warnings.<br>A 30% reduction in 3rd warnings requiring Head teacher and parental engagement.<br>4th warnings of a more serious nature remained static at 10% | |
| Staff will be given a proforma to record every Child In Need meeting Child | Child In Need Meetings and conferences are now recorded. | Currently reflected on Annual Review attendance | Review and reflect in SER and SIP | tbc |

| | | | | |
|---|---|---|---|---|
| Protection Conference; LAC Review attended and or submitted report. | | | | |

**Aspect Action Plan: Closing the Gap**

**Completed by: Carol Conway**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| The BILD Code of Practice will be used in order to gather the necessary material to evidence how we meet the standards for accreditation.<br>Market and Brand our training materials for PBS. | Carol Conway is now an accredited BILD Principle Trainer for PROSPECT. Principle Trainers, have now completed training with In Service Trainers and all training materials have been completed. All 9 modules of training have been delivered through school to school working (see Triad). In Service Trainers have begun delivering modules both internally and at Cyfarthfa High School.<br>Materials to submit to BILD are ready to be submitted and a date for submission is to be set | Accreditation approved – date to be confirmed<br><br>Triad Evaluation | BILD assessors will assess our training programme, materials, and training capabilities. They will ensure that we meet all health and safety criteria.<br>Trainers will continue to support Triad through school to school working.<br>Further training modules will continue at Cyfarthfa.<br>Successful accreditation by BILD will quality assure our Positive Behaviour Support Materials which will enable us to carry out high quality training within our school and Local Authority. | Built into capitation £4000 |
| In service trainers outline training programme for newly appointed staff.<br>Two more staff are identified as In service Trainers to continue to build sustainability | In service Trainers have delivered module 1 for newly appointed staff.<br><br>The skills of the In Service trainers required consolidation during this academic year, the addition and training of | The school is committed to delivering high quality training in terms of Positive Behaviour Support. The impact of this training is tow fold:-<br>1. Concert evidence | Training within the school is an ongoing process and will be set out in 2016 Calendar of Events. | |

| | | | | |
|---|---|---|---|---|
| | future in service trainers will be considered during the coming academic year. | e.g. incident forms, PBS plans, engagement with parents<br>2. Ephemeral aspects evident through better, understanding and management of behaviours. Ensuring that all staff follow our ethos in supporting pupils positively. | | |
| ABA Post Graduate students will support Foundation Phase in setting up ABA model for supporting the behaviours of our youngest learners two days per week to ensure that these programmes run successfully across key stages. | Greenfield School continues to work in collaboration with the University of South Wales in developing Applied Behaviour Analysis. Three ABA students have worked intensively with our Foundation Phase pupils and are embedding model practice.<br>Verbal and Behaviour-Milestone Assessment and Placement Programme (VB – MAPPS) have been purchased in order to assess the acquisition of new skills in communication developing language / literacy /numeracy and behavioural outcomes.<br>Staff training events have taken place which along with classroom modelling to consolidate the skills of staff.<br>The ABA model has been successfully used to toilet train a number of pupils. Five pupils (who did not meet the NHS recommendations for toilet training have now been successfully trained. | The purchase of VB-MAPPs to assess and skill build.<br>The support given to staff to take forward principles of ABA skills development.<br>Five members of staff have undertaken the University of South Glamorgan in developing Practical Skills in applied Behaviour Analysis. The course is an evening course that runs for ten weeks for four hours leading to a Registered Behaviour Technician qualification.<br>Individual Assessment and progress maps (see attached assessments).<br><br>The ABA model has been used to successfully toilet train five pupils. | The school will commit to the appointment of an ABA post graduate to take forward the good practice that has already been established. | |
| Learning walks are listed in calendar of events SMT report to governing body ensure appropriate monitoring | Safeguarding Walks have been completed in regards to safeguarding and priorities set. | Safeguarding Self-Evaluation document. Critical Analysis from Governing standards committee | Set 2016/17 Learning Walks | TBC |
| HLTA released to set | There are 43 pupils across | See progress chart | Increase use of | |

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|---|---|---|---|---|
| up and oversee communication inventions across key stages through the use of PECS and Grid Player, also to assist classes in their delivery of communication. | key stages who use PECS as a communication aid. In order to ensure that there is consistent use of the system and that teachers are moving pupils forward a HLTA who is a qualified PECS implementer will be released to ensure continuity and progress. The full license for Grid Player was purchased in order to take for this communication package digitally. | See wellbeing report<br>See Standards report | Grid Player through ipads.<br>Target parental engagement through workshops.<br>Continue internal staff development. | |
| LT will identify pupils to put forward for the LAMDA qualification. | Louisa Tate the Drama Therapist focused upon six of our More Able and Talented pupils and put them forwarded to take the London Arts, Music and Drama Awards (LAMDA) qualification at Christ College Brecon. Pupils learned to recite a poem and perform that poem for an audience. | All six pupils achieved Level __ LAMDA | Entre this years candidates into level and further extend their skills.<br>Identify second entry level cohort. | |
| LT / LH will work with the Shakespeare Schools<br>Company to perform Romeo and Juliette. CC will liaise with Jeffery Roberts at the Arts Council.<br>Oily Cart Performance – develop performing arts for pupils with profound learning difficulties. To develop sensory practice that promotes oracy | Pupils from Post Sixteen and year 12 were chosen to take part in the Shakespeare Schools performance. Rehearsals in Romeo and Juliette took place over a term and culminated in a performance at the Beaufort Theatre.<br>The pupils repeated the performance at school and at Christ College Brecon. The performance was videoed and featured in the school magazine. | Increased confidence in the art of performing and developing oracy.<br>Increased knowledge and understanding of classic literature. | Register to participate in Shakespeare School 2016 focus Mid Summers Night Dream.<br>Consider the involvement of a wider cohort of pupils for in the development of costume, scenery, lighting and video. | |
| Areas of weakness are identified through the PASS data and pupils friendly booklets used to encourage learners to take ownership of the support required to help fix the problem. | Four areas of focus<br>1. Self-regard as a learner<br>2. Response to the curriculum<br>3. Feelings about school<br>4. Attitude to attendance<br>Pupils voice was used to discuss areas of low regard and plan what activities or support could be provided to fix it. | See Standards Data Pack<br>See Wellbeing Data Pack | Refer to SER and SIP | tbc |

**Aspect Action Plan: Leadership and Management - Leadership**

**Completed by: W A Murphy**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| 1.Agenda and Minutes taken to monitor and track progress of pupil outcomes and strategically planned tasks in SIP. | Minutes and regular meeting held throughout the academic year to track and monitor targets, outcomes.<br>B Squared<br>Target Setting<br>Reading data<br>LNF Data<br>IEP Data<br>Wellbeing data | Information in data pack 2015/16<br>SIP Strategic planned tasks completed. | Self-evaluate the impact of meeting with SLT. Analyze the Data pack to establish direction for 2016/17. | Neutral |
| 2. Performance Management set out in Calendar of Events. | Performance Management for:<br>LSA<br>Teachers<br>SLT.<br>Performance management follows the PM Policy.<br>PM is set in the calendar of events. | Lesson observation grades.<br>Peer Enquiry report.<br>Support Plans.<br>PM Targets met.<br>Continua improvement;<br>LSA<br>Teacher<br>SLT | Further training for all staff on continua.<br>Evaluations of PM from all staff. | Set in Calendar of events. |
| 3.Monitor of assessment (see Standards Assessments). | Please see Assessment SIP recording impact form. | Demonstrated in Assessment SIP recording impact form. | Analyse Data pack 2015/16 | Built into calendar of events |
| 4.SLT to carry out various leadership courses to improve pupil outcomes | Head Teacher completing Executive Headship course with Insight<br>Estyn – Peer Enquiry<br>Assistant Head – NPQH<br>Deputy Head – SWASSH<br>Head Teacher – SWASSH<br>TLR – Middle Level Leadership course | Executive Headship course details each course title and impact of each module.<br><br>SWASSH allows up to date information<br>Middle Level Leaders criteria outlined. | Feed into self-evaluation and set in SIP | See SER and SIP |
| 5.To define clear responsibilities within the school SLT.<br>Linked with SIP and how to measure the impact of actions. | Roles and responsibilities established within SLT.<br>Outlined in Job Descriptions. | Outlined in Performance Management.<br>Leadership Continua | Development of Leadership Continua | See SER and SIP |
| 6.Monitoring of the SER and SIP regularly with meetings with staff that have responsibility for the specific action to take | Regular meetings and discussions with focus on priorities. | SIP recording sheets.<br>Standards Data Pack<br>Wellbeing Data Pack<br>IEP and Target setting pack | Reflection on data in SER | SER and SIP |

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| forward. | | | | |
| 7. Embed the continua for Leadership across the school. Monitor the improvements and use for coaching purposes to raise standards across the school. This also includes teacher, LSA and Pupil continua. | The continua has been firmly embedded into the school for LSA, Teacher and Leadership.<br>The development of the leadership matrix will further support this. | Progress in continua, HLTA, Teacher and Leadership standards | Reflection in SER and SIP<br>Development of pupil continua | TBC |
| 8.Use external consultant to audit and quality assure performance against the school's own self-evaluation. | Peer Enquiry has been undertaken. | Peer Enquiry Report<br>Challenge Advisor Report<br>BILD Accreditation | Reflection in SIP and SER<br>Potential of another Peer Enquiry | TBC |
| 9.Improve skills of listening to learners and environment analysis. (Pupil friendly SIP and SER) | School Council and Eco Schools committee has successfully completed a productive year and information is detailed in Wellbeing data pack. | Wellbeing Data Pack<br>Eco Platinum Award<br>Healthy Schools Level 5 | Reflection in SIP and SER | |

**School Improvement Plan Impact Recording Form**

**Aspect Action Plan: Quality Improvement – Governor Participation in Bronze Award**

**Completed by: W A Murphy**

| **Strategically Planned task** | **Description of the task** | **Impact (Evidence/Data)** | **Next Steps** | **Cost** |
|---|---|---|---|---|
| 1. Governing Body to complete and achieve Bronze Quality Award. | Governors have achieved the award. | Documentation and certificate in school.<br>Governors have become more aware and role supported by Governor training. | To establish more robust roles and responsibilities of the Governors.<br>Training provided by SLT to ensure focus on challenge and support.<br>Links with other special school Governing Bodies to share good practice. | Expenses of travelling for Chair of Governors.<br><br>Cost of training from SLT. |
| 2. Governing Body to discuss action for taking the Silver Quality Award. | Governing Body to discuss next steps and whether the award is still available. To use structure of award to prioritise next steps of | Governors accountable and working towards a structured self-evaluation tool to ensure maximum impact. | Set on summer agenda next steps to be undertaken. | Cost of accreditation. |

| | | | | |
|---|---|---|---|---|
| | Governor development. | | | |
| 3. To continue to Lead Governors to be taken through school based Safeguarding document from Estyn. | As part of the Standards committee the safeguarding document is used as a tool to RAG status priorities to address and inform the full Governing Body. Learning Walks established that result in Governors monitoring areas flagged as priority to challenge and support the SLT. | Greenfield self-evaluation document. Policy review committee. RAG Safeguarding document. Governor Safeguarding training. Chair of Governors Level 3 training. | To refine and install more structure of the learning walks. Establish each Governor of the Standards committee a priority from the Greenfield Safeguarding Self-Evaluation document.<br><br>Establish dates in calendar of events.<br><br>Involvement of student council on learning walk and reflection of the self-evaluation document. | Cost of releasing staff. |
| 4. Protocols to be developed and established for supporting new Governors. | Full Governing Body has decided to set a buddy system for new Governors. New file documentation is provided. | Governor Files. Point of contact decided to discuss queries.<br><br>Necessary training completed. | Governor training outlined and completed for new Governors.<br><br>Access to website will support paperless and up to date information to Governors. | Supply time to ensure documentation is uploaded onto website. |
| 5. Website for Governors established. | Governors to be granted to access a secure area on school website. | Impact Governors having up to date school documentation at hand; Minutes School Improvement and Self-Evaluation documentation Governor handbook Governor documentation | Governor training Evaluations of impact | Release time to upload documentation. |

**Aspect Action Plan: Leadership and Management - Partnerships**

**Completed by: W A Murphy**

| Strategically Planned task | Description of the task | Impact (Evidence/Data) | Next Steps | Cost |
|---|---|---|---|---|
| 1. Sustaining Positive relationships with parents through programmes that interact with parents and carers across all key stages. Refer to LPPA Award. | On-going events have been taken place with parents:<br>Specialist workshops<br>PCP Annual Reviews<br>Termly celebration events<br>Celebration events | Wellbeing data pack | Refer to SER and SIP | TBC |
| 2. Meeting the challenges of national priorities. Continue to develop work with the WG to raise standards and build networks of expertise through project such as Creative School and Digital leader. | First year of creative schools established.<br>First year of Digital pioneer schools completed | See creative schools evaluation,<br>See Digital Pioneer schools evaluation. | Second year to continue of both projects | TBC |
| 3. To continue to act as a Lead school supporting an emerging school. | Lead school project completed | See evaluation and completed action plan. | Reflect on model | TBC |
| 4. To continue to support mainstream schools in the LA in regards to Assessment, curriculum, teaching and learning, positive behaviour support and person centred planning. | The school successfully supported the work with LA and Triad.<br>The school has delivered PCP training.<br>The school is in second roll out of the PBS training for the Cyfarthfa cluster. | See Triad Action Plan<br>Evaluations of training<br>BILD Accreditation | See SER and SIP<br>Role of Assistant Head Outreach established | TBC |
| 5. To establish robust processes to support school to school working in the new consortium initiative. | The school has hosted a Peer Enquiry and the Head Teacher been part of a team in another special school. | See Peer Enquiry Report | See SER and SIP | TBC |
| 6. To ensure the school has capacity to continue to | The school has successfully appointed an Assistant Head Teacher for Outreach. | Wellbeing Report<br>BILD Accreditation | See SER and SIP | TBC |

| | | | | | |
|---|---|---|---|---|---|
| | develop excellent work with all partners. Monitor involvement and impact on projects involved in. | | | | |
| 7. | Ensure that all work undertaken with partners has an impact on pupil outcomes and standards within the school. Systems established to monitor impact. | Interventions outlined and tracked through school systems and processes. | Standards Report<br>Wellbeing Report<br>IEP and Target Setting Report | See SER and SIP | TBC |

**School Development Plan- Overall Goals 2017-2017**

| | | **Start** | **End** |
|---|---|---|---|
| **Priority 1** | Improving the quality of pupils' literacy and numeracy skills | **September 2016** | **July 2017** |
| **Priority 2** | Improving the quality of pupils' ICT using the Digital Competency Framework | **September 2016** | **July 2017** |
| **Priority 3** | Maintain high standards of wellbeing provision | **September 2016** | **July 2017** |
| **Priority 4** | Maintaining and developing high quality learning experiences and opportunities AFL/IRIS/Continua | **September 2016** | **July 2017** |
| **Priority 5** | Providing high quality CPD to ensure excellent teaching, learning and leadership | **September 2016** | **July 2017** |

The full self-evaluation report and development plan are available to view in school.

## Safeguarding

A priority at Greenfield is to promote the protection and well-being of all our pupils. We have designated child protection officers who regularly train staff in safeguarding matters and offer advice and guidance to all staff members. Our Safeguarding Policy is available on our school website and on request.

## International Primary Curriculum

It is a comprehensive curriculum with a clear process of learning and with specific learning goals for every subject, for personal learning and for international mindedness. It supports teachers to make all learning exciting, active and meaningful for children.

## Literacy and Numeracy Framework

The framework is part of the statutory curriculum for learners age 5-14. Within the 14-19 department staff continue to use the LNF to support pupils in further developing the skills they require in line with their ability level and needs. This has been developed alongside the accreditation. The LNF has been used as a tool to support planning in order to progress literacy and numeracy skills development across the curriculum. Teachers have ensured that the LNF skills are the primary focus in their planning. Ongoing processes are in place, such as the moderation of LNF skills and target setting, to enable staff to have clear assessments and tracking of individual pupils.

**Foundation Phase**

Within the Foundation Phase classes their planning is in line with the 7 areas of learning. Pupils are encouraged to explore the world around them, understand how things work by taking part in practical activities relevant to their developmental stage. Pupils are encouraged to use continuous provision and the outdoor learning environment to master their educational targets. This less formal style of learning suits pupils with moderate and complex needs.

**Key stage 2**

The full range of National Curriculum subjects, PSHE and RE are delivered thematically with the support of the International Primary Curriculum and Equals schemes of work. The principals of the Foundation Phase are continued within KS2 due to the pupil's needs and levels of achievement within Greenfield. The outdoor learning environment provides opportunities for teachers to ensure that continuous provision is available for the pupils; the provision can also be enhanced to support thematic planning. It is an expectation that provision will be enhanced and age appropriate with the learners within that setting.

**Key stage 3**

The full range of National Curriculum subjects, Careers, PSHE and RE are delivered discreetly to mixed ability pupils. The class groups are organised in years 7, 8 and 9 wherever possible. International Primary Curriculum, Equals and Wheels Forever Turning planning guidance are used to help support the thematic planning in the department. Read Write Inc and Little Big Maths/Big Maths schemes are used in all classes to support learning. Pupils access the local community, such as cycling and shopping, to acquire and apply skills that promote independence. Outdoor education activities are also planned for a discreet group of learners who will be able to gain accreditation for the skills delivered.

**Key Stage 4**

The focus in KS4 is towards preparing and completing work for National Accreditation and in preparing pupils for post 16 provision. The full range of National Curriculum subjects are delivered within the department. Careers education is an important element in the curriculum with regular input from a careers advisor and additional transition planning through a Person Centred Planning approach to support this. RE is taught thematically in KS4 through PSHE and multi-cultural events and activities. Edexcel is our main qualification provider within the department. Pupils follow the Edexcel Personal Progress planning document and accreditation guidance in order to achieve external accreditation. Pupils access the local community, such as cycling and shopping, to acquire and apply skills that promote independence. 14-19 pathways are offered to learners, these qualifications are vocational qualifications delivered with mainstream schools. Accreditation such as Motor Vehicle and Hair & Beauty is offered.

**Post 16 (16-19)**

Within the Post 16 department all pupils have clear pathways for accreditation. This is based on previous accreditations achieved and destinations for the future. All pupils have a pathway which will include Basic Skill accreditation and an element of vocational qualifications. Qualifications offered are Edexcel Entry Level 1 and Entry Level 3 qualifications in Personal Progress and Vocational Studies. Also Essential Skills Wales is being delivered at Entry Level 2, 3 and Level 1 in Communication, Application of Number and ICT. Careers education and guidance is key at this crucial stage in a pupil's education, therefore close links continue to develop with the careers advisor, local colleges and day services.
Pupils access Merthyr College one day per week as part of the curriculum, they receive accreditation in various subjects such as Art, Food Preparation and ESDGC. 14-19 pathways are offered to learners, these qualifications are vocational qualifications delivered alongside mainstream schools. Accreditation such as Motor Vehicle and Hair & Beauty is offered. Pupils also take part in yearly work experience linking in with pupils' learning pathways and personal centred planning documentation. Within all of the classes there are additional wellbeing interventions that take place on a daily basis. This includes Touch Therapy, Drama Therapy, Hydro-therapy, Rebound Therapy and school-based counsellor session. These therapies are vital in supporting pupils with complex learning and behavioural difficulties, this promotes a pupil's readiness for learning and helps raise a pupil's self-esteem in order to achieve their very best.

**Finance**
No expenses have been claimed by governors.

**PTA**
The Friends of Greenfield work closely to raise money through the charitable status. Parents work closely with school and have raised and contributed throughout the academic year. The school seeks to gain additional support from parents and stakeholders.

**Lunchtime Clubs**
The school provides various lunchtime clubs for pupils. The pupils engage productively in a range of sporting activities across a range creative and skills building exercise clubs.

**Healthy Schools**
The school currently holds the Phase 5 Healthy Schools Award. We are a healthy school and encourage parents to support this initiative through providing the pupils with 'healthy' packed lunches, in line with the healthy school dinner menu, supplied by the LA catering department. Water and fruit are offered to the pupils for snacks.

**Community Links**
The school is developing good links with the community:-

- Working in partnership with 'Stephens and George Charitable Trust' –volunteers visit the school. (Chess)
- Special Olympics.
- We have regular visits from health workers, community police and the local fire service.

**Parent Information Evenings**
We have held parental consultations during the Autumn and Summer terms. All meetings were well attended -progress and targets were shared with parents. Annual reviews also take place and are created in a person centred practice manner. The school runs many workshops for parents and the evaluations and impact of these are recorded in school.

**School Magazine**

The school celebrates the success of all stakeholder and these are shared and distributed on a termly basis in the form of our school magazines. These have been in place for many years and share the experiences and celebrations of pupils. Please see website for magazine editions.

**Complaints**

The Governing Body has established a procedure to consider complaints in relation to the school's curriculum and other related matters. This procedure is available in a document available in school. A copy would be available to any parent seeking to make a complaint under these arrangements.
It is emphasised, however, that many complaints can be dealt with quickly and effectively by informal consideration based on discussions with the Headteacher. An appointment can be made to discuss any complaints with the Headteacher and also to view any curricular related documents.

**School Policies**

The school and Governing Body review school policies and progress towards implementing strategies when appropriate. These can be accessed via the school by contacting the school office (01443 690468) or by emailing the school at office@greenfield.merthyr.sch.uk. There are also located on our school website.
Governing Body minutes to meetings can be viewed at the school upon request.

**School Prospectus**

The School Prospectus is available from the School office and website.

**Toilets**

The school has the following toilet facilities for the pupils. They are cleaned twice daily in line with health and safety recommendations.

| | Toilets | Changing Beds |
|---|---|---|
| **Building One** | **11** | **5** |
| **Building Two** | **10** | **1** |
| **Building Three** | **5** | **0** |

**Term dates 2016-17**

| Term | Term Begins | Half Term Starts | Half Term Ends | Term Ends |
|---|---|---|---|---|
| **AUTUMN 2016** | **Thursday 1st September** | **Monday 24th October** | **Friday 28th October** | **Friday 16th December** |
| **SPRING 2017** | **Tuesday 3rd January** | **Monday 20th February** | **Friday 24th February** | **Friday 7th April** |
| **SUMMER 2017** | **Monday 24th April** | **Monday 29th May** | **Friday 2nd June** | **Friday 21st July** |

**Final return statement 2015-16**

**INTEGRATED CHILDREN'S SERVICES**

**FINAL OUTTURN STATEMENT 2015/16**

| | Greenfield Special School Cumulative Budget Report | Estimate 2015/2016 £ | Actual Month 12 £ | Year End Projection £ | Under / (Over) Spend £ |
|---|---|---|---|---|---|
| | **EXPENDITURE** | | | | |
| | | 2,184,000.00 | 2,182,655.01 | | |
| | **Staff** | | | | |
| W1 | Teachers Salaries | 990,000.00 | 1,021,050.92 | 1,021,050.92 | (31,050.92) |
| W2 | Supply Teachers | 5,000.00 | 0.00 | 0.00 | 5,000.00 |
| W3 | School Grant Supply Cover | 0.00 | 0.00 | 0.00 | 0.00 |
| W4 | Agency Labour | 30,000.00 | 113,641.29 | 113,641.29 | (83,641.29) |
| W5 | Admin (Secretary / Clerk ) | 72,000.00 | 18,296.49 | 18,296.49 | 53,703.51 |
| W6 | Teachers Aide | 1,065,000.00 | 1,007,164.41 | 1,007,164.41 | 57,835.59 |
| W7 | Technicians | 0.00 | 0.00 | 0.00 | 0.00 |
| W8 | Caretakers | 19,000.00 | 48,877.35 | 48,877.35 | (29,877.35) |
| W9 | Supervisory Assistants | 30,000.00 | 23,225.15 | 23,225.15 | 6,774.85 |
| W10 | Cleaners | 0.00 | 0.00 | 0.00 | 0.00 |
| W11 | Misc APT & C | 0.00 | 20,500.74 | 20,500.74 | (20,500.74) |
| | Sub Total Salaries | 2,211,000.00 | 2,252,756.35 | 2,252,756.35 | (41,756.35) |
| W12 | PDG | 0.00 | 43,539.95 | 43,539.95 | (43,539.95) |
| W13 | EIG | 0.00 | 0.00 | 0.00 | 0.00 |
| W14 | Foundation Phase | 0.00 | 0.00 | 0.00 | 0.00 |
| W15 | Challenge Cymru | 0.00 | 0.00 | 0.00 | 0.00 |
| | Sub Total Grant Salaries | 0.00 | 43,539.95 | 43,539.95 | (43,539.95) |
| W16 | Best Insurance | 35,000.00 | 32,446.98 | 32,446.98 | 2,553.02 |
| W17 | Mini Mutual Fund | 2,000.00 | 0.00 | 0.00 | 2,000.00 |
| W18 | Medical Expenses | 1,000.00 | 2,035.00 | 2,035.00 | (1,035.00) |
| W19 | Staff Employment Expenses | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| W20 | Advertisements | 1,500.00 | 297.62 | 297.62 | 1,202.38 |
| W21 | Pension Contributions | 0.00 | 0.00 | 0.00 | 0.00 |
| W22 | Criminal Records Bureaux | 900.00 | 1,672.00 | 1,672.00 | (772.00) |
| | Sub Total Salaries Related Expenditure | 41,400.00 | 36,451.60 | 36,451.60 | 4,948.40 |
| | Total Staff Costs | 2,252,400.00 | 2,332,747.90 | 2,332,747.90 | (80,347.90) |

| | | | | | |
|---|---|---|---|---|---|
| | **Premises** | | | | |
| P1 | Non Capital Maintenance (Mutual Fund) | 13,826.15 | 6,852.69 | 6,852.69 | 6,973.46 |
| P2 | Repairs and Maintenance (Delegated) | 50,000.00 | 37,735.28 | 37,735.28 | 12,264.72 |
| P3 | Grounds Maintenance | 3,300.00 | 9,066.24 | 9,066.24 | (5,766.24) |
| P4 | Rates , Council Tax | 0.00 | 0.00 | 0.00 | 0.00 |
| P5 | Hire of District Facilities | 7,020.00 | 639.00 | 639.00 | 6,381.00 |
| P6 | Electricity | 9,000.00 | 8,188.08 | 8,188.08 | 811.92 |
| P7 | Gas | 12,500.00 | 14,461.07 | 14,461.07 | (1,961.07) |
| P8 | Fuel Oil | 0.00 | 0.00 | 0.00 | 0.00 |
| P9 | Solid Fuel | 7,000.00 | 4,398.59 | 4,398.59 | 2,601.41 |
| P10 | Water | 9,000.00 | 9,761.43 | 9,761.43 | (761.43) |
| P11 | Telephones | 2,500.00 | 2,410.11 | 2,410.11 | 89.89 |
| P12 | Insurances | 2,500.00 | 2,599.62 | 2,599.62 | (99.62) |
| P13 | Disposal of Waste | 2,300.00 | 3,203.72 | 3,203.72 | (903.72) |
| P14 | Cleaning Contractor Payments | 26,000.00 | 25,450.44 | 25,450.44 | 549.56 |
| P15 | Cleaning Materials | 5,000.00 | 4,753.90 | 4,753.90 | 246.10 |
| | **Total Premises** | 149,946.15 | 129,520.17 | 129,520.17 | 20,425.98 |
| | | | | | |
| | **Supplies & Services** | | | | |
| S1 | SLA Local Authority Services | 101,815.00 | 101,928.49 | 101,928.49 | (113.49) |
| S2 | Peripatetic Music Sessions | 3,725.00 | 4,608.49 | 4,608.49 | (883.49) |
| S3 | Capitation | 65,000.00 | 57,110.64 | 57,110.64 | 7,889.36 |
| S4 | Photocopying & Printing | 0.00 | (329.94) | (329.94) | 329.94 |
| S5 | Postages | 850.00 | 1,270.48 | 1,270.48 | (420.48) |
| S6 | Stationery & Office Expenses | 0.00 | 0.00 | 0.00 | 0.00 |
| S7 | Other Expenses / Supplies | 3,500.00 | 2,270.51 | 2,270.51 | 1,229.49 |
| S8 | Subscriptions, Newspapers & Peiodicals | 400.00 | 196.00 | 196.00 | 204.00 |
| S9 | Purchase of Food Provisions | 0.00 | 0.00 | 0.00 | 0.00 |
| S10 | Purchase of Equipment & Materials | 3,000.00 | 1,639.51 | 1,639.51 | 1,360.49 |
| S11 | Maintenance of Equipment | 4,000.00 | 2,939.06 | 2,939.06 | 1,060.94 |
| S12 | Equipment Leasing / Hire Charges | 7,500.00 | 4,876.30 | 4,876.30 | 2,623.70 |
| S13 | Purchase of Computer Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| S14 | Maintenance of Computer Equipment | 0.00 | 0.00 | 0.00 | 0.00 |
| S15 | Broadband Installation / Costs | 3,500.00 | 4,069.39 | 4,069.39 | (569.39) |
| S16 | Training Courses / Seminars | 18,000.00 | 13,094.96 | 13,094.96 | 4,905.04 |
| S17 | Copyright | 800.00 | 815.67 | 815.67 | (15.67) |
| S18 | Professional Fees | 0.00 | 0.00 | 0.00 | 0.00 |
| S19 | Examination Fees | 50,000.00 | 56,506.59 | 56,506.59 | (6,506.59) |
| S20 | Schools Performance Management | 0.00 | 0.00 | 0.00 | 0.00 |
| S21 | School Clawbacks | 0.00 | 44,083.43 | 44,083.43 | (44,083.43) |
| S22 | Deduction of Interest | 0.00 | 0.00 | 0.00 | 0.00 |
| S23 | Distinctive Clothing Allowance | 0.00 | 0.00 | 0.00 | 0.00 |

| | | | | | |
|---|---|---|---|---|---|
| S24 | Maintenance Allowance | 0.00 | 0.00 | 0.00 | 0.00 |
| S25 | Student Awards / Pupil Rewards | 0.00 | 0.00 | 0.00 | 0.00 |
| S26 | Educational Activities | 0.00 | 0.00 | 0.00 | 0.00 |
| S27 | Purchases for Resale | 0.00 | 0.00 | 0.00 | 0.00 |
| S28 | Special Projects | 19,600.00 | 15,352.49 | 15,352.49 | 4,247.51 |
| S29 | Special Perils Insurance | 0.00 | 0.00 | 0.00 | 0.00 |
| | Total Supplies & Services | 281,690.00 | 310,432.07 | 310,432.07 | (28,742.07) |
| | | | | | |
| G1 | Grant Resources / SDP / SCC | 0.00 | 0.00 | 0.00 | 0.00 |
| G2 | Grant Resources / EIG | 84,030.00 | 25,518.91 | 25,518.91 | 0.00 |
| G3 | Grant Resources / Pupil Deprivation | 0.00 | 26,287.23 | 26,287.23 | 0.00 |
| | Total Grant Expenditure | 84,030.00 | 51,806.14 | 51,806.14 | 0.00 |
| | | | | | |
| | Transport | | | | |
| T1 | Car Allowances & Travel Expenses | 550.00 | 216.80 | 216.80 | 333.20 |
| T2 | Purchase Of Vehicles | 0.00 | 0.00 | 0.00 | 0.00 |
| T3 | Leasing / Hire of Vehicles | 0.00 | 0.00 | 0.00 | 0.00 |
| T4 | Vehicle Insurance / Licences | 4,500.00 | 6,502.12 | 6,502.12 | (2,002.12) |
| T5 | Repairs & Maintenance of Vehicles & Petrol | 3,000.00 | 2,974.39 | 2,974.39 | 25.61 |
| | Total Transport Costs | 8,050.00 | 9,693.31 | 9,693.31 | (1,643.31) |
| | | | | | |
| | Gross Expenditure (A) | 2,776,116.15 | 2,834,199.59 | 2,834,199.59 | (90,307.30) |
| | | | | | |
| | INCOME | | | | |
| | Miscellaneous Income | | | | |
| I1 | Capitation Income | 0.00 | 579.22 | 579.22 | 579.22 |
| I2 | Supply Cover Income | 15,000.00 | 48,200.28 | 48,200.28 | 33,200.28 |
| I3 | Maternity Cover Income | 0.00 | 0.00 | 0.00 | 0.00 |
| I4 | Best Insurance Income | 5,000.00 | 31,337.34 | 31,337.34 | 26,337.34 |
| I5 | Miscellaneous WAG Grant Income | 0.00 | 0.00 | 0.00 | 0.00 |
| I6 | BSF Supply Cover Income | 0.00 | 4,700.80 | 4,700.80 | 4,700.80 |
| I7 | Other Income | 0.00 | 12,775.16 | 12,775.16 | 12,775.16 |
| I8 | Special Projects | 0.00 | 0.00 | 0.00 | 0.00 |
| | Total Miscellaneous Income (B) | 20,000.00 | 97,592.80 | 97,592.80 | 77,592.80 |
| | | | | | |
| | Net Expenditure (A - B) | 2,756,116.15 | 2,736,606.79 | 2,736,606.79 | 19,509.36 |
| | | | | | |
| | Funding | | | | |
| F1 | School's Balance 1st April 2015 | 19,160.12 | 28,852.64 | 28,852.64 | 9,692.52 |
| F2 | Formula Allocation | 2,712,137.37 | 2,661,804.24 | 2,661,804.24 | (50,333.13) |
| F3 | EIG | 40,943.00 | 40,942.74 | 40,942.74 | (0.26) |
| F4 | PDG | 57,750.00 | 57,750.00 | 57,750.00 | 0.00 |
| F5 | School Cymru Challenge | 0.00 | 0.00 | 0.00 | 0.00 |
| F6 | PDG - Early Years | 0.00 | 1,200.00 | 1,200.00 | 1,200.00 |

| | | | | | |
|---|---|---|---|---|---|
| F7 | PDG - LAC | 0.00 | 4,454.35 | 4,454.35 | 4,454.35 |
| | Total Funding | 2,829,990.49 | 2,795,003.97 | 2,795,003.97 | (34,986.52) |
| | | | | | |
| | [ Surplus / (Deficit) ] (Total Funding Less Net Expenditure) | 73,874.34 | 58,397.18 | 58,397.18 | (15,477.16) |
| | Analysis of Surplus / (Deficit) | | | | |
| | Committed Expenditure | 0.00 | 0.00 | 0.00 | 0.00 |
| | Contingency | 73,874.34 | | 58,397.18 | (15,477.16) |
| | School's Balance 31st March 2015 [ Surplus / (Deficit) ] | 73,874.34 | | 58,397.18 | (15,477.16) |

| SUMMARY | Estimate 2014/15 £ | | Yr End Projection £ | Under / (Over) Spend £ |
|---|---|---|---|---|
| Total Funding | 2,829,990.49 | | 2,795,003.97 | (34,986.52) |
| LESS Net Expenditure | 2,756,116.15 | | 2,736,606.79 | 19,509.36 |
| School's Balance 31st March 2016 [ Surplus / (Deficit) ] | 73,874.34 | | 58,397.18 | (15,477.16) |