



GEORGE STREET PRIMARY SCHOOL GOVERNING BODY



Annual Report to Parents 2023-2024

Mission Statement

Welcome To Our School!



Contact Us

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Message From The Chair

Dan James



The 2023/24 academic year was a transitional year for George Street Primary School. We welcomed Mrs Manley to her new role of Headteacher and have enjoyed being involved in supporting her, the staff and pupils in beginning to implement her Vision for the school. We continue to strive to ensure that George Street Primary School is a happy, stimulating and inspiring environment which enables our pupils to learn, grow and achieve to the best of their ability. I would like to take this opportunity to thank Mrs Manley, her staff, the pupils and you as families for supporting each other to enable this to happen.

Thank you.

Dan James
Chair of Governors

Term Dates

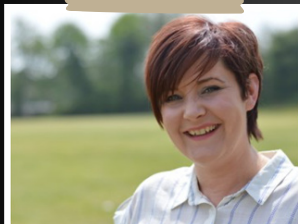
2024/2025 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Monday 02.09.24	Monday 28.10.24	Friday 01.11.24	Friday 20.12.24
Spring	Monday 06.01.25	Monday 24.02.25	Friday 28.02.25	Friday 11.04.25
Summer	Monday 28.04.25	Monday 26.05.25	Friday 30.05.25	Monday 21.07.25

2025/2026 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Monday 01.09.25	Monday 27.10.25	Friday 31.10.25	Friday 19.12.25
Spring	Monday 05.01.26	Monday 16.02.26	Friday 20.02.26	Friday 27.03.26
Summer	Monday 13.04.26	Monday 25.05.26	Friday 29.05.26	Monday 20.07.26

Introducing the Governors

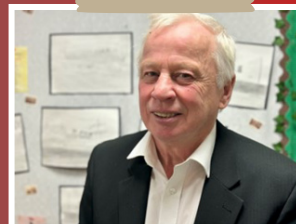


Mrs K Manley
Headteacher



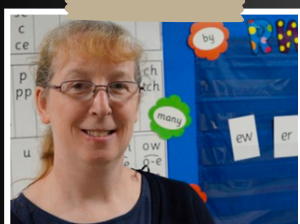
Mr D James
Chair of Governors

Current term ends 9th May 2028



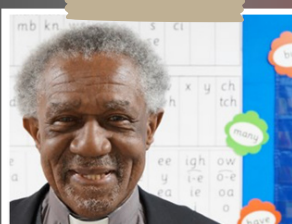
Mr E Hopkins
Community Governor

Current term end 12th January 2028



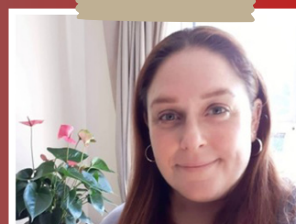
Mrs A Jolliffe
Community Governor

Current term end 12th January 2028



Rev Richards-Clarke
Community Governor

Current term ends 23rd March 2026



Mrs J Kilsen
Parent Governor

Current term ends 4th September 2026



Mrs B Woodgate
Parent Governor

Current term ends 4th September 2026



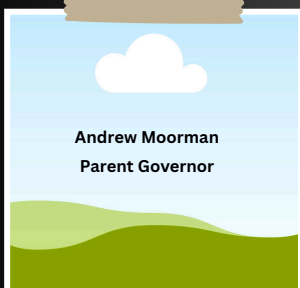
Mrs G Lloyd
Teacher Representative

Current term ends 11th October 2025



Mrs M Preston-Watkins
Staff Representative

Current term ends 11th October 2025



Andrew Moorman
Parent Governor

Current term ends 3rd August 2027



Mr M Boucher
Local Authority Appointed Governor

Current term ends 4th July 2025



Vacancies

2x Local Authority Governors
1x Parent Governor

Context

OUR PUPILS

409 pupils aged 3-11
12% Gypsy-traveller children
5% ALN (89% IDP, 11% LA IDP)
0 Statemented pupils
31% eFSM
Very few exclusions
Ethnicity is mainly White British
with 12% ethnic minority
Around 1% of children are
CLA/CASP

OUR LOCALITY

- Recently redesignated Families First area
- Green spaces and amenities; Pontypool Park, Big Pit, Leisure Centre, Library, local churches, Pontypool town centre/market

GOVERNING BODY

Chair – Dan James
Vice Chair – Eddy Hopkins
Safeguarding – Matthew Boucher
Literacy link – Beth Woodgate
Numeracy/Maths link – Eddy Hopkins
Community link – Eddy Hopkins
Welsh link – Alvin Richards-Clarke
Inclusion link – Amanda Joliffe
Attendance link – Andrew Moorman
Pupil Voice link – Julie Kitson
Assessment – Dan James
Health and Safety – Dan James

OUR CLASSES

1 Nursery Class (AM & PM Sessions)
2-form entry from Reception to Year 6
14 single aged classes
Nearly all classes have between 26-30 children
ALN afternoon provision



Our Staff

1 Headteacher
1 Deputy headteacher
14 full time & 2 part time teachers
1 NQT most years
1 Open University teaching student
18 TAs
5 HLTAs
1 Family Liaison Officer
1 SSSO
2 SSOs
1 Caretaker
5 Midday Supervisors



Every Child Matters, Every Day Counts

Pupil Numbers

Key Stage One
188 Pupils

Key Stage Two
212 Pupils

Year	Reg	Males	Females	Total
Nursery	SNOWDROPAM	12	12	24
	SNOWDROPPM	5	2	7
	Total	17	14	31
Reception	SUNFLOWER	16	7	23
	BLUEBELL	15	8	23
	Total	31	15	46
Year 1	POPPY	10	16	26
	TULIP	12	13	25
	Total	22	29	51
Year 2	DAFFODIL	15	15	30
	DAISY	16	14	30
	Total	31	29	60
188				
Year 3	GWYN	13	15	28
	COCH	15	12	27
	Total	28	27	55
Year 4	Y FENNI	19	7	26
	RHAGLAN	17	9	26
	Total	36	16	52
Year 5	CAERDYDD	10	14	24
	PENFRO	14	9	23
	Total	24	23	47
Year 6	HARLECH	14	15	29
	CAERFFILI	11	18	29
	Total	25	33	58
212				
Totals		214	186	400

Tue 26 Nov 2024, 09:19

Additional Learning Needs (ALN)

Details relating to individual children with ALN are discussed with parents prior to your child starting school. Meetings are also held with any provision that your child currently or previously attended and any outside agencies involved with the child to ensure that we can fully plan and prepare for a smooth transition into school life.

We have adopted the ALN Code of Practice as our ALN policy. Pupils needs are identified by the class teacher and the Additional Learning Needs Coordinator. (ALNCo), in collaboration with parents/carers and outside agencies where applicable.

Those pupils who are identified as having an ALN will have an Individual Development Plan (IDP) written by the ALNCo in collaboration with all adults involved with that child. If necessary, the school may involve outside agencies such as the Educational Psychology Service, The Hearing and Visual Impairment Services, Speech Therapy, as well as a range of NHS services such as Occupational Therapy and Physiotherapy.

All reasonable adjustments are made to the school environment and teaching and learning activities to ensure that children with learning difficulties and/or disabilities are not disadvantaged. They will have access to support in line with the Local Authority policy, as and when needed.

Additional Learning Needs (ALN) Continued

The School ensures that any parent with a disability will have equal access to all events and communications, and that reasonable are made as appropriate.

Over the past 12 months the School has facilitated Autism Coffee mornings and opportunities for parents of children with Autistic Spectrum Disorders can speak to, and find out, about agencies and organisations that can offer them support, activities and advice.



Attendance

Overall school attendance for last year (2023/2024) was 91.22% compared to 89.31% in 2022/2023.

Our Agreed Attendance Target

93%

Lets make this happen!

School Improvement Priorities & Targets



School Development Plan

2024 – 2025 Summary



1

To improve standards and provision in reading and writing

- To strengthen effective practices in RWI
- To strengthen effective practices in Fresh Start programme in years 5 and 6
- To strengthen effective practices in GGR
- To improve handwriting
- To improve spelling
- Ensure opportunities for high level literacy lessons

2

To improve standards and provision in Mathematics and Numeracy

- Improve consistency in provision for developing pupils' mental agility
- Continue to strengthen the use of planning frameworks to ensure appropriate progression and coverage of skills and knowledge
- Enhance use of Mathletics/Mathseeds to reinforce number skills in school and at home
- Introduce termly assessment through STAR maths – diagnostic analysis to feed into next step planning
- Create effective opportunities so that most pupils apply their skills across the curriculum to the same level as they do in their focussed tasks and discrete subject lessons

3

To improve the effectiveness of assessment and feedback to support pupils to improve their work

- Amend the Assessment and Feedback policy in line with the Teaching and Learning Strategy
- Ensure all planned success criteria is effective and is consistently shared with children and provide opportunities for children to self and peer assess work linked to effective success criteria
- Understand group progress to reflect on practice
- Identify, capture and reflect on individual learner progress over time

Approved by: Dan James – Chair of Governors 06/09/2024



Educational Outcomes

In developing our curriculum we are intent that it reflect and address the needs and aspirations of our community. To inform this aim we engage with families, pupils, staff and governors to gain a range of perspectives on the role that George Street plays in our community and in our individual pupils' lives. We start from the position that our curriculum is a force for good that can help to address disadvantage, secure progress and promote ambition for our pupils. We believe that worthwhile partnership with families and community partners supports this aim. Strengthening the community focus of our school is central to our curriculum vision.

Our vision for curriculum is inseparable from our practice as teachers. How we teach and how our pupils learn is as important as the knowledge and skills we plan for them to develop. We see outcome and process as equally important. For this reason, we research, trial and evaluate ways to improve our teaching constantly. This innovation is driven by a commitment to engage pupils powerfully in their learning.

We recognise that each child is unique and place a clear emphasis on making our curriculum and our teaching responsive to the needs and interests of our pupils. This means that we use a variety of approaches to help pupils develop the skills and attitudes they need to realise their potential. These include direct or focused teaching, frequent independent tasks, regular opportunities for pupil collaboration, and the chance to exercise meaningful choice and enjoy free play. This range of contexts set the conditions for our pupils' learning and their well-being to thrive. They help to ensure that our pupils establish a strong sense of agency and develop the creativity they need to apply their learning resourcefully to their future.

Educational Outcomes

Continued

We ensure that our staff have a keen shared understanding of the knowledge and skills pupils need to support their progress as they move through the school. Given that learning experiences in George Street are strongly influenced by pupil voice, it is important that we all have confidence that our provision does not result in a 'hit & miss' approach to the curriculum. For this reason, staff work together to audit the opportunities our curriculum provides to make sure that pupils have a suitably broad and balanced range of experiences to develop the skills and knowledge they need. Similarly, that these opportunities are suitable for the variety of ages, abilities and aptitudes of our pupils. In other words, that our curriculum is appropriate for all.

We believe that learning should start from where a child is at. This requires a detailed knowledge of every pupils' current understanding and needs. We build this picture in a blend of ways; through observation, asking questions to what pupils tell us, evaluating their work and assessing what they can do (and can't do yet). The picture is rich and shows the whole child. It tells the story of their progress over time. We don't line pupils up against benchmarks or set out their route in milestones. And we don't gather information that doesn't help us to know and to nurture and to stretch them better.

Our curriculum summary uses the present tense. It is a snapshot of our evolving vision; part outcome, part process. It will change as we learn together. It will develop as we improve.

Staff Learning

Professional learning is a key priority at George Street school, ensuring that staff remain informed and responsive to ongoing curriculum changes, educational research, and best practices. By offering opportunities for professional learning, including inset days, staff meetings, school-to-school collaboration, sharing good practice, and external training, the school promotes a culture of continuous improvement. The long-standing focus on the National Professional Enquiry Project has allowed all staff to engage deeply with areas such as Literacy, Assessment, and Learning Through Play, fostering a collaborative and research-driven approach to teaching.

Additionally, George Street's partnership with Cardiff University and its role in providing training to newly qualified teachers across five local authorities further extends its impact, enhancing professional learning not only within the school but across a wider network of educators. This commitment to professional learning ensures that staff are equipped with the knowledge and skills needed to support pupil growth and success.

Policies & Procedures

All policies and procedures are reviewed and updated with the required legal time frames. These are then passed by the full governing body before being disseminated to the appropriate staff or departments via emails, meetings or training. A record of approval is recorded in the minutes of the Full Governing Board meetings.

Link Governors & Learning Walks

The Governing Body has Governors linked to subject areas. The Governors also join the Headteacher for learning walks during the academic year. In addition subject areas are discussed as part of Full Governor meetings.

Governor Training

The Governors attend face to face and online training throughout the academic year to ensure that they are up to date with best practice, legislation and curriculum which enables them to be the critical friends that they need to be to protect and promote the best interests of George Street Primary School

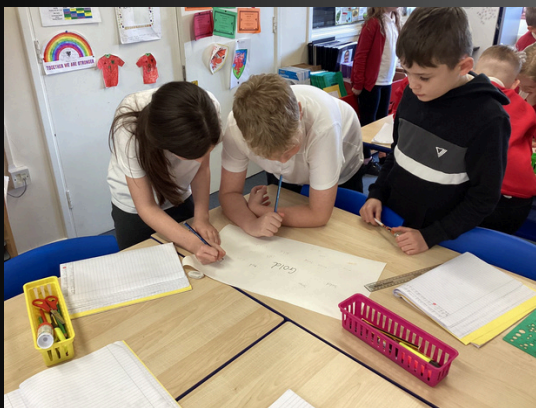
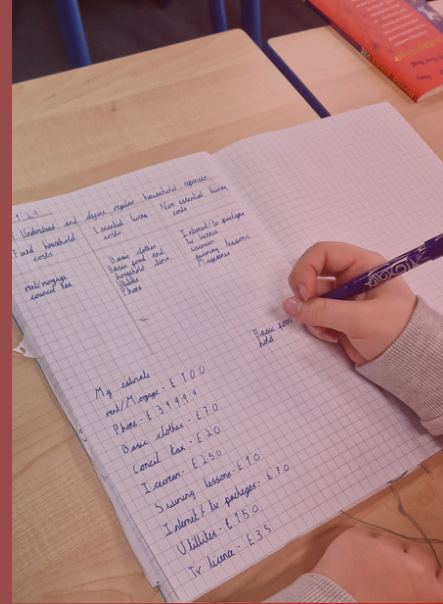
Financial Statement

INCOME: £2,302.469

School Funding Share: £1,734.095

Government Grants: £441,997

Miscellaneous Income: £126,377



PREDICTED EXPENDITURE:

£2,445.054

This is made up from

Employee costs

Premises costs

Transport costs

Supplies & Services

Support Service

Local Authority Funds have been spent in these areas:

Salary offset costs for specialist teaching/family support

Digital Licences for numeracy & literacy

Thrive Pracitioner Training

Subsidy of transport costs

Resources

joy of Movement and Dragons Gateway SLA

Community events

Community

We are delighted to have received the Silver Heart of the Community Award for developing, supporting, empowering and encouraging community links.



We organise Get Together Fridays for parents who wish to come and engage with others,

We operate a food bank at the school from donations made by the community and local businesses



Sports

The children have 1 PE lesson each week and during the school year we cover a range of different subjects; gymnastics, creative movement, athletics, adventurous activities, Dragons multi skills & sport and Play To Learn. I have listed all the sporting activities and events that the children have benefitted from. Some have been non competitive festivals, others have been workshops and others have been competitive tournaments and events. We have also hosted coaches from our local community and many children have taken up the sport after enjoying themselves during lesson times. Children from year 2 upwards also take part in a Daily Mile activity to help with fitness, wellbeing and to focus their minds ready to come back to class to proceed with their in class learning. This equates to 5 miles each week, approx. 30 miles each half term and 60 miles over the course of a term. Sports Ambassadors as always are selected via pupil voice by the outgoing group and play an active role as young leaders in school. As always, I see my role as a gateway to the community clubs and have strong links with coaches from a range of different sporting backgrounds. I am often able to spot talented children and link them to clubs and help them gain trails to higher levels. As equally as important, I communicate with parents to gain children places and pass on my knowledge as a pathway to many different grassroots sports club. This helps change not only the lives of the children but on many occasions the lives of the whole family network. Over the years sport has had such a positive impact on many with children excelling at local grassroots levels, county levels and even international levels. This continues to make us very proud.





Please find the list below:-

Newport County after school club during Autumn Term

Newport County girls only after school club during Summer Term

Newport County Joy Of Movement programme year 5

Newport County EFL Kids Cup Football Tournament year 5 & 6

Newport County Premier League Primary Stars girls football tournament year 5 & 6

Presentation at Rodney Parade for Newport County In The Community 10th anniversary

Newport Gwent Dragons Gateway Rugby programme year 4

Torfaen Cross Country Running Race year 3 – 6

Round Robin Rugby matches at Nant Celyn school year 5 & 6

Playmaker Award for Sports Ambassadors

South East Wales Under 11s Tumble & Vault competition year 4 – 6

Welsh Under 11s Tumble & Vault competition 1 year 6 boy

Pontypool & District rugby tournament year 5 & 6

Taw Kwondo PE session

Newport Gwent Dragons tag rugby tournament year 5 & 6

Newport Gwent Dragons girls tag rugby tournament year 5 & 6

Netball tournament year 5 & 6

Torfaen Got To Dance competition year 4 – 6

Dragons region girls rookie rugby – year 6

DC Thomas Cup final visit to The Principality Stadium to support a pupil year 6

Gary Davey Kickboxing coach delivered PE lessons to reception – year 6

Nexgen delivered PE lessons to year 6

Cricket tournaments for mixed and girls only year 6

Tennis sessions year 3 – 6

Performed in the Torfaen Schools Dance Show at The Congress Theatre year 5 & 6

Hosted Mini Olympics event for 6 schools year 5 & 6 total of over 100 children taking part

Hockey Festival year 6

Manor Adventure year 6

Football Festival year 3

Golf Festival year 5

Sports Days from nursery – year 6

Transition sports festivals at West Mon for year 4 & 6

Eisteddfod

It has taken 25 years,
but this year we did it!

Pontypool Eisteddfod Winners 2024!

Placings

1st: Choir

1st: Group Recitation

1st: Country Dancing

Soloists

1st: Year 3/4 Solo Recitation

1st: Year 6/6 Solo Recitation

3rd: Year 3/4 Solo Singing

1st: Year 5/6 Solo Singing

3rd: Piano Soloist



Provision of and Cleaning of school and toilet facilities

School toilets are cleaned daily at the end of the school day. Toilets are checked by staff and hygiene and cleaning issues are dealt with on a needs led basis throughout the day. Facilities for disabilities staff and pupils exist in three locations in the school.