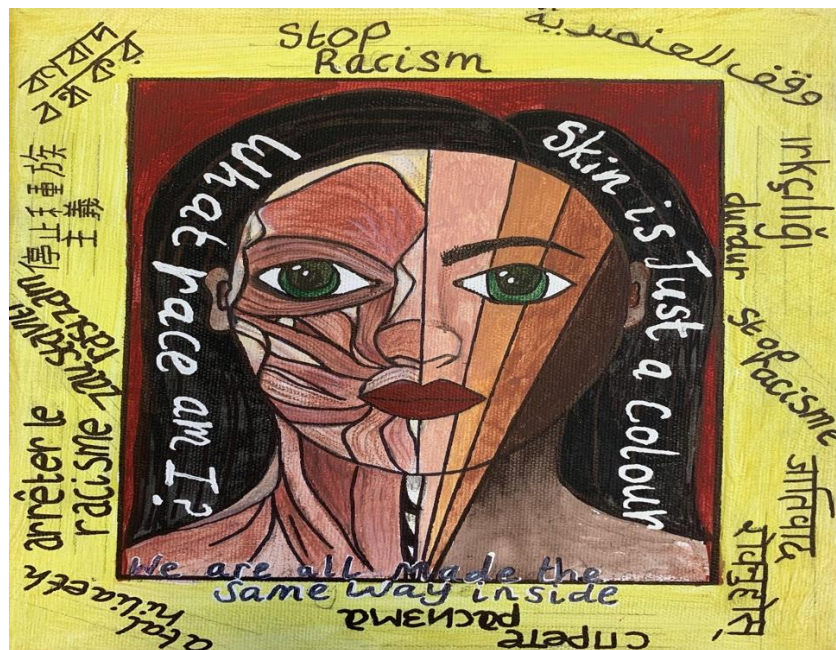


# St Helen's Primary School



## GOVERNORS ANNUAL REPORT TO PARENTS 2020



### Show Racism the Red Card National winning entry 2020 Arman Rashid Y6

There is no longer a requirement to hold an annual meeting for parents to discuss this report, but parents may request up to 3 meetings a year with the governing body to discuss whole school issues. As you know we already hold a termly open meeting where parents can come along and discuss whole school issues with the Headteacher and Governing Body.

The Governing Body has not held a parents' meeting pursuant to section 94 of the School Standards and Organisation (Wales) Act 2013

## **A Word from the Chairperson:**

It gives me great pleasure as the Chair of Governors to write this forward for the Annual Governors Report to Parents for the year 2019/2020. As you may be aware the role of the Governing body is to support and challenge the school to achieve the best education for the children of our community.

We are very fortunate at St Helens to have such a professional team of teachers, assistants, specialists and support staff under the direction of our Head Teacher Mr. Mark Thompson. This year we have experienced unprecedented times during the Corona Virus crisis, however, the staff continue to be committed and dedicated in undertaking their respective roles and ensuring our children are still receiving support and learning opportunities. This resolve is greatly appreciated by the Governing Body and I am sure by you the parents. It is through their dedication that the school will continue to flourish and grow. The Governing body is confident that when we as a community resume back to some form of normality the welfare and well-being of our children will continue to be at the forefront of all.

This year, again, has been a special year with the continued green status of the school and national winners at the Show Racism the Red Card event.

I urge you to take time to read the report, as you will note that the school's achievements and results is one of continual improvement, placing us as a leading light, respected amongst the Education family and setting best practice.

**Phil Crayford**  
**Chair of Governors July 2020**

## **Tenure of Office:**

For all governors except Headteachers who are ex officio, the term of office will end four years from the date of appointment.

### **Chairperson of Governors:**

Mr. P. Crayford  
C/o St Helen's Primary School.

### **Vice-Chairperson of Governors:**

Mrs. D. Mitchell  
C/o St Helen's Primary School.

### **Clerk to Governors:**

Mrs Sue Davey  
C/o St Helen's Primary School.

<b>Type of Governor</b>		<b>Start date (Finish date is 4 years from start except for the Headteacher)</b>	
S. Davey	Clerk		01/09/1994
P. Crayford	Community Governor	Chair	17/10/2018
C. Williams	Community Governor	Governor	09/05/2020
D. Mitchell	Community Governor	Governor	17/10/2018
M. Thompson	Headteacher	Governor	01/03/2011
N. Ahmed	Local Education Authority	Governor	22/08/2019
P Morgan	Local Education Authority	Governor	19/08/2016
E. Kirchner	Local Education Authority	Governor	17/07/2019
H. Uddin	Parent Governor	Governor	23/10/2016
D. Hopkins	Parent Governor	Governor	03/10/2018
D. Toft	Parent Governor	Governor	14/05/2018
S. Velichkova	Parent Governor	Governor	17/11/2019
B. Cunningham	Staff	Governor	07/09/2019
E. Stevens	Teacher Governor	Governor	27/09/2019

## **Meetings:**

During the past year the Governing Body has met on a termly basis to review all aspects of school policy and practice. The Premises, Finance, Curriculum and Personnel committees met on several occasions to discuss building issues, health and safety, the budget and its implications on staffing and school initiatives.

Sub committees report to the full governing body as appropriate.

There were no physical meetings during the Spring or Summer Terms 2020 due to the Covid-19 closure. However, a weekly report on school issues and responses to the crisis was provided to the Governing Body by the Headteacher. Issues such as setting the school budget and agreeing policies were undertaken via email. The Headteacher provided a termly report for Governors as per usual practice, the one in the Spring Term also contained reports from subject leaders. An online meeting for the Summer term was undertaken via Microsoft Teams in June 2020.

## **Resolutions**

No resolutions were passed at the last Annual General Meeting for parents in July 2012. (the last time one had to be legally held)

## **Medium of Instruction and provision for the Welsh language**

Children in our school are taught through the medium of English.

Welsh is taught as a second language. The school follows teaching schemes and resources recommended by the local education authority, which mainly aim for oral proficiency. However, the National Curriculum requires certain levels of competence in writing and reading Welsh, which children will be expected to attain by Year 6. It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities. Incidental Welsh is used outside lesson times, e.g. when ordering lunch, snacks, greeting one another and lining up at playtimes. Children also have an opportunity to learn about the culture and heritage, as well as the language of Wales, through such activities as St. David's Day celebrations. Our teaching of Welsh is supported by the team of peripatetic Welsh teachers', 'Athrawes Fro', who work alongside teachers and pupils in promoting the Welsh Language Teachers undertake relevant training to do this. This link, alongside subject moderation facilitates continuity to receiving secondary schools.

## **Appointments:**

Mrs. Victoria Pearson – Y6 Teaching Assistant

Staff appointed temporarily via the EAL grant – Miss Nazia Khatun, Miss Ceri Willson

## **School Development Plan**

A summary of the targets set in our School Development Plan (SDP) are attached at the end of this report, an overview is also placed on our website. Our SDP runs annually from January to December. Just by visiting the school you will observe the impact and effectiveness of meeting these targets. Each target has a specific Action Plan that is available for parents to see. Simply ask Mrs Davey in the school office for a copy. Our targets are devised following audits, monitoring and consultation with all stakeholders – (pupils, staff, parents, governors) and our partners in the wider community. Further details of what we have achieved are found in this report.

## **Curriculum/Learning Resources:**

Throughout your child's school life, he or she will follow the **National Curriculum**. The National Curriculum is designed to provide a firm foundation in language, mathematics and science, and to provide children between the ages of 5 and 16 with the opportunity to achieve their best within a broad and balanced curriculum. **A new curriculum will start in 2022, we are currently working towards this implementation. We have run awareness raising events for all parents during this academic year and will continue to do so in future years.**

Your child will follow the National Curriculum through two key areas of development of his or her compulsory school life in primary school. These are currently: Foundation Phase and Key Stage 2.

The school staff have attended courses in curricular areas such as English, Maths, Foundation Phase, ALN, Leadership and IT to provide a wide variety of experiences and have been released to address subject responsibilities. Members of staff have worked closely with the Headteacher regarding School Self-evaluation, and Mr. Darren Casker, (LA School Challenge Advisor), has been supportive in nationally categorising the school and reviewing the school's progress towards its stated aims. The school was graded as a green school in the national categorisation 2020.

The Headteacher has led the evaluation of last year's improvement plan and the development of this year's which outlines the priorities and breaks them down into a year's detailed actions against which there are clear costing, staffing roles, success criteria and outcomes.

Realistic and ambitious targets were presented to the Governing Body last Autumn for the current years 2-6 classes. These are year on year improvement targets for each child and not percentage increases for the cohorts. Our progress regarding last year's targets is illustrated in the table towards the end of this report. There is no legal requirement to report on this year's targets due to the lack of data from the Covid19 closure.

St Helens has its own robust tracking system that enables the school to produce individual pupil profiles covering a range of assessment scores and data on each pupil. These profiles contain information regarding attendance, academic progress and well-being. National Reading and Numeracy tests have been completed by all children from Year 2 through to Year 6. The results from these are mapped onto our individual electronic pupil tracking profiles. These help us to accurately plot individual pupil progress as well as cohort progress (which we use to review teaching and learning) and set future targets for improvement.

Staff members have attended many courses throughout the year. A full list and the impact of attending such professional development opportunities can be obtained from the school office.

The school provides extra-curricular tuition from Mr. Sudbury in guitar and drums.

The school has achieved the level 1 UNICEF Rights Respecting Schools Award and also the Platinum Eco-Flag.

We are most appreciative of the continued input from our reading volunteers and for those parents who have supported the many events that have been run over the last year. Dylan Thomas Community School, Olchfa and Bishop Gore Comprehensive School teachers have visited us to strengthen links between the schools and to ensure the children's smooth transition from the Primary to the Secondary stage. A range of meetings and joint training events have been held between the Comprehensives and other schools in our clusters to enable the sharing of good practice and to secure continuity and progression for all children. Transition has focused on standardisation and moderation of pupils work, however, these meetings were cancelled this year due to the Covid19 closure.

### **Additional Learning Needs**

The school continues to liaise successfully with the Local Authority, outside agencies, other schools, parents and the community. During the past 12 months, resources have been assigned to support pupils with Additional Learning Needs. The school has prioritised maintaining staff ratios in classes to enable all pupils to receive support appropriate to their individual needs within an inclusive classroom environment. Where appropriate, some pupils are placed on the school's ALN list to ensure close monitoring and reporting of progress. Parents are informed on a termly basis if children are continually moving along the stage referral process as according to need. Children who have a statement of SEN receive extra support from a budget delegated by the LA.

As stated in the Policy, each child's needs are considered on an individual basis and every effort is made to accommodate them. A copy of the school's policy in this area is available from the office.

All staff members have received training from the Local Authority on Child Protection. The Headteacher, Deputy Headteacher and Flying Start Manager are all Level 3 qualified in Child protection.

The school is currently working towards the implementation of the new All Wales ALN Bill and procedures.

## **Children who have English as an Additional Language - E.A.L.**

St Helens is proud of its multi-ethnic, multicultural make up as we believe that the fact that many of our children come from all over the world adds to the richness of the learning experience in the school. Our everyday teaching is delivered through the medium of English and the school additionally employs a team of teachers who are expert in teaching children who have English as an additional language in order to ensure that pupils who are learning to use English as an additional language for educational purposes receive appropriate access to the Foundation Phase/National Curriculum and equal opportunity to achieve their academic potential. These teachers work in class alongside the class teachers and are very supportive to the educational needs of all our children.

The school has appointed Bengali and Romanian speaking assistants to support the development of Literacy and Numeracy through the children's first language.

## **Disability discrimination and the Strategic Equality Action Plan**

An Accessibility Plan and Disability Equality Plan is in place and was reviewed in March 2020 and identifies access needs in order that the school may be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests.

The Governing Body has published a Strategic Equality Action Plan which was reproduced in 2020 in collaboration with pupils, staff, parents, governors and local community groups. The plan is progressing well and annual reviews of our progress are available on our website.

## **Extra- curricular and sporting achievements**

The ECO committee continue to look after our school grounds and ensure we recycle reuse and reduce. In developing the children's awareness of environmental issues, such as recycling and looking after our environment.

This year, the school has retained our Platinum eco- award with no recommendations for further development.

In response to parent consultation requests we continue to offer a range of Extra-Curricular School Clubs for all ages. We have Netball, Reading, Coding, Science and Tech, Young Writers, Challenges, Welsh, French, Maths, Choir, Fit Club, Debate, Drama, Art, a General Club, Library, Games and Crafts and Football.

Sporting teams are inclusive to all – mixed gender, ability and age. Junior classes undertake swimming sessions throughout the year. Older pupils had the opportunity to undertake a residential course at Kilvrough Manor on the Gower peninsula this year, however this was cancelled due to Covid-19. The school was invited again, to take part in the prestigious Taliesin Dance Project during June, but again this was cancelled due to Covid-19.

## **Lunchtime Supervisory Assistants, Canteen and Breakfast Staff**

Our lunchtime supervisory assistants and canteen staff must be commended for the way they have been part of the team at St Helens by working together. Their work is very much appreciated and doesn't go unnoticed. The kitchen was awarded 5 stars in their recent council inspection. There was a refurbishment of the catering facilities during May 2020.

## **Healthy living, eating and drinking**

The school is fully compliant with the Welsh Government Appetite for Life guidelines.

St Helen's Primary School will endeavour to improve the health of the community by involving all stakeholders in establishing and maintaining life-long healthy and environmentally sustainable eating habits. The objective is "to make St Helen's Primary a healthy school, where health awareness and promotion is integrated into school life as part of a drive to promote health and improve educational standards". St Helens Primary is committed to the aims of the Healthy Schools Scheme.

This will be achieved by educating pupils in the growing and cooking of foods, the provision of food supplied by the school and academic provision for food education as part of the curriculum.

Given the increasing evidence of the social and environmental damage caused by some methods of food production, manufacturing and distribution, we believe it is important our pupils learn about:

- a) Issues around food production e.g. organic food, free range food, sustainable food and farming practices etc
- b) Food marketing techniques and labelling information.

We help our pupils understand that all foods can be eaten as part of a healthy diet, but some foods need to be eaten in moderation. We insist that healthy diet and regular exercise be an integral part of every school day. Every break time, St Helens is a hive of organised activity. With an adventure playground in yards, lots of table top games and equipment, playground markings, active and quiet zones and sun-shelters to choose from, every child is occupied. In addition we have trained "buddies" and emotion coaches.

We have a policy document which sets out the school's aims; objectives; how we aim to achieve the objectives through curriculum, environment and community; implementation and monitoring. This policy is reviewed at regular intervals and updated as necessary by the Healthy Schools Co-ordinator. This policy is available on request from the school.

## **School Policies:**

All school policies are reviewed on a rolling programme with the Teaching and Learning Policy and all subject policies being reviewed regularly by subject leaders and the Senior Management Team. Review of policies ensures the inclusion of new developments, resources and methodologies. Copies of school policies can be obtained from the school office and many are available on our school website. The following policies have been reviewed this year: Teaching and Learning, Performance Management, Admissions, Complaints, Curriculum, Govs. allowances, H&S, Whole School Risk Assessment, Fire, Discipline, Bullying, Equality and Diversity, Disability and Equality, Freedom of Information, Data Protection, Instrument of Government, Register of Business Interests, Sex Ed, Staff Pay and Conditions, Charging, Letting and use of Premises, Child Protection, TLR, ESDGC, Lock Down, Safeguarding, Work/Life Balance, Attendance, Health Care and Infection, Whole School Risk Assessment, Staff Handbook, Use of Restrictive Physical Interventions ,MAT, Strategic Equality Plan, NQT Induction, ALN, AoLEs.

## **School Prospectus:**

The school prospectus is updated annually and copies are available in the school office. Parents of Reception pupils receive a copy as well as any parent of new pupils. The Headteacher and class teacher hold a coffee-morning for parents of Reception-age children in the Summer term of each year and Nursery termly to explain the school prospectus and its contents. The prospectus is issued to all parents with children beginning full-time education in Reception in September, and to parents of children transferring to the school mid-term. The prospectus was updated in June 2020 ready for September with updated information on staffing changes, National Curriculum Assessment results

(these stayed the same this year due to teacher assessment not being carried out due to Cov-19 closure), updates on curriculum 2022, governor changes, new adult classes, school awards and changes to the cost of school dinners. The revised aims and vision of the school have been added. There is an update in-line with the recently adopted anti-bullying policy.

### **Community Links:**

Much work has been undertaken to strengthen links with the community through joint working with EYST and other community bodies. Breakfast Club continues with between 40 and 50 children attending every day from Nursery through to year 6. We have strong links with local care homes, charities and businesses. Links with the Police is also strong.

### **The school lettings this year include:**

Various Flying Start Activities

### **The school performed/ participated at the following events:**

Various choir events, SRTRC.

### **The school has hosted the following events:**

Our Welsh Week was a massive success. I'd like to thank the staff for all their hard work in organising this event. Parents from each class were invited to the assembly incorporating the Chaining of the Bard Ceremony.

Harvest collection of food for Matt's cafe  
Fundraising for Macmillan, Children in Need, Comic Relief and Autism Awareness  
Dress the Christmas Tree Event for the local community

### **Links with the Police**

We participate fully in the Police scheme where a trained Police officer Paul Harry provides lessons in personal safety.

We have regular contact with our PCSO – Dave Moore who visits the school regularly. He donates a pupil of the year award for pupils in Y2 and Y6, linking with our local undertakers RJ Davies. He has also been conducting a Mini Police project with selected Junior pupils.

### **Adult classes:**

We offer Adult learning English classes, RWI classes, parent drop in, mother and toddler and parenting.

### **Health and Safety**

Mr Cole is extremely pro-active in this area having attended many courses. Issues are identified by all members of the school community, placed on a jobs list and actioned by Mr Cole. The governing body hold termly premises meetings.



## **Toilet facilities**

Our Nursery class and Flying Start have their own toilet facilities. Foundation Phase pupils have 2 toilet blocks, one for boys, and one for girls. Our Junior pupils also have 2 toilet blocks, again one for the boys and one for the girls. They are cleaned nightly by our cleaning staff and they are well maintained by our Site Manager.

## **PTA:**

The PTA continues to be supportive. It is an integral part of the school family. It has successfully organised several events this year including our Coffee mornings School Fetes. They bought presents for all children at Christmas.

## **Parent Meetings**

This year has seen the continuation of a termly meeting for parents. These have been well attended.

## **Utilising museums, visits, visitors and workshops**

As part of our overall commitment to making learning as interactive and hands on as possible, each year group from Nursery to Year 6 participates, where possible, in a school trip or visiting workshop relevant to their class topics and themes. These experiences support and enhance children's learning in an active and engaging way. In addition, visitors to the classroom bring a wealth of knowledge and experiences that bring the past alive for our children in a way the teacher can't.

## **Visits and visitors up to 20.3.20 (Covid19 closure date)**

<b>Year</b>	<b>Visits</b>	<b>Visitors</b>
N	Limitless Christmas with parents	PC Dave Moore PC Paul Road Safety Team Santa
R	Cardiff Castle - Knight training workshop Plantasia - Jungle Bells	Hand washing nurses - all about germs Two Dragons Martial Arts Academy (Kickboxing)
1	Mountain View Ranch Museum- Toy workshop Peter Pan Pantomime (Grand Theatre)	PC Paul Harry Food Standards Agency Two Dragons Martial Arts Academy (Kickboxing) PDSA
2	Peter Pan Pantomime (Grand Theatre) Swansea beach RNLI Mumbles Swansea Marina St Mary's Church Central Fire Station	Two Dragons Martial Arts Academy (Kickboxing) Phil Crayford - Fire Talk

3	<p>Peter Pan Pantomime (Grand Theatre) Castell Henllys to experience the daily life of a Celt living a hillfort.</p> <p>Nature Days- Litter picking and Marram grass planting at Swansea Bay.</p>	<p>Two Dragons Martial Arts Academy (Kickboxing) Fire Service provided fire safety talk HWB Abertawe (6 week course, Spring Term 1) - Each Thursday morning Health &amp; Well Being Abertawe taught healthy living and cookery workshops with follow up activities. Food Standards Agency workshop to teach about food safety PC Paul provided an Internet Safety talk</p>
4	<p>Peter Pan Pantomime (Grand Theatre) Plantasia Swansea Beach Netball tournament Art Gallery Art Exhibition, Volcano Theatre High Street</p>	<p>Two Dragons Martial Arts Academy (Kickboxing) St John's Ambulance – First Aid SRtRC Moneywise Bank HWB cooking 6 week course/sessions Jo Lowe – Marathon talk Mr Thompson – H&amp;WB sessions Assembly presentation Save the Children reading/writing competition Lucy Donald – artist</p>
5	<p>Peter Pan Pantomime (Grand Theatre) Swansea Bay WW2 museum and taken part in war time activities in class from the museum Have used the beach for creative writing, art inspiration, fitness and P.E lesson Big Pit as part of our energy topic Netball tournaments - Dylan Thomas cluster</p>	<p>Two Dragons Martial Arts Academy (Kickboxing) Mrs Philpin to talk all about Life as an evacuee during WW2 Multiple visits from PC Craig Hadley to discuss Anti -social behaviour in the community drug and alcohol misuse, graffiti, using parks safely, online bullying</p>
6	<p>Peter Pan Pantomime (Grand Theatre) Visit to Rasoi Waterfront restaurant Orienteering in Singleton Park Swimming at National Pool (weekly for first half term)</p>	<p>Two Dragons Martial Arts Academy (Kickboxing) Personal Trainer Adam in weekly for first term Fire Service in for Fire safety talk</p>

	Visit to The Swansea Wellbeing Centre for a Yoga session	Police visit for talk on Cyberbullying NatWest - 'Fraud Investigators' workshop Julie Hobday in for Taliesin
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## **School Uniform**

We have a school uniform at St. Helen's, which is detailed in the school prospectus. School uniform is important:

- It helps children to feel they belong to the school;
- It avoids competition between children for the latest fashions;
- It prepares children for uniform wearing at secondary school;
- It looks smart.

Please support the school by sending your child in school uniform every day. It is reasonably priced, easily available from the school if required, and will make your life easier in the mornings!

## **Staffing:**

**Headteacher:** Mr. Mark Thompson

**School Clerks:** Mrs. Sue Davey  
Mrs Sandra Davies

**PPA cover and Nursery on a Thursday:** Miss Helen Richards

**Nursery (AM)** Mrs. Debbie Cerasuolo  
Mrs. Michelle Davies  
Mrs. Maxine George

**Nursery (PM)** Mrs. Debbie Cerasuolo  
Mrs. Michelle Davies  
Mrs. Maxine George

**Reception:** Mrs. Katie Jeffery  
Mrs. L. Tyrell  
Mrs. Michelle Bowen

**Year 1:** Miss. Christina Hodder  
Miss Lyndsey Rees  
Mrs. H. Khatun

**Year 2:** Mrs. Diana Cleave  
Mrs. Andrea Branford

**Year 3:** Mr. Tim Sudbury

Mrs. Lucy Ashton

**Year 4:** Mrs. Nicola Fredrickson – Deputy Headteacher  
Mrs. H Khatun Uddin  
Ms. Lauren Bevan

**Year 5:** Miss Emily Stevens  
Mrs. Sandra Davies

**Year 6:** Mrs. Joanna Lowe  
Mrs. V. Pearson

**Family Engagement Leader** Mrs. Beverley Cunningham

**Breakfast Club:** Mrs. M. Humphreys, Mrs. S. Angus, Mrs. S. Davies and  
Miss L. Rees

**Lunchtime Supervisors:** Mrs. Yvonne Rogers  
Mrs. Julie Nijjer  
Mrs Tahmina Tuha  
Mrs. Mariella Humphreys

**EAL Support Team:** Mrs. Ros Brace  
Mrs. Lauren Tyrell  
Mrs. Ioana Lucaci

**Site Manager:** Mr. Mike Cole

### **Term Times and Session Times:**

The morning school sessions for Infant and Junior children begin at 8.50 a.m. and end at 12.00. The afternoon session begins at 12.55 p.m. for KS2 and 1.00 p.m. for Foundation Phase. Both key phases end at 3.20 p.m. The Nursery children attend the morning session which begins at 8.50 a.m. and ends at 11.30 a.m. and the afternoon session between 1 pm and 3.15 pm.

### **Flying start**

Morning 8.50-11.20

Afternoon 12.40-3.10

### **Breakfast club**

Opens at 8am and children are escorted to the class teacher at 8.45am. Pupils need to arrive before 8.30am to register and receive breakfast

# School term and holiday dates 2020/2021

## Holiday dates and bank holidays

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends
			Begins	Ends		
<b>Autumn 2020</b>	Tuesday 1 September	Friday 23 October	Monday 26 October	Friday 30 October	Monday 2 November	Tuesday  22 December
<b>Spring 2021</b>	Monday 4 January	Friday 12 February	Monday 15 February	Friday 19 February	Monday 22 February	Friday  26 March
<b>Summer 2021</b>	Monday 12 April	Friday 28 May	Monday 31 May	Friday 4 June	Monday 7 June	Friday  16 July
<b>Total:</b>						

### Bank holidays

2 April 2021 - Good Friday

5 April 2021 - Easter Monday

3 May 2021 - May Day

31 May 2021 - Spring Bank Holiday

Please note that this calendar is subject to any changes that may arise as a result of Welsh Government issuing a Direction on term dates

The City and County of Swansea does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.

## Main budget Issues

The main expenditure this year other than staffing focused on improving the school building, particularly the school library

No money was claimed by governors in relation to travel and subsistence and no gifts were given to the school. A full end of year financial statement is provided below.

**SCHOOL:** St Helens Primary

### STATEMENT OF ACTUAL EXPENDITURE 2019/20 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	546,530	0	546,530
Salaries	428,697	25,403	454,100
Other Employee Costs	1,012	335	1,347
Premises	22,410	0	22,410
Transport	207	0	207
Supplies & Services	95,732	0	95,732
Recharges	78,340	0	78,340
<b>Gross Expenditure</b>	<b>1,172,927</b>	<b>25,738</b>	<b>1,198,665</b>
Grant Income	-392,956	0	-392,956
Other Income	-20,680	0	-20,680
<b>Gross Income</b>	<b>-413,636</b>	<b>0</b>	<b>-413,636</b>
<b>Net Expenditure</b>	<b>759,291</b>	<b>25,738</b>	<b>785,029</b>

RESERVES:	£
FINAL FORMULA ALLOCATION:	739,789
TOTAL NET EXPENDITURE:	759,291
<b>TRANSFER TO / (FROM) RESERVES:</b>	<b>(19,502)</b>
OPENING BALANCE ON RESERVES 01/04/19	71,662
<b>CLOSING BALANCE ON RESERVES: 31/03/20</b>	<b>52,159</b>

**Summary of National Curriculum Assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 2 as a percentage of those eligible for assessment. This has remained the same results as last year, this is due to Teacher assessment being cancelled due to the Covid-19 closure. There is no statutory requirement to report on this, this year.**

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	School	0	0	0	0	0	4	46	50	0	96
	National	0.2	0.3	-	0.5	1.2	6.5	45.1	44.2	1.7	91.1
Oracy	School	0	0	0	0	0	8	42	46	4	92
	National	0.2	0.3	-	0.4	1.1	6.3	45.0	44.6	1.8	91.5
Reading	School	0	0	0	0	0	4	42	54	0	96
	National	0.2	0.3	-	0.5	1.2	7.0	43.0	45.6	2.0	90.6
Writing	School	0	0	0	0	0	4	54	42	0	96
	National	0.2	0.3	-	0.5	1.6	10.5	49.5	35.6	1.5	86.7

<b>Cymraeg</b>	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.7	7.9	49.3	39.0	1.3	89.7
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.5	7.0	48.3	41.1	1.5	90.8
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.8	8.6	46.3	40.9	1.6	88.9
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.6	1.9	12.4	53.3	30.4	1.2	84.9

<b>Mathematics</b>	School	0	0	0	0	0	0	38	58	4	100
	National	0.2	0.3	-	0.4	1.1	5.9	44.0	45.6	2.2	91.8

<b>Science</b>	School	0	0	0	0	0	0	46	54	0	100
	National	0.2	0.3	-	0.4	1.0	5.7	45.6	46.1	0.4	92.1

<b>Core Subject Indicator</b>	School	96
	National	89.5

# Foundation Phase Outcomes 2019

## SCHOOL & NATIONAL

**This has remained the same results as last year, this is due to Teacher assessment being cancelled due to the Covid-19 closure. There is no statutory requirement to report on this, this year.**

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

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	23	63	13	77
	<b>National</b>	-	-	-	0.1	0.3	0.7	0.4	0.9	3.1	10.5	50.5	33.5	84.0
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	-	0.1	0.1	0.3	0.7	2.2	10.6	52.9	33.2	86.1
<b>Mathematical Development (MDT)</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	27	53	20	73
	<b>National</b>	-	-	-	0.1	0.3	0.5	0.3	0.6	2.2	9.5	52.6	33.9	86.6
<b>Personal and Social Development, Well-being and Cultural</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	0	7	93	100
	<b>National</b>	-	-	-	0.1	0.3	0.5	0.3	0.5	1.2	3.8	34.0	59.4	93.4

There were 30 pupils in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	67
	<b>National</b>	82.6



## **Attendance**

This year has seen an unprecedented influence on attendance through the Covid-19 closure. In the year up to the start of March, attendance was excellent and just short of 96%. However, at the start of March 2020, we saw the emerging Covid-19 crisis unfolding. Many children began to stay off school with symptoms and some parents also chose to keep their children at home voluntarily. The school closed on Friday 20<sup>th</sup> March 2020 and therefore attendance figures only relate until this date.

**Overall attendance for the year so far 2019/20 (20.3.20 Covid19 closure date) = 94% (94.6% for 2018/19)**

**The target is 95%. Unauthorised attendance was 0.7%**

## **Group Analysis by Attendance Category**

**Period: 02/09/2019 to 20/03/2020**

**Scope: Reg Group 1CJ+2DC+3TS+4NF+4RJ+year 5+year 6**

**Percentage of Sessions**

<b>Group</b>	<b>Presents</b>	<b>AEA</b>	<b>Authorised Absences</b>	<b>Unauthorised Absences</b>	<b>Possible</b>	<b>% Attend</b>
1CJ	93.8	0.0	5.3	1.0	100.0	93.8
2DC	93.6	0.0	6.3	0.2	100.0	93.6
3TS	94.3	0.0	5.0	0.6	100.0	94.4
4NF	93.2	0.0	6.6	0.2	100.0	93.2
5ES	95.1	0.3	4.4	0.1	100.0	95.4
6JL	93.8	0.0	5.5	0.6	100.0	93.8
Totals	94.0	0.1	5.5	0.4	100.0	<b>94</b>

## **Attendance changes due to Covid-19 – Academic Year 2019.20**

Green = above WG and school target of 95%

Red = below WG and school targets of 95%

<b>Year group</b>	<b>Attendance % in academic year to 1.3.20 (before Covid-19 crisis)</b>	<b>Attendance % to 20.3.20 (crisis starts until closure)</b>	<b>Difference during March</b>
<b>1</b>	95.1	93.8	-1.3
<b>2</b>	95.6	93.6	-2
<b>3</b>	95.7	94.4	-1.3
<b>4</b>	95	93.2	-1.8
<b>5</b>	97.2	95.4	-1.8

6	95.6	93.8	-1.8
<b>Total</b>	95.7	94	-1.7

**Last academic year:**

## Group Analysis by Attendance Category

**Period: 01/09/2018 to 24/07/2019**

**Scope: Reg Group 1CJ+2DC+3TS+4NF+4RJ+year 5+year 6**

Percentage of Sessions

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
1CJ	93.8	0.0	5.3	0.9	100.0	93.8
2DC	94.8	0.0	4.4	0.8	100.0	94.8
3TS	93.9	0.0	5.4	0.8	100.0	93.9
4RJ	94.5	0.0	4.6	0.9	100.0	94.5
5ES	93.8	0.0	5.5	0.7	100.0	93.8
6JL	93.2	3.6	2.7	0.4	100.0	96.8
Totals	94.0	0.6	4.6	0.7	100.0	<b>94.6</b>

We monitor all punctuality and attendance via class league tables and individual pupil charts. We operate a first day absence phone call to parents to enquire as to the whereabouts of the child and reduce unauthorised absences. Parents of pupils with 90% or below attendance are sent a letter informing them that the school is monitoring their child's attendance and are reported to the EWO. Attendance of 95% and above is rewarded with a certificate.

Parents are discouraged from taking their child on extended holidays during term time and the Headteacher requests a meeting with any parent who applies for extended leave. All parents who require a holiday absence during term time must undertake a meeting with the Family Engagement Leader. If certain criteria are met, parents may be fined for taking their child out of school during term time.

## School and Governing Body appraisal of the progress with 2019 School Development Plan priorities

### Priority 1

Provision for EAL pupils who are new to English meets their needs and ensures they achieve their full potential.

### Spring 2019 review

The school has appointed EAL specialists from the CCoS delegated funds, after consultation with the Governing Body and a number of options offered. This will need to be reviewed for the next financial year when notification of the funding is received. Pupils who need initial intensive EAL/ curriculum support have been identified and high -quality programmes put in place. A skills -based programme which ensures identified pupils are supported has been implemented. A new EAL room has been identified and resourced from the delegated grant funding. The resources needed to support these groups have been purchased and a timetable of support is now in place. An assessment system which

measures impact and provides information which will ensure reintegration back into mainstream provision is at an early stage of development.

### **Summer 2019 review**

The new funding has been received and a new structure agreed on 6.6.19. The EAL staff will undertake assessment duties in PPA time. There will be a termly ADDS session for allocation of EAL stages in line with writing assessments. STHP to be lead school in Cluster project to share good practice. Excellent review undertaken by the LA into provision and standards

### **Autumn 2019 review**

The school has hosted a cluster EAL meeting and is now the lead school in this area. The group will focus on the Bell Foundation assessment tool and strategies in class for all band pupils. The use of the Bell Foundation assessment tool will continue to be a focus of the school over the coming years. Current assessment systems allow the needs of all pupils to be met and access a broad and balanced curriculum. However, the Bell Foundation tool will allow us to assess in more detail. It will be imperative that this dovetails with whole school assessment systems to avoid duplication and unnecessary workload.

### **Priority 2**

All pupils feel confident applying IT skills across the curriculum and are commensurate with national expectations

All staff feel confident applying IT skills across the curriculum and are commensurate with national expectations

### **Spring 2019 review**

Everything is now stored on Hwb

Common log ins now in place

Online mapping tool now in place, continually being populated by staff

Audit completed,

Online mapping tool being used as a scheme. Each year group has a suggested set of apps/software etc. to use. We will need to revisit this

### **Summer 2019 review**

As above

### **Autumn 2019 review**

All overviews are now in place and the audits completed. This work will be extended next year by looking at how IT can support all areas of the new curriculum, especially in Science where the children have identified the need for more science and less writing

### **Priority 3**

To ensure pupils are provided with the social, emotional and wellbeing support needed to improve their mental health.

## **Spring 2019 review**

The discussion with stakeholders to gain a consensus of changes that may be needed, in both school practice and policy was due to take place on the 19<sup>th</sup> February. However, due to illness this will now take place next term.

The review of the PSE policy to include agreed changes has not been undertaken.

The raising of awareness of changes with all stakeholders has not taken place.

The Chimp management mental health books have been purchased for both staff and pupils.

The Charlie Waller Trust provided a parent workshop on Monday 15<sup>th</sup> January.

The training of all staff and pupils on the Chimp Management model will take place on Friday 12<sup>th</sup> April during a whole school INSET day.

The introduction of emotion boxes and emotion coaches for pupils has not been undertaken.

## **Summer review 2019**

We have undertaken a baseline questionnaire with pupils Y3-Y6 (Feb 2019).

We have received a whole day's training on the model 25.4.19.

We have agreed implementation principles 27.5.19.

Work is now being implemented in class.

2 posters to give it high profile have been produced and displayed in all classes and prominently around the school.

We will revisit the effectiveness of the model in November 2019 via the same questionnaire.

## **Autumn 2019 review**

Emotion boxes are now in place as actioned by the emotion coaches.

It has been decided that discussion around SRE issues should take place after we have received the updated WG guidance. Therefore, the discussion with stakeholders to gain a consensus of changes that may be needed, in both school practice and policy will now take place when this guidance is received.

The review of the PSE policy to include agreed changes will be undertaken on receipt of the guidance.

The raising of awareness of changes with all stakeholders will take place on receipt of the guidance.

The Repeat of the Chimp Management showed excellent improvement in the ability to understand and support pupil mental health issues.

## **Priority 4**

Improving child led learning

## **Spring 2019 review**

The Identification of, and the agreement on non-negotiables for AFL took place on the 12<sup>th</sup> February. Identification of good practice has taken place via lesson observation and recorded in the professional development files.

Shirley Clarke clips have been shared in ADDS.

The new orders will be received in April.

An enhanced and refined way of pupil independent learning building on and extending existing good practice will be discussed at ADDS on Tuesday 9<sup>th</sup> April.

An 18 -month plan is developed to develop each area will start when the orders are received.

## **Summer 2019 review**

The new orders have been received and shared with all staff on 30.5.19 in a closure day. Staff will respond to the consultation.

Humanities has been written in a different format which will allow easier planning when the final documents are received

2 X INSET days will be taken at the start of the Autumn term to agree a format for long, medium and short term planning. An enhanced way for planning continuous provision will also be agreed, along with agreements for electronic planning.

A further 2 INSET days will be taken at the start of the Summer Term 2020 to design new topics and organise the curriculum across the school ready for implementation in September 2020.

### **Autumn 2019 review**

Update undertaken with all staff on where do we currently stand nationally and in house on 2 & 3.9.19  
Electronic planning trial in place in Rec.

Organisation of the new orders agreed and now just waiting for the final documents.

What do we need to maintain/change agreed with all staff 2 & 3.9.19

Improvements to continuous provision agreed 2 & 3.9.19.

Use of Picture news and topics being trialled as short term topics in Y4.

2 X INSET days Summer 2020 agreed.

### **Priority 5**

Pupils have an understanding of the causes of radicalisation and extremism and use these to make informed decisions in their lives.

### **Spring 2019 review – completed in 1 term**

Getting On Together (GOT) training for teachers in Llandrindod Wells has been undertaken by MT and JL.

A questionnaire to ascertain a baseline of views has been undertaken.

Six lessons have been taught through the GOT project.

Link with schools in Germany and Slovakia to discuss progress and lessons learned have not been implemented as yet.

An exit questionnaire to ascertain views after input from the lessons shows a greater understanding of radicalisation and extremism.

The areas covered in this project are now discussed monthly as an element of Circle Time.

### **Priority 6**

Review of the Pupil Development Grant (ensuring that free school meal learners are not disadvantaged in the school)

### **Spring 2019 review**

Nearly all FSM pupils in KS2 have attended at least one club.

88% of children met the targets set by their class teacher.

88% of pupils met their INCERT targets recorded on their pupil overviews.

Nearly all FSM parents attended the RWInc meetings.

Wellbeing levels are in line with their peers.

School readiness levels are in line with their peers.

Attendance lower than Swansea and Wales averages.

All parent classes have been well attended.

FP classes are adequately resourced.

### **Summer 2019 review**

Nearly all FSM pupils in KS2 have attended at least one club.

93% of children met the targets set by their class teacher.  
 93% of pupils met their INCERT targets recorded on their pupil overviews.  
 Nearly all FSM parents attended the RWInc meetings.  
 Wellbeing levels are in line with their peers.  
 School readiness levels are in line with their peers.  
 Attendance in line with Swansea and Wales averages.  
 All parent classes have been well attended.  
 FP classes are adequately resourced.

### Autumn 2019 review

Nearly all FSM pupils in KS2 have attended at least one club.  
 91% of children met the targets set by their class teacher.  
 91% of pupils met their INCERT targets recorded on their pupil overviews.  
 Nearly all FSM parents attended the RWInc meetings.  
 Wellbeing levels are in line with their peers.  
 School readiness levels are in line with their peers.  
 Attendance lower than Swansea and Wales averages for this term.  
 Over the 3 term period, attendance in line with Swansea and Wales averages (93.4%).  
 All parent classes have been well attended.  
 FP classes are adequately resourced.

### Targets set with the local authority 2019 against Teacher Assessment 2019

**This has remained the same results as last year, this is due to Teacher assessment being cancelled due to the Covid-19 closure. There is no statutory requirement to report on this, this year.**

### Attendance (2018.19)

Target	Actual	+/-
95%	94.6%	-0.4%

### Foundation Phase (Infants)

Area	Target 05+	Actual 05+	+/-
Foundation Phase Indicator	55%	67%	+12%

### Key Stage 2 (Juniors)

Subject	Target L4+	Actual	+/-
Language	92%	96%	+4%
Maths	92%	100%	+8%
Science	92%	100%	+8%
Core Subject Indicator	92%	96%	+4%



## Daily Timetable (FP & KS2)- 2015/16

Foundation Phase		
Time	Session	Total time (mins)
8.50am – 8.55am	Registration	5 mins
8.55am – 9.05am	Carpet session	10 mins
9.05am – 9.20am	Assembly	15 mins
9.20am – 10.30am	Session 1	70 mins
10.30am – 10.50am	Break	20 mins
10.50am – 11.50am	Session 2	60 mins
11.50am – 12.00pm	Daily Welsh	10 mins
12.00pm – 1.00pm	Lunch	60 mins
1.00pm – 1.05pm	Registration	5 mins
1.05pm – 2.15pm	Session 3	70 mins
2.15pm – 2.30pm	Break	15 mins
2.30pm – 3.20pm	Session 4	50 mins
		<b>Teaching time = 270 mins = 4hrs 30 mins per day 22 hours and 30 minutes per week</b>
Key Stage 2 (Afternoon break time at discretion of the teacher)		
Time	Session	Total time (mins)
8.50am – 8.55am	Registration	5 mins
8.55am – 9.05am	Daily Mental Starter	10 mins
9.05am – 9.20am	Assembly	15 mins
9.20am – 10.30am	Session 1	70 mins
10.30am – 10.45am	Break	15 mins
10.45am – 11.50am	Session 2	65 mins
11.50am – 12.00pm	Daily Welsh	10 mins
12.00pm – 12.55pm	Lunch	55 mins
12.55pm – 1pm	Registration	5 mins
1pm – 2.15pm	Session 3	75 mins
2.15pm – 2.25pm	Break	10 mins
2.25pm – 3.20pm	Session 4	55 mins
		<b>Teaching time = 285 mins = 4hrs 45 mins per day 23 hours and 45 minutes per week</b>