



'Today's Learning for Tomorrow's Stars'
Belief, Opportunity, Expectations
Cred, Cyfle, Disgwyliadau

Governors' Annual Report 2020-21

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1. Letter from the Chair of Governors

Dear Parents / Carers

It is my privilege to welcome you to the 2020-21 Governors' Annual Report to parents. It contains a wealth of information about Glasllwch, which I hope you will find informative and useful. As ever, if any questions arise from this information, or if you have any questions generally, please do get in touch; your feedback is valuable for informing future planning.

On behalf of the Governing Body, I would also like to take this opportunity to formally thank the team at Glasllwch for the tireless commitment that they have shown to our school community during the period of the Covid pandemic. They have given, and continue to give, over and above what is required, in what has been a universally challenging time. They have supported the children's well-being whilst simultaneously developing and refining Blended Learning strategies that have been celebrated and shared across the South East Wales region. We are immensely grateful to them.

My thanks also extend, once again, to you as parents and carers. Thank you for the positivity with which you approached periods of Blended Learning, for the support that you provided during these times, but also for the support that you provide on a daily basis. Partnership working continues to be a real strength at Glasllwch, and this includes our partnership with you, so a sincere thank you for this.

Finally, I must thank our wonderful PTA who, throughout the course of the pandemic, have been creative and relentless in their pursuit of alternative fundraising opportunities. The money they generate has a tangible and daily impact on life at Glasllwch, so we thank them for their work.

I would like to end by sharing with you how it was recently noted that Glasllwch's influence within the region far exceeds what would be expected, given the size of the school. You will see from this report the successes that the school has enjoyed, and the impact that it has had, even in the context of such an unprecedented year. As a Governing Body we are very proud of the school we represent, and we hope you share in this pride as you read this report.

With very best wishes,

Kimberley Anthony

2. Introduction

2.1. About this report

This report is produced by us, the governing body, for you, the parents and carers of pupils in our school.

It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of the school. It covers our achievements during 2020 - 2021 and sets out our targets for future improvement.

Through this report, we want to encourage dialogue and communication with parents and carers, and to promote increased interest and involvement of parents in the activities and development of our school.

2.2. Parents' views

In order for us to get your views on a range of issues, during the spring term will be sending out our annual questionnaire. Information collated will be analysed and used to inform future developments in terms of the strategic direction of the school.

2.3. Highlights

- Whole school systems, processes and organisation were highly effective in keeping our school community safe during a challenging year as a result of Covid-19.
- Feedback from parents and learners indicated that our wellbeing resources were highly effective in supporting learners and families over the year.
- Feedback from parents and learners indicated that our Blended Learning Strategy was highly effective in keeping Glasllwch learning during periods of lockdown.
- Our school hub provision during periods of lockdown was highly effective in supporting key worker families as well as vulnerable learners.
- Staff demonstrated significant commitment, resilience and creativity in supporting learners during periods of distance learning.
- Our school community experienced a relatively low number of positive Covid cases.
- All staff continued to participate in professional learning sessions to ensure our journey to curriculum for Wales 2022.
- Glasllwch continues to be highly regarded as a progressive and forward thinking school. Once again this year we were selected as a Lead Network School for Literacy and Leadership for the regional consortium, the Education Achievement Service (EAS).
- Members of SLT continued to support NQT's across the region as external verifiers.
- HT and DHT supported the EAS facilitating on the National Senior Leader and NQT programme respectively.
- We continued to work as part of an alliance with Langstone Primary and Maendy Primary Schools to deliver the PGCE programme for Cardiff Metropolitan ITE. Mrs Munslow leads on this work as the Research Champion on behalf of the alliance and as the senior mentor for Glasllwch.
- Mrs Jackson continued to work with Welsh Government as an Associate Adviser for the National Academy of Educational Leadership and as a Challenge Adviser supporting four school across the EAS.

3. School information

Name	Glasllwch Primary School
Classification	County Primary School
Pupil age range	3 to 11 years
Address	Melbourne Way Newport NP20 3RH South Wales
Telephone	01633 266398
	01633 252264
E-mail	glasllwch.primary@newportschools.wales
Web	http://www.glasllwch.org.uk

3.1. Term dates

Term	Start	Half term	End
Autumn	02.9.21	25.10.21 - 29.10.21	17.12.21
Spring	04.01.22	21.02.22 - 25.02.22	08.04.22
Summer	25.04.22	20.05.22 - 03.06.22	22.07.22

Closed for In-Service Training (INSET):	02.09.21 03.09.21 22.10.21 04.01.22 25.03.22 27.05.22
Closed for May Day Bank Holiday:	02.05.22
School closed extra Bank Holiday In lieu of the Queen's Platinum Jubilee	06.06.22

3.2. Session times

	Morning			Afternoon	
	Start	Break	End	Start	End
Foundation Phase	09.00am	10.20am – 10.40am	12.00pm	1.15pm	3.15pm
Juniors	09.00am	10.40am – 11.00am	12.20pm	1.15pm	3.30pm
Nursery	09.10am		11.25am	12.50pm	3.05pm

3.3. Contact methods

- For absences, please telephone or email to inform school before 9.30am on the day.
- For 'quick' issues, you can communicate with staff at the end of the school day, or by telephone or email.
- If you wish to speak with a member of staff and need more than 5 minutes, please telephone or email to arrange an appointment.
- You can follow our school Twitter feed, which you can access from the front page of our school website. It is used to share school activities. Parents can also subscribe to emails via the school website.
- All classes use the Seesaw app to share learning and information with parents.
- The PTA Facebook page is used to share PTA events and activities.
- Parental Consultations take place twice a year, during the autumn term and either late in the spring term or early in the summer term. We offer a third consultation for parents to take up if they wish at the end of the summer term.
- 'Teachers2parents', a text messaging communication system, is used to communicate with parents.

3.3.1. Complaints procedure

Should you wish to make a complaint, please discuss it with the Head Teacher in the first instance. Our full Complaints Policy and Complaints Procedure can be found on our school website under 'Online Office'.

3.4. Prospectus changes

The School, Foundation Phase and Nursery Handbooks are available on the school website under 'Online Office', and from the school office.

Amendments this year include:

- Updates on staffing structure.
- Updates on Covid specific systems, processes, organisation.
- Updates on our journey to Curriculum 2022

3.5. Language category

Glasllwch Primary School is an English medium school.

4. School life

4.1. Teaching & learning

4.1.1. Aims

Our overarching aims are that all children will be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

We aim;

- To provide a safe environment where everyone feels happy and secure.
- To teach a broad, balanced, purposeful, relevant curriculum with authentic contexts for learning.
- To engage with all stakeholders in developing our curriculum.
- To provide opportunities for all children to fully engage in stimulating learning experiences to enable them to reach their full potential.
- To provide a stimulating and challenging learning environment in order to develop each child's natural curiosity into a lifelong desire to learn.
- To develop each child's moral and spiritual well-being and to promote tolerance and mutual respect.
- To promote positive behaviour and independence.
- To foster in each child a positive self-image and high aspirations for oneself.
- To develop in each individual, the skills, attitudes and beliefs needed to become lifelong learners and to promote a learning culture and community.
- To develop in each individual an awareness of their position in the wider world and their responsibility for global citizenship, beginning with caring for the local environment and considering issues of sustainability.
- To promote an active and healthy lifestyle through encouraging children to adopt a healthy diet and exercise.
- To promote the individuality of all our children ensuring equality of opportunity for all irrespective of race, religion, gender, ability, physical or sensory impairment or social background.
- To provide children with opportunities to develop bilingualism, encouraging the speaking, reading and writing of Welsh as well as the knowledge and awareness of their Welsh culture and heritage.
- To ensure and enable all staff to participate in effective and ongoing professional learning in order to meet the demands of the school curriculum and to fully realise the potential of all those who work in and on behalf of our school.
- To work in partnership with children, parents, governors, the LA and the wider community.
- To enable effective collaboration through networks of practice with other schools and beyond.
- To ensure continuity and progression both within and across phases including liaising with feeder schools as appropriate.

4.1.2. Curriculum

4.1.2.1. Our approach to teaching children

We continue to design a curriculum that is purposeful and meaningful with authentic contexts for learning, in line with the guidance set out in 'Curriculum for Wales'. Our curriculum encompasses everything a learner experiences in pursuit of the four purposes. A major focus is not just what we teach but how we teach and why we teach it. Our focus is on developing a more integrated approach to learning by bringing together familiar disciplines as in the six areas of learning and experiences and encouraging strong and meaningful links across different disciplines.

The curriculum is planned and taught with a focus on the basic skills of literacy, numeracy and digital competency. Skills are taught and then applied across all areas of learning and experiences. Children's acquisition of these key skills and their progression towards the Four Purposes is monitored, assessed and reviewed on an on-going basis.

Nursery pupils are taught in two sessions; a morning or afternoon session. Each session is for 2 hours and 15 minutes with a Pupil Admission Number of 16 in each session.

Children in school are taught in single age year groups with no more than our statutory Pupil Admission Number (PAN) of 30 in each class.

4.1.2.2. Our priorities

- To teach children basic literacy skills: to read, write, speak and listen.
- To teach basic Maths and numeracy skills: to understand and apply mathematical concepts.
- To encourage children to become active participants in all Areas of Learning and Experience.
- To develop children's philosophical thinking and problem solving skills.
- To develop children's creative and artistic abilities in Music and Art.
- To help children fulfil their physical potential through Physical Education and games.
- To develop children's pride in their culture and heritage through the study of Welsh and History.
- To develop children as happy, independent, courteous people who are well-prepared for the challenges that face them, particularly the transition to secondary school.

4.1.3. Additional Learning Needs (ALN)

At Glasllwch Primary School we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Phase (FP) pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The inclusion of children identified as having additional learning needs is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

At Glasllwch Primary School, we aim to identify ALN as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Children identified as having an additional learning need are generally catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported by a teaching assistant, to enable them to access the classroom based curriculum or withdrawn to work in a specific intervention programme. This is funded from school resources.

Children assessed as having greater additional needs may be allocated a statement whereby extra funding is provided by the Local Authority to enable the school to support this need.

- At the end of 2020/2021 there were 33 children on the ALN Register.
- Extra support was provided in line with the requirements of statements for 4 children.
- Children who have additional learning needs, but not a statement, continued to receive support from teaching assistants, either within the classroom or withdrawn as part of an intervention group, or at home during periods of lockdown.
- The Additional Learning Needs Co-ordinator (ALNCo) was responsible for overseeing additional needs provision within the school and liaising with parents and outside agencies.
- The school ALNCo attended professional learning and update meetings to ensure the most recent and relevant information is implemented.
- The content of these sessions was disseminated to all staff.

4.1.4. Welsh

- All staff continue to promote the use of incidental welsh throughout school.
- We continue to raise standards in Welsh second language focusing on oracy, reading and extended writing skills across the curriculum.
- One of our Higher Level Teaching Assistants (HLTA's), Mrs Logan, coordinates Welsh throughout school.
- We are working towards the Cymraeg Campus Silver Award.

4.1.5. Religious Education

Religious Education is of a broadly Christian nature but the study of aspects of other faiths is also included. In addition, we aim to address the children's spiritual and moral needs and to encourage respect and consideration for others, irrespective of race, religion, disability or gender. The school is assisted in its Religious Education with regular inputs from members of Trinity Church, Nant Coch Church and other ministers.

Religious Education lessons, as well as having identified subject skills, have skills identified in the Literacy and Numeracy Framework as well as critical thinking, ICT and DCF skills as a key focus.

4.1.6. Sports

Throughout 2020 / 2021, with the continuation of the Covid-19 pandemic, the development of children's physical skills was supported through a number of initiatives.

- Individual class PE and games sessions
- Home learning focus on physical fitness, wellbeing, family activities
- Individual class sports days
- Wellbeing Wednesdays – resource packs shared with all families with a range of activities to support physical wellbeing.

4.1.7. How children learn

Glasllwch Primary School is a learning community where 'Learning to Learn' lies at the heart of effective teaching and learning. We are committed to providing all children with the opportunity to take ownership of their own learning and to develop thinking strategies across the curriculum. We encourage all children

to contribute to designing our curriculum, to think reflectively, critically and creatively about their learning and to demonstrate independent and cooperative learning skills. Our approach to learning generates high levels of achievement, and excitement and enthusiasm for learning.

The staff use a range of tools to support children's learning including Thinking Maps, KWL Grids, response partners and self and peer assessment. These 'thinking tools' have continued to support learners during periods of home learning. Further information can be found on our school website under 'Our School', 'Thinking School'.

4.1.8. Pupil participation

Our school values the views of all its members. Learning is enhanced by exploring the thoughts and feelings of our pupils. Pupil participation is embedded in all aspects of school life. We provide children with opportunities to contribute to school improvement because we believe listening to them is fundamental to their wellbeing.

We aspire to enhance each child's self-esteem by providing a safe and secure environment in which they feel confident to take risks and strive to reach their full potential. Through recognising and celebrating achievement, we encourage every child to view themselves as a successful individual.

We believe that engaging our children in 'learning about learning' enables them to develop a deeper understanding of themselves as learners and therefore equips them with a greater capacity to learn. Our school ethos and the positive relationships established within our school community promote the value of learning and create a desire for children to become lifelong learners.

Developments in Pupil Participation this year:

- At the end of the summer term, during transition sessions, pupils were asked about their interests and what projects they would like to study for the following year in line with achieving the four purposes. Projects were then agreed for the autumn term.
- At the beginning of each term pupils in all year groups were asked what they wanted to learn about the projects they had chosen, how they wanted to learn and how they wanted to record their findings. All pupils were engaged in looking at the four purposes and identifying how they could achieve these aims through their project learning. Feedback was then planned into the curriculum, developed and adapted as the term progressed.
- Pupil Voice consultation activities included:
 - Wellbeing questionnaire
 - Distance learning questionnaire
 - Learner questionnaires about assessment for learning – linked to staff research projects and pedagogy.
- As a result of the pandemic our Pupil participation groups were unable to meet as in 'normal times'.

4.1.9 Equalities

The following equalities statement is included in all policy documentation:

'We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9

protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.'

Developments in 'equalities' this year:

- Diversity and the multi - cultural nature of our society forms part of all learning opportunities.
- Equalities statements were reviewed and included in updated policies.

4.1.10 Well-being

- Miss R. Cornelius is our Equity and Wellbeing Lead and Miss S. Edwards is our Health and Wellbeing AoLE Lead. Both attended EAS and LA Professional Learning sessions to support them in their roles. Information has been disseminated to all staff.
- The wellbeing of all learners, staff and our school community is at the forefront of all we do especially in the current climate of the pandemic.
- All staff ensured regular check - ins with all families during periods of lockdown. Vulnerable learners were supported with extra calls and support from Teaching Assistants.
- Children in Reception to Year 6 took part in school based 'thrive' assessments. These assessments look at attendance, how learners feel about aspects of school life, confidence and attitudes to learning, safety and security. Data was analysed and pupils' / cohorts identified for support with raising self-esteem, confidence and preparedness for learning.
- All children are encouraged to bring healthy snacks for playtime – fruit or vegetables.
- All children have drinking water available throughout the day.
- Lunch boxes are encouraged to be a healthy balance of essential food groups.
- Milk is given to all children at Foundation Phase. (A Welsh Government initiative).
- Games, P.E. and outdoor activities ensure physical development, skill development as well as the wellbeing of all learners.

4.1.8.1. Safety

Our first priority is to provide a safe and happy environment for our children, staff and school community. This has been paramount over the past year and we have adapted our systems and processes to facilitate social distancing in order to keep everyone as safe as possible. Practices have included: staggered start and finish times; one adult only per family to limit numbers on site; all adults to wear face coverings on site; one way system in and out of school; each year group as a separate bubble group with separate play and lunch times; essential visitors only into school; no mass gatherings in school.

Security is maintained by means of a buzzer entry system and locks on all doors. Locks can be opened by children in the case of an emergency. All visitors must sign in on their arrival at the school and sign out when leaving. A digital signing in system enables us to track pupil absence and lateness effectively. Children leaving school during the school day must be signed out by the collecting adult.

The main school drive gates are locked during the school day and vehicle entry is regulated by a remote entry system from the School Office.

Timed fire drills are carried out each term to ensure that staff and children are trained in the correct procedures.

4.2. Community

At Glasllwch Primary School we provide children with opportunities to experience and become aware of life outside school. This includes our immediate environment, the immediate and wider community and

the world of work, business and industry. We recognise the importance of having close links with the community, local businesses, industries and our environment and have incorporated these into the curriculum.

During the current climate, we have not been able to take the children out and about; all visits and visitors have been virtual. We hope to continue with our normal practice as soon as it is safe to do so.

4.2.1. Plans for next year

- The police will be visiting all year groups.
- Fire safety officers will be working with years 2 and 6.
- Visits and visitors to school to support projects will be organised throughout the year, Covid permitting.
- Triad working with our peer review schools, Langstone and Maendy will continue.
- (Further activities will be planned throughout the year.)

4.2.2. Events

- Children performed in Harvest, St David's Day and Christmas concerts. Performances were shared with parents digitally.
- Year 6 performed a leavers' concert on the school yard with one parent per child attending ensuring social distancing.
- End of project sharing events with parents were very well attended and well received.

4.3. Facilities

Our school building and grounds are maintained by Mr Cullen, our Premises Manager. Mr Cullen is supported through service level agreements for: Grounds Maintenance; Property Services.

4.3.1. Buildings

Work funded through the school budget:

- Wet Pour – Reception outdoor learning
- Pathway to the front of nursery
- Outdoor learning area for Years 3 and 4 developed
- Canopies for all FP classes
- New shed and sand pit for Reception
- Old timber trail condemned
- Paint work touched up around school
- Fence in Reception outside area painted
- Coat hooks put up in Year 5
- Pin boards put up in Year 3 and Year 5
- Annual gas safety assessment.
- PAT testing.
- Fire Risk assessment.

Work funded by LA

- Legionella risk assessment completed
- Asbestos survey completed
- Norse assessment of guttering

4.3.2. Outdoors

- Resources have been purchased for the outdoors in FP to replace broken and dated resources.

4.3.3. Information Technology

- Resources purchased to further develop ICT skills:
 - Chrome books, laptops, iPad

4.3.4. Toilets

There are boys' and girls' toilets situated in each area of the building, as follows:

AREA	Cubicles	Urinals	Basins
Nursery	2	-	2
Foundation Phase Girls	4	-	4
Foundation Phase Boys	3	1	4
Lower Junior Girls	3	-	3
Lower Junior Boys	4	1	3
Upper Junior Girls	3	-	3
Upper Junior Boys	4	1	3

We also have three staff toilets, one of which is a multi-purpose toilet with disabled access.

Toilets are cleaned daily by our cleaning staff. Any accidents throughout the day are dealt with by school staff.

During the year, in order to segregate each year group (bubble group), sets of toilets were repurposed as year group toilets. Cubicles within each set of toilets were allocated to boys and girls. This ensured that bubble groups did not mix.

5. Performance

Attendance

There was no legal requirement to report attendance to the Local Authority or Welsh Government during 20 / 21.

Our attendance target for 2021/2022 is 96%.

6. Development

Every year, the staff and governors prepare a School Development Plan with the intention of raising standards and improving performance. The factors that influence the development plan are:

- The vision we have for our school
- Progress made in our Post – Inspection Action Plan
- On-going whole school self – evaluation and action planning
- Our long term school improvement programme (three-year plan)
- Area of Learning and Experience Leaders (AoLE) reviews from last year
- Pupil Participation
- Data analysis identifying the need for improvement in specific areas
- National initiatives
- LA initiatives
- School initiatives
- Need for building maintenance
- Results of risk assessments.

6.1. Progress made 2020 - 2021

This section lists the targets that were identified in last year's development plan, what progress was made on each, any problems that arose, and whether it is completed or still being progressed.

Target	Progress
To further develop a Blended Learning (BL) Strategy that takes account of all learners (including those from vulnerable groups) during face to face learning and distance learning.	<ul style="list-style-type: none"> • BL model / strategy developed collaboratively, shared with parents ensured a whole school approach covering 6 Key aspects ensuring consistency and progression across school. • Ongoing reflection / refinement of planning ensured it was fit for purpose, user friendly, accessible, easy to understand, easy to flip between home and school focusing on the Four Purposes. • 3 tiered approach ensured all learners were able to continue to learn effectively whether at home or in school and make at least good progress. • Approach has effectively supported vulnerable learners and was supported by identified and appropriate finance in the form of Welsh Government grants. • BL strategy supported development of Curriculum design in our journey to Curriculum 2022 and had a positive impact on the development of: Home Learning Strategy, whole school projects, greater collaboration, community involvement, flip learning, authentic contexts, pupil led. • Continuous Professional Learning (PL) for all staff has had a positive impact on; quality of teaching and learning both face to face and distance as well as Curriculum design. • Standards in all core areas remain strong - nearly all children making at least good progress. • Reading, research, enquiry influenced the development of our BL strategy - positive impact on developing/enabling learner and staff creativity.

Target	Progress
<p>To ensure the health, safety, equity and wellbeing of our school community through; effective site systems, processes and organisation; focusing on our recovery curriculum</p>	<ul style="list-style-type: none"> • School organisation -bubble groups, staggered start, finish, one way system, ltd movement - clearly communicated to school community and adhered to by all were effective in keeping school community safe and learning. • Hand hygiene, face coverings, rigorous cleaning, no sharing of resources - no cross contamination - positive impact on staff and community confidence and safety. • Regularly reviewed/updated risk assessments carried out by SLT, govs, shared with all staff, school community - effectively identify potential risks and strategies to mitigate risk. • Wellbeing high priority - resources developed to support school community and wider system – Education Achievement Service (EAS). Wellbeing Wednesdays, Fitness Fridays, Wellbeing projects - Wellbeing of most of our school community has been high. Staff working with vulnerable learners ensured high levels of engagement in learning as well as high levels of wellbeing. • Staff confidence and wellbeing has been high throughout - all staff involved in hub provision. Very few instances of staff absence, high levels of staff collaboration and support. • Most learners across school engaged in distance learning accessing asynchronous and live learning sessions. Audit of digital devices led to all learners having access. • Social emotional targeted support for identified learners - effective in ensuring high levels of wellbeing • Staff engagement in Professional Learning including enquiry supports evaluation of provision and implementation of practices - Bucket Time, ELSA, Bespoke interventions. • Interventions mapped across school informed coverage across school and identified gaps - maths intervention scheme identified and purchased • Additional Learning Needs (ALNco) attended a variety of training in relation to ALN transformation - positive impact on informing school practice. • New referral pathways successful in ensuring information goes to the right place efficiently and effectively.
<p>To continue to implement Curriculum for Wales ensuring the CfW documents and the Four Purposes are the focus for all teaching and learning, during both face to face and distance learning. To implement AOLE specific targets.</p>	<ul style="list-style-type: none"> • Planning models refined, developed to ensure they are - 4 purpose led, pupil led focus on AOLE's, What Matters, Descriptions of Learning, whole school community involvement . • What Matters at Glasllwch ensures a curriculum that is relevant, purposeful, developed as a whole school with effective collaboration. • Engaging all staff, governors and school community in identifying local landmarks, resources, has effectively supported us in developing an authentic, relevant, meaningful, purpose led curriculum. • Events Calendar developed to populate religious, cultural, notable / special events enabling all staff to collaborative and build into projects as appropriate. • Gov and staff collaboration on Keep, Refine, Ditch curriculum audit - supported development of Curriculum for Wales (CfW) post pandemic - school and cluster. • Collaborative unpicking of what sits behind AoLE What Matters statements has effectively supported staff in identifying projects for 21 / 22 and given a greater understanding of underlying themes. • PL including whole school involvement in reading, enquiry, research is having a positive impact on developing an evidence informed curriculum.

Target	Progress
Pedagogy - To develop Assessment for Learning (AfL) strategies to support learner engagement and accelerate pupil progress in both face to face and distance learning.	<ul style="list-style-type: none"> Audit of Assessment for Learning strategies used across school identified strategies effective in enabling learners to make progress. Reading, research, enquiry - whole staff collaboration is effective in supporting, promoting staff creativity and innovation, further developing Glasllwch as a Learning Organisation. A culture of enquiry is embedded in the life of the school supporting effective self - evaluation and rationales for improvement - verbal feedback strategies - evidence informed practice. Whole school involvement in AfL enquiry research project led by middle leaders has effectively developed research and enquiry skills as well as developing a whole school approach to verbal feedback to support children making progress in writing. AfL project effective in supporting the development of verbal feedback - can be seen in the development of writing - pupil progress, standards.

6.2. Plan for this year 2021 - 2022

This section lays out the priorities that have been identified as this year's development plan.

Target	Details
To continue to design and deliver: a curriculum that is relevant, authentic, purposeful and developed collaboratively with our school community and cluster schools; a curriculum that is developmental and progressive enabling learners to build skills, knowledge and competences; a learning environment that is safe and fit for purpose in supporting learners to be independent, confident, creative, innovative, healthy and ethical.	<ul style="list-style-type: none"> Staff to work collaboratively to co-construct curriculum design principles that are adopted by all staff to ensure that cross-cutting themes (e.g. Diversity, UNCRC) are appropriately considered in curriculum design. Staff to work collaboratively, following our design principles to identify effective practices for each AoLE. Ensure staff access the support for education reform in Wales professional learning programme - EAS sessions. Continue to review the roles and responsibilities of staff in leadership roles to develop a model that enables the realisation of education reform. Utilise the Schools as Learning Organisations (SLO) survey results and professional standards to shape the PL offer, ensuring it is equitable and in line with CfW Ensure that leading pedagogy remains the main focus of all staff work. Encourage Chair of Governors (CoG) /Vice CoG / governors to attend Regional CfW programme of events throughout 2021/22 and cascade back to full governors. Further develop the outdoors to ensure appropriate, stimulating outdoor learning opportunities across school. To develop a whole school approach to progression and assessment which aligns to our curriculum principles & practices.

Target	Details
To ensure high levels of wellbeing of our whole school community in relation to health and safety; enjoyment and fulfilment in learning; enjoyment and fulfilment in developing socially, emotionally, physically, morally and spiritually; mental wellbeing.	<ul style="list-style-type: none"> • To ensure systems, processes, procedures effectively support staff and learner safety, security and wellbeing. • To develop all learners as ambitious, capable, healthy, confident individuals ensuring high levels of wellbeing and engagement in all aspects of school life with a specific focus on vulnerable learners. • To ensure staff and learner wellbeing is high in order for all to thrive in their roles and in their learning • To ensure appropriate and effective identification and progress review of all learners and specifically vulnerable learners in order to identify support. • To ensure appropriate and effective MER of all learners and specifically vulnerable learners in order to evaluate effectiveness of support. • To implement a whole school approach to wellbeing, engaging learners in regular, ongoing self – assessment and progress reviews in order to achieve high levels of wellbeing and engagement • To ensure school is a safe space for children to learn and thrive through developing their voice and involvement in decision making.
To align our policy and practice to the new ALN Transformation Programme.	<ul style="list-style-type: none"> • To ensure ALN procedures and practices are in line with ALN transformation. • To ensure all staff are familiar with the new ALN Bill, receive appropriate PL to enable them to align practice to effectively support our most vulnerable learners. • Years 1, 3, 5 and Nursery to move to new ALN system. • Parents with children on ALN register to be aware of changes coming into place. • Appropriate strategies and resources used with all ALN learners. • Use of Edukey software to house all ALN information.
Metacognition – develop learner capabilities to enable learners to take responsibility for their own learning; AfL - develop assessment and progression practices to support learner progress as a result of our AfL enquiry project.	<ul style="list-style-type: none"> • To re-establish a whole school approach to 'learning to learn' using; a consistent language across school; characters and stories learners can relate to; growth mindset; thinking maps. • To implement research informed AfL strategies to support learner engagement and accelerate pupil progress.
To establish a visual Welsh ethos throughout school that reflects Welsh culture and heritage.	<ul style="list-style-type: none"> • To further develop the use of incidental Welsh across school. • To ensure projects include a focus on Welsh culture and heritage.

6.3. Plan for future years

This section outlines targets to be addressed after this coming year: in 2022/23 and beyond.

Target Area	Details
Curriculum Reform	As a result of MER of 2021 - 2022 <ul style="list-style-type: none"> • Equity and wellbeing, ALN • Implementation of CfW – Curriculum design and progression • Aspects of SLO - Enquiry based research • Pedagogy
Literacy, Numeracy	<ul style="list-style-type: none"> • To continue to maintain standards in English & Maths, Literacy & Numeracy and DCF across the curriculum
Welsh Second Language, culture and heritage	<ul style="list-style-type: none"> • To further develop a strong Welsh ethos by embedding the use of incidental Welsh and new packs and providing a wider range of enriching activities.
Equity and Wellbeing	<ul style="list-style-type: none"> • To further develop wellbeing and equity for all in line with the 'Well - being for Future Generations Act'
Leadership	<ul style="list-style-type: none"> • Review systems for involving all stakeholders in whole school self-evaluation and school development planning. • Develop middle leadership
ICT	<ul style="list-style-type: none"> • Review and update hardware. • Review and update programmes used. • Develop ICT skills across the school • Review and address training needs.
Assessment Manager	<ul style="list-style-type: none"> • Review and refine assessment systems and procedures in line with curriculum reform.

7. People

7.1. Children

7.1.1. Class sizes

The number of children on the school roll as of 16/07/2021 is:

Class	Teacher	Number of pupils
Nursery	Miss S. Martin / Miss S. King	16 full time equivalent am, 12+4 Rising 3's
Reception	Miss Edwards / Mrs McArdell	30
Year 1	Miss Reynolds	30
Year 2	Miss Cornelius	31
Year 3	Mr Webster	30
Year 4	Miss Summers	32
Year 5	Mr Burgess	30
Year 6	Miss Jenkins	29
	Total	244

7.1.2. Year 6 leavers

The children who left Year 6 in July 2021 moved on to the following schools:

School	John Frost	Bassaleg	St. Josephs	Caerleon	Rougemont	Liswerry	Newport High	Wycliffe
No. of children	8	10	3	1	3	2	1	1

7.2. Parents

The partnership between home and school is essential if children are to flourish and reach their full potential. The effectiveness of our relationship has been clearly shown through: very few Covid cases across school; high levels of wellbeing amongst children, staff and our school community; high levels of engagement during distance learning; strong academic attainment; children's all round achievements; feedback from surveys / questionnaires; feedback from the Education Achievement Service (EAS).

Parental involvement this year has included:

- Supporting children with distance learning during periods of lockdown.
- Supporting in school by adhering to Covid systems and processes.

P.T.A. activities, organising and supporting digital events to raise money for school, including:

- a non - uniform fundraising day and a spooky search in October
- an online virtual Fayre, Christmas raffle and the children's Christmas cards
- Collecting uniform for a 'pre-loved uniform' shop
- Clothes bank – filled a few times
- Virtual balloon race at Easter time
- Smarties challenge
- Lottery

Money raised by the P.T.A. has been used to purchase:

- Classroom resources
- Stock replacement items due to the hub
- Whiteboards for each child
- Headphones for each child in KS2
- 3 picnic benches for playground
- Virtual pantomime
- Leavers books
- Leavers trip
- Teacher2Parents

7.3. Staff

The following table shows the current roles and responsibilities of each member of staff:

Name	Roles	Responsibilities
Chris Jackson	Head teacher	<ul style="list-style-type: none"> • Management of school budget • Internal organisation and management of staff, systems, policies and procedures • Performance management lead • Safeguarding • Leadership development • SDP and whole school self - evaluation lead • LLC AoLE team member

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Premises Manager • Keyholder • Risk assessment • Health and safety • Equal opportunities lead • Disabilities manager • Fire regulations • Racial incidents contact • Income generation through: EAS Challenge Adviser work; ETLF and SDP / SER development; Associate Adviser to the National Academy of Educational Leadership, Estyn Peer Inspector; Estyn SER remit. Learning Network School to School work; Peer Review Triad work. Cardiff Met Alliance
Jenny Munslow	Deputy head teacher	<ul style="list-style-type: none"> • Curriculum Reform Lead • Professional Learning Lead – school, cluster, Cardiff Met • Research champion Cardiff Met • Senior mentor Cardiff Met • NQT mentor • External verifier NQT mentor • Student mentor • A.R.R. Leader • Emotional Intelligence Lead • Pupil Participation Lead • Learning to Learn • Health and Wellbeing AoLE team • Performance Management • Health and Safety competent person • Keyholder • Income generation: Pupil Participation – PPLN, NQT External Verifier, Cardiff Met Research Champion and Professional Learning Lead, Learning Network School to School work; Peer Review Triad work
Ruth Cornelius	Teacher SLT	<ul style="list-style-type: none"> • Year 2 Teacher • ALNCo • Science and technology team • Cluster network lead for science and technology • FP lead • FP / KS2 transition • Music lead • Student mentor • External verifier NQT mentor • Teacher representative on GB • Learning network school to school work
Kate Summers	Teacher SLT	<ul style="list-style-type: none"> • Year 4 teacher • Language, literacy and communication AoLE team leader • Literacy LNS lead • Lower juniors lead
Sue Martin	Teacher 60%	<ul style="list-style-type: none"> • Nursery Teacher • Maths and Numeracy AoLE Team Leader

Name	Roles	Responsibilities
Ellie McArdell	Teacher 40%	<ul style="list-style-type: none"> • Reception • Humanities Team Leader
Sarah Edwards	Teacher 60%	<ul style="list-style-type: none"> • Reception Teacher • Health and Wellbeing Team Leader • First Aider
Paige Jenkins	Teacher	<ul style="list-style-type: none"> • Year 6 Teacher • Science and Technology AoLE Team Leader • ICT / DCF
Sophie King	Teacher 40%	<ul style="list-style-type: none"> • Nursery • Expressive Arts AoLE Team Leader
Robert Webster	Teacher (covering maternity leave)	<ul style="list-style-type: none"> • Year 3 teacher • Humanities team
Ella Reynolds	Teacher	<ul style="list-style-type: none"> • Year 1 Teacher • Humanities AoLE Team Leader
Leon Burgess	Teacher	<ul style="list-style-type: none"> • Year 5 Teacher • Health and wellbeing team
Cathie Logan	HLTA	<ul style="list-style-type: none"> • FP • Welsh and Bilingualism lead • Curriculum Cymraeg • LLC team • PPA/ management cover
Julie Ash	HLTA 80%	<ul style="list-style-type: none"> • KS2 • Interventions lead • Maths and numeracy team • Lunchtime rotas • PPA / management
Fiona Griffiths	HLTA 80%	<ul style="list-style-type: none"> • ALN support • ELSA • Lego therapy • Expressive arts team • PPA / AOLE release
Ceri Fitzgerald	TA	<ul style="list-style-type: none"> • Year 6 • Maths and numeracy team • KS2 support
Elizabeth Parker	TA	<ul style="list-style-type: none"> • Reception • Health and wellbeing team
Robyn Jenkins	TA	<ul style="list-style-type: none"> • Reception ALN support • Expressive Arts team • Art / DT Resources
Rachel Mears	TA 60%	<ul style="list-style-type: none"> • Year 1 • Science and Technology team
Sandra White	TA 80%	<ul style="list-style-type: none"> • Lower juniors • Maths and numeracy team • KS2 support

Name	Roles	Responsibilities
Naomi Goldsworthy	TA 40%	<ul style="list-style-type: none"> Year 1 Science and Technology team
Caroline Bunn	TA	<ul style="list-style-type: none"> Nursery Humanities team
Matthew Poyner	TA	<ul style="list-style-type: none"> Year 2 Humanities team
Lynne Pohl	Office Manager	School administration
Sean Cullen	Site Manager	
Sue Dixon	Cleaner	
Nikki Cullen	Cleaner	
Donna O'Neil	Canteen	Employed by Chartwells
Tracy McGee	Canteen	Employed by Chartwells

7.4. Governors

7.4.1. Chair

Kimberley Anthony

c/o Glasllwch Primary School
Melbourne Way,
Newport
Members

Name	Post	Category	Appointed by	Expiry of Term
Mr Stephen Morris		Community	Invitation	2025
Mrs Beth Pell		Parent	Parental vote	2023
Mrs Kimberly Anthony	Chair	Community	Invitation	2025
Mr Thomas Moore	Vice Chair	Parent	Parental vote	2023
Prof James Birchall		Community	Invitation	2025
Mr Robert Cornelius		Community	Invitation	2024
Miss Ruth Cornelius		Teacher	Staff vote	2023
Mr Sean Cullen		Staff	Staff vote	2023

Cllr Matthew Evans		Local Authority	Local Authority	2024
Mrs Gill Hyland		Local Authority	Local Authority	2023
Mr Alan Hyland		Local Authority	Local Authority	2023
Mrs Chris Jackson	Head teacher	Head teacher	Regulations	N/A
Mrs Jenny Munslow	Deputy Head teacher	Associate Governor	N/A	N/A

7.4.2. Clerk

Governor Services,
Education Achievement Service,
Llanwern High School
Hartridge Farm Road
Newport
NP18 2YE

7.4.3. Reviews and policies

The governors review and amend policies and whole school documents according to the policy schedule. The school purchases any resources needed to support any changes made.

The policies and documents that were reviewed and updated this year are:

- Safeguarding
- Health and Safety
- Additional Educational Needs
- Anti-bullying
- Complaints
- Accessibility
- Charges and Remissions
- Equalities
- Home School Agreement
- School Handbooks

7.4.4. School Travel Plan

The governing body has developed a travel plan for the purpose of encouraging safer, healthier and more environmentally-friendly travel to and from Glasllwch Primary School.

The aim is to:

- Raise the road safety awareness of the pupils and parents/carers.
- Raise the health and fitness awareness of the pupils and parents/carers.
- Reduce traffic congestion and pollution near the school gate.
- Improve the school environment.

- Improve the reputation of the school.
- Improve relationships with schools and residents.
- Provide opportunities for children to take part in decision making and learn about citizenship and the environment.

The plan provides behavioural observations and analysis of the current travel patterns, identifies problems and opportunities, sets targets and defines solutions.

A full version of the school travel plan can be obtained from the school website. Suggestions and comments are welcome; please contact the head teacher or the governors.

7.4.5. Elections

No elections were held in 20 / 21.

8. School Budget

8.1. Summary

- The school had a surplus of £115,849 (14.76%) at the end of the financial year 2020/2021
- The projected surplus for the end of the current financial year 2021/2022 is £20,431 (2.46%)
- No travel or subsistence funds were claimed by members of the governing body.

8.2. Details

GLASLLWCH PRIMARY SCHOOL		
FINANCIAL STATEMENT FOR YEAR ENDING 31st MARCH 2021		
2019/20 OUTTURN		2020/21 OUTTURN
EMPLOYEES		
574,134	Teachers	616,232
245,283	Support Staff	240,735
26,317	Caretaker	26,975
0	Midday Supervisors	0
13,003	Cleaners	13,360
OTHER EMPLOYEE COSTS		
9,213	Supply Insurance Premium	9,094
2,762	Agency Staff	595
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0

130	Misc Employee Costs	0
ENERGY		
5,164	Gas	4,821
6,325	Electricity	4,478
0	Oil	0
43,318	CAPITATION & ICT	34,245
614	SCC, EIG and PDG Expenditure	0
PREMISES RELATED		
3,304	Hire Of Facilities	911
11,967	Rates	12,171
6,120	Building Maintenance & Alarm Lines	9,285
5,074	Grounds Maintenance	5,062
1,730	Water	1,332
998	Building Cleaning-Contract	1,074
1,670	Refuse Collection	1,715
4,263	Misc Premises	3,894
COMMUNICATIONS		
382	Postage/Fax/Telex	261
4,541	Telephones	4,324
TRANSPORT		
0	Vehicle Maintenance	0

0	Vehicle Hire	0
1,656	Car Allowance	0
229	Travel Expenses	0
0	EXAM FEES	0
914	EXTERNAL COURSES	1,025
	School Funded Training	
15,920	CENTRAL SERVICES	16,422
	INCOME	
0	Telephones	0
-3,215	Lettings	-116
0	Photocopying	0
0	Music Service Income	0
-21,143	Donations	-6,451
0	Miscellaneous	0
-19,114	Sales Income	-7,175
-42,635	Supply	-33,305
0	Exam Fees	0
-430	Interest	-482
0	Rental Income	0
0	Coaching Fees	0
0	Energy Compensation	0
0	After Schools Club	0
-183,120	Other Grant and Contributions	-218,206
0	EIG	0
0	PDG / EYPDG	0

715,374	TOTAL NET EXPENDITURE	742,276
726,023	TOTAL FUNDING	785,126
10,649	Current Surplus / (Deficit) for year	42,850
62,351	Previous Year's Surplus / (Deficit)	72,999
72,999	Accumulated Surplus / (Deficit) c/fwd	115,849
10.05%	Balance as % of funding	14.76%