



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

Governors' Annual Report 2021-22

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1. Letter from the Chair of Governors

Dear Parents / Carers

Can I welcome you once again to the Governors' Annual Report to parents, which features information pertaining to the 2021-22 academic year.

As a statutory document, there is some information in this document that is similar year on year. However, there is also much that is different and, for me, a highlight of this report has been reading about how Glasllwch 'opened up' again post pandemic. It is wonderful to once again hear about all the countless enrichment activities that were sadly not possible during the time of Covid 19.

As ever, the report is very comprehensive, and it affords a clear glimpse of the indescribable amount of work that goes into making Glasllwch the wonderful and successful school that it is.

My thanks for this are similar to last year, but they are equally sincere: thank you to the incredible team at Glasllwch for their unwavering commitment to the children, and to our community; thank you to the PTA and the Governing Body, for the time and expertise they so readily contribute; and thank you to yourselves, as parents and carers for continuing to support and work in partnership with us - we hope that you are as proud of our school as we are.

Thank you once again and, as always, if you have any questions after reading this report, please do get in touch.

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 2021 - 2022 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, we are inviting you to join our senior leadership team and governors to talk about developments in Curriculum for Wales and to get your views and input into future developments in terms of the strategic direction of the school. This will take place during parental consultation week Monday 17th - Wednesday 19th April in the school hall. We hope you will be able to join us.

2.3. Highlights

- Whole school systems, processes and organisation continued to be highly effective in keeping our school community safe during another challenging year as a result of Covid-19.
- Our school community experienced a relatively low number of positive Covid cases with minimal disruption to life at school.
- The children shone in their virtual Christmas concert performances; nursery – Noisy Nativity, Foundation Phase – Lights, Camel Action, KS2 – Treachery at Traitors' Key.
- Pupil Voice and Pupil Participation continued to be a huge strength with the development of Senedd Glasllwch and staff leading the Pupil Participation Learning Network across the city.
- Children in Year 5 and 6 played in the Dragons Tag Rugby Festival at the Principality Stadium. They visited the Welsh team changing rooms and ran out of the tunnel like true professionals.
- Our whole school Glasllwchbury project was a huge success with all our children experiencing a range of creative, authentic learning experiences ranging from musical performances to designing and creating merchandise for entrepreneurial activities. The end festival was quite spectacular!
- All staff continued to participate in professional learning sessions to ensure our journey to curriculum for Wales 2022.
- We shared our Curriculum for Wales developments across the regional consortia, the Education Achievement Service (EAS), to support other schools.
- Huge congratulations to Mrs Glencross (Miss Jenkins) for winning the award for Primary School Teacher of the year in the South Wales Argus and Education Awards 2021/22 in partnership with Cardiff Metropolitan University. What an achievement; we are so proud of you!
- 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 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 Middle Leader programmes, HT coaching and mentoring programme 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 led 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 *School Improvement Partner 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 South Wales NP20 3RH
Telephone	01633 266398
	01633 252264
E-mail	glasllwch.primary@newportschool.wales
Web	http://www.glasllwch.org.uk

3.1. Term dates

Term	Start	Half term	End
Autumn	02.9.22	31.10.22 - 04.11.21	23.12.22
Spring	09.01.23	20.02.23 - 24.02.23	31.03.23
Summer	17.04.23	29.05.23 -02.06.23	21.07.23

Closed for In-Service Training (INSET):	02.09.22 20.09.22 23.12.22 10.03.23 (Cluster) 05.06.23 06.06.23
Closed for May Day Bank Holiday:	01.05.23
School closed extra Bank Holiday Coronation	08.05.23

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 and Information Sharing

- 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 with parents.
- A monthly SWAY is sent out to share news, events, diary dates, curriculum developments.
- 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'.

Amendments this year include:

- Moving information to a Play List
- Updates on staffing structure.
- Updates on Governors.
- Updates on Curriculum for Wales

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 develop 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 in different ways with development stage, age and emotional wellbeing being key factors in this. We are also very 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 challenges 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 (ALN) 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 ALN are generally catered for within the context of the classroom through universal provision (which may include specific resources, differentiated tasks and additional time).

Children with such needs are sometimes supported by more targeted approaches, such as the support of 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.

Up until 2022, children assessed as having significant ALN may have been allocated a statement, whereby extra funding was provided by the Local Authority (LA) to enable the school to support this need. From 2023, this model will become redundant, as schools move fully to the new ALN system. Those children identified as having significant and specialist needs will move onto an individual development plan (IDP) and schools will use their delegated pot of ALN funding to ensure that these children are provided with appropriate additional learning provision. At the end of 2021 / 2022:

- There were 14 children on the ALN Register and an additional 15 children on our monitoring list who are supported with one-page profiles and universal and targeted provision.
- Extra support was provided in line with the requirements of statements for 5 children.
- Children who have additional learning needs, but not a statement, continued to receive universal and targeted support, including, but not limited to: small group support from teaching assistants; 1:1 or small group intervention programmes; specific and specialist equipment; and differentiated and scaffolded tasks.
- The Additional Learning Needs Co-ordinator (ALNCo) was responsible for overseeing additional learning 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.
- School began the transition from the old SEN (Special Educational Needs) system to the new ALN system.

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 2021 / 2022, the development of children's physical skills was supported through a number of initiatives.

- Individual class PE and games sessions.
- The opening up of sport clubs – football, rugby, netball.
- The opening up of sporting activities, fixtures and events in football, rugby, netball, tennis, cricket, swimming gala and safe cycling.
- Sporting transition events with The John Frost School.
- Whole school sports day.

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.

- Our Resolution Role Models received 'Bullies Out' training to support them in their role.
- Year 5 took part in a Heddlu Bach question and answer session.
- Our pupil group structure was redesigned as below:
 - **Community Committee** - community links, charity fundraising
 - **Eco Champions** - environment, travel, recycling
 - **Well - being Ambassadors** - nutrition, UNCRC, health and fitness
 - **Digital Leaders** - ICT, DCF
 - **Criw Cymraeg** - Welsh language, culture and heritage
 - **Resolution Role Models** - Mediation, behaviour, positive play
 - **Learning Squad** - Learning, curriculum, research and enquiry

Each pupil group meets on a regular basis and contributes to a Senedd Glasllwch action plan which feeds into our whole school development plan.

Two children from each of these groups represent their group in Senedd Glasllwch. Senedd Glasllwch meet with members of the Senior Leadership Team every half term to: discuss what they have been working on; request funding for specific projects; bring to the forefront issues or concerns they may have.

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. Zahr is our Equity and Wellbeing Lead and Mrs S. Lane 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.
- 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. As the year progressed we were able to resume a programme of trips and visits as well as inviting visitors into school.

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.
- (Further activities will be planned throughout the year.)

4.2.2. Events

- Children performed in Harvest, St David's Day and Christmas concerts.
- We celebrated World Book Day; children dressed up as characters from their favourite books, participated in a number of reading challenges and wrote / made their own books to share.
- Children enjoyed a number of immersion days to launch their projects at the beginning of each term.
- Children in all year groups had an opportunity to participate in out of school trips and visits to enhance their learning experiences. Eg. Clearwell Caves, St Fagans, SS Great Britain, Cardiff Bay, Cardiff Castle, Noah's Ark Farm, Techniquet.
- We welcomed a number of visitors into school to enhance learning experiences; Science workshops; a range of workshops with our PSO – Speed awareness, Emergency Services, Cyber Safety, People who help us; Wales and West Utilities; Astro Cymru.

- We welcomed parents into school to sit with their children, look at their books and talk to them about their learning.
- A virtual reading meeting was held with Reception Parents.
- Year 5 and 6 enjoyed their residential visits to Manor Adventure and Hilston Park respectively, participating in a number of outdoor learning activities.
- Children enjoyed an Easter fun day with a school disco and a funky hat parade.
- Year 6 participated in a number of transition events visiting The John Frost School.
- Year 6 performed a leavers' concert and parents were invited.
- Our pupil groups shared what they were working on with our Governing Body.
- Our Pupil Groups presented at the city wide Pupil Participation Network event.
- We raised money for a number of charities including: St Davids Hospice Care, Children in Need, Royal British Legion, Save the Children, Newport Homeless.
- We raised a fantastic £552 for DEC (Disasters Emergency Committee) in support of Ukraine.
- A new intake meeting was held in school for new reception parents.
- A transition meeting was held in school for parents of Year 2 children moving to Year 3.
- All children visited their new classes as part of whole school transition in preparation for September 2022.
- SuperStars ran their holiday courses over the summer holidays.
- Governors are regular visitors to school, giving of their time to work with staff and children sharing their expertise. A huge thank you to Mr Hyland for working with us to develop STEM across school, Mr Cornelius for helping us further develop expressive arts and Mr Morris for working with us on Health and Safety.

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.

4.3.1. Buildings

Work funded through the school budget:

- Old timber trail removed and new Timber Trail installed (partially funded by PTA)
- Paint work touched up around school
- The Year 3 and 4 classrooms were decorated by Mr Cullen
- A new wooden shed was put up in the nursery grounds
- A new fence was put up outside the Year 1 area
- New resources and classes decluttered and refurbished with a natural vibe
- Annual gas safety assessment.
- PAT testing.
- Fire Risk assessment.

Work funded by LA

- Legionella risk assessment completed
- Survey of outdoor wooden structures

4.3.2. Outdoors

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

4.3.3. Information Technology

- Resources purchased to further develop ICT skills:
 - laptops, iPads, interactive TV's

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 21 / 22.

Our attendance target for 2022/2023 is 95%.

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 2021 - 2022

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
<p>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 and competence and where</p>	<ul style="list-style-type: none"> • Agreed curriculum design principles continued to support our design process. • Initial CfW practices for each AoLE have been developed – ensuring whole school agreement and understanding of what is expected as non – negotiables in each AoLE, using appropriate and effective pedagogy. • All staff continued to engage with EAS CfW Professional Learning sessions – supporting curriculum design at Glasllwch and across the cluster. • Schools as Learning Organisation (SLO) survey results and framework continued to support Professional Learning. • Projects provided: authentic, purposeful learning opportunities; pupil participation opportunities; using immediate and wider locality; launch events and identified end goals; included all AoLE's. • Improved learning environments continue to have a positive impact on creating independence, a calming ethos and influence, outdoor learning as well as pupil wellbeing. • All staff are using the What Matters Statements, Descriptions of Learning, Events calendar, authentic contexts proforma as planning documents ensuring coverage and progression as well as purposeful, relevant learning opportunities. • RZ attended EAS Curriculum Design programme led by Lucy Crehan. JM and RZ led PL with all staff to disseminate aspects of the programme and to support our design process.

Target	Progress
<p>assessment and progression are intrinsic to learning and development; a curriculum that is designed following agreed principles and practices; a learning environment that is safe and fit for purpose in supporting learners to be independent, confident, creative, innovative, healthy and ethical.</p>	<ul style="list-style-type: none"> • Within each AOLE staff have unpicked the Descriptions of Learning to identify knowledge, skills and experiences, the overarching threads or concepts that need to be explored with learners. Staff are working on a matrix to map these 'threads' and support planning. • SLT carried out progress reviews with all staff. All learners were discussed in terms of their progress in learning in Literacy and Numeracy as well as their attitudes to learning, attendance, health, social, emotional, mental wellbeing. These sessions are held termly as part of our CfW assessment and progression strategy. • All staff held Learner reviews with the learners in their class to discuss progress, how they feel about their learning and to set agreed targets. • All staff attended PL to develop Curriculum for Wales further and in particular to develop schools assessment and progression strategy. PL has involved reflecting on previous assessment and progression practices, identifying what is still appropriate and relevant and what needs changing. The focus has been on; Why we assess? How we assess? What is assessment? Who is it for? Who is or should be involved? Feedback from all staff is influencing our assessment and progression strategy as we move forwards. • All schools across the John Frost School (JFS) Cluster continued to work collaboratively on curriculum design. • A cluster vision for Curriculum for Wales has been developed. • AOLE Leads across all feeder schools are beginning to collaborate to develop a common approach whilst allowing schools to retain their uniqueness, autonomy and individuality. • Staff engagement in reading, research and enquiry is intrinsic to our curriculum design process. This practice is ensuring an evidence informed curriculum and is an important part of our self - evaluation process to ensure school improvement.
<p>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.</p>	<ul style="list-style-type: none"> • RZ attended regular LA and EAS PL sessions. • RZ led update PL sessions in school to disseminate ALN transformation changes to all staff. • WG deferred the move for specified learners on to the new system for a year – notified in February – positive impact on budget. • IDP meetings were held with parents and learners as appropriate. • All identified ALN learners have appropriate resources to support their specific needs and enable them to access the curriculum effectively. • All staff continue to effectively using the 'Edukey' system for provision mapping and to write Individual Development Plans (IDP's). • RZ and staff have met with parents to transfer the mandated learners / Year groups to the new ALN system except Year 3.

Target	Progress
<p>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, mentally, emotionally, physically, morally and spiritually.</p>	<ul style="list-style-type: none"> • At the start of the year we continued with our Covid systems, processes and procedures in order to keep our school community as safe as possible during challenging times – one way system; bubble groups inside; FP, Years 3 / 4, Years 5 / 6 outside; one adult one child rule; drop and go, pick up and go rule; all visitors to wear face coverings on site; CO2 monitors in all classes regularly monitored and ventilation increased accordingly. • Regularly reviewed risk assessment and key information shared with parents often ensured our school community adhered to our Covid rules. • We experienced a rise in Covid cases amongst learners and staff throughout the autumn term and the first half of the spring term. As the term progressed the numbers of positive cases decreased. • Half way through the year, following LA guidance, we returned to pre Covid lunchtime practices with all FP having lunch together in the hall and all KS2 learners having lunch together in the hall. Whole school playtime at lunchtime also resumed. This had a positive impact on learner and staff wellbeing. • Glasllwch Senedd ensured pupil participation in many aspects of school life – high levels of pupil wellbeing and ownership. • All learners continued to have a say in what they learn, how they learn and how they want to record their findings. • SL took over as the school lead for Pupil Participation, shadowing JM who leads the Pupil Participation Learning Network (PPLN) across the City and will be taking over from her at the end of the year. • RZ, SL, LB continued to attend all LA and EAS PL sessions to support them in ensuring equity and wellbeing across school • 'Jigsaw', a whole school approach to supporting learners social and emotional wellbeing, continued to have a positive impact • Learner reviews are effective in enabling 1:1 or small group discussions between teachers and pupils about progress in learning, challenges, support and setting of agreed targets. • All pupils completed 'thrive' assessments, our bespoke wellbeing tool. Data was analysed and results used to inform progress reviews and support needed • Identified Vulnerable Learners, known by all staff, received extra support as appropriate ensuring high levels of wellbeing and progress in learning. • Development of our outdoor learning environment - positive impact on learner's physical development as well as social, emotional, mental and overall wellbeing.
<p>Improving Pedagogy; Metacognition - encourage learners to take responsibility for their own learning; AfL - use assessment for learning to accelerate progress.</p>	<ul style="list-style-type: none"> • RZ and KS continued to lead the development of metacognition across school. • Thinking maps, the language of growth mindset and class learning pits support learners in learning to learn and thinking about their learning. • These strategies are effective in supporting learners development in building resilience and self-regulation • In learner reviews learners are encouraged to talk about their attitudes to learning and to set a target around metacognition. • LB and ER continued to carry out reading, research and enquiry in relation to metacognition as part of the National Professional Enquiry Project (NPEP). • PG and SL continued to lead staff through our whole school research project on verbal feedback to support learner development in writing.

Target	Progress
	<ul style="list-style-type: none"> Staff continued to practice verbal feedback and to gather data to inform our practice going forward.
<p>To establish a visual Welsh ethos throughout school that reflects Welsh culture and heritage.</p>	<ul style="list-style-type: none"> CL attended EAS network meetings as part of her own PL and to ensure she is up to date on current practices. CL attended cluster PL to develop a collaborative approach to WsL. All learners participated in an eisteddfod to celebrate St Davids Day. Learners participated in eisteddfod competitions as part of home learning as well as in school learning. The hall looked fabulous with the fantastic artwork, models, cookery, writing and craft that was produced Our pupil participation group, Criw Cymraeg, are working hard to promote Welsh across school. They took assemblies to share words, phrases and Welsh games with the rest of the school.

6.2. Plan for this year 2022 - 2023

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

Target	Details
<p>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 and competence and where assessment and progression are intrinsic to learning and development; a curriculum that is designed following agreed principles and practices; a learning environment that is safe and fit for</p>	<ul style="list-style-type: none"> To ensure consistent use of our agreed curriculum design principles to continue to design our curriculum. To develop our AoLE practices as visual Curriculum Practices Overviews to support high quality teaching and learning focusing on effective pedagogy and practice. To ensure curriculum design supports progression in the development of skills, knowledge and experiences across the school, within each AOLE. To ensure understanding, coverage and progression of cross cutting themes across projects. Use the results of the SLO, staff roles and responsibilities, to shape the PL offer, ensuring it is equitable and in line with CfW. Engage govs in collaborative cluster PL as part of our ongoing pilot project. Further develop the learning environment both indoors and outdoors to ensure high quality teaching and learning opportunities across the whole school. Continue to refine and develop our assessment and progression strategy in line with key documents from WG, reflection on practice, collaboration and PL. Support identified year groups with implementing guided reading strategies and using resources and assessment sheets. Ensure targeted support for identified VL’s. Further raise awareness and use of welsh and multicultural authors in all AoLEs.

Target	Details
<p>purpose in supporting learners to be independent, confident, creative, innovative, healthy and ethical.</p>	<ul style="list-style-type: none"> • Ensure coverage of all genres as a result of genre mapping, within literacy and across AoLEs. • Develop a more visual ethos of welsh and international languages and culture. • Consistent approach to using welsh packs and resources needed across all classes. Identify individual staff PL needs. • Use pupil participation through Criw Cymraeg to support learner use and progression of incidental welsh. • To create an up-to-date and adaptable AOLE map, including provision for Welsh Black History. • To ensure staff use the events calendar, links with business and industries, welsh ethos, culture and heritage, To create a Knowledge, Expertise, and Resource Bank • To ensure PS2 and PS3 incorporate one STEM investigation a year. • To integrate coding into projects. • To ensure that KS2 classes cover 6 investigations per year (inclusive of STEM). • To implement and develop a learner journal to track progress across the Jigsaw programme impacting positively on learner wellbeing. Ensure a focus on VL's. • To develop and implement a Glasllwch RSE toolkit. • To continue to implement and develop the use of '4 Mathematics' training planning tools and resources across all year groups. • To ensure staff have the skills/pedagogy to develop learners mental maths skills as prerequisites for written methods. • To ensure all staff have the necessary skills to develop learners' understanding of maths and numeracy within the outdoor learning environment. • To continue to implement "Number Stacks" in year groups R-Y6. • To continue to deliver a consistent focus on welsh culture through each medium. • To ensure all staff have further training in areas which need development such as music, digital media and drama.
<p>To ensure ALN procedures and practices are in line with ALN transformation. To ensure all staff are familiar with the new ALN Bill and receive appropriate PL to enable them to align practice to effectively support our most vulnerable learners. To ensure identified</p>	<ul style="list-style-type: none"> • To move the mandated cohorts onto the new system - Christmas 22 - years 1,3,5. • To write school based IDP's for identified learners both existing and newly identified. • To engage all staff in provision mapping of intervention programmes. • To upskill TAs in running intervention programmes. • To adopt the LA agreed ALN policy and update the school website.

Target	Details
<p>ALN learners' needs are met and they make good or better progress as a result of support and provision and in line with teachers expectations and the curriculum.</p>	
<p>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, mentally, emotionally, physically, morally and spiritually.</p>	<ul style="list-style-type: none"> • To ensure appropriate and effective identification and progress 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 further develop our 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 implement a whole school approach to wellbeing, engaging all learners including VL's 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.
<p>Improving Pedagogy; AfL - Use Verbal Feedback to accelerate progress in writing. Develop a progressive approach to VF across school. Metacognition - Develop a whole school approach to enable learners to take responsibility for their own learning.</p>	<ul style="list-style-type: none"> • To establish and develop verbal feedback strategies in writing across all AOLES. • To ensure all staff are using the 'Glasllwch Enquiry Model' to aid their R&E. • To ensure a systematic and progressive approach to metacognition throughout school developing in line with age and stage. • To promote and develop metacognition through social stories.
<p>To support / develop / promote leadership capacity across school; recognising leadership at all levels; growing leaders; empowering leaders to take ownership; supporting the wider system through sharing leadership expertise.</p>	<ul style="list-style-type: none"> • To identify and ensure explicit leadership roles and responsibilities across school. • To support staff in leadership development and growth. • To support the wider system through engaging in facilitation of leadership programmes and contributing to EAS PL sessions and resources. • To enable all pupils including identified VL's to have a voice as part of project / curriculum planning and through Pupil Participation group.

6.3. Plan for future years

This section outlines targets to be addressed after this coming year: in 2023/24 and beyond.

Target Area	Details
Curriculum Reform	<p>As a result of MER of 2021 - 2022</p> <ul style="list-style-type: none"> • Equity and wellbeing, ALN • Implementation of CfW – Curriculum design, progression and assessment • Aspects of SLO - Enquiry based research • Pedagogy
Literacy, Numeracy	<ul style="list-style-type: none"> • To continue to maintain standards in English, W2L & 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, 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. • Further develop leadership across school.
ICT	<ul style="list-style-type: none"> • Review and update hardware. • Review and update programmes used. • Further develop ICT skills across the school in line with new programmes • Review and address PL 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 22/07/2022 is:

Class	Teacher	Number of pupils
Nursery	Miss S. Martin / Mrs E. McArdell	15 am and 15 pm
Reception	Miss Edwards	30
Year 1	Miss Reynolds	30
Year 2	Miss Cornelius Zahr	30
Year 3	Mr Webster	30
Year 4	Miss Summers	28
Year 5	Mr Burgess	31
Year 6	Miss Jenkins	29
	Total	238

7.1.2. Year 6 leavers

The children who left Year 6 in July 2022 moved on to the following schools:

School	John Frost	Bassaleg	Caerleon	Rougemont	Llanwern
No. of children	14	11	1	2	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; strong progress in learning; children's all round achievements; feedback from surveys / questionnaires; feedback from the Education Achievement Service (EAS).

Parental involvement this year has included:

- Supporting in school by adhering to Covid systems and processes.
- Supporting children with home learning activities.
- Helping in classes.
- Helping on trips and visits.
- Helping with transport for sporting events.
- Contributing to developments in Curriculum for Wales.

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

- Spooky virtual balloon race
- Break the rules day
- Silent Disco
- Cinema Nights
- Christmas and Summer Fayre, Christmas raffle and the children's Christmas cards
- Collecting uniform for a 'pre-loved uniform' shop
- Clothes bank – filled a few times
- Tesco Community Grant scheme
- Smarties challenge
- Easter drawing competition
- Lottery

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

- Classroom resources
- A new Timber Trail
- 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 / School Improvement Partner 60%	<ul style="list-style-type: none"> • Budget planning, management • Staffing structure - recruitment, roles and responsibilities • Policies. Systems, procedures • Curriculum Design and Progression • Assessment (ARR) /progression/standards • Whole school security, fire regulations, disabilities, equal opportunities, health, safety and wellbeing • Safeguarding DSP • Staff Performance Development - professional standards • Strategic overview and school direction - SDO, MER • System Leadership - EAS SIP, Leadership Academy Alumni Associate, EAS facilitator - National programmes • School Governance • Key holder
Jenny Munslow	Deputy Head / Acting HT Professional Learning Lead	<ul style="list-style-type: none"> • Curriculum Design and Progression - Lead • Assessment (ARR) /progression/standards - Lead • Whole school security, fire regulations, disabilities, equal opportunities, health, safety and wellbeing • Safeguarding Deputy DSP • Staff Performance Development - professional standards • Strategic overview and school direction - SDP, MER • Professional Learning Lead; school, cluster, region • System Leadership - EAS facilitator - National programmes • ITE Coordinator • External Verifier • School Governance - observer • Key holder
Ruth Cornelius	Teacher / SLT / Acting DHT Ambassador for Inclusion and Wellbeing	<ul style="list-style-type: none"> • Curriculum Design and Progression • ALNCo • Wellbeing Lead • Equalities • Racial Incidents contact • Interventions • Thrive • Senior Mentor • External Verifier • Learning Squad
Kate Summers	Teacher / SLT Lead for Pedagogy - Principles & Practice	<ul style="list-style-type: none"> • Year 6 teacher • Language, literacy and communication AoLE team leader • Lead Network Schools - LLC • Pedagogical Principles • Innovation and Creativity • External Verifier • Learning Squad
Sarah Lane	Teacher Pupil Participation Lead	<ul style="list-style-type: none"> • Year 4 Teacher • Pupil-influenced Learning, Pupil Consultation Activities, Senedd Glasllwch • Pupil Participation Learning Network (Newport LA) • Health and Wellbeing Team Leader • First Aider

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> Wellbeing Ambassadors
Paige Glencross	Teacher Research and Enquiry Lead	<ul style="list-style-type: none"> Reception Teacher Research & Enquiry Projects Research Champion (Cardiff Met) Science and Technology Lead Digital Leaders
Sue Martin	Teacher 60% Careers and Work related experiences	<ul style="list-style-type: none"> Nursery Teacher Maths and Numeracy AoLE Team Leader
Ellie McArdell	Teacher 40% Careers and Work related experiences	<ul style="list-style-type: none"> Nursery Teacher Humanities Team Leader
Sophie King	Teacher 80% Human Rights	<ul style="list-style-type: none"> Year 2 Teacher Maths and Numeracy AoLE Team
Robert Webster	Teacher Local, National and International Contexts	<ul style="list-style-type: none"> Year 5 teacher Humanities team Resolution Role Models
Ella Reynolds	Teacher Diversity	<ul style="list-style-type: none"> Year 3 Teacher Expressive Arts AoLE Team Leader Community Committee
Leon Burgess	Teacher Relationships and sexuality education	<ul style="list-style-type: none"> Year 1 Teacher Health and wellbeing team Eco Champions
Cathie Logan	HLTA	<ul style="list-style-type: none"> KS2 Welsh and Bilingualism lead Curriculum Cymraeg LLC team PPA/ management cover Criw Cymraeg
Julie Ash	HLTA 80%	<ul style="list-style-type: none"> FP Interventions lead Maths and numeracy team Lunchtime rotas PPA / management Digital Leaders
Fiona Griffiths	HLTA 80%	<ul style="list-style-type: none"> ALN support ELSA Lego therapy

Name	Roles	Responsibilities
		<ul style="list-style-type: none"> • Expressive arts team • PPA / AOLE release • Wellbeing Ambassadors
Ceri Fitzgerald	TA 60%	<ul style="list-style-type: none"> • Reception • Maths and numeracy team • KS2 support • Digital Leaders
Roqia Bibi	TA	<ul style="list-style-type: none"> • Reception • Science and Technology • Digital Leaders
Robyn Jenkins	TA 60%	<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
Claire Templeton	TA	<ul style="list-style-type: none"> • Year 2 • Expressive Arts team • Criw Cymraeg
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
Carol Hall	TA	<ul style="list-style-type: none"> • Year 3 • Health and Wellbeing team • Community Committee
Malekha Ali	TA	<ul style="list-style-type: none"> • Year 3 • Health and Wellbeing team • Community Committee
Lynne Pohl	Office Manager	School administration
Sean Cullen	Site Manager	<ul style="list-style-type: none"> • Premises • Health and Safety
Sue Dixon	Cleaner	
Nikki Cullen	Cleaner	
Donna O'Neil	Canteen	Employed by Chartwells
Stevie	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
Mrs Beth Pell		Parent	Parental vote	2023
Mrs Amy Watts		Parent	Parental Vote	2026
Mrs Nada Koreish		Parent	Parental vote	2026
Mr Joe Draper - Orr		Parent	Parental vote	2027
Mrs Kimberly Anthony	Chair	Community	Invitation	2025
Mr Stephen Morris	Vice Chair	Community	Invitation	2025
Prof James Birchall		Community	Invitation	2025
Mr Robert Cornelius		Community	Invitation	2024
Mrs Ruth Cornelius-Zahr		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 / Acting Head teacher	Associate Governor	N/A	N/A

7.4.2. Clerk

Governor Services,

Education Achievement Service,

The Gateway,

Tredomen Park,

Hengoed,

Ystrad Mynach

CF827EH

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
- 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 local 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

Parent elections were held in 21 / 22. Mrs Amy Watts and Mrs Nada Koreish were successfully appointed. Mr Joe Draper – Orr was appointed in 22 /23.

8. School Budget

8.1. Summary

- The school had a surplus of £116,351 (13.84%) at the end of the financial year 2021/2022
- The projected surplus for the end of the current financial year 2022/2023 is £1,263 (0.13%)
- 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 2022		
2020/21 OUTTURN		2021/22 OUTTURN
EMPLOYEES		
616,232	Teachers	678,149
240,735	Support Staff	270,059
26,975	Caretaker	27,357
0	Midday Supervisors	0
13,360	Cleaners	13,594
OTHER EMPLOYEE COSTS		
9,094	Supply Insurance Premium	12,088
595	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

0	Misc Employee Costs	92
ENERGY		
4,821	Gas	4,110
4,478	Electricity	6,233
0	Oil	0
34,245	CAPITATION & ICT	76,485
0	SCC, EIG and PDG Expenditure	0
PREMISES RELATED		
911	Hire Of Facilities	673
12,171	Rates	12,171
9,285	Building Maintenance & Alarm Lines	8,251
5,062	Grounds Maintenance	8,705
1,332	Water	1,864
1,074	Building Cleaning-Contract	1,091
1,715	Refuse Collection	3,263
3,894	Misc Premises	3,642
COMMUNICATIONS		
261	Postage/Fax/Telex	363
4,324	Telephones	2,582
TRANSPORT		
0	Vehicle Maintenance	11
0	Vehicle Hire	0

0	Car Allowance	0
0	Travel Expenses	0
0	EXAM FEES	0
1,025	EXTERNAL COURSES School Funded Training	7,755
16,422	CENTRAL SERVICES	15,106
	INCOME	
0	Telephones	0
-116	Lettings	-2,304
0	Photocopying	0
0	Music Service Income	0
-6,451	Donations	-10,332
0	Miscellaneous	-2,716
-7,175	Sales Income	-17,175
-33,305	Supply	-42,869
0	Exam Fees	0
-482	Interest	-70
0	Rental Income	0
0	Coaching Fees	0
0	Energy Compensation	0
0	After Schools Club	0
-218,206	Other Grant and Contributions	-238,837
0	EIG	0
0	PDG / EYPDG	0
742,276	TOTAL NET EXPENDITURE	839,936

785,126	TOTAL FUNDING	840,437
42,850	Current Surplus / (Deficit) for year	501
73,001	Previous Year's Surplus / (Deficit)	115,851
115,851	Accumulated Surplus / (Deficit) c/fwd	116,351
14.76%	Balance as % of funding	13.84%