

Annual Report to Parents

2021– 2022



Rhos y Fedwen Primary School



Annual Report to Parents 2021-2022

Welcome from the chair of Governors

I am pleased to present the Annual Report to Parents for the 2021-2022 academic year. The Annual Report to Parents is a document that Governors provide to parents outlining events and developments at the school over the last 12 months. This has been another eventful and challenging time as the effects of the Covid-19 pandemic continue to affect us all. The Governors, Nicola Martin, Sarah Helm and staff of the school have risen to the challenge to ensure the health, safety and wellbeing of our pupils. The school has followed Welsh Government, Public Health Wales and Local Authority advice and guidance to ensure that all required actions have been continued in order to maintain safety and minimise the risk of Covid infection. Following Welsh Government guidelines, the Governing Body continued to carry out governance duties using both virtual meetings, and once allowed, face to face meetings to support and monitor the ongoing actions and the management of the school. The wellbeing of pupils and staff has continued to be at the forefront of all of our meetings. I would like to thank the Local Authority staff and especially the staff of the LEA for their help, support and guidance as we have returned to being together once again. With your support as parents and carers, alongside the work of the staff and Governors, we will enable our students, from 3 to 11 years old, to succeed despite the challenges brought about as a result of the Covid infection.

Governor's Responsibilities

- Ensuring clarity of vision, ethos and strategic direction
- Holding headteachers to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff
- Overseeing financial performance of the school and making sure its money is well spent

The role of a governor is largely a thinking and questioning role, not a doing role. Governors must maintain a strategic view, and not get involved in the day-to-day management and operational responsibilities within the school. The headteacher is responsible for the internal organisation, management and control of the school, and the implementation of the strategic framework established by the governing body.

The simple answer to this is that it supports the work of the school. It provides a different perspective from that of the staff and can help the school to plan for the future and to monitor that it is doing what it says it is doing. It also helps to evaluate the effectiveness of the school's activities. In short, it acts as a critical friend.

What the governing body does not do is to get involved with the day-to-day running of the school. You must be clear that this is the responsibility of the Headteacher. Although members of the governing body may have skills that they can use to support the school, e.g. in finance or health and safety, it is important to remember not to tell the staff how to do their jobs. Although we probably all have an idea of what makes a good teacher, governors do not get involved in making judgements about teachers. The governing body's role is to ensure that there are arrangements in place for a headteacher and senior staff to monitor how staff are performing.

During the majority of this year Governors have not been able to visit the school to monitor standards because of Covid guidelines. However, the acting Headteacher and subsequently the Headteacher kept the governing body well informed about the standards of teaching and learning and provided half-termly updates on the progress of the School Development Plan. Presentations of key school performance information were made, over 'teams', to ensure the governing body were kept up to date.

End of Key Stage data

At the end of the academic year we collected data through national tests and ongoing school processes.

Attendance

Our attendance target for 2021-22 was 98.3%. The actual attendance was 88.78%. Authorised absence was 7.96%. Unauthorised absence was 2.79%.

Organisation

Our school has single and mixed age group classes across the school split into Foundation Phase (Nursery to Year 2) and Key Stage 2 (Year 3 to Year 6).

Class structure for the academic year 2021 – 2022

Class	Year Group	Teacher
Dosbarth Oren	Nursery	Mrs Martin
Dosbarth Melyn	Reception / Year 1	Mrs Farr
Dosbarth Gwyrdd	Year 2/3	Miss Jones/Miss Amor
Dosbarth Glas	Year 4 / Year 5	Miss Whitehouse
Dosbarth Porffor	Year 5 /Year 6	Mrs Phillips

School Administration

Mrs Alex Vedmore

Caretaker

Mr Will Tauati

Our Governing Body

Name	Type of Governor	Start Date	End Date
Steve Winter – <i>Chair</i> <i>Rhos y Fedwen Primary School</i> <i>01495 356021</i>	Community	20/11/2019	20/11/2023
Past Jason Pennington	Community	31/12/2017	31/12/2021
Jill Jones	Community	20/11/2019	20/11/2023
Phillip Edwards	LA appointed	16/12/2019	16/12/2023
Cllr David Wilkshire	LA appointed	09/10/2017	09/10/2021
Mel Madden	Parent Representative	20/11/2019	20/11/2023
Joanne Tauati-Edmunds – <i>Vice Chair</i>	Parent Representative	20/11/2019	20/11/2023
Jackie Stephens	Parent Representative	05/05/2021	05/05/2025
Kate Jones	Staff Representative	26/09/2018	26/09/2022
Rachael Farr	Teacher Representative	26/09/2018	26/09/2022
Gareth Davies	LA appointed		
Jon Mower <i>governor.support@sewaleseas.org.uk</i>	Clerk		

Our Rhos y Fedwen School Development Plan Priorities 2020-2021

1. Professional learning to develop leadership at every level.
2. Equity, well-being and excellence for all- meeting the needs of disadvantaged learners.
3. Preparing for Additional Learning Needs transformation: further develop and embed readiness to adopt ALN bill.
4. Continue to develop an effective, school specific, evidence-based response to the Curriculum for Wales; pedagogy, content, research and professional learning ready for 2022 implementation.
5. Re-strengthening governance and accountability.

Policies in place

Please find below a list of statutory policies that all schools in Wales need to have in place

Policy	School/Local Authority
Attendance	School
Charging	School
Child Protection	Local Authority
Complaints	School
Curriculum	Local Authority
Data Protection	Local Authority
Equality	Local Authority
Health & Safety	Local Authority
Pay	Local Authority
Performance Management	Local Authority
Pupil Behaviour	School
School Session Times	School
Sexual Relationship Education	Local Authority
ALN	Local Authority
Staff discipline, conduct, capability and grievance	Local Authority

We have further policies which support our work across the school and include our:

Complaints Policy and Antibullying Policy (both reviewed and updated June 22)

Behaviour Policy, Esafety Policy and Social Media Policy. We continue to review and update our policies regularly to ensure that our good practice and school procedures are clearly documented.

Budget 2021 - 2022

Delegated Budget	733,174
Balance Brought Forward	116,606
Total Delegated Budget	849,780
Grants	
Education Improvement Grant	50,711
Pupil Deprivation Grant	43,700
Early Years Pupil Deprivation Grant	11,500
Professional Learning for Teachers	3,524
ALP Funding	9,173
Professional Lead Grant	3,000
Professional Leads 2 Grant	2,500
Professional Leads 3 Grant	598
Wellbeing lead	3,000
PDG growth	1,953
Walkthru's Tranche 2	600
School to school model 3	1,000
Additional funding towards ratios	4,222
Curriculum development programme	2,400
Aspiring Headteachers NPQH participants (NM)	1,000
Headteachers strategy group	1,000
LA Grant- Recruit, recover, raise standards additional 2021-22	10,023
LA Grant- ALN new system 2021-22	3,646
LA Grant- Winter of wellbeing 2021-22	1,524
Wellbeing and equity lead	2,500
Power language subscription and half day release for IL lead	188
Wellbeing and equity lead 2	598
Income	158,359
Expenditure	
Employees	551,210
Other Employee Costs	75,133
Energy	15,945
Capitation	26,676
Premises	41,766
Communication	2,212
Transport	600
Central Services	90,045
Total Expenditure	803,586

2021 – 2022 School Calendar

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	02.09.21	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	30.05.22	03.06.22	22.07.22

Teaching and Learning and Curriculum Planning

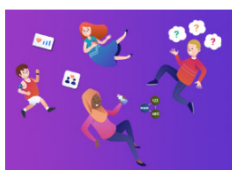
All staff have continued planning for the implementation of Curriculum for Wales. Curriculum for Wales is driven by four purposes. These are that all our children and young people will be supported to develop as:

- 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.

There are 6 Areas of Learning Experience (AoLE)



Expressive Arts



Health and Well-being



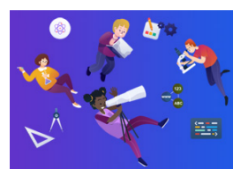
Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete *body of knowledge* and *body of skills*, it is recognised that together they share the *creative process*.

The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. Learners may also be introduced to other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience.

What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience.

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Ready access to vast amounts of data requires all learners to be able to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They need to develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'

Teaching Time

Teaching Time at Rhos y Fedwen Primary School

The National Assembly (Welsh Office) Circular 43/90 recommends that the minimum amount of teaching time, weekly should be 21 hours in the Foundation Phase (5-7 year olds) and 23 ½ hours in Key Stage 2 (7-11 year olds). Teaching time does not include the time allocated to registration, daily collective worship and break and lunch periods. Assemblies will start at 1pm and finish at 1:15pm

	Foundation Phase		Key Stage 2	
	Times	Allotted Time	Times	Allotted Time
Registration	8:55am – 9:00am	5 mins	8:55 – 9:00am	5 mins
Session 1	9:00am – 10:25am	1 hour 25 mins	9:00am – 10:35am	1 hour 35 mins
Break	10:25am -10:45am	20 mins	10:35am –10:55am	20 mins
Session 2	10:45 -12:00	1 hour 15 mins	10:55am –12:20pm	1 hour 25 mins
Lunch	12:00 – 1:00	1 hour	12:20pm – 1:00pm	40 mins
Session 1	1:15 – 2:00	45 mins	1:15pm – 3:00pm	1 hour 45 mins
Break	2:00 – 2:10	10 mins	-	-
Session 2	2:10 – 3:00	50 mins	-	-
Total teaching time per day		4 hours 15 mins		4 hours 45 mins
Total Assembly per week		1 hour 15 mins		1 hour 15 mins
Total teaching time per week		21 hours 15 mins		23 hours 45 mins

Visits, Trips and Visitors to School

Covid safety measures prevented trips and visitors until March 22

March

- N→Y1 Balanceability

April

- Forces Fitness Y2
- Foundation Phase visited 'The Little Role Play Town'
- Cooking Together
- ICT Masterclass

May

- KS2 Classes visited Techniquest in Cardiff
- Mrs Tufty- road safety
- Fire Service Visit
- Cooking Together
- Y6 Cycling Proficiency

June

- Welsh National Opera Singing workshops
- Y4/5 5G technocamps
- Y2/3 5G immersion experience
- Children in Wales-change of law on ending physical punishment of children

July

- KS2 Bryn Bach Park Visit-adventurous activities
- Foundation Phase- The Gruffalo Trail
- Fire Service and Community Police Visit

Gwent Music Service visited throughout the year working across the school, teaching whole class ukelele lessons.

Community Links

- Fit & Fed scheme
- Families First fortnightly session
- Uniform Bank

- Satellite Food Bank
- Hospice of the Valleys
- PC Powell, Schools liaison officer

Other Matters

- Rhos y Fedwen Primary School is an English medium school and Welsh is taught in every year group as a second language.
- Our school teaches the full Foundation Phase and National Curriculum.
- Every child receives music tuition provided by Gwent Music.
- Our school prospectus is updated regularly and is available on request at the school office.
- We use Parentmail and Twitter as our main forms of communication to reduce the use of paper.
- The school has five sets of toilets for pupils, which are cleaned daily.
- We promote healthy eating by
 - encouraging healthy lunch boxes
 - promoting water on desks
- We have links with other schools in our cluster, other local schools, schools outside of the local authority and Ebbw Fawr Learning Community Secondary Phase.