

# Annual Report to Parents

## 2023– 2024



Rhos y Fedwen Primary School



## Annual Report to Parents 2023-2024

### Welcome from the chair of Governors

I am pleased to present the Annual Report to Parents for the 2023-2024 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 we move from the lingering effects of the pandemic to the cost of living increases and reduced budgets across all public services. We continue to support our children and families to meet these challenges.

The wellbeing of pupils and staff has continued to be at the forefront of all of our meetings along with progress in learning. I would like to thank the Local Authority staff for their help, support and guidance resulting in our excellent facilities in the lower school. This major investment in our school ensures our children have the best possible classrooms in which to learn as they begin their journey in education.

With your support as parents and carers, alongside the work of the staff and Governors, we will ensure our students, from 3 to 11 years old, have the best opportunities possible.

I would like to take this opportunity to extend our heartfelt thanks and appreciation to two of our long serving members of staff who have left to progress their careers. During their time at Rhos y Fedwen Primary Mrs Martin and Miss Whitehouse have contributed significantly to both our school community and the wider community beyond.

### A Note from the Headteacher

I am delighted to be able to bring you this annual report. Rhos Y Fedwen is proud to continue growing as a community focused school and it is great to be able to celebrate another successful year with you all.

We are lucky to have such fabulous learners and our dedicated staff team working hard to fulfil our vision

### **'Working Together We Can All Succeed'**

Our school gets better every day as we aim to always be Ready, Respectful and Safe. We are all proud to be members of Rhos Y Fedwen Primary School #proudtobeRyF. We want to be a rainbow in someone else's cloud and work to support each other to enjoy all the opportunities available to us #bearainbow. We strive to be the best we can be in everything we do #bethebestyou.

It is my privilege to be able to lead and serve at Rhos Y Fedwen Primary School.

## 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 view is that the governing body 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. 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 that governors support and challenge the school as a critical friend. 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 robust arrangements in place for a headteacher and senior staff to monitor how staff are performing and support continued professional learning as part of the school improvement process.

## National Test Data

At the end of the academic year we collected data through national tests and ongoing school processes. Year 6 data is shared with Ebbw Fawr Comprehensive School and others where our learners may progress to.

## Attendance

Our attendance target for 2023-24 was 93.8%. The actual attendance was 86.48% Authorised absence was 8.95%. Unauthorised absence was 4.58%.

## Organisation

Our school has single and mixed age group classes across the school split into Early Years (Nursery) Lower School (Reception to Year 3) and Upper School (Year 4 to Year 6).

### Class structure for the academic year 2023 – 2024

Class	Year Group	Teacher
Dosbarth Oren	Nursery	Mrs Martin
Dosbarth Melyn	Reception / Year 1	Mrs Farr
Dosbarth Gwyrdd	Year 2/3	Miss Jones
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	31/12/2024
CLlr David Wilkshire	LA appointed	09/10/2017	09/10/2024
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
Jack Thomas	Staff Representative	26/09/2022	26/09/2025
Rachael Farr	Teacher Representative	26/09/2018	26/09/2025
Gareth Davies	LA appointed	24/01/2023	24/01/2026
Jon Mower <i>governor.support@sewaleseas.org.uk</i>	Clerk	27/09/2018	n/a

## Our Rhos y Fedwen School Development Plan Priorities 2023-2024

1. Strengthen leadership and governance to ensure school development.
2. Developing our curriculum enquiry approach and pedagogy.
3. Develop our approach to assessment and progression to ensure learner progression.
4. Ensuring well-being through diversity, equity and inclusion.

## Policies in place

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

Blaenau Gwent Policies	School Policies
<ul style="list-style-type: none"> <li>• Admissions Guidance</li> <li>• Adoption/Surrogacy Leave</li> <li>• Alcohol and Substance Misuse Policy</li> <li>• ALN Strategy</li> <li>• Attendance Management Policy</li> <li>• Awarding Grants</li> <li>• Capability Procedure for school-based staff</li> <li>• Carers Policy</li> <li>• Community Tuition Access Health Need</li> <li>• Critical Illness &amp; Working Guidelines</li> <li>• Cross Matching Process for Schools</li> <li>• Dignity at Work Policy</li> <li>• Disciplinary Procedure for school-based staff</li> <li>• Domestic Abuse, Violence &amp; Sexual Violence Policy</li> <li>• Educational Visits</li> <li>• Education of Children with a Parent or Close Relative in Prison</li> <li>• Education of Children Looked After</li> <li>• EOTAS</li> <li>• Exclusion Guidance</li> <li>• Grievance policy for school-based staff</li> <li>• Hard to Place Protocol</li> <li>• Inclusion Strategy</li> <li>• IVF Guidelines</li> <li>• Managed Move Protocol</li> <li>• Maternity Leave</li> <li>• Menopause and the Workplace: A Guide for Managers</li> <li>• Partnership Agreement Final Post Consultation</li> <li>• Pastoral Support Guidance</li> <li>• Pay Policy</li> <li>• Performance Management for Teachers</li> <li>• Physical Intervention</li> <li>• Positive Relationships &amp; Behaviour Strategy</li> <li>• Pregnant School Girls Guidance</li> <li>• Reduced Timetable</li> <li>• Redundancy Policy</li> <li>• Relationships (Anti-Bullying)</li> <li>• Schedule of Leave of Absence</li> <li>• School Admissions</li> <li>• Severe Weather Procedure</li> <li>• Terms of Reference VLP</li> <li>• Traveller Attendance Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Additional Learning Needs</li> <li>• Administering Medicines</li> <li>• Anti-Bullying</li> <li>• Anti-discriminatory Strategy</li> <li>• Assessment</li> <li>• Attendance</li> <li>• Blended Learning</li> <li>• Charging &amp; Remissions</li> <li>• Children Who are Looked After</li> <li>• Collective Worship</li> <li>• Complaints</li> <li>• Education of Children with a Parent or Close Relative in Prison</li> <li>• E-Safety</li> <li>• Equity, Diversity &amp; Inclusion</li> <li>• Feedback</li> <li>• GDPR</li> <li>• Gifts &amp; Hospitality</li> <li>• Health &amp; Safety</li> <li>• Lettings</li> <li>• Marking</li> <li>• Mobile Phone</li> <li>• Positive Behaviour Management &amp; Relationships</li> <li>• Privacy Notice</li> <li>• Pupils Acceptable Use of ICT</li> <li>• Pupil Medical Needs</li> <li>• Relationships and Sex Education</li> <li>• Safeguarding</li> <li>• School Uniform &amp; Appearance</li> <li>• Secure and Shelter Procedure</li> <li>• Social Media</li> <li>• Volunteers</li> </ul>

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| <ul style="list-style-type: none"><li>• Volunteers in the Workplace</li><li>• Well-being in Education Strategy</li><li>• Whistleblowing Policy</li></ul> |  |
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## Budget 2023 - 2024

Delegated Budget	£838,109.51
Balance Brought Forward	£137,363.04
<b>Total Delegated Budget</b>	<b>£975,472.55</b>
Other Income	£24,073.00
<b>Total</b>	<b>£999,545.55</b>
<b>Grants</b>	
Education Improvement Grant (EIG)	£12,706
Education Improvement Grant (WEG)	£1,465
Pupil Deprivation Grant	£83,950
<b>Total INCOME</b>	<b>£1097,666.55</b>
<b>Expenditure</b>	
Employees	£698554.00
Other Employee Costs	£110,486.00
Energy	£51,252.00
Capitation	£34,640.00
Premises	£58,838.00
Communication	£5,880.00
Transport	£806.00
Central Services	£92,930.00
<b>Total Expenditure</b>	<b>£1053,386.00</b>
<b>Carry Forward</b>	<b>£44,280.55</b>



## 2023 – 2024 School Calendar

Date	Start	Half Term Starts	Half Term Ends	Term Ends
<b>Autumn</b>	01/09/2023	30/10/2023	03/11/2023	22/12/2023
<b>Spring</b>	08/01/2024	12/02/2024	16/02/2024	22/03/2024
<b>Summer</b>	08/04/2024	27/05/2024	31/05/2024	19/07/2024

## Teaching, Learning and Curriculum Planning

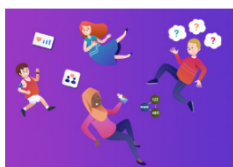
All staff have continued planning for the implementation of Curriculum for Wales. Curriculum for Wales is driven by four purposes. These are that all our children and young people will be supported to develop as:

- 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



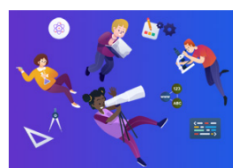
Humanities



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?'

At Rhos y Fedwen we have been working to develop **Our RyF Cwrricwlwm** to provide learning in line with this guidance through an 'Inquiry Approach'. We have so far implemented the beginnings of this through asking big questions for children to explore, investigate and suggest possible answers to. **Our RyF Cwrricwlwm** big questions are planned using planned themes from Humanities and Science. The overarching concepts of 'Identity & Belonging', 'Conflict' and 'Governance' were identified from the Humanities AoLE to match closely with the needs of our learners. Science & Technology themes are grouped over the year into 'The Human Body', 'Light & Sound' and 'Earth & My Planet'.

This year we have embedded the use of **The Faster Reading Project** using high quality, challenging texts to immerse our readers in exciting stories, rich vocabulary and widening their experience through fantasy, historical and social contexts. We have continued to use our '**No Outsiders**' texts half-termly to focus on broadening our understanding, experience and celebration of diversity. We have also used carefully chosen texts to teach empathy skills. Reading remains at the heart of our curriculum offer and we have carefully resourced across our curriculum with high quality texts comprising of fiction, non-fiction, poetry and playscripts.

Our **Ebbw Fawr Schools Cluster** work has supported **Our RyF Cwrricwlwm** through the development of *Cwrricwlwm Enfys Progression Maps* for Literacy and Maths which document the skills that could be taught

in each progression step and/or year group to ensure progression in learning. This supports us in building upon the prior knowledge of our learners through revisiting and expanding upon prior learning throughout the primary school journey.

**Our RyF Cwrricwlwm** is supported by Gwent music providing whole class instrument tuition and this year Dosbarth Gwyrdd enjoyed learning to play the penny whistle

## OPAL-Outdoor Play and Learning

We began our **Outdoor Play and Learning (OPAL)** work this year in order to enrich the playtime experience of our learners. As we have such fabulous school grounds we have aimed to make greater use of our site for our playtimes We have divided our site into zones and allocated available staff (with walkie talkies to enable communication) to the zones on a day by day basis allowing for varied opportunities for purposeful play during the course of the week. We have also provided a range of ‘loose parts’ for learners to explore and play with however they choose. We have building resources available on the school field- crates and pallets, we have a mud kitchen and a digging area. Outdoor play remains a priority for continuous development and staff training as we move into our second year and aim to be the flagship school for OPAL in Wales.

## Teaching Time

	Lower School		Upper School	
	Times	Allotted Time	Times	Allotted Time
<b>Registration</b>	8:55am – 9:00am	5 mins	8:55 – 9:00am	5 mins
<b>Session 1</b>	<b>9:00am – 10:25am</b>	<b>1 hour 25 mins</b>	<b>9:00am – 10:35am</b>	<b>1 hour 35 mins</b>
<b>Break</b>	10:25am -10:45am	20 mins	10:35am –10:55am	20 mins
<b>Session 2</b>	<b>10:45 -12:00</b>	<b>1 hour 15 mins</b>	<b>10:55am –12:20pm</b>	<b>1 hour 25 mins</b>
<b>Lunch</b>	12:00 – 1:00	1 hour	12:20pm – 1:00pm	40 mins
<b>Session 1</b>	<b>1:15 – 2:00</b>	<b>45 mins</b>	<b>1:15pm – 3:00pm</b>	<b>1 hour 45 mins</b>
<b>Break</b>	2:00 – 2:10	10 mins	-	-
<b>Session 2</b>	<b>2:10 – 3:00</b>	<b>50 mins</b>	-	-
<b>Total teaching time per day</b>		<b>4 hours 15 mins</b>		<b>4 hours 45 mins</b>
<b>Total Assembly per week</b>		<b>1 hour 15 mins</b>		<b>1 hour 15 mins</b>
<b>Total teaching time per week</b>		<b>21 hours 15 mins</b>		<b>23 hours 45 mins</b>

## Visits, Trips and Visitors to School

We undertook a range of visits linked directly to **Our RyF Cwrricwlwm** including to the Buddhist temple, performing at St David’s Church and local walks. We took learners to Rassau Stores, Cardiff Castle, The Big Pit, The Beaufort Theatre and The New Theatre in Cardiff. We went to St Fagan’s Outdoor Museum in Cardiff and to The West Midlands Safari Park. Some children visited Jamie’s Farm in Monmouthshire.

Louby Lou, storyteller, visited us. We were able to be inspired for our successful entrepreneurial projects by our school cook, Jackie, Melanie Van de Velde from Blaenavon Pottery and 'The Crafty Penguin' who supported our making of personalised items.

We all visited the library to enjoy stories and books. Dosbarth Porffor and Dosbarth Oren worked with Llys Nant y Myndd for our intergenerational projects.

We were proudly represented at The Cenotaph by our Head Boy and Deputy Head Girl. Some of our year six learners accessed master classes across the curriculum at the Ebbw Fawr Learning Community. Some school Council members represented RyF by attending The Children's Grand Council.

Some classes accessed live online events including the Remembrance service, Diversity training and Lyfta live lessons.

## Community Links

- Families First fortnightly session available to all parents
- Uniform Bank- preloved items laundered, ironed and carefully packaged
- Satellite Food Bank & Too good to go food sharing.
- Police liaison officer
- Flying Start weekly parent & baby class
- Llys Nant Y Mynydd -Extra care housing scheme partnership working
- St David's Church with Father Dominic & Father Tony
- The Rassau General Stores supported us by purchasing team sports kit
- Thornton's Quarry Housing Development

## Other Matters

- Rhos y Fedwen Primary School is an English medium school. Welsh and French are taught in every year group as additional languages.
- Our school teaches our Curriculum for Wales in pursuit of the 4 purposes. Our children are supported to develop as ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens and healthy, confident individuals.
- 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 X (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
  - encouraging healthy snacks
- 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.
- Through the 21<sup>st</sup> Century Schools initiative, improvement works have been completed and we moved back into our refurbished lower school building in February 2024. Our lower school building now boasts a well-used sensory room and a well-resourced shared learning area across Reception, year one and year two.
- We now have solar panels installed generating electricity for use by the school which along with our newly installed LED lighting reduces our environmental impact and hopefully, our running costs.
- Lower school pupils have been entitled to universal provision of free school meals.