



# Ysgol yr Holl Saint All Saints' School



## Governing Body Annual Report to Parents/Carers

2019/20

<b>Date Adopted by Governing Body</b>	16th June 2020
<b>Head Teacher - Mr Richard Hatwood</b>	
<b>Chair of Governors - Father Tudor Hughes</b>	



Dear Parents/Carers,

It gives me great pleasure to present you with the annual report for our school for this academic year.

The report gives you a flavour of the work of the school and of the many people who contribute to it's success.

I would like to record my thanks to my fellow Governors who give freely of their time and talents to the school, and also sincere thanks to Mr. Hatwood and the staff of the school who provide such high quality care, support and guidance to enhance the wellbeing and education of your children. The recent Estyn report is a tribute to their hard work and dedication.

Thank you too, to you, the parents and carers of our pupils and for your ongoing partnership with us which benefits your children and the whole school.

A handwritten signature in dark ink, appearing to read 'T. C. Hughes', with a horizontal line underneath.

**Father Tudor Hughes**

## **Meetings with Parents/Carers**

Statutory guidance to the governing bodies of maintained schools in Wales regarding the duty to hold meetings with parents. (Guidance document no: 104/2013) The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents.

Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. At All Saints' Church in Wales Voluntary Aided School, the Governing Body will continue to produce an annual written report to parents/carers and provide an opportunity for parents/carers to meet with Governors to present the report on request.

The Governing Body will also continue to communicate and engage with parents over the school year via newsletters, Twitter notices or surveys as necessary. Governors may call an extra parent/carers' meeting if they believe that an issue which affects the school needs to be discussed. The school currently offers parents/carers the opportunity of three meetings per year to discuss pupil progress.

Periodically there are parent workshops offered or meetings called to share new initiatives and give parents ideas on how best to support their child's learning at home. In addition we operate an Open Door policy and parents are encouraged to come into school or make an appointment with the class teacher or Headteacher to discuss any issues.

All Saints' Church in Wales Voluntary Aided School, has a complaints policy and procedure in place; copies can be obtained from the school office or our school website. Further advice on how parents may go about requesting a meeting with a Governing Body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetingsstatutoryguidance/?lang=en>

## **Estyn**

The school was inspected by Estyn in February 2020 and was deemed as 'Good' in each of the five areas inspected. The inspection summary is as follows:

During their time at the school, most pupils make good progress in reaching high standards in their writing, mathematics and Welsh oracy skills. Nearly all pupils behave exceptionally well and show a high standard of care and consideration for others. Staff promote pupils' cultural, social and moral development particularly well.

The promotion of shared core values is a strength of the school. The school has an inclusive ethos where all staff know the pupils well and provide high levels of care, support and guidance. Teachers plan a wide range of interesting and stimulating learning opportunities. As a result, pupils have very positive attitudes towards learning. This supports their development as independent learners and enables them to make good progress. The headteacher provides strong and effective leadership. A supportive team of staff show strong commitment to the school and its pupils. Staff engage with new initiatives well and work effectively together to develop the school as a thriving learning community.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **School Development Plan**

The current School Development focuses on four priorities:

1. To develop the 4 purposes for the new curriculum and 12 pedagogical principles
2. To develop extended writing across the school
3. To develop use of Welsh across the school
4. To prepare for the implementation of the Additional Learning Needs reforms.

Further details and analysis can be found at the end of this report.

## The Governing Body

Name	Role
Mr Richard Hatwood	Headteacher
Father Tudor Hughes	Foundation (Ex-Officio)
Cllr Andrew Atkinson	Local Authority
Mr Ian Evans	Parent
Mrs Jane Tinniswood	Foundation
Mrs Jane Williams	Foundation
Mrs Sue Roden	Foundation
Mr Anthony Lewis	Foundation
Ms Pauline Jarvis	Foundation
Mr John Allewell	Foundation
Mrs Jan MacDonald	Additional Community
Mr Matthew Holmes	Teacher
Mrs Ceri Edwards	Staff
Vacancy	Foundation

**Clerk to the Governing Body** – Ms Camila Povey

**Chair of Governing Body** – Father Tudor Hughes

*C/O – Ysgol yr Holl Saint – All Saints' School, School Hill, Gresford. LL12 8RW.*

The Governing Body under the chair of Father Tudor Hughes continues to work closely with the school in a range of strategic and supportive ways. There have been four full meetings of the Governing Body, nine committee meetings during the academic Year 2019/20.

At these meetings Governors have considered issues relating to: the upkeep of the building, accommodation, staffing, allocation of allowances to teachers, finance, curriculum matters including data, Governor training, and Admissions. All statutory committees have met each term to discuss relevant matters and reported back to the full Governing Body.

Governors have taken responsibility for areas of whole school policies and subject areas. Mrs Jan MacDonald is the Governor responsible for Child Protection; Mr Richard Hatwood (Headteacher) is the member of staff who also has responsibility for Child Protection.

The next election for one vacancy as a parent governor will take place in September 2020.

## Curriculum

The school curriculum is the culmination of all pupils' learning experiences. It is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. This is especially true being a Church in Wales Voluntary Aided School, our values based approach is central to our school curriculum.

## School Data Report

Baseline to Foundation Phase (Value Added).

SCHOOL		6653338		Gresford All-Saints Primary						
BASELINE TO END OF FOUNDATION PHASE (based on matched pupils)								ALL PUPILS		
PERFORMANCE		Baseline 2017		End of FP 2019		Variance	PROGRESS		Number of Pupils	% or Avg Outcomes of Progress
		%	No	%	No					
FPI	Achieved %	64.3	27	90.5	38	26.2	Achieved at Both Baseline and FP		25	59.5
	Number of Matched Pupils	42		42			Achieved at FP but not Baseline		13	31.0
							Achieved at Baseline but not FP		2	4.8
							Did Not Achieve Either at Baseline or FP		2	4.8
							Total		42	100.0
* Of the 44 pupil(s) with 2019 End of FP assessments, 42 had 2017 Baseline assessments (and were not awarded either 'N' or 'D'). This is a percentage match of 95.5%. See notes below for more information.										
** 1 pupil equates to 2.4%										
LCE	Below Expected Outcome	28.6	12	9.5	4	-19.0	At Baseline - Below Expected Outcome		12	4.3
	Expected Outcome and Above	71.4	30	90.5	38	19.0	At Baseline - Expected Outcome		24	3.4
	Above Expected Outcome	14.3	6	40.5	17	26.2	At Baseline - Above Expected Outcome		6	2.2
	Number of Matched Pupils	42		42			Total		42	
	Average Outcome	1.9		5.3			Average Outcomes of Progress			3.5
LCW	Below Expected Outcome	-	-	-	-	-	At Baseline - Below Expected Outcome		-	-
	Expected Outcome and Above	-	-	-	-	-	At Baseline - Expected Outcome		-	-
	Above Expected Outcome	-	-	-	-	-	At Baseline - Above Expected Outcome		-	-
	Number of Matched Pupils	-	-	-	-	-	Total		-	-
	Average Outcome	-	-	-	-	-	Average Outcomes of Progress		-	-
MD	Below Expected Outcome	31.0	13	2.4	1	-28.6	At Baseline - Below Expected Outcome		13	4.2
	Expected Outcome and Above	69.0	29	97.6	41	28.6	At Baseline - Expected Outcome		27	3.6
	Above Expected Outcome	4.8	2	50.0	21	45.2	At Baseline - Above Expected Outcome		2	3.0
	Number of Matched Pupils	42		42			Total		42	
	Average Outcome	1.7		5.5			Average Outcomes of Progress			3.7
PSD	Below Expected Outcome	11.9	5	2.4	1	-9.5	At Baseline - Below Expected Outcome		5	4.0
	Expected Outcome and Above	88.1	37	97.6	41	9.5	At Baseline - Expected Outcome		15	3.7
	Above Expected Outcome	52.4	22	73.8	31	21.4	At Baseline - Above Expected Outcome		22	2.9
	Number of Matched Pupils	42		42			Total		42	
	Average Outcome	2.4		5.7			Average Outcomes of Progress			3.3

**NOTES:**

1. This is a matched pupil analysis. It only includes your school's 2019 FP Assessments for pupils for whom a September 2016 Baseline Assessment is available (which may be from a different school).
2. It does not include pupils who have been awarded code D (Disapplied) or code N (Not awarded an outcome for reasons other than disappliance).
3. The Foundation Phase Indicator for 2016 Baseline has been calculated for the matched pupils i.e. those pupils who achieved the Expected Outcome at Baseline for LCE/LCW, MD and PSD i.e. Outcome 2+.
4. In order to calculate average outcomes and average outcomes of progress, outcomes lower than 1 have been given the following values: Gold = 0. Silver = -1. Bronze = -2 and W = -3

Foundation Phase to Key Stage Two (Value Added).

SCHOOL		6653338		Gresford All-Saints Primary							
END OF FOUNDATION PHASE TO END OF KEY STAGE 2 (based on matched pupils only)								ALL PUPILS			
PERFORMANCE		End of FP 2015		End of KS2 2019		Variance	PROGRESS		Number of Pupils	% or Avg Levels of Progress	
		%	No	%	No						
FPI /	Achieved %	97.7	43	95.5	42	-2.3	FPI / CSI	Achieved at Both FP and KS2	42	95.5	
CSI	Number of Matched Pupils	44		44		Achieved at KS2 but not FP		0	0.0		
						Achieved at FP but not KS2		1	2.3		
						Did Not Achieve Either at FP or KS2		1	2.3		
							Total	44	100.0		
* Of the 44 pupil(s) with 2019 KS2 assessments, 44 had 2015 End of FP assessments (and were not awarded either 'N' or 'D'). This is a percentage match of 100.0%. See notes below for more information.											
* 1 pupil equates to 2.3%											
LCE / English	Below Expected Level	2.3	1	4.5	2	2.3	LCE / English	At End of FP - Below Expected Level	1	2.0	
	Expected Level and Above	97.7	43	95.5	42	-2.3		At End of FP - Expected Level	21	2.2	
	Above Expected Level	50.0	22	52.3	23	2.3		At End of FP - Above Expected Level	22	1.8	
	Number of Matched Pupils	44		44		Total		44			
	Average Level	2.5		4.5		Average Levels of Progress			2.0		
LCW / Welsh	Below Expected Level	-	-	-	-	-	LCW / Welsh	At End of FP - Below Expected Level	-	-	
	Expected Level and Above	-	-	-	-	-		At End of FP - Expected Level	-	-	
	Above Expected Level	-	-	-	-	-		At End of FP - Above Expected Level	-	-	
	Number of Matched Pupils	-		-		Total		-			
	Average Level	-		-		Average Levels of Progress			-		
MD / Maths	Below Expected Level	0.0	0	0.0	0	0.0	MD / Maths	At End of FP - Below Expected Level	0	0.0	
	Expected Level and Above	100.0	44	100.0	44	0.0		At End of FP - Expected Level	20	2.3	
	Above Expected Level	54.5	24	56.8	25	2.3		At End of FP - Above Expected Level	24	2.0	
	Number of Matched Pupils	44		44		Total		44			
	Average Level	2.5		4.7		Average Levels of Progress			2.1		

**NOTES:**

1. This is a matched pupil analysis. It only includes your school's 2019 KS2 Assessments for pupils for whom a 2015 FP Assessment is available (which may be from a different school).
2. It does not include pupils who have been awarded code D (Disapplied) or code N (Not awarded an outcome for reasons other than disapplication).
3. In order to calculate the average levels of progress, the End of Foundation Phase Assessments have to be converted to their End of Key Stage 1 equivalent e.g. Foundation Phase Outcome A = KS1 Equivalent Score of 4 / FPO6 = 3 / FPO5 = 2 / FPO4 = 1 / FPO3 = 0.75 / FPO2 = 0.5 / FPO1 = 0.25 / W = 0.
4. Foundation Phase PSD and Key Stage 2 Science Assessments are not shown as they are not directly comparable although they will be included in the FPI and CSI figures.

## Class Organisation

The school currently has 10 classes, four mixed aged Foundation Phase classes and, 4 single age Key Stage Two classes and two mixed age Key Stage Two Classes. During 2019/20, the breakdown of pupils can be found as follows:

Year	Registration Group	Grand Total
Year 1	Y1/2D	14
	Y1/2W	11
<b>Year 1 Total</b>		<b>25</b>
Year 2	Y1/2D	15
	Y1/2W	18
<b>Year 2 Total</b>		<b>33</b>
Year 3	Y3	27
	Y3/4	18
<b>Year 3 Total</b>		<b>45</b>
Year 4	Y4	22
	Y3/4	7
<b>Year 4 Total</b>		<b>29</b>
Year 5	Y5	28
	Y5/6	13
<b>Year 5 Total</b>		<b>41</b>
Year 6	Y5/6	13
	Y6	29
<b>Year 6 Total</b>		<b>42</b>
Year N	EYP	18
	EYS	16
<b>Year N Total</b>		<b>34</b>
Year R	EYP	15
	EYS	18
<b>Year R Total</b>		<b>33</b>
<b>Grand Total</b>		<b>282</b>

## School Hours

Nursery Sessions 8.55 am. – 11.30 am. 5 mornings per week **or**  
12.35 pm. – 3.10 pm. 5 afternoons per week

Lower Foundation/  
Upper Foundation Phase 8.55 am. – 12 noon 12.55 p.m. – 3.15 p.m.

Key Stage 2 8.55 am. – 12.00 pm. 12.55 p.m. – 3.25 p.m.

*Foundation Phase – 4.50 hours per day (24 hours per week)*

*Key Stage 2 – 5.00 hours per day (25 hours per week)*

## Attendance

Our current attendance status for the 2019/20 school year can be found below:

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	Sessions	%
Attendances	61438	94.86
Authorised absences	2940	4.54
Unauthorised absences	392	0.61
Possible Attendance	64770	
Including		
Approved Educational Activity	340	0.52
Lates before reg closed	302	0.47
Lates after reg closed	44	0.07
Unexplained absences	27	0.04

We continue to engage with the Education Welfare Service with regard to supporting and managing attendance and punctuality. We follow a graduated response with regard to pupils who have persistent absence or lateness, which includes welfare support and use of Fixed Penalty Notices as a last resort.

## Additional Learning Needs & Inclusion

Our Additional Learning Needs & Inclusion Coordinator (ALNCo) manages provision and support for those who are identified as having an Additional Learning Need (ALN). The school engages with schools across the cluster to prepare for the Additional Learning Needs Code and to support the implementation of Individual Development Plans.

Teachers work on a common format for Individual Education/Behaviour/Communication Plans and they are supported in developing these by the ALNCo. Several interventions are in place to support a range of ALN, including Literacy and Numeracy, social communication and emotional, social and behavioural needs. Provision Mapping for pupils who have ALN is in place and the school uses SIMS to track pupil progress as they move through school both through year groups and through subjects.

## Welsh Government Language Category

Ysgol yr Holl Saint – All Saints' School is currently in Language Category 5 as classified by the Welsh Government. This category means that the school is a 'predominantly English medium school'. Although English is the main language of daily teaching and learning, there is a significant focus on the use of the Welsh language. This was recognised during the Estyn Inspection of the school in February 2020 where inspectors found that, 'most pupils make good progress in reaching high standards in their writing, mathematics and Welsh oracy skills'.



The school is actively engaged in the Cymraeg Campus Scheme and has close links with the Urdd entering several competitions and extra-curricular activities to promote the use of the Welsh language socially as well as academically.

### **Extra-curricular Activities**

The school enjoys a very broad offering of extracurricular activities, both during lunch times and after school. During the current school year, there have been clubs such as First Aid, Drama, Team Games, Football, Netball, Cricket Spanish, Healthy Grub Club, Choir, Lego, Art, Criw Cymraeg, Science and others.

Pupils have had the opportunity to experience residential visits and have also been to the Young Voices concert in Manchester. In addition, there are several 'paid for' clubs that are also open to pupils that take place after school.

Estyn found that, 'Many benefit from the school's wide range of extra-curricular activities' when they inspected the school in February 2020.

### **Promotion of healthy eating and drinking by pupils**

The school catering team follow Welsh Government guidelines regarding providing a healthy menu. All school meals (hot and cold) are prepared on site and the catering team is managed by the Local Authority. There is a salad bar and fruit option for pupils daily. Foundation Phase pupils have a daily fresh fruit snack and access to water throughout the day.

Key Stage Two pupils are encouraged to eat healthily and also have free access to water throughout the school day. The school communicates the importance of healthy eating and drinking to pupils as part of the school curriculum.

### **Community Links**

The school enjoys strong links with the wider community. Visitors are regularly welcomed to the school to enrich and enhance both the curricular and extra-curricular offering. The Police School Liaison Officer also visits the school regularly and delivers sessions with pupils in all year groups. When inspected in February 2020, inspectors found that, 'There are valuable opportunities for pupils to engage in a purposeful way with their local community.'

Over the last school year, the pupils have engaged in activities relating to the Gresford mining disaster, have attended services at All Saints' Church, have visited the local pre-school provision for a joint Christmas service and have carried out a 'Fairtrade Hunt' at the local supermarket.

The school has a very active Home School Association who we must thank for their hard work in organising several fundraising events over the school year.

### **Health & Safety**

The school holds regular fire drills (at least half termly). The Health and Safety Committee has been reformed this school year and have undertaken a Health and Safety Walk outlining priorities to incorporate into the Five Year Buildings Plan. The school continues to engage with the Local Authority and Diocese regarding this plan.

## Term Dates

<b>AUTUMN TERM</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>
<b>Training Day</b>			
Term Opens	Mon 3 September 2018	Mon 2 September 2019	Tue 1 September 2020
Half Term Close	Fri 26 October 2018	Fri 25 October 2019	Fri 23 Oct 2020
Half Term Open	Mon 5 November 2018	Mon 4 November 2019	Mon 2 Nov 2020
Term Closes	Fri 21 December 2018	Fri 20 December 2019	Fri 18 December 2020
<b>SPRING TERM</b>			
Term Opens	Mon 7 January 2019	Mon 6 January 2020	Mon 4 January 2021
Half Term Close	Fri 22 February 2019	Fri 14 February 2020	Fri 12 Feb 2021
Half Term Open	Mon 4 March 2019	Mon 24 February 2020	Mon 22 Feb 2021
Term Closes	Fri 12 April 2019	Fri 3 April 2020	Fri 26 March
	(NB. Good Friday 19 April 2019)	(NB. Good Friday 10 April 2020)	(NB. Good Friday 2nd April 2021)
<b>SUMMER TERM</b>	(Easter Sunday 21 April 2019)	(Easter Sunday 12 April 2020)	(Easter Sunday 4 April 2021)
Term Opens	Mon 29 April 2019	Mon 20 April 2020	Mon 12 April 2021
<b>May Day</b>	<b>Mon 6 May 2019</b>	<b>Fri 8 May 2020</b>	<b>Mon 3 May 2021</b>
Half Term Close	Fri 24 May 2019	Fri 22 May 2020	Fri 28 May 2021
Half Term Open	Mon 3 June 2019	Mon 1 June 2020	Mon 7 June 2021
<b>CTD</b>	<b>Thu 27 June 2019</b>	<b>Thu 25 June 2020</b>	<b>TBC</b>
Term Closes	Mon 22 July 2019	Mon 20 July 2020	Tue 20 July 2021

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

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

## Accessibility

Ramps are situated in various parts of the school to allow access for disabled pupils; there is also toilet provision for both disabled adults and pupils. There is complete access at ground floor level for disabled pupils and adults. The school has established an Accessibility Plan, Equalities Policy and Strategic Equality Action Plan. A range of school policies have been reviewed this year. The school engages with Children's Services as required for support/guidance relating to safeguarding and child protection.

## School Prospectus

The school prospectus has been re-designed this year to compliment the style and design of the new school website. Information relating to staffing, classroom organisation, the curriculum and provision for Additional Learning Needs has been updated. Copies of the prospectus are available on request from the school office or can be found on the school website. ([www.gresfordallsaints.co.uk](http://www.gresfordallsaints.co.uk)) (The school prospectus is compliant with the Welsh Assembly Circular 22/96 – School Prospectus – checklist of contents.)

## Policies

The school has a current Accessibility Policy, Equalities Policy and Strategic Equalities Plan. During the current academic year, the following school policies have been amended and updated as per the school policy review schedule:

Policy
Additional Learning Needs
Admissions Policy
Charging Policy
Child Protection
Complaints Policy
Curriculum Policy
Data Protection Policy
Health & Safety Policy
Pay Policy
Performance Management Policy
Pupil Discipline & Anti-Bullying Policy
Safeguarding Policy
Sex & Relationships Education Policy
Strategic Equality Plan (Action Plan)
Whistleblowing Policy
Acceptable Use of ICT
Managing Redeployment Redundancy Policy
Risk Management Policy
Educational Visits Policy
Lettings Policy
Looked After Children Policy
Managing Medicines & Healthcare Needs Policy
Marking & Feedback Policy
Positive Handling & Physical Intervention Policy

The majority of amendments relate to the development of the new Curriculum for Wales and the Additional Learning Needs and Educational Tribunal Act. Copies of all school policies are being uploaded to the school website as reviewed and are all available from the school office on request.

All policies are reviewed in detail by the Equalities Impact Committee to ensure compliance with the Equalities Act (2010) and are then challenged/adopted by the full Governing Body.

## School Toilets

The school has several toilets for pupils and staff. Early Years pupils have access to toilets within the Early Years Unit. These are all self-contained cubicles and these are mixed toilets for boys and girls. Year 1 and 2 pupils have separate toilets close to their classrooms and there are individual toilets for boys and girls. Junior pupils have boys and girls toilets located close to their classrooms. The school also has an accessible toilet which also contains shower facilities.

All toilets are cleaned daily and are part of the five year building plan for complete refurbishment.

## 2019/20 School Finance Statement:

	Schools Budget 2019/20	Expenditure and Income to 29th February 2020	Expenditure and Income March 2020	Expenditure & Income to 31st March 2020	Balance at 31st March 2020
0 - TOTAL EMPLOYEES	1,036,439.00	994,073.55	81,712.83	1,075,786.38	(39,347.38)
1 - TOTAL PREMISES	42,650.00	30,214.03	6,923.55	37,137.58	5,512.42
3 - TOTAL SUPPLIES	34,631.00	54,452.70	11,499.77	65,952.47	(31,321.47)
4 - TOTAL 3RD PARTY PAYMENTS	(62,259.00)	0.00	0.00	0.00	(62,259.00)
6 - TOTAL SUPPORT SERVICES	45,816.00	42,924.00	3,367.00	46,291.00	(475.00)
8 - TOTAL INCOME	(194,035.00)	(214,882.30)	(37,654.27)	(252,536.57)	58,501.57
MDP201 - ALL SAINTS V.A. GRESFORD	903,242.00	906,781.98	65,848.88	972,630.86	(69,388.86)

## School Development Plan

### Three Year Strategic Plan

2019-2020	2020-2021	2021-2022
<p>To develop all staffs' understanding of the new curriculum reform: The Four Purposes, 12 Pedagogical Principles, new standards for teachers and support staff.</p> <p>To begin to implement proposals as part of the ALN Reforms.</p> <p>To further develop extended writing across the school.</p>	<p>All staff to begin to develop the six Areas of Learning and Experience within planning, teaching and learning. (As final Curriculum is published). (Governing Body to allocate resource to support this)</p> <p>To increase the use and reference of the 12 Pedagogical Principles.</p> <p>All teachers to become Leaders of Learning and to access</p>	<p>All staff to become familiar with assessment procedures within Curriculum 2022.</p> <p>To fully implement the Additional Learning Needs and Educational Tribunal Act and Code regulations and requirements.</p> <p>To develop the outdoor environment of the school at Key Stage Two. (Fundraising to take</p>

To further develop the Welsh language across the school.	<p>Professional Learning to support this.</p> <p>Learning with and from the external environment and larger learning system (working in the local community, within Wales and the wider world).</p>	<p>place through the Home School Association to support this).</p> <p>To manage the move of Early Education into the school to further enhance transition. (Governing Body to allocate resources to support this).</p>
<p><b>On-going School Development</b></p> <ul style="list-style-type: none"> <li>• To promote the use of Prayer Spaces and Reflection Areas within classrooms.</li> <li>• Review of Leadership and Management Roles following appointment of new Headteacher and appropriate Professional Learning sought.</li> <li>• To continue to engage with the Local Authority attendance monitoring processes.</li> <li>• The development and use of the SIMS Tracking system.</li> <li>• The use of the Outdoor Learning Environment within the Foundation Phase (2019/20) and Key Stage Two (2021/22)</li> <li>• Regular assessment of the impact of the Pupil Development Grant funding in narrowing the attainment gap.</li> <li>• Departmental Foundation Phase Action Plan.</li> </ul>		

*One Year Operational Plan (This is a summary of start and end points. Copies of the full School Development Plan are available from the school office).*

<b>Priority 1:</b> To develop an understanding of the Four Purposes, 12 Pedagogical Principles, new standards for teachers and support staff.	<b>Four Purposes:</b> Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals.
<p><b>Position Statement:</b> (September 2019)</p> <p>During the Summer Term 2019, all teaching staff attended information meetings about the Curriculum for Wales 2022 and have a better understanding of the 4 purposes, 6 Areas of Learning and 12 Pedagogical Principles. Learning Support Assistants were given feedback from the meetings and are aware that the curriculum is under reform.</p> <p>Senior Leaders believe that the school is in a strong position with regards to the 12 Pedagogical Principles: Encouraging Collaboration; Reinforcing cross curricular responsibilities i.e. literacy; Support social and emotional development and positive relationships; Employing a broad repertoire of teaching approaches. All teaching staff have used the new teaching standards as part of the Performance Management process since November 2018. As part of this process, staff evidence progress made against these standards.</p>	
<p><b>End Position:</b> (July 2020)</p> <p>All staff will demonstrate a greater knowledge and understanding of the 12 Pedagogical Principles and will utilise the Four Purposes as the driving force behind learning. All teachers, Learning Support Assistants and pupils will be able to consider how to extend opportunities to develop Literacy, Numeracy, Welsh language and digital competence across the curriculum through real learning experiences.</p> <p>From November 2019 support staff will have used the Professional Standards for Assisting Teaching as part of their Performance Management Process, demonstrating a clear understanding of the standards expected.</p>	



<b>Priority 2:</b> To begin to implement proposals as part of the ALN Reforms.	<b>Four Purposes:</b> Ambitious, Capable Learners; enterprising, creative contributors; healthy, confident individuals.
<p><b>Position Statement:</b> (September 2019)</p> <p>Over the last two years we have engaged in the ALN Transformation Programme and the changes it will bring to our pupils and processes in school. The ALNCo has been contributed to half termly meetings of the ALNCOs within our cluster. The school has engaged in Person Centred Practice Professional Learning and will continue to refine and develop this as the final version of the Code nears publication.</p> <p>As a Cluster Group, the ALNCOs have focussed on Person Centred Practice, the creation of One Page Profiles, Person Centred reviews pupils who have Additional Learning Needs, what Universal Provision will look like and are exploring ways to implement it in the classroom, exploring possible training required to support staff. In total five members of staff have completed the 2 day PCP training, 2 have attended the Supporting Literacy in the Classroom course and 3 have attended the Differentiation in the Classroom sessions. Staff meetings have been held at school to raise awareness of the changes and implications for teaching. The implementing of One Page Profiles for all Pupils is underway.</p>	
<p><b>End Position:</b> (July 2020)</p> <p>For all staff and stakeholders to have a greater understanding of the ALN Reform, what quality first teaching, universal provision and Additional Learning Provision looks like in context and how to best support pupils who have Additional Learning Needs in the classroom.</p> <p>The ALNCo will have developed an understanding of what Individual Development Plans look like and will have started the conversion process of pupils supported currently at School Action Plus level. The ALN Register will have been reviewed to demonstrate an understanding of the needs of pupils in the school and this will ensure that pupils are supported based on their need.</p>	



<b>Priority 3:</b> To further develop extended writing across the school.	<b>Four Purposes:</b> Ambitious, Capable Learners; enterprising, creative contributors; healthy, confident individuals.
<p><b>Position Statement:</b> (September 2019)</p> <p>Staff have identified that extended writing needs to be a focus across the school. Foundation Phase staff visited a school in our cluster to gain support on the implementation on Talk 4 Writing strategies. (Hook for the Book) The Key Stage Phase Leader attended a Talk for Writing Non-Fiction training day and disseminated information and strategies to all teaching staff. A whole school Alien Invasion fortnight immersive experience took place during the Spring Term and examples of extended writing were showcased to families and members of the wider community.</p>	
<p><b>End Position:</b> (July 2020)</p> <p>For all learning environments to promote a positive writing ethos equipping children with the tools and skills to become confident and enthusiastic writers. To encourage all pupils to write independently for pleasure and purpose, applying skills developed across the curriculum, showing a clear development in progressive skills. The emerging impact will be to see an increase from 25% at Writing Level 5+ to be more in line with levels achieved in oracy and reading.</p> <p>Systems will be well used to monitor and track pupil progress in reading and spelling, where pupils are not making expected progress, a substantial intervention offering will be in place to support pupils in narrowing the gap and in turn making expected progress. This will be used as part of Pupil Progress Meetings in a triangular manner, attainment (Teacher Assessment, Standardised Scores, examples of work), potential (FFT, CATS, Predicted) and wellbeing. (PASS, attendance, exclusion).</p>	

<b>Priority 4:</b> To further develop the Welsh language across the school.	<b>Four Purposes:</b> Ambitious, Capable Learners; enterprising, creative contributors; healthy, confident individuals.
<p><b>Position Statement:</b> (September 2019)</p> <p>Since 2018, the school has been working towards attaining the Bronze Award in Cymraeg Campus. The Criw Cymraeg have been in place for two years and they have worked hard to ensure that Welsh language is heard in all services. Celebration Service is completed mostly in Welsh: awards are presented bilingually, they always have Welsh music/bands to listen to on the way in and out, sing a Welsh hymn and say a Welsh prayer.</p> <p>Simple language patterns have been embedded across the school, i.e. bore da, diolch, croeso, ga i fynd..., dw i'n hoffi. A weekly Welsh Club has been running for a year. Eisteddfod is held biannually and Year 5 visit Glan-Llyn takes place annually. A weekly language session is available for staff and is delivered by one of the Welsh Subject Leaders.</p>	
<p><b>End Position:</b> (September 2020)</p> <p>For pupils to feel a sense of pride for living in Wales, learning about the culture and speaking the language, developing their sense of Cynefin. Pupils will be confident readers of texts suitable for their age and have the knowledge of phonemes behind the grapheme for each letter of the alphabet to enable them to be more confident readers. In order for pupils to be more confident when using their oracy skills, teachers will model ideas for pupils to use in Helpwr Heddiw sessions and then hand over control to pupils for daily sessions. Staff will develop their confidence of speaking Welsh, therefore weekly sessions will be available and delivered by the Welsh Subject Leader and Professional Learning opportunities will be offered. Staff and pupils will use the Welsh names for places around school and to use Welsh words to specify the times of the day.</p>	