
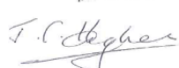


Ysgol yr Holl Saint All Saints' School



Governing Body Annual Report to Parents/Carers 2020/21

| | | | |
|--|--|----|------------|
| Equality Act Impact Assessment | YES | NO | 27.07.2021 |
| Last Review Date | June 2021 | | |
| Date to be reviewed by Senior Management Team | Summer Term 2022 | | |
| Date Adopted by Governing Body | 27.07.2021 | | |
| Head Teacher - Mr Richard Hatwood |  | | |
| Chair of Governors - Father Tudor Hughes |  | | |



Dear Parents and carers,

It gives me great pleasure to present you with the annual report of the Governing Body of our school for the 2020/21 academic year. The Coronavirus pandemic continued to impact on all of our lives, and in the running of the school, but despite the pandemic, excellent things have been achieved both in terms of standards of achievement and pupil wellbeing.

The report gives you a flavour of the work of the school and of the many people who contribute to its success. The school continues to move forward both in terms of the standards achieved and in the fabric of the building and wider campus and we look forward to the continuing future developments.

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.

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

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'F. Tudor Hughes', with a horizontal line underneath.

Father Tudor Hughes
Chair of the Governing Body

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 last inspected by Estyn in February 2020 and was deemed as 'Good' in each of the five areas inspected. **Due to the Coronavirus pandemic, the school awaits its Section 50 Church in Wales inspection.** The Estyn 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.

| Inspection area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

School Development Plan

The current School Development for 2020/21 focused on the following priorities:

1. To prepare for the implementation of the Curriculum for Wales and Additional Learning Needs reforms.
2. To develop the 'Recovery Curriculum' for returning to school.
3. To provide further opportunities for pupils to influence what and how they learn.
4. To develop opportunities for use of numeracy skills across the curriculum.
5. To ensure the most able pupils are challenged.

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 Matthew Lewis | 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 six full meetings of the Governing Body and nine committee meetings during the academic Year 2020/21.

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 Foundation Governor vacancy has now been filled for the 2021/22 school year.

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. The Curriculum for Wales is launching in 2022 and will result in significant changes to teaching and learning in schools, the Governing Body are working with staff at pace to prepare for this.

Curriculum 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).

Due to the Coronavirus Pandemic, reporting requirements for data have been suspended this year.

Foundation Phase to Key Stage Two (Value Added).

Due to the Coronavirus Pandemic, reporting requirements for data have been suspended this year.

Class Organisation

The school currently has 11 classes, four mixed aged Foundation Phase classes and, seven 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 | Reg | F | M | Grand Total |
|---------------------|-------|------------|------------|-------------|
| Year 1 | Y1/2D | 11 | 7 | 18 |
| | Y1/2W | 11 | 8 | 19 |
| Year 1 Total | | 22 | 15 | 37 |
| Year 2 | Y1/2D | 5 | 9 | 14 |
| | Y1/2W | 7 | 6 | 13 |
| Year 2 Total | | 12 | 15 | 27 |
| Year 3 | Y3 | 6 | 18 | 24 |
| | Y3/4 | 5 | 4 | 9 |
| Year 3 Total | | 11 | 22 | 33 |
| Year 4 | Y4 | 15 | 14 | 29 |
| | Y3/4 | 10 | 9 | 19 |
| Year 4 Total | | 25 | 23 | 48 |
| Year 5 | Y5 | 15 | 10 | 25 |
| | Y5/6 | 5 | 5 | 10 |
| Year 5 Total | | 20 | 15 | 35 |
| Year 6 | Y5/6 | 7 | 9 | 16 |
| | Y6 | 15 | 13 | 28 |
| Year 6 Total | | 22 | 22 | 44 |
| Year N | N | 13 | 13 | 26 |
| Year R | Rec P | 8 | 12 | 20 |
| | Rec S | 8 | 10 | 18 |
| Year R Total | | 16 | 22 | 38 |
| Grand Total | | 141 | 147 | 288 |

School Hours

Nursery Sessions

8 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)

Due to the Coronavirus Pandemic, all statutory aged pupils attend school from 8.55 – 3.15pm. This has, through consultation, been made permanent from September 2021.

Attendance

Our current attendance status for the 2020/21 school year can be found below:

| | Sessions | % |
|-------------------------------|----------|-------|
| Attendances | 78576 | 96.31 |
| Authorised absences | 2773 | 3.40 |
| Unauthorised absences | 239 | 0.29 |
| Possible Attendance | 81588 | |
| Including | | |
| Approved Educational Activity | 250 | 0.31 |
| Lates before reg closed | 64 | 0.08 |
| Lates after reg closed | 3 | 0.00 |
| Unexplained absences | 0 | 0.00 |

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.

During the 2020/21 school year, the teaching staff have outlined what the 'Universal Provision' of the school and 'Targeted Universal Provision' of the school will be from September 2021 when the Additional Learning Needs and Educational Tribunal Act and subsequent Code become mandatory.

Teachers work on a common format for Individual Education/Behaviour/Communication Plans and they are supported in developing these by the ALNCo. An extensive range of 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. **Whilst due to the pandemic, operating these has not been possible during the current academic year,** usually, clubs such as First Aid, Drama, Team Games, Football, Netball, Cricket Spanish, Healthy Grub Club, Choir, Lego, Art, Criw Cymraeg, Science amongst others are offered to pupils.

Pupils have had the opportunity to experience residential visits and plans for year 4 upwards to undertake residential visits are in place for the next year. **Due to the centres being closed as a result of the pandemic, pupils in year 5 and 6 have had day visits to Pentre-Llyn-Cymer and Nant BH this year.**

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. **(This has been closed by the Local Authority during the pandemic)** 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 undertaken fieldwork across the village, have visited Maes-y-Pant developing community links and have worked virtually when outside providers have been unable to attend school due to the pandemic.

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 despite the challenges posed by the pandemic.

Health & Safety

The school holds regular fire drills (at least half termly). The Health and Safety Committee have been pivotal in providing support and challenge for the school leadership team in relation to the Coronavirus Risk Assessment and subsequent actions taken to mitigate the risks associated with this.

The Health and Safety Committee have also been instrumental in developing the Five Year Buildings Plan which has been fully supported by the Governing Body and Local Authority. The school continues to engage with the Local Authority and Diocese regarding this plan.

Term Dates

| AUTUMN TERM | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
|----------------------|---------------------------------|--------------------------------|---------------------------------|
| Training Day | | | |
| Term Opens | Mon 2 September 2019 | Tue 1 September 2020 | Tue 1 September 2021 |
| Half Term Close | Fri 25 October 2019 | Fri 23 Oct 2020 | Fri 22 Oct 2021 |
| Half Term Open | Mon 4 November | Mon 2 Nov 2020 | Mon 1 Nov 2021 |
| Term Closes | Fri 20 December 2019 | Fri 18 December 2020 | Wed 22 December 2021 |
| SPRING TERM | | | |
| Term Opens | Mon 6 January 2020 | Mon 4 January 2021 | Thu 6 January 2022 |
| Half Term Close | Fri 14 February 2020 | Fri 12 Feb 2021 | Fri 18 Feb 2022 |
| Half Term Open | Mon 24 February 2020 | Mon 22 Feb 2021 | Mon 28 Feb 2022 |
| Term Closes | Fri 3 April | Fri 26 March 2021 | Fri 8 April 2022 |
| | (NB. Good Friday 10 April 2020) | (NB. Good Friday 2 April 2021) | (NB. Good Friday 15 April 2022) |
| SUMMER TERM | (Easter Sunday 12 April 2020) | (Easter Sunday 4 April 2021) | (Easter Sunday 17 April 2022) |
| Term Opens | Mon 20 April 2020 | Mon 12 April 2021 | Mon 25 April 2022 |
| May Day | Fri 8 May 2020 | Mon 3 May 2021 | Mon 2 May 2022 |
| Half Term Close | Fri 22 May 2020 | Fri 28 May 2021 | Fri 27 May 2022 |
| Half Term Open | Mon 1 June | Mon 7 June 2021 | Mon 6 June 2022 |
| CTD | Thu 25 June 2020 | Thu 24 June 2021 | Thu 30 June 2022 |
| Term Closes | Mon 20 July 2020 | Tue 20 July 2021 | Wed 20 July 2022 |
| TOTALS | | | |
| Training Days | Training Days | Training Days | Training Days |

Please note: training dates from September 2013 will be decided by the individual school within their consortium. For all enquiries regarding these dates please contact the school.

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 accessible 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 and have been reviewed in detail by the Equality Impact Committee of the Governing Body. 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 again this year to compliment the style and design of the updated school website. Information relating to staffing, classroom organisation, the curriculum, provision for Additional Learning Needs and enrichment activities 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) (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 |
|--|
| Accessibility Plan |
| Additional Learning Needs Policy |
| Admissions Policy |
| Anti-bullying Policy |
| Child Protection |
| Complaints Policy |
| Curriculum Policy |
| E-Safety and Social Networking Policy |
| Food and Fitness Policy |
| Gifts and Hospitality Policy |
| Governor Visits 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) |
| Acceptable Use of ICT (Distance Learning) |
| Marking and Feedback Policy |
| Managing Redeployment Redundancy Policy |
| Managing Medicines & Healthcare Needs Policy |
| Mixed Classes Policy |
| More Able and Talented Policy |
| Outdoor Learning and Forest School Policy |
| Risk Management Policy |
| Teaching and Learning Policy |

| |
|-------------------------|
| Smoke Free Policy |
| Substance Misuse Policy |

The majority of amendments relate to the development of the new Curriculum for Wales and the Additional Learning Needs and Educational Tribunal Act in addition to changes in language to ensure they are as accessible as possible. Copies of all school policies are available on the school website and are also available from the school office upon 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. Nursery and Reception pupils have access to toilets within their classrooms. 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.

During the 2020/21 school year, the year 5 and 6 toilets have been re-modelled and re-furnished. 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 Financial 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) |

2020/21 School Financial Statement:

| | Schools Budget 2020/21 | Expenditure and Income to 28th February 2021 | Expenditure and Income March 2021 | Expenditure & Income to 31st March 2021 | Balance at 31st March 2021 |
|-----------------------------------|------------------------------|--|---|---|--|
| 0 - TOTAL EMPLOYEES | 1,029,057.00 | 971,271.40 | 60,204.56 | 1,031,475.96 | -2,418.96 |
| 1 - TOTAL PREMISES | 39,987.00 | 40,278.13 | 12,821.35 | 53,099.48 | -13,112.48 |
| 3 - TOTAL SUPPLIES | 20,166.00 | 63,701.94 | 15,585.77 | 79,287.71 | -59,121.71 |
| 4 - TOTAL 3RD PARTY PAYMENTS | -82,065.00 | 0.00 | 0.00 | 0.00 | -82,065.00 |
| 6 - TOTAL SUPPORT SERVICES | 46,500.00 | 42,568.00 | 3,782.00 | 46,350.00 | 150.00 |
| 8 - TOTAL INCOME | -110,400.00 | -137,144.50 | -123,126.95 | -260,271.45 | 149,871.45 |
| MDP201 - ALL SAINTS V.A. GRESFORD | 943,245.00 | 980,674.97 | -30,733.27 | 949,941.70 | -6,696.70 |

The Governing Body are pleased to confirm that the budget deficit has reduced from - £69,388.86 to -£6696.70 over the last academic year with a planned surplus for March 2022.

School Development Plan Three Year Strategic Plan

| 2020 – 21 | 2021 - 22 | 2022 - 23 |
|--|--|---|
| Engage in the 'recovery curriculum' and preparations for blended and distance learning as and if required. | Staff to begin to teach fully through the six Areas of Learning and Experience. Focus on planning, teaching and learning. | Redevelopment and resurfacing of the Clappers' Lane yard to provide an additional outdoor learning and play space for Early Years pupils. |
| Prepare for the implementation of the Curriculum for Wales and the Additional Learning Needs reforms. | To ensure compliance with the Additional Learning Needs and Educational Tribunal Act and Code regulations and requirements. | Continue ongoing re-stocking of the school library resources. |
| Provide opportunities for pupils to contribute to what and how they learn. | Review the Religious Education scheme of work in the context of the Curriculum for Wales and also the Agreed Syllabus with the collaborative working group established across Church in Wales schools. | Review the Digital Competence Skills provision across the school. |
| Improve pupils' application of numeracy skills across all areas of learning. | Further embed outdoor learning and forest schools across the school with the implementation of a 'Forest School Mentor'. | Secure the Cymraeg Campus Gold Award. |
| Ensure consistency in teachers' expectations of what pupils can do, particularly those who are more able. | Secure the Cymraeg Campus Silver Award. | |
| Secure the Cymraeg Campus Bronze Award. | | |

On-going School Development

- Promote the use of Prayer Spaces and Reflection Areas within classrooms.
- Development of Welsh language skills across the school.
- Review and continue to develop the SIMS Tracking system within the context of curricular reform.

- Regular assessment of the impact of the Pupil Development Grant funding in narrowing the attainment gap.
- Continue to engage with the Local Authority attendance monitoring processes.
- Upgrade and refurbishment of the ICT and reading infrastructure of the school.
- Leadership of the North Wales Emotional Health and Wellbeing Resilience workstream.
- Develop the Initial Teacher Education (Chester, CaBan, Open University and Edge Hill universities).

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).

Priority 1:

Engage in the 'recovery curriculum' and preparations for blended and distance learning as and if required.

Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals.

Position Statement: (September 2020)

During the Summer Term 2020, teaching staff engaged in preparations for the blended and distance learning approaches and these were used successfully with around 80% of pupils engaging in the model during the school closure. A higher percentage of older pupils engaged and a lower percentage of Foundation Phase pupils. Pupils require further support to engage and make full and best use of the technologies.

Senior Leaders have worked with the regional school improvement service, [GwE](#), to develop the 'recovery curriculum' for September 2020 onwards. This has centred around utilising the Accelerated Learning Grant to target the support to where it is needed following school based assessments. The school continues to use the PASS (Pupil Attitude to School and Self) survey to identify pupil wellbeing needs and support will then be provided at a whole class, small group or individual level.

Evaluation (Summer Term 2021)

- The Blended Learning programme provided by the school continued to develop over the second lockdown, with daily lessons provided to all pupils and individual support provided as required.
- Digital skills amongst staff and pupils have improved which will support Blended Learning approaches and digital skill use in the future.
- Wider agencies such as CAMHS INREACH have collaborated with school staff to support pupils, staff and wider stakeholders on the return to school. A result of this has been the school leading the development of a Mental Health and Wellbeing Framework for North Wales.
- Accelerated Learning Grant funding has been utilised to provide support as noted in the plan to all pupils and progress has been tracked by Higher Level Teaching Assistants and teaching staff.

Pupil Voice

- Pupils engage with their teachers at the start of the new units of work to explore their questions and to engage with what they would like to find out.
- Whilst engaging in Blended and Distance Learning, pupils will use technologies to develop and influence the direction of study.
- There will be an element of free choice built into planning to give pupils the opportunity to choose what and how they learn.

Priority 2:

Prepare for the implementation of the Curriculum for Wales and the Additional Learning Needs reforms.

Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals.

Position Statement: (September 2020)

During the Summer Term 2020, teaching staff had engaged in a collaborative professional learning project to embed the 4 purposes and 12 pedagogical principles into the Humanities Area of Learning and Experience (AoLE). Teaching staff are now planning through the [AoLEs](#) and working to ensure a pupil centred approach to teaching and learning.

Staff have engaged in several professional learning activities relating to curriculum development. Senior Leaders have undertaken change management, establishing a curriculum vision and effective teaching and learning principles. Staff have also engaged in Person Centred Practice, and Person Centred Review professional learning in addition to professional learning in interventions such as Rapid Maths, Toe by Toe, Word Wasp, Emotional Literacy Support Assistant (ELSA) and Unearthing.

Evaluation (Summer Term 2021)

Staff have had access to new planning approaches based on a 'Planning and Reflection Journal' approach. This has given staff the chance to reflect on pupil progress and their own professional learning. Approaches to curriculum making have been shared through a Welsh Government project on a 'playlist'. (<https://bit.ly/3x89vk8>)

The School Council have worked to develop child friendly versions of the four purposes with behaviours which progress as pupils move up through the school. These will then become the core of the Behaviour Policy and Celebration Services in the next school year.

'Writing for Purpose' professional learning days have impacted on a consistent writing process being implemented across the school which has in turn led to a consistent approach to Oracy and Reading.

The Science Primary Quality Mark has been completed and we await the outcome of this portfolio submission which showcased the quality of Science education and enrichment opportunities in the school.

Pupil Voice

- Pupil voice will be central to the Curriculum for Wales; giving pupils opportunities to influence 'what and how' they learn.
- Displays in each classroom will have a point to celebrate pupil voice in terms of curriculum design.
- The School Council/Eco Council will feed into developing the school vision for curriculum.
- The School Council/Eco Council will feed into developing the school vision for Science and Technology as part of the Primary Science Quality Mark.
- Person Centred Practice approaches are central to the ALNET Act and Code and pupil voice will be central to reviewing Individual Development Plans.
- All pupils will have One Page Profiles which highlight their involvement in leading their own learning and identifying their needs.

| | |
|---|---|
| Priority 3: Provide opportunities for pupils to contribute to what and how they learn. | Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals. |
| Position Statement: (September 2020) Pupil voice has a strong focus across the school. The School Council, Eco Council and other groups of pupils make a positive contribution to the life of the school, both in terms of curricular and extra-curricular activities. Various members of staff lead these groups of pupils to ensure that there is a model of distributed leadership in place. Moving forward, it is planned to further enhance the role of pupil voice in the life of the school. This will lead to embedding pupil voice, giving pupils the opportunity to contribute to 'what and how' they learn and also making the school more child friendly by involving the pupils in the development of 'Pupil Friendly Policies' helping involve the pupils in the governance of the school. | |

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| Evaluation (Summer Term 2021) Positive impact of pupils learning when they are involved in the planning process, influencing the direction of their studies; pupil influenced rather than pupil led. The pupils have understood the 'why' and have a clear understanding of the skills being covered. As school re-opened, pupils undertook Discovery Days to inspire and engage them in their learning. Staff undertook professional learning with regard to the curriculum being pupil influenced rather than pupil led. The School Council and other councils have contributed to the effective development of the school, including the implementation of the Curriculum for Wales and refurbishment of toilets. | Pupil Voice <ul style="list-style-type: none"> • Pupils will develop as 'leaders of learning' ensuring that they take an active role in outlining what and also how they learn. • Work scrutiny and planning audits will demonstrate embedded approaches to pupil voice and pupils involving themselves in their own learning. • School Councils are democratically elected members and their work is influenced by the feedback, ideas and direction of their peers. • Immersion Days are utilised as a tool to engage pupils in choosing 'what and how' they learn following an initial 'hook'. |
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| Priority 4: Improve pupils' application of numeracy skills across all areas of learning. | Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals. |
| Position Statement: (September 2020) A strong focus is placed on developing Literacy and Numeracy skills within the school in line with the Welsh Government priorities. Whilst the teaching of Mathematics was found to be strong during the February 2020 Estyn inspection, it was recommended that the school undertakes further work to enhance and embed numeracy skills across the curriculum. The inspectorate noted that the school should, <i>'improve pupils' application of numeracy skills across all areas of learning'</i> . In September 2020, the school purchased the Rapid Maths intervention for pupils who were not making expected progress in maths. This in turn will impact on the implementation of numeracy skills in other subjects and Areas of Learning and Experience. In 2020/21, the school plans to invest in a new mathematics programme to support teachers in developing the core and transferrable skills which will influence and help to embed numeracy skills across all areas of learning. A celebration display exists within a central area of the school to showcase Numeracy across the curriculum in all year groups. | |

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| Evaluation (Summer Term 2021) Tracking system has helped to identify gaps in pupil progress and next steps in learning. Due to the pandemic, activities such as the F1 in Schools did not proceed as planned and will commence in the next school year. Teachers exploited opportunities for numeracy skill application well, but further work around this next year is required to begin to embed the progress made. The Rapid Maths intervention has impacted positively on pupil progress (ALN) in maths which has in turn supported those pupils in applying those skills in numeracy based activities. Teachers will reflect on the new mathematics planning within the context of Curriculum for Wales to ensure that Numeracy skills are well developed across all Areas of Learning and Experience in 2021/22 | Pupil Voice <ul style="list-style-type: none"> • Pupils will be actively involved in contributing towards what and how they learn. In turn, this will give them influence as to how they collate and present their numeracy work. • Pupils will support ongoing evaluation of the priority through engaging in 'Listening to Learners' activities and in other monitoring activities. • Self-assessment of numeracy activities using tracking ladders and other tools to ensure a good understanding of where pupils numeracy skill development is and where it needs to go next. |
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| Priority 5: Ensure consistency in teachers' expectations of what pupils can do, particularly those who are more able. | Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals. |
| <p>Position Statement: (September 2020)</p> <p>A list of pupils who are identified as being More Able and Talented is being drawn up by class teachers, the ALNCo and Senior Management Team. This will ensure these pupils are in turn supported and challenged appropriately. Further to this work, ongoing work to develop assessment arrangements and the Curriculum for Wales are taking place in conjunction with an enhanced tracking and monitoring system.</p> <p>Estyn recommended that the school work to <i>'ensure consistency in teachers' expectations of what pupils can do, particularly those who are more able'</i> and although work has been carried out during the Spring and Summer terms 2020, further work is required due to the restrictions caused by the pandemic which made realising our vision and aims more of a challenge. Teaching staff and engaging in professional learning opportunities provided by the Regional School Improvement Service to understand assessment mechanisms for Curriculum for Wales which will in turn impact on teachers' expectations.</p> | |
| <p>Evaluation (Summer Term 2021)</p> <p>The use of the 'must, should, could' success criteria has impacted positively on pupil understanding, challenge and engaging pupils in reaching higher outcomes.</p> <p>Senior Leaders have established a cross county Assessment Group to work with QwE to understand what progression, assessment and measures will look like within the Curriculum for Wales and how to best work towards these.</p> <p>Further work in 2021/22 around More Able and Talented provision as Coronavirus measures relax will be undertaken to work with the cluster of schools to challenge and engage our More Able and Talented pupils.</p> | <p>Pupil Voice</p> <ul style="list-style-type: none"> • Pupils will influence the enrichment offering through their work on the School Council. • When developing the 'must, should and could' approach, teachers will work with the pupils to ensure their voices are heard and that they influence the direction of travel. • Pupils have an active role in outlining 'what and how' they learn and in turn this influences the consistency of offering from teaching staff. |