
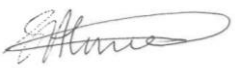


Ysgol yr Holl Saint All Saints' School



Governing Body Annual Report to Parents/Carers 2021/22

Equality Act Impact Assessment	YES	NO	27.07.2021
Last Review Date	June 2022		
Date to be reviewed by Senior Management Team	Summer Term 2023		
Date Adopted by Governing Body	28.06.2022		
Head Teacher - Mr Richard Hatwood			
Chair of Governors – Mrs Jane Tinniswood			



Dear Parents and carers,

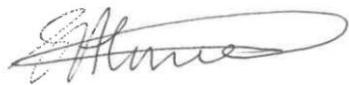
It gives me great pleasure to present you with the annual report of the Governing Body of our school for the 2021/22 academic year. Whilst the Coronavirus pandemic has started to subside, challenges have still been experienced across all of our lives. Despite the pandemic, excellent things have been achieved both in terms of standards of achievement and pupil wellbeing.

The school continues to move forward both in terms of the standards achieved and in the fabric of the building and wider campus. We look forward to the continuing to develop the school over future years to ensure a modern learning environment grounded in traditional values. This report gives you a flavour of the work of the school and of the many people who contribute to its success. It also celebrates the work of the school in the wider community.

I would like to record my thanks to my fellow Governors who freely give 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 black ink, appearing to read 'J Tinniswood', with a large, sweeping flourish at the end.

Mrs Jane Tinniswood
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 Primary 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/carers 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/carers 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/carers 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 Primary 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 school has been asked to collaborate with the Church in Wales in developing the new Section 50 Framework as part of wider Religion, Values and Ethics work that the school is undertaking. 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 2021/22 focused on the following priorities:

1. To implement the Curriculum for Wales and Additional Learning Needs Code for Wales.
2. To improve application of numeracy skills across all areas of learning.
3. To develop use of digital skills and the digital competence framework across the school.
4. To ensure consistency in teachers' expectations of what pupils can do, particularly those who are more able.

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

The Governing Body

Name	Role	Term of Office
Mrs Jane Tinniswood (Chair)	Foundation	08.07.2021 - 07.07.2025
Father Tudor Hughes (Vice Chair)	Foundation	Ex-officio
Cllr Jeremy Kent	Local Authority	01.12.2021 – 30.11.2025
Mr Matthew Lewis	Parent	11.12.2020 – 10.12.2024
Mrs Jane Williams	Foundation	15.05.2022 – 14.05.2026
Mrs Sue Roden	Foundation	02.04.2020 - 01.04.2024
Mr Anthony Lewis	Foundation	14.03.2019 - 13.03.2023
Ms Pauline Jarvis	Foundation	03.10.2017 – 02.10.2025
Mr John Allewell	Foundation	03.07.2018 - 04.07.2022
Mr Richard Owen	Foundation	22.06.2021 – 21.06.2025
Mrs Jan MacDonald	Additional Community	05.09.2019 – 04.09.2023
Mr Matthew Holmes	Teacher	19.05.2019 – 18.05.2023
Mrs Ceri Edwards	Staff	15.01.2019 – 14.01.2023
Mr Richard Hatwood	Headteacher	Ex-Officio

Clerk to the Governing Body – Ms Tracey Haines

Chair of Governing Body – Mrs Jane Tinniswood

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

The Parent Governor was elected on 11th December 2020 and the next elections for a Parent Governor will take place in advance of 10th December 2024.

The Governing Body under the chair of Mrs Jane Tinniswood 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 seventeen committee meetings during the academic year 2021/22.

At these meetings Governors have considered issues relating to: the upkeep of the building, accommodation, staffing, and 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 Safeguarding and Child Protection; Mr Richard Hatwood (Headteacher) is the member of staff who also has responsibility for Child Protection. Mrs Jane Williams is the Governor responsible for Additional Learning Needs and Inclusion.

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. Significant work has been undertaken during the current school year to prepare for the Curriculum for Wales which launches in September 2022. This includes the implementation of Planning and Reflection Journals and Discovery Days. The school has been represented on each of the working groups for the School Improvement Service and also on the Religion, Values and Ethics Group for the Church in Wales.

The Governing Body have reviewed and adopted the school Curriculum for Wales rationale which outlines the approaches used in curriculum design and implementation.

Our 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

In preparation for the implementation of the Curriculum for Wales, the Welsh Government have removed the reporting requirement for school progress data for 2021/22.

Class Organisation

The school currently has 12 classes. These include three single aged Foundation Phase classes and three mixed age Foundation Phase classes and also two mixed and four single aged classes in Key Stage Two. During 2021/22, the breakdown of pupils can be found as follows:

Year	Registration	F	M	Grand Total
Year 1	BSM	7	5	12
	HFD	5	9	14
	JW	5	8	13
Year 1 Total		16	23	39
Year 2	BSM	9	5	14
	HFD	6	4	10
	JW	6	8	14
Year 2 Total		21	17	38
Year 3	CJC	8	12	20
	EBJ	4	3	7
Year 3 Total		12	15	27
Year 4	ALS	7	17	24
	EBJ	3	5	8
Year 4 Total		10	22	32
Year 5	MJH	16	10	26
	MS	8	12	20
Year 5 Total		24	22	46
Year 6	MS	4	4	8
	SCJ	17	10	27
Year 6 Total		21	14	35
Year N	KW	21	17	38
Year N Total		21	17	38
Year R	EYP	9	8	17
	EYS	12	6	18
Year R Total		21	14	35
Grand Total		146	144	290

Nursery Sessions

8.55 am. – 12 noon 12.55 p.m. – 3.15 p.m.
8.55 am. – 12 noon. 12.55 p.m. – 3.15 p.m.

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

Our current attendance status for the 2021/22 school year can be found below:

Attendances	79610	92.95
Authorised absences	5579	6.51
Unauthorised absences	459	0.54
Possible Attendance	85648	

Additional Learning Needs & Inclusion

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

During the 2021/22 school year, the teaching staff have worked to develop a 'Quality First Teaching approach' to support the 'Universal Provision' of the school and the Achievement and Inclusion Managers have outlined the school offering on a 'Targeted Universal' and 'Additional Learning Provision' level. Learning Support Assistants are deployed across the school to support pupils in accessing 'Universal Provision', 'Targeted Universal' and 'Additional Learning Provision'.

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 and the Regional Tracking Toolkit to track pupil progress as they move through school both through year groups and through subjects. The school also works successfully with a range of outside agencies such as the Local Authority Advisory Service, Educational Psychology Service, Child and Adolescent Mental Health Service and Speech and Language Therapy Services.

Accessibility

Ramps are situated in various parts of the school to allow access for all pupils; there is also accessible toilet provision for both adults and pupils who require this. There is complete access at ground floor level for all 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.

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 ensuring compliance with health and safety legislation and procedures.

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 and have over the 2021/22 school year completed toilet refurbishments, yard re-surfacing and roof/chimney repairs.

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.

Year 5 and 6 toilets have been recently re-modelled and re-furbished. 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.

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 this year pupils have been offered visits to Pentre-Llyn-Cymer (Year 4), Glan Llyn (Year 5), Nant BH (Year 6) and London (Year 6). Estyn found that, 'Many benefit from the school's wide range of extra-curricular activities' when they inspected the school in February 2020.

School Sports

As regulations imposed by the pandemic subside, the school has engaged well in a wide variety of sporting activities. These have included football, netball, hockey, cricket and tennis. All classes benefit from dedicated sports instruction on a weekly basis and we enjoy strong links with local sports groups and the Local Authority School Sports Service.

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. Foundation Phase pupils would usually have a daily fresh fruit snack (although this has been paused during 2021/22 due to the pandemic) and have 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.

During the 2021/22 school year, the school was awarded the final Healthy Schools Award as a testament to the schools commitment to promoting healthy living.

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, undertaken fieldwork to explore the '12 Wonders of Gresford', have attended services at All Saints' Church, have visited Maes-y-Pant developing community links. Classes have also recently identified a class charity which they will support throughout the school year, fostering a deeper sense of community.

School Leavers

The majority of pupils leaving year 6 transition to Darland High School. In addition, in July 2022, pupils have also transferred to St Joseph's Catholic and Anglican School, Ysgol Castell Alyn, Bishop Heber School and Ysgol Rhiwabon.

Term Dates – 2022-23

AUTUMN TERM	
Training Day	Thu 1 September 2022
Training Day	Fri 2 September 2022
Term Opens	Mon 5 September 2022
Half Term Close	Fri 28 October 2022
Half Term Open	Mon 7 November 2022
Term Closes	Fri 23 December 2022
SPRING TERM	
Term Opens	Mon 9 January 2023
Half Term Close	Fri 17 February 2023
Training Day	Mon 27 February 2023
Half Term Open	Tue 28 February 2023
Term Closes	Fri 31 March 2023
SUMMER TERM	(Good Friday 7 April 2023) (Easter Sunday 9 April 2023)
Training Day	Mon 17 April 2023
Term Opens	Tue 18 Apr 2023
May Day	Mon 1 May 2023
Half Term Close	Fri 26 May 2023
Training Day	Mon 5 June 2023
Half Term Open	Tue 6 June 2023
CTD	Thu 29 June 2023
Term Closes	Thu 20 July 2023

TRAINING DAYS
Thursday 1 September 2022
Friday 2 September 2022
Monday 27 February 2023
Monday 17 April 2023
Monday 5 June 2023

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.

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
Additional Learning Needs Policy
Admissions Policy
Charging and Remission Policy
Child Protection & Safeguarding Policy
Assessment Policy
Transition Action Plan and Policy
Education for Sustainable Development & Global Citizenship Policy
Governor Development Policy
Premises Management Policy
Whistleblowing Policy
Attendance Policy
CCTV Policy
School Fund Constitution
Curriculum Leadership Policy
Distance Learning Policy
Educational Visits Policy
Home School Agreement
Lockdown Policy
Managing Medications & Healthcare Needs Policy
Marking and Feedback Policy
Outdoor Learning & Forest School Policy
Positive Handling & Physical Intervention Policy
Strategic Equality Plan – updated (2020 – 2023)

The majority of amendments relate to the development of the 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.

2021/22 School Financial Statement (School Budget):

* Report Contains Filters

	Schools Budget 2021/22	Expenditure and Income to 28th February 2022	Expenditure and Income March 2022	Expenditure & Income to 31st March 2022	Balance at 31st March 2022
0 - TOTAL EMPLOYEES	1,066,493.00	1,056,298.74	107,346.02	1,163,644.76	-97,151.76
1 - TOTAL PREMISES	37,350.00	24,423.01	26,413.56	50,836.57	-13,486.57
2 - TOTAL TRANSPORT	0.00	100.80	0.00	100.80	-100.80
3 - TOTAL SUPPLIES	64,767.00	139,322.54	60,991.88	200,314.42	-135,547.42
4 - TOTAL 3RD PARTY PAYMENTS	14,495.00	0.00	4,643.89	4,643.89	9,851.11
6 - TOTAL SUPPORT SERVICES	44,058.00	40,827.35	3,667.00	44,494.35	-436.35
8 - TOTAL INCOME	-208,413.00	-381,294.20	-150,534.63	-531,828.83	323,415.83
MDP201 - ALL SAINTS V.A. GRESFORD	1,018,750.00	879,678.24	52,527.72	932,205.96	86,544.04

The Governing Body are pleased to confirm that the budget deficit has been removed and the school ended the 2021/22 financial year with an £86,544.04 surplus.

2021/22 School Financial Statement (School Fund):

Summary of Transactions for: Gresford Aided 2021/22

Year Ended	21/22		
Balance b/f	£52,833.12	Expenditure	
		Bank Giro Credit/Bill Payments	£5,810.12
		Faster Payments	£120,093.23
Deduct presented cheques 20/21	£0.00	Card Payments	£11,464.96
Deduct presented card payment 20/21	£0.00	Cheque	£39,563.00
Unpresented cheques 21/22	£0.00	PO Withdrawal	£241.18
		Total Expenditure	<u>£177,172.49</u>
Add income		Bal c/f	£34,962.26
Bank Giro Credits	88170.5		
Deposits	3176.77		
Faster Payments	40619.31		
Bill Payments	27320.61		
Credit	14.44		
Total Income	<u>£159,301.63</u>		
	<u>£212,134.75</u>		<u>£212,134.75</u>

I have examined the School Fund Account (2021/22) together with all relevant supporting documents and have obtained all the necessary information and explanations relating to the fund.

I certify that the 2021/22 School Fund Account presents an accurate picture of the activities and transactions undertaken on behalf of the fund.

Auditor: D Jones

Date: 27/4/2022

Chartered Internal Auditor


Chair of the Governors:



Date: 28/4/2022

J. A. TINNISWOOD

Headteachers Signature:


RICHARD WATWOOD

Date: 28/4/2022

No financial gifts were received by the school and no expenses were claimed by members of the Governing Body.

School Development Plan

Three Year Strategic Plan

2021 - 22	2022 - 23	2023 - 24
<p>Staff to begin to teach fully through the six Areas of Learning and Experience. Focus on planning, teaching and learning.</p> <p>Review and develop use of the Planning and Reflection Journals and reviews of these.</p> <p>To ensure compliance with the Additional Learning Needs and Educational Tribunal Act and Code regulations and requirements.</p> <p>Review and renew 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.</p> <p>Secure the Cymraeg Campus Bronze Award.</p> <p>Re-development of the school reception and foyer.</p>	<p>Redevelopment of the Nursery outdoor provision in collaboration with the Local Authority to secure necessary planning permissions.</p> <p>Implement the Early Education offering as part of school provision and re-develop the wrap-around care offering.</p> <p>Continue ongoing re-stocking of the school library resources.</p> <p>Review the Digital Competence Skills provision across the school.</p> <p>Further embed outdoor learning and forest schools across the school with the implementation of a 'Forest School Mentor'.</p> <p>Development of Year 1/2 outdoor area.</p> <p>Secure the Cymraeg Campus Silver Award.</p>	<p>Evaluate the impact of the Curriculum for Wales and relevant assessment mechanisms to ensure opportunities for progression.</p> <p>Re-develop the Forest School space across the school following the introduction of the 'Forest School Mentor' role.</p> <p>Upgrade the ICT infrastructure of the school as part of the Hwb Transformation programme.</p> <p>Secure the Cymraeg Campus Gold Award.</p>

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: To implement the Curriculum for Wales and Additional Learning Needs Code for Wales. (The Reform Journey).		Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals.
Senior Management Team Lead – Sarah Jones, Mark Szymura & Clare Coombes		Governing Body Link – Jan MacDonald
<p>Position Statement: (September 2021)</p> <p>Staff have had access to new planning approaches based on a 'Planning and Reflection Journal' model. 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 quality assurance arrangements for teaching staff have been updated to reflect pedagogical changes.</p> <p>Teachers have worked to develop child friendly versions of the four purposes with behaviours which progress as pupils move up through the school. The School Council have had an input by naming the characters and exploring the behaviours of these characters in more detail. It is planned that the characters will become the core of the school Behaviour Policy and will be used in Celebration Services to recognise achievement and effort. A Curriculum for Wales Action Plan has been developed to chart the development journey over the coming year through to implementation from September 2022.</p> <p>'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.</p> <p>The Additional Learning Needs reforms continue at pace with mechanisms developed to outline the Universal Offer of the school and how tracking and monitoring will impact on early identification and intervention. Achievement and Inclusion Manager appointments have further strengthened the approaches the school takes towards inclusion and ensuring compliance with the Additional Learning Needs and Educational Tribunal Act and Code.</p>		

Priority 2: To 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.
Senior Management Team Lead – Matt Holmes	Governing Body Link – Father Tudor Hughes	
Position Statement: (September 2021) In September 2020, the school purchased the Rapid Maths intervention for pupils who were not making expected progress in maths. The impact of this intervention has already been extremely positive with pupils making improvements with their number skills (Yr3 – 57%, Yr3/4 – 67%, Yr4 – 29%, Yr5 – 100%, Yr5/6 – 100%, Yr6 – 100%). In turn this will impact on the implementation of numeracy skills in other subjects and Areas of Learning and Experience due the pupils developing a deeper understanding and improved confidence within the subject. The school has 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. However, due to struggling to find a scheme that will support all pupils and teachers across the school, a decision has yet to be made on a scheme. A celebration display exists within a central area of the school to showcase Numeracy across the curriculum in all year groups. In the Summer Term 2021, there was a whole school focus on developing multiplication and division skills through the use of Times Table Cards from Reception to Year 6. Following feedback from staff, these cards will continue from Autumn Term 2021. Following the school's inspection in February 2019, there has been a focus on ensuring that opportunities for Numeracy across the curriculum have been planned for throughout other AoLE's. However, due to the Covid pandemic and school closures, it has been difficult to have a consistent approach to planning activities that enhance the pupils' learning – the Numeracy needs to enhance the pupils' learning and understanding within the other area of the curriculum.		
Priority 3: To develop use of digital skills and the digital competence framework across the school.		Four Purposes: Ambitious, Capable Learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals.
Senior Management Team Lead – Richard Hatwood	Governing Body Link – Jane Tinniswood	
Position Statement: (September 2021) Pupils and staff have access to a range of digital tools to enhance teaching and learning. These are used across all classes, but to a varying degree. Staff have a good awareness of the Digital Competence Framework and the requirements of this and are now working with the Curriculum Manager to map requirements against the Curriculum for Wales, ensuring progress in skill development and exposure to learning opportunities. The school engages with national initiatives such as 'Safer Internet Day' and works with outside agencies such as the School Community Police Officer to raise the profile of keeping safe online. As restrictions around the pandemic relax, the school plans to engage with outside agencies and parents and carers further to highlight the importance of e-safety and keeping safe online. In September 2021, the school was selected to pilot the national Digital Audit and Toolkit from the Welsh Government. It also continued to engage with a local and regional collaborative working group to expand opportunities to digital skill development.		
Priority 4: 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.
Senior Management Team Lead – Jane Wright	Governing Body Link – Pauline Jarvis	
Position Statement: (September 2021) 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 2020/21, further work is required due to the restrictions caused by the pandemic which made realising our vision and aims more of a challenge. A More Able and Talented strategy has been developed in draft form and teaching staff have been briefed on the mechanisms to identify and then support pupils who are More Able and Talented. The school utilises quantitative and qualitative data to inform decisions and works to support multi-agency working where ever possible. Differentiated success criteria are utilised across the school to ensure that all pupils are able to be extended and challenged or supported and that they influence the direction of this support.		