

# Rhydypenau Primary School



## Governors' Annual Report to Parents

*All governing bodies of maintained schools are required to produce an annual report to parents reflecting on 2022-23. The statutory contents are detailed in this guidance, however governing bodies may, of course, choose to add additional information which they think will be helpful.*

As the Chair of Governors at Rhydypenau Primary School, I am very pleased to write to you with a summary of the school over the past year.

The work of the Governing Body is a very important aspect of school life. It operates mainly through the sub-committees who meet regularly and feedback to the full governing body on issues such as finance, estates, curriculum and standards, personnel and wellbeing.

There are many challenges faced by education workers across Wales linked to the funding crisis, new initiatives and pay and conditions. However, I am delighted to share, despite these challenges, progress and wellbeing continues to be excellent. Last academic year we saw 'Our Curriculum for our Community' develop to increase community involvement and saw events such as 'the fun day' enjoyed by all our families.

We are pleased to welcome new members of staff to our team, Ms Dawson, Ms Foreman and Mr Axon. After half term we will be joined by Mr Williams, Ms Bolton, Mr Thomas and Ms Sticklles. In addition, Mr Evered-Davies has secured the permanent assistant Heateacher role and Ms C Williams has joined the senior leadership team for this academic year. Ms Grubb has started enjoying her retirement in West Wales and Ms Nash is enjoying her new job. Ms Wride is also pursuing new ventures. Mr Backhouse continues the teaching of French in the upper classes. We congratulate Ms Simpkins previously Ms Eveleigh on her wedding in the summer term and Ms Davies on the birth of her beautiful baby boy.

The last academic year was another extremely exciting and successful year!

### Section 1: Members of the Governing Body

- The Governing Body and the Headteacher share responsibility for the strategic management of the school, acting within the framework set by legislation and by the policies of the Local Authority. The Headteacher has responsibility for the leadership, direction and the management of the school within the strategic framework. The Headteacher is responsible for the internal organization, management and control of the school.
- The Full Governing Body meets once a term. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals.
- The minutes of Governing Body meetings are available from the clerk to governors: Mrs Debbie Macho at MachoD@Hwbcymru.net.
- The Governing Body of our school for the previous year:

Our Chair of Governors is Nonny Matthewson			
Parent Governors	Community Governors	Local Authority Governors	Staff Governors
Kate Harris	Craig Jones	Nonny Matthewson	Nicola Hammond
Jake Bailey	Julia Phillips-Lewis	Cllr Babin Molik	Jacqui Richards

Olivia Jones	Jan Hill Nicola Andrews	Sian Evans Richard Norton	Clare Sanders
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Sub-committees

Estates	Curriculum & Standards	Personnel	Finance	Wellbeing
Nonny Matthewson Jacqui Richards Craig Jones (Chair) Kate Harris Nicola Hammond Cllr Molik	Nonny Matthewson Sian Evans (Chair) Kate Harris Nicola Hammond Jake Bailey Clare Sanders Jacqui Richards Olivia Jones	Nonny Matthewson (Chair) Jan Hill Jacqui Richards Julia Phillips-Lewis Sian Evans Evans Nicola Hammond	Jan Hill Craig Jones Julia Phillips-Lewis (vice-chair) Sian Evans Nicola Hammond Nonny Matthewson Clare Sanders Richard Norton (Chair)	Nonny Matthewson Jan Hill (Chair) Jacqui Richards Julia Phillips-Lewis (Vice-Chair) Nicola Andrews Nicola Hammond Olivia Jones

**Section 2: Members of Staff at School, their Roles and their Responsibilities**

All teachers share responsibility for the implementation of the National Curriculum, both in the planning of teaching activities for their specific classes and in the coordination of curriculum areas through the school. In the academic year 2022/2023 the areas of responsibility were as follows:

Name	Role	Responsibility	AOLEs	TA
<b>Nicola Hammond</b>	Headteacher	Strategic Whole School Leadership and Management Culture of Safeguarding Performance Management Staff Wellbeing Self Evaluation School Improvement Collaboration		
<b>Erica Williams</b>	Deputy Headteacher	Assessment/Progression Pedagogy ALNco support/EAL/Vulnerable Learners Behaviour/Anti bullying Equality Coaching and Mentoring	Expressive Arts	
<b>Andrew Morgan-Cudd</b>	Teacher Y6 SLT TLR2	Progression Step 3 ALNco KS2 Family Links RSE No Outsiders	Health & Wellbeing	Magdelana Williams

<b>Ceri-Ann Wride</b>	Teacher Y6	Cymraeg Campus	Languages, Literacy and Communication - English	
<b>Chris Davies</b>	Teacher Y5 SLT Acting Assistant Head	Phase Lead Curriculum Development National Enquiry RVE	Humanities	Jade Nash Steve Bayley
<b>Emma Dennis</b>	Teacher Y5	Healthy Schools	Health and Wellbeing	
<b>Jacqui Richards</b>	Teacher Y4 SLT TLR3	Professional Development NQTs	Languages, Literacy and Communication - English	Sian Mohamad
<b>Kate Clarke</b>	Teacher Y4	Events coordinator Values Education	Expressive Arts	
<b>Maryam Draper</b>	Teacher Y3	Outdoor Learning	Humanities	Mark Backhouse HLTA
<b>Caroline Davies</b>	Teacher Y3 PT	Healthy Schools	Health & Wellbeing	
<b>Laura Campbell</b>	Teacher Y3 PT	Experiences Educational Visits	Maths & Numeracy	
<b>Miriam Williams</b>	Teacher Y2 SLT TLR2	Progression Step 2 Partnership Working (community, industry and international)	Languages, Literacy and Communication - English	Lesley-Ann Powell Steph Sage Sonia Jones 1:1
<b>Clare Sanders</b>	Teacher Y2 SLT Assistant Head	Phase Lead Progression Step 1 Curriculum Development Transition ALNco shadow	Maths & Numeracy	
<b>Sian Davies</b>	Teacher Y1	DCF	Science and Technology	Ms Edwards HLTA Bev Jones Temp TA 0.5
<b>Aimee Holliday</b>	Teacher Y1	NA	Science & Technology	
<b>Chantelle Williams</b>	Teacher Reception	Cymraeg Campus	Languages, Literacy and Communication	Ms Page Ms Lynch Wendy Blake
<b>Tracey Evleigh 0.6</b>	Teacher Reception	Culture and Diversity	Humanities	

<b>Rachel Joll 0.4</b>	Teacher Reception	Extra Curricular Clubs	Expressive Arts	
<b>Jennie Finn</b>	Teacher Nursery	Pupil well being and attitudes to learning Pupil Voice ELSA & JASS	Maths & Numeracy	Jane Frape Lauren Williams
<b>Jane Grubb 0.5</b>	Teacher PPA	Coding Foreign Languages	Science & Technology Languages, Literacy and Communication - French	
<b>Superstar Mr O</b>	PPA		Health and Wellbeing	
<b>Claire Franks</b>	School Admin	Finance Pupils HR-Staffing Performance management (Dinner supervisors) Communication Induction		
<b>Sarah Nash</b>	School Admin	School Fund SIMS Attendance School trips & Residentials		

### Peripatetic Teachers

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Mrs J Bowhay                      Area Welsh Teacher

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Mr C Maynard                      Brass Tutor

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Mrs C Hunter                      Clarinet/Saxophone Tutor

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Mrs H MacLeod                      Flute Tutor

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Mrs A Howells                      Violin/Viola Tutor

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Mr P Jenkins                      Percussion Tutor

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Miss J El-Malali                      Cello Tutor

### Section 3: Dates and Times

## Term Dates

2023/2024 ACADEMIC YEAR					
		Start	End	Start	End
Autumn 2023		4th September	27th October	6th November	22nd December
Spring 2024		8th January	9th February	19th February	22nd March
Summer 2024		8th April	24th May	3rd June	22nd July

## INSETS

4th September 2023  
 27th October 2023  
 22nd December 2023  
 9th February 2024  
 22nd March 2024  
 22nd July 2024

## Times of the School Day

	Start	Lunch		Finish
		Start	End	
<b>Nursery</b>	8.55 am 12.50 pm			11.25 am 3.20 pm
<b>FP</b>	8.55 am	12 noon	1.05 pm	3.30 pm
<b>KS2</b>	8.55 am	12.20 pm	1.20 pm	3.35 pm

## Section 4: Data on attendance

The graph below shows the average % attendance. These are amongst the highest attendance rates in any Cardiff school. We are very grateful to parents for strongly supporting pupils' attendance at school.

The graph below shows the average % attendance. For 2020-2021 the % relates to the period of time the school was open to all pupils.

Attendance			
2019-2020	2020-2021	2021-2022	2022-2023
95%	96%	94%	95%

We applaud the motto adopted by Cardiff Local Authority: Missing School; Missing Out. We feel that the diagram below shows very clearly the impact that absence from school can have on pupils' attainment:

<b>100% - 98%</b>	<b>Excellent Attendance</b>
<b>97.9% - 95%</b>	<b>Expected Attendance</b>
<b>94.9% - 90%</b>	<b>Risk of under achievement</b>
<b>89.9% - 85%</b>	<b>Serious Risk of under achievement</b>
<b>Below 85%</b>	<b>Extreme Risk of under achievement</b>

Parents who plan to take children out of school for any reason are asked to complete a form outlining details and reasons for the absence. If a child is absent due to unexpected illness, please contact the

administrator first thing in the morning to explain the reason for absence. In the interests of children's safety, the administrator will telephone parents at home if they have not received a call by 9:30 a.m. In line with Welsh Government guidelines, the Headteacher is no longer authorised to agree to absence from school for holidays unless there are exceptional circumstances.

**Punctuality:** Pupils arriving after the register has closed are registered as late.

### **Section 5: End of Key Stage Assessments and Targets:**

Percentage outcomes at the expected and higher levels in the Foundation Phase and key stage 2 are excellent. Progress of individuals and groups is monitored termly. Expected progress is made by nearly all pupils.

Test data

Reading:

55% of pupils in Year 2 scored 115+, an in-year increase of 37%

40% of pupils in Year 6 scored 115+, an in-year increase of 5%

Reasoning:

48% of pupils in Year 2 scored 115+, an in-year increase of 43%

58% of pupils in Year 6 scored 115+, an in-year increase of 10%

Procedural:

32% of pupils in Year 2 scored 115+, an in-year increase of 25%

40% of pupils in Year 6 scored 115+, an in-year decrease of 3%

### **Section 6: School Improvement Priorities:**

- 1.To ensure nearly all pupils make at least the expected progress and raise standards at the higher level
- 2.To design a school level curriculum to prepare all pupils for a successful future
- 3.To deliver processes and procedures and meet the needs of all learners inline with ALN reform
- 4.To develop all staff including new staff and staff with additional roles and responsibilities
- 5.To further improve wellbeing through increased provision for pupils and families

### **Section 7: Financial Report:**

#### **Report of the Finance Sub-Committee on the Outturn for 2020-2021**

**(Please see full financial report in Appendix 2)**

The budget allocated to the school by the LA for the financial year 2022-2023 was assigned to the various categories of expenditure by the Governing Body. This has been monitored by the financial subcommittee throughout the year. The budget has been managed very carefully and the minor variations in estimated and actual spend were found by the committee to be reasonable.

Once again the Governing Body would like to thank the School Association for its dedication and commitment to raising funds for the school. Their hard work is appreciated by all stakeholders. In addition to the many wonderful events organised by the School Association which take a tremendous amount of hard work they have also supported the school with planned events arranged to encourage the community to come together once again.

There were no expenses claimed by the governing body.

### **Section 8: Curriculum**

- We have made excellent progress in preparing for the new curriculum. Planning has been developed and is now embedded in our school. The four purposes underpins our curriculum and pupil voice and the cross curricular responsibilities are embedded. All areas of learning experiences have been developed and most are embedded. Teachers and HLTA's use what matters statements and progression steps to plan lessons in all subjects.
- We have designed a new school based curriculum that is bespoke to our community, this will continue to be a focus in the next academic year as we work to decolonise our curriculum.
- Children throughout the school experience a range of well-balanced and authentic learning opportunities.

- Areas of learning are taught across the curriculum, both discreetly and through a range of interesting 'contexts for learning'. When planning new contexts, teachers work carefully alongside children to capture their creative and imaginative ideas, which shape their learning and engage pupil interests.
- Alongside areas of learning and experience, children use and apply their thinking, literacy, numeracy and digital competency skills across the curriculum.
- A wide range of technology, including iPads, laptops and Chrome books (using hwb technology) is used creatively throughout the school to enhance teaching and learning.
- Children with additional needs are equally well catered for and we have made excellent progress with ALN reform. We have increased our range of specific interventions to support the development of skills in literacy, numeracy and emotional wellbeing, such pupils consistently achieve well against prior attainment and personal targets and make good progress relative to their ability.
- A small number of pupils have a statement of additional need or a funded IDP and some have individual support throughout the day. Equally, some children benefit from specific strategies to challenge them to achieve at a higher level.

### **Section 9: School Links with the Community**

The school is keen to promote links with local businesses and other organisations within our community and benefits greatly from their support.

- We have strong links with our cluster schools: Howardian, Lakeside, Marlborough and Roath Park Primary Schools and with Cardiff High School. We aim to ensure a smooth transition for our Year 6 pupils as they move to Cardiff High School. We have worked with teachers from Cardiff High School to plan regular visits for children in the summer term including a range of induction days. Regular liaison meetings take place between teachers of all four schools in a number of areas including - Languages, literacy and communication, Maths and numeracy development, Science and technology, Humanities, Expressive Arts, Health and wellbeing and ALN.
- The children at school have previously benefited from the coaching provided by experts within these organisations and have thoroughly enjoyed being involved in sporting initiatives during the year.
- Further links with industry and commerce include Recycling and Environmental Projects and strong links with the Police Liaison Officer.
- Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community policeman, Cardiff magistrates, Assembly Members, school nurse, librarians from Rhydypenau Library, STEM ambassadors, the fire brigade and a wide range of parents.
- We have links with local churches and have previously welcomed their ministers into school assemblies as well as visiting their churches..
- Contributions from the Harvest Festival are regularly distributed to Cardiff Food Bank.
- A longstanding link has been with the Llanishen Rotary Club which supports speaking and writing competitions among schools in North Cardiff.
- Other charities that we regularly support include the British Legion, Velindre Hospital, Jeans for Genes, Children in Need and Comic Relief.
- Previously we have benefited from the positive contribution made by parents at the school. Parents have been actively involved in the school in a number of ways such as preparing fruit for children's mid-morning snack.

### **Section 10: Provision made for pupils to participate in sport at the school**

Sport has always played an important part in school life. Children benefited from the work of teachers, teaching assistants and qualified sports coaches who teach them every week. Such opportunities included netball, football, rugby, tennis, cricket, athletics, sailing and swimming. We aim to ensure that each child finds a degree of personal success and enjoyment.

Sports Days and Fun days for pupils in the Foundation Phase and Key Stage 2 were well attended, providing an enjoyable day for children and their families.

### **Section 10: Extra-curricular provision for pupils.**

We offer a wide range of extra-curricular activities, both at lunchtime and after school. A comprehensive timetable was planned for 2022-2023

	Before School	Lunchtime		After School 3.30-4.30		
		Field/Muga	Classrooms	Infant Hall	Junior Hall/Field/MUG A	Other
Monday	Yoga Club Years 3 & 4 (20 max) Ms Draper & Ms Richards KS2 Hall, 8.25-8.55am		Y6 Rhyd Our News Newsletter Ms Wride	JSC Dance Year 3 - 5 Autumn 2022 Term	Superstars Rugby Year 5 & 6 Boys and girls (22 max)	Choir Y3-6 Ms Clarke and Ms Joll 3.35 - 4.15 Art Club Year 1 & 2 M Holliday
Tuesday			Maths puzzle club Ms Sanders Year 2	Year 1&2 Tennis	Superstars Rugby Year 3 and 4 Boys and Girls (22 max)	Equaliators AMC Remote meeting x2 half term
			School Council Year 3 - 6 (Fortnightly) Ms Davies and Ms Finn			
			Ms C Williams - Year 1 Storytelling			Digital Leaders Y5 Classroom
			Reception, Year 1 & Year 2 Ciw Cymraeg Ms M Williams			Meeting once a fortnight.
			Storytelling club Ms Hammond Reception			
Wednesday					Superstars Boys & Girls football Year 3&4 (24 Max)	
Thursday			Eco Ms Draper & Ms Eveleigh (fortnightly) KS2 (2 children from each class)	Bigfoot Drama Year 2-6 Autumn 2022 Term	Superstars Boys football Year 5 & 6 (24 Max)	
			Digital Leaders Year 4 Ms Grubb			
			Wellbeing Club Ms Dennis Years 5 & 6			



			STEM Club Mr Davies & Ms Davies Years 5 & 1			
			Minecraft Years 5 and 6 Mr. Morgan-Cudd			
			Year 3,4, 5 & 6 Ciw Cymraeg Ms Wride Ms Campbell			
Friday		Girls football Year5&6 Mr Bayley MUGA/Field (20max)	General Knowledge Quiz Year 5&6 Ms E. Williams			

**Section 12: The language category which most closely describes the school:**

Rhydypenau Primary school teaches through the medium of English.

**Section 13: The use of the Welsh language in the school by pupils of all age groups**

All children are taught Welsh and by the end of Key Stage 2 previously the majority achieve the expected level 4, with many achieving level 5. We use as much Welsh as possible throughout the day and the use of incidental Welsh by both teachers and pupils is strongly encouraged.

**Section 14: The provision of toilet facilities at the school for pupils registered at the school and the arrangements in place for cleaning such toilet facilities**

Toilet facilities at school meet statutory requirements. We also have three disabled toilets. All toilets are cleaned daily, while those catering for our youngest children are cleaned at least twice daily.

**Section 15: Information on the action taken to promote healthy eating and drinking by pupils of the school**

A rota of parental support will ensure that all children are offered a fruit snack at break-time in the morning. They also have lessons about healthy lifestyles, including details of how to eat healthily. They have ready access to water throughout the day and understand the importance of drinking regularly.

**Section 16 a) Additional Information for Parents:**

The Additional Learning Needs and Educational Tribunal (2018) Act Wales provides a new statutory framework for supporting learners with additional learning needs (ALN), and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which schools, local authorities and other partners responsible for the delivery of services to learners with ALN must act.

The overall purpose of the Act is captured in three overarching objectives and 11 core aims.

The three overarching objectives in the Act are:

1. To provide a unified legislative framework to support children and young people aged 0-25 with ALN in schools and further education institutions (FEIs)
2. To promote an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions
3. To have a fair and transparent system for providing information and advice for resolving concerns and appeals

The new statutory framework is underpinned by the following 5 principles:

1. A rights-based approach where the views, wishes and feelings of the learner and their parents/carers are central to the planning and provision of support, enabling them to participate as fully as possible in the decision making processes and have the right to challenge decisions about ALN and additional learning provision.

2. Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity and where appropriate interventions are put in place to prevent the development or escalation of ALN.
3. Collaboration where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable learners to achieve positive expectations, experiences and outcomes.
4. Inclusive education supporting participation fully in mainstream education, wherever feasible and a whole setting approach to meeting the needs of learners with ALN.
5. A bilingual system where all reasonable steps are taken to deliver additional learning provision in Welsh.

Our practices provide equal access to the curriculum for all children and facilitate the measuring of children's progress and the reporting to parents. The Governor designated as having special responsibility for Additional Learning Needs is Mrs Nonny Matthewson.

The ALNCo at school (Coordinator of provision for Additional Needs and Inclusion) is Mrs Erica Williams. From April 2023, through our single ALN Support budget, we make Additional Learning Provision (ALP) for all learners with ALN. This budget is determined by a formula. We are able to purchase the services of specialist members of the Pupil Support Services, e.g. Educational Psychologists and Specialist Teachers. During 2022-23, working on the old ALN budget, three teaching assistants were provided, through enhanced funding by the local authority to support specific pupils. From April 2023, this funding ceased.

Teachers work to cater for children's individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small group situation. We acknowledge the importance of involving parents at every level of their children's education and of identifying a child's additional needs at an early stage and have well established person centred practices in place. In liaison with the pupil, parents, class teacher and other relevant adults, we work to devise an individual plan, and where appropriate, organise Additional Learning Provision to support the child's needs.

The admission to school of children with additional learning needs is arranged with parents, in full consultation with the Headteacher and with the support of services provided by the Local Education Authority. We seek to ensure that all children with additional needs are fully integrated into the academic and social life of the school.

## **Section 16 b)**

### **Arrangements for pupils with additional needs and disabilities**

Based on our belief that all individuals deserve to be treated with equal respect, we aim to structure the curriculum, the organisation and the management of the school so that all individuals are offered equal opportunities for participation and for inclusion, for advancement and for growth, regardless of gender or social class, race, religion, age or disability.

To this end we seek to foster a climate of equality underpinned by a policy which is supported by staff, by governors, and by parents.

The governors and staff of Rhydypenau Primary School endeavour to eliminate discrimination on the grounds of colour or culture, gender or ability.

The school's vision and ethos are underpinned by these principles. We strive to:

- i) foster an understanding and appreciation of the diverse cultures within our society. We believe that by introducing a multicultural perspective into the curriculum we will:
  - enrich the education of all children
  - give children opportunities to view the world from a wider perspective
  - help children to question prejudice and develop open-mindedness.
- ii) provide equal opportunities for all pupils and adults irrespective of gender or ability, culture, race or religion.
- iii) cater whenever possible for the additional needs of pupils and adults in ways which make accessible not only the curriculum, but also extra-curricular activities.

Governors are working to make the school more accessible and have agreed an Accessibility Plan, in line with the requirements of the Equality Act 2010. This includes access to the curriculum, to information in different formats and to the buildings.

We recognise that our school, built in the 1930s, was not designed to facilitate easy access for pupils and Adults with physical disabilities. However, we have installed a disabled toilet and a series of ramps within the Foundation phase corridor and KS2 building. We also have rails on the steps to the main entrance and a parking space allocated for disabled visitors. This now goes some way towards providing access to those with limited mobility.

The Equalities Policy is available on the website or on request from the Headteacher.

## **Section 18 d)**

### **Supplementary Information:**

#### **Appendix 1:**

#### **Your right to request a meeting with the school's governing body**

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.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

#### **1. Parents will need to raise a petition in support of holding a meeting.**

- The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.
- For Rhydypenau Primary School the requirement would be for the parents of 30 registered pupils to request a meeting.

#### **2. The meeting must be called to discuss matters which affect the school**

- The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.
- The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

#### **3. A maximum of 3 meetings can be held during the school year**

- The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

#### **4. There must be at least 25 school days left in the school year**

- The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.
- A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's governing body is: Mr Williams, Rhydypenau Primary School.

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-meetings-statutory-guidance/?lang=en>

Signature

Date