

# Garnteg Primary School Annual Governing Body Summary Report



## Agenda

Agenda for the Annual Parent's Meeting to be held  
at Garnteg Primary School on 04.07.23

### Contents

1. Introductory Remarks
2. Matters arising
3. To receive and consider the Governor's Annual Report for the Academic Year
4. AOB

A full report is available on the school website. [www.garntegprimary.co.uk](http://www.garntegprimary.co.uk)

A copy can also be requested from the school office



Dear Parent/ Guardian,

On behalf of the governing body of Garnteg Primary School, it gives me great pleasure to present to you the Governors Annual Report to parents for Garnteg Primary School for the Year 2021/2022, which provides information on the developments and activities that have taken place during the academic year.

Mrs Roche and the school leadership have a clear vision to make the school a happy, healthy, reflective and achieving school that always looks forward and continues to improve, year on year. At the heart of the vision is the desire to ensure every pupil is given the best opportunity to succeed in their academic, social, musical or sporting goals. The School Development Plan and Self Evaluation Report continue to provide strategic direction for the school and provide the Governing Body with a real opportunity to challenge and support all members of the school leadership.

2022 was the year we moved out of the Covid restrictions. It has been great to meet in person and get into school more often. We have heard direct presentations from staff responsible for different areas of the curriculum and met with children who were able to articulate their experiences in school.

All staff and Governors have worked pro- actively to further develop the new Welsh Assembly changes and preparations for the introduction of the new Curriculum for Wales in September 2022 and new ALN Bill. This new curriculum offers the opportunity for the children to become confident independent learners whilst being supported by the core curriculum to help to shape their successful futures

The school has once again worked in partnership with the Educational Achievement Service (EAS) and the School Improvement Partner. We have continued to support other schools from across the authorities and senior leaders from partner schools This has included leaders visiting our school to observe exemplary practice in order to improve practice in their own schools.

This year, we as governors have continued our responsibilities to support the school, raise standards, ask challenging questions where necessary to ensure that all children have the opportunity to develop their potential to the fullest. This will of course continue in the next year and I would like to thank the governors who give generously of their time to serve the school. Thank you to the clerk of the governors for their continued support.

I would like to thank you as parents for your support over the past twelve months and look forward to working with you during the next academic year and finally, congratulate all the pupils and staff on another excellent year.

Chair of Governors  
Angela Skyrme

## Our School Values & Ethos



*Garnteg Primary school creates successful learners who take pride in their community. They are exposed to a range of learning opportunities and valuable experiences that allow them to be ambitious, enterprising and respectful individuals who ‘Climb to Sparkle’ together to grow in every way.*

At Garnteg Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Garnteg Primary School we ensure learners are provided with the following:

We provide opportunities for all pupils to have an enjoyable, flying start, filled with new experiences.

Our pupils access a variety of experiences including sport, play and cultural differences.

- We promote healthy values and ethos, encouraging pupil participation in a range of activities, providing a wide variety of support for pupils and their families
- All children are exposed to the same opportunities and encouraged to become enterprising individuals
- We create a communal family in which everyone feels safe, included and welcomed
- Our pupils explore learning in a variety of ways, both indoor and outdoor, being exposed to the wider community.
- We celebrate a range of races and cultures, producing respectful, well-rounded members of the community

The school prospectus for 2021 - 2022 and 2022 – 2023 has been updated to include staffing and class organisation. A copy of the new prospectus can be obtained from the school website and paper copies are available from the school.

### School Term & Holiday Dates

School Term and Holiday Dates - 2021/2022 Academic Year				
Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
<b>Autumn</b>	Thursday 02.09.21	Monday 25.10.21	Friday 29.10.21	Friday 17.12.21
<b>Spring</b>	Tuesday 04.01.22	Monday 21.02.22	Friday 25.02.22	Friday 08.04.22
<b>Summer</b>	Monday 25.04.22	Monday 30.05.22	Friday 03.06.22	Friday 22.07.22

School Term and Holiday Dates – 2022/2023 Academic Year				
Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends

<b>Autumn</b>	Friday 2.9.2022	Monday 31.10.2022	Friday 4.11.2022	Friday 23.12.2022
<b>Spring</b>	Monday 09.01.23	Monday 20.02.23	Friday 24.02.23	Friday 31.03.23
<b>Summer</b>	Monday 17.04.23	Monday 29.05.23	Friday 02.06.23	Friday 21.07.23

### **Meetings of the Governing Body**

Meetings of the full governing body have taken place on six occasions. At appropriate meetings, the Governors received and considered reports from the Resources and Finance sub- committee, and the Performance and Improvement committee and the Head Teacher reports on the school and its work. Minutes of all those meetings are available at school. In addition to these formal meetings, Governors have visited to enjoy concerts, assemblies and sports/fund raising events.

In accordance with the Welsh Government Guidance, it is important to note here, that no resolutions were passed in the last annual meeting of the governing body with parents and thus there is no action, as a result to report.

### **Adopted Policies Agreed by the Governing Body 2021-2023**

**The following policies have been agreed and adopted by the governing body during the academic years 21-23**

- Accessibility Plan
- Curriculum policy
- Acceptable use policy
- ALN policy
- CCTV policy
- Model pay policy
- Social media policy
- Education visits Policy
- Attendance Policy
- Attendance briefing for Governors
- Domestic & Workplace Abuse Policy
- Child protection/safeguarding policy
- Safeguarding briefing for Governors
- Complaints Policy
- Behaviour Management policy
- CCTV Policy
- Data Protection Policy
- Strategic Equality Plan
- Modify Day Protocol
- Health & Safety Policy

## Current Teaching Staff

**2022-23:** The school has 17 full time teachers and one part-time teacher, the Head Teacher, Deputy Headteacher and Assistant Headteacher, 16 full time Teaching Assistants and 3 part-time.

## Current Non -Teaching staff

**2022-23:** The school has the services of three school support officers, one full time and two part-time and one full time Family Engagement Officer. One full-time caretaker is employed by the school, and we pay a service level agreement to provide a cleaner. One cook and three helpers provide high quality meals.

## Professional Learning PLE Teachers

**2022-23:** It is statutory for teaching staff to receive non-contact for 10 per cent of the timetable, this is to be used for Planning, Preparation and Assessment. Staff also use this time for Professional Learning and research and takes place during the school week. These sessions are covered by members of Senior Leadership Team, teachers and teaching assistants.

Mrs C Jones, Mrs L Davies, Mrs Z Ally-Perrett

## THE SCHOOL CURRICULUM



At Garnteg we are proud to be given the exciting opportunity to Pioneer a 'Curriculum for Wales' working towards The National Mission, compulsory for all primary schools in Wales from September 2022. As a result, we created our own 'Climb to Sparkle' Curriculum where we believe that all learners can be successful if they are exposed to a range of learning opportunities and valuable experiences that allow them to be ambitious, enterprising and confident individuals who 'climb and sparkle' together to grow in every way. We strive to provide all learners opportunities to have an enjoyable, flying start filled with new and authentic experiences. At Garnteg we celebrate all races and cultures ensuring our learners are respectful, ethically informed members of their community.

Through pupil voice, pupils engage in the planning and evaluation of their learning across all Areas of learning Experiences (AoLEs).

These include:

- Language, literacy and communication - which includes Literacy, Welsh language as well as engagement with Modern Foreign Languages further on in the school.
- Mathematics and numeracy.
- Science and technology – developing Science, Design Technology, ICT and STEM opportunities.
- Expressive Arts – Music, Drama and Art

- Health and wellbeing
- Humanities – Geography, History and RVE

\*NB Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience (AoLE). The Area encompasses Business Studies, Geography, History, Religion, Values and Ethics and Social Studies. These disciplines share many common themes, concepts and transferable skills whilst having their own discrete body of knowledge and skills.

Alongside these Areas of Learning and Experiences (AoLEs), we aim to develop the Core Purposes within learning. Within the new curriculum there are four Purposes aimed at developing the pupils for their future ventures and opportunities.

The aim is for our children to become:

- Healthy, Confident Individuals
- Enterprising, Creative Contributors
- Ambitious, Capable Learners
- Ethical Informed Citizens

At Garnteg we believe that pupils learn best when they explore learning in a variety of ways, both indoor and outdoor and by being exposed to the wider community. We provide rich and authentic learning environments for all our learners and encourage them to share their views and ideas, promoting engagement in learning and ensuring our pupils develop lifelong skills.

Through our teaching we aim to;

- Provide rich and authentic learning experiences which support and challenge our learners appropriately
- Provide learners with opportunities to practise and refine skills they have learned
- Encourage children to become independent, confident, ambitious learners through personalised learning experiences
- Effectively support and challenge learners, meeting their individual needs using resources, support and environment
- Utilise new technologies across the curriculum enabling learners to be digitally competent and equipping them with skills for their future lives
- Ensure learners feel they are a valued member of their community and encouraging them to develop respect and understanding for the ideas, feelings and values of others

Garnteg delivers Nursery provision for 3-4 years part time 9.00-11.30am and afternoon session 12.45-3.15pm.

Garnteg Primary School teaches Progression Step 1 (N & R), aged 3 - 5 years, Progression Step 2 (Y1, 2 & 3) ages 7-8 years and Progression Step 3 (Y4, 5 & 6) of Curriculum for Wales.

### **Additional Learning Needs 2021 - 2022**

The ALN team began working towards ALN transformation in September 2021. A video was made and shared with parents and governors explaining the ALN Bill, the changes that are happening and how the process will take place within our school. Learners have been placed on the ALN register under the new areas - pupils who were previously school action, have moved over to universal provision and will be supported to attain their targets this way. pupils who were previously school action plus and have a higher

level of needs will now move over to targeted or specialised provision, they will be supported with specific targets and may need a one-page profile to support their individual needs. Staff have received training on the changes within the ALN Bill, workshops have taken place to develop the understanding of universal provision throughout the school and staff were able to share good practice.

Letters were sent to parents in year 1 and year 5 informing them that their children will be moving over to the new system this year, information has been gathered and PCP meetings have taken place for year 1 pupils and a decision has been made that three pupils will be given an IDP as they require additional and bespoke provision. Nursery also move over to the new system this year, PCP meetings have taken place and information is being gathered and reviewed to establish if these children require the additional support of an IDP.

### **ALN Update 2022-23**

Pupils at Garnteg are supported in various ways according to their individual needs, within the classroom pupils are supported through Universal and Targeted Provision, pupils with a higher level of need may need more specialist provision from services such as Speech and language, occupational therapy etc. Each learner writes their own Sparkle Profile, which highlights their interests and the way that they like to learn, pupils with more specific needs may require a one-page profile with targets or an Individual Development Plan (IDP) with an additional learning plan (ALP) so that specific strategies can be used to support their needs.

A range of person-centred review meetings take place throughout the year pupils, parents, staff and outside agencies are invited to the meetings to update school based IDP's, one-page profiles and targets to ensure that all needs are covered and that pupils are supported with the correct provision. Many outside agencies are involved with our pupils, liaison with these agencies plays a key role in supporting all and ensuring that a graduated response to any concerns is followed.

Annual reviews will be held for all pupils with a Statement of Special Educational Needs and an LA IDP, a delegate from the Local Authority will attend this meeting.

As a school we provide a range of emotional support groups to support the needs of our most vulnerable learners, these include sessions for Thrive, Trauma Informed Schools practice (TIS), Mindfulness, Kiva, Values, SEAL and Forest School.

Our Additional Learning Needs Governor meets on a regular basis with our Additional Learning Needs Coordinator and with the AOL team.

### **Welsh as a Second Language**

Pupils in Progression steps 2 & 3 have Welsh sessions for a full day, every two weeks. The sessions are broken up into 3 parts: revision and games; taught skill; cross curricular/transferring taught skills. Every child revisits prior language patterns at the start of the session (as well as these being used again in future sessions.) This is to ensure children are reusing every language pattern that they have learnt to extend their Welsh vocabulary. Currently, we are using Y Pod Antur Cymraeg for resources and following the EAS Cwricwlwm Iaith Cymraeg which covers all Progression Steps, to ensure language pattern coverage.

Language patterns are taught by using language tables to 'build' sentences whilst reading, speaking and writing. The language table often includes a variety of HF nouns or adjectives, and ones that are specific to the learners' topic. This way, nouns, adjectives, verbs and general vocabulary is taught through the language pattern, rather than being taught separately. Our Welsh Lead has begun teaching humanities and PE through the medium of Welsh and will continue this in the next academic year.

Staff are expected to experience the taught skill sessions whilst on their PLE to benefit their own language skills and to help plan their following Welsh lesson. It also enables staff to feel more confident using that particular language pattern throughout the week and imbedding it across the curriculum.

Pupils and staff speak Welsh throughout the day both in and out of the classroom. Each class identifies a pupil to be 'Helpwr Heddiw', while the Criw Cymraeg help create resources for language games, maintain a portfolio of evidence to achieve Y Gwobr Arian (Silver Award), and help with Gwasanaeth Cymraeg (Welsh Assembly) every Wednesday. Our Gwasanaeth Cymraeg is interactive; pupils ask each other questions in Welsh and engage in small conversations using a 'Helpwr Heddiw' PowerPoint. We also share Cymrae yr Wythnos and celebrate Siaradwr yr Wythnos. The chosen child will be given a certificate to take home.

Our school follows The Siarter Iaith. This is a Charter introduced by the Welsh Assembly to all schools in Wales, to promote the Welsh language, to develop a Welsh ethos and encourage pupils to improve their Welsh language skills. It provides a framework for schools to follow as part of the Welsh Governments target to have 1 million Welsh speakers by 2050. At Garnteg, we always enjoy participating in the Pontypool Eisteddfod and celebrated our wonderful achievements in the 2023 Eisteddfod.



## **Skills Curriculum**

The skills curriculum has provided schools with a progressive framework of skills and knowledge to be taught. Within its structure, the school has the freedom to choose the most appropriate methods in which to deliver it. In Garnteg we match the delivery of the curriculum to the needs of the children and the content of the lesson using Universal Provision in all classes. Pupils are taught through whole class, small group, and individual activities. Pupils are involved in planning their learning and engage in a wide variety of activities, displaying the skills taught through a format of their choice.

Our endeavour is to provide our children with a curriculum appropriate to their needs now and in the future, enriched with authentic and meaningful experiences and opportunities.

**The predominant language spoken by pupils in the school from the 2021-22 and 2022-23 Survey is English.**

## **Details of sports and extra—curricular activities**

### **After School Clubs**

Pupils at Garnteg are encouraged to take part in a range of extra-curricular activities. The following after school clubs have been offered weekly this year.

Dance (Year 2)  
Expressive Arts (R – Y2)  
Welsh (R-Year 2)  
Lego / Coding (R - Y2)

Drama (Y3 - Y6)  
Athletics (Y3 & Y4)  
Canva (Y3 - Y6)  
Netball (Y5 & Y6)  
Netball (Y3 & Y4)  
Expressive Arts (Y3 - Y6)  
Cricket (Y4, Y5 & Y6)  
Lego / Coding (Y3 - Y6)  
Torfaen Play (Y3 – Y6)  
Forest Schools (Y3-Y6)

### **Expressive Arts**

PBuzz (plastic trombone)  
Guitar lessons YR 4-6  
DJ Suzie key stage 2  
Dance festival groups  
Noddfa community singing teacher

### **Competitive Events / Performances**

Kwik Cricket Girls  
Kwik Cricket 23  
Dance Festival at Congress Theatre  
Urdd Rugby 23  
Torfaen Netball  
Pontypool Eisteddfod  
School Choir at Millennium Hall  
Urdd Football 23  
Pontypool Schools Rugby Christmas Cup  
Torfaen Football Diversity Cup

**Extra-Curricular clubs run by health or other agencies**

Netball club - run by pupils from Abersychan Comprehensive School  
Torfaen Play Activity Club

**In school extra-curricular support**

**Nursery – Year 2**

Speech and language therapy  
THRIVE  
Torfaen outreach- behaviour support  
Trauma Informed Schools approach (TIS)  
Unicorn bereavement Counselling services  
21 PLUS

**Year 3 – Year 6**

COMIT  
Lego Therapy- run by Torfaen Play  
Positive Futures  
Speech and language therapy  
The behaviour clinic  
THRIVE  
Torfaen Counselling services  
Torfaen outreach- behaviour support  
Torfaen Play  
Torfaen sports development  
Trauma Informed Schools approach (TIS)  
Unicorn bereavement Counselling services  
Women's Aid  
21 PLUS

**Pupils on Roll**

<b>2021-2022</b>	<b>Total</b>	<b>2022-2023</b>	<b>Total</b>
<b>Year 1</b>	59	<b>Year 1</b>	45
<b>Year 2</b>	54	<b>Year 2</b>	60
<b>Year 3</b>	47	<b>Year 3</b>	55
<b>Year 4</b>	60	<b>Year 4</b>	48
<b>Year 5</b>	60	<b>Year 5</b>	60
<b>Year 6</b>	61	<b>Year 6</b>	57
<b>Year N</b>	59	<b>Year N</b>	59
<b>Year R</b>	46	<b>Year R</b>	41
<b>Total</b>	<b>446</b>	<b>Total</b>	<b>425</b>

**Garnteg Primary Attendance**

	<b>2020/21</b>			<b>2021/22</b>			<b>2022/23</b>		
	Target	Actual	Unauthorised	Target	Actual	Unauthorised	Target	Actual	Unauthorised

<b>Autumn</b>		<b>88.5%</b>	<b>2.8%</b>		<b>89.8%</b>	<b>1.9%</b>		<b>89%</b>	<b>2.8%</b>
<b>Spring</b>		<b>91.7%*</b> <b>FP</b>			<b>91.1%</b>	<b>2.2%</b>		<b>92.6%</b>	<b>2.2%</b>
		<b>92.3%**</b> <b>KS2</b>							
<b>Summer</b>		<b>90.64%</b>			<b>88.4%</b>	<b>2.7%</b>	<b>93%</b>	<b>90.4% to date</b> <b>07.06.23</b>	<b>3.31% to date</b> <b>07.06.23</b>
<b>School Average</b>					<b>89.7%</b>	<b>2.22%</b>		<b>90.5% to date</b> <b>07.06.23</b>	<b>2.71% to date</b> <b>07.06.23</b>
<b>Wales Average</b>									

### Academic Year 2020/2021

**Spring Term figures for FP\* are from 25/2/21-25/3/21 & for KS2\*\* from 15/3/21- 25/3/21**  
**School closure from FP from 17/12/20 - 25/2/21 & KS2 from 17/12/20 - 15/3/21**

## **School Council / School Ambassadors Report 2021-23**

In September new School Council members were elected; with pupils from Year 2 to Year 6. 2 representatives were selected from each year group through class elections. As a School Council we worked closely with the School Ambassadors to teacher children about Children's Rights.

1. To work with the School Ambassadors to raise pupils' awareness of Children's Rights and supporting the wellbeing of our pupils in school.
2. To work with the Health & Wellbeing team to further develop wellbeing of pupils in school and at home.
3. To use pupil voice to find out what resources pupils need to do their work.
4. To raise money for Charity and the school fund.

We asked classes to look at the Children's Rights and identify which are important to them and why. As Ambassadors we have delivered assemblies on Children's Rights and have worked with the School Council and Learning teams to raise awareness.

As a School Council we have worked with the Health & Wellbeing team to find out how children can be supported in school. Children said they wanted more after school clubs and would like to start different ones. New ones this year include Canva, Welsh, Expressive Arts and Athletics.

As a School Council we have worked closely with the Learning teams to find out what resources pupils need. We have made some maths resources for pupils across the school and ordered new resources for the AoLEs.

We have planned activities to raise money for Children In Need, Red Nose Day and also for school events such as the Valentines & Mother/Special Person's shop. We also wrote to companies for donations for the Christmas raffle.

## **Eco Council Report for the year 2021-23**

The Eco Council at Garnteg Primary School have taken part in the Eco Schools programme for over nine years and have now achieved the Platinum Award. In 2022 /23 the learners of the ECO Council worked closely with their classes to increase biodiversity, recycling of clothing and reducing our carbon footprint.

### **Targets:**

1. To reduce waste sent to landfill.
2. Increase the amount of pupils eating fruit.
3. Encourage more wildlife into school grounds developing a meadow area.
4. Grow more food.
5. Maintaining minimal litter in school grounds – litter monitors to check.
6. Put gel packs in water tanks to reduce water use.

Since achieving the platinum flag we have installed timers on all of the laptop trollies to reduce energy usage. We are continuing to check that all lights are turned off when not in use. We are in the process of changing all of the lights to lower wattage LED bulbs – all corridor lights have now been changed.

One of our main targets this year was to save water. We had an assembly delivered by Dwr Cymru and water workshops where learners worked out how much water was being used with different appliances. This really raised awareness and learners were surprised at how much water is used while brushing teeth. We have now added gel packers to our toilets to reduce the amount of water needed to flush.

The Eco council have been taking part in a local community project with Gwent Wildlife Trust and Project Nestbox to increase biodiversity in our local area. The learners made birdboxes which will be erected on the British site to encourage Pied Flycatchers which are in decline.

Each class has been involved in the Eco process within their topics and take part in regular litter picks, bird watching and wildlife surveys. In the Summer term we held an environmental day and learners wore green and learnt about conservation.

### **School Toilet Facilities at the school and refurbishments**

The school has 5 sets of pupil toilets and 2 sets of staff toilets. All toilets have had new LED lights fitted to save energy and 2 sets of pupils' toilets have been refurbished this year with one set in Progression Step 1 split into two separate blocks.

Standards of cleanliness are a primary focus and the staff work very closely with cleaning staff and the caretaker to ensure that the toilets are replenished daily with soap, toilet rolls etc. Any concerns are immediately addressed. The Headteacher and Premise Management team have also planned for refurbishment of 2 other toilet blocks during the summer holidays 2023.

### **School Targets 2021-22**

Each year academic and social targets are set for all pupils based on achievement and social achievement.

### **Targed 1: Improve out comes for groups of learners in Literacy - Reading and Writing and Numeracy Reception to Year 6.**

- 2 staff have received inhouse training to deliver Tackling the Tail intervention and Number recovery. 2 KS2 staff also received corrective reading training and use of packs J Patrick (retired Specific Learning tutor) for the day to further support identified learners in Y4,5 and 6. Groups of learners have been identified and started programme towards end of Spring term. This year we have included Y4 pupils whereas in previous years only Y5 and 6.
- Interventions have continued in Spring and Summer terms. In Spring term 54 pupils (27 FP and 27 KS2) attended Literacy interventions and 34 pupils in Maths & Numeracy (12 FP and 22 KS2).
- Reading Bug club resources purchased and introduced to home online learning for pupils. Staff have reported there has been an increase in numbers using this at home and in school.
- End of Autumn 21 and spring 22 terms there has been a whole school professional learning focus on extended writing and LLC skills across the curriculum – all classes mapped genres for Autumn 2 and Spring term. This has provided improvements in writing opportunities and has been evidence3d during recent SLT book monitoring.
- In Jan 22 Office & SLT identified 10 FP & 14 KS2 pupils with attendance below 80% to monitor and action on weekly basis. Letters have been sent to parents/carers of identified pupils and telephone consultations. EWO has been involved if parents have not attended telephone consultation and when attendance has not improved. 18/24 pupils have increased from Jan 22, some of these children also attend interventions which has had a big impact on their learning.
- Below demonstrates results from 10.01.22 – 23.03.22 of decrease and increase of attendance.

Jan-Mar	FP	KS2
Below Jan %	1/10	2/14
0%	1/10	2/14
1% to 4% increase in attendance	2/10	4/14

5%+ increase	6/10	6/14
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## **Targed 2: High quality teaching and learning for all learners**

- 100% Y1-Y6 teachers attended specific year group maths workshops in Spring term linked to number, proficiencies and progression. . Evidence of RUCSAC in books during sample checks. Staff meeting in February 22 on new marking code and linked to climb to sparkle challenges. NEXT STEP- FURTHER EVIDENCE IN SUMMER TERM and staff to share examples of AFL (assessment For Learning) during curriculum staff meeting in summer term.
- Whole staff professional learning session 17/01/22 focussing on 'Climb to Sparkle' ALF strategy stamps used to inform feedback.
- SLT have attended EAS Cluster Progression & Assessment Cluster Group and shared what we have trialled in our school. Cluster schools meeting in Summer to agree shared approach across cluster.
- 28/01 & 07/03 whole staff professional learning focussing on AFL Shine Team and Progression and Assessment in the Spring Term – research & design started in professional learning in cross phase triads. Shine teams have started observing practice in their Shine team triads last 2 weeks.
- Whole staff meetings have been carried out providing in-depth explanations of the Curriculum. We have presented as an SLT on behalf of the EAS on our pioneer journey and shared high standards of learning during these sessions. Feedback from schools during these sessions has been excellent.
- Black Curriculum completed in Aut 21 and following on 17.01.22 staff meeting on diversity and unconscious bias in the curriculum and classroom KS2 Anti-bullying survey completed in Dec 21 results show:

## **Targed 3: To further develop highly effective leadership through Professional learning school and community development.**

- The EAS have recently launched their 2021 Digital Strategy. This has been developed to support schools to develop their practice and develop the learning and application of digital skills in line with the new Curriculum for Wales. The Digital Strategy covers four areas which align with the Digital Professional Learning Journey – Leadership, Curriculum Provision & Pedagogy, Professional Learning & Innovation and Education Technology. Each of these four elements is broken down to support schools in realising their own digital strategy. Garnteg will be engaging with the Digital Strategy in order to support our learners in developing their digital skills and preparing them for future career opportunities.

## **Targed 4: To ensure a shared implementation of ALN Transformation and Universal Provision across all areas of the school.**

- Universal provision being used in all classes. All staff took part in Word Aware Training March 22 to support vocabulary teaching throughout school.
- Targeted / specific support provided through in school interventions & external agencies.
- Video presentation of ALN bill and changes made by ALNCO and shared with Governors, staff and parents.

- 2 SLT in trained by ALNCo PCP approach. PCP meeting for New Starters in Nursery completed. PCP reviews with category decision for HC pupils in Y1 end of Spring Term/ beginning of Summer term.
- SLT to take part in training for PCP approach
- Letter B sent out to parents of C/HC year 5 pupils. PCP took place
- ALN register updated. MAT section added to register
- ALNCO has taken part in cluster leads meeting and has led Cluster meetings
- Policy written and ratified by Governors
- PCP meetings have taken place for N pupils – continue to gather evidence before decision on IDP to be made
- Time for implementation of changes towards ALN has been extended by another year – this year’s cohort to roll over to next and so on.
- PCP meetings for two ALN pupils to take place in the Summer.

### **School Targets 2022-23**

#### **Targed 1: Improve outcomes for groups of learners in LLC – Reading, Numeracy - Reasoning.**

Staff have delivered interventions to support pupils who needed Catch Up sessions for Literacy and Numeracy. Pupils were identified by staff using following criteria: teachers input using Autumn term 2022 assessments, confidence of pupils during lessons and data such as personalised assessment results, Benchmarking and reading results. We have used expertise within the school to train staff so that pupils in all classes received intervention if needed. 3 identified members of staff provided intensive Catch up sessions to pupils in Y4, Y5 and Y6. By the end of the Spring term 51 learners in Years 2 - 6 received Catch up Numeracy intervention and 42 learners in years 2-6 pupils received Catch Up Literacy/ Teaching Talking intervention. Two sets of personalised scores and assessments have taken place.

Two teachers who have attended Sabbatical training work closely with staff across the school to support the development and delivery of the Welsh language. All staff have had the opportunity to observe exemplarily Welsh language sessions. Staff Training was also held at start of term to support staff and learner use of everyday Welsh. Criw Cymraeg meet on weekly basis and gather evidence from classes, making resources including games and modelling. Siarad Cymraeg awards are presented each week in Welsh Assembly

Learners have taken part in the Pontypool Eisteddfodd and the Urdd sports competition; they are currently working towards gaining the Arian award.

#### **Learner Responses:**

- We’ve been having more reading books sent home as well as Bug Club so our reading levels have improved (Gracie year 6)
- We have been running a reading challenge with our home reading (Seren Year 4)
- Getting dojos and points for our home work keeps us motivated (Paisley Year 6)
- We always have our maths packs out to help us with maths lessons but also when we are doing maths in other subjects (Amelia Year 4)

#### **Targed 2: High quality teaching and learning experiences for all learners through the C4W 2022**

Throughout the three terms the new Curriculum for Wales (C4W) 2022 has been formally adopted and a summary of our Climb to Sparkle curriculum has been published on our website. Our assessment and progression arrangements have been implemented and the policy formally adopted.

All staff are aware of progression codes, and these have been included in all Areas of Learning Experiences.

Skills trackers for the Curriculum for Wales 'What Matters' 'Four purposes' and 'Descriptors of learning' have been created and are used by all staff to map and plan for progression steps across all skills being taught.

Strategies for assessment for Learning that continue to develop children's understanding have been developed, staff have been provided with professional learning books focussing on assessment. Shine teams are set to take place this term with a focus on assessment and progression including professional reading for all staff.

Reports to be shared with parents April 23 share information on personalised targets, attainment of their child as well as personalised assessment data years 2 – 6.

Wellbeing / mindfulness zones have been developed in all classrooms.

Senior Leaders, staff and Teaching Assistants within the Science and Technology AOLE have attended digital portfolio training with the EAS. Feedback has been shared with all staff and staff have started to implement strategies within their own classes.

Four AOLE curriculum learning walks have taken place and 3 out of four presented to Governors, action plans in place for the remainder of the term. Digital leaders led training on Digital portfolios for teachers on 15<sup>th</sup> February and 24<sup>th</sup> May 2023. They have supported staff with setting up portfolios for learners in their classes throughout the Spring term. 440 pupil digital portfolios are now set up in all classes.

#### **Learner Responses:**

- All classes have got mindful areas and zones where we can calm down. (Paisley year 6)
- We have been doing lots of Cynefin projects linking to our local areas (Seren Year 4)
- We always choose our topics as a class so that we have input into what we find interesting (FFion Year 6)

#### **Targed 3: To develop and embed high quality Assessment and Progression techniques for all learners to fulfil their potential.**

'Climb to Sparkle' marking codes have been embedded to the policy and practise with Staff having been supported in meetings to ensure children are being developed and challenged using assessment strategies such as self/peer marking, highly effective questioning, quality feedback.

As a School we have developed an on-entry digital baseline assessment. These assessments identify the level of learner's current skills, gaps in learning and next steps for their development. This is evaluated termly to ensure progression is monitored throughout. Pupils' scores are recorded on HWB using personalised assessment data sheets. Personalised Routes of learning and progression step skills for each child recorded digitally with next steps created.

Two face to face parent consultation meetings have enabled parents to understand focus on targets and AOL including progression steps. Surveys of pupils and parents indicate satisfaction with pupil achievements. Report slips in the Summer term also used for feedback.

#### **Learner Responses:**

- Our teachers mark during the lessons so we can immediately work on our targets (Seth year 6)



- We have climb to sparkle challenges in the areas (Ellie Year 4)
- We have changed the challenges so that we can see all the levels of challenge on one slip in our books. This helps us to know our next steps (Gracie Year 6)

**Targed 4: To develop strong leadership in staff and learner teams to further improve learner voice.**

All SLT completed Simon Breakspear's Agile leadership programme focussed on thinking clearly about the intended impact whilst adjusting and adapting to the complexity of school life. Leaders make use the clarify canvas tool, making critical and transparent plans gained from monitoring and feedback whilst being responsive to lead resulting in evidence informed improvement and meaningful change. This year the improvement of reading was identified as an area of development. Senior Leaders have completed impact reports which have been discussed with the Headteacher in their Performance Management reviews.

100% AoLE learning teams have completed learning walks in Spring term 23 with lead governor. Three teams presented to governors during a meeting in February 23. All teams have agreed actions which have been shared with Governors, staff and learners. Teams have also completed another learning walk in the Summer term to assess impact of actions and findings.

**The Strategic Equality Plan** has been reviewed and has been updated taking into account cluster and LA actions. HT and DHT attended training in Feb 23. Equality questionnaires from training have been sent to parents, staff, pupils and governors to complete.

Two members of staff completed the Welsh Sabbatical this year. One of which has been nominated the cluster lead for Welsh and work in collaboration with the EAS. These staff members deliver Welsh language across the school, leading staff development through modelled sessions, and supporting planning, delivery, progression and assessment of Welsh development for each progressions step. Welsh language observed has improved by 100% across the school and learners have expressed improved attitudes to learning Welsh.

All Professional learning is informed by the School Development priorities and performance management. The focus for this year is whole class progression and assessment for learners at all levels as well as standards in reading. The professional learning programme is underpinned by research and includes staff meetings, collaborative professional discussions within progression steps and across as well as external and internal training, coaching and mentoring. Staff are encouraged to log professional learning experiences on their professional learning passport and have access to physical texts and online links via Hwb and EBSCO. In the Summer term Staff are undertaking collaborative action research in triad 'Shine teams' cross phase with the aim to embed research into practice to improve an aspect of teaching and learning. Staff research and design an intervention before observing practise in their triads. Observational comments and evidence is collected to inform professional dialogue so that strengths and development points to ensure impact are determined. The invention period continues over a 6-week period with continued professional dialogue at intervals and adjustments made. Evaluation of the intervention is disseminated to staff with each research study available on Hwb as a library of approaches for other staff members to access. Overall impact of teaching and learning is monitored by AOLe leads and Senior leaders through book looks, listening to learners, session observations and data analysis / tracking and is mapped using a monitoring tool that informs termly SDP evaluations and support needed to improve learner outcomes.

2022/23, the school continues to be a Lead Network School (LNS) for Humanities within the EAS. School presented its work on Humanities at an EAS Meeting held on Tuesday 18<sup>th</sup> October. The focus of the

presentation was our journey in Humanities in the new Welsh Curriculum showing examples of work and how we had planned our journey using our 'Climb to Sparkle' curriculum. In November, the school presented how it approaches Assessment for Learning in Humanities using curriculum. The school LNS lead took part in an EAS meeting focusing on business studies in Humanities and how to implement it on the new Curriculum for Wales. In Spring 23 term, the LNS the humanities team extend projects in Big Pit and Roots through Torfaen to set up a school living museum. Staff have received training on RVE through humanities lead. In May 23, the school will be holding an LNS Humanities training day at school with a focus on using the local community and environment to plan and develop Humanities lessons through real-life authentic learning with a focus on the use of digital Literacy and numeracy skills to plan and deliver authentic learning experiences. Humanities NLS information has been shared with SIP Partner.

We continue to engage with the Digital Strategy professional learning journey to support our learners in developing their digital skills and preparing them for future career opportunities.

Performance management and interim performance management has taken place with a focus of whole class progression and assessment for learners focus at all levels.

### Learner Responses:

- I am in expressive arts team and I did a walk around the school to see what we were doing well. We then did an assembly to give improvements. (Ellie Year 4)
- I am part of eco council and we have done lots to help the energy in the school like give out timer plugs for our laptop trollies. (Seren Year 4)
- As a school Ambassador I have written parent letters to arrange things like Pudsey day, easter egg hunt and discos to promote wellbeing in our school. (Jonah Year 6)

**Garnteg Primary School**  
**Parent Questionnaire 2022-2023**

“Live Learn Succeed together!”  
“Climb to Sparkle”

*Your views as parents of the school are very important to us.*

*The purpose of the questionnaire is to seek feelings of parents on the work of the school.*

*The outcomes of the questionnaire along with an action plan for action areas, will be circulated to all parents.*

	Agree	Disagree	Don't know
1. I am satisfied with my child's work and progress.	99.0%	1%	0%
2. The school keeps me well informed about my child's achievement.	99%	0%	1%
3. The school achieves high standards of good behaviour.	96%	0%	4%
4. The school's values and attitudes have a good effect on my child.	97%	0%	3%
5. I am happy with the quality of education (including homework) provided by the school.	99%	1%	0%
6. The school gives me a clear understanding of what is taught and my child makes good progress.	97%	0%	3%
7. I am satisfied with the help and guidance my child receives from the school.	100%	0%	0%
8. The school is effective in promoting equality and diversity.	98%	0%	2%

9. The school encourages parents/guardians to play an active part in the life of the school.	98%	0%	2%
10. I would find it easy to approach the school with questions and problems to do with my child.	100%	0%	0%
11. My child is encouraged to be healthy and take regular exercise.	100%	0%	0%
12. The teaching is good, staff expect my child to work hard and do their best.	100%	0%	0%
13. I understand the school's procedure for dealing with complaints.	90%	4%	6%
14. My child likes this school.	98%	0%	2%

***Thank you for working in partnership with us and helping to continue improving the provision for our children. As your views are important to us,***


We have received some lovely compliments and positive feedback from parents/carers.

**Here are some of the lovely comments below:**

**‘Very pleased with my child’s progress-all positive!’**


**‘I am delighted with the education, support and encouragement my children receive at Garnteg. Staff go above and beyond and I am thrilled with the progress the girls are making.’**

**‘So glad we made the move and came here, my boys absolutely love it’**

authorityfinancials - General Ledger		Schools Outturn Statement 2022/2023			
<b>DB0110 Garnteg Primary School</b>		<b>Actual</b>		<b>Actual</b>	
		<b>2021/2022</b>		<b>2022/2023</b>	
		<b>£</b>		<b>£</b>	
<b>B3UR - Usable Reserves</b>					
9101	School Balances	(181,380.12)		(312,260.86)	
<b>Usable Reserves</b>		<b>(181,380.12)</b>		<b>(312,260.86)</b>	
<b>Total for : Total Reserves</b>		<b>(181,380.12)</b>		<b>(312,260.86)</b>	
<b>3AA - Employees</b>					
0001	Salaries	1,684,888.15		1,824,580.87	
0006	Wages	(118.45)		0.00	
0029	Sick Leave - Replacement	566.28		0.00	
0032	Other Replacement	51,404.37		70,377.62	
0037	Additional Hours - not recoverable	0.00		2,268.92	
0041	Standby Allowance	84.32		0.00	
0045	Call Out Payments	57.27		(0.81)	
0050	Stat Maternity / Paternity/ Adoption Pay	12,087.49		13,508.51	
0051	Stat Maternity Credit	(10,350.33)		(23,303.28)	
0055	Overtime	402.81		8,217.24	
0061	Holidays [inc Bank] & Other Leave	0.00		(136.83)	
0065	Sick Pay	1,339.09		875.36	
0075	Allowances	927.05		730.81	
0096	School Grants - Salary Offset	(342,197.00)		(365,031.00)	
0410	Recurring Comp	1,968.42		2,028.13	
0417	Payment In Lieu Of Notice	0.00		1,396.64	
0438	Expenses	0.00		0.00	
0439	Courses/Training	4,216.89		3,837.69	
0489	Other School Employee Charges	0.00		0.00	
0492	Adult Meals	304.00		452.00	
5044	Long Service Award	253.75		253.75	
6007	Recharge - Supply Cover Scheme	8,199.00		10,925.00	
<b>Employees</b>		<b>1,414,033.11</b>		<b>1,550,980.62</b>	
<b>3DD - Premises</b>					
1000	Building Repair & Maintenance	80,459.74		151,027.18	
1064	Statutory Testing/Duty of Care - Schools	3,155.15		3,697.87	
1100	Grounds Maintenance	4,572.94		10,233.77	
1152	Electricity	10,125.46		12,295.09	
1153	Gas	13,972.28		18,364.80	
1190	NDR	37,717.50		37,717.50	
1200	Water Services	3,617.35		3,723.50	
1253	Building Security (Including CCTV)	962.50		3,445.00	
1255	Fixtures & Fittings	1,649.38		488.35	
1320	Building Cleaning	36,220.45		35,792.10	
1322	Cleaning Equipment & Materials	10,545.80		10,168.68	
1325	Refuse Collection	5,000.00		6,251.99	
<b>Premises</b>		<b>207,998.55</b>		<b>293,205.83</b>	
<b>3FF - Transport</b>					
2250	Hire Of Vehicles	200.00		7,357.74	
2253	Hire Of Skips	(85.00)		550.00	
2304	Travel/Casual User Car Allowance	96.30		1,189.15	
<b>Transport</b>		<b>211.30</b>		<b>9,096.89</b>	
<b>3HH - Supplies &amp; Services</b>					
3000	Equipment & Furniture Purchase	9,820.08		5,946.49	
3050	Schools Capitation	94,627.46		129,071.79	
3154	First Aid Supplies & Services	2,221.27		900.90	
3217	Payments Under Contract - Catering	31,061.00		31,061.00	
3220	Refreshments	446.60		121.71	
3300	Protective Cloth/Uniforms/Person Safety	170.96		190.62	

DB0110		Garnteg Primary School		Actual 2021/2022 £	Actual 2022/2023 £
<b>3HH - Supplies &amp; Services</b>					
3352	Printing - O/S Contractors			0.00	0.00
3353	Paper			1,075.45	1,489.09
3355	Photocopier Expenses			6,323.97	6,967.59
3380	Stationery & Office Products			7,743.97	1,996.12
3430	Members Travel Allowance			0.00	0.00
3450	General Fees			0.00	0.00
3462	Medical Fees			688.00	1,142.00
3476	Licences			154.04	279.48
3501	Postages			0.00	102.50
3510	Telephone - Call Charges & Rentals			121.08	121.08
3545	IT Hardware (inc Printers & Scanners)			38,051.92	16,726.36
3548	IT Software			0.00	0.00
3570	VOIP Phones & Software			85.00	0.00
3715	Hospitality			0.00	0.00
	<b>Supplies &amp; Services</b>			<u>192,590.80</u>	<u>196,116.73</u>
<b>3KK - Third Party Payments</b>					
3812	School Music Service			4,502.67	1,979.32
	<b>Third Party Payments</b>			<u>4,502.67</u>	<u>1,979.32</u>
<b>3NN - Support Services</b>					
6041	Swimming SLA			2,601.90	2,601.90
6042	Schools SLA			40,486.94	38,891.94
	<b>Support Services</b>			<u>43,088.84</u>	<u>41,493.84</u>
<b>3YE - Other Budgets</b>					
6052	From Other Departments			0.00	(17,999.86)
	<b>Other Budgets</b>			<u>0.00</u>	<u>(17,999.86)</u>
	<b>Total for : Expenditure</b>			<u>1,862,425.27</u>	<u>2,074,873.37</u>
<b>3CS - School Funding</b>					
8710	Budget Share			(1,600,327.00)	(1,648,890.00)
8714	Rising 3's			(16,213.00)	(21,014.00)
	<b>School Funding</b>			<u>(1,616,540.00)</u>	<u>(1,669,904.00)</u>
<b>3RR - Government Grants</b>					
8074	Welsh Assembly Government			(198,994.00)	(132,967.42)
8349	COVID Reimbursements - SCHOOLS			(45,533.00)	0.00
	<b>Government Grants</b>			<u>(244,527.00)</u>	<u>(132,967.42)</u>
<b>3SS - Other Funding &amp; Contributions</b>					
8001	EAS - School to School Funding			(81,525.50)	(52,678.00)
8704	Contingency - ALN			(1,360.07)	0.00
8706	Contingency - General			(7,483.71)	(9,475.39)
8715	School Budget Share - Funding Adjustment			0.00	(7,919.00)
9566	Misc Cash - Over/Unders and Float			0.00	(0.05)
	<b>Other Funding &amp; Contributions</b>			<u>(90,369.28)</u>	<u>(70,072.44)</u>
<b>3TT - Customer &amp; Client Receipts</b>					
8302	Donations, Gifts And Legacies			0.00	(1,050.00)
8312	Other Receipts Miscellaneous			(32,679.73)	(34.22)
8720	Supply of Teaching Staff (prov of Educ)			(3,550.00)	(4,943.95)
	<b>Customer &amp; Client Receipts</b>			<u>(36,229.73)</u>	<u>(6,028.17)</u>
<b>3UU - Recharges</b>					
8292	Int. Income - Mutual Absence Fund			(5,640.00)	(11,074.00)



authorityfinancials - General Ledger		<b>Schools Outturn Statement 2022/2023</b>			
<b>DB0110</b>	<b>Garnteg Primary School</b>	<i>Actual</i> 2021/2022		<i>Actual</i> 2022/2023	
		£		£	
	<b>Recharges</b>	(5,840.00)		(11,074.00)	
	<b>Total for : Income</b>	<u>(1,993,306.01)</u>		<u>(1,890,046.03)</u>	
	<b>Total for : Garnteg Primary School (surplus)/deficit</b>	<b>(312,260.86)</b>		<b>(127,433.52)</b>	