

Llantarnam Community Primary School

Growing and Learning Together



Annual Report to parents

2019-20



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Message from our chair of Governors

Dear Parents

Welcome to the annual report of the governing body of Llantarnam Community Primary School for 2019 - 20.

I would like to take this opportunity to thank all parents/carers for their help during these unprecedented times. It has been incredibly difficult but with your support and the way home learning was achieved I know that we can come back stronger.

We had yet another extremely busy year. I always like taking this opportunity to thank all of my fellow governors and staff for their help and support throughout the year.

We have an amazing governing body that are always willing to help out and be in school as much as possible. This could involve listening to learners / taking assemblies / running clubs or coming along to events.

As a governing body we are committed to providing a high standard of education for all pupils and to providing support for the staff and school. We have continued to take an active role in the life of the school, and to support the staff in implementing the School Development Plan (SDP).

Each governor is attached to a class. This has really enabled governors to get to know the staff and children along with our listening to learners.

We hope you enjoy reading this report.

If there is anything that you would like to discuss, please contact me any time phillipsd144@hwb.cymru.net or through the school.

Yours faithfully,

Mr David Phillips

Message from the Head Teacher

Dear Parents,

The year began with a positive start. Growth in pupil numbers enabled us to expand our teaching team and with two previous years of solid school improvement and considerable progress in attainment levels in all year groups and at the end of both key stages; as well as provision and consistency of policy and practice all supported continued confidence and drive for further improvements and raise standards. This coupled with the continued effective work of our Governing Body and our other partners including our parents we were excited to embark on our continued school improvement journey which included ongoing work along with our cluster partners and regional support team, EAS, developing and implementing pedagogical strategies, effective planning and enabling professional development in order to successfully create our curriculum, firmly embedding the four purposes of learning and following the structure and guidance of the Curriculum for Wales. (published January 2020)

Whilst the year hasn't quite turned out as we first planned, we have still made massive strides in all areas of our planned school development, continuing to work on recommendations from Estyn, work towards the National Mission and New Curriculum and further develop provision and raise standards in core areas of learning as evidenced below within school development 2019-20.

Understandably the huge challenges faced by the sudden and necessary changes required to keep our pupils, families and society safe during the peak of the pandemic has affected areas of planned development as well as the learning journey of our pupils. However, I feel that supported by our Governing Body all staff, in particular the (SLT) senior leadership team worked tirelessly under pressure and with many other ever changing demands to support all our pupils and families to adapt to home schooling and later blended learning and in partnership with our parents have done an excellent job and will continue to do so to ensure we can safely welcome your children back to school and support their ongoing learning journey from September.

Many thanks for your ongoing support and partnership

Laura Perrett

Head Teacher Prifathro

Motto, Vision and Aims

Each school year begins with an evaluation of our motto, vision and aims. This year staff felt our aims needed updating to align with the 4 purposes of education in Wales

School motto

Growing and Learning Together

Vision

To inspire a community of confident, secure, caring individuals who are successful and committed lifelong learners

School Aims

We aim for all children:-

- to be ambitious, capable, independent and creative learners who enquire and question with a spirit of curiosity.
- to enjoy happy, confident, healthy and active lives built on an understanding of healthy life style choices.
- to be immersed within an interesting, caring learning environment where they feel safe and secure. To be creative and enterprising, whilst displaying resilience and confidence to take risks.
- to understand and respect their rights and values of others.
- to be socially and emotionally secure, demonstrating resilience and the ability to support their own and others wellbeing
- to be ethical and informed citizens who understand and celebrate different cultures, religions and customs and are committed to equality for all.
- to embrace the heritage, culture and language of their home nation of Wales.
- to have the best opportunities and broad education through working in partnership with the whole community.
- to learn essential lifelong skills of literacy, numeracy and digital competence necessary for life in the 21st century and a constantly changing world.
- to receive an exciting and engaging curriculum which inspires ambition.

Governing Body

The Governing Body and the Head teacher share responsibility for the strategic management of the school, acting within the framework set by national legislation and by policies of the Local Authority. (LA)

While the LA is the employer of staff, the Governing Body and Head teacher have separate and particular responsibilities for the selection and management of staff. The internal management of the school is the responsibility of the head teacher.

The full Governing body meet at least twice a term. In addition, sub-committees meet regularly to focus on decision in relation to specific areas. They report to the full governing body for formal ratification of proposals.

The minutes from Governing body meetings are available by request from the school office.

Type of Governor	Name	Term to
Chair of Governors	Mr D Phillips	8/10/20
Vice Chair	Mr R Bigmore	8/10/20
Head Teacher	Mrs L Perrett	
Torfaen LA County Representatives	Cllr A Slade Cllr D Thomas Mr D Bailey	16/10/21 16/10/21 27/04/21
Parent Representative	Mr R Bigmore Mr E Blackmore Mr D Bailey Mr S Fowler Mrs E Jacobs	24/11/20 24/11/20 27/04/21 01/05/23 01/07/23
The community	Mr D Phillips Mrs P Chard Rev F Evans	26/9/20 16/10/21
Staff representatives	Mrs V Freebury Mrs K Bailey	31/8/20 01/09/23

Governing Body work in school

Committee	Members
Recruitment and Resources Committee (Finance) –	Mrs L Perrett (Excluding Head Teacher appointment and Pay Review) Mrs K Bailey (non Gov) Mr D Phillips Mrs V Freebury Mrs P Chard Cllr D Thomas
Performance Management/ Pay Review Committee	Mr D Bailey Mr D Phillips Mrs P Chard
Staffing Disciplinary and Dismissal Committee –	Mr R Bigmore Mr D Bailey Mrs P Chard
Staffing Disciplinary and Dismissal Appeals Committee–	Rev E Evans Mr E Blackmore
School Performance and Improvement Committee –	L Perrett (January 2018) Mrs V Freebury Mr R Bigmore Mr D Phillips
Grievance, Performance Management and Pay Appeals Committee –	Mr R Bigmore
Grievance and Complaints Committee	Mr D Phillips Vacancy Mrs P Chard
Pupil Discipline and Exclusions Committee	Mr D Phillips Mr R Bigmore Mrs P Chard
Head teacher Capability	Mr D Phillips Mrs P Chard Mr D Bailey
Head teacher Appeal Capability	Mr D Phillips
<u>Staffing Request Committee</u>	Mr D Phillips
<u>Staffing Requests Appeal Committee</u>	Mr R Bigmore
Link Governor for Training and Development	Mr D Phillips
Governor with responsibility for Additional Learning Needs	Mrs D Hallows/ Mr D Phillips
Health & Safety Co-ordinator	Mr D Phillips / Mrs V Freebury
Representative for the Torfaen Association of School Governors	Mrs K Pritchard
Governor with Responsibility for Child Protection / LAC/E-Safety	Mr D Phillips
Governor with responsibility for Closing the Gap –	Mrs D Hallows / Mr D Phillips
Governor with responsibility for MAT	Mr D Phillips

Governor Class Link 2019-20

Acorns (Nursery)	David Bailey
Maple (Reception)	David Philips
Apple Reception	Ed Blackmore
Willow (Year 1)	David Phillips
Sycamore (year1/2)	Stuart Fowler
Rowan (Year 2)	Pat Chard
Elm (Year 2)	Cllr. Alan Slade
Beech (Year 3)	Frieda Evans
Magnolia (Year 4)	Ross Bigmore
Acacia (Year 4/5)	Cllr. David Thomas
Chestnut (Year 5/6)	Sarah Jacobs

Each Governor meets with their class link teacher formally twice a year.

The first meeting during the first half of the autumn term centres on the plan for SDP implementation for the year at class level.

The second meeting held during the second half of the summer term. This meeting focuses on impact of the school development plan at class level, impact on teaching and learning.

Governor Termly Award

The Governors continue to award a pupil of the term nominated by teachers.

Volunteering in school

Mrs F Evans	Assemblies Religious Festivals Judging
Mrs P Chard	Reading support Trips PTA events Judging
Mr R Bigmore	School Website Pupil website club Foundation Phase Football Club Trips
Mr Phillips	School events Trips PTA events

School Staffing Structure

Senior Leaders	
Head Teacher	Mrs L Perrett
Deputy Head Teacher	Mr D Clash
Acting Deputy Head Teacher	Mrs V Freebury
Assistant Head Teacher	Mrs V Freebury
SLT member	Mrs S Ellaway
SLT member	Miss L Miggins
SLT member	Mrs A Spencer
Administrators	
Senior School Support Officer	Mrs K Bailey
School support Officer	Mrs R Bouadana
Catering	
Breakfast club	School Cook – Mrs M Adams Mrs D Herbert Mrs V Bergan Mrs K Jones Mrs K Bowen Mrs V Stephens
Canteen	School Cook – Mrs M Adams Mrs V Bergan Mrs K Jones
Lunchtime supervisors	Mrs K Bowen Mrs V Stephens Mrs S Greenslade Mrs L Arnold
Cleaning and site management	
Site Manager	Mr M Pitt
Cleaners	Mrs W Jenkins Mrs J Peard Mrs S Sweeting Mrs M Blake

Teaching and Support Staff		
Class	Year Group	Staff
Acorns	Nursery AM	Teacher – J. Miller / J James Support staff – E Levy M Mugrati S Phillips / N Mogford
Acorns	Nursery PM	Teacher – J Miller / J James Support staff – E Levy M Mugrati N Mogford
Maple	Reception	Teacher – K chard Support Staff – D Brown
Apple	Reception	Teacher – A Spencer Support Staff – M Barwell
Willow	Year 1	Teachers – G Davies & C Semple Support staff– S Griffiths T Evans
Sycamore	Year 1	Teacher – E Griffiths Support staff– S Leach
Rowan	Year 2	Teacher – L Miggins Support staff – A Courtney
Elm	Year 2	Teacher – P Biggins Support staff – L Lagden
Beech	Year 3	Teacher – C Archer Support staff – J Taylor / O Johnson
Magnolia	Year 4&5	Teacher – D Clash / M Hawes Support staff – S Urwin
Acacia	Year 4&5	Teacher – V Freebury Support staff – C Townsend
Chestnut	Year 5&6	Teacher – S Ellaway Support staff – A Hone

School Improvement

How do school leaders and Governors promote school improvement?

At Llantarnam Community Primary School, leaders have children's safety, welfare and learning at the forefront of decision making. Each member of staff is a leader in areas of school life, working as a strong team to improve and raise standards. Pupils voice through pupil councils and parent consultation through regular meetings and surveys ensure the whole community is consulted and involved in decision making processes.

The Head Teacher and SLT work with all aspects of the school community to identify priorities, plan and action developments to address and work closely to monitor impact and outcomes.

The Governing body monitors school development progress though challenge at governing body meetings, work with class link teachers and scrutiny of relevant documentation that a rigorous appraisal procedure of the Head Teacher and staff is adhered to.

Our TEAM ethos – together we work SMARTER not HARDER is key to successful learning of all our children.

Three Year Development Plan

Text in red relates to
schools Recommendations
set by Estyn

	2019-20	2020-21	2021-22
<p>Action 1 Curriculum Transformation Towards curriculum 2022</p> <ul style="list-style-type: none"> - Teaching and Learning – pedagogy - Curriculum development and design - Professional Learning 	<p>Teaching and Learning To continue to improve standards of teaching and learning – ensuring effective pedagogy in line with the new curriculum R3 To share best practice in the school to ensure greater consistency across the school</p> <p>Curriculum To begin to develop an appropriate curriculum To develop thematic planning with authentic learning contexts</p> <p>Professional Learning To ensure leadership is effective at all levels and further develop professional learning and self-development through professional enquiry</p>	<p>Teaching and Learning To further improve teaching and learning in line with pedagogical development based on in house and external research and new curriculum design R3 Continue to develop a policy to share best practice in the school to ensure greater consistency across the school</p> <p>Curriculum To further create, develop and implement a school based curriculum incorporating all AoLE's and what matters with the four purposes at the core</p> <p>Professional Learning To further develop and embed leadership at all levels To further develop self, peer and school professional development with professional enquiry at the core.</p>	<p>Teaching and Learning To embed sound pedagogical approaches consistency ensuring all teaching has a high impact on learning and continue to develop and refine approaches based on evidence R3 Embed a policy to share best practice in the school to ensure greater consistency across the school</p> <p>Curriculum To embed a school led and created curriculum which has the four purposes at its core and covers all what matter and AoLE's.</p> <p>Professional Learning Embed leadership in all areas of school To embed self, peer and school professional development with professional enquiry at the core.</p>

<p>Action 2 Languages, Literacy and communication</p> <ul style="list-style-type: none"> - English - Welsh 	<p>All pupils make the expected progress in all areas of English Improved attainment and achievement in writing throughout the school</p> <p>R1 Continue to improve pupils' writing skills, including their handwriting R4 To improve pupils' Welsh language skills</p>	<p>To further improve attainment and achievement in all areas of English and welsh</p> <p>R1 To continue to improve attainment and achievement in writing R1 To continue to improve standard of handwriting throughout the school R4 Continue to improve Welsh language</p>	<p>To maintain standards of attainment and achievement in speaking and listening and reading in English and Welsh.</p> <p>R1 To further improve attainment and achievement in writing R1 To further improve standards of handwriting throughout the school R4 Further improve Welsh language</p>
<p>Action 3 Mathematics & Numeracy</p>	<p>Many pupils make the expected progress in all areas of mathematics with significant progress in reasoning To continue to improve standards of teaching and learning in mathematics through improved provision</p> <p>R2 Ensure there are planned opportunities for pupils to develop their numeracy skills in subjects other than mathematics, particularly in KS2</p>	<p>Nearly all make pupils make the expected progress in mathematics and attainment align with the expected Further develop attainment and achievement in numerical reasoning All teaching have the expected level or high level of impact on learning</p> <p>R2 To transfer maths skills effectively through the curriculum</p>	<p>All pupils make the expected progress in mathematics and continue to align attainment to the expected Align attainment and achievement in numerical reasoning with procedural</p> <p>R2 To ensure a full range of mathematical skills are enhanced and developed through all other AoLE</p>
<p>Action 4 Health, Wellbeing & Inclusion</p>	<p>To further develop pupils health, wellbeing and inclusion through improved whole school provision and specific interventions</p>	<p>To further develop health and wellbeing provision as part of our curriculum and continue to enhance bespoke provision To further develop intervention programmes for groups of learners and develop policy and provision</p>	<p>To embed a broad and balance curriculum of health and wellbeing interwoven with other AoLEs and built on expert provision. To embed set policy and programme of intervention</p>

		towards the implementation of the new ALN bill	and align policy and provision with the code of practice
Action 4 Science and Technology	<p>To continue to improve staff and pupils IT skills through embedding IT skills framework</p> <p>To further develop digital competence in the life of the school and through the curriculum</p> <p>R5 Ensure that pupils' ICT skills are developed systematically across the school</p> <p>To begin to develop science curriculum of investigations linked to themes</p>	<p>All staff to have appropriate skill level and understanding to deliver IT skills curriculum and DCF</p> <p>Many pupils make the expected progress in IT skills and ability to transfer the skills through the curriculum</p> <p>To begin to embed digital competence in the life of the school and through the curriculum</p> <p>R5 Ensure that pupils' ICT skills are developed systematically across the school</p> <p>To further develop science curriculum of investigations linked to themes</p>	<p>Nearly all pupils make the expected progress and many achieve the expected level in IT skills and demonstrate the ability to apply these skills throughout the curriculum. The application of DCF effectively embedded through the curriculum</p> <p>R5 Ensure that pupils' ICT skills are developed systematically across the school</p> <p>To firmly establish the teaching and learning of science through themes</p>

Ability to measure achievement of success criteria is limited this year due to School closure

School Improvement

2019-20

Text in red relates to schools
Recommendations set by Estyn

Area	Focus	Objectives	Achievements
Action 1	National Mission	<ul style="list-style-type: none"> ➤ To continue to improve teaching throughout the school ➤ R3 Share the best practice in teaching to ensure greater consistency across the curriculum ➤ To begin to develop a bespoke curriculum firmly built on the 4 purposes and embedding what matters effectively build on the progression steps ➤ Continue to develop leadership and professional development 	<p>Pedagogical Developments</p> <ul style="list-style-type: none"> ➤ Consistency in practice has been further developed through the regular reference and review of the Llantarnam essentials and the Staff's Teaching and Learning File. ➤ Improvement in teaching and learning practices have continued to be developed through the development and use of the schools Model for Developing Excellence including use of the EAS produced ETLF (Excellent Teaching and Learning Framework) by staff and the SLT when undertaking termly Teaching and Learning Reviews. This has been supported by the development of teaching staff peer group reviews, also using the ETLF as a support framework and the introduction of support staff peer support groups, who this year focused on observing each other and sharing good practice as well as gaining experience of other phases and aspects of the TA role within the school. <p>To further enhance the effective use of the ETLF Head Teacher and Acting Deputy Head Teacher engaged in an EAS facilitated project working with neighbouring school Ponthir in the use of the ETLF. Whilst this currently remains incomplete early work led to improvements in the SLT's use of the ETLF which was fed into Spring Terms Teaching and Learning Reviews.</p>

			<p>The outcome of the Spring Term Teaching and Learning Reviews evidenced continued improvement in teaching.</p> <ul style="list-style-type: none"> ➤ Further development and embedding of Foundation Phase Continuous and Enhanced provision through Time to fly and Time to Shine. ➤ Trials and development of Independent Learning at KS2, which has become embedded in Maths learning experiences and developed through literacy. ➤ Improved real life contexts for learning and creative activities. ➤ Continued development of facilitation of learning as appose to direct teaching. ➤ Improved pupil voice leading themed learning – with immersion weeks leading to pupil voice in respect of interests directing learning within the borad theme as appose to the previously used narrow topics. With staff having their team midterm planning meeting following the completion of the immersion activities and pupil voice activity. ➤ Development of effective learning environments through working wall and things such as Spelling Stations. ➤ During school closure SLT developed policy and practices for home learning and later blended learning using Google Classroom as the centre platform. SLT rolled out training and support for staff, through TEAMS meetings, example planning and video tutorials and parents through video tutorials and 1-1 meetings and calls. <p>Planning</p> <ul style="list-style-type: none"> ➤ Improvement of midterm planning created the previous year to align with the new curriculum –
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			<p>identified in AoLE's, learning experiences as appose to lessons and sessions, including themes and pupil voice.</p> <ul style="list-style-type: none"> ➤ Professional Development on unpicking the Draft Curriculum and getting to know the what matters and achievement outcomes (as they were) within the AoLEs – fed into Spring planning ➤ Following school work on centralising in the 4 Purposes as the core to all planning and teaching followed by analysis of our provision in relation, Planning has been further developed to embed this as the core and building the descriptors of learning and what matters around this. ➤ Planning for homework improved aligning with AoLEs and making it flexible for pupils and parents who now have the choice of learning activity and the flexibility to complete as and when they like throughout the terms. Celebration of work undertaken at the end of each term provides the opportunity for greater focus and reflection by staff and pupils of homework. ➤ New planning was created to support staff and parents during school closure and to provide flexibility in learning experiences undertaken with blue learning activities as core essentials and green optional extras in order to ensure the coverage and reinforcement of daily core skills with the flexibility for parents who were struggling to dedicate the time to home schooling. <p>Professional Development</p> <ul style="list-style-type: none"> ➤ Profession Learning Enquiry. Professional Learning Lead SE has led the school staff through the decision for focus and some initial trails of practices alongside the cluster schools.
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			<p>➤ We have continued to develop our understanding of and use of the professional standards, through Performance Management and during school closure staff ongoing evaluation in relation to evidence of achievement of each of the standards.</p> <p>➤ Staff individual development Following the resignation of the current deputy and internal interviews assistant head teacher VF became the acting deputy. SE took on the leadership of the STEMS Curriculum Team.</p> <p>During school closure the SLT expanded to include ALENCo LM and Foundation Phase Leader AS. Both took on leading a team of staff in supporting home learning and individual professional development including leading their performance management.</p> <p>At the beginning of the year new pair leads for core subjects were established with AS and CA leading maths, LM and JM leading English and KP and SL leading Welsh. Adjustments to these leads providing professional development for other staff has taken place to accommodate maternity and adoption leave.</p> <p>CT was successful in meeting the standards for HLTA assessment</p> <p>LM began the EAS middle leaders development programme for ALENCo's and has also worked in partnership with the cluster ALENCos, the LA ALN team and regional leaders ensuring staff have been kept up to date and the work of the school continued to evolve in line with guidance in readiness for the ALN bill.</p>
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			<p>As new Foundation Phase Leader AS began to link with EAS networking for Foundation Phase Leads.</p> <p>As Wellbeing Lead VF continued to lead the cluster providing training and running meetings</p> <p>As Professional Learning Lead SE led the staff through the first Professional Learning Enquiry in collaboration with the other cluster leads.</p> <p>Overall achievement of objectives</p> <ul style="list-style-type: none"> ➤ Teaching has continued to improve ➤ Best practice in teaching has been shared through, Teaching and Learning Reviews, Teacher Peer Group Reviews and TA Peer Group Reviews. ➤ Our bespoke curriculum firmly built on the 4 purposes is developing as outlined above ➤ Leadership and professional development has developed extensively.
Action 2	LLC English and Welsh	<ul style="list-style-type: none"> ➤ All pupils make the expected progress in all areas of English ➤ Improved attainment and achievement in writing throughout the school ➤ R1 Continue to improve pupils' writing skills, including their handwriting ➤ R4 To improve pupils' Welsh language skills 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ➤ English – development was made in relation to focused teaching and learning also enhancing the learning environment and independent and creative learning through the setting up of focused Speaking and Listening areas in Key Stage Two ➤ Welsh – continued development and embedding of helpur heddiw, developing incidental and conversational welsh through the phrase/pattern of the fortnight led by the Criw Cymraeg, Criw led Welsh weekly assembly and class award for speaking the most Welsh, staff support for use of placemats and fans as well as focusing staff moderation on the assessment of oral language skills.

			<ul style="list-style-type: none"> ➤ Work towards the bronze award of the Cymraeg Campus supported the development of incidental, conversational and taught oral language skills. <p>Reading</p> <ul style="list-style-type: none"> ➤ English – we continued to embed and develop RWI through foundation phase as well as Guided Reading throughout the school supported by the online provision Giglets. ➤ Welsh – following the purchase of Welsh Reading Scheme staff began to embed a Welsh Guided Reading week once a half term <p>Writing English</p> <ul style="list-style-type: none"> ➤ Big Writes – following evaluation of Big Write a review of coverage was undertaken and Genre map adjusted. ➤ Evaluation of Big Writes at the end of the autumn term identified the need for an adjustment to the introduction of Big Write in Reception classes, with focus being Big Talk through the autumn and spring terms, progressing to Big Writes in summer term or when ready. ➤ Tracking of Big Write assessments continued to show marked progress in all classes in the autumn and spring terms. ➤ Continued planned activities developing to a Big Write within the optional green during school closure has supported parents understanding of the process and end extended piece of writing. ➤ VCOP – Focus on daily activities as well as the development of and use of a working English wall with VCOP as the central feature has led to
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			<p>the improved use and development of basic punctuation and grammar skill.</p> <ul style="list-style-type: none"> ➤ Continuing with VCOP learning tasks as blue essentials through school closure has supported parents understanding of the strategy. ➤ Spelling – Staff continued to embed the teaching and used of RWI spelling following the completion of RWI phonics and throughout Key Stage Two. ➤ Handwriting - progressive packs were established and allocated with staff creating handwriting stations/areas in all classes. Use of supported Guided Reading activities as well as developing independent learning at KS2. ➤ Handwriting and the use of the letterjoins app has been planned for and encouraged throughout school closure. <p>Learning Areas</p> <ul style="list-style-type: none"> ➤ The development of working wall and supportive learning displays let to the development and standardisation of working Literacy walls <p>Overall achievement of objectives set</p> <ul style="list-style-type: none"> ➤ Assessment and evaluation in relation to the objectives hadn't been completed before school closure. Subsequent evaluation in relation to all available information indicated that most pupils were online for targets in all areas of English, attainment in English writing continued to improve, as did pupils handwriting, however this required further focus and pupils welsh language skills, but again continued progress is still necessary.
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Action 3	Maths and Numeracy	<ul style="list-style-type: none"> ➤ All pupils make the expected progress in all areas of mathematics and achievement and attainment in reasoning aligns with procedural ➤ To continue to improve standards of teaching and learning in mathematics through improved provision ➤ R2 Ensure there are planned opportunities for pupils to develop their numeracy skills in subjects other than mathematics, particularly in KS2 	<p>Quizitor</p> <ul style="list-style-type: none"> ➤ Evaluation of maths practices identified further work required to improve consistency and practice in use of daily on the boil skills through the use of Quizitor which was undertaken during the spring term. The continued weekly planning of Quizitor activities as blue activities during school closure have help support staff and parents understanding of the use and purpose. <p>Real Life Contexts and Work towards Curriculum 2022</p> <ul style="list-style-type: none"> ➤ Following subject leader training in Maths Mastery the training which covered planning and teaching in line with Curriculum 2022 and using real life contexts progressively through bubble activities was rolled out to all staff through twilights in the spring term. Since staff have used the planning formats and trialled the bubble activities in their classes ➤ Following the identification of the need to improve maths provision for CUSP pupils throughout the school at the end of the autumn term. Head Teacher introduced and provided some initial training for Groups of Learners Lead and support staff who deliver the programmes in Big Maths. This led to further research and plan for whole school training next year. Additionally support staff have spent further time research and planning and posting learning activities for pupils during school closure. <p>Overall achievement of objectives</p> <ul style="list-style-type: none"> ➤ National Reasoning tests were not completed. ➤ Measurements over two terms indicate that nearly all achieved expected gains. ➤ T&L review Autumn evidenced that many classes were teaching reasoning effectively.
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			<ul style="list-style-type: none"> ➤ End of autumn monitoring and evaluation evidenced that numeracy across the curriculum had improved in all classes.
Action 4	Wellbeing and Inclusion	<ul style="list-style-type: none"> ➤ To further develop pupils health, wellbeing and inclusion through improved whole school provision and specific interventions 	<p>Cluster Work</p> <ul style="list-style-type: none"> ➤ ACE's – School Wellbeing lead VF trained in and rolled out ACE's in the classroom training for all school staff and staff within the cluster. ➤ PASS – cluster grant funded the whole school assessment which we continued to use to identify pupils in need of individual provision for social and emotional skills and skills requiring whole class development. ➤ Nurture Assessment – Boxall – allocation of cluster grant was assigned to a cluster deal for Boxall to assess pupils identified as in need of nurture producing a plan to support identified skills in need of development. ➤ Mindfulness – LAC and vulnerable pupils throughout the cluster engaged in the project learning 14 mindfulness activities which they taught to all pupils in their own schools. This and ACE's training led to the creation of mindful boxes of resources for each class. ➤ Play Therapy – cluster grant planned for bespoke provision for individual LAC pupils which following the collective identification of need for play therapy led to the sharing of the provision. ➤ Nurture Strategies – have been developed and shared including a presentation of Nurture provision for Governors. ➤ Embed SRE policy – the development of policy throughout 2018-19 led to the achievement of

			<p>Healthy Schools Phase 5 which was awarded to the sports and healthy living council during the spring term.</p> <ul style="list-style-type: none"> ➤ Stonewall – training had been booked for summer term. ➤ ALN – in line with cluster development plan following facilitation of EAS ALN lead in evaluating current provision, policy and protocol ➤ ASD friendly schools – ALENCo LM has been working on developing the schools practices in line with the action plan created based on the self-evaluation of school practices in terms of ASD friendly status. Development in provision have included visual timetables in all classes. <p>Pupil Councils</p> <ul style="list-style-type: none"> ➤ Pupil councils have continued their ongoing activities. <ul style="list-style-type: none"> The Rights Respecting Pupil Council have worked on provision in relation to the Rights of the Child and suggestions put forward by pupils. Work has included a reward shop linked to Good to be Green positive behaviour management policy. <p>SEAL and Circle Time</p> <ul style="list-style-type: none"> ➤ Allocated week for SEAL focused work have supported the focus of personal and social skill teaching development, supported by Head Teachers weekly assemblies based on the half termly topic. <p>Strategies – to support Mental Health and Wellbeing</p>
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			<p>➤ Additional to the above staff have had training in yoga and Wellbeing lead VF has produced a policy on a page to help with strategies.</p> <p>Forest School strategies</p> <p>➤ KC led staff training in forest schools activities in the autumn term. Planned activities for KC to lead during the summer term will be planned for next year.</p> <p>Extra-Curricular Provision</p> <p>➤ Extra- curricular provision was planned following consultation with pupils. All teaching staff and many support staff support extra-curricular provision.</p> <p>Improve attendance</p> <p>➤ UNCRC – we have continued to embed the Rights of the child into the work and life of the school. Linking to planning and learning experiences.</p> <p>➤ Year 6 super ambassadors attended annual training by the Children’s Commissioner of Wales and undertook her autumn mission and began the spring before school closure.</p> <p>➤ Due to the fact the school support the development of schemes of work produced by the Commissioner’s team a number of foundation phase pupils were invited to the Commissioners Celebrations on International Children’s Day which marked 20 years of the United Nations Convention of the Rights of the Child, while the rest of the school undertook related activities throughout the day in school.</p> <p>➤ During school closure staff posted activities on the Rights of the Child provided by the Rights Respecting School site.</p> <p>All work has evidenced toward Rights Respecting School</p>
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			<p>Bronze Award</p> <p>Intervention Provision for FSM and CUSP pupils</p> <ul style="list-style-type: none"> ➤ Provision developed and introduced previously have been embedded ➤ Following end of autumn term assessments and monitoring and evaluation which identified the need for improved, measurable and consistent programmes for maths intervention staff investigated, began initial training in and Big Maths. Use of which has been developed through school closure with support staff. <p>Overall achievement of objectives</p> <ul style="list-style-type: none"> ➤ Nurture strategies and other effective strategies linked to ACE's training and other projects to support mental health and wellbeing have been introduced into class practice. ➤ PASS and Boxall assessments are being used effectively and formatively to support individual and whole class development. ➤ Effective policy for wellbeing has been developed with essentials and optional strategies. The essentials have been incorporated into our Llantarnam Essentials. ➤ A measure of pupils understanding of health and the importance of physical exercise needs to be addressed further. Pupils understanding of the importance of healthy mental health and strategies to support has developed extensively. ➤ There has been extensive work towards the achievement of Rights Respecting School Bronze Award ➤ Interventions have produced enhanced pupil progress in literacy, maths and social and
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			<p>emotional development although new programmes for maths need to be embedded.</p> <ul style="list-style-type: none"> ➤ Further monitoring and evaluation of the use of and effectiveness of forest school provision required.
Action 5	Science & Technology	<ul style="list-style-type: none"> ➤ To further improve staff and pupils IT skills through embedding IT skills framework ➤ To further develop digital competence in the life of the school and through the curriculum ➤ R5 Ensure that pupils' ICT skills are developed systematically across the school 	<p>IT</p> <ul style="list-style-type: none"> ➤ Half / Termly whole school focus work continued this year although absence of IT lead impacted on the development of this. ➤ After taking the lead during the second half of the spring term SE produced a skills tracking for Foundation Phase <p>Set up networking with external support provisions for IT development which will roll out next year.</p> <p>Liaised with SRS to improve the structure of provision and worked in partnership to roll out school laptops to digitally excluded pupils including delivering many to pupil's homes.</p> <p>Led the introduction of and supported staff and parents in the setting up and running of schools online home learning platform Google Classroom.</p> <p>Put a number of measures in place to improve communication with parents following the autumn terms parent survey.</p> <p>Liaised with companies to support online learning provision</p> <p>Worked with Governor R Bigmore to finalise and continue to update new school website.</p> <p>Led a successful coding club supported by past pupils</p> <ul style="list-style-type: none"> ➤ Digital Council has continued to be active supporting the use of provision in classes.

			<p>➤ R Bigmore led a pupil website club throughout the autumn and first half of the spring term ending to enable the digital leaders to build up pupil work to post and to take on new project leading a club to build an electric car which will be carried over to next term.</p> <p>He also designed and created a new school website.</p> <p>STEMS</p> <p>➤ Lead EG has produced guidance for ensuring the coverage of science skills within overarching themes</p> <p>➤ Engagement in the cluster Enthuse led to training in the summer term which was transferred to virtual and further whole cluster training for autumn 2020</p> <p>Overall achievement of objectives</p> <p>➤ A measure of staff confidence in relation to DCF needs to be undertaken however staff and pupil's IT skills have developed extensively during school closure, use of Hwb, school website and new school digital platform Google Classroom.</p> <p>➤ We were not able to capture pupil progress.</p> <p>➤ Support for science through Themes has been provided, work now required on skills expectations in relation to investigations.</p>
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Financial Report 2019-20

SCHOOL MANAGEMENT REPORT
Governors Approved Budget

Year: 2019
Produced on: 07 May 2019

DB0240

Llantarnam Primary School

Working Budget
£

B3UR - Usable Reserves

9101	School Balances	(51,391.00)
		(51,391.00)
	Usable Reserves	(51,391.00)
	Total for : Total Reserves	(51,391.00)

3AA - Employees

0001	Salaries	
	001 Teachers	474,473.00
	002 Deputy Head Teachers	66,760.00
	003 Head Teachers	78,678.00
	135 Mid-Day Supervisors	9,880.00
	136 General Assistants	276,468.00
	156 Caretakers	26,152.00
	182 Admin./Clerical Staff	55,322.00
0029	Sick Leave - Replacement	20,000.00
0032	Other Replacement	7,700.00
	SPC01 Class 1	8,372.00
0093	Salary Charge	(124,000.00)
0439	Courses/Training	1,500.00
0448	Course Fees	500.00
0489	Other School Employee Charges	1,522.00
6007	Recharge - Supply Cover Scheme	18,837.00
	Employees	922,164.00

3DD - Premises

1000	Building Repair & Maintenance	3,000.00
1064	Statutory Testing/Duty of Care - Schools	6,034.00
1100	Grounds Maintenance	3,000.00
1152	Electricity	10,359.00
1153	Gas	7,450.00
1190	NDR	27,089.00
1200	Water Services	2,959.00
1253	Building Security (Including CCTV)	2,500.00
1320	Building Cleaning	33,230.00
1325	Refuse Collection	1,236.00
	Premises	96,857.00

3HH - Supplies & Services

3050	Schools Capitation	33,372.00
		19,100.00
	ICTEQUI ICT EQUIPMENT	5,000.00
	SPC01 Class 1	8,372.00
	SPR01 Reception	500.00
	SPR02 Religious Education	400.00
3154	First Aid Supplies & Services	200.00
3160	Disposables	2,700.00
3217	Payments Under Contract - Catering	18,241.00
3220	Refreshments	100.00

SCHOOL MANAGEMENT REPORT
Governors Approved Budget

Year: 2019
Produced on: 07 May 2019

<u>DB0240</u>	<u>Llantarnam Primary School</u>	<u>Working Budget</u> <u>£</u>
3HH - Supplies & Services		
3355	Photocopier Expenses	100.00
		7,800.00
3462	Medical Fees	1,000.00
3476	Licences	2,140.00
3501	Postages	100.00
3510	Telephone - Call Charges & Rentals	1,000.00
3548	IT Software	3,038.00
	Supplies & Services	69,691.00
3KK - Third Party Payments		
3812	School Music Service	4,000.00
	Third Party Payments	4,000.00
3NN - Support Services		
6041	Swimming SLA	1,585.00
6042	Schools SLA	34,550.00
	Support Services	36,135.00
	Total for : Expenditure	1,128,847.00
3CS - School Funding		
8710	Budget Share	(1,051,098.00)
8715	School Budget Share - Funding Adjustment	(20,760.00)
	School Funding	(1,071,858.00)
3RR - Government Grants		
8000	Government Grants General	(27,257.00)
8074	Welsh Assembly Government	(16,743.00)
	Government Grants	(44,000.00)
3TT - Customer & Client Receipts		
8302	Donations, Gifts And Legacies	(400.00)
8312	Other Receipts Miscellaneous	(5,000.00)
8720	Supply of Teaching Staff (prov of Educ)	(1,000.00)
	Customer & Client Receipts	(6,400.00)
3UU - Recharges		
8292	Int. Income - Mutual Absence Fund	(10,000.00)
	Recharges	(10,000.00)
	Total for : Income	(1,132,258.00)

SCHOOL MANAGEMENT REPORT
Governors Approved Budget

Year: 2019
Produced on: 07 May 2019

<u>DB0240</u>	<u>Llantarnam Primary School</u>	<u>Working Budget</u> <u>£</u>
	Total for : Llantarnam Primary School	(surplus)deficit (54,802.00)
	Balance as a % of Total Funding & Grants	(surplus)deficit (4.91) %

DB0240

Llantarnam Primary School

B3UR - Usable Reserves

		Actual 2018/2019 £	Actual 2019/2020 £
9101	School Balances	(38,537.99)	(51,391.13)
		(38,537.99)	(51,391.13)
	Usable Reserves	(38,537.99)	(51,391.13)
	Total for : Total Reserves	(38,537.99)	(51,391.13)

3AA - Employees

0001	Salaries	899,140.81	969,367.86
0029	Sick Leave - Replacement	18,640.27	24,516.23
0030	Holidays - Replacement	9.66	63.77
0032	Other Replacement	25,373.75	47,326.01
0036	Additional Hours - recoverable from site	66.45	438.45
0050	Stat Maternity / Paternity/ Adoption Pay	3,414.23	3,264.42
0051	Stat Maternity Credit	(3,125.45)	(8,417.32)
0055	Overtime	627.15	2,245.34
0065	Sick Pay	1,420.95	740.14
0067	Jury Service	(188.82)	0.00
0090	Supply Cover Non-Teaching	14,667.12	4,595.59
0093	Salary Charge	(114,332.00)	(131,362.00)
0408	Early Retirement Costs (Strain)	0.00	0.00
0412	Lump Sum - Redundancy	0.00	0.00
0417	Payment In Lieu Of Notice	0.00	20,900.00
0438	Expenses	110.26	0.00
0439	Courses/Training	255.00	937.50
0448	Course Fees	0.00	0.00
0489	Other School Employee Charges	1,588.00	1,307.00
0711	Detriment Payment	0.00	(16.74)
6007	Recharge - Supply Cover Scheme	11,021.00	18,837.00
	Employees	858,688.38	954,743.25

3DD - Premises

1000	Building Repair & Maintenance	1,461.84	5,344.83
1047	Glazing Repairs	0.00	0.00
1064	Statutory Testing/Duty of Care - Schools	5,735.69	7,320.59
1100	Grounds Maintenance	3,000.00	0.00
1152	Electricity	9,785.02	11,942.67
1153	Gas	5,370.30	4,845.60
1181	Hire Of Premises & Rooms Etc.	83.81	0.00
1190	NDR	26,471.00	27,089.00
1200	Water Services	2,900.56	2,899.72
1253	Building Security (Including CCTV)	495.00	2,495.00
1320	Building Cleaning	32,291.00	33,230.00
1325	Refuse Collection	1,600.90	1,183.59
	Premises	89,195.12	96,351.00

3HH - Supplies & Services

3050	Schools Capitation	32,059.77	23,494.89
3154	First Aid Supplies & Services	0.00	383.65
3160	Disposables	2,581.04	4,278.00
3217	Payments Under Contract - Catering	18,241.00	18,241.00
3220	Refreshments	57.25	36.00
3355	Photocopier Expenses	7,551.61	6,636.55
3450	General Fees	0.00	55.00
3462	Medical Fees	730.20	597.20
3476	Licences	143.18	1,088.42
3501	Postages	95.74	66.12
3510	Telephone - Call Charges & Rentals	36.78	92.99
3545	IT Hardware (inc Printers & Scanners)	1,571.93	0.00

Schools Outturn Statement 2019/2020

DB0240 Llantarnam Primary School		Actual 2018/2019 £	Actual 2019/2020 £
3HH - Supplies & Services			
3548	IT Software	38.00	570.79
3570	VOIP Phones & Software	116.00	166.00
7097	Bad Debts Written Off	0.00	112.00
Supplies & Services		<u>63,222.50</u>	<u>55,818.61</u>
3KK - Third Party Payments			
3812	School Music Service	630.00	3,859.49
Third Party Payments		<u>630.00</u>	<u>3,859.49</u>
3NN - Support Services			
6041	Swimming SLA	1,486.80	1,569.40
6042	Schools SLA	33,928.00	36,265.00
Support Services		<u>35,414.80</u>	<u>37,834.40</u>
Total for : Expenditure		<u>1,047,150.80</u>	<u>1,148,606.75</u>
3CS - School Funding			
8710	Budget Share	(961,673.00)	(1,048,352.00)
8715	School Budget Share - Funding Adjustment	(12,858.03)	(40,326.93)
School Funding		<u>(974,531.03)</u>	<u>(1,088,678.93)</u>
3RR - Government Grants			
8000	Government Grants General	(9,481.12)	(31,940.06)
8074	Welsh Assembly Government	(19,632.33)	(14,409.71)
Government Grants		<u>(29,113.45)</u>	<u>(46,349.77)</u>
3SS - Other Funding & Contributions			
8100	Funding & Contributions - General	0.00	0.00
8328	Imprest/Refund/Reimbursement	(879.36)	0.00
Other Funding & Contributions		<u>(879.36)</u>	<u>0.00</u>
3TT - Customer & Client Receipts			
8200	Sales General (Vatable)	0.00	(15.54)
8302	Donations, Gifts And Legacies	(1,660.00)	0.00
8312	Other Receipts Miscellaneous	(23,305.60)	(2,601.40)
8358	Other Tuition Fees	0.00	0.00
8503	Lettings (VAT Exempt)	0.00	(3,968.50)
8703	Supply Cover/SMP - Insurance Refund	0.00	0.00
8720	Supply of Teaching Staff (prov of Educ)	(2,217.00)	(3,422.11)
Customer & Client Receipts		<u>(27,182.60)</u>	<u>(10,007.55)</u>
3UU - Recharges			
8292	Int. Income - Mutual Absence Fund	(28,297.50)	(22,732.50)
8544	Int. income - fees & charges	0.00	0.00
Recharges		<u>(28,297.50)</u>	<u>(22,732.50)</u>
Total for : Income		<u>(1,060,003.94)</u>	<u>(1,167,768.75)</u>
Total for : Llantarnam Primary School (surplus)/deficit		(51,391.13)	(70,553.13)

Target Setting

School Performance DATA

Due to school closure for the second half of the spring term and first part of the summer term. Target setting had to be abandoned and end of key stage data could not be submitted




Attendance



Torfaen County Borough Council – Education Welfare Service

STRIVE FOR 95+% Scheme

ABXΔE

<p>From a child's first day of school, set the expectation to- Strive for 95+%!</p> <p>195 school days •</p> <p>1% of 195 is 1.95 Days •</p> <p>1% is approximately 2 Days</p> <p># NOT IN MISS OUT! Strive for 95+%!</p>	
 <p>EXCELLENT!</p>	<p>100% Not missing any lessons.</p> <p>99% Missing about 10 lessons.</p> <p>98% Missing about 20 lessons.</p> <p>97% Missing about 30 lessons.</p> <p># NOT IN MISS OUT! Strive for 95+%!</p>
 <p>Be AWARE!</p>	<p>95% Missing about 2 weeks of school.</p> <p>94% Missing up to 2 weeks and 2 days of School.</p> <p>It will be difficult to catch up on the lost learning from 35 lessons</p> <p># NOT IN MISS OUT! Strive for 95+%!</p>
<p>Time to Take Action!</p> 	<p>92% and below Missing more than 3 weeks of education.</p> <p>A serious loss of learning which is likely to have a detrimental effect on achievement and life chances. # NOT IN MISS OUT! Strive for 95+%!</p>
<p>What colour is your child's letter home this half-term?</p> <p>GREEN- excellent</p> <p>AMBER –be aware</p> <p>RED- take action</p> <p># NOT IN MISS OUT! Strive for 95+%!</p>	
<p>Some absences are unavoidable. Children will get sick and need to stay home occasionally. The important thing is to inform your school</p> <p># NOT IN MISS OUT! Strive for 95+%!</p>	
<p>Good attendance in the early years of school is vital</p> <p>This will help children do well in secondary school, college and at work.</p> <p>#NOT IN MISS OUT! Strive for 95+%!</p>	

Just one or two days a month can add up to nearly 10 percent of the school year. # NOT IN MISS OUT! Strive for 95+%
Children can get poor exam results if they miss school. ## NOT IN MISS OUT! Strive for 95+%
All days off school matter. They all represent lost time in the classroom and a lost opportunity to learn. # NOT IN MISS OUT! Strive for 95+%
Try to make Doctor and Dentist appointments outside school hours # NOT IN MISS OUT! Strive for 95+%
Families should try to avoid holidays that require children to miss school. # NOT IN MISS OUT! Strive for 95+%
Remember there are 175 days in a year to spend on family time, visits, holidays, shopping, household jobs and other appointments # NOT IN MISS OUT! Strive for 95+%
Do you need help and support with your child's attendance? You can turn to the school for help. Schools offer services for the whole family to help with school attendance. The Education Welfare Service are there to support you, your child and their school # NOT IN MISS OUT! Strive for 95+%

Attendance	2018-19		2019-20	2020-21
	Actual	Target	Actual - March 20 th	Target
Attendance (%)	95%	95.5%	95.3% - 13 th March between 13 th -20 th March we had considerable amount of absences due to parents choosing to keep their children home/self-isolate 94.3% March 20 th	95.7%
Unauthorised Absence (%)	1%	0.5	0.9% - 13 th March 1.1% - 20 th March	0.5%
Authorised Absence (%)	4%	3.70%	3.6% - 13 th March 4.6% -20 th March	3.8%

School Closure

COVID-19 Pandemic

Week beginning 13th March school attendance was 95.4% just under the target set by our Governors. By Friday 20th March it had dropped to 94.5% due to parents choosing to keep their children at home.

Whilst we were informed there had been no decision made to close schools staff were allocated staff meeting time to start to prepare home school learning packs including enough learning activities for two week's worth of work and we began to prepare for distribution.

Local Authority informed Head Teachers throughout the borough that schools would remain open for the foreseeable Wednesday 18th March at 10am, but by 12:30pm the Education Minister announced all schools were to close Friday 20th March. At 3:30pm Wednesday 18th March we were informed that we were to reopen the school building as a local authority childcare hub the following week.

Along with heads from the cluster of schools, excluding Pontnewydd and later Maendy Primaries who were required to open their school units and including the addition of Ysgol Gymraeg Cwmbran Heads planned the provision, structure and organisation and all staff from the 4 additional primaries, sports and play staff undertook inductions. The child care hub opened Tuesday 24th March and ran continuously, initially including weekends, through Easter and Half term, 8am-6pm until Friday 19th June. During that time schools were rotated weeks to lead and following the Easter break staff from Croesyceiliog Comprehensive were inducted and included into the weekly rota as well as staff with other schools to support increasing numbers. Through April heads worked with social care to allocate places to identified vulnerable pupils.

Before school closure staff were allocated appropriate IT equipment to enable them to work from home and were given two weeks of set professional development work, including work on the new curriculum for Wales, their contributions to school development, work on their own professional development and journal all work completed.

During the first two weeks all available staff were required to work in the childcare hub for one day and for five more days over the course of the next three months and two half days to attend meetings and organise the school for reopening. The SLT attended the hub weekly to contact vulnerable families, organise and distribute IT kit to digitally excluded, lead the hub during rotated weeks and organise school for reopening during evenings whilst the hub was closed.

Following confirmation that school closure was likely to be long term the SLT met and agree policy and procedure for a digital home learning platform using Google Classroom, created tutorials for staff and parents which were launched at the beginning of the summer term.

Following feedback from parents new planning formats were created with examples answers and example expected pieces of work. The planning split learning activities into blue daily essentials and green optional extras to support parents who were finding time for and or the process of home schooling challenging.

SLT were allocated staff teams and staff were allocated weekly tasks; two TEAMS meetings with SLT lead one for planning one for professional development, planning time, marking and feedback for learners, professional development work, report writing and a range of training.

Allocation of school laptops rolled out from between 4th June- 12th June to digitally excluded learners.

SLT began the planning for school reopening from 3rd June and with support of the guidance from 10th June. During this time staff supported the organisation working around the childcare hub.

Bubbles of 8 pupils were organised and at least two staff allocated to each to enable breaks. All health and safety measures were put in place and the risk assessment agreed with the Local Authority's Health and Safety Officer.

157 pupils (55%) of statutory school aged pupils returned to 'Check in, catch-up and Prepare' and we quickly and seamlessly moved into 'blended learning' (some learning in school and some at home) which was highly effective for all who returned.

Thursday 9th July the Education minister announced that all learners would return to school in September and following receipt of the operational guidance Monday 13th July we have begun to make plans and get ready to receive all learners safely in September.

School work with the Local Community, Business and Industry

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

Parents

We continue to enjoy positive contributions made by parents and family volunteers at school. They have been actively involved in a number of ways for example attending trips, attending events such as world book day PACT sessions and enterprise sale.

Llantarnam community Primary School also benefits greatly from a very active and committed PTA who ran range of wonderful social events and raised a considerable amount of money which they used to contribute to curriculum resources, trips and parties.

Cluster

We have strong links with Croesyceiliog Comprehensive and other primary schools in our cluster, plus our other local secondary school Cwmbran High. Transition arrangements are strong.

We aim to ensure a smooth transition for our year 6 pupils as they make the big step to secondary school. We organise visits, transition events and welcome the secondary school teachers to our school to teach and get to know our pupils. Additionally where required we arrange enhanced transition where pupils are given more opportunities to visit and learn about the life and organisation at their new school.

Our year 6 teacher meets with the year 7 lead and AENCO to pass on all relevant information to support the transition process.

Additionally we work together on many projects linked to our school development plans, to allocate shared LAC grant and our development towards the National Mission and New Curriculum for Wales.

This year we have worked together on the following:-

LAC Grant:-

- Play therapy
- Wellbeing Leads networking
- ACE's in the classroom training

- Writing Project – years 3&4
- Social and Emotional assessments – Boxall and PASS surveys
- Mindfulness Champions

Mental Health in Reach Project

- Advice and support for individual pupils
- Trauma Informed Schools Training

Professional Learning

S Thomas has continued to lead the cluster facilitated by the EAS following consultation with Welsh Government to keep schools up to date with required work towards The National Mission and Curriculum 2022.

Head Teachers and identified Professional Learning Leads in each school meet regularly for updates, discuss, plan and review work.

Additionally the Professional Learning Leads have undertaken a cluster Professional Learning Enquiry which due to school closure will need to be completed next year.

Deputy Heads throughout from the cluster schools also meet regularly to network and share developments.

Other Cluster Projects

1. Cracking the Code – evaluating and sharing kit to teach Coding skills
2. Modern Foreign Languages – Identified upper Key Stage 2 pupils taught French by Croesyceiliog Secondary Language Teachers and sharing that learning with all upper Key stage 2 pupils in their own school.
3. Enthuse STEMS project in partnership with Techniquet – training for staff
4. MAT pupils visits to Universities
5. Electric Car Project – using a cluster Grant to purchase the kit, each school builds the car which is raced at events.
6. Cluster Governors - Chairs of Governors have begun to network and share good practice.

LA and other agencies who support schools internal work

Links with Community and LA Organisations

Mrs Box from the local Asda continues to work with us weekly and donate resources towards school projects.

We continue to open to and consult with local housing developments including Barratt Homes and Melin Homes.

Local Company Eaton have sponsored the Cluster Enthuse STEMS Project.

Sports Development

We take every opportunity to link with and take part in events arranged by sports development.

Our Upper Key Stage 2 Sports and healthy living councillors attended annual Young Leaders training and sports development facilitated a cluster athletics event hosted at our school.

Music and Arts

Our choir were prepared for the annual Coral Festival and our Dance Groups for the annual Torfaen Dance Festival. Unfortunately neither were able to go ahead this year.

Our Eco-councillors represented the school at the Torfaen Eco-quiz and we engaged in the year 5 Keep Me Safe project supported by various professions throughout the borough including the fire service and police.

Local Parish

Links with the Local Parish remain strong with Reverend Freda Evans being a Governor and welcoming the pupils and families for the annual Christingle.

This year we planned our very first leavers Church service which unfortunately couldn't take place.

Curriculum - Wellbeing – SRE - PSD

We continue to work closely with the school nursing team and the local PLSO who teaching the Local Beat programme throughout school. Year 6 also attend Wings to Fly.

Charity Work

Jeans for Genes - £256

Children in Need - £258.43

NSPCC - £593.90

Red Nose Day - £213.05

PE and School Sports

Physical Development in foundation Phase - takes place through formal whole class active sessions as well as through on going each day through enhanced and continuous provision.

Classes have a range of bikes and outdoor games equipment to support pupil's physical development

Play to learn provision is used as part of direct teaching and time to shine activities throughout foundation phase to support physical development.

At KS2 we ensure pupil have two formal PE sessions per week which cover the areas of creative activities – dance and gym, competitive activities – games and athletics, outdoor and adventurous activities, such as orienteering, problem solving, swimming and walking and Health related exercise where pupils undertake a range of physical activities often of preference and focus on the health benefits and gains.

As part of wellbeing agenda pupils learn yoga, undertake the daily mile and other activities which help them physically and mentally.

Extra Curricular Sporting activities

We continue to offer a range of school sports and listen to the children and work hard to provide for their preferences.

During 2019-20 we provided:

Foundation Phase and KS2 – Football clubs

Netball

Gymnastics

Dance

We take every opportunity to take part in cluster, community and local sporting events.

Communication with Parents

It is very important we work closely in partnership with our parents and guardians

This year we have continued to use Class dojo as our immediate form of communication between class teachers and parents and to alert parents to up and coming school event

and provide reminders.



Aside from class dojo email is our main form of communication but to be inclusive we still give parents the option for hard copies of information

Additionally our weekly newsletter keeps all our partners up to speed with work at school, school and pupil success and forthcoming dates and reminders

A new website designed and created by vice chair of Governors R Bigmore is modern and informative.

Like any information sharing site it is constantly evolving and developing.

<https://www.llantarnamcommunityprimary.co.uk/>

We update our prospectus annually and as required. This is provided in hard copy for all new parents and any who request a copy and is the central feature of our website.

We also promote our open door policy.

Parents know they can come to reception or approach a teacher at the gate or classroom door and we will do our very best to make time for them/ address their issue or concern. However if this is not possible we will do our very best to get back to them ASAP with a time and member of staff who will be able to help.

Intake transition is carefully planned. Nursery and Reception parents attending presentation and visiting the setting, a number of events for pupils to spend time in the setting with and without their parents and an opportunity for parents and pupils to sample school dinners and experience lunchtimes at school.

We hold training sessions for parents for example Read Write Inc. for Reception parents

We survey parents annually, with actions to follow feeding school development and ensure parent forums are held in different ways - formal meetings and informal chats during parents evenings.

We also hold a wide range of celebration and event throughout the year and work in partnership with the PTA to raise money for the pupils.



Curriculum Organisation

Current Curriculum

Age	Phase	Areas of Learning / subjects	Skills through the curriculum	Wider skills
3-7 years Nursery to Year 2	Foundation Phase	<p>7 Areas of Learning</p> <p>Core Areas Language, Literacy and Communication Mathematical Development Personal and Social Development</p> <p>Other areas Knowledge and understanding of the world Creative Development Welsh Language Physical Development</p>	<p>Literacy And Numeracy Framework</p> <p>Digital competence</p>	<p>Curriculum Cymreig</p> <p>Thinking skills</p> <p>TI</p>
7-11 years	Key Stage Two	<p>3 core subjects English Maths Science</p> <p>Foundation subjects History Geography Art DT Music Welsh IT PE RE</p>	<p>Literacy And Numeracy Framework</p> <p>Digital competence</p>	<p>PSE</p> <p>Curriculum Cymreig</p> <p>Thinking skills</p>

National Mission - Education

We have continued to undertake training and development towards the new curriculum for Wales following the

National mission for Education transformation

Which includes supporting and working on implementing the recommendation of

Professor Donaldson in Successful Futures

Which places the core aims of the curriculum to produce:-



- Ambitious, capable learners – ready to learn throughout their lives
- Ethical, informed citizens – ready to be citizens of Wales and the world
- Healthy, confident individuals – ready to lead fulfilling lives as valued members of society
- Enterprising, creative contributors – ready to play a full part in life and work



During the autumn term staff continued to engage with and work with the draft Curriculum which was published July 2019 for consultation and the final Curriculum since published at the end of January 2020

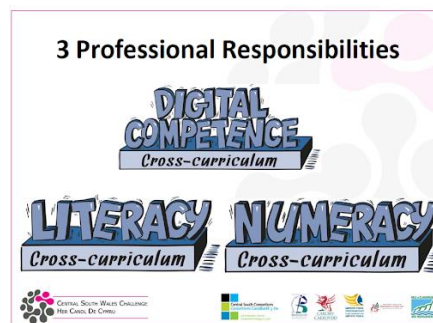
<https://hwb.gov.wales/curriculum-for-wales>

The New Curriculum will have a single phase crossing Primary and Secondary Education (3-16)

Subjects are replaced by AoLE Areas of Learning Experiences



A blended approach to the teaching of the AoLE's is promoted and the three cross-curricular areas must be reinforced and developed through all AoLE's



Each AoLE have a number of 'What Matter Statements' which are key overarching areas to guide teaching and learning. Principles of Progress and Descriptors of Learning accompany each what matter statement.

Principles of progression outline progressive attainment through: increasing breadth and depth of knowledge, Deepening understanding of the ideas and disciplines within the Areas, Refinement and growing sophistication in the use and application of skills, Making connections and transferring learning into new contexts and Increasing effectiveness.

Descriptions of learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning.

Work undertaken has been planned and documented through School Development Plan Action1 National Mission.

Included in this is our ongoing work as a cluster for schools through our Professional Learning School Leads and Cluster Lead who ensure we are kept up to date with on-going developments and requirements.

Part of this years work has centred on our analysis of our school as a Learning Organisation. Undertaking the self-evaluation, identifying areas in need of development and building in actions to address.

Teaching and Learning

Teaching and Learning Policy

Llantarnam Community Primary School a place of learning where all should have the opportunity to develop their skills and talents, to fulfil their potential and achieve excellence, irrespective of ability, disability, social background, culture or gender. We aim to produce learners who are motivated and effective, increasingly more responsible for their own learning, able to make use of the new technologies and those who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

ALL staff are dedicated to the nurturing and development of ALL children. We are passionate about teaching the skills, attitudes and values that will enable them to live healthy, happy and fulfilling lives, now, and in the future. Everything we do must work for our children and their learning.

Learning and teaching are processes of co-operative teamwork - the involvement of parents, governors and others in the community is welcomed and encouraged.

We believe that children learn best when they:-

- Are happy, feel valued, respected and cared for.
- Are engaged, appropriately challenged, stimulated and extended.
- Acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding through real life, relevant and purposeful experiences.
- Are motivated to work to the best of their ability.
- Show interest in their learning and sustain concentration.
- Make good progress, achieve and recognise success.
- Have opportunities for practical and relevant exploration.
- When they have opportunities to collaborate.
- Make choices about their learning.
- Allowed to explore and use their creative, problem solving and critical thinking skills.
- Work through mistakes and become resilient risk takers
- Are able to work collaboratively and independently
- Understand what they are learning, how well they have learned and how they can improve.
- Are challenged appropriately and inspired.
- Are confident, feel secure and are aware of expectations.
- When their social, emotional and physical needs are met.

Excellent Teaching and Learning:-

- maintains a consistent focus on the overall **purposes** of the curriculum
- **challenges all learners** by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a **blend of approaches** including direct teaching
- means employing a blend of approaches including those that **promote problem solving, creative and critical thinking**
- **sets tasks and selects resources** that **build on previous knowledge and experience** and engage interest
- creates **authentic contexts** for learning
- means employing **assessment for learning** principles
- includes **ranges within and across** Areas of Learning and Experience
- regularly reinforces Cross-curriculum Responsibilities, including **literacy, numeracy and digital competence**, and provides opportunities to practise them
- encourages children and young people to take increasing **responsibility** for their own learning
- supports **social and emotional development** and positive relationships
- encourages **collaboration**
- **develops learners resilience, perseverance, independence, creativity,**
- **inspires pupils to want to learn more and become lifelong learners**

Excellent teaching enables learners to become:-

- **ambitious and capable ready to learn throughout their lives**
- **enterprising, creative contributors ready to play a full part in life and work**

- **healthy confident individuals ready to lead fulfilling lives as the valued members of society**
- **ethical informed citizens ready to be citizens of wales and the world.**

Inclusion

All our pupils are individuals and all have the Right to have their needs met and to develop emotionally, socially, spiritually, morally and intellectually to achieve and become the very best they can be.

With this at the heart of all we provide whatever is required to ensure all have access to the curriculum provision and all succeed and make good progress in all areas and where required additional and individualised provision is provided and we work in partnership with many outside agencies and the pupil's families to provide the very best.

Consistently applied whole school policy and practice and clearly planned provision ensure inclusion for the following groups of pupils as well as pupils with unique individual requirements

ALN – additional learning needs

ASD – Autistic spectrum disorder

ACE's – Adverse Childhood Experiences

Attachment Disorder

ADHD / ADD

Behaviour Emotional and Social needs

Physical needs

Medical needs

More able and talented

Pupils who move between different schools frequently

Pupils who are from an ethnic minority group

Pupils who have English as an additional language

Pupils who access to free school meals

Pupils who have experienced trauma

LAC – Looked after and adopted pupils

Wellbeing

Wellbeing is fundamental and at the core to all we do at Llantarnam. We ensure that all pupils and staff are happy, feel safe and confident and know that until this is achieved they will not be in place to learn, believe in themselves and succeed.

Development of Wellbeing provision continues to be a major priority (SDP Action 4), this includes staff training. This year staff have undertaken training in ACE's in the Classroom, 5 Ways to wellbeing, yoga and mindfulness activities.

During school closure staff were tasked with completing wellbeing training via 'Creative Education; SWAN Safe, Welcoming all Together Nurturing', Understanding Anxiety: 10 things you need to know and creating a personal wellbeing plan as well as being provided with a range of optional wellbeing training courses.

Our ongoing work with the Mental Health in Reach Project has led to 5 ways to wellbeing, Head Teacher- Trauma Informed Schools training and the planned - Taking Care and Giving Care and staff wellbeing drop in sessions, which will be undertaken next academic year.

We use a number of incidental and structured approaches throughout the day to support and develop all children's social & emotional skills and overall wellbeing.

Daily / Weekly Incidental Wellbeing Activities

- Weekly Monday morning class assembly – Class Gathering centred on supporting the pupils readiness for learning and ascertaining any wellbeing issues or concerns they have that require individual support.
- Weekly Head Teacher assemblies focused on the Right of the Month and SEAL topic.
- Mindfulness activities
- Calm space and mindful box of activities
- Yoga
- Daily mile
- Brain breaks
- Pupil councils
- Healthy Social Snack provision and time Foundation Phase
- Staff training – ACE's, 5 ways to wellbeing

Focused and Planned Learning Experiences

- Half termly SEAL focused learning experiences
- PSD learning experiences Foundation Phase
- PSE learning experiences KS2
- Linked learning experiences with Science and RE curriculum coverage.
- Nurture Provision for individuals and identified groups.

The School Day

Nursery: Morning 9.00 am to 11.30
Afternoon 12.45 pm to 3.15 pm

Foundation Phase: Morning 9.00 am to 12.00
pm Afternoon 1.00 pm to 3.15 pm

Key Stage 2: Morning 9.00 am to 12.15
pm Afternoon 1.15 pm to 3.15 pm

Staff are on duty from 8:50am

Pupil contact time excluding assemblies and registration:

Infants 22 ¼ hours

Juniors 23.5 hours

Term Dates

School Term and Holiday Dates - 2019/2020 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Monday 02.09.19	Monday 28.10.19	Friday 01.11.19	Friday 20.12.19
Spring	Monday 06.01.20	Monday 17.02.20	Friday 21.02.20	Friday 03.04.20
Summer	Monday 20.04.20	Monday 25.05.20	Friday 29.05.20	Monday 20.07.20

2020/2021 Academic Year

School Term and Holiday Dates - 2020/2021 Academic Year				
Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Tuesday 01.09.20	Monday 26.10.20	Friday 30.10.20	Friday 18.12.20
Spring	Monday 04.01.21	Monday 15.02.21	Friday 19.02.21	Friday 26.03.21
Summer	Monday 12.04.21	Monday 31.05.21	Friday 04.06.21	Tuesday 20.07.21