

Gnoll Primary School



20TH SEPTEMBER 2022

Governors Annual Report to Parents



Gnoll Primary School

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1. Letter from the Chair of Governors

Dear Parents and Carers ,

This has been by far one of the most eventful and challenging school years. However, the governors and staff of Gnoll Primary have risen to the challenge of Covid 19 pandemic to ensure the health, safety and well-being of our children continues to be at the forefront of everything we do. Please be assured that the Governing Body has followed Welsh Government, Public Health Wales and Local Authority guidance diligently.

The Governing Body has continued to ensure the accomplished management of the school through virtual meetings. Health and safety monitoring of the school environment has also taken place through virtual meetings with the Headteacher and Bursar.

Amongst the numerous challenges presented, the school successfully implemented online home learning and this would not have been achieved without the commitment of our dedicated staff and the tremendous support from parents and carers. I would like to extend my personal thanks to all involved. Please be assured that staff and governors are committed to striving to achieve an educational environment where every child is nurtured, provided with the opportunity to thrive and achieve to the best of their ability.

I would just like to say an enormous thank you to all of our fantastic pupils who have all worked so hard this year, and made staff and governors very proud. I know that Mr Harris and all school staff missed you and were so looking forward to seeing you on your return to school. A special mention has to go to our Year 6 pupils, who missed so much of their final year with us. I wish you all the best for the future and thank you for the time you have spent with us.

The following report establishes the developments and achievements of the school community over the last academic year even during a very trying period. I would like to extend my sincere gratitude to Mr. Harris and staff for the commitment shown and the hours spent to ensure the safety and well-being of our children continues to be at the heart of everything we do.

Best wishes

Cllr. A. Lockyer

Chair of the Governing Body

2, The Governing Body of Gnoll Primary

The Governing Body and the Headteacher share responsibility for the strategic direction 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 Headteacher have separate and particular responsibilities for the selection and management of staff. The internal management of the school is the responsibility of the Headteacher.

The full Governing Body meets at least once a term, usually more frequently. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals.

There are Eighteen Governors appointed, they consist of five parents, four LEA (Local Education Authority) appointees, four Community Members, a LEA Link Governor, Two Teacher Governors, a Non-Teaching Staff Governor and the Headteacher.

Copies of agendas and minutes of meetings are available for inspection at the school. The minutes of Governing Body meetings are available from the clerk to governors, Mrs A. Hook

The School Governors

The Governing Body serve for a period of four years.

Headteacher Governor

Mr R. Harris

Community

Mrs Bethan. Marks

Mr Gerald Richards

Ms Margaret Pile

Mrs Nicola Bryant

Local Authority

Mr Rupert Denholm-Hall (Vice Chair of Governors)

Cllr Alan Lockyer (Chair of Governors)

Mrs Jan Lockyer

Parent

Mrs Christine Davies

Mrs Claire Hopkin

Mrs A Brady-Valleron

Mr Huw Price

Staff

Non-Teaching Mrs JoAnne Billington

Staff Teacher Miss Nikki Blackman & Mrs Nerys Jones

Observer: Miss Faye Evans (Deputy Headteacher)

3. School Mission Statement and Vision

We are delighted to share with you our updated vision and mission statement for Gnoll Primary School. In developing these, we have gathered information from our children, staff, governors and parents. As an ever evolving school, with the exciting opportunities through the new curriculum, we will continue to strive to build a vision that provides excellence for our children and families. Our

Mission Statement is;

“Together we Nurture, Inspire and Achieve”

Gyda'n Gilydd rydym yn Meithrin, Ysbradoli a Chyflawni

Our Vision is...

At Gnoll Primary we are committed towards building a community where by all will be empowered to change their own lives and the lives of those around them. We will develop relationships based on mutual respect, trust and support. We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contribution to our local community and the wider world. Well-being is at the heart of our school. We are committed to creating a safe, happy and caring learning environment where we will support each other to thrive and succeed. We will continually strive to remove the barriers to success and fear of failure. We encourage parent, teacher and community members actively involved in our children's lives and learning.

Through excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which will empower children to become motivated learners who

will discover and build on their interests. We are focused on developing learning capacity so they will know, understand and challenge themselves as learners. These will allow them to build their knowledge and understanding through topics that will capture their interest and stimulate their imagination; developing ownership and decision making, equipping all young people with knowledge, skills and dispositions for future challenges as lifelong learners.

Our school will take pride in leading the children in Gnoll Primary on their journey – both educational and for life; enabling them to drive their own futures to greater success and positively shape and strengthen our diverse community.

Our School Aims

Our aim at Gnoll Primary is to aspire to develop the whole child in order to achieve their full potential, to participate in wider community and develop transferable skills enabling them to become successful citizens.

At Gnoll Primary School, we aim to

- provide a school ethos where each child feels valued, respected and proud of themselves, their school and their local community
- Work towards the four purposes developing our children as ethically, informed citizens who are ambitious capable learners, that are healthy, confident individuals who can be enterprising, creative contributors
- encourage children to develop a hunger for and enthusiasm of learning through a lively, enquiring mind and develop in each child, self-confidence, self-esteem, a positive attitude and a love for learning which will stay with him/her forever .
- encourage and develop independence of learning and to help pupils acquire knowledge, skills and values relevant to future life
- ensure that all pupils experience high quality and purposeful teaching and learning – encouraging and enabling all pupils to achieve their potential.
- ensure that all pupils have access to high quality resources and expertise. These will be provided within an interactive environment that encourages fun, creativity, respect and enjoyment.
- work in partnership with parents, carers, governors and other professionals to provide support, guidance and training through clear information on all aspects of school life and targets for self-improvement
- to provide a caring, secure and ordered environment where all can work and play with confidence. We strive to achieve this by ensuring school rules and policies are correctly adhered to. Communicating and acting upon risks and hazards in the environment and making necessary improvements where appropriate.
- achieve a partnership with parents and carers in the education of their children through providing parents with clear information on all aspects of school life, and in particular targets for self-improvement.

- promote the use of the bilingualism in order that it becomes a natural part of daily school life foster the child's integrity, by spiritual awareness, so that the child recognises certain principles of moral behaviour and shows respect for all racial and cultural backgrounds
- actively seek to raise all standards and be part of an ongoing self-evaluation process.

4. Financial Statement of Income and Expenditure for April 2021 to March 2022

<i>DELEGATED COSTS 2021/22</i>	
	<i>YTD-Actual</i>
TEACHERS SALARIES	976,248.40
SALARIES	585,188.46
WAGES	0.00
OTHER EMPLOYEE EXPENSES	830.30
PREMISES	55,292.82
TRANSPORTATION	0.00
SUPPLIES AND SERVICES	82,563.39
THIRD PARTY PAYMENTS	0.00
SUPPORT SERVICES	193,711.87
GOVERNEMENT GRANTS & CONTRIBUTIONS	-30,952.54
SALES	-356.88
FEES AND CHARGES INCOME	-15,509.90
RENTS	0.00
INTEREST RECEIVED	-228.44
TRANSFERS	109,673.72
INTERNAL CHARGES	-476,891.20
TOTAL	1,479,570.00

<i>NON-DELEGATED COSTS 2021/22</i>	
TEACHERS SALARIES	0.00
OTHER EMPLOYEES	0.00
OTHER DIRECT COSTS	0.00
MISC INCOME	
CAPITAL CHARGES	71,165.83
OTHER INCOME	
RESERVES	109,673.72
TOTAL	180,839.55

5. School Organisation

Our class structure is governed by a number of factors, including; date of birth, balance of gender, dynamics, and ability and friendship groups.

The needs of each child are catered for through the hard work and commitment of our dedicated teachers and teaching assistants. Detailed planning, a wide range of formative and summative assessments and a thorough knowledge of the ability of each child all ensure that a broad and balanced curriculum is delivered through a differentiated approach. Each specific cohort of children will display a range of abilities and qualities which our staff are highly trained to cater for. Each year group has access to 'age' and 'stage' appropriate experiences. At our school, there will be times when each child will work in a variety of different learning areas both inside and outside the classroom.

We are supported by peripatetic teachers for music and pupils are given the opportunity to learn to play an instrument.

We take the national priorities of raising standards in literacy, numeracy and tackling poverty issues very seriously. Regardless of which class a child is placed in, our highly trained staff cater for specific 'groups of learners' to ensure that each child is challenged at their appropriate level. The success of this approach rests with the expertise of our teachers and teaching assistants who are eager to ensure we continue to raise standards of achievement at our school.

Teaching Assistants deliver various programmes including wellbeing support which consists of Thrive Approach, ELSA, Nurture and Seasons for Growth Programmes. A school based counsellor also attend the school every week. Further interventions are Rapid Reading, Numicon, Language Link, Speech Link, Smart Moves and Sensory Circuits etc. to various identified groups of learners each week. This ensures children are receiving tailor made opportunities to reach their full potential.

Many trips and visits are undertaken during the year, which complement the curriculum. Some are residential in nature and are only available due the commitment of staff who give up considerable amounts of their private time. For example, Year 6 experience a residential trip in the Spring Term. They take part in a wide range of outdoor adventurous activities. Trips such as these provide great benefits for the children involved. We are indebted to the support from staff and parent helpers involved.

Attendance at Parents' Evening and 'Open Afternoons' continues to be very high. This reflects the commitment of our parents and their wish to play their full role in the education of their children.

6. Admissions

In accordance with the School Admission Code stated by the Welsh Government, parents are able to express a preference for any school. The School has adopted and follows the Local Authority Admission Procedures. Full details of the Neath Port Talbot admission policy can be found in the Information for Parents Handbook which is available from School and Family Support Team 01639 763600. All requests for admission to our school must be made to the Local Authority. We are always happy to help with any queries and we have access to admission forms should you require any assistance. Additionally, parents may contact the School Admission Team on 01639 763580/ 01639 763730 or admissions@npt.gov.uk

Our school currently operates a highly sought after Nursery provision. Attendance is on a part-time basis, with either a morning or an afternoon session. Admission to our Nursery is based on whether your child is already three and also whether nursery places are available. Our places quickly fill up; once all of our places are full, names are added to our waiting list and parents are contacted when a place become available.

Children are admitted to full-time education in the September following their fourth birthday. Please note: a place in our full time education is NOT automatic and parents must apply according to the NPT Admissions Policy. Parents are advised to apply for a full time place using the School Admission Form which must be returned to the Local Authority usually in February/March. Reception parents are invited to attend a 'welcome session' with their child as their child begins full time education in the September.

7. Performance Information

Traditionally this section of the document would share how the school has performed in national comparisons at the end of the Foundation Phase and Key Stage 2. However, due to the Covid-19 pandemic, end of year assessments were suspended.

8. School Attendance 2021-2022

Authorised Absences	10 %
Unauthorised Absences	3%
Total Attendance	87%
Welsh Government target is	95%

Year Group	1	2	3	4	5	6
% Total	87%	84%	89%	88%	86%	87%

Attendance is extremely important to us at Gnoll Primary. Regular attendance is essential if children are to reach their potential. Overall attendance during the academic year 2020-2021 (of children of compulsory school age) was 87%. This figure was seriously disrupted by the Covid-19 pandemic.

Governors closely monitor the school's attendance levels. The school reminds parents that they have a statutory duty to ensure that their child is in school each day unless they are unable to because of illness. Good attendance is celebrated in school by staff. Poor attendance is significantly detrimental to your child's education and development

Information statistics regarding attendance for the academic year 2021-22 is severely affected by the impact of COVID and school closures

9. Transfer to Secondary Schools

Cefn Saeson Comprehensive and Dwr-Y-Felin Comprehensive Schools are where a vast majority of children continue their education. Some pupils from the Learning Support Centre may attend Local Authority LSC. These are Ysgol Hendrefelin, Ysgol Maes-Y-Coed, Ysgol Bae Baglan, Dwr Y Felin LSC or Cwmtawe Comprehensive.

10. School Links with the Community, Business and Industry

The school uses the local environment as an integral part of its learning experiences. We would very much like to develop further meaningful links with other local businesses and industry for the benefit of our pupils; if you can help in this area please let us know.

- We have strong links with Cefn Saeson Comprehensive School and its cluster primaries. We aim to ensure a smooth transition for our year 6 pupils as they move on to their secondary education. Transition visits and activities, including lessons and sporting events, are planned throughout the year providing many opportunities for pupils to familiarise themselves with what will become their next school and the other pupils and staff they will meet there. There is regular liaison between Gnoll staff and Cefn Saeson staff to ensure the needs of all pupils will be adequately met following transition.
- We have strong links with our local community police liaison officers who are regular visitors to our school to promote the safety of our children both inside and outside of school. They also offer advice and support to parents through their regular drop-in sessions.
- We have strong links with local sporting organisations, in particular, Goal Getters, Swansea City Trust and the Ospreys.. The children have thoroughly enjoyed being involved in sporting initiatives offered by these organisations and benefited enormously from the coaching they have received and the opportunities they have been given to compete against children in other schools.

- Our PTA worked tirelessly throughout 2021/22 to raise much needed funds to subsidise out of school visits and extra equipment for school. Governors recognise and thank members of the PTA for all their hard work.
- Contributions to our annual Harvest Festival were donated to Neath Food Bank for use by members of the local community.

**Under Covid 19 conditions the above mentioned were suspended or some limited support was given to the school.*

11. School Improvement Targets for 2021/22

Progress against targets was affected by the Covid-19 pandemic

Priority 1: Met

Aim - Most pupils are able to demonstrate and use good Oracy skills in various situations. The school has developed various opportunities for them to practice their presentation skills and in speaking to different audiences.

Priority 2: Partially Met

Aim - Many pupils are beginning to use their higher order thinking skills appropriately. Pupils are growing in confidence and are beginning to embed their HOTS throughout the curriculum.

Priority 3: Partially Met

Aim - Most pupils have improved during their "Catch up" programmes and have grown in confidence when working with various staff.

Priority 4: Partially Met

Aim - Embed and develop the new practice after the ALN Reform. Identified year groups have been moved across to the new format and staff are embedding the new practices throughout the school.

Action Taken to Implement and Review School Policies and School Strategies

The Governing Body plays a part in reviewing and amending a whole range of school policies as and when appropriate. All policies and schemes of work, both curriculum and non-curriculum, are reviewed and amended, as necessary at regular intervals.

The shared policies can be found at [Gnoll Primary website - Policies and Documents](#)

General (and more specific) school strategies, such as those strategies adopted for school improvement purposes, are outlined in detailed format in the School Development Plan. The School Development Plan is updated every year.

12. School Terms and Holiday Dates (2021/2022 academic year)

Term	Term Begins	Half-Term Begins	Half-Term Ends	Term ends
Autumn 2021	2 nd September	25 th October	29 th October	17 th December
Spring 2022	4 th January	21 st February	25 th February	8 th April
Summer 2022	25 th April	30 th May	3 rd June	22 nd July

13. Session Times

School will be closed to pupils for INSET/Staff Preparation for 5 days between Thursday 2nd September 2021 and Friday 22nd July 2022; these days will be set by the school.

14. Curriculum and Organisation

The school aims to help pupils develop socially, morally, emotionally, intellectually and physically. It aims to provide pupils with the necessary skills to become life-long learners. The curriculum provided at Gnoll Primary is broad and balanced and targets all aspects of learning. Pupils participate in a range of activities carefully matched to their levels of ability and maturity. Opportunities are provided to ensure equality, and to value and celebrate diversity. Policies and schemes of work are used to meet the requirements of the Foundation Phase, the Agreed Syllabus for Religious Education, the National Curriculum and the Literacy and Numeracy Framework. The LNF supports the effective application of literacy and numeracy skills across the curriculum. The school organises the teaching of the curriculum through carefully planned concepts, but, where more appropriate, some subjects are taught discretely.

Pupils are generally grouped in classes according to age. Within each class pupils are grouped according to ability or in friendship groups according to the task. Pupils may be taught as a whole class, as a group or individually depending on the activity. Pupils are mainly taught by their class teacher but there are times when an alternative member of staff/ relief teacher may teach the class.

15. Additional Learning Needs

The school identifies and supports children with specific needs including More Able and Talented children. The school has a named Additional Learning Needs Coordinator (ALNCO) and More Able and Talented (MAT) coordinator. Progress of all pupils is carefully monitored and tracked, intervention programmes are in place and external support is sought where required. Minority and

underachieving groups are supported and their progress is carefully tracked in order that they may attain their potential.

Teaching Assistants reinforce and support learning effectively, working with groups and/or individuals depending on the identified needs.

The Learning Support Centre (Rainbow Rooms) supports pupils displaying Autistic and Speech and Language difficulties from within and outside the school's catchment area and is funded by the local authority. The LSC has two classes that respond to the needs of a maximum of 18 pupils at any one time. Pupils in the LSC have an individual integration timetable that is appropriate to their needs. Very effective liaison and working arrangements exist between LSC and mainstream staff.

The school's ALN policy is regularly reviewed and all other records are kept fully up-to-date. During 2021/22 the percentage of ALN pupils is..

School Action	School Action Plus	Statement	Total
48 (13%)	23 (6%)	25 (7%)	96 (26%)

Regular reviews of current practice are undertaken in order to identify appropriate measures to further improve and develop ALN provision.

16. Safeguarding

School leaders and the Governing body annually review the Safeguarding Policy. All staff are made aware of the contents of the policy and receive annual training. The school has 3 designated safeguarding officers – Mr R. Harris, Miss F. Evans and Mrs V. Gibbon. Ms M. Pile is the Link Governor for Safeguarding.

More information on Safeguarding can be found in the school staffroom or at the office.

17. Disability/Equality Policy

The school has a comprehensive Policy for Equal Opportunities. The Governing Body, Heateacher and all staff seek to promote equal opportunities and good relations between persons of different racial groups, able bodies and disabled persons and between males and females. Equal opportunity is promoted as a school, we do everything we possibly can to ensure that disabled pupils are treated as equals. We take great care to include all children regardless of age, gender, physical ability or ethnic background in every activity the school provides.

18. Welsh

At Gnoll Primary the curriculum is delivered through the medium of English. However, our curriculum promotes learners' bilingual skills and reflects the language and culture of Wales. The term 'Cwrricwlwm Cymreig' is used to identify those aspects of the curriculum that are unique to Wales. The 'Welsh dimension' of the curriculum is developed through a Welsh ethos within the school, through the selection of appropriate subject content and through the learning of Welsh. It is compulsory that Welsh is taught as a second language throughout the school and is assessed at the end of Key Stage Two. The use of Welsh is encouraged throughout the school day.

19. Toilets

There is adequate provision and age appropriate toilet facilities for pupils throughout the school. The school also has unisex disabled toilets located in each area of the school. Toilets are cleaned daily and any operational or cleaning issues are addressed promptly by staff.

20. Healthy School

The school endeavors to follow guidance outlined in the Welsh Government's Appetite for Life Action Plan. We have a successful fruit tuck shop and only fresh fruit is permitted as a snack at break time. Pupils have access to drinking water throughout the school day. All school prepared meals, those served at lunchtime and as part of Breakfast Club, are healthy and meet Welsh Government requirements. Those pupils who choose to bring their own lunch are encouraged to bring a healthy packed lunch.

21. School Security

Arrangements Gnoll Primary offers a safe and caring environment for its pupils. The main school gates are locked between 9:05am to 3.15pm daily and the gates at Cimla Road and Wellfield Avenue are locked at 9.05am and are opened at 3.15pm.

All school visitors are required to report to the school office. Visitors who remain on site are required to sign in and wear identification badges for the duration of their stay.

The school building is accessed via a coded keypad. The building is fitted with an intruder alarm system and some parts of the school are monitored by CCTV cameras. School security undergoes regular maintenance.

22. Acknowledgements:

The Governing Body wishes to thank pupils, staff and the community who all play a huge role in helping the school achieve its goals. Our school continues to grow from strength to strength and when we all work 'hand in hand' together, every learner is supported and encouraged to believe in themselves and achieve their goal.