



‘Learn, have fun and reach for the stars.’



Hendrefoilan Primary School Governing Body, Annual Report





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Dear Parent/Carer,

The Governing Body normally meets five times a year with sub committees meeting as needed. We now meet twice a year in person and three times online. Committees do a mixture of both depending on their needs.

Our purpose is to help develop the strategic direction of the school and we support staff as critical friend. This year has been one of increased development of the new Curriculum for Wales and embedding it within our teaching and learning. The partnership of the Olfcha Cluster of schools (called the Swansea Bay Partnership) is ensuring progression steps for all areas of learning are being developed. We are pleased to say that our staff have been integral in moving this forward, having lead many sessions. The further development of the Code of Practice for those with additional learning needs is being embedded within our teaching.

School staff keep the governing body updated in all areas of school life, presenting to us at meetings and leading the school pupil committees to present to us. This gives the pupils an active voice in our work. Three members of staff have moved on to new challenges, our Deputy Headteacher as a Head Teacher and two Classteachers to a career change. They will be much missed by all and as governors we thank them for their contributions to Hendrefoilan School. The governors have been impressed with the dedication of all our staff working to ensure all pupils develop their learning. We

thank them for their continued hard work. We would like to thank all parents and carers for their continuing support in ensuring that school runs smoothly and safely for all.

The report outlines some of the activities of the school over the past year.

Yours Faithfully,
Dorothy Bennett
Chair of Governors 2022/2023



The Governing Body

The Chair and Vice Chair of Governors are elected annually. The role of the Governors is to set within the parameters of current legislation, the broad framework of policies under which the school will run and to support the Headteacher and staff of the school in the discharge of their professional responsibilities.

Governors September 2022 to September 2023

Governor	Term of Office – end date
Cllr M. Jones, LA	27.10.26
Mrs K. Novis, LA (Vice Chair)	26.9.25
Mrs D. Bennett, Community (Chair)	8.9.24
Mrs R Barrar, Community	22.4.25
Mr J. Neal, Community	6.4.25
Mrs M Mishra, Parent	24.2.24
Mrs S Robb, Parent	7.2.26
Dr K Wells, Parent	7.2.26
Mr A. Dunne, Parent	4.10.26
Mrs C. Bews, Teacher Governor	26.9.25
Mrs C Lingard, Non-Teaching Staff Representative	23.5.25
Mrs A. Field, Headteacher	Ongoing
D. Woods, Clerk to Governors	Ongoing

Governors usually meet half-termly and can be contacted via the Clerk to Governors, Mrs Donna Woods (Woodsd23@hwbcymru.net).

Hendrefoilan's Governing Body produces an Annual Report to Parents and communicates and engages with parents via newsletters. Governors may call an extra parents' meeting if they believe that an issue, which affects the school, needs to be discussed. The work of the school is monitored accurately through committees that meet every term and link governors.

GB Committees are:

- Finance.
- Premises.
- Personnel.
- Headteacher Performance Management.
- Communications.
- Curriculum.
- Pupil Discipline and Staff Discipline.
- Deputy Head and Headteacher Appointments.

Link Governors are:

- Child Protection and Safeguarding – D Bennett
- Additional Learning Needs (ALN) and Attendance – C Lingard
- Health and Wellbeing/ALN – R Barrar
- Language, Literacy and Communication – R Barrar
- Mathematical Development – K Wells
- Humanities – M Jones

- Science and Technology – J Neal
- Expressive Arts – K Novis

The School's Vision

At Hendrefoilan Primary School, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race, or gender.
- Strengthen self-discipline and good behaviour through well-managed routines and an orderly environment.
- Deliver an exciting curriculum driven by four purposes.
- Encourage pupils' independence so they can organise their learning and manage their time.
- Encourage a growth mindset approach, leading to elevated levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy, and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.
- Enhance pupils' curiosity about themselves, their school, the locality, and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.
- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media, and drama activities.

The School's Motto

'Learn, have fun and reach for the stars.'

The Hendrefoilan Curriculum

Over the last year, governors, staff, pupils, and parents have worked together to prepare for the Curriculum for Wales. The purposes of the curriculum are as follows:

- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every Area of Learning and Experience of the Curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'What Matters' statements of the CfW.

- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy, and digital competency.
- To teach relationships and sexuality education.
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, like their beliefs or where they come from, learning about work, and choosing the kind of work you want to do, learning about Wales, your local area, and the world.
- To provide a daily act of collective worship in class (which is broadly Christian in nature).
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.
- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on earlier experience through reflection.
- To use the outcomes of assessment to move forward.
- To develop creativity, imagination, spontaneity, and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental, and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher, and the community.



The four purposes are represented by the Hendre-Hearties Pirate Captains. In 2023, the pupils, represented by the School Council, voted to add two more pirates: Captain Kindness and Captain Cymraeg, to represent our shared core values at Hendrefoilan.



The Hendre-Hearties encourage pupils to consider what the purposes mean for their learning. On Fridays, there is an Awards' Assembly and a Captain's Table for pupils who have shown excellent application of the school's purposes.



The curriculum at Hendrefoilan is broad and balanced. Please click on the following link for [The Curriculum Summary](#). The structure of the curriculum is based on six areas of learning and experience taken from the Curriculum in Wales. These are:

- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Health and Well-being
- Humanities
- Science and Technology

The detailed curriculum at Hendrefoilan is carefully planned and available to all. The curriculum is as follows:

- Differentiated to meet the needs of all pupils including those with additional learning needs.
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Assessed through ongoing formative assessments, diagnostic tests and through regular progress checks against the progression steps.

- Includes the use of the school and local environment to develop academic, personal, and social skills.
- Uses the published materials Abacus Evolve Maths Scheme, White Rose Maths and My Maths to support the teaching of maths.
- Uses ideas and provision from 'Spread the Happiness' and 'Dough Disco' programmes.
- Uses published reading schemes from the Oxford Reading Tree and follows a purpose-built literacy school scheme of work.
- Uses published schemes from Charanga music and BBC bitesize for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the Physical Education and School Sport (PESS) scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and well-being.
- Uses Nessie Dyslexia, Toe by Toe and Plus 1/The Power of 2 and Learning Village interventions.
- Uses the Social and Emotional Aspects of Learning (SEAL) strategy and the Peace Mala initiative.
- Ensures top quality of pupil learning by a tracking process which draws from data about progress against individual targets set by teachers, attendance, English as an additional language (EAL) acquisition, additional learning needs (ALN) progress, diagnostic tests data and other data.
- Has sufficient resources to enable pupils to access their entitlement and to provide value for money.
- Reflects equal opportunities and race equality for all pupils
- Is evaluated and reviewed by the relevant Subject Leaders and the Senior Management Team
- Is checked evaluated and reviewed by the Governing Body through regular discussion and reports from the Areas of Learning and Experience (AOLE) leaders and the Headteacher
- Is reported to parents through the School's Prospectus, the Annual Report from the Governing Body, and this policy.
- Uses the agreed Syllabus for Religious Education and Relationships and Sexuality Education.

Assessment

At Hendrefoilan, assessment focuses on finding each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. Staff, in discussion with the learner, identify the next steps required to move learning forward, and use this understanding, including any additional challenge and support required.

Assessment at Hendrefoilan is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. During all lessons, staff provide high quality verbal feedback, mark 'around the room' and provide plenary

'pit-stops' to ensure that learners have the support and challenge they need to move forward quickly. Clearly set out plans and pupil led success criteria are embedded and help ensure that pupils succeed in daily learning tasks.

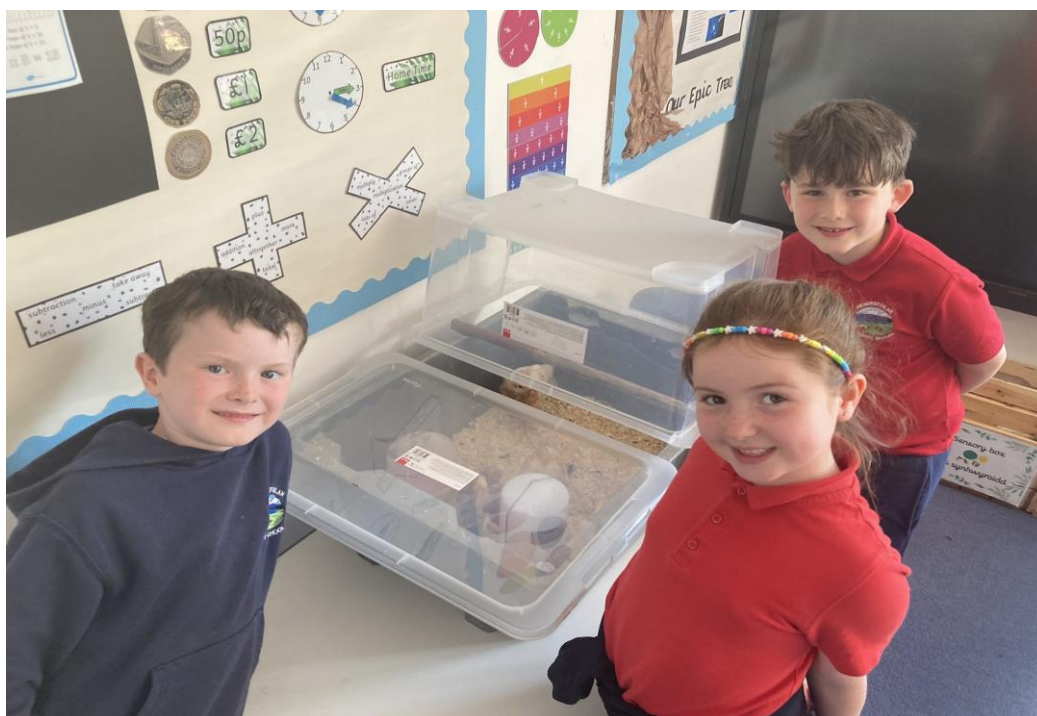


A menu of diagnostic testing is available and used when appropriate to the individual pupil's needs. The school uses the National Group Reading and Spelling Tests every term to check pupils' reading/spelling ages. If a pupils' reading age falls eighteen months or more behind their chronological age, they are referred for further testing (often using the Aston Index) to identify any specific difficulty in reading, writing, and spelling. In addition to this, pupils complete a Pupil Attitude to Self and School (PASS) assessment, which is an all-age survey that helps teachers to understand each pupil's mind-set towards school, and highlights if they themselves, are confident, ready and motivated to learn. PASS also helps to identify barriers to learning in order to ensure pupil wellbeing and positive outcomes at a whole school, class, and individual level.

All results and test data are used as formative and summative tools to chart individual pupil progress and trends in performance across the school. The assessments also allow teachers to triangulate each pupils' progress against their capabilities, coupled with a greater understanding of each pupil's attitude to school, and themselves, allows teachers to use more holistic judgements to monitor, track and challenge pupils to reach their maximum potential.

Assessment also supports staff in identifying the progress made by an individual learner over time. The exemplification of progress and standards are recorded against the skills in each Statement of What Matters in portfolios. Reflecting on learners' progress over time enables practitioners to provide relevant, effective feedback and help plan their future learning, including any interventions and additional support or challenge, which may be needed. At Hendrefoilan, feedback to learners includes both immediate next steps and longer-term targets that the learners work towards. Long-term progress over time is recorded in the Pupil's Overview. Personal targets are used, alongside diagnostic test results and teacher assessments, as a basis for communicating progress and engaging with parents/carers.

Assessment is used effectively by leaders within the school to understand whether different groups of learners, such as free school meals, gender, English as an additional language, more able and talented and additional learning needs, are making expected progress. Strengths and areas for improvement are identified in both the school curriculum and daily practice. This is not about external reporting, but about the school understanding, what it needs to know about its learners for them all to maximise their potential and identifying specific challenges and the support, which groups might need. This understanding contributes to the school's on-going and continuous processes of development and improvement.



The School's Development Plan (SDP)

Governors and senior leaders review policy, practice, and standards, set targets for school improvement, and check progress. Staff and pupils are involved in the self-evaluation process.

The School's Main Priorities for 2022 – 2023 were:

1. To assess staff wellbeing, improve pupils, and staff wellbeing.
2. To develop a shared understanding of progression in each AoLE within the SBP.
3. To further develop a broader repertoire of highly effective teaching approaches.

The School's Priorities for 2023 – 2024 are:

1. To enhance the outdoor learning environment to facilitate pupil enquiry.
2. To develop a shared understanding of progression at a school, cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.
3. To develop Hendrefoilan as a community focused school.

Please click on the following link for a [Summary of the SDP 2023 - 2024](#).



Equal Opportunities

All staff and pupils contribute towards a happy, healthy, and caring environment by showing respect for and appreciation of each other, as individuals. The school practises an equal opportunity's philosophy that is in line with the Curriculum for Wales (CfW) and the Local Authorities (LA) equal opportunities policy and the equality act 2010. We promote the principles of fairness and justice for all through the education that we provide in our school. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and do not discriminate based on colour, culture, gender, or ability.

The school adheres to the Welsh Governments guidance relating to equal opportunities. Namely:

- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- Human Rights Act 1998 5.3 The Human Rights Act 1998
- Welsh Government: Inclusion and pupil support guidance
- Welsh Government: All-Wales Child Protection Procedures
- Welsh Government: Respect and resilience guidance 2016

- Welsh Government: Safeguarding children and young people from sexual exploitation
- Equality and Human Rights Commission: Towards a Fairer Wales 2018
- Welsh Government: Special Educational Needs Code of Practice for Wales
- United Nations Convention on the Rights of the Child (UNCRC).



Disability Equality

The school has a duty under the disability discrimination act to collect information on any disability your child or immediate family/carer may have. This is to ensure the school can seek to meet your individual needs. All information provided will be treated with the strictest confidence. The school's accessibility plan is part of our School Equality Plan (SEP) and is available on request from the school office.

Pupils with Disabilities

Disabled pupils may have a statement of special educational needs. The local authority decides the school placement for any pupils with disabilities. Before admitting pupils, the local education authority will ensure that the named school is suitably resourced and has the physical adaptations in place to properly accommodate the named pupil. In our school, we have flat floor surfaces with external ramps and a disabled toilet indoors.

Children with disabilities may have an individual education plan, which will place, in writing, a commitment to ensuring that disabled pupils receive the same treatment as other pupils. In terms of everyday activity, Hendrefoilan school is committed to ensuring that disabled pupils play as full a part in the school life and integrate with the other pupils. This includes all areas of the curriculum and special occasions such as concerts, school productions and educational visits. We wish all pupils at school to feel valued as individuals and in turn for them to be people who have a caring attitude to each other whether they have a disability or not.



Race Equality

The school does not tolerate any forms of racial harassment, which includes racist name-calling, the stirring of racial hatred and/or the writing/sharing of racist materials. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. The school is a welcoming place for all minority ethnic groups including travellers, asylum seekers and refugees. Children are encouraged to be aware of what racism means and are encouraged to report incidents where there is the suspicion of racism. We ensure that all recruitment, employment, promotion, and training system are fair to all, and provide opportunities for everyone to achieve. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We regularly work in partnership with Show Racism the Red Card and Diversity Role Models to promote equity for all.

Relationships and Sexuality Education (RSE)

Following the guidance of the Relationships and Sexuality Education (RSE) Statutory Guidance and Code 2021, the school included sex education in the curriculum within a carefully planned health education programme. This forms part of the broader spectrum of personal and social education, which takes account of the needs of pupils as they develop and mature through school. Other aspects, which often arise, are

taught in an integrated way through themes and topics. All pupils follow activities in science, which will develop knowledge and understanding of the organisation of living things and of the processes, which characterise their survival and reproduction.

The school nurse delivers a 'puberty' themed talk to Y6 pupils in their summer term. With the latest legislation, it has become mandatory for all children to take part in the school's RSE curriculum. The school's curriculum is carefully planned to be age-appropriate and takes account of the children's maturity levels, as they develop through the school. Other aspects which may arise are taught in an integrated way through topics and themes. Through the science curriculum, all pupils are taught about living things and the processes that characterise their reproduction and survival. Children in Years 5 and 6 are taught specifically about puberty, by their class teacher and the school nurse.

Religion, Value and Ethics (RVE)

In the latest legislation from the Welsh Government, Religious Education has been replaced with Religion, Values and Ethics Education. The legislation makes it compulsory for all children to take part in this element of their education. The council has just produced guidance for schools which we are looking at and will be implementing within the next half term. Assemblies are a key part of our religious education in school - and teachers, children, and adults from the community all contribute. We believe teaching children about a variety of cultures and faiths, both religious and non-religious, is key to nurturing tolerant, caring, and understanding children.

The school teaches RVE according to the locally agreed LA syllabus and brings aspects of various religions into themes taught. Staff, children, and other adults from the community all contribute to assembly. We believe that an understanding of other faiths and cultures is essential for pupils to grow into tolerant friends. Therefore, there is often a multicultural element to RVE and assembly. Assembly is a particularly important meeting point during the day when we share values, faiths, philosophical convictions, ethics, our purposes, news, school events, celebrations and stories.



Additional Learning Needs (ALN)

The school has 13% of pupils on the ALN register, including 2% with statements of SEN, although with the transition to ALNET those learners will move over to IDP's by the end of the 2023-2024 academic year. The school has a person-centred annual review process that focuses on the positives with the child playing a vital role.

The SEN legislation is being phased out, but for some learners is still in place. Pupils at 'school action' have Individual Education Plans (IEPs) that are reviewed, at a minimum of three times a year - targets are specific, measurable, achievable, and reviewed often. Once a pupil has achieved a target their success is celebrated, and new targets are set. Parents are consulted as part of the review process and children are encouraged to review their own progress and suggest future targets.

Pupils at 'school action plus' have the same provision as those at 'school action,' but their needs are more complex or severe in nature, so the school works closely with other agencies to meet their needs and ensure they are supported in the best way possible.

The Headteacher, ALNCo and ALN Governor have attended many training events about the ALNET Act. The Governing Body have also received training about the ALNET act to ensure that they are aware of their responsibilities surrounding the change in legislation. The School follows the ALN code of practice carefully, as this replaces the SEN policy for those learners who have transitions onto the new legislation.

We recognise the early identification of any additional needs is essential and as a result we use a wide variety of different ways of identifying if there are areas which need support. Children who experience specific difficulties in literacy are screened using Wellcomm (Nursery pupils only), Speech link, Language Link, Nessy Dyslexia screening Test, GL Dyslexia screening, or Aston Index where appropriate. Once these assessments are complete, outcomes are recorded and where appropriate different strategies are implemented to help and support the pupils.

Staff consider the needs of all pupils on the school's ALN register and to inform their decisions, the group use the pupil's overview, the 1-page pupil profile and the pupil's person-centred review feedback form. The group also look at reading, spelling, procedural maths and reasoning test data. This information, along with pupils' attitude to school and self (PASS) test data is taken to our school decision making team and we follow the ALNET Code of practise to decide if the learner has an ALN or not. This information is communication with all relevant stakeholders and we ensure the learning supported in their learning regardless of the outcome.

The ALNET legislation timeframe has been extended to 2024-2025, however as a school our aim is to move all learners on the SEN legislation over to ALNET by the end of the academic year 2023-2024. At present we currently have 5 IDP's all of which have been produced by the school, with a further two statements due to transitions in the 2023-2024 academic year.

With the phasing in of the ALNET legislation, the school has been working on Universal Learning Provision (ULP) and ensuring that we are able to offer all learners a wide range of different approaches to support their learning. This includes sensory circuit, POPAT and Nessy. We are continuing to develop ULP and ensuring that we are able to offer learners a wide range of strategies to support their learning and make sure they are being supported to reach their full potential.

English as an Additional Language (EAL)

Hendrefoilan is proud of our rich and diverse school community, including our staff, families, and friends of Hendrefoilan. We pride ourselves on being a welcoming school, where inclusion and celebration of diversity is a priority. 16% of pupils are EAL. Our everyday teaching is through the medium of English, while being supported by the Local Authority EAL team to create meaningful opportunities for exploring and celebrating other languages spoken at our school. We have access to expert teachers, resources and translated materials to support our EAL learners in their journey through Hendrefoilan. We were delighted to be awarded the Peace Mala Bronze Accreditation, which promotes the teaching of religion, ethnicity, and language diversity.

Equal opportunities are a whole school philosophy and teachers ensure that pupils have the right support to access lessons and school life, regardless of their language. EAL pupils are checked using the Bell Foundation Assessment tool, which tracks progress against the 5 stages of language acquisition (A-E). Last year, the school used the Minority Ethnic Gypsy and Traveller Learner Grant (MEGRT) to improve inclusion in the school, focus on curriculum development and ensuring all EAL pupils have the language skills to access a broad and balanced curriculum. In total, 16% have English as an additional language, with 56% being new to English or at early acquisition (Band A-C). This year, we will be reviewing our induction process for EAL learners and families, increasing staff awareness of barriers to EAL pupils through tailored anti-racism training and trialling a new language support scheme.



Clubs, Teams and Activities

The school usually offers a wide range of extra-curricular activities at assembly times, break times and after school.

- Football/Cricket Club
- Netball Club
- School Council
- Eco Committee
- Criw Cymraeg
- Cross-country/athletics Club
- Orchestra
- Choir
- Art Club
- The Hendrefoilan Hype Newspaper
- Writers' Workshop



Community Links

Hendrefoilan is proud to be part of the community in Killay. Following the changes to the electoral boundaries we are delighted to have met all three local Councilors and look forward to working with them over the coming years. We strongly believe in developing our role within the community and having a good relationship with Killay Community Council. We have hosted two Community Cafes in the school hall, which provided light refreshments served by Hendrefoilan's oldest learners. The community cafes are open to all in our school community and provide an excellent opportunity for old and new families to visit the school, meet the pupils and the Headteacher.

We were pleased to be able to provide Santa once again with helpers on his journey around the streets of Killay on the evening of the Christmas Lights switch on. We were also excited to take part in a range of local sporting events in Swansea. Hendrefoilan runs the Mums v Mums Netball Club, which is an inter-generational, family netball club that meets weekly during term times.

We use Killay post office and shop locally wherever possible. The school supports Sketty Food Bank by regularly donating non-perishable food items. This year, pupils have raised money for the Children in Need appeal and Macmillan Cancer Research. We are always pleased to welcome our local PCSOs and Police Officers into the school to work with the children and provide advice. Bike Ability have worked with year six children on safe cycling and the Kerb Craft team worked with Y2 promoting road safety. We continue to work in close partnership with local schools in the Olchfa cluster. As an established school in Killay, we are keen to review and develop our role in the community.



Toilet Provision

Toilets are available in the main school building and the nursery/reception demountable. All toilets are checked and cleaned daily by cleaning staff provided by the local authority. The toilets are checked throughout the day by staff. Hot and cold running water is available in each of the toilet areas along with soap and hand dryers. More hand washing stations are available. In the main school building, there are separate facilities for children and suitable facilities for the disposal of sanitary products are available in the junior girl's toilets. There are dedicated toilets for the use of staff in the main building and the demountable.

Welsh Language

Welsh is taught as a second language from nursery age. It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear, and use it as a natural part of school life. We are committed to encouraging pupils to learn Welsh as a second language by giving them opportunities throughout the school to develop their oral skills competently and to develop them as effective readers and writers.

Welsh is given a prominent role in many school activities and children learn to apply their skills through using 'incidental Welsh' on a daily basis in and around school. Children also have an opportunity to learn about the culture and heritage of Wales, as well as the Welsh language. Children are provided with opportunities in lessons, school activities, visiting guests and trips to experience those features, which give Wales its own distinctive historic and cultural identity. Eisteddfods are held to celebrate St David's Day where children participate in a wide range of Welsh related activities such as Twmpath dancing and the singing of Welsh songs.

The LA's Welsh teacher, visits the school and pupils to help promote the Welsh language, and supports staff at Hendrefoilan. In June 2019, the school was the first school in the Swansea Bay Partnership to be awarded the Siarter Iaith Bronze Award. The school has a strong Criw Cymraeg, consisting of sixteen pupils from Years 2 to 6, who help lead the Siarter Iaith through regular meetings and whole school Welsh assemblies. This year, the school is aiming to achieve the Silver Award, with a strong focus on developing a positive pupil attitude to speaking Welsh, both inside and outside of the classroom and in other subjects across the curriculum.



Healthy School

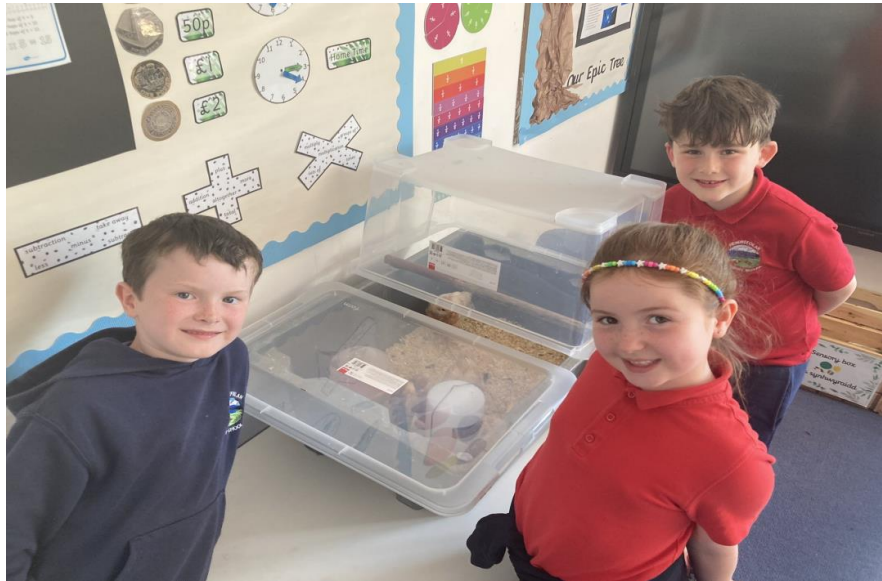
Governors and staff were extremely proud to be awarded their fifth Healthy School award or 'Leaf' last year. This was based on achieving our Peace Mala bronze award, continuing to develop the school's relationship education and fully implementing the new curriculum throughout the school. We continue to follow the 'appetite for life' guidance and children are encouraged to bring in fruit for snack-time and to drink water throughout the day. The school encourages a healthy lifestyle in a multitude of ways, including PE/sports' days, regular visits from our PCSO and outdoor learning. This year, we are introducing mindfulness as a way to develop both staff and pupil wellbeing.

Premises

Over the last year, improvements have continued to be made within the school and its grounds. These are as follows:

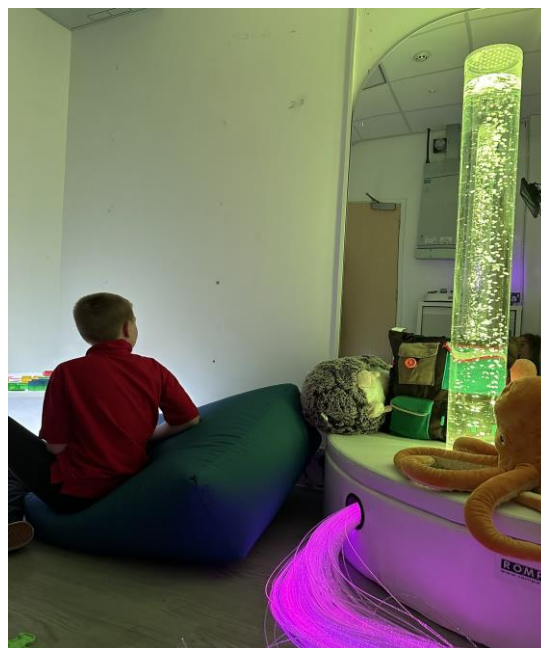
- The Peace Mala garden, which was designed by pupils from the school, has been completed and is installed on the top field.
- The roundhouse is in place next to the Peace Mala garden and will be a valuable addition to learning space giving some protection from the Welsh weather for outdoor learning.
- The last part of the roof replacement has been started and will ensure that the building will be water tight for the foreseeable future.
- New fire doors have been installed at either entrance to the hall. These are much better than the ones they replaced.
- There is a new sensory room in the new block of the school, funded by a Welsh Government grant.
- There is a new canopy at the front of the school which provides protection from the weather.
- The nursery, reception, Y1 and Y3 classrooms have been recarpeted and repainted.
- The pupils hatched and raised hens from eggs and they are now coupled in the grassy area in front of the Nursery/Wrap Around demountable.

Health and safety inspections have been undertaken within the school and grounds. The findings are actioned or monitored as required. Going forwards, plans are taking shape for an additional classroom areas, paid for by a planning agreement with local developers of the new Hendrefoilan Woods Estate. We will continue to work to improve the school and welcome any ideas.



Finance

The finance committee set the budget in April 2022 to run to March 31st 2023. This was then ratified by the full governing body. The budget was more positive this year post Covid. This allowed us to maintain all staffing and commit more to resources and maintenance. We were also able to fund the Celtic Roundhouse to enhance our outdoor learning and develop the Peace Mala garden. We were able to refurbish our toilet facilities for the older children and have new flooring in some areas. We have also replaced the fire doors in the hall and corridor area. Our partial new roof, funded by the local authority, has meant less money needed spending on leaks. One teacher was still seconded to the authority to train staff in implementing the new Code of Practice for those with additional needs. Breakfast Club and After School Club continued, although usage of After School Club was still low. Unfortunately this meant we had to raise the fees to cover staffing costs as this has to be self-financing.



Appendix 1 - School Statement of Expenditure 2022 – 2023

	Delegated Expenditure £	Non- Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	572,921	0	572,921
Salaries	292,078	25,922	318,000
Other Employee Costs	-1,037	11	-1,027
Premises	14,159	0	14,159
Transport	0	0	0
Supplies & Services	218,822	0	218,822
Recharges	0	0	0
Gross Expenditure	1,096,942	25,933	1,122,875
Grant Income	-181,282	0	-181,282
Other Income	-45,712	476	-45,236
Gross Income	-226,994	476	-226,518
Net Expenditure	869,948	26,409	896,357

RESERVES:	£
FINAL FORMULA ALLOCATION:	813,662
TOTAL NET EXPENDITURE:	869,948
TRANSFER TO / (FROM) RESERVES:	-56,286
OPENING BALANCE ON RESERVES 01/04/22	151,210
CLOSING BALANCE ON RESERVES: 31/03/23	94,924

Appendix 2 - School Term & Holiday Dates 2023/2024

Please click the following link for [School Term & Holiday Dates 2023/2024](#)

Bank holidays

- 25th and 26th December 2023
- 1st January 2024 New Year's Day
- 29th March 2024 Good Friday

- 1st April 2024 Easter Monday
- 6th May 2024 Early May Bank Holiday
- 27th May 2024 Bank Holiday
- 26th August 2024 Summer Bank Holiday

Please note that this calendar is subject to any changes that may arise because of Welsh Government issuing a direction on term dates.

INSET days

- Friday 1st September 2023
- Monday 4th September 2023
- Friday 27th October 2023
- Friday 22nd December 2023
- Monday 8th January 2024
- Monday 8th April 2024



Appendix 3

Results for the National Group Reading Test, National Group Spelling Test, National Procedural and National Reasoning from Summer 2022 to Summer 2023.

Boys V Girls

- Boys outperformed girls by 5% in reading.

- Boys and girls were the same in spelling.
- Boys outperformed girls by 16% in procedural maths.
- Boys outperformed girls by 10% in reasoning.

English as an Additional Language

- 71% of EAL pupils made expected or higher progress in reading and 93% in spelling.
- 80% of EAL pupils made expected progress or higher in procedural maths and 75% in reasoning.
- 40% of EAL pupils are MAT.

More Able Pupils

- 85% of MAT pupils made expected progress or higher in reading, 99% spelling, 94% procedural maths and 100% in reasoning.
- A quarter of MAT pupils are also EAL, and their group progress was similar.

Free School Meals Pupils

- 64% of FSM pupils made much expected progress or higher in reading and 58% in reasoning. 92% made expected progress or higher in spelling and 75% in procedural maths.
- Many FSM pupils (66%) are also ALN.
- Most of these pupils have extenuating factors that negatively affect their progress rates.
- Nearly all FSM pupils make excellent progress in relation to their ability.

Additional Learning Needs Pupils

- Like FSM pupils, ALN pupils made much less than expected progress in reading (64% expected or higher), procedural maths and reasoning (41%). Their spelling was better with 84% making expected or higher progress.
- Many ALN pupils are also FSM (23%).
- Most of these pupils have extenuating factors that negatively affect their progress rates.
- Nearly all ALN pupils make excellent progress in relation to their ability.

Appendix 4

Glossary of terms

The following is a list of abbreviations and terms that will be useful to you when learning about the school.

Term	Definition
SDP	School Development Plan
INSET	In Service Training

SLT	Senior Leadership Team (Headteacher, Deputy, Senior Teachers)
LA	Local Authority
PPA	Planning, Preparation & Assessment (10% time given to teachers)
FL	Foundation Learning
KS2	Key Stage 2
ICT	Information Communication Technology
DCF	Digital Competency Framework
TA	Teaching Assistant
WG	Welsh Government
ALN	Additional Learning Needs
PDG	Pupil Development Grant
NQT	Newly Qualified Teacher
CPD	Continuing Professional Development
SIA	School Improvement Advisor, Mrs Jayne Woolcock is our SIA
RVE	Religion Values and Ethics
RSE	Relationships and Sexuality Education
PTA	Parent Teacher Association
EMAU	Ethnic Minority Achievement Unit
POPAT	Programme of Phoneme Awareness Training
SBP	Swansea Bay Partnership
MA	More Able
FSM	Free School Meals

