



Glan Llyn Primary School
Ysgol Gynradd Glan Llyn

Annual Governors' Report to Parents

2022/23 Academic Year

Invest, Empower, Challenge & Reflect

Message from the Chair of Governors

Dear parents and carers,

I am honoured to be writing to you as Chair of Governors. I live locally on the estate and have been involved with the school from the outset. I served on the original Temporary Governing Body whilst the school was being built and it's now a school to be proud of thanks to the hard work and dedication of Mrs Richards as headteacher and her staff.

On behalf of the Governing Body, I would like to welcome back our current pupils, parents and carers, and staff to another exciting year ahead! May I also extend a warm welcome to any new pupils and their parents and carers who have just joined the school.

The purpose of the Annual Governors' Report to Parents is to inform you as to the current state of the school, including its finances, staffing, estate and future developments. The report details the work of the Governing Body over the last year in providing challenge, scrutiny and support to the school as a 'critical friend'. Together with the school, and our community partners, we constantly strive towards the shared goal of providing the best educational experience and opportunities for our pupils, in a caring, nurturing and supportive environment in line with our school motto, "Invest, Empower, Challenge & Reflect".

The work of the Governing Body includes regular meetings of the Full Governing Body every term, with responsibilities delegated to certain sub-committees to allow for greater scrutiny and challenge. Governors also immerse themselves in the work of the school and support the evaluative activity that takes place to enable improvement. Committees report back to the Full Governing body to enable informed discussions and to consider any changes or decisions to be made for the future development of the school.

I'd like to thank my fellow members of our Governing Body for the dedication they have shown over the last year in the execution of their duties.

As my predecessor Cllr. Martyn Kellaway said last year, the children represent you and the school with pride and always act as great ambassadors for our school. Thank you, pupils for your enthusiasm and hard work over this academic year! I would also like to thank you, parents and carers, for supporting the school and your children as enthusiastically as you have done.

Yours sincerely,
Alan Jianikos
Chair of Governors

Contents

1	Chair of Governors
2	Governing Body
2	School Times and Term Dates
3	School Organisation
3	Premises
4	Curriculum Update
5-6	SDP Progress
7	ICT and Welsh
8	Attendance
8	SEN/ALN
9	Extra-Curricular Activities
10	Sport
10	Pupil Leadership
11	School Budget
11	Community
11	Policy Update
12-13	Financial Out-turn

Headteacher: Mrs J Richards

Chair of Governors: Alan Jianikos, Glan Llyn Primary School, Bessemer Drive, Newport. NP194EB

Clerk to Governors: EAS Governor Support, The Gateway, Tredomen Park, Hengoed, CF82 7EH.



Annual Governors' Report to Parents

Page 2

Governing Body Information 2022/23

Name	Governor Type
Martyn Kellaway	LA Representative
Howard Mason	LA Representative
Alison Harries	LA Representative
Trevor Brown	Community Council Representative
Alan Jianikos	Community Representative
Ashton-Leigh Richards	Community Representative
Andrew Wheeler	Parent Representative
Susan Pullen	Parent Representative
Charlotte Cordingley	Parent Representative
Lindsey Stevens	Parent Representative
Natalie Moyle	Teacher Representative
Claire Jones	Staff Representative

School Times

Nursery	
Nursery am	8:45am - 11:15am
Nursery pm	12:50pm - 3:20pm
Infants - Reception, Year 1 and Year 2	
Morning Session	8:50am - 12pm
Afternoon Session	1:15pm - 3:30pm
Juniors - Year 3, Year 4, Year 5 and Year 6	
Morning Session	8:40am - 12:30pm
Afternoon Session	1:45pm - 3:40pm

School Term Dates

2022-23 Academic Year	Start	Half-term starts	Half-term ends	Term ends	2023-24 Academic Year	Start	Half-term starts	Half-term ends	Term ends
Autumn 2022	2 nd September	31 st October	4 th November	23 rd January	Autumn 2023	1 st September	30 th October	3 rd November	22 nd December
Spring 2023	9 th January 2023	20 th February	24 th February	31 st March 2023	Spring 2024	8 th January	12 th February	16 th February	22 nd March
Summer 2023	17 th April 2023	29 th May	1 st June	21 st July 2023	Summer 2024	8 th April	27 th May	31 st May	19 th July



Annual Governors' Report to Parents

Page 3

Growing School Model

During the 2022/23 academic year, the school has continued to grow in line with the increasing size of the Glan Llyn housing estate. At the end of the 2022-23 academic year, the school had 397 pupils on roll (376.5 FTE)

Cohorts at the top end of the school remain under-subscribed, mainly as families do not move their older children when moving onto the estate and the school is yet to open its final classroom – this is planned for September 2024.

School Organisation 2022/23

During the 2022/23 academic year, the school arranged classes as shown below.

Class	Teacher	Teaching Assistant (TA)
Nursery	Teacher 60% HLTA 40%	TA x3 (1 ALN)
Reception	Teacher	TA x2
Reception	Teacher	TA x2
Year 1	Teacher	TA x 2 (1 ALN)
Year 1	Teacher	TA
Year 2	Teacher	TA
Year 2	Teacher 60% Teacher 40%	TA x 2 (1 ALN)
Year 3	Teacher	TA (ALN)
Year 3	Teacher	TA (ALN)
Year 4	Teacher	
Year 4	Teacher	TA (ALN)
Year 5	Teacher 80% Teacher 20%	
Year 5	Teacher	TA (ALN)
Year 6	Teacher	
LRB 1	Teacher	TA x4 (2 ALN)
LRB2	Teacher	TA x3 (1 ALN)
Cover	Teacher / HLTA x2	
Intervention	Teaching Assistant	
Staff	Senior SSO / SSO / Site Manager	

Premises

We continue to benefit from a modern purpose-built and accessible school building. The Headteacher and site manager manage the school site and the nominated health and safety governor, along with a commissioned health and safety officer review the site, policies and risk assessments on a regular basis.

Despite being a new building, the school has ongoing problems with the roof and the heating. These are the main two areas still on the snagging list and the original contractors are continuing to investigate and complete remedial works as needed.

The school has appropriate toilet provision. The Nursery class has three toilets and a disabled toilet/changing facility. The infant department houses toilets within the classrooms. Reception classes have a total of six toilets across two rooms, Year 1 classes have three toilets between two classes and Year 2 classes have three toilets between two classes. The Learning Resource Base class has two toilets and a disabled toilet is located in the infant corridor. In the junior department, twelve toilets plus one disabled toilet are located off the main corridor, along with an additional disabled toilet within the Learning Resource Base class. In the centre of the school, there are three staff toilets and a disabled toilet.

All toilets have hot water, soap and drying facilities. They are cleaned daily by contractors from Newport Norse and the site manager checks them regularly.

“Glan Llyn Primary School has a very robust Health & Safety Policy that puts the safety of Pupils, Staff and Visitors as its main priority. There are many Risk Assessments carried out to ensure the safety & wellbeing of all concerned. There has also been a considerable amount of building and improvement work carried out at the school which has also resulted in many more Risk Assessments. As lead Governor for Health & Safety I can only praise the excellent work of the Head Teacher Mrs J Richards and her staff.”

Alan Jianikos, Chair of Governors and nominated Health and Safety Governor



Annual Governors' Report to Parents

Page 4 - 6

Curriculum Update

The school's new curriculum was implemented as of September 2022. Throughout the 2022/23 academic year the school has worked hard to reinvest in previous messages due to the growth in the community. Annual curriculum overviews have been implemented and developed with staff to ensure the curriculum is developing as broad, balanced and progressive. Building on from the previous academic year's evaluation, Jigsaw has been fully embedded across the school and supported the planning and teaching of RSE.

Curriculum evaluations have been strengthened through curriculum coordinator training delivered by SLT focusing on evaluation and improvement planning.

Cluster working focused on a shared understanding of progression has strengthened staff's understanding of progression in specific AOEs. Throughout the cluster working, there has been specific collaboration focused on planning for progress and developing joint expectations for how learners should progress, understand relative expectations for progression whilst ensuring coherent progression for learners throughout the learning journey and at points of transition.

The school has worked closely with cluster colleagues and Liswerry High School to ensure transition arrangements meet the needs of the children. Towards the end of the academic year, the school has allocated the role of Transition Lead to the Assistant Headteacher who, alongside, other transition leads worked together on an appropriate plan.

The school's School Improvement Committee works with the headteacher and senior leaders to monitor the School Development Plan. This plan sets out the priorities for the school to ensure it continues to raise standards of education and improve learner outcomes. The plan sets out how the school will achieve its targets, in relation to its priorities, and how it will use the resources available to manage finances and develop staff to provide a rich and engaging curriculum with wellbeing at its heart. The committee agrees targets and monitors progress to ensure the school is meeting its priorities, through support and challenge. Governors will do this by visiting the school on a regular basis to look at learners' work, observe how classrooms operate, receive presentations from senior leaders and teachers and review data. During 2022/23, governors had the opportunity to undertake several book looks where they were able to see pupils' work and talk to them about the progress they are making. They also completed learning walks where they visited classrooms to see, first hand, how pupils engage in their learning and how teachers deliver the school curriculum. Governors feedback their experiences at both the School Improvement Committee and the full governing body to ensure that all governors are assured that the school is meeting its targets and achieving improved outcomes for our learners.

Howard Mason, Chair of School Improvement Committee

School Development Plan 2022/23
P1 – Teaching and Learning
To improve standards in Maths and Numeracy

Outcomes:

Snapshot standardised score data shows that children made at least expected progress over the course of the academic year.

Immersive and focussed assessments in classes show that children make good progress in maths lessons throughout the term and over the year. Listening to Learner activities showed that most children in Year 2-6 confidently discuss their learning in Maths when sharing their work with adults. Lesson Observations in Reception and Year 1 show that many children are developing good basic maths skills in line with TAPAS. Planning Scrutiny show that there is an improvement in planning for maths across the school with staff reporting increased confidence in the process when collaborating with others in department and year group meetings. Confidence in the teaching of reasoning is developing slowly and lesson observations in May 23 demonstrated the positive impact of reasoning training and there is an increase in the number of reasoning activities planned for children. Lesson Observations show that overall, most teaching and learning in Maths is at least good.

Snapshot standardised score data shows that from July 22 to July 23, there has been a positive shift in the standardised scores for both Numeracy Procedural and Numeracy Reasoning tests. Books show that there is careful planning of skill development in Maths in line with the school's agreed adherence to the TAPAS document. The application of numeracy skills is starting to be developed. Overall snapshot data shows that standards in Numeracy from June 2022 to June 2023 are improving with positive shifts in standardised scores, indicating accelerated progress and value added across the twelve month period. (cohort sizes have changed over this time and LRB pupils are included in the overall school data.)

Overall – Positive progress in the improvement of standards in Maths over the year. This needs to be sustained through ongoing work across 2023/24 academic year with a particular focus on standards in Early Years and Lower Primary.

P2 – Teaching and Learning
To strengthen the quality of learning and teaching across the school

Outcomes:

Lesson Observations, book scrutinies and progress discussions show that most pupils make good progress in lessons and over time. Observations and listening to learners activities show that nearly all children talk positively about their learning with pupils, staff and governors. They increasingly share their critical thoughts on their own learning, particularly in Upper Primary and they positively share their environments and learning with their parents and carers during Open Doors events throughout the year. The quality of One Page profiles for vulnerable pupils is improving with detailed information about the reasonable adjustments that make them successful in school. Evaluative Activity and ongoing professional dialogue shows that staff are becoming more confident using the inquiry planning model. Most staff have a good understanding of Universal Provision and have started to make effective reasonable adjustments to meet the needs of vulnerable pupils. The pupil progress cycle is now fully embedded with a consistent approach to feedback and discussions across the school. Parent engagement in this progress has improved over the year and support to help children make progress is implemented at a class level and relationships with parents are strong. This cycle has also started to work alongside the evaluative activity cycle to enable all assessment and evaluative activity to focus on the wellbeing and progress of pupils.

Overall – Positive ongoing progress across the year where aspects of teaching and learning have strengthened. With increasing numbers of staff and pupils, the overall quality of teaching and learning is good with key staff supporting others to strengthen this over time. This work needs to be continued into the 2023/24 academic year, with an ongoing focus on the development of numeracy and writing skills, and specifically progress in spelling. Further development to strengthen the teaching and learning for pupils with ALN is still needed in order to ensure success for all pupils both in LRB and in mainstream classes.

P3 – Wellbeing
To embed a whole school approach to social, emotional and mental well-being

Outcomes:

The Forces Fitness sessions consistently show a positive impact on pupils' behaviour in Upper Primary. The sessions support their respectful engagement with others and feedback is good with nearly all children enjoying the sessions. The sessions allow the successful integration of pupils in the LRB and this has supporting their overall inclusion into whole school activities alongside supporting their skills of perseverance and resilience. All Y6 LRB pupils were able to successfully integrate with their mainstream peers in lessons throughout the Summer term ahead of their transition to high school. The Lower Primary strings project continues to have a positive impact on the attention and concentration of the young pupils, alongside giving them all an opportunity to engage in a musical project. Talented individuals have been highlighted and additional strings provision for them is being planned for the 2023/24 academic year. The school ended the year with two trained ELSAs and two licenced Thrive practitioners. The Thrive assessments were rolled out to identified pupils in the Summer term and the Intervention Lead is working with class teachers to plan actions for pupils with Thrive plans. ELSA support is provided to other pupils as identified by assessments by class teachers and ELSAs. This

support has enable vulnerable pupils to have an additional level of support where necessary. Key skill interventions have been positive and the school has continued to ensure that vulnerable children make good and accelerated progress in their reading. The intervention lead monitors and tracks these pupils well and has provided additional guidance to class staff where necessary to ensure pupils continue to make good progress.

Overall school attendance data continues to be very good when compared with other similar schools in Newport. As the school has had no previous yearly data on attendance due to Covid, the targets set was not met but school was successful in reducing the gap between whole school attendance and FSM only attendance. Whole school attendance (data from internal SIMS data) was 93.1% and FSM only attendance was 90.5%. (Gap of 2.6%, down from a gap of 4.1% last year). The school has continued to use rolling 12 month attendance figures as a way of more consistently monitoring progress in attendance and ensuring improvements are made. Nearly all staff show a commitment to the school's vision and aims and work collaboratively to develop an ethos which is positive and respectful. The school gained their first Healthy Schools Award and is now part of the pilot programme for the new arrangements for embedding the Whole School Approach.

Overall – Wellbeing across the school community good, and the provision for vulnerable pupils, staff and parents has a positive impact overall. Further development of embedding and monitoring the Thrive and ELSA interventions will take place in 2023/24 academic year, alongside rolling out additional training for staff in implementing the Thrive approaches across the whole school.

P4 – Curriculum

To implement the Glan Llyn Curriculum and evaluate and improve curricular coherence ensuring a shared understanding of progression across the school

Outcomes:

The first year of implementation of the curriculum demonstrates that children have good quality teaching and learning for key skills and their curriculum has been relatively broad and balanced across the year. Most pupils (Y2-6) share their learning confidently and can discuss their work and make links to the four purposes. Most pupils (R/Y1) are engaged in their environments and engage positively in a range of experiences. Evaluative Activity and ongoing professional dialogue shows that staff are becoming more confident using the inquiry planning model although confidence in some curriculum/discipline areas is not as strong. The first iteration of the curriculum model has been implemented and evaluated regularly to identify key areas to develop. The model used is appropriate to achieving the curriculum vision and across the course of the year, steady progress has been made at ensuring the curriculum is broad, balanced and progressive, however, the breadth of the curriculum for a pupil is not measurable over such a short period of time and will need time to firmly embed.

Overall – Time has been needed for staff to full embrace the implementation of the curriculum and ongoing immersive evaluations and professional dialogue have led to amendments in the planning necessary to ensure breadth and depth of content. Evaluations have highlighted key disciplines that require more work to ensure staff have a shared understanding of progression in these disciplines and so that standards and progress are good. The curriculum model will need adapting for the 2023/24 academic year and plans are in place to adapt the model with the addition of key concepts/roots planned in addition to professional learning for staff in key disciplines.

P5 – Leadership

To improve the ability of leaders at all levels to make accurate evaluations and plan improvements in their subject areas

Outcomes:

The impact of professional learning for Discrete Discipline Coordinators (DDCs) has been positive across the course of the year. Coordinators have gradually taken more ownership of their discrete discipline areas and have started to ensure that their evaluations are based on a wider range of activities and that they focus purely on learning. DDCs have shared their findings with SLT and governors and have become more focussed and reflective and have started to plan actions to improve progress and standards. This work will continue next year. As the DDCs take more ownership of their disciplines, the school now has a widening and deepening culture of distributive leadership and this will lead next year into middle leaders having an increased input into the overall evaluative activity of the school. Members of the Governing Body have increased their activity in the school across the course of the year and many now discuss the schools strengths confidently following their visits. The new chair of governors has been fully involved in safeguarding and health and safety audits and challenges leaders on the provision and processes robustly.

Overall - Leadership has been strengthened due to the professional learning provided for DDCs and the developing confidence of middle leaders to evaluate learning. This work needs to expand now to ensure that evaluations are regular and focussed and so they can feed into the overall curriculum and teaching and learning reviews undertaken by SLT. Governors have increased their activity and challenge of the school which again, has strengthened leadership. Building on this work next year will enable a much wider stakeholder input into the evaluative and improvement work of the school

Welsh

The school is an English medium primary school but develops bilingualism across the school from Nursery to Year 6. Welsh as a Second Language is taught across the school and staff use the EAS teaching materials to aid their planning. The previous model of a dedicated teacher to teach Welsh was phased out in the 2022/23 academic year with all class teachers now being responsible for planning, teaching and assessing their own pupils in Welsh. We continue to find that children have had varied experiences in Welsh language development, particularly as many children have joined us from schools across the border in England.

Children are given the chance to develop their knowledge of Welsh during weekly Welsh lessons where they enhance their knowledge through a range of oracy, reading and writing activities. In addition to this, daily Welsh sessions support the development of the children's oracy skills using progressive fans and placemats which focus heavily on the teaching of key language patterns. Children are equipped with the vocabulary needed to be able to respond to a range of questions about themselves and are encouraged to extend their responses where appropriate to provide further detail. Throughout the school day, the children are actively encouraged to be bilingual and communicate in both English and Welsh.

Staff have received in-house training this academic year to support their understanding of progress in Welsh and in 2023-2024, there will be a stronger focus on the progression of oracy in Welsh. Staff have received training in a range of games and practical tasks to support the teaching and learning of key language patterns to ensure that all our children make progress.

Half termly baseline assessments undertaken by the class teachers provide the children with the opportunity to showcase what they know and enable staff to plan accordingly to plug any gaps and build upon what the children already know. Moving forward, those children in the Junior Department will complete their baseline assessments independently enabling them to regularly revisit their baselines to track their progress over time.

During the academic year of 2022-2023, Glan Llyn Primary School were awarded the Cymraeg Campus Efydd (Bronze) Award by the EAS whereby we were commended and complimented on our progress and practice with developing Welsh and bilingualism as a school in a short period of time post covid. During the academic year of 2023- 2024, we will begin our journey to achieve the Cymraeg Campus Arian (Silver) Award.

The school works collaboratively with other schools within our cluster to promote a sense of Cynefin (Welshness) and bilingualism. As a school, we plan to further develop our progress, planning, teaching and assessment of Welsh on a cluster level and develop a strong cluster vision.

At Glan Llyn Primary School, during the academic year of 2023-2024, we plan to implement a "New to Welsh" programme. This will focus on older children who are new to the language, allowing them to access additional support to introduce them to key phrases and language patterns; where through a range of practical activities, the children will be equipped with the confidence and skills needed to communicate basic information in Welsh.

ICT

The school has continued to benefit from EdTech funding which has increased the number of digital devices we have in school and the governing body have agreed to maintain a specified Digital Device Number in order to continue to benefit from this funding in future years. All members of the school community have Hwb accounts and we plan to expand our use of Hwb to fully include governors in the next academic year. We will continue to prioritise the development of the digital skills of all our staff and children in the coming months and years.

Within the school, the children are fortunate to benefit from being able to learn, develop and apply their digital skills in a variety of ways with a range of digital devices. The children are taught a range of ICT skills discretely before moving on to apply those skills in different contexts.

As a school, we recognise the ever-changing digital world, experiences that are available and activities that our children are actively participating in. In line with the 360 Degree E-Safety Tool, we recognise the importance of a need for a heavy focus on Digital Citizenship where all learners will be reminded how to keep themselves and others safe online and equipping them with the knowledge of who they can turn to for help online should they need it. Our children are always actively encouraged to be upstanders rather than bystanders and have a strong sense of knowing how they can act responsibly and safely online following discrete ICT sessions and work surrounding Safer Internet Day.

Governors were updated on the school's progress with the 360 E-Safety Tool and understanding the work we do with the children around internet safety on a personal level and wider scale. Information was shared, explaining the differences between online safety and e-safety as well as considering our own digital footprints.

The school continues to share key messages around internet safety with governors and continue the work with the children, ensuring that they remain safe online, both inside and outside of school.



Annual Governors' Report to Parents

Page 8

Attendance

Effective, robust systems to manage attendance have been implemented in school and the governing body has adopted the cluster attendance policy. The school has established an ethos within the school that promotes positive behaviour and good attendance through our use of an appropriate curriculum which is geared to the child's age, aptitude and ability. It is our aim that by instilling high levels of wellbeing across the whole school community, pupils will be more resilient and will want to attend school every day.

The school was asked to set a target for the 2022/23 academic year. As the school had limited previous non-Covid data to draw on, the school aimed to "Strive for 95" and set a whole school target of 95% alongside an aim to reduce the gap between whole school attendance and FSM attendance from 4.1% to 2.5%.

Overall attendance data is shown below for the 2022/23 academic year.

Attendance: 93.1% (FSM 90.5%)

Authorised absences: 4.1%

Unauthorised absences: 2.7%

The governing body understands that good attendance is vital in achieving the right outcomes for learners. Governors receive reports at each governing body meeting to allow them to monitor levels of attendance. Governors were pleased that, during 2022/23, the school's attendance compared favourably with other Newport schools and demonstrates the school's commitment to offering an engaging curriculum and a safe learning environment in which our pupils thrive. Governors were also pleased that the school reduced the gap between whole school attendance and FSM attendance, thanks to hard work of key staff in engaging the families of vulnerable pupils. The governing body will continue to monitor attendance and set realistic targets to ensure pupils attendance exceeds any national or local targets. The governing body recognises the important role parents and carers make in attendance and encourage the whole school community to make attendance a priority for our pupils.

Howard Mason, Vice Chair of Governors

Special Educational Needs/Additional Learning Needs

The school has a very inclusive and welcoming ethos and works very closely with parents and external agencies to successfully meet the needs of all pupils. The school is fully accessible which benefits pupils with a range of physical and medical needs. The school also has two learning resource base classes, providing twenty places for children with additional learning needs from across Newport.

During the 2022/23 academic year, the ALNCo, class teachers and dedicated teaching assistants worked well to develop and review appropriate plans for children with additional needs. Most children with ALN made good progress against their targets and a range of external support has been sought by the school to support their wellbeing and progress. The school has made good progress in the transition from SEN to ALN. Most children have now transitioned across to the new ALN system and the school's ongoing professional learning offer is impacting positively on the ability of staff to cater for the needs of children who require reasonable adjustments within the mainstream classroom. The school's allocated ALN budget is used effectively to support the children. The spend on ALN staffing continues to increase, however, the spend is necessary to meet the needs of children with ALN. The school is fully DDA compliant and therefore, the most accessible school in Newport. The school continues to highlight this to the Local Authority to challenge the level of funding allocated to the school given our unique context.

I would like to thank our ALNCo Miss B Smith for all the hard work she has put in with the ALN reform and transition, and the changes it brings. This is a very challenging task to ensure that our pupils' learning & wellbeing is not disrupted. As lead governor for ALN I must congratulate all the staff involved for this very important part of our children's education and wellbeing.

Alan Jianikos, Chair of Governors and nominated ALN Governor



Annual Governors' Report to Parents

Page 9

Curriculum Enrichment Activities

The school plans a range of curriculum enrichment experiences, both within class as part of topics or themes and in the form of additional after-school activities.

During the 2022/23 academic year, children benefitted from whole class music projects, forces fitness sessions, Crucial Crew and trips and visits which included Cardiff Castle, St Fagans and Big Pit.

Curriculum enrichment activities run after school hours included football, netball and choir and it was pleasing to see high participation in after school curriculum activities and these being enjoyed by the children.

As part of providing a broad and balanced curriculum at Glan Llyn Primary School, it's important that the children have the opportunity to explore learning outside of the classroom and through a wide range of experiences. In particular, the Forces Fitness sessions consistently show a positive impact on pupil behaviour in Upper Primary and through the Strings project, the Lower Primary children are able to develop their attention and concentration alongside their musical appreciation. The first Upper Primary school musical was a huge success and I'm sure that everyone who was lucky enough to get to see it, myself included, were blown away by not only the confidence of the children, but also the teamwork involved to put together such a brilliant performance.

Charlotte Cordingley, Parent Governor

Governors have been delighted to see the school expand their enrichment activities which are an important element of a balanced and engaging curriculum. We have seen pupils flourish in music and have enjoyed several musical events including a violin concert, Eisteddfod and musical shows. We have seen pupils enjoying sport and physical activities, many supported by our partners such as Forces Fitness which supports both our pupils' health and wellbeing.

We have also seen the return of school trips which we know are a particular favourite of our pupils who gain so much from experiencing learning outside the school. We want all our pupils to have access to as much enrichment as possible and will continue to work with the senior leadership team to identify resources and suitable activities that continue to provide our pupils with rewarding and enjoyable learning activities.

Howard Mason, Vice Chair of Governors

Sport

It remains one of our main aims to inspire children to be active and engage in sport on a regular basis. In addition to our core PE curriculum, children had the opportunity to engage regularly in Play Sports activities and the curriculum is also enhanced by visits from Newport Live and Forces Fitness. After-school sports offered included football, netball, tag rugby and multi-sports

Our Active Travel school survey indicated that the school has a much higher percentage of pupils who walk, cycle or scoot to school than the average in Newport and Wales. The school continues to update storage for bikes and scooters in line with the increasing numbers of children opting to travel to school in this way.

Additionally, our School Sport Survey showed a higher-than-average percentage of junior pupils participating in organised sport outside of the curriculum at least three times per week.

The 2022/23 academic year saw the school start to participate in sports leagues and competitions with other schools. The Y5/6 football team won their first cup in the local cluster competition in the summer.

Pupil Voice and Leadership

Pupils continue to have a strong voice in the development of the curriculum.

Part of the school's vision is to ensure that children are grounded and well-rounded individuals, and as such the school seeks to develop the work of pupil leadership teams authentically in a way that does not adversely hinder the pupils' development as young children.

In the 2022/23 academic year, two pupil groups were operating – Pupil Leadership team and Criw Cymraeg. This has further expanded in the 2023/24 academic year to include Language Ambassadors and Sustainability Ambassadors.

In 2022/23, we merged our Pupil Innovation and Pupil Attitude teams and started to work together as one pupil leadership team. We focussed a lot on pupil wellbeing. We set up "Hear Our Voice books for all year groups from Year 2 to Year 6. Children in these classes contributed to these books in three areas – What's going well / What would you like to improve / Any questions or comments. These books have been useful for the team to reflect on the voices of the children across the school. Moving into the 2023/24 school year, we have written action plans.

The Autumn Term targets relate to improving playtimes for all pupils at Glan Llyn. We submitted a bid to the Headteacher to purchase resources for our outdoor play and we have already started to see a positive impact from the surveys we have sent to the children.

The Pupil Leadership Team is having a positive impact on the school and whilst we have many ideas, we don't want to "run before we can walk".

Henry and Fikir, Chairs of Pupil Leadership Team

Our Criw Cymraeg was established in the 2021/22 academic year. During the 2022/23 school year, we worked with Mrs McGee and the pupils across the school on key targets to achieve our Cymraeg Campus Bronze Award.

We did this by raising awareness across the school of the importance of Welsh and making sure children and adults were using Welsh more across the school. We made posters for all classes with important vocabulary and helped create Welsh displays. As a group, we supported the running of the Eisteddfod and helped create the slideshow of all the competition entries. Moving into the 2023/24 year, we established the Cynefin Club which is run on a Monday after school for children in Years 3 to 6. We now aim to continue making progress towards achieving our Silver Award.

Aneira, Pearl, Niamh, Ethan, Criw Cymraeg

It's been a privilege to meet with the children on the Pupil Leadership Team, through our School Improvement Committee activities, who talk with confidence and conviction about the positive changes they would like to make within the school community. It's wonderful to see that their thoughts and plans are supported and valued by the teachers and school staff and every effort is made to see these ideas come to fruition!

Charlotte Cordingley, Parent Governor



Annual Governors' Report to Parents

Page 11

School Budget

The school has continued to receive a budget based on an alternative funding model which takes into account the projected growth of the school. This leads to the school having a larger than normal surplus, but the school is advised to maintain this until the pupil numbers and budget allocation becomes more accurately aligned.

Welsh Government grants available to the school are based on historical pupil/staff data so money received does not always match actual up-to-date pupil and staff figures and will remain like this until the school is at full capacity. Grant plans are published on the school website and focus on improving the wellbeing and progress of vulnerable pupils.

The school benefits from opening the 3G pitch to external rentals. This money is currently retained within the school budget but will need protecting in the future in order to replace the pitch when necessary. The financial outturn for the 2022/23 financial year is attached.

Community

The school has developed strong community links with local businesses and emergency services. Given that the school community is relatively new and that it continues to grow, it was important to the school that the community began to forge reciprocal positive relationships and the school collaborated to facilitate a 'Community Safety Week' with a specific focus on careers, substance misuse, traffic awareness, cyber safety and safety on a construction site. The school was well supported by St Modwen, Gwent Police, Lovell, Pobl and South Wales Fire and Rescue and the children and staff enjoyed working closely with all parties to develop a purposeful week which enhanced the curriculum experiences on offer for the whole school community. Throughout the week, activities included a daily walking bus, a careers fayre, parent workshops on substance misuse, careers and cyber safety and preparing the community for the new speed laws through Go Safe workshops with the children and an understanding of traffic safety.

Given the positive impact of the community week, the school will continue to develop community links to further improve the experiences of the children in future academic years.

Policies

Our statutory policies are reviewed and updated by governors on a rolling basis. Policies are available on request from the school office.

Non-statutory policies are also developed, updated and reviewed on a regular basis in line with school needs, development and emerging local and national priorities.

Key policies updated in the 2022/23 academic year:

Safeguarding Policy
ALN Policy
Anti-Bullying Policy
Attendance Policy
Behaviour and Relationships Policy
CCTV Policy
Curriculum Policy
E-Safety Policy
Health and Safety Policy
Learning and Teaching Policy
Nutrition and Physical Activity Policy
RPI Policy
Toilet Policy

The School Prospectus annual update included the following changes:

Staffing update
Update on universal school meals
Update to class organisation
Curriculum updates

Financial Outturn 2022/23

Glan Llyn Primary

Financial Statement for Year Ending 31st March 2023

2021/22 Outturn		2022/23 Outturn
£	Employees	£
763,713	Teachers	955,335
367,690	Support Staff	481,811
0	Caretakers	23,374
12,843	Midday Supervisors	19,074
0	Cleaners	0
Other Employee Costs		
15,453	Supply Insurance Premium	23,056
131,254	Agency Staff	233,095
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
1,413	Advertising	0
0	Interview Expenses	0
508	Misc Employee Costs	556
Energy		
6,013	Gas	7,656
15,743	Electricity	21,505
0	Oil	0
63,500	Capitation and ICT	101,303
Premises Related		
673	Hire of Facilities	673
54,570	Rates	54,570
5,946	Building Maintenance and Alarm Lines	6,982
7,601	Grounds Maintenance	16,756
2,912	Water	3,994
37,999	Building Cleaning Contract	34,803
1,953	Refuse Collection	2,860
8,510	Miscellaneous Premises	6,582
Communications		
80	Postage/Fax/Telex	92
3,653	Telephones	4,041

	Transport	
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
1,200	Vehicle Hire	2,740
0	Car Allowance	0
0	Travel Expenses	76
0	Exam Fees	0
	External Courses	
3,980	School Funded Training	3,183
0	Alternative Curriculum Provision	0
0	Sixth Form	0
16,927	Central Services	33,561
	Income	
-16,550	Lettings	-20,925
0	Sales Income	-1,835
-468	Music Service Income	-7,578
-5,000	Donations	-100
0	Miscellaneous	0
-81,125	Supply	-67,496
0	Exam Fees	0
-69	Interest	-565
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-231,536	Other Grant and Contributions	-206,101
0	Reserve Transfer	0
0	After Schools Club	0
1,189,386	Total Net Expenditure	1,733,079
1,305,693	Total Funding	1,864,371
116,307	In Year Surplus / Deficit	131,292
114,736	Prior Year Surplus / Deficit	231,043
231,043	Accumulated Surplus / Deficit c/fwd	362,335
17.70%	Balance as % of Funding	19.43%

If any parent/carer wishes to discuss this report further with governors, a parents' meeting will be arranged. Please email

glanllyn.primary@newportschools.wales