



Annual Governors' Report

2020-2021



Together we aim for the stars.



VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

ANNUAL GOVERNORS' REPORT TO PARENTS 2020 / 2021

1. Chair of Governors Introduction

Members' Details

2. Names and Status of Governing Body
3. Next Election of Parent Governors

Financial Details

4. Financial Statement (i) Out-Turn 2020/ 2021 (ii) Amended Budget 2020 / 2021
(iii) Budget spend per pupil (iv) Use of Pupil Deprivation Grant

Organisation and Policies

5. School Mission Statement and School Aims
6. Curriculum and School Organisation
7. School Improvement Priorities 2019 / 2020 evaluation
8. School Improvement Priorities 2020 / 2021
9. School Prospectus 2020 - 2021
10. School Policies
11. Community Links
12. Term Dates and Sessions 2020 2021
13. School Council

Performance and Target Information

14. Target Setting
15. School's Performance at End of KS1 & KS2
16. Attendance Data / Policy

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

Pupil welfare

- 17.** School sport and extra-curricular activities
- 18.** Strategic Equality Plan Updates
- 19.** School Access Plan updates
- 20.** School's Approaches to Healthy Lifestyle
- 21.** School Security and Site Maintenance

1. Introduction

As Chairperson of Victoria School Governing Body I am pleased to present the 2020/21 Report to Parents.

The past school year has continued to be very challenging. The staff have worked with enthusiasm and caution and deserve a huge thank you.

The school enables the children to develop as good citizens who take a pride in their work and environment.

Because of the restrictions that Covid places on us, all meetings have been virtual.

This places constraints on what we as Governors can do. However we continue to work closely with the activities that the school undertakes.

The Governors thank the Parents for their continued support—this has taken greater than usual energy and vigilance.

We hope this report will give you a greater insight into all aspects of school life.

There is no obligation to call a parents meeting unless we are requested to do so.

A copy of the report will be forwarded to all families.

C M O'Callaghan

2. The School's Governing Body

The Chair of the Governing Body is a Community governor appointed by the Governing Body. The date that follows each name signifies end of term on the Governing Body.

Ms. Christine O'Callaghan	16.09.2025
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Vice chair is an LEA appointee

Cllr Mark Wilson	27.09.2025
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VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

Other Members of the Governing Body:-

LEA representatives

Mr. Mark Petherick	16.10.2023
Mrs. Amanda Reynolds	04.03.2023
Mrs S McLaughlin	04.03.2023

Minor Authority Representative

Cllr Rhiannon Birch	15.05.2023
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Parent Governors elected by the parents of the school.

Mrs. Rebecca Connor	18.10.2022
Mr Grant Robson	18.10.2022
Mrs Cerys McDonald	12.10.2025
Ms Julie Plumb	01.10.2024
Mr Marc Cahill	01.10.2024

Community Governors appointed by the Governing Body

Mrs. Judith Jones	28.01.2022
Miss Jeanette Minns	16.09.2025
Mr. Rhys Taylor	08.02.2023

Teacher Governors elected by the school staff

Mr. Simon Husband	13.03.2023
Mrs. Helen Kerr	13.03.2023

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

Non teaching Staff Governor elected by the non-teaching staff.

Mr. David Adams

06.11.2024

Head teacher

Mrs. S. Daniels.

Clerk to the Governors;

Mrs. H. Moreton, School Office

The full Governing Body meets twice each term. Sub committees meet prior to each meeting and on additional dates as and when appropriate.

No resolutions were passed at last year's meetings.

No travelling or subsistence allowances were paid to members of the Governing Body in the last financial year.

3. Next Election of Parent Governors

When a vacancy exists for a parent representative on the Governing Body, all parents and guardians of pupils in the school will be informed. Should the number proposed exceed the vacancy a ballot will be held. The next election for Parent Governors' places will be held in October 2022

4. Financial Statement

(i) Financial out-turn for 2020/ 2021 indicating how the school budget was spent

EMPLOYEES	-1,559,889
PREMISES RELATED COSTS	-195,191
SUPPLIES AND SERVICES	-137,445
INCOME & GRANTS	+363,149
BALANCE BROUGHT FORWARD	+117,275
NET CONTROLLABLE EXPENDITURE	1,703,158

Financial out-turn for 2019/ 2020 indicating how the school budget was spent

EMPLOYEES	-1,481,138
PREMISES RELATED COSTS	-200,138
SUPPLIES AND SERVICES	-71,737
INCOME & GRANTS	+328,132

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

BALANCE BROUGHT FORWARD	+34,759
NET CONTROLLABLE EXPENDITURE	1,656,814

(ii) Last year the school spent an average of £3540 per pupil.

(iii) PDG - Pupil Deprivation Grant 2019 – 2020

“The Pupil Deprivation Grant (PDG) is extra funding from the Welsh Government to overcome the additional barriers poorer pupils face that prevent them from reaching their potential. This may include exceptionally able pupils who, because of their family background, are not achieving their full personal potential even though they appear to be holding their own in comparison with their peers.”

Taken from 'Guidance for Using the Pupil Deprivation Grant, Welsh Government, 2013.

The allocation for the financial year 2020-21 for Victoria Primary based on percentage of free school meals was £28, 350

We used this money to:

- fund small group or individual support for pupils to develop their numeracy and literacy skills e.g. catch up literacy, catch up numeracy, basic skills group, rapid reading, rapid writing, paired reading and booster groups.
- provide specialist programmes following liaison with outside agencies and parents.
- provide emotional literacy support for more vulnerable pupils.
- subsidise residential trips to ensure equal opportunities for all pupils.

5. Our Shared Vision

Our vision is to work together so that everyone at Victoria Primary will be happy, caring, confident individuals who have a love of learning and achieve personal success.

SCHOOL MOTTO

Together we aim for the stars.

SCHOOL AIMS

We will experience a curriculum which will be challenging, fun and motivate us to develop our skills for lifelong learning.

We are a community that cares for each other and ourselves. We respect other peoples' views and achievements and celebrate our individuality.

As global citizens we respect our community and the world to which we belong; caring and contributing to a sustainable future.

Our positive school environment encourages everyone to achieve their goals through equality and in all aspects of school life.

We expect the parents, Governors and all members of our school community to support and guide us on our journey to the stars.

6. Curriculum and School Organization

Foundation Phase (Year 1 and Year 2)

Our curriculum for the Foundation Phase reflects the areas of learning identified in the Foundation Phase framework for Wales. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. Each of the seven areas of development

- personal and social development, well-being and cultural diversity
- language, literacy and communication skills
- mathematical development
- Welsh language development
- knowledge and understanding of the world
- physical development
- creative development.

has been broken down and develops over the year.

The content is adapted to suit the children's needs. Regardless of the content, all children will progress through the skills at their individual pace.

Continuous provision is enhanced according to what the children need and want. Discussions with the children, and observations, inform the teachers and other classroom adults in developing the learning environment and progressing learning. The provision is flexible to cater for the children's levels of engagement and interaction. The skills are reinforced throughout the areas at every opportunity and the pupils are made aware of their whole class and individual targets.

Key Stage 2 (Year 3 – Year 6)

We teach the key skills of literacy, numeracy, ICT, thinking and problem solving, through all curriculum subjects and we also develop them within the pastoral curriculum. Progression in key

skills is at the heart of our curriculum planning. Children are given a variety of opportunities to develop the application of these skills in as many different activities as possible.

Progression in key skills form part of the school's long-term curriculum plan. To develop key skills we have planned a whole school overview to ensure that they are firmly embedded into the curriculum.

Catch up sessions

Due to the lockdown situation, children's experience of education , over the last two years, has been of varied quality and amount.

The focus of the autumn term 2020 was to assess children and put in programmes of support to reduce gaps in learning and provide positive mental health support where required.

Blended learning was introduced into every classroom in order to prepare staff and pupils for any further remote learning phases. Blended learning is an opportunity to build independence whilst targeting support to individuals and ensured that every child could log onto the online learning platform.

English as an additional language ("EAL")

With pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from additional learning needs. It is necessary to assess their proficiency in English before planning any additional support that might be required. Support and guidance will be sought from **EMAS** (Ethnic Minority Achievement Service) when necessary.

ALN Additional Learning Needs

At Victoria Primary School we have adopted a whole-school approach to ALN policy and practice. Pupils identified as having ALN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. Pupils who are working significantly below their age related expectations are taught in small targeted groups for literacy and numeracy.

All teachers are responsible for identifying pupils with ALN and, in collaboration with the Additional Learning Needs Coordinator, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with ALN can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for ALN provision. The school provision map outlines provision available, which is additional to or different from the differentiated curriculum on offer to all pupils.

Please see the school website for the full policy or ask at the school office for a copy

7. School Improvement Priorities 2020 / 2021 evaluation

Key Area One – Standards

- To maintain VPS high standards

Key Area Two – Wellbeing and attitudes to learning

- To maintain VPS high standards

Key Area Three – Teaching and learning experiences

- To explore the concept of blended learning in order to improve engagement and support.
 - ★ Continue to update resources as necessary to support development across the school.
 - ★ Continued high profile of E-Safety within the school
 - ★ Use of Google classroom to support curriculum learning.
 - ★ Revise home learning policy to include use of Google classroom
 - ★ Implement seesaw throughout the school
 - ★ Increase IT equipment in order to implement Blended Learning across the school
- To further promote bilingualism across the school.
 - ★ Criw Cymraeg established throughout the school
 - ★ Pupil questionnaire completed and analysed identifying reading as an area for development.
 - ★ Resources purchased to promote reading of Welsh literature
 - ★ Collaborative work with Pen Y Garth to produce Welsh vocabulary posters
- To develop curriculum offer in line with the four core purposes of 'Successful Futures'
 - ★ Four core purpose posters in every classroom and shared area.
 - ★ Well attended parent workshop on the new Curriculum and school journey towards implementation.
 - ★ Established curriculum teams.
 - ★ Curriculum vision created by children and staff, in line with four core purposes.
 - ★ New curriculum themes trialled using new planning
 - ★ Introduction of learning journey records for every child.

Key Area Four – Care, guidance and support

- To further develop pupil assessment and target setting.
 - ★ New tracking system introduces which analyses the data of each child's progress.
 - ★ Seesaw introduced across the school.

Key Area Five – Leadership and Management

- To continue to focus on pedagogy through further embedding action research approaches and introducing coaching across the school
 - ★ Staff training on the use action research to secure improvement in standards.
 - ★ Senior Leadership Team trained in effective coaching
 - ★ Staff working in groups on research area of interest

8. School Improvement Priorities 2021-2022 Summary of action plans

The school has set targets under the 5 key area headings of standards; wellbeing and attitudes to learning; teaching and learning experiences; care, guidance and support and leadership and management. We will, in the main, continue embedding our targets from the previous year.

Key Area One – Standards

- To maintain VPS high standards

Key Area Two – Wellbeing and attitudes to learning

- To maintain VPS high standards

Key Area Three – Teaching and learning experiences

- To explore the concept of blended learning in order to improve engagement and support.
- To further promote bilingualism across the school.
- To continue to respond to the Curriculum for Wales, particularly in relation to the familiarisation of the AoLEs

Key Area Four – Care, guidance and support

- To continue to implement the ALN Bill.
- To further develop pupil assessment and target setting.

Key Area Five – Leadership and Management

- To continue to focus on pedagogy through further embedding action research approaches and introducing coaching across the school

9. School Prospectus 2021 2022

The school prospectus is available on the school website <http://www.victoriaprimaryschool.com> and hard copies can be ordered from the school office. The prospectus is updated at least once a year and more often if there are significant changes that need to be recorded. It was last updated in September 2021. Updates include: school organisation, Governing Body changes and staffing changes.

Please see the school website or ask at the office for a hard copy.

10. School Policies

The governing body review school policies annually and may amend documentation in response to your comments. Please e-mail the office or arrange to meet with myself or a member of the Governing Body if you have any queries or comments or contact the governors via victoria@valelearning.com

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

This is a comprehensive list of all policies that are available on the school website or hard copies can be requested from the school office.

Statutory / Non statutory Policies and Procedures other than HR

Accessibility Plan
Acceptable use Policy
Admission Policy
Attendance Policy
Behaviour and Anti-bullying
Charging and Remissions Policy
Child Protection Policy
Complaints Procedures
Data Protection Policy
Disability Equality Scheme / Access Plan
Equal Opportunities and Racial equality
Food and Fitness Policy
Freedom of Information Publication scheme
Health and Safety Policy
Healthcare Policy
Home School Agreement
Instrument of Government
Performance Management
Sex Education Policy
School Uniform Policy
Special Educational Needs Policy
Strategic Equality Plan
Sustainable Development Policy
Toilet Policy

Curriculum Policies

Learning and Teaching
Assessment, Recording and Reporting
Art
Collective Worship
Curriculum Cymreig
Design Technology
English
ESDGC Education for Sustainable Development and Global Citizenship
Food and Fitness
Foundation Phase
Geography
History
Homework

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

Inclusion
Induction
Information Communication Technology
Key Skills
Mathematics
More Able and Talented
Music
PE
PSE
Religious Education
Science
Target Setting
Transition
Welsh

School based staff – HR Policies

Absence Management Policy
Capability Procedure 2021
Dignity at Work
Disciplinary Procedure 2019
Drug and Alcohol Policy
Equal Opportunities Policy
Equal Pay Grievance Policy – Schools Support Staff
Grievance 2019
Induction Policy
Pay Policy 2021
Performance Management Policy 2019
Safer Recruitment Policy
Redundancy Policy March 2018
Schools Support Probationary Procedure 2008
Social Networking Policy
Special Leave – school based staff July 2009

All the above policies have been produced and are available to read on the school website or at the school office. All policies are agreed by the Governing Body but we are always open to suggestions from parents. We review school policies annually and may amend documentation in response to your comments. Please e-mail the office or arrange to meet with myself or a member of the Governing Body if you have any queries or comments.

11. Community Links

The School Community

The immediate school community continues to enjoy wonderful parental support with about 20 parents regularly involved in supporting group reading, learning and teaching sessions in different

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

classes, 1:1 reading support, cookery, craft, gardening and sports. Many more offer their time to support the many educational trips that the children so enjoy. Their time and commitment are gratefully appreciated by all children, staff and governors.

Despite a number of events being cancelled, this year's school Parent Teacher Association raised a net total of £20,978, thanks to the hard work of the organising committee and the support of parents and all the school staff.

The Local Community.

The school continues to maintain strong community links with local businesses and industry.

Local businesses on Cornerswell Road and in the town centre are wonderful supporters of all school events, including donations for raffles etc. as well as attending functions and communicating effectively with the school.

Visits and visitors have been limited due to current circumstances, however the school still works hard to maintain links and develop the children as active members of their community.

The school has very strong links with Ty Gwyn; the children have provided pictures and cards for the residents at a time when they cannot see their families. The children have also provided pictures for the residents of Llandough Hospital.

Local clergy hold online assemblies and local residents have been invited to talk to the children about school experiences and their work.

12. Term Dates and Sessions

Morning nursery	8.55 – 11.25	Afternoon nursery	12.55 – 3.25
Reception pupils	8.55 – 3.25	Year 1 and Year 2	8.55 – 3.25
All junior pupils	8.55 – 3.30		

SCHOOL HOLIDAY DATES 2021/2022

Term	Begin	Half term		End	No. of School Days
		Begin	End		

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

Autumn 2021	Friday 3 Sept 2021	Monday 25 Oct 2021	Friday 29 Oct 2021	Friday 17 Dec 2021	71
Spring 2022	Tuesday 4Jan 2022	Monday 21 Feb 2022	Friday 25 Feb 2022	Friday 8 Apr 2022	64
Summer 2022	Monday 25 April 2022	Monday 30 May 2022	Friday 3 June 2022	Friday 22 July 2022	59
TOTAL					194

13. School Council

The School Council for 2020 - 2021 was set up in September and, once again, it was gratifying to see so many pupils standing for election. Class representatives serve for the whole year to allow more consistency and continuity. Meetings are held once a month at lunch time and additional meetings as and when needed. For the year 2020-2021, the School Council's focus was to look at local amenities and review the anti-bullying charter. The school charter was agreed by the School Council and adopted by the whole school.

The School Council meet with the Governing Body alternate years and exchange information about roles and responsibilities, the Governors are always very impressed with the confidence of the children and the quality of the dialogue that ensues. Unfortunately, the children were unable to meet this year due to lockdown, however they will meet with the Governing body in the academic year 21/22

14. National Curriculum Target Setting

Every year we set targets for achievement. These are measured against the end of key stage performance indicators laid down in legislation. When setting the targets, previous performance of the children is considered along with the rate of progress the children are making. Obviously each child starts from a different level of attainment and therefore targets will vary according to the pupils in the cohort.

VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2021- 2022

Targets for Foundation Phase

	2021		2022	
	Outcome 5	Outcome 6	Outcome 5	Outcome 6
Personal Social Development	92%	20%	95%	31%
Literacy, Language Communication	96%	27%	97%	17%
Mathematical Development	98%	27%	98%	26%
Foundation Phase Outcome Indicator	93%		97%	

Targets for Key Stage 2

	2021	2021	2022	2022
	Level 4+	Level 5+	Level 4+	Level 5+
English Saesneg	90%	40%	92%	60%
Mathematics /Mathemateg	92%	40%	92%	58%
Science /Gwyddoniaeth	92%	40%	92%	
Core subject indicator	90%		92%	

The school continues to perform well above national averages.

16. Attendance Data

The school continued to achieve very good attendance rates in between closures.. The school has effective procedures for monitoring pupils' punctuality, attendance, behaviour and performance.

Attendance average for the Academic Year 2020/2021 is:

Academic Year	Average Attendance
Academic Year 2020/2021	95.8%

Parents appreciate the need to contact us to inform us of illnesses and therefore the unauthorised absence rate is very low. We are grateful for this and ask that parents continue in this efficient manner.

17. School Sport and Extra-Curricular Activities.

Pupils enjoy a variety of sports as part of the school curriculum and have access to equipment at playtimes and lunchtimes. In addition the school usually runs a range of sport clubs after school. Pupils who participate in these clubs often successfully represent the school in competitions across the Vale.

The 5 a day exercise programmes is a daily fixture in every class across the school.

After school sport clubs include netball, football, rugby, dance, gymnastics, cricket, and tennis. Staff often take teams to other events too, even if there is no specific club for that sport e.g. hockey.

The school prides itself on the many extra –curricular opportunities on offer.

Peripatetic staff come in to teach strings, woodwind, brass, keyboard, guitar, ukulele and voice. Parents need to pay for these lessons but the school endeavors to pay for the instruments for pupils to use whilst at Victoria.

In addition, all year 3 and year 4 pupils learn to play an instrument; the PTA fund these lessons so that every child learns to play at least one instrument in school.

Please see the school website / prospectus for the full range of extra-curricular activities available in normal circumstances. The PE policy also provides additional information.

18.School Accessibility Plan

The physical nature of Victoria school makes it very difficult to provide acceptable disabled access for every year group.

Although the nursery and reception classes have ramps and accessible doorways, the numbers of steps in all other areas of the school would make disabled access very difficult for any child in full time education at the school.

The financial cost of improving the physical environment is too excessive for the school budget.

It is not deemed a priority for the county council because there is a nursery school and two primary schools in close proximity that have accessible buildings and grounds.

Although we are limited in physical adaptation, the school is proactive in ensuring equal access to the curriculum as exemplified in the school access plan.

Please see the school website for the school accessibility plan (to be reviewed April 2024).

19. The School's Approach to Healthy Lifestyles

We wish to establish an effective approach to the promotion of food and fitness as we are aware that diet and physical activity have positive effects on children's physical, mental and emotional well-being.

We believe we have a duty to encourage everyone in the school community to lead active and healthy lifestyles by providing knowledge and skills to establish and maintain life long active lifestyles and healthy eating habits.

We will ensure that food provided in school is healthy and promotes a healthy lifestyle. Further, we are committed to providing high quality PE lessons and health related exercise.

The Vale catering service complies with the Welsh Government Initiative of Appetite for Life and ensures all school dinners are nutritionally balanced.

We strongly encourage parents to provide healthy sandwich boxes and snacks for their children when at school.

Currently the school adopts the following to promote a healthy lifestyle.

- physical activity within the curriculum
- extracurricular physical activity clubs
- outdoor education
- school meals
- free school meals
- food and nutrition in the curriculum
- healthy breakfast club
- fruit snacks
- free school milk
- drinking water
- oral health care

- weekly mental and physical health sessions

20.Site Management

Security: School security includes entry doors on the main building. The building and playground is secure. All red security gates are locked at 9.00am when the school is in session and reopened at 3.20pm for the collection of the children. Staff open and lock gates for the nursery parents at the appropriate times.

Cleaning: The Vale cleaning service undertakes high quality morning and evening cleaning at the school.

School Toilets: There are adequate numbers of toilet cubicles in all buildings. Each day the caretaker ensures that there is an adequate supply of bacterial hand soap and toilet rolls for all age groups.

The toilets are cleaned daily and also checked throughout the day, any necessary additional cleaning is undertaken at lunchtime by school support staff. Hot water is available in all toilet areas for children to wash their hands and the Governing Body asks parents to train their children to ensure they use all washroom facilities appropriately.

A word of thanks

The Governing Body wishes to thank all members of the whole school community for their dedication and commitment to the personal, social, emotional, physical and intellectual development of the children at Victoria Primary School.