



Annual Governors' Report

2019-2020



Together we aim for the stars.



VICTORIA PRIMARY ANNUAL GOVERNING BODY REPORT TO PARENTS

SCHOOL ACADEMIC YEAR 2019 - 2020

ANNUAL GOVERNORS' REPORT TO PARENTS 2019 / 2020

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1. Introduction

As Chairperson of the Governing Body I am pleased to present the 2020/2021 Report to Parents. This past year has undoubtedly been the most challenging in the history of Victoria Primary School.

The school has been physically closed to all but a few children for most of the time.

Despite this and because of the tremendous efforts made by the whole staff and parents the children have continued to learn and hopefully progress.

We are all too aware that what they really need is to be in the school environment where they can flourish socially, mentally and educationally. We can only hope that this time comes sooner than later.

I take this opportunity on behalf of the Governors to say a sincere 'thank you' to the staff and to you the Parents and to assure the children that we are looking forward to their full return to school.

Please take care of yourselves.

C M O'Callaghan

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

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	16.09.2021
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Vice chair is an LEA appointee

Cllr Mark Wilson	16.10.2021
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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
Mr David Hall	27.09.2021
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	16.09.2021
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

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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 September 2021

4. Financial Statement

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

Financial out-turn for 2018/ 2019 indicating how the school budget was spent

EMPLOYEES	-1,429,624
PREMISES RELATED COSTS	-193,370
SUPPLIES AND SERVICES	-62,823
INCOME & GRANTS	+327,000

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BALANCE BROUGHT FORWARD	+41,212
NET CONTROLLABLE EXPENDITURE	1,616,582

(ii) Last year the school spent an average of £3238 per pupil.

(iii) PDG - Pupil Deprivation Grant 2018 – 2019

“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 2019-20 for Victoria Primary based on percentage of free school meals is £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.

In order to take account of the two year intake in Nursery, a two year rolling plan of themes is in place. 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)

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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 throughout the spring and summer term was of varied quality and amount. Despite teachers providing online activities, progress was hindered by a lack of devices and teacher/pupil knowledge and skills of the full benefits of remote learning; a result of very short notice to prepare.

Catch up sessions were held for the majority of pupils at the end of the summer term, focusing on physical and mental health and wellbeing. The staggered approach also gave the school an opportunity to hone the school risk assessment and procedures in preparation for a full return in September 2020.

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

Blended learning will be 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 will ensure that every child can 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 special educational 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 2019 / 2020- 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 continue to develop the digital confidence of staff and pupils.**
 - ★ Continued to update resources as necessary to support development of DCF (Digital Competence Framework) across the school.
 - ★ Continued high profile of E-Safety within the school .
 - ★ Use of Google classroom to support curriculum learning.
- **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.
- **To continue to respond to the Curriculum for Wales, particularly in relation to the AoLEs**
 - ★ Four core purposes posters in every classroom and shared area.
 - ★ Well attended parent workshop on the new Curriculum and the school journey towards full implementation.
 - ★ Established staff curriculum teams familiar with their specific area of learning.

Key Area Four – Care, guidance and support

- **To further develop pupil assessment and target setting.**
 - ★ The introduction of tracking for other learning areas e.g. Science, Welsh.
 - ★ Moderation of all learning areas using data from new tracking sheets.
 - ★ Use of SIMS assessment package by all teachers to evaluate progress of all pupils.
 - ★ Senior Leadership Team using SIMS assessment package to analyse data of specific groups.

Key Area Five – Leadership and Management

- **To continue to focus on pedagogy through further embedding action research approaches.**
- ★ Staff training on the use of action research to secure and improve outcomes for children.
- ★ Action research projects set up across the school involving all staff, with a focus on engagement.
- ★ Focus group identified and baseline assessments completed.

8. School Improvement Priorities 2019-2020 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.

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 2020 2021

The school prospectus is available on the school website <http://www.victoriaprimarieschool.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 2020. Updates include: school organization, Governing Body changes and staffing changes.

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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

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

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Art
Collective Worship
Curriculum Cymreig
Design Technology
English
ESDGC Education for Sustainable Development and Global Citizenship
Food and Fitness
Foundation Phase
Geography
History
Homework
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 2019
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 2019
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

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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 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 around £15,000 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.

The school has very strong links with Ty Gwyn; the children have provided choir performances and IT support for the residents.

Local clergy visit to take assemblies and local residents have been invited to talk to the children about school experiences and their work. Several after school clubs are led by local community residents who use their expertise to enrich the school curriculum available to the pupils. The school regularly uses local churches for Christian celebrations and the Plymouth rooms for year group / school events that require more room e.g. Eisteddfod.

We also visit other religious establishments to share in the culture and beliefs of our multi faith school community.

12. Term Dates and Sessions

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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 2020/2021

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2020	*Tuesday 1 Sept 2020	Monday 26 Oct 2020	Friday 30 Oct 2020	Friday 18 Dec 2020	74
Spring 2021	Monday 4Jan 2021	Monday 15 Feb 2021	Friday 19 Feb 2021	Friday 26 Mar 2021	55
Summer 2021	Monday 12 April 2021	Monday 31 May 2021	Friday 4 June 2021	Tuesday 20 July 2021	66
TOTAL					195

13. School Council

The School Council for 2019 - 2020 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 2019-220, 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

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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 20/21

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.

Targets for Foundation Phase

	2020		2021	
	Outcome 5	Outcome 6	Outcome 5	Outcome 6
Personal Social Development	98%	42%	92%	20%
Literacy, Language Communication	90%	25%	96%	27%
Mathematical Development	97%	25%	98%	27%
Foundation Phase Outcome Indicator	90%		93%	

Targets for Key Stage 2

	2020	2020	2021	2021
	Level 4+	Level 5+	Level 4+	Level 5+
English Saesneg	98%	55%	90%	40%
Mathematics /Mathemateg	100%	62%	92%	40%

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Science /Gwyddoniaeth	98%	50%	92%	40%
Core subject indicator	98%		90%	

The school continues to perform well above national averages.

16. Attendance Data

The school continued to achieve very good attendance rates until closure, due to the Pandemic, in March. The school has effective procedures for monitoring pupils' punctuality, attendance, behaviour and performance.

We are aiming to improve targets for the children and the school overall and this can only be achieved if parents refrain from taking holidays during term time. The children need to be in school every day as their learning builds on prior steps. Gaps in their learning can affect their progress throughout their school career. Just two weeks off a year amounts to a 32 weeks across a child's time in education. A school year is 39 weeks so a child can effectively miss nearly a year of their education if regular holidays are taken. Children who have an attendance rate of 95% or less are at risk of underachieving. The Governing Body would urge parents to refrain from taking pupils out of school for holidays.

Attendance average for the Autumn term is:

Term	Average Attendance
Autumn Term 2019	96.1%

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.

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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 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 pupils learn to play the violin; 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.

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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

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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.