

Clase Primary School Governors' Report to Parents 2022-2023



Dear Parents and Carers,

The school year 2022 – 2023 has been another year of change and reform in education.

From September 2022, the 'national priorities' defined in the School Development Plans Regulations were updated to be consistent with the Curriculum for Wales. The new 'national priorities', which schools must have regard to when setting their improvement priorities, will be:



- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- Reducing the impact of poverty on learners' progression and attainment

I believe that in identifying and working towards these two key aspects of school life, the staff at the school have worked towards these priorities.

At Clase, we have a strong ethos of promoting staff and pupil wellbeing and this is at the heart of all aspects of school life. We have embedded a nurturing culture that supports all pupils effectively, particularly the most vulnerable learners, through approaches rooted in attachment theory, neuroscience and trauma informed practices.

As a school, so much has happened this year that has been positive and has strongly endorsed what we have understood for a number of years – Clase Primary is an excellent school. Our ESTYN inspection in the spring term 2019 highlighted the excellent practice within the school, particularly in leadership, wellbeing, care and support for children.

As Governors, we would like to assure you that we will endeavour to support your school to the very best of our abilities. We look forward very much to continuing to work alongside Mrs. Hope and the hard working team at Clase Primary.

As a school, we have a strong commitment to ensure that all our pupils achieve and become 'the best that they can be' and we will do our utmost to ensure that this is reflected in the learning experiences we offer our pupils. As governors, we see ourselves as an important part of the community, we are committed to ensuring the teaching, and learning experiences we provide help children make good progress.

The governors are delighted to deliver this report highlighting some of the achievements the school has made this year. We are particularly proud of the progress and achievements of our pupils from the time they come to school until the time they move to secondary education. We are committed to working with staff, parents, pupils, the local authority and the regional partnership to embed the four purposes and principles, found in the transformational new curriculum for Wales.

The Governors, with the Headteacher and staff, are committed to working together to maintain and build upon standards achieved each year, whilst creating a calm and happy environment where all pupils feel they can learn.

The Governors would like to take this opportunity to thank Mrs. Hope and all her staff for the excellent teamwork demonstrated every day.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'SA', written in a cursive style.

Steve Avo
Chair of Governors

Clase Primary School
Rheidol Avenue, Clase, SA6 7JX

GOVERNORS REPORT TO PARENTS

Reaching High, Learning Together, Having Fun.

We aspire for all our children to become healthy, confident, secure, caring individuals, who strive to be the best they can be. They are given every opportunity to achieve their full potential, develop a love of learning, foster a sense of belonging, acquire skills to become life-long learners and have the ability to make informed choices.

An Introduction to the work of the governing body 2022– 2023

In 2022 – 2023 the governing body met at least once a term. At the annual general meeting in the Autumn Term 2022. Steve Avo was elected as chairperson and John Davies was elected as Vice-chairperson.

The governing body includes members of the local community, parents, the local authority (LA), teachers and non-teaching members of staff. From time to time, vacancies arise on the governing body and should you feel you have the time and a genuine desire to make a contribution to the success of the school, we would welcome your interest.

Please note that we are no longer required to hold an annual governors and parents meeting. If you have any suggestions, would like more information or have any questions about the school please do not hesitate to contact the school. Should you have any questions or queries for the Governing Body, please contact the Clerk to the Governors, Kelly Williams, in the school office.



S Hope

Sharon Hope
Headteacher, Clase Primary School

Governing Body 2022-2023

Total Number of Governors = 12 currently

Sharon Hope	Headteacher	
John Davies	Community	1/07/2025
Kevin Davies	Community	11/04/2027
Beth Pike	Community	29/11/2025
Steve Avo	LA	8/02/2024
Lesley Evans	LA	24/10/2026
Cllr Gloria Tanner	LA	15/09/2024
Nicola Logan	Parent	25/05/2023
Rebecca Edwards	Parent	07/07/2026
Susan Ash	Parent	20/03/2025
Danielle Williams	Parent	20/03/2025
Jane Gimblett	Staff (non-teaching)	30/03/2025
Daniel Jones	Staff (Teaching)	27/03/2026

All terms of office last for a four year period (with the exception of the Headteacher – whose term of office will last for as long as she remains Headteacher).

Nominations will be sought for Parent Governors as and when the terms of office of the existing governors expire.

School Prospectus

In September 2023, the school's prospectus was updated and includes a home-school charter, which we ask all new parents to sign. Our prospectus can be viewed on our school website or can be requested in the school office.

We also have information available for parents of all prospective nursery children and for parents who may wish to visit the Specialist Teaching Facilities.



School Policies

All policies are reviewed and updated by Governors and staff as and when required. Copies of all policies are available from the school office on request and some key policies are available on the school website. All policies recognise our commitment to placing the UN convention of the Rights of the Child at the heart of our ethos.

Achievements in 2022 - 2023

The school was last inspected in March 2019. This was an excellent inspection and representatives from the school were able to collect an 'Excellence in Education and Training' award at the national ESTYN awards ceremony in Cardiff. A copy of the report can be obtained in our school office, on the school website or on the ESTYN website. The school has made significant changes over the past few years including substantial improvements to the school building and the grounds. We have also grown considerably in numbers and currently have 345 pupils on roll.

Throughout the year children, parents and the school's eco-squad have worked hard to improve the school grounds and create a sustainable learning environment, including keeping chickens, growing our own food and making our own compost. The school has been awarded the Keep Wales Tidy Platinum Award for seven years running. The school maintained Level 4 of the Royal Horticultural Society's School Gardening Award. We have had a bumper harvest and we were able to share our vegetables with the Food and Fun project in the summer. We are committed to sustainable development and currently some of our energy is provided by solar panels on the school roof.



The Singing and Signing Choirs were once again performing on stage at the Grand Theatre, where they shared songs from Aladdin.

The school gives high regard to celebrating all achievement. A weekly celebration assembly is an opportunity for the whole school to feel proud and celebrate our individual and whole school achievement, including a polite pupil of the week award.

Sporting aims and achievements

Pupils across the school engage in outdoor learning daily. Pupils in Reception, Year 1/2 and Year 3/4 cohorts have their own outdoor areas to utilise each day to develop skills such as exploration, role-play skills, literacy skills, numeracy skills and physical skills.

Staff use a range of equipment in sports activities, these include balance bikes, scooters, multi skills packs, hockey kits, football sets and rugby sets. Packs are shared for use on FP and KS2 yard during play times as well as being used effectively in PE sessions. The use of our 'Coed Clase' is also used daily whereby pupils can access our school forest. With the support of Miss North (our Forest School Trained Practitioner), all pupils had the opportunity to engage in specific outdoor learning sessions to develop a range of skills.



Last year, pupils across Foundation Phase participated in weekly Physical Literacy sessions to help develop Gross Motor Skills such as running, jumping, skipping, hopping, crawling and balancing. Pupils in our Specialist Teaching Facilities (STFs) enjoyed sensory circuits. The pupils engaged in a 3-step physical session to help develop their attention and listening skills along with readiness for learning. Pupils enjoyed using the balance boards, skipping ropes, balls and sensory toys.

Pupils accessed a range of after-school and lunchtime clubs, to help develop lifelong skills for learning. Pupils enjoyed sports clubs such as netball, football, rugby, cricket, rounders, tennis and dodgeball. Following the disruption of the pandemic, competitive activities were re-introduced for older children and pupils enjoyed trialling a range of sports throughout the year.



Year 6 pupils engaged positively with their residential trip to Borfa and engaged in a diverse range of outdoor, adventurous activities. Pupils demonstrated perseverance, resilience, determination by engaging in activities such as rock climbing, abseiling, gorge walking, hiking and more.

Year 3/4 pupils enjoyed table tennis sessions this year. Pupils developed their understanding of the game, rules, tactics and enjoyed the competitive element of table tennis. Pupils were creative in improvising with resources and utilised their classroom tables to create their own tournament.

Pupils in KS2 participated in an athletics tournament. Pupils engaged in several running races, hurdle races, long jump, javelin and more. Parents enjoyed supporting pupils with this and there was a clear Clase community spirit at the event. Some pupils placed in the top 3 of their events.

Following the disruption of the pandemic, football matches have been re-introduced and the Clase Football Team enjoyed playing competitive matches against different schools in the local area including Cadle and Portmead. Pupils are continuing to develop their resilience around winning/losing and are developing sportsmanship through their weekly training sessions. The team hope to play home next year.

Local Authority AYP (Active Young People) Officers came into school to deliver sessions to pupils in across the whole-school. All pupils enjoyed participating in the physical activities and developed resilience, team-work and perseverance. The Ospreys community team worked in KS2 delivering rugby sessions to developing a range of skills each week.

Through a range of community events (e.g the King's Coronation, the Garden Party), sporting

activities such as bowls, skittles, archery and penalty shootouts encouraged all members of the community to engage including PCSO's, teachers, pupils, parents and governors.

Admission Arrangements

Nursery admissions are decided by the school. Children can enter the nursery on a part-time basis following their third birthday, providing there is a vacancy. Reception and Year 7 places now have to be applied for on-line and full details are sent to parents by the local authority. The School and Governor Team deal with all other applications and allocate places according to availability. Our admissions policy is available in the school office. All the Nursery and Reception staff work closely together to create a safe, warm, welcoming and caring environment, where your child will feel secure and happy.

Term Dates 2022-2023

In 20222 - 2023 these were the school term dates		
Terms	Start	End
Autumn Term 2022	Monday 5 September	Friday 23 December
Spring Term 2023	Monday 9 January	Friday 31 March
Spring Half Term 2023	Monday 20 February	Friday 24 February
Summer Term 2023	Monday 17 April	Monday 24 July

Curriculum

The Curriculum Committee met termly in 2022- 2023

Clase Primary School is a maintained primary school where children learn through the medium of the English language. The school is working towards the principles and purposes of the Curriculum for Wales, which will enable learners to be:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.



Leaders are committed to improving the curriculum and enriching the learning of all pupils. A range of innovative strategies have been implemented and approaches already in place have been further embedded to ensure that school improvement priorities highlighted in the School Development Plan are being addressed.



Throughout the last academic year, the school focused on putting experiences at the heart of the curriculum. Teachers ensured that they planned for experiences that engaged learners and provided learners with opportunities to transfer skills learned to real-life authentic contexts such as enterprise projects, community projects and concerts.

The school has worked closely with our cluster partners to ensure a shared understanding of progression between cluster school. Mr Jones and curriculum leads from school across the cluster worked to develop progression maps for each Area of learning and experience. Following this process all teachers attended a cluster inset day where the progression maps were shared and ways they could be used effectively were discussed. In Clase we use the progression maps to shape our planning.

Area of learning and experience leads have participated in regional training sessions and have then fed back to staff through ADDs and Inset – information from this training has been beneficial and has supported leaders to consider the next steps for their AoLE. Staff have also continued to engage in purposeful peer-to-peer coaching and mentoring to support the development of effective pedagogy at Clase Primary School.

The school continues to use whole school big questions, originally introduced during school closures, to support a collective approach to teaching and learning throughout the school. Leaders worked to develop questions based around values that would enable learner influenced teaching and learning.

Throughout the last academic year teachers worked on developing 'assessment in learning'. Teachers have had training in moving learners forward 'in the moment' and have developed good systems to assess learning at the beginning of a task and reflect on learning at the end.

Literacy

The school has a consistent approach to raising standards in writing and has embedded several effective writing strategies across the school. Daily teaching of phonics is embedded throughout the Foundation Phase using 'Letters and Sounds' as a firm foundation for improving children's skills in reading and spelling. This has now been extended into Y3/4 where individual pupils who would benefit, have daily phonics sessions. Phonics intervention has been implemented in year 5/6 to ensure



continuation support for those children who require it. Pupils with identified needs are further supported in their literacy development by the Haven intervention.

Creative programmes of work are planned for all pupils including those with additional learning needs and those who are identified as more able, and high quality training of staff is offered to develop the teaching of literacy. As part of this, the MAT group undertook a Poetry workshop with Welsh poet laureate Connor Allen which has inspired those who attended to write their own poems. MAT intervention continues to take place afterschool for learners in Y1/2 (Sparkle) and Y6 (Boost).

Teaching staff have received training on guided reading and been offered opportunities to observe the delivery of an exemplar guided reading session. Teaching assistants also undertook guided reading training. This has ensured that new staff have up to date training and also provided refresher training for others.

In addition to this, teaching staff undertook training in the Reading Journey/9 Reading Behaviours, and this was also delivered to teaching assistants. During these sessions, teaching assistants were given the opportunity to explore and plan a range of activities for each of the reading behaviours that could be implemented within their class in order to develop reading skills.

Staff received training, during an INSET day in order to deepen staff knowledge and understanding of higher order and different types of questioning, and how they can be used in a classroom setting in order to develop learner's reading and comprehension skills.



An event was held for parents and carers who were invited in to learn about how they support the development of their child's reading at home. The session had a particular focus on the Reading Journey/9 Reading Behaviours, and provided parents and carers with strategies to use with their children at home to aid progress in reading.

In-line with trying to boost learner reading at home, the school has purchased a new reading record platform called 'Boom Reader'. This application allows all stakeholders to play an active participation in developing learner reading both in school and at home. The Boom Reader platform allows comments

and tracking of progress by staff and parents/carers, as well as a reward system to encourage learners to read more frequently. This also ensures that all reading is recorded in a central place for all stakeholders to have access to and act upon accordingly. Staff have received training in how to use Boom Reader, and the programme has been successfully rolled out to parents/carers and pupils.

The school has invested in additional Oxford Reading Tree books to replace, replenish and supplement the scheme of work that is already in place. This purchase was made in the spring

term ensuring that there is access in Early Years and the STF's to pre-reading materials including sensory 'touchy-feely' books.

In addition, a selection of Pie Corbett rhyming books were also purchased, along with early reader books, phonics books and books from a range of different levels throughout the Oxford Reading Tree Scheme. Moreover, in the STF, a scheme of work entitled 'See and Learn' has been purchased in order to support learners with Down's Syndrome in accessing literacy, especially with regards to reading.

Teachers have undertaken training in order to develop their knowledge and understanding of varying aspects of LLC in order to develop a shared understanding of progression in language, literacy and communication across schools in the region.

Miss Manchipp and Miss Humphreys have undertaken training in explicit vocabulary instruction for practitioners. This has been further explored by Miss Humphreys, who has been inspired by the training and is now studying this for her Masters in Education dissertation project.



A reading survey was conducted from Years 2 to Year 6 in order to ascertain and inform staff of reading habits, attitudes to reading and gaps in provision. Exposure to poetry was identified as an area for improvement in KS2, particularly in Y5/6, and there was also a need to promote reading for pleasure throughout all learners. Events have been organised such as World Book day to help to engage and enthuse learners and 'reignite passion for reading.'

In order to further raise the profile of reading, visiting authors Helen Docherty and David Brayley have attended the school and worked alongside pupils in Foundation Phase and Y5/6. As a result, pupils are more enthused and motivated to read for pleasure.

Pupils from the Y6 MAT group were also fortunate to participate in an afternoon workshop with author David Brayley, to develop their skills in story writing.

As part of this, the MAT group undertook a Poetry workshop with Welsh poet laureate Connor Allen which has inspired those who attended to write their own poems. MAT intervention took place afterschool for learners in Y1/2 (Sparkle), Y6 (Boost) and also for Y5 learners (Boost).

Numeracy

Beginning in September 2022 we have introduced learners to Mathletics and Math Seeds software which allows pupils to access games, lessons and activities related to Maths in a fun and engaging way. To encourage a 'shift' in attitudes towards Maths we have taken part in its second annual 'Number Day' where learners and staff dress up and explore how much Maths is around us in everyday life.



Learners continue to engage with rich learning tasks and we have found that these authentic learning opportunities provide a more realistic and meaningful way of learner. For example, class shopping trips, a Christmas Fete and Enterprise projects have been hugely successful again this year. The children in Year 3 and 4 took part in an annual local authority schools-based enterprise project, selling plants in Castle Gardens. Year 6 children also had the opportunity to take part in an entrepreneurial project, where they raised funds to attend a residential trip in Borfa House. The annual activities for Children in Need, devised by the children, raised nearly £1,000 for Pudsey and his friends.

During Maths lesson time, pupils continue to complete differentiated missions that they work on independently, whilst one group work on a focused task with the teacher. Pupils enjoy this way of learning as they are able to put skills into practise that had learnt from the previous week. Teachers can then see if the topic/concept may need to be revisited throughout the year. As a school we have started to develop and implement 'Show What You Know' activities/documents (SWYKs) which learners complete to demonstrate a baseline of current understanding. The learners are then taught a series of lessons linked to the SWYK and complete a similar activity or document to identify a better knowledge, understanding and progression in an area.

Tracking pupil progress

In June 2023 we formally adopted our new 'Assessment in Learning' Policy following a pilot period of 6 months. Teachers and support staff have received training on how to use the policy effectively in their day to day practice. Through using the policy teachers and support staff are assessing learner's capability before learning begins by using success criteria which are taken from the cluster progression maps. During the learning teachers and support staff are able to track progress and prompt learners to move their learning on 'in the moment'. At the end of a session teachers

use the EDSM model to reflect on the success criteria and identify next steps for groups of learners and individual learners, this information feeds into the planning of future sessions.

We have developed a new process for tracking learner progression over time. This process has been developed on the back of training and is designed to support staff in assessing learner progress in a holistic manner. Our new process includes tracking attainment (against agreed standards), effort (on the effort scale) and progress (against own starting point over time). These meetings have allowed us to identify patterns in learner progress and effort. Senior leaders have worked with staff to provide resources and intervention to support learners e.g. haven allocation, reading support, phonic support, extra-curricular opportunities, MAT intervention.



We continue to work with our cluster on developing and maintaining a shared understanding of progression that supports learner progress.

Health and Wellbeing

The Health, Wellbeing and Safeguarding committee met termly in 2022-2023

At Clase, we have a strong ethos of promoting staff and pupil wellbeing and this is at the heart of all aspects of school life. We have embedded a nurturing culture that supports all pupils effectively, particularly the most vulnerable learners, through approaches rooted in attachment theory, neuroscience and trauma informed practices.

All staff work together to help to keep pupils safe and secure and to support them in feeling positive about themselves and coming to school. 'Pupil wellbeing' was judged as excellent during our last Estyn inspection; "Nearly all pupils feel very safe and secure in school and display exceptionally high levels of wellbeing. Working relationships between pupils and staff are extremely nurturing and trusting. Pupils talk warmly about their school and describe it as very caring. In particular, pupils speak positively about the 'Cwtsh' area.



Pupils engaged in anti-racism workshops with the 'Show Racism the Red Card' team. The team engaged with our Y5 pupils to utilise the high-profile status of football and football players to help tackle racism in society. Our pupils in Y5 have developed a raising awareness of what racism looks like and strategies to support them in tackling racism when confronted by racist incidents in the future. Their mantra shared with

our pupils is 'Education is the most powerful weapon which you can use to change the world'

The pastoral team, led by our Family Liaison Manager, continues to plan Nurture provision, Thrive support and a robust program of family engagement. The 'Cwtsh' has developed into a bespoke, multi-faceted provision which includes the principles of a nurture group, the Thrive Approach, Family Thrive, Trauma informed schools, Forest Schools (Cwtsh in the Forest) and school gardening / animal care (Cwtsh in the gardens).

Our pastoral team works closely with our professional friends and enlist their support where needed, these are CAHMS school in reach, the Exchange service and Brighter Futures.



This provision is also enhanced by a comprehensive programme of family engagement tailored to meet the needs of all pupils and their families. Some of the programs we deliver are Timeout for parents, Community food and nutrition skills, family felting, parent drop-in sessions, 1:1 parent mentoring/support sessions and informal coffee mornings. Wellbeing sessions are planned throughout the year for all staff, providing opportunities to engage in activities that promote positive mental health and wellbeing, as well as providing information and helpful strategies to support building emotional resilience.



The Flying Start setting provides key opportunities for children between the ages of 2-3 years, childcare to ensure smooth transition into the Foundation phase and support for families in the area. The childcare manager, Julie Ace, works with a committed team of childcare staff who provide excellent opportunities for early development in learning and play

The school recognises that it has a significant role to play within the community of Clase and seeks to support local charities and engages in charity events with the Signing and Singing Choirs.

The development of our PTFA have been instrumental in building our community links, they have successfully organised three well attended events and plan to further

develop their position in the community ongoing. In 2023 the Harvest Festival food collection went to Matt's Café, who shared the food with those who find themselves homeless and with local

families in need. The school ran the summer Food and Fun sessions which proved to be extremely successful and were well attended. The children had a wide range of experiences throughout the programme.

Our 'Big Bocs Bwyd' provision continues to provide sustainable support for families in our community. It has this year been extended to provide an outdoor community cooking space, facilitating further opportunities for community engagement.

Opportunities for 'pupil voice'

'Pupil Voice' continues to be a strength in our school. All pupils have the opportunity to direct their own learning as they contribute to planning at the beginning of a topic. They also participate in weekly 'Review and Plan' sessions with their class teacher, which allows children to decide how to practise the skills they have learned in enhanced provision.

At the beginning of the year all pupils are involved in creating class charters, a class motto and 'What Makes a Good Learner' which provides a framework of mutually agreed expectations for the year, ensuring high standards are promoted and pupils take responsibility for their own learning.

The school has an active Healthy School Squad, an Eco Squad, Criw Cymraeg, Sports Ambassadors and a Rights Respecting group which all give children an opportunity to 'have a voice' within the school. Nominated representatives from these groups make up our Pupil Leadership Team. This group helps pupils to work together and ensures groups have a shared purpose. The Pupil Leadership Team also meets with visitors, engages with the wider community and helps the school to improve teaching and learning. Pupils understand and exercise their human and democratic responsibilities and rights by participating in learning walks, including evaluating and challenging learning experiences within school.

Pupil Voice Groups have led a range of whole school Initiatives and continue to participate effectively in learning walks.



Welsh

At Clase Primary School, Welsh is taught and used as a second language. Every opportunity is taken to provide occasions for planned and incidental Welsh to feature in all aspects of school life by ensuring that the children are immersed in the language, and that the Welsh language and culture is celebrated at Clase Primary. As a School, we recognise and embrace our responsibility and the role we play in contributing to the ambitious national target of "1 million Welsh speakers by 2050."



The Welsh language has a high priority throughout the school and all pupils and staff contribute to a strong Welsh ethos. During the 2022-2023, the pupils in the 'Craw Cymraeg' met on a weekly basis and were responsible for sharing the whole-school 'patrwm yr wythnos' each week, leading Welsh playground games in the yard, and creating and planning initiatives to help raise the profile of the Welsh language and culture throughout the school. We have also introduced an initiative to help parents and carers engage with Welsh by posting videos of the Criw introducing the weekly pattern on Dojo, along with words mats and resources to encourage the use of Welsh at home.

Clase Primary School is underway in implementing the Curriculum for Wales by ensuring that Welsh is increasingly given parity to English and all other aspects of the Language, Literacy and Communications area of learning experience. Moreover, the use of multilingualism in teaching and learning within the school is deemed essential for pupils and staff, and we are striving to ensure that throughout the school, it is used to support the deliverance of bilingual and trilingual teaching and learning in the future.

In 2022-2023, the leader of the Language, Literacy and Communication AoLe, Miss Rhian Manchipp, worked with the local authority Welsh Education Officer to deliver training sessions to support and up-skill teachers and staff in the delivery of Welsh teaching and learning. Miss Manchipp has previously taught Welsh lessons in all KS2 mainstream classes, and used this experience to provide peer mentoring and resources for colleagues to use. Miss Manchipp also created a range of resources to share with staff, and worked with colleagues and supported them in leading and delivering Welsh ADDs training.

Staff have undertaken a range of training. Mr Fisher attended Welsh sabbatical training and has been able to support other members of staff in their professional development upon return to school, and is now responsible for the planning of Welsh in Y5/6. Several members of staff have attended language pattern courses and thus have an increased knowledge and awareness of Welsh language and the patterns that they are required to teach.

Each year, the school successfully provides activities for "Welsh Week" to raise the profile of Welsh language and culture throughout the school. These include annual whole school Eisteddfod and St. David's Day celebrations, along with participation in enrichment activities. Previous opportunities for enrichment have included Welsh Singing for Fun sessions. These types of

activities, along with class Eisteddfod competitions and at-home competitions such as "Dress the Leek" and "Welsh Money Box," help to engage pupils and parents alike, thus upholding a sense of celebration and "Welshness" across the whole school community. This helps to promote positive attitudes to Welsh language, culture and heritage, and raises the profile of Welsh language and a strong sense of "hiraeth."

The school has employed Mr Carl Bryant, fondly known as 'Canu Carl', to come into school one morning a week to teach learners in our school to have fun learning Welsh and how to sing traditional Welsh songs. We were very excited to enter our first cohort of Year 5 children into the 2023 National Eisteddfod where they did us proud, performing against other schools by signing through the medium of Welsh. We were also blown away by kind comments from the public and the support of parents and carers, who watched our learners in their first every Eisteddfod competition.

Supporting Pupils with Additional Learning Needs

Our Additional Learning Needs policy draws on the duties and responsibilities laid out in the SEN Code of Practice for Wales moving forward towards the new ALN code of practice, and in our school all staff are required to ensure it is followed with consideration to the ALNET Act 2018.

Pupils with Additional Learning Needs (ALN) are identified initially by the class teacher and they may ask the Additional Learning Needs Coordinator (ALNCo) Mrs. Reynolds, for advice and guidance.



We continue to use a range of assessments to identify children who may have additional needs. Intervention and support is provided according to individual needs. The school keeps a list of pupils with ALN. In 2022-2023, 10% of pupils in mainstream classes in the school were on the ALN list, when pupils from the specialist provision are included, this goes up to 17%.



In 2022-2023 this list included: -

- 9 children – School Action
- 7 children - School Action+
- 14 pupils (mainstream) School maintained IDPs
- 2 pupils (mainstream) LA maintained IDPs
- 6 children (mainstream) – Statements of SEN
- 24 children (Specialist Teaching Facility) – Statements of ALN and placed in the settings by the LA.
- 4 children (Specialist Teaching Facility) - LA Maintained IDP and placed in the setting by the LA.

Pupils in mandated year groups, who are identified as School Action/School Action plus, were taken through the decision-making process to determine whether they require Additional Learning Provision and/or an IDP.

In 2022/23 the school had 4 LAC pupils. There have been no fixed term exclusions since September 2010.

The school has 4 Specialist Teaching Facilities (STFs), catering for pupils aged between 3- 11 years of age. The provision provides specialist support for pupils with Autism and for children with moderate to severe learning difficulties, such as sensory impairments, co-ordination difficulties and speech and language difficulties. The STF provision was reviewed in 2022/23, in line with the new Curriculum for Wales (Cowl). As a result, our STF classes for pupils with Autism merged and a bespoke provision incorporating a teaching and learning area, and sensory space was developed. The STF provision for pupils with moderate to severe learning difficulties also changed to reflect progression steps, as outlined in the CfW.

The school is committed to an inclusive ethos and gives high priority to meeting the additional needs of individual children, especially those considered to be vulnerable such as Looked After Children (LAC) and those with severe and complex ALN. Pupils with ALN in mainstream classes are supported in ways that best meet their individual needs. This may include working in groups (6-8 pupils) with a teaching assistant, working in smaller groups (2 – 3 pupils) with a support teacher or working in class with support from a teaching assistant. Intervention groups and support staff offer support to pupils for reading, numeracy, phonics, spelling, speech and language and social and emotional difficulties.

The school has strong partnerships with external agencies, such as the educational psychologists and local authority specialist teachers, who help the school to identify and meet the needs of pupils with ALN. The school is also supported in school by Early Help Hub, CAMHS and The Exchange, who offer a holistic way of working in partnership with the whole family. We also link closely with our Family Liaison Manager who supports our parents and carers with 1:1 support and group support.

The school has continued the journey toward implementation of ALNET REFORM despite significant challenges in 2022/23. The school has prioritised the need to refine and embed effective approaches to support children including those that are vulnerable and with ALN and to ensure they are at the centre of decision making.



Through a range of sessions and training led by the ALNCo, the whole school community are aware of the changes in provision for pupils under the ALNET act. These include, whole school training and awareness raising for staff, governor training and awareness raising sessions. Staff have attended a range of courses with the local authority to support the implementation of ALNET reform. These include:

- Person centred approach: 2 day training
- Person centred Leads Training
- Person Centred Toolkit Training for Teaching Assistants

- Writing IDPs
- Awareness Raising on ALNET Act
- Full training package covering learning difficulties, medical issues, mental health issues, attachment
- Legal Training
- Differentiation
- Cross curricular assessment for ALN
- Developing person-centred outcomes.
- Full training package covering learning difficulties, medical issues, mental health issues, attachment.
- Decision Making Process for Identifying ALN.
- Universal Provision/Graduated response

Training opportunities have also been provided for all staff to develop their skills within ALN via a set of playlists and video demonstrations.

The school is proud of its inclusive ethos, which was recognized by ESTYN in March 2019. This ethos informs policies and practices relating to equality, and we seek to ensure reasonable adjustments are made to prevent pupils with disabilities being treated less favourably than other pupils are available. We continue to ensure provision and support for children in the specialist teaching facilities is excellent as highlighted in our ESTYN 2019 report. Pupils from the STFs are given regular and appropriate opportunities to be included in lessons and social activities around the school and pupils from mainstream classes are encouraged, where appropriate, to engage in activities in the STFs. Mainstream Buddies support our pupils within the STFs and offer social skills during play times.



Supporting Pupils with English as an Additional Language

Since September 2022, 27 new pupils that have joined our school speak English as an additional language. Many of our EAL learners speak Polish or Arabic as their home language and overall there are a total of 26 languages spoken in our school, including English, BSL, Spanish, Turkish, Romanian and Bengali.

Staff continue to develop their understanding of how to effectively support EAL learners and their families through ADDs session. The focus of these have been how to effectively support EAL learners in their English language acquisition through identifying language targets and using different teaching strategies that are specifically aimed at supporting EAL learners in their learning. This enabled staff to further develop their understanding of how to explicitly plan for the language needs of learners, including language functions, structures and specific vocabulary, and how best to teach this. Teaching staff have continued to develop an understanding of diversity and how to develop learning environments that are multilingual and inclusive of all learners in their class.

This academic year, to support our development of multilingualism and understanding of diversity the school has undertaken the following activities:-

- A Young Interpreters Group has been established. The aim of this is to provide peer support to learners who speak English as an additional language, through buddying, demonstrating school routines, helping new learners familiarise themselves with the school and new routines and communicate with others, either using a shared language or in English.
- Language of the Term has been introduced to provide an opportunity to learners about the culture, language and countries of some of our learners. Learners of the language chosen present an assembly to introduce the language and country and this is then followed by learners completing activities in class throughout the term. It enables our learners an opportunity to engage with other cultures and traditions, developing their knowledge and understanding of the world and their local community.
- As part of 'Flourish Friday', a weekly enrichment afternoon for pupils from Reception to Year 2, an Italian club has been established. Additionally, learners in Year 5 and 6 receive weekly Spanish lessons, as part of PPA. Both groups aim to develop our learners understanding of the Italian and Spanish cultures and language through songs, food tasting, games and many other activities. The aim is to engage learners in a fun and exciting way to develop a love of languages.

Since February 2023, the EAL lead teacher, Natasha Blows, has been employed on a seconded basis to work for three days each week as part of the EAL + GRT team, as an EAL & GRT Primary Specialist.

Transition Arrangements

The school has good transition arrangements with the catchment secondary school, Morriston Comprehensive, and with the local Voluntary Aided Roman Catholic School, Bishop Vaughan.

In 2022-2023 34 mainstream pupils transferred to Bishop Vaughan Catholic Comprehensive School, 8 transferred to Morriston Comprehensive, 1 to Bishop Gore Comprehensive, 1 to Dylan Thomas Comprehensive, 1 to Ysgol Harri Tudur, 1 pupil from the STF transferred to Birchgrove Comprehensive, 2 to Morriston Comprehensive and 1 transferred to Ysgol Pen Y Bryn.



Priorities 2022-2023

Clase Primary School has high aspirations for all staff and pupils and aims to raise standards and outcomes for all pupils. In order to achieve this staff will be given opportunity to acquire knowledge and develop expertise in teaching.

A full copy of the SDP for 2022- 2023 is available in the main foyer and key priorities are displayed, with audio speech bubbles, outside the main office. A summary version is also available on the school website.

P1: To further embed a range of activities which enable the community to work together to help learners to realise the four purposes.

- Effective whole school wellbeing provision impacts on and improves pupil's health and wellbeing progress evidenced in THRIVE and PASS survey.
- A relationship-based approach has developed and promoted across the school as seen in our Relationship Policy 2023
- Nearly all staff have developed an effective common approach/language when supporting pupils who are emotionally dysregulated.
- Nearly all pupils calmer and ready for learning through recognition and regulation of their feelings resulting in reduced incidents of disruption and less pupils on PSPs.
- All targeted parents have developed positive relationships with school as a result, this has led to increased engagement in helping their children learn.
- All targeted pupil's health and wellbeing has improved as a result of parents improved skills and knowledge in nutrition and understanding behaviour.
- Most targeted pupils have made good progress in developing skills and knowledge of sustainable citizenship and social enterprise through experiences such as Big Bocs Bwyd.

P2: To raise standards in LLC, especially reading.

- Many learners make good progress in the development of Welsh Oracy as a result of Welsh Language engagement sessions and more consistent provision across school of Slot Drillio
- As a result of training and resources nearly all staff have developed a common language and approach to The Reading Journey/9 Reading behaviours. This has led to developing reading skills with ???? pupils as evidenced in work scrutiny, learning walks and APP meetings.
- Nearly all learners make good progress in LLC recovery post Covid and in developing their skills in reading evidenced in Boom Reader
- Nearly all learners have had opportunities to engage with exciting opportunities to 'ignite passion' in reading as a result of author visits, poetry workshops and engagement in World Book day activities.
- Nearly all staff have knowledge and understanding of the Ceredigion Writing Scheme of Work and there are plans for the mapping of genres to ensure effective coverage of writing.

P3: To continue to design our Curriculum and develop a shared understanding of learner progression and assessment.

- The bespoke school curriculum in line with CfW 2022 has been developed in school. As a result all learners are working towards the four purposes.
- A shared understanding of progression has been developed. As a result, pupil progress is in line with the expectations of teachers and the curriculum.
- A range of summative and formative assessment approaches, including assessment in learning, have been implemented and used as a result this has enabled all learners to move forward towards the four purposes.
- All members of the school community are engaged in our role as an OU Lead Partner School. As a result, this has embedded a culture of professional learning in the school and pupils learn in an environment where life-long learning is obvious and evident.

Building and Premises

The Health, Safety and Wellbeing committee met termly in 2022-2023.

Once again, 2022 -2023 has seen significant work on the school premises and grounds. Governors agreed an extensive range of improvements identified as priorities in the school building and premises action plan 2022 – 2023. These included:

- Replacement of fire doors in the main foyer, hall and corridors
- Creating an outdoor kitchen and growing area for curriculum development and the school community
- Repainting of classrooms
- Installing electronic entry and exit system in the foyer to improve safeguarding
- Creating 'The Haven' for supporting pupils who have difficulties accessing the curriculum in mainstream classes.
- Full refurbishment of STF for pupils with ASD, including creating a sensory space that can be used by all pupils.

The local authority comments in regards to the governor's commitment to improving the building and premises have been extremely positive.

Finance

The Finance Committee met termly in 2022 -2023

To ensure all the agreed school improvements in the School Development Plan (SDP) were completed governors approved a budget with predicted reserves of £163,716 As a governing body we are committed to improving all aspects of the school for pupils, parents and staff, however in view of the current reduced budgets we continue to prioritise essential work. As a governing body we are pleased with the progress the school is making and would like to pass on our thanks to Mrs. Hope and staff.

STATEMENT OF ACTUAL EXPENDITURE 2022/23 FINANCIAL YEAR

	Delegated Expenditure <i>£</i>	Non-Delegated Expenditure <i>£</i>
Teachers Salaries	1,259,201	17,758
Salaries	935,560	68,063
Other Employee Costs	636	365
Premises	35,636	0
Transport	387	249,617
Supplies & Services	464,355	0
Recharges	-68	32,244

Gross Expenditure	2,695,707	368,046
Grant Income	-605,630	0
Other Income	-354,710	597
Gross Income	-960,340	597
Net Expenditure	1,735,367	368,643

RESERVES:	£
FINAL FORMULA ALLOCATION:	1,788,673
TOTAL NET EXPENDITURE:	1,735,367
TRANSFER TO / (FROM) RESERVES:	53,306
OPENING BALANCE ON RESERVES 01/04/22	259,318
CLOSING BALANCE ON RESERVES: 31/03/23	312,624

Lloyds Bank Account – additional school account

Opening Balance £11,561.47 (01.04.2022)

Closing Balance £6,914.31 (01.04.2023)

Best wishes,



Mr. Steve Avo
Chair of Governors.

