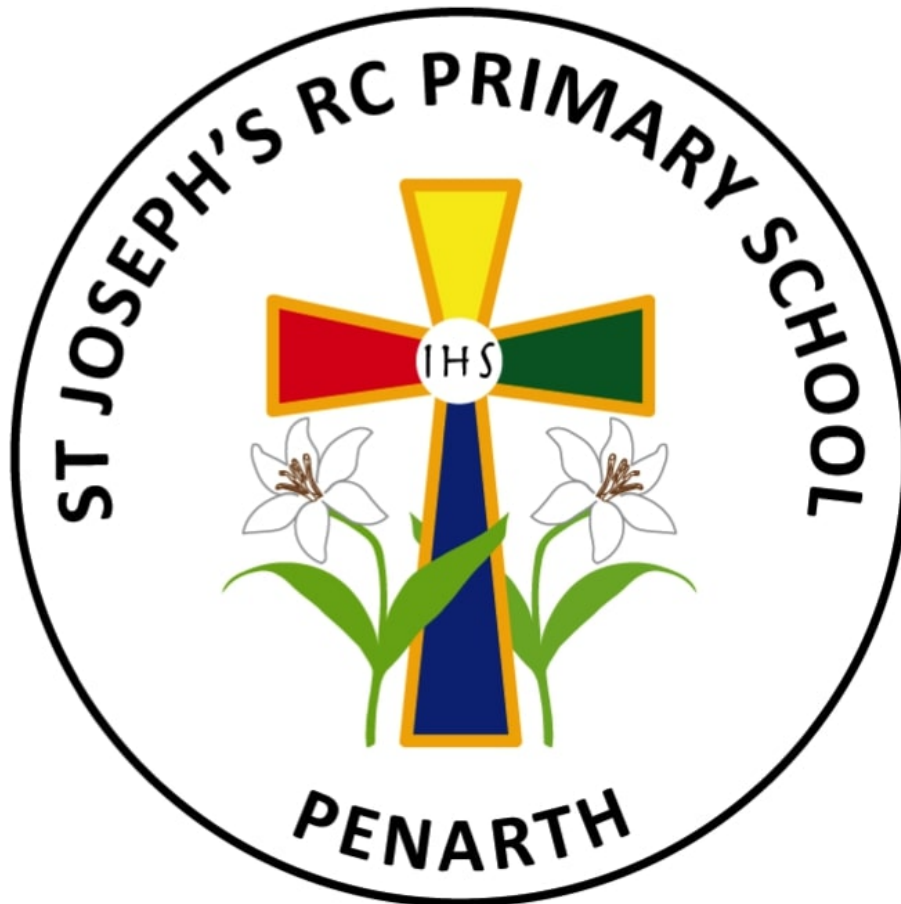


St Joseph's RC Primary School
Governing Body's
Annual Report to Parents
2021 – 2022



IMPORTANT INFORMATION

Subject to legislative changes the school has modified our Annual Report to Parents this year as a result of the post Coronavirus pandemic.

We have aimed to provide a relevant and useful report to parents and carers.

We recognise that some information that would ordinarily be included in a report may not be available. The Welsh Government are suspending the School Performance and Absence Targets (Wales) Regulations 2011. This means that schools will not be required to report on targets in relation to performance or absence for the 2021/22 academic year.

This report is written in accordance with the School Governors' Annual Reports (Wales) Regulations 2011.

This report is available on the school's website.

If you require a hard copy or an accessible version, please contact the school by email
stjosephsps@valeofglamorgan.gov.uk

Introduction by the Chair of Governors

On behalf of the Governing Body at St Joseph's RC Primary School, I am pleased to present the Governor's Annual Report to Parents and Carers for the 2021 - 2022 academic year.

2021 – 2022 continued to be disrupted by rising cases of Covid-19 within society, resulting in an uncertain start to the new calendar year and a disruption to learning through pupil and staff illness. Despite this, St Joseph's has gone from strength to strength, with a great deal to celebrate.

From the launch of our amphitheatre, the installation of our new Wellbeing Area, being awarded the FairAchiever Award for Fairtrade, the success of the Creative and Enterprising Christmas Challenge, the Tree of Light, continuing work as a Rights Respecting School and our School Parliament Government Group work, social action through raising money for charity and supporting the Vale Food Bank Appeal, swimming, cycling, road safety and first aid sessions, Welsh Language Shumae Day, Financial Education workshops, achieving the Cymraeg Campus Siarter Iaith Bronze Award and continued excellent standards of teaching and learning across the curriculum, our school community and our wonderful pupils have continued to thrive.

My thanks go to Mrs Taylor, the leadership team and all the staff at St Joseph's for continuing to ensure that our pupils receive the best teaching, curriculum provision and care and to everyone who has shown such support, enthusiasm, resilience and hard work this year.

This year, we as governors, have continued our responsibilities to support the school, raise standards, ask challenging questions where necessary to ensure that all children have the opportunity to develop their potential to the fullest. This will of course continue in the next year and I would like to thank the governors who give generously of their time to serve the school.

Finally, on behalf of the Governors, I would like to extend my thanks to you, our parents and carers, for your commitment and support of our staff, in educating your children, in school and during times of closure. The school continues to ensure that all pupils flourish and are able to develop their skills and talents in many diverse areas. We look forward to next academic year, where your pupils will continue to thrive, and develop in mind, body and spirit.

Anthony Rogers
Chair of Governors

School Mission Statement

Jesus: in our hearts, in our minds, in our living, in our learning.

School Vision

The vision of St Joseph's Roman Catholic Primary School is to provide a welcoming, loving and transforming community where the spirit of Christ lives. We support and guide our pupils in mind, body and spirit to live the Gospel as beacons of light to the world. Through excellent, creative and inspirational teaching, we aim to help all learners to realise their potential and develop a lifelong love of learning, enabling them to be happy, successful and fully rounded human beings.

St Joseph's is a Voluntary Aided Roman Catholic Primary School which caters for the religious and educational needs of children aged 3 - 11 years. Children of non-Catholic parents who seek a specifically Christian education for their children will be welcome if there are vacancies.

The role of the Governing Body

The Governing Body has a strategic role. The Governing Body is responsible for the performance of the school, working closely with the Head teacher who is responsible for the day to day management of the school. As the agent of accountability, on behalf of the Catholic community and the community of the school, the Governing Body decides what it wants the school to achieve, in order to secure its mission, and sets the framework for making sure those intentions are realised. Work undertaken by governors includes:

- Responsibility for the performance of the school.
- Responsibility for school policies
- Responsibility for admissions, the buildings and associated matters, the dates and times of the school sessions and school holidays.
- Responsibility for the employment of staff members
- Advising and supporting the Head Teacher and staff
- Ensuring the school meets the needs of the pupils including opportunities to develop their unique talents to benefit themselves, the school and the wider community.
- Helping to decide what is taught.
- Determining how the money is spent.

The Governors meet at least six times a year. Full Governors Meetings and sub-committee meetings such as Curriculum, Standards and Wellbeing committee and Finance, Personnel and Premises committee, ensure the smooth running of the school. During 2021-2022, Statutory and Non- Statutory Policies were reviewed. Policies are regularly reviewed and updated as appropriate.

Governing Body Structure 2021 - 2022

Name	Category	Appointment	Term of Office Expires
Mr Anthony Rogers (Chair)	Foundation	01/09/2005	31/08/2025
Miss Angharad Price (Vice-Chair)	Foundation	01/01/2014	31/08/2025
Mrs Deirdre Emberson	Foundation	22/02/2007	31/08/2022
Mr Benny Augustian	Foundation	15/03/2012	31/08/2025
Mrs Alexandra Thomas	Foundation	18/04/2018	31/08/2025
Mr Gareth Williams	Foundation	12/10/2021	31/08/2025
Mrs Lara Stevens	Foundation	17/01/2021	25/01/2025
CLlr Ian Buckley	Minor Authority	17/07/2017	19/05/2022
CLlr Emma Garson	Minor Authority	08/06/2022	08/06/2025
Mrs Jenny Dunstan	Elected Teacher	01/12/2016	01/12/2024
Mrs Claire Hicks	Elected Staff	08/12/2005	08/12/2025
Mr Gareth Williams	Elected Parent	23/10/2017	12/10/2021
Mr Laurence Hooper	Elected Parent	12/10/2021	12/10/2025
Mrs Shelley Lloyd	Local Authority	02/07/2018	01/02/2022

Clerk to the Governors: Mrs Allison Davies, St Joseph's Primary School

Chair of Governors: Mr Anthony Rogers, c/o St Josephs RC Primary School

Staffing and Class Organisation 2021 - 2022

Numbers on Roll

Class 2020 - 2021	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total (FTE)
No. on roll	22 (11)	26	28	31	27	26	30	32	211
eFSM	n/a	2	5	2	7	3	7	2	28

Senior Leadership Team	
Headteacher	Laura Taylor
Deputy Headteacher	Claire Jones
TLR: Leader of Learning	Richard Frost Natalie Lawrence
ALNCo	Jenny Dunstan

Year	Teacher(s)	Support Staff	ALN 1:1
Nursery	Lisa Austin/ Victoria Batten	Lynsey Ridsdale	Bernadette Katchi Emma Preston Sally Morgan Jo Feehan Bryony Edwards Lucy Mulchinock
Reception	Danielle Gardiner	Taneale Stephens	
Year 1	Helen Walsh	Claire Harris	
Year 2	Natalie Lawrence/ Claire Jones	Jo Pyman	
Year 3	Mercedes Ttophi		
Year 4	Ruth Jones		
Year 5	Catherine Clements		
Year 6	Richard Frost		

PPA & Leadership time	Claire Hicks Rolf Clarke Dave Smith
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School Admin Officers	Caretaker
Tracey Buckland Allison Davies	Paul Phillips

Breakfast Club Supervisors	
Karen Bonutto	Emma Preston
Vicky Knight	Taneale Stephens
Michelle Peach	Val Roberts
Nicola Solomon	Vicky Hooper (Cook)

Midday Supervisors	
Vicky Hooper (Cook)	Victoria Knight
Karen Bonutto	Michelle Peach
Bernadette Katchi	Nicola Solomon
Alison Parry Jones	Nadia Davies
Laura Daniels	

School Sessions and Times

Dates for the School Year: September 2021 - 2022

TERM	START	HALF-TERM HOLIDAY		END
Autumn	Fri 3 Sept 2021	Monday 25 Oct 2021	Friday 29 Oct 2021	Friday 17 Dec 2021
Spring	Tuesday 4 Jan 2022	Monday 21 Feb 2022	Friday 25 Feb 2022	Friday 8 Apr 2022
Summer	Monday 25 April 2022	Monday 30 May 2022	Friday 3 Jun 2022	Friday 22 July 2022

Staff Training Days 2021 - 2022

All schools have six staff training days per year (INSET days). Children do not attend school on these days.

Date	Focus
3.9.21	<ul style="list-style-type: none"> - School Vision – Linked with Pope Francis’ Encyclicals ‘Laudato Si’ and ‘Fratelli Tutti’. - Curriculum Areas of Learning and Experience Vision – Vision, Values, Purpose, Provision - School Development Plan 2021 – 2022 - Autumn term 2021 Teaching and Learning Priorities
22.10.21	<ul style="list-style-type: none"> - Whole School vision for Health and Wellbeing - Siarter Iaith – Bronze Award Cymraeg Cyflym/ Helpiwr Heddiw - Mathematics and Numeracy: Maths Mastery, Mathematical Proficiencies, and the Use of Manipulatives
28.2.22	<ul style="list-style-type: none"> - Upbeat Arts and Music: Creative, practical strategies and time to plan in teams for the mastery of knowledge, skills and experiences within Expressive Arts Area of Learning and Experience.
25.4.22	<ul style="list-style-type: none"> - Giglets - Film and Digital Media - Curriculum for Wales Statements of What Matter- Learning Experiences and Progression
6.6.22	<ul style="list-style-type: none"> - Schools as Learning Organisations - Fratelli Tutti – Vision, Expressive Arts Domain
17.6.22	<ul style="list-style-type: none"> - Penarth Cluster: Curriculum for Wales (Led by the CSC)

School sessions and times

	Morning	Afternoon
Nursery	9.25am - 11.55pm	1.20pm – 3.50pm
FP	9.20am - 12.00pm	1.00pm - 3.55pm
Years 3 and 4	9.20am - 12.00pm	1.00pm - 3.55pm
Years 5 and 6	9.20am - 12.30pm	1.30pm - 3.55pm

Summary of School Improvement Priorities 2020 - 2021

Throughout the year, staff at St Joseph's RC Primary School monitor and analyse progress. Targets are set out in the School Improvement Plan. Clear targets and actions are approved by Governors who ensure targets are met and action plans lead to school improvement and raised standards. A copy of the School Improvement plan is available on request.

School Development Priorities for 2021 - 2022 Priority 1: Action Plan

Priority 1	<p>To further develop and enhance the St Joseph's Curriculum which:</p> <ul style="list-style-type: none"> • is knowledge-rich, develops skills and provides enriching experiences. • develops the characteristics of the Four Purposes and Integral Skills. • is broad and balanced with a focus on enhancing the disciplines within the Expressive Arts Area of Learning and Experience and the development of Science Skills Units. • embeds formative assessment into day-to-day practice. • Provides effective opportunities for learning outdoors and through continuous and enhanced provision. • Is reviewed and developed through cluster collaboration and professional discussion. 		
Four Purpose Links	1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 1.10 2.3, 2.4 3.1, 3.6, 3.8 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8	Estyn CIF Links	1.1, 1.2, 1.3 2.2 3.1, 3.2, 3.3 5.1, 5.2, 5.3, 5.4
Success Criteria	<ol style="list-style-type: none"> 1. Further development of the curriculum included the creation of a curriculum vision and content review taking into consideration stakeholder voice and cluster collaboration. 2. An Expressive Arts domain and Health and Wellbeing domain (with a cluster school) will have been planned, delivered and monitored in each year group, mapping progression in discipline specific knowledge, skills and experiences. 3. All pupils will have had increased opportunities to experience expertise in the local community, particularly enhancing learning within the Expressive Arts. 4. All practitioners will demonstrate an increased understanding of the progression and assessment framework for the New Curriculum for Wales. 5. Most parents/ carers will have an improved understanding of how to more effectively access the powerful knowledge of the knowledge organiser when learning at home. 6. Most pupils achieve the pass rate in Domain Unit assessments and are able to demonstrate understanding (through retrieval practice, Exit Tickets and Listening to Learners) of how they have developed the identified knowledge, skills and experiences. 7. A CKC Science Skills unit will have been planned, delivered and evaluated as part of 'trial and review' curriculum development work. 8. The Four Purposes will be visible in all classrooms and all pupils will have had the opportunity to know and develop in more depth the characteristics of 'Creative and Enterprising' and 'Healthy and Confident'. 9. Most pupils will show an improved understanding of what the Four Purposes and Integral Skills are and how they have developed the characteristics of them this year. 10. All pupils will have increased opportunities to learn outside and standards of outdoor learning across all year groups are at least good. 11. All pupils in KS2 will improve, extend or apply their learning through Self-Improvement and Application Time, in each lesson. A marking code and simplified SIAT process will be implemented in the Foundation Phase. 		
Lead staff member	Laura Taylor (Overall) Victoria Batten (Expressive Arts) Danielle Gardiner (Science and Technology) Catherine Samuel (Four Purposes)	Link Governor	Deirdre Emberson

<p>School Parliament Government Groups</p>	<p>Curriculum</p>	<p>UNCRC</p>	<p>A28 - Every child has the right to an education. A29 – Education must develop every child’s personality, talents and abilities to the full.</p>
<p>Evaluation</p>	<ul style="list-style-type: none"> • All staff participated in Professional Learning to develop a curriculum vision based on our school vision, underpinned by Catholic documentation, and reflective of our provision and aspirations of our Areas of Learning and Experience. • When reviewing our provision stakeholder voice was taken into consideration and we continue to review our sequence of knowledge, skills and experiences as we develop our 3-16 cluster continuum. • Replacing an Expressive Arts Domain, the introduction of a ‘Express and Create’ stage for each Humanities domain as had a positive impact of the provision for Expressive Arts within our curriculum. Further mapping of progression in discipline specific knowledge, skills and experiences will continue. • All pupils have had the opportunity to participate in Expressive Arts workshops facilitated by Glamorgan Music Service and have worked with a Music Specialist and Dance Specialist in the creation of a launch performance for the amphitheatre and a celebration of music and dance. Pupils in two year groups also completed an Art Council of Wales grant funded project focusing on the theme ‘Cynefin’ which was highly successful. • As leaders of Areas of Learning and Experience continue to work with cluster schools to develop the curriculum further, all staff continue to increase their understanding of the progression and assessment framework. • Regular communication with parents and a Curriculum for Wales workshop in the summer term have ensured that parents and carers are kept up to date with changes in the curriculum. • Opportunities for parents to improve their understanding of using knowledge organisers at home, continue to be planned for. • Most pupils achieve the pass rate in Domain Unit assessments and are able to demonstrate understanding (through retrieval practice, Exit Tickets and Listening to Learners) of how they have developed the identified knowledge, skills and experiences. • CKC Science Skills unit have been planned, delivered and evaluated as part of ‘trial and review’ curriculum development work. This work will be embedded during the next academic year. • The Four Purposes are visible in all classrooms and all pupils have had the opportunity to know and develop in more depth the characteristics of ‘Creative and Enterprising’ and ‘Healthy and Confident’ through specific domains and focus weeks this year. • All pupils have had increased opportunities to learn outside and standards of outdoor learning across all year groups are good. Provision in this area will continue to be enhanced through the introduction of fortnightly Forest School afternoons during the next academic year. • All pupils in KS2 improve, extend or apply their learning through Self-Improvement and Application Time, in each lesson. A marking code and simplified SIAT process has been implemented in the Foundation Phase. 		
<p>Next Steps/ Considerations for SIP 2022 - 2023</p>	<p>Continued from 2021- 2022</p> <ul style="list-style-type: none"> • Curriculum for Wales: Vision - Review of school vision and creation of Areas of Learning and Experience visions • Expressive Arts: Explore opportunities for using experience and expertise in the local community to enhance learning within the Expressive Arts. • Domain Learning/ Retrieval Practice: To consider ways on engaging learners and parents more effectively to access the powerful knowledge of the knowledge organiser when learning at home. • Domain Learning/ Retrieval Practice: To consider ways of formally recording/ tracking progress of pupils’ knowledge acquisition for end of domain low-stakes quizzes and further improving provision for spaced learning 		

- Integral Skills: Development of Integral Skills during Application Week and Exit celebration and across others areas of the curriculum.
- Review provision and standards of enhanced and continuous provision in the Foundation Phase.
- To map DCF objectives across domains.
- Numeracy across the curriculum: Mapping provision for numeracy across the curriculum, monitor and review impact on standards.

Considerations for 2022 - 2023:

- Application Week and Integral Skills (Pupil led Inquiry? Developing Metacognition? Philosophy for Children? Opportunities for Decision Making?)
- Cynefin, Community and Citizenship.
- Diversity, BAME
- Progression and Assessment (Cluster Collaboration)
- Computational Thinking
- Retrieval Practice – Using results formatively
- Development of Continuous and Enhanced Provision including: use of Centre Square, Y3/4 Outdoor Area/ Breakout Spaces - independent learners/ problem solving - observation sheets
- Cross Curricular Responsibilities and Wider themes across the curriculum
- Using Seesaw to evidence learning journey
- 360 Safe Cymru tool

Priority 2: Action Plan

Priority 2	To improve pupils' ability to use number effectively and their ability to apply mathematical concepts.		
Four Purpose Links	1.1, 1.3, 1.6, 1.7 2.9, 2.10 3.1, 3.8	Estyn CIF Links	1.1, 1.2, 1.3 3.1, 3.3 5.1, 5.2, 5.3, 5.4
Success Criteria	<ul style="list-style-type: none"> • A baseline review is taken by pupils at the start of each unit, gaps in knowledge are identified, whole-class provision and intervention is reviewed to meet pupils' needs resulting in most pupils achieving the benchmark pass rate in each unit. • ALN, eFSM and MAT pupils are on track to achieve or exceed their individual targets. • Most pupils will achieve the average standardised score in the national mathematics procedural and reasoning tests and the average score will have increased in each class (where comparable data is available). • Continued professional learning and use of manipulatives and journals in class, support pupils to achieve their individual targets and work towards mastery. • Numeracy across the curriculum has been reviewed and mapped across the curriculum. Domain Units have been amended if improvement is required, and monitoring of Numeracy across the curriculum identifies a positive impact on standards. 		
Lead staff member	Richard Frost	Link governor	Shelley Lloyd
School Parliament Government Groups	Curriculum	UNCRC	A28 - Every child has the right to an education. A29 – Education must develop every child's personality, talents and abilities to the full.
Evaluation	<ul style="list-style-type: none"> • A baseline review is taken by pupils at the start of each unit, gaps in knowledge are identified, whole-class provision is reviewed to meet pupils' needs resulting in most pupils achieving the benchmark pass rate in each unit. A resource has been purchased to enhance Mathematics interventions in the next academic year. • ALN, eFSM and MAT pupils are on track to achieve or exceed their individual targets. • An analysis of the national Procedural and Reasoning Personal Assessments indicate that in the Procedural test In nearly all year groups, the percentage of pupils who attained a Standardised Score of 100 (national average) or above between Autumn 2021 and June 2022, increased. In three out of the five year groups, the percentage of pupils who attained below a Standardised Score of 85 between July 2021 and June 2022, decreased. In the Reasoning Personalised Assessment, a majority of pupils achieved a standardised score of 100 (national average) in years 2 and 6. A minority of pupils (below 40%) achieved a standardised score of 100 (national average) in years 3 and 5 and less than half the pupils in year 4. • Continued professional learning and use of manipulatives and journals in class, support pupils to achieve their individual targets and work towards mastery. • Teachers continue to develop Numeracy across the curriculum. Domain Units have been amended if improvement is required, and monitoring of Numeracy across the curriculum identifies a positive impact on standards. 		
Next Steps/ Considerations for SDP 2022 - 2023	Continued from 2021- 2022 <ul style="list-style-type: none"> • Mathematics: Continue to develop curriculum provision to ensure that it is driven by the Four Purposes, underpinned by Integral Skills and encompasses the mathematics proficiencies of the New Curriculum for Wales. • Mathematics: Pupils to complete a baseline review at the start of each unit. • Mathematics: Continued enhancement of the use of manipulatives. Considerations for 2022 – 2023 <ul style="list-style-type: none"> • Developing Preview Topic Assessments • Exemplifying mathematical proficiencies through journals • Use of Manipulatives (Digital and non-digital) • Daily Mental Maths • Financial Literacy 		

Priority 3: Action Plan

Priority 3a	To improve pupils' ability to communicate effectively in English.		
Priority 3b	To improve pupils' ability to communicate effectively in Welsh.		
Four Purpose Links	1.1, 1.4, 1.8 2.7 3.6 4.1	Estyn CIF Links	1.1, 1.2, 1.3 2.2 3.1, 3.2, 3.3 4.1, 4.2 5.3, 5.4
Success Criteria	<p>English</p> <ul style="list-style-type: none"> Professional Learning for staff in Reading Reconsidered, Comparative Judgement and Writing Revolution result in an increased understanding of the programmes, how to implement them, and results in improved standards of most pupils. Most pupils in each class are able to read, spell and write at an age appropriate level and have made progress from their starting point. A plan for re-teaching and/or interventions is in place to ensure that ALN, eFSM and MAT pupils are on track to achieve their individual targets. By the end of the summer term 2022, most pupils, except those with SEN Statement or at SA+, achieve the success benchmark for all Skills Units. Most pupils in each class demonstrate an age appropriate ability to write sentences whose grammar is correct. (Assessed against the year group objectives.) Most pupils' handwriting and presentation in Key Stage 2 is good or better. <p>Welsh</p> <ul style="list-style-type: none"> Many pupils in each class know, and are able to use correctly in conversation, their year group's Continuum sentence patterns. A map for Welsh reading opportunities has been created and implemented across the school, ensuring each class are allocated a text every half term to read. Many pupils in each class are able to read and write, in Welsh, at an age appropriate level. Provision and outcomes in Welsh will have improved, measured by achieving the Siarter Iaith Bronze Award and monitoring of Cymraeg Cyflym. <p>Modern Foreign Languages</p> <ul style="list-style-type: none"> A successful partnership with Head of MFL at St Richard Gwyn High School to provide Modern Foreign Language sessions for Year 6 pupils, has been implemented. A KS2 practitioner has attended CSC Funded Primary International Languages Professional Development and the programme trialed and reviewed within practitioners' classroom. 		
Lead staff member	Jenny Dunstan (English) Ruth Jones (Welsh)	Link governor	Anthony Rogers
School Parliament Government Groups	Welsh Language and Culture	UNCRC	<p>A28 - Every child has the right to an education.</p> <p>A29 – Education must develop every child's personality, talents and abilities to the full.</p> <p>A30 - Every child has the right to learn and use the language, customs and religion of their family</p>
Evaluation	<p>English</p> <ul style="list-style-type: none"> Professional Learning for staff in Reading Reconsidered, Comparative Judgement and Writing Revolution result in an increased understanding of the programmes, how to implement them, and results in improved standards of most pupils. Most pupils in each class are able to read, spell and write at an age appropriate level and have made progress from their starting point. A plan for re-teaching and/or interventions is in place to ensure that ALN, eFSM and MAT pupils are on track to achieve their individual targets. 		

	<ul style="list-style-type: none"> • By the end of the summer term 2022, most pupils, except those with SEN Statement or at SA+, achieve the success benchmark for all Skills Units. • Most pupils in each class demonstrate an age appropriate ability to write sentences whose grammar is correct. (Assessed against the year group objectives.) • The school continue to work on the improvement in handwriting and presentation and trialled a handwriting programme in years 2 and 3 which will be disseminated across the school in the next academic year. <p>Welsh</p> <ul style="list-style-type: none"> • Many pupils in each class know, and are able to use correctly in conversation, their year group’s Continuum sentence patterns. • Provision to map Welsh reading opportunities continues to be planned for across the school, ensuring each class are allocated a text every half term to read, in September 2022. • Many pupils in each class are able to read and write, in Welsh, at an age appropriate level. • The school achieved the Siarter Iaith Bronze Award in April 2022. <p>Modern Foreign Languages</p> <ul style="list-style-type: none"> • A successful partnership with Head of MFL at St Richard Gwyn High School providing Modern Foreign Language sessions for Year 6 pupils, has been implemented. • A KS2 practitioner attended CSC Funded Primary International Languages Professional Development and the programme has been trialed and reviewed within the practitioners’ classroom. This work will continue in September 2022 with a new cohort of pupils.
<p>Next Steps/ Considerations for SDP 2022 - 2023</p>	<p>Continued from 2021- 2022</p> <ul style="list-style-type: none"> • JD to disseminate Reading Reconsidered (RR) training to staff. Staff to use the planned activities for the development of pupils’ reading ability. • To implement a Writing Revolution intervention feeding into whole class practice • Handwriting and Presentation: Introduce a systematic teaching of letter formation and joins. • Welsh: Continue to map and implement opportunities for Welsh reading sessions across the school. <p>Considerations for 2022 – 2023</p> <ul style="list-style-type: none"> • Raising Standards in Writing • Handwriting Programme • Writing Revolution in Y3/4 • Literature (displays, books based on domains, literature festival, Giglets for parents) • Silver Siarter Iaith Award - enhance their playground use of Welsh; continue to develop opportunities for Welsh across the curriculum; engage with external agencies to build capacity. • Modern Foreign Languages - BSL

Priority 4: Action Plan

Priority 4	To implement the Additional Learning Needs & Educational Tribunal Act (ALNET)		
Four Purpose Links	1.1, 1.10 2.1, 2.2, 2.4, 2.8, 2.9, 2.10, 2.11 3.3, 3.7, 3.8 4.3, 4.4, 4.6, 4.8	Estyn CIF Links	1.2 2.1, 2.2 3.1, 3.2, 3.3 4.2, 4.3 5.1, 5.3, 5.4
Success Criteria	<ul style="list-style-type: none"> Increased Professional Learning and support results in all staff demonstrating a good understanding of the ALNET and how it affects their practice. New IDPs for pupils identified as having ALN in years N,1,3, and 5 have been created. All staff implement the principles of the ALNET in their daily practice Based on assessments, interventions are implemented, monitored and reviewed to ensure that most pupils make the appropriate progress as a result of them. Pupils on the ALN register make progress towards their IDP targets. Relevant information is ratified by SLT and Governing body and shared with parents/carers including the school 'pathway' document. 		
Lead staff members	Jenny Dunstan	Link governors	Deirdre Emberson
School Parliament Government Groups	Curriculum	UNCRC	A28 - Every child has the right to an education.
Evaluation	<ul style="list-style-type: none"> All staff demonstrate a good understanding of the ALNET and how it affects their practice. New IDPs for pupils identified as having ALN in years N,1,3, and 5 have been created. All staff implement the principles of the ALNET in their daily practice Based on assessments, interventions are implemented, monitored and reviewed to ensure that most pupils make the appropriate progress as a result of them. Pupils on the ALN register make progress towards their IDP targets. Relevant information is ratified by SLT and Governing body and shared with parents/carers including the school 'pathway' document. 		
Next Steps/ Considerations for SDP 2022 - 2023	Considerations for 2022 - 2023 <ul style="list-style-type: none"> ALN Self-Evaluation Monitoring effectiveness on classroom provision on raising outcomes for ALN pupils. MAT learners – provision Interventions - Reading, Phonics, Writing Revolution, Maths, ELKAN, ELSA, Thrive 		

Priority 5: Action Plan

Priority 5	To continue to embed the Digital Competence Framework throughout the school.		
Four Purpose Links	1.7, 1.8, 1.9, 1.10 2.4, 2.6, 2.10 3.1, 3.2, 3.6, 3.8 4.1, 4.4, 4.5	Estyn CIF Links	1.1, 1.2, 1.3 2.2 3.1, 3.2, 3.3 4.2, 4.3 5.3, 5.4
Success Criteria	<ul style="list-style-type: none"> Staff members demonstrate improved knowledge and understanding of the DCF in skills audits. Following Professional Learning and monitoring, all staff members demonstrate improved knowledge and understanding of the tools available on Hwb and use them in their classroom practice. A curriculum map is in place to ensure that all Domain Units across the year and key stage include coverage of all aspects of the DCF. DCF objectives will be included in Domain and Skills Unit mid-term plans where suitable. Most pupils in each year group demonstrate proficiency with all of their year group objectives. A provision document is in place to ensure mastery in knowledge and skill acquisition in IT, raising standards for all pupils, before they are able to apply them across the curriculum. SeeSaw for Schools has been successfully introduced throughout the school to staff, pupils, parents and governors. It is used to begin to create a DCF portfolio of work. In all classes, an effective blended learning approach to teaching and learning in the classroom through the successful 'hybrid' of traditional techniques and the use of digital technologies is evident. 		
Lead staff member	Richard Frost	Link governor	Gareth Williams
School Parliament Government Groups	IT and Digital Safety	UNCRC	A28 - Every child has the right to an education. A29 – Education must develop every child’s personality, talents and abilities to the full.
Evaluation	<ul style="list-style-type: none"> Staff members demonstrate improved knowledge and understanding of the DCF in skills audits and of the tools available on Hwb which they have begun to use in their classroom practice. DCF objectives will be included in Domain and Skills Unit mid-term plans where suitable. The mapping and review of this provision will continue in the next academic year. Most pupils in each year group demonstrate proficiency with all of their year group objectives. The purchase and effective teaching of Digital Den, ensures that provision is in place to allow pupils to develop mastery in knowledge and skill acquisition in IT, raising standards for all pupils, before they are able to apply them across the curriculum. SeeSaw for Schools has been successfully introduced throughout the school to staff, pupils, parents and governors. It is used to begin to create a DCF portfolio of work. In all classes, an effective blended learning approach to teaching and learning in the classroom through the successful 'hybrid' of traditional techniques and the use of digital technologies is evident. 		
Next Steps/ Considerations for SDP 2022 - 2023	Continued from 2021- 2022 To map DCF objectives across domains		

Priority 6: Action Plan

Priority 6	To improve teaching and learning through a focus on the Classroom Culture techniques from Teach Like a Champion (TLaC).		
Four Purpose Links	1.1, 1.2 2.3 3.1, 3.2 4.1, 4.5	Estyn CIF Links	1.1, 1.2, 1.3 2.2 3.1, 3.3 4.1, 4.2 5.3, 5.4
Success Criteria	<ul style="list-style-type: none"> Following monitoring, all teachers demonstrate a consistent approach of the Classroom Culture techniques introduced to date. Teacher Triads support and mentor peers in using these techniques successfully. In most sessions observed, Classroom Culture, the use of Exit Tickets and further techniques selected by the triad members, is judged to be good or better. In most sessions observed, teachers act appropriately to ensure that behaviour for Learning is excellent. Nearly all pupils achieve their individual targets. A renewed focus and Professional Learning for teachers and Learning Support Assistants has led to a deeper understanding and greater use of the Professional Teaching Standards. All teachers completed a spiral of action enquiry independently, resulting in improved outcomes for the pupils in their class. A review of how effectively the Pedagogical Principles, Teach Like a Champion techniques and our curriculum provision supports a blend and balance of the Pedagogical Principles has been completed. A specific focus has been to the Schools and Learning Organisation Survey to ensure understanding of the criteria and describe identified strengths and areas for development in more detail. 		
Lead staff member	Claire Jones, Mercedes Ttophi	Link governor	Angharad Price
School Parliament Government Groups	Curriculum	UNCRC	A28 - Every child has the right to an education. A29 – Education must develop every child’s personality, talents and abilities to the full.
Evaluation	<ul style="list-style-type: none"> Following monitoring, all teachers demonstrate a consistent approach of the Classroom Culture techniques introduced to date. Further time will be spent in the Autumn Term to embed Habits of Discussion technique. Teacher Triads support and mentor peers in using these techniques successfully. In most sessions observed, Classroom Culture, the use of Exit Tickets and further techniques selected by the triad members, is judged to be good or better. In most sessions observed, teachers act appropriately to ensure that behaviour for Learning is excellent. Opportunities for all staff to attend Professional Learning on the Professional Teaching Standards will ensure a deeper understanding and greater use in the next academic year. All teachers completed a spiral of action enquiry independently, resulting in improved outcomes for the pupils in their class. A review of how effectively the Pedagogical Principles, Teach Like a Champion techniques and our curriculum provision supports a blend and balance of the Pedagogical Principles has been completed by the Senior Leadership Team. A specific focus has been to the Schools and Learning Organisation Survey to ensure understanding of the criteria and describe identified strengths and areas for development in more detail. 		
Next Steps/ Considerations for SDP 2021 - 2022	<p>Continued from 2021- 2022</p> <ul style="list-style-type: none"> Re-train staff in the Professional Teaching Standards and how they can be used effectively to improve practice. 		

- Continue to introduce and embed Teach Like a Champion techniques

Considerations for 2022 - 2023

12. Rich learning environments
13. Coaching and Mentoring – Coaching Culture within Triads
14. Professional Teaching Standards (continue)
15. Spiral of Action Enquiry (continue)
16. TLAC techniques based on End of Year Review
17. ITE Mentoring




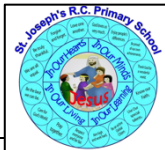



Priority 7: Action Plan

Priority 7	To develop a whole school vision for Health and Wellbeing.		
Four Purpose Links	1.1, 1.10 2.1, 2.2, 2.6, 2.8, 2.9, 2.10, 2.11 3.3, 3.4, 3.7, 3.8 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8	Estyn CIF Links	1.2 2.1, 2.2 3.1, 3.3 4.2, 4.3 5.1, 5.3, 5.4
Success Criteria	<ul style="list-style-type: none"> • All relevant policies are updated, ratified by the Governing Body and shared with all stakeholders. • A review of Principles. Policies, Partnerships, Provision, Practice and Progress relating to health and wellbeing has identified strengths and areas for development. • All staff have a good understanding of the Healthy Schools' Scheme and most pupils indicate that they feel safe, happy and healthy in school. • Staff wellbeing is identified as a priority. • Outdoor learning activities are purposeful, regular in all classes and results in improved outcomes of learning and wellbeing for nearly all pupils. • Improvements to provision, implementation, monitoring and review, identified improved physical skills and development for nearly all pupils. • Most pupils know and demonstrate the characteristics of a 'Healthy and Confident' individual, feel their personal, social, emotional and health are a priority of the school and that they are benefiting through the curriculum and support in all areas. • The RSE curriculum is effective and impactful. • Through the successful development of the Pupil Profile, pupils feel supported in their growth to reach their full potential. • Implementation, monitoring and review of the new RSE scheme of work indicates improved standards and outcomes in Relationships and Sex Education. • The development of the Pupil Profile results in all pupils feeling able to grow academically, spiritually and morally on their own journey to reach their full potential. 		
Lead staff members	Claire Jones	Link governors	Alexandra Thomas
School Parliament Government Groups	Mission Ministry Chaplaincy Healthy Schools and FairTrade Eco and the Outdoors	UNCRC	A19 – Your right not to be harmed and kept safe A24 - Every child has the right to the best possible health (including nutritious food) A39 – Your right to special help.
Evaluation	<ul style="list-style-type: none"> • All relevant policies are updated, ratified by the Governing Body and shared with all stakeholders. • Principles. Policies, Partnerships, Provision, Practice and Progress relating to health and wellbeing continue to be reviewed in order to identify strengths and areas for development. • All staff have a good understanding of the Healthy Schools' Scheme and most pupils indicate that they feel safe, happy and healthy in school. • Staff wellbeing is identified as a priority. • Outdoor learning activities are purposeful, regular in all classes and results in improved outcomes of learning and wellbeing for nearly all pupils. This will be enhanced further in the next academic year with all classes participating in fortnightly Forest Schools sessions. • Improvements to provision, implementation, monitoring and review, identified improved physical skills and development for nearly all pupils. • Most pupils know and demonstrate the characteristics of a 'Healthy and Confident' individual, feel their personal, social, emotional and health are a priority of the school and that they are benefiting through the curriculum and support in all areas. • The RSE curriculum is effective and impactful. 		

	<ul style="list-style-type: none"> • Through the successful development of the Pupil Profile, pupils feel supported in their growth to reach their full potential. • The new RSE scheme has been Implemented effectively and monitoring and review of the new RSE scheme of work indicates improved standards and outcomes in Relationships and Sex Education.
<p>Next Steps/ Considerations for SDP 2022 - 2023</p>	<p>Continued from 2021- 2022</p> <ul style="list-style-type: none"> • To continue to establish a Whole school Vision for Health and Wellbeing: Principles, Policies, Partnerships, Provision, Practice and Progress. • To continue to identify progress towards Healthy Schools Award and consider moving to next phase in the scheme. • To continue to develop a staff wellbeing initiative. <p>Considerations for 2022 - 2023</p> <ul style="list-style-type: none"> • Completion of WG Mental and Emotional Health and Well-being School Observation template and Risk & Engagement Plan • Completion of WG Mental and Emotional Health and Well-being Assessment toolkit and Implementation Plan • RSE • Develop roles of Guardian Angels and Playground Pals. Introduce Peer mediators • Outdoor Learning/ Forest School Programme • Continue to enhance Extra Curricular Activity provision – external partnerships • Development of class visits to enhance domain and mental and emotional health and wellbeing of pupils • Introduce a Wellbeing Government Group • Continued focus on Staff Wellbeing

St Joseph's School Parliament – Pupil voice

Our School Parliament is an important focus and priority in St Joseph's and the work of Government Groups is essential for pupil voice, developing the four purposes and improving the school. For the academic year 2020 -2021, each class will be given a School Improvement Priority and become a Government Group. The groups have all written an action plan to work towards targets to improve the school, improve the local community and work towards the Global Goals. Here are 3 actions from each plan.

Government Group	Proposed Actions
Y6 – IT and Digital Safety 	<ul style="list-style-type: none"> • To develop a bank of resources to show how key apps and software can be used. • To build content for the website and newsletter to keep engagement with the community. • Focus on the correct use of technology and charging stations to make sure energy usage is minimised.
Y5 – Curriculum 	<ul style="list-style-type: none"> • To create posters about the characteristics of each of the Four Purposes and lead our two focus events: Creative and Enterprising Christmas Challenge and Healthy and Confident week. • To design games, quizzes and challenges for the Wellbeing Area. • To promote Send My Friend to School campaign with Oxfam.
Y4 – Welsh language and culture 	<ul style="list-style-type: none"> • To set up a Criw Cymraeg from Years 2-6 and introduce Welsh games into the Wellbeing Area. • Create a Welsh phrase of the week for Twitter and the newsletter and set up a Welsh club for parents. • Give pupils the opportunity to take part in a lunchtime Welsh club.
Y3 – Mission 	<ul style="list-style-type: none"> • Review the new rules, rewards and consequences posters and create a questionnaire for pupils to ask their thoughts about them. • Lead the assembly and plan activities for Anti-bullying week in November. • Liaise with St Helens Primary School to Lead Rights Respecting work in classes across the school and celebrate with Universal Children's Day.
Y2 – Chaplaincy 	<ul style="list-style-type: none"> • To lead a Harvest Act of Worship and launch the Vale Foodbank Appeal. • Re-establish the Mini Vinnie group to lead activities and link with the Parish. • Plan a reflection and activities to mark the end of the year of St Joseph including the blessing of the class candles in St Joseph's Church.
Y1 - Healthy Schools and Fairtrade 	<ul style="list-style-type: none"> • To promote eating healthily and being active e.g., encouraging children to join the extra-curricular clubs. • To work with parents to prepare the polytunnel for planting, grow vegetables and sell the produce at a school event. • To continue to support Fairtrade by increasing the amount of Fairtrade products In the staff room, celebrating Fairtrade Fortnight and celebrating Zero Hunger Day, raising money for CAFOD.
Reception - Eco and the outdoors 	<ul style="list-style-type: none"> • To recycle food waste and develop areas of the school grounds, particularly focusing on biodiversity. • To investigate and reduce litter in the community. • To promote walking / cycling to school.

School Policies

All policies relating to the school are available to parents from the school office. Selected policies are also made available via the school website. Policies are reviewed regularly depending on a programme of revision. Any other queries can be discussed with the headteacher.

Policies reviewed by the Governing Body during the academic year 2021 – 2022 were:

- Behaviour Policy (September 2021)
- Pay Policy (November 2021)
- Admissions Policy (May 2022)
- Health and Safety Policy (May 2022)

Prospectus

The prospectus is changed every year, if necessary, to reflect any alterations in staff. It also reflects any other significant changes to the school that may affect pupils. A copy of the latest School Prospectus can be found on the school website.

School Premises

The fabric of the building is the responsibility of the Governing Body and is in a good state of repair. The amphitheatre was completed in July 2021 and the Years 5 and 6 girls' and boys' toilets were refurbished by the Vale of Glamorgan Local Authority during the Summer holiday 2021. Foundation Phase playground markings were painted and the Key Stage 2 Playground was updated with netball, basketball and football court markings, rugby and football combination posts were installed onto the school field and new netball posts were installed. A new Wellbeing Area including a new outdoor shelter and picnic tables was completed. New bi-folding doors and floor to ceiling window were installed in the Year 4 classroom. Staff and Reception toilets were refurbished by the Vale of Glamorgan Local Authority during the Summer holiday of 2022.

Security

We are always ever mindful of the children's safety and security. As part of the general school routine all visitors are asked to report to the school office during the school day before going to classrooms or meeting with anyone in the school.

No child is allowed to go home with anyone other than agreed parents or carers except in extreme emergencies. If arrangements change then parents should inform the school in writing of these changes. If parents or carers are late at the end of the school day, the child/children will be supervised for 15 minutes. After this time, children are asked to join the after-school care club if they are known to Joe's Club and parents are billed for the session. For children who are not known to Joe's Club, school staff members will continue to attempt to contact a parent or carer for the first half an hour. After this time, the Vale of Glamorgan's Children's Services will be contacted.

The security of the building outside school hours is ensured by the alarm systems and CCTV cameras.

All staff, teaching and non-teaching and volunteers are DBS checked. All staff receive annual safeguarding training. The Safer Recruitment Policy is used.

Toilets

From September 2011 the Welsh Assembly Government requires Annual reports to contain a brief statement on the provision of toilet facilities at the school. There are sufficient toilets for the number of pupils in the school, including one disabled toilet. The condition of toilets across the school ranges from adequate to good. Toilets are cleaned daily, and the caretaker ensures that supplies of soap and toilet paper are replenished daily. Toilets are inspected regularly and are maintained by the school caretaker and Vale of Glamorgan buildings team. Pupils are involved in planning for improvements and the evaluation of provision. The Years 5 and 6 girls' and boys' toilets were refurbished by the Vale of Glamorgan Local Authority during the Summer holiday 2021 and Reception and Staff toilets were refurbished in the Summer of 2022.

Additional Learning Needs

Identification and Assessment of children with ALN

At St Joseph's RC Primary School, early identification of learners with ALN is a priority. The school uses appropriate screening and assessment tools for early identification through:

- Screening/diagnostic tests (see Assessment Policy)
- Standardised tests
- Notes from transition meetings (from class to class; from Nursery to Reception; from Early Years to Lower Primary; from Lower Primary to Upper Primary).
- Parental information or/and information from outside professionals
- Evidence obtained by teacher observation/assessment
- Learner progress in their learning journey through the Curriculum for Wales

Staff work on a collaborative basis to monitor standards of teaching and learning, input support and scaffolding for individual and groups of pupils and liaise with the ALNCo (as appropriate).

If a child transfers to our school from another school, they will be monitored, allowing an appropriate length of time for the child to 'settle in'. Previous records and assessments will be used to provide help in designing differentiated learning, where necessary and help with identification of ALN, if this has not already happened and is appropriate.

In St Joseph's RC Primary School we follow a graduated response to support all our learners. This includes:

- Quality teaching using available and appropriate resources e.g. support staff and/or assistive technology (Universal Provision)
- Reasonable adjustments (where appropriate).
- Individualised and targeted support for specific pupils (Additional Learning Provision)

If a class teacher has a concern about a learner, the class teacher will usually raise this with the parent/carer in the first instance. The pupil will be added to the school's 'Monitoring List' and the class teacher will keep parents/carers informed of progress. At this stage an intervention may be put into place by the class teacher, in consultation with the ALNCo if appropriate. Appearing on the Monitoring List for a particular length of time does not necessarily mean a learner will move on to be formally identified as having ALN. However, if 'adequate progress' is not shown within that given time, it may be appropriate to begin considering referrals to external professionals and whether or not the learner has ALN.

Assessment is continuous and for children identified as having ALN, parents will be given regular opportunity to be kept informed of progress by class teachers e.g. at parents' evenings. More formal review of progress will be held regularly, at least annually, to update Individual Development Plans (IDPs).

Further information can be found in the school's Additional Learning Needs policy.

School's Strategic Priorities

St Joseph's School, through its ethos and Mission statement, which is rooted in Gospel values, recognises the rights of the individual for equal treatment regardless of race, creed, colour, sexual orientation or other need. In its strategic planning it actively considers all aspects of providing for the individual in terms of access to the curriculum as well as the physical environment.

Equality Vision and Equality Objectives

St Joseph's is committed to equality and we do not discriminate, either directly or indirectly, against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, we strive to be an anti-racist school.

The Equality Act 2010 requires all schools to have equality objectives in place. These objectives cover all following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and include the Welsh language in Wales.

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from our school community and our own school data.

Objectives 2019-23

- Continue to use the UNCRC to promote rights and responsibilities of all pupils
- Further promote use of Welsh language.
- Ensure there is high quality access to information at the school for all pupils, parents, staff members, governors and members of the wider community.

Actions to achieve these objectives are in the action plan at the end of this document and may be included as the School Improvement Plan.

A copy of the School's Strategic Equality Plan is available on the school website or from the school office.

School and Parish Links

We continued to develop links between home, school and parish as much as possible with the Covid -19 pandemic still continuing into 2021.

Links included:

- Ash Wednesday Service 2nd March 2022
- St Joseph's Feast Day 19th March 2022
- Joint Lent Service with St Richard Gwyn and St Helen's Barry
- St Richard Gwyn Chaplaincy Team - Years 2 and 6 collaboration
- Weekly Mass – one class visit per term.
- May Procession and Picnic
- First Holy Communion at St Mary's Dinas Powys and St Joseph's
- Year 6 Transition Mass - St David's Cathedral
- Whole School Leavers Mass

Expressive Arts, Welsh Language and Culture*

- Amphitheatre Launch – article in the Penarth Times and Catholic People.
- Shumae Welsh Language Day (led by Y4)
- Glamorgan Music School – Expressive Arts Domain workshops; 6 weeks Samba Drumming Y6
- St David's Day 1st March 2022
- Eisteddfod 4th March 2022
- Christmas Choir performances – Tesco, St David's Shopping Centre
- Arts Council Wales grant funding to work with a Creative Arts Practitioner; Focus: Cynefin – The Place where I belong.
- Choir Performance in Tesco (St David's Day songs in support of Ukraine - £280 raised).
- Year 2 Violin performance at St David's Hall for the CAVMS Spring Showcase.
- Holy Week Living Liturgies
- Educational visits to Techniquest, Amelia Trust Farm; Reception and Year 1 Fonmon Castle; Year 2 Caerleon Roman Legionary Museum and Cosmeston Lake; Year 3 Llancaiach Fawr; Year 5 Rhondda Heritage Park;
- Year 6 Samba Drumming performance at Memo, Barry with Glamorgan Music School
- Foundation Phase Celebration of Music and Dance workshops
- Seren a Sbarc Superhero Day
- Year 5/ 6 Summer Production – Mary Poppins

*Reduced experiences than previous years was a result of the Covid-19 pandemic.

Sports and Physical Development*

- Dance workshops with Katie Pugsley (Foundation Phase)
- Big Walk and Wheel Event – 21st – 31st March
- Healthy and Confident Week – Cross Country, Wellbeing Area sessions, Focus on Healthy Eating and Cricket Wales Class Sessions.
- Crucial Crew at Ysgol Pen Y Garth
- Foundation Phase Playground markings installed.
- Rugby football combination goals installed.
- Netball Posts installed
- Vale Cross Country Event
- Cricket Wales
- Y4 Barry Tennis Festival
- Sports Day Leckwith
- Year 6 Baseball – Catholic Schools Tournament at Holy Family
- Residential Visits: Y6 Morfa Bay and Y5 PGL Liddington
- Cardiff City Football Academy – Social Action Project
- Year 6 Cricket on the beach

*Reduced experiences than previous years was a result of the Covid-19 pandemic.

Citizenship*

- Size of Wales – Deforestation Workshops and MAT intervention group (Becoming a Deforestation School)
- Vale Foodbank Harvest Appeal
- Children’s Commissioner for Wales – Super ambassadors event
- Universal Children’s Day (led by Y3)
- FairAchiever Award
- Penarth Fire Station workshops
- HSBC Financial Education workshops – all year groups
- Fairtrade Stall – Advent and Lent
- Educational visits to Cardiff Bay, Cosmeston, Brecon Beacons, Penarth Pier
- Animal Zone UK – Year 6 and Reception
- Fairtrade Friday
- Choir Performance in Tesco (St David’s Day songs in support of Ukraine - £280 raised).
- Fairtrade competition exhibition – Dinas Powys Library
- Fratelli Tutti – Whole School Domain exploring School vision
- Mission Ministry Day of Many Colours for Noah’s Ark Children’s Charity

*Reduced experiences than previous years was a result of the Covid-19 pandemic.

Healthy Living

Children across the school bring water water bottles and are able to drink fresh water whenever they wish. Only healthy snacks and drinks are allowed at breaktimes and children in the Foundation Phase share fruit with their classmates. Our Breakfast Club is very well attended and ensures children are provided with a nourishing meal in readiness for the school day ahead.

Children take part in a range of activities to ensure that they feel safe and staff and Governors receive Safeguarding updates and Training. There was a focus on healthy living in the curriculum through PSHE, science and P.E., and well-being was a focus in assemblies and through Christian Meditation.

Our outdoor areas are constantly being developed and maintained, with new ideas improving our environment each year. We are grateful to our Friends and Family Association as they raise additional funds to enable us to work on these areas.

Extra Curricular experiences included*:

- Bullies Out – Playground Pals training (Y4 and Y6)
- Road Safety workshops (Y2 and Y3)
- St John’s Ambulance First Aid workshops (R – Y6)
- PC Alex – Sticks and Stones (Y3), Cyber Safe (Y6), It’s your Choice (Y6), Playing Safe (Year 1), Right and Wrong (Year 2), Year 5 and 6 Picture This (Y5/6), Sinister Substances (Y4)
- Antbullying week –One Kind Word
- Bullies Out – Hands of Courage and Jar of Hearts workshops from Year 2 to Year 6 (Year 2 – 6)
- Digital Competence and Wellbeing Workshop for pupils – Sangeet Bullar – Wise Kids
- Friends and Family – Panto and Popcorn, Crisps Crème Doughnuts, Christmas Raffle, Storytelling with Santa, Santa Surprise
- Y5/6 Self Worth workshops

*Reduced experiences than previous years was a result of the Covid-19 pandemic.

St Joseph’s Friends and Family Association (F&F)

Invaluable support for our school comes from our active Friends and Family Association (F&F). This is a thriving organisation that works hard for your children. All F&F members strive to foster strong relationships among parents, staff and friends of school. They organise fund raising activities to support the school. Money is raised by the F&F to buy resources that enhance the life of our school. The Governors would once again like to thank the F&F for their support, enthusiasm and commitment this year.

All parents are automatically members of the F&F, but those wishing to become an active member of the group should approach Mrs. Buckland who will provide the contact details for the committee members.

Wrap Around Care

Before and after school care was provided by Joe’s Club and partnerships were also successfully forged with other local private childcare providers who have an arrangement to drop off and collect children before and after school to provide continuity of care, with one of these hosting the care within the school setting. Please contact Mrs Buckland if you would like information or to register your child with Nightingale’s.

The WG funded Free Breakfast Club has continued to grow in popularity and ranges in age from Nursery to Year 6. Children are guaranteed a nutritious breakfast in a caring environment that helps them to prepare for optimized learning for the day. If you would like information or to register your child for the Free Breakfast Club, please contact Mrs Buckland.

Action as a Result of any Resolution Passed at the last AGM

There was no Annual General Meeting for parents held in 2021 – 2022.

Finance

St Joseph's RC Primary School Outturn Report 2021 – 2022 Revenue Summary

COST CENTRE CODE	COST CENTRE DESCRIPTION	DETAIL	ANNUAL BUDGET	TOTAL ACTUAL
101233	St Joseph's Primary	CONT. TO FUNDS	614.00	613.93
101233	St Joseph's Primary	CONT TO GENERAL RESERVE	614.00	613.93
101233	St Joseph's Primary	EMPLOYEES	917,094.00	902,214.11
101233	St Joseph's Primary	TEACHING EMPLOYEES	652,597.00	638,543.76
101233	St Joseph's Primary	NON TEACHING EMPLOYEES	111,171.00	110,976.99
101233	St Joseph's Primary	GRANT EMPLOYEES	152,434.00	152,240.94
101233	St Joseph's Primary	OTHER DIRECT EMPLOYEES	892.00	452.42
101233	St Joseph's Primary	INTERNAL RECHARGES EXPEND	83,261.00	111,248.63
101233	St Joseph's Primary	INTERNAL RECHARGES EXPEND	83,261.00	111,248.63
101233	St Joseph's Primary	PREMISES	99,206.00	85,007.21
101233	St Joseph's Primary	CLEANING AND DOMESTIC SUPPLIES	34,113.00	32,801.41
101233	St Joseph's Primary	ENERGY	16,201.00	10,319.79
101233	St Joseph's Primary	GROUNDS MAINTENANCE	3,000.00	3,000.00
101233	St Joseph's Primary	REPAIRS & MAINT OF BUILDING	41,530.00	34,537.96
101233	St Joseph's Primary	WATER SERVICES	4,362.00	4,348.05
101233	St Joseph's Primary	SUPPLIES AND SERVICES	114,322.00	53,189.13
101233	St Joseph's Primary	COMMS AND COMPUTING	7,878.00	6,672.04
101233	St Joseph's Primary	EQUIP, FURNITURE & MATERIALS	40,515.00	36,877.32
101233	St Joseph's Primary	GRANTS & SUBSCRIPTIONS	2,230.00	2,230.00
101233	St Joseph's Primary	MISC EXPENSES	56,381.00	131.86
101233	St Joseph's Primary	PRINTING STATIONERY & OFFICE EXPS	7,000.00	6,892.45
101233	St Joseph's Primary	SERVICES	318.00	385.46
101233	St Joseph's Primary	TRANSPORT	2,734.00	1,157.84
101233	St Joseph's Primary	CAR ALLOWANCES	1,000.00	65.34
101233	St Joseph's Primary	DIRECT TRANSPORT COSTS	1,734.00	1,092.50
101233	St Joseph's Primary	CUSTOMER RECEIPTS		(44,909.48)
101233	St Joseph's Primary	CHARGE FOR SERVICE		(13,631.20)
101233	St Joseph's Primary	DONATIONS		(2,615.08)
101233	St Joseph's Primary	SALE OF PRODUCTS		(28,663.20)
101233	St Joseph's Primary	GOVERNMENT GRANT	(255,727.00)	(254,477.43)
101233	St Joseph's Primary	OTHER GOVERNMENT GRANTS	(6,110.00)	(6,110.00)
101233	St Joseph's Primary	WG GRANTS	(249,617.00)	(248,367.43)
101233	St Joseph's Primary	INTERNAL RECHARGES INCOME	(46,952.00)	(56,684.51)
101233	St Joseph's Primary	INTERNAL RECHARGES INCOME	(46,952.00)	(56,684.51)
101233	St Joseph's Primary	OTHER GRANTS	(1,000.00)	(2,815.00)
101233	St Joseph's Primary	INCOME FROM OTHER LAs/HAs	(1,000.00)	(2,815.00)
		Total 101233	913,552.00	794,544.43

St Joseph's RC Primary School Admission Policy

The Governing Body has sole responsibility for admissions to the school. (This policy does not relate to St Joseph's Nursery Class.)

From September 2021, the Vale of Glamorgan Council is coordinating admission for St Joseph's RC Primary School. In the first instance, parents and carers apply through Vale of Glamorgan admissions online application service. Following the closing date, parents and carers will be notified by the Vale of Glamorgan of the results, approximately three months later, and are asked to accept the place. A timetable for the application process can be found on the Vale of Glamorgan Admissions website. Following receipt of acceptance, parents and carers will be contacted by St Joseph's RC Primary School to complete a more detailed school application form and provide all necessary supporting evidence as detailed below.

The school has a 30 place Reception class. The minimum age of entry of pupils to the Reception class will be 5 years of age between 1st September and 31st August.

The Schools Standards and Framework Act 1998, Section (86), gives parents the right to express a preference as to which school their children attend. If the number of applications received for September matches or is below our indicative admissions number then places will be allocated to all applicants.

In the event that the applications for places exceed the school's indicative admissions number the following Oversubscription Criteria will be applied:

The Governing Body will give priority of admission as follows:

1. Children who are Looked After by a Local Authority (CLA) in accordance with Section 22 of the Children act 1989 in each category. Equal priority will also be given to previously Looked after Children (Code 2.32)
2. Children with a Statement of Special Educational Needs (SEN) which names St Joseph's RC Primary School. (Code 3.51).
3. Baptised Catholic children residing in the Parishes of St Joseph's, Penarth and St Mary's Dinas Powys. (Parish boundaries are in accordance with the Vale of Glamorgan's County Borough boundaries of Penarth and Dinas Powys).
4. Baptised Roman Catholic children with a brother or sister currently in the school
5. Baptised Roman Catholic children living outside of the Parishes of St Joseph's Penarth and St Mary's, Dinas Powys.
6. Brothers or sisters of children already in the school
7. Children whose parents are Baptised Catholics
8. Baptised children from other Christian denominations
9. Non-Catholic children where the parents understand and accept that their child/children will be educated in an environment that reflects Christian values. An accompanying letter to be written to the Governing Body clearly stating this aim will be required.

Unsuccessful applicants have the statutory right of appeal. Any such appeal will come before an Independent Appeals Panel the decision of which will be binding on both parties. Details of the appeal process are available upon request from the School Administration Officer: School Administration Officer, St. Joseph's RC Primary School, Sully Road, Penarth, Vale of Glamorgan. CF64 2TQ

Attendance

The attendances at school are grouped into three areas:

- a) Attendances
- b) Absences (authorised)
- c) Absences (unauthorised)

Authorised absences are those such as illness, hospital/dental appointments and these are noted provided information is sent to the school by parents or guardians as soon as possible.

Unauthorised absences are those that the school is not officially made aware of by parents or guardians, or reasons given for the absence that do not qualify for authorisation. It is not sufficient for a child to return to school from an absence without any information from parents or guardians.

It is the policy of the school to mark all absences for holidays during term time as unauthorised.

Parents are also asked to ensure that children are regularly on time for school and are collected promptly at the end of each day.

The school continues to work closely with the Education Welfare Service in working with parents and guardians to ensure high levels of attendance and punctuality for all pupils.

Attendance Information 2021 – 2022

2021 - 2022	Attendance %	Authorise Absence %	Unauthorised Absence %
Autumn	91.9	6.6	1.4
Spring	92.7	6.2	1.1
Summer	91.5	4.6	3.7

Thanks

The Governing Body would like to thank all stakeholders associated with the school and those of the wider community for all the support given throughout the year. We are proud of our school, its traditions, values and achievements. We hope that through our continuing mutual support, the children of St. Joseph's RC Primary School will continue to benefit and grow using their talents and abilities for themselves and others. We are all here for the children of our school and feel privileged to support parents in the spiritual, educational and social development of their children.