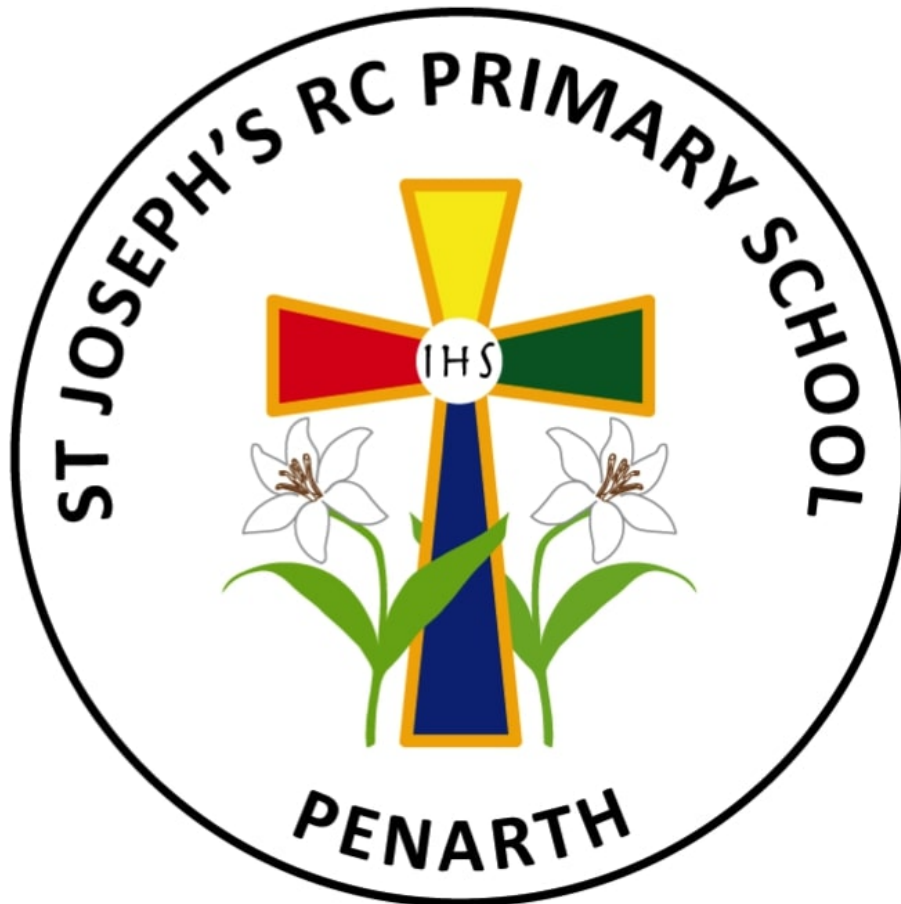


St Joseph's RC Primary School  
Governing Body's  
Annual Report to Parents  
2020 – 2021



**IMPORTANT INFORMATION**

We have modified our Annual Report to Parents for the academic year 2020 - 2021 as a result of Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2021.

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 The Welsh Government have repealed the School Performance and Absence Targets (Wales) Regulations 2011.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 2020/21 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](mailto: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 2020 - 2021 academic year.

A great deal has happened since the last Annual Report to Parents and Carers, that has affected every single one of us. However, one thing that remains, is the excellent quality of educational provision by the school, during what have been extremely challenging times. 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.

Our pupils began the school year with a staggered entry. This enabled staff to check-in with pupils, establish classroom routines including hand washing and hand hygiene, write class charters (with an additional focus on keeping themselves and others safe) and ensure effective processes and procedures were put in place, particularly for staggered starts, breakfast club and lunchtimes. The focus of the provision during the start of the academic year was on developing excellent learning behaviours in the classroom, literacy and numeracy skills, Religious Education, physical health and outdoor learning activities, in order to enhance wellbeing.

Over Christmas time, a second national lockdown was announced by the Welsh Government and it was March before all children returned. During this time, learning returned to remote provision including synchronous sessions using MSTeams and the use of Seesaw to share and feedback on pupils' learning at home. As Covid cases started to fall, Foundation Phase pupils returned at the end of February and all Key Stage 2 pupils returned on 15<sup>th</sup> March. For the end of the Spring term, teaching and learning prioritised the need to: re-establish classroom routines and hygiene procedures, re-connect with pupils (teacher to pupil, pupil to pupil) including increased opportunities for building relationships, outdoor learning, physical development and play, and review 'key' learning taught during the second school closure.

The summer term saw a more stable period and, in line with detailed risk assessments, the leadership and staff renewed its focus to continue its journey towards Curriculum for Wales 2022. Highlights included: the implementation of realPE, a renewed focus on the Four Purposes of the curriculum and a joint-curriculum Expressive Arts domain with St Helen's Barry, entitled Laudato Si, focusing on Climate Change and developing the characteristics of an Ethical and Informed Citizen; and a review of stakeholders' views of 'What should pupils of St Joseph's know, do and be like?' to inform curriculum provision.

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. We look forward to a more stable 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. 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.

## Governing Body Structure 2020 - 2021

| Name                                 | Category        | Appointment | Term of Office Expires |
|--------------------------------------|-----------------|-------------|------------------------|
| Mr Anthony Rogers<br>(Chair)         | Foundation      | 01/09/2005  | 31/08/2021             |
| Mrs Deirdre Emberson<br>(Vice-Chair) | Foundation      | 22/02/2007  | 31/08/2021             |
| Mr Benny Augustian                   | Foundation      | 15/03/2012  | 31/08/2021             |
| Mr James Payampallil                 | Foundation      | 01/09/2010  | 31/08/2021             |
| Miss Angharad Price                  | Foundation      | 01/01/2014  | 31/08/2021             |
| Mrs Alexandra Thomas                 | Foundation      | 18/04/2018  | 31/08/2021             |
| CLlr Ian Buckley                     | Minor Authority | 17/07/2017  | 30/06/2025             |
| Mrs Jenny Dunstan                    | Elected Teacher | 01/12/2016  | 01/12/2024             |
| Mrs Claire Hicks                     | Elected Staff   | 08/12/2005  | 08/12/2021             |
| Mr Gareth Williams                   | Elected Parent  | 23/10/2017  | 31/10/2021             |
| Mrs Shelley Lloyd                    | Local Authority | 02/07/2018  | 01/02/2022             |
| Mrs Laura Taylor                     | Headteacher     | 20/04/2020  | N/A                    |
| Vacancy                              |                 |             |                        |
| Vacancy                              |                 |             |                        |

**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 2020 - 2021

### Numbers on Roll

| Class<br>2020 - 2021 | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Total<br>(FTE) |
|----------------------|---------|-----------|--------|--------|--------|--------|--------|--------|----------------|
| <b>No. on roll</b>   | 22 (11) | 28        | 29     | 28     | 23     | 28     | 31     | 27     | 205            |
| <b>eFSM</b>          | n/a     | 3         | 2      | 7      | 6      | 5      | 2      | 3      | 28             |

| Senior Leadership Team           |                                   |
|----------------------------------|-----------------------------------|
| <b>Headteacher</b>               | Laura Taylor                      |
| <b>Acting Deputy Headteacher</b> | Jenny Dunstan                     |
| <b>TLR: Leader of Learning</b>   | Richard Frost<br>Natalie Lawrence |
| <b>ALNCo</b>                     | Jenny Dunstan                     |

| Year      | Teacher(s)                   | Support Staff    | ALN 1:1   |
|-----------|------------------------------|------------------|---|
| Nursery   | Lisa Austin/ Victoria Batten | Lynsey Ridsdale  | Bernadette Katchi<br>Emma Preston<br>Mai Alassi<br>Sally Morgan<br><br>From January 2021<br>Sian Buckley<br>Bryony Edwards<br>Lucy Mulchinock |
| Reception | Danielle Gardiner            | Taneale Stephens |   |
| Year 1    | Helen Walsh                  | Claire Harris    |   |
| Year 2    | Jenny Dunstan                | Jo Pyman         |   |
| Year 3    | Catherine Samuel             |                  |   |
| Year 4    | Mercedes Ttophi              |                  |   |
| Year 5    | Ruth Jones                   |                  |   |
| Year 6    | Richard Frost                |                  |   |

|                                  |   |
|----------------------------------|---|
| <b>PPA &amp; Leadership time</b> | Claire Hicks<br>Rolf Clarke<br>Dave Smith |
| <b>Thrive</b>                    | Jo Feehan                                 |
| <b>HLTA</b>                      | Claire Hicks                              |

| School Admin Officers             | Caretaker   |
|-----------------------------------|---|
| Tracey Buckland<br>Allison Davies | John Harding<br>Paul Phillips (from January 2021) |

| Breakfast Club Supervisors |                |
|----------------------------|----------------|
| Jean Beavan                | Karen Bonutto  |
| Vicky Knight               | Nicola Solomon |
| Michelle Peach             | Val Roberts    |
| Natalie Appleton           | Hannah Murphy  |

| Midday Supervisors |                 |
|--------------------|-----------------|
| Karen Bonutto      | Victoria Knight |
| Pauline Courtney   | Michelle Peach  |
| Bernadette Katchi  | Nicola Solomon  |
| Alison Parry Jones | Vicky Hooper    |
| Hannah Murphy      |                 |

### School Sessions and Times

Dates for the School Year: September 2020 - 2021

| TERM   | START                                      | HALF-TERM HOLIDAY                       |   | END   |
|--------|--|---|---|---|
| Autumn | Thursday 3 <sup>rd</sup><br>September 2020 | Monday 26 <sup>th</sup><br>October 2020 | Friday<br>30 <sup>th</sup> October 2020 | Friday<br>18 <sup>th</sup> December<br>2020 |
| Spring | Monday<br>4 <sup>th</sup> Jan 2021         | Monday<br>15 <sup>th</sup> Feb 2021     | Friday<br>19 <sup>th</sup> Feb 2021     | Friday<br>26 <sup>th</sup> Mar 2021         |
| Summer | Monday<br>12 <sup>th</sup> April 2021      | Monday<br>31 <sup>st</sup> May 2021     | Friday<br>4 <sup>th</sup> June 2021     | Tuesday<br>20 <sup>th</sup> July 2021       |

## Staff Training Days 2020 - 2021

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

| Date                                 | Focus  |
|--------------------------------------|--|
| Friday 15 <sup>th</sup> January 2021 | Synchronous Teaching<br>Effective use of MSTeams   |
| Friday 12 <sup>th</sup> February     | realPE<br>RSE Life to the Full<br>Staff Wellbeing Webinar  |
| Friday 30 <sup>th</sup> April 2021   | Curriculum for Wales<br>Four Purposes and Integral Skills  |
| Monday 7 <sup>th</sup> June 2021     | Curriculum for Wales: Integral Skills and Domain Structure<br>School Website – Class pages   |
| Monday 19 <sup>th</sup> July 2021    | 5 x Double Twilight Sessions<br>Teach Like a Champion<br>Seesaw<br>Curriculum for Wales: Expressive Arts<br>Online teaching and learning with Doug Lemov<br>Target Setting |
| Monday 19 <sup>th</sup> July 2021    | 5 x Double Twilight Sessions<br>Retrieval Practice<br>Outdoor Learning<br>realPE<br>Parent Teacher Consultations<br>Safeguarding and GDPR                                  |

## School sessions and times

|         | Morning          | Afternoon       |
|---------|------------------|-----------------|
| Nursery | 9.25am - 11.55pm | 1.20pm – 3.50pm |
| FP      | 9.20am - 12.30pm | 1.30pm - 3.55pm |
| KS2     | 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.

|                           |  |                        |   |
|---------------------------|--|------------------------|---|
| <b>Priority 1</b>         | <p>To further develop and enhance a knowledge-rich curriculum that:</p> <ul style="list-style-type: none"> <li>• is broad and balanced</li> <li>• provides pupils with an extensive vocabulary</li> <li>• develops pupils' literacy and numeracy skills</li> <li>• informs pupils about the world and their place in it.</li> </ul>  |                        |   |
| <b>Four Purpose Links</b> | 1.1, 1.2, 1.4, 1.5, 1.7, 1.9, 1.10<br>2.3, 2.4<br>3.1, 3.6, 3.8<br>4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8   | <b>Estyn CIF Links</b> | 1.1, 1.2, 1.3<br>2.2<br>3.1, 3.2, 3.3<br>5.1, 5.2, 5.3, 5.4 |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>• Most pupils achieve the pass rate in Domain Unit assessments and are able to recall key information from each Domain Unit.</li> <li>• Most pupils will be able to demonstrate an application of knowledge learnt within the Domain units to a high standard.</li> <li>• Nearly all pupils meet or exceed their individual target in science.</li> <li>• Curriculum maps will be in place for Humanities, Science and Technology and the Expressive Arts.</li> <li>• Yearly and mid-term overviews will be in place to enhance and develop continuous and enhanced provision in the Foundation Phase.</li> <li>• Many pupils will be able to articulate and describe how they are working towards the Four Purposes.</li> </ul>  |                        |   |
| <b>Lead staff member</b>  | Laura Taylor   | <b>Link Governor</b>   | Deirdre Emberson  |
| <b>Evaluation</b>         | <p><b>Expressive Arts</b></p> <ul style="list-style-type: none"> <li>• A baseline of current provision and training needs in relation to the Expressive Arts was conducted.</li> <li>• Opportunities for the Expressive Arts across the Domains and additional curriculum provision has begun to be mapped – this process will continue in the Autumn term.</li> <li>• During the Summer term, staff at St Joseph's collaborated with staff at St Helen's to plan and deliver a whole school Expressive Arts domain based on the theme 'Climate Change.' This afforded an effective opportunity to develop a domain structure pertinent to the Expressive Arts as well as considering the development of the Four Purposes, and the coherent progression of discipline-specific knowledge, skills and experiences. This experience, will be utilised during the Autumn term where new Expressive Arts domains will be written for each year group, ensuring the continuation of a broad and balanced curriculum.</li> <li>• Following the completion of the cluster Expressive Arts domain, a teacher survey identified that all practitioners (100%) had an improved knowledge and understanding of the Expressive Arts Area of Learning and Experience and many practitioners (87.5%) agreed that taking part in the project and sharing good practice and expertise had a positive impact on their professional knowledge of the New Curriculum and practice.</li> <li>• As the new Expressive Arts domains are written, resources will be audited and purchased to ensure they can be delivered effectively.</li> <li>• Due to restrictions regarding Covid-19, opportunities for using experience and expertise in the local community to enhance learning in the Expressive Arts, and the use of the newly built amphitheatre as an area for performance, will be explored.</li> </ul> <p><b>Learning through Domains</b></p> <ul style="list-style-type: none"> <li>• Domain unit assessments were developed through the use of Retrieval Practice techniques such as multiple choice quizzes and knowledge organiser tasks.</li> </ul> |                        |   |

- In the most recent Learning Walk focusing on retrieval practice, all classes utilised an increased variety of retrieval practice techniques which were used effectively to ensure high participation and think ratio. In all classes, most pupils were able to recall knowledge from previous domains.
- Curriculum maps continue to be developed for Humanities, Science and Technology and the Expressive Arts.
- Nearly all KS2 pupils met or exceeded their individual target in science (Y3: 87%; Y4: 100%; Y5: 97%; Y6: 96%).
- The most recent Domain work scrutiny, identified that in all classes, learning objectives are clear and appropriate for the age/ stage of the learners and learning activities are purposeful and build successfully on what pupils know. In all classes, the use of the Topic, Unit or Domain specific vocabulary is effective and there are regular and effective opportunities to apply literacy skills across the curriculum. In all classes, there are regular opportunities to develop the characteristics of the Four Purposes.
- During the summer term, parents and carers were asked to complete a survey regarding Domain learning. Analysis of this survey identified that many parents and carers (87.6%) agreed or strongly agreed that the current curriculum engages their child with their learning, and many parents and carers (87.5%) agreed or strongly agreed that the current curriculum gives their child opportunities to grow to be ambitious and capable, ethical and informed, healthy and confident and creative and enterprising. Many parents and carers (81.3%) agreed or strongly agreed that the current curriculum is taught in an exciting and innovative way.
- All staff undertook Professional Learning during the summer term to enhance their knowledge and understanding of the Integral Skills. Staff considered what the characteristics of the integral skills looked like at different stages of development and reviewed how well our curriculum provision gives pupils opportunities to develop the integral skills and where improvement could be made. The outcome of these discussions will be developed through curriculum development during the next academic year.
- Many pupils are able to articulate and describe how they are working towards the Four Purposes, in particular being Ambitious and Capable learners and Ethical and informed citizens which have been the focus of teaching and learning during the summer term.
- The Year 3 Curriculum Government Group successfully informed pupils, parents and governors about the Four Purposes and the New Curriculum for Wales through an assembly and focus weeks/ domains. The group also designed our unique Four Purposes logos which are displayed in the school hall. The creation of classroom based displayed will be a focus during the next academic year.

#### **Continuous and Enhanced Provision – Foundation Phase**

Opportunities for Continuous and Enhanced provision were mapped across learning domains and used and displayed in the weekly planning proforma in all Foundation Phase classes.

An audit of resources needed to ensure effective provision was completed and where appropriate, additional resources were purchased.

- In a recent Learning Walk focusing on Continuous and Enhanced provision, in all classes, activities were purposeful and the intended outcomes clearly shared with learners. Activities build on prior teaching and learning and allow all learners to make progress and Continuous and Enhanced Provision had been planned in a weekly overview and was displayed in the classroom in all classes and pupils demonstrated independence and respect for others.
- Areas for development include, the use of observation sheets to record outcomes of learners and further opportunities to develop the integral skills, such as solving problems, through Continuous and Enhanced Provision.

**Next Steps/  
Considerations for SIP  
2021 - 2022**

1. Expressive Arts: To plan, deliver and monitor an Expressive Arts domain in each year group, mapping progression in discipline specific knowledge, skills and experiences.
  2. Expressive Arts: Explore opportunities for using experience and expertise in the local community to enhance learning within the Expressive Arts.
  3. Curriculum for Wales: Vision - Review of school vision and creation of Areas of Learning and Experience visions.
  4. Curriculum for Wales: Progression and Assessment – Increase practitioners understanding of the progression and assessment framework for the New Curriculum for Wales.
  5. Domain Learning/ Stakeholder voice: Utilise the results of the ‘know, do, experience, be’ responses as the St Joseph’s Curriculum is refined during the academic year 2021 – 2022
  6. Domain Learning/ Cluster development: Liaise with cluster schools to develop a whole-school domain during the academic year 2021 – 2022 focusing on Health and Wellbeing.
  7. Cluster Curriculum Development: Areas of Learning and Experience leads across all cluster including St Richard Gwyn to facilitate discussions regarding the creation of a 3-16 continuum including common threads of knowledge, skills and experiences for each Area of Learning and Experience.
  8. 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.
  9. 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.
  10. Domain Learning/ Science and Technology: Trial and review the use of CKC Science units.
  11. Four Purposes: Further enhance the visibility of the Four Purposes through classroom displays.
  12. Four Purposes: Curriculum Government Group to organise ‘Creative and Enterprising’ and ‘Healthy and Confident’ focus weeks/ domains.
  13. Four Purposes: Learner voice (Spring 2022) and showcase for stakeholders (Summer 2022)
  14. Integral Skills: Development of Integral Skills during Application Week and Exit celebration and across others areas of the curriculum.
  15. Outdoor Learning: Enhanced provision and monitor impact on standards of Outdoor Learning across all year groups.
  16. Self-Improvement and Application Time: Renewed focus on whole-class marking and feedback and the use of SIAT in the Foundation Phase.
- Continued focus on Citizenship, St Joseph’s School Parliament and the UNCRC.

|                           |   |                        |   |
|---------------------------|---|------------------------|---|
| <b>Priority 2</b>         | To improve pupils' ability to use number effectively and their ability to apply mathematical concepts.  |                        |   |
| <b>Four Purpose Links</b> | 1.1, 1.3, 1.6, 1.7<br>2.9, 2.10<br>3.1, 3.8   | <b>Estyn CIF Links</b> | 1.1, 1.2, 1.3<br>3.1, 3.3<br>5.1, 5.2, 5.3, 5.4 |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>• A baseline test is taken by pupils at the start of the Autumn term to identify gaps in knowledge due to the Covid-19 pandemic.</li> <li>• 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.</li> <li>• By the end of the summer term 2021, most children achieve their individual MD or mathematics teacher assessment targets.</li> <li>• The average standardised score in the national mathematics procedural and reasoning tests will have increased in each class (where comparable data is available).</li> <li>• Pupils with ALN demonstrate progress that is commensurate with their age and ability.</li> <li>• Nearly all MAT pupils in Year 2 and Year 6 achieve at least 1 sub-outcome/sub-level higher than the expected level for their class.</li> <li>• Increased numbers of pupils who are eFSM attain +1 levels.</li> <li>• Numeracy across the curriculum has been reviewed and Domain Units amended if improvement is required.</li> </ul>   |                        |   |
| <b>Lead staff member</b>  | Richard Frost   | <b>Link governor</b>   | Shelley Lloyd                                   |
| <b>Evaluation</b>         | <ul style="list-style-type: none"> <li>• In all year groups, unit 1 of the Maths No Problem scheme was used to identify gaps in knowledge of number, due to the Covid-19 pandemic. Following the analysis of the chapter review and end of unit discussion with the Lead for Mathematics and Numeracy, pupils in need of re-teach or additional support were identified, and where appropriate, intervention groups were planned and delivered.</li> <li>• End of unit reviews and analysis meetings were effective in identifying which pupils were working above, at and below expected level and how best to support or challenge pupils where appropriate.</li> <li>• By the end of the summer term 2021, most children achieved their individual MD or mathematics teacher assessment targets.</li> <li>• Analysis of progress in the National Procedural Test from 2019 – 2021, identified that two thirds of pupils across the school (67%) achieved a Standardised Score of 86 or over.</li> <li>• In all classes with available data (Y4 to Y6) there was a significant rise in the number of children in the middle range category meaning this is now the dominant group in all classes.</li> <li>• Year 2 and 3 classes showed a good level of the class average giving a good starting point for tracking future data and progress.</li> <li>• Data for standardised scores in the National Reasoning tests will be available in the Autumn term 2021 following the trial of the online assessment.</li> <li>• In a recent Work Scrutiny for Mathematics, in all classes there is sufficient allocated time during the week in every class for core teaching of Maths and most pupils are making sequenced progress and showing improvement.</li> <li>• Pupils with ALN demonstrated progress that is commensurate with their age and ability.</li> <li>• Nearly all MAT pupils in Year 2 and Year 6 achieve at least 1 sub-outcome/sub-level higher than the expected level for their class. In year 6, 63% of pupils were targeted and achieved Level 5 in Mathematics, 26% of pupils achieving a Level 5a. In year 2, 19% of pupils achieved an Outcome 6 in Mathematics.</li> <li>• In Year 2, 83% of pupils who are eFSM attain Outcome 4 or below, 17% attained Outcome 5. In Year 6, 67% of pupils who are eFSM attained Level 4+.</li> </ul> |                        |   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Numeracy across the curriculum has begun to be mapped in the Foundation Phase. The work as well as mapping for numeracy in Key stage 2 will continue into the Autumn term 2021.</li> <li>• Initial professional learning in the use of journals in embedding mastery was undertaken. This element of Singapore Maths will be a focus on the SDP 2021 – 2022.</li> </ul>  |
| <p><b>Next Steps/<br/>Considerations for<br/>SDP 2021 - 2022</b></p> | <ol style="list-style-type: none"> <li>1. Mathematics: Continued enhancement of the use of manipulatives</li> <li>2. Mathematics: Professional Learning, implementation and monitoring in the use of journals to develop Maths Mastery.</li> <li>3. 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</li> <li>4. Numeracy across the curriculum: Mapping provision for numeracy across the curriculum, monitor and review impact on standards.</li> </ol> |

|                           |  |                        |   |
|---------------------------|--|------------------------|---|
| <b>Priority 3a</b>        | To improve pupils' ability to communicate effectively in English.  |                        |   |
| <b>Priority 3b</b>        | To improve pupils' ability to communicate effectively in Welsh.  |                        |   |
| <b>Four Purpose Links</b> | 1.1, 1.4, 1.8<br>2.7<br>3.6<br>4.1   | <b>Estyn CIF Links</b> | 1.1, 1.2, 1.3<br>2.2<br>3.1, 3.2, 3.3<br>4.1, 4.2<br>5.3, 5.4 |
| <b>Success Criteria</b>   | <p>3a. English</p> <ul style="list-style-type: none"> <li>• A baseline test is taken by pupils at the start of the Autumn term to identify gaps in knowledge due to the Covid-19 pandemic.</li> <li>• 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.</li> <li>• By the end of the summer term 2021, most pupils, except those with SEN Statement or at SA+, achieve the success benchmark for all Skills Units.</li> <li>• Most pupils in each class demonstrate an age appropriate ability to write sentences whose grammar is correct. (Assessed against the year group objectives.)</li> <li>• Most pupils' handwriting in Key Stage 2 is good or better.</li> <li>• Increased number of pupils who are eFSM attain +1 levels.</li> <li>• Participation in the Comparative Judgement CSC project ensures improved standards of most pupils and improvements to provision where necessary are made.</li> </ul> <p>3b. Welsh</p> <ul style="list-style-type: none"> <li>• Many pupils in each class know, and are able to use correctly in conversation, their year group's Continuum sentence patterns.</li> <li>• Many pupils in each class are able to read and write at an age appropriate level.</li> </ul>   |                        |   |
| <b>Lead staff member</b>  | Jenny Dunstan  | <b>Link governor</b>   | Anthony Rogers  |
| <b>Evaluation</b>         | <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Most pupils met or exceeded their individual target in English (Reception: 78%; Year 1: 90%; Year 2: 89%; Year 3: 87%; Year 4: 100%; Year 5: 84%; Year 6: 93%)</li> <li>• In year 6, 67% of pupils who are eFSM attained the expected level for English. No pupils who are eFSM attained +1 levels in English. In year 2, only 17% of pupils who are eFSM attained the expected level for English. In all cases, eFSM pupils received daily and weekly intervention for phonics, reading and writing, where appropriate. Focus on these pupils will continue into the next academic year, with the continued employment of an LSA using the Accelerated Learning Grant.</li> <li>• Most pupils, except those with SEN Statement or at SA+, achieved the success benchmark for nearly all Skills Units throughout the year. Where pupils did not meet the benchmark, they were discussed at end of unit analysis meetings and interventions or support were implemented, where appropriate.</li> <li>• Many pupils (77%) are reading at or above their chronological age on the SALFORD reading test (June 2021). Where pupils are reading below their chronological age, they are receiving a reading/phonics intervention</li> <li>• Most key stage 2 pupils (89%) improved their score on the High Frequency Word Spelling test between September 2020 and May 2021.</li> <li>• All pupils receiving phonics intervention in years 1 and 2 made progress. 3 groups of Year 2 pupils were assessed as no longer requiring this targeted support along with 2 groups of Year 1 pupils. Most pupils in each class demonstrate an age-appropriate ability to write sentences whose grammar is correct. (Assessed against the year group objectives.)</li> <li>• Most pupils' handwriting in Key Stage 2 is good or better though following disruptive learning and the more frequent use of digital technologies due to school closure, handwriting and presentation will be a key focus of the Autumn term 2021.</li> <li>• Participation in the Comparative Judgement CSC project ensures improved standards of most pupils and improvements to provision where necessary were</li> </ul> |                        |   |

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|  | <p>made. This included, for example, a specific writing intervention for 8 year 3 pupils who performed below expected level in the year 3 comparative judgement project. Writing progress scores and writing ages for each pupil from Year 1 to Year 6 have been identified and these scores and the pupil progress will continue into next year’s writing schedule. Writing exemplars from this year’s Comparative Judgement project will inform practice during the academic year 2021 – 2022.</p> <ul style="list-style-type: none"> <li>• Dissemination of Reading Reconsidered training to staff, changes to provision where necessary, and monitoring to demonstrate that the Reading Reconsidered techniques and methods are leading to improvements in pupils’ work and achievement will continue into the Autumn term 2021. The Lead for Literacy, Languages and Communication has been successfully appointed as the Reading Reconsidered Primary Trainer for the CSC for the academic year 2021 – 2022. Teachers, and therefore pupils, will benefit from this additional professional learning opportunity.</li> <li>• The recent Work Scrutiny for English identified that learning objectives are clear, activities are purposeful and build on prior knowledge, standards of presentation are good and there is evidence of literacy across the curriculum in nearly all year groups.</li> </ul> <p><b>Welsh</b></p> <ul style="list-style-type: none"> <li>• Most pupils in each class, know the key vocabulary and sentence patterns for the Welsh scheme units of work taught.</li> <li>• Online quiz games such as Kahoot are used effectively in KS2 to track pupils language acquisition, identifying areas of development.</li> <li>• Around half of pupils in each class know, and are able to use correctly in conversation, their year group’s Continuum sentence patterns.</li> <li>• All pupils are given opportunities to write for a variety of purposes and in a variety of forms through weekly welsh lessons.</li> <li>• A minority of pupils in each class are able to read and write at an age- appropriate level.</li> <li>• Opportunities for reading texts including traditional and contemporary poetry and prose are beginning to be provided – the provision for fortnightly Welsh reading sessions for all classes from year 1 to Year 6 will continue to be a priority next academic year.</li> <li>• A Tocyn Iaith (language raffle ticket) system has been implemented and effectively encourages pupils to speak Welsh throughout the school day.</li> <li>• In a recent work scrutiny, learning activities were identified as purposeful and build successfully on what pupils know in all classes.</li> </ul> |
| <p><b>Next Steps/<br/>Considerations for SDP<br/>2021 - 2022</b></p> | <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Reading Reconsidered: Training and implementation of strategies, review of impact.</li> <li>• Writing: Comparative Judgement project; Writing Revolution intervention/ whole class practice; focused use of SIAT to improve writing/ sentence construction.</li> <li>• Handwriting and Presentation: Introduce a systematic teaching of letter formation and joins.</li> <li>• Spelling: Introduce the SWST to measure impact; continue HFW</li> <li>• Oracy: implementation of drama-based activities – linked with performance on the Amphitheatre.</li> </ul> <p><b>Welsh</b></p> <ul style="list-style-type: none"> <li>• Work towards to Siarter Iaith Bronze Award</li> <li>• Enhance the provision for Cymraeg Cyflyn/ Daily Welsh – identify good practice in other school, Criw Cymraeg to facilitate, re-establish Phrase of the Week.</li> <li>• Provide Professional Learning on the role of Helpwr Heddiw in the daily Cymraeg Cyflym sessions.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Continue to map and implement opportunities for Welsh reading sessions across the school – ensure each class are allocated a text every half term to read.</li> </ul> <p><b>Modern Foreign Languages</b></p> <ul style="list-style-type: none"> <li>Work in partnership with Head of MFL at St Richard Gwyn High School to provide Modern Foreign Language sessions for Year 6 pupils.</li> <li>Identify KS2 practitioner to attend CSC Funded Primary International Languages Professional Development – trial programme within practitioners’ classroom.</li> </ul> |
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| <b>Priority 4</b>         | To improve the provision for pupils’ personal and physical development and wellbeing   |                        |  |
| <b>Four Purpose Links</b> | 1.1, 1.10<br>2.1, 2.2, 2.6, 2.8, 2.9, 2.10,<br>2.11<br>3.3, 3.4, 3.7, 3.8<br>4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8   | <b>Estyn CIF Links</b> | 1.2<br>2.1, 2.2<br>3.1, 3.3<br>4.2, 4.3<br>5.1, 5.3, 5.4 |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>The St Joseph’s Pupil Profile will continue to be embedded throughout the school.</li> <li>Identified pupils, including those who are eFSM, will have received Thrive support and will show demonstrable progress.</li> <li>UNCRC are embedded across the curriculum.</li> <li>An increase in the average levels of self-esteem recorded in SELFIE.</li> <li>A review of the curriculum against the Health and Wellbeing Area of Learning and Experience and the implementation of the new RSE policy and scheme of work for Catholic schools has been completed.</li> <li>Opportunities for physical development are mapped into the Domain yearly and mid-term planning.</li> <li>Many pupils demonstrate improved ability in the 6 skills ladders for the areas of physical development and work towards the Health and Wellbeing Area of Learning and Experience What Matter’s statement ‘<i>Developing physical health and well-being which has lifelong benefits</i>’.</li> </ul>   |                        |  |
| <b>Lead staff members</b> | Helen Walsh (Pupil Profile)<br>Jenny Dunstan (Wellbeing-interventions)<br>Lisa Austin (Physical Development)   | <b>Link governors</b>  | Alexandra Thomas   |
| <b>Evaluation</b>         | <ul style="list-style-type: none"> <li>The St Joseph’s Pupil Profile is embedded through a half-termly act of worship, classroom activities, prayer sessions and half termly reflections, throughout the school.</li> <li>Nearly all pupils are able to reflect on how they have developed the virtues.</li> <li>UNCRC are embedded across the curriculum.</li> <li>ELSA intervention support was given to identified groups of pupils requiring small group emotional support intervention, weekly.</li> <li>SELFIE questionnaires were completed in November 2020 &amp; May 2021. 56% of respondents (Year 2-Year 6) made progress. Out of the 26 pupils who initially received emotional support, 81% made progress. However, additional pupils continue to be identified as requiring additional support</li> <li>Opportunities for physical development are mapped into the Domain yearly and mid-term planning for all Foundation Phase classes.</li> <li>Resources to support physical development were audited and are being purchased on a rolling programme.</li> <li>In a Learner Voice questionnaire (June 2021), Nearly all pupils felt that that they are physically active at St Joseph’s. The results showed as pupils progressed</li> </ul> |                        |  |

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|   | <p>throughout the Foundation phase, the majority of pupils felt they were good/confident with all physical development areas.</p> <ul style="list-style-type: none"> <li>• In a recent learning walk focusing on physical development, the physical development activity was purposeful, and the intended outcomes of the activity were clear and shared with learners, in all classes. In all classes, the activities were appropriate to the pupil's age and the activities allowed all learners to make progress. In all classes, the activity promoted physical emotional and mental wellbeing of the learners and develops learner's confidence and self-esteem.</li> <li>• A review of the curriculum against the Health and Wellbeing Area of Learning and Experience and the implementation of the new RSE policy and scheme of work for Catholic schools has been completed.</li> <li>• Following ratification of the RSE Policy and scheme of work by Governors, a parent consultation period and staff training in the new RSE policy and scheme of work in the Spring term 2021, these resources have been introduced and trialled across the school. During the next academic year, the new RSE Scheme of Work 'Life to the Full' for Catholic Schools will be embedded and monitored in order to ensure that the standards in teaching of RSE across the school and standards of pupils' outcomes in RSE are at least good.</li> </ul> |
| <b>Next Steps/<br/>Considerations for SDP<br/>2021 - 2022</b> | <ul style="list-style-type: none"> <li>• ALN – the Act, Learning Pathway and interventions to become its own priority as part of the SDP 2021 – 2022.</li> <li>• Whole school vision for Health and Wellbeing: Principles. Policies, Partnerships, Provision, Practice and Progress. Healthy Schools Award, Outdoor Learning, Staff wellbeing initiative,</li> <li>• Physical Development: focus on improving pupil's physical skills and development through the continuous provision areas of the classroom; plan for challenge and problem solving in physical development focused task activities/ lessons; map the physical development activities in line with the Health and Well-Being AoLE Statements of What Matter and Descriptions of Learning.</li> <li>• Focus on 'Healthy and Confident' individuals through a focused week or cluster planned 'Health and Wellbeing' domain.</li> <li>• Implementation and review of the new RSE scheme of work; Monitor and review provision and standards for RSE.</li> <li>• To develop the Pupil Profile so that all pupils feel able to grow academically, spiritually and morally on their own journey to reach their full potential.</li> </ul>   |





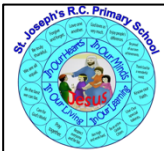


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| <b>Priority 5</b>         | To continue to embed the Digital Competence Framework throughout the school.  |                        |   |
| <b>Four Purpose Links</b> | 1.7, 1.8, 1.9, 1.10<br>2.4, 2.6, 2.10<br>3.1, 3.2, 3.6, 3.8<br>4.1, 4.4, 4.5  | <b>Estyn CIF Links</b> | 1.1, 1.2, 1.3<br>2.2<br>3.1, 3.2, 3.3<br>4.2, 4.3<br>5.3, 5.4 |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>• Staff members demonstrate improved knowledge and understanding of the DCF in skills audits.</li> <li>• Most pupils in each year group demonstrate proficiency with all of their year group objectives.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |                        |   |
| <b>Lead staff member</b>  | Richard Frost   | <b>Link governor</b>   | Gareth Williams   |
| <b>Evaluation</b>         | <ul style="list-style-type: none"> <li>• Due to school closure and the increased access to Professional Development to enhance asynchronous and synchronous online learning, the knowledge, skills and experiences of staff and pupils grew exponentially during the academic year 2021 –</li> </ul>  |                        |   |

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|  | <p>2022. As a result, Staff members demonstrate improved knowledge and understanding of the DCF in skills audits.</p> <ul style="list-style-type: none"> <li>• Thanks to the Hwb funding, all pupils who required a device were able to loan one from the school during the spring term 2021 school closure. Where requested, these devices are on a long-term loan to some families within the school community.</li> <li>• A key factor in this was the introduction and embedding of the Seesaw platform throughout the school giving staff and pupils simple and effective access to digital work, resources and information. Prior to and following school closure during the Spring term Seesaw has continued to be an invaluable tool for pupils to create a range of media files and interact with their class and teacher both at school and at home e.g., through weekly homework and home projects.</li> <li>• The school's self-evaluation for remote learning using the tool created by the CSC, identified that the systematic and rigorous introduction and use of Seesaw during the autumn term, both in class and for homework, ensured that teachers and learners are confident with its use, making it an effective vehicle (in conjunction with the continued use of OneDrive class folders on Hwb) for sharing, uploading and feeding back on learning activities.</li> <li>• In addition, the use of Loom to enhance asynchronous lessons to include video as well as voice-over improved the engagement of pupils, particularly in the Foundation Phase and the introduction of 'live' lessons increased engagement and participation in purposeful sessions to teach the key aspects of learning required to complete independent tasks in a 'I do, we do, you do' approach.</li> <li>• A Spring term 2021 survey of pupils in regard to distance learning identified that, overall, the responses were positive particularly regarding enjoyment of live lessons, feedback on their work, having enough work to do, knowing how to contact their class teacher and knowing how to stay safe online.</li> <li>• In a similar survey, responses from teachers to the Distance Learning Provision questionnaire were positive. This was particularly true of teachers' judgement that pupil engagement is much better during this lockdown compared to the last. Teachers required further support in the use of MS Teams to deliver live lessons and this was offered during the Professional Development session that week.</li> <li>• Parents and carers were also asked for their views and again, overall, the responses from parents/ carers (51 in total) to the Distance Learning provision questionnaire were positive. Many of the questionnaires praised and thanked staff for their ongoing efforts during this challenging time. The newly-introduced Seesaw, video lessons and live lessons, as well as communication from and with the school, have been received positively by nearly all parents/ carers.</li> </ul> |
| <p><b>Next Steps/<br/>Considerations for<br/>SDP 2021 - 2022</b></p> | <ul style="list-style-type: none"> <li>• Continue to use Seesaw as online platform particularly increasing independence of Foundation Phase pupils to log in and save / retrieve work.</li> <li>• Provide Professional Learning to staff in the range of Hwb software and tools.</li> <li>• Re-establish discrete Computing Unlocked lessons to ensure IT knowledge and skills are taught effectively before they are applied across the curriculum.</li> <li>• Mapping of DCF objectives: 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</li> </ul>  |

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| <b>Priority 6</b>   | To improve teaching and learning through a focus on the Classroom Culture techniques from Teach Like a Champion (TLaC).  |                        |  |
| <b>Four Purpose Links</b>                                     | 1.1, 1.2<br>2.3<br>3.1, 3.2<br>4.1, 4.5  | <b>Estyn CIF Links</b> | 1.1, 1.2, 1.3<br>2.2<br>3.1, 3.3<br>4.1, 4.2<br>5.3, 5.4 |
| <b>Success Criteria</b>                                       | <ul style="list-style-type: none"> <li>• When compared with a pre-training baseline, teachers demonstrate an improved understanding of the Classroom Culture techniques.</li> <li>• Teacher Triads have been re-established to support and mentor peers in using these techniques successfully.</li> <li>• In most sessions observed, Classroom Culture is judged to be good or better.</li> <li>• In most sessions observed, teachers act appropriately to ensure that behaviour for Learning is excellent.</li> <li>• Nearly all pupils achieve their individual targets.</li> </ul>   |                        |  |
| <b>Lead staff member</b>                                      | Natalie Lawrence and Mercedes Ttophi   | <b>Link governor</b>   | Angahard Price   |
| <b>Evaluation</b>   | <ul style="list-style-type: none"> <li>• Throughout the academic year 2020 – 2021, teachers have focused upon Classroom Culture techniques as part of their Performance Management objectives, Professional Learning and Teacher Triad observations and coaching programme.</li> <li>• Following a review of how well teachers agree that each of the Classroom Culture techniques have been embedded into classroom practice, all teachers agreed that 12 out of 18 techniques have been fully embedded effectively. The further 6 techniques were judged as being introduced but not yet embedded or used consistently.</li> <li>• All teachers agreed that Teacher Triads, working within the same phase, have worked effectively to support and mentor their peers.</li> <li>• In addition to Teach Like a Champion, extensive and effective Professional Learning has been delivered to improve and enhance asynchronous and synchronous teaching.</li> </ul> |                        |  |
| <b>Next Steps/<br/>Considerations for SDP<br/>2021 - 2022</b> | <ul style="list-style-type: none"> <li>• Renewed focus and Professional Learning for teachers and Learning Support Assistants to deepen understanding and encourage use of the Professional Teaching Standards.</li> <li>• All teachers to complete a spiral of action enquiry independently.</li> <li>• Re-visit the Pedagogical Principles and consider ways Teach Like a Champion techniques and our curriculum provision supports a blend and balance of the Pedagogical Principles.</li> <li>• Specific focus to be given to the Schools and Learning Organisation Survey to ensure understanding of the criteria and describe identified strengths and areas for development in more detail.</li> <li>• Teach Like a Champion – Whole School focus on Part 2 – Academic Ethos. Individual triad focus on techniques identified as part of the TLAC review July 2021.</li> </ul>  |                        |  |

## 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 – Chaplaincy<br>                      | <ul style="list-style-type: none"> <li>To enhance the prayer life of the school including the creation of our new prayer garden.</li> <li>To develop digital links with the parish community.</li> <li>To promote peace and justice throughout the UK and the world through our work as Mini Vinnies.</li> </ul>  |
| Y5 - Welsh language and culture<br>      | <ul style="list-style-type: none"> <li>To improve the use of daily Welsh in school</li> <li>To develop links with a Welsh school to improve our Welsh</li> <li>To start a lunchtime Welsh club (GG4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)</li> </ul>  |
| Y4 - IT and Digital Safety<br>          | <ul style="list-style-type: none"> <li>To increase and enhance the use of Seesaw across the school and at home.</li> <li>Find out how we can improve the use of digital technology in school through questionnaires for children, parents and others.</li> <li>To research alternative energy source options and power management options for charging our IT devices. (GG 7 Affordable and clean energy)</li> </ul>  |
| Y3 - Curriculum<br>                    | <ul style="list-style-type: none"> <li>To increase the amount of Expressive Arts completed in our Domain Units.</li> <li>To introduce the pupils, parents, and governors to the New Curriculum for Wales Four Purposes.</li> <li>To help to reduce inequalities in education around the world by fundraising for digital and remote learning to be available to children who did not have access in the recent lockdown. (GG 10 Reducing inequalities)</li> </ul> |
| Y2 – Mission<br>                       | <ul style="list-style-type: none"> <li>To promote, learn about and live by the UNCRC by leading Antibullying week.</li> <li>To collect toiletries for asylum seekers and give to the parish.</li> <li>To decide on a campaign that could lead to sustainable consumption/production e.g. writing to manufacturers to ask them to use less packaging in their products (GG12 Responsible consumption and production.)</li> </ul>                                   |
| Y1 - Healthy Schools and Fairtrade<br> | <ul style="list-style-type: none"> <li>To help pupils to eat healthily in school and promote a healthy lifestyle.</li> <li>Sell vegetables grown in the polytunnel at the summer fair.</li> <li>Increase the amount of Fairtrade products used in school and at home (GG2 Zero hunger)</li> </ul>   |
| Reception - Eco and the outdoors<br>   | <ul style="list-style-type: none"> <li>To reduce the amount of food waste at lunch time.</li> <li>To develop the polytunnel and make bird feeders and bug hotels.</li> <li>To help raise awareness of climate change. (GG13 Climate Action)</li> </ul>  |

## **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 2020 – 2021 were:

- Policy and Guidance on Anti-Bullying in Schools (January 2021)
- Relationships and Sex Education Policy (January 2021)
- Safeguarding Policy (March 2021)
- Staff Disciplinary Procedure (May 2021)
- Performance Management Policy (July 2021)

## **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 School Prospectus 2020 – 2021 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 internal improvements to Foundation Phase classrooms, along with the Nursery and EIB building works were completed on time and to a good standard. 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.

## **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. We hope to secure further funding during the academic year 2021 – 2022 to upgrade the remaining facilities in the Key Stage 2 area.

## **Additional Learning Needs**

## Identification and Assessment of children with ALN

The early identification, assessment and provision for any child who may have special educational or additional learning needs is essential. A child's academic, physical, social or emotional development may give cause for concern and initial identification of a child with ALN may be made:

- by the class teacher
- by the child's parents
- by a doctor (at school, or the child's GP/Consultant) or social services professional.

To assist in the early identification of children with ALN, use will also be made of the following assessment/screening procedures:

- Observations and results of the Baseline Screening for Reception class children
- Assessment within the National Curriculum and especially towards the end of each Key Stage,
- GL Assessment tests
- The Edinburgh picture test
- The GL Non-verbal test
- Spelling screening
- Handwriting and motor skills difficulty screening by trained staff
- Phonics screening

Provision for a child with ALN should match the nature of his/her needs. When a child's area of ALN has been identified, his/her needs will be addressed using a staged approach.

## Stages of Identification of ALN

### School Action

- The class teacher provides the ALNCo with information to assist with the devising an IDP (Individual Development Plan).
- The teacher discusses with parents the best way for them to support the child and also organises class groupings and all available resources so that the child receives support to achieve targets.
- The ALNCo advises and supports the class teacher and makes an informal assessment of the child's needs

### School Action Plus

If, despite receiving an IDP with concentrated support, a child makes little or no progress, a request for advice and support from external agencies will follow, a decision taken by the ALNCo in discussion with parents, class teacher and headteacher. The action already taken by the school at **School Action** will be reviewed and outside agencies will be asked to assess a child so that they can advise teachers on new IDPs with new targets and accompanying strategies. It is likely that the following external agencies will be called on:

- Specific Learning Support Team
- Educational Psychologist
- Behavioural Support team
- Speech and Language
- Occupational Therapy

The class teacher continues to support the child in the same way as **School Action** incorporating any extra help and resources as specified in the IDP, attending reviews and taking and discussing advice offered by outside agencies. Although some strategies are developed with the help of external specialists it is vital that the strategies specified in the IDPs can be implemented as far as possible in the ordinary class setting.

## **Request for Statutory Assessment**

If the child still shows significant cause for concern, after all strategies have been tried, then the headteacher will request a statutory assessment of a child's additional educational needs. The school will present detailed information for consideration by an ALN Panel.

## **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**

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 Covid -19 restrictions in place. In September 2020, Mgr. Boardman blessed our class candles as part of a live-stream of a Welcome Mass for our pupils. In place of our parish Advent Service, usually held at St Joseph's Church on Gaudate Sunday, a recorded video service was shared with parents and parishioners. In March 2021, a live-streamed Mass celebrated the Feast of St Joseph, where we displayed a beautiful collage of St Joseph, created by all the pupils, and Mgr Boardman read our litany to St Joseph. Finally, at the end of the summer term, Mgr. Boardman celebrated Mass for the intentions of our Year 6 pupils and the staff who were leaving. Mgr Boardman blessed a miraculous medal for each pupil to keep as they took the next step in their education and faith journey.

## **Welsh Language Heritage and Culture/ Extra- Curricular Experiences\***

- Super Ambassadors Scheme- Right Respecting Schools
- Planting and Growing in the Polytunnel – supported by parent volunteers
- Virtual Class Worship – shared with parents and carers
- Virtual Welcome Mass
- Harvest Foodbank Appeal
- School Parliament Government Groups
- World Maths Day
- World Faith Fortnight
- Universal Children's Day
- Anti-Bullying Week

- Virtual Foundation Phase Christmas Performance
- Virtual Key Stage 2 Advent Service
- Christmas Events including Pantomime and Popcorn; Santa Surprise!; Storytelling with Santa and Christmas Dinner and Jumper Day.
- CAFOD National Assembly: Water for Life
- Fairtrade Fortnight
- St David's Day activities
- St Joseph's Feast Day
- Vaughan Gething visit
- Completion of the Amphitheatre
- May Procession
- Size of Wales Rainforest Workshops
- Down to Earth Project – Llandough Hospital
- Laudato Si - Expressive Arts Domain
- Climate Change workshops
- Size of Wales Go Green Day
- Outdoor Learning Day
- Mission Ministry Rainbow Day
- Reptile Day – Whole School Celebration
- End of Year Award Ceremonies

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

#### **Sports and Physical Development/ Extra- Curricular Experiences\***

- Year 6 Cycling Proficiency
- Key Stage 2 Playground markings
- Year 5 and 6 Goalkeeping
- Wellbeing and Confidence Dance Workshops
- Sports Day
- Extra curricular sporting activities when Covid restrictions allow include: Rugby, Football, Netball, Cricket, Athletics.

\*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.

#### **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. Please also read the notices in the Friends and Family notice cabinet located adjacent to the pedestrian gate.

### **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 2020 – 2021.

Finance

St Joseph's RC Primary School Outturn Report 2020 – 2021 Revenue Summary

| DETAIL                            | ANNUAL BUDGET     | TOTAL ACTUAL      |
|-----------------------------------|-------------------|-------------------|
| CONT. TO FUNDS                    | 614.00            | 1,055.41          |
| CONT TO GENERAL RESERVE           | 614.00            | 1,055.41          |
| EMPLOYEES                         | 836,993.00        | 829,924.74        |
| TEACHING EMPLOYEES                | 597,476.00        | 590,070.29        |
| NON TEACHING EMPLOYEES            | 90,474.00         | 89,491.22         |
| GRANT EMPLOYEES                   | 144,151.00        | 148,118.67        |
| OTHER DIRECT EMPLOYEES            | 4,892.00          | 2,244.56          |
| INTERNAL RECHARGES EXPEND         | 77,170.00         | 86,010.71         |
| INTERNAL RECHARGES EXPEND         | 77,170.00         | 86,010.71         |
| PREMISES                          | 86,091.00         | 82,279.45         |
| CLEANING AND DOMESTIC SUPPLIES    | 32,255.00         | 32,085.61         |
| ENERGY                            | 11,804.00         | 17,155.01         |
| GROUNDS MAINTENANCE               | 3,000.00          | 2,683.33          |
| REPAIRS & MAINT OF BUILDING       | 34,870.00         | 28,142.61         |
| WATER SERVICES                    | 4,162.00          | 2,212.89          |
| SUPPLIES AND SERVICES             | 87,940.00         | 41,333.95         |
| CATERING                          | 300.00            | 0.00              |
| COMMS AND COMPUTING               | 11,748.00         | 1,521.30          |
| EQUIP, FURNITURE & MATERIALS      | 27,644.00         | 30,579.96         |
| GRANTS & SUBSCRIPTIONS            |                   | 1,898.80          |
| MISC EXPENSES                     | 38,159.00         | 342.50            |
| PRINTING STATIONERY & OFFICE EXPS | 9,836.00          | 6,580.24          |
| SERVICES                          | 253.00            | 411.15            |
| TRANSPORT                         | 2,734.00          | 1,238.70          |
| CAR ALLOWANCES                    | 1,000.00          | 308.70            |
| DIRECT TRANSPORT COSTS            | 1,734.00          | 930.00            |
| CUSTOMER RECEIPTS                 | (15,000.00)       | (36,990.64)       |
| CHARGE FOR SERVICE                |                   | (1,291.04)        |
| DONATIONS                         | (15,000.00)       | (24,940.97)       |
| SALE OF PRODUCTS                  |                   | (10,758.63)       |
| GOVERNMENT GRANT                  | (182,835.00)      | (193,326.45)      |
| OTHER GOVERNMENT GRANTS           | (3,564.00)        | 6,036.00          |
| WG GRANTS                         | (179,271.00)      | (199,362.45)      |
| INTERNAL RECHARGES INCOME         | (37,908.00)       | (43,053.98)       |
| INTERNAL RECHARGES INCOME         | (37,908.00)       | (43,053.98)       |
| <b>Total 101233</b>               | <b>855,799.00</b> | <b>768,471.89</b> |

## **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.)

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 School 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 2019 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:

Over subscription criteria:

The Governing Body will give priority of admission as follows:

1. Baptised Catholic children residing in the Parishes of St Joseph's, Penarth and St Mary's, Dinas Powys
2. Baptised Roman Catholic children with a brother or sister currently in the school
3. Baptised Roman Catholic children living outside of the the Parishes of St Joseph's, Penarth and St Mary's, Dinas Powys
4. Brothers or sisters of children already in the school
5. Children whose parents are Baptised Catholics
6. Baptised children from other Christian denominations
7. Non-Catholic children where the parents understand and accept that their child/children will be educated in an environment that reflects Christian values
8. In all categories priority will be given to children who are looked after by the Local Authority
9. In the event of two or more applicants applying for one place and the Governing Body being unable to separate them using the above oversubscription criteria, the place will be allocated on the basis of proximity to the school, determined by the Strategic Planning and Performance Department of the Local Authority.

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: Mrs Allison Davies, 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.

Due to the school closure because of the COVID-19 pandemic, attendance information for the Summer term 2020 is not available.

## Attendance Information 2020 - 2021

| 2020 - 2021 | Attendance % | Authorise Absence % | Unauthorised Absence % |
|-------------|--------------|---------------------|------------------------|
| Autumn      | 92.6%        | 6.7%                | 0.7%                   |
| Spring      | 94.0%        | 5.5%                | 0.4%                   |
| Summer      | 94.7%        | 4.8%                | 1.3%                   |

### End of Key Stage results

The requirement for pupils to be awarded Foundation Phase outcomes and national curriculum levels at the end of the phases was suspended in 2020 due to the COVID-19 outbreak.

### 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.