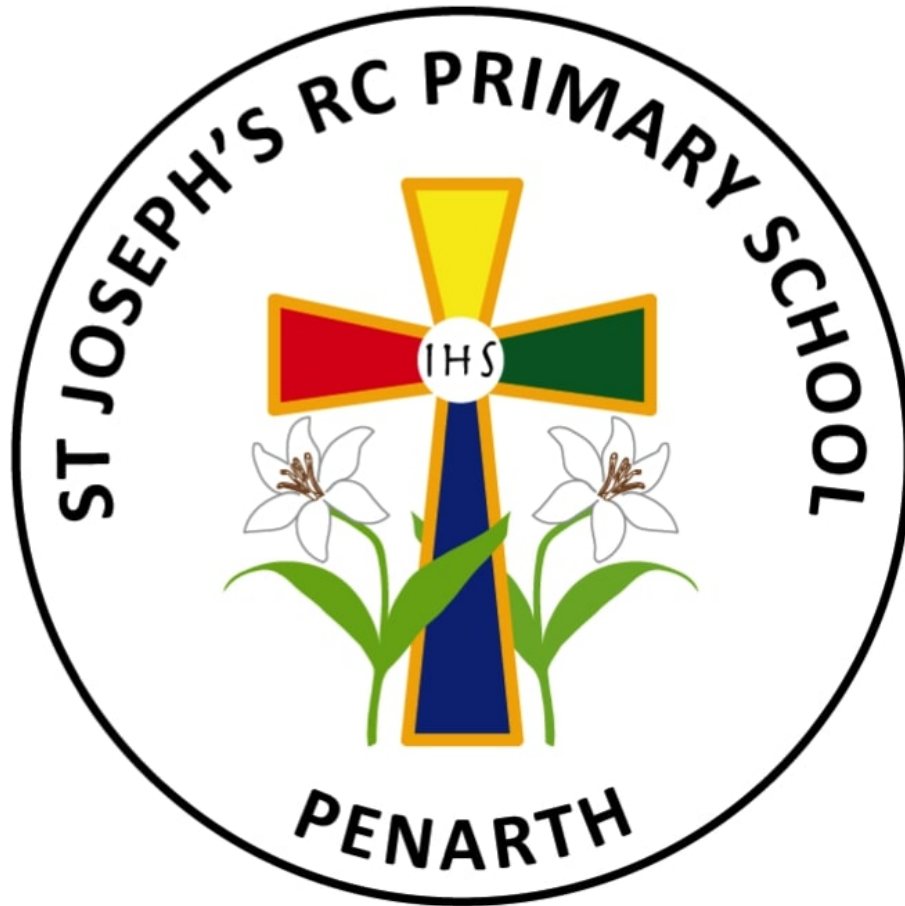


St Joseph's RC Primary School
Governing Body's
Annual Report to Parents
2019 – 2020



IMPORTANT INFORMATION

Subject to legislative changes the school has modified our Annual Report to Parents for the academic year 2019 - 2020 as a result of the 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 2019/20 academic year.

This report is available on the school's website.

If you require a hard copy, 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 for the 2019-2020 academic year.

This year has been an extraordinary one. After a summer term in 2019 at St Cyres School, we successfully transitioned back into our beautiful, newly refurbished Foundation Phase classes and new Nursery building, only to find that, due to the Coronavirus pandemic, we would not see the whole year in our school building. It's been a year of unprecedented changes with many challenges along the way for staff, parents and pupils alike, and I can only thank you all for your positivity, your resilience and your continued support of St Joseph's School. I would like to take this opportunity to particularly thank the whole staff team at St Joseph's, who have adapted exceedingly well to the continued changes and worked tirelessly to ensure that all our pupils received the best teaching, care and support.

St Joseph's School continues to develop our unique and innovative learning experiences and environment for all pupils, and our curriculum continues to build knowledge, develop skills and provide enriching experiences. The school year started with a wide range of visits and visitors which enhanced our curriculum further, and the School Parliament set about writing and working on action plans to improve the school, local community and wider world through a focus on the UNCRC, successfully achieving the Rights Respecting Gold Award, and working towards the UN Global Goals. Throughout the year, we continued to embed the Pupil Profile virtues, supporting pupils even when they were learning remotely to grow in compassion, love, gratefulness and hope. As we moved into remote learning, we continued to develop our 'Teach Like a Champion' work and consider the most effective ways of implementing the techniques used in the classroom through our online provision.

Finally, on behalf of the Governors, I would like to extend my thanks to all parents and carers, for their engagement and commitment to supporting your children to learn at home. St Joseph's has continued to grow in success and I am confident that with your ongoing support, the pupils will reintegrate back into school life with as much positivity and enthusiasm as ever before.

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.

Governing Body Structure 2019 - 2020

Name	Category	Appointment	Term of Office Expires
Mr Anthony Rogers (Chair)	Foundation	01/09/2005	31/08/2021
Mrs Deirdre Emberson (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	30/06/2021
Mrs Jenny Dunstan	Elected Teacher	01/12/2016	01/12/2020
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
Mr Gareth Rein	Headteacher	01/11/2010	19/04/2020
Mrs Laura Taylor	Acting 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 2019 - 2020

Numbers on Roll

Class 2019 - 2020	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total (FTE)
No. on roll	34 (17)	29	25	24	29	31	28	31	214
eFSM	n/a	1	4	6	7	1	3	3	25

Senior Leadership Team	
Headteacher	Gareth Rein (until April 2020) Laura Taylor (Acting Headteacher from April 2020)
Acting Deputy Headteacher(s)	Jenny Dunstan and Natalie Lawrence
TLR: Leader of Learning	Richard Frost
ALNCo	Jenny Dunstan

Year	Teacher(s)	Support Staff	ALN 1:1
Nursery	Lisa Austin/ Victoria Batten	Lynsey Ridsdale	Bernadette Katchi Emma Preston Mai Alassi Sally Morgan
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		

PPA & Leadership time	Claire Hicks Rolf Clarke Dave Smith
Thrive	Jo Feehan
HLTA	Claire Hicks

School Admin Officers	Caretaker
Tracey Buckland Allison Davies	John Harding

Breakfast Club Supervisors	
Jean Beavan	Karen Bonutto
Vicky Knight	Nicola Solomon
Michelle Peach	Val Roberts

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

School Sessions and Times

Dates for the School Year: September 2019 to July 2020.

TERM	START	HALF-TERM HOLIDAY		END
Autumn	Monday 2 nd Sep 2019	Monday 28 th Oct	Friday 1 st Nov 2019	Friday 20 th Dec 2019
Spring	Monday 6 th Jan 2020	Monday 17 th Feb	Friday 21 st Feb	Friday 3 rd Apr
Summer	Monday 20 th Apr 2020	Monday 25 th May 2020	Friday 29 th May 2020	Monday 20 th Jul 2020

Staff Training Days 2019 - 2020

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

Date	Focus
Monday 2nd September 2019	Forming Intentional Disciples ALN – Person Centred Practice and Dispute Resolution Curriculum for Wales Team Meetings
Tuesday 3rd September 2019	Curriculum for Wales: Areas of Learning and Experience presentations Cognitive Science in St Joseph's School
Wednesday 4th September 2019	Review of Mission, Values and Vision School Improvement Planning Safeguarding Training
Saturday 29th February 2020	ResearchEd Cymru
Friday 26th June 2020	Review of Distance Learning Provision
Monday 20th July 2020	Curriculum for Wales 2022

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 2019 – 2020

Priority 1	<p>To implement and further develop a knowledge-rich curriculum that:</p> <ul style="list-style-type: none"> • is broad and balanced • provides pupils with an extensive vocabulary • develops pupils’ literacy and numeracy skills • informs pupils about the world and their place in it. 		
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	<ul style="list-style-type: none"> • Most pupils achieve the pass rate in Domain Unit assessments. • Many pupils in each class are able to recall key information from each Domain Unit. • Nearly all pupils meet or exceed their individual target in science. • Curriculum maps will be in place for Y Cwricwlwm Cwmreig (including the Welsh Dimension) and ESDGC (including the International Dimension). 		
Lead staff member	Gareth Rein	Link Governor	Deirdre Emberson
Evaluation	<p>High quality planning is in place in all year groups that enables nearly all pupils to achieve the objectives from the sequence. Appropriate Knowledge Organisers are in place for every Domain unit and these are accompanied with ‘low-stakes’ quizzes for pupils to demonstrate knowledge learnt and retained. Results of weekly learn-its tests, regular knowledge retrieval activities and Listening to Learners indicate that many pupils are able to recall the key information. All Key Stage 2 classes undertook end of Unit assessment for all domains where most pupils achieved the pass rate and an extended writing piece is completed for each Unit, including the five ‘Build-up-to-writing’ steps set out in the Domain Unit model. Curriculum maps are in place for Y Cwricwlwm Cwmreig (including the Welsh Dimension) and ESDGC (including the International Dimension). These will need updating termly in light of changes made in the curriculum. The school’s curriculum development work has been effectively shared with pupils, parents, schools and other interested partners throughout Wales. This will continue.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Specific year group alterations for some domains are needed in order to enhance the curriculum for application of knowledge and rigorous and coherent provision for the Expressive Arts. • Analyse robustly, and act upon where necessary, the results of the end of domain unit assessments and progress made in the Build-up-to-writing pieces throughout the year. • Continue to review the school curriculum in line with the Curriculum for Wales framework including how successfully the curriculum helps pupils to develop the characteristics of the Four Purposes. • Specific focus is needed to identify if nearly all pupils meet or exceed their individual target in science – this was not evidenced due to the Covid-19 pandemic. 		

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"> Nearly all children achieve their individual MD or mathematics teacher assessment targets. The average standardised score in the national mathematics procedural and reasoning tests will have increased in each class (where comparable data is available). Pupils with ALN demonstrate progress that is commensurate with their age and ability. 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. Increased numbers of pupils who are eFSM attain +1 levels. 		
Lead staff member	Richard Frost	Link governor	Shelley Lloyd
Evaluation	<p>Maths No Problem materials and consumable resources required to teach the scheme efficiently and effectively were purchased and new teachers received Singapore Maths training. End of topic assessments were completed in all classes and the pupils' scores were recorded on tracking sheets which were analysed rigorously with the teacher and M&N leader. These analyses show that many pupils across the school achieved their MD or Mathematical assessment targets in most classes. However, Year 3 had a consistently lower than average result in each chapter assessment scores. ALN children, up to and including the latest available data, were making progress commensurate with their age.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Standardised testing was unable to take place this year, so data is not available. A baseline test will need to be taken by pupils at the start of the Autumn term to identify gaps in knowledge due to the Covid-19 pandemic and a plan for re-teaching and/or interventions will need to be put in place to ensure that ALN, eFSM and MAT pupils are on track to achieve their individual targets. SLT to plan for future use of Comparative Judgement in mathematics throughout the school. Continue to review numeracy across the curriculum in the amended Domain Units and plan for improvement as required. 		

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>3a. English</p> <ul style="list-style-type: none"> • 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 in Key Stage 2 is good or better. • Increased number of pupils who are eFSM attain +1 levels. <p>3b. 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. • Many pupils in each class are able to read and write at an age appropriate level. 		
Lead staff member	Jenny Dunstan	Link governor	Anthony Rogers
Evaluation	<p>English</p> <p>Domain units continue to be developed, especially in years 5 and 6 to ensure that pupils are developing reading and writing knowledge and skills successfully. Due to the impact of Covid-19, the dissemination of Reading Reconsidered training and the improvement of provision based on the results of the Comparative Judgement projects need continuing in the next academic year. Where data before March 2020 has been analysed, it has identified that: 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 in Key Stage 2 is good or better; and there are an increased number of pupils who are eFSM attaining +1 levels. However, due to the impact of school closure, these judgements may no longer form an accurate picture of pupils' current attainment.</p> <p>Welsh</p> <p>Until school closure in March 2020, fortnightly Welsh reading and writing sessions for all classes from Year 1 to Year 6 were taught consistently. At that time, many pupils in each class knew, and were able to use correctly in conversation, their year group's Continuum sentence patterns and many pupils in each class were able to read and write at an age appropriate level. However, due to school closure, a large focus of the next academic year will need to be on incidental Welsh, reading and conversation.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Standardised testing was unable to take place this year, so data is not available. A baseline test will need to be taken by pupils at the start of the Autumn term to identify gaps in knowledge due to the Covid-19 pandemic and a plan for re-teaching and/or interventions to be put in place to ensure that ALN, eFSM and MAT pupils are on track to achieve their individual targets. • Continue to take part in the Comparative Judgement writing projects and ensure that the results impact on Professional Development and improvements in provision. • Continue to disseminate Reading Reconsidered training to staff. • Continue to teach Welsh consistently, particularly focusing on incidental Welsh, reading and conversation. 		

Priority 4	To improve the provision for pupils' personal development.		
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"> • The St Joseph's Pupil Profile will be implemented throughout the school. • An increase in the average levels of self-esteem recorded in SELFIE. • The majority of children improve the rate of attendance (excluding holidays). • Identified pupils, including those who are eFSM, will have received Thrive support and will show demonstrable progress. 		
Lead staff members	Jenny Dunstan & Laura Taylor	Link governors	Alexandra Thomas
Evaluation	<p>The Pupil Profile virtue pairs were introduced every half term in an act of worship. FP circle maps, KS2 journals and displays were used for each Pupil Profile virtue pair to support understanding and building a picture of what the children recognised about the Pupil Profile virtue pair. Time within Professional Learning meetings was used at the start of each half term to introduce the new Pupil Profile pair to the teachers and provide them an opportunity to reflect and engage with the meaning of these. At the end of every half term pupils were awarded certificates based on the Pupil Profile virtue pair, chosen by their class teacher. This was celebrated in the school newsletter as well. Pupil Profile virtue pairs postcards were sent out fortnightly. These were a selection from all of the virtue pairs. Pupil Profile virtue stickers were handed out again this year by the Chaplaincy team and were promoted by them. These stickers provided further use of the language of the Pupil Profile. Pupil Profile trees were purchased for each class so that the children could use these to show their understanding of the Pupil Profile virtue pair and celebrate their understanding using this tree (this was new this year).</p> <p>SELFIE results were used in a slightly different way – pupils in Year 2-6 completed the SELFIE questionnaire. Where pupils were highlighted, a 1:1 discussion was held with each child to identify their needs. As a result of these discussions, pupils who required intervention received it. However, due to school closure this work didn't continue after March 2020 and the pupils were not reassessed in June to determine impact.</p> <p>Elsa – ELSA support was given to identified groups of pupils requiring small group emotional support intervention. A block of intervention was carried out and pupils made demonstrable social and emotional progress within friendship groups in the classroom and playground. This was confirmed on their end of year school reports.</p> <p>Thrive - Pupils were identified by class teachers and results of SELFIE. Pupils received Thrive intervention on a 1:1 or group basis. These pupils showed social and emotional progress within the classroom (shown on school reports). However, due to Covid-19, final assessments were unable to be carried out.</p> <p>UNCRC Gold Award – The award was achieved and pupils showed a very good understanding of the rights and responsibilities of pupils across the world and articulated this effectively.</p> <p>Outdoor Learning - An outdoor learning wellbeing intervention was put in place for identified groups of children. This proved to be successful as pupils showed an improved ability to control their emotions</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to embed the Pupil Profile virtues with pupils taking the lead in suggesting provision ideas. 		

	<ul style="list-style-type: none"> • Complete the SELFIE with all pupils and provide appropriate support, including through Thrive and Elsa, where need is identified. • Continue to aim for high attendance – even more important now due to time away from school. • Continue to embed UNCRC Rights across the curriculum. • The health and wellbeing of our pupils will become a particular focus of the next academic year as a consequence of remote learning, the review of our 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.
--	---

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. • Most pupils in each year group demonstrate proficiency with all of their year group objectives. • All Domain Units include aspects of the DCF. 		
Lead staff member	Richard Frost	Link governor	Gareth Williams
Evaluation	<p>As a direct result of lockdown, the whole staff skill level has increased exponentially. Implementing the DCF has become part of mainstream work in many aspects and overall pupils demonstrate good general skills. Digital safety is now a much more significant issue but is something that all staff have received training and guidance on.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to use the best practice utilized due to remote learning, to create opportunities for a blended learning approach in the classroom, where appropriate. For example, the use of Google Classroom could continue for pupils to hand in assignments for feedback. • All Domains have elements of DCF but need to have more conscious choices in some tasks and focused attention on specific areas of the DCF to ensure coverage, is needed. A DCF portfolio of work is still to be created. 		

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"> • When compared with a pre-training baseline, teachers demonstrate an improved understanding of the Classroom Culture techniques. • In most sessions observed, Classroom Culture 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. 		
Lead staff member	Gareth Rein & Natalie Lawrence	Link governor	Angahard Price
Evaluation	<p>GR, NL & MT received TLaC 'Train the Trainer' training with Doug Lemov and team on Part 4 of the book - Classroom Culture and designed and began to deliver a structured Classroom Culture training programme, giving teachers the opportunity to engage in practice and understand the use of the techniques. However, due to school closure, this work didn't continue from March 2020. TLaC observations and feedback to all teachers was carried out. Teachers were observed to be using the Classroom Culture/The Five Principles of Classroom Culture techniques in part 4 of the book, and in nearly all lessons there was an observed improvement in classroom management and negative behaviour reduced.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Continue to embed Classroom Culture techniques to demonstrate a significant impact. • Re-establish teacher triads to support and mentor peers in using these techniques successfully. 		

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.

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 new Nursery and EIB building works were completed on time and to a good standard.

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.

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. We are currently awaiting funds from the Vale of Glamorgan to upgrade the 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.

Disability Equality Scheme

St Joseph's School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

The General Duty

The School will actively seek to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all;
- encourage participation by disabled persons in public life – It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in;
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

How we will meet the General Duty & Specific Duty

- An undertaking to adapt and change teaching areas to allow disabled pupils and parents access to the building where it is reasonable to do so.
- An undertaking to fund, through spend on ICT or other means, access to teaching and learning materials.
- Positive images are used in teaching materials.
- The use of Parliament Groups to hear pupil views. This is open to all children and its remit allows children with disability who are not elected in the normal way to be co-opted for specific purposes.
- Through Parish links all in the community have been invited to participate in the School's endeavours to meet its duty under the Act.
- Use of SIMS management system to identify pupils and/or their parents who have disability so that their needs can be identified and met.
- The School maintains an open-door policy which allows parents or guardians easy access to staff and governors.
- School asks for information on parent and extended family disability so that reasonable adjustments can be made.
- Relevant information relating to disability is made known to all staff.
- The school undertakes, wherever possible, to makes further changes recommended by the outcomes of regular consultation.

School and Parish Links

We continue to develop links between home, school and parish. The school continues to promote the active participation of pupils in the Eucharist by allowing two classes per week to walk to St Joseph's church and join with parishioners in celebrating the Mass. All pupils are invited to attend and lead Masses and Services at St Joseph's Church and in the school throughout the year. This provides the children with the opportunity to plan and lead Mass, including the Welcome Mass for children and families who are new to the school, a Remembrance Day Service, the Parish Advent Service, St Joseph's Feast Day Mass, Ash Wednesday Service, May Day Procession, Holy Week Services and the Leavers' Mass.

Preparation for the Sacraments of Reconciliation and First Communion is undertaken through a partnership with the churches the school serves. Regular formal instruction to pupils from the St Joseph's Church Group is undertaken by parish catechists, with the school offering support to parents where it is needed. Children receive the Sacraments in their own church with their families, and members of staff were also present at all celebrations to offer support at this special time.

Children's caring ethos and Global Citizenship was reinforced through sustained Lenten fundraising activities for Cafod to help in areas where disaster, famine or war has had a severe impact.

Healthy Living

Children across the school bring 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.

Visits and Visitors

Visits and visitors are important to St Joseph's and enrich both the curricular and non-curricular life of the school.

Prior to the start of the Coronavirus pandemic, visitors to school included:

- Impact Wales
- Bullies Out!
- Canon Joe Boardman
- Members of the Governing Body
- Members of the LA Advisory Service
- Representatives from the Archdiocese of Cardiff
- Representative from CAFOD
- School Community Police Officer
- Penarth Fire Department visited children in Foundation Phase
- School Nurse
- Staff from Saint Richard Gwyn High School
- Students from the Saint Richard Gwyn SVP

Pupils have participated in a wide variety of educational visits and experiences, including:

- Year 5 and 6 Cross Country events
- Years 3 and 4 Cardiff United Synagogue
- School choir visits to St David's Centre and a verity of homes for the elderly - Christmas Carol Singing
- Christmas Pantomime at the Sherman Theatre and Golden Globe – The Ugly Ducking (FP)/ The Snow Queen (KS2)

Extra-curricular Activities

During 2019–2020, a wide range of extra-curricular clubs and events took place to broaden children’s experiences and inspire them to develop skills further, and to help the development of their interests and abilities into purposeful and meaningful opportunities where their wellbeing and self-esteem are very high. Activities included:

- Peripatetic music lessons
- Whole class violin lessons (Years 1 and 2)
- Safer Cycling
- Netball
- Football
- Rugby
- Drama Club
- Gardening Club
- Welsh Club
- Coding Club

School Parliament Government Groups

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. The groups write an action plan to work towards targets to improve the school, improve the local community and work towards the Global Goals.

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 2018-2019.

Finance

Financial Statement April 2019 - March 2020

	Level3	Annual Budget	Total Actual
CONT. TO FUNDS	CONT TO CAPITAL OUTTURN	0.00	0.00
	CONT TO GENERAL RESERVE	614.00	1,055.41
		614.00	1,055.41
CUSTOMER RECEIPTS	CHARGE FOR SERVICE	-2,400.00	-35,284.00
	DONATIONS	-15,000.00	-2,300.00
	RENTAL INCOME	0.00	0.00
	SALE OF PRODUCTS	0.00	-29,951.92
		-17,400.00	-67,535.92
EMPLOYEES	GRANT EMPLOYEES	120,605.00	127,401.95
	INDIRECT EMPLOYEES EXPS	0.00	0.00
	NON TEACHING EMPLOYEES	83,123.00	85,939.70
	OTHER DIRECT EMPLOYEES	5,000.00	2,252.81
	SEG WEG EIG EMPLOYEES	0.00	0.00
	TEACHING EMPLOYEES	622,767.00	630,422.20
		831,495.00	846,016.66
GOVERNMENT GRANT	OTHER GOVERNMENT GRANTS	-36,200.00	-29,726.52
	WG GRANTS	-165,145.00	-178,232.70
		-201,345.00	-207,959.22
INTERNAL RECHARGES EXPEND	INTERNAL RECHARGES EXPEND	79,543.00	118,989.34
		79,543.00	118,989.34
INTERNAL RECHARGES INCOME	INTERNAL RECHARGES INCOME	-24,860.00	-31,417.53
		-24,860.00	-31,417.53
INTRA DEPARTMENTAL RECHARGE	SEG WEG EIG INCOME	0.00	0.00
		0.00	0.00
OTHER GRANTS	INCOME FROM OTHER LAs/HAs	0.00	0.00
		0.00	0.00
PREMISES	CLEANING AND DOMESTIC SUPPLIES	32,255.00	32,663.37
	ENERGY	11,688.00	12,770.99
	GROUNDS MAINTENANCE	3,000.00	2,499.96
	RATES	0.00	0.00
	REPAIRS & MAINT OF BUILDING	64,870.00	47,088.60
	WATER SERVICES	4,162.00	5,533.93
		115,975.00	100,556.85
SUPPLIES AND SERVICES	CATERING	0.00	0.00
	COMMS AND COMPUTING	11,384.00	10,107.55
	EQUIP, FURNITURE & MATERIALS	63,655.00	74,528.37
	EXPENSES	0.00	0.00
	GRANTS & SUBSCRIPTIONS	391.00	1,287.85
	MISC EXPENSES	12,319.00	0.00
	PRINTING STATIONERY & OFFICE EXPS	10,200.00	10,433.01
	SEG WEG EIG SUPPLIES AND SERVICES	0.00	128.00
	SERVICES	1,114.00	1,818.80
		99,063.00	98,303.58
TRANSPORT	CAR ALLOWANCES	1,000.00	1,885.45
	DIRECT TRANSPORT COSTS	1,734.00	313.33
	PUBLIC TRANSPORT	0.00	0.00
	SEG WEG EIG TRAVEL EXPENSES	0.00	0.00
		2,734.00	2,198.78
		885,819.00	860,207.95

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 2019 - 2020

2019 - 2020	Attendance %	Authorised Absence %	Unauthorised Absence %
Autumn	95.0%	3.9%	1.1%
Spring	93.1%	5.1%	1.7%
Summer	No data due to COVID-19		

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.