

Annual Report of the Governing Body

September 2022 to July 2023





Due to the relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020 that came into force on 7 August 2020 this Annual Governor's Report to Parents will not contain:

- Information on school performance for 2022/23.
- Information on school attendance and unauthorised and authorised absences for 2022/23.

All governing bodies of maintained schools are required by the Welsh Government to produce an Annual Report to Parents. Our report contains the required statutory content in line with the changes for this year. We have also included additional information and guidance we think is helpful for parents.

Message from the Chair of Governors

Welcome to our Annual Governors' Report Croeso i'n Hadroddiad y Llywodrsaethwyr Blynyddol

On behalf of the Governing Body at Goytre Fawr Primary School, I am pleased to introduce our Governors' Report to Parents for the academic year 2022/23.

As Governors, we have a duty to share information and, as stakeholders, you have the right to be kept informed and hold us to account for the quality of education your child receives. In this report, we take the opportunity to summarise the responsibilities and activities of the Governing Body. My thanks, as always, to my colleagues on the Governing Body, who give of their time, energy, and expertise freely and enthusiastically.

In 2022-23 the new curriculum for Wales continued to flourish at the school. As we know, the new curriculum provided a significant change to the way in which education is delivered in schools, but a huge thank you to all the staff that have embraced the challenge. The vehicles approach has provided real life, authentic purposes for pupils to demonstrate their learning to you. Your attendance at the showcase events has been extremely high. It was clear to see that this has boosted children's self-esteem and confidence, and it has been greatly appreciated by all staff.

Health and wellbeing continued to be a focus for the school for both pupils and staff. The school continued to use play therapy, dog therapy and ELSA sessions to support our pupils. We saw the successful development of our sensory room, and this will play a huge part in supporting the wellbeing of our pupils.

As parents you supported us in changing the school week to the new asymmetric week which began in September 2023. Can I thank all parents and governors in the thorough way in which this change was implemented. We believe that this will have a significant positive impact on the way in which the school moves forward.

The Governing Body

There have been a number of changes to the Governing Body during the last academic year. I was reappointed as parent governor, and we appointed Mr Richard Morgan as a parent governor. We also welcomed Cllr Jan Butler as a LA appointed governor. In July I was appointed as the new Chair of Governors and Mr Jonathan Davies was appointed as Vice Chair.

We sadly said goodbye to Dr Janet Robins as our Chair of Governors. We would like to thank Janet for her leadership over the past year and the support she showed us as governors as well as the staff at the school.

A Note of Thanks

As governors, we are very proud of all our staff, both teaching and non-teaching, who work tirelessly to further develop and maintain our school so that our students are able to access a motivational, pleasant, and caring learning environment. On behalf of the Governing Body, I would like to particularly thank our Headteacher, Mr Gough, for all his hard work and exemplary leadership.

A huge thank you must also go to our committed members of FROGS, led by Chair Cari Holloway. Thank you for working tirelessly to generate income and fundraise for the benefit our school.

Finally, I would like to thank all our parents, carers, and friends for the support you are providing to our school. I look forward to our school's future and experience the brilliant talent of all our children in their wonderful vehicle showcases, concerts and school events.

Mrs Kate Morris, Chair of Governing Body

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A. Details of the arrangements for the next Annual Parents' Meeting

There will be no parents' meeting this year, but any feedback or queries are welcomed and should be emailed to school.

B. Details of any meetings held following a Parental Petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Governors received no petition for a meeting during the year 2022-23 and therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

C. Details about the members of the Governing Body and Clerk

Chair: Mrs Kate Morris c/o Goytre Fawr Primary School (July 2023)

Dr. Janet Robins c/o Goytre Fawr Primary School (2022-23)

Clerk to Governing Body c/o EAS, Tredomen Gateway,
Tredomen Park, Ystrad Mynach, Hengoed, CF82 7EH

Membership of the Governing Body

Governor Type	Governor	Office End Date
Community Governor – appointed by Community Council	Cllr Peter Daniel	20.10.2024
Community Governors – appointed by Governing Body	Mr Philip Griffiths Dr Janet Robins Mrs Kelly Jukes	10.07.2026 28.01.2024 07.01.2025

Local Authority Appointed Governors	Mr Jonathon Davies Mr Richard Wellington Cllr Jan Butler (Mr David Owen)	30.06.2024 01.12.2025 14.03.2027 (28.11.2022)
Parent Governors	Mrs Kate Morris Mrs Rhiannon Pollard Mr Richard Morgan (Mr Simon Jones) (Mrs Kim Aspland)	27.11.2022 28.09.2025 08.01.2027 (19.12.2023) (28.03.2023)
Staff Governor	Mrs Jackie Williams	(06.10.2023)
Teacher Governor	Mrs. Emma Hawkins	28.09.2026
Headteacher	Mr Mike Gough	
Observer	Mrs Lisa Wilkinson	

D. Information about the arrangements for the next election of parent governors.

There will be an election in December 2023 to replace Simon Jones when his term of office comes to an end.

E. School's Financial Statement

No gifts or donations were received, or claims made by Governors for expenses.

H. Transition

The schools that Year 6 children moved on to at the end of the last academic year were as follows:

King Henry VIII	West Mon', Pontypool	Monmouth Comp'	Crickhowell High, Powys	St Albans, Pontypool	Abersychan, Pontypool	Educated at Home
x17	X3	X3	x1	x4	x1	x1

We work closely with our secondary schools to ensure a smooth transition from Year 6 at Goytre Fawr to Year 7 at the secondary school. Links between the schools have been forged and many opportunities have been developed to further aid transition from primary to secondary education, including regular visits from members of staff from King Henry VIII 3-19 School.

Transition starts when pupils are in Year 5, with full day visits including taster lessons. There are more regular visits when pupils are in Year 6 and school ALNCos meet in the summer term prior to children departing, to share information about children who have additional learning needs and the strategies that will be required to ensure as smooth a transition as possible.

I. Pre-Schools

We continue to work very closely with the pre-schools in the local area i.e. Little Stars, Llanover Day Nursery, Little Chums, Poppies, Sunflowers, Usk Nursery and New Inn to ensure that the transition for those children starting at Goytre Fawr Primary School is made as smooth as possible. This includes the children attending taster days, Christmas Concert and transition days including staying for lunch. This year, parents were invited to attend a 'Starting School' meeting in October while the children explored the Reception environment and staff also completed home and nursery summer visits prior to the children starting in September.

J. Community Links

Governors recognise that Goytre Fawr Primary School continues to value the importance of developing community links through visits, assemblies, inviting visitors into school, concerts, and special events. They involve pupils in the local community, not only to enrich their education but also so that they learn how to participate in a practical way in the life and concerns of their neighbourhood and communities.

Working with parents, local residents, the business community, public services, and voluntary services continues and teaches the children to become ethically informed citizens.

K. Goytre Fawr Primary School FROGS (PTFA) Report

Goytre Fawr PTFA- also known as the Friends and Relatives of Goytre School, is run by a small group of parent volunteers.

The aim of FROGs is to raise additional funds to enable us to purchase equipment that may not be covered by the school budget, but also to enhance the children's' experience of attending Goytre Fawr Primary School.

In this last year, FROGS have continued to successfully raise funds for the school in a number of ways. The grow a pound campaign was extremely successful raising over £2400, and the event will be a part of the calendar in coming years. FROGS have supplied Easter Eggs to all children, supported the Halloween disco with treats for the children, supported the Christmas celebrations and the Daffodil Tea event was resurrected successfully following the school Eisteddfod. Year 6 leaving activities were supported by FROGS and each child received a Year 6 Leavers books at the end of the year. Moving forward FROGS are supporting the school in new outdoor equipment.

FROGS are always actively seeking new members to help in whatever shape or form they wish. They would like to take this opportunity to thank all the parents and teachers for their hard work and support throughout the year.

L. Sports and Extra-Curricular Sports Activities

Goytre Fawr Primary School continue to utilise specialist sports coaches and staff to help deliver both curriculum and extra-curriculum activities. This includes:

- Multi-skills
- Sports Ambassadors
- Netball
- Rugby
- Music
- STEM

M. Policies Reviewed and Adopted for Academic Year 2021-22

- Agency and Self-Employed Workers Policy
- Disclosure and Barring Service DBS Checks Policy
- Domestic Abuse Policy
- Equality, Diversity, and Inclusion Policy
- Flexible Retirement Policy
- RSE Policy
- Market Forces Policy
- Model Disciplinary Policy for Schools
- Model Pay Policy for Schools
- Outdoor Learning and Off-site Policy 2022-25
- Performance Management for Teachers Policy
- Protection of Employment for School Based Employees Policy
- Relocation Policy
- Behaviour
- Anti-Bullying
- Child Protection and Safeguarding

N. Term dates and sessions times

Term Dates 2022-23						
INSET closure days	2-Sep'22	2-Dec'22	23 Dec'22	17 Feb'23	27-Feb 23	30-Jun'23
Term	Start	Half term start	Half term end	Term End		
Autumn	02/09/2022	31/10/22	04/11/2022	23/12/2022		
Spring	09/01/2023	20/02/2023	24/02/2023	31/03/2023		
Summer	17/04/2023	29/05/2023	02/06/2023	21/07/2023		

O. Changes to information in the School Prospectus

- Staffing.
- Curriculum areas updated.

P. Curriculum Information

There is significant curriculum reform taking place in Wales at the moment with the new curriculum being implemented fully in 2022. We are beginning to work with and develop our teaching and learning in light of this. The four core purposes of the new curriculum expect that our learners will be:

- Ambitious and capable learners
- Healthy and confident individuals
- Enterprising and creative contributors
- Ethical and informed citizens

There are six Areas of Learning Experience

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Health & Wellbeing
- Expressive Arts
- Humanities
- Science & Technology

We fully implemented our curriculum offer, from September 2022. This is available on our website.

The new curriculum focuses on experiential learning, active involvement and developing each child's:

- Skills and understanding
- Personal, social, emotional, physical and intellectual wellbeing so as to develop the whole child.
- Positive attitudes to learning.
- Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.
- Activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

At Key Stage 2 (Years 3 - 6), pupils follow a skills-based curriculum which aims to provide them with the confidence to cope with the ever-changing world in which they are growing up.

The core subjects of Mathematical Development (MD), Language Literacy and Communication (LLC including Welsh), Digital Competency & Information and Communication Technology (ICT), and Physical Education are taught as discrete subjects. However, the skills developed in these lessons are applied throughout the curriculum. The other Areas of Learning and Experience (AoLE's) are taught through a real-life, authentic contexts and are used to encourage cross

curricular skills. We focus on Expressive Arts in autumn term, STEM in our spring term and Humanities in the summer term, all the while knitting in Health and Wellbeing at every opportunity, as well as having stand-alone teaching blocks for that. We also build in the five cross cutting themes of Relationships and sexuality education (RSE), Human rights, Diversity, Careers and work-related experiences & Local, national and international contexts in to our curriculum.

Pupils are encouraged to think creatively, solve problems, and work collaboratively as part of a group. They also undertake a reflective process: evaluating their learning and improving work as needed.

We use a number of programmes to support the delivery of the curriculum: for example, White Rose Maths, Voice 21, Bug Club, Provision Map (ALN), Mathletics, and SEAL (Social and Emotional Aspects of Learning).

Literacy and Numeracy Framework (LNF)

We constantly develop pupils' Literacy and Numeracy skills as they work in other AoLE's, e.g., collecting and analysing data in STEM or writing the diary of a wartime refugee in Humanities. The skills that need to be developed are mapped out in the LNF (which became statutory in September 2013).

Literacy

During 2022-23 a huge amount of work was carried out with regards to literacy and English, both in a whole school and classroom contexts. The classrooms have reading corners, displays that encourage reading and throughout the school reading is promoted heavily. We have created well-organised and inviting reading corners in all classrooms with up-to-date books in a range of genres. Class libraries have been audited and school library resources have been used to enhance at an age-appropriate level. Students have books read to them during the course of the day and the genre may be linked to the overall term theme. This was found to have massively increased the different genres students are exposed to and it has encouraged more students to try different styles of texts.

Intervention has been an ongoing area of development throughout the year and the school have established a system that works well. Interventions have SMART goals – Specific, Measurable, Achievable, Relevant and Time bound. The emphasis is on short regular sessions over a set period before reviewing the impact.

The standardised scores from National Tests are used to identify pupils most needing intervention. An "average" student scores within the range of 85-120 is used, so pupils below 85 and more able above 120 have been identified from all available data and teacher assessments in class. They are supported and challenged as appropriate. Support in the following areas includes:

- Reading - with the use of phonetics, high frequency words and individual reading.

- Spelling using the Fernald technique, a multi-sensory approach. Check and review a max of 4 words a day.
- Handwriting review using the Letterjoin programme.
- Guided reading – staff use a large amount of data to support their guided reading groups and again this is working well.

Staff know their students well and groups are adapted when appropriate.

With regards to handwriting, the school uses the 'Letterjoin' handwriting scheme which has been embedded and timetabled with weekly practice undertaken. Pen licenses are proving an excellent encouragement tool for pupils.

We have structured systems for identifying and responding to Specific Language Difficulties which MOST services from Monmouthshire CC supports us with. Parents are included at every turn.

Monmouthshire's SpLD services were taken over by Educational Psychology in 2022-23 and the local authority's approaches to literacy deficits are now largely the domain of school, with panel applications for short-term support available.

Maths

Progressive math's skills are developed in line with the Curriculum for Wales. The pupils are encouraged to use and apply these skills across the wider Areas of Learning & Experience. At Goytre Fawr we have moved towards a more cluster-based numeracy methodology via the White Rose Maths approaches. This establishes our children's concrete, experiential understanding of maths and number, before they move forward to pictorial and abstract methodology.

The school has begun using the Progress Through Maths test for tracking and assessing progress, together with National Test data and Taith 360 (an online skills progression tool, related to the Progression Steps and Descriptions of Learning in CfW). The data collected is being used to identify any intervention needs.

The 'National Online Numeracy Procedural Assessments' and the 'National Online Maths Reasoning Assessments' are both now delivered as online tests. These national formative assessments, alongside our Progress in Maths Tests, are being fully utilised to assess pupil progress in numeracy. Analysis of standardised scores identifies the need for supportive and challenging interventions for pupils, based on their ability and need. The tests also underline any areas of collective weakness, which needs to be addressed.

Staff look at supporting pupils to apply the maths skills that they have learned in discreet lessons, to other Areas of Learning & Experience, at every opportunity.

Additional Learning Needs

The Governing Body believes that Additional Learning Needs (ALN) are best met by a whole school policy and that all staff should play a full role in identifying and meeting ALN needs. The

school's ALN Policy was updated in 2018, following a parental consultation, and was modified for the introduction of the ALNET Act in 2022.

The ALN Policy can be viewed on the school website or copies can be obtained from the school on request.

The school staff aim to identify, assess, and review pupil needs at the earliest possible opportunity. Sometimes ALN become more apparent as a child develops and sometimes needs can be as a result of a change of circumstances.

The table below details the number and levels of those pupils with ALN:

Academic Year	School Action	School Action Plus	Statement - Note in Lieu	Total
2015/16	9	20	0	29
2016/17	20	13	1	34
2017/18	27	11	2	40
2018/19	22	15	2	39
2019/20	21	10	3	34
2020/21	26	18	4	48
2021/22	19	36	5	60
Change to new ALN Legislation	Universal Plus	Targeted	Specific	
2022/23	20	13	3	36

During 2022-23 the ALNCo role was ably fulfilled by Mrs. Veater.

Dr Janet Robins was the Governor with responsibility for ALN during 2022-23 and met with the ALNCo to discuss policy updates and ALN arrangements within school.

In December 2016 the Additional Learning Needs and Education Tribunal (Wales) Bill was introduced to the National Assembly for Wales and on 12 December 2017 the Bill was passed and later received Royal Assent to become the Additional Learning Needs and Education Tribunal (Wales) Act 2018. It was expected that the ALN system set out in the Act would be fully implemented over a three-year period and by September 2022 would be fully rolled out in identified year groups (Years 1/3/5). However, in March 2022 an extension was granted in the first year of rollout so that children in the identified cohort could be moved from the SEN system to the ALN system at any time between January 2022 and August 2023. During implementation, the ALN system will operate in parallel to the existing special educational needs (SEN) system, which will gradually be phased out during the implementation period. The ALNET Bill has been presented to all stakeholders during the year and was fully adopted by our school in September 2022.

In response to the new Act, the school has introduced a one-page profile (OPP) and school based individual development plan (IDP) system for children, which replaces the individual educational plan (IEP). Parents have been involved with target setting for their child and termly reviews will take place. This new documentation was fully phased in during the year across all year groups. Next year we expect further transference from the SEN system to the new ALN system.

More Able and Talented (MAT).

The MAT register is regularly updated by all staff. Additionally, letters were sent to parents requesting information about exceptional achievements in other domains, that Goytre Fawr pupils have accomplished outside of school.

Specific MAT Numeracy interventions have been embedded in KS2. In these sessions, pupils who are on the MAT register receive enhanced support.

There have been significant changes in the way Literacy is taught in the school. The move away from *Read, Write Inc* means the More Able (and all learners) are challenged better. The 'learning without limits' approach embodied in the *Must, Should, Could* principle has also further extended motivation as well as knowledge and understanding. The adoption of individual writing targets has also challenged more able writers.

Q. School PLASC Category

Goytre Fawr Primary is an English Medium Community School.

R. Welsh Language

Welsh is taught as a discrete subject throughout Foundation Phase and Key Stage 2. Each year group has specific schemes of work which enable children to progress in speaking, reading, and writing in Welsh. Bilingualism is promoted by using the Welsh language across the curriculum and throughout the school day, encouraging the children to do the same.

Pupils are also given opportunities to develop and apply their knowledge and understanding of the cultural, historical, and economic and environmental characteristics of Wales. The school holds an annual Welsh week culminating in an Eisteddfod where pupils demonstrate and experience singing, poetry, music, dancing, and art with a Welsh theme. We also knit as much Cymraeg into our Vehicles approaches, as we can.

Mr Small returned following his sabbatical and has developed a number of tools that are being used to drive forward Welsh across the school. He is now also seconded for part of the week to Ysgol Y Fenni where he developed a twinning scheme with us and our neighbouring Welsh medium school, that produced Cor Tre Fenni (our amalgamated choir) as well as developing numerous other resources and benefits.

Guided group reading Cymraeg is now fully developed and supported with bilingual support materials. Staff are encouraged to develop Welsh oracy within classrooms by using common key terms.

The role of Criw Cymraeg continues to be managed and improved and their role in securing silver Campus Cymraeg award is being further developed. The school continues to make progress towards the Silver Campus Cymraeg award.

The school awards extra playtime for the use of Welsh within the classroom with students being awarded tickets for their use of Welsh, and then a draw takes place each Friday. This has been successful across the school.

Staff carry out guided group reading in Welsh. This has been supported by the development of resources by Mr Small. Staff have access to a digital version of our Welsh reading materials (approximately 65 books) and resources that support their understanding of some of the key terms in the book. They also have questions in Welsh that can be used to guide the children. There are questions that are common on every book which should allow teachers to develop these questions each time and questions which are specific to the book itself. They also contain a translation of the book.

S. Toilet Facilities

There are separate toilets for Foundation Phase and Key Stage 2. All toilets have wash hand basins with hand wash soap and paper towels available. There is a pupil disabled toilet available in the Key Stage section of school. They are inspected regularly during the day and any incidents or problems are reported and dealt with promptly to ensure the toilets are of the highest standards. The toilets are thoroughly cleaned every evening by an external contractor. Year Six have their own toilet on their corridor.

T. Healthy Eating and Drinking

Goytre Fawr Primary School has previously achieved four Healthy Schools Awards, which has involved implementing a wide variety of initiatives to promote healthy living.

Children are encouraged to drink water throughout the day. Water coolers are provided, and all pupils are able to use their water bottles, from Reception onwards. Replacement bottles can be borrowed or purchased from the school office.

Foundation Phase pupils are encouraged to snack on fruit daily. Key Stage 2 pupils also have the opportunity to consume fruit at morning break time. Other unhealthy snacks are not permitted.

A choice of healthy meals are prepared and cooked on the school premises by our kitchen staff. These are prepared in line with Monmouthshire and Welsh Government catering guidelines around healthy eating. Special diets and food allergies can be catered for. Beakers of water are

also provided for the children. We are a nut-free school and encourage all pupils, staff, and visitors to make sure they only consume food and drink that has no traces of nuts within them.

Our universal provision of Free School Meals to all our pupils was successfully rolled out in 2022-2023.



Aspire

Believe

Achieve