

# Gilwern School

## Governors'

Annual Report to Parents

Academic Year September 2021 - July 2022



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# GILWERN PRIMARY SCHOOL

NURTURE - EMPOWER - ACHIEVE

Dear Parents,

The Education Act (No.2) 1986 requires all Governing Bodies to prepare an Annual Report on their work. This attached report is a summary of the excellent work and outstanding achievements of the school during the academic year 2021-2022.

Under the Schools Standards and Organisation (Wales) Act 2013 the Governing Body is no longer required to hold a meeting for the purpose of discussing the attached positive report. However, if 5% of parents wish to request a meeting in writing then one can be convened.

Our experience from previous years indicated that parents contact members of the Governing Body freely during the course of the year and this more informal approach works well.

Yours sincerely,

Bryan Davies QPM, B.Sc. Dip. App. Soc. Sc  
Chair of Governors

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# Vision Aims & Objectives

## The School's Vision

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works collaboratively with others to develop ambition, enterprise, ethics and health in our learners, by providing exciting, authentic, learning experiences.
- All staff are committed to develop learners' English and Welsh literacy, numeracy and digital competence skills through a meaningful broad and balanced curriculum to enhance their life chances.

## The School's Aims

- To create a nurturing environment where children, staff and other stakeholders develop positive values and attitudes, in order to become responsible global citizens.
- To inspire and enthuse individuals to work creatively with both independence and collaboration to reach their goals.
- To identify and build upon individuals' strengths, enabling learners to confidently apply their knowledge and skills in an ever-changing world.

## The School's Strategic Objectives

- As a school we cater for all and are not discriminatory. Equity is provided to ensure all learners have equal access to the vision of school.
- Develop links with organisations who support learners, to ensure the school's wider contribution to the community is valued.
- Through the process of self-evaluation identify strengths and areas for development to ensure continuous improvement and implementation of national priorities.
- Recruit and retain quality staff who are committed to continuous professional development and are able to deliver inspirational and innovative learning experiences.
- Leadership provides a clear, shared vision where success is achieved through mutual cooperation, empowerment and ownership.
- The school provides a rich understanding of Wales locally, nationally and in an international context.





# GILWERN PRIMARY SCHOOL

A HIVE OF LEARNING...

How we learn...  
Our curriculum offer is learner initiated, with learners ideas, questions and curiosity leading pedagogical development. Practitioners harness learner engagement through purposeful learning experiences that are context specific.  
This allows learners to deepen their learning and understanding and apply their skills to a variety of context.

Gilwern Primary is proud to be a pioneer school for Curriculum for Wales since 2015. The curriculum will come into effect from September 2022 having been reformed at a national level in order to raise standards, reduce the attainment gap between students and equip young people with the skills they need to live in today's ever-changing society. As the lead professional learning school for the Abergavenny cluster we fully embrace Curriculum for Wales. We want our learners to develop in an ambitious, innovative, and inclusive curriculum that nurtures them in our core values and empowers them to achieve their full potential.

Vision & Values  
Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.  
The school works collaboratively with others to develop ambition, enterprise, ethics and health in our learners, by providing exciting, authentic, learning experiences.  
All staff are committed to develop learners' English and Welsh literacy, numeracy and digital competence skills through a meaningful broad and balanced curriculum to enhance their life chances.

## The Four Purposes

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

The purposes are at the heart our curriculum.

## Learner Progression & Assessment...

Assessment is key to supporting progression, for the purpose of identifying learners' strengths, achievements and areas for improvement, and identifying next steps. It is integral to learning and teaching, and should not be confused with those activities that contribute to external accountability and national monitoring. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.



## AREAS OF LEARNING

### EXPERIENCE

Cross Cutting themes  
Our curriculum offer has incorporated the following mandatory cross cutting themes:

- Relationships and sexuality education (RSE): statutory guidance
- Human rights
- Diversity
- Careers and work-related experiences
- Local, national and international contexts

Expressive Arts  
This area incorporates art, dance, drama, film and digital media and music.

Health & Well-being  
This incorporates physical health and development, mental health and emotional and social well-being.

Humanities  
This incorporates geography, history, religion, values and ethics, business studies and social sciences.

Languages, Literacy & Communication  
This incorporates Welsh, English and international languages as well as in literature.

Numeracy  
In the early years this will incorporate play (problem solving, exploring ideas, establishing connections and collaborating). In later years it will focus on working both independently and collaboratively.

Science & Technology  
This incorporates biology, chemistry, physics, computer science and design and technology.

Community Context  
Our Gilwern community involvement enhances quality of learning for all children. A shared responsibility for the community and world around us is central to our vision, aims and objectives. Our community is the golden thread through our hive of learning.

Assessment is part of your child's every day learning. Together with the teachers and teaching assistants in their classroom they will gain a deep understanding of their next steps in learning and develop as learner. There will be a blend of formative and summative assessments. This will focus on ensuring that all pupils understand where they are and what they need to do next in order to progress. The blend also include a transition to online Personalised Assessments from National Tests.

Formative assessment is the monitoring of learning to provide ongoing feedback to improve learning and teaching.



When assessing learners' progression, using a range of assessment methods, practitioners will develop a holistic picture of the learner - their strengths, areas for improvement and the support and challenge needed to take their learning forward

Summative assessment is to evaluate student learning comparing it against a standard or benchmark.

# Gilwern Around the World

The school began a virtual journey of the world seeing all staff and learners covering the miles both within and outside school on a weekly basis, with the aim of amassing a total in excess of 50,000km. The total needed to circumnavigate the world. The route is planned and progress is recorded through the summative total of classes and individuals. Technology has been used extensively to virtually travel in each country and collate distance and plot position. At each 2,000km waypoint the school curriculum will be immersed and an in depth study of the place in the world where the school has reached will be undertaken.

The launch of “**Gilwern Primary School's- Around the World in a New Curriculum**” took place on 1st October, 2021.

The school's initial route will be to follow the ancient “Silk Road” and find out about the past and present. Each year group will focus on a number of different aspects of the curriculum as the learners and staff complete the distance to get to the planned locations. Enquiry will be pupil led and age specific embracing the interests of learners. For example, areas investigated will include environment, food, dance, music, art, money, agriculture and climate. Each class will focus on 10 different lines of enquiry. For each 10,000km leg of the journey a different charity will be supported by the school, with the aim of raising through the wider community.

Gilwern Around the World is based upon four purposes which underpin all learning. The school, along with the support of the governors, judges that the completion of this challenge will enhance and develop all of the purposes well providing a legacy for pupils which can be applied throughout life. Detailed age specific planning is well underway. Below is a selection of the statements to illustrate just how intrinsically entwined this challenge will be with Curriculum for Wales. In summary the New Curriculum for Wales states that pupils should develop the following and become.

**Ambitious, capable learners** who set themselves challenges and build up a body of knowledge having the skills to connect and apply that knowledge in different contexts. Learners who can undertake research being **ready to learn throughout their lives**.

**Enterprising, creative contributors who are ready to play a full part in life and work**. Learners should give their energy and skills so that other people will benefit. Lead and play different roles in teams, identify and grasp opportunities and think creatively to reframe and solve problems.

**Healthy confident individuals who are ready to lead fulfilling lives as valued members of society**. In this section learners are expected to take part in physical activity, face and overcome challenge. Develop mental and emotional wellbeing by developing confidence resilience and empathy through the building of positive relationships based on trust and mutual respect. Have the confidence to participate.

**Ethically informed citizens** who engage with contemporary issues based on their knowledge and understanding. Learners who are knowledgeable about their culture, community, society and the world, now and in the past. Respect the needs and rights of others, as a member off a diverse society. Learners need to develop and demonstrate their commitment to the sustainability of the planet so that they **are ready to be citizens of Wales and the world**.

In post covid operations this project has also allowed parental and family engagement to be re-established. Links which we will continue to strengthen as the project progresses.



# School Development Planning 2021-2022

The school identified and developed targets for 2021 - 2022 to raise standards. This has been achieved through consultation with learners, staff parents and governors.

## Priority 1: Health & Wellbeing

Provide all stakeholders with a holistic structure for understanding their own and others health & wellbeing.

The school is establishing a culture of health, fitness and improved wellbeing through Gilwern Around the World. This has also deepened understanding of culture and identity.

## Priority 2: Languages, Literacy & Communication

Raise standards in reading developing a passion for literature.

The use of rich literature to lead and inspire thematic units of learning is beginning to raise standards of reading towards pre-covid levels.

## Priority 3: Mathematics & Numeracy

Develop conceptual understanding of maths to deepen learning and enhance application when problem solving.

Through the use of first hand experiences to consolidate skills through use and application, confidence and enjoyment of mathematical problem solving is developing.

## Priority 4: Assessment as Learning

To align assessment to the principles of progression and context of Curriculum for Wales

The school are developing stakeholder understanding of progression across areas of learning and experience in line with Curriculum for Wales. Individualised target setting is purposeful, relevant and is developing learner ownership.

## Priority 5: Additional Learning Needs

To facilitate high quality Additional Learning Needs provision aligned to the principles of the ALN reform act.

The school has collaborated with external agencies to increase awareness and support strategies for learners with ALN. Through training of staff in Autistic Friendly School strategies the school are able to meet the need of the increasing number of pupils attending school with diagnosis of autistic traits.

## Priority 6: Professional Teaching & Leadership

To develop high quality educational professionals who collaborate and lead professional learning.

The school has provided valuable opportunities of high quality training to increase awareness of the national mission in addition to identifying resources to develop professional learning for all stakeholders in the transition to curriculum for Wales.

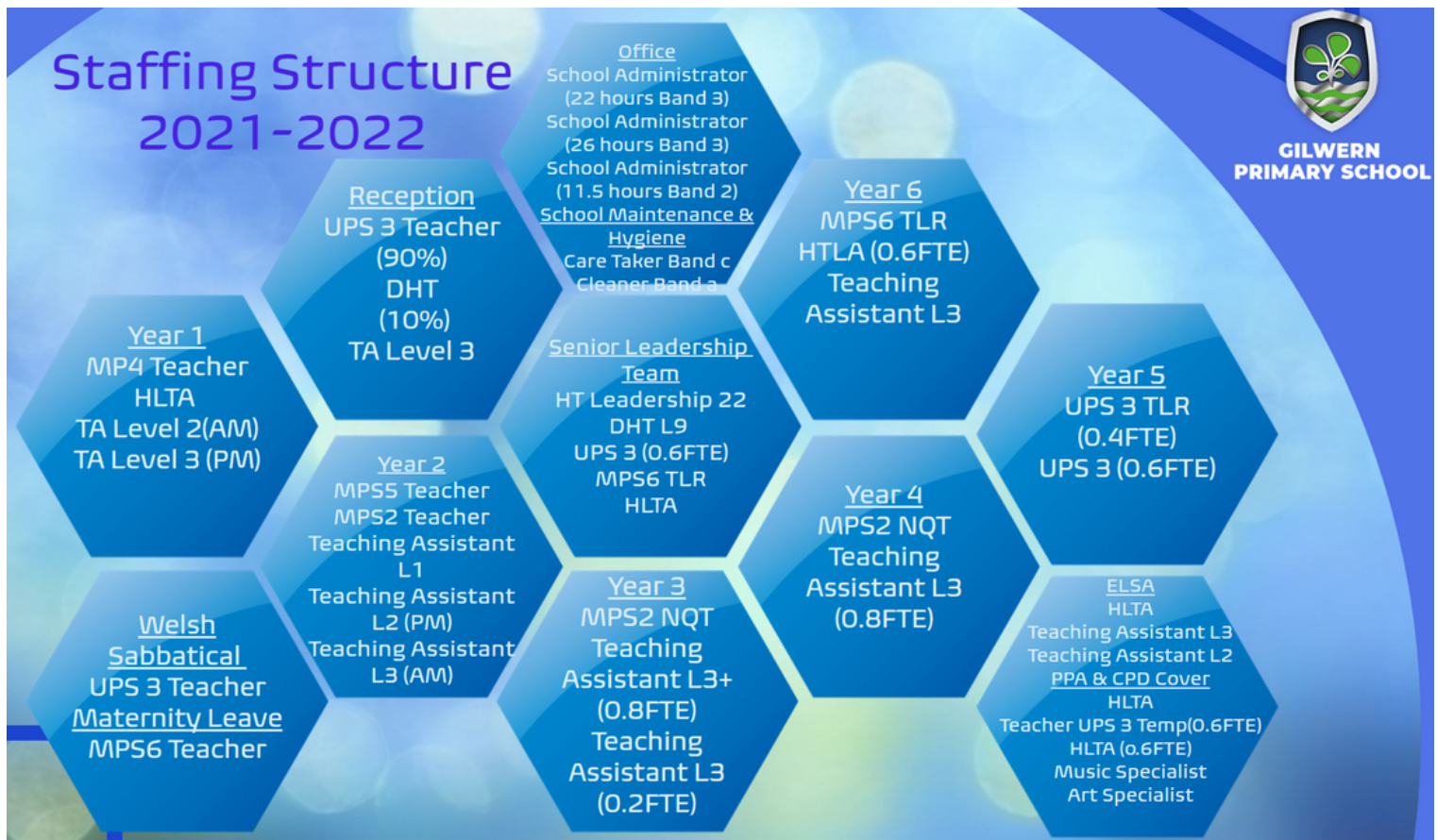
# Class Organisation

## CLASS ORGANISATION 2021-22

	Year Groups							
	R	1	2	3	4	5	6	
<u>Mrs S James</u>	25							25
Miss C Griffiths		23						23
<u>Mrs B Welford</u> Miss M Daley			42					42
<b>Foundation Phase Mainstream Total</b>								<b>90</b>
Miss J Phillips				29				29
Miss L King					30			30
<u>Mrs A Parry</u> (o.6) <u>Mrs J Powell</u> (o.4)						28		28
Miss V Price							30	30
<b>Key Stage 2 Mainstream Total</b>								<b>117</b>
<b>Mainstream Total</b>								<b>207</b>

## Staffing

The school has a Headteacher, seven full time teachers, three part time teachers, eleven support staff and one peripatetic music specialist. Curriculum teams reflecting the areas of learning experience of Curriculum for Wales are established, enabling staff to collaborate to improve standards for all. Support staff are integral to the foundation of Gilwern Primary School and their role in developing learners to reach their full potential is vital. The school has the services of two administrative officers and an additional part-time administrative support assistant. These play a vital role in the day to day operation of the school.





## Internal Organisation

In the transition post Covid the school continued to operate with 3 learning pods and provide high levels of autonomy to each pod to develop Curriculum for Wales. This approach was decided upon following the intensive training undertaken to date regarding the new curriculum and the desire to empower, allowing slightly different focuses to emerge. The pods are allocated Reception, Year 1 and Year 2, Year 3 and Year 4, and Year 5 and 6.

## Admission

The standard admission number for the school has been set by the Local Education Authority at 30. The school is a designated 210 capacity school. Parents of children wishing to attend Gilwern Primary School must apply for admission from the LEA Student Access Unit 01633 644530

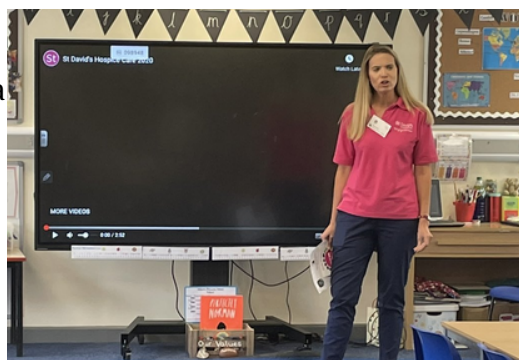
## Security

The Governors would like to thank parents on behalf of the Headteacher and staff for their cooperation in promoting school security and safeguarding measures by:

- adhering to the one way system in place on site
- socially distancing during drop off and collection from your child(ren)'s designated point
- Keeping the main gates closed
- Parking outside the school grounds and Community Centre
- Giving notice to the school office of intentions to take children home early
- Reporting to the office when visiting school
- Reporting absence to the school office by 9:30am - 01873 830325

## Professional Learning

As a professional learning school staff have been active in training staff and the wider cluster/region in the delivery of the new curriculum for a number of years. As we move towards Curriculum for Wales being statutory a focus on research led enquiry supports pedagogical approaches. National Professional Enquiry Project (NPEP) facilitates opportunity for staff to undertake action research in line with SDP priorities. The school prioritises the development of leadership capacity across all staff e.g. Aspiring HT Programme, Middle Leaders and the Talent Management Framework with a view to succession planning. These are in the early stages of development and the school strives to ensure that the national mission to develop a high-quality education profession with inspirational leaders, works collaboratively to raise standards is realised. Through the Gilwern Around the World project staff have been able to collaborate with a wide variety of professionals to support their career development.



## School Prospectus

The school prospectus is continuously updated and a copy can be downloaded from the school's website: [www.gilwernprimaryschool.org](http://www.gilwernprimaryschool.org)

# Learner Voice & Activities

The school has developed and established a pragmatic planning process to support delivery of the Curriculum for Wales. These processes ensure learning is through a staged approach:

- Pupil initiated questions
- Aligning learner questions to four purposes
- Links to statements of what matters
- Developing pedagogy and practice

In the transition to post covid routines learner voice groups were re-established in the summer term, with learners able to choose which group they would like to represent. The learner voice groups are as follows:

- Senedd - links to leadership
- Values Ambassadors - promoting whole school values
- Digital Leaders - supporting skills development and promoting digital citizenship
- Super School Squad - Promoting healthy life styles and wellbeing
- Get Out Doors Group - enhancing our outdoors and connecting with the local community
- Eco Warriors - leading environmental practices to maintain platinum flag status
- Criw Cymraeg - promoting and developing welsh language and culture
- Good to Give - supporting charity through Gilwern Around the World



## Community Links

Although not able to invite the community into school, regular communication was shared through the schools Twitter account and YouTube channel. Learners engaged well with assembly and reflective material shared from Llanelly Parish Church.

# Organisation & Contact Information

Hopscotch Childcare - After School Club

Manager : Miss R Knights

Contact: [gilwern.childcare-online-booking.co.uk](http://gilwern.childcare-online-booking.co.uk)

Hopscotch Childcare offers an excellent Afterschool Club which runs from 3.20pm to 5.15pm. Each session costs £8.00 and places must be booked through our new online booking system and paid for in advance.
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<b>Breakfast Club</b>
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Breakfast Club is from 8am and breakfast will be served. Parents need to book places and pay £1 fee in advance through <a href="#">ParentPay</a> .
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<b>Hopscotch Nursery</b>	Ms. V Trevett Tel: 07935335663
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Hopscotch Nursery is a <a href="#">committee run</a> charity offering high quality childcare in a warm and friendly atmosphere for children from 2 1/2 years old within the grounds of <a href="#">Gilwern Primary School</a> .	
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Opening hours are 9:00-3:00 Monday-Friday term time only.	
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In <a href="#">addition</a> sessional care is available from 9:00-12:00 for <a href="#">pre school</a> children and 12:45-3:00 for younger children.	
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## Governance

As in previous years, meetings of the Governing Body have taken place at regular intervals, Post covid Governor meetings from the Spring Term onwards have been held in person. At each meeting governors considered the Headteacher's report on the school and its work, as well as reports from sub-committees of the Governing Board on specific and wider issues. Minutes of these meetings are available at the school. In addition to these formal meetings, Governors have been invited to attend events when restrictions were lifted. Governors have participated in the county sponsored programme of training.

### Name

### Category

Bryan Davies - Chair Person

Community Governor

CC Grahame Nelmes - Vice Chairperson

LA

Roger Guy - Headteacher

CC Richard Dixon

Community Council

Jayne Jones

LA

Neil Bennett-Smith

Parent Rep.

Dr. Rachel Callender-Davies

Community Governor

Chante Whatley

LA

Cara Tingle

Parent Rep.

Rachel Wiltshire

Parent Rep.

Victoria Stone

Parent Rep.

Karen Burton

Community Governor

Brady Edwards

Teacher Rep.

Amy Green

Staff Rep

# Financial Statement 1st April 2021 – 31st March 2022

Income £1,219,138

## Expenditure

Employee Costs £968,556

Supplies & Services £95,905

Premises Costs £38,528

Fair Funding £51,442

Transport Costs £603

## Summary

Total Income £1,219,138

Total Expenditure £1,155,034

In Year Surplus £64,104

As part of the total income the school received the following grants; Education Improvement Grant (EIG), Pupil Development Grant (PDG), Early Years Pupil Development Grant (EYPDG) and Professional Learning Grant (PLG). These grants were subsequently costed to provide pedagogical provision, resources and training. Costs are placed against the grants and this is monitored with the Governing Body and Local Authority to ensure they are used appropriately. Gilwern's EAS appointed School Improvement Partner takes a high level overview and approves the grant allocation aligned to the WG guidelines.

## Attendance

Attendance %		06/09/2021 - 21/07/2022
2021-2022 Including under 5's	Reception	92.7
	Year 1	92.5
	Year 2	93.7
	Year 3	95.5
	Year 4	91.3
	Year 5	92.2
	Year 6	92.4
	Armed Forces	95.8
	EM	91.4
	FSM	90.5
	eFSM	90.5
	Lac	88.2
	Mat	93.1
	ALN	89.0
	ALN MED	92.2

# Additional Information

## Equal Opportunities

The Governing Body has a commitment to promoting equality and it seeks to ensure that people are not discriminated against. The Governors take all reasonable steps to ensure that the school environment provides access for all. Every effort is made by the school to develop respect, tolerance and understanding.

## Additional Learning Needs

The school ALNCo. closely monitors progress of those children who are experiencing difficulty with any aspect of their education. Gilwern School is an inclusive school and has made good progress to ensuring provision meets the needs of all learners. This academic year we have been awarded Autism Friendly School status. The school currently has 1.9% of learners on an individual development plan, 8% of learners in receipt of an Individual Learning Plan.

## Assessment

During the academic year 2021-2022 schools in Wales were not required to report on the outcomes and levels of learners. However, as part of the transition to Curriculum for Wales staff are involved in developing assessment processes at a national level. Assessment of learners within school takes a blend of approaches including practical assessments and personalised assessment tests available from Welsh government. Learners are set personalised targets to move learning forward on a weekly basis and these are shared with parents via Class Dojo to develop learning as a continuous process.

## Parent/Teacher Consultations

Parents had the opportunity to discuss how learners have settled into school via a telephone appointment in October 2021 and in person during the spring term. During these discussions wellbeing remained the focus and personalised targets were shared with parents. During the spring term a telephone consultation took place to discuss progress and preparation for transition. Finally in the summer term a report was sent to parents and parents were given a further opportunity to discuss their child(ren)'s progress.

## Gilwern's Association of Parents

An active and innovative Parent's Association continued to support the school through unprecedented times. The funds raised thus far have funded a new large climbing frame to support gross motor development. Volunteers are needed to help for future events, for more information please go to the following website: <https://www.pta-events.co.uk/gilwernprimary>