



CHARLES WILLIAMS

CHURCH IN WALES PRIMARY SCHOOL

GOVERNING BODY REPORT TO PARENTS 2020 - 2021

Annual Report to Parents

2020 - 2021

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SECTION ONE – GOVERNORS

1.1 Letter from the Chair of Governors

WELCOME FROM THE CHAIR OF THE GOVERNING BODY

Message from the Chair of Governors

Following the lockdown due to Covid 19 in March 2019, no-one could have foreseen more lockdowns in 2020 with the continuing disruption to life that the on-going restrictions placed on us all. In the periods when schools were open the pandemic has intensified existing workload and well-being issues for our school community and led to new pressures and daily challenges for everyone.

Throughout this time, Miss Penn and the school leadership team have had to deal with day to day Covid testing and reporting, providing cover for short-notice staff absence due to the need to isolate, dividing the whole school into 'bubbles', increasing daily and weekly hygiene and cleaning routines and introducing staggered drop-off and collection times. They have had to constantly adapt to rapidly changing situations and have done so admirably.

We congratulate our teaching staff, who have had to re-plan and adapt lessons for the classroom and home learning. The new vocabulary of 'distance and blended learning' has become prominent to parents, staff and governors alike! There has been constant assessment of pupils in order to identify learning gaps and provide tailored teaching to close those gaps, whilst also ensuring the safeguarding of our children has been given the highest priority. In fact, the whole school community

has pulled together as a team to ensure the safety and well-being of our children in what have been very uncertain times.

The Governors would like to thank you, the parents and carers of the children in our school, for the enormous contributions you have made in supporting your children's home learning, while many of you have also had to juggle this with full time working at home.

Despite the many restrictions put in place to stem the spread of Covid, many events, such as assemblies and concerts took place virtually. PTFA members were ingenious in planning and holding a very successful virtual Camp Out, which helped to raise everyone's spirits, whilst also raising funds.

We, as governors, have greatly missed being able to visit the school and hope that, as restrictions come to an end, we will once again be able to engage with pupils and staff and experience firsthand the myriad parts of school life that make the role of being a governor so rewarding.

The school year ended with the successful appointment of Mr. James Llewellyn as Deputy Headteacher, to commence his post in the Autumn term. My personal thanks to Mrs Kath Sperry for her dedication to the school in taking on the role of Acting Deputy Headteacher over a much longer period than we had at first envisaged. She is a star!

With very best wishes,

Carolyne Benavides

1.2 Charles Williams Church in Wales Primary School Governing Body

(as at September 2020)

Name	Category & Areas of Interest	Term of Office Ends
MrsCarolyn Benavides	Chair – Foundation (Diocese of Monmouth)	27 April 2022
Mr Stephen Marshall	Vice Chair - Charles Williams Charity	27 January 2020
Reverend Elaine Hills	Foundation (Diocese of Monmouth)	27 April 2022
Mr Robert Isaac	Foundation (St. Cadoc’s Church)	27 April 2022
Mr Roy McCabe	Charles Williams Charity	27 April 2022
Mr Keith Minton	Charles Williams Charity	27 April 2022
CLlr Gail Giles	Newport City Council Appointed	27 April 2022
CLlr Jason Hughes	Newport City Council Appointed	27 April 2022
Mr Paul Huntley	Charles Williams Charity	27 April 2022
Reverend Sue Pratten	St. Cadoc’s Church (ex officio)	25 February 2022
Dr Michelle Brown	Parent Governor	8 December 2022
Mrs Beth Hard	Parent Governor	5 June 2022
Miss Rebecca Penn	Headteacher	27 April 2022
Mrs Kathryn Sperry	Acting Deputy & Foundation Phase Leader (Non-voting and Co-opted)	27 April 2022
Mrs Linda Ball	Non- Teaching Staff Representative	27 April 2018
Mr Mark Davies	Teaching Staff Representative	27 April 2022
Mrs Jane Hopkins	Administrator of the Charles Williams Charity (Non-voting and Co-opted)	27 April 2022

1.3 Parent Governor Vacancies

When a vacancy arises on the governing body for a parent representative, the Local Authority will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. Every parent of a registered pupil at the school will be entitled to stand as a candidate and to vote at the election. Each parent will be provided with a letter via student post and a nomination form. The nomination form and personal statement must be returned to the school by the set date. Elections will be held by secret ballot. **The next scheduled election of Parent Governors is 8 December 2022.**

1.4 Foundation Governors

Foundation governors are appointed by St Cadoc’s Church (two) and the Diocese of Monmouth (two) as and when vacancies arise. Their terms of office last for four years. Governors are also able to co-opt further members to the governing body and have done so. Four governors are elected by the Charles Williams Charitable Trust and their terms of office are for four years. Two governors are representatives of teachers and support staff. Currently, three governors are non-voting and co-opted. These are the acting deputy headteacher, the leader of Key Stage 2 and the Charles Williams Charitable Trust’s administrator.

1.5 The Organisation of our Work

We are the body responsible for the education, welfare and well-being of everyone at Charles Williams Primary School. This is achieved via the professional services of the headteacher and their staff, with whom we have regular, formal and informal discussions. We receive, for example, regular reports relating to the standards pupils are achieving, the quality of teaching and the health and safety aspects of school life. Our meetings begin with a presentation by members of staff or pupils on curriculum updates and various other initiatives undertaken at the school. Each governor is associated with a team of teachers and teaching assistants. Through this we are involved in the continued development of the curriculum. Every governor is

also linked with one or two classes and visits the pupils and their teachers from time to time in support of their work. We also support the school on informal and formal occasions in its calendar of events.

The full Governing Body meets twice a term and, as necessary, the following committees hold their meetings:-

Finance and Premises Panel
Personnel and Staffing Panel
Pay Review Panel (& Appeals Panel)
Staff Appointments Panel
Performance Management Review Panel (& Appeals Panel)
Staffing Requests Panel
Staff Grievance (& Appeals Panel)
Staff Discipline and Dismissal Panel (& Appeals Panel)
Complaints Panel (& Appeals Panel)
Pupil Discipline and Exclusion Panel (& Appeals Panel)
Policy Panel
Health and Safety Panel

The committees discuss the detail of matters pertinent to their purpose, and report back to the full Governing Body at the next available full meeting for ratification of proposals or recommendations.

To assist us in our work we have the opportunity to participate in a specialised programme of governor training, organised by the Education Achievement Service (EAS). The support and advice we regularly receive is greatly appreciated.

Many aspects of the school are discussed, including national and local issues. During full Governing Body meetings the Headteacher's Report is made on various activities of the school. The Headteacher also produces reports on matters of concern thought to be relevant.

In addition, the Local Authority produces background papers and reports which receive the necessary attention. During the last year, we received and confirmed reports produced by the Chief Education Officer, such as the Pay Policy for Teachers, Performance Management initiative and the Guidance on what should be included in the headteacher's report.

We can report that no governors claimed for travelling or subsistence expenses during the last year.

1.6 Review of Policies

The Policy Panel considers and reviews major policy developments pertaining to the school. Upon amalgamation, policies from both previous schools were adopted and a three-year policy review timetable is in place to ensure that policies are reviewed and updated as necessary. Policies are updated and redrafted and, with Governing Body approval, formally adopted. They are open to inspection by parents by prior arrangement with the school and statutory policies are available on the school website.

SECTION TWO - SCHOOL INFORMATION

2.1 Term Dates

For the academic year **2020/21** term dates for pupils will be as follow:-

Autumn term 2020

Term starts 2 September 2020
Half term 25 October to 29 October 2020
Term ends 17 December 2019

Spring term 2021

Term starts 4 January 2021
Half term 21 to 25 February 2021
Term ends 8 April 2020

Summer term 2021

Term starts 25 April 2021
Half term 30 May to 3 June 2021
Term ends 22 July 2021

Six additional training days will be arranged and included in the school calendar which is circulated to parents before the start of each academic year (this includes the additional day announced by Welsh Government to support schools in preparing for the revised curriculum).

2.2 Session Times

School commences at 9.00 a.m. (Foundation Phase), 8.55 a.m. (Key Stage 2) and ends at 3.15 p.m.
Lunch break is between 12.00 p.m. and 1.00 p.m. (Foundation Phase) and between 12.10 p.m. and 1.00 p.m. Key Stage 2. A 20-minute break is taken at 10.40 a.m.

2.3 Prospectus Changes

The Prospectus is available from the school on request and is also available on the school website.

2.4 School Status

Charles Williams Church in Wales Primary School is a Voluntary Aided, English medium school.

2.5 Welsh in School

Welsh is taught as a second language to all pupils. The school does not have provision for pupils to receive their education solely through the medium of Welsh. In the summer term of 2018, the school was awarded Cymraeg Campus Bronze in recognition for its work in developing and supporting Cymraeg and Cwricwlwm Cymreig Policies across the school. Cluster arrangements are in place to ensure there is continuity of learning when pupils transfer from Primary to Secondary school. The main receiving secondary school is Caerleon Comprehensive School. Cymraeg Ail Iaith is a strength of the school. Our children are enthusiastic about Welsh language and culture and the annual Eisteddfod is the pinnacle of our celebrations of Welsh language, heritage and culture.

SECTION THREE - WORK AND ORGANISATION OF THE SCHOOL

3.1 Senedd

Who is the Senedd and what is their role?

“The Senedd is a group of pupils who represent everyone in their class and the school. The Senedd isn’t just made up of pupils but includes teachers as well. This year we have presented our work to the governors.”

The Senedd is made up of one representative from each of our pupil voice groups along with our head and deputy head boys and girls. The Senedd meet regularly with a variety of teachers and teaching assistants. The Senedd makes decisions that affect all pupils at Charles Williams Primary School. This Senedd has a constitution to ensure that it is run fairly and effectively.

“The Senedd gives the pupils the opportunity to have their say on issues affecting them. If you are a member of the Senedd you represent all the pupils, their opinions and their rights.

The Senedd gives pupils the opportunity to be involved in decisions that impact on the school, it gives pupils a voice, an opportunity to have their say and for their opinions to be heard and respected. In school, it’s very important that all the people in school feel valued and respected. It is important that everyone is asked their opinions, and helps to improve our school.”



What the Senedd hopes to achieve

- “We would like to get more equipment on the yard.”
- “We would like to raise more money for charities and people who need our help.”

5.2 Organisation of the Curriculum

Statutory delivery of the National Curriculum in Wales is delivered through a rolling programme to ensure appropriate provision for the wellbeing and learning needs of all learners. Children are taught in mixed ability classes with the exception of phonics from Reception to Year 4. Staff plan in teams to develop consistency and progression within and across age phases and to develop literacy, numeracy and IT skills across the curriculum. Literacy, numeracy and IT skills are applied across the curriculum in rich themes, the content of which is often driven by learners’ views.

5.3 Additional Learning Needs (ALN)

Aims

Charles Williams Primary School is committed to providing an appropriate and high quality education to all our pupils. We believe that all pupils, including those identified as having ALN, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life. We are working collaboratively with the local authority and the schools in our cluster to in preparation for the ALN reform act.

We believe that all children should be valued equally in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

At Charles Williams Primary we aim to identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve his or her full potential.
Children’s ALN are identified through:

- information from parents and previous schools;
- baseline information gathered on entrance to nursery or reception and
- information from the educational psychology service or medical information.

We are supported in school by the Local Authority (LA) Service for Students with Specific Learning Difficulties (SLD). We have worked with the LA Advisory Service to develop strategies to support children who have elements of dyslexia or Autistic Spectrum Disorder (ASD).

The School’s ALN Policy is reviewed in consultation with the LA advisory service and our ALN Governor.

The progress of children with Statements of Special Educational Needs (SEN) is reviewed in line with the ALN Code of Practice for Wales. The fundamental principles of the SEN Code of Practice are undertaken in school. Not least of these is our approach that ‘all teachers are teachers of ALN’. Information about the progress of pupils with ALN is shared at meetings between class teachers, phase leaders and the senior leadership team.

5.4 School Improvement Overview

Transformational Curriculum	<ol style="list-style-type: none"> 1. Meet the statutory requirements of the revised curriculum for Wales.
Assessment, Evaluation and Accountability Supporting a Self-improving System	<ol style="list-style-type: none"> 1. Introduce use of progression steps and assessment statements to standardise learner progress.
Excellence, Equity and Wellbeing	<ol style="list-style-type: none"> 1. Continue to improve attendance so that the school is rated green. 2. Continue to develop pupil wellbeing through revision of Health and Wellbeing curriculum. 3. All vulnerable pupils meet their learning goals. 4. Continue to develop the role of Equity and Wellbeing Lead Professional
High Quality Profession	<ol style="list-style-type: none"> 1. Develop the role of the middle level leaders 2. Embed Excellence in Teaching and Leadership Framework (EAS publication) to inform and standardise monitoring and evaluation activities. 3. Develop triad working (teachers and TAs).
Leaders Working Collaboratively to Raise Standards	<ol style="list-style-type: none"> 1. Develop the role of Deputy Headteacher. 2. Continue to develop the involvement and impact of staff in professional networks, particularly middle leaders to raise standards. 3. Continue to provide further opportunities for governors to actively contribute to school improvement.

5.5 Sporting opportunities

Sport plays an important part in school life. Children participate in a variety of team games as an integral part of the P.E. curriculum. Children in Key Stage 2 benefit from the work of qualified sports coaches who introduce our children to a variety of sports through taster sessions throughout the year. Such opportunities include football, tennis and cricket. All children are included within these sessions and we aim to ensure that each child finds a degree of personal success and enjoyment. Sports Days for the Foundation Phase and KS2 were well attended, providing an enjoyable day for children and their families. We are mindful too of the need to help children to keep fit and active. To this end, teachers offer a wide range of extra-curricular activities which are supplemented with clubs from outside agencies.

The children's opportunities to take part in sporting opportunities has been curtailed by the Coronavirus pandemic.

5.6 Community Links

The school is keen to promote links with The Church, local businesses and other organisations within our community and benefits greatly from their support.

- We have strong links with Caerleon Comprehensive School and the cluster Primary Schools. We aim to ensure a smooth transition for our Year 6 pupils as they move to Caerleon Comprehensive School. Visits are planned each year giving opportunities to attend a range of learning experiences and regular meetings take place to ensure that the needs of our children are met as they move to Key Stage 3.
- We have established close links with a number of local sports organisations, including Newport County Football Club, Newport Schools Rugby Group and Sports Extra. The children at school have benefited from the coaching provided by experts within these organisations and have thoroughly enjoyed being involved in sporting initiatives during the year.
- Links with Caerleon Library continue to enrich our pupils.
- Musically, the school encourages children actively to participate in a wide variety of music groups, perform in concerts and celebrate the musical successes of our pupils through pupil performances in worship. Instrumental lessons are given on a weekly basis by the peripatetic staff for pupils to learn string, wind, percussion and brass instruments. As pupils progress, they are encouraged to county ensembles. Concerts are performed by the children for their parents and families and the combined cluster schools' carol concert is a highlight of the school year. We are always pleased to celebrate the music examination successes of many of our pupils during the year.
- Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community police liaison officers, school nurse, the fire service, and a wide range of parents and governors with specialist skills and knowledge.
- We have strong links with local churches, particularly St Cadoc's. We are very pleased to welcome Open the Book every fortnight who enthral our children with stories from the Bible and share the love and fellowship of Christ.
- We regularly support charities, including the Raven House Trust, The Trussell Trust, Children in Need and Comic Relief. Monthly coffee mornings are held to support a variety of charities that are close to our school community's heart.
- We continue to enjoy the positive contribution made by parents, grandparents and members of the wider school community. Where possible, as in previous years, parents have been actively involved in the school in a number of ways. Parents have accompanied children on school trips while some give regularly of their time to support children's learning within the classroom.
- Once again, this year, there has been tremendous support for the School PTFA's varied programme of social events and fund-raising activities including those organised and held remotely due to restrictions as a result of the Coronavirus. The Governors would like to thank the PTFA, which contributes so much to the school. The events organised by the members take a tremendous amount of hard work and it is the goodwill of all

involved that makes the events so successful and illustrates the community spirit, which is so tangible within the school.

- We are especially grateful for the support of the Charles Williams Charitable Trust. Trustees and the trust's administrator give generously of their time to enhance the work of the school and to help to maintain the school's buildings.

APPENDIX 1 – Financial Statement

Charles Williams CIW Primary

Financial Statement for Year Ending 31st March 2021

2019/20 Outturn		2020/21 Outturn
£	Employees	£
1,150,826	Teachers	1,230,129
438,539	Support Staff	384,572
28,548	Caretakers	28,007
36,731	Midday Supervisors	39,374
0	Cleaners	0

Other Employee Costs		
22,976	Supply Insurance Premium	22,337
148,607	Agency Staff	127,692
	Lunch Time Meal	
0	Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
539	Advertising	706
0	Interview Expenses	0
579	Misc Employee Costs	98

Energy		
12,590	Gas	9,759
20,290	Electricity	14,583
0	Oil	0

45,847	Capitation and ICT	50,618
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18,488	SCC, EIG and PDG Expenditure	0
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Premises Related		
3,210	Hire of Facilities	986
5,102	Rates	5,190
	Building Maintenance and	
35,953	Alarm Lines	26,627
5,103	Grounds Maintenance	5,585
4,827	Water	3,569
44,343	Building Cleaning Contract	46,755
4,299	Refuse Collection	3,277
7,342	Miscellaneous Premises	6,914

Communications		
329	Postage/Fax/Telex	112
10,205	Telephones	13,539

Transport		
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
142	Vehicle Hire	0
33	Car Allowance	0
310	Travel Expenses	0

0	Exam Fees	0
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External Courses		
2,423	School Funded Training	6,055
	Alternative Curriculum	
0	Provision	0
0	Sixth Form	0

40,213	Central Services	40,160
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Income		
-2,080	Lettings	-75
0	Sales Income	0
0	Music Service Income	0
-27,860	Donations	-838
7,443	Miscellaneous	0
-76,551	Supply	-61,288
0	Exam Fees	0
-1,473	Interest	-1,485
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
	Other Grant and	
-306,335	Contributions	-408,931
0	Reserve Transfer	0
0	After Schools Club	0

1,681,538	Total Net Expenditure	1,594,027
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1,693,036	Total Funding	1,828,320
11,498	In Year Surplus / Deficit	234,293
213,471	Prior Year Surplus / Deficit	224,969
	Accumulated Surplus /	
224,969	Deficit c/fwd	459,262

13.29%

Balance as % of Funding

25.12%