

# Governors' Annual Report to Parents 2023-24



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# School Details

Allensbank is an English medium maintained Primary School accommodating 3-11 year old pupils living within the area of Heath, Cathays and Gabalfa.

The school has 238 pupils on roll.



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# Mission Statement

Allensbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all.

The school fosters respect, celebrates diversity and actively promotes high standards for all.

# Vision Statement

At Allensbank Primary School everyone works together to ensure that

- We form positive and respectful relationships with others within our diverse school community and show consideration for and actively nurture partnerships with parents, carers and the wider community.
- Through a supportive, nurturing ethos, learners feel valued, are able to express their ideas and emotions, are questioning and enjoy solving problems.
- We lay the foundation for a love of learning through being committed to high quality provision which equips our pupils for ongoing learning, work and life.
- Pupils feel safe and secure, build their resilience and develop strategies which will help them manage their well-being and respond positively in the face of challenge.
- Our learners have high expectations of themselves and strive to achieve their full potential by taking responsibility for their own learning. They help to set personal goals and celebrate successes.
- Pupils build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.
- They have the space to be curious, inquisitive, generate creative ideas and to critically evaluate alternatives as well as reflect and adapt.
- We have pride and confidence in ourselves whilst learning to work effectively with others, valuing the different contributions we and others make.

# Letter from the Chair of Governors

Dear Parents,

I write to you at a unique point in Allensbank's story. This is the final year of Allensbank School, and over the next year there will be much to grieve as well as much to be thankful for and look forward to! But this annual report in your hands (or on your screen!) is a look back at the previous year – 2023-2024 - and gives you a snapshot of a singularly challenging and unsettled year in Allensbank's history. This was the year when huge decisions were made about the future of the school; decisions which impacted the whole school community. The decision was made to close Allensbank and Gladstone Primary Schools, and to join them together to start a new school in Cathays. A new, interim governing body was set up to oversee the process of starting the new school, and a headteacher and deputy headteacher were appointed to lead the school (and later on, the rest of the senior leadership team as well). The process was, at times, difficult, and meant that we had to say a sad farewell to some special people, not least to our very own headteacher, Miss Droган. She has since moved on to a new headship and we wish her well. In July 2024, we also said farewell to the chair of governors, Kevin Jacobs, who had been steering the governors' ship for the past 10 years. So it was a year of big changes and farewells, and will be remembered as such.

In happier news though, 2024 was the year that we also got to say farewell to the scaffolding that had been with us since 2020, and nobody was sad to see it go! It has been lovely to have parts of the playground back that had been behind scaffolding for so long, and lovely for the staff and pupils to be able to go about their school days without the sound of hammering and drilling in the background!

Despite all these challenges over the past year, Allensbank staff have been nothing short of heroic - continuing to deliver high quality education to the children and provide a warm and nurturing environment for them to learn and grow in, as you will see from the following annual report. We are unspeakably grateful for their hard work and sacrifice in challenging times.

We enter this final year of Allensbank, however, in a much more settled position, with great hope of an exciting future. We have begun to enjoy an ever strengthening partnership with Gladstone School (helped by sharing their headteacher!) and look forward to joining with them to form the new School, Fairoak Primary School, in September 2025.

With thanks for your support, as always,  
Alison Bolton (Chair of Governors)

# Our Governing Body

Headteacher	Ms J Drogan
Clerk	Mrs. M. Morgan
Community Governor	Mr K Jacobs (Chair)
Community Governor	Mr S Davies
Community Governor	Mrs J Morris
Community Governor	Vacancy
LA Governor	Mr T Powell
LA Governor	Mr N Sudarsan
LA Governor	Mr S Popov
LA Governor	Ms R Davies
Parent Governor	Mrs A Bolton
Parent Governor	Mr A Williams
Parent Governor	Mrs C Guthrie
Parent Governor	Mrs A Cosh
Parent Governor	Dr K Moles (Vice Chair)
Non-Teaching Governor	Vacancy
Teacher Governor	Miss H Mapstone
Teacher Governor	Mrs A Simmons

# What does the School Governing Body do?

School governors are people who want to make a positive contribution to children's education. The Head teacher of the school is responsible for day-to-day management of the school. The role of the Governing Body is to provide strategic management, and to act as a "critical friend", supporting the work of the Head teacher and other staff.

School governing bodies exist so that schools are accountable to parents, the Local Authority and the local community for their actions, the results that they achieve and for the way that resources are allocated.

In Wales, every state school has a Governing Body, consisting of specified numbers of various categories of governors depending on the type and size of school. In our school the following categories are applicable:

Parent Governors: parents (ideally of children at the school)

Teacher and Staff Governors: members of the school staff

LA Governors: nominated by the Local Authority

Community Governors: members of the local community (appointed by the rest of the governing body)

Allensbank has a delegated budget to cover salaries, running costs, maintenance and equipment; the Governing Body is responsible for managing this budget.

Our Governing Body uses a committee structure to undertake their monitoring and evaluation roles. These committees include Finance, Staffing, Admissions, Health and Safety, Curriculum and Premises. We meet once every half-term, as a Full Governing Body, where the ongoing business of committees, the governing body and the school are discussed and reported on and where decisions are taken by a majority vote. Most of the work of governors however, is done at committee level.

# Link Governors

These governors visit the school regularly to work alongside teachers who have subject responsibility areas. This enables them to develop a clear understanding of how the school works and forge stronger links with teachers.

NAME OF GOVERNOR	STAFF MEMBERS	CURRICULUM AREA
Claire Guthrie & Alison Bolton	Mrs Roberts, Mrs Reynolds, Mr Watson, Miss Mapstone	Health and Well-being
Ayla Cosh	Mrs. Simmons	IT
Kate Moles	Mrs O'Malley, Mrs McAuliffe, Mrs Wilson, Mrs Green	Languages, Literacy and Communication
Jane Morris & Anthony Williams	Miss Parfitt, Mrs Roberts	Science and Technology
Sergey Popov	Ms Lewis, Mrs Williams	Humanities
Anthony Powell	Mrs Wikeley, Mrs Simmons	Maths and Numeracy
Nirushan Sudarsan	Mr Watson, Mrs Green, Miss Mapstone	Expressive Arts
Kevin Jacobs	Mrs Reynolds/Mrs McAuliffe	ALN/EAL
Kevin Jacobs	J Drogan	Child Protection liaison
Kevin Jacobs	J Drogan	Resources Liaison
Kevin Jacobs	J Drogan	Equal Opportunities
Kevin Jacobs	J Drogan	Governor Services

Resource Committee	Well-Being Committee
J Drogan	A Powell
K Jacobs	N Roberts
C Wikeley	N Sudarsan
A Powell	J Drogan
S Davies	A Bolton



## Financial Report for Parents

Budget The Governors' finance sub-committee meets regularly to monitor spending and reports back to the full governing body.

CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2023-2024				
Governing Body/Corff Llywodraethu of: Allensbank Primary School				
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawnedig	
	£	£	£	£
<b>Staffing costs/Costau Staff</b>				
Teaching Costs/Costau Addysgu	702,512		699,655	
Special Needs Teachers/Athrawon Anghenion Arbennig	55,968		56,061	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	67,770		67,367	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	24,107		45,212	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	58,692		59,568	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyywyr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyywyr	147,875		156,457	
Foreign Language Assistants/Cynorthwyywyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwylywyr Canol Dydd	32,348		29,849	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	0		0	
Administrative Staff/Staff Gweinyddol	33,471		31,586	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	14,999		9,316	
Other Staff Costs/Costau staff eraill	177,836		202,598	

<b>Total Staffing Costs/Cyfanswm Costau Staff</b>		1,315,578		1,357,668
<b>Premises Related Costs/Costau Eiddo</b>				
Caretaking Staff/Staff Gofalwyr	32,705		30,964	
Domestic Staff/Staff Domestig	12,623		13,265	
Grounds Staff/Staff y Tir	0		0	
Cleaning Costs/Costau Glanhau	56,119		54,451	
Energy Costs/Costau Ynni	58,154		59,263	
Rates/Cyfraddau	16,585		16,585	
Repairs and Maintenance/Atgyweiriau a Chynhaliaeth	30,385		8,336	
Water/Dŵr	4,400		4,661	
<b>Total Premises Related Costs/Cyfanswm Costau Eiddo</b>		210,971		187,525
<b>Transport Costs/Costau Cludiant</b>				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	650		257	
Vehicle Costs/Costau Cerbydau	0		0	
<b>Total Transport Costs/Cyfanswm Costau Cludiant</b>		650		257
<b>Supplies and Services/Cyflenwadau a Gwasanaethau</b>				
Teaching Materials/Adnoddau Addysgu	10,000		15,512	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	110		0	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0	
Catering Costs/Costau Arlwyo	1,800		1,395	
Unallocated / Savings to be found/Arian heb ei ddosbarthu / Cynilion	-274,788		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	2,825		1,245	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	0		0	
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,106		1,098	
Other office costs/Costau swyddfa eraill	6,950		13,717	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	5,780		5,890	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliaeth a threuliau	0		195	
<b>Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau</b>		-246,217		39,052
<b>Central Services/Gwasanaethau Canolog</b>				
School Meals/Prydau Ysgol	0		0	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	14,493		13,946	

<b>Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog</b>		14,493		13,946
<b>Income/Incwm</b>				
Additional Central Funding/Nawdd Canolog Ychwanegol	-201,773		-21,026	
Community Education/Addysg Cymunedol	0		0	
Donations/Rhoddion	0		-4,321	
Lettings/Gosodiadau	0		0	
Other Income/Incwm arall	0		-1,990	
Grant Income/Incwm rhent	0		-268,837	
Sales/Gwerthiannau	0		0	
School Meals Recharge/Talu am Brydau Ysgol	0		0	
Training and Tuition Income/Incwm Hyfforddiant	0		0	
<b>Total Income/Cyfanswm Incwm</b>		<b>-201,773</b>		<b>-296,175</b>
<b>Interest and Other/Llog ac Arall</b>				
Interest on investments/Llog ar fuddsodiadau	0		0	
School Investments/Buddsodiadau Ysgol	0		0	
Withdrawal Investments/Buddsodiadau Dileadau	0		0	
School Deficit/Gwariant Ysgol				
Temporary Loans/Benthyciadau Dros Dro	0		0	
Temporary Loans/Benthyciadau Dros Dro	0		0	
Interest/Llog	0		0	
<b>Total Interest and Other/Cyfanswm Llog ac arall</b>		<b>0</b>		<b>0</b>
<b>Total Net Expenditure/Cyfanswm Gwariant Net</b>		<b>1,093,702</b>		<b>1,302,274</b>
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsodwyd a ddygwyd ymlaen		50,628		
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-16,585		-16,585
Contribution to / from balances/Cyfraniad i / o falansys				-157,944
<b>Revised Net Expenditure/Gwariant Net Diwygiedig</b>		<b>1,127,745</b>		<b>1,127,745</b>
<b>Summary/Crynodeb</b>				
<b>Total resources available in 2023-2024 / Cyfanswm adnoddau ar gael yn 2023-2024</b>	<b>£</b>			
School balances Brought forward from 2022-2023/Balansau ysgol a ddygwyd ymlaen o 2022-2023	-50,628			
School Loans Brought forward from 2022-2023/Benthyciadau Ysgol a Ddygwyd ymlaen o 2022-2023	0			
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0			
Total delegated resources/Cyfanswm adnoddau dirprwyedig	1,144,330			
<b>Total/Cyfanswm</b>	<b>1,093,702</b>			
Actual Expenditure/Gwariant Cyflawnedig	1,302,274			
Less change in investments/Llai'r newid mewn buddsodiadau	0			



# Staff Responsibilities

Class	Personnel	
Nursery & Reception	A Simmons	IT/Maths and Numeracy/ Science and Technology
Year 1	N Roberts	Health and Well-being/ Science and Technology
Year 2	T Lewis	Humanities/ ARR
Year 3	A Wilson (SLT)	Language, Literacy and Communication/ PS 1&2
Year 4	D Watson	Health and wellbeing/ Expressive Arts
Year 5	C Wikeley (AHT) H Green	Maths and Numeracy/PS 3 Language, Literacy and Communication/ Expressive Arts
Year 6	G Parfitt	Science and Technology/ ARR
EIC	E O'Malley	Language, Literacy and Communication
ALENCo (ALN)	J Reynolds (SLT)	ALNCO/ Health and Well-being
EAL	S McAuliffe H Mapstone	EAL/Parental Engagement Health & Well-being/ Expressive Arts
PPA	L Williams	Humanities/ Parental Engagement

# Attendance Information

Regular attendance is essential if children are to reach their potential and at Allensbank, we place a high priority on good attendance.

The school adheres to local authority guidance in relation to school attendance and has strategies in place to reward good attendance, highlight the importance of attendance and also to sanction poor attendance.

All children with irregular attendance are discussed with the Head teacher, nominated Attendance Coordinator and the School Attendance Officer (SAO).

Appropriate action is taken following Local Authority guidance including the issuing of fixed penalty notices (FPNs). Monthly attendance figures are reported to the Governing body and the Local Authority.

## School Improvement Plan

Whole School Priorities for 2023-24 were as follows-

Priority 1: To engage in professional partnerships and practice in order to review, refine and embed the Curriculum for Wales ensuring that all statutory requirements are met.

Priority 2-To ensure that there is consistently effective teaching and learning to support all learners (including those within vulnerable groups) to make accelerated progress.

Priority 3: To ensure that the school is compliant with the ALN code.

Progress towards these whole school priorities was reported to governors across the academic year through full governing body meetings and sub-committees.



## Healthy eating

The school has a Healthy Eating Policy and is a healthy eating school having achieved accreditation for Phase 3 of the healthy schools award. Eating well and having a healthy lifestyle is clearly really important. To this end the school promotes awareness of what constitutes a healthy lifestyle. Pupils are able to pay £10 per half term for a fresh fruit snack at playtime and to contribute towards ingredients for regular cooking sessions..

## Pupil Well-being

Pupils participate in a pupil wellbeing hour on the last Friday every month. This gives the pupils an opportunity to designate time to themselves doing something they enjoy in order to focus on their mental and physical wellbeing.

Allensbank is a Thrive school and uses Thrive as a therapeutic approach to help support children with their emotional and social development.



## Toilet facilities

Toilet facilities are suitable for the range of anticipated users. They are kept open and available to learners throughout the school day.

All toilet areas have properly maintained supplies at all times of warm and cold water, liquid soap, hand drying facilities and toilet tissue in dispensers, provided at a convenient height. Effective toilet cleaning procedures are followed by cleaning staff whilst learners are actively encouraged to respect the toilets and report any cleaning needs to staff. The school has a toilet policy which has been agreed by the governing body.

## School Clubs

The school offers a free breakfast club for pupils. There is also an after-school football club. Pupil voice is represented through school council which draws up an annual action plan. There is also a 'Ciw Cymraeg' who promote the Welsh ethos and language throughout the school.

## Complaints

The governors hope that any concerns and problems can be addressed by discussion with the staff and Headteacher prior to becoming an issue for the attention of the governing body. The first point of contact in the event of a concern is always, out of courtesy, the Headteacher. If there are however issues which cannot be resolved then a copy of the school's complaints procedure is available at the school and on the website

## **Family Engagement and support**

As a school, we offer support in a variety of ways such as-

- A food bank every Tuesday run by community volunteers
- Donations of toys and clothing in association with a local charity
- Assistance for parents in accessing support services
- Regular Newsletters and communication with parents
- Engagement in family learning such as literacy and numeracy workshops
- Parent reading sessions



## **Children who are Looked After (CLA)**

Allensbank Primary School aims to ensure that our children who are looked after have positive experiences in school and achieve educational success. The designated teacher for children who are looked after is Ms J Drogan.

The school has a Looked after Children policy which is focused on helping Looked after children succeed and providing opportunities that enable them to have a better future.

## **Links with the Community**

The school has good links with specialist agencies and works effectively with a range of professionals in order to meet the individual needs of pupils.

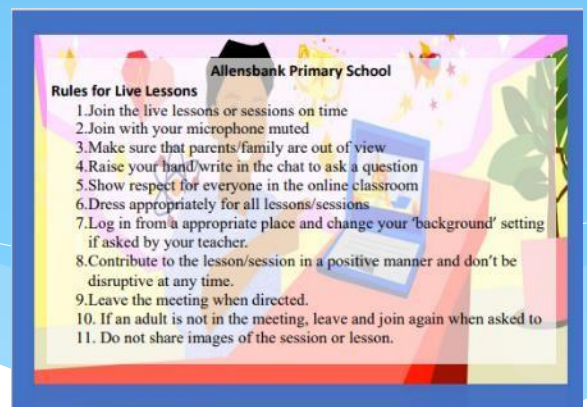
Through contact with our community police liaison officer and the school nurse, children are provided with very good support in PSE, Healthy Schools and areas of learning such as Relationships and Sexuality Education (RSE). South Wales Police also run an annual programme of events throughout the school focusing upon pupils' social, emotional and physical development.



## **Blended Learning**

Allensbank has an agreed approach to distance Learning in line with guidance supplied by the Welsh Government.

All pupils have Hwb accounts which provide access to Google Classroom. The school has also developed clear rules to be followed by all pupils participating in live on-line sessions.





# Curriculum for Wales



## ALLENSBANK PRIMARY SCHOOL

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Only Our Best Will Do

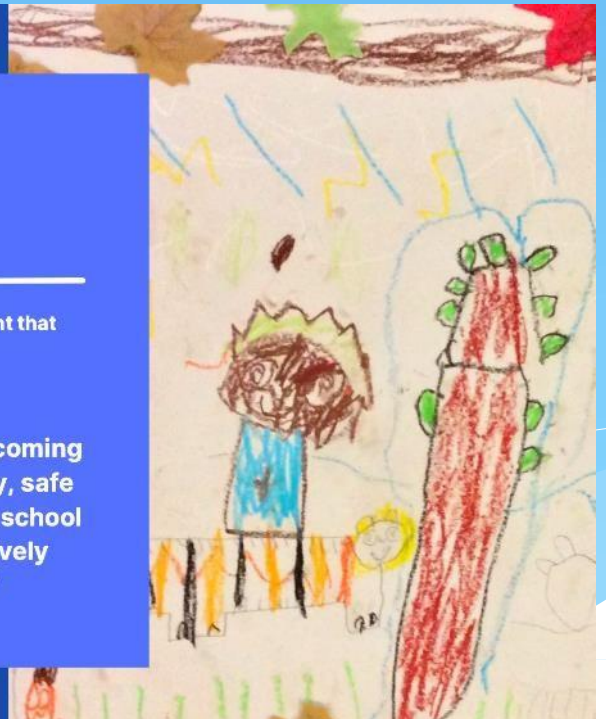


## CURRICULUM VISION

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Our curriculum is based around our school's mission statement that

**"Allensbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all. The school embraces diversity, fosters respect and actively strives to ensure high standards for all."**



We aim to deliver an inclusive curriculum which supports every learner in reaching their full potential and making good progress throughout their time in our school. Our curriculum takes into account the highly diverse nature of our school community and is informed by our local, regional, national and global context.

Through consultation with pupils, parents, staff and governors, we have agreed that our curriculum will place a particular emphasis on the following values:

- The ability to form positive and respectful relationships with others within our diverse school community and show consideration for and actively nurture partnerships with others within the wider community
- That our learners feel valued, are able to express their ideas and emotions, are questioning and enjoy solving problems
- They feel safe and secure, build their resilience and develop strategies which will help them manage their well-being and respond positively in the face of challenge
- That our learners have high expectations of themselves and strive to achieve their full potential by taking responsibility for their own learning. They help to set personal goals and celebrate successes
- They build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- They have the space to be curious, inquisitive, generate creative ideas and to critically evaluate alternatives as well as reflect and adapt
- They have pride and confidence in themselves whilst learning to work effectively with others, valuing the different contributions they and others make



## CURRICULUM DESIGN

Our curriculum has been co-designed with input from the whole school community and has been developed and delivered with the four purposes firmly at its centre, in order to help support our learners to become:

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**Ambitious, capable learners who are ready to learn throughout their lives...**

"At Allensbank Primary, we want our learners to strive to achieve their best potential by relishing challenge; growing their knowledge in all subjects (by questioning and critically evaluating what they learn), then applying their skills and understanding to any given situation or problem."



**Enterprising, creative contributors who are ready to play a full part in life and work...**

"At Allensbank Primary, we want our learners to become creative thinkers who are confident in taking measured risks. To effectively lead and take on responsibilities that benefit themselves and others. To be able to express their ideas and emotions in a variety of meaningful ways."



**Ethical, informed citizens who are ready to be citizens of Wales and the World...**

"At Allensbank Primary, we want our learners to respect the rights of others and be knowledgeable about how past events can impact on human suffering and rights. We want them to be aware of contemporary issues and the impact of their actions with regards to the sustainability of the planet."



**Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society...**

"At Allensbank Primary, we want our learners to be mentally, emotionally and physically safe and well. To have secure values and beliefs in order to build positive relationships based on mutual respect and trust. We want our learners to develop confidence, resilience and empathy to manage everyday life as independently as possible."

## AREAS OF LEARNING AND EXPERIENCE



**Science and Technology**



**Health and Well-being**



**Humanities**

Our curriculum provides learning which links to the six areas of learning and experience.



**Languages, Literacy and Communication**



**Mathematics and Numeracy**



**Expressive Arts**



**Cross Curricular Skills & Cross Cutting Themes**

Our curriculum supports the development of the mandatory cross-curricular skills of literacy, numeracy and digital competence. We help learners to appreciate the importance of how these cross-curricular skills are fundamental to developing skills for work and life. By learning about careers and work-related experiences (CWRE), learners will better understand the relationship between their learning and the world of work. This learning will help them make informed decisions about their future and help ensure they have the necessary skills to be successful in their future career pathway.

We aim to ensure that learners are aware of their rights and responsibilities in line with the United Nations Convention on the Rights of the Child (UNCRC). Our learners are activity encouraged to participate in decisions about their learning and their wider school experience to ensure that everyone has their voice heard and to have opportunities to collaborate with adults in order to develop a school community which is based on equality, dignity and respect and promotes everyone's well-being.

In designing our curriculum, we have ensured that we incorporate opportunities for learners to develop empathy and compassion for others. Our curriculum helps celebrate diverse backgrounds, values and characteristics and to challenge stereotypes. We support learners to develop their own values and sense of identity and to develop understanding of people with different beliefs and perspectives. We also ensure that our curriculum has a focus on relationships and sexuality education (RSE) in order to empower our learners to make responsible, well-informed decisions and to empower them to form and maintain a range of relationships based on mutual trust and respect. Our curriculum also reflects Wales, its cultural heritage and diversity, its languages and the values, histories and traditions of its communities and all of its people as well as a focus on religion, values and ethics (RVE).

# AUTHENTIC LEARNING EXPERIENCES



At Allensbank Primary, staff have worked collaboratively to develop a variety of authentic Contexts for Learning (CfL) across the curriculum. These contexts are tailored to our learners and are rooted in Welsh values and culture, in order to ensure that they make connections between themselves, their community and the wider world and see themselves and their experiences represented throughout our curriculum. We ensure that learners have the opportunity to inform and lead their learning by listening carefully to their thoughts and views at the beginning of and throughout each CfL. Contexts for Learning allow for the development of cross-curricular learning in order to develop our learners' skills, knowledge and experience in readiness for lifelong learning.

Year Group	Autumn Term	Spring Term	Summer Term
Step 1 - Cycle A Nursery/Reception	This is Me!	Amazing Animals	Once Upon a Time
Step 1 - Cycle B Nursery/Reception	This is Me!	Roots, Shoots & Muddy Boots	Great Explorers
Step 2 - Cycle A Year 1/2/3	Up, up & away!	Food Glorious Food	<u>Super Heroes</u>
Step 2 - Cycle B Year 1/2/3	Let's go <u>Wild</u>	Wonderful Wales	Time Detectives
Step 2 - Cycle C Year 1/2/3	Around the World in 80 Days	Journey to the Past	Record Breakers
Step 3 - Cycle A Year 4/5/6	Achievers & Inventors	Wonderful World of Games	H2wOah
Step 3 - Cycle B Year 4/5/6	We Have Lift Off!	Invaders and Conquerors	Brilliant Britain
Step 3 - Cycle C Year 4/5/6	Extreme Earth	Land of Dragons	Champions



We have Area of Learning and Experience (AoLE) Teams who have collaborated to support the process of curriculum design. Each AoLE Team has co-created a clear vision for their AoLE which reflects the four purposes and the whole school vision and establishes the key characteristics of their AoLE.

Each AoLE Team has outlined the skills and concepts that will be covered each term for the learners in each Progression Step and have suggested activities linked to each Context for Learning. These are linked to the What Matters Statements and have Descriptions of Learning at their core in order to ensure that we offer a broad and balanced curriculum and are planning for progression. Our curriculum allows opportunities for learners to deepen and broaden their knowledge and understanding and to improve their skills over time as well as making links between the different AoLE's in order to support learners to apply their learning to new situations.



# TEACHING & LEARNING

Allensbank Primary – Statements of What Matters

Allensbank Primary – Statements of What Matters				
<b>Expressive Arts</b>				
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination		
<b>Health and Wellbeing</b>				
Developing physical health and well-being has lifelong benefits	How we process and respond to our experiences affects our mental health and emotional well-being	Our decision-making impacts on the quality of our lives and the lives of others	How we engage with social influences shapes who we are and affects our health and well-being	Healthy relationships are fundamental to our well-being
<b>Humanities</b>				
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Our natural world is diverse and dynamic, influenced by processes and human actions	Human societies are complex and diverse, and shaped by human actions and beliefs	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
<b>Languages, Literacy &amp; Communication</b>				
Languages connect us	Understanding languages is key to understanding the world around us	Expressing ourselves through languages is key to communication	Literature fires imagination and inspires creativity	
<b>Mathematics &amp; Numeracy</b>				
The number system is used to represent and compare relationships between numbers and quantities	Algebra uses symbol systems to express the structure of mathematical relationships	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Statistics represent data, probability models chance, and both support informed inferences and decisions	
<b>Science &amp; Technology</b>				
Being curious and searching for answers is essential to understanding and predicting phenomena	Design thinking and engineering offer technical and creative ways to meet society's needs and wants	The world around us is full of living things which depend on each other for survival	Matter and the way it behaves defines our universe and shapes our lives	Forces and energy provide a foundation for understanding our universe

At Allensbank Primary, we have a shared understanding of the importance of effective pedagogy in supporting progression. A variety of pedagogical approaches linked to the Curriculum for Wales' 12 pedagogical principles (adapted to learners' needs) are used by staff to support progression and help enable learners to succeed. These are that good teaching and learning:

- Maintains a consistent focus on the four purposes of the curriculum
- Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- Means employing a blend of approaches including direct teaching
- Means employing a blend of approaches including those that promote problem solving, creative and critical thinking
- Sets tasks and selects resources that build on previous knowledge and experience and engage interest
- Creates authentic contexts for learning
- Means employing assessment for learning principles
- Make connections within and across Areas of Learning and Experience
- Reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence and provides opportunities to practise them
- Encourages learners to take increasing responsibility for their own learning
- Supports social and emotional development & positive relationships
- Encourages collaboration

## Assessment & Progression

Our curriculum is designed to support learners to make good progress across all Areas of Learning from their starting point, using the principles of progression. Effective teaching and learning ensures learners deepen and broaden their knowledge and understanding and improve their skills over time. We help learners make connections between their learning and apply and use previously acquired knowledge and skills in different, unfamiliar and increasingly challenging contexts. All staff have a shared understanding of how learners' progress is critical to learning and teaching and informs curriculum design, classroom planning and assessment. We use a variety of assessment strategies and approaches to support each individual learner to make progress. Our curriculum supports learners to take an active part in the learning process by working together to help identify their strengths, areas for development and next steps in their learning. We ensure that learners are provided with additional challenge or support to move the learning forward.



## CURRICULUM REVIEW

Our school curriculum will be kept under review in order to respond to the ever-changing needs of our learners and the local community. Across the year, a cycle of self-evaluation activities are planned and carried out which focus on ensuring that our curriculum supports learners in securing the very best outcomes. We will continue to develop professional learning within our school and in partnership with our Cluster, School Improvement Group (SIG), Central South Consortium and the Local Authority to further support the development of a high quality 3-16 continuum of learning for all. Reviews will take into account the views of the whole school community. We will publish a summary of our curriculum on our website and revise the summary where changes to the curriculum are made during the review process.



# Our Curriculum at Altenbank Primary School

## Our Mission Statement

Altenbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all. The school embraces diversity, fosters respect and actively strives to ensure high standards for all.

### Ambitious Capable Learners

- Have high standards
- Questioning
- Respond positively to challenge
- Achieve their full potential
- Enjoy problem solving
- Celebrate successes
- Critically evaluate

### Healthy Confident Individuals

- Form positive & respectful relationships
- Supportive, nurturing ethos
- Feel safe & secure
- Build resilience
- Manage their well-being
- Have pride & confidence in themselves
- Reflect & adapt

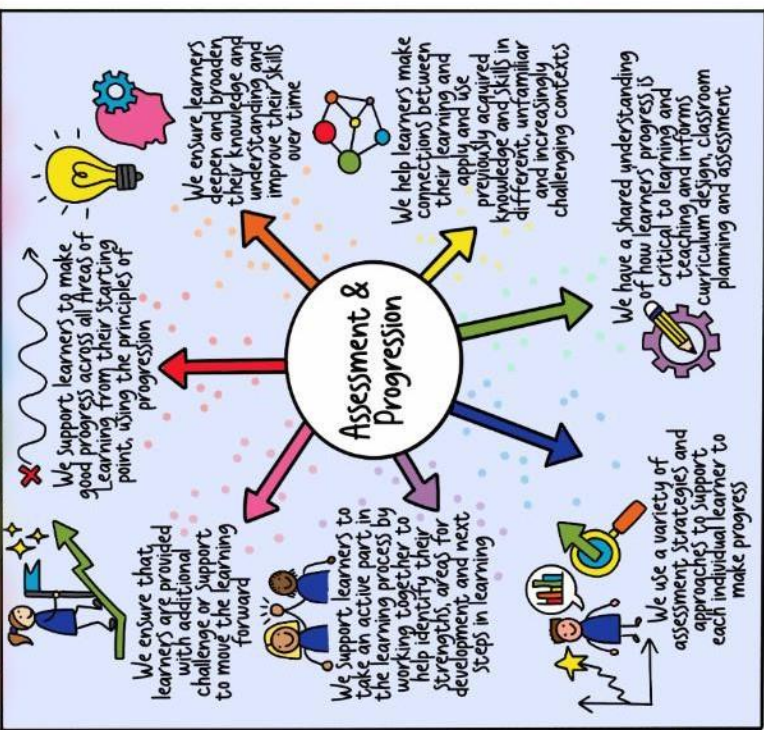
### Ethical Informed Citizens

- High expectations of themselves & others
- Actively nurture partnerships
- Feel valued
- Diverse school community
- Work effectively with others
- Value the different contributions others make

### Enterprising Creative Contributors

- Express ideas and emotions
- Take responsibility for their learning
- Generate creative ideas
- Connect & apply knowledge
- Curious & inquisitive
- Set personal goals
- Equipped for ongoing learning & life

# Only Our Best Will Do



The curriculum of each year group is organised by the class teacher in consultation with subject leaders and takes into account the agreed policies of the school.

### **Languages, Literacy and Communication**

The Languages, Literacy and Communication Area of Learning and Experience aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

Across the school, the Literacy aspect of this area is undertaken within their class year group with the class teacher, with a few exceptions where it is felt particular pupils would benefit from some small group intervention. English lessons follow a specified structure which incorporates;

- Handwriting/Letter Formation,
  - Spelling/Phonics,
  - Grammar and Punctuation,
  - Speaking and Listening,
  - Guided Group Reading
  - Extended Writing
- over the course of each week.



English lessons currently take place 9.00 – 10.30 daily throughout the school.

Literacy Skills are also practiced across the curriculum and in enhanced provision, both indoors and outdoors, in line with the National Literacy Skills Framework.

Allensbank Primary School is an English medium school. Welsh is taught as a second language. Children progressively develop their skills in speaking, reading and writing. Younger children are introduced to the language through simple phrases and sentences, songs, poems, Welsh Stories and folk tales. As they move through the school, pupils build upon and expand the language previously experienced by introducing more complex language patterns.

‘Helpwr heddiw’ is used across the school to encourage the use of Welsh and to ensure that incidental Welsh is used throughout the day. Children are also given opportunities across the week to develop specific oral, reading and writing skills.

Pupils are made aware of characteristics of Wales and the Welsh in order to foster a sense of national identity. Opportunities are planned for across the curriculum.





## **Mathematics and Numeracy**

Our aims in teaching mathematics and numeracy are that all children will:-

- Enjoy the subject and study it with confidence and a sense of achievement. We do this by providing opportunities, both inside and outside the classroom, for learners to build on the skills, knowledge and understanding they have already acquired.
- Develop a positive attitude to mathematics as an interesting and attractive subject. This is achieved by extending children's mathematical thinking through problem solving, using real-life contexts from across the whole range of mathematics.
- Be able to communicate mathematically, by expressing ideas fluently, talking about the subject with assurance and using the language of mathematics.
- Achieve a high standard in numeracy and develop specific mathematical skills namely:
  - Solve mathematical problems
  - Communicate mathematically
- Develop Numerical Reasoning skills through the mathematical range of:-
  - The number system
  - Algebra
  - Geometry (Including shape, space, position and measure)
  - Statistics
- Apply these skills with confidence and understanding when solving problems, accompanied by the quick recall of basic facts.
- Develop an appreciation of mathematical pattern and be able to identify relationships and develop their creativity and ability to think logically.
- Understand the relevance of mathematics across the curriculum and in the world beyond the classroom in today's society.



## **Expressive Arts**

Our aims in teaching Expressive Arts are that all children will:-

Use and develop skills and techniques across the 5 disciplines.

Have opportunity to collaborate and showcase creative processes and experiences.

Show that the process of learning is more important than the output by promoting the flexibility of the creative process and promoting the autonomy in their products.

In addition, instrumental and keyboard tuition is available in school from CAVMS (Cardiff and Vale Music Services). A charge is made for tuition, payable to CAVMS, but pupils share lessons to keep costs to a minimum.

The school has a choir which participates in musical events within the school and community. Pupils also take part in an annual carol concert, plays and musical performances.

## **Health and Well-being**

The children in our school learn best when they feel safe and secure and therefore, we ensure that we provide a nurturing environment that supports their physical health and mental wellbeing.

Pupil engagement in all areas is highest when positive relationships are established. They will be most motivated when they feel confident, resilient and valued.

The process of learning is underpinned by good physical health, mental health and good emotional and social wellbeing. This in turn will lead to healthy confident individuals ready to lead fulfilling lives as valued members of society.

Our learners will build skills to lead healthy, active lifestyles by having opportunities to:

- Develop a clear understanding of a balanced diet, physical activity, personal care and hygiene, sleep and protection from infection.
- Understand and have sense of self-worth.
- Build resilience and a positive growth mindset
- Develop appropriate knowledge of the human body.
- Use appropriate tools and strategies to manage conflicts.
- Show empathy, compassion, kindness and an understanding of differences in our diverse environment.
- Understand how choices and actions have a clear and direct impact on health and wellbeing of individuals and society.
- Feel confident to express themselves and their emotions.



## **Personal and Social Education (PSE)**

Allensbank uses Growth Mindset resources as a basis for PSE sessions to support the development of the social, emotional skills of learners. PSE encompasses all that we as a school do to promote the personal and social development of the children. Planned learning experiences take place in the classroom when children are encouraged to explore and discuss their feelings and attitudes towards a wide range of issues.

Sex Education is incorporated into the general school curriculum. It is always approached with sensitivity. Appropriate and responsible Sex Education is an important element in the work of schools in preparing pupils for adult life. Teachers respond honestly to children's questions, giving answers which are appropriate to the children's age, experience and understanding

The school's policy for the teaching of Sex Education is updated and reviewed annually with parents being engaged in this process.

## Humanities

Humanities is:-

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways
- Our natural world is diverse and dynamic, influenced by processes and human actions
- Human societies are complex and diverse, and shaped by human actions and beliefs
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action



*Humanities* coverage is planned and taught using the interests of the pupils and lived experiences of the pupils in our school. Pupils are fully involved in the planning process and we provide opportunities to share their lived experiences in culture, religion, travel etc. The links with the wider community support humanities learning including visits to local places and visitors into school.

The school has no affiliation with any particular religious denomination. Contact with all local places of worship is actively encouraged. School assemblies are held across the week and led by teachers, the Headteacher or visiting speakers from a variety of different faiths. They are an important part of school life. Parents have the right to withdraw their children from attendance at collective worship. The school, however, is not able to provide alternative teaching for pupils withdrawn at these times.

The programme of study for Religion Values and Ethics focuses on world faiths in order to instil respect for religious and moral values as well as an acceptance and understanding of, and interest in, the morals and practices of different races, religions and beliefs. We are proud of the diversity and cultures within our school and regularly draw on them in our teaching and learning of world faiths. We participate in festivals celebrated by our multi-faith community.

We are fully committed to ensuring our school is anti racist in line with the Welsh Government's mission and humanities will be a key part of supporting this.



### Digital Skills and E-Safety

The school has a designated e-safety coordinator. An e- safety policy is in place to ensure that all staff, parents, governors and children understand and agree the school's approach to e-safety.



## Science and Technology

The Science and Technology area of learning is comprised of Science, Design and Technology and Computational Thinking to provide children with skills that will be increasingly relevant in the opportunities young people encounter and the life choices that they make.

Our aims in teaching and learning in Science and Technology are that all children will:-

- learn best when they are actively engaged. We will ensure that Science and Technology sessions are pupil led and experiential.
- demonstrate the application of skills and strategies needed to explore and find out answers.
- Show resilience as they investigate, explore, analyse, problem solve and design to understand the benefit of failure and discover new ways of doing things.
- Link learning to previous learning and to transfer and apply these skills/ experiences and informed thinking both inside the school environment and beyond the classroom.



# Additional Learning Needs (ALN)

At Allensbank Primary school, all areas of school life are inclusive and teaching is tailored towards individual learning, providing challenge and support; encouraging everyone to reach their full potential.

Our practices are in line with the ALN Code. The objective of the ALN Code is a fair system for all learners with ALN, putting the learner at the heart of everything that happens.

Children are identified as having Additional Learning Needs if they have a significantly greater difficulty in learning than the majority of children of the same age or if they have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age.

At Allensbank Primary school around 7% of pupils (excluding EIC) have additional learning needs (ALN) and have an Individual Development Plan (IDP) that outlines provision to support them to make positive progress. Mrs J Reynolds, the school Additional Learning Needs Coordinator (ALNCo) has responsibility for coordinating provision for pupils with additional learning needs across the mainstream school.

We cater for children who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical and medical conditions

# Additional Learning Needs (ALN)

Many interventions are now identified as part of our Ordinarily Available Inclusive Practice (OAIP). In the summer term, 121 pupils across the school were receiving some form of 'intervention' (54%). Of those pupils, 12% were pupils identified with an additional learning need. (Data excluding EIC). Examples of programmes offered during 2023-2024 included Maths Factor, Language Link, Thrive and Wellcomm among others.

49% of pupils had English as an additional language (EAL) and over 29 different home languages were spoken. EAL pupils received specialist timetabled support according to their level of need.

The ALN Subject Development Plan was written as a cluster of local schools. The targets within the plan were:

- To improve transition for pupils with ALN to Cathays High School.
- To review the current ALN systems and processes and ensure compliance with the ALN Code.
- To ensure that teaching assistants and support staff understand their role within the ALN Code and are able to effectively support pupils with ALN.
- To achieve the Dyslexia Bronze award.

Through a range of strategically planned tasks and cluster collaboration, all targets were met.

In addition to the mainstream school, there is an Early Intervention Class (EIC). The EIC supports Foundation Phase children who have speech, language and communication needs (SLCN). It is a dual placement provision. Children attend their Home Mainstream School for two days a week and the EIC for three days a week. Whilst attending their home school, children receive in class support from the EIC Teaching Assistants. The EIC teacher liaises with the Mainstream School Staff in order to ensure that the children are fully supported according to their needs. The EIC delivers a range of interventions, including POPAT, Speechlink, CLEAR, ELKLAN strategies, Language Link.



# Term Dates

Term	Term Start	Half Term Start	Half Term Ends	Term Ends
Autumn	Monday 2 <sup>nd</sup> September 2024	Monday 28 <sup>th</sup> October 2024	Friday 1 <sup>st</sup> November 2024	Friday 20 <sup>th</sup> December 2024
Spring	Monday 6 <sup>th</sup> January 2025	Monday 24 <sup>th</sup> February 2025	Friday 28 <sup>th</sup> February 2025	Friday 11 <sup>th</sup> April 2025
Summer	Monday 28 <sup>th</sup> April 2025	Monday 26 <sup>th</sup> May 2025	Friday 30 <sup>th</sup> May 2025	Monday 21 <sup>st</sup> July 2025

## INSET DAYS

Monday 2<sup>nd</sup> September 2024  
 Monday 4<sup>th</sup> November 2024  
 Monday 6<sup>th</sup> January 2025  
 Friday 21<sup>st</sup> February 2025  
 Monday 28<sup>th</sup> April 2025  
 Monday 21<sup>st</sup> July 2025

- Breakfast Club opens from 8.00 / 8.30am and ends at 8.50
- Main gate opens at 8.45
- Bell at 8.50 for pupils to line up and be taken to classroom by teacher
- Lunch is 12.00- 1.15. Foundation phase start back at 1.00 and KS2 1.10pm
- School ends at 3.15pm
- Nursery times 9.00-11.30am and 1.00-3.30pm

## **Your right to request a meeting with the school's governing body**

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

### **1. Parents will need to raise a petition in support of holding a meeting.**

The parents of at least 10% of the school's registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

There were 271 children registered as pupils with this school at the beginning of this academic year. Exact roll numbers at any time during the year may be obtained from the school office.

### **2. The meeting must be called to discuss matters which affect the school**

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

### **3. A maximum of 3 meetings can be held during the school year**

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

### **4. There must be at least 25 school days left in the school year**

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days. The address for service of a petition requesting a meeting with this school's governing body is:

Allensbank Primary School  
Llanishen Street  
CF14 3QE

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetingsstatutory-guidance/?lang=en>