

Governors' Annual Report to Parents 2020-21

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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 lay the foundation for a love of learning through being committed to high quality provision which enables the development of skills for the future.
- We have high expectations of ourselves and achieve our full potential through a supportive, nurturing ethos.
- We have a safe, secure environment to learn in and we take pride in the appearance of both the indoor and outdoor learning environment.
- Pupils take responsibility for their own learning, working towards individual targets and celebrating their achievements.
- We show respect and consideration for others within our diverse school community and nurture positive partnerships with parents, carers and the wider community.
- We promote personal growth by actively encouraging relationships based on honesty, trust and respect.
- We have pride and confidence in ourselves as individuals and feel valued within our school.
- We recognise the importance of regular attendance which enables all pupils to achieve high standards.

Letter from the Chair of Governors

Dear Parents,

Firstly, I hope you are all managing well in these difficult times.

Secondly, I must again thank you for the support that you have given to the school throughout this year, in particular through adhering to the health guidelines that were put in place in response to the risks presented by Covid.

Your cooperation with home learning arrangements has been a vital factor in helping to maintain your children's progress.

I am sure that the well-established positive relationships between pupils and staff also played a major role in encouraging children to engage with those arrangements.

The vicissitudes of the year have presented many challenges for school staff and I am sure you will agree with me that they are again to be congratulated on the sterling manner in which they have risen to the occasion.

Together with developing new teaching strategies to take account of the lack of predictability of attendance and restrictions of movement, they have also been planning for the introduction of the new curriculum which will offer new ways of learning.

It has been so good to see most children back in school and again able to mix with their friends as efforts are made to restore a sense of normality and security. The development of social skills has always been one of the emphases of activities at Allensbank.

We are fortunate that at considerable expense, the local authority has kindly extended the loan of the constructivist art work on the exterior of the school buildings for the foreseeable future.

Extra-curricular activities have been of necessity rather curtailed during the year but the hope is that normal service will soon be able to resume.

Let us hope in general for a less stressful time to soon come.

K Jacobs
Chair of Governors

Our Governing Body

Headteacher	Miss J Drogan
Clerk	Mrs. M. Morgan
Community Governor	Mr K Jacobs (Chair)
Community Governor	Mr S Davies
Community Governor	Mrs J Morris
Community Governor	Mr J Rae
LA Governor	Mr T Powell
LA Governor	Mr N Sudarsan
LA Governor	Mr S Popov
LA Governor	Mr J Bear
Parent Governor	Mr N Burris
Parent Governor	Mrs. C Wikeley
Parent Governor	Mrs J Davies
Parent Governor	Mrs A Cosh
Parent Governor	Dr K Moles (Vice Chair)
Non-Teaching Governor	Mrs E Stublely
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.

Area	Link Governor	Teacher
Headteacher	K Jacobs	J. Drogan
Expressive Arts	K Jacobs	L Davies, A Cannon-Jones, H Mapstone, D Watson
Health and Wellbeing	A Cosh	H Mapstone, J Reynolds, N Roberts, D Watson
Humanities	K Moles	T Lewis, L Williams,
Languages, Literacy and Communication	J Morris	S McAuliffe, A Wilson, E O'Malley, H Green
Mathematics and Numeracy	J Rae	A Simmons, C Wikeley
Science and Technology	S Davies	G Parfitt, A Simmons, N Roberts
Supervisory and Kitchen Staff	N Burris	J Drogan
Health and Safety	A Powell	J Drogan
EAL	J Morris	S McAuliffe
ALN	K Jacobs	J Reynolds
Child Protection Liaison	K Jacobs	J Drogan
Resources Liaison	K Jacobs	J Drogan
Equal Opportunities	K Jacobs	J Drogan
Governor Services	K Jacobs	J Drogan

Standards Committee	Curriculum Committee	Resource Committee	ALN Committee	Well-Being Committee
J Drogan	J Drogan	J Drogan	K Jacobs	N Burris
C. Wikeley	K Jacobs	K Jacobs	J Reynolds (obs)	N Roberts (obs)
T Powell	S Davies	J Higgins	A Cosh	J Drogan
K Jacobs	C Wikeley	C Wikeley	J Davies	T Powell
		T Powell		K Jacobs
		J Rae		N Sudarsan

Financial Report for Parents

CARDIFF COUNCIL/GYNGOR CAERDYDD
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2020-2021
Governing Body/Corff Llywodraethu of: Allensbank Primary School

	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	626,000		622,948	
Special Needs Teachers/Athrawon Anghenion Arbennig	47,895		48,000	
Teachers for stated pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	78,281		78,034	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	31,062		52,044	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	71,276		71,164	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyywyr	143,670		136,341	
Meithrinfa/ Cymhorthion Athrawon / Cynorthwyywyr				
Mid Day Supervisors/Gorychwyllwyr Canol Dydd	20,741		21,770	
Administrative Staff/Staff Gweinyddol	29,154		28,322	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	8,170		745	
Other Staff Costs/Costau staff eraill	77,336		94,730	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		1,133,585		1,154,097
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr/Domestic Staff/Staff Domestig	38,463		38,692	
Grounds Staff/Staff y Tir	519		46	
Cleaning Costs/Costau Glanhau	47,864		48,666	
Energy Costs/Costau Ynni	21,000		19,466	
Rates/Cyfraddau	16,585		16,585	
Repairs and Maintenance/Atgyweiriau a Chynhaliath	32,230		19,527	
Water/Dŵr	4,765		3,849	
Total Premises Related Costs/Cyfanswm Costau Eiddo		161,426		146,831
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	0		53	
Vehicle Costs/Costau Cerbydau	0		0	
Total Transport Costs/Cyfanswm Costau Cludiant		0		53
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	20,000		13,659	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	3,620		3,475	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0	
Catering Costs/Costau Arlwyo	1,500		358	
Unallocated / Savings to be found/Arian heb ei ddosbarthu / Cynilion	-95,210		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	4,630		3,035	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	960		0	
Clerk to Governing Body/Clerc y Corff Llywodraethu	990		984	
Other office costs/Costau swyddfa eraill	200		315	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	6,500		4,394	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliath a threuliau	0		0	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		-56,810		26,220
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	17,950		17,950	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	36,657		40,440	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		54,607		58,390
Income/Incwm				
Additional Central Funding/Nawdd Canolog Ychwanegol	-138,572		-33,722	
Community Education/Addysg Cymunedol	0		0	
Donations/Rhoddion	0		-2,598	
Lettings/Gosodiadau	0		0	
Other Income/Incwm arall	0		-402	
Grant Income/Incwm rhent	0		-247,792	
Sales/Gwerthiannau	0		0	
School Meals Recharge/Talu am Brydau Ysgol	0		0	
Training and Tuition Income/Incwm Hyfforddiant	0		0	
Total Income/Cyfanswm Incwm		-138,572		-284,513

Interest and Other/Llog ac Arall

Interest on investments/Llog ar fuddsoddiadau	0	0
School Investments/Buddsoddiadau Ysgol	0	0
Withdrawal Investments/Buddsoddiadau 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
	0	0

Total Interest and Other/Cyfanswm Llog ac arall

Total Net Expenditure/Cyfanswm Gwariant Net	1,154,236	1,101,078
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Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddiwyd a ddygwyd ymlaen

-33,916

Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd

-16,585.00

-16,585.00

Contribution to / from balances/Cyfraniad i / o falansys

19,242

Revised Net Expenditure/Gwariant Net Diwygiedig**1,103,735****1,103,735****Summary/Crynodeb****Total resources available in 2020-2021 / Cyfanswm adnoddau ar gael yn 2020-2021**

£

School balances Brought forward from 2019-

2020/Balansau ysgol a ddygwyd ymlaen o 2019-2020

33,916.35

School Loans Brought forward from 2019-

2020/Benthyciadau Ysgol a Ddygwyd ymlaen o 2019-2020

0.00

Prior Year Adjustment/Cyn Addasiad Blwyddyn

0.00

Total delegated resources/Cyfanswm adnoddau dirprwyedig

1,120,320

Total/Cyfanswm**1,154,236.35**

Actual Expenditure/Gwariant Cyflawnedig

1,101,077.83

Less change in investments/Llai'r newid mewn buddsoddiadau

0.00

Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro

0.00

Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir

0.00

Total balance carried forward to 2021-2022/Cyfanswm Balans a ddygwyd ymlaen i 2021-2022**53,158.52****Statement of Balances Held/Datganiad Balansau**

£

Uninvested Balance as at 31st March 2021/Balans na fuddsoddiwyd ar 31 Mawrth 2021

53,158.52

Invested Balance as at 31st March 2021/Balans a fuddsoddiwyd ar 31 Mawrth 2021

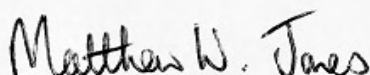
0.00

Outstanding Loans as at 31st March 2021/Benthyciadau dros ben ar 31 Mawrth 2021

0.00

Total Balances held as at 31st March 2021/Cyfanswm Balansau ar 31 Mawrth 2021**53,158.52**

for Corporate Director Resources
Prif Cyfarwyddwr Corfforaethol Adnoddau



Staff Responsibilities

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

Target Setting

Teachers use the wide range of information that they have about each child in order to set challenging targets for attainment at the end of each key stage. These individual targets are collated to form Year group targets for each cohort. Targets were set in the Autumn term of 2020.

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 2020-21 were as follows-

Priority 1- To improve the outcomes of all learners, particularly those within vulnerable groups (ALN, eFSM, Boys, MAT, EAL)

Priority 2- To ensure that there is consistently effective teaching and learning with a focus on ensuring clear differentiation and challenge to support learners in making accelerated progress.

Priority 3: To engage in professional partnerships and practice in order to develop school readiness for the New Curriculum for Wales.

Priority 4: To develop the use of remote learning strategies to ensure that the elements of effective teaching are present in situations where pupils are unable to attend school.

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

Curriculum Cymreig

Allensbank Primary School is an English medium school. Welsh is taught as a second language and the school benefits from the specialist input of an Athrawes Bro for consultation and advice. Children progressively develop their skills in speaking, reading and writing. In the Foundation Phase, children are introduced to the language through simple phrases and sentences, songs, poems, Welsh Stories and folk tales. Key Stage 2 Welsh builds upon and expands 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.



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.

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.



Allensbank is a Thrive school and uses Thrive as a therapeutic approach to help support children with their emotional and social development. Thrive age related activities were shared routinely with parents to help support pupils when learning at home.



Pupil well-being has been a strong focus within our return to school planning following period of lock down. Activities were planned to allow pupils time to discuss how they were feeling, to re-establish relationships with their classmates and staff and to support the development of social skills. Alongside this there was a focus on oracy, reading and writing and core numeracy skills as well as an emphasis on teaching the skills and attitudes needed to access online learning via Google Classroom in preparation for future home learning.

Sport

Physical Education is a part of every child's learning which helps develop an awareness of a healthy lifestyle. Children participate in Games, Dance, Gymnastics and Athletics. Older children participate in swimming and outdoor adventure.



School Clubs

Covid-19 restrictions impacted upon the range of sporting and extra curricular activities that Allensbank was able to provide for pupils during 2020-21. We continue to operate within Local Authority guidelines and hope to be able to reinstate more activities as it becomes safe to do so.



Family Engagement and support

We appreciate that 2020-21 was a difficult year for many of our Allensbank families.

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

- A Food bank every Thursday run by parent volunteers
- Donations of toys and clothing in association with a local charity
- IT support and loaning of school devices
- Contact with families via telephone and Class Dojo
- Assistance for parents in accessing support services
- Regular Newsletters and communication with parents



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 Sexual Relationship Education (SRE). South Wales Police also run an annual programme of events throughout the school focusing upon pupils' social, emotional and physical development.

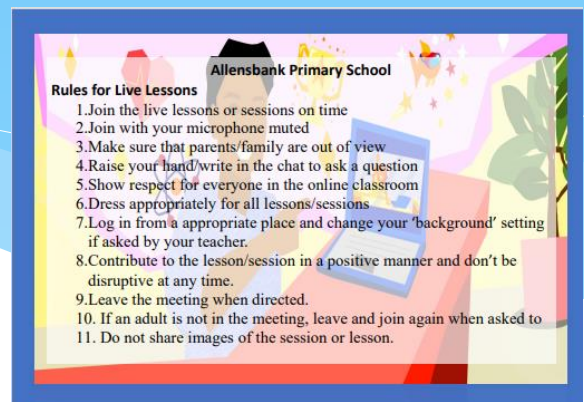
The school has effective links with a range of ESDGC networks that support the high profile of ESDGC within the school i.e. UNA exchange, Dolen Cymru, CILT Cymru, Really Rubbish, Keep Wales Tidy and Eco schools.



Blended Learning

During periods of lockdown within 2020-21, Allensbank developed an effective 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.



The Current Curriculum

The Curriculum

We employ a variety of teaching methods as we recognise that children have different preferred learning styles. Children may work as groups, pairs or individuals and are encouraged to be responsible and to take pride in their work.

Foundation Phase

The Foundation Phase curriculum is followed by all pupils from age 3-7 (Nursery – Year 2)

Statutory areas of learning in the Foundation Phase

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Other statutory requirements:

- Religious Education
- Sex Education
- Substance use and misuse

Key Stage 2 (Years 3 – 6)

The statutory Key Stage 2 requirements

- English
- Welsh
- Mathematics
- Science
- Design and Technology
- Information and Communication Technology
- History
- Geography
- Art and Design
- Music
- Physical Education
- Religious Education

Other statutory requirements:

- Sex Education
- Personal and Social Education
- Substance use and misuse

Skills Development

- Literacy
- Numeracy
- Thinking
- ICT

Foundation Phase

The aim of the Foundation Phase is to bring consistency and continuity to the education of children at an important part of their development and also provide a sound foundation for future learning. All children between the ages of 3 and 7 within our school follow the Foundation Phase.

The Foundation Phase aims to enhance the children's learning, enabling them to be creative, imaginative and also to have fun whilst learning through play and active involvement. Through play, children practice and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions. They also have the opportunity to develop their language and communication skills through sharing their experiences and listening to others. Children who do this are far more motivated to record their thoughts and read what others have written. They are also encouraged to explore their surrounding world, both indoors and outdoors, and understand how things work through engagement in relevant practical activities which are fun, enjoyable and relevant to their development stages.



The Foundation Phase is split into seven areas of learning:-

- Personal and Social Development, Well Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development



Foundation Phase

Initial assessments are carried out at the start of the year, to determine what the children can do and understand. Information is then collated to ensure the activities planned for each child are appropriate to their stage of development. All activities are planned for the children, in order to help them move forward in their learning. Staff assess each child's progress by observing them in their everyday activities and use the information to plan the next stages of development. Some children will find it easier to learn than others but the Foundation Phase has been designed to help all children flourish whatever stage of their development or learning ability. Reports are completed by staff once a year to inform parents of their child's progress in relation to the seven areas of learning.

Since the implementation of the Foundation Phase the adult to child ratio has increased dramatically. In the Nursery this means that as well as the class teacher the children benefit from two other support staff, whilst in Reception, Year 1 and Year 2 the children have the benefit of a class teacher and a full time teaching assistant. This has had a positive impact on the children's learning as we can plan and deliver a greater variety of exciting and stimulating activities and also ensure that there are always adults available to interact with children during their independent play. It has also allowed us to place a greater emphasis on the outdoor area and children have daily opportunity to undertake learning in the outdoor environment, with a planned focused outdoor activity provided daily by a Foundation Phase teacher. The children have free choice as to whether they would like to learn indoors or outdoors each afternoon and are able to access this independently, thus also developing those skills of exercising choice, independence and allowing them to follow their interests.

Further information about the Foundation Phase can be found at the following website:-

www.wales.gov.uk/foundationphase



Literacy and Numeracy

Organisation

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.

English/Language, Literacy and Communication

Our aims in teaching Literacy:-

Across the school, pupils are taught English within their class year group with their 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 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.

Mathematics

Our aims in teaching mathematics 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. This is achieved by extending pupils' 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:-

Number skills

Measuring skills

Geometry skills

Algebra skills (from KS2 onwards)

Data skills



Apply these skills with confidence and understanding when solving problems, accompanied by the quick recall of basic facts.

Understand the relevance of mathematics across the curriculum and in the world beyond the classroom in today's society.

The Curriculum

Science

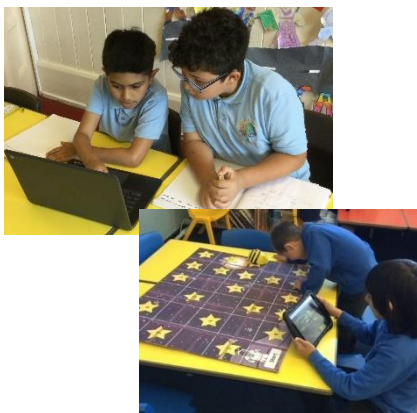
Knowledge and Understanding in the Science Programme of Study is divided into three sections:

Life Processes and Living Things

Materials and their Properties

Physical Processes.

In addition, children learn to develop their Investigative Skills through Scientific Enquiry. Science is a way of thinking, of finding things out.



ICT

The school follows county guidelines on ICT. Pupils learn the skills of word-processing, graphic design, data handling, spreadsheets and modelling. They have opportunities to use and apply these skills in ICT related activities in order to enhance their learning of other curriculum areas and everyday life.

We have iPads in school and interactive whiteboards in every classroom which are utilised to extend and enhance teaching and learning of all curriculum subjects.

E-Safety

The school has a designated e-safety co-ordinator. 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.

Welsh

Welsh is taught as a second language and the school benefits from the specialist input of an Athrawes Bro for consultation and advice. Children progressively develop their skills in speaking, reading and writing. In the Foundation Phase, children are introduced to the language through simple phrases and sentences, songs, poems, Welsh Stories and folk tales. Key Stage 2 Welsh builds upon and expands 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.

Curriculum Cymreig

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.



Music

In addition to class music lessons, 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 an active choir which participates in musical events within the school and community. Pupils also take part in an annual carol concert, plays and musical performances.



Physical Education

Physical Education is a part of every child's learning which helps develop an awareness of a healthy lifestyle. Children participate in Games, Dance, Gymnastics and Athletics. Older children participate in swimming and outdoor adventure.

Religious Education

The school has no affiliation with any particular religious denomination. Contact with all local churches and places of worship is actively encouraged. School assemblies are held daily 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 religious worship. The school, however, is not able to provide alternative teaching for pupils withdrawn at these times.

The programme of study for Religious Education studies other world faiths in order to instil respect for religious and moral values as well as a tolerance of, and interest in, the beliefs and practices of different races and religions. We are proud of the diversity and cultures within our school and regularly draw on them in our teaching and learning of world faiths. As well as celebrating Christian festivals, we also participate in those festivals celebrated by our multi-faith community.

Art

Through painting, collage, I.T., textiles, clay and 3D work children learn about colour, pattern, line, shape, texture and develop an aesthetic awareness. Children are given opportunities to work with a wide range of materials and use the work of artists as a stimulus for their work.

History

History is taught throughout the school using a variety of approaches. The history curriculum aims to support pupils in developing a sense of identity through learning about the development of the locality, Wales, Britain, Europe and the World. It introduces pupils to what is involved in understanding and interpreting the past.

The teaching of history is supported by school visits that help to bring the subject to life.

Geography

Children build on the skills they have developed within the Foundation Phase to learn in Geography about their local area, the Cardiff community, Wales and the wider world. Geography is an important link between the natural and social sciences and is a focus within the curriculum for understanding and resolving issues about the environment.

Design Technology

In Design and Technology children are able to combine skills and knowledge and develop their understanding of the made world. They follow the cycle of “Planning, Making and Evaluating”. The skills are separated into designing and making and the children develop these skills through a range of food, resistant materials, textiles and systems and control activities.



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

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.

The policy for the teaching of Sex and Relationships Education (SRE) is available on request from the Headteacher. Parents have a right to withdraw their children from Sex Education. If anyone wishes to do so, please discuss this with the Headteacher.

New Curriculum for Wales



An exciting new curriculum is being developed in Allensbank and all schools across Wales.

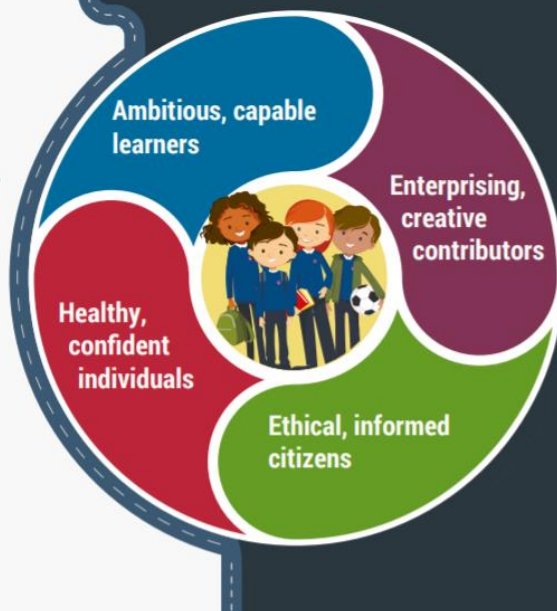
This will start in September 2022. For further details, please see our school website.



The four purposes

These four purposes will be the foundation of everything you learn.

- All children and young people will get support to be:
- **ambitious, capable learners** who are ready to learn throughout their lives
 - **enterprising, creative contributors** who are ready to play a full part in life and work
 - **ethical, informed citizens** who are ready to take part in Wales and the world
 - **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.



Areas of learning and experience

The new curriculum is about helping you connect your learning.

As well as learning **literacy, numeracy** and **digital skills**, there will be six areas of learning and experience. You might not have lessons called these, but everything you learn will connect to these areas.

The curriculum your school develops should cover:

- human rights and the United Nations Convention on the Rights of the Child
- diversity and respecting differences
- experiences and skills for careers and the workplace
- local, national and international aspects of all learning.

They must also teach you about relationships and sexuality education too.

Expressive Arts



Exploring the arts so you learn to use your knowledge, skills and imagination to create.

Learning to appreciate the arts and to reflect on your own work.

Health and Well-being



Learning about healthy eating and healthy relationships.

Learning to make good decisions and deal with influences.

Learning how to look after your mental health and emotional well-being.

Humanities



Exploring history, geography, politics, religions, businesses, cultures and societies in Wales and around the world.

Languages, Literacy and Communication



Learning about languages.
Understanding and using Welsh, English and other international languages.
Understanding and creating literature.

Mathematics and Numeracy



Understanding numbers.
Using symbols in maths.
Exploring shapes and measurement.
Learning about statistics and probability.

Science and Technology



Understanding the importance of science and technology.
Learning about design and engineering, living things, matter, forces and energy, and how computers work.



Important life skills

As well as literacy, numeracy and digital competence, the new curriculum will have more opportunities for you to learn skills.



Creativity and innovation skills

You will have opportunities to explore, communicate, create plans and find solutions.



Critical thinking and problem-solving skills

You will have opportunities to ask questions, look at the evidence, make decisions and solve problems.



Personal effectiveness

You will learn to make the most of your time and talents. You'll get support to grow in confidence, become aware of different social, cultural and ethical views and learn from your mistakes.



Planning and organising skills

You will learn to manage your time, set goals, make decisions and check your work.

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What Matters

We want to make sure that your learning focuses on things that matter for you now and in your adult life.

Each area of learning and experience has **Statements of what matters in learning**. They help you think about what you're learning. They help you see how topics link to each other, to work and to life.

Statements of what matters can help you join up the dots. As your learning grows, you will link your learning together more.

An example of how it works

In the **Expressive Arts** area of learning and experience, one of the **Statements of what matters** is:

'Engagement in the arts helps nurture and grow your creativity.'

As you progress and think about your learning, you'll have different experiences:

I can understand Welsh literature and can use what I hear, read and view to help create my own work.

By exploring different forms of communication in the arts I am developing my sense of self.

I can create using different materials.



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Moving forward

The new curriculum is a journey – building your knowledge, skills and experiences.

There may be times when you:

- move forward quickly
- slow down to make sure you understand a topic
- take a detour because you discover something that interests you.

Moving forward isn't always linked to your age. It won't happen in the same way, at the same time for everyone.

You will move forward as:

- your knowledge increases
- your understanding of things gets deeper
- your communication skills grow
- your skills improve.

Assessment

Assessment will be built into your school's curriculum and will be part of your everyday learning experience.

You'll be working with your teachers to understand how well you're moving forward. This is important to:

- help you see where you are in your learning
- help you plan your next learning steps
- spot any issues or extra support you need
- find ways to stretch or challenge you to learn more
- help teachers see how well their class is doing.



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Getting ready

It's exciting to have a new curriculum for Wales. The next step is to see it come to life in schools. Don't worry, schools and teachers will start changing what they teach and how they teach before this. They will already be preparing for their new curriculum.

The new curriculum will start in September 2022. As you get older, it will grow with you.

Old curriculum

New curriculum

	2022	2023	2024	2025	2026
Year 11	Old	Old	Old	Old	New
Year 10	Old	Old	Old	New	New
Year 9	Old	Old	New	New	New
Year 8	Old	New	New	New	New
Year 7 and all Primary	New	New	New	New	New

How to get involved

The United Nations Convention on the Rights of the Child (UNCRC) says you have a right to be involved and have a say in decisions that affect your life. So, we want to know what you think about what you learn, how you learn and where you learn it.

There will be opportunities for you, your parents and your local community to get involved in developing your school's curriculum. Everyone working together will help you get the best education and prepare you for your future.

Thanks for reading this

If you want to know more about the new curriculum, go to:

gov.wales/education-changing

[@WG_Education](https://twitter.com/WG_Education)
[educationwales](https://www.facebook.com/educationwales)
[@edubeginsathome](https://twitter.com/edubeginsathome)
[beginsathome](https://www.facebook.com/beginsathome)

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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.

We are currently adapting our practice to meet the requirements of the new legislation around Additional Learning Needs provision. We will be fully implementing the new ALN Code over a three-year period. The implementation period will run from September 2021 to August 2024. The objective of the changes 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 13% of pupils have additional learning needs (ALN). Of those, 25% have a statement of educational needs/Individual Development Plan. In addition to the mainstream school, there is an Early Intervention Class (EIC). The EIC supports Foundation Phase children who have 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. Mrs Janine 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

We deliver a range of 'catch-up' programmes such as Maths Factor, Language Link and Wellcomm among others. These support groups are part of the universal provision offered.

Pupils identified as having more significant learning needs are added to the ALN register and bespoke provision is designed to support their individual needs.

There are around 58% of pupils who have English as an additional language (EAL) and these pupils receive specialist timetabled support

Pupils with additional learning needs benefit from the school's close working relationship with the numerous external support agencies.

This year, ALN training has focused on training staff to understand the implications of the new ALN Code. We have also had 1 teaching assistant trained in Thrive and 1 in Speechlink.

Term Dates

Term	Term Start	Half Term Start	Half Term Ends	Term Ends
Autumn	Thursday 02/09/21	Monday 25/10/21	Friday 29/10/21	Friday 17/12/21
Spring	Tuesday 04/01/22	Monday 21/02/22	Friday 25/02/22	Friday 08/04/22
Summer	Monday 25/04/22	Monday 30/05/22	Friday 03/06/22	Friday 22/07/22

INSET DAYS

Thursday 2nd September 2021

Friday 3rd September 2021

Monday 1st November 2021

Tuesday 4th January 2022

Monday 25th April 2022

Monday 6th June 2022

Friday 22nd July 2022

- 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>