

# Waunarlwydd Primary School



*Work Hard, Aim High, Share and Care*



## Governors Annual Report to Parents 2023/24

## Waunarlydd Primary School

### Foreword to Governor's Annual Report to Parents 2023/24

It gives me great pleasure to write this foreword in my role as Chair of Governors to the 2023/24 Waunarlydd Primary School Governing Body Annual Report to Parents.

This year we remain focussed on the health, safety and wellbeing of both staff, children and the wider community. The focus on reassuring and nurturing is proving to be of enormous benefit. Progress and improvement are being made.

Our school remains at the heart of the community. I would like to thank you, the parents and carers for the support you have provided to all staff during the school year. The Governing Body are very aware of the part that parents play in the education of their children.

Parental/carer engagement events such as Café Cynefin, the WWII event and Meet the Teacher events provide the opportunities for parents/careers to be a part of school life. We want to make our school a hub for the community.

Our nursery outdoor area has been redeveloped this year and it has proved of enormous benefit for the nursery children to engage in outdoor play in a safe, secure environment.

The new curriculum for Wales gives a chance to put the learners' voice first and to prepare the children to be contributors to society. It enables both children and staff to be inspired and challenged.

Our Senedd this year have decided their focus is to further develop the outdoor areas. 'Community Friday' events are planned at the end of each half term (weather permitting) to which family members/governors are all invited. These events are going to continue in the coming academic year.

The Friends of Waunarlydd continue to provide wonderful, ongoing support for the school raising funds through events such as Summer and Christmas Fayres, and the school discos. Thank you for all your efforts in funding projects such as providing playground equipment and financially supporting some educational trips that the children attend.

Our community links continue to be strong; the children have enjoyed attending the Harvest festival, the North Gower Partnership Sports festival, Year six residential visits as well as the transition days for our Year six pupils at Gowerton School.

After school clubs provide children with the opportunity to take part in sports such as football and rugby, dance classes, choir, Clwb Cymru and also swimming classes.

On behalf of the Governing Body I would like to thank all the staff (teaching and non-teaching) for their ongoing diligence, hard work and dedication. They make the difference that will ensure your children have the best possible opportunities available to them. This year has been the first full academic year of our new Head teacher, Mr Evans. I am delighted that we have the continuity and commitment from the hardworking teachers and support staff at Waunarlwydd Primary School to ensure that the school continues to strive and achieve in the years ahead.

In terms of Finance, the school continues to benefit from prudent financial management. The difference between the budget allocation of £1,057,723 and identified spending needs of £1,027,102 was -£30,621. The resulting deficit setting was offset by a brought forward reserve of £45,948. The financial year was completed with projected reserves on 31/3/24 of £30,621.

The vast majority of our budget is spent on staffing costs, having the ability to set a deficit budget allows us to maintain staffing at an acceptable level when the budget share of schools is decreasing year on year and the running costs are increasing.

I would like to thank my fellow governors for your hard work and ongoing support. Combining full time employment and raising a family with the ever-increasing demands placed upon you as a school governor is never easy.

Finally, I would like to remind parents that even though the governing body is no longer legally obliged to hold an annual meeting with parents, they can request a meeting with the governing body for any school related matter at any time during the academic year.

I would therefore encourage any parent who has an issue in relation to their child to contact Mr Evans in the first instance, a member of the school staff or a governor to arrange an appointment to discuss

**Rayna Soproniuk**

**Chair of Governors**

### Composition of Governing Body

Status	Name	End of Term of Office
<b>Chairperson</b>	Mrs. Rayna Soproniuk c/o Waunarwydd Primary School Brithwen Road Waunarwydd Swansea	21.02.2025
<b>Head Teacher</b>	Mr Jamie Evans	
<b>LEA Representatives</b>	Mr. Rory File Cllr Wendy Lewis Mr. Adrian Rees Mrs. Rayna Soproniuk	22.12.2025 22.09.2025  21.02.2025
<b>Parent Governors</b>	Mrs. Lara Sturgess Mrs. Claire Burnes Mr. Jonny Hardway Mrs. Gina Stefanini Mrs. Stephanie Elliott	16.07.2027 01.02.2026 09.10.2028 16.04.2027
<b>Community Governors</b>	Mr. Chris Owen Mr. David Meredith Mr. Matthew Crome VACANCY	14.03.2027 27.03.2027 27.03.2027
<b>Teaching Governors</b>	Ms. Kirsty Williams Mrs. Bethan Melen	08.09.2027
<b>Non-Teaching Governor</b>	Mrs. Collette Cornish	
<b>Clerk to Governors</b>	Mrs. Karen Lang c/o Waunarwydd Primary School Brithwen Road Waunarwydd Swansea.	

**There will be a Parent Governor election in October 2024.**

**School Population and Class Structure**  
**September 2024**

<b>Classes</b>		
Ms. Williams	Year 6	32
Miss Fender	Year 4/5	22
Miss Shaw	Year 4/5	25
Mrs. Horseman & Mrs. Wallace	Year 4/5	24
Mr. Reid	Year 3	33
Mrs. Evans & Mrs. Thomas	Year 2	32
Miss Tyrrell	Year 1	23
Mrs. Melen	Reception	26
Mrs. McDonnell	Nursery (am)	15

<b>Year Groups</b>							
Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Rec	Nursery
32	40	31	33	28	23	26	15

**KS2 - 136**  
**FP - 77**  
**213**  
**Nursery - 15**  
**Total - 228**

## ATTENDANCE AND PUNCTUALITY

The Department of Education and Employment leaflet *School Attendance: Information for Parents* includes the following advice:-

- Make sure that your child goes to school regularly, and arrives on time. Start these good habits at an early age, while your child is at primary school.
- If your child is ill, contact the school on the first day of your child's illness. Staff will be concerned if they do not hear anything.
- Wherever possible, you should take your holidays during school holidays.

Under the Education Act (1996), it is the responsibility of the parent to ensure that their son/daughter attend school.

Regular school attendance is vital and missing school can have a significant impact on achievement over a one year period as illustrated above.

100%	0 days of learning missed - Amazing Attendance
99%	2 days of learning missed - Good Attendance
97%	5 days of learning missed - Average Attendance
95%	10 days of learning missed - Below Average Attendance
93%	14 days of learning missed - Below Target Attendance
90%	20 days of learning missed - Considerably below Target Attendance

### School Attendance Statistics academic Year 2023-24

Last year - 22/23				Autumn 2023			Spring 2024			Summer 2024			Year 23/24	Year +/-
Aut	Spr	Sum	Year	HT1	HT2	Term	HT3	HT4	Term	HT5	HT6	Term		
90.7	91.9	91.5	91.3	94.3	91.5	93.0	91.7	90.4	91.0	90.6	90.0	90.3	91.5	0.2

### Our school's Key Attendance Strategies are:-

- The provision of a school setting which is welcoming, one where pupils predominantly feel happy and safe.
- The provision of a curriculum which is engaging and inclusive of all need.
- Vibrant and purposeful ongoing dialogue with parents / carers which continually promotes a high profile for attendance and punctuality through a combination of support and challenge.
- Inclusion as a key annual school development priority and HT performance management objective.
- Keen use of 'first day' absence procedure by which unreported pupil absences are followed up with phone calls, text messages and, where appropriate, home visit.
- Raised profile of attendance levels as a key performance indicator
- Inclusion of attendance levels as part of reports to parents and within parental meetings.
- Regular dialogue with families in order to ensure role of regular attendance remains a key priority for all.
- Aspirational target setting.
- Careful tracking of pupil attendance levels and rapid follow up actions where attendance levels are falling short of / are in danger of falling short of expected levels.
- Pupil well-being targets strategically set and effectively monitored.
- Effective liaison with key partners such as EWO as well as health care professionals.

### School Terms and Holiday Dates Academic Year – 2024/25

			Mid Term Holidays				
Term	Term Begins	Term Ends	Begins	Ends	Term Begins	Term Ends	
<b>Autumn 2024</b>	Monday 2 Sept	Friday 25 Oct	<b>Monday 28 Oct</b>	<b>Friday 1 Nov</b>	Monday 4 Nov	Friday 20 Dec	
<b>Spring 2025</b>	Monday 6 Jan	Friday 21 Feb	<b>Monday 24 Feb</b>	<b>Friday 28 Feb</b>	Monday 3 March	Friday 11 April	
<b>Summer 2025</b>	Monday 28 Apr	Friday 23 May	<b>Monday 26 May</b>	<b>Friday 30 May</b>	Monday 2 June	Monday 21 July	

### Bank Holidays – Academic Year 2024/25

Good Friday	18 <sup>th</sup> April 2025
Easter Monday	21 <sup>st</sup> April 2025
May Day	5 <sup>th</sup> May 2025
Spring Bank Holiday	26 <sup>th</sup> May 2025

### School INSET/Staff Preparation Days – Academic Year 2024/25

The school will be closed to pupils on the following dates:	
Day 1	2 September
Day 2	3 September
Day 3	6 January
Day 4	TBA
Day 5	TBA

### School Session Times

KS2	8.50am	11.50am
	12.45pm	3.20pm
FP	8.50am	11.50am
	12.50pm	3.20pm

### Assessment

Our assessment arrangements centre around the principles of progression within Curriculum for Wales:



As a school we have robust assessment arrangements in place. We draw upon a range of information to ensure every pupil is supported appropriately. We place huge value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate next steps.

Assessment arrangements include:-

- Annual baseline assessments
- Day to day formative assessment
- Identifying, capturing and reflecting on learner progress over time
- Understanding group progress
- A shared understanding of the principles of progression
- Opportunities to plan and refine progression and assessment practices—in school and across cluster
- Personalised assessments
- Parent/carer involvement

## **Community Links**

As in previous years, Waunarlwydd Primary School has developed links with the local community:

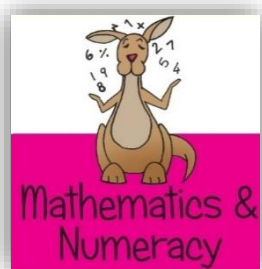
- Parental engagement events - Class assemblies, Parent workshops, Café Cynefin, Sports Days and concerts have seen families welcomed into school to celebrate progress
- Our PTA has worked extremely hard to fundraise and is going from strength to strength.
- Harvest and Christmas visits to St. Barnabas church.
- Parkland Church concert
- Pupils took part in a special Remembrance Day service and Eisteddfod at Gowerton School.
- Toddlers sessions
- Community Police Officers visit the school and talk to the children about the problems in our local community: including litter, graffiti, fire setting, bullying and the use of bad language,
- CAMHS in reach
- Early help Hub

## **Sport and Extra Curricular activities**

We have been able to offer a range of clubs, including:



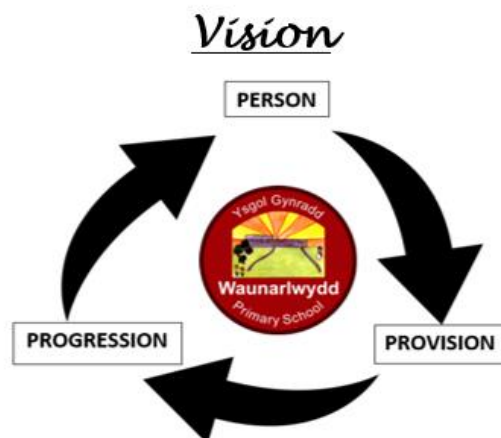
and the real world through experiencing and building knowledge in a range of related ideas, concepts and principles, while embedding practical and wider skills to define a problem, explore ideas, produce solutions and justify choices. Planning across the what matters statements, will support the development of meaningful links and connections.



We ensure that mathematics and numeracy experiences are engaging, exciting and accessible for learners, and that they ensure that learners develop mathematical resilience (the ability to embrace challenge as a positive aspect of learning). Real-life contexts are used to introduce and explore mathematical concepts, as well as to consolidate them. Teaching introduces a reasoning and problem-solving approach to all mathematics and numeracy experiences to support the development both of positive dispositions and of the four purposes of the curriculum, as well as the development of the mathematical proficiencies.

Languages, Literacy and Communication enable us to analyse and understand the world around us. By being supported to become successful in this area of learning and experience, learners are therefore also supported to succeed across the whole curriculum. The Languages, Literacy and Communication Area of Learning and Experience will enable all learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*. The four areas identified as what matters in Languages Literacy and Communication are highly interconnected. Listening and reading as well as speaking and writing exist in relation to each other and not separately. Rich experiences in each of these four elements will support the development of the other three.





**SDP 23.24 - Priorities on a page**

Person 1	Provision 1	Progression 1		
Develop leadership model to support clarity within SLT and AoLE lead role and a clear direction for progress <b>(NP1)</b>	Develop systems to support the co-construction of a meaningful curriculum building on prior knowledge, skills and experiences. <b>(NP1)</b>	Develop formative and summative assessment models to track progression linked to stage of learning		
<b>Person 2</b>	<b>Provision 2</b>			
Strengthen and develop partnerships with stakeholders to support learning and attendance <b>(R2)</b>	To develop a consistent approach to Welsh Oracy provision within and across progression steps, both in and outside the classroom			
<b>Person 3</b>	<b>Provision 3</b>			
Governor restructure of committees and format to support and challenge strategic direction <b>(R2)</b>	Ensure universal learning provision is delivered consistently through a targeted approach			
<b>Person 4</b>				
Develop 'Our School' philosophy. Further develop parental engagement through both in-person and digital events and workshops				
<b>ALN</b>	• Staff training to further enhance implementation of universal Learning Provision			
	• Staff training specific to needs of vulnerable pupils			
	• Develop staffing contingency plan in event of absence			
<b>Health and Safety</b>	• Review Governors' safety walk and CCS Condition Survey and develop action plan. Termly review			
	• Review Health and Safety Risk Assessments including Fire and Lockdown			
<b>Finance</b>	• Identify priorities and develop short and long term action plan (see ALN, Site Survey, Resources and Environment)			
	• Introduce fundraising action plan – link with PTA			
<b>Site development</b>	• Replace fence in Nursery yard			
	• Nursery yard resourcing (link with PTA)			
	• Year 1 yard redesign (link with PTA)			

**Person Focus**

Investment in leadership development throughout the school has impacted positively on school improvement e.g. our enhanced focus on the Area of Learning and Experience lead role. 'Our school' ethos remains central with wellbeing at the heart. Time and financial investment in key wellbeing strategies such as ELSA provision is supporting pupils with their emotional development and CAMHS in-reach support has provided both group and individual intervention as well as parent workshops. We reviewed our calendar of events to enhance parental engagement with positive progress seen through attendance and feedback from events such as 'Community Friday', 'Café Cynefin' and our class workshops. A 40% turnout for our parent feedback questionnaire was an increase on 15%.

Some responses:

92% feel that emotional and mental well-being is a school priority with 8% unsure.

97% know who to speak to if they need support with 3% unsure.

89% feel that the school regularly communicates with parents/carers with 9% disagreeing and 2% unsure.

82% feel that the school listens to parental voice with 2% disagreeing and 16% unsure.

94% feel that the school gives parents/carers opportunities to be part of school life with 6% unsure.

Our School PTA is thriving, visible and actively contributing to school improvement having organised some extremely successful fundraising events as well as actively supporting school improvement with both curriculum and grounds development.

Pupils are developing a strong understanding of their local community and the wider world.

Pupil wellbeing will always be at the heart of our school ethos, with the building of positive relationships crucial.

Open lines of communication with pupils and families remains critical. Improved systems are in place for monitoring and supporting wellbeing. We have an open-door policy which allows for daily accessibility to both teaching staff and senior leaders. Our drop off and pick up system allows for regular interaction and weekly newsletters provide an overview of learning, achievements and upcoming events.

An 'Improve not Prove' ethos is developing within the governing body. Meetings at the start of term have enhanced collaboration. The link between governors and curriculum leads is developing into a more collaborative approach aimed at supporting and challenging school improvement with most AoLE link governors now actively involved within area priorities e.g. development of spelling and reading ladders of learning. The Health and Safety committee meet termly to enable a more strategic approach to site maintenance e.g. prioritising the replacement of nursery fence. The finance committee continue to meet termly in order to ensure a collaborative approach to financial planning.

## **Provision Focus**

Planning teams and processes have been reviewed and adapted. All classes are provided with a meaningful curriculum that involves the children within the planning process. Long term plans link to threads of learning and 'Statements of what matter' within curriculum maps. Threads of learning provide narrative of provision, skills and links to assessment. Fortnightly planning provides an overview of provision across Areas of Learning and Experience (AoLE). Mini topics within overarching themes have proved to enhance engagement and ownership of learning. Staff have collaborated to undertake a series of peer reviews focussing on the quality of teaching and learning experiences throughout the learning journey. Staff are supported to provide teaching which is both innovative and challenging, teaching which engages the learner and makes them curious about their next steps. Cluster networks have provided welcome opportunities for collaboration and every member of teaching staff is representing the school at a cluster and local authority level. The focus on developing key threads of learning has resulted in AoLE leads working collaboratively to design progression maps aimed at consistency concerning expectations of provision and progress.

Fortnightly and weekly Welsh lessons are consistent in all classes based on the Welsh Continuum. Daily Slot Drillio sessions are consistently applied, based on thread mapping. The rollout of Ffalala training is impacting positively on Welsh provision. Tric a Chlic is used to support language development from Year 1. Welsh is very prominent within the school environment, with age appropriate language and signage on class displays as well as Welsh displays. Helpwr Heddiw, weather charts and check in boards remain daily practice. Whole staff commitment to the use of incidental Welsh is clear. Criw Cymraeg is established with the pupils taking a lead on promoting Welsh language through playground games, activities and competitions.

Universal Provision is consistent across the school. The restructure of Read, Write, Inc sessions has impacted significantly on reading skills with most children making expected or ambitious progress. The introduction of spelling and reading assessment ladders has provided an effective way to track progress and identify next steps in learning.

Toe by toe has been used as an intervention tool to enhance the rate of literacy progress in more vulnerable pupils, with Power of 1 serving the same purpose in terms of numeracy skills. Early identification of need within early years and on-entry resulted in the investment in professional development with regards to Popat, pre-popat, bucket time and sensory circuits.

## **Progression focus**

The use of LUA (Learn, Understand, Apply) as a summative tool has been trialled with its benefits as a formative tool more clearly evident. The introduction of assessment ladders in reading and spelling has proved effective in mapping progress of learners with most children making expected or ambitious progress in both spelling and reading. This progress was further evidenced with national personalised reading assessments. Personalised assessments have provided clear evidence of significant progress in both procedural and reasoning skills for most children from Y2 to Y6. Class profiles, baselines and pupil progress reviews provide the basis for identifying intervention needs. A blend of teacher and TA led support aids the impact of interventions. Termly self-evaluation identified areas of strength, while also providing the stimulus for the adaptation of intervention programmes. Investment in smaller classes and greater number of skilled teaching assistants, alongside the development of a clearer understanding of Universal Provision allowed us to take further steps forward. Training with regard to person centred planning has enhanced whole staff readiness for the ALN reform and training will continue to be a focus moving forward. In line with teaching standards, the emphasis on professional and collaborative learning through the development of professional networks across areas is enhancing progression.

## **MEETING THE LEARNING NEEDS OF ALL PUPILS**

It is the belief of staff and Governors at Waunarlyydd primary school, that all children should receive the opportunity to develop their personal potential, through the provision of a broad and balanced curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. Our school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that diversity should be acknowledged and valued. At WPS our objectives are:

- To ensure early identification of pupil's needs.
- To have whole school Universal Provision that addresses the needs of all pupils.
- To use a Person-Centred Practice where the pupil, parents, school staff and outside support agencies are involved in planning actions and ways forward to support pupils with ALN at the earliest possible point.
- Every pupil in the school creates their own one-page profile which informs adults how best to support them.
- To seek advice and support from external agencies as appropriate in meeting pupils' needs.
- To ensure that all children are given access to a broad and balanced curriculum, through systems of identification and use of a wide range of teaching situations and strategies.
- To ensure that parents are kept regularly informed of their child's progress

In Waunarlyydd, we believe in **equity of provision** and that *all* children should be challenged to reach their potential. Feedback to pupils is clear, and staff ensure that pupils understand their next steps, and/or what they need to make progress.



## **The School response to helping those with disabilities**

The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment, which has substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities”. The Governing Body recognises that as far as possible, pupils with special needs should join in with everyday activities with other pupils (subject to certain conditions set out in Section 161(4) of the Education Act 1993). The school building is on one level and the school office and Head teacher’s room can be found near the main entrance. There are ramps both at the main entrance and at the entrance to the KS2 end of the school. There are disabled toilets both in the Infant and KS2 areas of the school. In the Foundation Phase area of the school a stair lift has been installed which can accommodate a wheelchair.

Parents or visitors who have difficulties understanding or presenting oral or written communication can arrange for the provision of alternative methods (e.g. large print copies, meetings, etc.). The person concerned, or their appointed representative, should contact the Head teacher to discuss arrangements.

## **Review of Policies and School Strategies**

There is an ongoing programme for reviewing and updating policies and documents linked to key strategies. All policies are available for viewing at the school office and Statutory Policies are on our website.

## **Toilet Facilities**

### **Nursery and Reception**

There are pupil toilets and one disabled toilet.

### **Year 1,2 and 3**

Pupil toilets are situated next to Miss Tyrrell’s class and there are boy’s and girls’ toilets together with a disabled toilet next to Mrs. Evans/Thomas class.

### **Year 4, 5 and 6**

There are boy’s and girl’s toilets in the corridor and there is one disabled toilet.

## **Cleaning**

The toilets are cleaned daily by cleaning services and the site manager monitors this work; any problems are reported to the cleaning supervisor.

**Wanarlwydd Primary School**  
**End of Year Expenditure 2023/24**

Teaching Costs	£695,782
Support Staff Costs	£392,471
Transport Costs	£1,020
Supplies & Services Costs	£35,370
Premises Costs	£64,527
Recharges	£93,474

**Gross Expenditure**

**£1,282,644**