

OSBASTON
Church in Wales School



Inspiring • Discovering • Believing



Full Annual Governors Report to Parents 2020-21

Osbaston Church in Wales School - Annual Governors Report

In accordance with the Section 94 of the School Standards and Organisation (Wales) Act 2013

Dear Parents

We are writing on behalf of the Governing Body of Osbaston Church in Wales Primary School to introduce and report on the work of the school governors.

The 2020-2021 academic year proved to be as challenging as the previous academic year. Coronavirus continued to take its toll on learners through school closures across the United Kingdom, and indeed globally. However, pupils, parents and staff rose to those challenges to optimise learning opportunities for children at Osbaston Primary School. Experience gained and lessons learnt from the first lockdown left staff better prepared to deliver a full programme of blended learning during the second lockdown in the spring of 2021. As a result, there was less interruption of pupils' learning and more effective levels of continuity in their educational provision.

Pupil wellbeing is always at the core of everything we do, and with the events of the past academic year it has remained a central focus of school provision. Staff have strived to ensure that emotional and physical wellbeing is embedded in school practice. Governors are grateful for the proactive role parents and carers have played in ensuring that the systems of operation put in place to keep all school stakeholders safe have been supported and adhered to. This really exemplifies a strong home/school partnership.

For the second successive academic year schools are unable to produce performance data, which under normal circumstances, would be a routine part of their annual monitoring and evaluation cycles. As with last year, this Annual Report to Parents will not contain target setting or comparative performance data. However, I can reassure you that governors remain proactive in monitoring and challenging the performance and standards of the school through the scrutiny of the various sub-committees and full Governing Body meetings. Scrutiny of school performance by external bodies such as the South East Wales Education Achievement Service has provided confirmation of the school's strong leadership, provision and high achievement.

As Chair of Governors and on behalf of the Governing Body I wish to extend our thanks and appreciation to Headteacher, Mrs Catherine Jones, and her team of dedicated staff. Through challenging times they have worked tirelessly to ensure the best possible provision and outcomes for our learners. Governors would also wish to acknowledge the outstanding contributions of Foundation Governor, Mrs Val Howells, who served as member of the Governing Body for 34 years before retiring at the end of the last academic year. Val freely gave of her time and expertise for the benefit of many generations of pupils who have passed through the doors of Osbaston Primary School. Although Val made the decision to stand down from the Governing Body, she will remain a much-valued friend of the school.

This report sets out the achievements of Osbaston CIW Primary School over the past academic year.

Mr Jon Murphy
(Chair of the Governing Body)

Members of the Governing Body (2020-2021)

Name	Position	Appointed	Office Ends	Comments
Mr Jon Murphy	LA Governor	18/07/2019	17/07/2023	CHAIR
Mr Darian Evans	Parent Governor	24/03/2017	23/03/2021	VICE-CHAIR
Mrs Shonagh Hay	Community Governor	18/01/2020	17/01/2024	
Mrs Sarah Morrison	Foundation Governor	23/03/2018	22/03/2022	
Rev Catherine Haynes	Foundation Governor	19/07/2019	18/07/2023	Ex officio
Mrs Val Howells	Foundation Governor	22/06/2017	21/06/2021	Retired June 2021
Mrs C Cooper	Teacher Governor	29/01/2018	28/01/2022	

Ms Deborah Morgan	Staff Governor	16/02/2017	15/02/2021	Re-elected
Mrs Catherine Jones	Head Teacher			
Mr Ryan Regan	Parent Governor	19/10/2018	18/10/22	
Mrs Katherine Swartz	Parent Governor	02/12/2019	01/12/2023	
Mrs Natalie Rosser	Parent Governor	21/10/2020	21/10/2024	
Mr Rhys Phillips	LA Governor	07/06/2018	06/06/2022	
Mrs Claire Cook	LA Governor	07/06/2018	06/06/2022	
Mrs Rachel Jupp	LA Governor	20/10/2020	20/10/2024	Resigned June 2021

Chair of Governors: Mr Jon Murphy
Osbaston Church in Wales School
Monmouth
Monmouthshire
01600 775070

Clerk to the Governors: Mrs Jessica Kift
Osbaston Church in Wales School
Monmouth
Monmouthshire
01600 775070

Election of Governors

When a vacancy arises on the governing body for a parent representative, the school will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. If more than one person wishes to be considered for the position, a ballot is held and each parent or legal guardian of children attending the school is entitled to vote. Votes are counted by the Headteacher and at least one other governor and the elected governor notified accordingly.

Next election of parent governors – September 2021

Meeting with Parents

The governing body is no longer required to hold an annual meeting with parents to discuss the report. This requirement has been replaced with a duty on the governing body to hold a meeting with parents on receipt of parental petition (10% of parents) as outlined in the School Standards and Organisation (Wales) 2013 Act. If we receive a petition, we will arrange a meeting (virtual under current Covid restrictions) within 3 weeks providing there are no more than 3 meetings during the school year and there are at least 25 days left. No meetings took place during the previous academic year under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Governors' Expenses

Governors are entitled to claim expenses for attendance at governors' meetings, training events and to carry out their duties. During the year ending August 2020 no expenses were claimed.

Term Dates

Autumn Term 2021

Pupil Closure Day (staff training) – Thursday 2nd / Friday 3rd September 2021

Term begins- Monday 6th September 2021

Pupil Closure Day- Friday 22nd October 2021

Half term begins- Monday 25th October 2021

Half term ends- Friday 29th October 2021

Autumn term ends- Friday 17th December 2021

Spring Term 2022

Term begins- Tuesday 4th January 2022

Pupil Closure Day- Friday 19th February 2022

Half term begins- Monday 21st February 2022

Half term ends- Friday 25th February 2022

Spring term ends- Friday 8th April 2022

Summer Term 2022

Term begins- Monday 25th April 2022

May Day- Monday 2nd May 2022

Pupil Closure Day- Friday 27th May 2022

Half term begins- Monday 30th May 2022

Half term ends- Friday 3rd June 2022

Additional Bank Holiday- Monday 6th June

Summer term ends- Friday 22nd July 2022

*There are 6 non-pupil days within the academic year for staff training. At present five days have been allocated for 2021-22. An additional Bank Holiday has been given in lieu of the Queen's Platinum Jubilee
The school year for pupils = 193 days.

Destination of School Leavers

The vast majority of our pupils transfer from Year 6 to the catchment secondary school of Monmouth Comprehensive School. At the end of the Summer Term 2021, 29 out of 31 pupils transferred to Monmouth Comprehensive, with 2 to Monmouth Boys School. We have strong transition links with Monmouth Comprehensive School through a range of transition activities including visits to the school.

School Finances- School Budget Share (Welsh Government Funding) for Financial Year 1st of April 20 to March 31st 2021

School Budget Share for Financial Year 1st of April 2020 to 31st March 2021

OSBASTON PRIMARY

(a)Age-Weighted Pupil Units

Age Group	<u>Funding Per Pupil £</u>	<u>January 2020 Pupil Numbers</u>	<u>Total Funds Allocated</u>	
3-4	2447.3	0	-	
4-5	2444.3	30	73,327.97	
5-6	2444.3	29	70,883.71	
6-7	2444.3	28	68,439.44	
7-8	2412.3	29	69,956.31	
8-9	2412.3	31	74,780.89	
9-10	2412.3	30	72,368.60	
10-11	2412.3	31	74,780.89	
		<u>208</u>	<u>504,537.81</u>	504,538

(b)Premises and Other Factors

Building Maintenance	5,066
Caretaking	25,734
Cleaning	11,379
Energy	12,305
Rates	15,916
Grounds Maintenance	6,498
Governors Services	999
Finance and Management Support Services	1,657
Central ICT	1,676
Maternity	6,119
Creditor Payments	1,000
Personnel Services	2,351
Joint Leisure Facilities	1,694
Lifeguards	516
Library Service	-
Protection	-
Deprivation	-
NNEB Funding	16,739

	Threshold Lump Sum	- 98,219	
		<u>207,869</u>	207,869
(c) Special Needs			
	Lump Sum	6,178	
	Band Funding	10,135	
		<u>16,313</u>	
	Unit Funding	- <u>16,313</u>	16,313
	TOTAL FUNDING		728,720

Annual Statement of Revenue Expenditure Year to 31.3.2021

Income	
PTA	£3,485
Residential Trips	£41
Lettings (Room Only)	£1,500
Donations	£1,276
WG Grants	£122,717
Grants – Non WG	£43,399
ISB Base	£712,407
ALN Contingency Funding	£35,369
Total Income	£920,194
Expenditure	
Total Employee Costs	£739,168
Total Supplies & Services	£33,046
Total Premises Costs	£69,726
Total Transport Costs	£0
Total Service Level Agreement costs	£26,395
Governor Travelling and Subsistence Allowances	£0
Total Expenditure	£868,335
Summary	

Total Income	£920,194
Total Expenditure	£868,335
Net Surplus	£51,859

B/fwd from 2019-20 Deficit £11,250

C/Fwd to 2021-22 Surplus £40,609

Source – Osbaston Church in Wales Primary School year end accounts.

Attendance, authorised and unauthorised absences and absences (Pre-Corona Virus figures)

	2018/2019	2017/2018	2016-17
Boys	96.3%	96.8%	96.84%
Girls	96.3%	96.3%	96.65
Combined	96.3%	96.6%	96.75
Authorised	3.2%	3.1%	2.9%
Un-authorised	0.5%	0.4%	0.36%

Attendance Target set by Local Authority for 2018/19 was: 97%

There is no requirement to report figures for Reception age pupils

Despite the period of school closure, our school attendance for 2020-21 was 94.8%.

Pupils Exclusions

There were no fixed day or permanent exclusions for the academic year 2020-21.

Language Category of the school

English

Curriculum and organisation of education and teaching methods at the school

All schemes of learning produced by the school are compliant with the statutory requirements of the Foundation Phase and National Curriculum 2008, but with an increasing focus upon the new Curriculum for Wales. Throughout the primary phase of learning we are committed to providing a broad and balanced curriculum but always with an emphasis on developing children's literacy numeracy skills and digital competence skills. Teachers are continuing to design and develop the curriculum within the school in preparation for the implementation of Curriculum for Wales which will become mandatory in September 2022.

The Foundation Phase (Reception, Yr. 1 & 2) 4 - 7 years

Young children make sense of their world through play and exploration and it is on this premise that the Foundation Phase framework for children's learning from 3 to 7 years is based. The Foundation Phase encompasses children's early learning, building upon and extending previous learning experiences, knowledge and skills, putting the child at the centre of learning and not the curriculum. As the title suggests, this is the stage where the foundations for all subsequent learning are established. A happy, safe and secure learning environment is conducive to good learning. We provide activities that are fun and stimulating. Carefully planned structured play is fundamental to the Foundation Phase and helps children to explore practical based activities, which gradually become more directed according to stage and ability. Through experiential learning, children are provided with opportunities to develop holistically and extend their linguistic and communication skills. We encourage children to investigate, explore, solve problems and think creatively. From even the earliest age we

nurture independence in children as well as interdependence. We have a Forest School area for lessons in the outdoor environment.

Seven areas of learning have been identified to describe the Foundation Phase. These areas complement each other and work together to provide a practical relevant curriculum for 3 to 7 year olds.

Children's skills are developed across the following seven areas of learning:

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

The following skills are developed in all areas of the curriculum:

- Thinking skills: planning, developing and reflecting.
- Communication skills: oracy, reading, writing and wider communication.
- ICT: finding and developing ideas, creating and presenting information and ideas.
- Number: using mathematical information, calculating, and interpreting and presenting findings.

Reading and Writing

The Foundation Phase places great emphasis on developing children's communication skills. Communication sets a sound basis for the development of reading and writing. Upon entering the early years of education, children who are able to talk about and express their feelings and experiences are more motivated to read, to learn to record their thoughts and to learn to read what others have written. In the Foundation Phase children learn to speak about their experiences and to listen to others so that they will want to develop the skills of reading and writing.

Learning Indoors and Outdoors

Use of the outdoors as a learning environment is of great importance in the Foundation Phase. We are blessed with extensive and secure outdoor play areas which children use daily. Children's health and well-being benefits from having the space to use large outdoor toys and equipment and freedom to run, jump and skip. They can experience nature first-hand on a site that is wide and expansive, observing how the weather changes and how plants and animals react and adapt to changing seasons. The environment allows children to experience concepts such as conservation and sustainability. Importantly, we strive to instil from an early age a love of the outdoors and not to take our beautiful surroundings for granted.

Classrooms are technology rich and purpose built for the delivery of the Foundation Phase curriculum. Classrooms are spacious, light and provide a stimulating environment in which children can thrive and learn. Osbaston CIW Primary School is an environment to learn from as well as to learn in.

Key Stage 2 (Years 7-11)

Our school curriculum is flexible, broad, balanced and is designed to challenge, extend and prepare all children for life in the twenty first century. Careful planning, record keeping and assessment by teachers ensure full coverage and delivery of the statutory Curriculum 2008. Some subjects are taught as discrete areas, whilst others are delivered through a thematic or topic approach using a diverse range of teaching styles and methods. High priority is given to the development of literacy, numeracy, scientific, information technology and thinking skills (Key Skills). These skills are used across and within all other subjects. Children experience a range of activities that give them a chance to grow, academically, socially, emotionally, spiritually and physically. We provide opportunities for the development of personal values and skills such as co-operation, tolerance, independence and organisation.

Children will learn across a range of subjects including:

- English

- Mathematics
- Science
- Welsh (as a second language)
- History
- Geography
- Information and Communication Technology (ICT)
- Design Technology
- Art and Design
- Music
- Physical Education
- Religious Education
- Personal and Social Education (PSE)
- Education for Sustainable Development and Global Citizenship (ESDGC)

Curriculum for Wales

The school curriculum in Wales is changing. The new curriculum focuses upon preparing young people to thrive in a future where digital skills, adaptability, creativity and knowledge are crucial. We want our children to enjoy learning and develop skills, knowledge and emotional resilience. They should be confident, ethical individuals who play an active role in their community and society. We want our learners to develop positive attitudes to the work they do at school. We also recognise the importance of having a curriculum that considers the needs of children of different ages and abilities.

The purpose of the curriculum is to enable learners to develop as:

- ◆ ambitious, capable learners, ready to learn throughout their lives
- ◆ enterprising, creative contributors, ready to play a full part in life and work
- ◆ ethical, informed citizens of Wales and the world
- ◆ healthy, confident individuals, ready to lead fulfilling lives as values members of society.

We are evolving our curriculum and are listening to children and making them a big part of what and how they learn in school. There is flexibility in the way we approach the learning. We believe that children and staff are most enthused about their teaching and learning when the curriculum is relevant and meets their interests and needs.

The new Curriculum for Wales has Six Areas of Learning and Experience:

Languages, Literacy and Communication— addressing fundamental aspects of human connection. It supports learning across the curriculum enabling learners to gain skills in English, Welsh, international languages and in literature.

Mathematics and Numeracy— development of mathematical concepts and numeracy (application to solve problems in real world contexts).

Science and Technology—exploring how science and technology are drivers of change and their impact on our lives economically, culturally and environmentally.

Health and Well-being— developing learners' capacity to navigate life's opportunities and challenges.

Expressive Arts— developing learners' creative, artistic and performance skills to the full.

Humanities— engaging learners with issues facing humanity including sustainability and social change.

These six Areas support the development of a broad and balanced curriculum which is created by our teachers and bespoke to our learners and their needs. In addition, the Literacy and Numeracy Framework and Digital Competence Framework enable all learners to have a strong understanding of literacy, numeracy and digital skills which can be applied across the curriculum and into every day, real life contexts.

We talk to the children regularly about their progress in school. Parents can discuss their child's progress at any time throughout the academic year, in addition to the termly parent consultations.

- We regularly monitor individual pupils' progress using teacher assessment, national tests in reading, number and mathematical reasoning, NFER, and CATs, a Cognitive Ability Test. We use observations

and discussion to make judgements about each child's progress against national criteria and set targets according to the expectations we have for each individual pupil.

- We monitor pupil wellbeing and provide support and guidance to develop self-esteem.
- We track progress of individual pupils using teacher assessment against challenging targets that are agreed annually.
- Cross curricular learning opportunities are planned to reinforce and apply numeracy, literacy and digital competence skills. Activities are suitable for all children and differentiated according to individual needs.
- Expectations at all levels are high and children are supported in developing their self-regard as a learner as well as their academic achievement.
- The school ethos supports all inclusivity and equity; individuals are challenged to achieve the best that they can in any area, to persevere and to use any support they are given positively.

Learning Support

The school ALNCo, Mrs Clare Cooper (Additional Learning Needs Co-ordinator) manages ALN provision across the school. IDPs (Individual Development Plans) and One Page Profiles are written to support the individual needs of pupil with additional needs. Support for more able pupils is planned through differentiated activities within our classes and in break out groups where appropriate.

The school has a clearly defined policy for pupils with ALN with specific details of its philosophy and procedures for the identification, assessment and provision for pupils with such needs. This policy is developed in line with the Code of Practice for Wales and Local Authority guidelines.

ALN provision within the school is co-ordinated by the designated teacher known as the ALNCo. The Governor with responsibility for ALN, Mrs Natalie Rosser has regular liaison with the ALNCo.

The aims of the school's policy for Additional Learning Needs are as follows.

- Identify children who have additional needs
- Provide appropriate provision for these children
- Monitor children's progress
- Collaborate with other agencies at appropriate stages
- Develop self-esteem.

Much of the work for pupils with ALN is through universal provision which is accessible to all learners through differentiated activities at classroom level. There may be additional provision according to level of need, including access to external agencies or focused tasks relating to individual targets which may be delivered through small group work or as an individual alongside the class teacher or support assistant.

It may be necessary to carry out an independent assessment of an individual pupil's needs. In these cases, the school will seek the support of the Educational Psychology Service to help assess and monitor the pupil's progress. Parents are fully informed and there is clear communication between home and school.

Osbaston Church in Wales School's Additional Learning Needs Co-ordinator (**ALNCo**) is **Mrs Clare Cooper**. If you have any questions about the individual needs of your child, please feel free to make an appointment to speak with her and the class teacher.

Parents can obtain copies of the school's policy for ALN through the office or school website.

Pupils with disabilities

The school is Strategic Equality Act compliant and fully accessible for all users. All paved areas have ramps for wheelchair users and the single storey buildings allows easy access to all indoor and outdoor learning and

administration areas. The curriculum has been designed and, where appropriate, modified to meet the needs of all pupils.

The School has a Strategic Equality Plan which was developed in 2020, in line with the Equality Act 2010 and with LA requirements. This policy has a focus on accessibility for all users of the school.

Any child with disabilities is admitted to the school in accordance with Local Authority policy. A risk assessment is carried out prior to entry and all reasonable adjustments are completed before the child starts school.

More Able and Talented

Children who show a particular aptitude in a curriculum area or a talent in areas such as sport, art music or creativity are provide with activities and tasks that challenge and stretch them. Work is fully differentiated to help meet the needs of all levels of ability, including the more able.

The Governing Body has appointed a governor, Mrs Shonagh Hay, to oversee this area.

PE and Sports Participation

The Jolly Jog initiative promotes health and wellbeing and enables pupils to undertake 10 minutes of vigorous exercise each day (weather permitting)

- PE – Every class participates in two sessions of PE every week. This includes a range of physical exercise through dance, gymnastics, health related fitness, games and multi-skills development. Swimming lessons replace one of the PE sessions and are offered to all KS2 classes.
- Outdoor and Adventurous Activities - All KS2 pupils have the opportunity to take part in Outdoor and Adventurous Activities through residential visits. Although our residential activities were cancelled in 2020-21, all KS2 pupils participated in adventurous activities facilitated by Longtown Outdoor Learning Centre.
- All sports activities encourage and include children of mixed abilities.

Unfortunately, after school clubs and inter school sports activities were not permitted during 2020-21 due to Covid regulations.

Welsh Language

Welsh as a Second Language is delivered to all pupils as a statutory requirement in our curriculum. We continue to promote the use of Welsh around the school and provide opportunities for pupils to hear and use Welsh as part of their everyday learning experiences.

We are proud to acknowledge our 'Welshness' and 'cynefin' or sense of our place in the world. Children are provided with opportunities in lessons, school activities, visiting guests and trips and visits to experience those features which give Wales its own distinctive historic, social and cultural identity. 'Cynefin' permeates the whole curriculum through singing Welsh songs, Welsh country dancing and the study of land use in Wales and Welsh history. Eisteddfods are held to celebrate St David's Day where children can participate in a wide range of Welsh related activities.

Collective Worship

All children participate in an act of daily Collective Worship. In accordance with school's Church in Wales Voluntary Controlled Status, the content of the sessions is mainly Christian in nature; however, children have opportunities to understand the values and morals from other religions.

Review of policies

The Governing Body reviewed and updated where appropriate all school policies relating to teaching and learning and governance. These included:

Policies Reviewed and Adopted	
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Safeguarding and Child Protection	Attendance
Online Safety	Relationships
Social Media	Coronavirus
Reasonable Force	Manual Handling
First Aid	Health & Safety
Hygiene	Sun
Lone Working	Emergency Evacuation and Fire Plan
Blended Learning	Collective Worship
Handwriting	Smoke Free
Young Carers	Special Leave

Changes in the school prospectus since the previous Annual Governors' Report was prepared

An updated School Prospectus was published by the Publicity and Communication sub-committee of the Governing Body and follows statutory guidance. A copy can be accessed on the school website.

www.osbastonciwyschool.cymru

Strengthening links with the community

- Weekly newsletters are shared through Schoop and the school website.
- Schoop messaging service enables families to access newsletter and key information and alerts through email and text messages promptly.
- Twitter is used extensively to share daily school news, PTFA and community links.
- Parental views are surveyed annually.
- The school website is continually updated to ensure parents are fully informed. This includes a calendar of key events.
- Social media channels inform parents of flooding / severe weather as soon as decisions have been made.
- The PTFA work tirelessly to organise a range of fundraising events to provide additional resources for all pupils across the school.
- We have a weekly programme of collective worship involving local clergy, Head teacher, teaching staff.
- We are involved in local events such as the Candlelight Procession, Fairtrade events, Bee Festival in the local community.
- We use our local area and community as part of our studies – Monmouth Library, local shops, Shire Hall, museum, Monmouth Castle.
- 'Pets as Therapy' dogs visit the school weekly to support pupils pastorally.
- Pupils meet community members- police, firefighters, dentists, vets.
- The School and Eco Committee work with Plastic Free Monmouth to reduce the amount of plastic being used in our community.
- We maintain close links with our feeder secondary school Monmouth Comprehensive and our cluster primary schools: Cross Ash, Kymin View, Llandogo, Overmonnow, Raglan, Trellech and Usk.
- We work with Haberdashers Schools through education events and workshops.

Unfortunately, Covid restrictions meant a number of our partnership opportunities were unable to take place. It is hoped these may resume during the 2021-22 academic year.

Toilet facilities

- Reception pupils have their own self-contained lavatory and changing facility.
- There are separate lavatory facilities for both male and female pupils in Foundation Phase and KS2.
- There are separate male and female lavatories for staff in the KS2 building. There is a communal lavatory for staff in the Foundation Phase building.
- Disabled cubicles are available in both male and female toilets in both buildings.
- A large disabled toilet is available for adults and pupils in the Foundation Phase building.
- Cleaning is carried out daily at the end of the school day. Should it be necessary, teaching and support staff on site can deal with emergency cleaning.

Promotion of healthy eating and drinking

The school promotes healthy eating and drinking in the provision of its school meals menu and 'Healthy Schools Initiative'. Drinking water is available to all pupils throughout the school day and is positively encouraged. Fresh fruit and vegetables and healthy snacks are encouraged during break times. Advice and guidance are provided to parents and guardians regarding the contents of packed lunches, snacks and drinks brought into school or taken on school trips.

Learner well-being

If 2020/21 has taught us anything, it is the importance of maintaining our emotional and mental well-being. None of us could have foreseen the way COVID-19 would affect our lives and even the most resilient of us will have struggled and experienced poor well-being at times. The school is firmly focused on emotional and mental well-being and building positive well-being. The school continues to promote a positive cultural environment, where children form positive relationships with staff and other learners.