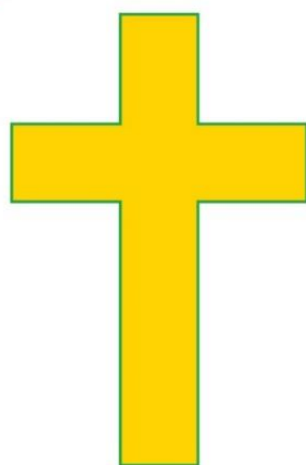


OSBASTON
Church in Wales School



Inspiring • Discovering • Believing



Full Annual Governors Report to Parents 2021-22

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.

MAYBE MENTION ESTYN X2 ENGAGEMENT VISIT AND THEMATIC- CASE STUDY??

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 (2021-2022)

Name	Position	Appointed	Office Ends	Comments
Mr Jon Murphy	LA Governor	18/07/2019	17/07/2023	CHAIR
Mr Darian Evans	Parent Governor	24/09/2021	22/09/2025	VICE-CHAIR
Mrs Shonagh Hay	Community Governor	18/01/2020	17/01/2024	RESERVE
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 Joanna Walker	Foundation Governor	22/09/2021	21/09/2025	
Mrs C Cooper	Teacher Governor	05/04/2022	04/04/2026	
Ms Deborah Morgan	Staff Governor	15/02/2021	14/02/2025	
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	05/04/2022	04/04/2026	
VACANCY	LA Governor Town Council			

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 2022

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 2022 no expenses were claimed.

Term Dates

Autumn Term 2022

Pupil Closure Day (staff training) –Friday 4th September 2022

Term begins- Monday 5th September 2022

Additional Bank Holiday- Monday 19th September 2022

Pupil Closure Day- Monday 26th September 2022

Half term begins- Monday 31st October 2022

Half term ends- Friday 4th November 2022

Autumn term ends- Friday 23rd December 2022

Spring Term 2023

Term begins- Monday 9th January 2023

Pupil Closure Day-Friday 17th February 2023

Half term begins- Monday 20th February 2023

Half term ends- Friday 24th February 2023

Spring term ends- Friday 31st March 2023

Summer Term 2024

Term begins- Monday 17th April 2023

May Day- Monday 1st May 2023

Pupil Closure Day- Friday 26th May 2023

Half term begins- Monday 29th May 2023

Half term ends- Friday 2nd June 2023

Summer term ends- Friday 21st July 2022

*There are 5 non-pupil days within the academic year for staff training.

All five days have been allocated for 2022-23.

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 2022, 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 21 to March 31st 2022

OSBASTON PRIMARY

(a)Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	September 2020 Pupil Numbers	Total Funds Allocated	
3-4	2484.2	0	-	
4-5	2481.1	29	71,952.83	
5-6	2481.1	28	69,471.69	
6-7	2481.1	29	71,952.83	
7-8	2448.9	29	71,017.06	
8-9	2448.9	30	73,465.92	
9-10	2448.9	31	75,914.79	
10-11	2448.9	31	75,914.79	
		<u>207</u>	<u>509,689.90</u>	509,690

(b)Premises and Other Factors

Building Maintenance	5,066	
Caretaking	26,462	
Cleaning	11,379	
Energy	12,822	
Rates	15,916	
Grounds Maintenance	6,498	
Governors Services	999	
Finance and Management Support Services	1,699	
Central ICT	1,676	
Maternity	6,090	
Creditor Payments	1,000	
Personnel Services	2,410	
Joint Leisure Facilities	1,694	
Lifeguards	516	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	17,199	
Threshold	-	
Lump Sum	100,701	
	<u>212,127</u>	212,127

(c)Special Needs

Lump Sum	6,148	
Band Funding	15,811	
	<u>21,959</u>	
Unit Funding	-	
	<u>21,959</u>	21,959
TOTAL FUNDING		743,775

Annual Statement of Revenue Expenditure Year to 31.3.2021

Income	
PTFA	£4,275
Donations	£16,028
Supply Compensation	£14,558
Salaries	£4101
School Meal Income	£20
Welsh Government Funding	£62,405
Joint Financing	£450
Interest Received	£211
Non WG External Grants	£700
Education Achievement Service	£36,670
Pupil Development Grant	£5,570
Education Improvement Grant	£71,467
Student Teachers Placement	£815
ISB	£721,945
ALN Contingency Funding	£50,363
Total Funding Income	£772,308
Total Income	£993,556
Expenditure	
Total Employee Costs	£780,627.26
Total Supplies & Services	£38,179
Total Premises Costs	£85,028
Total Transport Costs	£0
Total Service Level Agreement costs	£37,184
Total Expenditure	£941,086.26
Summary	
Total Income	£993,556
Total Expenditure	£941,018.26
Net Surplus	£52,537.74

B/fwd from 2019-20 £40,609.00

C/Fwd to 2021-22 Surplus £52,537.74

Surplus: **£93,146.74**

(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 ongoing effects of Covid-19, our school attendance for 2021-22 was 94.1%.

Pupils Exclusions

There were no fixed day or permanent exclusions for the academic year 2021-22

Language Category of the school

English

Curriculum and organisation of education and teaching methods at the school

Curriculum for Wales

The new Curriculum for Wales is statutory in all primary schools since September 2022. The curriculum focuses upon preparing young people to thrive in a future where digital skills, adaptability, creativity and knowledge are crucial.

We want our pupils at Osbaston to enjoy every aspect of their learning journey 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.

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.

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.

As we continue to develop the curriculum, there is a greater emphasis upon listening to learners and involving them in shaping what and how they learn in school. The curriculum allows 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, authentic 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. In our curriculum design there are opportunities for learning and consideration of cross-cutting elements which allow learners to consider local, national and international contexts and develop an understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences.

Our curriculum summary was published in the summer and was developed in partnership with all stakeholders: parents and carers, pupils, Governors and staff.

Our curriculum is tailored to our school and the community we serve. We are proud to be a Church in Wales School, with a strong Christian ethos, built upon values for life. Promoting respect as our core value, learners explore other cultures and beliefs, recognising diversity and individuality and celebrating what it means to be an individual.

Our vast green space encourages outdoor learning experiences which foster care and respect for the environment. Using the rich local area, learners explore, discover and ask questions about our place in Monmouth, Wales and the wider world. We draw upon people and places to make our learning authentic and meaningful.

We pride ourselves on knowing our learners, and knowing them well. Our curriculum enables all learners to learn, acknowledging every learner as an individual who will be challenged to be the best they can be and to achieve their potential. We recognise the value of learner voice, influencing decision making, both in what and how they learn.

Learners succeed when they feel safe, supported and secure. Wellbeing of all learners is promoted through positive relationships and good physical, emotional and mental health. Learners develop habits and behaviours which facilitate lifelong success— being resilient, confident, independent and adaptive.

A thematic approach to our curriculum which we call ‘discovery’ provides a unique and meaningful context to learning. It enables pupils to learn through hands-on experiences, work collaboratively, explore concepts, meet people and visit places, make connections in learning and influence decisions in the curriculum content. Our broad whole school topics place an emphasis upon a particular Area of learning & experience, enabling development of skills, knowledge and experiences.

Autumn- ‘ME’ - health and wellbeing focus exploring self, relationships, what makes me, me? Diversity and equality, human rights, ambition and careers

Spring- ‘OUR CHANGING WORLD’ - humanities focus looking at people, places, settlements, change, beliefs, rules and laws

Summer- ‘EXPRESS YOURSELF’ - expressive arts focus using creative arts to produce, develop and perform
Across each term there will be a science focus linked to the theme, as well as discrete teaching of scientific concepts.

The broad themes support opportunities for application of literacy, numeracy and digital skills as well as a vehicle to explore cross-cutting themes of relationships and sexuality, diversity, human rights, world of work, local and international contexts.

Our curriculum enables every learner to progress. We know all learners are individuals who learn differently and at different rates. There may be times when they move forward quickly in learning, or times when they need to slow down to make sure they understand, or learn in a different way. Our curriculum enables learners to revisit concepts, learn more, develop a deeper understanding, improve their skills and communicate their ideas more effectively.

As teachers and leaders of learning, we need to know and understand how well every learner is doing.

Assessment for learning will take place throughout every day. Teachers and support teachers will be talking to learners, asking questions, reviewing their work, asking learners to reflect on how successful they have been to

enable planning of next learning steps. This includes identifying any issues or extra support that may be needed to ensure your child continues to make progress.

Assessment of learning will also take place, but will take place less often. This provides a picture of how well a learner is doing at a particular time in relation to a specific aspect of learning- a spelling test, a Read,Write,Inc assessment, an online numeracy test, acquisition of a particular skill. These assessments provide a comparison of learning compared with a group, a cohort of learners or a national picture. They enable teachers to identify any issues or extra support that may be needed to ensure your child continues to make progress.

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

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 learning for pupils with ALN is delivered 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 provided with activities and tasks that challenge and stretch them or supported to explore enrichment opportunities which may be extra-curricular. 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 Katie Swartz to oversee this area.

PE and Sports Participation

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 on-site, off-site and residential visits. Our learners in Year 5&6 enjoyed their residential at Glan Llyn Urdd Residential Centre in North Wales during the summer.

All sports activities encourage and include children of mixed abilities. We saw a number of activities start again, including Bikeability for Year 5&6 pupils, PE Playmakers for Y5, Sports Ambassadors for Y6 and an inter-school swimming gala and cross country event.

Welsh Language

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

We encourage our learners to be proud of their language and country and 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.

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	
Performance Management for Teachers	Substance Misuse
Pay Policy	Teaching and Learning
Special Leave	Safeguarding

Admissions	Health and Safety
Bereavement	Lone Working
Attendance	Manual Handling
Protection of Employment	First Aid
Flexible Retirement	Health and Safety
Disclosure and Barring Service Checks	Charging

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.osbastonciwschool.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.
- 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.
- Parental views are surveyed annually.
- The PTFA organise a range of fundraising events to provide additional resources for all pupils across the school. Most recently this has included outdoor raised beds for planting and IT equipment.
- Weekly collective worship involves members of the local clergy team.
- Monthly 'Open the Book' worship involves members of the Baptist Church
- We are involved in community events such as the Candlelight Procession, Sing for Ukraine
- We attend education workshops facilitated by Haberdashers' Schools
- Our local area, community and resources are regularly used as part of our studies
- Monmouth Library facilitates weekly visits by all classes and includes story telling sessions for our younger learners
- Pupils meet community members such as paramedics, firefighters
- The Eco Committee work with Plastic Free Monmouth to reduce the amount of plastic being used in our community.
- The Police Community Support Officer visits the school regularly and supports with local policing concerns including traffic
- MonLife provides activity sessions including swimming lessons, inter school events, Bikeability lessons in school and within the 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.

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 and a healthy tuck shop is available at break time each day for pupils to purchase fresh items. 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

The importance of maintaining our emotional and mental well-being is central to leading a successful and happy life. The school continues to promote a positive cultural environment, where children form positive relationships with staff and other learners.