



# St. Joseph's Catholic Primary School Clydach Annual Governor's Report 2020-21



Summer 2021

**This is the full report of the  
Governors' Annual Report.**

## Our Vision



*"Vision is seeing the masterpiece  
while you are mixing the paints."*

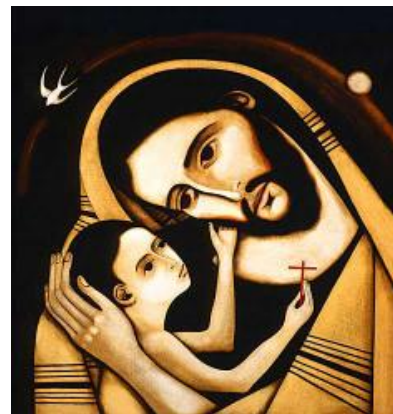
We believe in a creative curriculum  
with literacy and numeracy at it's heart.



St. Joseph's  
Catholic Primary School  
Clydach

The Governors wish to thank all connected with the school for their work during the past year. The excellent reputation enjoyed by St. Joseph's School reflects the tremendous work of all staff and the good relationship between school, parents and parish. The Governing Body thanks parents for their continued help and support.

The Chairperson of Governors also thanks the Governing Body for its support over the past year by attending meetings, formulating policies and making important decisions particularly in this difficult year of Covid



## GOVERNING BODY

**The Chairperson of Governors is Mr. P. Relf, C/O St. Joseph's Catholic Primary School, Pontardawe Road, Clydach, Swansea, SA6 5NX. The Clerk to the Governing Body is Mrs. M. Houston, C/O St. Joseph's Catholic Primary School, Pontardawe Road, Clydach, Swansea, SA6 5NX.**

The Governors of the School are:

<b>Name</b>	<b>Category</b>	<b>Term of Office Expires</b>
Mr. P Relf (Chair)	Foundation Governor	October 2024
Mr. E. Scourfield(Vice chair)	Foundation Governor	October 2024
Mr. A. Scannell	Foundation Governor	March 2024
Mrs. M. Ascensio- Cubero	Foundation Governor	May 2025
Mrs. J. Walker	Parent Governor	February 2022
Mrs. C. James	Teacher Governor	September 2023
Mrs. S. Hardy	Support teacher Governor	November 2022
Mrs. J. Stack	Headteacher	
Mrs. D. Ryan	Foundation Governor	June 2025
Vacancy	Local Council Representative	
Fr. H. Nevin SDS	Foundation Governor	October 2024

### **The Foundation Governors are appointed by the Trustees of the Diocese of Menevia.**

The L.E.A. Representative is appointed by the City and County of Swansea. Teacher, Staff and Parent Governors are elected by teaching staff, associate staff and parents respectively. They are not delegates of these groups and cannot be mandated by the groups they represent to support a particular position with which they do not agree.

The next election of Parent Governor will take place in the Spring Term 2022.

The clerk to the Governing Body is Mrs. M. Houston, C/O St. Joseph's Catholic Primary School, Pontardawe Road, Clydach, Swansea, SA6 5NX.

## **A NOTE FROM THE CHAIR**

### **Mr. Paul Relf (Chair of Governors)**

Following an excellent result from our Estyn inspection which represents the hard works of all staff, students, parents and governors in our school community under the leadership of Mrs. Stack, the school continues to go from strength to strength. The Covid pandemic has been a difficult time, but everyone has worked together to maintain contact so thank you to everyone, all underlined by our school motto and the school's Christ-centred approach.

Looking forward to a future return to normal where we can once again enjoy assemblies and see first-hand the great work of the school.

### **Mr Eugene Scourfield (Vice Chair of Governors)**

It has been a pleasure to act as foundation governor and Vice Chair of Governors for this academic year. The school continues to make excellent progress, providing a warm, welcoming community environment underpinned by strong faith. The children show a high standard of work, evident in their books and the various school publications. Well done.

## **THE ROLE OF THE GOVERNORS IN THE RUNNING OF THE SCHOOL**

The day-to-day management of the school is the responsibility of the Headteacher. The Governors deal with admissions, decide how the budget is allocated, appoint new staff, receive reports from the Headteacher, decide how the curriculum is constructed and how the school is run. Decisions are only made after full consultation with the Headteacher, whose professional opinion is always taken into account.

### **The Work of Governors**

Governors' roles and responsibilities. The Governing Body has a general overall responsibility for the effective management of the school, acting within the framework set by national legislation and with due consideration to the policies of the Local Education Authority. The governors must meet regularly, at least the mandatory once a term. In effect, they meet more often in order to carry out their duties effectively. In addition to the meetings of the full body the governors also work in smaller committees.

### **Committees**

All these committees are required to keep abreast of current developments and the implications of new legislation. They study and evaluate documents and Committees must report to the full Governing Body, although those with delegated powers are able to make certain decisions in their own right. All committee meetings are minuted and the minutes circulated to all governors.

### **Curriculum**

This committee meets to debate curriculum developments in the school. All governors are linked with Curriculum Coordinators who make recommendations and offer explanations to the members of this committee. On an annual basis the governors and staff join together to evaluate the progress made (over the previous twelve months) in meeting the targets agreed in the School Development Plan. Following this discussion, the new Development Plan for the year is created.

## **HEALTH AND SAFETY And PREMISES COMMITTEE**

This committee is responsible for the premises and the maintenance requirements, including ensuring that all Health and Safety and Safeguarding regulations are observed. This involves careful monitoring and regular site visits.

## **Finance And Personnel**

This committee is responsible for overseeing the school's budget and deciding where expenditure would be most effective. In addition the committee is concerned with any aspect of management that involves people – be they pupils, staff or volunteer helpers, including appointments and disciplinary matters. The School Budget and School Fund Account are available to view, on request from the School Office. Community Committee

## **Community Committee**

This committee is responsible for establishing and developing links with the local community and parishes. They are also responsible for directing the mission and purpose of the school.

## **In addition to the committees some governors carry out specific roles in certain areas.**

These are:

ALN / EAL Governor

Health and Safety Governor

Cross phase liaison Governor

Collective Worship Governor

Green / Eco Governor

Mrs. M. Ascensio- Cubero / Mrs. S. Hardy

Mrs. J. Walker

Mr. E. Scourfield

Fr .Henry Nevin SDS

Mrs. M. Ascensio- Cubero

Grants Governor

Looked after children Governor

Governor for Health and Wellbeing

Governor for British Council Schools Development

More Able and Talented Governor

Mr. P. Relf

Mr. P. Relf

**Mrs. M. Ascensio- Cubero**

Mr. A. Scannell

**Mrs. S. Hardy**

The non-confidential minutes Governors' Meetings, including committees, are available in the school office for parent/carers to read.

## **Governors' Expenses**

Although it is now possible for governors to claim expenses, once again no claim has been charged to the school.

School term and holiday dates 2021/2022

### Holiday dates and bank holidays

Term	Term begins	Mid-term holiday		Term ends	Total days
		Begins	Ends		
<b>Autumn 2021</b>	Thursday 2 September	Monday 25 October	Friday 29 October	Friday 17 December	72
<b>Spring 2022</b>	Tuesday 4 January	Monday 21 February	Friday 25 February	Friday 8 April	64
<b>Summer 2022</b>	Monday 25 April	Monday 30 May	Friday 3 June	Friday 22 July	59
<b>Total:</b>					<b>195</b>

### Bank holidays

Good Friday - Friday 15 April 2022

Easter Monday - Monday 18 April 2022

May Bank Holiday - Monday 2 May 2022

Spring Bank Holiday - Monday 30 May 2022

Please note that this calendar is subject to any changes that may arise as a result of Welsh Government issuing a Direction on term dates

The City and County of Swansea does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.

## ATTENDANCE STATISTICS 2020-21

School Prospectus Analysis

**Period : 01/09/2020 to 14/06/2021**

**Reg Group - NAM + Rec. + Y1 + Y2 + Yr.3 + Y4 + Y5 + Y6**

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
<b>NAM</b>	37	30	81.1	10.0	5	13.5	0.4
<b>Reception</b>	23	21	91.3	6.9	2	8.7	0.1
<b>Y1</b>	25	23	92.0	4.1	1	4.0	0.0
<b>Y2</b>	29	26	89.7	5.9	1	3.4	0.0
<b>Y3</b>	27	24	88.9	9.1	1	3.7	0.1
<b>Y4</b>	32	25	78.1	6.8	1	3.1	0.1
<b>Y5</b>	30	30	100.0	6.9	3	10.0	0.1
<b>Y6</b>	34	28	82.4	4.0	3	8.8	0.2
<b>Totals</b>	237	207	87.3	6.4	17	7.2	0.1

## ANNUAL ATTENDANCE STATISTICS 2020 – 2021

The School has not set a target this year due to COVID. Each week during Merit Award Assembly an award is given for the highest attending class of the week. A number of measures have been introduced to improve attendance- the setting up of an absence line to report absence on the first

morning of

absence and a text message or telephone service if no absence is recorded. Parents have received letters/ texts/ pamphlets detailing the importance of attendance for their child and to notify the school of any holidays taken during school time. Parents are asked to fill in a holiday contract and also that all holidays will now be unauthorised with a 'g' code. We have SAM the school mascot who comes to all Merit Award assemblies and is on our literature to promote positive attendance. Awards are given each week for the class with the best attendance in Merit Award Assembly. Attendance targets are reminded weekly /in class assembly and put on class doors by the School Council. The class who wins the term for best attendance receives a prize- non-school uniform day and football on a Friday. Pupils receive termly attendance slips in red/ amber/ green to help parents track their attendance. These measures due to COVID restrictions have been used to support parents in their decision making.

### **SAFEGUARDING/ MEDICINES**

When medicines are to be administered in school it is essential that safe procedures are established which are acceptable to appropriate school staff involved. It is essential that clear written instructions are supplied by parents when requesting that medication be administered to their child. Parents should always complete a form available from the school office giving the child's name and class, clear instructions on the dose to be administered to the child, the time to be given and for what period. Medication must be in its original packaging including the prescriber's instructions. Only the prescribed/recommended dose will be administered, this cannot be changed unless written instructions are given from a medical professional. The form should be signed by the parent or guardian and retained in the school office for reference by staff involved. In cases where the child's medical needs may be greater than those of their peers, the Headteacher may request that an individual Healthcare Plan be prepared if applicable by the school Nurse. In such cases, consultations on the Plan will include the school, health service practitioners (i.e. school nurse) and the parents/guardians. This will also clarify the extent of responsibility taken by the school. The Headteacher will be responsible for managing the administration of medicines and drugs with the agreement of named members of staff. Staff should be able to act safely and promptly in an emergency situation, as well as with the routine administration of medicines. Members of staff will be asked to volunteer to be involved in the administration of medication. Only those members of staff who have current First Aid qualifications will be required to act in an emergency. Other members of staff who are willing to dispense medicines to pupils i.e. Teaching Assistants, Class Teacher, Office staff, should be advised of the correct procedure by the Headteacher. It is the responsibility of the Headteacher to ensure that new members of staff receive appropriate training.

### **CHILD PROTECTION**

**The school policy continues to be implemented by all staff in line with guidelines and procedures recommended by the Education Authority.**

We have designated senior persons for child protection who have received appropriate training and support for this role. (Headteacher / ALNCO). We have a nominated governor responsible for child protection (Chair of Governors). Every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role. All staff and Governors have been provided with training for child protection.

## FIRST AID

Mrs. C. James is our official nominated trained First Aider. All teaching assistants and Volunteers are trained first aiders.

## HEALTH AND SAFETY

Health and safety procedures in the school are regularly reviewed and discussed termly by the Governors. There is a site walk every term with the Governors Buildings Committee and Head/Deputy Head. There is a regular review of the school's Risk Assessments and Fire Safety Risk Assessment and Emergency Action Plan. Termly fire and evacuation drills are carried out.

## SCHOOL SECURITY

The school site is fully secure during pupil hours. Entry to the main school grounds is only possible through the main gates which has a coded entrance. All visitors are required to ring to gain entry. Entry to the main building by the main door is only possible for those in possession of a key or the code. Other visitors have to ring to gain entry. All visitors to the Early Years Block have to ring to gain entry. The main entrance to the demountable block is locked during lesson time.

**It is essential that all visitors (including parents) report to the school office upon arrival at the school and sign in. Children have been trained not to open the door to strangers.**

## ASSAULTS

There have been no physical assaults on members of staff. There has been no theft from the school.

## VANDALISM

There was no vandalism in 2020/ 2021.

## BUILDINGS

The Governors are committed to providing a safe and attractive environment for all children, staff and visitors to the school. The school toilets in the main school and Nursery/Reception building are modern by school standards but in need of updating in the main school. There is a disabled toilet in the Nursery/ Reception block. They are kept clean by using professional cleaners and materials. There is liquid soap in all the toilets. The toilets in the main block are imaginatively decorated after a competition which the School Council organized. School Council approved the toilet policy in Spring Term 2014 and asked for further improvements to the toilets which included the addition of mirrors and toilet monitors. The boys toilet in the main block was refurbished during the Summer of 2019 and the girls toilet in this block was refurbished during the Summer of 2020.

## STAFFING

St. Joseph's is fortunate to have a team of talented, enthusiastic and dedicated individuals who do their utmost to provide the best possible education for all our children.

Class	Number of pupils	Teacher
Nursery	37	Miss. C. Thompson
Reception	22	Mrs. R. Weaver
Year 1	25	Miss. R. Torrance
Year 2	25	Mrs. E. Brannigan
Year 3	26	Mr. J. Reed



Year 4	31	Mrs. C. James
Year 5	30	Mrs. A. Jones
Year 6	34	Mrs. M. Mort

Individual teachers have the following additional responsibilities:

<b>Name</b>	<b>Responsibilities</b>
Mrs. J. Stack	Headteacher Curriculum Leader for Religious Education Curriculum Leader for Expressive Arts
Mrs. M. Mort	Deputy Headteacher Curriculum Leader for Foundation Phase, More Able and Talented Coordinator for Staff Development Curriculum Leader for Languages Curriculum Leader for Religious Education Curriculum Leader for Expressive Arts End of KS2 Teacher Assessment <b>Assessment, Recording and Reporting Manager</b>
Mrs. E. Brannigan	Curriculum Leader for Humanities FP lead and end of key stage FP assessment Mentor for Student Teachers and N.Q.T.s
Mr. J. Reed	Curriculum Leader for Health and Wellbeing Curriculum Leader for I.C.T.
Mrs. A. Jones	<b>ALNCO Manager.</b> Curriculum Leader for Literacy and Communication
Miss. R. Torrance	DCF leader/ shadow RE Curriculum lead
Mrs. R. Weaver	Curriculum Leader for Expressive Arts
Mrs. C. James	Curriculum Leader for Maths and Numeracy <b>Key Skills Literacy and Numeracy Manager</b> Curriculum Leader for Science and technology Curriculum Leader for Health and Wellbeing.
<b>School Clerk</b>	- Mrs. M. Houston
<b>Nursery Nurse</b>	- Mrs. D. Williams
<b>Teaching Assistants</b>	- Mrs. D. McGillicuddy, Mrs. J. Walker, Mrs. H. Rowden-Cooper, Mrs. C. Hinder Miss J. Davies, Miss. S. Hardy, Miss M. Brougham Mr. P. Maddock
<b>Caretaker</b>	- Mr. C. McGillicuddy
<b>Cleaners</b>	- Mrs. J. Griffiths. Mrs. C. Griffiths



- Kitchen / Dining Hall Staff Supervisory Assistants**
- Mrs. A. Jones, Mrs. J. Maher,
  - Mrs. H. Rowden-Cooper, Miss M. Brougham
- Parent Helpers**
- Very special thanks to those parents Who give up their precious time to help in school and on educational visits.

## CURRICULUM

At St. Joseph's we believe in a creative curriculum with literacy and numeracy at its heart. The school has adopted Cornerstones as a thematic approach. Pupils at St. Joseph's study all subject areas including Religious Education, English, Mathematics, Science, I.C.T., Welsh, History, Geography, Music, Art, Design Technology, and Physical Education. Written policies exist for all curriculum areas and are regularly reviewed and developed by staff and governors. The school development plan includes specific school strategies which are also reviewed. The curriculum is subject orientated but where thematic links occur they are used to enhance learning. A particular emphasis is placed on key skills.



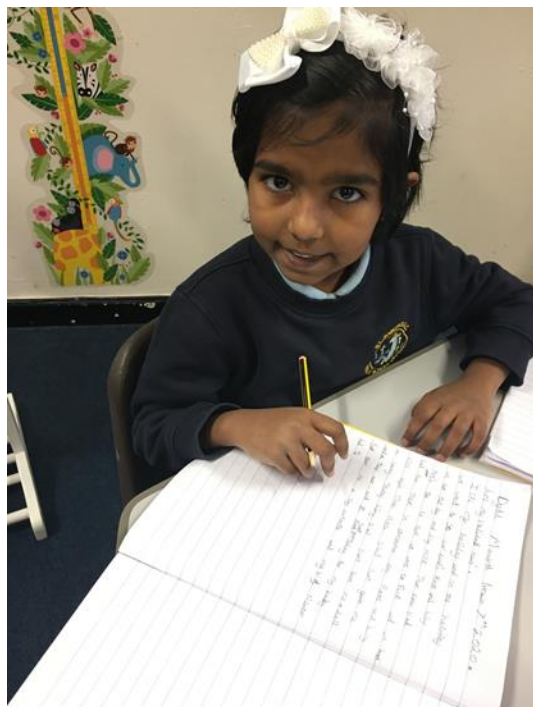
## RELIGIOUS EDUCATION

St. Joseph's is a Catholic Christian Community in which an understanding of our Beliefs and Faith is of vital importance. The 'Come and See' scheme provides a framework for all classes to follow the Programmes of Study and achieve the desired outcomes set out in the Religious Education Curriculum Directory for Catholic Schools. Daily assemblies incorporate a variety of experiences which help develop the Catholic Christian ethos of St. Joseph's. The importance of reflection, prayer, care and concern for others is actively encouraged. The school supports a range of charities and seeks to heighten awareness of global needs. In line with Diocesan policy the school has adopted the Jesuit Pupil Profile. We also practise daily meditation.



## LITERACY AND COMMUNICATION

Reading is given a high priority throughout the school. Fiction and reference materials are readily available. We also use an online product called 'Reading Eggs' which children can access at home and during lockdowns. The school's library is well stocked and class libraries provide a wide choice of books which may be taken home. Parents are expected to share reading with their children in order to develop an interest in and a love of reading. Writing is a daily activity across all curriculum areas. Pupils are encouraged to write in a wide range of styles for a variety of audiences. Emphasis is placed on spelling, punctuation, handwriting and presentation. 'Focus on Literacy', published by Collins, strongly supports the teaching of reading and writing in Foundation Phase and Key Stage Two. A variety of visits and visitors supported pupils' work in English / Literacy.



## **MATHS AND NUMERACY**

The acquisition of basic skills and the use of these in a wide range of contexts continues to be our priority in Mathematics. The Heinemann Mathematics and Abacus scheme is used and is being constantly developed through the purchase of appropriate computer software. Other items of mathematical apparatus were purchased through the year to support the scheme and aid the delivery of the Mathematics curriculum.

## **HUMANITIES**

Many aspects of History and Geography are taught through themes and topics in cornerstones. Wherever possible the local environment is used as a basis for this work and there are regular educational visits. A school museum, which is accessible to all pupils, is located in the School library. During the year there were numerous visits and visitors to support pupils' learning in these curriculum areas.

## **SCIENCE AND TECHNOLOGY**

The school is well resourced to deliver the Science and Technology curriculum. Pupils have opportunities to develop and communicate their ideas, using a variety of tools, techniques and materials. A new science program from Cornerstones has been purchased which allows investigations across the school.

## **I.C.T.**

The school has continued to develop the range of hardware and software available to pupils and teachers. The school currently leases 30 i-pads for the school. All classes from Reception to Year 6 have interactive whiteboards, digital cameras and computer microscopes. We have a number of class computers which are able to be used on a rota for all classes. The Digital Competence Framework has been implemented in the school and Miss Rebecca Torrance is the DCF leader within the school. A Digital Competence council has been set up within the school.

## LANGUAGES

Welsh is taught as a second language and is also used incidentally throughout the school. Staff expertise in speaking and teaching the language continues to increase. A focus this year has been on developing a daily slot drillio for every class. An advisory teacher for Welsh visits the school regularly. A Welsh Week and an Eisteddfod were held to celebrate St. David's Day, allowing pupils to share their Welsh cultural experiences.



## EXPRESSIVE ARTS

School displays reflect the high quality of art work. Knowledge of famous artists and a range of styles are cultivated. Art competitions were held on St. David's Day and at Easter to celebrate pupils' artistic ability and creativity. The school is well resourced to teach the Music curriculum. The school buys into the county music scheme and offers violin and brass lessons. Singing continues to be an important part of school life with the continued development of the School Choir under the leadership of Mrs. Weaver. All pupils participated in successful Christmas and Easter plays which were shared online with.

## HEALTH AND WELL BEING

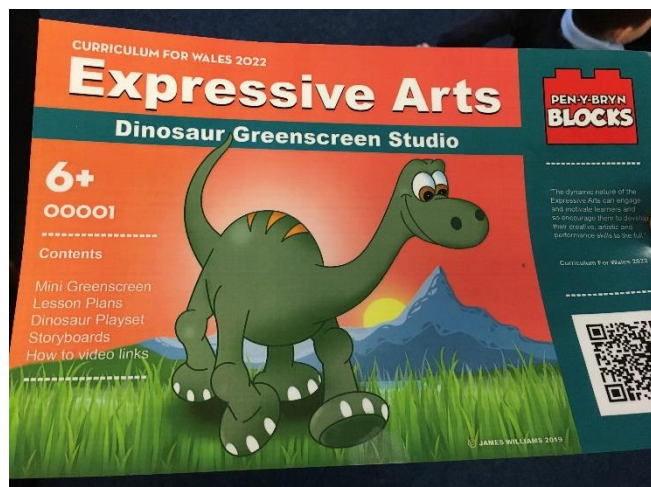
The school aims to develop pupils' physical skills fully. There are opportunities to participate in a wide range of activities - gymnastics, dance, organised games, athletics, cross country running and outdoor adventure activities. Pupils represent the school at football, rugby, cricket, netball, short tennis, cross country and athletics. Regular fixtures are arranged with other schools.

## SPECIAL EDUCATIONAL NEEDS

The school is successful in its provision for children with Special Educational Needs. There is a clear written policy which gives all staff guidance on catering for children in this category. All pupils are assessed and funds are allocated based on an annual audit taken by the City and County of Swansea. Children with Special Educational Needs are taught in mainstream classes and are either supported in class or withdrawn and catered for individually or in small groups. Progress is monitored and assessed and full consultation takes place with parents in accordance with the



Special Needs Code of Practice. The consultation process also involves representatives of the Local Education Authority and other schools to which our children transfer. The admissions procedure for children with Special Educational Needs is identical to that for all other children. The school encourages close links with parents of pupils with Special Educational Needs, who need not hesitate to contact the Headteacher should they have any concerns regarding their child's progress.



## SEX EDUCATION

The school has adopted the Diocesan Human Relationships and Sex Education Policy for Primary Schools. Ten Ten 'Live Life to the Full' resources and the new RSE guidelines and scheme have been adapted this year. Questions from children are dealt with sensitively. A health and hygiene talk is arranged for Year 6 pupils during the Summer term.

## HOMEWORK

Homework is given in accordance with the ages and needs of the children. The cooperation of the home is actively encouraged and greatly appreciated.

## SCHOOL UNIFORM

School uniform requirements are set out clearly in the School Prospectus. The wearing of school uniform is compulsory and is continuously monitored.

## BEHAVIOUR

The school expects high standards of behaviour and takes great pride in all pupils' achievements, behaviour and appearance. A clear policy on behaviour has been developed and is regularly reviewed. This is available to parents on request. Parents should remember that members of staff need to be informed swiftly if pupils are concerned, worried or apprehensive about any matter relating to school. The school places an emphasis on the positive side of discipline and the Merit Award System supports this, certificates being awarded at a special weekly assembly and a cup awarded each term to the most successful of the four house teams. All staff and support staff have been trained in Level 1 Restorative Practice which is being embedded throughout the school.

## SECURITY ARRANGEMENTS

Security arrangements for pupils, staff and school premises are continually reviewed and improvements sought. Officers of the Diocese and the Local Education Authority are consulted on any changes made and all work is carried out by contractors recommended by these representatives. Entry to the main school grounds is only possible through the main gates which have a voice entry system. Entry to the main building by the main door is only possible for those in possession of a key or the code. Other visitors have to ring to gain entry.

All visitors to the Early Years Block have to ring to gain entry.

The main entrance to the demountable block is locked during lesson time.

**It is essential that all visitors (including parents) report to the school office upon arrival at the school and sign in. Children have been trained not to open the door to strangers.**

## ADMISSION OF DISABLED PUPILS

The Governing Body welcomes applications for a place at St. Joseph's from disabled pupils. The admissions procedure is identical to that for able bodied children. Ramps make wheelchair access possible to all classrooms and washroom facilities for disabled persons exist in the Early Years Block. The school has an accessibility plan which aims to improve access to the school by those with disabilities. The school's Mission Statement and Aims clearly state equality for all pupils admitted to the school.

## FRIENDS OF ST. JOSEPH'S

The work of FOSJ is greatly appreciated by all at the school. Governors and Staff wish to encourage all parents to join regular meetings and functions. The FOSJ has committed funds to enhance I.C.T. in the school and to further develop the school building including the development of a staging area in the School Hall.

## COMMUNITY DEVELOPMENT

There is a strong tradition of close links with the local community. Pupils regularly visit places of special interest in the locality and surrounding areas. The school is an integral part of St. Benedict's Parish and pupils attend Mass regularly. The school hosts Christmas Lunches for senior members of the parish during the Autumn Term. Pupils entertain our visitors with singing. The school has also developed School Parish Journals with the help of the local community. The school has links with the police and School Nurse who regularly visit and also with local businesses and industries. Ways to strengthen and develop these links are constantly sought.

## ADMISSIONS

All admissions are considered in accordance with the School Admissions Policy.

***A new admissions policy in line with Diocesan Policy has been ratified by the Governors in the Autumn Term Meeting for implementation 2021-2022.***

## SCHOOL PROSPECTUS

The current School Prospectus was printed in the Spring Term 2021 and is available to all parents on request and on the website.

## INSPECTION OF ST. JOSEPH'S

### Summary

St Joseph's Catholic Primary School has a warm, caring and nurturing environment for pupils. This contributes significantly to pupils' strong levels of wellbeing and helps them to develop as caring, polite and considerate individuals. Parents, pupils, staff and governors contribute successfully to the strong sense of community that exists in the school.

Most pupils make good progress from their starting points and develop their literacy and information and communication technology (ICT) skills well. They develop their numeracy and Welsh language skills appropriately. Nearly all pupils have positive attitudes towards their learning and behave exceptionally well. Nearly all concentrate purposefully in lessons and persevere with their tasks.

The headteacher promotes a clear vision for the school and receives effective support from the senior leadership team and governing body. Self-evaluation processes are successful in identifying strengths and areas for development.

### Inspection area Judgement

Standards **Good**

Wellbeing and attitudes to learning **Good**

Teaching and learning experiences **Good**

Care, support and guidance **Good**

Leadership and management **Good**

### *The School is still awaiting the Diocesan Section 50 Report*

#### **Previous report included;**

St. Joseph's is a good school because:

A high degree of commitment to Catholic education is shown by the whole school Community. The very high standards of pastoral care promote wellbeing. Exceptional standards of pupil behaviour. Evidence of good teaching throughout the school. Prayer and worship being central to the life of the school.

### **What are the school's prospects for improvement?**

**Good**

#### **The school's prospects for improvement are good due to:**

The school producing a very accurate, realistic Self Evaluation Report.  
The staff being highly committed to the distinctive nature of the school.  
Evidence of good teaching that can be shared with other colleagues.

The highly successful reports can also be attributed to the strong partnership that exists between governors, staff, parents and parishioners.

## **AFTER SCHOOL CLUBS**

**A Number of after school clubs are usually run during the school year.**

#### **They include:**

Gaelic Football Year 3, 4, 5 and 6

Philosophy (Year 5 and 6)

Clwb Joio (For year 1 – 3)

Reading is fun! Year 3, 4, 5 and 6



Music Club Year 3- 6

Football Year 4 – 6

Mindfulness Y4-6

Reading is Fun! Year 4-6

Rainbows Reception- Yr6

Confirmation Class for Year 6 pupils

First Holy Communion Programme open to Catholic Year 3 children

Choir club Year 3- 6

## **SPORT**

Sports fixtures have been limited due to COVID restrictions however during the year 2019-2020 we had fully integrated 'Didi Rugby'. This is a fantastic opportunity for the members of our school (Years 1-2) to take part in fun, non-contact rugby sessions with Mr Andrew O'Sullivan. It is also part of our Passport activities on Friday afternoons. A well-structured soccer session takes place very dinner time for the years 5 and 6 children. Our curricular sport activities are wide ranging and include – Gymnastics, Dance, Football, tag rugby, quick cricket and Gaelic Football. \*Cross country – the children have been training before games lessons and have had the first of 3 competitive races at our park – Coed Gwylim. It was a VERY successful evening as we had two first place finishers. The girls team also currently top the group!(We also train at least once a week during dinner time hours in the lead up to races.) \*After school provision for sport continue to be popular and well attended. Football is available for Years - 5 & 6 and finger gym is also offered to KS1. Dance Club and Gaelic football sessions are available as an after school club too.

## **PDG**

A copy of the Pupil deprivation Grant is available on the school website

SCHOOL:		St Josephs RC	
STATEMENT OF ACTUAL EXPENDITURE 2020/21 FINANCIAL YEAR			
	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	528,192		528,192
Salaries	231,608	19,316	250,923
Other Employee Costs	-212	-134	-346
Premises	9,195		9,195
Transport		20,191	20,191
Supplies & Services	65,493		65,493
Recharges	64,067	200	64,267
Gross Expenditure	898,343	39,572	937,915
Grant Income	-196,029		-196,029
Other Income	-15,090		-15,090
Gross Income	-211,119	0	-211,119
Net Expenditure	687,224	39,572	726,796
RESERVES:		£	
FINAL FORMULA ALLOCATION:		734,272	
TOTAL NET EXPENDITURE:		687,224	
TRANSFER TO / (FROM) RESERVES:		47,048	
OPENING BALANCE ON RESERVES 01/04/20		33,431	
CLOSING BALANCE ON RESERVES: 31/03/21		80,479	

## **SDP**

*The School Development plan set the following priorities this year;*

*By the end of July 2022, we aim to ensure that:*

### [Summary of School Priorities](#)

Current Academic Year
<i>Resources, costs etc. for the current year can be found in the detailed priorities later in this document</i>
Priority 1
Implement a whole-school approach to emotional and mental well-being -To develop a whole school framework for emotional well-being and mental health using new AoLE for Health and Well-Being (including strengthening RSE for CATHOLIC CURRICULUM)
Rationale : National priority to implement new framework and help and support pupils and staff after COVID. Need further development of RSE for a full year

<p>Priority 2</p> <p><i>To raise standards in core subjects by deepening and extending vocabulary use across the curriculum</i></p>
<p>Rationale : Early years data shows language skills are limited and need support, COVID has increased reduction of language skills through teacher observation</p>
<p>Priority 3</p> <p><i>To develop problem solving skills to reflect authentic and purposeful learning opportunities (including R3. Ensure that key stage 2 pupils have more opportunities to decide how and when to use the skills they have acquired )</i></p>
<p>Rationale <i>Estyn recommendation, work has been completed in this area but due to COVID this needs further work this year</i></p>
<p>Priority 4</p> <p>Enhance the opportunities for pupils to use and develop their Welsh oracy skills beyond designated Welsh lessons</p>
<p>Rationale : National priority and Estyn recommendation work has been completed this year but priority will need more emphasis next year.</p>
<p>Priority 5</p> <p>Raise the attendance rate</p>

## **National categorization of St. Joseph's**

### **Step 1 - Standards**

#### **Evaluation**

Standards attained by most pupils are stage-appropriate. Most pupils make good progress from their starting points and develop their literacy, and information and communication technology (ICT) skills well. They develop their numeracy and Welsh language skills appropriately. There is no significant difference in performance of vulnerable pupils. In foundation phase, most pupils give clear explanations. By the end of key stage two, most pupils have strong listening skills and speak confidently and clearly in class. In foundation phase, most pupils develop their reading skills competently. By year two, more-able pupils read purposefully. In key stage two, most demonstrate an effective understanding of what they read in texts. By year six, pupils show a strong interest in books. By the end of year two, most pupils can write extended sentences successfully. Across key stage two, most pupils plan and redraft their work carefully to produce engaging pieces of writing. Across the school, most pupils' Welsh reading and writing skills develop appropriately. However, many pupils lack confidence to speak Welsh outside of designated Welsh lessons. Most pupils make good progress in developing their mathematical skills as they move through foundation phase. For example, by year two, many pupils have a sound grasp of number. Most pupils make purposeful progress as they move through key stage 2. By year six, many pupils are competent in a broad range of basic skills. Throughout the school, most pupils develop their ICT skills effectively. By the end of key stage two, most pupils present information clearly and imaginatively, using a range of software. Most pupils have a good understanding of e-safety. Most pupils understand the importance of attending school regularly

and they arrive on time. However, pupils' attendance rates over the last three-years do not compare well with those of similar schools.

### **Step 2 - Improvement Category**

The categorisation based upon evidence and discussion at Step 2 is 'A' because;

#### **Evaluation**

The senior leadership team work effectively together and manage the school well. The headteacher devolves leadership purposefully. Many pupils take on leadership roles in school, such as Minnie Vinnies. Self-evaluation processes are successful in identifying strengths and areas for development, which effectively inform school development plan (SDP) priorities. The school has a sound track record for improving teaching and learning. Governors engage in first-hand quality assurance and therefore understand the school's strengths and areas for development well. The balance between governor support and challenge is effective. Leaders create a strong culture to support the professional learning of all staff. They make good use of partnerships with other schools to develop staff expertise. Throughout the school, a wide range of valuable learning experiences successfully motivate pupils to succeed and to improve their knowledge and understanding. The school effectively promotes pupils' literacy and ICT skills. There is a strong emphasis on developing pupils' creative skills through art and music. However, teachers do not always plan well enough to ensure that pupils develop their numeracy skills purposefully enough in other subjects or have enough opportunities in key stage 2 to decide what and how they learn. Teachers give pupils valuable oral and written feedback on the quality of their work. Staff effectively track pupils' progress using a comprehensive range of robust systems. Provision to support pupils with additional learning needs is strong. A purposeful range of intervention programmes and strategies enables pupils to make good progress in their learning. There is a very clear emphasis on promoting pupils' understanding of Welsh heritage and culture. The school provides worthwhile opportunities for pupils to develop their Welsh language skills. However, opportunities for pupils to use and improve their Welsh skills outside of designated Welsh lessons are limited.

Evidence scrutinised to make the judgement performance data at whole-school, cohort and pupil level; comparative performance data; value-added data and data about pupils' progress; the school's self-evaluation report and improvement plan; the school's targets; the previous categorisation report; previous notes of visits and/ or progress reports; documentation relating to the headteacher's performance management; reports relating to the school's inspection where relevant; first-hand knowledge of the life and work of the school.

**The Overall Support category for the school is judged to be; Green**

## **COVID 2020-21**

Home/Remote Learning at St Joseph's

When St Joseph's officially closed for pupils – except for children of key workers – on Friday 20th March, learning packs were given out with work to be completed during the two weeks prior to the Easter holidays. Videos and messages were added to the website and sent out detailing how future work would be uploaded onto the Hwb online learning and messaging platform that all pupils have access to.

- **Wellbeing**

The focus on the return to school in Summer and September 2020 was well measured with wellbeing of all staff and pupils as a priority. Expectations of setting were given with reassurances of safety and safety measures to all stakeholders/ Staff had training for the first day which included operational plan and risk assessment and these messages were then reinforced through texts and emails.

**School re-opened in the Summer Term 2020 for the last three weeks - measures were put in place and a timetable to allow different groups to attend on different days. This was successful for the pupils who attended - approximately 11.5% of the school across the classes attended.**

- Autumn term began with a Preparation day on Tuesday September 1<sup>st</sup> regarding Health and Safety and preparation for the term ahead and an update on any changes that happened during the holidays. All pupils were then welcomed back on **Wednesday September 2<sup>nd</sup>**
- All classes were re-organised and areas prepared for the return of classes. No social distancing for pupils in the 'bubble' but all staff have been socially distancing by 2 metres.



- Breakfast Club began on **Wednesday September 2<sup>nd</sup> at 8 am**. All pupils have breakfast and childcare in their classes and not in the Hall. Staff have been to re-arranged for start and finish times to accommodate this. In reality this means that some pupils will be in classes from 8am until they finish school.



**COVID Start and finish times as follows ;**

**Nursery 9.00 pick up 11.30 am – school driveway**

**Reception 8.30 am pick up 3.00 pm – school driveway**

**Year 1 8.40 am pick up 3.10 pm- school driveway**

**Year 2 8.50 am pick up 3.20 pm- school driveway**

**Year 3 8.50 am pick up 3.20 pm drop off and pick up from park gate**

**Year 4 9.00 am pick up 3.30 pm drop off and pick up from park gate**

**Year 5 8.40am pick up 3.10 pm – drop off and pick up from park gate**

**Year 6 8.30am pick up 3.00pm – drop off and pick up from park gate**

- Marking has been completed on site with no staff taking home books. Staff have sent parents a link to give permission for pupils to access online teaching. Governors and staff have agreed the blended learning policy for online teaching in case of classroom closures.
- For the Autumn term no homework has been given out in paper form and weekly homework has been put online - **we needed to get pupils and parents used to doing this in case of a classroom shutdown**. Also no reading books to go back and forth– all reading will need to be completed in school – we have purchased an online scheme called Fast Phonics/ Reading eggs/ Reading express that parents can use to read with their child at home.

- We do not have large gatherings in the Hall for assembly and singing but worship is an important part of who we are and what we do – many families have been unable to attend Mass so we decided this would be an important part of our week - classes timetabled collective worship using Ten Ten resources assemblies during the week – also Wednesday Word – singing (outside only in the woods or large yard ! ) - class assembly- and **meditation** we realised this would be an important structure to an otherwise long day! I complete a whole school celebration assembly each week on a Friday. I interact with the staff and classes through this celebrating birthdays / events and virtue of the month from the Jesuit Virtues and UNCRC articles. Pupils decide on a monthly artist who we look at and investigate. These activities are important for wellbeing and allows us to collectively other remotely be together.
- PPA – had sessions that use music/ art or well being / mindfulness with staff involved. Staff have been asked not to focus 'catch-up' too much on just maths/ English – **although this will be an important part of the day** -we still want an enjoyable curriculum albeit in this difficult situation and still focusing on the 'new ' curriculum to come. We have more laptops on order and this will be an important part of study particularly with the future months to come.







- We still had fun events in the bubbles ! – shwmai day / Superhero day and celebrations of the Rosary for the Month of October and Harvest/ Christmas jumper day . School is still a good place to be but different- staff and pupils have still engaged with hope and optimism for the future. Texts are sent out regularly with inspirational quotes / pictures as well as information, the website is updated regularly and information given as quickly as I can to inform parents and pupils.
- We celebrated welsh Curriculum Cymraeg week – 80 years of the Swansea blitz which saw the Foundation phase on their return in February dressed up as evacuees and Second World War costumes and eating jam sandwiches ! We had St David's day in traditional welsh costume and something red including those at home. We also celebrated World Book day with reading and recording favourite stories at home and in school to share.
- **teaching**

Same school development targets and performance management targets as last year.

Staff focused on wellbeing through development of creative arts / mindfulness/ forest school activities. Check-ins fun sessions using Charanga/ DANCE AND MUSIC – also music service to target percussion with Year 6 as a fun session. Meditation / prayer/ wellbeing sessions

Lots of outdoor work- still had our World Earth day – based on Autumn and events – walking

Staff upskilled with remote learning and training for TEAMS and uploading homework etc – last week of December all staff came into the setting and delivered TEAMS meetings with their classes (focus on fun check in well- being sessions – Christmas quizzes/ competitions/ Christmas craft and jumper day etc.)all in preparation for a closure after Christmas all staff were skilled at organising TEAMS meetings and using chat/ hands up etc.

Since January all classes Nursery – Year 6 have a daily TEAMS session for half an hour daily where teachers talk about work set and any challenges pupils have had. This is also a wellbeing check in and a chance to share/ talk and celebrate good work.

All classes are set daily Maths/ English/ RE as core subjects and topic activities as well which focus on creativity. Staff mark and give feedback to the work daily and pupils are encouraged to respond to the feedback as well.

Some classes have set up daily challenges such as investigations in ice or custard experiment or small research items to engage pupils also champions challenges of the day. Alongside the live sessions staff also upload videos for pupils who are unable or do not want to access the live TEAMS sessions.

We are mindful that parents are busy at this time so staff have also prepared topic booklets based on their themes for this term which parents could either download or come to school to get – these booklets included activities that pupils could do on their own with little support.

Alongside work set we are mindful of pupils wellbeing – important to engage them in activities away from the computer such as ; Big birdwatch. We are working with Ysgol Pen Yr Bryn on their sixth form enterprise project on the BEANO which include weekly fun packs – how to draw Gnasher for eg – the work will then be collated into a published book .



We have uploaded dance tutorials for pupils to engage in and enjoy – ballet and jazz in collaboration with BOA.



Jazz Demo with music 'Grease is the word'.mp4

Also set a dance challenge to engage interest using GAA and sport theme.

**GAA Learning**

## Competition of the Week

**Physical Education**

**Event Name**  
Rugby, Gaelic and performance of dance

**Event Date**  
Friday 15th October

**Event Description**  
Create and perform a Gaelic games-themed dance.

**Rules**  
The dance will be created to be performed to a Gaelic games-themed song. The dance will be performed to a Gaelic games-themed song. The dance will be performed to a Gaelic games-themed song.

**Prizes**  
Winners will be announced the following week on 22nd October.

**For more ideas**  
Check out GAA Learning Gaelic Football class: [GAA Learning Gaelic Football class](#)

**Remember to stay safe**  
in line with current [government guidelines](#).




### DANCE CHALLENGE

Choose any sport

Pick your favourite song

Create a dance routine

Include at least three skills from your sport

Record a 20 second clip

Upload to Adobe spark

Explain and present your idea

Send links to [maddockp@hwbcymru.net](mailto:maddockp@hwbcymru.net)

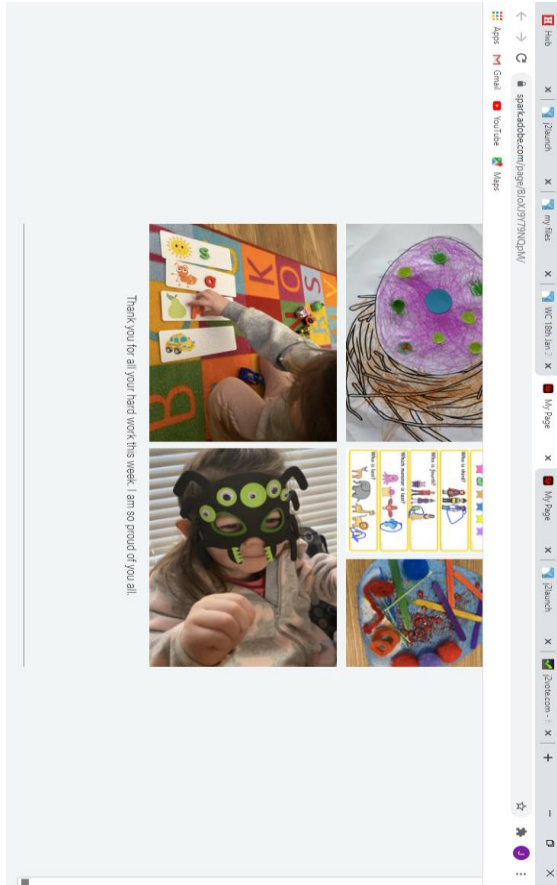
<https://www.youtube.com/watch?v=WRfirhMwHLQ>

<https://www.youtube.com/watch?v=SdnknBhsotw>

<https://www.youtube.com/watch?v=yRV4GhpD4m8>

Mental health and well-being week activities shared, assemblies and activities for the whole week which was then celebrated on the Friday with the Dress to Express theme with staff and pupils encouraged to share their ideas.





Web pages to celebrate early years work

