

Llanedeyrn Primary School



Llanedeyrn
Primary School

Governors' Annual Report to Parents and Carers 2023 to 2024

Introduction from our Chair of Governors

Dear Parents and Carers,

I am really pleased to present the 2023/24 Annual Report from the Governing Body on the activity and life of our School. I hope that you will find the content of this Report helpful and informative about our School and the work of the Governing Body.

The Governing Body are extremely proud of our School Community and recognise the important contribution that pupils, staff, parents and carers, and governors make. We are particularly grateful for the way our staff give 'above and beyond' providing many enriching opportunities and experiences that help to make our School an exciting place to learn and grow.

2023/24 was an important year in the life of the school. Staff and governors started the year in September looking forward to our re-inspection by Estyn, eager to show how we had improved as a school, but also understandably nervous at the prospect! The inspection took place in December 2023 and found that we had made considerable progress and improvements to the quality of teaching and learning, the development of pupils' numeracy and reading skills, and our support for learners with additional learning needs. The inspection report was a real testament to the hard work of all the School's staff, and the leadership of Mrs Knuckey and the rest of the School's Leadership Team.

This Annual Report contains more information on the steps the School is taking to continue to improve following that inspection. I remain grateful to Mrs Knuckey for her leadership of this work.

As you will be very much aware, 2023/24 also saw a more visible transformation of the School following the Governing Body's decision to introduce a new uniform. I am really grateful to everyone who contributed their views on this change through surveys and consultation, and for the positive way parents and carers, and children have responded to it. It has been lovely to see the children proudly wearing their new uniform this term.

This Report covers the 2023 / 2024 academic year and has been completed in accordance with the Welsh Office Circular 15/01, the School Governors' Annual Report Regulations 2011 and Concise Guidance Regulations about reporting school and pupil information 2011.

The Governing Body remains committed to supporting our School in continuing to provide the best possible education for all its pupils through strong partnerships between all stakeholders. On behalf of the Governors, I should once again like to thank the staff of our School for all of their hard work on behalf of the pupils of Llanedeyrn Primary School.

A Merry Christmas and Happy New Year to you all!

Mr Alex Ingram

Chair of the Governing Body of Llanedeyrn Primary School

The Governing Body

The Governing Body and the Headteacher share responsibility for the strategic management of the School, acting within the framework set by national legislation and by policies of the Local Authority.

While the Local Authority is the employer of staff, the Governing Body and Headteacher have separate and particular responsibilities for the selection and management of staff. The day to day management of the School is the responsibility of the Headteacher.

The Full Governing Body (FGB) meets once every half term, but can meet more frequently if extra ordinary matters arise. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals. These sub-committees include Teaching, Learning and Standards; Finance; Well-being; Health and Safety/Buildings; and Pay.

Copies of agendas and minutes of meetings are available for inspection at the School.

The following table displays details of the Governing Body of our School:

Chair of Governors <ul style="list-style-type: none">Mr Alex Ingram c/o Llanedeyrn Primary School Tel: 02920 736420 Email: llanedeyrnprm@cardiff.gov.uk	Clerk to the Governing Body <ul style="list-style-type: none">Mrs Ceri Tanti c/o Llanedeyrn Primary School Tel: 02920 736420 Email: Ceri.Tanti2@cardiff.gov.uk
Headteacher <ul style="list-style-type: none">Mrs Beverley Knuckey	Parent Governors <ul style="list-style-type: none">Mrs Bridgid CorrMr Manoj ChawlaMrs Paula DunsterVacancyVacancy
Community Governors <ul style="list-style-type: none">Mr Rhys EvansDr Martin EvansRev. Andrew Kleissner	Staff Governors <ul style="list-style-type: none">Mr Matthew ClarkeMiss Lauren MatthewsMrs Hannah Heyes
Local Authority Governors <ul style="list-style-type: none">Mr Alex Ingram - ChairMrs Nicola Whitefield - Vice ChairCllr Joseph CarterMs Folabomi Lewis	Observer <ul style="list-style-type: none">Mrs Hannah Hilton – Deputy Headteacher

Governing Body Sub-Committees

The Governing Body has a number of sub-committees, both statutory and non-statutory.

Statutory

- **Staff Disciplinary;**
- **Dismissal;**
- **Redundancy;**
- **Resolution and Complaints;**
- **Appeals;**
- **Pupil Discipline and Exclusions.**

These statutory groups meet when required.

Non-Statutory

- **Teaching, Learning and Standards** – to consider all curriculum matters, including pupil progress and pupil attainment (meets half-termly);
- **Health and Safety/Buildings** - to consider all building matters including approval of budgeted works, inspection of buildings and grounds on an annual basis (meets termly);
- **Finance** – to consider all financial matters including budget setting and monitoring of all expenditure (meets half-termly);
- **Pay** - to consider all senior personnel matters including pay and conditions, appointment of staff, criteria for redundancy, retirement and redeployment (meets annually);
- **Well-being** - to consider the well-being of all staff and pupils (meets termly).

Each sub-committee's observations and recommendations are reported to the Full Governing Body for ratification.

During 2023/24, the Headteacher, Deputy Headteacher, and Chair of Governors also attended half-termly progress meetings with Cardiff Council in order to monitor the improvements the School was making following its Estyn Inspection.

Staffing

The following table shows the composition of the Senior Leadership Team during **2023/24**:

- **Headteacher** – Mrs Beverley Knuckey;
- **Deputy Headteacher and Leader of the Bases** – Mrs Hannah Hilton;
- **Learning Leader Foundation Learning** - Mrs Carla Garre;
- **Learning Leader Years 1, 2 and 3** – Mrs Helena Jones;
- **Learning Leader Years 4 - 6** - Mrs Heidi Davies;
- **Digital and Information Systems Leader** - Mr Andrew Price;
- **Additional Learning Needs Coordinator (ALNCO)** - Mrs Sarah Singer.

Staff Development

It is vital for all staff to develop professionally throughout their career to ensure they can provide children with the best possible teaching and learning opportunities based on excellent practice and current educational developments and research.

School staff attend a wide range of courses and training appropriate to their own individual needs related to their areas of responsibility, but also to address the needs for the whole school.

Each year schools must allocate five days to staff training (INSET) in addition to weekly sessions. However, this year, there are 6 INSET days to enable staff to undertake additional work on the new Curriculum for Wales. Other days will be used to prepare for the new school year, further work on the Post Inspection Action Plan (PIAP), providing updated safeguarding training to all staff, developing teaching and learning, completing school self-evaluation exercises, writing evaluative reports and completing mandatory training.

The teachers also meet each week after school for a staff training session. Topics covered are related to priorities within the SIP and included Numeracy across the Curriculum; Teaching and Learning; Attendance; Well-being; ALN Half Termly Targets; Self-Evaluation and Quality Assurance.

Admissions

Llanedeyrn is an English-medium school. It is a mainstream primary school where the majority of pupils come from homes where English is spoken. Welsh is taught daily through Helpwr Heddiw and a weekly Welsh lesson. Admissions are made in line with the Cardiff Local Authority admissions procedures. Every school has a published admission number (PAN) which determines the number of places available.

The standard admission number for each year group is 60.

The school roll can fluctuate during the year with families moving in and out of the catchment area.

The **numbers on roll**, as of **July 2024**, are set out below:

Early Years 1 and 2 - Nursery	32
Early Years 3 - Reception	26
Year 1	25
Year 2	39
Year 3	38
Year 4	30
Year 5	38
Year 6	39
Total	267

Attendance

September 2022 to July 2023	September 2023 to July 2024
86.7%	88.4 %

Our current attendance figures are below the Welsh Government target of 95% and we shall endeavour to continue to improve our attendance through careful monitoring. A 'first day

response' system, that entails contacting parents and carers of absent pupils on the first day of absence, if they have not contacted the School regarding their child's absence, is established.

In line with Local Authority guidelines, any holidays taken within term time are recorded as unauthorised absences and fixed penalty notices can be issued.

Governors closely monitor the School's attendance levels. The School reminds parents that they have a statutory duty to ensure that their child is in school each day unless they are unable to because of illness.

Good attendance is celebrated in School by staff. Poor attendance is significantly detrimental to a child's education and development.

How much school attendance is lost for different lengths of time?

Time Measurement in Regards to School	Number of School Days Missed	Equivalent Attendance Percentage	Remaining Attendance
Day	1	0.5%	99.5%
Week	5	2.6%	97.4%
Month	20	10%	90%

How much school attendance is lost for being late?

Minutes Lost Each Day	Days Lost Per School Year
5	3 days
10	6 days

15	10 days
30	19 days

School Nursery

Our Nursery has 48 allocated places. This breaks down to 24 morning places and 24 afternoon places. Generally, the Nursery becomes increasingly filled at the start of each term. Children are admitted into our Nursery in the term following their third birthday or as soon as they are 3, if places are available. Each class is staffed by a teacher and several Learning Support Assistants.

Within the Nursery, there are several pupils whose developmental needs require them to have support from a Learning Support Assistant. The children transfer to their chosen Primary School in the September following their fourth birthday. Applications must be made for admission into Llanedeyrn Primary School's Reception as having a place in the Nursery does not give parents an automatic right to a Reception place.

Early Years 1, 2 and 3 – Nursery and Reception

The children are admitted into Reception in the September following their fourth birthday. The Early Years department is organised into 2 classes across Nursery and Reception. Each class has at least 1 teacher and 1 Learning Support Assistant.

Years 1 and 2 are organised into 3 classes – one Year 1 class and two Year 2 classes. Each class has at least 1 teacher and 1 Learning Support Assistant.

Years 3 - 6 are organised into 6 classes – 3 in Years 3/4 and 3 in Years 5/6. There are 6 teachers in this Phase supported by a number of Learning Support Assistants.

There are a number of children across all year groups in the school whose developmental needs mean they have an additional adult who supports them at certain times.

Special Resource Bases

The School currently hosts 2 Special Resource Bases for Cardiff Council – Llan Base and Edeyrn Base. There are twenty pupils across the Bases. There are 2 teachers and 6 Learning Support Assistants across the Bases. These pupils are supported with their various needs. When appropriate these pupils will integrate with their mainstream peers.

Term Dates – 2024 – 2025

Term	Start	Half term		Finish
Autumn	Monday 2 September 2024	Monday 28 October 2024	Friday 1 November 2024	Friday 20 December 2024

Spring	Monday 6 January 2025	Monday 24 February 2025	Friday 28 February 2025	Friday 211 April 2025
Summer	Monday 28 April 2025	Monday 26 May 2025	Friday 30 May 2025	Monday 21 July 2025

INSET Days

Autumn Term	<ul style="list-style-type: none"> Monday 2 September 2024 Friday 4th October 2024
Spring Term	<ul style="list-style-type: none"> Monday 6th January 2025 Monday 24th March 2025
Summer Term	<ul style="list-style-type: none"> Monday 23rd June 2025 Monday 21st July 2025

School Finances


The Governing Body sets the School Budget at the start of each financial year. Governors work with the Headteacher to agree how to allocate the finances the School receives from Cardiff Council, Welsh Government and through other sources of income. The Governing Body's Finance Sub-Committee then monitors the School's spending at 6 points through the year.

Below is a report for the financial year 2023-2024

Indicative FORMULA Allocation £'s	Gov. Appr'd Budget £'s
EMPLOYEES	
Full Time Teaching Staff	994,189
School Mutual Supply Fund Contribution	52,152
Full Time Teachers - ALN	138,046
Teaching Assistants	207,860
Teaching Assistants - ALN Resource Base (Unit)	105,007
Teaching Assistants - Additional ALN Support	244,327
Mid-day Supervisors	14,841
Caretakers	30,326
Breakfast Club Staff/Other **	12,419

Administrative Staff	63,055
Agency Staff	13,000
Staff Training	9,456
Other Staff Costs	7052
PREMISES COSTS	
Premises Related Expenditure	60,939
Energy Costs	119,668
Rates (Earmarked)	21,266
Water Charges	7025
Cleaning and Domestic Supplies (Inc Key Holder)	71,464
SUPPLIES AND SERVICES	
Furniture	10,669
Teaching Materials	30,000
Games & Activities	5,000
Insurances	100
Breakfast Club Provisions	1950
Printing/Stationery & General Expenses	6000
Communications	5000
Leasing Charges	1,000
Clerks to Governors Expenses	1200
PDG/EIG Expenditure	9,814
CENTRAL DEPARTMENTAL SUPPORT	
Service Units	17,748

GROSS EXPENDITURE	
	2,296,152
LESS:	
School Income	(2,500)
LA Income	(412,617)
GROSS INCOME	
	(362,254)
NET EXPENDITURE	
	1,881,035
Unallocated Funds -Surplus/ (Deficit)	18,069
FORMULA ALLOCATION/OUT-TURN	
	1,899,104
LESS: EARMARKED SUMS (*)	
	21,266
NET CONTROLLABLE EXPENDITURE	
	1,877,838
Balances Brought Forward (C/f + Adj Investment)	
Balance Carried Forward	-
	2,060,638
Principal	0
Interest	0
Total Value	0
Amount of Investment £	0
Identified Surplus £	18,069
Total Surplus Balance £	18,069
Total Surplus Balance %	0.95%



The School's net expenditure during the year was **1,881,035** and our formula allocation was **1,899,104**; we therefore recorded a surplus of **18,069** that was added to our existing balance, and which was then available for us to spend in future years.

School Improvement Plan Summary 2023 - 2024

This year, the School continued to work on our Post Inspection Action Plan, which is summarised below. These derived from the July 2023 Estyn inspection Report. We have since been revisited in December 2023 and had an outstanding Inspection Report – please use this link to read in full - [Estyn Inspection Report](#).

Improvement Recommendation	Success Criteria	Key Milestone – July 2024	External Support
Ensure that all pupils make effective progress in the development of their Numeracy skills.	<p>There are comprehensive and detailed Mathematics and Numeracy schemes of work – #TheLlanWay - that outline how these are taught and organised across the School;</p> <p>The quality of the teaching of Mathematics is good or better in most classes;</p> <p>Formative assessment is used well to identify gaps in learners’ knowledge and to ensure learners’ progress;</p> <p>All pupils’ mathematical and numeracy skills are developed in line with the Progression Steps within the Curriculum for Wales;</p> <p>Most pupils are independently able to use strategies to solve problems at an age appropriate level;</p> <p>Most pupils develop and apply their numeracy skills in a range of suitable contexts.</p>	<p>All teachers have accessed high quality professional learning re: Maths and Numeracy; Professional discussion, sharing of practice has continued;</p> <p>Learners continue to access a combination of Big Maths and Numeracy across the curriculum;</p> <p>Identified learners continue to receive bespoke support and intervention;</p> <p>Progress of learners has been reviewed;</p> <p>Learners have engaged in Maths themed days and/or community events;</p> <p>Visitors have shared their Maths and Numeracy experiences with learners;</p> <p>Parents and carers continue to have opportunities to engage in Maths and Numeracy events and to engage in training/learning sessions;</p> <p>Evidence from monitoring activities continue to demonstrate an improvement in the standards of Numeracy across the Curriculum;</p> <p>Findings from self-evaluation being used to identify SIP and actions for improvement for 2023-24.</p>	<p>CSC’s STEM team including Associate Adviser Maths and Numeracy- Support for Maths and Numeracy Leadership including monitoring and evaluation;</p> <p>Support to plan meaningful opportunities for learners to develop their numeracy skills – individual support and coaching, and through joining numeracy community.</p> <p>Support for addressing misconceptions in Maths - individual support and coaching;</p> <p>The use of manipulatives- and through joining numeracy community;</p> <p>Questioning in Maths;</p> <p>Planning for progression using the Five Proficiencies.</p> <p>Independent Consultant: Big Maths training for all staff including differentiation and using formative assessment to inform planning.</p>
Ensure that all pupils make effective progress in the development of their reading skills.	<p>The teaching of reading is good or better in most classes;</p> <p>There is a culture and love of reading across the School;</p>	<p>All teachers have accessed high quality professional learning re: reading;</p> <p>A culture of enjoyment in literature and a love of reading is starting to pervade the School;</p>	<p>CSC Literacy Team - CSC Associate Advisor LLC English - to support leaders to monitor and evaluate the teaching and learning of reading:</p> <p>Questioning in reading – Teachers;</p>

	<p>Reading has a high priority in all classes;</p> <p>There is a clear 'Reading #TheLlanWay' document in place that outlines how reading is taught and organised across the School;</p> <p>Reading resources and provision reflect diversity, inclusion, Welsh identity and culture;</p> <p>All pupils achieve their individual reading targets;</p> <p>A majority of pupils develop reading skills that are in line with or better than their chronological age by Summer 2023 and then by March 2024 it will be many pupils;</p> <p>Most pupils in Years 4, 5 and 6 are reading and understanding more challenging texts with fluency, stamina and high levels of engagement.</p>	<p>Professional discussion, sharing of practice continues as part of good practice and is becoming embedded;</p> <p>Learners continue to access a combination of shared, modelled, guided and independent reading opportunities;</p> <p>Identified learners continue to receive bespoke support and intervention;</p> <p>Progress of learners has been reviewed;</p> <p>Learners access reading areas/library regularly;</p> <p>Learners access reading resources and provision that reflect diversity, inclusion, Welsh identity, and culture;</p> <p>Learners have engaged in reading themed days and/or community reading events;</p> <p>Readers have shared their experiences with learners;</p> <p>Parents and carers continue to have opportunities to engage in reading events and to engage in training/learning sessions.</p> <p>Evidence from monitoring activities continue to demonstrate an improvement in the standards of Reading;</p> <p>Findings from self-evaluation being used to identify SIP and actions for improvement for 2023-24.</p>	<p>The use of 'challenging texts' for learners within Years 4, 5 and 6 – Teachers;</p> <p>Guided group reading – playlist CSC and individual coaching for modelling strategies for improvement;</p> <p>Early Reading – playlist CSC.</p> <p>Independent Consultant to provide whole staff training on:</p> <p>Guided Group Reading, reading for enjoyment, and whole class novel reading.</p>
Improve the quality of teaching to ensure that all pupils	All teachers and support staff have high expectations of all pupils and this is demonstrated through an appropriate level of challenge in	Strong evidence of a range of pedagogical approaches are used to stimulate and maintain interest and learning;	CSC IP to join Headteacher and Deputy Headteacher to conduct monitoring activities - lesson observations, learning

make effective progress.	<p>most lessons and as a result nearly all pupils make at least expected progress from their starting points;</p> <p>All teachers successfully plan and use a range of pedagogical approaches that stimulate interest and learning;</p> <p>All teachers use formative assessments to identify next steps for learning and teaching is modified appropriately to enable all pupils to make effective progress;</p> <p>All teachers provide pupils with opportunities to determine what and how they wish to learn;</p> <p>All learners have many opportunities to reflect upon and improve their work and to determine how they wish to demonstrate their learning and understanding.</p>	<p>Strong evidence of challenge in the majority of lessons;</p> <p>Pupils are having increasing opportunities to influence the curriculum;</p> <p>All learners have many opportunities to reflect upon and improve their work;</p> <p>The majority of teachers use formative assessment effectively to identify next steps for learning, and teaching is modified appropriately to ensure progress for learners;</p> <p>Evidence from monitoring activities continue to demonstrate an improvement in the standards of Teaching and Learning;</p> <p>Findings from self-evaluation being used to identify SIP and actions for improvement for 2023-24.</p>	<p>walks, work sampling – and to discuss progress;</p> <p>IP to identify good practice settings and share with HT/DHT - supporting learners to demonstrate their learning and Pupil Influence within the CfW;</p> <p>Professional Learning around teaching and learning pedagogy including differentiation and formative assessment including <i>Developing Teaching Programme</i> and <i>Leading Learning and Improve Teaching Programme</i>.</p>
Ensure that pupils from Nursery to Year 2 develop their creative and problem-solving skills through effective opportunities for exploration and play.	<p>Early Years and Years 1 and 2 staff have agreed a ‘#TheLlanWay’ expectations document that outlines the effective foundation learning pedagogy and practice within the School;</p> <p>All foundation learning classroom environments have clearly defined designated learning areas, indoors and outdoors;</p>	<p>Professional discussion, sharing of practice has continued;</p> <p>Learners continue to access a combination of adult enabled and pupil-led tasks;</p> <p>Progress of learners has been reviewed;</p> <p>Identified learners receive bespoke support and intervention;</p> <p>Early Years to Year 2 classrooms have been reorganised and redesigned with designated areas;</p>	<p>CSC Area Lead Foundation Learning - to broker/provide training/support around:</p> <p>Quality foundation pedagogy and practice;</p> <p>Developing the Three Enablers - Effective Learning Environments; Enabling Adults; Engaging Experiences. Play and play-based learning, observation and child development,</p>

	<p>All teachers plan effective opportunities for learners to explore and learn through play, to be creative and to problem solve;</p> <p>Provision for pupils from Nursery to Year 2 is pupil -influenced; they have a say in what and how they wish to learn and develop their skills and knowledge;</p> <p>All pupils are developing their creative and problem-solving skills.</p>	<p>Evidence from monitoring activities continue to demonstrate an improvement in the standards of Teaching and Learning in the Foundation Phase;</p> <p>Findings from self-evaluation being used to identify SIP and actions for improvement for 2023-24.</p>	<p>outdoor learning professional learning programmes.</p> <p>Developing the creative and problem-solving skills of younger learners through consideration of Integral Skills from CfW – both teachers and support staff.</p> <p>LA: Support towards developing new purposeful learning, and accessible, environments in the SRB – Llan Base to meet the complex needs of the children. For example, a sensory room, an accessible toilet and changing station, and an outdoor learning environment for children with complex ALN.</p>
<p>Improve the process for identifying and reviewing individual targets for pupils with additional learning needs.</p>	<p>All statement IEP Targets and IDP Intended Outcomes are clear, concise and SMART;</p> <p>All targets are reviewed each half term and next steps for learning are identified;</p> <p>All Parents and Carers, and pupils are included in the review of targets;</p> <p>High quality ALN provision ensures that nearly all pupils make good progress against their individual targets or intended outcomes;</p>	<p>Professional discussion, sharing of practice has continued;</p> <p>Identified learners continue to receive bespoke support and intervention;</p> <p>Progress of learners has been reviewed and SMART targets set each half term;</p> <p>Evidence from monitoring activities continue to demonstrate an improvement in the standards of Teaching and Learning for children with ALN;</p> <p>Learners, parents and carers participate in target setting and in the review process;</p>	<p>LA: Revisit training for the ALNCO in the ALNET and for ALN provision and process;</p> <p>Individual coaching for the ALNCO;</p> <p>Training for teachers in generating the next steps for learning – individual coaching and monitoring;</p> <p>Intervention Training – Wellcomm and Sound Discovery;</p> <p>Training for the DHT in SRB Leadership;</p>

	All teachers and LSAs use differentiated learning activities to enable pupils to meet their targets and make good progress.	Findings from self-evaluation being used to identify priorities and actions SDP 2023/24.	<p>Llan Base teacher to undertake Team Teach, ELKAN, PECS, and Makaton training;</p> <p>Support towards developing new purposeful learning, and accessible, environments in the SRB – Llan Base to meet the complex needs of the children. For example, a sensory room, an accessible toilet and changing station, and an outdoor learning environment for children with complex ALN.</p> <p>School to School Working - External ALNCO: Training for teachers in writing IDPs.</p> <p>Educational Psychologist: When appropriate, individual coaching for teachers in writing IDPs.</p>
Ensure that monitoring and development processes identify all important priorities and secure effective improvement.	Appropriate monitoring and evaluation activities are undertaken that involve a range of stakeholders; Comprehensive and robust first-hand evidence is available and provides a clear indication of standards and provision; Effective use is made of evidence gathered from monitoring and evaluation activities to accurately	<p>A range of monitoring and evaluation activities have taken place resulting in comprehensive and first-hand evaluations of standards and provision;</p> <p>Evidence from monitoring activities continue to demonstrate an improvement in the standards of Teaching and Learning;</p> <p>School monitoring activities with validation from the IP, with CSC Associate Advisors;</p>	<p>CSC</p> <p>Support of IP with delivering professional learning and providing external perspective as part of self-evaluation activities;</p> <p>Support from Associate Advisors and Area Leads (CSC) with delivering professional learning and providing external perspective as part of self-evaluation activities;</p>

	<p>identify important priorities, actions, timescales and responsibilities to secure improvement;</p> <p>Robust evaluation of the success of any improvement plans.</p>	<p>Governors actively engaging in school monitoring and evaluation activities and using evidence to hold the School to account;</p> <p>Findings from self-evaluation used to identify priorities and actions for SDP 2023-24.</p>	<p>Training on the Evaluation, Improvement and Accountability Framework;</p> <p>Regional Lead Governors - working alongside the GB to develop their skills and confidence in undertaking self-evaluation activities;</p> <p>Enhanced progress review meetings-external perspective.</p>
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Additional Learning Needs

The School's Policy for the identification, assessment and provision for pupils with Additional Learning Needs is consistent with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act issued by the Welsh Assembly Government in January 2018.

Mrs Sarah Singer was the School's Additional Learning Needs Coordinator (ALNCO) and Mrs H Hilton was the ALNCO for the Resource Bases. They worked closely with all other members of staff to ensure Individual Development Plans (IDPs) were developed and implemented to meet the needs of pupils, appropriate to those who require them. They also liaised with all members of staff, to ensure that the progress of all pupils was regularly monitored and assessed to ensure that each pupil reached his or her potential. Teachers write the IDPs and produce Half Termly targets to show progress for these pupils. From September 2024, Mrs Hilton has been the ALNCO Cover for both the mainstream pupils and the Resource Bases.

The School consistently works with a wide range of professionals who are external to the School, including many health professionals. These include paediatricians, occupational therapists, speech and language therapists, educational psychologists, physiotherapists, School Nurse, specialist teachers for learning, Emotional Health and Well-being Team, health visitors and specialist nurses.

In July 2024, there were:

	Mainstream Pupils on the ALN Register with either a statement or an IDP	Special Resource Bases	Register of Concern requiring additional internal support
July 2024	35 Total	20 Total	34

The School is exceptionally proud of its ethos of inclusivity. We aim to ensure all pupils' needs are met whether in one of our Special Resource Bases or one of our mainstream classes.

Staff have received a wide range of training related to supporting pupils with their Additional Learning Needs. This training may be provided to the whole school staff, teaching staff only, Learning Support Assistants only or individual members of staff. This enables staff to have relevant, current practice and guidance to support them in their roles. Provision for individual pupils is reviewed 6 times per year. IDPs or Statements of Special Educational Needs are reviewed annually and transitional plans prepared as appropriate.

How We Make Sure Our Pupils Are Healthy, Safe and Supported

We work with Cardiff Council's catering team and our own School Kitchen to provide nutritious school meals. Pupils are encouraged to make healthy food choices through

assemblies, curriculum lessons and conversations in the lunch hall. A fruit snack is provided for pupils up to Year 2; while Year 3 - 6 pupils are encouraged to bring a healthy snack to School as part of their break time. Pupils have access to drinking water throughout the day.

Children are supported to be physically active. This is achieved through curriculum P.E. lessons, active playtimes, extra-curricular activities and representing the School at Cardiff Games events.

The children take part in a range of activities to ensure that they feel safe. Staff and Governors receive annual Child Protection training. We have a comprehensive Health and Well-being curriculum that has been reviewed in preparation for September 2024. Most children report that they feel happy and safe at Llanedeyrn Primary School. The School has robust Safeguarding and Child Protection procedures including safe recruitment.

School Toilets

The School provides sufficient numbers of toilets for those pupils on roll. They are cleaned on a daily basis by the School's cleaning team. The School acknowledges that many of the pupils' toilets need refurbishment. The Ground Floor toilets in the Tower Block have been fully refurbished; alongside the Accessibility Toilet and the Unisex Toilets. Going forward, we shall manage our budget well, as well as requesting financial support from Cardiff Council, to plan for the necessary refurbishments required to improve the toilet facilities.

School Accessibility

The School is committed to ensuring that all pupils can participate in the School's Curriculum and, where they desire and where possible, in activities such as after school clubs, leisure and sporting activities and educational visits. All aspects of accessibility are considered, including access to written information.

We are an inclusive school and the Governing Body ensures access for pupils and adults with disabilities. Annual consideration is given to the Accessibility Plan and reasonable adjustments are made to improve access arrangements. Action will be taken to ensure that people with disabilities are treated fairly and all reasonable adjustments will be made to give more favourable treatment where appropriate. The School has an Equalities Policy.

Equalities

At Llanedeyrn Primary School, we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all pupils, staff, parents and carers, and the wider community.

Our School is committed to eliminating any unlawful discrimination on grounds of Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity Marriage or Civil Partnership by creating an environment where every individual, regardless of ability or background, can participate and is valued fully as a member of the School's Community. Being opposed to all forms of discrimination and prejudice, we promote a positive attitude towards differences and expect respect for people of all backgrounds. This is highlighted in our School's Core Values – see below.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated, will be challenged, and monitored. Our School takes its responsibility to monitor, record and report on racist incidents seriously. Information derived from monitoring will be used to plan whole-school strategies to combat incidents.

We recognise that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society. In the Autumn Term 2023, there were 30 different ethnicities within the School. 18 different languages are spoken and 76 children were classed as having English as an Additional Language – this equates to approximately 26.30% of our pupils.

Core Values

The School has set its Core Values as a community. These are the Values that everyone in the Community want to experience with all stakeholders at the School.

Our **Core Values** are:

- Be Respectful;
- Be Responsible;
- Be Learners;
- Be Safe;
- Be Outstanding.

School Prospectus

A School Prospectus in line with Welsh Government guidelines has been published and is available on the School's website.

Sports and Extracurricular Clubs

It is important that the School promotes a healthy lifestyle for our pupils. Children should be encouraged to be active but also to be artistic and creative. They should see that learning is not limited to regulation school hours and activities.

The School is a regular competitor and we enable a wide range of children to take part in sports or activities that they may not normally be able to experience. These have included climbing, gymnastics, canoeing, hockey, rugby, multisport and swimming to name but a few. Pupils from across the School have taken part in these events and this takes a dedicated group of School staff to organise and arrange transport and events themselves.

The School strongly promotes that children use their Growth Mindset to try new experiences that they may not otherwise encounter. Examples of this can be seen in the School's promotion of outdoor pursuit activities. The Year 6 pupils spend a long weekend at an outdoor pursuits centre at Tregoyd. Here they undertake a range of outdoor activities. These would not be possible without the dedication of School staff who give up their evenings and weekends to enable the pupils to take part in these experiences.

During the year, numerous clubs and other extra-curricular activities are usually offered to pupils across the School by School staff. These include Choir, Netball, Cycling, Health and Well-being, Football, Gardening, and Breakfast Club.

School Visits and Visitors

Across the School, the children experience a wide range of visits to enhance their learning across the curriculum. In addition, the School invites a range of external visitors to the School to further support the pupils' learning.

Such visits have included:

Llanedeyrn Library Hyb	Crucial Crew	Design to Smile	Warburtons Workshop
Cardiff Metropolitan University	Welsh Water	Big Pit	Fire Service
Glamorgan Cricket	London Aquarium	Houses of Parliament	The Senedd
Barry Island	St. Fagan's	New Theatre	Cinemas

School Events

The School holds regular events which can take place over an hour, a morning or afternoon sessions, a full day or even a full week.

Some examples of such events are listed below:

Rugby Festival	Year 6 camp out on School site	Book Fayre	World Oracy Book Day
School Eisteddfod	Reading	Numeracy across the Curriculum	Science
Remembrance Assembly	Sports Day	Cardiff Metropolitan University Sports	RVE Week or Fortnight
Project 3	Online Author Visits	Stay and Read	Stay and Count

Parental Involvement in School Life

The School recognises that pupils spend most of their year outside of school, much of this with their parents or carers. The School's Core Values emphasises our vision and values for each pupil's life and these are supported in full by both Home and School. We, as a School, understand that involving parents and carers with their child's school will increase the likelihood of success for that pupil.

Below are some of the activities that usually take place throughout the year:

Class assemblies	Christmas Concerts	SRBs Sandcastle Competition	Year 6 Leavers Concert
Easter Bonnet Decoration	End of Learning Celebrations and Sports Days	Parents and Carers Evenings with pre-meetings to look at	Parents and Carers in class events to support Reading,

		books and digital evidence	Numeracy and other Areas of Learning.
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Charity

We regularly encourage pupils and staff to support a range of charities to support them financially but also to develop pupils' compassion and understanding towards others.

Thank you for all your unstinting support in all our fund-raising efforts and for helping us to raise awareness.

Complaints

The Governors hope that any concerns and problems can be addressed by discussion with the staff and Headteacher prior to becoming an issue for the attention of the Governing Body and the Local Authority. The first point of contact in the event of a concern is always, out of courtesy, the Headteacher.

If there are, however, issues which cannot be resolved then a copy of the School's policy and procedures on complaints is available on the School's Website.

Finally, the Governing Body wish to place on record their appreciation of all staff, permanent, temporary and supply, who have made a valuable contribution to the running of the School during the year.