



## Magor CIW Primary School

GOVERNORS' ANNUAL REPORT TO PARENTS

2023-2024

Letter from Richard Waller - retiring Chair of Governors

I am writing this letter to you all as I reflect on the changes that have happened within school and the Governing Body since September 2023.

In September we began the school year with Glen Ingleson as Chair of Governors. In December Glen stepped down as Chair and I would like to say how sad we were when he decided not to renew his term of office. He had a significant impact on helping the School and Governing Body grow after recent events such as the Covid and Ukrainian crises. In January, Suzanne Hamer resigned, finally taking her leave in late April. Together, Glen and Suzanne lead the school as it went from strength to strength and it is thanks to these steady hands that the school looks forward with optimism.

Thanks go to Katie Gordon and Laura Welsh who took on the Acting Headteacher role having also supported Suzanne during her secondment the year before. They did so with immense good humour. The Governing Body immediately started the process to find another Headteacher. My thanks go to the Governors who invested time to write the job description, shortlist candidates and finally to interview and appoint a new Headteacher to start in September.

The school will welcome Anthony Dixon-Gough as Headteacher and Claire Dowd as Chair of Governors in September. I wish them both success and know that the school will continue to be a place where your children will be able to learn in a safe and caring environment.

We have said goodbye to others during the year too. Canon Jeremy Harris retired from parish ministry and we wait for the Diocese to appoint another Ministry Area Leader to replace him. Jeremy has been a good friend of the school and took an active role within the Governing Body, having also served as Chair of Governors for a while. He is sorely missed. Rev Sue Collingbourne, Rev Peter Letson and Emma Tucker have all left their roles as Governors during the year as they focus other priorities. I thank them for playing an active role on the Governing Body and wish them all well for the future. They too are missed.

We have welcomed two new Foundation Governors onto the Governing Body: Rachel Jones and Mario Bisi. Mario recently had to leave us as the Governor from the Community Council, and then rejoined as a Foundation Governor. His place as a Community Council Governor has been taken by Victoria Hammett-Johnson. They have all begun to play an active role.

Our goodbyes continue as we sadly say farewell to Emma Talbot who has been a teacher with us for over 20 years. She has become one of the stalwarts of our Early Years staff and we wish her all the best in her new full-time post in St Michaels in Newport. We also say farewell to Mrs Angela Chivers who is retiring after 14 years' service. Our best wishes to Angela for a long, happy and healthy retirement.

When Glen Ingleson stepped down, I became Chair of Governors but made the decision that I too would retire at the end of the academic year. Being a Governor is an honour and I am grateful to all members of the Governing Body for their commitment to our school. In addition, I would like to add a huge thank you to our PTFA who spend hours fundraising for the school. Their energy and commitment to the school is greatly appreciated and they remain a valued part of our wider school community. They continually strive to do their best for our school, supporting staff and children alike. Finally, a thank you to all parents, carers and friends for your support. It is this support that allows our dedicated staff to provide a safe and caring learning environment in which our children can thrive and learn.

As I look forward to the 2024/25 Academic year, I am confident that Anthony Dixon-Gough and all staff, together with Claire Dowd and the Governors will lead the school and Governing Body through whatever the future holds.

Richard Waller

Chair of Governors

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## 1. Annual Parents' Meeting

The Schools Standards and Organisation (Wales) Act 2013, states that the Governing Body is no longer required to hold a meeting for the purpose of discussing the report. However, should 5% of parents wish to request a meeting in writing then one can be convened.

Experience from previous years indicates that parents contact members of the Governing Body freely during the course of the year and this more informal approach works well, however, a meeting can be requested by contacting our school office

No petition for a meeting was received during the academic years 2023-2024 under Section 94 of the School Standards and Organisation (Wales) Act 2013.

## 2 Members of the Governing Body & Committees 2023-2024

Name	Role	End Date
Richard Waller	Foundation Governor/Llywodraeth Sefydliadol	27.09.24
Caroline Davies	Foundation Governor/Llywodraeth Sefydliadol	09.09.25
Therese Jane Catlin	Foundation Governor/Llywodraeth Sefydliadol	06.12.26
Barbara Ward	Foundation Governor/Llywodraeth Sefydliadol	17.01.25
Elizabeth Upton	Foundation Governor/Llywodraeth Sefydliadol	25.05.26
Mario Bisi	Foundation Governor/Llywodraeth Sefydliadol	01.02.28
Rachel Jones	Foundation Governor/Llywodraeth Sefydliadol	01.02.28
Claire Dowd	Foundation Governor/Llywodraeth Sefydliadol	06.03.27
Rev Sue Collingbourne	Foundation Governor/Llywodraeth Sefydliadol	
Rev Peter Letson	Foundation Governor/Llywodraeth Sefydliadol	
Rev Canon Jeremy Harris	Ex Officio Governor/Llywodraethwr yn rhinwed	
Emma Baker	LA Appointed/Penodwyd gan yr ALI	10.02.25
Victoria Hammett-Johnson	Community Governor appointed by Community C/Cymuned	07.01.28

Emma Tucker	Parent Representative/Cynrychiolydd Rhiant	
Rebecca Francis-Jones	Parent Representative/Cynrychiolydd Rhiant	08.02.26
Kristin Webb	Staff Representative/Cynrychiolydd Staff	31.08.24
Suzanne Hamer	Headteacher	
Laura Welsh	Acting Headteacher	
Katie Gordon	Acting Headteacher	

**Clerk to the Governing Body:** Provided by EAS Governor Support

**Chair:** Richard Waller

**Address:** Magor Church in Wales Primary School, Sycamore Terrace, Magor, Caldicot NP26 3EG

### LINK GOVERNOR ROLES

All Governors are members of Governing Body Committees and have delegated powers that fulfill the Statutory responsibilities of the Governing Body. They all represent the Governing Body on the school curriculum teams.

Our Governing Body has 4 Committees:

Faith & Ethos, Pupil Centred, Finance and Premises and Personnel.

The Chairs of each committee form the Standards Committee and monitor the following:

Monmouthshire Association of School Governors	Standards Committee
Governor Training	Standards Committee
Safeguarding Children	Rev. Canon Jeremy Harris
Looked After Children (LAC)	Pupil Centred Committee
Closing the Gap Governor	Pupil Centred Committee
Additional Learning Needs	Pupil Centred Committee
More Able & Talented	Pupil Centred Committee
HWB Governor	Standards Committee
Health and Safety	Finance and Premises

### Standards Committee

The Standards committee monitors the school's adherence to Government policies and standards for Education as well as standards set by the Church in Wales. The committee is chaired by the Vice Chair of Governors and is attended by the Chair of Governors, the Headteacher and the Chair of each of the Governor committees, thus enabling it to have oversight of every aspect of school performance.

In addition to attending meetings of the full governing body, the standards committee meets half termly in school with school leaders. All members of this committee were involved in the recent appointment of our new Headteacher, Mr Dixon-Gough, we are delighted to welcome him to our

school community and look forward to working with him closely to ensure the best school experience for our children.

Drawing together information from all the Governor subcommittees, the standards committee works collaboratively with school leaders to ensure that the health and wellbeing of staff and pupils is always maintained while delivering a high standard of education and meeting the development needs of the pupils. All schools within Monmouthshire, and Wales wide, are now facing significant challenge in terms of budgetary constraints and we are working together to use our resources creatively in order to maximise best use of funding available, limiting the impact of cuts.

In fulfilling our duty as governors to both support and challenge the school in delivering the best quality provision for learners, it is important we know the school well. Governors meet with pupil groups and staff, attend assemblies and other school activities, undertake book reviews, classroom walks and get a true feel of how the school is performing. These are the most enjoyable aspects of our role, and we always appreciate the warm welcome we receive from teachers and pupils when we join them in classrooms and other areas of school life. Seeing the learning taking place first hand is a privilege.

As Governors, we are required to ensure that the school complies with all relevant legislation and standards set out for the education of our young people. The most important document enabling us to monitor the school's progress against standards is the School Development Plan. This document, prepared by the school, sets out the key priorities and targets for the development and growth of the school over a 4-year period. It is a live document that is constantly reviewed and updated. As progress is made and targets met adjustments are made to ensure that the priorities remain relevant to the needs of the school and that the focus is always on developing and growing.

Key priorities for each school year are set out in the School Development Plan together with a program identifying how these are to be progressed, monitored, assessed and achieved. The document is continually updated and is regularly reviewed at both staff and Governor meetings. The Standards committee monitors progress against this plan to ensure that targets are being met in all areas of development. Evidence of progress can be obtained in several ways including evaluation of assessments, feedback, pupil group reviews, and class visits. Governors have taken part in some of the book reviews and assessments and have met with or seen presentations by pupil groups enabling us to see firsthand the progress being made within the school. We are confident that good progress has been made in all areas of the plan and that the school is in a strong and healthy position. The majority of the targets set for 23/24 have been met in full while Priorities 4 & 5 have been adapted to enable the school to continue to build upon progress made last year.

The key priorities for 2023-2024 are summarized below.

**Priority 1:** Develop the use of high-quality learning environments and contexts to support authentic learning experiences for all pupils.

Educational visits and trips have taken place to enhance provision in terms of this with pupils having opportunities to visit Llancaiach Fawr, Techniquest, Cardiff Museum and more. These visits are in

addition to regular local visits to Magor Marsh and the local community. A notable highlight has been the opportunity to forge links and visit an international school in Malaga, Spain and children have been inspired to learn more about Spanish culture as a result. Governors have enjoyed seeing the new capture books being developed in all year groups that pupils are recording all their experiences both inside and outside of school, as a learning diary.

**Priority 2:** To refine the breadth, quality and purpose of Expressive Arts opportunities across the school to improve pupil outcomes

Pupils have enjoyed visits from Gwent Music and performed in concerts both in school and outside of school for their families and the wider community. In addition, external providers have visited schools to provide assemblies. Cerdd lath language has been developed through an expressive arts workshop in years 4 and 5 raising the profile of Spanish and Welsh through the medium of music and song. All pupils at school, from reception to year 6, participated in the Christmas Card project and developed their art skills in line with expectations laid out by the progression steps in the revised Curriculum for Wales. We were also pleased to have our practice filmed so that it could be demonstrated at a 'practice worth sharing' event with other schools in the EAS region.

**Priority 3:** To raise standards in the teaching and learning of Welsh.

Welsh has been developed further through the 'Amser Serrenu', the introduction of more daily activities including games and songs in addition to the weekly Welsh language sessions. An experienced member of staff has taken a Welsh learning sabbatical and, supported by another member of staff for whom Welsh is their first language, is available to support other staff where necessary. On Shwmae day, staff and children enjoyed celebrating all things Welsh. Our student leaders, Criw Cymraeg, have been involved in the monitoring of progress in this priority.

**Priority 4:** Refine the breadth and quality of digital competence skills across the school to improve pupil outcomes. School have reviewed the whole curriculum for digital competence and a member of staff has been leading the progression of digital competence through staff training at staff meetings. Student digital leaders have planned and delivered assemblies on cyber bullying and staying safe online to different year groups and staff have undertaken training sessions. As a result, pupils have had opportunities to use new tools such as Flipgrid and Adobe Express

**Priority 5:** Use Assessment For Learning strategies (AFL) consistently across the school to accelerate progress. At the start of the year assessment for learning strategies such as Pitstop for Progress' were being used to check in. Following review of learning this priority was updated to reflect the need to focus more heavily on progression within each area of learning to benefit children more. This has resulted in the school marking policy being revised, the widespread use of Turn to Your Partner as a teaching strategy and teachers using pupil self-reflection grids to support them understanding their progress journey.

### **Pupil Centred Committee**

The Pupil Centred Committee provides oversight and support for all aspects of the school affecting our learners. Our focus is to understand and ensure students attend regularly, are kept safe, helped to achieve their potential, and encouraged to develop good behaviours for learning. It also focusses on how the new Welsh Curriculum is being brought to life and embedded across the school.

We ensure school fulfils its responsibilities for all children, including those with Additional Learning Needs, those who are More Able & Talented, children for whom English is an additional language, Looked After Children and, those who are less advantaged. The aim for every child in the school is to ensure they make the most progress possible towards fulfilling their potential from their own starting point.

We work with the Senior Leadership Team to ensure there is good governance and supporting evidence of this through regular meetings, policy reviews and data updates. Across 2023-2024, we ensured we had sight of school activities and the impacts on learners through monitoring attendance levels and engaging in activities such as 'book reviews', 'listening to readers' and 'lesson observations'. This level of engagement allowed us to see and experience school's positive progress in embedding the new curriculum, and to ensure issues that fell under our remit were closely and effectively managed. Following on from the challenge of the last few years, how school manages wellbeing of learners also continued to be a focus.

The school has continued to put the child at the centre of all learning, evidenced both in the progress of embedding the Welsh curriculum, and an increased focus and contribution stemming from the 'pupil voice'. It was also positive to meet with visiting teachers from a Spanish school, who were looking to learn from the Welsh education system and hear the experience of Magor teachers and children who visited Spain in exchange. Going forward, we will continue to work with the school to ensure the progressive journey continues positively, and new practices are embedded for the benefit of all.

### **Faith and Ethos Committee**

The Faith and Ethos Committee exists in order to encourage and develop the spiritual well-being and Christian foundation of the school. We meet once a term and over the past year have discussed a variety of matters including; collective worship, the Section 50 Inspection Framework, the distinctive Christian character of the school, how the school are meeting the requirements of the new Religion, Values and Ethics (RVE) syllabus, prayer spaces and community engagement.

The committee looks to encourage closer links with community organisations and to promote the wellbeing of staff and pupils. The feedback from the WAVE team on their monitoring of the reflective areas throughout the school was welcomed as were their suggestions for making these areas even better. Pupils monitoring of collective worship continues to be welcomed.

During the year we have reviewed the Collective Worship Policy and the RVE policy and recommended their adoption by the full governing body.

A special whole school assembly was held in April to say goodbye to the Reverend Canon Jeremy Harris as he retired from leading the Netherwent Ministry Area and to thank him for his close involvement in the life of the school and the support he has given to both staff and pupils over his time here.

## **Personnel Committee**

The Personnel Committee is responsible for monitoring the Performance Management process, professional development, staff wellbeing and attendance, as well as decision making regarding the staffing structure and staff requests. Once more, in spite of budget difficulties, it has been possible to avoid staff redundancies in 2023/24. However, the tightening financial situation has impacted classes for 2024/25 and a meeting was held to discuss this with parents.

Throughout the year, the committee played an active role in staff recruitment, including being members of interview panels. Professional learning has taken place throughout the year in, for example, a workshop led by Estyn Inspector, Nick Jones, on Excellent Teaching, ACE (Adverse Childhood Experiences) training, defibrillator training, first aid and fire marshals training, all of which has supported staff and contributed to keeping all our children safe and helping them learn. The Education Achievement Service (EAS) recognised the school's commitment to staff development, particularly around leadership at all levels. As a result, the school continued to be an EAS Partner School for the second year, supporting staff development across the region.

It is noted here, following the retirement of Canon Jeremy Harris from the Ministry Area, that the safeguarding role on the Governing Body is now held by Rachel Jones, Foundation Governor.

Our out-going Chair of Governors had already mentioned this but the Personnel Committee would like to thank Katie Gordon and Laura Welsh for all their hard work in sharing the Headteacher role following the retirement of Mrs Hamer earlier this year and for their support of Mrs Hamer during her secondment. We add our thanks to those made by the Chair of Governors to the members of staff who are leaving after many years of service. In addition, a big 'thank you' to all staff for their hard work and commitment to providing the best opportunities for all learners.

## **Finance and Premises Committee**

The Finance and Premises Committee is responsible for drafting the school's budget in line with policies set out in the school's development plan, and for monitoring actual income and expenditure against the budget.

The vast majority of the school budget is allocated to staffing costs. Welsh Government grants were focused on maintaining favorable staffing ratios in order to continue our focus on educational standards and pupil wellbeing.

We have been fortunate to receive funding in excess of original expectations in areas including grants from EAS and monies for ALN provision, and we have also received a final tranche of funding relating to the Ukrainian pupils who attended our school during the 2022-23 school year.

However, as we highlighted in our annual report to parents last year, the school is experiencing a year-on-year unfunded increase in many of its core costs such that base funding is insufficient to cover them. As a result, the reserves brought forward at the start of the academic year have been eroded by an in-year deficit and we anticipate that deficits will increase in future years.

No member of the Governing Body has made a financial claim for travel and subsistence and therefore no monies have been paid out in this respect.

### 3. Financial Statement

Full year actual outcomes against budget are summarized below.

	<b>Actual</b> <b>2023-24</b> £	<b>Budget</b> <b>2023-24</b> £	<b>Variance</b> £	<b>Actual</b> <b>2022-23</b> £
<b>Income</b>				
Base and special needs funding	1,296,110	1,240,265	55,845	1,115,106
Other income and grants	<u>336,620</u>	<u>169,570</u>	<u>167,050</u>	<u>491,493</u>
<b>Total income</b>	<b>1,632,730</b>	<b>1,409,835</b>	<b>222,895</b>	<b>1,606,599</b>
<b>Expenditure</b>				
Employee costs	1,442,483	1,363,297	79,186	1,382,450
Supplies and services	67,055	35,696	31,359	70,894
Premises costs	125,288	108,462	16,826	84,192
Transport costs	3,045	1000	2,045	3,580
Fair funding	<u>49,116</u>	<u>42,915</u>	<u>6,201</u>	<u>46,523</u>
<b>Total expenditure</b>	<b>1,686,987</b>	<b>1,551,370</b>	<b>135,617</b>	<b>1,587,639</b>
<b>Net surplus / (deficit)</b>	<b>(54,257)</b>	<b>(141,535)</b>	<b>87,278</b>	<b>18,960</b>
Reserves brought forward	215,776	215,776		196,816
<b>Reserves carried forward</b>	<b>161,519</b>	<b>74,241</b>		<b>215,776</b>

### 4. Parent Governor Elections

There is currently one parent Governor vacancy.

### 5. School Links with the Community

The Governing Body are keen to maintain links with the local community and to give pupils a sense of belonging as active citizens in their local, national and global community. We believe passionately that our school is the hub of our local community.

Clergy-led collective worship on a weekly basis and our Year 6 Leavers service was well attended in the Church. Our close link with St Mary's Church continues to enhance the ethos of our school. We

also have close links with Ebenezer Baptist Church who have delivered fortnightly worship at the school.

Year 2 enjoyed performing at the local Frost Fayre, singing their hearts out to the Magor community.

#### Visits and Visitors

Pupils across the school have enjoyed a host of visits including visits to Magor Marsh, learning walks around the village, The Roman Museum at Caerleon, St. Fagans, a cluster schools Reception event at Caldicot Castle and a residential trip.

Gwent Music have delivered some fantastic sessions with children across the school, including P-Buzz which culminated in a concert for parents.

Parent and local sports coach, Mrs Cawte, delivered a variety of workshops, including hockey gymnastics and dance, across the whole school. The children really enjoyed the sessions and benefited greatly from her expertise.

#### Charity

Throughout the year we have taken part in a range of charitable events to raise awareness of those less fortunate than ourselves. The school community raised money for the charity 'Shine', The Royal British Legion's Poppy Appeal. We also supported the local foodbank at Harvest,

We have also supported Children in Need, Comic Relief, Macmillan Nurses, Christmas Jumper Day for Save the Children. We raised awareness of the valuable work of 'Place2Be' during Children's Mental Health Week. For these events we issued a donation link to parents so cannot report on monies raised.

#### PTFA

We are overwhelmed by the contribution of our PTFA to our school. Over the course of the school year September 2023 to July 2024, the Magor School PTFA have helped raise vital funds through a variety of fundraising activities such as a quiz n fizz, Christmas card project, discos, raffles, an inflatable fun day, Santa Shops and so much more thus enabling us to fund many new and exciting projects within the school.

For Christmas, PTFA kindly gave our younger children some lovely books. From Year 3 upwards, classes were given £50 and had to help to decide what to spend their money on. To celebrate World Book Day, the PTFA held book stalls from which the children were able to choose a **free** book to take home with them. The children had a great time perusing the books on offer and enjoyed sharing them with their classmates! They have also purchased a huge amount of classroom equipment and funded classroom wish lists which included curriculum resources.

They also held a pre-loved clothing sale in school. This initiative supports the work carried out by our Young Climate Leaders and our continued efforts to 'Reduce, Reuse, Recycle'.

A huge thank you goes to all volunteers, teaching staff helpers and for everyone who has contributed to or visited PTFA events during this year as without your support they couldn't provide the amazing list of resources they have given to the school this year!

A summary of their fund raising can be found here:



## 6. School Sporting and Extra-Curricular Activities

This academic year has been full of lots of sporting events, and we have seen great sportsmanship throughout the whole school. Within in Autumn term we attended the Huddle girls football festival which allowed a group of girls to practice and explore their footballing techniques. We also attended the cluster cross country event, both boys and girls from all age groups got to experience a mixture long distance running races, the children showed great stamina and determination. We also commenced our swimming lessons in the Autumn Term, and we have now seen years 3-6 develop their skill and knowledge of water safety throughout the year. Spring term was also full of sporting opportunities, that included the start of our cluster round robin tournaments in both football and netball for years 5 and 6. The teams showed great ability and won both rounds in both sports. Gateway Rugby also provided workshops bi-weekly to different classes so that the children could receive some coaching around rugby skills. Our after-school clubs also were in full flow and children got to receive extra coaching in football, netball and dance. We were also fortunate to receive workshops from Mrs Cawte who provided each year group with taster sessions on dance, gymnastics and hockey. In our final summer term, we continued progressing with sports development throughout the whole school. Our year 6's took part in a cluster swimming festival which allowed them the perform their favourite strokes as well as a surfboard relay! The school had a visit from Cricket Wales where they had taster sessions on learning the foundations of how to play a cricket match. Of course, sports day was a great opportunity for the whole school from nursery to Year 6 to show their athletics skill in front of parents. We were so proud and inspired by all the children's hard work and great sportsmanship on the days they were taking part. Finally, on the last week of term we have a group of Year 6's who will be taking part in a friendly match against St Julians, this will be their last chance at representing the school and we cannot wait to

see them on the pitch.

A good range of peripatetic music teachers offered singing, brass, strings, percussion and wind tuition as well as the Gwent Music provisions outlined above. The school also offered football, tag rugby, netball, chess and modern foreign language clubs.

## 7. Curriculum Overview

At Magor CiW Primary School, we support the concept of lifelong learning, recognising that children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we seek to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. In lessons, children develop key skills such as literacy, numeracy, Welsh and digital competency.

We recognise that children learn best in different ways: most lessons incorporate aspects to support pupils who learn best through visual, audio and a hands-on approach. We aim to:

- Support children in becoming confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens by celebrating their achievements.

As a Regional Professional Learning Lead school we continued to lead the cluster in the implementation of the new curriculum i.e the Four purposes, What Matters statements and new contexts for authentic learning to take place.

<b>AoLE</b>	<b>Includes:</b>
Languages, Literacy and Communication	English Welsh Modern Foreign Languages
Mathematics and Numeracy	Mathematics
Health and Wellbeing	Physical Education Personal and Social Education Relationship and Sex Education
Expressive Arts	Art Music Dance Design

	Media
Science and Technology	Science ICT Technology
Humanities	Geography History RE Business Studies

Children with additional needs were well supported through all areas of school life. Children were encouraged to celebrate diversity and respect and embrace our value of being inclusive. We also have dedicated members of staff who support children with Emotional Literacy and wellbeing needs. The Additional Learning Needs Policy incorporates the Statutory Code of Practice for Special Needs and aims to provide equal access to the curriculum for all children.

All pupils are challenged to do their very best. Strategies are in place to ensure those pupils identified as more able, gifted and talented are extended and challenged within and across the curriculum. Good teaching that challenges this group of pupils impacts positively on all pupils' learning.

Magor Primary School is a Welsh Sabbatical Influencer School. Welsh language skills are taught in every class. Initially, much of the teaching takes place through incidental language during the course of the school day. Staff encourage pupils to use Welsh for everyday routine questions and requests as well as to hold simple conversations with other pupils and adults. Opportunities are given to develop pupils' oracy, reading and writing skills. We aim to create a Welsh ethos through introducing to children the history, art, music and geography of Wales

Under the new curriculum, Religion Values and Ethics (RVE) replaces Religious Education (RE). In 2021-2022 in accordance with the Church in Wales guidance and the humanities AoLE, we began to implement an RVE curriculum that promotes the understanding of and respect for all religions, beliefs and non-religious world views, thus reflecting the diversity that exists in our society. This has been further developed over the last two years as we introduced a bi-annual approach to our RVE curriculum. This supports our values-based approach to RVE where the values are delivered through both collective worship and lessons.

## 8. Language

English is the medium of the school however, the National Curriculum states that it is a statutory requirement that Welsh is taught throughout the school. The majority of our pupils speak English as their first language.

Whilst we taught through the medium of English, Welsh was actively encouraged the use of around the school. This comes through in both lessons and playground / lunch time activities, particularly through instruction and praise. No pupils are exempt from Welsh language learning as this is part of the statutory National Curriculum in Wales.

## 9. Healthy Eating

The school promotes healthy eating and drinking at every opportunity. The school provided healthy meals in accordance with the Local Authority's healthy menu. These are freshly prepared and cooked on site by Mrs. Hawkins and her team. We are fully aware of allergies, and nuts or foods made with or containing nuts are not allowed in school.

Staff make good use of lessons to promote the importance of a balanced diet.

Pupils are encouraged to drink water throughout the school day and water fountains are located around the school.

The Wellbeing Warriors (Pupil group) have also reviewed the school's Healthy Eating and Nutrition Policy this year.

## 10. Toilet Facilities

Toilet facilities in the school are of a good standard. There are sufficient toilets for the number of pupils and staff including accessibility toilets. Nursery and Reception pupils have their own facilities.

## 11. Term Date & Session Times 2024-2025

Term	Start	Half term start	Half term end	Term End
Autumn	02/09/2024	28/10/2024	01/11/2024	20/12/2024
Spring	06/01/2025	24/02/2025	28/02/2025	11/04/2025
Summer	28/04/2025	26/05/2025	30/05/2025	21/07/2025

### INSET Days 2024-2025

The school is closed for six days a year to allow for staff development:

**Monday 2nd September, Friday 25th October, Friday 21st February, Friday 11th April, Monday 2nd June, Monday 21st July.**

### Session Times

	Open	Lunch	Close
Foundation Phase	8:50 am	12pm-1pm	3pm
Year 3 & 4	8:50 am	12.15pm-1pm	3.15pm
Year 5 & 6	8:50 am	12:30pm – 1:15pm	3.15pm