

# Gwaelod y Garth School

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## Governors Annual Report to Parents 2022-2023



## Dates 2023-24

TERM	START	START OF HALF TERM	END OF HALF TERM	END OF TERM
Autumn Term	Monday September 4 2023	Monday October 30 2023	Friday November 4 2023	Friday December 22 2023
Spring Term	Monday January 8 2024	Monday February 12 2024	Friday February 16 2024	Friday March 31 2024
Summer Term	Monday April 8 2024	Monday May 27 2024	Friday May 31 2024	Monday July 22 2024

### THE SCHOOL WILL BE CLOSED ON THE FOLLOWING CPD DAYS:

Monday September 4 2023

Monday January 8 2023

Friday February 9 2024

Monday April 8 2024

Friday May 24 2024

Monday July 22 2024

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### Gwaelod y Garth School

Main Road, Gwaelod y Garth  
Cardiff CF159HJ

ysgolgwaelodygarth@caerdydd.gov.uk  
@gwaelod

## Headteacher

**It is my pleasure to present our annual report. Once again, this year I would like to thank the special school community we have for their support and dedication. I am proud of our ability as a school to work together and to face every challenge with energy and enthusiasm.**

Our successes this year show that the school is going from strength to strength. They include developing our STEM street , establishing our Bike Bus, and collaborating with the Welsh Government, CSC, SIG 22 and our cluster on school projects. We also had a very successful year competing at the Urdd Eisteddfod and we are grateful to the staff and to you as parents for your support.

The school community is an integral and unique part of the Gwaelod y Garth ethos and education is enriched through a successful partnership between the home, the school and the local community. Gwaelod y Garth is one community and the school is a successful union of a bilingual society which is something to celebrate. We have an extremely dedicated team at Gwaelod y Garth and the unique collaboration between pupils, staff and governors is testament to the strong element of unity that is evident in our school.

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Yours sincerely,  
**Catrin Evans**



## Chair of Governors



**It is a pleasure to present to you this report as a record of the school's work during 2022-23.**

It's been another exciting and successful year at Ysgol Gwaelod y Garth. We managed to secure new temporary accommodation for 3 of the school's classes while the Council work on an extension for the school. This is an exciting development and we look forward to seeing the work being completed as soon as possible.

It was great to see the school building on the numerous opportunities being offered to the children and seeing so many do so well in the Urdd Eisteddfod was a particular highlight. The Càn Actol reached the National Eisteddfod and it was fantastic to see so many from Ysgol Gwaelod y Garth on the stage. Congratulations!

I'd like to thank Mrs Evans for her admirable leadership and to the staff for their continued dedication to the children and the school. I'd also like to thank you as parents for your support and to my fellow governors for all their work in helping to ensure that the school continues to go from strength to strength.

Yours Sincerely,

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Yours sincerely,  
**Rhian Jardine**  
**Chair of Governors**



# Governing Body Developments

## The composition of the governing body reflects the broad spectrum of the community.

The Chair is elected annually at the beginning of each year. Governors are responsible for the management of the school legislation and policies of the LEA (Local Education Authority). The Governing Body under the Local Management of Schools (LMS) now has fully delegated powers. The full Governing Body meets at least once a term. The Head Teacher provides regular detailed reports for discussions with the Governors concerning a wide range of issues such as staffing, curriculum development, and pupil matters.

To ensure that we carry out delegated duties efficiently, Governors have attended training courses throughout the year, organized by the Governors' Support Unit. In addition, the governors have attended a number of sub-committees e.g learning and teaching, health and safety, staff appointments, and finance. The Governors ensure they are a link between the School and its families.

## Election of Governors

From time to time it will be necessary to hold an election for parent governors. The Chair and Clerk can be contacted by letter to the school. No expenses are paid to any member of the Governing Body.



Community	Parent
Rhian Jardine (Chair)	Rosanna Glyn
Ian Jones	Huw Darch
Non Gwilym	Dona Lewis
Huw Jones	Simon Roberts
LA	Teacher Governor
Sara Brown (Vice-Chair)	Owain Jones
Rachel Garside	
Rhys James	
Headteacher	Staff
Catrin Evans	Owain Jones
	Wendy Owen
	Clerk
	Sally Golding



## Contact Details

**Mrs Rhian Jardine**  
Gwaelod y Garth School,  
Main Road, Gwaelod y Garth  
Cardiff CF159HJ

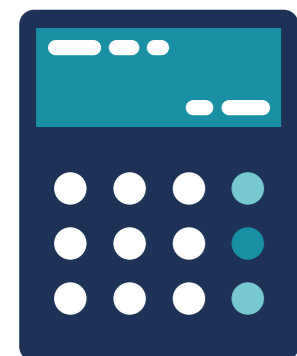
**Mrs Sally Golding**  
sally.golding2@cardiff.gov.uk

029 2081 0489

# School Budget Report

## SUMMARY

<b>TOTAL RESOURCES AVAILABLE IN 2022-23</b>	<b>£</b>
School balances Brought forward from 2021-2022	165,560.13
School Loans Brought forward from 2021-2022	–
Prior Year Adjustment	–
Total delegated resources	1,026,980
<b>Total</b>	<b>1,192,540.13</b>
Actual Expenditure	1,141,539.10
Less change in investments	–
Less Movements in Temporary Loan	–
Less variance in earmarked rates	–
<b>TOTAL BALANCE CARRIED FORWARD TO 2023-24</b>	<b>51,001.03</b>
<b>Statement of Balances Held</b>	
Uninvested Balance as at 31st March 2023	51,001.03
Invested Balance as at 31st March 2023	–
Outstanding Loans as at 31st March 2023	–
<b>Total Balances held as at 31st March 2023</b>	<b>51,001.03</b>



# Prospectus

**A Prospectus is issued to parents when pupils are first admitted to the school. All school policies are reviewed regularly in consultations with staff and governors.**

## Prospectus Changes

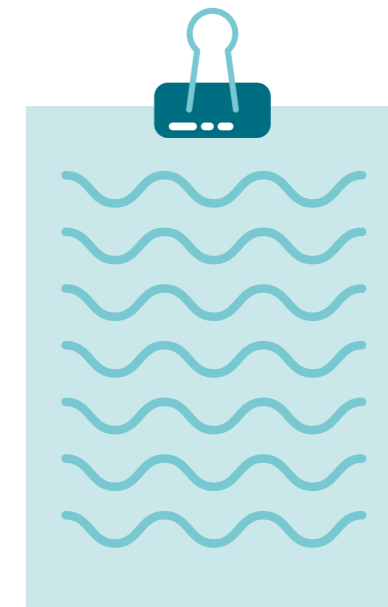
The prospectus has been changed to include the new staffing structure in the school.

# Estyn

## Estyn Inspection December 2019

### Recommendations

1. Ensure that all teachers' expectations enable all pupils to achieve to the best of their ability.
2. Ensure regular opportunities for foundation phase pupils to make choices about their learning in order to develop as independent learners.
3. Raise the standard of pupils' information and communication technology (ICT) skills.



# Post-Inspection Plan Progress 2022-23

Date of the last inspection: **December 2019**

Current performance: **Good/Excellent**

Capacity enhancement: **Excellent**

## RECOMMENDATIONS

**Ensure that all teachers' expectations enable all pupils to achieve to the best of their ability.**

## ACTIONS 2022-23

Incorporate professional learning experiences, research and inquiry. Ensure that all staff refine their teaching practice in order to develop effective practice.

Support pupils' progress and development as independent learners by using assessment for learning strategies.

Continue to implement a whole school marking policy for effective assessment and implement a whole class oral feedback strategy.

Using pupils' contributions to improve aspects of teaching. The Lively Learning committee to observe teaching and learning and conduct learning trips.

Cwlwm Dysgu (group of three teachers) to carry out lesson observations focusing on the 12 pedagogical principles. Staff performance management targets linked to the pedagogical principles.

Further develop the school's investigative learning provision. Ensure that investigative questions targeting the deep learning are included in the fortnightly planning.

Develop an assessment model based on the progression expressed in our Challenge strategy Curriculum for All.

Further develop our Professional Learning Community to evaluate the impact of challenge on learners. Ensure that we have high expectations for all pupils, especially those with additional learning needs.

## RECOMMENDATIONS

**Ensure regular opportunities for Foundation phase pupils to make choices about their learning in order to develop as independent learners**

## ACTIONS

Further develop outdoor classrooms using the Curiosity Approach model.

Ensure consistency and progression - staff to create resources for the external areas which are progressive and allow systematic development of the pupils' creative skills.

Create Personal Assessments, and Wellbeing Assessments in order to promote learners' well-being through assessment processes and procedures.

Promote collaborative approaches to professional learning and share good practice through our Cwlwm Dysgu professional learning model with a specific focus on growth mindset and differentiation.

Develop systems and processes for the creative teaching and learning of Literacy across the foundation phase in accordance with Curriculum for Wales

Continue to embed "Challenge for everyone" and use data as a driver for improvement and to evaluate the impact on learning.

Plan, implement and evaluate "rich tasks" based on the DCF framework and STEM tasks.

**Raise the standard of pupils' information and communication technology (ICT) skills**

Develop a Digital Learning tracking tool and create a bespoke digital learning pupil programme which targets the higher skills and reinforces understanding and challenge

Plan, implement and evaluate "rich tasks" based on the Digital Competence Framework.

Continue to implement our DCF tracking system ensuring robust use of data to close achievement gaps and drive improvement.

Planning and mapping of computational thinking rich learning experiences every half term. Align with the new curriculum and apply across the different areas of learning and experience.

Further develop the role of the Digital Wizards to produce an integrated STEM digital toolkit.

Aim for the PSQM STEM award.

Further develop our STEM provision ensuring that cross-curricular projects are clearly mapped.

Apply the ICT and STEM skills and create a "STEM Fair" project for parents and the local community.

Further develop the GYG Digital Learning Challenge strategy. Create a challenge strategy based on Computer Science Thinking skills which reinforce understanding and challenge.

## School Improvement Plan Priorities 2022-23

### Priority 1:

To build and develop the school's leadership capacity and ensure that strong leadership is underpinned by CPD, quality assurance, and appraisal.

### Priority 2:

Deepen our understanding and use of the 12 principles in order to support children to make progress.

### Priority 3:

Develop our understanding and development of our curriculum to ensure high quality learning and teaching.

### Priority 4:

Ensuring equity for all pupils through adapting teaching, provision and support to meet their needs and continue to develop our whole school approach to emotional and mental well-being.

## Community links and visitors

Assemblies Mr Adam Coleman

Fire Brigade visits

Children in Need day

Crucial Crew workshop

World Book Day

Work experience students from  
Ysgol Plasmawr

Forrest School lessons

Lan Memorial service

Year 6 cycling proficiency test

Urdd Jambori

Urdd Football, Rugby, Netball, Cricket  
tournaments

Cyw show Foundation Phase

Scholastic Book Fair

Spanish lessons

Many school activities to raise money  
for charities, including Sports Relief,  
Macmillan, Velindre

All pupils are offered the opportunity to  
compete in Urdd Eisteddfod

Pupils participated in  
Summer Reading Challenge

Sioe mewn Cymeriad

Big Pit visit

School Eisteddfod

Residential trips to Llangrannog and Maes y  
Fron

Urdd Football tournament – Sophia Gardens

WI teaching sewing, knitting, and cookery skills  
to Y5 pupils

Instrumental lessons flute, guitar, brass,  
ukulele, harp, cello

Sain Ffagan Workshops

Book Quiz competition

CAKUn – STEM pod workshops

Youth Parliament for Wales workshop

Cricket workshops

Do Re Mi Reception Foundation Phase show

Heriau Hud Key Stage 2 show



## Sporting Activities



- PE lessons twice a week
- FP Urdd gymnastics extra-curricular club
- Cycling proficiency lessons
- Urdd Cross Country competition
- Urdd Swimming competition
- Urdd boys football competition
- Urdd girls football competition
- Urdd gymnastics competition
- Cardiff gymnastics competition
- Urdd Tag Rugby competition
- Urdd Netball competition
- Urdd cricket competition
- Cricket workshops
- Urdd rugby lesson Y5/6/ 2E
- Urdd rugby boys and girls tournament
- Sports day Cardiiff Met Cyncoed
- Cardiff and the Vale competitions



## Healthy Schools and Facilities



### Healthy Schools

Health Education is a significant and integral component of the curriculum for all pupils so that they acquire knowledge and understanding of health issues and develop the appropriate skills and attitudes which lead to a responsible and healthy lifestyle.

The school has completed the work for the Healthy Schools National Quality Award.

The school promotes healthy eating, children in the Foundation Phase are given a piece of fruit on a daily basis and receive free milk every day. In Key Stage 2, pupils are encouraged to bring fruit to school daily to eat during playtime.

Every child is also encouraged to bring a bottle of water to school on a daily basis. Drinking water is available to all children throughout the day.

The school has participated in the Healthy lunchboxes project and the pupils have prepared presentations providing parents and pupils with information about healthy lunchboxes.

Sex Education and Substance Misuse education are taught within the framework of the school's health education program at appropriate stages in the pupils' development.



### Healthy Weeks 2022-23

[Walk to school week](#)

[Anti-bullying week](#)

[Internet safety week](#)

[Drugs and Substance Misuse](#)

[Personal and Social Education week](#)

These weeks, based on healthy activities and information, were a success once again this year. Many external agencies and visitors visited the school to share their experiences and share their knowledge.

### Toilet Facilities

The school has the required toilet facilities for pupils in a school of its size and these are cleaned and checked at both the end and start of the day and throughout the day. The school has a Toilet policy that complies with statutory requirements.



## Donations to Charities

Heart Heroes	£836
BBC Children in Need	£365
Wear red for Velindre	£134
Marie Curie	£68.29
Wear red for Velindre	£201.50

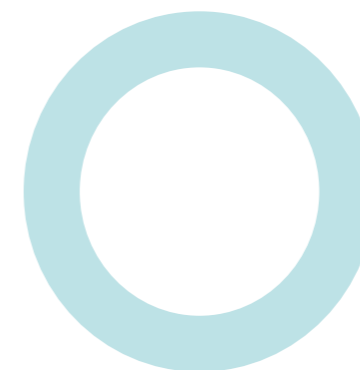


## Transition

**During 2022-23 Gwaelod y Garth pupils transferred to four different secondary schools.**

During 2021-2022 Gwaelod y Garth pupils transferred to four different secondary schools. The children transferred from the English Unit to Radur Comprehensive and St Cenydd Comprehensive. The children transferred from the Welsh Language Unit to Ysgol Plasmawr and Ysgol Garth Olwg. French lessons were held and organized as part of Plasmawr's transition arrangements.

LEAVERS YEAR 6: 33 (WELSH AND ENGLISH)	
St Cenydd Comprehensive	1
Ysgol Gyfun Plasmawr	23
Ysgol Garth Olwg	1
Radyr High School	7



# School developments 2022-23



## Urdd Eisteddfod

We had a very successful year competing in the Urdd Eisteddfod. Our Hip Hop dancing group, Alaw Gwilym and the Can Actol competed in the National Urdd Eisteddfod in Llandoverly. Osian Jardine won the brass solo Y6 and under in the National Eisteddfod and Amest Jones came third in the National Eisteddfod for writing a story.

## Llais School Parliament

We have created a school parliament called 'Llais' which includes the School Council and six learner committees from Progression Steps 2 and 3. We ensure our learners are a strategic part of shaping and implementing our school's vision. A list of committees, an example of the committees' strategic plan, and an example of the parliament's projects can be found on our website.

The parliament's priorities are

Make whole-school decisions when organizing ballots to promote the schools' vision in the context of the four purposes.

Create strategic plans setting out committees' priorities for the year.

Measure the impact of the work in terms of our vision and choose a method of measuring impact in the school.

Contribute to whole-school policies, contributing to senior team/ staff and Governors' meetings.

Liaise with all stakeholders to promote the school's vision and the four purposes in the wider community.

## Parliament pupil voice committees 2022-23

### Digital Wizards

This year the Digital Wizards have been involved in the schools' monitoring of digital learning through listening to learners and learning walks. To aid understanding of digital learning amongst pupils', staff and parents, the Digital Wizards pupils have produced instructional videos and blogs which have been uploaded to our website. They have prepared and led live lessons during our Digital Learning sessions.

### Wellbeing Ambassadors

The Wellbeing Ambassadors have been working towards our recognition as a "Rights Respecting School". This is an award that is given to schools on behalf of UNICEF. The 'Rights Respecting School' award (RRSA) will help our pupils to grow into confident, caring, and responsible young citizens both in school and within the wider community. They have also been facilitating wellbeing and yoga sessions. They prepared a wellbeing questionnaire and analyzed the information to create a wellbeing strategy for the next academic year.

### Lively Learners

The Lively Learning committee has been conducting learning walks evaluating the teaching and learning in their classrooms, then using Google forms to collate the information and then creating spreadsheets highlighting where ICT is most effective, which classes use effective questioning, and where the challenge is most evident. They have also been exploring the qualities needed to be an ambitious learner.



### Eco committee

The Eco committee meets regularly and this benefits the whole school, pupils, and teachers because it provides opportunities for pupils to communicate their feelings as well as influence decisions that are made. We are a Schools' Green Flag award holder.

Our priorities this year have been:

Reducing the amount of plastic in the school and we have had a plastic-free day.

Transport –Encourage walking to school and reduce the number of cars that arrive at the schoolyard during drop-off and pick-up times.

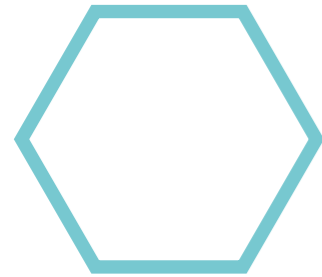
### Citizens of the Future

The Citizens of the Future have organized numerous fundraising events this year to raise money for our school charity Heart Heroes. They've produced videos and have been instrumental in contributing to school improvement, identifying school priorities, making links with the community, and developing awareness of global issues.

### Welsh Charter

The school has been awarded the Welsh Charter Silver Award which supports the Welsh Governments aim to have 1 million Welsh speakers by 2050. The school held various activities throughout the year and during Cool Cymru week, the pupils learned about the traditions and history of Wales. We held a successful school Eisteddfod and the Dreigiau Doeth have created Welsh music playlists, organized discos, Welsh challenges, and prepared projects and presentations on famous Welsh people.





### STEM Street

We have been working closely with Redrow to design and build a STEM street in the bottom yard. The pupils designed the STEM street which consist of a row of houses and a shop. Each term the houses will include a new STEM provision which our younger pupils will access independently. The project will encourage limitless, creative teaching and learning, blue sky thinking which will provide every pupil with the opportunity to be inquisitive. We would like to thank Redrow for their community grant we received which has enabled us to deliver this project.

### Evaluate and Improve

As a school we have collaborated with the Welsh Government on this resource. Then we've created our own self-evaluation strategy based on the principles of evaluation and improvement. Each term we decide on the areas we will evaluate and improve. We look at the key drivers in that area, then choose appropriate focus questions that form the basis of our evaluation. There are resource links, on the website that provide professional learning opportunities and a platform for collaboration and sharing, drawing on the experience and expertise of others to extend professional skills or to address areas for professional development. We will continue to incorporate and develop these self-evaluation processes next year.

### Forest school

We have continued to enjoy our outdoor classroom in the forest which is located behind the school. The pupils have regular Forest School lessons and all classes have the opportunity to participate in a broad range of outdoor activities.

### Cylch Meithrin y Garth

The Cylch Meithrin has had a very successful year and a number of our Nursery pupils use the wrap around service. The Cylch Meithrin is located in Ffynnon Taf and offers wrap around care to the pupils of the Nursery class. We will work closely as a school with the staff of the Cylch Meithrin to ensure that the school's vision and principles are developed in the Cylch.

### WI

Members of the local Women's Institute visit the school on a weekly basis and work with Year 5. They teach them skills such as sewing, knitting, cooking and collaborate on school-based projects.

### Primary Schools Cardiff Parliament

Following the success of our "Llais" school parliament at Gwaelod y Garth school we have established a parliament for Welsh Primary schools in Cardiff. The intention is to encourage the independence and initiative of our pupils and to give them various opportunities to work together on different projects and strategies. The Welsh Government is an active part of the project and all the meetings of our "Llais" parliament are held in Ty Hywel Chamber House, Cardiff Bay. 2-4 pupils from each school, the older members of the School Council, have been participating in termly meetings with the other Welsh schools in Cardiff. They have also organised challenge days – "The Green Routes Challenge" and a Plastic free day.

### Wellbeing provision

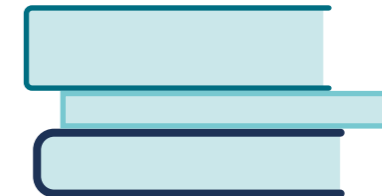
Wellbeing provision for pupils is provided regularly. Elsa, Talk about and Play Therapy are effective programs for ensuring the mental wellbeing of all pupils.

### Assessment

We regularly assess pupil progress and attainment during the academic year. Every half term these assessments are discussed in a Progress Meeting ensuring that all pupils are sufficiently challenged, supported, and make consistent progress throughout the year.

### Personal and Social Education (PSE) & Education for Sustainable Developments and Global Citizenship (ESDGC)

Pupils have been learning about different areas and aspects of PSE and ESDGC as part of class activities and wider school activities. For example, SEAL assemblies, Circle Time, and Sex Education lessons deal with different aspects of pupils' emotional wellbeing.



### School to School work

This year we have collaborated with CSC on developing an Assessment for learning playlist. We have led Digital Learning and STEM Professional Development sessions for the consortium's schools and presented our methods of collaboration at a conference to new headteachers. We have collaborated with the Radyr cluster and the Plasmawr cluster in developing and embedding a Curriculum for Wales

### Plasmawr cluster

We have been collaborating regularly this year with Plasmawr and the other primary schools in our cluster to develop pedagogy and curriculum for Wales. We have been discussing the six areas of learning and experience and have developed cross-curricular projects and rich tasks based on these areas.



## Policies



**The Governing Body adopted all statutory policies during the academic year and all health and safety policies were reviewed.**

If you would like to see or discuss any policy please contact Mrs Evans.

### Fair Processing Notice

The school collects information about pupils and their parents/ guardians on admission to school and for specific purposes during the school year. Every attempt is made to make sure the data stored is accurate and safe whilst stored on the school's computerized system. All individuals have rights to access personal information held on them, these are outlined in our Fair Processing Notice.

### School Accessibility Plan

Good quality learning through good quality teaching and support is provided by all in the school. There is an ethos of understanding the disabilities of pupils. Accessibility issues are constantly reviewed and discussed with different agencies to meet the needs of disabled children and young people within the National Curriculum Framework. The school has a Policy and an Accessibility Plan.

### Strategic Equality Plan

In accordance with County policy, we have created a Strategic Equality plan in order to guarantee all aspects of equality in the school. If you would like a copy of this policy please contact the school office.

### Safeguarding Children

The headteacher is the designated senior Child Protection teacher and the Deputy and ALENCo are the designated Child Protection teachers. Staff receive annual training in this regard.



## Staffing 2022-23

Headteacher	Mrs Catrin Evans
Deputy Headteacher and KS2 leader	Mr Owain Jones
Foundation Phase leader and ALENCo	Mrs Wendy Owen
Digital Lead	Mrs Helen Davies
Nursery	Mrs Buddug Cole
Reception	Miss Elin Evans
1C and PS1 and PS2 leader	Mrs Anwen Ellis
2 C	Miss India Pappas
3C	Mr Gethin Owen
4C	Mr Owain Jones
5C	Mrs Helen Davies
6C	Mr Geraint Williams
1E	Miss Alycia Alleyne
2E	Mrs Sheila Broadley / Miss Claire Maddern
PPA	Miss Claire Maddern / Mrs Wendy Owen
Nursery TA	Mrs Anne Herbert
Nursery TA	Miss Rebecca Griffiths
Reception TA	Mrs Rhiannon Jones
1C TA	Miss Posie Haines
2C TA	Mrs Julie Earls / Miss Lowri Williams
1E TA	Mrs Jane Ashman / Miss Becca Thomas/ Miss Lowri Williams
2E TA	Mrs Debbie Thole
KS2 TA	Mrs Delyth Wade
KS2 TA	Mrs Delyth Wade/ Miss Rebecca Griffiths
	Mrs Sally Golding
School Administrator	Mrs Jan Edwards
School Administrator	Mr Alan Ashman
Caretaker	Mr P Edwards
Mid-day Supervisor	Mrs S Potter
Mid-day Supervisor	Miss L Simmons
Mid-day Supervisor	Miss Sophie Ashmund
Mid-day Supervisor	Mrs T McCarthy
Cook	Miss A Miles
Kitchen Staff	Mrs J John
Kitchen Staff	Mrs J John
Cleaner	Miss A Miles
Cleaner	Mrs S Potter
Cleaner	Mr Alan Ashman
Cleaner	



## Number of Pupils on Roll – September 2022

WELSH UNIT	
6C	26
5C	27
4C	26
3C	27
2C	28
1C	18
Reception	30

ENGLISH UNIT	
2E	28
1E	12

NURSERY	
Morning	10
Afternoon	9

## Attendance 2022-23

	% Attendance
Autumn Term 2022	92.85%
Spring Term 2023	93.52%
Summer Term 2023	94.19%

**Non-authorized absence** is described as absence from school for any period because of a premeditated or spontaneous act by the pupil or parent or both.

**Authorised absence** is where the school has given approval for a pupil of compulsory school age to be away or has accepted an explanation afterward as a satisfactory reason for absence.

The school works closely with the Attendance Officer to monitor the absences of pupils and will work with any family where there are concerns regarding attendance by offering support and guidance.

### Fixed Penalty Notices

In Wales, legislation (The Education Penalty Notices Wales Regulations 2013) has given local authorities new powers to issue Fixed Penalty Notices to parents of children and young people who are persistently absent from school without authority.



# Continuing Professional Development



**This year teachers and assistants have attended specific training and courses:**

**New Curriculum for Wales briefings**

**Safeguarding**

**Evaluate and Improve training**

**STEM training**

**Middle Leadership**

**ACE's**

**Data and Tracking**

**Thrive**

**Health and Safety training**

**Equality**

**First Aid**

**NQT**

**Voice 21**

**Google Meet**

**PSQM**

**Precision Teaching**

**Estyn**

**ALN Transformation**

**HLTA training**

**Primary Digital training**

**Visual Strategies**

**Assessment for learning**

## Performance Management

This policy operates within the school and the process follows Welsh Government statutory guidelines. Performance Management is the term used to describe the process of agreeing on annual performance targets involving discussions between teachers and their team leaders Headteachers and the Governing Body.

Performance management supports the work of teachers as individuals and in teams. It establishes a framework for teachers and their team leaders to agree on and review priorities and objectives in the context of the school's improvement plan. It motivates staff to be more effective in their teaching and subject leadership. This in turn leads to the raising of standards for the whole school.

All teaching staff are encouraged to re-examine their targets through an action plan. Review meetings take place and new targets are identified and discussed for the forthcoming year. All teaching assistants also go through the same process as above.

# Developments for Parents

**The Headteacher shared information with parents through weekly digital newsletters, letters, emails, text messages, and webinars. School information is also shared on the school Twitter account @gwaelod and is an effective way of sharing photos and the various experiences pupils have at school.**

## Parents' Meetings

Many meetings were organized for the parents during the year, including:

**An information workshop was held for every class at the beginning of the academic year**

**Two parents' meetings with the class teacher to discuss progress**

**Termly Parents' Forum meetings**

**School priorities webinar**

**Digital Learning webinar**

**Google Classrooms workshop**

If you have any questions or concerns about your child's education or any other matter regarding the school, please contact us.

## Gwaelod y Garth PTA

The school PTA gives their time and effort to raise money to support your child's education here in Gwaelod y Garth.

During this year the PTA has paid for:

**Animal food for the trip to Cefn Mably**

**Little chicks for the nursery class**

**Sports day at Cardiff Met**

**Ffa La La & Huw Aaron shows**

**New rugby kit**

**£500 for each class**

**Seesaw app**

**Chicken and chicken coop**

**Timber for a new stage, benches and planters for the yard**

A huge thank you is due to all involved with the PTA and to everyone for their donations and support throughout the year.

PTA profit in 2022-23 was £11,000.



## Language

**Gwaelod y Garth provides education through the medium of Welsh and English in two streams. There are eight single-age classes in the Welsh stream and two mixed-age classes in the English stream.**

### Language development

#### French

Madame Opkins from Plasmawr school has been teaching French to Year 6 pupils every week.

1.6 % of the school's pupils speak a third language with fluency.

## Teaching and Learning 2022-23

### Our Teaching and Learning priorities this year have included:

Embed professional learning experiences, research, and inquiry to ensure all staff refine their teaching practice and have a high impact on learning

Support pupils' progress and development as independent learners by using assessment for learning strategies.

Continue to implement a whole-school marking policy for effective assessment and implement a whole-class verbal feedback strategy.

Editing checklists and self and peer assessment models and toolkits are to be developed to support and enhance the process and provide a more effective way of supporting pupils to improve.

Close the gap' marking to be introduced as part of the policy, shaping an understanding of appropriate questioning and prompts to challenge pupils and help them progress.

Peer assessment models are to be introduced and refined to support pupils' development in providing constructive feedback to their peers.

Continue to embed "Challenge for all" and evaluate the impact on learning.

Ensure the progressive development of pupils' skills in the outdoor classroom. Staff to complete an audit of foundation phase outdoor resources and plan carefully for progression across the common provision areas. To ensure consistency and progression staff to create resources for the outdoor areas that are progressive and allow for the systematic development of pupils' skills.



### Curriculum for Wales

#### Our curriculum priorities this year have included:

Develop curriculum assessment principles, practices, and progression to support learning and teaching

Develop an assessment model based on the progression articulated in our Challenge for Everyone curriculum strategy and in our planned learning intentions.

Develop our Assessment Policy to ensure that assessment enables learner progression: supports individual learners on an ongoing, day-to-day basis and reflects on individual learner progress over time

Continue to work with the cluster schools on jointly developing and trialing progression in order to develop high expectations and a coherent trajectory of progression for learners.

Focus on progression within Relationships and Sexuality Education (RSE) and facilitate discussions around progression within and between the progression steps.

Create Personalised Assessments, and Well-being Assessments in order to promote the well-being of learners through assessment processes and procedures

Create knowledge organisers in each of the AOLE's

Development systems and processes for the creative teaching and learning of

Literacy across the primary phase in line with the Curriculum for Wales.

## Additional Learning Needs



**Provision for pupils with ALN is a priority for our school. The curriculum is broad and inclusive and offers equal opportunities for all.**

Many pupils will have additional learning needs, some pupils have specific needs, physical disabilities, or are more able (MAT). Our aim is to ensure every pupils' needs are met by careful planning and a variety of visual and kinaesthetic strategies that enable every learner to reach their potential.

The ALN Act is a school priority until we have the new processes in place. We work effectively with the Plasmawr cluster to ensure that robust strategies are in place. The support members of our staff work effectively within and out of the classroom, with individual pupils and small groups. Class teachers provide work that is suitably differentiated and relevant to each child's specific needs.

Mrs Wendy Owen is the school ALENCo and leads an effective team of teaching assistants to facilitate the following interventions.

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Talkabout

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Dyfal Donc

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Language Links

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ELSA (Emotional Literacy Support)

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Maths Factor

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Speech Links

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Handwriting Motorway

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Rapid Readers

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### Targets for 2022-23

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Consider the impact of high quality Learning and Teaching strategies based on the pedagogical principles for ALN pupils. Use staff action research to carefully plan appropriate strategies in the classroom that strengthen pupils' development.

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Review and evaluate the effectiveness of differentiation in the classroom and create bespoke learning journey plans for each ALN pupil.

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Create ALN target class groups. Detailed teaching sessions to be implemented in each class based on developing specific skills for literacy and numeracy

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## Health and Safety

Staff and ALENCo to develop Individual Development Plans for Y1,3 and 5 pupils. ALENCo to work in partnership with our cluster schools to ensure consistency and progress.

Review interventions to ensure clear evidence of impact and ensure that quality teaching is targeted to meet pupils' individual needs. ALENCo to create a provision map to measure impact and progress.

Ensure there is consistency of approach when planning, assessing, and giving feedback.

Further develop assessment for learning using the learning descriptions to provide guidance on the direction and pace of progression in order to support staff and improve our curriculum and learning and teaching plan.

Developing a training model for excellence.

All visitors report to Reception, where they sign the visitors' book on arrival and sign out when they leave.

All visitors wear identification badges whilst visiting the school.

All members of staff have a general First Aid certificate and 2 members of staff have First Aid at Work Certificate.

Around the school there are several first aid points that are equipped with basic first aid boxes.

The school has a comprehensive Health and Safety policy, which is followed to provide a safe school environment for everyone.

Parents are asked to register their child at reception if they are late.

The school ensures that parents and guardians with a disability can move comfortably around the school. There are specific disabled parking areas. The yard areas have been marked for individuals with visual impairment.

The main school gates are locked between 9.00 and 3.20. We offer a Walking Bus which leaves Heol Berry at 8.50 every morning. At the school gates a 'drop-off' system is in operation between 8.50 am and 9.00 am where parents and guardians are encouraged to leave their children with a member of staff by the gates.



## 2023-24



**We are looking forward to further developing our priorities in 2023-24 and are focused on realizing our vision and ensuring we provide a first-class education for our pupils.**

### PRIORITIES

**Curriculum** Ensure that cross-curricular skills are embedded in the learning journey activities of each class. Implement a daily learning journey program including intensive learning focus sessions and independent tasks.

Further, develop cluster collaboration. Ensure that the curriculum maps have been completed and refined. Specifically, the transition area between primary PS3 and secondary PS3 ensuring that progression is evident.

Refining and develop our Mathematics and Numeracy planning - sharing the Numeracy learning continuum with the schools in the cluster in order to ensure progression across the cluster.

Adapting and refining our RSE procedures. Implement the cluster plan and ensure that the opportunities are clearly mapped across the learning and experience areas and across the learning continuum.

### PRIORITIES

**Leadership** Refine our use of the Professional Standards for Teaching and Leadership - fortnightly management and review meetings, development of staff's professional passport, and self-evaluation questionnaires for staff and assistants.

Establish staff professional inquiry groups including teachers and teaching assistants. Ensure that all members of staff work together and carry out personal research linked to their research question in order to foster collaboration and innovation. Create a GYG Professional Inquiry network.

Further embed effective self-evaluation processes. Develop the processes further using the Estyn framework and align them with the evaluation and improvement framework.

Establish an "Innovation Projects" strategy. Involve all staff in purposeful activities that support the development of their professional knowledge, understanding, and teaching and leadership skills

Further, develop the school's Llais parliament - all pupils from Year 1 to Year 6 to be part of committees. Year 6 pupils to lead the discussions. Strategic planning to align with SIP priorities.

**Learning and Teaching** Further, develop methods of measuring pupils' progress using the principles of progress in all learning areas.

Developing curriculum assessment principles and practices, and progression to support learning and teaching.

Implement 'Inquiry Tasks' to be completed at the end of a block of work in order to measure progress. Challenge pupils to apply the learning that has been nurtured over the term in interesting and meaningful contexts that require them to combine skills across areas of learning and experience.

Develop the pupils' reading skills. Establish a daily reading carousel strategy to maximize learning, and develop reading, listening, and speaking skills, as well as the pupils' independent learning.

**Well-being, equity and inclusion** Further develop the pupils' awareness of fairness, equality, sustainability and children's rights. Cross-curricular rich learning projects to be implemented termly.

Further embedding the Respect, Readiness, Belonging strategy in order to ensure an effective well-being continuum and to promote the transition with Plasmawr school. Through assemblies and open days, the classes share information with the wider school community.

Further developing wellbeing strategies and projects as a result of our whole school health and wellbeing days. Llais parliament groups to create a yoga training video mindfulness workshops and class relaxation strategies video. Evaluate the impact of the projects. Incorporate the pupils' learning reviews and ensure that they are carried out every half term.

Continue to implement and evaluate target group support interventions. Review processes and procedures regularly, Adolygiadau Dysgu Bach to be implemented in order to strengthen the assessment methods / measure progress.

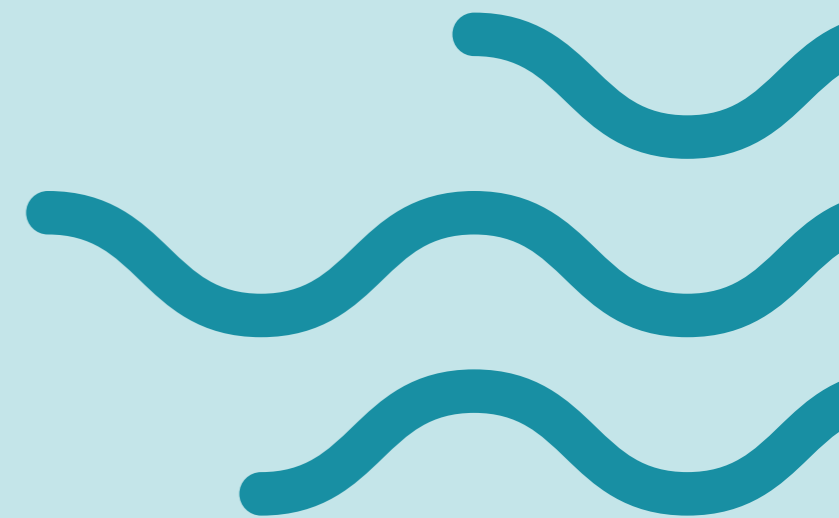
**2023-24**



**We are very much looking forward to working with you and your children over the next academic year.**

**Thank you for your continued support and cooperation.**

**Catrin Evans  
Head Teacher**





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