

# Ysgol Gynradd Grangetown Primary School Governors' Annual Report for 2021—2022



*Learning together for a bright future*

**This report refers to the autumn, spring and summer terms  
September 2021 - July 2022**

**Our school is an English medium primary school welcoming 4-11 year olds.**

Chair of Governors  
Miguela Gonzalez  
c/o Grangetown Primary School  
Bromsgrove Street  
Cardiff

Clerk to Governors  
Jan Knowles  
c/o Grangetown Primary School  
Bromsgrove Street  
Cardiff

[grangetownprm@cardiff.gov.uk](mailto:grangetownprm@cardiff.gov.uk)

## **Statement from the Chair of Governors**

When pupils returned to school in September 2021, there was general excitement that this would be the academic year in which things would go 'back to normal'. In a way it did, but it's a 'new' normal that is exciting and challenging in equal measure. Wellbeing has been front of mind for staff, and though there was still the lingering impact of the pandemic, Grangetown Primary School settled into a progressive, forward-looking approach to school life.

Our return to school has seen pupils and teachers armed with new innovative ideas for the classroom. We've been able to double down on our work on the new curriculum and we've been able to develop even more enriching experiences for the children who brighten our classrooms every day.

Naturally, there are procedural issues that have creaked along and we have been working hard to re-establish trends that had been lost during the lockdown. But we are so proud of every single member of our Grangetown Primary family – pupils, parents, staff and leadership team -- in helping to make the past year a success. Thank you all ever so much.

# Parent Meetings

During 2021-2022, a meeting of parents and the Governing Body was not requested or held. Governing bodies. Parents can ask for up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

## Your Right to Request a Meeting with the Governing Body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

**1. *Parents will need to raise a petition in support of holding a meeting***

The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the "signature" required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who "signs" the electronic petition.

**2. *The meeting must be called to discuss matters which affect the school***

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

**3. *A maximum of 3 meetings can be held during the school year***

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

**4. *There must be at least 25 school days left in the school year and this begins on the day after the petition is received.***

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils; it does not include weekends, public holidays, school holidays or Inset Days.

The address for service if a petition requesting a meeting with this school's governing body is:

Grangetown Primary School, Bromsgrove Street, Grangetown, Cardiff, CF11 7XS.

Email address: [grangetownprm@cardiff.gov.uk](mailto:grangetownprm@cardiff.gov.uk)

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

## Our Current Governing Body (dates show term of office end)

Miguela Gonzalez (30.04.25) Chair	Local Authority Governor	} Appointed by
Ashley Lister (29.06.25) Vice Chair	Local Authority Governor	} Cardiff County
Sian Chase	Headteacher	
Vicky Price (15.09.23)	Teaching Staff Governor	} Elected by teaching
Helena Lalik (09.01.23)	Staff Governor	} and non-teaching staff
Vacancy	Parent Governor	}
Vacancy	Parent Governor	} Elected by parental vote
Ferzena Rehman (30.04.23)	Parent Governor	} serve for a 4 year term
Ameena Sarwar (15.05.23)	Parent Governor	}
Nick Rowe (15.03.26)	Community Governor	} Members of the local community with
Jason Camilleri (23.04.23)	Community Governor	} specialist skills which are felt to add
Ali Abdi (09.12.24)	Community Governor	} to the expertise of the body as a whole
Jan Knowles	Clerk to Governing Body	
Nicola Herbert	Observer	

## Election of Parent Governors

Details of Parent Governors will be sent home when we have a vacancy. We are particularly grateful to our Parent Governors who play an important part in the Governing Body.

## Gifts

The school is very fortunate to receive an annual gift of £10,000 from an ex-pupil – Betty Upton. This is used to provide extra-curricular experiences and to enrich what the school can offer the children. This year, the money was used to help fund improvements to the outside area used by Y1 and Y2 children, the Y6 residential and a visit to the panto. Governors extend their thanks to Mrs Upton's son, Robert Upton, for his continued generosity in his late mother's name.

## Sporting Activities

Due to the ongoing impact of Covid 19, very few sporting activities were able to take place until later in the school year. However, by the summer term, we were able to offer after school sporting clubs for: cricket, football and cycling for girls. PE continued in all year groups. Y6 attended swimming lessons at the Cardiff International Pool.

## Community Links

Despite continuing Covid restrictions, the school began to reinstate a range of family and community work. Mrs Lalik, our Family Liaison Officer organised classes for parents which included: Classroom Assistant, Sewing classes, Families Learning Together and IT classes. Parents were also able to access First Aid training and Food Hygiene accredited courses.

Staff were generous in donating their time to running after school clubs. As well as the sporting clubs, teachers also offered: Gardening Club, Choir and Coding club. Pupil Voice groups were reinstated and these helped to shape the school's work. For example, School Council raised money for charities. Criw Cymreig worked hard to gain the Siarter Iaith Award. They went into the shops near to the school to put up some Welsh language signage.

The school also has good links with Grangetown Pavilion and the local PCSO police officers are welcome visitors to the school. A Newsletter is published monthly, on the website, to keep parents up to date with the work the school is doing and the experiences their children are having.

## Statutory Documentation and Policy Timetable

Policies are reviewed regularly by the Governing Body. Key Policies can be looked at on the school website. If you would like to access any policies, or talk about them, please contact the school administrator.

### Financial Statement

<b>Financial Report to Parents 2021-2022</b>		
	<b>£</b>	<b>£</b>
	<b>Budget</b>	<b>Actual</b>
<b>Details</b>	<b>2021/22</b>	<b>2021/22</b>
<b>Employee Related Expenses</b>		
Teaching Staff	957,510	956,032
Support Staff	491,600	474,597
Other Staff Costs incl Mutual Supply	126,481	229,357
<b>Premises Related Expenses</b>		
Repairs and Maintenance	21,774	36,629
Energy Costs	31,123	23,634
Water Charges	8,111	7,236
Cleaning Contract	47,526	51,726
Refuse and Sundry Services	11,150	14,265
<b>Supplies &amp; Services Expenses</b>		
Furniture		
Teaching Materials	35,000	34,354
Charges for Music Service	2,300	3,120
Games & School Activities	1,000	355
IT Maintenance and Development		
Insurance	90	152
Breakfast Club	500	820
Office Expenses	10,200	7,434
Governors Expenses	1,330	1,867
Grant Expenditure not on staff	37,458	33,127
Other Clawbacks	8,859	21,731
General Expenses		
School Meals	41,900	41,900
Service Units	14,125	18,744
<b>Gross Expenditure</b>	<b>1,848,037</b>	<b>1,957,080</b>
<b>Income</b>		
Community Use/Lettings	-500	-33,717
Grants/Other Income/Receipts	-368,142	-543,016
<b>Gross Income</b>	<b>-368,642</b>	<b>-576,733</b>
Unallocated	49,856	
Balance Carried Forward		148,904
<b>Net Expenditure Controllable By School</b>	<b>1,529,251</b>	<b>1,529,251</b>
Rates	22,069	22,069
<b>TOTAL NET EXPENDITURE</b>	<b>1,551,320</b>	<b>1,551,320</b>
<b>Balances held as at 31.3.2021</b>		
Uninvested Balance		
Invested Balance	0	
Total Balances held as at 31.3.2021	148,904	

## Our School Timetable

This year, we were able to move back towards our usual session times.

	Start	Lunch	Finish
Reception	8.55am	11.45-12.45pm	3pm
Year 1		12-1pm	
Year 2		12-12.45pm	3.05pm
Year 3			
Year 4			
Year 5			
Year 6			

## School Term and Holiday Dates 2022/2023

Term	Term starts	Half-Term starts	Half-Term ends	Term ends
Autumn 2021	5.9.22	31.10.22	4.10.22	23.12.22
Spring 2022	9.1.23	20.2.23	24.2.23	31.3.23
Summer 2022	17.4.23	29.5.23	2.6.23	24.7.23

## School Prospectus

Copies are available from the school office. There have been no major changes to the prospectus for the year 2021 - 2022.

### Curriculum – organisation and teaching methods

The school teaches the National Curriculum. The Foundation Phase (Reception to Y2) and Key Stage 2 study the prescribed subjects and areas specified.

The curriculum is due to change from September 2022. Despite the pandemic, we have continued to work on the changes demanded by this. However, this is no small task and the pandemic has undoubtedly affected progress. One silver lining from the lockdowns has been advances made in teaching and learning with IT. Blended Learning took place whilst the National Lockdowns were in place. Children used IT to continue learning whilst at home. Skills in IT, for both children and teachers, certainly developed due to this approach.

### Special Educational Needs

*(to be replaced by the Additional Learning Needs Educational Tribunal Act - ALNET phasing in from January 2022)*

From September 2021 - April 2022, Hazel Cadwaladr-Evans was the Leader for Inclusion and Dr. Cathryn Knight, the link governor. Dr. Knight's work includes researching ALN and inclusion in Wales.

An SEN Register was kept by Mrs Cadwaladr-Evans and she oversaw the special needs support throughout the school. The Register was kept to monitor children's progress and was reviewed each term.

The first stage of the SEN Register was called **School Action**. This was in class support and progress monitored by the class teacher.

If little or no progress was made after two terms, a child was moved to the next stage of the register which was called **School Action Plus**. At this stage a child had additional support, individually and in small groups. An

*Individual Education Plan (IEP) or Individual Behaviour Plan (IBP)* was written with up to 3 targets. These were shared with the child and parents. At this stage a Specialist Teacher from the Local Authority might have been involved to help set up a specific learning or behaviour programme.

The school referred children for a **Statement of Education** if progress was minimal. If approved, assessments were conducted by school, the Educational Psychologist and Health services. Parents were also invited to share information about their child's development and level of difficulty. The information was gathered, and appropriate support was put in place. This was a legally binding arrangement between the pupil and the Local Authority and provision was reviewed annually. Pupils with a Statement usually received additional adult support for part, or all of the school week.

Mrs Cadwaladr-Evans retired in April 2022, and Mrs Alyssa White was appointed as our school's new Additional Learning Needs Coordinator - or the ALNCo. She has taken over the school's move to implementing the ALN Education Tribunal Act. which the school started in January 2022. Statements are no longer issued. If children have ALN an Individual Development Plan may be written for them.

For more information on ALNET see information on the school's the website here: <https://www.grangetownprimary.com/aln-additional-learning-needs/>

Support programmes available to pupils this year include:

Language Link – receptive language development

Letters and Sounds

SAIL style literacy support

Rapid Readers

Rainbow Readers

Maths Factor

*Parents of a pupil with ALN can seek advice from SNAP Cymru (Special Needs Advice for Parents, Wales [www.snapcymru.org](http://www.snapcymru.org)). The organisation supports parents and pupils in securing the right provision for as long as is necessary.*

## Welsh Language



YSGOL EFYDD  
CYMRAEG  
CAMPUS  
CYMRAEG  
CAMPUS  
BRONZE SCHOOL

Welsh is taught throughout the school both as a stand alone lesson and daily 10-minute practice sessions. Welsh is used incidentally throughout the day via greetings and basic instructions. We were very proud to achieve the Bronze Siarter Iaith Award in the spring term. This was down to the hard work of staff and the children - especially the 'Cryw Cymreig'.

## Toilet Facilities

There are toilet facilities for the Reception children, next to their classes. Year 1 and 2 have toilet facilities near their classes. KS2 has toilets upstairs and downstairs. These were cleaned twice a day, during the height of the pandemic. As the alert level has decreased, contract cleaners clean them once daily after the children have left school. All children have access to cubicles with a paper dispenser. Soap is replenished as necessary. Paper towels and hand dryers are in all toilets.

## Healthy Eating

Breakfast Club runs in the school and offers toast, fruit juice and cereal. Cardiff Catering has delivered a very restricted menu during the height of the pandemic. By the end of the year, the kitchen was open again and serving a weir range of food. All children can bring a healthy snack to school, and this must be fruit and water. Milk is provided for all Foundation Phase children. Children also study healthy eating through the curriculum.

# School Development Plan

## School Improvement Priority Targets: 2022-2023

S I P	National Priorities	School Improvement Priorities 2022-2023 (Greater detail is held on relevant action plans)	Expected Outcomes	Governing Body strategy to meet targets
1	<p>1. Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience</p> <p>2. Reducing the impact of poverty on learners' progression and attainment</p> <p>Developing a high-quality education profession:</p> <ul style="list-style-type: none"> <li>CPD sourced through CSC, SLA Cardiff Education, externally, in-house and in collaboration with other schools via cluster, SIG and collaborative learning projects. Professional Learning Plan in place.</li> <li>SLO Survey completed and findings acted on – available this year?? Nick – can you sort/chase these please?</li> <li>Collaborative approach to improving pedagogy through duos, trios and collaboration beyond school.</li> <li>Time dedicated to research and knowledge</li> </ul>	<p><b>Curriculum for Wales:</b></p> <ol style="list-style-type: none"> <li>Continue to utilise <i>Understanding by Design</i> to further support curriculum design work and development of sequential, coherent curriculum that focuses on developing children's ability to acquire, make meaning of and transfer their learning.</li> <li>Knowledge of AoLEs is supported through training and collaboration in-house and with wider partners such as: the Cluster, CSC funded projects, Network meetings</li> <li>Knowledge of assessment and application of the Principles of Progression, Statements of What Matters and Descriptions of Learning underpins curriculum planning and is applied to learners' work.</li> <li>The curriculum is reviewed and developed throughout the year. Stakeholders are involved in, and contribute to, this work.</li> <li>Key areas for the school's progress towards CfW and its context – eg Maths, Wellbeing and RSE, online safety – are considered and developed with stakeholders.</li> </ol> <p><i>Who will help us improve?</i> CSC team for specific areas requiring support; Network meetings for AoLE teams; Improvement Partner's advice and guidance; work with cluster on AoLE and progression; collaborative work with schools across the CSC region.</p>	<ol style="list-style-type: none"> <li>Learning Units address all mandatory and statutory elements of Curriculum for Wales. These are rooted in principles of progression, and co-constructed with practitioners based on children's needs. Children's work is jointly scrutinised to ensure knowledge, skills and experiences permeate children's work and lead to good progress for many children.</li> <li>Cluster work on the AoLEs and principles of progression lead to improved staff knowledge and consistency across the locality. Link governors have met with staff and have first-hand knowledge of actions taken. Teachers and LSAs have accessed the comprehensive package of CPD available on-line, in person and in-house leading to improved practice and understanding. Professional Learning Plan in place for teachers and LSAs.</li> <li>Knowledge of the Curriculum for Wales assessment practices and the principles of progression deepen. This is reflected in parental reports, and the building of assessment/learning journey portfolios by, and for, learners.</li> <li>Regular reviews of the progress of the Learning Units have taken place with staff. Continuing improvement is secured through discussion and amendments made. Meetings to involve parents, and gain their feedback, have been delivered. Pupils' voices are heard and this informs their experiences and learning. <b>Llais Pawb and Pupil Voice Groups up and running.</b></li> <li>Key areas for our context eg: Wellbeing and RSE and online safety is understood by stakeholders. Action plans for RSE and IT/DCF are in place. <b>Maths is a priority this year due to pupil progress (see data analysis) and changes related to CfW.</b> Staff knowledge, and use of, the 5 proficiencies is improved. TLR lead's action plan in place and actioned.</li> </ol>	<ol style="list-style-type: none"> <li>Curriculum Committee meets termly – progress of action plan leads discussion - findings are fed back at FGB. Governors have first hand knowledge gleaned from link governors visit during governors' fortnight.</li> <li>As 1</li> <li>Headteacher's report contains details of staff CPD – governors' fortnight.</li> <li>Governors consider standards at Curriculum committees using data, and reports from monitoring. Parental Report format shared and discussed at FGB.</li> <li>Headteacher feeds back on reviews and meetings at FGB.</li> <li>Pupil Voice Groups to attend FGB and report on their work.</li> <li>Temp TLRs appointed for Wellbeing and RSE along with DCF/IT leads will feedback to Governors – progress of action plans will lead discussion. Maths – TLR lead will feedback as 1.</li> </ol>
2		<p><b>Learning and Teaching: Pedagogy -</b></p> <ol style="list-style-type: none"> <li>Strengthen the 'Why?' about pedagogy choices.</li> <li>Embed Rosenshine's principles of Instruction: 2,4,8 and expand to consider all principles.</li> <li>Staff can identify, articulate and implement effective LO and SC.</li> <li>Plan effective L and T strategies to support Acquisition (knowledge and skills), Meaning Making and Transference of learning.</li> <li>Support new members of staff to ensure consistency in school's L and T practice.</li> <li>High Quality Learning and Teaching supports and underpins PDG plan.</li> </ol> <p><b>Equity and Excellence Document</b> utilised (see also PDG Action Plan).</p> <p><b>7. EEF Toolkit</b> is used to further inform improvement – metacognition, already present in Rosenshine and</p>	<ol style="list-style-type: none"> <li>All staff reflect on their practice and the impact of their pedagogical choices on the effective facilitation of children's learning. <b>(Shared Perf Man target?)</b></li> <li>Most teachers are utilising Pol 2,4,8 effectively leading to improvements in children's learning. Many staff are exploring the other Pol</li> <li>Most LOs and SCs are effective in progressing children's learning.</li> <li>All Learning Unit planners clearly indicate A,M,T in lessons planned ensuring there is a sequential build of children's learning and progression.</li> <li>All new staff members are consistently implementing the school's L&amp;T practices effectively.</li> <li>See PDG plan</li> <li>Temp TLR lead for metacognition – action plan in place to ripple this through the school. Many staff can apply metacognition strategies in the classroom. Where practice is more secure, children are able to show/articulate effective learning practices.</li> </ol> <p><b>Progression and Assessment</b></p> <p>8. R1 &amp; R4: Pupil progress: Staff focus on children with barriers to their learning – eFSM, EE, weaker skills. Data analysis along with wider observations and</p>	<ol style="list-style-type: none"> <li>Findings from monitoring shared at Curriculum Committee</li> <li>As 1</li> <li>As 1</li> <li>As 1</li> <li>Induction plan is in place, progress towards assimilation in Headteacher's report</li> <li>DHT reports on PDG progress at FGB – link governor during governors' fortnight. Family Liaison Officer in place with focus on supporting families – work reported on in FGB and during governors' fortnight</li> <li>Temp TLR appointed for learning and teaching with a focus</li> </ol>

	<p>building of all staff.</p> <ul style="list-style-type: none"> <li>Performance management targets are based on SIP priorities.</li> </ul> <p><b>Inspirational leaders working collaboratively to raise standards</b></p> <ul style="list-style-type: none"> <li>Senior leaders foster a culture that embeds co-construction.</li> <li>Time is prioritised for whole school community to engage with changes.</li> <li>All staff contribute to school improvement planning.</li> </ul>	<p>Understanding by Design, to be developed alongside this action plan.</p> <p><b>Progression and Assessment</b></p> <p>8. High quality assessment for, and of, learning in class is clearly planned for and practised in class.</p> <p>A wide range of diagnostic data is used to support observation and qualitative assessment.</p> <p>APP meetings are completed at least termly.</p> <p>All staff can articulate what universal provision is and their classroom and practice reflects this.</p> <p><b>Who will help us improve?</b> <i>Pedagogical team and Equity and Excellence teams.at CSC; Improvement partner's advice and guidance;</i></p>	<p>evidence, leads to at least expected progress in reading and maths (see data analysis). Pupils are starting to explain their learning strategies and needs. Parental reports and evenings reflect the CfW approach to assessment and progression.</p>	<p>on metacognition and oracy. Will feedback as 6.</p> <p>8. R1 &amp; R4: As 1</p>
3	<p><b>Strong and inclusive school committed to excellence, equity and well-being.</b></p> <ul style="list-style-type: none"> <li>Review of SEP spring '23- Nicki</li> <li>Consideration of Equity and Excellence document <a href="https://www.cscies-cronfa.co.uk/research?query=equity%20and%20excellence&amp;strict=false&amp;popupUri=%2FResource%2E86d15487-d417-4a95-8855-b9ecfddff544">https://www.cscies-cronfa.co.uk/research?query=equity%20and%20excellence&amp;strict=false&amp;popupUri=%2FResource%2E86d15487-d417-4a95-8855-b9ecfddff544</a></li> <li>Curriculum design, learning and teaching and ALNET work all focus on the development of high quality practice that includes all learners.</li> <li>PDG Action plan.</li> <li>P2B</li> <li>Rights Respecting work</li> <li>Appointment of wellbeing and RSE lead.</li> </ul> <p><b>Robust assessment evaluation and accountability arrangements supporting a self-improving system.</b></p> <ul style="list-style-type: none"> <li>Monitor, evaluate and review processes in place.</li> </ul>	<p><b>ALNET and inclusive practice:</b></p> <ol style="list-style-type: none"> <li>Staff are able to explain ALN Reform as it impacts on the children they work with.</li> <li>ALNCo seeks feedback on IDP content. IDPs are in place for all children with ALN.</li> <li>Teachers, TAs and pupils will attend IDP meetings.</li> </ol> <p><b>Differentiated provision for children identified as class action and those with ALN :</b></p> <ol style="list-style-type: none"> <li>High quality, differentiated and targeted provision is in place for class action and ALN learners.</li> <li>LSAs are carrying out targeted interventions which secure progress.</li> <li>Universal provision in place for all learners</li> </ol> <p><b>Who will help us improve?</b> <i>ALNCo to attend: ALN Cluster meetings; ALNCo Forums, ALNCo to share IDPs with LA and gain feedback. Ed Psych team.</i></p>	<ol style="list-style-type: none"> <li>Good understanding articulated by teachers and LSAs and this is reflected in children's targets, the classroom environment, lesson planning and children's work leading to many ALN and class action children making expected progress.</li> <li>Feedback from the LA is acted on meaning IDPs are effective and support children's progress. Many children with ALN have IDPs in place.</li> <li>IDPs have input from the range of relevant stakeholders.</li> </ol> <p><b>Differentiated provision for children identified as class action and those with ALN:</b></p> <ol style="list-style-type: none"> <li>Many class action and ALN children are making expected progress (see 1).</li> <li>Intervention data shows good progress, from their starting points, for many children. LSAs have accessed further training and support meaning practice in nearly all intervention groups is at least good.</li> <li>Inclusive practice means nearly all children are able to access support and help through their day to help build their learning independence (see also: L&amp;T, metacognition action plans)</li> </ol>	<ol style="list-style-type: none"> <li>Curriculum Committee meets termly – progress of action plan leads discussion Governors have first hand knowledge gleaned from link governors visit during governors' fortnight.</li> <li>As 1</li> <li>As 1</li> <li>Data analysis termly, shared with governors.</li> <li>As 1</li> <li>As 1</li> </ol>
4	<p><b>Robust assessment evaluation and accountability arrangements supporting a self-improving system.</b></p> <ul style="list-style-type: none"> <li>Monitor, evaluate and review processes in place.</li> </ul>	<p><b>Maths</b></p> <ol style="list-style-type: none"> <li>Maths lead knowledge is increased and sequential and coherent CfW maths plans and unit plans are created, developed and implemented. (Awaiting more information from the Consortium on this).</li> <li>Improved staff knowledge of the PoP, DoL and the 5 proficiencies is evident in planning and this impacts positively on children's work. Maths planning is clear, coherent and sequential leading to stage appropriate maths progression through the school.</li> <li>Many children's understanding of key concepts and skills are effectively progressed. Work in books, PoP, PTM and WG scores show good progress for many children.</li> <li>Many children articulate their maths understanding, and the strategies they need to use to improve their learning</li> </ol> <p><b>Who will help us improve?</b> <i>CSC maths team for specific areas requiring support; Network meetings for maths lead;</i></p>	<ol style="list-style-type: none"> <li>Maths lead attends all CSC training opportunities and works with other schools through funded projects. Information gained is used to support staff improvement in knowledge of the PoP, DoL and 5Ps through Twilights, workshops, Professional Learning Days and model lessons. Calculation overview for the 4 rules of number completed. This is linked to Big Maths and all staff utilise this to plan for next steps.</li> <li>Clear understanding of the 5Ps with progressive planning identifying next steps - this is transferred to teaching. Development of the concrete, pictorial and abstract approach to maths is indicated in the calculation overview for the 4 rules of number. Staff use this to support resource choice to aid the development of different number skills. Monitoring of planning shows a clear understanding of the process and how to support children's learning.</li> <li>A breadth of activities (SAFE and CLIC) support particular skills, to allow children to secure, consolidate and apply these skills to different contexts. Differentiation (ALN to MAT) is effective and clear in books through the use of concrete resources, word problems, Prove its, short reasoning tasks or mastery tasks. Monitoring of teaching and learning shows many lessons are effective in advancing children's learning.</li> </ol>	<ol style="list-style-type: none"> <li>Curriculum Committee meets termly – progress of action plan leads discussion - findings are fed back at FGB. Governors have first hand knowledge gleaned from link governors visit during governors' fortnight.</li> <li>Governors consider standards at Curriculum committees using data, and reports from monitoring.</li> <li>As 1 and 2</li> <li>As 1 and 2</li> </ol>



<ul style="list-style-type: none"><li>• NREI to be introduced 2022-2023</li><li>• Cluster work, SIG 30, CSC project work</li></ul>	<p><i>Professional learning opportunities for staff; Improvement Partner's advice and guidance; collaborative work with schools across the CSC region.</i></p>	<p>Data analysis shows many children make good progress. Data is analysed for vulnerable learners' progress. Action is taken to address any slowing of progress.</p> <p>4. Sentence stems and key mathematical vocabulary are used by children to explain their mathematical work and thinking. Children's explanations will be oral and, where able, written. Where able, children will articulate the steps to use to improve their learning (see metacognitive action plan).</p>
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