

Ysgol Gynradd Grangetown Primary School Governors' Annual Report for 2022—2023



Learning together for a bright future

**This report refers to the autumn, spring and summer terms
September 2022 - July 2023**

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

Statement from the Chair of Governors

As we welcomed the 2022-2023 academic year at Grangetown Primary School, there was a familiar buzz of excitement and a shared sense of purpose. This year, we've built on our experiences, embracing the *new normal* that we created last year, which combines the best of what we've learned with the warmth and community spirit that defines us. Our focus on wellbeing has remained strong, creating a supportive atmosphere where everyone can thrive.

This year has been about taking the innovative ideas that sparked last year and bringing them to life in our classrooms. We've seen our curriculum grow richer, offering our students even more engaging and diverse learning experiences. It's been a joy to see the curiosity and enthusiasm in our students' eyes as they explore new concepts and ideas.

We've faced our share of challenges, but the strength of our Grangetown Primary family—students, parents, teachers, and leadership—has shone through. Everyone's hard work and dedication have been the driving force behind this year's successes.

A big thank you to each and every member of our school community. Your efforts and support have made this academic year a wonderful journey. Here's to continuing our journey together, nurturing the bright futures that lie ahead for all our students.

Parent Meetings

During 2022-2023, 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

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
Ifrah Mahamoud (27/03/2027)	Support Staff Governor	} and non-teaching staff
Huda Ali (01/03/2026)	Parent Governor	}
Saynab Faarah (03/07/2027)	Parent Governor	}Elected by parental vote
Ferzana 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 (22/04/2027)	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
Cathryn Knight (25/11/2025)	Local Authority	
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

We were very pleased to see the return of more sporting activities to school. PE continued in all year groups. Staff ran after school sporting clubs for football and cycling for girls. Y6 and Y4 attended swimming lessons at the Cardiff International Pool. Y4, 5 and 6 attended cricket events at Sophia Gardens, and Years 3-6 attended an inter-schools sports event at Marl Park.

Community Links

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.

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

CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2022-2023				
Governing Body/Corff Llywodraethu of:		Grangetown Primary School		
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	950,864		974,417	
Special Needs Teachers/Athrawon Anghenion Arbennig	67,946		64,046	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	0		0	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	36,142		82,450	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	179,949		139,739	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyyr	249,872		249,609	
Foreign Language Assistants/Cynorthwyyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwylwyr Canol Dydd	24,280		23,975	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	26,763		27,771	
Administrative Staff/Staff Gweinyddol	0		0	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	52,764		62,229	
Other Staff Costs/Costau staff eraill	108,754		245,330	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		1,697,334		1,869,565
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	0		0	
Domestic Staff/Staff Domestig	5,631		5,894	
Grounds Staff/Staff y Tir	0		0	
Cleaning Costs/Costau Glanhau	63,246		59,141	
Energy Costs/Costau Ynni	31,265		22,342	
Rates/Cyfraddau	22,069		22,069	
Water/Dŵr	7,613		6,974	
Total Premises Related Costs/Cyfanswm Costau Eiddo		152,889		156,300
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	0		0	
Vehicle Costs/Costau Cerbydau	0		0	
Total Transport Costs/Cyfanswm Costau Cludiant		0		0
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	48,000		54,382	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	19,454		17,443	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		8,369	
Catering Costs/Costau Arlwyo	1,000		1,152	
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynllion	66,069		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	4,200		1,735	
Consultants Fees/Ffioedd Ymgynghorwyr	0		0	
Examinations Fees/Ffioedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	1,000		3,728	
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,650		1,501	
Other office costs/Costau swyddfa eraill	3,390		3,698	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	6,000		5,749	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliadau a threuliau	0		0	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		150,763		97,757
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	0		0	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	15,349		15,766	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		15,349		15,766

Income/Incwm			
Additional Central Funding/Nawdd Canolog Ychwanegol	-359,122		-129,410
Community Education/Addysg Cymunedol	0		0
Donations/Rhoddion	0		-16,847
Lettings/Gosodiadau	0		0
Other Income/Incwm arall	0		-2,402
Grant Income/Incwm rhent	0		-472,689
Sales/Gwerthiannau	0		0
School Meals Recharge/Talu am Brydau Ysgol	0		0
Training and Tuition Income/Incwm Hyfforddiant	0		-3,401
Total Income/Cyfanswm Incwm		-359,122	-624,749
Interest and Other/Llog ac Arall			
Interest on investments/Llog ar fuddsoddiadau	0		0
School Investments/Buddsoddiadau Ysgol	0		0
Withdrawal Investments/Buddsoddiadau Dileadau	0		0
School Deficit/Gwariant Ysgol			
Temporary Loans/Benthyciadau Dros Dro	0		0
Temporary Loans/Benthyciadau Dros Dro	0		0
Interest/Llog	0		0
Total Interest and Other/Cyfanswm Llog ac arall		0	0
Total Net Expenditure/Cyfanswm Gwariant Net		1,657,213	1,514,639
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddiwyd a ddygwyd ymlaen		-148,903	
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-22,068.75	-22,068.75
Contribution to / from balances/Cyfraniad i / o falansys			-6,329
Revised Net Expenditure/Gwariant Net Diwygiedig		1,486,241	1,486,241

Summary/Crynodeb

Total resources available in 2022-2023 / Cyfanswm adnoddau ar gael yn 2022-2023

£

School balances Brought forward from 2021-2022/Balansau ysgol a ddygwyd ymlaen o 2021-2022	148,903.04
School Loans Brought forward from 2021-2022/Benthyciadau Ysgol a Ddygwyd ymlaen o 2021-2022	0.00
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0.00
Total delegated resources/Cyfanswm adnoddau dirprwyedig	1,508,310

Total/Cyfanswm 1,657,213.04

Actual Expenditure/Gwariant Cyflawnedig	1,514,639.44
Less change in investments/Llai'r newid mewn buddsoddiadau	0.00
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro	0.00
Less variance in earmarked rates/Llai'r amrywiad â chyfraddau a glustnodir	0.00

Total balance carried forward to 2023-2024/Cyfanswm Balans a ddygwyd ymlaen i 2023-2024 142,573.60

Statement of Balances Held/Datganiad Balansau

£

Uninvested Balance as at 31st March 2023/Balans na fuddsoddiwyd ar 31 Mawrth 2023	142,573.60
Invested Balance as at 31st March 2023/Balans a fuddsoddiwyd ar 31 Mawrth 2023	0.00
Outstanding Loans as at 31st March 2023/Benthyciadau dros ben ar 31 Mawrth 2023	0.00

Total Balances held as at 31st March 2023/Cyfanswm Balansau ar 31 Mawrth 2023 142,573.60

for Corporate Director Resources
Prif Cyfarwyddwr Corfforaethol Adnoddau

i. Allwood

Our School Timetable

	Start	Lunch	Finish
Reception	8.55am	11.45-12.45pm	3pm
Year 1		12-1pm	
Year 2			
Year 3		12-12.45pm	3.05pm
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 2023	4.9.23	30.10.23	3.11.23	22.12.23
Spring 2024	8.1.24	12.2.24	16.2.24	22.3.24
Summer 2024	8.4.24	27.5.24	31.5.24	22.7.24

School Prospectus

Copies are available from the school office. The prospectus is updated yearly.

Curriculum – organisation and teaching methods

The school follows the Curriculum for Wales, and this was implemented across Wales from September 2022. The school had been working on understanding the demands of the new curriculum culminating in the adoption of an *Understanding by Design* approach to our new curriculum. The school has a fully explained summary of the curriculum on its website which can be accessed here: <https://primarysite-produced.s3.amazonaws.com/grangetown-primary-school/UploadedDocument/5f31594c-4a82-45c7-afe6-c1e4b29b77e1/curriculum-policy-sept-2023.pdf>

Additional Learning Needs (ALN)

Alyssa White is the Additional Learning Needs Co-ordinator and Dr. Cathryn Knight, the link governor. Dr. Knight's work includes researching ALN and inclusion in Wales.

The school remains firmly committed to the principles of inclusive education, embodying a philosophy where every student is embraced, valued, and encouraged to reach their full potential. We aim to actively foster an environment that prioritises diverse learning styles, cultivates mutual respect, and provides personalised support to cater to individual needs. Through these inclusive practices, we aim to eliminate barriers to learning, celebrate diversity, and establish a sense of belonging that empowers each child to excel academically, socially, and emotionally.

The school maintains a careful approach to identifying individual children with ALN. A Class Action list is kept by Mrs. White and she oversees the additional targeted and individual support some children may need. The school identifies the first step in addressing learning support needs through **Class Action**. This is met through high quality teaching and differentiation by the class teacher.

If little or no progress is made after two terms, a child is moved to the next stage: **Class Action Plus**. At this stage a child may receive additional support, individually and in small groups. A One Page Profile, with SMART targets, is written by the class teacher and overseen by Mrs. White. Wherever possible, these are co-constructed with the child and parents. At this stage, a Specialist Teacher from the Local Authority might become involved to help set up a specific learning or behaviour programme.

If there continues to be concerns about progress, the school may write an Individual Development Plan (IDP). This will usually mean assessments have been conducted. These assessments may include: school based assessments, assessments completed by the LA Specialist Teacher, the Educational Psychologist and Health Services. Parents are also invited to share information about their child's development and level of difficulty. The information is gathered through a Person Centred Meeting where professionals, school, parents and - if appropriate - the child meet to discuss the best ways to meet the child's needs. The aim of these meetings is to place the needs of the child as central to the decision making.

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

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**). The organisation supports parents and pupils in securing the right provision for as long as is necessary.*

Welsh Language



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 are proud to hold the Bronze Siarter Iaith Award and we are currently working towards the silver award.

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 are cleaned by contract cleaners 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. The school kitchen follows Cardiff Catering menu which is aligned with healthy eating goals. All children can bring a healthy snack to school, and this must be fruit and water. Milk is provided for all children from Reception to Year 2. We continue to aim to educate children about the importance of healthy eating by covering it through the curriculum.

School Development Plan

School Improvement Priority Targets: 2022-2023

SIP	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"> ● 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. ● SLO Survey completed and findings acted on ● Collaborative approach to improving pedagogy through duos, trios and collaboration beyond school. ● Time dedicated to research and knowledge building of all staff. ● Performance management targets are based on SIP priorities. <p>Inspirational leaders working collaboratively to raise standards</p>	<p>Curriculum for Wales:</p> <ol style="list-style-type: none"> 1. 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. 2. Knowledge of AoLEs is supported through training and collaboration in-house and with wider partners such as: the Cluster, CSC funded projects, Network meetings 3. 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. 4. The curriculum is reviewed and developed throughout the year. Stakeholders are involved in, and contribute to, this work. 5. 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. <p><i>Who will help us improve? 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.</i></p>	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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. 4. 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. Pupil Voice Groups up and running. 5. 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. <p>Maths is a priority this year due to pupil progress (see data analysis) and changes related to CfW. Staff knowledge, and use of, the 5 proficiencies is improved. TLR lead's action plan in place and actioned.</p>	<ol style="list-style-type: none"> 1. 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. 2. As 1 3. Headteacher's report contains details of staff CPD – governors' fortnight. 4. Governors consider standards at Curriculum committees using data, and reports from monitoring. Parental Report format shared and discussed at FGB. 5. Headteacher feeds back on reviews and meetings at FGB. 6. Pupil Voice Groups to attend FGB and report on their work. 7. 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.
2	<p>Inspirational leaders working collaboratively to raise standards</p>	<p>Learning and Teaching: Pedagogy -</p> <ol style="list-style-type: none"> 1. Strengthen the 'Why?' about pedagogy choices. 2. Embed Rosenshine's principles of Instruction: 2,4,8 and expand to consider all principles. 3. Staff can identify, articulate and implement effective LO and SC. 4. Plan effective L and T strategies to support Acquisition (knowledge and skills), Meaning Making and Transference of learning. 5. Support new members of staff to ensure consistency in school's L and T practice. 6. High Quality Learning and Teaching supports and underpins PDG plan. <p>Equity and Excellence Document utilised (see also PDG Action Plan).</p> <p>7. EEF Toolkit is used to further inform improvement – metacognition, already present in Rosenshine and</p>	<ol style="list-style-type: none"> 1. All staff reflect on their practice and the impact of their pedagogical choices on the effective facilitation of children's learning. 2. Most teachers are utilising PoI 2,4,8 effectively leading to improvements in children's learning. Many staff are exploring the other PoI 3. Most LOs and SCs are effective in progressing children's learning. 4. All Learning Unit planners clearly indicate A,M,T in lessons planned ensuring there is a sequential build of children's learning and progression. 5. All new staff members are consistently implementing the school's L&T practices effectively. 6. See PDG plan 7. 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. <p>Progression and Assessment</p> <p>8. R1 & R4: Pupil progress: Staff focus on children with barriers to their learning. Data analysis along with</p>	<ol style="list-style-type: none"> 1. Findings from monitoring shared at Curriculum Committee 2. As 1 3. As 1 4. As 1 5. Induction plan is in place, progress towards assimilation in Headteacher's report 6. 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 7. Temp TLR appointed for learning and

	<ul style="list-style-type: none"> Senior leaders foster a culture that embeds co-construction. Time is prioritised for whole school community to engage with changes. All staff contribute to school improvement planning. <p>Strong and inclusive school committed to excellence, equity and well-being.</p>	<p>Understanding by Design, to be developed alongside this action plan.</p> <p>Progression and Assessment</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><i>Who will help us improve?</i> <i>Pedagogical team and Equity and Excellence teams at CSC; Improvement partner's advice and guidance;</i></p>	<p>wider observations and 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>teaching with a focus on metacognition and oracy. Will feedback as 6.</p> <p>8. R1 & R4: As 1</p>
3	<ul style="list-style-type: none"> Review of SEP spring '23. Consideration of Equity and Excellence document https://www.cscj.es-cronfa.co.uk/search?query=equity%20and%20excellence&strict=false&popupUri=%2FResource%2F86d15487-d417-4a95-8855-b9ecfdff544 Curriculum design, learning and teaching and ALNET work all focus on the development of high quality practice that includes all learners. <p>Robust assessment evaluation and accountability arrangements supporting a self-improving system.</p> <ul style="list-style-type: none"> PDG Action plan. P2B Rights Respecting work Appointment of wellbeing and RSE lead. 	<p>ALNET and inclusive practice:</p> <ol style="list-style-type: none"> Staff are able to explain ALN Reform as it impacts on the children they work with. ALNCo seeks feedback on IDP content. IDPs are in place for all children with ALN. Teachers, TAs and pupils will attend IDP meetings. <p>Differentiated provision for children identified as class action and those with ALN :</p> <ol style="list-style-type: none"> High quality, differentiated and targeted provision is in place for class action and ALN learners. LSAs are carrying out targeted interventions which secure progress. Universal provision in place for all learners <p><i>Who will help us improve?</i> <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"> 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. Feedback from the LA is acted on meaning IDPs are effective and support children's progress. Many children with ALN have IDPs in place. IDPs have input from the range of relevant stakeholders. <p>Differentiated provision for children identified as class action and those with ALN:</p> <ol style="list-style-type: none"> Many class action and ALN children are making expected progress (see 1). 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. 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&T, metacognition action plans) 	<ol style="list-style-type: none"> Curriculum Committee meets termly – progress of action plan leads discussion Governors have first hand knowledge gleaned from link governors visit during governors' fortnight. As 1 As 1 Data analysis termly, shared with governors. As 1 As 1
4	<p>Robust assessment evaluation and accountability arrangements supporting a self-improving system.</p> <ul style="list-style-type: none"> Monitor, evaluate and review processes in place. NREI to be introduced 2022-2023 Cluster work, SIG 30, CSC project work 	<p>Maths</p> <ol style="list-style-type: none"> 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). 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. 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. Many children articulate their maths understanding, and the strategies they need to use to improve their learning <p><i>Who will help us improve?</i></p>	<ol style="list-style-type: none"> 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. 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. 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. 	<ol style="list-style-type: none"> 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. Governors consider standards at Curriculum committees using data, and reports from monitoring. As 1 and 2 As 1 and 2

		<p><i>CSC maths team for specific areas requiring support; Network meetings for maths lead; Professional learning opportunities for staff; Improvement Partner's advice and guidance; collaborative work with schools across the CSC region.</i></p>	<p>Monitoring of teaching and learning shows many lessons are effective in advancing children's learning. 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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Ysgol Gynradd Grangetown Primary School Governors' Annual Report for 2022—2023



Learning together for a bright future

This **SUMMARY** report refers to the autumn, spring and summer terms
September 2022 - July 2023

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

Statement from the Chair of Governors

As we welcomed the 2022-2023 academic year at Grangetown Primary School, there was a familiar buzz of excitement and a shared sense of purpose. This year, we've built on our experiences, embracing the *new normal* that we created last year, which combines the best of what we've learned with the warmth and community spirit that defines us. Our focus on wellbeing has remained strong, creating a supportive atmosphere where everyone can thrive.

This year has been about taking the innovative ideas that sparked last year and bringing them to life in our classrooms. We've seen our curriculum grow richer, offering our students even more engaging and diverse learning experiences. It's been a joy to see the curiosity and enthusiasm in our students' eyes as they explore new concepts and ideas.

We've faced our share of challenges, but the strength of our Grangetown Primary family—students, parents, teachers, and leadership—has shone through. Everyone's hard work and dedication have been the driving force behind this year's successes.

A big thank you to each and every member of our school community. Your efforts and support have made this academic year a wonderful journey. Here's to continuing our journey together, nurturing the bright futures that lie ahead for all our students.

Parent Meetings

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

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>

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.

Sporting Activities

We were very pleased to see the return of more sporting activities to school. PE continued in all year groups. Staff ran after school sporting clubs for football and cycling for girls. Y6 and Y4 attended swimming lessons at the Cardiff International Pool. Y4, 5 and 6 attended cricket events at Sophia Gardens, and Years 3-6 attended an inter-schools sports event at Marl Park.