



Annual Report of the Governing Body

September 2020 to July 2021

Due to the relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020 that came into force on 7 August 2020 this Annual Governor's Report to Parents will not contain:

- Information on school performance for 2020/21;
- Information on school attendance and unauthorised and authorised absences for 2020 /21;

All governing bodies of maintained schools are required by the Welsh Government to produce an Annual Report to Parents. Our report contains the required statutory content in line with the changes for this year. We have also included additional information and guidance we think is helpful for parents.

Message from the Chair of Governors

Welcome to our Annual Governors' Report Croeso i'n Hadroddiad y Llywodrsaethwyr Blynyddol

I am Janet Robins and I am the new Chair of Governors. I was elected in July 2021, succeeding Kathryn Edwards. I live in Goytre and have been a Community Governor for ten years and have been Vice Chair of Governors for the last two years. In last year's report Mrs Edwards alluded to the massive changes and challenges that the school went through. In September 2020, pupils returned to school and it was hoped that this would continue for the rest of the academic year. However, due to Covid-19 restrictions the school had to close again in January 2021 with pupils only fully returning after Easter 2021. Children of key workers and vulnerable children received support at the school during this second lockdown, after previously using our Village Hall during the summer of 2020.

On December 29th 2020, we had the great news that Estyn had released us from our category of "Estyn Monitoring", recognising the work that had gone into evaluation and focussed school improvement since their visit in May 2019. We were delighted that they acknowledged how much improvement had been made at Goytre Fawr and the hard work and sacrifices that staff and governors had made to ensure that.

During the Spring Term 2021, school returned to the blended learning approach that had been implemented so successfully in the previous academic year, allowing our children to continue learning at home until they returned to school for the Summer Term 2021.

All this change, led to yet another disjointed year which means some aspects of this report are not available, such as the usual data and attendance figures. The challenges remained similar to the previous year in that there was a continued emphasis on health and safety in order to keep our staff and our children as safe as possible. In tandem with this was an increased emphasis on wellbeing, with new approaches such as therapy dogs, a play therapist, wellbeing guinea pigs, the 'Cwtch' room, The Snug room, mindfulness practices, nurture groups etc being introduced. Despite the disruption, good results were achieved at the end of Foundation Phase with Key Stage 2 results at the higher Level 5, being the best in recent years, which is an excellent achievement, especially when we consider the circumstances. It was also positive that the Year 6 residential trip to Crickhowell was able to go ahead, with our children enjoying some real highlights before moving on to KS3.

Work of the Governing Body

I wish to thank my fellow governors for the additional work this year on top of "ordinary" governor work. Like staff and pupils, governors have also needed to use digital technology to support our work and we have adapted to most meetings being held via TEAMS. As well as recruitment, we have spent much time reviewing risk assessments and considering health and safety matters. Governor work is time consuming and done on a voluntary basis but is very rewarding.

The Governing Body

There have been several changes to the Governing Body. We welcomed Peter Daniel in the Autumn term 2020 as the Community Councillor representative and three governors, Kathryn Edwards, Jane Parker and Felicity Jay finished in July 2021. All three governors have been committed and enthusiastic members of the

Governing Body who will be greatly missed. In particular Mrs Edwards has given ten years of dedicated service to the school, mostly in the role of Chair, and will be a tough act to follow!

A Note of Thanks

It has been yet another very challenging year and the Governors want to particularly thank Headteacher, Mike Gough, for his tireless work in in keeping everyone safe, leading the school in transforming teaching through our blended learning approaches and retaining a measure of continuity and normality for both children, staff and families.

Thanks are also due to all staff at Goytre Fawr Primary School: the teachers, teaching assistants and the midday supervisors and, of course, Mrs. Helen Zammitt, our invaluable school administrator, who has provided a continued link with school and homes during this difficult time.

I would also like to extend thanks to the committed members of our FROGS. Special thanks to the Chair, Emma Beer, Rhian Pollard as Treasurer, and Samantha Jones as Secretary. Members have worked hard to fundraise and provide equipment to enhance the school life of our pupils. More details of their work are given on page 6 of this report.

My thanks must also go to all of you, our parents and carers, for the part that you play in your child's education particularly with facilitating home learning, which we recognise has not been an easy task!.

Finally, thanks go to the most important people in our school, the pupils themselves. They have experienced two very fragmented and difficult years but despite this have coped admirably with all the changes and disruption. Well done to the pupils and to their parents and carers. They are a great credit to you all!

Dr. Janet Robins, Chair of Governing Body

A. Details of the arrangements for the next Annual Parents' Meeting

There will be no parents' meeting this year but any feedback or queries are welcomed and should be emailed to school.

B. Details of any meetings held following a Parental Petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Governors received no petition for a meeting during the year 2020-21 and therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

C. Details about the members of the Governing Body and Clerk

Chair: Dr. Janet Robins c/o Goytre Fawr Primary School
Clerk to Governing Body c/o EAS, Tredomen Gateway,
Tredomen Park, Ystrad Mynach, Hengoed, CF82 7EH

Membership of the Governing Body

Governor Type	Governor	Office End Date
Community Governor – appointed by Community Council	Mr Peter Daniel	20.10.2024
Community Governors – appointed by Governing Body	Mrs Felicity Jay Mr Philip Griffiths Dr. Janet Robins	Finished 07.07.21 10.07.2022 28.01.2024
Local Authority Appointed Governors	Mr David Owen Mrs Jane Parker Mr Jonathon Davies	01.12.2018 Finished 07.07.21 30.06.2024
Parent Governors	Mrs Kathryn Edwards Mrs Kim Aspland Mrs Kate Morris Mr Simon Jones	Finished 07.07.21 28.03.2023 27.11.2022 19.12.2023
Staff Governor	Mrs Jackie Williams	06.10.2023
Teacher Governor	Mr Jonathan Small	14.05.2022
Headteacher	Mr Mike Gough	
Observer	Mrs Lisa Wilkinson	

D. Information about the arrangements for the next election of parent governors.

Mrs. Edwards finished as a parent Governor at the Annual General Meeting (AGM) on 07.07.21. That will create a vacancy in September 2021 and a new parent Governor will need to be elected. Mrs. Edwards' departure also created a vacancy as a Chair of Governors and Dr Janet Robins was elected to that role.

E. School's Financial Statement

No gifts or donations were received, or claims made by Governors for expenses.

H. Transition

The schools that Year 6 children moved on to at the end of the last academic year were as follows:

St Albans	King Henry VIII	Croesyceiliog	Monmouth	Rougemont	Caldicot	Crickhowell
3	22	1	1	1	1	1

We work closely with our secondary schools to ensure a smooth transition from Year 6 at Goytre Fawr to Year 7 at the secondary school. Links between the schools have been forged and many opportunities have been developed to further aid transition from primary to secondary education.

Transition starts when pupils are in Year 5 with full day visits including taster lessons. There are more regular visits when pupils are in Year 6 and school ALNCos meet in the summer term to share information about children who have additional learning needs and the strategies that will be required to ensure as smooth a transition as possible. This year, as many virtual and online opportunities were put into place as was possible to aid transition.

I. Pre-Schools

We continue to work very closely with the pre-schools in the local area i.e. Little Stars, Llanover Day Nursery, Little Chums, Poppies, Sunflowers, Usk Nursery and New Inn to ensure that the transition for those children starting at Goytre Fawr Primary School is made as smooth as possible. This includes the children attending taster days, Christmas Concert and transition days including staying for lunch. This year, online TEAMS meetings were set up with the Reception staff and pre-school homes.

J. Community Links

Governors recognise that Goytre Fawr Primary School continues to value the importance of developing communities through visits, assemblies, inviting visitors into school, concerts and special events. They involve pupils in the local community, not only to enrich their education but also so that they learn how to participate in a practical way in the life and concerns of their neighbourhood and communities.

Working with parents, local residents, the business community, public services, and voluntary services continues and teaches the children to become ethically informed citizens.

K. Goytre Fawr Primary School FROGS (PTFA) Report

Goytre Fawr PTFA- also known as the Friends and Relatives of Goytre School, is run by a small group of parent volunteers.

The aim of FROGS is to raise additional funds to enable us to purchase equipment that may not be covered by the school budget, but also to enhance the childrens' experience of attending Goytre Fawr Primary School, by providing them with social occasions, such as the Summer Fayre and Halloween Disco. Due to Covid restrictions we were unfortunately not able to do as much as we wanted.

FROGS started the September 2020 term contributing towards the Eco classroom and the Foundation Phase canopy. In the Autumn term we had an amazing fundraising event Grow A Pound which gave us an outstanding £3880.40. With this FROGS were able to contribute the following:

- ✓ sweets for each class for their Halloween parties and a colouring competition
- ✓ a visit from a social distancing Santa who provided each child with a large tub of sweets
- ✓ Christmas buffet for each class
- ✓ Easter eggs for each child at the end of term
- ✓ all refreshments for the amazing Olympic Sports Day
- ✓ Domino pizza and chips for the Year 6 leavers' sleep over
- ✓ Year 6 leavers' year books
- ✓ Hot dogs at the year 6 final day party
- ✓ Football goals
- ✓ Basketball hoop
- ✓ Netball posts
- ✓ Finally, the purchase of an outdoor activity area which should be ready for spring 2023.

Despite not being able to hold our usual events, with parental contributions we have been able to hold Ice Cream Fridays and a Uniform Shop.

FROGS would like to thank all Parents, Teachers and Governors, Mrs Zammitt and our amazing children for all their help during this time.

Thank you.

L. Sports and Extra-Curricular Sports Activities

Goytre Fawr Primary School continue to utilise specialist sports coaches and staff to help deliver both curriculum and extra-curriculum activities. This includes:

- Cricket
- Tennis
- Multi-skills
- Sports Ambassadors
- Football
- Netball
- Rugby
- Music
- Minecraft

- Gardening
- Zumba (with parent, Mrs Anderson)

M. Policies Reviewed and Adopted for Academic Year 2020-21

- Behaviour
- Anti-Bullying
- Child Protection and Safeguarding
- Performance Management
- School Teacher's pay and conditions
- Blended Learning
- Model Pay
- Relationships and Sexuality
- Special leave for School Based employees

N. Term dates and sessions times

Term Dates 2020/21						
	Term Starts/Finishes		Half term break		Term Starts/Finishes	
Autumn Term 2020	1/9/20 – 18/12/20		26/10/20 - 30/10/20		2/1/20 – 18/12/20	
Spring Term 2021	4/1/21- 26/3/21		15/2/21- 19/2/21		22/2/21 – 26/3/21	
Summer Term 2021	12/4/21-20/7/21		31/5/21- 4/6/21		7/6/21 - 20/7/21	
INSET closure days	1/9/20	2/9/20	5/10/20	6/01/21	30/4/21	2/7/21

O. Changes to information in the School Prospectus

- Staffing
- Curriculum Areas updated.

P. Curriculum Information

There is significant curriculum reform taking place in Wales at the moment with the new curriculum being implemented fully in 2022. We are beginning to work with and develop our teaching and learning in light of this. The four core purposes of the new curriculum expect that our learners will be:

- Ambitious and capable learners
- Healthy and confident individuals
- Enterprising and creative contributors
- Ethical and informed citizens

There will be six Areas of Learning Experience

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Health & Wellbeing
- Expressive Arts
- Humanities
- Science & Technology

We are currently still using the existing curriculum whilst adopting the principals of the reform.

Currently Reception to Year 2, follow the Foundation Phase Curriculum. This curriculum is divided into the following areas:

- Personal & Social Development Cultural Diversity and Well Being
- Language, Literacy and Communication
- Mathematical Development
- Knowledge and Understanding of the World
- Creative Development
- Physical Development
- Development of the Welsh Language
- ICT skills and RE

The curriculum focuses on experiential learning, active involvement and developing each child's:

- Skills and understanding
- Personal, social, emotional, physical and intellectual wellbeing so as to develop the whole child
- Positive attitudes to learning
- Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships
- Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences
- Activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

At Key Stage 2 (Years 3 - 6), pupils follow a skills-based curriculum which aims to provide them with the confidence to cope with the ever-changing world in which they are growing up.

The core subjects of Maths, English (alongside Welsh Second Language), Information & Communication Technology (ICT), Science, Physical Education and Religious Education are taught as discrete subjects. However, the skills developed in these lessons are applied throughout the curriculum. The other subjects: History, Geography, Art, Music and Design Technology are taught through a context and practical tasks are used to encourage cross curricular skills, development and independent learning. Pupils are encouraged to think creatively, solve problems and work collaboratively as part of a group. They also undertake a reflective process: evaluating their learning and improving work as needed.

We use a number of programmes to support the delivery of the curriculum: for example, Read Write Inc. Phonics, RWI Spellings, White Rose Maths, Voice 21, Bug Club, Provision Map (ALN), Mathletics, and SEAL (Social and Emotional Aspects of Learning).

Literacy and Numeracy Framework (LNF)

We constantly develop pupils' Literacy and Numeracy skills as they work in other subjects. For example, collecting and analysing data in Science or writing the diary of a wartime refugee in History. The skills that need to be developed are mapped out in the LNF (which became statutory in September 2013).

Literacy

Pupils were taught in their class cohorts and more/less able pupils are supported through intervention and support. Lower key stage pupils are taught in their own year groups with intervention and support.

In Foundation Phase, Read Write Inc. was a part of our literacy phonics approaches. This programme links phonics teaching very closely to reading, writing and spelling. Year 2 pupils who are off RWI phonic ladders, use other literacy resources. Volunteer groups had previously supported children in literacy (including Welsh) and maths, prior to pandemic restrictions.

Mrs Kippax, our specific learning difficulties tutor, worked with groups of pupils weekly whilst we were 'on site.' She continued her work throughout the lockdowns. We have structured systems for identifying and responding to Specific Learning Difficulties (SpLD), which Mrs Kippax supports us with. Parents are included at every turn.

Maths

Progressive math's skills are developed in line with the Foundation Phase and Key Stage 2 curriculum. The pupils are encouraged to use and apply these skills across the wider curriculum. The whole school approach has been developed by using EAS guidance in "securing excellence in maths". We have recently moved towards a more cluster-based numeracy methodology via the White Rose Maths approaches. This establishes our children's concrete, experiential understanding of maths and number, before they move forward to pictorial and abstract methodology.

The school has been using the 'NFER' (National Foundation for Educational Research) testing for tracking and assessing progress, together with 'National Test Data' and INCERTs (an online skills progression tool). The data collected is being used to identify any intervention needs when progress is not as expected. All pupils who received intervention made good progress in the end of year assessments.

In June 2019, the 'Numeracy Procedural National Test' was completed for the first time online and has now partially replaced the NFER test. These national online formative assessments are being fully utilised bi-annually to assess pupil progress in numeracy and literacy.

Whilst we were on site in 2020-21, pupils in Year 6 and Year 5 continued to work with Rhiannon Taylor, a Maths specialist from King Henry VIII Secondary School. This continues to be funded by KHS and a grant and has a direct impact upon pupil methodology across the school and feeds in to cluster approaches.

Additional Learning Needs

The Governing Body believes that Additional Learning Needs (ALN) are best met by a whole school policy and that all staff should play a full role in identifying and meeting ALN needs. The

school's ALN Policy was updated in 2018, following a parental consultation. The ALN Policy can be viewed on the school website or copies can be obtained from the school on request.

The school staff aim to identify, assess and review pupil needs at the earliest possible opportunity. Sometimes ALN become more apparent as a child develops and sometimes needs can be as a result of a change of circumstances.

The table below details the number and levels of those pupils with ALN:

Academic Year	School Action	School Action Plus	Statement /Note in Lieu	Total
2015/16	9	20	0	29
2016/17	20	13	1	34
2017/18	27	11	2	40
2018/19	22	15	2	39
2019/20	21	10	3	34
2020/21	26	18	4	48

During 2020-21 the ALNCo role was ably fulfilled by Mrs. Veater.

Mrs Jane Parker was the Governor with responsibility for ALN during 2020-21 and regularly met with the ALNCo to discuss policy updates and ALN arrangements within school.

In December 2016 the Additional Learning Needs and Education Tribunal (Wales) Bill was introduced to the National Assembly for Wales and on 12 December 2017 the Bill was passed and later received Royal Assent to become the Additional Learning Needs and Education Tribunal (Wales) Act 2018. It is expected the ALN system set out in the Act will be fully implemented over a three-year period and by September 2022 be fully rolled out in identified year groups (Years 1/3/5). In 2020-21, our leaders, governors and staff all underwent training on our obligations under the new ALN Bill.

The implementation period is expected to run from September 2021 to August 2024. During implementation, the ALN system will operate in parallel to the existing special educational needs (SEN) system, which will gradually be phased out during the implementation period.

In response to the new Act, the school has introduced a new individual development plan (IDP) system for children, which replaces the individual educational plan (IEP). Parents have been involved with target setting for their child and termly reviews will take place. The new IDP was fully phased in during 2018/19 and updated in 2020-21.

More Able and Talented (MAT).

The MAT register is regularly updated by all staff. Additionally, letters were sent to parents requesting information about exceptional sporting or artistic achievements Goytre Fawr pupils have accomplished outside of school.

Specific MAT Numeracy interventions have been embedded in KS2. In these sessions, pupils who are on the MAT register receive enhanced support.

There have been significant changes in the way Literacy is taught in the school. The move away from *Read, Write Inc* means the More Able (and all learners) are challenged better. The 'learning without limits' approach embodied in the *Must, Should, Could* principle has also further extended motivation as well as knowledge and understanding. The adoption of individual writing targets has also challenged more able writers.

Q. School PLASC Category

Goytre Fawr Primary is an English Medium Community School.

R. Welsh Language

Welsh is taught as a discrete subject throughout Foundation Phase and Key Stage 2. Each year group has specific schemes of work which enable children to progress in speaking, reading and writing in Welsh. Bilingualism is promoted by using the Welsh language across the curriculum and throughout the school day, encouraging the children to do the same.

Pupils are also given opportunities to develop and apply their knowledge and understanding of the cultural, historical and economic and environmental characteristics of Wales. The school holds an annual Welsh week culminating in an Eisteddfod where pupils demonstrate and experience singing, poetry, music, dancing and art with a Welsh theme.

In 2018/19, the school was accredited in the Cymraeg Campus initiative from the EAS, where Bronze status was achieved. Through 2020-21 the staff and pupils continued to work towards the Silver award.

During 2020-21, Mr Small engaged in a FT Welsh sabbatical scheme run by Welsh Government and helped support colleagues in their Welsh skills development as a result.

S. Toilet Facilities

There are separate toilets for Foundation Phase and Key Stage 2. All toilets have wash hand basins with hand wash soap and paper towels available. There is a pupil disabled toilet available in the Key Stage section of school. They are inspected regularly during the day and any incidents or problems are reported and dealt with promptly to ensure the toilets are of the highest standards. The toilets are thoroughly cleaned every evening by an external contractor.

T. Healthy Eating and Drinking

Goytre Fawr Primary School has achieved four Healthy Schools Awards, which has involved implementing a wide variety of initiatives to promote healthy living.

Children are encouraged to drink water throughout the day. Water coolers are provided and all pupils are issued with a water bottle in Reception. Replacement bottles can be purchased from the school office.

Foundation Phase pupils are encouraged to snack on fruit daily. Key Stage 2 pupils also have the opportunity to consume fruit at morning break time. Other unhealthy snacks are not permitted.

A choice of healthy meals are prepared and cooked on the school premises by our kitchen staff. These are prepared in line with Monmouthshire and Welsh Government catering guidelines around healthy eating. Special diets and food allergies can be catered for. Beakers of water are also provided for the children.

As a result of pandemic restrictions, our on-site visitors and off-site visits were severely curtailed during 2020-21. With staff training on outdoor learning and Forest Schools, and the extension of our covered areas in Foundation Phase, our pupils thrived in our on-site activities and extra-curricular opportunities, including a very successful night trip to Llanbedr, Powys, on a Year 6 Outdoor Pursuits course.

