



St Joseph's Catholic Primary School Annual Governing Body Report to Parents 2022 – 2023



It is with great pleasure that I present to you the annual report of our school. As the Chair of Governors, I am honoured to share the remarkable achievements, progress, and milestones that our school community has accomplished over the past year. This report encapsulates the dedication of our talented educators, the hard work of our diligent pupils, and the unwavering support of our committed parents. Within these pages, you will find a comprehensive overview of our academic excellence, extracurricular accomplishments, and the positive impact we continue to make in the lives of our pupils. We invite you to celebrate with us the collective efforts that have made our school a beacon of learning and growth. Thank you for entrusting us with the education and development of your children; together, we strive for excellence and promise to continue nurturing the bright futures of our pupils.

This report is written in accordance with the School Governors' Annual Reports (Wales) Regulations 2011; The School Governors' Annual Reports (Amendment) (Wales) Regulations 2013 and the School Standards and Organisation (Wales) Act 2013. A copy of the report is also available to download from the school website: www.stjosephsprm@cardiff.gov.uk

Why Have an Annual Report?

The National Assembly for Wales states that all Governing Bodies of maintained schools are required to produce an Annual Report to all parents and legal guardians of registered pupils. The report provides the opportunity for the Governing Body and Local Authority to share their work during the past year (2022 – 2023) with parents. Over the last year new members have been appointed on the Governing body replacing existing members. Members of the Governing Body have not claimed any expenses during the academic year 2022 -2023.

New Regulations

Under the School Standards and Organisation (Wales) Act 2013 a school governing body is no longer required to hold an annual meeting with parents. However, parents of registered pupils at the school may request up to three meetings a year with the governing body via a petition.

The requirement is that the governing body must hold a meeting within 25 school days of receiving the petition, provided that:

1. The petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following:
 - The parents of 10% of registered pupils, or
 - The parents of 30 registered pupils.
2. The meeting requested by parents must be to discuss a matter relating to the school.
3. There will be no more than three meetings held during the year in which the first petition is received.
4. There are sufficient school days left in the school year for the meeting to be held.

A meeting may be requested by writing to the Clerk to the Governing Body at the school address.

Why have Governors?

The Governing Body is set up by law to help schools to provide the best possible education for their pupils. The Trustees of Catholic Schools have the legal right to appoint an overall majority of Governors who are known as Foundation Governors. In addition to all the other legal responsibilities of the Governing Body, Foundation Governors are appointed specifically to ensure:

- That the religious character of the school is preserved
- That the school is conducted in accordance with its trust deed
- That the religious education curriculum is in accordance with the Bishop's policy for his diocese, based on the Bishop's Conference Curriculum Directory.

The local council also appoints a representative on the Governing Body and elections are held within the school for Parent, Teacher and Non-Teaching Governors. The Head teacher is automatically a member of the Governing Body.

Governance of Catholic Schools

The Governing Body of a Catholic school conducts the affairs of a community which models itself on Jesus Christ. Both the school and the governing body should be Christian communities which relate to the wider Christian community outside the school.

What do Governors Do?

Governors work together with the Head teacher and staff of a school to make sure that schools provide successful teaching and learning for our children.

But what *exactly* do Governors do?

Governing Bodies exist so that schools are publicly accountable to local people for what they do, for the results they achieve, and for the way in which the resources are allocated.

Governors are expected to:-

1. Agree the aims, mission and values of the school

- Agree what the school is seeking to achieve for its children and the community it serves
- Decide what aspects of school life are most important to the development of children and make sure that these are shared with parents and others in the local community, for

Example –

- behaviour of pupils
- moral and spiritual development of pupils
- The security of the school.

2. Agree policies relating to the aims, purposes and practices of the school with regard to the following areas:

- The National Curriculum
- The Foundation Phase
- Additional Educational Needs
- Discipline and attendance,
- Sex education,
- Daily acts of collective worship,
- The school day, it's total duration and start and finishing times, lunch and other breaks,
- Use of school premises out of school hours,
- Charges for school activities,

- Health and safety
- Site security, staff pay

3. Influence and approve the School Improvement Plan and approve and monitor the allocation and expenditure of the budget of the school

- Members of the Governing Body make plans so that the School's aims and those of the National Curriculum can be achieved using the money available.
- The Governing Body, or smaller Committee of governors, can make decisions about how much money is spent. For example, on equipment, repairs, and staff salaries.

4. Make sure that the Curriculum for Wales is taught and Statutory Requirements regarding the curriculum are implemented.

5. Monitor and review the School's progress

All parents expect that the school will do its best for their children. The Governing Body has clear responsibilities shared with the Head teacher to make sure that standards are improving. Together they will review the way the school works to see whether strengths are being worked upon and weaknesses corrected.

6. Ensure individual pupils' needs are met, including special needs

Different children have different needs and it is the job of the school to cater for all pupils. Some children have particular disabilities or learning difficulties and others maybe particularly able or have very particular gifts. It is the responsibility of the Governing Body to make sure that the school pays attention to the needs of every child. Making special provision for children with very particular needs will need to be considered when the Governing Body discusses the budget.

7. Recruitment and Staff Selection

Together with the Head teacher, the governing body is responsible for selecting the staff it wants to work at the school. The full Governing Body must appoint head teachers and deputies, although selection of other staff can be delegated to the head teacher or a smaller group of governors.

8. Establish links and maintain positive links with the local business community

Schools benefit from good links with local businesses and the wider community. As a Governor you could work towards helping to develop these links.

9. Give parents information about the school

It is the role of the Governing Body to decide how they will keep the parents informed about the progress of the school. The Governing Body must by law write a report and hold an annual Meeting with parents. The Welsh Assembly government offers guidance on how the Governing Body's annual report is set out and what basic information must be given to parents.

10. Produce action plans for improvement following school inspections

There is a government programme to ensure that all schools are inspected by Estyn. The inspectors will hold meetings to report on what they have found where school improvements are necessary, the Governing Body will write an action plan to show how their school is to improve its performance.

11. Support the day-to-day operational decisions taken by the Head teacher

The Head teacher has direct responsibility for managing the staff, resources and pupils of the school, within the policies agreed by the governors (and in certain instances, by the L.A) Head teacher's decisions should reflect particular policies previously agreed by the Governing Body.

Members of the Governing Body Serve a Four-Year Term of Office

Membership and Terms of Office - 2022-2023

Composition of Governing Body – 12 Governors

(when all positions are filled the quorum is 6 Governors)

Name	Category of Governor	Term of Office
Mrs Alexandra Riordan	Headteacher	01.01.2017 - ongoing
Mr Simon Lawrence	Chair of Governors/Local Authority	27.9.2020 – 26.9.2024
Mr Bijo Martin	Vice Chair of Governors/Foundation	01.09.2021 – 31.8.2025
Mrs Frances Chidley	Foundation Governor	18.5.2022 – 17.5.2026
Mr Ryan Cobb	Teacher Governor	13.11.2019 – 12.11.2023
Mrs Tina Makzal	Parent Governor	12.11.2019 – 11.11.2023
Mrs Margaret Reynolds	Foundation Governor	01.09.2021 – 31.8.2025
Mr Matthew O'Brien	Foundation Governor	01.11.2021 – 31.10.2025
Mrs Caroline Willis	Foundation Governor	18.5.2022 – 17.5.2026
Vacancy	Foundation Governor	
Vacancy	Foundation Governor	
Vacancy	Non-Teaching Staff Governor	

Clerk: Mrs Julia Ellis: c/o St Joseph's RC School. 204, North Road, Gabalfa, Cardiff, CF14 3BL

Chair: Mr Simon Lawrence: c/o St Joseph's RC School. 204, North Road, Gabalfa, Cardiff, CF14 3BL

The Work of our Governing Body during the academic year 2022 – 2023

The Governing Body works closely with the Head teacher and school staff to ensure that the school provides successful learning and raises standards. Governors fulfil a strategic role, act as critical friend and provide a link between the school, parents, the local community and the local authority. Non-staff members of the Governing Body also give their time on an entirely voluntary basis.

The Governing Body meets several times throughout the academic year and also has a number of sub-committees which focus on particular areas:

**St Joseph's RC Primary School Governing Body
Committee Structure and Membership for 2022 - 2023**

Statutory Committees	
<p><u>Staff Disciplinary & Dismissal/Capability/Resolution (formerly k/a Grievance) /Redundancy</u></p> <p>1. Simon Lawrence 2. Margaret Reynolds 3. Tina Makzal</p>	<p><u>APPEALS - Staff Disciplinary & Dismissal/Capability/ Resolution (formerly k/a Grievance) /Redundancy</u></p> <p>1. Simon Lawrence 2. Fran Chidley 3. Caroline Willis</p>
<p><u>Pupil Discipline and Exclusion</u></p> <p>1. Simon Lawrence (VC of G) (Chair) 2. Margaret Reynolds 3. Matthew O'Brien</p>	<p><u>Admissions</u></p> <p>1. Margaret Reynolds 2. Caroline Willis 3. Alexandra Riordan, Headteacher</p>
<p><u>Performance Management & Appraisal of HT-</u> Quorum is 2 governors</p> <p>1. Simon Lawrence 2. Margaret Reynolds</p>	<p><u>APPEALS for Performance Management and Appraisal of HT-</u> Quorum is 2 governors</p> <p>1. Matthew O'Brien 2. Bijo Martin</p>
<p><u>Determining Committee</u></p> <p>1. Simon Lawrence 2. Margaret Reynolds 3. Bijo Martin</p>	<p><u>Pay & Remuneration Committee</u></p> <p>1. Simon Lawrence 2. Bijo Martin 3. Tina Makzal</p>
<p><u>Determining Committee</u></p> <p>1. Simon Lawrence 2. Margaret Reynolds 3. Bijo Martin</p>	<p><u>APPEALS Determining Committee</u></p> <p>1. Franc Chidley 2. Caroline Willis 3. Matthew O'Brien</p>
Non-Statutory Committees	
<p><u>Curriculum and Standards</u></p> <p>1. Bijo Martin 2. Ryan Cobb 3. Matthew O'Brien 4. Alexandra Riordan, Headteacher</p>	<p><u>Finance and Buildings</u></p> <p>1. Simon Lawrence 2. Bijo Martin 3. Caroline Willis 4. Alexandra Riordan, Headteacher</p>
<p><u>Appointments/ Staffing / Personnel</u></p> <p>1. Simon Lawrence 2. Margaret Reynolds 3. Matthew O'Brien</p>	<p><u>Equalities</u></p> <p>1. Bijo Martin 2. Ryan Cobb 3. Fran Chidley</p>

LINK GOVERNORS with special responsibilities 2022-2023 check

ALN / SEN / LAC	Mrs Fran Chidley/Mrs Margaret Reynolds
RE	Mrs Margaret Reynolds
Attendance	Mr Bijo Martin
Safeguarding / Child Protection	Margaret Reynolds/Fran Chidley
Governor Training	Tina Makzal
Health and Safety	Simon Lawrence
Languages, Literacy & Communication	Caroline Willis
Numeracy	Simon Lawrence
Computing/ICT	Matthew O'Brien
Science	Tina Makzal

The Governing Body meets annually with the Local Authority Challenge Adviser to discuss school data and performance. The Chair of Governors and the Head teacher meet regularly to discuss school-related business.

Individual Governors also have responsibilities for a specific area e.g. Safeguarding, Additional Educational Needs, Religious Education. Governors support the school in a range of ways according to their individual area of expertise.

Our Mission Statement

Our school Mission Statement reflects the ethos of the school. Most children throughout the school now know the school Mission statement. Our Mission Statement is child friendly and is lived out amongst members of the school community.

“We grow together in God’s love as we pray, learn and play.”
“Dyn ni’n Tyfu Gyad’n Mewn Cariad
Duw wrth i ni weddio, Dysgu a chwarae”

Staff Changes and Appointments at the end of 2022-23 academic year

The Governing Body is responsible for all appointments to the school. During the academic year 2022 – 2023 a number of staff changes have taken place.

- All posts at St Joseph’s Catholic Primary School are advertised nationally using E Teach. This will enable the Governing Body to select high quality staff for the pupils at St Joseph’s. The school will also now follow the Local Authority safer recruitment policy.

Changes to Teaching Assistants

Mrs C O’Brien replaced Mrs R Prance

Mr S Ng replaced Mrs C Silva

Mr H Donelan started Mid-Year

Academic Year: 2022 – 2023	Staffing
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Class	Teacher	Teaching Assistants
Non Sant	Mrs H Wheeler	Mrs C Brooks
David Sant	Miss Allwood	Mrs S Fuller
Cadoc Sant	Mr Mansfield	Mrs C Silva
Illtyd Sant	Mr McHugh	Mis K Chinnick
Teilo Sant	Mrs Tuff	Mrs R Prance
Gwynno Sant	Mrs Houston	
Tydfil Sant	Mrs Zabaneh	
Dwynwen Sant	Mr Cobb	
Preparation, Planning and Assessment Time	Mrs H Westgarth	
PA to the Headteacher	Mrs S Ekstrom-Gabb	
Caretaker	Several changes of staff and support from LA keyholding services	

The Teaching Assistants as well as supporting pupils in the class operate a number of intervention programmes which are aimed at supporting children and helping to raise standards. Teaching Assistants at St Joseph's School are qualified to deliver the following:

- Handwriting Motorway
- Rapid Reading
- Rainbow Reading
- The Emotional Literacy Support Programme
- THRIVE
- Catch Up Numeracy
- Nippers (Mathematics Intervention) check with Kath
- Language Links
- Speech Sounds Discovery
- Book Banding
- Precision Teaching

Additional Learning Needs (ALN) Provision

At St Joseph's R.C Primary we strive to meet the needs of each individual child in order to provide a positive and nurturing educational experience. Our school has a wide range of resources and a dedicated team of staff to ensure all children achieve their full potential. As a school we are working towards the implementation of ALNET Act 2018. This defines our aims and objectives and is available to Parents on the school website together with the updated Strategic Equality Policy and Access plan.

Relevant school policies are regularly updated and are written in line with the current ALNET guidance. All policies can be found on the school's website.

At St Joseph's RC Primary School, we believe that every child has the right to succeed and reach their full potential, regardless of their individual needs. We aim to create an inclusive learning environment that embraces diversity, promotes equality, and removes barriers to learning. Our vision for ALN provision is as follows:

1. To identify and support pupils with ALN in a timely manner, ensuring that their needs are met effectively.
2. To provide differentiated learning experiences and appropriate resources that cater to the individual needs of pupils with ALN.
3. To work collaboratively with parents/carers, external agencies, and the wider community to support pupils with ALN.
4. To enable pupils with ALN to participate fully in all aspects of school life and develop skills for lifelong learning.
5. To foster a culture of understanding, empathy, and respect towards individuals with ALN among the school community.

ALN Identification and Support

Identification:

We have established clear procedures for the identification of pupils with ALN, which include the following:

1. Regular assessment and monitoring of pupil progress using a range of formative and summative assessment strategies.
2. Collaboration with parents/carers within the Person Centred Approach (PCP) to gather information about a pupil's needs, strengths, and difficulties.
3. Consultation with external agencies and specialists (Cardiff Inclusion Team/Occupational Therapy/Educational Psychologist/School Nurse) for further assessment and guidance, where necessary.

Support Provision:

Once a pupil has been identified as having ALN, we provide appropriate support tailored to their individual needs. This includes:

1. Assessing the pupil's needs and developing an Individual Development Plan (IDP) in consultation with the pupil, parents/carers, and relevant professionals.
2. Ensuring the provision of differentiated teaching and learning strategies, as outlined in the IDP, to meet the needs of the pupil.
3. Allocating additional support staff, where necessary, to provide in-class support or withdrawal sessions.
4. Regular review and evaluation of support provision to ensure its effectiveness and make adjustments when required.

Collaboration and Communication:

At St Joseph's RC Primary School, we believe that effective collaboration and communication are critical for the successful implementation of ALN provision. We maintain strong partnerships with various stakeholders, including:

1. Parents/Carers: Regular communication channels, such as termly ALN meetings, are maintained to discuss progress, interventions, and any concerns. We value and respect the expertise and insights of parents/carers as key partners in supporting the child's development.
2. External Agencies and Specialists: We engage with external agencies and specialists to access additional support, training, and guidance. This collaboration ensures a multi-disciplinary approach to meeting the needs of pupils with ALN.

Inclusive Learning Environment:

We are committed to creating an inclusive learning environment that fosters the personal, social, and academic development of all pupils, including those with ALN. Our strategies include:

1. Recognising and celebrating diversity within our school community, promoting a culture of inclusion and respect.
2. Offering a variety of learning opportunities and resources that reflect the diverse needs and abilities of pupils.
3. Providing appropriate classroom accommodations and adaptations to support pupils with ALN in their access to the curriculum.
4. Offering targeted interventions and support programs within a nurturing and supportive environment.

Training and Professional Development:

The role of the Additional Learning Needs Coordinator (ALNCo) plays a pivotal role in coordinating all stakeholders and is a recognised and established part of the Senior Leadership Team (SLT). The ALNCO understands and recognises the importance of continuous professional development to ensure all staff have the knowledge and skills necessary to meet the needs of pupils with ALN. We provide training opportunities, which include:

1. Regular ALN-focused professional development sessions for all staff.
2. Collaboration with external experts, agencies, and specialists to deliver training on specific ALN topics.
3. Encouraging staff to pursue further qualifications and attend relevant conferences and workshops.

Monitoring and Evaluation:

To ensure the effectiveness of our ALN provision, we regularly monitor and evaluate our practices and procedures. This includes:

1. Conducting regular internal reviews of ALN provision, involving staff, governors, and external advisors to assess effectiveness and identify areas for improvement.
2. Analysing pupil progress data to track the impact of interventions and support strategies.
3. Gathering feedback from pupils, parents/carers, and staff to inform improvements to our ALN provision.

The Academic Year 2022/2023

At St Joseph's RC Primary School, there were 5 children on the ALN register, 23 children receiving Targeted Intervention Support within classes and a further 40 children with English as an Additional Language (EAL) requiring intervention provision. 1 child had their Statement of Additional Needs reviewed from the old SEN legislation and the school created an Individual Development Plan (IDP) in line with stator guidelines.

There was provision in place for 25 children who require Wellbeing and Thrive support, and these are also monitored and evaluated throughout the year. Data from the PASS survey completed in Autumn 1 2022 informed the groups needing wellbeing support.

49 children were on our eFSM register, and these children had all been identified in teachers planning as well as in the ALN, Targeted, Under Performing and MAT pupil lists and are monitored for attainment and progress. 1 eFSM learner had ALN.

Pupils on the ALN register made good progress during the academic year 2022-2023. This was due to early identification of pupil's needs and the appropriate support and intervention being provided. Individual Development Plans (IDP's) and One Page Profile Targets (OPP) were set for pupils and reviewed regularly. All pupils met their personalised end of year target.

Number of pupils on ALN Register	2020-2021		2021-2022		2022 -2023	
	No.	%	No.	%	No	%
			Implementation of ALNet			
School Action (SA)	13	59	N/A		N/A	
School Action + (SA+)	8	36	N/A		N/A	
Statement (S)	1	4	1	1	N/A	
Total	22					
IDP (Statutory)	N/A		8	12	5	7
Targeted Intervention (Non Statuary)	N/A		57	88	63	93
Total	N/A		65		68	
Total ALN (IDP)	-	-	8	100	5	100
FSM /SEN (Later ALN)	5	23	1	13	1	20
EAL / SEN (Later ALN)	4	18	0	0	0	0
Male	12	55	6	75	3	60
Female	10	45	2	25	2	40
BESD	3	14	3	38	3	60
GLD	13	59	5	62	2	40
SLCD	6	27	0	0	0	0

Provision for Cognition and Learning

Provision maps have been created to show the provision delivered at St Joseph's RC Primary School. Groups of learners are now in the categories of ALN, Targeted Intervention group and Underperforming pupils. ALN learners are receiving provision **additional to and different from** what can be given in school and these are named within their personalised Individual Development Plans.

The Targeted Intervention group of learners are provided with interventions such as:

- Reading and Phonics catch-up programme – Sound Discovery
- Spelling intervention using a range of materials
- Literacy and Numeracy booster groups – Catch up Numeracy, Maths Factor, Rainbow and Rapid Readers, Nippers, Numicon resources to support numeracy understanding
- Motor skills support – e.g. Handwriting Motorway letter formation support

These interventions have been delivered by skilled and experienced TAs that have received training by outside specialist providers.

Provision for children with Speech, Language and Communication Needs

The children receiving language links in Reception have made pleasing progress.

Speech and language materials have been used to support pupils. TAs and teaching staff have worked closely with the child's speech therapist and used materials that they have provide to support individuals. For example:

- Word banks and other vocabulary support. Word finding activities and prompt mats
- Language Link Activities

Provision for children requiring Emotional Health and Wellbeing Support

We have worked closely with all staff and parents to ensure a consistent approach to any issue. We put in place support methods dependent on the child's needs. We are also able to call in support from the Local Authority Emotional Health and Wellbeing Support team and other specialists such as the Educational Psychology Team. Intervention that is offered includes Thrive and Talkabout.

Transition to High School

The ALNCo met with staff from CCHS to pass on information about pupils on the ALN register as well as those who may need Wellbeing support or benefit from more support. Reports were written at the end of the year by the Year 6 teacher and ALNCo and sent up to the High School updating staff on the support and interventions the pupils will need.

Attendance Targets

The school is required to record and publish all attendance statistics. The Governing Body sets targets to continue to improve attendance in line with Welsh Assembly targets and therefore, the school is working in partnership with Cardiff County Council to improve attendance across the Authority and therefore as of September 2018, we introduced the Callio Attendance System. This new attendance campaign aims to give parents/carers more information about how attendance can impact on pupil achievement and keeps you updated regularly on your own child's attendance. Our target for each pupil is a minimum of 96.1% attendance at the end of the school year 2022/2023. Below is the Callio colour banding framework which you may find helpful. The rewards for good attendance are clear. Pupils are more likely to enjoy school, achieve better results and increased life chances

Category	Attendance % at the end of the school year	Total number of days missed at the end of the school year
	100%	0
	97%	5
	96%	8
	95.5%	9
	95%	10
	93%	14
	92%	16
	91%	18
	90%	19
	87%	24
	85%	28
	80%	39

Our target for each pupil is a minimum of 96.1% attendance at the end of the school year

Attendance

- The adoption of the Cluster Attendance Policy ensures consistency of approach with the receiving high school and all partner schools.
- The school newsletter, class attendance awards, Good Attendance assemblies and the school web site prove helpful vehicles for encouraging full attendance for all pupils.

	2021	2022	2023
% Authorised absences	4.50	7.12	5.18
% Unauthorised absences	1.29	2.31	3.19
% Attendance	92.62	90.56	91.60

Financial Statement

The Governing Body has implemented a number of policies and approved financial procedures in place which will ensure efficient running of the school. These include:

- Financial Regulations
- Gifts and Hospitality Policy
- A register of business interests
- Charging and Remission Policy
- The Headteacher and School Administrative Officer work closely with the Local Authority Finance Officer to ensure that the budget is managed effectively and that all monies are spent on the creation of a stimulating learning environment for all pupils and improving classroom resources and equipment in order to raise standards.
- The Governing Body Finance Committee meet to monitor the school budget.
- The Governing Body manages the deficit budget. They have worked out a 6 year programme of repayments with the Local Authority that will enable the school to address the lack of resources and equipment at the school.
- The Governing Body has addressed the historic problem of overstaffing at the school and its impact on the school budget through the staff restructuring process

CARDIFF COUNCIL/GYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2022-2023				
Governing Body/Corff Llywodraethu of:		St Joseph's R.C. Primary School		
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	567,999		567,458	
Special Needs Teachers/Athrawon Anghenion Arbennig	0		0	
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	17,168		24,778	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	0		0	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr	151,888		150,217	
Methrinfa/ Cymharthion Athrawon / Cynorthwyyr	0		0	
Foreign Language Assistants/Cynorthwyyr iaithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwylwyr Canol Dydd	15,049		15,516	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	30,698		33,445	
Administrative Staff/Staff Gweinyddol	0		0	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	8,112		19,174	
Training Costs/Costau hyfforddi	12,150		42,110	
Other Staff Costs/Costau staff eraill	0		0	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		803,064		852,698
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	24,279		22,431	
Domestic Staff/Staff Domestig	13,396		13,220	
Grounds Staff/Staff y Tir	0		0	
Cleaning Costs/Costau Glanhau	40,481		41,169	
Energy Costs/Costau Ynni	11,375		18,808	
Rates/Cyfraddau	0		0	
Repairs and Maintenance/Atgyweiriau a Chynhallaeth	72,883		107,122	
Water/Dŵr	3,007		1,631	
Total Premises Related Costs/Cyfanswm Costau Eiddo		165,421		204,380
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	15,000		20,040	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	5,947		2,496	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0	
Catering Costs/Costau Arlwyso	1,030		2,404	
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynllion	30,003		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	7,224		4,898	
Consultants Fees/Floedd Ymgynghorwyr	0		0	
Examinations Fees/Floedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	2,946		11,894	
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,200		0	
Other office costs/Costau swyddfa eraill	670		4,142	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	7,416		7,341	
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhallaeth a threuliau	0		0	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		71,436		53,214
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	0		0	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	12,219		12,565	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		12,219		12,565
Income/Incwm				
Additional Central Funding/Nawdd Canolog Ychwanegol	-146,382		-29,453	
Community Education/Addysg Cymunedol	0		0	
Donations/Rhoddion	0		-9,493	
Lettings/Osodiadau	0		0	
Other Income/Incwm arall	0		-23,286	
Grant Income/Incwm rhent	0		-174,299	
Sales/Gwerthiannau	0		0	
School Meals Recharge/Talu am Brydau Ysgol	0		0	
Training and Tuition Income/Incwm Hyfforddiant	0		0	
Total Income/Cyfanswm Incwm		-146,382		-236,528
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	0		0	
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		905,758		886,329
Less Uninvested Balance Brought Forward/Lai'r Balans na fuddsoddiwyd a ddygwyd ymlaen		-138,648		0.00
Less earmarked Rates/Lai'r Cyfraddau a giustnodwyd		0.00		0.00
Contribution to / from balances/Cyfraniad i / o falansys				-119,219
Revised Net Expenditure/Gwariant Net Diwygiedig		767,110		767,110

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		138,648			
School Loans Brought forward from 2021-2022/Benthyciadau Ysgol a Ddygwyd ymlaen o 2021-2022		0			
Prior Year Adjustment/Cyn Addasiad Blwyddyn		0			
Total delegated resources/Cyfanswm adnoddau dirprwyedig		767,110			
Total/Cyfanswm		905,758			
Actual Expenditure/Gwariant Cyflawnedig		886,329			
Less change in investments/Llai'r newid mewn buddsoddiadau		0			
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro		0			
Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir		0			
Total balance carried forward to 2023-2024/Cyfanswm Balans a ddygwyd ymlaen i 2023-2024		19,430			
Statement of Balances Held/Datganiad Balansau		£			
Uninvested Balance as at 31st March 2023/Balans na fuddsoddiwyd ar 31 Mawrth 2023		19,430			
Invested Balance as at 31st March 2023/Balans a fuddsoddiwyd ar 31 Mawrth 2023		0			
Outstanding Loans as at 31st March 2023/Benthyciadau dros ben ar 31 Mawrth 2023		0			
Total Balances held as at 31st March 2023/Cyfanswm Balansau ar 31 Mawrth 2023		19,430			
for Corporate Director Resources Prif Cyfarwyddwr Corfforaethol Adnoddau			<i>I. Allwood</i>		

Resources

During the academic year 2022-2023 finances were directed towards enhancing the school building, the purchase of resources to support the curriculum and to raise standards of achievement.

Language

SIMS Analysis (Home_language x Year) Numbers represent: Count										
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year N1	Year N2	Total
Albanian/Shqip	0	0	1	0	0	1	0	0	0	2
Amharic	0	0	1	2	0	0	0	0	0	3
Bengali	1	1	0	2	1	1	0	0	0	6
Burmese/Myanma	0	1	0	0	0	0	0	0	0	1
English and/or Welsh/Cymraeg	9	10	18	12	13	12	21	0	1	96
French	0	0	0	0	1	0	1	0	0	2
German	0	0	0	0	0	1	0	0	0	1
Hindi	0	1	0	0	1	1	0	0	0	3
Igbo	0	0	1	1	1	0	1	0	0	4
Kannada	0	1	0	0	0	0	0	0	0	1
Kurdish	0	0	0	0	1	0	0	0	0	1
Malayalam	1	3	8	3	1	2	4	0	0	22
Other	0	0	0	0	0	1	0	0	0	1
Other Language	0	0	1	0	0	0	0	0	0	1
Persian/Farsi	1	0	0	0	1	0	0	0	1	3
Persian/Farsi (Any Other)	0	0	1	0	0	0	0	0	0	1
Polish	0	0	0	0	1	4	0	0	0	5
Spanish	0	0	1	0	1	0	0	0	0	2
Swahili (Any Other)	0	0	0	0	1	0	0	0	0	1
Tagalog/Filipino	0	0	0	0	0	0	1	0	0	1
Tamil	0	0	0	0	4	0	0	0	0	4
Urdu	0	1	0	3	0	0	0	0	0	4
{None}	13	1	9	3	4	3	7	11	15	66
Total	25	19	41	26	31	26	35	11	17	231

Welsh Language

No pupils speak Welsh as a first language. The provision for developing pupils' Welsh language skills is good and all staff use Welsh regularly with pupils in lessons. The pupils in the 'Criw Cymraeg' are beginning to take responsibility for supporting others to improve their Welsh oracy skills outside formal sessions. Incidental Welsh is a feature of all classroom teaching. Children are encouraged to use conversational Welsh in the classroom and in the corridors and playground.

Teachers demonstrate consistent use of Welsh in assemblies, collective worship, Merit Assemblies and around the school. The Helpwr Heddiw initiative encourages and develops the use of incidental Welsh amongst pupils in all classes across the school contributing to improved standards in Oracy. A weekly Welsh club is run and open to children and used as a tool to raise standards of attainment in reading, writing and oracy.

Toilet Facilities

The school has a sufficient number of toilets for the pupils. Toilets for FP boys and Girls, toilets in Reception class and toilets for KS2 boys and girls. The condition of the toilets is monitored regularly. The school also has a disabled toilet and shower room on the ground floor.

Healthy Eating

St Joseph's runs a successful Breakfast Club in line with the Welsh Government Primary School Breakfast Initiative. Approximately 60 children regularly attend.

The school is also compliant with the recent 'Healthy Eating in Maintained Schools' legislation.

The children are actively encouraged to bring healthy snacks to school. E.g. In foundation phase there is a fruit basket in every room. Transition information also includes a welcome pack that informs parents of the school snack policy.



Each September there is a focus on healthy lunchboxes led by the teaching assistants and midday supervisors.

A 'Healthy Living' week takes place during the summer term where all classes participate in healthy eating and fitness workshops. St Joseph's achieved their Healthy Schools Award in December 2022.

AREAS OF LEARNING AND EXPERIENCE

Religion

Our Religious faith and practice have a high profile both in the school as a community and through the curriculum. As St Joseph's Primary is a Catholic school there is a particular focus on the Christian faith, but we also recognise the value and richness of a multifaith community and endeavour to draw upon this community in order to promote a positive school environment. Religious Education is at the heart of our curriculum. We follow the Come and See Religious Education curriculum scheme recommended by the Archdiocese of Cardiff. During each term, the children study the same themes throughout the school but at different levels, based on age. The themes studied give each child an opportunity to relate what they

find out about the Catholic faith to their own feelings and encourages an atmosphere of respect and reflection. Our programme mainly focuses on Christianity; however, we also study and visit other world faiths to promote tolerance and mutual respect.

The school holds collective worship regularly throughout the week both through whole school and phase assemblies, as well as in class. There is a class assembly weekly with a religious theme and our Parish priest celebrates year group and whole school Masses. Teachers and children enjoy and prayer services in their classrooms. This liturgy happens both in school and in St Joseph's Church. The children are involved in preparing these celebrations themselves and parents/carers are warmly invited to attend and share the children's work and worship with them. As part of the school day, Christian Meditation has been introduced within the school from Nursery to Year 6. Teachers and children like to have a Christian Meditation session after lunch at the start of the afternoon session. The session gives the children the opportunity to spend a few moments of silence with God. At the end of the day we have our Examen, which is a prayerful reflection. It consists of setting time aside each day to reflect prayerfully on the events of the day and where God has been in those events.

Language Literacy and Communication

Based on the Curriculum for Wales, our Literacy curriculum ensures that pupils are given opportunities to experience a wide variety of activities to enhance their understanding and knowledge in this area. Learning is focused on the four 'What Matters' statements in the LLC area of the curriculum. - Languages connect us - Understanding languages is the key to understanding the world around us. 19 - Expressing ourselves through languages is the key to communication. - Literacy fires imagination and inspires creativity. The LLC area of the Curriculum for Wales provides progression of skills across the primary phase to which pupils' oracy, reading and writing skills are developed as they progress through the school. At St Joseph's, we strive to create a 'text rich' environment throughout the school. Our aim is for pupils to be immersed in literature where literacy work stems from the use of whole class books as well as being integrated into the overall class theme for the term. Weekly vocabulary lessons using the 'Word Aware Scheme' also develop their vocabulary so that they become effective communicators.

In Progression Steps 1 and 2 children are immersed in language experiences and activities. Their skills develop through talking, communicating and listening. The children are encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences. They are encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and online platforms such as 'Bug Club' and 'Picture News'. Children are provided with opportunities to choose and use reading materials, understand the conventions of print and books and are given a wide range of opportunities to enjoy mark-making and writing experiences. The school follows a handwriting programme 'Letterjoin' which is a whole school scheme offering a combination of traditional and digital resources. This is also used as a homework tool to consolidate work taught in class.

Pupils are helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language support the development of knowledge and skills in another language. At each progression step, the children build on the skills, knowledge and understanding acquired during the previous step. Progress is achieved through an integrated programme of speaking, listening, reading and writing across the curriculum. They become confident, coherent and engaging speakers, working as individuals and as members of a group. Their experiences will include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations.

Throughout progression Steps, pupils experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements. Many opportunities are provided at St Joseph's for pupils to participate as audiences. These include theatre presentations, online, at school as well as at selected local venues. In order to promote our 'rich text' environment at St Josephs, we celebrate World Book Day each March through competitions and 'dressing – up' events. There are also regular opportunities for children to join online author events delivered by Cardiff library services and also to enter national writing competitions such as 'Young Writers'.²⁰ In order to consolidate their learning at school, children have access to online platforms. These include 'First News' – a digital children's newspaper which offers weekly reading activities. Children are encouraged to use the 'Bug Club' scheme to develop their reading skills and the handwriting programme 'Letterjoin' is also used across upper progression steps .

Welsh

At St Joseph's, Welsh is taught as a second language with incidental Welsh being used daily. We aim to foster a Welsh ethos and promote enjoyment of the language. The children take part in daily Helpwr Heddiw sessions that reinforce vocabulary and sentence patterns through games and songs. The children at St Joseph's follow a CSC Scheme of Work designed to meet the requirements of the curriculum and the needs of the children. Pupils from Year 6 take a lead role in promoting Welsh language and culture through our 'Cryw Cymraeg' Committee. The school is working towards the Bronze award for Cymraeg Campus which aims to have one million welsh speakers by 2050.

Children are provided with opportunities in lessons, school activities, visiting guests and trips & visits to experience those features, which give Wales its own distinctive historic, social and cultural identity. Cwricwlwm Cymraeg permeates the whole curriculum through singing Welsh songs and the study of land use in Wales and Welsh history linked in with the other Areas of Learning and Expertise (AOLEs). Eisteddfods are held to celebrate St David's Day where children can participate in a wide range of Welsh related activities. The children are also given the opportunity to take part in a residential visit to the Urdd Centre at Llangrannog where they are encouraged to develop their welsh language skills whilst taking part in adventurous activities.

Mathematics and Numeracy

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering. And while it is creative and beautiful, both in its own right and in its applications, it is also essential for progress in other areas of learning and experience. What is more, numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience.

In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

Progression in the Mathematics and Numeracy Area of Learning and Experience (Area) involves the development of five connected and interdependent proficiencies which have no hierarchy. These are crucial considerations for schools when designing their curriculum to ensure the progression of learners.

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

What matters in this Area has been expressed in four statements which support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum. The four areas are:

- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models' chance, and both support informed inferences and decisions

Formal mathematics has developed through rigorous logical reasoning. It involves inventing or discovering abstract objects and establishing the relationships between them. It also teaches the difference between conjecture, likelihood and proof.

Mathematical thinking involves applying similarly logical reasoning, this time to the investigation of relations within and between concepts, along with justifying and proving findings. Indeed, understanding mathematical concepts and being able to apply and reason with the abstract representations of concepts is central to learning mathematics. And essential to this is comprehension of, and proficiency with, the symbols and symbol systems used in mathematics.

Applying mathematics requires strategic competence in the use of abstraction and modelling, and learners develop resilience, as well as a sense of achievement and enjoyment, as they overcome the challenges involved. Subsequently, mathematical activities teach learners not to be afraid of unfamiliar or complex problems, as they can be reduced to a succession of simpler problems and, eventually, to basic computations. As they reflect on the approaches used, and on their own mathematics and numeracy learning, learners can develop metacognitive skills which can help them identify steps to take to improve performance. Through this they can become ambitious, capable learners, ready to learn throughout their lives.

Experiences in this Area also contribute to developing enterprising, creative contributors, ready to play a full part in life and work. These can encourage learners to be creative because it asks them to play, experiment, take risks and be flexible in tackling mathematical problems.

Because mathematics is essentially abstract, it allows learners to operate with objects that do not physically exist, and to use and develop their creativity to imagine and discover new realities. It also supports numerical modelling and forecasting which can in turn encourage entrepreneurial thinking.

Mathematics and numeracy can also help learners become ethical, informed citizens of Wales and the world by providing them with tools to analyse data critically, enabling them to develop informed views on social, political, economic and environmental issues. It encourages clarity of thinking, allowing learners to understand and make reasoned decisions.

In this Area, learners can encounter contexts involving health and personal finance, where they may develop the skills needed to manage their own finances, make informed decisions and become critical consumers. Experiences in this Area will help them learn to interpret information and data to assess risk, and to use their numeracy skills across the curriculum to make effective choices, all of which can help them become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Expressive Arts

The dynamic nature of Expressive Arts engages, motivates and encourages our learners to develop their creative, artistic and performance skills. The Expressive Arts Area spans five disciplines, which are, art, dance, drama, film and digital media and music. Whether as creators or as audience, through engaging with the expressive arts, learners at St Joseph's can gain an understanding and an appreciation of cultures and societies in Wales and in the world. Our aim is for our learners to experience the expressive arts to develop not only their ability to appreciate the creative work of other people, but also their own creative talents, artistic skills and performance skills.

Humanities

The Humanities AoLE enables children to realise their rights to participation, freedom of expression and information (Articles 12, 13 and 17). Importantly it also supports children to know and understand their rights under the UNCRC (Article 42) and to develop an understanding of the human rights of others.

Pupils at St. Joseph's RC Primary School will seek to awaken a sense of wonder, fire their imagination, and be inspired to grow in knowledge, understanding and wisdom through the humanities area of learning. They will be encouraged to engage with the most important issues facing humanity.

Humanities encompasses geography; history; religion, values, and ethics; business studies and social studies. These disciplines share many common themes, concepts, and transferable skills, while having their own discrete body of knowledge and skills.

Humanities is central to learners becoming **ethical, informed citizens of Wales and the world.**

It is important that learners reflect upon the impact of their actions and those of others, and how such actions are influenced by interpretations of human rights, values, ethics, philosophies, religious and nonreligious views. Such critical engagement with local, national, and global challenges and opportunities past and present will help our learners become **enterprising, creative contributors, ready to play a full part in life and work.**

As they explore their locality and Wales, as well as the wider world, our learners can establish a solid base of knowledge and understanding of geographical, historical, religious, non-religious, business, and social studies concepts. These experiences, in and outside the classroom, will help them become **ambitious, capable learners, ready to learn throughout their lives.**

It is important that learners have opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges, and social inclusion issues. Likewise, opportunities to explore the natural world, locally, within and beyond Wales, will help foster in them a sense of place and of well-being. This will support the development of **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**

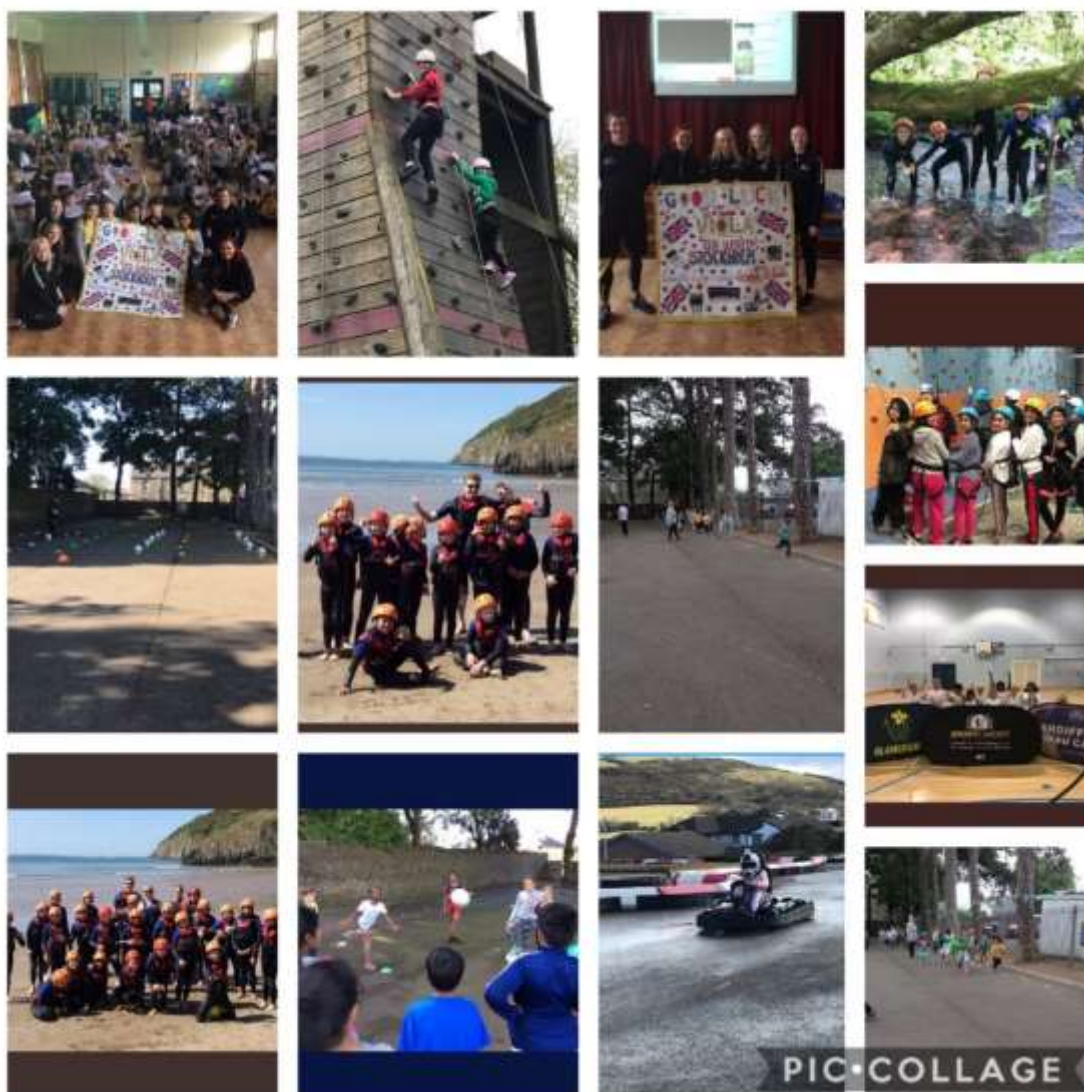
Health and Wellbeing

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are:

- physical health and development
- mental health
- emotional and social well-being.

Learners at St Joseph's understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning. At St Joseph's, we believe that developing this area of learning will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives. Learners can also be supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them. Through

enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become enterprising, creative contributors ready to play a full part in life and work



In addition to the formal curriculum which every child access, we also provided a wide range of extracurricular activities and experiences to enrich and enhance the children's opportunities. Specialist staff were used to deliver the curriculum whenever possible.

The school continued to place importance on Physical Education of all pupils and recognised the links between physical activity and healthy lifestyle. The school continued to follow a varied curriculum with a range of activities including both creative and skill based. Children in the school were given opportunity to develop skills in after school clubs including Netball, football and Rugby. During the summer months there was also provision for athletics.

The children in St Joseph's received an hour of timetabled PE per week. The children also take part in the Daily Mile and timetables Forest School activities.

The school has taken part in a variety of sports activities, competitions and sponsored events

- Swimming- 2 weeks of lessons for Year 4 pupils at Maindy Leisure Centre.
- Rugby tournament at Corpus Christi
- Netball tournament at Corpus Christi
- White water rafting taster sessions
- Netball competitions at Holy Family primary school
- Water Polo competition
- Cricket tournament

The school continues to develop links with the Corpus Christi feeder schools through residential visits that take place during the school year. In March the school visited Llangrannog where the children in Year 6 were able to take part in a range of activities that encourage risk taking, team building and gave the children the opportunity to try physical activities that they may not have tried or would get the opportunity to try.

The pupils in Year 5 and 6 were also given the opportunity in May to attend a residential visit to Manor Park Adventure . Similarly to the Llangrannog visit, the children were able to take part in a range of physically demanding activities including caving, abseiling and body boarding with school staff.

Community Links/Visitors to School

We are very proud of the excellent links we have with the local community and have worked together to ensure our pupils have had a range of stimulating experiences to enhance their learning and ensure they understand the importance of working together for our community.

Parish Links

Father Jose is a regular visitor to the school. Father Jose regularly celebrates Mass. The school has a planned programme of Masses and Prayer Services. During the academic year 2022-2023 the school visited St Joseph's Parish Church on a number of occasions to attend Mass and lead the ministries. The children received Ashes on Ash Wednesday, led our May Procession and led the ministries during the Sunday family Masses. Sacramental Preparation also took place at St Joseph's Church .These sessions were led by the parish catechists.

Religious Education is taught at St Joseph's through the "Come and See," Religious Education Programme. New members of staff received training in the "Come and See" and program.

Developments in Religious Education include: All classrooms have class altars to reflect the recent RE topic or themes from the Liturgical year. All assemblies follow the structure required by the Archdiocese of Cardiff. Regular acts of Collective Worship take place on a daily basis. Head Teacher, Phase and Merit assemblies take place weekly. Home School and Parish links are also being strengthened through St Joseph's church's website linked to our website and the church newsletter shared on our website each week. Pupils also take part in daily meditation sessions.

Transition

The Head teacher attended termly Partner Schools meetings with staff at Corpus Christi,

St Joseph's has close links with Corpus Christi High School. Staff regularly visit St Joseph's to discuss transfer. They meet with pupils to give an insight into High School Life. Pupils visit Corpus Christi for taster lessons in July and take part in Sports Tournaments with other Partner Schools. The trips to Llangrannog and Manor Park Adventure are also undertaken with Corpus Christi feeder schools, here children get to mix with pupils from other feeder schools. St Joseph's staff work together regularly with Corpus Christi staff to implement the Welsh Curriculum and take part in training together for each Area of Learning. The Corpus Christi Attendance officer visits St Josephs regularly and works with the Head teacher to improve attendance.

The ALNCo also works closely with staff at Corpus Christi to pass on relevant information about pupils on the SEN register to ensure that a smooth transition takes place.

- The school works well with LA officers and consortium systems leaders. Advisers Advisory Teachers are regular visitors to the school. Their work with the staff has improved the standard of teaching and middle leadership at the school.
- The shared attendance officer and implementation of the cluster schools attendance policy has been instrumental in improving attendance.

Close transition links with receiving high schools and Corpus Christi ensure a smooth transition for pupils.

Our Community Police officer

PC Rhys Cadwallader visited the school regularly delivering talks to the children. He led lessons with all classes. In Progression Step 1 and 2 he raised awareness about Stranger danger and helped the children to recognise the people in our community who help us. In Progression Step 3 PC Cadwallader led sessions about Drugs, alcohol and substance misuse, gangs and vandalism, stranger danger and Internet safety.

He shared some very important messages with the children. He worked closely with staff and pupils on issues about keeping safe and making the right choices. A special focus at Progression Step 3 was placed on anti-bullying. Internet Safety, Sticks and Stones (Year 3) appropriate use of the Internet. Anti – Social Behaviour (Year 5&6), Cyber- Bullying (Year 5), It's Your Choice (Year 6), Digital Footprint (Year 6), Drug Abuse (Year 6) were also highlighted.

Visitors to the school have included:

- Music Service Concert and presentation
- Magistrates in the Community
- CAFOD
- Road Safety Team
- Dental Service
- Cathays Library Service
- Big Foot Productions – Anti-bullying
- PC Cadwalader – community police officer
- Fr Jose, Fr Scanlon, Brother Brian
- Chaplins Pantomime
- School Nurse

- Food Hygiene and Safety theatre workshop
- Fire Service
- Substance mis-use team
- Sustrans
- Circus Workshop
- Cycling Proficiency Team
- Fairtrade representative
- Spectrum Project
- Families Learning Together
- Lakeside Nursing Home
- CCHS
- Simon Riordan – Macbeth Workshop

Targets policies and strategies 2022 2023 - School Improvement Plan

SCHOOL DEVELOPMENT PLAN PRIORITIES 2022/23		
Priority	Key Actions	Support
1. Review and refine the implementation of the new school curriculum.	<ul style="list-style-type: none"> • Review the effectiveness of teacher planning processes and inquiries. • Progress step teams to continue to meet regularly for planning. • Review coverage of what matter statements, skills and experiences. 	<ul style="list-style-type: none"> • Central South Consortium (CSC) AoLE network meetings. • CSC professional learning programme.
December Milestones <ul style="list-style-type: none"> • All classes using new planning effectively. • Majority of classes have implemented bespoke inquiry approach well. • Termly class reviews completed with Senior Leadership Team (SLT) member for all classes. • All Progress Step teams meet regularly. • School process to monitor coverage of what matter statements developed. 	March Milestones <ul style="list-style-type: none"> • Many classes have implemented bespoke inquiry approach well. • Learners influencing planning and class inquiry well in all classes. • Termly review of coverage of what matter statements completed as part of class review. • Progress Step teams meet regularly. 	July Milestones <ul style="list-style-type: none"> • Most classes have implemented bespoke inquiry approach well. • Nearly all learners demonstrating good progress in literacy and numeracy • Review of planning processes and coverage of what matter statements completed, and amendments made in consultation with staff.
2. Continue to develop teaching and learning to support	<ul style="list-style-type: none"> • Ensure the professional learning programme has a positive impact on the quality of provision. 	<ul style="list-style-type: none"> • Cluster brokered external support for development of assessment.

<p>the effective delivery of the new curriculum.</p>	<ul style="list-style-type: none"> • Continue to refine the revised assessment framework to meet the needs of learners, teachers and leaders. • Triads support the development of pedagogical principles as identified through practitioner self-review. 	<ul style="list-style-type: none"> • Leaders attend appropriate network sessions to share practice.
<p>December Milestones</p> <ul style="list-style-type: none"> • All teaching staff have received further training on inquiry approach learning. • Good use of feedback and assessment for learning in most classes. • All teachers completed self-review against professional standards/pedagogical principles and quality assured by SLT member. • All teachers completed first round of triad activity with bespoke focus. • Cluster moderation of end of Progress Step learner profiles initiated. 	<p>March Milestones</p> <ul style="list-style-type: none"> • Nearly all professional learning needs identified through performance management processes planned for. • Good use of feedback and assessment for learning in all classes. • Consistent use of new school assessment procedures in nearly all classes. • Second round of triad activities completed. • Cluster moderation of end of progress step profiles completed for literacy. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Teaching review completed and professional learning programme developed. • Consistent use of school assessment arrangements in all classes. • Review of assessment arrangements completed with all stakeholders. • Third round of triad activities completed, and teacher self-review updated within triad. • Cluster moderation of end of progress step profiles completed for numeracy and Digital Competence Framework.
<p>3. Improve the standards of extended writing in progress steps 2 and 3.</p>	<ul style="list-style-type: none"> • All staff to attend professional learning on 1/10/22. • Purchase of identified resources. • Model lessons demonstrated and half termly drop-in surgery sessions. • Sharing practice and learner work. 	<ul style="list-style-type: none"> • Professional learning for all staff and extended support for literacy team.
<p>December Milestones</p> <ul style="list-style-type: none"> • All teachers have accessed high quality professional learning regarding writing. • Writing ‘expectations’ have been identified. • Learners access high quality writing lessons. 	<p>March Milestones</p> <ul style="list-style-type: none"> • All teachers have shared practice with each other and colleagues from other schools. • Learners write at length in a range of contexts and for different purposes. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Professional discussion, sharing of practice has continued. • Learners write at length in a range of contexts and in pupil-led areas/tasks. • Learners have engaged in literacy themed

<ul style="list-style-type: none"> Progress of learners has been reviewed. 	<ul style="list-style-type: none"> Writing 'hooks'/stimuli reflect diversity, inclusion, Welsh identity, and culture. 'Writers' have shared their experiences with learners. Progress of learners has been reviewed. 	<p>days and/or community events.</p> <ul style="list-style-type: none"> Progress of learners has been reviewed.
<p>4. Develop the provision for the delivery of Relationships & Sexuality Education (RSE).</p>	<ul style="list-style-type: none"> Vision and policy for RSE developed and fully implemented. Professional learning programme for all staff planned to ensure appropriate skills and knowledge. Consultation activities completed with stakeholders and programme of RSE across the school shared. 	<ul style="list-style-type: none"> RSE lead to attend network meetings as appropriate. Appropriate professional learning for staff on RSE programme and requirements.
<p>December Milestones</p> <ul style="list-style-type: none"> Consultation with all stakeholders completed. Vision and policy for the teaching of RSE in place. Audit of current provision for RSE completed and actions identified. Professional learning for all staff completed to support implementation and development of provision. 	<p>March Milestones</p> <ul style="list-style-type: none"> Stakeholder questionnaires indicate increased awareness of RSE. RSE stakeholder forum has met. Nearly all planned RSE activities have taken place 	<p>July Milestones</p> <ul style="list-style-type: none"> Audit of RSE coverage completed to identify gaps in provision. Actions identified for further development of RSE provision.
<p>5. Develop the role and impact of middle leadership across the school.</p>	<ul style="list-style-type: none"> Identified middle leaders to participate in pathway professional learning. Regular middle leader meetings scheduled. Middle leaders to receive regular coaching sessions. 	<ul style="list-style-type: none"> National middle leadership programme. Regular supervision sessions for school coaches. 3-day coaching course for remainder of senior leadership team. Governing body implement regional self-evaluation tool for governing bodies.
<p>December Milestones</p> <ul style="list-style-type: none"> Middle leaders have begun the Middle Leader Development Programme (MLDP) as identified. 	<p>March Milestones</p> <ul style="list-style-type: none"> All SLT members to have completed coaching course. 	<p>July Milestones</p> <ul style="list-style-type: none"> All middle leaders to have completed the MLDP.

<ul style="list-style-type: none"> • All middle leaders have leadership objectives in performance management process. • All middle leaders to complete a monitoring activity with SLT member. • Middle leadership meetings initiated and focused in line with school development plan and MLDP course content. 	<ul style="list-style-type: none"> • All middle leaders to have received regular coaching session with SLT coach. • All middle leaders to lead monitoring activity with SLT member. • Middle leadership meetings to take place regularly. • Governing Body self-evaluation completed. 	<ul style="list-style-type: none"> • Middle leaders to be monitored by SLT member in leading monitoring activity. • Middle leaders identified for Senior Leader Development Programme. • All middle leaders to have received regular session with coach. • Governing Body development action plan completed and initiated.
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Term Dates for next year

TERM DATES – 2023-2024

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn Term	Monday 4 th Sept 2023	Monday 30 th Oct 2023	Friday 3 rd Nov 2023	Friday 22 nd Dec 2023
Spring Term	Monday 8 th Jan 2024	Monday 12 th Feb 2024	Friday 16 th Feb 2024	Friday 22 nd March 2024
Summer Term	Monday 8 th April 2024	Monday 27 th May 2024	Friday 31 st May 2024	Monday 22 nd July 2024

INSET DAYS 2023-2024

Monday 4th September 2023

Tuesday 5th September 2023

Monday 25th September 2023

Friday 27th October 2023
Monday 8th January 2024
Friday 9th February 2024
Monday 6th May 2024 – May Day Bank Holiday

School Prospectus

The School Prospectus was reviewed and amended in June 2023 according to the Welsh Assembly Guidelines. The School Prospectus was issued to parents of Reception Class in June 20123, in compliance with the statutory regulations. Copies of the School Prospectus are available from the school office or on the school website.

Statutory Policies

The Governing Body, together with the Headteacher are responsible for the development and implementation of Statutory Policies to ensure that practices within the school meet legal requirements.

The following Policies have been developed and implemented:

- Admissions Policy
- Administrations of Medicines Policy
- Alcohol, Drugs and substance misuse policy
- Anti-Bullying Policy
- Attendance and Wellbeing Policy
- Behaviour Policy
- Bilingualism Policy
- Business Continuity Plan
- Capability for staff Policy
- Carers Policy
- Charging and Remission Policy
- Child Protection and Safeguarding
- Complaints Procedure
- Cluster Attendance Policy
- Collective Worship Policy
- Contract Procurement Policy
- Data Protection Policy
- DBS Policy
- Equalities Policy
- Freedom of Information Policy
- Governors Visits Policy
- Health Care Needs Policy
- Health Hygiene and Toilet Policy
- Health and Safety Policy
- Inclusion Policy
- NQT Induction policy
- Pay Policy
- Performance Management Policy

- Religious Education Policy
- Resolution Policy
- RSE Policy
- School Privacy Notice
- School Leave Policy
- Security Policy
- Special Educational Needs Policy
- Stress Management policy
- Visitor and external speaker Policy
- Whistleblowing Policy

Please note – All policies are available on the school website.

Report from the Parent Association 2022- 2023

At St Joseph’s we have an active Parent Association (PA) made up of parents and carers. We are currently a group of 7 parents who arrange social events to raise funds to support our children. We have a committee who are responsible for managing the PA and are supported by our PA Helpers at events made up of other parents/ carers and grandparents.

The main aims of the PA are:

1. To raise money through a range of activities and to strengthen the school community for pupils, their families and staff.
2. To provide and engage in activities which support the school.
3. To consider suggestions from Parents, staff and children as to how funds should be spent
4. To keep events cost effective as possible for families to be able to join in.

We are a small but thriving group that work hard throughout the year to raise funds to help support the school and the children.

Our main aims are to put in as often as possible to be able to provide the school and children with sports, outdoors and extra curriculum activity equipment.

Over the school year 2022-2023 we raised £1700 thanks to the efforts and support of the parents and friends of St Joseph’s.

We achieved this through various activities such as a Halloween Disco, film night, Christmas Fair, Christmas Cards, cake and sweet sales, Summer social and various raffles. As well as our Easy Funding.

We also each year have provided a gift of a book for every pupil and special Santa guest at Christmas, donate money to our Year 6 class to help fund their prom.

We have helped towards the full school trip to Buzz Trampoline park and bought equipment for the gardening club.

Along with our amazing helpers we planted over 300 bulbs, have donated planters for the pupils to grow their own flowers throughout the year.

We work directly with Mrs Riordan and the staff to ensure that the money we raise funds items and events which directly benefit our children. Money is also donated to fund various items throughout the school to help improve and brighten up areas both inside and outside.

We have parents/carers who help to run and support the PA who represent children from most classes in the school, however we are always looking for new people to join the PA, to come along with new ideas or suggest ways that we can improve it. We would also welcome any help at our events, whether this is by way of donations, help organising, sponsorship or help on the day.

We look forward to achieving more throughout the next academic year.

St Joseph's Parents Association

