



The Governors' Annual Report to Parents for the Year 2024-5





Dear Parent/Carer

It is with immense pride and great pleasure that I present the Governor's Report to Parents for this academic year. I have been deeply impressed by the dedication, resilience and achievements of our teachers, staff and pupils and their collective effort is evident in the progress made throughout the year.

Alongside ensuring academic attainment we have continued to provide enriching opportunities for our students, including theatre trips, residential visits, cultural experiences and music lessons.

Whilst we are very proud of the achievements we have made this year we continue to work hard on ensuring the school is the best it can be.

I would like to take this opportunity to express my gratitude to our dedicated Governing Body. Each member brings invaluable experience and their support makes St Ethelwold's VA School the nurturing community school it is today.

Thank You for your continued support

Abigayil Miller
Chair of Governors



The Governing Body

Parent Governors

Mrs Abigayil Miller (Chair)

Mr Anthony Cartwright

Expires

11/03/2028

11/03/2028

LEA Representative

Cllr Kelly Evans-Brown

19/05/2029

Community Governors

Mr Tim Byram (Vice Chair)

Mr Alan Rainsforth

Mr David Lloyd

Dr John Dyer

09/10/2027

27/04/2027

19/03/2026

25/11/2028

Teacher Governor

Mr Andy Griffith

31/03/2028

Staff Governor

Mrs Leanne Duggan

01/03/2027

Clerk to the Governing Body

Dr Lisa Peters

Incumbent

Rev. Paul Wheeler

Head Teacher

Mr Paul Oliver

Future Parent Governors

At the end of a term of office for all Parent Governors, we will always inform all parents of the opportunity to put their name forward as a Governor.

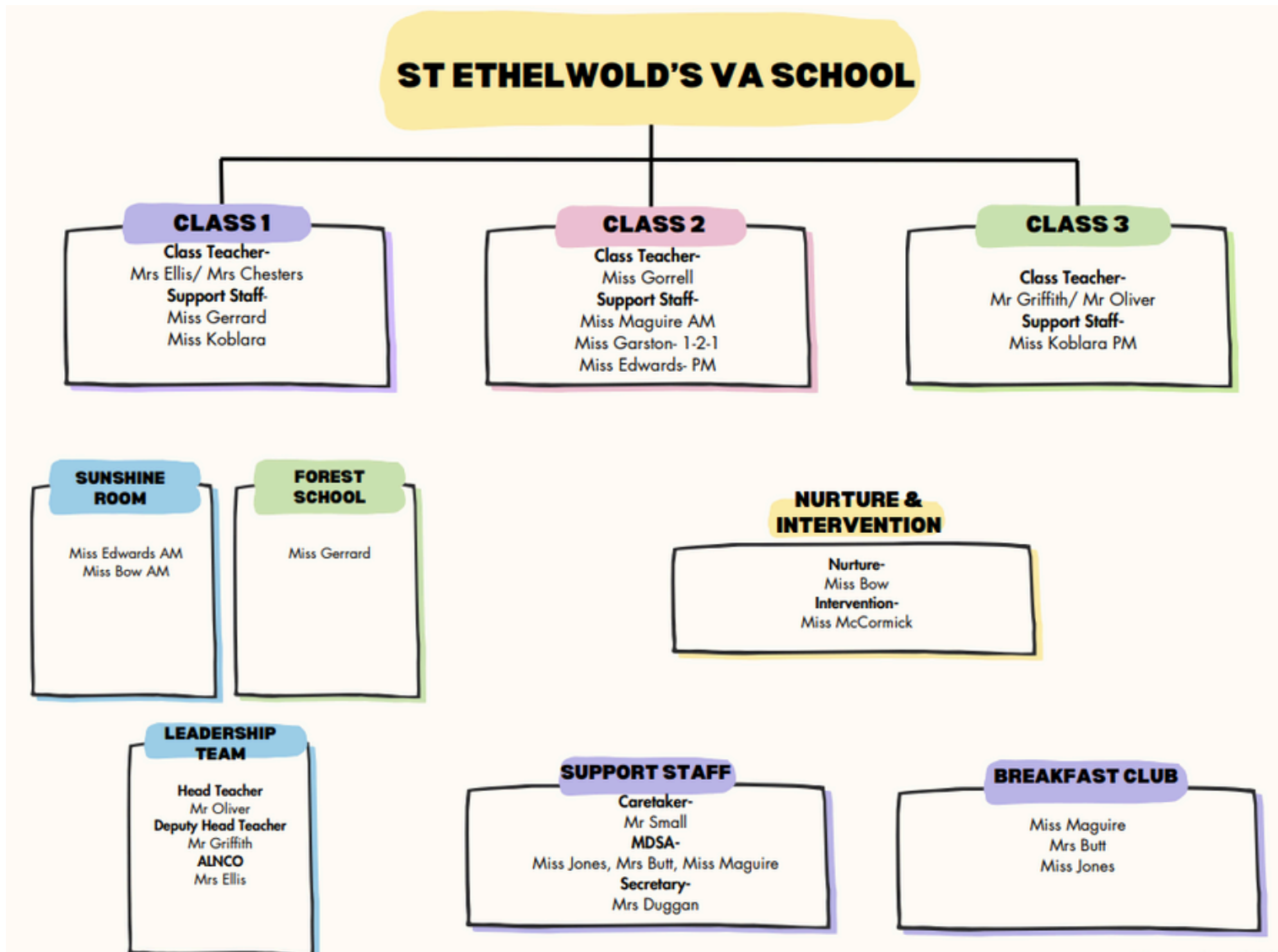
The next opportunity will be June 2028.

- Parent Governors are nominated by and when appropriate elected by parents of pupils currently at school.
- Co-opted Governors are nominated by and when appropriate elected by all Governors except other Coopted Governors.
- LA Governors are nominated by the local County Council.
- Staff Governors are nominated and when appropriate elected by members of staff.
- Minor Authority is nominated by the local Community Council, we are linked to Shotton Town council.

Term Dates for 2025-2026

Autumn Term 2025	
<i>Training Day</i>	<i>Monday 1st September 2025</i>
<i>Training Day</i>	<i>Tuesday 2nd September 2025</i>
<i>School Opens</i>	<i>Wednesday 3rd September 2025</i>
<i>School Closes</i>	<i>Friday 24th October 2025</i>
<i>Training Day</i>	<i>Monday 3rd November 2025</i>
<i>School Opens</i>	<i>Tuesday 4th November 2025</i>
<i>School Closes</i>	<i>Friday 19th December 2025</i>
Spring Term 2026	
<i>Training Day</i>	<i>Monday 5th January 2026</i>
<i>School Opens</i>	<i>Tuesday 6th January 2026</i>
<i>School Closes</i>	<i>Friday 13th February 2026</i>
<i>School Opens</i>	<i>Monday 23rd February 2026</i>
<i>School Closes</i>	<i>Friday 27th March 2026</i>
Summer Term 2026	
<i>Training Day</i>	<i>Monday 13th April 2026</i>
<i>School Opens</i>	<i>Tuesday 14th April 2026</i>
<i>School Closes</i>	<i>Friday 22nd May 2026</i>
<i>School Opens</i>	<i>Monday 1st June 2026</i>
<i>School Closes</i>	<i>Friday 17th July 2026</i>
<i>Training Day</i>	<i>Monday 20th July 2026</i>

Staffing Structure



Financial Statement for April 2024 to March 2025

Carry Forward from 2023/4	-£5038
Budget for 2024/5	£479,478
WAG Grants	£162,837
Total Budget	£637,277
Income	£30,267
Costs 2024/5	
Staffing	£546,332
Premises	£30,141
Supplies	£50,126
LEA Costs	£27,999
Total Costs	654,598
Carry Forward	-£10,680

Attendance

As parents you will all be very aware of the increasing focus upon attendance by both the Welsh Government and the Local Authority. As a result of this, all schools are under great pressure to improve their attendance data. This is important as good attendance is linked to good progress at school.

The target for the school and every child that attends school is 95%. Below this level is regarded as poor attendance. Over the last few years children's attendance has been greatly reduced due to the pandemic. This trend of low attendance has continued with a large group of children with their attendance below the 95% target. We all need to work hard to achieve the ultimate goal of achieving 95% attendance or better, both as individual children and as a school.

Below are the targets we have put in place for the years ahead to achieve this goal. We agree and set targets each year with the LA and our Education Welfare Officer. Progress towards these targets is monitored closely throughout the year.

2024/25 target 91% currently at 90.6%

2025/26 target 92%

2026/27 target 93%

We carefully scrutinise holiday leave of absence requests before authorising the leave. This has led to a growing number of requests being denied. In order to grant leave of absence requests, your child's attendance needs to be above 95% over a 2-year period. **(Please do not book your holiday before seeking leave of absence).**

As part of our school procedures we monitor attendance on a regular basis with the LA attendance officer. The LA are taking a firm line with attendance and are now issuing attendance letters which are part of a graduated response to eventual fines and prosecutions.

100%	0 weeks of learning missed	Best chance of success.
Attendance		Well Done!
95%	1 week, 4 days of learning missed	
Attendance		
90%	3 weeks, 4 days of learning missed	Poor attendance
Attendance		
85%	5 weeks, 3 days of learning missed	
Attendance		
80%	7 weeks, 3 days of learning missed	Very poor attendance
Attendance		
75%	9 weeks, 1 day of learning missed	
Attendance		

Pupils leaving our school in year 6

Destinations of Year 6 children in September 2025 -

Elfed High School - 1
Hawarden High School- 5

All of our local High Schools are of a very high quality and the feedback from parents is always very positive. Although we maintain close links with all the High Schools in our area, we are regarded as a feeder school to Hawarden High.

Links with the community

Our links with the community continue to grow. We have many long-standing links and are always looking to build new relationships and are now involved with a broad range of community events and local industries. They are outlined below: -

- **Hawarden High cluster of schools** - We have strengthened our links with not only Hawarden High School, but our consortium of primary schools. As teachers we work together on joint projects, many of which are led by our staff and continue to take part in a broad range of transition events. In recent years, more and more children have chosen to attend Buckley Elfed High School as their preferred High School. As a result of this we have developed much stronger links with The Elfed. This has included staff visiting each other's school to develop our knowledge and links and enhanced transition events for children. This ensures all children who do move to Buckley Elfed are very well supported.

- **Fundraising** - The Senedd (council of children) have been very active this year in driving forward our targets We have seen many events led by their enthusiasm. The Senedd is comprised of our 5 school councils – Cyngor Addolig Collective Worship), Digital Wizards, School Improvers, Criw Cymreig and Eco Council • We have seen fundraising events for different charities and organisations. They are outlined below:

Children In Need, Comic Relief, NEWSAR, Nightingale House

- **North Wales Police** - We continue to maintain our links with North Wales Police who have supported school to cover a broad range of topics such as Drug Abuse, Anti Social Behaviour and Keeping Safe, which includes Internet Safety. In addition to this we work closely with our local Community Police Officers based at Deeside Police Station and have gone on Community Walks around the locality learn what we can do when we find litter, dog mess and graffiti. The partnership with NWP allows us to learn how to live in a safe and considerate community.

- **Airbus** - We continue to maintain our links with Airbus who have funded the renovation of our pond in school. This work has helped with local biodiversity with several species of newts and countless insects inhabiting the pond and allowing us to take a hands on look at local biodiversity.
- **Community Councils** - We continue to maintain excellent relationships with both Shotton and Hawarden Community Councils.
- **School Grounds** – In partnership with the Woodland Trust the school has planted over 100 trees. Children from Year 1 through to Year 6 have been involved in planting a broad range of trees that are native to our area. This is a project that will continue to develop over the next 10, 20 and even 30 years. It will be fantastic for the children to watch their own woodland grow and develop. The growth in the trees since planting has been outstanding. 90%+ of the trees we have planted are growing well. So far, we have had a native hedgerow planted alongside wildflowers. We have seen the benefit of our pond restoration, funded by Airbus UK, and thoroughly enjoyed the pond dipping workshops for parents and pupils.
- **Hollybank Care Home** - Our pupils regularly visit Hollybank to spend time with the residents

We continue to look for opportunities to link up with our school community and would welcome your ideas and contributions in the future.

Enrichment activities, trips and active playtimes

Every week the children spend over 6 hours of their school week at play on the playground. This has been a target of opportunity for us to develop our playtime to be active, fun and an enriching time of the day. We have a broad range of activities for the children to be involved in. These include tennis, hockey, crown green bowls netball, table tennis, and yoga to name but a few. This not only keeps our children active, fitter, happy and busy but they are acquiring a huge range of new skills. The addition of a canopy at the rear of the school and an outdoor classroom on the junior yard has enabled to take our learning outside even in poor weather.

Throughout this academic year we have welcomed many outside agencies into the school to provide enriched experiences. These have included :- STEM workshops, Healthy Relationship lessons, Urenco science, Bugfest and Harp music lessons.

Eisteddfod in a box by Wrexham Civic Mission



Working with partners and communities to make a positive difference for the public good across North Wales - learning and leading together for positive whole system change.

<https://wrexham.ac.uk/media/marketing/policies-and-documents/Civic-Mission-five-year-strategy.pdf>

Bardsey Pilgrimage 2025



Our annual pilgrimage to Bardsey Island following the North Wales pilgrim's way.

National Curriculum Tests

The Government requires that all children are tested at Key Stage 1 (Infant) and Key Stage 2 (Junior). These tests were conducted in our school in October and May and these results are analysed and used for planning next steps and implementing intervention strategies where required.

Stay and play sessions

As a setting, we now offer 'stay and play sessions' for our younger learners. These sessions provide a short session, with parents, which allows us the chance to discuss any concerns or health worries with the parents. These sessions are proving to be very beneficial for both children and parents, allowing the children to settle better and quicker and at their pace.

Rolling snack

We now provide 'rolling snack' in Class 1 which allows the children to choose when to have their snack and serve themselves independently. Practitioners model how to use the snack area carefully, so that children know what to do, and, as a result, the children develop a wide variety of skills effectively. Children continue to learn about the importance of personal hygiene and are asked to wash their hands before they have their snack

HHS Transition

Throughout the year we take groups of Year 3,4,5,& 6 pupils to experience what it's like to learn in a High School environment. The activities are always fun, engaging and enjoyed by all.



Policy reviews

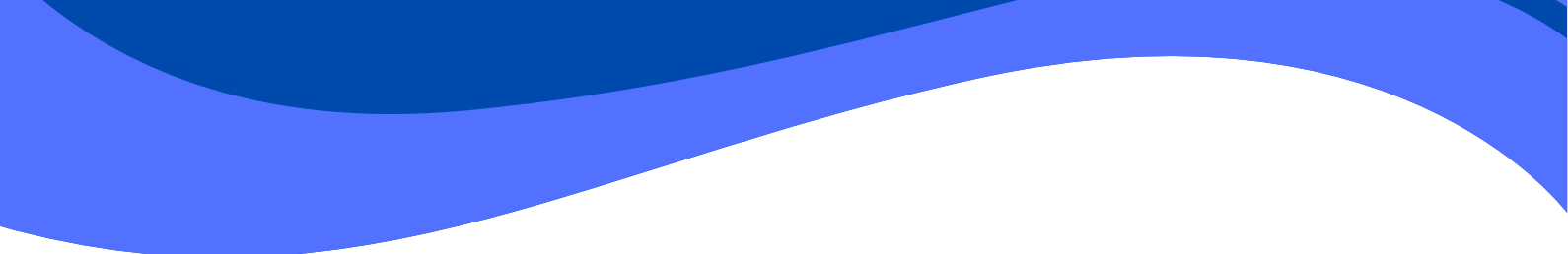
To ensure the smooth running of the school, the Governors are responsible for reviewing and adopting School Policies. The responsibility to write and review these Policies lies with different Governors. Below is a QR code where you can access all of our school policies.

The school prospectus


The School Prospectus was updated during the 2024/25 academic year to reflect the changes in staffing and the way we operate in school. It will be reviewed again in Autumn 2025.

Additional learning needs

All staff at St Ethelwold's VA School are working together to identify and plan support to meet the needs of your children. As parents, you are the experts on your children. It is so beneficial for your children that we continue to work together effectively and share our thoughts, knowledge and create plans for well-being and progress. All pupils regardless of their ALN should have equal access to a broad and balanced curriculum. Every child has their own life journey, experiences and needs. Our support changes all the time to meet the needs of the children we are working with at that moment in time. Their experiences at St Ethelwold's are designed to ensure that their wellbeing, social and emotional development is nurtured. We plan carefully to balance this on an individual St Ethelwold's VA School Annual report to parents 2023/4 basis while providing the best quality teaching and learning opportunities to meet individuals educational progress. Each child will usually, for the greatest part, be taught within his/her peer group. This is discussed on an individual basis and changes are common to meet the needs of the children in the moment. A child may spend some time in a small group or 1-1 situations to support them and help them to reach their potential. The child's thoughts and feelings are central to any plans for support. We are very pleased with the way in which we are managing the transition to the new ALN Code and we continue to do so in a way that is right for the well-being of our families while meeting the requirements of the new ALN Code. Mrs Ellis has jumped into the role of ALNCo with energy and the skills to do a fantastic job. Mrs Ellis also manages the IT System 'ECLIPSE' that we have been directed to use by Flintshire LA to meet requirements of the new ALN Code. Miss Dace and Mrs Maguire work as part of our ALN team to support the delivery of ALN provision through school. Your children's class teacher and Teaching Assistant should always be your first points of contact as they know your children best. The new ALN Code in Wales remains in a transitional period. This has now been extended until August 2025. Most pupils in St Ethelwold's will have been converted by August 2024 unless it is helpful for them to remain on the old system longer. We are directed by the Welsh Government as to which pupils in which year groups can be converted to the new code in which time frame. We are directed by the new ALN code who does meet criteria for ALN under the new code and who does not.



If your child had an IEP on the old system and doesn't have ALN as per the new ALN code, this should not affect the support they get in school. Most children on IEPs will have their needs met under the schools Universal Provision and via targeted support strategies. This does not require a formal plan under the new system. However, we will still be supporting your child and in most cases, they will still have targets they are working towards that we will share with you. St Ethelwold's Universal Provision and targeted support may include some 1-1 or small group intervention and lots of differentiation in class. Alternatively, we may determine that a child has ALN as per the new code and they will have an Individual Development Plan. These pupils require Additional Learning Provision that we can not provide for all. This will include frequent and consistent support that is different to that of what we can provide for most pupils. This work is coordinated by the school's ALNCO in discussion and support with the child, Senior Leadership Team, class staff, parents and any agencies involved in the child's development. We work with families on an individual basis to discuss, and plan effective support. We continue to work with the LA and our local cluster closely during this transitional period. All Staff and Governors have undertaken training of the new code and the person-centred approaches that underpin it. Access to support from outside is extremely challenging. Services and budgets are stretched. We continue to work hard to access the right support for each individual child. We work regularly with our LA learning advisor and the LA Educational Psychologist. We refer directly to a variety of outside agencies as helpful including CAMHS, the Neuro Developmental Team, speech and Language Service, Early Help Hub. We also work with our school nurse to access Health services. When outside agencies do become involved, they are very complimentary of the support we have already been providing as a school and our capacity and ability to support the ALN of our children following their advice. Staff are always keen to learn. We take part in lots of training opportunities. This enables us to continue to develop professionally in any area of ALN that is helpful for our children at that time. This may focus on Cognitive development, Physical development, Medical or Sensory development, Communication and Interaction skills, Social, Emotional and Behavioural development. St Ethelwold's VA School will work with all families to try to meet the needs of every child that attends our school regardless of their disability to ensure they are not treated less favourably than other children





St Ethelwold's VA School

School Development Plan 2024-27

Vision Statement

"Our Christian values and high expectations will equip our school community with the resilience and skills required to be ambitious, enterprising, healthy, and ethical members of society"

<https://www.stethelwolds.co.uk/>



"Our Christian values and high expectations will equip our school community with the resilience and skills required to be ambitious, enterprising, healthy, and ethical members of society"

St Ethelwold's VA School 2024 - 2025

School Context

Ysgol St Ethelwold's VA is a small yet diverse semi urban primary school based in North Flintshire. There are currently 88 pupils on roll from Nursery to Y6. We have 30.7% of pupils who are Free School Meals, 28.4% of children are EAL and 13.2% are ALN with IDPs. 0% of our children speak Welsh as a first language. Attendance is improving and stands at 89.8% for 2023-2024.

Progress against last year's priorities 2022 - 23

Evidence base: Work scrutiny, learning walks, test data, RWI data, coaching, listening to learners, talking to staff at all levels.

1. Continue to develop leadership capacity at all levels to ensure robust self-evaluation and quality assurance processes.

Despite the challenges faced by multiple changes to the leadership team during 2023-2024, progress towards this target was good.

2. Develop pupil voice so that pupils are influential in how and what they learn.

This target was only partially met, whilst pupil councils were set up and started to influence the life of the school, work is still required to enable the pupils to have greater influence on what and how they learn.

3. Develop oracy so that standards in reading and writing continue to improve.

Good progress was made in standards of reading and writing, although standards are still below where they should be.

4. Ensure that the school's Christian mission, vision, and values are integral to all aspects of the school's work.

Strong progress has been made in this area.

Current strengths 2023 – 2024

- During their time at St Ethelwold's. many pupils make good progress in their learning in maths and English
- Pupils wellbeing is at the forefront of thinking with excellent nurture provision from all staff, as well as a specific staff for often complex needs
- The newly appointed leadership team have a sound understanding of the school's development needs and work effectively together to meet targets
- Training is specific to the needs of the school with good systems for sharing information
- The school is a vital part of the community and reaches out to a wide range of partners to share the Christian ethos

Care, Support & Wellbeing

- The school is very well aware of persistent non-attenders and has an excellent understanding of the reasons why. As a result bespoke approaches are used consistently well and revised, as necessary. All adults involved with these pupils know their specific role in securing better attendance.
- Liaison with the home is very proactive, and part of a well-planned routine. Consequently, the school addresses, and impacts greatly on reducing persistent absenteeism.
- Co-ordinated support for ALN pupils is good. Staff track the progress of these pupils well against the clear and accurate targets in their individual plans. Staff inputs are routinely of good quality, and evaluations are accurate in ascertaining progress and identifying next steps. Pupils participate in this process well and they make relevant inputs.
- The school engages well with the services of a range of specialist agencies, especially for pupils who face significant barriers to learning. Good quality impact is usually secured.

Leadership

Leaders devise relevant and specific actions that align very well with pupils' learning and wellbeing. They reference resources necessary for improvement. They are measurable through clear, qualitative, and quantitative, success criteria. Monitoring and evaluation activities are set out well.

The school monitors and evaluates progress against its priorities proactively, frequently and accurately, using the correct methodologies. The school adapts its approaches well when necessary. The school uses well-planned, approaches to assure leaders and governors of the effective operation of key policies and procedures. Governors scrutinise this well.

Actions taken have a good impact on the provision, with strong consistency. Outcomes for pupils are nearly always good and generally sustained over time.

The Governing Body fulfils its statutory obligations well and considers relevant legislation and guidance. This includes in relation to the way it manages parental complaints and appeals. Governors understand and fulfil their roles and responsibilities well.

There is a helpful and very appropriate balance between support and challenge, in the way the governing body carries out its role and holds the senior leadership to account, on behalf of the local community, in its 'critical friend' role.

The school has a clear, up to date and well-aligned staffing structure in place. It is linked to school improvement well. Roles and responsibilities are very clear. It is shared with governors and external agencies, as necessary.

The school encourages all staff to develop their leadership skills, especially those who are more reluctant. Uptake is good from a range of staff, and support from leaders to do this is strong. Leaders and managers model and promote professional values and behaviours very frequently and well. This contributes very positively to morale and staff wellbeing.

Leaders give regular and valued consideration to staff wellbeing, in both proactive and responsive ways. Staff recognise this.

Most leaders consistently plan and deliver current, and new workstreams very well, in terms of a balanced and manageable workload for themselves and all colleagues. Time is well-managed. Meetings are very effective, with clear agenda times, specific discussions and key action points recorded.

Collaboration between staff, and other providers is frequent and impactful.

Self-Evaluation

Curriculum, Learning & Teaching

Most teachers know accurately their pupils' starting points. In most classes high-quality teaching is based on a good balance of challenge and support as required, for pupils. This is developed in both a planned way and also increasingly in the moment, when the teaching responds well to learner needs.

For pupils with ALN and those disadvantaged by poverty, there is a good analysis of their individual starting points, including their wellbeing and cognitive performance. From this, targets and high-quality provision increasingly specific to their needs is provided. Progress for most of these pupils is good.

Support staff are clear in their role. They are actively involved in the lessons, often with various groups of learners. They are guided by a clear understanding of how to support and challenge groups and individuals.

Support staff are flexible and able to react appropriately and successfully in response to pupils' needs, knowing when to intervene and when not to. They consistently act in accordance with this.

Most teachers and other practitioners have high expectations of most pupils. Staff convey high expectations explicitly to individuals with specific praise and with their actions. Pupils respond well to this and often seek higher challenges.

The curriculum provides worthwhile and varied opportunities for pupils to develop spiritual, moral, and cultural awareness. Pupils are beginning to have influence on contexts to develop.

The school has developed good overview documents informed by planning and evaluation records to ensure that continuity and progression in the curriculum is delivered well.

The curriculum successfully develops its pupils' strong ability to reflect on religious and non-religious responses, fundamental questions and their own beliefs or values.

Most pupils have a good knowledge and understanding of what an ethical, informed citizen is. Most pupils progress well in becoming ethical and informed citizens. They have a strong and secure awareness of such values as fairness, equity, sustainability and of children's rights. They enact the values above frequently and well, and can describe what children's rights are, giving appropriate examples.

The curriculum provides good experiences that develop learners' awareness of aspects of diversity. A range of diverse contexts are explored, including LGBTQ+. Good continuity and progression is clearly apparent.

Standards

A majority of pupils' listening and reading skills across the curriculum are good. Pupils are generally interested in these activities.

A majority of pupils' speaking and writing skills across the curriculum are good. As a result, they are generally able to communicate and process learning sufficiently in order to engage appropriately in classroom interactions with teachers and other pupils. They are beginning to use these skills independently.

Many pupils' numeracy skills across the curriculum are increasing in their range of use. Overall, they achieve good standards of performance. Pupils are beginning to identify where they can use numeracy skills in other aspects of learning.

Many pupils' digital skills across the curriculum are appropriate for their stage of development. Digital skills across the curriculum are developing in terms of the range of technologies used, and in the breadth of application across a range of the AoLEs. Many pupils are beginning to grow in confidence when using a range of unfamiliar digital technologies.

Areas from the SE where further planning/support is needed:

- T.3 Teaching uses questioning and feedback to support pupils' progress – Using staff meeting time to address this
- T.9 Teaching provides pupils with opportunities to influence how and what they learn, where appropriate. We will continue the work started last year to address this
- S19. Pupils acquire the necessary skills in listening and reading, speaking and writing, numeracy and digital skills to support their work and progress. They apply them at the appropriate level across the curriculum.
SIP Priority 2
- S22. Pupils develop Welsh language communication skills from their different starting points in formal teaching activities and informal situations.
SDP Priority 2
- A24. Pupils persevere or look for new solutions when they face difficulties.
SDP Priority 3
- CSW 9. The school supports positive behaviour, and accurately record, report and respond to all types of bullying and harassment.
SIP Priority 3
- CSW 11. The school encourages pupils to influence the life and work of the school, develop leadership skills and take on responsibility. We will continue the work started last year to address this

1. Evaluation of Last Year's Priorities 2023-2024

PRIORITY1 : Leadership and Management	Rationale:
Continue to develop leadership capacity at all levels to ensure robust self-evaluation and quality assurance processes.	<ul style="list-style-type: none">• Key staff absence on the SLT has resulted in progress being slowed• Governors' strategic leadership requires strengthening• Dialogue with staff indicates that communication systems require strengthening• Appraisal information has given the school indications of staff strengths

Despite the challenges faced by multiple changes to the leadership team during 2023-2024, progress towards this target was good. The school has a leadership team in place now markedly different after the resignation of the Deputy Headteacher in March 2024.

Positive developments include:

- SLT, staff, Governors and pupils ensuring that the School Vision and Whole School Curriculum Intent are being used by all to promote our school values and objectives.
- The Governing Body providing robust challenge in its role as a critical friend
- Monitoring systems are being used routinely to uncover areas of concern quickly and effectively
- Communication systems in school are effective
- Policies are all now available via the school website
- Job descriptions are reviewed and current
- Pupils and Governors are increasingly involved in monitoring activities
- Teachers and support staff are becoming more involved in self evaluation and school improvement planning

<p>PRIORITY 2: Curriculum for Wales</p> <p>Develop pupil voice so that pupils are influential in how and what they learn.</p>	<p>Rationale:</p> <p>As part of the ethos of our school we recognise that pupil voice should be integral to all that we do We recognise that teachers want to spend time talking to their pupils about their learning, progress and next steps We want pupils to play a more active role in the decision-making process We want pupils to engage more in the learning and teaching process – planning, assessment and reflection</p>
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This target was only partially met, whilst pupil councils were set up and started to influence the life of the school, work is still required to enable the pupils to have greater influence on what and how they learn.

Positive Developments include:

- Councils were established for: Super Improvers, Digital Wizards, Eco Council, Criw Cymraeg, and Collective Worship
- Pupils were involved in setting interview questions and interviewing candidates
- Pupils are becoming more influential in the life of the school via question boxes and opportunities to feed back in assemblies

Next Steps

- Further embed pupil councils by providing weekly opportunities for councils to meet and monthly opportunities to feedback to school
- Further develop opportunities for pupils to influence how and what they learn by using immersion/wow weeks

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<p>PRIORITY 3:</p> <p>Develop oracy so that standards in reading and writing continue to improve.</p>	<p>Rationale:</p> <p>Standards in reading and writing are improving but are not yet where they were pre covid.</p> <p>Pupils entering EE, Nursery and Reception have significantly weaker early language skills than pre covid</p>
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Good progress was made in standards of reading and writing, although standards are still below where they should be.

- Writing standards, especially those in Years 2 and 3 have improved with pupils writing in greater quantity and quality
- Standards in reading, as evidenced by data, are improving across the school
- Highly structured phonics programmes are effective in teaching pupils decoding skills
- Pupils are increasingly writing for a purpose
- The school liaises well with external partners to improve the effectiveness of phonics teaching
- Marking and feedback lead to evidential improvements in pupils' writing
- All teachers follow an agreed writing process leading to greater consistency amongst pupils and between classes

PRIORITY 1:

Ensure that Leadership and Management have a collective drive to lead and promote the characteristics of school improvement in order to drive progress

Rationale

The school has undergone a transitional period of change recently with the departure of both the Deputy Headteacher and the ALNCo.

The school has recently moved for 4 to 3 classes.

The leadership team is newly formed, and the school has new teaching and support staff

TARGETS			
1.1 Ensure SLT have a shared understanding of the characteristics of school leadership and where the school sits on the Leadership and School Improvement Continuum.	1.2 Ensure that SLT is focused on improving teaching and assessment	1.3 Further develop leadership capacity	1.4 Evaluate the effectiveness of this plan

PRIORITY 2:

Review planning to ensure progression, consolidation, and application of Basic Skills

Rationale

Basic skills are improving across the school.

Many pupils enter school with poor basic skills

There has been a change to the make-up of the school both in structure and personnel

TARGETS						
2.1 Ensure that oracy is planned so that all learners acquire skills progressively	2.2 Ensure that writing is planned so that all learners acquire skills progressively	2.3 Ensure that reading is planned so that all learners acquire skills progressively	2.4 Ensure that maths is planned so that all learners acquire skills progressively	2.5 Ensure that Welsh is planned so that all learners acquire skills progressively	2.6 Ensure that the DCF is planned so that all learners acquire skills progressively	2.7 Ensure that interventions are planned effectively to enable identified pupils to successfully acquire identified skills
2.8 Ensure that self-evaluation activities effectively capture and record progress	2.9 Ensure that the curriculum for pupils in the Sunshine Room allows pupils to progressively acquire skills	2.10 Ensure all relevant policies are current	2.11 Evaluate the effectiveness of this plan			

PRIORITY 3: Refine procedures so that pupils' behaviour ensures optimum learning conditions for all learners	Rationale The school currently has 25% of pupils with IDPs, often impacting negatively on behaviour. Incidents and days lost to exclusion over the last 4 years are:		
	Year	Incidents	Days lost
	20-21	0	0
	21-22	10	37
	22-23	8	36
	23-24	9	32.5

TARGETS						
3.1 Ensure that processes effectively identify pupils for sensory intervention and needs are effectively met	3.2 Ensure that processes effectively identify pupils for nurture intervention and that intervention successfully addresses need	3.3 Ensure that the behaviour policy is used effectively to provide optimum conditions for learning	3.4 Ensure that Golden Time is used effectively to incentivise pupils	3.5 Ensure that standards of behaviour are consistent throughout the school day.	3.6 Evaluate the effectiveness of this plan	

PRIORITY: 4 To achieve School of Sanctuary status	Rationale Schools are the centre of our communities and so have a powerful role in building cultures of welcome and compassion and ensuring families seeking sanctuary are effectively supported. As a Church in Wales School, achieving School of Sanctuary status helps us to realise our vision of: <i>Together we can achieve our core purpose of creating a healthy and positive environment to enjoy the challenge of exploring God's world.</i>
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TARGETS				
4.1 The school raises awareness about the experiences of people seeking safety in the UK amongst school staff and governors and builds staff expertise to effectively support new arrivals, particularly those seeking safety.	4.2 The school develops learners' understanding about (forced) migration and specifically the stories and experiences of people seeking sanctuary, including through curricular schemes of work across at least each age group/ key stage.	4.3 The school reviews, improves and embeds sustainable school provision and practice to effectively meet the needs of learners from (forced) migration backgrounds* and foster a culture of belonging for all.	4.4 The school recognises and participates in Refugee Week and other relevant celebratory events to connect with the wider movement of welcome and stand in solidarity with people seeking safety.	4.5 The school enables learner voice and leadership of the school's sanctuary activities and seeks to develop learners as ethically informed changemakers
4.6 The school proudly shares its commitment to sanctuary in school and with its community by...	4.7 The school works collaboratively to extend welcome beyond the school gates by participating in activities that stand in solidarity with people seeking sanctuary and/or grow or strengthen our movement of welcome.	4.8 The school engages with and supports wider sanctuary networks, including Schools of Sanctuary, to enhance and ensure the sustainability of our efforts.	4.9 Evaluate the effectiveness of this plan	

Language category

Although there are a broad range of languages spoken in school such as Polish, Bulgarian and Lithuanian, our main language is English with Welsh being taught as a second language. We embrace and celebrate all languages spoken in our school, our EAL population has grown steadily over several years. They are now a sizable minority within our school. We now have many different home countries represented in our school. Welsh is taught throughout the school as a second language with all our pupils. This is often done via staff as incidental Welsh in all lessons with instructions from staff, requests from pupils, answering the register or playing games at break times. e.g. Can I go to the toilet? – Ga i fynd i'r toiled? Listen carefully - Gwrandewch Stand up - Sefwch Sit down - Eisteddwch This is reinforced via daily Helpwr Heddiw lessons led by the pupils. The core content of the lessons is taught in English as this is our first language for nearly all of our pupils. This approach to Welsh is very similar to what the children will experience at our local High Schools. Any pupils who transfer to the County Welsh speaking High School can attend an immersion course in the final half term of Year 6 for 6 weeks.

Toilet facilities

They are all bright, well maintained and private facilities for our pupils to use. The toilets are repainted and maintained to a high standard. They are thoroughly cleaned by the end of each day by our cleaning/caretaking staff to a very high standard. They are monitored throughout the day by senior staff for any issues that may need attention. Our caretaker Mr Small continues to maintain all toilets to a high standard and will be working through a scheme of refurbishment. We have disabled toilet facilities and the ratio of toilets to pupils meets all relevant requirements.

Period dignity resources

The Governing body is committed to period dignity for all children at St Ethelwold's. The school provides open access to free period products within school and pupils are signposted to support through educational sessions with Miss Bow. Our older learners are provided with care packs and free supplies are offered prior to any school holiday.

Healthy eating, water and school meals

Our school meals are provided by Newydd Catering Service. They follow the Welsh Government Appetite for Life Action Plan aimed at improving the nutritional standards in all meals. The school was also awarded a 5 Star Food Hygiene Rating on inspection of the school kitchen facilities. St Ethelwold's VA School Annual report to parents 2023/4 In addition to this, children are only allowed to have a fruit snack in school during breaks. They are only allowed to drink water, no fruit juices or cordials. Children can top up their water throughout the day at water stations. The water stations supply fresh water that is filtered and chilled. We encourage all children to bring their own water bottles with enough water to last them the day. The school's breakfast club was also run by the school. The children can access a broad range of breakfast choices including cereal, toast, crumpets, waffles, tea cakes to name but a few.

Consultation

If you would like to discuss any of the contents of the report with the Chair of Governors please contact the school office to arrange an appointment.