



ANNUAL REPORT TO PARENTS AND CARERS 2020-21

Evenlode Primary School
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This report has been drafted in compliance with WELSH STATUTORY INSTRUMENTS 2011 No. 1939 (W.207) EDUCATION, WALES The School Governors' Annual Reports (Wales) Regulations 2011 and The School Governors’ Annual Reports (Wales) (Amendment) Regulations 2013.



1 Message from the Chair of Governors

Dear Parents and Carers,

At the end of my second year as Chair at Evenlode, I would like to start by thanking you all for your support over what has been another year disrupted by the Pandemic. Only now as I write this message have the children just returned to school under some level of “normality”.

Our governors report is again light of formal academic results but we have again this year published reports on the past year’s achievements and there are clearly continued levels of excellence and achievement in many areas of school life.

I would like to thank all the staff for their commitment and perseverance over the past year which has not been easy for any of us. We started the school year under the leadership of Acting Headteacher Mrs Hodgkins, who is now enjoying her retirement after 30 years teaching at Evenlode. We said farewell and passed on your generous gifts at the end of the Summer Term.

At the same time we also lost the support of two community governors. Linsay Payne, who also served as Vice-Chair for a number of years, and Sue Noormohamed. Both governors have stepped down to focus on their important roles in the NHS. I thank them both for their support over many years.

I would also like to highlight and thank two other members of staff who have achieved 30 years service at the school. Mrs Willis, who teaches Year 2 and leads the school’s strengths in Music, and Mrs Esseen, the school’s Business Manager, who both joined the school at the same time. I know Mrs Willis is particularly looking forward to the return of school assemblies and to hearing the sound of children singing once again.

In January we welcomed our new Headteacher Mrs Foster. She unfortunately arrived to a school empty of children and with all staff teaching from home. The summer term allowed her to welcome everyone back and get to know everybody. Mrs Foster got straight to work and has already led the whole school community in an exercise to review and rewrite the school’s vision and values, the results of which are contained later in this report. We wish her all the best in her new role at Evenlode and look forward to working together as the school embarks on its next stage of development.

In the coming year, governors will be focussing our attention on the return to the classroom, ensuring that everything is made available to our children’s learning and teaching excellence. There are planned works to develop our outdoor spaces further this year with the reconstruction of our Year 3 outdoor classroom area which was removed by storm Francis last year. In the Autumn we will begin our journey towards Carbon Neutral when the entire school lighting system will be rewired and replaced by LED.

The governors always welcome feedback and any comments you wish to express, so if you would like to contact me, please do so through the school office.

I hope you enjoy reading this report and on behalf of all the governors I wish you all a healthy year.



Stephen Burkitt-Harrington
Cadeirydd y Llywodraethwyr | Chair of Governors
Ysgol Gynradd Evenlode Primary School, Penarth

2 School Vision Statement and Values

As a start to our work on looking at Vision and Values, we wanted to make sure we had a range of views from stakeholders. Covid restrictions limited plans to invite Parents into the building physically so we had to consider other ways to involve the community. Parents, Governors, staff and children were involved in this process. Staff and Governors had Inset days allocated to look at Vision and Values. Pupil Parliament were involved in the discussions too using a prompt sheet for discussion and ideas and Parents were involved virtually through a 'Vision and Values' presentation by Mrs Foster and subsequent survey. These are some 'snapshots' from the survey which we were able to thread through into our work on Vision and Values back in school.

In your opinion, what are the attributes of a highly effective school?

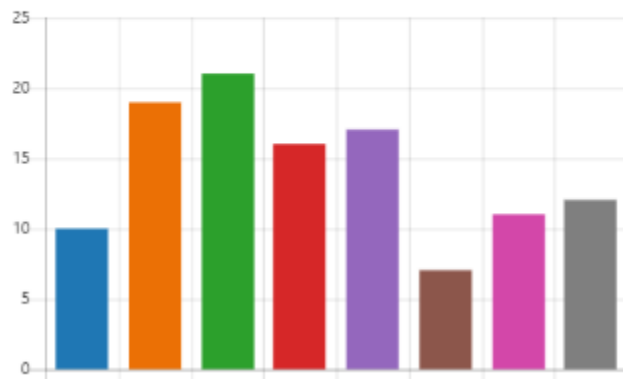
- Great teachers, openness
- Compassion and love.
- A school which knows the pupils and parents extremely well to meet their diverse and ever-changing needs. A school which is research-informed and forward looking.
- A school where every child feels their opinion and voice matters, that they are listened to. - That all children get the opportunity to mix and work with all peers collaboratively (not just in ability groupings) - A broad range of experiences and opportunities to engage and excite the children. - A school that is centred around the well-being of the child as opposed to being only data driven. - A school that moves with the times and links learning to current global issues.
- Children who are excited to go to school and the environment promotes positive academic and wellbeing outcomes via innovative learning.
- Communication is key! Opportunities for all students. Strong/compassionate leadership. Clear vision and objectives for the school
- One where a child centred environment is created and differences are celebrated.
- Inclusion, diversity, educational attainment for all, celebrating success, children's progression, engaged enthusiastic staff who know the children well, a focus on numeracy and literacy, discussing bigger issues in a way that children can engage with whatever their knowledge base, such as Racism, terrorism, the pandemic, climate change
- A school that respects and responds to each child, that helps give them the confidence to blossom into themselves, that values them individually and holistically and that recognised each child has a unique and highly personal developmental and educational trajectory.
- One that fosters a love of learning in a happy, inclusive environment - where children are able to fulfil their academic potential while also developing into well-rounded young people.
- Focus on strong academic development while keeping a keen focus on general well being.
- Producing well rounded, respectful and resilient children
- Great communication Great teachers. Happy kids
- A happy, nurturing environment which excites pupils and which values creativity and individual strengths (not just English and Maths). Staff who are motivated, caring, kind and proud to be part of the school. High quality communication and consultation with parents. Celebrating pupils' differences with a clear focus on emotional and physical wellbeing.
- Clear and shared focus, strong leadership. High standards for all teachers and pupils. Making learning fun / engaging. Safe and secure environment
- Being able to support the most able and talented reach their potential whilst also helping others to thrive in a supportive, warm, caring, 21st Century-progressive learning and teaching environment.

- A school where the children are confident (as in comfortable in themselves), happy, making progress and enjoying learning in a supportive environment. Pupils and teachers should have mutual respect and understanding. Celebrating excellence in all areas.
- A school that supports the overall wellbeing of an individual child.
- A highly effective school takes a holistic approach with its learners and uses pedagogical approaches that compliment the learning styles of individuals
- A welcoming, safe space where children are spoken to with respect
- Engagement with parents and pupils that fosters a sense of belonging and willingness to try without fear of failure.
- Good communication. Inclusive. Recognise child's individual strengths and weaknesses. Able to focus on children as individuals. Recognises achievement of children. Balance of academic study with life skills/education on health fitness/creative activities etc. Encourages parental involvement/links to the community. Ability to be adaptive and creative with teaching methods (has been tested in the pandemic).

7. Which values would you consider to be important to Evenlode- for your child and for the community in general. Please highlight up to 5.

[More Details](#)

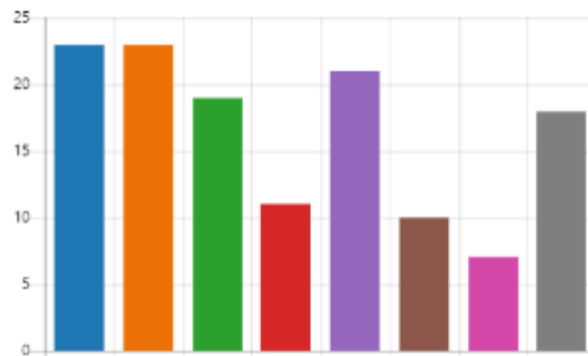
● Ambition	10
● Confidence	19
● Compassion	21
● Teamwork	16
● Resilience	17
● Independence	7
● Perseverance	11
● Creativity	12



9. Which aspects of curriculum are important to you as a parent?

[More Details](#)

● Basic skills competence (Litera...	23
● Wellbeing and mental health	23
● Critical thinking opportunities	19
● Opportunities to compete	11
● Opportunities to collaborate	21
● Knowledge of key facts and ev...	10
● Welsh identity	7
● Broad and balanced curriculu...	18



Please add any other values that are not included above but you consider to be really important.

- Community
- I feel perseverance and resilience go hand in hand, you can't have one without the other. Compassion and teamwork are also a pair.
- Empathy
- Strong compassionate leadership is really important
- Happiness - is that a value?
- I consider the ones I haven't chosen very important too, tough choice above
- Inclusivity, Respect, Enthusiasm
- Kindness (in addition to all of the above!)
- Tolerance and empathy - appreciation of difference
- Enthusiastic, Equality
- Looking after the environment we live in -Eco Warrior
- I consider all of the above to be important.
- Inclusiveness and sustainability.
- Good mental health - awareness of what is good and poor mental health and wellbeing
- I think all of the above values are important. I suppose other values/qualities would include enthusiasm, reliability, conscientiousness, honesty and openness...

The work around 'Vision and Values' culminated in a final 'Vision and Values' statement:

Vision

At its heart, Evenlode Primary School is a community where we want everyone to flourish. Our school is a happy, caring, safe place to be. We enable children to develop their own talents and to achieve their own individual potential. We value everyone and we support children to thrive, as individuals and as part of a team. We have a creative, broad and experiential curriculum, where we make connections across a range of learning experiences to develop talents, skills and knowledge, confidence, curiosity and compassion.

Our Values:

Our values are underpinned by the Four Purposes:

- As ethical informed citizens, we are **respectful** and **compassionate**
- As enterprising, creative contributors, we are **determined** and able to **think 'outside the box'**
- As ambitious, capable learners, we are **resilient** and **inquisitive**
- As healthy and confident individuals, we are **positive, kind** and **happy**

Motto:

'Always being our best, for ourselves and for each other'

3 Top Ten Achievements in 2020 - 2021

1. Wellbeing statistics and evidence indicates that children in Evenlode are very happy children, despite the challenges they have faced this year.
2. When back in school pupils were resilient and positive, displaying maturity when following the new procedures.
3. All staff went above and beyond during closure periods to ensure all pupils' learning could continue at home, whilst also providing provision in the Hub setting.
4. Teaching staff further enhanced distance learning by becoming proficient in a variety of online tools including Zoom, Loom and creating year group YouTube channels. Parental feedback on home learning was extremely positive and appreciative of the quality of work planned and delivered.
5. Accelerated Learning provision was targeted and used effectively across all year groups.
6. The school maintained high standards and achieved very positive feedback from the local Consortia's improvement partner.
7. The school has continued to work towards Curriculum 2022, examining our current curriculum and working on developing deeper teaching sequences. Teachers also completed action research on whole class guided reading.
8. The Saplings Pre and After-School Care-Club worked tirelessly following the closure periods to restart provision quickly to ensure parents were supported and pupils were safe in a creative environment.
9. Despite live events being on hold the PTA did a wonderful job raising £8,342 during the year.
10. We said farewell to Mrs Hodgkins, as she retired after 30 years at Evenlode. In her time at Evenlode Mrs Hodgkins, as a teacher, Team Leader, Deputy Head and Acting Head, was always the voice of reason and maintained a steady ship during the whirlwind of the pandemic.



4 Education

4.1 The Curriculum

This year, a key focus on curriculum has, of course, been on the provision for blended learning, as children were accessing their learning through the platform of Seesaw. Teachers ensured that despite learning being online, the curriculum planning for the year group was followed with a wide range of activities on offer for all aspects of the curriculum. Through development, teachers used Loom and PowerPoint to record models and demonstrations of learning to support children to work independently. To reinforce the sense of community and health and wellbeing, teachers also took daily 'check in' sessions with the class which were live. Feedback to children about the work they had done was individual and was both verbal through voice notes and written feedback on uploaded work. Uptake and completion of blended learning was very high (95%). On the return to school in the summer term, we looked at Wellbeing as the focus and classes used a range of approaches to redevelop the sense of being a community again, for example using the Oliver Jeffers text: 'Here we Are' which has themes of community and togetherness.

Continuing the work the school has been doing to implement Curriculum for Wales has been a priority, despite the limitations school has been under this year with school closures. Over the year, staff have mapped the Evenlode curriculum topics against the new curriculum progression steps. To ensure that our curriculum is broad and balanced, we are working in teams around the Areas of Learning and Experience (AOLEs). The AOLE team has responsibility for the oversight of the teaching and learning across the AOLE and within that, staff have subject responsibilities to ensure that there is provision for the subject is strong across all classes and is progressive in how skills and knowledge are developed.

We have started to look at the use of novels linked to the topic 'big idea' for the term. With this, teachers are using a novel or story to teach the English skills. This novel or story is the 'umbrella' for the big idea that links all the Areas of Learning to the novel. Research has shown that learning is retained and understood when it is 'woven' into a curriculum map that enables children to make links across their learning.

An example is shown on the next page:

Concept: Power Book: 'Floodland' by Marcus Sedgwick	
'AOLE links	Humanities: <ul style="list-style-type: none"> • Climate change • Global warming (rising sea levels) • Physical geography (rivers and oceans) • Water distribution (Critical Skills) • Power (leadership and key leaders) Science and Technology: <ul style="list-style-type: none"> • Global warming • Flooding • Water Cycle • Rust investigation • Raft building • Weather station • Collecting data/Handling data (Excel, j2e) • PowerPoint/Sway • Green Screen Expressive Arts <ul style="list-style-type: none"> • Water in art (Monet) • Wood engraving (John Lawrence) • William Blake • Handel's 'Water Music' • Hot seating Health and Wellbeing: <ul style="list-style-type: none"> • Bravery • Risk taking • Bereavement • Friendship • Empathy

We are also re looking at progression within the Areas of Learning: in particular, how subject skills and knowledge are developed over time. With this, we are using 'milestones' for our learning objectives which are linked to the new progression steps in the Welsh curriculum. These milestones are designed to ensure subject content is progressive over time, so children are retaining and building on the skills and knowledge they have already.

Professional Learning linked to curriculum:

- Blended Learning- strategies to support learning
- Using 'Loom' to support modelling and demonstrating
- Curriculum design and mapping
- Curriculum: concepts and big ideas
- Welsh curriculum
- Lesson design
- Novels and texts: Power of Reading

4.2 School Performance, Facts and Figures

Due to the Global Coronavirus Covid-19 Pandemic, all formal testing and assessment of Primary age children was suspended in April 2020. As a result, the legal requirement to publish such results has also been removed this academic year.

Following a full return to school in April 2021, all pupils were assessed in literacy and numeracy to understand if and where any gaps in learning have occurred during this period. Additional resources have been allocated to wellbeing through Accelerated Learning Provision. This has been successful in closing specific learning gaps for individuals and groups and will continue into the 2021/ 2022 year.

Governors are confident that school performance standards have been maintained at a sufficiently high level throughout the pandemic and that Evenlode still performs well above the Welsh average school of comparable size and resource.

End of year cohort data reflects these standards:

Reception	On track %
Language, Literacy and Communication	92
Mathematical	93
Personal and Social	100

Year Two	On track %	Above %
English	98	42
Maths	100	43
Personal and Social	98	55

Year Six	On track %	Above %
English	100	18
Maths	100	20
Science	100	10
Welsh	72	2

4.3 Additional Learning Needs (ALN)

The ALN Coordinator, Mrs. Emma Thomas, was supported by a team of Learning Support Assistants (LSAs). Due to Covid related Bubbles, each year group was allocated support staff that remained with them for the school year. Children receiving one to one support had their needs met and remaining support was used for general classroom support and 'catch up' interventions.

Each pupil is entered on the School Provision Map. This map identifies provision made for every child in school and is regularly updated. The Provision Map indicates three levels of graduated support. The majority of children have their needs met through quality first classroom teaching. Children who are displaying difficulty in one or more areas of learning may be withdrawn to small group or one-to-one activities with the ALN Co-ordinator or year group LSA and provided with specialist intervention programmes. The LEXIA programme is an example of this, it helps pupils who need support with aspects of Literacy such as reading, spelling and grammar and is proving to be very effective. For any Children who are not making satisfactory progress, through these reasonable adjustments, outside agencies may then be involved. We call upon Pupil Support Services for Specialist Teachers, Educational Psychologist assessments and when necessary, involve Paediatricians, Speech and Language Therapists, Audiologists, Visual Impairment specialists and Occupational Therapy services. We also involve Child and Adolescent Mental Health Services (CAMHS) and any other relevant agency as deemed necessary. Visits from Educational Psychologists have been reduced to three per year. Advice is taken from the aforementioned specialists and appropriate provision is provided for these children.

Some children experiencing difficulties may have a one-page profile. These are 'child friendly' pages of information for parents and professionals of what is important **to** and **for** the child. OPPs are readily available to all staff who support that child. Some children may require a Learning Plan which provides short term targets for the child. Children who are demonstrating more significant difficulties may receive an Individual Development Plan (IDP). These were written in a 'child centred' approach and Parents/Carers are informed and consulted throughout, as they are integral to the process. IDP meetings took place in the summer term and IDPs were ready for the new school year. The new Additional Learning Needs and Educational Tribunal Act (ALNET) is due to come into force in Jan 2022 and IDPs are an important part of the new Bill.

Application to the ALN Panel can be made by school, for those children who require more support or resources than can be funded by the school budget. This additional funding would come from the Local Authority and is a contribution to what the school already provides.

The school meets the needs of children with English as an Additional Language (EAL) with support from the Ethnic Minority Achievement Service. Where appropriate, some children may receive additional in school support from this service.

Success of the ALN policy and interventions are measured by standardised tests, pupil voice, observations, teacher assessments and Specialist Teacher observations.

4.4 Welsh in Evenlode Primary

The main language of Evenlode Primary is English. However, several staff are able to communicate fluently through the mediums of Welsh and English and Ms Dunlop has completed a One Year Full time training course in the language. Miss Dunlop and Mr Barton lead Welsh throughout the school and in 2021 undertook training with all the staff on using effective planning and teaching strategies for teaching Welsh, using 'Pod Antur', a recommended Scheme of Work alongside 'Continuwm Patrymau Iaith' (Continuum of Welsh Language Patterns) to develop conversational Welsh. Now that we are back to pre- pandemic timetables, Welsh is timetabled daily to develop conversational Welsh. Incidental Welsh is encouraged within school practice and all members of staff are encouraged to use the language as much as possible so that the children hear the language on a regular basis. School is also pursuing Silver Award – Cymraeg Campus Language Charter. The aim of the Language Charter is to inspire children and young people to use their Welsh in all aspects of their lives.

This year, our Eisteddfod looked very different! At the end of April, individual classes celebrated Eisteddfod, which included the addition of videoclips from home of musical performances. Although very different, children and staff still enjoyed the celebrations.

Y Prifardd | The Chief Bard – Amy Churchlow



4.5 Attendance Data

The school continues to work with the families of Evenlode Primary and our Educational Welfare Officer to ensure that the attendance remains good. This involves monitoring of individual/family attendance and early intervention with parents/carers. A concern for the Governing Body is the increased number of holidays taken by parents during term time. Holidays are unauthorised which is reflected the Summer 2021 box below. Figures for this year are obviously skewed by the impact of the pandemic.

TARGETS (%)

DATE	TARGET ATTENDANCE	ACTUAL ATTENDANCE
2020-2021	96.4	97.1

ATTENDANCE (%)

AUTUMN 2020	SPRING 2021	SUMMER 2022
96.8	97.8	97.2

AUTHORISED ABSENCES (%)

AUTUMN 2020	SPRING 2021	SUMMER 2021
2.9	1.7	2.1

UNAUTHORISED ABSENCES (%)

AUTUMN 2020	SPRING 2021	SUMMER 2021
0.4	0.4	0.8

5 Wellbeing and Engagement

5.1 Mental Health and Behaviour

The school celebrated Children's Mental Health Awareness Week with a variety of lessons, including one on 'Bravery' and another on the importance of Sleep.

Forest school and Tree school sessions were run for pupils in several age groups.

All Key Stage 2 classes completed the Vale SELFIE questionnaire.

The Zippy and Apple emotional wellbeing programmes continued with classes in Y1 and Y3. The previously trained KiVa team operated anti bullying support. Upper KS2 children followed the Facts4life health and wellbeing programme.

Two members of staff completed the Children's Mental Health First Aid training. The Head teacher successfully completed a two day training course in 'Mental Health and Trauma in Schools'. The school continued to implement the 'Motional' online assessment programme to develop a programme of work based on play therapy.

The school have worked closely with external agencies such as FACT (through Families First), CAMHS, the Primary Mental Health team and the school nurse.

5.2 School Parliament

The School Parliament began the year by working on a variety of fundraising ventures for charities including Children in Need and The Vale of Glamorgan Food Bank. During lockdown, the Parliament set a whole-school home learning activity, gathering pupils' experiences and feelings about the pandemic. Towards the end of the year, the Parliament worked with members of staff to help shape and define the school's values and aims.

5.3 Healthy Eating and Drinking

Throughout Evenlode Primary school healthy eating and drinking is promoted through a variety of ways. We encourage children to eat fruit at break times. Unfortunately, Covid restrictions meant our Fruit Tuck Shop could not function during 2020-21.

The importance of eating and drinking healthily is promoted through PHSE, science, cooking, P.E. lessons and classroom discussions. Children are encouraged to bring in water bottles for use during the day.

5.4 Extra-Curricular, Sporting and Cultural Activities

The pupils are actively encouraged to participate beyond the classroom by involving themselves in the diverse range of activities. During 2020-21 sporting activities were curtailed significantly due to Covid restrictions, however percussion, guitar, woodwind, violin and keyboard lessons provided by outside agencies resumed in the Summer term.

Due to restrictions, our Eisteddfod was celebrated in classes this year. Musical entries were submitted via Seesaw and played to the year group on the day. The other competition winners were celebrated within class itself and the school shared the successes with the community via Facebook. The highlight of the day was each class singing the national anthem.

5.5 Leavers' Trophies – 2021

Award	Recipient
Progress	Holly Greenslade
Academic	Aneka Duckers
All Rounder	Josh Collins
Sport	Rio Fofana
Creative Arts	Katy Edwards
Music	Nia Doherty
Citizen	Chiara Cioni Daniel Nourish
Kindness	Freddie Hatherall
Team Player	Emily Mason
Victor Ludorum	Benjy Hill
Victrix Ludorum	Alice Atkinson Amy Wall
Eisteddfod	Amy Churchlow

6 Community

6.1 Evenlode Parent Teacher Association (PTA)

The PTA is a vital part of the Evenlode Family and it works in partnership with the school to raise funds, to arrange social events, to help with school ventures and generally to be a friend to the school. Everyone who is involved with our school is also a member of our charitable association by virtue of sharing an interest in all our children; this includes staff of Evenlode, parents/carers and extended members of family.

We have an elected committee who run the PTA accounts and events on your behalf. Thanks to last year's committee:

Joint Chairperson – Amanda Gardner
Joint Chairperson – Shazia Salim
Treasurer – Deborah James / Maria Meek
Secretary – Sara Woollatt
100 Club Officer - Alison Lewis
Communications Officer – Laura Cropper

A new Committee was nominated in the AGM in February 2021:

Joint Chairperson – Shoko Doherty
Joint Chairperson – Kimberley Luke Edwards
Joint Chairperson – Dave Woods
Treasurer – Kathryn Rawlings
Secretary – Marianne Halstead
100 Club Officer - Alison Lewis
Communications Officer – Laura Cropper

The PTA worked tirelessly over the year to raise funds for the school with the support of yourselves and the local community. Many thanks to all involved for your help and support over the year. From the draft end of year accounts, the total funds raised for the 2020/21 financial year amount to £8,342 with approved PTA spend for the year totalling £1,500 and a net cash surplus of £17,809 as at 31 July 2020. A detailed financial analysis is included as a table on the next page.

2021/2022 is forecasted to be a more profitable year than last year, with the 'Evenlode 50 Challenge' already underway. This year is unlikely to meet the funds raised in years pre COVID-19 due to the many restrictions and changes that are likely to continue into 2021-2022. The main focus for PTA fundraising is for new equipment for the outdoor areas. The 'Evenlode 50 Challenge' has already raised £4,953.00 so far, with the target being £20,000. The PTA is still aspiring to help with digital education, to continue funding various subscriptions and appropriate workshops, and to assist the school with any other requests.

The PTA AGM is in early Feb 2022.

Evenlode Parent Teacher Association (PTA) Financial Report

1st August 2020 to 31st July 2021 (draft figures until approved at AGM in February 2022)

FUNDRAISING				EXPENDITURE			
	2020/21	2019/20		2020/21	2019/20		
Events			School payments				
Xmas Fayre	664.75	2,508.53	Laptops x 30			9,866.10	
50th BBQ		3,620.99	Techniquet membership			416.67	
Halloween Disco		432.92	First News subscription	541.00		513.00	
Easter Fayre	698.47	-	Headphones for pupils			627.00	
Playground Equipment Fundraiser	3,523.18	-	Beebots			309.70	
		-	Foundation Phase Books			232.00	
		-	Sail Canopies			4,456.25	
		-	Embroidery PE T-shirts			1,260.00	
		-	ADA Recycling Workshops			540.00	
		-	Playground Equipment	400.00		0.00	
			Sports Day Rosettes	550.80		0.00	
						0.00	
						0.00	
	4,886.40	6,562.44				0.00	
						0.00	
Non-event fundraising						0.00	
100 Club	1,439.00	1,352.00				0.00	
Bag2School	584.00	1,608.00				0.00	
Xmas cards	769.27	460.57				0.00	
Uniform sales		12.00				1,491.80	18,220.72
Six Nations		70.00					
	2,792.27	3,502.57					
Other receipts and donations			Other payments				
Lloyds match funding	500.00	668.00	Just Giving Membership Fee	72.00			
Misc Receipts	347.13	39.78	Misc Expenses	123.00		396.92	
(Amazon, Easy Fundraising)	847.13	707.78					
TOTAL FUNDRAISING	8,525.80	10,772.79	TOTAL EXPENDITURE	1,686.80	18,617.64		
Overall position							
	£						
Cash book balance at 1st August 2020	10,035.08						
+ Fundraising	8,525.80						
- Expenditure	1,686.80						
Cash book balance at 31st July 2021	16,874.08						

6.2 Saplings Out of School Care Club

Saplings Before and After School provision has, despite the impact of the pandemic, continued to flourish with high demand and lots of fun and laughter! Once Covid restrictions were eased to allow before school and after school provision, we commenced Saplings, keeping to bubbles. We have also been able to run summer provision this year, which was very successful and very well attended, with great theme weeks such as Pirate Week!

6.3 Global and Community/Parental Links

Despite restrictions during 2021-22, we endeavoured to work closely with the local community, and our cluster and family of schools.

- Saplings our pre and after School Care club maintained CIW registered status.
- Online guest assemblies were led by Steve Harris from Collective Worship.
- A huge contribution was raised for local foodbanks at Christmas.
- Telephone and video call Parent/Carer Evenings were held during Autumn and Spring terms.
- The PTA ran a variety of events including a very successful Easter Hunt.
- Griffin Books organised an online author talk with Floella Benjamin which Year 4 took part in.
- Year 5 took part in online science events run by Renishaw.
- Metro Bank and Natwest Bank provided resources for banking lessons with years 5 and 6.
- Parent newsletters
- Parental surveys

Whilst the pandemic has put a pause on the training and sharing best practise elements of our Erasmus+ project, we have continued to meet termly with our partners over an online platform to share how all schools are supporting pupils well-being and learning. This has allowed us to support each other in the best ways to deliver learning from home whilst supporting pupils wellbeing needs. It is hoped that the full project will resume in Autumn 2021.

7 Governance

7.1 Composition of the Governing Body 2020 - 2021

Position	Type	Name	1st Appointed	Start	End
Clerk	Clerk	Hazel Evans	16/09/20	16/09/20	-
Chair	Parent	Stephen Burkitt-Harrington	27/09/18	27/09/18	27/09/22
Vice Chair	LEA	Annie Williams-Brunt	19/10/15	19/10/19	19/10/23
Headteacher	Headteacher	Ruth Foster	01/01/21	01/01/21	-
Governor	Community	Jeremy Lewis	02/05/18	02/05/18	02/05/22
Governor	Community	Linsay Payne	30/09/15	30/09/19	30/09/23
Governor	Community	Sue Noormohamed	05/12/18	05/12/18	05/12/22
Governor	LEA	Allun Thomas	05/10/20	05/10/20	05/10/24
Governor	LEA	Cllr Ben Gray	16/10/17	16/10/17	16/10/21
Governor	LEA	Cllr Kathryn McCaffer	16/10/17	16/10/17	16/10/21
Governor	MAR	Cllr Kay Bowring	09/09/19	09/09/19	05/05/21
Governor	MAR	Cllr Robin Lynn	05/05/21	05/05/21	05/05/25
Governor	Parent	Ryan Crimmins	27/09/18	27/09/18	27/09/22
Governor	Parent	Siobhan Richards	02/10/17	02/10/17	02/10/21
Governor	Parent	Sara Woollatt	08/10/19	08/10/19	08/10/23
Governor	Parent	Daniel Cornelius	08/10/19	08/10/19	08/10/23
Governor	Staff	Lisa Harris	01/05/19	01/05/19	01/05/23
Governor	Teacher	Hayley Hodgkins	03/09/18	03/09/18	03/09/22
Governor	Teacher	Jo Roberts	02/09/19	02/09/19	02/09/23

Governors may be contacted via the school office.

7.2 Governors Committees

The governors give their time, skills and expertise in a voluntary capacity, to help their schools provide children with the best possible education. Evenlode's governing body is accountable for the strategic direction of the school and for the quality of education provided.

The full governing body meets at least twice per term. In addition to full governors meetings, there are a number of ad hoc statutory sub-committees which meet as and when the need arises. These include:

- Staff Disciplinary & Dismissal Committee
- Disciplinary & Dismissal Appeals Committee
- Pupil Discipline & Exclusions Committee
- Complaints & Staff Grievance Committee
- Teacher & Headteacher Selection Panel

Governors sit on a number of non-statutory, more focussed sub-committees to carry out issue specific more focussed work in smaller working groups during the year with other members of the school community invited as required.

These include:

Curriculum Committee

The purpose of the Curriculum Committee is to monitor curriculum provision and attainment and achievement of all groups of children at Evenlode to ensure every child fulfils their potential. The main function of the committee is to support and challenge the Head Teacher, and staff on matters concerning the school curriculum and to hold them to account for this, ensuring that the school curriculum is broad and balanced, and meets the needs of all pupils. Observational work is carried out through Book Looks and Learning Walks. In addition this committee is supported by Link Governors appointed to each of the six Areas of Learning Experience identified in the new Curriculum for Wales.

Area of Learning Experience Link Governors:	
Expressive Arts	Stephen Burkitt-Harrington
Health and Wellbeing	Annie Williams-Brunt, Ryan Crimmins & Sue Noormohamed
Humanities	Sara Woollatt & Daniel Cornelius
Languages, Literacy and Communication	Siobhan Richards
Mathematics and Numeracy	Linsay Payne
Science and Technology	Jeremy Lewis

Resources Committee

The purpose of the Resources Committee is to ensure that the school makes effective use of its resources and delivers value for money to ensure the best possible outcomes for all children attending the school.

The school's resources consist of:

- Finance (funding and income)
- Personnel (all teaching and non-teaching staff)
- Facilities (grounds, buildings and equipment)

The Resources Committee meets regularly and works with the Senior Leadership Team to review and monitor the school's:

- Annual budget with reference to the priorities identified in the School Development Plan
- Medium and long term financial strategy
- Staffing structures and performance management policies
- Programme of building maintenance and improvements
- Health and safety policies
- Procurement of supplies and services

Health and Wellbeing Committee

In 2019/2020, the Full governing body approved the creation of the Health and Wellbeing Committee to ensure that the health and welfare of everyone at Evenlode is in top condition. This includes physical and mental health of all staff and pupils at the school. Specific work of this committee is still under development and we hope it will contribute to a stronger healthier school in years to come.

7.3 Financial Statement

The school has continued to manage its budget effectively throughout 2020 and into 2021. The financial outturn statement for the financial year 2020-2021 is included below. This outlines the school's expenditure and income.

DETAIL	ANNUAL BUDGET	TOTAL ACTUAL
CONT. TO FUNDS		137.52
CONT TO CAPITAL OUTTURN		137.52
EMPLOYEES	1,429,791.00	1,402,960.75
TEACHING EMPLOYEES	961,125.00	932,172.00
NON TEACHING EMPLOYEES	272,730.00	271,887.09
GRANT EMPLOYEES	181,785.00	192,919.35
OTHER DIRECT EMPLOYEES	14,151.00	5,982.31
INTERNAL RECHARGES EXPEND	83,765.00	108,307.40
INTERNAL RECHARGES EXPEND	83,765.00	108,307.40
PREMISES	112,515.00	114,604.31
CLEANING AND DOMESTIC SUPPLIES	37,965.00	35,740.07
ENERGY	19,450.00	16,727.43
GROUNDS MAINTENANCE	11,956.00	11,073.99
RATES	21,534.00	21,534.00
REPAIRS & MAINT OF BUILDING	13,810.00	22,817.99
WATER SERVICES	7,800.00	6,710.83
SUPPLIES AND SERVICES	52,281.00	38,187.22
CATERING	51.00	0.00
COMMS AND COMPUTING	3,557.00	2,197.49
EQUIP, FURNITURE & MATERIALS	30,765.00	22,240.39
EXPENSES		72.60
GRANTS & SUBSCRIPTIONS		3,659.84
MISC EXPENSES	3,249.00	135.00
PRINTING STATIONERY & OFFICE EXPS	8,602.00	6,643.89
SERVICES	6,057.00	3,238.01
TRANSPORT	500.00	150.30
CAR ALLOWANCES	500.00	150.30
CUSTOMER RECEIPTS	-162,310.00	-105,568.77
CHARGE FOR SERVICE	-154,354.00	-73,174.62
DONATIONS	-4,456.00	-4,456.25
RENTAL INCOME	-3,500.00	-1,655.00
SALE OF PRODUCTS		-26,282.90
GOVERNMENT GRANT	-186,905.00	-244,182.63
OTHER GOVERNMENT GRANTS	-18,326.00	-18,326.71
WG GRANTS	-168,579.00	-225,855.92
INTERNAL RECHARGES INCOME	-17,335.00	-110,746.97
INTERNAL RECHARGES INCOME	-17,335.00	-110,746.97
Total	1,312,302.00	1,203,849.13

7.4 School Policies

Please note that all school documents and policies are reviewed and updated each year and approved by the Governing Body at the AGM each September. Copies are available on the school website www.evenlodeschool.co.uk/school-policies/ and also to view at school by appointment with the Headteacher. They include the following specific policies:

- Admissions Policy
- Additional Learning Needs (ALN) Policy
- Anti-Bullying Policy
- Attendance Policy
- Charging and Remissions Policy
- Collective Worship Policy
- Complaints Procedure
- CSC Capability Policy
- Curriculum Teaching and Learning Policy
- Data Protection Policy
- Dignity At Work Policy and Procedure
- Education For Sustainable Development and Global Citizenship Policy
- Educational Visits Policy
- Equality Policy
- E-Safety Policy
- Food and Fitness Policy
- Grievance Procedure
- Health and Safety Policy
- Homework Policy
- Internet and Social Media Policy
- Intimate Care Policy
- Marking and Feedback Policy
- More Able and Talented Policy
- Pay Policy
- Performance Management Policy
- Pupil Discipline and Behaviour Policy
- Safeguarding Policy
- School Session Times Policy
- Sex and Relationships Policy
- Staff Discipline Procedure
- Substance Misuse Policy
- Toilet Policy
- Volunteer Helper Policy
- Whistleblowing Policy

8 Important Information

8.1 School Term and Holiday Dates 2021 – 2022

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2021	Friday 3 Sept 2021	Monday 25 Oct 2021	Friday 29 Oct 2021	Friday 17 Dec 2021	71
Spring 2022	Tuesday 4 Jan 2022	Monday 21 Feb 2022	Friday 25 Feb 2022	Friday 8 Apr 2022	64
Summer 2022	Monday 25 April 2022	Monday 30 May 2022	Friday 3 Jun 2022	Friday 22 July 2022	59
				TOTAL	194

INSET DAYS THIS YEAR ARE:

Friday 3rd September 2021

Wednesday 6th October 2021

Monday 3rd January 2022

Friday 27th May 2022

Thursday 21st July 2022

Friday 22nd July 2022

All schools will be closed on Monday 02 May 2022 for the May Day Bank Holiday.

Significant dates:

Christmas: Saturday 25 December 2021

Good Friday: Friday 15 April 2022

Easter Monday: Monday 18 April 2022

May Bank Holidays: Monday 02 May 2022

Queen's Platinum Jubilee: Thursday 02 June 2022*

Bank Holiday Celebrations: Friday 03 June 2022**

* Moved from normal Monday 30 May 2022 as a one off to celebrate the Queen's Platinum Jubilee

** Extra one-off bank holiday in recognition of Queen's Platinum Jubilee therefore one day taken off this academic year.

8.2 Staff 2021-2022

POSITION	NAME	
Headteacher	Mrs. R. Foster	
Acting Deputy Headteachers	Miss. K . Mainwaring Mrs. R. Shields	
ALNCO	Mrs. E. Thomas	
Teachers		
Y6 Mr.J.Francis	Mr.G.Jennings	
Y5 Mrs. V. Parselle	Miss L. Jones.	
Y4 Mrs R. Shields	Mr. H. Barton	
Y3 Miss V. Bieri	Miss J. Morris	
Y2 Mrs. S. Willis	Mrs. S. Almond (80%)	
Y1 Miss A. Dunlop	Mrs. E. Rawlinson (60%) Mrs. A. Hoddinott (50%)	
Reception Mrs. J. Roberts	Ms Mainwaring	
Mr P. Morgan, Mrs D. Stone, Mrs.S. Cottrell (PPA and Accelerated Learning Support)		
HLTA Learning Support Assistants		
Mrs. L. Barber (60%) HLTA	Mrs. N. Barrett (50%) HLTA	
Mrs. M. Righton	Mrs. L. Harris	
Mrs. R. Curtis	Mrs. A. Warren	
Mr. S. James	Mrs. L. Filliau	
Mrs. A. Wakley	Mrs. S. Edwards	
Mrs. J. Morris	Miss. G.Phillips	
Miss. M. Tunley (nurture)	Mrs. K. Jones	
Business Manager	Mrs. S. Esseen (80%)	
Administrative Assistants	Mrs. J. Sullivan	Mrs. S. Wilkins (60%)
Caretaker	Mr. K. Webber	
Cook in Charge	Mrs. S. Williams	
Senior Midday Supervisor	Mrs. L. Wenger	

POSITION	NAME
Midday Supervisors	
Mrs. A. Morgan	Mrs. E. Stevenson
Mrs. R. Curtis	Mr. B Moss
Mr. S. James	
Saplings Personnel	
Mrs. K. John	Mrs. M. Righton
Ms B. Edwards	Mrs R. Morris
Mrs. R. Curtis	Miss V. Evans
Mrs. L. Wenger	Mrs. A. Morgan
Mr. S. James	Miss E. Righton

8.3 Health and Safety

Evenlode takes a pro-active approach to monitoring hazards on site and as such both General and Specific Risk Assessments are reviewed regularly, or in the case of any significant changes or incidents. The Governing Body of Evenlode Primary School has a high regard for its responsibilities regarding the health, safety, security and welfare of the pupils and staff within its care and all visitors to the school.

With the implementation of our Health and Safety Policy, the Governing Body will ensure that, wherever possible, a working and learning environment, which is safe, secure and without risk to health is provided and maintained.

Proactive health and safety inspections take place within the school and the surrounding area on a regular basis. With the budgetary restrictions, spending on buildings was limited. Fire drills are held each half term. An accident book is kept and used by all staff to record incidents.

8.4 GDPR and Information Security

The school has issued a Privacy Notice to all parents outlining the school's duty in respect of the General Data Protection Regulation (GDPR). A data retention policy has been signed-off by the governors and is available upon request. The school have appointed the Vale of Glamorgan Council as the external Data Protection Officer (DPO) for the school.

8.5 The School Prospectus

The school prospectus is currently only available in the printed format and is issued to all new members of the school community.

8.6 Toilet Provision

The toilet provision for all pupils is good. The staff toilets require refurbishment. However, this will not be completed until sufficient funds are available.



9 Glossary of Terms and Acronyms

Acronym	Description
ACE	Adverse Childhood Experiences
AoLE	Six Areas of Learning and Experience
AFL	Assessment for Learning Formative, teacher assessment
ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Co-ordinator
ALNET	Additional Learning Needs and Educational Tribunal Act
ALP	Additional Learning Provision
AoL	Assessment of learning Summative, tests
ARR	Assessment, Recording and Reporting
CAL	Cardiff Achievement in Literacy
CAMHS	Child and Adolescent Mental Health Services
CAN	Cardiff Achievement in Numeracy
CATs	Cognitive Abilities Tests
CCSIW	Care and Social Services Inspectorate Wales (CCSIW)
CELIPS	Cardiff Effective Learning in Primary Science
CIW	Care Inspectorate Wales
CL	Curriculum Leader
CPD	Continuous professional Development
CRB	Criminal Records Bureau
CSC	Central South Consortium
DBS	Disclosure and Barring Service
DCF	Digital Competency Framework
DEWI	Data Exchange Wales Initiative
DHT	Deputy Headteacher
DPO	Data Protection Officer
DT	Design and Technology
EAL	English as an Additional Language
EEL	Effective Early Learning

Acronym	Description
EIG	Education Improvement Grant
EiT	Excellence in Teaching
ELSA	Emotional Literacy Support Assistant
EMAS	Ethnic Minority Achievement Service
EMTAS	Ethnic Minority & Travellers Achievement Service
ERASMUS	(Eu)ROpean Community Action Scheme for the Mobility of University Students
ESDGC	Education for Sustainable Development and Global Citizenship
EWO	Education Welfare Officer
EY	Early Years
EYFS	Early Years Foundation Stage
FFT	Fischer Family Trust
FLO	Family Liaison Officer
FP	Foundation Phase
FSM	Free School Meals
FTE	Full Time Equivalent
GDPR	General Data Protection Regulation
GTCW	General Teaching Council for Wales
HLTA	Higher-Level Teaching Assistant
HT	Headteacher
Hwb	The all Wales Digital Learning Platform
ICT	Information and Communication Technology
IBP	Individual Behaviour Plan
IDP	Inclusion Development Programme
IEP	Individual Education Plan
INCERTS	Assessment logging software
INSET	IN-Service Training day
KiVa	Research-based anti-bullying programme
KS2	Key Stage 2 (Juniors)
LA	Local Authority

Acronym	Description
LAC	Looked After Child/children
LEA	Local Education Authority
LEXIA	Phonics led reading program for primary schools
LFMS	Local Financial Management Service
LLC	Languages Literature and Communication
LNF	Literacy Numeracy Framework
LSA	Learning Support Assistant
LTL	Learning Through Landscapes
MAR	Minor Authority Representative
MAT	More Able and Talented
MEAG	Minority Ethnic Achievement Group
MiSP	Mindfulness in Schools Project
MTP	Medium Term Planning
NC	National Curriculum
Nessy	Programme to support pupils with dyslexia
NFER	National Foundation for Educational Research
NIPpers	Numeracy Intervention Project
NVQ	National Vocational Qualification
PAWBS (Paws B)	Mindfulness Programme for Primary Schools
PE	Physical Education
PHSE	Personal, Social, Health and Economic education
PIAP	Post Inspection Action Plan
PIE	Person In Environment
PIM	Progress in Maths
PISA	Programme for International Student Assessment
PLC	Professional Learning Community
PM	Performance Management
PPA	Planning Preparation and Assessment
PPN	Police Protection Notice

Acronym	Description
PSE	Personal and Social Education
PTA	Parent Teacher Association
PTC	Parent Teacher Consultations
QA	Quality Assurance
RE	Religious Education
RSE	Relationships and Sex Education
SA	School Action (ALN category)
SA+	School Action Plus (ALN category)
SAP	Student Assist Programme
SAIL	School Action Intervention in Literacy
SBM	School Business Manager
SDP	School Development Plan (aka School Improvement Plan)
SEAL	Social and Emotional Aspects of Learning
SEESAW	Digital Learning Platform used for homework
SELFIE	Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies
SER	School Evaluation Report
SIP	School Improvement Plan
SL	Subject leader
SLT	Senior Leadership Team
SMT	Senior Management Team
SOW	Scheme of Work
SRE	Sex and Relationships Education
SRTRC	Show Racism The Red Card
STARs	Specialist Teacher Accelerating Reading
TA	Teaching Assistant
TLR	Teaching and Learning Responsibility
WALT	We Are Learning To
WILF	What I'm Looking For

< End of Report >