



**Governing Body of**  
**Ysgol Gynradd Rhosyn Gwyn**  
**White Rose Primary School**

**Full Report**

This report is produced in accordance with National Assembly for Wales (NAFW) Circular 15/01.

**1. Clerk**

The school uses the Local Authority's 'Governor Support Service'. This support includes the provision of a clerk for many of the meetings. The Clerk to the Governing Body is provided by the LA of Caerphilly County Borough Council.

**2. Chairperson**

The Chairperson of the Governing Body is Miss Coral Williams who is contactable via the school address.

**3. Membership**

The following people are currently members of the Governing Body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>	<b>Date due for re-election</b>
Cllr Eluned Stenner	LA	Council Members	
Mr Martin Williams Mrs Davina Parfitt	Minor Authority	Caerphilly Council	
Miss Coral Williams Dr J M Woodhouse Mrs Sharon Coleman	Community Governors	Governing Body	27/09/2025 16/10/2024 27/09/2025
Mr Luke Chard Mrs Alison Smith	Parent	Parents	19/09/2025 29/11/2024
Miss Stacy Hancock	Teacher	Teaching Staff	20/11/2024
Mrs Paula Simpkins	Staff	Non-Teaching Staff	17/12/2027
Mrs Kathryn Thompson	Headteacher	n/a	



3 vacancies	LA 2 Parent	Council Members Parents	--

When fully constituted this governing body is made up as follows

<b>LEA Representatives</b>	2	<b>Community Governors</b>	3
<b>Parent Governors</b>	4	<b>Teacher Governor(s)</b>	1
<b>Staff Representative</b>	1	<b>Minor Authority (if applicable)</b>	2
<b>Headteacher</b>	1	<b>Total</b>	14

The governing body is working to fill the vacancies for the community governor.

**4. Resolutions**

There were no resolutions passed at the last meeting.

**5. Election of Parent Governors**

There are currently 2 vacancies for parent governors, with all other governors appointed within the last 3 years.

**6. Curriculum for Wales**

The new Curriculum for Wales came into effect from September 2022. During the last year we have been transitioning to the new curriculum and a lot of work has been done by teaching staff and governors around the aims of the new Curriculum.

There are 4 main aims of the new Curriculum

- Ambitious and Capable learners
- Enterprising and Creative
- Ethical and Informed Citizens
- Healthy and Confident

All pupils in White Rose Primary School will meet the aims of the new Curriculum through Literacy Skills, Numeracy Skills, and Digital Skills, this will be done under 6 areas of learning experience;

- Expressive Arts
- Health and Well-being
- Humanities
- Language, literacy, and communication
- Maths and Numeracy
- Science & Technology



White Rose Primary have introduced the aims of the new Curriculum through 4 characters: - Healthy Harry, Ambitious Anwen, Creative Carys, Resilient Rhys. All pupils have been receptive to the characters and the school has been holding character Fridays for all pupils.

7. **School Performance Data**

The school continues to monitor the progress of all pupils throughout the whole school. When necessary, the school identifies children who are achieving above, or below, expected levels. To support these children, the school ensures that learning sessions are 'differentiated', in which the stage of development of each child is taken into consideration, instead of concentrating on the child's age. If this differentiation does not secure progress in learning, individual education plans are developed, with specific targets for small steps of progress to be achieved. Parents are included in this process.

This year as part of a Cluster project, White Rose were invited to select four year 6 pupils who were classed as being more able and talented to take part in the Brilliant Club project. Pupils met with a PhD tutor and worked through a challenging project pitched at a key stage above. Pupils attended virtual and in-person teaching sessions, in which they studied the impact of cardiovascular disease on the heart. Pupils all completed a final assignment which was scored on the university scale. Pupils will be attending a leading university for a graduation event after receiving their grades in the summer term.

8. **Attendance Information**

Listed below are the pupils' attendance figures from September 2022 – to July 2023.

	Attendance	Authorised Absences	Unauthorised Absences	Overall (Up to 20 <sup>th</sup> July 2024)
<b>Autumn 2023</b>	89.01%	2289	1295	88.89%
<b>Spring 2024</b>	89.35%	3730	2136	
<b>Summer 2024</b>	89.24%	5178	3882	

Absence from school is a contributing factor in low pupil achievement, so, as you are aware, the Welsh Government and the Local Authority are targeting improved attendance. Parents can help this situation by informing the school if they feel that there are any problems that are preventing pupils from attending or causing the pupil to feel that they do not want to attend school.

During academic year 2023/2024 the school is below the target set by the Local Authority. The family liaison officer works with families to address attendance concerns and help all our pupils and families to improve their attendance. Parents are reminded of the importance of attending school, and that your support in this is always requested. The school will continue to follow Local Authority guidelines for the monitoring of pupil attendance. In line with local schools the Governing Body agreed to pilot the Fixed Penalty Notice from September 2023 for a period of one year, this also includes a firm approach to holidays in term time where Fixed Penalty Notices may be issued by the Local Authority. Parents are advised to refer to the Attendance Policy which is available via the school website. Records are kept in school of pupils who arrive at school late and registers are kept as an accurate record of pupil attendance. Parents are reminded of the requirement to inform school of any absence. Text





messages, letters and support meetings are arranged to request reasons for non-attendance at school. Parents/carers are contacted if their child's attendance becomes a cause for concern.

Excellent attendance is continually rewarded to encourage pupils and families with class attendance bear, and class golden time.

## 9. **School Prospectus**

The school prospectus has been updated to provide an informative and user friendly document to inform parents and prospective parents of the work of the school. This prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is available on the school website.

Parents are informed if any amendments are made to the existing prospectus. This can be viewed on the school website or a copy requested from the school office.

## 10. **School Improvement Plan**

The School Improvement Plan for the 2023/24 academic year was approved by Governors.

As part of its regular meetings, the Governing Body regularly reviews targets. The school is in the process of finalising the School Improvement Plan for 2024/25 – details of this will be shared with parents/carers when it has been approved. A focus of the plan will be;

- To improve clarity in curriculum planning
- To improve pedagogy practices and differentiation
- To improve standards of reading and writing
- To improve standards of spoken Welsh
- To improve standards in Mathematics and Numeracy
- To increase stakeholder participation

At White Rose Primary, we continue to ensure a broad and balanced curriculum is offered to all pupils at the school. This includes the “core” subjects of English, Mathematics, Welsh as well as Science in Key Stage 2 and Personal and Social Education, Wellbeing and Cultural Diversity in Foundation Phase. In line with current Welsh Government priorities, the school is focussing on the development of literacy and numeracy skills through a ‘thematic’ approach to learning. This will help the children learn how to transfer their skills more effectively once they have been learnt in specific Maths and English lessons. All lessons are differentiated to allow children to access their learning at their own levels.

Learning in the Foundation Phase includes a mix of structured activity and more traditional methods – which increase as the children prepare for Key Stage 2. Throughout Key Stage 2 the children are encouraged to participate actively in their learning, discussing topics with adults and peers, developing thinking skills, and increasing their independence in their own learning.

## 11. **Post Inspection Action Plan**

From Estyn 2019 the school has successfully completed recommendations and work will continue in the School Improvement Plan.



12 **Use of the Welsh Language - Communication**

White Rose Primary School is an English medium school; lessons and other school activities are communicated through the medium of English. The use of the Welsh language is promoted by the use of incidental Welsh with all pupils and adults throughout the school day. The school also works well to develop higher levels of Welsh Language acquisition in speaking, listening, reading and writing. The school has achieved the Campus Cymraeg Silver award last year and are now working towards the gold award.

At Foundation Phase, Welsh is developed through incidental Welsh, as well as developing pupils' use of a range of sentence patterns through the use of daily helpwr heddiw. Pupils are introduced to reading simple Welsh texts and written sentences with support and word banks. At Key Stage 2, the skills developed at Foundation Phase continue to be improved, with an increasingly complex range of sentence patterns and higher expectations in pupils' independent use of oral Welsh, reading with meaning and expression and writing some more extended pieces of work more independently.

At school, we have staff with a range of abilities in the delivery of Welsh as a second language. A number of our teaching and support staff are able to converse in Welsh with many staff continuing a professional learning programme in Welsh – and these skills are used to support the development of individual pupils' skills. The school also works closely with the Welsh Advisory Team at EAS, and this has continued to improve provision of teaching in Welsh and has had a positive impact on standards of achievement.

Should parents request that their child is taught at this school in a language other than English, this request will be given due consideration. Pupils for whom English is a second language are catered for according to their needs with support and input from appropriate personnel as required.

13 **Term Dates and Holidays 2023/2024 Academic Year**

Autumn Term 2024		Half Term		Autumn Term 2024	
Monday 2 September 2024	Friday 25 <sup>th</sup> October 2024	Monday 28 October 2024	Friday 1 November 2024	Monday 4 <sup>th</sup> November 2024	Friday 20 December 2024
Spring Term 2025		Half Term		Spring Term 2025	
Monday 6 January 2025	Friday 21 <sup>st</sup> February 2025	Monday 24 February 2025	Friday 28 February 2025	Monday 3 <sup>rd</sup> March 2025	Friday 11 April 2025
Summer Term 2025		Half Term		Summer Term 2025	
Monday 28 April 2025	Friday 23 <sup>rd</sup> May 2025	Monday 26 May 2025	Friday 30 May 2025	Monday 2 <sup>nd</sup> June 2025	Monday 21 July 2025



The School day is organised as follows;

<b>Morning</b>	9am	to	12.00 (infants)	12.15pm (juniors)
<b>Lunch break</b>	Juniors 12.15pm – 1pm		Infants 12pm – 1.00pm	
<b>Afternoon</b>	1.00pm	to	3.10pm	

It is a legal requirement that staff receive continuing professional development which ensures that they are fully aware of curriculum updates, legislation and national initiatives etc. Schools provide 5 INSET days throughout the year for this purpose. Parents will be given as much advance notice of these days as possible.

## 14 **Community Focused Schools**

A community-focused school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes'. The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

At White Rose Primary, we have established successful after school clubs run by staff members throughout previous academic years, which include Rugby, Football, Netball, Scrabble, Film, Choir, Design & Technology, IPad, welsh, stem and Science Clubs.

The Local Authority Breakfast Club is very well attended and ensures pupils start the day with a good breakfast. Links with the local churches have also been re-established following the many changes the school has undergone.

There is also an active 'Eco Group' which is run by Mrs R James for pupils of the school. Their focus is to develop an active community of people who are keen to develop the school grounds and ensure pupils have a good understanding of the importance of the environment around them, which has been highlighted by their 2nd Green Flag Award.

If there are areas where you believe we can develop this further, please contact a member of the Governing Body or school leadership where suggestions can be given due consideration.

## 15 **Review of School Policies**

The school has a large number of policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/ revised by staff/governors to incorporate changing trends and legislation. All approved policies are uploaded to the school website for easy access. The Safeguarding Children Policy is due to be updated for September and will be approved by Governors in September 2024.

## 16 **Additional Learning Needs (ALN)**

### **17 Children with Individual Development Plans (IDP)**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. A child that has additional learning needs is one who has a learning difficulty or disability which calls for Additional Learning Provision (ALP). If we think it necessary to



adapt the curriculum to meet the needs of individual children who require an ALP then we do so only after the parents of the child have been consulted.

If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the ALN Code of Practice in providing for children with additional needs. If a child displays signs of having additional needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation or through targeted interventions. If a child's need is more severe, we consider the child for an Individual Development Plan (IDP) and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with additional learning needs who require an additional learning provision (ALP).

As part of the school's universal offer the school provides all children with a one-page profile which is reviewed at least annually. This highlights what parents/staff and children admire about the child, what is important to/for them and how we best support them to learn. For children who receive targeted intervention their one-page profile will also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

During the academic year (2023-24)

- 57 pupils received targeted support
- 17 pupils had an Individual Development Plan (IDP)

During the 2023/24 financial year over £96,600 was allocated to meet the requirements of pupils with Additional Learning Needs. In addition, the Local Authority provided additional support for 6 pupils.

White Rose Primary has been awarded 'Learning with Autism' status as the members of the school community (staff, governors, pupils) have completed ASD Awareness training.

## 17 **Access for Disabled Pupils**

The governing body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 in drawing up the School Development Plan, and the day to day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

## 18 **Fabric of the Building**

The building is generally in a good state of repair. Our site manager generally carries out the internal repairs. Our toilet facilities are clean and well maintained and cleaned effectively. The school welcomes visits from local authority inspectors who have provided positive reports of cleanliness.



## 19 **Financial Statement – Period Covered 2023/24**

Appendix A at the back of this report shows the school's financial statement for April 2023 to March 2024. Information on the 2023/24 budget can be discussed at the parents' meeting with governors if required.

## 20 **Admission/Transition Arrangements**

The Local Authority is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary and the school or Governing Body has no influence on admissions. The schools admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for both Idris Davies Comprehensive School and Heolddu Comprehensive School. However, pupils may apply to attend any secondary school they choose subject to compliance with the Authority's admissions policy.

The school works closely with both Idris Davies Comprehensive School and Heolddu Comprehensive School where most of our pupils have transferred to over recent years. Children are encouraged to take part in a variety of transition events termly throughout year 6 at school to ease the change to their new school.

## 21 **Sporting Aims and Achievements**

The school aims to take part in numerous sporting activities throughout the year including football, rugby, and netball. Older children have taken part in football and netball matches and have shown true sportsmanship through academics. School funded Year 4 to attend a 3 week block of intensive swimming lessons in the summer term. Parents are requested that, if they have skills they are able to share with the school, and are able to support with after-school activities on a regular basis, to contact school staff where this can be investigated further.

## 22 **Healthy Eating**

The school encourages pupils to have healthy snacks during break times. Catering Services (for those children who take school meals) follow strict guidelines to ensure the nutritional value of the meals. The school has achieved the 'Healthy Schools' Award scheme and gained National Quality status in 2019 which has been recredited in June 2022. Parents are requested to provide healthy options for children's packed lunches to support this work.

## 23. **School Projects**

The staff and pupils have worked with various outside organisations throughout the year completing various projects throughout the school. Some of these include the following

Roots of Empathy - Year 6 children attended the Roots of Empathy programme throughout the year.



Heddlu Bach – Year 4 children completed the Heddlu Bach (Mini Police) programme with Hayley Brown.

Toothbrushing – Early years children have been involved in daily toothbrushing.

Stori Dori - pupils in Nursery were involved in completing Stori Dori activities during the summer term.

Young Ambassador Vision For Wales – Two children were selected to be young person's voice for PE and School Sport for our school and community. They developed ideas and created a sporting action plan so that more young people have the chance to experience the benefits of an active lifestyle

SHEP – Children were able to attend a summer programme for 3 weeks that was held at the school.

## Appendix A

Whiterose Primary		Download - 10.10.23									
Comparative Statement 2023/2024											
Date: 17.10.23											
2023/2024 OLAS - 4646	OUTTURN BUDGET 2022-23	ORIGINAL BUDGET 2023/2024	ACTUAL EXP/INC TO DATE	COMMITTED EXP/INC	REVISED BUDGET 2023/2024	VARIANCE (OVER)/ UNDER	%age of funds allocated	PROJECTED BUDGET 2024-25	PROJECTED BUDGET 2025-26		
<b>NET EXPENDITURE</b>	921,159.92	1,101,911	508,167	591,084	1,099,251	2,660	92	1,080,551	1,046,017		
<b>TOTAL SURPLUS/CONTINGENCY</b>	235,766.56	97,408.90	0		100,384.52	10.4%	8	55,804	33,375		
<b>TOTAL</b>	1,156,926.48	1,199,320			1,199,635		100	1,136,355	1,079,392		
	26.53%	10.11%									
<b>TOTAL FUNDING FOR SCHOOL</b>	164,156.92										
<b>FUNDING</b>											
Formula Allocation (net of retro. adj)	877,161.90	946,479			946,794		79	1,016,752	1,023,588		
Retrospective Adjustment from prev yr.	11,485.63	17,074			17,074		1	19,218	0		
<b>Total Formula Allocation</b>	888,647.53	963,553.72			963,869		80	1,035,971	1,023,588		
Total Surplus Carried Forward from prev. yr.	268,278.60	235,767			235,767		20	100,385	55,804		
Total Deficit Carried Forward from prev. yr.	0.00	0			-			0	0		
<b>TOTAL FUNDING</b>	1,156,926.13	1,199,320			1,199,635.28		100	1,136,355	1,079,392		
<b>BUDGET SHORTFALL</b>	0.00	0			-			0	0		

EXPLANATORY NOTES: