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Be the person you'd like to know.

Croeso i Ysgol Gynradd Herbert Thompson Primary

Annual Report to Parents
November 2020

**Covid 19 Information can be found in
Appendix 2**



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School Details

Headteacher: Mrs Sheena Marsh
Deputy Headteacher: Mrs Angela Jones
Chairperson of Governing Body: Mr Steven Harris

Herbert Thompson Primary School
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School Classification: Mainstream Community Primary

Language of School: English

Follow us on Twitter: @HTPSchool

Facebook Closed Group: Herbert Thompson 2020

Current Number of Pupils on Roll: 535 (including Nursery pupils)



Chairperson's Welcome

The Governing Body of Herbert Thompson Primary School is required to present an annual report for parents and carers of children attending the school. The report is produced in accordance with The School Governors' Annual Reports (Amendment) (Wales) Regulations 2013 and the School Standards and Organisation (Wales) Act 2013. A parent meeting will not be held to accompany this report pursuant to section 94 of the School Standards and Organisation (Wales) Act 2013.

The Chair of Governors on behalf of the Governing Body is pleased to present the Annual Report for the academic year 2019-2020. The purpose of this report is to discuss how the Governing Body has discharged its duties at the school.

Governors work in close partnership with the Headteacher, Mrs Marsh, senior leaders and staff at the school. The Governing Body has a significant role to play in setting the strategic direction for the school and holding the Headteacher and the staff team to account. Governors with the Headteacher and other members of the senior leadership team are accountable for evaluating the work of the school, identifying priorities and for setting sufficiently challenging targets to secure improved outcomes for all learners. The Governing Body with the guidance of the Headteacher closely monitors the performance of the school to ensure your children are receiving their entitlement to an education and opportunities that closely match their needs enabling each to attain and achieve their personal best. Governors oversee the application of agreed policies and ensure statutory policies are consistently applied in accordance with policy guidelines and recommendations.

We acknowledge the importance of good governance and the significant impact it has on the school. Governors are proud of the partnership shared with the Headteacher, senior leaders and all staff. We believe your children benefit from such a positive relationship showing we are all committed to providing quality learning opportunities for your children at this important stage of their lives.

Mr Steven Harris (Chair of Governors)



Our Values

We have six core values that are very important to us. They drive us and underpin all that we do each and every day.



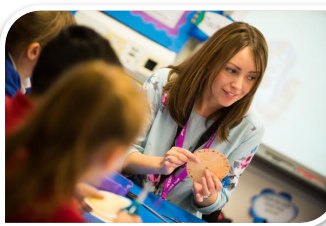
Respect

We listen to each other and treat everyone the way we would like to



Diversity

We respect each other's differences and celebrate our uniqueness.



Determination

We try our best and never give up, even when things get tough.



Security

We look after each other and keep ourselves and others safe.



Achievement

We challenge ourselves every day and work hard to achieve our goals.



Care

We are helpful and considerate, showing kindness to others and looking after our surroundings.



Our School Guidelines

To build positive relationships we:

- ***Respect** ourselves;
- ***Respect** other children;
- ***Respect** all adults;
- ***Respect** our surroundings.

We restore any relationships that have been harmed.

Every day we say our school mantra which reminds us about the values that are so important to us. We also chant the words, "I am loved, I am strong, I am important and I am special" to remind us that we can do anything!

Our vision for the future is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

Our School Community

The Governors of the school are responsible for the staffing, finance, premises, curriculum and future planning of the school. The Governors work very closely with the Headteacher and Senior Leadership Team; providing effective challenge and support.

Governing Body

LEA Representatives

VACANCY

Dr Carole Jones

Mr Derick Mbakwe

Elected Parent Representatives

Mrs Helen Bowers

Dr Leanne Freeman

VACANCY x 2

Community Governors

Mr Martin Hullah (Vice Chair of Governors)

Mr Steven Harris (Chair of Governors)

Mr Paul Tebbutt (Police Liaison Officer)

Teacher Representative

Mrs Kieley Moore

Non-Teaching Representative

Mrs Kathryn Hughes

Headteacher

Mrs Sheena Marsh

Observers

Mrs Angela Jones (Deputy Headteacher)

Clerk to the Governing Body

Mrs Faith Casalino

Attendance

The school continues to work hard to improve attendance. Attendance has improved on last year as shown in the table below.

	2019/20 20	2018/20 19	2017/20 18	2016/20 17	2015/20 16	2014/201 5
Attendance %	**93.7	93.5	93.7	93.3	92.8	93.3

**Covid 19 School Closure – 15.03.2020 attendance dropped to 91.8% by 22nd March.

Finances

The Local Authority provided a budget to the school for 2019-2020. The budget is based on a formula allocation. The schools outturn of expenditure can be seen in Appendix 1. The school's financial procedures were audited via the Local Authority CRSA Audit in 2019. All procedures were reported as being in good order.

The Finance Committee meets prior to each full Governing Body. The Headteacher and Senior Administrative Officer meet regularly with the designated finance officer from Cardiff Council Local Authority Finance Department. The link officer oversees the school's budget. The findings and recommendations are reported back to the Finance Committee. The chair of that committee provides an overview of decisions made to all governors attending meetings of the whole governing body.

School Improvement Priorities

Strong progress has been made on the School Improvement Priorities for 2019-2020, particularly between Autumn 2019 and Spring 2020. However, in response to Covid 19 and Lockdown, the school had to respond rapidly to the changes they faced with the pandemic. A full analysis of 2019-2020 can be seen in the Self Evaluation Report published on the school website.

Key Areas (Aspects)	Key Priorities and Objectives 2019-2020	School Leaders/AoLE Teams/Link Governors/Pupil Leadership Team	Professional Standards <small>Proficiency (P), Collaboration (C), Professional Learning (PL), Innovation (I) and Leadership (L)</small>
STANDARDS (1.1, 1.2, 1.3)	<p>Key Priority 1: To continue to improve standards and reduce the gap in Language, Literacy and Communication and English and further improve the application of basic skills throughout the curriculum.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1.To raise standards in Reading and reduce the gender and eFSM gap. 2.To raise standards in Oracy and reduce the gender and eFSM gap. 3.To raise standards at the expected level +1 in FP and KS2. 	Emma/Katy/Fiona Language, Literacy and Communication Team Martin Study Champions	P - 1, 2, 3 PL - 1, 2, 3 I - 1, 2, 3 L - 1, 2, 3, 4
	<p>Key Priority 2: To continue to improve bilingual skills, especially reading skills (Estyn Recommendation).</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1.To raise standards in reading welsh reading. 2.To increase bilingual skills across the schools. 	Katey Language, Literacy and Communication Team Karin Criw Cymraeg	P - 1, 2, 3 C - 2, 3, 4 PL - 1, 2, 3, 4 L - 1, 2, 3, 4
TEACHING AND LEARNING EXPERIENCES (3.1, 3.2, 3.3)	<p>Key Priority 3: To improve the teaching and learning of computer sciences and the Digital Competence Framework.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1.To equip teachers with the skills and confidence to deliver Curriculum Unlocked Scheme of Work. 2.To embed the use of google classroom across KS2 to raise standards across the school. 3.To use google suite for education to improve home-school links. 	Angela/Fiona Science and Technology Team Steve Digital Safety Leaders	P - 1, 2, 3 C - 1, 2, 3, 4 PL - 1, 2, 3 I - 1, 2, 3 L - 1, 2, 3
WELLBEING AND ATTITUDES TO LEARNING (2.1, 2.2)	<p>Key Priority 4: To Further improve Emotional Health and Wellbeing across the school.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1.To further develop and improve provision and support for vulnerable learners and families. 2. To continue to identify opportunities and build on effective practice to maintain positive relationships and ethos. 3. To ensure the school is 'ALN ready' in line with ALNET to effectively support all ALN learners. 	Minam/Joanna/Chris/Eileen/ Lynn, Caroline Health and Wellbeing Team Calmelyons	P - 1, 2, 3 C - 1, 2, 3, 4 I - 1, 2, 3 PL - 1, 2, 3 L - 1, 2, 3, 4
CARE, SUPPORT AND GUIDANCE (4.1, 4.2, 4.3)	<p>Key Priority 5: To continue to develop the school as a Schools as Learning Organisation.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1.To work collaboratively to re-design the whole school curriculum. 2.To embed action research approaches. 3.To further develop professional networks across the school and beyond. 4.To further develop the effectiveness of the governing body. 	Sheena/Angela/Chloe All AoLE Teams Governing Body Senedd	P - 1, 2, 3 C - 1, 2, 3, 4 PL - 1, 2, 3 I - 1, 2, 3 L - 1, 2, 3, 4
LEADERSHIP AND MANAGEMENT (5.1, 5.2, 5.3, 5.4)			

Parents and Carers

Positive relationships with parents and families are a priority at Herbert Thompson Primary School. We invest in building relationships with families and as result the school has achieved the Investors in Families Award. We are starting to prepare for our re-accreditation.



Home School Agreement

The school asks all parents to sign a Home School Agreement on an annual basis. This agreement includes the requirements of school and home and of details use of photographs and internet use. A copy of this can be obtained from Reception.

Appointments with Staff

Parents/Carers are always welcome to come in to meet with class teachers to discuss any worries or ask questions. The teachers and many support staff come on to the yard after school every day with the children, so you will usually be able to see your child's teacher for a brief chat whenever you wish. The teachers are always eager to talk to mums and dads and share any good news of the day, so keep an eye out. If you would like to speak to your child's class teacher for longer, please arrange an appointment with the school secretary, who will give you an appointment slip to complete.

If there is a problem at home that might be affecting your child in school, it is important you tell us about it. You can either speak to your child's teacher or make an appointment with Mrs. Marsh, Mrs. Jones or Mrs Pullin. They will always contact you if they are concerned about your child.

Reports to Parents

Every term you will get a Progress Report Card about your child. It will give you an overview about how your child is doing at school. More detailed written reports are given at the end of the Summer Term. Details of the National Curriculum levels attained by the children in Year 2 and Year 6 will be included.

Parent Consultations

Meetings are held twice a year in the Autumn and Spring Terms. This will give you an opportunity to discuss your child's progress and find out about how they have settled into their class. These meetings are so important for your children's success at school so please make every effort to attend. You are of course welcome to contact the teachers at other times if you have any worries or concerns.

Pupils

Ensuring your child is ready for learning

In order for your child to have a settled start to the day, please ensure they:

- Are in bed and asleep early each night
- Have had breakfast before school or go to breakfast club
- Have a water bottle to drink plenty of water
- Complete all set homework
- Arrive in school on time every day
- Have excellent attendance (at least 95% or above)

Letters/Newsletters/Leaflets/Headteacher Updates

A newsletter/Headteacher Update will be sent out monthly to make sure that everyone knows about any matters of concern, important dates and events happening in the school. There will also be occasional letters sent home, so please check your child's school bag and their coat pockets. In the school entrance you will also find Promoting Partnership Leaflets which inform you about a range of things, policies and procedures at Herbert Thompson. We also update our website with key information.

Twitter and Closed Facebook Group

Please check out our Twitter Account - @htpschool and Closed Facebook Group (Herbert Thompson 2020) for regular updates and important information.

Friends of Herbert Thompson

Our mums, dads and other important adults can help the school in lots of ways. We all enjoy having parents working within the school and if you want to offer your help please contact the office or speak to your child's class teacher.

Parent Council

Parent Council meets half-termly with Mrs Richards and Mrs Dickson. It meets to ensure that mums, dads and guardians have a say in how our school can be improved.

“Strong relationships with families has always been important to us but never more so than Lockdown 2020. Relationships were strengthened across the community and we realised that we needed each other more than ever”.

Admissions

The admissions policy of the school is in accordance with the admissions policy of Cardiff Local Authority. All applications must be made to the admissions section of the Local Authority at:

Cardiff County Council
Atlantic Wharf
Cardiff
Tel: 02920 872000

In accordance with the Education(Wales) Regulations 1998, Reception, Year 1 and Year 2 classes must not exceed 30 pupils from September 2001.

There is a standard number established for every school, which limits the annual pupil intake thereby preventing the classes from exceeding 30 pupils.

Preference is given to pupils residing in the catchment area but there are normally places available each year for pupils who live locally but who would not normally come to Herbert Thompson Primary School. Once you have contacted the LA and your application has been accepted the LA will normally tell you and your child to finalise a start date.

You will be introduced to the class teachers and will be given an opportunity to explore the school.

The vast majority of pupils in the Reception classes come from our Nursery Unit and many of them come from the Flying Start Nursery on site called Tiny Thompsons.

Transition to High School

Our feeder school is Cardiff West Community High School High School. The school caters for pupils aged 11 to 18 and will have space for 1,200 Year seven to Year 11 pupils, plus 320 sixth formers for post 16 education. The headteacher, Martin Hulland and Senior Leadership Team have developed excellent relationships with the community.

The LA issues information booklets to all Year 6 pupils and their families early in the Spring Term, preceding transfer to the High School. Applications are now online and support can be provided as needed to complete.

Every effort is made to ensure a child's first experience of school life are positive and welcoming. Prior to admission your child will be invited to come and meet the teachers, and play with their new friends in their future classroom.

All parents are invited to attend an Open Evening where school procedures and expectations are explained, with ample opportunity provided to view the school's resources and equipment and discuss with the Headteacher and class teacher any issues that you feel are important.

Prior to transfer, the children have at least three opportunities to visit the High School. Teachers from the High School come and visit the children and the children experience a range of lessons during their induction days.

Detailed information of pupil's interests, activities and progress is forwarded electronically to the receiving High Schools.

Term Dates

2020/2021 Academic Year	Term Starts	Term Ends
Term 1 (Sep-Oct 2020)	1st September	23rd October
Term 2 (Nov-Dec 2020)	2nd November	18th December
Term 3 (Jan-Feb 2021)	4th January	12th February
Term 4 (Feb-Mar 2021)	22nd February	26th March
Term 5 (Apr-May 2021)	April	28th May
Term 6 (Jun-July 2021)	7th June	20th July

Bank Holiday is on Monday 3rd May 2021

School Day

Nursery	
Morning Session	8:50-11:20am
Afternoon Session	12:40 -3:10pm
Foundation Phase	
School Starts	8:50am
Morning Session Ends	12:00pm
Afternoon Session Starts	1:00pm
End of School day	3:05pm
Key Stage Two	
School Starts	8:55am
Morning Session Ends	12pm or 12:30pm
Afternoon Session Ends	1:30pm
End of School Day	3:10pm
Actual times excluding assemblies and breaks	

Foundation Phase

Nursery, Reception, Year 1 and Year 2 are known as the Foundation Phase and follow the Foundation Phase framework 3-7 and the Digital Competency Framework. The Foundation Phase curriculum comprises of 7 key areas:

- Personal Social Culture
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Key Stage 2

Year 3, 4, 5 and 6 are known as Key Stage 2 (KS2) and follow the National Curriculum and the Digital Competency Framework.

The National Curriculum consists of 10 subjects plus RE and Welsh, which all children must study during their time at school. Children learn these subjects as a topic/contextual learning based approach.

- English
- Mathematics
- Science
- Information Technology
- History
- Geography
- Art
- Music
- Physical Education
- Design and Technology
- Welsh

Literacy & Numeracy Framework

Herbert Thompson ensures that literacy and numeracy lie at the heart of learning. The school follows the National Literacy and Numeracy Framework (LNF), which is a statutory document. The overarching purpose of the LNF is to help achieve the aim of the Welsh Government that children in Wales are able to develop excellent literacy and numeracy skills during their time in school. The teachers at Herbert Thompson use this document to ensure that these skills are interwoven right throughout the curriculum. The Key Components to the LNF are:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum
- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills

Our Values Based Curriculum

After a successful trial last year, we are creating our own values based curriculum. Teachers plan a theme for each half term appropriate to the learning needs of our children. During each half term we focus on a school value across the school. The topics are enquiry based and children are encouraged to lead their own learning. They are exciting, motivating and imaginative. All the topics ensure that they focus on the skills of the LNF and focus on the Area of Learning Experiences in the New Curriculum for Wales. They focus on collaboration, sharing ideas and contributing to the learning of others. Visit our Twitter page to see this in action - @htpschool and we also have photo books in the Reception which you are more than welcome to have a look at.

Term	Value Focus and Example of Theme	Typical Inquiry Questions
Autumn 1	RESPECT – THRIVE “Find your talents and let them grow.”	What makes me special? What is a healthy relationship?
Autumn 2	CARE – Local Environment. Endangered Animals.	How can we make the local area safer? How can we help endangered animals?
Autumn 3	SECURITY – Looking after others. Positive Relationships.	How can we make a difference to the lives of others?
Autumn 4	DETERMINATION -Space Exploration. Inventors and Inventions.	How does Science influence us? How have different inventions changed the world?
Autumn 5	DIVERSITY – Refugees. Cultures.	What can we do to support people who are refugees? What can the arts teach us about cultures?
Autumn 6	ACHIEVEMENT – Positive Role Models. Women throughout History.	What does inspirational mean to you? Does the past make us who we are?

Foundation Phase Outcomes and National Curriculum Levels

Children in the Foundation Phase work through Outcomes. Outcomes range from 1 to 6. It is expected that at the end of the Foundation Phase (Year 2) children will be working within Outcome 5.

Foundation Phase (Outcome 1-6)

Nursery and Reception – Outcome 1 and 2

Year 1 (5-6 Year olds) – Outcome 3 and 4

Year 2 (6 – 7 Year olds) – Outcome 5 and 6

Children in Key Stage 2 work through Levels. It is expected that the children in Year 6 will be working within Level 4 by the end of the year, when they of course will leave our school and go to their chosen High School.

Key Stage 2 (Levels 2 – 5)

Year 3 (7 – 8 Year olds) – Level 2 to 3

Year 4 (8 – 9 Year Olds) – Level 3

Year 5 (9 – 10 Year Olds) – Level 3 to 4

Year 6 (10 – 11 Year Olds) – Level 4 to 5

New Curriculum for Wales

We are passionate about the new curriculum for Wales and dovetails perfectly into our vision for our community. The vision of for the new curriculum is to support our children to be:

- ambitious, capable learners, ready to learn throughout their lives

- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The new Curriculum for Wales comprises of Six Areas of Learning and Experience (AoLEs):

Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology.

Social and Emotional Learning

Social and Emotional Learning is at the heart of all we do. As a school, we follow the THRIVE Approach. It is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. All staff are fully aware of THRIVE approaches and use the techniques in their interactions with children. Staff are able to screen the needs of their children and create action plans to address these. We also have a number of trained THRIVE practitioners who can also provide individual specialist support to children as needed. THRIVE Approaches is one of a number of approaches that we have as a school to support our children. We also have trained staff who can provide a wide range of Social and Emotional support interventions, including ELSA (Emotional Support Sessions) What's the Buzz? (social skills), Invisible Walls (support for children who have a parent in Prison) and Talkabout (Social Communication). We also work closely with play therapists to provide support as needed. In addition to this, we welcome a therapy dog 'Trixie' to work with identified children and she is absolutely loved by our children!

Collective Worship

We have an act of worship every day at Herbert Thompson Primary School. Either we meet as a whole school, as Nursery, Foundation Phase or Key Stage 2 groups separately or in individual classrooms. The acts of worship usually follow a Christian theme or try to encourage the school values and SEAL themes. It is a time when the whole school can share in successes and achievements of individual children. Occasionally we have visitors who come and share our acts of worship. Staff and pupils alike enjoy these visits. There are also opportunities for the children to present the act of worship themselves through various themes like Harvest, St. David's Day or Easter. We also have weekly 'Pause for thought' classroom based circle time sessions which enable children to engage in thoughtful reflections.

Religious Education

We are taught a subject called Religious Education. The teachers follow a Scheme of Work which reflects the fact that religious traditions of the United Kingdom are in the main Christian, whilst taking account of the teaching and practices of Islam and Judaism.

Although we learn lots of information about religious practice and teachings, we also learn about how people's religious beliefs and practices affect their understanding of moral issues and their behaviour in society. We are currently reviewing our Religious Education curriculum.

Personal and Social Education

Personal and social education is an important part of the curriculum. Staff teach this through all areas of the curriculum. We particularly enjoy SEAL, which is a great opportunity to learn about each other and how best we can exist together in and out of school. During SEAL lessons we get to discuss any issues that are worrying us in a non-threatening way, we play games to improve our concentration skills.

Positive Relationships/Behaviour Policy

At Herbert Thompson Primary School, we have four main guidelines that we all follow. The guidelines are centred around one of our school values 'respect' and also around building positive relationships.



I will respect myself



I will respect other children



I will respect all adults



I will respect my surroundings

We believe behaviour is directly linked to relationships. Dysregulated behaviour is a sign of a need and it often occurs when a relationship breaks down. For this reason, we use Restorative Approaches and Thrive Approaches when dealing with conflict or dysregulated behaviour. Restorative Approaches acknowledge the feelings, needs and rights of all parties. Where possible we believe in dialogue so everyone involved has an opportunity to communicate and co-operate with each other. However, we acknowledge that children need to be regulated first, so we use a technique called Vital Relational Functions to assist children to regulate. Once children are able to have discussions, we support them to understand cause and effect of their actions and empathise with their peers. If at times people do not follow these guidelines, or there is conflict between two parties, we ask the following questions:

- 1. What happened?**
- 2. What were you thinking/how were you feeling?**
- 3. Who has been affected?**
- 4. What do you need?**
- 5. How can we move on?**

By asking these questions, we help all sides to begin to understand what is going on inside another person's head, their thoughts and feelings and what they need. It is our aim at Herbert Thompson to encourage children to think how their behaviour affects others.

Use of Welsh

We learn Welsh as a separate National Curriculum subject and it is taught in every year group. We learn the language through various topics. We also spend time every day practicing Welsh and are encouraged to use incidental Welsh all the time. We listen to instructions in Welsh and we try to ask and answer questions in Welsh.

The teachers try to make sure through Curriculum Cymraeg that we have a bendigedig (brilliant) understanding of our Welsh culture and traditions. We listen to Welsh Stories, we study Welsh Literature, we look at Welsh Art and we listen to Welsh Music as well as use as many sentence patterns as we can in everyday life. We even know how to ask to go to the toilet in Welsh.

Around March 1st we celebrate St. David's Day with a concert and a celebration of our Welsh learning.

In Year 6, pupils are given the opportunity to improve our Welsh further. They visit Llangrannog in West Wales for a week. They take part in various adventure activities including skiing and horse riding and are also encouraged to talk, listen and understand Welsh. Everyone who visits Llangrannog always has a gwych (wonderful) time and it provides excellent memories of Primary School.

Welsh Festival at Disneyland Paris

For the last two years, we had had visits to Disneyland Paris to celebrate the annual Welsh Festival. It has been a huge success and we really hope we will have more opportunities to attend this amazing festival in the future. Mrs Moore, Welsh Leader organises the trip and ensures that it is a memorable and exciting experience for all involved. In the past, the children have visited the Eiffel tower which was a wonderful experience for them.



"External providers give generously of their time, not because they have to but because they want to."

Clubs

As well as Breakfast Club, there are many clubs after school. Our clubs include:

- Maths club
- English club
- Homework club
- Drama club
- Choir
- Arts and crafts club
- Sewing club
- Cross country running club
- Netball club
- Cricket club
- Rugby club
- Football club
- Coding club
- Digital leaders club

The clubs are really enjoyable and popular and we really look forward to them each week.

Educational Visits & Charging

There are many opportunities to take part in trips, visits and experiences.

Some of our previous trips have included Castell Coch, Cardiff Castle, Fairwater New Life Church, Penarth Pier, The Brecon Mountain Railway, Wales Millennium Centre to see James and the Giant Peach, Portland House, Wales Millennium Centre to see Mary Poppins, Welsh National Opera Viist to see La Boheme , a visit to the Senedd etc. Teachers always make sure that a risk assessment is completed for every school visit or trip, so that everyone is safe.

In the Summer Year Six visit Gwersyll Yr Urdd, Llangrannog, in West Wales. The children spend a week away, this is a tremendous opportunity for the children to improve their Welsh, their self-esteem, make more friends and improve their self-confidence. It is always an enjoyable and safe week away for all concerned.

Some school trips will require a charge. If the school wishes to run an activity during the school day for which it would need contributions from parents or others, it can invite voluntary contributions.

Sport

We are taught Physical Education sessions each week as well as having opportunities to be active every day. The children are taught gymnastics, dance and a range of ball games including football, rugby, netball, basketball, cricket and tennis. In year 5, we take the children on a swimming course for two weeks and a cycling course for one week. Every year a Sports Day is organised for us to participate in a variety of sports. Parents are invited to watch their children. In Foundation Phase, the children have their Sport Day on the bowling green, adjacent to the school. In KS2, children visit Leckwith Athletics Stadium.

In addition to this, the children in KS2 challenge themselves to a daily mile running club with their teachers to help their concentration, help them to be ready for learning and improve their fitness levels.

Provision for Pupils with Additional Learning Needs (ALN)

We have a policy for ALN, which is in line with the Education Act 1980, The Education Reform Act 1988 and the Code of Practice 1994 on the identification and assessment of ALN. We are proactive in meeting the new ALN Reform and work very closely with colleagues in other schools and specialist teachers to ensure that we provide the very best for our children.

A child who has ALN may find it harder to learn than other children of a similar age. They may have difficulties, which are:

- Of a physical nature
- Connected with sight, hearing or speech
- Emotional or behavioural
- Specifically related to aspects of language or mathematical learning
- More general, covering some or all aspects of school work.

In an effort to identify children as early as possible, we follow a staged graduated response outlined in the Code of Practice. The first two stages are mainly school based and are the responsibility of the class teacher and the ALNCo. These are known as School Concern and School Action. We have a step by step approach in providing help, which allows us to match the level of support to the particular needs of the child. Examples of our more specific types of approach are:

- A specially designed learning programme (IEP)
- A specially designed behaviour programme (if needed) (IBP)
- Assistance from an extra teacher or Learning Support Assistant in the classroom
- Teaching individuals or small group, away from the classroom

Occasionally, a child will have significantly greater difficulty in learning than the majority of children of his or her age. In cases, specialist help will be called in at School Action Plus stage of the referral system. If their needs cannot be reasonably met within the resources of the school, experts will be asked to make a full assessment of the child's needs. The L.A. will then consider issuing a statement, which sets out the special help the child should have. The 1993 Education Act creates a new rights of appeal against decisions by L.A.'s and a new SEN Tribunal to hear appeals.

We will ensure that any child with special needs plays a full part in school life. The policy of inclusion means that children with SEN have the same rights to a full range of curriculum opportunities enjoyed by their peers. A copy of the School's Special Needs Policy is available from the office on request.

Y Cwtch Provision

- This year, we opened our new Y Cwtch, THRIVE Classroom. This provision is created to provide a short and intensive emotional support provision that provides individual, tailored support for identified children. The staff within the provision are highly trained and skilled in providing emotional support to children. Y Cwtch is an inspiring space with well equipped outdoor learning area. The children who access Y Cwtch absolutely love being in the provision and taking part in art and craft activities, group work, Design Technology in the builder's shed and even getting creative with the mud kitchen.

Reporting to Parents

The school ensures parents are kept up to date with their child's progress. They do this in a number of ways:

All year

- Reviewed Individual Behaviour Plans weekly.
- Annual Reviews, Additional Learning Needs Reviews
- Open door policy – daily contact with parents

Autumn Term first half

- Parent teacher interviews to discuss attitude, behaviour and advice on how parents can support learning.
- Individual education and behaviour plans are shared with parents.

Autumn Term second half

- Progress report including attitude, participation and enjoyment in learning.

Spring Term

- Parent teacher interviews about pupil progress and areas for improvement. Tracking is shared with parents.
- Individual education and behaviour plans shared with parents.
- Progress report including attitude, participation and enjoyment in learning.

Summer Term

- Annual Report to Parents including end of Foundation Phase and Key Stage results and national reading and numeracy test results
- Reports to parents and carers include a description of their child's strengths and areas for development in a narrative form for literacy and numeracy

The GDPR provides the following rights for individuals:

1. The school will provide concise, transparent, intelligible and easily accessible information about the processing of personal data to individuals via the Privacy Notice. This will be written in clear plain language and will clearly set out how personal data is processed within the school

2. The school will provide individuals with access to their personal data and supplementary information; this will be processed as a subject access request. Subject Access Requests will be free of charge and processed in line with the statutory requirements and timeframes.

School Building & Grounds



Main Building

We are very fortunate that our school is formed from two beautiful old buildings originally opened in 1928. The two buildings have been joined as a result of the amalgamation with the joining building housing all the administration of the school, the Headteacher's office and the main entrance to the school.

The Reception and Year 1 department have been refurbished in line with the Foundation Phase this means that these children have bigger classrooms with lots of space. The building is mainly on one level with the Reception class having three large classrooms plus an outdoor area and Year 1 having a similar amount of room. There is a small hall/music hall in this building and a Haven room for emotional support provision.

There is a separate nursery block, which has also been refurbished and has its own playground and wonderful facilities and is now adjoined to a new build Flying Start unit.

The Junior building is on two main levels. Downstairs there is a large hall, a computer suite, the staff room, Year 2 and Year 5. Year 2, have an additional outdoor classroom. Between the two levels is an intervention room where small groups of children take part in Literacy and Numeracy activities and there is also an additional Year 3 classroom. Upstairs are Year 4, 3 and 6. The ICT suite is now a well-equipped, large Year 6 classroom and ICT devices are readily available in every classroom.

Outdoor Learning Provision & Out Buildings

The Key Stage 2 children have two playgrounds which are used as an extended classroom as much as possible. We have resources in the playground such a climbing frame and a reading shed. In one of the playgrounds, there is a separate building, which acts as an Intervention Space and School Improvement Hub. From this building a range of community activities take place as well as professional learning activities. The other outbuilding houses the canteen, kitchen, and Breakfast Club.

In the yard is the Flying Start Nursery building. The Nursery is called Little Angels.

A grass area that can be used in late spring and early summer add a little bit more space to play on. We even have tyre parks and in 2011, we officially opened our incredible Willow Garden.

Health & Safety, Equalities & Safeguarding

We also have access to a Multi Use Games Area (MUGA) during the school day and for after school clubs.

Provision of Toilets

There are adequate toilet facilities for all children and staff. In the last few years, the toilets in Foundation Phase and Year 3 toilets have been refurbished. We have also recently had a full refurbishment of Junior Toilets (on top corridor).

Toilets are cleaned at the beginning and end of each school day. If an incident occurs in the toilet throughout the day, the caretaker is informed straight away in order to attend to the incident. The caretaker is aware of the designated cleaning materials used for toilet cleaning.

The school has a Health and Safety Group which includes a cross-section of children from the school. These children monitor the cleanliness of toilets and behaviours in the toilets and discuss any issues with the SCAG link teacher. The group then discusses ways in which these issues could be resolved e.g. writing a letter to the caretaker, informing other pupils through an assembly or class lessons to teach children about correct procedures for going to the toilet.

Road Safety

In order to ensure the safety of all our pupils, parents who drive their children to school are requested never to stop on the yellow school markings or allow children to leave the car whilst on these markings. It is an offence to park anywhere on the 'School Keep Clear' markings between 8.45am and 3.45pm Mondays to Fridays during term times in the interests of your children's safety. Our local PCSO officers often patrol the area to ensure that cars are obeying the law.

Healthy School

In 2019, we achieved the re-accreditation for Healthy Schools. We are very proud of this and have helped other schools towards the same goal.



No crisps, chocolate or sweets are allowed in school. We are allowed to drink water whenever we want and can buy water bottles from Mrs. Perry for just £1. Please ring Mrs. Marsh if you have any questions about this.

Instead we provide a healthy eating snack bar which sells fruit. Everyone is given a piece of toast at playtime. We think all these things help us concentrate when we have healthy food in our tummies. Nutritional standards and requirements are met and drinking water is available. Foundation Phase pupils receive free milk.

We are all encouraged to take part in physical activities at play time and lunchtime.

Emotional Support/Time to Talk

We understand that the emotional state the children arrive in school has a huge impact on how successful their learning is. We provide support to individual children or groups as needed. Our Emotional Support Assistant is Chris Trott and he is very well trained to help children with a range of emotional needs. He also provides self-referral 'Time to Talk' sessions daily, to provide children with the opportunities to talk about a range of issues and worries such as friendship problems.



School Security

To keep us safe, school has a security system. There are up to twenty CCTV cameras dotted around the school and the outside doors are fitted with security locks. If you wish to visit the school and find the door locked, it does not mean we do not want to see you, just push the buzzer once and wait.

Mrs. Perry or Mrs. Heathfield will open the door for you as soon as they can. Pupils are permitted from opening the door to visitors unless directed to do so by a member of staff.

All visitors to the school are closely monitored. All visitors are required to sign in and out. During lesson times all entrances are internally secured (not locked) in the interests of pupil/staff security.

Fire Drills

Fire drills are carried out on a regular basis in order that all children and adults using our school site are familiar with emergency evacuation procedures. These evacuations are reported to the LA on a termly basis.

Safeguarding

At Herbert Thompson we aim to provide an environment in which children and young people feel safe, secure, valued and respected and feel confident, and know how to approach adults if they are in difficulties believing they will be effectively listened to. We aim:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non – teaching staff to the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, specially the police and children' services
- To ensure that all adults within the school, who have access to children, have been checked as to their suitability

There are 4 main elements to our policy in implementing the above aim:

1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school safe environment where children know who to approach with any concerns about their welfare.
2. **Procedures** for identifying and reporting concerns about the welfare of a child.
3. **Support To Pupils** who have/ may have been abused
4. **Preventing Unsuitable People Working With Children** through robust vetting and recruitment processes

Parents/Carers should be aware that schools have a responsibility to ensure the well-being of all pupils. This responsibility means that the school:

- will have a child protection policy and procedures;
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- should help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- keep the parents or carers informed of the welfare and educational progress of the child.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and you may need to ask for help and support to protect your child. The designated child protection teachers at the school are Mrs. Marsh (Headteacher), and Mrs. Jones (Deputy Headteacher) and Mrs Pullin (ALNCo).

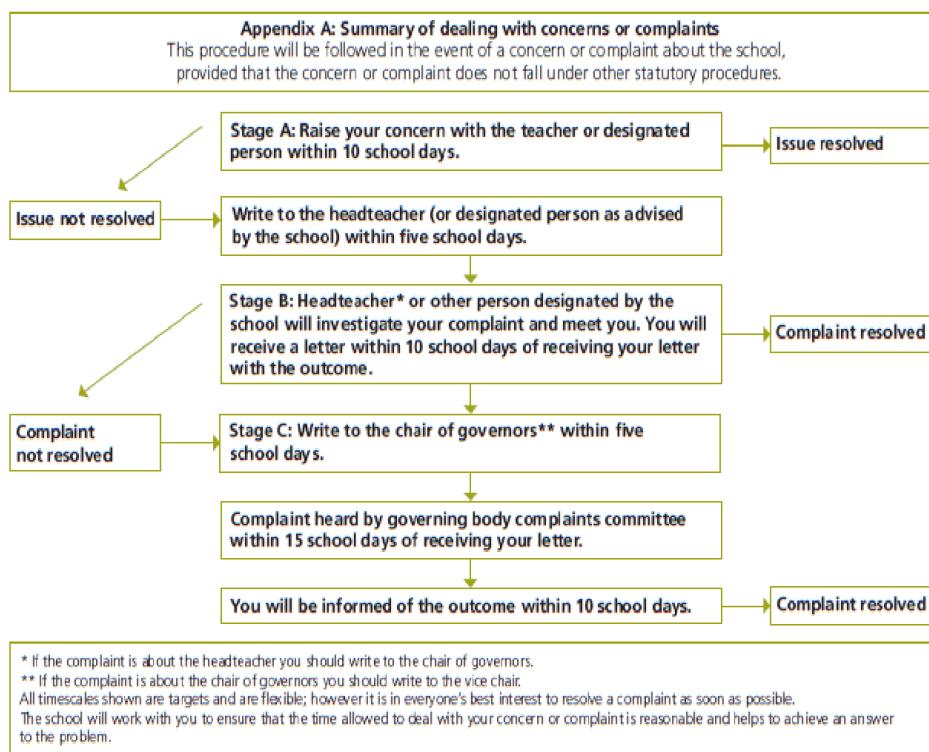
Provision for Children who are looked after (CLA)

Herbert Thompson is held in high regard for supporting a wide range of learners. Mrs. Pullin has responsibility for promoting the educational achievement of looked after children. She works closely with the Local Authority to ensure all CLA are given appropriate support. A Pastoral Support Plan (PSP) is put in place that identifies the pupils needs and the provision that is to be provided to meet those needs. The PSP is reviewed and amended regularly. All CLA pupils make good progress at Herbert Thompson.

Complaints Procedure

We pride ourselves on strong relationships with families and we always strive to resolve complaints in a professional and timely manner. The class teacher will deal with any day to day issues/problems involving your child. If you are not satisfied, the Headteacher will always meet concerned parents in order to resolve difficulties. If issues cannot be resolved in the first instance, then the school follows the Welsh Government guidance set out in the table below. If you are required to put your complaint in writing, support can be provided (please see Mrs Marsh to arrange this). If the complaint is regarding the Headteacher, it should be put in writing to the Chair of Governors at the school address. The school has a full complaints policy that is published on the Policy section of the school website.

Complaints Procedure Flow Chart



General Data Protection Regulation

The General Data Protection Regulation came into effect across the EU in 2018. It is law that is implemented in exactly the same way across all EU countries to create rules to ensure that all data held and processed by organisations is secure and processed lawfully. Further information about GDPR is available on the ICO website. Schools are required to comply with GDPR and we are fully GDPR compliant, through an number of policies, practices and approaches.

Thank you for taking time to read our School Prospectus. We are very proud of our school community and we welcome any questions you may have and any comments about how to improve our school further.



Appendix 1 - FINANCIAL OUTTURN 2019-2020 (v14 BUDGET)

	Gov Appr Budget £'s	Amended Budget £'s	ACTUAL (To Date) £'s	Addit. Costs (Projected) £'s	Estimated Outturn £'s	Actual plus Projected
EMPLOYEES						
	1,115,053	1,195,973	1,045,042	96,223	54,708	95%
	-	-	12,842	657	(13,499)	0%
	-	-	0	0	0	0%
	-	-	2,022	0	(2,022)	0%
	39,443	39,443	42,369	0	(2,926)	107%
	-	-	0	0	0	0%
	66,365	70,570	60,927	5,740	3,903	94%
	-	-	0	0	0	0%
	-	-	0	0	0	0%
	635,579	657,992	590,729	53,195	14,068	98%
	-	-	0	0	0	0%
	-	-	53	0	(53)	0%
	-	-	0	0	0	0%
	-	-	5,058	0	(5,058)	0%
	23,117	22,453	21,263	923	267	99%
	-	-	0	0	0	0%
	60,598	61,268	55,437	5,249	582	99%
	29,398	29,398	26,903	2,323	172	99%
	-	-	0	0	0	0%
	27,867	30,810	28,164	2,571	75	100%
	28,000	28,000	28,828	4,410	(5,238)	119%
	5,000	16,830	22,178	3,213	(8,561)	151%
	-	-	0	0	0	0%
	20,076	34,746	17,356	3,035	14,355	59%
	-	-	0	0	0	0%

	Gov Appr Budget £'s	Amended Budget £'s	ACTUAL (To Date) £'s	Addit. Costs (Projected) £'s	Estimated Outturn £'s	Actual plus Projected
PREMISES COSTS						
	14,917	14,917	7,711	123	7,083	53%
	15,000	15,000	21,343	600	(6,943)	146%
	25,266	25,266	31,129	1,380	(7,243)	129%
	25,774	25,774	25,774	0	0	100%
	9,000	9,000	8,052	1,606	(658)	107%
	69,543	69,543	61,514	5,743	2,286	97%
TRANSPORT AND SERVICES						
	500	500	0	0	500	0%
SUPPLIES AND SERVICES						
	-	-	0	0	0	0%
	20,000	41,000	30,991	11,669	(1,660)	104%
	-	-	0	0	0	0%
	2,450	2,450	3,060	2,139	(2,749)	212%
	-	-	0	0	0	0%
	-	-	0	0	0	0%
	7,000	7,000	6,054	200	746	89%
	9,000	9,000	9,418	71	(489)	105%

	-	-	0	0	0	0%
	4,500	4,500	5,613	0	(1,113)	125%
	5,000	5,000	4,975	0	25	100%
	-	-	0	0	0	0%
	1,100	1,100	0	1,100	0	100%
	-	-	(729)	0	729	0%
					(11,961)	
	14,913	5,835	9,977	7,819)	305%
	-	-	147	0	(147)	0%
	-	-	0	0	0	0%
			9,982	0	(9,982)	0%
	140,021	140,021	144,661	0	(4,640)	103%
GROSS EXPENDITURE	2,414,480	2,563,390	2,338,842	209,988	14,560	99%
LESS:						
	(40,000)	(51,407)	(77,660)	0	26,253	151%
	(466,259)	(515,102)	(523,565)	2,708	5,755	101%
	0	0	(12,117)	(1,890)	14,007	0%
	(1,000)	(1,000)	(1,405)	0	405	141%
	(10,000)	(20,000)	(50,498)	864	29,634	248%
GROSS INCOME	(517,259)	(587,509)	(665,245)	1,682	76,054	113%
NET EXPENDITURE	1,897,221	1,975,881	1,673,597	211,670	90,614	95%
Unallocated Funds - Surplus/(Deficit)	444	(78,216)				
PROJECTED OUTTURN					12,398	
TOTAL UNINVESTED FUNDS	1,897,665	1,897,665			1,897,665	

Statement of Balances Held/Projected

	2018/19 Actual £	2019/20 Projected £
Uninvested Balance	43,035	12,398
Invested Balance	0	0
Total Balances held as at 31st Mar	43,035	12,398

Appendix 2 - COVID 19

During these very unprecedented times, a number of operational procedures and practices have been temporarily amended in order for us to function safely and effectively during the pandemic. We have very stringent procedures in place, risk assessments and health and safety practices. We also work very closely with the Local Authority to ensure that we are fulfilling all of the necessary obligations. All of the changes are fully communicated with staff, parents and governors and where appropriate, our learners. All procedures and practices are constantly under review and therefore we are more than happy to discuss such procedures with new or prospective families.

Key procedures that have been put in place (please note that there might be changes to the timings) as reported above in order to comply fully with safety requirements, as advised by Welsh Government. Also, it is usual practice to share data analysis as part of this report. However, due to

Key procedures are:

- Staggered entry and collection times throughout the school.
- Staggered playtimes and breaktimes throughout the school.
- Staggered daily mile and breakfast club sessions.
- Children and staff working in class/year group bubbles.
- Additional daily cleans throughout the day and regular deep cleans.
- Staff wearing PPE as needed including masks for close contact and face coverings around communal areas.
- Staff and pupils using designated toilets.
- Increased ventilation throughout the school.
- Increased handwashing procedures.
- Additional daily cleans throughout the day.
- Physical distancing where possible.
- Reduction of furniture and soft furnishings in classrooms.
- The use of isolation rooms for any adults or children displaying symptoms of Covid (high temperature, new or continuous cough or loss of taste or smell).
- Enhanced Health and Safety procedures across the school.

You are more than welcome to request a meeting to discuss these procedures or to call to ask any questions at all.

Thank you.