



'Learn, have fun and reach for the stars.'

Hendrefoilan Primary School Governing Body, Annual Report 2019/2020





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Dear Parent/Carer,

The Governing body normally meets five times a year with sub-committee meetings at least every half term. We help to develop the strategic direction of the school and support staff as critical friends. Our primary focus is to improve teaching and learning for all pupils.

However, this year has been a difficult year for everyone in so many ways. The governing body met until the end of February as usual and from then onwards business was conducted by phone, e-mail, and virtual meetings with the Director for Education.

Our key role from March onwards was supporting the Headteacher and staff in running the childcare hub and in preparations for the return to school in July and September. We cannot emphasise enough how proud we are of all our staff through this time. They staffed the hub through holidays and weekends when needed and provided on-line education for our pupils. The governors are incredibly grateful for this and would like to thank all of them for their dedication to our pupils.

We have also this year been overseeing the construction of a new classroom and the safe coordination of the school during building works. The need for stringent health and safety plans for this and the return to school for all pupils in September has been key to our work. Children have returned safely and hopefully their education will continue uninterrupted.

We would like to thank all parents and carers for their continued support particularly with the new staggered start/ finish times, which are allowing the school to continue to run smoothly and safely.

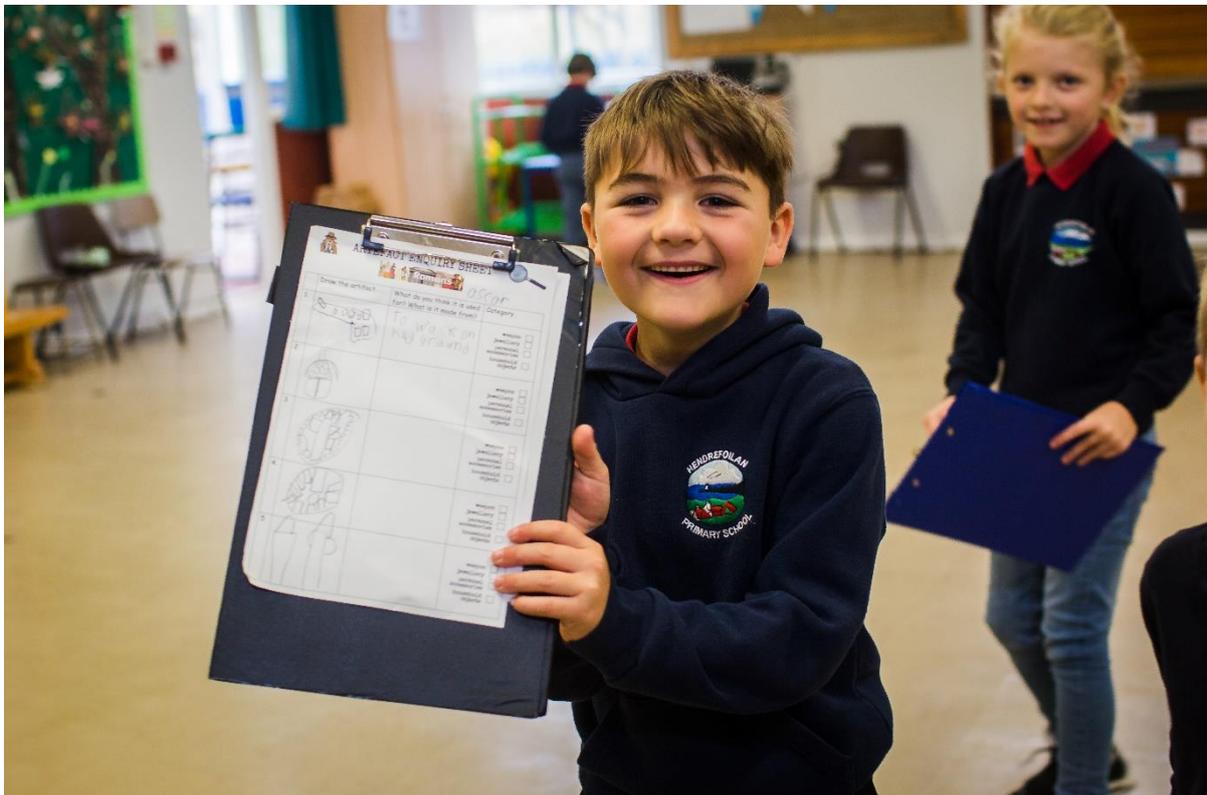
The report outlines some of the activities at school over the past year and we hope you find it useful.

Yours Faithfully,
Dorothy Bennett
Chair of Governors 2019/2020



The Governing body

The Chair and Vice Chair of the governors are elected annually. The role of the governors is to set within the parameters of current legislation, the broad framework of policies under which the school will run and to support the Headteacher and staff of the school in the discharge of their professional responsibilities.



Governors September 2019 to September 2020 - Term of Office End Date

Mrs P. Walsh, Community	17.5.21
Vacancy, Community	
Cllr M. Jones, LA (Local Authority)	23.10.23
Mrs K. Novis, LA (Vice Chair)	26.9.21
Mrs P. Cole, LA	7.3.23
Mrs D. Bennett, Community (Chair)	2.9.20
Mr R. Lowe, Parent	26.9.21
Mr J. Neal, Parent	1.5.21
Mr G. Barber, Parent	7.4.23
Vacancy, Parent	
Mrs C. Bews, Teacher Governor	26.9.21
Mrs C Lingard, Non-Teaching Staff Rep.	23.5.21
Mrs A. Field, Headteacher	
Mr J. Webb, Deputy Headteacher	
Clerk to Governors, Mrs S. Williams	



Governors can be contacted via the school office: Hendrefoilan Primary School, Duvant Road, Killay, Swansea, SA2 7LF, 01792290223, hendrefoilan.school@swansea-edunet.gov.uk

The full Governing Body usually meets a minimum of three times a year. Meetings are attended by the Headteacher and a local authority/ERW representative is invited to attend when appropriate. There are sub committees to deal internally with staff appointments, staff discipline, pupil discipline, curriculum, finance, complaints, performance management, health and safety and premises. In addition, there are Governors responsible for special educational needs (SEN), child protection and looked after children (LAC).

The aims of the governors, Headteacher and staff of the school are to enable all pupils to be resourceful, resilient, and reflective, to take pride in their achievements and to be eager to progress to the next stage in their learning.



The School's Vision

At Hendrefoilan Primary School, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race, or gender.
- Strengthen self-discipline and good behaviour through well-managed routines and an orderly environment.
- Deliver an exciting curriculum driven by the four purposes.
- Encourage pupils' independence so they can organise their learning and manage their time.

- Encourage a growth mindset approach, leading to elevated levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy, and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.
- Enhance pupils' curiosity about themselves, their school, the locality, and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.
- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media, and drama activities.



The School's Motto

'Learn, have fun and reach for the stars.'



The Curriculum for Wales 2022

Over the last year, governors, staff, pupils, and parents have worked together to prepare for the Curriculum for Wales 2022. The purposes of the curriculum are as follows:

- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every Area of Learning and Experience of the Curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'What Matters' statements of the CfW.
- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy, and digital competency.
- To teach relationships and sexuality education.
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, like their beliefs or where they come from, learning about work, and choosing the kind of work you want to do, learning about Wales, your local area, and the world.
- To provide a daily act of collective worship in class (which is broadly Christian in nature).
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.
- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on earlier experience through reflection.

- To use the outcomes of assessment to move forward.
- To develop creativity, imagination, spontaneity, and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental, and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher, and the community.



At Hendrefoilan, the four purposes are the starting point and aspiration for the schools' teaching and learning and curriculum policies. The aim is to support learners to become:

- 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 four purposes are represented by the Hendre-Hearties Pirate Captains.

- **Captain Ambition** - Captain Ambition stands for ambitious and capable learners.
- **Captain Enterprise** - Captain Enterprise stands for enterprising and creative contributors.
- **Captain Inform** - Captain Inform stands for ethical, informed citizens.
- **Captain Confident** - Captain confident stands for healthy, confident individuals.

The Hendre-Hearties encourage pupils to consider what the four purposes mean for their learning. The School's Council decided on the positive mind-set captains and the captain logo was designed and drawn by a pupil. The school has developed stickers to be used in pupil's work to show the application of the purposes to our learning. On Fridays, usually there is a Captain's Table for pupils who have shown excellent application of the four purposes



The curriculum at Hendrefoilan is broad and balanced. The structure of the curriculum is based on six areas of learning and experience taken from the Curriculum in Wales 2022. These are:

- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Health and Well-being
- Humanities
- Science and Technology

The detailed curriculum at Hendrefoilan is carefully planned and available to all. The curriculum is as follows:

- Differentiated to meet the needs of all pupils including special educational needs and more able and talented pupils.
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Assessed through ongoing formative assessments, diagnostic tests and through regular progress checks against the progression steps.
- Includes the use of the school and local environment to develop academic, personal, and social skills.

- Uses the published materials Abacus Evolve Maths Scheme, White Rose Maths and My Maths to support the teaching of maths.
- Uses ideas and provision from 'Spread the Happiness' and 'Dough Disco' programmes.
- Uses published reading schemes from the Oxford Reading Tree and follows a purpose-built literacy school scheme of work.
- Uses published schemes from Charanga music and BBC bitesize for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the Physical Education and School Sport (PESS) scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and well-being.
- Ensures the quality of pupil learning by a tracking process which draws from data about progress against individual targets set by teachers, attendance, English as an additional language (EAL) acquisition, additional learning needs (ALN) progress, diagnostic tests data and other data.
- Has sufficient resources to enable pupils to access their entitlement and to provide value for money.
- Reflects equal opportunities and race equality for all pupils
- Is evaluated and reviewed by the relevant Subject Leaders and the Senior Management Team
- Is checked evaluated and reviewed by the Governing Body through regular discussion and reports from the Areas of Learning and Experience (AOLE) leaders and the Headteacher
- Is reported to parents through the School's Prospectus, the Annual Report from the Governing Body, and this policy.
- Uses the agreed Syllabus for Religious Education.
- Uses cross-curricular 'rich tasks' taken from Building Blocks as necessary and is stored on the Building Blocks virtual site.

Assessment

Over the last year, senior leaders and staff have strengthened the school's assessment processes. At Hendrefoilan, assessment focuses on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding is used by staff, in discussion with the learner, to find the next steps needed to move learning forward, including any additional challenge and support needed. At Hendrefoilan, assessment is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. During all lessons, staff provide high quality verbal feedback, mark 'around the room' and provide plenary pit stops to ensure that learners have the support and challenge they need to move forward quickly. Clearly set out plans and pupil led success criteria are embedded in daily learning tasks.

A menu of diagnostic testing is available as appropriate and used to find individual pupil's needs. The school usually uses the Schonell reading test to check pupils' reading ages termly. If a pupils' reading age falls eighteen months or more behind their chronological age, they are referred for testing using the Aston Index to show any specific difficulty in reading, writing, and spelling. The National Personalised Tests for Reading and Procedural Maths are used twice a year in the Autumn and Summer Terms and are used formatively and summatively to chart progress and report to parents.

Assessment also supports staff in identifying the progress made by an individual learner over time. Progress is recorded against the skills in each progression step using Building Blocks. Reflecting on a learner's progress over time enables practitioners to provide feedback and help plan their future learning, including any interventions, additional support, or challenge, which may be needed. At Hendrefoilan, feedback to learners includes both immediate next steps and longer-term targets that the learners work towards. Long-term progress over time is recorded against the skills in the progression steps of the CfW at 5, 8 and 11 years old. In addition, these are used, alongside diagnostic test results, as a basis for communicating and engaging with parents/carers.

Assessment is also used effectively by leaders within the school to understand whether different groups of learners, such as free school meals, gender, additional learning needs, and English as an additional language are making expected progress. Strengths and areas for improvement are named in both the school curriculum and daily practice. This is not about external reporting, but about the school understanding what it needs to know about its learners for them all to maximise their potential, and identifying specific challenges and the support, which groups might need. This understanding contributes to the school's process of development.



The School's Development Plan (SDP)

Over the last year, the senior leadership team, together with governors, review policy, practice, and standards, set targets for school improvement and monitor progress. All staff are involved in the self-evaluation process.



The School's Main Priorities for 2019 – 2020 were:

1. To update the school's shared vision.
2. To embed a culture of enquiry and innovation using action research.
3. To promote team learning and collaboration.
4. To improve pupils reading skills in Welsh

Due to the Coronavirus lockdown, these priorities were only partially met. Therefore, **the school's main priorities for 2020 – 2021 are the same.** Namely:

1. To update the school's shared vision.
2. To embed a culture of enquiry and innovation using action research.
3. To promote team learning and collaboration.
4. To improve pupils reading skills in Welsh

Equal Opportunities

All staff and pupils contribute towards a happy, healthy, and caring environment by showing respect for and appreciation of each other, as individuals. The school practises an equal opportunities philosophy that is in line with the Local Authorities equal opportunities policy and the equality act 2010. We promote the principles of fairness and justice for all through the education that we provide in our school. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and do not discriminate based on colour, culture, gender, or ability.

The school adheres to the Welsh Government's guidance relating to equal opportunities. Namely:

- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- Human Rights Act 1998 5.3 The Human Rights Act 1998
- Welsh Government: Inclusion and pupil support guidance
- Welsh Government: All-Wales Child Protection Procedures
- Welsh Government: Respect and resilience guidance 2016
- Welsh Government: Safeguarding children and young people from sexual exploitation
- Equality and Human Rights Commission: Towards a Fairer Wales 2018
- Welsh Government: Special Educational Needs Code of Practice for Wales
- United Nations Convention on the Rights of the Child United Nations Convention on the Rights of the Child (UNCRC).



Special educational Needs and Additional Learning Needs (SEN/ALN) Report 2019 – 2020.

Mrs C Davies co-ordinates the provision for children with special educational needs throughout the school. Mrs Davies also manages the provision for pupils with English as an additional language throughout the school and Looked after Children. The graduated response is operational within the school.

We have adopted a child centred annual review process that focuses on the positives with the child playing a role, sharing their views, and celebrating their successes. This has proved to be successful and has shown the parents the progress their child has made which previously went un-noted. Feedback from annual reviews is indicative of a far more inclusive approach.

Pupils at 'school action' have individual education plans that are reviewed, at a minimum of three times a year, although targets that are set are specific, measurable, achievable, and

reviewed often. Once a pupil has achieved a target their success is celebrated and new targets are set. Parents are consulted as part of the review process and children are encouraged to review their own progress and suggest future targets. Pupils at 'school action plus' have the same provision as those at 'school action,' but their needs are more complex or severe in nature, so the school works closely with other agency to meet their needs.

Children who experience specific difficulties in literacy are screened using the WELCOMM (Nursery pupils only), Speech link, Nessie Dyslexia screening Test, Quest or Aston Index where appropriate. Once these assessments have been completed, outcomes are recorded and where appropriate different strategies are implemented to help and support the pupils.

The following information is a brief outline of the present SEN provision within Hendrefoilan School. Please refer to our SEN/ALN Policy for more details.

Total Special Educational Needs	Nursery	Rec.	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
School Action		2		4	1	1	3	9	20
School Action Plus				1	1	1		1	1
Formal Assessment/Statement				1 state.	1 FA	2 state. 1 LAC			5



English as an Additional Language (EAL)

Hendrefoilan is proud of its diverse make up, and this adds to the richness of the learning experience in the school. The number of pupils with EAL bands A to D is 14%. Our everyday teaching is delivered through the medium of English but the school works in partnership with the Local Authority's Ethnic Minority Achievement Unit and can access, teachers who are expert in teaching children who have English as an additional language. This supports equal opportunities for all pupils. Pupils with EAL are closely checked and their progress is measured using the five Stage model of acquisition (A-E). In 2019, 100% of EAL pupils reached Level 5 in all subjects by the end of Y6.

Hendrefoilan is committed to helping pupils with EAL ensuring that they have access to strategies and resources so they can make progress. Last year, the school used the Minority Ethnic Gypsy and Traveller Learner Grant (MEGRT) to improve inclusion for EAL pupils. This year, we will be looking closely at how we can support them with their language acquisition and move their learning forward using a variety of different strategies.



Pupils with Disabilities

Disabled pupils may have a statement of special educational needs. The local authority decides the school placement for any pupils with disabilities. Before admitting pupils, the local education authority will ensure that the named school is suitably resourced and has the physical adaptations in place to properly accommodate the named pupil. In our school, we have flat floor surfaces with external ramps and a disabled toilet indoors.

Children with disabilities may have an individual education plan, which will place, in writing, a commitment to ensuring that disabled pupils receive the same treatment as other pupils. In terms of everyday activity, Hendrefoilan school is committed to ensuring that disabled pupils play as full a part in the school life and integrate with the other pupils. This includes all areas of the curriculum and special occasions such as concerts, school productions and educational visits. We wish all pupils at school to feel valued as individuals and in turn for them to be people who have a caring attitude to each other whether they have a disability or not.

Clubs, Teams and Activities

The school usually offers a wide range of extra-curricular activities at assembly times, break times and after school. However, due to Coronavirus restrictions, all these clubs are suspended. If not suspended, they take place remotely, using video clips and Microsoft Teams.

- Football/cricket Club
- School Council
- Eco Committee
- Criw Cymraeg
- Netball Club
- Cross-country/athletics Club
- Orchestra
- Choir
- Dance Club
- The Hendrefoilan Times Newspaper



Community Links

We strongly believe in developing our role within the community and strong relationship with Killay Community Council. Usually, governors and pupils aid in the Christmas celebrations in Killay by supplying 'helpers' for Santa and in the Community Carol Service at Siloam Chapel. Last year, the school's choir and orchestra performed at various locations around Killay and the local area. We bank locally and shop locally wherever possible. The Coop in Killay usually stocks our fruit tuck shop and we buy carpets from Heritage carpet. The school supports Sketty Food Bank by regularly donating non-perishable food items. Pupils also raised and donated £134.00 to Sport's Relief in March 2020.

Last year, pupils, governors and staff hosted buffets, concerts, and performances for the older members of our school community, the Old Vicarage Nursing Home and the 'Forget me Not' Dementia Society. The 'Open the Book' organisation based at Sketty Church visit the school weekly to promote bible stories. We are always pleased to welcome our local PCSOs and Police Officers into the school to work with the children and provide advice. Representatives from the fire service are also regular and important visitors. Last year Bike Ability worked with year six children on safe cycling and in 2019, the Kerb Craft team worked with Y2 promoting road safety.

We work in close partnership with local schools in the Olchfa cluster and regularly host visits for colleagues in other schools. As an established school in the locality of Killay, we are keen to review and develop our role in the community. We are still open to suggestions from parents and residents as to ways in which we can continue to develop our role in the community.



Toilet Provision

Toilets are available in the main school building and the nursery/reception demountable. All toilets are checked and cleaned at least every two hours by cleaning staff provided by the local authority. The toilets are checked throughout the day by staff. Hot and cold running water is available in each of the toilet areas along with soap and hand dryers. More hand washing stations are available. In the main school building, there are separate facilities for children and suitable facilities for the disposal of sanitary products are available in the junior girl's toilets. There are dedicated toilets for the use of staff in the main building and the demountable. Because of the Coronavirus pandemic, toilets are cleaned every two hours at a minimum.



Welsh Language

Welsh is taught as a second language at Hendrefoilan Primary School from Nursery age. It is the schools aim to use the Welsh language in such a way as to ensure that children see, hear, and use it as a natural part of school life. It is given a prominent role in many school activities such as assemblies. Incidental Welsh is used outside lesson times also such as lunch, and greeting one another. Children also can learn about Welsh culture and heritage, as well as the language of Wales, through activities such as Shwmae Day and St David's Day celebrations.

In June 2019, the school achieved the bronze Siarter Iaith award. However, Teacher assessment and first-hand evidence judge pupil standards of reading in Welsh as adequate and this will form part of new priorities for development going forward. The school plan to work towards the silver Siarter Iaith award, focusing on the improvement of pupils' reading in Welsh. Our teaching of Welsh is supported by Mrs Nerine Griffiths (Athrawes Bro) who regularly visits the school to support teachers and pupils.



Healthy School

Governors are immensely proud that the school has achieved the Healthy Schools Award Phase 4. The school adheres to the 'appetite for life' guidance and in 'normal times,' the Y6 pupils run the successful fruit tuck shop. Every opportunity is taken to promote healthy living, for example, the Key Stage 2 sports day, which usually takes place at Swansea athletics track annually.

In 2019, pupils' sporting achievements included:

- Y5 and Y6 won the Swansea School's Swimming Gala, held at the National Pool, Wales.
- The school hosted the Swansea West Netball League and Y2, Y3, Y4, Y5 and competed.
- Y6 competed in the Urdd and the Bay netball leagues.
- Y3, Y4, Y5 and Y6 were runners up in the Swansea Tennis Finals.
- The Football Team competed in the Swansea Football League.
- Y5 and Y6 competed in the county athletics and cross-country championships.
- Pupils play for Swansea Schoolboys Rugby and Swansea City Football Academy.



Premises

It has been a very unusual year for the Premises Committee. Along with our routine tasks of monitoring and reviewing our health and safety policies and practices, we have been involved in the planning of our new classroom which we will hopefully move our year 5 into this winter. We have also been working closely with the school and the Local Authority to bring the pupils back to school following the covid-19 lockdown. This has been a difficult and rapidly changing task, but keeping the school community safe during this challenging time will remain our top priority.

Finance

The finance committee set the budget for the school in April 2019 to run to March 31st 2020. As is usual for the past few years the budget was tight allowing us to maintain staffing but unable to put aside much money for upkeep, resources etc. We rely on the Friends of Hendrefoilan Parent Teacher Association (PTA) association to help us in this area and are grateful for their efforts. At the beginning of March, we were sent a draft budget but as we went into lockdown were told to maintain all staffing and set a draft budget only. This we did and the school has been running this from that time.

There have been several additional expenses since then. This has included a lot of money spent on sanitiser, hand towels, soap, some personal protective equipment (PPE), staffing to cover absences when staff have had to isolate whilst family members are being tested and extra lunch time cover because of the time needed to stagger lunchtimes. Plus, our income from lettings etc. has dropped since they were not allowed. We have been able to claim some of this back from the Welsh Government but to date have not received any.

Our current budget is on target but there are many unknowns to come.



Appendix 1 - School Statement of Expenditure 2019 –2020

SCHOOL:	Hendrefoilan Primary		
STATEMENT OF ACTUAL EXPENDITURE 2019/20 FINANCIAL YEAR			
	Delegated Expenditure	Non-Delegated Expenditure	Total Net Expenditure
	£	£	£
Teachers' Salaries	556,372	0	556,372
Salaries	237,332	22,284	259,616
Other Employee Costs	-176	200	24
Premises	20,416	0	20,416
Transport	0	0	0
Supplies & Services	45,723	0	45,723
Recharges	48,472	0	48,472
Gross Expenditure	908,139	22,484	930,623
Grant Income	-211,285	0	-211,285
Other Income	-45,133	0	-45,133
Gross Income	-256,418	0	-256,418
Net Expenditure	651,721	22,484	674,205
RESERVES:		£	
FINAL FORMULA ALLOCATION:		628,625	
TOTAL NET EXPENDITURE:		651,721	

TRANSFER TO / (FROM) RESERVES:		-23,096	
OPENING BALANCE ON RESERVES 01/04/19		16,098	
CLOSING BALANCE ON RESERVES: 31/03/20		-6,998	



Appendix 2 - School Term & Holiday Dates 2020/2021

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
Autumn 2020	Tuesday 1 September	Friday 23 October	Monday 26 October	Friday 30 October	Monday 2 November	Tuesday 22 December	76
Spring 2021	Monday 4 January	Friday 12 February	Monday 15 February	Friday 19 February	Monday 22 February	Friday 26 March	55

Summer 2021	Monday 12 April	Friday 28 May	Monday 31 May	Friday 4 June	Monday 7 June	Friday 16 July	64
Total:							195

Bank holidays

- 2 April 2021 - Good Friday
- 5 April 2021 - Easter Monday
- 3 May 2021 - May Day
- 31 May 2021 - Spring Bank Holiday

INSET days

- Thursday 22nd October
- Friday 23rd October
- Monday 21st December
- Tuesday 22nd December
- Monday January 4th
- Monday June 7th



Glossary of terms

The following is a list of abbreviations and terms that will be useful to you when learning about the school.

Term	Definition
SDP	School Development Plan
INSET	In Service Training
SLT	Senior Leadership Team (Headteacher, Deputy, Senior Teachers)
ADDs	Additional Directed Duties (time in addition to teaching that teachers should be working in school)
LA	Local Authority
PPA	Planning, Preparation & Assessment (10% time given to teachers)
CIF	Common Inspection Framework
FP	Foundation Phase
KS2	Key Stage 2
ICT	Information Communication Technology
DCF	Digital Competency Framework
TA	Teaching Assistant
WG	Welsh Government
SEN/ALN	Special Education Needs/Additional Learning Needs
PDG	Pupil Development Grant
RCSIG	Regional Consortia School Improvement Grant
NQT	Newly Qualified Teacher
CPD	Continuing Professional Development
GTCW	General Teaching Council for Wales
CA	Challenge Advisor, Mrs. Sue Edgar is our Challenge Advisor
PTA	Parent Teacher Association
SER	Self-Evaluation Report
EMAU	Ethnic Minority Achievement Unit