

# Annual Governors' Report to Parents and Carers

Autumn 2025



*"Exploring Together, Learning Forever"*

## Contents

Message from the Chair of Governors	3
Our Vision	4
Governors' Meetings with Parents	4
Governing Body Structure	4
Staff Structure	6
Term Dates and Session Times	7
Pupil Numbers	8
Attendance	8
Destination of Pupils	9
A Financial Statement	9
Policies and School Prospectus	10
Progress on the School's Post-Inspection Action Plan	11
Community Links	12
Our Curriculum, including Sport and Welsh Provision	13
School Improvement Priorities	15
Additional Learning Needs	16
Inclusion and Equality	17
Disability Access	17
Healthy Eating and Drinking	18
Provision of School Toilet Facilities for Learners	18
Diolch yn Fawr – Thank You from the Headteacher	18

## ***Message from the Chair of Governors***



Dear Parents/Carers,

Croeso! I would like to extend a very warm welcome to any families who are new to our school.

It is with great pleasure that I present to you the Governors' Report to Parents for the 2024–25 academic year. The purpose of this report is to inform you of key information related to our school, such as finance, staffing, the curriculum and our priorities for the coming year.

The school is now in its eleventh year and continues to go from strength to strength, balancing academic excellence with pupil wellbeing so that every child is given the opportunities to be the best they can be.

My sincere thanks to all the staff who continue to work to make the school a happy, successful and exciting environment for our pupils. We look forward with excitement to the new academic year as we continue to embed the Curriculum for Wales in our school.

On behalf of the Governors, I would also like to thank you for your continued support throughout 2024–25. Thank you also for your support for the PTA and to those parents who work with such dedication and commitment for this invaluable organisation which helps provide learning opportunities and experiences beyond the classroom.

Finally, I would like to thank Dr Hoyle, who was the Headteacher at Howardian from April 2017 until August 2025, and to wish her a happy and healthy retirement.

A handwritten signature in cursive script that reads "Susan J. Lent".

Councillor Sue Lent.

# Our Vision at Howardian Primary



Exploring together, learning forever - Archwilio gyda'n gilydd, dysgu am byth

Our children are at the heart of our vision. We are passionate that through their learning experiences they become...

**Ambitious, Capable learners** who are ready to learn throughout their lives

- Inspired
- Resilient
- Lifelong Learners
- Problem Solvers
- Growth Mindset
- Independent
- Challenged
- Excited about Learning
- Prepared for the Future

**Healthy, Confident individuals** who are ready to lead fulfilling lives as valued members of society

- Happy
- Respectful
- Healthy in Body & Mind
- Have Good Relationships
- Social
- Safe
- Nurtured
- Expressive
- Celebrated

**Ethical, Informed citizens** who are ready to be citizens of Wales and the world

- Inclusive
- Celebrate Diversity
- Equal
- Cultured
- Curious
- Proud to be Welsh
- Aware
- Global Citizens
- Part of a Community

**Empowering, Creative contributors** who are ready to play a full part in life and work

- Creative
- Inquisitive
- Collaborative
- Responsible
- Flexible
- Reflective
- Adaptable
- Responsive to Others
- Sharing Ideas

**School Senedd**

**Cryw Cymraeg**

**Rights Respecting Group (UNRC)**

**Eco Committee**

**Active Journey Crew**

**Digital Leaders**

**THRIVE**

## Governors' Meetings with Parents

There is no longer a requirement to hold an annual parents meeting. Section 94 of The School Standards and Organisation (Wales) Act 2013 enables parents of registered pupils at the school to request up to three meetings per year with the governing body via a petition. Details of how to request a meeting are available on the Welsh Government (WG) website. No meeting was requested by parents in the academic year 2024–25.

## Governing Body Structure

The Governing Body and the Head teacher share responsibility for the strategic management of the school, acting within the framework set by legislation and by policies of the Local Authority (LA). The Head teacher has full responsibility for the internal management of the school.

The Governing Body meets at least once a term, usually every half-term. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals.

The minutes of Governing Body meetings are available from the school administrator.  
 The Governing Body of our school for the forthcoming year (2025–26) will be as follows:

Chair of Governors	Councillor Sue Lent	
Vice-Chair of Governors	Mrs Lisa Evans	
Clerk to the Governors	Mr Andrew Powell	
Headteacher	Mrs Sian Burt	
Community Governors	Mrs Arifa Farooq Ms Charlotte Rhodes *vacancy	July 2026 March 2027
Local Authority Governors	Ms Elisabeth Edwards Councillor Sue Lent Mr Chris Parry	June 2027 September 2027 September 2027
Parent Governors	Mrs Lisa Evans Mrs Sadie Lewis Ms Elizabeth Webb Mrs Hadiel Kulaib  <i>*The next parent governor vacancy is in July 2026.</i>	October 2026 October 2027 September 2029 September 2029
Staff Governor	Mrs Tracy Kiff	January 2029
Teacher Governor	Mrs Tania Steele	September 2027



## Staff Structure Autumn Term 2025

<b>CLASS/ROLE</b>	<b>STAFF LEAD</b>	<b>TEACHING ASSISTANTS</b>
Nursery a.m. – Meithrin Melyn (MM) p.m – Meithrin Porffor (MP)	Mrs R Brunker	Mrs E Edwards Mrs U Kauser
Derbyn Melyn (DM) Derbyn Porffor (DP)	Mrs J Turner Miss S Jones	Mrs C Jones Mrs L Bennett Miss H Thomas Mrs G Noaks
1 Melyn (1M)  1 Porffor (1P)	Mrs N Wyatt / Mrs L Hardwick (returning from Maternity leave in November ) Mrs S Reeves	Mrs K Lennox Miss B Huish Mrs S Kim (mornings)
2 Melyn (2M)  2 Porffor (2P)	Mrs T Steele (Senior Leadership Team)  Miss H Bradley	Mrs S Saridaki Mrs T Kiff
3 Melyn (3M)  3 Porffor (3P)	Mrs K Jones (Senior Leadership Team)  Mrs Z Leonard/Miss E Davies	Miss L Britton HLTA (0.6) Miss N Waters (0.4)
4 Melyn (4M)  4 Porffor (4P)	Miss P Sinclair  Mr D Wheeler (Senior Leadership Team)	Mrs Aflatoonian Mr J Jones (mornings) Mrs S Kim (afternoons) Miss L Fowler
5 Melyn (5M) 5 Porffor (5P)	Mrs G Murphy Miss G Taylor	
6 Melyn (6M) 6 Porffor (6P)	Mrs R Martin Miss S Griffiths (Assistant Headteacher)	
THRIVE / Family Liaison HLTA	Miss L Britton	
KS2 Interventions	Ms N Waters	
HLTA (PPA)	Mrs C Mathias	
Forest Schools	Mrs C Jones	
Deputy Headteacher/ ALNCo	Mr D Brind	
Head teacher	Mrs S Burt	

Site Manager	Mr J Ellaway
Senior Administrator Tuesday–Friday	Mrs L Curran
Administrator Monday –Thursday	Mrs A Liddington
Mid-day supervisors	Mrs M Ruiz-Gutierrez Mrs R Choudhry Mrs S Hewings

### School Term Dates

TERM	TERM BEGINS	HALF TERM BEGINS	HALF TERM ENDS	TERM ENDS
<b>Autumn Term</b>	Monday 1st September 2025	Monday 27th October 2025	Friday 31st October 2025	Friday 19th December 2025
<b>Spring Term</b>	Monday 5th January 2026	Monday 16th February 2026	Friday 20th February 2026	Friday 27th March 2026
<b>Summer Term</b>	Monday 13th April 2026	Monday 25th May 2026	Friday 29th May 2026	Monday 20th July 2026

### Session times:

Morning Nursery                    09:00–11:30

Afternoon Nursery                12:45–15:15

Reception to Year 2 pupils: 09:00–15:15

Year 3–6 pupils                    09:00–15:25

**INSET days 2025–2026** – Staff training: school closed to pupils

**Autumn term:**    Monday 1st September                    Friday 3rd October

**Spring Term:**    Monday 5th January                        Monday 23rd February

**Summer Term:**   Thursday 7th May                            Monday 20th July

### Pupil Numbers

Year group	End of Summer Term 2025	Autumn Term 2025
<b>Nursery</b> <small>NB - we are funded for 80 places in Nursery, regardless of the actual number.</small>	36 (morning) 31 (afternoon) TOTAL 67	21 (morning) 17 (afternoon) TOTAL 38
<b>Reception</b>	49	53
<b>Year 1</b>	50	48
<b>Year 2</b>	58	50
<b>Year 3</b>	60	58
<b>Year 4</b>	58	60
<b>Year 5</b>	60	59
<b>Year 6</b>	60	59
<b>TOTAL:</b>	462 395 without Nursery	425 387 without Nursery

### Attendance

School attendance figures for the last few years:

2018–19	96.3%
2019–20 / 2020–21	Covid
2021–22	91.8%
2022–23	94.4%
2023–24	94.6%
2024–25	95%

100% – 98%	Excellent Attendance
97.9% – 96%	Expected Attendance
95.9% – 90%	Risk of under achievement
89.9% – 85%	Serious Risk of under achievement
Below 85%	Extreme Risk of under achievement

At Howardian, we recognise the positive impact of regular attendance and punctuality on pupil progress – socially, emotionally and academically. We ask that families do not take holidays during term time and that routine appointments are made outside of school hours where possible.

## Destination of Pupils

We had our fourth cohort of year 6 pupils in the academic year 2024/25. Pupils transitioned to a number of different high schools including Cathays, Cardiff High, St Teilos, Corpus Christi, St Illtyd's, Bishop of Llandaff, Willows, Llanishen, Whitchurch, and Kings Monkton. The high school that pupils will attend depends upon their home address. We have developed transitional links with Cardiff High, Cathays High and Willows High schools.

## A Financial Statement

The local authority provides finances to run the school. The Governing Body has a finance sub-committee which meets with the Head teacher and reviews the school's budget regularly in order to ensure that the budget is being used in the best possible way to provide resources which will meet the education needs of our pupils.

<b>Summary/Crynodeb</b>	
<b>Total resources available in 2024-2025 / Cyfanswm adnoddau ar gael yn 2024-2025</b>	£
School balances Brought forward from 2023-2024/Balansau ysgol a ddygwyd ymlaen o 2023-2024	133,469
School Loans Brought forward from 2023-2024/Benthyciadau Ysgol a Ddygwyd ymlaen o 2023-2024	0
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0
Total delegated resources/Cyfanswm adnoddau dirprwyedig	1,736,550
<b>Total/Cyfanswm</b>	<b>1,870,019</b>
Actual Expenditure/Gwariant Cyflawnedig	1,746,177
Less change in investments/Llai'r newid mewn buddsoddiadau	0
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro	0
Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir	0
<b>Total balance carried forward to 2025-2026/Cyfanswm Balans a ddygwyd ymlaen i 2025-2026</b>	<b>123,842</b>
<b>Statement of Balances Held/Datganiad Balansau</b>	£
Uninvested Balance as at 31st March 2025/Balans na fuddsoddwyd ar 31 Mawrth 2025	123,842
Invested Balance as at 31st March 2025/Balans a fuddsoddwyd ar 31 Mawrth 2025	0
Outstanding Loans as at 31st March 2025/Benthyciadau dros ben ar 31 Mawrth 2025	0
<b>Total Balances held as at 31st March 2025/Cyfanswm Balansau ar 31 Mawrth 2025</b>	<b>123,842</b>

**Policies and School Prospectus**

Throughout the year, the Governing Body ratifies policies which are shared with parents via the school's website. The school prospectus is also on the school's website. Paper copies of all documents are available on request.

**Progress on the School's Post-Inspection Action Plan**

The school was inspected by ESTYN for the first time in July 2019. There were 3 recommendations.

Date of last inspection: July 2019	
Estyn recommendation	Progress
R1 Ensure that there are sufficient opportunities for pupils to lead their own learning in the foundation phase	<p>Following the inspection in 2019 the foundation phase classroom environments were evaluated and modified to encourage more opportunities for pupils to lead their own learning, eg the Nursery and Reception staff attended Reggio Emilia training and used that approach to develop the learning and teaching. The classroom environments were adapted accordingly to encourage pupils to have more control over their learning and encourage further learning through experiences such as listening, moving, touching and observing. In Early Years, more independent activities were planned and resourced for pupils and evidence was collected in: 'Leading My Learning' portfolios.</p> <p>Good progress towards developing the independence of pupils across the school was made and there is evidence of good-quality problem solving (including action research carried out by the teaching staff) being developed from Nursery to Year 6 through an ongoing focus on 'reasoning' in mathematics. In addition, the learning and teaching of independence and other integral skills was progressing well through the use of a range of 'thinking tools': Art Costa's 'Habits of Mind', Thinking Maps, De Bono's Hats. Pupils (class) personal targets reflect the Habits of Mind and were designed to develop the Growth Mindset of the Pupils. The habits were discreetly taught to ensure pupils' understanding and ability to apply them across the curriculum. This work was ongoing and developing well, but was inhibited by the negative impact of the pandemic as other areas of the curriculum were given priority. Further development of independent and integral skills was a priority in the 2024–25 SIP through the embedding of thinking tools across the school and a focus on adapting the provision within Progression Step 1 and 2 classrooms. The adaptation of the provision began to focus on the development of the 'three enablers'; enabling adults, effective environments and engaging experiences. This needs further development.</p>
R2 Distribute leadership effectively to cover and secure the quality of the full range of the school's work	<p>When the school was inspected in July 2019 it was full up to Year 3. Every year from then until July 2022 we employed two new teachers. From then on we were able to build a more established staff team and have worked hard at developing our teachers and teaching assistants to take on new roles and develop a more established leadership team. The Leadership Team for 2024–25 included the Head Teacher (Learning &amp; Teaching, Safeguarding, Health &amp; Safety and Finance); Deputy Head teacher (Equalities, ALN, Attendance), Assistant Head teacher (Curriculum Change and Development). TLR2A- Assessment, Numeracy and Mathematics. Three TLR3 temporary positions were created in direct response to the priorities in the SDP: (1) Further develop independence and integral skills through embedding a range of thinking tools across the curriculum (2) Continue to develop and make changes to the curriculum in line with the Curriculum for Wales (3) Continue to develop and make changes to the provision (particularly in Progression Steps 1 and 2) in line with the Curriculum for Wales. This leadership structure was very effective. It is proving to be very successful at developing both the senior and middle leadership within the school. The Headteacher retired at the end of</p>

	the summer term, 2025, and the Deputy was appointed as her replacement. The Assistant Head was appointed as the new Deputy. In October, 2025, the TLR2 post holder was successfully appointed as the new Assistant Headteacher.
R3 Improve the standards of presentation of pupils' written work	Standards of presentation are consistently good across the school. Cursive writing was introduced and embedded from Nursery up to Year 6 in the Autumn Term 2019 in response to the recommendation in the inspection report. Following the inspection, the Presentation and Marking Policies were also reviewed, developed and embedded across the school.

### Community Links

The school has strong support from its parental community.

Parents attend school visits to local and wider locations, e.g. the local nature reserve, the fire station, St Fagan's, Cardiff Castle, Caerleon, Plantasia, the Egyptian Centre in Swansea, the Bristol Zoo Project, the Bristol Aquarium, West Midlands Safari Park.

Parents volunteer to come in and support reading or to work with our Forest School leader.

We have a very supportive and active PTA who raised £7,360 during 2024–25. They did this through organising school discos and cinema nights, their annual 'Elfridges' event, their Winter fundraising activity and a very successful annual 'HowieFest' summer fair which alone raised £1,547.

A range of visitors and organisations from the local and wider community came in to support the school throughout the year. For example, our annual Health and Wellbeing Week is attended by the Mackintosh Tennis Club, and a local taekwondo group.

## Our Curriculum

# Curriculum for Wales at Howardian Primary This is HOW we do it!

At Howardian, the Curriculum that our learners experience is designed with these key elements at its heart:

Expressive Arts	Languages, Literacy & Communication	Maths & Numeracy	Science & Technology	Health & Wellbeing	Humanities
<b>INDEPENDENCE</b> We use Missions and Cool Challenges to enhance thinking skills, independence and creativity.	<b>INNOVATION</b> We take responsible risks, think outside the box & collaborate to innovate our themes, pedagogy and learning experiences.	<b>21st CENTURY LEARNING</b> We use technology to support, enhance and progress learning.	<b>INCLUSIVITY</b> We are responsive to our individual learners' needs, talents, diverse backgrounds and interests.	<b>EXPERIENCES</b> Our curriculum provides exciting, immersive & varied experiences to support the development of skills & acquisition of knowledge.	<b>PROGRESSION</b> We provide a progressive curriculum driven by high standards and ongoing assessment.
<b>OUTDOOR LEARNING</b> We seek and explore opportunities to take learning outdoors.	<b>EXPERTISE</b> We engage with our local and wider community to provide our learners with stimulating visitors and educational visits.	<b>CROSS AOLE LEARNING</b> Our teaching and learning is thematic with meaningful and relevant links within and across the 6 AOLEs.	<b>ENGAGEMENT</b> We plan for and provide authentic and purposeful learning experiences in our curriculum.	<b>CO-CONSTRUCTION</b> We use pupil, parent/carer, teacher and stakeholder voice to inform the design and planning of our curriculum.	<b>REFLECTION</b> We reflect and review with pupils, staff, parents/carers and stakeholders to continue improving our teaching, learning and curriculum.

**Assessment & Progression**

- Teachers AND learners are involved in continuous assessment of learning, assessment for learning and assessment IN learning.
- We assess and monitor learner progression using a range of assessment tools and strategies.
- We plan for progressive learning through the progression steps across all AOLEs using the principles of progression.

**Action Research & Innovation**

- Teachers take part in action research linked to the 12 pedagogical principles to enhance and improve teaching and learning.
- We consult experts, collaborate within and across other schools and share our findings.
- Through action research we aim to be innovative and progressive, embracing new ideas and developing them across the school for greater impact.

**Cross Cutting Themes**

Four Purposes

What Matters Statements

Cross Curricular Skills

Cross Cutting Themes

Descriptions of Learning

Education in Wales has been undergoing reform in the last few years. The 'Curriculum for Wales' became statutory in September 2022. The curriculum has been designed with four purposes for learners at the heart of it:

- 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 curriculum is organised into six Areas of Learning and Experience (AOLEs)

- Expressive Arts
- Health and Wellbeing
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

## Termly Topics

	Autumn	Spring	Summer
<b>Nursery (2-year cycle)</b>	Why do you love me so much?	<ul style="list-style-type: none"> <li>• Where Does Snow Go?</li> <li>• Did Dragons Exist?</li> </ul>	<ul style="list-style-type: none"> <li>• Why Can't I Have Chocolate for Breakfast?</li> <li>• How Many Colours in a Rainbow?</li> </ul>
<b>Reception</b>	You've got a friend in me	Once Upon A Time	Animal Adventures
<b>Year 1</b>	Superheroes	Muck, Mess & Mixtures	Endangered
<b>Year 2</b>	The Greatest Show	On Our Doorstep	Are we there yet?
<b>Year 3</b>	Invaders	Tremors	Predators
<b>Year 4</b>	Wonders of the World	Burps, Bottom and Bile	Blue Abyss
<b>Year 5</b>	Scream Machine	Lights, Camera, Action	Allotment
<b>Year 6</b>	A Child's War	Frozen Kingdom	Tomorrow's World

## Sport

Sport plays an important part in school life. Children participate in a variety of team games, dance and gymnastics as an integral part of the curriculum – the Health and Wellbeing Area of Learning and Experience (AoLE). The curriculum is also enriched by external provision of activities such as tennis, cycling, cricket, dance and taekwondo. Every year, our Year 3 pupils experience 2 weeks of swimming lessons at a local pool. This teaches our children to swim or improve their swimming.

Our sports teams (football, netball and rugby) enjoy participating in community events – matches and games against local schools and tournaments organised by such organisations as the Urdd and the Cathedral School. Our successful dance club performs at dance festivals. In 2024–25 we had our annual 'Health and Wellbeing' week in the summer term which focused on the physical and mental wellbeing of pupils. As well as health and wellbeing being an integral part of the curriculum, the 'Health and Wellbeing' week is an annual event to allow us to have a particular focus on this area of learning and to plan special enrichment activities across the school.

Since the school was set up in September 2015, Sports' Days for pupils have been well attended, providing an enjoyable event for children and their families. These are held at the NIAC centre in Cyncoed for pupils in Years 3, 4, 5 and 6 and on the school field for the Nursery, Reception, year 1 and 2 pupils.

## Welsh Language

At Howardian, we are an English-medium school, but we encourage our pupils to use Welsh in an 'incidental' way, e.g. daily greetings, saying thank you, when asking for resources, or asking to use the toilet. We teach Welsh as a second language as part of the Languages, Literacy & Communication Area of Learning and Experience. Each class has short daily 'Cymraeg Bob Dydd' sessions, where they are taught progressive sentence patterns and vocabulary in a fun way, often through games. The school uses the Central South continuum to facilitate progression across the school, from Nursery to Year 6.

In the spring term, we have our annual 'Wythnos Cymraeg' or Welsh Week, where the children celebrate Wales and Welsh history, culture and heritage. This work is celebrated in our annual Eisteddfod for St David's Day on or around March 1st, which is led by our Criw Cymraeg (our Welsh pupil voice group). Non-speaking Welsh staff are always working hard to improve their skills in Welsh language development so that they can support the children's learning of the language.

## School Improvement

Throughout the year and at the end of each academic year, the Headteacher, along with the staff and Governors, carries out a self-evaluation process. This involves looking at a range of data to identify what has gone well during the year against the previous School Improvement Plan (SIP) and what areas the school needs to improve or further develop. Using this information, the following year's SIP is constructed.

SIP priorities 2024–25	Evaluation
Improve attainment in spelling across the school	This was successfully met, as evidenced by spelling data, especially for those pupils receiving a spelling intervention.
Review and develop the Teaching and Learning in Welsh to increase standards in Welsh Language Development	This was successful, with staff becoming much more confident with the use of the Continuum of language progression. This will be a SIP priority for the following year to ensure that progress continues and practice is embedded.
Further develop the application of numeracy across the curriculum	Staff continued to develop numeracy, planning for deeper learning to consolidate understanding. Book looks demonstrate that good progress is made across the school.
Further develop independence and integral skills through embedding a range of thinking tools across the curriculum	This was fully met with staff receiving training from 'Thinking Matters' and implementing a range of thinking tools successfully and effectively, e.g. Debono's hats, Thinking Frames and Habits of Mind. The school will work to further embed this good practice across the school to support pupil independence and metacognition.

Further improve the quality of learning and teaching in line with the Curriculum for Wales	Teachers successfully mapped out the Areas of Learning and Experience and further developed mid-term plans in key areas. Next year, we will focus particularly on the Humanities AoLE.
Governors continue to develop their role in the strategic management of the school	Governors are successful in their role as the headteacher's 'critical friend.' Their role will continue to develop under the leadership of the new Headteacher (who took up post in September 2025 following the retirement of the previous Headteacher). There is also a new Deputy and Assistant Headteacher and ALNCo.

**School Improvement Priorities 2025–26**

- Further review and develop the Teaching and Learning in Welsh to continue increasing standards in Welsh Language Development
- Continue to develop and make changes to the curriculum and provision in line with the Curriculum for Wales.
- To address the gap in learning for vulnerable pupil groups
- To create a calm, orderly and safe environment where all pupils feel secure and can thrive in terms of their wellbeing and academic excellence.
- to promote healthy relationships where pupils support each other in terms of their wellbeing and learning.
- Further develop a distributive leadership system across the school

**Additional Learning Needs (ALN)**

A child or young person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision (ALP). If a child meets this definition, then an Individual Development Plan (IDP) will be created for them, outlining their needs and the ALP. This IDP will be reviewed at least annually so long as the child continues to meet this definition of ALN.

There are four areas of ALN:

- Cognition and learning
- Communication and Interaction
- Emotional, Behavioural, Social Development
- Physical and/or Sensory

A child or young person may experience need in more than one area.

Mr David Brind is our Additional Learning Needs Co-ordinator (ALNCO). This means that he is responsible for making sure that children who need additional support with their learning receive that support – either using our resources in school or from a specialist teacher or professional from one of the other agencies that we work with. Mr Brind is always approachable – if you have any concerns, please contact him to discuss these.

Please refer to Additional Learning Needs information and resources under 'Key Information' on our school website.

### **Inclusion and Equality**

At Howardian Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers and the wider community.

Our school is committed to eliminating any unlawful discrimination on grounds of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, belief and non-belief, sex, sexual orientation. We do this by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is demeaning or potentially damaging to any of the protected characteristics will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity-based incidents and bullying will be recorded on our safeguarding software programme 'MyConcern'.

Based on our belief that all individuals deserve to be treated with equal respect, we aim to structure the curriculum, the organisation and the management of the school so that all individuals are offered equal opportunities for participation and for inclusion, for advancement and for growth, regardless of: Age, Race, Sex and Gender reassignment, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership. To this end we seek to foster a climate of equality underpinned by our Strategic Equality Plan (SEP) which is supported by staff, by governors, and by parents. Our SEP is on our school website (Key information – Policies) and a paper copy is available on request.

### **Disability Access**

Howardian Primary 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 to ensure that disabled pupils or adults will not be treated less favourably than other pupils and adults. Our school building opened to pupils as a 'new build' in September 2018. It is very well-equipped to meet the needs of pupils who may require assisted access to the building due to a physical disability. We work closely with the local authority's specialist teams to ensure that we provide the best possible care for our pupils with disabilities. Our School Accessibility Plan is available to read on our website – under Key Information – Policies. Paper copies are available on request.

## **Healthy Eating and Drinking**

We are very proud to have achieved our Level 4 Healthy School's Award. We actively promote a healthy lifestyle through the delivery of a balanced Health and Wellbeing curriculum – including teaching the pupils about nutrition and balanced diets. Fresh water is available to pupils at all times. A healthy snack is provided to pupils from Nursery to Year 2. Year 3–6 pupils are able to bring snacks in from home but this is monitored so that only fruit and vegetables are eaten, unless there are specific reasons e.g. medical. We actively promote healthy lunch boxes for those pupils who do not want to have school dinners. We are very fortunate to have a bespoke cookery room where pupils access this facility to prepare and cook healthy foods, e.g. smoothies and soup. Our Year 5 pupils tend their own allotment in the summer term, and they use the produce grown towards their 'Come Dine with Me' project. Our Forest School provision also allows the children to plant and grow fruit and vegetables. ~In the summer term, we hold a 'Health and Wellbeing Week.'

## **Provision of School Toilet Facilities for Learners**

Howardian Primary provides good quality toilet facilities throughout the school.

The toilets are well-maintained, cleaned on a daily basis and children are able to access them whenever they need to. The site manager is responsible for ensuring that toilet paper, soap etc. is available for use by pupils and inspects and replenishes these daily. Nursery and Reception each have 5 toilet cubicles within their learning environments. Years 1 and 2 each have 4 toilet cubicles. In these classrooms toilets are located between the two classrooms of each year group (not in the corridor). Upstairs, each year group (Years 3–6) has 4 cubicles which are located in the corridor outside the classrooms. In addition, we have 2 cubicles for pupil use outside the Community Room just off the main foyer – for use at break and lunch times, and a changing room with a toilet and a hoist situated in the corridor by Year 2, which is suitable for pupils with physical disabilities. We also have adult toilets, some of which are classed as being suitable for people with disabilities.

The toilets in our older year groups (Year 4 and above) are equipped with appropriate sanitary protection and sanitary disposal equipment. The school makes appropriate use of the period poverty grant.

## **Diolch yn Fawr / Thank You**

Diolch – Thank you for reading this report. Howardian Primary is a happy, inclusive and wonderfully diverse school with supportive governors and parents, dedicated and committed staff and incredible pupils. This report is just a snapshot of what the school offers our pupils. Our website provides more information about our amazing school. We aim to work with you, our Howardian families, to provide the best possible opportunities and experiences for our children. We appreciate your ongoing support and look forward to another successful year ahead. We have an 'open door' policy and are always grateful for feedback from families on how we can continue to develop and improve our school.



Mrs Sian Burt, Headteacher – Howardian Primary School.