

**Where
Child is**



**Every
a Star!**

Governing Body Annual Report to Parents/Carers 2025/2026

The Governing Body would like to open this report by expressing its sincere thanks to all members of staff—both teaching and non-teaching—for their continued hard work and commitment to the pupils of Birchgrove Primary School. We also wish to congratulate staff, pupils and parents on another successful and productive year for the school. The 2025/2026 academic year has brought its challenges, but the whole school community has worked together with resilience and dedication.

Mrs Christine Salter, Chair of the Governing Body

The Governing Body remains firmly committed to supporting the school in providing the highest quality education for every pupil. Our shared vision is reflected in the school motto, 'Where Every Child is a Star', and the accompanying statement: Preparing children to step confidently into their futures, a community learning together. This vision was developed collaboratively by staff, pupils and Governors.

GOVERNING BODY

- The **Governing Body** and the Headteacher share responsibility for the strategic leadership of the school, working within national legislation and Local Authority policy.
- Although the Local Authority is the employer, the **Governing Body's responsibilities** include the selection and management of staff alongside the Headteacher.
- The Headteacher is responsible for the **day-to-day management** of the school.
- The full Governing Body meets at least once each term, with additional sub-committee meetings held regularly to consider specific areas of work. Recommendations from these committees are brought to the full Governing Body for approval.
- Agendas and minutes of meetings are available for inspection at the school.

MEMBERSHIP

The table below outlines the current membership of the Governing Body, with term-of-office end dates shown in brackets:

- **Mrs Christine Salter** – Chair of Governors (care of Birchgrove Primary School)
- **Cllr Graham Hinchey** – Vice Chair of Governors (care of Birchgrove Primary School)
- **Mrs Danielle Moore** – Clerk to the Governing Body (care of Birchgrove Primary School)

Parent Governors	Community Governors
Mrs S Villarroya-Lidon (14/01/28) Mr J Grieve (01/02/28) Mr A. Brown (02/12/29) Mrs R. Omoyibo (02/12/29) Mrs C. Ursell (02/12/29)	Rev A Harwood (31/01/27) Mr J Delf (03/12/28) Mr T Morris (08/02/30) Mrs C Garland (01/06/30)
Local Authority Governors	Staff Governors
Mrs C Salter (21/5/28) Cllr. G Hinchey (25/06/28) Mrs P. Hoffer (26/06/29) Cllr M Ash-Edwards (29/9/29)	Mr S Johns HT Miss P Broughton (18/9/26) Miss V Lewis (11/07/28) Mrs V Hughes (03/06/28)

The next **parent governor election** is scheduled to take place in December 2027.

The Governing Body operates through a number of statutory and non-statutory sub-committees, each with clearly defined areas of responsibility.

Statutory Sub-Committees

- **Staff Disciplinary, Dismissal, Redundancy, Grievance and Complaints**
- **Appeals**
- **Pupil Discipline and Exclusions**

Non-Statutory Sub-Committees

- **Standards / Governor Development** – Oversees curriculum matters, policy development and all aspects relating to pupils’ learning experiences.
- **Health and Safety / Finance / HR** – Considers building and site matters, approves budgeted works, undertakes annual inspections and ensures compliance with the Environmental Protection Act 1990; also monitors all financial matters including budget setting and expenditure.
- **Personnel / Pay Review** – Oversees senior personnel matters including pay, conditions, appointments, redundancy criteria, retirement and redeployment.
- **Pupil and Staff Wellbeing** – Considers the wellbeing of all pupils and staff.
- **Performance Management**

These groups meet as required, and all recommendations are presented to the full Governing Body for ratification.

Attendance at Meetings

The Full Governing Body met five times during the 2025/26 academic year. In addition to these meetings, governors undertake a wide range of responsibilities through their work on sub-committees, as **Link Governors to Year Groups** and as Link Governors for statutory areas.

Budget

The Governors’ Finance Sub-Committee meets regularly to monitor expenditure and reports directly to the full Governing Body. A full breakdown of spending for 2025–26 is provided in the attached appendix.

Gifts and Hospitality

No gifts or hospitality were received by any member of the Governing Body.

Travel and Subsistence

No travel or subsistence payments were made to members of the Governing Body.

Contact

Anyone wishing to communicate with the Chair of Governors, the Clerk or any member of the Governing Body should address their correspondence to the school.

STAFFING

The following table shows the composition of the Senior Leadership Team.

Headteacher	Mr S Johns
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Deputy Headteacher	Miss P Broughton
Leader for School Improvement Priority 1	Mrs B Jones
Leader for School Improvement Priority 2	Mrs L Jacobs
Additional Learning Needs Co-ordinator	Mrs L Jones

TEACHING STAFF

The school structure for the academic year 2025–26 is set out below:

Reception RC	Mrs Carroll
Reception RBC	Mrs Barrett (0.5) / Mrs Couper (0.5)
Year 1/2 H	Miss Holloway/Mrs H Naish
Year 1/2 B	Mrs Bertelli
Year 1/2 J	Mrs B. Jones
Year 3 P	Mrs Pesticcio
Year 3 M	Mrs McNamara
Year 4 L	Miss V Lewis
Year 4 W	Mr Warlow
Year 5 D	Mr Davies
Year 5 B	Miss Broughton
Year 6 JD	Mrs Jacobs (0.6/ Miss Davies (0.4)
Year 6 G	Miss Gibbon
PPA (Planning, Preparation and Assessment) cover	Mr L Williams (0.2) Miss Davies HLTA (0.6) Mrs Martin HLTA (0.8)
ALNCo	Mrs L Jones
Headteacher	Mr Johns

STAFF DEVELOPMENT

Staff continued to engage in a wide range of professional learning opportunities throughout the year to ensure they remain up to date with current educational developments and responsive to the needs of the school. Training took place through both virtual and face-to-face sessions, depending on the nature of the course and provider. Each year, schools allocate designated INSET days, in addition to weekly twilight sessions, to support ongoing professional development. This year, the focus of the INSET days was on further developing outdoor provision for our younger pupils, strengthening curriculum planning in maths, numeracy and literacy, delivering phonics training, improving the school environment, and providing staff with up-to-date safeguarding and wellbeing training. Teaching staff also met every Wednesday after school for twilight INSET, with all sessions aligned to the priorities identified within the School Improvement Plan.

SCHOOL ROLL

Birchgrove is a mainstream primary school where the majority of pupils come from homes where English is spoken. Admissions are made in line with the Cardiff Local Authority admissions procedures. Every school has a published admission number (PAN) which determines the number of places available. There are two parallel single age classes per year group from Reception – Year 6 apart from Year 1 & 2 that have a mixed pupils across three classes.

Teaching Assistants	
Reception	Mrs. Pinnell Mrs. Coliandris-Simmons Mrs Ahmed/Agency
Year 1 / 2	Miss Stone Mr. Correia-Prosser Mrs. Bijalwan
Year 3	Miss Jermyn Miss Mears Mrs. Ogden (am- M, T, W)
Year 4	Mrs. Rees Miss Mears
Year 5 & 6	Mr. Williams Mrs. Hughes

The school roll can fluctuate during the year with families moving in and out of the catchment area. The numbers, as of July 2026, are set out below:

Year Group	Total
Reception	46
Year 1/2	32 + 52
Year 3	54
Year 4	58
Year 5	60
Year 6	60
Total	362

School Session Times

8:45am Gates are opened, pupils come in

10:30-10:45am Morning break (Yr 1-3)

10:50-11:05am Morning break (Year 4-6)

11:45-1:00pm Lunch time (Reception) 11:55-1:10pm

Lunch time (Year 1 & 2)

12:00-1:00pm Lunch time (Year 3 & 4)

12:10-1:10pm Lunch time (Year 5 & 6)

2:10-2:20pm Afternoon break (Y1-3)

2:25-2:35pm Afternoon break (Y4-6)

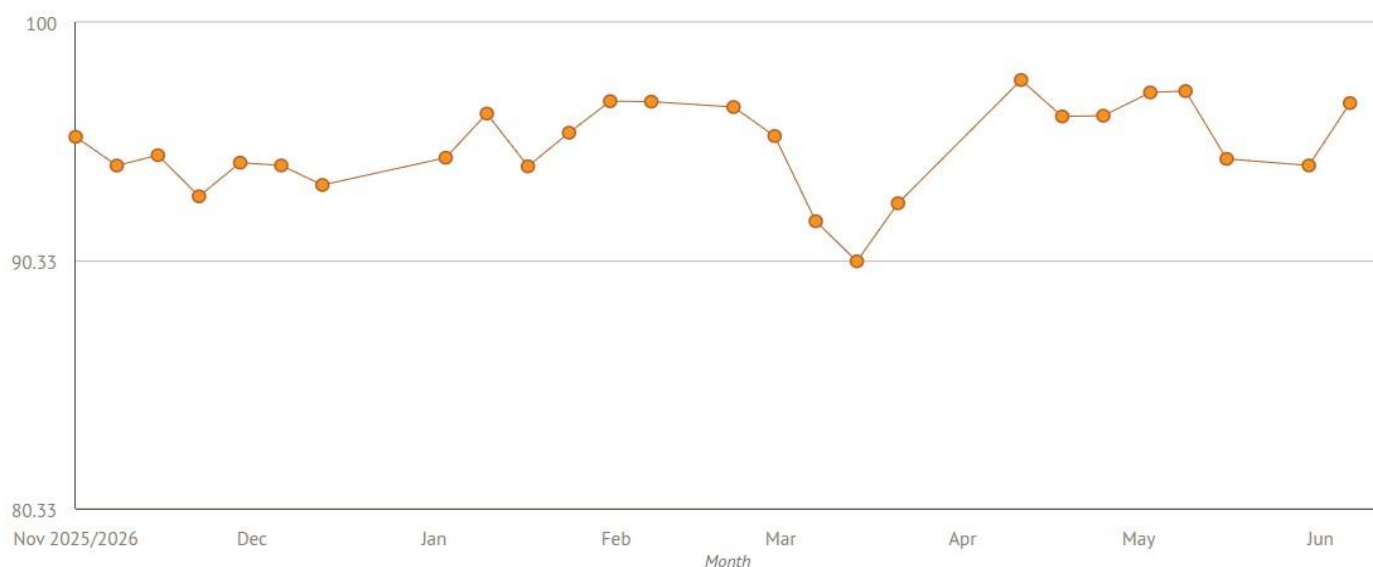
3:30pm School day ends (Rec-Y2)

3:35pm School day ends (Y4-6)

ATTENDANCE

Our current attendance figures are very similar to the Welsh Government target of 95.2%. We will endeavour to continue to improve our attendance through careful monitoring. A 'first day response' system, which entails contacting parents of absent pupils on the first day of absence, if they haven't contacted the school regarding their child's absence, has been established.

	To 16/06/26
Reception	93.8%
Year 1	94.9%
Year 2	95.3%
Year 3	95.9%
Year 4	95.3%
Year 5	95.0%
Year 6	95.8%



TRANSFER TO HIGH SCHOOL

Birchgrove is a catchment school for Whitchurch High School. This is where the vast majority of pupils continue their education. Strong links have been established with the local cluster of schools (Whitchurch High School, Rhiwbina, Llanishen Fach, Hawthorn, Gabalfa, Coryton and Whitchurch Primary).

Term Dates 2025/2026

Period	Start	End
Autumn Term 2025	Tuesday 01 September	Friday 18 December
Autumn Half Term 2025	Monday 26 October	Friday 30 October
Spring Term 2026	Monday 04 January	Friday 19 March
Spring Half Term 2026	Monday 8 February	Friday 12 February
Summer Term 2026	Monday 5 April	Tuesday 20 July
Summer Half Term 2026	Monday 31 May	Friday 4 June

All schools will also be closed on Monday 3th May 2027 for May Day Bank Holiday.

SCHOOL IMPROVEMENT PRIORITIES 2025 -26

Each academic year the Birchgrove staff produce a School Improvement Plan. This important document represents the vision for improvement in the form of targets and actions and ensures a commitment to raise achievement in all areas of school life.

Priority 1 – To develop a highly effective outdoor learning	
1.1 To develop outdoor provision throughout the school	● To create a blueprint for outdoor provision for both enhanced and continuous provision for pupils in Reception/1/2 ● Effectively ensure progressive cross curricular skills development for outdoor provision in both enhanced and continuous provision ● Enhance playtimes to allow for a range of wellbeing and physical activities.
1.2 To develop the use of the school's physical environment to allow for effective outdoor learning	● Create a Yr1/2 outdoor area at the front of the school building. ● Use the local area for developing forest schools
Priority 2 – To develop independent learning across the school	
2.1 Professional development	● Undertake pupil learner effectiveness project as part of the CLIP
2.2 Pedagogy	● Review current practice and undertake 'expedition' activities to develop pupils' independence.
2.3 Environment	● To improve internal learning environments focusing on the independence of all pupils.
2.4 Monitoring	● To continue to develop monitoring practices to ensure a clear focus on identifying strengths and areas for development relating to pupils independence.
Priority 3 – To develop a progressive approach to maths across the school	
3.1 Monitor	● To review the progression throughout the school and explore White Rose maths
3.2 Environment	● To ensure maths working walls are in place, updated, relevant and progressive across year groups
Minor Priorities	
● To review diversity across the curriculum. ● To further develop Schools of Sanctuary project ● To ensure all staff have roles and responsibilities for different areas of the curriculum ● Improve home/school progress reporting using Seesaw ● To reorganise dinner times to allow younger students to eat first (pupils/parent voice)	

ADDITIONAL LEARNING NEEDS

The school employs an Additional Learning Needs Co-ordinator (ALNCo), Mrs Lucy Jones. Responsibilities include co-ordinating provision for Additional Learning Needs (ALN) across the school. The named Governor for Additional Learning Needs is Reverend Anna Harwood.

The implementation of the Additional Learning Needs Educational Tribunal (Wales) no longer requires the school to have a separate ALN policy. The ALN Code of Practice is the document through which the school ensures that its systems and processes meet the needs of all children with ALN. The ALN Code of Practice states that children should be at the centre of any decisions made regarding their additional learning needs. Through a person-centred approach, children should be provided with equitable access to all areas of the curriculum. Documents relating to ALNET, the ALN Code of Practice and processes within Cardiff Council for supporting pupils with ALN can all be found in the ALN section of the website.

Intervention Provision Report

A wide range of targeted interventions is in place across the school to support pupils' academic, social, emotional, and communication needs. These interventions are deployed in response to identified barriers to learning and are monitored regularly to ensure they have a measurable impact.

Current interventions include:

- Language Link – supporting pupils with identified speech, language, and communication needs.
- Speech Link – providing structured support for pupils with speech sound difficulties.
- Good morning Book – offering daily check-ins to promote emotional readiness for learning.
- Individual 1:1 Learning Opportunities – personalised sessions addressing specific gaps in learning.
- Precision Teach – delivering highly focused, evidence-based teaching to secure rapid recall of key skills.
- Identified Readers / Individual Readers / Rainbows – targeted reading support to improve fluency, confidence, and comprehension.
- ELSA (as required) – emotional literacy support for pupils experiencing social or emotional challenges.
- Precision Maths – structured, repetitive practice to secure key mathematical concepts.
- Phonics Support (Mrs Omoyibo) – additional phonics teaching for pupils requiring reinforcement of early reading skills.
- Rapid Readers – an intervention programme designed to accelerate reading progress.
- Key Words – targeted vocabulary development to support reading and writing.
- Extra Phonics – supplementary phonics sessions for pupils needing further consolidation.
- Maths Factor – an online programme supporting mathematical fluency and confidence.
- Dyslexia Support (Mrs Glover) – specialist intervention for pupils with dyslexic traits or identified dyslexia.
- EAL Support (Mrs Omoyibo) – targeted language support for pupils with English as an Additional Language.
- Rapid Maths (small group, started Spring) – a structured programme aimed at accelerating progress in core mathematical skills.

External Support

Specialist teacher teams in Cardiff have recently undergone restructuring and are no longer able to support children unless they have an IDP. However, we continued to hold termly multi-disciplinary team meetings to discuss the needs of individual children and to ensure that appropriate support, guidance and strategies remain in place.

- Autism Support Team
- Hearing Support Team
- Learning Support Team
- Emotional Health Wellbeing Team
- Educational Psychologist
- Speech and Language Communication Needs team [SLCN]
- Speech and Language Therapist [NHS]
- Disability Inclusion Team

ALN			
IDP	IC1	IC2	NDP Pending
14 (3.87%)	39	27	30

Number of EAL children in the school = 61 (16.9%)				
A New to English	B Early Acquisition	C Developing competence	D Competent	E Fluent
7	31	13	17	0

ALN Breakdown					
Behavioural, emotional, and social development	Cognition & Learning	Communication & Interaction	Sensory and/or Physical	Hearing Impaired	Visual Impaired
32	22	20	2	0	1

*IC = Initial Concern *NDP - Neuro Developmental Pathway

* EAL = English as an Additional Language

FIXED TERM EXCLUSIONS

There were 0 permanent exclusions in 2025/26.

There was 1 fixed term exclusions in 2025/26

SCHOOL PROSPECTUS

A school prospectus in line with Welsh Government guidelines has been published and is updated annually. This can be found on the school website or is available from the school office on request (or by following this link:

<https://www.birchgrovecardiff.co.uk/attachments/download.asp?file=666&type=pdf>

EXTRA-CURRICULAR ACTIVITIES

A number of clubs and extra-curricular activities re-established themselves this year. They run after school and during lunchtimes. They included:

Choir

This very popular club run by Mrs B. Jones and Mrs Hughes. During the year, they have learnt a wide repertoire of songs and had a busy and successful year. They have sung for members of our local community as well as holding a delightful Carol Service and summer concert in aid of City Hospice.

Music club

Organised and led by Mr L. Williams pupils from years 5 and 6 chose and practised items to share with the local 'Golden Oldies' meeting.

Sewing Club

Mrs Barrett ran an introductory sewing club for children in year 2 where the children have enjoyed sewing various items whilst improving their skills.

Sports club

Sports Club is available for years 5 and 6 pupils and run by Mr E. Williams

Netball Club

Led by Mrs Bertelli and Mrs Martin this club enabled pupils to develop their netball skills

Hockey club

Similar to netball club, the hockey club run by our student teachers enabled pupils to develop and practise a range of skills required to play hockey.

Wellbeing Clubs

These clubs provide an ideal opportunity for pupils to relax and focus on a healthy mind whilst completing wellbeing activities including Lego and drawing. Pupils choose activities which focus on relaxing and creating a positive mindset.

Book Club

Pupils from different year groups met to share favourite books and read together,

AFTER-SCHOOL CLUB

Superstars Wales run an after-school club for all children in the school. The club runs on site daily, from 3.30p.m. until 5.30p.m., offering a range of activities including sports, drama and craft. The cost per session is £9.50 which includes a snack. Superstars also offer clubs in the school holidays although these usually take place at another local school.

Running alongside our Breakfast Club, which is free and open to children from 8.05am each morning, these clubs offer working families safe, familiar and well-organised daily child-care.

SCHOOL VISITS, VISITORS AND EVENTS

The school is very fortunate to welcome many visitors and attend many visits throughout the year. The following is not an exhaustive list.

Year Group	Event / Trip	Notes
Reception	Mountain View Ranch Eisteddfod (Lower School) Role Play Lane Visit Outdoor Learning – Llwynfedw Gardens Reception Outdoor Area Opening Event	Educational visit Cultural celebration Curriculum-linked outdoor learning Parent event
Year 1 / Year 2	St Fagans Trip Eisteddfod (Lower School) Meadows Trip Reception/Year 1/2 Sports Day	Historical learning Cultural celebration Outdoor learning Joint lower school event
Year 3	Cardiff Castle Trip Tennis Coach Visit Bute Park Trip World War II Street Party Eisteddfod (Upper School) Sports Day (Upper School)	History and heritage PE enrichment Environmental learning Thematic experience Cultural celebration Upper school event
Year 4	The Big Pit Trip Bethel Baptist Pinocchio Show Cardiff Bay Trip Eisteddfod (Upper School) Sports Day (Upper School) Royal Mint Visit Rest Bay	Historical learning Theatre experience Geography and environment Cultural celebration Upper school event Historical learning Geography and environment

Year 5	Easter Workshop – Bethesda Church Bethel Baptist Pinocchio Show Technique Trip Rugby Festival Codi Llais Singing Event Eisteddfod (Upper School) Sports Day (Upper School)	Religious education Theatre experience STEM enrichment Sports participation Music and performance Cultural celebration Upper school event
Year 6	Morfa Bay Residential Easter Workshop – Bethesda Church Football Fixtures Crucial Crew Visit Transition Day – Whitchurch High School Llanishen Leisure Centre Trip Eisteddfod (Upper School) Sports Day (Upper School)	Residential experience Religious education Team sports Safety education Secondary transition Physical education Cultural celebration Upper school event Upper school event

COMMUNITY LINKS

The Birchgrove PTFA plays a vital role in bringing children, staff, parents and friends together in support of the school, helping to enhance the educational experiences of all pupils. Every family automatically becomes a member when their child joins Birchgrove, and all parents and carers are encouraged to get involved, even if they can only offer a small amount of time. While many PTFA events raise valuable funds, others are organised simply to give pupils enjoyable experiences and to thank families for their continued support. The Christmas and Summer Fayres remain our largest fundraising events, supported by additional activities such as discos, film nights, prize draws, parent entertainment evenings and preloved uniform sales

Despite the challenging economic climate, this has been another exceptional year, with the PTFA donating £10,500 to the school. These funds have supported a wide range of improvements and resources, including the KS2 Sports Day at NIAC, introduction of Seesaw, Playground improvements including the castle, football area and contributions to the outdoor area in Reception.

The school continues to maintain strong links with the local PCSOs, who visit regularly to educate pupils on a range of topics. Two local councillors also serve as active members of the Governing Body, strengthening our connection with the wider community.

CHARITABLE WORKS

Birchgrove pupils, families and staff have once again shown exceptional generosity in their support of a wide range of charitable causes. This year, the school community contributed to Children in Need, City Hospice, the Poppy Appeal, Maggie's and Ronald McDonald House. The caring spirit of our pupils continues to shine through as they plan events, bring in items to sell, run cake stalls and take part in a variety of fun fundraising activities. Many children also choose to continue their own independent

fundraising outside school, demonstrating a strong sense of empathy, initiative and social responsibility.

EQUALITY

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 Race, Gender, Transgender, Religion or Belief, Disability or Sexual Orientation, Pregnancy or Maternity, Marriage or Civil Partnership 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 racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. All incidents are reported and logged and reported to the Governing Body.

THE SCHOOL CURRICULUM

Our school curriculum is designed in line with the Curriculum for Wales guidance. Staff plan learning opportunities through referring to the statements of what matter and descriptors on learning, ensuring challenge and progression. There are three progression steps. Progression steps are part of the descriptors of learning. They describe how learning should progress within each statement of what matters across the learning continuum.

Progression Step 1 = Pupils working at Nursery and Reception age

Progression Step 2 = Pupils working at Year 1, Year 2 and Year 3 age

Progression Step 3 = Pupils working at Year 4, Year 5 and Year 6 age

The six areas of learning and experience (AOLE) and the four purposes underpin our curriculum design.

The six AOLEs are:

- Mathematics & Numeracy
- Humanities
- Expressive Arts
- Health & Well-Being

- Languages, Literacy & Communication
- Science & Technology

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach but how and why we teach it. Our curriculum design ensures that it meets the needs of our learners and the context in which the school is set.

The Four Purposes:

- Ethical informed citizens
- Healthy, confident individuals
- Ambitious, capable learners
- Enterprising, creative contributors

The mandatory areas of the Curriculum for Wales that span the learning continuum are:

- The cross-curricular skills of literacy, numeracy and digital competence
- The six areas of learning and experience (AOLE)
- Relationships and sexuality education (RSE)
- Religion, values and ethics (RVE)

Our underlying philosophy will always be that we strive as best we can to cater to each pupil's individual needs. This may lead to planning individual programmes of study and will certainly involve the grouping of children at times, in mixed ability groups or otherwise, according to needs. Flexibility is essential to give the child our best possible support.

HEALTHY EATING AND DRINKING

The school actively promotes healthy eating and drinking. Water is readily available for all children throughout the school day. Children are encouraged to bring healthy snacks to school and milk is provided for all pupils in reception, years 1 & 2. Fruit tuck is available throughout the school at a reduced cost.

SCHOOL SPORTING AIMS AND PROVISION FOR SPORT

At Birchgrove Primary we are very pleased to give sport and physical development a high priority. Our main aim is to meet the requirements of the Curriculum for Wales through our teaching and to extend our provision for sport through a planned involvement in voluntary extra-curricular activities. During the academic year, we were able to offer a range of clubs facilitated by school staff.

Throughout the year pupils were able to compete against other schools in a range of different sporting activities. We were also pleased to offer cycling proficiency training for year 6 pupils and safe scooter lessons for younger pupils.

We believe that physical activity is important because it promotes:

- A healthy lifestyle and develops positive attitudes to help cope with both successes and failures.
- An understanding of working within a safe environment to prevent injury to themselves or others.
- The development of interpersonal skills by helping pupils to be aware of their roles as members of teams or groups.
- Development of the personal qualities of commitment, fairness, and enthusiasm.
- Physical development and physical competence.

COMPLAINTS

The governors sincerely hope that any concerns and problems can be addressed by discussion with the Headteacher and staff prior to becoming an issue for the attention of the governing body and the Local Authority. The first point of contact in the event of a concern is always, out of courtesy, the Headteacher.

If there are, however, issues which cannot be resolved then a copy of the school's procedures on complaints is available at the school or on the school website.

PREMISES

Considerable work has been undertaken this year to improve the Reception outdoor area and to create a larger, more functional playground space for the lower school. The school has also been working closely with the council to strengthen site security, and funding has now been approved for the installation of a new perimeter fence at the front of the site, complete with video and intercom access for visitors during the school day. This upgrade is scheduled for completion by September 2026. In addition, several classrooms and the main corridor have undergone refurbishment and redecoration. Essential maintenance has also been carried out across the site, including drain surveys and repairs, roof works and flooring improvements, ensuring that all health and safety standards continue to be met.

There are 7 sets of toilets available to the pupils; and 3 sets of staff toilets, including 1 disabled toilet. These are cleaned daily by cleaners employed by the Local Authority. The site manager is responsible for ensuring that toilet paper, soap etc. is available for use by pupils and staff/visitors. They are replenished as necessary. During PSE lessons we reinforce the need to wash hands after using the toilet, and pupil posters to promote hand washing are displayed throughout the school.

Finally, the Governing Body wish to place on record their appreciation of all staff, teaching and non-teaching, permanent, temporary and supply, who have made a valuable contribution to the running of the School during the year.