



# Nant-y-Parc Primary School

Governors Annual Report to Parents

Academic Year  
2021 - 2022

## A WORD FROM THE CHAIR: WELCOME TO THE ANNUAL REPORT TO PARENTS 2021 -2022

The Governing body continues to work in partnership with and give support to our Headteacher, Nicola Davies, and the team of staff in seeking to ensure that the best possible all-round education is provided for all children in our school. This report sets out the main achievements and highlights that have occurred in the school over the last year. Our Headteacher continues to be both dedicated and inspirational in everything she does and is fully supported by our Deputy Headteacher, Matthew McCabe, senior leadership team and all staff at Nant y Parc. This year, Nicola became executive headteacher of another primary school and the senior team at Nant-y-Parc 'stepped up' with Kirsty Nelson becoming Assistant Headteacher and Matthew acting Headteacher whilst Nicola was in Tynewydd. This year we continued to invest in our pupil leadership team and appointed our Head Boy and Head Girl along with their Deputies. They played an invaluable part in school life and I would like to personally thank them for all their hard work and commitment in school.

Our school continues to play an important part in community life. We are all so proud of how our school community have coped during the last two years supporting our pupils, families and wider community during the pandemic and post pandemic.

The school has been recognised for its work with wellbeing in achieving the Nurture Award in November 2021. The award is demonstrating that the school has succeeded in creating a nurturing culture for the children in our care.

The Governors would like to thank publicly all staff at Nant-y-Parc for their continued commitment to the school and for their hard work and dedication particularly as this year has been very demanding and different. They would also like to thank all those parents and helpers who support the school. I am sure that the academic year 2022/23 will be very successful with many more positive changes at Nant-y-Parc Primary School

**Camilla James - Chair of Governors**

## Who's Who on the Governing Body

<u>Name of Governor</u>	<u>Start Date</u>	<u>End Date</u>	<u>Governor / Contact Type</u>
Mrs. C. James	12.05.18		Chair - LA Representative
Mr. D. Berry	12/.10.20	11.10.24	Minor Authority Representative
CB Cllr. J. Roberts	01.09.20		LA Representative
Mrs. P. Skipper	09.02.21		LA Representative
Ms. R. Collins	26.02.18	25.02.26	Community Representative
Mr. M. Skym	08.10.21	07.10.25	Parent Representative
Mrs. C. Rosser	26.01.20	26.01.24	Staff Representative
Mrs. M. Blundell	18.10.17	17.10.25	Vice Chair - Community Representative
Mrs. L. Lazenby	17.10.21	16.10.25	Community Representative
Ms J. Harries	20.10.18	21.10.22	Parent Representative
Miss. K. Nelson	22.01.21	21.01.25	Teacher Representative
Mrs. N. Davies	01.01.14	-	Headteacher / Ex-officio

### Parent Governor Vacancies

When a vacancy arises on the governing body for a parent representative, the Local Authority/School will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. Every parent of a registered pupil at the school will be entitled to stand as a candidate and to vote at the election. Each parent will be provided with a letter via student post and a nomination form. The nomination form and personal statement must be returned to the school by the set date. Elections will be held by secret ballot.

### The Organisation of Our Work

We are the body responsible for the education, welfare and well-being of everyone at Nant-y-Parc Primary School. This is achieved via the professional services of the Headteacher and the staff, with whom we have regular, formal and informal discussions. We receive, for example, regular reports relating to the standards pupils are achieving, the quality of teaching and the health and safety aspects of school life.

Our meetings sometimes begin with a presentation by members of staff or pupils on curriculum updates and various other initiatives undertaken at the school. Each governor is associated with a curriculum link

area. We are involved in the continued development of the curriculum. Governors are committed to whole school self-evaluation. We watch lessons and conduct learning walks with the senior leadership team. We also have a 'School Improvement' group where we meet with the staff and children to discuss and celebrate their learning. We also support the school on informal and formal occasions in its calendar of events. The full Governing Body meet every term and, as necessary, the following committees hold their meetings:-

Finance and Premises Panel

Personnel and Staffing Panel

Pay Review Panel (& Appeals Panel)

Staff Appointments Panel

Performance Management Review Panel (& Appeals Panel)

Staffing Requests Panel

Staff Grievance (& Appeals Panel)

Staff Discipline and Dismissal Panel (& Appeals Panel)

Complaints Panel (& Appeals Panel)

Pupil Discipline and Exclusion Panel (& Appeals Panel)

School Improvement Panel

Wellbeing Panel

Staffing Requests Panel

The committees discuss the detail of matters pertinent to their purpose, and report back to the full Governing Body at the next available full meeting for ratification of proposals or recommendations. To assist us in our work we have the opportunity to participate in a specialised programme of governor training, organised by the Education Achievement Service (EAS). The support and advice we regularly receive is greatly appreciated.

Many aspects of the school are discussed, including national and local issues. During full Governing Body meetings the Headteacher's Report details various activities and information about the school. The Headteacher also produces reports on matters of concern thought to be relevant. In addition, the Local Authority produces background papers and reports which receive the necessary attention. We can report that no governors claimed for travelling or subsistence expenses during the last year.

### **Review of Policies**

The school considers and reviews major policy developments pertinent to the school. Policies are updated and redrafted regularly and, with Governing Body approval, formally adopted. They are open to inspection by parents by prior arrangement with the school and many are available on the school website. When all policies have been updated to reflect the primary school, the Governing Body will follow a review timetable to ensure policies are reviewed and updated where necessary.

# SCHOOL INFORMATION

## Term Dates

### Autumn Term 2021

- ▶ Term starts Thursday 2 September 2021
- ▶ Half term starts Monday 25 October 2021
- ▶ Half term ends Friday 29 October 2021
- ▶ Term ends Friday 17 December 2021

### Spring Term 2022

- ▶ Term starts Tuesday 4 January 2022
- ▶ Half term starts Monday 21 February 2022
- ▶ Half term ends Friday 25 February 2022
- ▶ Term ends Friday 8 April 2022

### Summer Term 2022

- ▶ Term starts Monday 25 April 2022
- ▶ Half term starts Monday 30 May 2022
- ▶ Half term ends Friday 3 June 2022
- ▶ Term ends Friday 22 July 2022

Six additional training days were arranged and included in the school calendar which is circulated to parents.

### Session Times

School commences at 9.00a.m. (Foundation Phase), 9.00a.m. (Key Stage 2) and ends at 3.15 p.m. (Foundation Phase & Key Stage 2).

Lunch break is between 12.00 p.m. and 1.00 p.m. (Foundation Phase) and between 12.15 p.m. and 1.00 p.m. Key Stage 2. A 15 minute break is taken at 10.45am in Foundation Phase & Key Stage 2.

### School Prospectus

The School publishes a Prospectus annually. The Prospectus is currently available from the school on request and is also be available on the school website.

### School Status

Nant-y-Parc Primary School is an English Medium School.

## Welsh Language

Welsh is taught as a second language to all pupils. We have reviewed our LLC AoLE policy which now incorporates English, Welsh and Spanish. Within this policy, Welsh Second Language and Cwricwlwm Cymraeg detail how the Welsh language, culture and history are supported across the school. The school has achieved the Bronze Cymraeg Campus award for its efforts in the Welsh language and Bilingualism within the school. The schools audit for Welsh speaking staff shows that most staff are confident in delivering Welsh lessons and using Welsh within the school in order to support us in achieving the silver award in 2023. Cluster arrangements are in place to ensure there is continuity of learning when pupils transfer from Primary to Secondary school. The main receiving secondary school is St. Cenydd Community School.

## WORK AND ORGANISATION OF THE SCHOOL

	Attendance	
	21/22	Target 22/23
Total pupil attendance	85.8%	92%
Authorised absence	11.9%	
Unauthorised absence	2.3%	2%
FSM / non-FSM difference	5.1%	

The school continues to closely monitor all pupil absence.

- ✓ Our attendance for 2021 – 2022 was 85.8%.
- ✓ The Headteacher and Deputy Headteacher continued to liaise closely with the E.W.O. to monitor attendance. Mrs N. Davies and Miss K. Nelson continue to hold regular discussions with our E.W.O. to monitor attendance. Our target for attendance for the academic year 2022-2023 is 92%
- ✓ Attendance for the autumn term was 85.53%. Authorised absence was 12.48% and unauthorised was 1.99%. The difference between FSM and non-FSM was 5.97%.
- ✓ Attendance for the spring term was 85.34% Authorised absence was 12.58% and unauthorised was 2.08%. The difference between FSM and non-FSM was 4.25%
- ✓ Attendance for the summer term was 83.99%. Authorised absence was 13.38% and unauthorised was 2.63%. The difference between FSM and non-FSM was 5.31%

## Development Plan Summary 2021-22 (reviewed in July)

### Key Priority I: Literacy

To improve attainment in LLC/English at Foundation Phase and Key Stage 2

Action/ impact:

- 75.4% of pupils achieved 05+ in LLC
- 25.8% of pupils to achieved 06+ in LLC
- 77.4% of pupils achieved 05+ in Welsh
- 19.4% of pupils to achieved 06+ in Welsh

- 87.5% of pupils achieved L4+ in English
- 25% of pupils achieved L5+ in English
- 68.8% of pupils achieved L4+ in Welsh
- 15.6% of pupils achieved L5+ in Welsh

### Key Priority 2: Mathematics and Science

To improve attainment at Outcome 5 and Outcome 6 in MD (Foundation Phase).

To maintain Level 4 and improve Level 5 attainment in maths and science (Key Stage 2).

Action/impact:

- 83.9% of pupils achieved O5+ in MD
- 32.3% of pupils achieved O6+ in MD
- 87.5% of pupils achieved L4+ in maths
- 28.1% of pupils achieved L5+ in maths
- 90.6% of achieved L4+ science
- 5.6% of pupils achieved L5+ in science.

**Key Priority 3:** To engage in the ongoing design of our ROADMAP curriculum, in line with the Curriculum for Wales 'trailing, evaluating and preparing for first teaching phase'

Action/impact:

- Whole school vision embedded and adopted to reflect our 'diversification' of our curriculum.
- Continue to work with Arts Council to promote creative ways of learning about diversity.
- Critical thinking matrix devised and shared with staff.
- Progression maps used to ensure that pupils are getting varied experiences across AoLEs. These were reviewed and condensed in preparation for a twilight training session with Gareth Coombes.
- AoLE policies drafted.
- Curriculum team engaged in six AoLE enquiry projects to gauge an understanding of what learning looks/feels like within the disciplines of their AoLE.
- Pupil enquiry project members presented as part of a governor and community event.
- Governor and community event held to support the CfW journey.
- Staff attended school/external visits to explore creative pedagogies – curiosity.
- Four Purpose characters fully embedded and driving learning, as well as pupil's self-awareness and self-efficacy.
- Staff and pupils engaged with World Religion Week.
- Spanish lessons continue to take place weekly from years 3-6.
- A pedagogy toolkit was devised for staff.
- New curriculum leaders have been established for next academic year.
- Lifelong skill framework has been set up to encourage pupils to develop across the integral skills and develop more lifelong skills.
- Staff continue to work in enquiry teams.

**Key Priority 4:** To continue to provide health and wellbeing strategies to ensure pupils develop the wellbeing qualities that will lead to healthy and confident individuals enabling them to achieve their full potential.

Action/impact:

- The school successfully achieved the National Nurture School's Award.
- Wellbeing sessions have continued to be developed within Key Stage 2. PSE lessons have been delivered within Foundation Phase.
- KN and LS were trained in 'Flourish' and have trialled this approach to wellbeing sessions with the Y6 pupils.
- Mini Senedd pupils visited Houses of Parliament, London to promote children's rights and decision making.
- New interventions have been sourced in preparation for 22-23.
- Staff trips have taken place to seek how wellbeing could be promoted through the use of digital technologies.
- Attendance continues to be monitored regularly (refer to attendance section above).
- Parents RSE event took place summer term.
- Flexible seating approach has been adopted in PS3.
- ELSA sessions have continued to run with identified groups of learners.
- All staff have completed training courses linked to ALN.
- Sports day held in summer term to promote healthy living throughout the school.
- Soft start sessions continued to take place in all classes. Children are enjoying these sessions.

**Key Priority 5:** Further develop the leadership and management of the school

Action/impact:

- Staff skills audit completed and used to arrange enquiry and AoLE teams.
- Job descriptions have been reviewed as part of performance management.
- Staff conducted research into leadership structures and presented proposals. Staff roles and responsibilities were redistributed because of this to align with CfW and new approaches to teaching and learning.
- Staff have continued to work with cluster schools and provided LNS support where necessary.
- Leaders have presented to governors in relation to their roles and responsibilities.
- Developed pupils as leaders through University Week.
- Some members of staff continue to attend networking events as part of the Talent Management Framework.

### **Organisation of the Curriculum**

At Nant-y-Parc Primary School, we continue to offer a broad, balanced, relevant and differentiated curriculum to all children. The class teacher continues to take responsibility for monitoring the progress of the individuals within their class and ensure that appropriate arrangements are put in place to support and/or challenge pupils as appropriate.



We consider the use of a range of pedagogical approaches in line with the 12 pedagogical principles of Curriculum for Wales. Staff have collaborated to make a pedagogy toolkit to support them in developing their understanding of the pedagogies that align with the principles. It is imperative that staff use the toolkit often, to support the different needs/learning styles of our pupils.

At Nant-y-Parc Primary School, as part of our trial year for Curriculum for Wales, learning embraces a topic-based approach to learning, in line with the Curriculum for Wales guidance (including What Matters Statements and Descriptions of Learning, the Literacy/Numeracy Framework and DCF).

At Nant-y-Parc Primary we continue to adopt a thematic/project approach which enables our children to:

- make genuine links between areas of the curriculum, enjoy learning that is linked to children's experiences and surroundings,
- have a pupil voice – harvesting the attitudes, values, skills, knowledge and understanding that the children would like to learn about the theme/project,
- undertake learning that has a balance of subject knowledge, skills and application,
- enjoy learning that is personalised to groups and individuals.

Staff use Assessment for Learning and Assessment in Learning implicitly in teaching and learning to support pupil progress.

Development of pupil voice is always valued in learning and our curriculum team have conducted enquiry projects this academic year to support the development of pedagogies across different Areas of Learning and Experience.

Assessment for Learning skills such as peer/self-assessment and editing are given high status across the school, but in a progressive and developmentally appropriate nature.

Theme days and educational visits / visitors enriching learning experience support and enhance learning.

### **Additional Learning Needs**

At Nant-y-Parc Primary School we aim to build an inspiring community through teamwork, trust and respect; providing a fun and safe environment where we all achieve. A range of interventions are in place for to support pupils were appropriate. These include reading and phonics, numeracy, wellbeing (ELSA,

THRIVE, Lego Therapy and Baxter) as well as interventions which develop speech and communication e.g., Commit.

## Equalities

Nant-y-Parc Primary School is an inclusive school, where all children and staff are valued equally, and our similarities and differences are recognised and celebrated. Every child, regardless of race, creed, age, gender, or disability has access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning.

Children with Additional Learning Needs (ALN) include:

- Children with Additional Learning Needs
- More Able and Talented children (MAT)
- Children looked after (CLA)
- Children with English as an Additional Language (EAL)
- Travellers, refugees
- Young carers

## Our Aims and Objectives

- To identify and address the variety of Additional Learning Needs (ALN) recognised at any and every stage of education, and to work in partnership with parents and other agencies, to meet these needs in the most appropriate, positive, and effective manner.
- To ensure that children with Additional Learning Needs (ALN) receive the variety of learning opportunities which are offered to all children, including maximum possible access to statutory education.
- To ensure that all children are appropriately challenged / supported and that their learning objectives are clear and unambiguous.

## Provision for children with Additional Learning Needs (ALN)

- Children who are identified as having Additional Learning Needs are given extra support where necessary for the individual to achieve their full potential. This level of support depends on their ALN stage and the type of provision they require e.g., provisions within a universal offer, targeted offer, or specific offer.
- Class teachers and teaching assistants are responsible for meeting the needs of the children identified as having Additional Learning Needs through offering interventions, tracking their progress within interventions and through maintaining their One Page Profiles and attending their PCP meetings.
- Visual timetables, workstations and adapted equipment are some of the strategies used to support children with identified needs.
- Children who are identified as Most Able or Talented may require individually differentiated learning and are supported to become self-directed learners of an enriched and extended curriculum.
- Children with English as an Additional Language, (EAL) are supported by GEMS, in liaison with the class teachers.
- Children who are being 'Looked After' (CLA) require a Personal Education Plan (PEP) and are supported by the various involved agencies in partnership with the school.

- Teachers employ a variety of teaching and learning strategies and styles, including multi-sensory approaches, enquiry-based learning, problem solving, thinking skills and the development of independent learning skills, in accordance with the Four Purpose characters etc.
- All planning is inclusive, based on differentiated targets, with objectives reflecting the needs of all children, in accordance with One Page Profiles (targets), action plans and PEP plans.
- All children are actively involved in the target setting and reviewing processes and are encouraged to be reflective daily. Pupils do this by reflecting on their learning experiences and by reflecting on their progress.
- All children have access to a wide range of enrichment activities, such as our extra-curricular activities and clubs; residential visits in PS3; access to outside experts e.g., artists, sports, subject specific workshops; competitions; musical and other contributions to assemblies, concerts, and the annual Eisteddfod.

### **Child and Parental Involvement:**

We aim to work in partnership with all parents and will strive to create positive working relationships. We are aware that this partnership will have a crucial bearing on the child's educational progress. Our school values the unique knowledge and information parents provide and recognise that the most effective provision will be made when the parents are actively involved.

The school provides information about the Additional Learning Needs Policy on the school website. This details the school's policy and practice in identification, assessment provision, monitoring and record keeping of Additional Learning Needs. The school's Additional Learning Needs policy is available to parents. The school also recognises the important and relevant contributions which children can make in formulating plans for their own educational provisions and aims to actively involve children with Additional Learning Needs in such processes as appropriate.

### **Children with Additional Learning Needs (ALN)**

A child has ALN if he/she has a learning difficulty which requires special educational provision to be made. The earlier the child's educational needs are identified, assessed and action is taken, the more responsive the child is likely to be and the more successful the outcome. To assist in the early identification of children with additional learning needs, the school makes use of appropriate screening and assessment mechanisms. Assessment is a continuing process and information transfers both within the school when the child moves from one class to another and from school to school. To give specific help to children who have additional learning needs, the school adopts a graduated response. This approach recognises that there is a continuum of additional learning needs and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

### **Formal Assessment, Statementing, and the Issuing of IDP's (specific year groups only)**

The additional learning needs of most pupils will be met effectively in a mainstream school through universal and targeted provision without the need for statutory assessment or a school/LA IDP. However, should a child not progress satisfactorily, they would begin a graduated response through the varying levels of support and the ALNCo would seek outside specialist support to help the school consider whether the child is likely to meet the criteria for statutory assessment by the Local Education Authority (LEA), or whether the child requires a LA/school based IDP (specific year groups only).

In line with the ALN code, the school, agency, or the parents can make a formal request to the LEA to carry out an assessment and the authority's operational procedures will apply. The LEA will request evidence to support the assessment process which is reflective of the graduated response undertaken. This includes information from the parents, the school, the educational psychology service, and any other agencies involved. A statutory assessment may result in the child being issued a statement/IDP of additional learning needs. This is then reviewed yearly through a PCP meeting unless it is deemed that the IDP is no longer reflective/supportive of the child's needs and in this instance an interim review is held.

### **Reviewing Procedures:**

All children at universal, targeted, and specific level are supported using tracking systems / One Page profiles / One Page Profiles with targets and school based / LA IDPs which are reviewed accordingly. Parents are invited to be present at reviews and are encouraged to be actively involved in the reviewing and rewriting procedures. The views of the child are also taken into careful consideration in line with the person-centred practice.

Reviews of school based/LA IDPs of ALN take place annually. Pupils' and parents' views on the past year's progress and their aspirations for the future are always sought prior to these reviews using Person-Centred Practice documentation.

Annual transition reviews for Year 6 pupils usually take place in the summer term of Year 5 to ensure advance planning for the smooth transition to secondary school.

In all communication with parents and children, teachers take a realistic and sensitive approach, encouraging a partnership role and a two-way process of information sharing. Information, reporting and all interaction with the child and parent should promote positive aspects and not dwell solely on the child's problems, to enhance the child's self-image and boost esteem.

### **Exclusions**

There were no exclusions in the academic year 2021-2022

## **OPPORTUNITIES AND LINKS WITH THE COMMUNITY**

### **Communication**

The school has fully embraced new opportunities to utilise digital technology to improve links between home and school. We have again invested in teachers2parents –a texting service enabling us to swiftly inform all parents at the push of a button. The website provides up to date information. Twitter is used to celebrate exciting learning at Nant-y-Parc Primary. FP use Seesaw and KS2 use Google Classroom to communicate and set work for pupils. Weekly newsletters and letters are distributed to parents. A Parent Panel discussed school and community issues.

### **Family Engagement**

At Nant-y-Parc Primary School we have enjoyed learning alongside our parents and families for a number of years. We host weekly parent network meetings alongside regular parent panel meetings.

Parents were fully immersed in a diverse range of well-planned workshops, which demonstrated strategies used to help the children learn. This work has been recognised through the school's achievement of the Investors in Families diamond award.

### **Music Matters**

We have worked in partnership with Caerphilly Music Service and Upbeat to offer our children a wealth of opportunities to explore and develop musical skills and interests. Pupils show cased their learning and talents in a range of assemblies and class-based performances.

### **Learning Environment**

Again, we have invested heavily in our learning environment. Further to visiting other primary schools and attending professional events, we have continued to enhance our environments particularly. The environment has been recognised as excellent by Estyn and we have subsequently support a number of schools to share our journey.

The school continues to work as an eco-friendly school. The Eco committee continue to take responsibility for parts of the school grounds, planters and ensuring wild life can thrive through the creation of bug hotels and bird boxes. The Eco Committee will continue to plan future events for Nant-y-Parc Primary School.

### **Toilet Facilities**

Toilets are available across both of the school buildings. Other than in nursery and reception children are encouraged to use the toilet facilities during break or lunch time periods. The condition of the toilets are very good. We have toilets within the Nursery, Reception and Year 1 classes. Year 2 children use the toilets in UKS2. Toilets are cleaned by the school's cleaners daily and are inspected by the site manager and Headteacher.

### **Healthy Eating and Drinking**

As a school we have worked hard and achieved Healthy School Award, Level 6. The mini Senedd runs a 'Healthy Lunchbox' initiative and leads the development of playtime rules. The school uses PSE SoWs to promote the well-being and understanding of the children to ensure they have the skills to be the best learners they can. All children are encouraged to eat a healthy morning snack and to drink water at desks. Caerphilly Catering are our catering contractors—they present a healthy menu.

### **Sport Provision**

School Sports day took place at Senghenydd Rugby Club site. The school has engaged with Playsports, Cardiff City, Calzaghe Boxing and Gwent Dragons to provide additional support for sports throughout the school. We enjoy a wide range of sports.

### **After School Provision**

Our extra-curricular provision enhances and enriches the curriculum for our children.

We offer a variety of extra-curricular activities which take place after school. The clubs on offer generally change each term. As well as school staff running clubs, outside agencies also provide extra-curricular activities. Clubs that are currently available include Lego club, Welsh club and Multi-sports.

## BUDGET – FINANCIAL STATEMENT

The Governing Body Finance Committee continues to meet regularly, reviewing the school's budget to ensure that it is effectively managed. In April 2021, the school was in receipt of PDG (Poverty and Disadvantage Grant £105800 (based on Free School Meals) and EIG (£85323). A new grant allocation was received in April 2022. A statement related to the spending of this grant is on our school website.

2022 / 2023 OLAS - 4563	OUTTURN BUDGET 2021 / 2022	£	2021 / 2022	£
<b>EMPLOYEES</b>				
Teachers	JA01	510,970		
Supply Teachers	JA10	-		
Supply Teachers - External Agencies	M836	23,161		
Supply -ALP	M901	22,936		
Supply - Sickness	M912	12,413		
Supply other NEU / NUT	M910	-		
Supply PPA	M905	-		
Suspension Insurance	P614	904		
Supply Premium	P616	7,990		
Caretaker	HC01	25,320		
Cleaner (G Davies)	HA01	3,811		
Midday Supervisors	JC02	8,747		
Nursery Nurses	JG01	-		
Teachers Aides & HLTA	JW01	62,227		
Clerical Staff	JF01	23,549		
Training Course Fees	P406	600		
BETT conference	P414	4,336		
Expenses	N403	233		
Conference Fees	P501	714		
Pmts to individuals - long service award	Q501	-		
E-Teach	P204	250		
Subsistence	P301	-		
Emergency Cheque production	P910	-		
Eye Test	M829	-		
Hospitality Card	M406	572		
<b>Total Staffing Costs</b>		<b>708,733</b>		
<b>PREMISES RELATED</b>				
Building Maintenance - Internal	L229	25,607		
Building Maintenance - External	L242	7,622		
Grounds Maintenance	L505	7,361		
Gas	L611	6,057		
Electricity	L613	8,763		
Rates	L001	18,056		
Water	L002	3,361		
Fire Fixtures	L752	-		
Cleaning Contract	L802	5,929		
Cleaning Materials	L803	1,200		
Window cleaning	L801	550		
LA Delegated Insurance	P615	3,488		
Insurance (Special Perils)	P608	2,837		
Offsite Travel Insurance	P604	202		
Refuse Collection	Q259	2,713		
S.Units/H. Driers/C. Hygiene	M005	5,832		
CCTV	M111	576		
Alarms	M110	3,797		
<b>Total Premises Related</b>		<b>103,950</b>		
<b>SUPPLIES &amp; SERVICES</b>				
Computer Leasing (Lease end 15-16)	P809	-		
Furniture	M002	22,493		
Purchase of Computer Equipment	M100	30,283		
Purchase of Computer Equip EIG/PDG	M128	-		
Ed Tech	P804	11,224		
Purchase Office Equip/Non IT	M001	-		
TV Licence	M816	159		
Licences	M812	312		
Subscriptions (Play sports)	P906	-		
Medical	M207	1,447		
Medical	M830	-		
Capitation	M806	48,893		
Stationery	P052	8,949		
Postage	P151	321		
Telephone Charges	P101	3,378		
Photocopying	P003	11,570		
Foods - Not resold (Excess milk)	M403	136		
Transport Hire Costs / Swimming	N607	-		
Activities/Trips	Q323	-		
Music Support Services	M886	2,380		
Retrospective Adjustment	M864	-		
PHF Expenditure	M903	6		
Miscellaneous Expenses	M813	304		
Uniform / Protective Clothing	R011	741		
<b>Sub Total</b>		<b>140,593</b>		
<b>TRANSPORT COSTS</b>				
Hire - Transport	N601	110		
public Transport	N401	-		
Central Recharge	N701	-		
<b>Sub Total</b>		<b>110</b>		
<b>SERVICE LEVEL AGREEMENTS</b>				
SLA - Education Finance	P843	2,875		
SLA - Education Personnel	P844	3,989		
SLA - Education I.C.T.	P845	1,250		
SLA - Education I.C.T. nonSIMS	P840	2,629		
SLA - Education Payroll	P846	1,571		
SLA - Education Governors	P847	1,875		
SLA - Legal Services	P849	585		
SLA - Procurement Services	P850	243		
SLA - Purchase Ledger	P851	1,093		
SLA - Property Services	P823	905		
SLA - Health and Safety	P842	2,707		
SLA - CCTV	P839	1,193		
SLA - Pest Control	P841	242		
SLA - Sandwich Charge	M403	2,234		
SLA - Communications	P942	320		
SLA - Data Governance	P943	544		
SLA - Central IT Services	P926	3,982		
<b>Sub Total</b>		<b>28,237</b>		
<b>INCOME</b>				
Reimbursement School Meals Energy	T715	1,668		
Reimbursement School Meals Admin	T382	3,804		
Reimbursement School Meals Phone	T396	-		
Supply Compensation	T132	2,313		
Supply Compensation Reimbursement Est.	-	-		
Suspension Scheme Compensation	T134	-		
Suspension Scheme Reimbursement Est.	-	-		
School Meal Sales	T356	-		
Milk sales	T383	-		
Miscellaneous Income	T357	823		
Misc VATABLE	T358	6,178		
Miscellaneous Income - no VAT (bett)	T408	1,860		
NQT Courses EWC	T150	5,920		
PI Leads 2	T410	-		
Cardiff Met PGCE / USW	-	2,000		
LNS Good Schools Tynewydd	-	11,000		
S2S Model 2 (Primary) (LNS +CA)	-	13,500		
HLTA Assessments	-	360		
CFW LNS DCF Primary	-	3,150		
Regional Prof Learning Lead (CFW)	-	10,000		
Professional Learning Lead	-	3,000		
<b>PI Leads 2</b>	<b>T003</b>	-		
Professional Learning Grant Teachers	-	4,840		
ALP / RRR	-	22,416		
Remote Asynchronous Learning	-	357		
<b>Wellbeing / Wellbeing and equity Lead</b>	<b>T003</b>	3,000		
<b>ALN Implementation</b>				
<b>Social Communication Interventions</b>				
<b>Curriculum Reform Clusters</b>				
NPQH Funding	-	3,800		
Agile Leadership Cohort 2	-	1,837		
Walk Throughs Tranche 4	-	600		
Power Language Subscription	-	188		
Super North Star Pilot - Resources	-	336		
Coaching Support for CFW Dev Prog	-	380		
LAC	-	2,702		
<b>Covid Hardship Claim</b>	<b>T003</b>	38,705		
Additional return to School Funding £298k	-	2,280		
Additional Revenue Maintenance	-	23,194		
Winter of Wellbeing	-	2,498		
ALN Systems	-	4,251		
RRR	-	16,248		
Erasmus income	T120	-		
<b>Regional Professional Learning Lead</b>	<b>T003</b>	303		
Arts Council Wales (Lead Creative School)	T123	2,000		
<b>Challenge Advisor Income / Secondment</b>	<b>T575</b>	22,272		
Pre Nursery Funding	T101	12,429		
Performance Management	T152	-		
NUE/NUT	T120	15,328		
Wellbeing Project	T121	280		
STEM	T102	-		
Devolved Income	T727	15,790		
LEI income	T116	-		
Flying Start - Recharge	T701	9,939		
Premises Hire -	T145	-		
Rent (Little Miners)	T374	-		
Cashiers Overs and Unders	T704	0		
Schools Additional Pay Award	T003	2,655		
Donations	T402	412		
<b>TOTAL INCOME</b>		<b>274,617</b>		
<b>NET EXPENDITURE</b>				
		<b>750,625</b>		
<b>TOTAL SURPLUS/CONTINGENCY</b>				
		<b>134,308</b>		
<b>TOTAL</b>				
		<b>884,933</b>		
<b>2022 / 2023 OLAS - 4563</b>				
<b>SCHOOL DEVELOPMENT PLANS</b>				
LLC	M889	2,099		
MD STEM	M890	4,888		
New Curriculum / Wellbeing	M891	4,474		
Quality of Teaching	M893	7,944		
Leadership	M894	4,165		
ALN (staffing)	-	-		
Social Communication (staffing)	-	-		
RRR (Pauline)	M868	16,295		
Erasmus	M869	724		
Grant Overspend	Q324	3,032		
<b>Sub Total</b>		<b>43,619</b>		
<b>TOTAL EXPENDITURE</b>		<b>1,025,242</b>		

## Summary

Throughout their time at the school, nearly all pupils make very strong progress in developing their literacy, numeracy and information and communication technology (ICT) skills. Nearly all pupils are conscientious and confident learners with strong independent working skills. They talk proudly about their school and describe it as a very caring and welcoming community. They enjoy school activities and nearly all conduct themselves well during lessons and at playtimes.

Across the school, most teachers plan highly imaginative and stimulating lessons that spark pupils' interest and engage them extremely well in their learning. Strong working relationships between staff and pupils are very positive and constructive. The school has provision of high quality to support pupils' emotional health and wellbeing.

The headteacher provides innovative, strong and caring leadership with effective support from the deputy headteacher and the senior leadership team. They have a clear vision for the school, which focuses strongly on pupil and staff wellbeing and creating a highly effective learning organisation. Governors know the school very well and play a key role in setting a positive strategic direction for the school.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

### Recommendations

- R1 Improve pupils ability to draft and re-draft their written work
- R2 Share the examples of highly effective teaching more effectively across all classes

### What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study for dissemination on Estyn's website based on how the school has used research projects to enhance teachers' knowledge, which has led to improved learning opportunities for pupils and better pupil outcomes.

## A REVIEW OF 2021-2022 AND LOOKING FORWARD TO 2022-2023

This Annual Report to Parents not only provides information for parents about the Academic Year 2021-2022 but also provides an opportunity to share the Governing Body plans for promoting good standards of educational achievement and to actively seek the views of parents for the future.

The academic year 2021-2022 proved to be a busy and challenging time for Nant-y-Parc. We continued to adhere to Covid restrictions and keep our school community as safe as possible with the use of face masks, regular use of sanitiser, social distancing and class bubbles. These restrictions relaxed towards the summer term.

The Headteacher and senior leaders continued to work towards the school's development priorities and nearly all of these were met successfully. The school development plan was reviewed in July and any areas needed to be moved forward have been included in the new plan.

The School Development Plan, detailing all our objectives for the Academic Year 2022-2023 will be displayed and an overview has been sent to all parents. If you would like further information, please contact the school office.

Both myself, the governing body, our Headteacher and her staff are looking forward to continuing to work with you to ensure your child has a wonderful, challenging learning journey whilst in Nant-y-Parc Primary School.

If you have anything you wish to discuss about the school or would like further information, please do not hesitate to contact me, I will be only too pleased to help.