



# Nant-y-Parc Primary School

Governors Annual Report to Parents

Academic Year  
2022 - 2023

## A WORD FROM THE CHAIR: WELCOME TO THE ANNUAL REPORT TO PARENTS 2022 -2023

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 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 (Kirsty Nelson), senior leadership team and all staff at Nant-y-Parc. 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 supported us at various events throughout the year.

During the last year, the school achieved the World Class Schools Quality Mark (WCSQM) which is a prestigious award, awarded to schools in the UK and internationally whose pupils have demonstrated World Class skills and competencies. The skills and competencies of each pupil were assessed against the WCSQM assessment framework, resulting in the school and pupils being recognised for their effort. In addition to this, the school was shortlisted for 'World Class School of the Year' and were successful in winning this title.

The Governors would like to publicly thank 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 2023/24 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. T. Nelder	22.06.22	22.06.26	Parent Representative
Mrs. J. Frost	27.10.22	27.10.26	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
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 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. We are also updated on, and committed to supporting/challenging the school with regard to whole school self-evaluation processes, data scrutiny, as well as supporting the school on informal and formal occasions in relation to its calendar of events. In addition to this, we support the school by watching lessons and conducting learning walks alongside the senior leadership team. We also met with Area of Learning Experience (AoLE) Leads to monitor how each area is being driven throughout the school, enabling us to identify the curriculum opportunities on offer. The 'School Improvement' group met with the staff and children to discuss and celebrate their learning.

The full Governing Body meet every term and, as necessary, where each of 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:  
Friday 2 September 2022 to Friday 23 December 2022. Half term: Monday 31 October 2022 to Friday 4 November 2022.
- Spring Term:  
Monday 9 January 2023 to Friday 31 March 2023. Half term: Monday 20 February 2023 to Friday 24 February 2023.
- Summer Term:  
Monday 17 April 2023 to Friday 21 July 2023. Half term: Monday 29 May 2023 to Friday 2 June 2023.

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. (Progression Step 1 and 2), 9.00a.m. (Progression Step 3) and ends at 3.15 p.m. (Progression Steps 1, 2 and 3).

Lunch break is between 12.00 p.m. and 1.00 p.m. (Reception – Year 2) and between 12.15 p.m. and 1.00 p.m. (Years 3 – 6). A 15-minute break is taken by all year groups.

### 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 and updated 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 silver Cymraeg Campus award for its efforts in the Welsh language and Bilingualism within the school. Staff and Criw Cymraeg are working towards the gold award which focuses on Welsh within the local community and the school's ethos and values of living in Wales. 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 when working towards the gold. Where weaknesses were identified, training was sourced and impact shown within classes. 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	
	22/23	Target 23/24
Total pupil attendance	90.7%	92%
Authorised absence	6.99%	
Unauthorised absence	2.31%	2%
FSM / non-FSM difference	5.9%	2%

The school continues to closely monitor all pupil absence.

- ✓ Our attendance for 2022 – 2023 was 90.7%.
- ✓ 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 2023-2024 remains at 92%.
- ✓ Attendance for the autumn term was 89.45%. Authorised absence was 8.56% and unauthorised was 1.99%. The difference between FSM and non-FSM was 4.84%.
- ✓ Attendance for the spring term was 92.7% Authorised absence was 5.4% and unauthorised was 1.9%. The difference between FSM and non-FSM was 5.03%
- ✓ Attendance for the summer term was 90.4%. Authorised absence was 6.5% and unauthorised was 3.06%. The difference between FSM and non-FSM was 5.06%

### Development Plan Summary 2022-23 (reviewed in July)

#### Key Priority 1: Literacy

To improve attainment in LLC/English across the school

Action/Impact:

- From Reception to Year 3, 100% of children made progress with regards to sound recognition, blending and segmenting. Nearly all children made expected progress. 29% of pupils made more than expected progress. 25% of pupils know all of their sounds and blends and 75% know at least 40 sounds out of 50.
- End of summer term assessment from Y3-Y6 for GL English PTE showed that 100% of pupils made progress last year. Of those, 50% of pupils made expected progress, 22% made higher-than-expected progress and 28% of pupils made lower-than-expected progress.

- End of summer term assessment from Y2-Y6 for GL Spelling (NGST), showed that 100% of pupils made progress last year. Of those, 39% of pupils made expected progress, 42% of pupils made higher-than-expected progress and 19% of pupils made lower-than-expected progress.
- End of summer term assessment from Y2-Y6 for GL Reading (NGRT), showed that 100% of pupils made progress last year. Of those, 51% of pupils made expected progress, 16% of pupils made higher-than-expected progress and 33% of pupils made lower-than-expected progress.
- June Welsh baseline showed that all pupils made progress in asking and answering questions.

### Key Priority 2: Quality of Teaching

To build a culture of professional learning that is rigorous, evidence based and collaborative whilst focussing upon preparing for a Curriculum for Wales and wider education reform.

Action/impact:

- WalkThrus started to be implemented as a professional learning /coaching programme for teaching staff. All teachers engaged in their own professional development choosing their own WalkThrus to trial, implement and reflect on. This proved to be effective in terms of developing pedagogy.
- Teaching assistants continued to engage with M.I.N.E projects, this being their third round of this process. There has been an increase in confidence and enquiry skills amongst teaching assistants as a result of this process.
- Four staff members received training and are allocated as coaches to colleagues.
- Cluster targets informed aspects of teaching e.g. Voice 21, using National Test data more effectively, and the implementation of Learner Profiles.
- All staff received a range of training that directly impacted the quality of teaching across the school e.g. Kagan.
- The pedagogy toolkit was updated to reflect any new teaching strategies that proved effective.

### Key Priority 3: Curriculum for Wales

To implement our ROADMAP curriculum, considering the reflections and evaluations from our trial year.

Action/impact:

- Pupil enquiry project members presented as part of a governor and community event.
- Curriculum leaders were fully involved in the planning of Ed-Fest (careers fayre, University Week, and the governor and community event).
- Learning Walks and Talks training was delivered in house for all staff in autumn term. Learning Walks and Talks was utilised as a way of sharing practice for spring and summer term. This process was reflected upon with all staff and highlighted some key working points for learners.
- Agreed format for learner profiles allowed pupils to develop digital skills progressively through the school.
- Cluster schools continue to work effectively together as part of curriculum development.
- The school engaged in a research project with Mick Waters linked to the use of Voice 21 to support oracy development across all cluster schools.

- As a PL school, we successfully supported with the delivery with PL programmes in partnership with EAS.
- All staff received training relevant to curriculum developments throughout the year e.g. reviewing long term planning.
- The school were successful in achieving the World Class Schools Quality Mark.

#### Key Priority 4: Well-being, Nurture and Equality

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:

- Wellbeing sessions have continued to be developed throughout the school. Year 5 trialled using Jigsaw in preparation for whole school rollout next academic year. Year 6 continued to use the Flourish Project.
- Mini Senedd pupils visited Houses of Parliament, London to promote children's rights and decision making.
- Staff trips have taken place to seek out wellbeing resources e.g. mood tracker.
- Attendance continues to be monitored regularly (refer to attendance section above).
- Flexible seating continues to be implemented in PS3.
- ELSA sessions as well as other wellbeing interventions continued to run with identified groups of learners.
- All staff have completed training courses linked to ALN e.g. Neurodivergence.
- Some staff received specific training to support individual needs e.g. cochlear implant training.
- Sports day was held in summer term to promote healthy living throughout the school.
- Our sports teams engaged in external events e.g. cross country and football tournaments (girls and boys).
- Edukey was used effectively to monitor provisions for identified learners.
- Intervention within classrooms monitored for the first-time using Google Forms, this proved to be effective.
- The RSE policy was revised in line with local and national guidance.
- All classes now display an RSE charter.
- Staff continued to plan for UNCRC lessons and children's rights were promoted through the use of Picture News.
- The pupils in Years 5 and 6 went on a residential trip to Paris.
- External agencies (play sports, Calzaghe boxing, upbeat, etc.) continued to work closely with the school to improve the wellbeing of learners.
- Pupils from Nursery – Year 3 received weekly BSL lesson for the whole of the academic year.

#### Key Priority 5: Leadership

To refine collaborative leadership to support growth and enable system-wide change



Action/impact:

- A staff audit was used to inform leadership requirements across the school. From this, opportunities were given at all levels for staff to develop their leadership skills.
- Senior leaders attended training linked to leading progression and assessment. This has proven instrumental in developing a new assessment cycle for next academic year.
- AoLE leads joined the book scrutiny process for their area and were involved in the feedback session with staff.
- Governors engaged with activities across the year including a governor curriculum event.
- The Schools as Learning Organisations survey results informed our practice throughout the year.
- Pupils developed leadership skills as part of the Peace Project. A selection of children visited Slovenia and Romania to represent our school.

## Organisation of the Curriculum

At Nant-y-Parc Primary School, we continue to offer a broad, balanced, purposeful and differentiated curriculum to all children. The class teacher and assessment lead continue to take responsibility for monitoring the progress of the individuals/groups of learners 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 updated the pedagogy toolkit to support them in developing their broadening their use of pedagogies that align with the principles. The introduction of WalkThrus will support teachers in developing specific pedagogies within their classrooms.

An enquiry-based approach has been taken to deliver the ROADMAP curriculum this academic year. Each class had a line of enquiry to follow for a duration that was decided by the teacher and influenced by the learners. Curiosity cubes were used to provoke thinking in learners from Nursery to Y3. Pupil voice boards are used in Y4-Y6 to provide learners with the opportunity to influence their learning.

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

## 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, Literacy Junction, Precision Teaching, and wellbeing interventions e.g. ELSA, THRIVE, Lego Therapy, Draw and Talk, and Baxter. In addition, the school supports the implementation of bespoke plans which are provided by e.g. Speech and Language and the Hearing-Impaired Service.

## 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 and differentiated with the objectives reflecting the needs of all children, in accordance with the additional learning provision of a child's Individual Development Plan (IDP), their One Page Profiles (OPP) targets, specific action plans and PEP plans.
- All children are actively involved in measuring and reviewing their progress, and are encouraged to be reflective daily. Pupils also complete a learner profile on a weekly basis.
- 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 Additional Learning Needs (ALN) on the school website. This details the school's policy, a range of leaflets, 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 and a copy can be obtained from the main office if necessary. Leaflets linked to ALN can also be obtained from the parent's information stand in the main foyer. 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.

### **Supporting children with Additional Learning Needs (ALN)**

A child has ALN if they have 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 and the issuing of an Individual Development Plan (IDP)**

The additional learning needs of most pupils will be met effectively in a mainstream school through universal and targeted provision without the need for 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 requires a LA/school based IDP. A Person-Centred Practice (PCP) meeting is then held with all stakeholders to determine whether an IDP will be issued based on the evidence provided. If an IDP is issued, it will contain additional learning provisions for the child which have to be adopted by the school.

### **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 guidance.

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 difficulties, to enhance the child's self-image and boost esteem.

### **Exclusions**

There was one exclusion in the academic year 2022-2023

### **Opportunities and Links within 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. X (formally known as Twitter) is used to celebrate exciting learning at Nant-y-Parc Primary. Progression Step 1 and 2 use Seesaw and Progression Step 3 use Google Classroom to communicate and set work for pupils. Weekly newsletters and other relevant letters are distributed to parents as and when necessary via the text messaging service, or through written communication e.g. a letter sent home.

#### **Family Engagement**

At Nant-y-Parc Primary School we have enjoyed learning alongside our parents and families for a number of years. We host termly parent network meetings alongside regular parent panel meetings which proven to be beneficial. In addition to this, parents were fully immersed in a diverse range of well-planned

workshops, which demonstrated strategies used to help the children learn e.g. a Sounds Write Parent Workshop based around our phonics scheme. This work, as well as the other community events we hold will be shared with our assessor during the autumn term, in the hope that we will be recognised for the Heart of the Community 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**

Once again, we have continued to invest heavily in our learning environments around the school. Further to visiting other primary schools and attending professional events, we have continued to enhance our environments by adopting natural themes which have a calming effect. In addition to this, we have adopted flexible seating in Years 5 and 6 to suit different learning styles. The environment has been recognised as excellent by Estyn and we have subsequently supported 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 whilst 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 and are looking to apply for awards to show that we take this matter seriously.

### **Toilet Facilities**

Toilets are available across both of the school buildings, as well as within the demountable classrooms. Other than in Nursery and Reception, children are encouraged to use the toilet facilities during break or lunch time periods. The condition of all toilets is very good due to many of the toilets having been refurbished in recent years. We have toilets within the Nursery, Reception and Year 1 classes. Year 2 children use the toilets in UKS2. The toilets are maintained by the school's caretaker, and cleaned by the school's cleaners daily. They are also inspected by the site manager and Headteacher.

### **Where are the toilets located?**

Nursery, Reception, Year 1, Year 3 and Year 4 have their own toilets based within their classroom. Years 2, 5 and 6 share the toilets which are located between all three classes.

### **Healthy Eating and Drinking / Wellbeing**

As a school we have worked hard and achieved Healthy School Award, Level 6. This is something we pride ourselves on and appreciate the effort you go to as parents in ensuring the children maintain healthy choices whilst at school (including morning snack). This is further supported by Caerphilly Catering who are our catering contractors and they present a healthy menu 5 days a week. Our Mini Senedd also run a 'Healthy Lunchbox' initiative to ensure children are receiving a well-balanced diet which is further supported by the active role they play in ensuring all learners are being active at playtime whilst following school rules.

In addition to promoting healthy lifestyles, the school uses RSE/PSE schemes of work to promote the well-being of all learners whilst ensuring children the skills to be the best learners they can be.

### Sport Provision

School Sports day took place at Senghenydd Rugby Club site this academic year. The school has also engaged with Plays Sports, Cardiff City, Calzaghe Boxing and Gwent Dragons to provide specialist support in the delivery of sports throughout the school. We are appreciative of these opportunities and 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. Our club offer consisted of Lego Club, Mine Craft Club, Multi-sport, Rugby, Cardiff City Football, and Cricket.

**SCHOOL: Nany-Y-Parc Primary**

**OUTTURN REPORT 2022-2023**

OLAS	OUTTURN BUDGET 2022/2023
<b><u>EMPLOYEES</u></b>	£
Teachers	563,742.13
Support Staff	360,038.72
Other Staff related costs	19,506.00
<i>Sub Total</i>	<b>943,286.85</b>
<b><u>PREMISES RELATED</u></b>	
Building Maintenance	30,720.00
Grounds Maintenance	3,487.00
Gas	8,995.00
Electricity	10,563.00
Rates	18,056.00
Water	3,732.00
Cleaning Contract	14,309.00
Cleaning Materials	1,654.00
Refuse Collection	2,820.00
Insurance	3,852.00
S.Units/H. Driers/C. Hygiene	3,564.00
Fire Fixtures	-
CCTV	576.00
Alarms	7,249.00
<i>Sub Total</i>	<b>109,577.00</b>
<b><u>SUPPLIES &amp; SERVICES</u></b>	
Computer Costs	23,062.01
Furniture	12,101.00
Postage	15.00
Capitation/Stationary	79,297.40
Medical	446.00
Licences	3,249.00
Music Support Services	3,037.00
Telephone Charges	3,686.00
Photocopying	10,861.00
Transport Hire / Swimming	3,052.00
Uniform/Protective clothing	1,122.00
Activities / Trips	12,094.50
PHF Expenditure	98.00
Exam Fees	
Community Focused spend	3,114.00
School Website	
Data Protection costs	
In Year Clawback SEN	
<i>Sub Total</i>	<b>155,234.91</b>
<b><u>SERVICE LEVEL AGREEMENTS</u></b>	
All Services	<b>29,188.00</b>
<b><u>SCHOOL DEVELOPMENT PLANS</u></b>	<b>89,315.24</b>

### 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 2022, the school received PDG (Poverty and Disadvantage Grant £90850 (PDG)/ £120750 (PDG + EYPDG) / £133421 (PDG+EYPDG+PDG Growth) (based on Free School Meals) and EIG £87892. A new grant allocation was received in April 2023. A statement related to the spending of this grant is on our school website.

<b>TOTAL EXPENDITURE</b>	<b>1,326,602.00</b>
<b>INCOME</b>	
Reimbursement School Meals	6,181.00
Supply Compensation	2,334.00
LA Income	27,412.00
Miscellaneous (Not vatable)	21,186.00
Rent	10,411.00
Donations	250.00
Grant Funding - EAS	129,651.00
GTC & other training grants	
EIG/PDG funding	221,313.00
Cashiers Over / Under	
Early Years Funding	14,015.00
Devolved	12,050.00
<b>TOTAL INCOME</b>	<b>444,803.00</b>
<b>NET EXPENDITURE</b>	<b>881,799.00</b>
<b>TOTAL SURPLUS/CONTINGENCY</b>	<b>89,108.01</b>
<b>TOTAL</b>	<b>970,907.01</b>
<b>TOTAL FUNDING FOR SCHOOL</b>	
<b>FUNDING</b>	
Formula Allocation (net of retro. adj)	835,088.48
Retrospective Adjustment from prev yr.	1,511.00
<i>Total Formula Allocation</i>	<i>836,599.48</i>
Total Carried Forward from prev. yr.	<i>134,308.00</i>
<b>TOTAL FUNDING</b>	<b>970,907.48</b>
<b>BUDGET SHORTFALL</b>	

ESTYN INSPECTION 2019

## 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 2022-2023 AND LOOKING FORWARD TO 2023-2024

This Annual Report to Parents not only provides information for parents about the Academic Year 2022-2023 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 2022-2023 proved to be a busy, challenging, yet rewarding year for Nant-y-Parc just like previous years.

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 (SDP) was reviewed in July and any areas needed to be moved forward have been included in the new plan. The SDP detailing all our objectives for the Academic Year 2023-2024 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.