



Nant-y-Parc Primary School

Governor Annual Report to Parents

Academic Year
2023 - 2024

A WORD FROM THE CHAIR: WELCOME TO THE ANNUAL REPORT TO PARENTS 2023 -2024

The Governing body continues to work in partnership with and support our Headteacher, Nicola Davies, and the staff team 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 of the school over the last year. Our Headteacher continues to be dedicated and inspirational in everything she does and is fully supported by our Deputy Headteacher (Kirsty Nelson), the 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 that our school community has supported us at various events throughout the year.

During the last year, the school achieved the Curiosity Accreditation for our pedagogy and practice within our Nursery. This approach empowers staff to embrace a pedagogical shift prioritising curiosity, creativity, and holistic development. The curiosity approach is based on child-led learning. Therefore, children make their own choices and figure things out for themselves, which leads to enhanced confidence, critical thinking, and problem-solving skills. The approach draws ideas from other early education philosophies, including Reggio Emilia, Montessori, Pikler, and Steiner. It aims to create children who are 'thinkers and doers' instead of passive learners who simply follow the direction of an adult, linking closely with our Curriculum for Wales and the development of pupils in their early stages of school following the developmental pathways.

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 the academic year 2024/25 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
Mrs. J. Harries	02.05.24	01.05.28	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. K. Stockwell	21.10.24	21.10.28	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 in the governing body for a parent representative, the Local Authority/School will inform all parents of the vacancy. It 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 receive a letter and a nomination form via student post. 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 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 concerning whole-school self-evaluation processes and 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 observing 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. 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 holds 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 details 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 can participate in a specialised programme of governor training organised by the Education Achievement Service (EAS). The support and advice we regularly receive are 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 that are considered 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 significant policy developments pertinent to the school. Policies are regularly updated, redrafted, and formally adopted with the Governing Body's approval. They are open to inspection by parents by prior arrangement with the school, and many of them 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:

- 1st September 2023 to 22nd December 2023.
- Half term: Monday 30th October 2023 to Friday 3rd November 2023.

Spring Term:

- 8th January 2024 to 22nd March 2024.
- Half term: 12th February 2024 to 16th February 2024.

Summer Term:

- 8th April 2024 to 19th July 2024.
- Half term: 27th May 2024 to 31st May 2024.

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

Session Times

School commences at 9.00 a.m. and ends at 3.15 p.m.

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). All year groups take a 15-minute break from 10:45 a.m. until 11:00 a.m.

Nursery commences at 9.00 a.m. and ends at 11.30 a.m.

School Prospectus

The School publishes a prospectus annually. It is available from the school on request and via 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, incorporating 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 school's audit for Welsh-speaking staff shows that most staff are confident in delivering Welsh lessons and using Welsh within the school to support us when working towards the gold. Where weaknesses were identified, training was sourced, and impact was shown within classes. Cluster arrangements are in place to ensure 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	
	23/24	Target 24/25
Total pupil attendance	91.9%	93%
Authorised absence	5.5%	
Unauthorised absence	2.5%	2%
FSM / non-FSM difference	FSM - 91.1% / Non-FSM - 92.9%	1.5%

The school continues to monitor all pupil absences closely.

- ✓ Our end-of-year attendance percentage for 2023 – 2024 was 91.9%.
- ✓ The Headteacher and Deputy Headteacher continued to liaise closely with the E.W.O. to monitor attendance throughout the year, supporting families where attendance was a concern.
- ✓ Our target for attendance for the academic year 2024–2025 is 93%.
- ✓ Attendance for the autumn term was 91.9%. Authorised absence was 6.25%, and unauthorised was 1.85%.
- ✓ Attendance for the spring term was 93%. Authorised absence was 4.72%, and unauthorised was 2.28%.
- ✓ Attendance for the summer term was 91.34%. Authorised absence was 5.4%, and unauthorised was 3.26%.

Development Plan Summary 2023–24 (reviewed in July)

Priority	Autumn Term	Spring Term	Summer Term
SDP Priority 1 Learning and Progress/Standards			
SDP Priority 2 Quality of Teaching/Pedagogy			
SDP Priority 3 WB, Nurture & Equity			
SDP Priority 4 Assessment and Progression			
SDP Priority 5 Leadership			

The table above illustrates the school's progress towards the 2023-24 priorities during the academic year. The gradient colours in the self-evaluation column represent a range of evaluative indicators. We included this approach to provide a clear representation of progress and, upon reflection, analysed the reasons behind the colour variation relative to each priority. Below is a summary of our success indicators and the actions carried forward into this academic year. These actions have been incorporated into our 2024-2025 School Development Plan (SDP).

Key Priority 1: Learning and Progress /Standards.

To develop high standards of learning and pupil progress through consistency and progression by:

Action/Impact:

- i) A consistent, systematic approach to teaching synthetic phonics and early reading has been established across the school, providing pupils with a strong foundation in literacy.
- ii) All pupils demonstrate measurable progress in reading and spelling, advancing from their initial assessments and building essential language skills.
- iii) A progressive drafting approach is now embedded in the curriculum, significantly enhancing pupils' quality of writing.
- iv) Pupils' reading, writing, speaking, and listening skills across English, Welsh, and Spanish have been strengthened through continuous assessment and targeted development, with room for further improvement.
- v) Regular assessments have effectively identified gaps in oracy, reading, and writing across both English and Welsh, allowing for targeted support and improved language proficiency.
- vi) Opportunities to make explicit cross-language connections are now a core part of instruction, enhanced through the Voice 21 framework and methodology.
- vii) Standards in pupils' spoken and written Welsh have improved, with notable progress in their accuracy when responding to questions.
- viii) Pupils' digital skills have been strengthened through the upskilling of staff in digital competencies, equipping students for a technology-driven world.

Key Priority 2: Quality of Teaching / Pedagogy

To sustain excellent teaching practices through the development of a culture where pedagogy is the fundamental driver for consistent, high-quality teaching and learning across the school by:

Action/impact:

- i) A clear vision for teaching and learning has been established, setting a standard of pedagogical excellence across the school.
- ii) Regular, targeted professional development opportunities directly aligned with staff's specific pedagogical needs have been provided, fostering continuous growth.
- iii) Collaborative learning communities have been cultivated among all staff, where they actively engage in discussions, share best practices, and participate in peer observations, promoting a culture of collective professional growth.
- iv) An ongoing feedback and coaching system has been implemented, encouraging reflective practices and supporting teachers' professional development journeys.
- v) Dedicated time and resources have been allocated for teachers to engage in action research, enabling them to experiment with innovative teaching methods, evaluate their effectiveness, and share insights with their peers.
- vi) A culture of accountability and recognition is now embedded, celebrating high-quality teaching practices and acknowledging teachers' commitment to pedagogical excellence.

Key Priority 3: Health, Well-being and Equity

To review and develop the system and procedures linked to the care, support and guidance for all learners by:

Action/impact:

- i) The school has successfully mitigated the effects of poverty and disadvantage on identified learners through a robust 'equity and equality' approach, ensuring that all pupils have fair access to opportunities and support.
- ii) Systems and procedures to improve attendance have been thoroughly reviewed and enhanced, resulting in improved attendance rates across all pupil groups.
- iii) The Additional Learning Needs (ALN) provision fully meets the needs of all learners. It aligns with the requirements of the new Welsh Government ALN bill, ensuring comprehensive support for every student.
- iv) Staff understanding of wellbeing strategies, both physical and mental, has been significantly strengthened, fostering a healthy, positive community where pupils and staff alike are equipped to engage fully with the curriculum.
- v) A whole-school approach to emotional and mental health and wellbeing has been implemented, creating a supportive environment that prioritises and nurtures the overall well-being of all pupils and staff.

Key Priority 4: Assessment and Progression

To support all learners to make progress in their learning by:

Action/impact:

- i) Purposeful planning has been embedded across all learning activities, ensuring that each lesson is designed to maximise engagement and educational impact.
- ii) Progress over time is consistently identified, captured, and reflected upon through structured professional discussions, enhancing teachers' ability to support individual and group growth effectively.
- iii) The principles of progression from the Curriculum for Wales have been effectively integrated into teaching practices, providing a clear, cohesive framework for pupils' development.
- iv) Collaborative work with cluster colleagues has established a shared understanding of learner progression from ages 3 to 16+, with essential, non-negotiable cluster assessment arrangements now in place.
- v) Learners are regularly provided with opportunities for deep thinking, discussion, and enquiry, encountering new perspectives and questions that inspire ongoing curiosity and a love for learning.
- vi) An assessment cycle has been established, enabling staff to reflect on individual progress and gain a comprehensive understanding of group progress, thus strengthening educational outcomes.

Key Priority 5: Leadership

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

Action/impact:

- i) A clear understanding and approach to 'Schools as Learning Organisations' has been developed among the Senior Leadership Team and staff, providing clarity on strategic direction, roles, and school improvement priorities.
- ii) An ethos of innovation and calculated risk-taking is now embedded across the school, encouraging creative solutions and continuous improvement.
- iii) Leadership capacity has been strengthened at all levels, empowering staff to effectively contribute to the school's growth and improvement efforts.
- iv) Coaching and mentoring opportunities for all staff are firmly embedded, fostering professional development and supporting a culture of lifelong learning.
- v) Leadership roles related to Areas of Learning and Experience (AoLEs) have been further developed, enhancing curriculum design, pedagogy, and standards at the school level and ensuring robust performance management processes.

vi) Collaborative work within the cluster has expanded, enriching shared learning and aligning best practices across schools.

vii) Effective participation in decision-making has been strengthened, ensuring pupils' voices actively shape the school's strategic direction.

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 using various pedagogical approaches in line with the 12 pedagogical principles of Curriculum for Wales. Staff have updated the pedagogy toolkit to support them in broadening their use of pedagogies that align with the principles. The introduction of WalkThrus continues to support teachers in developing specific pedagogies within their classrooms.

An inquiry-based approach continues to be delivered to support our ROADMAP curriculum. Each class follows lines of enquiry decided by the teacher and influenced by the learners. Curiosity cubes remain a focal point of discussion and enquiry-based learning in Nursery to Y3, with observations in Nursery and reception used to follow pupils' interests and fascinations. Pupil voice boards are also used in Y3-Y6 to allow learners to influence their learning.

Staff 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 manner.

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 to support pupils where appropriate. These include reading and phonics (Sound-Write), numeracy, Literacy Junction, Precision Teaching, and well-being 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 so 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 every stage of education and to work in partnership with parents and other agencies to appropriately, positively, and effectively meet these needs.
- To ensure that children with Additional Learning Needs (ALN) receive the variety of learning opportunities 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 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 by delivering the additional learning provision as identified within their One-Page Profile/IDP. This may include delivering interventions, tracking their progress within interventions, and attending their PCP meetings.
- Visual timetables, workstations and adapted equipment are strategies used to support children with identified needs.
- Children 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. They are challenged in their learning.
- GEMS, in liaison with the class teachers, supports children with English as an additional language (EAL).
- Children being 'Looked After' (CLA) require a Personal Education Plan (PEP) (if aged 5 and above) and are supported by the various involved agencies in partnership with the school.
- Teachers employ various teaching and learning strategies and styles, including multi-sensory approaches, inquiry-based learning, problem-solving, thinking skills and the development of independent learning skills, per the four purposes.
- 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 weekly.
- All children have access to a wide range of enrichment activities, such as our extra-curricular activities and clubs; residential visits in upper school; 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 partner with all parents and strive to create positive working relationships. We know this partnership will have a crucial bearing on the child's educational progress. Our school values parents' unique knowledge and information and recognises 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 the 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 children can make in formulating plans for their 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 additional learning provision that differs from the curriculum offered to all pupils. 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. The school uses appropriate screening and assessment mechanisms to assist in the early identification of children with additional learning needs. Assessment is a continuing process; information transfers 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 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. The ALNCo would seek outside specialist support to help the school consider whether the child requires an LA/school-based IDP. A Person-Centred Practice (PCP) meeting is 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 that the school must adopt. If the school cannot meet the additional learning provision, the ALNCo will apply to the LA for panel considerations.

Reviewing Procedures:

All children at universal, targeted, and specific levels 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 child's views are also carefully considered per 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 aspirations for the future are always sought before these reviews using Person-Centred Practice documentation.

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

Teachers take a realistic and sensitive approach to all communication with parents and children, encouraging a partnership role and a two-way process of information sharing. Information, reporting, and all interactions 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 were no exclusions in the academic year 2023-2024.

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 that enables us to inform all parents at the push of a button swiftly. The website provides up-to-date information. X (formally known as Twitter) celebrates exciting learning at Nant-y-Parc Primary. Lower and Middle School classes use Seesaw, and Upper School 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 several years. We host termly parent network meetings alongside regular parent panel meetings, which have proven beneficial. In addition, 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. We have achieved the Heart of the Community Gold Award.

Music Matters

We have partnered with Caerphilly Music Service and Upbeat to offer our children many opportunities to explore and develop musical skills and interests. Pupils showcased their learning and talents in various 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. Estyn has recognised the environment as excellent, and we have subsequently supported several schools in sharing our journey.

The school continues to work as an eco-friendly school. The Eco Committee continues to take responsibility for parts of the school grounds and planters while ensuring wildlife can thrive by creating bug hotels and bird boxes. The Eco Committee will continue to plan future events for Nant-y-Parc Primary School and is 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 breaks or lunch. The condition of all toilets is good because many have been refurbished in recent years. We have toilets within the Nursery, Reception and Year 1 classes. Year 2 children use the toilets in the upper school area. The toilets are maintained by the school's caretaker and cleaned by the school's cleaners daily. The site manager and Headteacher also inspect them.

Where are the toilets located?

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

Healthy Eating and Drinking / Wellbeing

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

In addition to promoting healthy lifestyles, the school uses a Jigsaw scheme of work to promote the well-being of all learners and ensure that children have the skills to be the best learners they can be.

Sport Provision

School Sports Day occurred at the 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 appreciate 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 extracurricular activities after school. The clubs on offer generally change each term. Outside agencies also provide extracurricular activities, and school staff run clubs. Our club offerings include Lego Club, Mine Craft Club, Multi-sport, Rugby, Cardiff City Football, and Cricket.

BUDGET – FINANCIAL STATEMENT

The Governing Body Finance Committee continues to meet regularly, reviewing the school's budget to ensure it is effectively managed. In April 2023, the school received PDG - £111,500 (PDG)/ £29900 (EYPDG) (based on Free School Meals) and EIG £85750. A new grant allocation was received in April 2024. A statement related to the spending of this grant is on our school website.

Outturn Report 2023-2024

OLAS	OUTTURN BUDGET 2022/2023		
EMPLOYEES	£		
Teachers	635,339.00		
Support Staff	393,094.00		
Other Staff related costs	25,876.00		
<i>Sub Total</i>	1,054,309.00		
PREMISES RELATED			
Building Maintenance	97,124.00		
Grounds Maintenance	1,630.00		
Gas	19,936.00		
Electricity	26,959.00		
Rates	18,453.00		
Water	3,792.00		
Cleaning Contract	15,872.00		
Cleaning Materials	2,317.00		
Refuse Collection	2,963.00		
Insurance	6,518.00		
S.Units/H. Driers/C. Hygiene	4,487.00		
Fire Fixtures	164.00		
CCTV	580.00		
Alarms	4,923.00		
<i>Sub Total</i>	205,718.00		
SUPPLIES & SERVICES			
Computer Costs	7,244.00		
Furniture	947.00		
Postage	122.00		
Capitation/Stationary	74,172.00		
Medical	509.00		
Licences	438.00		
Music Support Services	3,668.00		
Telephone Charges	3,605.00		
Photocopying	10,850.00		
Transport Hire / Swimming	1,904.00		
Uniform/Protective clothing	1,018.00		
Activities / Trips	18,589.00		
Long Service Award	-		
Exam Fees	-		
Foods not resold	4,166.00		
PHF	146.00		
Data Protection costs	-		
In Year Clawback SEN	-		
<i>Sub Total</i>	127,378.00		
SERVICE LEVEL AGREEMENTS			
All Services	27,716.00		
SCHOOL DEVELOPMENT PLANS	54,549.00		
TOTAL EXPENDITURE	1,469,670.00		
		INCOME	
		Reimbursement School Meals	9,312.00
		Supply Compensation	3,808.00
		LA Income	-
		Devolved funding	16,598.00
		Miscellaneous income	35,472.00
		Rent	18,922.00
		Donations	-
		Grant Funding - EAS	133,854.00
		EIG/PDG Income	230,958.00
		GTC & other training grants	11,346.00
		Insurance	-
		LEA Fees	-
		Cashiers Over / Under	-
		Early Years Funding	17,054.00
		Retrospective Funding Other	-
		TOTAL INCOME	477,324.00
		NET EXPENDITURE	992,346.00
		TOTAL SURPLUS/CONTINGENCY	-
		TOTAL	992,346.00
		TOTAL FUNDING FOR SCHOOL	
		FUNDING	
		Formula Allocation (net of retro. adj)	854,423.00
		Retrospective Adjustment from prev yr.	- 7,697.00
		Total Formula Allocation	846,726.00
		Total Carried Forward from prev. yr.	89,108.00
		TOTAL FUNDING	935,834.00
		BUDGET SHORTFALL	- 56,512.00

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 2023-2024 AND LOOKING FORWARD TO 2024-2025

This Annual Report to Parents provides information for parents about the Academic Year 2023-2024 but also provides an opportunity to share the Governing Body's plans for promoting good standards of educational achievement and actively seek parents' views for the future.

Like previous years, the academic year 2023-2024 proved to be busy, challenging, yet rewarding for Nant-y-Parc.

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 that needed to be moved forward have been included in the new plan. The SDP detailing all our objectives for the Academic Year 2024-2025 will be displayed, and an overview will be sent to all parents. If you would like further information, please contact the school office.

I, 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 at 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 pleased to help.