



# Blaenavon Heritage Voluntary Controlled Primary School



**Governors' Report to Parents 2022-23**

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Governing body annual reports will not include performance and attendance data for 2021 to 2022; the most recent Summary of Secondary School Performance (SSSP); or the number of authorised and unauthorised absences in the school year. This relaxation applies in relation to all pupils registered at the school.

[Regulations about reporting school and pupil information \[HTML\] | GOV.WALES](#)

## 1. THE GOVERNING BODY

### 1.1 Chair of Governors: Introduction

#### Dear Parents

Blaenavon Heritage VC Primary is A 21st century Church in Wales school at the heart of our community, located in the World Heritage Site of Blaenavon. A school which is developing pupils with Christian values who have happy hearts, healthy minds and bodies; where all strive for excellence, to improve the spiritual well-being, education, health and leisure provision for our whole community.

Ann Morgan

### 1.2 Parent Meeting

The Governing Body are no longer required to hold an annual parents meeting. One can be called on demand from parents, subject to a minimum number of parents requesting one.

Governors are always available to meet to discuss issues with parents and attend most school events for this purpose. The Chair of Governors can be contacted via the school.

### 1.3 Blaenavon Heritage Voluntary Controlled Primary School Governing Body

#### 2022/23

<i>Governor Type</i>	<i>Name</i>	<i>Term of Service</i>
Chair of Governors Community Governor	Mrs Ann Morgan	12.2.2019 – 11.2.2023
Vice Chair of Governors LA Appointed	Mrs Bethan Wright	18.10.2019 – 17.10.2023
Headteacher	Mrs Anna Britten	N/A
Ex-Officio Governor	Rev Chris Walters Archdeacon Stella Bailey	26.11.2020 – 2.2.2023 3.2.2023 – N/A
Foundation Governors	Mrs Heather Watkins Mr Gareth Whitcombe	10.10.2019 – 9.10.2023 29.11.2022 – 28.11.2026
LA Appointed	Councillor Liam Cowles Councillor Janet Jones	24.7.2020 – 23.7.2024 14.2.2022 – 13.2.2026
Parent Governors	Mr Lee Freeman Miss Loran Tanner Mrs Sarah Curtis Mr Ryan Bennett	12.11.2019 – 11.11.2023 26.6.2019 – 25.6.2023 26.4.2022 – 25.4.2026 25.11.2022 – 24.11.2026
Community Governor	Councillor Tom Porter	16.6.2022 – 15.5.2026
Staff Representative	Mrs Hilary Roberts	13.2.2020 – 12.2.2024
Teacher Representative	Miss Melissa Calder- Matthews Mrs Rachel Davies	14.10.2021 – 13.10.2025 7.2.2023 – 6.2.2027
Diocesan Link Ex-Officio Governor	Mrs Rebecca Morteo	N/A

## 2023/24

<i>Governor Type</i>	<i>Name</i>	<i>Term of Service</i>
Chair of Governors Community Governor	Mrs Ann Morgan	12.2.2019 – 11.2.2023
Vice Chair of Governors LA Appointed	Mrs Bethan Wright	18.10.2019 – 17.10.2023
Headteacher	Mrs Anna Britten	N/A
Ex-Officio Governor	Archdeacon Stella Bailey	3.2.2023 – N/A
Foundation Governors	Mrs Heather Watkins Mr Gareth Whitcombe	10.10.2019 – 9.10.2023 29.11.2022 – 28.11.2026
LA Appointed	Councillor Liam Cowles Councillor Janet Jones	24.7.2020 – 23.7.2024 14.2.2022 – 13.2.2026
Parent Governors	Mr Lee Freeman Miss Loran Tanner Mrs Sarah Curtis Mr Ryan Bennett	12.11.2019 – 11.11.2023 26.6.2019 – 25.6.2027 26.4.2022 – 25.4.2026 25.11.2022 – 24.11.2026
Community Governor	Councillor Tom Porter	16.6.2022 – 15.5.2026
Staff Representative	Mrs Hilary Roberts	13.2.2020 – 12.2.2024
Teacher Representative	Mrs Rachel Davies	7.2.2023 – 6.2.2027
Diocesan Link Ex-Officio Governor	Mrs Rebecca Morteo	N/A

### 1.4 Parent Governor Vacancies

When a vacancy arises on the governing body for a parent representative, the Local Authority 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 Class Charts 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 next scheduled election of parent governors will be in April 2026.

We have no current vacancies.

### 1.5 About the Governing Body

Governors work closely together with the headteacher and the school. We formulate the aims and policies of the school. Sub-committees have delegated powers awarded by the governing body as a whole. The Chair of Governors has the authority to answer letters, deal with emergencies and liaise with the headteacher without constant recourse to the full Governing Body. The full Governing Body meets at least once per half term and subsequently through a series of sub-committees.

Our meetings begin with a presentation by members of staff or pupils on curriculum updates and various other initiatives undertaken at the school. We are involved in the continued development of the curriculum. Governors are committed to whole school self-evaluation.

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.

The Chair of Governors, Mrs Ann Morgan, can be contacted via the main school office:

Blaenavon Heritage VC Primary School  
Middle Coed Cae Road  
Blaenavon  
NP4 9AW  
01495 766500

The Clerk to the Governors, Mr Callum Roberts, can be contacted via the EAS:

Tredomen Gateway  
Ystrad Mynach  
Hengoed  
CF82 7EH  
01443 864963

### **1.6 Governor Sub-Committees**

The Governing Body operates a system of sub-committees, reporting at least once per term to the full Governing Body. Each sub-committee manages, supports and oversees different areas of school life. To be effective, governors make regular visits to the school, taking opportunities to share training events and link closely with different members of staff and their areas of responsibility. Each member of the Governing Body has a link governor role and liaises with a member of school staff to monitor and evaluate performance in this area.

The committees which meet most regularly are:

#### *School Improvement, Performance and Standards Committee*

This committee meets to review:

How well the school is doing?

How do we as governors know?

What needs to change?

In order to answer these questions, the committee monitors and evaluates achievement and progress throughout the school in relation to school-based, local, family of schools and national performance data, as well as the impact of teaching and learning on standards and student progress. The committee evaluates the findings of internal reviews and monitoring /

feedback and supports the leadership team in reviewing provision to support sustained school improvement.

#### *Resources, Recruitment and Wellbeing (Finance)*

This committee supports the headteacher and school bursar in managing the school and campus budget. It establishes priorities for expenditure and ensures that these support school management and development plans. It considers in detail the distribution of the budget and maintains a strategic financial plan. It monitors the budget and compliance with the recommendations of auditors. It meets to discuss any issues regarding the facilities in and around the school, securing value for money. Recommendations regarding the budget are made to the full Governing Body by this committee.

This committee is responsible for teaching staff recruitment.

This committee also supports the headteacher in monitoring and improving staff and pupil wellbeing across the school.

#### *Leisure Committee*

Governors took the decision to form a Leisure Committee from October 2023. This committee will support the leadership team in managing the leisure facility and campus budget. It will consider how to effectively develop the leisure facility to support community use and make recommendations regarding the leisure facility to the full Governing Body.

As required the following sub-committees meet:

- Staff Disciplinary and Dismissal Committee
- Staff Disciplinary and Dismissal Appeals Committee
- Pupil Discipline and Exclusions Committee
- Grievance
- Grievance Appeals Committee
- Complaints Committee
- Headteacher Performance Management Appraiser
- Headteacher Performance Management Appeals Appraiser
- Pay Review
- Pay Review Appeal
- Head Teacher and Deputy Head Teacher Selection Panel
- Head Teacher Capability Committee
- Capability Appeals Committee
- Capability Appeals Committee (for the Headteacher)
- Staffing Requests Appeals Committee

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.

## 1.7 Policy Review 2022/23

Schools are required to have a large number of policies in place. 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. When all policies have been updated to reflect the primary school, the requirements of the new curriculum and any changes to law and / or national / local policy, the Governing Body will follow an annual policy review cycle for key policies and a three-year policy review timetable for all other policies to ensure all policies are reviewed and updated where necessary.

## 2. SCHOOL INFORMATION

### 2.1 Term Dates

#### 2022/23 Academic Year

<i>Term</i>	<i>Term Begins</i>	<i>Half Term Begins</i>	<i>Half Term Ends</i>	<i>Term Ends</i>
Autumn	Friday 02.09.22	Monday 31.10.22	Friday 04.11.22	Friday 23.12.22
Spring	Monday 09.01.23	Monday 20.02.23	Friday 24.02.23	Friday 31.03.23
Summer	Monday 17.04.23	Monday 29.05.23	Friday 02.06.23	Friday 21.07.23

#### 2023/24 Academic Year

<i>Term</i>	<i>Term Begins</i>	<i>Half Term Begins</i>	<i>Half Term Ends</i>	<i>Term Ends</i>
Autumn	Thursday 01.09.23	Monday 30.10.23	Friday 03.11.23	Friday 22.12.23
Spring	Monday 08.01.24	Monday 12.02.24	Friday 16.02.24	Friday 22.03.24
Summer	Monday 08.04.24	Monday 27.05.24	Friday 31.05.24	Friday 19.07.24

There will be six additional training days during the school year.

### 2.2 Session Times

<i>Gates Open</i>	<i>Start</i>	<i>Assembly</i>	<i>Reception – Year 3 Morning Break</i>	<i>Lunch Break</i>	<i>Year 4 - 6 Afternoon Break</i>	<i>End</i>

8.45am – 8.55am	9am	9.10am / 2.35pm	10.30am – 10.45am (Year 3) 11am – 11.15am (Reception – Year 2)	All classes have 45 minutes between 11.30am and 1.45pm	1.50pm- 2.05pm (Year 6) 2:15pm- 2:30pm (Year 4&5)	3:10pm
<i>Nursery</i>						
Morning 8.50am – 11.20am				Afternoon 12.25pm – 2.55pm		

### 2.3 School Prospectus

The school prospectus for 2023/24 is available from the school reception and via the website.

### 2.4 School Status

Blaenavon Heritage School is a Church in Wales Voluntary Controlled English Medium Primary School.

### 2.5 Welsh Language

It is important that the children of Blaenavon Heritage School are taught Welsh as a second language. It enriches their knowledge and understanding of the culture and heritage of Wales. It develops their personalities and ability to contribute to the community giving them a sense of place and identity. We recognise that very few children in Blaenavon speak Welsh at home and that school is often their only contact with the language and culture of Wales. The school does not have provision for pupils to receive their education solely through the medium of Welsh. The school holds the Cymraeg Campus Bronze Award and is currently working towards achieving the Cymraeg Campus Silver Award.

The aims of teaching Welsh are:

- To implement the National Framework: Welsh Language Charter/Siarter Iaith, by following the Cymraeg Campus. (Bronze award achieved in 2018).
- To promote the language and culture of Wales.
- To design a curriculum that is relevant to our learners and visible within Language, Literacy and Communication and across all areas of learning.
- To offer children opportunities to perform and compete in Welsh during school assemblies, concerts and Eisteddfodau.

### 2.6 Destination of Pupils



The school is part of the Abersychan Cluster. The main receiving secondary school for 2022/23 was Abersychan Comprehensive School. 2 pupils opted to attend Crickhowell High School.

We have strong links with Abersychan to ensure your child's transition is as smooth as possible. We do this in a number of ways:

- Taster days are held for pupils moving to secondary school;
- Year 6 pupils attend open evenings;
- Good communication when records are passed on to secondary school. This involves meetings between Year 6 teaching staff and the Head of Year 7;
- Joint agreement of standards in children's work;
- Specific transition projects for vulnerable children;
- Abersychan ALNCO meets with parents of those pupils having enhanced transition.

We also work closely with any other secondary schools to whom our pupils have applied for places to ensure a smooth transition for all children.

### 3. WORK & ORGANISATION OF THE SCHOOL

#### 3.1 Attendance Action Plan Summary

The school follows Torfaen's 'Strive for 95+' Attendance Policy and sends letters home reporting pupil attendance and the resulting impact on learning at the end of each term.

#### 3.2 2022/23 Attendance

<i>Year Group</i>	<i>Attendance</i>	<i>Unauthorised Absence</i>
<i>Reception</i>	86.19%	0.86%
<i>Year 1</i>	87.5%	1.45%
<i>Year 2</i>	89.46%	1.77%
<i>Year 3</i>	90.35%	1.15%
<i>Year 4</i>	89.44%	1.50%
<i>Year 5</i>	92.02%	0.40%
<i>Year 6</i>	90.08%	1.08%
<i>Whole School</i>	88.34%	1.10%

#### 3.3 School Development / Improvement Plan Summary

Evaluation 2022-23				
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress

<p><b>Embed a creative and sufficiently challenging curriculum, using a blend of approaches to support learning.</b></p>	<p>Writing Journey approach is evident in all year groups. Nearly all classes have covered a good range of genres. Most FP staff using the Writing Journey approach effectively and all have shared evidence during staff meetings. Progression was clear in nearly all year groups and for nearly all learners. Nearly all classes are using green and pink to uplevel literacy work. Nearly all classes are differentiating literacy work to meet the needs of their learners. Not all learners are exploring sentence structures and types through the use of Alan Peat resource. Not all teachers are planning and delivering warm up sessions to keep skills on the boil. Independent use of phonic skills needs further development. The Literacy Lead has identified appropriate actions.</p> <p>Following research LLC lead implementing Accelerated Reading assessment. Training is still ongoing for the online reading assessments, but trials have begun.</p> <p>All KS2 staff enthusiastic to implement training from Cath Delve (Effective Classroom Practice). All staff are now developing their classroom environments to include curriculum 'stations'.</p> <p>New ipads, cases and chrome books purchased to support PS1 and 2 ICT skills. Review impact in summer term.</p> <p>A range of mathematical skills is being taught across the school. Excellence in Mathematics is mostly used effectively to support development of skills. In most classes tasks ensure appropriate progress is made. An appropriate level of challenge is provided for most learners across the school in mathematics. Tasks are mostly appropriately differentiated, but level of challenge needs to be improved in some classes. Consistency of coverage in number, geometry, algebra and statistics needs to improve across all progression steps. The frequency of application of maths skills across the curriculum needs to increase.</p> <p>Children are enthusiastic about Welsh and making progress. However, work is not always evidenced effectively to allow children to revisit learning and many learners continue to work below age-expected level. To ensure all Welsh oracy is recorded, Padlet to be used by all year groups.</p>
<p><b>Raise standards in writing.</b></p>	<p>Regular teaching of extended writing in all classes.</p> <p>A minimum of 6 genres being covered in all classes per year.</p> <p>Progress in grammar, sentence structure and use of punctuation is not clearly evident for all learners.</p> <p>Evidence of application of Read Write Inc skills in written work is developing in a majority of classes.</p> <p>Progress in emergent writing skills is not yet evident for many early writers.</p>
<p><b>Ensure next steps and gaps in learning are systematically and regularly addressed for all learners in literacy and number skills.</b></p>	<p>Nearly all learners sufficiently challenged in developing reading skills. Many learners are reading below age expectation according to new AR data. NT data indicates 71% of children are at or above age expectations while 29% are below. However, the percentage below reduces from 46% in Y2 to 25% in Y6. Nearly all learners demonstrating a positive attitude towards reading.</p> <p>Wide range of texts available for all learners via MyOn, however learners have had limited opportunities to access these at this early stage.</p> <p>Pupil work demonstrates sufficient coverage of a range of mathematical skills, knowledge and experiences. The majority of learners working below, at and above age expectation are clearly identified and targeted. Nearly all learners appropriately supported and challenged to address gaps and progress through next steps. The Impact of 'What Matters in Maths' training</p>

	<p>is limited. <b>Many learners working at age expectation or above.</b> Learners are not yet sufficiently empowered to develop own understanding of mathematical concepts.</p>
<p>Revise and rebuild pupils' Welsh language skills and confidence. (Added in Spring following Estyn inspection.)</p>	<p>Welsh language taught in context evident in all pupil books. In KS2 Welsh is in Welsh books if it does not link with topic. There is evidence of emerging links to topic. A majority of pupils accessing work at the expected level (Welsh continuum) by end of summer term. There is limited evidence to show pupils working within Progression Step 2 and above making progress in Welsh reading. Nearly all pupils enjoying Welsh texts. There is limited evidence of pupils once again able to independently use Welsh oracy patterns at age-expected level.</p>
<p>Ensure assessment approach impacts on learner progress and school evaluation.</p>	<p>Action research has been undertaken across the school and a consistent approach to marking and feedback has now been agreed. Progress evident in nearly all learner work (cause for concern raised where not). A majority staff understand importance of depth in learning. Many staff have appropriately challenging expectations for all learners. Assessments have been sourced to provide useful data and support learner progress across all AoLEs. Assessments for LLC support identification of learners needing support and targeting of appropriate support. Secondary schools receive clear data to support transition.</p>
<p>Further develop the Curriculum for Wales, focusing on learner independence with learners taking increasing responsibility for their own learning and developing as life-long learners.</p>	<p>Many pupils have high levels of independent learning skills and are able to make decisions about learning (E.g. choosing writing topics / investigation themes). Many pupils work collaboratively with peers to solve problems. A majority of Upper KS2 pupils make choices about appropriate resources to complete a given task. In listening to learners, many learners are aware of the four purposes and able to articulate progress towards them. Adequate budget for digital provision maintained. Learners need to develop a wider range of digital skills in line with Progression Step expectations, to include data handling. A majority of learners in Year 2 able to use a keyboard independently. All learners experience regular music lessons at an appropriate level of challenge. RVE teaching and learning linked to theme is at an emergent stage in all classes. Nearly all pupils are engaged and appropriately challenged in RVE lessons, however, these need to be taught more frequently. RVE teaching and learning develops learners as objective and critical thinkers, demonstrating respect for a range of religious and non-religious philosophical worldviews.</p>
<p><b>Improve standards of health and wellbeing across the school, ensuring the needs of individuals are met.</b></p>	<p>Staff are deployed appropriately to support learners as required. The FEO has increased school's capacity to support families. TIS and Team Teach strategies are being used consistently by ALN support and SLT staff members. Appropriate plans are in place for all learners with ALN; implementation of EDUKey (currently being trialled by staff) will strengthen these. Universal provision is developing in classes. Attendance is improving from a low baseline. Attendance meetings are being held in line with school policy and there has been a small reduction in numbers of persistent absentees. The school remains below pre-pandemic levels. Opportunities for children to access a wider range of sporting experiences need further development and capacity has been increased within the HW Team to facilitate this.</p>

<p>Ensure vulnerable learners are identified and supported.</p>	<p>Parents and pupils report feeling supported by the school and knowing who to turn to for help. All learners receive appropriate and effective challenge and support. Gap closed between performance in Year 4 compared with other year groups: a majority of pupils working at age-expectation in maths and literacy. Increased time for ALNCo to support staff in meeting pupil needs. Nearly all families who are offered external agency support (e.g. Families First) accepting the offer. Improved pupil wellbeing. Many parents report feeling a sense of belonging to the school community. Nearly all learners report that their successes are celebrated. Many parents engaging with the school. Stronger relationships between many staff and parents. Many staff confident and competent in applying TIS strategies to support pupils. Improved levels of governor challenge concerning provision and support for pupils who have had adverse childhood experiences. Attendance has improved but remains below pre-pandemic levels. Persistent absenteeism reduced. Attendance action plans in place for all pupils causing concern. Nearly pupils aware of importance of regular attendance.</p>
<p>Implement the ALN Code for the benefit of all learners.</p>	<p>School compliant with requirements of ALN reform. All staff meeting needs of learners with ALN. Appropriately challenging and supportive plans in place for all pupils with ALN. ALN Team LSAs identifiable with and able to support wider staff in meeting needs of pupils. ALN Team accessing professional learning and undertaking enquiry linked to areas of need: ASD; EBD. Classroom environments and shared areas meeting needs of most learners through universal provision. However, universal provision is not yet consistent across the school (with appropriate adjustments for age and stage of learners). Learning support assistants deployed to support learners requiring targeted / specific support, providing value for money. Learning walks evidence increased independence of many learners. Listening to learners evidences improved wellbeing and attitude to learning for many learners. EDUKey not yet used to ensure continuation of support and effective transition between year groups and Torfaen secondary schools (platform enables sharing of information). All responsible staff aware of provision in place for pupils in their care. Many staff beginning to use EDUKey to access a wider range of provision and suitable targets in place for learners as EDUKey provides suggested strategies. All ALN learners accessing suitable provision and support, regularly reviewed and adapted to meet evolving needs. Nearly all ALN learners making progress through appropriate targets.</p>
<p>Improve standards of health &amp; wellbeing for all learners.</p>	<p>Nearly all pupils able to say how they can keep themselves physically and mentally healthy. Wellbeing data shows improved wellbeing for many pupils between Autumn 1 and Summer 1. Nearly all pupils aware of physical activities they can enjoy in the local area. Most pupils speak positively about new sporting skills and interests. Nearly all pupils able to assist in an emergency situation as informed citizens. Staff, parents and pupils able to have informed discussions about healthy snacks children enjoy. Nearly all learners respect diversity within the school community. Teaching and learning experiences comply with the legal requirements of the RSE Code. Nearly all parents reassured about RSE teaching and learning in Wales. Many children feel that worship is engaging and supports their wellbeing. However, children are not yet sufficiently actively involved in planning and leading worship.</p>

<p>Develop staff as leaders of learning, identifying and addressing professional learning needs and securing increasing impact on all learners.</p>	<p>SDP progress and targets are regularly shared with all staff. Middle leaders are increasingly involved in monitoring and evaluation activities to secure improvement. Standards of teaching are sustained, where already at least secure, or improving for the majority of staff. Action plans are in place for all teaching staff to secure improved performance. All staff have clear areas for development. Support is in place as required.</p> <p>Impact of pupil voice groups is variable between groups and needs further development.</p>
<p>Increase the impact of leaders.</p>	<p>High impact of all SLT members evident across the school through all monitoring activities. Curriculum further developed with appropriate breadth and balance. Improved levels of staff wellbeing. Parents and carers requiring high levels of support know and are known to relevant progression step leads and receive appropriate support and intervention. All MER activities focus on the impact on learners with clear actions addressed within an appropriate time scale. <b>Clear actions and timescales need to be recorded on all FADEs.</b> Pupils demonstrate an increased understanding of their own improvements and next steps in learning, as individuals and classes. New governors are effective in their role, providing appropriate support and challenge for staff.</p>
<p>Empower staff to take an active role in professional development.</p>	<p>Improved staff wellbeing and reduced workload. Improved standards of teaching and learning for nearly all staff (tracked using staff development overviews). A range of teaching and learning approaches evident in all classrooms through curriculum reviews. Staff aware of individual and whole school strengths and development needs in pedagogy. Appropriate action plans and support in place to develop expertise of all staff. The majority of teaching has secure impact on learning or better. Many staff, including non-teaching support staff, are increasingly aware of the impact their role has on pupils and how to improve this impact. Nearly all staff progressing through performance targets with positive impact on learners. Middle leaders effectively support and challenge colleagues, securing impact on learners. All teaching and learning staff reflect on the impact of professional learning and take increasing responsibility for their own professional development.</p>
<p>Increase the impact of pupil leadership.</p>	<p>Impact of pupils on school curriculum, wellbeing, leadership and management, and wider community evident. All pupil voice group members identify their impact on the school and community and can articulate it to others. Increased opportunities for children to impact on the community and wider world are evident.</p>

At Blaenavon Heritage School, children are encouraged to take leadership roles. A number of pupil groups support the day to day running of the school and the organisation of special events.

- School Council
- Eco Council
- Little Voices
- Digi Leaders
- Heddlu Bach

### 3.4 External Inspections

The school has also reviewed progress against the Estyn recommendations from the last full inspection and the recommendations made during the Section 50 Church in Wales inspection.

Estyn Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
<p>R1 Improve pupils' extended writing.</p>	<p>Spring 2023: Writing Journey approach is evident in all year groups. Nearly all classes have covered a good range of genres. Most FP staff using the Writing Journey approach effectively and all have shared evidence during staff meetings. Progression was clear in nearly all year groups and for nearly all learners. Nearly all classes are using green and pink to uplevel literacy work. Nearly all classes are differentiating literacy work to meet the needs of their learners. Not all learners are exploring sentence structures and types through the use of Alan Peat resource. Not all teachers are planning and delivering warm up sessions to keep skills on the boil. Independent use of phonic skills needs further development. The Literacy Lead has identified appropriate actions.</p> <p>Following research LLC lead implementing Accelerated Reading assessment. Training is still ongoing for the online reading assessments, but trials have begun.</p> <p>Summer 2023: No further evidence of impact. Time needed to develop, refine and embed.</p>			
<p>R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.</p>	<p>Spring 2023: Staff have received training in impactful marking. This remains inconsistent. Research is needed into effective marking in Learning Journal books.</p> <p>Pupil voice indicates that verbal feedback and discussion around learning journal work is impactful. Many pupils spoken with can identify how teacher feedback has helped them to improve their work, including positive use of growing green and tickled pink. Use of next steps and gap close comments is underdeveloped.</p> <p>New assessment platforms have been purchased / developed and are being trialled by individual staff members: Language Continuum; RWInc tracker; Accelerated Reader; Freckle; Music Express; Expressive Arts Continuum.</p> <p>Summer 2023: Assessment cycle and assessment formats have been reviewed. New tracker, cycle and range of assessments are in place for September 2023 launch.</p> <p>New marking policy is under development for September 2023 launch, based on staff and learner feedback and cluster practice sharing.</p> <p>Range of assessments has been added to through cluster practice sharing.</p>			
<p>R3 Challenge all pupils through consistent and effective teaching.</p>	<p>Spring 2023: SDP progress and targets are regularly shared with all staff. Middle leaders are increasingly involved in monitoring and evaluation activities to secure improvement. Standards of teaching are sustained, where already at least secure, or improving for the majority of staff. Action plans are in place for all teaching staff to secure improved performance. All staff have clear areas for development. Support is in place as required.</p> <p>Impact of pupil voice groups is variable between groups and needs further development.</p> <p>Summer 2023: Summer 2 Curriculum Review evidences secure impact on learners for nearly all teachers (86.7%) with elements of high impact in around</p>			

half. Processes are in place to appropriately challenge underperformance and provide support to secure improvement.

Overview of Teaching & Learning Monitoring Activities					
Unsatisfactory – Limited impact Not yet meeting Professional Standards	Adequate – Acceptable impact	Adequate with good features – Acceptable impact, elements of secure impact	Good – Secure impact on learning	Good with excellent features – Secure Impact, elements of high impact	Excellent – High Impact
Not yet meeting Professional Standards	Effective practice			Highly effective practice	
Overall prior impact on learners - previous year	Autumn	Spring		Summer	
			N/A		
			SP		
			SP		
	CC				
	CC				
	CC				
	CC				
	CC				
			N/A		
			SP		
			CC		
		Highly effective: 29% Effective: 35%	Highly effective: 37.5% Effective: 31.25%	Highly effective: 37.5% Effective: 36.25%	
		Not yet meeting standards: 35%	Not yet meeting standards: 31.25%	Not yet meeting standards: 6.25%	

R4 Ensure that relevant professional learning improves provision and pupils’ outcomes.

Spring 2023: Literacy Training & Middle Leader Impact: Writing Journey approach is evident in all year groups. Nearly all classes have covered a good range of genres. Most FP staff using the Writing Journey approach effectively and all have shared evidence during staff meetings. Progression was clear in nearly all year groups and for nearly all learners. Nearly all classes are using green and pink to uplevel literacy work. Nearly all classes are differentiating literacy work to meet the needs of their learners. Not all learners are exploring sentence structures and types through the use of Alan Peat resource. Not all teachers are planning and delivering warm up sessions to keep skills on the boil. Independent use of phonic skills needs further development. The Literacy Lead has identified appropriate actions.

Following research LLC lead implementing Accelerated Reading assessment. Training is still ongoing for the online reading assessments, but trials have begun.

Effective Classrooms Impact: All KS2 staff enthusiastic to implement training from Cath Delve (Effective Classroom Practice). All staff are now developing their classroom environments to include curriculum ‘stations’.

Middle Leader Impact: A range of mathematical skills is being taught across the school. Excellence in Mathematics is mostly used effectively to support development of skills. In most classes tasks ensure appropriate progress is made. An appropriate level of challenge is provided for most learners across the school in mathematics. Tasks are mostly appropriately differentiated, but level of challenge needs to be improved in some classes. Consistency of coverage in number, geometry, algebra and statistics needs to improve across all progression steps. The frequency of application of maths skills across the curriculum needs to increase.

Middle Leader Impact: Children are enthusiastic about Welsh and making progress. However, work is not always evidenced effectively to allow children to revisit learning and many learners continue to work below age-expected

	<p>level. To ensure all Welsh oracy is recorded, Padlet to be used by all year groups.</p> <p>PL Impact: Staff are deployed appropriately to support learners as required. The FEO has increased school's capacity to support families. TIS and Team Teach strategies are being used consistently by ALN support and SLT staff members. Appropriate plans are in place for all learners with ALN; implementation of EDUKey (currently being trialled by staff) will strengthen these. Universal provision is developing in classes.</p> <p>Attendance is improving from a low baseline. Attendance meetings are being held in line with school policy and there has been a small reduction in numbers of persistent absentees. The school remains below pre-pandemic levels. Opportunities for children to access a wider range of sporting experiences need further development and capacity has been increased within the HW Team to facilitate this.</p> <p>Summer 2023: Further impact not yet evident.</p> <p>Funding used to release senior staff (HT / DHT) alongside wider SLT and Middle Leaders from September to ensure all monitoring focuses clearly on impact on learners and timely actions are identified and followed up.</p>
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Section 50 Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Create effective and detailed evaluation sheets for collective worship and religious education (RE)				
Rewrite the RE schemes of work to ensure pupils are engaged and challenged in lessons				
Develop the sensory garden into an inspiring spiritual area where staff and pupils can go for reflection in a special place				
Increase the role of the values team so they become more involved in planning and implementing the core Christian values being embedded in the school				
Set a more regular timetable for worship at the local church				



Make the worship table a more central focal point for worship				
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The school has identified the following priorities for the 2023/24 academic year:

Year 1 2023-2024	Priority
1	Secure progress in literacy skills for all learners.
2	Ensure mathematics and numeracy learning experiences meet the needs of all learners.
3	Further develop the impact of leaders at all levels to establish the unique Church in Wales ethos, improving provision and pupil outcomes.
4	Establish a whole school approach to progression and assessment.

### 3.5 Organisation of the Curriculum

Blaenavon Heritage V.C. Primary School's Curriculum for Wales (CfW) summary outlines how we have worked closely with all stakeholders and are implementing the curriculum.

The curriculum comprises all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills that will empower their future.

At Blaenavon Heritage V.C. Primary School, we believe that we are all lifelong learners - children and adults alike - and this means we are continually evolving in order to embrace change for the better. We maintain that learning should be a rewarding and enjoyable experience for everyone: with wellbeing at its core.

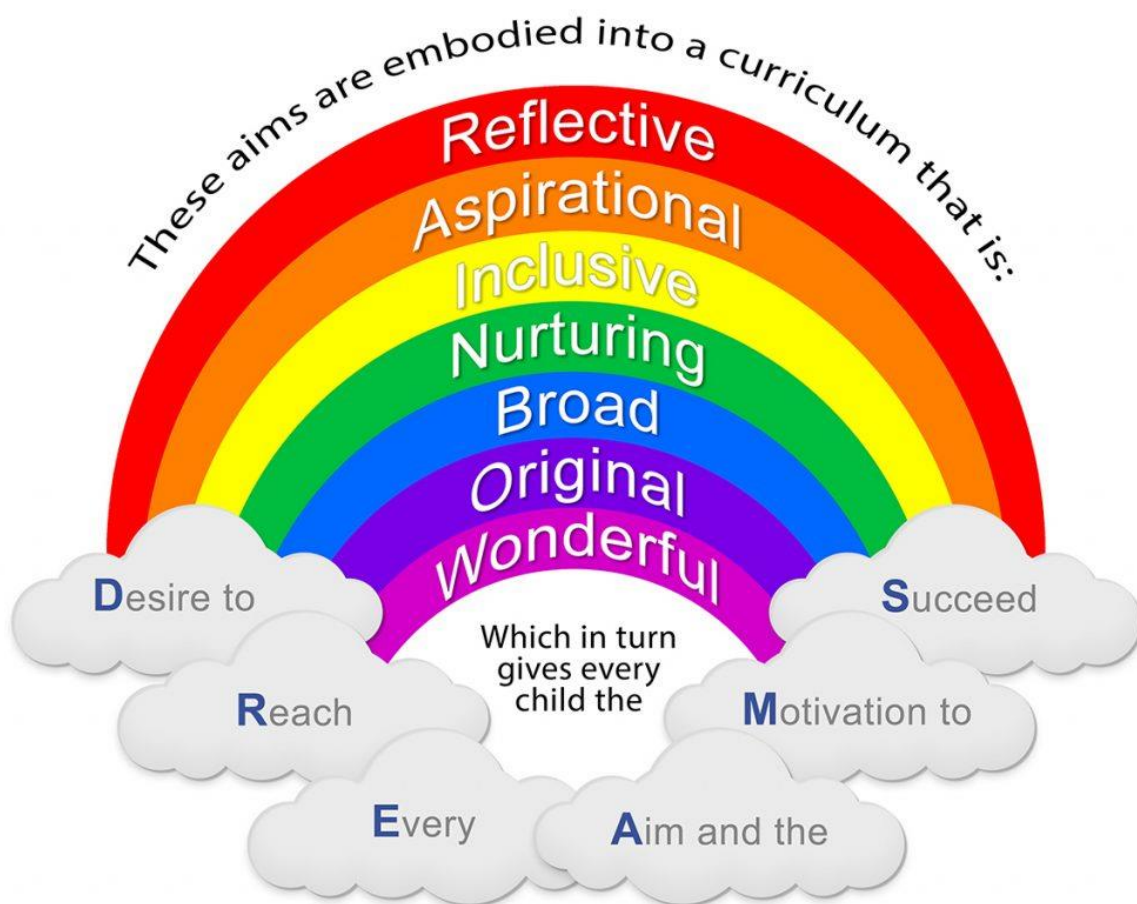
Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We empower them to make choices about their own learning pathways, allow them to lead their learning experiences and drive their own tailor-made curriculum. We work hard to ensure that all children are given a wide range of the highest quality teaching and learning experiences during their time at Blaenavon Heritage VC Primary School.

Our school vision was co-constructed with our school community in Spring 2019. Working with all stakeholders, we devised our vision as a starting point for the realisation of the CfW at our school.

*Opening the door to your future... with God all things are possible.*

At BHVC Primary School we:

- Believe that all our learners can be creative, confident individuals who take responsibility for their actions in a safe, stimulating Christian Environment.
- Lay the foundations for happy and fulfilling lives with healthy minds and bodies.
- Acknowledge and meet the needs of all our learners, promoting a positive self-image and high aspirations.
- Establish a safe, challenging learning community to develop a strong sense of belonging.
- Nourish the minds of all our learners through the delivery of an enriched and enhanced skills based and values curriculum.
- Actively foster the moral and spiritual wellbeing of every learner, developing understanding and mutual respect.
- Value our community and rich heritage to develop an awareness of our position in the wider world.
- Offer opportunities for learners to express themselves creatively and take risks.
- Nurture and develop a love of God, one another and themselves.



#### *The Four Purposes*

A key part of our implementation process has been developing the understanding of the 4 Purposes from the oldest to youngest pupils. The Curriculum Team has worked with pupils

to devise characters linked to the 4 Purposes whose attributes closely match the curriculum expectations. These have now developed into a series of stories which are used regularly throughout the school.



Ambitious Alwyn



Enterprising Elen



Ethical Emrys



Healthy Heulwen

The 4 Purposes underpin all aspects of our curriculum design, planning and teaching. Our learning experiences always aim to encapsulate these and are supported by the school's vision and values.

### Enterprising, Creative Contributors



- I use what I learn to create new things.
- I am kind, selfless and I help others.
- I share ideas and feelings with others in different ways.
- I make the most of every opportunity.
- I think creatively to solve a problem.
- I can lead, listen and share jobs in a team.
- I can take risks that won't hurt myself or others.

### Ambitious, Capable Learners

- I enjoy challenges and aim high.
- I speak, read and write in English and in Welsh.
- I use numbers in different ways and places.
- I use my brain to remember skills I have learnt in different places.
- I use technology to find reliable information.
- I find out information and give my opinions.
- I can tell people what I'm learning about.
- I can solve problems and ask questions when I need to.



## The Four Purposes at BHVC

### Ethical, Informed Citizens

- I find out about things myself and make my own choices.
- I know about Wales and the world, now and in the past.
- I know how my actions and decisions affect other people.
- I need to take care of our world to ensure that other generations can enjoy it.
- I respect other cultures.
- I find out what is happening in the world and how it affects me.



### Healthy, Confident Individuals

- I know what I believe in.
- I can perform in front of others.
- I learn from my mistakes.
- I take sensible risks.
- I know how to stay fit, have a healthy diet and lead an active life.
- I know who to go to if I need help to stay safe.
- I make friends and respect other people.
- I'm becoming more confident when facing and overcoming challenges.



The Curriculum for Wales allows us to design a programme of content personalised to our school and our pupils. Following extensive research by staff, we use a combination of approaches to curriculum design based on learning contexts and pupils' stage of development. Most learning experiences at BHVC are designed around a whole school topic (e.g. Let there be peace on Earth) with each year group following an enquiry question devised through Pupils Voice (e.g. What does it mean to be peaceful?)

"Enquiry-Based Learning inspires students to learn for themselves, bringing a real research-orientated approach to the subject."

Dr Bill Hutchings

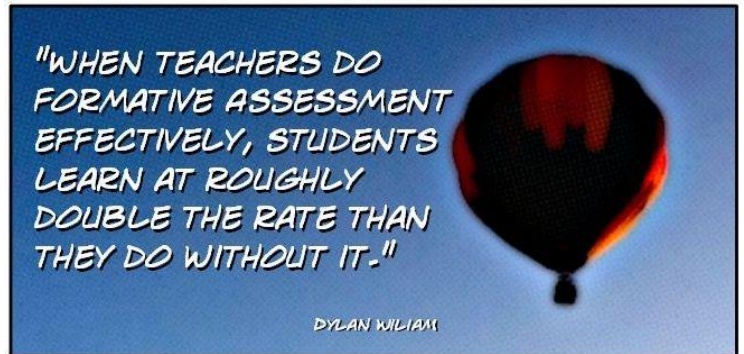
With the 4 Purposes as it's heart, our curriculum content is based on:

6 Areas of Learning and Experience					
Expressive Arts	Health & Wellbeing	Humanities	Mathematics & Numeracy	Languages, Literacy & Communication	Science & Technology
Including: Art Music Drama Dance Film & Digital Media	Including: Physical Health & Development Mental Health Emotional & Social Wellbeing	Including: Geography History Religion, Values & Ethics	Including: Conceptual Understanding Communication Using Symbols Fluency Logical Reasoning Strategic Competence	Including: Welsh English International Languages Literature	Including: Science Design & Technology Computer Science
Cross Curricular Skills					
These skills will be planned for and developed, within and across the Areas of Learning and Experience, using the revised national frameworks					
Literacy		Numeracy		Digital Competence	
Cross-cutting Themes					
These themes will be included across the curriculum					
Relationships and Sexuality Education (RSE)	Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and Work-related Experience	Local, National & International Contexts	Relationships and Sexuality Education (RSE)

Assessment & Progression

At BHVC we believe that pupils need to be fully aware of their own learning progress and the next steps for their improvement. Assessment should always focus on moving learning forward by understanding the learning which has already taken place and using this to ensure that each pupil is challenged and supported appropriately, according to their individual learning needs. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace and that barriers to learning are carefully considered.

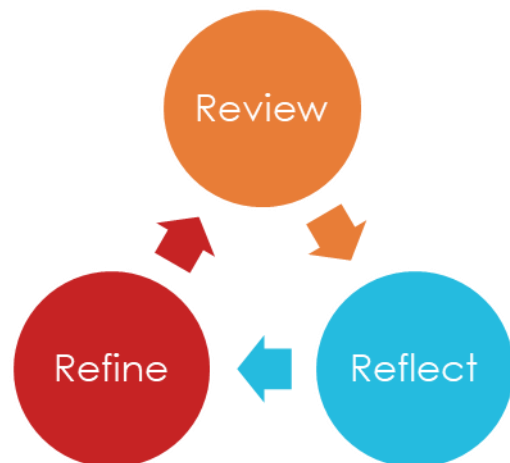
Assessing learner progression is a continuous process, fully integrated into daily learning. Practitioners use the principles of progression and descriptions of learning to understand what it means for learners to progress, and use this to inform learning, teaching and assessment. At BHVC, a range of assessment for learning strategies, alongside standardised assessments, contribute to a holistic picture of each pupil which ensures progression is maximised and their wellbeing is forefront in our minds.



### Curriculum Review

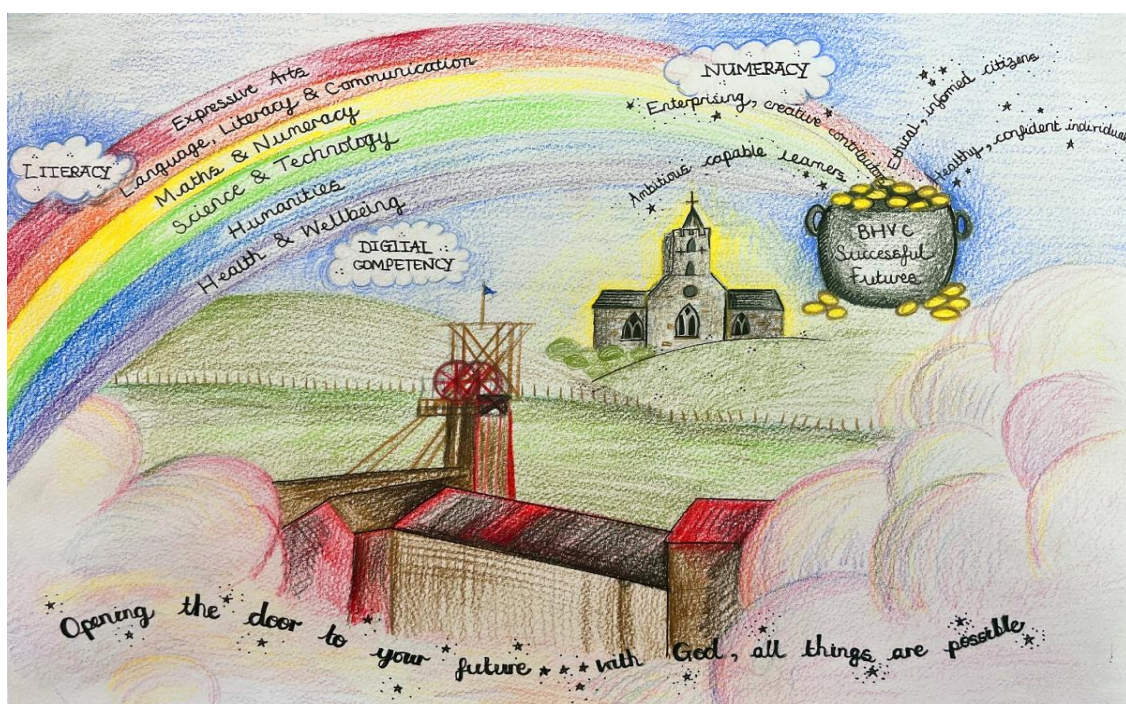
Our review processes are integral to our curriculum design and are ongoing to reflect our ever-changing cohorts. We acknowledge that our curriculum will never be a finished product: it will be continually reflected upon and refined to ensure we provide the best possible learning experience for our pupils.

A TLR for Curriculum was appointed in 2021 to lead the implementation of our Rainbow Dreams curriculum. Working with SLT, curriculum evaluation is at the forefront of our minds and is the driving force behind the School Development Plan. The rigorous analysis of our curriculum implementation is central to our monitoring cycle and will remain a focus of our SDP for the coming years.



Our curriculum design includes termly reflection and evaluation by both staff and pupils. At the end of each enquiry, pupils are given the opportunity to celebrate their successes and feedback on their experiences. Pupils share their work with parents and the wider community through a variety of activities and experiences (e.g. Art exhibitions and fashion shows).

This information is used to inform and refine further curriculum design. The review process involves all stakeholders, providing opportunities for feedback, professional discussions and ongoing revision where necessary.



### 3.6 Additional Learning Needs

At Blaenavon Heritage School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including maturity, emotional well-being, confidence and ability. We are mindful of that fact that some pupils may experience difficulties which affect their learning, and we recognise that these may be long or short term. The inclusion of children identified as having Additional Learning Needs (ALN) is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We aim to identify ALN as they arise and provide teaching and learning contexts which enable every child to achieve their full potential. Children identified as having an additional learning need within Blaenavon Heritage School are provided with an Individual Development Plan (IDP) which identifies specific and measurable targets alongside the teaching approaches/resources that will enable the pupils to meet these targets. For 2023/24, some children with additional learning needs are transitioning from Individual Education Plans (IEPs) to the new ALN system where they may be issued with Individual Development Plans (IDPs).

Pupils with ALN are catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported by a teaching assistant to enable them to access the classroom-based curriculum and through group work following a specific intervention programme. Some children require bespoke support and this is provided in our nurture classroom. Nurture classrooms are for smaller groups of children and have a higher ratio of specifically trained staff to meet the learner's individual needs. This is funded from within the school's resources. Where necessary, outside agency support and advice is utilised to maximise opportunities for pupils, this year these have

included Specific Learning Difficulties (SpLD) team support, Torfaen's counselling service, the school nurse, Families First, the Educational Psychologist, Torfaen Outreach, Sencom and the Mental Health In-Reach Team.

Children who are Looked After (CLA) and children who are identified by the school as having additional learning needs for which the school cannot provide the additional learning provision required, may be allocated a Local Authority IDP.

For 2022-23, the school had 91 pupils receiving targeted support. These pupils are not considered to have additional learning needs (ALN) in line with the new ALN Code. There were 20 pupils receiving specific support. The school had 1 pupil with a statement and 5 pupils with IDPs under the new ALN system. The Additional Learning Needs Co-ordinator (ALNCo) was responsible for overseeing additional needs provision within the school and liaising with parents and outside agencies.

The Additional Learning Needs Co-ordinator is Mrs Hilary Roberts. The ALNCo has attended training courses and ALNCo forums to ensure the most recent and relevant information was implemented. The ALNCo has kept up to date with information concerning the new Additional Learning Needs and Education Tribunal Act which became law in January 2018 and continued to work with other ALNCo's to assess the school's readiness for implementing the requirements of the new law. The key messages were disseminated to all staff in staff meetings. Staff training sessions took place on a range of ALN.

### **3.7 Opportunities & Links with the Community**

The school is keen to promote links with local businesses and other organisations such as charities and sporting activities within our community and benefits greatly from their support.

#### *Cluster Working*

The school is part of the Abersychan Cluster and works with Abersychan Comprehensive School, Cwmffrwdroer Primary and Garnteg Primary on a range of projects. Last year these included:

- Joint working to implement Additional Learning Needs reforms;
- Beginning to develop a shared understanding of progression;
- Sharing good practice to secure consistent high standards.

Staff at Blaenavon Heritage School will support pupils in transition to any chosen secondary school. They work hard to share all relevant information with secondary schools in the knowledge that effective liaison between teachers ensures progress and continuity during this important transition period. Additional transition activities are arranged for pupils with specific needs.

#### *Music*

Instrumental lessons are offered on a weekly basis by peripatetic staff from Gwent Music for pupils.

### *Police Liaison*

The police liaison officer is available to respond to the school's needs and provide additional discussions with pupils as required.

### *Inter-Generational Projects*

The children have made regular visits to the nearby nursing home to chat and play games with residents and perform Christmas songs. The residents also joined us in our memorial garden to pay our respects to the late Queen Elizabeth II. A small group of pupils also attended Coffee and Cwtch in Pontnewynydd.

### *Community Events*

Our children supported the Blaenavon Horticultural Society in their annual exhibition and competitions. Children from Key Stage 2 made their own paint using natural resources such as mud, raspberries, strawberries, mustard, leaves and beetroot. The children used the theme 'All Things Bright and Beautiful' to create paintings of plants and animals that visit our school grounds. Children in Foundation Phase made caterpillars after their nature walk around the school grounds. This includes leaves, twigs, stones and petals. The work was displayed for the community and we were awarded a certificate for the school and funds to purchase seeds, bedding plants etc.

Our passion for the environment continues to develop. The Eco-Committee visited Zero Waste Torfaen and worked closely with Torfaen's Litter and Fly-Tipping Prevention Officer. We were awarded Keep Wales Tidy Platinum Flag Status for a third year. Heddlu Bach continued to work to tackle parking and speeding issues outside the school, and supported the Eco-Committee with litter picks.

Dance Club entertained the crowds at Torfaen Dance Festival and Cwmbran Big Event and the football team took part in the Torfaen Sport World Cup Diversity Football Festival.

In the summer holidays, the school was awarded the Food and Fun Quality Mark Gold Award for its work in supporting the local community as a Food and Fun Facilitator.

The children's impact on their local community is clear.

### *Charity Events*

The pupils chose to support a number of local and global charities during 2022/23 including:

- The Harvest Festival collection was donated to the local FoodBank.
- The children dressed up, enjoyed Pudsey themed activities and went on a ramble for Children in Need.
- Year 2 sold Fruit Cups, raising over £500 for the local homeless charity, Giving Hope.
- The children all wore odd socks on World Down Syndrome Day and raised awareness of another local charity, 21 Plus.
- The Happy Heritage Hedgehog Helpers enterprise group made wax melts to raise much-needed funds for the local hedgehog hospital.



- Santa visited the school with his dancing snowmen to raise money for a charity close to the hearts of many local people, UK Sepsis Trust.
- Families were invited to sponsor Mrs Coombs' charity swim for Diabetes UK, a charity which supports many within our school community.

### *Church Links*

The school is part of the church community of St Peter's and St Paul's. The school holds an annual carol service at the church.

The school also works closely with Victory Church, Blaenavon and Noddfa Church, Talywain. Father Chris Walters, Mrs Suzanne Walters and Pastor John Funnell are regular visitors to the school.

### **3.8 Toilet Facilities**

Pupils have access to 29 pupil toilets. The school has 7 staff toilets and 1 visitor toilet within the main school area. An additional 11 toilets are situated within the leisure area. 9 toilets in the school area and 2 toilets in the leisure area are suitable for use by persons with disabilities.

Pupils can access the toilets as required.

The toilets are cleaned daily by the school's cleaners and are inspected by the caretaker.

### **3.9 Healthy Eating & Drinking**

At Blaenavon Heritage we embrace the Healthy Schools initiatives in the following ways:

Children are encouraged to bring their own fruit and vegetables for snack time.

During the day children are encouraged to stay hydrated through drinking water and are able to refill their water bottles from the water coolers.

### **3.10 Sport Provision**

The school encourages children to spend their breaks, even on rainy days, doing healthy activities outside. Sports equipment is available for the children to use.

Pupils developed their skills through regular PE lessons using the school hall, sports hall, dance studio, fitness suite, multi-use games area (MUGA) and extensive grounds. Year 5 pupils took part in swimming lessons at Pontypool Active Living Centre.

In the summer term children enjoyed a sports week, taking part in a variety of activities including skateboarding, Zumba and Tae Kwon Do.

### **3.11 Training Days**

Friday 2<sup>nd</sup> September: Safeguarding; Expectations; Curriculum for Wales

Friday 28<sup>th</sup> October: Cluster Curriculum

Monday 7<sup>th</sup> November: Literacy – A Writing Journey Approach

Friday 12<sup>th</sup> February: Curriculum for Wales – next steps for BHVC

Friday 19<sup>th</sup> June: Curriculum for Wales – review of the year

Monday 24<sup>th</sup> June: Marking and feedback; Raising standards in literacy

*Parents are encouraged to visit [bhvcprimary.com](http://bhvcprimary.com) for up-to-date news and information.  
The school also has the Twitter account @bhvcprimary*

### **3.12 Financial Statement**

DB0520 Blaenavon Heritage VC Primary School		Actual 2021/2022 £	Actual 2022/2023 £
<b>B3UR - Usable Reserves</b>			
9101	School Balances	(228,421.00)	(300,304.81)
	<b>Usable Reserves</b>	<b>(228,421.00)</b>	<b>(300,304.81)</b>
	<b>Total for : Total Reserves</b>	<b>(228,421.00)</b>	<b>(300,304.81)</b>
<b>3AA - Employees</b>			
0001	Salaries	1,848,368.28	2,011,956.70
0029	Sick Leave - Replacement	12,230.15	398.06
0032	Other Replacement	91,289.81	74,425.26
0041	Standby Allowance	138.63	125.71
0045	Call Out Payments	394.74	238.12
0050	Stat Maternity / Paternity/ Adoption Pay	17,448.01	5,775.77
0051	Stat Maternity Credit	(17,389.99)	(11,585.31)
0055	Overtime	1,492.86	5,513.82
0065	Sick Pay	(26.59)	0.00
0075	Allowances	2,795.68	1,310.20
0090	Supply Cover Non-Teaching	0.00	422.39
0093	Salary Charge	713.17	261.90
0096	School Grants - Salary Offset	(405,090.00)	(401,205.00)
0438	Expenses	0.00	0.00
0439	Courses/Training	528.75	910.00
0448	Course Fees	9,847.00	3,635.00
0492	Adult Meals	44.00	40.00
0711	Detriment Payment	(1,489.08)	0.00
5044	Long Service Award	253.75	253.75
6007	Recharge - Supply Cover Scheme	0.00	40,429.00
	<b>Employees</b>	<b>1,561,549.17</b>	<b>1,732,905.37</b>
<b>3DD - Premises</b>			
1000	Building Repair & Maintenance	36,777.85	38,176.65
1020	SALIX equipment & installation	(846.02)	0.00
1084	Statutory Testing/Duty of Care - Schools	7,449.11	9,875.86
1100	Grounds Maintenance	4,800.00	4,800.00
1152	Electricity	31,189.28	34,148.67
1153	Gas	15,397.71	14,916.29
1181	Hire Of Premises & Rooms Etc.	0.00	0.00
1182	Service Charges	(0.40)	0.00
1190	NDR	24,879.00	24,879.00
1200	Water Services	95.89	72.10
1320	Building Cleaning	59,854.00	59,854.00
1322	Cleaning Equipment & Materials	5,071.61	3,941.93
1325	Refuse Collection	6,512.50	6,547.50
1327	Pest Control	0.00	0.00
	<b>Premises</b>	<b>191,180.53</b>	<b>197,212.00</b>
<b>3FF - Transport</b>			
2112	Transport & Plant -Repairs & Maintenance	0.00	17.73
2250	Hire Of Vehicles	2,270.00	2,855.69
2251	Hire Of Plant & Equipment	280.40	0.00
2304	Travel/Casual User Car Allowance	0.00	0.00
	<b>Transport</b>	<b>2,550.40</b>	<b>2,873.42</b>
<b>3HH - Supplies &amp; Services</b>			
3000	Equipment & Furniture Purchase	6,639.25	3,020.19
3050	Schools Capitalation	19,989.05	28,924.62
3154	First Aid Supplies & Services	495.55	867.55
3217	Payments Under Contract - Catering	33,785.00	33,785.00
3220	Refreshments	0.00	0.00

DB0520 Blaenavon Heritage VC Primary School		Actual 2021/2022 £	Actual 2022/2023 £
<b>3HH - Supplies &amp; Services</b>			
3350	Reprographics Printing	14,972.92	13,885.44
3353	Paper	0.00	185.00
3355	Photocopier Expenses	0.00	0.00
3380	Stationery & Office Products	17,409.60	7,911.92
3384	Publications/Journals/Periodicals etc	549.41	247.00
3386	Book Purchases (Childrens')	4,266.94	0.00
3387	Book Purchases (Reference)	10,390.10	2,657.49
3413	Marketing	0.00	0.00
3425	Subsistence/Hotels/Cars/Parking	0.00	0.00
3450	General Fees	(50.77)	0.00
3462	Medical Fees	304.00	750.00
3467	Security Services	0.00	0.00
3476	Licences	4,839.04	22,217.53
3510	Telephone - Call Charges & Rentals	350.16	350.16
3514	Mobile Telephones	110.28	109.86
3545	IT Hardware (Inc Printers & Scanners)	23,743.74	22,073.06
3651	Subscriptions To Organisations	6,961.20	4,759.00
<b>Supplies &amp; Services</b>		<b>144,755.47</b>	<b>141,743.82</b>
<b>3NN - Support Services</b>			
6004	Fees Recharges	0.00	208.00
6041	Swimming SLA	3,138.80	3,138.80
6042	Schools SLA	47,051.94	45,539.94
<b>Support Services</b>		<b>50,190.74</b>	<b>48,886.74</b>
<b>3YE - Other Budgets</b>			
6051	Internal Loans	811.09	811.09
6052	From Other Departments	25.00	(123,870.96)
6053	To / From Other Accounts	47,332.36	159,314.00
<b>Other Budgets</b>		<b>48,168.45</b>	<b>36,254.13</b>
<b>Total for : Expenditure</b>		<b>1,998,394.76</b>	<b>2,159,875.48</b>
<b>3CS - School Funding</b>			
8710	Budget Share	(1,831,922.00)	(1,898,599.00)
8714	Rising 3's	(10,460.00)	(23,226.00)
<b>School Funding</b>		<b>(1,842,382.00)</b>	<b>(1,921,825.00)</b>
<b>3RR - Government Grants</b>			
8074	Welsh Assembly Government	(149,170.71)	(71,016.46)
8349	COVID Reimbursements - SCHOOLS	(45,599.28)	0.00
<b>Government Grants</b>		<b>(194,769.99)</b>	<b>(71,016.46)</b>
<b>3SS - Other Funding &amp; Contributions</b>			
8001	EAS - School to School Funding	(71,644.50)	(51,968.00)
8704	Contingency - ALN	(737.25)	0.00
8706	Contingency - General	(7,949.73)	(3,782.95)
8715	School Budget Share - Funding Adjustment	0.00	(9,152.00)
<b>Other Funding &amp; Contributions</b>		<b>(80,331.48)</b>	<b>(64,902.95)</b>
<b>3TT - Customer &amp; Client Receipts</b>			
8312	Other Receipts Miscellaneous	(3,486.10)	(5,622.74)
8329	Reimbursements	(10,190.00)	(11,922.00)
8330	Leisure Courses (Exempt VAT )	0.00	0.00
8332	Fitness Induction Courses (Exempt VAT)	0.00	0.00
8399	Fitness Suite - ( VAT Inc)	0.00	0.00
8503	Lettings (VAT Exempt)	(1,435.00)	(485.00)
8527	Lettings [Inc VAT]	(861.00)	(255.00)

<b>DB0520 Blaenavon Heritage VC Primary School</b>		<b>Actual 2021/2022 £</b>	<b>Actual 2022/2023 £</b>
<b>3TT - Customer &amp; Client Receipts</b>			
8720	Supply of Teaching Staff (prov of Educ)	(20,727.00)	(11,515.00)
<b>Customer &amp; Client Receipts</b>		<b>(36,699.10)</b>	<b>(29,799.74)</b>
<b>3UU - Recharges</b>			
8290	Int. Income - Insurance Claims	0.00	0.00
8292	Int. Income - Mutual Absence Fund	0.00	(33,915.00)
8665	Internal Recharge - Income	(20,000.00)	(20,000.00)
<b>Recharges</b>		<b>(20,000.00)</b>	<b>(53,915.00)</b>
<b>Total for : Income</b>		<b>(2,174,182.57)</b>	<b>(2,141,459.15)</b>
<b>Total for : Blaenavon Heritage VC Primary School (surplus)/deficit</b>		<b>(404,208.81)</b>	<b>(281,888.48)</b>

