



# Blaenavon Heritage Voluntary Controlled Primary School



**Governors' Report to Parents 2023-24**

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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

#### 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 – 1.2.2027
Vice Chair of Governors LA Appointed	Mrs Bethan Wright	18.10.2019 – 4.7.2024
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 – 9.10.2027 29.11.2022 – 28.11.2026
LA Appointed	Councillor Liam Cowles Councillor Janet Jones	24.7.2020 – 23.7.2028 14.2.2022 – 13.2.2026
Parent Governors	Miss Loran Tanner Mrs Sarah Curtis Mr Ryan Bennett Mrs Stacey Howells	26.6.2019 – 25.6.2027 26.4.2022 – 25.4.2026 25.11.2022 – 24.11.2026 23.11.2023 – 23.11.2027
Community Governor	Councillor Tom Porter	16.6.2022 – 15.5.2026
Staff Representative	Mrs Hilary Roberts	13.2.2020 – 12.2.2028
Teacher Representative	Mrs Rachel Davies	7.2.2023 – 6.2.2027

## 2024/25

<i>Governor Type</i>	<i>Name</i>	<i>Term of Service</i>
Chair of Governors Community Governor	Mrs Ann Morgan	12.2.2019 – 1.2.2027
Vice Chair of Governors Foundation Governor	Mr Gareth Whitcombe	29.11.2022 – 28.11.2026
Headteacher	Mrs Anna Britten	N/A
Ex-Officio Governor	Archdeacon Stella Bailey	3.2.2023 – N/A
Foundation Governors	Mrs Heather Watkins	10.10.2019 – 9.10.2027
LA Appointed	Councillor Liam Cowles Councillor Janet Jones Vacancy	24.7.2020 – 23.7.2028 14.2.2022 – 13.2.2026
Parent Governors	Miss Loran Tanner Mrs Sarah Curtis Mr Ryan Bennett Mrs Stacey Howells	26.6.2019 – 25.6.2027 26.4.2022 – 25.4.2026 25.11.2022 – 24.11.2026 23.11.2023 – 23.11.2027
Community Governor	Councillor Tom Porter	16.6.2022 – 15.5.2026
Staff Representative	Mrs Hilary Roberts	13.2.2020 – 12.2.2028
Teacher Representative	Mrs Rachel Davies	7.2.2023 – 6.2.2027

### 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 one current vacancy for an LA appointed governor.

### 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, as well as providing updates on all aspects which must be regularly reported to governors. 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, Mrs Hannah Chung, 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 2023/24

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

#### 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

#### 2024/25 Academic Year

<i>Term</i>	<i>Term Begins</i>	<i>Half Term Begins</i>	<i>Half Term Ends</i>	<i>Term Ends</i>
Autumn	Monday 02.09.24	Monday 28.10.24	Friday 01.11.24	Friday 20.12.24
Spring	Monday 06.01.25	Monday 24.02.25	Friday 28.02.25	Friday 11.04.25
Summer	Monday 28.04.25	Monday 26.05.25	Friday 30.05.25	Monday 21.07.25

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 2024/25 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 2023/24 was Abersychan School. 6 pupils opted to attend St. Alban's RC 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;
- Taster activities for pupils in Year 4, 5 and 6;
- Year 5 and 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 2023/24 Attendance

<i>Year Group</i>	<i>Attendance</i>	<i>Unauthorised Absence</i>
<i>Reception</i>	91.25%	1.00%
<i>Year 1</i>	91.85%	1.25%
<i>Year 2</i>	91.45%	1.90%
<i>Year 3</i>	90.30%	2.2%
<i>Year 4</i>	92.95%	1.60%
<i>Year 5</i>	91.40%	1.60%
<i>Year 6</i>	93.50%	1.15%
<i>Whole School</i>	91.80%	1.10%

#### 3.3 School Development / Improvement Plan Summary

Evaluation 2023-2024				
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Secure progress in literacy skills for all learners.	In the best examples, most of the youngest pupils apply their phonic knowledge successfully to spell simple words and simple but accurate sentences, many including effective adjectives; where not accurate, it is phonetically plausible. As they move through the school, most pupils			

<p>Estyn Recommendation Link – Improve pupils’ extended writing. National Mission – Objective 2; Objective 6.</p>	<p>have positive attitudes towards writing and make expected progress in writing clear and coherent sentences and paragraphs, the oldest pupils writing at length and using a number of authorial techniques. Many of the oldest pupils show understanding of the writing journey, evidencing this across a range of genre, pupils revisiting sections of extended writing and editing identified paragraphs. For example, they identify the features of a newspaper report, compose headlines and captions, draft, edit and improve their work. There is good reference to the success criteria for each genre.</p> <p>Where marking and feedback are used effectively consistently, these pupils acquire a strong set of editing skills that they apply to their written work across the breadth of the curriculum. Many older pupils are developing a sophisticated understanding of how to improve the quality of their writing and set themselves high standards however, where there is a lack of consistency in approach and lesser expectations, pupils do not make expected progress.</p> <p>Nearly all pupils make progress towards individual spelling targets. However, in many cases this is from a low baseline. In the juniors, 64.21% of pupils made 8 months progress or more over an 8-month period. Only 44.92% of pupils in Year 3 – Year 6 are spelling at age expected level or above. This will remain a focus for professional learning and school improvement in 2024.25.</p> <p>Handwriting and presentation are improving from a low baseline. This will remain a focus for 2024.25 as the school looks to introduce a new handwriting scheme.</p> <p>Literacy interventions have had a strong impact on learners and further staff will be trained to deliver these in 2024.25.</p> <p>Staff will continue to develop the writing journey approach, using skills from professional learning consistently over the course of the year. A focus on developing spelling and grammar level work as part of the journey will remain for 2024.25.</p> <p>Welsh language development will be a key priority for 2024.25 with the new Welsh leads.</p>
<p><b>Ensure mathematics and numeracy learning experiences meet the needs of all learners.</b> Estyn Recommendation: R3 Challenge all pupils through consistent and effective teaching. National Mission Link – Objective 2, Objective 4.</p>	<p>Manipulatives are now in place across the school. Effective use was evident in maths lesson observations Jan 2024. All staff have received initial training in developing reasoning skills. Pupil voice indicates that Freckle is a useful and enjoyable maths resource (Pupil Progress Meetings Jan 24). Highly effective use of Freckle to develop both learner skill, engagement and independence, was seen in some classes during maths lesson observations. No monitoring has yet taken place re impact of bespoke catch-up and 10DD. Listening to learners in April 2024 in Y5 and Y6 indicates pupils are aware of progress made and skills mastered in maths as a result of bespoke intervention. In April mathematics observations focusing on warmups and use if manipulatives, 100% of teachers were observed, including one long-term supply staff member. 46.67% of lessons had a high impact on pupils. 46.67% of lessons had a secure impact on pupils. 6.67% of lessons had an acceptable impact on pupils. Most lessons started with an appropriately challenging warm up.</p>

	<p>In most lessons, nearly all pupils were engaged in the warm-up and lesson input, demonstrating that this practice is embedded, and a range of mathematical resources were used effectively to support learning. While all warm-ups included secure teaching on sequence of number and place value, more focus on mental calculations is needed. Book looks indicate pupils have increased opportunities to tackle reasoning and maths within rich tasks, but these are not frequent enough. 51% of pupils had made expected progress or better on the national numeracy procedural and reasoning tests when compared nationally with peers from across Wales. STAR maths assessments will be taking in the Autumn term to measure individual progress. Mathematics will not be a focus for 2024-2025 SDP as staff will now embed the professional development from this year and ensure sufficient evidence is recorded. Maths packs will continue to develop over the course of the year. This will be monitored by the maths and numeracy leads. Further TA training in maths intervention will be sourced for 2024.25. Although actions within this improvement priority have been amended throughout 2023.24, the impact on learners has been strong.</p>
<p><b>Further develop the impact of leaders at all levels to establish the unique Church in Wales ethos, improving provision and pupil outcomes.</b> Estyn Recommendation Link: R4 Ensure that relevant professional learning improves provision and pupils' outcomes. National Mission Link – Objective 1; Objective 3; Objective</p>	<p>SLT teachers engaged with EAS Simon Breakspear training and as a result the SDP and MER cycle have been reviewed and refined in line with new learning. Monitoring activities undertaken jointly by senior staff and middle leaders for LLC and RVE evidence secure impact of SLT on those leaders. The Behaviour Intervention Team are established and work effectively. In 2023.24, staff were effectively deployed to support one FP child as a short-term intensive intervention during a time of crisis, to establish a third nurture provision increasing capacity for additional 'dip-in' nurture support, and to complete intensive work with school refusers. This has had a positive impact with one FP child remaining in the main class and not returning to Enfys, a reduction in incidents with nurture pupils involving more than one pupil, improving attendance levels for target pupils and one pupil accessing Pont Fach. Three rooms, in addition to the two main nurture rooms are adequately resourced to support this work. The Worship Team effectively enhance prayer spaces – evident in Mock Section 50 inspection pupil voice (Jan 2024). To maximise use and impact of ISingPop, this has been allocated to one year group (Year 5) and not the Worship Team. This is part of a drive to ensure all children are involved in planning worship. The Vulnerable Learners Provision Review indicates that many vulnerable learners enjoy school and are proud of the progress they are making. A few pupils stated that they did not like school but then were able to talk about things they like about school and reflect positively on their learning. Only one pupil gave no positive responses. All pupils spoken with could name a member of staff who could help them. Nearly all pupils were happy with how the school was run and no changes were needed. An identified year 4 pupil from previous FADE is considerably happier, is able to share what he is proud of and has enjoyed the ICT based intervention. However, most of the pupils did not know what their target was, even when they showed us their target book. Year 6 pupils were concerned about behaviour eg. bullying, fighting and online platforms in the comprehensive school. Nearly all classes have studied examples of either Christian, Welsh or</p>

	<p>diverse figures. There has been a significant reduction in incidences of Team Teach, from 88 in the Autumn Term to 11 in the Summer Term. The number of pupils involved reduced from 12 to 5. Fixed term exclusions also reduced from 41.5 in 2023.24 to 15 in 2024.25. Attendance has improved from 89.6% in 2023.24 to 91.96% (Reception – Year 6) in 2024.25.</p> <p>Strong progress has been made towards this improvement priority. Use of the corridor area will increase in 2024.25 and children will gain further experience of taking an active role in worship.</p>
<p>Establish a whole school approach to progression and assessment.</p> <p>Estyn Recommendation Link: R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.</p> <p>National Mission – Objective 2; Objective 5.</p>	<p>An agreed whole school approach to progression and assessment is in place. The new assessment cycle has been discussed and refined throughout the year. Pupil Progress meeting indicate a need for more specific assessments in music, art and dance. The school is awaiting RVE progression guidance from Church in Wales. Success criteria checklists are not yet used effectively to support peer and self-marking. The BHVC tracker has been established and is updated by staff. This provides a useful basis for discussion in Pupil Progress meetings and has enabled senior staff to share information easily with other agencies as required. The Digital Portfolio project with EAS has focused on digital skills and not yet looked at portfolios. At the end of 2023.34, marking is consistent and in line with school policy in a majority of classes. However, it remains variable in the remainder. Data from the new assessment cycle is beginning to inform planning and support identification of pupils in need of intervention or MAT challenge. AoLE Teams have worked with cluster colleagues and begun mapping progression in more detail. Success criteria checklists are being used effectively in Upper KS2. This practice needs to develop across the school. Where marking and feedback are used effectively consistently, these pupils acquire a strong set of editing skills that they apply to their written work across the breadth of the curriculum. Many older pupils are developing a sophisticated understanding of how to improve the quality of their writing and set themselves high standards however, where there is a lack of consistency in approach and lesser expectations, pupils do not make expected progress. Assessment and feedback will continue to be a priority for 2024.25 to allow these actions to embed across the school.</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
- Worship Team

### 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
R1 Improve pupils' extended writing.	<p>In the best examples, most of the youngest pupils apply their phonic knowledge successfully to spell simple words and simple but accurate sentences, many including effective adjectives; where not accurate, it is phonetically plausible. As they move through the school, most pupils have positive attitudes towards writing and make expected progress in writing clear and coherent sentences and paragraphs, the oldest pupils writing at length and using a number of authorial techniques.</p> <p>Many of the oldest pupils show understanding of the writing journey, evidencing this across a range of genre, pupils revisiting sections of extended writing and editing identified paragraphs. For example, they identify the features of a newspaper report, compose headlines and captions, draft, edit and improve their work. There is good reference to the success criteria for each genre.</p> <p>Where marking and feedback are used effectively consistently, these pupils acquire a strong set of editing skills that they apply to their written work across the breadth of the curriculum. Many older pupils are developing a sophisticated understanding of how to improve the quality of their writing and set themselves high standards however, where there is a lack of consistency in approach and lesser expectations, pupils do not make expected progress.</p> <p>Nearly all pupils make progress towards individual spelling targets. However, in many cases this is from a low baseline. In the juniors, 64.21% of pupils made 8 months progress or more over an 8-month period. Only 44.92% of pupils in Year 3 – Year 6 are spelling at age expected level or above. This will remain a focus for professional learning and school improvement in 2024.25.</p> <p>Handwriting and presentation are improving from a low baseline. This will remain a focus for 2024.25 as the school looks to introduce a new handwriting scheme.</p> <p>Literacy interventions have had a strong impact on learners and further staff will be trained to deliver these in 2024.25.</p> <p>Staff will continue to develop the writing journey approach, using skills from professional learning consistently over the course of the year. A focus on developing spelling and grammar level work as part of the journey will remain for 2024.25.</p>			
R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.	<p>An agreed whole school approach to progression and assessment is in place. At the end of 2023.34, marking is consistent and in line with school policy in a majority of classes. However, it remains variable in the remainder. Success criteria checklists are being used effectively in Upper KS2. This practice needs to develop across the school. and assessment is in place. Success criteria checklists are not yet used effectively to support peer and self-</p>			

	<p>marking. Where marking and feedback are used effectively consistently, these pupils acquire a strong set of editing skills that they apply to their written work across the breadth of the curriculum. Many older pupils are developing a sophisticated understanding of how to improve the quality of their writing and set themselves high standards however, where there is a lack of consistency in approach and lesser expectations, pupils do not make expected progress. Assessment and feedback will continue to be a priority for 2024.25 to allow these actions to embed across the school.</p>
<p><b>R3 Challenge all pupils through consistent and effective teaching.</b></p>	<p>Across the school there have been consistent improvements in the quality of teaching.</p> <p>During the Autumn Term, LLC lesson observations were undertaken. 100% of lessons had a secure or better impact on learners. In the Spring Term, MN lesson observations demonstrated that 46.67% of lessons had a high impact on pupils, 46.67% of lessons had a secure impact on pupils and 6.67% of lessons had an acceptable impact on pupils. Digital lesson observations during the Summer Term demonstrated secure impact or better in all lessons seen. However, pupil work still shows some variance in level of challenge.</p> <p>Strong progress has been made but there is more work to be done as the school further develops the curriculum and associated pedagogical approaches.</p> <p>Appropriate support is now available for staff needing to develop further in certain aspects and strengths and development areas are clearly identified and actioned by senior staff.</p>
<p><b>R4 Ensure that relevant professional learning improves provision and pupils' outcomes.</b></p>	<p>Across the school, all staff have been given the opportunity and directed to participate in professional learning linked to the SDP and individual needs. Whole school INSET days and EAS support, has focussed on SDP targets, ensuring that all staff have had the relevant training required to drive the objective forward, creating a positive impact on pupil outcome. The main areas of focus for this year has been 'The Writing Journey', 'Use of Manipulatives in Maths' and 'Marking and Feedback'. From book looks and talking to pupils it is evident that many of the oldest pupils show understanding of the writing journey, evidencing this across a range of genre, pupils revisiting sections of extended writing and editing identified paragraphs. As pupils move through the school, most pupils have positive attitudes towards writing and make expected progress in writing clear and coherent sentences and paragraphs, the oldest pupils writing at length and using a number of authorial techniques.</p> <p>The impact of the maths manipulative training as been positive with nearly all classes using manipulatives regularly in their maths lessons. This has allowed pupils to improve in confidence and independence when working on tasks in this area. In April mathematics observations focusing on warmups and use of manipulatives, 100% of teachers were observed, including one long-term supply staff member. 46.67% of lessons had a high impact on pupils. 46.67% of lessons had a secure impact on pupils. 6.67% of lessons had an acceptable impact on pupils.</p> <p>All staff have participated in action research linked to individual objectives and have shared the impact with colleagues. All teaching staff have collaborated with cluster colleagues to share good practice, taking good ideas, pedagogy and practices back to use in their own classrooms. A</p>

	minority of staff have joined networks linked to the AOLE team they are part of, which has allowed them to have up to date knowledge of events, resources and good practice that they can disseminate to staff.
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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				

The school has identified the following priorities for the 2024/25 academic year:

Year 1 2024-2025	Priority
1	Further secure progress in literacy skills for all learners by improving the teaching of spelling, grammar, handwriting and reading.



2	Further develop progression in Welsh language skills for all learners.
3	Further refine the curriculum increasing opportunities for independent discovery-based learning.
4	Improve reflection and feedback at all levels to secure improvement.

### 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.

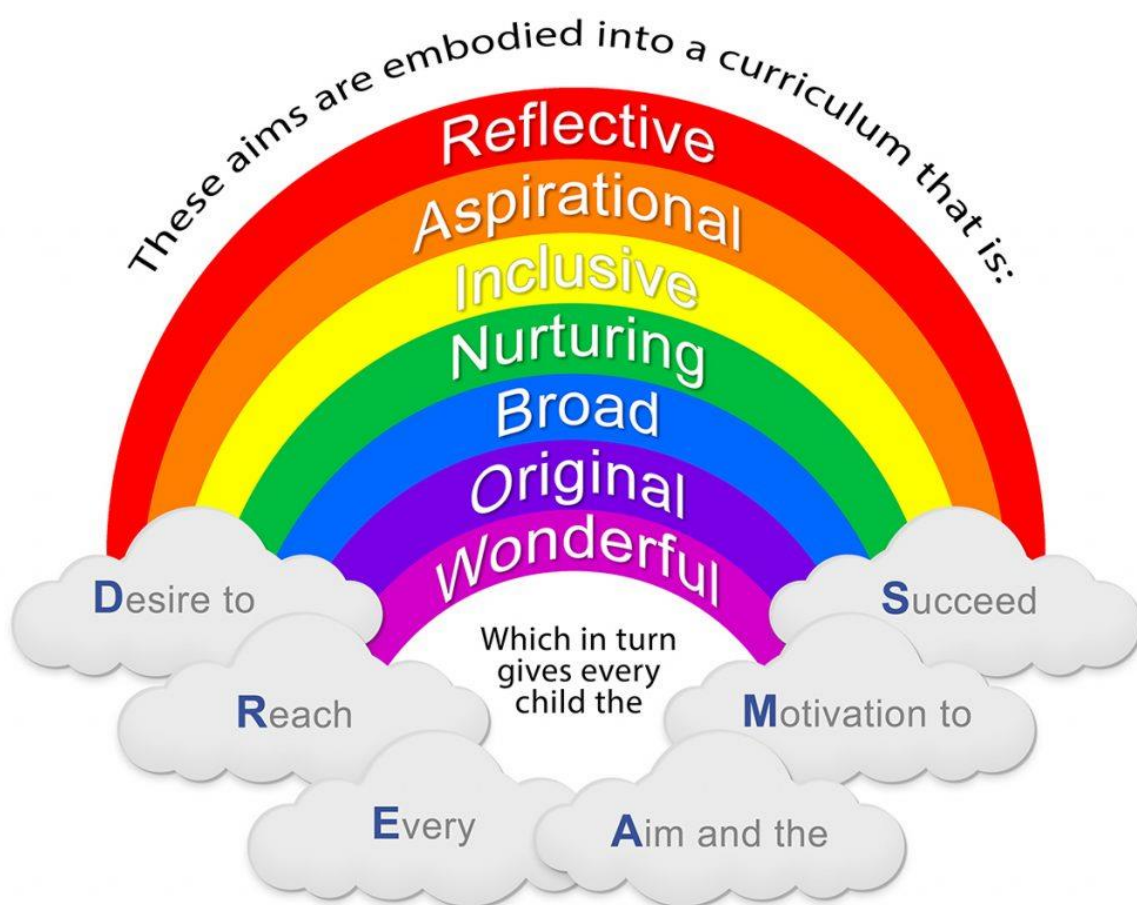
Our school vision was co-constructed with our school community in Spring 2019. Working with all stakeholders, we devised our vision as a starting point for the realisation of the CfW at our school.



*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 Pupil 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 its 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

**"WHEN TEACHERS DO FORMATIVE ASSESSMENT EFFECTIVELY, STUDENTS LEARN AT ROUGHLY DOUBLE THE RATE THAN THEY DO WITHOUT IT."**

DYLAN WILIAM



pupil which ensures progression is maximised and their wellbeing is forefront in our minds.

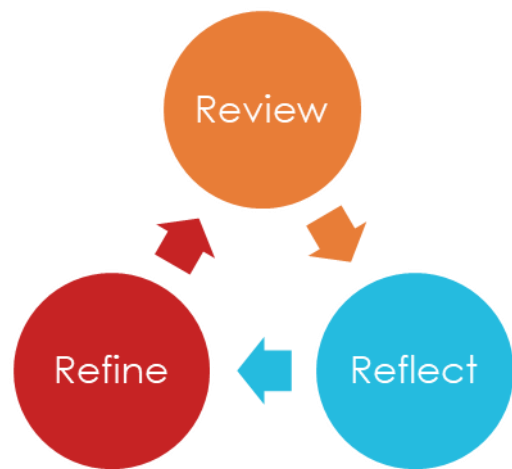
### *Curriculum Review*

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 the 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 2024/25, the final cohort of children will be 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 classrooms. 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 2023-24, the school had 52 pupils receiving targeted support. These pupils are not considered to have additional learning needs (ALN) in line with the new ALN Code. The school had 16 pupils with IDPs under the new ALN system, who were receiving specific support. 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, Cwmffrwdor Primary and Garnteg Primary on a range of projects. Last year these included:

- Working on a shared understanding of progression and consistent high expectations across all Areas of Learning and Experience;
- Supporting one another to implement Additional Learning Needs reform and ensure high standards of provision for all pupils;
- Developing a new Strategic Equality Plan.



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. The new, updated, Collins Hub Music Express online scheme is used to deliver lessons through PPA throughout the school.



A grant was obtained from The Arts Council of Wales in January 2024. The 'Have a Go' grant facilitated a variety of experiences for children in music as well as linking to dance and Welsh heritage. Pontypool Rotary Club provided an additional grant which further added to the rich musical experiences enjoyed by pupils. Up Beat and Gwent Music provided expert tuition for pupils of all ages. The pupils loved learning about traditions of Welsh Folk Dance and instruments 'precious' to Wales such as the harp. They experienced Welsh 'clog' dancing and had opportunities to ask questions relating to the 'Cynefin' (belonging) workshop. Year 6 pupils and staff enjoyed ukulele tuition over a 6-week period. Other year groups experienced African Drumming, Brazilian Samba or Japanese Taiko.

Pupils also benefitted from weekly singing sessions with Noddfa Let's Go. Pupils have grown in confidence and skill, and this was showcased in Year 6's spectacular performance of The Lion King.

## *Police Liaison*

The school has an allocated link police officer who 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 Little Voices are active participants in the Blaenavon GLO Intergenerational Project. The Digi Leaders have worked closely with the residents to develop digital skills.

## *Community Events*

Blaenavon Heritage VC School is at the heart of the community and joins in with numerous local events and activities. The school always takes part in the Remembrance Parade and enjoys the events of World Heritage Day. The Town Council are supportive partners of the school and provide a range of opportunities for pupils. A particular highlight was the healthy cookery course with Cook Stars.





The Eco-Committee ensured the school retained the Keep Wales Tidy Platinum Flag for a fourth year, continuing to support the community as a Litter Picking Hub.

Dance Club have entertained crowds across Torfaen. They stole the show in the Torfaen Dance Festival at the Congress Theatre in Cwmbran: a fantastic experience of performing in a real theatre and getting ready in a dressing room backstage. The dancers even designed their own costumes and created the t-shirts with a heat press. Dance Club also entered the Torfaen Dance Competition and performed on stage at Pontypool's Party in the Park.



BHVC Rugby Team were the Pontypool Schools' champions, winning a place in the regional competition and making it to the semi-final. Year 6 pupils supported their classmates who play for the District Rugby Team in the Principality Stadium and were



delighted to see them win. The Year 5/6 Girls Rugby Team also enjoyed success, winning the Torfaen Tournament in Cwmbran Stadium.

In football, Team BHVC went to the EFL Cup, Newport City Community Football Competition and various other events for boys & girls organised by Torfaen Sports Development Team. They were excellent both on and off the pitch.



The netball team also had a brilliant year, winning the Torfaen Tournament at Cwmbran Stadium.

A number of pupils from the school choir led worship with Grammy Award Nominee, Zeke Listenbee at Noddfa Church's summer outreach event.

The school organised and hosted the first ever Torfaen SAC/ SCARE Religion, Values and Ethics exhibition. Pupils shared work on the theme, “Why is RVE important?” discussing the topic with peers from other local schools, members of the public and invited guests.



The school formed a new partnership in 2023-2024, twinning with St. Mary the Virgin’s Church in Wales School in Cardiff. The pupils and staff look forward to working more closely with their new friends.

#### *Charity Events*

The pupils chose to support a number of local and global charities during 2023/24:

- The Harvest Festival collection was donated to the local FoodBank.
- Pupils and staff dressed up and enjoyed Pudsey themed activities for Children in Need.
- Pupils and staff wore odd socks on World Down Syndrome Day and raised awareness of another local charity, 21 Plus.
- The School Council organised a bake sell to support the Christmas Appeal organised by local business Front Row Food, helping to ensure no one in the community was alone on Christmas Day and everyone enjoyed a delicious Christmas dinner.

#### *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. Archdeacon Stella Bailey, 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 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. Fruit snacks are available on site for any children who cannot bring snacks from home.

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. Year 6 pupils gained their Level 1 Youth Sailing Qualification, fully funded by the trust fund for St. Peter's School.



In the summer term older pupils enjoyed residential outdoor pursuits trips.



### 3.11 Training Days

Friday 1<sup>st</sup> & Monday 4<sup>th</sup> September 2023 – Safeguarding, Literacy and Science

Friday 22<sup>nd</sup> December 2023 – Marking and Feedback

Friday 9<sup>th</sup> February 2024 – Reviewing and Refining the Curriculum

Friday 21<sup>st</sup> June 2024 – Cluster Training Day: Progression & Standards; Practice Sharing; Anti-Racism  
Monday 24<sup>th</sup> June 2024 -Reviewing and Refining the Curriculum, Digital



*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](https://twitter.com/bhvcprimary)*

### 3.12 Financial Statement

DB0520		Blaenavon Heritage VC Primary School		Actual 2022/2023 £	Actual 2023/2024 £
<b>B3UR - Usable Reserves</b>					
9101	School Balances			(300,304.81)	(164,456.48)
		<b>Usable Reserves</b>		<u>(300,304.81)</u>	<u>(164,456.48)</u>
		<b>Total for : Total Reserves</b>		<u>(300,304.81)</u>	<u>(164,456.48)</u>
<b>3AA - Employees</b>					
0001	Salaries			2,011,966.70	1,964,786.33
0006	Wages			0.00	(99.82)
0029	Sick Leave - Replacement			398.06	1,040.50
0032	Other Replacement			74,425.26	87,166.27
0041	Standby Allowance			125.71	0.00
0045	Call Out Payments			238.12	0.00
0050	Stat Maternity / Paternity/ Adoption Pay			5,775.77	14,384.52
0051	Stat Maternity Credit			(11,585.31)	(12,523.29)
0055	Overtime			5,513.82	6,224.65
0065	Sick Pay			0.00	1,175.36
0075	Allowances			1,310.20	0.00
0090	Supply Cover Non-Teaching			422.39	0.00
0093	Salary Charge			261.90	0.00
0096	School Grants - Salary Offset			(401,205.00)	(327,891.00)
0438	Expenses			0.00	0.00
0439	Courses/Training			910.00	915.00
0448	Course Fees			3,635.00	0.00
0492	Adult Meals			40.00	0.00
5044	Long Service Award			253.75	0.00
6007	Recharge - Supply Cover Scheme			40,429.00	32,266.65
		<b>Employees</b>		<u>1,732,905.37</u>	<u>1,767,445.17</u>
<b>3DD - Premises</b>					
1000	Building Repair & Maintenance			38,176.65	27,958.56
1064	Statutory Testing/Duty of Care - Schools			9,875.86	9,806.03
1100	Grounds Maintenance			4,800.00	4,800.00
1152	Electricity			34,148.67	97,027.92
1153	Gas			14,916.29	47,445.24
1181	Hire Of Premises & Rooms Etc.			0.00	0.00
1182	Service Charges			0.00	0.00
1190	NDR			24,879.00	30,228.50
1200	Water Services			72.10	244.63
1320	Building Cleaning			59,854.00	59,854.00
1322	Cleaning Equipment & Materials			3,941.93	4,564.38
1325	Refuse Collection			6,547.50	7,193.93
1327	Pest Control			0.00	85.00
		<b>Premises</b>		<u>197,212.00</u>	<u>289,208.19</u>
<b>3FF - Transport</b>					
2101	Purchase of Fuel (Outside Garages)			0.00	182.21
2112	Transport & Plant -Repairs & Maintenance			17.73	0.00
2250	Hire Of Vehicles			2,855.69	1,866.24
2251	Hire Of Plant & Equipment			0.00	0.00
2304	Travel/Casual User Car Allowance			0.00	0.00
		<b>Transport</b>		<u>2,873.42</u>	<u>2,048.45</u>
<b>3HH - Supplies &amp; Services</b>					
3000	Equipment & Furniture Purchase			3,020.19	1,742.07
3050	Schools Capitation			28,924.62	37,358.25
3154	First Aid Supplies & Services			867.55	398.80
3217	Payments Under Contract - Catering			33,785.00	33,785.00
3220	Refreshments			0.00	0.00

DB0520

Blaenavon Heritage VC Primary School

		Actual 2022/2023 £	Actual 2023/2024 £
<b>3HH - Supplies &amp; Services</b>			
3350	Reprographics Printing	13,885.44	13,162.91
3353	Paper	185.00	0.00
3380	Stationery & Office Products	7,911.92	9,901.27
3384	Publications/Journals/Periodicals etc	247.00	0.00
3386	Book Purchases (Childrens')	0.00	0.00
3387	Book Purchases (Reference)	2,657.49	0.00
3413	Marketing	0.00	0.00
3425	Subsistence/Hotels/Cars/Parking	0.00	0.00
3448	School to school / External support	0.00	0.00
3450	General Fees	0.00	0.00
3462	Medical Fees	750.00	564.00
3467	Security Services	0.00	0.00
3474	DBS checks	0.00	37.44
3476	Licences	22,217.53	7,189.68
3510	Telephone - Call Charges & Rentals	350.16	350.16
3511	Telephone - Purchase & Installation	0.00	25.00
3514	Mobile Telephones	109.86	66.18
3545	IT Hardware (inc Printers & Scanners)	22,073.06	16,526.69
3651	Subscriptions To Organisations	4,759.00	5,230.00
	<b>Supplies &amp; Services</b>	<b>141,743.82</b>	<b>126,337.45</b>
<b>3NN - Support Services</b>			
6004	Fees Recharges	208.00	0.00
6036	Governors SLA	0.00	260.00
6041	Swimming SLA	3,138.80	3,138.80
6042	Schools SLA	45,539.94	45,238.22
	<b>Support Services</b>	<b>48,886.74</b>	<b>48,637.02</b>
<b>3YE - Other Budgets</b>			
3898	Mutual Absence Fund Costs	0.00	0.00
6051	Internal Loans	811.09	81.73
6052	From Other Departments	(123,870.96)	(73,239.05)
6053	To / From Other Accounts	159,314.00	156,395.87
	<b>Other Budgets</b>	<b>36,254.13</b>	<b>83,238.55</b>
	<b>Total for : Expenditure</b>	<b>2,159,875.48</b>	<b>2,316,914.83</b>
<b>3CS - School Funding</b>			
8704	Contingency - ALN	0.00	(7,500.00)
8706	Contingency - General	(3,782.95)	0.00
8710	Budget Share	(1,898,599.00)	(2,017,678.00)
8714	Rising 3's	(23,226.00)	(31,331.00)
8715	School Budget Share - Funding Adjustment	(9,152.00)	3,584.00
	<b>School Funding</b>	<b>(1,934,759.95)</b>	<b>(2,052,925.00)</b>
<b>3RR - Government Grants</b>			
8001	EAS - School to School Funding	(51,968.00)	(53,479.00)
8074	Welsh Assembly Government	(71,016.46)	(100,138.53)
	<b>Government Grants</b>	<b>(122,984.46)</b>	<b>(153,617.53)</b>
<b>3SR - Contributions from Reserves</b>			
8681	Contribution from Specific Reserves	0.00	(14,249.65)
	<b>Contributions from Reserves</b>	<b>0.00</b>	<b>(14,249.65)</b>
<b>3TT - Customer &amp; Client Receipts</b>			
8312	Other Receipts Miscellaneous	(5,622.74)	(18,888.60)
8329	Reimbursements	(11,922.00)	(45,852.00)
8330	Leisure Courses (Exempt VAT )	0.00	0.00



DB0520

Blaenavon Heritage VC Primary School

		Actual 2022/2023 £	Actual 2023/2024 £
<b>3TT - Customer &amp; Client Receipts</b>			
8332	Fitness Induction Courses (Exempt VAT)	0.00	0.00
8399	Fitness Suite - ( VAT Inc)	0.00	0.00
8503	Lettings (VAT Exempt)	(485.00)	(430.00)
8527	Lettings (Inc VAT)	(255.00)	0.00
8720	Supply of Teaching Staff (prov of Educ)	(11,515.00)	(11,036.00)
	<b>Customer &amp; Client Receipts</b>	<b>(29,799.74)</b>	<b>(76,206.60)</b>
<b>3UU - Recharges</b>			
8290	Int. Income - Insurance Claims	0.00	0.00
8292	Int. Income - Mutual Absence Fund	(33,915.00)	(45,870.00)
8665	Internal Recharge - Income	(20,000.00)	(20,000.00)
	<b>Recharges</b>	<b>(53,915.00)</b>	<b>(65,870.00)</b>
	<b>Total for : Income</b>	<b>(2,141,459.15)</b>	<b>(2,362,868.78)</b>
	<b>Total for : Blaenavon Heritage VC Primary (surplus)/deficit School</b>	<b>(281,888.48)</b>	<b>(210,410.43)</b>