

Blaenavon Heritage Voluntary Controlled Primary School



Governors' Report to Parents 2024-25

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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 thriving Church in Wales school. The staff and governors care deeply for the well-being of the pupils and strive to deliver the best education. During the Estyn interim visit, this was highlighted by the inspectors:

“Leaders and staff have worked diligently and effectively to address the recommendations from the previous inspection, resulting in notable improvements across key areas of teaching, learning and professional practice. As a result, the school is making strong progress and has a clear understanding of the next steps in its improvement journey.”
Estyn December 2024.



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

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 Governor	Mrs Heather Watkins	10.10.2019 – 9.10.2027
LA Appointed Governors	Councillor Liam Cowles Councillor Janet Jones Mr Tristan Griffin	24.7.2020 – 23.7.2028 14.2.2022 – 13.2.2026 27.10.2024 - 27.10.2028
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
Minor Authority 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

2025/26

<i>Governor Type</i>	<i>Name</i>	<i>Term of Service</i>
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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.

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:

Hannah.chung@sewaleseas.org.uk

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 Local Authority. The support and advice we regularly receive is greatly appreciated.

1.7 Policy Review 2024/25

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

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

2025/26 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 01.09.25	Monday 27.10.25	Friday 31.10.25	Friday 19.12.25
Spring	Monday 05.01.26	Monday 16.02.26	Friday 20.02.26	Friday 27.03.26
Summer	Monday 13.04.26	Monday 25.05.26	Friday 29.05.26	Monday 20.07.26

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 2025/26 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 2024/25 was Abersychan School. 5 pupils opted to attend St. Alban's RC School. 2 pupils opted to attend other schools.

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 4, 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 2024/25 Attendance

<i>Year Group</i>	<i>Attendance</i>	<i>Unauthorised Absence</i>
<i>Reception</i>	92.34%	0.81%
<i>Year 1</i>	92.81%	0.78%
<i>Year 2</i>	94.26%	0.79%
<i>Year 3</i>	92.75%	1.22%
<i>Year 4</i>	91.92%	1.59%
<i>Year 5</i>	93.75%	1.67%
<i>Year 6</i>	91.92%	1.42%
<i>Whole School</i>	92.14%	1.12%

3.3 School Development / Improvement Plan Summary

Evaluation 2024-2025				
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Further secure progress in literacy skills for all learners by improving the teaching of spelling, grammar, handwriting and reading.	Photographs of Nursery children demonstrate improved pencil grip, drawings of items to put in the suitcase demonstrating improved control. In Reception the planning of authentic activities is of great benefit to the children, with the current topic of 'What Grows in Blaenavon?' encouraging the development of subject specific vocabulary. A holistic approach contributes significantly to engagement and understanding. Overall, staff have seen improvements in the quality of writing as a result of RWI, children accessing resources independently such as sound mats to support their independent writing and also planning areas of provision. Marking in the moment with the children is having a positive impact on their developing			

knowledge and understanding, the expectation being for the children to correct in green; many are demonstrating a developing awareness of CL and FS. Year 1 books demonstrate clear progress in the standard of handwriting and presentation. In their Learning Journals, all pupils evidence having made progress from their starting point. There is a build up to writing, some of which is recorded in literacy books, much undertaken directly in the Learning Journals. For example, discrete rhyming work is completed prior to group improvisation of a given poem, which is then recited individually. In Year 2, following the PL in the spring term, there has been a focus on the development of oracy skills, with pupils extending their sentences verbally and applying this in their writing. Book looks reflect that this is impacting positively on pupil writing. For example, pupils are now using a wider range of connectives to extend their sentences and being more adventurous in their vocabulary choices. In Year 3, there is a clear build up to writing in their skills books, initially identifying specific features on a WAGOLL, prior to writing a draft. Year 4 staff referenced the impact of PL on oracy, the pupils enjoying the games to support embedding new learning, such as 'Ping Pong Partners' and 'Volleyball', now applying this across the curriculum. Staff clarified that there is improved confidence in pupil speaking, especially for those of lower ability who are better able to access the learning activity. There is a clear build up to writing, including discrete activities to supplement the quality of writing, e.g., alliteration, oracy and persuasive techniques in response to pictures. Year 5 skills books evidence pit stops with pupils sharing their work, errors / misconceptions being used effectively as teaching points. A considerable change in the pupils' approach to independent writing is evident with chunking and short burst activities having a positive impact on the quality of the work. Recent whole school PL from HB Consultancy and strategies to better engage pupils in learning has resulted in staff using 'Pingpong' and 'Volleyball', not only in LLC but across the curriculum. Pupils choose a paragraph to edit and have dedicated time to reflect and improve on this, with many pupils returning to their revised final draft in order to improve vocabulary choices further. In many instances, pupils are now generating their own SC in writing, applying what they have learned. Pen licenses continue to encourage aspirations; there is observable progress in letter joins and overall presentation. Year 6 staff referenced their improved knowledge of the writing journey, and that PL re progression in SPAG, has now contributed more effectively to standards in writing. Both teachers shared that oracy activities such as 'Ping Pong' are undertaken to widen pupil vocabulary choices; pupils are challenged in the moment, using resources to uplevel their work. A high priority is placed on oracy tasks, pupils being given 5 mins and list of words, against which they set a personal challenge, using this to make their own structure strip (SC), writing, assessing and uplevelling a paragraph of their choice. This ownership of learning is having a positive impact on the attitudes of most pupils; they respond to marking and highlight their own work green / pink; they know there is an expectation for them to edit their work. It was shared that target cards reduce the need for next steps and close the gap marking, and that they have adopted the HB Consultancy phrase of 'Check, Change,

	<p>Add,' to uplevel work, PL relating to inference and deduction, i.e., 'I know that.....Could it be that...?' encouraging deeper thinking. Both staff identified that there are clear improvements to handwriting and overall presentation in books.</p> <p>As a direct result of revised approaches to the teaching of handwriting, there are significant improvements in both letter joins and overall presentation across the school. Whole school professional learning in the build up to writing, including well-planned texts, oracy activities and adventurous vocabulary choices, is having a positive impact on pupil engagement and the quality of writing. Where staff have suitably high expectations, pupils transfer these skills at a similar level when writing across the curriculum.</p> <p>The average progress score in the national reading tests for pupils in years 2 to 6 are above 1000. The average progress scores for years 3 to 6 have increased from the average progress scores for those year groups in the previous year. 31% of pupils scored 115+ and 54% scored 105+. 13% of pupils are reading significantly below age expectation and will continue to receive intervention support.</p> <p>STAR reading assessment data indicates a mixed picture. In Year 6, 27% of pupils have a reading age of 11 years +. In Year 5, 42% of pupils have a reading age of 10 years +. In Year 4, 39% of pupils have a reading age of 9 years +. In Year 3, 51% of pupils have a reading age of 8 years +. In Year 2, 47% of pupils have a reading age of 7 years +. (Percentages relate to number of pupils accessing the assessment and do not include pupils with ALN.) Staff will be tasked with providing additional support and challenge through guided reading for pupils with a reading age that is one year below throughout the autumn term, to quickly catch up these pupils.</p> <p>Pupils involved in reading intervention have all made progress in line with individual targets and within the programmes. From Autumn 2025, intervention leads will also track progress through reading ages more closely.</p>
Develop progression in Welsh language skills for all learners.	<p>In Nursery pupils were observed responding to an appropriate range of Welsh phrases.</p> <p>In Reception and Year 1, appropriate Welsh language patterns are used and responded to by pupils. Technology needs to be utilised to ensure Welsh is spoken and heard in provision, particularly during Welsh focus sessions. Welsh is taught every day, pupil responses to the register are bilingual. A language pattern / question is introduced weekly, and Welsh is consistently used by the class teacher when giving instructions, playing games, e.g., Gem Y Plismon and singing songs. In Year 2, as much Welsh as possible is being taught through the topic to ensure a meaningful context. Staff identified that the Welsh continuum is used, and Welsh is spoken daily through, playing games and introducing new vocabulary, with expectations for pupils to extend their sentences using 'achos' and 'gyda'r' where possible. Again, technology needs to be utilised to ensure Welsh is spoken and heard in provision. In Year 3, key Welsh patterns are focused upon at an appropriate level. There are limited opportunities for pupils to extend sentences. In Year 4, higher ability pupils have undertaken a range of authentic activities and</p>

	<p>used these to support their writing, for example, using imperative verbs to write simple sentences. Lower ability Year 4 pupils have focussed on year 1 language patterns with a significant focus on oracy and the repetition of language patterns and familiar vocabulary. Positive attitudes towards the Welsh language are developing, through playing fun games such as 'Last Man Standing'. Staff are clear as to expectations for the completion of written Welsh.</p> <p>In Year 5, Welsh is now being interwoven through everything, with staff using the continuum daily in addition to the Welsh pack, and linking the continuum to language patterns and themes. It was identified that they try to produce a piece of writing every half-term, developing progression in the application of tenses. This practice needs to be spread from Year 2 to Year 6. The Welsh lead has held discussions with staff and the SIP re the challenge of recording oracy for assessment purposes, particularly in the younger classes, and possible solutions. In Year 6, staff referenced the development of Welsh and the impact of PL re games such as Gem Y Dis and Around the World, both staff and pupils now enjoying games. Where possible, language patterns and vocabulary are linked to themes, making Welsh more contextual.</p>
Further refine the curriculum increasing opportunities for independent discovery-based learning.	<p>All staff are now clear re curriculum expectations. However, a refresh is needed at the start of the Autumn term with a particular focus on numeracy across the curriculum, digital coverage and DT progression, alongside the main focus of the SDP. Godly Play has been implemented across FP and a timetable will need to be established for 2025-26 to ensure the good practice continues. A planning session will be held for FP staff to determine how this method can be introduced into classroom provision. Following visits to other schools, junior staff decided to develop creative areas within their own classrooms. These need further resourcing to ensure they are continually independently accessible to pupils and of high-quality. Outdoor learning provision has developed effectively for Reception and Year 1. For September, there needs to be further focus on Nursery and Year 2.</p> <p>Pupils voice groups have had a positive impact on school-life. However, older pupils raised concerns that they miss out on classroom-based activities when working with pupil voice groups. The timetable will be changed next term to introduce Friends Around Fridays, allowing set time for pupil voice group work, reviewing of work, bespoke intervention support and independent projects.</p>
Improve reflection and feedback at all levels to secure improvement.	<p>The Middle Leaders Development Programme has increased staff confidence in and sense of responsibility for monitoring, refining and improving pedagogy and provision in AoLEs. This will continue in September. Nod formats are agreed and in place. Where these are worded correctly, pupils make increased progress. Focus for 2025-26 needs to be on clarity of learning objectives and success criteria: staff meeting time will be dedicated to this.</p> <p>Extensive work has been undertaken researching and refining success criteria grids for extended writing. Initial grids have had some positive impact on pupil progress, however, these will be further refined following</p>

completion of writing training in September, to include new grammar progression chains.

AfL strategies are more consistent across the school. Where these are most effective, they challenge learning and deepen thinking. Digit orientation is addressed, appropriately modelled and responded to by identified children. Increased consistency in misconceptions being addressed in marking. Use of RVE reflection grids will need to be refreshed in September as impact has been limited to a few classes. Observation technology has now been agreed for Reception and Nursery pupils and will be refined following regular monitoring in 2025-26.

The impact of digital portfolios has been limited and will need further development in 2025-26 with close monitoring by AoLE leads.

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
- Criw Cymraeg
- Sports Ambassadors



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 conducted an Interim Visit to the school in December 2024. The letter is shown below:



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

Blaenavon Heritage Voluntary Controlled Primary School
Blaenavon Community Campus
Middle Coed Cae Road
Blaenavon
NP4 9AW

17/12/2024

Dear Anna Britten

Interim visit: December 2024

A team of inspectors recently visited Blaenavon Heritage Voluntary Controlled Primary School to consider the school's recent progress against two of its improvement priorities.

During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders.

Below is a summary of progress.

Focus of visit

Challenge all pupils through consistent and effective teaching

- Since the last core inspection, leaders have worked effectively with staff to address the inconsistencies in teaching across the school. They have established a clear focus on improving the quality of teaching and have strengthened the curriculum to ensure it supports pupils to build their skills and knowledge more systematically.
- Teachers create calm and productive classroom environments where nearly all pupils engage purposefully in their tasks. Learning activities are appropriately challenging and provide good opportunities for pupils to apply their skills across the curriculum. For example, following on from a piece of creative work where Year 3 pupils modelled dinosaur eyes from clay, they wrote instructions to share the process they had been through with other pupils.
- Teachers plan engaging topics that connect learning to meaningful, real-world contexts. For example, older pupils write persuasive letters to animal welfare leaders about the ethical implications of zoos.

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW
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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y nall iaith neu'r llall yn cael yr un flaenoriaeth. | Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- Staff encourage pupils to choose how to present their topic work, fostering a sense of care and pride that often leads to high-quality outcomes across the curriculum.
- Teachers are developing effective assessment for learning strategies, which are applied with growing consistency across the school. They provide good opportunities for pupils to engage thoughtfully with written feedback and questioning, for example to demonstrate their understanding or explaining their reasoning when solving mathematical problems.
- Teachers provide success criteria that help pupils understand how to complete tasks. Pupils are beginning to use these suitably to identify their next steps or to redraft or improve aspects of their work. Leaders recognise the need to continue to refine assessment for learning strategies to further improve their impact on pupil progress.
- Support staff are effective in their roles to enable learning, providing valuable support to ensure all pupils are able to access challenging tasks.

Ensure that relevant professional learning improves provision and pupils' outcomes

- Since the core inspection, leaders have made strong progress in addressing recommendations by establishing a robust culture of professional learning. This has led to significant improvements in teaching and learning and greater consistency in practice across the school.
- Leaders use a range of self-evaluation activities including lesson observations that identify strengths and areas for improvement in teaching and learning. They respond strategically by providing professional learning opportunities that address identified needs, such as improving classroom behaviour management strategies to enhance pupil engagement in lessons.
- Leaders provide a broad range of professional learning that supports school improvement successfully. Recent professional learning has led to improvements to the quality of teachers' feedback and to pupils developing effective independent learning skills.
- Leaders plan strategically to create time for staff to engage in valuable professional learning, for example by ensuring that there are regular opportunities in staff meetings to share good practice and reflect upon school improvement priorities.
- Leaders use professional development reviews purposefully to enable staff to reflect on their strengths and areas for improvement.
- Staff are beginning to carry out their own action research linked to their personal goals and share the impact with colleagues. For instance, research on effective learning environments has improved the opportunities for younger pupils to engage more productively in learning tasks.
- The school fosters a strong culture of collaboration with other schools. For example, staff work alongside subject specialists from their local secondary school to share expertise and collaborate with primary colleagues to observe and further develop good practice such as in the teaching of mathematics.
- Leaders monitor the quality of teaching regularly, addressing underperformance swiftly through tailored support and professional learning opportunities. Staff benefit from observing good practice and meeting



regularly with leaders to monitor progress against personalised targets, ensuring ongoing improvements in teaching and learning.

Overall, leaders and staff have worked diligently and effectively to address the recommendations from the previous inspection, resulting in notable improvements across key areas of teaching, learning, and professional practice. As a result, the school is making strong progress and has a clear understanding of the next steps in its improvement journey.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6783028>

Yours sincerely

Liz Miles
Assistant Director

Estyn Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
R1 Improve pupils' extended writing.				
R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.				
R3 Challenge all pupils through consistent and effective teaching.				
R4 Ensure that relevant professional learning improves provision and pupils' outcomes.				

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		Worship 'with' the local church		
Make the worship table a more central focal point for worship				

The school has identified the following priorities for the 2025/26 academic year:

Year 1 2025-2026	Priority
1	Fully embed a writing journey approach to raise standards in writing for all pupils.
2	Further develop Welsh oracy skills and increase Welsh language experiences for all pupils.
3	Develop leaders to secure impact of cross-curricular skills and the cross-cutting themes of diversity and local, national and international contexts.

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.

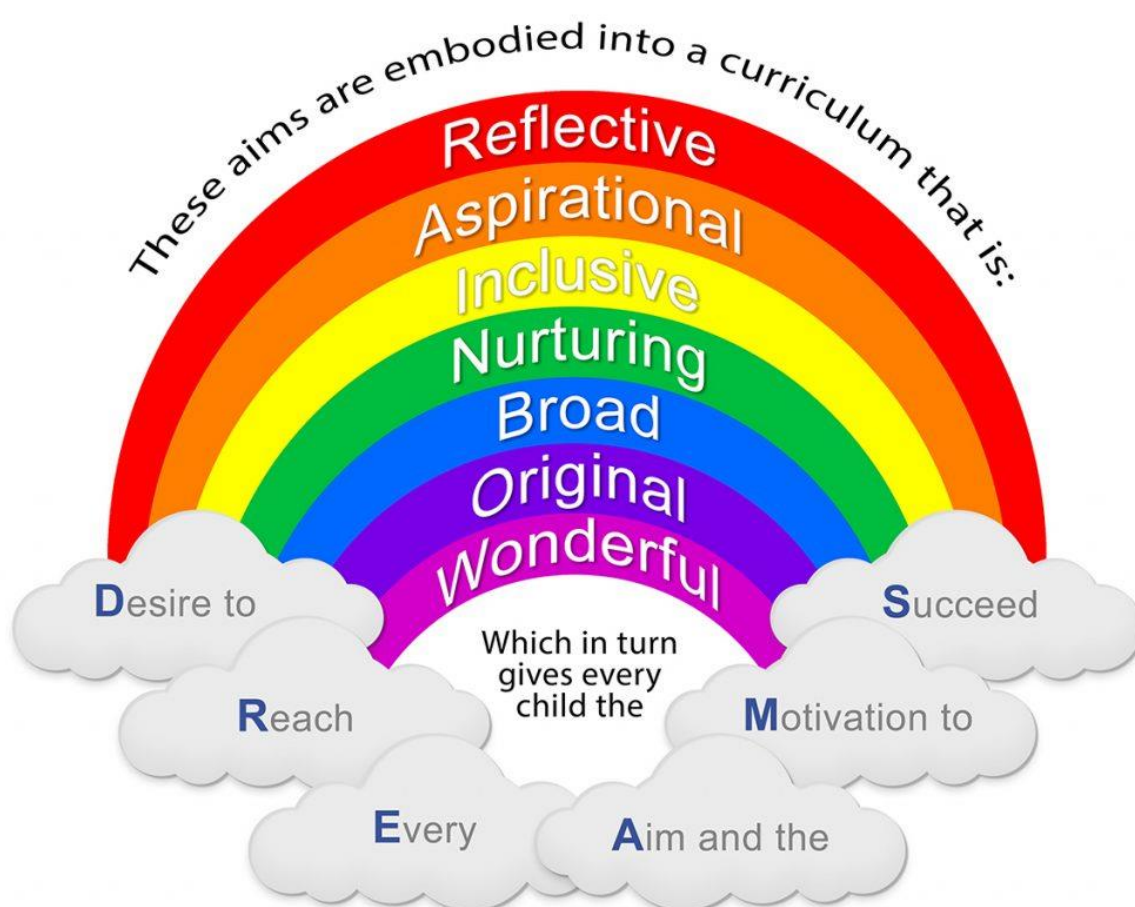
Our school vision was co-constructed with our school community in Spring 2019. Working with all stakeholders, we devised our vision as a starting point for the realisation of the CfW at our school.



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

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

DYLAN WILIAM



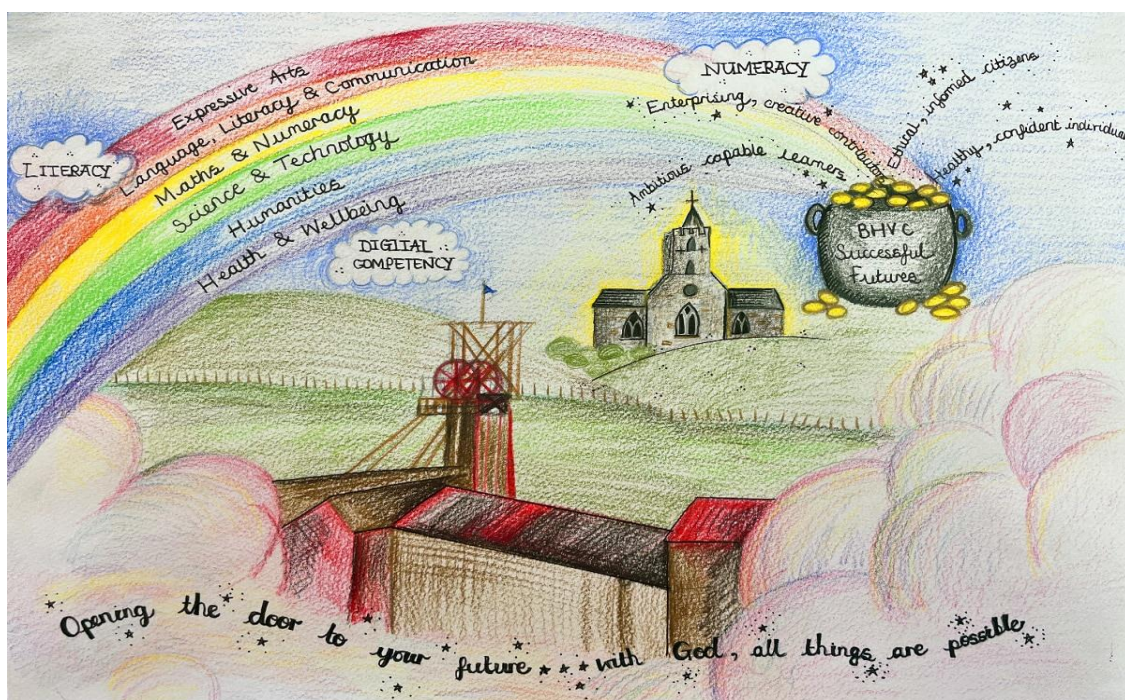
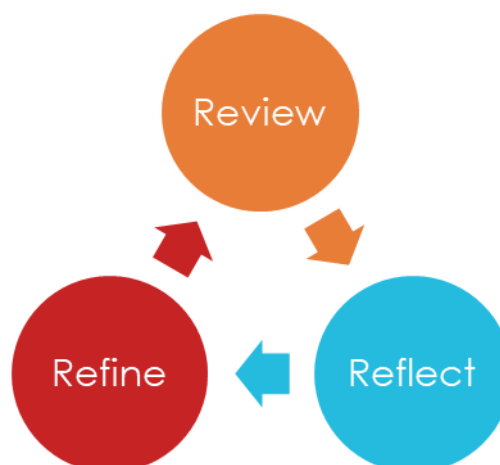
Curriculum Review

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. In 2024/25, the final cohort of children transitioned from Individual Education Plans (IEPs) to the new ALN system where children were 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 2024-25, the school had 36 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 25 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;
- Implementing the 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

Collins Hub Music Express online scheme continues to be used to deliver lessons through PPA throughout the school. Staff delivering the lessons have familiarised themselves with assessment tools and are providing teaching staff with comments to include in reports to parents.

In Spring Term, all classes were involved in Music and Drama workshops which were run by Shine Drama Company, Swansea. The workshops provided opportunities to learn Welsh Folk Stories and Legends and interpret the stories through music and drama.

Pupils in Year 3 receive P-Buzz lessons from Gwent Music. Year 6 pupils have ukulele lessons from Up Beat. Individual instrumental lessons are offered on a weekly basis by peripatetic staff from Gwent Music for pupils. Several pupils across the school have also started receiving lessons with Rock Steady Music School.



The cluster primary schools' group began working together to produce a music skills progression overview from Nursery to Year 7. This will ensure consistency across the feeder schools and aid transition into Year 7 at Abersychan Comprehensive. A vocabulary sheet has also been shared with staff to ensure correct terms in music are being used.



Police Liaison

The school has an allocated link Police Community Support Officer who is available to respond to the school's needs and provide additional discussions with pupils as required.

Police Community Support Officers are regular visitors to the school, joining in with assemblies and meeting pupils in classes.

Inter-Generational Projects

Our Digital Leader team have worked closely with residents of a nearby care home to develop digital skills, play games and perform Christmas songs. Several residents also visited the school TV Studio, where we recorded a podcast and discussed what life was like for them growing up.



The school council were active participants in the Blaenavon GLO Intergenerational Project. They visited Blaenavon Workmen's Hall on several occasions to take part in activities with local residents. These activities included a rugby session, a Christmas Party and a craft afternoon. The pupils enjoyed the interactions and learnt about the Blaenavon of the past.

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.

Pupils also took part in Torfaen's VE Day celebrations, Windrush event and Anti-Racism exhibition.

The Eco-Committee ensured the school retained the Keep Wales Tidy Platinum Flag for a fifth year, continuing to support the community as a Litter Picking Hub. They also became active participants in Torfaen's Pick Up the Dog Poo campaign.

The school organised and hosted Torfaen SAC/ SCARE's second Religion, Values and Ethics exhibition. Pupils shared work on the theme, "Let's Talk Values" discussing the topic with peers from other local schools, members of the public and invited guests.



We had a fantastic year of sport at BHVC!

In September 2024, we decided to start offering Dance Club to our younger pupils, giving us two dance groups. In Spring Term, our older dancers participated in the Torfaen Dance Competition, and the team group placed 2nd. From this competition, they were invited to the UDOIT Competition in Sophia Gardens, Cardiff and also placed 2nd. Both groups of dancers performed at Torfaen Dance Festival at the Congress Theatre in Cwmbran. They designed and helped to print their t-shirts. We had some of the youngest dancers on stage and they amazed the audience with their confidence and fantastic Waka Waka routine. The older group were chosen to open the show, and some of the children were asked to draw the raffle. They were a credit to BHVC and enjoyed the opportunity to shine and build their confidence. In July, we danced at The Party in the Park at Pontypool Park. Individuals, duos and groups entertained the crowds and the children absolutely loved being part of the event.



The Year 5/6 Rugby Team were Pontypool Schools' Runners-Up, narrowly missing out in the final by just one try. Our Year 3/4 TAG Rugby Team also put in a brilliant performance, reaching the final of the Urdd Competition. The Girls' Rugby Team were overall winners at a schools' festival at Cwmbran Stadium – a superb achievement!

In football, Team BHVC took part in several events, including the EFL Cup, the Newport County Competition, and the Torfaen Schools' Competition, performing impressively in all. The team were also lucky enough to host several matches at the end of the summer term, enjoying the opportunity to play against local schools on our home pitch.

The BHVC Netball Team also had a very successful year, attending numerous festivals and tournaments organised by the Torfaen Sports Development Team.

Throughout the year, our pupils were also given wonderful opportunities to try a variety of other sports and take part in competitions, including golf and a Mini Olympics event.

Our pupils showed enthusiasm, teamwork, and sportsmanship across every event they attended.



Charity Events

The pupils chose to support a number of local and global charities during 2024/25:

- 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.

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, Mother Liane Chalmers, 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 Site Manager.

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

Monday 2nd & Tuesday 3rd September 2024 – Safeguarding, Feedback, Assessment and Curriculum

Friday 21st February 2025 – Reviewing and Refining the Curriculum

Friday 27th June 2025 – Cluster Training Day: Progression & Standards; Practice Sharing


Monday 30th June 2025 – Expressive Arts; Literacy Skills (Vocabulary and Grammar)

Monday 21st July 2025 – Professional Learning

Parents are encouraged to visit bhvcprimary.com for up-to-date news and information.

The school also has the Twitter account @bhvcprimary

3.12 Financial Statement

authorityfinancials - General Ledger		Schools Outturn Statement 2024/2025			
DB0520 Blaenavon Heritage VC Primary School		Actual 2023/2024 £	Actual 2024/2025 £		
B3UR - Usable Reserves					
9101	School Balances	(164,456.48)	(137,117.43)		
Usable Reserves		(164,456.48)	(137,117.43)		
Total for : Total Reserves		(164,456.48)	(137,117.43)		
3AA - Employees					
0001	Salaries	1,964,786.33	2,037,308.02		
0006	Wages	(99.82)	0.00		
0029	Sick Leave - Replacement	1,040.50	332.44		
0032	Other Replacement	87,166.27	63,980.55		
0041	Standby Allowance	0.00	0.00		
0045	Call Out Payments	0.00	0.00		
0050	Stat Maternity / Paternity/ Adoption Pay	14,384.52	878.43		
0051	Stat Maternity Credit	(12,523.29)	0.00		
0055	Overtime	6,224.65	3,823.29		
0065	Sick Pay	1,175.36	1,009.35		
0090	Supply Cover Non-Teaching	0.00	573.26		
0096	School Grants - Salary Offset	(327,891.00)	0.00		
0408	Early Retirement Costs (Strain)	0.00	2,702.99		
0412	Lump Sum - Redundancy	0.00	31,605.37		
0417	Payment In Lieu Of Notice	0.00	43,845.67		
0438	Expenses	0.00	40.00		
0439	Courses/Training	915.00	531.00		
0448	Course Fees	0.00	0.00		
6007	Recharge - Supply Cover Scheme	32,266.65	40,333.63		
Employees		1,767,445.17	2,226,964.00		
3DD - Premises					
1000	Building Repair & Maintenance	27,958.56	38,339.18		
1064	Statutory Testing/Duty of Care - Schools	9,806.03	8,018.01		
1100	Grounds Maintenance	4,800.00	4,800.00		
1152	Electricity	97,027.92	63,620.07		
1153	Gas	47,445.24	21,445.31		
1181	Hire Of Premises & Rooms Etc.	0.00	0.00		
1182	Service Charges	0.00	0.00		
1190	NDR	30,228.50	30,025.00		
1191	Council Tax	0.00	0.00		
1200	Water Services	244.63	14,199.48		
1320	Building Cleaning	59,854.00	61,650.00		
1322	Cleaning Equipment & Materials	4,564.38	4,920.85		
1325	Refuse Collection	7,193.93	5,076.27		
1327	Pest Control	85.00	90.95		
Premises		289,208.19	252,185.12		
3FF - Transport					
2101	Purchase of Fuel (Outside Garages)	182.21	138.76		
2250	Hire Of Vehicles	1,866.24	6,561.51		
2304	Travel/Casual User Car Allowance	0.00	0.00		
Transport		2,048.45	6,700.27		
3HH - Supplies & Services					
3000	Equipment & Furniture Purchase	1,742.07	4,301.61		
3050	Schools Capitation	37,358.25	53,046.32		
3154	First Aid Supplies & Services	398.80	193.30		
3162	Direct Materials	0.00	0.00		
3217	Payments Under Contract - Catering	33,785.00	33,785.00		
3220	Refreshments	0.00	0.00		
3350	Reprographics Printing	13,162.91	13,119.53		

Schools Outturn Statement 2024/2025

DB0520

Blaenavon Heritage VC Primary School

		Actual 2023/2024 £	Actual 2024/2025 £
3HH - Supplies & Services			
3353	Paper	0.00	0.00
3380	Stationery & Office Products	9,901.27	1,982.94
3384	Publications/Journals/Periodicals etc	0.00	0.00
3386	Book Purchases (Childrens')	0.00	0.00
3387	Book Purchases (Reference)	0.00	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	564.00	1,000.00
3474	DBS checks	37.44	0.00
3476	Licences	7,189.68	9,298.22
3510	Telephone - Call Charges & Rentals	350.16	350.16
3511	Telephone - Purchase & Installation	25.00	0.00
3514	Mobile Telephones	66.18	0.00
3545	IT Hardware (inc Printers & Scanners)	16,526.69	23,187.02
3651	Subscriptions To Organisations	5,230.00	500.00
3715	Hospitality	0.00	99.91
	Supplies & Services	126,337.45	140,864.01
3NN - Support Services			
6036	Govenors SLA	260.00	0.00
6041	Swimming SLA	3,138.80	3,935.32
6042	Schools SLA	45,238.22	46,499.60
	Support Services	48,637.02	50,434.92
3YE - Other Budgets			
3898	Mutual Absence Fund Costs	0.00	0.00
6051	Internal Loans	81.73	0.00
6052	From Other Departments	(73,239.05)	(64,519.82)
6053	To / From Other Accounts	156,395.87	162,596.17
	Other Budgets	83,238.55	98,076.35
	Total for : Expenditure	2,316,914.83	2,775,224.67
3CS - School Funding			
8704	Contingency - ALN	(7,500.00)	(3,004.57)
8706	Contingency - General	0.00	(1,841.63)
8710	Budget Share	(2,017,678.00)	(2,120,028.00)
8714	Rising 3's	(31,331.00)	(29,975.28)
8715	School Budget Share - Funding Adjustment	3,584.00	(13,045.72)
	School Funding	(2,052,925.00)	(2,167,895.20)
3RR - Government Grants			
8001	EAS - School to School Funding	(53,479.00)	(14,189.25)
8074	Welsh Assembly Government	(100,138.53)	(515,756.38)
	Government Grants	(153,617.53)	(529,945.63)
3SR - Contributions from Reserves			
8681	Contribution from Specific Reserves	(14,249.65)	(15,584.12)
	Contributions from Reserves	(14,249.65)	(15,584.12)
3TT - Customer & Client Receipts			
8312	Other Receipts Miscellaneous	(18,888.60)	(47,795.40)
8329	Reimbursements	(45,852.00)	(38,971.00)
8503	Lettings (VAT Exempt)	(430.00)	(105.00)
8527	Lettings [inc VAT]	0.00	(355.00)
8720	Supply of Teaching Staff (prov of Educ)	(11,036.00)	(5,144.33)

Schools Outturn Statement 2024/2025

DB0520

Blaenavon Heritage VC Primary School

		Actual 2023/2024 £	Actual 2024/2025 £
	Customer & Client Receipts	(76,206.60)	(92,370.73)
3UU - Recharges			
8292	Int. Income - Mutual Absence Fund	(45,870.00)	(23,700.00)
8665	Internal Recharge - Income	(20,000.00)	0.00
	Recharges	(65,870.00)	(23,700.00)
	Total for : Income	(2,362,868.78)	(2,829,495.68)
	Total for : Blaenavon Heritage VC Primary (surplus)/deficit School	(210,410.43)	(191,388.44)