



*'Learn, have fun and reach for the stars.'*



## **Hendrefoilan Primary School Governing Body Annual Report 2024**



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Dear parent/carers,

The governing body normally meets five times a year with sub committees meeting as needed. We now meet twice a year in person and three times on online. Committees do a mixture of both depending on their needs.

Our purpose is to help develop the strategic direction of the school and we support staff as a critical friend. This year has been one of continuing development of the new Curriculum for Wales and embedding it within our teaching and learning. The partnership of the Olchfa Cluster of schools (called the Swansea Bay Partnership) is continuing with regular meetings to ensure progression steps for all areas of learning are being developed. We are pleased to say that our staff have continued to be integral in moving this forward. The continuing development of the Code of Practice for those with additional learning needs is being embedded within our teaching.

The progress being made in all areas of school life was reinforced by a very successful Estyn inspection. The inspectors were impressed with our children, both work ethic and behaviour, and gave a very positive report on all aspects of school life.

School staff keep the governing body updated in all areas of school life, presenting to us at meetings and leading the school pupil committees to present to us. This gives the pupils an active voice in our work. The head teacher presents a termly report to the governors which is discussed at length.

We have appointed two new staff members, who have settled well into the school. The governors continue to be impressed with the dedication of all our staff working to ensure all pupils develop their learning. We thank them for their continued hard work. We would like to thank all parents and carers for their continuing support in ensuring that school runs smoothly and safely for all.

The report outlines some of the activities of the school over the past year.

Yours Faithfully,  
Dorothy Bennett, Chair of Governors 2023/2024

I would like to take this opportunity to introduce myself as the new chair of the governing body. I have been a local authority governor at Hendrefoilan for over seven years and have been the vice chair for six years. I am also a community governor at Olchfa school. I enjoy serving on a number of committees and completing various training courses every year to keep me updated with the relevant skills to be an effective governor. I was a Hendrefoilan pupil myself, a very long time ago and consequently, the school is a very special place for me. I would like to thank Dorothy for the amazing work she has done for the school community as chair over so many years. I am very much looking forward to serving the Hendrefoilan community of children, parents, staff and governors in my new role.

Kathryn Novis, Chair of Governors 2024/2025

## The Governing Body

The Chair and Vice Chair of Governors are elected annually. The role of the Governors is to set within the parameters of current legislation, the broad framework of policies under which the school will run and to support the Headteacher and staff of the school in the discharge of their professional responsibilities.

### Governors

Governor	Term of Office – end date
Cllr M. Jones, LA	27.10.26
Mrs K. Novis, LA (Chair)	26.9.25
Reverend Layfetta Masih, Community	1.10.27
Mrs R Barrar, Community	22.4.25
Mr J. Neal, Community	6.4.25
Mrs Helen Nicholas, Parent	1.9.27
Mrs S Robb, Parent	7.2.26
Dr K Wells, Parent (Vice Chair)	7.2.26
Mr A. Dunne, Parent	4.10.26
Mrs C. Bews, Teacher Governor	26.9.25
Mrs C Lingard, Non-Teaching Staff Representative	23.5.25
Mrs A. Field, Headteacher	Ongoing
D. Woods, Clerk to Governors	Ongoing

Governors usually meet half-termly and can be contacted via the Clerk to Governors, Mrs Donna Woods ([Woodsd23@hwbcymru.net](mailto:Woodsd23@hwbcymru.net)).

Hendrefoilan's governing body produces an annual report to parents and plans are in place to explain their work through newsletters. Governors may call an extra parents' meeting if they believe that an issue which affects the school needs to be discussed. The work of the school is monitored accurately through committees that meet every term, and link governors.

GB committees are:

- Finance.
- Premises.
- Personnel.
- Headteacher performance management.
- Communications.
- Curriculum.
- Pupil discipline and staff discipline.
- Deputy head and head teacher appointments.

Link Governors are:

- Child protection and safeguarding – K Novis

- Attendance – C Lingard
- Health and wellbeing/additional learning needs – H Nicholas
- Language, literacy and communication – S Robb
- Mathematical development – K Wells
- Humanities – M Jones
- Science and technology – J Neal
- Expressive arts – R Barrar



## **The School's Vision**

At Hendrefoilan primary school, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race, or gender.
- Strengthen self-discipline and good behaviour through well-managed routines and an orderly environment.
- Deliver an exciting curriculum driven by four purposes.
- Encourage pupils' independence so they can organise their learning and manage their time.



- Encourage a growth mindset approach, leading to elevated levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy, and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.
- Enhance pupils' curiosity about themselves, their school, the locality, and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.
- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media, and drama activities.



### **The School's Motto**

*'Learn, have fun and reach for the stars.'*

## **The Hendrefoilan Curriculum**

Over the last year, governors, staff, pupils, and parents have worked together to prepare for the curriculum for Wales. The purposes of the curriculum are as follows:

- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every area of learning and experience of the curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'what matters' statements of the CfW.
- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy, and digital competency.
- To teach relationships and sexuality education.
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, like their beliefs or where they come from, learning about work, and choosing the kind of work you want to do, learning about Wales, your local area, and the world.
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.
- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on earlier experience through reflection.
- To use the outcomes of assessment to move forward.
- To develop creativity, imagination, spontaneity, and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental, and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher, and the community.

The four purposes are represented by the hendre-hearties pirate captains. These are: captain ambition, captain confident, captain enterprise and captain inform. In 2023, the pupils, represented by the school council, voted to add two more pirates: captain kindness and captain Cymraeg, to represent our shared core values at Hendrefoilan.



The hendre-hearties encourage pupils to consider what the purposes mean for their learning. On Fridays, there is an awards' assembly and a captain's table for pupils who have shown excellent application of the school's purposes.



The curriculum at Hendrefoilan is broad and balanced. The structure of the curriculum is based on six areas of learning and experience taken from the curriculum in Wales. These are:

- Language, literacy and communication
- Mathematics and numeracy
- Expressive arts
- Health and well-being
- Humanities
- Science and technology

The detailed curriculum at Hendrefoilan is carefully planned and available to all. The curriculum is as follows:

- Differentiated to meet the needs of all pupils including those with additional learning needs.

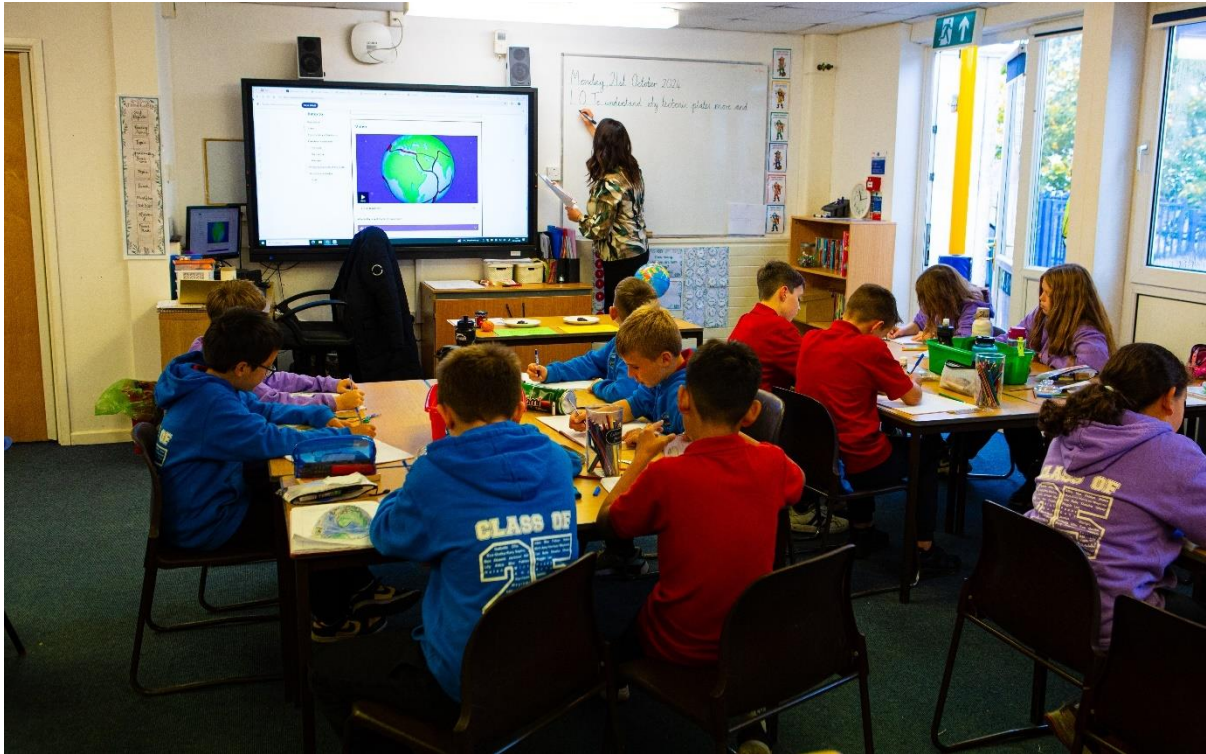


- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Assessed through ongoing formative assessments, diagnostic tests and through regular progress checks against the progression steps.
- Includes the use of the school and local environment to develop academic, personal, and social skills.
- Uses the published materials abacus evolve maths scheme to support the teaching of maths.
- Uses published reading schemes from the Oxford reading tree and follows a purpose-built literacy school scheme of work.
- Uses published schemes from charanga music and BBC bitesize for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the physical education and school sport (PESS) scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and well-being.
- Uses nessie dyslexia, toe by toe and plus 1/the power of two and learning village interventions.
- Uses the social and emotional aspects of learning (SEAL) strategy and the peace mala initiative.
- Ensures top quality of pupil learning by a tracking process which draws from data about progress against individual targets set by teachers, attendance, English as an additional language (EAL) acquisition, additional learning needs (ALN) progress, diagnostic tests data and other data.
- Has sufficient resources to enable pupils to access their entitlement and to provide value for money.
- Reflects equal opportunities and race equality for all pupils
- Is evaluated and reviewed by the relevant coordinator and the senior leadership team.
- Is checked evaluated and reviewed by the governing body through regular discussion and reports from the areas of learning and experience (AOLE) leaders and the headteacher
- Is reported to parents through the school's prospectus, the curriculum policy and this report.
- Uses the locally agreed syllabus for religion, values, education, relationships and sexuality.

## **Assessment**

At Hendrefoilan, assessment focuses on finding each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. Staff, in discussion with the learner, identify the next steps required to move learning forward, and use this understanding, including any additional challenge and support required.

Assessment at Hendrefoilan is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. During all lessons, staff provide high quality verbal feedback, mark 'around the room' and provide plenary 'pit-stops' to ensure that learners have the support and challenge they need to move forward quickly. Clearly set out plans and pupil led success criteria are embedded and help ensure that pupils succeed in daily learning tasks.



A menu of diagnostic testing is available and used when appropriate to the individual pupil's needs. The school uses the national group reading and spelling tests every term to check pupils' reading/spelling ages. If a pupils' reading age falls eighteen months or more behind their chronological age, they are referred for further testing to identify any specific difficulty in reading, writing, and spelling. In addition to this, pupils complete a pupil attitude to self and school (PASS) assessment, which is an all-age survey that helps teachers to understand each pupil's mind-set towards school, and highlights if they themselves, are confident, ready and motivated to learn. PASS also helps to identify barriers to learning in order to ensure pupil wellbeing and positive outcomes at a whole school, class, and individual level.

All results and test data are used as formative and summative tools to chart individual pupil progress and trends in performance across the school. The assessments also allow teachers to triangulate each pupils' progress against their capabilities, coupled with a greater understanding of each pupil's attitude to school, and themselves, allows teachers to use more holistic judgements to monitor, track and challenge pupils to reach their maximum potential.

Assessment also supports staff in identifying the progress made by an individual learner over time. Reflecting on learners' progress over time enables practitioners to provide relevant, effective feedback and help plan their future learning, including any interventions and

additional support or challenge, which may be needed. At Hendrefoilan, feedback to learners includes both immediate next steps and longer-term targets that the learners work towards. Long-term progress over time is recorded in the pupil's overview. Personal targets are used, alongside diagnostic test results and teacher assessments, as a basis for communicating progress and engaging with parents/carers.

Assessment is used effectively by leaders within the school to understand whether different groups of learners, such as gender, pupils in receipt of free school meals, English as an additional language, more able and/or additional learning needs. Strengths and areas for improvement are identified in both the school curriculum and daily practice. This is not about external reporting, but about the school understanding, what it needs to know about its learners for them all to maximise their potential and identifying specific challenges and the support, which groups might need. This understanding contributes to the school's on-going and continuous processes of development and improvement.



### **The School's Development Plan (SDP)**

Governors and senior leaders review policy, practice, and standards, set targets for school improvement, and check progress. Staff and pupils are involved in the self-evaluation process.

The School's Priorities for 2023 – 2024 were:

Priority one: To enhance the outdoor learning environment to facilitate pupil enquiry.

Priority two: To develop a shared understanding of progression at a school, cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.



Priority three: To develop Hendrefoilan as a community focused school.



The School's Priorities for 2024 – 2025 are:

Priority One – Strengthen pedagogy across the school to impact positively on learner outcomes.

Priority Two – Develop pupils as independent learners. Priority Three - Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.

Priority Four - To improve distributed leadership and develop leadership capacity.

### **Equal Opportunities**

All staff and pupils contribute towards a happy, healthy, and caring environment by showing respect for and appreciation of each other. The school practises an equal opportunity's philosophy that is in line with the curriculum for Wales (CfW) and the local authority's (LA) equal opportunities policy and the equality act 2010. We promote the principles of fairness and justice for all through the education that we provide. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and do not discriminate based on colour, culture, gender, or ability.

The school adheres to the Welsh government's guidance relating to equal opportunities. Namely:

- Wales Safeguarding Procedures.
- School improvement guidance: framework for evaluation, improvement and accountability.
- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- Human rights act 1998 5.3 the human rights act 1998.

- Welsh government: Inclusion and pupil support guidance.
- Welsh government: Respect and resilience guidance 2016.
- Welsh government: Safeguarding children and young people from sexual exploitation.
- Equality and human rights commission: Towards a Fairer Wales 2018.
- Additional Learning Needs and Education Tribunal (Wales) Act 2011.
- United nations convention on the rights of the child (UNCRC).



## **Disability Equality**

The school has a duty under the disability discrimination act to collect information on any disability your child or immediate family/carer may have. This is to ensure the school can seek to meet your individual needs. All information provided will be treated with the strictest confidence. The school's accessibility plan is part of our school equality plan (SEP) and is available on request from the school office.

## **Pupils with Disabilities**

Disabled pupils may have a statement of special educational needs. The local authority decides the school placement for any pupils with disabilities. Before admitting pupils, the local education authority will ensure that the named school is suitably resourced and has the physical adaptations in place to properly accommodate the named pupil. In our school, we have flat floor surfaces with external ramps and a disabled toilet indoors.

Children with disabilities may have an individual education plan, which will place, in writing, a commitment to ensuring that disabled pupils receive the same treatment as other pupils. In terms of everyday activity, Hendrefoilan school is committed to ensuring that disabled



pupils play as full a part in the school life and integrate with the other pupils. This includes all areas of the curriculum and special occasions such as concerts, school productions and educational visits. We wish all pupils at school to feel valued as individuals and in turn for them to be people who have a caring attitude to each other whether they have a disability or not.



## **Race Equality**

The school does not tolerate any forms of racial harassment, which includes racist name-calling, the stirring of racial hatred and/or the writing/sharing of racist materials. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. The school is a welcoming place for all minority ethnic groups including travellers, asylum seekers and refugees. Children are encouraged to be aware of what racism means and are encouraged to report incidents where there is the suspicion of racism. We ensure that all recruitment, employment, promotion, and training system are fair to all, and provide opportunities for everyone to achieve. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We regularly work in partnership with show racism the red card and diversity role models to promote equity for all.

## **Relationships and Sexuality Education (RSE)**

Following the guidance of the relationships and sexuality education (RSE) statutory guidance and code 2021, the school included sex education in the curriculum within a carefully planned health education programme. This forms part of the broader spectrum of personal and social education, which takes account of the needs of pupils as they develop and mature through school. Other aspects, which often arise, are taught in an integrated way through themes and topics. All pupils follow activities in science, which will develop knowledge and understanding



of the organisation of living things and of the processes, which characterise their survival and reproduction.

The school nurse delivers a 'puberty' themed talk to Y6 pupils in their summer term. With the latest legislation, it has become mandatory for all children to take part in the school's RSE curriculum. The school's curriculum is carefully planned to be age-appropriate and takes account of the children's maturity levels, as they develop through the school. Other aspects which may arise are taught in an integrated way through topics and themes. Through the science curriculum, all pupils are taught about living things and the processes that characterise their reproduction and survival. Children in Years 5 and 6 are taught specifically about puberty, by their class teacher and the school nurse.

### **Religion, Value and Ethics (RVE)**

In the latest legislation from the Welsh government, religious education has been replaced with religion, values and ethics education. The legislation makes it compulsory for all children to take part in this element of their education. The council has just produced guidance for schools which we are looking at and will be implementing within the next half term. Assemblies are a key part of our religious education in school - and teachers, children, and adults from the community all contribute. We believe teaching children about a variety of cultures and faiths, both religious and non-religious, is key to nurturing tolerant, caring, and understanding children.

The school teaches RVE according to the locally agreed LA syllabus and brings aspects of various religions into themes taught. Staff, children, and other adults from the community all contribute to assembly. We believe that an understanding of other faiths and cultures is essential for pupils to grow into tolerant friends. Therefore, there is often a multicultural element to RVE and assembly. Assembly is a particularly important meeting point during the day when we share values, faiths, philosophical convictions, ethics, our purposes, news, school events, celebrations and stories.

### **Additional Learning Needs (ALN)**

16 percent of pupils at Hendrefoilan have ALN. The school uses a range of approaches to assess pupils and different strategies are implemented. As a result, nearly all pupils with ALN make steady progress in relation to their ability. Staff use a worthwhile range of universal provision to meet the needs of learning pupils with ALN, such as visual timetables in all classes, daily sensory circuits and a sensory room. Pupils with ALN make consistently high progress in spelling due to the beneficial use of Popat, Toe by Toe and Nessy and the expertise of specially trained staff. The percentage of ALN pupils making expected progress in reading has increased by 29 percent on last year.



### English as an Additional Language (EAL)

17 percent of pupils have EAL and this has increased from the previous year. Nearly all EAL pupils making strong progress. EAL pupils are checked using the Bell Foundation Assessment tool, which tracks progress against the 5 stages of language acquisition (A-E). Here is a breakdown of the levels of acquisition of English.

Level of acquisition	Percentage of learners at that level
A - new to English	Nine percent
B – Early acquisition	29 percent
C – developing confidence	24 percent
D- competent	29 percent
E - fluent	Nine percent

EAL pupils working at level D and below use learning village to support the acquisition of English skills. As a result of valuable work challenging racism and promoting language diversity, the school attained the peace mala bronze accreditation. Equal opportunities are a whole school philosophy. Last year, the school used the minority ethnic gypsy and traveller learner grant (MEGRT) to improve inclusion in the school, focus on curriculum development and ensuring all EAL pupils have the language skills to access a broad and balanced curriculum. This year, we will be reviewing our induction process for EAL learners and families, increasing staff awareness of barriers to EAL pupils through tailored anti-racism training and trialling a new language support scheme.

### Clubs, Teams and Activities

The school usually offers a wide range of extra-curricular activities at assembly times, break times and after school.

- Football
- Netball
- Mums vs mums netball
- School council
- Eco committee
- Criw Cymraeg
- Cross-country/athletics
- Orchestra
- Choir
- Art
- Higher maths
- The Hendrefoilan hype newspaper
- Writers' workshop

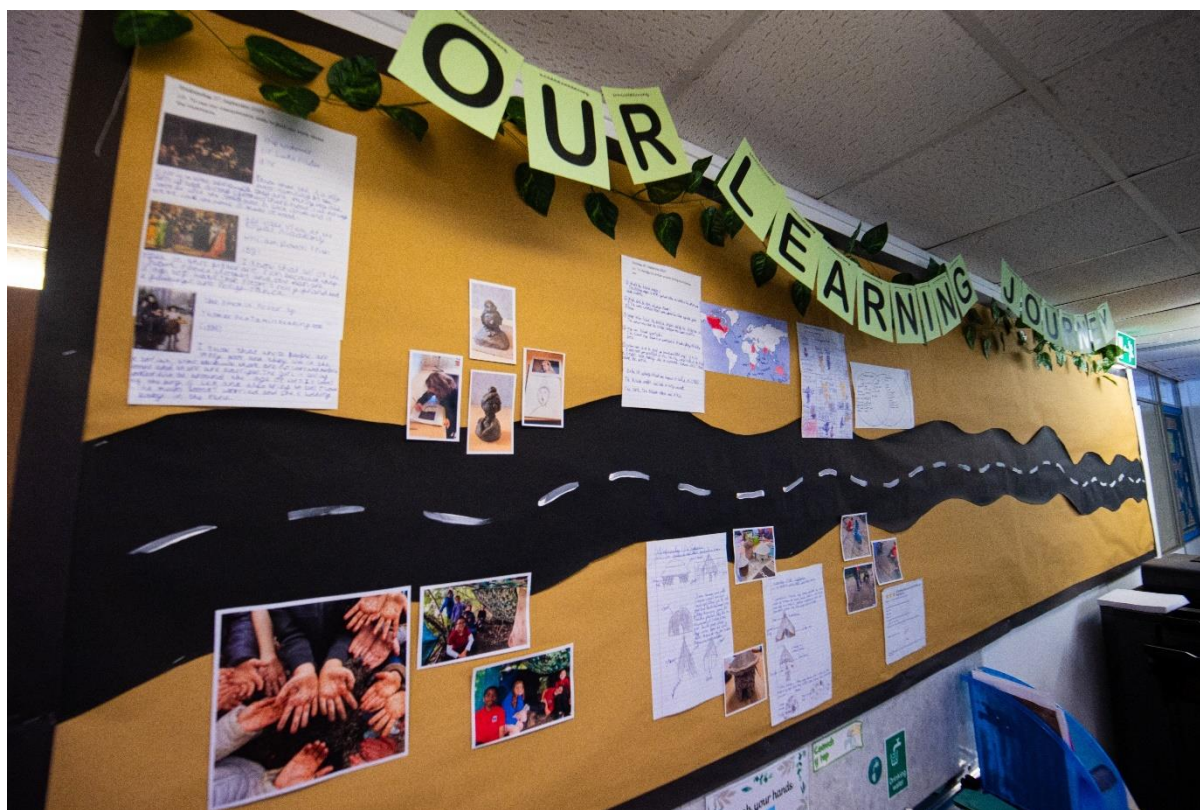


### **Community Links**

Hendrefoilan is proud to be part of the community in Killay and as always Hendrefoilan pupils have been very busy supporting local causes. They have supported Killay community council with their activities over the Christmas period, such as pupils were Santa's elves on the sleigh when he visited Killay to switch on the lights and they helped him in his grotto in siloam chapel. The choir also sang for forget me knots, the old vicarage and a triumphant concert with the Swansea philamonic orchestra at st Mary's church. Pupils from Y6 hosted a



community cafe where they were served a very nice afternoon tea. Pupils regularly visit Killay library and as a result their reading is improved. They went for a walk in Clyne valley to learn about the history of the area.



Pupils take part in a range of local sporting events in Swansea such as netball, swimming and football. Hendrefoilan runs the Mums v Mums netball club, which is an inter-generational, family netball club that meets weekly during term times. The school uses Killay post office, shops locally wherever possible and supports Sketty food bank by regularly donating non-perishable food items. Pupils and staff are always pleased to welcome the local PCSOs and police officers into the school to work with the children and provide advice. Bike ability have worked with year 6 pupils on safe cycling and the kerb craft team worked with Y2 promoting road safety. The school continues to work in close partnership with local schools in the Olchfa cluster. As an established school in Killay, Hendrefoilan is keen to review and develop its role in the community.

### **Toilet Provision**

Toilets are available in the main school building and the nursery/reception demountable. All toilets are checked and cleaned daily by cleaning staff provided by the LA. The toilets are checked throughout the day by school staff. Hot and cold running water is available in each of the toilet areas along with soap and hand dryers. More hand washing stations are available as necessary. In the main school building, there are separate facilities for children and suitable facilities for the disposal of sanitary products are available in the KS2 girl's toilets. There are dedicated toilets for the use of staff in the main building and the demountable.



## Welsh Language

Welsh is taught as a second language from nursery age. It is the school's aim to integrate the Welsh language into everyday school life so that children can naturally see, hear, and use it. We are dedicated to promoting Welsh language learning by providing opportunities for children to develop their oral, reading, and writing skills.

Professional development in Welsh is important for all Hendrefoilan staff, and we are constantly seeking engaging methods to assist students in learning Welsh. Most recently, our staff have participated in ffa La training, a distinctive approach that incorporates song and creative activities to enhance Welsh speaking skills, making the learning experience enjoyable for both children and staff.

Welsh language plays a significant role in various school activities, and pupils are encouraged to use Welsh in their daily interactions at school. Additionally, pupils have the chance to learn about the culture and heritage of Wales, along with the language. They experience these aspects through lessons, school activities, visiting guests, and trips, which provide insight into Wales' unique historical and cultural identity. The school celebrates St David's day with eisteddfods, where children engage in a variety of Welsh-related activities such as twmpath dancing and singing Welsh songs.

The local authority's Welsh teacher visits the school to promote the Welsh language and support the staff. In June 2019, the school became the first in the Swansea bay partnership to receive the siarter iaith bronze award. Hendrefoilan school has a dedicated Criw Cymraeg, comprising sixteen pupils from Years 3 to 6, who lead the siarter iaith through regular meetings and whole-school Welsh assemblies. The criw Cymraeg had been making good progress in the targets of arian (Silver) status such as on dydd Dewi Sant and dydd shwmae



they employed the Welsh whisperer to work with Years 3,4 and 5 to create a bilingual song about Hendrefoilan school. Da iawn a dal ati!

## Healthy School

Governors, staff and pupils were extremely proud to be awarded their fifth healthy school award or 'Leaf' last year. This was based on achieving our peace mala bronze award, continuing to develop the school's relationship education and fully implementing the new curriculum throughout the school. We continue to follow the 'appetite for life' guidance and children are encouraged to bring in fruit for snack-time and to drink water throughout the day. The school encourages a healthy lifestyle in a multitude of ways, including PE/sports' days, regular visits from our PCSO and outdoor learning. Daily mindfulness sessions are embedded as a way to develop both staff and pupil wellbeing.



## Premises

Over the last year, improvements have continued to be made within the school and its grounds. With the main being as follows:

- The last part of the roof replacement has been completed and will ensure that the building will be water tight for the foreseeable future.
- New fire doors have been installed at either entrance to the hall. These are much better than the ones they replaced.



Health and safety inspections are undertaken within the school and grounds typically once a term with the findings being actioned or monitored as required. A new caretaker has been appointed and he is progressing through the actions he can as well as general day to day maintenance.

Looking forwards, there are plans to replace some of the aging play equipment. Plans are taking shape for additional classroom areas, paid for by a planning agreement with local developers of the new Hendrefoilan woods estate. However, there are no firm timelines in place and the school continues to work with officers from the LA.

The school's procedures for child protection and safeguarding are appropriate and give no cause for concern.

We will continue to work to improve the school within the constraints of the budget. We welcome any ideas.



## **Finance**

The finance committee set the budget in April 2024 to run to March 31<sup>st</sup> 2025. This was then ratified by the full governing body. The budget this year although not generous, allowed us to maintain staffing levels because we had a planned carry forward to enable this. Without this money we would have been in deficit.

Fire doors within the school have been replaced this year and a new entry system has been put in place. Breakfast club (BC) and after school club (ASC) continue, although usage of ASC was low. ASC has been a focus of the committee who are looking for ways to make this self-sufficient. The second half of the roof replacement has happened funded by the local

authority. The playground has had new markings, and a canopy has been erected with PTA money.



**SCHOOL: Hendrefoilan Primary**

**STATEMENT OF ACTUAL EXPENDITURE 2023/24 FINANCIAL YEAR**

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	540,953	0	540,953
Salaries	331,374	29,289	360,663
Other Employee Costs	15	6	21
Premises	104,831	0	104,831
Transport	0	0	0
Supplies & Services	164,779	0	164,779
Recharges	69,195	0	69,195
<b>Gross Expenditure</b>	<b>1,211,149</b>	<b>29,295</b>	<b>1,240,443</b>
Grant Income	-146,959	0	-146,959
Other Income	-90,473	0	-90,473
<b>Gross Income</b>	<b>-237,432</b>	<b>0</b>	<b>-237,432</b>
<b>Net Expenditure</b>	<b>973,717</b>	<b>29,295</b>	<b>1,003,012</b>
<b>RESERVES:</b>			
	£		
FINAL FORMULA ALLOCATION:		906,626	
TOTAL NET EXPENDITURE:		973,717	
<b>TRANSFER TO / (FROM) RESERVES:</b>		<b>-67,091</b>	
OPENING BALANCE ON RESERVES 01/04/23		94,924	
<b>CLOSING BALANCE ON RESERVES: 31/03/24</b>		<b>27,833</b>	

## Appendix 2 - School Term & Holiday Dates 2024/2025

Period	Start	End
Autumn Term 2024	Monday 02 September	Friday 20 December
Autumn Half Term 2024	Monday 28 October	Friday 01 November
Spring Term 2025	Monday 6 January	Friday 11 April
Spring Term 2025	Monday 6 January	Friday 11 April
Spring Half Term 2025	Monday 24 February	Friday 28 February
Summer Term 2025	Monday 28 April	Monday 21 July
Summer Half Term 2025	Monday 26 May	Friday 30 May

### INSET days

Monday 2<sup>nd</sup> September 2024  
Thursday 13<sup>th</sup> September 2024  
Friday 20<sup>th</sup> December 2024  
Monday 6<sup>th</sup> January 2025  
Friday 18<sup>th</sup> July 2025  
Monday 21<sup>st</sup> July 2025

## Appendix 3

Results for the national group reading test, national group spelling test, national procedural and national reasoning from autumn 2023 to summer 2024.

### Boys V Girls

- Y2 test data is available to teachers. However, it is not reliable or valid, due to the young age of the pupils and they are not always confident/able to undertake online tests.
- Girls slightly outperformed boys by 1% in reading.
- Boys outperformed girls in spelling by 6%.
- This is an increase of approximately 10% on last year's reading data and the result of the specialist advice and support of the school's recently appointed DHT.
- Boys outperformed girls by 10% in procedural maths.
- Boys outperformed girls by 14% in reasoning. This is similar to last year.

### English as an Additional Language

- EAL pupils made good progress in reading and this was a significant improvement from last year and made excellent progress in spelling.
- EAL pupils made excellent progress in procedural maths and reasoning.
- Their best progress was made in spelling.
- This is due to highly successful use of tracking data and a range of specialist interventions as part of the school's universal provision.
- ALN spelling data has stayed consistently high due to the beneficial use of learning village, popat, toe by toe and nesy and the expertise of specially trained staff.



## More Able Pupils

- MA pupils made outstanding progress in reading, spelling, procedural maths and reasoning.
- Many MA pupils are also EAL.

## Vulnerable Pupils

- Vulnerable pupils made more progress in reading than spelling.
- And less progress in reasoning than procedural maths.
- These pupils have extenuating factors that negatively affect their progress rates.

## Additional Learning Needs Pupils

- The progress in reading of ALN pupils has increased by 29% from last year. This is as a result of the successful use of tracking data and a range of specialist interventions as part of the school's universal provision.



## Appendix 4

### Glossary of terms

The following is a list of abbreviations and terms that will be useful to you when learning about the school.

Term	Definition
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SDP	School development plan
INSET	In service training
SLT	Senior leadership team (headteacher, deputy, senior teacher)
LA	Local authority
PPA	Planning, preparation & assessment (10% time given to teachers)
FL	Foundation learning
KS2	Key stage 2
ICT	Information communication technology
DCF	Digital competency framework
TA	Teaching assistant
WG	Welsh government
ALN	Additional learning needs
PDG	Pupil development grant
NQT	Newly qualified teacher
CPD	Continuing professional development
SIA	School improvement advisor, Mrs Jayne Woolcock is our SIA
RVE	Religion values and ethics
RSE	Relationships and sexuality education
PTA	Parent teacher association
EMAU	Ethnic minority achievement unit
POPAT	Programme of phoneme awareness training
SBP	Swansea bay partnership

