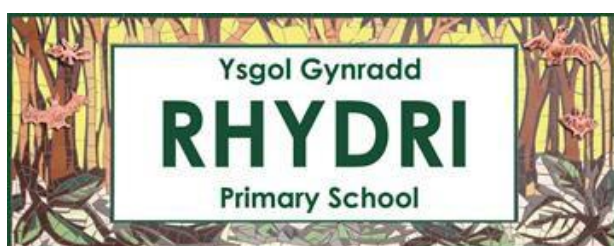


# FEDERATION OF BEDWAS JUNIOR AND RHYDRI PRIMARY SCHOOL ANNUAL REPORT TO PARENTS

## SEPTEMBER 2022 TO AUGUST 2023



Executive Head Teacher: Mrs Vicky Jenkins Delf

Chair of Governors: Mr Andrew Diplock

### **Our School Vision Statement**

Our vision is to cultivate excellence and enjoyment in learning and teaching, within a stimulating and caring environment, where the achievements of all are celebrated.

## YOUR GOVERNING BODY

### Who are your current Governors?

*(at date of publication of this report)*

Chair of the Governors	Mr Andrew Diplock c/o Bedwas Junior School Church Street Caerphilly CF83 8EB <u>or</u> c/o Rhydri Primary School, Rudry, Caerphilly, CF83 3DF
Executive Head Teacher	Mrs Vicky Jenkins Delf
Clerk to the Governing Body	Ms Jennie Francis
Parent Governors	Ms Rebecca Johnson
	Mrs Susan Frost
	Mr Neil Ingham
	Ms Michelle Bridges
Community Governors	Mr Richard Calder
	Ms Leona Hopkins
	Ms Sarah Jones ( <i>Vice Chair</i> )
	Ms Sarah Armstrong
LA Representative Governors	Mr Andrew Diplock ( <i>Chair</i> )
	Cllr Rob Heaton-Jones
	Ms Catherine Briscoe
	Ms Tina Elms
Minor Authority Governors	Cllr Phillip Rosser
Non-Teaching Staff Representative Governors	Ms Jessica Phillips
Teacher Representative Governors	Mr Robert Dimeck Mrs Kath Banks

The following Governors resigned / ended their term of office during the 2022/23 year and the current Governing Body wish to extend their thanks for all the contributions made to the running of the two schools:

- Richard Cook / Emily Harmer / Nicola Richards / Elizabeth Gettings

An up-to-date list of governors can always be found here:

<https://www.bedwasrhydri.school/governors>

### Arrangements for the next election of parent governors (if applicable)

At present, no parent governor vacancies are required to be filled on the Federated Governing body of Bedwas Junior and Rhydri Primary School.

### Details of any meetings held or not held with parents of a maintained school under Section 94 of the School Standards Organisation (Wales) Act 2013

Not applicable.

### What policies and /or strategies have your Governing Body reviewed and adopted over the last year?

Policy / Strategy	Date and Outcome (if applicable)
Hygiene Policy	Agreed 16/11/22

Links to the schools' policies can be found here:

<https://www.bedwasrhydri.school/policies>

### How have the schools' links with the community been strengthened?

- Heddlu Bach / Police – This has been relaunched at Rhydri with representatives from the Police attending the 'pledge' ceremony. Heddlu Bach pupils at Rhydri attended and laid a wreath at St James Church Remembrance Service.
- Bedwas continued to access the allotment 'gifted' by the local Allotment Association with Purple class attending regular sessions with teaching staff and a grandparent from the Allotment Association.
- Rhydri Eco Club continues to have regular sessions with teaching staff and Dr Kate Briscoe from our local community and Governor.
- Rhydri held their Leavers' concert and sports day at Rhydri Village Hall, these events were very well attended with support from our PTA.
- Bedwas held their Leavers' concerts in person in July at the Bedwas Workmen's Hall.
- Bedwas Lower School children performed with DDMIX and Darcy Bussel at a show in Cardiff.
- Welsh Water organised assemblies and local litter picks for children in Bedwas.
- Both schools held an Expressive Arts afternoon with Karen Evans from Y Galeri Caerffili.
- Rhydri Pupils had a wonderful session with Brecon Carreg Water Run 4 Wales

(Cardiff Half Marathon). Where they were interviewed and created posters that were displayed during the half marathon.

- Pure Gym Caerphilly visited Rhydri and led a fitness session with each class.
- It was lovely to welcome a past pupil back to Rhydri Primary as part of Cardiff City Foundation football. A football skill session was enjoyed by all.
- We welcomed Caerphilly library to Rhydri in July to launch the six-week holiday reading challenge.
- Rhydri Silver Class enjoyed participating in a six-week music programme with Caerphilly Music Service during the Autumn Term.
- Rhydri Silver Class and Rainbow Class enjoyed yoga sessions from Kate at Pila Pala yoga.
- Both schools enjoyed a workshop provided by Dwr Cymru.
- Rhydri welcomed both PC Paul Madley and the Fire Service into school.
- Lisa from Experimental Science visited the schools to lead a free workshop about the environment. The children enjoyed the session so much, the PTA paid for Lisa to return to run a 'Harry Potter' workshop.
- Rhydri Gold Class welcomed Machen Royal British Legion into school. Children were lucky enough for the Royal Legion to pay for a school trip to Machen British Legion and received virtual reality workshop.

## YOUR SCHOOLS: Who are your staff?

<b>Head Teacher</b>	<b>Richard Cook (September – May)</b>
<b>Executive Head Teacher</b>	<b>Vicky Jenkins-Delf (May to August)</b>
Deputy Head Teacher	-
Assistant Head Teachers (Temporary)	Mr A Ankin (Bedwas) Ms K Banks (Rhydri)
<b>Teaching Staff</b>	
Bedwas	Mr A Ankin
	Miss K Hillier
	Mr R Dimeck
	Miss K Storey
	Mrs S Williams
	Mrs K Beeby
	Snr C Pinatti (PPA / Spanish)
Rhydri	Mrs K Banks
	Mrs J Curtis
	Mrs L Gettings (left post 31/12/22)
	Mrs L Hayhoe
<b>Teaching Assistants</b>	
Bedwas	Mrs J Farrow
	Ms. E Ducroq
Rhydri	Mrs S Arnold *
	Mrs N Coombes *
	Miss K Cullen *
	Mrs L Eveleigh
* are also Lunchtime Supervisors	

	Mrs J Phillips
Wellbeing - Bedwas	Mrs P Thomas
Lunchtime Supervisors - Bedwas	Mrs J Evans
	Ms E Ducroq (LSA)
	Mrs C Davies
	Mrs S Hearn
School Clerk – Bedwas	Mrs S Dee
School Clerk – Rhydri	Miss F Lewis
Caretaker - Bedwas	Mr Evans
Caretaker - Rhydri	Mr R Price
School Cook - Bedwas	Mrs M Birnie Assisted by Mrs C Case
School Cook - Rhydri	Mrs N Hewitt Assisted by Mrs N Ryall

### Term Dates 2023 – 2024

Term	Start	Half Term Starts	Half Term Ends	Term Ends
<b>Autumn</b>	Fri 1st Sept (INSET)	Mon 30th Oct	Fri 3rd Nov	Fri 23rd Dec (INSET)
<b>Spring</b>	Mon 9th Jan	Mon 20th Feb	Fri 24th Feb	Fri 31st March
<b>Summer</b>	Mon 17th April	Mon 29th May	Fri 2nd June	Fri 21st July

### What is the main language that our pupils speak at home?

English is the main language at both schools.

### What is the use of the Welsh Language in the schools by pupils of all age groups?

70% of Welsh Second Language curriculum is Oracy based. Pupils are encouraged to use Welsh during all lessons and at break times. Cross-Curricular Welsh is used in all sessions in both phases across the schools.

The schools achieved their bronze award in Cymraeg Campus and have a strong Criw Cymraeg.

In Foundation Phase, (Rhydri) children learn Welsh words and phrases including songs and rhymes.

## Healthy Eating and Healthy Drinking

In 2022/23, the school continued in its commitment to developing healthy and informed pupils:

- Bedwas Juniors achieved the Healthy Schools Award.
- Provision of a wide variety of physical activities including football, performing art, rugby, gymnastics, dancing, and netball.
- Caerphilly Sports delivered archery lessons.
- Provision of the multi-skilled approach to PE lessons.
- Lessons linked to sun safety, e safety, substance misuse and hygiene.
- A comprehensive programme delivering sex and relationship education.
- Healthy Living Weeks including walking to school weeks.
- Bedwas Juniors continued to access an allotment made available to the school by the local Allotment Association, growing a range of fruit and vegetables.
- Rhydri Eco Club was run every Friday at lunchtime, it was lovely to see the children plant lots of vegetables and learn so much about a healthy lifestyle.
- Pure Gym Caerphilly visited Rhydri and led a fitness session with each class and discussed balanced and healthy lifestyle.
- It was lovely to welcome a past pupil back to Rhydri Primary as part of Cardiff City Foundation football. A football skill session was enjoyed by all.
- Gwent Dragons Rugby provided sessions to Rhydri and Bedwas. During good weather, Rhydri was able to access the field at Rudry Parish Hall for these sessions.
- Swimming lessons for Year 5 and 6 pupils across the federation resumed in the Summer term at Bedwas Leisure Centre.
- In Both schools, year 6 pupils attended a residential trip to the outdoor activity centre, PGL Lidington.
- Rhydri pupils participated in a number of Sport Caerphilly events including

## Extra-curricular sports activities

- Rhydri hosted Glamorgan Cricket for taster sessions – Rainbow, Silver and Gold Classes.
- Rhydri sent a team to the Gateway Rugby tournament at the Rodney Parade Stadium.
- Caerphilly Sport led a bowls session for Silver and Gold classes (Rhydri).

- Silver Class visited Glamorgan Cricket Club and enjoyed a wonderful skill session.
- Both schools sent teams to the Sports Caerphilly Athletics meet.
- Rhydri sent a team to the Hockey Festival, Cross Country, Athletics, Football tournament, netball tournament, and bowls.
- Rhydri Sports day was held at the Village Hall field.
- Bedwas Juniors performed at Cardiff High School with Darcy Bussell as part of the DDMIX workshop.
- Silver Class and Rainbow Class enjoyed yoga sessions from Kate at Pila Pala yoga.
- Rhydri welcomed Paris St- Germain Football Club into school to complete a session with the pupils.

### **Welfare Facilities - Rhydri**

The main school building has toilet facilities for boys, girls and staff. The boys' toilets contain a toilet cubicle and one urinal. The girls' toilets contain 3 cubicles. Both toilets contain washing facilities. The demountable building used for Nursery and Reception contains its own low-level toilet and washing facilities. The building known as 'Rhydri Cottage' contains a low-level toilet and washing facilities. The demountable building, used for Years 1 and 2, contains its own low-level toilet and washing facilities. All toilets are cleaned daily by the caretaker.

### **Welfare Facilities - Bedwas**

An accessible toilet is available in the girls' toilets by removing a partition between two cubicles and replacing a toilet with hand washing facilities. The key toilet facilities for both boys and girls are situated in the main school building. The boys' toilets consist of two cubicles, 4 urinals and 3 sinks. The girls' toilets consist of five cubicles (including one accessible toilet) and 6 sinks. There are individual toilets for boys and girls in the Terrapin building containing red and blue classes. There is also a toilet in the canteen building. They are cleaned every day as a designated area of responsibility for a specific member of cleaning staff.

## CURRICULUM AND TEACHING

### The way your children are taught

Overall, pupils are grouped according to age. However, additional specific / bespoke criteria are also considered when organising classes.

Work for pupils is differentiated so that children with a variety of abilities within a class are appropriately supported and challenged by activities aimed at their level and tailored to their needs. This is clearly indicated in teachers' planning on a weekly basis and is monitored by the Head Teacher. Teachers must also develop pupils' bilingual skills and their sense of 'Welshness'.

The curriculum seeks to promote:

- the acquisition of knowledge
- the development of a wide range of skills
- understanding of key concepts
- the development of personal qualities
- positive values and attitudes

The Federation of Bedwas Junior and Rhydri Primary Schools strive to make cross-curricular links between subjects and areas of learning wherever possible. The curriculum is organised into broad 'themes' to help us make these connections. Knowledge, skills, concepts and attitudes are promoted through projects that attempt to cover all National Curriculum attainment targets over the four years the pupils attend school. The school integrates both the Literacy and Numeracy Framework and the Digital Competence Framework into the school curriculum.

### Response to the pandemic

In response to the pandemic several strategies were put in place. Some were kept in place as the school returned to pre-pandemic routines. They include the use of SeeSaw to communicate with parents, the use of Microsoft Teams to have assignments for future blended learning. Both these have been used since, for example when it snowed, work was made available via these apps. In addition, children now wear their P.E. kits to school on their allotted days, and the separate entrances to the school grounds for different classes are still being used to avoid congestion on pavements and roads at drop-off and pick-up times. (Bedwas)



## Transition

- The Move-Up days for the new classes took place in both schools and we welcomed the Y2 from Bedwas Infants school for a morning. Transition events for our Y6 also took place in the summer term at Bedwas High School for two days and a further transition day was held for the year 5s.
- Nursery Welcome Sessions have taken place in Rhydri.

## School Development Plan – Summary

Every year, schools must produce a ‘School Development Plan’ (SDP) which sets out their key aims for improvement. Within this plan are separate actions and activities which will contribute towards the achievement of these aims. These individual planned actions are given a timescale, a designated lead person, individual success criteria and, where appropriate, a specified budget taken from the school’s budget allocation or grants for school improvement. Our SDP is currently set across the academic year.

The priorities chosen are individual to each school or federation and reflect self-evaluation activities that have taken place, nationally acknowledged priorities from the Welsh Government as well as recommendations from outside agencies such as the Regional Consortia which in our schools’ case is the Education Achievement Service (EAS), Local Authority and Estyn. It is written collaboratively by our Federation staff.

As our schools have been working together for around seven years with the formal federation ratified in 2019 there has been the opportunity to streamline this process and synchronise our improvement priorities in a single School Development Plan. By aligning our improvement priorities both schools are able to benefit from shared priorities and the sharing of staff expertise in our two schools.

## Progress on last year's (2021-2022) SDP Priorities

SDP Objective	Progress
<p>1. To engage fully with Cluster schools in developing our collective learning offer and in the delivery of the new vision for education in Wales</p>	<p>Science leads attended Cluster days with the cluster schools. Professor Mike Waters and EAS were involved in this aim. Vocabulary across the progression steps was discussed.</p> <p>Welsh leads visited Bedwas Infants school to collaborate ideas regarding progression across the age range.</p> <p>Staff attended training linked to Power languages. Power language was bought as a cluster initiative. The course included ideas where languages could be used across different AOLE's.</p> <p>Both schools have bought into a Jigsaw a Health and Well being online scheme; the majority of the cluster schools use this package. This package allows children to reflect on their emotions.</p> <p>Staff from both schools attended an Inset Day at Bedwas High School common approaches were discussed with consultant Gareth Coombes relating to thinking skills.</p> <p>All year groups took part in an EAS initiative 'No More Marking' where each child produced an independent piece of writing. This writing was judged with writing across UK and each child was given a standardised score and a writing age relating to their chronological age.</p> <p>One Page Profiles (OPP) across the Federation relates well to local cluster schools. Each targeted OPP included what people like/ admire about the child, Things that are important to me, &amp; how to give me support. All OPPs, targeted children plans are uploaded onto Edukey (provision mapping to literacy assessment, school communication and safeguarding reporting) that all local cluster schools use.</p>
<p>2. To develop and deliver an effective vision of the New Curriculum for Wales (CFW)</p>	<p>School Council lead staff worked with school council to give feedback linked to RVE and delivered a staff meeting to further teachers' knowledge linked to this area of CFW. A STEM (Science, Maths, Engineering and Mathematical) day was held to promote the area in our schools.</p>

	<p>School Councils reviewed the behaviour policy and marking and feedback policy showing that the new feedback system worked well with CFW.</p> <p>Both schools were awarded the bronze award in Cymraeg Campus due to the work of the Criw Cymraeg. A new Welsh prayer was introduced to the school as part of the progress in achieving the Bronze Award.</p> <p>Mrs Beeby (Bedwas Junior School) passed her TELT qualification in Spanish and has worked with Senor Pinatti to deliver lessons across the curriculum.</p> <p>Jigsaw scheme and Well-being Wednesday / Fresh Air Fridays are firmly embedded and will continue to be used this year.</p> <p>Karen Evans, Y Galeri Caerffili , and James Mayhew (author) both delivered workshops across both schools.</p> <p>Midterm plan templates were agreed upon as a staff and curriculum coverage trackers were introduced to support transition between year groups.</p> <p>The school used comparative judgement to help identify the Federation focus of sentence writing.</p> <p>Discussions with AOLE team, identified good examples of DCF being used in thematic lessons.</p> <p>Sandwell baseline for maths introduced for all new starters within six weeks of starting.</p> <p>Many staff meetings and elements of training days were linked to ALN. Due to change in staffing, Rachel Collins is now ALNCo in Bedwas and Rhydri.</p> <p>First class@ Number was used alongside NNS catchup to support pupils who were identified less than expected progress.</p> <p>Bedwas Junior School earned the Platinum Eco Flag and Healthy Schools accreditation . Rhydri Primary School earned their fifth Platinum Flag.</p>
<p>3. To develop and enhance the Federation’s planning for and delivery of the Digital Competency Framework</p>	<p>Children used SeeSaw to demonstrate their thinking linked with STEM day.</p> <p>Mrs Beeby led staff training in the use of Oracy and discussed ways technology could be used to share and enhance the experience. Through the year, children in all classes were given opportunities to use hardware and software to record, edit and publish their oracy work.</p> <p>Mrs Banks led an INSET Day in the use of computational thinking using DASH Robots via coding.</p> <p>Digital Wizard roles were given to children and some sessions with AA were delivered to help train them up. The digital</p>

	<p>wizards joined AA to learn about recognising hardware. Heddlu Bach also used “Smart Ink” to mark all hardware in conjunction with Gwent Police.</p> <p>Teachers use online timetable efficiently to book out devices. Two new touch screen TV’s ordered for red and blue classes using the EDTech fund and Rhydri purchased two laptops using EDTech funding.</p>
<p>4. ALN: To raise standards for key groups of learners by increasing awareness of and improving provision for these pupils and through the continuing professional development of staff.</p>	<p>Edukey, a software package that enables us to dynamically map all of the provision put in place for learners, is now being used successfully and is implemented across the Federation. This allows the Additional Learning Needs Co-Ordinator (ALNCo) and Senior Management Team to monitor the many and varied interventions that are deployed by teachers and teaching assistants in detail. There is the facility for progress to be entered on a session-by-session basis.</p> <p>The professional development of staff in this area has been extremely strong. This is evidenced by the number of different courses / training opportunities accessed as well as the different agencies with whom staff interact. This is then being deployed in the class as evidenced in staff sharing sessions, book looks and Phase or Curriculum team meetings.</p> <p>Staff awareness of the varied barriers to learning has increased and staff are now routinely proactive in the first steps of adapting their pedagogy and class practice in order to help with the graduated response.</p> <p>These positives now need to be embedded and built upon as the new ALN Bill moves forward.</p>
<p>5. Leadership: To develop leadership at all levels through the fostering of learners as leaders and an increased understanding of all staff and governor leadership roles and opportunities.</p>	<p>RVE leads looked through Learning Journals to discover which strands had been taught throughout the curriculum and how they have been taught. Staff led a staff meeting to discuss outcome of book look and were available if questions relating to the teaching of RVE were needed.</p> <p>Science AOLE leads created ideas for a STEM Day.</p> <p>School Council completed a questionnaire regarding the school marking policy and teachers gave feedback too including ideas to move forward.</p> <p>Welsh Leads (SW, LH) led regular staff meetings to update staff of progress of Bronze Award, Campws Cymraeg.</p> <p>Criw Cymraeg have led regular school assemblies, this has enabled the school to gain the Bronze campus Cymreig.</p> <p>A member of Staff accessed Senior Leadership Development programme, specific professional development courses linked</p>

	<p>to their particular roles and courses accredited by the Institute of Leadership and Management.</p> <p>Staff new to management roles such as ALNCo and Assistant Head Teachers executed their roles successfully and will look to develop their skills through further training and development next year.</p> <p>Staff deployed the SeeSaw platform effectively and this helped increase their visibility and accessibility with parents as well as supporting communication. All of these factors contributed to the establishment of the teachers as the ‘leaders of learning’ in their own classes.</p> <p>Staff led staff meetings that contributed to the successful work carried out on our other SDP priorities.</p>
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### **New SDP Priorities for this academic year – 2023-2024**

In the table below are our five high-level objectives that we have set for the current school year. These were chosen for a variety of reasons. Some are continuation of previous year’s aims as these either needed further development or are still current national issues. They have also been developed considering Estyn recommendations and the findings of various self-evaluation activities. These self-evaluation activities consist of activities including lesson observations, learning walks, surveys, book looks, staff reflection activities and pupil voice.

The School Development Plan itself details a series of aims which each contain separate tasks or activities which all contribute to developing one or more of the 5 key priorities. These activities are planned to take place at different points through the academic year and are given time scales for completion. The SDP remains dynamic through the year in order to respond to any issues, new priorities or activities that needed to be rescheduled. It is reviewed at the end of each term with each aim ‘RAG’ rated.

SDP Objective	Rationale
<p><b>1. CLUSTER COLLABORATION:</b> To engage fully with Cluster schools in developing our collective learning offer and in the delivery of the new vision for education in Wales.</p>	<p><b>Continue to develop partnership with feeder Infant school.</b> Active cluster group provides opportunities for peer-to-peer learning and shared training on shared objectives. Welsh Government and EAS expectation is that schools within clusters will move forward with their New Curriculum offer within certain mutually agreed areas and liaise regularly forming supportive learning partnerships</p>
<p><b>2. CFW:</b> To develop and deliver an effective vision of the New Curriculum for Wales.</p>	<p>The new approaches expected as a result of the new curriculum necessitates change. The schools' evidencing of PS3 Welsh at the end of KS2 needs to be embedded. New packs for Welsh have 'raised the stakes' in terms of expectations at in every year group. To build upon success achieved in securing consistent progress in Literacy. To share new and innovative Literacy practice evident within the Federation and with feeder school. Innovation in the delivery and development of Literacy needs to be embedded and made increasingly consistent across the Federation and feeder school.</p> <p><b>To develop FP pedagogy</b> <b>Provide more opportunities for pupils to develop and apply their ICT skills</b> <b>Enhance confidence within the pupils by allowing a wider range of responsibilities</b></p>

<p><b>3. DCF:</b> To develop and enhance the Federation's planning for and delivery of the Digital Competency Framework.</p>	<p><b>Provide frequent opportunities to develop problem-solving skills</b> <b>Provide more opportunities for pupils to develop and apply their ICT skills</b> <b>Enhance confidence within the pupils by allowing a wider range of responsibilities</b> <b>Enable independence through the sense of increasing confidence</b> <b>Develop pupils' confidence in their application of ICT skills to support their numeracy work</b> <b>To develop FP Pedagogy</b> Utilisation of ICT as a means of extending and enhancing lessons is inconsistent. Children's independent utilisation and deployment of different aspects of technology needs to be developed so that the choices they make are ones that will enhance their response to their learning <b>Provide more opportunities for pupils to develop and apply their ICT skills</b></p>
<p><b>4. ALN:</b> To raise standards for key groups of learners by increasing awareness of and improving provision for these pupils and through the continuing professional development of staff.</p>	<p><b>Improve performance of FSM boys in Literacy – this is an older target and although the evidence supports the fact that this has been addressed it appears in the rationale as a previous Estyn recommendation.</b> Provision for the identification, monitoring and development of MAT &amp; FSM pupils needs to be enhanced. <b>Foundation Phase pedagogy needs to be developed further [RPS].</b> New ALN Code demands a strong and dynamic response from schools in order to meet the challenging aims and expectations implicit in its structure. Federation needs to continue to develop its flexible deployment and effective use of TAs through providing, encouraging and facilitating PL, auditing existing skills, increasing the leadership of the TAs in the management of the interventions and support programmes delivered and embedding the voice of the TAs in the schools' ongoing self-evaluation and improvement.</p>

<p>5. Leadership: To develop leadership at all levels through the fostering of learners as leaders and an increased understanding of all staff and governor leadership roles and opportunities.</p>	<p>There is a need to embed the increasing involvement of pupils in school decision making.</p> <p><b>Increase Pupils' autonomy in their contributions to the life of the school</b></p> <p>Further work should be undertaken to strengthen their role within the local community and build upon those links which already exist.</p> <p>Pupils could take a more active role during school lunchtimes.</p> <p>Increase sense of responsibility and ownership in the pupils with regard to the school community.</p> <p>Develop leadership at all levels amongst the staff. Develop the leadership role of governors.</p> <p><b>Improve pupils' independent learning skills and increase the effectiveness of pupil groups in influencing the life and work of the school</b></p> <p>Direct GB engagement with the day to day life of the school is still developing as inconsistent in some areas across the federation.</p>
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## **External links and engagement.**

**Cluster** - Bedwas Juniors and Rhydri Primary work with the Bedwas Cluster (Machen Primary, Tyn y Wern Primary, Bedwas Infants, Graig y Rhacca Primary, St. Helen's Primary and Bedwas High School) to support the development of our new curriculum offer. The school-to-school working that takes place enables each school to benefit from the knowledge and experience of the others. We also access training and support packages as a cluster enabling us to align our practice where necessary as well as recognising the need for each school to remain the individual institutions that represent their specific communities as they always have been.

**EAS** – We are supported by a designated School Improvement Partner (SIP) who in our case is currently also a serving Executive Head Teacher in rural schools with a similar number of pupils on roll to Bedwas Juniors. This 'SIP' is able to act as a link between our school and the support on offer from the EAS as well as bringing in welcome understanding of our two schools' particular contexts. The SIP supports the schools in their self-evaluation activities. We have a link advisor who supported us with our work on achieving the Bronze Campus Cymraeg Award and now looking for Silver.

**Other** – Our staff members engage with several external agencies in areas from specific learning difficulties to charities and wellbeing and enable the Federation to develop our curriculum offer in its widest sense.

## FINANCIAL INFORMATION

**SCHOOL: BEDWAS JUNIORS  
SCHOOL**

### OUTTURN REPORT 2022-2023

OLAS	OUTTURN BUDGET 2022/2023
<b><u>EMPLOYEES</u></b>	£
Teachers	435,764.00
Support Staff	163,661.00
Other Staff related costs	51,251.00
<i>Sub Total</i>	<b>650,676.00</b>
<b><u>PREMISES RELATED</u></b>	
Building Maintenance	13,192.00
Grounds Maintenance	41.00
Gas	4,797.00
Electricity	3,124.00
Rates	9,095.00
Water	2,092.00
Cleaning Contract	8,762.00
Cleaning Materials	882.00
Refuse Collection	1,420.00
Insurance	7,194.00
S.Units/H. Driers/C. Hygiene	1,196.00
Fire Fixtures	1,765.00
Alarms	1,625.00
<i>Sub Total</i>	<b>55,185.00</b>
<b><u>SUPPLIES &amp; SERVICES</u></b>	
Computer Costs	2,963.00
Furniture	
Postage	
Capitation/Stationary	18,148.00
Medical	
Licences	4,784.00
Music Support Services	4,487.00
Telephone Charges	2,702.00
Photocopying	3,594.00
Transport Hire / Swimming	5,519.00
Uniform/Protective clothing	
Activities / Trips	15,023.00

Long Service Award	
Exam Fees	
Community Focused spend	
School Website	
Data Protection costs	
EOTAS	454.00
<i>Sub Total</i>	<b>57,674.00</b>
<b><u>SERVICE LEVEL AGREEMENTS</u></b>	
All Services	<b>21,607.00</b>
 <b><u>SCHOOL DEVELOPMENT PLANS</u></b>	
 <b>TOTAL EXPENDITURE</b>	<b>785,142.00</b>
 <b><u>INCOME</u></b>	
Reimbursement School Meals	4,651.00
Supply Compensation	12,360.00
LA Income	22,225.00
Miscellaneous (Not vatable)	5,000.00
Rent	
Donations	16,731.00
Grant Funding	92,302.00
GTC & other training grants	
LEA Fees	
Cashiers Over / Under	691.00
Early Years Funding	
Retrospective Funding Other	
<b>TOTAL INCOME</b>	<b>153,960.00</b>
<b><u>NET EXPENDITURE</u></b>	<b>631,182.00</b>
<b><u>TOTAL SURPLUS/CONTINGENCY</u></b>	<b>48,511.00</b>
<b><u>TOTAL</u></b>	<b>679,693.00</b>

**TOTAL FUNDING FOR SCHOOL**

**FUNDING**

Formula Allocation (net of retro. adj)	613,103.00
Retrospective Adjustment from prev yr.	10,774.00
<b><i>Total Formula Allocation</i></b>	<b><i>623,877.00</i></b>
Total Carried Forward from prev. yr.	<b><i>55,817.00</i></b>
<b>TOTAL FUNDING</b>	<b>679,693.00</b>
<b><u>BUDGET SHORTFALL</u></b>	

**SCHOOL: RHYDRI PRIMARY  
SCHOOL**

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T 2022-  
2023**

<b>OLAS</b>	<b>OUTTURN BUDGET 2022/2023 £</b>
<b><u>EMPLOYEES</u></b>	
Teachers	243,633.00
Support Staff	128,614.21
Other Staff related costs	26,610.71
<i>Sub Total</i>	<b>398,857.92</b>
<b><u>PREMISES RELATED</u></b>	
Building Maintenance	6,177.00
Grounds Maintenance	297.00
Gas	2,246.00
Electricity	7,338.00
Rates	3,317.00
Water	2,198.00
Cleaning Contract	
Cleaning Materials	1,373.00
Refuse Collection	1,427.00
Insurance	3,801.00
S.Units/H. Driers/C. Hygiene	2,078.00
Fire Fixtures	65.00

Alarms	1,455.00
<i>Sub Total</i>	<b>31,772.00</b>
<b><u>SUPPLIES &amp; SERVICES</u></b>	
Computer Costs	1,191.00
Furniture	80.00
Postage	14.00
Capitation/Stationary	8,011.00
Medical	
Licences	3,530.00
Music Support Services	3,263.00
Telephone Charges	142.00
Photocopying	1,423.00
Transport Hire / Swimming	3,036.00
Uniform/Protective clothing	
Activities / Trips	905.00
Long Service Award	
Exam Fees	
Community Focused spend	
School Website	
Data Protection costs	
In Year Clawback SEN	
<i>Sub Total</i>	<b>21,595.00</b>
<b><u>SERVICE LEVEL AGREEMENTS</u></b>	
All Services	<b>18,877.00</b>

**SCHOOL DEVELOPMENT PLANS**

<b>TOTAL EXPENDITURE</b>	<b>471,101.92</b>
 <b><u>INCOME</u></b>	
Reimbursement School Meals	1,912.00
Supply Compensation	2,220.00
LA Income	21,675.00
Miscellaneous (Not vatable)	7,493.00
Rent	
Donations	2,165.00
Grant Funding	86,519.00
GTC & other training grants	
LEA Fees	
Cashiers Over / Under	22.00

Early Years Funding	1,168.00
Retrospective Funding Other	

<b>TOTAL INCOME</b>	<b>123,174.00</b>
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<b><u>NET EXPENDITURE</u></b>	<b>347,927.92</b>
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<b><u>TOTAL SURPLUS/CONTINGENCY</u></b>	<b>49,934.63</b>
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<b><u>TOTAL</u></b>	<b>397,862.55</b>
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**TOTAL FUNDING FOR SCHOOL**

**FUNDING**

Formula Allocation (net of retro. adj)	282,796.55
Retrospective Adjustment from prev yr.	10,922.00
<b><i>Total Formula Allocation</i></b>	<b>293,718.55</b>
Total Carried Forward from prev. yr.	<b>104,144.00</b>

<b>TOTAL FUNDING</b>	<b>397,862.55</b>
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