



Governors' Annual Report to Parents 2021/22

Adroddiad blynyddol y Llywodraethwyr i rieni 2021/22



Our vision

Ein gweledigaeth

**To be an outstanding school developing
outstanding individuals**

I fod yn ysgol rhagorol sy'n datblygu unigolion rhagorol

Our Mission Statement

Ein Datganiad Cenhadaeth

Together we will do great things

Fe wawn ni bethau gwych gyda'n gilydd

This report is written in accordance with the School
Governors' Annual Reports (Wales) Regulations 2011

Foreword from the Chair of Governors (elected)

The academic year commenced in September 2021 with Governors still unable to visit the school, Covid-19 was rife and the school community and estate was operating under strict guidance from the Welsh Government via Cardiff County Council Officers.

The Governing Body was delighted by your actions as parents and guardians in encouraging your children to follow the Health and Safety measures put in place to ensure the school was able to provide a continuum of learning. We are also grateful for the support you have given in the provision of remote learning, an innovation that surely has minimised the time lost to the children's education. Thank you all.

However, by March 2022 governors were holding in-school meetings and sensing what was required to return to normality. The sheer hard work of our staff, from the Estates personnel who kept the buildings clean and safe, to the Senior Leaders who interpreted WG guidance to maximise face to face contact between teachers and pupils, was nothing short of inspirational. Thank you all

The pandemic has also brought to light how committed the school community is to the wellbeing of everyone who is touched by Llanishen High School and the community it serves. We all dealt with the situation in different ways, some self-assured, some endlessly fearful. Our Governing Body has a sub-committee that ensures a continuing focus on the wellbeing of staff and pupils. It regularly asks various groups what support they value and implements initiatives as they are identified.

Another governor sub-committee focuses continually on the curriculum, its' teaching and the outcomes achieved. Every pupil continues to be valued from year seven to, hopefully, thirteen. Individually monitored, regularly counselled, continually encouraged and always praised, they will all become valued contributors to their community.

The Governors Finance and Resources sub-committee fights continually to keep our aging estate in sufficient good order to provide a safe environment for teaching and learning. It also monitors our budget of about ten million pounds to effect best value for money in a period when finances in all state sectors are severely stretched.

During the year we have lost two huge contributors to our Governing Body; Elizabeth Roth served two four year terms much of them as Vice Chair and Karen Dell'Armi who led us all through the pandemic and much more, thank you both. All governors are volunteers and do much more during their terms of office than attend an occasional meeting and nod approval to proposals and policies. Thank you all.

This Report will detail how our community, pupils, parents and guardians, staff, leaders and governors have continued to prepare our students for a successful future in an ever challenging world.

John Caddick
Chair of Governors (elect)

School Priorities for 2021-22

Developing a culture of excellent teaching and learning
Embedding a culture of positive behaviour for learning
Developing an environment for learning

Driven by leadership and management

Raising attainment

To raise outcomes for all groups of learners at all key stages, recovering the learning lost through lockdown and reducing the attainment gap

Attendance and Behaviour

Improve attendance (target 94%) and reduce persistent absenteeism (target less than 20% of total absenteeism) improve positive behaviour, ethos and engagement and reduce exclusions

Teaching and Learning

Further improve the quality of teaching and assessment including effective marking and feedback and developing whole school approaches to Blended or Hybrid learning

Mental Health & Wellbeing

Embed a whole school approach to mental health and emotional wellbeing to support behaviour and learning

Leadership and Management

School Estate

Provide a safe and effective learning environment by improving aspects of the estate; implement a whole school plan for sustainability

Leadership

To improve the quality of leadership across the school
Continue to develop whole school leadership capacity
Target strategic spending

Curriculum

Continue to develop appropriate learning pathways for all pupils' at all key stages; prepare for the introduction of the new curriculum which is to be based on areas of learning experience

Key Performance Data

In 2022 we returned to a full summer examination series.

Key Stage 4

In 2022 pupils secured the following at GCSE (key stage 4):

- ⤴ Level 2 inclusive threshold (5 GCSE A* to C including English and maths) – 79%
- ⤴ Level 2 threshold measure (5 GCSE 5A*-C) – 86%
- ⤴ Level 1 threshold measure (5 GCSE 5A* - G) – 99.6%
- ⤴ Best English – 85.8%
- ⤴ Best Mathematics - 83.8%
- ⤴ Best Science Score – 77.7%
- ⤴ Percentage of pupils achieving 5 A* and A grades – 33%

The performance of pupils entitled to free school meals corresponded generally to the trends described above. Overall there is much to celebrate in the outcomes achieved by pupils in unprecedented circumstances.

Key Stage 3

At key stage 3 outcomes are no longer reported but progress from key stage 2 (primary) to key stage 3 continues to be very strong with most pupils making expected progress or above in English, maths and science. Pupils' results in all national tests (locally administered) are consistently good.

Key Stage 5

Post 16 performance has steadily improved over the last 5 years. Outcomes for 2022 are as follows:

- 3A* - A – 19%
- 3A* - C – 82%
- 3A* - E – 96%

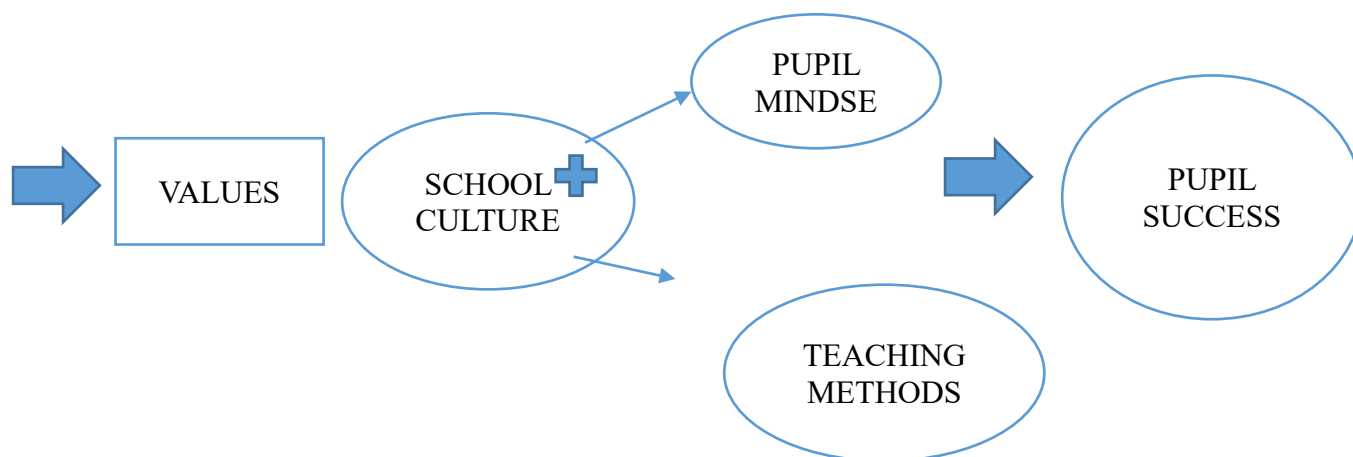
Pupil Behaviour

Our school culture has to be bigger than the culture outside of school

Llanishen High School has an emphasis on **warm strict** within the classroom. We have high expectations of the pupils and are not only looking to establish behaviour for learning but behaviour for character. We think that, to enable pupils to achieve what they are capable of, teachers must establish positive relationships with the pupils and combine assertiveness with warmth. We also unapologetically enforce the authority of the teacher and have centralised detentions for pupils who fail to meet our expectations for behaviour, timekeeping, uniform and equipment.

We want pupils to be masters of their fate and moving forward will have an emphasis on 3 important values.

- 1) **Personal Responsibility** – Pupils taking personal responsibility for their actions empowers our pupils to become masters of their fate
- 2) **Duty** – The value of duty eradicates complacency and builds the discipline necessary to succeed
- 3) **Authority** – A belief in authority allows teachers to take charge and impart the knowledge of their subjects and habits for success



We want pupils to have a duty to our school community before themselves, to be willing to take personal responsibility not make excuses and to be grateful and humble rather than entitled. If our pupils lower their standards they will never catch up.

Our actions become our habits, our habits become our character, our character is “who we are”

	2018/19 Fixed term exclusions	2019/20 (to 23rd March) External exclusions	2020/21 External Exclusions	2021/22
No of exclusions	51	59	74	63
No of days	147	162	225	150
No of pupils	33	59	71	48

In September 2019 the school set up its own offsite external exclusions centre to which pupils are referred instead of being given fixed term exclusions. The pupils have to attend for each day of the referral, are supervised by school staff and set their normal school work to complete. The school has also set up an onsite Pupil Referral Unit (PRU), the Alternative Pathway Centre, for key stage 4 pupils with specific behavioural issues.

There were 4 permanent exclusions in 2021-22

Attendance

	2018/19 Outcomes	2019/20 Outcomes to 23 rd March	2020/21	2021/22
Attendance	94.50%	92.50%	N/A Covid affected	N/A Covid affected
Authorised absence	2.60%	4.2%		
Unauthorised absence	3.00%	3.3%		

Attendance returns were suspended country wide due to covid-19

Improving attendance, including reducing the incidence of persistent non-attendance (i.e. attendance less than 80%), continues to be a priority.

Curriculum Matters

At Key Stage 3 (Years 7 and 8) all pupils follow a broad curriculum of core and foundation subjects in line with National Curriculum requirements.

At Key Stage 4 (Years 9, 10 and 11) pupils are guided into one of four discrete Learning Pathways, designed to give individual pupils the best opportunity to succeed. All pupils continue to study the core subjects of English, Mathematics, Science, RE and Welsh and follow the Welsh Baccalaureate. They also have a wide choice of other subjects including the recent additions of engineering, hospitality and catering, and hair and beauty.

Welsh is compulsory at Key Stages 3 and 4. At Key Stage 4 pupils take full course GCSE. Sixth Form pupils can choose from a wide variety of level 3 qualifications – A level, AS level and BTEC National. The choice now includes criminology, applied medical science, health and social care and computer science. Sixth formers are supported in their higher education or employment applications.

Work began in earnest during 2019-20 on developing elements of the new curriculum for Wales which will be rolled out progressively from September 2022, starting with year 7. Design of the new curriculum will be based on 6 Areas of Learning and Experience (AoLEs) with schools given much greater freedom than hitherto to determine its content. During 2020-21 significant work was carried out on developing a pilot for delivery of the Health and Wellbeing AoLE to year 7 pupils from September 2020. The key elements include cycling proficiency using a fleet of bicycles acquired with the support of Cardiff Local Authority Active Travel; horticulture using the new on-site garden and polytunnel facilities developed with funding from Welsh Government; and recycling as part of the Zero Waste Schools programme.

The school seeks to maximise outcomes for More Able and Talented students. More Able students are defined as those who are academically high achievers across the curriculum; Talented students are defined as those who exhibit a flair for a particular subject. The More Able and Talented register identifies those students who are in the top ten per cent according to a variety of assessment criteria. Classroom teachers use this information to track, support and provide challenges for these students.

MAT pupils participate in the SEREN network which provides opportunities for engagement outside school. In 2021-22 these opportunities included

- ✦ participation by Year 12 honours students in the Scholars Programme run by the Brilliant Club at Bath University which covered advice on research skills, applying to selective universities, interview success and working with a tutor from Cardiff university to undertake an intensive undergraduate course in the Neurobiology of Parenting
- ✦ 24 students in the Year 11 scholars programme working with a Cardiff University PhD student on a study of the causes of Alzheimer's disease
- ✦ Year 10 students visiting Cardiff University

Buildings and School Site

The school was not successful in Welsh Government's 21st Century Schools funding round in 2017 but did receive a commitment from Cardiff Council of £2m over the 3 years 2018- 19 to 2021- 22 for improvement of the roofs; new state of the art toilet facilities; and new CCTV building and perimeter security systems. The work on the roofs is complete and new toilet facilities were completed in summer 2020. Work on the security of the site was completed for the new academic year in September 2021.

The Governing Body and the Senior Leadership Team have considerable concerns about the overall state of the buildings, many of which are ageing. We are working with the local authority to develop longer term plans for their renewal.

The school has sufficient toilet facilities in all its buildings, including toilets with disabled access. All toilets are cleaned and re- supplied with soap and paper daily.

Pupil Roll and Staffing

The number of pupils on roll in September 2022 was 1,665.

In 2021-22 there were 86 full times and 23 part time teachers; 67 learning support assistants working in the Learning Support, the Behaviour Support Team, the Hearing Impaired Unit and the Autism Base; 26 admin and other support staff and 3 caretakers and cleaners.

Governors play an active role in the recruitment of all new staff and in internal appointments to posts of responsibility. A governor sits on each of the appointment panels.

Pupils are involved in key appointments. The mature and perceptive commitment they bring to the process is impressive and highly significant in reaching decisions.

Food and Fitness

Promotion of healthy eating and fitness are key to helping our students to lead active and healthy lives. There is a whole school approach which encompasses learning across the curriculum, extra-curricular activities, planning of the school site and provision of school meals, other food and drinking water.

Key aspects include

- ▲ teaching food preparation and food hygiene skills
- ▲ teaching about the relationship between food, physical activity and health benefits - long and short term
- ▲ promoting the take up of school meals and of healthy packed lunches for those students bringing food into school
- ▲ working with the school catering service
- ▲ offering a diverse range of physical activities through the PE curriculum and in extra-curricular provision, for both girls and boys
- ▲ providing suitable indoor and outdoor space for physical activity
- ▲ using posters, twitter and the school website to promote healthy living
- ▲ encouraging cycling and walking to school
- ▲ teaching personal health and well-being

Links with the Community

The school is privileged to have a number of partnerships with local businesses and the local community.

The Eco Council

The Eco Council meet every week and carry out frequent litter picks planned and led by pupils and covering Llanishen village, the churchyard and parts of Heol Hir. The Eco Council also promoted an anti-litter campaign in school; looked at recycling and reducing the use of plastic in school; and contributed to the creation of the school garden and tree planting in the local community. Some members joined school governors and the Senior Leadership Team to plan an environmentally friendly way forward for the school.

Partnership with INSYNC Pharmacy

INSYNC Pharmacy support a variety of education activities including GCSE projects and the annual awards evening, as well as providing staff with their annual 'flu jabs.

Partnership with the Rotary Club of Llanishen

Every year the Rotary Club sponsor some students to take part in the Rotary Young Leaders Award. This consists of a residential course in the Brecon Beacons which brings together young people from all over Wales and develops their leadership skills through a number of challenges including caving, orienteering and a trek up Pen-y-Fan.

The Rotary Club also sponsors annually the Young Musician of the Year award and the Youth Speaks Debating competition. This support significantly enhances the extra-curricular opportunities for our more able and talented musicians and public speakers.

Principality Building Society Partnership

The Principality sponsor the delivery of the Year 11 level 2 Financial Capability qualification. This partnership is greatly valued by the school and the students.

Parent Teacher Association

We are very grateful for the work of our PTA. In 2019-20 the PTA contributed £9,000 towards the cost of the new school minibus. Unfortunately, many of their main fund raising events had to be suspended in 2020-21 because of the pandemic. They are now back up and running!

Partnership with Llanishen Rugby Club

2018/19 saw the completion of the £1.5million project on the school site funded by Llanishen Rugby football Club to construct a floodlit, all weather pitch of World Rugby and FIFA standard, together with changing facilities. The school and Club continue to work closely on the operation of the facility and to build on our shared belief in the value of sport and in encouraging wider participation extending beyond school years. The facilities are available to the school during weekdays in term time and to the Club and wider community in the evenings, at weekends and during school holidays.

Garden Project

A community volunteer group led by a member of the Governing Body worked with the school and the Zero Waste Schools project to develop the school garden. This 1600 square metre development includes a polytunnel, a gazebo, beds for crops, fruit beds, raised beds and a covered outdoor classroom.

Additional Learning Support Provision

Provision for pupils with Additional Learning Needs (ALN) is led by the Assistant Headteacher (Director of Inclusion), the Additional Learning Needs Co-Ordinator (ALNCO), the Heads of the Special Resource Bases and the leads for the other support areas.

In 2019-20 the school was granted Special School status by Cardiff Council and, as a result, gained enhanced funding. This funding recognises that if the number of students on school roll with significant additional learning needs were to be placed in a separate provision such provision would be considered to be a special school. This status underlines the commitment of the school to ensure that pupils with additional learning needs are able to achieve their full potential.

Learning Support Department

The department provides support for a wide range of specific learning needs, such as dyslexia and speech and language difficulties as well as providing support with literacy and numeracy progression. Support is provided by a team of staff in accordance with ALN statements, individual development plans or healthcare plans. These include the ALNCO, two higher-level teaching assistants and 28 learning support assistants. They provide focused intervention programmes delivered in small withdrawal groups; 1 to 1 support where needed and in-class support. Intervention programmes include reading groups, maths support, emotional support, mentoring and peer mentoring.

Hearing Impaired (HI) Special Resource Base

The base provides specialist support for pupils with statements for Hearing Impairment. Specialist lessons (facilitated by dis-application from the requirements of pupils to study Welsh and modern foreign languages) are delivered by 3 HI specialist teachers and cover consolidation of curriculum language. Ten specialist teaching assistants provide in-class support, differentiation of materials and access to the curriculum through total communication modes including British Sign Language and Sign Supported English.

Autism Spectrum Condition (ASC) Specialist Resource Base

The base provides support for pupils who are statemented for Autism Spectrum Condition, enabling them to access and be included in mainstream education. Support is provided by four ASC specialist teachers and 23 learning support assistants through 1-1 in class support, adaptation of materials, individualised timetables and social skills training. The base also offers vocational qualifications from levels one to three for learners in KS4 and post-sixteen education. There is also a small class of learners with complex needs who are primarily taught within the base by one of the teachers.

Behavioural, Emotional and Social Difficulties (BESD) Support Base

The base provides support for pupils with BESD. Support is provided by 2 BESD lead practitioners and 8 learning support assistants through focused small group interventions, individual mentoring, in class support, 1-1 learning assistant support and reduced timetables.

Flexible Learning Centre

The centre provides support for pupils identified as anxious, school phobic, of low mood or unable to attend mainstream classes for medical reasons. Support is provided by 1 lead practitioner, a home tutor and a learning support assistant. Students can access flexible learning plans, reduced timetables, bespoke programmes of study and emotional literacy programmes.

English as an Additional Language (EAL)

This provision staffed by a specialist teacher and two learning support assistants, gives support to pupils for whom English is an additional language. Their needs vary depending on whether they are new arrivals, are in the process of acquiring English or are at the stage of developing their English.

Student Perspectives:

Undoubtedly, the most desired aspect when entering our Sixth Form is the prospect of becoming a member of our Senior Prefect Team. To ensure a group of motivated students are chosen to be a part of such a vital team, the selection process allows teachers to form a group of trustworthy individuals that have a passion for the improvement of our school; a voice for our student body. With this came the ability to arrange social events in order to integrate our sixth form has become more precious than ever due to Covid, allowing us to feel more supported, united and part of our own microcosm. Obtaining the opportunity to communicate with the Governors, whether in person or through organised online meetings, allowed us to proclaim not only our personal views but also those expressed by our fellow Sixth Formers. But what remains one of the true honours of a role within the Senior Prefect Team is a chance to enrich ourselves as individuals and members of a community through our work with charities and equality initiatives, the importance of dedication and pride to a community which will be invaluable in the personal spheres of our lives.

What is undeniable is that the school has acted as an environment for like-minded and like-motivated individuals who contribute to an atmosphere of healthy competition not only within the curriculum but outside of it as well – we motivate each other to push our academic limitations. Despite the fact that the majority of our Sixth Form students are currently applying to university, our most embellished message given is that ‘university is not for everyone’. Our support team, comprised of teachers, careers advisers and our online platform (i.e. unifrog), ensures that diverse career paths are accommodated to and receive the same support as those applying for university.

Not only do we take pride in the fact our students have a passion to learn, but we also recognise the unmatched quality of our teaching staff who undeniably motivate us to continuously explore and broaden our knowledge on the subjects we love. This cannot be more clearly exhibited in the dedication shown by teachers in navigating students through the various lockdowns via zoom and teams calls to ensure that contact was not lost and the student-teacher relationship was maintained and completely as possible – at no time were students abandoned or isolated. Having had little experience in the process of sitting exams due to Covid, many of our teachers and members of the Senior Leadership Team have gone above and beyond to share their advice on a range of revision styles and well-being facilities, guaranteeing each individual possesses the opportunity to thrive and receive the academic results they desire. Implementing our weekly ‘Well-being Wednesday’ has allowed those in the younger years to not only recognise and prioritise the importance of mental health, but it has also given our Year 13 students the freedom to take full advantage of quieter revision facilities and the opportunity to discuss in detail any concerns or queries they may have with their chosen teacher.

We have thoroughly enjoyed leading our Sixth Form through some challenging times and are very grateful to the Sixth Form Team that have supported us so fully. We wish everyone in Year 12 and 13 the best of luck this year and look forward to supporting our successors in taking over the roles.

Holly Craddock – Head Girl

Dylan Davies – Head Boy

The Work of the Governing Body

The Work of the Governing Body

The Governing Body has a strategic responsibility for the school which it fulfils by

- setting the school's aims and objectives
- agreeing policies, targets and priorities for achieving these objectives
- monitoring and evaluation to see whether the objectives are achieved.
- setting the school budget, monitoring spending and appointing senior staff.

There are 20 members of the Governing Body - 5 appointed by Cardiff County Council, 6 elected by parents, 2 elected by teachers, 1 elected by non-teaching staff, 5 from the local community appointed by the governing body and the Headteacher. In 2021-22 the deputy Headteachers attended full governing body meetings as observers. The head boy and head girl also attend as observers and they attend one of the four main governing body committees.

The governing body meets every half term. In 2020-21 there were two additional meetings – one in April to consider restructuring of the senior leadership team and a second in May to set the school budget for 2021-22. All of the meetings (and meetings of the four main Committees) took place on line because of the Covid 19 restrictions on face-to-face meetings.

The full list of governors and their attendance in 2020-21 is set out below. The end date of the period of appointment or date of resignation is shown for each governor.

Headteacher	Parent	Local Authority	Teachers	Non-teaching staff	Community	Observers
Mrs Sarah Parry 7 of 7	Mrs Karen Dell'Armi 7 of 7 Resigned 22/7/22	Mrs Elisabeth Roth 5 of 6 Resigned 26/6/22	Mrs Estelle Williams 6 of 7 20/1/23	Mrs Helen Wall 4 of 7 01/12/26	Mr David Mills 7 of 7 1/12/26	Mr Dan White Deputy Head 7 of 7
	Mrs Sam Heighway 5 of 7 Resigned 25/11/22	Mr John Caddick 7 of 7 19/11/25 Chair	Mrs Maria Prosser 3 of 4 Resigned 23/3/21		Mrs Freda George 7 of 7 2/12/25	Head Boy 6 of 7
	Mr Richard Vaughan 6 of 7 16/4/23	Mrs Ruth Crowder 6 of 7 12/9/23	Mr Matthew Hampton 6 of 7 30/8/25		Mrs Ellen Mills 5 of 7 28/3/26	Head Girl 4 of 7
	Mrs Ellen Parker 6 of 7 16/11/24	Cllr John Lancaster 7 of 7 20/11/26			Mr Nigel Richards 6 of 7 19/3/26	
	Mrs Rachael Davies 16/11/24 6 of 7	Mrs Louise Davies 6 of 7 Resigned 22/7/22			Mr Dai Harris 6 of 7 27/3/26	
	Dr Linzi Plant 3/1/26 5 of 5					

Notes:

1. Mrs L Casella joined the FGB on 5.10.21 and left on 22.7.22
2. Dr L Plant joined the FGB on 1.12.21
3. Mr M Hampton joined the FGB on 6.7.21
4. Mrs E Roth left the FGB on 26.6.22
5. Mrs K Dell'Armi left the FGB on 22.7.22
6. Mrs Maria Prosser left the FGB on 23.3.21

The Clerk to the Governing Body is Mrs Alison Williams. She and individual governors can be contacted through the school.

There were a number of changes in the governing body during 2020-21

- two parent governors were elected in November 2020 following the appointment in July 2020 of two parent governors as community governors
- one teacher governor resigned on appointment to another school and an election for her replacement took place in July 2021 ahead of the 2021-22 school year
- one local authority governor resigned at the end of the school year with her replacement appointed from 1st September 2021.

It was particularly difficult for the Head Boy and Head Girl to engage with the work of the governing body because of the pandemic and the closure of the school between December 2020 and March 2021, which delayed the election of the head boy and head girl for 2021.

Full governing body meetings usually start with an information briefing. In 2020-21 there were briefings on child protection; the collection and use of pupil performance data with particular emphasis on equality and on vulnerable learners; and zero-waste and the gardening project. At each of the half termly meetings the Governing Body received a report from the headteacher and reports and recommendations from its Committees.

Key issues considered included:

- ✦ the impact of the pandemic on staff and pupil well-being and on teaching and learning and pupil progress, in particular
 - ✦ arrangements for opening and maintaining the school as a Covid-safe environment
 - ✦ arrangements to support pupils during school closure or the isolation at home of individual year groups or forms, including the development of blended learning incorporating on-line live and recorded lessons;
 - ✦ maintaining contact with all pupils but particularly with vulnerable pupils and those with additional learning needs and using pupil feedback via the engagement tracker and the Skodal app to address progress and well-being issues;
 - ✦ developing on-line reporting to parents, including on-line parents' evenings
 - ✦ working with the local authority to address IT deprivation;
 - ✦ arrangements for replacing exams with moderated school assessments which involved an intense level of work for staff in a limited time
- ✦ development of the new curriculum with rollout to the incoming Year 7 from Autumn 2021
- ✦ diversity in light of Black Lives Matter with particular reference to the content of the school curriculum
- ✦ school bus services – their reliability and safety, including the application of Covid 19 requirements
- ✦ creation of the well-being centre bringing together in one readily accessible location staff and services dealing with pupil well-being
- ✦ the school estate, in particular the completion of site security measures and consideration of what the school should bid for in the event of significant funds becoming available for major renewal or new build

- ⤴ expenditure outturn for 2020-21 and the budget for 2021-22
- ⤴ sustainability including development of the school garden and the achievement of zero-waste through recycling contracts and other measures
- ⤴ restructuring of the senior leadership team
- ⤴ consultation on making the temporary changes in the school day (staggered lunch breaks and earlier finish) permanent.

The annual governor strategy day involving governors and senior and middle leaders took place in shortened form in June and focused on introduction of the new curriculum for the incoming year 7. Staff and some governors attended in person, but most governors attended on-line. One conclusion was that future gatherings of the governing body should be either wholly on-line or face to face – a hybrid was too difficult to deliver successfully!

Much of the work of the Governing Body is carried out by its Committees.

In 2020-21 the Finance and Resources (F&R) Committee focused on improvements to the security of the school estate; the planned new build for the ASC base; compliance with health and safety requirements, particularly those relating to Covid 19; the sustainability project; and monitoring the 2020-21 budget spend and setting the 2021-22 budget.

The Teaching, Curriculum and Outcomes (TCO) Committee considered the development of blended learning (on-line and face to face); pupil outcomes in summer 2020 and the arrangements for school-based assessments in summer 2021; and jointly with the SCW Committee considered the development of pupil voice.

The School Community and Wellbeing (SCW) Committee focused on the development of the well-being centre; the support available for vulnerable pupils during the pandemic; and the promotion of equality issues through the establishment of a focus group involving parents, staff and governors. Pupil attendance was a continuing concern but the successful creation of a team of Pupil Achievement Leaders (PALS) to support the Year Team Leaders has led to greater engagement with families and pupils to resolve issues.

The Governance Committee deals with the operation of the governing body. It looked at arrangements for holding pupil exclusion and staff disciplinary hearings remotely and monitored the move of all governors to LHS email addresses and to Microsoft Teams for on-line meetings.

The Governing Body also has Committees dealing with pupil discipline and exclusions; the head teacher's performance review; staff redundancy, dispute resolution and discipline; staff pay and performance; and complaints. These meet as required.

In 2020-21-20 new, revised or amended policies and procedures were approved by the Governing Body for charging and remissions, child protection, data protection, exams, non-exam assessments, behaviour, inclusion, substance misuse and educational visits. All school policies and their related equality impact assessments are posted on the school website.

The Governing Body adopted staff policies recommended by the local authority or the Central South Consortium covering attendance and wellbeing, disciplinary procedures, carers and leave. The Governing Body also approved the school recovery plan for 2020-21 and the 2020-21 school prospectus.

Governors sit on all staff appointments panels, with significant engagement in the appointments of senior staff. Key appointments made in 2020/21 included the second Deputy Head, the Director of

Maths, the Assistant Head Inclusion and Wellbeing (for September 2021), the Subject Lead for Physics (for September 2021) and the Subject Lead for Philosophy, Ethics and Religious Studies (for September 2021).

New governors have an induction session on appointment; and governors are encouraged to undertake training provided by Cardiff Governor Services and the Central South Consortium. In 2020-21 all training was undertaken on-line and topics included child protection, blended learning, use of data, headteacher performance management, pupil discipline and additional learning needs.

Governing Body links with parents

As noted above, two new parent governors were elected in November 2020, from a field of 13 candidates. The next election for a parent governor is due in early 2022.

Parents can request up to 3 meetings with the governing body in a school year. The purpose must be to discuss issues which relate to the school – not individual pupil progress or individual grievances. In the case of Llanishen High School a petition for a meeting would need to be signed by the parents of 30 pupils. Further information is contained in Welsh Government guidance document 104/2013.

Equality Issues

The Governing Body approved the Strategic Equality Plan report for 2019-20. Work on developing a new strategic equality plan for 2021 onwards was delayed because of the need to refocus taking account of issues given new impetus by Black Lives Matter. The equality working group mentioned above and student voice groups are involved. Equality impact assessment is already an integral part of developing and reviewing policies and procedures.

Financial Decisions

A financial statement giving a summary of how the school's budget for 2020/21 was spent is attached as an appendix. Total spend was £8,078,042 (93%). Savings arising as a result of the school closure between December 2020 and March 2021 meant that more work could be carried out than had been projected on renewal and repair of the school estate. These savings and the receipt of grants late in the year also mean that £604,599 could be carried forward into 2021/22.

Setting a balanced budget for 2021/22 was only possible because of the relatively high level of carry forward. The budget has been set at £9,488,991 with only £65,510 of the total unallocated. Opportunities will be looked for to rein in spending during 2021/22 so that a balanced budget can be set for 2022/23 without imposing severe cuts for that year.

Term Dates and Contact Details

	Start Date	Half term break	End Date
Autumn Term	Monday, 5 th September 2022	Monday, 31 st October to Friday, 4 th November 2022	Friday, 23 rd December 2022
Spring Term	Monday, 9 th January 2023	Monday, 20 th February to Friday, 24 th February 2023	Friday, 31 st March 2023
Summer Term	Monday, 17 th April 2023	Monday, 29 th May to Friday, 2 nd June 2023	Monday, 24 th July 2023

Inset Days

Monday, 5th September 2022
Friday, 14th October 2022
Friday, 25th November 2022
Monday, 9th January 2023
Monday, 27th February 2023
Monday, 24th July 2023

Llanishen High School
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Heol Hir, Cardiff, CF14 5YL
Tel: 02920680800 Fax: 02920680830
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Website: www.llanishen.cardiff.sch.uk

CARDIFF COUNCIL/GYNGOR CAERDYDD
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2021-2022

Governing Body/Corff Llywodraethu of: Llanishen High School

	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawnedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	5,123,740		5,157,899	
Special Needs Teachers/Athrawon Anghenion Arbennig	69,784		70,498	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	422,966		453,284	
Short Term Supply/Llanw Byr Dymor	10,000		17,216	
Long Term Supply/Llanw Hir Dymor	169,190		294,216	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	1,327,347		1,222,180	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyyr	203,623		207,551	
Foreign Language Assistants/Cynorthwyyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	109,489		109,925	
Mid Day Supervisors/Gorychwyllwyr Canol Dydd	39,764		26,522	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	38,081		38,669	
Administrative Staff/Staff Gweinyddol	300,233		298,175	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	94,980		82,818	
Other Staff Costs/Costau staff eraill	566,229		521,199	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		8,475,426		8,500,152

Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	115,940		93,165	
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	9,000		3,683	
Staff Transport Costs/Costau Cludiant Staff	1,800		742	
Vehicle Costs/Costau Cerbydau	3,200		5,909	
Total Transport Costs/Cyfanswm Costau Cludiant		14,000		10,333
Total Premises Related Costs/Cyfanswm Costau Eiddo		798,571		758,403

Supplies and Services/Cyflenwadau a Gwasanaethau			
Teaching Materials/Adnoddau Addysgu	220,000		191,059
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	46,600		32,600
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0
Catering Costs/Costau Arlwyo	3,500		1,220
Unallocated / Savings to be found/Arian heb ei ddosbarthu / Cynilion	68,186		0
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	29,480		12,632
Consultants Fees/Ffioedd Ymgynghorwyr	0		0
Examinations Fees/Ffioedd Arholiadau	190,000		135,803
Games & School Activities/Gemau a Gweithgareddau Ysgol	52,000		34,219
Clerk to Governing Body/Clerc y Corff Llywodraethu	4,340		4,995
Other office costs/Costau swyddfa eraill	5,800		5,851
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	0		-142
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0
Subsistence and expenses/Cynhaliadau a threuliau	2,000		3,849
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		621,906	422,087

Central Services/Gwasanaethau Canolog			
School Meals/Prydau Ysgol	130,050		130,050
Service Level Agreements/Trefniadau Lefel Gwasanaeth	37,292		36,515
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		167,342	166,565

Income/Incwm			
Additional Central Funding/Nawdd Canolog Ychwanegol	-533,808		-1,535,281
Community Education/Addysg Cymunedol	0		0
Donations/Rhoddion	-5,000		0
Lettings/Gosodiadau	-13,000		-8,655
Other Income/Incwm arall	-21,607		-84,214
Grant Income/Incwm rhent	0		-58,121
Sales/Gwerthiannau	-10,000		-1,054
School Meals Recharge/Talu am Brydau Ysgol	0		0
Training and Tuition Income/Incwm Hyfforddiant	-3,500		-10,257
Total Income/Cyfanswm Incwm		-586,915	-1,697,582

Interest and Other/Llog ac Arall			
Interest on investments/Llog ar fuddsoddiadau	0		0
School Investments/Buddsoddiadau Ysgol	0		0
Withdrawal Investments/Buddsoddiadau Dileadau	0		0
School Deficit/Gwariant Ysgol			
Temporary Loans/Benthyciadau Dros Dro	0		0
Temporary Loans/Benthyciadau Dros Dro	0		0
Interest/Llog	0		0
Total Interest and Other/Cyfanswm Llog ac arall		0	0

Total Net Expenditure/Cyfanswm Gwariant Net		9,490,330		8,159,958
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddiwyd a ddygwyd ymlaen		-604,600		
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-151,137.50		-151,137.50
Contribution to / from balances/Cyfraniad i / o falansys				725,772
Revised Net Expenditure/Gwariant Net Diwygiedig		8,734,593		8,734,593

Summary/Crynodeb	
Total resources available in 2021-2022 / Cyfanswm adnoddau ar gael yn 2021-2022	£
School balances Brought forward from 2020-2021/Balansau ysgol a ddygwyd ymlaen o 2020-2021	604,599.56
School Loans Brought forward from 2020-2021/Benthyciadau Ysgol a Ddygwyd ymlaen o 2020-2021	0.00
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0.00
Total delegated resources/Cyfanswm adnoddau dirprwyedig	8,885,730
Total/Cyfanswm	9,490,329.56
Actual Expenditure/Gwariant Cyflawnedig	8,159,958.10
Less change in investments/Llai'r newid mewn buddsoddiadau	0.00
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro	0.00
Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir	0.00
Total balance carried forward to 2022-2023/Cyfanswm Balans a ddygwyd ymlaen i 2022-2023	1,330,371.46
Statement of Balances Held/Datganiad Balansau	
£	
Uninvested Balance as at 31st March 2022/Balans na fuddsoddiwyd ar 31 Mawrth 2022	1,330,371.46
Invested Balance as at 31st March 2022/Balans a fuddsoddiwyd ar 31 Mawrth 2022	0.00
Outstanding Loans as at 31st March 2022/Benthyciadau dros ben ar 31 Mawrth 2022	0.00
Total Balances held as at 31st March 2022/Cyfanswm Balansau ar 31 Mawrth 2022	1,330,371.46

for Corporate Director Resources		
Prif Cyfarwyddwr Corfforaethol Adnoddau		

Matthew W. Jones