



Governors' Annual Report to Parents 2022/23

Adroddiad blynyddol y Llywodraethwyr i rieni 2022/23



Welcome to Llanishen High School where our mission is to create a supportive, inclusive environment that nurtures individual growth and personal success.

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

Foreword from the Chair of Governors

I am delighted to present this Annual Report to Parents for the academic year 2022-23.

The following pages will detail how we strive to create a supportive, inclusive environment that nurtures individual growth and personal success. In doing so we recognise that pupils moving through examination years have been affected by the Covid-19 pandemic during which they missed out on sitting examinations that were externally set and marked.

The biggest lesson we have learnt is that if our pupils are not engaged then they will not learn. Attendance is what will make your children successful; we are ready and able to provide brilliant life chances for every pupil who comes through our door.

I must pay tribute to our senior leaders, teachers and support staff who care for your children by providing a safe, orderly, caring space in which they will do well.

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, teaching and the outcomes achieved. Every pupil continues to be valued from Year 7 to Year 13. Individually monitored, regularly counselled, continually encouraged and always praised, they will become valued contributors to their community.

The Governors' Finance and Resources sub-committee fights continually to keep our ageing 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.

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.

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School Priorities



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

Priorities for school development 2022-23: These priorities continue into the 2023-24 academic year and are reflected in the School Development Plan

1. Continue to build confidence and resilience in the school community that results in improved attendance (that builds back up to pre-pandemic rates) and improved wellbeing.
2. Ongoing commitment to secure the very best quality teaching and learning for all abilities across all key stages, focusing on the strategies for our most able learners, our most vulnerable learners, and our boys.
3. Secure positive value-added outcomes for Key Stages 4 and 5 for most pupils, including those vulnerable to underachievement.
4. Continue to identify and address any gaps in core knowledge and key skills for pupils across the curriculum, especially for those most vulnerable to non-engagement. Ongoing development of provision for pupils with weak basic literacy and numeracy skills on entry to the school.
5. Ongoing development of the Curriculum for Wales to meet all statutory requirements, the 4 purposes, and improved outcomes in literacy and numeracy.
6. To continue to develop accurate and robust assessment and assessment for learning across Key Stages 4 and 5 to ensure that pupils have meaningful feedback that enables them to progress in their learning. Develop processes for assessment and tracking in Years 7, 8 and 9 that are fit for the purpose of the new curriculum.
7. Further embed the coaching culture for professional learning using the Step lab platform to make incremental gains in the quality of teaching and learning, focusing on specific aspects of pedagogy in line with emerging/dynamic school priorities. For 2023-24 these focus on maximising opportunities to learn and activate hard thinking.
8. Maintain the quality of provision of teaching and learning in the context of a very challenging financial settlement and a reduction in grant funding.



Key Performance Data

In 2023 we saw the second year of a return to a full summer examination series.

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 4

In 2023 pupils secured the following at GCSE (key stage 4):

- ⤴ Level 2 inclusive threshold (5 GCSE A* to C including English and Maths) – 69%
- ⤴ Level 2 threshold measure (5 GCSE 5A*-C) – 74%
- ⤴ Level 1 threshold measure (5 GCSE 5A* - G) – 98%
- ⤴ Best English – 78%
- ⤴ Best Mathematics - 78%
- ⤴ Best Science Score – 70%
- ⤴ Percentage of pupils achieving 5 A* and A grades – 30%

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 5

Post 16 performance has steadily improved over the last 5 years. Outcomes for 2023 are as follows:

- 3A* - A – 17%
- 3A* - C – 71%
- 3A* - E – 95%

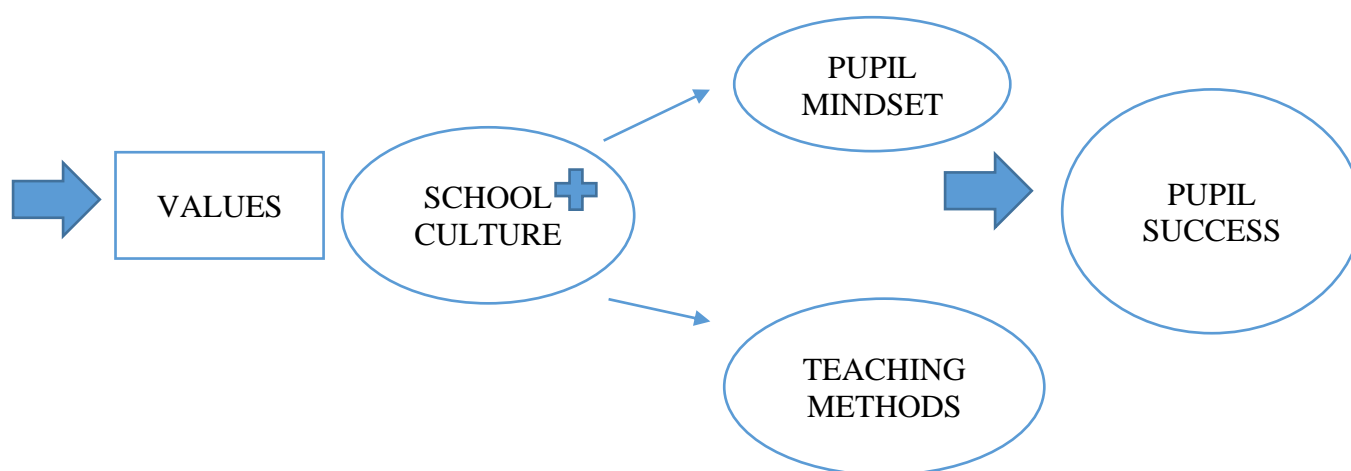
Pupil Behaviour

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 which 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”

	2019/20	2020/21	2021/22	2022/23
No of exclusions	59	74	63	0
No of days	162	225	150	0
No of pupils	59	71	48	0

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

	2019/20 Outcomes to 23 rd March	2020/21*	2021/22*	2022/23
Attendance	92.50%	N/A Covid-19 affected	N/A Covid-19 affected	88.6%
Authorised absence	4.2%	N/A	N/A	7.2%
Unauthorised absence	3.3%	N/A	N/A	4.1%

*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

In Years 7 and 8, all students follow a broad curriculum of core and foundation subjects in line with the Curriculum for Wales. The curriculum covers the 27 What Matters Statements across 6 Areas of Learning Experience.

At Key Stage 4 (Years 9, 10 and 11) students are guided into appropriate options and Learning Pathways, designed to give individual students the best opportunity to succeed. All students continue to study the core subjects of English, Mathematics, Science, Philosophy Religion and Ethics, and Welsh. They also have a wide choice of other subjects including the recent additions of engineering, hospitality and catering, learning in the outdoors, dance, and hair and beauty.

Welsh is compulsory at Key Stages 3 and 4. At Key Stage 4 pupils take full course GCSE.

All students study for a full course GCSE in Philosophy Religion and Ethics.

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.

The school seeks to maximise outcomes for More Able and Talented (MAT) 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 10% 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 2022-23 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.
- ✦ Students from Years 10 through to 13 visiting a range of university campuses including Oxford, Bath and Cardiff.

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 from 2018 to 2021 for improvement of the roofs, new state of the art toilet facilities, and new CCTV building and perimeter security systems.

The school has a robust and rolling strategic spending plan to ensure that spending focuses on improving the provision and facilities to deliver the curriculum, including the Curriculum for Wales. Over the last 2 years, the school has invested over £300,000 in a range of facilities including a new state of the art gym and conditioning suite, a bespoke dark room for photography, a re-modelled salon for Hair and Beauty, sound and lighting systems in the West Wing Hall to support the expressive arts, DT booths to aid the delivery of construction, PE changing rooms, and facilities for staff to allow them to work uninterrupted and to take a well-earned break in a comfortable staff lounge.

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 2022-23 there were 82 full time and 24 part time teachers; 98 members of non-teaching staff work across the Learning Support base, the Behaviour Support Team, the Hearing Impaired Unit, the Autism Base, and the Admin and Estates teams.

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
- ▲ the school's unique polytunnel and garden facilities that are used for education and wellbeing and to teach pupils about sustainability, air miles and organic food production
- ▲ 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 wellbeing through dedicated Health and Wellbeing lessons in Years 7 and 8 and through Impact Days in upper year groups

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 the annual 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.

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 and contributed to a range of activities and schemes to support the wider student body in 2022-23 including the inflatable assault course for the school sports day in July 2023 and the equipment for the inclusive badminton club.

Partnership with Llanishen Rugby Club

2018/19 saw the completion of the £1.5 million 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 Head Teacher (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, the nurture provision teacher, 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 4 HI specialist teachers and cover consolidation of curriculum language. Eight 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 25 learning support assistants through 1 to 1 in class support, adaptation of materials, individualised timetables and social skills training. The base also offers vocational qualifications from Levels 1 to 3 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 to 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

As the Senior Prefect team, we all feel that studying at Llanishen High Sixth Form has supported us academically but also socially and with our wellbeing. The support provided by the Sixth Form team has been incredible. As student ambassadors, we believe that it is this positive environment that has not only supported us to thrive academically, but has played a positive and influential role in our personal development.

We believe our Sixth Form provides ample opportunity for all students regardless of their academic interests or prospects. Many teachers, including Mrs Hornblow (Head of Sixth Form) and Mr Mee (Honours and SEREN link), as well as our form tutors, have gone to great lengths to support those aspiring to attend the top universities. This included advice and resources for the UCAT and PAT aptitude tests. Extensive support was also provided for personal statements, applying for apprenticeships, interview preparation, information about further education opportunities, work experience placements, summer schools and much more. The Sixth Form also provides a great work environment allowing individual study in the Personal Study Area with work spaces including many computers. The new facilities have utilised the space and makes it conducive to independent study. Having Mrs Jones there to support and ensure silence means we are able to maximise study time. This is balanced with the vibrant social environment in the Common Room, where students can interact and take breaks. The remodelling of this space has also been of great benefit.

In Sixth Form we are supported not only to achieve our educational goals, but also emotionally with our mental wellbeing. Both are given great attention with someone always ready to listen to our concerns or worries. Having Mr Thomas join the team has added another layer of support. The Sixth Form Leadership team really do have an open-door policy and we believe that students feel they are able to go to a member of staff to seek advice and support for any issues they have. Carrying out pastoral activities during registration like dealing with stress or revision strategies has been beneficial for all. The use of the VESPA platform has also assisted many in become more effective learners.

Many of us have taken advantage of the opportunities given to us by the school. The introduction of the LDP has improved everyone's leadership skills whilst often doing good for the community. The Charity Committee have volunteered some Saturdays to help out, for example. The Sutton Trust Summer School programme gives students the chance to see and experience University life first hand for a week and includes workshops about particular subjects offered by the chosen university. The Rotary Club allowed for 7 of us to go to Storey Arms to develop Leadership, and we were able to make some new friends from other local schools. The introduction of Speaker for Schools website assisted a number of us with finding work experience placements throughout the year, which would have otherwise been impossible, for example, with the Bank of England.

We really are given a voice in the Sixth Form. This can be seen from being on the interview panel for the appointment of Mr Thomas, being interviewed by Estyn and through our Sixth Form questionnaires. Mrs Hornblow has gone through the results of the recent questionnaire with us and where possible, changes are being made in line with student wishes.

All through the year, students had access to countless online tools to help them with their future. Unifrog allowed us all to plan, refine, or search for inspiration and ideas for each of our individual futures. It has also been used for PSE lessons including those on wellbeing. The use of VESPA to improve Vision, Effort, Systems, Practice and Attitude with bespoke activities was something many found useful. The appointment of a full time careers advisor has also been invaluable to many who were still unsure of their future pathway. Having knowledge and access to these resources makes decision making far easier. Guest speakers were also a feature throughout the year in assembly, about university or degree apprenticeships for example.

We would like to thank the staff for their tireless work on making sure that we are all supported academically and emotionally.

We would like to wish everyone the best of luck for their future and we look forward to aiding our successors as student ambassadors.

Katie Gill – Head Girl

Tom Bavey – Head Boy

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 Head Teacher. In 2021-22 the deputy head teachers 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. All of the meetings (and meetings of the four main Committees) took place online because of the Covid-19 restrictions on face-to-face meetings. The FGB meetings have now returned to face to face.

The full list of governors and their attendance in 2022-23 is set out below. The end date of the period of appointment or date of resignation is shown for each governor.

Head Teacher	Parent	Local Authority	Teachers	Non-teaching staff	Community	Observers
Mrs Sarah Parry 5 of 5	Mrs Sam Heighway 1 of 1 Resigned 06/12/22	Mr John Caddick 5 of 5 19/11/25 Chair	Mrs Estelle Williams 1 of 5 28/03/23	Mrs Helen Wall 4 of 5 01/12/26	Mr David Mills 5 of 5 01/12/26	Mr Dan White Deputy Head 5 of 5
	Mr Richard Vaughan 5 of 5 Resigned 09/05/23	Mrs Ruth Crowder 4 of 5 12/9/23	Mr Matthew Hampton 4 of 5 30/08/25		Mrs Freda George 5 of 5 02/12/26	Mr Chris Maidment Deputy Head 5 of 5
	Mrs Ellen Parker 3 of 5 16/11/24	Cllr John Lancaster 4 of 5 20/11/26	Mr Richard Lawson 1 of 5 21/03/27		Mrs Ellen Mills 5 of 5 28/03/26	Head Boy 2 of 2
	Mrs Rachael Davies 4 of 5 16/11/24	Mrs B Cooke 4 of 4 10/10/26			Mr Nigel Richards 2 of 5 Resigned 28/03/23	Head Girl 1 of 2
	Dr Linzi Plant 3 of 5 03/1/26	Mr G Bryon 4 of 5 10/10/26			Mr Dai Harris 2 of 5 27/03/26	
	Mrs Gemma Cross 2 of 5 15/12/26					
	Mr Grant Lillywhite 3 of 5 15/12/26					

Notes:

1. Mr N Richards left 28.03.23
2. Mr G Bryon joined 11.10.22
3. Mrs B Cooke joined 11.10.22
4. Mr G Cooke joined 28.03.23
5. Mr C Maidment joined 11.10.23
6. Mr R Vaughan left 09.05.23
7. Mrs G Cross joined 28.03.23
8. Mr G Lillywhite joined 28.03.23
9. Mrs S Heighway left 06.12.22
10. Mrs E Williams left 28.03.23
11. Mr R Lawson joined 09.05.23
12. Head boy and Head girl joined 28.03.23

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

Full Governing Body meetings usually start with an information briefing. In 2022-23 there were briefings on child protection; the collection and use of pupil performance data with particular emphasis on equality and vulnerable learners, Zero Waste and the gardening project. At each meeting, the Full Governing Body receive a report from the head teacher and reports and recommendations from its Committees.

Key issues considered included:

- expenditure outturn for 2022-23 and the budget for 2023-24
- 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 to 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 June and focused on how jointly the SMT and the governing body saw how the school was performing well and how they could envisage taking the school forward.

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

The Finance and Resources (F&R) Committee

The Teaching, Curriculum and Outcomes (TCO) Committee

The School Community and Wellbeing (SCW) Committee

The Governance Committee deals with the operation of the governing body.

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 2022-23 there were revised or amended policies and procedures approved by the Governing Body for charging and remissions, child protection, data protection, examinations, non-examination assessments, behaviour, inclusion, substance misuse and educational visits. All school policies and their related equality impact assessments are posted on the school website.

Governors sit on recruitment panels for the appointment of senior staff.

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 2022-23 all training was undertaken online and topics included child protection, blended learning, use of data, head teacher performance management, pupil discipline and additional learning needs.

Governing Body links with parents

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 2022/23. Approval was also given for the Strategic Equality Plan for 2022/23 which includes input from the student voice groups as well as those whose members have protected characteristics. The Governing Body feels that equality, diversity and inclusion is high on the school's agenda and are proud of the plans for celebrating differences and diversifying the curriculum.

Equality impact assessments are already an integral part of developing and reviewing policies and procedures.

Financial Decisions

The school's budget for 2022/23 is attached as an Appendix. It was only possible to set a balanced budget because of the high level of carry forward from 2021/22. The carry forward figure was largely a result of ongoing savings from Covid-19 measures and late receipt of grants. It assisted the school to cover the additional costs of the staff pay award and to fund more work than projected on renewal and repair of the school estate and some improvement schemes. Total net spend was £9,579,662. Careful monitoring of income and expenditure combined with late receipt of grants and savings from a mild winter resulted in a balanced budget at year-end with a healthy carry-forward figure for 2023/24.

Within the past financial year a number of school and local authority funded improvements were made to the school estate. These included:-

- Completion of a new purpose designed building with specialist facilities to accommodate expanded numbers of ASD pupils.
- Completion of Phase One of a remodelling scheme to provide improved staff work and rest areas; create a Strength and Conditioning Suite for both timetabled and staff use and upgrade the girls' changing room.
- Replacement of the school's IT servers and storage infrastructure
- Upgrading of Sixth Form facilities including study area, IT suite and common room.
- Redecoration and upgrading of sound and projection facilities in the West Wing Hall.

- Provision of new dining room furniture in East and West wing halls
- Replacement of all exam desks
- Refurbishment of lab benches, seating and flooring in science areas
- Provision of new construction benches in Design Technology and completion of enabling works for the introduction of 3D printing facilities
- Provision of a new dark room within the Arts area
- Refurbishment of Finance Office suite
- Relocation and upgrading of the uniform store
- Rolling programme of decoration of toilets and classrooms and work areas
- Expansion of water coolers in support of the proposed ban on sale of plastic water bottles

Term Dates and Contact Details

	Start Date	Half term break	End Date
Autumn Term	Monday, 4 th September 2023	Monday, 30 th October to Friday, 3 rd November 2023	Friday, 22 nd December 2023
Spring Term	Monday, 8 th January 2024	Monday, 12 th February to Friday, 16 th February 2024	Friday, 22 nd March 2024
Summer Term	Monday, 8 th April 2024	Monday, 27 th May to Friday, 31 st May 2024	Friday, 19 th July 2024

Inset Days

Monday, 4th September 2023
Friday, 20th October 2023
Friday, 1st December 2023
Monday, 8th January 2024
Monday, 19th February 2024
Monday, 22nd July 2024

Llanishen High School
Ysgol Uwchradd Llanisien
Heol Hir, Cardiff, CF14 5YL
Tel: 02920680800 Fax: 02920680830
Email / e-bost: admin@llanishen.cardiff.sch.uk
Website: www.llanishen.cardiff.sch.uk

Appendix

School Budget 2022-23

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/Gorychwylwyr 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/Cynhaliath 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 fuddsoddwyd 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 fuddsoddwyd ar 31 Mawrth 2022	1,330,371.46
Invested Balance as at 31st March 2022/Balans a fuddsoddwyd 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