

YSGOL GYNRADD TYCROES
CARMARTHENSHIRE COUNTY COUNCIL



**GOVERNING BODY FULL ANNUAL REPORT TO PARENTS
2023-24**

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"Everyone different, belonging together."

ANNUAL REPORT OF THE GOVERNING BODY TO PARENTS 2023-24

GOVERNORS' MEETINGS WITH PARENTS

Governing bodies exist so that schools can demonstrate accountability to parents/carers, the Local Authority and the local community for their actions, achievements and use of resources. To fulfil this role, the governors at Ysgol Tycroes work together with the Headteacher and staff to help ensure the school provides successful teaching and learning experiences and opportunities for all pupils.

The Governors' Annual Report to Parents/Carers is a legally required document with statutory content. All parents/carers must be sent a summary report: a full copy of the report can be provided on request and will also be posted on the school website.

The School Standards and Organisation (Wales) Act 2013 removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to three meetings in a school year with a governing body on matters that are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, four conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting. The parents of at least 10% of the school's registered pupils will need to sign the petition. The petition can be either paper or electronic. Parents wishing to start a petition should contact the Clerk of Governors in the first instance.
2. The meeting must be called to discuss matters which affect the school. The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition with parents' signatures appearing below.
3. A maximum of three meetings can be held during a school year. The law allows parents to use their rights to request up to three meetings with a school governing body during the school year.
4. There must be at least 25 school days left in the school year. The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A 'school day' means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days. Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Governments Website at

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance>

No meetings with parents and the Governing Body were requested or held in the academic year 2023-24.

GOVERNING BODY MEMBERS (TO 31ST AUGUST 2023)

NAME	CATEGORY		TERM END DATE
Mr C Higgins	Community Representative	Chair	03/04/2028
Cllr W Evans	Community Representative		20/06/2026
VACANCY	Community Representative		
Mr M Powers	Parent Governor		22/10/2027
Mrs C Price	Parent Governor		06/11/2026
Mrs E Withers	Parent Governor		23/01/2026
Mrs J Davies	Parent Governor		16/03/2026
Mrs J Joseph	LA Representative		31/08/2024
Cllr T Higgins	LA Representative		21/11/2027
Mr S Taylor	LA Representative	Vice Chair	18/07/2027
Mrs D Carby	Teacher Governor		02/11/2024
Mrs K Hughes	Associate Staff Governor		18/05/2026
Mrs S-A Watts	Headteacher		N/A

There is currently a Community Representative vacancy.
Vacancies for Parent Governor are advertised accordingly.

CHAIR'S REPORT

Dear Friends,

This is my second stint as Chairperson of Tycroes CP School, and this turn in the Chair has been the most challenging for the school and the community around it as we dealt with a pandemic, the educational catch up that followed, and a school inspection to top it all off!

Before I hand over to a new chair in November, I'd like to say thank you to the staff, children, and everyone connected to the school, for showing us in the best light during the inspection during the spring. The inspection report showed we are a school with strengths including wellbeing and community, while we also have some things to work on and improve. Importantly, leadership and planning for improvement was commented on as very strong going forward, which gives me confidence that we are in a position to keep improving outcomes and children's development while they are with us in Tycroes.

Finally, some of you will have heard that the financial situation is tough across Carmarthenshire's schools. This is true, and Tycroes is no exception. While the Governing Body has looked for efficiencies across the budget, we have come to a point where no savings can be made without damaging the standard of education that children receive. We have held a red line on this issue and continue to tell the local authority that our standards cannot fall for the sake of misspending and mismanagement elsewhere in the County.

I am confident that we have plans in place to be ready for the next inspection in years to come, and for a new chair to be appointed from a strong and knowledgeable board of Governors. Once again, thank you for your efforts in creating a strong school community and supporting me as Chair

Diolch yn fawr,

Calum

Chair of Tycroes School Governing Body

FINANCIAL REPORT APRIL 2023 TO MARCH 2024

LA school budget allocation	£821,517
*Other income	£172,629
Surplus carried forward from 2022-23	£ 7,405

TOTAL INCOME **£1,001,551**

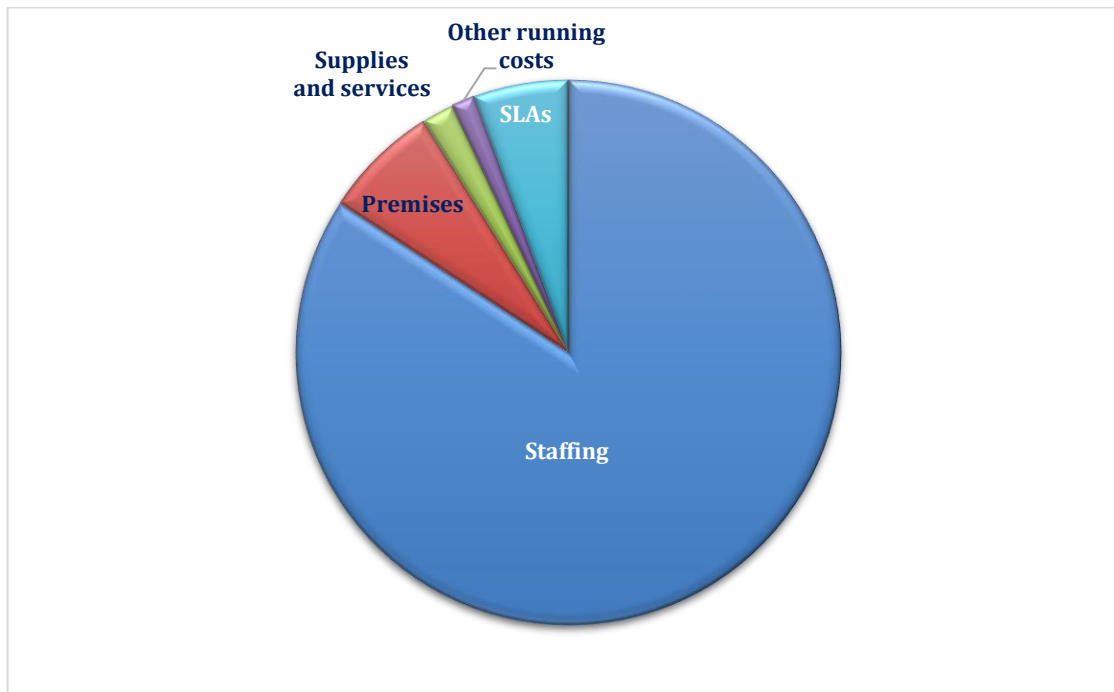
Staffing costs	£932,620	(84.2% of total spend)
Premises costs (incl. energy & rates)	£ 76,711	(6.9% of total spend)
Supplies and services	£ 20,733	(1.9% of total spend)
Other running costs	£ 15,472	(1.4% of total spend)
LA Service Level Agreements (SLAs)	£ 61,850	(5.6% of total spend)

TOTAL EXPENDITURE **£1,107,386**

SURPLUS/-DEFICIT CARRIED FORWARD **£ 105,835 deficit**

NB: * Other income includes grant funding and lettings.

Distribution of Budget Costs 2023-24



CURRICULUM & ASSESSMENT

Matters surrounding the curriculum are included in all Governing Body meetings, giving the Headteacher an opportunity to inform and update the governors on matters of interest and of any changes and developments in the school's curriculum. It also enables governors to discuss with and to question the Head on aspects of the curriculum.

This year, Governors have visited the school to speak to a range of children from each class about their learning and progress. They have also visited classes to take part in learning walks to support the Head in the monitoring of standards and learning experiences. Governors were also actively involved during the Estyn inspection process, supporting the school to prepare, and through the completion of Governor questionnaires.

The Curriculum for Wales is being delivered through a topic-based approach, but is continuing to be monitored, reviewed and developed to ensure that it is as effective as it can be for the needs of our children within our local community, as well as being developed to reflect local and national priorities. The school has worked in partnership with the Local Authority Education Support Advisor and Partneriaeth (regional partner) to ensure that new developments and research-based approaches inform curriculum planning and teaching and learning practices.

The Relationships and Sexuality Education (RSE) aspect of the curriculum is being delivered through the Jigsaw scheme.

Learning is assessed through a target-setting approach which is personalised to each child, informed by their own journey of progression. Targets are reviewed and updated regularly and termly pupil progress meetings take place between the class teachers, Headteacher and Deputy Headteacher. In response to educational research and professional learning following our Estyn inspection, the school is moving towards a more responsive approach to feedback and assessment which is based on immediate, oral and written feedback. This approach is a move away from the more traditional lengthy written comments and the marking of books which parents would be more familiar with, but which facilitates more effective opportunities for immediate improvement, and encourages greater 'in-lesson' progress.

The school meets its statutory requirements with regard to planning, preparation and assessment time for teaching staff, and management time is also built into the weekly timetable for members of staff with management responsibilities.

PREMISES AND HEALTH & SAFETY

The outdoor classroom continues to offer an opportunity for children to engage in enhanced outdoor learning sessions.

The Headteacher and Deputy Headteacher have continued to work closely with the Local Authority Health and Safety team as well as the Governing Body to ensure that the school is as safe as it can be. Risk assessments are completed, and control measures are put in place to address any health and safety concerns.

All classrooms have designated toilet facilities within each classroom area. Disabled toileting facilities are also available. Contracted cleaning takes place on a daily basis, but any incidents or problems are reported and dealt with promptly. All facilities are fitted with wash hand basins and hand dryers, with hand wash foam.

Parking challenges around the school site are being addressed and measures are under consideration by the Local Authority to find a solution which ensures the safeguarding of the pupils and the school community. Further information will be available to parents once a final decision has been made. Tycroes Rugby Club continues to work in partnership with the school to provide a parking area. The school is also part of the WOW (Walk Once a Week) initiative to encourage more families to walk, scooter or cycle to school and this is proving very popular with the pupils.

A number of fire drills have successfully taken place throughout the year.

A Lock-down drill has also taken place, ensuring a sensitive and measured approach which has supported the pupils in the procedures.

REPORT ON SPECIAL EDUCATION NEEDS (SEN) AND ADDITIONAL LEARNING NEEDS (ALN)

Special Education Needs (SEN) and Additional Learning Needs (ALN) Provision

As a school, we have now completed the migration of our children from the SEN register to the ALN register. Further information about this can be found on the Welsh Government website.

Mrs Wendy Jones continued as the Additional Learning Needs Coordinator (ALNCo) for the school for the academic year 2023-24, supported by Mrs Lowri Williams in a shadow ALNCo role. Mrs Jones, Mrs Williams and the Headteacher have worked closely with the Local Authority ALN team and received regular update training as necessary.

During the year 2023-24, we have continued to support a number of children identified as having Additional Learning Needs. This number is never static but fluctuates with new admissions, children leaving the school, new identification of ALN and also progress made by children resulting in them no longer needing to be on the register.

At Ysgol Tycroes, we have a wide range of pupils with varying degrees of ALN and the staff provide a range of support commensurate with those needs. We exercise a graduated response in accordance with guidance materials and the Code of Practice. The needs of many children are met through the universal provision that is available throughout the school, but where children are identified as needing more targeted support or personalised learning interventions, then this will be delivered accordingly, often with the involvement and advice from outside agencies who can provide specialist expertise such as Behaviour Support, Speech and Language Therapists, Educational Psychologist etc. Where children are identified as having ALN and requiring Additional Learning Provision (ALP), they will also be issued with an Individual Development Plan (IDP).

Statement of Educational Needs and IDPs

A Statement is a legal document outlining a child's ALN and the provision that is required in order to support these needs. A Statement is issued by the Local Authority following a statutory assessment. Statements are reviewed every six months for children under five, and at least annually for children over five years old. At these meetings, any recommendations for changes to the Statement are discussed and new targets are set.

Children who are now identified as ALN will be issued with an IDP to replace the previous system of issuing Statements. The IDP is a single plan with a common format which will be developed through using a person-centered planning approach. IDPs are either school maintained or Local Authority maintained depending on provision required, and are reviewed annually or within 35 working days of a child joining the school from another setting.

ALN status (as of July 2024)	Number of children
Statement of Educational Needs	1
IDPs	5

English as an Additional Language (EAL)

There were a small number of children identified as having EAL needs this year. Children requiring language support have been able to access EAL support during the year as needed.

Looked After Children (LAC)

We have continued to work with a number of families this year providing care and support to children within the school. The children on the LAC register continue to have their progress monitored and all achievements are shared during the six-monthly review meetings.

SCHOOL POLICY

The school has a clear cycle of policy monitoring and review. All policies are read, reviewed and agreed by the Headteacher and members of the Governing Body.

SCHOOL ORGANISATION 2023-24

Pupil Numbers (as of July 2024)

	N2/ Reception	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
July 2024	52 (28/24)	24	26	21	28	28	30	209

Mid-year admissions (outside of Nursery) this year have totaled 14 children. In Nursery, 5 additional children have joined the school above the expected intake.

Teaching Staff

Nursery/Reception	Mrs L Williams and Mrs K Hughes (HLTA)
Year 1	Mrs N Timothy-Davies
Year 2	Mrs A Davies (Mrs D Green/Ms C Lyons for Autumn term)
Year 3	Mrs D Carby
Year 4	Mrs W Jones
Year 5	Mrs L Thomas
Year 6	Mr R Randel
PPA and Deputy Head	Mr M Stonham
Headteacher	Mrs S-A Watts
Senior Leadership Team	Mrs S-A Watts, Mr M Stonham, Mrs N Timothy-Davies, Mrs W Jones

Support Staff

Nursery/Reception	Mrs H Funnell, Mrs C Owen (Agency), Mrs C Rees (ALN Agency), Ms C Lyons (Agency) Ms S Llewelyn (PPA cover to March), various agency staff to cover staff absence
Year 1	Miss L Holly, Miss F Cadwallader (ALN agency staff), Ms S Llewelyn (PPA cover to March)
Year 2	Mrs S Jones, Ms S Llewelyn (PPA cover to March)
Year 3	Mr D Stock/Miss L Ridings (ALN agency staff)
Year 4	Mrs N Leyshon (covering Mrs J Waters)
Year 5	Mr S Williams
Year 6	Mrs T Bryan
ELSA & Y Pod Dysgu	Mrs N Leyshon
Admin	Mrs J Prout, Mrs C Price
Midday Supervisors (additional to TA hours)	Mrs J Waters, Mrs K Hughes, Mr S Williams, Mrs Megan Williams, Mrs J Masters, Mrs E McMurray, Mrs M Sutherland, Mrs J Kang, (Mr M Stonham, Mrs S-A Watts)
Caretaker	Ms D Rees
Cleaning	Ms D Rees and Mrs S Phillips

PHYSICAL DEVELOPMENT

Physical Development and sport continue to be a very important part in the life of our school. Pupils are given the opportunities to participate in regular physical education.

As part of the curriculum, Key Stage 2 children have had the opportunity to take part in PE sessions with OT Ysgolion Ltd as well as the Dyffryn Amman Rugby Development Officer. Dosbarth Marlas and Dosbarth Dulais took part in a residential visit to Urdd Centre Pentre Ifan which provided a wellbeing for the body and mind focus, including physical activity. Dosbarth Gwili took part in a residential to Glan Llyn offering a range of adventurous activities including water safety and awareness. Other opportunities for all children across the school have included Urdd sporting competitions, football and rugby tournaments, cross country, athletics tournaments, Sports Day, sponsored walks, local area walks, cycling, and dancing.

The school encourages the importance of health, fitness and physical activity through the range of activities available both during the school day and outside of school, including football, rugby, dance and health and wellbeing clubs.

As part of the Active Journeys initiative run by Sustrans, children are encouraged to walk, cycle or scoot to school. We are also part of the WOW project (Walk Once a Week) in which children can earn monthly badges for travelling to school on foot, bike or scooter.

Ysgol Tycroes is a Healthy School, and all children are encouraged to eat and drink healthily.

COMMUNITY LINKS

The school continues to work in partnership with a number of community stakeholders. The following partnerships have continued:

- PC Diana has visited the school to work with the children to develop their understanding of the wider world and the differences between right and wrong.
- Llanedi Community Council continues to support the school.
- The local mobile library service.
- Local shops and businesses in Tycroes.
- Local Aid continue to support the school.
- Tycroes Rugby Club has provided a venue for school-based activities and parking for parents.
- Ysgol Dyffryn Aman.
- OT Ysgolion Ltd attends weekly to provide PE sessions.
- Cwtsh Chwarae after school club runs every day after school.
- Partnerships with further and higher education establishments to accommodate student placements.
- Professional development opportunities have been accessed with a range of partner schools including the Ysgol Dyffryn Amman Cluster schools, Pontlliw Primary, Casllwchwr Primary, Llanelli cluster schools.
- Assemblies delivered by Anthony Stevenson (former headteacher and local church leader)
- Parental engagement and visits to support curriculum work.
- Church Army assemblies.

WELSH LANGUAGE DEVELOPMENT

Ysgol Gynradd Tycroes is an English medium school where lessons are delivered through the medium of English. However, we are committed to promoting the use of the Welsh language, and we strive to encourage children and staff to speak bilingually using sentence patterns and phrases they have learned within the classroom. Welsh is delivered within lessons incorporating a range of oracy, reading and writing. Classes are also involved in video calls with other schools across Wales to help them practice their Welsh oracy skills.

The school has 'Y Criw Cwl Cymraeg' who also champion the use of Welsh and have supported staff and children in working towards the Siarter Iaith Aur award. Cwricwlwm Cymraeg is also a high priority to ensure that the children are immersed in the history, culture and traditions of Wales and its language.

Many children are also members of the Urdd and have taken part in a range of Eisteddfod competitions and the Governing Body are very proud of the efforts the children have made.

With regard to the Welsh Education Strategic Plan (WESP), the Governing Body has agreed to the categorization as follows:

Current Category is Category 1: English Medium

“English is the school’s main language of internal communication as well as with parents and carers. There is recognition that creating a Welsh language ethos within the school will support and encourage positive attitudes towards Welsh language use.

A learner in a school of this category will be able to read, write, speak and listen in English according to age and ability, and will have some understanding of Welsh. Welsh will be taught and assessed as part of the Area of Learning and Experience (AoLE) for languages, literacy and communication.

At least 15% of the learners’ school activities (both curricular and extra-curricular) will be in Welsh.”

SCHOOL PROSPECTUS

The school prospectus is updated annually and amended as necessary.

SCHOOL TERMS DATES 2024-25

TERM	TERM BEGINS	HALF-TERM HOLIDAY		TERM ENDS
		BEGINS	ENDS	
AUTUMN 2024	Mon 2 nd Sept	Mon 28 th Oct	Fri 1 st Nov	Fri 20 th Dec
SPRING 2025	Mon 6 th Jan	Mon 24 th Feb	Fri 28 th Feb	Fri 11 th April
SUMMER 2025	Mon 28 th April	Mon 26 th May	Fri 30 th May	Mon 21 st July

There will be a designated INSET day on the 2nd September, 2024. Other INSET days are planned for 4th November, 6th January, 11th April, 9th June and 21st July.

ATTENDANCE & ABSENCE 2023-24

Attendance data has been collected during the academic year 2023-24 and all absences were considered in line with the Attendance Policy which is in place at Ysgol Tycroes. Attendance for the whole school,

including Nursery, was 92.4%. Further attendance analysis can be seen in the section 'School Development Plan Priorities 2023-24' within priority 4.

There are two types of absence: authorised and unauthorised.

Unauthorised absence is an absence without approval from the Headteacher of the school. A phone call does not in itself authorise an absence, only the Head teacher's acceptance of the explanation offered by the message authorises the absence. An explanation is required for every absence. If one is not forthcoming, the absence will be treated as unauthorised. Regular unauthorised absence is an offence within the law.

COMMUNICATION

Communication is considered to be very important, and we have achieved this through a number of ways:

- Regular newsletters are published on the school website and Classlist. Parents may also contact the school to request a hard copy or for a copy to be emailed to them.
- X (formerly Twitter) provides a continuous source of information about life at school and useful information.
- Staff emails are available on Classlist and the website to allow parents to contact them directly with any questions or concerns.
- The school website and Classlist contains copies of all letters to parents, newsletters, upcoming events and class information. The website also contains some of the most relevant school policies and other useful documents.
- Parents' evenings were held in the Autumn and Spring terms with an optional parental meeting in the summer term. Meetings were held in person, or there was an option for a Teams/telephone consultation where available.
- Parents received the end of year progress report in July.
- Short transition sessions were held in school for children to have access to their new teacher. Year 6 pupils visited Ysgol Dyffryn Amman, Ysgol Bro Dinefwr, and St Michael's for transition days, and online meets were held for parents. Staff from Ysgol Dyffryn Aman also attended school to deliver English, Maths and Welsh sessions.
- Classlist has played a huge role in enabling regular communication with parents.
- The headteacher has ensured that she is available to answer any questions or address any concerns as quickly as possible through Classlist, email or telephone during term time and holiday periods across the year.
- Parental Engagement sessions have been run by the Deputy Headteacher.
- Sharing events have taken place, such as the Harvest Celebration and St David's Day Celebrations, to which parents have been invited.

- Microsoft forms has been used for the booking of Breakfast Club and workshops, as well as to gather feedback and information.
- Parental feedback has been encouraged throughout the year.
- Parents were invited to complete a questionnaire for the Estyn Inspection which took place in March, and were also invited to join a parental meeting with Estyn inspectors. Feedback was incredibly positive in both the meeting and questionnaire, with a return of 83 families completing the questionnaire.
- The school encourages an open-door policy.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023-24

Priority 1: To ensure sufficient challenge and support in learning and teaching provision to facilitate good progress for all children.

- Staff have received a range of bespoke training and professional learning opportunities from Dr Cudd (Penrhos and Pentip), Impact Wales, Local Authority (LA) advisory team and Partneriaeth training events to provide strategies and approaches based on educational research and first-hand experience to improve the use of questioning and encouraging higher level thinking skills.
- Intervention resources and sessions have been put in place to provide support in phonics, maths, social/personal support, speech and language support as well as assistive technology to provide support with access to the curriculum.
- Phonics intervention takes place three times a week in the juniors and daily in Foundation Learning. In the junior classes, by October half-term, one third of intervention pupils had reached the threshold score for them to be removed from the program. By the start of the summer term, 90% of intervention pupils were able to be removed from the program indicating excellent progress.
- Complete Maths has been introduced to support mathematical development. Diagnostic tests from Year 2 onwards have been sat and all children are on bespoke learning journeys. Analysis shows that good progress has been made.
- 'Target-Time' takes place three times a week, and whilst this has proved to be successful in some cases, there are plans to make this more effective next year through the introduction of more immediate and responsive feedback approaches.
- Staff took part in 'Triads' to see different teaching styles across the school and to share good practice. Staff were able to identify their own areas for development in collaboration with colleagues in a supportive way.
- Pupil Progress Meetings demonstrated that nearly all staff had a very good understanding of the levels of progress within the class and were able to identify those children needing challenge and support.
- Book scrutiny has demonstrated a move towards more independence with most classes being less reliant on the use of restrictive worksheets. However, there is still work to do in this area and this will form part of our new priorities.
- Planning is monitored regularly to ensure progression and AoLE leads review topic webs termly to ensure coverage and breadth and depth of learning.
- During monitoring activities, most pupils speak confidently and articulate their learning experiences very well. Most pupils listen well and respond maturely to questions asked. They use sophisticated language to describe their tasks and learning experiences.
- Nearly all pupils can give examples of strategies used to help them in their learning. For example, 'snot', 'rusac' and boxing up. Pupils are beginning to describe how they improve and develop their skills as a result of the support and feedback offered. However, although pupils show some evidence of correcting their work there is little evidence to pupils responding to written feedback, often as it happens outside of the lesson. A move towards a more immediate and responsive approach to feedback will be developed next year to ensure more opportunities for instant improvements leading to more effective progress, and this will form one of our new priorities.

Priority 2: To strengthen monitoring processes to ensure a focus on impact.

- Governors have attended school for a sharing session in which the children gave short presentations and had discussions about what they had been learning. Governors reported that this was valuable as a tool to discover more about the children's learning and experiences, and the standards being achieved. Governors have also visited classes to gain an understanding of what teaching and learning is happening in classes across the school. Feedback has demonstrated that the visiting Governors have a far better understanding of the teaching and learning across the school and the experiences of the children. Governors have been much more active in their involvement with the school this academic year and this has made them more able to challenge and support the Headteacher and Deputy Headteacher.
- Areas of Learning and Experience (AoLE) leads have used a revised format of their annual report which includes a detailed action plan of what they want to do to achieve their priorities within their subject area. AoLE leads have evaluated termly against their action plan to identify impact, effectiveness of provision and next steps/amendments which may need to be made.
- Monitoring processes will also form a priority next year to ensure that areas monitored are then revisited to ensure continuity of any improvements throughout the year.

Priority 3: To upskill all staff in using available ICT resources and software to enhance effective teaching and learning.

- An equipment audit was completed, and hardware has been updated and replaced as necessary to ensure maximum devices for teaching and learning.
- A staff audit was also completed to identify training needs and a training plan was actioned to cover the most common area of need.
- Microbits have been secured from the BBC.
- Devices are now dedicated to a maximum of three pupils to ensure easier access compared to previous storage issues.
- Digital Dragon meetings took place fortnightly. 'How to...' videos have been recorded for how to access J2 Stars which has enabled parents to keep a track on their child's behaviour and achievements in school.
- Minecraft for education video was created by Digital Dragons for parents and pupils, explaining how it can be used to enhance work. Minecraft is now being used as a learning tool across classes from Year 1 to Year 6 as an alternate and engaging way to present children's work.
- Safer Internet Day assembly was delivered by the Digital Dragons.
- Microbits were introduced to classes with the aim of enhancing the school's current coding provision, adding an interactive element to excite and engage children in their learning.
- A new school website has been launched. Feedback from all stakeholders has been positive and the new, brighter design has been well received.

Priority 4: To improve attendance levels, including those of eFSM (Eligible for Free School Meals) pupils.

- Late arrivals have been highlighted in newsletters and communications with parents. Where there has been persistent lateness, parents have been issued with letters to inform that this will be monitored further.
- Early collections without a legitimate reason have reduced significantly from 220 for 2022-23 to 113 for 2023-24, and this figure is mainly focused on only five families. Monitoring will continue to take place.
- Attendance data for the whole school (including non-statutory school aged children) shows that attendance was at 92.2% for the whole school.

- This includes 6.7% authorised absences and 1.1% unauthorised absences.
- Attendance has continued to improve steadily since Covid 2020

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023	Summer 2022	Autumn 2023	Spring 2024	Summer 2024
% Attendance	89.2%	89.4%	90.9%	90.0%	92.0%	91.9%	92.9%	92.0%	92.4%
	89.8%			91.2%			92.4%		
Authorised absences	9.4%	9.5%	7.6%	8.7%	7.0%	6.6%	6.0%	7.2%	7.3%
Unauthorised absences	1.4%	1.0%	1.5%	1.2%	1.0%	1.5%	1.1%	0.9%	1.3%

- Attendance of FSM v non-FSM (excluding Nursery children) has improved greatly. The benchmark is to keep the difference between the two groups under 5% and this has been achieved this year.

	Pre-Covid	2019-20	2020-21	2021-22	2022-23	2023-24
Non-FSM	94.7%	93.1%	93.4%	92.9%	93.1%	93.7%
FSM	87.6%	84.1%	78.2%	82.5%	87.6%	89.2%
Difference	7.1%	9.0%	15.2%	10.4%	5.5%	4.5%

- Attendance continues to be monitored for a number of pupils whose attendance figures have dropped below 90%. Referrals are made where necessary and measures are put into place to encourage improved attendance.
- Whole school attendance continues to be monitored on a monthly basis and remains a priority in line with the Welsh Government priority.

And finally...

Partnerships between parents, teachers, non-teaching staff and governors go a long way to ensuring that children make the most of the opportunities offered at our school. We aim to provide a secure, welcoming and stimulating educational environment through which children can develop and learn effectively. If you have any suggestions or ideas, then please come and tell us about them - we would be delighted to hear from you.