



# Governors' Annual Report to Parents 2023/24

Adroddiad blynyddol y Llywodraethwyr i rieni 2023/24



**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 the 2023/24 Annual Report to Parents on behalf of the governing body.

The report details who we are and what we do in contributing to the continuing success of Llanishen High School. Over the year we have had several changes, losing some of our 'old hands' and welcoming new individuals to the board. This is healthy and enables us to remain dynamic and relevant in the ever-changing world of education in Wales. Our purpose is to formulate and agree, with senior leaders, the direction of travel for the school; agree a plan for achieving it; then monitor progress as the year unfolds.

Our school is professionally managed by experienced senior leaders, inspirationally led by our headteacher entering her tenth year in post and many more as a part of the school. Our teaching and support staff make the school a place where pupils can feel safe and thrive. Mutual respect is fundamental to pupils wanting to attend school with a positive attitude towards following their own pathway to a future that holds many hurdles to negotiate.

You, as parents and guardians, contribute hugely to the ever-growing success of the school. Getting them to the school gate on time, in uniform and ready to learn is no mean feat. Whether they have been dropped off at the closest crossing, bussed in from the surrounding area or have walked almost three miles, they are welcomed into the grounds, shepherded to registration and let loose on well prepared staff for another day of learning.

What a year we have had at Llanishen High! The following pages detail the how, why and when and are worthy of a little of your time. Successful integration of our year sevens into secondary education, countless societies and extra-curricular activities, learning individually geared to every pupil's potential, then examinations that are their passport to an ever-changing world.

This year has seen the most successful examination results across the board, four former pupils medalling at the Paris Olympics, a massive harvest from our polytunnel and a musical extravaganza to be proud of. It is a real privilege to be appointed Chair of the governing body of this school.

Please read on for the detail.

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 a positive environment for learning**  
**Driven by excellent leadership and management**

## Priorities for development:

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 four 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. 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 Steplab 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 2024/25 these focus on maximising opportunities to learn and activating 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.

Ysgol Uwchradd

**Llanishen**  
High School

To be an outstanding school, developing outstanding individuals



*“To create a supportive, inclusive environment that nurtures individual growth and personal success.”*

## Key Performance Data

In 2024, we saw the second year of a return to a full summer examination series with no concessions or adjustments for students.

### Key Stage 4

In 2024, 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) – 76%
- ⤴ Level 1 threshold measure (5 GCSE 5A\* - G) – 97%
- ⤴ Best English – 79%
- ⤴ Best Mathematics - 77%
- ⤴ Best Science Score – 65%
- ⤴ Percentage of pupils achieving 5 A\* and A grades – 31%

The performance of pupils entitled to free school meals corresponded generally to the trends described above.

### 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 2024 are as follows:

- 3A\* - A – 20%
- 3A\* - C – 69%
- 3A\* - E – 94%

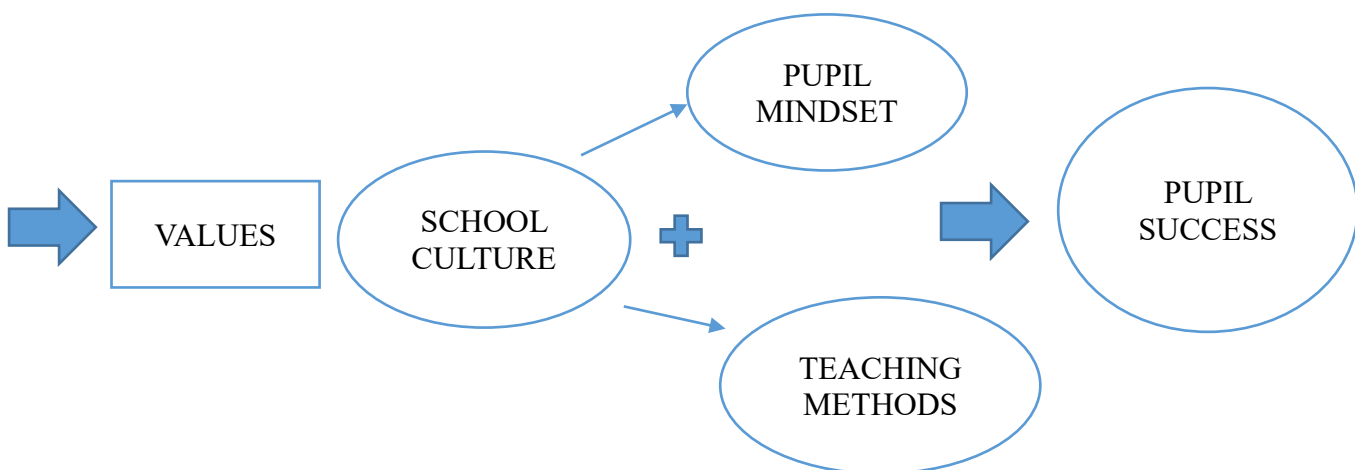
# Pupil Behaviour

## 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 three 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, to 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”*

	2020/21	2021/22	2022/23	2023/24
<b>No of exclusions</b>	74	63	0	0
<b>No of days</b>	225	150	0	0
<b>No of pupils</b>	71	48	0	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 must 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 four permanent exclusions in 2023-24

## Attendance

	2019/20 Outcomes to 23 <sup>rd</sup> March	2020/21	2021/22	2022/23	2023/24
Attendance	92.50%	N/A Covid affected	N/A Covid affected	88.6%	89.1%
Authorised absence	4.2%	N/A	N/A	7.2%	6.8%
Unauthorised absence	3.3%	N/A	N/A	4.1%	4.2%

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 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 2023-24 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 2018 - 21 for improvement of the roof, 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 two 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.

Autumn 2024 will see the opening of the expanded facilities for our growing Sixth Form community.

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 2023 was 1,716.

In 2023/24 there were 84 full time and 24 part time teachers; 71 full time non-teaching staff and 27 part time non-teaching staff working across the Learning Support base, the Behaviour Support Team, the Hearing-Impaired Unit, the Autism Base; admin and estates teams.

Governors play an active role in the recruitment of all new staff and in internal appointments to positions 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 schools unique polytunnel and garden facilities that are used for education and wellbeing and to teach 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 well-being 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 vaccinations.

### **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.

### **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 fundraising 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 2023/24 including the inflatable assault course for the school sports day in July 2024, equipment for the inclusive badminton club, and the provision of expert tuition for table tennis in our after-school provision.

### **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.

### **And much more....**

Many more partnerships are celebrated in the [Headteacher's blog](#) that is published on the school website each Friday.

## **Additional Learning Support Provision**

Provision for pupils with Additional Learning Needs (ALN) is led by the Assistant Headteacher for Wellbeing and 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 Individual Development Plans or healthcare plans. The team includes the ALNCO, our nurture provision teacher, our English as an Additional Language teacher, a higher-level teaching assistant, three senior teaching assistants and twenty 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 four HI specialist teachers and cover consolidation of curriculum language. Four 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 twenty nine 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 Key Stage 4 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 two BESD lead practitioners and four learning support assistants through focused small group interventions, individual mentoring 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 one 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 one learning support assistant who provide 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.

## **Anxiety-Based School Avoidance (ABSA)**

Our ABSA provision provides support for pupils who are unable to attend school due to varying levels of medical anxiety. Our provision is run by members of staff from our learning support department and the team includes one senior teaching assistant and one teaching assistant, who support pupils in an on-site base at the beginning of the day and a teacher, who meets pupils at a community center to provide work and begin the process of transitioning pupils back into school.

## Student Perspectives

The greatest part of being at Llanishen is without a doubt the inclusion of all in every single aspect of the school. It fosters a strong, close-knit community feel, which allows individuals to thrive not only academically but socially. Our personal highlight of Llanishen was the sports/fun day organised for sixth form by the senior prefect team.

Personally, A-Level Philosophy, Religion and Ethics has been the most enriching and thought-provoking educational experience I have had throughout my life as a student. Looking at the world at every angle and in so much depth throughout the PRE course creates a myriad of opportunities for discussion points and debates which have allowed me to grow so much as a person. This is largely due to the support given by the PRE department and the open ethos put in place by the amazing teachers. *-Steffan*

My favourite subject is Product Design, as a naturally creative person product design has given so many outlets and opportunities for me to be innovative and think outside the box. It has provided an escape from other subjects where I have to follow a structure plan and truly has allowed me to express myself. Product Design is not only a subject that provides real life education that has shown me how so many different parts of the world works but it's also the department in this school where I know I always have a place. *-Lola*

Being head prefect is not a role that we have taken for granted. It has been an incredible opportunity to do all that we can and drive ourselves to make the school a better place for every single student. A belief that we hold deeply is that it is integral for students to make choices for students, being able to be a part of this system is the most enjoyable and important thing that we have found being head prefect.

The school motto is weaved throughout every aspect of life at Llanishen. The environment at Llanishen is incredibly inclusive and increasingly so; there are a plethora of specialist areas of the school which provide equal opportunities for those who experience learning difficulties and other disabilities. Furthermore, Llanishen, especially the sixth form, facilitate individual growth and success through individual help and attention from all teachers. The assistance provided for all students in the school is incredible and being on the governing body has allowed us to see how people work tirelessly to ensure that the motto is upheld.

After sixth form I aspire to study Philosophy at the University of Cambridge to allow myself to delve into my interests further. Through this I would like to move on into consultancy/law within the environmental sector because of my love of Biology. *-Steffan*

After I leave sixth form, I hope to get a degree that can lead me to becoming a primary school teacher. I hope to become a primary school teacher as I want to provide our next generation of children with support, to be someone who not only educates but also is a loving and supportive figure many children lack. *-Lola*

**Steffan Emyr Baber – Head Boy**

**Lola-Mae Stafford – Head Girl**

## 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 19 members of the governing body: 5 appointed by Cardiff County Council, 5 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 2023/24 the deputy head teachers attended Full Governing Body meetings as observers. The head boy and head girl also attend as observers and are members of one of the four committees.

The governing body meets every half term. The full list of governors and their attendance in 2023/24 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 5 of 5	Mrs Ellen Parker 2 of 5 16/11/24	Mr John Caddick 5 of 5 19/11/25 Chair	Mr Matthew Hampton 2 of 5 30/08/25	Mrs Helen Wall 4 of 5 01/12/26	Mr David Mills 5 of 5 1/12/26	Mr Dan White Deputy Head 4 of 5
	Mrs Rachael Davies 1 of 5 16/11/24 Resigned 2.7.24	Cllr John Lancaster 4 of 5 20/11/26	Mr Richard Lawson 5 of 5 21/03/27		Mrs Freda George 5 of 5 2/12/26	Mr Chris Maidment Deputy Head 5 of 5
	Dr Linzi Plant 4 of 5 3/1/26	Mrs Barbara Cooke 4 of 5 10/10/26			Mrs Ellen Mills 5 of 5 28/3/26	Head Boy 4 of 4
	Mrs Gemma Cross 3 of 5 15/12/26	Mr Gareth Bryon 5 of 5 10/10/26			Mr Dai Harris 2 of 5 27/3/26	Head Girl 3 of 4
	Mr Grant Lillywhite 5 of 5 15/12/26	Ms Sarah Hopkins 4 of 5 10/10/23			Ms Pru Orridge 1 of 3 2/7/24	
	Mrs Emma Howells 3 of 3 19/3/24					

Notes:

1. S Hopkins announced as Local Authority governor 10.10.23
2. E Howells announced as parent governor 19.3.24
3. P Orridge announced as community governor 2.7.24
4. R Davies confirmed resignation from role of parent governor 2.7.24

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

Governing body meetings usually start with an information briefing. In 2023/24 there were briefings on child protection; the Wellbeing of Future Generations (Wales) Act 2015 and the new Social media and marketing strategy. At each meeting, the governing body receives a report from the Headteacher and reports and recommendations from its committees.

Throughout the year, key issues considered included:

- expenditure outturn for 2023/24 and the implications of the increasing pressures on school budgets
- initiatives for strengthening community links and increasing opportunities for pupils. For example, use of the redgra pitch and contributions from local businesses and alumni to enable all pupils to participate in school trips
- diversity of the governing body and the need to ensure it represents the school community
- a new school Social Media Policy

The annual governor strategy day involving governors and senior and middle leaders took place in July. It focused on finalising action plans for the school priorities drawn from the Autumn 2023 Estyn report; school standards reviews; evaluation of the impact of teaching and learning; and national priorities.

These priorities form the basis of the **School Development Plan 2024/25**. These are:

1. Continue to improve attendance
2. Raise the attainment of disadvantaged youngsters
3. Strengthen self-evaluation and improvement planning so that they focus more precisely on the impact of teaching and learning, including disadvantaged students
4. Improve the provision for the progressive development of students' skills across the curriculum

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 meeting on an ad hoc basis to consider pupil discipline and exclusions; the headteacher's performance review; staff redundancy, dispute resolution and discipline; staff pay and performance; and complaints.

School policies are allocated to a relevant committee for regular review. In 2023/24 there were revised or amended policies and procedures approved by the governing body for:

- Charging and Remissions
- Health and Safety
- Tendering and Procurement
- Careers, Education and Guidance
- Examinations
- Marking and Feedback
- Sixth Form Admissions
- Sustainability
- Pupil Grouping for Learning
- Educational Visits
- Curriculum Cymreig
- Plagiarism
- More Able and Talented Students
- Reporting
- School Leave
- Child Protection and Procedures
- Complaints
- Inclusion
- Substance Misuse Education and Incidents
- Equality and the Strategic Equality Plan
- Staff Performance Management System

All school policies and their related Equality Impact Assessments are posted on the school website.

In 2024, the governing body also worked to improve the process for conducting an Equality Impact Assessment (EIA) of school policies and procedures through creation of an EIA Working Group.

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 addition, governors take voluntary training throughout the year in areas of interest and responsibility. In 2023/24 the training undertaken by governors included active travel; Additional Learning Needs (ALN); pupil discipline and exclusion; diversity and anti-racism; equalities, hate crime awareness, health and safety; minority ethnic pupils and pupils with English as an additional language; violence against women, domestic abuse and sexual violence; complaints training and headteacher performance management.

### **Governing body links with parents**

Parents can request up to three 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 2023/24 which includes input from the student voice groups as well as those whose members have protected characteristics. SCW receives regular updates on how the SEP is progressing throughout the school year and reports back into the FGB. The governing body feels that equality, diversity and inclusion is extremely 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 approved budget for 2023/24 is attached as an Appendix. The budget settlement for the year was very challenging as it did not keep pace with rising costs across many budget heads including staffing and energy costs. It was only possible to set a balanced budget because of the level of carry forward from 2022/23; through careful cost reduction measures and some late receipt of grants. The carry forward figure was largely a result of residual savings from COVID 19 measures and once again late receipt of grants. It assisted the school to cover the shortfall in the budget settlement. Also, to carry out essential works and some improvement schemes.

The total net spend was £11,071,972. Careful monitoring of income and expenditure resulted in a balanced budget at year end and with a reduced carry forward figure for 2024/25.

Within the 2023/24 financial year a number of school and local authority funded improvements were made to the school estate. These included: -

- Completion of Phases Two and Three of remodelling scheme to provide improved staff work and rest areas; create a Strength and Conditioning Suite for both pupil and staff use
- Enabling works for expansion of the Sixth Form facilities.
- New furniture and reconfiguration of outdoor seating areas.
- Installation of new boilers
- Replacement of stools within the Chemistry department
- Reconfiguration of office space to create an additional classroom
- Rolling programme of decoration of toilets and classrooms and work areas
- Expansion of CCTV provision
- Upgrading of satellite rest/work areas for staff
- Emergency H&S works including fire doors



## Term Dates and Contact Details

	<b>Start Date</b>	<b>Half term break</b>	<b>End Date</b>
<b>Autumn Term</b>	Monday, 2 <sup>nd</sup> September 2024	Monday, 28 <sup>th</sup> October to Friday, 1 <sup>st</sup> November 2024	Friday, 20 <sup>th</sup> December 2024
<b>Spring Term</b>	Monday, 6 <sup>th</sup> January 2025	Monday, 24 <sup>th</sup> February to Friday, 28 <sup>th</sup> February 2025	Friday, 11 <sup>th</sup> April 2025
<b>Summer Term</b>	Monday, 28 <sup>th</sup> April 2025	Monday, 26 <sup>th</sup> May to Friday, 30 <sup>th</sup> May 2025	Friday, 21 <sup>st</sup> July 2025

### Inset Days

Monday, 2<sup>nd</sup> September 2024  
Friday, 29<sup>th</sup> November 2024  
Monday, 2<sup>nd</sup> December 2024  
Friday, 21<sup>st</sup> February 2025  
Monday, 10<sup>th</sup> March 2025  
Monday, 21<sup>st</sup> July 2025

Llanishen High School  
Ysgol Uwchradd Llanisien  
Heol Hir, Cardiff, CF14 5YL  
Tel: 029 2068 0800  
Email / e-bost: [admin@llanishen.cardiff.sch.uk](mailto:admin@llanishen.cardiff.sch.uk)  
Website: [www.llanishen.cardiff.sch.uk](http://www.llanishen.cardiff.sch.uk)

## Appendix – School Budget 2023/24

**CARDIFF COUNCIL/GYNGOR CAERDYDD**  
**SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLION 2023-2024**

Governing Body/Corff Llywodraethu of: Llanishen High School

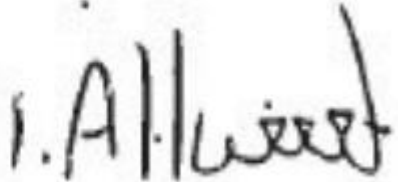
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/ Gwariant Cyflawnedig	
	£	£	£	£
<b>Staffing costs/Costau Staff</b>				
Teaching Costs/Costau Addysgu	6,011,955		5,895,477	
Special Needs Teachers/Athrawon Anghenion Arbennig	79,167		116,704	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	595,038		607,556	
Short Term Supply/Llanw Byr Dymor	0		0	
Long Term Supply/Llanw Hir Dymor	178,249		317,049	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	1,761,710		1,573,543	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyyr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyyr	339,111		307,099	
Foreign Language Assistants/Cynorthwyyr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	168,808		159,730	
Mid Day Supervisors/Gorychwylwyr Canol Dydd	45,402		89,901	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	53,322		39,802	
Administrative Staff/Staff Gweinyddol	406,911		396,067	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	107,659		118,319	
Other Staff Costs/Costau staff eraill	482,082		676,134	
Performance Management/Rheoli Perfformiad	0		0	
<b>Total Staffing Costs/Cyfanswm Costau Staff</b>		<b>10,229,414</b>		<b>10,297,381</b>

<b>Premises Related Costs/Costau Eiddo</b>			
Caretaking Staff/Staff Gofalwyr	177,020		178,510
Domestic Staff/Staff Domestig	0		0
Grounds Staff/Staff y Tir	7,000		8,327
Cleaning Costs/Costau Glanhau	279,847		272,521
Energy Costs/Costau Ynni	319,632		364,215
Rates/Cyfraddau	152,475		152,475
Repairs and Maintenance/Atgyweiriau a Chynhaliaeth	267,421		340,700
Water/Dŵr	39,359		44,945
		<hr/>	<hr/>
<b>Total Premises Related Costs/Cyfanswm Costau Eiddo</b>		1,242,754	1,361,692
<b>Transport Costs/Costau Cludiant</b>			
Pupil Transport Costs/Costau Cludiant Disgyblion	2,000		29,415
Staff Transport Costs/Costau Cludiant Staff	1,800		989
Vehicle Costs/Costau Cerbydau	1,200		1,855
		<hr/>	<hr/>
<b>Total Transport Costs/Cyfanswm Costau Cludiant</b>		5,000	32,259
<b>Supplies and Services/Cyflenwadau a Gwasanaethau</b>			
Teaching Materials/Adnoddau Addysgu	185,000		220,489
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	44,500		23,062
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	20,000		0
Catering Costs/Costau Arlwyo	2,000		385
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynilion	9,914		0
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	7,330		19,289
Consultants Fees/Ffioedd Ymgynghorwyr	0		0
Examinations Fees/Ffioedd Arholiadau	260,000		231,510
Games & School Activities/Gemau a Gweithgareddau Ysgol	62,000		50,204
Clerk to Governing Body/Clerc y Corff Llywodraethu	5,228		2,370
Other office costs/Costau swyddfa eraill	16,040		31,643
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	0		0
Pupil Exclusions/Gwaharddiadau Disgyblion	0		0
Subsistence and expenses/Cynhaliaeth a threuliau	2,000		8,553
		<hr/>	<hr/>
<b>Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau</b>		614,012	587,506

<b>Central Services/Gwasanaethau Canolog</b>				
School Meals/Prydau Ysgol	130,050		130,050	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	35,918		35,494	
		<hr/>		<hr/>
<b>Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog</b>		165,968		165,544
<b>Income/Incwm</b>				
Additional Central Funding/Nawdd Canolog Ychwanegol	-859,246		-226,185	
Community Education/Addysg Cymunedol	0		0	
Donations/Rhoddion	-5,000		-519	
Lettings/Gosodiadau	-10,000		-6,021	
Other Income/Incwm arall	-49,405		-72,447	
Grant Income/Incwm rhent	-10,000		-1,037,066	
Sales/Gwerthiannau	-2,000		-14,184	
School Meals Recharge/Talu am Brydau Ysgol	0		0	
Training and Tuition Income/Incwm Hyfforddiant	-10,200		-15,987	
		<hr/>		<hr/>
<b>Total Income/Cyfanswm Incwm</b>		-945,851		-1,372,410
<b>Interest and Other/Llog ac Arall</b>				
Interest on investments/Llog ar fuddsodiadau	0		0	
School Investments/Buddsodiadau Ysgol	0		0	
Withdrawal Investments/Buddsodiadau Dileadau	0		0	
School Deficit/Gwariant Ysgol	0		0	
Temporary Loans/Benthyciadau Dros Dro	0		0	
Temporary Loans/Benthyciadau Dros Dro	0		0	
Interest/Llog	0		0	
		<hr/>		<hr/>
<b>Total Interest and Other/Cyfanswm Llog ac arall</b>		0		0
<b>Total Net Expenditure/Cyfanswm Gwariant Net</b>				
		<hr/>		<hr/>
		11,311,297		11,071,972
Less Uninvested Balance Brought Forward/Llai'r Balans na fuddsoddwyd a ddygwyd ymlaen		-1,035,807		
Less earmarked Rates/Llai'r Cyfraddau a glustnodwyd		-152,475		-152,475
Contribution to / from balances/Cyfraniad i / o falansys				-796,482
		<hr/>		<hr/>
<b>Revised Net Expenditure/Gwariant Net Diwygiedig</b>		<u>10,123,015</u>		<u>10,123,015</u>

<b>Summary/Crynodeb</b>	
<b>Total resources available in 2023-2024 / Cyfanswm adnoddau ar gael yn 2023-2024</b>	£
School balances Brought forward from 2022-2023/Balansau ysgol a ddygwyd ymlaen o 2022-2023	1,035,807
School Loans Brought forward from 2022- 2023/Benthyciadau Ysgol a Ddygwyd ymlaen o 2022-2023	0
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0
Total delegated resources/Cyfanswm adnoddau dirprwyedig	10,275,490
<b>Total/Cyfanswm</b>	<b>11,311,297</b>
Actual Expenditure/Gwariant Cyflawnedig	11,071,972
Less change in investments/Llai'r newid mewn buddsoddiadau	0
Less Movements in Temporary Loan/Llai'r Symudiadau â Benthyciadau Dros Dro	0
Less variance in earmarked rates/Llai'r amrywiant â chyfraddau a glustnodir	0
<b>Total balance carried forward to 2024- 2025/Cyfanswm Balans a ddygwyd ymlaen i 2024-2025</b>	<b>239,325</b>
<b>Statement of Balances Held/Datganiad Balansau</b>	£
Uninvested Balance as at 31st March 2024/Balans na fuddsoddwyd ar 31 Mawrth 2024	239,325
Invested Balance as at 31st March 2024/Balans a fuddsoddwyd ar 31 Mawrth 2024	0
Outstanding Loans as at 31st March 2024/Benthyciadau dros ben ar 31 Mawrth 2024	0
<b>Total Balances held as at 31st March 2024/Cyfanswm Balansau ar 31 Mawrth 2024</b>	<b>239,325</b>

for Corporate Director Resources  
Prif Cyfarwyddwr Corfforaethol Adnoddau

 I. A. Huw