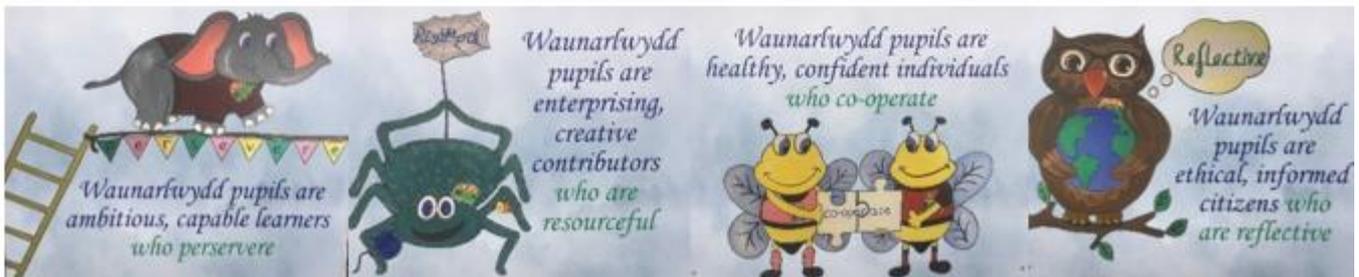


Waunarwydd Primary School



Work Hard, Aim High, Share and Care



Governors Annual Report to Parents 2021/22

Waunarlwydd Primary School

Foreword to Governor's Annual Report to Parents 2021/22

It gives me great pleasure to write this foreword in my role as Chair of Governors to the 2021/22 Waunarlwydd Primary School Governing Body Annual Report to Parents.

This year as we are recovering from the challenge of the pandemic we are focussing on the health, safety and wellbeing of both staff, children and the wider community.

The focus on reassuring and nurturing is proving to be of enormous benefit. Progress and improvement is being made with the additional teaching support in place.

The new curriculum for Wales gives a chance to put the learners' voice first and to prepare the children to be contributors to society.

Our school remains at the heart of the community. Reforming the school day is part of the current recovery plan. I would like to thank you, the parents and carers for the support you have provided to all staff during the school year. The Governing Body are very aware of the part that parents play in the education of their children.

Our community links are being reconnected; the children have enjoyed attending the Harvest festival as well as the transition days for our Year six pupils at Gowerton School.

After school clubs have also restarted where children have had the opportunity to take part in sports such as football and netball, dance classes and also return to swimming classes.

The implementation of the ALNET (Additional Learning Needs & Education Tribunal (Wales) Act) 2018 is well underway and is to be implemented in all primary schools from September 2022. Communication explaining the changes to the SEN system are on the school website.

On behalf of the Governing Body I would like to thank all the staff (teaching and non-teaching) for their ongoing diligence, hard work and dedication. They make the difference that will ensure your children have the best possible opportunities available to them.

In terms of Finance, the school continues to benefit from prudent financial management. The difference between budget allocation of £997,854 and identified spending needs of £993,956 was -£23,898. The resulting deficit setting was offset by a brought forward reserve of £95,703. The financial year was completed with projected reserves on 31/3/22 of £117,931.

The vast majority of our budget is spent on staffing costs, having the ability to set a deficit budget allows us to maintain staffing at an acceptable level when the budget share of schools is decreasing year on year and the running costs are increasing.

I would like to thank my fellow governors for your hard work and ongoing support. Combining full time employment and raising a family with the ever-increasing demands placed upon you as a school governor is never easy.

Finally, I would like to remind parents that even though the governing body is no longer legally obliged to hold an annual meeting with parents, they can request a meeting with the governing body for any school related matter at any time during the academic year.

I would therefore encourage any parent who has an issue in relation to their child to contact Mrs Davies or Mr Evans in the first instance, a member of the school staff or a governor to arrange an appointment to discuss it.

Rayna Soproniuk

Chair of Governors

Composition of Governing Body

Status	Name	End of Term of Office
Chairperson	Mrs. Rayna Soproniuk c/o Waunarlwydd Primary School Brithwen Road Waunarlwydd Swansea	21.02.2025
LEA Representatives	Mr. Rory File Cllr Wendy Lewis Mr. Adrian Rees Mrs. Rayna Soproniuk	22.12.2025 22.09.2025 08.08.2024 21.02.2025
Parent Governors	Mrs. Lara Sturgess Mrs. Claire Burnes Mr. Jonny Hardway Mrs Fran James Mr David Meredith	15.10.2023 18.07.2023 05.04.2023 08.10.2024 05.04.2023
Community Governors	Mr. Chris Owen Mrs. Barbara Miller VACANCY VACANCY	16.04.2023 14.03.2023
Teaching Governors	Ms. Kirsty Williams Mr. Jamie Evans	26.02.2024 02.03.2026
Non-Teaching Governor	Mrs. Collette Cornish	19.10.2023
Clerk to Governors	Mrs. Karen Lang c/o Waunarlwydd Primary School Brithwen Road Waunarlwydd Swansea.	

There will be a Parent Governor election in March 2023.

School Population and Class Structure
September 2022

Classes		
Ms. Williams	Year 6	9
	Year 5	10
Miss Fender	Year 6	12
	Year 5	11
Miss Shaw	Year 6	10
	Year 5	11
Mr. Jenkins	Year 4	27
Mr. Reid	Year 3	27
Mrs. Evans & Mrs. Thomas	Year 3	11
	Year 2	14
Mrs Horseman & Mrs Wallace	Year 2	16
	Year 1	8
Miss Tyrrell	Year 1	23
Mrs. Melen	Reception	26
Mrs. McDonnell	Nursery (am)	24

Year Groups							
Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Rec	Nursery
31	32	27	38	30	31	26	24

KS2 - 128
FP - 87
215
Nursery - 24
Total - 239

ATTENDANCE AND PUNCTUALITY

The Department of Education and Employment leaflet *School Attendance: Information for Parents* includes the following advice:-

- Make sure that your child goes to school regularly, and arrives on time. Start these good habits at an early age, while your child is at primary school.
- If your child is ill, contact the school on the first day of your child's illness. Staff will be concerned if they do not hear anything.
- Wherever possible, you should take your holidays during school holidays.

In Wales we want all of our pupils to achieve success, so it is important that parents do their best to support pupils in attending school for the full 190 days in an academic year, as stated in the Education (School Day and School Year) (Wales) (Amendment) Regulations 2006.

Under the Education Act (1996), it is the responsibility of the parent to ensure that their son/daughter attend school.

Regular school attendance is vital and missing school can have a significant impact on achievement over a one year period as illustrated below:

95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.
90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.
80-85% attendance	At least 5 ½ weeks of learning missed	Your child's poor attendance has a significant impact on learning.
Below 80% attendance	At least 7½ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

To support our drive to increase pupil attendance a decision has been taken by ERW, our regional Education Consortium, TO RECOMMEND that OTHER THAN IN EXCEPTIONAL CIRCUMSTANCES, no absences due to holidays during term times will be authorised by Head-Teachers. This means absences due to pupils being taken on holiday during term time will be recorded as unauthorised*.

We hope that you can support this policy change and arrange your holidays around the existing 175 days the schools are closed through weekends and school holidays and help us support your child in achieving success in school.

*An unauthorised absence is when the school has not received an oral or written explanation for a pupil's non-attendance, or when an explanation is unacceptable. The school makes a reminder for an absence explanation by the standard letter or telephone call. Letters are also sent home concerning lateness. If no satisfactory explanation can be obtained for frequent absences or lateness the school Educational Welfare Officer can be asked to call at the home in question.

School Attendance Statistics Sept 2019- March 2020

*** Attendance data is up to March 2020 due to Covid19 school closure in 2020/21.**

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Group	Presents	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year R	90.2	6.5	0.9	100.0	92.6
Year 1	89.9	7.6	2.5	100.0	89.9
Year 2	94.2	4.8	1.0	100.0	94.2
Year 3	90.8	5.7	0.7	100.0	93.6
Year 4	92.4	4.4	1.1	100.0	94.5
Year 5	93.2	5.2	1.0	100.0	93.8
Year 6	90.9	5.2	0.8	100.0	94.0
Totals	91.7	5.5	1.1	100.0	93.4

Our whole school attendance for 2019/20 (September – March) was 93.4%.

Our school's Key Attendance Strategies are:-

- The provision of a school setting which is welcoming, one where pupils predominantly feel happy and safe.
- The provision of a curriculum which is engaging and inclusive of all need.
- Vibrant and purposeful ongoing dialogue with parents / carers which continually promotes a high profile for attendance and punctuality through a combination of support and challenge.
- Inclusion as a key annual school development priority and HT performance management objective.
- Keen use of 'first day' absence procedure by which unreported pupil absences are followed up with phone calls, text messages and, where appropriate, home visit.
- Raised profile of attendance levels as a key performance indicator via regular reports to governors and parents, and regular updates for parents.
- Designated webpage devoted to attendance news and updates, for instance 'current class of the week'.
- Weekly and termly reward systems for pupils referencing class as well as individual attendance levels.
- Inclusion of attendance levels as part of reports to parents and as an agenda item on termly parental meetings.
- Regular dialogue with pupils and their families in order to ensure role of regular attendance remains a key priority for all.
- Aspirational target setting.
- Strict adherence to ERW's guidance on term time absence policy.
- Careful tracking of pupil attendance levels and rapid follow up actions where attendance levels are falling short of / are in danger of falling short of expected levels.
- A dedicated attendance officer with well understood roles and responsibilities in relation to promoting attendance levels.
- Pupil well-being targets strategically set and effectively monitored.
- Attention paid to the general pupil welfare / well-being indicators as key contributors to pupil attendance levels.
- Effective liaison with key partners such as EWO and TAF worker as well as health care professionals.

School Terms and Holiday Dates Academic Year – 2022/23

			Mid Term Holidays				
Term	Term Begins	Term Ends	Begins	Ends	Term Begins	Term Ends	
Autumn 2022	Monday 5 Sept	Friday 28 Oct	Monday 31 Oct	Friday 4 Nov	Monday 7 Nov	Friday 23 Dec	
Spring 2023	Tuesday 9 Jan	Friday 17 Feb	Monday 20 Feb	Friday 24 Feb	Monday 27 Feb	Friday 31 March	
Summer 2023	Monday 17 Apr	Friday 26 May	Monday 29 May	Friday 2 June	Monday 5 June	Monday 24 July	

Bank Holidays – Academic Year 2022/23

Good Friday	7 April 2023
Easter Monday	10 April 2023
May Day	1 May 2023
Spring Bank Holiday	29 May 2023

School INSET/Staff Preparation Days – Academic Year 2022/23

The school will be closed to pupils on the following dates:	
Day 1	5 September
Day 2	6 September
Day 3	23 December
Day 4	TBA
Day 5	25 July

School Session Times

KS2	8.50am	11.50am
	12.45pm	3.20pm
FP	8.50am	11.50am
	12.50pm	3.20pm

School Performance Foundation Phase

The Welsh Assembly expects every school to report on children's attainment at the end of Year 2 and Year 6. These are reported to parents in the Summer term reports. We usually publish the results for end of Key stage Assessments (Year 2 and 6). **However, due to COVID 19 schools are not expected to publish any data for 2022.**

The school will base its analysis on progress and attainment from Summer 2022. Staff continue to analyse data in many ways. The result of such analysis contributes to the School Development Plan and strategic planning.

Under the reformed curriculum, the central focus for assessment will be on learners understanding of their next steps in learning. There will be a renewed focus on assessment for learning as a crucial aspect to learning and teaching. Reporting to parents will need to be amended to meet statutory expectations from 2022.

Community Links

During the latter part of the year, we were able to re-establish some strong community links following the pandemic. This year our Harvest donations were sent to Matthew's House in Swansea who provide hospitality and hope for the most vulnerable.

In previous years, Waunarlwydd Primary School has developed links with the local community:

- Harvest and Christmas visits to St. Barnabas church together with weekly visits to school from our 'Open the Book' friends.
- Pupil representatives took part in a special Remembrance Day service at Gowerton School.
- Toddlers sessions
- Community Police Officers visit the school and talk to the children about the problems in our local community: including litter, graffiti, fire setting, bullying and the use of bad language,
- P.C. Parry - visits the school regularly to discuss issues with the children such as 'Stranger Danger'.
- School website/Twitter – updated regularly with information about class activities, trips and visits and general news.
- Class assemblies

Sport and Extra Curricular activities

With the return of extra-curricular activities we have been able to offer:

Football
Rugby
Creative Kidz club
Fit kids
Netball
Cross Country
Athletics
Cwl Cymru

The school has also engaged with outside agencies including Ospreys rugby and LC2 (basketball) to coach pupils.

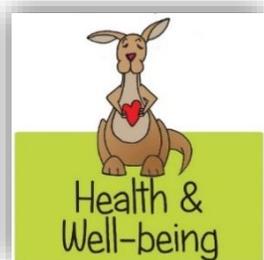
PLANNING AND PREPARING FOR LEARNING

Each of the **6 Areas of Learning and Experience** support learners to realise the four purposes of the curriculum. Planning across **Statements of What Matter**, we endeavour to give equal weighting to the 6 areas and, with this in mind, making links across the curriculum is essential. All teachers plan for the cross-curricular responsibilities of **Literacy, Numeracy and Digital Competence** to support almost all learning.



The Expressive Arts Area of Learning and Experience will afford learners meaningful experiences through which they can Explore, Create and Reflect on creative works through traditions, time and culture locally, nationally and globally. Provision centres on the five disciplines of **art, dance, drama, film and digital media, and music**. The aim is to provide learners with opportunities to plan, refine and communicate ideas while thinking creatively and engaging their imagination and senses.

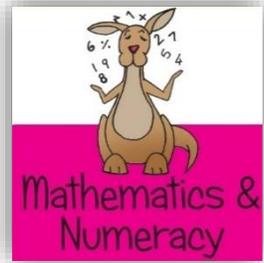
The Humanities Area of Learning will provide learners with opportunities to explore Human experiences in the past and present, at local, national and global levels, encouraging them to contribute to their communities, imagine possible futures and benefit from a sense of belonging. Humanities encompasses **geography, history, religious education, business studies and social studies** and learners will develop an understanding of how the people of Wales, its communities, culture, landscape, resources and industries interrelate with the rest of the world. Promoting an understanding of the ethnic and cultural diversity within Wales will also help learners appreciate the extent to which it is part of a wider international community.



The Health and Well-being Area of Learning and Experience is about the **physical, psychological, emotional and social** aspects of our lives. It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. Progress will be made with regards to the learners self-regulation skills, social responsibility, sophistication of knowledge and skills as well as developmental growth.

Science and Technology draws on the disciplines of **biology, chemistry, computer science, design and technology, and physics** to enhance our knowledge and understanding of the world. In Waunarlwydd, we encourage children to make links with Science, Technology and the real world through experiencing and building knowledge in a range of related ideas, concepts and principles, while embedding practical and wider skills to define a problem, explore ideas, produce solutions and justify choices. Planning across the what matters statements, will support the development of meaningful links and connections.





We ensure that mathematics and numeracy experiences are engaging, exciting and accessible for learners, and that they ensure that learners develop mathematical resilience (the ability to embrace challenge as a positive aspect of learning). Real-life contexts are used to introduce and explore mathematical concepts, as well as to consolidate them. Teaching introduces a reasoning and problem-solving approach to all mathematics and numeracy experiences to support the development both of positive dispositions and of the four purposes of the curriculum, as well as the development of the mathematical proficiencies.

Languages, Literacy and Communication enable us to analyse and understand the world around us. By being supported to become successful in this area of learning experience, learners are therefore also supported to succeed across the whole curriculum. The Languages, Literacy and Communication Area of Learning and Experience will enable all learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*. The four areas identified as what matters in Languages Literacy and Communication are highly interconnected. Listening and reading as well as speaking and writing exist in relation to each other and not separately. Rich experiences in each of these four elements will support the development of the other three.



and

Topic webs have provided an overview of termly plans as well as an overview of curriculum links and coverage. Short term plans support the focus upon immediate goals and record keeping, as well as acting as an 'aide memoir' for teachers. Teachers use PPA time effectively to plan, prepare and assess learning within their classes. This takes the form of the **skills, knowledge and experiences** that each child needs to be able to progress.

Topic Review – Fortnightly stimulus		
A pirate's life for me	This is Me	Light and Dark
Coronation of a child	Death of a king	
Ahoy there me hearties	Dinosaurs	Wales and it's wonderful places
Trial of a Queen	Voyages of Discovery	Castles and Dragons
Wales and it's people	Me and the past	Black History Month
The great fire of London	Herb the Vegetarian Dragon	<u>Bootylicious</u>

School Development Plan teams have been responsible for developing plans for our key priorities for the coming year, which run under 3 overarching headings –



Wellbeing

Pupils are developing a strong understanding of their local community and the wider world. Provision is enabling them to gain an appropriate level of awareness and understanding, skills, attitudes and values necessary to become a global citizen (**see ESTYN report**).

Pupil wellbeing has always been at the heart of our school ethos, with the building of positive relationships crucial. These positive relationships have been a crucial aspect of the whole school response to the pandemic. Open lines of communication with pupils and families remains critical. Improved systems are in place for monitoring and supporting wellbeing. We now maintain a whole school register for vulnerability and the detail from used to ensure provision meets need. It is also used to flag up early signs of potential risk so that strategies, such as 'check-ins' or accessing external agency support, can be used as proactive and not just reactive responses in line with the NGP Mentally Healthy School model. Continuum of need – Indicators for Support training has been undertaken with the aim of further enhancing lines of communication with external support agencies. We have an open door policy which has allowed for daily accessibility to both teaching staff and senior leaders. Throughout the disruptions, which negated against face-to-face contact we maintained positive relationships due to the systems put in place. Our drop off and pick up system allows for regular interaction and weekly newsletters provide an overview of learning, achievements and upcoming events. The withdrawal of restrictions allowed for the return of whole school community events and we were able to reintroduce successful parent workshops and sports days.

Learning Behaviours

Mini topics within overarching themes have proved to enhance engagement and ownership of learning. Staff have collaborated to undertake a series of peer reviews focussing on the quality of teaching and learning experiences across year groups / progression steps and AoLEs. Teachers are freed up to develop and trial their own approaches, and this sometimes means diverging from plans to follow up pupils' questions and suggestions too, and they have responded productively to this. Control is being handed back to the class teacher as the key professional. Staff are supported to provide teaching which is both innovative and challenging, teaching which engages the learner and makes them curious about their next step e.g. Death of a King, Superheroes. The reintroduction of cluster networks has been welcome and every member of teaching staff is representing the school at a cluster and local authority level. The NGP DCF network has provided training opportunities and a termly focus for developing provision and focus strands e.g. data and information literacy. The focus on developing key threads of learning has resulted in AoLE leads working collaboratively to design progression maps aimed at consistency concerning expectations of provision and progress. These threads of learning provide reference points with regards to Knowledge / Skills, Vocabulary, Experiences and Characteristics at each progression step. Steps of learning within progression steps has been refined within Maths and Numeracy and will be a continuing focus across other AoLEs.

Standards

Class profiles, transition and baselines provide the basis for identifying intervention needs. A blend of teacher and TA led support aids the impact of interventions. Termly self-evaluation identified areas of strength, while also providing the stimulus for the adaptation of programmes. Investment in smaller classes and greater number of skilled teaching assistants, alongside the development of a clearer understanding of Universal Provision will allow us to take further steps forward. Training with regard to person centred planning has enhanced whole staff readiness for the ALN reform and training will continue to be a focus moving forward. In line with teaching standards, the emphasis on professional and collaborative learning through the development of professional networks across areas is enhancing provision.

Cymraeg

The School has a detailed plan in place to improve pupils' skills in Welsh so they can begin to use the language in a wider range of contexts. 'Patrwm yr wythnos', continues to be used which is a language pattern to help each year group/ class of children converse more naturally in Welsh as well as English. The language pattern is then to be used in class/ at home (as it is shared via the school website) for the week, or if needed 2 weeks, in order to promote bilingualism across the school. Displays are bilingual and each year group has a Welsh section on their class website, providing parents and children with everyday Welsh that is used at school and can be used at home as well as some extra vocabulary specific to home life. Progress with the Siarter Iaith Bronze Award is ongoing. Our Criw Cymraeg are enthusiastic and keen to promote Welsh around the school. Staff are continuing to promote use of Welsh in the outdoors by playing Welsh yard games. Our Athrawes Bro, Sian Wilson has been visiting the school regularly in order to reinforce the language patterns and strategies, including the use of language fans which have basic Welsh language patterns.

Healthy Schools

The Swansea Healthy Schools Scheme is an exciting and long term Welsh Government Initiative, which aims to actively promote and protect Health. This includes all aspects of Health: physical, emotional, mental and social, and the wellbeing of the whole school community.

Our school has achieved the Level 5 Healthy Schools Award. Some of our focus areas have included:

- Encouraging healthy eating
- First Aid Training/Life skills for Year 5 pupils.
- After School Clubs – Fitness, Football, Rugby, Dancing, Netball, Athletics, Cross Country and Tennis .
- Rights Respecting Schools Award
- Our Healthy School Senedd Group have produced a 'Healthy Lunchbox' leaflet which has been distributed to parents.

Our target now is to continue to maintain and promote Healthy Living across the school.

Additional Learning Needs

Special Educational Needs (SEN) will now be known as Additional Learning Needs (ALN) as a result of a new act, the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The ALNCO and class teachers have worked very closely to ensure that all children who require additional support have specific and achievable targets that are within their reach.

The ALN Code and regulations which support the Act were approved in April 2021. The new ALN system will go live in Spring 2022. The implementation period will last three years until summer 2024, during which time Statements of SEN and individual education plans (IEPs) will be converted into individual development plans (IDPs). This will be done in a mandatory phased approach on the basis of year groups.

Additional Learning Needs and Education Tribunal (Wales) ActFactsheet 5


Llywodraeth Cymru
Welsh Government

A 0–25 age range
There will be a single legislative system relating to the support given to children and young people aged 0 to 25 years who have additional learning needs (ALN) and are receiving education and/or training.

Welsh language
If a child or young person needs ALP in Welsh, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

A mandatory ALN Code
The ALN Code will ensure the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.

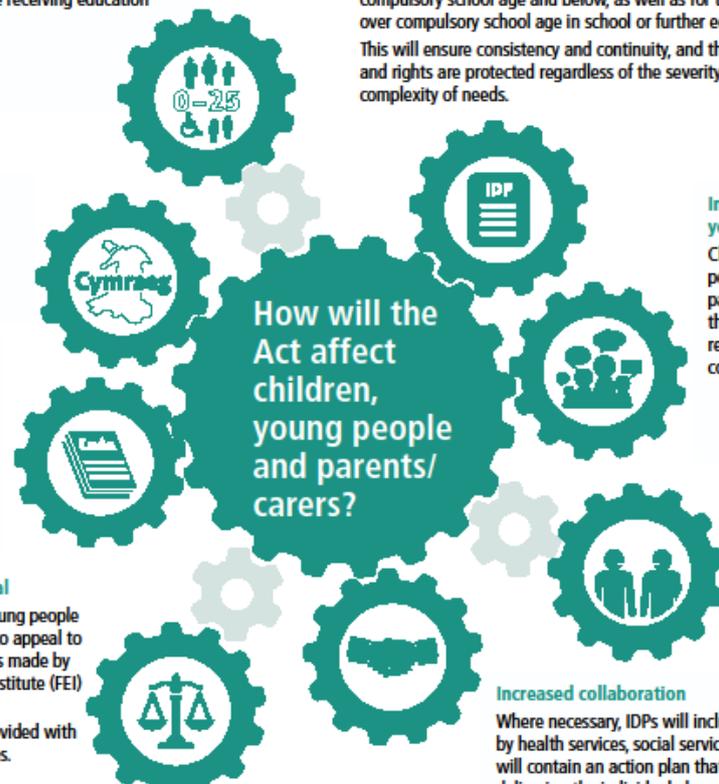
Clear and consistent rights of appeal
All children, their parents/carers and young people up to the age of 25 will have the right to appeal to the Education Tribunal against decisions made by a local authority or further education institute (FEI) in relation to their ALN or their IDP. Children and young people must be provided with access to independent advocacy services.

A unified plan
Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below, as well as for those learners over compulsory school age in school or further education. This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

Increased participation of children and young people
Children, their parents/carers and young people will be supported to understand and participate in the decisions which are taken that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

Avoiding disagreements and earlier disagreement resolution
If a child, their parents/carers or a young person is not happy with decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders it.

Increased collaboration
Where necessary, IDPs will include additional learning provision (ALP) agreed by health services, social services and other services, as well as education. IDPs will contain an action plan that is clear about which agency is responsible for delivering the individual elements.



How will the Act affect children, young people and parents/carers?

© Crown copyright 2018 WG34035

Inclusion

Waunarlwydd Primary School is an inclusive school. All staff work hard to ensure that high quality inclusive practice exists at our school.

Inclusion within Waunarlwydd is coordinated by the ALNCO - Mrs. Thomas. She has shared responsibility for coordinating and overseeing the additional learning provision, maintaining the Additional Learning Needs register, reviewing IEPs (Individual Education Targets), overseeing the support provided for pupils with English as an additional language and fulfilling the ALN Code of Practice at the school. The school has a policy for inclusion, a copy of which is available upon request from the school office.

The School response to helping those with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment, which has substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities”.

The Governing Body recognises that as far as possible, pupils with special needs should join in with everyday activities with other pupils (subject to certain conditions set out in Section 161(4) of the Education Act 1993).

The school building is on one level and the school office and Head teacher’s room can be found near the main entrance. There are ramps both at the main entrance and at the entrance to the KS2 end of the school. There are disabled toilets both in the Infant and KS2 areas of the school. In the Foundation Phase area of the school a stair lift has been installed which can accommodate a wheelchair.

Parents or visitors who have difficulties understanding or presenting oral or written communication can arrange for the provision of alternative methods (e.g. large print copies, meetings, etc.). The person concerned, or their appointed representative, should contact the Head teacher to discuss arrangements.

Review of Policies, School Strategies and School Prospectus

There is an ongoing programme of reviewing and updating policies, School prospectus and schemes of work. All policies are available for viewing at the school office and Statutory Policies are on our website.

Toilet Facilities

Nursery

There are pupil toilets and one disabled toilet.

Foundation Phase

Pupil toilets are situated next to Miss Tyrrell’s class and there are boys and girls toilets together with a disabled toilet next to Mrs. Horseman’s class.

Key Stage 2

There are boys and girls toilets in the Key Stage 2 corridor and there is one disabled toilet.

Cleaning

The toilets are cleaned daily by cleaning services and the site manager monitors this work; any problems are reported to the cleaning supervisor.

Waunarlwydd Primary School

End of Year Expenditure 2021/22

Teaching Costs	£697,381
Support Staff Costs	£326,605
Administration Costs	£10,620
Capitation Costs	£10,145
Energy Costs	£17,060
Premises Costs	£37,289
Recharges	£78,370
Gross Expenditure	£973,956