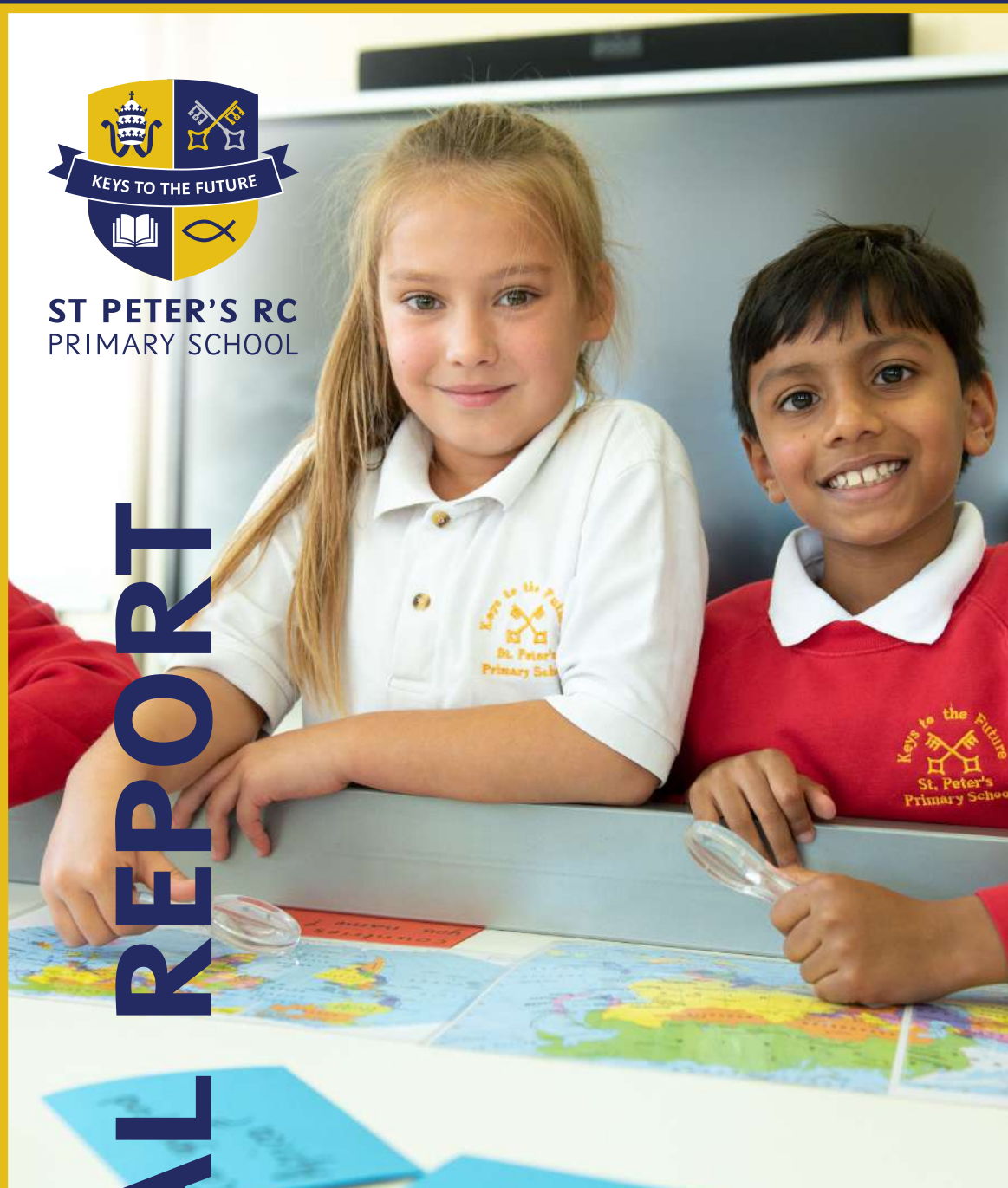




**ST PETER'S RC
PRIMARY SCHOOL**



GOVERNING BODY

ANNUAL REPORT

TO PARENTS

2021 - 2022

OUR MISSION STATEMENT

To create an environment within our school community that truly reflects the values that are expressed in the Gospels.



Chair of Governors' Report

Dear Parents and Carers,

I'm delighted to present the Governing Body's Annual Report to parents for the academic year September 2021 to July 2022, which has been a year of substantive positive change and very good progress in our aim to drive continued improvement across all aspects of the school.

We all owe a debt of thanks to the Senior Leadership team, the teachers and all staff members across the school who have contributed to the success of the school and have created a happy, caring, multicultural school with a strong Catholic identity reflecting the values expressed in the Gospels and which upholds and celebrates the United Nations Charter for the Rights of the Child.

I must offer thanks to my fellow Governors for their contribution to the strategic direction of the school and the challenge and support that they offer in their roles. I am pleased to be part of such a proactive and focussed Governing Body, and appreciate the time given over as volunteers. The Governing Body is also incredibly grateful to the direction provided by Mr Michael Howells, who stood down as Chair near the end of the 2021-2022 academic year.

Sadly, St Peter's lost a great servant and friend in February 2022 when Lisa Pattison, our staff governor, died following a short illness. Lisa served the school community of St Peter's for many years; firstly as a parent and then as a teaching assistant and governor. Lisa is greatly missed by her fellow Governors, colleagues and pupils, and she continues to be in our thoughts and prayers.

Thank you to you, parents and carers, for your contribution to the school community life and your essential vocations as first role models, carers and educators, and the primary source for the nurturing of the Catholic faith to your children. I thank those particularly who are part of our reinvigorated PTA, and for all of you who have helped to build a much stronger community environment around the school and parish.

Finally, I must of course thank the children for their wonderful inspiration. It is for them that we all work hard to make sure that we create an environment that allows them to fulfil their potential in both a human and spiritual sense. We are delighted to see the pupils grow and develop under our care, and wish them continued success during their time at St Peter's and beyond.

Yours in Christ,

Paul McManus

Mr Paul McManus
Chair of Governors





St Peter's RC Primary School

St Peter's is a Voluntary Aided Roman Catholic Primary School which caters for the religious and educational needs of children aged 3-11 years. Located in the heart of the Welsh capital, St Peter's is a happy, caring and multicultural school. The school provides education to around 450 pupils from the St Peter's Parish and various areas of the city.

The Role of the Governing Body at St Peter's RC Primary School

The main role of the Governing Body is to operate at a strategic level, leaving the headteacher and senior school leaders responsible and accountable to the governing body for the operational day-to-day running of the school.

The role of the Governing Body is a strategic one, its key functions are:

- Ensuring clarity of the Catholic vision, ethos and strategic direction
- Set the aims and objectives for the school
- Set the policies for achieving those aims and objectives
- Set the targets for achieving those aims and objectives
- Monitor & evaluate the school's progress towards achieving its aims and objectives
- Be a source of challenge and support to the Headteacher and SLT

The Governing Body is made up of 16 members: Nine Foundation Governors (appointed by the Archdiocese), two Local Authority Governors (appointed by Cardiff City Council), two parent Governors (elected by parents of the school), one Teacher Governor (elected by teachers), one Staff Governor (elected by non-teaching staff) and the Headteacher.

Foundation Governors, who are in the majority to ensure a majority vote in matters of particular Catholic importance, are specifically appointed by the Archbishop to ensure the preservation and development of the school's Catholic character, to ensure that the school is being conducted as a Catholic school, and to represent the Archbishop's education policy to the Governing Body. However, all categories of governor in a Catholic school are required to preserve and develop the Catholic character of the school in addition to their other legal duties.

The full Governing Body (GB) meets in each half-term and the headteacher reports on how he has discharged his responsibilities. The minutes of the meetings, when approved, are published on our website and become the official record of the manner in which the GB has discharged its responsibilities. The published minutes are also available for inspection at the school, as is all documentation.

To be effective and to ensure first-hand knowledge, regular visits to the school take place by members of the GB, with opportunities to link closely with different staff members. Governors are linked to specific areas of school life, e.g., health and safety, attendance, additional learning needs, and each curriculum area. Link Governors meet with the relevant staff members twice per year to discuss this area in detail and gain an in-depth understanding. Link Governors produce a visit report and feedback to the full GB at their meetings.

All Governors undertake mandatory training, participating in "New Governor Induction" and "Understanding the role of Data" courses provided by the Local Authority. Governors have access to a wide range of additional training courses via the Local Authority, with individual Governors participating in courses that are directly relevant to their Link Governor and Committee responsibilities. As part of a Local Authority supported Governing Body Development Plan bespoke training has also been provided for the Governing Body, with a "Safeguarding Level 2" course provided to all Governors on site at the school during the period.

The GB operates a system of sub-committees, reporting to the full Governing Body each term. Each sub-committee manages, supports and oversees different areas of school life at St Peter's School.



Standards and Curriculum Committee

Chair: Julia Houlston Clark

At the end of the autumn term, the Standards Committee and Curriculum Committee merged to form the Standards and Curriculum Committee. This committee, which met six times during the year, discussed various aspects including: analysis of school performance data; school improvement priorities; attendance data, school self-evaluation evidence and the Catholic Life and Mission of the school. The committee is also responsible for reviewing relevant school policies and recommending them for ratification by the full GB. This committee has subsequently been renamed the Catholic Mission, Curriculum and Standards Committee.

Resources Committee

Chair: Paul McManus

The Resources Committee met four times during the year to discuss various aspects including: monitoring of finances; health and safety; premises; resources; and purchasing. The committee is also responsible for reviewing relevant school policies and recommending them for ratification by the full GB.

Personnel and Pay Committees

The Personnel and Pay Committees met twice during the year to discuss various aspects including: staffing arrangements; recruitment and advertising; staff pay; and performance management.

The Resources, Personnel and Pay Committees were merged at the end of the summer term.

Admissions Committee

The Admissions Committee met five times during the year.

Headteacher Performance Management Committee

The Headteacher Performance Management Committee met three times during the year.

Other statutory committees such as Pupil Discipline & Exclusions; Staff Disciplinary & Dismissal; Complaints; Resolution; Capability are in place and these would meet as and when required during the year.

St Peter’s Governing Body 2021-2022

Name	Category	Appointment	Terms of Office Expires
Michael Howells	Appointed Local Authority (Chair)	22.01.19	21.01.22
Paul McManus*	Foundation (Vice Chair)	24.11.16	31.08.21
Sian Lia	Foundation	09.03.18	31.08.21
Stuart Lyon	Foundation	10.9.19	31.08.21
Julia Houlston Clark	Foundation	01.02.20	25.02.23
Louise Bassett	Foundation	13.10.21	13.08.25
Vacancy	Foundation		
Elliot Heade	Elected Teacher	28.09.21	23.09.23
Lisa Pattison	Election Staff	23.09.19	23.09.23
Luigi De Luca	Elected Parent	14.02.19	13.02.23
Emma McCallum	Elected Parent	25.10.19	25.10.23
Sophie Hayde	Local Authority	01.12.20	30.11.24
Mary Samothrakis	Local Authority	22.01.18	21.02.22
Gareth Rein	Headteacher	20.04.20	Ex Officio

Clerk to the Governors: Catherine Chambers, c/o St Peter’s RC Primary School

*Current Chair of Governors: Paul McManus, c/o St Peter’s RC Primary School

Information on our current Governing Body is available here: <https://www.stpeters.wales/meet-our-governors/>



Academic Structure for 2021-2022

Senior Leadership Team	
Headteacher	Mr Rein
Deputy Headteacher / ALNCo	Mrs Clark
Leaders of Learning	Mr Fitzgerald Mrs McLister Mr Mullane Miss Lia

Year Group	Teacher(s)	
Nursery	Mrs O'Brien	
Reception	Miss Lia	Mrs Coombs
Year 1	Mrs Mooney	Miss Gualtieri Mrs Lynn
Year 2	Mr Heade	Miss Mercer
Year 3	Mr Mullane	Mrs Gillani Mrs Fitzgerald
Year 4	Mrs McLister	Mr Green
Year 5	Mr Wild	Miss Jones
Year 6	Mr Fitzgerald	Mr Pattison
PPA Cover	Miss Hill	Mr Johns Mrs Mesoud

Teaching Assistants		
Mrs Cichon	Mrs Connolly	Mrs Conway
Mrs McLister	Mrs Culshaw	Mr Flynn
Mrs Gibbs	Mrs Hexter (supply)	Mrs Hynes
Mrs Lia	Mrs McMullen	Mrs Morgan
Mrs Pattison	Mrs Schiavo	Mrs Silva
Mrs So	Mrs Stewart	Mrs Wilkinson

School Admin Officers	
Mrs Elford	Mrs Carey

School Caretaker	THRIVE Practitioner
Mr Hennessy	Mrs Culshaw

Midday Supervisors	
Miss Crimmins	Miss Legge
Mrs Leslie	Mrs Murphy
Miss Groves	Mrs Stewart
Mrs Siju	Mrs O'Sullivan



School Sessions and Times

Dates for the School Year 2021-2022

Term	Start	Half-Term Holiday		End
Autumn 2021	Thursday 2 Sept 2021	Monday 25 Oct 2021	Friday 29 Oct 2021	Friday 17 Dec 2021
Spring 2022	Tuesday 4 Jan 2022	Monday 21 Feb 2022	Friday 25 Feb 2022	Friday 8 Apr 2022
Summer 2022	Monday 25 April 2022	Monday 30 May 2022	Friday 3 June 2022	Friday 22 July 2022

Bank Holiday: Monday 2 May 2022

School Day	Morning	Afternoon
Nursery	9.00 a.m. – 11.45 a.m.	12.45 p.m. – 3.30 p.m.
Foundation Phase	8.55 a.m. – 12.00 p.m.	1.00 p.m. – 3.30 p.m.
KS2	8.55 a.m. – 12.10 p.m.	1.10 p.m. – 3.30 p.m.

Attendance

School attendance is grouped into three areas:

- a) Attendances
- b) Absences (authorised)
- c) Absences (unauthorised)

Unavoidable absences, such as those for illness and hospital appointments, are authorised once information is sent to the school by a parent or carer. Unauthorised absences are those that the school is not officially made aware of by parents or carers and those for which the reason given for the absence does not qualify for authorisation.

It is the policy of the school to mark all absences for holidays during term time as unauthorised unless two criteria are met:

1. The child has an excellent record of attendance during the year (over 97%)
2. There are extenuating circumstances for the term time holiday.

It is a legal requirement for parents to ensure that their child

attends school regularly and that they are on time each day. We also ask parents and carers to ensure that their child is collected promptly at the end of each day. The school continues to work closely with the School Attendance Officer, who is based at Corpus Christi Catholic High School, and the Cardiff Education Welfare Service in ensuring all pupils maintain high levels of attendance.

Pupil Leavers

At the end of the 2021-2022 academic year, pupils from Year 6 transferred to eight schools across Cardiff, Newport and the Vale of Glamorgan.

- Corpus Christi Catholic High School: 45
- St Illtyd’s Catholic High School: 6
- Mary Immaculate Catholic High School: 1
- St Joseph’s Catholic High School: 2
- Cardiff High School: 1
- Kings Monkton: 1
- Llantwit Major High School: 1
- Whitchurch High School: 1

Staff Training Days 2021-2022

All schools have five staff training days per year (INSET days) and in 2021-2022 the Welsh Government added a sixth INSET day to prepare for the implementation of the Curriculum for Wales.

Date	Focus
Thursday, 2 September 2021	Catholic Life and Mission
Friday, 3 September 2021	Curriculum for Wales / Safeguarding Training
Tuesday, 3 May 2022	Curriculum for Wales – Corpus Christi Cluster
Monday, 27 June 2022	Health and Well-being / Physical Development
Thursday, 21 July 2022	Diversity / Teach Like a Champion
Friday, 22 July 2022	Curriculum for Wales / Reading Reconsidered



School Policies

All policies relating to the school are available from the School Office. Selected policies are also made available via the school website: www.stpeters.wales. Policies are reviewed regularly depending on a programme of revision. Any queries regarding school policies can be discussed with the headteacher.

School Premises

The fabric of the school buildings is the responsibility of the Governing Body. Substantial improvements have been made to many areas of the school during the year to provide internal learning environments in which pupils can thrive. This work was supplemented with the purchase of high-quality furniture for the Reception and Nursery classrooms, thus all classrooms in the school now have the best possible learning resources.

There were refurbishments to the boys' and girls' toilets on Key Stage 2 upper corridor, which are used by pupils in Year 5 and Year 6. Within the past two years, four of the eight pupil toilets across the school have been refurbished. The school is working with the local authority to plan for future improvements to the toilets in Nursery and Reception and the boys' and girls' toilets for lower Key Stage 2.

Significant investments were made to the external premises during the year, including substantial repairs to multiple boundary walls around the school site and extensive improvements to children's outdoor learning and play environments. The Pupil Senedd Healthy Schools group designed a large trim trail that was installed under the existing playground canopy which is accessible to all pupils within the school. Two additional canopies were installed alongside the Year 1 and Year 2 classrooms and new safety, all weather flooring was installed in both Foundation Phase gardens.

Security

Governors are ever mindful of the pupils' safety and security at school, and the security of the school site is reviewed as a key aspect of physical safeguarding reviews at Resources Committee meetings. The school has a CCTV system with cameras throughout the premises and there are systems and routines in place to ensure that the school building is secure throughout the school day and when the building is unoccupied. All visitors are required to report to the general office before entering parts of the building where they may encounter pupils.

No child is allowed to go home with anyone other than their parents or carers unless permission has been granted by a parent for alternative arrangements. If collection arrangements change, parents should inform the school of these changes in advance of the end of the school day. If parents or carers are late at the end of the school day, the child/children will be supervised until the parents/carers arrive. If there has been no contact with parents, carers or anyone listed on the pupil's contact list for 45-minutes, Cardiff's Children's Services will be contacted.

Additional Learning Needs

Identification and Assessment of children with ALN

Early identification, assessment and provision for any child who may have Additional Learning Needs is essential. A child's academic, physical, social or emotional development may give cause for concern and initial identification of a child with ALN may be made:

- by the class teacher
- by the child's parents
- by a clinician (at school, or the child's GP/ Consultant) or by a social services professional.

In line with the ALN Code, there are four areas of ALN. A child may have ALN in one or more of these areas:

- Cognition and Learning
- Communication & Interaction
- Behavioural, Emotional and Social Difficulties
- Sensory / Physical

To assist in the early identification of children with ALN, use will also be made of the following assessment/screening procedures:

- Observations and results of the Baseline Screening for Reception class children
- Assessment within the National Curriculum and especially towards the end of each Key Stage
- Non-verbal tests
- Reading tests (e.g. National Reading Test, Salford, ART)
- Spelling tests (e.g. SWST)
- Core Knowledge End of Unit Assessments
- Handwriting, Fine and Gross Motor skills difficulty screening by trained staff
- Literacy Profile / Phonics screening.
- ALNCo observations

Identification of ALN

- Professional Dialogue
- Teachers complete a 'Record of Concern' to submit to the ALNCo
- Rigorous and reliable assessment data to support the ROC.
- Inform Parents / Carers of concerns (Person Centred Meeting, TAC Meetings, Annual Reviews, IDP & LACE Reviews)
- Place identified pupil on ALN Register
- Implement 'ALP' for the pupil identified with ALN, i.e., Targeted Provision
- Monitor and track pupil through 'Progress Meetings'

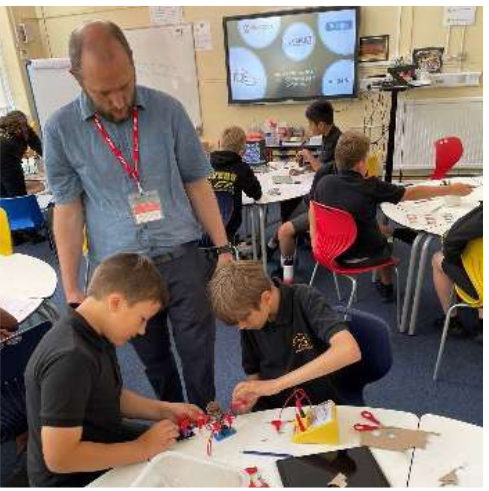
Stages of Identification of ALN

Provision for a child with ALN should match the nature of his / her needs. When a child's area of ALN has been identified, his/her needs will be addressed using a staged approach:

- The Class Teacher will submit a Record of Concern to the ALNCo
- The ALNCo makes an assessment of the child's needs
- The ALNCo will advise and support the class teacher to ensure that the child is receiving Universal Provision
- The ALNCo will implement targeted provision for the child. This will be for a period of half a term with initial / end assessment data collated, in order to measure the impact.
- The ALNCo / Class Teacher will inform the Parents / Carers of the targeted provision implemented to support their child.

School Action Plus

If despite receiving targeted provision a child makes little or no progress, they will be placed on the ALN register and escalated to School Action Plus. At this stage, the ALNCo will devise an IDP (Individual Development Plan) with input from the class teacher.



A request for advice and support from external agencies may also follow. It is likely that the following external agencies will be called on:

- Learning Support Team
- Educational Psychologist
- Emotional Health and Wellbeing Team
- Speech, Language and Communication Team
- Occupational Therapy
- Neurodevelopmental Pathway Team

The ALNCo, class teacher and specialist teachers from external agencies will attend Person Centred Meetings. The ALNCo and class teacher will incorporate the Additional Learning Provision (ALP), as specified in the IDP. Although some strategies are developed with the help of external specialists, it is vital that the strategies specified in the IDPs can be implemented as far as possible within the classroom setting through universal and targeted provision.

All pupils who are at School Action Plus will receive a One Page Profile.

School’s Strategic Priorities

St Peter’s School, through its ethos and Mission, recognises the rights of the individual for equal treatment regardless of race, creed, colour, sexual orientation or other need. In its strategic planning, the school actively considers all aspects of providing for the individual in terms of access to the curriculum as well as the physical environment. The current strategic priorities of the school can be seen in the School Development Plan which is available on our website:
<https://www.stpeters.wales/school-development-plan/>

Disability Equality Scheme

St Peter’s School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices, and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

The General Duty

The school will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don’t exist and not representing them anywhere at all
- encourage participation by disabled persons in public life – It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in
- take steps to take account of disabled persons’ needs.

How the School will meet the General Duty and Specific Duty

- An undertaking to adapt and change teaching areas to allow disabled pupils and parents access to the building where it is reasonable to do so.
- An undertaking to fund, through spend on ICT or other means, access to teaching and learning materials.
- Positive images are used in teaching materials.
- The use of the Pupil Senedd to hear pupil views. This is open to all children and its remit allows children with disability who are not elected in the normal way to be co-opted for specific purposes.
- Through Parish links all in the community have been invited to participate in the School’s endeavours to meet its duty under the Act.
- Use of SIMS management system to identify pupils and/or their parents who have disability so that their needs can be identified and met.
- The School maintains an open-door policy which allows parents or guardians easy access to staff and Governors.
- School asks for information on parent and extended family disability so that reasonable adjustments can be made.
- Relevant information relating to disability is made known to all staff.

School and Parish Links

Governors continue to develop links between the home, school and parish – The Golden Triangle. All pupils are invited to attend and participate in Masses, liturgical services and prayers at St Peter’s Church and in the school throughout the year. This provides the children with the opportunity to plan and take part in the celebration of Mass, including Solemnities and special dates throughout the year.

Preparation for the Sacraments of Reconciliation and First Communion was led by school catechists and many pupils received the Sacraments of Reconciliation and First Holy Communion for the first time during the spring and summer terms.

A focus on the Catholic Mission and Life of the school was reinforced through sustained fundraising activities for CAFOD to help in areas where disaster, famine or war has had a severe impact. School-Parish links included a Harvest Collection for the Parish SVP, Advent and Lent Confessions and Masses led by members of our clergy, including for St David’s Day and the Solemnity of SS Peter and Paul.



Health and Wellbeing

The school continued to support and promote health and wellbeing through a wide variety of curricular and enrichment activities. There was a focus on healthy living in the curriculum through Science, PSHE and PE lessons, and well-being was a focus in assemblies and daily Christian Meditation.

In pupil voice surveys, including RRSA Questionnaires, children highlighted positive attitudes to school life and reported that they feel safe and happy at school.

During break times, pupils bring a healthy snack of fruit or vegetables and school meals comply with Welsh Government nutrition guidelines. The school is aware of pupils' individual dietary needs, including allergies, intolerances and religious obligations. St Peter's is a nut free school.

Visits and Visitors

Year 6 pupils took part in Science and Technology Workshop led by Science Made Simple. They were given the opportunity to use thermal imaging cameras, build batteries and look through electric microscopes. Year 5 visited St Illtyd's DT Department, where they made impressive bee hotels. In addition, pupils were able to experiment with different chemicals and equipment in the Science Department.

School Liaison Officer

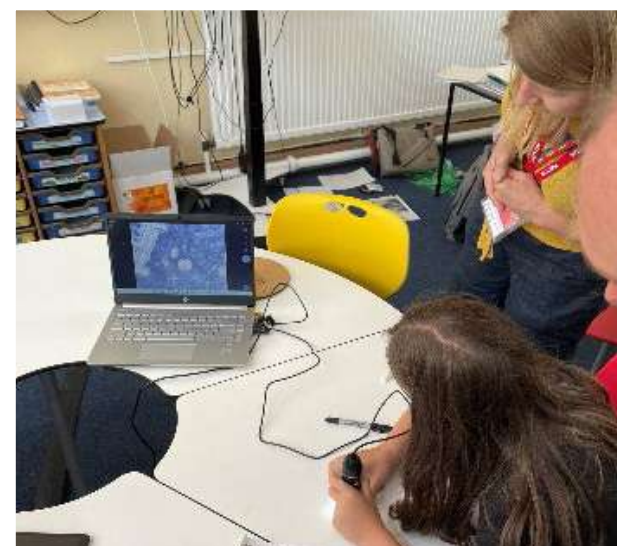
PC Rhys Cadwallader is a frequent visitor to the school and he delivers workshops to classes throughout the academic year. The workshops cover a range of topics, including Internet Safety and Cyberbullying, Drug and Alcohol Awareness and Anti-bullying.

Local Visits

Pupils and staff members were delighted to take part in trips once again following the easing of COVID restrictions. Pupils throughout the school participated in numerous local visits to enhance and enrich their learning, including trips to: Museum of Wales, Cardiff Castle, Techniquet and Glamorgan Cricket Club.

Residential Visits

Pupils in Year 5 visited the Manor Adventure centre at Abernart Lake, where they had a wonderful time taking part in a range of adventurous activities including paddle boarding, abseiling and zip-lining. Year 6 pupils visited the Urd Centre at Llangrannog where they had the opportunity to participate in skiing, grass tobogganing and horse riding. The school co-ordinated both visits with Corpus Christi partner primary schools and for many of the children it was their first time staying away from their family overnight.



Local Visits

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New York City

St Peter’s successfully bid for funding with the UK Government’s Turing Scheme to run a fully funded international visit to New York City, USA. The bid was made in partnership with St Cadoc’s Catholic Primary School, Cardiff and 20 Year 5 and Year 6 children from St Peter’s and St Cadoc’s travelled with accompanying staff members.

The group spent three days at a school in Queens to learn from their excellent practice in using ‘The Writing Revolution’, an evidence informed programme for the teaching of writing, and they visited the Writing Revolution offices near Wall Street – the first schools from any country to do so.

The trip also provided pupils with a wonderful opportunity to learn about American culture in one of the world’s great cities. They visited the World Trade Centre memorial, Natural History Museum, Times Square, Central Park, St Patrick’s Cathedral and the Top of the Rock observation deck.

Year 6 Summer Production

Following a two-year hiatus in summer productions due to COVID restrictions, Year 6 pupils were excited to perform ‘The Lion King’. This was a spectacular show filled with marvellous music, acting, singing and dancing. Many pupils from Year 5 joined in the fun by forming a choir which enhanced the experience for the audience over three wonderful performances.

Extra-curricular Activities

The school delivered a wide range of extra-curricular clubs and activities to broaden pupils’ experiences and inspire them to further develop their interests and skills. Clubs provided in 2021-2022 included: rugby, netball, baseball, football and Rosary.

The St Peter’s baseball team was victorious in the inaugural Cardiff and Vale Catholic Schools tournament hosted by Holy Family School. The competition took place over three days with St Peter’s defeating Christ the King Catholic School in the final. Five St Peter’s pupils were also selected to play in the Cardiff East vs Cardiff West and Vale Catholic baseball match, with the West and Vale winning by the slightest of margins.

Queen Elizabeth II’s Jubilee

Pupils and staff members celebrated the Queen’s Jubilee with picnics and ‘royal parades’ for which younger pupils dressed as kings and queens. The PTA Jubilee Afternoon Tea was the first opportunity for parents and carers to enter the school following the easing of COVID restrictions and the huge number of parents and carers who attended were delighted to be welcomed into the school once again.

St Peter’s Parent and Teacher Association

The PTA plays a vital role in developing the school community and the committee performs their role with great energy and commitment. The Governing Body is grateful to committee members for their excellent efforts. During the year, the PTA organised many fundraising events including the super Summer Fayre and BBQ and highly successful Sponsored Bounce.



St Peter’s Pupil Senedd

The St Peter’s Senedd empowers pupils and gives them a voice to make a difference and promote positive change. Each of the 12 Senedd Groups creates an action plan in the autumn term with three overall aims of improving the school, developing links with the community and helping the United Nations to achieve the Global Goals. At an early meeting, each group selects a Chair and Secretary by pupil vote and these pupils represent their group in fortnightly Cabinet meetings. The Cabinet is chaired by the Senedd First Minister who is voted for by pupils and staff members following a hustings event in September.

St Peter’s Senedd aims to:

- Ensure that the school is a safe and happy place for pupils and all stakeholders.
- Provide pupils with knowledge and understanding of democracy and public service.
- Create opportunities for pupils to articulate and express their concerns and to ensure that these are listened to and acted upon where appropriate.
- Encourage pupils to suggest improvements and areas for development.
- Extend the role and voice of pupils in school leadership and decision making.
- Create an opportunity for older pupils to engage and represent the views and voice of younger pupils.
- Provide opportunities for pupils to develop their confidence and public-speaking experiences as well as language skills when writing for an audience.
- Provide new experiences.

The Senedd groups are:

- Chaplaincy
- Community
- Criw Cymreig
- Curriculum
- Digital Leaders

- Eco
- Healthy Schools
- Learning Spaces
- Justice and Peace
- Mission
- Playground Pals
- Wellbeing

In 2021-2022, Senedd Group achievements included the development of the new pupil trim trail, hundreds of pounds raised for various charities, the inclusion of pupil and parent voices within curriculum developments, and the achievement of the Rights Respecting Schools Bronze Award

The UNCRC and Rights Respecting Schools Award

St Peter’s School is committed to developing pupils’ knowledge of and celebrating the United Nations Charter for the Rights of the Child. Work on the UNCRC takes place during curriculum lessons and in Senedd Group sessions, through which pupils across Key Stage 2 have gained a deeper understanding of their rights which are enshrined in law.

The UNICEF UK Rights Respecting Schools Awards (RRSA) scheme supports schools across the UK to embed children’s rights in their ethos and culture. The RRSA is based on principles of equality, dignity, respect, non-discrimination and participation, and the Award celebrates schools who place the UNCRC at the heart of their practice to improve wellbeing and help all children and young people realise their potential. The analysis of the RRSA Pupil Questionnaires in October, 2020 confirmed that nearly all pupils state that they enjoy being at school, feel safe at school and like the way they are treated by adults in the school.

Welsh Language

Pupils are encouraged to use Welsh every day and the school works hard to develop a strong sense of our Welsh heritage. Incidental Welsh is spoken daily in all classes throughout the school and

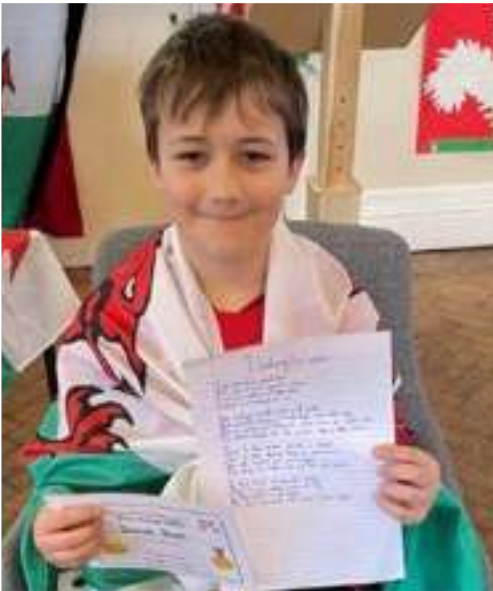
activities such as ‘Helpwr Heddiw’ promote the Welsh language and provide opportunities to practise Welsh skills. There was a particular focus on Welsh heritage and culture in the weeks leading to St David’s Day and this culminated in the annual eisteddfod in which pupils have the opportunity to apply their knowledge and understanding of the cultural, environmental, historical and linguistic characteristics of Wales.

The aims of teaching Welsh at School are:

- To develop pupils’ knowledge, understanding and skills within an integrated programme of speaking and listening, reading and writing
- To create a Welsh ethos within which to promote the teaching of the Welsh language
- To create opportunities for children to enjoy the rich heritage of Wales
- To offer children opportunities to perform and compete in Welsh during the Eisteddfod.

Wrap Around Care

Before and after school care was provided on the premises by the St Peter’s Out of School Club (OSC). The OSC provides care for up to 50 children aged 12 and under at St Peter’s Out of School Club. The service is located within St Peter’s School and benefits from having access to the school’s grounds and buildings. The service operates between 7.45 a.m. to 8.55 a.m. and 3.30 p.m. to 6.00 p.m. Monday to Friday, during term time only. Care is delivered through the medium of English. The Out of School Club provision is delivered and managed by St Peter’s Out of School Care Limited, an independently run third-party. The service is operated under a Service Level Agreement with the school and receives a brief annual summary report to assist with ongoing monitoring of the service.



Financial Information

“Parents and carers will all be aware of the dual squeeze on school finances in the current climate, with rising inflationary costs and a meaningful fall in educational funding expected over the next few years. As you can see from the financial statements below St Peter’s has maintained a strong financial position, whilst ensuring the necessary investment in the school environment and

personnel. We moved into the current academic year (2022-2023) with very healthy cash balances and expect to continue to deliver a balanced budget in 2023-2024.”

Paul McManus, Chair of Governors

Financial Statement April 2021 - March 2022	Governor Approved Budget	Actual Expenditure
	£	£
Staffing costs		
Teaching Costs	1,070,714	1,026,164
Special Needs Teachers	0	0
Teachers for statemented pupils	0	0
Short Term Supply	0	0
Long Term Supply	42,548	74,752
Special Needs Support Staff	60,796	58,204
Nursery Assts/ Teachers Aides	254,068	258,444
Mid Day Supervisors	24,966	23,106
Administrative Staff	51,792	51,821
Training Costs	21,194	24,919
Other Staff Costs	43,418	138,377
Total Staffing Costs	1,569,496	1,655,786
Premises Related Costs		
Caretaking Staff	28,048	1,899
Grounds Staff	1,940	2,483
Cleaning Costs	52,944	56,328
Energy Costs	26,350	20,907
Rates	0	0
Repairs and Maintenance	7,620	100,291
Water	79,967	7,353
Total Premises Related Costs	196,869	189,261

Transport Costs		
Pupil Transport Costs	1,000	1,950
Staff Transport Costs	0	0
Vehicle Costs	0	0
Total Transport Costs	1,000	1,950
Supplies and Services		
Teaching Materials	38,534	43,610
Equipment, Furniture, Materials & music tuition	66,044	97,857
Unallocated / Savings to be found	53,995	0
Communications Equipment and Services	17,705	10,593
Games & School Activities	4,000	9,238
Clerk to Governing Body	4,257	4,257
Other office costs	1,200	1,021
Printing & Stationery	14,400	11,230
Subsistence and expenses	2,750	2,554
Total Supplies and Services	202,885	180,361
Central Services		
School Meals	28,230	28,230
Service Level Agreements	15,283	16,376
Total for Central Services	43,513	44,606
Income		
Additional Central Funding	-344,206	-626,303
Donations	0	-51,506
Lettings	-1,300	-1,561
Other Income	-13,525	-21,774
Grant Income	0	-28,437
Sales	0	0
School Meals Recharge	0	0
Training and Tuition Income	0	0
Total Income	-359,031	-729,581

Interest and Other		
Interest on investments	0	-38
School Investments	0	0
Withdrawal Investments	0	0
School Deficit	0	0
Temporary Loans	0	0
Total Interest	0	-38
Total Net Expenditure	1,654,732	1,342,346
Less Uninvested Balance Brought Forward	-201,352	
Less earmarked Rates	0	0
Contribution to / from balances		111,035
Revised Net Expenditure	1,453,380	1,453,380
Summary		
Total resources available in 2021-2022		
School balances Brought forward from 2020-2021	201,352.11	
School Loans Brought forward from 2020-2021	0	
Prior Year Adjustment	0	
Total delegated resources	1,453,380	
Total	1,654,732.11	
Actual Expenditure	1,342,345.50	
Less change in investments	0	
Less Movements in Temporary Loan	0	
Less variance in earmarked rates	0	
Total balance carried forward to 2022-2023	312,386.61	
Statement of Balances Held		
Uninvested Balance as at 31st March 2022	312,386.61	
Invested Balance as at 31st March 2022	0	
Outstanding Loans as at 31st March 2022	0	
Total Balances held as at 31st March 2022	312,386.61	

School Admissions

The Governing Body sets the Admissions Policy and is the admissions authority for the school. In line with Cardiff City Council school admission policies, application for admission to St Peter’s School is made in line with parental preference. The indicated admission number for the school is derived from the physical capacity to accommodate pupils’ learning needs, using a formula set out in the Welsh Government Circular 021/2011. The Admissions Number is 60. In September 2021, 46 children were admitted to the Reception year group.

The Admissions Policy for 2023-2024 is available on the school website: <https://www.stpeters.wales/admissions/>

Diolch yn fawr iawn

The Governing Body would like to thank all stakeholders associated with the school and those of the wider community for all the support given throughout the year. We are proud of our school, its traditions, values and achievements. We hope that through our continuing mutual support, the children of St Peter’s School will continue to benefit and grow using their talents and abilities for themselves and others. We are all here for the children of our school and feel privileged to support parents in the spiritual, educational and social development of their children.



KEYS TO THE FUTURE

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