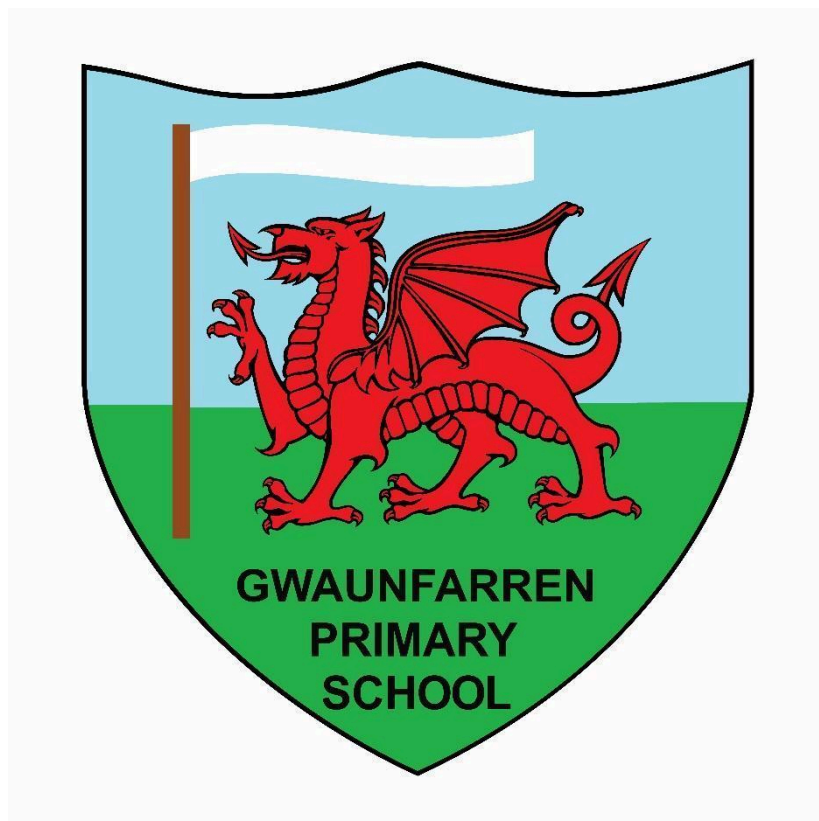


# **Gwaunfarren Primary School**



**High Standards, Solid Foundations**

**Governors Annual Report to Parents  
November 2025**



Sue Walker  
Cyfarwyddwr Addysg / Director of Education

Canolfan Ddinesig, Stryd y Castell,  
Merthyr Tudful, CF47 8AN  
Civic Centre, Castle Street,  
Merthyr Tydfil, CF47 8AN  
Ffôn/Tel: (01685) 725000  
[www.merthyr.gov.uk](http://www.merthyr.gov.uk)  
Croesawm alwadau yn y Gymraeg  
We welcome calls in Welsh



To: Parents / Carers of pupils attending  
Gwaunfarren Primary School

Ein Cyf / Our ref: SP/HC  
Eich Cyf / Your ref:  
Dyddiad/Date:

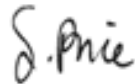
Gofynnwch am / Please ask for: Siobhan Price  
Llinell Uniongyrchol / Direct Line: 01685 727412  
e-bost / e-mail: [Siobhan.price@merthyr.gov.uk](mailto:Siobhan.price@merthyr.gov.uk)

Dear Parent / Carer

Please find attached the Governing Body of Gwaunfarren Primary School Annual Report for 2024/2025. The report contains important information relating to the school including school performance which includes comparisons with other schools; a financial statement; activities which have been undertaken and a list of members of the Governing Body.

There is no longer a requirement for the governing body to hold a meeting with parents to discuss this report, however, parents / carers are able to request that a meeting be held and full details on how this can happen are given overleaf.

Yours sincerely



Siobhan Price  
Clerk to the Governors

Enc

Merthyr Tudful  
... lle i fod yn falch ohono

Merthyr Tydfil  
... a place to be proud of



## Your right to request a meeting with the school's governing body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

### 1. Parents will need to raise a petition in support of holding a meeting.

The parents of at least <sup>1</sup>10% of the school's registered pupils/ 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

<sup>2</sup>There were 270 children registered as pupils with this school at the beginning of this academic year. Exact roll numbers at any time during the year may be obtained from the school office.

### 2. The meeting must be called to discuss matters which affect the school

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

### 3. A maximum of 3 meetings can be held during the school year

The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

### 4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

---

<sup>1</sup> Delete as appropriate according to the size of school. Schools which have or are likely to have less than 300 pupils during the school year should choose the "10%" option. Larger schools should choose the "30" option. Where schools are approximately 300 pupils in size, then "10% of the school's registered pupils or 30 registered pupils, whichever is the lower," should be used.

<sup>2</sup> This paragraph should be included and completed only in the case of schools likely to have less than or approximately 300 registered pupils during the school year. Larger schools should delete this paragraph.



A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's governing body is:

*Gwaunfarren Primary School  
Alexandra Avenue  
Merthyr Tydfil  
CF47 9AF*

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website.

Dear Parents and Carers,

It gives me great pleasure, on behalf of the Governing Body, to welcome you to this year's Annual Report to Parents. This report provides an overview of the school's progress over the past twelve months, as well as key information about the work of the Governing Body and the priorities that continue to guide our development.

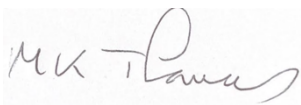
I would like to begin by offering my sincere thanks for your support throughout the year. The partnership between home and school remains vital to the success and wellbeing of our pupils, and your engagement, encouragement and enthusiasm have made a real difference.

Over the last year, the school has continued to make strong progress across a number of important areas. Within the report, you will find information detailing developments in teaching and learning, curriculum innovation, wellbeing provision, enrichment activities, and the wider life of the school community. You will also be able to read about the school's achievements, the steps being taken to sustain improvement, and the priorities we will be focusing on during the coming year.

I would also like to extend heartfelt thanks to all members of staff for their continued commitment and hard work. Their professionalism, care and determination ensure that pupils experience a rich, supportive and ambitious education, and the Governing Body is deeply appreciative of everything they do.

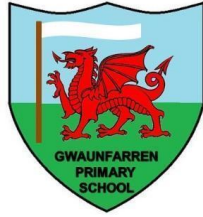
Thank you once again for your invaluable support. We look forward to continuing our work together to ensure that every child in our school can learn, grow and succeed.

Warmest regards,

A handwritten signature in cursive script, appearing to read 'Mrs Maria Thomas', written in black ink on a light-colored background.

Mrs Maria Thomas  
Chair of Governors

## Gwaunfarren Primary School



### Governors' Annual Report to Parents Autumn 2025

This report is intended to inform you of the steps taken by the Governing Body in the discharge of its functions since the last report to parents.

The governing body appointed Mr Lewis as Headteacher, he started in role from September 2022.

#### Members of the Governing Body

<b>Governor</b>	<b>Name</b>	<b>Term of Office (end)</b>
Community Governor	Mrs Dawn Williams	01/09/2028
Community Governor	Mr Huw Williams	23/03/2029
Community Governor	Mr Matthew Jacklin	23/03/2029
Headteacher	Mr Andrew Lewis	-
LA Governor	Mrs Beth Jones	21/01/2029
LA Governor	Mr Chris Davies	08/09/2029
LA Governor	Mrs Maria Thomas (Chair)	13/04/2026
Parent Governor	Mr David James	14/03/2026
Parent Governor	Vacant	-
Parent Governor	Mrs Kayleigh Morgan	01/06/2029
Parent Governor	Mrs Rebecca Murphy	22/01/2029
Staff Governor	Mrs Sarah Pike	21/03/2029

Teacher Governor	Mrs Louise Evans	10/09/2027
Clerk to the Governors (non-voting)	Mrs Siobhan Price	-

Our Clerk to the Governors is Mrs Siobahn Price who is based at the Civic Centre, Castle Street Merthyr Tydfil. Copies of Governing body Minutes are available at the school for parents wishing to view them.

## Mission Statement

Our school mission statement reflects our beliefs. Our mission is to provide every child with the opportunity to succeed every day.

*'Every Child - Every Day - No matter what'  
'Pob Plentyn - Pob Dydd - Dim Ots''*

### Vision

Our vision for the future is focused on a commitment to developing all pupils as ethical, ambitious and capable citizens who are ready to learn throughout their lives and are healthy in mind and body.

### Values

In our school family we say we wear our "VHAT's". We have our four values that ensure that:

**Everyday everyone is VALUED**

**Everyday everyone is HAPPY**

**Everyday everyone ACHIEVES**

**Everyday everyone is a TEAM**

### Tagline

Here at Gwaunfarren we pride ourselves on knowing that we have solid foundations and high expectations for every child.

*'Every Child - Every Day - No matter what'  
'Pob Plentyn - Pob Dydd - Dim Ots''*

### Mantra

Each morning our pupils recite our 'Values Mantra' so that everyone knows and understands what it means to be a 'Positive Citizen' in our school:

**"I am me, my life is mine, each day at school we aim to SHINE!"**

S - Share

H - Have a go

I - Inclusive

N - Never give up

E - Equal

## The Curriculum

The school continues to implement the Curriculum for Wales, with staff working collaboratively to plan high-quality learning experiences across all year groups. Pupils are supported to develop strong skills in speaking and listening, literacy, and numeracy. Our programme for Personal and Social Education reflects the school's aims and ethos, with a particular focus on promoting community cohesion. Religious Education is provided for all pupils in line with statutory requirements.

Appropriate learning programmes are in place for pupils both above and below compulsory school age, ensuring that all learners receive provision suited to their stage of development. A wide range of teaching approaches, learning activities, and materials is used to meet the diverse needs of our pupils and to support them in making good progress.

The school is divided into three sections.

Progress Step One	Progress Step 2	Progress 3
Nursery and Reception	Year 1, 2 and 3	Year 4, 5 and 6

All pupils receive English and Mathematics lessons during morning sessions. In the afternoons, the Literacy and Numeracy Framework (LNF) is implemented to provide opportunities for pupils to consolidate and extend the skills taught earlier in the day. This is achieved through a thematic approach across other areas of the curriculum. Where appropriate, learning is enriched beyond the classroom through educational visits and regular use of the school's outdoor learning environment.

The school continues to implement the developments linked to the new Curriculum for Wales. This includes embedding the four core purposes and the twelve pedagogical principles that underpin the curriculum. Staff receive ongoing professional development and are incorporating the new progression steps and 'I can' statements into their planning and preparation.

### **Welsh Language Development**

The predominant language of the school is English, with Welsh taught as a second language. Welsh receives a minimum of 15 minutes of daily input through 'Helpwr Heddiw' activities in all phases of the school, using language patterns and the CSC continuum appropriate to each age group. Pupils across all progress steps are encouraged to speak and write in Welsh, with early progress step learners introduced to the language through enhanced provision in a less formal manner. Incidental Welsh is promoted throughout the school, with both staff and pupils encouraged to use the language whenever possible.

We aim to inspire children and young people to use Welsh in all aspects of their lives. The 'Siarter Iaith' involves the whole school community—learners, staff, governors, parents, carers, the school council, and the wider community—to ensure collective ownership and to increase the social use of Welsh among children and young people. The school was proud to achieve the **Silver Award** for the Siarter Iaith in February 2024.

### Curriculum Development

At Gwaunfarren Primary School, we offer an exciting curriculum which inspires all our children and staff to achieve their full potential. We foster and encourage children to be highly motivated, have a thirst for knowledge, a love of learning and most importantly to have confidence in themselves and in what they aspire to be and achieve.

We are committed to ensuring that all our children have the opportunity to develop the skills and range as outlined in the Welsh Government's Foundation Phase and National Curriculum, the Literacy and Numeracy Framework and the Digital Competence Framework



The Curriculum for Wales provides a holistic and inclusive education for all learners aged 3 to 16. It is designed to support pupils' development in line with the four purposes, which set out the shared aspiration for every child and young person in Wales.

### **The Four Purposes**

The curriculum aims to develop pupils as:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

### **Areas of Learning and Experience (AoLEs)**

Learning is organised into six Areas of Learning and Experience:

- Expressive Arts: Encouraging creativity and expression through a range of art forms.
- Health and Wellbeing: Promoting pupils' physical, mental, and emotional development.

- Humanities: Encompassing history, geography, religious education, and the wider social sciences.
- Languages, Literacy and Communication: Developing Welsh, English, and international language skills.
- Mathematics and Numeracy: Building mathematical understanding and the ability to apply it in real-life contexts.
- Science and Technology: Fostering scientific curiosity and technological innovation.

In addition, the curriculum places strong emphasis on the development of three cross-curricular skills essential for lifelong learning:

- Literacy
- Numeracy
- Digital Competence

These elements work together to ensure all pupils experience a broad, balanced, and engaging curriculum that prepares them for future learning and life.

### **Principles of Progression**

Progression is a central element of the Curriculum for Wales, ensuring that pupils' learning is continuous and builds effectively on prior knowledge. The principles of progression include:

- Increasing the breadth and depth of knowledge
- Deepening understanding across ideas and disciplines
- Refining skills and strategies
- Applying learning in a range of contexts
- Using assessment to support and evidence learner progress

Assessment plays an integral role in supporting progression. Both formative and summative assessments are used to monitor pupils' development and to inform future teaching and learning.

### **Implementation of the Curriculum for Wales**

The successful introduction of the Curriculum for Wales is a collaborative process, designed to transform education and meet the needs of all learners. Below is an overview of the key steps and strategies Gwaunfarren has undertaken to ensure effective implementation.

#### **Preparation and Planning**

Inset days and staff meetings have been used to support detailed planning and preparation. This includes developing a secure understanding of the curriculum framework, setting clear aims, and involving all staff and stakeholders in the planning process.

#### **Teaching and Learning Strategies**

A range of pedagogical approaches has been adopted to promote active learning, critical thinking, and pupil engagement. The use of 'WALKTHRUS' has supported ongoing professional

development and the sharing of good practice. Cross-curricular skills—literacy, numeracy, and digital competence—remain a strong focus throughout teaching and learning.

### **Assessment and Evaluation**

Assessment continues to be an integral part of curriculum implementation. Both formative and summative assessments are used to track progress and guide instruction. Pupil achievements and progress are celebrated in the Pupil Progress Journals.

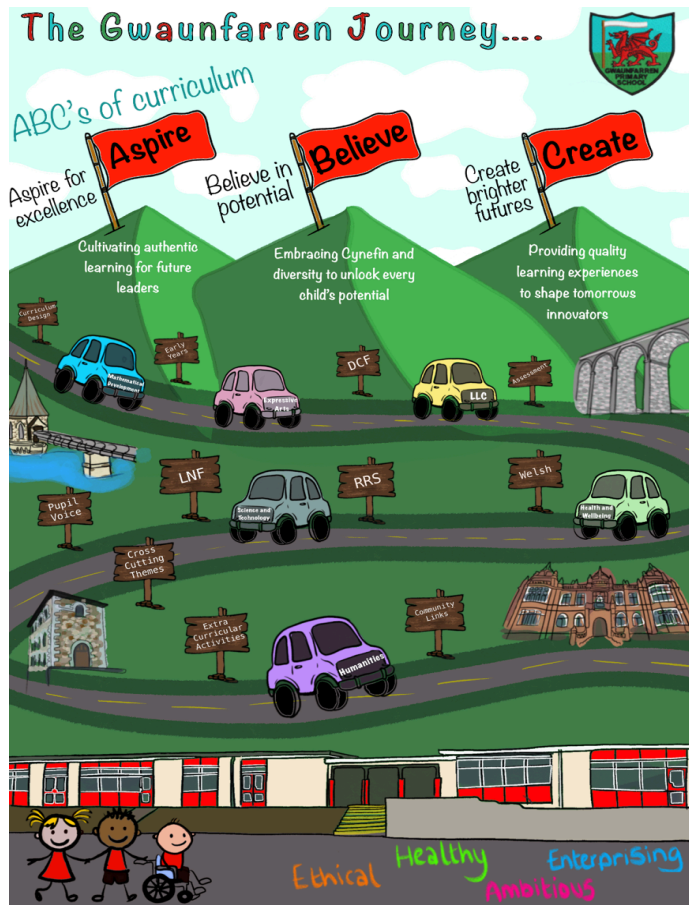
### **Collaboration and Support**

Effective implementation relies on strong collaboration with other schools, the local authority, and the Welsh Government. *Gwaunfarren* benefits from established support networks and opportunities to share effective practice. Collaborative work within the cluster and with the feeder high school continues to play a key role in ongoing curriculum development.

### **Monitoring and Review**

Regular monitoring and review ensure the curriculum remains effective and responsive to learners' needs. Evaluation takes place through end-of-topic assessments, questionnaires, and reflective activities. Statutory guidance requires schools to continually refine their curriculum; this year's work has focused on amplifying the voices of AoLE leads and middle leaders, as well as developing a broad and balanced curriculum.

Our current planning model is holistic, using whole-school topics, concepts, a main AoLE driver, a purposeful passenger, and an enquiry question to shape meaningful learning experiences. Future development will focus further on the principles of progression, integral skills, and strengthening purposeful connections across the AoLEs.



Adopting a disciplinary model ensures that pupils experience a broad and balanced curriculum, with each subject receiving appropriate focus and value. This approach prevents any area from becoming marginalised and enables each Area of Learning and Experience (AoLE) lead to advocate effectively for their discipline. It also supports the diverse needs of learners by allowing for differentiated instruction and personalised learning, promoting both equity and excellence.

Providing AoLE leads with professional autonomy encourages creativity, collaboration, and ongoing improvement, all of which contribute to high-quality education. The model also strengthens opportunities for interdisciplinary learning, with AoLE leads working together to design integrated learning experiences. This enriches the curriculum and helps pupils develop a holistic understanding of more complex concepts.

Our ongoing journey towards fully implementing the Curriculum for Wales has brought significant and positive developments to our school. Transitioning to a disciplinary model has ensured that all subjects are valued equally, enabling us to embed the mandatory elements of the curriculum with clarity and consistency.

The introduction of AoLE trackers has strengthened our ability to monitor and support pupil progress across all Areas of Learning and Experience. This has been further enhanced by increasing the autonomy of AoLE leads, empowering them to lead with confidence and to drive innovation within their disciplines.

Assessment practices have also evolved, with pupil progress journals providing a narrative and personalised approach to understanding each learner's development. This supports meaningful progression across the continuum and ensures learning builds securely on prior knowledge.

Looking ahead, we remain committed to strengthening pupil voice through the introduction of a Curriculum Crew, ensuring learners play a central role in shaping their educational experiences. We also aim to further refine our Early Years curriculum to ensure a seamless and developmentally appropriate transition for younger pupils.

Continuous Professional Development in curriculum design and delivery will continue to be a priority, ensuring staff are confident and well equipped to provide high-quality learning experiences.

Together, these developments are helping us create a dynamic, inclusive, and forward-thinking learning environment that prepares all pupils for future success.

**Organisation Strategies**

The children are grouped in mixed ability classes according to age and sometimes ability. However, in some classes, where a year group is large, there will be a mixed age-range. In such cases children are placed in classes chronologically. In line with Welsh Assembly Government requirements class sizes aim to be 30 or under - this is not always possible. We adhere to this as far as we can, but we have the capacity to facilitate 37 pupils per year group. Our current school capacity is 42 Nursery FTE and 265 from Reception to Year 6.

Most teaching is classroom based with the exception of physical education and PSHE. These subjects are taught by the PPA teacher to ensure consistency across the school. The school currently follows the Jigsaw PSHE and Real PE schemes.

The current staffing/ class structure for the 2025/ 26 Academic is as follows: -

Gwaunfarren Primary School Structure 2025/ 26		
Mr A. Lewis - Head Teacher Mrs A. Bibby - Deputy Head Teacher/ALNCO Mrs C. Stephens - SMT Mrs L. Evans - SMT Miss J. Warren - SMT		
Class	Teacher	Support

Nursery/ Reception	Mrs Morgan	Miss Reid Miss Jones
Reception	Mrs Cross	Miss Edwards
Year 1	Miss Evans	Miss Thomas
Year 2	Mrs Butler	Mrs Pulman
Year 3	Mr Ross Chislett	Mrs Evans Miss Evans Mrs Munkley Mr McMahon Mr McCoughlin
Year 3/ 4	Mrs Stephens	
Year 4	Mrs Bibby	
Year 5	Miss Hope	
Year 5/ 6	Mr McCarthy	
Year 6	Miss Warren	
HLTA/ PPA	Mrs Powell/ Mrs Pike	
Lang. Sup.	Mrs Pike	
Nurture Base	Mrs Barros-Filipe & Miss Hayden	

### Pupil Data

Free School Meals (FSM)	English Additional Language (EAL)	Additional Learning Needs (ALN)
46 = 17%	21 = 7.9%	20 = 7.4%

### Numbers on Roll - September 2025

Class	Number on roll
Nursery	24
Reception	28
Year 1	33
Year 2	31
Year 3	32
Year 4	37
Year 5	42
Year 6	42
Total	269

## **Arrangements for admission and provision for children with Additional Learning Needs (ALN).**

Many pupils with Additional Learning Needs are educated in mainstream schools. If a child's needs have been established before entry into Gwaunfarren Primary School, we will ensure that the necessary provision and support continue with the minimum disruption and anxiety for the child and parents. Parents who feel that their child may have Additional Learning Needs are encouraged to discuss their concerns with the Head teacher at their earliest convenience. Every effort will be made to deal with your worries as quickly and as sensitively as possible. The provision of ALN in this school remains good. The ALN Policy is reviewed annually. ALN provision is supported by the ALNco, the Language Support Teacher and all staff. Pupils identified, receive additional support and intervention strategies are used in the classroom. The school follows the Local Education Authority guidance on admission arrangements for pupils with disabilities as defined by the Disability Discrimination Act 1995. All teachers are teachers of ALN. The ALNco is receiving training for the new ALN bill, and this information is being disseminated to all staff in a timely manner.

The governors who are currently responsible for ALN Mr David James and Mr Chris Davies.

## **Self-evaluation and development planning**

Self-evaluation is an on-going process at Gwaunfarren Primary School which involves staff collecting and analysing information and data to provide an annual self-evaluation report. There are several ways this information is gathered, such as monitoring of standards in teaching and learning, analysing assessment data, scrutiny of pupil's work, gathering opinions through questionnaires. These are just a few of the methods used to compile the report. The outcomes of this report become the priorities for the school for the forthcoming year as targets in our school development plan:

## **School Development Plan- Overall Goals 2025/ 26**

The SDP is developed with staff taking responsibility and ownership of key areas.

The SDP has been contributed to by the whole staff which has been informed by the SER.

The Governing Body has made contributions to the plan. All members of staff and Governing Body have received copies of the plan.

The SDP will be on the agenda of each staff meeting to ensure priorities are being addressed and the progress will be monitored termly against the targets. The Governing Body Development plan is aligned to the SDP.

## **School Improvement Targets 2025/ 26**



### Actions from last AGM

There were no resolutions at the last meeting.

### Finance

No expenses have been claimed by governors.

### Examination and Test Results

Due to changes to the current assessment arrangements and the development of the New Curriculum for Wales, schools no longer record pupils' attainment using levels and outcomes. As a school we now measure pupil progress across their time with us, and record value added. We use our own internal assessment tools for reading, writing, spelling and phonics. Teachers continually assess pupils throughout the year.

At the end of each term pupils complete a reading assessment. A reading and comprehension age is generated. Pupil numbers varied throughout the year due to in term transfers, across all year groups.

Reading Data Salford								
Year	On or above chronological age Reading				On or above chronological age Comprehension			
	Baseline	Dec. 24	April 25	July 25	Baseline	Dec. 24	April 25	July 25
2	3/31 (9.68%)	6/31 (19.5%)	8/31 (25.8%)	13/31 (41.94%)	4/31 (12.91%)	5/31 (16.1%)	7/31 (22.5%)	9/31 (29.03%)
3	17/39 (43.5%)	18/39 (46.15%)	19/39 (48.71%)	24/39 (61.54%)	12/39 (30.7%)	18/39 (46.15%)	20/39 (51.2%)	24/39 (61.54%)
4	23/40 (57.5%)	25/40 (62.5%)	26/40 (65%)	32/40 (80%)	19/40 (47.5%)	26/40 (65%)	27/40 (67.5%)	33/40 (82.50%)

<b>5</b>	30/39 (76.9%)	34/39 (87.1%)	36/39 (92.3%)	33/40 82.5%	26/39 (66.6%)	33/39 (84.6%)	34/39 (87.17%)	37/40 (92.5%)
<b>6</b>	28/34 (82.35%)	29/34 (85.29%)	30/34 (88.23%)	32/33 (94.125)	27/34 (79.41%)	29/34 (85.2%)	32/34 (94.11%)	32/33 (94.125)

### **National Testing**

Each pupil in year 2 - 6 took part in the national testing during July. Each pupil completed a reading test, numeracy procedure and numeracy reasoning score. After completing the test each pupil received a standardised score. This is worked out by comparing the assessment score with the scores of all other learners who were born in the same year and month. The score range is 70-130 and the average is 100. If the pupils have a very high age-standardised score, it may be shown as 'more than 130' (130+). If skills are developing more slowly, a score of 'less than 70' (<70) would have been awarded. A score from a personalised assessment is just one piece of information about how a pupils skills are developing. All individual scores have been shared with parents.

### **Data Packs**

Each term the Headteacher presents data sets to governors. These can be accessed via the school by contacting the school office (01685 351810) or by emailing the school at [office@gwaunfarren.merthyr.sch.uk](mailto:office@gwaunfarren.merthyr.sch.uk).

### **PTA**

We have a very active PTA, who are working alongside the school to plan several events for the children. The PTA held a fantastic Summer Fete and colour run for our whole school community. They have big plans for the Autumn term with a Halloween disco, a Christmas shopping trip and a Christmas fete. The PTA have kindly supported the school financially with funds for our Autumn trips, books for our library and purchasing year 6 leavers hoodies.

### **Pupil Voice**

Our pupil voice committees have been organised for this year. These include

- School/ Eco Council
- Wellbeing Squad
- Criw Cymraeg
- Curriculum Crew
- Digital Leaders
- Safety Setters
- Playground Leaders

Pupil voice groups play a vital role within our school, providing learners with meaningful opportunities to share their views and contribute to the development of their learning environment. These groups encourage open dialogue between pupils and staff, helping to foster a culture of mutual respect, collaboration, and shared responsibility.

The key aims of our pupil voice groups are to enhance student engagement, promote inclusivity, and advocate for positive changes that benefit the whole school community. By actively listening to pupils' perspectives, we can shape policies and practices that more closely reflect their needs and aspirations. This approach enriches school life and supports improved educational outcomes, while also contributing to pupils' personal development, confidence, and sense of belonging.

### **Special Activities and Visitors to School**

The school welcomes involvement from local Agencies, Businesses and people of the community. Visitors and activities include the following:

<b>Regular Visitors to School</b>	
EAL Language Support	
Upbeat Music	Music Provision
Gerald Jones	MP
Stick 2	Drumming Workshops
Baxter Dog Trust	-
Welsh Water	-
Pastor Robert Davies	Elim Church
LA representatives	Music Peripatetic
College Students	Placements (Merthyr College)
PC Rogers	School Community Police Officer
EE Volunteers	-

### **Parent Information Evenings**

Parental consultations will take place throughout the year, and these will continue for the Autumn Term for the 2025/ 26 academic year.

### **Attendance**

The schools attendance target has now been set by the LA at 95%. Mrs Francis will continue as the schools Family Liaison Officer. Mrs Francis works tirelessly to chase non-attenders.

While Fixed Penalty Notices (FPN's) for non-attendance have been available to Local Authorities. As a school FPN's will be issued if a pupil is absent from school (holidays) for ten or more days within an academic year. The school, governors and other schools in the cluster aim to make a joint decision about the introduction of FPN's during this academic year. Once a decision is made, we will share the relevant information with you

### **Attendance data - 2024/ 25 Academic Year**

<b>Gwaunfarren Primary School</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>
	95.26%	94.35%	94.99%	93.01%	95.22%	95.87%
	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	

	95.85%	94.96%	94.84%	94.83%	94.58%
--	--------	--------	--------	--------	--------

National Curriculum Year Group						
All year groups	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.58%	94.01%	94.65%	94.32%	95.41%	94.09%	94.94%

FSM vs nFSM	
FSM	nFSM
93.56%	94.80%

### Exclusion of Pupils

There were 4.5 exclusion days between September 2024 and July 2025.

### School Policies

The school and Governing Body review school policies and progress towards implementing strategies when appropriate. These can be accessed via the school by contacting the school office (01685 351810) or by emailing the school at [office@gwaunfarren.merthyr.sch.uk](mailto:office@gwaunfarren.merthyr.sch.uk).

Governing Body minutes to meetings can be viewed at the school upon request.

### School Prospectus

The School Prospectus is available from the school office and the school website.

### Buildings and Maintenance

Several significant improvements have taken place this term to ensure our site remains safe, functional, and supportive of high-quality learning.

Upgrades to the wiring on the main car park gates have been scheduled, which should reduce the likelihood of faults occurring during colder weather. In addition, the circuit board on the small pedestrian gate has been fully rewired and the electrical panel stripped and reset, improving reliability and security at this entrance.

Following recommendations from our recent safeguarding audit, the hall doors are now equipped with fobbed access. This ensures that only authorised staff can enter or exit through this area during the school day, further strengthening the security of pupils within the building.

A new tannoy/speaker system has been installed across the site, allowing breaktimes and transitions to be signalled clearly and consistently. This will help ensure that learning time is not disrupted by delays. A separate alarm has also been installed to provide a distinct lockdown signal, supporting our emergency procedures.

We are pleased to report that we have secured funding from the Local Authority, allowing for the installation of a new soft-play surface in the park area. This area is now safe for year-round use and provides improved opportunities for outdoor play and physical development.

Looking ahead, we are hoping to replace the flooring in the Foundation Phase area with heavy-duty vinyl during the spring term. This upgrade will offer several benefits, including improved durability in high-traffic areas, easier cleaning and maintenance, better hygiene, and enhanced safety due to its non-slip properties. This will create a more resilient and child-friendly learning environment for our youngest pupils.

### Toilets

The school has the following toilet facilities for the pupils at both phases at the school. They are cleaned twice daily in line with health and safety recommendations.

Nursery	FP Girls	FP Boys	Lower KS2	Upper KS2	Disabled
4	5	4	6	5	2
Staff	Outside Classroom				
3	2				

### Academic Year 2025/2026

TERM	TERM BEGINS	HALF TERM STARTS	HALF TERM ENDS	TERM ENDS
AUTUMN 2025	Monday 1 September	Monday 27 October	Friday 31 October	Friday 19 December
SPRING 2026	Monday 5 January	Monday 16 February	Friday 20 February	Friday 27 March
SUMMER 2026	Monday 13 April	Monday 25 May	Friday 29 May	Monday 20 July

### INSET Days

<b>INSET Days 2025 - 26</b>
<b>School will be closed for all pupils on the following dates</b>
Monday 1st September 2025
Tuesday 2nd September 2025
Friday 12th December 2025
Monday 26th January 2025
Monday 13th April 2025
Monday 20th July 2025

**On behalf of the headteacher, chair of governors, staff and the governing body we would like to extend our thanks to all families for your continued support.  
We look forward to working with you all in 2025/2026.**

**LEARNING DEPARTMENT**  
**BUDGET MONITORING SUMMARY REPORT 2024/2025**

<b>Gwaunfarren Primary Cumulative Budget Report</b>		<b>Estimate 2024/2025 £</b>	<b>Actual Month 12 £</b>	<b>Year End Actuals £</b>	<b>Under / (Over) Spend £</b>
<b><u>EXPENDITURE</u></b>					
<b>Staff</b>					
<b>W1</b>	Salaries	792,813.00	794,535.69	794,535.69	(1,722.69)
<b>W1a</b>	Salaries	0.00	0.00	0.00	0.00
<b>W2</b>	Salaries	0.00	0.00	0.00	0.00
<b>W3</b>	Salaries	11,749.00	12,189.33	12,189.33	(440.33)
<b>W4</b>	Salaries	114,857.00	115,175.95	115,175.95	(318.95)
<b>W5</b>	Salaries	0.00	0.00	0.00	0.00
<b>W6</b>	Salaries	32,389.00	32,892.84	32,892.84	(503.84)
<b>W7</b>	Salaries	3,492.00	3,510.39	3,510.39	(18.39)
<b>W8</b>	Salaries	25,246.00	25,636.20	25,636.20	(390.20)
<b>W9</b>	Salaries	0.00	0.00	0.00	0.00
<b>W10</b>	Salaries	0.00	0.00	0.00	0.00
<b>Sub Total Salaries</b>		<b>980,546.00</b>	<b>983,940.40</b>	<b>983,940.40</b>	<b>(3,394.40)</b>
<b>W11</b>	Salaries	104,030.00	105,168.18	105,168.18	(1,138.18)
<b>W12</b>	Salaries	0.00	0.00	0.00	0.00
<b>W13</b>	Salaries	77,740.00	68,337.48	68,337.48	9,402.52
<b>W14</b>	Salaries	0.00	0.00	0.00	0.00
<b>W15</b>	Salaries			0.00	0.00
<b>W16</b>	Salaries			0.00	0.00
<b>W17</b>	Salaries	0.00	0.00	0.00	0.00
<b>W18</b>	Salaries	143,000.00	140,235.22	140,235.22	2,764.78
<b>W19</b>	Salaries	0.00	3,968.25	3,968.25	(3,968.25)
<b>Sub Total Grant/Funding Salaries</b>		<b>324,770.00</b>	<b>317,709.13</b>	<b>317,709.13</b>	<b>7,060.87</b>
<b>W20</b>	Agency Labour	18,767.00	12,713.66	12,713.66	6,053.34
<b>W21</b>	Sickness Absence Insurance	37,757.00	37,757.43	37,757.43	(0.43)
<b>W22</b>	Medical Expenses	500.00	110.00	110.00	390.00
<b>W23</b>	Staff Employment Expenses	0.00	0.00	0.00	0.00
<b>W24</b>	Advertisements	0.00	0.00	0.00	0.00
<b>W25</b>	DBS Charges	850.00	563.50	563.50	286.50
<b>Sub Total Salaries Related Expenditure</b>		<b>57,874.00</b>	<b>51,144.59</b>	<b>51,144.59</b>	<b>6,729.41</b>
<b>Total Staff Costs</b>		<b>1,363,190.00</b>	<b>1,352,794.12</b>	<b>1,352,794.12</b>	<b>10,395.88</b>

	<b>Premises</b>				
P1	Mutual Fund	6,137.00	6,136.76	6,136.76	0.24
P2	Repairs and Maintenance (inc. Service Charges)	15,000.00	14,603.53	14,603.53	396.47
P3	Grounds Maintenance	4,093.00	3,274.74	3,274.74	818.26
P4	NNDR , Council Tax	16,107.00	16,107.30	16,107.30	(0.30)
P5	Hire of Facilities	0.00	0.00	0.00	0.00
P6	Electricity	16,720.00	16,946.53	16,946.53	(226.53)
P7	Gas (inc. Solid & Oil Fuel)	8,000.00	8,316.64	8,316.64	(316.64)
P8	Water	3,000.00	2,976.48	2,976.48	23.52
P9	Telephones	1,200.00	703.67	703.67	496.33
P10	Insurances	3,017.00	3,017.42	3,017.42	(0.42)
P11	Disposal of Waste	3,685.00	3,684.88	3,684.88	0.12
P12	Cleaning Contractor Payments	0.00	0.00	0.00	0.00
P13	Cleaning Materials	4,590.00	4,051.95	4,051.95	538.05
	<b>Total Premises</b>	<b>81,549.00</b>	<b>79,819.90</b>	<b>79,819.90</b>	<b>1,729.10</b>
	<b>Supplies &amp; Services</b>				
S1	SLA Local Authority Services	144,902.00	144,901.65	144,901.65	0.35
S2	Peripatetic Music Sessions	3,705.00	3,705.00	3,705.00	0.00
S3	Broadband Charges & Sustainability	7,172.00	7,171.53	7,171.53	0.47
S4	Capitation	20,000.00	19,608.80	19,608.80	391.20
S5	Photocopying & Printing	2,616.00	1,680.67	1,680.67	935.33
S6	Postages	100.00	0.00	0.00	100.00
S7	Stationery & Office Expenses	0.00	0.00	0.00	0.00
S8	Other Expenses / Supplies	0.00	58.86	58.86	(58.86)
S9	Subscriptions	4,719.00	4,719.23	4,719.23	(0.23)
S10	Purchase of Food Provisions	0.00	39.27	39.27	(39.27)
S11	Purchase of Equipment & Materials	0.00	358.00	358.00	(358.00)
S12	Maintenance of Equipment	0.00	0.00	0.00	0.00
S13	Equipment Leasing / Hire Charges	5,703.00	4,917.42	4,917.42	785.58
S14	Purchase of Computer Equipment	0.00	1,031.00	1,031.00	(1,031.00)
S15	Maintenance of Computer Equipment	0.00	0.00	0.00	0.00
S16	Training Courses / Seminars	5,501.00	4,846.25	4,846.25	654.75
S17	Copyright & Licence	1,109.00	1,109.24	1,109.24	(0.24)
S18	Professional Fees	0.00	0.00	0.00	0.00
S19	Examination Fees	0.00	0.00	0.00	0.00
S20	Schools Performance Management	0.00	0.00	0.00	0.00
S21	Educated Off Site	5,920.00	4,795.28	4,795.28	1,124.72
S22	School Uniforms	0.00	0.00	0.00	0.00
S23	Private Fund Expenditure	0.00	0.00	0.00	0.00
S24	Educational Activities	0.00	0.00	0.00	0.00
S25	Purchases for Resale	0.00	0.00	0.00	0.00
S26	Special Projects	4,000.00	4,004.50	4,004.50	(4.50)
S27	Contributions	0.00	0.00	0.00	0.00
S28	Internal Recharges	70.00	225.80	225.80	(155.80)
	<b>Total Supplies &amp; Services</b>	<b>205,517.00</b>	<b>203,172.50</b>	<b>203,172.50</b>	<b>2,344.50</b>

G1	Grant Resources / School Standards	0.00	0.00	0.00	0.00
G2	Grant Resources / Equity	740.00	740.00	740.00	0.00
G3	Grant Resources / Other	0.00	0.00	0.00	0.00
<b>Total Grant Expenditure</b>		<b>740.00</b>	<b>740.00</b>	<b>740.00</b>	<b>0.00</b>
<b>Transport</b>					
T1	Car Allowances & Travel Expenses	400.00	0.00	0.00	400.00
T2	Leasing / Hire of Vehicles	0.00	0.00	0.00	0.00
T3	Vehicle Insurance / Licences	0.00	0.00	0.00	0.00
T4	Repairs & Maintenance of Vehicles & Petrol	0.00	0.00	0.00	0.00
T5	Purchase Of Vehicles	0.00	0.00	0.00	0.00
<b>Total Transport Costs</b>		<b>400.00</b>	<b>0.00</b>	<b>0.00</b>	<b>400.00</b>
<b>Gross Expenditure (A)</b>		<b>1,651,396.00</b>	<b>1,636,526.52</b>	<b>1,636,526.52</b>	<b>14,869.48</b>
<b>INCOME</b>					
<b>Miscellaneous Income</b>					
I1	Capitation Income	0.00	6,209.33	6,209.33	6,209.33
I2	Other Cover Income	0.00	0.00	0.00	0.00
I3	Insurance Income	2,450.00	9,250.00	9,250.00	6,800.00
I4	WG Grant & CSC Income	0.00	9,303.90	9,303.90	9,303.90
I5	Internal Income (inc. Grants)	0.00	17,515.00	17,515.00	17,515.00
I6	Other Income	4,750.00	360.00	360.00	(4,390.00)
I7	Special Projects	0.00	0.00	0.00	0.00
<b>Total Miscellaneous Income (B)</b>		<b>7,200.00</b>	<b>42,638.23</b>	<b>42,638.23</b>	<b>35,438.23</b>
<b>Net Expenditure (A - B)</b>		<b>1,644,196.00</b>	<b>1,593,888.29</b>	<b>1,593,888.29</b>	<b>50,307.71</b>
<b>Funding</b>					
F1	School's Balance 1st April 2024	112,851.00	112,851.29	112,851.29	0.29
F2	Formula Allocation	1,182,819.00	1,182,818.77	1,182,818.77	(0.23)
F3	Schools Standards	123,817.00	151,326.87	151,326.87	27,509.87
F4	Schools Equity (inc. EY, CLA)	70,713.00	70,713.20	70,713.20	0.20
F5	Schools Reform	14,604.00	17,638.17	17,638.17	3,034.17
F6	Schools Additional Support	140,973.00	140,972.70	140,972.70	(0.30)
<b>Total Funding</b>		<b>1,645,777.00</b>	<b>1,676,321.00</b>	<b>1,676,321.00</b>	<b>30,544.00</b>
<b>[ Surplus / (Deficit) ] (Total Funding Less Net Expenditure)</b>		<b>1,581.00</b>	<b>82,432.71</b>	<b>82,432.71</b>	<b>80,851.71</b>
<b>Analysis of Surplus / (Deficit)</b>					
Committed Expenditure		0.00	0.00	0.00	0.00
Contingency		1,581.00		82,432.71	80,851.71
<b>School's Balance 31st March 2025 [ Surplus / (Deficit) ]</b>		<b>1,581.00</b>		<b>82,432.71</b>	<b>80,851.71</b>
<b>SUMMARY</b>					
		<b>Estimate</b>		<b>Yr End</b>	<b>Under / (Over)</b>
		<b>2024/2025</b>		<b>Projection</b>	<b>Spend</b>
		<b>£</b>		<b>£</b>	<b>£</b>
Total Funding		1,645,777.00		1,676,321.00	30,544.00
LESS Net Expenditure		1,644,196.00		1,593,888.29	50,307.71
<b>School's Balance 31st March 2025 [ Surplus / (Deficit) ]</b>		<b>1,581.00</b>		<b>82,432.71</b>	<b>80,851.71</b>