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Governors Annual Report to Parents 2024/2025

It's a pleasure to reflect on another successful year at Coedpenmaen Primary School. The school has continued to thrive, and I would like to acknowledge the hard work and commitment of our headteacher, Miss Ansell-Jones, and the leadership team. During Miss Ansell-Jones' maternity leave, the leadership team stepped up with remarkable dedication to ensure continuity and the smooth day-to-day running of the school — a clear reflection of the strong systems and processes in place.

In April, the school received a visit from the local authority, which provided very positive feedback. The review highlighted many strengths across the school, and we have continued to work closely with the local authority to build on these successes. Their ongoing support helps us to ensure that every pupil receives the best possible education.

Looking ahead, budget constraints remain a challenge, but the governing body, together with Miss Ansell-Jones and the leadership team, will continue to manage resources wisely while maintaining the high standards our pupils and families expect.

Finally, I want to thank our headteacher, staff, pupils, and families for their dedication, hard work, and commitment over the past year. It is through this shared effort that Coedpenmaen Primary School continues to be a happy, inspiring place for children to learn and grow.

CBC Michael Powell

Chair of Governors

Coedpenmaen Primary School

Governors' details

The Clerk to the Governing Body is Mrs Gaynor Davies, Director of Education and Inclusion, Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

The Chairperson of the Governing Body is CBC Michael Powell c/o Coedpenmaen Primary School, Coedpenmaen Close, CF37 4LE.



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The following people are currently members of the Governing Body:

Name	Category of Governor	Appointed By	Retirement Date
Mrs Lisa Davis Mr Michael Oliver CBC Michael Powell	LEA	Council Members	18/11/28 09/11/25 23/09/27
Mr Alun Caswell Ms Laura Dober Mr Vitor Matos Mr Matthew McCabe	Parent	Parents	21/04/28 02/10/26 02/12/28 06/03/28
Mr Terence Murphy Mr Martin Phillips Mr Nicholas Sheldon	Community Governor	Governing Body	11/06/29 11/06/29 24/10/27
Cllr Simon Pritchard	Minor Authority (If applicable)	Community Council	21/05/29
Mrs Carley Walters	Teacher	Teaching Staff	11/11/28
Mrs Sarah Hier	Staff	Non-Teaching Staff	31/08/28
Miss Ansell-Jones	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	3
Parent Governors	4
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	1
Total	14

The next election of parent governors is due to take place on 02/10/2026.

However, if there are any parent governor resignations before this date, arrangements will be made for an election to take place to fill the vacancy.



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A financial statement

PROVISIONAL FINANCIAL STATEMENT FOR 2024/2025

EMPLOYEE COSTS	Total Spent
TEACHERS (including Headteacher/Supply/Reading support)	718,895
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	70,528
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	154,331
.	
PREMISES RELATED	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	14,880
ENERGY	37,156
RATES	22,199
WATER	3,210
CLEANING MATERIALS	1,227
SUPPLIES, SERVICES AND OTHER EXPENSES	
SCHOOL EQUIPMENT AND FURNITURE	27,400
POSTAGE	60
TELEPHONES	1037
INSURANCE	29,328
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	14,555
MISCELLANEOUS	30,053
TOTAL:	1,125,459
INCOME	
WAG – FOUNDATION PHASE FUNDING	179,549
MISCELLANEOUS	85,058
TOTAL	264,607

Action taken by the governing body or school

Over the past year, the governing body has continued to play an active and supportive role in the life of the school. Governors meet termly to review and contribute to key school policies, ensuring that these remain up to date and aligned with our values and priorities. Each governor is linked to an Area of Learning and Experience (AoLE) and meets regularly with AoLE leads to discuss action plans, progress, and next steps. The Health and Safety governor team has been particularly proactive in assessing needs across the school, leading to improvements such as additional fencing in the junior yard and changes to the school gates to further enhance safety. Governors also take part in our Monitoring, Evaluation, and Review (MER) cycle and have joined staff for book looks to support the ongoing development of teaching and learning. They remain a positive and visible presence within our school community, helping to strengthen links with the wider community through activities such as our work at Berw Fields Allotments and the showcasing of pupils' work at Trallwng Community Centre.



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Our governors have continued to play an active role in supporting the school on its anti-racist journey. This year, governors have taken part in DARPL (Diversity and Anti-Racist Professional Learning) training to strengthen their understanding and commitment to promoting equality, diversity, and inclusion across all aspects of school life.

The governing body remains dedicated to driving this important work forward, ensuring that our school continues to be a place where every child feels valued, respected, and represented. Through ongoing reflection, training, and collaboration with staff and the wider community, governors are committed to embedding anti-racist principles into the school's culture, policies, and everyday practice.

Organisation, plans and policies

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2024-2025 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body.

School development Priorities 2024/2025

Priority 1 Ensuring that teaching and learning practices are consistent.

The school continues to make strong progress in promoting Growth Mindset and challenge for all pupils. Staff training and consistent classroom strategies, including the 'Learning Pit', are helping children develop resilience, independence, and a positive attitude towards learning. Pupils are increasingly able to reflect on their progress, and parental workshops have helped families understand and support these approaches.

Priority 2: Improve Numeracy across the curriculum and reasoning strategies through effective teaching practices.

Very good progress continues to be made in developing a consistent, high-quality approach to numeracy across the school. Clear calculation policies and shared strategies are now used in all classes, helping pupils build confidence, accuracy, and reasoning skills in addition, subtraction, multiplication, and division. Staff have benefited from professional development, collaborative planning, and shared resources, which have strengthened their understanding of effective teaching and the five numeracy proficiencies. Monitoring and assessments indicate that these approaches are improving pupil progress and engagement in mathematical reasoning, while promoting consistency and confidence across the school.



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Priority 3: Embed Curriculum for Wales approaches through the cross-cutting theme of diversity, including developing as an anti-racist school.

Strong progress has been made in promoting diversity, inclusion, and anti-racism across the school. Audits of the 'hidden curriculum,' curriculum resources, and displays have helped identify opportunities to better represent diverse cultures, identities, and languages. Staff have engaged in professional development, including Diversity and Anti-Racism workshops, and curriculum planning now systematically includes opportunities to embed diversity. The school has celebrated key events, implemented the 'No Outsiders' programme, and established a calendar of culturally significant occasions to raise awareness among pupils and staff. Policies, procedures, and resources have been updated to ensure an inclusive, respectful environment, and the co-created diversity pledge, along with adoption of the Halo Code, demonstrates a whole-school commitment to equality and anti-racism.

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026
Summer 2026	Monday, June 1 2026	Monday, July 20 2026

- i) **Mon 1 Sept 2025 and *Monday 20 July 2026** will be designated INSET days for **all** LEA Maintained Schools. The remaining three INSET days to be taken will be at the



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discretion of each individual school following appropriate consultation with staff. ***It is intended that this INSET Day will either be taken on Mon 20 July 2026 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on **Monday 4 May 2026** for the May Day Bank Holiday.

Significant dates:	Christmas	Thursday 25 December 2025
	Easter	Good Friday 3 April 2026
		Easter Monday 6 April 2026

May Bank Holidays	Monday 4 May 2026
	Monday 25 May 2026

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) Mrs Beth Griffiths works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2024/2025 18 pupils were in receipt of an Individual Development Plan (IDP).

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Ysgol Bro Taf Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.



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It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school or in a special school. Children with significant and highly complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

Sporting achievements

This academic year has been a positive one for sport at our school, with pupils demonstrating enthusiasm, resilience, and teamwork across a wide range of activities. From football and rugby to cricket, our children have shown great commitment and pride in representing the school.

Both our Year 3/4 and Year 5/6 football teams participated in several tournaments, displaying excellent sportsmanship and determination throughout. Our rugby team also enjoyed reaching the final of the 'bowl' competition in the Pontypridd Rugby Tournament — an achievement that reflects their dedication and perseverance. The Year 5/6 cricket team performed superbly too, securing 3rd place in their tournament after only a short period of focused training and preparation.



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We are incredibly proud of all our pupils who have taken part in sporting events this year, not only for their results but also for the way they have represented our school with such respect and enthusiasm. A sincere thank you goes to all staff and volunteers who have supported the children through coaching, organisation, and encouragement, and to the parents and carers who have helped with coaching, transport and cheered from the sidelines — your involvement makes these opportunities possible.

Healthy eating and drinking

The school's Healthy Schools pupil group plays an active role in encouraging positive choices among their peers. Governors have reviewed policies, and supported activities that help pupils understand the importance of balanced diets and healthy lifestyles.

We also ask for parents' continued support in following Welsh Government guidelines, ensuring that children bring water to drink and a healthy snack, such as fruit or vegetables, each day. By working together as a school community, we can help every child to develop healthy habits, stay focused in class, and thrive both inside and outside of school.

Curriculum and organisation of education and teaching methods

Over the past year, we have continued to strengthen and refine our curriculum to ensure it meets the needs of all our learners. Our approach remains rooted in whole-school topics each term, with each class exploring a unique enquiry question linked to that shared theme. These questions are carefully designed to build on one another as children progress through the school, while also reflecting issues that matter to our community and the wider world.

This year, we have taken further steps to make learning more focused and meaningful by introducing key concepts within each topic. These are the “big ideas” that help children understand the purpose of their learning and how it connects across subjects. By actively applying these concepts in lessons, children are encouraged to make links, think critically, and develop a deeper understanding of the world around them.

We have also introduced curriculum milestones for each topic. These provide clear markers of what children are expected to learn at different stages. They support teachers in planning lessons that build on prior learning, assess understanding, and ensure pupils make sustained progress. The milestones also help us remain aligned with national guidance and ensure our curriculum develops the knowledge, skills, and attitudes children need for the future.

Our curriculum continues to be shaped by the Four Purposes, with children's wellbeing at the heart of everything we do. We want every child to feel confident, curious, and capable – ready to take on challenges, make informed choices, and contribute positively to their world.



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Through these developments, we are ensuring our curriculum remains purposeful, progressive, and responsive to the needs of our pupils. We are proud of the journey so far and excited about where it is heading next.

Welsh language

Coedpenmaen School teaches primarily in English, with Welsh taught as a second language, following the CSC Welsh Language Continuum to support pupils' progression and continuity of skills. Learners engage with Welsh through lessons, daily routines, assemblies, and wider school activities, helping to promote a positive attitude towards the language. While English remains the main language of communication, Welsh is increasingly embedded across the school, and pupils are growing in confidence using it in a range of contexts. Welsh has been identified as a key area for development in 2025/2026, with a focus on enhancing pupils' fluency, confidence, and enjoyment of the language through targeted teaching, staff development, and purposeful opportunities to use Welsh meaningfully across school life.

Provision of school toilet facilities

The school provides clean and well-maintained toilet facilities for all learners, with regular checks and cleaning throughout the day to ensure hygiene, safety, and comfort. The infant toilets are in good condition, and we are working with the Local Authority to make improvements to the junior toilets, ensuring all pupils continue to have access to safe and welcoming facilities.

Attendance

Regular attendance is vital for every child's learning, progress, and wellbeing. Missing just two days each month adds up to almost four weeks of learning lost over a year, which can make it harder for pupils to keep up and affect their confidence. Over the past academic year, our school achieved an overall attendance of 92%, meeting our target, but for 2025/26 we are aiming higher at 93%. The Welsh Government's target remains 95%, so we need to continue rebuilding towards this benchmark. We are increasingly seeing holidays taken during term time, which directly impacts pupils' learning and overall attendance. We strongly urge parents and carers to avoid taking holidays during term time and to support their child in attending school every day—together, we can give every pupil the best chance to succeed.