

Cwmffrwdroer Primary School



Governors' Annual Report to Parents for 2023-24

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Introduction

As a result of the Education Reform Act 1988, Governors, in partnership with the Head teacher, are now responsible for all school affairs - curriculum, discipline, staff appointments, admissions to school, RE, community use of the school, changing school activities and reporting to parents. Each Governor has a link with a particular area of the curriculum and Area of Learning and Experience (AoLE).

Full meetings of the Governing Body take place every term as well as committee meetings which all members are invited to. At each termly meeting governors receive and consider the Headteacher's written report and its' work. The report always follows the same format, reporting on issues such as standards, the curriculum, the School Development Plan, safeguarding, building and health and safety issues. School governors are appointed to participate on a range of committees, such as the Resources and Recruitment Committee. The Governors also approve policies on a rolling program. They are expected to attend some of the training offered by the Local Authority and the Education Achievement Service (EAS).



Welcome from Chair of Governors

Welcome to the Governing Body's Annual Report for Cwmffrwdroer Primary School for 2023-2024. I am pleased to present this report and would like to take this opportunity to extend a warm welcome to both new and returning families to our happy and successful primary school.

Our primary purpose as a school is to ensure that every pupil develops into a resilient, independent, confident, and ambitious learner who enjoys and celebrates success within a well-organised, stimulating, and secure learning environment. We also establish the strategic direction for our school leaders and the wider school community. Governors recognise that, for this vision to be realised, pupils must be supported by a well-led, enthusiastic, professional, and motivated staff team, working collaboratively within a safe, engaging, and supportive environment. This commitment is reflected in our school motto: 'Nurture, Achieve, Celebrate'.

We always strive to ensure each child reaches their potential, makes progress and achieves high standards. This is undoubtedly a key priority for us as a school, and as a governing body, we work closely with Mrs Roque and Mr Wharton and their senior leadership team to ensure this is achieved.

As governors, we continually reflect on our own practices to ensure we are as effective as possible. Governors have been actively attending training courses and spending time within the school, working closely with staff and pupils. Each governor is linked to a specific area of learning and collaborates in teams to develop, monitor, and review this area of school life. All relevant policies are reviewed regularly to ensure that our guidance is both current and compliant.

Our deep involvement in school life enables us to ensure the budget is managed carefully, supporting continuous and effective improvements. Managing school finances is always a key priority, and thanks to rigorous oversight, the school's budget remains in a healthy position this year. Each year, we thoroughly analyse and approve the budget, which is then closely monitored. We also have a dedicated governor committee responsible for overseeing all aspects of finance.

I want to take a moment to recognise the unwavering dedication of Sarah Roque, our Headteacher, who leads the school with skill and commitment, supported by her diligent and hardworking Deputy Headteacher, Kristian Wharton. The governing body wholeheartedly supports Sarah, Kristian, and the senior leadership team, and we wish to extend our gratitude to the entire staff for their dedication to making our school a place where we are truly 'happy together, learning and caring'. Sarah and her dedicated team continue to drive the school forward, embracing celebration, improvement, and innovation, with every member of staff playing a vital role.

We also sincerely appreciate our committed Cwmffrwdroer PTA members, who work tirelessly year-round to fundraise and enrich the school experience for our pupils. We are grateful to all who volunteer their time to support the school.

Finally, a heartfelt thank you goes to you, our parents and carers, for your vital role in your child's education. And, of course, to our pupils—the most important members of our school community. They are excellent ambassadors for Cwmffrwdroer Primary, consistently making us proud with their respectfulness, caring nature, and dedication to school life. They are indeed a credit to you; we couldn't be prouder.

Looking ahead, we are excited about the 2024/2025 academic year, which promises to be a dynamic time for governance. Members of the governing body will continue to visit the school regularly, participating in monitoring activities such as learning walks and book scrutinies. Change often brings new opportunities, and our governing body is full of energy, enthusiasm, and commitment to their roles. With a diverse range of transferable skills and experiences, we all share a common goal: to provide the best possible education for every pupil at Cwmffrwdoer.

The governing body will continue to support the implementation of the School Development Plan, keep safeguarding at the heart of all we do, and maintain our focus on securing a healthy financial position for the school. We warmly welcome any suggestions, feedback, or ideas from parents and pupils alike

Please feel free to contact me on any issue regarding the school on: daviesn65@hwbcymru.net

Kind regards

Mrs Nicola Davies

Head Teacher Introduction

I introduce this Annual Report for the previous year 2023/24 for governors and parents/carers. Our dedicated staff have continued to work hard this year, ensuring that our school remains a safe, secure, and happy environment for all our wonderful children to learn and grow. We have made further progress with the Curriculum for Wales, which became statutory last year, and have continued to develop our personalised Ignite Curriculum to provide rich and engaging learning experiences across all areas. We have also kept school policies updated to reflect the latest practices, ensuring we stay aligned with current educational standards and pupil needs.

This year, we've been thrilled to see a marked increase in attendance at our parental engagement sessions. These sessions have become a valuable forum where parents/carers can learn more about our curriculum, see firsthand what your children are learning, and understand how you can support this at home. It has been rewarding to see so many parents and carers actively participating and showing such enthusiasm for their child's educational journey. Your involvement has created a stronger, collaborative school community, where the values we hold as a school are reinforced both in the classroom and at home. This engagement is crucial to our vision, and we look forward to building on this success with even more opportunities for parental involvement in the coming year.

Our nurture provision has now entered its second year, and I am immensely proud of the successes we've achieved in supporting our pupils with emotional and social needs. We know that learning is about more than academics; it's about helping children feel safe, seen, and supported so they can flourish in every area of their lives. Through our nurture sessions, staff have created an inclusive, caring space where pupils who face emotional challenges can grow their self-confidence, learn to manage their feelings, and build positive relationships with others. This approach is about recognising the whole child—their potential, their dreams, their resilience. At Cwmffrwdroer, we invest in the wellbeing of our children which hopefully supports their future development where each one feels empowered to achieve, to belong, and to thrive.

We remain committed to outdoor learning and student wellbeing as top priorities. All classes from Nursery to Year 6 benefit from sessions in our forest school, offering them meaningful experiences in a natural, outdoor setting that research shows positively impacts wellbeing. This year, Mr. Manning, our Site Manager, proudly achieved his formal qualification in Forest Schools. He now collaborates even more closely with staff to plan these sessions, further enhancing our outdoor learning program. Our extensive grounds lend themselves to outdoor learning in other areas of the school grounds and our target of developing maths and literacy in the outdoors is currently being worked on by all teachers. We are also delighted to announce that this year we achieved the prestigious UNICEF Rights Respecting Schools Gold Award, which highlights our commitment to nurturing a school culture where every child understands their rights and the rights of others. This award recognises our efforts in teaching respect, inclusivity, and global citizenship, reflecting our dedication to embedding the principles of the UN Convention on the Rights of the Child throughout our school community. We're proud to see our pupils growing as compassionate, informed young individuals who can make positive contributions within and beyond our school.

Once again, our supportive PTA has made a wonderful difference to the school, holding fundraising events and securing grants that help fund essential resources such as outdoor play equipment and classroom materials. We are grateful to have such committed volunteers, and we encourage any parent interested in getting involved to join future events and activities.

As we look forward to the remainder of the year, I remain focused on the wellbeing of our children and the continuous improvement of educational standards. Together with all staff, I am committed to ensuring every child has equal access to quality learning experiences in a nurturing, inclusive environment. We believe that every child, regardless of background, deserves the opportunity to thrive. Our school community, built on partnership, respect, and shared responsibility, is central to achieving this vision. With your ongoing support, we can continue to strengthen our school as a place where all children feel valued and empowered to reach their fullest potential.

Thank you for your commitment to our school and for supporting our values. I look forward to the opportunities ahead and the achievements we will celebrate together.

Kind regards

Sarah Truelove Roque

Sarah.truelove@torfaen.gov.uk



Governors 2024/25

CHAIR OF GOVERNORS:

Mrs N. Davies

| Governor Name | Governor Type | Start Date | End Date |
|----------------------|---|------------|------------|
| Richard Miles | Community Gov apptd by GB/ | 10/02/2021 | 01/09/2024 |
| Ann Morgan | Community Gov apptd by GB | 10/02/2021 | 09/02/2025 |
| Felicity Clarke | Community Gov apptd by GB/ | 26/11/2018 | 25/11/2026 |
| Sarah Truelove | Headteacher/Pennaeth | 01/09/2012 | |
| Kris Wharton | Observer/Arsylwr | 11/09/2024 | |
| Caroline Moses-Jones | LA Appointed/Penodwyd gan yr ALI | 22/09/2021 | 21/09/2025 |
| Nicola Davies | LA Appointed/Penodwyd gan yr ALI | 01/11/2019 | 31/10/2023 |
| John Killick | LA Appointed/Penodwyd gan yr ALI | 24/09/2019 | 23/09/2023 |
| Abbie Blackmore | Parent Representative/Cynrychiolydd Rhiant | 03/07/2024 | 02/07/2028 |
| Louise Jones | Parent Representative/Cynrychiolydd Rhiant | 09/02/2022 | 08/02/2026 |
| Lindsay Osborne | Parent Representative/Cynrychiolydd Rhiant | 30/09/2021 | 29/09/2025 |
| Toniann Phillips | Parent Representative/Cynrychiolydd Rhiant | 11/11/2019 | 10/11/2023 |
| Jeff Manning | Staff Representative/Cynrychiolydd Staff | 10/10/2020 | 09/10/2024 |
| Anna Maguire | Teacher Representative/Cynrychiolydd Athrawon | 31/03/2023 | 30/03/2027 |

- Governors all belong to different committee groups.
- There are committee groups that meet every term, these are 'Recruitment and Resources', 'Standards and Improvement' and 'Wellbeing'. These meetings are open for full governors once a term.
- Link Governors are in place for core subjects and Areas of Learning experience (AoLE's).

School Vision, Mission Statement and Aims

Our Mission Statement:

"Nurture. Achieve. Celebrate"

Vision and Aims:

Children are happy, engaged and excited. They show curiosity, a love of learning and are successful and confident learners. They are supported in a nurturing and safe environment and are encouraged to become independent life-long learners with positive attitudes and high aspirations.



- To ensure children are safe, happy and can develop in a nurturing environment.
- To engage, excite and develop children's curiosity and love of learning.
- To ensure children have the skills to become life-long learners for a successful future.
- To work collaboratively with parents/carers and to value parent contributions.
- To be inclusive through personalising learning to meet the needs of all learners.

Attendance

Children are required to attend regularly and punctually. The class teacher must be informed in writing of the reason for any absence or lateness or, alternatively, a telephone message or email left with the school office. It is helpful to teachers if they are informed in advance if a child is likely to be absent or late because of a medical appointment or other reason.

Attendance for the period September 2023 to July 2024 across Reception to Year 6 was as follows:

| Group | Presents | AEA | Author-ised Ab-sences | Unauthor-ised Ab-sences | Possible | % Attend |
|---------------------|----------|-----|-----------------------|-------------------------|----------|----------|
| Dosbarth Poppit | 8799 | 24 | 918 | 121 | 9862 | 89.5 |
| Dosbarth Ogmore | 10736 | 6 | 749 | 37 | 11528 | 93.2 |
| Dosbarth Tresaith | 9540 | 15 | 696 | 95 | 10346 | 92.4 |
| Dosbarth Aber-dovey | 9364 | 175 | 552 | 59 | 10150 | 94.0 |
| Dosbarth Pwll Du | 9029 | 63 | 534 | 18 | 9644 | 94.3 |
| Dosbarth Rhossili | 9202 | 150 | 650 | 76 | 10078 | 92.8 |
| Dosbarth Abersoch | 7831 | 113 | 561 | 135 | 8640 | 91.9 |
| Dosbarth BaraFundle | 7012 | 0 | 516 | 70 | 7598 | 92.3 |
| Totals | 71513 | 546 | 5176 | 611 | 77846 | 92.6 |

Complaints Procedure

The school follows Torfaen County Borough Council policy and guidelines on dealing with complaints which, in turn, is based upon Welsh Assembly guidance.

In summary, these are the main points of the policy:

- Your complaint should initially be addressed to either the member of staff directly involved or to the Head Teacher.
- If you are not satisfied with this outcome, the matter should be referred to the Head Teacher.

• If you are not satisfied with this outcome, or the complaint is about the Head Teacher, the matter should be referred to the Chair of Governors and, thereafter, to the Governors' Complaints Sub Committee.

The local authority only becomes involved if the above process has not been followed or if the complaint needs external investigation by the police or others.

School Values

Our school values have recently been updated to reflect 11 values which will each have a monthly focus across the whole school. Originally, the school community identified 22 values, this year School Parliament chose to focus on 11 values as our main school values:

| | | | |
|-----------|-----------|----------|-------------|
| Values | Equality | Kindness | Respect |
| Happiness | Community | Honesty | Patience |
| Trust | Integrity | Teamwork | Self-belief |



Organisation of The School Day

| YR - Y2 | | Y3 - Y6 | |
|---------------|---------------------------|--------------|-----------|
| 8:50 am | Children arrive at School | | |
| 8:55 - 9:00 | Registration | | |
| 9:00 -9:30 | Session 1 | | |
| 9:30 - 9:45 | Assembly | | |
| 9:45 - 10:45 | Session 2 | | |
| 10:45 - 11:00 | Break | | |
| 11:00 - 12:00 | Session 3 | 11 - 12:20 | Session 3 |
| 12:00 - 13:05 | Lunch | 12:20 -13:05 | Lunch |
| 13:05 - 13:10 | Registration | | |
| 13:10 - 14:25 | Session 4 | 13:10 -14:20 | Session 4 |
| 14:25 - 15:10 | Session 5 | 14:20 -15:10 | Session 5 |

Every class takes part in a 'Daily Mile' session at the same time each day. This is a social, physical activity and takes a maximum of 15 minutes.

Breakfast Club

The school runs its own WG funded free Breakfast Club from 8.30 - 8.55am every morning. Pupils have to be registered by completing a form from the office.

School Toilets

Toilets are provided for all pupils and are cleaned daily.

Curriculum for Wales and IGNITE Curriculum at Cwmffrwdoer

In creating the vision and identifying the values that are most important to us as a school we began to translate our vision to curriculum practice. We created a Curriculum vision statement as a whole school:

*"Through our **IGNITE** Curriculum we aspire for all our children to become confident, inspiring, imaginative, caring individuals who achieve personal success. They are given opportunities to achieve their full potential, develop a love of learning, create friendships and acquire skills to become lifelong learners which will give our children the ability to make informed choices".*



We are committed to providing exciting authentic, rich learning contexts, supporting an inclusive inspiring curriculum which reflects our local and wider community - a curriculum design based on the acronym '**IGNITE**'.

Our creative lenses at Cwmffrwdoer drive the key skills of Literacy, Numeracy and Digital Competency and allow learners the opportunity to apply and develop these skills in a contextualised way.

| Lens Cycle 1 | Lens Cycle 2 |
|--|--|
| Culture, language and Identity - Cynefin | Culture, language and Identity - Cynefin |
| 'Health' | Peace, Conflict and Security |
| Sustainability | Play & Creativity |

Key aims:

- Love of Learning
- Enjoyment and Fun
- Inspiring Learners
- Achieve and celebrate

The four purposes are the heart and core of our IGNITE curriculum. They underpin all aspects of our curriculum design, planning and teaching.



These four purposes help develop all pupils to be:

1. **ambitious, capable learners, ready to learn throughout their lives**
 2. **enterprising, creative contributors, ready to play a full part in life and work**
 3. **ethical, informed citizens of Wales and the world**
 4. **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**
- The curriculum is organised into six areas of learning and experience (AoLE's) to ensure a broad educational experience for all children and young people.
 - Literacy, numeracy and digital competence are so important to thinking, learning and life that they will be developed and strengthened across the whole curriculum alongside opportunities to develop wider skills and the Welsh curriculum. Learning will be a continuous experience,
 - building progressively as children grow and mature with a range of Achievement Outcomes.



The Literacy and Numeracy Framework (LNF)

The National Literacy and numeracy Framework (LNF) is now statutory and is part of the Welsh Government's drive to raise standards and break the link between deprivation and educational attainment. The LNF helps to develop a cross-curricular approach to strengthening literacy and numeracy teaching, learning and assessment.

As a staff, we have identified and agreed on the following principles:

1. Our Cynefin, local community links and history eg. Big Pit, canals, mountains, Heritage Site
2. Essential Experiences (live shows, visit a castle, visit a beach, visit a local mine)
3. Diversity and respecting differences (British Black History)

These key principles ensure that our curriculum design is bespoke to our learners within the context of our local community and draws upon the local resources that our location and community provide.

We aim to develop the following through our curriculum:

Love of learning Enjoyment & fun Inspiring learners Achieving & celebrating Collaboration

We have agreed that there are essential experiences we want all children to experience by the time they leave Cwmffrwdroer. These include:

- Work alongside a professional artist
- Learn a musical instrument (minimum of one term)
- Attend a professional show (not a pantomime)
- Visit a public library
- Take part in a performance for an audience
- Opportunity to run a school café
- Attend a live sporting event
- Visit a beach
- To take part in an enterprise event with managing finances
- To plan a trip using public transport
- Take part in a STEM project
- Visit a place of worship
- Opportunities to design and make a product using a skill specific tool eg woodwork, cooking
- Meet professional people for careers advice/collaborate with a local business
- To take part in an animation project
- Visit a Welsh castle
- Visit the capital city
- Take part in an eisteddfod
- Visits to local landmarks
- Experience aspects of other cultures

These experiences are planned to complement learning experiences.





The Welsh Language

At Cwmffrwdoer, we are deeply committed to nurturing the Welsh language, not only as a compulsory part of our curriculum but also as a thread that connects our community to the rich cultural heritage of Wales. We are incredibly proud to be Welsh, to live in Wales, and to ensure that every pupil here has the opportunity to engage with their language, their heritage, and their identity. In line with the government's bold target of reaching 1 million Welsh speakers by 2050, we know that we have a responsibility to equip every child with the tools they need to contribute to this vision. That's why we're creating an environment where Welsh is not just taught—it's experienced. Our staff and pupils are encouraged to incorporate 'incidental Welsh' throughout their day, seamlessly integrating the language into everyday activities. This isn't just about learning words, it's about embedding Welsh into the fabric of our school culture. We take pride in celebrating our pupils' efforts with weekly Welsh awards, acknowledging those who go above and beyond in using Welsh in and outside the classroom. Pupils not only receive a weekly, dedicated Welsh lesson but are also part of daily 'Deg y Dydd' sessions—short, dynamic, 10-minute oracy activities that foster confidence in speaking Welsh.

At Cwmffrwdoer, we understand that Welsh is more than just a language; it's a key to unlocking the broader cultural richness of Wales. That's why we actively support Welsh cultural life, weaving it into our curriculum and creating opportunities for our pupils to celebrate and explore Welsh traditions, history, and arts.

As part of our ongoing commitment, we are working towards the Cymraeg Campus Arian Award, a prestigious recognition that acknowledges schools for their dedication to promoting bilingualism. Our goal is not just to teach Welsh—it's to live it, breathe it, and ensure that every child feels the power of speaking Welsh and embracing our heritage. We're lucky to have Miss Charlotte Smith leading Welsh and she is supported by a passionate and motivated Ciriw Cymraeg—our group of pupils who are leading the development of the Welsh language within the school.





Children with Additional Educational Needs Every Child Counts



School ALN profile for the last 12 months

Over the last year, we have continued to strengthen our support for pupils with Additional Learning Needs:

ALN Register: Our ALN register has been reviewed and updated termly to ensure it reflects the most current information about our pupils' needs. This regular update process allows us to monitor progress closely and adapt support as needed.

Universal Provision Offer: We have reviewed our universal provision offer, ensuring that it aligns with best practices and provides effective support across the school. This offer has been shared with all staff, equipping everyone with a clear understanding of our approach to inclusive teaching and early intervention strategies.

Person-Centred Planning (PCP) Meetings: PCP meetings have been held for all pupils identified as complex and highly complex. During these meetings, we have worked collaboratively with families and external professionals. Based on these discussions, we have made decisions regarding the need for Individual Development Plans (IDPs) and, where necessary, have sought advice from external specialists to ensure the most appropriate interventions are in place.

Nurture Provision: In response to the needs within our school, we established a dedicated Nurture Provision, which currently benefits pupils with significant social, emotional, and behavioural needs. A wonderful success story is that of a pupil who recently "graduated" from Nurture and now participates in her mainstream class full time, demonstrating the positive impact of this provision.

Staff Training: In the past year, we have prioritised professional development to strengthen our ALN support. Mrs. Katy Matthews successfully completed her ELSA training, and since September 2024, she has been running ELSA sessions for identified pupils across the school. Additionally, five staff members attended ASD training, which included experiencing sensory overload exercises to better understand the daily challenges faced by some of our pupils. This training has enhanced our empathy and informed our classroom practices.

Parent Engagement: We hosted an ASD "Coffee and Chat" morning led by Cheryl Dineen, which was well-attended by parents, including those whose children have and have not received official diagnoses. This session provided valuable insights and support, and parents found it beneficial to connect with one another and share experiences.

Engagement with external agencies - current

- Educational Psychologist - Meinir Evans
- External Counselling Service
- Caring Canines - wellbeing dogs
- Gypsy Traveller Support - Karen Jones
- Flourish Project - emotional, social and behavioural support for Y6 pupils
- Torfaen Outreach - Behavioural support
- Speech and Language Team
- Lego Play Therapy

If you require any further information regarding our additional educational needs provision, please contact Mrs Sarah Jarman ALNCO, the Headteacher or Mrs Ann Morgan, Governor, with responsibility for Additional Learning Needs

Children with Disabilities

The school has legal duties in respect of children or prospective children with disabilities. We recognise this in our policies, procedures and practices, which we keep under review.

Disabled children may have additional learning needs. However, not all disabled children will have special educational needs. We have an accessibility plan which recognises the need for access to the curriculum and for physical access and a Strategic Equality Plan in place which has been written with cluster schools.

ALN policy/ ALN Action planning

Our ALN policy has been formulated in line with Torfaen. As a cluster we have agreed the policy together to ensure as much consistency in approach as possible. This is particularly important as we have a few pupils who move from us/join us during the academic year and the offer of ALN provision and expectations should be the same across schools.

If you require any further information regarding our additional educational needs provision, please contact Mrs Sarah Jarman ALNCO, the Headteacher or Mrs Ann Morgan, Governor, with responsibility for Additional Learning Needs.

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School terms and holidays 2024/25

| Term | Begins | Half Term begins | Half Term ends | Ends |
|---------------|--------------------|-------------------------|-----------------------|--------------------|
| Autumn | Monday 02.09.24 | Monday 28.10.24 | Friday 01.11.24 | Friday 20.12.24 |
| Spring | Monday 06.01.25 | Monday 24.02.25 | Friday 28.02.25 | Friday 11.04.25 |
| Summer | Monday 28.04.25 | Monday 26.05.25 | Friday 30.05.25 | Friday 21.07.25 |

INSET days planned for pupils 2024/25:

- Monday, September 2nd
- Monday, January 6th
- Friday, January 10th
- Monday, July 21st

Two more will be planned for spring or summer term. Dates will be provided as soon as possible.

After School Provision at Cwmffrwdor

Our extra-curricular provision enhances and enriches the curriculum for our children. We have always offered a variety of extra-curricular activities which take place after school. The clubs on offer generally change each term. We endeavor to offer clubs to as many year groups as possible. As well as school staff running clubs, outside agencies also provide extra-curricular activities such as Torfaen Play Wellbeing Club.

Clubs that are currently available include Cookery Club, STEM club, Zen, Rugby, Football, Running, Choir, Gardening and Bushcraft Club. Year 6 children also take part in Cycling Proficiency.

Individual music tuition is offered to all parents/carers for children to receive in school. This is provided by Gwent Music.



There is an annual school residential visit for our older pupils which supports the curriculum and provides an opportunity for personal and social development. This usually takes place in the summer term.



Eco-Schools and Eco-Committee



Eco Schools is a global programme developed by the Foundation for Environmental Education (FEE) in 1994 and run in Wales by Keep Wales Tidy. It is designed to empower and inspire young people to make positive environmental changes to their school and wider community, while building on their skills, including numeracy and literacy, and encompassing Education for Sustainable Development and Global Citizenship.

At Cwmffrwdoer Primary School, our Eco Committee promotes action to make our school a sustainable environment. Through our school initiatives, we have gained the three main stages of establishing ourselves as an Eco-School: Bronze Award, Silver Award and the Green Flag. In 2016 we were awarded the Platinum Flag which is the highest Eco accolade after being awarded the second Green flag for sustaining environmental work. We were assessed in July 2023 and were successful in maintaining our Platinum Eco-schools status.

The Eco-Committee drive the Eco agenda in our school with support from Mr Edwards and Mr Manning in 2023/24. Their aim is to empower and inspire others to make positive environmental changes in the school and wider community.

Last year the Eco-Committee campaigned to the council to provide more litter bins in the local area. Eco-Committee met with councillors about the need for bins and as a result, two bins were installed in the surrounding area of the school.

In the summer term of 2023, Nick Thomas-Symonds MP opened 'Cynefin', the result of a whole school project to develop a wildlife sanctuary within the school grounds. We also won a Welsh Heritage Award for our published book 'Carys the Caterpillar Finds a New Home'.



School Parliament and Pupil Voice



The School Parliament have developed their role in the life of Cwmffrwdoer Primary School. They have worked on several initiatives to help develop the pupil voice within school to ensure it is a very important part of school life in Cwmffrwdoer. School Parliament have helped make important decisions about the everyday running of the school as well as deciding which charities to support throughout the year. The pupils elect the council after nominations and elections in every year group from Year 1 to Year 6. This year, the School Parliament have been leading work on the Rights of the Child being embedded in school life and has led work in attaining the UNICEF Rights Respecting Schools Gold Award—an achievement that further cements our commitment to upholding the rights of all children as fundamental to our school's ethos.

School Parliament have also visited classes to look at the school environment with members of the Senior Leadership Team.



Year 3-6 - Authentic Learning, Empowering Change For our Years 3 to 6 students, authentic learning remains at the forefront of their education. We believe in real-world connections—where topics and lessons reflect the real-life issues that students will encounter as global citizens. From climate change to social justice, students are given the tools to think critically about the world and engage in meaningful action. Our Nurture Provision and Interventions provide targeted support for students with social, emotional, and academic needs, ensuring that every child receives the individualized care they need to succeed. Through a collaborative, inclusive approach, we strive to meet the needs of every student and ensure they have the resources to flourish. School Improvement Plan - A Roadmap to a Just and Equitable Future Our School Improvement Plan is built on the principles of inclusivity, equity, and accountability. Created through collaborative discussions with staff, governors, and the broader school community, this plan ensures that we are constantly evolving to meet the

needs of every student. The plan is available for all families to access, ensuring transparency and inviting community feedback to drive the school's ongoing transformation. School in the Community - Building Bridges, Strengthening Bonds At Cwmffrwdoer, we are committed to building an inclusive, supportive, and equitable community. Through strong partnerships with local organizations, including churches, care homes, businesses, and first responders, we work together to enrich the educational experience of our students. We are proud of our ongoing efforts to address community needs, including the work of Heddlu Bach in advocating for safer parking outside our school to protect the safety and well-being of our children and families. We understand that parental engagement is essential to the success of our students. By hosting community coffee afternoons, parent-teacher consultations, and workshops on topics like Online Safety, Phonics, and Relationships Education, we ensure that parents and carers are not just involved—they are integral to the school's success. Big Bocs Bwyd - Food Justice, Community Empowerment The Big Bocs Bwyd project is a powerful expression of our commitment to food justice and sustainability. Through this initiative, families have access to affordable, healthy food at pay-as-you-can prices, with an emphasis on food literacy, growing, and cooking. We believe that no child should go hungry, and that everyone, regardless of income, should have access to nourishing food that fuels their body and mind. By working with local chefs and food experts, we are empowering families to make healthy food choices, improve their well-being, and build a more just and sustainable food system for the future. Through Big Bocs Bwyd, we are fostering a sense of community where families support each other and work together toward collective well-being. This project is not just about food; it's about building a culture of equity, empathy, and shared responsibility. ****Together, we rise—****in our classrooms, our communities, and beyond. We are committed to creating an equitable, inclusive, and just future for every child, every family, and every member of our community.

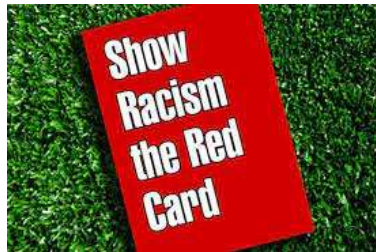
Heddlu Bach

These mini police officers are a group of young activists who work alongside other pupil groups to create a positive impact, not just in our school but in our wider community as well. They are leading an important campaign to tackle the hazardous parking situation outside the school—a clear issue of safety and equity. Through their own ideas, they've created reminder tickets to educate and encourage parents/carers who are parked illegally to move to a safer space. This initiative goes beyond just safety; it's about creating a culture of respect and responsibility for the well-being of all. In addition to their work on traffic safety, Heddlu Bach also supported our Walk to School Fortnight, encouraging a healthy, sustainable lifestyle while advocating for cleaner air and climate justice. Our students are not just learning—they are actively shaping the future of our community.



We are also proud to highlight the work of our Digital Leaders and Curriculum Group, two pupil voice groups that work alongside our committed staff to ensure that every child has an opportunity to join a group. Through these partnerships, we ensure that the voices of young people are central in shaping our school's priorities and values.

Wellbeing and Social and Emotional Learning



At Cwmffrwdoer, we believe that every child matters, and for them to learn and grow, they must feel safe, valued, and empowered. Our well-being programs are rooted in the belief that learning is not just about academics; it's about nurturing the whole child—mind, body, and spirit. In our school, we prioritize emotional intelligence and resilience, ensuring that our students feel equipped to navigate the complexities of the world around them with confidence and compassion. As a Values-Based School, we ground our work in the core principles of respect and equality. Each month, we focus on a different value, creating space for reflection and deep conversations on how we can live these values in our everyday lives.

Our annual Anti-Bullying Week serves as a powerful reminder of our commitment to anti-racism, anti-discrimination, and equity. Through these initiatives, we continue to build a culture where every child feels seen, heard, and respected—regardless of race, gender, or background.

We are also proud to be a Rights-Respecting School, where the Rights of the Child are not just taught but are lived daily. We teach our students to advocate for themselves and others, to recognize their inherent worth, and to fight for justice and equality at every turn.

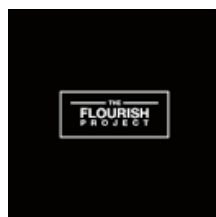
Each class highlights role models who demonstrate the values of kindness, empathy, and inclusion, ensuring that we foster a generation of young people committed to creating a more equitable and compassionate world. Well-being is central to everything we do.



Wellbeing work promotes discussion and thinking and helps pupils to express how they feel about being a member of Society. One of the four purposes in the Curriculum for Wales is developing all pupils to be 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society'. Many classes use mindfulness as a strategy to help support pupils in their learning.

Through mindfulness practices and regular discussions about mental health, we create a space where children can express their feelings, learn coping strategies, and feel empowered to navigate life's challenges.

One of our interventions in place for well-being is includes our well-being dogs who provide comfort and unconditional support, ensuring that every child feels emotionally secure and ready to learn.



Flourish project

The Flourish Project is a transformative, pupil-centered initiative that empowers our Year 6 pupils to discover their true potential. This 8-week program is designed to provide children with the tools they need to build a growth mindset, set meaningful goals, and develop the emotional resilience required to succeed in both school and life. Through this holistic approach, students explore their passions, develop self-awareness, and learn how to overcome obstacles—ensuring they have the confidence and skills to

realise their dreams and contribute to a better world. We believe in nurturing future leaders who will take action to create a world that is just, fair, and sustainable for all.

Nursery - Year 2

These year groups are part of Progression Steps 1 and 2 within the new Curriculum for Wales (CfW)



In our Nursery to Year 2, we embrace a developmental curriculum that prioritises creativity, play, and hands-on learning. We recognise that young children are natural innovators and problem-solvers, and we provide them with the space to explore, create, and collaborate. By fostering an inclusive and nurturing environment, we ensure that all children, regardless of their background or abilities, have the opportunity to thrive. Play-based learning allows children to develop their critical thinking, social skills, and emotional intelligence, providing a strong foundation for lifelong learning. Our commitment to outdoor learning encourages children to connect with nature. We also emphasize the real-world applications of subjects like Literacy and Mathematics—ensuring that children understand the impact of their learning on their daily lives and the world around them.

Our nursery is currently part time and there are three other classes from reception to Year 2: one class for Reception, one Year 1/2 class, one Year 2 class.

Year 3-6

These year groups are part of Progression Steps 2 and 3 within the new Curriculum for Wales (CfW)

In Cwmffrwdoer Primary School, currently there are five classes in KS2 from Year 3 to Year 6. Topics are planned to develop authentic learning linked to real life for pupils as far as is possible.



Nurture Provision and Interventions

Our Nurture Provision and Interventions provide targeted support for children with social, emotional, and academic needs, ensuring that every child receives the individualised care they need to succeed. Through a collaborative, inclusive approach, we strive to meet the needs of every student and ensure they have the resources to flourish.

School Improvement Plan

The School Improvement Plan is created annually through collaborative discussions with staff, governors, and the broader school community. This plan ensures that we are constantly evolving to meet the needs of every child through target areas. The plan is available for all families to access, ensuring transparency and inviting community feedback.

A copy of the current plan may be obtained from school and will be available on the School Website by the end of the autumn term.

The School in the Community



Cwmffrwdoer Primary School has established many links with its community. Through strong partnerships with local organisations, including churches, care homes, businesses, and first responders, we work together to enrich the educational experience of our children. We are proud of our ongoing efforts to address community needs, including the work of Heddlu Bach in advocating for safer parking outside our school to protect the safety and well-being of our children and families. Staff from local secondary schools visit schools for transition activities. We are always looking for ways to continue to strengthen these links so that the community can enrich the educational experiences of our children, as well as the school helping the Community.



We understand that parental engagement is essential to the success of our children. By hosting community coffee mornings, parent-teacher consultations, and workshops on topics like Online Safety, Phonics, and Relationships and Sexual Education (RSE), we ensure that parents and carers are involved in many aspects of school life. Recently, we held a Forest School Engagement session which was attended by 33 families!

Every year, teachers hold Curriculum Celebration events for parents/carers to come into classes alongside their children.

By working together, the community and school both benefit and we are always open to suggestions. A termly questionnaire to parents/carers provides opportunities for parents/carers to have their say.

Big Bocs Bywd- 'Pay as You Can' Shop



The Big Bocs Bwyd project is a fantastic addition for our community at Cwmffrwdoer. We believe that no child should go hungry and that every child can learn how to make decent food choices that enable them to thrive. Through this initiative, families have access to affordable, healthy food at pay-as-you-can prices, with an emphasis on food literacy, growing, and cooking. We believe that no child should go hungry, and that everyone, regardless of income, should have access to nourishing food that fuels their body and mind. By working with local chefs and food experts, we are empowering families to make healthy food choices, improve their well-being, and build a more just and sustainable food system for the future. Through Big Bocs Bwyd, we are fostering a sense of community where families support each other and work together toward collective well-being. This project is not just about food; it's about building a culture of equity, empathy, and shared responsibility

The Big Bocs Bwyd impacts our community by improving the wellbeing of the families who use the Big Bocs Bwyd. There are many other benefits of our Big Bocs Bwyd:

- Increase parental involvement in ways that suit them (e.g., buying from the 'shop', volunteering with food growing aspects of the projects etc.)
- Upskilling parents/carers to support them within employment.
- Stronger Food Literacy - families are developing their understanding of a healthy, balanced meal and lifestyle through workshops and experiences with local chefs etc.
- Supplying a basic need so that families can flourish.

Staff 2023-24

| Name | Position |
|---------------------|---|
| Miss Sarah Truelove | Headteacher |
| Mr Kristian Wharton | Deputy Headteacher |
| Mrs A. Brettell | Y4 teacher Senior Staff |
| Mrs T. Howells | Y5/6 teacher Senior Staff |
| Miss Gilbert | Nursery Teacher |
| Mrs S. Jarman | Reception Teacher Senior staff (ALNco) |
| Mrs L. Cornwell | Y1/2 Teacher |
| Mrs Maguire | Y2 Teacher |
| Mr C. Phillips | Y3 Teacher |
| Miss C. Smith | Y3/4 Teacher |
| Mr Edwards | Y6 Teacher |
| Mrs P. Killick | LSA |
| Mrs T. Phinnemore | LSA |
| Miss B. Wells | LSA |
| Mr Jones | LSA |
| Mrs K Matthews | LSA |
| Mrs T Phillips | LSA |
| Mr J. Manning | Caretaker |
| Mrs L. Taylor | School Support Officer |
| Mrs A. Reed | School Cook |
| Mrs K. Atkins | Assistant Cook |
| | |

| DB0080 | | Cwmffrwdoer Junior & Infants School | | Actual 2022/2023 £ | Actual 2023/2024 £ |
|--------------------------------------|--|-------------------------------------|--|--------------------------|--------------------------|
| B3UR - Usable Reserves | | | | | |
| 9101 | School Balances | | | (90,122.05) | (59,073.79) |
| Usable Reserves | | | | (90,122.05) | (59,073.79) |
| Total for : Total Reserves | | | | (90,122.05) | (59,073.79) |
| 3AA - Employees | | | | | |
| 0001 | Salaries | | | 962,407.90 | 944,202.78 |
| 0029 | Sick Leave - Replacement | | | 0.00 | 0.00 |
| 0032 | Other Replacement | | | 111,766.12 | 110,284.45 |
| 0090 | Stat Maternity / Paternity/ Adoption Pay | | | 2,738.26 | 0.00 |
| 0051 | Stat Maternity Credit | | | (2,445.84) | 0.00 |
| 0055 | Overtime | | | 2,355.66 | 3,024.22 |
| 0065 | Sick Pay | | | 2,582.83 | 0.00 |
| 0075 | Allowances | | | 359.57 | 394.38 |
| 0093 | Salary Charge | | | 32.35 | 0.00 |
| 0096 | School Grants - Salary Offset | | | (194,664.00) | (194,942.00) |
| 0438 | Expenses | | | 24.50 | 18.52 |
| 0439 | Courses/Training | | | 21,284.12 | 3,028.42 |
| 0448 | Course Fees | | | 0.00 | 1,470.98 |
| 0492 | Adult Meals | | | 1,003.88 | 30.00 |
| 0493 | Travelling | | | 181.52 | 715.00 |
| 0499 | All Other Expenses From Payroll | | | 0.00 | 1,101.67 |
| 6007 | Recharge - Supply Cover Scheme | | | 4,737.00 | 9,787.45 |
| Employees | | | | 912,363.87 | 879,115.85 |
| 3DD - Premises | | | | | |
| 1000 | Building Repair & Maintenance | | | 47,836.34 | 7,987.20 |
| 1047 | Glazing Repairs | | | 0.00 | 0.00 |
| 1064 | Statutory Testing/Duty of Care - Schools | | | 3,511.70 | 2,859.57 |
| 1100 | Grounds Maintenance | | | 2,600.00 | 4,073.59 |
| 1152 | Electricity | | | 7,344.53 | 18,586.61 |
| 1153 | Gas | | | 7,513.57 | 18,337.75 |
| 1190 | NDR | | | 14,177.50 | 13,107.50 |
| 1200 | Water Services | | | 2,484.45 | 3,550.19 |
| 1253 | Building Security (Including CCTV) | | | 0.00 | 0.00 |
| 1320 | Building Cleaning | | | 20,878.00 | 20,878.00 |
| 1322 | Cleaning Equipment & Materials | | | 1,320.06 | 1,295.23 |
| 1325 | Refuse Collection | | | 2,214.50 | 2,380.33 |
| 1327 | Pest Control | | | 387.67 | 414.80 |
| Premises | | | | 110,268.32 | 93,470.77 |
| 3FF - Transport | | | | | |
| 2304 | Travel/Casual User Car Allowance | | | 342.10 | 627.75 |
| Transport | | | | 342.10 | 627.75 |
| 3HH - Supplies & Services | | | | | |
| 3050 | Schools Capitation | | | 101,087.92 | 81,843.52 |
| 3217 | Payments Under Contract - Catering | | | 20,893.00 | 20,893.00 |
| 3220 | Refreshments | | | 0.00 | 490.64 |
| 3352 | Printing - O/S Contractors | | | 10,398.73 | 9,803.95 |
| 3426 | Staff Conference expenses | | | 1,500.00 | 10.00 |
| 3430 | Members Travel Allowance | | | 0.00 | 0.00 |
| 3447 | Bed & Breakfast Fees | | | 0.00 | 0.00 |
| 3448 | School to school / External support | | | 0.00 | 0.00 |
| 3454 | Legal Fees - Solicitors | | | 0.00 | 331.67 |
| 3462 | Medical Fees | | | 0.00 | 214.00 |
| 3474 | DBS checks | | | 33.46 | 0.00 |
| 3476 | Licences | | | 334.66 | 1,441.37 |

DB0080

Cwmffwrdeer Junior & Infants School

| | Actual 2023/2023 £ | Actual 2023/2024 £ |
|--|--------------------------|--------------------------|
| 39H - Supplies & Services | | |
| 3510 Telephone - Call Charges & Rentals | 493.75 | 493.41 |
| 3511 Telephone - Purchase & Installation | 0.00 | 115.00 |
| 3514 Mobile Telephones | 494.00 | 425.03 |
| 3545 IT Hardware (inc Printers & Scanners) | 15,442.26 | 11,133.50 |
| 3570 VOIP Phones & Software | 0.00 | 0.00 |
| Supplies & Services | <u>16,430.01</u> | <u>12,167.94</u> |
| 39N - Support Services | | |
| 6001 Property Serv. Internal Recharges | 0.00 | 0.00 |
| 6004 Fees Recharges | 3,387.20 | 0.00 |
| 6036 Governors SLA | 0.00 | 769.60 |
| 6041 Swimming SLA | 1,069.40 | 1,069.40 |
| 6042 Schools SLA | 34,465.61 | 33,704.30 |
| Support Services | <u>39,322.21</u> | <u>35,543.30</u> |
| 39E - Other Budgets | | |
| 6099 Mutual Absence Fund Costs | 0.00 | 0.00 |
| 6051 Internal Loans | 892.29 | 892.29 |
| 6052 From Other Departments | (4,364.90) | 25.00 |
| 6053 To / From Other Accounts | 0.00 | (5,988.00) |
| Other Budgets | <u>(3,472.61)</u> | <u>(5,070.71)</u> |
| Total for : Expenditure | <u>1,209,594.67</u> | <u>1,131,375.05</u> |
| 3CS - School Funding | | |
| 6704 Contingency - ALN | 0.00 | (3,700.00) |
| 6706 Contingency - General | (2,025.48) | 0.00 |
| 6710 Budget Share | (991,995.00) | (1,057,702.00) |
| 6714 Rising 3's | (10,507.00) | (11,232.00) |
| 6716 School Budget Share - Funding Adjustment | (4,166.00) | (5,214.56) |
| School Funding | <u>(998,693.48)</u> | <u>(1,077,848.56)</u> |
| 39R - Government Grants | | |
| 6001 EAS - School to School Funding | (66,853.83) | (50,992.00) |
| 6074 Welsh Assembly Government | (66,318.83) | (55,631.18) |
| Government Grants | <u>(133,172.66)</u> | <u>(106,623.18)</u> |
| 3TT - Customer & Client Receipts | | |
| 6012 Other Receipts Miscellaneous | (17,714.00) | (26,109.92) |
| 6720 Supply of Teaching Staff (prov of Educ) | (6,600.00) | (7,500.00) |
| Customer & Client Receipts | <u>(24,314.00)</u> | <u>(33,609.92)</u> |
| 3UU - Recharges | | |
| 6202 Inf. Income - Mutual Absence Fund | (18,376.47) | (1,299.18) |
| Recharges | <u>(18,376.47)</u> | <u>(1,299.18)</u> |
| Total for : Income | <u>(1,178,546.41)</u> | <u>(1,218,990.94)</u> |
| Total for : Cwmffwrdeer Junior & Infants School (surplus)/deficit | (89,073.79) | (146,679.58) |

