Waunfawr Primary School

Yr allwedd i llwyddiant, The keys to success



Governing Body Annual Report to Parents
2024 to 2025

Prepared by members of the Governing Body and staff.

Contact Details

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Welcome from the Chair of Governors, Melanie James

It is my great pleasure to welcome parents and carers to the 2024-2025 Annual Report of the Governing Body. What another busy year it has been.

During the year, we warmly welcomed some new members to Team Waunfawr - Shannon Roome has been an excellent addition to our Foundation Phase. A native Welsh speaker, Shannon has taken Welsh in the school from strength to strength, clearly demonstrated at the most recent Eisteddfod. Jess Bonner also joined us this year as a HLTA, quickly settling into school life, working across Foundation Phase and Key Stage One.

We said a sad farewell before Christmas to Clare Llewellyn, who had served the school for over 25 years. There was a very tearful goodbye at the family Christmas Concert at Hope Baptist when we thanked Clare for her faithful service.

In May we received our long-awaited Estyn visit, when staff, children, parents and carers came together to demonstrate to Estyn what an amazing school and community we have here in Waunfawr. I have always felt proud to be part of Waunfawr Primary, having been a pupil here myself many years ago and seeing my son pass through the school, but I have never felt prouder to serve the school as a governor. The Estyn Report summarised their visit as follows:

"Leaders, governors, staff, and parents at Waunfawr Primary School work collaboratively to foster a strong sense of belonging. Pupils take pride in their school and feel happy, safe, and supported. The headteacher sets high expectations and leads with clarity and purpose, ensuring a consistent focus on pupil well-being and achievement. Governors play an integral role in the school, providing highly effective support and challenge to the headteacher and staff. Leaders and staff prioritise strong relationships with parents and carers. They communicate openly and involve families regularly in a wide range of school events and activities."
Da iawn everyone!

I would like to take the opportunity to thank our dedicated team at Waunfawr for continuing to work incredibly hard this year to support our children's well-being, fulfilling the school vision by encouraging the children to develop into happy, confident individuals. We made great progress during the year against the school development plan, which was self-evident each time members of the governing body and I attended school to participate in self-evaluation, listen to learners or join staff on Learning Walks and confirmed in the feedback we received from Estyn. The children have also been fortunate to enjoy an abundance of rich authentic learning experiences and community engagements over the last 12 months, including visits to Risca Library, Cardiff Castle, Big Pit, Margam Park, Oakerwood, the SS Great Britain and the Aerospace Museum. You can read more about these events later in the report.

Finally, I would like to extend a big thank you to parents and carers for supporting the school, staff and children over the last 12 months – your contribution is a key ingredient in ensuring our continued success and it simply would not be possible without you. Diolch yn fawr.
Melanie James, Chair of Governors

Contextual Information

Waunfawr Primary School is located the village of Crosskeys, Caerphilly. There are 176 pupils aged three to eleven on roll, including thirteen Nursery pupils who attend part- time. Pupils are taught in six mixed-age classes. Around 22% of pupils are eligible for free school meals and nearly all pupils speak English as their first language. No pupils speak Welsh at home, and only a very few pupils speak English as an additional language. In the Year 2024-2025 around 11% of pupils have additional learning needs. Estyn inspected the school in May 2025. The current Headteacher, Melissa Armishaw took up post in September 2018 alongside the current Deputy Headteacher, Hannah Evans. Estyn made one recommendation to the school:

R1: Improve opportunities for pupils to reflect on their learning, make choices about their work, and develop as effective independent learners.

Annual General Meeting for Parents

The Governing Body of a school is no longer required to hold an Annual Meeting for all parents. However, if parents have any questions about the Governing Body's Annual Report or any other matter to do with the school, they should contact the School Office via email or telephone, WaunfawrPrimary@sch.caerphilly.gov.uk

Who's who on our Governing Body?

Name	Governor Type
Melanie James	Chair of Governors
Amy East	Vice Chair
Sarah Bowen	Community Governor
Libby Tomkinson	Teacher Governor
Julie Walkley	Staff Governor
Karen Rutter	Community Governor
Elizabeth Davies	LA Governor
James Gerry	Parent Governor
Angela Taylor	LA Governor
Susan Monkton	Community Governor
Deborah Gronow	LA Governor
Chloe Watkins	Parent Governor

School Premises Update by Angela Taylor, LA governor

The governing body continues to prioritize the school budget to ensure the school building is well maintained and adapts to the changing needs of our learners and local community.

Over the past financial year, we've continued to invest in making our school a welcoming and well-maintained environment for our children, staff and families. Maple Class received a fresh new look with updated decoration and brand-new furniture, as part of our ongoing programme of internal improvements. Our regular schedule of maintenance and repairs remains closely linked to the school's condition survey, and is responsive to health and safety and fire inspection outcomes. For example, we continue to monitor and address ongoing concerns linked to the school's Victorian drainage system, with repairs and investigations forming part of our wider site maintenance planning.

This year, we were delighted to receive grant funding from Welsh Government to transform a classroom into a bright and inviting community kitchen. This new space also includes a disabled toilet and secure access, making it a valuable addition to our school. We're excited about the opportunities this facility will bring — helping children develop practical cooking skills, working alongside their families, and empowering our whole school community to make healthy, sustainable food choices.

We also successfully secured further funding to enhance site security, including the installation of a new safety fence. This improvement allows parents and children to wait safely at the start of the school day, while ensuring pupils remain secure in the yard. Looking ahead, we're pleased to have obtained additional funding through the Local Authority's 50:50 scheme to continue improving site security in the coming year.

Our school is fortunate to have high-quality toilet facilities in both the Foundation Phase and Key Stage 2, all of which have been refurbished in recent years. We know that good facilities play an important role in supporting the wellbeing of both pupils and staff.

Over the past 12 months, our school continued to be cleaned daily and maintained through a combination of our own caretaker and Caerphilly Cleaning Services. We'd like to extend our sincere thanks to our caretaker, Jason Hughes, and the Caerphilly Cleaning Services team for their continued hard work and dedication. Thanks to their efforts our school remains clean, tidy and well cared for.

Angela Taylor (LA Governor)

Healthy Lifestyles Report

The Health and Wellbeing Area of Learning and Experience focuses on equipping pupils with the skills and resilience they need to navigate life's opportunities and challenges. This includes physical health and development, mental health, and emotional and social wellbeing. Healthy

lifestyles are embedded across the curriculum for all year groups, empowering pupils to make informed choices and build confidence for the future.

This year, pupils benefited from a wide range of inspiring experiences. A visit from a Paralympian provided a powerful lesson in resilience, determination, and inclusion. Through sharing their personal journey and achievements, the Paralympian demonstrated that physical limitations do not define success, motivating pupils to persevere and embrace diversity.

Equally impactful was a Q&A session with a professional female footballer, which challenged gender stereotypes in sport. Pupils engaged enthusiastically, asking thoughtful questions and learning that ambition and talent are not limited by gender. This event encouraged both boys and girls to pursue their interests with confidence.

We also strengthened links with local education providers. Students from Coleg Gwent and RCCS led sports sessions for Years 3–6, acting as positive role models and promoting teamwork, fitness, and leadership. These peer-led activities fostered mutual respect and collaboration across age groups, creating a sense of community within and beyond the school.

Educational visits to major sporting venues such as Glamorgan Cricket Ground and Dragon's Stadium gave pupils a glimpse into the world of professional athletics. These experiences sparked enthusiasm for sport and highlighted the dedication required to succeed at the highest level.

Our annual Sports Day remained a highlight of the calendar, celebrating physical fitness, teamwork, and school spirit. Pupils participated in a variety of events, developing resilience and enjoying healthy competition.

Healthy Lifestyles in Practice
Throughout the year, Key Stage 2 pupils enjoyed two PE sessions weekly, ensuring regular physical activity and skill development. They also explored new sports such as kickboxing during college-led sessions, and we encouraged continued participation by sharing details of local clubs with families via Class Dojo.

Staff enhanced their expertise through PESS and Cricket training, enabling them to deliver inclusive and engaging PE lessons. Pupils proudly represented the school in cluster competitions, including football and cross-country, with participation growing significantly this year. Two Year 6 pupils trained as Bronze Ambassadors and Wellbeing Warriors, championing PE and wellbeing initiatives across the school. During National Kindness Week, they led activities on Dojo and raised over £400 for Children in Need—a fantastic achievement!

To promote healthy eating, fruit was available for KS2 pupils at break time, and a Healthy Living display in the hall reminded everyone about making positive choices and staying active.

As part of the statutory European Union free milk initiative, pupils in Nursery and Foundation Phase continued to receive free milk daily. We are proud that our milk is delivered in glass bottles, reducing plastic waste. Alongside milk, pupils have access to water taps and are encouraged to drink water throughout the day using their own bottles. Our catering team works

tirelessly to provide healthy, balanced meals for around 81% of pupils, and we actively promote healthy lunchboxes and fruit snacks at break times.

Wellbeing
Supporting emotional and mental wellbeing remains a key priority. We are embedding the Whole School Approach to Emotional and Mental Wellbeing, which helps us review current practices, identify areas for improvement, and build on our strengths.

Survey results, including the Happen Survey, were carefully analysed to identify areas where pupils needed extra support. Based on these findings, we delivered targeted Body Happy and Jigsaw sessions focusing on self-confidence, body image, and personal wellbeing. These sessions have helped create a more positive and supportive environment for all.

Staff wellbeing is equally important. Resources such as Education Support and Vivup were shared to ensure staff have clear pathways to mental health support when needed. By working together—and in partnership with regional bodies, the NHS, and community organisations—we aim to provide the right support for every child and adult in our school community.

Progress towards the School Development Plan by Melissa Armishaw

At the start of the financial year the staff and governors met to review the School Development Plan (SDP) priorities from 2023-2024 and to evaluate progress made and next steps for the year ahead. A new SDP is then written by senior leaders and Areas of Learning Experiences leads based on the evaluations. Each priority / recommendation is monitored and evaluated on a half-termly basis. These evaluations are subsequently shared with Governors, as part of the Headteacher Written Report.

We have a clear monitoring and evaluation cycle in place, which is detailed for the year ahead within the SDP. Term-by-term, this is fine-tuned, to meet the needs of the school,

The following targets were prioritised for 2024-2025

- To embed a strong leadership model that promotes and uses a collaborative approach.
- To deepen staff and pupils' understanding of cross-curricular skills to improve standards.
- To improve the delivery of cross-curricular teaching and learning to promote transferable skills and engage pupils.
- To strengthen processes and procedures around Additional Learning Needs reform.
- To promote healthy relationships, choices and celebrate diversity.

All targets were found to be met and any outstanding areas of concern were addressed in the following year's priorities.

Curriculum Report by Hannah Evans, Deputy Headteacher

Last year, we worked on enhancing our curriculum offer to ensure pupils had a wide range of opportunities and experiences across all Areas of Learning Experiences (AOLE's). We were pleased that our Estyn inspection in May 2025 reflected this:
"The school provides an engaging curriculum that reflects pupils' interests and the local context well. Teachers plan authentic learning experiences that motivate pupils and support them to apply their skills purposefully in meaningful situations. The curriculum promotes high aspirations and enables most pupils to make good progress across a broad range of learning areas."
In Autumn term, 'Trailblazers and Discoveries' gave pupils opportunities to learn about the impact of the Industrial Revolution on Great Britain and to develop their DT skills in order to build and construct. Roots, our Eisteddfod project, focussed on Expressive Arts and Humanities, and pupils were encouraged to experience and create their own poetry and artwork based on their learning about the landscapes of Wales over time. 'Future Me' was a careers-based project which gave pupils a chance to learn more about the world of work and the skills needed to be successful. Our first ever Parent Job Fayre was a resounding success and our pupils took a lot from this experience.
Throughout the year we enhanced learning opportunities with a range of visitors, visits and experiences. Some highlights included visits from our local opticians, Risca Museum, a local homeless charity and religious leaders from the Mosque and Church. Our older pupils in Year 6 also enjoyed opportunities to develop their independence in readiness for secondary school by using public transport, organising their own trips and budgeting for spending money.
We continue to offer a wide variety additional provisions mainly focused on Expressive Arts, Music and Drama as part of our curriculum offer. We currently run Ukulele, Guitar and Violins across the school. As a result of the investment in Drama and Music this term pupils oracy skills and confidence to perform has improved with nearly all showing progress against their baselines in September. Performances have included Harvest service for the violinists and the Eisteddfod.

STEM Report by Miss Jones, STEM lead

This year, our school has continued to strengthen both Science and ICT provision, ensuring pupils build knowledge and skills progressively across the curriculum. Science projects are regularly interwoven throughout our thematic learning, enabling pupils to develop curiosity, enquiry, and scientific thinking. Children have explored animal classification and habitats, investigated the senses, and taken part in daily incidental science through their continuous provision in the early years. Older pupils have examined the properties of materials, sources of light, and how the eye detects light, developing their understanding through hands-on experiments and real-life contexts.
Our ICT and Digital Competence Framework (DCF) coverage remains strong across each term, with pupils engaging in a wide variety of digital learning experiences — from green screen filmmaking and coding with Micro:Bits to podcast production. These activities encourage creativity, problem solving, and collaboration while supporting learning across all subjects.
Staff have continued to develop confidence through cluster training and EAS support, ensuring a clear and consistent progression of digital skills from Reception to Year 6.
E-safety remains a key focus, with pupils learning how to use technology safely and responsibly. Our Digi-Heroes and Heddlu Bach pupil groups have led initiatives promoting online safety and digital citizenship to pupils. We were also pleased that our Digi-Heroes and Heddlu Bach were able to host an e-safety event for parents. The interactive afternoon offered practical guidance on

supporting safe online use at home through use of quizzes, games and even a story time session! Regular e-safety bulletins continue to keep families informed and engaged with current online issues.

Early Years and Progression Step 1 Report by Miss Shepherd

During the 2024–2025 academic year, the Foundation Phase has continued to make excellent progress in providing rich, engaging learning experiences for all pupils. A significant area of development this year has been the enhancement of our outdoor provision. The new shelter built in the outdoor area of Willow Class has created a versatile learning space that allows outdoor exploration and learning to take place in all weather conditions. This improvement supports our commitment to providing stimulating environments that promote independence, curiosity, and a love of learning.

Our practice continues to be guided by the three enablers of learning:

- **Enabling Environments** – ensuring that both indoor and outdoor spaces are purposeful, inspiring, and inclusive.
- **Adults** – fostering strong relationships where staff skilfully support, observe, and extend children's learning.
- **Experiences** – offering meaningful, hands-on learning opportunities that connect with children's interests and developmental needs.

This year also saw the successful introduction of our new phonics scheme, Essential Letters and Sounds (ELS). The scheme has provided a consistent and systematic approach to the teaching of early reading and phonics, supporting children's progress in decoding, fluency, and overall reading confidence. Early assessments show positive outcomes, and pupils are responding enthusiastically to the structured, engaging sessions.

Attendance Report by Sarah Bowen, LA governor

Attendance remains a priority for the whole school community. The close relationship between good attendance and achievement is consistently highlighted.

The school now has an agreed cluster Attendance Policy that is reviewed annually and is made accessible to parents and carers via the school website. All schools in the cluster, both primary and secondary, have adopted the Attendance Policy, to enable a uniformed approach and to enhance agreed procedures, such as the use of Financial Penalty Notices (FPNs).

The importance of good regular attendance is emphasised at every opportunity with pupils, parents and staff, reinforcing a collaborative approach to improving attendance. The Family Engagement Officer (FEO) plays a crucial role in monitoring pupil attendance and supporting vulnerable families. The FEO works closely with the Educational Welfare Officer (EWO).

The school utilises the Callio programme to monitor daily attendance, especially for vulnerable pupils. A few new initiatives have been introduced to support the ongoing efforts to improve whole school attendance. These include.

- Duck Day, whereby pupils have an opportunity to win a plushie duck when **in school.**
- Weekly attendance assemblies, where good attendance is celebrated.

The introduction of these incentives, along with the consistent approach of the school in promoting good regular attendance, have contributed to good attendance rates. In 2024-2025 whole school year attendance was 95.3%, with the primary cause for low attendance being holidays during term time. Notably, the gap between those of free school meals (FSM) and non-FSM is minimal, reflecting equitable attendance support across different learner groups.
The school's approach to managing pupil absence is effective, with clear policies, a proactive FEO and a comprehensive system of monitoring and incentives, have all positively influenced attendance rates. The involvement of the FEO and the Governing Body, alongside the use of the Callio system, ensures that attendance is tracked closely and interventions are implemented where needed.

Extra-Curricular Report, Melissa Armishaw, Headteacher

Our school is committed to providing a wide range of extra-curricular opportunities that enrich learning and strengthen community ties. This year, pupils enjoyed exciting trips to Risca Museum, the SS Great Britain, and the Aerospace Museum, exploring the world of transport and innovation. Our Heddlu Bach proudly represented the school at the 2024 PSUK National Road Race at Cwmcarn Scenic Drive, earning praise for their exemplary behaviour. We welcomed visitors who inspired and informed, including the Fire Service with vital fire safety sessions and Animals Interactive, who gave younger pupils hands-on experiences with caring for animals. KS2 pupils also had the chance to meet Ruth Jones MP, asking thoughtful questions about her role in Parliament—a real insight into what is important to our children.

Family engagement remains a cornerstone of our ethos. Led by Miss Alison Smith, initiatives such as Baby and Toddler sessions, reading groups, and Multiply—a local authority-funded programme supporting parents and grandparents with maths—have been hugely successful. We were delighted to host our annual Harvest Supper, welcome local community members, and continue traditions such as summer family trips to Barry Island and our popular Picnic in the Park. Our community kitchen opened, creating even more opportunities for families to connect and share experiences. This space is available for local groups, please share the word!

Our school is committed to offering a diverse range of after-school clubs that inspire pupils to explore new interests and develop valuable life skills. Each half-term, we provide a mix of free and fee-paying opportunities in sports, music, and creative activities, all built into teachers' directed time to ensure quality and consistency. These clubs have a real impact—many pupils who attend sports sessions have gone on to join local teams, and feedback from our parent survey shows that 97% of families agree we offer a wide variety of extra-curricular activities. By promoting choice and inclusion, these clubs help pupils build confidence, friendships, and a lifelong love of learning beyond the classroom.

Our commitment to community was recognised in the recent **Estyn Spotlight**, which praised the school for its inclusive approach, strong partnerships, and ability to make every family feel valued. These connections enrich pupils' experiences, promote equity, and help children take pride in their community

Additional Learning Needs Report by Miss Shepherd ALNCo

At our school, we are committed to supporting every child to reach their full potential. We currently have 11% of pupils identified as having additional needs and each child receives tailored support based on their individual needs.

How We Support Pupils

- **One Page Profiles (OPP)** are created for all pupils with ALN and reviewed annually.
- **One Page Profiles with targets** are updated every 10 weeks to ensure progress is monitored closely.
- **Individual Development Plans (IDPs)** are reviewed annually, or sooner if needed—for example, following a parental request or a change in circumstances.

Working Together for Progress
This year, we have strengthened how we monitor and evaluate support plans. Staff meet regularly with the ALNCo to review progress, share ideas, and observe each other's sessions. These meetings have helped improve the quality of support and ensure pupils receive the right support at the right time.

Family Engagement
We know that working in partnership with families is key. This year, we have:

- Held **ALN coffee mornings** in collaboration with the PTA.
- Linked with the Wellbeing Team to invite families to sessions such as parent and toddler groups, reading workshops, and cook-along activities.
- Offered **quick access to meetings**—parents can email the ALNCo directly to arrange a discussion.

We were proud that our recent Estyn inspectors recognised that ALN provision is a notable strength in the school.

Welsh Language Report by Miss Roome, Welsh Language Lead

At Waunfawr Primary School, we believe that all children should be presented with the opportunity to learn and enjoy the language of Welsh. This is achieved through both structured lesson content and an incidental approach that encourages pupils to use Welsh naturally throughout the day. All staff recognise that learning Welsh extends beyond the classroom and into the life of the school, helping pupils develop confidence and pride in their cultural identity.

Our Priority: Sustaining Welsh to Achieve Siarter Iaith Gold
This year, our focus has been on sustaining and embedding the use of Welsh across the school as we work towards achieving the Gold Award in Siarter Iaith.

Celebrating Welsh Language and Culture
All classes participated in our Home Eisteddfod and school competitions, performing Welsh

songs, poems, and traditional folk dances with guidance from an external provider. A Welsh singer visited to inspire pupils, and a Welsh-speaking judge evaluated performances, adding authenticity to the event. Every competition linked to our school topic, *Roots*, and culminated in the selection of a Bard winner—Nerys Hughes, presented by past pupils, reinforcing our strong sense of community.

Welsh reading books, Cynefin boards in KS2, and themed cultural activities have further strengthened pupils' connection to Welsh heritage. These initiatives not only make learning Welsh enjoyable but also promote confidence, collaboration, and pride in our language and culture.

School Leavers

Our school continues to work closely with our feeder secondary school, Risca Community School and the cluster of primaries, Ty Isaf, Ty Sign and Risca. This work has focused on transition and developing our understanding of progression in writing across the schools. In 2024 our Year 6 pupils went on to Risca Community School, Newbridge Secondary School and Bassaleg Secondary School.

School Prospectus

Our prospectus provides a great deal of information to support partnership working for the benefit of our pupils. Our prospectus is distributed to all new parents. Extra copies are available from the main school office. Our School Prospectus is also available on our school website, details of which can be found at the start of the report.

Volunteers and Student Support Report by Hannah Evans, Deputy Headteacher

Our school thrives because of the incredible generosity of our volunteers, and we cannot thank you enough for the time and care you have shared with us this year. From supporting educational visits to helping with forest school activities, your involvement has created countless memorable experiences for our pupils.

A very special thank-you goes to Hollie Downey, Mollie Thomas, Clare Evans, whose dedication to school trips, Forest Schools, Kerbcraft, and other outings has been truly inspiring. Your commitment makes a real difference, and we are so grateful for everything you do.

We were delighted to welcome back students from Coleg Gwent, who brought enthusiasm and valuable support to our classrooms. It was especially rewarding to see former pupil Ella Marsh return and excel in her role. We also enjoyed working alongside trainee teachers from Cardiff Met University, whose fresh ideas and expertise added so much to our pupils' learning.

If you are a parent who would like to get involved, we would love to hear from you! Please contact the school office—your help makes a huge impact and strengthens the sense of community that makes our school so special.

Financial Report (Financial Year 2024 to 2025)

The school Governing Body Finance Committee meet on a regular basis to receive an update on budgetary issues from the Head Teacher and School Administrator. The tables below illustrate the actual 'Income' and 'Outgoings' for Waunfawr Primary for the Year 2024-2025.

OLAS	OUTTURN BUDGET 2024/2025
EMPLOYEES	
Teachers	482,081
Support Staff	216,497
Other Staff related costs	53,520
Sub Total	**752,097**
PREMISES RELATED	
Building Maintenance	40,217
Grounds Maintenance	207
Gas	7,401
Electricity	12,057
Rates	10,855
Water	3,023
Cleaning Contract	11,459
Cleaning Materials	178
Refuse Collection	1,554
Insurance	4,315
S.Units/H. Driers/C. Hygiene	1,357
Fire Fixtures	53
Alarms	2,126
Sub Total	**94,803**
SUPPLIES & SERVICES	
Computer Costs & Ed Tech Scheme	15,679
Furniture	1,672
Postage	32
Capitation/Stationary	24,336
Medical	207
Licences/Website	4,115
Music Support Services	3,761
Telephone Charges	1,023
Photocopying	560
Transport Hire / Swimming	3,320
Food/Catering/School Milk	2,568

Activities / Trips	8,891
Misc Exp	133
Sub Total	**66,296**
SERVICE LEVEL AGREEMENTS	
All Services	**21,458**
SCHOOL DEVELOPMENT PLANS	**-**
TOTAL EXPENDITURE	**934,654**

INCOME	
Reimbursement School Meals & Energy	9,601
Supply Compensation	3,923
LA/EAS/WG Income	210,210
Miscellaneous (Not vatable)	11,394
Music/Course Fees	645
Inclusion Income	24,597
Early Years Funding	8,948
Arts Council Wales	410
EWC & Other training grants	450
NHS Nursery Milk	743
School Milk Sales	1,802
TOTAL INCOME	**272,723**
NET EXPENDITURE	**661,931**
TOTAL SURPLUS/CONTINGENCY	**142,364**
TOTAL	**804,295**

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TOTAL FUNDING FOR SCHOOL

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FUNDING	
Formula Allocation (net of retro. adj)	700,268
Retrospective Adjustment from prev yr.	- 9,197
Total Formula Allocation	*691,072*
Total Carried Forward from prev. yr.	*113,223*
TOTAL FUNDING	**804,295**
BUDGET SHORTFALL	-