Pentrepoeth Primary School

Annual Governors' Report to Parents

2025 - 2026



Mr J Griffiths
Chair of Governors

'creating a **C**aring, **R**espectful, **O**pen **E**nvironment where **S**uccess and **O**pportunity flourish'

Governing Body

Chairperson:	Mr J. Griffiths C/O Pentrepoeth Primary School Bryn Hedydd Cwm Cwddy Drive Rhiwderin Heights Newport NP10 8JN 01633 897400

Clerk to Governors:	Mr J Thomas Newport City Council Education Department Civic Centre Newport 01633 233220

Mr J H Griffiths	Chair. Co-opted Governor
Mr J S Barrowman	Co-opted Governor
Mrs T Jenkins	Co-opted Governor
Mrs R Davies	Co-opted Governor
Councillor Mr J Jones	LEA Rep
Councillor Mr D Williams	LEA Rep
Mr J O'Connell	LEA Rep
Mrs T Simmonds-Robertson	LEA Rep
Mrs T Appleton	Community Council
Mr D Taylor	Headteacher
Mr R Cleaves	Teacher Rep
Mr L Nocivelli	Teacher Rep
Mrs L Rowe	Support Staff Rep
Mr S Sagiroglu	Parent Governor
Mr B Saltmarsh	Parent Governor
Mr T Jones	Parent Governor
Mr M Reasons	Parent Governor
Mrs Cerys Lloyd	Parent Governor

Arrangements for Next Election of Parent Governors

When an existing parent governor comes to the end of their term of office, or if they resign mid- term, the school will hold a ballot to elect a new parent governor. At that time, the school will write to all parents advising of the ballot and seeking nominations for prospective candidates from the parent body

Introduction

This report is produced by us, the governing body, for you, the parents and carers of pupils in our school.

It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of the school. It covers our achievements during 2025 – 2026 and sets out our targets for future improvement.

Through this report, we want to encourage dialogue and communication with parents and carers, and to promote increased interest and involvement of parents in the activities and development of our school.

All governors regularly meet twice a term with additional meetings as and when necessary.

In the event of a vacancy on the governing body for a parent governor, letters will be sent to all parents/guardians informing them of this and they will be given the opportunity to nominate a parent to replace. If more than one nomination is received an election will be held.

The governing body has not received a petition from parents requesting a formal meeting to discuss this report and therefore no meeting will be held (Section 94, School Standards and Organisation (Wales) Act 2013.)

Our Governing Body serves to drive the strategic development of the school ensuring that we raise standards of achievement and meet the needs of all learners. Each member of the Governing Body sits on at least one committee, which focus on key areas including Staffing, Curriculum, Premises and Budget. Governors choose which committee(s) they sit on depending, on their interests or areas of expertise.

SCHOOL PROSPECTUS

The school prospectus was updated, for example, with changes to staffing and staff roles, classes and results. A copy of the prospectus can be found on the school website.
https://www.pentrepoethprimary.co.uk/school-prospectus

School Information

Name	Pentrepoeth Primary School
Classification	County Primary School
Pupil age range	3 to 11 Years
Address	Cwm Cwddy Drive Rhiwderin Heights Bassaleg Newport NP10 8JN
Telephone	01633-631679
Email	Pentrepoeth.primary@newportschools.wales
Website	www.pentrepoethprimary.co.uk

2025-26

Autumn term

Starts: Monday 1 September 2025

Half term: Monday 27 October 2025 to Friday 31 October 2025

Ends: Friday 19 December 2025

Spring term

Starts: Monday 5 January 2026

Half term: Monday 16 February 2026 to Friday 20 February 2026

Ends: Friday 27 March 2026

Summer term

Starts: Monday 13 April 2026

Half term: Monday 25 May 2026 to Friday 29 May 2026

Ends: Monday 20 July 2026

School Information

Closed for In-Service Training (INSET)	Monday 1st September 2025
	Monday 3rd November 2025
	Thursday 18th December 2025
	Friday 19th December 2025
	Friday 13th February 2026
	Monday 20th July 2026

Contact methods

- For absences, please telephone or email to inform school before 9.30am on the day.
- For 'quick' issues, you can communicate with staff at the end of the school day, or by telephone or email.
- If you wish to speak with a member of staff and need more than 5 minutes, please telephone or email to arrange an appointment.
- You can see what activities the children have been doing on their class seesaw accounts. This is locked so that only people with links can access the class pages.
- Nursery, Reception, Year 1 and 2 classes use the Seesaw app to share learning and information with parents, while Years 3 to 6 use Google classroom for all home learning tasks.
- The PTA Facebook page is used to share PTA events and activities.
- Parental Consultations take place twice a year, during the Autumn and Spring terms. We also offer a third consultation for parents to take up if they wish at the end of the summer term to discuss end of year reports.
- 'Teachers2parents', a text messaging communication system, is used to communicate with parents.

School Information

Session Times

Reception, Year 1 and 2 – 9:00am – 3:15pm

Years 3 to 6 – 9:00am – 3:30pm



Estyn

Estyn carried out a full Inspection in May 2023. The school and Governors were extremely pleased with the outcome of the Inspection and the acknowledgement of the hard work from pupils, staff and Governors. The school was left with one recommendation. This recommendation formed part of the School Improvement Plan Targets for 2023 – 24 and the school has made considerable progress on this. The full inspection report can be found by clicking here

R1 – Improve opportunities to build pupils' Welsh vocabulary and sentence structures progressively to ensure consistently strong progress as they move through the school

Estyn also carried out an interim visit in April 2025. The letter from this visit can be found here

Actions to Promote Healthy Eating and Drinking

The school has already achieved Phase 1, Phase 2, Phase 3 and Phase 4 of the scheme and we have now achieved the NQA award, with no recommendations. Health and Fitness Days for the whole school and healthy breaks are now important parts of the scheme. Pupils are encouraged to drink water throughout the school day and 3 water fountains are located around the school. These are maintained by an external company who also provide facilities for hand washing in the pupils' toilets.

Community Links

The governing body are keen to develop links with the local community and to give pupils a sense of belonging as active citizens in their local, national and global community. The community supported a local foodbank at Harvest and also supported Children in Need and Comic Relief.

School Information

Attendance

Our Educational Welfare Officer is Rachel Colwill and she is available to help families with regard to attendance and welfare matters concerning school.

The Headteacher and Mr Willmore regularly monitor attendance and punctuality and discuss pupils whose attendance causes concern. Parents are asked to phone or email on the first day of absence to let us know why your child is absent or late. The attendance officer will sometimes follow up on these calls.

Attendance last year was **95.1%**



Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
NAM	91.4	0.0	4.0	4.6	100.0	91.4
NPM	88.5	0.0	5.5	6.1	100.0	88.5
RJB	95.0	0.0	3.0	2.0	100.0	95.0
RAD	95.2	0.0	2.6	2.2	100.0	95.2
1SWC	92.7	0.0	3.7	3.7	100.0	92.7
1FC/SH	93.9	0.5	2.1	3.5	100.0	94.4
2JB	96.1	0.0	2.0	1.9	100.0	96.1
2GB	94.1	0.5	2.8	2.6	100.0	94.6
3JR	96.4	0.0	1.5	2.1	100.0	96.4
3CC	96.2	0.0	1.8	2.1	100.0	96.2
4SA	94.6	0.6	2.7	2.2	100.0	95.1
4LN	95.8	0.5	1.8	1.9	100.0	96.3
5TG	91.4	1.8	3.5	3.3	100.0	93.2
5EJ	93.9	1.4	2.5	2.2	100.0	95.3
6TM	94.1	2.7	1.8	1.4	100.0	96.8
6RH	90.9	2.9	4.8	1.4	100.0	93.8

We can only achieve the expected standards if you support us by ensuring your child is in school when they should be.

We focus on attendance because...

- School work is easier to cope with
- Pupils feel more secure
- Friendships more easily maintained
- Longer term prospects are better being on time

We focus on lateness because.... If your child is 10 minutes late a day they miss:

- 50 minutes learning a week
- 633 minutes a term
- Over 32 hours a year

Sports & Extra Curricular Activities

MISSION

Our mission at Pentrepoeth Primary is to create a **C**aring
Respectful
Open
Environment
in which **S**uccess and
Opportunity flourish

AIMS

The whole school community aims to develop pupils who are:

Ambitious, capable learners who are ready to learn throughout their lives.
Enterprising, creative contributors who are ready to play a full part in life and work.
Ethical, informed citizens who are ready to be citizens of Wales and the world.
Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Sports & Extra Curricular Activities

Values

Aim

It is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy but purposeful atmosphere.

Rationale

We realise that during recent years a great deal of national and local effort has been directed towards school improvement and curriculum development. However we also believe that Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages pupils to be self-disciplined, active learners. Values Education supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

As a whole school community we believe that the ethos of the school should be built on a foundation of values. Some of the values we focus on include peace, equality, courage and empathy.

These are addressed directly through whole school assemblies, at times through lessons and circle times, but also permeate the whole curriculum. Our Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults. We are also a Rights Respecting School and acknowledge the clear links between these values and Children's Rights.

Sports & Extra Curricular Activities

Sports and Extra-Curricular Activities

Each week, all classes received two lessons of physical education. Year 5 & 6 attended statutory swimming sessions at NSIV, which were delivered daily over a three-week period. In 2025/26 we offered a wide variety of after school clubs. Children had the opportunity to take part in the following clubs.

Reception – Fun & Fitness
Year 1 – Dance/Yoga, Dance & Fitness,
Year 2 – Sketch, Dance & Athletics
Year 3 – Gardening, Chess, Sketch, Football & Cricket/Rounders
Year 4 – Gardening, Chess, Football, Sketch & Choir
Year 5 – Rugby, Netball, Football, Athletics, Cricket & Choir
Year 6 – Rugby, Netball, Football, Cricket, Athletics & Choir

Our teams enjoyed a good deal of success in local tournaments which included, rugby, swimming and cricket. We enjoyed a wonderful Sports Awards Evening celebrating the success of our sports clubs for pupils in Year 5 & 6 with past pupil Joe Roberts, who is part of Welsh Athletics handing out our awards.

Residential Trip

We were also able to offer our Year 6 residential trip to Llangrannog Outdoor Education. Pupils enjoyed a range of activities including skiing, quad biking, swimming, high ropes and rock climbing.



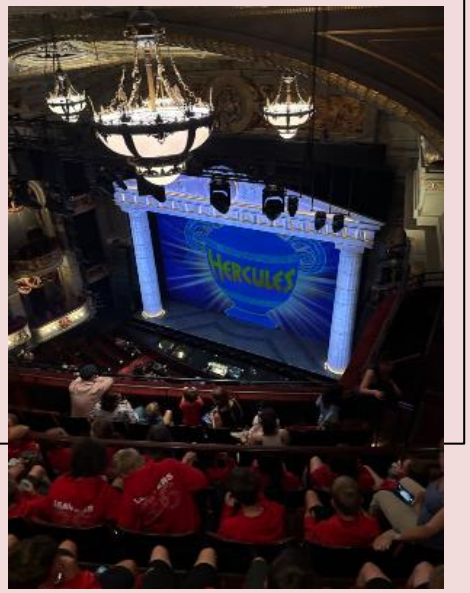
School Visits

Visits

All year groups took part in a wide variety of trips during 2025/26 academic year, organised to provide the children with meaningful learning experiences. This included:

- Llangrannog Outdoor Education (residential trip), Swimming & London Theatre and Science Museum – Year 6
- Harry Potter Studios, Swimming, Blackwood Cinema & Longleat Safari– Year 5
- St Fagans & Big Pit– Years 4
- Pantomime & Noah's Ark Zoo – Year 3
- Fonmon Castle & Swansea Plantasia – Year 2
- Cyfarthfa Castle – Year 1
- Colliers Farm Park – Reception













We were also lucky enough to take the whole of the school to Blackwood Cinema at Christmas to watch Zootropolis 2. Many thanks to Mr Steve Reynolds for arranging this at no charge to our families. We are extremely grateful of the generosity.

Parent & Teacher Association







Parent and Teacher Association

Our PTA had a fantastic year and made a huge contribution to the running of the school. They raised over £7680 with some innovative and entertaining events. The PTA supported the school by helping to fund leaver's hoodies, the leaver's party, new netball posts and a nest swing, as well as funding some of our school based learning experiences throughout the year, such as animal interactives visit to Year 2. The PTA have also part funded our new Year 2 to Year 4 yard development







Professional Development

All staff undertook training in line with our priorities from our school development plan. This included training on the teaching of mathematics and how to plan for progression as well as training on the use of AI. Staff also had professional development on developing provision and pedagogy for independent learning and focused teaching.

Staff also undertook training on Child Protection (Level 1 and Level 2 for certain staff), curriculum reform, Estyn updates, ALN updates and ICT.

The school has worked hard this year to improve and maintain excellent standards in learning and teaching, and has been fortunate enough to be selected as a lead school for literacy and independent learning. This allowed our staff to share their expertise with colleagues from schools in Wales.

Our school also continue to deliver a successful Self-Evaluation and School Development Planning course for headteachers and senior leaders from across South East Wales. This provides an opportunity to share our expertise, work collaboratively with other schools, and support leaders in driving continuous improvement through effective self-evaluation and strategic planning.

Staff have also completed the following training courses

- Whole school approach to anti-bullying
- Fire Safety
- Trauma informed schools
- Information Security

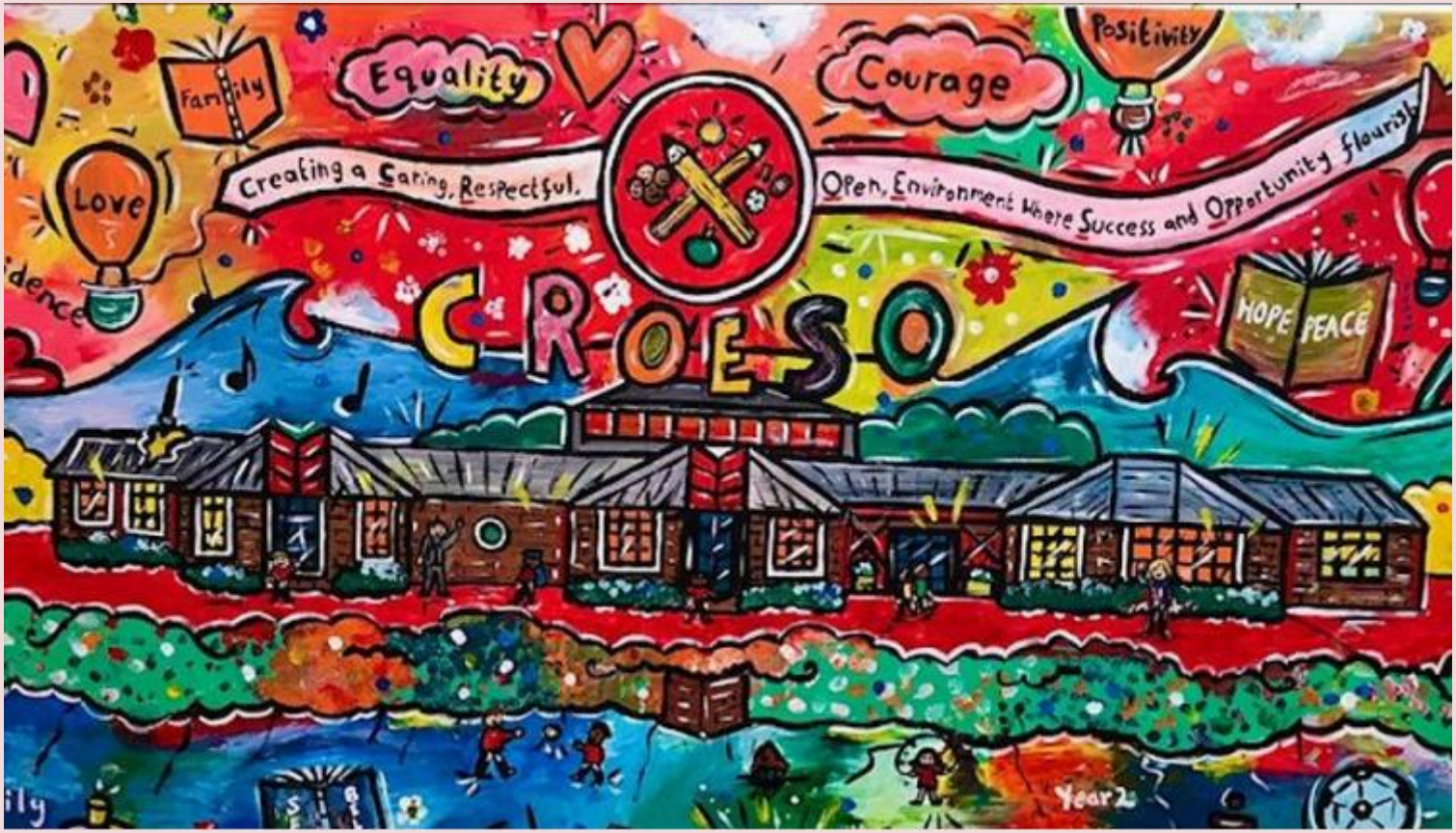
Curriculum

The School's Curriculum and Organisation of Teaching

The school aims to provide a broad, balanced and equitable education in a warm and nurturing environment. The teaching and learning opportunities we provide for our children are well aligned to the requirements of the Curriculum for Wales.

Nursery pupils are taught in two sessions; a morning or afternoon session. Each session is for 2 hours and 30 minutes with a maximum Pupil Admission Number of 24 in each session.

Children in school are taught in single age year groups with ideally, no more than our statutory Pupil Admission Number (PAN) of 30 in each class. Each year group is two form entry.



Curriculum

At Pentrepoeth Primary School teaching through a theme/topic is used throughout the school to engage children of all abilities. Fundamental to this approach to learning is a clear progression in skills development. This helps the children to become engaged, enthusiastic and independent learners.

From September 2022, a new curriculum became statutory in Wales for children from 3 to 16 years of age.

The four purposes are at the heart of the new curriculum at Pentrepoeth Primary School to ensure that all children and young people are: -

- ambitious, capable learners;
- enterprising, creative contributors;
- ethical, informed citizens;
- healthy, confident individuals.

The curriculum is planned and taught with a focus on the basic skills of literacy and numeracy. Skills are taught separately and then applied across all areas of the curriculum. Children's acquisition of these key skills is monitored, assessed and reviewed on an on-going basis.

At Pentrepoeth Primary School, we recognise that well-being and mental health is at the heart of all education. We aim to care for our pupils' physical and emotional needs and to help them to take responsibility for their own lives.

curriculum

Curriculum for Wales

WG Curriculum framework outlines the need for common purposes that apply to all children and young people and promote high aspirations and a determination to achieve. At Pentrepoeth Primary School we advocate that learners should leave school having experienced a broad education that equips them to thrive in an increasingly complex and rapidly changing world.

As a forward-thinking school, we understand how children need to be rooted in their own cultures and have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world. We aim to equip learners to be able to deal with difficult issues such as those that can arise from developments in science and digital technologies. We encourage and promote active citizenship, building our pupil's confidence and resilience to debate issues that naturally arise. Learners' confidence is built on a strong base of knowledge and respect for evidence.

Throughout Donaldson's review, he reinforces Literacy; Numeracy and Technological skills that children are expected to acquire and apply in their daily lives. These skills are used across the curriculum and in all subject areas. At Pentrepoeth Primary School, learners are given opportunities to confidently engage with intellectual challenge and are ready to build on what they have previously learnt. Creativity and enterprise are central features of modern life, which are developed and extended throughout our school curriculum. The capacity to contribute individually or as a member of a team is an essential part of each child's learning throughout the school day.

PPS 'challenge curriculum'

Our 'Challenge' Curriculum Summary

Our School Vision

CARING
RESPECTFUL
OPEN
ENVIRONMENT
SUCCESS
OPPORTUNITY

Our Curriculum Vision

To create confident, independent learners who are empowered, resulting in high levels of wellbeing and achievement to prosper in a changing world.

Pupil Voice

- Croeso Team School Council
- Criw Cymraeg
- Eco Committee
- Sports Council
- Digital Leaders
- Rights Respecting Representatives

The Four Purposes - We plan to ensure our children become . . .

Ambitious, Capable Learners

who are ready to learn throughout their lives.

- Inspired
- Lifelong Learners
- Resilient
- Growth Mindset
- Problem Solvers
- Independent
- Excited about Learning
- Challenged
- Prepared for the Future

Healthy, Confident, Individuals

who are ready to lead fulfilling lives as valued members of society.

- Safe
- Have Good Relationships
- Nurtured
- Happy
- Celebrated
- Social
- Healthy in Body & Mind
- Respectful
- Expressive

Ethical, Informed Citizens

who are ready to be citizens of Wales and the World.

- Global Citizens
- Celebrate Diversity
- Equal
- Proud to be Welsh
- Aware
- Cultured
- Curious
- Part of a Community
- Inclusive

Enterprising, Creative Contributors

who are ready to play a full part in life and work.

- Responsive to Others
- Reflective
- Flexible
- Adaptable
- Inquisitive
- Creative
- Collaborative
- Sharing Ideas
- Responsible

PPS 'challenge curriculum'

Challenge Curriculum - How we do it!

Our curriculum is designed to maximise challenge with excellent teaching and learning experiences at its heart. Our curriculum is based on Values, the Rights of the Child and Character based education. We plan a range of experiences utilising . . .

- Expressive Arts
- Languages, Literacy & Communication
- Maths & Numeracy
- Science & Technology
- Health & Wellbeing
- Humanities

- ✓ Four Purposes
- ✓ What Matters Statements
- ✓ Cross Curricular Skills
- ✓ Cross Cutting Themes
- ✓ Descriptions of Learning



We plan using the Cross Cutting Themes. We foster an inquiry approach to learning... asking 'Why?' questions and using a cycle that involves 'tuning in', 'finding out', 'sorting out', going further' and 'reflecting and acting'. We plan 'Mini inquiries', have 'AOLE' weeks, 'Theme / Celebration' days and 'Off Road' days.

Culture of Learning

We build a culture and love of learning by:

Building Relationships for Learning - A culture of sincere and inclusive relationships

An Environment for Learning - A place where learning and learners thrive both indoors and outdoors and innovation, collaboration and responsible risk taking takes place

The Language of Learning - A dialogue for thinking and learning — utilising our 'Depth of Learning' model and our 'Learning to Learn' qualities

Modelling Learning - Opportunities to engage with, and learn from, more experienced learners, the use of our PPS teacher and pupil learning toolkits and strategies

Expectations for Learning - Culture of high expectations and challenge for all

Opportunities for Learning - An entitlement to a rich, authentic curriculum offer that is exciting stimulating. A blend of in school learning, enhanced through trips, visits, experts, use of 21st Century technology and wider experiences

Routines for Learning - A framework for learning and teaching

Time for Learning - Time for exploring, investigating and thinking

Community of Learning — involving parents, carers and wider experts in curriculum design, learning and school life

Inclusive Learning — responsive to individual learners needs, talents, diverse backgrounds and interests

Sketchnote by Beth © www.work-with-beth.com www.webbeth

Assessment & Progression

We plan for progression through the use of progression steps across all AOLEs, using principles of progression and with reference to the mandatory code: Increasing effectiveness as a learner

Progression is guided by Descriptions of Learning which provide information on how children should progress within the What Matters Statements for each AoLE. These are expectations across a period of time and broadly relate to age 5, 8, 11, 14 & 16

Progression Step 1 - Nursery, Reception, Year 1
Progression Step 2 - Year 1, Year 2, Year 3, Year 4
Progression Step 3 Year 4, Year 5, Year 6

Increasing effectiveness as a learner

Increasing breadth and depth of knowledge

Deepening understanding of the ideas and disciplines within areas of learning and experience

Refinement and growing sophistication in the use and application of skills

Making connections and transferring learning into new context

Teachers and learners are involved in continuous assessment of learning and assessment in and for learning using a wide range of assessment tools and strategies

School Development Plan

School Development Plan 2024-2025

For the Academic year 2024-2025 the school have been focusing on the following areas.

Year 1: 2024/2025	Priority
1	To ensure consistency in the teaching of reading to maximise impact on progress for all learners
2	To develop provision and pedagogy for independent learning
3	To develop as an anti-racist school

The school has made very strong and sustained progress in strengthening and developing independent learning across all phases. Leaders and staff have co-constructed a clear and shared vision for independence, underpinned by a well-defined framework linked to the school's learning to learn qualities. This framework is used effectively to ensure progression in pupils' independence from Nursery through to Year 6.

Planning in Year 3 builds purposefully on early pedagogy, enabling pupils to develop increasingly sophisticated independent learning behaviours. Professional learning has supported staff to adapt their teaching approaches, particularly in Year 1, where investment in continuous and enhanced provision has led to improved opportunities for independent learning. Support staff have benefited from targeted training, strengthening their role as enabling adults and enhancing the use of learning environments.

Observations and learning walks show that teachers in Years 3 to 6 are using focused teaching strategies, especially in mathematics, to support independence and deepen understanding. Across the school, adult interactions are timely and purposeful, with staff using effective questioning to challenge misconceptions and move learning forward. Teachers provide pupils with sufficient time to complete independent tasks, and pupils respond with high levels of engagement and pride, particularly evident in their learning journals. Most older pupils use the school's learning toolkit confidently to evaluate their progress, demonstrating qualities such as resilience, effort, and reflection. They assess their learning against success criteria and articulate their development as independent learners with increasing clarity.

Leaders regularly review the impact of their work through pupil voice, staff feedback, and classroom monitoring, using findings to inform next steps and celebrate success. The school's commitment to ongoing professional learning ensures that pedagogy and provision continue to evolve, supporting all pupils to become confident, reflective, and independent learners.

School Development Plan

School Development Plan 2024-2025

For the Academic year 2024-2025 the school have been focusing on the following areas.

Year 1: 2024/2025	Priority
1	To ensure consistency in the teaching of reading to maximise impact on progress for all learners
2	To develop provision and pedagogy for independent learning
3	To develop as an anti-racist school

The school has made strong and purposeful progress in its journey to develop as an anti-racist school. A co-constructed Strategic Equality Plan is now firmly embedded and actively informs school policies, curriculum planning, and medium-term planning through the use of equality lenses. This shared vision is clearly communicated and understood by staff, ensuring a consistent approach to promoting equity and inclusion. Staff have engaged in high-quality professional learning, including 'Show Racism the Red Card' training, which has deepened their understanding of how to use data, literature, and curriculum design to challenge racism and promote diversity.

All staff are confident in identifying, reporting, and responding to racist incidents, supported by clear guidance and consistent recording procedures. Leadership development has been prioritised, with the headteacher attending the DARPL leadership programme and senior leaders accessing further professional learning, including sessions focused on anti-racist school development. Staff have received key DARPL guidance documents, which have informed classroom practice and strengthened whole-school understanding.

In the summer term, all staff initiated reading projects that promote anti-racist themes and representation, supported by the purchase of inclusive and diverse resources for reading areas. The school has also utilised the CROSESO team to incorporate pupil voice into the Strategic Equality Plan, ensuring that learners are empowered to contribute to shaping an inclusive school culture. This work is beginning to influence curriculum content and classroom dialogue.

Leaders regularly evaluate the impact of their actions through staff feedback, pupil voice, and monitoring of incidents, using this information to identify further areas for development and to celebrate progress. The school's commitment to ongoing professional learning and inclusive pedagogy ensures that its anti-racist work is not only sustained but continues to evolve in response to the needs of its community.

School Development Plan

School Development Plan 2025-2026

For the Academic year 2025-2026 the school have been focusing on the following areas.

Year 1: 2025/2026	Priority
1	To ensure the application of cross-curricular and integral skills across learning in a systematic way.
2	Ensure mathematics teaching follows a structured, coherent sequence that builds conceptual understanding and skills progressively
3	To strengthen AoLE teams to impact on pedagogy and provision.

During the year, we successfully improved the way pupils develop and apply their literacy, numeracy, digital and wider skills across all areas of learning. Staff received professional learning to ensure a consistent approach to teaching and assessing skills, resulting in more purposeful opportunities for pupils to use and apply their learning.

Monitoring activities showed that pupils are increasingly confident in transferring their skills across different subjects and can explain how their learning connects across the curriculum. Strong progress was seen in literacy and digital skills, with pupils producing high-quality written work and making effective use of digital technologies to support and present their learning. We also continued to develop pupils' creativity, resilience, problem-solving and collaborative skills through a wide range of engaging learning experiences. Moving forward, we will focus on providing even more meaningful opportunities for pupils to apply their numeracy skills and scientific enquiry skills in real-life contexts.

During the year, we successfully strengthened the teaching and learning of mathematics across the school. Staff took part in professional learning and worked collaboratively to develop a consistent approach to mathematics, ensuring that learning is carefully planned to help pupils build knowledge, understanding and confidence over time. As a result, most pupils have made good progress in mathematics and are developing secure mathematical skills and understanding.

Pupils are increasingly confident in solving problems, explaining their thinking and tackling new challenges. They demonstrate positive attitudes towards mathematics and show greater resilience when faced with more complex tasks. Monitoring throughout the year showed improvements in the quality of mathematics teaching and learning across the school. Teachers provide effective support and challenge to help pupils make progress and achieve their potential.

Moving forward, we will focus on creating more opportunities for pupils to apply their mathematical skills in real-life and cross-curricular contexts, helping them to understand how mathematics can be used in everyday situations.

School Development Plan

School Development Plan 2025-2026

For the Academic year 2025-2026 the school have been focusing on the following areas.

Year 1: 2025/2026	Priority
1	To ensure the application of cross-curricular and integral skills across learning in a systematic way.
2	Ensure mathematics teaching follows a structured, coherent sequence that builds conceptual understanding and skills progressively
3	To strengthen AoLE teams to impact on pedagogy and provision.

During the year, we continued to strengthen leadership across the Areas of Learning and Experience (AoLEs). Staff worked together through professional learning, shared planning and regular collaboration to further develop and improve teaching and learning across the school. As a result, there is greater consistency in the learning experiences provided for pupils, and the curriculum continues to support high standards of teaching and learning.

AoLE leaders have played an important role in sharing good practice, supporting colleagues and helping to ensure that pupils benefit from a broad and engaging curriculum. The school has established strong systems and practices within AoLE teams and will continue to build on this success.

Moving forward, school improvement work will be increasingly focused on key School Development Plan priorities to ensure that leadership time and resources have the greatest possible impact on pupils' progress, wellbeing and outcomes.

School Development Plan

The Language of the School

English is the everyday working language of the school. All pupils are taught through the medium of English.

Welsh Language

Use of Welsh language skills are taught in every class. Initially, much of the teaching takes place through incidental language during the course of the school day. Staff encourage pupils to use Welsh for everyday routine questions and requests as well as to hold simple conversations with other pupils and adults.
Opportunities are given to develop pupils' oracy, reading and writing skills. We aim to create a Welsh ethos through introducing children to the history, art, music and geography of Wales. No pupils are exempt from Welsh language learning as this is part of the statutory National Curriculum in Wales

New policies Adopted in 2025-26

During the year the Governing Body adopted a number of policies. Statutory policies must be reviewed and adopted annually by every school's governing body. They detail processes in key areas of the school's work.

Provision of Toilet Facilities

Age appropriate toilet facilities are in place for Nursery, Reception, Y1- 2, Y3-6. There are three staff toilets and 3 disabled toilets. The school pays into a service level agreement with the local authority for cleaners. The cleaners work through the whole school each day, including the toilets.

Meetings held following a parental petition

No meetings were held under Section 94 of the Schools Standards and Organisation (Wales) Act 2013

Finance

The budget allocated in 2025-26 was **£1,997,251** Which included a carry forward from 2024-25 of **£123,997** The financial out-turn statement ending 31st March 2026, giving details of income and expenditure is detailed on the next page. The school budget is overseen monthly by the finance team at Newport City Council and is monitored by the finance committee. Spending is allocated with the priorities of the school

Development plan and a summary is available in the plan. The various headings of the Section 52 statement breaks down expenditure into various areas

No gifts are identified for this financial year and no member of the governing body claimed travel or subsistence.

Finance

Pentrepoeth Primary

Financial Statement for Year Ending 31st March 2026

2024/25 Outturn		2025/26 Outturn
£	**Employees**	£
1,360,896	Teachers	1,390,461
512,998	Support Staff	580,616
33,280	Caretakers	35,516
40,604	Midday Supervisors	51,442
0	Cleaners	0
	Other Employee Costs	
27,619	Supply Insurance Premium	29,332
50,124	Agency Staff	47,621
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
837	Misc Employee Costs	350
	Energy	
9,934	Gas	8,812
18,988	Electricity	15,659
0	Oil	0
95,278	**Capitation and ICT**	113,522
0	**SCC, EIG and PDG Expenditure**	0
	Premises Related	
741	Hire of Facilities	673
30,298	Rates	32,092
34,181	Building Maintenance and Alarm Lines	36,903
11,110	Grounds Maintenance	17,959
3,462	Water	5,514
29,032	Building Cleaning Contract	33,755
8,100	Refuse Collection	8,130
16,631	Miscellaneous Premises	16,229
	Communications	
21	Postage/Fax/Telex	26
3,836	Telephones	7,738
	Transport	
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
4,755	Vehicle Hire	15,886
331	Car Allowance	106
1,116	Travel Expenses	0
0	**Exam Fees**	0
	External Courses	
5,950	School Funded Training	5,257
0	Alternative Curriculum Provision	0
0	Sixth Form	0
41,299	**Central Services**	50,086
	Income	
0	Lettings	0
-20	Sales Income	-966
0	Music Service Income	0
-40,340	Donations	-58,475
0	Miscellaneous	-10,008
-27,233	Supply	-27,796
0	Exam Fees	0
-6,036	Interest	-7,992
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-407,533	Other Grant and Contributions	-351,824
0	Reserve Transfer	0
0	After Schools Club	0
1,860,259	**Total Net Expenditure**	2,046,622
1,899,034	**Total Funding**	1,997,251
38,775	In Year Surplus / Deficit	-49,371
123,997	Prior Year Surplus / Deficit	162,771
0	Contingency payments	0
162,771	**Accumulated Surplus / Deficit c/fwd**	113,400
8.57%	Balance as % of Funding	5.68%