

Pentyrch Primary School



Governors' Annual Report to Parents

All governing bodies of maintained schools are required to produce an annual report to parents reflecting on 2024-25. The statutory contents are detailed in this guidance, however governing bodies may, of course, choose to add additional information which they think will be helpful.

As the Chair of Governors at Pentyrch Primary School, I am very pleased to write to you with a summary of the school over the past year.

Pentyrch Primary School was built in 1907 and is a 'village' primary school located on the outskirts of North Cardiff. It is situated 7 miles north of the city centre in the beautiful village of Pentyrch. Its unique rural village setting is what makes it stand out from other schools in the city boundary. The school is set in extensive grounds overlooking the rolling countryside towards Creigiau on one side and the historical landmark of the Garth mountain on the other, which provide the pupils and staff with a very pleasant working, learning and playing environment. All pupils are taught through the medium of English with Welsh taught as a 2nd language. Pentyrch Primary has a mixture of single and split classes from Nursery to Year 6 with a Nursery / Reception split class and a Year 1 / 2 split class. All other classes are single form entry. The children have toilet facilities in each classroom in the new building for both boys and girls with years 3-6 having toilet facilities in the new building for both boys and girls. These are cleaned every day.. Our school nursery has places for 32 pupils (part time) and is currently open for a morning session daily. The school has strong links with the community and is fortunate in having a significant amount of support from parents, governors and the parent association, known as FOPSA.

Collaboration: Previously Pentyrch and Llanishen Fach Primary School. Currently Pentyrch and Rhydypenau Primary School

Llanishen Fach Primary School has supported Pentyrch Primary School for a number of years in various capacities but primarily the collaboration has been to provide leadership support and capacity for Pentyrch Primary and to provide high quality learning experiences for the children of the Pentyrch community. In addition, the collaboration has been deemed necessary by the Local Authority and Central South Consortium to support the expansion of Pentyrch Primary that has resulted from 'Section 106' funding from private developers due to local developments in the surrounding area of the school. The expansion has resulted in a nursery facility and a new Foundation Phase building which will increase in the overall capacity of the school. The schools were aligned as one learning organisation where the engaging atmosphere and inclusive ethos are major determining factors in the schools' ability to positively impact on the health and wellbeing of all pupils and staff. The collaboration's forward-thinking and innovative curriculum, ensures pupils acquire a wide-range of skills and a caring, empathetic outlook. An interim staffing structure was in place to facilitate the collaboration which formalised roles and responsibilities and the line management of staff. This included an executive headteacher, deputy executive headteacher, business manager, outdoor learning teacher, SRB support teachers, ALNco and compliance manager across the collaboration. It was planned the collaboration would take place for a period of five years. Both schools retained their own identities, Governing Bodies and budget. A joint committee of both school's Governing Bodies, with clear terms of reference, monitors the effectiveness of collaboration, and challenges and supports the schools. This collaboration ended on 3rd November 2025 and a new collaboration started between Pentyrch and Rhydypenau Primary School. The executive headteacher role continues however, there is now a head of school in place of the deputy executive headteacher. Other

structures will remain in place until April 2026 when any financial commitments with Llanishen Fach will end.

Pentyrch has welcomed the new collaboration and new executive head Ms Nicola Hammond and head of school Ms Clare Sanders.

The last academic year was another extremely exciting and successful year!

Section 1: Members of the Governing Body

- The Governing Body and the Executive Headteacher share responsibility for the strategic management of the school, acting within the framework set by legislation and by the policies of the Local Authority. The Executive Headteacher has responsibility for the leadership, direction and the management of the school within the strategic framework . The Executive Headteacher is responsible for the internal organization, management and control of the school.
- The Full Governing Body meets once a half term. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals.
- The minutes of Governing Body meetings are available from the clerk to governors:
Mrs Christine James chris.james@cardiff.gov.uk.
- The Governing Body of our school for the previous year:

Governing Body Membership Details as of July 2024

Mr Nicola Crocker Chair

Mr Jonathan Fortune Vice-Chair

Mrs Chris James Clerk to the Governing Body Term of Office End Date

Mrs Nicola Crocker Chair (Community Representative) 20.04.25

Mr Jonathan Fortune Vice-Chair (Community Representative) 30.04.25

Mrs Sarah Coombes Executive Headteacher Mrs Lesley Rees Local Authority Representative 22.10.24

Mrs Nicola Harding Local Authority Representative 25.01.28

Mrs Lucy Rowles Community Representative 30.01.25

Mrs Yvonne Kripp Community Representative 24.02.28

Mrs Alison Bates Teacher Representative 30.01.26

Mr Peter Murphy Non-teaching Staff Representative 15.01.27

Mrs Elizabeth Rees Parent Representative 06.01.26

Mrs Sally Childs Parent Representative 09.03.28

Mrs Michaela Murphy Parent Representative 07.07.25

Mrs Jo-Dee Tame Parent Representative 10.04.27

Section 2: Members of Staff at School, their Roles and their Responsibilities

All teachers share responsibility for the implementation of the National Curriculum, both in the planning of teaching activities for their specific classes and in the coordination of curriculum areas through the school. In the academic year 2024/2025 the areas of responsibility were as follows:

Roles & Responsibilities 2024-2025

Name	Role	Responsibility	AOLEs	TA's
Sarah Coombes	Executive Headteacher	Strategic Whole School Leadership and Management Culture of Safeguarding Performance Management Professional Learning HR Finance Staffing Self Evaluation School Improvement Collaboration		

Clare Sanders	Deputy Executive head teacher	Day to day running of the school Teaching & Learning		
Alison Bates Bronhaul	Lead TLR and Year 6 teacher (M-W)	Day to day running of the school Th and Fr Diary/communication Cover / Staffing MER DSP CP conferences and CASP Meetings NQT mentor Student mentor (senior on site when AR not available) EVC Assessment Co ordinator Timetabling Leading pupil groups - Senedd	Literacy AOLE	
Amanda Reynolds	ALNCo - 1 day a week	Mainstream - ALN	N/A	
Chris James	Business Manager 1 day a week	Budget Setting in conjunction with Head Monthly In Depth Budget Monitoring Budget Review and reports for Head and Governors Meetings with LFM for outturns Tenders Support for recruitment & HR processes Line Manager Office Manager Clerk to Governors	N/A	
Chris Newton	Estates manager 1 day a week	Compliance Manager (4 hrs pw) Management of health and safety compliance within school e.g. statutory compliance , risk assessment, contractor management, advice and support to SLT/Staff , CDM Co-Ord for any school refurbishment / repair works.	N/A	
Hannah Reed	Office Manager	Arbor management Finance HR - recruitment DBS checks Return to work Attendance Staffing Admissions Induction Parentmail School email School events / trip bookings Parents Evening booking system FOPSA link Tin on a Wall Taxis - SRB	N/A	

		Lunch duty First Aider		
Peter Murphy	Caretaker - 7 am - 2 pm - 35 hrs pw	Opening of school each day. Carry out any cleaning, portering, minor repairs, minibus driving, decoration as required to maintain a clean and safe environment for all. Carry out of statutory compliance checks as required on a timely basis and record findings reporting any faults to SLT / Compliance manager. Management of contractors on site. Carry out tasks as directed by Head Teacher / SLT / Compliance Manager in line with job role.	N/A	
Amy Coombes	PPA (M-W) and Year 6 (Th-F)	Rock School Health and Wellbeing through PPA model - PE, PSE	Expressive Arts LLC - Welsh	Dan Brennan
Abi White Garth	Year 5	Pupil Leadership Group	Maths and Numeracy	
Alice Wymer Bronllwyn	Year 4	Active and Healthy	Humanities Expressive Arts	
Becky Girt Catwg	Year 3	Digital Leaders	LLC - Welsh SciTech - Digital Lead	
Louisa Coleman Maes	Year 1 / 2	Eco lead ALN support e.g. ND referrals	SciTech	Ana Pavlyk Callum Bonni
Ashleigh Hobbs Dafad	N / Rec	Rights Respecting Schools House Captains	Health and Wellbeing	Tracy Chandrinos Tracy Chapman Additional supply
Lowri Rowlands	SRB	SRB lead		Lani Cooke Rachel Williams Becky Rodde-Aust

Ryan Sullivan	HLTA FT supply	HLTA 0.5 Mainstream HLTA 0.5 SRB afternoons		
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Peripatetic Teachers

Piano- David Winterbottom

Violin- Louisa Rich

Guitar-Daniel Whitam

Section 3: Dates and Times

Term Dates

2025/2026 ACADEMIC YEAR

		Start	End	Start	End
Autumn 2025		1st September	24th October	3rd November	19th December
Spring 2026		5th January	13th February	23rd February	27th March
Summer 2026		13th April	22nd May	1st June	20th July

INSETS

- 1st September
- 2nd September
- 2nd October
- 3rd October
- 5th January

Times of the School Day

	Start	Lunch		Finish
		Start	End	
Nursery	9am	NA		11.30
FP	8.55am	12pm-1pm		3.30pm
KS2	8.55am	12pm-1pm		3.30pm

Section 4: Data on attendance

The graph below shows the average % attendance. These are amongst the highest attendance rates in any Cardiff school. We are very grateful to parents for strongly supporting pupils' attendance at school.

Attendance		
2022-2023	2023-2024	2024-2025
93.2%	93.5%	91.9%

We applaud the motto adopted by Cardiff Local Authority: Missing School; Missing Out. We feel that the diagram below shows very clearly the impact that absence from school can have on pupils' attainment:

100% - 98%	Excellent Attendance
97.9% - 95%	Expected Attendance
94.9% - 90%	Risk of under achievement
89.9% - 85%	Serious Risk of under achievement
Below 85%	Extreme Risk of under achievement

Parents who plan to take children out of school for any reason are asked to complete a form outlining details and reasons for the absence. If a child is absent due to unexpected illness, please contact the administrator first thing in the morning to explain the reason for absence. In the interests of children's safety, the administrator will telephone parents at home if they have not received a call by 9:30 a.m. In line with Welsh Government guidelines, the Headteacher is no longer authorised to agree to absence from school for holidays unless there are exceptional circumstances.

Punctuality: Pupils arriving after the register has closed are registered as late.

Section 5: End of Key Stage Assessments:

Performance

Progress of individuals and groups is monitored termly.

Foundation Learning

Year 2	Expected - 3 sub-levels	Above Expected
Writing	83%	17%

Maths	25%	0%
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KS2

Year 6	Expected - 2 sub-levels	Above Expected
Writing	58%	8%
Maths	80%	42%

Section 6: School Improvement Priorities:

WELLI	PRIORITY
<p>Wellbeing To further embed a safe, supportive and inclusive culture that promotes the mental, emotional, and physical wellbeing of all staff and pupils, enabling them to thrive and achieve their full potential.</p>	<p>Start: Review staff workload and wellbeing</p>
<p>Environment Enhance the quality and use of all learning spaces to support the skill development, engagement, and academic progress of all pupils.</p>	<p>Sustain: Enhance the learning environment for KS2 to promote inquiry based learning Promote independence and skills, knowledge and understanding across all learning spaces</p>
<p>Learning Ensure that the next steps in pupils' learning are identified effectively during lessons and over time.</p>	<p>Start: To develop Welsh language learning by ensuring pupils' next steps are effectively identified and planned for through increased use of incidental Welsh and progressive skill development.</p>
<p>Leadership To continue to develop leadership in the changing landscape of the collaboration.</p>	<p>Start: Establish regular in-house TA forums for sharing expertise, leading training, and driving a self-improving system across schools (mainstream and SRB). Develop leadership in the changing landscape of the collaboration</p>
<p>Innovation Develop assessment procedures to track and support learning behaviours and progression</p>	<p>Start: Develop assessment procedures to track and support learning behaviours and progression of skills across the mainstream and SRB.</p>

Section 7: Financial Report:

Report of the Finance Sub-Committee on the Outturn for 2024-2025

(Please see full financial report in Appendix 2)

The budget allocated to the school by the LA for the financial year 2024-2025 was assigned to the various categories of expenditure by the Governing Body. This has been monitored by the governing body and

Local Authority throughout the year. The budget has been managed carefully and the minor variations in estimated and actual spend were found by the committee to be reasonable.

Once again the Governing Body would like to thank the FOPSA for its dedication and commitment to raising funds for the school. Their hard work is appreciated by all stakeholders. In addition to the many wonderful events organised by the School Association which take a tremendous amount of hard work they have also supported the school with planned events arranged to encourage the community to come together once again. We look forward to many more events this academic year.

There were no expenses claimed by the governing body.

Section 8: Curriculum

- Planning has been developed and is now embedded in our school. The four purposes underpins our curriculum. All areas of learning experiences have been developed and are embedded. Teachers and HLTA's use what matters statements and progression steps to plan lessons in all areas of learning.
- We have designed a curriculum in collaboration with Llanishen Fach.
- Children throughout the school experience a range of well-balanced and authentic learning opportunities.
- We have developed Rock school across the foundation phase and KS2 that focuses on Expressive Arts. This allows the children to gain confidence in performing on the stage in front of people.
- Areas of learning are taught across the curriculum, both discreetly and through a range of interesting 'contexts for learning'. When planning new contexts, teachers work carefully alongside children to capture their creative and imaginative ideas, which shape their learning and engage pupil interests.
- Children with additional needs are equally well catered for. We have increased our range of specific interventions to support the development of skills in literacy, numeracy and emotional wellbeing.
- A small number of pupils have a statement of additional need or a funded IDP and some have individual support throughout the day.
- We have a specialist resource base for 10 pupils.

Section 9: School Links with the Community

The school is keen to promote links with local businesses and other organisations within our community and benefits greatly from their support.

- We have good links with our cluster schools: Danescourt Primary, Radyr Primary, Bryn Deri, Creigiau, Tongwynlais, Gwaelod and Radyr Comprehensive School. We aim to ensure a smooth transition for our Year 6 pupils as they move to High School. We have worked with teachers from Radyr Comprehensive School to plan regular visits for children in the summer term including a range of induction days and sports days.
- There are strong links with the Police Liaison Officer.
- Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community PCSO, school nurse, librarians from Radyr Library, STEM ambassadors, the fire brigade and a wide range of parents.
- We have links with local churches and have previously welcomed their ministers into school assemblies as well as visiting their churches.
- Contributions from the Harvest Festival are regularly distributed to Cardiff Food Bank.
- Other charities that we regularly support include the British Legion, Velindre hospital, Macmillan, Save the Children, One Tree, Children in Need and Comic Relief.
- We have benefited from the outstanding contribution made by parents at the school. The FOPSA committee has worked hard on raising money for the school and are always looking for new members.

Section 10: Provision made for pupils to participate in sport at the school

Sport has always played an important part in school life. Children have benefited from the work of teachers and teaching assistants who teach them every week.

Section 10: Extra-curricular provision for pupils.

We offer extra-curricular activities, both at lunchtime and after school. A timetable was planned for 2024-2025

	After School Clubs 3.35-4.15			
	Monday	Tuesday	Wednesday	Thursday
Club Year group	ICT Year 1-3	Choir (lunchtime) Year 3-6		Art club Year R-y2
Club Year group	Drama Year 3-6			

Section 12: The language category which most closely describes the school:

Pentyrch Primary school teaches through the medium of English.

Section 13: The use of the Welsh language in the school by pupils of all age groups

Welsh Language Our school is part of the Welsh language initiative, Siarter Iaith Gymraeg (Welsh Language Charter), which promotes the use of Welsh in schools. The aim of the charter is to promote a strong Welsh ethos in schools and to provide a range of enriching activities to help children learn Welsh and understand Welsh culture and history. We have a well-established, and very popular, ‘Cryw Cymraeg’, a group of pupils who lead this initiative and who were chosen for their enthusiasm in using the Welsh language. Our home nation of Wales and the Welsh language are ever present in the work our children do, never more so than in the spring term when the school comes together for a ‘Wonderful Wales’ learning expedition culminating in our annual eisteddfod, a joyous and creative outpouring of pride at being citizens of Wales. Through these activities, and many more, our pupils grow in their knowledge and love for their home and language.

Section 14: The provision of toilet facilities at the school for pupils registered at the school and the arrangements in place for cleaning such toilet facilities

Toilet facilities at school meet statutory requirements. We also have three disabled toilets. All toilets are cleaned daily, while those catering for our youngest children are cleaned at least twice daily.

Section 15: Information on the action taken to promote healthy eating and drinking by pupils of the school

As a school we encourage the children to bring in fruit for their breaktime. They also have lessons about healthy lifestyles, including details of how to eat healthily. They have ready access to water throughout the day and understand the importance of drinking regularly.

Section 16 a) Additional Information for Parents:

The Additional Learning Needs and Educational Tribunal (2018) Act Wales provides a new statutory framework for supporting learners with additional learning needs (ALN), and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which schools, local authorities and other partners responsible for the delivery of services to learners with ALN must act.

The overall purpose of the Act is captured in three overarching objectives and 11 core aims.

The three overarching objectives in the Act are:

1. To provide a unified legislative framework to support children and young people aged 0-25 with ALN in schools and further education institutions (FEIs)
2. To promote an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions
3. To have a fair and transparent system for providing information and advice for resolving concerns and appeals

The new statutory framework is underpinned by the following 5 principles:

1. A rights-based approach where the views, wishes and feelings of the learner and their parents/carers are central to the planning and provision of support, enabling them to participate as fully as possible in the decision making processes and have the right to challenge decisions about ALN and additional learning provision.
2. Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity and where appropriate interventions are put in place to prevent the development or escalation of ALN.
3. Collaboration where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable learners to achieve positive expectations, experiences and outcomes.
4. Inclusive education supporting participation fully in mainstream education, wherever feasible and a whole setting approach to meeting the needs of learners with ALN.
5. A bilingual system where all reasonable steps are taken to deliver additional learning provision in Welsh.

Our practices provide equal access to the curriculum for all children and facilitate the measuring of children's progress and the reporting to parents. The Governor designated as having special responsibility for Additional Learning Needs is Mrs Nonny Matthewson.

The ALNCo at school (Coordinator of provision for Additional Needs and Inclusion) is Mrs Erica Williams. Through our single ALN Support budget, we make Additional Learning Provision (ALP) for all learners with ALN. This budget is determined by a formula. We are able to purchase the services of specialist members of the Pupil Support Services, e.g. Educational Psychologists and Specialist Teachers.

Teachers work to cater for children's individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small group situation. We acknowledge the importance of involving parents at every level of their children's education and of identifying a child's additional needs at an early stage and have well established person centred practices in place. In liaison with the pupil, parents, class teacher and other relevant adults, we work to devise an individual plan, and where appropriate, organise Additional Learning Provision to support the child's needs.

The admission to school of children with additional learning needs is arranged with parents, in full consultation with the Headteacher and with the support of services provided by the Local Education Authority. We seek to ensure that all children with additional needs are fully integrated into the academic and social life of the school.

Section 16 b)

Arrangements for pupils with additional needs and disabilities

Based on our belief that all individuals deserve to be treated with equal respect, we aim to structure the curriculum, the organisation and the management of the school so that all individuals are offered equal opportunities for participation and for inclusion, for advancement and for growth, regardless of gender or social class, race, religion, age or disability.

To this end we seek to foster a climate of equality underpinned by a policy which is supported by staff, by governors, and by parents.

The governors and staff of Pentyrch Primary School endeavour to eliminate discrimination on the grounds of colour or culture, gender or ability.

The school's vision and ethos are underpinned by these principles. We strive to:

- i) foster an understanding and appreciation of the diverse cultures within our society. We believe that by introducing a multicultural perspective into the curriculum we will:
 - enrich the education of all children
 - give children opportunities to view the world from a wider perspective
 - help children to question prejudice and develop open-mindedness.
- ii) provide equal opportunities for all pupils and adults irrespective of gender or ability, culture, race or religion.
- iii) cater whenever possible for the additional needs of pupils and adults in ways which make accessible not only the curriculum, but also extra-curricular activities.

Governors are working to make the school more accessible and have agreed an Accessibility Plan, in line with the requirements of the Equality Act 2010. This includes access to the curriculum, to information in different formats and to the buildings.

We recognise that our school, built in the 1930s, was not designed to facilitate easy access for pupils and Adults with physical disabilities. However, we have installed a disabled toilet and a series of ramps within the Foundation phase corridor and KS2 building. We also have rails on the steps to the main entrance and a parking space allocated for disabled visitors. This now goes some way towards providing access to those with limited mobility.

The Equalities Policy is available on the website or on request from the Headteacher.

Section 18 d)

Supplementary Information:

Appendix 1:

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

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

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

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

- The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.
- For Rhydypenau Primary School the requirement would be for the parents of 30 registered pupils to request a meeting.

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

- The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.
- The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

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

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

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

- The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.
- A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's governing body is: Mr Williams, Rhydypenau Primary School.

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

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

Appendix 2:

Outturn Report 2024 - 2025

Signature

Date

