



Work Hard, Aim High, Share and Care

Gweithio'n galed, Anelu'n uchel, Rhannu a Gofalu



We are a self-improving school with well-being at the heart. We are a learning community committed to nurturing, challenging and inspiring every child within 'Our School'



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Governors' Annual Report to Parents 2025/26

Foreword to Governor's Annual Report to Parents 2025/26

Waunarlyydd Primary School

Foreword to Governor's Annual Report to Parents 2024/25

Firstly, in writing this foreword at the end of the 2024/25 school year, and on behalf of the Governing Body, I would like to express our sadness at the loss of Bonnie McGinn, a much-loved year 6 pupil, and to offer our sincere condolences to her family and many friends.

It is evident that the school focus on reassuring, nurturing and wellbeing, under the guidance of Mr Evans and Ms Williams, has been of enormous benefit to the staff and pupils following Bonnie's sudden passing in August. Our school remains at the heart of the community.

I would like to thank you, the parents and carers for the support you have provided to all staff during the school year. The Governing Body are very aware of the part that parents play in the education of their children.

Parental/carer engagement events such as Café Cynefin and Meet the Teacher events continue to provide the opportunities for parents/carers to be a part of school life and help us to continue to make our school a hub for the community.

'Community Friday' events planned at the end of each half term are going to continue in the coming academic year and will focus on further developing the outdoor areas. Family members/governors are all invited.

The Parents/Teacher Association continue to provide wonderful, ongoing support for the school raising funds through events such as Summer and Christmas Fayres, and the school discos. Thank you for all your efforts in funding projects such as providing playground equipment and financially supporting some educational trips that the children attend, helping to enhance the experiences for all our pupils.

Our community links continue to be strong; the children have enjoyed attending the Harvest festival, the North Gower Partnership Sports festival, Year six residential visits as well as the transition days for our Year six pupils at Gowerton School.

After school clubs provide children with the opportunity to take part in sports such as football, rugby, netball, dance classes, choir, Clwb Cymru and Fit Kids.

On behalf of the Governing Body I would like to thank all the staff (teaching and non-teaching) for their ongoing diligence, hard work and dedication. They make the difference that will ensure your children have the best possible opportunities available to them. I am delighted that we have the continuity and commitment from the hardworking teachers and support staff at Waunarlyydd Primary School to ensure that the school continues to strive and achieve in the years ahead.

In terms of Finance, the school continues to benefit from prudent financial management. The difference between the budget allocation of £1,046,747 and identified spending needs of £997,792 was -£48,955. The resulting deficit setting was offset by a brought forward reserve of £30,621. The financial year was completed with projected reserves on 31/3/25 of £79,576.

The vast majority of our budget is spent on staffing costs, having the ability to set a deficit budget allows us to maintain staffing at an acceptable level when the budget share of schools is decreasing year on year and the running costs are increasing.

I would like to thank my fellow governors for your hard work and ongoing support. Combining full time employment and raising a family with the ever-increasing demands placed upon you as a school governor is never easy.

Finally, I would like to remind parents that even though the governing body is no longer legally obliged to hold an annual meeting with parents, they can request a meeting with the governing body for any school related matter at any time during the academic year.

The school has an 'open door' policy and I would therefore encourage any parent who has an issue in relation to their child to contact Mr Evans in the first instance, a member of the school staff or a governor to arrange an appointment to discuss it.

Rayna Soproniuk
Chair of Governors

Composition of Governing Body

Status	Name	End of Term of Office
Chairperson	Mrs. Rayna Soproniuk c/o Waunarwydd Primary School Brithwen Road Waunarwydd Swansea	26.02.2029
Head Teacher	Mr Jamie Evans	
LEA Representatives	Mr. Rory File Cllr Wendy Lewis Mr. Adrian Rees Mrs. Rayna Soproniuk	22.12.2025 22.09.2025 25.09.2028 26.02.2029
Parent Governors	Mrs. Lara Sturgess Mrs. Claire Burnes Mr. Jonny Hardway Ms. Gina Tuffarelli Mrs. Stephanie Elliott	08.10.2027 16.07.2027 01.02.2026 09.10.2028 16.04.2027
Community Governors	Mr. Chris Owen Mr. David Meredith Mr. Matthew Crome Rev. Ben Jones	14.03.2027 27.03.2027 27.03.2027 03.06.2029
Teaching Governors	Ms. Kirsty Williams Mrs. Bethan Melen	06.06.2028 08.09.2027
Non-Teaching Governor	Mrs. Collette Cornish	19.10.2027
Clerk to Governors	Mrs. Karen Lang c/o Waunarwydd Primary School Brithwen Road Waunarwydd Swansea.	

There will be a Parent Governor election in January 2026.

School Population and Class Structure
September 2025

Classes		
Ms. Williams	Year 5/6	29
Miss Shaw	Year 5/6	28
Miss Maggs (maternity cover)	Year 4/5	28
Mrs. Horseman & Mrs. Wallace	Year 4/5	24
Mr. Reid	Year 3	28
Mrs. Evans & Mrs. Thomas	Year 2	23
Miss Tyrrell	Year 1	27
Mrs. Melen	Reception	18
Mrs. McDonnell	Nursery (am)	23

Year Groups							
Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Rec	Nursery
41	33	35	28	23	27	18	24

within 'Our School'

KS2 - 137
FP - 68
205
Nursery - 23
Total - 228

ATTENDANCE AND PUNCTUALITY

At Waunarlwydd Primary School we believe in working together with families to ensure pupils attend school as often as possible. Communication is the key and we urge you to make contact with us if you require any support with regards to your child's attendance. We work closely with the Local Authority and North Gower Partnership schools to establish a consistent approach.

The Department of Education and Employment leaflet *School Attendance: Information for Parents* includes the following advice:-

- Make sure that your child goes to school regularly, and arrives on time. Start these good habits at an early age, while your child is at primary school.
- If your child is ill, contact the school on the first day of your child's illness. Staff will be concerned if they do not hear anything.
- Wherever possible, you should take your holidays during school holidays.

Under the Education Act (1996), it is the responsibility of the parent to ensure that their son/daughter attend school. Regular school attendance is vital and missing school can have a significant impact on achievement over a one year period as illustrated above.

School Attendance Statistics academic Year 2024-25

Autumn 2024			Spring 2025			Summer 2025			Year 24/25	Year +/-
HT1	HT2	Term	HT3	HT4	Term	HT5	HT6	Term		
91.6	89.7	92.2	92.6	94.3	94.2	89.3	91.2	90.9	91.6	+0.1

Our school's Key Attendance Strategies are:-

- The provision of a school setting which is welcoming, one where pupils predominantly feel happy and safe.
- The provision of a curriculum which is engaging and inclusive of all need.
- Vibrant and purposeful ongoing dialogue with parents / carers which continually promotes a high profile for attendance and punctuality through a combination of support and challenge.
- Inclusion as a key annual school development priority and HT performance management objective.
- Use of 'first day' absence procedure by which unreported pupil absences are followed up with phone calls, Seesaw messages and, where appropriate, home visit.
- Inclusion of attendance levels as part of reports to parents and within parental meetings.
- Regular dialogue with families in order to ensure role of regular attendance remains a key priority for all.
- Aspirational target setting.
- Careful tracking of pupil attendance levels and rapid follow up actions where attendance levels are falling short of / are in danger of falling short of expected levels.
- Pupil well-being targets strategically set and effectively monitored.
- Effective liaison with key partners such as EWO as well as health care professionals.

School Terms and Holiday Dates Academic Year – 2025/26

Term	Term Begins	Term Ends	Mid Term Holidays		Term Begins	Term Ends
			Begins	Ends		
Autumn 2025	Monday 1 Sept	Friday 24 Oct	Monday 27 Oct	Friday 31 Oct	Monday 3 Nov	Friday 19 Dec
Spring 2026	Monday 5 Jan	Friday 13 Feb	Monday 16 Feb	Friday 20 Feb	Monday 23 Feb	Friday 27 March
Summer 2023	Monday 13 Apr	Friday 22 May	Monday 25 May	Friday 29 May	Monday 1 June	Monday 20 July

Bank Holidays – Academic Year 2025/26

Good Friday	3 rd April 2026
Easter Monday	6 th April 2026
May Day	4 th May 2026
Spring Bank Holiday	25 th May 2026

School INSET/Staff Preparation Days – Academic Year 2025/26

The school will be closed to pupils on the following dates:	
Day 1	1 September 2025
Day 2	2 September 2025
Day 3	5 January 2026
Day 4	13 April 2026
Day 5	TBA
Day 6	20 July

School Session Times

KS2	8.50am	11.50am
	12.45pm	3.20pm
FP	8.50am	11.50am
	12.50pm	3.20pm

Assessment

Our assessment arrangements centre around the principles of progression within Curriculum for Wales:



As a school we have robust assessment arrangements in place. We draw upon a range of information to ensure every pupil is supported appropriately. We place huge value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate next steps.

Assessment arrangements include:-

- Annual baseline assessments
- Day to day formative assessment
- Identifying, capturing and reflecting on learner progress over time
- Understanding group progress
- A shared understanding of the principles of progression
- Opportunities to plan and refine progression and assessment practices—in school and across cluster
- Personalised assessments
- Parent/carer involvement

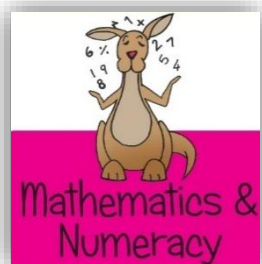
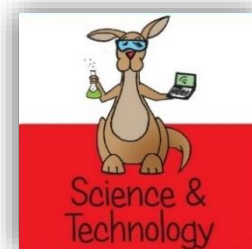
Community Links

within 'Our School'

As in previous years, Waunarlwydd Primary School has further developed links with the local community:

- Parental engagement events - Class assemblies, Parent workshops, Café Cynefin, Sports Days and concerts have seen families welcomed into school to celebrate progress.
- Our PTA has worked extremely hard to fundraise and continues to go from strength to strength.
- Harvest and Christmas visits to St. Barnabas church.
- Parkland Church
- Pupils took part in a special Remembrance Day service and Eisteddfod at Gowerton School.
- Toddlers sessions
- Community Police Officers visit the school and talk to the children about the problems in our local community: including litter, graffiti, fire setting, bullying and the use of bad language,
- CAMHS in reach, Early help Hub

Science and Technology draws on the disciplines of **biology, chemistry, computer science, design and technology, and physics** to enhance our knowledge and understanding of the world. In Waunarlwydd, we encourage children to make links with Science, Technology and the real world through experiencing and building knowledge in a range of related ideas, concepts and principles, while embedding practical and wider skills to define a problem, explore ideas, produce solutions and justify choices. Planning across the what matters statements, will support the development of meaningful links and connections.



We ensure that mathematics and numeracy experiences are engaging, exciting and accessible for learners, and that they ensure that learners develop mathematical resilience (the ability to embrace challenge as a positive aspect of learning). Real-life contexts are used to introduce and explore mathematical concepts, as well as to consolidate them. Teaching introduces a reasoning and problem-solving approach to all mathematics and numeracy experiences to support the development both of positive dispositions and of the four purposes of the curriculum, as well as the development of the mathematical proficiencies.

Languages, Literacy and Communication enable us to analyse and understand the world around us. By being supported to become successful in this area of learning and experience, learners are therefore also supported to succeed across the whole curriculum. The Languages, Literacy and Communication Area of Learning and Experience will enable all learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*. The four areas identified as what matters in Languages Literacy and Communication are highly interconnected. Listening and reading as well as speaking and writing exist in relation to each other and not separately. Rich experiences in each of these four elements will support the development of the other three.



School Improvement model

Vision



During 2024-2025 we achieved... **Wellbeing, Care, Support and Guidance** **(Person)**

Learner wellbeing was at the heart of our practice. The embedding of our core values was a crucial addition to 'Our School' ethos. The reformed professional development process has had a positive impact on staff ownership. Staff engaged purposefully in identifying and pursuing priorities linked to both school improvement and their individual practice, with the clear aim of enhancing the quality of learning experiences and supporting pupil progression. The introduction of Seesaw proved to be highly effective in supporting both learning and communication with further developments ahead.

Teaching and Learning (Provision)

The school has made significant, wide-ranging progress in embedding Religion, Values, and Ethics (RVE) across the curriculum and wider life of the school. A clear, values-driven ethos underpins curriculum design. Broad and inclusive lived experiences have ensured pupils encounter diverse faith and belief systems. Learners engaged positively with new and unfamiliar experiences. They demonstrated curiosity and open-mindedness when encountering different religions and beliefs, speaking confidently and respectfully about their learning.

Leading and Improving (Progression)

A move to broad whole-school topics has enhanced the ability to monitor key areas within AoLEs by providing a coherent and consistent structure across year groups. Collaborative self-evaluation is a developing strength across the school. Professional dialogue is purposeful and reflective. Regular collaboration supports evaluative discussion, allowing leaders to identify strengths and areas for development within and across AoLEs.

During 2025-2026 we need to ... **Wellbeing, Care, Support and Guidance** **(Person)**

To further develop the use of our outdoor environment to enhance independent learning experiences and wellbeing across the curriculum.

Teaching and Learning (Provision)

To develop clear progression in the application of mathematical skills and knowledge across the curriculum.

Leading and Improving (Progression)

To further develop progression within independent extended writing skills across the curriculum.

Why are we doing this? **Wellbeing, Care, Support and Guidance** **(Person)**

It is our belief that the outdoor environment is a vital extension of the classroom, offering unique opportunities to enhance learning rather than simply relocating it outside. Purposeful use of outdoor spaces enables pupils to engage in hands-on, authentic experiences that foster independence, creativity, and problem-solving across the curriculum. Access to natural environments also supports emotional regulation by providing calming, restorative spaces. These experiences are shown to strengthen wellbeing and nurture essential self-regulation skills, which underpin effective learning.

Teaching and Learning (Provision)

Developing pupils' ability to apply numeracy skills confidently across the curriculum is essential to ensuring they make secure progress in mathematics and can transfer these skills meaningfully to real-life contexts. This aligns closely with Curriculum for Wales principles, enabling learners to become ambitious, capable learners who can draw on their skills flexibly and apply them to new and unfamiliar contexts.

Leading and Improving (Progression)

Writing is a fundamental skill that underpins success across the curriculum. By focusing on independent writing and extended tasks, we aim to:
Develop pupils' ability to write fluently, creatively, and with increasing independence.

Ensure progression in writing skills through both structured and unstructured opportunities and clear expectations.

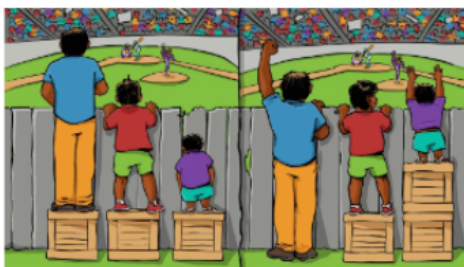
Embed writing across areas of learning to deepen understanding and promote cross-curricular literacy.

MEETING THE LEARNING NEEDS OF ALL PUPILS

It is the belief of staff and Governors at Waunarlyydd primary school, that all children should receive the opportunity to develop their personal potential, through the provision of a broad and balanced curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. Our school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that diversity should be acknowledged and valued. At WPS our objectives are:

- To ensure early identification of pupil's needs.
- To have whole school Universal Provision that addresses the needs of all pupils.
- To use a Person-Centred Practice where the pupil, parents, school staff and outside support agencies are involved in planning actions and ways forward to support pupils with ALN at the earliest possible point.
- Every pupil in the school creates their own one-page profile which informs adults how best to support them.
- To seek advice and support from external agencies as appropriate in meeting pupils' needs.
- To ensure that all children are given access to a broad and balanced curriculum, through systems of identification and use of a wide range of teaching situations and strategies.
- To ensure that parents are kept regularly informed of their child's progress

In Waunarlyydd, we believe in **equity of provision** and that *all* children should be challenged to reach their potential. Feedback to pupils is clear, and staff ensure that pupils understand their next steps, and/or what they need to make progress.



The School response to helping those with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment, which has substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities”. The Governing Body recognises that as far as possible, pupils with special needs should join in with everyday activities with other pupils (subject to certain conditions set out in Section 161(4) of the Education Act 1993). The school building is on one level and the school office and Head teacher’s room can be found near the main entrance. There are ramps both at the main entrance and at the entrance to the far end of the school. There are disabled toilets in both areas of the school. A stair lift has been installed which can accommodate a wheelchair. Parents or visitors who have difficulties understanding or presenting oral or written communication can arrange for the provision of alternative methods (e.g. large print copies, meetings, etc.). The person concerned, or their appointed representative, should contact the Head teacher to discuss arrangements.

Review of Policies and School Strategies

There is an ongoing programme for reviewing and updating policies and documents linked to key strategies. All policies are available for viewing at the school office and Statutory Policies are on our website.

Toilet Facilities

Nursery and Reception

There are pupil toilets and one disabled toilet.

Year 1,2 and 3

Pupil toilets are situated next to Miss Tyrrell's class and there are boy's and girls' toilets together with a disabled toilet next to Mrs. Evans/Thomas class.

Year 4, 5 and 6

There are boy's and girl's toilets in the corridor and there is one disabled toilet.

Cleaning

The toilets are cleaned daily by cleaning services and the site manager monitors this work; any problems are reported to the cleaning supervisor.

End of Year Expenditure 2024/25

STATEMENT OF ACTUAL EXPENDITURE 2024/25 FINANCIAL YEAR			
	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	679,145	0	679,145
Salaries	405,806	28,361	434,167
Other Employee Costs	1,080	825	1,905
Premises	18,183	0	18,183
Transport	70	0	70
Supplies & Services	200,769	0	200,769
Recharges	0	6,057	6,057
Gross Expenditure	1,305,053	35,243	1,340,296
Grant Income	-246,694	0	-246,694
Other Income	-60,567	-115	-60,682
Gross Income	-307,261	-115	-307,376
Net Expenditure	997,792	35,128	1,032,920
RESERVES:		£	
FINAL FORMULA ALLOCATION:		1,046,747	
TOTAL NET EXPENDITURE:		997,792	
TRANSFER TO / (FROM) RESERVES:		48,955	
OPENING BALANCE ON RESERVES 01/04/24		30,621	
CLOSING BALANCE ON RESERVES: 31/03/25		79,576	