**Rhondda Cynon Taf County Borough Council**

**Governing Body of Caradog Primary School**

**Annual Report to Parents / Carers, 2025 – 2026**

This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published.

## Governors' details

### Clerk to the Governing Body

The Clerk to the Governing Body is Mrs Marium Haque, Director of Education and Inclusion, Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

### Chairperson of the Governing Body

The Chairperson of the Governing Body is Miss Rebecca Buckley, c/o Caradog Primary School, Clifton Street. Aberdare. CF447PB.

### Members of the Governing Body

The following people are currently members of the Governing Body.

| Name | Category of Governor | Appointed By | Retirement Date |
|---|---|---|---|
| Mr Dewi James | **LEA** | **Council Members** | 18-10-28 |
| Mrs Jean Lewis | | | 18-06-28 |
| Mrs Valda Barnsley | | | 18-06-28 |
| Miss Rebecca Buckley (Chair of Governors) | **Parent** | **Parents** | 03-10-27 |
| | | | 12-05-28 |
| Miss Chloe Evans | | | 26-09-28 |

| | | | |
|---|---|---|---|
| Mrs Lyndsey Paxton<br><br>Miss Amy Marsh | | | 01-10-28 |
| Mr Mark Strong<br><br>Mrs Samantha Williams<br><br>Mr Phil Buxton (Vice Chair of Governors) | **Community Governor** | **Governing Body** | 13-11-27<br><br>01-06-29<br><br>03-02-29 |
| Miss Rhian Evans | **Teacher** | **Teaching Staff** | 16-09-2028 |
| Miss Molly Williams | **Staff** | **Non-Teaching Staff** | 02-11-25 |
| Mrs Rhian Derrick | **Headteacher** | | |

When fully constituted this governing body is made up as follows

| | |
|---|---|
| **LEA Representatives** | 3 |
| **Parent Governors** | 4 |
| **Staff Representative** | 1 |
| **Headteacher** | 1 |

| | |
|---|---|
| **Community Governors** | 3 |
| **Teacher Governor(s)** | 1 |
| **Minor Authority (if applicable)** | |
| **Total** | 13 |

**Election of Parent Governors**

The next election of parent governors is due to take place in the Autumn Term, 2027.
However, if there are any parent governor resignations before this date, arrangements will be made for an election to take place to fill the vacancy.

**Resolutions**
There were no resolutions passed at the last governing body Summer Term meeting.

## School Dates and Holidays 2026-2027

### School term times 2026/2027

| TERM | FROM | TO |
|---|---|---|
| Autumn 2026 | Tuesday 1 September 2026 | Friday 23 October 2026 |
| Half Term | Monday 26 October 2026 | Friday 30 October 2026 |
| Autumn 2026 | Monday 2 November 2026 | Friday 18 December 2026 |
| Christmas Holidays | Monday 21 December 2026 | Friday 1 January 2027 |
| Spring 2027 | Monday 4 January 2027 | Friday 5 February 2027 |
| Half Term | Monday 8 February 2027 | Friday 12 February 2027 |
| Spring 2027 | Monday 15 February 2027 | Friday 19 March 2027 |
| Easter Holidays | Monday 22 March 2027 | Friday 2 April 2027 |
| Summer 2027 | Monday 5 April 2027 | Friday 28 May 2027 |
| Half Term | Monday 31 May 2027 | Friday 4 June 2027 |
| Summer 2027 | Monday 7 June 2027 | Tuesday 20 July 2027 |

**Tuesday 1 Sept 2026** will be a designated INSET days for **all** LA Maintained Schools. The remaining INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff.

All schools will be closed on **Monday 3 May 2027** for the May Day Bank Holiday.

Significant dates:

- Christmas - Friday 25 December 2026
- Easte - Good Friday 26 March 2027
- Easter - Monday 29 March 2027
- May Bank Holidays
  - Monday 3 May 2027
  - Monday 31 May 2027

## School Prospectus

The School Prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the Prospectus is generally issued to parents / carers whose children are starting school for the first time or transferring from another school.

The following changes have been made to the Prospectus during the year:

- Chair and Vice Chair
- Classes
- One teacher less

## Performance and target information

Personalised Assessments (which have replaced National Tests) are undertaken by pupils in Year 2 - Year 6 annually. Data from individual standardised scores and learner progress scores (generated by comparing learners' assessment scores with the scores of all learners in their year group in Wales) indicate that learners are performing slightly better in their reading and procedural assessments than they are in their reasoning; however, this overall gap has closed since last year. As a result, White Rose Maths is now in its third full year introduced from Reception to Year 6. We are continuing to see the impact of changes made to mathematical teaching and pedagogy through a; concrete, pictorial and abstract model.

## Target Setting

Whole school targets and priorities are noted in the School Development Plan.

Pupils are assessed against an on-entry Assessment when they start with us in Nursery. This Assessment is in line with the Non-maintained Curriculum for 3-4 year Year Olds. All children's progress is monitored and key, relevant observations captured to contribute to tracking progress. This data includes:

- Read, Write, Inc Assessment.
- Salford Reading and Comprehension Assessment.
- Maths CLIC Level. WR Assessment
- RWI Data
- Personalised Assessment Data for Reading, Numeracy Procedural and Numeracy Reasoning.
- PERMA Survey.

## Attendance Information

Our overall whole school attendance for 2025/26 was 92.4%, which meant that we did not achieve our 93% target by 0.6%. Our target for 2026/27 remains at 93%.

Attendance of all pupils is closely monitored by our attendance lead, which enables early identification of any persistent absenteeism and the subsequent planning of required intervention needed to ensure future improvement.

## A Financial Statement

Enclosed, as Appendix A is a copy of the school's financial statement for the Financial Year 2025/26. Further breakdown of the information is available upon request

## Organisation, Plans and Policies

## School Development Plan- Summary

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2025-2026 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body,

**The priorities of the School Development Plan, 2025-2026 were as follows:**

**Priority 1:**

To ensure that the Welsh language becomes an integral part of the school day and is planned for in a meaningful way.

**Headline Summary**

- Mostly achieved

**Priority 2:**

To enhance our practice and pedagogy in effectively supporting children with additional learning needs, thereby improving outcomes for all learners.

**Headline Summary**

- Mostly achieved

**Priority 3:**

To enhance writing standards across the school through high-quality teaching practices and effective pedagogy.

**Headline Summary**

- Nearly all achieved

**Priority 4:**

To continue to refine approaches to the newly designed "Caradog Curriculum", ensuring effective cohesion, progression, mapping, and assessment strategies across the school.

**Headline Summary**

- Nearly all achieved

## Review of School Policies

The school has many policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/revised by staff/governors to incorporate changing trends and legislation. Further information is available on the school website or by contacting the Headteacher during school time.

***Policies reviewed and agreed in Summer Term Meeting;***

- ALN Policy
- Behaviour and Relationships Policy
- Equalities Policy
- RSE Policy
- Performance Management Policy

## Additional Learning Needs

It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school or in a special school. Children with significant and highly complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of

accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2025/2026 8 pupils were in receipt of an Individual Development Plan (IDP).

**Access for Disabled Pupils**

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

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**Admission/Transition Arrangements**

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Aberdare Community School or St. John the Baptist Comprehensive School, however, pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

**Community Focused Schools**

A community-focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes.

The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

During 2025-26 Caradog has continued to develop links with our Families and the community.

Our uniform shop, food "Pantri" and hygiene bank support families regularly or when they are new to the school. We are also a recognised "warm space".

The School continues to engage in various fund-raising events, led by our School Council and supported by Rebecca Buckley. These include, the Macmillan Coffee Morning, Children in Need and Save the Children Christmas Jumper Day.

Links with local businesses are developing, 'supporting local' and enhancing our children's knowledge of the town in which they live. We have linked with the Beeches Care Home, Aberdare Market, St. Elvans Church and our local food bank.

We regularly visit our local Churches and Nursing Home, for a variety of events and link up sessions.

Police Liaison provide educational sessions for our children, around community topics.

In the Summer term we were able to hold our sixth 'Caradog Fest' for our school, linking in with businesses to support us.

**Fabric of the Building & Provision of Toilet Facilities**

The building is generally in a good state of repair. Over the past year the following refurbishment/repairs have been carried out;

- Year 4 outdoor classroom
- Flooring in three classes
- Sensory room completed
- Parents Hub refurbished
- CCTV installed top yard

The school has adequate toilet facilities for pupils and staff. They are cleaned daily.

**Curriculum and organisation of education and teaching methods**

At Caradog Primary School, our inclusive curriculum is thoughtfully designed to meet the needs of all of our learners, shaped in collaboration with families, staff, and the wider community. Rooted in our shared vision, it aims to equip pupils with the skills, knowledge, and experiences needed for lifelong learning, work, and active citizenship.

Our curriculum supports learners in achieving the four purposes of the Curriculum for Wales, fostering ambition, creativity, ethical understanding, and healthy well-being. It offers a broad and balanced experience across all Areas of Learning, encouraging pupils to make meaningful connections and apply their learning in real-world contexts.

We prioritise progression, ensuring each child moves forward along a continuum of learning, while recognising and supporting individual identities, languages, and backgrounds. Our curriculum reflects the diversity of our locality and Wales, helping learners understand their place in a changing world.

Relationships, health and well-being, including mental health, are central to our approach, alongside developing informed, critical thinkers who understand their rights and responsibilities. Our curriculum is dynamic, inclusive, and co-constructed with stakeholders to ensure it remains relevant and impactful.

Further details can be found in our Curriculum Policy, available on our school website in; our curriculum policy and overview documents.

## Sporting Aims

The school takes part in numerous sporting activities throughout the year. We engage with the Young Ambassadors scheme with RCT Sport.

During 2025-26 we participated in swimming, as well as football, rugby, cross country and netball team events. We are proud of all our players and achievements both inside and out of school.

Pupils enjoy sporting lessons from Next Level Sports too, as well as a range of clubs, including multi-sports, netball and football.

## Healthy Eating and Drinking

At Caradog Primary, we actively promote healthy eating and drinking as part of our commitment to the Healthy Schools initiative. Our dedicated Eco and Healthy Schools Team works across the school to raise awareness and encourage positive choices. We've introduced new, nutritionally balanced menus and held parent tasting sessions to engage families in exploring healthy options. Families are supported in preparing healthy lunch boxes, and pupils have access to water fountains throughout the day to stay hydrated. We also celebrate local produce by cooking with locally sourced ingredients and linking our outdoor learning to food through our "Playground to Plate" initiative. Our Market Ambassadors help promote fresh, seasonal produce within the school community, reinforcing the importance of healthy, sustainable eating habits.

## Use of the Welsh Language – Communication

This school is an English medium school, lessons and other school activities are communicated through the medium of English. The use of the Welsh language is promoted by the use of incidental Welsh and direct teaching with all pupils throughout the school day.

Children are taught Welsh as a Second Language, from Nursery – Year 6. They develop skills of Oracy, Reading and Writing.

The school has achieved the Bronze Award for Cymraeg Campus this year.

## English as a Second Language (EAL)

Should parents / carers request that their child is taught at this school in a language other than English this request will be given due consideration.

Pupils for whom English is a second language are supported appropriately according to their needs.

**APPENDIX A**

**Caradog Primary School**

PROVISIONAL FINANCIAL STATEMENT FOR 2025/2026

| **EMPLOYEE COSTS** | **Total Spent** |
|---|---|
| | |
| STAFFING COSTS INCLUDING SUPPLY | £868,275 |
| | |
| **PREMISES RELATED COSTS** | |
| INCLUDES ENERGY, REPAIRS, CLEANING, BUILDING RELATED SLA's | £88,767 |
| | |
| **TRANSPORT** | |
| | |
| INCLUDES INSURANCE, PETROL, TRAVEL CLAIMS | £0 |
| | |
| **SUPPLIES AND SERVICES** | |
| INCLUDES CAPITATION, ICT, COURSES, PHOTOCOPYING, STAFF INSURANCE, SERVICE SLA's | £125,376 |
| | |
| **GRANTS** | |
| | |
| EIG, PDG, EYPDG, PDGCLA | £204,403 |
| | |