Rhondda Cynon Taf County Borough Council

Governing Body of Perthcelyn Community Primary School

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

The Chairperson of the Governing Body is Mrs Nicola Richards c/o Perthcelyn Community Primary School, Glamorgan Street, Perthcelyn, Mountain Ash, RCT, CF45 3RJ.

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
CBC Ross Williams Mr Liam Simmonds Mr Paul Hughes	**LEA**	**Council Members**	09/11/2025 18/11/2028 08/06/2029
Mrs Cerys Gardiner Miss Suzanne Parker Mrs Karrie Ward-Davis	**Parent**	**Parents**	19/11/2027 25/09/2028 03/07/2029
Mr Connor Clarke Mrs Deborah Moore Mrs Nicola Richards	**Community Governor**	**Governing Body**	23/11/2027 10/11/2024 15/07/2025
Mrs Kate Hurley	**Teacher**	**Teaching Staff**	12/07/2026
Miss Kelly Jones	**Staff**	**Non-Teaching Staff**	01/09/2028
Mrs Ellen Hook	**Headteacher**		

When fully constituted this governing body is made up as follows:

LEA Representatives	3
Parent Governors	3
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	0
Total	12

The next election of parent governors is due to take place in the Spring Term (2026).

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.

The full Governing Body meets at least once a term. In addition, sub-committees also meet to discuss specific issues.

Our Governors visit the school regularly to work alongside teachers in their relevant AoLEs (Areas of Learning) and to support MER worl Working in this way helps Governors develop a clearer understanding of how the school works, and enables them to forge stronger links with teachers and develop lasting relationships with our pupils.

Attendance:
Attendance continues to be a high priority for us at Perthcelyn.

To improve rates, attendance was a priority on our School Improvement Plan for 2024-25, and although it is not a target this year, it remains a priority.

During 2024/25, Mrs James led the development of our approach to attendance in order to secure improvement. In addition, our recently appointed Family Engagement Officer (FEO) has begun to support our families for whom attendance can be a struggle. Mr Jones works alongside Mrs O'Brien (Clerk), the Headteacher, and the LA Attendance and Well-Being Service to monitor pupil attendance and to identify any patterns of non-attendance. If any concerns arise, home visits (WRVs) are arranged with AWS to ensure that attendance is quickly addressed.

Regular attendance at school is essential in order for pupils to reach their potential. Welsh Government views good attendance as above 95% and we expect this to be the minimum level for all pupils at Perthcelyn. The importance of regular attendance is continually communicated with parents/carers and our pupils.

We regularly remind all of our parents/carers that family holidays should be taken during school holiday periods.

Our overall school attendance for 2024-2025 was 89.4%, (-1.6% below our 91% target). Our target for 2024-2025 remains at 91%

2021 - 2022	2022 - 2023	2023 - 2024	2024 – 2025	2025 - 2026
87.7%	88.8% (+1.1% from 21/22)	89.3% (+0.5% from 22/23)	89.4% (+0.1% from 23/24)	91% Target

	Autumn 2024	Spring 2025	Summer 2025	Overall 24/25
Actual Attendance	89.74%	89.01%	89.4%	89.4%
Authorised Absences	4.92%	6.93%	4.34%	5.44%
Unauthorised Absences	5.35%	4.06%	6.26%	5.16%
Persistent Absence (>=10%)	28%	36.73%	35.42%	29.13%

School Leavers: During 2024-2025, 14 pupils (including 1 pupil from our KS2 ASD LSC) left our school at the end of Year 6 to transfer to secondary school.

- 78.57% (11/14) pupils transferred to Mountain Ash Comprehensive School (MACS)
- 14.29% (2/14) pupils transferred to Aberdare Community School (ACS)
- 7.14% (1/14) pupils transferred to St. John's CIW School

Financial Statement:
Enclosed (as appendix A) is a copy of the school's financial statement for the Financial Year 2024/25. Further breakdown of the information is available upon request

Gifts:
During the 24/25 academic year, we received the following monetary donations:

- £3300.00 from Mr Michael Butts
- £827.71 Ms Kylie McKee

Post Inspection Action Plan:
Governors are responsible for drawing up the Action Plan to address any key issues raised by Inspectors during the (external) inspection of the School.

Parents are provided with a copy of the summary report produced by the inspectors. Governors monitor progress of the plan at their termly meetings. More detailed information on the progress made will be given at the meeting if required.

Policies:
The school has a large number of 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 by contacting the Headteacher during school time. The Governing Body undertook reviews of a number of policies.

Community:
During 2024–2025, we worked hard to strengthen our links with parents, carers, and the wider community, ensuring Perthcelyn continued to grow as a school at the very heart of our community. Families and community members played a key role in shaping our new vision, mission, values, and aims, as well as the Perthcelyn Pledge, which outlines the experiences all pupils will enjoy. We expanded ways to connect with families through informal 'Biccies and Brew' sessions, health and wellbeing events, and close collaboration with the RCT Adult Education Skills Team. Our Family Engagement Officer helped deepen relationships with local organisations, and the newly formed 'Friends of Perthcelyn' group is beginning to consider how they can support ongoing partnership working.

We continue to offer pupils rich learning opportunities through visits from community agencies and strong transition links with local secondary schools. Practical support for families is provided through initiatives like the Uniform Shop and Hygiene Bank. Our school community actively participates in fundraising and awareness events, demonstrating our shared commitment to inclusion and social responsibility. These efforts highlight the positive, growing relationships between school, families, and the wider Perthcelyn community.

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 issued to parents whose children are starting school for the first time or transferring from another school.

The following changes have been made to the prospectus:

- Updated staffing/governor changes and details
- School vision, mission, values and aims.
- Curriculum
- School start times
- School term dates
- Parent/Carer Permissions Booklet

School Improvement Plan:

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. The plan is regularly monitored and revised to take account of progress made and any changes that may be required.

The School Development Plan for the 2024-2025 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body

Our School Improvement Plan targets for 2024-2025 were:

1. Develop a cohesive and progressive curriculum which meets the requirements of Curriculum for Wales.
2. To establish a school-wide culture of leadership and shared responsibility for improvement.
3. To further develop the 'Journey of Writing', supported by a revised whole-school genre map.
4. To engage in professional learning to support the development of Welsh and digital learning.
5. Improve attendance and punctuality to maximise opportunities for all pupils to regularly access their learning and make progress.

School Holiday Dates 2025-2026:

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026
Summer 2026	Monday, June 1 2026	Monday, July 20 2026

Mon 1st Sept 2025 and *Monday 20th July 2026 will be designated INSET days for **all** LEA Maintained Schools.
The remaining four INSET days can be taken at the discretion of each individual school following appropriate consultation with staff.

***It is intended that this INSET Day will either be taken on Mon 20th July 2025 or at an alternative time, for example, in the form of twilight sessions.**

All schools will be closed on **Monday 4th May 2025** for the May Day Bank Holiday.

Significant dates:

Christmas	Thursday 25th December 2025
Easter	Good Friday 3rd April 2026 Easter Monday 6th April 2025
May Bank Holidays	Monday 5th May 2025 Monday 25th May 2026

ALN:
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 2024/2025, a total of 8 pupils in mainstream and 17x pupils from our two Learner Support Classes were in receipt of an Individual Development Plan (IDP).

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 Mountain Ash Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

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.

Admissions:
The County Borough Council 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. Perthcelyn Community Primary is a feeder school for Mountain Ash Comprehensive School, however, pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

This information refers to pupils in our mainstream classes. Pupils who access our Foundation Phase ASD Learning Support Class may transfer to specialist placement (following a decision by LA Access and Inclusion panel) at the end of Year 2, or sooner if deemed necessary.

Sporting Achievements:
During 2024-2025, school took part in numerous sporting events including football, rugby, netball and cross-country events. We are very proud of all pupils who represented the school and are proud of all their achievements obtained outside of school also.

Children from Years 3-6, and pupils in our Foundation Phase LSC, attended a series of swimming lessons at Abercynon Leisure Centre.

Healthy Eating and Drinking:
The Governing Body remains committed to ensuring that all pupils develop healthy lifestyles and positive attitudes towards food and nutrition. This year, we have continued to build on our whole-school approach to promoting healthy eating and drinking through a range of initiatives, supported by both external partnerships and our curriculum provision.

Through the Tesco 'Stronger Starts' grant, we are delighted to provide a daily free brunch for all pupils. A range of fresh fruit is available each day, alongside a "Fruit of the Week" feature that introduces pupils to new tastes and encourages them to make healthy choices.

All pupils in Upper School are provided with individual reusable water bottles, promoting regular hydration and sustainability. In Foundation Learning classes, pupils have continuous access to drinking water throughout the day, with staff supporting them to develop healthy routines and independence. In addition, milk is available daily to all pupils in Foundation Learning classes, ensuring that every child has access to a nutritious drink option.

Healthy eating and wellbeing are woven throughout our Curriculum for Wales provision. Through our Health and Wellbeing Area of Learning and Experience, pupils explore topics such as making balanced food choices, understanding the benefits of hydration, and learning where our food comes from. Cooking and food technology sessions encourage practical learning—preparing nutritious snacks, understanding portion sizes, and discussing the importance of food hygiene and sustainability.

We also continue to promote healthy packed lunches, encouraging families to provide balanced and nutritious options in line with our school's healthy eating guidance.

Welsh language:
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 using incidental Welsh with all pupils throughout the school day.

All pupils (from Nursery – Year 6) are taught Welsh as a Second Language. They develop skills in Oracy, Reading and Writing, however, the main focus is on Oracy.
Learning the language enriches pupils' knowledge and understanding of the culture and heritage of Wales and it develops their personalities and ability to contribute to their community, giving them a sense of place and identity.

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.

Provision of school toilet facilities:
The school has adequate toilet facilities for pupils and staff. They are cleaned daily and Local Authority audits of cleaning over the last four years have continually indicated a very high standard of cleanliness and hygiene throughout the school.

APPENDIX A

Perthcelyn Community Primary School

PROVISIONAL FINANCIAL STATEMENT FOR 2024/2025

EMPLOYEE COSTS	**Total Spent**
STAFFING COSTS INCLUDING SUPPLY	£891,483
PREMISES RELATED COSTS	
INCLUDES ENERGY, REPAIRS, CLEANING, BUILDING RELATED SLA's	£101,356
TRANSPORT	
INCLUDES INSURANCE, PETROL, TRAVEL CLAIMS	£0
SUPPLIES AND SERVICES	
INCLUDES CAPITATION, ICT, COURSES, PHOTOCOPYING, STAFF INSURANCE, SERVICE SLA's	£77,570
GRANTS	
EIG, PDG, EYPDG, PDGCLA	£244
ADDITIONAL INCOME	
INCLUDES WELSH GOVERNMENT GRANTS, MISCELLANEOUS, STAFF INSURANCE CLAIMS,	£256,770
TOTAL:	£813,882