



Central Primary School

Governor's Report to Parents

2025-2026

Main Office: Theodore Road
Port Talbot
SA13 1SP
Tel: (01639) 882866 / 882898

Head Teacher: **Mrs Jessica James**
Chair of Governors: **Mrs Suzanne Amos**



Dear Parents, Carers, and Friends,

It is with great pleasure that I extend a warm welcome to both new and returning families to our thriving and joyful community at Central Primary School. It is truly an honour to be entrusted with the responsibility of providing your child with the excellent education they deserve. We understand that a child's education is a once-in-a-lifetime opportunity, and we are committed to making this journey as enjoyable and successful as possible.

During a recent interim Estyn inspection in 2025, inspectors highlighted many strengths across our school. They noted that teaching is strong, clear in the quality of lessons, high levels of pupil engagement, and the way we meet the needs of all learners. Inspectors were particularly impressed with our learning environments, especially in the Foundation Phase, and praised the effective use of adults to support learning. Independent learning across the school was also recognised as a significant strength.

They described our curriculum as bespoke to Central, an asset that reflects the dedication and creativity of our staff. Inspectors felt it was broad, well-balanced, and thoughtfully designed to meet the needs of all learners, while continuing to evolve in exciting and meaningful ways.

This document contains essential information about our school, including our aims, curriculum, and the aspects of school life that we are proud to share with you. By familiarising yourself with our policies and ethos, I am confident you will gain a deeper understanding of how our school functions and how we can work together to support the education of our children.

At Central Primary School, we believe that every pupil deserves a safe, secure, and stimulating environment where they are inspired and motivated to learn. We strive to provide each child with ample opportunities to develop a love for learning about themselves, their peers, and the world around them, within an inclusive environment that nurtures their natural growth. Our curriculum is designed to be holistic, recognising a wide range of achievements and ensuring that every pupil is equipped with the lifelong skills needed to navigate the 21st century with independence, confidence, and success.

We are dedicated to recognising and developing the full potential of each pupil. Our students know that their efforts are valued, and they are always respected



and treated with fairness. We encourage them to believe in themselves, support them in achieving their goals, and empower them to succeed in their ambitions.

Our school motto, "Hand in Hand we Believe and Achieve," and our four core values, Respect, Resilience, Responsibility, and Relationships, are deeply embedded in our school culture and reflected in everything we do.

I look forward to working closely with you as we embark on this precious educational journey together.

Warm regards,

Mrs Jessica James B.Ed (Hons) NPQH,

Head Teacher



Address from our Chair of Governors

I would like to take this opportunity to say how proud I am of Central Primary School. The teamwork evident between pupils, staff, parents, carers and Governors ensures that our pupils receive the very best opportunities throughout their education here with us.

Our recently amalgamated school continues to improve upon standards and is growing from strength to strength. We are highly fortunate to have dedicated and committed staff members who strive to ensure every child reaches their full potential.

Should you wish to contact me, please send all correspondence to our school address. Thank you.

Kind Regards

Mrs Suzanne Amos

Chair of Governors



Our School Context



Central Primary School in Port Talbot, Neath Port Talbot, is a split-site primary school with distinct characteristics across its two locations. The Theodore Road site includes the main school building from the 1930s, which houses Year One and Year Two classes, along with later-added reception and nursery blocks. This site benefits from proximity to Memorial Park and features a large field for outdoor activities.

The Broad Street site, located a few streets away, is housed in a traditional Victorian building with additional structures. This site serves the Key Stage Two department and includes a functioning Forest School garden with a fire pit and a log circle, enhancing outdoor learning experiences.

Under the leadership of head teacher Mrs. James and deputy head teacher Mrs. Bamford, the school has made notable improvements to its facilities.

Pupil toilet facilities meet statutory requirements and are well-maintained, with recently renovated toilets in the Nursery and Reception blocks. Toilets are cleaned daily, with immediate attention to any spills, and are stocked with liquid soap and toilet paper. Both hand dryers and paper towels are available. Feedback from students is important to us and we continue to liaise with them regarding the toilet facilities.



Outdoor spaces include enclosed areas with hard and grassed surfaces at the Foundation Phase site, and wooden play structures on both sites.

'Stay and Play'



Preschool parents are warmly welcomed at Central Primary School and are invited to take part in our weekly 'Stay and Play' sessions. These sessions are held within our nursery environment and are led by our experienced Nursery Lead. They provide a valuable opportunity to begin building those all-important early relationships between home and school in a familiar and nurturing setting.

Forming strong partnerships from the very beginning is a key part of our ethos, and 'Stay and Play' plays a vital role in supporting this. Our Family Engagement Officer also attends regularly, helping to identify families who may benefit from additional support as their child begins their learning journey with us. These sessions have become a much-loved part of our school community, offering a welcoming space for children to explore, play, and learn while parents connect with staff and one another.

To keep you connected with your child's progress and school life, we offer regular opportunities for you to visit the school and engage in a variety of activities. We also maintain open and consistent communication through letters, the Dojo system, and text alerts, ensuring you're always informed.

Our school website <https://centralprimary.j2bloggy.com/> is another useful resource, where you can find policies, support, and answers to many frequently asked questions.

Our Governors, Headteacher, and Staff are always happy to meet with you to discuss any queries or concerns at a mutually convenient time. We look forward



to continuing to build strong, positive partnerships with you as we support your child's educational journey together.



General Information

Central Primary School

Main Office: Theodore Road

Port Talbot

SA13 1SP

01639 882866

Email: centralprimary@npt.school

Website: <https://centralprimary.j2bloggy.com>

Director of Education: Mr Andrew Thomas

Head Teacher: Mrs Jessica James

Deputy Head Teacher: Mrs. Carly Bamford

Administration Officers: Mrs Leanne Lewis
Mrs Sarah Heycock

Mrs Rachel Fowler

Bursar: Mrs Frances Williams

Age Range of Pupils: 3 – 11 years

Chair of Governors: Mrs Suzanne Amos

Numbers on Roll: 430



Our Governing Body

Our school governors have legal duties, powers and responsibilities. They make important decisions about how the school is run. They meet as a whole body at least once a term and review school policies and procedures regularly. In addition to this, various sub committees such as Finance, Curriculum and Health and Safety meet regularly to scrutinise in further detail the work of the school. This information is used to inform our School Self Evaluation Report (SSER) and identify improvement targets for the following year. They consist of parents, support staff, local Council representatives and teachers and work closely together to support and shape our school for the benefit of the children. Our clerk to the governors may be contacted using the school telephone number and address.

CHAIR OF GOVERNORS: **Mrs. Suzanne Amos**
c/o Central Primary School
Theodore Road
Port Talbot
SA13 1SP
01639 882866

CLERK TO GOVERNING BODY: **Mrs. Emily Taylor**
c/o Central Primary School
Theodore Road
Port Talbot
SA13 1SP
01639 882866

The Governors regularly review and approve Policies in line with directives from Welsh Government direction and advice from our Local Education Authority. All relevant policies for our families are available on our school website;

<https://centralprimary.j2bloggy.com>





Governing Body

<u>GOVERNOR STATUS</u>	<u>NAME</u>	<u>DATE ELECTED</u>	<u>OFFICE ENDS</u>
<u>LEA</u>	Mrs S Amos Chairperson Child Protection Gov.	Sept 2023	Sept 2027
	Father Ben Andrews	March 2026	March 2030
	Mrs. S Curran	March 2026	March 2030
<u>COMMUNITY</u> <u>(CO-OPTED)</u>	Mrs. S. Evans	June 2026	June 2030
	Mr. A Phillips	June 2024	June 2028
	Mr B Thorne (Vice Chair) Child Protection Gov.	Sept 2023	Sept 2027
<u>PARENT</u>	Mrs. H. Thompson	March 2026	March 2030
	Mrs. A. Butler	June 2026	June 2030
	Vacancy		
	Vacancy		
HEAD TEACHER (Voting)	Mrs. J James	01/06/2024	-
NON-TEACHING STAFF	Mrs. M Owens	March 2023	March 2027
TEACHING STAFF	Mrs. S Robathan	01/06/2024	June 2028-
	Mrs. C Bamford (Non voting)		



Aims of Our School



'Hand in Hand we Believe and Achieve'

At Central Primary School, our curriculum is thoughtfully designed to align with the core purposes of the New Curriculum for Wales, ensuring that every child is supported in their journey to becoming a well-rounded individual. Our approach is centred on:

- Nurturing sincere relationships with children, their families, and the wider community, fostering a strong sense of belonging and collaboration.
- Providing first-hand, authentic learning experiences that meet the unique needs of each learner, ensuring that education is relevant and engaging.
- Supporting high levels of emotional, social, and physical well-being, recognizing that a healthy child is a happy and successful learner.
- Capturing children's natural curiosities and encouraging their imagination by using their interests as a vehicle for learning, making education both enjoyable and meaningful.
- Encouraging high levels of independence and engagement, empowering children to take ownership of their learning and grow into self-motivated individuals.
- Promoting a growth mindset where children recognize the importance of sustained effort, learn from their mistakes, and develop resilience, preparing them for future challenges.
- Enabling our children to achieve as they explore a wide variety of opportunities, both familiar and new, expanding their horizons and helping them discover their passions.
- Celebrating the diverse community in which we live and work, embracing different cultures and perspectives to enrich our collective experience.



Our curriculum supports children in becoming:

- **Healthy, confident individuals** who are secure in themselves and their abilities. (Healthy Hywel)
- **Ethical, informed citizens** who understand their role in society and the impact they can make. (Ethical Eleri)
- **Ambitious, capable learners** who strive for excellence and are equipped for lifelong learning. (Ambitious Arwyn)
- **Enterprising, creative contributors** who bring innovative ideas and solutions to the world around them. (Creative Catrin)



Our Vision

Our Curriculum (The Central Way)

supports children into being and becoming.....

Creative and enterprising like Catrin and is aware of the cycles of nature.

Ethically informed like Eleri who understands and celebrates diversity.

Naturally healthy and confident like Hywel who recognizes wellness and oneness.

Thinkers and Problem Solvers who look for patterns in nature's geometry.

Respectful, resilient, responsible humans who know how to form positive relationships.

Ambitious and capable like Arwyn, who has an awareness of adaptation.

Lifelong learners who are independent and value the importance of interdependence.





At Central Primary School, we are committed to laying the foundations for lifelong learning, ensuring that each child is prepared not just for academic success, but for a fulfilling life as a member of the global community.



Progression at Central Primary

We are fully committed to ensuring all stakeholders develop a shared understanding of progression. We regularly consult with stakeholders and review the delivery of our curriculum. Our processes enable us to evolve our curriculum and assessment designs. We work in close partnership to refine our planning, self-evaluation and improvement processes.





Our School Day:

Infants:

Yards open:	8:50am
Session One:	9:00am – 10:30am
Break time:	10:30am – 10:45am
Session Two:	10:45am– 12:00pm
Lunchtime:	12:00pm – 1:00pm
Session Three:	1:00pm – 2:00pm
Break time:	2:00pm – 2:10pm
Session Four:	2:10pm – 3:15pm

Juniors:

Yards open:	8:40 am
Session One:	8:50 am – 10:30am
Break time:	10:30 am – 10:45am
Session Two:	10:45 am– 11:50am
Lunchtime:	11:50 am – 12:50pm
Session Three:	12:50 pm – 2:00pm
Break time:	2:00pm – 2:10pm
Session Four:	2:10pm – 3:20pm

Nursery:

Morning Nursery Session:	9:00am – 11:30am
Afternoon Nursery Session:	1:00 pm – 3:10pm



After School Clubs

(Availability and timings may vary, depending on staff expertise and availability.)

We offer a variety of school clubs ranging from rugby, football and netball to choir, board games, cookery and yoga.

After school clubs usually finish between 4:00pm and 4:30pm. All children who attend after school clubs must be collected by a responsible adult.



Breakfast Club

(Availability and timings may vary, depending on each site.)

We currently run a free breakfast club on both sites. KS2 breakfast club doors are open between at 8:15am and 8:25am. Foundation Phase breakfast club doors are open between 8:25am and 8:35am. **It is the parent/carers' responsibility to ensure that children are escorted safely into the school and signed into breakfast club.** Staff *cannot* be held responsible for the safety of unsupervised children on school grounds that have not been signed in to Breakfast club prior to 8:40am at KS2 and 8:50am at Foundation Phase.

Once signed in to breakfast club, children are fully supervised until school begins. Children are offered a healthy breakfast which 'kick-starts' their day with a variety of nutritious choices including toast, cereal and fruit juice. All children must be registered with breakfast club using the form available from the office prior to attending for the first time.



School Security

The security and safety of the children and staff, while at school, is of paramount importance. At the beginning of each school day, children enter the school through a few entrances which are then secured and remain so until the end of the school day.

During the day, a single-entry system is electronically operated via the school offices. Children who are late or who are being collected early can only enter and leave through the main entrance where they are officially signed in/out.

During playtimes, children are well supervised and playground gates are secured.

There are trained First Aiders on both sites and all members of staff adhere to the Health and Safety Policy which is available from the office upon request.

Regular Health and Safety checks are carried out by the Head Teacher, Governors and external agencies throughout the year.

School Organisation

Our class structure is governed by a few factors, including date of birth, balance of gender, dynamics, ability and friendship groups. The needs of each child are catered for through the hard work and commitment of our dedicated teachers and teaching assistants.





The Curriculum

At Central Primary School, our curriculum is closely aligned with the core values of resilience, respect, relationships, and responsibility, as well as the principles of the New Curriculum for Wales. We emphasize the development of the whole child, ensuring that each student receives a broad and balanced education tailored to their individual needs and abilities.

Our approach includes:

- **Detailed planning and assessment:** We use a wide range of formative and summative assessments, combined with a thorough understanding of each child's abilities, to deliver a differentiated curriculum. This approach ensures that every student is challenged appropriately, whether they are working at age-appropriate levels or require more specialized support.
- **Differentiated learning experiences:** Recognizing that each cohort of children presents a unique range of abilities and qualities, our staff are highly trained to cater to these diverse needs. Each year group accesses 'age' and 'stage'-appropriate experiences, and students work in various learning environments both inside and outside the classroom, fostering adaptability and resilience.
- **Specialist support:** We are supported by peripatetic teachers for Welsh and music, and students can learn a variety of instruments, including brass and string options. We also have staff come from our comprehensive school to enhance the learner's experiences in Year 6.
- **National priorities:** We take the national priorities of raising standards in literacy, numeracy, and addressing poverty issues seriously. Our highly trained staff ensure that all 'groups of learners' are appropriately challenged, regardless of which class they are in. This is achieved through the expertise and dedication of our teachers and teaching assistants, who are committed to raising standards of achievement across the school.



- **Tailored support programs:** All staff are trained in the Read, Write Inc. literacy program, which is specifically tailored to meet the needs of each child. Additionally, our Teaching Assistants deliver various specialized programs, including Pause B and Dot B Mindfulness, Rapid Maths, Language Link, Speech Link, Smart Moves, and Precision Monitoring. These programs are targeted to identified groups of learners, providing them with the support needed to reach their full potential.
- **Enriching trips and visits:** Throughout the year, we organize numerous trips and visits that complement our curriculum. Some of these are residential, such as the Year 6 Spring Term trip, where students engage in outdoor adventurous activities. These experiences are invaluable in building resilience, teamwork, and independence. We deeply appreciate the commitment of staff and parent helpers who make these opportunities possible.
- **Relationships and Sexuality Education (RSE):** Our RSE curriculum is delivered across the school using materials appropriate to the needs and stages of our pupils. We maintain transparency with families by informing parents about the topics being covered, recognizing the importance of working in close partnership with them.
- **Strong home-school partnerships:** High attendance at Parents' Evenings and Open Afternoons reflects our parents' commitment to their children's education. We value and encourage this involvement, as strong relationships between home and school are vital to student success.

At Central Primary School, we are dedicated to nurturing resilience, respect, relationships, and responsibility in all our students, laying a strong foundation for their lifelong learning and success.



Religious Education and Collective worship

At our school, we have a broadly Christian worship. We also teach our pupils about a broad and balanced variety of religions and celebrate many different cultures as part of our ESDGC curriculum, including Chinese New Year and Eid festival etc.

We teach our children to respect others and have been awarded the Silver Peace Mala Award. 'Treat others as you would like to be treated.' We follow the Peace Mala beliefs.





The World of Work

In year 6, our pupils are introduced to the 'world of work' that we believe encourages self-reliance. The children have lessons from the Principality involving money and real-life numeracy problem solving activities. Children also have the experience of becoming entrepreneurs and 'grow a fiver' encourages them to utilise their numeracy skills to make a profit from their business case. This helps the children to develop a better understanding of industry and economy.



Admissions

In accordance with the School Admission Code stated by the Welsh Government, parents can express a preference for any school. The School has adopted and follows the Local Authority Admission Procedures. Full details of the Neath Port Talbot admission policy can be found in the Information for Parents Handbook which is available from School and Family Support Team 01639 763600. All requests for admission to our school must be made to the Local Authority. We are always happy to help with any queries and we have access to admission forms should you require any assistance. Additionally, parents may contact the School Admission Team on 01639 763580/ 01639 763730 or admissions@npt.gov.uk

Our school currently operates a highly sought after Nursery provision. Attendance is on a part-time basis, with either a morning or an afternoon



session. Admission to our Nursery is based on whether your child is already three and whether nursery places are available. Our places are highly sought after; once all our places are full, names are added to our waiting list and parents are contacted when a place becomes available.

Children are admitted to full-time education in the September following their fourth birthday. Please note: a place in our full-time education is NOT automatic and parents must apply according to the NPT Admissions Policy. Parents are advised to apply for a full-time place using the School Admission Form which must be returned to the Local Authority usually in February/March. Reception parents are invited to attend a 'Meet the Teacher' with their child as their child begins full-time education in the September.

We welcome all families into our happy, friendly school and once a place has been confirmed with the admissions department in NPT, we will make contact to allocate a starting date. We look forward to meeting you in our weekly 'Stay and Play' toddler group which is an ideal opportunity to meet staff and view our school.

Pupil Voice

At Central Primary School, we deeply value and encourage Pupil Voice, ensuring that our students are actively involved in shaping how the school is run. Each year, we hold elections for our School Council, where students themselves vote for their representatives. This council plays a crucial role in decision-making and ensuring that the views of all pupils are heard. Recently, they have been instrumental in improving playtimes. The children introduced 'Playground Zones' and worked closely with their peers to establish what was wanted in each zone and how it would be delivered and managed.

In addition to the School Council, our Year 6 students take on the role of prefects, where they are given various responsibilities throughout the school day, helping to maintain a positive and orderly environment. We also have Sports Ambassadors and the Ciriw Cymraeg, who are instrumental in promoting physical activity and the Welsh language, respectively, throughout the school. These groups work closely with their peers and staff to develop initiatives that enhance school life and celebrate our cultural heritage.



Pupil Voice extends beyond these roles, as all children are encouraged to share their thoughts and feelings with members of our school community. They are actively involved in working with teachers, local councillors, and other stakeholders to inform school policies and contribute to the improvement of our village and community. By giving our pupils a say in how the school operates, we foster a sense of ownership, responsibility, and pride in their school and local area.

The Welsh Language

At Central Primary School, we actively encourage our pupils to use every day Welsh in and around our school, fostering a strong connection to our Welsh heritage. We are dedicated to promoting the Welsh language and proudly work towards achieving the 'Siartr Iaith' accreditation, which celebrates the successful implementation of Welsh language and heritage throughout our school community. We recently achieved our Bronze and silver awards demonstrating the importance we place on our language and culture.

Our pupils are encouraged to use Welsh beyond formal instruction, incorporating it into games during playtime, daily instructions, and casual conversations. Everyday Welsh is spoken and practiced in every class, making it a living, integral part of school life. To further support this, we hold monthly Welsh assemblies where 'Siaradwn Da' certificates are awarded to children who consistently use Welsh throughout the school day. This recognition reinforces the importance of the language and motivates our pupils to engage with it actively.

We are also supported by a peripatetic Welsh teacher who regularly visits our school to work alongside our teachers and pupils, enhancing the Welsh language provision. St. David's Day holds special significance in our school calendar, and through our curriculum, pupils can deepen their understanding of Wales's cultural, economic, environmental, historical, and linguistic characteristics.

As highlighted in our Interim ESTYN Jan 2025, Inspectors were impressed with the use of Welsh language throughout the school. They also noted how happy pupils were to use their Welsh knowledge.



At Central Primary School, we take pride in our efforts to ensure that Welsh language and culture are not just taught but lived and celebrated every day, helping our pupils to develop a deep appreciation for their heritage.



Local and Global Citizenship

At Central Primary School, we cultivate a strong sense of community and global citizenship, instilling in our children a deep sense of 'Cynefin,' which translates to 'belonging.' This connection to their local and global community is reinforced through a variety of meaningful activities and projects that emphasize social responsibility, cultural understanding, and environmental stewardship. The Year 5 pupils recently took part in a local graffiti project called 'Steel Town' where their ideas were created on the motorway pillars.

One of our proudest initiatives is our Big Bocs Bwyd (Big Food Box), a 'pay as you can' shop that embodies the principles of community support and sustainability. Stocked with food that would otherwise go to landfill, items with shorter shelf lives, and generous donations from our school community, the Big Bocs Bwyd is open to everyone. It provides affordable food options for families while also helping to reduce waste and protect our environment for future generations.

In addition to the Big Bocs Bwyd, our pupils actively participate in community outreach programs that strengthen their sense of belonging and social responsibility. They visit and sing at the local nursing home, bringing joy to residents and fostering intergenerational connections. Through the Cynefin project with the Arts Council for Wales, pupils explore their sense of place and identity, deepening their understanding of their cultural heritage and community ties.



Our commitment to cultural diversity and respect is further reflected in our collaboration with local religious communities, including the church and mosque. These partnerships help broaden our pupils' perspectives and promote a respectful understanding of different beliefs and practices.

Global citizenship is also a core value at Central Primary School, and our pupils engage in a wide range of charitable activities. They actively support organizations such as Save the Children, Cancer Research, Race for Life, Comic Relief, and Children in Need, regularly raising money to help those in need both locally and globally. The generosity of our pupils, parents, and the local community is a testament to the strong values we uphold.

At Central Primary School, we are dedicated to nurturing a sense of belonging and responsibility in our pupils, ensuring they grow into compassionate, informed, and active citizens of both their local community and the wider world.



Extra-Curricular Activities

We provide after school clubs to the children including rugby, netball, tennis, football, board games, cooking and choir. Three peripatetic music teachers deliver music tuition each week. The children can play a variety of string and brass instruments. This has proven to be an enormously popular opportunity and there is currently a waiting list for eager children who wish to learn to play an instrument.



Healthy Schools Initiative

Miss Chalke and Miss Hearn, our Healthy School Coordinators, work closely with our Sports Ambassadors and Health and Wellbeing representatives to ensure that we offer a wide range of opportunities for our pupils to lead healthy, happy lives and develop essential life skills. Our 'Healthy Schools Working Party' actively promotes healthy habits as part of our school's commitment to lifelong well-being. Children are encouraged to eat sensibly, stay hydrated by drinking water throughout the day, and bring a water bottle and a fruit snack each day. We also emphasize the importance of healthy lunchboxes, with a strong recommendation to avoid fizzy, sugary drinks.

Sporting Achievements

Sport continues to thrive at our school, with a full and varied program of activities designed to engage all students. Our Year 5 and Year 6 Sport's Ambassadors play a key role in promoting physical activity among their peers. Our football, rugby, netball and cricket teams regularly participate in interschool matches and tournaments organized by external providers. In addition, we offer after-school clubs for football, rugby, cricket and netball, ensuring that all pupils have the chance to enjoy a wide range of sports.

The Governors would like to extend their congratulations to the many pupils who have participated in both sporting and non-sporting activities throughout the year. A special thank you goes out to the dedicated staff, parents, and friends



who generously volunteer their time to help our pupils and school achieve numerous successes.



Health and Well Being

At Central Primary School, we place a high value on the health and wellbeing of both pupils and staff. Every term, we dedicate a full day to celebrating wellness by stepping outside the classroom and uniting as a whole school in nature. These special days take place in beautiful local settings such as Margam Park, the nearby community park, and the local beach—offering everyone a chance to recharge, connect, and enjoy the outdoors together. These experiences promote physical activity, mindfulness, and a strong sense of belonging, reinforcing our commitment to nurturing a happy, healthy school community. The Governors are proud of the school's focus on looking after both staff and pupil well-being.





Volunteers

The Governors are grateful to all of them for giving their time and expertise. The school is especially thankful to all the support we receive from residents of the village who volunteer their time freely to work with our children and to our local church and mosque for their continued support. Our Choir enjoys taking part in the annual Christmas Carol concert to support 'Friends of Talbot Memorial Park'.

Community Partnership

The school has strong links with our Cluster Secondary and Primary Schools. Links with community are also very strong. Some visitors to our school include, The Fire Service, Local Police Liaison Officer, visitors from the Ospreys, Save the Children, The Healthy Schools Coordinator & School nurse, Young Carers support, The Keep Wales Tidy Officer, The Road Safety Department, NSPCC, Gwili Railway, Anti Racism awareness and many more.



Community Links

We work closely with other agencies to ensure that a wealth of opportunities are offered which enrich our varied curriculum. Here are some members of our whole school community; Father Ben donating money on behalf of St. Theodore's Church and Year 6 pupils visiting the local Mosque. We have very strong links with both the church and the mosque.



Central PTA

We have a pro-active and dedicated group of parents and staff who regularly 'meet to plan various events e.g. discos, colour run, Central chocolate bars, coffee mornings, concerts etc., to help raise much needed money for extra resources for our pupils. The governors are very grateful for the work they do, especially in today's financial climate where fund raising is becoming more difficult. Our sincere thanks go to the sponsors, staff, pupils and families who offer their support throughout the year.





Food and Fun



'Food and Fun' initiative runs during the summer holidays for 12 days. It offers a fantastic opportunity for pupils to stay active, engaged, and connected. The programme provides a safe and stimulating environment where children can enjoy a variety of physical activities, creative workshops, and social games, promoting both physical and mental wellbeing. Pupils benefit from mixing with peers, building friendships, and developing teamwork and communication skills. For parents, it offers peace of mind knowing their children are participating in healthy, structured activities while also easing childcare pressures during the break. Overall, it's a win-win for families and the school community. The initiative has been running successfully over the last couple of years and the governors appreciate the time and energy that goes in to organising and implementing this initiative.

Additional Learning Needs (ALN)

In Wales, the **main legal framework** that schools must follow for Additional Learning Needs (ALN) is:

- 1. The Additional Learning Needs and Education Tribunal (Wales) Act 2018**

This is the primary legislation that replaced the previous Special Educational Needs (SEN) system and introduced the ALN system, including Individual Development Plans (IDPs). [law.gov.wales], [legislation.gov.uk]



2. The Additional Learning Needs Code for Wales 2021

This is the statutory code of practice issued under the Act. It explains what schools, local authorities, health boards, and further education institutions **must do** to identify, assess, plan for, and support learners with ALN. Schools are required to have regard to the Code when carrying out their duties. [\[gov.wales\]](#), [\[gov.wales\]](#)

3. The Additional Learning Needs (Wales) Regulations 2021

These regulations provide the detailed legal requirements that support the Act and the Code. [\[gov.wales\]](#)

The focus is on early identification of needs, effective support, continuous monitoring, and the adaptation of interventions to ensure the achievement of desired outcomes.

What does The ALN Act mean?

- **ALN** stands for 'Additional Learning Needs,' replacing the previous term 'Special Educational Needs (SEN).'
- The Act supports children and young people aged 0 to 25 years who have ALN.
- It introduces the Individual Development Plan (IDP), a document that outlines the support and strategies required for each child to achieve their full potential.
- The Act emphasizes Pupil Voice as a crucial part of the planning process, along with the input of parents and carers. At Central Primary, we highly value the input of our children and families.
- The IDP simplifies the revision process compared to the previous SEN statements, ensuring that support remains relevant and effective.
- We prioritize positive collaboration and information sharing among agencies to ensure early identification of needs and the implementation of appropriate support.
- We are committed to early resolution of disagreements by working closely with everyone involved in supporting the child and their family.
- If disagreements about the contents of an IDP cannot be resolved locally, the Act ensures that children and their families have a right of appeal to a tribunal.
- The ALN Code establishes clear and legally enforceable guidelines that local authorities and other organizations must follow when supporting children with ALN.



- The Act mandates that services consider whether a child needs additional learning provision in Welsh. If so, this must be documented in the IDP, and all reasonable steps must be taken to secure that provision in Welsh.

At Central Primary School, we are committed to inclusivity and equality. All pupils identified as having ALN are fully integrated into our school community. Those requiring additional support receive daily assistance from our skilled Teaching Assistants, tailored to their individual needs. We maintain strong collaboration with local primary schools and feeder comprehensive schools to ensure seamless support.

As a caring and inclusive school, we recognize and celebrate the uniqueness of everyone. We welcome children with disabilities and make every effort to provide the necessary resources to enable them to access the curriculum fully. We work closely with professionals such as physiotherapists, speech therapists, and specialists in visual and hearing impairments to ensure that each child receives their full entitlement to support.

Estyn 2025 stated, 'The school supports pupils with additional learning needs (ALN) well. Support staff use a range of specialist strategies skilfully and ensure that ALN pupils make good progress against their individual targets.'





Toucan Time



At Central Primary, we are fully inclusive and we try our very best to cater for every child's individual needs. Toucan Time is a small class designed to cater for the needs of pupils with additional learning needs. The children are identified in consultation with the ALNCO and Toucan Class Lead and using a child's Individual Development Plan. We currently have a Toucan class on our junior site with over 30 pupils that access it throughout the week from both infants and juniors. The building that houses Toucan currently has 2 classrooms and a sensory room. The sessions run during the day and are delivered under the supervision of our HLTA.

All staff have been highly trained to deliver sessions through a total communication approach. They have received training in Signalong, Intensive Interaction, POPAT, PECs and Sensory Circuits. The sessions have no more than 10 children, and staff focus on specific outcomes with each child.

Plans are created alongside speech therapists, Educational Psychologists and the ASD team and are then implemented by the Toucan Staff. The sessions are highly structured with a clear focus and offer interventions based at the child's level of development. The sessions cater for sensory skills, social communication and language skills, early play skills, gross and fine motor skills and independent skills. The staff make detailed observations and notes daily that feed into future targets and outcomes for each child.

It is important that the children have a set routine as this enables them to feel safe and secure. They know what to expect. In each class there is also a visual timetable for the children to reference during the session.



Feedback from pupils, parents and staff remains highly positive and we are passionate about further developing Toucan Time provision at our school.

Fusion Time

Fusion is the school's nurture provision and caters for up to 10 pupils from Years 2 to 6 across two afternoons per week. The provision supports pupils who display social, emotional and behavioural difficulties and aims to develop their wellbeing, resilience, self-regulation and readiness for learning. Pupils are identified and referred by staff members based on their individual needs and are assessed using the Boxall Profile before entry to the programme. The assessment outcomes are used to inform a personalised plan of activities and interventions designed to address specific developmental and emotional needs. Fusion benefits from a dedicated nurturing classroom that provides a safe, supportive and structured environment. Staff delivering the provision have received specialist training in both Nurture Principles and Forest School, enabling them to provide a range of nurturing, therapeutic and outdoor learning experiences that promote pupils' social and emotional development and wellbeing.

Attendance and Punctuality

Attendance and punctuality are rigorously monitored, with parents being reminded on weekly Dojo posts and texts about importance of contacting the school on their child's first day of absence. We operate a First Day and Third Day Response system. If no message has been received, a phone call and/or text message is sent to which parents are expected to respond. Letters are sent out to parents detailing any concerns and consequent procedures.

Attendance posters are displayed around the school reminding parents and carers of the importance of regular attendance.

Pupil attendance for the last year stood at 92.1% against our target of 95%. This year we aim to further increase this percentage. Please remember that holidays should **not** be taken within term time and will be classed as unauthorised.



Fixed Term Penalty Notices are issued to families who are persistently late or non-attendees in relation to the policy.

An Education Welfare Officer visits the Head Teacher and Family Engagement Officer on a regular basis and will visit families who require support and encouragement regarding attendance and punctuality. We are implementing several initiatives to try and raise our attendance figures.

Family Engagement

The school benefits from the support of a part-time Family Engagement Officer, Mrs. N James who works closely with children, parents and carers to strengthen home-school relationships and ensure families feel welcomed, valued and supported. She attends the school's monthly 'Stay and Play' preschool sessions, providing opportunities to meet new families and begin building positive relationships from an early stage. Throughout the last academic year, she organised and facilitated a range of parental engagement workshops, including cooking sessions, relationship-based play activities, occupational therapy workshops, and drop-in sessions with the school nurse. The Family Engagement Officer also plays a key role in supporting new families joining the school, providing guided tours of the buildings, sharing relevant information, answering questions and addressing any concerns. She liaises closely with class teachers to ensure that pupils and families experience a smooth and successful transition into school life. In addition, the Deputy Headteacher and Family Engagement Officer established the 'Central Talk' group, which brings together a parent representative from each year group for termly meetings. These representatives act as the voice of parents within their year groups, sharing feedback, ideas and suggestions to support school improvement. The group was instrumental in the development of the school's recent Parent and Visitor Conduct Policy, and Governors are grateful for the valuable contribution parents have made in helping to shape and influence school practice, ensuring that parental voice remains an important part of the school's decision-making processes.



Charging and Remissions

We operate a Charging and Remissions policy which is available on request. Although no charge is made for most school time activities, parents/carers are invited to make voluntary contributions towards the cost of educational visits which form part of the provision of a broad and balanced curriculum. We strive to keep visit costs as affordable as possible and subsidise whenever possible through regular fund raising. In the event of parents/carers being unable to make a voluntary contribution, the child will not be excluded from such activities. However, visits and activities may be cancelled for the entire group/class if there are insufficient funds to cover the costs. Please speak to our Head Teacher, Mrs James if you have any concerns regarding costs. Your concerns will be treated in confidence.

Complaints

Should any parent/carer have any concerns or complaints relating to any matter concerning the school, they are encouraged to arrange an appointment with Mrs James, the Head Teacher who will deal sensitively with all matters. A Complaints Policy is available on request and is also available on our website.

Equal Opportunities and Strategic Equality Plan

At Central Primary School, we recognise our duty and responsibility to establish equality for all learners, staff, other members of the school community and service users regardless of their race, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. A copy is available from the office upon request.



Safeguarding, Child Protection and 'Children Looked After' (CLA)

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. It is the responsibility of the Head Teacher to ensure that all Child Protection procedures are followed correctly and that all staff are trained appropriately to the required standard. A Child Protection policy is available from the office upon request.

The Designated Child Protection Officer is Mrs. J. James. The Deputy Designated Child Protection Officer is Mrs. C. Bamford. The Designated Child Protection Governor is Mrs Amos and Mr Thorne. Should you have any concerns or information you wish to share, please contact any member of staff. All cases will be dealt professionally with efficiency and discretion.

Mrs James, Head Teacher is the member of staff designated as having responsibility for promoting the educational achievement of Children looked After (CLA). Our CLA governor is Mrs. S. Evans. Should you wish to speak to Mrs James about any queries regarding CLA provision, she may be contacted at 01639 882866.



Academic Year 2026 2027

Autumn term 2026

- Tuesday, 1 September - Friday, 23 October
- Half-term holiday: Monday, 26 - Friday, 30 October
- Monday, 2 November - Friday, 18 December
- Christmas holiday: Monday, 21 December - Friday, 1 January

Spring term 2027

- Monday, 4 January - Friday, 5 February
- Half-term holiday: Monday, 8 - Friday, 12 February
- Monday, 15 February - Friday, 19 March
- Easter holiday: Monday, 22 March - Friday, 2 April

Summer term 2027

- Monday, 5 April - Friday, 28 May
- Half-term holiday: Monday, 31 May - Friday, 4 June
- Monday, 7 June - Tuesday, 20 July
- Summer holiday: Wednesday, 21 July - Tuesday, 31 August

INSET Days

Tuesday 1st September 2026

Monday 2nd November 2026

Tuesday 3rd November 2026

Friday 28th May 2027



Governor Acknowledgement

The Governing Body would like to express its sincere gratitude to our pupils, staff, and wider community, whose dedication and support are at the heart of everything we achieve. Central Primary School continues to grow and thrive because of the strong bonds we share. When we work hand in hand, we create an environment where every learner feels valued, inspired, and empowered to believe in themselves and reach their full potential. Together, we make our school a place of joy, growth, and shared success.

Neath Port Talbot CBC	
Period: Mar25-Apr26	
Central Primary School	
DELEGATED COSTS 2625/26	
	YTD-Actual
TEACHERS SALARIES	1,241,692.37
SALARIES	625,081.66
WAGES	0.00
OTHER EMPLOYEE EXPENSES	519.50
PREMISES	84,640.83
TRANSPORTATION	0.00
SUPPLIES AND SERVICES	54,701.67
THIRD PARTY PAYMENTS	0.00
SUPPORT SERVICES	250,238.51
GOVERNMENT GRANTS & CONTRIBUTIONS	-431,130.46
SALES	0.00
FEES AND CHARGES INCOME	0.00
RENTS	0.00
INTEREST RECEIVED	0.00
TRANSFERS	3,673.92
INTERNAL CHARGES	0.00
TOTAL	1,829,418.00
NON-DELEGATED COSTS 2623/24	
	YTD-Actual
TEACHERS SALARIES	
OTHER EMPLOYEES	24,259.00
OTHER DIRECT COSTS	
MISC INCOME	
TRANSPORT	250.00
CAPITAL CHARGES	
RESERVES	
TOTAL	24,509.00