

**ANNUAL GOVERNORS'
REPORT
ADRODDIAD Y
LLYWODRAETHWYR
2024-2025
KNIGHTON CHURCH IN
WALES PRIMARY
SCHOOL
YSGOL GYNRADD TREF
Y CLAWDD**





MESSAGE FROM THE CHAIR OF GOVERNORS

Dear Parents, Carers and Friends,

It is my pleasure to be writing to you all at the end of term, as Chair of Governors. This has been a very successful school year for us all .

I would like to thank you all for your support of the governing body, the teachers, and your children. I am so happy to be able to say how well the children have done this year. The effort they have put in has inspired us all. They can only be compared to our wonderful teaching staff; the time and energy they have put into support your children is endless. I can't forget the rest of the staff from kitchen/dinner supervisors to cleaning staff and of course our support staff, it takes everyone to make the school run so well. Our results shows how hard they have all worked.

We all look forward to a new school year in September and I know with everyone working together it will be a great year.

We wish good luck to all moving on to their next adventure in life.

Yours sincerely,

Angelique Williams

Chair of Governors

THE GOVERNING BODY

The governing body and Headteacher share responsibility and are accountable for the strategic direction of Knighton Primary School and for the quality of education provided. The core responsibilities of the Governing Body are:-

- Promoting high standards of educational achievement and behaviour
- Setting targets for pupil achievement
- Ensuring that there is a broad and balanced curriculum for all pupils to access
- Determining the aims, policies and priorities of the school (we have a schedule for reviewing policies which has been followed)
- Monitoring the school's budget
- Staffing- staff appointments, performance management and development
- Informing parents/carers with information regarding the school
- The well-being and safeguarding of all learners



MEET THE GOVERNORS

| Name | Category | Area of Responsibility | End of term |
|-------------------------------|--------------------------|----------------------------------|-------------|
| Councillor Angelique Williams | LEA governor | Chair of Governors, Safeguarding | 29/09/2029 |
| Marty Jones | Parent governor | Vice Chair | 15/09/2027 |
| John Meredith | Foundation governor | | |
| Jules King | Parent governor | | 10/03/2028 |
| Joe Buckingham | Parent governor | | 29/09/2029 |
| Sara Spencer | Parent governor | | 28/06/2026 |
| Larry Wright | Community/LEA governor | | 16/06/2028 |
| Mike Longmore | Foundation governor | | 20/06/2028 |
| Emma Bevan | Foundation governor | | 07/07/2029 |
| Mark Vaughan | Community/LEA governor | | 01/06/2028 |
| Phil George | Foundation governor | | 24/04/2027 |
| David Williams | LEA governor | | 30/06/2026 |
| Mark Vaughan | Minor Authority governor | | June 2028 |
| Charlotte Rimmer | Headteacher | | |
| Tara Jones | Teaching governor | | 31/08/2027 |
| Kath George | Staff governor | | 29/09/2029 |



SCHOOL DEVELOPMENT PRIORITIES 2024-2025

- To ensure that opportunities in extended writing provide challenge for all pupils, including MAT and eFSM, and enable them to increase their stamina to produce good quality extended pieces of writing
- To develop a whole school approach to tracking individual pupil progress across each area of learning and experience
- To review the impact of provision and planned learning experiences in the outdoors to measure impact on individual pupil progress
- Review of job descriptions, in line with development of curriculum

REVIEWED SCHOOL DEVELOPMENT PRIORITIES 2023-2024

| | |
|---|-----------------|
| To develop pupils' problem-solving skills | Strong progress |
| To develop pupils' writing skills | Strong progress |
| To develop opportunities to improve pupils' learning in the outdoors | Strong progress |
| To develop the school's approaches to assessment for the Curriculum for Wales | Strong progress |
| To develop the role of governors | Strong progress |

Three-year priorities 2024-2027

| | Teaching and Learning (IA1) | Well Being, Care, Support and Guidance (IA2) | Leading and Improving (IA3) |
|---|---|---|---|
| 2024-25 (high level priorities) | Writing Standards of MAT & eFSM Review of provision and opportunities for learning | Engagement in learning Review of pastoral care | Developing strong working relationships with schools within the cluster and beyond, to deepen an understanding of progression (SDP 2024-2025 Priority 2 and 4) |
| 2025-26 (high level priorities) | Development of independence in practical activities-Science Cross-cutting themes | Behaviour- Restorative Justice Development/ embedding of School of Sanctuary (RVE) | Build on leadership capacity- senior leadership and middle leadership |
| 2026-27 (high level priorities) | Standards in reading- impact of new phonics programme (Monster Phonics) Progression across each of the AOLES | Independence Vulnerable groups (RADY) | Reflection from leaders- improving key aspects of learning and teaching |



PUPIL VOICE 2024-2025

OVERVIEW FROM THE SCHOOL COUNCIL

- This year we have supported charities, helped to make decisions about what we need to do to improve our school and had lots of fun with different events that have been put on this year!
- We have taken part in health and safety monitoring of our school site and have helped to write child-friendly policies for safeguarding and anti-bullying.
- We are proud of the work that we have done this year!



MEET THE STAFF

TEACHING ASSISTANTS

- Jackie Shaw (HLTA)
- Kath George
- Sally Humphries
- Emma Wozencraft
- Pat Bywater
- Mary Gittins
- Claire Bennett
- Kayley Green
- Nat Jeakings
- ACTIV8- Dave Rose

- SENIOR LEADERSHIP TEAM
- Charlotte Rimmer
- Jess Fielding
- Tara Jones
- Michelle Warner (RBSC)
- Louise Lowe (RBSC & ALNCo)

DINNER SUPERVISORS

- Diane Scotford
- Mandy Bunn
- Stacey Robertson
- Claire Bennett
- Tanya Bennett
- Kayley Green

TEACHERS

- Sian Evans
- Jilly Jenkins
- Lynn Rowlands
- Mandy Blower
- Lauren Rees
- Sioned Price
- Calum Evans-Williams

CLEANING STAFF

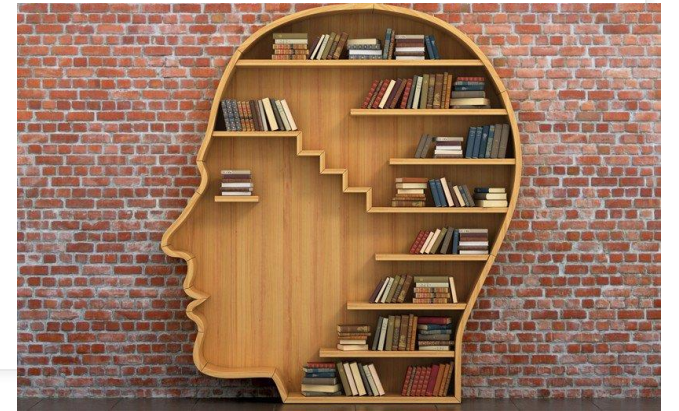
- Jade Stokes
- Pauline Johnson
- Alison Apperley
- Kayley Green

BREAKFAST CLUB

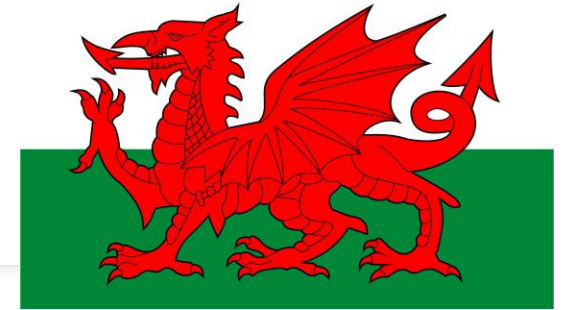
- Pat Bywater
- Nat Jeakings

OFFICE MANAGER

- Sarah Hamer



OUR CLASSES 2024-2025



| Class name | Teacher(s) | Year group(s) |
|-------------------|-------------------------------------|----------------------|
| Hwyaid Bach | Mrs Evans/Mrs Jenkins/Mrs Rowlands | Reception and Year 1 |
| Eryr | Mrs Blower | Reception and Year 1 |
| Gwennol | Mrs Fielding | Year 2 |
| Jac y Do | Miss Rees | Year 3 |
| Cnoc y Coed | Mr Evans-Williams | Year 4 |
| Aderyn Du | Mrs Price | Year 5 |
| Barcud Coch | Miss Jones/Miss Jeakings/Mrs Rimmer | Year 6 |

COMMUNITY LINKS

- Parents' Evenings
- Y4/Y5 Outdoor Pursuits trip to Oaker Wood
- Y6 Cardiff residential
- St David's Day Celebration
- Harvest Festival
- World Book Day
- P.C. Ainsworth & Knighton Fire Station
- Music lessons with JBC teachers
- Year 6 transition days
- Remembrance Sunday
- John Meredith
- Urdd sports events
- Knighton District Refugee Support Group
- VE day celebration
- Judo Team Wales





COMMUNITY LINKS

- Children in Need
- Comic Relief
- Air Ambulance
- Singing with Judith
- Gardening with Tom
- Kerbcraft
- Christmas Fayre & Carol service
- Branching Out- Forest School sessions
- Open the Book assemblies
- BSL
- RAF STEM day
- Book Slam reading competition
- Cwis Dim Clem
- Ciara Lewis, Old School Arts
- Pyjama Drama
- Jim Elliott, Creative Schools
- Sharon Ginnes Storyteller
- Peter Duncan Circus Skills
- Cheryl Moscowitz, Poet

OUR CURRICULUM- MANTLE OF THE EXPERT

Mantle of the Expert is an educational approach that uses imaginary contexts to generate purposeful and engaging activities for learning.

- Visit <https://www.mantleoftheexpert.com/> if you would like to know more. Mantle of the Expert works by the teacher planning a fictional context where the students take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on a assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.
- From the beginning the students are aware they are involved in a fiction and **Mantle of the Expert is not a simulation invented by the teacher to trick them into thinking** what is going on is real. Consciously going in and coming out of the fiction is an important dimension of the Mantle of the Expert approach. And much like imaginative play, the participants are always aware that the fiction is something that can stop and start as a when they or the teacher decides.
- For example, a class of students are cast as a team of archaeologists excavating an Egyptian tomb for the Cairo Museum. To complete the commission the students will need to research ancient Egyptian history – finding out about tombs, artefacts, and rituals – and, in the process, will study wide areas of the curriculum including, history, geography, art, design and RE, as well as developing skills in reading, writing, problem solving, and inquiry. Mantle of the Expert is not designed to teach the entire curriculum, all the time, but is rather an approach to be used selectively by the teacher along with a range of other methods.



OUR CURRICULUM - MATHS & NUMERACY



The Curriculum for Wales focuses on the 5 proficiencies: fluency/recall, conceptual understanding, strategic competence, logical reasoning and communicating with symbols. Throughout the school we use the Abacus Evolve scheme of work. It provides plans for each year group which has been cross-referenced with the Curriculum for Wales. It contains lessons with differentiation, utilising different resources and approaches. We embellish our planning with other resources to ensure the children experience a variety of activities, such as: Minute Maths, PinPoint Maths, Groups Work, White Rose Maths and NRich.

Within problem-solving, we make use of 5 strategies which we teach discreetly and provide children with similar tasks at a later date to find out if they have retained what they have learned. The strategies are:

- try smaller numbers; useful for word problems and deciding whether to add/subtract/multiply or divide
- use trial and improvement; useful when you have a target number or rule to prove
- create a list/chart/table; helpful when you have data to work with or are trying to find a pattern
- working backwards; to be used when you need to find a starting number, where the inverse function will need to be used (+ and -, x and ÷)
- draw a picture; which can help when small numbers are in the problem, working with fractions or trying to find different combinations

We have a subscription to Sumdog which the children are encouraged to access at home; children can play games within different areas of Maths, but it also allows staff to set tasks at the correct level of challenge and to track if these tasks have been completed.



OUR CURRICULUM- LANGUAGE, LITERACY AND COMMUNICATION

Monster Phonics is a phonic scheme used to develop phonological knowledge, as well as developing pupils reading and writing skills. Sessions are carried out daily. New sounds are taught and learned sounds are practised on a daily basis.

The children thoroughly enjoyed working with Judith and Gilles to learn Christmas carols in English, Welsh and French for our 'Carols around the Christmas tree' event, which was attended by our Diocesan Director of Education, John Meredith.

In Welsh pupils have demonstrated enthusiasm to continue to use and develop their Welsh language. They really enjoyed our Dathiad Cymreig where they performed songs, recitations and wrote poems. They have also enjoyed working through a range of

Celebrations – Nadolig Llawen, Santes Dwynwen, St. David's Day – a day of Welsh activities in classes!

Criw Cymraeg meetings with Mrs Evans and Mr Evans-Williams have continued, as well as Welsh assemblies for all classes, led by members of Criw Cymraeg, on a Wednesday morning each week. We also had record levels of pupils registering as members of the Urdd and competing in cooking, arts and crafts, sports and on the stage.

Pupils are taught Welsh daily, whether this is through Helpwr Heddiw sessions, teaching from the Powys scheme of work, work related to their Mantle or Guided Reading sessions.



OUR CURRICULUM- HEALTH & WELL-BEING!

At Knighton C in W Primary, we believe that health and well-being are central to every child's success. Our curriculum includes a wide range of activities, events, and interventions designed to help children stay fit and healthy—both physically and mentally. From sports and active play to mindfulness and emotional support, we are committed to creating a positive environment where every child can thrive.





OUR CURRICULUM- HEALTH & WELL- BEING



Educational Visits

Educational visits greatly enhance the learning for our pupils and are hugely beneficial. Wherever possible we keep the cost of trips to a minimum, and we also try to organise plenty of local visits.

Oakerwood
Cardiff (Gwersyll yr Urdd)
Hay Festival
Newtown Cinema
The Courtyard to see 'The Gruffalo'
Urdd events and activities

Extra-curricular clubs

Running club
Cricket club
Sports club (with Mr Rose)
Clwb yr Urdd (practising for the Eisteddfod)
Sports club (Mrs Blower)
Prayer club

OUR CURRICULUM- SCIENCE & TECHNOLOGY

Foundation Learners enjoyed designing and making hand puppets for Geppetto. We explored hand puppets and their features and used this information to support our designing of them. We made the puppets using felt, wool and other materials and using our skills to cut, join and connect pieces together. We have also enjoyed learning about animals that live in the rainforest.

Year 2, 3 & 4 children have enjoyed looking at a range of Scientific activities through both discrete teaching and during our Science Enrichment Days. Children have investigated living things, life processes, habitats, materials, healthy eating and forces and motion as part of their Mantle of the Expert Commissions. This year's commissions involved learners becoming a team of engineers that had to design and make a prototype for a rollercoaster. They also enjoyed finding out about the native animals of Australia and their habitats.

Pupils in Y4, 5 & 6 explored the properties of a range of materials (e.g., metal, wood, plastic, glass) and evaluated their suitability for constructing skyscrapers in different environments. They considered factors such as strength, flexibility, durability, and resistance to weather conditions. Through collaborative discussion and problem-solving, pupils applied scientific knowledge to real-world engineering contexts. They designed and built scale models of skyscrapers using selected materials, testing structural stability and aesthetic design.

Skills and Knowledge Developed:

- Scientific understanding of material properties and their uses
- Application of design and technology principles
- Critical thinking and decision-making based on environmental constraints
- Teamwork and communication during model construction

Cross-Curricular Links:

- Science: Properties and uses of materials
- Design & Technology: Structural design and model-making
- Geography: Environmental considerations for construction
- Mathematics: Measurement and scale in model design

Outcome: Pupils demonstrated a secure understanding of how material properties influence design choices and successfully created models that reflected their learning.

OUR CURRICULUM- SCIENCE & TECHNOLOGY

- In ICT, classes have continued to follow Gareth Morgan's Digital Den to ensure coverage and progression of the curriculum skills. Each term begins with an online safety focus. Then pupils interact and collaborate with each other to produce digital work across the different areas of the curriculum on Hwb and other digital resources. Pupils have developed their producing skills through Jit Write, Jit Paint, Powerpoint and Adobe.
- Pupils continued using websites and apps at home such as Sumdog and NESSY to build key skills in Literacy and Numeracy.

E-Safety is an important focus for our school throughout the school year so pupils began by revisiting and signing the school's 'Acceptable Use' policy. Staff continued to review the school's online safety performance through the 360 Cymrusafe tool on Hwb and again great progress was made. We continue to perform better than the national average.

Safer Internet Day took place in February 2024 with pupils enjoying a variety of activities that explored 'Online scams and how to protect themselves and others.'

The school's E-Safety council met termly. They planned and led an assembly for the school on Internet Safety Day. We also ensured that classes were signing and displaying their Acceptable Use Agreements. We explored the World Health Organisation recommendations for screen time and discussed healthier options.

The school's Facebook page provided parents and carers with information regarding current social media apps that their children may be using. IT skills were taught discretely throughout the academic year and these skills were applied across the curriculum.

Pupils in the Foundation Phase enjoyed using the tools on Hwb to develop their IT skills while creating digital work on puppets, their visit to the Courtyard and rainforests.

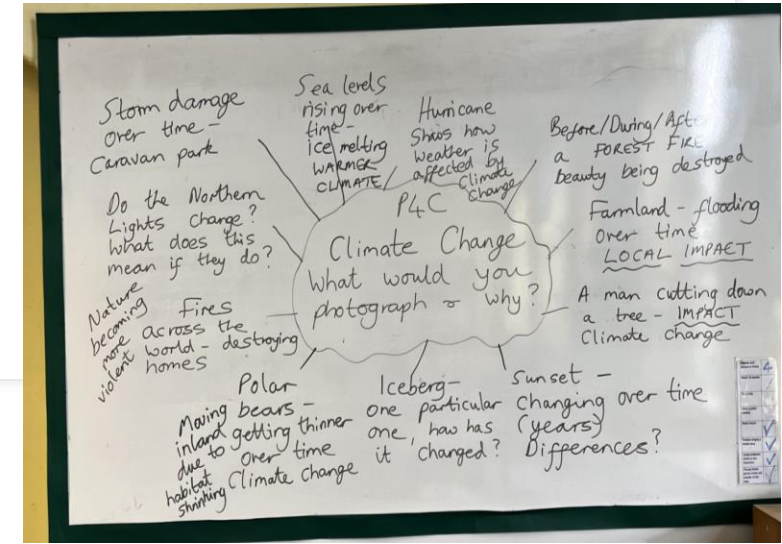
OUR CURRICULUM- HUMANITIES

Humanities seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. Learners are actively encouraged through our Mantle of the Expert themes to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present whilst developing a sense of place and *cynefin*.

In the Autumn term the theme was 'Here's One I made earlier'. R/1 focused their work on the story of Pinocchio, studying different types of puppets. Years 2 and 3 investigated what life was like in Roman Britain. Years 2, 3 and 4 were given a commission to plan, design and build a prototype of a rollercoaster. Years 5 and 6 were commissioned to design a skyscraper for Cardiff.

In the Spring term the theme was 'Open A Book'. Foundation learners explored stories by Julia Donaldson. Years 2, 3, and 4 were commissioned to write their own play based on the stories of Dr. Seuss. 5 and 6 were commissioned to create a school play, which was based on Charlie and the Chocolate Factory.

In the Summer term the theme was 'Planet Earth'. R/1 were inspired by the rainforest, becoming experts for explorer Bethan Evans. Years 2,3 and 4 focused on Australia. Learners enjoyed researching geographical facts about the country before investigating the habitats of Australia's native animals. Years 5 and 6 studied the UN Summit & deforestation in the Amazon rainforest.



OUR CURRICULUM- EXPRESSIVE ARTS

We have covered a wide range of Expressive Arts throughout our curriculum and extra-curricular activities. Pupils enjoy taking part in class assemblies, demonstrating what they have been learning in class through drama and role play. All pupils have worked hard to create a production for parents and carers, and have been actively involved in directing and producing these performances.

The children have had a range of opportunities this year to engage with Expressive Arts activities including, **Circus Skills (Peter Duncan)**, **Pyjama Drama**, **Musical Mondays** organised by County listening to brass bands and conducting, and workshops with Jim Elliot focusing on stop frame animations. Children have created their own backing tracks for performances using online apps as well as instruments. All children have taken part in Community projects linked to Expressive Arts such as, performances at the Community Centre as part of Dathliad Cymraeg, and working with local artists creating murals.

Many children have continued learning Guitar and Ukelele with Mike and attend weekly lessons. Y5/6 children are continuing brass lessons with Mrs Freeman, and have had the opportunity to showcase their skills at cluster events.



OUR CURRICULUM- RVE (Religious Values and Ethics)



We have welcomed John Meredith our Diocese Director of Education to work with children in Reception, Year 1, Year 2, Year 3 and Year 6 on the theme of kindness, reflection and the interpretation of art in RVE.

Larry Wright has continued to lead sessions of Collective Worship based on our core values. The Open the Book team has continued to lead fortnightly Collective Worship focusing on stories from the Bible. The team has welcomed Rev. Phil this year and he has been a driving force in bringing the stories to life and involving pupils in his performances. We have also welcomed Rev. Rachel to our school to lead Collective Worship sessions to mark Remembrance, St, Dwynwen's day and Ash Wednesday. The Worship Council have also led their own assemblies this year both in the school and at St. Edward's Church.

In January 2025 we were granted our School of Sanctuary status! The apprasiasl team wer very impressed with our learners and the enthusiasm and passion that they displayed about Sanctuary.

In September, over 50 people from all over the world visited Knighton from Cardiff. They enjoyed a day of good food and entertainment rounded off by a tour of Knighton.

Learners have also had the pleasure of working with poet, Cheryl Moskowitz. Cheryl worked with all learners to explore the word "Sanctuary". The zines were then given to each learner as a celebration of their work.

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For Refugee Week the whole school worked together to make a sculpture of migrating birds and the Red Kite. Local artist Ciara Lewis led the day, with other local artists. Refugee week's theme was, "The Power of Community".



Additional Learning Needs

Additional Learning Needs

Additional Learning Needs (ALN) is 14.2% in school, but the percentage of pupils with a status, where they are receiving support in addition to their mainstream curriculum is 41.4%. There are 46 pupils in school who are currently recorded on the Universal Learning Provision (ULP) register, 15 pupils in the school with School Individual Development Plans (IDPs) and 9 pupils in school with Local Authority IDPs. The school ensures ALN is met through a variety of Additional Learning Provisions (ALP) and through person centred practice.

Primarily, high quality teaching is the foundation of learning for each pupil. When a pupil then requires additional support, targeted ULP interventions would be planned and implemented. These interventions include; Social and Communication Skills, Memory, Attention, Cognition and Listening Groups, Number Stacks, Precision Teaching, Monster Phonics, Spelling Shields, Nessy, Social Stories, Fine Motor and Gross Motor Skills, Colourful Semantics, Sumdog, Movement Breaks, Sensory Opportunities, Reading Interventions and the practise and-use of, multi-media forms of communication. All teaching staff and Teaching Assistants have access to internal and external training. This includes access to the National Digital Learning Platform, Hwb. Which hosts a national collection of digital tools and resources to support learning and teaching in Wales for teachers and pupils.

All school staff liaise and work collaboratively to support the needs of all pupils, working closely with each other, all families and a range of relevant professionals. Teachers deploy Teaching Assistants effectively within each class to meet the needs of each pupil.

The school uses Tyfu, an online platform created by Powys County Council for enhanced sharing of information regarding pupils with ALN. All the pupil's information is collected on their Tyfu profile, and this is where School and Local Authority IDPs are recorded as well as reports and information from specialist professionals, such as Specialist Teachers, Educational Psychologists and relevant medical professionals.

This year Miss Lowe (ALNCo) has registered and started the National Professional Learning Pathway for Additional Learning Needs (NPLP ALN) training, and this will continue next term.





Resource Based Specialist Centre

- **Currently, seven children access the centre (6 full-time and 1 part-time). The pupils have a high level of need, requiring significant support. We welcomed three additional pupils into the centre, and two Year six pupils transitioned into a secondary setting. We have one full time learning support assistant position funded by the Local Authority. School continues to fund another full-time member of staff for which we are extremely grateful as we are able to facilitate each pupil's highly personalised curriculums. The new ALN transformation document has been firmly embedded in our practice.**
- **The RBSC consists of two classrooms and has access to the sensory garden. This has benefitted the pupils' well-being, supported curriculum development and works towards meeting their sensory needs. Staff continue to be dedicated to continuing their professional development, attending a range of courses this year. Mrs Gittens is implementing her ELSA Training within the RBSC and is planning to start running this with groups within the mainstream school. All of this has impacted directly on the pupils, as we have been able to implement new programmes and strategies into our highly personalised curriculum. Staff work collaboratively with school staff and continue to see themselves as part of the school, which was commented on recently by an Estyn visitor who came to the school to collect information regarding the implementation of the ALN transformation. Staff had the opportunity to visit the visitor's school and share good practice.**
- **The RBSC staff would like to take this opportunity to thank Charlotte, staff and governors for their continued support.**

Friends of Knighton Primary School!

We have a small, but dedicated group of parents/carers that financially support the school for additional treats and offer personal time and practical help. Friends' contributed to the cost of school trips, treats and our Y6 Leaver Hoodies- thank you 😊 New members are always welcome! You don't have to commit to all events, but if you have time to help out just a little we would be very grateful!



SPORTING AIMS & ACHIEVEMENTS!



Sport plays a vital part of school life here at Knighton, and we plan in plenty of physical activities for the children to participate in:- in the gym, up on the field or on the playground, over at John Beddoes and also on our residential trip to Oaker Wood!

We continue providing many sports activities, such as football, rugby, netball, dodgeball, tennis, as well as more well-being themed activities, such as mud runs, obstacle races, tug of war competitions and yoga.

Parents/Carers were able to come and watch a 'whole school' sports days this year, enjoy a picnic lunch up on the field with their child and a Colour Run, as requested by our School Council. We welcomed another two new bronze sports ambassadors, who completed their training via Teams!

We've been fortunate enough to compete in county sporting competitions including the annual cross country, cricket and netball, alongside the Urdd football and netball tournaments.



DISABLED PUPILS

- The School's Equal Opportunities Policy and Equality Plan outline the work we do to ensure all children have equal access and equality of opportunities within school. All staff work hard to develop mutual respect between all pupils and staff, positive self-image and a positive attitude to the society in which we live. The school is committed to, and actively seeks to discourage, discrimination on the grounds of sex, race, gender, age, disability or social deprivation.

TOILET FACILITIES

- The school has 3 toilet 'rooms'; one for the Reception/Year 1 learners, one for boys from Years 2-6 and one for girls from Years 2-6. We have 2 disabled access toilets in the building. There are 2 staff toilets.

CLEANING ARRANGEMENTS

- The school is cleaned at the end of every school day. It also has 3 deep-cleans a year. COSHH training is completed by the cleaner-in-charge and cleaning products are stored in a locked cupboard.

SCHOOL GROUNDS



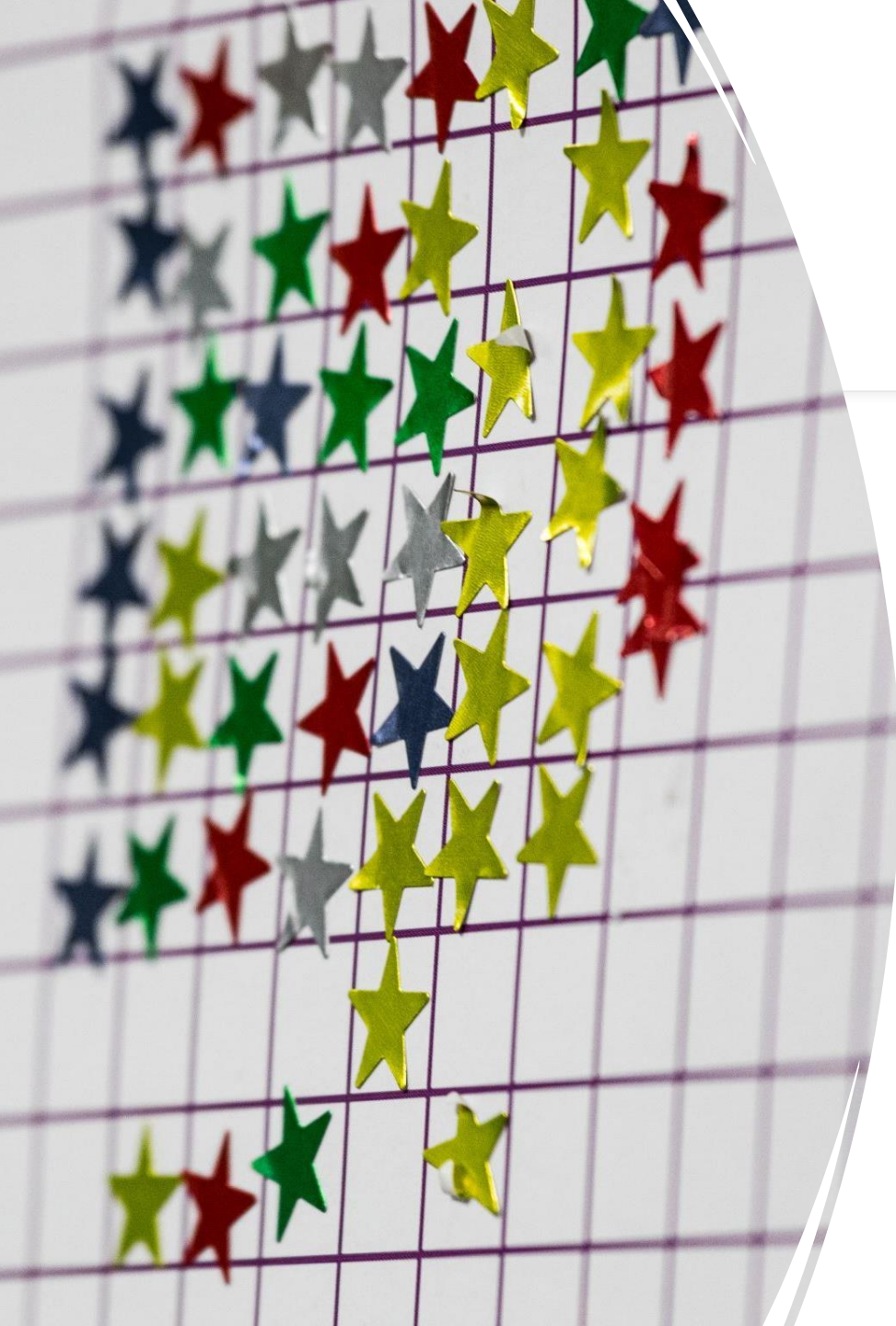
We recognise the importance outdoor learning has and how it can not only benefit children's health and well-being but also their learning.

Foundation Phase learners have continued to use the Quad area for many different areas of the curriculum. Word hunts in Monster Phonics, counting in Maths and Numeracy, Making nature cakes in the muddy kitchen during RVE, have all taken place outside.

- Jacob's memorial, sensory garden (funded through the fundraising from Jacob's Colour Run)
- Foundation Learners' outdoor area
- Forest School shed
- Welly racks

FINANCE- FUNDING, INCOME & EXPENDITURE

- TO BE UPDATED (SH)



- **ATTENDANCE**
- 92.99%
- Our target for the year was 94%

- **SCHOOL LEAVERS**
- This year our Year 6 pupils moved on to John Beddoes Campus (Newtown High School), Bishops Castle and Wigmore High School

SCHOOL PROSPECTUS

- No significant changes were made to the school prospectus which summarises how the school works.
- The prospectus is available on the school website and a hard copy is available outside the office. Please contact the office if you would like a printed copy.

TERM DATES & SESSION TIMES

Autumn term:

- Monday 2 September 2024 to Friday 25 October 2024
- Half Term - Monday 28 October 2024 to Friday 1 November 2024**
- Monday 4 November 2024 to Friday 20 December 2024

Spring term:

- Monday 6 January 2025 to Friday 21 February 2025
- Half Term - Monday 24 February 2025 to Friday 28 February 2025**
- Monday 3 March 2025 to Friday 11 April 2025

Summer term:

- Monday 28 April 2025 to Friday 23 May 2025
- Half Term - Monday 26 May 2025 to Friday 30 May 2025**
- Monday 2 June 2025 to Friday 18 July 2025

Cluster INSET Days 2024-25

Please see below for **autumn term** cluster INSET days:

- 16 and 17 September 2024
Crickhowell and Gwernyfed Clusters
- 19 and 20 September 2024
Calon Cymru Cluster
- 23 and 24 September 2024
Caereinion and Machynlleth Clusters
- 26 and 27 September 2024
Brecon Cluster
- 30 September and 1 October 2024
Welshpool and Llanfyllin Clusters
- 3 and 4 October 2024
Newtown and Presteigne Clusters
- 7 and 8 October 2024
Llanidloes and Ystradgynlais Clusters

Please see below for **summer term** cluster INSET days:

- 23 June 2025
Crickhowell and Gwernyfed Clusters
- 27 June 2025
Calon Cymru Cluster
- 30 June 2025
Caereinion and Machynlleth Clusters
- 4 July 2025
Brecon Cluster
- 7 July 2025
Welshpool and Llanfyllin Clusters
- 11 July 2025
Newtown and Presteigne Clusters
- 14 July 2025
Llanidloes and Ystradgynlais Clusters

THE SCHOOL DAY

- Children can come into school 8.45am
- Registration 9.00am
- Playtime 10.30am – 10.45am
- Lunchtime 11.45am (Reception to Year 2)
12.00pm (Year 3 to Year 6)
- Afternoon Session Starts 1.00pm
- School Lessons End 3.10pm