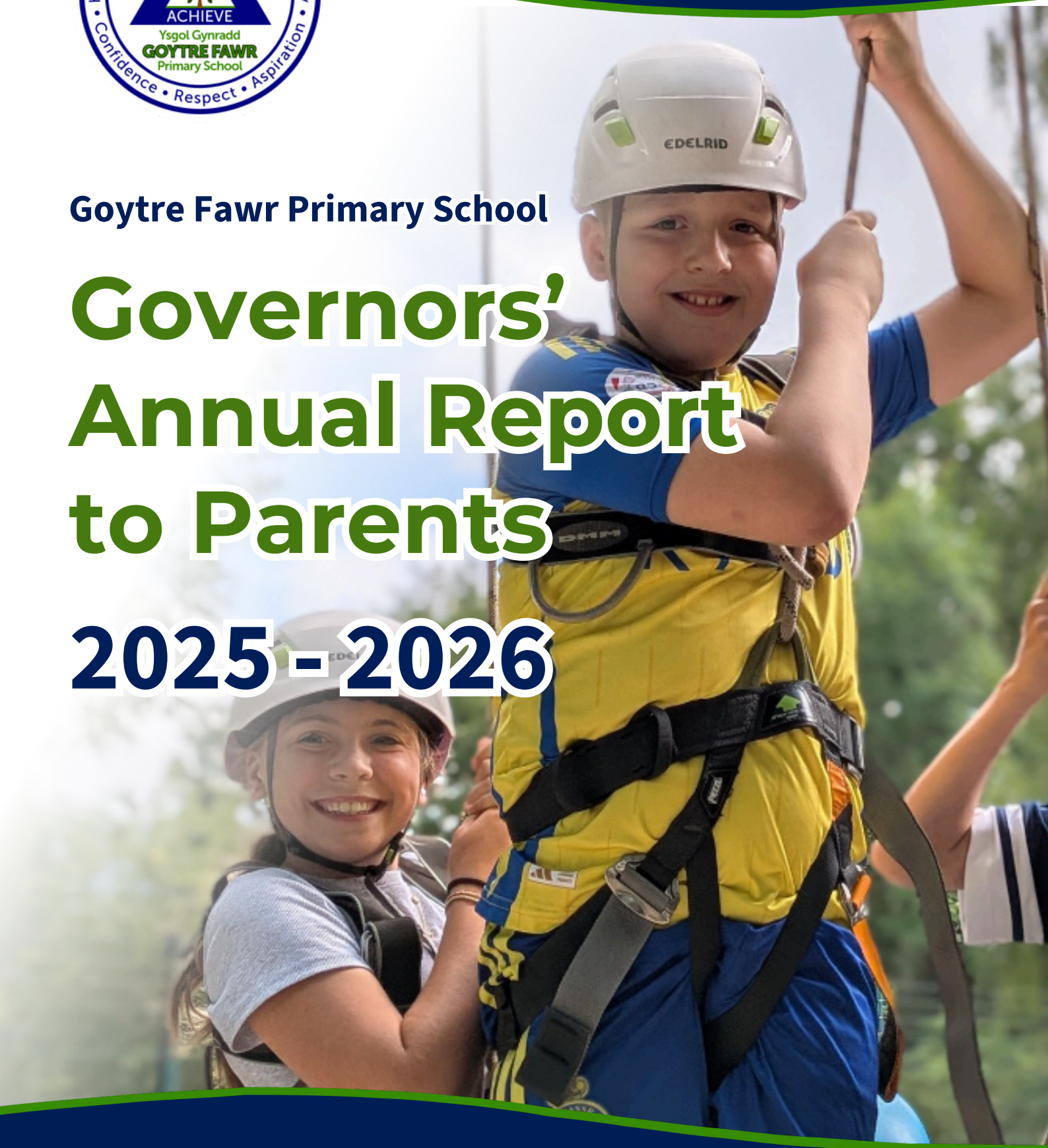
Goytre Fawr Primary School

Governors' Annual Report to Parents

2025 - 2026



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Message from the

Chair of Governors

Welcome to our Annual Governors' Report

Croeso i'n Hadroddiad Blynyddol y Corff Llywodraethol



This has been a year of significant progress for Goytre Fawr Primary School. Working in partnership with our Headteacher, **Mr Alec Mills**, and the leadership team, Governors have continued to provide strategic oversight, support and constructive challenge to ensure that every decision is made in the best interests of our pupils.

The past year has seen the school continue to build upon the strong foundations established in recent years. Governors have continued to monitor progress against the School Development Plan, hold leaders to account for agreed priorities and ensure resources are directed towards improving outcomes.

A particular highlight this year has been the transformation of two areas within the school to create inspiring learning environments that reflect our vision for modern education. The Hive in the Lower Phase and The Colony in the Upper Phase have been thoughtfully designed to provide flexible, engaging spaces where pupils can learn, create and explore together. These exciting new environments encourage collaboration, independence, creativity and a strong sense of belonging, further enriching the daily experiences of our children.

This commitment to ensuring that every child receives the support they need has also been reflected in our provision for pupils with Additional Learning Needs (ALN). The introduction of afternoon sessions in The Lodge has made a significant difference, providing targeted support in a nurturing environment that has enhanced the progress, wellbeing and confidence of some of our most vulnerable learners.

One of the most significant decisions taken by the Governing Body this year followed an extensive consultation with parents, staff, pupils, the Local Authority and other stakeholders regarding the structure of the school week. After carefully considering all of the evidence presented, Governors agreed to return to a traditional five-day school week from September 2026. Throughout this process our guiding principle remained simple: what is in the best interests of the children of Goytre Fawr Primary School.

It has also been a year in which our pupils have continued to thrive both inside and outside the classroom. Our choir proudly represented the school at the Urdd National Eisteddfod, with their performance broadcast on S4C, providing a memorable opportunity to showcase the talent and confidence of our pupils on a national stage.

We were also delighted to introduce our first Mother's Day and Father's Day celebration events, bringing families together to enjoy activities and refreshments. These occasions were made possible through the valuable support of **Friends and Relatives of Goytre School (FROGS)** and were warmly received by pupils and families alike.

Congratulations also go to our dedicated Eco Committee for successfully renewing the prestigious Eco-Schools Platinum Award, recognising the school's continued commitment to environmental sustainability.

Whether through sporting competitions, music, outdoor learning, community events or academic achievement, our children continue to demonstrate enthusiasm, resilience and a

willingness to embrace new opportunities.

Throughout the year, Governors supported the school in strengthening partnerships with parents, FROGS, Monmouthshire County Council, local organisations and the wider community. Pupils benefited from community events, fundraising activities, visits from inspirational speakers, participation in local and national competitions and close collaboration with partner organisations. Governors continue to promote opportunities that strengthen the school's role within the local community.

As Chair of Governors, I would like to record my sincere thanks to **Mr Alec Mills** for his leadership during his first full academic year as Headteacher. His commitment to school improvement, together with the professionalism, care and dedication of every member of staff, has ensured that Goytre Fawr continues to provide a nurturing, ambitious and inspiring learning environment where every child is supported to achieve their full potential.

I would also like to thank our School Administrator, **Miss Elizabeth Griffiths**, for her dedication, professionalism and the invaluable support she provides to our pupils, families and staff. Her commitment to the smooth and efficient running of the school is greatly appreciated by the Governing Body.

During the academic year, we said farewell to valued members of staff, **Mrs Anna Turner, Miss Mollie Crombie, Mrs Angela Kenting** and **Mrs Stacey Parker**. On behalf of the Governing Body, I would like to thank them for their dedication and contribution to the life of Goytre Fawr Primary School. We wish them every success and happiness in their new adventures.

Although we celebrate the many successes of the past year, Governors recognise there is always more to achieve. As we look ahead, the Governing Body remains committed to supporting continuous improvement in standards, attendance and pupil wellbeing, ensuring that every child has the opportunity to **Aspire**, **Believe** and **Achieve** in a safe, inclusive and inspiring environment. We thank you for your continued support and look forward to another successful year for Goytre Fawr Primary School.

Diolch yn fawr iawn i bawb!

Richard

Richard Morgan
Chair of Governors, Goytre Fawr Primary School

Diolch

...to our dedicated **Governors**, whose time, expertise and thoughtful challenge continue to strengthen the strategic leadership of our school. Your commitment to improving outcomes for every child is greatly appreciated.

...to our **parents and carers** for your continued encouragement, trust and partnership. The strong partnership between home and school plays a vital role in helping our children grow in confidence, achieve success and enjoy their learning.

...to the **Friends and Relatives of Goytre School (FROGS)** and local community for your generosity, enthusiasm and support. Your contribution enriches school life and creates opportunities that benefit every pupil.

Key Achievements

Strong Attendance
94.4% overall attendance for the year and a focus on persistent absence

Learning Environment
The Hive and The Colony created to encourage collaboration, creativity, independence and a strong sense of belonging

Urdd National Eisteddfod
Our choir reached the national finals and performed on S4C, showcasing the talent and confidence of our pupils

Eco-Schools Award
Successfully renewed the prestigious Eco-Schools Platinum Award, recognising our commitment to environmental sustainability

Provision for ALN
Introduction of afternoon sessions in The Lodge provides targeted, nurturing support and has a positive impact on our learners

Mother's Day & Father's Day Events
New celebration events bringing families together to enjoy activities and refreshments

Forest Schools
Forest Schools provision continues to give our pupils valuable hands-on learning experiences outdoors in nature

School Budget
Responsibly managed a budget of over £1 million to maximise value for money and ensure investment in high-quality teaching and resources

New Phonics Scheme
Successful introduction of our new phonics scheme, supporting early reading development and building confidence in our learners

Policies Adopted
A comprehensive review of 29 key school policies ensured they are up to date, compliant and fit for purpose

Safeguarding
Safeguarding remains our highest priority. Robust procedures, training and monitoring ensure pupils remain safe and cared for

New Headteacher
Mr Alec Mills' first year as Headteacher has brought progress, strong leadership and clear commitment to pupils and families.

Governing Body

Our Governing Body brings together a range of skills, experience and perspective to provide strong strategic leadership and accountability for the school.

Category	Name	End of office
Community Governor	Claire Jones	08/07/2029
	Kelly Jukes (Chair of Standards)	07/12/2029
	Phil Griffiths (Vice Chair of Governors)	10/07/2026
Headteacher	Alec Mills	Ex officio
Local Authority Appointed	Cllr Jan Butler	14/03/2027
	Jonathan Davies (Chair of Resources)	30/06/2028
	Dawn Robertson-Stennett	02/06/2030
Minor Authority Appointed	Cllr Peter Daniel	20/10/2028
Parent Representative	Angharad Cross	05/10/2029
	Elodie Phillips	07/02/2028
	Richard Morgan (Chair of Governors)	08/01/2027
	Vacant	
Staff Representative	Natasha Lewis	19/03/2028
Teacher Representative	Mollie Crombie	Leaving July 2026

During the year, the Governing Body said farewell to two Parent Governors; **Mrs Rhi Pollard** completed her term of office and **Mrs Melissa Newman** stepped down. On behalf of the Governing Body, I thank them both for their commitment, dedication and valuable contributions to the school.

One Parent Governor vacancy remained at the end of the academic year, with an election to be held in September 2026.

No petition requesting an annual meeting of parents was received under Section 94 of the Schools Standards and Organisation (Wales) Act 2013.

Chair of Governors

Richard Morgan, Goytre Fawr Primary School, School Lane, Goytre NP4 0AH

Clerk to the Governing Body

The Educational Achievement Service, Tredomen Gateway, Ystrad Mynach CF82 7EH

Governance in Action

The Governing Body plays a key role in shaping the strategic direction of the school, working with the Headteacher to ensure every decision is in the best interests of our pupils. Governors provide strategic support and challenge, monitor school performance, oversee safeguarding, receive regular reports and complete mandatory training. Governors are satisfied that effective safeguarding arrangements are in place and that a strong safeguarding culture is embedded across the school. All statutory policies are available on the school website or from the school office.



5

Full Governing Body Meetings



1

Extraordinary Full Governing Body Meeting



1

Annual General Meeting



82.9%

Average Attendance at meetings



29

Policies Reviewed and Adopted



6

Resources Committee Meetings

Strategic Leadership
Monitored progress against the School Development Plan, challenged and supported leaders and ensured decisions are in the best interests of our children

Safeguarding
All Governors completed Group A Safeguarding training, with safeguarding reviewed at every Full Governing Body meeting.

Governor Visits
Carried out learning walks, visited The Hive and The Colony, attended school events and met with pupils and staff to keep connected and informed

Financial Oversight
Approved a budget of over £1 million, monitored expenditure throughout the year and ensured best value for money

Policies & Compliance
Reviewed and adopted 29 policies to ensure safeguarding, legal compliance and best practice across the school

Listening to our Community
Led consultation on the school timetable in collaboration with parents, pupils, staff, Local Authority and all other stakeholders

Monitoring Standards
Monitored teaching & learning, attendance, Additional Learning Needs (ALN), curriculum and behaviour to ensure high standards for all

Meeting with School Improvement Partner
Governors met with School Improvement Partner, **Mrs Chris Jackson MBE**, to review school progress and strategic priorities

Supporting Recruitment
Governors supported interviews for teaching positions which arose during the year, helping to appoint highly qualified staff to support our pupils

Health & Safety
Advised on health and safety across the school and received regular updates to ensure a safe environment for pupils, staff and visitors

Governor Development
Accessed training and guidance including safeguarding updates and Local Authority briefings, to strengthen our governance.

Community & Partnership
Worked in partnership with the Headteacher, staff, parents, FROGS and wider community to support the success and wellbeing of our school

School Development Plan

Our School Development Plan (SDP) sets out the key priorities for improving teaching, learning, wellbeing and leadership across Goytre Fawr. Throughout the year, Governors monitored progress, providing support and constructive challenge to ensure planned actions contribute to improved outcomes for our pupils.

Curriculum

Develop a rich and engaging curriculum, with clear progression and purposeful learning experiences that enable every child to develop their knowledge and skills.

Progress in 2025 - 2026:

- ✓ New approach to literacy
- ✓ New phonics approach embedded, improving early reading outcomes
- ✓ Mastery approach to mathematics
- ✓ Curriculum 'Vehicles' developed into 'Journeys'

Teaching & Learning

Develop consistently high-quality teaching and learning so that pupils are appropriately supported and challenged to make strong progress from their starting points.

Progress in 2025 - 2026:

- ✓ Consistent teaching approaches strengthening pupil progress
- ✓ Welsh language development
- ✓ Adaptive teaching strategies
- ✓ Improved delivery of IT skills
- ○ Pupil response to feedback continues

Inclusion & Wellbeing

Ensure inclusion and wellbeing remain at the heart of the school, providing effective support so that every child has the opportunity to thrive.

Progress in 2025 - 2026:

- ✓ Positive Behaviour Policy
- ✓ Targeted and effective interventions improving progress for vulnerable learners
- ✓ Expert support for vulnerable learners
- ✓ Team Around the Child approach
- ✓ Professional development for TAs

Leadership

Grow leadership capacity across the school, empowering staff, Governors and pupils to contribute positively to the school's vision and continued improvement.

Progress in 2025 - 2026:

- ✓ Professional development for new ALNCo
- ✓ Development of new Deputy Headteacher
- ✓ Cluster-level leadership for ICT
- ○ Development of AoLE leads continues
- ○ Governor self-evaluation continues
- ○ Pupil leadership development continues

✓ Completed / Significant Progress
○ Ongoing

Our School Development Plan is a working document that responds to the changing needs of our school. Significant progress has been made across all four priorities, with some actions continuing into the next development plan. During the year, emerging priorities required additional focus and the school responded flexibly, ensuring resources and leadership capacity remained focused where they could have the greatest impact.

Attendance

Regular attendance provides children with the very best opportunity to learn, develop friendships and achieve their full potential. Governors regularly scrutinised attendance data, challenged leaders where appropriate and monitored the impact of interventions to improve attendance, resulting in overall attendance of 94.4%, above the cluster average.

Overall attendance
94.4%
(Years 1 - 6)

Throughout the year, the school prioritised reducing persistent absenteeism, particularly for pupils below 90% attendance. This targeted approach has improved overall attendance, enabling more children to benefit from consistent access to learning.

Authorised Absence	Unauthorised Absence	Overall attendance (Years 1 - 6)	Sessions attended	Highest attendance	Three year groups achieved attendance above
3.9%	**1.7%**	**94.4%**	**51,866**	**Year 5** 95.9%	**94.5%**

Group	% Attendance	Sessions Present / Possible
Year 1	92.6%	8,385 / 9,084
Year 2	95.8%	7,795 / 8,814
Year 3	94.7%	8,436 / 8,948
Year 4	94.1%	10,708 / 11,408
Year 5	**95.9%**	**9,935 / 10,420**
Year 6	92.7%	6,607 / 7,360

'Every day in school matters, and even small improvements in attendance can have a significant impact on a child's learning, confidence and future opportunities'

Will McLean
Strategic Director, Children, Learning, Skills and Economy - Monmouthshire County Council

Term Dates and INSET Days

Our school term dates are set in line with Monmouthshire County Council to provide consistency across the local authority. The dates below are published to help families plan ahead and may occasionally be amended in line with local authority guidance.

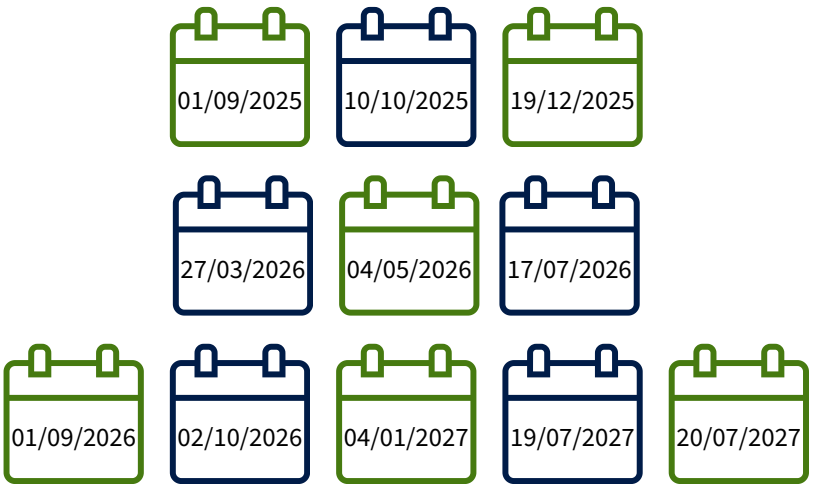
In-Service Education and Training (INSET) days provide dedicated time for staff to undertake professional learning, curriculum development and school improvement. These training days help ensure our staff continue to provide the highest quality education, support and opportunities for every child.

Term Dates 2025 / 2026				
Term	Start	Half Term Start	Half Term End	Term End
Autumn	01/09/2025	27/10/2025	31/10/2025	19/12/2025
Spring	05/01/2026	16/02/2026	20/02/2026	27/03/2026
Summer	13/04/2026	25/05/2026	29/05/2026	20/07/2026

Term Dates 2026 / 2027				
Term	Start	Half Term Start	Half Term End	Term End
Autumn	02/09/2026	26/10/2026	30/10/2026	18/12/2026
Spring	04/01/2027	08/02/2027	12/02/2027	19/03/2027
Summer	05/04/2027	31/05/2027	04/06/2027	20/07/2027

The following days were designated as INSET days during the academic year. On each of these days the school was closed to pupils to enable all staff to participate in planned professional development activities.

INSET dates for the forthcoming academic year are also shown but may be subject to change.



Curriculum

Our emerging thinking in developing our curriculum stems from the values we hold dear as a school community: Aspiration, Community, Confidence, Independence, Kindness and Respect. These, along with the four purposes, underpin everything we do and shape our thinking.

INTENT — WE AIM TO...

- Deliver a research informed bespoke curriculum, using high quality and adaptive teaching methods to ensure every child achieves their full potential.
- Promote positive attitudes to learning and instil a sense of pride in children so they feel proud of themselves and their work.
- Create a bespoke, child-centred and ambitious curriculum based on the needs of our children and our areas of strength and development as a school.
- Offer a broad, balanced and inspiring curriculum that includes authentic & engaging learning experiences that go beyond the classroom to ensure we give our children the best possible start in life.
- Work in partnership with our community and experts to ensure children learn about themselves, the wider world & complex cultures.
- Ensure our curriculum is in line with our school vision and supports our children to thrive in an ever changing world ensuring that the four purposes are at the heart.

IMPLEMENTATION — HOW DO WE ACHIEVE OUR AIMS?

CURRICULUM DESIGN

STRONG FOUNDATIONS

We have taken a research informed approach, putting a focus on developing pedagogy and a shared understanding of effective teaching. At the heart of our curriculum model is our aim for long-term life learning. Through our provision, we teach key concepts within each of the AoLEs, building progressively upon secure, prior knowledge within a broadly context based framework. Our learning cycle involves retrieval, guided practice and independent practice. This enables our children to revisit and build upon the what matters statements at an increasingly deeper level as they move through our school. This results in deep, sustainable learning that is meaningful and transferable.

CLEAR PROGRESSION

The curriculum is designed to ensure progression of knowledge and skills, and sequential links are made between concepts to consolidate and strengthen understanding.

KNOWLEDGE-BASED APPROACH

Our curriculum is skills based and knowledge rich. This means that our curriculum is underpinned by the learning of knowledge (the 'knowing what'), whilst offering a wealth of opportunities for the application of key skills and specific skills (the 'knowing how').

KEY ELEMENTS OF OUR CURRICULUM



PEDAGOGY

HIGHLY SKILLED TEACHERS

We recognise that high-quality teaching has the largest impact on pupil outcomes. We support teachers to draw upon a wide repertoire of teaching styles, research and evidence. We acknowledge that different age groups and different curriculum areas will require different pedagogical approaches and methods, so staff select the best methods to use.

5 A DAY

As a school, we utilise a group of research driven teaching strategies to support disadvantaged or vulnerable pupils. The five specific approaches—the 'Five-a-day' indicated here—are well-evidenced as having a positive impact.



ADAPTIVE TEACHING

We recognise that pupils are likely to learn at different rates and require different levels of and types of support from teachers to succeed. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

We achieve this through daily adaptive teaching, which means:

- Staff are responsive to information about learning, then adjusting teaching to better match pupil need.
- Staff adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of learning support assistants.
- Staff provide measurable and challenging learning objectives and use progressive systematic steps to chunk progress towards that outcome.
- Teachers build on the prior knowledge and experiences of the children in a systematic way.
- High levels of interaction for all children through building ratio teaching techniques.
- Appropriate use of teacher questioning, modelling & explaining.
- Accurate assessment information informs subsequent planning and in-the-moment adaptations at the point of learning.
- Consistent intervention programmes.

IMPACT — HOW WILL WE KNOW THAT WE ACHIEVED OUR AIMS?

- All children, including vulnerable children & children with ALN, make excellent progress from their starting points socially, emotionally, academically & physically.
- Children take pride in what they do; are motivated to do their best, with confidence; and they produce high-quality work.
- Knowledge, understanding and skills will be secured and embedded so children attain highly and are prepared for learning beyond Goytre Fawr Primary School.
- Children are collaborators, innovators, leaders and, more than anything else, open minded learners ready to lead fulfilling lives as valued citizens of Wales and the World.
- Children demonstrate emotional resilience and the ability to persevere when they meet challenge.
- Children demonstrate inclusive attitudes and have as sense of their role in wider society.

Cymraeg

At Goytre Fawr Primary School, we are proud of the Welsh language and our Welsh heritage. Through rich learning experiences and a whole-school approach, we aim to nurture confident, capable Welsh speakers who value our language and culture and are ready to use Cymraeg in the real world.

INTENT

WE AIM TO...

- Foster appreciation and respect for our nation's culture through the exploration of Welsh language, celebrations and traditions.
- Equip learners with the skills to communicate effectively in Welsh, both orally and in writing, in a variety of contexts.
- Provide children with essential skills to achieve language awareness, mastery and fluency.
- Empower learners to participate confidently in a multilingual country, fostering a sense of belonging to our community.

IMPLEMENTATION

HOW DO WE ACHIEVE OUR AIMS?

LOVE OF LANGUAGES

At Goytre Fawr Primary School, we firmly believe that the acquisition of a second language hinges upon motivation, interest, and enthusiasm. We recognise that learning a new language is not only about academic attainment but also about fostering a lifelong passion for discovery and growth. By nurturing a learning environment where learners are inspired and eager to engage with languages, we are equipping them with valuable skills and attitudes that extend far beyond the classroom. Our commitment to fostering a love for language learning reflects our dedication to preparing our learners to thrive in an ever-changing and interconnected world.

INCIDENTAL WELSH

At Goytre Fawr Primary School, we have integrated progressive incidental Welsh language patterns into classroom settings to actively promote the Welsh language. This allows the introduction of Welsh language elements gradually and organically into daily classroom interactions. These patterns emerge naturally within the context of ongoing activities, fostering a seamless integration of Welsh into the learning environment. By embedding Welsh language cues in the students' surroundings, we aim to create an immersive linguistic experience that complements traditional language instruction.

INTERACTION

To foster second language proficiency, we provide children with ample opportunities to engage in interactive Welsh language activities, encouraging peer-to-peer interaction alongside teacher-learner dialogue. Through a variety of engaging methods such as interactive games, oral pair work, retrieval practice, and communicative activities like role play, learners actively participate in oral and written exchanges in Welsh. By promoting interaction beyond traditional teacher-led interactions, we aim to cultivate a supportive and immersive language learning environment where learners feel empowered to communicate confidently and authentically in Welsh.

COMPREHENSIBLE INPUT

At the start of each cycle of sessions, we place a strong emphasis on inclusivity to ensure that every child comprehends the content. To achieve this, we translate sentence stems, key words, and language chunks into English. This approach guarantees that all learners, regardless of their language proficiency, can understand the fundamental aspects of the lesson and actively engage in the learning process. By offering comprehensible input with bilingual support, we create an inclusive atmosphere where every child can effectively access and participate in our Welsh language curriculum.

HELPWR HEDDIW

At Goytre Fawr Primary School we use daily 'Helpwr Heddiw' sessions as a motivational catalyst for learners, strategically leveraging them to acquire vocabulary and language patterns along the Welsh continuum. The 'Helpwr Heddiw' sessions serve as a cornerstone in our approach, providing a consistent and dally platform for learners to actively engage with the Welsh language. Through this process, learners are not merely memorising isolated words but are actively internalising language patterns, creating a solid foundation for fluency. The intentional use of the Welsh continuum within these sessions ensures a gradual and systematic progression, aligning with the principles of chunked language learning. As students move along the continuum, they encounter language patterns and vocabulary in a sequence that mirrors natural language development.

TEACHING APPROACH

At Goytre Fawr Primary School, we employ the Extensive Processing Instruction Approach (EPI) in our Welsh language teaching. EPI prioritises comprehension and meaningful interaction over explicit grammar instruction, providing learners with ample exposure to comprehensible input in the target language. Research supports EPI's efficacy, showing that learners who engage with rich and meaningful input develop stronger language skills over time. By focusing on authentic communication and language acquisition, EPI fosters improved language proficiency and fluency. Our commitment to incorporating EPI principles ensures an engaging and effective Welsh language learning experience for our learners. Our school's Welsh lead modeles the delivery of the EPI approach across the school.

Goytre Fawr has developed a custom-built approach to the teaching of Welsh, breaking the language continuum down into progressive steps across seven year groups. This equips staff with all the building blocks to accurately deconstruct and teach the rudiments of the Welsh language, and to innovate within this structure.

CHUNKED LANGUAGE

In our curriculum, we focus on teaching Welsh through chunked language in daily 'Helpwr Heddiw' sessions. Research evidence supports the effectiveness of chunking in enhancing fluency and expanding vocabulary retention. Chunking involves grouping words or phrases together based on their common usage patterns, which facilitates faster processing and retrieval of language chunks during communication. By structuring our teaching around chunked language, we aim to develop our learners' fluency and capacity to retain a greater number of words, enabling them to communicate more confidently and effectively in Welsh.

ASSESSMENT

We employ both formative assessments and opportunities for assessment for learning to gauge learners' progress and proficiency in Welsh. Formative assessments, such as quizzes, interactive activities, and oral presentations, are used throughout the learning process to provide ongoing feedback and guide instructional planning. These assessments help teachers identify areas where learners may need additional support and adjust teaching strategies accordingly. Additionally, we provide opportunities for assessment for learning through informal observations, spontaneous interactions, and authentic language use within the classroom environment. By observing learners' spontonoues language production and interactions during class activities, discussions, and group work, we gain a deeper understanding of their linguistic development and proficiency in real-life situations. By incorporating both formatws assesements and opportunities for assessment for learning into our evaluation framework, we ensure a balanced approach to assessing learners' language proficiency. This allows us to provide timely feedback, support continuous improvement, and accurately measure learners' progress towards achieving their language learning goals.

AUTHENTIC CONTEXTS

Our commitment to authentic learning experiences extends to the celebration of Welsh culture. Learners actively participate in our Cluster Eisteddfod, immersing themselves in the vibrant tapestry of Welsh traditions. The annual Eisteddfod held within our school serves as a platform for students to celebrate our culture. Activities tied to St. David's Day further deepen their connection to Welsh heritage, fostering a holistic understanding of Wales and its culture. In addition, Goytre Fawr pupils are regular participants in the Urdd, competing in both choral and recitation categories. Moreover, the selection of a weekly 'Seren Yr Wythnos' not only acknowledges linguistic achievements but also emphasises the importance of Welsh language proficiency in our school community.

By intertwining language acquisition with genuine cultural experiences, our students not only become proficient in the language but also develop a deep appreciation for our culture and its significance.

IMPACT

HOW WILL WE KNOW THAT WE ACHIEVED OUR AIMS?

- Learners actively lenguage with Welsh language and traditions, demonstrating respect and appreciation of our culture through their interactions and celebrations.
- Learners effectively communicate in Welsh, demonstrating proficiency in both oral and written communication across a range of contexts.
- Learners demonstrate language awareness, mastery, and fluency, confidently applying their Welsh skills in various contexts with a deep understanding of language structures.
- Learners confidently engage in a multilinguol country, feeling a sense of belonging and empowerment in our diverse community, and demonstrating agency in their interactions.

Additional Learning Needs

At Goytre Fawr, we wish to continue to strive for high standards through the provision of exciting learning opportunities for all pupils.

Identifying Needs

We identify and support pupils with specific learning needs, including those identified as more able and talented (MAT) learners and those identified as having additional learning needs (ALN). For these learners progress is carefully monitored and tracked, intervention programmes are planned and external support is sought where necessary.

Targeted Support

Underperforming groups are supported and their progress closely tracked to ensure they achieve their potential. Additional practitioners reinforce and support learning effectively, working with groups or individuals based on identified needs. Pupils' learning is assessed both informally and formally, and targets are discussed and reviewed regularly.

Working with Families

We have a close working relationship with parents and carers, who are regularly involved and consulted at every opportunity to ensure the best possible outcome for our learners.

24	9	12
Targeted Support	Specific Support	Universal Plus

45 pupils received additional learning support during 2025 - 2026



Mrs Lucy Axford
Additional Learning Needs Coordinator (ALNCo)

Mrs Axford is responsible for coordinating the relevant support for our vulnerable learners and learners with the greatest needs. She works closely with staff, external agencies and families to ensure every learner receives the provision they need to thrive.

The Link Governor for Additional Learning Needs for 2025 - 2026 was **Mrs Kelly Jukes**. She will be joined by **Mrs Dawn Robertson-Stennett** in the forthcoming academic year. Their commitment and engagement will continue to support ALN provision across the school.

The Governing Body is satisfied that appropriate arrangements are in place to identify and support pupils at Goytre Fawr Primary School with Additional Learning Needs in accordance with the Additional Learning Needs and Education Tribunal (Wales) Act.

Financial Information

Governors approved and monitored the school's delegated budget throughout the year, ensuring resources were directed towards improving outcomes for pupils. Careful financial planning and regular monitoring helped ensure the school's funding was used effectively, delivering excellent value for money while supporting high-quality teaching, learning and the wellbeing of every child.

No payments or allowances were claimed by Governors during the academic year, and no gifts were made to the school.

The Governing Body is satisfied that the school's financial resources continue to be managed effectively and in accordance with local authority financial regulations.

Staff Costs
Supporting teachers, teaching assistants, ALN staff and all employees

85.3%
£981,884

Premises Costs
Keeping our school safe, clean, warm and running

Includes: Cleaning £37,014 | Electricity £13,868 | Gas £6,269 | Water £6,380

7.3%
£83,847

Supplies & Services
Learning resources, curriculum materials and day-to-day operations

4.6%
£52,852

Agency & Contracted
Specialist services and contracted support

2.4%
£27,284

Transport Costs
Educational transport and associated travel costs

0.4%
£4,750

Opening Balance	+	Income	-	Expenditure	=	Year End Balance
£43,645		**£1,112,179**		**£1,150,617**		**£5,207**

School Information

Toilet Facilities

We are committed to providing clean, safe and well-maintained toilet facilities for all pupils.

- Separate toilet facilities for Lower Phase and Upper Phase pupils
- Accessible pupil toilets in both areas of the school
- Every toilet includes wash hand basins, liquid soap and paper towels
- Facilities are inspected regularly throughout the school day and any issues are addressed promptly
- Toilets are professionally cleaned every evening to maintain high standards
- Dedicated toilet facilities are available on the Year 6 corridor

Healthy Eating & Wellbeing



Healthy Choices
Lower Phase pupils enjoy a daily fruit snack, while Upper Phase pupils are encouraged to choose healthy snacks. Unhealthy snacks are not permitted.



Healthy School Meals
Fresh, nutritious meals are prepared on site each day in line with Monmouthshire County Council and Welsh Government standards. Food allergies and special dietary requirements are carefully catered for.



Hydration
Pupils are encouraged to drink water throughout the day using refillable bottles and water coolers.



Governors' Oversight
Governors review the school's Nutrition Policy and monitor healthy eating initiatives, ensuring pupils have access to nutritious food, fresh drinking water and positive messages that promote healthy lifestyles.



We are delighted that our kitchen has once again retained its 5-Star Food Hygiene Rating. Congratulations to **Non Byrne** and the kitchen team for their continued commitment to providing high-quality, nutritious school meals.

Schools Prospectus

Our School Prospectus is reviewed regularly to ensure families have access to the latest information.

This year, a new Welcome Letter from our Headteacher was introduced, alongside a message from our School Council, giving pupils a voice and helping families feel part of the Goytre Fawr community from the outset.

Pupil Level Annual School Census (PLASC)

Goytre Fawr Primary School is an English Medium Community School.

2026

SEPTEMBER
Welcome back to all our pupils - especially those starting their Goytre Fawr journey in Reception

SEPTEMBER
A warm welcome to **Mr Alec Mills** as our new Headteacher and **Miss Elizabeth Griffiths** as School Administrator

SEPTEMBER
Introduction of a new approach to phonics, Sounds-Write, supporting both reading and spelling

SEPTEMBER
Exciting new sensory provision introduced in the afternoons for children with Additional Learning Needs

OCTOBER
Local Authority attended to review the Asymmetric Week provision and provide feedback on safeguarding

NOVEMBER
Children in Need - our amazing school raised over £3,000 through a range of fun challenges and activities

NOVEMBER
Remembrance Day - T4 proudly represented the school at Llanover and participated in the Remembrance service

NOVEMBER
Our Book Fair was a huge success, raising over £400 to support reading across the school

NOVEMBER
FROGS held their Annual General Meeting and it was great to welcome new members

DECEMBER
Congratulations to **Natasha Lewis** on completing her Higher Level Teaching Assistant (HLTA) qualification

DECEMBER
Wonderful Christmas concerts from Lower Phase and Upper Phase - fantastic performances and lots of festive joy!

DECEMBER
Elf & Wellbeing Day! Children and staff dressed as elves raising £93.10 for Mind - spreading kindness and Christmas cheer!

2026

JANUARY
FROGS organised our first Dydd Santes Dwynwen disco - a brilliant evening for everyone!

FEBRUARY
Open meeting held in the school to discuss school timetable and start of consultation period

MARCH
World Book Day - children and staff celebrated by dressing up as their favourite characters

MARCH
Transformation of The Hive in Lower Phase is complete - a fantastic new learning space!

MARCH
Our choir won the Small Choir category at the Urdd regional stage and qualified for the National Eisteddfod



MARCH
A lovely Mother's Day celebration in school - thank you to everyone who joined us



MARCH
Our Eisteddfod in the Village Hall showcased pupils' talents to the wider community

MARCH
Farewell to our Reception teacher, **Mrs Anna Turner**, as she embarks on a new career

MARCH
The transformation of The Colony in Upper Phase is complete – a vibrant new space ready to inspire learning and creativity

APRIL
Year 6 enjoyed an unforgettable residential in Longtown - building memories and confidence

MAY
A team of runners represented the school at the cross country competition

MAY
Huge congratulations to Year 3 teacher, Miss Morgan, who got married and is now **Mrs Lucy Axford**!

MAY
Our rugby team proudly represented the school at Rodney Parade, Newport



MAY
Performers from the school attended Eisteddfod Y Fenni with a first and a second prize win in recitation

MAY
Our choir, conducted by **Mr Jonny Small**, performed at the Urdd National Eisteddfod and appeared on S4C!

JUNE
We are delighted to retain our Platinum Eco-Schools Award, recognising our commitment to sustainability and environmental responsibility.

JUNE
Successful transition day where all children spent the day with their new class teacher for the next year

JUNE
Pupils across both phases enjoyed memorable Sports Days, showcasing sporting skills and a fantastic sense of community

JUNE
A special Father's Day celebration in the Village Hall - a great time for families to celebrate



JULY
Year 5 had a brilliant residential adventure in Gilwern - an experience they will never forget!



JULY
School closed for two days during the red weather warning for extreme heat to ensure the safety and wellbeing of our children and staff

JULY
Welsh Elite para swimmer Meghan Willis visited to inspire pupils with her journey to the Commonwealth Games

JULY
Annual General Meeting for Governing Body and election of committee members for the forthcoming year

JULY
Fond farewell to Year 1 teacher and governor, **Miss Mollie Crombie**, as she embarks on a new career

JULY
Leavers Celebration - a heartfelt farewell to our Year 6 pupils. We are so proud of you and wish you every success for the future

Another remarkable year comes to a close! Thank you to Mr Alec Mills, our dedicated staff, wonderful pupils, supportive families and wider community for making 2025 - 2026 such a memorable, successful and inspiring year.

Destination of Leavers

We are incredibly proud of our Year 6 pupils as they complete their primary education and begin an exciting new chapter. Every learner leaves us with happy memories and our very best wishes for a bright and successful future.

King Henry VIII School
Abergavenny
14 pupils

West Monmouth School
Pontypool
4 pupils

Crickhowell High School
Crickhowell
1 pupil

Monmouth Comprehensive
Monmouth
1 pupil





Congratulations to the Year 6 recipient of the Kathryn Edwards Progress Award for 2026.

This award celebrates outstanding progress, determination and a positive attitude to learning throughout their time at Goytre Fawr Primary School. Your hard work, dedication and commitment have truly paid off!



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