

# Gwenfro Community Primary School



Governor's Annual Report to  
Parents/Carers

March 2026

# Letter from the Chair of Governors

Dear Parents and Carers,

On behalf of the Governing Body, I am pleased to present this year's Annual Governors' Report to Parents for 2025–2026.

As governors, our responsibility is to provide strategic oversight, support and appropriate challenge to ensure that Gwenfro Community Primary School continues to provide a high-quality education within a safe, nurturing and inclusive environment. Throughout the year, we have worked closely with the Headteacher and senior leadership team to monitor standards, wellbeing, safeguarding and the overall effectiveness of the school.

The most recent Estyn inspection recognised Gwenfro as a vibrant learning community where pupils feel safe and thrive. Inspectors highlighted the exemplary relationships between staff and pupils, the excellent standards of behaviour, and the strong distributed leadership across the school. The report confirmed that most pupils, including those with additional learning needs and those from challenging socio-economic backgrounds, make good overall progress. It also identified clear next steps, particularly in strengthening opportunities for younger pupils to make choices in their learning and in extending the application of numeracy skills in authentic contexts, areas which the school has responded to with focus and purpose.

Over the past year, the school has continued to strengthen its approach to teaching and learning. There has been a clear focus on developing pupils' independence, particularly in the younger years, ensuring that children are encouraged to make choices, take ownership of their learning and develop confidence in their abilities. This supports not only academic progress but also emotional wellbeing and resilience.

We have also seen continued development in mathematics and numeracy, with increasing emphasis on helping pupils apply their skills in meaningful, real-life contexts across the curriculum. The aim is to ensure that pupils not only understand mathematical concepts but can use them confidently and accurately in a range of situations.

Governors have maintained oversight through regular meetings, visits to school, review of performance information and discussions with leaders. We are reassured by the professionalism, dedication and reflective practice demonstrated by staff at all levels. The positive relationships between staff and pupils remain a notable strength of the school.

I would also encourage parents and carers to consider joining the Governing Body. Serving as a governor is a rewarding and valuable role, offering the opportunity to contribute directly to the strategic direction of the school and to support the continued success and wellbeing of our children. Fresh perspectives from parents and carers strengthen governance and help ensure that the school continues to reflect and serve its community effectively.

We are extremely proud of the pupils, staff and wider school community. Gwenfro continues to be a vibrant, caring and ambitious learning environment, and we look forward to supporting its continued success in the year ahead.

Yours sincerely,

*Darren Jacks*

Chair person of Governing Body Gwenfro CP School

# Governing Body 2024–2025

A governor is a volunteer representing those people and organisations that have a key interest in the school, including parents/carers, staff, local authority appointed and local community appointed governors. A governor, as part of a team, accepts responsibility for all that the school does and acts as a critical friend, challenging the decisions made and support the actions that the school takes, alongside looking at and asking questions about how the school runs and what the school achieves.

The governing body has legal responsibilities and meets at least once a term. Sub-committees for, Premises, Health & Safety, Finance, Curriculum, Standards and Staffing are also in place.

Governors have a range of skills that they bring to the role and they support the school and staff as and when required outside of the regular meetings.

The Board of Governors has a maximum capacity of 14, comprised of:

- Head teacher
- 1 teacher representative
- 1 staff representative
- Maximum of 4 Parent representatives
- Maximum of 3 Local Authority representatives
- Maximum of 3 Local Community representatives
- 1 Additional Community Governor (Community Council allocated)
- Co-opted members

<b>Governing Body 2024-2025</b>		
<b>Name</b>	<b>Type of Governor</b>	<b>Term of Office</b>
Vacancy	Parent Governor	
Vacancy	Parent Governor	
Marie Perkins	Parent Governor	12/7/24-11/7/28
Rhona Higgins	Parent Governor	01/11/21 - 31/10/25
Vacancy	LA Governor	
Dorothy Mitchell	LA Governor	30/11/23-30/11/27
Cllr Brian Cameron	LA Governor	30/11/24-31/12/28
Deborah Murray	Teacher Governor	4/7/24-4/7/28
Danielle Hughes	Staff Governor	1/12/23-1/12/27
Darren Jacks	Community Governor	1/12/23-1/12-27
Margaret Barker	Community Governor	1/2/24-1/2/28
Michaela Lloyd	Community Governor	02/03/22 - 01/03/26
Cllr. Nigel Hughes	Community Governor	15/7/23-15/7/27
Kate Owen Jones	Headteacher	N/A

## **Chair of Governors 2024-2025**

Darren Jacks  
c/o Gwenfro CP School,  
Queensway,  
Caia Park,  
Wrexham

## **Clerk to the Governors 2024-2025**

Sue Neild  
Lambpit Street  
Wrexham

# Staff 2024-2025

## **School Leadership**

Headteacher: Mrs. K. Owen-Jones  
Deputy Headteacher: Mrs. N. Mulley-Jones

Senior Leadership  
Mrs. H. Jones – Well Being Manager  
Mrs. K. Young – Progress Manager  
Mr G. Jones – ALNCO

## **Class teachers**

Mr R. Davies  
Miss B. Evans  
Mrs J. Fletcher  
Mrs D. Hughes  
Mrs S. Jones  
Miss S. Jones  
Mrs H. Jones  
Mrs H. Kind  
Mrs A. King  
Mrs A. Lloyd  
Mrs D. Murray  
Mrs S. Parsonage  
Mrs E. Venables  
Miss Y. Winder

## **Teaching Assistants**

Mrs A. Challenor  
Mrs L. Colaiacco  
Miss S. Dolan  
Mrs J. Evans  
Ms K. Ford  
Miss D. Hughes  
Mrs E. Harper  
Mrs C. Jones  
Mrs S. Jones  
Mr T. Kilgallon  
Ms S. Lloyd  
Mrs G. Martin

Mrs J. Perera  
Miss A. Peters  
Miss A. Polley  
Mrs D. Richardson  
Mrs L. Samuels  
Mrs J. Stanhope  
Mrs C. Staples

## **Business Manager**

Mrs C. Slack

## **Admin Assistant**

Mrs D. Whilding

## **Site Manager**

Mr John Roberts

## **School Cook**

Mrs N. Thomas

Changes to staffing were updated in the school prospectus to reflect new arrangements. Miss S. Jones resigned from her position at Gwenfro after her maternity leave. Miss Y. Winder remained at Gwenfro for the rest of the academic year whereby her contract ended. Ms S. Lloyd was appointed as a 1-1 support for a pupil in our Resource Provision.

# Curriculum & Organisation

## School Structure

The language category of the school is English.

In 2024/25 we had 13 classes which were as follows:

- 1 Nursery class (morning and afternoons)- Melyn
- 2 Reception classes- Coch & Glas
- 1 Year 1 class- Criccieth
- 1 Year 1/2 class- Harlech
- 1 Year 2/3 class- Caernarfon
- 1 Year 3 class- Rhuddlan
- 1 Year 4 class- Y Waun
- 1 Year 4/5 class- Dinas Bran
- 1 Year 5/6 class- Dinbych
- 1 Year 6 class- Beaumaris

We had 2 Resource Provision classes:

- Foundation Phase- Penrhyn
- Key-Stage 2- Rhuthun

## Session Times

School session times were as follows:

Early years	Nursery 9.00am-11.30am or 12.30pm-3pm Reception 9.00am-3pm
4-7	9.00am-3pm
7-11	9.00am-3.05pm

## Curriculum

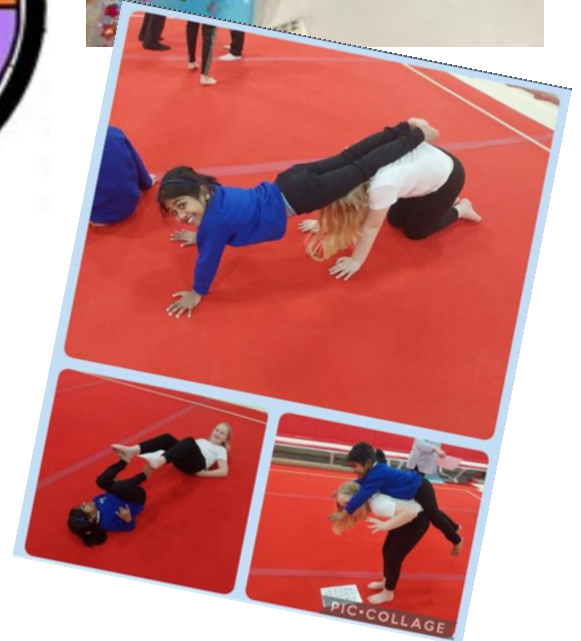
Staff work collaboratively to ensure the demands of the curriculum from Early Years to Year 6 are met and meets the needs of our learners.

Gwenfro School has continued to move forward with developments. During 2024-2025 our school improvement agenda we focused on:

- Developing a learning environment that fosters independence and allows opportunities for exploration and discovery.
- Ensuring that the learning environment provides opportunities for self- regulation and meets the needs of the developmental stage of learners.
- Developing staff knowledge and understanding of the role of the enabling adult and using language that supports pupils to make decisions about their learning and play.
- Developing the process of observation to support learning and progress and our knowledge and understanding of early childhood developmental pathways.
- We reviewed medium term planning and provision to ensure that pupils have opportunities to make decisions about their own learning and play.
- Developed a greater awareness of what is meant by Numeracy across the curriculum and that staff have clear knowledge and understanding of expectations and progression.
- Training was accessed regarding development of numeracy in authentic contexts and we developed opportunities for pupils to apply numeracy skills across the curriculum and in real life situations.
- We monitored standards of pupil outcome in Numeracy as a cross curricular skill and enhanced our awareness of numeracy and opportunities to develop numeracy skills.

# Our Curriculum at Gwenfro

The 4 Purposes of Curriculum for Wales underpinned all aspects of teaching and learning at Gwenfro.



We provided learning experiences which focused on the development of The 4 Purposes of Curriculum for Wales, ensuring a progressive balance of skills, knowledge and experiences.

## Early Education

We welcomed Early Entitlement pupils to Gwenfro during the Spring and Summer Terms. Pupils in receipt of EE funding accessed 4 sessions per week within our Nursery provision. This provided the opportunity for staff to really get to know the children and supported their transition into Nursery the following September.

# Welsh Language

All of the children throughout our school received weekly Welsh lessons. Welsh plays a strong part in our everyday language at Gwenfro, including our weekly whole school Gwasanaethau. Estyn Sept 2024 commented, "Leaders, staff and pupils ensure that Welsh is a living language at the school. Throughout the day all members of the school community use Welsh purposefully as a normal part of school routines."

Pupils were encouraged to use Welsh throughout the school day as part of their daily routines and earned a 'tocyn iaith' for their efforts. The class with the most tocynau won the weekly 'Draig ar y Drws' competition. A 'Siaradwr Da' was also chosen from each class for a pupil who had been heard using Welsh throughout the school day, which was celebrated during Gwasanaeth Bendigedig, every Friday.

Helpwr Heddiw activities were included within the classroom as daily reinforcement of Welsh language. Activities were progressive and gave an opportunity to practise and reinforce the language.

Welsh ethos and culture was celebrated within school through the study of Welsh localities, music and artists, as well as our bi-annual Eisteddfod.

Our school Criw Cymraeg worked hard to develop standards of Welsh across the school. Esyn Sept 2024 said, "The Criw Cymraeg promote the use of the Welsh language successfully and monitor the amount of Welsh used by pupils in the different classes."

The school achieved the Campus Cymraeg Bronze Award in 2019 and we continue to strive to maintain standards and provision with the aim to achieving the Silver Award in .



# Curriculum- Fitness Festival

We held our summer sporting event- 'Gwenfro Fitness Festival' during the summer term. This was an opportunity for pupils to experience all sorts of different health and fitness activities, with the additional aim of encouraging inclusion for all. Pupils had the opportunity to develop skills to support and develop both their physical and mental health and well-being. Parents/carers had the opportunity to join in through our Share & Inspire sessions and feedback from pupils and their families was extremely positive.



## Share & Inspire

We always aim to work collaboratively with families and actively encourage parent/carers to spend time in school with their child. Our 'Share & Inspire' sessions were a great success and everyone enjoyed learning together.

*"It's nice to come into school and know how everything works, systems you have in place etc. It makes me feel at ease knowing my child is having the best learning opportunities."*

*"Since attending the Reading Café I now know how to sound out the letters to Alice. This has helped her massively with her reading."*

*"We would love more sessions like this please, it was very helpful and we had fun!"*



# Predicated Needs Days

We ensure that learning is engaging and purposeful for our pupils through our Predicated Needs days:

## Owain Glyndwr Day

We learnt about our Welsh history and the significant of Owain Glyndwr as a Welsh Prince.



## Black History Day

Everyone celebrated the lives and accomplishment of significant black people now and in history.

**Number Day**  
This was a lovely opportunity to practice number skills in real life contexts.





### Day of Languages

We celebrated the diverse languages across our school. Pupils had the opportunity to learn and write in different languages.

### World Religion Day

We celebrated and learnt about all religions, to teach acceptance, empathy, inclusion, knowledge and understanding.

### Earth Day

Pupils learnt about climate change, sustainability and how to protect the world we live in.





**Cultural Diversity Day**  
 Pupils learnt about different cultures and beliefs. They learnt about respect and tolerance and inclusion of all.

**Pyjamarama Day**  
 This was an opportunity to encourage reading for pleasure.



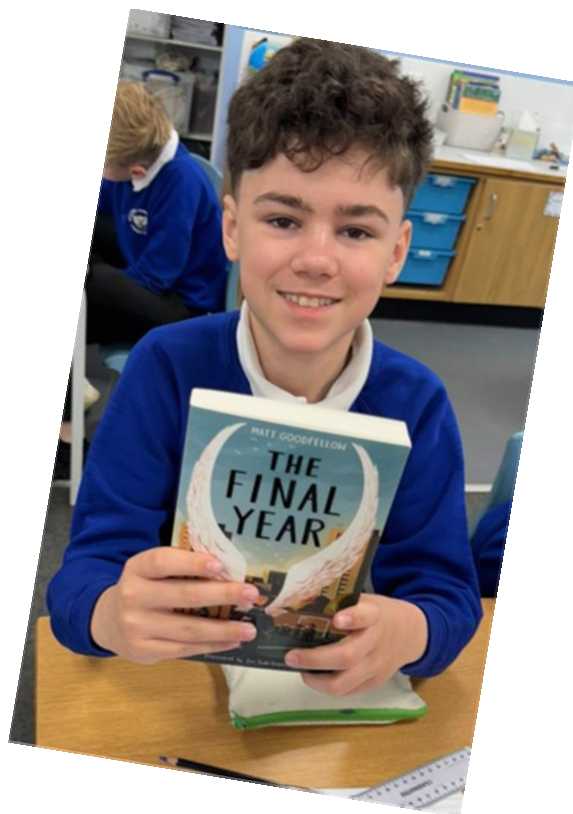


## **VE Day**

Everyone celebrated VE Day on 8<sup>th</sup> May. We remembered and showed our respect.

# Curriculum- Reading for Pleasure

At Gwenfro, we teach our pupils the importance of reading and encourage reading for all purposes, including reading for pleasure. We have invested to ensure that all classes have an inviting 'Ardal Darllen' where pupils can read a range of quality fiction and non-fiction books, including Welsh books.



Pupils enjoyed the 'Take 10 to Read' event, and our book vending machine continued to be a great success in encouraging pupils to earn a token where they could win their very own book to take home.



## Curriculum- Outdoor Learning

Pupils developed lots of new skills through a range of outdoor learning opportunities both in school and at places such as Eddig and Felin Pulston . Staff also worked hard to to develop the outdoor learning areas for everyone to use.



## Curriculum- Transition

We invited new pupils and parents/carers into school to explore the school environment, meet the staff and find out about the sorts of things pupils at Gwenfro learn. Our 'Language & Play', 'Maths & Play' sessions continued to be a huge success and gave everyone the opportunity to get to know each other.

Transition activities also happened throughout the school year to help pupils prepare for the curriculum in high school. Gwenfro staff met with high school staff to ensure that all information was transferred to make the transition as seamless as possible. Visits in the summer term were a great success.

## Extra-Curricular Activities

Many pupils enjoyed being part of our Gardening Club which was run by a team of enthusiastic support staff.

The children enjoyed a range of activities throughout the Spring and Summer terms and Gwenfro School even won the Caia Park mini garden competition.



Clwb Hwyl was held weekly. Pupils enjoyed a range of well-being activities including cookery and craft.

Dance club was also enjoyed by pupil in Foundation phase.



Year 6 enjoyed a residential trip to Pentrellyncymer during the summer term. Pupils developed so many personal skills and it was a lovely opportunity for the year group to work together. They had a wonderful time and it was a lovely way to end their time at Gwenfro School before starting the next journey in their education.

# Additional Learning Needs

During academic year 2024-2025, we had 2 Resource Provisions (one at FP and one at KS2), catering for pupils placed by the LA with Statements of Educational Need (known under the previous ALN system).

The school has a comprehensive tracking system to monitor each pupil's progress and achievements from Early Years to Year 6. If there are concerns around pupil progress or a query around a specific need, pupils are identified and appropriate plans for provision are devised. These are shared with parents/carers and collaborative working is encouraged.

Pupils identified with Additional Learning Needs (ALN) are fully integrated within school life and receive support as appropriate to their needs. Regular review meetings take place to assess and monitor progress and set new targets. Our ALNCO supports effectively and is well supported by our Level 4 ALN Teaching Assistant.

We regularly liaise with LA support services, for example, Speech & Language, Sensory and Occupational Health and Psychology Service to meet the needs of our pupils. Our school has appropriate wheelchair access, assisted changing facilities and an induction loop system.

The school continued to work closely with cluster ALNCO's and the LA to review procedures and processes in line with ALN reform in Wales. Information has continued to be shared with parents/carers, and staff and Governors received relevant updates. We continued to move pupils over to the new systems of working based on the ALN reform journey and endeavour to build on this.

# Term dates 2024-2025

## **Autumn Term**

Term Opened	Wed 4 <sup>th</sup> Sep 2024
Half term Closed	Thu 24 <sup>th</sup> Oct 2024
Half term Opened	Mon 4 <sup>th</sup> Nov 2024
Term Closed	Fri 20 <sup>th</sup> Dec 2024

## **Spring Term**

Term Opened	Tue 7 <sup>th</sup> Jan 2025
Half term Closed	Fri 21 <sup>st</sup> Feb 2025
Half term Opened	Mon 3 <sup>rd</sup> Mar 2025
Term Closed	Fri 11 <sup>th</sup> Apr 2025

## **Summer Term**

Term Opened	Tue 29 <sup>th</sup> Apr 2025
<b>May Day</b>	<b>Mon 5<sup>th</sup> May 2025</b>
Half term Closed	Fri 23 <sup>rd</sup> May 2025
Half term Opened	Mon 2 <sup>nd</sup> June 2025
Term Closed	Fri 18 <sup>th</sup> July 2025

## **Training Days**

- Mon 2<sup>nd</sup> Sep 2024
- Tue 3<sup>rd</sup> Sep 2024
- Fri 25<sup>th</sup> Oct 2024
- Mon 6<sup>th</sup> Jan 2025
- Mon 28<sup>th</sup> Apr 2025
- Mon 21<sup>st</sup> Jul 2025

# School Improvement

## Progress

Estyn visited Gwenfro during the autumn term. The outcome of the inspection was excellent and two aspects of the school were spotlighted for effective practice. They were:

*Spotlight: Effective distributed leadership Arrangements to distribute leadership responsibilities are highly effective. Clear roles, responsibilities and lines of accountability match the challenging needs of the school exceptionally well. Leaders know their roles well and work together with the constant aim of providing all pupils with the best chance in life and the best educational experiences possible. Within designated areas of responsibility, leaders use monitoring and improvement processes well to ensure a good balance of focusing on improving teaching and learning and meeting pupils' well-being and nurture needs.*

*Spotlight: A collaborative coaching culture Senior school leaders worked with all staff to evaluate standards of writing at the school and took responsibility for bringing about the required improvement. They used their skills and professional knowledge to model the expected quality of teaching and learning for other staff. They then worked alongside staff to coach them to implement strategies such as modelled and shared writing. This work has had a direct impact on teaching and supported accelerated progress for pupils in their development as writers. The coaching and collaborative culture has spread throughout the school and teachers regularly engage with research, try strategies out and share their learning with colleagues. This often brings about improvements to professional practice, such as to the quality of teachers' questioning during lessons.*

Recommendations to support the school to continue to move forward were:

R1 Further develop opportunities for younger pupils to make choices and decisions about their learning and play

R2 Further develop opportunities for pupils to apply their numeracy skills in authentic contexts in their work across the curriculum

A Post Inspection Action Plan was drafted soon after the inspection itself and the school began to address both recommendations.

Staff, Governors and the regional consortia, GWE, regularly monitored progress against our School Improvement Priorities and the impact this was having on standards and provision at our school. Link Governors were also involved in this process. I am pleased to inform you that strong progress has been made against all aspects and we continue to develop practice.

Through thorough evaluation, the leadership team were able to monitor progress against these priorities.

Our GwE School Improvement Advisor (SIA) visited at least once a term to look at

progress and monitor standards, and presented reports on progress and school improvement. Their role was to evaluate the school's capacity to improve, taking account of evidence about the standards achieved and the quality of leadership, and teaching and learning. They also used information as a basis for discussions with the Local Authority.

# Reviewing School Policies

During the academic year 2024-25, Governors reviewed and adopted policies for:

- Pay
- Performance Management
- Administration of medicines
- Redundancy & Redeployment
- EVC
- Tackling Extremism & Preventing Radicalisation
- PDR
- Safeguarding
- Collective Worship
- Prospectus
- Staff Handbook
- Dedicated Headship
- PPA
- Emergency Response Plan
- Homework
- Home School Agreement
- Online Safety
- Strategic Equality Action Plan
- Asthma
- Smoke Free
- Framework or responsibility
- Uniform
- Assessment Arrangements
- Service Continuity Plan
- Register of Business Interests
- Sun Care
- Acceptable use if ICT
- Marking
- Children Looked After
- Directed Time
- Accessibility Plan
- Data Protection Protocol
- Fixed Penalty Notice

# Healthy Schools

The school works hard to promote healthy lifestyles and expectations are shared regularly and reinforced and encouraged. We are pleased to report that nearly all pupils continue to bring in fresh fruit and water for their snack.

Pupils age 3 to 7 are given milk or water in school to drink. All pupils have regular access to drinking water.



Health and well-being is an integral part of teaching and learning at Gwenfro; both physical and mental. Sessions to support pupils in their learning and development are carefully planned as part of the curriculum, taking into the needs of the pupils and school community.

Our summer Fitness Festival (see curriculum section) provided an opportunity for pupils to develop new skills and experiences. This was a full week of physical and mental well-being experiences. Feedback from pupil was extremely positive.

We continue to strive to support all pupils' well-being through our everyday curriculum, and provide many opportunities to develop the physical and mental well-being of our pupils.

We also offered a wide range of well-being interventions to support many pupils to; develop their confidence, self esteem and manage their emotions.

# Community Links

We pride ourselves on our strong links with organisations within our community, such as Caia Park Environmental Group, Caia Park Partnership, Caia Park Health Team, Gwenfro Valley and Wrexham AFC.



We have links with North Wales Police who support us in many ways:

- School Police Liaison **Officer**
- Operation Gingerbread - who operate a security patrol during weekends and holidays.





Gwenfro is part of the Clywedog 'cluster' of schools.

We are a group of primary schools and feeder secondary school who commit to:

- Sharing information
- Sharing effective practise
- Planning for local and national reforms and priorities
- Peer evaluation to support in our school improvement journeys
- Transition of information, strategies and approaches



Pupils accesses the facilities at Queensway Gym for academic year 2024–2025.



**How have we helped others?**

We raised money for various charities:



**£216.21**

**£230.83**



## Additional Information

### **Equal Opportunities**

Gwenfro is an inclusive school. We provided appropriate education for all our pupils regardless of age, gender, social background, religion or race. We reported any incidents of racism to the LA on a termly basis - there was 1 incident during the academic year.

### **Breakfast Club**

Clwb Frecwast met every morning from 8am in the Main Hall during term time. As per LA policy and requirements, a portion of the session, which is for childcare, incurs a charge of £1 per session for those eligible for FSM and £3 for non-FSM. This is paid for via ParentPay.

### **Family Engagement Officer**

Our Pupil Development Grant funded this post. Our FEO was available to help and support pupils and families with a range of issues.

### **Toilet Statement**

The school provided sufficient toilets for the number of pupils on roll. These toilets were cleaned on a daily basis. We have a clear toileting policy and expect parents/carers to work with us regarding this.

### **Sharing Information**

We encouraged parents/carers to access SeeSaw and 98% of parents/carers had access during the academic year. This was an effective way of involving you in your child's learning journey. Pupils could share their work, upload videos etc, so you can see exactly what your child had achieved in school that week.

If parents/carers, needed support with setting this up, teachers or our FEO was available to support.

The School Prospectus was given to all new parents/carers of our school on admission and can be found on the school website or main office. Staff changes, class organisation and updated holiday dates are included, along with expectations with regard to uniform, information about catering services etc.

Twitter was used regularly to share school news and celebrate our emerging curriculum  
**@GwenfroS**



Our website: [www.gwenfro-pri.wrexham.sch.uk](http://www.gwenfro-pri.wrexham.sch.uk). Information regarding the school, including policies, general information and the school diary of events for the academic year can be found here.

# School Performance Information

National Assessments for Maths and English were completed with pupils from Y2 to Year 6. Outcomes were used as a diagnostic tool to inform teaching and learning.

Progress Meetings continued to be held throughout the academic year to track pupil progress and identify pupils in need of further support or challenge.

## Attendance

For the Academic Year 2024-2025, the attendance figures were:

	Autumn 2024	Spring Term 2025	Summer 2025
Whole School Attendance	92.3%	92.5%	91.0%
Attendance of pupils of Statutory Age	93.3%	93.6%	91.7%
Authorised Absences	6.2%	5.5%	5.7%
Unauthorised Absences	1.5%	2.0%	3.3%

Fixed Term Exclusions - 2 Permanent Exclusions - 0

Thank you for your co-operation in informing the school if your child was absent from school. We are committed to improving the attendance and punctuality of our pupils as this has a significant impact on progress and attainment.

We have clear procedures in school to monitor and track attendance and provide lots of rewards and initiatives to encourage good attendance. We also keep you informed of your child's attendance on a termly basis.

We are supported by an ESW (Education Social Worker) and our Attendance Officer as necessary.

# Finance

## **LA DELEGATED BUDGET FINANCIAL REPORT**

**Financial Year 1st April 2024 - 31st March 2025**

<b>BUDGET HEADING</b>	<b>BUDGET</b>	<b>ACTUAL EXPENDITURE</b>	<b>BALANCE</b>
STAFFING	1,799,325	1,820,909.42	-22,275.19
PREMISES	176,602	164,410.80	12,191.20
TRANSPORT	2,600	3,355.89	-755.89
SUPPLIES & SERVICES	38,639	46,062.93	-7,423.93
EDUCATION SUPPORT SERVICES	146,021	138,454.21	-7,566.79
CONTINGENCY FUND	95,640	95,640	95,640
<b>TOTAL</b>	<b>2,258,827</b>	<b>2,268,833.25</b>	<b>69,809.40</b>