



**YSGOL
AFON WEN**

YSGOL AFON WEN

Governors' Report to Parents and Carers

2024-2025



A foreword from the Chair of Governors:

On behalf of the Governing Body, I am delighted to introduce the Governors' Report for 2024/25 and reflect on the successful first year of Ysgol Afon Wen.

We are proud of everything the school achieved in its first year of operating as an all-age school. In particular, we are proud of the strong relationships the school has built with parents, carers, and the wider community. Your support and engagement play a vital role in the success of our pupils and help create a positive and inclusive environment in to help our pupils thrive.

Throughout the year staff worked hard to ensure that the transition to Ysgol Afon Wen was as seamless as possible given the ongoing demands of building work and other organisational matters. At the heart of their approach to establishing this new community was the wellbeing and achievement of your children.

The Governing Body remains committed to supporting the school's ambitious curriculum, which provides pupils with rich learning opportunities and the knowledge, skills, and experiences they need to succeed both now and in the future.

This year has demonstrated the strength of working together as one team across the school community. Staff, governors, families, and pupils have worked collaboratively to establish high expectations and create a culture where pupils are at the heart of everything we do. We are confident that Ysgol Afon Wen will go from strength to strength but also recognise that there is always more to be done. As governors we are committed to challenging the school to continue to improve and secure the highest standards of education for your children.

We are particularly proud of our pupils and all they continue to accomplish academically, socially, and personally. Their enthusiasm, resilience, and achievements reflect the dedication and care shown by all members of the school community. We were entertained by pupils in High School Musical, impressed by the creativity of the Easter Bonnet parade and by the sporting achievements of many pupils. We would also like to thank the pupils for their contribution to the work of the governing body. Their voice is an important part of the school and we, as governors, always welcome their views and contributions to improving the school.

We hope you find this report useful.

Mrs H Cook

Chair of Governors

Headteacher's Message

No child is left behind, regardless of age, background or ability

At Ysgol Afon Wen, we are committed to nurturing the potential within every pupil. Our Triple-A Promise ignites the spark to inspire our community's success by activating learning, advancing curiosity, and achieving success. Through this promise, we are dedicated to creating an environment where every pupil can flourish. As we look ahead to the next exciting chapter in our history, it's important we reflect too on the journey so far.

I would like to take this opportunity to thank our pupils, families, staff, governors and our wider community for the support, collaborative spirit and enthusiasm you have shown. Together, we have built strong foundations, created lasting memories, and established a school culture rooted in ambition, kindness and respect. I am incredibly proud of all that has been achieved in such a short time in our school, and look forward with great optimism to the opportunities and successes that lie ahead for Ysgol Afon Wen.

C Crockett

Headteacher



Rhondda Cynon Tâf County Borough Council

Governing Body of Ysgol Afon Wen

This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published.

Clerk to the Governing Body

The Clerk to the Governing Body Ms Rachael Ashcroft

Chairperson of the Governing Body

The Chairperson of the Governing Body is Mrs Helen Cook c/o Ysgol Afon Wen, School Lane, Pontypridd, CF37 5AL

Members of the Governing Body

The following people are currently members of the Governing Body:

Name	Start Date	End Date	Governor Type
Miss Claire Crockett	01/09/2024		Headteacher
Mr Owain Davies	24/10/2024	13/01/2026	Community
Mrs Jayne Edwards	24/10/2024	23/10/2028	Community
Mrs Jodie Llewellyn	24/10/2024	23/10/2028	Community
Mr Alan Minton	24/10/2024	23/10/2028	Community
Mr Michael Reilly	24/10/2024	17/10/2025	Community
Mrs Helen Cook	01/09/2024	31/08/2028	LEA
CBC Catherine Lisles	01/09/2024	31/08/2028	LEA
Mr Carl Thomas	01/09/2024	31/08/2028	LEA
Mrs Christine Ward	19/11/2024	18/11/2028	LEA
Ms Zaina Aljumma	13/12/2024	12/12/2028	Parent
Mr Christopher Gibbins	09/10/2024	08/10/2028	Parent
Mrs Donna Marshall	13/12/2024	13/01/2026	Parent
Mrs Rochelle Parker	09/10/2024	08/10/2028	Parent
Mrs Marion Saunders	09/10/2024	08/10/2028	Parent
Mrs Heather Williams	25/06/2025	24/06/2029	Parent
Mrs Maria Bolderson	17/10/2024	16/10/2028	Staff
Mr James Cox	17/10/2024	16/10/2028	Teacher
Mrs Clare O'Carroll	16/10/2024	15/10/2028	Teacher
Mrs Donna Marshall	13/12/2024	12/12/2028	Parent

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

LEA Representatives: 4

Parent Governors: 7

Staff Representative: 3
Headteacher: 1
Community Governors: 5
Minor Authority (if applicable) 0
Total: 20

Election of Parent Governors

The next election of parent governors is due to take place in 2028.

School Performance Data

GCSE Results 2025:

2025 Key Performance Indicators:	
5 A*-A	10%
5 A*-C	65%
5 A*-E	95%
Capped 9 Score	367
Literacy Capped 9 Score	39
Numeracy Capped 9 Score	35
Science Capped 9 Score	31

Financial Statement

The LA provides the school with a budget for each financial year based upon a number of factors, including the number of children on the ALN register, floor space within school etc, but the main factor is the school's pupil numbers. The funding received from the LA is called the Delegated School Budget.

On receiving the delegated school budget, the governors then decide how this money should be allocated and agree a budget that is followed for the year. This account is monitored continually by the Headteacher, Finance Manager, LA and the Subcommittee of the Governing Body at their regular meetings, along with termly updates to the Governing Body.

Net Expenditure	£3,434,805
Formula Funding Allocation 2024-25	£3,475,755.19
Surplus Brought Forward from 2023-24	-
Surplus carried forward to 2025-26	£40949.72

School Prospectus

The school prospectus is updated annually to include any changes required by Welsh Government or other related bodies. A copy of the prospectus is issued to parents whose children are starting school or transferring from another school. A copy of this prospectus can be found on the school website:

<https://www.ysgolafonwen.co.uk/>

School Development Plan

The Headteacher and leadership team, in conjunction with the Governing body, are responsible for drawing up the School Development Plan. The plan identifies the direction the school will take, over a three-year period, in delivering the curriculum and raising standards across the school. The three-year plan is supported by a specific year annual plan.

The annual School Development Plan for the 2024/25 academic year has been considered and approved by Governors. The priorities identified through rigorous self-evaluation processes drive whole school improvement and include a strong focus on continuing to raise standards of attainment and skills across all key stages and the development of the new curriculum. All targets and priorities are regularly reviewed by the Governing Body

Summary of key priorities for 2024-2025:

IA1: TEACHING AND LEARNING	<ul style="list-style-type: none">a. To fully implement an effective curriculum and assessment model that ensures progressionb. Ensure adaptive teaching techniques are embedded across schoolc. Improve skills in Reading, Numeracy and Welshd. Implement RADY programme throughout school
IA2: WELLBEING, CARE SUPPORT AND	<ul style="list-style-type: none">a. To further improve pupil wellbeing, focussing on ensuring four core purposes are met, improving attendance and reducing fixed term exclusionsb. Develop effective careers strategyc. Ensure robust anti bullying strategyd. Ensure effective transition between phases and associate partnerse. Develop community focused school partnershipsf. Develop stakeholder voice
1A3: LEADING AND IMPROVING	<ul style="list-style-type: none">a. Align vision, unify strategic priorities, develop governance, effective resource managementb. ALN adapt and support legislation to ensure pupil needs are metc. To continue to raise KS4 Key Performance Indicatorsd. To continue to ensure consistency in standard of teaching across all faculties through continued use of

	effective QA processes and well developed instructional coaching models
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Attendance Summary for 2024-2025:

Percentage of unauthorised absences	7.90%
Percentage of authorised absences	6.40%
Percentage of Persistently Absent pupils (below 90%)	41.19%

Destination Information for Year 11 leavers Summer 2025

The school has excellent relationships with a range of Post-16 provisions including schools, colleges, and Careers Wales. The table below outlines the destination data for post-16 learners in Summer 2025:

Destination	Number of students
Other school/sixth form/College	120
Employment / Apprenticeship	30
Unemployment	3

Use of the Welsh Language: Communication

Ysgol Afon Wen is an English medium school and lessons, and other school activities, are communicated through the medium of English. The use of the Welsh language is promoted using incidental Welsh with all pupils throughout the school day. KS3 pupils' timetables include English, Welsh and French lessons. From Year 9, all pupils study English Language and Literature and Welsh second Language. Pupils can also choose to study a third language at GCSE level.

Should parents request that their child be taught at Ysgol Afon Wen in a language other than English, this request will be given due consideration.

Pupils for whom English is a second language are supported according to their needs by the team within the school's designated provision and also by the LA.

Term Dates and Holidays 2024-2025 and 2025-2026

2024/25

TERM	FROM	TO
Autumn 2024	Monday, September 2, 2024	Friday, October 25, 2024
Half Term	Monday, October 28, 2024	Friday, November 1, 2024
Autumn 2024	Monday, November 4, 2024	Friday, December 20, 2024
Christmas Holiday	Monday, December 23, 2024	Friday, January 3, 2025
Spring 2025	Monday, January 6, 2025	Friday, February 21, 2025
February Half Term	Monday, February 24, 2025	– Friday, February 28, 2025

Spring 2026	Monday, March 3, 2025	Friday, April 11, 2025
Easter Holiday	Monday, April 14, 2025	Friday, April 25, 2025
Summer 2026	Monday, April 28, 2025	Friday, May 23, 2025
May Half Term	Monday, May 26, 2025	Friday, May 30, 2025
Summer 2026	Monday, June 2, 2025	Monday, July 21

2025/26

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

INSET Days 2024-2025

2.9.24
3.9.24
4.9.24
6.1.25
7.4.25
21.7.25



Community Focused Schools

A community-focused school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes.

The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

We are committed to the development of Ysgol Afon Wen as a community school and offer a range of activities, events and clubs within and for our local community. We work with a number of community partners, including the fire service, police and health services to support the development of relationships and progress local objectives.

Our newly opened Community Hub provides a welcoming space for a variety of community focused activities such as our half termly Coffee Mornings, Drop-in Clinics and parent and carer workshops

Review of School Policies

The following policies were ratified by Governors during 2024-2025. The school's policies can be found here: [Ysgol Afon Wen - Policies](#)

Name of Policy	Ratified by Governors 2024-2025
Access Arrangements Policy	17th November 2024
Admissions Policy	17th November 2024
ALN Policy	17th November 2024
Anti Bullying Policy	17th November 2024
Attendance Policy	17th November 2024
Staff discipline (Managing staff in school staff discipline procedure)	17th November 2024
Careers & the World of Work Guidance	17th November 2024
Charging and Remission Policy	17th November 2024
Complaint Policy and Procedures	17th November 2024
Curriculum Policy	17th November 2024
Data Protection Policy RCT	17th November 2024
GDPR Policy	17th November 2024
GDPR Privacy Notice	17th November 2024
Health & Care Needs Policy	17th November 2024
Health and Safety Policy RCT	17th November 2024
Pay Policy	17th November 2024
Performance Management Policy	17th November 2024
Pupil Behaviour & Discipline Policy (ATL)	17th November 2024
Safeguarding Policy	17th November 2024
School Session Times Policy	17th November 2024

Staff Grievance Policy	17th November 2024
Staff Induction Policy	17th November 2024
RSE Policy	17th November 2024
Recommended Policies	
Sustainable Development (ESDGC) Policy	17th November 2024
Healthy Eating (Food & Fitness) Policy	17th November 2024
Intimate Care and Toileting Policy RCT	17th November 2024
Alcohol and substance misuse (staff)	17th November 2024
Substance Misuse Policy	17th November 2024
Uniform Policy	17th November 2024
Whistleblowing Policy	17th November 2024
E-safety Policy	17th November 2024
Ysgol Afon Wen Other Policies	
Anaphylaxis Policy	17th November 2024
Absence Management Policy RCT	17th November 2024
Acceptable use Policy (staff) RCT	17th November 2024
Alternative Learning Guidance RCT	17th November 2024
CCTV Policy	17th November 2024
Children Missing in Education RCT	17th November 2024
Control and Management of Asbestos Policy RCT	17th November 2024
Critical Incidents Policy RCT	17th November 2024
Communication Guidance	17th November 2024
Dignity at work Policy RCT	17th November 2024
Domestic Abuse & Sexual Violence Policy RCT	17th November 2024
Educational Visits Policy	17th November 2024
Effective Feedback Policy	17th November 2024
Elective Home Education Policy RCT	17th November 2024
Equality and Diversity Policy	17th November 2024
Fair Access Protocol RCT	17th November 2024
Fire Policy RCT	17th November 2024
Healthy Eating	17th November 2024
Leave of Absence Policy RCT	17th November 2024
Mobile Phone Policy	17th November 2024

Probation Policy	17th November 2024
School Medicines Policy	17th November 2024
Social Media Policy	17th November 2024
Teaching & Learning Policy	17th November 2024
Unreasonable behaviours policy	17th November 2024
Workplace Stress Policy RCT	17th November 2024
Physical Restrictive Practice Policy RCT	17th November 2024
Statutory Documents	
Antibullying Guidance RCT	17th November 2024
Strategic Equalities Plan	17th November 2024
Traffic Management Plan	17th November 2024
Other Documents	
Staff Handbook	17th November 2024
Lockdown procedure	17th November 2024
Code of Professional Conduct and Practice EWC	17th November 2024
EWC: Being Open and Honest as a professional	17th November 2024
EWC: Guide to good practice in testing, assessment, exams	17th November 2024
Charging Policy	17th November 2024
Occupational Health information	17th November 2024
PDG:CLA	17th November 2024
Active Travel Plan	17th November 2024
Internal School Safeguarding Audit	17th November 2024

Additional Learning Needs

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2024/2025, 85 pupils were in receipt of an Individual Development Plan (IDP), including 15 for pupils in school-based RCT Learning Support classes

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school.

The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year 11, however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school, such as the two located here at Ysgol Afon Wen, or in a special school. Children with significant and highly complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

Curriculum overview

At Ysgol Afon Wen, we are committed to nurturing the potential within every pupil. Our Triple AAA Promise will inspire and ignite the learning spark by activating learning, advancing curiosity, and achieving success. Through this promise, we are dedicated to creating an environment where every pupil can flourish. At Ysgol Afon Wen, we operate as a single school with pupils aged 3-11 and 11-16 on one site. Our core values are consistent throughout the school, fostering a unified environment. Our staff work as one cohesive team, sharing professional development and learning experiences with pupils across Activate, Advance and Achieve phases.



ACTIVATE:

In the Activate Phase we aim to provide high quality education for all our children from Nursery through to Year 3 in a welcoming, secure and happy indoor and outdoor learning environment where children are encouraged to approach their educational opportunities with confidence and enjoyment.

The children in the ACTIVATE phase are helped to reach standards at the highest level of their capability in literacy, numeracy and digital skills. We encourage the children to value themselves and each other and to develop positive attitudes of thoughtfulness, caring and sharing. We aim to develop pupils logical and creative thinking, curiosity and enthusiasm by encouraging them to be independent and confident learners

The early years of school life—Nursery to Year 3—are all about discovery, growth, and building the foundations for a lifelong love of learning. These formative years are crucial for developing not just academic skills, but also confidence, curiosity, and social-emotional wellbeing.

At Ysgol Afon Wen, we believe that education is a partnership between home and school. Children make the greatest progress when the two work together. We value the support you can give at home and welcome and encourage your help in school. It is important that good relationships, mutual understanding and trust and respect are the basis of our shared responsibility in the development of your child and in creating the whole ethos of the ACTIVATE phase.

ADVANCE:

In Years 4 to 8, the Advance Phase, we aim to provide high quality education for all pupils. These years are essential developmental stages where students grow in confidence, curiosity, and independence. Each year brings new challenges and opportunities, both in the classroom and beyond.

Across Years 4 to 8, we aim to develop not just academic ability, but also social skills, creativity, and resilience. Enrichment opportunities—like music, sport, drama, and outdoor learning—are just as important in shaping well-rounded learners.

ACHIEVE:

As students move into the Achieve Phase of the school, Year 9 to 11, they enter some of the most important and formative years of their school education.

Year 9: Preparing for the Future

Year 9 serves as a foundation year where pupils start to develop a clearer sense of their academic interests. Pupils will begin the **GCSE options process**, choosing subjects they'll study in greater depth from Year 10. It's a key time for pupils to explore their strengths and start thinking about future aspirations.

Year 10: Starting GCSE Courses

Pupils begin their full **GCSE curriculum** in Year 10, balancing **core subjects** (like English, Maths, Science, Welsh, Ethics and PE) with **chosen option subjects**. It's a year of deeper learning and growing independence. Regular assessments help track progress, and support is available for pupils who need it.

Year 11: Final Year and GCSE Exams

In Year 11, pupils focus on preparing for their **GCSE exams**, typically taken in the summer term. It's a year of hard work, revision, and planning for the next step—whether that's sixth form, college, or an apprenticeship. Schools provide structured revision support, and we encourage parents to help maintain routines and motivation at home.

Provision of school toilet facilities

Within the school we have good toilet facilities. The toilets are cleaned at least twice every day, there is a team of caretakers available throughout the day if further cleaning is required.

Admission/Transition Arrangements

Rhondda Cynon Taff County Borough Council is the Admissions Authority for all schools (other than Church schools where the school's governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are, therefore, operated in line with the Authority's policy on school

admissions which is contained in the publication Starting School book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website www.rctcbc.gov.uk.

Sporting Aims and Achievements

The school takes part in a range of sporting events including netball, football, rugby, athletics, The Duke of Edinburgh Award and the annual ski trip.

The extra-curricular activities programme allows pupils to expand their interests outside of the classroom. In the main they are practical sessions that are adventurous and reflective, while mentally and physically challenging.

We offer a variety of activities across all ages here at Ysgol Afon Wen. Activities will vary from term to term - further information will be shared at the start of each term.

Traditionally, sessions are run after school and in some cases involve students being taken off-site for fixtures against other schools. However, some sessions do take place before school and at lunchtime.

We hope that pupils will try new activities and find hidden skills. Activities are run by staff and/or specialist instructors who have expertise, experience and enthusiasm for their activities.

Healthy Eating

At Ysgol Afon Wen we promote healthy eating by encouraging children to eat healthy snacks during morning break time, and healthy lunches at dinnertime.

We teach children about the importance of a balanced diet through PSE, science, and design and technology lessons, as well as through themed events during the year.

Agencies

The school is well supported by a range of in-house and outside agencies that provide appropriate advice and guidance to both staff and pupils. These include:



