

Garnteg Primary School Annual Governing Body Summary Report

A full copy of the report can be obtained from the school office



Agenda

Agenda for the Annual Parent's Meeting to be held
at Garnteg Primary School on 07.07.26

Contents

1. Introductory Remarks
2. Matters arising
3. To receive and consider the Governor's Annual Report for the Academic Year
4. AOB

A full report is available on the school website. www.garntegprimary.co.uk

A copy can also be requested from the school office



Dear Parent/ Guardian,

It gives me great pleasure to be able to present the Governing Body's Annual Report for 2025/26 to parents for Garnteg Primary School. This report highlights the continued excellent progress we have made within the school and community to create educational experiences and opportunities for our children to grow and learn.

The Governing Body provides strategic leadership and oversight to ensure the school's vision is achieved. Members of the body bring a diverse range of skills, knowledge and experiences and representation at the board includes parent governors, staff governors, co-opted governors, and local authority governors. Our meetings throughout 2025/26 enabled the Governors to discuss the quality of the teaching and learning provision at the school. We were also able to discuss and challenge standards and the progress made in relation to the priorities outlined in the School Development Plan.

It has been another very productive and busy year and I would like to thank everybody for working together to ensure that the school's targets and priorities have been met. In May 2025, the school had an Estyn core inspection, with excellent results. The report identified 2 spotlights for excellent practice and one recommendation for Welsh.

I would like to thank Mrs Roche, Headteacher, the Senior Leadership Team and each member of the teaching and support team for their dedicated and committed approach. Without this commitment the school would not be able to move forward and improve and provide the pupils with the excellent education they deserve.

The school has once again worked in partnership with the Educational Achievement Service (EAS), the School Improvement Partner and the Local Authority. We have continued to support other schools from across the authorities and senior leaders from partner schools. This has included leaders visiting our school to observe exemplary practice in order to improve practice in their own schools. Staff also presented and delivered 3 different workshops at the Torfaen Future Conference in May 26.

As you are aware, the success of a school depends on effective co-operation between pupils, staff, parents/carers, governors and the Local Education Authority. Strong partnerships are key to Garnteg Primary, and I would like to conclude by thanking you as parents/carers for your continued support. Thank you also to the clerk of the governors for their continued support.

Chair of Governors
Angela Skyrme

Our School Values & Ethos



Garnteg Primary school creates successful learners who take pride in their community. They are exposed to a range of learning opportunities and valuable experiences that allow them to be ambitious, enterprising and respectful individuals who ‘Climb to Sparkle’ together to grow in every way.

At Garnteg Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment,

pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Garnteg Primary School we ensure learners are provided with the following:

We provide opportunities for all pupils to have an enjoyable, flying start, filled with new experiences.

Our pupils access a variety of experiences including sport, play and cultural differences.

- We promote healthy values and ethos, encouraging pupil participation in a range of activities, providing a wide variety of support for pupils and their families
- All children are exposed to the same opportunities and encouraged to become enterprising individuals
- We create a communal family in which everyone feels safe, included and welcomed
- Our pupils explore learning in a variety of ways, both indoor and outdoor, being exposed to the wider community.
- We celebrate a range of races and cultures, producing respectful, well-rounded members of the community

The school prospectus 2024-2025 has been updated to include staffing and class organisation. A copy of the new prospectus can be obtained from the school website and paper copies are available from the school.

School Term & Holiday Dates 2025-26

School Term and Holiday Dates - 2025/2026 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
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Autumn	Monday 01.09.25	Monday 27.10.26	Friday 31.10.25	Friday 19.12.25
Spring	Monday 05.01.26	Monday 16.02.26	Friday 20.02.26	Friday 27.03.26
Summer	Monday 13.04.26	Monday 25.05.26	Friday 29.05.26	Monday 20.07.26

THE GOVERNING BODY OF GARNTEG PRIMARY SCHOOL

Meetings of the Governing Body

Meetings of the full governing body have taken place on six occasions. At appropriate meetings, the Governors received and considered reports from the Resources and Finance sub- committee, and the Performance and Improvement committee and the Head Teacher reports on the school and its work. Minutes of all those meetings are available at school. In addition to these formal meetings, Governors have visited to enjoy concerts, assemblies and sports/fund raising events.

In accordance with the Welsh Government Guidance, it is important to note here, that no resolutions were passed in the last annual meeting of the governing body with parents and thus there is no action, as a result to report.

Adopted Policies Agreed by the Governing Body 2025-2026

The following policies have been agreed and adopted by the governing body during the academic years 25-26

- Data Protection policy
- Anti-bullying policy
- Emergency business continuity management plan policy
- E-Safety policy
- Safeguarding policy
- Health and Safety Policy
- Prospectus
- School information data policy
- Adults on site behaviour policy
- Anti bullying guidance and policy review
- EHE policy

Pupils on Roll- March June 2026

Nursery	60
Reception	34
Year 1	41
Year 2	46
Year 3	40
Year 4	48
Year 5	61
Year 6	56
Total	386

The school has 12 full-time teachers and three part-time teachers, the Head Teacher, Deputy Headteacher, 10 full time Teaching Assistants and 5 part-time.

2025-26: The school has the services of three school support officers, two full time and one part-time. One full-time caretaker is employed by the school, and we pay a service level agreement to provide a cleaner. One cook and four helpers provide high-quality meals.

PPA Teachers – Planning, Preparation and Assessment

It is statutory for teaching staff to receive non-contact for 10 per cent of the timetable. This is to be used for Planning, Preparation and Assessment (PPA) and to include professional learning. This takes place during the school week. These activities are provided by teachers and teaching assistants.

A new Professional Learning policy has been put in place to ensure that professional learning activities reflect the outcomes of our self-evaluation and are relevant for all staff. All staff have taken part in a varied range of professional learning including; cluster work, whole staff sessions, triad research projects and specific AoLE training. This has ensured that there is an impact on pupil progression and standards across the school.

THE SCHOOL CURRICULUM

In line with the Estyn recommendations 2025 the school has continued to develop the 'Climb to Sparkle Curriculum' to engage all pupils in authentic, creative tasks that prepare them for the future. Target setting and monitoring has ensured that pupils have made appropriate progress in the development of their curriculum skills across all AoLE's (Areas of learning and experience). These include:

- Language, literacy and communication - which includes Literacy, Welsh language as well as engagement with Modern Foreign Languages and British Sign Language further on in the school.
- Mathematics and numeracy.
- Science and technology – developing Science, Design Technology, ICT and STEM opportunities.
- Expressive Arts – Music, Drama and Art
- Health and wellbeing
- Humanities – Geography, History and RVE *

*NB Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area of Learning and Experience (AoLE). The Area encompasses Geography, History, Religion, Values and Ethics and Social Studies.

Alongside these Areas of Learning and Experiences (AoLEs), we have successfully embedded the Core Purposes within

learning. These four Purposes aimed at developing pupils for their future ventures and opportunities.

The aim is for our pupils to become:

- Healthy, Confident Individuals
-  Enterprising, Creative Contributors
- Ambitious, Capable Learners
- Ethical Informed Citizens

Targets for teaching and learning in the period of 2025-26 have been developed alongside the School Development Plan and Estyn targets 2025, these have included development in Welsh Oracy and everyday Welsh, Development in Mathematical reasoning and SPaG (Spelling and grammar).

To support the development of resilience and independence, the school has continued to implement its **Developing Independence and Resilience Framework**. This whole-school approach enables pupils to access learning from their individual starting points, make informed choices and take increasing ownership of their learning. The framework clearly outlines age-appropriate expectations for independence at each stage of development, providing consistency for both staff and learners. As a result, pupils are becoming more confident, self-motivated and reflective learners, demonstrating increased resilience when faced with challenges and a greater ability to work independently, solve problems and take responsibility for their progress.

Skills Curriculum

The skills curriculum has provided schools with a progressive framework of skills and knowledge to be taught. Within its structure, the school has the freedom to choose the most appropriate methods in which to deliver it. In Garnteg we match the delivery of the curriculum to the needs of the children and the content of the lesson using Universal Provision in all classes. Pupils are taught through whole class, small group, and individual activities. Pupils are involved in planning their learning and engage in a wide variety of activities, displaying the skills taught through a format of their choice. Cross-curricular skills frameworks for Literacy, Numeracy and Digital Competency allow pupils the opportunity to practice taught skills and apply them across the curriculum in different Areas of Learning and Experiences. These frameworks are mandatory within the Curriculum for Wales.

A predominant element of curriculum skills during the period 2025-26 the cross-cutting themes, were prevalent in topics and discussed with staff. These include Relationships and sexuality education (RSE), Human rights, Diversity, Careers and work-related experiences, Local, national and international contexts. These enable pupils to become ethically informed, well-rounded citizens.

The predominant language spoken by pupils in the school from the 2025-26 Survey is English 99%.

ALN (Additional Learning Needs) 2025-26 ALN - Children and young people who require extra support to learn, due to factors like learning difficulties or disabilities. Pupils who require additional learning provision will have an IDP (Individual Development Plan) written by the school ALNCO (Additional Learning Needs Coordinator) after a PCP (Person Centre Plan meeting) has taken place, with views from pupil, staff, parents and other professionals if required.

Throughout the academic year, pupils have received support tailored to their individual needs through high-quality universal provision and targeted interventions. Individual Development Plans (IDPs), One Page Profiles, and targeted plans ensure personalised support and clear outcomes for learners requiring additional provision. The school works closely with specialist services, including Speech and Language Therapy, Educational Psychology, Counselling, and

Occupational Therapy. Emotional wellbeing is supported through ELSA, Thrive, Trauma-Informed Schools practice, Mindfulness, KiVa, Values activities, and Forest School. Regular Person-Centred Planning meetings involve pupils, families, staff, and agencies. Staff continue to strengthen ALN practice through ongoing training and the implementation of EduKey.

Impact: Learners have benefited from more personalised and coordinated support, resulting in improved engagement, wellbeing, confidence, and access to learning. Enhanced collaboration between school, families, and external agencies has ensured needs are identified and addressed promptly, while staff have developed greater consistency in planning, monitoring, and reviewing provision. This has helped pupils make progress towards their individual outcomes and enabled more inclusive participation in school life.

Welsh as a Second Language (WSL)– Summary and Impact

Throughout the academic year, the school has prioritised the development of Welsh oracy skills from Reception to Year 6. Monitoring through a series of learning walks identified strengths and areas for development, particularly within role-play environments. In response, staff training was provided to enhance the use of Welsh in role-play and to increase confidence in modelling language for pupils. Follow-up monitoring led to the creation of support materials and prompts to help staff extend and challenge pupils' Welsh language skills. The school has also strengthened the use of incidental Welsh across classrooms through the introduction of non-negotiable Welsh language expectations and has introduced Welsh playground games to encourage language use in less formal contexts.

Impact: Staff confidence in modelling and promoting Welsh has increased significantly, resulting in a stronger Welsh-language ethos across the school. Pupils are becoming more confident in using Welsh during role-play, classroom routines and social interactions, leading to greater opportunities for authentic language use. Consistent approaches across classes have improved the visibility and use of Welsh throughout the school day, supporting pupils' progression in speaking and listening skills and contributing to the development of bilingual learners.

Next Steps: Continue to strengthen Welsh oracy through a dedicated School Development Plan focus, introduce an oracy tracker in Nursery and Reception to monitor incidental Welsh, and develop a Welsh skills progression tracker for Nursery to Year 2 to support oracy, reading and writing development across the cluster.

Details of sports and extra—curricular activities

After School Clubs

Pupils at Garnteg are encouraged to take part in a range of extra-curricular activities. The following after school clubs have been offered weekly this year.

Autumn Term 2025

Sewing (Years R-Y2)

Expressive Arts (Years R-Y2)

Welsh (Years R-Y2)

Learning Log(Y3-6)

Sewing (Y4-6)

Chess (Y3-6)

Dance (Y3-6)

Rugby (Y5-6)

Spring 2026

Book Club (R-Y2)

Forest School (R-Y2)

Digital (Y3-6)
Welsh (Y3-6)
F1 (Y4-6)
Chess (Y3-6)

Summer 2026

Lego (R-Year1)
Yoga/Wellbeing (R-Y2)
Languages (Y3-Y6)
Chess Club (Y3-6)
Gardening Club (Y3-6)
Digital (Y3-6)
Book Club (Y3-6)

Expressive Arts

Brass Lessons Year 3 and Year 4
Drums – Year 3 and Year 4
Gwent Music- guitar, piano.
DJ Suzie Years 3-6
Dance festival groups
Torfaen Got To Dance Festival
Summer Under the Arch Performance
Nursing Home Christmas Performances

Competitive Events / Performances

Apollo Rugby Tournament
Got To Dance Festival

Healthy Schools Initiative

As a school we promote healthy eating and drinking by ensuring pupils only eat a healthy snack during the school day consisting of fruit or vegetables and individual drinking bottles are available to all pupils and these pupils can access them throughout the day. The daily mile is incorporated into all classes each day to promote a positive mental health in all children using movement around the school, classes and outdoor areas.

Morning and afternoon wellbeing check in sessions are completed with children who require extra support. These can include mindfulness activities or social stories to engage and develop children's wellbeing for the day. The impact has been pupil's regulating emotions with taught strategies and improving attention and focus, creating a positive influence on classroom behaviours and relationship.

Pupils on Roll

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Nursery	60
Reception	34
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Total	386

Garnteg Primary Attendance

Year groups	Last academic year attendance	Attendance week ending 24.10.25	Attendance week ending 06.03.26	Percentage increase	Attendance week ending 22.05.26	Percentage Increase
Statutory school age	– Week ending 18.07.25					
Year 1	92.43	93.47	90.90	-2.57	90.29	-0.61
Year 2	92.57	94.29	91.33	-2.96	91.59	0.26
Year 3	93.26	96.47	93.77	-2.7	93.35	-0.42
Year 4	90.56	93.75	93.09	-0.66	92.90	0.19
Year 5	91.45	92.92	91.22	-1.7	90.64	-0.58
Year 6	90.49	93.75	92.53	-1.22	92.13	-0.4

School Council / School Ambassadors Report 2025-26

[School Council and School Ambassadors Annual Report 2025–26 – Summary and Impact](#)

During the 2025–26 academic year, the School Council, comprising elected representatives from Years 2 to 6, worked collaboratively with the School Ambassadors to promote and embed Children's Rights across the school community. Their work focused on three key priorities: strengthening pupil voice to influence school improvement, promoting attendance and Active Travel, and raising funds to support charities and enhance school resources.

Through regular consultation with their peers, School Council representatives gathered feedback on resources and opportunities that would further support pupils' learning, wellbeing and play. As a result, additional classroom dictionaries, outdoor play equipment and gardening resources were introduced, while increased use of the Food for Growth classroom enabled more pupils to engage in practical cooking experiences. The Council also helped organise and promote parent and pupil workshops, including cooking, art and wellbeing sessions, which received highly positive feedback from participants.

The School Council played an active role in promoting attendance by presenting to the Governing Body, gathering pupil views on attendance rewards and celebrating attendance successes through weekly assemblies. Successful

classes were recognised through incentives including educational visits, cooking activities and picnic experiences. In addition, pupils championed Active Travel through assemblies, awareness campaigns and the creation of promotional materials focusing on road safety and sustainable travel.

Impact

The work of the School Council and School Ambassadors has strengthened pupil leadership, responsibility and participation in school decision-making. Pupil voice has directly informed developments across the school, leading to tangible improvements in learning environments, wellbeing provision and enrichment opportunities. Increased pupil involvement has fostered greater ownership of school priorities, while attendance and Active Travel initiatives have raised awareness and engagement among pupils and families. Furthermore, the promotion of Children's Rights has enhanced pupils' understanding of their role within the school community and empowered them to contribute positively to school improvement. Overall, the School Council has played an important role in nurturing confident, responsible and active citizens who are able to influence change within their school environment.

Eco Schools Summary and Impact 2025–26

During the 2025–26 academic year, the school has continued to promote sustainability, environmental awareness and outdoor learning through a range of Eco Schools initiatives. Pupils have maintained the school allotments and grown produce for the annual *Food for Growth* sale. Funding from *Keep Wales Tidy* enabled significant improvements to the outdoor learning environment, including a polytunnel, raised beds, wildflower areas, insect habitats and additional gardening resources. Pupils have also engaged in community environmental projects, including litter-picking initiatives and the launch of the Garndiffaith Litter Hub. Year 5 participated in the Waste Warrior Project, while Nursery pupils achieved RSPB Bronze and Silver Wild Challenge Awards through extensive biodiversity and conservation activities.

Impact: These initiatives have increased pupils' understanding of sustainability, biodiversity and environmental responsibility. Learners have developed practical skills through hands-on experiences, taken greater ownership of environmental projects and contributed positively to their local community. Enhanced outdoor learning opportunities have enriched the curriculum, while energy-saving measures, including the monitoring of solar panels, have reduced utility costs and strengthened the school's commitment to sustainable practice.

School Targets 2025-26

Each year academic and social targets are set for all pupils based on achievement and social achievement.

Garnteg Primary School Development Plan 2025–26: Executive Summary

Overall Progress

The school has made **good progress across all School Development Plan priorities**, with improvements in Welsh language development, teaching and learning, wellbeing and attendance, leadership, and cluster collaboration.

Target 1: Welsh Oracy Skills (Estyn Recommendation)

Significant progress has been made in developing Welsh oracy across the school. Pupils are increasingly using Welsh independently in classrooms, assemblies and wider school activities. Consistent use of the 'Phrase of the Week', improved Welsh resources, staff training, and enhanced Welsh-language provision have strengthened pupils'

confidence and language skills. Most pupils are making good progress, with older learners demonstrating increasing fluency and confidence in conversational Welsh.

Target 2: Teaching and Learning

Teaching and learning have strengthened through improved approaches to SPaG, mathematical reasoning and assessment practices. Most pupils are making good progress in literacy and numeracy, supported by consistent teaching strategies and robust assessment systems. The introduction of initiatives such as Friends Around Friday and Accelerated Reader has enhanced pupil reflection, reading outcomes and learner engagement.

Target 3: Wellbeing, Attendance and Inclusion

The school has continued to prioritise wellbeing, resilience and attendance through targeted interventions, including ELSA, counselling, Jigsaw and therapeutic support programmes. Many pupils have demonstrated improved wellbeing, confidence and engagement in learning. Attendance initiatives, pupil leadership opportunities and family engagement activities have contributed positively to attendance and readiness for learning.

Target 4: Leadership and Professional Development

Strong progress has been made in leadership development at all levels. Teaching and leadership observations were judged as good or better, reflecting high-quality practice across the school. Professional learning in reading, assessment, Froebelian approaches and enabling adult practice has improved teaching quality and strengthened pupil outcomes.

Cluster Work and Transition

The Abersychan Cluster Mathematics Project has had a positive impact on learners' mathematical reasoning, problem-solving skills and confidence. Professional collaboration has improved consistency in teaching and assessment across schools. While transition arrangements are effective, further work is planned to strengthen the sharing of assessment, wellbeing and learner information between primary and secondary schools.

Priorities for 2026–27

The school will focus on:

- Improving oracy and conversational Welsh throughout the school.
- Further enhancing high-quality teaching in literacy, numeracy and STEM.
- Strengthening wellbeing, attendance and inclusion for pupils and families.
- Developing highly effective leadership of learner progression.
- Embedding Froebelian approaches, reasoning skills and effective assessment practices.
- Improving transition processes and information sharing across the cluster.

Overall, the school has successfully strengthened teaching, learning, wellbeing and leadership, resulting in improved pupil outcomes, greater learner engagement, enhanced Welsh language skills and stronger support for pupils' wellbeing and progression. The school is well placed to build on these successes and continue its journey of improvement during 2026–27.

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Pupil Development Grant Outcomes

Activity	Impact
Learning and Teaching Budgeted cost: £80, 650 A Improve reading of basic skills in phonics to develop reading speed and deliver Chatterbox intervention to develop speech, language and communication of identified groups of learners.	April 25- March 26 Half termly Read, Write Inc Assessments have been completed. Action plans for each year group (Rec-Y1) have been completed in March 26 to ensure all pupils make appropriate progress. This includes Read,Write Inc sessions twice daily. Spring term 26 results show that in Y1, there has been an increase of 12% of pupils achieving age equivalent from December 25 and Y2 there has been an increase of 13% achieving age equivalent from December 25. 3 Chatterbox intervention groups have taken place this year all pupils are more confident talking, taking turns and vocabulary has been extended.
B Training and delivery of interventions that focuses on improving the attainment of groups of learners including FSM and low attendees in reading and maths. For identified pupils who have difficulty self-regulating their emotions to be able to access effective interventions and/or support to improve.	April 25- March 26 35 Rec-Y6 pupils have received maths Numeracy intervention and 41 received Reading intervention since September. 80.9% (17/21) FSM increased Reading ages (Rec&Y1) and Personalised Assessment score (Y2-Y6). 100% (7/ 7) FSM Rec&Y1 pupils increased maths initial scores and (11/12) Y2-Y6 increased Personalised Assessment scores. Non-FSM pupils are still outperforming FSM in Y2, Y3 and Y5 Maths Procedural 85+, for 115+percentage difference between Non- FSM and FSM in Y3,Y5 and Y6 is under 10%. Y4 difference has decreased. Most year groups have decreased the difference in Maths Reasoning 85+ between Non-FSM and FSM.
Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services) Budgeted Cost: £25, 000 Improve attendance for identified groups of learners.	April 25- March 26 Attendance for FSM pupils on 20/03/26 was 88.25% and overall attendance was 91.45%. In Spring term 26, 6 weekly art and wellbeing workshops took place with parents/carers and pupils together. 89% (8/9) pupils increased their attendance from beginning of workshops (16/01/26) to end (27/02/26). 5/6 FSM pupils increased percentage and 3/3 non-FSM.
Wider strategies (for example and where applicable, Health and Well-being, Curriculum and	April 25- March 26 Accelerated Reader has been implemented and carried out in all KS2 classes y 3-6. Assessments carried out in the Spring term show improvement in scores across the school.

Qualifications, Leadership and Raising Aspirations) Budgeted cost: £47, 996 Develop comprehension skills of learners, including higher order reading skills in the classroom and through intervention. Improve basic skills in phonics throughout the school. For identified pupils who have difficulty self-regulating their emotions to be able to access effective interventions and/or support to improve.	Access to accelerated reader at home has now been set up and explained to parents. One parent workshop has taken place based on Accelerated Reader.
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Overall, the school has successfully strengthened teaching, learning, wellbeing and leadership, resulting in improved pupil outcomes, greater learner engagement, enhanced Welsh language skills and stronger support for pupils' wellbeing and progression. The school is well placed to build on these successes and continue its journey of improvement during 2026–27.

“Live Learn Succeed together!”
“Climb to Sparkle”

Your views as parents of the school are very important to us.

Date April 2026

The purpose of the questionnaire is to seek feelings of parents on the work of the school.

The outcomes of the questionnaire along with an action plan for action areas, will be circulated to all parents.

	AGREE	DISAGREE	NOT SURE
Q1 I am satisfied with my child's progress	97%	0%	3%
Q2. The school keeps me well informed about my child's achievement	95%	2%	2%
Q3. The school achieves high standards of good behaviour	95%	0%	5%
Q4. The schools values and attitudes have a good effect on my child	99%	0%	1%
Q5 I am happy with the quality of education provided by the school	95%	3%	2%

Q6. The school gives me a clear understanding of what is taught and my child makes good progress	95%	1%	4%
Q7. I am satisfied with the help and guidance my child receives from the school	99%	0%	1%
Q8. The school is effective in promoting equality and diversity	96%	0%	4%
Q9. The school encourages parents/guardians to play an active part in the life of the school	97%	2%	1%
Q10. I would find it easy to approach the school with questions and problems to do with my child.	97%	1%	2%
Q11. My child is encouraged to be healthy and take regular exercise	98%	0%	2%
Q12. The teaching is good, staff expect my child to work hard and do their best.	100%	0%	0%
Q13. I understand the school's procedure for dealing with complaints	92%	3%	5%

Schools Outturn Statement 2025/2026

B3UR - Usable Reserves

9101 School Balances	(13,937.76)	(20,991.80)
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Usable Reserves	(13,937.76)	(20,991.80)
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	(13,937.76)	(20,991.80)
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Total for : Total Reserves

3AA - Employees

0001	Salaries	1,862,454.82	1,778,101.26
0032	Other Replacement	48,757.95	79,307.46
0037	Additional Hours - not recoverable	644.61	4,331.67
0041	Standby Allowance	257.05	(42.77)
0045	Call Out Payments	237.58	(34.47)
0050	Stat Maternity / Paternity/ Adoption Pay	10,085.70	11,953.51
0051	Stat Maternity Credit	(12,430.96)	(11,423.38)
0055	Overtime	435.16	156.61
0061	Holidays [inc Bank] & Other Leave	918.02	0.00
0065	Sick Pay	1,434.39	1,200.39
0075	Allowances	66.68	0.00
0090	Supply Cover Non-Teaching	0.00	132.14
0410	Recurring Comp	2,381.65	2,424.41
0417	Payment In Lieu Of Notice	42,885.75	1,124.82
0438	Expenses	104.00	0.00
0439	Courses/Training	1,601.00	690.00
0485	First Aid Allowance	80.53	304.53
0492	Adult Meals	0.00	0.00
5044	Long Service Award	0.00	253.75
6007	Recharge - Supply Cover Scheme	11,776.08	16,966.09
7091	Appropriation for Accumulated Absences	0.00	0.00

Employees

	1,971,690.01	1,885,446.02
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3DD - Premises

1000	Building Repair & Maintenance	10,058.18	10,212.07
1064	Statutory Testing/Duty of Care - Schools	4,935.83	4,068.68
1100	Grounds Maintenance	6,951.00	7,892.00
1152	Electricity	15,053.03	11,945.80
1153	Gas	22,775.56	17,823.46
1190	NDR	41,521.50	42,884.00
1200	Water Services	3,413.97	5,681.59
1253	Building Security (Including CCTV)	1,719.46	4,877.50
1255	Fixtures & Fittings	227.48	349.16
1320	Building Cleaning	35,626.00	35,626.00
1322	Cleaning Equipment & Materials	1,679.46	3,213.90
1325	Refuse Collection	4,671.89	6,861.39

	Premises		
		148,633.36	
3FF - Transport			151,435.55
2250Hire Of Vehicles		2,166.75	8,285.53
2253Hire Of Skips		235.00	319.00
2304Travel/Casual User Car Allowance		876.60	1,374.30
	Transport		
		3,278.35	9,978.83
3HH - Supplies & Services			
3000Equipment & Furniture Purchase		2,957.98	3,209.24
3050Schools Capitation		126,934.87	97,570.99
3154First Aid Supplies & Services		482.56	386.80
3162Direct Materials		0.00	0.00
3217Payments Under Contract - Catering		31,061.00	31,061.00
3220Refreshments		410.26	190.17
3300Protective Cloth/Uniforms/Person Safety		76.02	0.00
3HH - Supplies & Services			
3352Printing - O/S Contractors		0.00	0.00
3353Paper		913.80	769.36
3355Photocopier Expenses		5,377.41	7,000.00
3380Stationery & Office Products		388.40	654.21
3450General Fees		0.00	0.00
3462Medical Fees		1,508.00	0.00
3476Licences		191.12	225.41
3501Postages		0.00	0.00
3510Telephone - Call Charges & Rentals		121.08	121.08
3545IT Hardware (inc Printers & Scanners)		11,437.86	5,340.91
3548IT Software		0.00	0.00
3715Hospitality		99.90	134.60
	Supplies & Services		
		181,960.26	146,663.77
3KK - Third Party Payments			
3812School Music Service		300.00	669.20
	Third Party Payments		
		300.00	669.20
3NN - Support Services			
6041Swimming SLA		3,935.32	2,892.50
6042Schools SLA		39,183.49	39,999.29
	Support Services		
		43,118.81	42,891.79
3YE - Other Budgets			
6051Internal Loans		10,954.00	10,954.00
6052From Other Departments		0.00	25.00
6053To / From Other Accounts		0.00	6.60
	Other Budgets		
		10,954.00	10,985.60
		2,359,934.79	2,248,070.76
	Total for : Expenditure		
3CS - School Funding			
8704Contingency - ALN		(2,451.00)	0.00

8706Contingency - General	(4,002.33)	(11,950.00)
8710Budget Share	(1,676,877.00)	(1,737,956.00)
8714Rising 3's	(18,650.92)	(25,461.00)
8715School Budget Share - Funding Adjustment	(11,032.37)	0.00

School Funding

3RR - Government Grants	(1,713,013.62)	(1,775,367.00)
8001LASIS funding	(36,949.25)	(50,344.39)
8074Welsh Assembly Government	(520,498.80)	(404,786.00)

Government Grants

3SR - Contributions from Reserves	(557,448.05)	(455,130.39)
8681Contribution from Specific Reserves	(13,121.06)	(12,939.53)

Contributions from Reserves

3SS - Other Funding & Contributions	(13,121.06)	(12,939.53)
9566Misc Cash - Over/Unders and Float	(0.50)	(9.97)

Other Funding & Contributions

3TT - Customer & Client Receipts	(0.50)	(9.97)
8302Donations, Gifts And Legacies	(896.02)	(622.61)
8311School Trip Income	0.00	(20,745.50)
8312Other Receipts Miscellaneous	(64,491.58)	(15,151.69)
8358Other Tuition Fees	0.00	0.00
8720Supply of Teaching Staff (prov of Educ)	(2,800.00)	(5,200.00)

Customer & Client Receipts	(68,187.60)	(41,719.80)
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3UU - Recharges		
8292Int. Income - Mutual Absence Fund	(15,218.00)	(22,539.77)

Customer & Client Receipts	(68,187.60)	(41,719.80)
3UU - Recharges		

8292Int. Income - Mutual Absence Fund	(15,218.00)	(22,539.77)
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Recharges	(15,218.00)	(22,539.77)
	(2,366,988.83)	(2,307,706.46)

(20,991.80)

(80,627.50)

Total for : Income Total for : Garnteg Primary School (surplus)/deficit