Llwynypia Primary School

Governors Annual Report to Parents
For 2024/2025

A foreword from the Chair of Governors

The school community is comprised of the pupils, parents, staff and governors, all of whom work towards a common goal and set of values, embodied in our motto, 'Roots to Grow and Wings to Soar.' The local authority enhances this with equal measures of support and challenge. In the 24/25 academic year the school through careful and robust planning was able to support its pupils with a raft of academic interventions to address the mental and physical health and wellbeing of all pupils. The school's progress data for numeracy, reading and spelling shows how effective those interventions were. The attendance at after school clubs and sporting participation rose, along with individual and team sporting achievements. The school development plan and post inspection plan were developed with all stakeholders and both documents are formulated on Estyn Inspection recommendations and school need. Looking forward to the 25/26 academic year the Governing Body and its committees have met with the Headteacher and after careful consideration have agreed the targets for the School Improvement Plan. The governors recognise that the key challenge for the academic year is funding, including the ongoing implementation of the evolving curriculum and the cost of supporting staff in training. We are also mindful of the rising cost in supporting pupils with suitable physical resources, and twenty first century technology. The greatest challenge we face is the significant financial investment required to ensure every pupil has access to the technology, resources, and dedicated staff they need to thrive. Without this support, we risk widening the gap in educational equity and limiting the potential of our learners.

Details of GB meetings with parents and carers over the past year

- N/A

Governors' details

The Clerk to the Governing Body is Mrs Gaynor Davies, Director of Education and Inclusion, Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

The Chairperson of the Governing Body is Mrs Angela Lewis c/o Llwynypia Primary School, School Terrace, Tonypandy. CF40 2HL

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Wendy Lewis Tarah Morgan	LEA	Council Members	10/01/26 29/11/2027
Suzanne Jenkins Benjamin Harris Aled Roberts Robert Hemming	Parent	Parents	28/03/2026 23/10/2028 08/10/2027 23/10/2028
Keith Jenkins Angela Lewis Viv Mumford	Community Governor	Governing Body	20/10/2027 30/09/2028 15/03/2026
N/A	Minor Authority (If applicable)	Community Council	
Rhian Hurley	Teacher	Teaching Staff	01/10/2028
Clare Ball	Staff	Non-Teaching Staff	18/09/2027
Sheena Dessent	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	3
Parent Governors	4
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	
Total	13

The next election of parent governors is due to take place on the 29 March 2026.

However, if there are any parent governor resignations before this date, arrangements will be made for an election to take place to fill the vacancy.

Performance and target information

- Attendance 90.4%
- Authorised absence – 7.5%
- Unauthorised absence – 2.1%
- 18 year 6 Pupils – July 25
- Transitioning to Ysgol Nantgwyn – 11
- Transitioning to Porth Community School – 5
- Transitioning to Treorchy - 1
- Transitioning to Tonyrefail Comprehensive -1

A financial statement

- Reproducing or summarising any financial statement provided to the governing body by the local authority since the previous governors' report – The finance committee met on April 22nd 2024, May 5th 2024 and November 5th 2024 initially to set our budget then to monitor the expenditure.
- Governors considered the most recent budget monitoring report with a carry forward figure of £30,731.
- General details of how funding provided by the local authority has been spent.
- Gifts made to the school - £300 Judges Hall Clydach Community
- The amount of any travelling and subsistence allowances paid to members of the governing body – Nil.

Action taken by the governing body or school

- Amendments have been made to the School Uniform Policy regarding pupils wearing suitable footwear.
- Changes to policies or decisions made as a result of any resolutions passed at the last meeting with parents or carers – Not applicable.
- Progress on the school's post-inspection action plan – Governors have approved the post inspection action plan that is aligned with the school improvement plan. Recent Learning walks with the Governors and School Improvement Officer noted the improvements in strategies and responses from pupils, in assessment for learning, and the skills and collaboration of pupils was also noted. Attendance has increased from 89.3% in 23/24 to 90.4% in 24/25.

Developing or strengthening links with the community (including links with the police)

- The school has worked with the police to inform parents and pupils about internet safety.
- The community police officer has attended the school to challenge illegal parking at peak traffic times. The school has good community partnerships and has worked with St Andrew's Church, the Fire Service, food banks
- The school prospectus has been updated to reflect staff changes.

Any review of school policies. The following were reviewed –

- RCT Exclusion Policy 2025
- Teachers Pay Policy 2024/2025

- Cyber Security - governors agreed the plan, as presented by the Headteacher which was completed as a cluster with advice from the Local Authority.

Organisation, plans and policies

A summary of the school development plan.

- R1 Provide opportunities for pupils to apply their literacy, numeracy and digital skills systematically across the curriculum
- R2 Develop the curriculum to provide purposeful and authentic learning experiences that allow pupils to develop their independence and confidence, particularly in Years 3-6
- R3 Ensure that feedback provides pupils with a clear understanding of what they need to do to improve
- R4 Continue to improve pupils' attendance.

Details of the school's additional learning needs (ALN) policy, including its success, the allocation of resources or changes made, any consultation with the local authority and other schools.
The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If a pupil has an additional learning need or disability, we will work with external agencies to ensure individual needs are met. Our provision complies with the requirements set out in the ALN code of Practice. If a concern arises suggesting that a pupil may have additional learning needs the teacher is able to provide additional resources and educational opportunities which meet these needs within the normal class organisation. Support programmes are in place, as an intervention tool. If a pupil's need is more severe, in consultation with the pupil's parents, the ALNCO makes a referral to the appropriate external agencies. The school works closely with its cluster to ensure that innovative and effective practice is shared. Ysgol Nantgwyn provides opportunities for additional transition opportunities for ALN pupils.

<u>A description of the admission arrangements for learners with disabilities (including the admissions arrangements for learners with ALN without statements).</u>
Pupils with Additional Learning Needs (ALN), are typically admitted to school through the standard admission process. Parents declare any ALN on the application form to help schools plan for their needs.

<u>Steps taken to prevent learners with disabilities from being treated less favourably than other learners.</u>
The Governing Body is mindful of the requirements of the ALN Act 2018 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 school has an Accessibility & Strategic equality Strategy Plan and in line with this 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.

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2024-2025 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body,

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

i) **Mon 1 Sept 2025 and *Monday 20 July 2026** will be designated INSET days for **all** LEA Maintained Schools. The remaining three INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff. ***It is intended that this INSET Day will either be taken on Mon 20 July 2026 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on **Monday 4 May 2026** for the May Day Bank Holiday.

Significant dates:	Christmas	Thursday 25 December 2025
	Easter	Good Friday 3 April 2026
		Easter Monday 6 April 2026
	May Bank Holidays	Monday 4 May 2026
		Monday 25 May 2026

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, 14 pupils were in receipt of an Individual Development Plan (IDP)

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 six and then transfer to secondary school. This school is a feeder school for Nantgwyn Comprehensive School 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 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.

Extra-Curricular Activities

After school clubs have now started for the Autumn Term. There are a range of clubs being offered for pupils from Year 1 upwards. Glee is running on a Monday and has had a large take-up as there is no restriction on numbers. A podcast club, coding club and sports club are also taking place this term. The sports club is being run by the Cambrian Trust and gives some of our younger pupils a chance to take part in sports and team games. These clubs have been restricted to 20 places with a reserve list operating.

Sporting Aims and Achievements

In the past year, pupils in school have had lots of opportunities to take part in sport.

Our Year 6 pupils have had fortnightly sessions with Rhondda Rugby and taken part in one of the local tournaments with other cluster schools. We have also continued to promote girls' participation in sports and have taken part in two girls football tournaments organised by the Coalfield Regeneration Trust. At these events pupils had the chance to compete with other schools and meet with representatives from the FAW to give their views on girls sports and Wales qualifying for the Women's Euros for the first time. Pupils have also attended the Primary 5s football tournament in Ton Pente run by RCT Schools which had both girls and mixed events. Pupils have also taken part in cluster sports events at Ysgol Nantgwyn, competing in mini tournaments in sports such as dodgeball and basketball.

Within school, we have also had sessions with RCT Sport and Sporting Marvels. Pupils have also enjoyed after school clubs for multi sports providing opportunities to be active for pupils from Year 1 to Year 6.

We have also used our local park for cross curricular purposes, allowing pupils to experience nature and use the tennis and basketball facilities available in the community.

In the Summer we held our Sports Day event event at King George's athletics track.

Healthy eating and drinking

The action taken to promote healthy eating and drinking by learners of the school.

- Learners explore food and nutrition through the Health and Wellbeing Area of Learning and Experience in the Curriculum for Wales**.**
- Pupils are consulted on school food options and involved in shaping menus.
- Their feedback helps schools balance healthier choices with popular favourites.
- The school listens to and acts on learners' views during consultations and policy development.

Actions taken by the governing body in promoting healthy eating and drinking in the school.

- Governors ensure the school complies with nutritional standards and regulations for food and drink provided on school premises.
- They help shape the school's ethos and policies around health, wellbeing, and nutrition.

Curriculum and organisation of education and teaching methods

Statement on the curriculum and organisation of education and teaching methods at the school.

At Llwynypia Primary School, we are committed to delivering a broad, balanced, and inclusive curriculum that nurtures the academic, social, emotional, and physical development of every child. Our curriculum is designed in line with the Curriculum for Wales, ensuring that pupils develop as:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Teaching is organised to support progression and continuity across all phases of learning. We use a blended approach that includes:

- Whole-class teaching
- Small group work
- Individualised support
- Outdoor learning opportunities
- Cross-phase collaboration to ensure smooth transitions

We promote pupil voice and encourage children to take ownership of their learning through inquiry-based projects and thematic units that reflect their interests and the local context.

Our teaching methods are inclusive, creative, and responsive to the needs of all learners. We use:

- Differentiated instruction to meet diverse learning needs
- Formative and summative assessment to guide planning and feedback.
- Collaborative learning to build teamwork and communication
- Digital tools and resources to enhance engagement and accessibility
- Reflective practices to support continuous improvement

We are proud of our nurturing environment, where every child is valued and supported to reach their full potential.

Details of any special arrangements in the curriculum or otherwise for particular categories of learners, including those with ALN.

Support for Learners with ALN

In line with the ALN Code for Wales, we identify and support learners with ALN through a graduated response:

- Universal provision: High-quality teaching and inclusive classroom practices
- Targeted support: Small group interventions and catch-up programmes
- Specialist support: Individual Development Plans (IDPs), external agency involvement, and bespoke learning pathways

We work closely with parents/carers, external professionals, and the local authority to ensure that each learner's needs are met effectively and compassionately.

Staff Training and Collaboration

All staff receive regular training on inclusive practices, ALN legislation, and specific strategies to support diverse learners. Teaching assistants play a vital role in delivering interventions and supporting pupils in class and during transitions.

Monitoring and Review

Progress is monitored regularly through formative and summative assessments, pupil voice, and review meetings. IDPs are reviewed at least annually, or more frequently if needed, to ensure provision remains appropriate and effective.

Welsh language

The arrangements at school to facilitate continuity of the use of Welsh language skills.

Welsh is taught across all year groups, in line with the Curriculum for Wales. Pupils engage with the language through:

- Daily Welsh sessions focused on speaking, listening, reading, and writing
- Cross-curricular use of Welsh, where appropriate, to reinforce vocabulary and conversational skills
- Use of Welsh in classroom routines, signage, and school-wide communication
- The language category of the school – The school has achieved Bronze Siarter Iaith status

Use of the Welsh language in the school by learners of all age groups.

At Llwynypia Primary School, we actively promote the use of the Welsh language throughout the school day and across all age groups. Our aim is to foster a positive attitude towards bilingualism and to ensure that learners develop confidence and competence in using Welsh both in and beyond the classroom.

In Progression Step 1, Welsh is introduced through:

- Daily routines such as greetings, instructions, and songs
- Play-based learning incorporating Welsh vocabulary
- Storytelling and rhymes to build familiarity and enjoyment
- Children are encouraged to use Welsh naturally and confidently in their interactions.

As pupils progress, they:

- Engage in structured Welsh language lessons focusing on speaking, listening, reading, and writing
- Use Welsh in cross-curricular activities and thematic units
- Participate in Welsh cultural events and celebrations that reinforce language use
- Incidental Welsh is used regularly in classroom management, peer interactions, and whole-school activities.

The extent to which Welsh is the usual language of communication at the school.

The Welsh Government's Cymraeg 2050 strategy aims for a million Welsh speakers by 2050, placing responsibility on schools to help learners use Welsh confidently in everyday contexts. Welsh is increasingly used in morning routines, classroom instructions, on displays and signage, communication to parents and at assemblies and other formal occasions. The school aims to develop Welsh as an integral part of daily school life.

Provision of school toilet facilities

Provision of school toilet facilities
The building is generally in a good state of repair. Over the past the caretaker has overseen and facilitated the general maintenance required. When more specialist work is needed the local authority recommends contractors to undertake the work.

The toilet facilities for pupils registered at Llwynypia Primary School are thoroughly cleaned daily. In progression Step 3, boys and girls have separate toilet facilities and cubicles. Progression Steps 1 & 2 have separate boys' and girls' facilities. There are disabled/invalidity toilets in both buildings, one of which has baby changing facilities.

Targets for learner attendance and reduction in unauthorised absences.

- The 24/25 Attendance Target was 90.0% the school's attendance for the year was 90.4%.
- Auauthorised attendance fell in 24/25 to 1.9%
- The school promotes good attendance with celebration assemblies, newsletter information and targeted support for those pupils whose attendance is low.

- The school has robust procedures to support parents with improving attendance.

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APPENDIX A

LLWYNYPIA PRIMARYSCHOOL

EMPLOYEE COSTS	**Total Spent**
STAFFING COSTS INCLUDING SUPPLY	£850,418.00
PREMISES RELATED COSTS	
INCLUDES ENERGY, REPAIRS, CLEANING, BUILDING RELATED SLA's	£97,674.00
TRANSPORT	
INCLUDES INSURANCE, PETROL, TRAVEL CLAIMS	£0
SUPPLIES AND SERVICES	
INCLUDES CAPITATION, ICT, COURSES, PHOTOCOPYING, STAFF INSURANCE, SERVICE SLA's	£104,644.00
GRANTS	
EIG, PDG, EYPDG, PDGCLA INCLUDES WELSH GOVERNMENT GRANTS, MISCELLANEOUS, STAFF INSURANCE CLAIMS,	£273,666.00