

Llanfair Primary School

Governing Body Annual Report to Parents

This report relates to academic year 2024-2025



Introduction to Governors' report to parents.

On behalf of the Governing Body of Llanfair School, I would like to present this annual report to you.

The teaching staff and senior leadership team have remained the same throughout the last academic year, building a stable environment. This has allowed us to consolidate the high standard of both academic and pastoral care that make Llanfair the school that it is.

Mr Jones and Mrs Shewell are constantly working to continue improving the school and in helping pupils achieve their full potential. Along with the support from the Governing Body they continue to strive to achieve these objectives, and I would like to extend my thanks to them and to all the staff and governors for their hard work and dedication over the last academic year. It is this time and commitment to maintaining the high standard of both academic and pastoral care that make Llanfair the school that it is.

The Governing body is constantly evolving and this year, we said goodbye to Mr Dorian Davies (Parent Governor). We also welcome Mr Alex Meredith (Parent Governor) and Mrs Steph Bonnar (Local Authority Governor).

The school continues to face challenges with budget restrictions and ongoing structural improvements. I would like to thank all parents and teachers for their understanding and cooperation whilst this work is undertaken.

Sports Day and several music events were a tremendous success and were thoroughly enjoyed by staff, parents and children alike. I would like to thank the parent volunteers for their time and dedication to providing extracurricular activities and clubs. The various music events contribute to the cultural and educational excellence from which the children benefit enormously. School trips were enjoyed by all pupils, and I would like to thank the staff for their support and volunteers who make these trips possible.

As a school we believe the key to our continued success both academically and pastorally is to continue to maintain and develop communication and engagement with parents and pupils. Our open-door policy enabling parents to hold discussions with staff on a more informal basis remains successful and the results of our parents' survey were very encouraging.

I would like to thank the PTA for their ongoing support, which is even more important as we face ongoing financial constraints. The PTA Chairperson, Mrs Emma Webley and her team have not only provided financial support but bring together the whole school community with their various events.

I am proud to represent the governors and pass on congratulations to all the staff and pupils on their continued pastoral and academic successes. Both the academic progress and well-

being of the whole school community remains the focus of the staff and governors. The school is an integral part of the community, and this is due to the ethos of togetherness and hard work that exists in the school.

Margaret Nelson

Chair of Governors

Llanfair Primary School is an English medium school located on the road between St. Athan and Cowbridge in St. Mary Church. The school caters for pupils aged 3-11 years of age, with a morning nursery.

The Governing Body meets twice termly with several sub-committees and working groups also meeting regularly. Governors visit school to observe the school in operation and also to discuss learning with the children and leaders.

Governing Body Composition (as of July 2025)

Governor	Category	Term Expires
Mrs. Sarah Trigg	Teacher Representative	15.06.27
Mrs Mary Llewellyn	Community	01.10.25
Mrs. Margaret Nelson	Community	16.11.27
Mr. Graeme Smith	MAR	01.09.25
Mr. Shaun Trigg	Local Authority	23.10.27
Mr. Iain Purdy	Parent	06.10.25
Mrs Natasha Russ	Parent	15.06.27
Mrs Anna Adams	Parent	15.06.27
Mr Alex Meredith	Parent	18.12.28
Mr Nigel Phillips	Local Authority	09.10.28
Mrs Steph Bonner	Local Authority	09.10.28
Ms. Nicky Sturgess	Clerk	

Chair of Governors: Mrs. Margaret Nelson

Clerk to the Governors: Ms. Nicky Sturgess

Both the Chair of Governors and the Clerk can be contacted using the school's address.

No parents' meeting was held last year.

School Improvement Plan

1. To continue to raise standards of pupils' Welsh oracy and improve the standards of pupils' reading through the medium of Welsh.

The school has continued to make strong and purposeful progress in raising standards in Welsh oracy and reading. Welsh lessons have been consistently planned and delivered weekly across Years 3–6, ensuring regular exposure to the language and enabling structured progression.

Pupils have made notable gains in developing a bank of sentence patterns, with most pupils now able to speak, read and where appropriate, write using familiar structures. This has been supported by the continued use of Helpwr Heddiw and targeted oracy activities, embedded into classroom routines.

The school has successfully embedded regular Welsh reading opportunities for all pupils. Teachers have planned and delivered reading sessions focused on both decoding and comprehension. The exemplar lessons provided by the Welsh specialist earlier in the year set a benchmark for quality, and there has been a marked improvement in the confidence and fluency of nearly all pupils when reading aloud and engaging with texts.

Listening to Learners evidence and formative assessments indicate an increase in pupil engagement and enjoyment of reading in Welsh. This is further supported by improved access to Welsh reading materials following the audit and enhancement of classroom resources. However, the incomplete purchasing of additional identified resources remains an action point and will need to be addressed promptly to maintain momentum.

Many pupils across the school are now able to answer questions based on Welsh texts at an age-appropriate level, showing progress in their comprehension skills. The trialed CSC reading units have also supported consistency and progression in teaching approaches.

The Siarter Iaith Silver Award has not yet been achieved, though significant progress has been made towards it. Additional evidence is still required, and this will be prioritised as a task and finish group in the next academic year.

While improvement has been seen in both reading and oracy, oracy will remain the key focus next year, to ensure greater depth and accuracy in pupils' spoken language and sentence construction.

2. To strengthen assessment approaches to ensure nearly all pupils are making good progress.

The school has continued to make purposeful progress in strengthening assessment approaches, building on the solid foundations laid earlier in the year. Assessment practices are increasingly consistent and embedded across classes, supporting a clearer and more accurate understanding of pupil progress.

Pupils in Years 5 and 6 are now regularly participating in learner-teacher conferences. These conversations enable pupils to reflect on their learning and understand their next steps. The impact of this approach is evident in growing pupil confidence and

ownership of learning. Extending this practice to all year groups will be a key focus for the next academic year to ensure a consistent whole-school approach.

Many pupils are now aware of their next steps, and the consistent use of structured feedback and reflection opportunities is supporting deeper engagement with learning across the curriculum.

Assessment for learning (AFL) strategies are a clear strength of the school. Staff have engaged in action research and shared good practice, resulting in greater consistency and impact in the classroom. The use of live marking, and pupil response strategies is contributing to more responsive and targeted teaching.

Hot and cold tasks are now well embedded in Years 3–6 and clearly demonstrate pupils' learning journeys. Teachers use these tasks effectively to assess starting points, plan next steps, and evaluate progress. This has enhanced the reliability of in-school assessment and strengthened curriculum design.

Data collection systems are well established. One-page class profiles and pupil profile meetings ensure assessment is used effectively to identify needs, set targets and plan interventions. Parental contributions have further strengthened the understanding of individual learners, supporting a more joined-up approach to pupil progress.

Retrieval practice is becoming more established, particularly in numeracy and science. Although still in the early stages of development across all subjects, there is clear momentum and growing evidence of impact on long-term retention of knowledge.

Moderation and collaboration with other schools remains an area for development. While some initial work has taken place, further engagement is needed to strengthen comparative judgements and ensure external validation of standards. This will be a focus for the next academic year, supported by planned cluster moderation activities.

3. To improve standards of science and technology across the school.

Throughout the academic year, the school has made strong progress in improving standards in Science, Design and Technology (DT), and ICT/DCF. The commitment to ensuring these areas are planned, resourced and embedded within the wider curriculum has been clearly evident. Most success criteria have been achieved, with several now embedded into whole-school practice.

Science and technology opportunities have been consistently integrated into expeditions of learning across the school. The use of the school's curriculum context map has ensured coverage and progression, with teachers aligning planning to key lens concepts. The refinement of the Science and Technology lens by the subject

leader—particularly through collaboration with local cluster colleagues—has strengthened curriculum coherence. This work, while still ongoing, has brought greater clarity and consistency to skill progression and expectations across year groups.

Staff confidence has increased significantly across the year. Through staff meetings, planning support and resource audits, teachers now report a clearer understanding of the progression of skills in both science and DT. The lens concept documents and definitive CCS science skills have been used more regularly to guide planning. Teachers have begun to plan with greater purpose, embedding relevant science and DT opportunities throughout topics. However, there remains some variability in how consistently science-specific investigation skills and success criteria are applied and this will need further focus moving forward.

The completion of audits and the purchase of additional resources have supported effective teaching in both science and DT. All classes now have access to the materials needed to deliver high-quality lessons and teachers report greater confidence in planning practical activities. As a result, pupils are engaging more regularly in purposeful scientific and design-based tasks.

All classes have delivered core DCF units, such as "Working Together" and "Let's Create," and have integrated digital skills into wider curriculum work. Staff continue to use topic planning to identify meaningful DCF links and portfolios of evidence show clear progression in digital competency across year groups. Standards of ICT/DCF remain at least good across the school. Progress toward the Digi e-Safety 360 mark has also continued steadily, with key policies and practices being reviewed and implemented to support safe and effective digital learning. This remains an ongoing priority into the next academic year.

Nearly all pupils have had regular and meaningful opportunities to develop and apply science and technology skills. Pupil work and discussions reflect growing understanding of investigative processes, design-thinking and evaluation. DT projects, including the "Materials for Purpose" focus, have been completed across all classes, and pupils are increasingly confident in evaluating their outcomes. The design/think model has begun to support greater pupil independence, particularly in years 5/6. Pupils can articulate what they have done and suggest improvements with increasing confidence.

Initial steps have been taken to develop links with the wider community to support science and technology, including collaboration with local cluster schools and early exploration of partnership opportunities. However, this remains an area for further development and could be strengthened in the next academic year through increased engagement with STEM providers, local businesses or industry experts.

4. To continue to improve provision and standards for all groups of learners in Foundation Learning including the outdoor provision.

The school has made good progress over the course of the academic year in improving provision and raising standards for all groups of learners within Foundation Learning. There is now a stronger and more coherent approach across settings, with clear evidence that the learning environment, both indoors and outdoors, is having a positive and measurable impact on pupil outcomes.

The collaborative development and implementation of the Foundation Phase focus action plan, created in partnership with the CSC advisor, provided a clear direction for improvement from the start of the year. This plan has been effectively shared with staff and has helped align priorities across all classrooms. Staff have demonstrated strong professional engagement, with regular opportunities for peer visits and external professional development contributing to improved confidence and reflective classroom practice.

The quality of learning experiences across Nursery to Year 2 has improved, with planning now showing a clearer focus on enriched, child-led, and purposeful opportunities. There has been a noticeable increase in the purposeful use of the outdoor learning environment, particularly in how it supports skill development in literacy and numeracy. Pupils use outdoor spaces enthusiastically and independently, and classroom and topic planning now consistently reflects the use of outdoor learning to deepen and extend the curriculum.

Indoor classroom environments have been refined across the year to better support learner needs. Provision areas have been developed to be more engaging and challenging, with thoughtful layouts and displays supporting independent learning and pupil voice. While the overall quality of indoor provision is strong, work remains ongoing to ensure consistency across all settings. This will continue to be a focus as identified during review and monitoring processes.

The Nursery team has successfully embedded the developmental pathways curriculum, which has led to a more curiosity-led, seasonal approach to planning. Learning journeys are in place and evidence of pupil progress is being captured more meaningfully, with a strong emphasis on developmental progression. The delivery of the Jolly Phonics programme in Nursery and Reception, alongside Read Write Inc. in Years 1 and 2, has been embedded and there is now a more structured and systematic approach to early reading. Parents have been kept informed of changes and the new phonics tracking system provides a robust method of monitoring progress in literacy.

In terms of assessment, staff continue to carry out purposeful observations to assess learning and inform next steps. Focus books and agreed recording methods are being used consistently, helping build a strong understanding of pupil development across the phase. Classroom environments are calm and purposeful, contributing to a positive learning culture.

While LSAs are playing an increasingly valuable role in supporting pupils, their involvement in the planning process remains an area for development. Time constraints and workload continue to present challenges in enabling LSAs to fully participate in phase meetings and planning discussions. Addressing this will be important in order to build a fully collaborative approach to supporting all learners.

The split class Year 1 offer has been monitored and adjusted to ensure equity of provision, with clear expectations now in place to guarantee all Year 1 pupils experience a comparable level of challenge and opportunity regardless of setting.

Overall, the school has taken a strategic and reflective approach to improving Foundation Learning. Good progress has been made, and the changes implemented are clearly having a positive impact on pupil engagement, independence, and attainment. Continued refinement and consistent implementation will ensure this area remains a strength of the school.

5. Provide more opportunities to strengthen pupils' application of mathematics across the curriculum including reasoning skills.
To implement a consistent approach to Group Guided Reading in Years 3-6.

Over the course of the year, the school has made good progress in strengthening pupils' application of mathematics across the curriculum and in embedding a consistent approach to Group Guided Reading (GGR) in Years 3 to 6. Book scrutiny, planning reviews, and assessment data all indicate that pupils are being increasingly supported to apply their learning in purposeful contexts, particularly in numeracy and reading comprehension.

In mathematics, staff have planned for more frequent opportunities for pupils to apply their numeracy skills across the curriculum. Book looks highlight a marked improvement in the amount and quality of cross-curricular numeracy taking place. This is also reflected in classroom environments, both indoors and outdoors, where mathematical language, problem-solving prompts and real-life applications are visible. Pupils are becoming more aware of when they are applying mathematical skills in other areas of learning and can talk confidently about how these experiences help deepen their understanding.

Despite this progress, the absence of a formal whole-school mathematics scheme has presented some challenges in terms of consistency and progression. Teachers have drawn on a variety of resources and their own professional judgment to plan effective lessons, but there remains a need for a cohesive and progressive framework that ensures continuity of skills and coverage across year groups. As such, identifying or developing an agreed, progressive mathematics scheme will be a key focus for the next academic year. This will support staff in planning with greater confidence and help ensure that the five proficiencies of mathematics are addressed systematically.

Termly pupil progress meetings have strengthened staff accountability and ownership of pupils' outcomes in mathematics. These discussions have supported early identification of need and timely interventions. However, further work is needed to ensure all cross-curricular numeracy planning is deliberate, progressive and consistent across the school. Continued support from CSC will be sought to develop this area further.

In reading, a consistent and structured approach to Group Guided Reading has been successfully embedded in Years 3 to 6. All pupils now take part in regular GGR or response to reading sessions. These sessions have contributed to improved comprehension and reading confidence across the key stage. Monitoring confirms that most pupils have made good progress in comprehension, particularly in identifying key information and making simple inferences. Staff confidence in delivering guided reading has grown over the year and good practice is increasingly being shared between colleagues.

Looking ahead, the development of higher-order reading skills—including inference, deduction and the use of effective questioning—will be a priority next year, to ensure greater challenge and depth in pupils' reading comprehension. Professional learning will be used to support this, with a focus on refining questioning techniques and deepening pupil responses during guided reading sessions.

Overall, the school has made purposeful and measurable progress toward this improvement priority. Pupils continue to perform well in numeracy assessments and demonstrate a growing ability to apply their skills across the curriculum. The development of a formal mathematics scheme and a continued focus on reading challenge will be key next steps as the school builds on the strong foundations laid this year.

School Leavers

Eighteen pupils left Year 6 in the summer of 2025. The majority of pupils transferred to Cowbridge Comprehensive School (16). 2 pupils transferred to Llantwit Major High school. The school now holds a transition plan with both schools.

Transition arrangements

All pupils attended transition days organised by the comprehensive schools. There were also information evenings and visits from staff to our school.

School Budget

Budget monitoring is carried out by the local authority's finance monitoring officer and the governing body operational committee.

Financial Statement (Year 2024/2025)

	Budget (£)	Actual (£)
Employees	797,691	791,502.63
Customer Receipts	-13,253	-23,732.28
Government Grants	-148,547	-155,783.41
Other grants	0	-3,210
Internal Recharges Expend	50,400	49,479.89
Internal Recharges Income	-3,719	-7,687
Premises	84,002	89,201.63
Transport	0	0
Supplies And Services	86,304	37,465
Transfers to/ from reserves	594	594.04
Contribution to capital outturn	6,572	5,479.55
Big Fresh Catering income	-9,500	-9,612.99
Total	850,544	773,697.26

Premises

During the year, there have been a number of improvements made to the premises. Solar panels and a new roof has been fitted to the main school building. Fire inspection report remedial actions were carried out to ensure compliance.

School Toilets

All toilets are cleaned daily. A set of toilets is attached to each of the three foundation phase classrooms. These are relatively new and in good condition. In the key stage two building there are separate toilets for boys and girls located in the entrance hall. These were refurbished by the local authority during the summer holidays 2021. There are staff toilets in the main building and the foundation building. There are two designated disabled toilets on site.

Curriculum

The school's lens concept documents which includes the mandatory aspects of the new curriculum ensure suitable coverage and that pupils' skills are developed in an appropriately progressive way. The school employs a variety of teaching approaches to developing pupils' knowledge, understanding and skills. These include Big Maths and a phonics programme. Pupils are taught in whole classes, groups and individually, dependent on their needs and the purpose of the lesson. The school enhances its curriculum through themed weeks such as Welsh week/Healthy Week.

Welsh Language

Whilst being an English medium school, all pupils from nursery to Year 6 are taught Welsh as a second language. This is through discrete lessons following a scheme of work produced by Central South Consortium. This covers vocabulary and sentence patterns on a variety of topics including food, weather and travel. Teachers often provide commands in Welsh and pupils are encouraged to use Welsh language patterns incidentally throughout the school day. A sentence pattern is shared with pupils in our weekly Praise assembly. Further curriculum work supports the children in developing their understanding of Welsh culture and ethos. This includes the study of Welsh artists, writers etc. and the study of events pertinent to Wales. Each year this work is enhanced through the school's Cwricwlwm Cymraeg week culminating in the Eisteddfod.

Additional Learning Needs

Additional Learning Needs Coordinator (ALNCO), Mrs Hayley Mayes has continued to identify, monitor and support pupils with Additional Learning Needs liaising with a variety of support services and stakeholders. She has held PCP meetings for pupils new to ALN whilst reviewing current IDPs on an annual cycle. She has also continued to attend Local Authority ALNCO training sessions half termly to further develop her ALN knowledge and share good practice whilst leading the Rural Vale cluster ALNCO meetings. She has delivered and organised training through staff INSET meetings, providing updates on Universal Provision, Additional Learning Provision and strategies to support pupils with a variety of barriers to learning. Mrs Mayes has also met with the ALN Governor Mrs Anna Adams and delivered presentations to the Governing Body to share updated ALN information.

All pupils in school continue to complete and update One Page Profiles annually and these are developed in partnership with parents during Parent Meetings. We have continued to monitor closely the progress of all pupils using data from formal assessments and information from class teachers and parents. Pupils are identified through this process to access additional support in class (working alongside an adult to develop basic skills) or through more structured learning programmes. LSA's deliver a range of structured programmes for literacy (reading, spelling, handwriting) and numeracy as well as specific and targeted programmes including ELSA (emotional and social support programme). Mrs Mayes monitors and reviews the support provided through Universal Provision and Additional Learning Provision and this information is recorded on the school's provision map and pupils Individual Development Plans (IDPs). Where appropriate, she has worked closely with staff and parents to refer or seek advice and support from a range of external specialists including medical teams, speech and language therapists, engagement team, outreach services, specialist teachers or educational psychologists. Mrs Mayes has also worked closely with parents of pupils with ALN holding additional meetings to ensure that they are fully engaged in their child's education and supported to access the support services and advice available.

Sport, Cultural Events and Community Links

The school donated food items for the Vale Foodbank, raised money for Children in Need, Royal Legion and in the Spring, the school celebrated World Book Day.

Healthy Eating and Living

The school promotes healthy living. It encourages healthy snacks. Pupils are encouraged to bring water for a drink and a water fountain is located in the entrance hall. School dinners are provided by the Big Fresh Catering Company an independent trading arm of the Vale of Glamorgan Council and adhere to Welsh Government nutritional guidelines.

Pupils across school have engaged in a variety of sporting activities during PE sessions predominantly outdoors.

Term Dates for 2025 – 26

Term	Start	Half term	End	No of school days
Autumn	Monday 1 st September	Monday 27 October - Friday 31 October 2025	Friday 19 th December 2025	75
Spring	Monday 5 th January 2026	Monday 16 th February - Friday 20 th February 2026	Friday 27 th March 2026	55
Summer	Monday 13 th April 2026	Monday 25 th May -Friday 29 th May 2026	Monday 20 th July 2026	65

Mon 1 Sept 2025 and ***Monday 20 July 2026** will be designated INSET days for all LEA Maintained Schools. The remaining four 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

Good Friday: 3 April 2026

Easter Monday: 6 April 2026

May Bank Holidays: Monday 4 May 2026 and Monday 25 May 2026

Revisions and reviews

The governing body adopted the following policies; Safeguarding, Health and Safety, Model Whole School Pay policy.