

Llanfair Primary School

Governing Body Annual Report to Parents
This report relates to academic year 2023-2024



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 Andy Crowe (Local Authority Governor), Mrs Sally Rees and Ms Jill Walker.

The school is constantly facing challenging times with budget restrictions and the introduction of the new curriculum; however, the school continues to work collaboratively with the school cluster to overcome these challenges and embrace these changes.

Sports Day, Night at the Park and the Christmas Carol Concert were a tremendous success and were thoroughly enjoyed by staff, parents and children alike and they continue to enjoy our educational trips and extracurricular clubs. I would like to thank the staff for their ongoing commitment.

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 2024)

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
Mrs. Caroline Neudegg	Community	21.01.24
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 Dorian Davies	Parent	15.06.27
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. Ensure that the curriculum is meaningful for all pupils and builds their skills systematically and coherently across the school

- School staff continue to work well with cluster colleagues on curriculum planning.
- Use of the teaching and learning placemat supports teachers with the setting of expectations and in developing consistency.
- An appropriate balance between maintaining teacher autonomy and meeting the mandatory requirements of the curriculum is facilitated well, through the use of planning templates devised by the senior leadership team. For

example, knowledge, skills and experiences are outlined, in order to develop a specific humanities lens concept. Changes to planning documentation have also impacted positively on differentiated provision for pupils. The strategic level curriculum overview, devised by the Senior Leadership Team has been populated by teaching staff and implemented. The document provides a clear overview of lens concepts over a two year cycle, to ensure the statutory coverage of the What Matters statements.

- The use of tracking documents for Literacy and Numeracy (LNF), Digital Skills (DCF), Areas of Learning and Experience (AoLE's), lens concepts and case studies is beginning to provide a helpful overview of coverage, in each aspect. Monitoring shows increased opportunities for pupil voice /influence within expeditions, in nearly all classes.
- Teachers' confidence to plan effectively using school documentation has increased significantly, through support provided by the deputy headteacher.
- Pupils in Years 4, 5 and 6 have good opportunities to develop independence through the use of Learning Journals, where they record their learning and ideas independently and creatively.
- All staff have been given the opportunity to share their ideas for the Cynefin / Diversity curriculum map. The diversity lead delivered beneficial INSET to all staff and pupils participate in a good range of Black history activities.

2. To develop pupils oracy skills through the medium of Welsh

- SLT use data from the School Workforce Annual Census, to identify teacher competency and confidence with the Welsh language. As a result, Learning Support Assistants received training, resulting in an uplift in confidence to use Welsh incidentally, along with enabling staff to support pupils during playground games.
- A baseline listening to learners activity completed in September 2023 by the CSC Welsh Development Officer shows that standards in Welsh continue to improve. Evidence of progression in Welsh oracy is uploaded following assessment, on a half-termly basis.
- Regular timetabled meetings with lead teacher ensures that the Criw Cymraeg continue to raise the profile of Welsh throughout the school. For example, the Criw Cymraeg present 'Brawddeg yr Wythnos' and this is shared in assemblies and on social media.
- A CSC grant enables supportive collaborative work with a Welsh medium primary school in Bridgend local authority (Ysgol Calon Y Cymoedd). The deputy has provided comprehensive feedback on the project in a regional network meeting. Appropriate plans are in place to follow up and monitor the impact of the training.
- The positive impact of Welsh improvement activities is evident in many classes. For example, monitoring of a Welsh lesson in year 5/6 found that most pupils clearly demonstrate sound vocabulary acquisition and

conversational skills in Welsh. A monitoring activity undertaken in June 2024 by the Welsh lead and CSC Welsh Development Officer demonstrates strong progress across the school.

- Two teachers attended an intensive two day Welsh course, to further develop their confidence.

3. Embed leadership at all levels to identify the school's priorities for improvement successfully

- Since the core inspection, there has been a change in the senior leadership team, with a new deputy starting in April 2023. The headteacher and deputy have a positive and supportive professional working relationship.
- The deputy headteacher has responsibility for curriculum development and continues to work purposefully with cluster colleagues, refining the curriculum and provision as needed.
- Since the core inspection, valuable time is spent with staff, supporting their reflection of strengths and areas for development, highlighted in the Estyn report. In addition, all staff and governors had significant involvement in the development of the post-inspection action plan (PIAP). As a result, all staff have clarity in relation to Estyn findings and aspects to address, in relation to the recommendations.
- The professional learning programme aligns well with the targets in the post-inspection action plan. Teaching and support staff benefit from continuing professional development activities, for example, all staff received professional learning relating to Welsh and teaching staff accessed CSC mathematical reasoning training.
- Performance management objectives are linked to Estyn recommendations, the school action research project, raising expectations and level of challenge. Mid-year performance management reviews indicate that good progress has been made towards objectives.
- AoLE Leads engage well with training and developmental opportunities with CSC. They also work closely with cluster colleagues.
- An evaluation of the impact of staff CPD by school leaders shows that appropriate training has been completed. The impact of training is evident. For example, an increase in staff confidence and improved standards of Welsh oracy across the school including bilingualism in lessons.
- AoLE leads have a clear understanding of their roles and responsibilities. Action Plans, developed by AoLE leads contain specific targets which support the development of each area. Half termly monitoring, enables timely identification of strengths, areas for further development and the updating of targets. The confidence of nearly all AoLE leaders has increased, enabling them to identify appropriate next steps within their specific areas. Updates are communicated clearly to all staff, along with links to useful resources.

Strong leadership of AoLE's ensures that suitable priority areas are identified for development in the next academic year.

- The headteacher continues to actively engage in the national New and Acting Headteacher programme. This has provided the opportunity to share experiences, reflect on and evaluate different aspects of leadership, with peers and colleagues.
- The deputy headteacher has enhanced her leadership skills through attending the national senior leaders' development programme. The deputy headteacher presented on an aspect of school improvement, identifying the impact of her leadership on teaching and learning.
- Rigorous and comprehensive self-evaluation processes underpin all improvement work. Leaders at all levels contribute well to self-evaluation work, improvement planning, the performance management of staff and continuous professional development.
- A clear timetable is in place for monitoring, evaluation and review, ensuring all staff are aware of planned MER activities. Findings of monitoring activities are addressed promptly. For example, concerns around consistency and the level of challenge in foundation learning classes identified in monitoring, led to the prompt involvement of the CSC Foundation Learning team. An action plan and ongoing support to address this area is in place.
- All teaching staff completed a beneficial action research project, following INSET provided by the deputy headteacher, on Rosenshine's Principles of Instruction. In line with the Estyn recommendations, the focus of the project is pedagogical and curriculum development. Staff effectively shared feedback on action research projects undertaken. All staff reported improvements in the relevant areas. Examples of positive impact include improved initial sound acquisition in Nursery pupils, a positive impact on oracy and writing in Reception and Year 1 pupils and an increase in comprehension skills in Year 1/2 pupils. Two governors attended the session, which they found to be interesting and informative.
- Many governors have a clear understanding of the school's work, performing effectively as critical friends. For example, a link governor challenges and supports the school through the regular scrutiny of a range of evidence provided by the headteacher.
- Beneficial engagement continues between governors and school staff. Evidence from governor visit records demonstrate that purposeful meetings are held with governors, who provide supportive and constructive dialogue and feedback to staff. For example, two governors produced a detailed, accurate report around curriculum development, following a school visit and meeting with the deputy headteacher, in the autumn term. Link governors for Science and Technology, Maths and Welsh are well established.
- The governing body continue to use the CSC Governor Toolkit to support their self-evaluation process. A skills and interest audit highlights governor

strengths and roles and responsibilities are aligned accordingly. The effectiveness of the governing body continues to develop well, through for example, focused committee work, improved communication and increasingly purposeful questioning. Attendance at governing body meetings has improved, following a streamlining of committees, which governors now find more manageable. Governors' confidence has also increased following information received at a meeting attended by a representative of Vale governor support services.

- Opportunities for pupils to further their leadership skills are embedded. Pupil leadership groups meet fortnightly, for 30 minutes. All pupils in Years 3 – 6 belong to a pupil voice group, where they take ownership of important aspects of school life, such as eco schools, healthy schools, digital leaders and Criw Cymraeg.
- The pupil Senedd group consists of pupils from years 2 – 6 and provides opportunities for pupils to develop leadership skills, whilst representing and contributing to pupil voice.
- Pupils in leadership groups develop their leadership skills well. Progress towards the aims of each group is clear and the impact of their actions is increasingly evident.
- Examples of the impact of pupil voice activities this academic year include:-

An improvement in pupil snack choices with many now selecting a healthy option, a decrease in playground litter, a pupil Buddy system when pupils are playing on the yard, and money raised for charity. The Criw Cymraeg organised a competition (Design a Christmas Card) and have funded a Welsh friendship sign for the playground, to encourage use of the language during playground games. Half-termly feedback of the impact of pupil voice groups during assemblies ensures there is a whole school awareness of the work of each group, and the way forward.

4. Raise teachers' expectations of what pupils can do, particularly those who are more able

- The school MAT Policy has been reviewed by school staff and ratified by the Governing Body.
- In the spring term, the lead Governor met with the MAT lead in the school. The headteacher also met with the lead Governor for MAT, to review pupil progress.
- Parents had the opportunity to identify pupil talents in a questionnaire. Relevant information has been added to the provision map for Additional Learning Needs, ensuring all staff are aware of pupil talents and achievements outside of school.
- Following training by an external provider, a suitable range of adjustments have been made to provision, to increase pupil independence and to provide access to challenging activities. For example, in Friday challenge sessions,

pupils have the opportunity to take part in beneficial team building and communication activities. Literacy and numeracy skills are developed throughout the sessions.

- Literacy, maths and science Chilli Challenges in years 3 – 6 and red challenge pegs in foundation classes, ensure all pupils have access to a range of appropriate activities, further developing independent learning skills. Strategies such as 3B4Me, also encourages pupils to develop as independent learners.
- Monitoring of pupil workbooks found that Chilli Challenge is embedded from Years 3-6. Pupils select challenges, appropriate to their ability along with extending their learning by changing the level of Chilli Challenges completed during an activity. This has now been extended to other areas of the curriculum.
- Pupils in years 4, 5 and 6 have good opportunities to develop independence through the use of Learning Journals, where they record their learning and ideas independently and creatively.
- Strong progress is evident in pupils' mathematical skills, particularly the more able, since the implementation of ability group setting and updated provision.
- Setting for the teaching of phonics Read, Write Inc, (up to year 3), ensures all pupils access learning at a developmentally appropriate stage. This systematic teaching of phonics supports foundation learners well. Use of the Write Stuff programme supports teachers to plan effectively, to develop pupils' writing skills in Years 3 – 6. Spelling and reading data shows good progress is made by many pupils.
- Monitoring, including lesson observations, book scrutiny and listening to learners clearly evidences that nearly all learners are challenged effectively.
- Good practice visits and engagement with CSC are impacting positively on professional learning. The indoor learning environment in foundation learning classrooms is developing well. Significant improvements in provision for pupils in the Nursery is evident. Pupils engage well in purposeful play, with opportunities to develop a range of skills including numeracy, literacy and digital competence, thinking and motor skills. The Year 1/2 environment is suitably resourced. A range of well-planned provision, activities and effective questioning, ensures Year 1/2 pupils have the opportunity to develop well as independent learners.
- In all classes, pupils independent learning skills have improved. This is attributed to improved staff understanding of requirements, along with improved provision, including the development of independent working areas in each class.
- The deputy headteacher attended a CSC course on formative assessment. Plans are in place for the cluster to develop a consistent approach to assessment, in readiness for September 2024.

5. To improve pupil standards of ICT skills and ensure that the cross curricular Digital competence is embedded across the curriculum.

- A staff skills audit identified continuing professional development needs. A new member of teaching staff delivered useful training to all other staff at the beginning of the autumn term.
- The monitoring of digital skills development is integral to the MER plan and a Listening to Learners activity with CSC support, was undertaken in the autumn term.
- The extended digital curriculum ensures the inclusion of the teaching of databases, spreadsheets and increased use of green screen technology, as well as opportunities for pupils to develop their skills whilst off the school site. For example, pupils in Years 5 and 6 had the opportunity to develop coding skills, during a visit to Sony.
- The headteacher has successfully streamlined digital platforms and this information has been shared with parents, ensuring clarity and purpose. Google Classroom, which supports blended learning in the classroom and homework has been introduced to pupils in years 4,5 and 6. Homework is also uploaded via Seesaw and J2E for pupils in Progression Steps 1 and 2. Clear future actions for the further development of e-safety are now planned, following a Digi Safe 360 audit.
- School staff continue to develop pupil awareness of online safety and support parents by sharing relevant information. For example, parents who attended the Bully's Out online safety presentation on 13/11/23, found the session informative and helpful.
- A digital leader group established, in Years 3 – 6, provides opportunities for pupils to further develop their skills and leadership.
- Evidence of progression in digital skills is captured half-termly through a digital platform.
- The positive impact of DCF improvement activities is evident in most classes.
- All staff attended ICT training inset day on Tuesday 7th May.
- A DCF learning walk, conducted by the headteacher and digital lead identified that pupils are confident in using a variety of hardware and software, independently. Pupils explain their tasks clearly and are fully engaged in their learning activities. Progression of skills is evident across the school and teachers plan for the relevant inclusion of DCF in all curriculum areas, including literacy, numeracy and science.

School Leavers

Twenty-one pupils left Year 6 in the summer of 2024. The majority of pupils transferred to Cowbridge Comprehensive School. 7 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

School received a grant from Welsh Government, administered by the local authority to support Service Children in School. This was used to support the delivery of additional support. School receives additional funding through the Pupil Development Grant which is allocated on free school meal data.

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

Financial Statement (Year 2023/2024)

	Budget (£)	Actual (£)
Employees	736,797.00	722,865.04
Customer Receipts		
	0	22,188.51
Government Grants	-96,022	-107,490.42
Internal Recharges Expend	55,379	55,593.85
Internal Recharges Income	-30,823	-51,039.22
Premises	77,400	76,123.32
Supplies And Services	55,392	36,195.93
Contribution to funds	594.00	1574.03
Governor claims	0	0
Total	798,717	711,764.93

Premises

During the year, there have been a number of improvements made to the premises. A section of new fencing was erected on the boundary next to the adjoining properties. Classroom furniture was sourced to replace worn furniture in all classrooms. New carpet was fitted in 3 classrooms.

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 and included on Twitter weekly. 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) Hayley Mayes has continued to attend Local Authority ALNCO training sessions to further develop person centred planning (PCP) principles through the implementation of Individual Development Plans (IDPs) for pupils with Additional Learning Needs (ALN). She also currently leads the Rural Vale ALNCO cluster meetings which are held half termly. We have continued to hold PCP meetings for pupils new to ALN whilst also reviewing current IDP's on an annual cycle. All pupils in school continue to complete and update One Page Profiles and these are also developed in partnership with parents. ALNCO continues to deliver and organise training sessions (from outside agencies) during staff INSET sessions to provide updates on ALN and strategies to support pupils with a variety of additional learning needs. She has also led sessions with Governors to provide updates on ALN also.

School continues to monitor the progress of all pupils regularly using data from formal assessments and information from class teachers and parents. On occasions pupils will be provided with additional support which may be class based (working alongside an adult to develop basic skills) but may also be in the form of a more structured learning programme. School uses a range of structured programmes and learning games for reading, spelling and numeracy as well as delivery of specific and targeted programmes including and ELSA (a social and emotional support programme). ALNCO monitors the support provided to pupils through Universal Provision and Additional Learning Provision and where appropriate, will refer or seek advice and support from external specialists including medical teams, speech and language therapists, engagement team, outreach services, specialist teachers or educational psychologists etc. Information on additional learning provision is recorded on the school's provision map or pupils Individual Development Plans (IDPs) and is reviewed and updated regularly. School works in close partnership with parents to ensure that they are fully engaged in their child's education providing additional meetings for pupils with additional learning needs.

Sport, Cultural Events and Community Links

The school donated food items for the Vale Foodbank, raised money for Children in Need 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 2024 – 25

Term	Start	Half term	End	No of school days
Autumn	Monday 2 nd September	Monday 28 October - Friday 01 November 2024	Friday 20 December 2024	75
Spring	Monday 06 January 2025	Monday 24 February - Friday 28 February 2025	Friday 11 th April 2025	65
Summer	Monday 28 th April 2025	Monday 26 May - Friday 30 May 2025	*Monday 21 July 2025	55

Mon 2 Sept 2024 and *Monday 21 July 2025 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 21 July 2025 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on Monday 5 May 2025 for the May Day Bank Holiday.

Significant dates:

Christmas: Wednesday 25 December 2024

Good Friday: 18 April 2025

Easter Monday: 21 April 2025

May Bank Holidays: Monday 5 May 2025 and Monday 26 May 2025

Revisions and reviews

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