

Pwll CP School

Governors' Annual Report to Parents 2024/25



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Website	www.pwllprimary.com
Language	English medium

Dear Parents and Carers,

As I am honoured to introduce myself as the new Chair of Governors at our school. It's a privilege I will respect and give my wholehearted commitment. I have been a governor here for the past five years and was previously a governor at a neighbouring school. My background is very much in public services including safeguarding.

I want to start by expressing my thanks to each and every one of you for entrusting us with the education and care of your children. Your trust is precious to us and we appreciate the faith you place in us.

I would like to extend special thanks to Wayne Thomas, our previous Chair, for his dedication and leadership. To all our governors who generously give their time, and to our incredible teaching and non-teaching staff, I offer my sincerest appreciation for your tireless efforts. Together, we strive to create an environment where every child can thrive - from acorns mighty oaks grow.

Going forward together, I envision a future where every student discovers their passions, develops their talents, and grows into compassionate, curious, and confident individuals. We will work tirelessly to ensure our school remains a place where dreams are nurtured, and possibilities are endless.

Thank you for being part of our school community. I look forward to working with you all.

Diolch
Cofion
Robin Staines

Pwll CP School Vision



At Pwll Primary school we continually improve in everything we do. All pupils enjoy coming to school to experience a colourful, child-led curriculum which inspires learning through imagination and innovation.

All of our pupils learn to take responsibility for themselves as life-long learners in a safe, nurturing and supportive environment. A strong inclusive ethos encourages all pupils to develop to their full potential - physically, emotionally, socially, academically and creatively.

All members of Pwll Primary School community work together with great optimism and belief that all people can achieve great things in life. Every day we strive to ensure that our little acorns go on to become magnificent oak trees.

Pwll CP School Aims



At Pwll CP School we move ever closer to our vision by:-

- Placing enjoyment and motivation at the heart of our broad, balanced and meaningful curriculum
- Involving pupils in planning innovative and imaginative learning experiences which take account of how children learn best
- Continually developing the environment ensure our pupils continue to thrive - physically, emotionally, socially, academically and creatively
- Creating a nurturing learning environment where pupils have opportunities to discuss feelings and emotions, take risks, learn from mistakes and to grow to understand themselves and those around them
- Developing a whole-school learning community
- Continually developing ways to involve parents and the wider school community in school life
- Being positive and optimistic about the future, and what can be achieved



Pwll School Motto

Mighty
oaks
from
acorns
grow

School Governance

Governing Body		
Name	LA/Parent/Co-opted	Responsibility
Robin Staines	LA	Chair (Safeguarding/LAC)
Wayne Thomas	Community	Vice Chair
Paul Trotman	Headteacher	
Dr Helen Lewis	LA	
Kath Davies	Community	
Lynne Murray	LA	
Stacey Armstrong	Parent	
Vacant	Parent	
Vacant	Parent	
Cllr Sue Phillips	Additional Community	(ALN)
Elaine Pugh	Community	
Melanie Harding	Staff	
Rhian Davies	Teacher	

The Role of the Governing Body at Pwll Primary School

The Governing Body acts collectively and the first loyalty of every governor must be to the school. Governors support the staff and headteacher of the school but also act as a ‘critical friend.’ The role is strategic, not operational. This means that the role of the Governing Body is to plan long term for the school, make sure it is well staffed and spends its budget wisely, and to help construct all the general policies which make the school an efficient, caring and fair environment for learning. It is the delegated responsibility of the headteacher to manage the space, time, equipment and people on a daily basis and respond to any inappropriate issues as they arise.

We often have vacancies for parent governors at the school.



Is this
something I
could do ?

The Role of the Parent Governor

Like all other governors, parent governors have three strands to their role:

- Take a strategic role
- Act as a critical friend
- Ensure accountability

What are the good bits about being a parent Governor?

- You have a very privileged and responsible role
- You have the opportunity to make a difference for children now, and in the future
- You have an opportunity to make a difference for parents and to influence the way in which school works with them
- You will learn a lot and develop new skills

How to fulfil your role:

- Attend Governing Body meetings regularly. These are held three times a year, usually at the end of the school day, and can last up to 2 hours.
- Play an active role in sub-committees and decision making
- Learn all you can about the school
- Always represent the school positively
- As a governor, you are one of a group and must never act alone
- Always, always observe confidentiality.

What makes a good governor?

- Common sense and the ability to work in a team
- An interest in education and young people
- Patience, energy, enthusiasm, and some spare time
- A willingness to listen, learn and to undertake training

Please contact for further details - -

Clerk to Governors: Mrs A. Rees
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Pwll, Llanelli
Carmarthenshire
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clerical@pwll.ysgolccc.cymru

Financial Summary

Please note our financial year is not the same as the school year or the calendar year. The following is a summary of the school's financial position for the financial year 01.04.24 – 31.03.25

Net Expenditure 2024/25	£903,915
Formula Funding Allocation 2024/25	£-932,652
Deficit Brought Forward from 2023/24	£20,794
Surplus Carried Forward to 2025/26	£-7,943

School Development Plan

Every year the school writes a school development plan with targets to help us improve the school. Our 2024-2025 targets were:

Priority	Impact Did we meet our targets?
1. Improve pupil handwriting and extended writing skills	Fully met
2. Implement revised classroom teaching and learning arrangements, ensuring appropriate curriculum differentiation challenges all learners effectively	Fully met
3. Maximise the impact of teaching support on pupil learning	Partly met, some consolidation needed next year

Staff worked hard to make great progress against an ambitious set of targets again this year.



End of year progress report

Pupils across the mainstream classes have made very good progress this year, particularly in core areas such as literacy, numeracy, and digital skills. In the Foundation Learning class with Miss Webster and Miss Mann, children are showing strong development in reading and writing, with most pupils highly motivated and engaging well with their learning. Handwriting and structured activities are supporting this progress effectively. In the 7-11 class with Mr Rees, pupils have made very good progress in writing as a result of a focus in this area this year, however we feel a bit of a push on reading next year would be helpful as we have fewer pupils choosing to read for pleasure unfortunately these days. Mathematics has been a real strength across both phases this year, with nearly all pupils making good or better progress. Our scheme of work – Power Maths - is proving successful, and pupils are confidently applying their learning.

Welsh language development is progressing well in the younger classes, with pupils using Welsh naturally in everyday interactions. In the junior class, Welsh remains an area to focus on further next year, as we further refine our systems for teaching pupils from a number of year groups in the same class. Digital skills are a highlight across the school, with pupils independently accessing tools and apps, saving work, and engaging confidently with technology. Pupils are also showing positive learning mindsets and increasing independence, particularly in the junior class, where many are taking ownership of their learning and demonstrating strong engagement.

In the ATF classes, pupils are making excellent progress in communication, with many using a range of tools and strategies effectively. Literacy and numeracy are developing well, with several pupils engaging with structured reading schemes and basic number work through play and targeted programmes. Social and emotional development is a key strength, with pupils learning to tolerate others, follow routines, and regulate their emotions more effectively. Independence is also improving, with pupils developing self-help skills such as toileting, eating, and navigating the school environment.

Digital learning is well embedded in some ATF classes settings, with pupils using devices for matching, sorting, and creative tasks like podcasting and coding. Physical development is progressing, though some classes need to work at integrating movement more consistently into daily routines. Transitions can be challenging for many pupils and they are making good progress with their ability to move around the school and to and from home and other settings.

Overall, the year has seen many positive developments across both mainstream and ATF classes, with pupils showing enthusiasm, resilience, and a growing ability to engage with their learning. Continued attention to the individual needs of our learners, together with targeted adult support, will help us to build on this progress in the coming year and see our learners take further leaps and strides in the autumn.

Additional Learning Needs (ALN)

At the start of the end of 2023/24, the school identified **57%** of pupils as having additional learning needs; this is considerably higher than the average for Wales. 30 pupils have statements of special educational needs, funded additional support, or have a place in the Autism Teaching Facility.

Miss N Lewis is the ALNCo (Additional Learning Needs Coordinator) and a range of experienced support staff provide our ALN support. Miss Lewis is always happy to discuss your child's progress in relation to additional needs, should you wish to do so. Mrs R Davies provides support for Mrs Lewis in her role, in relation to pupils in the Autism Teaching Facility.

The Code of Practice requires that a member of the governing body is allocated the responsibility of liaising with the ALNCo and Headteacher, in order to maintain a high standard of provision for children with special needs. Our current governor at Pwll Primary School is Mrs S Phillips.



Here are some of the general teaching strategies we use, available to all our learners where appropriate –

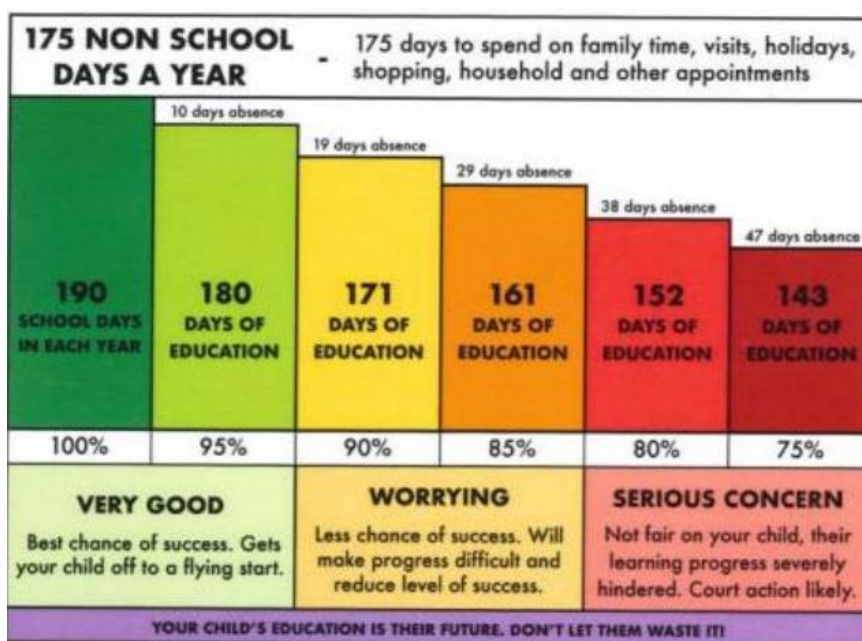
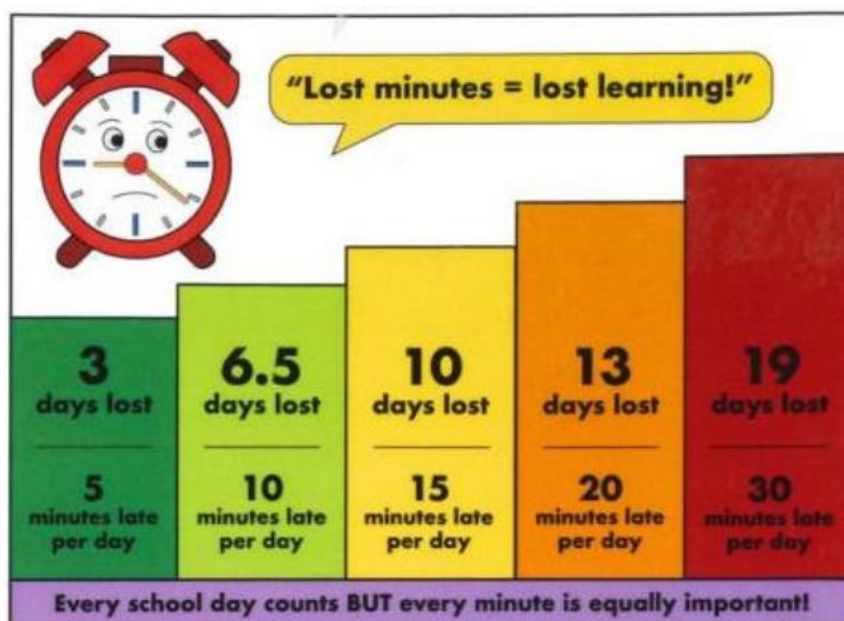
- Differentiated curriculum
- Pupils can present ideas in a variety of ways
- Assessment for Learning concepts- pupils are aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines etc.
- Repetition and reinforcement of skills
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points e.g. mind maps, visual cues, bold points, use of highlighters, etc.
- Questions differentiated in accordance with level of understanding and emotional needs
- Interactive learning opportunities as appropriate
- Teaching adapted to a range of learning preferences
- Work schedules
- ICT text-to-speech and speech-to-text to allow increased access to curriculum
- Clear modelling; opportunities for imitation; activities first, writing last
- Circle time activities and games to consolidate learning and build community
- Praise for effort, progress and appropriate behaviour
- Clear structure, expectations and a positive ethos: reward and support
- A strong focus on oracy to underpin all learning: literacy, cognition and social skills
- Meta-cognitive approaches: the “what, why and how”

Summary of changes to the school prospectus since last publication

The prospectus for 2025 has been fully updated this year, to include a good deal of additional information, including details of new staff at the school. There is also a separate ATF prospectus.

Attendance

As of the end of June, whole school attendance was **90.4%**, which falls below the Welsh Government target of 95%. We are fully aware that poor attendance has a detrimental effect on attendance so the Governing Body will continue to work closely with School and the Local Authority to help improve this figure. Please support us in raising attendance by ensuring your child attends school every day and arrives on time.





The Welsh Language



Pwll Primary School is an English medium school where lessons are delivered through the medium of English. However, we are supporting the Welsh Government agenda to increase the number of Welsh speakers in Wales, by trying to increase the amount of exposure to the Welsh language our pupils receive in school. We are very aware of our role as a school in Wales, in promoting and developing the use of Welsh as a living language.

In addition to lessons where we teach Welsh as a second language, the school actively promotes the Welsh language on a daily basis through the use of incidental Welsh during lessons, playtimes and assemblies. Pupils have also had the opportunity to take on an active role as members of Criw Cymraeg and Helpwr Wythnos where they practice speaking in Welsh and developing their vocabulary.

Community Links

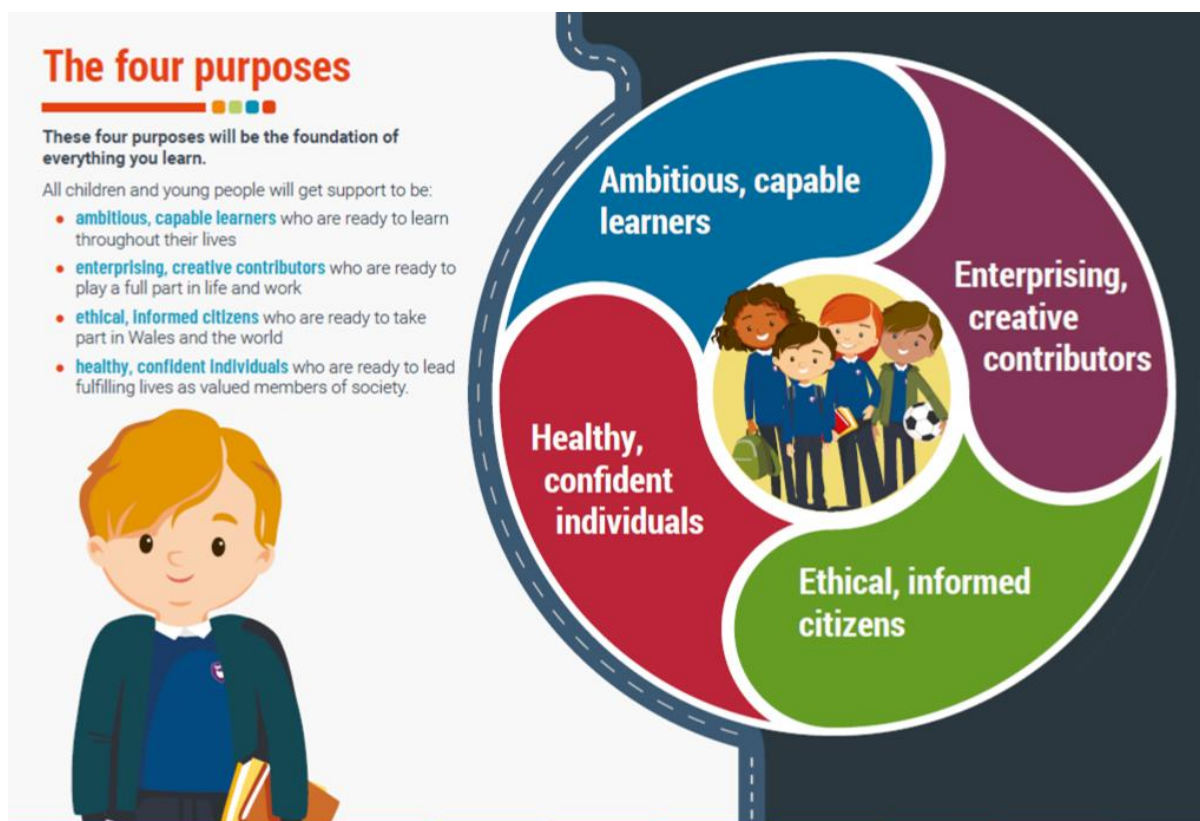
The school has strong links with the local Priest in Charge, The Reverend L J Bradley (Vicar Lorna) of the Holy Trinity. Vicar Lorna visits the school regularly to support with the delivery of our RVE curriculum, and to teach the children about key festivals and events in the Christian calendar through the year.

In addition, the pupils are regularly visited and supported by local councillor and one of our own Governors, Sue Phillips, who plays piano for us at Christmas and for our St. David's day celebrations, for which we are very grateful.

Pupils enjoy regular sport sessions with local groups, including touch rugby sessions with the Llanelli Scarlets outreach team. We take every opportunity to join in local tournaments and events when they are promoted and also take advantage of the range of geographical and historical features that our village and the surrounding areas present.

We are always looking to improve our community links. If you have any links with community groups that you think it would be beneficial for the school to explore, please do get in touch.

Curriculum



Here in Pwll CP School, we have been busy refining our new curriculum throughout the year. We have looked at the curriculum from four different viewpoints, and the curriculum therefore has a slightly different feel according to which part of the school your child attends:

Nursery and Reception learners (Moving towards progression step 1 – approx. age 5)

For pupils at this age, the curriculum is very much play-based. The Welsh Government has provided guidance on learning at these early stages which show the importance of three key 'enablers' in getting the children ready to access further learning successfully. The three enablers are: Enabling adults, enabling experiences and enabling environments.

The curriculum here is centred around adult-child interaction encouraging problem solving, modelling language development and generally building curiosity and scaffolding learning through working side by side with the children at play. It is also important that the children are provided with rich activities and experiences, in a stimulating environment, as contexts for learning to take place naturally, through the child's motivation and engagement. Pupils will often work with topics which mirror 'real life' – seasons, celebrations, events which are taking place in the world around them and outside school.

Moving towards progression step 2 – (approx. age 5-8)

As pupils show readiness, often (but not always) through the Reception year, they will transition to some more formal aspects of teaching, through a topic-based curriculum, while retaining the three enablers learning model at other times during the day. Here they will begin experiencing more structured learning in phonics and mathematics for example, to support their reading and numeracy skill development. As the children progress through the foundation phase, they will spend more time engaged in focused topic work with the teacher and support staff, as they learn through working on wider themes and topics to broaden their understanding of the world around them. Through topic

and other learning contexts, they will begin to experience the full range of the Curriculum for Wales Frameworks – in all ‘Areas of Learning and Experience’ – namely:

Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology.

Progression step 2 & moving towards 3 (approx. age 8-11)

The curriculum at P2/3 is topic based. Topics are based across the 6 areas listed above. All teachers, in all classes, plan for development in literacy, numeracy and ICT skills, often through ‘rich tasks’ which drive the learning of other skills in a cross-curricular way. This means that wherever possible, our topic work is literacy, numeracy or ICT based. This is particularly noticeable as the children move up through the school, where topic material is woven together with literacy and numeracy frameworks, to ensure that as much topic work as possible also serves to consolidate the work carried out in maths lessons, or develops pupil reading, oracy and writing skills. This means that a strong feature of the curriculum here in Pwll CP School is that it is regularly framed in authentic learning contexts, which makes the learning more meaningful for the pupils.

We are also continually moving towards a curriculum experience here in Pwll CP School, which includes an increasing amount of time spent outdoors in different learning contexts. We don’t believe that even older children were meant to do all their learning inside at desks and believe that the outdoors provides endless rich possibilities for the most authentic of learning experiences for learners of every age. We also believe that learning outdoors supports the development of good physical and mental health and aim to keep increasing the percentage of time that learning takes place away from the classroom, for all our learners.

ATF

The Curriculum for Wales is a curriculum for all. To provide a more useful set of aims, we have changed the wording of some of the core aims for the curriculum for Wales, to bring them closer to the work we do with learners in school. Aside from that we have been very much as involved in developing a new curriculum in the ATF as we have in mainstream parts of the school.

As you will know, our learners with autism in the ATF classes can be at very different stages across a range of aspects of development. What we are developing in the ATF classes is a curriculum model which aims to move learners through the above mainstream curriculum stages as they move through the ATF classes. We always work with the pupil from where they are – but in general terms, ATF 1 and most of ATF 2 learners will be working through a highly tailored version of the three enablers approach outlined above under N/R. Some learners in ATF 2, and most learners at ATF 3 will move onto a more topic-based approach, much like the curriculum from Y1-4, with group work and additional targeted individual skill work.

In all ATF classes, pupils continue to be fully assessed across all aspects of learning (or pre-learning) skills. The staff then work to develop contexts in which these skills can be learnt and practiced before being generalised to other settings and with other people.

All staff are finding developing and refining a new curriculum in Pwll CP School to be challenging work – but incredibly exciting at the same time!

The school will monitor the impact and effectiveness of its curriculum on a continuous basis throughout the academic year which will feed directly into self-evaluation and improvement processes.

Forthcoming term dates

Term	Term begins	Half Term	Term Ends
Summer 2025	Monday 28th April	Monday 26th May – Friday 30th May	Monday 21st July
Autumn 2025	Tuesday 2nd September	Monday 27th October to Friday 31st October	Friday 19th December
Spring 2026	Monday 5th January	Monday 16th February to Friday 20th February	Friday 27th March
Summer 2026	Monday 13th April	Monday 25th May to Friday 29th May	Monday 20th July
Autumn 2026	Wednesday 2nd September	Monday 26th October to Friday 30th October	Friday 18th December
Spring 2027	Monday 4th January	Monday 8th February to Friday 12th February	Friday 19th March
Summer 2027	Monday 5th April	Monday 31st May to Friday 4th June	Tuesday 20th July
Summer 2025	Monday 28th April	Monday 26th May – Friday 30th May	Monday 21st July
Autumn 2025	Tuesday 2nd September	Monday 27th October to Friday 31st October	Friday 19th December

Designated INSET Days

The following days will be INSET days over the next academic year:

Monday 1st September 2025

Monday 5th January 2026

Monday 20th July 2026

Parents will be notified of dates for 3 further school INSET days in due course. INSET days are put on the Class Dojo system for parents for reference.

In January 2023 the Minister for Education and Welsh Language laid the Education (School Day and School Year) (Wales) (Amendment) Regulations 2023. The Regulations increase the number of INSET days from 5 to 6 days for the next 3 academic years (2022 to 2023, 2023 to 2024 and 2024 to 2025).

Good Friday

- 3rd April 2026
- 26th March 2027

May Day

- 4th May 2026
- 3rd May 2027
-

Please note that this calendar is subject to any changes that may arise as a result of government policy decisions. We do not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

Session Times

Stage	a.m. times	p.m. times
Foundation learning	9.00 a.m. – 12 noon	1.00 p.m. – 3.00 p.m.
7-11	8.55 a.m. – 12.15 p.m.	1.00 p.m. – 3.15 p.m.

Toilet facilities

The school has a range of suitable toilets for pupils and staff in various locations around the school. Nursery and Reception pupils use a purpose built toilet for pupils of this age, off the main classroom. Similarly, ATF1 pupils have a toilet built into the classroom to support with toilet training. The main toilet corridor has two toilets for girls, a toilet for boys, and a toilet for staff and pupils with disabilities, which also has a changing area.

The other ATF classrooms also have a wet room toilet area with toilets for pupils and a changing area. All toilets are cleaned thoroughly on a daily basis by LEA cleaning staff and additional cleaning takes place during the day if necessary.

Disability Discrimination Act

We continue to explore ways of improving access to our school. The governors and staff welcome parents and pupils with disabilities into the school, and with the help of the Local Authority we will seek to minimise any barriers that may make accessing our services a challenge.

All pupils, whatever their needs or disabilities, are treated with equal care and consideration. If you have a particular disability, please inform us and we will seek to adapt our practices in order to cater for your needs.

Admission Arrangements

The school follows Local Authority procedures with regards to admissions. This now involves the use of an online tool for admissions. For more information regarding admissions please contact the LEA on 01267 234567. A link to the admissions page can be found on our school website – www.pwllprimary.com



in pictures...

Foundation Learning



Juniors



PICCOLLAGE



