

PWLL CP SCHOOL



Governors' Annual Report to Parents

2025_26



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LANGUAGE

English medium

Dear Parents and Carers,

It is my pleasure, as Chair of Governors, to introduce this year's Annual Report and to reflect on another successful year for our school. First of all, can I thank you for sending your children to Pwll. We appreciate your support and the trust you place in us.

This report celebrates much more than academic achievement. It highlights the many opportunities our children have enjoyed, the progress they have made, and the caring, inclusive community that makes our school such a special place. This is reflected in the recent Estyn inspection which highlighted the strengths of our school. It was so pleasing, and humbling, that 100% of parents said they would recommend Pwll to others. We are incredibly proud of our pupils, whose enthusiasm, kindness and resilience shine through in everything they do.

On behalf of the Governing Body, I would like to thank our dedicated staff for their hard work and commitment, and our parents and carers for their continued support and partnership. Together, we create an environment where every child is encouraged to grow in confidence, develop a love of learning and achieve their full potential.

The Governing Body is proud to support and challenge the school's leadership, ensuring that every decision is made with the best interests of our children at heart. We remain committed to helping the school continue to thrive and look forward to building on this year's successes. So my sincerest thanks not only to the Governing body, but also the PTA who are doing tremendous things.

I hope you enjoy reading this report and celebrating all that has been achieved by our wonderful school community over the past year.

Very best wishes
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 School Motto

Mighty
oaks
from
acorns
grow

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

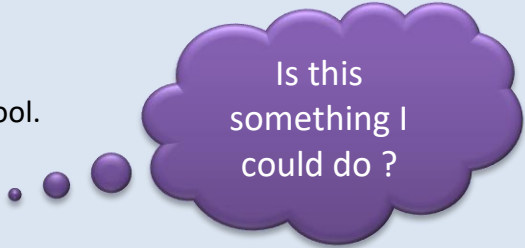
School Governance

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	
Lynne Murray	LA	
Louise Richards	Parent	
Stacey Armstrong	Parent	
Zoe Matthews	Parent	
Lori Hayden	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
c/o Pwll C P School
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Carmarthenshire
SA15 4AL (01554 773962
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 01.04.25 – 31.03.26

Net Expenditure 2025/26	£1,238,595
Formula Funding 2025/26	£-1,086,756
Surplus B/F 2024/25	£-7,943
Deficit B/F to 2026/27	£143,897

School Development Plan

Every year the school writes a school development plan with targets to help us improve the school. Our 2025-2026 targets were:

Priority	Impact Did we meet our targets?
1. Improve progress in reading in mainstream P2/P3 class	Fully met
2. Raise level of challenge in mainstream mixed-age classes	Fully met
3. Improve attendance	Fully met
4. Include a wider range of stakeholders in self-evaluation	Fully met
5. Improve use of reinforcement strategies in the ATF	Fully met
6. Ensure that the Digital Competency Framework is embedded at appropriate levels for ATF classes.	Fully met

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



End of year progress report (Estyn report May 2026)

Pwll C.P. School is a highly inclusive and caring school, where the individual learning and well-being needs of pupils are prioritised fully. Warm relationships permeate the school, helping staff and pupils alike to work and interact in respectful and productive ways. Throughout the school, including the autism teaching facility (ATF), pupils are well behaved, friendly and engage positively with school life.

Provision for pupils with additional learning needs (ALN) both in the ATF and mainstream classes, is strong. Staff are knowledgeable and well-trained. Purposeful relationships with families and external partners help to ensure a shared understanding of pupils' additional needs, the support they receive and the progress they make.

Staff know pupils well and use strategies such as questioning and feedback successfully to help pupils to move their learning forward. Over time, most pupils make solid progress from their starting points. The prioritisation of pupils' language development helps them to develop valuable oracy, reading and writing skills as they move the school. A systematic approach to teaching mathematics supports pupils to make beneficial progress in their skills, knowledge and understanding. Pupils' handwriting and presentation skills are too variable though and their Welsh language development is slow.

The curriculum is interesting and flexible, and staff make sensible and sensitive adaptations to best match the needs of the pupils in their class. They take good account of pupils' interests to help make the curriculum engaging and accessible. There is a tendency for teachers to over-direct pupils. This reduces opportunities for pupils to make choices about how to express their learning.

Governors support the school well and are a visible presence. Along with leaders and staff they have a solid, first-hand understanding of the school's strengths and areas for improvement. Recent improvement work has had a positive impact on pupils' attendance and reading skills.

Additional Learning Needs (ALN)

At the end of 2025/26, the school identified **68%** of pupils as having additional learning needs; this is considerably higher than the average for Wales. 46 pupils have Individual Development Plans (IDPs).

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 –

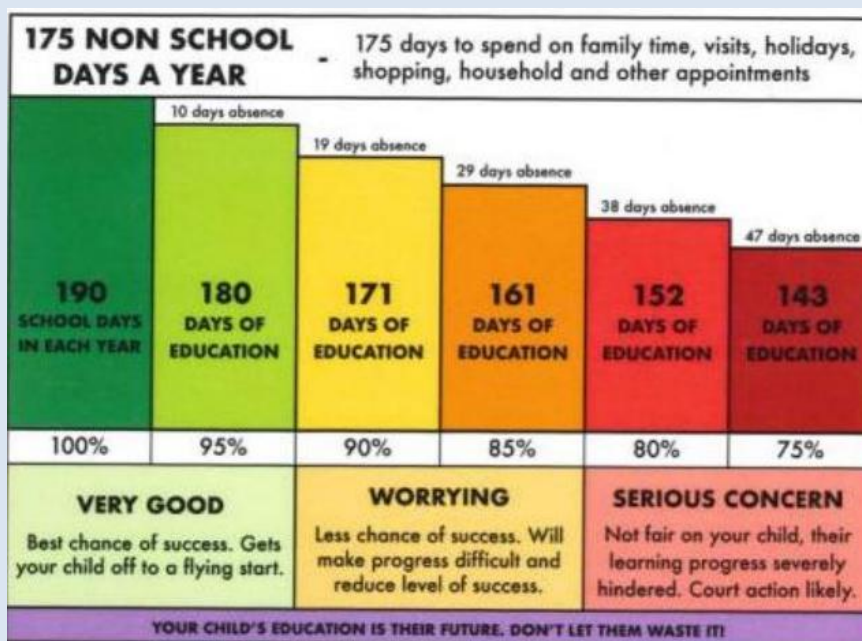
- Differentiated curriculum
- Pupils can present ideas in a variety of ways
- Assessment for Learning concepts- pupils are aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines etc.
- Repetition and reinforcement of 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 2026 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 **92%**, which is a good improvement over last year, but still 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.

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.

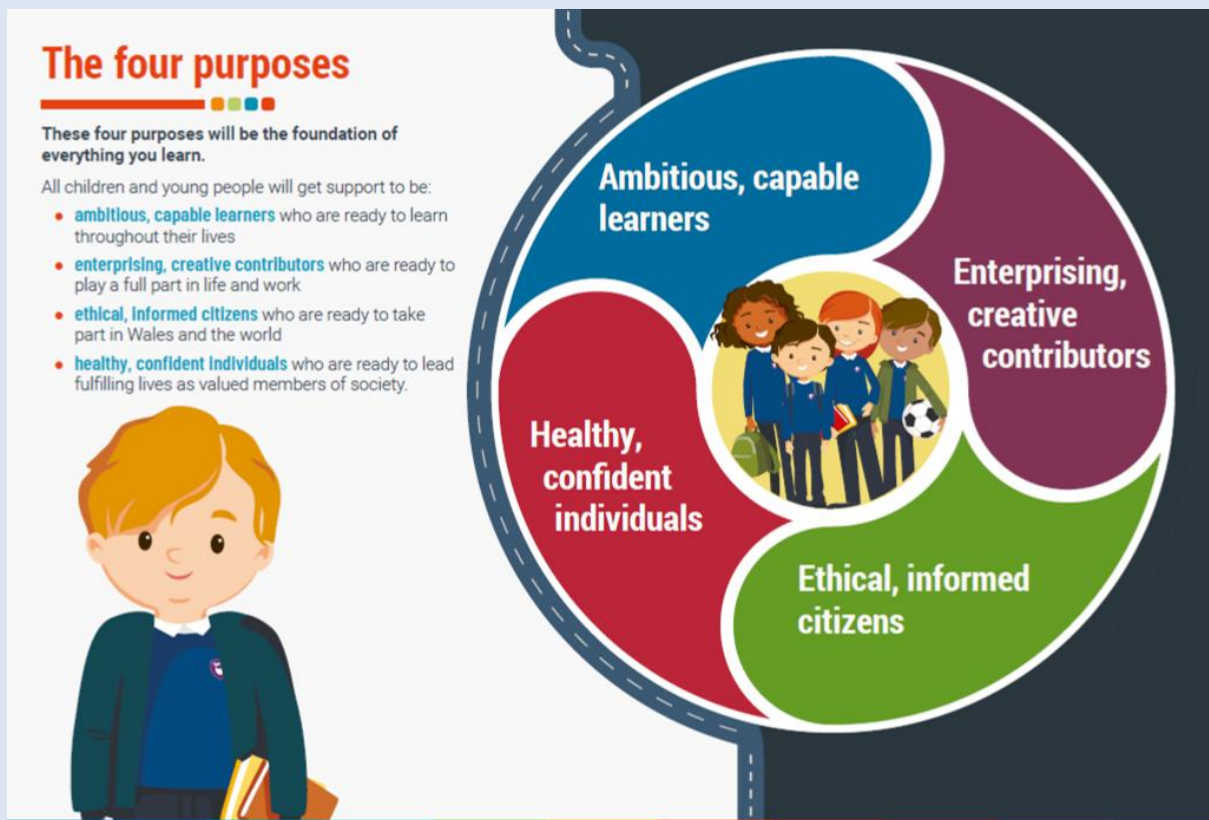
We also have strong links with Glanymor and other secondary school our pupils transfer to, and take part in a range of transition activities when pupils are getting ready to take the step into their next placement.

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.

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:

Foundation Learning (P1-2)

Our Foundation Learning curriculum is designed to give children the strongest possible start to their education. We recognise that before children can become successful readers, writers and mathematicians, they first need to develop important foundations such as communication, attention, social skills, independence and emotional wellbeing.

Learning takes place through a balance of play, exploration and carefully planned adult-led activities. Staff work closely with children to develop language, curiosity, problem-solving skills and confidence. A strong emphasis is placed on communication development and phonological awareness, helping children develop the listening and language skills needed for future reading and writing success.

As children become ready, they gradually access more structured teaching in phonics, reading, writing and mathematics. Learning is carefully adapted to meet individual needs and interests, ensuring that all pupils experience success while developing a love of learning and increasing independence.

P2-3 Curriculum (Years 3-6)

The P2-3 curriculum provides pupils with a broad, balanced and engaging education across all Areas of Learning and Experience within the Curriculum for Wales. Learning is organised around exciting themes and "big questions" which encourage pupils to think deeply, ask questions and make connections between different areas of learning.

Alongside the development of literacy, numeracy and digital skills, pupils learn about the world through history, geography, science, technology, the arts and health and wellbeing. Wherever possible, learning is linked together through meaningful contexts, allowing pupils to apply their skills in authentic and purposeful ways.

As a mixed-age class, learning is carefully planned to ensure that all pupils are challenged appropriately and make strong progress from their individual starting points. We place a strong emphasis on developing secure knowledge, independent learning skills, curiosity and confidence, helping pupils become well prepared for the transition to secondary education.

Autism Teaching Facility (ATF)

The curriculum within our Autism Teaching Facility is highly personalised and designed around the individual strengths, needs and developmental stage of each pupil. While all pupils access the Curriculum for Wales, there is a particular emphasis on communication, social interaction, emotional regulation, independence and preparation for life beyond school.

Individual programmes are developed using detailed assessment information and are regularly reviewed to ensure pupils continue to make progress. Depending on their needs, pupils may work on communication skills, literacy and numeracy, play skills, social understanding, daily living skills and independence, alongside wider curriculum learning.

A range of specialist approaches and communication systems are used to support learning, including visual supports, assistive technology and alternative communication methods where appropriate. We also work closely with families and a range of professionals to ensure pupils receive consistent support. Our aim is for every learner to develop confidence, independence and the skills they need to thrive both in school and beyond.

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 2026	Monday 13 th April	Monday 25 May to Friday 29 May	Monday 20 July
Autumn 2026	Wednesday 2 nd September	Monday 26 October to Friday 30 October	Friday 18 December
Spring 2027	Monday 4 th January	Monday 8 February to Friday 12 February	Friday 19 March
Summer 2027	Monday 5 th April	Monday 31 May to Friday 4 June	Tuesday 20 July
Autumn 2027	Thursday 2 nd September	Monday 25 October to Friday 29 October	Friday 17 December
Spring 2028	Tuesday 4 th January	Monday 21 February to Friday 25 February	Friday 7 April
Summer 2028	Monday 24 th April	Monday 29 May to Friday 2 June	Thursday 20 July

Designated INSET Days

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

Tuesday 1st September 2026

Monday 4th January 2027

Monday 19th July 2027

Tuesday 20th July 2027

Parents will be notified of dates for 2 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.

Good Fridays

- 26th March 2027
- 14th April 2028

May Days

- 3rd May 2027
- 1st May 2028
-

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
P1/2	9.00 a.m. – 12 noon	1.00 p.m. – 3.00 p.m.
P2/3	8.55 a.m. – 12.15 p.m.	1.00 p.m. – 3.15 p.m.
ATF	Staggered but in line with above times	

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.

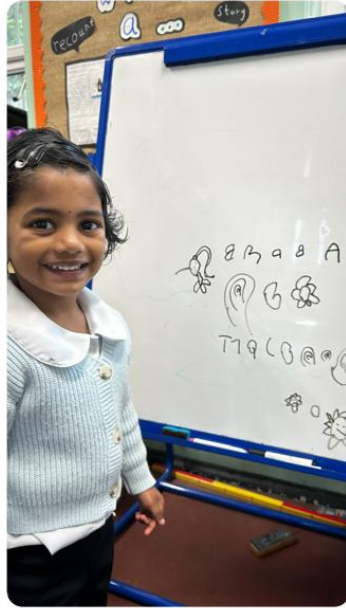
Admission Arrangements

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

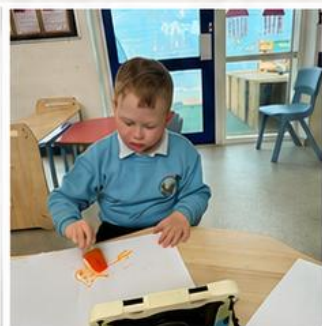


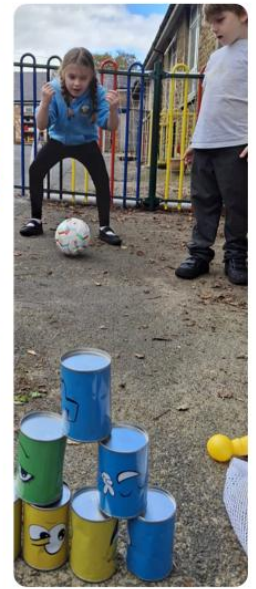
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Foundation Learning

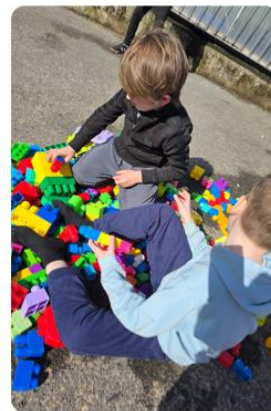
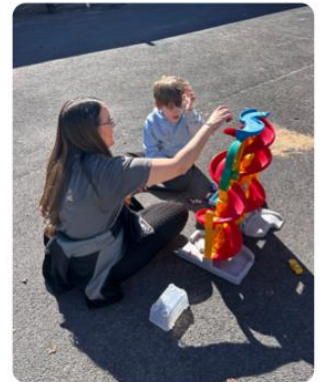


ATF 1



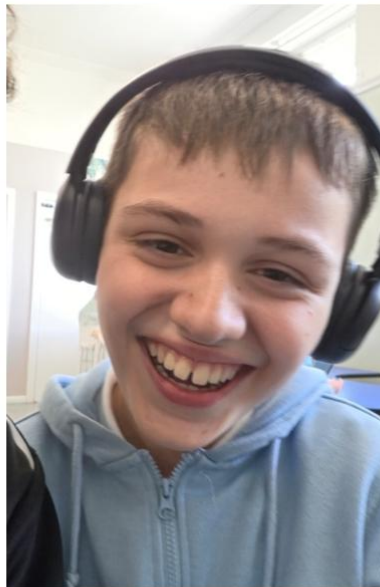


ATF 2!



PIC•COLLAGE

ATF3



PIC•COLLAGE





Dosbarth Mr Rees 2025/2026

