



# Governors Annual Report to Parents 2024/2025



Dear Parents and Carers,

As Chair of Governors, it is a pleasure to present the Governing Body's Annual Report, which highlights the school's activities and progress during 2024-25. This has been a particularly significant year in the school's history. After an Autumn Term of uncertainty, we were absolutely delighted to learn that the school would remain open. On behalf of myself, the Governing Body, and the school staff, I would like to extend my heartfelt thanks to you all for your support-both during that challenging time and throughout the year.

It was wonderful to see so many of you at school events, including assemblies, Sports Day, the mudder event, and the summer fete and your generous donations over the year have helped to enrich our pupils' learning experiences, especially through activities beyond the classroom. The Governors would like to say a big thank you to the PTA for their hard work in this regard.

We are extremely fortunate to have a dedicated and caring team of staff-both teaching and non-teaching-who go above and beyond every day to ensure that our children receive a rich and meaningful education. Without their commitment and passion, the school could not continue to move forward. We would like to take this opportunity to thank Mrs Francis, who left at the end of the Summer Term after ten years at the school, and to wish her every success in her new post. We also congratulate Miss Sullivan on her appointment as Acting Headteacher and Miss Williams as Acting Deputy Headteacher. We look forward to working closely with them as they lead the school in achieving its vision for the future.

Finally, I would like to thank my fellow Governors for their dedication and support throughout 2024-25, and to warmly welcome our new members. We are lucky to have such a committed team with a wide range of skills and experience.

This past year has been busy, positive and productive. Trallwng Infant School is a school we can all be proud of-one where every pupil is supported and encouraged to achieve their full potential.

Lynda Davies, Chair of Governors

## **Governors' details**

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

The Chairperson of the Governing Body is Lynda Davies c/o Trallwng Infants School, Bonvilston Road, Trallwn, CF37 4RD

The following people are currently members of the Governing Body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>	<b>Retirement Date</b>
Lynda Davies	LEA	Council Members	10/07/2029
David Davies	LEA	Council Members	28/02/2030
Rebecca Westwood	LEA	Council Members	06/02/2029
Morwenna Kelly	Parent	Parents	24/09/2027
Rhiannon Evans	Parent	Parents	13/05/2029
Caysha Frederick	Community Governor	Governing Body	04/07/2027
Phil Southway	Community Governor	Governing Body	10/11/2029
Edwina Smart	Community Governor	Governing Body	10/11/2029
Simon Pritchard	Minor Authority	Community Council	21/05/2029
Becky Williams	Teacher	Teaching Staff	19/05/2029
Sharon Peart	Staff	Non-Teaching Staff	09/03/2029
Clare Sullivan	Headteacher		

We currently have 2 parent vacancies.

When fully constituted this governing body is made up as follows:

<b>LEA Representatives</b>	3
<b>Parent Governors</b>	4
<b>Staff Representative</b>	1
<b>Headteacher</b>	1

<b>Community Governors</b>	3
<b>Teacher Governor(s)</b>	1
<b>Minor Authority (if applicable )</b>	1
<b>Total</b>	14

The next election of parent governors is due to take place in September 2027

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

### **Performance and target information**

The New Curriculum for Wales provides progression information for the pupils. The school is performing very well and has a robust tracking system in place that shows the progress each individual child makes.

The governing body continues to monitor attendance closely as a key priority for school improvement. Despite a whole-school target of 94%, attendance for 2024–2025 reached 92.2%, reflecting a 2.08% decrease from the previous year. Governors have discussed this downward trend in detail and are working with school leaders to identify barriers to regular attendance and strengthen strategies for improvement. Regular updates are shared at governing body meetings, and targeted support is being developed to promote positive attendance habits and ensure all learners are supported to attend school consistently.

### **A financial statement**

Since the previous governors' report, the governing body has received a financial statement from the local authority outlining the school's delegated budget for the year. Funding has been allocated to support key priorities including staffing, curriculum resources, building maintenance, and pupil wellbeing. Additional investment has been made in digital learning tools, outdoor provision, and targeted interventions to support learners with Additional Learning Needs (ALN). The governing body continues to monitor spending closely to ensure best value and positive impact for all pupils.

### **Action taken by the governing body or school**

Since our July 2022 inspection, the school has made strong progress in promoting pupil independence and enhancing teaching pedagogy. Staff have engaged in professional learning, research projects, and leadership development, with strategies like Feedback Friday, Thinking Journals, and Rainbow Challenges supporting reflective and independent learning. The School Senedd has empowered pupil voice through successful campaigns and events. Improvements to the learning environment—including a new Early Years unit and sensory room—have been positively recognised by external visitors. Staff training in early child development and inclusive pedagogy has strengthened adult-pupil interactions and collaborative planning, ensuring high-quality provision for all learners.

This year, the school has continued to strengthen its links with the local community through a wide range of meaningful activities. Pupils and families generously donated food for the local foodbank as part of our Harvest celebrations, demonstrating compassion and social responsibility. For the first time, the school proudly took part in the Remembrance Day parade, with learners laying a wreath at the Ynysangharad Park war memorial to honour those who served. Our partnership

with the museum has flourished, with pupils enjoying educational visits and hosting a vibrant art and literature exhibition during our 'Creative Cymru' topic. As part of our commitment to dementia awareness, learners raised funds through school events and visited a local dementia day centre to sing for day patients and donate tea, coffee, and creative resources—bringing joy and connection to others in our community.

The governing body continues to review key policies annually to ensure they remain robust, up to date, and aligned with statutory guidance. This includes thorough reviews of our Health & Safety, Safeguarding, and Data Protection policies. In response to the evolving digital landscape, the school has also implemented a Cyber Safety Plan to strengthen online safety for pupils and staff, promote responsible digital behaviour, and support safe use of technology across the curriculum.

**Organisation, plans and policies**

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

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

<b>SCHOOL DEVELOPMENT PLAN EVALUATION 2024/25</b>	
<b>Priority</b>	<b>Evaluation of progress</b>
Continue to refine & develop Assessment & Tracking procedures to ensure all pupils are accurately tracked and all staff have the knowledge to assess & track	<ul style="list-style-type: none"> <li>● Baseline assessments were completed for all pupils using the updated assessment tracker.</li> <li>● In house training during weekly planning meetings has improved staff confidence in formative and summative assessment.</li> <li>● Tracker was refined to highlight eFSM, ALN, EAL, and all pupils considered disadvantaged/vulnerable, enabling more focused progress tracking.</li> <li>● Engagement in cluster 'Pupil Progress Journal pilot' successful with first termly reports being developed and shared with parents throughout the year.</li> <li>● Parent feedback on Pupil Progress Journals very positive               <ul style="list-style-type: none"> <li>- 100% found reports useful and informative to further support learning at home.</li> </ul> </li> <li>● Parent consultation led to revised reporting formats throughout the year, where written reports replaced traditional parents' evenings and open evenings were held for parents to view children's work.               <ul style="list-style-type: none"> <li>- 92% preferred detailed termly reports with one formal parents evening and an optional spring drop-in.</li> </ul> </li> <li>● Pupil Progress Profiles also had a significant impact on teaching and learning:               <ul style="list-style-type: none"> <li>- Improved staff understanding of individual progress and next steps.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Enabled more personalised pupil progress meetings.</li> <li>● Professional discussions with the School Improvement Partner validated our confidence in our now robust and purposeful assessment, tracking and reporting systems.</li> </ul>
<p>To further develop our curriculum ensuring pupils understand their rights and responsibilities; influencing how they learn whilst developing their ability to become independent learners. (PIAP)</p>	<ul style="list-style-type: none"> <li>● School Senedd was established with six Year 2 and four Year 1 pupils elected to represent pupil voice, who successfully shared ideas and planned the following events: <ul style="list-style-type: none"> <li>- Handwashing poster campaign</li> <li>- Children in Need fundraising day</li> <li>- RCT Christmas Card recycling competition</li> <li>- Number Day promotion</li> <li>- Easter waste reduction competition</li> <li>- Dementia awareness campaign ('Turn Ponty Blue') and visit to Tonteg Day Unit</li> </ul> </li> <li>● Weekly Religion, Values and Ethics (RVE) assemblies delivered with links to the Rights of the Child, improving pupil awareness of their rights and responsibilities.</li> <li>● Rainbow challenges and 'Oh no!' scenarios beginning to be implemented across the school to promote independence and problem-solving. This is ongoing and needs to be developed further.</li> <li>● Environment Walkthroughs completed internally and externally, with positive feedback from the School Improvement Partner. Our school was recommended to other settings to showcase Early Years provision and how the environment promoted independence; where three schools visited during the Spring and Summer Terms.</li> </ul>
<p>To develop the teaching of Welsh language skills consistently and progressively across the school.</p>	<ul style="list-style-type: none"> <li>● Teaching staff had opportunities to visit schools to observe high-quality Helpwr Heddiw sessions and gather best practice.</li> <li>● All staff attended INSET training led by the Welsh advisor from CSC, deepening confidence and consistency in delivery.</li> <li>● Daily Helpwr Heddiw sessions are embedded across all classes, timetabled consistently to support routine and progression.</li> <li>● Staff using the Welsh language continuum appropriately for their year group, ensuring developmental progression.</li> <li>● Increase in incidental Welsh observed among pupils, reflecting growing confidence and natural use of language.</li> <li>● L2L in Welsh completed, leading to a significant improvement in pupils' oral Welsh skills across all year groups from baseline.</li> <li>● Welsh challenges are beginning to be introduced to promote independent use of Welsh and transfer of skills to different contexts.</li> <li>● CSC Welsh Lead confirmed no further bespoke support needed, recognising the school's strong progress and impact.</li> </ul>
<p>To develop effective transition procedures from home to school &amp; school to school.</p>	<ul style="list-style-type: none"> <li>● Playgroup successfully established and sustained, with regular attendance from incoming Pre-Nursery children, supporting early relationships with staff and families.</li> <li>● Pre-Nursery transition systems embedded, such as 'Stay and Play' sessions, key worker booklets, seasonal cards and letters from current Nursery pupils and our Year 2 'Bigs' and planned visits to feeder settings.</li> <li>● Year 1 and Year 2 transition activities introduced, including joint events with Coedpenmaen to build relationships with staff and pupils. Schools also held shared parent meetings to support continuity and communication</li> </ul>

	<ul style="list-style-type: none"> <li>• New expectations for Pre-Nursery pupils have been created utilising the 'Non-maintained Nursery' assessment documents, ready to support assessment and planning for our incoming Nursery cohort.</li> </ul>
Focus professional learning on developing leaders at all levels with a focus on extending their range of teaching & learning pedagogies (PIAP)	<ul style="list-style-type: none"> <li>• All staff have completed Performance Management. Whole school and pupil targets are linked to the SDP. Individual targets provide opportunities for professional development and enhance skills across the school.</li> <li>• OR completed Middle Management training, strengthening leadership capacity within the school.</li> <li>• All TAs engaged in the Early Years Learning Project, receiving training in Makaton, Welcomm, PECS, and ELKLAN to deepen understanding of early child development.</li> <li>• SF and CS attended CSC's 'High Standards &amp; Aspirations for All' training, supporting strategic development and inclusive practice.</li> <li>• All staff received Helpwr Heddiw training, leading to consistent daily Welsh sessions across the school.</li> <li>• Team Teach training delivered to all staff, equipping them with strategies to de-escalate behaviours and safely support pupils.</li> </ul>

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026
Summer 2026	Monday, June 1 2026	Monday, July 20 2026

i) **Mon 1 Sept 2025 and \*Monday 20 July 2026** will be designated INSET days for **all** LEA Maintained Schools. The remaining 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  
Easter Good Friday 3 April 2026  
Easter Monday 6 April 2026

May Bank Holidays Monday 4 May 2026  
Monday 25 May 2026

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23<sup>rd</sup> March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2024/2025 3 pupils were in receipt of an Individual Development Plan (IDP)

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete Year 2 and then transfer to Year 3 in another school within the Bro Taf Cluster. Pupils may apply to attend

any primary school or through school they choose, subject to compliance with the Authority's admissions policy.

It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school or in a special school. Children with significant and highly complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as lunchtime clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

### **Healthy eating and drinking**

The school continues to actively promote healthy eating and drinking habits among learners through a whole-school approach. Pupils are encouraged to bring healthy snacks and water bottles daily, where fruit is available should a child come to school without a suitable snack. Staff also model healthy choices during break and lunchtime. Learners benefit from free school milk each day and take part in a daily tooth brushing programme, supporting healthy growth and helping to establish lifelong oral hygiene routines in a caring and well-supervised setting. Curriculum activities, themed days and weeks, and pupil voice initiatives help children understand the benefits of balanced diets and staying hydrated. Our Healthy Eating

and Fitness Policy supports consistent messaging across the school, and we work closely with families to reinforce these values at home.

### **Curriculum and organisation of education and teaching methods**

Our school offers a broad and balanced curriculum, carefully designed to inspire curiosity, creativity, and high standards across all areas of learning. Teaching methods are adapted to meet the developmental needs of each age group, with a strong emphasis on wellbeing, active learning and pupil engagement. Learners are encouraged to become independent thinkers through real, authentic learning experiences that connect meaningfully with the world around them. Hands-on, practical activities support the development of key skills, with a clear focus on literacy, numeracy, and digital competence. Staff work collaboratively to ensure that all learners, including those with Additional Learning Needs (ALN), are supported through differentiated planning, targeted interventions, and inclusive classroom practice. Individual development plans (IDPs) are in place where required, and our nurturing approach ensures that every child can access the curriculum, experience appropriate challenge, and thrive.

### **Welsh language**

Our school is designated as an English-medium school, with strong provision in place to support the development and continuity of Welsh language skills across all age groups. Learners engage with Welsh daily through Helpwr Heddiw sessions, classroom routines, songs, stories, and curriculum activities, with increasing confidence and fluency as they progress through the school. Staff model the use of Welsh in greetings, instructions, and celebrations, helping to embed the language in everyday school life. While English remains the main language of communication, we are proud of our commitment to Cymraeg and continue to promote its use through whole-school initiatives and cultural events.

### **Provision of school toilet facilities**

The school provides clean, accessible toilet facilities for all learners, with age-appropriate provision. Toilets are located in key areas of the building to support pupil wellbeing and independence. Daily cleaning routines are in place, with additional checks throughout the day to maintain hygiene standards and ensure facilities remain safe, well-stocked, and fit for purpose. The school also supports children who are toilet training, with access to a disabled toilet and dedicated nappy changing facilities to ensure dignity, comfort, and care for all learners.