



Annual Governor Report to Parents



Pontlliw Primary School

Spring Term 2024

'Plannau y hadau dyfy am oes - Planting the seeds for a lifetime of growth

Parch- Respect Gofal – Care Gymnued - Community

Welcome to the 2023-2024 Governors' Report to Parents & Carers

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Introduction

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On behalf of the Governing Body,

The Governing Body at Pontlliw Primary School is proud of the role it plays in working with senior leaders and all staff to ensure a positive impact on the lives and learning of our pupils. This Annual Report aims to share important information about the school with you as parents. In the report, there is information about the work the staff do and the developments the school has made across the year. The school had a recent Interim Estyn visit and we were extremely pleased with the outcomes as it recognised the work and ‘positive strides’ the school and Governing Body are continuing to make.

Pontlliw is a “nurturing, happy and hard-working” school that “places a high priority on the well-being of its staff and pupils”. This Annual Report demonstrates how the school places the child at the heart of all we do by showing their involvement in the curriculum, how their well-being is nurtured and how their opinions are listened to. Introducing a specific ‘core value’ each term has also encouraged the school to work more closely with the local community which has helped enhance the children’s authentic experiences, improved their sense of self and given them a real sense of belonging.

The school has also been working with the cluster primary schools and local comprehensive to ensure that within all areas of learning, the core skills reflect uniformity and sensible, measurable progression from 3 years -16 years. This has taken a lot of hard work but has resulted in effective collaboration ensuring there is a consistent approach to learning across all cluster schools at both primary and secondary level.

Last year was busy for the school with many improvements and developments which ensured that our children continue to be provided with a rich educational experience, and enjoy their learning in a fun, safe and happy environment. For example, we concentrated on developing writing across the school, pupils and staff’s knowledge of their next steps in maths was also a priority focus as well as continuing to improve our pupils and staff well-being.

In conclusion, can I offer a sincere thank you on behalf of the Governing Body to the whole community of Pontlliw Primary: to the Head teacher and staff; the children; the families and community members that support our pupils to help achieve the school motto of ‘planting the seeds for a lifetime of growth’ and helping us to implement the school values of ‘respect, care and community’. A special thank you should also go to the PTA who continue to work hard in their efforts to raise much needed funds which support all our children.

Thank you for your continued support as always.

Ian Humphreys

Chair of Governors

Diolch yn fawr

The Governing Body and Chair of Governors

Mr Ian Humphreys

Current Governing Body Structure

Ian Humphreys– Community (Chair of Governors)

Dai Mathias – Local Authority (Vice Chair)

Melissa Taylor – Local Authority Governor

Joanne Edwards – Community Governor

John Evans – Community Governor

Shelly Brown – Parent Governor

Charlotte Greenslade – Parent Governor

Gregg Jones – Parent Governor

Patricia Evans – Teacher Governor

Rhian Stonham – Staff Governor

Cllr Victoria Holland – Local Authority Governor

Laura Wells – Parent Governor

Jayne Young – Additional Community Governor

Clerk to Governors : Emma Bawden, Pontlliw Primary School, Clordir Road, Pontlliw, Swansea, SA4 9FA



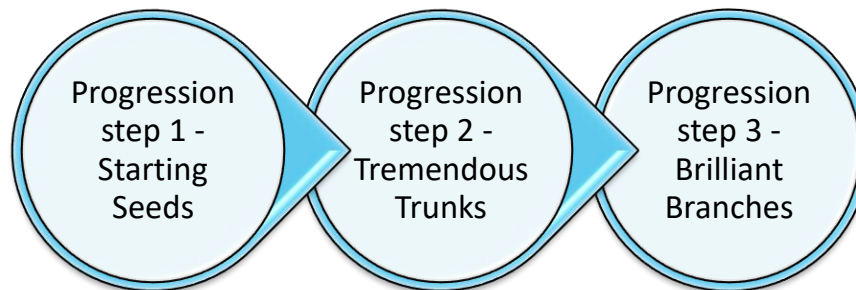
Current Staffing Structure

Head Teacher	Mrs A Norman
Deputy Head Teacher	Mrs K Cusack
Class Teacher	Mrs P Evans
Class Teacher	Mr C Hanford
Class Teacher	Miss H Fowler
Class Teacher	Miss C Jones
Class Teacher	Mrs L Davis / Mrs A Bennett
Class Teacher	Mrs Colasanto
Nursery Manager	Mrs D Richardson
Teacher Assistant	Mrs D Lewis
Teacher Assistant	Mrs C Owen
Teacher Assistant	Mrs L Seager-Davies
Teacher Assistant	Mrs S Batchelor
Teacher Assistant	Mrs E Hills
Teacher Assistant	Miss A Guerrero
Teacher Assistant	Mrs R Jones
Teacher Assistant	Miss L Miles
Teacher Assistant	Ms L Davies
Teacher Assistant	Mrs M Commander
Teacher Assistant	Miss A Price
Teacher Assistant	Ms B Frost
Teacher Assistant	Mrs A Murphy
Teacher Assistant	Miss H Everest
Teacher Assistant /PPA	Mrs R Stonham
Office Administrator	Mrs E Bawden
School Cook	Mrs J Moore
Assistant Cook	Mrs L Davies

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Pupil Numbers



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Sept 2023

- **Total Children (inc. Nursery) = 208**
- **Total FTE = 184**
- **N2 = 24** (4 pending)
- **N1 = 0** (25 pending)
- **Capacity = 182** (not including nursery)
- **Actual = 184** (101% not including nursery)
- **Capacity = 234** (including nursery 1 and 2)
- **Actual = 233** (99% including nursery 1 and 2)



School Performance

As Curriculum for Wales rolls out in schools and settings across Wales, it marks a significant shift in the role of assessment within education, at both a national and a school/setting level. The purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CfW), as defined in the [Supporting Learner Progression: Assessment Guidance](#) sets out the three key reasons for assessment:

- Support individual learners on an ongoing, day-to-day basis
- Identify, capture and reflect on individual learner progress over time
- Understand group progress in order to reflect on practice
- To enable this approach to assessment, aspects of the previous arrangements have been removed and new requirements have been introduced to ensure that supporting learners to make progress is at the heart of assessment going forward.



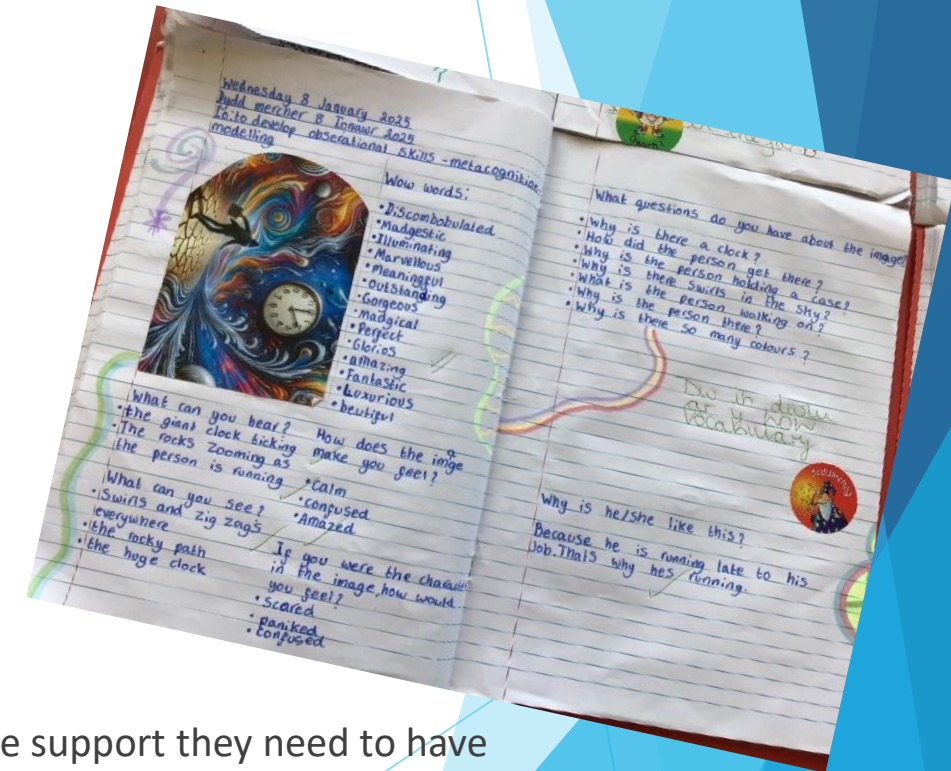
Assessment

As a school we have robust assessment arrangements in place. We draw upon a range of information to ensure every pupil is supported appropriately. We place great value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate progress. Parents receive regular information on their child's progress and children are given help to understand their next steps in learning.

Assessment arrangements include:-

- On-entry assessment
- Day to day formative assessment
- Identifying, capturing and reflecting on learner progress over time
- Understanding group/cohort progress
- A shared understanding of the principles of progression
- Learner progress meetings
- Opportunities to plan and refine progression and assessment practices—in school
- personalised assessments
- parent/carer involvement

In Pontlliw we also monitor the well-being of every pupil to ensure they are getting the support they need to have the best life opportunities.



Attendance 2023 2024

The school target is currently 93%

Year Group	Percentage Attendance
Reception	91.4%
1	93.2%
2	93.4%
3	93.2%
4	92%
5	93.8%
6	94%
Whole School	93%

Attendance Guidance – How close is your child/children to 100% ?

100% attendance - 0 days missed.	No days of learning missed Best chance of success!
97% attendance – 5 days missed.	5 days of learning missed. Still an excellent chance of success.
Under 95% - 2 weeks of learning missed.	Reduces your child’s attendance to under 95%. Poor attendance impacts on learning.
Under 90% - 4 weeks of learning missed.	Reduces your child’s attendance to under 90%. Poor attendance impacts on learning, and you may receive a penalty notice.
Under 86% - 5 ½ weeks of learning missed	Takes your child’s attendance to under 86%. Very poor attendance has a significant impact on learning, and you may receive a penalty notice.
Under 80% - 7½ weeks of learning missed	Takes your child’s attendance to 80% Very poor attendance has a significant impact on learning. You are at risk of a penalty notice or liable to prosecution.

Additional Learning Needs

The school is currently working with two ALN systems the Special Educational Needs Code for Wales 2002 and the new Additional Learning Needs Code for Wales 2021. This is while all schools transfer to the new system. This transformation began in January 2022 and the process will take three years to complete.

The school is currently moving pupils in specific year groups from statements and IEPs to IDP's if required. All identified pupils are discussed with school staff, ALNCo and the Headteacher. All decisions are made on whether the school can meet that pupils needs through Universal Provision, or whether they require more targeted intervention or support from an outside agency, or additional learning provision.

Parents are notified throughout the process and are fully involved in discussions and listened to through a variety of processes, meetings and Pupil Centred Review (PCR) meetings.

How is the ALN Register Constructed?

When a parent, carer or member of staff has a concern related to the academic progress, emotional development or medical condition of a pupil, they bring their concerns to the attention of the Additional Learning Needs Co-ordinator (ALNCo). The ALNCo, appropriate member of staff and parents will then meet to discuss the pupil and decide on a course of action.

Pupils who were identified using the old SEN system would be placed on a graduated response, dependent on their needs e.g. School Action, School Action Plus (require outside agency support e.g. Speech and Language Support) and Statemented pupils.

The new ALN system means that identified pupils follow a graduated response where progress is monitored over a decided period of time. If progress was limited and the gap between peers was significant for that pupil, then the ALN decision making process would begin. A school based panel would meet and discuss evidence to determine whether the child's needs require Additional Learning Provision (ALP). If so, the process of developing an Individual Development Plan begins.

There are currently 16 pupils on our dual system ALN register: 14 pupils are School Action (SA), 9 pupils are School Action Plus (SA+), 10 have IDPs.

How is the ALN Register constructed ?

The definition of ALN and ALP (please refer to Chapter 2 of the ALN Code)

This school policy adopts the definition of 'additional learning needs' (ALN) as given:

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or a person over that age has a learning difficulty or disability if he or she:-

- has a *significantly* greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
- A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home. in the ALN Code.

How is the ALN register constructed ?

The definition of additional learning provision (ALP)

(1) 'Additional learning provision' for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in

- Mainstream maintained schools in Wales,
- Mainstream institutions in the further education sector in Wales, or
- Places in Wales at which nursery education is provided.

(2) "Additional learning provision" for a child aged under three means educational provision of any kind.

(3) In subsection (1), "nursery education" means education suitable for a child who has attained the age of three but is under compulsory school age.

School Decision Making Process

In order for the school to determine whether a child has ALN, the following tests must be applied.

(a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

- i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
- ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream FEIs.

If the answer to either (or both) question is 'yes', it is necessary to proceed to apply the second test. If the answer is 'no' to both questions, the child or young person does not have ALN.

(b) Does the learning difficulty or disability call for ALP?

If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person has ALN for the purposes of the Act

Individual Development Plans

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What is an individual Development Plan and Who is issued one?

The New ALN code states that all schools will follow a decision-making process and where an Additional Learning Provision is needed an IDP will be written, constructed with direct reference to their individual needs.

In accordance with the requirements of the Code of Practice, the view of parents and pupils are sought and recorded within the review process.

In most cases an IDP is maintained by the school but there are instances where it is maintained by the Local Authority.

LAC – Looked after Children - A local authority is responsible for making decisions about ALN and maintaining any IDPs for all children it looks after who are in the area of a local authority.

Dual registered pupils – The Local Authority will be responsible for writing and maintaining an IDP in the case of pupils who are registered in two settings e.g. Nursery schools & Creche, ABA home/ school provision.

Those on the ALN register have been identified as requiring additional learning provision and will have an Individual Development Plan (IDP).

Who is Responsible for Delivering ALN Support Within Our School?

Mrs Cusack is the ALNCO (Additional Needs Co-Coordinator). Support is also provided by Teachers & Teaching Assistants. Mrs Cusack is always happy to discuss your child's progress in relation to special needs, should you wish to do so.

Who is the Governor with Responsibility for Special Needs?

The ALNET Bill requires that a member of the governing body is allocated the responsibility of liaising with the ALNCO and

Head Teacher, in order to maintain a high standard of provision for children with special needs. In the case of Pontlliw Primary School this is Mrs Shelly Brown.

Arrangements for the teaching of Welsh

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Pontlliw is an English medium school, and all correspondence is provided for parents in English. Welsh is taught as a second language from Nursery age.

The National Curriculum requires children to develop skills in speaking, listening, writing and reading Welsh. It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of daily school life. It is given a prominent role in many school activities.

Children also have an opportunity to learn about Welsh culture and heritage, as well as the language of Wales, through activities such as St. David's Day, Shwmae day celebrations. Our teaching of Welsh is supported by the LA's team of peripatetic Welsh teachers (Athrawon Bro), who visit the school regularly to work alongside teachers and pupils in promoting the Welsh Language. All staff undertake relevant training to improve their competency in teaching and learning Welsh.

Children are encouraged in the Juniors to join the Urdd and participate in all the activities they have to offer. There is also the opportunity to experience a Welsh based residential in Llangrannog which assists pupils with the learning of the Welsh language. The school has also linked with a local Welsh speaking primary school so the pupils can practise their skills.



Arrangements for the teaching of Sport

As a school we place a high priority on the importance of physical fitness and health. Each week we dedicate two hours to physical education, which we hope helps to foster good habits towards keeping fit and healthy in the future for our pupils. Teams in different sports compete in various competitions.

The curriculum is enriched further through a variety of after school sports club which are free and run by staff and pupil groups. We also take part in competitive sporting events against other local schools in activities such as netball, cricket, football, rounders and rugby.

We hope that by the time the pupils reach the end of their time at Pontlliw that they will have attended at least one residential which provides them with lasting memories. Pupils from Year 3 to Year 6 also participate in Swimming lessons. These opportunities ensure our pupils develop a range of skills on and off-site that they can utilise within the wider world.



Breakfast Club & Early Bird Club

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The schools Governing Body offers an Early bird club from 8.00am to 8.20am at a cost of £1.50 per day. This club offers a variety of activities for the pupils to participate in a fun way prior to the start of their official school day. This needs to be pre-booked through the schools booking system ipay and paid for in advance.

There is also a free breakfast service to pupils of Nursery age and above. This service, starts at 8.20am and offers a range of nutritious foods, ensuring a healthy start to the day for our learners.

Our breakfast/ lunchtime supervisory assistants and canteen staff must be commended for the way they are part of the team at Pontlliw by working together. They ensure the canteen environment is bright and welcoming for our children.

Their work is very much appreciated and doesn't go unnoticed. Thank you for everything you do.



Krafty, Kids Study Club

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The school offers a daily after school club 'Krafty Kids Study Club' for pupils in full time (Reception to Year 6). The club offers the children a range of appropriate play, outdoor and craft activities and a place where they can complete homework if required. The club runs until 5pm every day. The school charges £6 per session and this includes a healthy snack.

It is run by school staff and without them we would not be able to provide this fantastic provision.

Staff have worked extremely hard to make sure that the club provides an appropriate service for our families. They have ensured that the children enjoy the activities, have fun and provide a welcoming and happy environment. We thank them for all the do to support the pupil and their families.



Pupil Voice & Active Citizenship

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Pontlliw Primary School pupils are encouraged to be active and informed citizens who look after their school local community and beyond to develop a positive future for all.

Pupils and parents are encouraged to become aware of local, national and global issues faced by children. We promote a sense of community and respect. The school works with charities that promote active citizenship such as Race for Life, Macmillan, Children in Need, Matthew's House and Sport Relief.

Children have a variety of roles through a wide range of pupil voice groups. Children take their responsibility very seriously and show commitment for the good of our school. These activities develop children's sense of wellbeing as they focus on needs of others around them and their relationship with those around them. Every year pupils have to apply for the posts of chair, vice chair and secretary within the pupil voice groups voted for by the pupils themselves. Each pupil decides which of the school groups they wish to be part of, all members of staff are also part of the pupil voice groups. Pupils and staff can change their group every year. Each group is responsible for creating an action plan that will help the school to improve and ensuring the actions are achieved. They play a key role in supporting school improvement and ensuring their voice is heard on things that impact our learners.

Pupil voice groups - Diversity Developers, Eco Warriors, Digital Dragons, Criw Cymraeg, Healthy Heroes, Safety Soliders. There are also Sports ambassadors and super ambassadors.

Visit our pupil voice pages on our school website, under the children section.



School Finances

Statement of Actual expenditure 2023/2024 Financial Year

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	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	592,351		592,351
Salaries	408,495	25,530	434,025
Other Employee Costs	535		535
Premises	34,174		34,174
Transport	748	250	997
Supplies & Services	70,696		70,696
Recharges	69,336		69,336
Gross Expenditure	1,176,334	25,780	1,202,114
Grant Income	-153,439		-153,439
Other Income	-89,749		-89,749
Gross Income	-243,187	0	-243,187
Net Expenditure	933,147	25,780	958,927

RESERVES:	£
FINAL FORMULA ALLOCATION:	924,381
TOTAL NET EXPENDITURE:	933,147
TRANSFER TO / (FROM) RESERVES:	-8,766
OPENING BALANCE ON RESERVES 01/04/23	158,504
CLOSING BALANCE ON RESERVES: 31/03/24	149,738

Community Links

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It is a regular focus of our School Improvement Plan that we maintain and extend our links with the community e.g. through the community hub café, football team and Friends of Pontlliw Park. The school also maintains close links with the local community through school performances and events.

Chapel Carmel are regular visitors to the school, telling moral and traditional stories and taking assemblies. The school also contributes to the local community newsletter and participates in the Santa parade and Shwmae Day celebrations with a walk around the locality. The school is also involved with the friends of Pontlliw Park with work experience in the local hwb, food bank and developing the park area.

Close links are also maintained with Pontarddulais Comprehensive School through special events which involve pupils from Reception to Year 6 e.g. Maths magic, cluster sporting competitions, crest Science Awards, Spelling Bee and Year 6 transition week. The school also works with the local Comprehensive through Headteacher meetings, Curriculum Leader meetings and Cluster school INSET days.

The school also has a Family Liaison Officer whose role is to support our families to ensure they access all the support and help they need to have the family life they want and ensure they are part of our community.



School Prospectus

The school prospectus is reviewed and updated regularly to ensure it is a true reflection of our school. The prospectus is available on the school website and contains information about the school's class structures, and outlines the aims and vision of the school.

For a full colour copy of the prospectus, please ask Mrs. Bawden in the school office or see the school's website.

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'Plannu hadau i dyfu am oes'



Planting the seeds for a lifetime of growth'



Ysgol Gynradd
Pontlliw Primary School
Respect, Care, Community
Gofal, Parch, Gymuned

Prospectus / Prosbectws 2024 - 2025

Session Times

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			a.m. times	p.m. times
Nursery	Progression Step 1	Starting Seeds	8.50 a.m – 11.20 a.m	N/A
Reception	Progression Step 1	Starting Seeds	8.50 a.m – 12.00 p.m	1.00 p.m. – 3.20 p.m
Year 1	Progression Step 2	Tremendous Trunks	8.50 a.m – 12.00 p.m	1.00 p.m. – 3.20 p.m
Year 2	Progression Step 2	Tremendous Trunks	8.50 a.m – 12.00 p.m	1.00 p.m – 3.20 p.m
Year 3	Progression Step 2	Tremendous Trunks	8.50 a.m – 12.00 p.m	1.00 p.m – 3.20 p.m
Year 4	Progression Step 3	Brilliant Branches	8.50 a.m – 12.00 p.m	1.00 p.m – 3.20 p.m
Year 5	Progression Step 3	Brilliant Branches	8.50 a.m – 12.00 p.m	1.00 p.m – 3.20 p.m
Year 6	Progression Step 3	Brilliant Branches	8.50 a.m – 12.00 p.m	1.00 p.m – 3.20 p.m

Secondary School



Pontarddulais
COMPREHENSIVE SCHOOL

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Our links with our partner secondary school, Pontarddulais School have continued to be strong over the course of the year. The Comprehensive visits all the cluster Primary schools with buddies so that the children can learn from pupils what it is like to be a pupil at Pontarddulais Comprehensive school.

They are also invited to the school with their parents to look around and familiarise themselves with the setting. The school then organises a 'transition week' in which our Year 6 children will spend several days at the school familiarising themselves with the layout of the site, the teachers, and procedures and routines in terms of lunchtimes etc. They are put into their forms ready for September so that they familiarise themselves with their forms and their form teachers.



Moral & Social Development

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Our engaging and exciting curriculum helps guide and support the moral and social development of our pupils. Our school ethos and school polices plan and support this area. This is underpinned by the United Nations of the Rights of the Child, Healthy schools' initiatives and well-being. The school values are also central to this holistic approach where pupils are encouraged to apply these in all situations and all aspects of their lives. This will foster their moral and social development alongside essential life skills.



Relationships, Sexuality Education

Our School curriculum includes RSE as according to the RSE code. Our RSE provision and lessons are there to support and provide learners with realising the four purposes and developing as an individual. It is a whole school approach and is occasionally supported in the school through external agencies.

Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy.

In accordance with Welsh Government Legislation, there is no right to withdraw from RSE. All lessons are stage appropriate and an outline for parents of what is covered in each class is available on the school website. Our RSE leads Mrs Davis and Mrs Bennett have created a RSE section on the school website which provides links for further information for parents.

RSE at Pontlliw Primary School

- To exit full screen, press **Esc**

What is RSE (Relationships & Sexuality Education) and why is it taught?

Our priority in Pontlliw is that our pupils are happy, safe and healthy. Our pupils should have the right to access information that keeps them **safe from harm**. This includes learning about healthy relationships, keeping safe online and offline, and being confident to raise issues with responsible adults. Parents have a central role to play in supporting their children, however there is also a crucial role for schools - especially in a world where there is so much inaccurate, misleading information and harmful materials circulating online. RSE is designed to **safeguard** all our children, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives.

What is the RSE code?

The RSE Code provides detail for schools and settings on what must be taught and when.

The RSE code can be found here: [RSE code](#)

Health and Well-being –food and fitness

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The Health and Well-being Area of Learning and Experience (AoLE) provides a holistic structure for understanding health and well-being. We take a whole school approach which recognises that every aspect of the life of the school can impact on the health and wellbeing of all of those within the school community; pupils, teachers and support staff. Our school uses lots of different resources, strategies and tools to support this, such as Jigsaw.

The school is involved in the Welsh Government's Healthy School's Network and has been involved in a variety of food and fitness related initiatives, such as Disney Football, The Daily Mile, cycling proficiency, Bounce Back, Physical Literacy and Sport's Ambassadors. Our school regularly participates in sporting events with our cluster schools and other schools in Swansea. We offer a variety of fitness-related after school clubs, such as football and netball.

The school's food and fitness policy describes how pupils are encouraged to make correct choices for healthy living. The City and County of Swansea Catering Services abides by the Governments guidelines for the provision of a mid-day meal. Only healthy snacks are permitted during morning break and for those children who do not have school meals, we ask parents to give their children a healthy lunchbox. There is a fruit tuck shop every Tuesday, which is organised and monitored by our pupil voice group 'Healthy Heroes'.

Drinking water is available from the water cooler in the hall. Each pupil is asked to bring a water bottle into school, which is kept in the class water bottle box and this can be accessed at all times during the day.



The New Curriculum 2022

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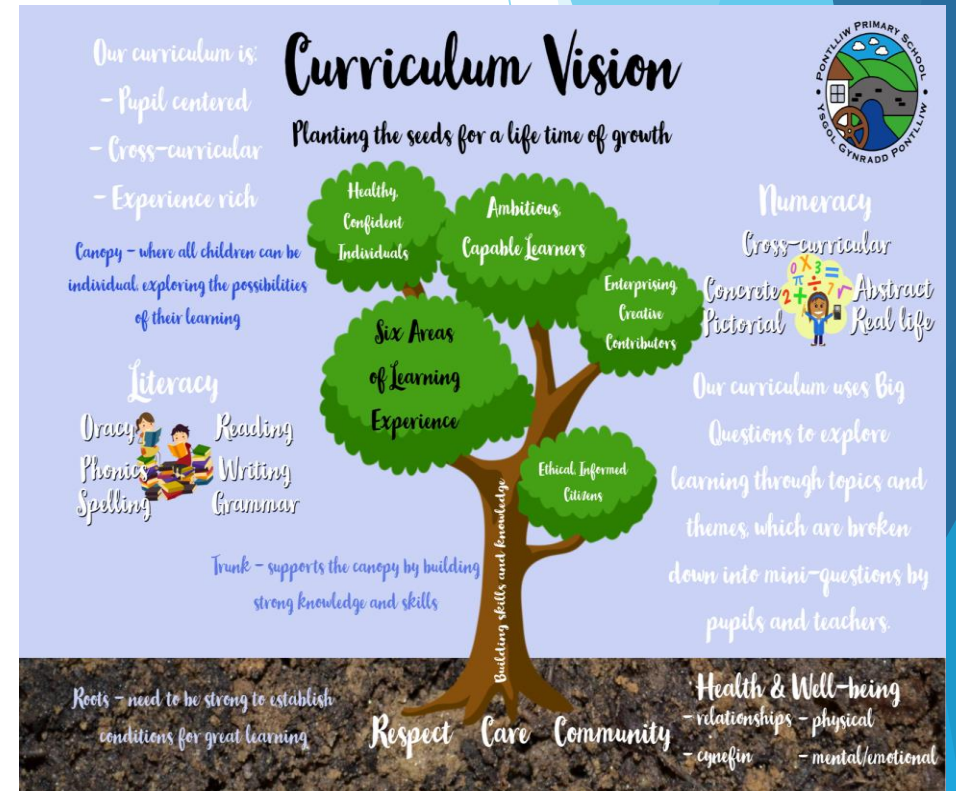
A new curriculum is being developed in school across Wales. Pontlliw Primary has been working on their new curriculum. You can see their journey on the school website through their curriculum pages.

The new curriculum has more emphasis on equipping young people up to the age of 25 years with the skills they need for life. At the heart of the new curriculum is the 4 purposes ensuring that our children are developing their ability, skills and subject knowledge to adapt to the ever changing and evolving world around them.

One element of this is digital competency. The digital competency framework is being used to introduce our pupils to digital skills and technology across the curriculum preparing them for the technologically advancing world and jobs of the future.

The new curriculum ensures that teachers and schools have increasing freedom over the ways they teach to ensure the best outcomes for their learners and the context that their learners are learning in.

Assessment arrangements will be used to ensure learners understand how they are performing and what they need to do next to further improve and develop their learning. There is a renewed emphasis on assessment for learning as an essential and integral feature of teaching and learning.



Mental and Emotional Health and Wellbeing

All of our classes use strategies, such as daily check-ins and One Page Profiles, to support the wellbeing of pupils in each class. We also use additional resources, such as ELSA, Positive Play, Lego Therapy and the use of a Therapy Dog.

The pupils play an active role in supporting the wellbeing of themselves and each other, for example, our older pupils have the responsibility of taking on the role of Playground Buddies. We are part of the Super Ambassador Scheme, whereby pupils promote children's rights in our school by completing special monthly missions.

Our school takes part in Local and National initiatives, such as Mental Health Week, Anti-Bullying Week and Safer Internet Day.

We work closely with external agencies, such as CAMHS, and have provided both parental and pupil workshops linked to various health and wellbeing themes.

We use a variety of different tools to monitor health & wellbeing across the school, such as PASS, HAPPEN and the School Health Research Network.



Four Purposes of Education

As a school, we are developing a curriculum that puts the following four purposes right at the heart of what we do.

We want our learners to leave Pontlliw as:
ambitious, capable learners, ready to learn throughout their lives

enterprising, creative contributors, ready to play a full part in life and work

ethical, informed citizens of Wales and the world

healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

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Ambitious, Capable Learners at Pontlliw

I enjoy challenges and do my best.

I can tell people what I'm learning about.

I use my brain to remember skills I have learnt in different places.

I can solve problems and ask questions.

I use number skills to understand data.

I use computers and iPads to find out information I need.

I use numbers in different ways.

I find out information and say what I think about it.

I speak, read and write in English and Welsh.

Enterprising, Creative Contributors at Pontlliw

are ready to play a full part in life and work.

I use what I learn to create new things.

I think creatively to look at something in a different way to solve a problem.

I make the most of every opportunity.

I am kind, selfless and help others.

I can take risks that won't hurt me or others.

I share ideas and feelings with others in different ways.

I can lead, listen and share jobs in a team.

Ethical, Informed Citizens at Pontlliw

and are ready to be citizens of Wales and the World.

I find out about things myself and make my own choices.

I find out good and bad things that are happening in the world and how it could affect me.

I know how my actions and decisions affect other people.

I know about Wales and the world, now and in the past.

I respect other cultures.

I need to take care of our world to ensure future generations can enjoy it.

Healthy, Confident Individuals at Pontlliw

I know who keeps me safe.

I'm becoming more confident.

I know how to keep healthy.

I learn from my mistakes.

I try to do things for myself.

I can perform in front of other people.

I make friends.

Progress since our last Estyn Inspection (2023)

R1: Improve opportunities for pupils to develop their independent learning skills and make decisions in relation to their learning

- Leaders are highly reflective, thoughtful and honest. The school's self-evaluation is robust and accurate, helping leaders to establish a strong understanding of the impact of the school's work. Rightly, leaders recognise the need to further develop their whole-school approach to independent learning and have refined their strategic planning accordingly.
- Since the last inspection, leaders have provided staff with relevant opportunities to research and pilot ways to develop pupils' independent learning skills. There has been a particular focus on developing the use of questioning as a tool to ensure that teachers challenge pupils' thinking appropriately. This is having a positive impact, and in general pupils respond positively to questions and challenge and are developing their thinking skills well.
- Teachers are beginning to provide pupils with beneficial opportunities to make choices in their learning during literacy and numeracy lessons. For instance, when planning extended pieces of writing, older pupils choose how to set out their work so that it reflects the way that they think. This has a positive impact on pupils' attitudes towards their learning as they feel that they have ownership of what they are doing.

R2: Ensure that members of the governing body play a full part in self-evaluation processes to support the school to identify all strengths and areas for improvement

- The governing body is diligent, compassionate and purposeful in its support of the school. Governors are proud of the role that they play in working with leaders and staff to have a positive impact on the lives and learning of pupils. Staff are grateful for the support they receive from governors, appreciate their feedback and enjoy the opportunities they have to work with them.
- Governors have a comprehensive understanding of their roles and responsibilities and carry these out robustly. They play a full and active role in the school's self-evaluation work. By undertaking learning walks, listening to learners and looking at pupils' work they obtain good first-hand knowledge and understanding of the school's strengths and areas for improvement. As a result, they talk confidently about the impact of the school's recent improvement work, particularly in writing and phonics, and the next steps in the school's development.
- The governing body contributes purposefully to the school's strong culture of reflection. They hold leaders and staff to account and ask beneficial questions, both in formal meetings and during their wider range of visits. This helps to ensure that they carry out their role as critical friend effectively and act in the best interest of the pupils.
- Governors and leaders place a high priority on supporting staff to develop their skills, knowledge and experiences. Together, they recognise the vital role the school's staff play in the development of pupils' well-being and learning. As such, they deploy the school's finances sensibly to support staff development in-line with the school's improvement priorities. Sensibly, governors use their visits to school to help leaders to establish the impact of the school's financial commitments on learning and teaching. Overall, the school has worked diligently to address these recommendations. Leaders have a strong understanding of the positive strides the school has made since the last inspection, and what the school needs to do to continue to improve. They have robust and sensible plans in place to make further improvements.

SIP Targets 2024 -2025

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Priority Area /Aligned Sub-committee	Headline School Priorities 2024-2025		2025-2026	2026 - 2027
Teaching and Learning (L) IA1	Literacy (E)	L1: Improve standards in reading and writing in Progression Step 1	Evaluate and review approaches being used.	Evaluate and refinement
	Science & Technology	L2: Ensure all pupils have the opportunity to develop their skills and knowledge in a wider variety of scientific concepts.	Evaluate coverage and learning opportunities of Scientific concepts, skills and opportunities	Evaluate and refinement
Teaching and Learning (T) IA1	Teaching	T1: Further develop pupil’s independence through the development of pedagogical approaches and strategies.	Review and embed the pedagogical approaches	Evaluate and refinement
	Progression	T2: Review and refine our Area of Learning progression documents.	Evaluate and refine	Evaluate and refinement
Well-being, Care Support and Guidance (WB) IA2	Wellbeing	WB1: Develop all stakeholders awareness and knowledge of behaviour strategies and polices to improve pupil wellbeing.	Evaluate and review implementation.	Evaluate and refinement
Leading and Improving (LI) IA3	Assessment	LI1: Refine and further develop assessment and feedback to ensure pupil progress.	Evaluate, refine and further develop	Evaluate and refinement
	Attendance and Safeguarding	LI2: Further enhance attendance and the role of the family liaison officer to improve well-being and the support provided to pupils, families and their wider community.	Evaluate and review	Evaluate and refinement

Progress on our School Improvement Plan

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Parents are made aware of the focus via newsletters, parent meetings and our school website. The SIP is available at the school office should any parent wish to read it in more detail.

Our SIP runs from September to July each academic year which is agreed by Governing Body. Our targets are devised using a number of sources. These include analysis of end of academic year data from national and standardised tests and teacher assessments; local and national priorities; Estyn recommendations.

Staff, parent, pupil and governor questionnaires and monitoring and audits undertaken by the Head teacher, Senior Leadership Team, AoLE leads and external advisors are all used to inform the process of school improvement.

Our pupil voice groups help to evaluate our school priorities and how successful they have been in supporting our learners.



Our Curriculum

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At Pontlliw we want pupils to love learning. Lessons should be fun and engaging, exciting and thought provoking, challenging and inclusive. To ensure children are engaged, we keep them involved from planning to assessment.

Our curriculum is inspired by our school motto 'Plannu hadau i dyfu am oes – Planting the seeds for a lifetime of growth'. It aims to be pupil centred, cross curricular and experience rich. This is achieved through the use of termly 'Big Questions' that are different for each class. These are used to explore learning through topics and themes which are broken down into mini-questions by the pupils and teachers.

Pupils are always encouraged to make active suggestions about what they would like to learn about 'EPIC' planning (everyone planning in class). We also have curriculum input from parents, carers and the wide community where they add their own experiences and expertise to the pupils learning experiences.

The curriculum ensures pupils are challenged and provides opportunities for pupils to apply their knowledge and skills in a variety of situations initially with support and then independently in different areas of the curriculum or with new concepts.

Through this curriculum we aim to create individuals who are enthusiastic, confident and prepared to explore all the possibilities of their learning.



School Policies

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The school, Governing body and our pupils regularly review and update school policies. Reviews are undertaken on a rolling programme, led by relevant leaders who ensure practices remain current and effective. Pupils are also involved in creating some of their own policies.

Our review of policies ensures the inclusion of new developments, resources and methodologies particularly with the Government drive on safeguarding and raising standards in literacy and numeracy.

Copies of school policies can be obtained from the school office and main policies are available on our school website. It is important that your views are also gathered for some policies so we ask that you actively engage when requested to ensure all policies are effective and appropriate for our school and your children.



Health & Safety & Safeguarding

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Safeguarding is of paramount importance to the staff and governors of Pontlliw to ensure everyone in our school feels safe and is felt cared for. All staff and governors are required to take child protection training every three years. The school provided training in Autumn 2023. Mrs A Norman is the designated Safe Person (DSP) for the school. Mr I Humphreys is the designated Child Protection Governor for the School.

Whilst encouraging independence and decision making, the school strives to provide the pupils with a safe environment in which to nurture these skills. Changes to the school over the last two years in terms of health and safety have included:-

- Additional locks to external doors.
- Internal high level locks for 'Lockdown' procedures
- Internal fob system



Toilet Facilities

Pontlliw Primary provides good quality toilet facilities throughout the school. The school recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning.

Toilets and washroom facilities are open and available to learners throughout the school day. They are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings.

There is a “Identified Girls’ Toilet” for the use of all year 5 and 6 girls (or any others who require it). This is equipped with appropriate sanitary protection and sanitary disposal equipment. The period poverty grant is used for purchasing appropriate supplies.

Strategic Equality Plan

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The school's Strategic Equality Plan (SEP) is reviewed every three years and was reviewed in Autumn 2022. It identifies access needs in order that the school may continue to be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests. Parents are asked via newsletters to inform us of any specific needs.

A copy of the current SEP is available from our school office. This is also be available via the school website.

School Term and Holiday Dates -2023

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School term and holiday dates 2023 / 2024

Term	Term begins		Mid-term holiday begins	Mid-term holiday ends		Terms ends	Total days
Autumn 2023	Friday 1 September	Friday 27 October	Monday 30 October	Friday 3 November	Monday 6 November	Friday 22 December	76
Spring 2024	Monday 8 January	Friday 9 February	Monday 12 February	Friday 16 February	Monday 19 February	Friday 22 March	50
Summer 2024	Monday 8 April	Friday 24 May	Monday 27 May	Friday 31 May	Monday 3 June	Friday 19 July	69
Total							195

Bank holidays

29 March 2024 - Good Friday

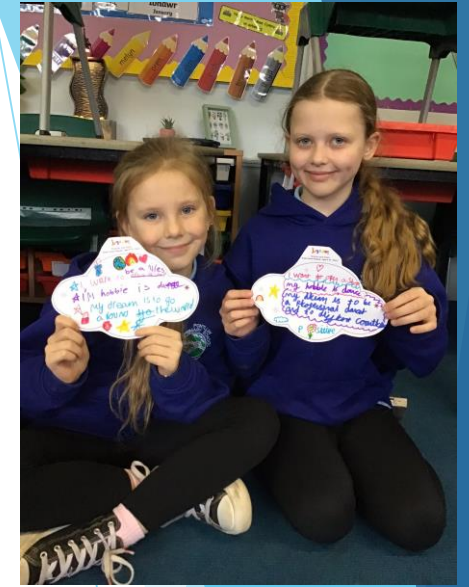
1 April 2024 - Easter Monday

6 May 2024 - May Day

27 May 2024 - Spring Bank Holiday



We would like to say a thank you for taking the time to read this report. It is just an overview of what the school offers. For a more in-depth insight into the life of our school please take the time to have a look at our school website.



If you would like to know what your child has been doing in school please follow us on 'x' where you can see the learning experiences your child has in school, along with their achievements, trips and visitors to the school.

Thank you for your support throughout the year and we look forward to working with you in the coming year.

