



# Annual Governor Report to Parents



Pontlliw Primary School

Spring Term 2025

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

**Parch- Respect    Gofal – Care    Gymnued - Community**

# Welcome to the 2024-2025 Governors' Report to Parents & Carers

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# Introduction

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On behalf of the Governing Body,

It has been another successful year for Pontlliw Primary School. We are proud to say that our school continues to be a nurturing, happy, and welcoming environment that is truly at the heart of our community. The governors are honoured to represent the school and work closely with staff, pupils, parents, and the wider community to ensure that every child experiences purposeful, engaging, and exciting learning opportunities.

We are delighted that the school's achievements have been recognised through a range of awards, positive Estyn reports, and excellent feedback from parents and external agencies. These successes reflect the dedication and hard work of the entire school team and the strong partnership with families and the community.

This year has seen the school continue to grow and innovate, providing high-quality education and memorable experiences for all pupils. We look forward to building on these achievements and working together to ensure Pontlliw Primary remains a place where every child can thrive.

On behalf of the Governing Body, thank you for your continued support.

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

Charlotte Greenslade – Parent Governor

John Evans – Community Governor

Natalie Philips – Parent Governor

Laura Wells – Parent Governor

Joanne Edwards – Community Governor

Patricia Evans – Teacher Governor

Rhian Stonham – Staff Governor

Cllr Victoria Holland – Local Authority Governor

Emma Jeffery– Parent Governor

Jayne Young – Additional Community Governor

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



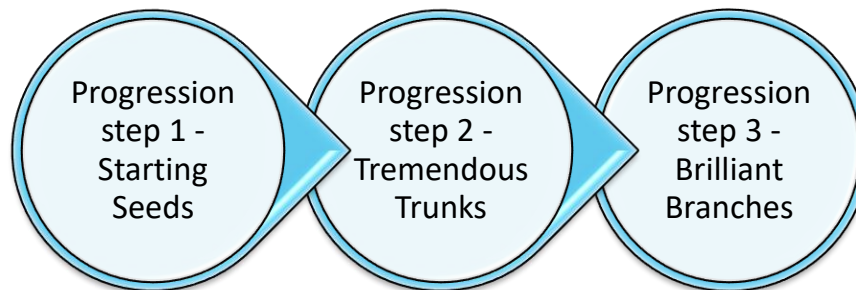
# Current Staffing Structure

|                        |                             |
|------------------------|-----------------------------|
| 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 2024

- **Total Children (inc. Nursery) = 215**
- **Total FTE = 200.5**
- **N2 = 28**
- **N1 = 1** ( 26 pending)
- **Capacity = 182** (not including nursery)
- **Actual = 200.5** ( 110% not including nursery)
- **Capacity = 208** (including nursery 1 and 2)
- **Actual = 233** (118% 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.



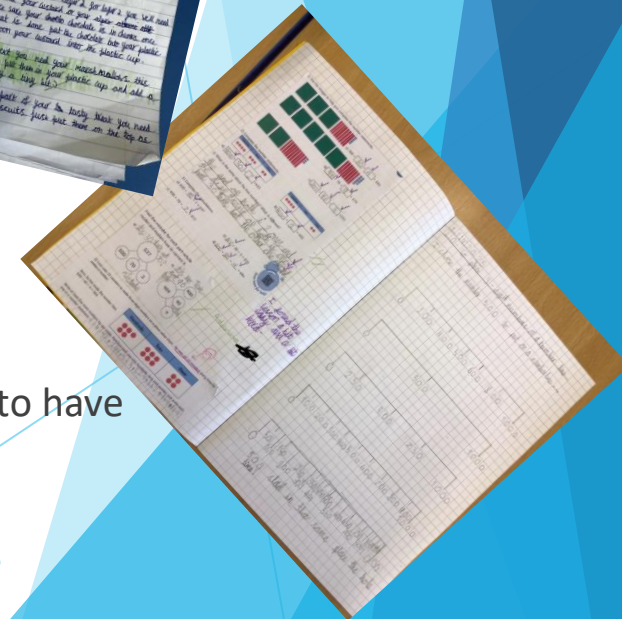
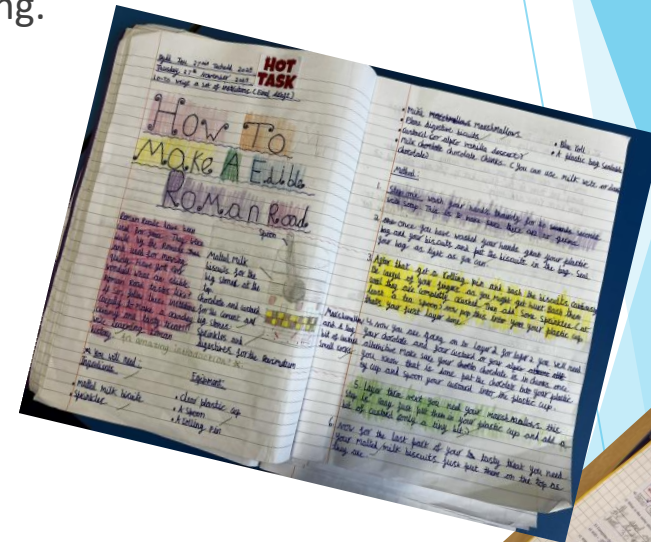
# Assessment

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 online 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 2024 2025

The school target is currently 93.5%

| Year Group   | Percentage Attendance |
|--------------|-----------------------|
| Reception    | 95%                   |
| 1            | 93.8%                 |
| 2            | 94.5%                 |
| 3            | 92.8%                 |
| 4            | 93.8%                 |
| 5            | 92.2%                 |
| 6            | 93.9%                 |
| Whole School | 93.5%                 |

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

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

# The Definition of ALN

## 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.

# The Definition of Additional Learning Provision

## 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.

## The 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 Jo Edwards / Mr John Evans.

# Arrangements for the teaching of Welsh

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Pontlliw is an English medium school, and all communication is provided for parents in English. However, a high priority is placed on fostering a love of the Welsh language and fostering an appreciation of Welsh culture and heritage. 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 taught as a second language from Nursery to Year 6. 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.

We aim to ensure that the Welsh language is used throughout the school day. There are numerous opportunities for the children to learn about the 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 visits 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.



# 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 which promote teamwork and sportsmanship.

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 basketball.

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 pupils from 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 2024/2025 Financial Year

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|                          | Delegated Expenditure<br>£ | Non-Delegated Expenditure<br>£ | Total Net Expenditure<br>£ |
|--------------------------|----------------------------|--------------------------------|----------------------------|
| Teachers Salaries        | 635,940                    | 0                              | 635,940                    |
| Salaries                 | 397,357                    | 25,603                         | 422,960                    |
| Other Employee Costs     | 1,234                      | -355                           | 880                        |
| Premises                 | 1,410                      | 0                              | 1,410                      |
| Transport                | 80                         | -250                           | -170                       |
| Supplies & Services      | 145,859                    | 0                              | 145,859                    |
| Recharges                | 0                          | 5,593                          | 5,593                      |
| <b>Gross Expenditure</b> | <b>1,181,882</b>           | <b>30,591</b>                  | <b>1,212,473</b>           |
| <i>Grant Income</i>      | -209,407                   | 0                              | -209,407                   |
| <i>Other Income</i>      | -66,805                    | 0                              | -66,805                    |
| <b>Gross Income</b>      | <b>-276,212</b>            | <b>0</b>                       | <b>-276,212</b>            |
| <b>Net Expenditure</b>   | <b>905,670</b>             | <b>30,591</b>                  | <b>936,261</b>             |

| RESERVES:                                    | £              |
|--|----------------|
| FINAL FORMULA ALLOCATION:                    | 929,744        |
| TOTAL NET EXPENDITURE:                       | 905,670        |
| <b>TRANSFER TO / (FROM) RESERVES:</b>        | <b>24,074</b>  |
| OPENING BALANCE ON RESERVES 01/04/24         | 149,738        |
| <b>CLOSING BALANCE ON RESERVES: 31/03/25</b> | <b>173,812</b> |

# 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, Chapel Carmel, Rasoi 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. Please see our school website for more information.



# 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.

It is essential for us to keep you informed and would encourage you to familiarise yourself with the information within the prospectus and on the school website. 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 2025 - 2026

# Session Times

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|                  |                    |                    | a.m. times           | p.m. times           |
|------------------|--------------------|--------------------|----------------------|----------------------|
| <b>Nursery</b>   | Progression Step 1 | Starting Seeds     | 8.50 a.m – 11.20 a.m | <b>N/A</b>           |
| <b>Reception</b> | Progression Step 1 | Starting Seeds     | 8.50 a.m – 12.00 p.m | 1.00 p.m. – 3.20 p.m |
| <b>Year 1</b>    | Progression Step 2 | Tremendous Trunks  | 8.50 a.m – 12.00 p.m | 1.00 p.m. – 3.20 p.m |
| <b>Year 2</b>    | Progression Step 2 | Tremendous Trunks  | 8.50 a.m – 12.00 p.m | 1.00 p.m – 3.20 p.m  |
| <b>Year 3</b>    | Progression Step 2 | Tremendous Trunks  | 8.50 a.m – 12.00 p.m | 1.00 p.m – 3.20 p.m  |
| <b>Year 4</b>    | Progression Step 3 | Brilliant Branches | 8.50 a.m – 12.00 p.m | 1.00 p.m – 3.20 p.m  |
| <b>Year 5</b>    | Progression Step 3 | Brilliant Branches | 8.50 a.m – 12.00 p.m | 1.00 p.m – 3.20 p.m  |
| <b>Year 6</b>    | 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 Comprehensive 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. This helps to greatly ease any worries or concerns the pupils may have before commencing their secondary school education and prepares them for the next stage of their educational journey.



# 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 with a strong focus on empathy, resilience, tolerance and understanding.

These are all underpinned by the United Nations Convention on the Rights of the Child, Healthy schools' initiatives and well-being. The school values of respect, care and community, 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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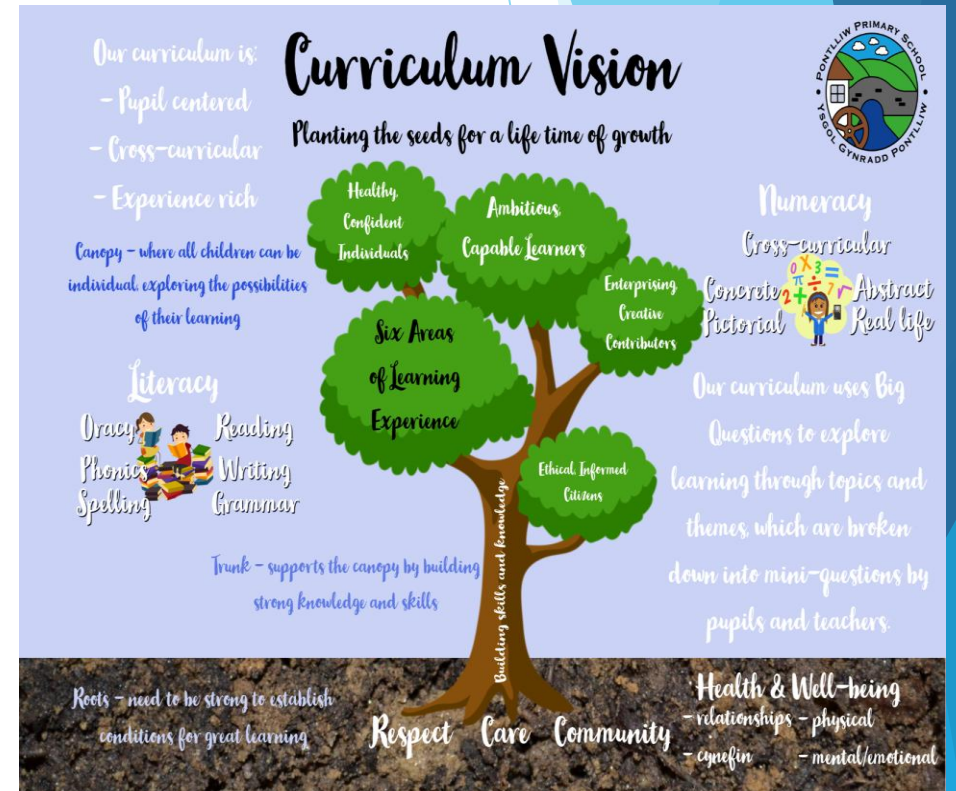
A new curriculum is being developed in school across Wales. Pontlliw Primary has been working on their new curriculum. You can see their journey on the school website through their curriculum pages.

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 and the risks the online world presents.

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, visual timetables and emotional regulation class strategies 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, Platform counselling, bounce back 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 respect other cultures.

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

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

### 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 on our targets since the last Estyn Inspection (2023)

| Date of last inspection: March 2023  |  |  |   |  |
|--|--|--|---|--|
| Recommendation   | Very good progress   | Strong progress  | Satisfactory progress   | Limited progress   |
|  | Tackles the recommendation in every way  | Tackles the recommendation on the whole  | Tackles the recommendation in many ways.  | Does not satisfy the recommendations.  |
| Definition   | Does not require any further attention to this aspect.<br><br>Very good effect on the quality of provision.  | Requires attention only to minor aspects.<br><br>Positive effect on standards and / or the quality of provision. | Continues to require substantial attention to some important aspects.<br><br>Limited effect on standards and / or quality of provision. | Each aspect or many important aspects continue(s) to require attention.<br><br>No effect on standards and / or quality of provision. |
| <p>R1. Improve opportunities for the pupils to develop their independent learning skills and make decisions in relation to their learning.</p> <p>STRONG PROGRESS</p>  | <ul style="list-style-type: none"> <li>All staff have received training in Metacognition.</li> <li>All 3 trust teams have completed their professional learning based on improving pupil independence through modelling, questioning and collaboration and lesson observations have been completed.</li> <li>All staff have implemented the strategies that were found to be affective within their classrooms.</li> <li>Nearly all pupil responses stated that they found the metacognition promoted their independence and were useful.</li> <li>Pupils from Year 2 – Year 6 have completed independent learning journals. Most pupils reported that they find the learning journals useful for identifying the strategies they need to use to improve their independence and what strategies they are currently using.</li> <li>Most pupils' independence and confidence have increased because of being able to research and teach their own questions related to their big question within learning.</li> <li>All staff have received training in 'Independent learning' through INSET with the LA lead adviser for Curriculum and decided on strategies to improve independence and a definition for Pontlliw.</li> <li>Interim Inspection findings November 2025 'Since the last inspection, leaders have provided staff with relevant opportunities to research and pilot ways to develop pupils' independent learning skills. Teachers are beginning to provide pupils with beneficial opportunities to make choices in their learning during literacy and numeracy lessons. This has a positive impact on pupils' attitudes towards their learning as they feel that they have ownership of what they are doing. the youngest pupils enjoy being curious and exploring the world around them when learning outdoors. This supports them to develop appropriate early independent skills such as learning to work collaboratively and taking risks.'</li> </ul> |  |   |  |
| <ul style="list-style-type: none"> <li>R2. Ensure that members of the governing body play a full part in the self-evaluation processes to support the school to identify all strengths and areas of improvement.</li> </ul> <p>STRONG PROGRESS</p> | <ul style="list-style-type: none"> <li>Most governors have participated in some form of the self-evaluation within Pontlliw Primary School.</li> <li>All governors are part of a committee and participate in regular meetings they are critical friends and ask a variety of probing questions.</li> <li>All governors have had the opportunity to question and respond to information shared via pupil voice groups.</li> <li>A majority of governors have completed a variety of LA governing body training.</li> <li>The lead health and safety governor completed a health and safety audit with the safety soldier's pupil voice group alongside the school caretaker.</li> <li>Half the governors completed a book look with a focus on the hot and cold tasks that the school had implemented, Governors have had the opportunity to interview the Numeracy lead, listen to learners and discuss the initiative with staff.</li> <li>Nearly all governors are now able to access all governing body documents on Hwb.</li> <li>The governing body now has no vacancies.</li> <li>Interim Inspection findings November 2025 'The governing body is diligent, compassionate and purposeful in its support of the school. 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. The governing body contributes purposefully to the school's strong culture of reflection.</li> </ul>  |  |   |  |

# SIP Targets 2024 -2027

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| Priority Area /Aligned Sub-committee           | Headline School Priorities 2024-2025 |  | 2025-2026   | 2026 - 2027             |
|--|--------------------------------------|--|---|-------------------------|
| Teaching and Learning (L) IA1                  | <b>Literacy (E)</b>                  | L1: Improve standards in reading and writing in Progression Step 1   | Evaluate and review approaches being used.  | Evaluate and refinement |
|  | <b>Science &amp; Technology</b>      | 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                  | <b>Teaching</b>                      | T1: Further develop pupil's independence through the development of pedagogical approaches and strategies.   | Review and embed the pedagogical approaches   | Evaluate and refinement |
|  | <b>Progression</b>                   | T2: Review and refine our Area of Learning progression documents.  | Evaluate and refine   | Evaluate and refinement |
| Well-being, Care Support and Guidance (WB) IA2 | <b>Wellbeing</b>                     | 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                 | <b>Assessment</b>                    | LI1: Refine and further develop assessment and feedback to ensure pupil progress.  | Evaluate, refine and further develop  | Evaluate and refinement |
|  | <b>Attendance and Safeguarding</b>   | 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 School Improvement Plan (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. Input from Staff, parents, pupils and governors, along with questionnaires, 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.

Additionally, our pupil voice groups help to evaluate our school targets and how successful they have been in supporting the needs of all 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 to help to ensure we are maintaining the highest possible standards at our school. 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

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. Refresher training has already been booked for September 2026. 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:-

- New carpet in the main corridor
- Replacement of the roller shutter
- New finger door guards on internal doors
- Light fitting replacements

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# 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 -2024

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## Holiday dates and bank holidays.

### School term and holiday dates 2024 / 2025

| Term               | Term begins             |                         | Mid-term holiday begins | Mid-term holiday ends   |                        | Terms ends              | Total days |
|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|-------------------------|------------|
| <b>Autumn 2024</b> | Monday 2 September 2024 | Friday 25 October 2024  | Monday 28 October 2024  | Friday 1 November 2024  | Monday 4 November 2024 | Friday 20 December 2024 | 75         |
| <b>Spring 2025</b> | Monday 6 January 2025   | Friday 21 February 2025 | Monday 24 February 2025 | Friday 28 February 2025 | Monday 3 March 2025    | Friday 11 April 2025    | 65         |
| <b>Summer 2025</b> | Monday 28 April 2025    | Friday 23 May 2025      | Monday 26 May 2025      | Friday 30 May 2025      | Monday 2 June 2025     | Monday 21 July 2025     | 55         |
| <b>Total</b>       |                         |                         |                         |                         |                        |                         | 195        |

### Bank holidays

18 April 2025 - Good Friday

21 April 2025 - Easter Monday

5 May 2025 - May Day

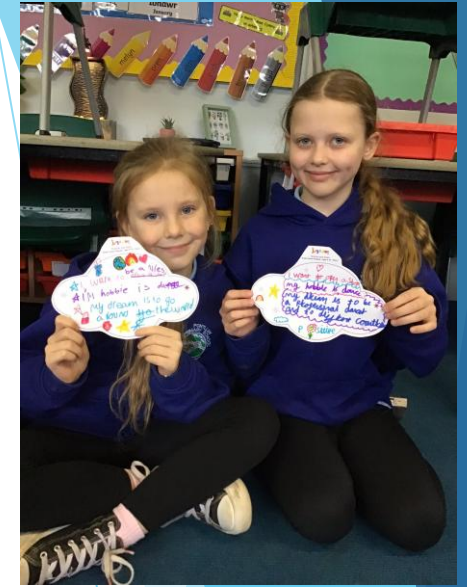
26 May 2025 - Spring Bank Holiday

Please note that this calendar is subject to any changes that may arise as a result of Welsh Government issuing a direction on term dates.

Swansea Council does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.



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.

