



Ysgol Gynradd Llanmartin Primary School

Annual Governors' Report to Parents



Academic Year
2024-2025

Ysgol Gynradd Llanmartin Primary School

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Welcome to the Llanmartin Governors' Report to Parents. This report is a retrospective review summarising key aspects of school life at Llanmartin Primary School during the academic year September 2024 to July 2025.

Annwyl Rheni ac Helpwr,

A foreword from the Chair of Governors,

I am pleased to be able to introduce myself as the new Chair of Governors for Llanmartin Primary School, having taken up the role at the start of the autumn term. It has been an exciting year and the staff have worked very hard to ensure that the school remains a safe, happy place where the children can learn and do well.

As Governors we do not run the school day to day, but we work hard behind the scenes to ask questions and to help the school to continue to improve. The Governors have met regularly during the course of the year, visited the school and looked carefully at how the children are progressing.

Over the past year as Governors we have been pleased to see:

- our children continuing to make good progress in their learning,
- a strong focus on well-being and positive behaviour, and
- staff working incredibly hard to support every child.

We have other important considerations, keeping our children safe is always a top priority and we regularly check that the safeguarding arrangements are both strong, up to date and working well. We also keep a close eye on the school budget to make sure that the money that comes into the school is spent wisely and supports the children both individually and collectively. There is little doubt that funds for the school remain limited but the governing body and the leadership team work hard to ensure that the children do not miss out as a result of budgetary constraints.

Our children continue to have a varied and stimulating learning experience supported by the new curriculum. In addition the extensive grounds of the school give our children a unique opportunity to use nature as a learning tool. I hope you will agree they are blossoming.

Following the Estyn inspection last year, the school has worked hard to progress the recommendations, safe in the knowledge that the report overall highlighted the significant

progress made by pupils at the school. I hope you will agree that the school builds pupils who are both happy and confident and that creates a strong foundation for year six pupils as they move on to high schools.

I have been heartened in my short time as a Governor to see the commitment of you, as parents and carers, to the continued progress and success of the school. As Governors, we value a strong relationship between home and school and we welcome feedback from parents and carers. We appreciate the support you give to the school through events, communication and every day encouragement of your children.

In the coming year, the Governors will continue to focus on improvement in learning, well-being, school attendance and supporting the staff, children and the school generally through future developments and challenges. We know changes are on the way and we are ready to meet any challenge. We should see change therefore as an opportunity rather than something to be feared.

Finally on behalf of the governing body can I thank our fabulous staff. They have worked tirelessly again this year under the headship of Mrs Curtis who continues to be an inspirational leader. Their essential role in promoting and maintaining a positive and nurturing environment is evident every time I visit.

Can I also thank those Governors who have stepped down this year for their tireless support.

Please be assured that Llanmatin Primary School will continue to flourish and I know our children will continue to make us all proud.

Best wishes,
Helen Mifflin
Chair of Governors Llanmartin Primary School

Names and Addresses of Chair and Clerk

Chair Mrs Helen Mifflin
Contact via the school

Clerk Miss Sian Farquharson
The Gateway, Tredomen Park
Hengoed
Ystrad Mynach
Hengoed
CF82 7EH

Chief Education Officer Mrs Sarah Morgan
Civic Centre
Newport
NP20 4UR
01633 656656

Membership of the Governing Body 2024-2025 (term of office ends):

LA Governors:

Councillor Ray Mogford (3rd March 2026)

Councillor William Routley (18th July 2026 - Resigned June 2025)

Minor Authority

Rev David Collingbourne (16th February 2026)

Community Governor

Mrs Helen Mifflin (30th March 2029)

Ms Vanessa Jones (6th October 2028)

Mrs Maddison Rice (1st December 2028)

Parent Governors:

Mrs Hannah Dalzell (26th January 2026)

Mr Barry Brownett-Evans (28th September 2027)

Mrs Katie Bond (19th May 2028)

Mrs Sophia Alexander (28th April 2029)

Teacher Representatives:

Miss H Cheney (18th November 2027)

Non-teaching Representatives:

Mrs J Farley (21st January 2028)

Headteacher

Mrs V. Curtis

Non-voting co-opted Linked Governor

Mrs H. McCormick

Governors' Responsibilities

Our governors' meet twice a term as a full governing body. Governors are kept fully informed of matters concerning the curriculum and are involved in decision-making.

In addition to full governing body meetings governors meet for Curriculum, Staffing and Premises and Finance committees. There are many statutory committees that our governors stand on that are called, when necessary, to meet. Governors are also responsible for monitoring grant spend and the school budget.

Governors have been involved in Pupil Voice activities throughout the academic year 2024-2025 and have been very pleased to see school events happening throughout the year.

During governing body meetings, governors are presented with a Headteacher report, verbally or in writing and discuss work towards the School Development Plan. In addition, governors receive bespoke training during meetings from the Local Authority or the EAS. All school policies are ratified during the full governing body meetings and governors agree the dates of all training days for the academic year.

No expenses were paid to any of the governors for travel and subsistence during the year 2024-2025.

Details of any meetings held following a parental petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Parents meetings with regard to this report are now only held if requested by parents under Section 94 of the School Standards and Organisation (Wales) Act 2013

No petition for a meeting was received during the year 2023/24 therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Review of School Policies

Policies are available to parents on request and several are on the school website, www.llanmartinprimary.co.uk Our school policies are constantly under review. Please ask at the school office if you would like to discuss any policies.

The Governing Body adopted all Local Authority HR Policies. School policies that have been reviewed and ratified through the school year 2024-2025 are:-

- * Child Protection and Safeguarding Policy
- * Cluster Attendance Policy
- * Anti-Bullying Policy
- * Behaviour and Relationships Policy
- * Administration of Medicine Policy
- * Sun Protection Policy

- * Health and Safety Policy

Teaching Staff

The school has 7 full time teachers (including the Headteacher and the Deputy Headteacher)

HLTAs cover whilst class teachers take Planning, Preparation and Assessment (PPA) time. Every teacher is entitled to PPA which is 10% of their teaching time.

Members of the Senior Leadership Team (SLT) have also been given management time to take part in monitoring activities throughout the year.

Non-teaching Staff

There is 1 (0.2 FTE) ELSA working with pupils in the school each week

There are 7 (FTE) and 1 (0.5) teaching assistants. This increases to meet the need of 'rising three' pupils or maybe for those who have funded individual plans or statements for ALN throughout the year.

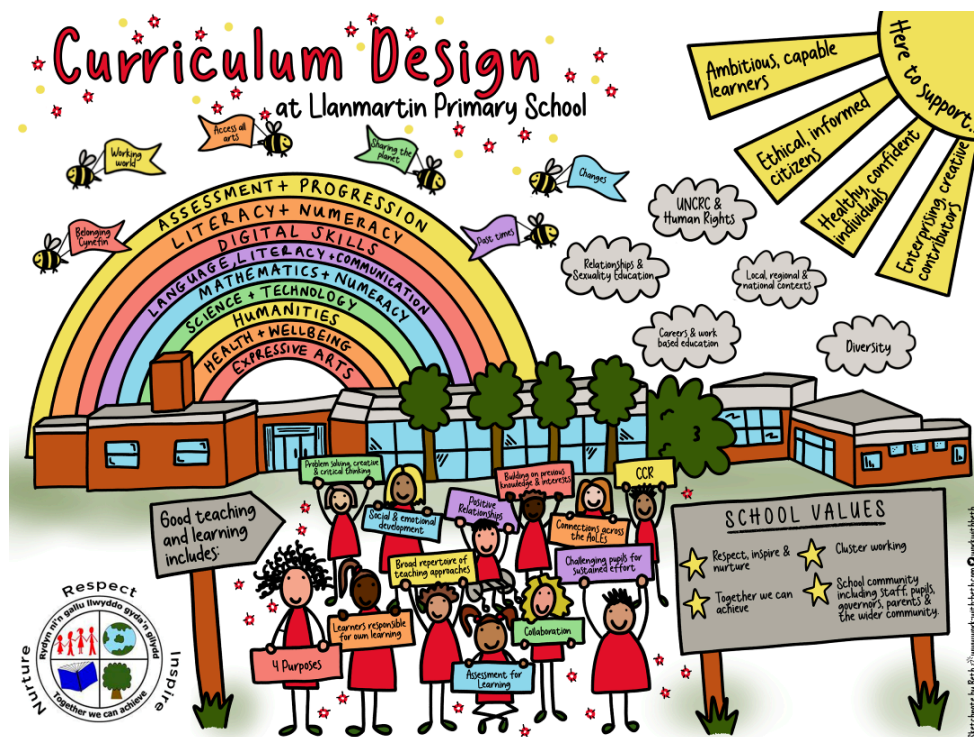
There is 1 midday supervisor who assists teaching assistants at lunchtime. Several staff work in the breakfast club before school.

There are one 0.4 and one 0.6 FTE office staff

There is 1 caretaker, 2 cleaners and 2 kitchen staff who are employed by outside contractors.

Our School Curriculum

Curriculum for Wales has transformed our existing school structure to a single learning pathway for all children from the age of 3 to 16. The new curriculum has 4 Purposes, 6 Areas of Learning and Experience (AoLEs): Language, Literacy and Communications (including Welsh and Modern Foreign Languages); Mathematics and Numeracy; Expressive Arts; Health and Well-being; Science and Technology; Humanities (including RE).



The new curriculum will also focus on the development of skills across the curriculum:

Literacy Skills – oracy, reading and writing

Numeracy Skills – numerical reasoning, number, measuring, geometry, algebra and data skills

Digital Competence Framework – ICT skills

Children will be encouraged to use Thinking Skills to plan, develop and reflect on their learning.

Our new curriculum will also cover:

- Rights of the Child
- Diversity and respecting differences
- Experiences and skills for careers and the workplace
- Learning about local, national and international contexts
- Developmentally appropriate relationships and sexuality education

Internal Organisation

All pupils are grouped in six mixed ability mainstream classes, one Learning Base and one part-time Nursery class as follows:

Nursery Dosbarth Caerphilly 3 – 4 years Nursery part-time morning session

Reception	Dosbarth Chepstow	5-6 years
Year 1/2	Dosbarth Cardiff	6 -7 years
Year 3/4	Dosbarth Swansea	7- 9 years
Year 5	Dosbarth Harlech	9-10 years
Year 6	Dosbarth Conwy	10-11 years
LRB	Dosbarth Raglan	Mixed years

School Session Times

The school is open for 190 days (380 sessions) per year for pupils; teachers attend on five further occasions for In-Service Training.

Nursery	9.00 – 11.30am	
Reception, Year 1 and Year 2 (Lower school)	9.00 – 12 noon	1.00 – 3.00 pm
Year 3, Year 4, Year 5 and Year 6 (Upper school)	9.00 – 12.20 pm	1.00 – 3.10 pm

There is a mid-morning break of 15 minutes when the children are supervised on the playground by teaching and support staff. At lunchtime all Teaching Assistants are on duty and have responsibility for supervising of all pupils.

Term dates for 2025-2026

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Mon 1 st Sept 2025	Mon 27 th Oct 2025	Fri 31 st Oct 2025	Fri 19 th Dec 2025
Spring	Mon 5 th Jan 2026	Mon 16 th Feb 2026	Fri 20 th Feb 2026	Fri 27 th March 2026
Summer	Mon 13 th April 2026	Mon 25 th May 2026	Fri 29 th May 2026	Mon 20 th Jul 2026

Bank Holiday May Day – Monday 4th May 2026

The school training dates have now been set, and are as follows:

- Friday 24th October 2025
- Friday 13th February 2026
- Friday 27th March 2026
- Friday 22nd May 2026
- Friday 26th June 2026
- Monday 20th July 2026

School Prospectus changes

- General updates on teaching and support staff
- A revised list of governors
- General updates on Training Day and dates

Transition

Pupils at Llanmartin Primary School are aged between 3+ and 11+, with pupils transferring to Secondary School after their eleventh birthday. In September 2024, 20 pupils transferred to secondary schools namely Caldicot School and LLanwern High.

Dealing with racist or other incidents protected by the Equality Act 2010

Llanmartin Primary School takes any instances of bullying, homophobia or racism very seriously. All incidents are dealt with in line with the school and Local Authority policy. All incidents of bullying, including name-calling, are logged. Through the curriculum, we encourage all our children to be respectful for their peers, staff and the local community.

GDPR

The school is the Data Controller for the General Data Protection Regulations and the Local Authority act as the Data Protection Officer.

Steps taken to develop and strengthen the school's links with the community

As all covid restrictions had been lifted for the school year 2024-25, we were able to strengthen our links with the community.

The following list of activities show what we were able to do:

- Parent consultations were held face to face
- Assemblies with Rev Susan Collingbourne
- Parents were invited to 'meet and greet' their child's new teacher
- Mcmillian coffee morning
- Year 6 led a Remembrance day assembly and parents were invited to attend
- The school council met the Mayor of Newport in his chambers
- Our Helping Hands pupil voice group raised money for Children in Need and NSPCC
- Lower School pupils took part in a nativity with parents and governors invited to attend
- Upper School pupils took part in a Christmas Carol concert at the local church, parents and governors invited to attend
- A Christmas Frost Fayre where pupils sold Enterprises that they had researched, costed, designed and made
- Each class held an assembly where their parents were invited
- All pupils took part in our school Eisteddfod, parents of winners were invited to attend
- A very successful sports day, split over 2 days, parents were invited to attend and take part

- Upper School pupils took part in the 'School of Rock' production
- 'Open classrooms' once a term for parents to come in and look at their children's work and find out what they have been working on

MAT Pupils

Staff use 'The 9 Intelligences' (Gardner 1990) to identify MAT pupils within their classes. Our MAT pupils have a particular strength in a range of areas, namely academic, creative, physical, social, emotional and leadership. We aim to encourage these pupils to pursue their interests in order to further develop and make progress in line with their ability.

We ensure that all ability ranges are challenged and supported so that every child has the opportunity to reach their full potential through differentiation. It is seen as good practice to provide additional opportunities for the least able and more able pupils and this is provided without detriment to those children who fall under the average and able provision.

Musical Successes

During the academic year 2024-2025, all our pupils took part in whole school singing sessions. Pupils in our Learning Resource Base took part in music therapy sessions.

Sport

Llanmartin Primary School has continued to receive several health and wellbeing opportunities from the Community Sport and Wellbeing Team at Newport Live through the last academic year. The team has supported the enhancement of school based provision during the school day and in extra curricular activity.

Since September 2023 – July 2024 (minus school holidays) pupils have been engaged in the following initiatives:

FUNdamental Movement Programme – A bespoke training package for early years providers regarding upskilling their awareness on physical literacy development. This programme equips children and young people to be more physically active.

Wake & Shake – An initiative aimed at getting pupils ready for a day of learning by undertaking a fun and unique activity at the start of each day which gets the pupils energised.

Afterschool Football – Extracurricular activity is ideal at providing fun and engaging opportunities for students.

Pupils in Year 5 and Year 6 took part in extensive swimming lessons

LRB Sessions – Working closely with the LRB class, activity sessions provided a unique learning experience for pupils to be active and interact with each other and staff through sport and physical activity.

Pupils in the Upper School also worked alongside Gwent Dragons to develop rugby skills throughout the year.

Accessibility to and safety of Toilet facilities

The toilet facilities are provided in both Key Stages, Nursery and Learning Resource Base plus additional disabled toilet facilities in the Foundation Phase area. All toilet facilities are maintained daily to a very high standard across both Key Stages.

Additional Learning Needs

During the year 2024/2025 all pupils moved over to the new ALN system. This means the pupils are placed on a monitoring list and identified as Universal, Universal Plus, Targeted and Specific.

Universal Provision is the provision that is available to all pupils to ensure they thrive in their setting.

Universal + Provision is provision with a reasonable adjustment for a pupil, e.g. fidget toy, ear defenders, hearing impairment.

Targeted Provision is when a pupil has an intervention to support a learning need, e.g. Maths, Literacy. This will take place on a 1:1 basis or in a small group.

Specific Provision is when a pupil has a specific need and an ALN Statement or an Additional Learning Plan that is written by all professionals involved with this pupil.

At Llanmartin Primary School at the end of the school year 2024-2025, there are 44 (39.2%) pupils on the ALN Monitoring List.

Universal Provision 10 pupils

Targeted provision 17 pupils

Specialist Provision 17 pupils (This includes the Learning Resource Base)

School is supported by regular visits from Educational Psychologists to assess children. We have support from ALN (Additional Learning Needs) advisory teacher, a HLTA (Higher Level Teaching Assistant) for ALN working on emotional literacy with pupils, Speech and Language therapists, Hearing Impairment Team, Families First, Voice 21, Music Therapy from Gwent Music, Social Services Disabled Team, ComIT (Communication and Interventions Team) and School Nurse.

The ELSA continued to support pupil's well being in school. The school has access to a School Based Counsellor for pupils in Year 5 and 6, to provide emotional support. June, a pet therapist, and Reggie (the dog) visited the school on a regular basis throughout the school year to support pupil wellbeing too.

Disabled pupils - arrangements for admission and access plans and steps taken to prevent discrimination. The school follows the Disability and Equality policy in line with LEA requirements. This has a focus on accessibility for all users of the school. Any child with disabilities is admitted to the school in accordance with Local Educational Authority Policy, as they are the admissions officers for schools. A risk assessment is carried out prior to entry and all reasonable adjustments are completed prior to the child starting school.

Pupil's Well-being

Every week begins with our Mindful Monday activities where all classes will work through a theme each half term following the Jigsaw Programme. Pupils will learn through different experiences that will reflect their increased independence and social awareness. Lessons will equip pupils with the skills to develop effective relationships. They will assume greater personal responsibility and keep safe. They will learn to cope with the changes at puberty. PSE will enable them to make an active contribution to their community.

An extract from the Estyn report: "The school is a caring and nurturing community . Most pupils feel happy, enjoy coming to school and participating in school life enthusiastically. They feel safe and secure and know who to talk to if they need help or support. Pupils Physical, emotional and mental wellbeing is strong. They respond positively to the wide range of whole school approaches to emotional literacy and positive behaviour management, and the school's values, 'respect, nurture and inspire. Most pupils demonstrate good behaviour in classrooms, at break times and when moving around the school. When pupils find it difficult to focus, they respond quickly to staff helping them to settle back into their learning.

The pupil group, the Wellbeing Warriors, provide effective opportunities for pupils to develop their wellbeing by planning activities for Mindful Mondays, which have termly themes related to ethical, moral and personal growth. Pupils create their own class charters, which help them to make informed choices about their behaviour that improve their attitudes to well-being and learning.'

Emotional Literacy Support Assistant - The school supports pupils with emotional needs with a fully qualified Emotional Literacy Support Assistant (ELSA). Reggie the wellbeing dog was introduced to the school. Pupils have the opportunity to read to him on a Monday afternoon.

Pupil exclusions

There were two fixed term exclusions for a total of ten days during the year 2024/2025.

School Development Plan Priorities 2024-2025

Priority 1: To continue to improve standards in LLC, with a focus on spelling and writing and Mathematics and Numeracy, with a focus on Mental Maths strategies and Problem Solving

Evaluation

Spelling and Writing

- No Nonsense Spelling scheme introduced in Upper School to support spelling patterns. Pupils increasingly recognise patterns to aid spelling.
- Weekly spellings and termly tests monitor progress; many pupils apply correct patterns in literacy work.
- 'I.A.N.' (I Always Need) embedded in most classrooms; pupils use it independently and self-correct.
- Pupils have published at least two pieces of writing each term; presentation and engagement have improved.
- Writing genres mapped for Spring and Summer to ensure a broad range; writing for a clear purpose has motivated pupils.
- Around 50% of pupils use Spelling Frame at home, with the game element increasing engagement.

Reading and Phonics

- RWI (Read Write Inc.) assessments completed at the start of each term; ability grouping ensures targeted learning.
- Daily small-group RWI sessions from Reception to Year 4; 1:1 interventions in Years 3/4 have improved spelling and confidence.
- Most pupils now use RWI sounds effectively in reading and writing.

Welsh Language

- Criw Cymraeg meets weekly, working towards Cymraeg Campus Arian Award; staff briefed on targets and collecting evidence.
- Cymraeg Bob Dydd promotes daily Welsh use; nearly all pupils confidently use Welsh across the curriculum.
- Staff confidence in Welsh has grown, with usage embedded in all learning areas.
- Nearly all pupils engaged in Welsh learning and confident in using sentence patterns

Additional Highlights

- Publishing books showcase improved presentation; pupils proud of their work.
- Literacy Tree provides rich texts, increasing engagement and willingness to write.
- Hamilton Maths supports planning; teachers are more confident in maths teaching.
- Mental maths warm-ups planned by half of teachers.

Priority 2: Continue to embed and review current curriculum themes and ensure the development of independence skills and outdoor learning to enhance learning opportunities

Evaluation

Outdoor Learning

- All staff received outdoor learning training from Newport City Council (Autumn Term) and Gwent Wildlife Trust (Jan 2025).
- Staff confidence in planning outdoor learning has increased; activities now embedded across the curriculum.
- Gwent Wildlife Trust delivered two outdoor learning sessions in all classes, supporting staff in making tasks appropriate for pupils.
- All pupils take part in regular outdoor learning sessions, improving teamwork, communication, and problem-solving skills.
- Outdoor learning has positively impacted wellbeing, readiness to learn, and provided meaningful social opportunities.
- Our outdoor planting area is now more developed; pupils engage in authentic learning and environmental care.

Cynefin and Community Engagement

- All classes taught a Cynefin theme in Autumn term, exploring family, school, Underwood, Newport, and Wales.
- Pupils have a greater understanding of their local and wider communities.
- Staff completed Community Asset Mapping during SDS (Jan 2025), identifying resources to enhance Cynefin work.
- Cymru a Fi resources inspired pupils to learn about Wales past and present.
- Pupils participated in community activities: allotments, shop visits, planters, community garden, church, walking bus, road safety, and bike safety.

Curriculum and Pedagogy

- Two staff members completed Froebel Training, applying theory to outdoor learning in Lower School, improving creativity, collaboration, and fine motor skills.
- I Wonder/Tybed activities spark curiosity and allow pupils to research and present findings creatively.
- Passion Projects trialled in Year 6; pupils highly engaged and producing quality work.
- Success criteria grids are consistently used; pupils understand expectations and take ownership of learning.

Wellbeing and Rights

- All pupils participate in weekly Jigsaw sessions, linking learning to the UNCRC.
- Diversity audit completed; community links identified as an area for development.

Priority 3: To further develop processes relating to pupils assessment and progression in order to continue to raise standards for all pupils

Evaluation

Independent Learning

- 'I.A.N.' (I Always Need) is now used in most mainstream classrooms to support pupil independence and self-assessment.
- Pupils use I.A.N. prompts after completing LLC or theme work; many self-correct their writing.
- Teachers can focus more on content rather than grammar and punctuation.
- Use of I.A.N. is positive but not yet consistent; further development planned.

Assessment and Planning

- Baseline Assessments completed for all pupils; National Reading Test completed for eligible pupils.
- Welsh baseline adapted for Lower School (placemat format) to identify weak areas in oracy, addressed through Cymraeg Bob Dydd sessions.
- Nearly all pupils show progress on termly assessments; teachers plan interventions to address gaps.
- Nursery uses non-maintained pathways and observation-based planning to meet individual needs.

Classroom Practice

- Success criteria adapted in many classes to allow pupils to add their own targets, building independence.
- Many pupils use success criteria effectively for self-assessment; some peer assessment evident.
- Two staff completed Froebel Training, applying theory to enhance creativity and problem-solving. The Froebel training was disseminated to all staff during a Staff Development Session.
- Nursery staff observe pupils in enhanced provision areas, using observations to plan next steps.

Monitoring and Evaluation

- MER Cycle ensures purposeful monitoring; all staff are aware of weekly focus.
- Book reflections and pupil voice activities carried out regularly:
 - Jan 2025: Writing (Governors), Science Week (Staff), LLC (SLT)
 - Mar 2025: Maths (Governors), LLC skills (Staff), Maths & Cymraeg Bob Dydd (SLT)
 - Apr 2025: Classroom Environments (Lower School)

- Feedback shows pupils are positive about their learning; consistency in feedback across school.
- Pupils demonstrate improved independence and engagement in learning.
- Teachers use assessment data effectively to plan interventions and consolidate learning.
- Outdoor and classroom strategies have strengthened creativity, collaboration, and problem-solving.

Priority 4: To further embed consistent procedures to provide an inclusive, accessible and responsive approach in meeting the needs of all our learners

Evaluation

Attendance

- Headteacher (HT) meets regularly with the Education Welfare Officer (EWO); monthly meetings ensure attendance remains a priority.
- Most pupils have attendance above 90%.
- Attendance letters issued in stages:
 - Letter 1: Informing parents of falling attendance.
 - Letter 2: Invitation for a meeting to create a support plan.
 - No Meds Letter: Absence authorised only with medical evidence.
 - Letter 3: Warning of Fixed Penalty Notice (FPN) for next absence.

Learning Resource Base (LRB)

- 60% of pupils attend mainstream assemblies, lunchtimes, playtimes, and lessons where appropriate.
- Parents invited into LRB for activities with good attendance.
- LRB teacher visited another LRB and specialist school for strategies on regulation and supporting pre-verbal pupils.
- LRB staff created two classes based on pupil needs for better support.
- Most pupils have settled well, are more confident, and show improved regulation and communication.

Additional Learning Needs (ALN)

- ALNCo met with LRB class teacher to discuss pupil assessments; EY Profiles shared and guidance provided.
- ALNCo led three PCP reviews in Autumn term with full stakeholder involvement.
- All Year 5 pupil reviews achieved 100% stakeholder attendance.
- All staff trained on:
 - Creating SMART targets for OPPs.
 - Adaptive Teaching strategies to meet universal needs.

- Speech and Language Therapy (SALT) observations completed; strategies shared and reflected in OPPs.
- Ongoing support from SALT and HLTA ensures staff confidence in supporting speech and communication needs.
- ELSA fully trained and working with pupils to support emotional wellbeing.

Monitoring and Planning

- Autumn term assessments informed intervention planning for Years 5 and 6.
- Assessment tools used but require refinement to reflect individual pupil progress accurately.
- Most OPPs reflect targets aligned to pupil needs.
- All pupils contributed to pupil voice, informing targets for new School/LA IDPs.

Equality and Inclusion

- Equality Plan shared with all staff and governors.
- All pupils experience inclusion opportunities such as dining hall, playtimes, and some mainstream lessons.

Priority 5: To continue to embed reflection, self-evaluation and school improvement, supported by quality professional learning opportunities

Evaluation

Monitoring and Evaluation

- Dedicated SLT management time has ensured MER (Monitoring, Evaluation and Review) activities take place weekly.
- Welsh monitoring activity with governors in November 2024 included learning walks, book reflections and pupil voice.
- Feedback of strengths and development points shared with all staff to drive improvements.
- SLT members have led MER activities during Spring Term, including book reflections, pupil voice groups and teacher observations. Feedback provided to all teachers.
- FADE reports produced after each governor monitoring activity.

Professional Development

- Whole staff were given PD Team Leaders and completed target setting in September 2024.
- Staff evaluate SDS sessions after each training; SLT addresses further training needs identified.
- Staff visits to other schools for best practice in ALN, ICT, LLC and Maths have been positively evaluated.
- Whole School PL this year have included:
 - Safeguarding Training

- Froebel Training
- Outdoor Learning with GWT
- *The Art of Brilliance* (Cluster Training)
- Independent Learning
- DCF

Curriculum and Innovation

- ‘I wonder...’ tasks trialled in Year 1/2 and Year 6 to develop independence, problem-solving and creativity.
- Block timetabling for LLC and Mathematics has improved pupil concentration and written work.
- Clear rucksacks purchased for LRB pupils with items to support regulation.

Governor and Parent Engagement

- Governors maintain a strong presence in school with regular visits and involvement in monitoring activities.
- Spring Term 2025: Governors participated in two pupil voice activities, listening to learners and reviewing books.
- Most parents attended Spring Term Parents’ Evening; follow-up meetings offered for non-attendees.
- Many parents attended class assemblies and Welsh activities with their children – a positive experience to be repeated.
- Parent contributions to school trips have increased; current budget system supports viability of excursions.

Pupil Voice and Leadership

- Pupil voice groups remain a strength; pupils lead meetings and take minutes independently.
- Many activities throughout the term have been pupil-led.
- School Council representatives continue to participate in LA Grand Council activities.

Priorities for School Development 2025-2026

1	To continue to develop provision to improve standards in LLC, with focus on reading, and Mathematics, with a focus on Mental Maths Strategies
2	Develop and review current curriculum themes, continuing to improve independence and outdoor learning opportunities
3	Continue to raise standards by further developing consistent school assessment and progression procedures

4	To further develop family and community engagement and provision for well-being
5	Continue to develop staff skills and pedagogy to raise standards in teaching and learning with a particular focus on pupils with barriers to learning

Information about the curriculum, the organisation of education and teaching methods

Information on the new curriculum for Wales is available on the 'Learning Wales' website. At the heart of our new curriculum are **Four Purposes**, designed to help all children and young people to become:

- 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, ready to be citizens of Wales and the World
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The **Areas of Learning and Experience (AoLEs)** we are currently working towards are:

- Language, Literacy and Communications (including Welsh and Modern Foreign Languages)
- Mathematics and Numeracy
- Expressive Arts
- Health and Well-being
- Science and Technology
- Humanities (including RE and SRE)

Learning Activities are planned to:-

- Be authentic
- Be relevant to pupils' interests and lives
- Connect different Areas of Learning and Experiences
- Take place inside and outside of the school
- Include literacy skills, numeracy skills and digital competency
- Be mindful of learners' individual needs

Hwb – supports the delivery of teaching and learning by giving access to a range of tools including Office 365, Just2Easy, Minecraft, Encyclopaedia Britannica and Google Classroom

Google Classroom – allows teachers to create, distribute and provide feedback for set learning tasks for pupils and is used from Year 2 to Year 6 · **My Maths** – is an interactive maths resource for

all abilities which provides step-by-step lessons with self-marking tasks to consolidate maths concepts.

Purple Mash - hosts a range of exciting curriculum focused activities, creative tools, programs and games to support and inspire creative learning such as writing, model making, animations and paintings.

Seesaw - is a digital portfolio used throughout the school which allows pupils to record and share their achievements with their teachers by uploading drawings, photos, videos, voice recordings etc. Their teacher can then add comments and provide feedback to them.

Language of the school as shown in PLASC category

The language of the school is English.

Welsh

Llanmartin Primary School is an English medium school in a predominantly English-speaking area where there is a rich history of Welsh culture.

The school is committed to encouraging pupils to learn Welsh as a second language by giving them opportunities throughout the lower and upper school. Pupils are able to develop their oral skills competently and to develop their skills as effective readers and writers through dedicated Welsh lessons as well as incidental opportunities to use Welsh in play situations and cross curricular opportunities. One Assembly per week is dedicated to teaching the children about Welsh heritage and the 'Question of the Week' is introduced at this time.

We have continued our journey towards the achievement of the Cymraeg Campus Silver Award, having achieved the bronze, which promotes a positive attitude to the use of the Welsh language. Our Criw Cymraeg pupil voice group supports the use of Welsh throughout the school.

Healthy Eating

The school is committed to encouraging the children to develop healthy eating behaviours. The school meals menu is appropriate and parents are issued with guidance on how to provide healthy packed lunches. The school provides a fruit tuck shop in the morning and parents that send a snack in from home are encouraged to send fruit or an alternative healthy snack. Children bring in their own water bottles and are encouraged to drink water throughout the school day.

Our **Equality Plan** was updated and ratified for 2024-2028.

Our objectives for this are:

Leadership, Governance and Involvement: the school will use its standing within the community in promoting equality issues, and ensure that its governance processes are robust and involve all learners equally.

Community Cohesion: the school plays an active role in fostering communities that have shared values, where diversity is welcomed and embraced, and people feel connected to the communities in which they live.

Learn Well: the school plays an active role in maximising the opportunity that learners have in schools and how it supports children and young people to thrive, progress, make positive choices, achieve and be the best they can be.

How does the curriculum promote positive attitudes to the linguistic and cultural nature of Wales?
Continue to work towards achieving Cymraeg Campus awards

Attendance

The school works hard to ensure that all pupils arrive at school on time and regularly attend school. All attendance is checked regularly by the Educational Welfare Officer and any irregularities are followed up by the school and the officer. Parents who are struggling to get their children to school are encouraged to visit the school and meet with the Headteacher to overcome the problem.

We do not encourage families to take holidays in term time. The school is set an annual target for attendance by the Local Authority each year and works hard to meet this target.

The children achieving 100% attendance through each term will be recognised and receive a certificate. At the end of a school year, all children achieving 100% attendance are given a special reward.

School Lunches

Healthy cooked meals are provided by Chartwells. The food is prepared and cooked on site in the school kitchen by our school cook, Mrs Wilkins. As of September 2024 school meals are free for all children from Reception to Year 6.

Our school dinners comply with the Welsh Government 'Appetite for Life' requirements.

Events within the school

A number of events took place in 2024-2025 and we received a number of visitors to the school. It is always a pleasure welcoming visitors into our school.

This year pupils have been involved with Anti-bullying week, Well Being week and Welsh week.

All pupils have had opportunities to enhance their theme work and develop rich learning experiences through external visitors and educational visits, including:

- Gwent Dragons Rugby with Upper School pupils
- We created Santa's Grotto and all the children were able to meet Santa and receive a gift

- Dosbarth Harlech and Dosbarth Conwy enjoyed visiting and taking part in lessons at Llanwern High School as part of their transition
- Our Heddlu Bach were able to help with our 'walking bus'
- We celebrated World Book day, Red Nose Day, Children in Need
- Years 5 & 6 had swimming lessons
- Year 6 went on a residential trip to Gilwern
- Our School Council organised a very successful film night
- Frost Fayre
- Sports day
- Upper and Lower School Performances at Christmas and Easter
- Remembrance Day Assembly led by Year 6
- Open Morning and MacMillan Coffee Morning
- Dosbarth Conwy - Safe Cycling
- School Eisteddfod with winners performing to parents
- Child pedestrian training for pupils in Dosbarth Cardiff
- Dosbarth Conwy trip to Westminster Abbey and the Houses of Parliament
- Whole School trip to Barry Island
- Whole School trip to Christmas Pantomime

After school clubs

After school clubs were run by teachers and teaching assistants to further enrich the education of the children and provide extra opportunities.

The clubs that took place in 2024 - 2025 were

- Dance
- Multi-sports
- Walk and Talk
- Health and Well-being (yoga, art, music)
- Gardening
- Clwb Cymraeg
- Art Club
- Book Club
- Ball skills
- Mindfulness
- Weaving
- Art in Nature
- Tennis
- Athletics

PTFA

The PTFA held a disco at Christmas 2024 but unfortunately due to low numbers, there has not been an active PTFA for the remainder of the school year.

Llanmartin Primary

Financial Statement for Year Ending 31st March 2025

2023/24		2024/25
Outturn		Outturn
£	Employees	£
583,150	Teachers	497,418
261,199	Support Staff	260,387
0	Caretakers	0
9,997	Midday Supervisors	7,111
0	Cleaners	0

Other Employee Costs		
9,170	Supply Insurance Premium	9,213
46,708	Agency Staff	90,672
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
133	Misc Employee Costs	112

Energy		
15,003	Gas	7,450
27,427	Electricity	16,669
0	Oil	0

45,784	Capitation and ICT	44,208
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0	SCC, EIG and PDG Expenditure	0
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Premises Related		
1,230	Hire of Facilities	741
4,413	Rates	14,108
24,552	Building Maintenance and Alarm Lines	8,755
5,842	Grounds Maintenance	6,204
2,629	Water	2,575
43,685	Building Cleaning Contract	43,891
2,472	Refuse Collection	4,082
795	Miscellaneous Premises	479

Communications		
301	Postage/Fax/Telex	4
3,311	Telephones	6,174

Transport		
0	Vehicle Maintenance	0

0	Purchase of Vehicles	0
3,880	Vehicle Hire	2,285
0	Car Allowance	18
0	Travel Expenses	0

0	Exam Fees	0
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	External Courses	
834	School Funded Training	2,623
0	Alternative Curriculum Provision	0
0	Sixth Form	0

37,047	Central Services	39,114
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	Income	
0	Lettings	0
-5,038	Sales Income	0
-2,577	Music Service Income	-2,715
-504	Donations	-5,779
0	Miscellaneous	0
-34,230	Supply	-32,719
0	Exam Fees	0
-3,716	Interest	-5,011
-4,642	Rental Income	-3,905
0	EIG	0

0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-200,236	Other Grant and Contributions	-188,374
0	Reserve Transfer	0
0	After Schools Club	0

878,619	Total Net Expenditure	825,789
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830,676	Total Funding	840,869
-47,943	In Year Surplus / Deficit	15,081
151,052	Prior Year Surplus / Deficit	103,109
103,109	Accumulated Surplus / Deficit c/fwd	118,190
12.41%	Balance as % of Funding	14.06%

Ysgol Gynradd Llanmartin Primary School

Annual Governors' Report to Parents 2024-2025

If you have a question that you would like to raise in relation to the report please enter it on the slip below and return it to school. Any questions raised will be answered by the Governing Body.

Questions to be sent to the school no later than **Monday 9th February 2026**

Thank you.

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Name(s) _____

Signed _____

I would like to raise the following question about information in the Annual Governors' Report to Parents:
