

PLASMARL PRIMARY SCHOOL  
GOVERNORS' REPORT TO PARENTS  
Autumn Term 2025

# Governors' Annual Report to Parents 2025-26



**TRAUMA  
INFORMEDUK<sup>TM</sup>  
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**SANCTUARY AWARD**  
Welcoming People Seeking Sanctuary

'Caring, Learning and Achieving Together'

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## Introduction

To all Parents, Carers, Teachers and Support Staff,

Governing Bodies of maintained schools are required to produce an annual report for parents in which their statutory duties must be clearly detailed. We, the Governors, welcome this opportunity to outline a summary of the work undertaken by the Governing Body, Headteacher and Local Authority in the discharge of their duties during the 2025 -2026 academic year. The full Governing body meets once every term and half termly as a Finance and Curriculum committee.

Both the Governing Body and I are exceptionally proud to be associated with Plasmarl Primary School.

As a 'Trauma Informed and Mentally Healthy' school the school staff are working hard to support the emotional well-being of all pupils as well as educational attainment. We have also recently become a 'School of Sanctuary' which demonstrates our commitment to being a safe, welcoming and inclusive place for everyone.

As governors, we can see the excellent progress that the children are making in each year group.

It is important that the school continues to offer the best learning experiences for children throughout the school. We successfully run an Enhanced Inclusion Provision room ('Gwdihw' class) as well as a nurture provision (the 'Rainbow Room')

On behalf of all the governing body, I would like to offer my thanks to all staff, parents, carers and pupils for making Plasmarl the fantastic school it is.

*Colin Goulding*

## Chair of Governors



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**Plasmarl Governing Body**

Name	Type of Governor
Miss Lucy Saunders	Headteacher
Mr. Colin Goulding (Chair)	Local Authority
Mrs. Mary Watts ( Vice Chair) <i>(Link Governor for children with ALN)</i>	Community
Cllr David Hopkins	Local Authority
Mrs. Kirsty Rees	Local Authority
Cllr Beverley Hopkins <i>(Link Governor for looked after Children)</i>	Local Authority
Mr. Peter Myles	Community
Vacancy	Community
Ms. Clare Watkins	Community
Mrs. Nicola Morgan <i>(Complaints Officer)</i>	Teacher
Mr. Gareth Tregembo <i>(Link Governor for Upper Phase)</i>	Teacher
Mrs. Helen Davies <i>(Link Governor for Child Protection)</i>	Staff
Vacancy	Parent
Mr. Robert Wolf	Parent
Mrs. Gemma Wynne	Parent
Vacancy	Parent
Mrs. Daynah Reynolds-Ibell <i>(Link Governor for Wellbeing and Attendance)</i>	Parent
<b>Clerk to the Governors:</b> Mrs Susan Williams Susan.williams3@swansea.gov.uk	

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<b>Head Teacher</b>	Miss L Saunders
<b>Deputy Head Teacher / ALNCo</b>	Mrs. N Morgan
<b>Class Teacher</b>	Mr. G Tregembo
<b>Class Teacher</b>	Mrs. E Meredith
<b>Class Teacher</b>	Miss A Pass
<b>Class Teacher</b>	Mrs. S Rengozzi
<b>Class Teacher</b>	Mrs. C Sadler
<b>Class Teacher</b>	Mr. B Matthews
<b>Class Teacher (Gwdihws)</b>	Miss C Kingston
<b>Class Teacher</b>	Mr B Wolsey
<b>Class Teacher</b>	Mrs. L Mabbett
<b>Class Teacher (PPA)</b>	Mrs. A Troy
<b>Well Being Officer</b>	Mrs. H Davies
<b>Attendance Officer</b>	Mrs. V Sansom
<b>Teaching Assistant</b>	Miss S Price
<b>Teaching Assistant</b>	Miss M Robini
<b>Teaching Assistant</b>	Mrs K Norman
<b>Teaching Assistant</b>	Mrs R Stevens
<b>Teaching Assistant</b>	Miss K Riordan
<b>Teaching Assistant</b>	Mrs. J Simeone
<b>Teaching Assistant</b>	Miss K Davies
<b>Teaching Assistant</b>	Mrs. C Coles
<b>Teaching Assistant</b>	Mrs. S Davies
<b>Teaching Assistant</b>	Miss C Rees
<b>Teaching Assistant</b>	Miss V Kenwood
<b>Teaching Assistant</b>	Mrs. N Edwards
<b>Teaching Assistant</b>	Mrs. E Profka
<b>Teaching Assistant</b>	Miss J Morgans
<b>Clerical Officer</b>	Miss G Femandell
<b>Clerical Officer</b>	Mrs. H Mayers
<b>Caretaker/ Cleaning Supervisor</b>	Mrs. S Morgans
<b>Cook</b>	Mrs. L Paige-Walker
<b>Assistant cook</b>	Mrs. L Thomas
<b>Lunchtime Supervisor</b>	Mrs. H Williams
<b>Lunchtime Supervisor</b>	Mrs A Femandell
<b>Cleaner</b>	Mrs. C Vaughan
<b>Cleaner</b>	Mrs. A Nicholls

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**Staffing**

**Pupil Numbers - Sept 2025**

- ✓ Total Children (including nursery) = 202
- ✓ Total FTE = 190.5
- ✓ N2 = 24
- ✓ N1 = 7

**Additional Learning Needs**

We continue to provide a high standard of support for our pupils with Additional Learning Needs (ALN). The new ALN system was introduced on 1 September 2021 for most pupils, and on 1 January 2022 for children up to and including Year 10 who were newly identified as having ALN after these dates.

All children who have been identified as having ALN have an Individual Development Plan (IDP) which outlines their provision and targets and these are discussed and agreed with parents, class teachers, specialist teachers and the ALNCo during Person Centred Meetings and IDP reviews.

**How does the ALN system work?**

When a member of the teaching staff or parent has 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 teacher, ALNCO and parents will decide on a course of action following discussion and observation. It may be that the pupil's learning needs can be met as part of normal classroom provision or they may need more specialist support and intervention. If this is the case, they may be provided with an Individual Development Plan.

The school works with a range of outside agencies to support pupils with ALN, for example the Speech, Language and Communication Team, Behaviour Support Team, Educational Psychologists and Occupational Therapists. The school also receives additional funds to help support individual focus groups of pupils through the Pupil Deprivation Grant (PDG) and Educational Improvement Grant (EIG).

Currently, there are 57 pupils receiving support in school or from external agencies. 18 pupils have an IDP (with 4 pending)

**What is an individual Development Plan and who is issued one?**

All pupils listed on the ALN Register will have an IDP (Individual Development Plan)

The 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.

**Who is Responsible for Overseeing ALN Support Within Our School?**

Mrs Nicola Morgan (Deputy headteacher) is the ALNCO (Additional Learning Needs Co-Coordinator). Support is provided by teachers and teaching Assistants, under the guidance of class teachers.

Mrs Morgan is always happy to discuss your child's progress in relation to Additional Learning Needs, should you wish to do so.

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**Who is the Governor with Responsibility for Additional Learning Needs?**

Plasmarl Primary School's governor with responsibility for ALN is Mrs. Mary Watts (Vice Chair.)

**Arrangements for the teaching of Welsh**

Plasmarl is an English medium school and communications with parents are provided in English. Welsh is taught as a second language from Nursery age. The Curriculum requires children to develop skills in speaking, listening, writing and reading Welsh. Plasmarl school aims to use the Welsh language so that children see, hear, and use it as a natural part of school life. It is given a prominent role in many school activities. Children also have an opportunity to learn about Welsh culture and heritage, as well as the language of Wales, through activities such as St. David's Day celebrations. Our teaching of Welsh is supported by LA's team of peripatetic Welsh teachers, who visit the school to work alongside teachers and pupils in developing Welsh Language. Staff undertake relevant training to improve their competency in teaching and learning Welsh.

**Sport**

The school offers Physical Education each week as part of the curriculum. Teams in different sports compete in various competitions throughout the year. There are also after school sports clubs which are arranged and run by staff – for example, football and netball. We partake in a range of competitive sporting events against other local schools such as, athletics, netball and football. We are an inclusive school and believe in everybody taking part and achieving to the best of their ability. Sporting teams are inclusive to all – regardless of gender, ability and age. Y5 and Y6 pupils can attend residential courses at Llanmadoc Outdoor Education Centre.

**Before School Arrangements**

The school offers a free breakfast service to pupils of Nursery age and above. This service, which starts at 8.20 a.m. offers a range of nutritious foods. Our Well-Being Officer, breakfast supervisory assistants and canteen staff must be commended for the way they welcome the pupils every day. Their work is very much appreciated and doesn't go unnoticed.

**Pupil Voice and Active Citizenship**

At Plasmarl Primary School, we believe every learner should grow as a confident, informed, and active citizen, able to make a positive difference in their school, community, and the wider world.

We work with a range of charities and initiatives that encourage reflection and action, including Childline, Children in Need, Hello Yellow, Show Racism the Red Card, Schools of Sanctuary, and Eat Them to Defeat Them. Learners and families are encouraged to consider local, national, and global issues, developing empathy and respect.

We mark and celebrate a wide variety of cultural and community events, such as Eid, Diwali, Chinese New Year, Black History Month, Santes Dwynwen, and Mental Health awareness activities. These experiences provide authentic, memorable learning while promoting inclusion and identity.

We are proud to have four Pupil Voice groups – School Council, Wellbeing Champions, Criw Cymraeg, and Eco Leaders – alongside pupil roles such as Helpwr Heddiw, Class Monitors, and PE Ambassadors. Learners take these responsibilities seriously and show commitment to improving our school.

These opportunities allow our pupils to develop leadership, creativity, empathy, and independence. They nurture wellbeing as learners focus on the needs of others, strengthen community links, and grow into ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.

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### **Healthy Eating and Drinking**

Plasmarl Primary School is committed to the aims of the Healthy Schools Network and to promoting the health and well-being of all in its school community. The school has a "Food and Fitness Policy" which has been agreed by Governors and staff. As part of the school's curriculum, pupils have the opportunity to develop a good understanding of healthy eating and drinking and are encouraged to eat a range of healthy foods. The school also promotes healthy eating and drinking through the following activities: -

- ✓ Fruit Snacks
- ✓ Milk Provision
- ✓ Promoting Healthy Lunch Boxes
- ✓ Encouraging pupils to drink water
- ✓ Breakfast Club

### **Strengthening Links with the Community.**

Maintaining and strengthening our connections with the local community is of great importance to us. We have established strong partnerships with several secondary schools, including Pentrehafod, Morriston, and Bishop Vaughan. These schools organize a dedicated transition period for our Year 6 students, enabling them to spend time at the secondary schools. During these visits, pupils become acquainted with the layout of the buildings, meet teachers, and learn about daily routines and procedures such as lunchtimes. This careful preparation supports a smooth and confident move to secondary education.

In addition to our links with secondary schools, we benefit from the valuable involvement of the police liaison service and Police Community Support Officers (PCSOs). They deliver a variety of personal and social workshops to our pupils, focusing on topics that enhance safety, well-being, and responsible citizenship.

We also foster a welcoming environment for families through regular coffee mornings held in our 'Rainbow Room.' All parents and carers are invited to attend these sessions, providing opportunities to connect and engage with the school community. Furthermore, Mrs. Morgan (ALNCO) hosts additional coffee mornings specifically for families of children with Additional Learning Needs (ALN). These gatherings offer a supportive space for families to share experiences and access information about relevant outside agencies.

Our commitment to community partnership extends beyond these initiatives. We have developed strong relationships with a variety of organisations and groups through diverse projects and events. Notable examples include collaborations with Swansea University, the Size of Wales initiative, Schools of Sanctuary, and local nursing homes. These partnerships enrich our school community and provide meaningful experiences for our pupils.

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**Finances**

**Statement of Actual Expenditure 2024/25 Financial Year**

	Delegated Expenditure £	Non- Delegated Expenditure £	Total Net Expenditure £
Teachers' Salaries	806,065	1,882	807,947
Salaries	551,999	45,752	597,750
Other Employee Costs	2,679	120	2,799
Premises	13,982	0	13,982
Transport	12	0	12
Supplies & Services	224,677	0	224,677
Recharges	0	11,277	11,277
<b>Gross Expenditure</b>	<b>1,599,415</b>	<b>59,030</b>	<b>1,658,445</b>
Grant Income	-506,224	0	-506,224
Other Income	-57,223	-100	-57,323
<b>Gross Income</b>	<b>-563,447</b>	<b>-100</b>	<b>-563,547</b>
<b>Net Expenditure</b>	<b>1,035,968</b>	<b>58,930</b>	<b>1,094,898</b>

<b>RESERVES:</b>	<b>£</b>
FINAL FORMULA ALLOCATION:	1,064,976
TOTAL NET EXPENDITURE:	1,035,968
<b>TRANSFER TO / (FROM) RESERVES:</b>	<b>29,008</b>
OPENING BALANCE ON RESERVES 01/04/24	182,984
<b>CLOSING BALANCE ON RESERVES: 31/03/25</b>	<b>211,992</b>

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### Changes to the School Prospectus

The school prospectus is reviewed and updated regularly. This is posted on the school website. The prospectus contains information about the school's class structures and outlines the aims and vision of the school. For a full colour copy of the prospectus, please ask Miss Fermandell / Mrs Mayers in the school office, or have a look on the website.

### Session Times

	a.m. times	p.m. times
Nursery	8.50am -11.30am	12.45pm – 3.20pm
Reception/ Year 1/ Year 2	8.50 am – 11.45 am	12.40 p.m. – 3.20 pm.
Years 3 -6	8.50 am – 12.20 p.m.	1.15 p.m. – 3.20 pm.

### Moral and Social Development

Our innovative curriculum is designed to guide and support the moral and social development of our pupils. This commitment is reflected in our school ethos and the policies we implement, which together provide a strong foundation for nurturing these important areas.

A key underpinning of our approach is the recognition of the United Nations Rights of the Child. This serves as the basis for our strategies and ensures that the rights and well-being of all children are at the forefront of our planning and decision-making.

To further support the moral and social growth of our pupils, we have established comprehensive schemes for Health and Well-being, Religion, Values and Ethics (RVE), and Relationships and Sexuality Education (RSE). These frameworks help to ensure that every child receives guidance and support in developing positive relationships and understanding social values.

Our school ethos and policies, such as the Positive Relationships policy, work in conjunction with our Areas of Learning and Experience skills maps and our strategic equality plan. Together, these initiatives provide a cohesive and supportive environment that encourages pupils to grow as responsible and ethical individuals.

We are a 'Trauma Informed and Mentally Healthy School.'

### Curriculum

The Curriculum for Wales has more emphasis on equipping young people for life. It builds children's ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt. They will also get a deeper understanding of how to thrive in an increasingly digital world. A digital competence framework teaches digital skills across the curriculum, preparing pupils for the opportunities and risks that an online world presents. Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners. The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There is a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

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**Four Purposes of Education**

We are developing a curriculum that puts the following four purposes right at the heart of what we do. We want every learner to leave Plasmarl 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.

**Planning for Improvement**

These are our main targets for 2025-26:

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***Priority 1***

***Teaching and Learning (IA1)***

***Further develop high quality approaches to teaching and learning to support skill development and effective pupil progress.***

***(Welsh oracy/ independent learning)***

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***Priority 2***

***Wellbeing, Care, Support and Guidance (IA2)***

***Further develop the high focus on emotional, mental health and wellbeing for all pupils.***

***(ALN)***

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***Priority 3***

***Leading and Improving (IA3)***

***To continue to strengthen leadership across the school to ensure consistent, high-quality teaching and improve pupil progress through effective self-evaluation and engaging classroom practice.***

***(Distributed leadership/pupil progress)***

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### **Progress on our School Development Plan (SDP)**

Parents are made aware of the focus via newsletters, parent meetings and our school website. The SDP is available at the school office should any parent wish to read it in more detail. Our SDP runs from September to July each academic year. Our targets are devised using a number of sources. These include analysis of end of year data from national and standardised tests and teacher assessments; local and national priorities; Estyn recommendations; staff, parent, pupil and governor questionnaires and monitoring and audits undertaken by the Head teacher, Senior Leadership Team, AoLE teams and external advisors.

### **Curriculum**

Raising standards in reading, writing, numeracy and digital competency are at the heart of our curriculum. Annual National Tests are undertaken in Reading and Numeracy each May for all pupils from Y2 to Y6. Parents are informed of their child's scores in these tests at the end of the Summer Term. The school uses this, and other data, to track pupils' progress, inform teaching and learning and also to identify and support individual pupil needs.

Our Curriculum for learning policy is updated and reviewed regularly, and our purpose based curriculum planning is continually reviewed.

Governors and members of staff have worked closely with the Head teacher regarding school self-evaluation, assessment and raising standards.

### **Assessment**

Plasmarl Primary School has developed its own robust tracking system that enables the school to produce individual pupil profiles covering a range of assessment scores and data on each pupil. We plot individual pupil progress as well as cohort progress (which we use to review teaching and learning) and set future targets for improvement. Teacher Assessment results continue to show improvement and this reflects the high-quality teaching in the school. The school carries out termly pupil progress meetings with teachers and members of the Senior Leadership Team, all staff involved with the progress of a pupil's learning will contribute to the information discussed in the meetings.

The Headteacher and senior leadership team is responsible for standards, scrutinising planning and evaluation of practices. Subject leaders also monitor standards and teaching and learning in their subjects

We draw upon a range of information to ensure every pupil is supported appropriately. We place huge 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 are given help to understand their next steps in learning.

Assessment arrangements include: -

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

As a school we also monitor the well-being of every pupil to ensure they are getting the support they need to have the best life opportunities

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### **School Policies**

We regularly review and update our school policies. Reviews are undertaken on a rolling programme, led by relevant leaders.

Review of policies ensures the inclusion of new developments, resources and pedagogy. Copies of school policies can be obtained from the school office and many are available on our school website.

### **Health & Safety & Safeguarding**

Safeguarding is of paramount importance to the staff and governors of Plasmarl. All staff and governors are required to take child protection training every three years. The school provided training in Autumn 2024. Miss L Saunders is the designated Child Safeguarding Person for the school. Mrs H Davies 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 their skills.

Changes to the school over the last three years in terms of health and safety have included: -

- Improvements to the buildings
- An enhanced inclusion provision (Gwdihws)

### **Toilet facilities**

Plasmarl Primary provides good quality toilet facilities throughout the school. The Upper Phase toilets have been refurbished and re-modelled. The Lower Phase toilets were refurbished in 2020-21. 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. The school makes appropriate use of the period poverty grant.

### **An Accessibility Plan and Disability Equality Plan**

The school's Strategic Equality Plan - SEP - is reviewed every three years and was reviewed in Autumn 2023. 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. A copy of the SEP is available from our school office. This is also available via the school website.

### **Equal Opportunities**

At Plasmarl Primary School we continuously try to ensure that everyone is treated fairly. Everyone in Plasmarl is valued. We pride ourselves on being an inclusive school and every child in the school is provided with equal opportunities to develop their potential and talents and be able to experience all our school has to offer. Curricular and extracurricular activities are planned so that no discrimination will take place on the grounds of gender, race, colour, ability or religion. The school gives full consideration to the requirements of all children. All children are given equal access to the school, facilities, resources and curriculum. Where our children have additional learning needs we make arrangements to inform parents of these needs and their implications, and how the school will provide learning support to meet the requirements of each child. Children with disabilities must be able to take a full and active part in every lesson and as a school we must take every measure to ensure

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this. We have comprehensive policies which are available in the school office if you require a copy.

These include:

Strategic Equality Plan

Equal Opportunities Policy

Disability Equality Scheme and Accessibility Plan

Race Equality Policy

**Attendance**

Please e-mail [SaundersL15@hwbcymru.net](mailto:SaundersL15@hwbcymru.net) for the most recent attendance figures.

