

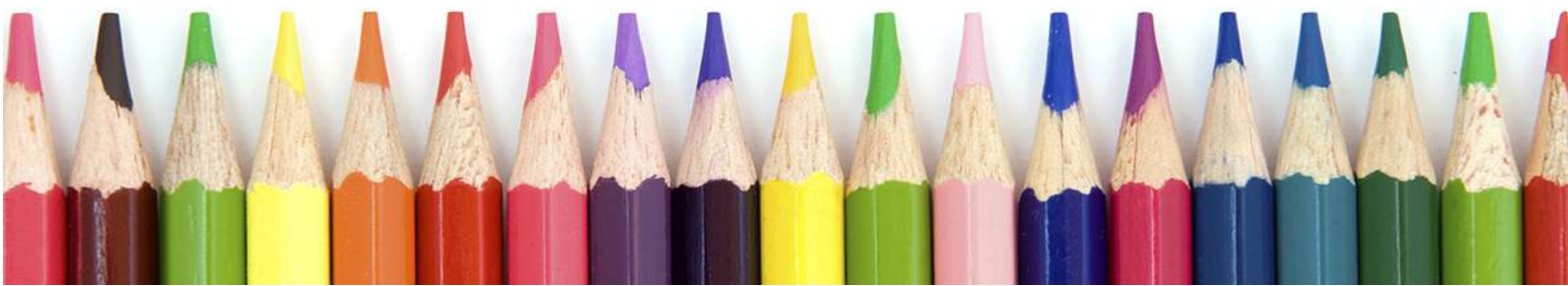


'T.E.A.M - Together Everyone Achieves More'

Governors Annual Report to Parents

Adroddiad Blynnyddol y Llywodraethwyr i'r Rhieni

2024-25





A message from our Chair of Governors

One of my duties as chair of governors is to give a brief forward to the annual report to parents, an opportunity to reflect on the last year. Our role as governors is to support the school staff in providing a safe and stimulating environment for our students to grow. The success of any school depends on a close and active partnership between the whole school community. We are grateful for the continued support of parents and carers, who play a vital role in this partnership.



When we reflect on any year, we acknowledge the challenges we have faced; the last year has been no different. Mr Cooper along with other senior leaders, Mr Howells and Miss Fish, have dealt with many challenges during the year. I am grateful to Mr Daniel Cooper for undertaking the role of acting headteacher, a role which he has undertaken with great skill.

At the end of the summer term we said farewell to some staff as we do most years, some were with us for a short while, others like Mr Nathan Howells for a lot longer. I'm sure you will share good wishes to Mr Howells in his new role as Deputy Headteacher at Ysgol Bro Banw.

After a successful recruitment campaign, I am pleased to welcome Mr Mathew Stonham as the new Headteacher at Richmond Park School. The governors and I look forward to working with Mr Stonham, to face the challenges and celebrate the successes of the future.

In closing, I would like to thank everyone for the part they play, whether big or small, in making the school community such a happy place and wish every success.

Eirian Jones (Chair of Governors)



- Have the **confidence to take risks** in their learning, understanding that growth often comes from stepping out of one's comfort zone.
- **Understand and respect diversity**, appreciating the rich variety of cultures, perspectives, and experiences that make up our school and the wider world.

Our 'RICHER Richmond' Values



At Richmond Park School, we believe in developing students who embody our 'RICHER Richmond' values, which stand for:

- **Respect:** Cultivating an environment where every individual is valued and differences are embraced.
- **Independence:** Encouraging students to be self-reliant and proactive in their learning and decision-making.
- **Creativity:** Promoting innovative thinking and imaginative problem-solving across all areas of the curriculum.
- **Health:** Prioritising the physical, emotional, and mental well-being of every member of our community.
- **Empathy:** Fostering understanding and compassion for others, ensuring that kindness and consideration are central to our interactions.
- **Resilience:** Building the strength to persevere through challenges, adapt to change, and bounce back from setbacks.

These values help our students not only succeed academically but also grow into well-rounded, responsible, and compassionate individuals.

Integrity is the bedrock of everything we do at Richmond Park School. It ensures that our actions are always aligned with our values, and it underpins the trust and respect we cultivate within our school community. We are committed to being a school where honesty, fairness, and ethical behaviour are at the core of our daily lives.



Staffing Structure 2025-26

SLT (Senior Leadership Team)

Headteacher: Mr. Matthew Stonham

Deputy Headteacher: Mr. Daniel Cooper

ALNCo: Miss Hayley Fish

Foundation Phase Leader: Mrs. Elizabeth Duquemin

Class / Role	Teacher	Teaching Assistant
Year 6	Mr. Cooper	Mr. Aaron Forey
Year 5	Mrs. Amy Wells	Mrs. Rosie Griffiths
Year 4	Miss Hayley Fish	Mr. Luke Jones
Year 3	Miss Rianne Morgan	Miss Meryl Simpson, Miss Chez Nichols
Year 2	Miss Chloe Knox	Mrs. Gwen Rees-Jones, Mr. Twm Davies, Miss Sophie Baker (supply)
Year 1	Miss Louise Culpin	Mrs. Pamela Anthony, Mrs. Melanie Clarke, Mr. Andrew Amery
Reception	Mrs. Elizabeth Duquemin	Mrs. Nerys Rees-Sherriff, Miss Rhian Griffiths, Mr. Luke Jones
Nursery	Mrs. Catrin Smith	Miss Becky Barney,
Assessment Unit	Mrs. Carolyn Smith	Mrs. Donna Williams, Miss Faith McDermott, Miss Amy Udall
PPA/SLT Cover	Mrs. Bethan Jenkins / Mr. Aaron Forey	
Intervention support	Mrs. Sarah Heckler & Mrs. Melanie Clarke	
Administrative Assistant	Mrs. Hayley Morris	
Caretaker	Vacant (awaiting appointment)	
Lunchtime Supervisor	Mrs. Pat Evans & Mrs. Ceri Williams	



Our Governing Body

The table below shows the composition of the Governing Body for 2025-26. The full Governing Body meet at least once each term. Sub-committees also meet on a termly basis to discuss specific areas. The sub-committees report to the full Governing Body for formal ratification of proposals. Please note that roles and responsibilities are subject to change. If you are interested in a vacant position on our Governing Body, please contact the school for further information.

Name of Governor	Type of Governor
Mr. Eirian Jones Chair of Governors;	Community
Rev. Tim Nelson	Community
Cllr. Barry Williams	Additional Community
VACANCY	Community
Mrs. Helen Adams Vice Chair of Governors;	LA Representative
Miss. Claire Jones	LA Representative
Mrs. Claudia Davies	LA Representative
Imam Ali Ali	Parent
Miss. Sinead Sayer	Parent
Mr. Jordan Firman	Parent
Mrs. Aya Iannucci	Parent
Mr. Matthew Stonham	Headteacher
Mr. Daniel Cooper	Staff (Teaching)
Mrs. Bethan Jenkins (Mrs Yvonne Hockey from November 2025)	Staff (Non-Teaching)
Wendy Evans	Clerk to the Governors



How do school leaders and Governors promote school improvement?

At Richmond Park Primary School, the safety, welfare, and academic progress of our students are the driving forces behind every decision we make. Our commitment to continuous improvement is shared across the entire leadership team, with each staff member and governor taking responsibility for specific areas of the school's development.

We firmly believe that effective decision-making involves the whole school community. **Pupil voice** is actively encouraged in every classroom, and through various pupil-led groups such as our School and Eco Councils, Criw Cymraeg, Computer Consultants, MathBots, Book Worms, and Bronze Ambassadors. These groups come together as the 'Senedd' to discuss and make decisions that impact the entire school.



Our Headteacher and Senior Leadership Team collaborate closely with all stakeholders to identify key priorities for the school, develop action plans, and monitor progress meticulously. The Governing Body plays an integral role in this process by conducting regular school visits for meetings and learning walks, as well as engaging in thorough scrutiny of relevant documentation. They also ensure that robust appraisal procedures for both the Headteacher and staff are strictly followed.

Ultimately, our 'T.E.A.M' ethos at Richmond Park Primary School is central to the success of our students. By fostering collaboration and shared responsibility, we create an environment where every child can thrive and reach their full potential.



How do we support all pupils?

At Richmond Park School, we offer a wide range of activities beyond the National Curriculum to inspire a love of learning in our pupils. We continually seek to enrich our provision, including the integration and development of digital skills across all subjects. Educational visits and guest speakers are frequently used to enhance learning and make it relevant, while fostering connections with both the local and wider community.

We are committed to identifying and supporting pupils with additional needs, including More Able & Talented children. We ensure that pupil progress is carefully monitored and tracked. Targeted interventions are in place, and external support is sought when needed.

This year, we are proud to have offered a **nurturing provision** for some of our pupils from Nursery through to Year 2. This provision was designed to offer targeted support in a safe and nurturing environment, helping our youngest learners build emotional resilience, social skills, and confidence. It complements our broader commitment to supporting the wellbeing and personal development of all pupils.

We maintain a close partnership with parents and carers, ensuring they are fully informed and involved in their child's progress. Teaching Assistants play a key role in supporting learning, working with groups or individuals based on identified needs. Teachers regularly assess both formally and informally, setting and reviewing targets to help every child reach their full potential.

We also enhance the curriculum through various opportunities, including an annual residential trip. Last year, our pupils visited Llain Activity Centre, and we're excited to return later this year. At Llain, students will engage in thrilling activities such as kayaking, high ropes, a muddy assault course, and archery, providing them with enriching, memorable experiences that extend beyond the classroom.





Curriculum Organisation & Teaching

At Richmond Park Primary, we embrace the concept of lifelong learning, believing that everyone - adults and children alike - learns something new every day. We are committed to making learning a rewarding and enjoyable experience for all, equipping children with the skills, knowledge, and understanding they need to make informed life choices, guided by our *RICHER Richmond* values and integrity.

We understand that every child learns differently, so our lessons incorporate visual, auditory, and kinaesthetic approaches to cater to a range of learning styles. Our aim is to create a rich and varied learning environment that allows every child to reach their full potential. Through our teaching, we strive to:



- Encourage children to become confident, resourceful, enquiring, and independent learners.
- Foster self-esteem and help children build positive relationships with others.
- Show respect for all cultures, fostering positive attitudes towards everyone.
- Help children understand and feel valued in their community, while supporting their growth into reliable, independent, and positive citizens. We also celebrate the achievements of both pupils and staff.

Our Additional Learning Needs Policy ensures equal access to the curriculum for all children. Currently, 12% of our pupils are on the Additional Needs register, overseen by Mrs. Helen Adams, our Governor for Additional Learning Needs. Additionally, 18% of our pupils speak English as an additional language, and we are committed to supporting their learning and development.



Welsh Language - Yr Iaith Gymraeg

At Richmond Park Primary School, we believe teaching Welsh as a second language is essential for enriching our pupils' understanding of Wales' culture and heritage. It helps foster a sense of place, identity, and pride while enhancing their personal development and ability to contribute to the wider community.

We recognise that many of our pupils do not speak Welsh at home, so school is often their main connection to the language and culture of Wales. To engage pupils in Welsh, we actively promote its use through various initiatives. Our 'Cryw Cymraeg' (Welsh pupil voice group) awards a 'Seren Cymraeg yr Wythnos' (Welsh Star of the Week) in our assemblies, leads weekly sessions, promotes a Welsh sentence of the week, and encourages the use of Welsh in lessons and on the playground. The Cryw Cymraeg also maintains our Welsh display board and encourages pupils to join the Urdd. We are proud to participate in the 'Cymraeg Campus' initiative and are working towards achieving Silver status this year.



The aim of our Welsh curriculum is to:

- Develop pupils' speaking, listening, reading, and writing skills through an integrated approach.
- Foster a Welsh ethos that promotes the language throughout the school.
- Provide opportunities for children to explore and appreciate the rich heritage of Wales.
- Celebrate Welsh traditions and culture.





How do we support parents?

We deeply appreciate the positive contributions made by parents at Richmond Park School. This year, as in previous years, parents have actively engaged with the school by accompanying children on school trips and volunteering their time to enhance classroom learning, such as sharing insights about their careers through presentations.



This year, we reinstated our P.E.A.S (Parents Engaged Actively in School) initiative, which featured a range of events and workshops designed to support both parents and children in various areas. These included gardening workshops, TAF coffee mornings, reading sessions in class, etc. These workshops were led by school staff, pupils, and external professionals, building on the successful offerings from the Family Information Service last year.

Effective communication between the school and parents is essential. We provide multiple channels for engagement, including our Facebook and Twitter accounts, a texting service, parents' evenings, a digital 'parent voice' tool on our website, surveys, regular letters and newsletters, ClassDojo, and our open-door policy.



Parent involvement is also crucial to our improvement strategy. Our PTA and Parent Council meetings have been instrumental in identifying ways for parents to support our school development plan and have provided invaluable support for events like our Summer Fayre. This year, we plan to enhance this collaboration further by holding half-termly meetings and supporting the school through a range of community links.



Our successes this year:

🌟 Show Racism the Red Card Award 🌟

We are incredibly proud to have been recognised at the **National Show Racism the Red Card Awards in Cardiff!** Our Year 4, 5, and 6 pupils worked together to create a powerful **anti-racism rap**, which earned them the **runner-up prize in the Expressive Arts category**.

Three of our pupils travelled to Cardiff to represent the school and receive the award at a special ceremony — a fantastic experience that celebrated their creativity, teamwork, and commitment to promoting equality and respect.

This achievement reflects our school's core values of **Respect, Empathy, and Integrity**, and shows how our pupils are using their voices and digital skills to make a positive difference in the world. We are so proud of them all!



🎉 Summer Reading Challenge WINNERS for the Carmarthen District! 🎉

We started the year off in style by winning the Summer Reading Challenge across all schools in the Carmarthen district. A special congratulations also went out to Ivy in



Year 3, who received an individual award for her outstanding participation. This fantastic achievement celebrates the hard work, enthusiasm, and creativity of our pupils and staff. As part of the event, our school also helped to create the official promotional video which was shared with all schools across the county.

Over 1,730 children across Carmarthenshire took part — a record number — showing the growing excitement around this initiative. By reading at least six books over the summer, our pupils not only strengthened their literacy skills but also deepened their love of reading and learning. We are incredibly proud of every child who took part — this success highlights the wonderful reading culture at Richmond Park and the power of creativity and collaboration within our school community.

★ Climate Change Cymru Awards ★

We are incredibly proud to share that Richmond Park Primary School was shortlisted as one of the top four finalists in Wales for the **Protect and Restore Nature** category at the **Climate Change Cymru Awards** in Cardiff! 🌿

This recognition followed a year-long whole-school focus on **sustainability**, where pupils explored real-world environmental issues through hands-on projects such as **enhancing our Secret Garden, planting flowers, and creating a pond to support biodiversity.**



Our pupils' inspiring video on **sustainability** captured their learning and ideas for protecting the planet, earning national recognition for its creativity and impact. Three children had the exciting opportunity to **travel to Cardiff with Miss Culpin and Miss Nerys** to attend the awards ceremony and receive the school's prize alongside environmental leaders and Eco-Schools from across Wales.



Attendance Information

Attendance of compulsory and non-compulsory school-age pupils over the last 6 years:

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Compulsory age	91.03%	91.3%	86.84%	90.14%	91.52%	92.83%
Non-compulsory age	90%	89.67%	86.01%	89.38%	90.42%	91.12%

Attendance at Richmond Park Primary School has shown a clear upward trend over recent years. In 2024/25, attendance for both **compulsory-age pupils (92.83%)** and **non-compulsory-age pupils (91.12%)** reached their **highest levels in the past six years**. This improvement reflects the positive impact of the school's consistent attendance strategies, strong partnerships with parents, and a shared commitment to promoting good attendance habits across all age groups.

Attendance across classes:

Attendance across the school last year showed generally strong engagement, particularly among the older year groups. **Year 3 achieved the highest attendance at 95.43%**, closely followed by **Years 2 and 4**, both maintaining attendance above 93%. **Year 1** also performed well with **92.81%**, while **Years 5 and 6** recorded **91.68%** and **89.88%** respectively.

Ncyear	Authorised Absence	Unauthorised Absence	Attended
N1	16.26	3.2	80.54
N2	13.03	1.78	85.19
R	9.07	4.43	86.51
1	6.1	1.09	92.81
2	5.45	1.42	93.13
3	3.54	1.03	95.43
4	5.08	1.46	93.45
5	6.48	1.83	91.68
6	6.8	3.32	89.88



In the **Foundation Phase**, attendance was more varied. **Reception** achieved **86.51%**, while **Nursery 1 (80.54%)** and **Nursery 2 (85.19%)** were notably lower, reflecting the common pattern of higher authorised absences among younger, non-compulsory-age pupils.

Overall, attendance in the compulsory years remains strong, with several classes exceeding the school’s 95% target, and targeted support continues to be in place to encourage improved attendance in the early years.

Attendance Bands

The charts below identify the number of pupils in the school whose attendance fell within these attendance bands during 2024/25 and how this compared to 2023/24.

Attendance bands including non-compulsory school-age pupils:

	Below 80%	80-84.99%	85-89.99%	90-94.99%	95-100%
2023-24	15	9	22	40	86
2024-25	13	6	19	41	92

Attendance bands for compulsory school-age pupils:

	Below 80%	80-84.99%	85-89.99%	90-94.99%	95-100%
2023-24	36	15	27	58	106
2024-25	27	16	35	56	106

The number of pupils with attendance **below 80%** has **reduced across both compulsory and non-compulsory age groups**, reflecting the positive impact of our **attendance innovations and family support strategies**. For non-compulsory age pupils, numbers in the lowest attendance band dropped from **15 to 13**, while for compulsory-age pupils, the figure fell more significantly from **36 to 27**. At the same time, the number of pupils achieving **95% or higher attendance** increased for non-compulsory age pupils and remained strong for compulsory pupils. This demonstrates that more children are attending school regularly and benefitting from consistent learning experiences.

Next Steps for 2025–26:

Through these actions, we aim to further **reduce persistent absence** and help every child reach their full potential through regular attendance and participation in school life.



Anti-bullying & PSHE

At Richmond Park, we are dedicated to ensuring that all pupils feel happy and safe, with no impact from bullying on their wellbeing or learning. Our updated anti-bullying policy now includes sections on cyberbullying and provides advice and support for parents concerned about their child. We are committed to maintaining a supportive environment with a clear, open approach to tackling bullying.

We also continue to engage with the Healthy Schools initiative, promoting healthy eating and providing all pupils with water bottles for access to drinking water throughout the day.

Our PSHE curriculum, delivered through our 'Jigsaw' lessons, assemblies, and circle time, helps ensure pupils

feel safe, while staff and governors receive annual child protection training. Robust safeguarding procedures, including safe recruitment, are firmly in place. The Parent Council has been instrumental in creating our anti-bullying leaflet, available in the school foyer for all families.



Types of bullying:

Bullying can take many forms, including:

- * being called nasty names, teased, made fun of, threatened or put down
- * being hit, kicked, punched, tripped up or knocked down
- * having belongings stolen or deliberately damaged
- * having rumours or gossip spread about you or people talking about you behind your back
- * being left out, excluded or isolated
- * being forced to do something you don't want to do or that you know is wrong.

Online bullying is displayed through technology such as smart phones or the internet. This could include hurtful, embarrassing or threatening material posted, nasty messages sent, being excluded from an online game or chat forum, fake profiles on a social network to make fun of others, or misuse of intimate images of the person targeted.

Prejudice-related bullying is when the bullying is focused on what is different about a person's identity. This could include their race, religion or beliefs, culture/background, disability, gender identity, sexual orientation or their sex.

When is it not bullying?

The following examples are examples of unacceptable behaviour but are not examples of bullying:

- * a disagreement or 'falling out'
- * an argument or one-off fight
- * relationship issues where children or young people need to learn how to get along better
- * someone being 'nasty' with unkind or disrespectful words or actions.

Richmond Park School will challenge all unacceptable behaviour, whether bullying or not, in line with our 'Positive Behaviour and Anti-Bullying Policy'.

What can parents do to help?

The guidance documents on our website (scan QR code on the rear of this leaflet) gives you ideas about how to talk to your child about bullying, how to spot the signs, how you can help them and how to build your child's confidence and self-esteem.

The guidance also gives you information about dealing with bullying online, coping with the effects of bullying, as well as how to manage your own feelings and actions.

Please note: You should not take to social media to complain about the school or insult, offend or threaten school staff. You should also not take matters into your own hands and attempt to directly tackle other children involved in the incident or their families.

What you and your child can expect from us:

At Richmond Park School, we take every complaint of bullying very seriously. We will listen to, investigate and deal with every matter of bullying fully.

Please read our policy for full details of the reporting stages, but below are the general stages to complete if you feel your child is being bullied. You should complete all steps in order, allowing us suitable time and opportunity to put in place action to remedy the situation and give the action time to take effect. It may not be possible to completely resolve the situation immediately, but you should feel confident that timely action is being taken; if not, move to the next stage in the process.

Step 1 – report to the class teacher

Step 2 – report to the Headteacher

Step 3 – report to the school governing body

Step 4 – report to the local authority

At every step, keep a diary or event log of all contact you have made and received, making a note of who you spoke to, how you contacted them, when (date/time) and what actions were agreed and who was responsible for these actions.



Supporting Wellbeing

At Richmond Park Primary, we place a strong emphasis on supporting our pupils' **health and wellbeing**, ensuring every child feels heard, valued, and supported. One of the key tools we use is our **daily 'check-in' system**, which allows pupils to share how they are feeling at the start of each day. In the **Foundation Phase**, children use **emotion jars** with lollipop sticks to express their feelings, while in **Key Stage 2**, pupils use a digital wellbeing tool called '**Speakr**', which allows them to share their emotions more privately.



This system helps staff quickly identify children who may need extra support, whether emotional, social, or wellbeing-related. It also helps us to spot patterns and work proactively with families and, where appropriate, external agencies.

We are pleased to share that last year's **Speakr data shows very positive trends**. Pupils reported feeling **7% happier** and **5% less sad** overall compared to two years ago. Additionally, the number of children feeling tired has **reduced by 3% compared to last year**, following discussions in assemblies about the importance of good sleep routines and limiting screen time.

From this year onwards, we will be **sharing termly Speakr wellbeing summaries with parents**, helping you to stay informed about the overall wellbeing trends in our school community and the steps we're taking to support every child's emotional development.

Please see the table for our class and whole school data last year.

Emotion		Year 3	Year 4	Year 5	Year 6	Whole School 2022-23	Whole School 2023-24	Whole School 2024-25
	Happy	54.5%	63%	56%	46.5%	50.5%	54%	57%
	Silly	5%	2%	4%	2%	4%	5%	3.5%
	OK	15%	12%	21%	34%	24%	19%	17%
	Sad	12.5%	5%	7.5%	2.5%	13%	7%	8.5%
	Angry	2.5%	1%	4.5%	1.5%	1%	1%	2.5%
	Tired	6%	16%	4.5%	12%	5%	11%	8.5%
	Lonely	1%	0.25%	0.5%	0.5%	1%	1%	0.5%
	Worried	2%	0.5%	1%	0.5%	1%	1%	1.5%
	Confused	1.5%	0.25%	1%	0.5%	0.5%	1%	1%



Progress in National Tests

The following charts display the progress made by children in their Personalised Assessments (undertaken in May 2025). Each row represents the average progress score in the respective test for each year group. Reading down the column shows the results of that class as a comparison of their performance from year to year.

Reading:

	Year 2	Year 3	Year 4	Year 5	Year 6
2024/25	995	1009 (+23)	1002 (+7)	998 (+8)	998 (-3)
2023/24		986	995	990	1001
2022/23			987	983	998
2021/22				982	996
2020/21					987

Numeracy Procedural:

	Year 2	Year 3	Year 4	Year 5	Year 6
2024/25	992	993 (+1)	994 (+0)	991 (+1)	1002 (-7)
2023/24		992	994	990	1009
2022/23			971	962	997
2021/22				972	990
2020/21					983

Numeracy Reasoning:

	Year 2	Year 3	Year 4	Year 5	Year 6
2024/25	985	1015 (+23)	995 (+1)	990 (+7)	998 (-9)
2023/24		993	994	983	1007
2022/23			958	950	988
2021/22				964	978



Financial Report for 2024-25

Grant Name	2024/25 Allocation (£)
LAEG School Standards	-119,278
PDG	-63,250
PDG 'Smoothing'	-3,311
EYPDG	-14,950
Professional Learning	-5,366
LAEG ALN Quality & Delivery	-5,250
Curriculum Reform	-2,741

Summary of our school's final financial position for 2024/25:

Formula Funding Allocation 2024/25	- £1,124,915
Deficit at the end of 2023/24	£186,547
Deficit at the end of 2024/25	£298,093

Like many schools across Wales, Richmond Park Primary is currently operating within a **deficit budget**, reflecting the wider financial pressures faced across the education sector. Our **deficit carried forward from 2024/25 was £186,547**, increasing to **£298,093 for 2025/26**. While this remains a challenge, it is important to note that **the projected deficit at the start of the year was significantly higher**, and through careful financial management, we successfully reduced this by around £100,000.

This positive outcome has been achieved through **resourceful planning, efficiency measures, and a strong focus on value for money**. We have made the most of every opportunity to secure **additional grants and external funding**, ensuring that spending remains tightly aligned to our school priorities and that every investment benefits our pupils directly.

While financial pressures continue to affect most schools, we remain **committed to protecting high-quality teaching, learning resources, and pupil support**.



School Development Plan Progress

The school made very strong progress against our school development priorities last year. Please see a summary of these achievements below:

Priority 1: Increasing Leadership Capacity and Improving Monitoring Procedures

Last year saw significant professional growth across the leadership team, which included strengthening leadership capacity and refining our monitoring procedures. I engaged in the LEA and Partneriaeth 'New & Acting Headteachers' programmes, covering areas such as finance, inclusion, and premises management. This created opportunities to enhance collaboration with local schools, including a highly successful cluster INSET day, with a follow-up literacy-focused event already planned for this year.

I was also invited to support Myrddin School during their Headteacher's short-term absence at the end of the summer term. The experience further developed my leadership skills, particularly in managing complex school needs and supporting wider collaboration.

In a similar spirit of partnership, Mr. Howells was seconded for 12 weeks to support the local authority in delivering development work for schools requiring improvement. This opportunity allowed Mr. Howells to extend his leadership experience. While the arrangement did present some short-term challenges for class consistency, careful planning ensured that ALN provision and pupil support remained a priority, maintaining stability for learners.

Our whole-school monitoring timetable continues to be a cornerstone of school improvement, providing clear structure and accountability for all staff. Regular staff meetings, Governor visits, and weekly monitoring activities have ensured that progress against School Development Plan (SDP) priorities is tracked consistently. Middle and senior leaders now take ownership of their areas, with clear expectations and effective reporting systems in place.

Governor involvement has remained strong, with visits focusing on key priorities such as Welsh development, attendance, and literacy. Governors have also been encouraged to take part in wider school life, from judging our Eisteddfod to attending community

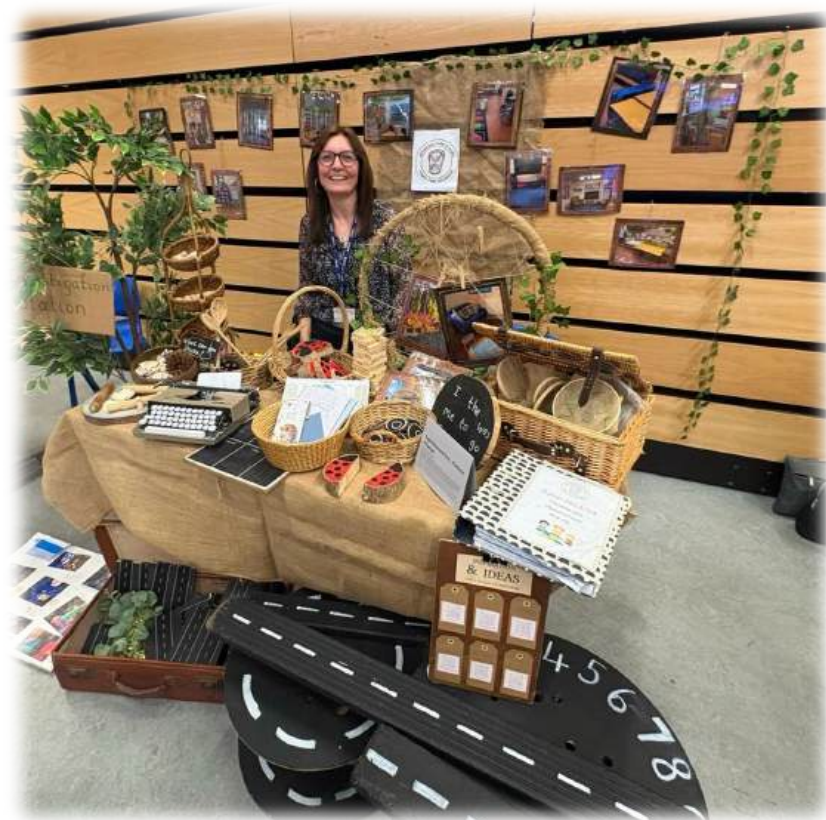


events such as the **Summer Fayre**, further deepening their understanding of the school's ethos and progress.

Our **middle leaders** have continued to thrive, with significant impact in their respective areas.

- **Mrs Duquemin** led innovation in the Foundation Phase, resulting in notable improvements in classroom practice and learning environments. Her work was recognised by the **Local Authority**, who invited her to present at a '**Best Practice**' event and showcase our approach to pedagogy.

Collaboration with **educational advisors** has helped refine our monitoring processes, ensuring that evaluation focuses on the real impact of teaching and learning. These partnerships, combined with a culture of shared responsibility among staff, have created a more **cohesive and reflective leadership team**.



Overall, we are proud of the progress made in developing leadership at all levels. Through strong systems, professional growth, and collaborative practice, Richmond Park continues to move forward with a clear focus on **sustained improvement, accountability, and excellence in teaching and learning**.

Priority 2: Improving Numeracy Reasoning Across the Curriculum

This year, we have continued to make great progress in developing pupils' **confidence and skills in maths**, with a particular focus on **numerical reasoning and problem-solving**. Our aim has been to help children not only calculate accurately but also explain their thinking, make connections, and apply their maths skills in real-life situations.



Under the leadership of **Miss Rianne Morgan**, our new Maths and Numeracy Lead, we have introduced a range of exciting strategies and resources to make maths more engaging and effective. Miss Morgan attended specialist training in the **Singapore Approach to Problem Solving**, which focuses on helping pupils understand mathematical ideas deeply, rather than just memorising methods.

We have now fully implemented the **‘Maths — No Problem!’** scheme across the school. This approach encourages pupils to use concrete materials and visual models, helping them to see and understand how numbers work before moving on to abstract ideas. It also promotes teamwork, discussion, and reasoning, which helps pupils explain how they reached their answers — an important skill for life-long learning.

Our school’s work in maths has been recognised across the county. **Miss Morgan and Mrs Duquemin** were invited by the **Carmarthenshire Maths and Numeracy Lead** to present at a county-wide networking event in June, where they shared examples of our pupils’ work and demonstrated how we use the scheme. Other schools have since asked to visit Richmond Park to see our approach in action — a real testament to the excellent progress we’re making.



We’ve also continued to use hands-on resources like **Numicon** and **Base 10** to help children visualise mathematical ideas and develop a deeper understanding. Our **‘Nailing Numbers’** initiative in Year 3 has been particularly successful in improving pupils’ number fluency and confidence, and we plan to expand it across more year groups next year.

This year, we were successful in securing a **£2,000 grant** to purchase new maths resources, ensuring every classroom is well equipped with quality materials such as counters, number lines, and Dienes blocks to support practical learning.



Teachers have worked closely together to review progress through **learning walks, book looks, and shared planning sessions**, ensuring consistent teaching standards and opportunities for improvement. Miss Morgan has also developed a new **assessment system** to help us track pupil progress and identify any children who may need extra support or challenge.

Overall, our work in maths this year has strengthened pupils' ability to **think, reason, and problem-solve**, giving them the skills and confidence they need to succeed not just in school, but in everyday life.

Priority 3: Developing Welsh Oracy Skills and Promoting Welsh Culture

We are very proud of the progress our pupils and staff have made this year in **developing Welsh language skills and celebrating Welsh culture under the leadership of Miss Fish**. Embedding the Welsh language across daily school life continues to be a key part of our vision to create a strong Welsh ethos at Richmond Park Primary.

Our **Criw Cymraeg** pupil voice group has once again been a driving force in promoting the use of Welsh across the school. Their enthusiasm has inspired others to use more Welsh both in lessons and during everyday routines, helping to make the language a natural part of school life.

We continue to make great strides towards achieving the **Silver Cymraeg Campus Award**. Staff have worked closely with **Kirsty Law** from *Tim Athrawon Datblygu'r Gymraeg*, who has provided valuable support and training. The introduction of the **Tim Athrawon Cymraeg website** has given teachers access to a fantastic range of high-quality Welsh oracy resources, which are now used throughout the school. This has helped ensure lessons are consistent and engaging, and aligned with our '**Patrymau Iaith Blynyddol**' (language pattern) scheme.





Staff have attended several training sessions, including the ‘Ffa La La’ and **Welsh Oracy Development** courses, which have boosted confidence and provided practical strategies to strengthen Welsh language teaching. Observations show that **Welsh is being taught more consistently**, and staff are making excellent use of the shared progression framework to help pupils develop their oracy skills.

We’ve also seen a marked increase in the use of **incidental Welsh** throughout the day. From classroom greetings to daily routines and playground interactions, pupils are increasingly confident in speaking Welsh naturally. Our classrooms are full of **vibrant Welsh displays** that celebrate language learning and encourage pupils to use Welsh beyond formal lessons.

Our **weekly Welsh assemblies** have become a highlight of the week, with pupils enthusiastically joining in with songs, performances, and vocabulary games. The children have particularly enjoyed learning **new Welsh songs**, which they often request to sing again! These assemblies have played an important role in building pride, enjoyment, and confidence in using Welsh.

A particular highlight this year was our **whole-school Eisteddfod topic**, which took place after Easter. Over four weeks, pupils explored Welsh culture through poetry, singing, art, sport, and dance, culminating in a **whole-school Eisteddfod celebration**. Families were invited to attend a special assembly to celebrate the achievements of pupils who won their events, and a **homework menu** created by Mr. Howells encouraged children to continue exploring Welsh traditions with their families.

Altogether, these efforts have strengthened our Welsh identity and created an exciting and inclusive environment where **Cymraeg is valued and celebrated**. With staff confidence growing, pupil enthusiasm thriving, and progress towards the **Silver Cymraeg Campus Award** well underway, Richmond Park continues to proudly promote the Welsh language and culture as an integral part of school life.

Priority 4: Enhancing Digital Skills in Content Creation, Data Literacy, and Problem-Solving

This year, we have continued to strengthen our pupils’ **digital competence** — a key skill for learning, creativity, and future success. Our focus has been on helping children become confident and capable digital learners who can **create content, analyse information, and solve problems** using technology safely and effectively.

We have made great progress in embedding the **Digital Competence Framework (DCF)** across all year groups, ensuring digital skills are developed consistently and



progressively. Each class now integrates key digital skills into their topics, giving pupils regular, meaningful opportunities to apply what they learn in real-world contexts. Teachers have used the updated DCF guidance to plan for clear progression, ensuring pupils build on their knowledge and skills each year.

Our pupils have had fantastic opportunities to apply their skills in meaningful ways through projects such as **Safer Internet Day** and the **Show Racism the Red Card competition**. These projects encouraged children to think critically about the role of technology in promoting positive messages and responsible online behaviour.

We were especially proud of our **Years 4, 5, and 6 pupils**, who created a powerful **anti-racism rap video** for the Show Racism the Red Card competition. Their creativity and teamwork earned them a **runner-up prize in the National Awards in Cardiff**, where three pupils represented the school at the celebration event — a truly proud moment for Richmond Park!

These achievements reflect our strong and growing digital culture. Through **staff training, cross-school collaboration, and creative digital projects**, we are ensuring that all pupils at Richmond Park Primary are developing the digital skills they need to be **innovative, responsible, and confident learners** in the modern world.



Priority 5: Deepening Pupils' Understanding of the Community and Its Heritage

This year, we have continued to develop a **curriculum that celebrates our community, heritage, and values**, helping pupils understand who they are, where they come from, and how they can make a positive difference in the world around them.



At the heart of this work are our **'RICHER Richmond' values** — **Respect, Independence, Creativity, Health, Empathy, Resilience, and Integrity** — which underpin everything we do. These values are reflected in our assemblies, classroom practice, and wider school life, creating a strong sense of unity and purpose across our school community.

A key focus this year has been exploring **local and national culture**, including a whole-school topic on **Carmarthenshire** and an **Eisteddfod project** that helped pupils develop pride in Welsh traditions. By connecting learning to the local environment and Welsh heritage, pupils are gaining a deeper understanding of their identity and the community they belong to.



We also introduced a **'Big Ideas' approach** to curriculum design, with a different **Area of Learning and Experience (AOLE)** taking centre stage each term. Our **younger learners** have also been getting hands-on with sustainability through their **'garden cube' project**, which includes raised beds, bug hotels, and observation areas. Inspired by the **food leadership course** earlier in the year, pupils have been learning about growing their own food and understanding the impact of our choices on the planet.

This year, we also introduced a new and much-loved initiative — the **'Reading with Dogs' scheme**, run in partnership with *Burns By Your Side*. With the help of **Rhiana and her dog Willow**, this project has supported children who find reading aloud challenging by giving them a calm, non-judgemental environment to practise and grow in confidence. The results have been wonderful, and we hope to expand the scheme next year to reach even more pupils.

Through these initiatives, Richmond Park has continued to build a curriculum that connects learning with **real-world experiences, community, and culture**. Our pupils are growing not only in knowledge but also in **empathy, pride, and a sense of belonging** — truly living out the values of a **RICHER Richmond**.





Links with the Community, Business & Industry

The school is keen to promote links with local businesses and other organisations within our community and benefits greatly from their support. Below are some examples of how we engaged with the community last year:

• Carmarthen Christmas Festival Performance.

Our talented school choir, led by Mrs. Wells, proudly opened the Carmarthen Christmas Festival in Nott Square, performing a wonderful selection of festive songs and instrumental pieces. The event was a fantastic opportunity for our pupils to showcase their musical abilities in front of the local community and celebrate the start of the festive season in style.



• Choir Visit to Erwhir Care Home

Our school choir have visited the residents and staff at Erwhir Care Home multiple times this year, which included a heartfelt performance of traditional and modern Christmas songs. The children sang beautifully, filling the room with warmth and cheer, and spreading the true spirit of the season.

A particularly touching part of the visit was when pupils spent time **chatting with the residents**, sharing stories and laughter across generations.

The residents and staff were deeply appreciative of the children's visit, and many commented on how much it brightened their day. Experiences like this are a vital part of helping our pupils understand the importance of **community, compassion, and giving back**, and we look forward to continuing our link with Erwhir Care Home in the future.





• **Visit to St Peter's Church:**
All pupils were warmly welcomed to **St Peter's Church** by **Father Tim** to help spread Christmas joy throughout the community and with their parents/families. The children sang a wonderful selection of **traditional carols and festive songs**, filling the historic church with beautiful music and smiles.

This special event was a lovely opportunity for our pupils to come together as a whole school, celebrating the season while strengthening our link with the local church and wider community. Father Tim and members of the congregation praised the children for their enthusiasm, excellent behaviour, and heartfelt performances.

• **PTA re-established and Summer Fayre Success:**

Our **Summer Fayre** on **28th June** was a huge success, raising an incredible **£2,200**, all of which will go directly towards enriching pupils' learning through exciting **school trips, special visitors, and new learning experiences**.

The event was a wonderful celebration of **school and community spirit**, with fantastic support from families, staff, pupils, and local businesses. The playground buzzed with energy and laughter as visitors enjoyed a range of **fun-filled stalls, 'Splat the Teacher', a surprise visit from Sonic the Hedgehog**, and **live saxophone performances by Alfie in Year 6**. The **silent auction** was also a major highlight, raising over **£1,000** thanks to generous donations from parents and local businesses.





The Fayre truly demonstrated the power of **community partnership**, with contributions from **Carmarthen Library, Ty Hapus, and New Directions**, all of whom provided engaging activities and entertainment throughout the afternoon.

A heartfelt thank you goes to **Miss Morgan** and our **PTA** for their exceptional organisation, and to every member of staff for their enthusiasm, creativity, and teamwork. We look forward to plan a range of new and exciting events next year.



• **Community Thank You Walk:**

Our Year 3 pupils set off on a heart-warming **Community Thank You Walk** through Carmarthen town to personally deliver **hand-written thank you cards** to local businesses that generously supported our Summer Fayre. With smiles and gratitude, the children visited a range of community partners, including **Vue Cinema, Waterstones, Tea Traders,**

The Welsh House, Sloppy Joes, and Coco Nails, to express their thanks in person.

Their journey didn't end there — the pupils continued their learning at the **Post Office**, where they practised valuable real-world skills by **buying stamps, attaching them to envelopes, and posting over 30 cards** to supporters from further afield. This activity not only strengthened their **literacy and numeracy** skills but also deepened their understanding of appreciation, community connection, and kindness.

• **Bible Presentation with Towy Church:**

On **Wednesday 7th July**, we were delighted to welcome **Mrs Beer, Miss Janet, and Emyr** from **Towy Church** for a special visit to our **Key Stage 2** pupils. During the morning, children who had chosen to receive a Bible were each presented with one — a generous gift from Towy Church that was beautifully illustrated and thoughtfully shared.



Mrs Beer has become a much-loved visitor to **Years 5 and 6** this year, leading her engaging '**Walk Through the Bible**' sessions, which have helped pupils explore key Bible stories through storytelling, discussion, and interactive learning. This visit gave her the chance to introduce **Miss Janet**, who supports Towy Church's outreach work, while **Emyr** presented the Bibles to the children in a warm and meaningful ceremony.



• **RNLI Water Safety Visit:**

On **Wednesday 23rd June**, our **Year 5 and 6** pupils took part in an engaging and interactive **water safety session** led by **Aimee and Ella** from the **RNLI**. With summer fast approaching, the visit was perfectly timed to help children learn how to stay **safe and confident around water**, especially when spending time at the beach.



During the session, pupils learned a range of essential **life-saving tips**, including how to recognise **RNLI beach flags**, what to do if they or someone else gets into difficulty in the water, and the importance of **staying calm and signalling for help**. They also discussed how to **float safely** if caught in a rip current and why it's vital to always **swim between the red and yellow flags**.



• VE Day Learning at Carmarthen Library

All classes regularly engaged with our local library last year, which included the **Year 5 and 6 pupils** who took part in a fascinating and hands-on **VE Day learning session**, deepening their understanding of this important moment in history. The visit provided a wonderful opportunity for pupils to explore the **significance of Victory in Europe Day** through a range of interactive and creative activities.

Children enjoyed **writing secret messages in Morse code**, reading **original wartime newspaper articles and messages**, and creating **colourful VE Day bunting** to help decorate the library ahead of their community celebration on **8th May**. These engaging activities helped pupils connect emotionally with the experiences of people during **World War II** and appreciate the lasting importance of **peace, resilience, and remembrance**.



• Visit to the Old Priory Guest House

Pupils enjoyed a fascinating visit to the **Old Priory Guest House**, where they learned all about the **traditional craft of coracle fishing** — a practice deeply rooted in the history of **Carmarthen and the River Towy**. The session offered a wonderful opportunity for children to explore how coracle fishing has shaped the local community over generations.



• Visit to the Carmarthen Coracle & Netsmen's Association

Pupils were treated to a fascinating hands-on session with the **Carmarthen Coracle & Netsmen's Association**, where they learned all about the **history and traditions of coracle fishing on the River Towy**. The visit gave children a unique insight into one of Carmarthen's most iconic local crafts — and the inspiration behind our very own **school logo**!



The session brought history to life, with pupils exploring the design and purpose of coracles, discovering how they were made and used, and hearing stories passed down through generations of local fishermen. The children were enthralled by the chance to see authentic coracle equipment up close and ask questions about this important part of our community's heritage.

• Fire Safety Visit

Excitement filled the playground as we welcomed members of the **Fire Service to Richmond Park** — complete with their **fire engine**! 🚒 The visit was an unforgettable, hands-on learning experience that helped pupils understand the vital importance of **fire safety** in a fun and engaging way.

Children had the chance to **explore the fire engine**, learn about the different **tools and equipment** firefighters use, and even **try on real firefighter clothing**. One of the highlights of the day was when pupils got to **use the hose**, which certainly brought plenty of smiles and laughter!





- We have established close links with a number of local sports organisations, including Carmarthen Town Football Club, Carmarthen Harriers, Trinity St Davids, Carmarthen Twirlers, Scarlets Rugby and many more. The children at school have benefitted from the coaching provided by experts within these organisations and have thoroughly enjoyed being involved in sporting initiatives during the year.
- Long-established links with Carmarthen Town Library, Abergwili Museum, St Peters Church, ErwHir care home, local restaurants and many other organisations continue to enrich and engage our pupils. Children also have many opportunities to visit and receive visits from a wide range of providers, including our community police liaison officers, council members, school nurse, emergency services and a wide range of parents and governors with specialist skills and knowledge.
- Musically, the school encourages children to actively participate in a wide variety of music groups, perform in concerts, listen to visiting music groups and celebrate the musical successes of our pupils by listening to individual and group performances in school. We are proud to have reinstated our peripatetic music provision, therefore many pupils receive instrumental lessons on a weekly basis by the peripatetic teachers in a range of disciplines, including string, wind, percussion and brass instruments. Pupils are encouraged to take part in musical performances and concerts throughout the year, including assemblies, the county 'Proms', etc.
- Our school council choose a wide range of local and National charities for us to support each year. These have included Children in Need, MacMillan, and more. This has helped to develop the children's empathy and understanding of others' needs.





Sporting Aims & Achievements

Sport plays a vital role in life at Richmond Park. Pupils develop their skills through a wide range of **individual and team sports**, both in lessons and in competitions with other schools. Key Stage 2 pupils also benefit from specialist coaching in **rugby, cricket, and athletics**, helping them build confidence and teamwork.

Throughout the year, children take part in exciting events such as **Urdd competitions, football and athletics festivals, cross-country races, and swimming lessons**. We also promote the importance of staying active for good **physical and mental wellbeing**, encouraging pupils to complete the **Daily Mile** and to celebrate their sporting successes in assemblies.

We are incredibly proud of our pupils' achievements, which include success at **local, national, and even international levels**, demonstrating true **RICHER Richmond** values of **Resilience, Health, and Respect**.

• Llain Residential – Adventure, Teamwork and Big Smiles!

Our residential trip to **Llain Activity Centre** was an incredible adventure filled with **fun, challenge, and unforgettable memories!** Pupils showed amazing enthusiasm and teamwork as they took on activities such as **climbing, high ropes, archery, kayaking**, and even a **muddy obstacle run** — all with huge smiles and positive attitudes.

A real highlight was making **nettle tea on Treasure Island**, giving everyone a true taste of outdoor adventure! The children also enjoyed team games, beach walks, and time to relax together after their busy days. 🌿🎯🏠





• Sports Day

On **Thursday 4th July**, the sun shone brightly as pupils, staff, and families came together for a wonderful **Sports Day** filled with fun, teamwork, and community spirit. From sprint races to sack races, every child gave their best effort, showing true **RICHER Richmond** values of **Respect, Health, and Resilience**.



It was brilliant to see so many **parents and carers** cheering from the sidelines, creating a joyful atmosphere and making the day extra special for the children. A huge **diolch** to our incredible staff and **PTA** for their hard work organising events, refreshments, and the raffle — raising a fantastic **£320** to support future school trips and enrichment activities.

Congratulations to **Gwili House**, this year's Sports Day champions, and well done to every pupil for their enthusiasm, sportsmanship, and team spirit. The day finished with plenty of laughter during our **first-ever Staff Race** — the perfect end to a brilliant celebration of sport, community, and fun!

• Urdd Football

Tournament – Team Richmond Shines!

We are so proud of our talented pupils who represented **Richmond Park Primary** at the **Urdd Football Tournament** this year! ⚽ Three teams took part, and every player showed incredible **teamwork, determination, and enthusiasm** throughout the day.

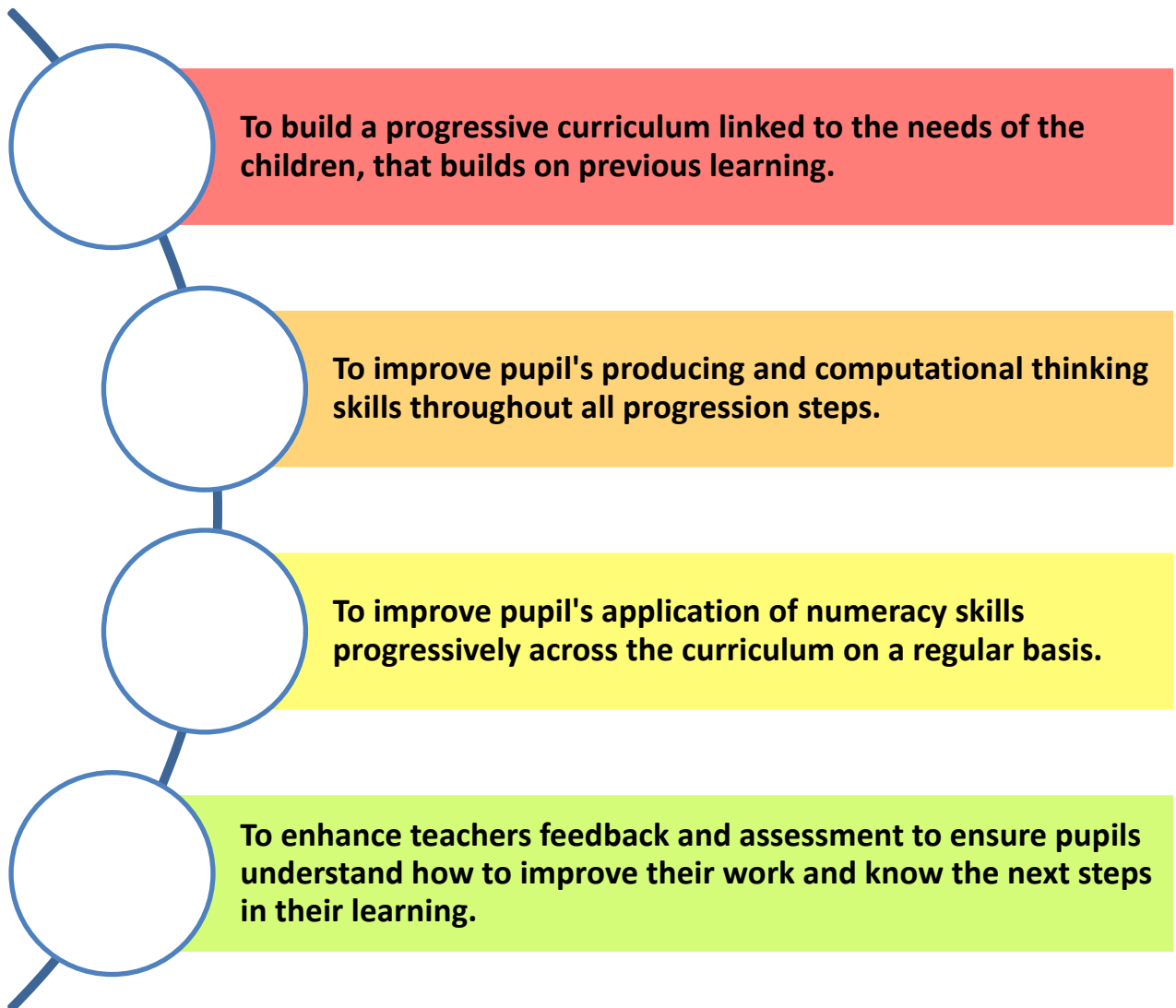


It was fantastic to see our pupils supporting one another, playing with confidence, and showing true **sportsmanship**.



School Development Priorities for 2025-26

As we look ahead to the coming year at Richmond Park School, we are excited to share our key development priorities, which have been carefully identified through extensive monitoring and consultation. Working closely with our Governing Body and our Education Support Advisor, we have thoroughly reviewed the needs of our school community to ensure that our plans are aligned with the aspirations of our pupils and staff. These priorities will help us continue to provide a high-quality, nurturing, and inclusive learning environment, while driving forward improvements that will benefit the entire school.





Term Dates for 2025-26

Term	Term begins	Half Term	Term Ends
Autumn 2025	Tuesday 2 September	Monday 27 October to Friday 31 October	Friday 19 December
Spring 2026	Monday 5 January	Monday 16 February to Friday 20 February	Friday 27 March
Summer 2026	Monday 13 April	Monday 25 May to Friday 29 May	Monday 20 July

In addition to the dates above, we have also booked additional INSET days, therefore school will not be open to children on the following dates:

- Monday 1st September 2025
- Tuesday 2nd September 2025
- Friday 24th October 2025
- Monday 5th January 2026
- Monday 13th April 2026
- Monday 20th July 2026

School hours

Children can arrive in school from 8.45am, where the teachers will engage them in morning challenges. Children should arrive in school no later than 9am.

- 9.00am – 11.00am - Morning session for part-time Nursery pupils
- 1.00pm – 3.00pm - Afternoon session for part-time Nursery pupils
- 9.00am – 3.00pm - Full-time Nursery pupils
- 9.00am – 3.05pm - Reception, Year 1 & Year 2 pupils
- 9.00pm – 3.15pm - Year 3, 4, 5 & 6 pupils

Please note, children can attend our **free breakfast club** between 8.00am to 8.45am, however, they will not be able to enter if they arrive after 8.30am.



Thank you!

At the end of another successful school year, I would like to extend my heartfelt thanks to all our parents and carers for your **ongoing support, encouragement, and partnership**. Your involvement – whether through attending events, supporting learning at home, or simply cheering your children on – has made a real difference and helped make Richmond Park the warm, vibrant community it is today.

This year has been one of **growth, achievement, and collaboration**, with pupils thriving through new learning experiences, community projects, and exciting opportunities that reflect our **RICHER Richmond values**. None of this would have been possible without your trust and engagement.

As we look ahead, I know you will continue to offer the same warmth and support to **Mr Stonham**, who will be taking on the role of Headteacher in September. He brings a wealth of experience, enthusiasm, and vision, and I am confident that under his leadership, Richmond Park will continue to **go from strength to strength**.

Thank you once again for being such an important part of our school family. Your support and belief in our shared vision for the children make all the difference. **Diolch o galon!**



Mr D Cooper

