



Glan Llyn Primary School
Ysgol Gynradd Glan Llyn

Annual Governors' Report to Parents

2024/25 Academic Year

Invest, Empower, Challenge & Reflect

Message from the Chair of Governors

Annwyl/Dear Parents and Carers,

Once again, I am pleased to deliver the Governors' Annual Report to Parents which provides information about our school for the academic year 2024/2025. For those who are new to Glan Llyn Primary, this report is an opportunity to explain the work of the school and the value it adds to the Glan Llyn community. It is also an opportunity for the governing body to reflect on the work of the Headteacher and staff at the school and how they have supported the learning of our pupils and the development of the school.

Since opening in September 2019, the school has continued to grow with number on roll at near capacity. This has increased the demands on the workforce who have risen to the challenges of developing an engaging curriculum as well offering enriching experiences, both in and out of school, for all pupils. The building, that now accommodates over 400 children each school day, has had recent upgrades to ensure the school is a safe, warm and welcoming site that encourages our young people to aspire and achieve.

Following the Estyn visit in May 2024, the school has ensured that the recommendations of the [Estyn report](#) have been incorporated into the priorities of the 2024/25 school development plan (outlined later in this annual report).

The Governing Body monitors these priorities throughout the academic year to ensure that the school continues to meet the needs of our pupils, both academically and pastorally, and work closely with the Headteacher and the leadership team to ensure that pupils, parents and carers, staff and the wider school community receive support to be actively engaged in learning and development at Glan Llyn Primary.

It is also my opportunity to thank all the staff at the school for their hard work and dedication; to thank the parents and carers for their support to the school and the governing body; and mostly to thank the pupils for making the school a joyful and inspiring place of learning.

Diolch pawb!

Yn gywir/Yours sincerely,

Alan Jianikos

Howard Mason

Cadeirydd y Llywodraethwyr/Chair of Governors

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Headteacher: Mrs J Richards

Chair of Governors: Alan Jianikos, Glan Llyn Primary School, Bessemer Drive, Newport. NP194EB

Clerk to Governors: EAS Governor Support, The Gateway, Tredomen Park, Hengoed, CF82 7EH.



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Governing Body Information 2024/25

Name	Governor Type
Martyn Kellaway	LA Representative (until 11/27)
Howard Mason	LA Representative (until 11/27)
Alison Harries	LA Representative (until 09/25)
Trevor Brown	Community Council Representative
Alan Jianikos	Community Representative (until 11/27)
Elaine Ford	Community Representative (until 05/28)
Shuhani Shohid	Community Representative (until 04/28)
Rachel Griffiths	Parent Representative (until 11/27)
Micaela Ranes	Parent Representative (until 11/29)
Erica Thornton	Parent Representative (until 11/29)
Lucy Vers	Parent Representative (until 11/27)
Lydia Ryan	Teacher Representative (until 11/27)
Alexandra Morris	Staff Representative (until 11/29)

School Times

Nursery	
Nursery am	8:45am - 11:15am
Nursery pm	12:50pm - 3:20pm
Infants - Reception, Year 1 and Year 2	
Morning Session	8:50am - 12pm
Afternoon Session	1:15pm - 3:30pm
Juniors - Year 3, Year 4, Year 5 and Year 6	
Morning Session	8:40am - 12:30pm
Afternoon Session	1:45pm - 3:40pm

School Term Dates

2024-25 Academic Year	Start	Half-term starts	Half-term ends	Term ends		2025-26 Academic Year	Start	Half-term starts	Half-term ends	Term ends
Autumn 2024	2 nd September	28 th October	1 st November	20 th December		Autumn 2025	1 st September	27 th October	31 st October	19 th December
Spring 2025	6 th January	24 th February	28 th February	11 th April		Spring 2026	5 th January	16 th February	20 th February	27 th March
Summer 2025	27 th April	26 th May	30 th May	21 st July		Summer 2026	13 th April	25 th May	29 th May	20 th July



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School Organisation 2024/25

The school operates with a Published Admission Number (PAN) of 60 and in the 2024-25 academic year, there were two classes per year group between Reception and Year 6 (14 classes). In addition, the school has a 48 place Nursery with places offered on a part-time basis (24 morning spaces and 24 afternoon spaces).

The school also has two Local Authority Learning Resource Base classes for children with Additional Learning Needs (20 spaces).

The school has grown significantly and is now nearly at full capacity. In April 2025, Reception applications exceeded the published admission number of 60 pupils and as such, a waiting list is in place. Newport City Council manages the admissions process and has responsibility for providing sufficient school places to meet needs. More information on proposals for school builds and the Admissions Policy can be found on the [NCC Schools and Learning website](#).

School Leavers

Glan Llyn sits within the Lliswerry cluster of schools and we work closely with Lliswerry on a transition plan. Where children move onto other High Schools, separate transition arrangements are in place. Enhanced transitions are planned for vulnerable children where necessary.

In July 2025, Year 6 children in mainstream moved to the following schools:

Lliswerry High School, Llanwern High School, St Joseph's RC School, Caerleon Comprehensive School, Caldicot School.

Premises

An Air Source Heat Pump (AHSP) was funded and installed by the NCC Carbon Reduction Team. This is awaiting full testing and commissioning by the team. A back-up boiler was kept on hand should any issues be encountered when we switch the heating on in the Winter.

Work is currently underway to extend the solar PV on the roof and install a battery system as part of a project managed by NCC's carbon reduction team. This should greatly reduce the energy demand of the school, saving costs, carbon emissions and is part of NCC's mission to reach their Net Zero 2030 targets. The system being installed will work in conjunction with the newly installed Air Source Heat Pumps (ASHP) through the schools Building Management System (BMS), making the site a unique Smart Local Energy System (SLES). The works are managed by Newport Norse and are due to be finished in the Autumn Term. We are hoping to be able to link this into Teaching & Learning also with this term's focus on sustainability. It is anticipated that the Solar Panels will generate additional energy (as well as that used by the school) that can be exported to the grid. Any income generated from the export will then be used to cover the cleaning elements etc. of the panels.

The Lettings policy is regularly reviewed by the Headteacher and Governing Body.

The school has adequate toilet facilities for the size of the school. The cleaning of these toilet facilities is managed via a contract with Newport Norse (now known as Cyson Cymru) and they are cleaned on a daily basis during term-time.



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Curriculum Update

The school continues to refine the new curriculum in line with expectations for the Curriculum for Wales. The sixth INSET day allocated by Welsh Government enables 6 hours of dedicated time for the school to focus on this refinement.

The school has responded well to the recommendations in the 2024 [Estyn inspection](#) with a key and heightened focus on developing the digital skills of pupils across the school. Additionally, exploring opportunities for children to develop their independence across the curriculum has developed well and continues to be a focus for curriculum development in the coming years.

A new curriculum planning resource, "B Squared" has been purchased and implemented by the school, predominantly for use in the Learning Resource Base which caters for children with Additional Learning Needs (ALN). This has been carefully rolled out and regularly reviewed and it is hoped that the school will also access this resource for children with ALN in mainstream classes who are following bespoke curriculum pathways as laid out in their Individual Development Plans.

School Development Plan 2024/25

P1 - Digital

To increase opportunities for children to use a range of digital skills and improve progress and skills in coding.

- All children have benefitted from increased opportunities to use their digital skills regularly. Audit of provision has enabled digital devices to be redistributed to all classes from Nursery - Year 6, which has ensured equitable access for all. Devices have been organised in a way which supports appropriate skills progression, with the newest, most recent technology provided for children in upper junior classes.
- Nearly all children (Year 2 - 6) agreed that this year, their teachers have provided increased opportunities to use their digital skills, stating that they now use iPads, Chromebooks and computers to help them learn every day. As well as using digital technology in their ICT lessons, children described how they have greater freedom of how and when to use devices eg. using Chromebooks to access independent learning tasks such as `IDL (Year 3) or using Google Classroom to complete activities set by their teachers (Year 6).
- The review and revision of mid-level curriculum guidance and expectations of effective pedagogy has provided clarity for teachers during their plan/teach/assess cycle. High-quality professional learning, including EAS Digital training for leaders and teachers, has raised the profile of digital learning and given staff increased confidence in their own skills, knowledge and awareness of digital trends.
- The strategic development of the digital curriculum has ensured priorities have been well-managed, resulting in positive outcomes for nearly all staff and children. By focussing on 3 priorities (digital provision, computational thinking and coding, thematic project-based planning), new approaches have been well-established and have a strong foundation for further development in the next academic year.
- In many classes, there is clear evidence of pupils making good and sustained progress over time in computational thinking and coding, with a substantial proportion making better than expected progress given their starting points. Samples of learning are broadly of an outcome matched to expected progression points, however learning experiences are not always equitable across year group classes which results in inconsistent progress.
- In all classes from Year 3 - 6, children are able to access their work independently and share samples of their learning confidently, however children in Year 2 are not yet able to log on or navigate software/online platforms without support, which limits opportunity for independence.

- Where practice is strong, learning experiences are often given authentic and developing purpose by being related to real-life situations - children demonstrate a sound awareness of how their skills can be used in their future studies and into adulthood.
- In many classes, learning tasks and activities provide effective and appropriate challenge for pupils and give opportunity to consolidate and apply the skills they have learned. Where practice is strong, children develop digital perseverance and resilience and clearly articulate how learning dispositions support their progress.
- Professional learning for digital lead has enabled effective engagement in school change initiative and supported strategic development of digital curriculum. Digital lead has demonstrated growing skills in evaluating the effectiveness of new practices through development of 3-year digital strategy.
- Where practice is strong, teachers consistently deliver effective performance to meet the requirements and accountabilities of their position, showing commitment to professional growth and learning.

Overall Outcome -There are increased opportunities for children to use their digital skills. Professional learning for leaders has impacted positively on practice. A clear Digital Strategy is in place. Whilst there is clear evidence that most pupils are making good progress in the development of their coding skills in many classes, in some classes, progress is variable and therefore, increased focus on consistency in teaching and learning across year groups and across the school now needs to be prioritised next year.

P2 - Teaching and Learning

To increase opportunities for children to choose HOW they learn.

Nursery/Reception

- Within the Early Years, most teaching has been observed to have the agreed balance of direction and independence, and there has been progress made since Autumn observations and immersive evaluation findings earlier in the academic year. Where teaching has a careful balance of direction and independence, specific planning has supported this and enabled learners thrive emotionally and socially and make progress within lessons and over time.
- Throughout the academic year, the Early Years staff have developed opportunities for guided and structured play with increased levels of adult participation. Focused observations have enabled professional discussions around purposeful and progressive provision planning which has positively impacted pupil progress over time.
- Observation processes have ensured that staff have reflected carefully within the department to ensure they are responding carefully to the needs of all children whilst developing their own professional knowledge of how they can enable learners to make choices about how they learn. Consequently, staff and leaders have observed pupils who are developing as independent learners who are beginning to make choices about how they learn in a range of situations and environments.
- Early Years professional learning has positively impacted staff understanding of how children learn and in turn has improved the opportunities for free play within the Early Years.
- Nearly all learning environments are stimulating and engaging; developing spaces specifically for the development of pupil's social and emotional development resulting in most children demonstrating positive attitudes to learning.
- Early Years triad observation project has been successful and in turn, has promoted open and honest professional discussions between staff focusing on the overall priority. Triad observations have positively impacted the overall provision within the EY department and have promoted cohesion and creative consistency between the classes.
- Continue to invest in professional learning to support learning environments to ensure they promote high levels of sustained focus and concentration, whilst encouraging independence progressively across the school.

Year 1 and 2

- In Year 1 and 2, staff worked to develop a shared understanding of how to develop effective environments whilst ensuring learners develop the appropriate skills through play. This work has already started to positively impact the independence of learners and has been observed positively by staff and leaders in some classes however, consistency and cohesion between classes horizontally

and vertically within this phase has not been developed enough and therefore needs to be prioritised next academic year.

- Staff have carefully considered how they can improve their environments and time, and space has been facilitated for staff to collaborate and refine expectations in preparation for the new school year ensuring consistent pedagogical approaches underpin their work. Staff are aware of what is considered as an effective learning environment and they now need to carefully action the points from staff development sessions.
- Progressive block play draft guidance has been developed, and professional learning has positively impacted staff understanding of the progressive stages of block play and how as adults, they can enable open ended learning opportunities within their provision. As a result of this professional learning, staff are beginning to plan for block play following from their observations which is consequently positively impacting the development of pupils; social, emotional, literacy and numeracy skills. This now needs to be developed and fine-tuned by the department in line with the agreed progression map.

Year 3-6

- In most classes, the created environment is well resourced and organised effectively, which actively supports learners to play a role in their learning by encouraging independence, creativity and confidence. In all classes, there are areas of provision which provide opportunities for pupils to access continuous provision e.g. construction and creative. In around half of classes, classroom areas are well-considered with carefully planned enhanced provision that enables pupils to practise and consolidate skills independently.
- In all classes, supportive created environment, including literacy working walls and TAPAS boards allow children free access scaffolds, visuals and manipulatives to support and extend their learning. However, in few classes, the quality of provision is inconsistent so learning experiences are inequitable across year groups and phases.
- In most classes, quality resources are carefully planned for and made available to support the planned learning. Where resources are used effectively, pupil independence is developing well.
- In many classes, teachers consider the balance of direct teaching and independent learning. Where practice is strong, teachers understanding of Foundation Phase pedagogy is well developed and strategies have been adapted to an appropriate balance between direct teaching and independent activities.
- In classes where Foundation Phase practice has been used most effectively, children are given worthwhile opportunities to work on short-term independent projects through enhanced and continuous provision.

Overall Outcome – All children now have increased opportunities to access provision and undertake personal projects as well as engage in free play. Most classes have improved the balance between direction and independence in learning and there is evidence of highly effective practice in some classes. However, in some cases, the agreed balance still needs to be achieved and a reduction in prescription and over-direction of learning by teachers is needed, although the reasons for this slower progress is often related to the observed decline in class behaviour that was observed across the course of this project.

P3 – Welsh

To improve staff and pupil confidence when speaking in Welsh, particularly outside of the classroom

- Initial work to raise the profile of Welsh has been successful and at the end of the academic year, both staff and pupils displayed a more positive attitude towards the use of the Welsh language in the school.
- Most children talk positively about Welsh and their Welsh lessons and they all use the placemats to practise key language patterns in class.
- Professional learning has taken place across the year to improve the confidence of staff to use Welsh. In particular, the INSET day in June provided a useful comprehensive refresher (for

experienced staff) and introduction (for newer staff) of key language patterns and vocabulary that are used on a daily basis.

- Three members of staff attended a local school (via EAS) to observe good practice in the consistent and progressive use of daily language patterns across the school.
- School purchased an EAS-recommended resource "Cymraeg Bob Dydd" (Welsh Every Day) and introduced the concept of Patrwm y Mis (Pattern of the Month). Whilst this only started in the summer term, this has already started to impact positively on the use of key vocabulary for topics such as food and greetings.
- Most children indicate that they are beginning to hear more Welsh in class and around the school and they have indicated that they are becoming more confident because of their daily practice and increased use by teachers.
- Timetabling of Daily Welsh has been amended to ensure consistency of approach across the school every day and to ensure there was increased rigour to the delivery and approach taken by teachers.
- Learning Walks have indicated that most pupils and staff have now started to use basic Welsh patterns outside of the classroom as part of their daily routines. Eg on the gate in the mornings, during the lunch break. There is increased confidence and staff and pupils are more willing to respond.

Overall Outcome - There is an increase in the confidence of staff and pupils when speaking Welsh and there is an observed increase in the use of Welsh outside of the classroom. This needs to continue to be developed by a rigorous and consistent application of the daily Welsh routine across the whole school and by embedding the Patrwm y Mis/Cymraeg Bob Dydd initiative into the new school year.

P4 - Community/Vulnerable Learners

To further develop the whole school approach to tackling the impact of poverty on educational achievement

- A Community Focussed School Strategy has been developed from Autumn term community feedback which has further developed our work to continually establish strong partnerships with families, the community and a range of agencies and services to help children from low-income families meet their potential and achieve their aspirations. This, alongside the Impact of Poverty Survey has enabled discussions around provision and enabled the facilitation of our Careers in the Community Week, Career Roadshow and Community Open Door event. These opportunities have positively impacted families across our school and as a consequence, ensured that vulnerable members of our school community have accessed the appropriate levels of support.
- A whole school vulnerability tracker has continued to support progress meetings and early identification of various needs across the school and has successfully ensured appropriate external agencies are supporting individuals and groups of learners. Updated class profiles and progress meetings with a sharpened focus on vulnerable learners has ensured critical discussion have been facilitated to ensure the needs of all learners are met and the appropriate progress is being made
- The Impact of the Racism INSET on 06.01.25 deepened staff understanding of the impact of racism within our community and has developed consistent approaches for dealing with racism which has fed into curriculum planning and behaviour and relationships procedures. This has positively impacted the consistent approach to reporting and dealing with racial incidents in school.
- Evaluations from the previous term identified an increased need for the attendance of interpreters for parent reflection meetings. Interpreters were organised and attended where there was a need for individual families and strengthened the focus of parent reflection meetings for identified vulnerable learners and improved attendance and engagement in reflection meetings of these families.
- Autumn term evaluations identified potential need of support for identified military children. The school sourced and engaged in professional learning through SSCE Cymru and were successful with a grant bid resulting in £1000 secured to support military children within our school community. The work between SSCE Cymru and school has strengthened relationships between vulnerable groups within our school and has enabled honest and open dialogue around the challenges faced by military

children consequently improving staff understanding and provision in school for specific children and their families. Armed Forces Friendly Schools professional learning has been undertaken and a Service School Champion was identified who will develop opportunities for service children and work with DHT to embed good practice and further develop opportunities for the school to engage with our armed forces community.

- DHT and FEO have engaged positively with Invisible Walls. This work has positively impacted the relationship between families where a parent is in custody and this work has resulted in increased support for identified families, a greater understanding of the complex needs of these families and improved class level individual wellbeing support for identified learners.

Overall Outcome - The school has developed a Community Focussed School Strategy and has continued to established strong partnerships with families, the community and a range of agencies and services. Pupil progress meeting have a sharpened focus on vulnerable pupils to enable all staff understand and demonstrate their responsibility in reducing the impact of poverty on attainment. Further development of the tracking of vulnerable pupils, particularly pupils with ALN will be prioritised into the new year, alongside the increased stakeholder involvement in the understanding of small-steps progression for pupils with ALN.

P5 - Literacy

To improve the systematic teaching of phonics for reading and spelling

- All classes from Reception- Year 2 have consistently embedded the letters and sounds structure of each lesson. In order to be rigorous, every lesson contains the revisit/review, teach, practise and apply structure. This daily practise is equally balanced between reading and writing. By following this structure, it has enabled children to constantly build upon their knowledge. All classes have also adopted the approach of 'keep up, not catch up' where all children are taught by their class teachers and learning is adapted/supported accordingly.
- All pupils across the infants have made progress in phonics. Most children have made good progress and there are more children leaving Year 1 working within or secure with phase 5. There are also more children leaving Year 2 working within phase 6 or secure with it. This is evident in children's individual phonic assessments. These assessments have been used in order to assess whole class teaching and plan for further intervention. Across the infants there are some children who have made accelerated progress.
- All vulnerable children have experienced high quality teaching from their class teacher. They have been supported in lessons with the 'keep up, not catch up approach'. All vulnerable children have made progress in their phonics. Some have made steady progress and others have made good progress. Some have made accelerated progress, but this is inconsistent across the classes. Therefore, we will now implement additional professional learning around intervention strategies and increased monitoring of intervention timetables where both teachers and TA's can apply these to further promote progress and lead to accelerated progress.

Overall Outcome - There is now a more consistent and rigorous approach to the teaching and learning of phonics from Reception to Year 2 and the impact is evident with increased numbers of children achieving expected outcomes in phonics, particularly by the end of Year 1. This will now follow through into Year 3 following the intense approach taken this year. Most pupils have made good progress with some children making accelerated progress. Vulnerable pupils have benefitted from the change in approach with additional in-class interventions to "keep-up, not catch up", however examples of effective practice now need to be shared across classes to ensure consistency across the phase which will enable acceleration of progress for more children.

The Governing Body's School Improvement Committee meets termly to review the progress of the School Development Plan. Additionally, opportunities are provided for governors to visit the school to observe the developments first-hand in classrooms and around the school.

Welsh

Glan Llyn Primary School is an English Medium Primary School and Welsh is taught as a Second Language. The Estyn inspection in May 2024 which highlighted many positives regarding the use of Welsh language within the school. Eg Many staff model and promote the Welsh language suitably. Most pupils enjoy learning to communicate in Welsh and they demonstrate a good understanding of basic commands and most pupils have enough knowledge to respond appropriately during lessons. However, the inspection also noted that pupils lack confidence when engaging in simple conversations in Welsh and that they do not use Welsh outside of the classroom often enough

Therefore, in the 2024-25 academic year, the school identified the following priority in the School Development Plan:

To improve staff and pupil confidence when speaking in Welsh, particularly outside of the classroom.

As detailed in the SDP progress part of this report, this focus and actions throughout the year led to an improvement in the confidence of pupils and staff to speak Welsh and there was an observed increase in the use of Welsh outside of the classroom.

This will continue to be developed by a rigorous and consistent application of the daily Welsh routine across the whole school and by embedding the Patrwm y Mis/Cymraeg Bob Dydd initiative into the new school year.

The Governing Body is encouraged to witness an increase in the use of Welsh Language around the school and is committed to finding new ways of sharing language patterns more widely with parents and carers in future years.

ICT

The school benefitted again from EdTech funding to enable the purchase additional devices to support the teaching of ICT and to maintain our Digital Device Number (DDN) 218 as stipulated by the Local Authority. Improving pupils' digital skills was a major priority in the School Development Plan in 2024-25, following a recommendation given by Estyn in May 2024. Following actions and improvement throughout the year, it was noted that there have been increased opportunities for children to use their digital skills. Professional learning for leaders has impacted positively on practice and a clear Digital Strategy is in place. This work will continue into the next academic year.

The Governing Body is pleased to see the positive progress children have made with their digital skills over the course of the last year. However, governors are also very mindful of ensuring children's use of digital devices is balanced with other skills that they need to develop and is very much involved in discussions with the school about achieving the correct balance. The Governing Body is keen to explore ways to engage with parents and carers to limit screen time and ensure children have plenty of opportunities to play in other ways that do not include the use of technology.



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Attendance

2024-25 Academic Year

Attendance: 93.4%

Authorised absences: 4%

Unauthorised absences: 2.6%

The school did not meet the internal target of 94.5% in the 2024-25 academic year. Following monitoring of data and discussions with the Local Authority, the school will now need to increase interventions to improve attendance and ensure a more rigorous application of the attendance policy in relation to referrals to Education Welfare Service and the issue of Fixed Penalty Notices.

The Governing Body received regular updates on attendance data across the course of the year and are keen to discuss strategies to improve attendance. The governing body is fully supportive of the school's current push on attendance and the Local Authority's policy on Fixed Penalty Notices and prosecutions if necessary.

Additional Learning Needs

The school has been described by Estyn as being highly inclusive and the Governing Body is proud that Estyn also recognised that the school's provision for ALN is a strength. The school has worked hard to address ALN reform in recent years and this work has been highly successful.

Admission to the school for all pupils goes directly via the Local Authority. Where a child has ALN and a School Maintained IDP, the normal admissions process applies. If a child has a Local Authority Maintained IDP, decisions on admission into the Learning Resource Base lie with the council's ALN team and associated panel members.

The school is fully accessible with no steps or stairs. Every classroom has direct access to the outdoors and there are four accessible toilets in the school, one of which is fitted with hoisting equipment.

In the 2024-25 academic year, the school explored new ways of planning and assessing for pupils with ALN in the Learning Resource Base. The initial implementation of the B Squared Resource has been positive and we look forward to seeing how this develops over the next few years.

The Local Authority directs allocated funds to the school to host the two Learning Resource Base classes for a total of 20 pupils. Additionally, the Local Authority provides delegated ALN funding for pupils with ALN in mainstream which is calculated by their ALN Funding Formula which is shortly due for review.

The Governing Body has two nominated Governors for ALN and receives the Annual ALNCO Report to Governors every July.

The Governing Body recognises the challenges faced by the school in relation to adequate funding for pupils with ALN and continues to work closely with Local Authority to request increase funding in the future. Governors welcomed the introduction of B Squared as an important resource to support the learning of pupils with ALN.



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Curriculum Enrichment Activities

After-School Clubs

A variety of after-school clubs were offered throughout the year including Football, Netball, Hockey, History, Computing, First Aid, Craft, French, Choir, Book Club, Cynefin, Lego, Dance, Design Technology, Art, Board Games, Tag Rugby, Cricket, Summer Sports, Mindfulness and Yoga, British Sign Language, Drama, Forest School and Spanish. In the 24/25 academic year, the school was able to offer staff incentives to run a club each term. This proved positive for both staff and children but was reliant on the financial capability of the school at the time. Unfortunately, these incentives were not able to be continued into the new academic year due to budget constraints.

Visits/Trips

A variety of trips took place across the year. Some examples include, trips to St Fagans, Crucial Crew, Riverfront Theatre, Morfa Bay Residential, Fun HQ. Additionally, children took part in organised events in the community such as Christmas Carol Concert at St Woolos and Holocaust Memorial Service and Grand Council event. Year 6 visited Morfa Bay for three days for their residential trip. They also attended Crucial Crew which is a range of PSE linked workshop sessions delivered by a range of professionals from many different partner organisations, agencies and charities. LRB pupils enjoyed their regular visits to the park, alongside a trip to Park Fun HQ and older LRB children also visited the cinema.

Musical

Children in Upper Primary (Y4-6) put on a fantastic performance of Oliver (Jr) in the Summer Term. As always, they blew everyone away with such talent and beautiful singing.

Governors recognise the importance of enrichment activities as part of school life and have enjoyed attending school productions at the school and supporting trips for the children. The performance of Oliver in the Summer Term was fantastic and we look forward to supporting the school with future productions.

Healthy Schools (Eating and Drinking/Sport)

The school continues to promote an active and healthy lifestyle for all pupils and staff and is always keen to ensure maximum access to sport. Children benefitted from a range of sporting opportunities across the year including football, netball, hockey, rugby, cricket and rounders. Older children also took part in competitions against other schools in the cluster and Newport. Additionally, Year 5 pupils took part in a 3 week programme of intensive swimming lessons.

The school follows Welsh Government guidance regarding healthy eating and only fruit and vegetables are permitted for snack time. Additionally, the school only permits plain water for consumption outside of lunch time and children are encouraged to drink water regularly throughout the school day. All classrooms have access to fresh drinking water.

The Governing Body is aware of the responsibility to encourage healthy eating and drinking and sees this as a key priority. Governors are proud of the school for ensuring strict adherence to these guidelines.



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Community

The Governing Body is keen to continue developing positive links with the local community. The 2024/25 academic year saw the introduction of the Family Engagement Officer Role and a focus on developing community links via specific actions in the school development plan.

The PTFA has continued to run events to raise funds for the children and we are grateful for the time given and the money raised. The PTFA is now firmly established and has a number of volunteers but they are always looking for extra help so please contact the school or PTFA directly to ask about how to join.

Governors recognise the positive impact and the relevance of the new Family Engagement role and the wider impact this can have. We would also like to thank the PTFA for their ongoing support of the school in raising funds for the children.

Policies

The school has a review cycle of statutory and non-statutory policies. Policies are available from the school office on request and some are accessible on the [school website](#).

The [School Prospectus](#) annual update included updates related to staffing, class organisation, mobile phones and wearable technology and the use of electric scooters and bikes.

School Budget - 2024/25

Travel/subsistence allowances - NIL

During the initial years of operation, the school was allocated money via an artificial funding formula to support the school's growth. The Headteacher managed funds carefully and made a strategic plan to accumulate a considerable surplus to cover the shortfall that was anticipated when the school switched to the standard NCC funding formula in 2024. Moving forward into the 2025-26 financial year, that surplus has now started to fall back to expected levels of within 5%.

Please see attached outturn at the end of the report.

The school has recently explored additional ways to generate additional income eg via pitch lettings and leaders working for Estyn/LASIS. The Governing Body Finance Committee works closely with the Headteacher to ensure resources are allocated appropriately and have confidence in the rigorous processes in place to tightly monitor the budget.

Financial Outturn 2024/25

Glan Llyn Primary

Financial Statement for Year Ending 31st March 2025

2023/24		2024/25
Outturn		Outturn
£	Employees	£
1,117,688	Teachers	1,379,937
550,850	Support Staff	668,475
25,935	Caretakers	30,951
14,706	Midday Supervisors	15,726
0	Cleaners	0
Other Employee Costs		
27,186	Supply Insurance Premium	24,376
391,861	Agency Staff	315,528
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
0	Interview Expenses	0
537	Misc Employee Costs	904
Energy		
21,627	Gas	10,673
39,417	Electricity	26,022
0	Oil	0
102,259	Capitation and ICT	78,243
0	SCC, EIG and PDG Expenditure	0
Premises Related		
673	Hire of Facilities	741
32,635	Rates	34,282
10,127	Building Maintenance and Alarm Lines	12,066
27,748	Grounds Maintenance	8,837
7,413	Water	5,494
34,803	Building Cleaning Contract	42,019
3,286	Refuse Collection	3,160
7,008	Miscellaneous Premises	530
Communications		
74	Postage/Fax/Telex	0
3,904	Telephones	4,499

Transport		
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
5,725	Vehicle Hire	2,355
0	Car Allowance	0
130	Travel Expenses	0

0	Exam Fees	0
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External Courses		
2,665	School Funded Training	1,270
0	Alternative Curriculum Provision	0
0	Sixth Form	0

40,568	Central Services	52,907
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Income		
-27,050	Lettings	-19,325
0	Sales Income	0
-16,133	Music Service Income	-13,350
-1,019	Donations	-100
0	Miscellaneous	0
-70,156	Supply	-70,990
0	Exam Fees	0
-8,913	Interest	-18,151
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-277,785	Other Grant and Contributions	-389,318
0	Reserve Transfer	0
0	After Schools Club	0

2,067,766	Total Net Expenditure	2,207,760
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2,078,907	Total Funding	1,989,173
11,141	In Year Surplus / Deficit	-218,586
362,335	Prior Year Surplus / Deficit	373,476
373,476	Accumulated Surplus / Deficit c/fwd	154,889
17.96%	Balance as % of Funding	7.79%

If any parent/carers wishes to discuss this report further with governors, a parents' meeting will be arranged. Please email glanllyn.primary@newportschools.wales