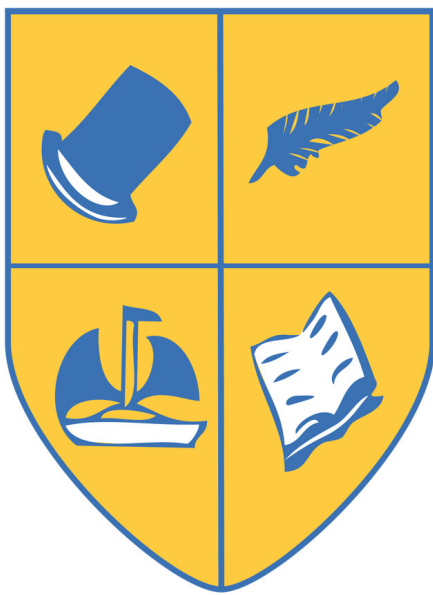




Neyland Community Primary
School

ANNUAL REPORT

2024 - 2025

Headteacher: Mrs Clare Hewitt

Chair of Governors: Mr David Western

Dear Parents and Carers

I am pleased to provide you with the Governing Body's Annual Report in respect of the past school year.

We are pleased to confirm that the school is sustaining excellent progress towards achieving our School Development goals for continuous improvement across curriculum development and delivery.

We are currently one of a select band of schools in Wales helping to develop a new curriculum program for teaching and assessment which will support the Welsh Government's curriculum aspirations. Everyone is excited to see the program being rolled out across the school. As Governors, we will be looking to see how well it is implemented and to gauge the results as we track pupils' progress.

The new Learning Resource Centre is working very well and providing a high level of support to those pupils registered to attend. Feedback from parents and staff has been very positive.

In order to assess progress in the school's action plans, we visit the school at least termly and undertake a number of activities which often involve us meeting with pupils. We see pupils from across the whole school to discuss their work and what they are learning. Their level of confidence, understanding and pride in their work is often far beyond our expectations.

As always, Pupils' Voice is an important aspect of modern schooling, giving pupils the opportunity to have their say about the topics they are most interested in learning about and how they learn best. Each class provides more than one representative to each of the Pupil Participation groups. In year 6 in particular, pupils are very keen to set an example to younger children and to undertake activities that assist their more junior peers. We have a very supportive group of prefects again this year. The school has won a number of awards showing our commitment to an inclusive, caring environment for all pupils in our care, one of these being recognised as a Trauma Informed Accredited school.

As governors we are very pleased at the whole school's focus on children learning in a calm and safe environment. It enables them to enjoy their time in school which greatly assists in them gaining knowledge and skills that they will develop and use in later life. We are proud to see the school as a leader in good practice in so many areas.

We are always keen to take on new Parent Governors when vacancies arise, as they have at present. So, if you want to be more involved and to see how the school works, please let us know.

We thank all the staff for their tremendous dedication and hard work; all the pupils for their enthusiasm and willingness to learn and of course, you for your support and feedback. As always, I am grateful to my fellow governors for their contributions to our governance of the school.

Yours sincerely



Mr David Western
Chair of Governors



Your right to request a meeting with the school's governing body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, parents can request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting.

The parents of at least 10% of the school's registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

There were 278 registered as pupils with this School at the beginning of this academic year. Exact roll numbers at any time during the year may be obtained from the school office.

2. The meeting must be called to discuss matters which affect the School.

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. The law allows parents to use their rights to request up to a maximum of 3 meetings with a school governing body during the school year.

4. The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school's Governing Body is:

Chair of Governors
Mr David Western
Neyland Community Primary School
John Street
Neyland
Pembs
SA73 1TH

Email to the Chair of the Governing Body or; Admin.NeylandComm@pembrokeshire.gov.uk

Further advice on how parents go about requesting a meeting with a governing body is available on the Welsh Government's website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetingsstatutory-guidance/?lang=e>



School Governors 2024 – 2025:

Governor Name	Governor Role	Term of Office
Mr David Western	Chair of Governors	14/02/2028
Cllr Simon Hancock	Local Authority Governor	20/11/2026
Mr Paul Miller	Local Authority Governor	06/05/2025
Cllr Ash Phelan	Community Governor	14/07/2027
Cllr Angela Thomas	Additional Community Governor	27/05/2028
Mrs Emily James	Parent Governor	03/05/2025
Mrs Sara Hannon	Parent Governor	03/05/2025
Rev Alan Chadwick	Community Governor	15/10/2027
Mrs Jess Morgan	Parent Governor	14/11/2027
Mrs Tracy Kinnersley	Parent Governor	25/10/2027
Miss Leanne George	Parent Governor	12/11/2027
Mrs Zoe Kummer	Staff Governor	03/03/2026
Mrs Clare Hewitt	Headteacher	n/a
Mrs Gemma Morris	Assistant Headteacher	23/10/2027
Mr Chris Griffiths	Assistant Headteacher	In Attendance

Clerk to the Governors:

Mrs Linda Roberts

Address: Neyland Community Primary School, John Street, Neyland, Milford Haven, SA73 1TH

Election of Parent Governors:

From time to time, vacancies occur for parent representatives on the Governing Body. Any parent of a pupil registered at a school is eligible to stand as a candidate. All parents of children at the school have the opportunity to participate in the election if one is deemed necessary. The election will take the form of a secret ballot and parents are able to vote returning the ballot paper to school in a sealed envelope marked 'voting paper', with a pupil or by post. The LA will make the necessary arrangements for the election. Arrangements are made for the election of parent governors one school term before a parent governor's term of office expires, or on receipt of a resignation. Information about parent elections is sent to parents via ParentMail.

Full Governing Body Meetings:

There is a requirement for the full Governing Body to meet termly (three times a year). These meetings have an agenda that is largely prescribed by the statutory requirements.

The autumn term meeting confirms the Chair and the Vice Chair.

Minutes can be requested to view, in writing, from the Chair of Governors, Mr David Western.

Sub-committee Groups:

The sub-committee groups usually meet termly prior to the full Governing Body meetings. Each has its own terms of reference and are reviewed and agreed at the start of each year. Our sub-committees are;

- *School Development Plan Committee*
- *Finance and Staffing Committee*

Previous AGPM:

An Annual Parents' Meeting was not requested nor held during the 2023-24 academic year.

Admissions Policy:

School Admissions at Neyland Community Primary School are managed by Pembrokeshire Local Authority. Further information on the policy and how to transfer or apply for a school place can be found on the following website;

<https://www.pembrokeshire.gov.uk/school-admissions>

Language Category:

Neyland Community Primary School is a designated English Medium school.

Attendance 2023/24:



Academic Year 2023-24					
Group	Whole School	Girls	Boys	eFSM	Non eFSM
Attendance	91.4%	92.2%	90.7%	87.22%	93.89%
Authorised	5.2%	4.9%	5.5%	8.07%	4.59%
Unauthorised	2.1%	1.9%	2.4%	4.71%	1.52%

The school regularly meets with the local authority Education Welfare Officer to monitor attendance. Attendance is reported each term to the governing body. Patterns and trends are looked at and discussed, for example, monthly/daily attendance, gender, etc.

Information regarding provision for pupils with Additional Learning Needs (ALN):

Throughout the academic year 2024/25 Neyland Community School opened a newly established Learning resource Centre for 24 children. This was done under the funding of the local authority and aims to provide a specialist setting for children with complex needs between the ages of 4 and 11. Currently staffing consists of 2 Teachers, 1 HLTA and 3 LSA's with the ALNCo overseeing the unit.

All children have now been transferred over to the new ALN code of practice and updated on SIMS with correct coding as per their ALN need.

The school continues to provide a broad range of interventions to meet the needs of its learners with two allocated Nurture members of staff. This works on a revised in school referral process and ensures positive parental communications and monitors impact via pre and post testing.

Targeted universal provision has been further developed with an emphasis on in class support to ensure all learners have equality in their learning experiences. More information can be found on our school website; <https://neylandcommunity-school.co.uk/key-information/aln-additional-learning-needs>



Our Curriculum:

The school's curriculum is designed to take into account the requirements of the Curriculum for Wales (CfW). The school's curriculum and policies ensure that we provide the Foundation Phase Curriculum, the National Literacy & Numeracy Framework, accreditation schemes and that we meet the needs of the pupils at Neyland Community Primary School.

Welsh is taught as a second language, which is largely delivered through short, focused sessions, the use of 'drilling' techniques and incidental Welsh opportunities throughout the day. We follow the Continuum, as set out by Pembrokeshire Local Authority.

During the year, the school has planned progress towards the new curriculum by developing our learners in line with the four purposes of the new curriculum for Wales. These are:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Teachers plan rich learning activities that enable learners to use a range of skills that not only enable them to complete projects but can also help to develop their life skills, such as "going shopping". As you can regularly see from our newsletters and our Social Media sites, our curriculum also continues to be enhanced by many visits off-site and various visitors to school.

At the end of the academic year 2024-25, we began work with the new Primary Knowledge Curriculum with a view to becoming part of a Pilot Study in implementing a Knowledge Rich Curriculum Cymru, in line with the Welsh Curriculum, for the academic year 2025-26.

Pupil Voice Reports:

We set up a number of Pupil Voice Groups;

Rights Respecting Ambassadors
Eco Warriors
Ciw Cymraeg
Ysgol Senedd
Year Six Prefects (including a Head Boy/Girl and Vice Head Boy/Girl)



Meetings are arranged weekly, after school and run by allocated teaching staff. The school website is updated with information about these groups. Pupils update staff and pupils regularly through meeting minutes, which are also displayed in the school corridor. They also discuss their progress with Governors, termly, as part of the Full Governing Body meeting.

Extra-Curricular activities:

There are a range of extra-curricular activities available for the children. These are changed termly, age appropriate and are shared via ParentMail. Activities have included, Parkour, Running, Fitness, Netball, Drama, Football, Art, Reading/Book Club and Pupil Voice activities. There are also regular opportunities to compete in events alongside schools in Pembrokeshire and the Cluster, such as mixed football, rugby, cross country and cross fit.

All pupils in Year 5 and 6 get the opportunity to attend a residential stay in September of each academic year. These are alternated each year, so they experience a water sports local trip and a Cardiff city trip. Support is provided for funding where needed so all pupils have the opportunity to attend.

The Friends of Neyland Community Primary School

This is a pro-active committee and meetings are held at least half termly. There are a range of fundraising activities planned throughout the school year, which are communicated through ParentMail and the school social media sites. Activities have included, discos, raffles, cake sales, Colour Run and more.

Past funds in the account were used to support the development of the school environment both inside and outside.

Health and Safety:

- Health and Safety reports are shared with the Governors at least termly.
- Risk Assessments are written for all visits/trips/visitors along with Risk Assessments for the school and other activities deemed appropriate. Offsite activities are uploaded on the PCC Evolve site, and approved, where appropriate.
- Year Six prefects act as ambassadors for Health and Safety and support daily outdoor checks for their own area and for the younger pupils.

Toilet facilities:

The pupils' toilets are maintained in a good state of repair and are checked and cleaned thoroughly on a daily basis. Pupils in Nursery and Reception have their own toilet facilities within the classroom. There is a dedicated changing base in the Early Years unit for children requiring changing.

The School Prospectus:

The school prospectus provided detailed information for parents, carers and new pupils. It is updated annually with relevant changes including new dates and changes to staff. You can find the prospectus on our website or contact the school for a copy; <https://neylandcommunity-school.co.uk/key-information/school-prospectus>

Strategic Equality Scheme Action Plan and Disability Access Plan:

The Strategic Equality Plan and Disability Access Plan are available in school and on the school website. These outline the key actions that are planned to ensure that all our pupils have equal access to all aspects of school life. These are reviewed annually at Full Governors Meetings.

Premises:

Essential maintenance has been completed where necessary and there continues to be an on-going programme of non-essential maintenance work. Any emergency responsive repairs are reported immediately to PCC repairs and maintenance. There have been no significant building works taken place during 2024-25, however, two classrooms have been re-purposed for the opening of a Learning Resource Center (LRC) for pupils, in Pembrokeshire, with complex needs. This is funded by Pembrokeshire County Council. This provision opened in January 2025.



Pupil Targets:

Individual pupil targets are set annually through the annual statement review or, for some pupils, the Individual Development Plan (IDP) meeting. These are used termly in developing the pupil targets in their IDP. Annual targets are set for the school for attendance and pupil progress. Annual Review reports include individual pupil targets. Pupils from Years 2-6 carry out online assessments each term for reading (NGRT's) and Welsh Assembly Government Personalised assessments twice a year, to aid teacher Professional Judgements and to identify plans moving forward. These are shared through Parent Consultations and formal reporting. In the summer term 2025, maths assessments were carried out (NGMT's) in Year 2-6, as a baseline for supporting pupils in maths skills. These will be carried out termly, as above, from the academic year 2025-26.

Destination of School Leavers:

Most of our children transfer to Milford Secondary School, with some children transferring to other Secondary Schools due to their individual and family requirements/choice.



School Improvement Plan Targets 2024-2025:

This can be accessed from the school office or can be located on the school website where you can view the actions identified for each recommendation; <https://neylandcommunity-school.co.uk/key-information/school-dev-plan-and-pdg>

The School Improvement Plan is a three-year document from 2023-2025 and is based on the Estyn Recommendations from our inspection in March 2023. This can be found on the Estyn website; <https://estyn.gov.wales/education-providers/neyland-community-school/>

The School Improvement Plan is reviewed termly with all staff and governors and next steps identified. At the end of the year, another formal review takes place to plan forward for the next academic year.

The plan was reviewed, at the end of the cycle, in July 2025, where new areas were identified to focus on in the next academic year – see below.



Estyn March 2023		July 2025
R1 Improve self-evaluation processes	The headteacher has set in place a comprehensive range of monitoring activities that involve staff and leaders. Pupils are also beginning to be involved thoughtfully in self-evaluation activities. The evaluation of data, and regular pupil progress meetings with teachers, give leaders a broad and helpful overview of areas that need improvement, such as pupils' writing skills. However, monitoring activities do not always focus sharply enough on identifying strengths and shortcomings in pupils' learning. In a few cases, monitoring by senior leaders does not always identify well enough a few issues in their areas of responsibility, such as the length of time the youngest pupils spend doing formal, adult-led learning. There are not clear enough strategies to address identified shortcomings in pupils' learning. In a few cases, current improvement strategies have not had enough time to impact, for example in improving pupils' Welsh language skills. Governors do not have a strong understanding of how the school is going about addressing shortcomings in pupils' learning.	• A comprehensive range of monitoring activities are in place that involve staff and leaders (see MER Calendar). These focus on pupil strengths and those that need to be developed to improve pupil outcomes (see data analysis and actions documents). From this information, planning is adapted, intervention groupings identified with clear focused outcomes. • Monitoring activities also focus on pupil well being and attendance to ascertain if there is a correlation and identify if any further support needs to be put in place. • AoLE and Senior Leaders have regular non-contact to monitor their AoLE and ensure high quality action plans are in place to address identified areas. These are shared with senior leaders, staff and governors. • AoLE leads and Senior Leaders regularly present to Governors to disseminate pupil progress, areas of strength and those to develop. • Welsh language skills have been developed by the use of tracking sheets to identify planning and next steps. These enable staff to have a good understanding of the progression of skills in order to support pupil progress.
R2 Ensure that teachers provide more effective ongoing feedback during lessons and have a higher expectation of what pupils achieve	In a few lessons, pupils are directed to improve their work in response to verbal feedback effectively. However, teachers and support staff do not always provide prompt support or have high enough expectations of what pupils can achieve. Many pupils have opportunities to write for different purposes. However, pupils do not write creatively or at length often enough. Expectations regarding pupils' presentation of work are not always high enough. Pupils have regular opportunities to develop their numeracy skills.	• Ongoing professional development with Impact Wales has assisted in a greater number of pupil responding to verbal feedback ensuring misconceptions are identified early and pupils have opportunities to respond. • SLT and teaching staff have worked alongside governors to assess and monitor progress within pupils books across the school with findings shared during governor meetings. • Teacher expectations are monitored regularly through Senior leader observations, 'book looks' and phase work. • Cluster collaboration, for example, 'Teach Meets', have enabled benchmarking of standards across the cluster. • A policy document on expectations has been provided to staff to support and provide guidance as found on the School Google Drive. • Work began during the summer term to research the impact of a knowledge-based curriculum to increase teacher expectations and provide clear guidelines for progression.
R3 Ensure that there is a	Younger pupils have a few valuable opportunities	• Independent play opportunities has been

better balance between adult led and pupil led learning experiences for the youngest pupils	to learn independently through play and exploration. However, in general, adults provide too much direction, which limits opportunities for pupils to explore and solve problems. The very youngest pupils do not develop their problem-solving skills as well as they could due to a lack of opportunity to explore and experiment.	developed through CPD support with Dr Stella Louis and the use of schemas. This has played a fundamental part in planning and learning opportunities. • Teachers and LSA's in the younger classes focussed on this through PD targets, using theory from practitioners such as Gregg Botrill and Karen Wilding. • Lesson observations and scrutiny focussed on pupil independence and the balance between adult/pupil led learning. This ensures senior leaders and staff could ensure this was appropriate and discuss areas of strength and those to develop. • The Nursery and Reception base has been used to showcase good practice within the Local Authority and clearly demonstrates effective play and exploration, including the development of problem solving silks. • Development of Block Play has had a significant improvement on pupil play and problem solving skills.
R4 Improve Welsh oracy skills	Younger pupils listen to adults using familiar Welsh words and phrases and respond appropriately. However, most older pupils lack confidence in speaking Welsh beyond the use of simple greetings. Teaching does not support pupils to make enough progress in learning and using the Welsh language.	• Timetabling of the curriculum ensures time allocation of Welsh language development is provided across the school. • Establishment of a Welsh co-ordinator has ensured pupil progress and coverage is meeting age expectations. • Yearly action planning with termly reviews allows for all stakeholders to assess progress of Welsh language skills across school. • Regular Welsh assemblies promote the Welsh language and encourage pupils, as does phrase of the week and weekly rewards. • Emphasis has been given to the use of Welsh language throughout the school, especially in key areas, for example the dining hall and morning meet and greet. • Consistent use of Local Authority Welsh planning ensures progress in learning is consistent and builds on previous learning experience. This is evidenced through book looks, AoLE moderation time and phase work.

School Policies:

School policies are reviewed regularly in line with an agreed timetable. The policies are reviewed by the Governing Body, staff and parents and other related professionals.

Copies of our key policies can be found on our school website; <https://neylandcommunity-school.co.uk/key-information/policies-and-documents>

Finances:

The school was allocated a budget of £1,318,576.00 in 2024-2025.

A copy of the school's financial statement for 2024/25 prepared by the County Council is provided below. The school also maintains its own voluntary funds which are used to buy items of equipment

for the school.

The Governing Body have agreed that they will not claim travelling or subsistence expenses.

School Financial Statement 2024-2025

		ACTUALS 2024/25
11101	SUPPLY TEACHERS PAY	28,463.40
11109	SICKNESS PAY	6,039.37
11201	TEACHERS PAY	795,877.29
12601	MEAL SUPERVISORS PAY	48,888.16
12701	CLASS SUPPORT/TECHNICIANS PAY	70,975.37
12724	RELIEF STAFF PAY	78.08
13201	PROFESSIONAL STAFF PAY	60,120.93
17101	MANUAL WORKERS PAY	40,551.61
18101	STAFF TRAINING	3,639.82
18102	OTHER STAFFING COSTS	215.79
18302	MUTUAL SCHEME	(3,599.45)
21188	RETAINED BUDGETS	717.63
21288	RETAINED BUDGETS (EXTERNAL)	14,482.89
21304	GAS	14,979.55
21305	ELECTRICITY	25,826.53
21308	RATES	41,307.00
21309	WATER & SEWERAGE	4,952.08
21310	RENTS	6,886.60
22201	GRASS CUTTING (EXT CONTRACTOR)	4,343.96
24302	BULK REFUSE CHARGE	2,933.40
24305	DRAINAGE WORK (INT RECHARGE)	188.78
25201	FURNITURE, TOOLS & EQUIPMENT	747.33
25204	EQUIPMENT OPERATING LEASE	13,320.56
25301	HARDWARE PURCHASE	34.45
31102	MATERIALS	2,756.51
31103	MATERIALS STORES	959.72
31132	CONSUMABLES	32,677.72
31158	POSTAGE	234.00
31159	TELEPHONE CHARGES	848.62
31258	OTHER CONSULTANT SERVICES	11,193.00
31268	ALL RISKS INSURANCE	2,135.92
41104	MILEAGE REIMBURSEMENT	88.75
41201	SUBSCRIPTIONS TO ORGS	19,025.09
41216	OTHER PAYMENTS/CHILDREN	17,283.60
41402	LICENSE FEES	2,431.33
61001	PRIMARY SCHOOL FORMULA FUNDING	(1,289,567.00)
61014	FSM TRANSITIONAL FUNDING	(3,952.00)

65207	CONTRIBUTION OTHER PUBLIC ORGS	(19,895.00)
65307	INSURANCE CLAIM REIMBURSEMENT	(16,942.50)
65321	CONTRIBUTION TO PTA's/PARENTS	(19,985.49)
65322	SPONSORSHIP/DONATIONS	(4,910.00)
75101	WELSH GOVERNMENT	(10,732.00)
75502	EDUCATION WORKFORCE COUNCIL	(1,300.00)
75537	OTHER BODIES	(21,420.20)
21103	STRUCTURAL BLDG MTCE SLA	40,730.00

21313	CLEANING RECHARGE (INT)	120.00
31263	OTHER INSURANCE PREMIUMS	242.00
32110	HR-PAYROLL	8,526.00
32114	CREDITOR PAYMENTS	227.00
32126	LEGAL SERVICES	838.00
32128	I.T. SERVICES	7,541.00
32132	INFORMATION GOVERNANCE	1,461.00
32144	PROFESSIONAL SERVICES	18,069.42
32146	PERIPATETIC MUSIC UNIT SLA	13,377.00
32147	LMS SLA	6,470.00
32148	EXCLUDED PUPILS TERM FEES CHG	12,549.00
32150	SCHOOL MEAL SERVICE SLA	59,160.00
32171	BUSES (INTERNAL)	7,680.00
63108	RECHARGE TO REVENUE ACCOUNTS	(3,050.00)
63119	ADDIT ALN FUNDING	(19,383.79)
63120	SCHOOL CONTINGENCY	(148,510.00)
63121	TRANSITIONAL FUNDING	(7,920.00)
99106	PRIMARY - DEFICIT B/FWD	36,919.89
99601	PRIMARY - OVER SPEND C/FWD	(11,040.39)

Performance and Target Information:

The school has not required to report this data this year and as a result the data is not published as in previous reports.

Training Dates and Term Dates 2025-2026:

School Term Dates can be found on the following link:

<https://www.pembrokeshire.gov.uk/pembrokeshire-schools/term-dates-and-school-holidays>

Neyland Community School INSET Training Dates 2025-26;

Monday 1st September 2025



Tuesday 2nd September 2025

Friday 3rd October 2025

Monday 24th November 2025

Monday 5th January 2026

Monday 20th July 2026