



Llangan Primary School Ysgol Gynradd Llanganna

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Ysgol Gynradd Llanganna



Llangan Primary School

Governing Body

Annual Report to Parents

December 2025

Our Vision - Ein Gweledigaeth

Children
Valued & Ambitious

Community
Engaged & Collaborating

Staff
Skilled & Inspirational

Curriculum
Relevant & Dynamic

Environment
Inspirational & Engaging

School
Renowned & Achieving

 **GWELEDIGAETH YR YSGOL**
Ysgol Gynradd Llanganna
Llangan Primary School
SCHOOL VISION

Our Motto - Ein Arwyddair

Dring Yn Uchel- Dring Yn Uwch
(Climb High - Climb Higher)

Message from the Chair of Governors

On behalf of the Governing Body at Llangan Primary School, I am pleased to share this report with parents, guardians and caregivers. We believe that you have an extremely valuable role to play in the education of your child/children and the wider life of the school community. This report aims to inform you about the governance, finance and recent developments in Llangan Primary School to support you in your role.

As we approach the close of 2025, it is a good time to reflect upon the last academic year and consider the future challenges and developments of the year ahead. As a Governing Body, we continue to feel extremely fortunate to have appointed the highly conscientious and hard-working Mr Griffiths to lead our school from September 2022. Together with Mrs Heavyside (the Deputy Headteacher), Mrs Jarman-Davis (the ALN Lead) and Miss Llewellyn (Foundation Phase Lead and Wrap-Around Manager), the Leadership Team have eagerly pursued the further development of the school, its pupils and staff.

All staff have given above and beyond for the children of Llangan to ensure enriching experiences, appropriately challenging learning, as well as take shared responsibility for school improvement and innovation. The Governing Body are extremely grateful for the important and unique contributions each member of staff has given in the support of the children, parents, governors and wider community of Llangan Primary School. It is therefore with great sadness that we must accept the resignation of Mrs Woodward as, after fourteen remarkable years of dedication in supporting the pupils of Llangan, she has decided on a career change. With her infectious enthusiasm and warmth, she will be greatly missed but we wish her well.

As school budgets are further squeezed, the Governing Body would again like to thank all those parents who have been involved in fundraising events over the years. Our PTA, the 'Friends of Llangan', eagerly organise exciting, community-building and memorable events to raise vital funds for our school community. This year alone, funds raised through the PTA have totalled £10,673.47, which has contributed towards a new piano, a stage, Year 6 leavers' hoodies, a polytunnel skin, a BBQ, Father Christmas' visit and gifts, gardening resources, Easter eggs and lollies, and a Last Day Festival for the children of Llangan. The invaluable insights and support of the Parent Forum also help Llangan Primary to provide excellent education and rich experiences for all its pupils.



I would also like to take this opportunity to thank my fellow governors who freely give their time, advice and invaluable expertise for the benefit of the school and its pupils. The Governing Body (currently composed of twelve members) have recently welcomed a new parent Governor, Mrs Tubb-Irvine. Unfortunately, we have also reluctantly accepted the resignation of two of our longest standing LA Governors, Louise Brookes and John Worrall; they had been governors at Llangan for nine and seven years, respectively. We are extremely indebted to their attention to detail, insightful questioning, and support in the finance and operation of the school.

As we move into 2026, with the support of the whole school community, I am positive that Llangan Primary School is well equipped to face whatever new challenges and developments that await. With core priorities focussed on further developing an effective, engaging and inclusive curriculum and pedagogy, and with finance issues continuing to be a key concern, it will be a busy time. The governors of Llangan Primary School look forward to supporting the continued success of this nurturing and thriving school.

Wishing you all a fun and fabulous Christmas and 2026!

Abigail Tiffin

This report has been drafted in compliance with WELSH STATUTORY INSTRUMENTS 2011 No. 1939 (W.207) EDUCATION, WALES The School Governors' Annual Reports (Wales) Regulations 2011 and The School Governors' Annual Reports (Wales) (Amendment) Regulations 2013.

Schools are no longer expected to hold an annual general meeting (referred to in statutory guidance 94(13) of the School Standards and Organisation (Wales) Act 2013), however, parents have the right to request a meeting with the governing body on issues which concern them. This parental right may be exercised up to 3 times in any school year, provided that the purpose of the meetings is to discuss issues which relate to the school, not individual pupil progress and achievement or grievances against a member of staff or the governing body.

School Session Times

	Morning	Afternoon
Nursery	8.55 – 11.30	N/A
Foundation Years (Reception to Year 2)	8:55 – 12:00 (20 min break)	1:00 – 3:20 (15 min break)
Junior Years (Years 3-6)	8:55 – 12:00 (20 min break)	1:00 – 3:30

Weekly lesson time less time for assemblies, registration and breaks.

Age 4 to 7 years = 21 hours

Age 8 to 11 years = 23.5 hours

School Term Dates and Holidays 2025/2026

All schools will be closed on Monday 4 May 2026 for the May Day Bank Holiday.

Significant dates:

Christmas: Thursday 25 December 2025

Good Friday: 3 April 2026

Easter Monday: 6 April 2026

Term	Begin	Half Term		End	No. of School Days
		Begin	End		
Autumn 2025	Mon 1 September	Mon 27 October	Fri 31 October	Fri 19 December	75
Spring 2026	Mon 5 January	Mon 16 February	Fri 20 February	Fri 27 March	65
Summer 2026	Mon 13 April	Mon 25 May	Fri 29 May	Mon 20 July	55

School INSET days

Each year, the school is allocated five In-Service Education and Training (INSET) days. As the new curriculum continues to be established, the Welsh Government has committed to a sixth INSET day. The confirmed INSET days for 2025/2026 are as follows::

Monday 1 September 2025

Tuesday 2 September 2025

Monday 20 October 2025

Monday 5 January 2026

Monday 1 June 2026

Monday 20 July 2026

Llangan Primary works within a cluster of schools: Y Bontfaen, St David's Colwinston, Rhws, Llansannor and South Point.

The Governing Body Structure

Llangan Primary School's Governing Body is a group of individuals who are representative of parents, staff, the Vale of Glamorgan Local Authority, Llangan Community Council and the local community. School governors work with the Headteacher and have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend.

Full Governing Body meetings are held at least once each term, but most of the work is done through the sub-committees, who meet more frequently to discuss specific issues. The Chair of the Governing Body is Abigail Tiffin and the Vice Chair is Peter Jenkins, both of whom can be contacted via the school. Please write to or email the school on office@llanganps.org.uk The Clerk to the governors is Rachel Cox (Vale of Glamorgan LA Governor Services).

The governing body structure for our school this year is as follows:

Members of the Governing Body 2025 - 2026			
Governor type	Name	First appointed	End of Term
Chair/Community	Abigail Tiffin	16/11/2021	16/11/2029
Headteacher	James Griffiths	01/09/2022	N/A
Vice Chair/Minor Authority Representative	Peter Jenkins	03/10/2024	03/10/2028
Teacher	Zoe Llewellyn	03/05/2022	03/05/2026
Staff	Jayne Jones	04/10/2023	04/10/2027
Parent	Ruth Williams	04/10/2022	04/10/2026
Parent	Louise Reed	25/07/2023	27/07/2027
Parent	Lydia Dando	04/10/2023	04/10/2027
Parent	Cheryl Tubb-Irvine	30/09/2025	30/09/2029
Community	Tim Allen	15/02/2023	15/02/2027
Local Authority	Ewa Thomas	09/10/2024	09/10/2028
Community	Rhodri Crandon	17/11/2022	17/11/2026
Clerk	Mrs Rachel Cox	01/10/2007	N/A

The Work of School Leaders and Governors in School Improvement

At Llangan Primary School, the children's safety, welfare and learning are at the forefront of all decision-making. Each member of staff and governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards.

The benefits of linking staff and governors within fields of personal interest include clear lines of communication, detailed conversations enabling more focused monitoring, and mutual support.

AoLE lead staff and link governors:

AoLE	Link Governors	Lead Staff
Humanities	Ewa Thomas	Mr Griffiths
Languages, Literacy & Communication	Abi Tiffin & Rhodri Crandon	Mrs Heavyside – English & MFL Mrs Antoniou - Welsh & MFL
Expressive Arts	Jayne Jones	Miss Hughes
Health & Wellbeing	Lydia Dando & Ruth Williams	Miss Spiller
Maths & Numeracy	Peter Jenkins	Miss Llewellyn
Science & Technology	Louise Reed	Mr Howles
ALN & Inclusion	Tim Allen	Mrs Jarman-Davies

In addition, there are lead staff responsible for each of the Pupil Voice committees which are all tasked with working towards a national award scheme. Linking governors to these groups allows monitoring of their progress and impact on the curriculum, standards and pupil engagement.

Pupil Voice lead staff and link governors:

Committee	National Award	Lead staff	Link Governors
School Council	Rights Respecting Schools Award	Miss Llewellyn	Ewa Thomas
Eco Owls	Eco-Schools Award	Mrs Jarman-Davies	Abigail Tiffin
Digital Champions	Internet 360 e-safety Award	Mr Howles	Louise Reed
Health and Fit Committee	Healthy Schools Award	Miss Spiller	Lydia Dando
Criw Cymraeg	Cymraeg Campus Award	Mrs Antoniou	Rhodri Crandon

Mr Griffiths works with all stakeholders to identify priorities, plans and action developments and to closely monitor outcomes. The Governing Body monitors school improvement priorities through regular visits to the school for meetings, lesson observations and listening to learners. They also spend time on the scrutiny of documentation and ensure that a rigorous appraisal procedure of the Headteacher and staff is adhered to. Further specialist Governor roles include: ALN Governor (Tim Allen), Safeguarding Governor (Ruth Williams), Wellbeing Governor (Abigail Tiffin), New Governor Mentor (Ewa Thomas), and Equity and Diversity Champions (Lydia Dando & Louise Reed).

[Llangan Primary School's Development Plan](#)

The agreed major priorities for 2024 - 2025 were as follows:

- 1. Learning:** To further develop the school's curriculum to include robust schemes of learning that ensure all pupils are challenged and make good or better progress.
- 2. Wellbeing:** To refine pedagogical approaches to foster pupils' resilience and independence skills.
- 3. Teaching:** To enhance staff's understanding of effective pedagogy to improve pupil progress.
- 4. Care, Support & Guidance:** To develop Llangan Primary School as an inclusive, respectful community where the curriculum promotes diversity and ensures all pupils feel a sense of belonging.
- 5. Leadership:** To establish a clear leadership framework at all levels to ensure success and alignment with professional standards.

All targets have been reviewed in line with the schools Monitoring cycle and new targets set.

School Improvement Priorities 2025 – 2026, include:

- 1. Teaching & Learning:** To improve the quality and impact of feedback so all learners are challenged and make strong progress.
- 2. Curriculum:** To develop and implement a Science and Technology curriculum that deepens learners' skills, fosters curiosity, and ensures continuity and progression across the school.

3. Wellbeing: To embed a revised Health and Wellbeing curriculum that builds resilience, positive relationships, effective social communication, and the confidence to thrive in challenging situations.

4. Leadership: To strengthen distributed leadership at all levels so that staff take shared responsibility for school improvement, innovation, and accountability, ensuring a positive impact on learner outcomes and wellbeing.

Pupil Attendance

Llangan Primary School appreciates your support with ensuring that your children have the very best chances in their education by being punctual and having excellent attendance. The Education (Pupil Registration) (Wales) Regulations 2010, give schools discretionary power to grant leave for the purpose of family holiday during term time. Parents do not have an automatic right to withdraw their child from school for a holiday and, in law, must apply for permission from the school in advance. Schools within the VOG should only authorise family holidays where parents are able to demonstrate that unique or exceptional circumstances prevent the holiday from being taken outside of term time.



The considerations for ascertaining whether a pupil withdrawal request is due to exceptional circumstances are outlined below:

- Where a parent or child is experiencing a life-limiting illness
- Absences to visit family members are

also not usually granted during term time if they could be scheduled for holiday periods outside school hours. Children may however need time to visit seriously ill relatives

- Families may need time to recover from trauma, crisis or bereavement involving an immediate relative, i.e., parent, guardian, carer, sibling, or grandparent
- Absence for a bereavement of a close family member, is usually considered an exceptional circumstance but for the funeral service only, not extended leave
- Absences for important religious observances, civil or ceremonial activity are often considered but only for the ceremony and travelling time, not extended leave. This is intended for a one-off situation rather than regular recurring events
- The needs of families of service personnel will be considered if they are returning from long operational tours that prevent contact during scheduled holiday times

Any examples provided are illustrative rather than exhaustive. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable, and short.

The most recent attendance data is as follows:

School Target 2024 - 2025	95%
School 2024 - 2025	95.1%
Unauthorised absences 2024 - 2025	2.6%
Authorised absences 2024 - 2025	2.4%
School Target 2025 - 2026	95%
School 2025 - 2026	96.0%
Unauthorised absences 2025 - 2026	1.3%
Authorised absences 2025 - 2026	2.7%

Pupil Performance

Ensuring that every pupil makes strong progress remains a core priority for Llangan Primary School and is closely monitored through the Governing Body Standards Committee. Governors engage actively in evaluating standards and shaping strategic priorities, including through our annual **Governors' School Self-Evaluation Day (Friday 20 June 2025)**. The aims of the day were to enable governors to contribute meaningfully to the setting of next year's strategic priorities, deepen their understanding of strengths and areas for development, and build relationships with pupils, staff and the wider school community. The outcomes from this day, alongside ongoing monitoring, have informed our school development priorities for **2025/26**, which include strengthening curriculum design and challenge, refining pedagogy to build resilience and independence, improving staff understanding of effective pedagogy, deepening inclusion and belonging, and further embedding a clear leadership framework.



Throughout the year, pupil progress has been tracked through a range of assessment approaches, including teacher assessment, baseline assessments on entry, regular pupil progress meetings, phonics assessments and standardised assessments in reading, spelling and maths where appropriate. This enables staff to identify strengths, target support early and adapt learning to meet individual needs. Progress information is also considered carefully for vulnerable groups and pupils with additional learning needs, and supported through provision mapping, targeted interventions and, where required, Individual Development Plans.

Evidence gathered this year shows that attainment and progress in **reading and spelling remain strong** overall, particularly in Years 3–6 where academic ages are generally above chronological age. Progress in **mathematics** is more variable between cohorts, and this has helped leaders and governors identify specific priorities for targeted teaching and intervention. We also recognise that a small number of pupils are unable to access some standardised assessments due to developmental stage or additional learning needs; work is ongoing to refine assessment arrangements so our progress picture is inclusive and accurately reflects every learner.



A reminder of the impact of strong classroom practice was captured during the Governors' Learning Walk on Self-Evaluation Day. Governors observed **calm, focused and engaged learning across the whole school**. In Nursery and Reception, children were learning across both indoor and outdoor spaces with purposeful routines, calmer learning environments and the development of independent provision through **Choosing Our Own Learning (COOL)**, including clear "Must Dos" and teacher checking. In Years 1 and 2, pupils were observed writing persuasively and enthusiastically, confidently discussing their learning. In Year 3, governors saw high-quality writing supported by skilful in-class feedback, including clear next steps to improve. In Years 4–6, governors noted that the organisation of literacy and numeracy provision across the older pupils had worked well, supporting appropriate challenge and progress.

Governors also highlighted that improvements to independent learning and challenge were evident across classrooms. They questioned how the school ensures that non-directed learning remains suitably challenging and how pupils complete independent tasks to a high standard. The work undertaken with external support to strengthen learning environments, expectations and challenge was seen to be making a positive difference. Governors suggested that the school should continue to celebrate and communicate the progress made in this area, including the increased availability of challenge in every class and the development of more purposeful outdoor learning.

Phonics and early reading continue to be a strength. Data from **Read Write Inc. (RWI)** shows strong improvement in the proportion of pupils working at expected levels and a significant reduction in pupils making below-expected progress. This reflects more consistent delivery, sharper assessment and grouping, and the impact of targeted adult deployment. These improvements have supported stronger foundations for reading and writing and are a key driver in reducing the number of pupils at risk of falling behind.

Standards are also evaluated through planned governor monitoring activities, including work scrutiny, learner voice and visits to pupil leadership groups. As part of Self-Evaluation Day, governors reviewed pupils' books to consider progress, standards and expectations across the curriculum. Governors met with the School Council, Eco Owls, Digital Champions, Health and Fit Committee and Criw Cymraeg to understand how pupil voice influences curriculum development and social action. Notably, governors observed respectful behaviour and positive relationships throughout the school, with pupils demonstrating care and courtesy towards one another and towards adults.

Alongside pupil progress, governors also gathered staff feedback through structured interviews. Staff reflected positively on teamwork, wellbeing, inclusion within whole-school events and the impact of targeted interventions. They also identified development priorities that will help the school continue to improve, including strengthening aspects of curriculum provision (such as MFL planning), enhancing training for practical site work and further developing nurturing spaces and outdoor areas. These reflections form part of the school's self-evaluation evidence and help ensure that improvement planning remains realistic, responsive and focused on what will make the greatest difference for pupils.

Overall, pupil progress continues to be positive, with strong outcomes in early reading and phonics, high levels of engagement in learning and a calm, purposeful learning culture as recognised by governors. Next steps, aligned to the 2025/26 priorities, include strengthening the impact and consistency of feedback so pupils routinely act on it to improve, ensuring consistently high challenge in independent learning across all classes, refining maths teaching and intervention where needed, and continuing to develop assessment approaches that capture progress fairly and inclusively for all learners.



Additional Learning Needs (ALN)

At Llangan Primary School, school leaders work closely with staff, pupils, parents and governors to secure the best possible provision for every child, enabling all learners to achieve their potential. The leadership team regularly monitors assessment information, wellbeing data and classroom evidence to ensure that pupils are making appropriate progress. Where progress is slower than expected, concerns are identified promptly and appropriate support is put in place without delay.



Progress is reviewed through regular pupil progress meetings, assessment analysis and learning walks, alongside close communication with parents and pupils. This enables staff to respond quickly, adjust teaching approaches, introduce targeted interventions and ensure that support is matched carefully to pupils' individual needs. Where progress improves, support may be gradually reduced, with continued monitoring to ensure progress is sustained.

The Additional Learning Needs (ALN) Lead at Llangan Primary School is **Mrs Lyndsay Jarman-Davies**. The school works within the **Additional Learning Needs and Education Tribunal (Wales) Act 2018** and the ALN Code, which places the learner at the centre of decision-making. Pupils are considered to have Additional Learning Needs if they have a significantly

greater difficulty in learning than the majority of pupils of the same age, or if a learning difficulty or disability prevents or hinders them from accessing education in the same way as their peers.

Where appropriate, pupils are supported through an **Individual Development Plan (IDP)**. IDPs apply to children and young people from birth up to the age of 25 while they are in education or training and outline not only the Additional Learning Provision (ALP) required in school, but also any support provided by health services, social services or other agencies involved. At Llangan, IDPs are developed collaboratively by the school and/or the Local Authority, with **parents and pupils actively involved** throughout the process. The voice of the learner is central, with IDPs reflecting pupils' strengths, needs, personality and what is important to them.

The school uses a wide range of assessment tools and evidence to support early identification and ongoing monitoring. These include teacher assessment, baseline assessments, phonics screening, speech and language tools such as **WellComm** and **SpeechLink**, standardised assessments where appropriate, and termly wellbeing assessments using **Motional**. Motional data enables staff to identify pupils who may require additional emotional or wellbeing support and to design personalised programmes and interventions, which are closely monitored for impact.

Support at Llangan is delivered through a graduated response, ensuring pupils receive the right support at the right time. This may include in-class strategies, small-group or one-to-one interventions, adjustments to learning environments, wellbeing support such as ELSA or Talkabout sessions, and targeted adult deployment. Where progress remains limited despite these measures, the school works closely with external professionals and agencies to seek further advice and support, always in partnership with families.



Governors play an active role in monitoring provision and progress for pupils with ALN and other vulnerable groups through the Standards Committee, learning walks, work scrutiny and the annual Governors' School Self-Evaluation Day. This ensures strong accountability, reflective practice and continuous improvement. Governors have recognised the school's calm learning environments, positive relationships, respectful behaviour and the effectiveness of targeted interventions, while also supporting leaders to further strengthen consistency and inclusion across the school.

Through strong leadership, inclusive practice and close collaboration with families and external partners, Llangan Primary School remains committed to ensuring that **every pupil feels supported, valued and able to succeed**, both academically and emotionally.

More Able and Talented (MAT)

At Llangan Primary School, enriched and extended learning opportunities are provided for More Able and Talented (MAT) pupils to ensure they are appropriately challenged, motivated and supported to reach their full potential. The term MAT refers to pupils who demonstrate high levels of ability or potential in one or more areas of the curriculum and who benefit from additional challenge, depth and opportunities to apply their learning in more complex and meaningful ways. While high expectations are in place for all learners at Llangan, targeted provision for MAT pupils ensures that they continue to make strong progress and remain engaged in their learning.

MAT pupils are identified through a combination of teacher assessment, classroom evidence, standardised and formative assessment data, and professional discussion. Identification is reviewed regularly, recognising that pupils may demonstrate high ability at different points in their learning journey. Staff work closely with pupils and families to understand individual strengths, interests and areas for development, ensuring that challenge is matched appropriately and remains responsive over time.

In line with the principles of the Curriculum for Wales and the school's Dring yn Uchel, Dring yn Uwch vision, MAT provision focuses on developing ambitious, capable learners who are confident in applying their skills across a range of contexts. Within lessons, MAT pupils are challenged through higher-order questioning, rich tasks, problem-solving activities, open-ended investigations and opportunities to work independently or collaboratively at greater depth. Particular emphasis is placed on reasoning, metacognition and applying



learning creatively, rather than simply moving pupils on to new content too quickly.



MAT pupils are encouraged to question, analyse and evaluate ideas critically, undertake independent research and present their learning in a range of formats. They are supported to articulate complex ideas clearly, both orally and in writing, in Welsh and English, and to apply numeracy and digital skills confidently to real-life and cross-curricular contexts. Governors have recognised through learning walks and work scrutiny that challenge for higher-attaining pupils has strengthened, particularly through improvements to independent learning expectations, feedback and learning environments.

Beyond the classroom, MAT pupils at Llangan benefit from a wide range of enrichment opportunities designed to extend learning and nurture interests. These have included participation in cluster-based MAT activities and competitions, opportunities linked to science, technology and sustainability, and extended inquiry projects that allow pupils to pursue areas of personal interest in greater depth. Recent initiatives such as sustainability projects, scientific investigations and specialist enrichment activities have provided meaningful challenge and authentic contexts for higher-level thinking and application.

The school is also mindful of the challenges associated with very high attainment, including assessment ceilings and potential plateauing. Leaders monitor progress carefully to ensure that MAT pupils continue to be stretched through depth, creativity and application of skills, rather than solely through acceleration. Teaching strategies are adapted to ensure pupils remain engaged and continue to develop resilience, independence and a strong sense of achievement.

Llangan Primary School remains committed to providing a balanced and inclusive approach to supporting More Able and Talented pupils. Through high-quality teaching, thoughtful curriculum design, enrichment opportunities and strong monitoring by school leaders and governors, MAT pupils are supported to thrive academically, socially and emotionally, and to develop the skills, confidence and curiosity needed for lifelong learning.

School Curriculum

Llangan Primary School's curriculum is defined as everything learners experience in pursuit of the **four purposes** of the Welsh curriculum, which aim to support learners in becoming:

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

The curriculum ensures teaching and learning encompass all six Areas of Learning and Experience (AoLEs):

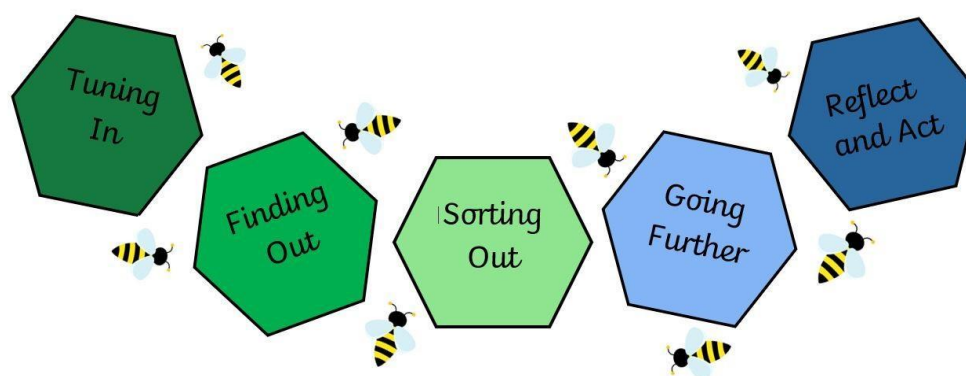
- **Expressive Arts**
- **Health and Well-being**
- **Humanities**
- **Languages, Literacy and Communication**
- **Mathematics and Numeracy**
- **Science and Technology**

All areas have equal status within the curriculum. Each AoLE is subdivided into **Statements of What Matters**.

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

Each **Statement of What Matters** is supported by **Descriptions of Learning**. At Llangan Primary School, **Descriptions of Learning** guide planning for a range of experiences, and knowledge and skills acquisition. The **Descriptions of Learning** are also used to plan for progression; identifying which steps a learner is currently taking and those they will need to take next to make progress. The cluster of schools have used the **Descriptions of Learning** as a foundation for developing a **Cluster Progression Framework**.

Llangan Primary School strives to ensure that the curriculum is engaging and relevant. Pupils are introduced to broad concepts and then engage in a program of learning that supports and challenges them to inquire, research, interrogate, present and draw conclusions.



Llangan Primary School: Climb Higher Curriculum						
Nursery, Reception and Year 1	Power and Conflict <i>What happens when people fight for power?</i> Autumn 2025	Innovation & Design <i>How do clever ideas change the world?</i> Spring 2026	Environments <i>How do places around us help us live?</i> Summer 2026	Change over time <i>How does the past change our lives today?</i> Autumn 2026	Sustainability <i>How can we help protect our world?</i> Spring 2027	Farming <i>How does farming feed and help us?</i> Summer 2027
	Pirate Perils!  <i>Why were pirates so scary?</i>	Puppet Makers!  <i>Can we design & make a puppet story?</i>	Nature Detectives!  <i>How can we care for the nature around us?</i>	Dino Explorers!  <i>What can we learn from clues about the past?</i>	Recycling Heroes  <i>What happens to our rubbish, and how can we use less?</i>	Life on the Farm  <i>How does a farm help people and animals?</i>
	Celtic-Roman Clash!  <i>How did the Romans change life in Wales?</i>	Lighthouse Keepers!  <i>How do inventions help to keep us safe?</i>	Rainforest Rangers!  <i>How can we save the rainforests?</i>	History Makers!  <i>How do important people change the world?</i>	Save our Seas!  <i>How can we help keep our seas and oceans healthy?</i>	Grow it, Cook it!  <i>How does food get from the field to our plates?</i>
	Castle Chronicles!  <i>Why were castles built, and how did they change Wales?</i>	Supercar Creators  <i>How do designers solve problems?</i>	Weather Watchers!  <i>How does weather affect the way we live?</i>	Terrific Tudors!  <i>How did life change for people in Tudor times?</i>	Planet Protectors!  <i>What choices can we make to look after the planet?</i>	The Great Bee Mission!  <i>How can we save the bees?</i>
Year 2 and Year 3	Wales at War!  <i>How did war change life for people?</i>	Fight engineers!  <i>How do inventions change the way people live and work?</i>	National Park Protectors!  <i>Why do we need to protect special places like National Parks?</i>	Gears of Change!  <i>How did the Industrial Revolution change communities in Wales?</i>	Earth's Heroes!  <i>How can we take action for a better future?</i>	Farming Innovators!  <i>How is farming changing to protect our future?</i>
Year 4 and Year 5						
Year 6						

As Llangan Primary School's learners progress through the curriculum and undertake more sophisticated inquiries, they will have greater opportunities to engage with the different disciplines within each AoLE and to specialise in them as they reach the later progression steps.

Curriculum Highlights

Llangan Primary School continues to deliver a rich, ambitious and engaging curriculum that reflects the four purposes of the Curriculum for Wales. Over the past twelve months, pupils have benefited from a wide range of meaningful, memorable and high-quality learning experiences, both inside and beyond the classroom. These experiences have been carefully designed to develop confident, capable learners with a strong sense of belonging, curiosity and purpose.

Inquiry-led learning sits at the heart of Llangan's curriculum. Across all phases, pupils engaged in authentic inquiry experiences that encouraged them to ask questions, research ideas, test hypotheses and present their learning with confidence. Whole-school *Jump In* and *Jump Out* Days launched and celebrated inquiry projects, enabling pupils to showcase high-quality learning to families and the wider community. At the start of the year, a whole-school focus on *Cynefin* deepened pupils' understanding of their local area and heritage. This included local study walks for Years 2 and 3, a historical enquiry at St Canna's Church for Year 6 supported by parish volunteers, and a *Cynefin* Assembly where each class presented outcomes demonstrating secure local knowledge.

In the spring term, the whole-school inquiry "*Climate: What's the Emergency?*" provided a powerful and relevant context for learning. Pupils explored sustainability and environmental responsibility through research, creative expression and discussion. This culminated in a Sustainability Summit where every class shared their findings through art, performance and displays. Pupils in Years 4–6 also visited the Senedd to

explore sustainability, pupil voice and democratic decision-making. These experiences strengthened pupils' research, presentation and critical-thinking skills while reinforcing their sense of agency and responsibility.

Science and Technology were a major strength this year, supported through plaza-based inquiry and whole-school immersion experiences. World Science Week and Science Immersion Days saw pupils across the school engage in hands-on investigations, including experiments exploring materials, melting, glacier retreat and sea-level rise. Plaza 3 pupils worked with *Restore the Thaw* to explore local rivers and environmental issues, while external partners further enriched learning. These included a careers talk from the Office for National Statistics, a visit to Technquest, and a whole-school assembly launching the theme "Change and Adapt." Year 6 pupils applied their learning by constructing a living dead hedge through willow weaving, while younger pupils explored seasonal change, habitats and materials through practical outdoor science. Governors and the School Improvement Officer praised the strong progression in scientific enquiry skills during a learning walk.



Outdoor Learning remains a defining feature of Llangan's curriculum, providing powerful opportunities to develop independence, resilience and environmental awareness. Throughout the year, pupils took part in activities such as Apple Pressing Day with community volunteers, den building, weaving, bird spotting, water-butt installation and gardening projects. Foundation Phase pupils benefited from enhanced outdoor provision through the redevelopment of the Infant Garden, while older pupils engaged in Beach Academy workshops exploring coastal habitats. Road safety learning was supported through Kerb Craft for Years 1 and 2 and Cycling Proficiency for Year 6. Visits to Penllyn Estate, Plantasia and Bristol Aquarium further deepened learning around farming, habitats and oceans. Sustainability projects, led by pupils and supported by the Eco Owls, continue to embed environmental responsibility into daily school life.



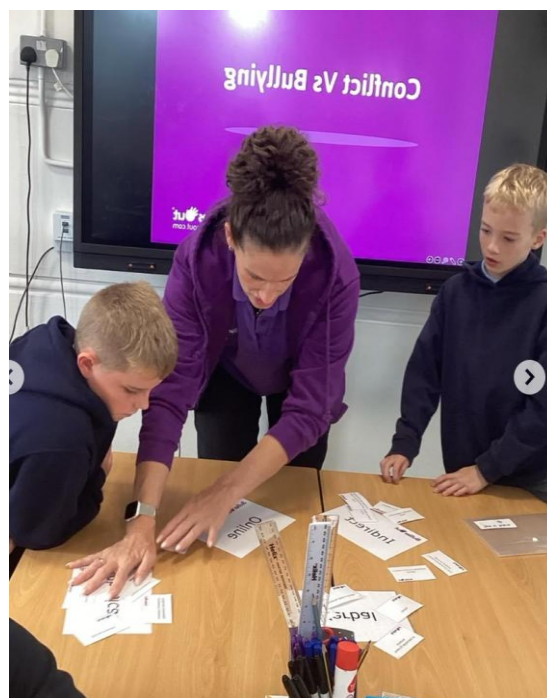
The Expressive Arts continue to flourish across the school, offering pupils rich opportunities to perform, create and collaborate. Junior pupils delivered a high-quality summer production of *The Wizard of Oz*, showcasing acting, singing and choreography. The school choir rehearsed weekly and performed at the O2 Arena in London as part of the *Young Voices* concert—an unforgettable experience for all involved. Pupils were also inspired by a Welsh National Opera concert at the Wales Millennium Centre. The whole-school Eisteddfod celebrated Welsh music, dance, poetry and visual art, while regular singing assemblies and class performances helped build confidence and expressive skills.

Pupil voice and leadership are firmly embedded in school life. Pupils took part in democratic elections for Head Boy, Head Girl and Senedd Ministers through a formal ballot process. Leadership opportunities were provided through a range of committees, including the School Council, Eco Owls, Digital Champions, Health and Fit Committee and Criw Cymraeg. Pupils led recycling drives, food bank collections, charity events and Playground Pal initiatives, while fundraising supported causes such as Children in Need, the Khani Appeal and the NSPCC. Visits from community partners, including the PCSO and South Wales Fire and Rescue Service, supported learning in safety, citizenship and wellbeing.

Sport and physical development continue to play a vibrant role in school life. Pupils represented the school in Urdd football and netball tournaments, tag rugby competitions and cluster sports fixtures. The Cluster Olympics at Y Bontfaen and the NIAC Arena, cross-country events and daily physical activity promoted fitness and teamwork. A hugely successful Sports Day, followed by a PTA-led Family Fun Day featuring games, a BBQ and slip-and-slide, provided a joyful celebration of sport and community.

Educational visits, workshops and residential experiences further enriched learning and helped pupils connect classroom learning to the wider world. Residential trips to Morfa Bay, Llangrannog and the Urdd Centre in Cardiff Bay supported independence and teamwork. Educational visits included the Houses of Parliament, the Senedd, RNLI Porthcawl, Plantasia, Bristol Aquarium and Techniquet. Workshops from Bullies Out, Show Racism the Red Card and local specialists, alongside Eid celebrations, Ramadan assemblies and henna workshops, enhanced pupils' cultural understanding and respect for diversity.

Finally, extra-curricular enrichment has been exceptional this year, reflecting the dedication of staff and the enthusiasm of pupils. Clubs have included choir, football, netball, rugby, cookery, sewing, table tennis, chess, art, science, reading, puzzles, wellbeing and gardening. Whole-school events such as the Great Llangan Bake Off, Pumpkin Carving and the Harvest Festival added further richness to the school year, ensuring that pupils continue to experience a broad, balanced and inspiring education.



[Equality of Opportunity](#)

Llangan Primary School has developed a Strategic Equality Plan (SEP) to ensure equality is at the heart of the school's education provision and as an employer. The Plan meets the general duty of the Equality Act (2010). The overall objective of this SEP is to provide a framework for the school to pursue and embed its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of



the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/students, parents and school governors.

The school is committed to equality principles and will work robustly to ensure that all pupils and staff are encouraged to achieve their full potential. A culture of respect for others is engendered and differences between people are recognised and celebrated. The school endeavours to create a community where pupils are well prepared for life in a diverse pluralist society.

The school aims to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for other children or dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

In June 2025, year 5/6 pupils took part in a workshop with *More Than Flags and Rainbows* to deepen their understanding of family diversity and challenging bullying. Through role play and discussion, they explored the impact of language and the importance of standing up for kindness and respect.

Wellbeing



The wellbeing of all is central to Llangan Primary School's ethos and the wellbeing of pupils is a key priority in the **School Improvement Plan**. The school aims to support the emotional, social and mental health needs of every pupil, ensuring they feel safe, supported, and understood. Building on the theme of '**Recover for Wellbeing**', we have introduced several initiatives to strengthen wellbeing and emotional health.

One of the cornerstone initiatives this year is the introduction of the **Motional Wellbeing Programme**. This is a specialist online tool designed to identify, assess and improve the emotional health and wellbeing of children and young people. This resource is used with pupils who have been identified with **behavioural or anxiety concerns**, offering targeted interventions to support their

emotional development. The use of this tool allows the monitoring of progress over time, ensuring that pupils receive the right support to thrive emotionally and socially.

Additionally, Llangan Primary School uses the **SELFIE Wellbeing Project**, which is a valuable tool in supporting the emotional needs of our pupils. This project has enabled the collection and analysis of data on the **friendship groups** and **emotional literacy** of pupils from Year 2 to Year 6. By identifying areas where pupils may need additional support, we are able to target interventions, particularly for those who may feel isolated or have difficulty with emotional expression and regulation.



As part of our commitment to supporting pupils' wellbeing, we have a trained **Emotional Learning Support Assistant (ELSA)** on-site. The ELSA works closely with children identified through the **SELFIE Project** or by class teachers, addressing various emotional needs such as friendship issues, anxiety or other concerns raised by the children themselves. The ELSA provides one-to-one or small group support, helping pupils to build resilience, improve emotional regulation, and develop better coping strategies. In addition, the ELSA benefits from **regular training opportunities** with the **Local Authority Educational**

Psychologist, ensuring their practice is informed by the latest research and best practices in emotional wellbeing.

Llangan Primary School embraces the principle that **wellbeing is a whole-school responsibility**. A supportive and nurturing environment aims to encourage children to express their emotions and seek help when needed. Regular **wellbeing check-ins** and the use of **restorative practices** are embedded, fostering a culture of respect and care throughout the school.

Keeping Pupils Healthy and Safe

The development of healthy lifestyles is a high priority at Llangan. The school has attained the National Quality Award (NQA) for Healthy Schools, a prestigious award for any school to achieve, being one of only 6 schools in the Vale to have achieved this award.

In Key Stage 2, all pupils undertake up to two sessions of Physical Education (PE) each week and our Foundation Phase pupils make regular use of the outside space in addition to their allocated PE sessions.

Vale Catering Service provide healthy school lunches with a salad/fruit bar. All pupils have access to drinking water throughout the day both indoors and outdoors.

The curriculum is underpinned by the school's values for life and we offer a comprehensive Health and Wellbeing curriculum and relationships programme. These are delivered through class sessions, assemblies and circle time.



Disabled Facilities

Llangan Primary School is built on two levels with toilet facilities suitable for disabled pupils. The Strategic Equality plan gives clear guidance to ensure that we do not in any way discriminate against disabled pupils, either preventing them accessing the school or the curriculum. Furthermore, the Governing Body and staff accord high priority to the promotion of disability equality and seek to negate the effects of discrimination faced by disabled pupils. A positive image of disabled people is promoted via the attitudes of staff and pupils and through the teaching materials and other resources at the school's disposal.

School Uniform

The school uniform policy has recently been updated to not differentiate by gender and to allow for adjustments due to extreme weather conditions. Llangan Primary School believes a school uniform offers the following benefits:

- Provides a sense of identity, community, and cohesion within the school
- Supports positive behaviour and school discipline
- Ensures pupils are appropriately dressed for learning activities
- Removes peer pressure to follow specific fashion trends
- Promotes equality, enabling pupils of all backgrounds to share a common identity
- Helps reduce inequalities and some triggers for bullying
- Enhances safeguarding and attendance by aiding the identification of truants
- Assists in identifying strangers on school premises
- Supports and reflects the ethos of the school

Llangan Primary School's uniform is as follows:

Everyday Uniform

- Pale blue polo shirt
- Navy sweatshirt, cardigan, or hoodie
- Grey dress, skirt, trousers, or shorts
- Summer option: pale blue gingham summer dress
- A suitable coat for all weather conditions
- Black shoes or trainers

PE Kit

- Plain navy, white, or black t-shirt- recently parents voted to change this to house colours.
- Black shorts, leggings, or tracksuit bottoms
- Trainers or daps
- On PE days, pupils should wear their PE kit to school with a school jumper

Uniforms with the school logo are available from MyClothing.com, Uniforms-To-Go, and The Pencil Case in Cowbridge. Non-logo options can be purchased from supermarkets or other retailers.

Footwear

Footwear that supports children's growth and development is encouraged. Platform soles or high heels are not permitted. Pupils with medical or physical needs may wear specialised footwear as required.

Jewellery and Accessories

- For health and safety reasons, only stud earrings and watches are permitted.
- Pupils must remove jewellery during PE and games or cover them with a plaster.

Make-up and Hair

- Make-up is not permitted.
- Haircuts or styles that cause distraction (e.g., brightly dyed hair, shaved patterns) are discouraged.

Labelling and Responsibility

To prevent loss or damage, all items of clothing, bags, and personal belongings should be clearly labelled with the pupil's full name.

Sport and Extra-Curricular Activities

Llangan Primary School takes great pride in the wide range of extra-curricular opportunities available to pupils, ensuring that every child has the chance to explore interests, develop new skills and enjoy learning beyond the classroom. Throughout the year, staff across the school—including teaching assistants—have generously given their time to lead a broad and varied programme of clubs. These have included football, netball, rugby, choir, coding, gardening, art, chess, cookery, sewing, table tennis, reading, science and wellbeing clubs, ensuring something is available for every interest and age group.



Sport continues to be a vibrant and integral part of school life. Pupils have represented the school in a range of competitive and participatory events, including Urdd football and netball tournaments, cross-country competitions, tag rugby festivals and cluster sports fixtures. Daily physical activity, alongside a hugely

successful Sports Day and PTA-led Family Fun Day, has promoted teamwork, fitness and resilience, while celebrating participation and enjoyment of sport.

In addition to weekly clubs and sporting events, pupils have benefited from enrichment opportunities that extend learning beyond the school grounds. Year 6 pupils took part in a residential experience that developed independence, collaboration and perseverance through a range of outdoor and team-building activities. These experiences play a key role in building confidence, resilience and positive relationships.

The success of Llangan's extra-curricular programme is a direct result of the dedication, enthusiasm and commitment of staff, who consistently go above and beyond to enrich pupils' school experience. Their efforts ensure that learning at Llangan is not only ambitious and engaging, but also joyful, inclusive and memorable.

Welsh Language Development - Bilingualism



In October 2024, Llangan Primary School proudly achieved the **Silver Cymraeg Campus Award**, reflecting the hard work and commitment of both pupils and staff in embedding Welsh language and culture into daily school life. **Criw Cymraeg** is instrumental in promoting the use of Welsh across the school, encouraging both staff and pupils to embrace the language with confidence and enthusiasm. The annual school **Eisteddfod** remains a highlight of our calendar, celebrating Welsh heritage through music, poetry, and art while showcasing the talents of pupils.

Staff have also been working closely with the **Athrawes Fro** from Central South Consortium to further develop bilingualism across the curriculum. This partnership has supported staff training, provided innovative resources, and ensured consistent progress in our Welsh language provision. Together, these initiatives are fostering a strong Welsh identity within the school community and preparing our pupils to thrive in a bilingual Wales.

Finance

The school finished the financial year with a small in-year overspend of £11,975. Staffing costs remain carefully managed and underspent overall, while unavoidable increases in premises, utilities and capital works contributed to higher costs in these areas. This was partially offset by higher-than-expected income from grants, childcare provision and community fundraising. Governors continue to monitor finances closely through the Finance and Operations Sub-Committees, with a clear deficit recovery plan in place to ensure the school remains financially sustainable.

The school's income is mainly provided by Vale of Glamorgan County Council and is largely determined by pupil numbers. Responsibility for reviewing and making recommendations on budgets and monitoring the school's financial performance is delegated by the Governors to the Operations Committee.

Vale of Glamorgan Llangan Primary School Outturn Report 2024/25 Revenue Summary

(Parent Summary – Subtotals Only)

Budget Area	Budget (£)	Actual Spend (£)	Variance (£)
Staffing (Employees)	711,581	702,629	+8,952
Premises & Utilities	60,412	73,809	-13,397
Transport	169	0	+169
Supplies & Services	69,302	66,104	+3,198
Internal Recharges (Services & Support)	37,613	39,409	-1,796
Capital Contributions	1,356	13,799	-12,443
Transfers to / from Reserves	-38,530	0	-38,530
Total Expenditure	841,903	895,750	-53,847

Income Summary

Income Source	Budget (£)	Actual Income (£)	Variance (£)
Welsh Government Grants	-115,776	-124,463	+8,687
Other Grants & Consortia Income	0	-3,210	+3,210
Customer Receipts (Meals, Childcare, Lettings, Donations)	-11,954	-34,445	+22,491
Internal Recharges & Support Income	-1,470	-8,964	+7,494
BFCC Income	-17,500	-17,491	-9
Total Income	-146,700	-188,573	+41,873

Overall Position

	£
Total Budget	695,203
Total Actual Spend	707,178
In-Year Variance (Deficit)	-11,975

[Parent Forum](#)

The Parent Forum at Llangan Primary School continues to play a valuable role in strengthening the partnership between home and school. It provides a welcoming, open and constructive space for parents to share feedback, raise questions and contribute ideas that help shape school priorities, policies and practice.

Over the past year, the Parent Forum has directly helped to shape and review a number of key school policies and arrangements. These have included the school's homework policy, parents' evening arrangements, school uniform expectations and the attendance policy. Parents have also supported the review of the school calendar, events programme and charging policy, ensuring that these reflect the needs and views of families within our community.

Importantly, the Parent Forum has played a significant role in helping to guide the school's focus on inclusion, diversity and equality. Discussions have supported our work in promoting anti-racism, celebrating diversity and championing LGBTQ+



inclusion, helping to ensure that Llangan remains a welcoming, safe and respectful environment for all pupils and families.

Parents have also contributed to wider school development projects, including the transformation of the Infant Garden and the ongoing development of outdoor learning opportunities. Their involvement, insight and practical support continue to enrich school life and strengthen our shared sense of community.

Diolch yn fawr to our supportive, engaged and committed parent community.

Parent Teacher Association (PTA)

The Parent Teacher Association (PTA) at Llangan Primary School continues to play an invaluable role in enriching the school experience for all pupils. Through a packed calendar of creative, community-centred events, the PTA not only brings families together but also raises vital funds to support projects that directly benefit the children.

This year, the PTA set an ambitious fundraising goal to further enhance the school's performing arts provision, including the purchase of a new piano, stage, spotlights and sound system—ensuring memorable performances and celebrations for years to come.

Fundraising Success 2024–2025

Thanks to the incredible generosity and support of our parent community, the PTA has already achieved significant fundraising success. Across a range of events—including the Halloween Disco, Christmas Concert raffles, Eisteddfod celebrations, themed movie nights, Bake Off competitions, Mother's and Father's Day stalls, the Easter Hopathon, the Taylor Swift Dance Night, Break the Rules Day, and the Summer Play—the PTA has raised an impressive **£10,673.47** this year.

A snapshot of some individual event totals includes:

- **Halloween Event:** £797.41
- **Christmas Concerts & Raffle:** £1,216.09
- **Eisteddfod:** £490.84
- **Superhero Movie Night:** £288.48
- **Bake Off:** £370.06
- **Grinch Film Night:** £312.50
- **Taylor Swift Night:** £547.97
- **Easter Hopathon:** £557.25
- **Break the Rules Day:** £278.86
- **Father's Day Stall:** £1,508.21
- **Sports Day:** £462.54

These events have not only raised funds but have also strengthened our sense of community, bringing joy and connection to children and families throughout the year.

What the PTA Has Funded This Year

The PTA's hard work and your contributions have already had a significant impact on school life. This year, PTA funds have supported:

- **New Stage:** £3,376.80
- **New Piano:** £1,583.33

- Year 6 Leavers' Hoodies: £819.00
- Father Christmas Visit & Christmas Treats: £559.11
- Polytunnel Skin: £541.66
- Gardening Resources: £35.58
- Sports Day Costs: £227.35
- New BBQ & Gas: £228.80
- Easter Eggs: £194.80
- Ice Lollies: £29.00
- World Book Day: £8.50
- Zactiv Workshop: £75.00
- Camping Stove for Outdoor Learning: £41.66
- Last Day Festival: £310.00
- Standing Costs: ParentKind Membership (£162.00) and Council Licence (£40.00)



A total of **£5,902.20** remains available to invest in children's experiences later this year.

Looking Ahead

The PTA's calendar continues to grow, with upcoming events including a festive Christmas Movie Night, an Eisteddfod Celebration, and a Dance-a-thon.

The Governing Body and school leadership would like to extend heartfelt thanks to the PTA members and the wider parent community who volunteer time, donate resources, or participate in events. Your generosity and support make an enormous difference to the pupils of Llangan Primary School.

The PTA warmly welcomes new volunteers—whether you can spare an hour or take on a bigger role. **Diolch yn fawr i'r PTA!**

PTA Officers 2024–2025

- Chairperson – Jess Griffiths
- Vice Chairperson – Laura Stevens
- Treasurer – Kath Ashton-Brown
- Secretary – Laura Sweet

Health and Safety

Llangan takes a proactive approach to monitoring hazards on site and as such **Specific Risk Assessments** are reviewed regularly, or in the case of any significant changes or incidents. The Governing Body of Llangan Primary School has a high regard for its responsibilities regarding the health, safety, security and welfare of the pupils and staff within its care and all visitors to the school. With the implementation of our Health and Safety Policy, the Governing Body will ensure that, wherever possible, a working and learning environment, which is safe, secure and without risk to health is provided and maintained.



Proactive health and safety inspections take place within the school and the surrounding area on a regular basis. Fire drills are held each term. An accident book is kept and used by all staff to record incidents.

Building Work and School Improvements

Over the past year, Llangan Primary School has continued to invest in our buildings, grounds and learning environments to ensure they are safe, welcoming, inclusive and fit for purpose. These developments have been guided by careful planning through the Governing Body Operations Sub-Committee and supported through a combination of grant funding, value-for-money savings, and strong partnership working with the Local Authority and contractors.

A key priority has been maintaining high standards of health, safety and compliance across the school site. Throughout the year, the school has completed a wide range of inspections, servicing and essential works, including regular lift maintenance, fire drills, CCTV and security alarm servicing, emergency lighting and electrical safety checks, and repairs to heating and hot water systems. We also commissioned specialist surveys and compliance visits, including structural and asbestos-related inspections and follow-up actions, ensuring our premises remain safe and well monitored.

We have also continued to improve teaching and learning spaces. During the summer period, the school invested in upgrading and relocating interactive whiteboards to enhance digital teaching capacity across key areas, and we have continued to review lighting provision to ensure classrooms have safe, effective and efficient illumination (including work underway to explore LED upgrades where appropriate). Alongside this, deep cleaning and refurbishment work has helped to maintain a high-quality environment for pupils and staff.

Outdoor spaces and site safety have remained a significant focus. New railings have been installed to strengthen perimeter safety, and further work is planned to address sections of external walling and fencing, with multiple quotes obtained to ensure best value. The school has also taken action to improve the organisation and safety of key areas through updated markings and ongoing maintenance, helping us to keep busy spaces safe and well managed.



As part of our continued commitment to sustainability and outdoor learning, we are proud to have secured the **Bees4School grant**, enabling the installation of a small on-site apiary. This has been carefully planned with safety as the priority, including restricted access, clear risk assessments, review of medical needs, and the installation of protective fencing to ensure safe operation while providing a unique learning opportunity linked to biodiversity and the environment.

Looking ahead, we are also planning further improvements to strengthen Early Years outdoor provision. The school has been awarded **Early Years & Childcare Capital Grant funding (£15,000)** to enhance the shared Nursery and Wrap Around outdoor area, with the aim of creating a more suitable all-weather space. This includes proposals for improved surfacing and the installation of a canopy to ensure children can access high-quality continuous outdoor provision in a wider range of weather conditions. This work is being progressed in line with grant timescales and governor approval processes.

Finally, we continue to review areas of the site that now require renewal due to age and wear. This includes the play area surfacing, which has deteriorated over time and is being actively considered for replacement through procurement and competitive quotes, so that the space remains clean, safe and suitable for pupils' daily use.

We are grateful for the continued support of our school community and partners in helping us maintain and improve our school environment. These ongoing improvements ensure Llangan remains a safe, inspiring and forward-looking place for children to learn and thrive.



[GDPR and Information Security](#)

The school has issued a Privacy Notice to all parents outlining the school's duty in respect of the General Data Protection Regulation (GDPR). A data retention policy has been signed-off by the governors and is available upon request. The school have appointed the Vale of Glamorgan Council as the external Data Protection Officer (DPO) for the school.

[Policies](#)

The Governors have a rolling programme of reviewing the school's policies, with individual policies reviewed at least every three years or when there are Welsh Government and Local Authority guidance changes. The children and staff carry out fire drills termly.

[The School Prospectus](#)

The school prospectus is available in the printed format and is issued to all new members of the school community. It is also available to view on the front page of our school website.

The school prospectus is reviewed and updated annually to reflect changes and the information is compiled in accordance with the Welsh Assembly Circular 22/96 – School Prospectus – checklist of contents.