

**Clase Primary School
Governors' Report to Parents
2024-2025**



Dear Parents and Carers,

The school year 2024 – 2025 has continued to see progress and change education. From September 2023, the 'national priorities' defined in the School Development Plans Regulations are updated to be consistent with the Curriculum for Wales. The 'national priorities', which schools must have regard to when setting their improvement priorities, are:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- Reducing the impact of poverty on learners' progression and attainment

I believe that in identifying and working towards these two key aspects of school life, the staff at the school have worked towards these priorities.

At Clase, we have a strong ethos of promoting staff and pupil wellbeing and this is at the heart of all aspects of school life. We have embedded a nurturing culture that supports all pupils effectively, particularly the most vulnerable learners, through approaches rooted in attachment theory, neuroscience and trauma informed practices.

As a school, so much has happened this year that has been positive and has strongly endorsed what we have understood for a number of years – Clase Primary is an excellent school. Our ESTYN inspection in the spring term 2019 highlighted the excellent practice within the school, particularly in leadership, wellbeing, care and support for children.

As Governors, we would like to assure you that we will endeavour to support your school to the very best of our abilities. We look forward very much to continuing to work alongside Mr. Jones and the hard-working team at Clase Primary.

As a school, we have a strong commitment to ensure that all our pupils achieve and become 'the best that they can be' and we will do our utmost to ensure that this is reflected in the learning experiences we offer our pupils. As governors, we see ourselves as an important part of the community, we are committed to ensuring the teaching and learning experiences we provide help children make good progress.

The governors are delighted to deliver this report highlighting some of the achievements the school has made this year. We are particularly proud of the progress and achievements of our pupils from the time they come to school until the time they move to secondary education. We are committed to working with staff, parents, pupils, the local authority and the regional partnership to embed the four purposes and principles, found in the transformational new curriculum for Wales.

The Governors, with the Headteacher and staff, are committed to working together to maintain and build upon standards achieved each year, whilst creating a calm and happy environment where all pupils feel they can learn.

The Governors would like to take this opportunity to thank Mr. Jones and all her staff for the excellent teamwork demonstrated every day.

Yours sincerely,

(Steve Avo)
Chair of Governors

GOVERNORS REPORT TO PARENTS

Reaching High, Learning Together, Having Fun.

Mission Statement

We aspire for all our children to become healthy, confident, secure, caring individuals, who strive to be the best they can be. They are given every opportunity to achieve their full potential, develop a love of learning, foster a sense of belonging, acquire skills to become life-long learners and have the ability to make informed choices.

An Introduction to the work of the governing body 2024– 2025

In 2024 – 2025 the governing body met at least once a term. At the annual general meeting in the Autumn Term 2024. Steve Avo was elected as chairperson and John Davies was elected as Vice-chairperson.

The governing body includes members of the local community, parents, the local authority (LA), teachers and non-teaching members of staff. From time to time, vacancies arise on the governing body and should you feel you have the time and a genuine desire to make a contribution to the success of the school, we would welcome your interest.

Please note that we are no longer required to hold an annual governors and parents meeting. If you have any suggestions, would like more information or have any questions about the school please do not hesitate to contact the school. Should you have any questions or queries for the Governing Body, please contact the Clerk to the Governors, Kelly Williams, in the school office.



Daniel Jones
Headteacher, Clase Primary School

Governing Body 2024-2025

Name of Governor	Category of Governor	Term of Office Expires
Daniel Jones	Headteacher	n/a
John Davies	Community	24/09/29
Kevin Davies	Community	11/04/27
John Williams	Community	03/04/29
Steve Avo	LA	18/12/28
Lesley Evans	LA	25/01/27
Mike Lewis	LA	19/01/29
Laura Barnes	Parent	01/10/28

Rebecca Edwards	Parent	07/07/26
Jane Gimblett	Staff (non-teaching)	24/09/29
Claire Reynolds	Staff (teaching)	09/01/29

All terms of office last for a four-year period (except for the Headteacher – whose term of office will last for as long as she remains Headteacher).

Nominations will be sought for Parent Governors as and when the terms of office of the existing governors expire.

School Prospectus

In September 2024, the school's prospectus was updated and includes a home-school charter, which we ask all new parents to sign. Our prospectus can be viewed on our school website or can be requested in the school office.

We also have information available for parents of all prospective nursery children and for parents who may wish to visit the Specialist Teaching Facilities.

School Policies

All policies are reviewed and updated by Governors and staff as and when required. Copies of all policies are available from the school office on request and some key policies are available on the school website. All policies recognise our commitment to placing the UN convention of the Rights of the Child at the heart of our ethos.

Achievements in 2024 - 2025

The school was last inspected in March 2019. This was an excellent inspection and representatives from the school were able to collect an 'Excellence in Education and Training' award at the national ESTYN awards ceremony in Cardiff. A copy of the report can be obtained in our school office, on the school website or on the ESTYN website. The school has made significant changes over the past few years including substantial improvements to the school building and the grounds. We have also grown considerably in numbers and currently have 349 pupils on roll.

Throughout the year we have held a number of special events for pupils and their families. Parent, community and professional engagement and feedback has been incredibly positive, building upon our excellent reputation, placing the school firmly at the centre of the wider community and encouraging our pupils to develop their connection, care, pride and sense of belonging with their community. We recognise the wider role we play in educating our children to be good citizens within a community built on respect, care and compassion for our neighbours.

Our signing and singing choirs were once again able to show their amazing talents to the wider public at the Grand Theatre in June. Their performance of songs from School of Rock was fabulous.

Parents, staff, pupils and the wider community have had the opportunity to enjoy our first Clase Primary Science Fayre to celebrate the teaching and learning of Science and Technology across the school. The grand opening was a huge success.

In September 2025 we re- launched our new savings scheme, Clase Coin Counters, which operates every Thursday at 10am for learners from years 1-6. The learners suggested names for the group and also took part in a poster competition. The winning entries were announced in an assembly, which outlined how the savings scheme will work and how the learners could join. To launch, we partnered with Celtic Credit Union and have received support from Clare Bentley. Clare has provided training for 8 new junior cashiers as well as training for Carl Fisher to lead the scheme. Our members are growing week by week. The scheme has provided learners with fantastic authentic learning experiences, such as dealing with real money, completing paying in slips, banking sheets and paying in books.

Sporting aims and achievements

Pupils across the school engage in outdoor learning daily. Pupils in Buds and Blossoms, Daisies and Dandelions, and Y3/4 have their own outdoor areas to utilise each day to develop skills such as exploration, role-play skills, literacy skills, numeracy skills and physical skills.

Staff use a range of equipment in sports activities, these include balance bikes, scooters, multi skills packs, hockey kits, football sets and rugby sets. Packs are shared for use on the yard during play times, as well as being used effectively in PE sessions. The use of our 'Coed Clase' is also used daily whereby pupils can access our school forest. With the support of Miss North (our Forest School Trained Practitioner), all pupils had the opportunity to engage in specific outdoor learning sessions to develop a range of skills.

Younger pupils participated in weekly Physical Literacy sessions to help develop Gross Motor Skills such as running, jumping, skipping, hopping, crawling and balancing. Identified pupils, including those in our Specialist Teaching Facilities (STFs) enjoyed sensory circuits. The pupils engaged in a 3-step physical session to help develop their attention and listening skills along with readiness for learning. Pupils enjoyed using the balance boards, skipping ropes, balls and sensory toys.

All learners throughout the school have had the opportunity to learn essential skills such as teamwork, cooperation, coordination and competition through our Sports Day events. Furthermore, learners in Years 5 and 6 have learned vital life-saving skills through weekly swimming sessions, ensuring that they are not only given the opportunity to learn to swim, but to also be educated on water safety and what to do in an emergency.

We continue to inspire our learners to healthy and confident by inviting inspirational guests to come to the school and share their stories.

Pupils accessed a range of after-school and lunchtime clubs, to help develop lifelong skills for learning. Pupils enjoyed sports clubs such as netball, football, rugby, cricket, rounders, tennis and dodgeball.

The Year 6 children spent time at St Madocs on the Gower. The stay included a range of activities designed to help children take risks and face new challenges! The children were able to develop their teamwork skills and resilience. What a fantastic way to end their Clase Primary School experience!

The Y5 pupils enjoyed a fun-filled 3 days at Llangrannog in May. The pupils took part in a variety of activities, including rock climbing, caving and canoeing. There were lots of opportunities for the pupils to build their confidence, resilience and independence during their stay. Staff and pupils all commented on how fantastic their experience was

Pupils in year 3,4,5 and 6 have had the opportunity to compete against other schools in football and netball matches. Clase Primary has built a strong relationship with local schools, taking part in home and away matches in both Football and Netball. Clase Primary hosted a well-attended football match, where hotdogs, drinks and iced lollies were available during the match. As a result, learners are gaining experience in a more competitive environment and putting skills learned, into practise. Resilience, collaboration and determination are also characteristics that are being developed

Admission Arrangements

Nursery admissions are decided by the school. Children can enter the nursery on a part-time basis following their third birthday, providing there is a vacancy. Reception and Year 7 places now have to be applied for on-line and full details are sent to parents by the local authority. The School and Governor Team deal with all other applications and allocate places according to availability. Our admissions policy is available in the school office. All the Nursery and Reception staff work closely together to create a safe, warm, welcoming and caring environment, where your child will feel secure and happy

Curriculum

The Curriculum Committee met termly in 2024- 2025

Clase Primary School is a maintained primary school where children learn through the medium of the English language. The school is working towards the principles and purposes of the Curriculum for Wales, which will enable learners to be:

- 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.

Leaders are committed to improving the curriculum and enriching the learning of all pupils. A range of innovative strategies have been implemented and approaches already in place have been further embedded to ensure that school improvement priorities highlighted in the School Development Plan are being addressed.

Teachers continue to plan for experiences that engage learners and provide learners with opportunities to transfer skills learned to real-life authentic contexts such as enterprise projects, community projects and concerts.

The school continues to use whole school big questions, originally introduced during school closures, to support a collective approach to teaching and learning throughout the school. Leaders worked to develop questions based around values that would enable learner influenced teaching and learning.

Throughout the last academic year teachers worked on developing 'assessment in learning'. Teachers have had training in moving learners forward 'in the moment' and have developed good systems to assess learning at the beginning of a task and reflect on learning at the end.

Language, Literacy and Communication

The school has a consistent approach to raising standards in writing and has embedded several effective writing strategies across the school. Daily teaching of phonics is embedded throughout the Foundation Phase using 'Letters and Sounds' as a firm foundation for improving children's skills in reading and spelling. This has also been implemented in Years 4/5 where individual pupils who would benefit, have daily phonics sessions.



In addition, the Haven provision also provides additional phonics intervention for Years 1-6 to ensure continuation and support for those children who require it. Pupils with identified needs are also further supported in their literacy development by the Haven intervention as well as in class sessions with teachers and TAs.

Creative programmes of work are planned for all pupils including those with additional learning needs and those who are identified as more able, and high-quality training of staff is offered to develop the teaching of literacy. More able and talented (MAT) learners in Year 5/6 have had the additional opportunity to extend their skills in writing through a MAT writing group led by Miss Jones.

All staff and learners in Y5/6 have implemented 'I can' progress grids in literacy, as well as numeracy and topic resulting in all pupils assessing their learning against success criteria. All Y5/6 staff and learners are completing 'Show what you know' (S.W.Y.K) tasks at the beginning of genres/topics, allowing all stakeholders to easily identify where there are gaps in the success criteria and ways forward for subsequent learning.

INSET training was run by the LLC lead, Miss Manchipp, whereby staff received training on Alan Peat's sentence structures in order to vary and extend learners writing across the school. Furthermore, staff were supported in mapping out writing genres and text types across the school's two-year planning cycle to ensure that planning for continuity and progression has been undertaken in LLC throughout the school. In addition, a new 'Grammar, Punctuation & Sentence Construction Continuum' was created and shared by the LLC lead to ensure that these areas of LLC learning are explicitly planned for throughout the progression steps. Staff were given the opportunity to discuss and collectively contribute to the new continuum to ensure that all stakeholders were able to have an input into creating a continuum which will reflect the views of all staff at Clase Primary School.

Following intensive teacher and TA training in the Reading Journey/9 Reading Behaviours, these strategies continue to be implemented across the school and is monitored to ensure that it is embedded throughout the curriculum. All teaching staff have contributed to a planning session



about how to teach comprehension skills, using the 9 Reading Behaviours, in a way that enthuses all learners. Staff have undertaken various strategies to develop their teaching of the 9 Reading Behaviours following this. 'Boom Reader' continues to be used throughout the school, allowing all stakeholders to play an active participation in developing learner reading both in school and at home. All teaching staff have participated in a planning session to develop the use of Boom Reader, as data indicated that few parents in some cohorts were actively using the resource. Following reflection, staff have taken steps to encourage and motivate families to engage with Boom Reader. As a result, parents are more engaged in their children's reading at home in Reception, due to the actions taken following the planning sessions.

The school has provided opportunities to hear and learn new language through enrichment groups such as the 'Young Interpreters' group run by Mrs Lloyd. Flourish Friday has further provided opportunities for learners to hear and learn new languages. Nearly all Foundation Phase learners will have had, or will have, the opportunity to learn Italian as part of the Flourish Friday rolling programme. Additionally, all learners in Y5/6 have had the opportunity to learn Spanish as part of PPA cover. These opportunities have resulted in all learners across the phases having greater understanding of the diversity of the world around them and experience new languages and cultures.

Numeracy

Learners continue to utilise digital platforms for Maths and Numeracy extension, in the classroom and independently at home using Mathletics and Math Seeds software. To continue to change the way in which people view Maths and Numeracy we have now held our fourth annual 'Number Day'. Number Day gives learners and staff the opportunity to dress up and explore the fun side of Maths and how it can be viewed in everyday life. This year we showcased some examples of Maths across the curriculum during a whole school assembly.

Learners continue to engage with rich learning tasks and we have found that these authentic learning opportunities provide a more realistic and meaningful way of learner. This year we have launched Clase Coin Counters, which is a saving scheme for learners of our school, organised and run by the learners themselves. 'Clase Coin Counters' savings scheme is now runs weekly (Thursday 9am) with approximately 35 new members. As a result, learners are practising their financial literacy skills through authentic experiences i.e. counting money, completing banking sheets, supporting to complete paying in slips and filling in membership books. We are continuing to advertise on class dojo and posters (created by learners) have been placed around the school.

Learners year 3 to year 6 are using the SWYK (show what you know) principle. As a result, teachers and pupils are able to identify the gaps in learning. Teachers have noted that most learners are using growth mind-set strategies. Consequently, they are developing their resilience and are more able to reflect on their learning. Most learners are using the principle to celebrate their progress, as a result learners demonstrate an increase in confidence.

Learners are having opportunities to engage with independent, authentic learning experiences such as 'shopping trips' to Big Bocs Bwyd and financial literacy through 'Clase Coin Counters'. As a result, many learners feel they are a part of something special. They are increasing in confidence and are beginning to



understand current decisions, such as food choices and saving money, are 'investments' for the future. Learners are starting to recognise gaps in their own learning through the SWYK principle and are beginning to become more resilient and motivated to improve their knowledge, understanding and skills

Tracking pupil progress

From September 2023 we continued to embed our 'Assessment in Learning' Policy. Developing assessment in numeracy was a priority in our SDP. The Mathematics and Numeracy AoLE group worked closely with staff and learners to create effective Show What You Know (SWYK) assessment processes, that support staff to assess where learners are at the start of each topic in maths. From the SWYK appropriate differentiation can then be planned and taught. Teachers and support staff have received training on how to use the SWYK processes effectively. During a Maths learning walk staff and learners were observed using the SWYK process to ensure appropriate progress of the learners.



Throughout 2024-2025 staff continued the new process for tracking learner progress over time including the EDSM model. The use of this model has enabled staff to efficiently identify learner's progress and areas of challenge that have to be revisited in planned lessons. The information gathered can then be triangulated with Teacher assessment, observation (work scrutiny) and summative testing.

We continue to use GL assessment to support teacher assessment and to identify trends. Reading and Spelling assessments in Year 3-6 help to demonstrate the progress of learners and highlight where groups of learners need further support.

We have adapted our tracking learner progression over time to meet the needs of the curriculum. Consequently, rich conversations around learner progress in our termly TLP meetings can occur. Senior leaders have worked with staff to provide resources and intervention to support learners e.g. haven allocation, reading support, phonic support, extra-curricular opportunities, MAT intervention.

The school continues to use the PASS Survey to identify learners emotional and wellbeing, as a result learners identified are provide with bespoke support to help with their needs.

We continue to work with our cluster on developing and maintaining a shared understanding of progression that supports learner progress.

Health and Wellbeing

The Health, Wellbeing, and Safeguarding Committee met at various intervals during the 2024-2025 academic year.

At Clase, we are committed to promoting the wellbeing of both staff and pupils, placing it at the core of everything we do. We have fostered a nurturing environment that effectively supports all students,

especially those who are most vulnerable, through approaches grounded in attachment theory, neuroscience, and trauma-informed practices.

Our vision for Health and Wellbeing at Clase primary school is for our learners to develop as confident individuals with the ability to express and regulate their emotions. We want our learners to be ambitious problem solvers who are not afraid to be open in their discussions. Our desire is for our learners to respect and support each other, valuing our diverse community. We want to foster our learner's ability to be empathetic to others, to seek and care for and include everyone. We aim for our learners to be healthy through their understanding of how a healthy body supports a healthy mind. To know they are safe, listened to and empowered to embrace challenges.

The pastoral team, headed by our Family Liaison Manager, is actively developing and adapting our Nurture provision, Thrive support, and a comprehensive family engagement program. The 'Cwtsh' has evolved into a unique, multifaceted initiative that incorporates the principles of a nurture group, the Thrive Approach, Family Thrive, trauma-informed practices, Forest Schools (Cwtsh in the Forest), and gardening/animal care (Cwtsh in the gardens).

Our pastoral team collaborates closely with our professional partners, including CAHMS school in-reach, the Exchange service, Brighter Futures, and the Early Help Hub, seeking their support when necessary.

In 2024 the Harvest Festival food collection went to Matt's Café, who shared the food with those who find themselves homeless and with local families in need.

Wellbeing sessions are planned throughout the year for all staff, providing opportunities to engage in activities that promote positive mental health and wellbeing, as well as providing information and helpful strategies to support building emotional resilience for example our Wreath making workshop, work family rounders sessions and an emphasis on spending time together as a collective to share food and laughter during lunch times.



As a whole school we undertook learning based on 'child mental health week' This year the theme was 'Your voice matters'. There was clear progression throughout the activities and discussions that took place and the language used was appropriate for the learners' stage of development.

The UNCRC is very evident within the school, the pupils were all aware of the mascot.

The school recognises that it has a significant role to play within the community of Clase and seeks to support local charities and engages in charity events with the Signing and Singing Choirs.

At Clase primary school we foster continuous professional development for all our staff in order to provide excellent teaching and learning experiences for all pupils. This year both TA's and Teachers have had opportunities to develop their skills in specific areas relating to Health and Wellbeing. Training opportunities included physical literacy training, Health and Wellbeing conference, Think Equal project,

Emotional Literacy Support, CAHM's, Art Therapy, Charlie Weller mental health training and Menopause training.

The Flying Start setting provides key opportunities for children between the ages of 2-3 years, childcare to ensure smooth transition into the Foundation phase and support for families in the area. The childcare manager, Julie Ace, works with a committed team of childcare staff who provide excellent opportunities for early development in learning and play. Our provision has now expanded to take 32 children through the week, with 16 a session. We continue to look at ways in which we can further expand to support the local community and to build sustainability in numbers coming to the school.

Our 'Big Bocs Bwyd' provision continues to provide sustainable support for families in our community. Big Bocs Bwyd continues to play a key role within the school curriculum, with learners throughout school engaging in learning around where our food comes from and the impact food has on our body. It has this year been extended to provide an outdoor community cooking space, facilitating further opportunities during our community events such as the Garden Party and Sports Days. We have also utilised both Big Bocs Bwyd and the outdoor space across the school by providing opportunities for classes to access the shop across the week to purchase items for cooking sessions in class and to take home.

Opportunities for 'pupil voice'

'Pupil Voice' continues to be a strength in our school. All pupils have the opportunity to direct their own learning as they contribute to planning at the beginning of a topic. They also participate in weekly 'Review and Plan' sessions with their class teacher, which allows children to decide how to practise the skills they have learned in enhanced provision.



At the beginning of the year all pupils are involved in creating class charters, a class motto and 'What Makes a Good Learner' which provides a framework of mutually agreed expectations for the year, ensuring high standards are promoted and pupils take responsibility for their own learning.

The school has 4 active Pupil Voice Groups each linked to a Purpose which all give children an opportunity to 'have a voice' within the school. Nominated representatives from these groups make up our Pupil Leadership Team and our Clase Senedd. This group helps pupils to work together and ensures groups have a shared purpose. The Pupil Leadership Team also meets with visitors, engages with the wider community and helps the school to improve teaching and learning. Pupils understand and exercise their human and democratic responsibilities and rights by participating in learning walks, including evaluating and challenging learning experiences within school. Pupil Voice Groups have led a range of whole school Initiatives and continue to participate effectively in learning walks.

Separate to the 4 pupil voice groups we continue to have an active Criw Cymraeg. The Criw Cymraeg play a key role in ensuring the Welsh Language is central to school life.

Welsh

At Clase Primary School, the Welsh Language is taught across the whole-school as a Second Language. A diverse range of Welsh Language skills are taught with a focus on the development of positive attitudes towards learning the language. Progressive Welsh skills are planned for and encourage the development of essential language skills including oracy reading and writing. Pupils are immersed into the Welsh Language through daily routines and a range of whole-school enrichment experiences throughout the school year. As a School, we recognise and embrace our responsibility and the role we play in contributing to the ambitious national target of “1 million Welsh speakers by 2050.”

The Welsh language has a high priority throughout the school and all pupils and staff contribute to a strong Welsh ethos. During the 2024-2025, the pupils in the ‘Cryw Cymraeg’ met on a weekly basis and were responsible for sharing the whole-school ‘patrwm yr wythnos’ each week, leading Welsh playground games in the yard, and creating and planning initiatives to help raise the profile of the Welsh language and culture throughout the school.

Clase Primary School is underway in implementing the Curriculum for Wales by ensuring that Welsh is increasingly given parity to English and all other aspects of the Language, Literacy and Communications area of learning experience. Moreover, the use of multilingualism in teaching and learning within the school is deemed essential for pupils and staff, and we are striving to ensure that throughout the school, it is used to support the deliverance of bilingual and trilingual teaching and learning in the future.

In 2024-2025, the leader of Welsh, Miss Rees, worked with the local authority Welsh Education Officer to deliver training sessions to support and up-skill teachers and staff in the delivery of Welsh teaching and learning. Miss Rees attended Ffa La La training and began rolling this out to staff. Ffa La La is a fun, engaging way of learning Welsh Language Patterns through fun, upbeat songs. The Cryw Cymraeg also utilised Ffa La La resources to encourage all pupils to engage with the weekly "Patrwm yr Wythnos".

Each year, the school successfully provides activities for “Welsh Week” to raise the profile of Welsh language and culture throughout the school. These include annual whole school Eisteddfod and St. David’s Day celebrations, along with participation in enrichment activities. Previous opportunities for enrichment have included Welsh Singing for Fun sessions. These types of activities, along with class Eisteddfod competitions and at-home competitions such as “Dress the Leek” and “Welsh Money Box,” help to engage pupils and parents alike, thus upholding a sense of celebration and “Welshness” across the whole school community. This helps to promote positive attitudes to Welsh language, culture and heritage, and raises the profile of Welsh language and a strong sense of “hiraeth.”

The school has employed Mr Carl Bryant, fondly known as ‘Canu Carl’, to come into school one morning a week to teach learners in our school to have fun learning Welsh and how to sing traditional Welsh songs. Pupils from across the school have been able to perform the Welsh songs in a range of contexts, both in and out of the school context. Pupils in Foundation Phase participated in 'Canu, Cawl a Hwyl' whereby pupils performed a range of Welsh songs for families. Alongside this, a range of Welsh traditions were celebrated such as crafting Welsh flags, Welsh face paints and the tasting of traditional Welsh foods including cawl, bara brith and welsh cakes. This assisted in promoting the Welsh Language and demonstrated a positive sense of community in celebrating the Welsh Language and Culture.

Community Focused Engagement

Our Family Liaison Manager Donna Abbott, continues to support our children and their families through a multi-agency approach. Meetings are undertaken with parents and a range of multi agencies where accurate and impartial information is provided on a range of options available to parents and carers.



Staff in Buds and Blossoms partnered with the Book Trust to run Pori Drwy Stori- Time to Rhyme sessions. The programme of rhymes is designed to increase family engagement with early literacy and each child takes a new rhyme and activity home for 6 weeks in Welsh and English. As part of our engagement, parents have been invited to school each week to join in and celebrate the rhymes and learning. These sessions have been very successful with very positive feedback from parents who felt more confident engaging and supporting their own children with rhymes and recognised the value of early language experiences.

The development of our PTFA have been instrumental in building our community links, they have successfully organised three well attended events and plan to further develop their position in the community ongoing.

The school ran the summer Food and Fun sessions which proved to be extremely successful and were well attended again this year. The children had a wide range of experiences throughout the programme.

Staff in Buds and Blossoms also took part alongside parents in an initiative by Welsh Government and Swansea University called Multiply Workshops. Parents of children going into reception in September were invited to attend a series of workshops. Parents upskilled themselves with basic mathematics to be able to confidently engage and support their children with mathematics and numeracy.

Family learning sessions provided by the Welsh Government support parents/carers and children to work, play and learn together in a relaxed and fun environment. We ran weekly sessions from 1-3 for parents and carers to chat about and help develop different strategies and skills to support their child in a supportive environment.

Additionally, we offer an extensive family engagement program designed to cater to the needs of all students and their families. Some of the initiatives we provide include Timeout for parents, community food and nutrition skills workshops, family felting sessions, parent drop-in opportunities, one-on-one parent mentoring/support, and informal coffee mornings.

Supporting Pupils with Additional Learning Needs

Our Additional Learning Needs policy draws on the duties and responsibilities laid out in the SEN Code of Practice for Wales moving forward towards the new ALN code of practice, and in our school all staff are required to ensure it is followed with consideration to the ALNET Act 2018.

Pupils with Additional Learning Needs (ALN) are identified initially by the class teacher and they may ask the Additional Learning Needs Coordinator (ALNCo) Mrs Reynolds, for advice and guidance.

We continue to use a range of assessments to identify children who may have additional needs. Intervention and support is provided according to individual needs. The school keeps a list of pupils with ALN.

In 2024/25 the school had 8 LAC pupils, some of which had moved on by the end of the academic year.

The school has 4 Specialist Teaching Facilities (STFs), catering for pupils aged between 3- 11 years of age. The provision provides specialist support for pupils with Autism and for children with moderate to severe learning difficulties, such as sensory impairments, co-ordination difficulties and speech and language difficulties. The STF provision was reviewed in 2022/23, in line with the new Curriculum for Wales (CfW). As a result, our STF classes for pupils with Autism merged and a bespoke provision incorporating a teaching and learning area, and sensory space was developed. The STF provision for pupils with moderate to severe learning difficulties also changed to reflect progression steps, as outlined in the CfW.

The school is committed to an inclusive ethos and gives high priority to meeting the additional needs of individual children, especially those considered to be vulnerable such as Looked After

Children (LAC) and those with severe and complex ALN. Pupils with ALN in mainstream classes are supported in ways that best meet their individual needs. This may include working in groups (6-8 pupils) with a teaching assistant, working in smaller groups (2 – 3 pupils) with a support teacher or working in class with support from a teaching assistant. Intervention groups and support staff offer support to pupils for reading, numeracy, phonics, spelling, speech and language and social and emotional difficulties. Two school-based settings; 'Little Blossoms' and 'The Haven', continue to offer support to learners with ALN. 'Little Blossoms' aims to meet the needs of our youngest learners with identified social communication difficulties, while 'The Haven' supports learners who have previously accessed emotional/social support in order to gain readiness for learning. This provision builds on the excellent practise developed in the Cwtsh, drawing on Thrive and Trauma informed principles, whilst offering opportunities for literacy and numeracy catch-up, in a way that meets the needs of those identified learners. The Cwtsh provision has also been strengthened through the development of an ELSA role in school, ensuring emotional support and readiness for learning across all cohorts.

The school has strong partnerships with external agencies, such as the educational psychologists and local authority specialist teachers, who help the school to identify and meet the needs of pupils with ALN. The school is also supported in school by Early Help Hub, CAMHS and Platfform, who offer a holistic way of working in partnership with the whole family. We also link closely with our Family Liaison Manager who supports our parents and carers with one-to-one support and group support.

Through a range of sessions, workshops and training led by the ALNCo, the whole school community are aware of the changes in provision for pupils under the ALNET act. These include, whole school training and awareness raising for staff and governor feedback. Workshops have also provided staff with the opportunity to input into provision mapping of our universal provision offer. Identified staff have attended

a range of courses with the local authority to support the implementation of ALNET reform and supporting learners with ALN. These include:

- Writing IDPs
- Full training package covering learning difficulties, medical issues, support for positive mental health, attachment & trauma.
- Cross curricular assessment for ALN
- Elsa
- Inclusive Education Provision/Graduated response

Training opportunities have also been provided for all staff to develop their skills within ALN via a set of playlists and video demonstrations. Provision was also made for staff to select training opportunities from a menu, created by cluster ALNCos as part of our twilight training offer.

The school is proud of its inclusive ethos, which was recognized by ESTYN in March 2019. This ethos informs policies and practices relating to equality, and we seek to ensure reasonable adjustments are made to prevent pupils with disabilities being treated less favourably than other pupils are available. We continue to ensure provision and support for children in the specialist teaching facilities is excellent as highlighted in our ESTYN 2019 report. Pupils from the STFs are given regular and appropriate opportunities to be included in learning opportunities and social activities around the school and pupils from mainstream classes are encouraged, where appropriate, to engage in activities in the STFs. Mainstream Buddies support our pupils within the STFs and offer social skills during play times.

Supporting Pupils with English as an Additional Language

As of September 2024, we have approximately 59 EAL learners in total. This number makes up around 19% of our school population. Many of our EAL learners speak Polish or Arabic as their home language and overall there are a total of 26 languages spoken in our school, including English, BSL, Spanish, Turkish, Romanian and Bengali.

Staff have continued to develop their understanding of how EAL learners develop their proficiency in English and have engaged with ADDs and INSET sessions. This has enabled teaching staff to further develop their understanding of the Bell Foundation assessment tool and ensure that there is consistency of approach when assessing EAL learners. This, therefore, will ensure that staff are familiar with what is required for EAL learners to achieve specific outcomes and how they can best support them to progress in their learning.

Teaching staff have considered how we can develop diversity throughout the school through the development of a multilingual environment. Staff agreed to develop welcome displays within our classroom environments that incorporate flags of the different nationalities within our classes. Staff have allowed children the ability to mark significant dates in the calendar, such as European Day of Languages, through assemblies, classroom discussions, games and learning activities.

The EAL lead teacher, Mrs L. Lloyd, undertook training to implement the Young Interpreters scheme, which proved a success with all learners involved. The aim of this is to provide peer support to learners who speak English as an additional language, through buddying, demonstrating school routines, helping new learners familiarise themselves with the school and new routines and communicate with others, either using a shared language or in English. The Young Interpreters have been trained and have been specifically chosen for the role due to their empathy, enthusiasm and leadership skills and are both EAL and non-EAL learners.

Transition Arrangements

The school has good transition arrangements with the catchment secondary school, Morriston Comprehensive, and with the local Voluntary Aided Roman Catholic School, Bishop Vaughan.

In 2024-2025 35 mainstream pupils transferred to Bishop Vaughan Catholic Comprehensive School, 15 transferred to Morriston Comprehensive, 1 pupil from the STF transferred to Dylan Thomas Comprehensive and 2 to Ysgol Calon Lan.

Priorities 2024-2025

Clase Primary School has high aspirations for all staff and pupils and aims to raise standards and outcomes for all pupils. In order to achieve this staff will be given opportunity to acquire knowledge and develop expertise in teaching.

A full copy of the SDP for 2024- 2025 is available in the main foyer.

P1: To cultivate a culture of curiosity and enquiry throughout the school, with a focus on Science and Technology.

Many pupils (particularly Y4/5) now use self-assessment strategies more effectively. They can identify strengths, areas for improvement, and next steps in learning. This has shifted attitudes towards assessment, with most pupils recognising the benefits of self-assessment for progress.

Nearly all staff engaged in **Skills for Swansea training** and subsequent “tech drop-ins,” leading to increased confidence in using digital tools and embedding computational thinking. Staff are increasingly planning for authentic digital experiences across the curriculum.

Most pupils in Y4–6 now access high-quality digital learning (e.g. Scratch, Sphero, AI tools). The **Digital Wizards** initiative has become embedded, supporting younger pupils in developing core DCF skills. Y2/3 pupils can articulate their role. Many MAT pupils demonstrate mastery in applying DCF skills independently. AI is being trialled successfully across classes: staff use **Teachmate AI** for planning, while pupils report high engagement in creative writing tasks enhanced by AI-generated characters and descriptions.

Nearly all pupils engaged positively in new science experiences (e.g. DVLA Code Challenge, British Science Week at MCS, UWTSD Immersive Room). These real-life authentic contexts have deepened curiosity and made learning more meaningful. Y4/5/6 pupils show growing mastery of individual enquiry skills, supported by a developing **Curiosity and Enquiry tracker**. Science Club in Y4/5 provides further stretch and challenge opportunities. Pupils articulate what curiosity means and provide concrete examples of applying enquiry across curriculum areas, showing increasing cross-curricular connections.

Nearly all staff now plan for a wider range of investigation skills and explicitly weave curiosity/enquiry into “Big Question” projects. Staff confidence in sequencing progression of investigation skills has improved.

Links with **Morrison Comprehensive School (MCS)** have been strengthened: planned collaborative projects for Y4–6 ensure smoother progression and authentic experiences. Cluster transition meetings have led to robust joint planning, including a cross-cluster project for 2025–26. Staff understanding of progression across the cluster has improved, contributing to more coherent planning.

P2: To refine the breadth, quality and purpose of Expressive Arts learning experiences across the school to improve pupil outcomes, especially in creative writing.

Most pupils now show greater confidence and enthusiasm for creative expression, evidenced through participation in PBuzz, drumming workshops, Welsh Whisperer, and high-profile events (Primary Partners, Summer Concerts). Pupils increasingly take creative risks, collaborate effectively, and show pride in their outputs.

Nearly all staff have improved their confidence and expertise in delivering Expressive Arts following targeted training (PBuzz, Charanga, sketching ADDs, Fa La La, oracy toolkit, Talk for Writing). Staff collaboration on large-scale events has embedded shared practice and consistency across cohorts.

Nearly all MAT pupils in Y6 show significant improvement in extended writing. They now write more independently and creatively across a range of genres, with stronger vocabulary, structure, and editing skills. Poetry workshops and authentic contexts (e.g. Remembrance poetry, enterprise product guides) have been particularly impactful, engaging reluctant writers and boys.

P3: To improve pupils' standards in Welsh Oracy across the whole school.

Nearly all pupils have engaged in authentic Welsh experiences that extend beyond the classroom. Whole-school celebrations (Shwmae Day, St. David's Day, Harvest, Eisteddfod) and creative projects (Welsh Whisperer, Criw Cymraeg, Carols Around the Tree) developed pupils' confidence to perform and instilled pride in their Welsh heritage. Visits to places such as Aberavon Beach, Gower Heritage Centre, St Madoc's and Folly Farm gave pupils first-hand experiences of Welsh culture, history, and rural life. These opportunities strengthened their sense of *Cynefin*, cultural understanding, and ability to use Welsh purposefully in real-life contexts.

Staff confidence and competence in teaching Welsh has improved markedly. The team-teaching model with the Welsh lead (autumn/spring) provided staff with practical strategies, while targeted CPD (Slot Drilio, Ffa La La, Tric a Chlic, playground games) ensured consistency in daily practice. Monitoring confirms nearly all staff now integrate sentence patterns purposefully, with most lessons delivered through fun, engaging approaches. The transition of leadership between Welsh leads was seamless, sustaining momentum. Cluster collaboration has strengthened knowledge of progression and ensured alignment with secondary expectations.

Pupils now display increased enthusiasm and confidence in speaking Welsh. Initiatives such as the Welsh choir, fruit shop role-play, class mascots, Siaradwr yr wythnos, Welsh assemblies, and playground games have embedded informal opportunities for speaking Welsh. Nearly all pupils report enjoyment of performances and celebrations, while most show willingness to "have a go" in everyday contexts. Creative writing and oracy outcomes have been enhanced through Welsh songs, poems, and oral challenges, particularly for MAT pupils. Pupils in the STF and early years have also benefited through music, song, and cross-curricular integration, ensuring inclusion.

P4: To strengthen our sense of community by embedding successful supportive transitions throughout school life.

A Class Dojo working party (staff and parents) carried out SWOT analysis, created questionnaires, and developed a draft policy. As a result, nearly all families now have equitable access to consistent communication, and staff are clearer on expectations.

Starter packs were developed with input from all staff, ensuring new families receive relevant cohort information. Stay-and-play sessions for new starters created a positive first contact with staff. Parents and teachers co-created one-page profiles, ensuring needs were identified early. Families report feeling welcomed and supported.

A transition team was formed and set clear aims. Information-sharing processes were established (transition trackers, ADDS discussions, ALNCo/FLM meetings with comprehensives). Bespoke transitions were arranged for identified pupils, with CAMHS and Faith in Families providing additional support. Staff are now well-informed, and pupils are better prepared for next stages.

Building and Premises

The Health, Safety and Wellbeing committee met termly in 2024-2025.

Once again, 2024 -2025 has seen significant work on the school premises and grounds. Governors agreed an extensive range of improvements identified as priorities in the school building and premises action plan 2024 – 2025. These included:

- Replacement of lighting in Y1/2 Classrooms and Foundation Learning Hall.
- Installation of new improvements to the Family Room.
- Repainting of classrooms
- Replacement of 15 fire doors in KS2.
- Installation of a new partition between Foundation learning and the Foundation Phase Hall, to improve Fire Safety and the Learning Environment
- Removal of invasive Bamboo in the STF Garden.

The local authority comments in regard to the governor’s commitment to improving the building and premises have been extremely positive.

Finance

The Finance Committee met termly in 2024 -2025

To ensure all the agreed school improvements in the School Development Plan (SDP) were completed governors approved a budget with predicted reserves of £380,268 in March 2025.

As a governing body we are committed to improving all aspects of the school for pupils, parents and staff, however in view of the current reduced budgets we continue to prioritise essential work. As a governing body we are pleased with the progress the school is making and would like to pass on our thanks to Mr. Jones and staff.

	Delegated Expenditure	Non-Delegated Expenditure
	£	£
Teachers Salaries	1,410,654	24,032
Salaries	1,080,388	88,223
Other Employee Costs	-1,621	1,452

Premises	44,901	0
Transport	746	316,281
Supplies & Services	564,518	209
Recharges	0	129,811
Gross Expenditure	3,099,586	560,008
Grant Income	-723,630	0
Other Income	-300,277	-100
Gross Income	-1,023,907	-100
Net Expenditure	2,075,679	559,908

RESERVES:	£
FINAL FORMULA ALLOCATION:	2,015,724
TOTAL NET EXPENDITURE:	2,075,679
TRANSFER TO / (FROM) RESERVES:	(59,955)
OPENING BALANCE ON RESERVES 01/04/24	440,223
CLOSING BALANCE ON RESERVES: 31/03/25	380,268

Donations:-

£60 staff treasure hunt

Best wishes,

Mr. Steve Avo
Chair of Governors.

