

Governors' Annual Report to Parents 2025-2026

A message from the Chair of Governors

On behalf of the Governing Body, I am pleased to present this annual report to parents and carers of **Prendergast Community Primary School**.

It continues to be a privilege to serve our school community and to witness the dedication of our staff, the enthusiasm of our pupils and the ongoing support from families. As governors, our role is to provide strategic leadership, ensure accountability and support the Headteacher in driving continuous improvement.

School Performance and Standards

This year, the school has maintained a strong focus on raising standards in literacy and numeracy. Targeted interventions, careful tracking of pupil progress and investment in high-quality teaching have supported learners across all year groups.

We are particularly pleased to see:

- Consistent progress in reading across the school
- Effective support for vulnerable learners
- Continued initiatives to support the narrowing of attainment gaps
- High levels of pupil engagement in lessons

Governors receive regular reports on pupil outcomes to ensure all learners achieve their potential.

Curriculum for Wales

The school continues to refine and strengthen its curriculum in line with national expectations. Staff have worked collaboratively to ensure that learning is progressive, engaging and rooted in real-life contexts. Governors have monitored this work through curriculum presentations, learning walks and discussions with leaders.

We are confident that pupils are developing the knowledge, skills and dispositions needed to become ambitious, capable learners.

Wellbeing and Safeguarding

The wellbeing and safety of our pupils remain our highest priority. Safeguarding procedures are robust and regularly reviewed. Governors undertake safeguarding training and monitor compliance with statutory requirements.

The school has continued to invest in:

- Emotional wellbeing support
- Attendance monitoring and family engagement
- Inclusive practice for learners with additional needs

Pupil voice activities show that children feel safe, supported and valued in school.

Leadership and Governance

The Governing Body works closely with the Headteacher and senior leaders to support the School Development Plan. We review progress termly and ensure that funding, including grants from the Welsh Government, is used effectively and transparently.

Governors also undertake training to remain informed about educational developments and our statutory responsibilities. This ensures that we can both support and challenge school leaders constructively.

Community and Partnerships

We value the strong partnership between school and home. Parental engagement remains a key strength of our school community. We thank you for your ongoing support with attendance and participation in school events.

We also appreciate the work of staff in providing enrichment opportunities that broaden pupils' experiences and aspirations.

Looking Ahead

Our school improvement priorities for the coming year are:

- Raise standards in Maths and Numeracy
- Enhance outdoor learning provision
- Strengthen Pupil Voice
- Develop Subject & Area of Learning Experience (AoLE) Leadership

The Governing Body remains ambitious for the future of our school and committed to ensuring that every child thrives.

Finally, I would like to thank our Headteacher, staff and fellow governors for their commitment and professionalism throughout the year. Most importantly, we thank our pupils, who continue to make us proud every day.

Yours sincerely,

Mike Mathias

Chair of Governors

Prendergast Community Primary School

Governing Body Roles and Responsibilities		
Name:	LA/Parent/ Co-opted	Responsibility:
Mr. M. Mathias (Chair)	Community	Chair of Governors, Safeguarding, Additional Learning Needs, Pupil Discipline & Exclusions, Staffing, Finance, Pay Appeals, School Improvement, Performance Management, Complaints School Improvement Priority 3 & 4
Mrs J. Morgans (Vice Chair)	Community	Deputy Chair of Governors, Attendance, Finance, Pupil Participation, Staffing and School Improvement Priority 3
Cllr. S. Yelland	LA Councillor	Finance and Additional Learning Needs
Mrs J. James	Community	School Improvement Priority 1
Mrs C.Johns	Ad. Community	Chair of Finance/Chair of School Improvement Committee Chair of Complaints Committee, Whistleblowing
Mr R. Bromwich	Parent	Community Focused Schools
Mrs L.John	Teacher	School Improvement Priority 1
Mrs K. Corby	Parent	School Improvement Priority 2
Mr W.Johns	Staff	Health and Safety
Ms L. John	Headteacher	School Improvement Priorities 2 & 4 /Staffing/Finance/Health & Safety
Mrs L. Sadler	Parent	School Improvement Priority 1 & 2
Cllr A. Wills	LA Councillor	Health and Safety
Mr L. Freeman	Parent	Young People Looked After, YPLA

The Governing Body and the Head teacher share responsibility for the strategic management of the school, acting within a framework set by national legislation and by policies of the Local Authority (LA). While the LA is the employer of staff, the Governing Body and Head teacher have separate and responsibilities for the selection and management of staff. The internal management of the school is the responsibility of the head teacher. The full Governing Body meets at least once a term, usually more frequently. In addition, sub committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals. The minutes for

the Governing Body meetings are available from the clerk to governors. The Governing Body for our school for the academic year 2025/2026 will be as follows:

Committee Structures

Committee	Membership
Finance	Mrs Jane James Ms Louise John Mrs Christina Johns - Chair Mr Michael Mathias Cllr Steve Yelland Mrs Kate Corby Reserves chosen on progressive rota alphabetical by surname
Grievance	Ms Louise John
Grievance Appeals	2 Governors on rota Mrs Christina Johns Rota – eligible governors to be chosen on progressive alphabetical surname Reserves on rota excluding those on Staff Disciplinary & Dismissal & Appeals Committee
Health & Safety	Mr Wayne Johns Cllr Alun Wills Ms Louise John
Complaints Committee	Michael Mathias – Chair Mrs Christina Johns 1 governor on alphabetical rota Reserves chosen on progressive rota of eligible governors by alphabetical surname
Pay Appeals	Mrs Jenny Morgans 2 governors on rota
Pay Review	Mr Michael Mathias – Chair Ms Louise John Mrs Christina Johns
Performance Management	Mr Michael Mathias – Chair Mrs Jenny Morgans
Performance Management Appeals	Mrs Jane James
Pupil Discipline & Exclusions	Mr Mike Mathias Mrs Jenny Morgans + 2 governors on rota

	Reserves chosen on progressive rota alphabetical by surname
School Improvement	Ms Louise John Mr Michael Mathias Mrs Christina John Cllr. Steve Yelland Mr Lyndon Freeman Mr Rob Bromwich Mrs Jenny Morgans Mrs Kate Corby Mrs Lauren John Mrs Laura Sadler Cllr Alun Wills
Staff Disciplinary & Dismissal	Cllr Steve Yelland + 2 governors on rota Reserves chosen on progressive rota alphabetical by surname
Staff Disciplinary & Dismissal Appeals	Mr Mike Mathias + 2 governors on rota alphabetically and not involved in original committee
Staffing	Ms. Louise John Mrs Jane James Mr Michael Mathias Mrs Jenny Morgans

Our School Context

Prendergast Community Primary School is a caring, inclusive and ambitious learning community located in the heart of Haverfordwest. We serve a diverse population of pupils and families and are proud of the strong relationships we build with our local community.

At the centre of our ethos is our motto: **"We Believe and Achieve."** We believe that every child, regardless of background or circumstance, has the potential to succeed. Through high expectations, supportive relationships and a broad, engaging curriculum, we enable our pupils to achieve their personal best academically, socially and emotionally.

Our school values – **Ready, Respectful, Safe** – underpin everything we do.

- **Ready:** We encourage pupils to be prepared for learning, to show resilience, and to approach challenges with confidence and a growth mindset.
- **Respectful:** We promote kindness, empathy and positive relationships. Pupils learn to value themselves, others and the diverse world around them.

- **Safe:** We prioritise physical, emotional and digital safety, ensuring that every child feels secure, supported and listened to.

These values are embedded consistently across the school day – in classrooms, on the playground and in our wider community partnerships. They shape behaviour expectations, curriculum design, safeguarding practice and our approach to wellbeing.

We are committed to delivering a curriculum aligned with the Curriculum for Wales, ensuring pupils develop as:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Strong partnerships with parents, carers and external agencies further enhance our provision and ensure that we meet the needs of all learners, including those who may be vulnerable or disadvantaged.

At Prendergast Community Primary School, we work together to create an environment where children feel valued, inspired and empowered – because when we believe in ourselves and each other, we achieve.

School Self Evaluation: Progress against our School Priorities for 2024/2025

Priority 1 – Teaching and Learning - Spelling Improvement

School Focus Area: Improving the quality of teaching and learning with a specific emphasis on **spelling standards across the school**

Priority Overview

The school identified a need to improve the accuracy and consistency of pupils' spelling across all year groups, with a focus on both standardised outcomes and quality of written work. This was in response to internal monitoring and standardised assessment outcomes that highlighted spelling as a relative weakness impacting literacy development and overall communication.

Key actions included:

- Adoption of the **Jane Considine spelling programme**, with a focus on the **Focus 5 strategy**
- Provision of **spelling dictionaries** to all pupils in Year 2 and above
- Increased staff awareness and expectations through book scrutiny criteria and staff development
- Monitoring through **GL Assessments (Spelling and Reading)** and pupil work scrutiny

What went well

- **Whole-school consistency:** The Jane Considine programme and Focus 5 strategy provided a clear, structured approach that supported staff confidence and pupil engagement.
- **Resources implemented effectively:** Spelling dictionaries were embedded in classroom routines across the school, empowering pupils to independently check and self-correct their spelling.
- **Improved accuracy in books:** Book scrutinies conducted across the year indicated a clear improvement in the **accuracy of spelling in written work**, particularly in Years 2, 4 and 6.
- **Raised profile of spelling:** Pupils now understand spelling as a transferable skill, not a standalone task, with visible gains in self-monitoring and editing behaviours.
- **Assessment outcomes show improvement:** GL assessment data shows **upward movement in standardised scores** across most year groups, particularly in pupils identified for targeted support.

Areas for Development

- **Spelling age gap remains:** Despite improvement, the majority of pupils in Years 3–6 still have a spelling age that is **below their chronological age**, indicating that the foundations of spelling knowledge and recall remain underdeveloped for many.
- **Consistency in depth of teaching:** Implementation of Focus 5 was variable between classes and key stages. In some classes, it was well embedded; in others, further modelling and coaching are needed to ensure impact.
- **Targeted support:** There is scope to provide more focused intervention for pupils with persistent spelling difficulties, especially where this is impacting their confidence and composition quality.

Impact on Teaching and Learning

- Spelling is now more embedded within the writing process, and expectations for accuracy have increased.

- Teachers report **greater clarity in how to teach spelling explicitly**, and pupils are beginning to transfer taught patterns to independent writing.
- The **overall quality of written work has improved**, especially in upper Key Stage 2, but further consolidation is needed to close attainment gaps in spelling fluency.

Next Steps

- Continue using the Jane Considine approach, with additional training for staff on applying **Focus 5 consistently** across all year groups.
- Introduce regular pupil conferencing or self-reflection on spelling progress to strengthen metacognition.
- Refine interventions for pupils with spelling ages significantly below expectations, using diagnostic assessment to target gaps.
- Integrate spelling targets into feedback and assessment frameworks for writing.

Priority 2 – Teaching and Learning - Quality of Teaching

Academic Year: 2024–2025

School Focus Area: Improving the quality of teaching to ensure consistent challenge and progress for all learners.

Priority Overview

Following analysis of **book scrutiny, learning walks, pupil voice activities and staff feedback**, it was identified that **not all pupils were being consistently challenged** in their learning. This prompted the leadership team to focus professional learning for the year on:

- Developing effective feedback practices
- Improving differentiation strategies (content, process, and product)
- Embedding challenge across the curriculum

A structured programme of **weekly professional learning** and the introduction of **collaborative TRIADs** formed the foundation of this work.

What went well

Professional Learning Structures

- A clearly mapped timetable of weekly training sessions and meetings ensured staff development was **strategic and responsive** to identified needs.
- Professional learning was delivered through a blend of **external expertise and in-house leadership**, ensuring alignment to school context and goals.

TRIAD Collaboration

- Staff were placed in **TRIAD groups**, where they co-planned and observed lessons, focusing on the week's specific teaching focus.
- Observation opportunities were enabled by **TA and supply cover**, providing meaningful time for reflection and feedback.
- Staff evaluations of the TRIAD process were positive, with common themes of:
 - **Increased confidence**
 - **Valuable opportunity to observe peers**
 - **Practical application of theory to classroom practice**

Differentiation and Challenge

- Training explored differentiation across **content, process, and product**.
- Observations and scrutiny evidenced improved differentiation in **content** (tasks, inputs) and in many cases **process** (methods used), though **differentiation of product** was less consistent.
- As a result, the school has planned to trial '**Creative License**' in independent learning next year, allowing pupils greater choice in how they demonstrate learning (e.g. blog, video, report, painting).

Improved Teaching Practice

- Monitoring over the year shows a **clear uplift in the overall quality of teaching**, with increasing consistency across classes and phases.
- Lessons show better **pace, questioning, and clarity of learning objectives**.
- Most pupils now feel more engaged and can articulate what they are learning and why, according to learner voice evidence.

Areas for Development

- **Outdoor Learning**: Identified through SLT review as **underutilised** and inconsistent in purpose, planning and challenge. A clear strategy is needed to develop this aspect as part of the school's curriculum design and pedagogy.
- **Mathematics**: National test data, book scrutiny and pupil interviews suggest that **challenge and confidence in maths remain a concern**. Planning for progression in number and reasoning requires renewed focus.
- **Product-based differentiation**: Although content and process differentiation have improved, learners still require **more varied and creative opportunities to showcase knowledge**, particularly in inquiry-based or mission contexts.

Impact on Teaching and Learning

- Staff now have **shared language, structures and expectations** around effective teaching.

- Pupils are beginning to take more ownership of their learning, particularly when given opportunities to reflect or apply knowledge in new contexts.
- Collaborative structures (TRIADs) have embedded a **culture of professional dialogue**, contributing to a more reflective and skilled teaching workforce.

Next Steps

- Embed '**Creative License**' in independent learning missions to improve learner agency and differentiated outcomes.
- Develop a strategic approach to **outdoor learning** that aligns with the four purposes and Areas of Learning and Experience.
- Target professional development in **mathematics pedagogy**, particularly around conceptual understanding and reasoning.
- Continue refining **assessment for learning** and feedback practices to ensure challenge and progression for all.

Teaching and Learning Priorities for 2025/2026:

Priority 1 - Raise standards in mathematics and numeracy through high-quality teaching and learning.

- 1.21 - Apply skills at appropriate level across the curriculum
- 1.1 - Challenge for all (Differentiation/ALN)
- 1.20 - Acquire necessary skills to support work and progress

Priority 2 - Enhance outdoor learning provision to ensure relevance, authenticity, and curriculum impact.

- 1.7 - Opportunities to work independently and collaboratively
- 1.5 - Stimulating and engaging learning environments

Priority 3 - Strengthen pupil voice to deepen engagement in learning and influence school improvement

- 1.4 - Learner Effectiveness
- 1.8 - Opportunities to influence how and what pupils learn

Priority 3 - Well-being, Care, Support and Guidance - Attendance

Academic Year: 2024-2025

School Focus Area: Improve whole-school attendance and pupil engagement in line with national expectations and local authority benchmarks.

Priority Overview

Improving attendance was identified as a key priority under the **Care, Support and Guidance** section of the Estyn Framework. In the previous academic year, the school's average attendance rate of **91.2%** fell below the national target, and certain contextual challenges, including **term-time travel and military family dynamics**, were identified as ongoing barriers.

The school implemented a range of strategies to promote improved attendance and reinforce its importance as part of learner wellbeing and responsibility.

What went well:

Targeted Promotion of Attendance

- Increased **positive messaging and signage** at the school entrance effectively reinforced the importance of attending school.
- Posters displaying the **16 human rights of the child**, with linked responsibilities (including attendance), have helped make expectations more visible and child friendly.

Data-informed Action

- The school conducted detailed analysis of **weekly attendance trends**, identifying that **Monday attendance was consistently lower** than other days. This allowed the SLT to focus future rewards and encouragement strategies accordingly.

Incentivisation and Wellbeing Links

- The introduction of **Haverfordwest County Football Club lunchtime sessions** provided a motivating; high-profile incentive linked to attendance performance.
- Whole-school participation in the **HAPPEN** and **SHRN surveys** allowed leaders to explore potential wellbeing-related attendance concerns. Results were overall positive, suggesting no hidden trends linked to disengagement.

Improved Overall Attendance

- Average attendance increased to **92.8%**, reflecting a **1.6% improvement** on the previous year. This shows that strategies have had a **positive but still developing impact**.

Areas for Development

- **Contextual barriers remain:** A significant proportion of absences continue to come from **term-time travel** among EAL families and **service leave patterns** within MOD families. These are complex, systemic issues that require careful ongoing communication and partnership with families.
- **Pupil understanding of bullying:** While bullying was raised as a concern in surveys, it has **not been reported formally** by pupils or parents. This suggests a potential misunderstanding of what constitutes bullying, and

highlights a need for **explicit, preventative education** using tools like JIGSAW and school-wide discussion.

- **Clear stakeholder engagement:** Future work will require improved **shared messaging with families**, particularly around holiday requests, rights and responsibilities, and how absence impacts learning and social wellbeing.

Impact on Wellbeing and Engagement

- There is an improved culture of **attendance awareness and positive reinforcement**, particularly in how attendance is discussed with pupils.
- Pupils are more aware of their rights and responsibilities and enjoy the visible reward structures linked to attendance success.
- While the school is still below the national benchmark, the **trajectory is upward**, and staff are actively engaged in finding creative solutions.

Next Steps

- Implement a **session-by-session reward system**, including **double points on Fridays** to boost end-of-week attendance.
- Deliver **JIGSAW lessons and assemblies** focused on kindness, bullying, and inclusion to align pupil understanding and reduce misinterpretation.
- Engage parents in **conversations around attendance culture**, linking family values with the rights and routines of school life.
- Consider using class-based attendance tracking systems to increase ownership and peer motivation.

Wellbeing, Care, Support and Guidance Priorities for 2025/2026:

Priority 3 - Strengthen pupil voice to deepen engagement in learning and influence school improvement

2.10 - Encourage pupils to influence the life and work of the school, develop leadership and skills and take on responsibility

Priority 4 - Leading and Improving - Enhancing Self-Evaluation to Drive School Improvement

Academic Year: 2024-2025

School Focus Area: Strengthening self-evaluation processes to ensure school improvement is based on reliable, consistent evidence rather than anecdotal judgement.

Priority Overview

At the outset of the academic year, school leadership identified a critical need to **improve the rigour, transparency and strategic focus** of the school's self-

evaluation processes. Historically, decision-making had too often relied on informal or anecdotal evidence.

To address this, the school introduced a **structured monitoring timetable**, clarified expectations for staff involvement, and focused professional learning on using evidence to inform strategic planning and teaching development.

What went well

Structured Monitoring Systems

- A comprehensive **SLT monitoring calendar** was produced at the start of the academic year, supported by a simplified version for teaching staff. This clearly communicated:
 - Key improvement priorities
 - Monitoring methods and focuses
 - The timeline of activities (e.g. learning walks, book looks, training)
- These tools ensured **better alignment between SLT and staff** and gave all team members clarity and ownership of the improvement journey.

Professional Development Planning

- A **Professional Development timetable** was also shared, mapping all training sessions for the year.
- This demonstrated leadership's commitment to sustained improvement, allowing staff to prepare for sessions and see how CPD linked to the bigger picture.

Monitoring and Review Tools

- A **Monitoring Report Proforma** was introduced and used by various members of staff when conducting book scrutiny, pupil voice, or observation activities.
- This consistency in recording allowed SLT to build a **wider, more accurate picture** of standards across the school, and to make **responsive, evidence-based decisions**.
- Evidence from these reports directly informed **adaptations to practice**, making evaluation a **dynamic, improvement-focused process** rather than a static judgement.

Areas for Development

- **Ambition vs. capacity:** The SLT monitoring calendar, while comprehensive, proved **too ambitious in scope**. Some activities had to be postponed or dropped due to **time and staffing constraints**.
- **Balanced implementation:** Leaders have reflected on the need to ensure that monitoring remains **manageable and purposeful**, rather than overwhelming or compliance driven.

Impact on Leadership and School Improvement

- SLT now make **more strategic, evidence-led decisions**.
- Staff feel clearer about what improvement looks like, what their role is, and how evaluation links to teaching quality.
- A culture of **reflective practice** is developing, where self-evaluation is not viewed as punitive, but as a tool for growth.
- School improvement is now better paced and rooted in classroom reality.

Next Steps

- Refine the **2025-26 monitoring calendar** to ensure that all planned activities are **realistic, purposeful and spaced** throughout the year.
- Continue using the monitoring report proforma to **triangulate evidence** and adjust strategies as needed.
- Introduce **termly evaluation points** where SLT and staff can collectively review impact and adapt plans mid-year.

Leading and Improving Priorities for 2025/2026:

Priority 4 - Develop subject and AoLE leadership across the school, ensuring alignment with whole-school improvement and a shared vision.

- 3.9 Distribute roles and responsibilities to meet pupils needs and bring about improvement

Summary of progress in line with priorities during academic year 2024-2025:

Following a comprehensive cycle of self-evaluation, drawing on evidence from book scrutiny, learner voice, learning walks, staff reflection, national and standardised data, and wider stakeholder engagement, the school has identified new improvement priorities for the forthcoming academic year. While notable progress has been made in spelling, teaching quality, attendance, and self-evaluation processes, ongoing evaluation has highlighted areas that now require sharper focus to continue driving improvement.

Within the **Teaching and Learning** domain, the school will prioritise raising standards in **mathematics and numeracy**, ensuring both pupil outcomes and the quality of teaching in this area improve consistently across all year groups. In addition, the school recognises the need to strengthen **pupil voice and learner agency**, ensuring that pupils are not only involved in their own learning but also meaningfully influence the **strategic direction of the school** as partners in improvement. Finally, the school has identified the importance of enhancing the **quality of outdoor provision and pedagogy**, embedding purposeful, relevant and

authentic outdoor learning opportunities that align with the four purposes and bring greater breadth and depth to the curriculum.

Finally, in the **Leading and Improving** domain, the development of **subject and AoLE leadership** will be a key focus, ensuring that leaders at all levels contribute effectively to whole-school improvement and that leadership is aligned to a shared vision of progress. These priorities will form the foundation of the school's development plan for 2025-2026 and reflect the school's ongoing commitment to raising standards, securing equity, and enriching the learner experience.

Attendance for pupils of compulsory school age

The Welsh Government have suspended The School Performance and Absence Targets (Wales) Regulations 2011. This means that the requirements to report on school performance, absence and targets in the annual report to parents does not apply.

Staffing and Class Information

Staff name	Role	Responsibilities
Louise John	Headteacher SLT	Safeguarding and Wellbeing Lead, Strategic leadership, Operational management, Staff development, Accountability
Leah Humphreys	Deputy Headteacher Year 6 Teacher SLT	Teaching and Learning Lead
Lindzi Gwilt	Year 2 Teacher - Sandy Haven ALNCo SLT	PS2 Lead, ALNCo
Kate Corby	Reception Teacher - Newgale SLT	PS1 Lead, Health & Wellbeing AoLe Lead, RSE Lead

Cath Edwards	Year 6 Teacher Druidston	SLT, PS3 Lead, Science & Technology AoLe Lead, DCF Lead,
Seren Bartlett	Year 6 Teacher Whitesands	LLC AoLe Co-Lead
Callum Snowdon	Year 5 Teacher Amroth	RVE Lead
Kayleigh Pearce	Year 5 Teacher Dale	Maths & Numeracy AoLE
Dave Lewis	Year 4 Teacher Broad Haven	Science & Technology AoLe Science Lead
Josh Layzell	Year 4 Teacher Tenby	LLC AoLe - Welsh
Ellie Power	Year 4 Teacher Tenby	Eco Schools Lead
Katie Newman	Year 3 Teacher Little Haven	Humanities AoLe
Jordan Harding (Hoop Agency)	Year 3 Teacher Solva	
Claire Edwards	Year 2 Teacher Sandy Haven	Bocs Bwyd & Preloved Lead F@CE Lead
Dan Jenkins	Year 2 Teacher Barafundle	Health & Wellbeing AoLe, Sports Lead, Residential Visits Lead
Sarah Worgan	Year 1 Teacher Marloes	Expressive Arts AoLe Lead, Choir Lead
Eva Esteban	Year 1 Teacher Saundersfoot	LLC AoLe - MFL and Reading Lead
Laura Sadler	Reception Teacher Nolton	Expressive Arts AoLe
Abi Blundell	HLTA Poppit	Nursery Lead
Kerry Jones	Teaching Assistant	ALN Intervention Programmes PPA Cover
Toni Buxton	Teaching Assistant	ALN Intervention Programmes PPA Cover
Beccy Francis	Teaching Assistant	ALN Intervention Programmes PPA Cover
Claire Morgans	Teaching Assistant in Year 2	PPA Cover Literacy and Numeracy Intervention Programmes Classroom & Learning Support

Sue Griffiths	Teaching Assistant in Year 1	Literacy and Numeracy Intervention Programmes Classroom & Learning Support
Liz Watts	Teaching Assistant in Year 3	PPA Cover Literacy and Numeracy Intervention Programmes Classroom & Learning Support
Stacey Dodds	Teaching Assistant in Year 1	PPA Cover Literacy and Numeracy Intervention Programmes Classroom & Learning Support
Fahkra Asher	Teaching Assistant in Year 1	Classroom & Learning Support
Becky Hamid	Teaching Assistant in Year 3	Classroom & Learning Support
Dionne Davies	Teaching Assistant in Year 4	Classroom & Learning Support
Ellie James	Teaching Assistant 1:1 in Reception	1:1 responsibility with child with LA IDP
Hannah Hardy	Teaching Assistant in Reception	Classroom & Learning Support
Annie Charles	Teaching Assistant in Nursery	Classroom & Learning Support
Sarah Henton	Teaching Assistant in Reception	1:1 responsibility with child with LA IDP
Emma Ramsey	Teaching Assistant in Reception	Classroom & Learning Support
Amy Smith	Teaching Assistant in Reception	Classroom & Learning Support

Enabling inclusion at Prendergast

At Prendergast Community Primary School, **Lindzi Gwilt** serves as the **Additional Learning Needs (ALN) Co-ordinator**, providing expert leadership and oversight of all provision for pupils with additional learning needs. Mrs Gwilt plays a pivotal role in ensuring that every pupil receives the support they require to achieve their full potential.

She leads and manages a range of targeted interventions, working closely with skilled practitioners who deliver support both individually and in small groups. Mrs Gwilt regularly monitors the effectiveness of these programmes, ensuring they are evidence-based, closely tailored to individual pupil needs, and producing measurable progress.

In addition to her leadership of direct provision, Mrs Gwilt supports colleagues across the school with professional development. She shares her expertise through training, mentoring, and collaborative planning, enabling all staff to enhance their understanding of inclusive practice and the strategies that help pupils with diverse learning needs thrive.

Through her commitment and professional insight, Mrs Gwilt ensures that the school's ALN provision is not only responsive and high-quality but also embedded across the school ethos, contributing significantly to a culture where **all pupils are valued, supported, and able to achieve their personal best.**

Curriculum Leadership at Prendergast

At Prendergast Community Primary School, **Mrs Humphreys**, the **Deputy Headteacher**, provides strategic leadership for curriculum design and development. She ensures that the school's curriculum is engaging, inclusive, and fully aligned with the expectations of the **Curriculum for Wales**.

Mrs Humphreys leads the planning, implementation, and evaluation of learning across all areas of the curriculum, supporting staff to create rich, meaningful learning experiences that meet the diverse needs of all pupils. She works closely with teachers to ensure that learning is progressive, skills-based, and responsive to individual and cohort needs.

Through her leadership, Mrs Humphreys promotes a culture of high expectations, innovation, and collaboration, ensuring that pupils at Prendergast not only achieve academically but also develop as **ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.** Her work

ensures the curriculum is dynamic, relevant, and prepares all pupils to thrive both within school and in the wider world.

Headteacher & Safeguarding Lead

At Prendergast Community Primary School, our **Headteacher, Ms Louise John**, leads the school with vision and care. She ensures that all pupils are supported to achieve their best in a safe and nurturing environment.

As the **Designated Safeguarding Person**, Ms John oversees the welfare and safety of every child, ensuring that robust safeguarding systems are in place and that staff are fully trained to respond to any concerns.

Her leadership ensures that the school is welcoming, inclusive, and focused on helping every pupil grow academically, socially, and emotionally.

As the Governing Body, we would like to extend our sincere thanks to all members of the Prendergast Primary School community. We are grateful to the **dedicated staff** for their unwavering commitment to providing a safe, inclusive, and inspiring learning environment for every pupil.

We also wish to thank **parents and carers** for your continued support, engagement, and partnership, which plays such a vital role in the success and wellbeing of our children.

Finally, we are proud of our **pupils**, who demonstrate the school's values of being **Ready, Respectful, and Safe** every day. Your energy, curiosity, and achievements are at the heart of everything we do, and we look forward to celebrating your continued growth and successes in the year ahead.

Thank you for being part of our school community and for helping us ensure that Prendergast Primary remains a place where every child can **believe and achieve**.

Dear Parents,

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

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

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

The parents of at least 10% of the school's registered pupils/ 30 registered pupils (whichever is lower) will need to sign the petition. I can provide guidance, if requested, on how a paper or electronic petition can be raised. Please do not start a petition without receiving this guidance.

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

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.

3. A maximum of 3 meetings can be held during the school year

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

4. There must be at least 25 school days left in the school year

The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A "school day" means a day when the school is open to pupils.

Any petition requesting a meeting with this school's governing body should be sent to the Chair of the Governing Body at the school's address. Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government's website.

Mike Mathias, Chair of Governors