

Governors' Annual Report to Parents  
Adroddiad Blynyddol y Llywaodraethwyr i'r Rhieni

A message from the Chair of Governors

It is with great pleasure that I introduce this report on behalf of the schools Governing Body.

It is also my opportunity to thank the Head Teacher and all the staff for their commitment and hard work over the past year. Our school continues to develop and thrive under Mrs Moore's leadership and none of that development would be possible without the dedication of the whole staff team.

*Ffrindiau* continue to support the work of the school. They are a small, dedicated team who are currently appealing for more members. Please, if you can offer your time they would be delighted to hear from you. If you are interested, please leave your details at the school reception.

I would also like to take this opportunity to thank the individual members of the Governing body. Their time and commitment often go unrecognised. They bring skills and challenge to the school that supports continual improvement and prevents complacency. And they are unpaid!

The Governing Body's role is a strategic one. As well as holding the school's leaders to account for educational performance, overseeing budgets, ensuring effective staffing and acting as a 'critical friend' to the Head Teacher, we set the school's vision, ethos and strategic direction.

I would like to take this opportunity to share our vision for Narberth School going forward.

We intend to work to meet the needs of all the families in the Narberth community by providing:

- Dual Stream (English & Welsh) class teaching for all age groups.
- Pre-school provision (age 2 – 3years) in English and Welsh settings.
- Breakfast Club from 8am until the start of school.
- After School Club from the end of the school day until 5pm

Does this vision meet your needs? We would really appreciate your thoughts and you can contact the Governing Body by email at: [admin.narberth@pembrokeshire.gov.uk](mailto:admin.narberth@pembrokeshire.gov.uk)

Please read the report. It offers a lot of detail about the school's work and core purpose – to provide the very best care and education for your children of whom we are very proud.

We thank you for supporting Narberth School and for the trust you put in us. We will continue to do our utmost to repay that trust.

With best wishes

Linda Tamplin, Chair of Governors



### Our Governing Body

<b>Rol</b>	<b>Enw</b>	<b>Role</b>	<b>Cyfrifoldeb/Responsibility</b>
Cadeirydd y Llywodraethwyr	<b>Mrs L Tamplin</b>	Chair of the Governing Body	School Improvement
Cynrychiolydd yr AALI	<b>Mr O Phillips</b>	LEA Representative	Health & Safety, Premises/Safety Safeguarding
Rhiant Lywodraethwr	<b>Mike Smith</b>	Parent Governor	Mathematics and numeracy Additional Learning Needs
Llywodraethwr y Gymuned Leol	<b>Rev C P Rees</b>	Local Community Governor	Religious Education
Rhiant Lywodraethwr	<b>Mrs Kim Good</b>	Parent Governor	Health & Well-being
Rhiant Lywodraethwr	<b>Mrs Rebecca Lewis</b>	Parent Governor	Additional Learning Needs
Rhiant Lywodraethwr	<b>Mrs Helen Hughes</b>	Parent Governor	Mathematics and numeracy
Rhiant Lywodraethwr	<b>Mrs Julia Howells</b>	Parent Governor	Language, Literacy and Communication
Rhiant Lywodraethwr	<b>Mr Josh Layzell</b>	Parent Governor	ICT, Mathematics & Numeracy
Staff Lywodraethwr	<b>Mrs Lorraine Phillips</b>	Staff Governor	Finance
Athro Lywodraethwr	<b>Mrs Nia Thomas</b>	Teacher Governor	Curriculum Design
Pennaeth	<b>Mrs Kate Moore</b>	Headteacher	Safeguarding & Curriculum



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 particular 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 STRUCTURE

Committee	Membership
Appointments (Non-Teaching)	O. Phillips Headteacher 1 other governor on alphabetical rota
Appointments (Teaching)	Chair 1 governor on rota basis Headteacher Rota – eligible governors to be chosen on progressive alpha surname
Complaints	Vice Chair 2 eligible governors on rota selected alphabetically by surname
Finance, Resources, Health and Safety, Staffing and Personnel	Chair Headteacher Vice Chair O. Phillips L. Phillips K. Good N. Thomas
<b>Grievance Appeals</b>	Chair 2 eligible governors on rota selected alphabetically by surname
<b>Headteacher's Performance Management</b>	Chair Vice Chair
<b>Performance Management Appeals</b>	Vice Chair
<b>Pay Appeals</b>	Vice Chair
<b>Pay Review</b>	Chair Headteacher 1 eligible governors on rota selected alphabetically by surname
<b>Pupil Discipline and Exclusions</b>	Chair



	2 eligible governors on rota selected alphabetically by surname
<b>Pupil Discipline and Exclusions Appeals</b>	Chair 2 eligible governors on rota selected alphabetically by surname 2 eligible governors on rota selected alphabetically by surname
<b>School Improvements, Curriculum and Raising Standards</b>	Headteacher N. Thomas K. Good J. Howells L. Tamplin M. Smith J. Layzell
<b>Staff Disciplinary and Dismissal</b>	Vice Chair 2 eligible governors on rota selected alphabetically by surname
<b>Staff Disciplinary and Dismissal Appeals</b>	Vice Chair 2 eligible governors on rota selected alphabetically by surname

### How do school leaders and Governors promote school improvement?

At Narberth School leaders have children's safety, welfare and learning at the forefront of all decision making. Governors have been linked to areas of the School Development Plan and worked as a strong team to improve and raise standards. Pupil voice through the School council and Criw Cymraeg and parent consultation mean that increasingly the whole school community is part of the consultation and decision making process.

#### School Context

Narberth CP School is situated in the small town of Narberth in Pembrokeshire. It is a dual stream primary school catering for children from 3 to 11 years old. The area served by the school can be described as neither advantaged nor disadvantaged and the school draws its pupils from the town itself with a number going from surrounding areas due to parents' preference for their children to have either a Welsh or English medium education.

The accommodation at the school contains 12 classrooms together with a number of quiet rooms, a music room and a multi-sensory room. It houses a large well equipped Hall.

The building has many eco friendly design features, is well adapted for disabled access and is set in attractive grounds which include a large playground, willow garden, playing field with terraced seating and a developing environmental area.

There are currently 6 Welsh medium and 5 English medium classes. Due to pupil numbers in each cohort, some classes currently have mixed aged groups.



## Vision, values and aims

**School Mission:** *Together, we will work to provide a safe, happy and welcoming environment. The 'learning today' will be inspired by a high standard of teaching and learning, and in 'aspiring towards tomorrow' we will create successful and confident learners by building on the strengths and talents of each individual. We will develop the skills, knowledge and attitude a child will need to make an effective contribution and grow into responsible citizens of the future.*  
(Created by children, staff, governors and parents).

### ***Behaviours: Respect – Safe - Ready***

#### **Our Values**

**Honesty** – The basis for any successful relationship. Children will be encouraged to be honest even if they've done something wrong. They will learn that the consequences for honesty outweigh those of being dishonest in life.

**Empathy** – We will help children to emotionally understand how other people are feeling, to see things from others' point of view, and to imagine themselves in others' shoes.

**Responsibility** – We will help children develop as responsible young adults. Responsibility is about doing the things we are supposed to do, and accepting the positive or negative outcomes of our actions.

**Equality** – We will help children understand that every individual deserves equal treatment and opportunities, regardless of gender, race and social position.

**Trust** – Children will be taught that trust is a feeling that somebody or something can be relied upon, or will turn out to be good. It is the feeling of being sure about something.

#### **Our Aims**

- ❖ To empower ambitious, capable learners, ready to learn throughout their lives
- ❖ To create enterprising, creative contributors, ready to play a full part in life and work
- ❖ To shape ethical, informed citizens of Wales and the world
- ❖ To foster healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- ❖ To prioritise positive relationships, to show respect and tolerance towards others, behave responsibly and treat others the way we would like to be treated, irrespective of background and life choices.
- ❖ To offer a dynamic and innovative curriculum that challenges, excites and inspires us all to learn in a twenty-first century way
- ❖ To provide an inspiring and challenging curriculum that reflects our community and meets the need of every child.
- ❖ To recognise and celebrate pupil's achievement and instil a sense of pride in ourselves, our children and our community.
- ❖ To provide an environment which is caring, inclusive, stimulating and challenging where children feel safe, secure, valued and respected.



- ❖ To work in partnership with parents, the wider community, and other schools collaboratively to ensure consistency and raise standards for all.
- ❖ To develop pupils' confidence, perseverance, self-esteem and resilience ensuring that each individual is effectively motivated to do his/her best.
- ❖ To help children understand their role globally, promote sustainability and become ethically informed citizens of Pembrokeshire, Wales and the wider World.
- ❖ To be proud of our Welsh heritage, and enjoy learning bilingually, inside and outside the classroom.

## School Development Plan (SDP)

Progress against targets set in the school development plan are discussed and monitored on a termly basis at Governing Body Meetings. A copy of the Priorities of the School Development Plan will be available on the website.

### Progress Achieved by the SDP during 2024-2025

SDP Priority	Impact so far on progress towards priority
<b>Priority 1:</b> <b>Standards in Language</b> <b>(English and Welsh).</b> <b>To continue to raise</b> <b>standards in writing.</b>	<p>Deep Dive as a cluster of chosen schools, looking specifically at the standards in writing and the effective use of Talk for writing. Narberth school was highlighted as the school that taught Talk for writing strategies effectively. Language co-ordinator observed practice elsewhere and showcased Narberth school to other schools. Good feedback received from LA Advisor.</p> <p>School Leadership Team have provided clear guidelines on the progression of teaching writing – this has been explained to all staff and is being adhered to, to ensure progress throughout the school.</p> <p>Assessment for Learning systems per policy are being used effectively to feedback next steps from hot tasks in the form of re-editing.</p> <p>Language working walls are regularly referred to during language lessons and pupils can access them to support with their learning.</p> <p>Further opportunities are provided for pupils to link their writing to visits/visitors.</p> <p>Opportunities for pupils to develop confidence in the Welsh language by providing opportunities for them to work with other pupils from different schools in the Preseli cluster – Llafar Llawen, Olympaith and Gwyl Hirddydd Haf.</p>
<b>Priority 2:</b> <b>Standards in</b> <b>Mathematics &amp;</b> <b>Numeracy.</b>	<p>Books demonstrated good quality work and a good mix of reasoning and procedural questions.</p>





<p><b>Provide more opportunities for pupils to build their numeracy skills systematically and progressively through the school.</b></p>	<p><b>The before and after unit tests are consistently used and demonstrate progress and next steps.</b></p> <p><b>The data highlights progress made across all year groups in procedural and reasoning tests.</b></p>
<p><b>Priority 3: Leadership</b> <b>To develop the role of middle leaders within the school to build leadership capacity.</b></p>	<p><b>4 staff attended middle leaders training, 2 staff attended senior leader training, Assistant Head Teacher successfully achieved Peer Inspector training and also gained his first Headship.</b></p> <p><b>Staff have met with Governors to feedback on their areas of learning ensuring Governors are aware of the schools' strengths and areas for development.</b></p> <p><b>Language Co-ordinator has worked collaboratively with other schools to monitor standards in writing and develop standards further. Narberth school was showcased as making good practice, in particular with Talk for writing practices.</b></p> <p><b>Senior Leadership Team has worked closely with the Cylch Meithrin over the last 12 months. A contract has been agreed between the Cylch and school to relocate the Cylch to the school premises starting in September 2025.</b></p>

What have been our success this year?

The quality of teaching is good with nearly all classrooms providing a stimulating and engaging environment. All pupils are provided with feedback and are given opportunities to respond in order to improve further. The school sets high targets for all pupils and its system of tracking, monitoring and self-evaluation is a strength of the school. Narberth School has made good progress against their areas for improvement. Our aim must be that Narberth School is a top performing school.

Pupil Voice Groups

We would like to thank our head boy and head girl, and their deputies for their hard work throughout the year, they were a credit to the school and carried out their duties responsibly.

We would also like to thank members of the School Council, Criw Cymraeg, Sgwad Eco and our outdoor leaders for their hard work over the past year. The Outdoor leaders were particularly instrumental in continuing to develop and improve the outdoor learning environment.

Numbers on Roll

Current number of pupils on roll is 269; 16 of these pupils being part time.

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

### Staffing and Class Information as at September 2025

Pennaeth	Mrs Kate Moore		Headteacher
Pennaeth Cynorthwyol	Mrs Nia Thomas		Deputy Headteacher
ADY	Mrs Rachel Williams Mrs Bethan Layzell (Assistant ALNCo)		ADY
Assessment Co-ordinator	Mrs Bethan Layzell		Cydlynnydd asesu
Dosbarth	Teacher Athro/Athrawes	Cynorthwyydd Dysgu Teaching Assistant	Class
Athrawes Blwyddyn 5/6 (Saesneg)	Mrs Maria Cox	Miss Joanne Phellps Miss Sian Gibbard	Teacher Year 5/6 (English)
Athrawes Blwyddyn 6 (Cymraeg)	Mrs Meinir Lloyd		Year 6 Teacher (Welsh)
Athrawes Blwyddyn 5 (Cymraeg)	Mrs Meleri Norgan Mrs Nia Thomas		Years 5 Teacher (Welsh)
Athrawes Blwyddyn 3/4 (Saesneg)	Mr Ryan Pearce		Year 3/4 Teacher (English)
Athrawes Blwyddyn 4 (Cymraeg)	Miss Emily Thomas	Miss Ruby Young	Years 4 Teacher (Welsh)
Athrawes Blwyddyn 3 (Cymraeg)	Mrs Sioned Evans	Miss Helen Emery	Year 3 Teacher (Welsh)
Athrawes Blynnyddoedd 1/2 (Saesneg)	Miss Karli Howells	Mrs Veronika Stocker	Years 1/2 Teacher (English)





Athrawes Blynyddoedd 1/2 (Cymraeg)	<b>Mrs Bethan Layzell</b>	<b>Mrs Lewis-Hovey</b>	Year 1/2 Teacher (Welsh)
Athrawes Meithrin/ Derbyn(Cymraeg)	<b>Ms Sera Johnson</b>	<b>Mrs Kathryn Walker</b> <b>Ms Jessica Reynolds</b>	Nursery/Reception/ (Welsh)
Athrawes Meithrin/ Derbyn(Cymraeg)	<b>Mrs Charley Hodgson</b>	<b>Ms Julie Morgan</b>	Nursery/Reception/ (Welsh)
Nurture Provision	<b>Miss Sian Gibbard</b>		Nurture
Medical Support	<b>Mrs Alison Phillips</b> <b>Miss Chantelle Stapleton</b>		Cymorth meddygol
Athrawes Amser Di-gyswllt	<b>Miss Chloe Ormond</b> <b>Mrs Kathryn Walker</b>		Non-Contact Time Teacher
Swyddog Gweinyddol	<b>Mrs Lorraine Phillips</b>		Administrative Officer
Derbynnydd/Ysgrifenyddes	<b>Miss Clare Young</b>		Receptionist/Secretary
Goruchwylwyr Cinio	<b>Ms Kathy Jaques</b>		Lunchtime Supervisor
Gofalwr/Glanhauwr	<b>Mr Gerald Rees</b>		Caretaker/Cleaner
Glanhauwyr	<b>Mrs Rebecca Strydom, Miss Alona Niemtsova &amp; Mrs Sarah Smith</b>		Cleaners
Prif Cogyddes	<b>Mrs Jackie Jones</b>		Head Cook
Cogyddion Cynorthwyol	<b>Heidi Redburn, Lindsey Fearson</b>		Assistant Cooks
Ymgynghorydd Her	<b>Mr Damon McGarvey</b>		Challenge Adviser
Seicolegydd Addysg			Educational Psychologist
Nyrs Ysgol	<b>Mrs Sarah Lewis</b>		School Nurse



Athrawon Cerddoriaeth Peripeteticig	Mrs Clare Jones  Miss Maddie Phillips	Peripetetic Music Teachers
--	---	-------------------------------

Support staff work under the direction of the class teacher and their role may also include delivering intervention programmes to individuals or small groups of children throughout the school.

### **Staff Changes since September 2024**

- Mr Glyn Noble has been successful with being appointed as Haedteacher.
- Miss Cerys Bailey has requested 12 months unpaid leave to pursue travelling. She will return in September 2026.
- Miss Karli Howells has accepted a 0.8 position for a 12 months.
- Miss Betsan Jenkins is currently on maternity leave. She is replaced by Ms Jasmine Lewis-Hovey.
- Ms Jessica Reynolds has been appointed as a 1:1 to support a pupil in Reception.
- Miss Ruby Young has been appointed as a 1:1 to support a pupil in Year 4.
- Miss Chantelle Stapleton has been appointed 0.4 to support pupils with medical needs alongside another member of staff.

### **Staff Training and Continued Professional Development**

We have a dedicated staff at Narberth School who are committed to Continuous Professional Development (CPD). Our training programme is planned carefully for the professional development of all staff members, to ensure consistent school improvements in line with the priorities of our School Development Plan. All staff undergo an annual appraisal known as Performance Development. This process results in professional objectives set for all staff for the following year.

### **Summary of Changes to the School Prospectus**

The School Prospectus is annually reviewed by the Headteacher and Governing Body. The following changes were made:-

- Attendance data
- School Organisation
- Breakfast Club
- Absences



- School uniform
- PE Sporting/Opportunities
- Pupils with Disabilities/ALN
- Medication and accidents
- Complaints
- Building Learning Power
- Physical Education/sporting opportunities
- School Council and Pupil Voice
- Curriculum Enhancement
- Welsh Language
- The Curriculum

The prospectus has been circulated to parents and is available on the school website.

### **Organisation and Policies**

During the academic year 2024/25 the following policies/documents were discussed, amended, if appropriate, and ratified by the Governing Body.

- Admissions
- Attendance
- Business Continuity
- Complaints
- Disability Equality Duty
- E-Safety
- Effective Feedback
- Data Protection
- Health and Safety
- Healthcare Needs
- Intimate Care
- Lockdown
- Safeguarding Policy
- School Development Plan
- Self-Evaluation Report
- Strategic Equality Plan
- Teachers' Pay
- Whistleblowing
- Mobile Phone Policy

During the school year, the school has been working towards the introduction of the new curriculum. This has included training for staff and a review of curriculum provision and practices.

### **Standards**



## Curriculum Organisation and Teaching

At Narberth School we support the concept of lifelong learning, recognizing that both adults at school and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we seek to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We recognize that people learn best in different ways: most lessons incorporate aspects to support pupils who learn best through visual, audio and kinaesthetic approaches. We aim to provide a rich and varied learning environment that supports children in developing their skills and abilities in a range of ways, in order to achieve their full potential.

Through our teaching we aim to:

- Support children in becoming confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens by celebrating the achievements of both children and staff.

### **Additional Learning Needs**

Mrs Rachel Willimas is currently the Additional Learning Needs Coordinator and oversees the Additional Learning Needs register. The Governor responsible for ALN is Mrs Kim Good.

Narberth School has implemented the new statutory ALN Code of Practice. All staff have received regular training to prepare for implementation. It will mean a number of changes for the structure of our ALN pupils in the school. These have been communicated to parents.

It is our aim to involve parents fully in this process and staff meet with parents termly to ensure their views on their child's progress and future action are fully considered. Appropriate support is deployed through the early identification of needs and effective development of interventional strategies. Parents are informed termly through regular meetings with the staff regarding provision. There is also an ALN Clinic whereby parents can make an appointment to speak with the ALNCo.

At Narberth School we recognise that every pupil is an individual and is unique. There are many factors that affect pupil development and progress including ability, emotional state, age, learning difficulties and more able. We are particularly aware that many pupils, at some time during their school life, may experience difficulties which affect their learning, and we recognise that these may be long or short term. The school meets the needs of individual pupils through screening individuals with various programmes



available to us. From baseline, the development and rate of development is monitored and support is tailored accordingly.

The inclusion of pupils identified as having Additional Learning Needs is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Some pupils identified as having an additional learning need can generally be catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported in small group work by a teaching assistant, or can be withdrawn to work in a specific intervention programme. This, in the main, is funded within the ALN budget that is now devolved to schools, however, the deficit is funded by the school's main budget.

**Intervention programmes currently available at the school are:-**

Catch Up Literacy (Welsh and English) – a reading programme

Numicon/Hamilton – maths/numeracy intervention

Talkabout – Social Stories intervention

Nurture – social and emotional provision

ELSA – Emotional Literacy Support/Drawing and Talking Premier League – reading programme

Accelerated Literacy – Language and Literacy programme

Reading with Dogs – Reading Support

Memory Club

Physical Literacy

Relationship Based Play

LegoTherapy

Secret Agents – Dyslexia orientated activities

TRUGS – Reading and Spelling intervention

The intervention programme administered will depend on a number of factors:-

- Teacher Assessment/Observations
- National Testing
- Non Verbal Test
- Individual Programme Assessment
- COPS/LASS Assessment
- DEST and Hands on Literacy Assessment
- Foundation Phase Profile



Various outside agencies have been involved with the school over the last year including Educational Psychologist, Speech and Language and ASD specialists. Behaviour Support team, Play Therapist, TAF (Team Around the Family), Emotional Health and Wellbeing team.

The school has attended TAPPAS (Team Around the Pupil, Parent and Setting) 1 and 2 meetings termly to discuss pupils and organise additional support as required. This is the process in Pembrokeshire to obtain advice and possible external support for pupils. Parent consent must be obtained prior to discussing pupils at these meetings.

The school ELSA (Emotional Literacy Support Assistant) is currently supporting a number of pupils at the school. Additional members of staff are in the process of receiving ELSA training. This is the school responding to the increased demand in pupils needing this support at the school.

### **Welsh Language Provision**

The school is a dual stream school with 6 Welsh medium classes and 5 English medium classes.

### **More Able and Talented (MAT) pupils**

We continue to provide for the MAT pupils identified at Narberth School. Differentiated activities appropriate to the abilities are provided during the lesson to ensure that they were challenged. Where appropriate pupils will work with the year group above and this can involve working in a different class for language and/or maths. There are number of classroom based AFL (Assessment for Learning) strategies that are utilised to develop MAT pupils. There is a register of MAT pupils at the school. The pupils are identified according to their talents in many areas of the curriculum

### **Pupils with Disabilities**

At Narberth School we endeavour to ensure all pupils have access to the curriculum. The school has produced a Disability Access Plan which has been used to improve the facilities and access to the school. Narberth School is an inclusive school.

### **Exclusions**

There have been 2 exclusions for the year 2024/25.

### **Racial Incidents**

There have been no racial incidents in the academic year 2024/25.





### **End of Phase Comparative Information**

*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 this year.*

### **Emergency Planning and Fire Safety**

Emergency procedures are embedded and understood by all staff. New staff and work experience students are briefed on our procedures as part of the induction process. Fire notices are clearly displayed in all areas within the school. OCON visit the school several times to carry out fire safety and maintenance work. Fire alarm call points are tested weekly by the caretaker and recorded in the fire log. Regular fire drills have been carried out successfully every term throughout the year and reported to the Governing Body. In the case of an evacuation of the school, the Queen's Hall will be used as an alternative location.

### **Health & Safety and Well-being**

At Narberth School the Governing Body meet termly to discuss all health and safety matters. Regular checks of the school building and grounds ensure that the need for any repairs are identified and reported to ensure that the necessary work can take place.

The development of healthy lifestyles is a high priority for our school. Fruit is sold to pupils during afternoon break time and cooled water is available throughout the day. We successfully achieved the Healthy School's Award.

The children take part in a range of activities to ensure they feel safe and staff and governors receive child protection training as per Pembrokeshire County Council guidelines. We have a comprehensive PSHE curriculum addressed through class sessions, assemblies and circle times. This is in line with the new statutory RSE Policy. We have also adopted the new RVE LA Policy. The school has robust safeguarding and child protection procedures including safe recruitment.

### **Safeguarding**

All Staff DBS Certificates are valid and they have received Tier 1 Safeguarding Training. This is updated annually. The Headteacher and the Assistant Headteachers have undertaken Tier 2 training. Tier 3 training is attend as and when it occurs/expires.

All volunteers working at the school are DBS checked and complete a Volunteer Pack which involved seeking references for the individuals. The school are compliant with Pembrokeshire County Council's Policy on the recruitment of new staff.

Safeguarding matters continue to be discussed regularly in staff meetings and class files have been established that contain safeguarding matters relating to pupils in that class. The files are used as an information point for staff and any supply teachers attending the school to ensure the safety and wellbeing of our pupils.

Staff report safeguarding matters to the Designated Safeguarding Officer utilising the Edukey system. This provides an electronic tracking of follow up action and monitoring.



We kindly ask parents to continue to inform the school of change of circumstances relating to pupils so that we can continue to ensure their safety throughout the school year.

### **Anti-Bullying**

This school believes that bullying is unacceptable and should not be tolerated. All members of the school community share a collective responsibility for tackling bullying should it occur and in working together to promote positive behaviour.

### **Premises Development**

The school buildings and premises are regularly reviewed by staff and governors, who then address any issues with the local authority and the diocese as necessary.

### **School Visits**

Risks assessments are carried out on all school trips and visits in line with PCC guidance and at all other times when deemed necessary. There are specific guidelines provided by the LA and we ensure that we follow these at all times.

### **Financial Report to Parents 2024/25**

Financial Report to Parents 2024/25	
Formula funding	£1,199,660.00
Other funding	£12,262.00
Estimated grant income	£280,569.00
Total Funding for the Financial Year:	£1,492,491.00
School Reserve Balance b/fwd from Last Year:	£153,831.00
Total Funds Available:	£1,646,322.00
Less: Budget Expenditure - EP55/ALL	£1,590,666.00
Estimated Year End Resources available, if spend is as School Working Budget:	£55,656.00

The Governing Body of Narberth School would like to thank the pupils, staff, parents and members of the local community for their support and valuable contributions throughout the year to help create such a busy, thriving and successful school. The children will always be our complete focus, they are our greatest pride.

Thank you for taking the time to read this annual report. If you would like a Welsh version please contact the School Office and this can be arranged.



**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 at:

Linda Tamplin, Chair of Governors

Signature:



