



Believe, Enrich, Succeed Together
Credu, Cyfoethogi, Llwyddo gyda'n gilydd



Annual Report to Families 2025-2026

Appreciation | Honesty | Responsibility | Independence | Respect | Kindness

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Introduction

Welcome to our Annual Report to Families for the academic year 2025-2026. The aim of the report is to provide families with information about the school.

St Illtyd's Primary School has approximately 158 pupils on roll between the ages of 3 and 11, including around 22 who attend the nursery on a part-time basis.

We are proud of our Welsh roots and promote 'Cynefin' to learn about our local area and belonging to Wales. Our grounds are well resourced for our learners with an astroturf area used by the school and community groups. We have a lower phase play area and outdoor area access to support with learning. All children are welcomed into a safe learning environment.

We aim to support wellbeing and raise aspirations, through recognising pupils' interests and talents. The community matters, we strive to work in partnership with parents and external agencies through an open-door policy and good communication. A meeting for families to discuss your child's progress is arranged throughout the year with further details being found on our school website www.stilltydsprimary.co.uk

Term Dates



2025/26:

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	01/09/2025	27/10/2025	31/10/2025	19/12/2025
Spring	05/01/2026	16/02/2026	20/02/2026	27/03/2026
Summer	13/04/2026	25/05/2026	29/05/2026	20/07/2026

May Day - Monday 4th May 2026

2026/27:

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	01/09/2026	26/10/2026	30/10/2026	18/12/2026
Spring	04/01/2027	08/02/2027	12/02/2027	19/03/2027
Summer	05/04/2027	31/05/2027	04/06/2027	20/07/2027

Any closure(s) for election purposes to be balanced during the academic year.

Vision and Values



Believe, Enrich, Succeed Together

Our mission statement is that we, here at St. Illtyd's will always strive to be our **BEST...**

BELIEVE - believe in ourselves and in each other

ENRICH - be enriched and immersed in our daily lives and our learning

SUCCEED - we aim for all our pupils and staff to succeed

TOGETHER - we believe in working together, all staff, pupils, parents, Governors and the local community to achieve our best



We implement our mission statement by:

- Promoting a 'growth mindset' where pupils are encouraged to embrace challenges and learn from their mistakes
- Offering a wide range of extracurricular activities and enrichment activities
- Creating a supportive and inclusive classroom environment where all pupils feel valued and respected
- Fostering a strong relationship with parents and families through regular communication and involvement in school activities
- Celebrating individual and collective achievements
- Using phrases like, 'We believe in you', and 'let's work together on this' within our daily school life

Appreciation Honesty Responsibility Independence Respect Kindness

Members' Details



The Governing body, Headteacher and leadership share responsibility for the strategic management of the school, acting within the framework set by National legislation and have separate and particular responsibilities for the selection, management and wellbeing of staff. The internal management of the school is the responsibility of the Headteacher. The full Governing Body meets at least once a term and additional sub-committees meet half termly to discuss specific issues. The minutes of Governing Body meetings are available from the clerk to governors.

Chair	Cllr Barrie Page
Vice Chair	Mrs Hayley Davies
Community Governors	Mrs Hayley Davies
LA Appointed	Cllr Helen Cunningham
Staff Governor	Miss Kelly Forrest
	Mrs Andrea George
	Miss C Thomas
Parent Governor	Mrs Debra Pitt
	Mrs Carly Collier
	Mr Rhys Hewings
Safeguarding	Cllr Barrie Page
	Mrs Debra Pitt

Teaching and Learning



Six interconnected areas of learning (AoLEs)

Languages, Literacy and Communication

Mathematics and Numeracy

Science and Technology

Humanities

Health and Well-being

Expressive Arts

Four Purposes

Ambitious, capable learners

Enterprising, creative contributors

Ethical, informed citizens

Healthy, confident individuals



Teaching and Learning



At St.Illtyd's Primary, we aspire to:

- Develop young people who are confident, resilient and ready to face the challenges of the 21st century.
- Nurture a love of learning that lasts a lifetime.
- Equip learners with the skills and knowledge they need to be successful in life and work.
- Promote Wales' unique culture and language, while also preparing young people for a globalised world.

We strive to:

Ensure all learners have equal opportunities to succeed.
Promote inclusivity and celebrate diversity.
Foster a love of learning through engaging and active learning experiences.
Connect learning to real-world contexts and issues.
Prepare learners for further education, employment, and lifelong learning.

Pupil Voice

Our Pupil Voice groups help us to drive school improvement in a number of ways:

- ◆ They can identify areas for improvement - relating to resources, behaviour and the physical environment
- ◆ They will provide honest feedback - giving unbiased understanding of the impact of current practices
- ◆ They can give creative solutions to problems - often offering practical ideas

Pupil Voice is valued and acted upon. Pupils from Y2 to Y6 participate in 'Senedd SIPS' which develops their communication, teamwork, problem-solving and leadership skills.

Our Senedd SIPS groups have met twice this term so far. Their action plans are in place and are referenced in our school development plan.

Assemblies are being used to communicate actions. So far Eco Committee and Crew Cymraeg have communicated their expectations.

List of Pupil Voice Groups: **Senedd SIPS**

- ◆ **ECO committee**
- ◆ **Playground Leaders**
- ◆ **Pupil Parliament**
- ◆ **Wellbeing Warriors**
- ◆ **Criw Cymraeg**
- ◆ **Heddlu Bach**
- ◆ **Digital Leaders**
- ◆ **STEM**
- ◆ **Cookery Masters**



Our Curriculum



We are committed to raising standards by prioritising a supportive environment for good teaching, engaged learning and effective coaching and mentoring.

We conduct termly monitoring activities, including lesson observations, learning walks, book scrutiny, planning scrutiny and listening to learners to rigorously assess teacher assessment and pupil progress.

Termly Pupil Progress meetings review the progress of every pupil and groups of pupils. Leaders collaboratively quality assure professional judgements using a variety of evidence.

Individual feedback and areas for development inform FADE Reports, which contribute to the school's priorities outlined in the School Development Plan.

We share with our families what the children are learning about using seesaw and a termly summary. This was from listening to our parents responses in our surveys where families wanted to know more about what their children are learning about in school.

Y3	Orange 1 L15	82	103	82	72
Y3	Magenta L1	89	89	89	59
Y3	Yellow L8	83	79	81	64
Y3	Orange L15	115	115	114	86
Y3	Red 2 L4	73	89	79	59
Y3	Green 2 L13	75	109	84	87
Y3	Yellow L7	111	100	94	7
Y3	Blue L9	98	0	93	74
Y3	Green L14	94	103	94	74
Y3	Green L12	101	128	109	87
Y3	Green L13	125	94	124	64
Y3	Blue L9	99	80	93	74
Y3	Yellow L8	101	89	94	69
Y3	Free Reader	122	117	128	92
Y3	Yellow 2 L7	86	83	103	59
Y3	Red L4	81	94	89	59
Y3	Red L4	80	131	79	71
Y3	L21	109	89	100	87
Y3	Red L3	76	89	89	59
Y3	Green 1 L12	110	0	97	86
Y4	21Gold	83	88	89	
Y4	28 Ruby	113	104	103	
Y4	24 Silver	109	112	127	

We complete Pupil Progress teachers as part of our Monitoring

F	N	N	U	U	N	N/A	-	-	-	
F	-	N	N	U	F	N	N/A	-	-	ELSA
M	-	N	N	U	N	N	N/A	-	-	
F	-	N	N	U	N	SS	-	-	-	
M	-	N	N	U	F	N	N/A	-	-	
M	-	N	Y	U	N	FF	-	-	-	ELSA
F	-	N	N	U	N	N/A	-	-	-	
M	-	N	N	U	N	N/A	-	-	-	
F	-	N	Y	T	F	Young Ca	SS	Play Thes	Ar Trac	ELSA
M	-	N	N	U	N	N	N/A	-	-	
M	-	N	N	U	N	N	N/A	-	-	
F	-	N	N	U	N	N	N/A	-	-	
F	-	N	N	U	F	N	N/A	-	-	
F	-	N	N	U	F	N	N/A	-	-	
F	-	N	N	U	N	N	N/A	-	-	
F	-	N	N	U	N	N	N/A	-	-	
M	-	N	Y	U	N	N	FF	-	-	ELSA
M	-	N	N	U	N	N	N/A	-	-	
M	-	N	Y	T	N	N	FF	Play Thes	-	ELSA
F	-	N	N	Univers	N	N	N/A	-	-	
F	-	N	N	Univers	N	N	N/A	-	-	
M	-	N	N	Unacad	N	N	N/A	-	-	



To raise standards our self-evaluation processes focus on progress for all groups of learners. Each class tracks pupils using lots of assessment tools to help us review learner progress. We focus on key areas such as reading, writing, maths development and any additional learning needs. Pupil progress meetings are held half-termly. Our Monitoring cycle is robust and interventions are actioned when progress is not on track. Children receive interventions to support meeting peoples needs.

Financial Summary

Employees	£689,220
Other Employees	£92,258
Premises	£129,519
Supplies & Services	£122,310
Income	£1288,927
Net Expenditure	£1381784
Grants	£118,660

Due to rising cost pressures, we regularly source alternative grants and sources of income to benefit our school community.



Planned Activity (what are you going to do?)	Success Criteria / Targets	EAS or LA Led Grant	Funding Source	(EY) PDG requirement (Only)		KCS Out y	Spend Type	Planned £
				Stand	Imp Mths			
LA to support wellbeing and deliver interventions with a focus on L.L.C.	Wellbeing interventions planned for that provides good teaching of self-regulation, and develop improved Language, Literacy and Oracy skills.	LA	PDG	Oral language interventions	6		Grant Funded Post	33,783
Reception class supported to deliver high quality teaching and learning	Interventions (timetabled) to support Early Years oracy skills development. Staff support core literacy and numeracy skills.	LA	EYDPG	Communication and language approaches	7		Grant Funded Post	5,750
To improve reading fluency and comprehension skills via Reading Eggs online platform	High quality learning and teaching achieved through platform. Improvement in reading fluency and comprehension skills will be evident.	LA	PDG	Oral language interventions	6		Resources	1,163
LA post to support educational outcomes for learners	Improvement of Literacy and Numeracy attainment through interventions such as Numeracy Recovery and Catch-up, Fast Track Physics	LA	PDG	Metacognition and self-regulation	7		Grant Funded Post	5,772
To use Jigsaw platform to plan for a whole school approach for embedding good wellbeing.	Improvement in self-regulation, behaviour and wellbeing observed by most learners.	LA	PDG	Metacognition and self-regulation	7		Resources	1,508
To raise standards in Reading through high quality teaching and learning using the structured RWI programme	Learners' reading ability will progress. This will be monitored half termly, and reading interventions deployed for those who need it. Family engagement will be encouraged through regular 'read at home' programme	LA	PDG	Reading comprehension strategies	6		Resources	1,680
To encourage parental engagement through the SeeSaw online platform	Families will be engaged in pupils' learning and involved in school life. Portfolios of learners' work which encompasses the four purposes will be shared with families.	LA	PDG	Mastery learning	5		Resources	1,214
To improve reasoning and problem solving skills through high quality teaching and learning using the Whiterose Mathematics subscription	Classroom time will be used for reasoning and problem solving with reasoning support. Classroom assistants will be deployed effectively to support lower ability learners.	LA	PDG	Mastery learning	5		Resources	346
To deliver authentic mathematics teaching and raise standards in early years through Hamilton Trust subscription	Standards of learning and teaching will improve, and include integral and cross-curricular skills. Learners will have opportunities to engage in 'real-life' maths and transfer skills to the home environment	LA	PDG	Mastery learning	5		Resources	162

The PDG grant funding is used to provide targeted support in literacy, numeracy and emotional and social wellbeing.

Intervention groups address learning gaps such as reading interventions, numeracy support or language development programs.

Specific resources support learning.

Community Links



- We have a strong connection with Llanhilleth Miners Institute and community groups, where we plan events through the year for our children and families.
- We have a recently established FOSIPS (Friends of St Illtyd's Primary) Group who are meeting regularly to support our school.
- We invite parents into school for events, such as Parent and Children Together PACT sessions and events throughout the year. So far, our Bake Off session was a great success.
- We regularly work with "Off the Streets" to support the learners in our community.
- The school building and outdoor facilities are used by local community groups every week. Bringing the community and young people together
- We are committed to supporting our families with the cost of living and are mindful in our decision making about activities and events to support.
- We regularly invite communities members to be involved in the curriculum at our school.

Summary of School Development Plan

2025-2026

2026-2027



1

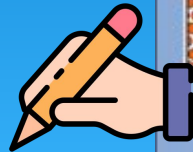
To cultivate a robust leadership structure across the school, ensuring leaders at all levels have clearly defined roles and responsibilities and the necessary skills to impact on learner progress through a culture of driving for continuous improvement.

2

Enhancing the curriculum to support diverse learning styles and needs, through differentiation, support for vulnerable learners and promoting independent learners through a focus on effective feedback and response.

3

Continue to strengthen language, literacy, and communication across the school, with a focused emphasis on oracy in the early years and reading throughout the school. This includes supporting opportunities in both Welsh and English, alongside a sustained focus on developing pupils' presentation skills.



Cymraeg Pob Dydd & High-Level challenge application

Attendance-First Interventions for Equitable Outcomes

Securing Consistency in Challenge & Robust Governance

Estyn Report June 2026



Highlights from our June 2026 Estyn Report

Our Journey Ahead



Rapid Progress through Visionary Leadership

Highly effective strategies for managing change have secured rapid improvement in important areas.



A Positive and Focused Staff Team

Staff work together in a purposeful way to achieve the school's vision.

**“Believing in our potential,
Enriching our journey, and
Succeeding as one:
We are not standing still—we are
moving forward Together.”**



Strong Working Relationships

Our nurturing relationships create a calm, positive, and purposeful environment for learning.



BEST:

Believe, Enrich,
Succeed Together

This guiding principle drives our collective efforts toward continuous school improvement.

Estyn Report June 2026



St Illtyd's Primary School: Estyn Inspection Snapshot (June 2026)



SCHOOL PROFILE AT A GLANCE

178

Pupils on Roll

Community of 178 pupils:
21 in nursery, 129 of
statutory school age.

22.9%

Free School Meals

Percentage (3 year average)
is 22.9%, slightly above the
national primary average of
21.7%.

5.8%

Additional Learning Needs (ALN)

Identified additional
learning needs (5.8%),
lower than the national
average of 9.2%.



CORE STRENGTHS & LEADERSHIP

“Friendly, inviting,
and inclusive”

A Culture of Inclusion

Nurturing ethos and respectful relationships
positively impact pupil behaviour and well-being.



Visionary Leadership

Headteacher provides a clear
vision and detailed understanding,
supported by diligent governors
providing challenge.



Rapid Progress through Change

Leaders apply effective change
management strategies resulting
in rapid improvements.

High-Quality Professional Learning

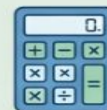
Staff benefit from coaching and mentoring
improving teaching consistency and
developing leadership skills.



ACADEMIC SUCCESSES

Strong Literacy Progress

Most pupils make
good progress in
speaking and listening;
younger pupils build
reading skills rapidly,
older pupils read with
confidence and
clarity.



Secure Numeracy & Digital Skills

Most pupils develop
effective mathematical
knowledge and
successfully apply
numeracy and digital
skills to real-life
contexts.



Authentic Learning Experiences

Broad curriculum reflects
pupil interests and uses
authentic opportunities to
develop a sense of
belonging in the local
community.



RECOMMENDATIONS FOR GROWTH

Future Focus: The Action Plan

To build on current success, the school will
draw up a formal action plan to address two
specific recommendations from the
inspectors.

ESTYN RECOMMENDATIONS

Recommendation ID	Focus Area
R1	Improve the attendance of pupils from low-income households.
R2	Improve pupils' Welsh language skills across the school.