



GOVERNORS' ANNUAL REPORT TO PARENTS

Adroddiad Llywodraethwyr i Rieni

2024/25

Published February 2026

Dear Parent/Carer,

It is my pleasure, on behalf of the Governing Body, to present the Governors' Annual Report for 2024/25. Each year offers new opportunities as well as fresh challenges, and I am proud that throughout this period our school community has continued to demonstrate the ambition, respect and kindness that lie at the heart of everything we do.

This year has seen real progress across all areas of school life. Under the leadership of Mrs Robins and the wider senior team, the school has continued to strengthen its curriculum offer, expand opportunities for learners, and refine approaches to teaching, learning and wellbeing. We've welcomed new colleagues and senior leaders, joining our well-established team. This leadership restructure has already brought increased capacity and clarity of focus, helping us take forward our school development priorities with passion and determination.

Our whole school achievements would not be possible without the continued hard work, professionalism, and commitment of our staff. Whether teaching in classrooms, supporting learners, leading pastoral care, or ensuring the smooth running of the school day-to-day, every member of staff contributes to creating a safe, supportive, and aspirational environment for our pupils. On behalf of the Governing Body, I extend my sincere thanks for their dedication and resilience throughout the year.

We are also grateful for the support of parents and carers. Your engagement — from encouraging attendance, to supporting learning, to participating in school events and extracurricular activities — plays a vital role in helping our young people thrive. The improvement in attendance, while still an ongoing priority, reflects the shared commitment between school and families to ensuring that learners are present, engaged, and able to benefit fully from all that Llantwit Major School offers.

Our learners continue to inspire us with their effort, achievements, and contributions to school life. From academic progress to sporting success, from participation in the arts to community engagement, their enthusiasm and willingness to embrace opportunities continue to make our school vibrant, inclusive, and flourishing.

As governors, we remain focused on strategic leadership, effective self-evaluation, and strong financial oversight. The school successfully delivered another balanced budget for the 2024/25 financial year, despite an increasingly challenging funding landscape. Looking ahead, the financial pressures facing schools nationally and locally are significant, but we remain committed to supporting the school in making prudent decisions that protect the quality of education and wellbeing of our pupils.

Finally, I would like to offer my thanks to all members of the Governing Body. Our governors volunteer their time and expertise in a variety of ways — from committee work and scrutiny to recruitment and safeguarding oversight. Their contribution is invaluable, and I am grateful for their commitment to our school and community.

Thank you once again for your continued support. Together, we look forward to building on the progress made this year as we continue to champion ambition, respect and kindness at the centre of our support to every learner.



Ms J Johnson, Chair of Governors

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1 School Priorities

The school development priorities for the 2023/24 academic year were:

School Development Plan (SDP) 2023-24 Cynllun Datblygu Ysgol (CGY) 2023-24

Priority Area 1 Teaching and Learning

- 1a) Continue to improve standards in Years 11, 12 and 13
- 1b) Continue to improve pedagogy and standards of learning and teaching
- 1c) Improve whole-school skills provision
- 1d) Continue the roll-out of Curriculum for Wales into Year9, and roll-out Made for Wales qualifications

Priority Area 2 Wellbeing, Care, Support & Guidance

- 2a) Improve whole school attendance
- 2b) Provide equity for eFSM pupils
- 2c) Improve the procedures for anti-bullying and harassment
- 2d) Improve behaviour and engagement in lessons; reduce disruption to learning

Priority Area 3 Leading and improving

- 3a) Improve the effectiveness of self-evaluation across all levels of leadership
- 3b) Individualise professional learning

The school development priorities for the 2025/26 academic year are:

Priority 1: Learning and Teaching

- 1a) Improve learners' progress in cross-curricular skills, particularly reading.
- 1b) Effectively implement and embed our LMS agreed pedagogical approaches and classroom routines.
- 1c) Refine assessment and feedback processes so they focus precisely on moving learning forward.
- 1d) Further improve progress and outcomes for specific groups of learners, particularly eFSM boys.

Priority 2: Care, Support and Wellbeing

- 2a) Further improve attendance, particularly that of eFSM and ALN learners.
- 2b) Cultivate a positive whole school culture and ethos in line with the Llantwit ARK, rooted in our core school values of ambition, respect and kindness.

Priority 3: Leading and Improving

- 3a) Improve leadership at all levels, ensuring clear lines of accountability and empowering all leaders to secure improvement.
- 3b) Strengthen self-evaluation and improvement planning processes so that leaders at all levels have an accurate view of the school's areas for development and plan for improvement precisely, particularly in relation to the impact of teaching on pupils' learning and skills development.

The 3-year strategic priorities we have set for 2025-2028 are:

Priority 1 - Learning and Teaching

Between 2025-2028, our primary focus is to develop confident, ambitious, and resilient young people who accomplish their academic potential and leave school well-equipped with the skills they need to be successful lifelong learners. We aim to secure this by promoting dynamic, collaborative and innovative pedagogy. Priorities in years 2 and 3 will evolve considering progress made in year 1, but areas for attention will include:

- Developing independent learning.
- Empowering teachers to provide appropriate pace and challenge to ensure at least good progress for nearly all learners.
- Ensure all pupils fully develop high-quality skills in literacy, numeracy, digital competence, and Welsh across the curriculum, in line with their age and ability.
- Fully embedding a clear vision for the Curriculum for Wales by continuously evaluating and refining curriculum design to ensure it is both knowledge-rich and effectively develops a broad range of pupils' skills.

Priority 2- Care, Support and Wellbeing

Between 2025-2028, we aim to cultivate a positive, caring, and inclusive environment where all stakeholders are proud to be a part of our LMS school community. Priorities in years 2 and 3 will evolve considering the progress made in year 1, but areas for attention will include:

- Continuing to improve attendance, particularly for eFSM learners and any other vulnerable groups where attendance is identified as being below the national average.
- Fully embedding our LMS ARK values system to ensure a responsive, character-based curriculum which permeates every aspect of school life and ensures an inclusive, accepting school community.
- Enhancing and expanding pupil leadership opportunities.
- Fully embedding a health and wellbeing curriculum that responds to the emerging needs of learners and fosters a whole-school culture of positive mental and emotional wellbeing.

Priority 3- Leading and Improving

Between 2025-28, we aim to advance leadership capacity to enable leaders at all levels to identify key areas for improvement in line with national priorities because of robust, honest and reflective self-evaluation and address them effectively to ensure continuous school improvement. Priorities in years 2 and 3 will evolve considering progress made in year 1, but areas for attention will include:

- Establishing and embedding a self-reflective leadership model with fully understood lines of accountability, where leaders model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration.
- Developing and embedding a dynamic professional learning model, embedding purposeful collaboration with both primary and secondary partner schools and the LA to further enhance teaching and learning and foster a self-improving system in order to improve provisions and outcomes for learners.

2 Key Performance Data

Key Stage 4

In 2025 pupils secured the following at GCSE (key Stage 4):

Capped 9 Score- 363

Level 2 inclusive – 53%

Level 2 – 70.0%

Level 1 – 95.0

Literacy (L2 Eng Lit/ Language) 69% - APS –39.2

Numeracy (L2 Maths/ Numeracy) 60%-/ APS – 36.0

Science 67% / APS– 37.2

National WBQ Skills Challenge National Certificate APS- 45.3

5 A*-A threshold: 21%

Please find below an explanation of the various performance measures:

5A*A Threshold – the proportion of year 11 pupils achieving at least 5 A*/A grades.

Capped 9 Score – this measure focuses on year 11 pupils' best results from nine of the qualifications available, including three specific subject requirements i.e. a pupil's grades from English Language (or Welsh First Language), Mathematics or Numeracy and their best Science Grades. The remaining six qualifications are the best six grades from their other subjects.

APS/ Average Points Score – For Literacy, Numeracy, Science and Welsh Baccalaureate, points are assigned to grades where A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16. The points are added up and this total is divided by the number of pupils in the cohort to give an average points per pupil.

The **Literacy** measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from any of the following GCSEs awarded to a learner:

- GCSE English language
- GCSE English literature

The **Numeracy** measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from either of the following GCSEs awarded to a learner:

- GCSE mathematics
- GCSE mathematics – numeracy

The **Science** measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from science GCSEs awarded to a learner. Currently this is limited to awards in the WJEC suite of science GCSE qualifications:

- GCSE biology;
- GCSE chemistry;
- GCSE physics;

- GCSE science (double award);
- GCSE applied science (double award); and
- GCSE applied science (single award).

The **Welsh Baccalaureate Skills Challenge Certificate** measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award:

- Foundation Skills Challenge Certificate (Welsh Baccalaureate); and
- National Skills Challenge Certificate (Welsh Baccalaureate).

Level 2+Threshold (English Language or Literature and Mathematics) – the proportion of year 11 pupils achieving at least 5 A* to C grades including either English Language or English Literature and either Mathematics or Numeracy.

Level 2 Threshold – the proportion of year 11 pupils achieving at least 5 A* to C grades.

Level 1 Threshold – the proportion of year 11 pupils achieving at least 5 A* to G grades.

Key Stage 5

Outcomes for 2025 are as follows:

A* - A or equivalent - 29%

A* - C or equivalent – 80%

A* - E or equivalent – 99.5%

3 Pupil Behaviour

Llantwit Major School places a strong emphasis on consistency, clarity and well-established routines in every classroom. These routines are not incidental; they are deliberately taught, modelled and reinforced because we believe that behaviour is a core part of the curriculum. Our expectations are high, not only for behaviour that supports learning, but for behaviour that develops character and reflects our school ARK values of Ambition, Respect and Kindness.

To enable learners to achieve their full potential, teachers establish positive, professional relationships grounded in mutual respect. Staff combine warmth with clear boundaries, using consistent language and agreed routines so that expectations are predictable and fair for all learners. Common operating procedures ensure that pupils experience the same standards and structures across classrooms, reducing uncertainty and supporting engagement, regulation and success.

Our first response to poor behaviour is always restorative. We aim to help learners understand the impact of their behaviour, repair relationships, and learn more effective choices for the future. In most cases, this approach—alongside structured support and clear consequences—leads to improved behaviour and re-engagement with learning.

However, there are occasions when a learner’s behaviour represents a serious breach of expectations or poses a risk to others, and where all appropriate in-school strategies have been exhausted. In such circumstances, a fixed-term exclusion may be necessary. This decision is never taken lightly and is used only when it is in the best interests of the wider school community and the pupil concerned.

During the 2024/25 academic year, fixed-term exclusions amounted to 549 days involving 97 learners. This data continues to inform the school’s ongoing work to strengthen early intervention, regulation, and inclusive practice. Reducing exclusions wherever possible is a school development priority for the 2025/26 academic year.

4 Attendance

Recovery of attendance to pre -COVID levels is a national priority. At Llantwit Major, attendance across all year groups has started to improve, however this has been slower than some other schools in the Vale. Attendance is therefore a key priority area for improvement for the academic year 25/26.

	2021/22	2022/23	2023/24	2024/25
Overall attendance	84.3%	87.5%	84.88%	87.1%
Sessions missed due to authorised absence	8.5%	7.6%	9.01%	5.2%
Sessions missed due to unauthorised absence	4%	4.9%	6.11%	7.7%

5 Curriculum Matters

In Years 7 and 8, all students follow a broad curriculum of core and foundation subjects in line with the Curriculum for Wales. The curriculum is underpinned by the ambition for all learners to develop in the four purposes, supported via the coverage of the 27 Statements of What Matters across 6 Areas of Learning Experience (AOLE). Content is delivered in mixed ability subject specific lessons, with links made within and across AOLES to enrich each student’s understanding and experiences.

Alongside the continuing development of literacy, numeracy and digital competency skills, the curriculum also includes: human rights; diversity and respecting differences; careers and the workplace and developmentally appropriate relationships and sexual education.

Students in year 9 and beyond follow a broad and balanced curriculum of core and foundation subjects which offer the opportunity to experience a range of subjects. During year 9 students are guided into appropriate options and learning pathways, designed to give individual students the best opportunity to succeed.

All students continue to study the core subjects of English, Mathematics, Science, Religious Studies, and Welsh. They also have a wide choice of other subjects, including: 3D Design, Art, Business, Food & Nutrition, French, Geography, Graphic Communication, Health & Social Care, History, IT, Music, Photography, Separate Sciences, Sociology, PE and L1/2 Sport. Some students also access L2 qualifications through partnership with MPCT Bridgend.

Just under a half of the 2024/25 Y11 cohort studied for a full course GCSE in Religious Studies. The remaining proportion of the year group studied the L2 SWEET Qualification endorsed by Pearson Education, with 96% of these students achieving at least a L2 pass (equivalent to a B grade at GCSE).

Sixth Form pupils can choose from a wide variety of level 3 qualifications. These include a range of traditional A level, AS level courses, L3 certificates/ diplomas in Food Science & Nutrition and Medical Science along with L3 Cambridge Technical qualifications in IT and L3 BTEC certificate/ extended certificate qualifications in both Sport and Uniformed Services.

Sixth formers are supported in their higher education or employment applications during their form period. This allows specialist teachers to work closely with students to help with personal statements, applications to apprenticeships, university and jobs. Pupils also access external support from university admissions officers, who present to the students on UCAS and apprenticeship applications and student finance to ensure they are making informed decisions. Pupils are made aware of opportunities at university summer schools and projects to develop students in particular niche areas. From 2024, students have the opportunity to complete a week of work experience when they return from their summer exam series in June. This allows students to explore different avenues of study in further education and, again, allows them to make more informed decisions. Parents are also kept informed of events to support their children, such as the student finance information evening delivered by University of South Wales.

The school seeks to maximise outcomes for More Able and Talented (MAT) learners. More Able learners are defined as those who are academically high achievers across the curriculum; talented learners are defined as those who exhibit a flair for a particular subject. We are committed to ensuring that our MAT pupils receive the challenge and support they need to reach their full potential. Throughout 2024/25, we continued to strengthen our provision for these learners, ensuring that their talents are nurtured across both academic and extracurricular learning environments. MAT pupils also participated in the SEREN network, which provides a wealth of opportunities for engagement outside school.

Our school identifies those learners who are in the top 10% through a combination of teacher assessments, standardised testing, and evidence of high achievement in specific subjects or extracurricular activities both in and outside school. The MAT Co-ordinator regularly reviews and updates our MAT register to ensure appropriate bespoke support is in place for each identified pupil. We ensure that MAT learners have access to pastoral support, which helps to manage the pressures and expectations that may come with their academic potential. Our MAT learners also have the opportunity to access mentoring through the MAT Co-ordinator.

Teachers differentiate the curriculum to provide appropriate challenge and extension activities for MAT learners. Professional learning was offered to all staff on differentiated teaching strategies that can be used across subjects to stretch and challenge our MAT learners in 2024/25. This includes, but is not limited to, opportunities for independent learning and more complex tasks.

We offer a substantial enrichment package which includes opportunities such as:

- **Subject-specific challenges:** Maths, Physics, Chemistry and Biology Olympiads in Year 12, Maths Challenges run by UKMT, National Scientific Thinking Challenge in Year 10, ICAT Aeronautical Challenge, MIT Global Teaching Labs, University Masterclasses, The Big Bang Fair, visits to Renishaw, Chemistry Schools Analyst Competition, and SEREN Year 8 and 9 Thinking Challenge.

- **Enrichment clubs and national competitions:** Music (Urdd Gobaith Cymru competitions), drama club (Glammy Awards), coding and robotics clubs and cyber challenges, and sports teams.
- **External partnerships:** Engagement with local and national universities and industry professionals to provide masterclasses and mentoring opportunities, including Meducators, Speakers for Schools, The International Women in Engineering Day at Renishaw, Scholars Programme (Year 8), Oxford University (Year 10), and UKCAT preparations for aspiring medics. Weekly posts in Google Classroom inform learners of super-curricular webinars.

Year 11 data for 2024/2025 shows that our percentage of A*/A grades increased by 0.5% in 2024/25 compared to 2023/2024 to 21.6%. In Year 13, there were notable successes in students attaining high grades and progressing to top universities including Russell Group Universities. As a school, we recognise the importance of supporting MAT learners on their post-16 and post-18 pathways, including university applications, Summer School applications and scholarship opportunities.

Llantwit Major School is an English-medium school where Welsh is taught as a second language. All students participate in Welsh lessons during Key Stage 3, with the majority continuing to study the full GCSE course in Key Stage 4. Students are actively encouraged to use Welsh outside of formal lessons, engaging with both peers and staff. The school maintains a strong connection with its feeder primary schools through annual transition activities. In line with the Welsh Government's document 'Our Language: Its Future, Iaith Pawb', the school promotes the use of the Welsh language beyond the classroom.

Following the achievement of the Siarter Iaith Silver Award in summer 2023, the school maintained its commitment to promoting Welsh language and culture throughout 2024-2025. Teachers continued to recognize students' use of Welsh by awarding positive points via Class Charts, with students earning the highest number of points rewarded with 'skip the queue' passes for the canteen, which remains a highly popular incentive.

We actively celebrate Welsh culture through a variety of events observed throughout the year, including 'Diwrnod Shwmae', 'Dydd Santes Dwynwen', and 'Dydd Miwsig Cymru'. The annual school Eisteddfod took place around St. David's Day and was once again a resounding success, with students in Years 7-10 participating in both on-stage and off-stage competitions across a wide range of subject areas. Additionally, we are fortunate to have a member of the Urdd visit the school fortnightly to run a Welsh club during lunchtime for Year 7 and 8 students. In this club, students have the opportunity to practise their Welsh, learn new phrases, and engage in various games and creative activities.

Incidental Welsh is consistently integrated into all lessons by both staff and students as part of the school's common operating procedures, significantly raising the profile of the Welsh language across the school. Additionally, every Year 7 form tutor is a fluent Welsh speaker, and the use of Welsh is an integral part of form periods and assemblies.

Looking ahead, following this year's Eisteddfod, we will be relaunching our 'Cryw Cymraeg' initiatives and introducing additional activities as we work towards achieving the Siarter Iaith Gold Award.

6 Buildings and School Site

The school has a robust and rolling strategic spending plan to ensure that spending focuses on improving the provision and facilities to deliver the curriculum, including the Curriculum for Wales. The Welsh Government Governing Body Report guidelines state this report has to contain information on toilet facilities. The school meets Health and Safety Requirements for the number of toilets needed for the pupils on roll. The school also has disabled toilets in both blocks of the school. Our Estates and cleaning team clean all toilets on a daily basis and throughout the day as required.

7 Pupil Roll & Staffing

The number of pupils on roll in September 2024 was 867 for pupils in Years 7-11 and 1001 for pupils in Years 7-13.

In 2024-25 there were 61 full time and 6 part time teachers.

There were 38 members of non-teaching staff working across the Learning/ Behaviour Support Team, the Admin and Estates teams.

Governors play an active role in the recruitment of all new staff and in internal appointments to posts of responsibility. Pupils are involved in key appointments. The mature and perceptive commitment they bring to the process is impressive and highly significant in reaching decisions.

8 Food and Fitness

The governing body and the school are committed to encouraging our pupils to lead active and healthy lifestyles. The partnership of home and school is critical in shaping children and young people, and their future health.

We encourage a whole school approach to food and fitness. The headteacher, staff and governing body ensure that the food provided in the school canteen and the advice given to pupils promotes a healthy and active lifestyle and work closely with Big Fresh to ensure the menu is healthy and regularly reviewed.

Big Fresh Catering are able to support and offer menus and full allergy listings of products served to pupils with special dietary requirements on the production of a completed Medical Diet Form which has been recommended by Welsh Government.

All foods offered in our school dining hall follow the food based standards of the Healthy Eating in Schools (Wales) Regulations.

The school council has played a pivotal role in the food choices at school and met with Big Fresh, our catering provider, several times to discuss the healthy options provided. The school council have worked closely with Big Fresh and canteen staff to ensure vegan and vegetarian alternatives feature on menus and that allergy information is easily available. The student council has also visited other schools to review their offerings and share good practice.

The guidelines agreed by the governing body can be found in the Healthy Eating and Fitness Policy on the school website.

The school is committed to providing high quality inclusive PE lessons and health related exercise. This is supported by the annual appointment of sixth form Health and Wellbeing Leaders who support the organisation, refereeing, coaching and running of extra-curricular sport and health activities such as sports day, health and wellbeing assemblies, termly health and wellbeing homework projects, and who role model a healthy lifestyle. By working in partnership with other Vale schools and community sports organisations, we aim to ensure the physical literacy levels of our pupils increase.

The school works in partnership with provisions and national governing bodies such as 5x60 and the WRU in order to further educate pupils outside of the classroom. We currently support 5x60 in the training and leading of 'Silver Ambassadors' who gain qualifications and experiences in the running of extracurricular activities. We also work with the WRU who offer a 'rugby leaders' course, educating pupils on how to lead and host rugby events for pupils in the local community. Once pupils have passed and achieved the qualification, they help host and support an annual tag rugby festival which provides rugby opportunities for local primary schools. Our rugby leaders also run transition events in the school and support the community rugby festival. In July, they will support the WRU transition event when primary school pupils visit to use our facilities, providing an opportunity for our young people to give back to the community and continue to have a positive impact outside of school.

We are also hoping to provide the level 1 rugby referee course in the 2024/25 academic year, further developing their leadership skills and understanding of the sport.

The school is also involved in a 'Back 2 Nature Project' which has been praised by CSC and Public Health Wales. The project provides pupils with the opportunity to grow vegetables in our onsite garden and take them home. We also donate vegetables to a local food bank on a regular basis.

9 Links with the Community

The school arranges a myriad of work-related education, organising industry days and key skills activities for pupils in all the key stages. A wide cross-section of industrialists help both organise and run these activities.

In the 2024/25 academic year, the school developed a comprehensive work placement programme for Key Stage 4 learners. Around 40 learners attended work placements at local businesses and organisations one day a week. Placements included local cafes, primary schools, playgroups, hairdressers, farms, Atlantic College, garages, and Cardiff Rugby.

KS5 pupils complete community activities as part of their Advanced Skills Baccalaureate Wales A-level qualification and link with representatives from a wide variety of organisations such as Llantwit Major town hall, Surfers Against Sewage and local childcare organisations, to undertake activities which support the community. These organisations vary yearly depending on the interests and skills of those taking the qualification. Llantwit Major Rotary Club link with KS4 pupils to assist with the assessment of the Enterprise project's pitch for creative and innovative new products.

The Student Council completed consultative work with the Mayor and Vale of Glamorgan Council.

The school has also maintained and fully utilised its excellent links with Careers Wales to continue to provide a diverse range of guidance and advice to pupils in all Key Stages.

In addition, the school's garden project has established links with Plant Llantwit, Vale Nature Partnership, Keep Wales Tidy and the National Lottery Community Fund.

10 Additional Learning Needs

The ALN team is currently supported by a range of well qualified and experienced teaching assistants to support students with a wide range of difficulties, both in class and on a withdrawal basis. Specialist teachers and professionals from outside agencies also work with individual students to provide advice to staff on universal provision in the classroom.

Provision for pupils with Additional Learning Needs (ALN) is led by the Additional Learning Needs Co-Ordinator (ALNCO) and the ALN department are fully committed to ensuring that pupils with additional learning needs are supported to achieve their full potential. The department provides support for a wide range of specific learning needs such as dyslexia and speech and language difficulties, as well as providing support with literacy and numeracy progression. Support is provided by a team of staff in accordance with LA maintained individual development plans, School maintained individual development plans or healthcare plans. These include the ALNCO, the Learning Hub teacher, and learning support assistants. They provide focused intervention programmes delivered in small withdrawal groups 1 to 1 support where needed and in-class support. Intervention programmes include reading groups, maths support, emotional support, mentoring and peer mentoring.

In line with the ALN reform, all learners access universal provision in the classroom tailored to their needs. Professional development and support continues to develop this aspect of the school. There is an agreed non-negotiable universal provision offering for all classrooms. The Learning Hub offers support to pupils from years 7 right through to year 11. The aim is to support identified learners with literacy, numeracy and social skill development in preparation for moving through the key stages.

English as an Additional Language (EAL) provision gives support to pupils for whom English is an additional language. Their needs vary depending on whether they are new arrivals, are in the process of acquiring English or are at the stage of developing their English.

Additional support for those with ALN includes targeted in-class support; after school catch up/ homework clubs; provision of equipment such as chrome books to remove barriers to learning, a "buddy" system and trauma informed support.

As the ALN reform progresses, there are students not identified as having ALN under the new definition that still require a spectrum of support, ranging from universal classroom-based support to further intervention from external specialist teams. School Action Plus students have been moved to a School Based IDP if appropriate in line with the ALN Reform.

Description of ALN status	11-15		16 and over		Total
	Male	Female	Male	Female	
Statements	0	0	0	0	0
School Action	No learners are identified as SA/ SA+ in line with ALN reform				
School Action +					
School IDP	44	29	13	6	92
LA IDP	5	1	2		8

Students are supported through Universal and Targeted School Provision, and/or Additional Learning Provision as detailed in an IDP, depending on individual needs. IDPs are managed by the school using the delegated ALN budget. Targets are learner- centred and discussed with each individual before being agreed. Some students follow a modified curriculum, which enables them to be withdrawn from lessons to work to improve their basic skills. All other students are supported in-class either through classroom-based intervention or TA support.

The school continues to access off site provision for learners who require an alternative provision other than school on a full-time basis. In 2024/25, these provisions included MPCT in Bridgend and Cardiff and the Vale College.

11 Equal Opportunities and Inclusive School

The equality suite of policies is comprehensive and aims to meet statutory requirements. We equality impact assess existing school policies on a cyclical basis to ensure they uphold our strongly held belief that there should be no discrimination against any individual here at Llantwit Major School.

However, we do sometimes find it difficult to obtain accurate data from parents and request that you contact the school to notify us of any changes in personal circumstance to ensure we hold accurate records.

12 Extra- Curricular

Pupils' achievements are regularly shared in the Headteacher's Report to the Governing Body and in the weekly home/school communication, Major News. The school website and school Facebook are also regularly used to celebrate individuals' notable achievements.

13 Destination of School Leavers 2024/25

Destinations data is as follows:

Year 11

Returning to Year 12 at LMS- 72
In college/sixth form/other schools- 78
Employment/ work based training- 4
Other 22

Year 13

Placed in Further/Higher Education- 48
Deferred University place- 0
Taking a gap year- 1
College- 2
Employment/ work based training-2
Return to Y13 -
Other 16

14 The Work of the Governing Body

All governors are unpaid volunteers, and the Governing Body has a strategic responsibility for the school which it fulfils by:

- setting the school's aims and objectives
- agreeing policies, targets and priorities for achieving these objectives
- monitoring and evaluation to see whether the objectives are achieved
- setting the school budget, monitoring spending and appointing senior staff.

In addition to meetings of the full governing body, governors also serve on a range of committees. In addition to the committees listed below, there are others which meet from time to time, as occasion demands. These include appointment panels for Head and Deputies as well as all teaching staff appointments, and committees dealing with disciplinary matters, grievances and possible redundancies.

The full lists of the governing body in the 2024/2025 academic year are set out below:

Full Governing Body	
Charlotte Robins	Headteacher
Mr Mike Bell	Teacher Governor
Clara Felstead	Teacher Governor
Maria Martin	Teacher Governor
Jon Thomas-Heavens	Non-Teaching Governor
Jean Strachan	Parent Governor
Lucy Thomas	Parent Governor
Samantha Willis	Parent Governor
Debbie Maule	Parent Governor
William Moulder	Parent Governor
1 Parent Governor vacancy	
LEA Appointed:	
Julie Lynch Wilson	LA Governor
Kate Tinsley	LA Governor
Jasper Roberts	LA Governor
2 LEA Governor vacancies	
Community Appointed	
Mark Minchinton	Community Governor
Chris Westoby	Community Governor
Ms Jo Johnson (Chair)	Community Governor
Deborah Maule	Community Governor
Paula Richards	CommunityGovernor
Head Prefect (Elected by the School Council as Associate Governors to represent the pupil)	
Rees Harris	

<p>Senior Prefects</p> <p>James Moulder, Tom Langely, Ella Freeman</p>

STATUTORY

Staff Disciplinary	Appeals Committee	Pupil Discipline and Exclusions
Will Moulder (Chair)	Jo Johnson (or Will Moulder)	Vacancy (Chair)
Vacancy (Vice Chair)	M Minchinton (Vice Chair)	Jo Johnson
Kate Tinsley	Mrs P Richards	Julie Lynch Wilson
Jasper Roberts	Julie Lynch Wilson	Jasper Roberts
Chris Westoby	Sam Willis	Chris Westoby
Vacancy	Vacancy	

NON STATUTORY

Standard	Resources	Innovation
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Paula Richards (Chair)	Mark Minchinton (Chair)	Will Moulder (Chair)
Jo Johnson (Vice Chair)	Will Moulder (Vice Chair)	Jo Johnson (Vice Chair)
Clara Felstead	Charlotte Robins	Charlotte Robins
Charlotte Robins	Julie Lynch Wilson	Mike Bell
Lucy Thomas	Jo Johnson	Jean Strachan
Kate Tinsley	Sam Willis	Debbie Maule
Chris Westoby	Jasper Roberts	Jon Thomas Heavens
Jasper Roberts	Jon Thomas Heavens	
	Vacancy	
	Vacancy	
Complaints/Staff Grievance		
Vacancy (Chair)		
Vacancy (Vice Chair)		
Mrs P Richards		
Vacancy		
Vacancy		
Pay	Target Monitoring	Performance Management
Jo Johnson (Chair)	Jo Johnson (Chair)	Jo Johnson (Chair)
Will Moulder (Vice Chair)	Will Moulder (Vice Chair)	Will Moulder (Vice Chair)
Mark Minchinton	Paula Richards	Mark Narusberg
Chris Westoby	Jasper Roberts	Chris Westoby
Vacancy	vacancy	

Observers invited to meetings of the Full Governing Body and its major committees in 2024/25 include:

Rees Harris - Head Prefect
James Moulder - Senior Prefect
Tom Langley- Senior Prefect
Ella Freeman- Senior Prefect

Leanne Tomsa (Business Manager) - attended and presented at Finance Sub Committee
Tracy Bennett (ALNCO)- attended and presented at Innovation sub-committee
Hayley Toms (DSP)- attended and presented at Innovation sub-committee
Lauren Jones (Deputy Headteacher)- attended and presented at FGB

Chair of Governors

Ms J Johnson
Llantwit Major School
Ham Lane East
Llantwit Major Vale of Glamorgan
CF61 1TQ
Email: llantwitmajorhs@llantwitschool.org.uk

Clerk to the Governing Body

Claire Morgan
Email: clerkllantwit@gmail.com

Key issues considered included:

- expenditure outturn for 2024-25 and the budget for 2025-26
- updates on attendance
- updates on actual and projected examination outcomes
- discussion of reviews carried out by Central South Consortium (CSC)
- updates on progress made against the School Development Plan
- innovations/developments across the school
- child protection briefings
- staff and pupil Wellbeing updates
- Parent/care, pupil and staff feedback

Much of the work of the Governing Body in 2024/25 was carried out by its sub-committees:

- **Standards**
- **Innovation**
- **Resources**

The Governing Body also has Committees dealing with pupil discipline and exclusions; the head teacher's performance review; staff redundancy, dispute resolution and discipline; staff pay and performance; and complaints. These meet as required. Governors also sit on recruitment panels for the appointment of senior staff.

New governors have an induction session on appointment and governors are encouraged to undertake training provided by the Vale of Glamorgan Governor Services and the Central South Consortium. A thorough understanding of Safeguarding is essential and so Safeguarding training is mandatory for all Governors along with an understanding of data and insight.

Parents can request up to 3 meetings with the governing body in a school year. The purpose must be to discuss issues which relate to the school - not individual pupil progress or individual grievances. Further information is contained in Welsh Government guidance document 104/2013. Equality Issues. The Governing Body approved the Strategic Equality Plan report for 2022/23.

The school's budget for 2024/25 can be viewed in section 17. Careful monitoring of income and expenditure combined with late receipt of grants resulted in a balanced budget at year-end with a carry-forward figure for 2025/26 of £227,762

15 Term Dates

School Dates – 2024/25

Autumn Term 2024		
Starts	Half-Term	Ends
04/09/24	28/10/24 – 01/11/24	20/12/24
Spring Term 2025		
Starts	Half-Term	Ends
06/01/25	24/02/25 – 28/02/25	11/04/25
Summer Term 2025		
Starts	Half-Term	Ends
28/04/24	26/05/24 – 30/05/24	18/07/24

INSET Days 2024/25

INSET Day 1 - Monday 02 September 2024

INSET Day 2 - Tuesday 03 September 2024

INSET Day 3 - Friday 23 October 2024

INSET Day 4 - Friday 06 December 2024

INSET Day 5 - Monday 17 February 2025

INSET Day 6 - Monday 21 July 2025

16 Miscellaneous Facts

In the academic year 2024/25, various policies were reviewed and updated where necessary, and new ones adopted. The initial discussions on all of these would be with the appropriate committee members before acceptance by the Full Governing Body. All statutory policies are on the school's website. If you cannot find the policy you are looking for, please contact the school.

The Prospectus is updated annually and agreed by the Full Governing Body. It is available on the school website under the section 'School Information'.

17 School Budget 2024/25

Vale of Glamorgan Council Llantwit Major Comprehensive School
 Outturn Report 2024/25 Revenue Summary

Cost Centre Description	Detail 2 Level Up Description	Budget	Actual	Variance
Llantwit Major Comprehensive	Employees	5,783,319.00	5,847,213.72	-63,894.72
Llantwit Major Comprehensive	Premises	650,700.00	699,851.36	-49,151.36
Llantwit Major Comprehensive	Transport	14,497.00	6,371.61	8,125.39
Llantwit Major Comprehensive	Supplies & Services	600,854.00	588,858.88	11,995.12
Llantwit Major Comprehensive	Internal Recharges Expenditure	184,444.00	447,977.72	-263,533.72
Llantwit Major Comprehensive	BFCC Expenditure	1,000.00	-18,797.56	19,797.56
Llantwit Major Comprehensive	Government Grants	-844,826.00	-1,106,645.15	261,819.15
Llantwit Major Comprehensive	Other Grants	-80.00	-1,085.00	1,005.00
Llantwit Major Comprehensive	Customer Receipts	-41,788.00	-326,909.65	285,121.65
Llantwit Major Comprehensive	Investment Income	-21.00	-21.07	0.07
Llantwit Major Comprehensive	Internal Recharges Income	-18,179.00	-34,656.73	16,477.73
Llantwit Major Comprehensive	BFCC Income	-5,000.00	-5,000.00	0.00
Llantwit Major Comprehensive		6,324,920.00	6,097,158.13	227,761.87
		6,324,920.00	6,097,158.13	227,761.87

Governors' Expenses

No claims for expenses were submitted in the 2024/25 academic year.

18 Responses to the Report

Response Sheet

If you have any queries regarding this Report, please complete the form below and return it to the General Office, clearly marked for the attention of Mrs L Tomsa, Business Manager, no later than Friday 6th March 2026. Alternatively, please email the school for the attention of Mrs Tomsa via enquiries@llantwitschool.org.uk.

Questions

1.

2.

3.

From: _____

Parent/Carer of: _____ Form: _____

Signed: _____