



2024 - 2025

SAUNDERSFOOT COMMUNITY
PRIMARY SCHOOL

GOVERNORS' ANNUAL REPORT TO PARENTS



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SAUNDERSFOOT CP ANNUAL REPORT



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We Care, We're Ready, We're Safe

Our aim at Saundersfoot CP School is to nurture pupils who grow into respectful, resilient, independent, and ambitious learners. We are committed to fostering emotional literacy and placing well-being at the heart of our educational approach.

Throughout their time with us, pupils enjoy a rich and engaging learning experience, built on a foundation of memorable and meaningful moments. Our unique coastal location is central to our identity and provides the perfect backdrop for a curriculum that is deeply rooted in the heritage, culture, and natural environment of our Welsh coastal village.

With our school pledge — “We care, we're ready, we're safe” — at the forefront of all we do, we have successfully navigated the challenges of this year through the collective commitment and dedication of our entire school community. We are privileged to be part of such a strong and supportive network.

WELCOME TO OUR ANNUAL REPORT

We are delighted to present this year's Governors' Annual Report, where we reflect on another remarkable year at Saundersfoot School and share our exciting plans for the future.

Throughout the year, we have continued to prioritise creating a nurturing and inclusive environment for all our children. Their safety, wellbeing, and educational progress have remained at the heart of everything we do. We are proud to report that our pupils have made strong progress in their individual learning journeys.

We would like to express our immense pride in our entire school community. The strong sense of collaboration between pupils, staff, parents, carers, the Friends of Saundersfoot School (FOSS), and the Governing Body has been a driving force behind the success of this academic year. Thanks to this shared commitment, we have been able to fully embrace a wide range of events and activities that enrich our pupils' experiences and development during their time with us.

The ever-changing financial landscape continues to present significant challenges for the school's leadership team and Governing Body, particularly in managing resources, staffing, and budgeting, all while maintaining the high standards we expect for our pupils. These financial pressures have impacted the whole school team. However, we are fortunate to have a dedicated and compassionate staff and Governing Body, all firmly united in ensuring that the wellbeing and learning of our children remain central to everything we do at Saundersfoot School.

As Governors, we wish to formally recognise the exceptional efforts of all our staff in driving the school's continued progress. We are equally inspired by the resilience, positivity, and enthusiasm shown by our pupils, and we deeply value the ongoing support of our parents and carers.

This report highlights some of the key achievements from 2024-25 and outlines our ambitions and priorities for the year ahead, 2025-26.



GOVERNING BODY MEMBERSHIP

2024 - 2025

SAUNDERSFOOT CP ANNUAL REPORT

The governing body provides strategic leadership, oversight, and accountability to ensure the school delivers high-quality education and fosters a safe, inclusive, and supportive learning environment. Governors work closely with the headteacher and senior leadership team to set the school's vision and priorities, monitor performance, manage resources effectively, and ensure compliance with statutory responsibilities. Through regular meetings and active engagement, the governing body supports continuous improvement for the benefit of all pupils and staff.

Chair: Mr John Griffiths

Vice Chair: Mrs Andrea Thomas

NAME	STATUS	OFFICE EXPIRES
Mr John Griffiths	Community Governor	20/10/2028
Mrs Andrea Thomas	Community Governor	03/10/2025
Mr Pip Parker	Community Governor	20/10/2028
Mr Nick Allen	Headteacher	-
Cllr Alec Cormack	Local Authority Governor	14/08/2026
Cllr Martyn Williams	Local Authority Governor	27/01/2029
Mr P Baker	Local Authority Governor	04/07/2025
Ms Leah Hamilton	Parent Governor	03/07/2026
Mr Ben Brown	Parent Governor	24/02/2029
Miss Caroline Pollock	Parent Governor	09/09/2028
Mrs Katy Fox	Parent Governor	24/01/2027
Mrs Sharon Empson	Staff Governor	04/10/2025
Ms Jennie Morris	Teacher Governor	02/03/2029

As at 22.10.2025

Resolutions

There is no longer a requirement for Governing Bodies to hold an Annual Parents' Meeting. New statutory guidance has been issued by WG to this effect (104/2013). Parents have new rights to request up to three meetings a year with the GB. Please contact the school for further information.

SCHOOL PRIORITIES AND DEVELOPMENT PLAN — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

CURRICULUM STATEMENT

OUR FOUR PURPOSES

The four purposes underpinning the Curriculum for Wales guide us in supporting our pupils to become:

- **Ambitious, capable learners**, ready to learn throughout their lives
- **Enterprising, creative contributors**, ready to play a full part in life and work
- **Ethical, informed citizens** of Wales and the world
- **Healthy, confident individuals**, ready to lead fulfilling lives as valued members of society

At Saundersfoot School, our collectively designed vision sits at the heart of everything we do. In line with the Curriculum for Wales, we have worked — and continue to work — closely with the necessary monitoring and development groups to shape a curriculum that best supports our learners. We are committed to creating an engaging and meaningful educational journey for every pupil, drawing inspiration from our unique coastal environment to provide rich, memorable learning experiences rooted in our local community.

AREAS OF LEARNING AND EXPERIENCE (AOLES)

At Saundersfoot School, we are fully engaged with the principles of the Curriculum for Wales, ensuring that our pupils' learning experiences are broad, balanced, and deeply relevant to their lives and future aspirations.

The curriculum is structured around six Areas of Learning and Experience (AoLEs), which are interdisciplinary and designed to promote deep understanding and skills development across subjects:

1. **Expressive Arts:** Encouraging creativity and expression through art, music, drama, dance, and media.
2. **Health and Well-being:** Supporting pupils in developing physical health, mental and emotional well-being, and healthy relationships.
3. **Humanities:** Exploring history, geography, religion, values and ethics, and the world around us - helping pupils to become ethical and informed citizens.
4. **Languages, Literacy and Communication:** Developing skills in English, Welsh, and international languages, as well as effective communication across contexts.
5. **Mathematics and Numeracy:** Equipping pupils with practical and theoretical numeracy skills that can be applied across learning and in everyday life.
6. **Science and Technology:** Encouraging curiosity and problem-solving through scientific investigation, engineering, computing, and digital technologies.

Our curriculum is designed to be authentic, purposeful, and reflective of our unique identity as a Welsh coastal school. Staff work collaboratively to plan learning experiences that make meaningful connections across the AoLEs while embedding the Four Purposes at every stage of the learning journey.

We continue to adapt and refine our approach, using pupil voice, staff expertise, and community input to create a curriculum that is both challenging and exciting — preparing our learners not just for academic success, but for life beyond the classroom.

SCHOOL PRIORITIES AND — 2024-2025 DEVELOPMENT PLAN

SAUNDERSFOOT CP ANNUAL REPORT

DEVELOPMENT PLAN



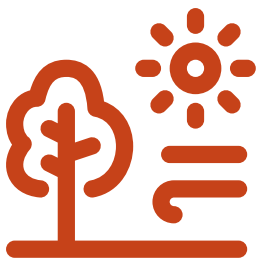
Raise Standards in Literacy

Embed a consistent, high-quality approach to early reading and phonics through Read Write Inc.



Enhance Language & Culture

Enrich Welsh language and culture, and introduce modern foreign languages to build oracy, listening, and global awareness.



Use Our Environment to Learn

Make greater use of our school grounds and local community to support learning, wellbeing, and a strong sense of cynefin.



Make Learning Personal

Continue shaping the curriculum around what matters to our pupils—making it meaningful, connected, and real-life focused.

SCHOOL PRIORITIES AND DEVELOPMENT PLAN

2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

SELF-EVALUATION REPORT SUMMARY

Saundersfoot CP School continues to provide a nurturing and inclusive learning environment where pupils thrive academically, socially, and emotionally. The school's vision - rooted in its coastal identity - emphasises respect, resilience, and independence. Pupils make good progress across all areas of learning, supported by quality teaching and a curriculum tailored to individual needs. Literacy and numeracy remain key priorities, with sound outcomes in Welsh National Tests and a continual focus on developing reading, writing, and reasoning skills. The school has also made significant strides in emotional wellbeing, including a bespoke wellbeing programme supported by the Chimp Management Company. Pupils demonstrate confidence, engagement, and a positive attitude to learning, with nearly all reporting feeling safe and happy at school.

Leadership at Saundersfoot CP School is strong and strategic, with a clear focus on continuous improvement and inclusive education. Staff use data well to monitor progress and tailor support, while the governing body plays a vital role in financial oversight and strategic planning. The school's commitment to pupil voice, emotional literacy, and outdoor learning is reflected in its School Development Plan priorities. Parents report high levels of satisfaction, praising the school's communication, care, and dedication. Safeguarding is robust, and support for pupils with additional learning needs is well-structured and responsive. The school's collaborative ethos, professional development initiatives, and reflective practices ensure that all pupils are well-prepared for future learning and life.

ADDITIONAL LEARNING NEEDS LEARNERS — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

Mr. Allen, the school's Additional Learning Needs Coordinator (ALNCo), oversees the strategic planning and delivery of ALN provision. Despite reduced external support from the local authority, Saundersfoot School remains committed to meeting the needs of all pupils through a skilled and dedicated team.

Provision and Support

Our provision is strengthened by:

- 3 trained Emotional Literacy Support Assistants (ELSAs)
- An ALN Champion
- A staff member with ELKLAN accreditation (Speech, Language & Communication Needs)
- Staff trained in Trauma-Informed Practice and Signalong

We also work with external agencies including:

- Educational Psychologist
- Speech and Language Therapist
- Advisory Teachers
- Pupil Support Officer

Our ALN Approach

We follow a graduated response:

- Universal Provision: High-quality classroom teaching for all learners
- Targeted Support: Time-limited interventions reviewed regularly
- Additional Learning Provision (ALP): For pupils needing support "additional to or different from" peers, delivered through an Individual Development Plan (IDP)

All pupils with ALN have a One Page Profile and remain fully integrated in mainstream classes.

Current ALN Profile

We share with you the growing complexity of supporting all learners, particularly those with Additional Learning Needs (ALN). The number of pupils requiring tailored support is increasing at an accelerated rate, and while we continue to deliver a fantastically inclusive curriculum and wellbeing provision, this is becoming increasingly challenging in the face of budget cuts and resource restrictions. Currently, we support 4 pupils with school-based IDPs and 4 pupils with LA-based IDPs, each requiring bespoke strategies and interventions.

We believe that strong partnerships with parents, carers, and our wider community are essential to sustaining and enriching our provision and thank parents and carers for their ongoing support.

Throughout the year, Mr. Allen has provided regular updates to staff and Governors on the progress and implementation of ALN Reform, ensuring continued compliance and high standards.

[For more information, please visit: www.saundersfoot.pembrokeshire.sch.uk/aln-reform](http://www.saundersfoot.pembrokeshire.sch.uk/aln-reform)

DISABLED LEARNERS — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

In line with the Equality Act 2010, Saundersfoot School is committed to ensuring equal access and opportunity for all pupils, including those with physical, mental, or learning disabilities.

We believe that every child has the right to fully access the curriculum and participate in school life. To achieve this, we work closely with parents/carers and the Local Authority to identify each child's needs and agree on the most appropriate support and learning plan.

Progress and provision are reviewed annually through review meetings with parents/carers and adapted as needed to ensure continued success.

The school also complies with the Disability Discrimination Act, which requires all schools to have a Disability Equality Plan and a corresponding Action Plan. These documents outline the steps we take to promote equality, remove barriers, and improve accessibility for all.



HEALTH AND WELL-BEING — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

At Saundersfoot CP School, we are deeply committed to nurturing the emotional well-being, resilience, physical health, and personal growth of every pupil. Through a holistic approach that includes neuroscience-based strategies, trauma-informed practices, outdoor learning, therapeutic support, and healthy lifestyle education, we continue to create a supportive, inclusive, and engaging environment where children can thrive.



NEUROSCIENCE

We continue to embed key principles of The Chimp Model – Neuroscience Simplified into our well-being programme. This work complements our previous focus on Growth Mindset and understanding of neuro-pathways. Our consistent approach helps pupils understand their emotional responses and develop self-regulation skills.



TRAUMA-INFORMED PRACTICES

We recognise that many pupils and adults face adversity and trauma, and we understand that all behaviour is a form of communication. Our trauma-informed approach ensures that we look beyond behaviour to understand the underlying causes and respond with compassion and support. Staff and Governors continue to receive training through Trauma Informed Schools UK (TISUK) to help make our school a mentally healthy and emotionally safe space for all.



PROUD CLOUD

Celebrating kindness, effort and community spirit: Each week, pupils and staff nominate others who go above and beyond—building a strong sense of recognition and belonging.



OUTDOOR ADVENTURES

With access to woodland, coastal areas, and dedicated Forest School resources, our pupils enjoy year-round outdoor learning, exploration, and well-being activities that nurture curiosity, resilience, and a strong connection to the natural world.



BLUE: BURNS BY YOUR SIDE READING DOG

We are proud to be part of the Burns by Your Side programme, which helps children develop reading and communication skills by reading to a specially trained therapy dog. Our very own dog, Blue - an eight-year-old Labradoodle owned by Mr Allen — is a valued member of our school community. Blue has passed his Bronze and Silver assessments and supports children weekly during reading sessions. His calm presence helps reduce stress, build confidence, and bring smiles to many faces — staff included! Keep an eye out for Blue and Mr Allen in their Burns by Your Side uniforms during their visits.

HEALTH AND WELL-BEING – 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT



HEALTHY EATING AND LIFESTYLES

Good nutrition supports good learning. We actively promote healthy habits across the school through:

- Healthy snacks and packed lunch guidance
- Nutritious school dinners that meet Welsh Government standards
- Hydration, with pupils encouraged to bring water bottles daily
- Curriculum links in science and health that teach the benefits of balanced eating

We work in partnership with parents and carers to help pupils make informed food choices and develop lifelong healthy habits.



RELIGION, VALUES AND ETHICS — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

Religion, Values and Ethics (RVE) is part of the Humanities Area of Learning and Experience and is a compulsory subject for all pupils aged 3–16 under the Curriculum for Wales.

RVE at Saundersfoot CP School is designed to reflect the aspirations of the four purposes and to promote respectful, informed, and balanced understanding of a range of worldviews.

When delivering RVE, the school ensures the following key principles are upheld:

- **Pluralistic and Inclusive:** RVE reflects the religious diversity of Wales, recognising that Christianity is the main tradition while also including the beliefs and practices of other principal religions and worldviews represented in modern Wales.
- **Recognition of Non-Religious Beliefs:** The curriculum also includes a range of non-religious philosophical convictions, supporting pupils to explore ideas such as humanism and secularism.
- **Objective and Impartial Delivery:** Teaching is carried out in a critical, balanced, and objective way. Pupils are not encouraged to adopt any specific religious or non-religious viewpoint, ensuring all learning is inclusive and respectful.
- **No Right to Withdraw:** In line with Curriculum for Wales guidance, parents and carers do not have the right to withdraw their children from RVE lessons.

RVE plays an important role in helping pupils develop ethical awareness, critical thinking skills, and respect for others' beliefs and values—all of which support their growth as ethical, informed citizens of Wales and the world.

RELATIONSHIPS AND SEXUALITY EDUCATION

— 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

At Saundersfoot CP School, Relationships and Sexuality Education (RSE) plays a vital and empowering role in supporting pupils to achieve the four purposes of the Curriculum for Wales. RSE is delivered as part of a whole-school approach and is central to helping pupils develop emotional well-being, resilience, empathy, and respectful relationships.

Core Strands of RSE

RSE at Saundersfoot is built around three key strands:

- Relationships and Identity: Supporting pupils to build healthy, safe, and fulfilling relationships, while developing a strong sense of self, identity, and emotional understanding.
- Sexual Health and Well-being: Equipping pupils with accurate, age-appropriate information to make informed choices about their sexual and reproductive health across their lives.
- Empowerment, Safety, and Respect: Helping pupils recognise unsafe or harmful relationships and situations, understand their rights, and know when and how to seek help.

Developmentally Appropriate Provision

All RSE is taught in a developmentally appropriate way. In line with the school's RSE Policy, we carefully consider each pupil's:

- Age and stage of development
- Maturity and emotional understanding
- Prior knowledge and learning needs
- Any Additional Learning Needs (ALN)

This ensures that all learners can engage meaningfully and confidently with the curriculum content.

Monitoring and Evaluation of RSE

While RSE is a whole-school responsibility, it is also subject to ongoing monitoring, review, and evaluation to ensure it meets the needs of our learners and aligns with statutory requirements.

This process is overseen by:

- The Governing Body representative for RSE
- The Headteacher and Senior Leadership Team
- Pupils, through regular feedback and pupil voice activities

This shared approach helps us ensure that RSE at Saundersfoot CP School remains effective, inclusive, and responsive to the evolving needs of our pupils.

WORKING WITH THE COMMUNITY

— 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

As a community-focused school, we are proud of the strong and mutually supportive relationships we continue to build with the wider community. We recognise the important role our local community plays in enriching the lives of our pupils and, in turn, how our school contributes to the community as a whole.

Throughout the year, we have worked to strengthen these links by welcoming individuals from a range of backgrounds to share their knowledge and experiences with our children, enhancing both their learning and personal development.

Our facilities remain an important resource for local groups. We continue to host organisations such as the Brownies and Rainbows, and our community room is now a regular venue for mother and baby events, supporting families in the early years.

Saundersfoot Playgroup & Daycare continues to operate within the school premises, providing children and their families with an early introduction to the school environment and fostering a sense of belonging from the very beginning of their educational journey.

We are also grateful to the Friends of Saundersfoot School (FOSS), who have been instrumental in organising a range of successful events and fundraising initiatives throughout the year. Highlights have included the ever-popular summer fete, Christmas Bingo, supporting Iron Man, and refreshments during sports day, all of which brought the school community together while raising valuable funds. The creativity and commitment of the FOSS committee have made a real difference, and we sincerely thank them for their continued support.

FOSS relies on the generosity and involvement of parents and carers. If you are able to volunteer your time or offer support in any way, please do contact Mrs Lewis—we would love to hear from you.

Other community highlights this year have included:

- Year 6 Dementia Friends Project: Our Year 6 pupils have taken part in Dementia Friends sessions, developing empathy and understanding through their work with The Wednesday Club at The Regency. We are very grateful for the opportunities this partnership has provided.
- Welsh Podcast with Marc Griffiths: Pupils had an exciting opportunity to record and edit their own podcast in Welsh, thanks to a special workshop with Marc Griffiths from BBC Radio Cymru. It was a memorable and inspiring morning that supported both language learning and digital skills.
- Year 5 Welcomes MP Henry Tufnell: As part of their topic on political governance, Year 5 pupils welcomed local Member of Parliament Henry Tufnell to the school. His visit offered valuable insight into democratic processes and helped bring the curriculum to life.

We are deeply grateful to all our community partners, volunteers, and families for their ongoing support. We look forward to continuing to build on these relationships in the year ahead.



SAUNDERSFOOT CP ANNUAL REPORT

Parental Survey Summary

At Saundersfoot School, we are committed to continually engaging with parents and carers to gather their views and feedback. We use a variety of approaches throughout the year, including surveys, meetings, and informal conversations, to ensure we understand and respond to the needs and experiences of our school community.

1. Wellbeing and Attitudes to Learning

- My child likes school: Most (80%) responded positively.
- My child feels safe: Nearly all (90%) agreed or strongly agreed.
- Bullying is dealt with: Many (70%) felt the school handles incidents well.

2. Teaching and Learning Experiences

- Learning is interesting: Nearly all (90%) agreed or strongly agreed.
- Standard of education: Nearly all (90%) rated it positively.
- Support for learning: Most (80%) felt their child receives the support they need.

3. Care, Support and Guidance

- Informed about progress: Most (80%) felt well informed.
- Views are sought: Many (70%) felt their views are considered.
- Concerns are responded to: Most (75%) felt issues are dealt with appropriately.

4. Leadership and Management

- Information is timely: Nearly all (85%) agreed or strongly agreed.
- Recommend the school: Nearly all (90%) would recommend it.
- Leadership is responsive: Most (80%) felt leadership responds well to concerns.

Overall Strengths

- Positive ethos and inclusive culture.
- High parental satisfaction with teaching and leadership.
- Strong emotional and academic support for pupils.

Areas for Development

- Improve visibility of curriculum and progress tracking.
- Enhance inclusivity in extracurricular and celebratory activities.
- Review communication tools (Dojo, website) for accessibility and clarity.

SPECIAL EVENTS AND EXTRA-CURRICULAR ACTIVITIES

— 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

Celebrating Pupil Achievements and School Activities

Over the year, our pupils have taken part in a wide range of activities, demonstrating enthusiasm, resilience, and great school spirit.

Sports and Competitions

Our teams have proudly represented the school in football, cricket, athletics, and chess competitions. Highlights include a memorable journey to the National Football Finals, strong performances in county-level cricket and athletics, and successful participation in local festivals. Many pupils have shown outstanding teamwork and sportsmanship, reflecting the school's values. Chess was introduced to all Year 5 pupils this year, helping them develop important skills like strategic thinking and concentration. We also congratulate pupils who took part in the Urdd competition, achieving excellent results and representing the school with pride.

Active Travel

We continue to promote walking and cycling to school, working closely with local authorities to encourage healthier, more sustainable travel options. These efforts help reduce traffic around the school and support pupils' wellbeing.

Whole School Events

Once again, pupils enjoyed a fantastic pantomime performance, Christmas celebrations, and two successful sports days. The year ended with a special whole-school reward day featuring an inflatable obstacle course — a fun and energetic way to celebrate the year, with even staff joining in!

Extra-Curricular Activities

Our after-school clubs have been well attended, with pupils engaging in a variety of activities such as Brownies, swimming, dance, and team sports. Weekly assemblies continue to celebrate these achievements, fostering a sense of pride and community.

Trips, Visits, and Outdoor Learning

A variety of visits and visitors have enriched pupils' learning, including sessions with emergency services, safety workshops, and engaging outdoor experiences. Pupils enjoyed activities like sailing, paddleboarding, beach walks, and nature hunts, supported by local organisations whose generosity we greatly appreciate.

End-of-Year Activities

Our upper Progression Step 3 pupils marked important milestones with memorable events. Year 5 enjoyed an evening of games, movies, and refreshments at school when their campout was postponed, while Year 6 pupils had a successful residential trip and celebrated their time at school with a leavers' BBQ, campout, and sunrise walk. The year ended with our traditional Leavers' Archway, a special moment for the whole school community to say farewell. We also said goodbye to our much-loved Deputy Headteacher, who leaves with our sincere thanks and best wishes.

We are proud of all our pupils' achievements and look forward to supporting their continued growth in the year ahead.

ORGANISATION OF THE SCHOOL — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

PEMBROKESHIRE SCHOOL TERM DATES 2024-2025

PEMBROKESHIRE COUNTY COUNCIL SCHOOL TERM DATES 2024-25																																																																																																																																																													
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Including 2 designated staff training closure days - Mon 2 Sept 2024 & Mon 28 April 2025							195																																																																																																																																																						
A further 3 staff training days are to be confirmed by the schools							TOTAL	195																																																																																																																																																					

Please note that this calendar is subject to any changes which may arise as a result of government policy decisions. Pembrokeshire County Council does not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.

ORGANISATION OF THE SCHOOL — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

SCHOOL DAY SCHEDULE

08:40	School Gates Open
09:00	Registration
09:15	Lesson 1
10:30	Morning Break
10:45	Lesson 2
12:00	Lunch Break
13:00	Lesson 3
14:00	Afternoon Break
14:10	Lesson 4
15:10	End of school day

ORGANISATION OF THE SCHOOL — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

BREAKFAST CLUB PROVISION

The school provides a free breakfast club for pupils who require it. Breakfast club gates open from 07:50am until 08:25am. All pupils who wish to access this provision need to be in by this time.

AFTER-SCHOOL CLUB PROVISION (SCHOOL BASED)

Various activities are available on Tuesday, Wednesday and Thursday, 15:15 - 16:15.

AFTER-SCHOOL CLUB PROVISION (EXTERNAL)

Saundersfoot Playgroup offer an after-school club Monday to Thursday.

The hours and rates are as follows:

1. Tea Club: 15:15 - 16:15 with a snack for £7.50
2. Full Club: 15:15 - 17:00 for £13.00
3. For children attending clubs in school: 16:15 - 17:00 for £6.00

*10% discount for siblings.

You may be eligible for some funding and can find out more using this link:

<https://www.beststartinlife.gov.uk/>

PLAYGROUP

Saundersfoot Playgroup sessions run Monday to Friday, during term time.

Session	Time
Full Day	09:00 - 15:00
Morning	09:00 - 11:30
Early Bird	08:30 start
Late Finish	15:00 - 17:00
Wraparound Service	Morning or afternoon depending on when your child attends school

ORGANISATION OF THE SCHOOL — 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

PROVISION OF SCHOOL TOILET FACILITIES

There are 4 Early Years bathrooms, 4 Progression Step 3 bathrooms, 4 staff toilets/bathrooms and 2 visitor toilet/bathrooms. The toilets are cleaned daily and to a high standard.

SCHOOL PROSPECTUS

The Saundersfoot CP School Prospectus is reviewed annually to ensure it provides accurate, up-to-date information about our school, including curriculum, policies, and day-to-day life.

To view the current prospectus, you can:

- Contact the school office
- Visit our school website

SCHOOL POLICIES REVIEW

School policies are reviewed regularly during full Governing Body meetings and through relevant sub-committees, ensuring they remain current, compliant, and reflective of best practice.

If you would like to view any of our policies, please:

- Contact the school office
- Visit our school website

KEY OPERATIONAL AREAS – 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

STATISTICAL INFORMATION 2024-2025

School Attendance	91.72%
Number of pupils on school roll in July 2025	179
Number of pupils on school roll with statements	8
Number of full-time teaching staff	6
Number of part-time teaching staff	1
Number of full-time support staff	5
Number of part-time support staff	7
Number of administration/caretaking/cleaning staff	3
Language Category of School	English Medium

KEY OPERATIONAL AREAS – 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

SAFEGUARDING

Safeguarding remains a top priority at Saundersfoot CP School. Procedures are routinely reviewed and are a regular feature of both staff meetings and Governing Body discussions, ensuring that all adults in school remain vigilant, informed, and confident in their responsibilities to keep children safe.

Safeguarding Health Check

Before Easter, Saundersfoot School underwent a Safeguarding Health Check by the Local Authority to review our safeguarding policies and practices.

The report highlighted many strengths, including a welcoming environment where children feel safe, strong leadership presence, excellent support for pupils, trauma-informed approaches, clear communication with parents, regular safety drills, and good links with external agencies. Recommendations included addressing some building maintenance issues, improving door access controls, and introducing quick-release lanyards for staff and visitors.

The check also highlighted concerns about parental vehicles entering the school grounds, which pose safety risks. We kindly remind parents not to drive onto the school site to ensure the safety of all pupils, staff, and visitors.

We thank all parents and carers for their ongoing support in making Saundersfoot School a safe and welcoming place for all.

HEALTH AND SAFETY

Health and Safety across the school site continues to be strong, with only a small number of incidents requiring reporting or referral under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations).

The school remains proactive and responsive, always willing to act on any Health and Safety recommendations or suggestions to further improve the safety and well-being of pupils, staff, and visitors.

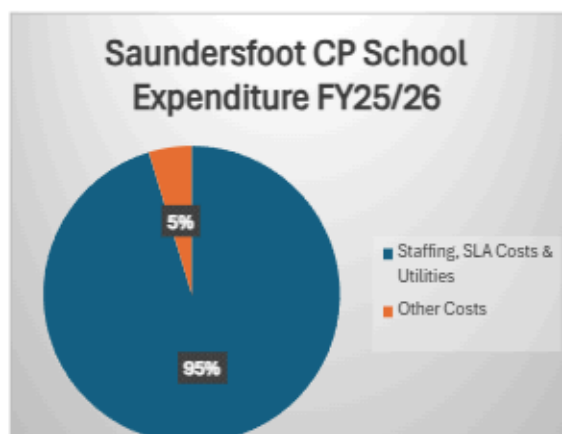
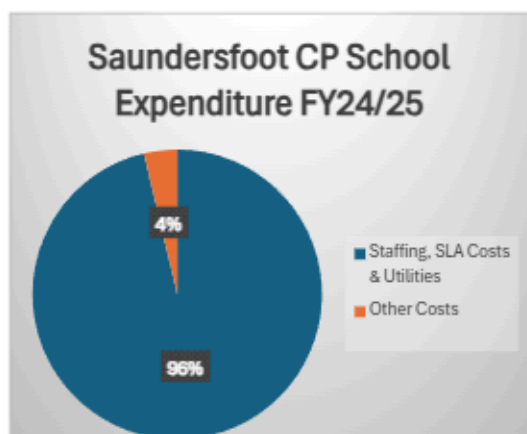
KEY OPERATIONAL AREAS – 2024-2025

SAUNDERSFOOT CP ANNUAL REPORT

SCHOOL FINANCE BREAKDOWN AS AT 19.09.2025

FY 24/25		FY25/26	FY26/27	FY27/28	FY28/29	FY29/30
FTE180		FTE 166.5	FTE 151	FTE 135	FTE 135	FTE 135
Formula Funding	£ 852,839.00	£ 933,687.67	£ 894,900.00	£854,900.00	£ 854,900.00	£ 854,900.00
FSM	£ 1,443.00	£ -	£ -	£ -	£ -	£ -
Additional Funding/Reserves	£ 85,422.13	£ 59,267.95	£ 100.00	£ 100.00	£ 100.00	£ 100.00
Addition ALN Funding	£ 10,845.13	£ 9,973.00	£ -	£ -	£ -	£ -
Grant Funding	£ 120,758.74	£ 107,174.00	£ -	£ -	£ -	£ -
Total Income	£ 1,071,308.00	£ 1,110,102.62	£ 895,000.00	£855,000.00	£ 855,000.00	£ 855,000.00
Expenditure	£ 901,801.31	£ 981,435.00	£ 889,660.00	£929,920.00	£1,025,426.00	£ 1,166,796.00
Grant Expenditure	£ 120,758.74	£ 107,174.00				
Total Expenditure	£ 1,022,560.05	£ 1,088,609.00	£ 889,660.00	£929,920.00	£1,025,426.00	£ 1,166,796.00
Surplus/Deficit	£ 48,747.95	£ 21,493.62	£ 5,340.00	-£ 74,920.00	-£ 170,426.00	-£ 311,796.00

**italic numbers represents predicted figures*



GOVERNORS' EXPENSES

No claims for expenses were submitted.

Looking Ahead

As we look to the future, we hope to sustain the high quality of provision and operations at Saundersfoot CP School, despite the ongoing challenges presented by the financial landscape.

We remain firmly committed to building positive relationships and providing a nurturing, inclusive environment where every child and adult in our school community feels valued and supported.

The well-being of our pupils continues to be at the heart of all we do. As Governors and staff, we are committed to further training in emotional well-being and trauma-informed practices, enabling us to support every child on their learning journey.

Our Vision for 2025-2026

In the coming year, our focus is to further embed the revised curriculum in a way that reflects the unique character of Saundersfoot CP School and our vibrant coastal community. We are proud of our progress and excited about the opportunities that lie ahead to make learning more meaningful, inclusive, and connected to real life.

We invite you to join us in bringing this vision to life. Over the year, we hope to involve you in a variety of ways, including community projects, and curriculum enrichment activities. Our School Development Plan outlines four key areas of focus: enhancing early reading and phonics, enriching Welsh and modern foreign language learning, expanding outdoor and community-based education, and amplifying pupil voice to shape a curriculum that truly belongs to our learners. Your support, ideas, and involvement will be invaluable as we continue to grow together. Please contact the school for further details.

A Final Word of Thanks

As always, we end our annual report with a heartfelt thank you / diolch to our entire school community.

To our pupils, staff, parents, carers, volunteers, and Governors — thank you for your continued support, energy, and kindness as we work together to navigate change and create the best possible experiences for our children.

With kind regards,

Ms Leah Hamilton, Mr Ben Brown, Miss Caroline Pollock, Mrs Katy Fox
Parent Governors



GOVERNOR'S
ANNUAL REPORT

THANK
YOU