



October 2025

Dear Parent/Guardian,

Governing Body of Litchard Primary School  
Annual Parent/Carers/Family Report

Hereby follows a copy of the (Full) Governors Annual Report to Parent/Carer/Families for the 2024 - 2025 academic year.

Another year has passed and what a year it has been, despite being faced by the challenge of an ever-decreasing budget, we have managed, as a school, to ensure that your children received the best possible learning opportunities to enable them to fulfil their potential for the year.

There have been notable highlights throughout the year. The children will have their own, but from a Governing Body perspective to receive visits from ministers from both the Welsh Government and the UK Government, recognising the work undertaken in the school was a real honour. Seeing how the children engaged with the Ministers was not only a credit to the staff who had worked with them but also to you. The other highlight was the Estyn Inspection, not at the time but later. You should now have a copy of their report. It was a real privilege to be able to take part in this process, sharing all the work that goes on within the school from a Governing Body perspective. The report is extremely positive and helps validate all the work that has gone on within the school. In order for this to happen all staff who work within the school have had a role to play from the catering staff, dinner supervisors, Admin staff, support staff, Site Manager to the teachers and Senior Management Team.

From the Governors viewpoint we have worked with the staff to carry out our role of challenging and supporting. With the challenge of the budget we have utilised the skills of individual Governors in what has been recognised as innovative ways to obtain funds through grants and sponsorship to try and help overcome shortfalls. An example of this was in respect to the Big Bocs Bwyd where it was unable to be opened for a period of time through lack of produce. This has now been rectified by utilising the skills of one governor supported by the rest of the committee. In addition to this, funds have been secured by another Governor from the group allowing for the purchase of books for the reading shack whilst other donations have now got it ready for use.

In addition to working with the school the Governing Body has linked in with other Governing Bodies in the area, working collaboratively to ensure good practice from a

Governance point of view is shared. This work by the Governing Body was recognised by Estyn during their inspection which is detailed in their report.

Finally, I would like to thank you for all the support you have given throughout the year. Your support is really appreciated especially when we have to make difficult decisions.

Yours faithfully,

A handwritten signature in black ink that reads "TAEsmond". The letters are cursive and somewhat slanted to the right.

Tony Esmond

Chairperson of Litchard Primary School Governing Body

# Litchard Primary School Ysgol Gynradd Litchard

## Annual Report to Parents from the Governing Body

Author: *Governing Body of Litchard Primary*

October 2025

Approved in GB meeting:

Signed: *WAEsmord*

Chair of GB at Litchard Primary

Next Report September 2026

Governors' Report to Parents of Litchard Primary School  
October 2025

This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published.

1. Clerk to the Governing Body

**The Clerk to the Governing Body of Litchard Primary is:**

*Simone Delaney*

*School Governance Solutions Ltd*

*Tel: 07850 183666*

2. Chairperson of the Governing Body

**The Chairperson of the Governing Body is :**

*Mr Tony Esmond.*



3. Members of the Governing Body as of October 2025

The following people are currently members of the Governing Body.

School Name	Governor Name	Pos	Status
Litchard	Mr W. Esmond	Chair	LEA
Litchard	Mrs A. Keen		LEA
Litchard	Dr L. Morgan		LEA
Litchard	Cllr M. Williams		LEA
Litchard	Mrs C. Evans		Community
Litchard	Mrs C. Laidler		Community
Litchard	Mr A. Thomas		Community
Litchard	Vacant		Community
Litchard	Cllr Y. Walton-Davies	CC	Community
Litchard	Mrs C. Austin	VC	Parent
Litchard	Mr A. Glyde		Parent
Litchard	Mr R. James		Parent
Litchard	Mrs J. Rosser		Parent
Litchard	Ms K. Warren		Parent
Litchard	Mrs S. Granville		Staff
Litchard	Mrs N. Hughes		Teacher
Litchard	Mr J. Slade		Teacher (AHT)
Litchard	Mr C. Jones		Headteacher

When fully constituted this governing body is made up as follows

LEA Representatives	4
Parent Governors	5
Staff Representative	1
Headteacher	1

Community Governors	5
Teacher Governor(s)	2
Minor Authority (if applicable )	0
Total	18



4. Resolutions

**There were no resolutions passed at the last meeting.**

5. Election of Parent Governors

**During the last academic year, there were no elections of new parent governors.**



## 6. School Performance Data

From September 2019 schools are no longer required to include comparative data based on local or national comparisons. Our school systems are based on a bespoke, holistic tracker that looks at the whole child.

Please go to "My Local School" <https://mylocalschool.gov.wales/School/6722374?lang=en> for more information.

National tests are undertaken by children in yrs. 2-6. Parents receive feedback on tests via the pupils HWB account. Staff use these results to plan next steps in learning for pupils over the following year. Various other tests are used to baseline, track and improve pupil attainment across the school.



7. Financial Statement – Period Covered 2024-25

A copy of the school's financial statement is attached:

FINANCIAL STATEMENT 2024/25

SCHOOL: LITCHARD  
PRIMARY

EXPENDITURE

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£

EMPLOYEES

TEACHERS	1403708
SCHOOL SUPPORT WORKERS	163685
CLERKS AND CLASSROOM SUPPORT	460322
AGENCY STAFF	202571
SICKNESS AND MATERNITY INSURANCE	35083
STAFF TRAINING	5809
OTHER COSTS eg POLICE CHECKS	388

227156

6

PREMISES AND RELATED COSTS

GROUND MAINTENANCE	4792
REPAIRS, ETC TO BUILDINGS	29068
FIXTURES AND FITTINGS	268
ENERGY	73670
RATES	48894
WATER SERVICES	9912
SPECIAL PERILS/ALL RISKS	710
CLEANING AND DOMESTIC SERVICES	80244

247558

TRANSPORT AND RELATED COSTS

SCHOOL ACTIVITIES TRANSPORT	0
CAR ALLOWANCES/STAFF TRAVEL	0

0

SUPPLIES AND SERVICES

CAPITATION	38910
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(TEACHING MATERIALS)	
SCHOOL MEAL COSTS	54465
INSURANCE	2092
ICT RELATED COSTS	21271
PRINTING, STATIONERY ETC	6217
TELEPHONES	672
SERVICE LEVEL AGREEMENT	34335
TRADE WASTE	5426
POSTAGE	9
LEASING	9371
MISCELLANEOUS EXPENDITURE	10661
	<u>183429</u>

INCOME

WELSH GOVERNMENT GRANTS	587370
OTHER SCHOOL GRANTS	58016
SCHOOL MEAL INCOME	3124
SICKNESS POLICY CLAIMS	23463
COMMUNITY USE OF PREMISES	4688
SUPPLY COVER INCOME	1260
	<u>677921</u>

202463

NET SCHOOL EXPENDITURE

2



## 8. School Prospectus

The School Prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is generally issued to parents whose children are starting school for the first time or transferring from another school. The prospectus is available on the school website - [www.litchardprimary.com](http://www.litchardprimary.com)

<https://www.litchardprimary.com/page/?title=School+Prospectus&pid=18>



## 9. School Development Plan/Post Inspection Action Plan

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan (SDP/PIAP). The plan identifies the direction the school will take, over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2025-26 academic year is being considered and will be approved by Governors, with elements currently being implemented by the staff. The plan this year considers school progress in last year's SDP, the evaluation process undertaken by the school leadership team via the MER cycle and feedback provided by Estyn as a result of our recent inspection (Summer Term 2025).

The targets set include short, medium and long-term aims. Targets are regularly reviewed by the Governing Body. A summary of the SDP is available on the school website and spending plans for the grants such as the Pupil Development Grant.

At Litchard Primary School each pupil will be given the opportunity to develop to his or her fullest potential.

Our school provides a safe, secure environment where pupils encounter opportunity for success in learning and living. All pupils are valued as an individual regardless of race, religion, gender or disability and are positively encouraged to contribute to the school community.

At Litchard Primary pupils will be encouraged to make the most of their talents, to develop their personality and grow both morally and spiritually. The education pupils receive will serve to foster discipline and high personal standards achieved in a positive, caring atmosphere, which permeates everything the pupil encounters in school. Pupils are also encouraged to develop self-esteem and self-confidence through a range of extra-curricular activities.

At Litchard Primary we are committed to valuing and building on the child's earliest experiences, however limited. A positive, mutually supportive relationship between home and school is valued. Through well-established pastoral framework pupils are encouraged to develop happily with a sense of value and purpose.

The Parent and Carer's report states:

*Litchard Primary School is a happy, inclusive and nurturing environment where pupils feel safe, valued and eager to learn. Staff build strong, respectful relationships with pupils and work well together to promote a calm and purposeful learning environment. Pupils enjoy school and show enthusiasm and positive attitudes to learning across a wide range of experiences.*

*The headteacher provides determined leadership and promotes a shared vision that effectively supports improvement. Leaders place partnership working at the heart of the school's approach and work successfully with parents, governors, other schools and external partners to enhance pupils' learning and well-being.*

*Leaders have established a highly effective system to assess and track pupils' progress and well-being. Staff use this information well to identify needs quickly and check the impact of support, which helps reduce barriers to learning.*

*Teachers plan engaging learning experiences for pupils. They make effective use of local links to plan a curriculum that reflects the diverse needs of the community that the school serves. In most lessons, they question effectively, maintain a steady pace and support pupils to make good progress. In a minority of lessons, activities are not always well matched to pupils' individual needs, and opportunities to develop independent learning skills are limited.*

*Most pupils including those in the Learning Resource Class (LRC) make good progress in literacy and numeracy. They communicate clearly and use subject vocabulary accurately. Staff promote a strong reading culture and help pupils develop effective strategies so*

*nearly all pupils read fluently and understand a range of texts. Most pupils write effectively for different purposes and by Year 6, many produce sustained high quality work.*

*Most pupils apply their mathematical skills accurately to solve problems.*

*Over time, many pupils use digital tools appropriately to support their learning. However, they do not practise a broad enough range of digital skills or apply them regularly to deepen their understanding. Most pupils learn to swim competently by the time they leave school, using the school's own pool. Teachers model Welsh regularly, and this ensures that pupils make steady progress in developing their language skills.*

Leaders promote good attendance through clear expectations and supportive actions. As a result, attendance has improved over time, including for pupils eligible for free school meals.

The targets for the academic year 2024-25 were:

- **Languages, Literacy and Communication:** To further improve pupils writing skills by refining the writing process and focussing on skill development
- **Mitigating the impact of poverty:** improve the achievement of all pupils, especially those who are eFSM, by breaking down the barriers associated with poverty.
- **Teaching and Learning:** Refine pedagogy to ensure all learners, including ALN and MAT are challenged.
- **Leadership:** To refine leadership processes to ensure all actions improve pupil achievement.



## 10. Use of the Welsh Language – Communication

This school is an English medium school. Lessons and other school activities are communicated through the medium of English. The use of the Welsh language is promoted by the use of incidental Welsh and opportunities for bilingualism where appropriate with all pupils throughout the school day. Children from year 2 onwards also receive specific lessons to learn Welsh as a 2<sup>nd</sup> Language. Litchard Primary was the first school in the borough to be awarded “Campus Cymraeg” (Silver award). Since then, the school has progressed to the Gold award which was awarded to the school during the 2022-23 school year at an awards ceremony in the All-Nations Centre, Cardiff. This award recognises how Welsh is promoted and used outside of normal classroom teaching and learning to as high a standard as possible. This year, the plan is to maintain and develop further how Welsh is used throughout the school under the guidance of our Welsh co-ordinator, Mrs Worrall. We are due re-validation in the upcoming year.

Welsh is taught in a practical manner, through the use of videos, books, worksheets, songs and by using the language on a daily basis. The aim is to promote the language development of the children, to enable them to use the language effectively in communication.

Children from the ages of 3 to 7 years are taught Welsh through rhyme, incidental Welsh i.e. instructions and greetings/weather etc. Opportunities for bilingualism are planned by the teachers to incorporate into lessons where appropriate. A comprehensive scheme of work is provided to support Welsh Language Development which complies with the orders of the Foundation Phase Curriculum.

At the end of Progression Step 3 (when a child moves to Comprehensive School) assessment and liaison takes place to ensure that pupils continue their progress when they move to secondary education.

Litchard Primary School, with the support of Bridgend Local Authority, provides a service to support children and families where English is an additional language. Pupils for whom English is a second language are catered for according to their needs with input from appropriate personnel.

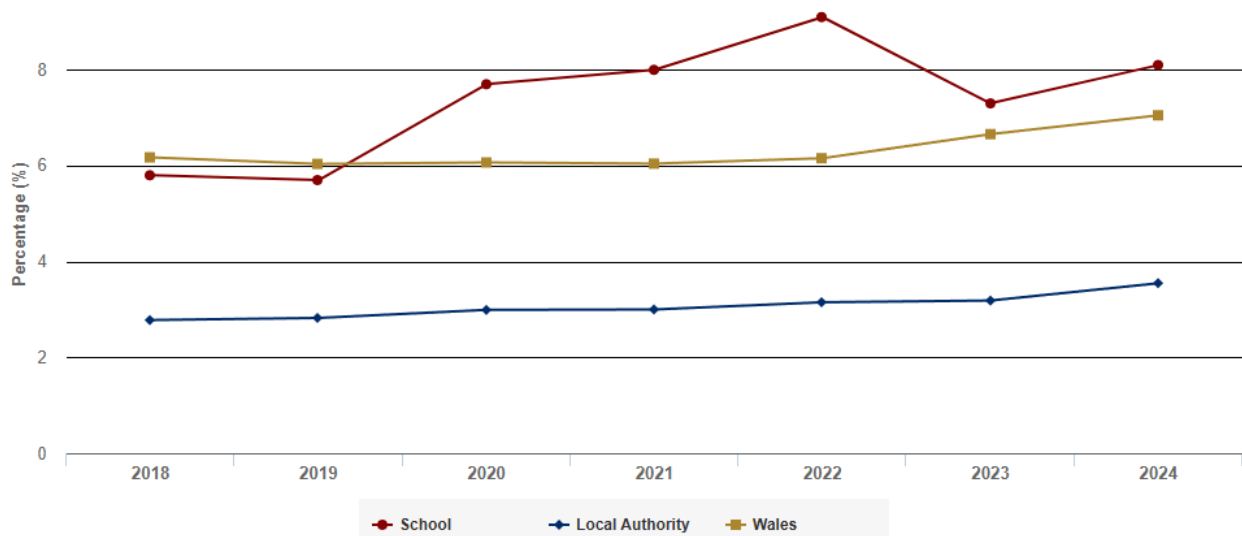




## 11. English as an additional language

Should parents request that their child is taught at this school in a language other than English this request will be given due consideration.

Pupils for whom English is a second language are supported appropriately according to their needs.



## 12. Post Inspection Action Plan

Governors are responsible for drawing up the Action Plan to address recommendations made by inspectors during the recent Estyn inspection of the school. A copy of the summary report produced by inspectors has been made available for parents. The Post Inspection Action Plan is under development, and recommendations made by the inspection team have already informed this year's school development priorities (written in our SDP).

Governors will monitor progress of the plan at their termly meetings. More detailed information on the progress made will be given at the meeting if required.



13. Term Dates and Holidays 2025- 2026 Academic Year

Key Dates 2025-26

**Please be mindful that these dates could change.**

 Autumn Term

**1st Sept to 24th Oct – Autumn Half Term 1**

**1st Sept (Mon) – INSET Day (School closed to pupils)**

**8th Sept – Meet the Teacher (Reception, Year 3, Year 6 at 3:30 and 4:30)**

**9th Sept – Meet the Teacher (Year 1, Year 4 at 3:30 and 4:30)**

**10th Sept – Meet the Teacher (Year 2, Year 5 at 3:30 and 4:30)**

**12th Sept – Mugs and Hugs with FOLPS**

**6th to 24th Oct – National Test Window (Autumn Term)**

**10th Oct (Fri) – INSET Day (School closed to pupils)**

**13th and 14th Oct – Parents’ Evening (Autumn Term)**

**27th to 31st Oct – Autumn Half Term Holiday**

**3rd Nov to 19th Dec – Autumn Half Term 2**

**1st Dec – Christmas Show (Year 1)**

**2nd Dec – Christmas Market (Year 2)**

**3rd and 4th Dec – Christmas Show (Year 3)**

**8th Dec – Christmas Market (Year 4)**

**9th and 10th Dec – Christmas Show (Year 5)**

**11th Dec – Christmas Market (Year 6)**

**16th Dec – Nativity (Nursery)**

**17th Dec – Nativity (Reception)**

**22nd Dec to 2nd Jan – Christmas Holidays**

 Spring Term

**5th Jan (Mon) – INSET Day (School closed to pupils)**

**5th Jan to 13th Feb – Spring Half Term 1**

**16th to 20th Feb – Spring Half Term Holiday**

**23rd Feb (Mon) – INSET Day (School closed to pupils)**

**23rd Feb to 27th Mar – Spring Half Term 2**

**9th and 10th Mar – Parents’ Evening (Spring Term)**

**30th Mar to 10th Apr – Easter Holiday**

 Summer Term

**13th Apr (Mon) – INSET Day (School closed to pupils)**

**13th Apr to 22nd May – Summer Half Term 1**

**25th to 29th May – Whitsun Half Term Holiday**

**1st to 26th Jun – National Test Window (Summer Term)**

**1st Jun to 20th Jul – Summer Half Term 2**

**15th Jun (1:30pm) – Sports Day (Nursery and Reception)**

**16th Jun (9:30am) – Sports Day (Year 1 and 2)**

**16th Jun (10:45am) – Sports Day (Year 3)**

**16th Jun (1:30pm) – Sports Day (Year 4, 5, 6)**

**20th Jul (Mon) – INSET Day (School closed to pupils)**

**21st Jul to 31st Aug – Summer Holidays (6 Weeks)**

**1st Sept 2026 (Tue) – INSET Day (Return to school 2nd Sept)**

These key dates have already been sent out to parents.



#### 14. Community Focused Schools

A community-focused school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes.

The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults. The school is used by a range of associations and clubs such as Brownies and multiple swim schools and clubs.

At our school local agencies facilitated by the LA use the school as a base to deliver bespoke support to vulnerable children and families. This academic year the Early Help (East Hub) team will provide the following support:

- Talking Trees (Wellbeing group sessions for vulnerable pupils).
- NVR (Non-Violent Resistance) parental support/training sessions (7-11).
- Nurture (similar to NVR) for parents/carers of younger pupils.
- Cygnets (Support for families of children diagnosed with ASD)

The school has a long-standing relationship in the adult learning field with Bridgend College. Over the last year, there have been continued Maths classes hosted at the school (and built on later at the college). There have been Welsh and Language classes within the last year and this term a Digital Club has been set up.

There is a very good range of after school extra-curricular activities offered by the school, with teachers voluntarily delivering lunchtime and after school clubs (for example, netball, football, rugby, choir, creative / art, forest schools for young children etc.).

As of September 2022 the school began to implement a Big Box Bwyd to support vulnerable families across the community. The metal structure, housed in the car park includes fresh and frozen provisions as well as clothing, books and toiletries all available on a 'Pay what you can' proviso. This was relaunched by the school in the Autumn Term 2024 as part of the school's approach to supporting families who are adversely affected by poverty. This is becoming cost neutral due to the dedicated work of people who work within the BBB and support our families.

The school also has good links with Teacher Training Agencies and Careers Wales whereby students from local Universities, schools and colleges are offered training opportunities. We are currently partnered with Cardiff Metropolitan University and Swansea University where the staff support placement of students in various stages of learning, including PGCE students.

The school works closely with Family Learning, the Police, Fire Service and School Nurse as well as other agencies to support the fundamental development of pupils' health and wellbeing.

In Autumn 2024, the Credit Union savers club was launched. The school offers family THRIVE and this continues during the school holidays.



15. Review of School Policies

The school has many policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/revised by staff/governors to incorporate changing trends and legislation. Further information is available on the school website or by contacting the Headteacher during school time.

Many of these policies can be accessed via the school's web-site. [www.litchardprimary.com](http://www.litchardprimary.com) or available on request. There may be a small charge for photocopying.





16. Additional Learning Needs (ALN/ALP)

The school's approach to the identification, assessment and provision for pupils with Additional Learning Needs is consistent with the requirements of the ALN Code for Wales, put in place by the Welsh Assembly Government in 2021 as a result of the ALN (Wales) Act passed as legislation in 2018. The school has responded and will continue to respond to the changes in the identification, assessment and provision for pupils with Additional Learning Needs as outlined in the Additional Learning Needs and Education Tribunal (Wales) Bill.

The School's Additional Needs Co-ordinator (ALNCO) works closely with all other members of staff to ensure that individual development plans (WG IDPs) and individual action plans (school IAPs) are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCO also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

ALN/ALP

Category	Percentage	Number
School Aware	23.2%	104
IDP	6%	27

School Aware pupils receive some form of school based intervention to support their learning needs.

Pupils who have an IDP, have been identified as having an ALN.

The above figures include the children in the Learning Resource Centre. Applications being made for children requiring Specialist Placements, regardless of the year group, are now required to have an Individual Development Plan to accompany the referral form.



## 17. Access for Disabled Pupils

The governing body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 and Equalities Act 2010 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The school has appropriate access to all areas of the school where steps are not suitable for our pupils. An example of this is the ramp outside the LRB/MLD area of the school.



## 18. Fabric of the Building

The building is generally in a good state of repair. Over the past year the following refurbishment/repairs have been carried out.

- A new roof to the main building due
- New water pipes installed
- Car park repainted with additional Disabled parking space
- HR has painted several large areas of the school
- 2 new sensory areas have been installed following a grant from the LA
- A new ASD classroom has been set up and refurbished
- New Fobbed doors have been added to 3 locations The swimming pool has a had a number of repairs to the fan system
- Water boilers have been replaced/repared



## 19. Target Setting

Welsh Government and Local Authorities no longer request this information. However, the implementation and review of the school's strategies and targets is documented in detail in the School Development Plan 2024-25. The following is an overview of the key elements to be presented to the Governing Body for verification in the Autumn Term (for the 2025-26 School Development Plan):

- DCF: **Ensure pupils develop and apply a broader range of digital skills across the curriculum.**
- Teaching and Learning: **Refine teaching to provide appropriate challenge and support for all learners.**
- Leadership: **Develop Pupil Leadership Opportunities and develop AOLE leadership across the school.**



## 20. Attendance Information

The latest unverified attendance for the last academic year and this school year so far can be found below.

	Overall attendance %	Unauthorised Absences %	Authorised Absences %
Attendance % 2021-2022	90.17%	1.69	8.14%
Attendance % 2022-2023	91.29%	2.69%	6.01%
Attendance % 2023-2024	92.77%	1.99%	5.24%
Attendance % 2024-2025	92.98%	2.12%	4.9%

The governing body has adopted a cluster policy. When pupils have good attendance holidays (above 95%) are authorised. This has been reviewed by governors. The school currently has a target of 93.5%

The school knows that absence from school is a contributing factor in low pupil achievement, so the Welsh Assembly Government is targeting improved attendance. Parents can help this situation by informing the school if they feel that there are any problems that are preventing pupils from attending or causing the pupil to feel that they do not want to attend school.

The school has a number of measures to improve pupil attendance.

- Newsletter acknowledgement for good attendance;
- Do not authorise holidays in term time, only if attendance by pupils is above 95%+ and they arrive on time;
- Letters to parents of pupils if their attendance is a cause for concern; Termly letters stating attendance categories as set out by ~Attend to Achieve team.
- School follows a robust approach to attendance with a clear graduated response to poor attendance.
- Works closely with EWS service to support families who have poor attendance
- Educational Welfare Officer Liaison with home visits. 3/4 weekly attendance data analysis.
- Children will be awarded a "late mark" between 8.55am and 9.30am if they arrive after the official start time of 8.55am. After 9.30am children will be marked as an unauthorised late arrival. These changes have been put into place to ensure that pupils arrive on time in order to receive the best education as possible. Research shows

that pupils who do attend school punctually and attend regularly perform better than those who arrive late or have a low attendance.

The school has shared guidance from the Director of Education and Pupil Services (Mr L. Harvey) which was meant to impress on parents that standards of attendance were being treated as they were pre-covid and that where appropriate, legal action would be implemented. The school has a new attendance strategy launched in September 2024.

The school launched a new Attendance Policy in October 2024.



## 21. Admission/Transition Arrangements

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Brynteg Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

## 22. School Leavers

At the end of the last school year 62 pupils transitioned secondary schools (mainly Brynteg but also to Bryntirion, CCYD and Pencoed) with 7 from the schools MLD/LRB base also moving up into specialised provision in the Local Authority (mainly Pencoed/CCYD and YBC



## 23. Sporting Aims and Achievements

The school takes part and provides numerous extra-curricular activities which are free of charge. These include football, swimming, multi-skills, rugby, athletics, netball, cross country, cricket, rounders and other sporting activities. On Friday afternoons the school takes part in inter-school fixtures throughout the 3 terms in order to provide the pupils with the experience of competitive sports if they so wish.

Pupils have attended many festivals and experienced a wide range of off-site experiences and residential trips which include a visit to the Urdd Camp at Llangrannog.



#### 24. Healthy Eating & Wellbeing

Litchard Primary promotes healthy eating. The school has five Healthy Schools' Awards and is currently working towards the next accreditation.

The school promotes healthy eating and drinking by

- Ensuring all pupils, through the Universal Free School Meal option, can have a lunchtime meal through BCBC School Catering Services which complies with the Welsh Government "Appetite for Life" programme.

- Healthy snacks are promoted throughout the school with "Fruit Time" in Nursery and reception. In Progression Step 1 there is a grazing option and pupils can eat healthy snacks whenever they need to. The other progression steps are encouraged to bring in healthy snacks and water. The school also promotes healthy snacks and drinks at Discos, Sport's Day.
- The school also promotes healthy living in its curriculum with food technology planned into themes for example - the Great Outdoors (Healthy Lifestyles), World War 2 (Rationing), Wonderful Wales (Welsh Food and Produce), "Somewhere Else" (Geographical Comparisons with Wales - Food and Culture)
- Chilled water fountains are located around the school for pupils and staff. These have been replaced and updated this year

#### 25. Toilet Facilities

Most of the school has modern and up to date toilet facilities. Within the last few years the school has installed new hand-driers to all toilets facilities in the school to improve personal hygiene.

Current Toilets across the school:

Building	Unisex	Boys	Girls	Staff Male	Staff Female	Disabled
Infant	0	9	9	2 STAFF MIXED		1
Reception Portacabin	4			1 staff mixed		
ASD Portacabin	2					
Kitchen				1 mixed		
Swimming pool		1	1			
Junior Building	6	5	6	2		1
Newbuild	7	2	2	3	3	3

