



Headteacher Report to Governors

Autumn Term 2024



School Development Plan 2024 – 2027

All governors are welcome to see the school's Monitoring, Evaluation and Review File for detailed reports of progress towards meeting the School Development Plan targets for 2024–27.

Target 1

1. To implement the CPA approach to teaching mathematics and numeracy across the school.

What we've done:

- ★ Provided basic CPA Approach professional learning for all staff.
- ★ Introduced the CPA approach to all stakeholders.
- ★ Staff to be advised on how good practice in the teaching of numeracy and the CPA approach are linked during staff meetings.
- ★ Many staff to have visited Gilfach Primary and observed a mathematics session in their allocated Year group
- ★ A mathematics resource audit was completed and resources distributed amongst staff.
- ★ All teaching staff have been monitored using resources and the CPA approach.
- ★ EAS TAPAS professional learning provided for new or returning staff.
- ★ CPA approach linked resources to be purchased and distributed throughout the school.
- ★ Gilfach Primary's Mathematical Pathway framework shared with all staff.
- ★ all teaching staff are supported with how to use and assess the skills in the mathematical pathway framework.
- ★ Mathematic Pathway to be used by staff via RAG Rating to assess pupil progress against the termly expected skills.
- ★ Book scrutiny and SeeSaw monitoring by SLT in order to ensure coverage and pupil progress.
- ★ Big Maths CLIC attainment recorded across the school in a timely way.
- ★ To share good practice and planning between Ysgol Gilfach Fargod and Ysgol Bro Sannan.
- ★ Weekly/Fortnightly CLIC assessment and target sessions scheduled and implemented in all classes.
- ★ CPA approach adopted as one of the targets in each member of teaching staff's professional development review meetings

Self evaluation tells us:

- Standardisation meetings with a focus on progression and best practices across the school during staff meetings was not implemented and must be completed early spring term.
- Governor SET observations with a focus on the CPA approach were cancelled, this will need to be revisited in the spring term.
- Many lessons observed during autumn term evidenced good teacher subject knowledge in the CPA approach. A few teachers will require additional support during the spring term.
- During a book scrutiny activity across the school, many classes needed to increase the number of mathematics lessons taught during a week. This will be a priority for spring term.
- Evidencing of practical mathematical activities across the school was inconsistent and will be addressed during spring term (SeeSaw & Google Classroom).
- The CPA approach will be a focus for Adelaide Dunn's visit in the spring term



School Development Plan 2024 – 2027 Continued...

Target 2

2. To implement the Whole School Approach to Emotional Health and Wellbeing.

- ★ SLT liaised with Lloyd Stone from the Local Authority for WSAEMWB training.
- ★ Introduce the WSAEMWB to all stakeholders.
- ★ Establish a staff Wellbeing Team to lead on the project and to be advocates.
- ★ Most stakeholders have completed WSAEMWB surveys.
- ★ Pupil surveys have been interpreted and staff are beginning to respond to the recommendations.

Self evaluation tells us:

- We must complete all stakeholder questionnaires.
- Establish a pupil Wellbeing Team to support the staff in leading the project and to be advocates.
- Write the WSAEMWB action plan and share with the SLT.
- Schedule regular meetings with the Wellbeing Team (staff and pupils) in order to set timescales and deadlines for implementing actions.
- Early years will continue to be a priority for next year as many children in recent years have entered school with a very low baseline.
- Carry out the actions planned in line with the timescales and deadlines provided in the WSAEMWB action plan.

Target 3

3. To continue to develop summative assessment practices across the school with a sharper focus on Early

Years.

What we've done:

- ★ Early Years Practitioners staff to be shown how to use the internal non-maintained assessment tracker and report tracker.
- ★ Training provided for Nursery & Reception staff relating to effective observation and curriculum planning.
- ★ SLT to agree on consistent AFL practices and include in assessment policy
- ★ Training provided for Nursery & Reception teachers to inspire learning through observation.
- ★ Training provided for Nursery & Reception teachers in enabling learning to transform early years practice.
- ★ SLT to conduct book scrutiny sessions and speak to learners during allocated monitoring time.
- ★ Staff to use allocated PPA time to populate tracking systems.
- ★ SLT agreed on consistent AFL practices and included in assessment policy
- ★ Mathematic Pathway to be used by staff via RAG Rating to assess pupil progress against the termly expected skills
- ★ Intervention data to be stored and recorded and used accordingly by staff
- ★ Preparation and Assessment time timetabled for Nursery & Reception teachers to co-plan and assess.
- ★ Inform parents in Nursery & Reception in regards to the change in assessing and reporting tri-annually to these parents regarding their child
- ★ Report document created and shared to relevant staff.
- ★ Additional report collating time allocated to relevant staff.
- ★ All data and internal tracking and assessment documents uploaded for Traciwr to populate their system.
- ★ An assessment timetable to be created and shared with all staff, including where assessments are located and where the tracking sheets are saved.
- ★ SLT allocated time to quality assure the Llwybrau Dysgu reports for Nursery, Reception and Year 1 before distribution to parents.
- ★ Early Years Practitioners (Nursery and Reception) staff to be shown how to use the internal non-maintained assessment tracker and report tracker

School Development Plan 2024 – 2027 Continued...

Self evaluation tells us:

- Progress meetings with class teacher, Progression/Assessment Lead, ALNCo & Deputy/Headteacher to monitor pupil progress and monitor data was not completed during autumn term. Staff will complete in spring term.
- Traciwr used as part of pupil progress meetings in the spring term.
- Assessment trackers were not shared during SET Meetings as it was cancelled.
- A revision of skills taught to be carried out by SLT and skills assessment continued into the next academic year.
- Although not explicitly included as an action in this target, assessment for learning and feedback was identified as an area that requires attention during autumn term book scrutiny. If this is not addressed, this will have an impact on our summative assessment outcomes.

Target 4

4. To develop a learning environment that supports effective learning.

What we've done:

- ★ To share expectations and consistencies for learning environments with all staff.
- ★ All displays and decorations in the main reception to be updated and painted.
- ★ As part of the MER, learning environments are monitored with a clear focus.
- ★ SSE activity on Learning Environments was completed by Adelaide Dunn (report shared)
- ★ The Hafan's learning environment is improved with all displays updated and resources organised.
- ★ Pupil Voice Groups are displayed and working walls utilised in the main hall.
- ★ Language Charter display is updated accordingly in the main hall.
- ★ All staff are allocated a communal area within the vicinity of their classroom.
- ★ PTA to arrange fundraising activities throughout the academic year to support funding resources at school.

Self evaluation tells us:

- The school's vision, curriculum statement and distributed leadership model will be displayed in the reception imminently.
- Communal reading areas resources require an audit and organised to be accessible to pupils.
- A learning walk with a focus on environments to be implemented by the Governing Body during spring term.
- The outdoor environment still requires attention. Completing this work to meet the needs of our learners will be costly.
- The Forest School area and surrounding grounds are not utilised effectively to enhance learning.

Target 5

5. To maintain effective leadership during a period of transition at school.

What we've done:

- ★ To ensure a robust transition between the outgoing acting deputy headteacher and the Executive Deputy Headteacher.
- ★ To distribute leadership responsibilities across the school following the leadership restructure.
- ★ To ensure a thorough induction for the Executive Deputy Headteacher.
- ★ Planned support from EAS Numeracy Adviser to develop the leadership of teaching Mathematics and Numeracy
- ★ Performance development procedures for all staff are implemented.
- ★ Pupil voice groups to be elected.
- ★ Governing Bodies of both schools to sanction a leadership restructure to include an Executive Deputy Headteacher
- ★ The Executive Headteacher to report on progress of the leadership restructure through a termly headteacher report to Governors.

School Development Plan 2024 – 2027 Continued...

- ★ The Governing Body to receive termly evaluations of the curriculum through the headteacher's report.
- ★ The new executive deputy headteacher has already led staff and SLT meetings at Bro Sannan.
- ★ By appointing an executive deputy headteacher, leadership capacity has increased which is beginning to support the workload of the SLT.
- ★ Although not a specific action for this target, the Executive Deputy led the school well in the absence of the headteacher. This was acknowledged by Adelaide Dunn EAS SIP.

Self evaluation tells us:

- To review the role of the executive deputy headteacher at next Governing Body meeting.
- Pupil voice groups must meet on a more regular basis with staff and SLT
- Ensuring weekly executive meetings between headteacher and deputy headteacher will remain a priority for the spring term.
- Senedd Bro Sannan members to be selected and half termly meetings to take place.
- To rearrange the autumn term's cancelled SET visits.
- To ensure robust leadership measures are in place during the headteacher's absence from March 6th - 20th.

Pupil Attendance Autumn Term 2024

September 1st 2024 – December 20th 2024

| | Sessions | % |
|----------------------------------|----------|-------|
| Attendances | 15182 | 91.65 |
| Authorised Absences | 1290 | 7.79 |
| Unauthorised Absences | 93 | 0.56 |
| Possible Attendances | 16565 | |
| Including | | |
| Approved Educational Activity | 106 | 0.64 |
| Lates before registration closed | 85 | 0.51 |
| Lates after registration closed | 8 | 0.05 |
| Unexplained absences | 0 | 0 |

- ★ Target for attendance for 2024-25 = 93%
- ★ We were below our termly target by **1.35%**.
- ★ The school has been engaging with EWO and Children's Services and is working hard to improve attendance.
- ★ Number on Roll: 120 – a drop in pupil numbers since 2023 – 2024
- ★ As of December 2024, difference between eFSM and non-FSM was **1.4%**
- ★ eFSM 90.8% compared non-FSM 92.2%
- Although our measures to improve attendance have been praised by the EWO, the Governing Body will need to monitor our attendance closely again this term.
- An attendance self evaluation review will be completed with the LA in March.
- A suggestion of monthly attendance meetings with the link governor.

Staff Absence

Headteacher: 6.5 days (Bro Sannan)
 Teaching Staff: 6 days
 Support Staff: 1 day
 Additional Staff: 4 days

Finance

The school is facing a **£11,478** deficit budget as of December 2024.
 2024-25 = **-£11,478**
 2025-26 = **-£102,544**
 2026-27 = **-£174,522**

The budget is a cause for concern.

Pupil numbers and its impact on the budget is a concern.

A costly staffing situation has now been resolved

The finance committee will meet with the LA early in the spring term to implement a recovery plan.

Suspensions

- At present, there are 0 staff members suspended.

Exclusions

- There were 0 days of pupil exclusions to report for autumn term 2024.

Complaints

- At present, there are 0 complaints at Stage B or above.

Update and Thank You

A very special thank you to Mr Perry-Hopton for his leadership of the school during my short absence in November. At the very last minute, he led a supported self-evaluation review for both schools with the EAS and presented to the Governing Body - diolch yn fawr iawn, Al!

During my absence, it is worth noting that I received excellent care, support and guidance from the Chair, Mrs Pat Wood. Being away from school is not something that I am accustomed to, and I found it particularly difficult. I would like to thank Pat for her help during a difficult time.

Moving forward, I will be away from school for approximately two weeks in March following minor surgery. I have full faith in Mr Perry-Hopton and the senior leadership team in my absence.

Diolch yn fawr iawn

Mr Jamie Hallett
Executive Headteacher