

Headteacher Report to Governors Spring Term 2025

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 2024–2027.

Target 1

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

What we've done:

- ★ Revisited CPA Approach professional learning for all staff during staff meetings.
- ★ Mrs James (Maths Leader) shared progress in the CPA approach with Adelaide Dunn EAS during her visit.
- ★ Early in the spring term, the senior leadership collected team a sample of books and felt there was a need to increase the number of CPA lessons / sessions taught in a week.
- ★ YGGF and YBS continue to shared the best practice and resources across the two schools.
- ★ Following lesson observations and book scrutiny, professional learning needs were identified for a very few staff.
- ★ During a pupil voice activity and during lesson observations, most pupils said that they enjoyed the CPA approach to teaching mathematics.
- ★ Interestingly, nearly all pupils with ALN shared that they preferred the hands on CPA approach to learning mathematics compared to other strategies.
- ★ By the end of the spring term, nearly all staff had responded well to the feedback on coverage in books. There was an increase in the number of CPA maths lessons covered in nearly all classes.
- ★ Compared to the CLICS & Big Maths lessons last year, the pace of lessons in most classes was much improved.
- ★ The school continues to engage in professional learning with Gilfach Primary school.

Self-evaluation tells us:

- Very few teaching staff need further support with differentiation across year groups in the CPA approach.
- In a very few classes, the senior leadership team felt there was an overreliance on worksheets. This will need to be addressed in the summer term.
- Early in summer term our pupils will sit the National Tests. This will be a good indicator on the impact of the CPA approach.
- Evidencing of practical mathematical activities across the school was inconsistent and will continue to be addressed during summer term (SeeSaw & Google Classroom).
- In a very few classes, professional learning has been identified for effecting marking and challenge.



Target 2

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

What we've done:

- ★ 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:

- 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.
- 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:

- ★ Best practice for Nursery & Reception staff relating to effective observation and curriculum planning was shared between the two schools during spring term.
- ★ Additional training provided for Nursery & Reception teachers to inspire learning through observation.
- ★ Additional training provided for Nursery & Reception teachers in enabling learning to transform early years practice.
- ★ Staff continue to use allocated PPA time to populate tracking systems.
- ★ Mathematic Pathway to be used by staff via RAG Rating to assess pupil progress against the termly expected skills.
- ★ Across the two schools, Preparation and Assessment time timetabled for Nursery & Reception teachers to co-plan, assess and share best practice. YGGF have benefited greatly from the support of YBS staff.
- ★ The 'Llythyron Llwyddiant' received excellent feedback from parents in the Nursery class.
- ★ Additional report collating time allocated to relevant staff.
- ★ SLT allocated time to quality assure the Llwybrau Dysgu reports 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.
- ★ Our Professional Learning Lead has shared our best practice in recording, observations and report writing in Early Years with the cluster and many of our strategies were adopted by other schools.

Self evaluation tells us:

- Assessment trackers were not shared during SET Meeting as it was cancelled.
- Rearrange SET meeting with a focus on assessment.
- All teaching staff to ensure that all summative assessments are uploaded to the internal tracker at the end of each term.



Target 4

4. To improve engagement as a vehicle to further develop reading across the curriculum.

What we've done:

- ★ Members of the Governing Body attended a SET learning walk with a focus on the literacy carousel (Governors to feedback).
- ★ Adelaide Dunn attended a Supported Self-evaluation learning walk and observed the literacy carousel in all classes (feedback later on the report)
- ★ Mrs Sellick (Literacy Leader) & Mr Perry-Hopton shared progress and targets for the literacy carousel with Adelaide Dunn EAS during her visit..
- ★ YGGF and YBS continue to shared the best practice and resources across the two schools in reading.
- ★ Following literacy carousel monitoring, professional learning needs were identified for a very few staff.
- ★ Most staff continue to utilise Darllen Co as an effective resource.
- ★ Developed reading areas following feedback from various stakeholders.
- ★ The school library has finally been redeveloped into an attractive and inspiring area for pupils to read.
- ★ As a part of the library's re-development, many books were distributed to families through our book fayre.
- ★ Good routines for phonics are established in early years.
- ★ During reading carousel activities, finding fun and engaging activities that are also challenging for learners requires attention in a few classes.

Self-evaluation tells us:

- A very few reading areas and classroom environments required attention.
- To ensure that in nursery, enabling adults observe and intervene in a timely way to further enhance the progress of learners.
- To enable effective practice to be shared within the school in respect of the direct teaching of guided reading and provide further professional development for the early career teacher
- Literacy lead and Executive Deputy Headteacher to complete the Foyle Foundation Libraries for Primaries professional learning offer.
- Evaluate the availability of digital resources to support reading and source funding through grants.



Target 5

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

What we've done:

- ★ A SET leadership meeting was led by the two Chairs to discuss the impact of the Executive Deputy headteacher arrangement (minutes available).
- ★ Both Chairs feedback to the FGB and was agreed to extend the role of the Executive Deputy headteacher on secondment for another year.
- ★ Performance development procedures for all staff have been implemented.
- ★ Pupil voice groups met with the headteacher during spring term (minutes available)
- ★ The Executive Headteacher to report on progress of the leadership restructure through a termly headteacher report to Governors.
- ★ There have been early discussions with both Governing Bodies with regards to federation of the two schools.
- ★ Although not a specific action for this target, the Executive Deputy Headteacher led the school well in the absence of the Headteacher. This was acknowledged by Adelaide Dunn, EAS SIP.
- ★ Governors attended SETs reading learning walk and feedback to the Full Governing Body.
- ★ An excellent SET leadership meeting was recorded during the spring term with both the executive headteacher and executive deputy headteacher being challenged by members of the Governing Body.
- ★ The school amended its methods of recording pupil voice activities following the advice from YBS. Meetings with pupils and recordings were far more 'slick' during the spring term.
- ★ The Chair continues to observe YBS Governing Body as good practice and to develop her role.

Self evaluation tells us:

- Following the recorded Leadership SET at Cwm Rhymni, strategic documents were amended to be less comprehensive with more of a focus on the impact of what we do as a school. The SER has been completely transformed following the sharing of good practice from Governors.
- To meet with Local Authority officials to discuss the process of federation.
- To formalise the Executive Deputy Headteacher secondment extension with HR in the Local Authority.
- The school will need to plan effectively for the summer term as the Executive Deputy takes his paternity leave.



Pupil Attendance Spring Term 2025

January 6th 2025 – April 11th 2025

	Sessions	%
Attendances	11801	91.52
Authorised Absences	987	7.65
Unauthorised Absences	92	0.71
Possible Attendances	12,894	
Including		
Approved Educational Activity	100	0.78
Lates before registration closed	18	0.14
Lates after registration closed	2	0.02
Unexplained absences	2	0.02

- ★ Target for attendance for 2024-25 = 93%
- ★ We were below our termly target by **1.48%**
- ★ A full attendance self-evaluation review was conducted by the Local Authority during the spring term. The report is available to Governors and is very positive.
- ★ Number on Roll: 113 – a slight increase in pupil numbers since 2023-24
- ★ As of April 2025, difference between eFSM and non-FSM was **0.5%** – we have closed the gap on autumn term.
- ★ eFSM 91.4% compared non-FSM 91.9%
- ★ Half termly meetings with Chair to discuss attendance have been implemented (minutes available)
- **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.**

Staff Absence

Headteacher: 3.5 days (Ysgol Gymraeg Gilfach Fargod)

Teaching Staff: 19 days

Support Staff: 17 days

Additional Staff: 10 days

This data is unusually high.

Finance

The school is facing a **£22,091** surplus budget as of April 2025.

2024-25 = **£22,091**

2025-26 = **£26,532**

2026-27 = **£31,339**

The budget is slowly improving.

A finance meeting to discuss accept budget needs to be arranged asap.

Suspensions

At present, there are 0 staff members suspended.

Exclusions

There were 0 days of pupil exclusions to report for spring term 2025.

Ysgol Gymraeg Gilfach Fargod

Pennaeth: Mr. Jamie Hallett | Dirprwy Bennaeth: Mr. Aled Hopton

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Supported Self-evaluation – EAS 25.3.25

Link to SDP : To improve engagement as a vehicle to further develop reading across the curriculum.

Focus: To undertake a learning walk to evaluate the provision of a Literacy Carousel approach and the impact on progress of learners in reading, oracy and spelling skills.

Implementation : Discussion with Senior Leaders; review of provision – development of learning library, summative stakeholder questionnaires, planning documentation for literacy carousel, learning walks to observe literacy carousel in Nursery, Year 2,3,4 and Year 5&6. R and Year 1 were not observed as the class teacher was unwell.

Nursery:

Most learners were engaged and responding appropriately to the whole group drilling activity to support the development of phonics. The HLTA modelled appropriately and encouraged learners positively to engage. The routines within the nursery are well established and learners quickly and readily engaged in a range of activities to practice a literacy skill following the phonics introduction. These included play-dough activities to support fine motor control and letter recognition, listening to and responding to a story, sequencing a story, engaging with books in the reading corner, finding and writing their name, and a matching game on the whiteboard. The teaching assistant within the setting supported a small group and this enabled the learners to develop the skill of sequencing a familiar story. Whilst many learners were able to independently access and engage with the provision, progress of learners would have been further developed from the enabling adults observing and intervening to support in activities where appropriate, for example, in the matching activity on the whiteboard, where learners would have benefited from some questioning, support and guidance. The activity to support the writing of names could be further enhanced by modelling the starting point of each letter with a dot to encourage the correct letter formation as learners fine motor control develops.

Year 2/3/4:

Many learners were appropriately engaged in the literacy carousel activities, whilst the teacher led a direct-teaching guided reading session with a group of learners. The groups engaged in developing their reading comprehension skills using an online resource were appropriately challenged. The organisation of the guided reading task with the teacher was focused on individual learners reading aloud to the teacher. Learner progress would be further enhanced in this session by employing some additional teaching strategies, such as giving learners a set page to read to followed by a focus question or task to manage the different pace of each learners reading, followed by the teacher bringing the group together to respond to what they have read and deepen their wider reading skills through effective questioning

Year 5/6:

Most learners were appropriately engaged in the literacy carousel activities, whilst the teacher led a direct-teaching guided reading session with a group of learners. A TA also led a focused activity with a group of learners. The teacher leading the guided reading session used questioning skilfully to elicit and develop the skill inference and the text was appropriately challenging. The pace of the session was appropriate and enabled the learners to make progress. Other groups of learners within the class independently engaged in the wider skills tasks would have benefited from further challenge. A small group of learners were engaged in independent reading and use of the library. Another group of learners were engaged in an activity to promote phonological awareness, however, they were unsure what this meant, although they knew what they had to do for their task involving tongue twisters. Overall, learners would have benefitted from greater challenge in their independent activities, however, the guided reading direct teaching session was appropriately scaffolded and was appropriately challenging to support learner progress.

- To ensure that in nursery, enabling adults observe and intervene in a timely way to further enhance the progress of learners
- To enable effective practice to be shared within the school in respect of the direct teaching of guided reading and provide further professional development for the early career teacher
- Revisit planning to ensure that independent literacy tasks within the literacy carousel provide sufficient challenge to enable learner progress, particularly for older learners.

