

# Headteacher Report to Governors Summer 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:

- ★ Provided basic CPA Approach professional learning for all staff.
- ★ Introduced the CPA approach to most 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 by the EAS (SSE) 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.
- ★ End of unit assessment sessions scheduled and implemented in most classes effectively.
- ★ CPA approach adopted as one of the targets in each member of teaching staff's professional development review meetings
- ★ 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.



## School Development Plan 2024 – 2027 Continued...

- ★ 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.
- In a very few classes, professional learning has been identified for effecting marking and challenge.
- Evidencing of practical mathematical activities across the school was inconsistent and will continue to be addressed during summer term (SeeSaw & Google Classroom).

**PROGRESS AGAINST THIS SDP TARGET: STRONG PROGRESS – No follow up in 2025–26**

### 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.
- ★ Established 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.
- ★ Pupil wellbeing team established following an application process.
- ★ Link Governor for this target appointed – Sian Williams.
- ★ Identified leadership as the strand to focus on next year.
- ★ Pupil and staff voice input into curriculum evaluation.
- ★ Action plan is available and completed by all staff during a meeting.

##### Self-evaluation tells us:

- 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.
- Prioritise this target next academic year.

**PROGRESS AGAINST THIS SDP TARGET: LIMITED PROGRESS – the school will follow up in 2025–26**



## Target 3

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

#### 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.
- ★ 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:

- Rearrange SET meeting with a focus on assessment early in the autumn term for Governors to scrutinise summative data.
- To revisit the best practice in formative assessment in September.

**PROGRESS AGAINST THIS SDP TARGET: GOOD PROGRESS – A very few issues to follow up in 2025–26.**



## Target 4

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

#### What we've done:

- ★ Stakeholder questionnaires - with a specific focus on engagement - have been distributed to collect feedback on reading and how opportunities for developing reading can be improved.
- ★ Stakeholder questionnaires have been analysed and ways forward identified.
- ★ Information from stakeholder questionnaires has been collated into an action plan which is informing improvements.
- ★ Reading Carousel has been re-named Literacy Carousel to allow for the time and space for developing wider literacy skills as part of the carousel, i.e. oracy and spelling.
- ★ School has re-subscribed to the 'Darllen Co' reading platform to support with Welsh reading development.
- ★ School has engaged in a training session with Alex Knott to learn about updates on the 'Darllen Co' platform.
- ★ Literacy lead has worked alongside the Executive Deputy Headteacher to formulate our very own 'Her Darllen Adref' (Home Reading Challenge) to promote reading at home and parental/carer involvement in their children's reading.
- ★ All staff have collaborated on a full re-structure of the school library (across 2 or possibly more staff meetings) in order to improve access, opportunities and engagement.
- ★ Reading books in the library have been sorted into easily accessible sections such as AoLEs, authors, structured reading programme section and 'Cwricwlwm Cymreig' (Welsh Curriculum).
- ★ Literacy Carousel overviews have been created for PS1/2 and PS2/3, identifying key areas of coverage, taken from the stakeholder surveys, and providing examples of activities for each area.
- ★ Executive Deputy Headteacher has created role cards (similar to those shared in a professional learning session attended by an SLT member) for use in promoting reading and discussion independence in PS2/3.
- ★ Literacy lead and Executive Deputy Headteacher are completing a series of in-person and online modules as part of the Foyle Foundation Libraries for Primaries scheme, which will result in 500 free books and library furniture for the school, as well as providing access to the National Literacy Trust's online resources.
- ★ 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.



## School Development Plan 2024 – 2027 Continued...

### Self-evaluation tells us:

- A very few reading areas and classroom environments required attention in preparation for September.
- To ensure that in nursery, enabling adults observe and intervene in a timely way to further enhance the progress of learners.
- Evaluate the availability of digital resources to support reading and source funding through grants.

**PROGRESS AGAINST THIS SDP TARGET: GOOD PROGRESS – A very few issues to follow up in 2025–26.**

### Target 5

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

##### What we've done:

- ★ Governing Bodies of both schools to sanction a leadership restructure to include an Executive Deputy Headteacher.
- ★ To ensure a robust transition between the outgoing acting Deputy Headteacher at Ysgol Bro Sannan 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.
- ★ Executive Headteacher to report on progress of the leadership restructure through a termly Headteacher report to Governors.
- ★ 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.
- ★ 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.
- ★ SLT member, Amy James, deputised excellently during Mr Perry-Hopton's paternity leave.
- ★ Following the recorded Leadership SET at Cwm Rhymini, 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.

## Self evaluation tells us:

- To meet with Local Authority officials to discuss the process of federation.

**PROGRESS AGAINST THIS SDP TARGET: STRONG PROGRESS – No follow up in 2025-26**

## Pupil Attendance Academic Year 2024 – 2025

	Sessions	%
Attendances	24543	91.89
Authorised Absences	2078	7.31
Unauthorised Absences	175	0.8
Possible Attendances	27070	
Including		
Approved Educational Activity	274	0.81
Lates before registration closed	41	0.12
Lates after registration closed	13	0.04
Unexplained absences	213	0.04

- ★ Annual attendance data of 91.89%
  - ★ Target for attendance for 2024-25 = 93%
  - ★ We were below our annual target by **1.11%**
  - ★ We were down **0.31%** on 2023-24 - 92.2%
  - ★ A pupil with 0.1% attendance has been disaggregated from this data.
  - ★ 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 next year.
  - Meeting with Chair to discuss annual attendance is scheduled for next week.



## Staff Absence – Summer Term

Teaching Staff: 0 days  
Support Staff: 8 days  
Additional Staff: 4 days

This data is much improved on Spring term's staff absence records.

## 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.

These are same figures as spring term as our finance meeting is next Thursday.

## Suspensions

At present, there are 0 staff members suspended.

## Exclusions

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

## Diolch PTA

A huge thank you to the PTA for supporting the school once again this year. The staff fully appreciate their hard work and commitment.

## Performance Development Reviews

As of July 2025, all staff are on track to meet their performance development review targets. The headteacher performance development review cycle will be completed in the autumn term by the Governing Body and SIP.

## Thank You – Adelaide Dunn EAS SIP

A very big thank you yo Adelaide Dunn, SIP, for her commitment to our school improvement journey over the past two years. Adelaide has worked well with school and has been very supportive.

SIP arrangement for next year will be shared with the Governing Body early in the autumn term.

I would like to thank Sian Williams as chair for her unwavering support during this academic year. I'd also like to thank the Governing Body for their support and challenge.

Also, a huge thank you to our very committed staff for their efforts this year. It is a privilege to lead this team!

Diolch yn fawr iawn.

*Mr Jamie Hallett*  
*Executive Headteacher*

