

Headteacher Report to Governors Autumn Term 2025

School Development Plan 2025 – 2028

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 2025–2028.

Target 1

1. To raise standards in reading comprehension through consistent and robust provision.

What we've done:

- ★ Peer observations of 'Dewch i Ddarllen/Ready to Read' sessions.
- ★ Adapt class timetables to include 'Dewch i Ddarllen/Ready to Read' session.
- ★ Short and engaging 'Dewch i Ddarllen/Ready to Read' sessions to be planned and taught daily.
- ★ Reading comprehension to be planned and explicitly taught as one LLC lesson every fortnight. Welsh and English will alternate in years 2–6.
- ★ Training offers have been explored, and any relevant and appropriate opportunities have been discussed and planned.
- ★ 'Dewch i Ddarllen' strategies discussed with School Partner, Nick Jones, and sound advice given.
- ★ Pupils have been recorded reading as a baseline for progress.
- ★ Pupils from Years 2 – 6 have sat the National Reading tests as a baseline for reading this academic year.

Self-evaluation tells us:

- Scrutiny of reading comprehension lessons as part of genre-based language lessons needs to take place to refine the explicit teaching of reading comprehension.
- Formal observations of the 'Dewch i Ddarllen' sessions need to take place to ensure consistency, pace and appropriateness of teaching activity.
- Further recordings and testing need completing to measure the impact of strategies in place.
- Progress meetings between staff, ALNCo and HT to take place to aid early identification of pupils not making appropriate progress.
- Continue to evolve and evaluate strategies and interventions for pupils not making appropriate progress.



Target 2

2. To embed a culture of care towards emotional and mental well-being.

What we've done:

- ★ Voting for the school 'Senedd' to be implemented, with staff supporting school pupils in selecting the most appropriate leaders for the committee.
- ★ Class attendance has been monitored weekly in Friday morning assembly and the half-termly award - milkshake with school leaders - has been implemented for the first half term.
- ★ Attendance page included in half termly newsletter.
- ★ Shared NHS Link via ParentMail at the beginning of every half-term and on the school website.
- ★ Termly attendance reviews with the Education Welfare Officer (EWO).
- ★ Well-being leadership poster - showing pupil, staff, and Governor lead - has been displayed around the school.
- ★ A new school website launch is imminent, offering more sophisticated and user-friendly methods of sharing attendance data.
- ★ Evaluation and - where appropriate - update of key wellbeing policies is underway. These policies include Safeguarding, Anti-bullying, SEN, Staff Wellbeing, Pastoral Care.
- ★ 'Presenoldeb Perffraith' box has been introduced, with the names of each pupil achieving 100% attendance from Thursday to Thursday going into the box on a weekly basis. Three winners will be selected for the first time on the last day of the autumn term to win gift cards to the value of £10, £5 and £5 respectively.
- ★ Regarding the previous point, the Chair of the school's Governing Body informed the school Senedd in their introduction meeting that she will double these prizes for the first half term.
- ★ Date planned (1/12/25) for school Senedd to film a social media short promoting good attendance. The video will go live on school socials on the 4/12/25.
- ★ It was identified by the Chair of the school's Governing Body that parent engagement with school socials is extremely low. Two members of the school Senedd have been tasked with writing an e-mail to parents requesting that they engage with these platforms for informative reasons but also to celebrate their children's achievements in school.
- ★ Advice has been sought from the EWO on the most accurate way to record late attendees and this is now being continuously monitored by the SLT. Timely intervention will be implemented to tackle persistent latecomers.
- ★ The first cohort of family engagement cookery classes have taken place (starting on 13/11/25 and ending on 4/12/25). These aim to foster stronger relationships between pupils and their family members but also between families and the school.

Self-evaluation tells us:

- Attendance Review meetings to be planned and completed early in the spring term for those pupils falling below 90%.
- Further monitoring of school socials to take place and initiatives to be planned in order to grow engagement.
- Evaluation of the family engagement after-school cookery classes and potentially further cohorts of this four week offer to be planned to reach more families.



Target 3

3. To ensure opportunities for pupils to apply numeracy skills effectively across the curriculum.

What we've done:

- ★ SLT to amend and present planning documentation to staff which includes specific planning for skills.
- ★ All staff to observe best practice in the application of numeracy skills at Gilfach Fargod Primary (partner school).
- ★ To introduce the Cross Curricular Tracking Document to staff.
- ★ All staff to receive feedback on the use of the Cross Curricular Tracking Document.
- ★ Mathematics Leader to scrutinise planning and offer constructive feedback to staff during weekly leadership time.
- ★ Performance Development Review Process implemented with a specific target on producing a practice-sharing study to be shared during a staff meeting in the summer term.
- ★ Work has began on the outdoor environment but it still requires urgent attention.

Self evaluation tells us:

- The outdoor environment, particularly in Early Years, does not offer rich opportunities for pupils to apply their skills. This is a concern. Also, this doesn't need to be costly.
- In the Nursery, there is too much of an emphasis on task based activities instead of activities that promote the development of skills.
- The SLT are in the process of offering professional learning to staff of preparing a case study to evidence effective application of skills.



Pupil Attendance Autumn Term 2025

September 1st 2025 – November 25th 2025

	Sessions	%
Attendances	9853	94.0
Authorised Absences	665	5.3
Unauthorised Absences	39	0.7
Possible Attendances	10,557	
Including		
Approved Educational Activity	110	1.04
Lates before registration closed	67	0.63
Lates after registration closed	3	0.03
Unexplained absences	1	0.01

- ★ Target for attendance for 2025–26 = 93.5%
- ★ We were above our termly target by **0.5%**
- ★ The school has been engaging with EWO and Children's Services and is working hard to improve attendance.
- ★ Number on Roll: 106 – a slight decrease in pupil numbers since 2024–25
- ★ As of October 2025, difference in attendance between eFSM and non-FSM was **1.2%**
- ★ eFSM 93.5% compared non-FSM 94.7% (**the gap has closed by approximately 1% on last year**)
- **Although our measures to improve attendance have been praised by the EWO, the Governing Body will need to monitor our attendance closely again this year.**
- **Headteacher due to meet with attendance link governor (Sw) imminently.**

Staff Absence

Teaching Staff: 4 days

Support Staff: 7 days

Additional Staff: 5 days

Finance

The school is facing a **£23,156** surplus budget as of October 2025.

2025–26 = **£23,156**

2026–27 = **£27,874**

2027–28 = **£28,067**

Maintaining a surplus budget is a priority for the Governing Body.

A Finance Committee meeting is due.

Suspensions

At present, there are 0 staff members suspended.

Exclusions

There were 1 day of pupil exclusions to report for autumn term 2025.

Complaints

• There are 0 complaints at Stage B or above.

Ysgol Gymraeg Gilfach Fargod

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School Partner Visit – 21.11.25

A Brief Synopsis of Teaching & Learning

Dosbarth Branwen (Nursery):

- ★ The staff ensure that the classroom organisation and learning environment (indoors) are well set out.
- ★ The adults develop positive relationships with the pupils.
- ★ The pupils demonstrate positive attitudes to learning.
- Improve the quality of teaching by encouraging greater facilitation. So, immediate attention is required to improve the quality of provision, resource deployment, and adult facilitation
- Outdoor learning must be prioritised and developed strategically.

Dosbarth Dwynwen (Reception & Year 1):

- ★ The teacher can clearly teach effectively.
- ★ Pupil behaviour is impeccable and pupils' readiness to learn is very evident.
- ★ The teacher provides pupils with opportunities to influence how and what they learn, and this is a positive feature of the learning.
- Outdoor learning must be prioritised and developed strategically.
- Re-evaluate the TAPAS strategy and its implementation (targeted TAPAS).

Dosbarth Gelert (Year 2 & 3):

- ★ The teacher can clearly teach effectively.
- ★ Whiteboard activities during the TAPAS session show promise when used selectively.
- ★ When the learning begins, group work improves the opportunities for facilitation and reduces adult-related risk factors, such as over-scaffolding.
- Encourage next steps teaching and facilitation from the start of lessons.
- Re-evaluate the TAPAS strategy and its implementation (targeted TAPAS).

Dosbarth Bendigeidfran (Year 4, 5 & 6):

- ★ The teacher and teaching assistant can clearly teach effectively.
- ★ High-impact strategies such as no hands-up answering and cold calling maintain pupil engagement and model effective learning, which helps to enrich the learning of other pupils in the class.
- ★ Teacher facilitation is strong, and the classroom is alive and 'buzzes' with purposeful learning. High expectations are evident, and adults hold pupils to account and challenge them appropriately.
- More able pupils, particularly in Year 6, require further challenge to encourage the development of independent strategies.
- This will allow them to make errors and further enhance their reasoning skills.

Safeguarding Audit – 11.11.25

The school received a full safeguarding audit from the Local Authority on Tuesday the 11th of November. Although we've not received our full report in writing, feedback on the day was positive. A very special thank you to Ryan Jenkins, safeguarding governor, for participating in the audit on behalf of the Governing Body.

Mr Jamie Hallett
Executive Headteacher

