



Where we value and inspire all learners to become successful global citizens

E-mail: mailbox@hafodywern-pri.wrexham.sch.uk
Headteacher/Prifathro: Mr Aaron Perrin

Annual Governors' Report to Parents 2024-2025

Dear Parents and Carers,

A message from the Chair of Governors- Barbara Lloyd

On behalf of the Governing Body of Hafod y Wern Community Primary School, I am very pleased to present this Annual Report to Parents for the 2024–2025 school year.

The Governing Body continues to play a vital role in the life of our school – overseeing its aims and policies, supporting staff appointments, and ensuring financial stability. Our members are drawn from staff, parents, and the wider community, each bringing valuable skills and perspectives that help shape the school's direction and success.

Following the changes in leadership last year, we are delighted to see the school continue to thrive under the headship of **Mr Aaron Perrin**. Since his appointment, Mr Perrin has worked closely with staff, governors, and families to build upon the school's many strengths and to ensure that Hafod y Wern remains a nurturing and ambitious learning environment for every child. His enthusiasm and commitment to the local community have been evident in every aspect of school life.

As governors we meet and visit school regularly to learn about the life of our school and how the children learn and develop. We work with the head to ensure that changes to policies and practices will have positive impacts on teaching and learning and the culture of the school. We all want Hafod y Wern to be a happy and welcoming place where all are welcome.

We are proud of how staff are committed to delivering a rich and valuable curriculum and of how confident they are in their abilities. We as governors are aware of how privileged we are to have such willing and able staff.

We have been pleased to see an increased number of volunteers coming into school to support fund raising events, particularly the event to support a local family in need. You, as volunteers, have enabled some memorable events such as a visit to the beach last summer and the panto at Christmas. There are more memorable events in the pipeline.

Two major initiatives have been the purchasing and embedding of White Rose Maths and the Read, Write, Inc phonics program across the school. This whole school approach has impacted on improved consistency of teaching and the effects are clear to see in pupils' confidence and increased abilities. The maths program has also had a positive impact on

teachers' workload.

As Governors, we remain committed to supporting the school's vision and ensuring that every child has the opportunity to "**Dream. Believe. Achieve.**" We are continually impressed by the dedication and passion of our staff, who work tirelessly to create a safe, inclusive, and inspiring place to learn. We would like to thank all parents and carers for your continued support and involvement. Working together, we can ensure that Hafod y Wern continues to provide the very best education and experiences for our children.

Yours sincerely,

Mrs Barbara Lloyd

Chair of Governors
Hafod y Wern Community Primary School



Headteacher: Mr Aaron Perrin
Deputy Headteacher: Mrs Nicola Hughes
Business Manager: Mrs Beverley Williams
Reception/Administration- Mrs C Richards

Chair of Governors: Barbara Lloyd
Vice Chair Sion Edwards
Clerk to Governors: Hannah Williams

Address:

Hafod y Wern Community Primary School
 Deva Way
 Caia Park
 Wrexham
 LL13 9HD

Telephone: 01978 367080
 E-mail: mailbox@hafodywern-pri.wrexham.sch.uk
 Website: www.hafodywern.co.uk
 Link: [Home | Hafod Y Wern](#)

Correspondence for Governors:

Barbara Lloyd, Chair of Governors
 C/o Hafod y Wern Community Primary School, Deva Way, Wrexham , LL13 9HD

Clerk to Governors- Hannah Williams [-hannah.williams@wrexham.gov.uk](mailto:hannah.williams@wrexham.gov.uk)
 Wrexham governors support, Crown Buildings, Chester St,Wrexham, LL138B

Governor Composition - November 2024

Headteacher*		Mr	Aaron Perrin
Local Authority	Chair of Governors	Mrs	Barbara Lloyd
Community	Vice Chair	Mr	Sion Edwards
Community		Rev	Jonathan Smith
Parent		Mrs	Amy Davies
Parent		Mrs	Laura Davies
Parent		Mrs	Annie Ribiero
Parent		Mrs	Eleri Dunley
Local Authority		Mrs	Nicola Laurie
Teacher		Mrs	Lauren Evans

Staff		Mrs	Beverley Williams
Community		Mr	Terry Walker
Local Authority			Vacancy
Community		Mr	Jim Steele

Policies and document ratified by Governors 2024-2025

Policy/ document	Policy/ document
Pay Policy	Dignity at Work
Safeguarding and Child Protection Policy	Data Protection Policy
Behaviour Policy	Instrument of Government
Strategic Equality Plan	Smoke free school policy
Professional Review Policy	Food and Fitness
Disciplinary Policy	Evacuation and Lockdown Policy
Framework of responsibility	Health Care Policy
Accessibility Policy and Plan	

Financial Outturn Statement 2024-25

Budget Heading	Expenditure/ (income) Budget	Expenditure/ (income) Actual	Balance
Staffing	1,506,994	1,550,154	-43,160
Premises	103,168	102,823	345
Transport	5,075	5,324	-249
Supplies and Services	49,250	55,202	-5,952
Education Support Services	140,781	137,322	3,459
Contingency Fund	31,783	0	31,783
Hwb transformation	2,874	2550	324
Total Other Income	-468,287	-577,552	109,285
Hafod Y Wern Community Primary School	School Budget 2024-25	Final Outturn	Balance
	1,371,658	1,278,396	93,262 Carry Forward

Reporting Requirements

The following information is taken from the Welsh Assembly Government guidance. All governing bodies of maintained schools are required by the Welsh Government to produce an Annual Report to Parents. Our report contains the required statutory content in line with the changes from previous years.

School Attendance 2024-2025

	Whole School	Statutory Age
Attendance- Present	87.3%	87.2%
Authorised Absence	7.7%	8%
Unauthorised Absence	5%	4.9%
Lates	2%	2.1%

Parents, Schools and LAs share the legal responsibility in respect of school attendance. A child may be absent on any day:

1. When prevented from attending school through sickness
 2. Exclusively set a part for religious observance by the religious body to which his / her parents belong.
 3. When the pupil and parents are on annual holiday during term time. A maximum of two weeks with the school's permission.
- The Local Authority has the power to issue Fixed Penalty Notices for unauthorised absence from School. These Fixed Penalty Notices could be issued to address any unauthorised absences from school in excess of five school days in one term. An

information leaflet will soon be produced by Wrexham County Borough Council to provide further details.

- We ensure fair and consistent implementation across all year groups including non-compulsory school age children.
- We endeavour to act which accords with objectives agreed between school and others, e.g. Education Social Worker, Parent and Behaviour Support Service.

It is the school's duty to inform you of authorised and unauthorised absences. The school works closely with the Educational Social Worker and School Attendance Officer and all of our school attendance data is shared with the LA.

Unauthorised absences during term time have impacted whole school attendance percentages. The schools' attendance figures are affected by pupils going on holiday in term time but more significantly your child's education is affected and valuable aspects of the curriculum are missed.

Thank you to all of the parents/ carers, guardians who phone in to report their children's absence. We are required by law to contact every parent when we have an unexplained absence. The office is open at 8.00am every morning and a message can always be left. Please work with us and let us know when your son/daughter is absent. If we have not received a call to inform us of your child's absence you will be contacted by the school after 9.30 to ascertain a reason for absence.

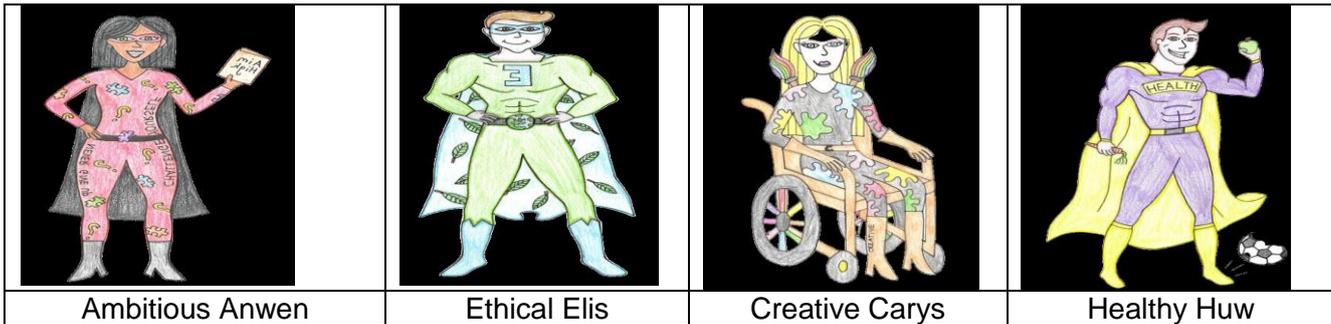
The Curriculum

Our school curriculum is at the heart of everything we do. Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to ensure this.

Our curriculum rationale puts our vision and values into context ensuring the four purposes is at the heart of all learning and teaching. Our pupils have named the four purposes and designed characters for each one. They receive a four-purpose sticker in the achievement assembly if they have displayed a four-purpose attribute during the week.

The four purposes are:

1. ambitious, capable learners ready to learn throughout their lives	2. enterprising, creative contributors , ready to play a full part in life and work	3. ethical, informed citizens of Wales and the world	4. healthy, confident individuals , ready to lead fulfilling lives as valued members of society
---	--	---	--



Four Purposes

<p><u>Ambitious, Capable Learners</u></p> <p>I set myself targets and challenge myself to achieve. I am always learning and can apply my skills. I spend time reflecting on my learning. I can question and solve problems. I can communicate in different ways and in different languages. I can explain my work. I can use my knowledge of number in different areas. I can apply my Mathematical skills. I can use digital devices. I can research and evaluate. I am ready to be a lifelong learner</p>	<p><u>Ethical, Informed Citizens</u></p> <p>I will listen carefully and will ask for further information to form my own views. I can talk about current events. I know my rights as a child. I know my actions have consequences. I know about my culture - past, present and future. I understand that different people have different challenges. I care for the environment and look after it. I am ready to be a citizen of Wales and the world</p>
<p><u>Enterprising, Creative Contributors</u></p> <p>I can apply my knowledge. I can solve problems in different ways. I grasp opportunities. I take risks and don't mind getting things wrong. I can work with others successfully. I use my literacy, numeracy and digital skills in my learning to express my ideas and emotions. I share my ideas with others and use theirs. I am ready to play a full part in life and work</p>	<p><u>Healthy, Confident Individuals</u></p> <p>I have values and think about my spiritual and ethical beliefs. I am confident, resilient and empathetic. I know the importance of a healthy, balanced diet and exercise. I can who to talk to and where to find information about staying safe. I take part in physical activity. I make good lifestyle choices. I can confidently take part in a performance. I form positive relationships based upon trust and mutual respect. I face and overcome challenges I use my skills and knowledge to manage my everyday life I am ready to lead a fulfilling life as a valued member of society</p>

Our Nursery and Reception pupils follow the Five Developmental Pathways Curriculum; this is part of the curriculum for funded non-maintained settings. This curriculum includes the five developmental pathways and the three enablers. The five developmental pathways are belonging, communication, exploration, physical development and well-being. Fundamental to this curriculum are the three 'enablers': Enabling Adults, Enabling Experiences and Enabling Environments. These

enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning across the Curriculum for Wales.

For the pupils in year 1 to year 6, the curriculum includes the six Areas of Learning and Experiences (AOLEs): Language Literacy and Communication, Mathematical and Numeracy, Science and Technology, Health and Wellbeing, Humanities, Expressive Arts. The What Matters Statements for each Area is be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

The Six Areas of Learning (AOLEs)

Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Health and Wellbeing	Humanities	Expressive Arts
Disciplines developed in this school: Welsh, English, Literature	Includes 5 interdisciplinary competences: 1. Conceptual Understanding 2. Communication using symbols 3. Fluency 4. Strategic Competence 5. Logical Reasoning	Disciplines developed in this school: Biology, Chemistry, Physics, Design and Technology, Computer Science, Information and Technology	Disciplines developed in this school: Physical Education, Mental Health, Emotional and Social Wellbeing	Disciplines developed in this school: Geography, History and Religious Education	Disciplines developed in this school: Art, Music, Dance, Drama,

All year groups follow the cross-cutting skills for Literacy, Numeracy and Digital Competency Framework and the cross cutting themes: Relationships and Sexuality Education, Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC), Diversity, Careers and work-related experience and Local and National and International Context all permeate through our curriculum.

Cross Curricular Skills

We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks: Literacy, Numeracy and Digital Competence.

Cross-Cutting Themes

Relationships and Sexuality Education	Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and work- related experience	Local, National and International Context
---------------------------------------	---	-----------	--------------------------------------	---

The 12 Pedagogical Principles

All of the 12 pedagogical principles are utilised at Hafod y Wern:

1. Maintain a consistent focus on the overall purposes of the curriculum.

2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Means employing a blend of approaches including direct teaching.
4. Means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Creates authentic contexts for learning.
7. Means employing assessment for learning principles.
8. Making connections within and across AOLEs.
9. Cross-curricular responsibilities.
10. Encourages learners to take increasing responsibility.
11. Supports social and emotional development and positive relationships
12. Encourages collaboration

Inclusiveness

Additional Learning Needs (ALN). As a school we ensure the needs of all learners are met through high quality teaching and learning provision. Our Universal Provision includes:

- Whole class teaching
- Effective differentiation
- Collaborative group work
- Individual and small group interventions
- Appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Hafod y Wern, most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs.

Statutory Elements

The school has used the statutory elements within the Curriculum for Wales Framework when designing our curriculum. The statutory elements are as follows:

- Careers & work-related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Relationships and Sexuality Education Code – We follow the code set out by the Welsh Government

Assessment

We use the continuum of learning from ages 3 to 16 to assess our pupils. We utilise various assessment strategies, which enable each individual learner to make progress at an appropriate pace. Assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

This includes:

- Assessment for Learning (AFL) Supporting individual learner progression on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time
- Progress monitored termly
- Pupil progress meetings held termly
- Taith 360, an online resource used as an assessment and tracking tool
- Parents' Evenings twice per year
- Person Centred Profiles
- Phonics Assessments following Read, Write Inc

Formative Assessment Strategy / Principle

The following outlines the main strategies and principles that we use:

- Class climate and culture
- Growth Mindset, Learning powers, Learning zones, celebrating mistakes, embracing challenge
- Involvement of learners in the planning
- Talking Partners
- Learning outcomes and Success Criteria
- Feedback - Verbal, Peer and Written
- Prior / Current knowledge and questioning
- Differentiated challenges / eliminating ability grouping

We use the what Matters Statements for the 6 Areas of Learning and Experience Languages, Literacy & Communication

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.
- For Phonics we follow Read Write Inc across the whole school

Mathematics and Numeracy

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models' chance, and both support informed inferences and decisions.

For maths we use a range of resources including White Rose Maths resources to support learning sequences and reasoning opportunities

Science and Technology

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Computation is the foundation for our digital world.

Health and Wellbeing

Developing physical health and well-being has lifelong benefits.

How we process and respond to our experiences affects our mental health and emotional well-being.

Our decision-making impacts on the quality of our own lives and the lives of others.

How we engage with social influences shapes who we are, and affects our health and well-being.

Healthy relationships are fundamental to our well-being.

Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Expressive Arts

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Welsh and Cwricwlwm Cymreig

The Welsh language is very much a part of the day in school. Children are greeted and registered in Welsh. Teachers use incidental Welsh throughout the school day and expect children to use Welsh in a range of contexts. After gaining the Cymraeg Campus Bronze Award in the Summer Term of 2019 the school is now working towards achieving the Silver Award. In order to gain the silver award, the school must achieve the following targets:

- Welsh is prominent on some displays and signage around the school
- Many of the pupils have an understanding and respect for the culture and language of Wales
- Pupils are able to speak Welsh in a range of situations within their classrooms
- Pupils are able to speak Welsh in a range of situations outside their classrooms
- The Criw Cymraeg lead the majority of a weekly Welsh assembly
- Pupils make good use of apps and websites to enhance their learning and enjoyment of Welsh
- The school organises a range of enrichment activities to develop pupils use and enjoyment of Welsh
- Welsh guided reading groups are held weekly
- Aspects of one subject is taught through the medium of Welsh
- Many of the pupils have a positive attitude towards learning Welsh

One aspect of the Cymraeg Campus is that the school has their own Criw Cymraeg. The Criw Cymraeg are a group of learners who promote the use of Welsh within their classrooms and beyond. They are responsible for developing the Welsh language and Welsh culture throughout the school.

All classes in the school have voted for two members of their class to be the Criw Cymraeg representatives. Criw Cymraeg meetings are currently taking place on Microsoft Teams to provide the pupils with the opportunity to communicate messages, discuss how Welsh is being developed in their class and to monitor progress.

Welsh is taught explicitly each week in lessons. We also have daily Welsh Helpwr Heddiw sessions and weekly Welsh assemblies. Both the Foundation Phase and Key Stage 2 have a Criw Cymraeg (pupil voice group) that are responsible for introducing new Welsh patterns to the rest of the school as well as leading assemblies. Every half term, one-week reading is solely dedicated to the language of Welsh.

The Welsh language is very much a part of the day in school. Children are greeted and registered in Welsh. Teachers use incidental Welsh throughout the school day and expect children to use Welsh in a range of contexts. Each class completes a daily Helpwr Heddiw session reviewing Welsh language patterns. Welsh is also taught explicitly each week in lessons. Each class has a Detectif Cymraeg each week – a child who listens out for others using Welsh phrases in school. We have weekly Welsh assemblies where the Criw Cymraeg award the Detectif Cymraeg certificates. Both the Foundation Phase and Key Stage 2 have a Criw Cymraeg (pupil voice group) that are responsible for introducing new Welsh patterns to the rest of the school as well as leading assemblies. In Key Stage 2, Welsh guided reading is completed over two weeks each term. The book is then used throughout the term during Helpwr Heddiw sessions. In Foundation Phase, Welsh reading is completed regularly as a whole class and is enhanced with the use of Fflic a Fflac interactive resources.

Digital Learning

Our digital learning provision is strengthened each year through purchases of new devices and subscriptions to relevant learning websites. To develop children's Digital Competency skills further, staff are providing Information Communication Technology lead lessons. The aim is for Digital Competency Framework (DCF) skills to be targeted and enhanced through innovative teaching opportunities. Pupils from year 1 to year 6 are chosen as digital leaders, digital leaders meet at least every 6 weeks throughout the year. These pupils are responsible for supporting others pupils digital learning.

Numeracy

Improving basic skills in numeracy was, and still is, a focus in the school. Our pupils have access to both a maths scheme of work and online resources to develop their skills. Maths lessons are started with a mental maths opener, drilling number bonds and times tables. Activities are planned at three different levels, these activities are then further enhanced with the use of RM Maths / TTRockstars online resources which is used by pupils in year 1-6. Year 2-6 pupils complete online personalised assessment in procedural maths and reasoning maths, twice a year.

Literacy

Read, Write, Inc (RWI) resources continues to be used as our phonics scheme with Foundation Learning pupils and a few pupils in Key Stage 2. Pupils are grouped by ability to enable teachers and teaching assistants to deliver small group, fast-paced phonics sessions. Pupils are tested every half term and regrouped according to their need.

Additional Learning Needs (ALN)

ALN Code 2.3: "A person has Additional Learning Needs (ALN) if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision (ALP)".

During the four-year implementation period, to make sure children continue to receive the support they need, the ALN system will operate alongside the SEN system.

From September 2021, maintained settings and local authorities needed to follow the additional learning needs and educational tribunal act 2018 (ALNET) and the additional learning needs code for Wales 2021.

From January 2022, children who were on the SEN system started to move into the ALN system. The table below shows children in maintained settings who will be moved to the new ALN system.

Spring and summer term of school year 2021 to 2022	Nursery, Year 1, Year 3 and Year 5
School year 2022 to 2023	Reception, Year 2, Year 4 and Year 6
School years 2023 - 2025	Nursery, Year 2, Year 4 and Year 6

This year is a period of transition, hence the mixture of provision and documentation. Pupils who currently have Targeted Universal Provision (TUP) plan may be considered as having ALN in the future or their needs may be met by the Universal Provision. All pupils will be monitored and teacher and ALNCo will work collaboratively to meet the individual needs of all pupils. Individual development plans (IDP) are written and maintained by the school for pupils who are identified as having ALN.

Hafod y Wern Community Primary School has an Additional Learning Needs Coordinator. The Additional Learning Needs Coordinator is Mrs Goodall. Mrs Goodall coordinates and manages the Targeted Universal Provision (TUP) plans and Individual Development Plans (IDPs) with the teachers for the pupils in mainstream classes.

The school has an Additional Learning Needs Resourced Provision. This is situated in the KS2 area of the school, it was managed by Miss Abi Russell. The class has four teaching assistants working with 11 pupils. The Resourced Provision provides support for the children who are identified as having ALN and need a higher level of support. All pupils in the Resourced Provision have an Individual Development Plan, which are reviewed annually together with and a Targeted Universal Plan (TUP) to work on their small step targets. In September 2024, we launched our new Resourced Provision class for Early Years nursery children. Mrs Alannah Freeman teaches in our new class, supported by 2 fulltime teaching assistants. Our pupils have further benefitted from our new sensory room thanks do a donation of £2000.

Communication with Parents / Carers

We communicate effectively with parents/carers on a regular basis via apps and social media

Parents / carers are informed how to support their children's learning at:

- Parents' Evenings
- Online activities

We have effective two-way communication through the following methods:

- Face-to-face conversations / meetings
- SeeSaw
- Emails
- Telephone calls

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

Toilet Facilities at the school

The school provides toilet facilities that are suitable for the age of pupils in our care. The toilets are cleaned daily and there are trained staff within the school to clean the toilets when necessary during the day.

Pupils with disabilities

Hafod y Wern Community Primary School is an inclusive school and as long as there is a place for your child in the particular cohort, we will not refuse admittance of any pupil. The building is fully compliant with accessibility regulations and includes disabled facilities including a wet room/ shower accessible to all users.

Language Category of the school

The language category that most closely describes the school is English. Pupils in the school are taught Welsh as a second language and incidental Welsh is a part of every day school life.

After school Clubs

A wide variety of after-school clubs are provided to reinforce the elements of Health and Well-being and ensure there are opportunities for all children.

The clubs that have taken place this last academic year are dance, drama, creative club, gardening, Urdd, performing arts activities, digital club, Welsh dancing, netball, football, reading with parents / pupils, choir, football, cooking with parents craft/stone and art. Health & Well-being of all stakeholders is a focus and a high priority across everything we do at Hafod y Wern. Growth mind set is an important key element of our curriculum. We promote a positive approach to behaviour management. Emotional wellbeing is key to success. Pupils engage in mindfulness activities and have the opportunity for brain breaks throughout the day.

Community Links

Mrs Rachel Morris works alongside parents to develop and strengthen home school links and to ensure the welfare of all of our pupils. Any parents who needed to see Mrs Morris can make an appointment via the main office.

- The Wrexham Foodbank attended the school for Harvest festival
- Class visits to St. Mark's church
- Class visits to Ty Pawb
- Class visits to The Venture
- Class visits to the Wrexham museum
- P. C. Jane Ellis visited the school to lead community engagement topics to pupils

Outdoor and Adventurous

Each year we take 29 pupils to Nant Bwlch yr Haern in Betws y Coed on a three-day residential course. In 7-9th February 2024, 29 of our children had a fantastic time in Nant BH. The pupils enjoyed canoeing, mountain walks, high ropes, orienteering and a night walk.

Review of Previous School Improvement - 2024-2025 targets

Priority	Outcomes
<p>Priority 1 - Rapidly raise attainment of pupils in phonics and reading</p>	<ul style="list-style-type: none"> • Accelerated Pupil Progress: 93 children are now working beyond the phonics programme in Literacy groups, demonstrating strong, accelerated progress in reading. Therefore, four key stage 2 classes are now being taught literacy (writing and reading comprehension) as the children have been assessed as having sound phonics foundation. • Improved Teaching Consistency: Leadership coaching has supported staff in delivering high-quality, consistent phonics instruction across all phases. • Stronger Reading Foundations: The structured approach of Read Write Inc is ensuring children are gaining secure phonics knowledge, leading to greater reading fluency and confidence. • Data-Driven Support: Leaders are now better equipped to use data to inform interventions and groupings, ensuring each pupil receives targeted support at the right time. • 22 more pupils have progressed beyond Read, Write Inc and are now in literacy groups since February 2025 • 0 children have regressed in phonics and KS2 Literacy • For September 2025 – 3 full classes in Key stage 2 will be taught LLC beyond phonics
<p>Priority 2 - To implement a behaviour system that promotes positive attitudes to learning, benefits wellbeing and ensures children and staff are demonstrating school values</p>	<ul style="list-style-type: none"> • Exclusions have reduced over the year • A new behaviour policy has been written with clear actions and approaches for the majority of learners • Governors have monitored behaviour data closely and leadership has been effective in making changes to the support and procedures in school • Pupil and staff voice has been crucial in writing the policy • My concern is used for the first time since purchase this enable trends and triggers to be analysed effectively • School still work closely with Positive Behaviour Support Team • The Headteacher has worked with the head of inclusion to initiate further collaboration with the local authority and services
<p>Priority 3 - Strengthen curriculum offer so that children have opportunities to apply a wider range of numeracy and digital skills in their learning across the curriculum</p>	<ul style="list-style-type: none"> • White Rose Maths has been initiated and has reduced teacher workload whilst ensuring What Matter statements and quality reasoning is a feature in maths lessons across the school • Teachers have had professional development meetings led by leads to look at quality talk in maths and the concrete, pictorial, abstract approach • White rose booklets have supported lesson sequencing • Daily revisit it focus on prior learning and numeracy skills have shown pupil retention is greater. Teachers feedback on this change has shown that children are more number fluent and therefore can apply their numeracy skills with greater capacity and success • DCF lead monitoring and subsequent action has had a positive impact on the quality of DCF skill progression in Key Stage 2, Issues or lack of coverage initially identified has improved quickly because of effective leadership

