

EBBW FAWR LEARNING COMMUNITY

Learn Achieve Together



Annual Report to Parents and Carers 2024-25

Draft prepared from governor reports, community and wellbeing presentation materials and meeting papers.

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1. Letter from the Chair of Governors

Dear Parents and Carers,

It is a privilege to introduce this Annual Report for Ebbw Fawr Learning Community. The report reflects the school's continued work across the 3-16 learning community to raise aspirations, improve standards and ensure pupils are supported to learn, achieve and thrive.

During the year governors have received reports on standards, wellbeing, attendance, behaviour, curriculum development, Welsh language provision, community engagement, finance and the ongoing development of the school site. These reports show a school that is ambitious for its pupils and honest about the areas that still need to improve.

There has been notable progress in a number of key areas. The school continues to strengthen its focus on reading, numeracy and digital skills. The Ready, Respectful, Safe approach is becoming embedded and the school has continued to use data, staff feedback, pupil voice and professional learning to refine provision. The work around Welsh language and bilingualism has been a particular strength, with the school securing Cymraeg Campus Bronze and Silver awards and aiming to maintain momentum towards Gold.

The governing body is also pleased to note the breadth of opportunities available beyond lessons. Pupils have taken part in STEM projects, sports competitions, careers events, Welsh cultural activities, pupil leadership groups, anti-bullying work, community events and enrichment opportunities across both phases. These experiences matter because they build confidence, belonging and ambition.

We recognise that there is more to do. Governors will continue to challenge and support leaders so that teaching, progress, attendance, behaviour, wellbeing, safeguarding, inclusion and the use of resources remain sharply focused on improving outcomes for pupils. We will also continue to listen to parents, carers, pupils and staff as the school moves forward.

I would like to thank pupils, families, staff, governors and partners for their continued commitment to Ebbw Fawr Learning Community. Our shared work is what enables our school community to keep improving.

With best wishes,

Mike Davies

Chair of Governors

2. Governance and accountability

The governing body works with the Headteacher and senior leaders to set the strategic direction of the school, hold leaders to account for standards and wellbeing and ensure that resources are used effectively. The governing body receives reports and presentations so that governors can understand progress, ask questions and monitor the impact of school improvement work.

The September 2025 annual general meeting papers confirm the statutory business considered by the governing body, including apologies, vacancies, election of officers, committee structures, governor responsibilities, register of interests, policy review, professional learning for governors, annual report to parents and future meeting dates

Governors also agree statutory committees and non-statutory committees, together with the terms of reference and reserve membership arrangements. This ensures that governors can respond appropriately to statutory matters and to the wider strategic needs of the school.

Governor meeting calendar 2025-26

Date	Day	Committee	Time
09 September	Tuesday	AGM Full Governors, on site	5.00pm
30 September	Tuesday	Quality and Standards, virtual	5.00pm
14 October	Tuesday	Pay Progression and Resources and People, virtual	4.30pm and 5.00pm
04 November	Tuesday	Community and Wellbeing, virtual	3.30pm
18 November	Tuesday	Site Management, virtual	5.00pm
09 December	Tuesday	Full Governors, on site	4.30pm
06 January	Tuesday	Resources and People, virtual	5.00pm
27 January	Tuesday	Community and Wellbeing, virtual	3.30pm
10 February	Tuesday	Quality and Standards, virtual	5.00pm
03 March	Tuesday	Site Management, virtual	5.00pm
24 March	Tuesday	Full Governors, on site	5.00pm
14 April	Tuesday	Resources and People, virtual	5.00pm
28 April	Tuesday	Quality and Standards, virtual	5.00pm
19 May	Tuesday	Community and Wellbeing, virtual	3.30pm
02 June	Tuesday	Site Management, virtual	5.00pm
07 July	Tuesday	Pay Review and Full Governors, on site	4.30pm and 5.00pm

Item	Action required
Governing body membership	Terms of office – see below

Governor Category	Name	Term of Office Ends
Headteacher	Melanie Thomas	
Community (Chair)	Mike Davies	29/11/2029
Community	Rod Davies	29/11/2029
Community	Darryl Tovey	29/11/2029
Community	Claire Tovey	24/03/2029
Community	Nancy Keshy	16/02/2026
LEA	Clive Meredith	31/08/2028
LEA	Adam King	29/06/2029
LEA	Cllr George Humphreys	18/01/2027
LEA	Joanna Davies	09/07/2027
LEA	Kerys Amos	04/11/2028

Parent	Joanna Evans	31/03/2026
Parent	Vacancy	Sophie Hodson resigned 25/3/26
Parent	Sallie Jones	16/04/2028
Parent	Ioana Mulligan	31/03/2026
Parent (Vice Chair)	Emma Eades	31/03/2026
Parent	Sophie Dobbs	31/03/2026
Teacher	Kristie Jones	09/12/2028
Teacher	Vacancy	
Support Staff	Robert Blatchford	09/12/2028

Chair and contact details	Mike Davies – contact jmeredith@ebbwfawr.co.uk (school PA) or reception 01495 369555
Pupil numbers	Primary 319, Secondary 1165. 3-16 = 1484
Annual parents meeting and petition meeting	N/A
Term dates	See below

3. School improvement priorities and progress

Governor reports throughout the year show that the school’s improvement work has focused on raising achievement, strengthening core skills, improving Welsh and bilingualism, embedding Curriculum for Wales, developing wellbeing, improving attendance and ensuring monitoring work is focused on the impact of teaching on learning.

Priority	Progress and evidence from the supplied reports
Achievement for all pupils	Focus on disadvantaged learners, ALN learners and MAT pupils. Reports refer to maintaining GCSE success, improving reading ages, strengthening ALN intervention tracking and increasing the number of pupils sitting Welsh.
Literacy, numeracy and digital skills	Form tutors read to pupils twice a week. IDL literacy is used with targeted groups. Oracy success criteria have been introduced. Numeracy provision includes additional lessons and Times Tables Rock Stars. Digital competence is supported through CyberFirst work and links with Thales.
Welsh and bilingualism	Cymraeg Campus Bronze and Silver awards have been secured, Criw Cymraeg is established, staff have access to Welsh language learning and pupils are encouraged to use Welsh beyond the classroom.
Curriculum for Wales and progression	New curricula in Years 7 and 8 continue to be evaluated. AOLE and skills leadership roles have developed. RADY and ALN are included within department development plans and lessons.
Wellbeing and relationships	Ready, Respectful, Safe is being embedded. Wellbeing activities, pupil leadership and community work are strengthening the culture of the school.
Monitoring and evaluation	A professional development platform has been developed to focus lesson observation on pupil progress and impact on learning. EAS visits and deep dives support evaluation.

4. Standards, progress and achievement

Reading and literacy progress

Primary provision includes IDL Literacy, IDL Numeracy, ELSA, Rebound and targeted support such as Toe by Toe where appropriate. In the secondary phase, strategies include echo reading, deliberate vocabulary development, the Frayer model, scaffolded guided reading, reading in form time and buddy reading.

GCSE and Key Stage 4

The school continues to identify and track key learners, particularly those in the lower third, and to review data for core subjects. Further work is planned to strengthen interventions, support MAT learners and secure progress for vulnerable groups.

Secondary Phase Outcomes 2024–25

	Results 2025	Targets 2025	Results 2024	Results 2023	Result 2022
Capped 9	387.75	362	355	365	349
Level 1 (any 5Q)	99.5%	99.5%	97.1%	95.8%	96.4%
Level 2 Inc M & E	51.7%	53%	50%	55.2%	54.0%
5A*/A	12.08%	15%	11%	15.4%	11.0%

	Results 2025	Targets 2025	Result 2024	Result 2023	Result 2022
Literacy	38.4 pts (L2 63.3%)	39 (L2 67.3%)	38.4 pts (L2 64.4%)	39 pts (L2 69%)	40 pts (L2 66%)
Numeracy	37.3 pts (L2 57%)	38 (L2 61.8%)	36.6 pts (L2 58%)	37 pts (L2 61%)	38 pts (L2 60%)
Science	38.8 pts (L2 67%)	38 (L2 68%)	38.3 pts (L2 68.8%)	38 pts (L2 70%)	38 pts (L2 63%)
Welsh (180 entries)	34.9 pts (L2 53.9%)	35 (L2 53%)	32 pts (L2 41.2%)	36 pts (L2 48%)	31 pts (L2 38%)

	Interim 1	Actual 2025
Level 2 (inc)	47%	52%

Summary Progress:

Primary phase progress reported July 2025

Area	Progress reported
Reading and numeracy	Increased numbers of pupils reading at their chronological age and increased numbers working at expected and higher levels in numeracy.
eFSM progress	Improved performance of eFSM pupils, including more pupils reading at chronological age, improved numeracy outcomes and improved attendance.
Welsh	The primary phase was on track to achieve the Cymraeg Campus Aur award in the autumn term.
Curriculum and progression	Clwster Cwricwlwm Enfys Humanities and STEM documents have been created and implemented, with core skills documents embedded and further cluster work underway to develop a shared understanding of progression.
Teaching and learning	High quality teaching and learning was reported, supported by professional learning, focused teaching enquiries and sharing good practice.
Attendance and wellbeing	Attendance improved compared with the previous year and remained consistently high in Blaenau Gwent. Pupil and staff wellbeing continued to be strong.

Secondary phase progress reported July 2025

Area	Progress reported
Reading	Strong progress in improving reading ages across Key Stage 3, with notable gains for eFSM pupils and a narrowing gap with peers.
Attendance	Attendance increased by 2.3 percentage points year-on-year and was 0.2 percentage points above the local authority target.
Self-evaluation	New self-evaluation systems have been introduced and are increasingly embedded in departmental planning and teaching practice.
RADY and tracking	Whole school RADY strategy and tracking systems have strengthened, especially at Key Stage 4, supporting improved attainment for target learners.
Literacy and vocabulary	There is an increased focus on literacy and disciplinary vocabulary across subjects, with impact evident in lesson observations, pupil voice and book scrutiny.
Middle leadership	Middle leader data training has been introduced to improve monitoring of pupil progress and targeted intervention.
Feedback and teaching	Staff feedback practices are increasingly aligned with the Ebbw Fawr way and WalkThru principles, improving learner response and progression.
Parent voice	There was a 13 percentage point year-on-year increase in parents and carers saying they would recommend the school, rising to 88%.

5. Literacy, numeracy and digital competence

Literacy

- Form tutors read to pupils twice each week.
- English staff have been trained to use IDL to support literacy development.
- Year 8 and Year 9 pupils take part in weekly literacy groups during registration, with a focus on RADY pupils and those below chronological reading age.
- Literacy Ambassadors in Years 7 to 10 help organise events and promote reading.
- World Book Day saw over 300 pupils participating in literacy competitions.
- Oracy success criteria have been introduced and are used by staff across the school.
- Departments are reviewing schemes of learning to identify opportunities for extended writing.

Numeracy

- At Key Stage 3, provision focuses on increasing the percentage of pupils achieving 85+ and 115+ in the National Numeracy Tests.
- Additional numeracy lessons are delivered to pupils in sets 4 and 5, with extra support for pupils in set 3.
- Times Tables Rock Stars has been introduced to strengthen fluency and recall in multiplication and division.
- A whole school approach to drawing and interpreting graphs has been supported through staff training and departmental skills leaders.
- Additional numeracy resources have been shared with numeracy rich departments.

Digital competence

- The school achieved the CyberFirst Bronze award and is working towards Silver.
- Partnership work with Thales has supported events including the Year 8 CyberFirst Girls competition and Cyber Pathways for Year 11 pupils.
- Pupils use specific software and platforms to produce presentations, analyse data, collaborate on documents and create digital content.
- The school has worked with the primary cluster on digital schemes of learning.

6. Attendance, behaviour and relationships

Attendance, behaviour and relationships have been a consistent focus. The reports show that the school uses tracking, family engagement and rewards alongside a clear behaviour framework to support improvement.

Measure or action	Evidence reported
Secondary attendance	87.3% at the March 2024 update, reported as second in the local authority and above the local authority average.
eFSM attendance gap	9%, with Year 8 and Year 11 identified as particular areas for improvement.
Exclusions	63 incidents and 95 days at the March 2024 update, 15 fewer incidents and 4.5 fewer days than the previous year.
Behaviour ratio	80%, with fewer behaviour points and more positive points reported in the March update.
Ready, Respectful, Safe	Becoming embedded across the school with regular staff evaluation and daily updates on behaviour adjustments.
Attendance strategy	EWS pathways, cluster-wide attendance policy, rewards systems, Family Engagement Officer and Education Welfare Officer support.
Reducing exclusions	Whole School Tracker, EVE+ intervention, ClassCharts analysis and reintegration support.

Attendance update to 31 May 2025

Phase	Attendance 2023-24	Target 2024-25	Attendance to date	Same period 2023-24
Primary Phase	92.6%	94%	93.5%	93.2%
Secondary Phase	86.9%	89.0%	89.2%	86.9%

7. Welsh language and bilingualism

Welsh and bilingualism are identified as a significant strength in the supplied reports. The school has secured Cymraeg Campus Bronze and Silver awards and is aiming for Gold. Criw Cymraeg is an established pupil leadership group and the primary and secondary phases work collaboratively to increase the use of Welsh across the learning community.

Area	Evidence and impact
Awards and case study work	Cymraeg Campus Bronze and Silver awards achieved. The school is being used as an EAS case study.
Pupil leadership	Criw Cymraeg leads workshops, supports Welsh celebrations and represents the school in the wider community.
Staff development	Dysgu Cymraeg sessions, digital courses, resources and an intranet translation tile support staff confidence.
Pupil incentives and experiences	Duolingo rewards, Y Pod sessions, podcasts, Coleg Cymraeg event at Newport High, Gyrfaoedd Cymru and Welsh residential experiences.
Community links	Participation in Ebbw Fest, Dydd Santes Dwynwen activities and visits to residential homes with bilingual messages.
Resources	Sanako pilot supports pronunciation and examination preparation. More than £300 has been invested in Welsh reading materials.

8. Curriculum for Wales, STEM, careers and RSE

Curriculum for Wales

The school continues to embed Curriculum for Wales, with a strong focus on progression in Years 7 and 8 and greater student voice in Year 9 as pupils prepare for options. Skills leadership has been strengthened so that all departments have champions for areas such as ALN, literacy and numeracy.

STEM curriculum and enrichment

- STEM Ambassadors have been established in each year group.
- STEM club participation has broadened, with increased attendance from girls, RADY pupils and pupils with ALN.
- Pupils competed in the First Lego League in Swansea and won the Robot Design Award.
- The Welsh Valleys Engineering Project has linked pupils with General Dynamics and Concrete Canvas.
- STEM week included Royal Institution of Science sessions for KS2, KS3, staff and the community.
- Girls in Years 8 and 9 accessed free places at a Girls into STEM event at Big Pit.
- Cardiff Met provided transport, food and a FabLab session free of charge.
- Bursaries from Neon and The Big Bang were secured to support future equipment and events.

Careers

- A Careers Speed Network event with the Ebbw Fawr Alumni involved over 38 past pupils, with Year 9 and Year 6 pupils learning about career pathways.
- College assemblies, fortnightly college clinics and parent evening input support transition planning.
- Careers Wales supported staff training on embedding careers into schemes of learning.
- Subject areas share careers opportunities, including links to Airbus, adult social care and Cardiff City FC Community Foundation.
- A university and apprenticeship event at Cardiff City Stadium was booked for Year 11 pupils.

Relationships and Sexuality Education

- KS4 RSE drop down days included the school nurse, Gwent NGage, police input and mental wellbeing work.
- Year 8 pupils took part in the NHS Just B Smoke Free campaign, with 15% of the year group selected as anti-smoking ambassadors by their peers.
- Year 11 pupils received revision training using the Pomodoro approach and were given revision resources. A parent and carer evening was also offered.
- Flourish, Reaching Wider and Big Ideas Wales were identified as future contributors to RSE and personal development work.

9. Wellbeing, inclusion and pupil voice

Wellbeing is reported as a strength. The school uses pupil voice, staff feedback, leadership groups, pastoral support and targeted interventions to support a positive culture across both phases.

Pupil leadership and rights

Pupil leadership groups include School Council, Criw Cymraeg, Eco Council, Digital Leaders, Senedd and Heddlu Bach in the primary phase. The school also reports higher numbers of pupil leadership groups and plans to build a pupil leadership programme to recognise these pupils.

Anti-bullying and inclusion

- Anti-Bullying Ambassadors have been implemented across the year groups and have helped cultivate a positive change in the school environment.
- Strategies include Thoughtful Thursdays, Advice Clinic, form time drop-ins, positive affirmation stalls, gratitude walls and kindness challenges.
- Ten primary pupils have been trained as Anti-Bullying Ambassadors.
- Tracking and recording systems for bullying have been streamlined using ClassCharts and MyConcern.
- The school was commended in its Estyn report for its staged anti-bullying programme and procedures.
- The Cultural Diversity group supports conversations on identity, racial equity and belonging. Future work includes a Cultural Diversity mobile art cart and a pupil illustrated welcome guidebook for refugees.

Exclusions update

Academic year	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2023-24	14	10	19.5	7.5	30.5	11.5	12	10.5	17	11.5
2024-25	21	22	32.5	6	27.5	16.5	3	11	9.5	12

The July presentation noted a significant number of pupils arriving at secondary without IDPs. It also recorded that exclusions form part of the evidence portfolio where EFLC cannot meet a pupil’s needs. Six IDPs linked to BESD have been created this year and two learners have been allocated places at RC.

10. Community engagement and healthy eating

Healthy eating and drinking

The community and wellbeing presentation identifies a range of actions to promote healthy eating and drinking across the school. Blaenau Gwent menus are compliant with healthy eating legislation and pupils are encouraged to drink water throughout the day.

- Healthy eating is promoted through annual healthy eating week, parent induction sessions, PSHE and Science lessons.
- Healthy snacks are encouraged and Criw Cymraeg periodically runs a playtime fruit shop.
- Cookery lessons, after school clubs and parent sessions support budget friendly healthy eating.
- The Pot Gang vegetable growing project supports pupils to grow ingredients and use them in cookery sessions.
- A £2,000 community kitchen grant was awarded and a member of staff is attending Nutrition Skills for Life training.
- In the secondary phase, menus include salads, baked potatoes and healthier options, with extra vegetables added to dishes where possible.
- Student feedback helped overhaul the three-week rolling menus and the recent EHO rating improved from three to four.

Parent and community engagement

Primary phase	Secondary phase
ALN and parent coffee mornings	Half-termly drop in sessions
Phonics and maths parent sessions	Just B anti-smoking sessions
Book celebration events	Year 6 transition after school club
Parent cookery sessions through Multiply	Community Hub and eFSM payment support
Community cafe and pantry, weekly playgroup and PTFA activities	Community calendar, revision support, fundraising and termly PE magazine

11. Professional learning, monitoring and evaluation

Monitoring and evaluation is increasingly focused on impact. Reports indicate that the school has developed a Professional Development Platform based on the Estyn system so that lesson observations and professional conversations focus on pupil progress and the impact of learning rather than describing teaching alone.

- A full cycle of lesson observation was completed, with strong pedagogy reported and improvements noted for staff who received coaching.
- Evidence from observations shows development in questioning, feedback, checking for understanding and modelling.
- The school aims to increase the coaching model as staff continue to improve.
- Monitoring activities have taken place in line with the whole school monitoring and evaluation calendar.
- Two EAS visits took place, including a deep dive review of humanities.

- Professional learning includes EAS provision, peer observations, MER timetables, cluster networks, PL inquiry meetings, literacy sessions, curriculum clinics, IT clinics, safeguarding compliance and leadership development.

The staff survey indicates that most staff now understand their role in achieving the school's strategic improvement priorities and that many feel they contribute to the school's self-evaluation process. This supports the move towards a more collaborative improvement culture.

12. Facilities, extension, budget and operational matters

Catchment update

Governors were informed that the catchment proposal had been declined by councillors at the local authority because additional information was required to support decision making. The local authority has commissioned an external firm to review Active Travel across the region, with findings expected later in the year. The authority will also undertake its own analysis of factors such as topography and population distribution. At the time of the presentation, it remained unclear whether the findings could be presented directly to committee or whether a further public consultation would be needed.

Budget

Ebbw Fawr Learning Community

Projected Financial Information 2025/2026

© 17/06/2025

Funding		Current Funding
School Budget Share		£9,381,786
Balance Brought Forward		-£872,394
		£8,509,392

Employees		Budget
Teachers		£5,661,216
Support Staff		£1,606,596
Site Managers		£168,241
Midday Supervisors		£35,811
Catering Staff		£237,126
Total		£7,708,990

Other Employee Costs		
Travel/Subs		£1,000
Advertising		£2,500
Supply		£65,000
Total		£68,500

Energy		
Gas inc. CRC liability		£21,984
Electricity		£214,151
Heating (Secondary Site)		£119,717
Total		£355,852

Capitation		
Capitation (General & Dept)		£255,000
ICT Hardware		£40,800
Exam Fees		£163,077
Estimate Proteus Clawback		£0
Total		£458,877

Premises		
Rates		£243,917
Building Maintenance		£90,000
Building Cleaning		£232,113
Grounds Maintenance		£25,987
Water		£11,338
Miscellaneous		£26,000
Refuse Collection		£26,357
Total		£655,712

Communications	
Postage	£6,300
Telephones	£16,000
Total	£22,300
Transport	
Vehicle Maintenance/Insurance	£2,300
Vehicle Hire	£84,750
Total	£87,050
Central Services	
Building Maintenance SLA	£56,816
Catering Primary	£58,086
Catering Secondary	£210,000
Info Governance	£1,803
Courier Service	£470
SMISS	£6,296
Finance Support	£15,113
Governor Support (opted out)	£2,590
OD (inc H&S, Payroll)	£26,043
Biodiversity/Outdoor learning	£1,808
Legal Services	£1,359
Music Support (Peripatetic)	£21,000
Creditors	£529
Comms	£265
Schools ICT	£79,482
PRC	£31,555
SMIFFS/Sickness Insurance	£108,669
Total	£621,884
Total Expenditure	
	£9,979,164
Income	
Grants	£64,849
Lettings	
Supply Cover	
Catering income	£210,000
Miscellaneous	£42,000
Sickness Compensation	
Maternity Compensation	
Total	£316,849
Total Income	
	£316,849
Net Expenditure	
Estimated Surplus/ (Deficit) Based on Current Budget	£9,662,315
Balance as % of funding	-£1,152,923

13. Celebrating success

The supplied reports provide many examples of pupil success and enrichment. These successes show the breadth of opportunity across the school and the strength of the wider school community.

Area	Successes and opportunities
Welsh	Cymraeg Campus Bronze and Silver, Criw Cymraeg work, Llangrannog residential, Welsh community celebrations, Sanako pilot and investment in Welsh reading materials.
STEM	First Lego League Robot Design Award, Welsh Valleys Engineering Project, Royal Institution Science sessions, Girls into STEM and Cardiff Met FabLab.
Careers	Alumni speed networking with over 38 past pupils, college clinics, Careers Wales training and subject specific opportunities.
Sport	Year 8 Jr NBA team reached the last 6 schools from 30. U15 girls won Sports Hall Athletics. Pupils represented district, regional and national teams across football, rugby, athletics and netball.
Wellbeing and leadership	Anti-Bullying Ambassadors, Cultural Diversity group, pupil leadership groups, Heart of Community Award and Silver Rights Respecting School application.
Community	Ebbw Fawr Fest, community cafe and pantry, fundraising for Hospice of the Valleys, Red Nose Day, Make a Wish and other community links.

14. Improvement priorities for 2025-26

The following draft priorities draw together the themes that run across the governor reports and the annual general meeting agenda. They should be reviewed alongside the final School Improvement Plan and any local authority or EAS support plans.

Priority area	Suggested focus for 2025-26
Standards and progress	Raise standards across phases, sharpen intervention for vulnerable learners and increase challenge for MAT pupils.
Teaching and learning	Continue to strengthen consistency in questioning, feedback, modelling, checking for understanding and use of assessment to move learning forward.
Literacy and numeracy	Maintain the whole school reading focus, widen authentic writing opportunities and strengthen numeracy application across the curriculum.
Welsh and bilingualism	Maintain momentum towards Cymraeg Campus Gold and continue increasing authentic Welsh use across the learning community.
Attendance and behaviour	Continue to reduce persistent absence, address the eFSM attendance gap and refine Ready, Respectful, Safe through stakeholder evaluation.
Wellbeing and inclusion	Develop the pupil leadership programme, continue anti-bullying work, support cultural diversity and address workload and wellbeing feedback from staff.
Self-evaluation	Ensure MER activities continue to evaluate the impact of teaching on learning and feed directly into professional learning, departmental plans and governor challenge.
Resources and estate	Monitor extension impact, catering provision, budget decisions and the sustainability of staffing and operational systems.

Areas for development agreed for 2025-26

Phase	Areas for development
3-16	Continue to reduce the size of the budget deficit, including analysis of staffing across both phases; secure secondary restaurant provision; complete the extension.
Primary	Increase the number of MAT learners working at higher levels in reading and numeracy; continue improving eFSM performance in reading and numeracy; evaluate CCE documents with the cluster; create a CCE progression document for Expressive Arts; achieve Cymraeg Campus Aur; improve teaching and learning through enquiry and shared practice; improve healthy eating at snack time and promote regular exercise; reduce persistent absenteeism through universal, targeted family and EWS interventions.
Secondary	Increase the percentage of MAT learners achieving 5 A*/A through improved tracking and challenge; ensure consistency in literacy strategies, especially extended writing; respond to pupil voice that only around half of learners feel listened to; improve ALN tracking at Key Stage 3; prepare for Wave 1 new GCSE qualifications from September 2025; reduce persistent absenteeism; expand and embed instructional coaching.

Strategies to target attendance include rigorous tracking, use of the EWS pathway, the cluster attendance policy, rewards, support for target families through the Family Engagement Officer and Education Welfare Officer and attendance blitz work with both eFSM and non-eFSM pupils.

CTL Design and Technology consultation update

Following the agreed consultation period with staff and meetings offered to staff and trade union representatives about establishing a 3-16 Curriculum Team Leader post for Design and Technology alongside a TLR 1a, no staff attended the scheduled meetings and no formal written responses against the proposal were received. The recommendation to governors was to proceed with the higher TLR level if recruitment to a CTL post at the lower TLR level proved unsuccessful.