

Annual Report of the Governing Body to Parents 2023–24



Term	Start Date	Half-Term Start	Half-Term End	End of Term
Autumn Term	Monday 2/9/24	Monday 28/10/24	Friday 1/11/24	Friday 20/12/24
Spring Term	Monday 6/1/25	Monday 24/2/25	Friday 28/2/25	Friday 11/4/25
Summer Term	Monday 28/4/25	Monday 27/5/25	Friday 31/5/25	Monday 21/7/25

The school will be closed on the following dates:

- 2/9/24
- 3/9/24
- 25/10/24
- 6/1/25
- 23/5/25
- 21/7/25

Headteacher:
Mrs Catrin Evans

**Sanatorium Road
Canton
Cardiff
CF11 8DG**

Chair of Governors:
Mrs Manon George

Type of school:
Primary

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I would like to thank the school community we have at Ysgol Treganna for the welcome, and for their support and commitment. As the new headteacher of the school, I want to create a culture of possibility at Ysgol Treganna where readiness to learn, embrace new ideas, and aim for excellence is a key part of the school's vision. But also, to develop the caring and inclusive culture that sustains and celebrates the "small school in the big city."

The "small" being the closeness, the sense of belonging within the communities, and then the greatness and powerful collaboration when the communities come together as one strong school.

Collaborating with the extended family of our community is a priority for me as the new headteacher. A sense of belonging, care, and a familial nature is clear in the school, and I want to develop this further, ensuring the prosperity and well-being of pupils is at the heart of everything we do here at Treganna. I want to ensure that we offer inspiring experiences to our pupils by promoting a current and ambitious curriculum that sparks their imagination and nurtures their curiosity.

We have a dedicated team at Treganna, and the unique collaboration between pupils, staff, and governors is a testament to the strong element of unity evident in our school.

I look forward to working further with the Treganna school community. I want to ensure we provide the highest possible standards of education and support to all our pupils, where every pupil and team member has numerous opportunities to achieve and exceed their potential, where there is no ceiling.

Yours Sincerely,
Catrin Evans

It gives me great pleasure to present this report to you on behalf of the Governors of Ysgol Treganna.

It has been another busy and exciting year for the school, and the new Headteacher has now been in post for over a year. Heartfelt thanks to Mrs Evans for her leadership and vision, and to the rest of the staff for their tireless commitment and enthusiasm in ensuring a broad and vibrant curriculum for every child. Thanks also to the governors for their work and contributions.

Once again, the children have had a wide range of experiences and activities based on our core values: Family, Welshness, and Ambition. Opportunities have included outdoor lessons, pupil committees, visits, residential trips, performances, and sports games. The pupils' enthusiasm and energy are inspirational, and we are very proud of the progress and success of each one of them. Special thanks, therefore, to the children – for their work and company, and best wishes to those leaving us this summer.

Thanks also to the parents and carers for all their support and for working in partnership with us. Our goal is to provide education and support of the highest standard, in a happy and safe environment, with opportunities for every pupil to fulfil their potential – there is no ceiling. We hope you see that vision in action.

We look forward to another successful year and to seeing the fruits of the efforts of staff and pupils both inside and outside the classroom.

Manon George
Chair of Governors

Members of the Governing Body

The Governing Body is responsible for ensuring that the school is run effectively. Ysgol Treganna must operate within the framework set by legislation and must ensure that the policies of the Local Authority (LA) and Welsh Government (WG) are followed.

The Headteacher and the Senior Leadership Team are responsible for the day-to-day running of the school, while the Governing Body fulfils a strategic role.

The Headteacher and the Senior Leadership Team work in partnership with the Governing Body to ensure that the school's pupils receive the best education possible.

The Governing Body meets twice a term. The Headteacher prepares detailed reports to be discussed by the Governing Board. These reports include information about pupil progress, curriculum developments, staffing matters, and more. The Finance Committee meets twice per term, and other committees meet throughout the year. The Chair and the Clerk can be contacted via letter to the school. No expenses are paid to any member of the Governing Body.

The Governing Body has several committees responsible for different aspects of the school's work.

Election to the Governing Body

From time to time, it is necessary to elect parents to the Governing Body, and information about parent governor elections is sent to all parents/carers.



Name	Representing
Manon George, Chair of Governors	Local Authority Governor
Carolina Avila Jones	Parent Governor
Susan Elsmore	Local Authority Governor
Dafydd Franklin	Parent Governor
Sharon Krause	Local Authority Governor
Menna Roberts	Community Governor
Paul Humphries	Parent Governor
Simon Taylor	Parent Governor
Charith Perera	Community Governor
Gareth Rhys Evans	Parent Governor
Lleu Williams	Community Governor
Stefan Rollnick	Local Authority Governor
Tom Simms Hayes	Staff
Eleri Jones	Teacher
Elin James	Teacher
Catrin A Evans	Headteacher
Gareth W Evans	Deputy Headteacher

Budget Report

Summary of the 2023/24 Budget

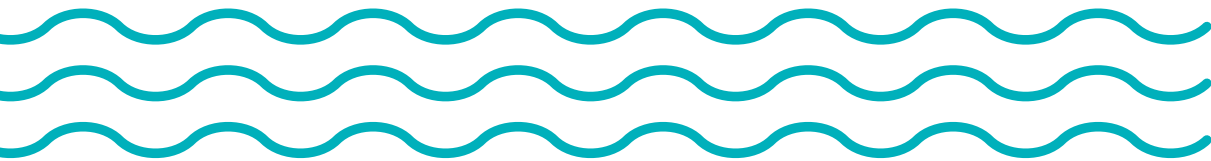
• Income – £485,134
• Total Expenditure – £2,559,474
• Formula Funding – £2,525,600
• In-Year (Funding – Net Expenditure) – £33,874
• Total Carried Forward Balance 2024–25 – £36,749
• Total Balances on 31 March 2024 – £70,263

Prospectus

A Prospectus is provided to parents when pupils first join the school. The prospectus is available on the school website. All school policies are reviewed regularly through consultation between staff and governors.

Changes to the Prospectus

The prospectus has been updated to include new staffing details at the school.



Estyn Estyn Inspection 2019

Progress Against the Post-Inspection Action Plan 2023–24

Recommendations:

- Share good teaching practices across the Foundation Phase
-

Date of Last Inspection: **April 2019**

Current Performance: **Good/Excellent**

Capacity to Improve: **Excellent**

Recommendations:

- Share good teaching practices across the Foundation Phase
-

Actions Taken 2023–24:

- Further development of outdoor classrooms using the Curiosity and Play model
 - Ensuring consistency and progression – staff to create resources for outdoor areas that are progressive and allow for systematic development of pupils' creative skills
 - Promote collaborative methods of professional learning and sharing of good practices with a specific focus on independence and differentiation
 - Focus on live modelling as a differentiation tool to make learning accessible to all and to encourage independent learning
 - Develop systems and developmental processes for teaching and creative literacy learning strategy across the Foundation Phase in line with the Curriculum for Wales
-

School Improvement Plan Priorities 2023–24

Priority 1

Literacy / Welshness – Llais 21 and the Siarter Iaith Gold Award

Priority 2

Numeracy – planning using the 5 proficiencies

Priority 3

Curriculum planning and assessment

Priority 4

Digital Competence – mapping the Digital Competence Framework skills to create a Whole School Plan

Priority 5

Continuing to develop a culture that ensures whole-school responsibility for the ALN (Additional Learning Needs)



Community Links and Visitors

Visit from the Welsh Children's Poet Laureate

Visits from the Fire Service

Disability in Sport Workshop

World Book Day

Welsh Language Music Day

Visit from Kitchener Primary School

Into Film visit

Urdd Jamboree

Technocamp Lego Visit

Numerous school fundraising activities for charities, including Sport Relief, Macmillan, and Velindre

Every child had the opportunity to perform in the Urdd Eisteddfod

Pupils participated in the Summer Reading Challenge with Cardiff Libraries

Mewn Cymeriad Show

Trip to Fonmon Castle

School Eisteddfod

Residential visits to PGL, Call of the Wild, Llangrannog, and the Urdd Centre Cardiff

PTA Disco

PTA Summer Fair

Instrumental lessons: piano, guitar, brass, woodwind, harp, cello

St Fagans workshops

Book Quiz Competition

Valleys Carnival Show

Welsh Youth Parliament Workshop

Graffiti Workshops

Trip to the Bay

Visits to a church, mosque, and synagogue

Sports Activities

Cricket workshops

Swimming lessons

American Football Tournament

Boys' and Girls' Football Tournaments in Cardiff and the Vale

Disability in Sport Workshop – Cardiff Met University

Hockey Festival – Sophia Gardens

5-a-side football competition –
boys and girls in Cardiff and the Vale

Year 6 cycling lessons

Urdd Cross Country Competition

Urdd Boys' Football Competition

Urdd Girls' Football Competition

Urdd Rugby Competition – boys and girls

Urdd Gymnastics Competition

Urdd Tag Rugby Competition – boys and girls

Urdd Netball Competition

Urdd Cricket Competition

Sports Day for all, and Years 5 and 6
Sports Day at Leckwith Stadium

Cwpan Betsan

Healthy Schools and Facilities

Health Education is a significant and integral part of the curriculum for all pupils to ensure they gain wide knowledge and understanding of health matters and develop the appropriate skills and attitudes leading to a responsible and healthy lifestyle.

The school promotes healthy eating: pupils in the Foundation Phase receive a piece of fruit daily and free milk every day. In Key Stage 2, pupils are encouraged to bring fruit daily to eat at break time.

All children are also encouraged to bring a water bottle to school daily. Pupils are encouraged to drink water regularly throughout the day.

Relationships and Sexuality Education is taught across the learning continuum.

Healthy Weeks 2023–24 included:

- Walk to School Week
 - Anti-Bullying Week
 - Internet Safety Week
-

These weeks, based on activities and knowledge about staying healthy, were once again a success. A number of external agencies and visitors were invited to the school to share personal experiences and information about their work.

Toilet Facilities:

The school has the required toilet facilities for pupils in a school of its size. These facilities are cleaned at the beginning and end of each day and during lunch. The school has a Toilets Policy that complies with statutory requirements.

Charity Donations Details

Children in Need: **£478.50**

Wear Red for Velindre: **£400**

Save the Children: **£294**

Transition

During 2023–24, pupils from Ysgol Treganna transferred to three different secondary schools.

The children transferred to Ysgol Plasmawr, Ysgol Glantaf, and Ysgol Fitzalan. French lessons were held and arranged as part of Plasmawr's transition arrangements.

YEAR 6 PUPILS:

Total: **84**

Ysgol Gyfun Plasmawr: **78**

Ysgol Glantaf: **4**

Ysgol Fitzalan: **2**

School Developments 2023-24

Urdd Eisteddfod

We had a very successful year competing in the Urdd Eisteddfod. Our Multi-Media Dance Group, the C  n Actol, the Cerdd Dant Party, the Vocal Ensemble, Morus, Trystan, Elen, and Jini all competed at the National Eisteddfod in Meifod.

Morus and Trystan won the duet competition, the Vocal Ensemble and the Cerdd Dant Party both won, Jini came second in the duet, Elen came third in the Cerdd Dant Solo and the C  n Actol came third. The school also came third in the Group Art competition. Following the success of the Vocal Ensemble at the Urdd Eisteddfod they were invited to perform in the Welsh Assembly's 25-year celebrations.

Thank you to the school staff who prepared the pupils for these competitions and events.

School Developments 2023–24

Discovery Day

This year we re-established Discovery Day in every year group. The aim is to ensure pupil voice drives planning, while also developing curiosity, entrepreneurship, and independence.

During the summer term, each class took part in a Discovery Day to launch their learning projects and give an inspiring start to their studies.

Reception went on an exciting trip to explore the world of dinosaurs – a great starting point for their study of living things and ecosystems.

Year 1 focused on habitats and visited the local Treganna area to observe the habitats of animals and mini-beasts.

Year 2 visited a local charity shop, inspiring a class project to plan and run their own classroom charity shop.

Year 3 focused on environmental issues, visited the River Taff, leading to an inquiry into pollution and the link between the environment and global health.

Year 4 explored the theme of revolution, conducting STEM experiments related to algae and carbon to support their scientific learning.

Year 5 organised a careers fair with local sustainable companies and were inspired to create a sustainability app as part of their half-term work.

Year 6 explored the future with a workshop by Astro Cymru, leading to an exciting space exploration project.

These projects sparked the pupils' curiosity and set a rich learning direction for the term.

Pupil Voice Committees

Pupil voice committees are central to our work as a school. We give pupils a prominent voice and recognise how important their contribution is to our school community.

Through participation in councils and specialist groups, pupils develop leadership, teamwork, creative thinking, and decision-making skills that have a real impact on school life.

School Developments 2023–24

School Council

This year the School Council collaborated to develop an outdoor area for each class. This work has increased pupils' sense of ownership and improved the school environment.

They also conducted Learning Walks to review the learning environment and the opportunities pupils have to be independent learners.

Eco Council

Eco pupils worked closely with the local community and showed leadership in learning about sustainability. They collaborated with Lovells on green projects, organised litter-picking activities, and supported the recycling of school uniforms, developing strong environmental awareness across the school.

Wellbeing Ambassadors

This group helped to promote mental and physical wellbeing by creating happiness surveys, designing different playground zones to suit pupils' varying needs, and delivering a special assembly to explain how to use the new areas.

Criw Cymraeg

The Criw Cymraeg were very active in promoting the Welsh language. They organised Shwmae / Su'mae Day, represented the school at a professional Siarter Iaith event, and created videos to support the use of Welsh language patterns across the school. Congratulations to the team and the school for winning the gold award of the Welsh Language Charter this year..

Digital Wizards

These pupils demonstrated excellent tech skills by helping to create a digital continuum to assess pupils' digital progress and evaluate the school's digital content and file structure, ensuring accessibility and usefulness for all.

School Developments 2023–24

Evaluation and Improvement

This year, we developed a new self-evaluation strategy at the school to help identify both our strengths and the areas where we can further improve.

The framework is based on Estyn's new inspection areas and aligns with the national evaluation and improvement framework. This strategy is based on clear principles of evaluation and improvement and is used each term to focus on specific aspects of our work.

For example, we look at what drives success in these areas and use focused questions to guide our review.

This enables us to make meaningful, evidence-based changes. We've also ensured that professional learning resources are available to staff, along with opportunities to collaborate and learn from other schools.

As a result, staff are more aware of what works well and can adapt their teaching methods to improve pupils' experiences. We've made definite changes to some of our teaching and planning methods, focusing on improving outcomes for children.

Staff professional development has become more targeted, ensuring staff skills continue to grow for the benefit of the pupils.

School Developments 2023–24

New School Website

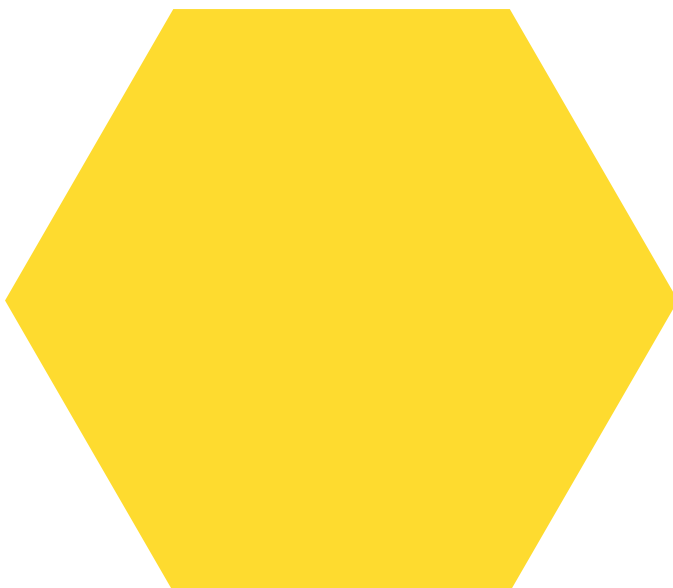
Over the past year, it became clear that the school needed a new website to ensure relevant, up-to-date, and practical information is easily accessible for parents and the wider school community. We researched options and worked with SE Creative in Swansea to develop a new website that clearly reflects the school's vision and values.

The process involved close collaboration with staff, parents, pupils, and governors to ensure the content and design met the whole community's needs.

The new website has now been launched and includes up-to-date information about school activities, policies, event calendars, and parent support – all in a simple, accessible, and attractive format.

We've received very positive feedback from parents and other users, with many saying it's now much easier to find the information they need.

The new website is a significant step forward for our school communications, and we are proud of the positive impact it is already having.



School Developments 2023–24

Learning Environment Development

A key element of our goal as a school this year was to develop learning environments that spark independent, creative, and meaningful learning.

This work formed part of our school development plan and has had a positive impact on pupils' learning experience.

To begin, an introductory session was held for all staff outlining the new vision for the learning environment.

This gave clear direction on how to create learning spaces that inspire curiosity, exploration, and independence among pupils.

During an INSET Day in April, staff implemented this vision by adapting their classrooms, creating stimulating learning areas, planning engaging challenges, and ensuring working walls supported and promoted learning.

Additionally, staff research sessions have been held regularly as part of INSET training, focusing on best practices in designing learning environments.

These sessions have fostered professional discussions and led to noticeable improvements in how learning space is used day to day.

The School Council's Learning Walk also played an important role – with pupils exploring various classrooms and providing feedback on what helps them learn better.

This feedback has been valuable in guiding further decisions, and pupils are taking more ownership of their learning.

They're also using the resources around them more independently and expressing that the learning space motivates and supports them better.

School Developments 2023–24

Bike Bus

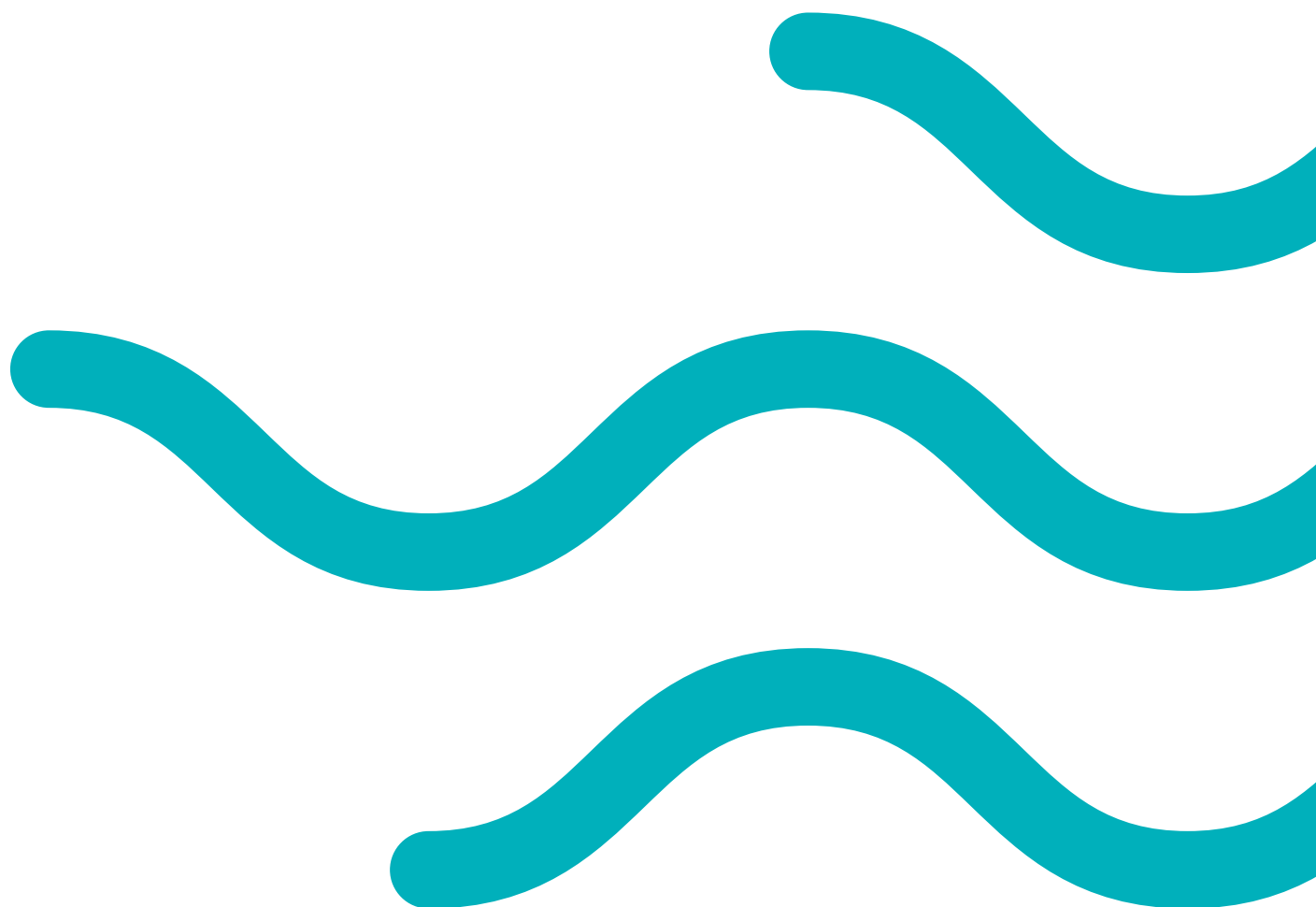
This year, a group of parents established the Ysgol Treganna Bike Bus.

We cycle safely in a group, inspiring one another to travel to school in a healthier and more sustainable way.

You can join the **“T Bws Beic” WhatsApp group** to receive updates.

There is a team of facilitators (parent and school volunteers) who keep everyone safe and separated from traffic.

We always welcome new volunteers to help run the Bike Bus.



Wellbeing Provision

The wellbeing of our learners is at the heart of everything we do here at Treganna. As a result, we offer specific wellbeing interventions, some on a one-to-one support basis, others in small groups. These are provided internally by experienced staff and through partnerships with external agencies:

-
- ELSA (Emotional Literacy)
-
- Talkabout (Social Skills)
-
- Play Therapy
-

Y Cwtch (Wellbeing Hub) A Safe Haven to Learn and Grow

We define our Cwtch as a learning environment specifically designed to address the emotional and social needs of our learners. The focus is on nurturing skills that will reduce or remove barriers preventing them from learning, and as a result, enable them to succeed back in the classroom. It is a small, separate classroom providing a safe, structured environment.

We are confident that the support and interventions of the Cwtch:

-
- help learners better understand their emotions and feelings
-
- help learners feel comfortable sharing any worries or concerns
-
- help learners socially to form and maintain relationships
-
- promote self-esteem and ensure learners know they are valued
-
- encourage learners to be confident and to celebrate who they are
-
- help learners develop emotional resilience and manage difficulties
-

Assessment

We regularly assess pupil progress and attainment during the academic year. These assessments are discussed each half term during Progress Meetings, and we ensure that every pupil is sufficiently challenged, supported, and making consistent progress throughout the year.

Wellbeing Provision

Relationships and Sexuality Education

Relationships and Sexuality Education is part of the new curriculum in Wales, and schools in Wales must teach Relationships and Sexuality Education from September 2022.

This education is designed to safeguard all our children and young people, supporting them to develop knowledge, skills, and behaviours that will help protect them throughout their lives. This is essential for building a society that treats others with understanding and empathy, regardless of ethnicity, socioeconomic background, disability, sex, gender, or sexuality.

As a school, we plan strategically for relationships and sexuality education and work in partnership with parents/carers and the wider community.

Collaboration with Schools

This year, our school has taken part in collaborative projects with the Central South Consortium, actively contributing to the development of effective teaching and learning practices across the region. One of the main areas we have been involved in is assessment, and we participated in a spelling pilot project.

As part of this project, pupils used new spelling tests, and we provided valuable feedback to Cardiff University on the effectiveness of the resources. This has not only influenced the development of the tests on a national level but has also helped us improve our own spelling assessment methods within the school.

In addition, we collaborated with other schools in the consortium on the Baseline project, trialling the new resources in our school.

Our experiences were central in sharing good practices, and we contributed by presenting the resources to other schools in the consortium.

Plasmawr Cluster

This year we have collaborated with Plasmawr and the other primary schools to develop pedagogy and the curriculum for Wales. We have discussed the six areas of learning and experience and developed cross-curricular projects and rich tasks based on these areas.

Policies

The Governing Body adopted all the statutory policies during the academic year, and our Health and Safety policies were reviewed.

If you would like to see or discuss any policy, please contact Mrs Evans.

School Data Collection

The school collects data from families when children start in Nursery. In addition to this, information must be collected in accordance with local authority requirements throughout the year.

We ensure that this data is securely stored on the school's computer systems. Individuals have the right to view the information held by the school.

School Access Plan

As a school, we understand the importance of effective teaching and learning that ensures the best experiences for every pupil in the school. We ensure that every child with a disability receives the same experiences as everyone else in the school. We evaluate our performance regularly to ensure that every child's needs are met. The school has an access policy and plan.

Strategic Equality Plan

In line with County policy, we have created a Strategic Equality Plan to guarantee all aspects of equality in the school. If you would like a copy of this policy, please contact the school office.

Child Protection

The Headteacher and Deputy Head are the designated senior Child Protection officers. Staff receive annual training on this matter.

School Staff

Catrin A Evans	Headteacher
Gareth W Evans	Deputy headteacher
Mererid Lewis	Additional Learning Needs Coordinator
Erwain Alaw	Pwyll Community Leader, Arianrhod class teacher
Marged Miles -Farrier	Manawydan Community Leader, Taliesin class teacher
Emsyl Llwyd	Branwen Community Leader, Elen class teacher
Elin James	Management team, Math class teacher
Eleri Jones	Management team, Ceridwen class teacher
Branwen Parry	Gronw class teacher
Matthew Jones	Morfydd class teacher
Mari Williams	Peredur class teacher
Bethan Mair Roberts	Gwern class teacher
Jess Ausi	Gronw class teacher
Ein Roberts-Evans	Gwenhwyfawr class teacher
Angharad Llywelyn	Seithennyn class teacher
Sara Jones	Bendigeidfran class teacher
Megan Lewis	Lleu class teacher
Liz Esau	Matholwch class teacher
Sian Morgans	Llyr class teacher
Catrin Rees	Bloduwedd class teacher
Elan Morris	Culhwch class teacher
Beca Pennar	Gwydion class teacher
Elin Evans	Olwen class teacher
Catrin V Smith	Bedwyr class teacher
Sian Healan	Mabon class teacher

Julia Davage	Outdoor learning leader
Isobel Williams	PPA teacher
Rhoda Henson	HLTA
Rhiannydd Jones	Wellbeing and Community leader
Mari Hughes	HLTA
Jenna Williams	HLTA
Josh Chapman	HLTA
Tom Sims-Hayes	Teaching Assistant
Rhian Clarke	Teaching Assistant
Poppy Sims-Hayes	Teaching Assistant
Rhian Owen	Teaching Assistant
Carys Jones	Teaching Assistant
Davis Camacho	Teaching Assistant
Regan Heatley	Teaching Assistant
Ann Sneddon	Teaching Assistant
Catrin Powell	Teaching Assistant
Ingrid Morgan	Teaching Assistant
Abbie Lock	Teaching Assistant
Isabela Gibbon	Teaching Assistant
Kelly Paul	Teaching Assistant
Claire Tyler	Teaching Assistant
Cate Hughes	Teaching Assistant
Bethan Stewart	Head of Administration
Leah Banfield	Administration assistant
Finbar Hayes	Estates Officer

Pupil Numbers September 23

School Year

Pupil Numbers

Math (Nursery)

97

Mabon, Olwen, Bedwyr (Reception)

86

Elen, Culhwch, Gwydion (Y1)

85

Blodewuedd, Llyr, Arianrhod (Y2)

82

Ceridwen, Lleu, Matholwch (Y3)

81

Gwenhwyfawr, Bendigeidfran,
Seithennyn (Y4)

75

Peredur, Gwern, Rhiannon (Y5)

81

Morfydd, Taliesin, Gronw (Y6)

84

Attendance 2023–24

Term

Attendance Percentage

Autumn Term 23:

94.6%

Spring Term 24:

95%

Summer Term 24:

94.3%

School Attendance Target:

95%

Continuous Professional Development

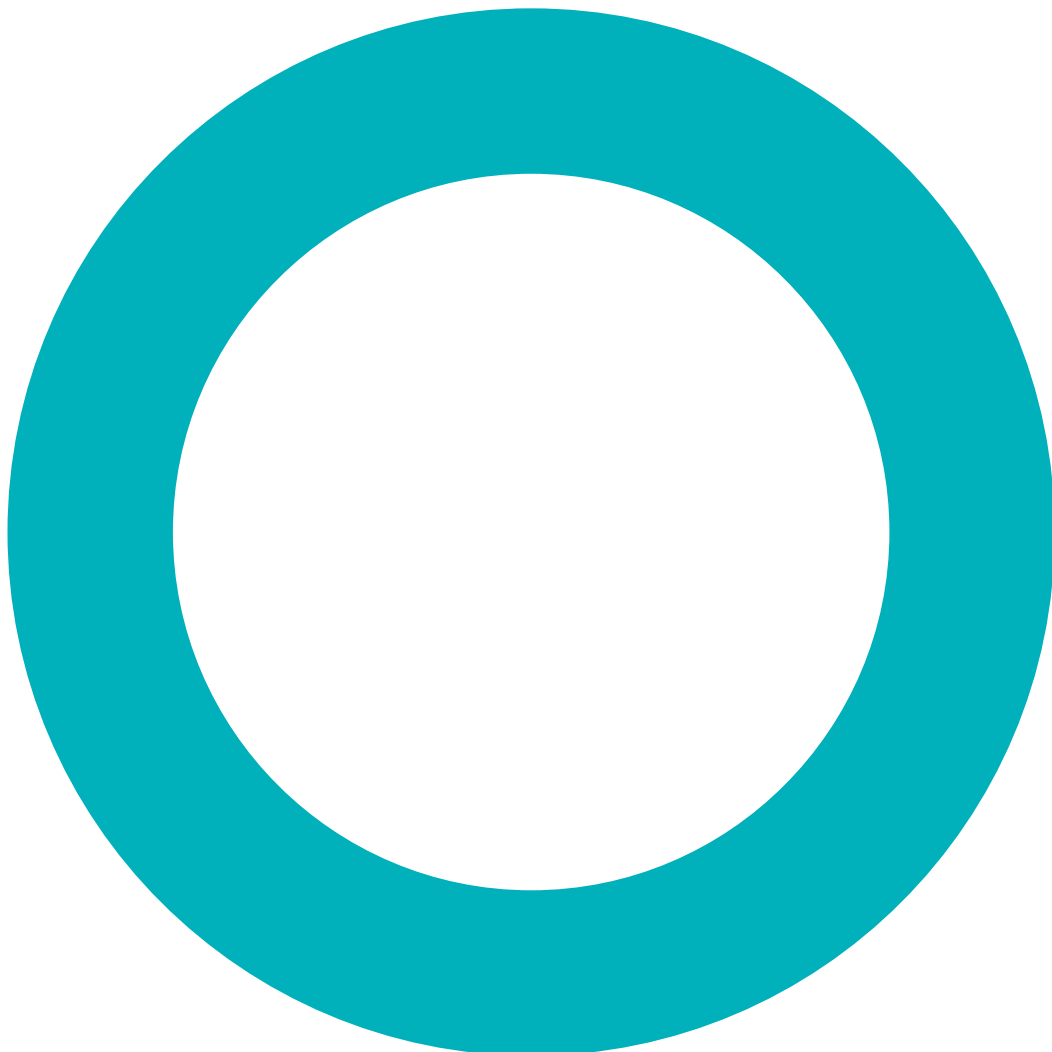
This year, many teachers and teaching assistants attended specific training sessions and courses:

What?	Impact
Real PE	More purposeful and effective physical education lessons.
Llais 21	Raising standards of literacy and oracy across the school.
Into Film	Enriching staff understanding of how to use films to inspire learning.
Micro Bit	Upskilling staff on how to use Micro Bit.
5 Proficiencies	Supporting staff in planning and deepening their understanding of the Mathematics and Numeracy AoLE.
Estyn	Ensuring the school understands Estyn's new inspection arrangements starting in September.
Jubilee School	Highly effective professional learning in terms of research, curriculum, and learning areas.
Curriculum	Effective support to evolve and refine the curriculum further.
Cadaxton School	Great ideas on how to develop outdoor areas.
NACE	Innovation in assessment for learning.
Collaboration with the cluster to create a progression package	Increasing staff understanding of literacy progression.
Relationships and Sexuality Education	Clear understanding by Year 5 and 6 staff on how to deliver this curriculum element in a comprehensive and sensitive manner.
Observing good practice in diversity and inclusion at Ysgol Hamadryad	Supporting staff to refine the school's plans to ensure diversity is embedded throughout the curriculum. Next step – establish a pupil group to lead on this priority.
Forest School in Sweden	Staff shared their observations from Sweden, focusing on the use of the outdoors and inquiry-based learning. This will feed into the school's vision.
Lego Therapy	Following training, assistants will work with groups of pupils and implement the intervention in school. This enables more pupils to access the therapy.
Headteachers' and Deputies' Conference	Deepening understanding in areas such as LGBTQ+ and researching innovative practices in other schools.
Monster Phonics	Ensuring year group leaders understand how to lead the strategy from September.
Windgate – sharing good practice	Observing good practice and using ideas to further develop the school's play continuum strategy.

Performance Management

The school's performance management actions follow statutory guidance from the Welsh Government. Performance management is the term used to describe the process of agreeing on annual performance targets, which includes discussions between teachers and their team leaders, and between the Headteacher and the Governing Body. Performance management supports teachers' work as individuals and in teams. It establishes a framework for teachers and their team leaders to agree on and review priorities and objectives in the context of the school improvement plan. It motivates staff to be more effective in their teaching and subject leadership. This, in turn, leads to raising standards across the whole school.

All teaching staff are encouraged to revisit their targets through an action plan. Review meetings are held, and new targets are identified and discussed for the upcoming year. All teaching assistants also go through the same process.



Developments for Parents

Newsletter

We send out a newsletter to our parents every Friday via the Group Ed app. The newsletter summarises the week's news and includes information for the following week. We also post every newsletter on the school website.

Weekly Contact

We send out weekly contact messages to our parents every Tuesday via the Group Ed app. The weekly contact includes all information and letters relevant to your child's class. We also post each weekly contact on the school website.

School information is also shared on the school's Instagram account, which is an effective way of sharing photos and the various experiences pupils have at school.

Parents' Meetings

Many meetings for parents have been arranged during the year, including:

-
- An information workshop for each class at the start of the academic year.
-
- Two meetings with the class teacher to discuss progress.
-
- Learning Celebration sessions for each class at the end of the summer term.
-
- Coffee and Chat mornings for parents.
-
- Presentation of the year's priorities to parents.
-
- Gardening morning for parents.
-
- Stay and Play evenings for the Maths class.
-
- Talent Celebration Concert.
-
- Parent Forum.
-
- PTA Easter Disco.
-
- PTA Summer Fair.
-

If you have any questions or concerns about your child's education or any other school-related matter, please contact us.

Developments for Parents

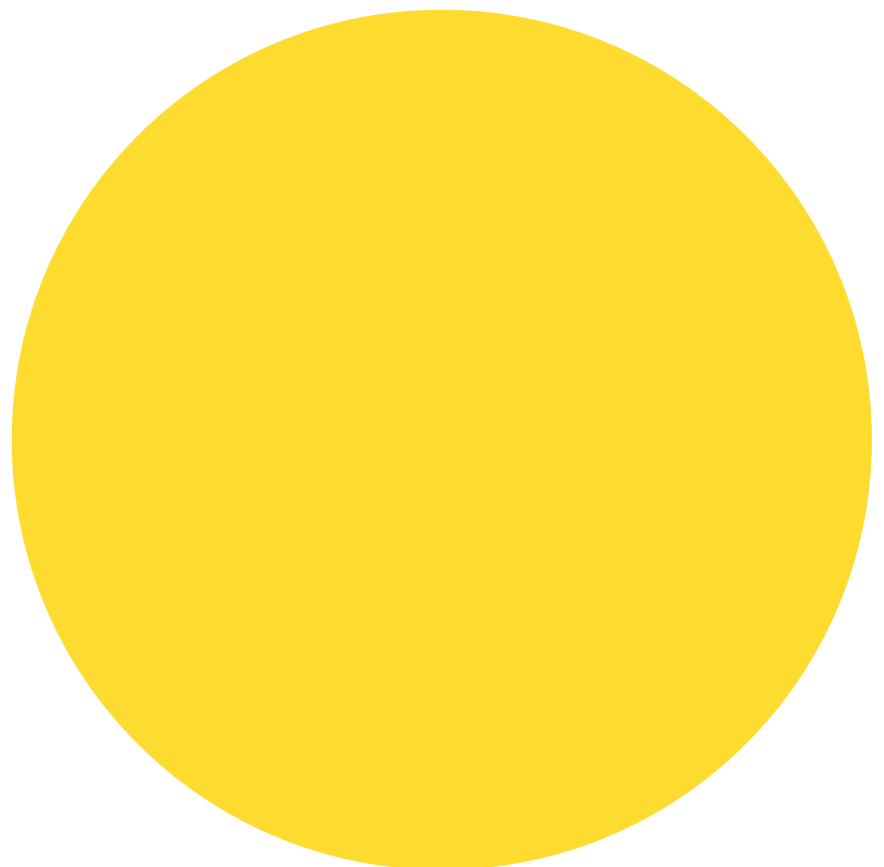
Parents and Teachers Association (PTA)

The school's PTA gives their time and effort to raise money to support your child's education here at Ysgol Treganna.

This year, the PTA has funded:

-
- Outdoor resources for the classrooms
-
- Play Continuum resources for every classroom
-
- Outdoor Learning Resources
-
- Contribution to the Year 6 leavers' party
-

A huge thank you is owed to everyone involved with the PTA and to all for their donations and support throughout the year.



Ysgol Treganna provides education through the medium of Welsh.

Development of French language

Madame Opkins from Plasmawr School has been working every week with Year 6 pupils teaching French in preparation for Plasmawr.

Teaching and Learning 23/24

Our Teaching and Learning priorities this year have focused on the extent to which teaching promotes positive attitudes to learning and high expectations for all learners. We have discussed this with all stakeholders and created the school's Teaching and Learning Framework. During the year we focused on the following:

- How well do pupils engage with new and unfamiliar experiences and ideas?
- What is the level of pupil interest in their work?
- How willing are pupils to commit to and complete tasks?
- How well do they maintain their ability to concentrate and avoid distractions?
- How well do pupils persevere or seek new solutions when facing difficulties?
- How successfully do teachers utilise other staff to support pupil learning?
- How effectively are outdoor areas used to reinforce learning?
- To what extent are pupils independent learners?
- To what extent does independent learning enrich and reinforce the lesson's focus/objective?

Curriculum for Wales

Our curriculum priorities this year included:

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- Creating a progression tracking system by developing a comprehensive and effective assessment model.
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- Developing our Assessment Policy to ensure that assessment enables learner progression, continuously supports individual learners day to day, and allows us to reflect on individual learner progress over time.
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- Introducing the Relationships and Sexuality Education (RSE) curriculum to the school. Focusing on progression within RSE and facilitating discussions around progression within and between progression steps.
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- Continuing to work with cluster schools on developing and trialling shared progression to establish high expectations and a coherent learner progression pathway.
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- Continuing to work with Cardiff Commitment and building on the partnership with external agencies.
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- Ensuring planning maps are completed and refined, specifically the transition between upper primary KS3 and secondary KS3 to ensure progression is evident.
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- Refining and developing our Mathematics and Numeracy planning – sharing the Numeracy learning continuum with staff to ensure progression across the school.
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- In the Expressive Arts AoLE, mapping out cross-curricular opportunities.
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- Establishing Pupil Learning Reviews and Parent Reviews.
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Additional Learning Needs

Provision for pupils with Special Educational Needs is a priority at Ysgol Treganna. The curriculum is broad and inclusive, offering equal opportunities to all.

Many children receive special educational provision during their time at the school. Some children have specific additional needs, physical disabilities, or exceptional ability (MAT) that need to be extended.

Step One: When a parent, carer, and/or class teacher has a concern about an individual child, our initial response is to provide high-quality teaching strategies, learning scaffolds, and differentiation within the classroom.

Step Two: If a learner does not progress as expected, targeted interventions may be required to supplement differentiated teaching in order to address specific areas of need.

Step Three: When progress remains below expectations, high-quality teaching, including differentiation and standard interventions, may not be enough to meet every learner's needs. Such learners may be identified as having Additional Learning Needs (ALN), and the school will need to take additional or different steps to ensure progress.

Learning Support Team:

Learning Coaches:

Mr Thomas Sims-Hayes and Mrs Ingrid Morgan

Senior Learning Coaches:

Mrs Rhiannydd Jones, Mrs Mari Hughes, and Ms Rhoda Henson

Additional Learning Needs

Intervention Programmes:

Cognition and Learning

Intervention Programme	Description	Champion(s)
Intensive Learning	A scheme to help learners overcome specific difficulties and develop accuracy and speed. 10 minutes of one-to-one learning daily.	Mrs Mari Hughes, Ms Rhoda Henson & Mr Thomas Sims-Hayes
Direct Phonics	A phonics programme to support reading, spelling, and writing skills.	Mrs Mari Hughes, Ms Rhoda Henson & Mr Thomas Sims-Hayes
Number Club	A programme to boost self-confidence and reinforce basic number skills.	Mrs Mari Hughes, Ms Rhoda Henson & Mr Thomas Sims-Hayes

Communication and Interaction

Intervention Programme	Description	Champion(s)
Language Link	A structured programme promoting understanding of language concepts.	Mrs Ingrid Morgan
Speech Link	A tailored intervention targeting and developing specific speech skills.	Mrs Ingrid Morgan
POPAT	A programme supporting learners with language and speech difficulties.	Mrs Ingrid Morgan & Ms Rhoda Henson
WellComm	A programme to support learners with language and speech difficulties.	Mrs Ingrid Morgan
LEGO Therapy	LEGO Therapy works on specific areas of social interaction, including turn-taking, listening, problem-solving, and sharing. It also supports linguistic concepts e.g., size, colours, and prepositions.	Mrs Rhiannydd Jones
Sioni Siarad / Language Immersion	Intervention supporting children learning Welsh.	Ms Rhoda Henson

Additional Learning Needs

Behaviour, Emotional, and Social Development

Intervention Programme	Description	Champion(s)
ELSA	Emotional Literacy Support Assistants (ELSAs) are warm and caring individuals who help learners feel happy at school and reach their educational potential. ELSAs help learners understand their emotions and respect others' feelings.	Mrs Rhiannydd Jones & Mrs Mari Hughes
Let's Talk (Talkabout)	This group intervention is for learners with communication/social interaction difficulties.	Mrs Rhiannydd Jones & Mrs Mari Hughes

Sensory and/or Physical Needs

Intervention Programme	Description	Champion(s)
Handwriting Motorway	This intervention aims to develop gross and fine motor skills to support handwriting and body posture control.	Mrs Mari Hughes, Ms Rhoda Henson & Mr Thomas Sims-Hayes
Sensory Circuit	An intervention that helps children regulate and organise their senses so they are ready to learn.	Mr Thomas Sims-Hayes

Health and Safety

All visitors sign in and out at the office.

All visitors wear identification badges while visiting the school.

A notice is displayed at the main entrance encouraging parents and guardians to sign in at the office if they arrive late to school.

All members of staff have received a First Aid qualification, and several staff have received a First Aid at Work qualification. First aid boxes are kept in various locations around the school.

The school ensures that children and parents with disabilities can move comfortably around the building. There are designated parking areas for parents with disabilities. Areas around the yard have been marked for the safety of children and adults with visual impairments.

The school has a Health and Safety Policy that is known to all.

The safety of pupils is of utmost importance. All external doors of the school's main buildings are fitted with secure locks, and visitors are expected to use the main entrance when entering the school. The main school gates are locked between 9:10am and 3:20pm.

2024-25 Priorities – Leadership

Why?

How?

Do leaders at all levels set high expectations for staff, pupils and themselves?

Leadership Forum – establish a robust cycle of leadership development for staff and support staff. Ensure professional learning opportunities develop staff leadership potential and align with school priorities.

To what extent do leaders use the Professional Standards for Teaching and Leadership to help the workforce perform effectively?

Refine our use of the Professional Standards for Teaching and Leadership – fortnightly management and review meetings, develop a professional passport for staff, self-evaluation questionnaires for staff and support staff.

To what extent do leaders develop the workforce and foster a culture of collaboration and innovation?

Establish professional inquiry groups for staff and support staff. Ensure all staff collaborate and undertake personal research related to their inquiry question to foster collaboration and innovation. Create a Treganna Professional Inquiry Network.

To what extent are self-evaluation processes effective and how is this measured?

Embed effective self-evaluation processes further. Further develop the processes using the Estyn framework and align with the evaluation and improvement framework.

How well do governors purposefully contribute to setting the school's strategic priorities?

Further develop the role of governors in contributing purposefully to setting the school's strategic priorities. Governors to be involved in staff research projects – join the staff/support staff learning hub.

To what extent do learners develop skills within and across the Areas of Learning?

Deepen understanding of the 5 proficiencies, ensuring they underpin cross-curricular reasoning work.

2024–25 Priorities – Learning and Teaching

Why?

How?

To what extent are learners progressing in relation to the principles of progression?

Create a play continuum across the school to develop pupils' independence, play curiosity, and enterprise skills.

To what extent do learners develop the skills to critically reflect on their own work and that of others?

Develop the school's feedback and marking policy, ensuring progress in strategies and consistency in approach. Ensure pupils play a key role in feedback and contribute to setting their targets and next steps in their learning journey.

To what extent do learners develop increasing sophistication in literacy, numeracy, and digital competence skills?

Target English phonics using Monster/Superhero phonics schemes. Staff training in September, framework to be shared, and impact measured termly.

To what extent does teaching provide the right level of challenge and high expectations across the school?

Map genres across the school to ensure challenge and progression in written work.

How effectively do teachers make their classrooms stimulating and engaging places where all pupil groups can make progress?

Develop outdoor learning environments by focusing on each class's external areas. Create an Outdoor Learning framework, with weekly lessons for all classes.

To what extent do learners develop skills within and across the Areas of Learning?

Deepen understanding of the 5 proficiencies, ensuring they underpin cross-curricular reasoning work.

2024–25 Priorities – Curriculum

Why?

How?

To what extent does the way we plan and deliver the curriculum include capturing learner progress?

Embed the internal tracking system and create benchmarks for each cross-curricular area.

To what extent does the school provide for relationships and sexuality education?

Adapt and refine our RSE (Relationships and Sexuality Education) procedures. Implement the cluster plan and ensure opportunities are clearly mapped across the Areas of Learning and Experience and the learning continuum.

To what extent does the way we plan and deliver the curriculum offer broad and balanced learning experiences?

Plan more intentionally to teach pupils about the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people.

Is every learner making appropriate progress along the learning continuum in relation to the principles of progression?

Develop and embed the school's Progress Platform.

Do learners transfer their learning between different Areas of Learning and Experience?

Revisit planning to ensure there is a purposeful project at the end of the theme that deepens learning.

To what extent are learners deepening their understanding of concepts and disciplines within the AoLEs?

A digital continuum will be introduced to staff aligned with the digital frameworks. Staff to implement the continuum and measure impact termly.

2024–25 Priorities – ALN, Wellbeing and Inclusion

Why?

How?

To what extent does the school monitor and review the progress, achievement and wellbeing of learners with ALN?	Continue developing the school's Jigsaw provision, focusing on mapping the impact of interventions.
To what extent does the school use contributions from the community and other partners to develop its vision for learning, teaching and the curriculum?	Establish a Community Hub at the school. Organise weekly workshops for parents and the local community.
To what extent do teachers contribute to the professional learning of staff within and beyond the school?	Establish a Mentoring Network in the school to share best practice between support staff.
To what extent does the school meet the needs of learners with ALN and ensure they make the progress they should?	Further develop the provision in 'Y Cwtch' by evaluating the impact of wellbeing interventions on progress and achievement.
To what extent does the school engage with parents, carers and families of learners with ALN and those needing additional support?	Establish a Parent Forum in the school to provide support for parents.
To what extent are learners deepening their understanding of concepts and disciplines within the AoLEs?	A digital continuum will be introduced to staff aligned with the digital frameworks. Staff to implement the continuum and measure impact termly.

2024-25

We are very much looking forward to working with you and your children during the next academic year.

Thank you for your continued support and cooperation.

Catrin Evans
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