

Annual Report of the Governing Body to Parents 2024-25



Term	Start Date	Half-Term Start	Half-Term End	End of Term
Autumn Term	Monday 1/9/25	Monday 27/10/25	Friday 31/10/25	Friday 19/12/25
Spring Term	Monday 5/1/26	Monday 16/2/26	Friday 20/2/26	Friday 27/3/26
Summer Term	Monday 13/4/26	Monday 25/5/26	Friday 29/5/26	Monday 20/7/26

The school will be closed on the following dates:

- 1/9/25
- 2/9/25
- 24/10/25
- 5/1/26
- 22/5/26
- 20/7/26

Headteacher:
Mrs Catrin Evans

**Sanatorium Road
Canton
Cardiff
CF11 8DG**

Chair of Governors:
Mrs Manon George

Type of school:
Primary

Headteacher	4
Chair of Governors	5
Members of the Governing Body	6
Election to the Governing Body	6
Budget Report	8
Prospectus	8
Estyn	9
Estyn Inspection 2019	9
Progress Against the Post-Inspection Action Plan 2023–24	9
School Improvement Plan Priorities 2024–25	10
Community Links and Visitors	11
Sports Activities	12
Healthy Schools and Facilities	13
Charity Donations Details	14
Transition	14
School Developments 2024–25	15
Wellbeing Provision	22
Policies	24
School Staff	25
Pupil Numbers September 24	27
Attendance 2024–25	27
Continuous Professional Development	28
Performance Management	29
Developments for Parents	30
Languages	32
Additional Learning Needs	34
Health and Safety	37
2024-25 Priorities	38

It's a pleasure to present the Governors' Report for the 2024–25 academic year. It has been another successful and exciting year for the Treganna school community, with many achievements to celebrate and significant developments to highlight.

The school has continued to build on the wide range of opportunities available to pupils. It was particularly encouraging to see so many of our learners participating and succeeding in the Urdd Eisteddfod, showcasing their talents and enthusiasm for the arts and the Welsh language.

Throughout the year, there has been a clear focus on developing outdoor learning provision. The outdoor area has been significantly enhanced, ensuring that every child has regular opportunities to take part in learning activities beyond the classroom. This has made a positive contribution to pupils' wellbeing, confidence, and collaborative skills.

Another key development has been the establishment and growth of "Y Nyth", which has played an important role in strengthening the connection between the school and the wider community. This initiative has created a welcoming space to support families and foster a strong sense of belonging. It has also been a pleasure to welcome parents and carers into the school for learning celebration sessions. These opportunities have enabled families to see their children's work, share in their successes, and strengthen the valuable partnership between home and school.

We look forward to continuing to work closely with our school community, building on these successes and ensuring the very best experiences for every pupil.

Catrin Evans
(Headteacher)

It is my great pleasure to present the Governors' Annual Report for 2024–25.

Once again, our pupils have enjoyed a wide range of experiences, not only in the classroom but across all aspects of school life and beyond — from sporting competitions to residential trips; from successes in the Urdd to outdoor learning. It is wonderful to see these opportunities helping every child to grow, develop and discover their strengths.

The dedication of the staff and the quality of teaching continue to make a real difference to every child's experience, ensuring that there is no ceiling on ambition or imagination. Every child is encouraged to aim high, think independently and believe in their own ability. Most importantly, the school continues to ensure that every child has the same opportunity to thrive, whatever their background or needs, in a safe and inclusive environment. We are extremely grateful to every member of staff for their hard work and care.

I would also like to thank you as parents and carers for your continued support. Your commitment to the school, your presence at events and your partnership with the staff are an essential part of Treganna's success and contribute directly to the children's positive experience.

But the biggest thanks go to the children themselves for bringing energy, curiosity and kindness to our school every day. They are what make Treganna what it is — a warm, ambitious and inspiring Welsh-medium community. Their enthusiasm and dedication inspire us and remind us why our work as a governing body matters.

Thank you sincerely.

Manon George
Chair of Governors
Ysgol Treganna

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
Gareth Rhys Evans	Parent Governor
Lleu Williams	Community 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

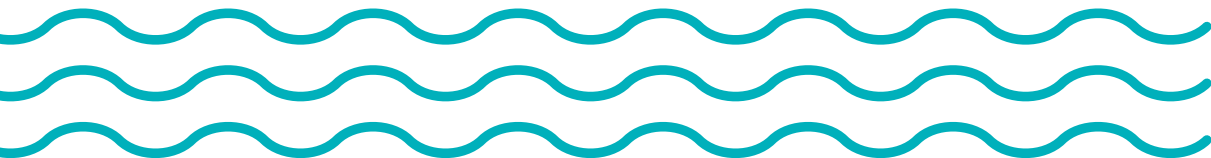
•	Total Expenditure: £2,556,760
•	Formula Funding: £2,538,613
•	In-Year (Funding – Net Expenditure): -£33,874
•	Total Carried Forward Balance 2024–25: -£154,483

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

Recommendations:

- Share good teaching practices across the Foundation Phase
-

Progress Against the Post-Inspection Action Plan 2023–24

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 2024–25:

- Establish a progress platform and evaluate the progression maps.
 - Introduce a new method of planning with a focus on celebrating the learning at the end of the term. Further, develop the school's learning and teaching framework, focus on one learning and teaching priority per fortnight, link questionnaires with learning and teaching targets and staff performance management.
 - Cwlwm Dysgu – focus on observing each other's practice, sharing good practice, pupils – learning walks input, and governor learning walk.
 - Further, develop independent learning, ensuring that the pupils are challenged to learn independently and apply their skills across the curriculum.
-

School Improvement Plan Priorities 2024–25

Priority 1: Leadership

Build and develop the school's leadership capacity, ensuring that strong leadership is supported by professional development, attendance and effective collaboration.

Priority 2: Learning and Teaching

Refine our understanding and use of the pedagogical principles to support pupils to make progress. Enrich learning opportunities through play and the use of the outdoor environment.

Priority 3: Curriculum

Develop our school's curriculum further to ensure that it enriches the knowledge, skills and experiences of each pupil. Refine our curriculum to ensure that the principles of progress support planning, learning and teaching.

Priority 4: Wellbeing and ALN

Refine our whole school approach to emotional and mental well-being. Collaborate with the wider learning community to meet the needs of the learners, including those with ALN.



Community Links and Visitors

Diwrnod Su'mae/Shwd mae	School Eisteddfod
Visits from the Fire Service	Residential visits to PGL, Call of the Wild, Llangrannog and Urdd Centre Cardiff
Thanksgiving Service	
World Book Day	PTA Disco
Welsh Language Music Day	PTA Summer Fair
Visit from Kitchener School	Instrumental lessons: piano, guitar, brass, woodwind, harp, cello
Culture Celebration Day	Christmas Carol Service
Cycling course for Year 6	Book Quiz Competition
Urdd Jamboree	Swimming lessons
Technocamp Lego visit	Our Senedd
A number of school activities to raise money for charities, including Sport Relief, Macmillan and Velindre	Celebrating Learning sessions
Every child had the opportunity to perform in the Urdd Eisteddfod	Trip to the Bay
Pupils taking part in the Summer Reading Challenge with Cardiff Libraries	Celebration Concert
Mewn Cymeriad Show	Visits to the church, mosque, synagogue
Language Charter Award Ceremony	Pride
	Careers Fair

Sports Activities

Cricket workshops

Swimming lessons

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

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: **£515.25**

Save the Children: **£863.00**

NSPCC: **£480.18**

City Hospice: **£3,779.29**

Transition

During 2024–25, pupils from Ysgol Treganna transferred to three different secondary schools.

The children transferred to Ysgol Plasmawr, Ysgol Glantaf, and Ysgol Fitzalan.

YEAR 6 PUPILS:

Total: **81**

Ysgol Gyfun Plasmawr: **77**

Ysgol Glantaf: **3**

Ysgol Fitzalan: **1**

School Developments 2024-25

Urdd Eisteddfod

We enjoyed great success at the Urdd Eisteddfod this year, with a number of individuals progressing to the national finals across a range of competitions.

Congratulations to the Cân Actol and the Cerdd Dant Party for winning at the National Eisteddfod, an outstanding achievement! Well done also to everyone who took part. We would like to thank all staff for their hard work in preparing pupils for the Eisteddfod.

This year, we also ensured that every pupil had the opportunity to compete in the local Urdd Eisteddfod. Staff worked hard to teach songs and recitation pieces to all pupils, giving everyone the chance to participate and enjoy the experience.

School Developments 2024–25

Play Continuum

This year, we have introduced a **Play Continuum** across the school to promote pupils' independence, enterprise and creativity. The Play Continuum is now embedded in every class, ensuring that pupils have regular opportunities to explore, solve problems and collaborate effectively within a supportive and stimulating environment.

As part of this development, staff have worked hard to create and enhance outdoor areas for each class, enriching both play and learning beyond the classroom. These areas provide valuable hands-on experiences that support the development of wider skills, including resilience, communication and teamwork.

We are extremely grateful to the school's Parent and Teacher Association for their generous support in funding this project. Their contribution has enabled us to extend and enhance pupils' learning experiences, creating a rich environment that fosters curiosity and enjoyment in learning.

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 2024-25

School Council

The School Council has been very active in developing practical and wellbeing-focused opportunities for pupils. They established a fruit and smoothie shop to promote healthy choices, alongside purchasing new playground equipment to enhance break times. Pupils also played a key role in designing and developing outdoor areas for each class, giving them a greater sense of ownership over their environment. In addition, an educational visit was organised to extend their understanding of teamwork and decision-making. These activities have increased pupils' confidence and strengthened their leadership skills.

The Rainbow Council (Cyngor yr Enfys)

The Rainbow Council has led on promoting diversity and inclusion across the school. A Cultural Celebration Day and a "Diversity" exhibition were organised, giving pupils valuable opportunities to learn about different backgrounds and traditions. The council also arranged Pride activities within the school and worked closely with the Rainbow Parents Group. This work has helped to create a more inclusive school environment where pupil voice is central and everyone feels valued.

Eco Council

The Eco Council has focused on raising awareness of sustainability. By working with the local community and organisations such as Lovells, pupils have developed a strong understanding of environmental responsibility. Initiatives including litter picking, developing the "Caban y Coed" area, and recycling school uniforms have had a positive impact on the school's eco-friendly practices. As a result, pupils are increasingly aware of their responsibility towards the planet.

Wellbeing Ambassadors

The Wellbeing Ambassadors have worked hard to support and improve pupil wellbeing. Through conducting a pupil happiness survey, they gathered valuable feedback and used this to create designated areas in the playground to meet different needs, such as quiet spaces and social areas. These developments were shared during a whole-school assembly. As a result, pupils report feeling happier and better supported during break times.

School Developments 2024-25

Welsh Language Crew (Criw Cymraeg)

The Criw Cymraeg has been highly effective in promoting the Welsh language throughout the school. They successfully achieved the Siarter Iaith Gold Award and have supported lunchtime staff by providing useful language patterns and lanyards. Activities such as Seren a Sbarc Day have encouraged pupils to use Welsh more naturally in everyday situations. This has led to increased confidence in using the language among pupils and staff.

Digital Wizards

The Digital Wizards have played an important role in developing effective use of technology across the school. They created a digital progression continuum to support the development of pupils' skills and evaluated digital work to ensure high standards. Their work has helped pupils become more confident, independent, and responsible users of technology in their learning.

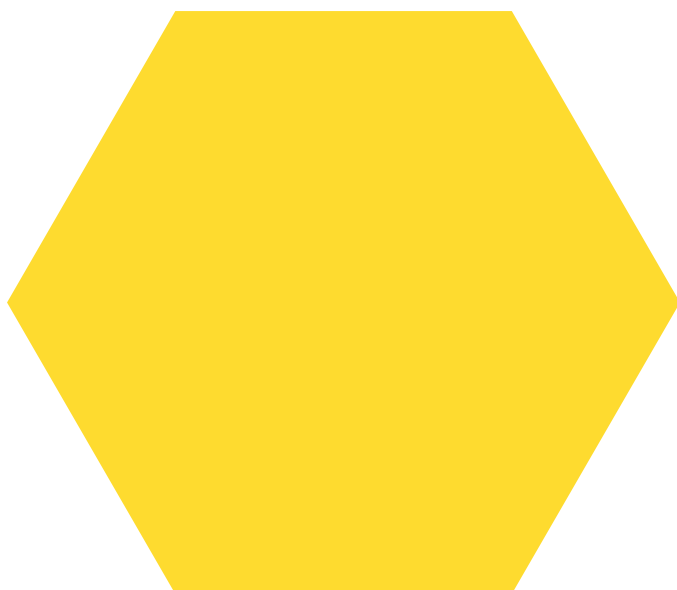
School Developments 2024-25

Y Nyth

This year, we are very proud to have established a new provision, "Y Nyth," which serves as a hub for parents and the wider community. The Nyth provides a welcoming and supportive space where parents can access guidance and support. Weekly drop-in sessions are held, where the Wellbeing and Community Officer meets with parents to discuss any concerns and offer appropriate support sensitively and constructively.

In addition, monthly workshops and presentations are organised for parents on a range of topics, to strengthen partnerships between home and school and support the well-being and development of our pupils. The Parent Forum also meets in "Y Nyth" once a term, providing a valuable opportunity for parents to share their views, discuss community matters, and contribute to the school's priorities.

The impact of "Y Nyth" is already evident, with parents feeling more confident in seeking support, more connected to school life, and better equipped to support their children. This has contributed to strengthening our inclusive and supportive school community.



School Developments 2024-25

Celebration days

This year, we have introduced Celebration of Learning days at the school for parents and guardians. At the end of each term, parents and guardians are given the opportunity to visit the classrooms and join us in celebrating the term's achievements.

During these sessions, pupils have the chance to share their work, discuss their progress, and reflect on their learning experiences. It also provides a valuable opportunity for parents and guardians to gain an insight into the activities and teaching approaches used throughout the term.

These initiatives have helped to strengthen the partnership between school and home, supporting pupils' learning and fostering a sense of pride in their work.

Outdoor Learning

One of the significant developments this year is that Outdoor Learning now takes place on a weekly basis, supported by a clear framework of lessons designed to target and develop the key skills pupils need to succeed across the curriculum. An Outdoor Learning leader has been appointed to lead, coordinate and deliver these sessions, ensuring consistency and high-quality provision across the school.

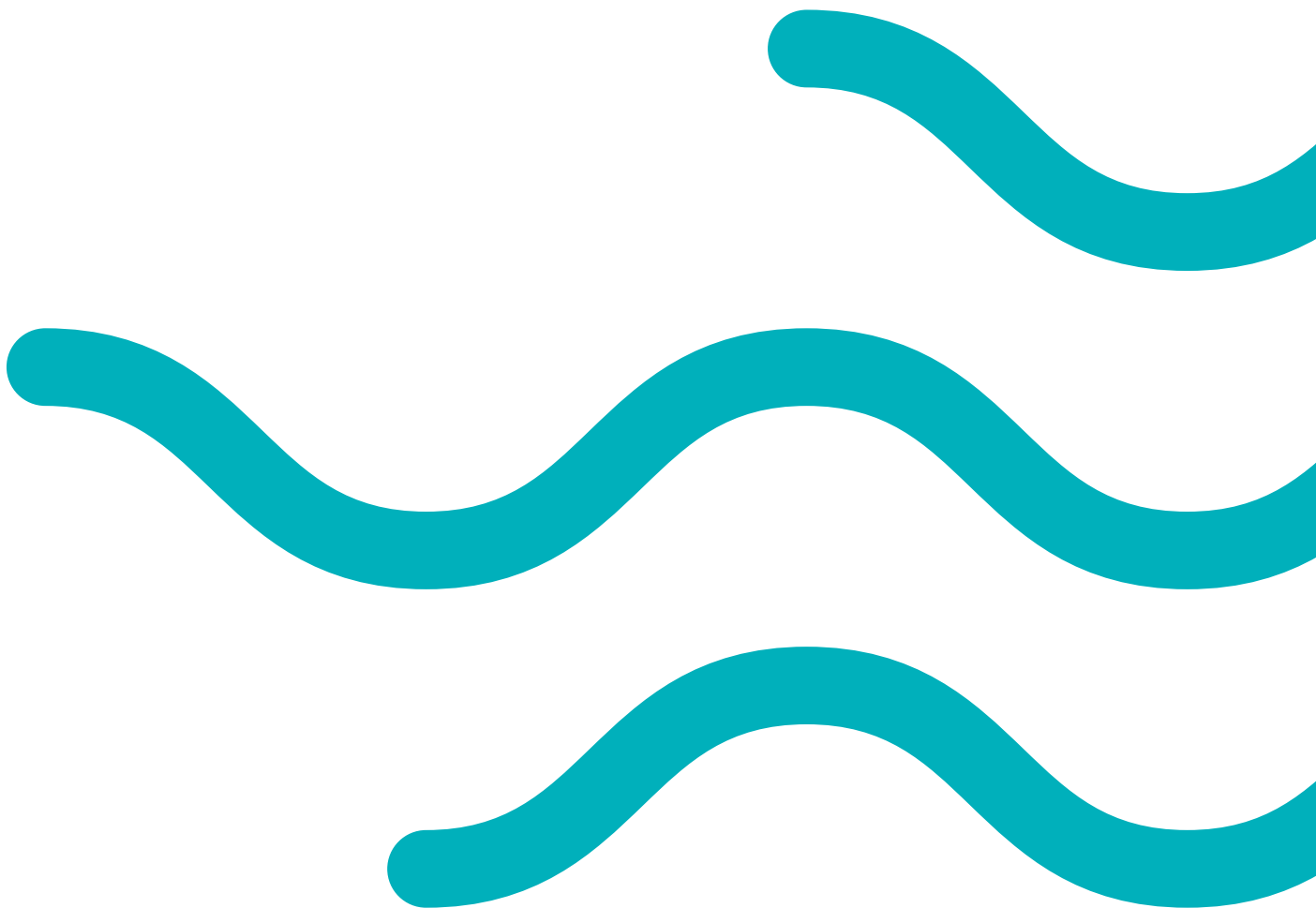
We would also like to recognise and sincerely thank Lovells, who have funded outdoor provision within our outdoor area, including the new "Forest Cabin" (Caban y Coed). We are extremely grateful for their support, and this resource is already making a significant difference to the quality of outdoor learning experiences.

School Developments 2024-25

Bike Bus

This year we have continued with the Ysgol Treganna Bike Bus, and it is going from strength to strength. We cycle safely together as a group, encouraging one another to travel to school more healthily and sustainably. Pupils, parents, and staff all benefit from the positive start to the school day that it provides. You can join the **"Bws Beic" WhatsApp group** to receive regular updates.

A team of facilitators (parent and school volunteers) support the Bike Bus to ensure everyone stays safe and is well separated from traffic. We are always delighted to welcome new volunteers to help support and grow the Bike Bus community.



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

Our main collaborative project this year involved working in partnership with Ysgol Kitchener. Pupils in Years 3 and 4 were given the opportunity to visit the school, where they learned about a range of traditions and cultures. During the visit, they shared experiences and broadened their understanding of the world around them.

In return, pupils from Ysgol Kitchener visited Treganna to learn about Welsh traditions. This provided a valuable opportunity for our learners to present their own culture, and they took great pride in teaching their visitors some Welsh language.

The project proved to be a rich and rewarding experience for all involved. It fostered mutual respect for different cultures while developing pupils' communication, confidence, and collaboration skills.

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

School Staff

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 24

School Year	Pupil Numbers
Math (Nursery)	83
Mabon, Olwen, Bedwyr (Reception)	90
Elen, Culhwch, Gwydion (Y1)	81
Blodewuedd, Llyr, Arianrhod (Y2)	84
Ceridwen, Lleu, Matholwch (Y3)	82
Gwenhwyfawr, Bendigeidfran, Seithennyn (Y4)	81
Peredur, Gwern, Rhiannon (Y5)	73
Morfydd, Taliesin, Gronw (Y6)	81

Attendance 2024-25

Term	Attendance Percentage
Autumn Term 23:	96.1%
Spring Term 24:	95.9%
Summer Term 24:	95.4%
School Attendance Target:	95%

Continuous Professional Development

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

What?	Impact
How can observations be used effectively to support teaching and learning in the Foundation Phase?	Improves practitioners' understanding of how to observe effectively and with clear purpose. Raises the quality of planning by ensuring activities are based on pupils' genuine needs. Supports personalised learning by identifying clear next steps for every child.
What does good progress in writing look like?	Raises standards in literacy and oracy across the school.
Successful Speaking – developing oracy skills	Enhances staff understanding of how to use spoken language activities to inspire and enrich learning.
High expectations for all – enabling equity and excellence	Strengthens inclusive teaching practices that support learners of all abilities and backgrounds. Increases pupils' confidence and motivation to succeed. Leads to improved progress and higher standards across the school.
Introducing woodworking for young learners	Develops practical skills: pupils learn to use tools safely and build hands-on making skills. Fosters creativity: opportunities to design and build encourage imagination and creative thinking. Enhances problem-solving: pupils think logically and overcome challenges during the building process.
Developing learner independence and effectiveness	Promotes practical skills, creativity, and problem-solving through hands-on experiences such as woodworking. Builds confidence and independence, leading to more meaningful learning and improved progress.
Froebel Cymru Network	Highly effective professional learning, particularly in relation to research, curriculum development, and areas of learning.
Training and Mentoring Programme	Provides effective support to further refine and evolve the curriculum.
Observations and Planning	Provides valuable ideas for developing outdoor learning areas through effective observation.
Feedback	The feedback training programme will improve the quality of staff feedback, making it clearer, more constructive, and focused on next steps. As a result, pupils will better understand how to improve their work, leading to stronger progress and higher standards.

What?**Impact**

High expectations for all – enabling equity and excellence	The programme will raise staff expectations for every pupil, promoting equity and ensuring that all learners have the opportunity to reach their full potential. As a result, standards will improve, and pupils will demonstrate increased confidence, motivation, and progress in their learning.
Developing an effective indoor learning environment	Staff will gain a clear understanding of how to deliver this aspect of the curriculum in a comprehensive, creative, and inclusive way.
Developing an effective outdoor learning environment	Supports staff in refining whole-school planning to ensure a rich and varied curriculum is consistently embedded across all areas of learning.
Play Continuum	Staff have shared observations from practice, with a focus on the use of outdoor environments and enquiry-based learning. This will help inform and strengthen the school's overall vision.
Cross-curricular Numeracy	Builds staff confidence in applying numeracy skills and the numeracy framework across the curriculum, ensuring consistent and meaningful opportunities for pupils to develop these skills in a range of contexts.

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

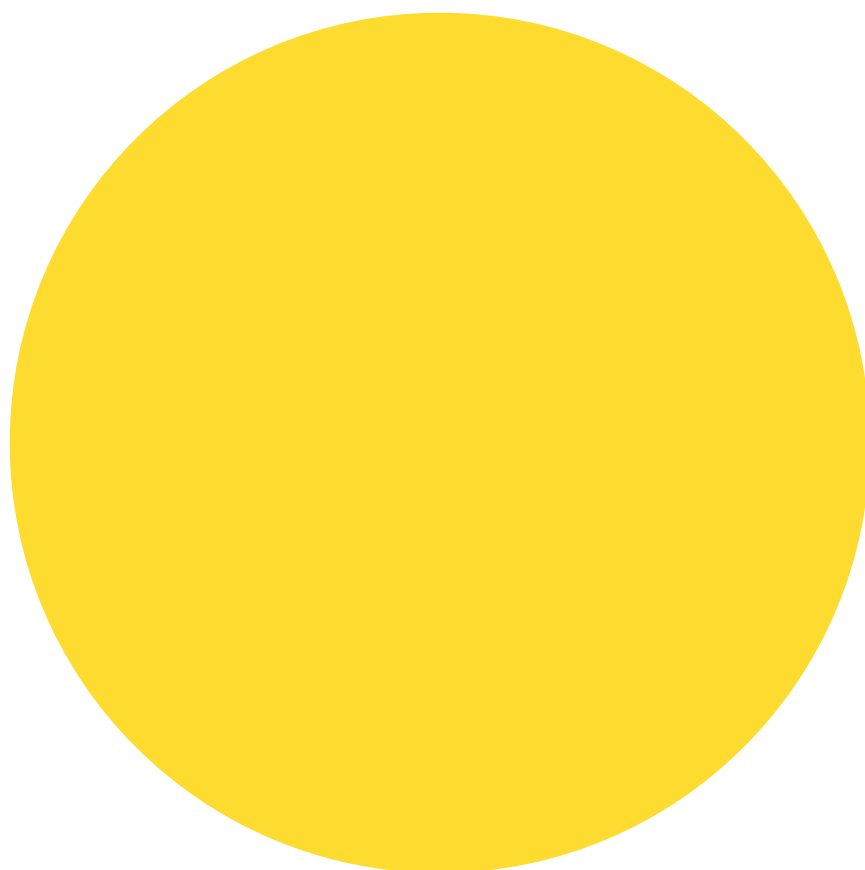
Parents and Teachers Association (PTA)

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.

Teaching and Learning 24/25

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:

Creating a play continuum across the school to develop pupils' independent skills, curiosity in play, and enterprise. Pupils are to be involved in planning and evaluating independent provision.

Continuing to develop our Assessment Policy to ensure that assessment enables learner progression: supporting individual learners on an ongoing, day-to-day basis and reflecting on the progress of individual learners over time.

Developing a culture of collaborative reflection. Pupils across the school are to be fully involved in the process of developing success criteria and reflecting on their impact.

Developing the outdoor learning environment by focusing on the external areas of each class. Creating an Outdoor Learning framework, with weekly lessons for every class.

Planning opportunities for learning outside the classroom that directly link to the planned curriculum in Key Stage 2. Identifying these opportunities within fortnightly plans.

Embedding the use of the Ysgol Treganna Teaching and Learning Framework. Using teaching and learning questionnaires, the Professional Standards, and the 12 principles to identify whole-school teaching and learning priorities within the Framework. Including a fortnightly teaching and learning target in short-term fortnightly planning.

Curriculum for Wales

Our curriculum priorities this year included:

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

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

Within the Expressive Arts Area of Learning and Experience, map out cross-curricular opportunities with a focus on developing pupils' musical skills.

Begin introducing Pupil Learning Reviews (Years 3–6) and Parent Reviews (Years 5 and 6) to ensure that pupils are an integral part of measuring their progress, recognising their strengths and identifying areas for improvement across the curriculum.

Review planning to ensure there is a purposeful end-of-topic project that deepens learning.

Plan more intentionally to teach pupils about the history and experiences of Black, Asian and Minority Ethnic communities, as well as LGBTQ+ people. Create specific challenge projects and evaluate their impact across the Areas of Learning and Experience.

Develop and embed the school's Progress Platform. Create a system to measure the progress of pupils and groups of pupils more precisely. Ensure that a clear provision map supports this and is an integral part of the platform.

Introduce a digital continuum for staff that aligns with digital frameworks. Staff to implement the continuum and measure its impact on a termly basis.

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
Fresh Start / 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

Priority 1: Numeracy

Are we taking opportunities for our learners to apply and progressively develop their numeracy skills across the curriculum?

Priority 2: Literacy

To what extent are we providing purposeful opportunities, along with setting high expectations, to enable pupils to enhance their extended writing skills and to craft their work effectively for authentic audiences and purposes?

Priority 3: Welshness (Cymreictod)

Are we enriching and enhancing Welsh identity effectively enough across the school to contribute to a sense of belonging and to raise pupils' attainment?

Priority 4: Wellbeing, Inclusion and ALN (Additional Learning Needs)

Are we ensuring that high-quality teaching and learning meet the needs of all pupils and support inclusive education?

Priority 5: Learning, Teaching and Assessment

To what extent are we supporting staff to develop a clear understanding of progression in all aspects of pupils' learning?

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
Headteacher