



'Learn, have fun and reach for the stars.'



Hendrefoilan Primary School Governing Body Annual Report 2024/5



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Dear Parents and Carers,

Welcome to the Hendrefoilan School Governing Body's Annual Report.

The Governing Body is instrumental in developing the strategic direction of the school and aims to have both a supportive and critical role in challenging the school to be the best it can be. This is achieved through holding five Full Governing Body meetings each academic year where we have active discussions and approve school policies. The Headteacher presents a termly report to the Governing Body which is a fundamental part of our meetings and keeps us updated with all aspects of school life. We particularly enjoy pupil presentations which gives us the opportunity to interact with the young people of Hendrefoilan. These young people are at the centre of our decision making and inform all actions of the Governing Body and staff alike.

In addition to the Full Governing Body meetings, governors participate in many different committees held throughout the year. These include a Finance Committee; Personnel Committee; Communications Committee; Premises Committee; Curriculum Committee; and a new Wellbeing Committee which was formed in 2025. Link Governors regularly meet with the staff leaders for the Areas of Learning (AOLE) and then feedback to the rest of the Governing Body. Governors bring a wealth of experience and expertise to these committees and we are lucky to have a good variety of Governors from all walks of life who are committed to helping the school.

At the end of the academic year our Headteacher Mrs Field accepted a prestigious secondment role as a School Improvement Advisor. Mrs Wisby has become Acting Headteacher and Mrs Tidy has been appointed as Acting Deputy Headteacher. We also appointed Mr Davies as Year 6 teacher. This is a great opportunity for all the staff concerned and for the school. All staff have settled in to their new roles with professionalism and renewed enthusiasm. It is a testament to the collective experience of the Senior Leadership Team that this transition has been smooth and successful.

I want to thank every dedicated member of staff at Hendrefoilan for continuing to ensure that pupils are at the heart of everything we do. Thank you to all parents and carers for supporting the work and ethos of the school. Most importantly, I especially want to thank the wonderful pupils of Hendrefoilan for another amazing year. Diolch yn fawr pawb!

Kathryn Novis

Chair of Governors

The Governing Body

The Chair and Vice Chair of Governors are elected annually. The role of the Governors is to set within the parameters of current legislation, the broad framework of policies under which the school will run and to support the Headteacher and staff of the school in the discharge of their professional responsibilities.

Governors

| Person | Governor Type | Position | Started | Ending |
|----------------------------------|-------------------------------|------------|------------|------------|
| <u>Mrs Rebecca Wisby</u> | Acting Head Teacher | Governor | 01/09/2025 | |
| <u>Mrs Susan Williams</u> | Clerk to Governors | Governor | 01/01/2025 | |
| <u>Mrs Kathryn Novis</u> | Local Authority Governor | Chair | 03/07/2025 | 02/07/2029 |
| <u>Councillor Mary Jones</u> | Local Authority Governor | Vice Chair | 23/11/2023 | 22/11/2027 |
| <u>Mr Bernard Anthony Thorne</u> | Local Authority Governor | Governor | 03/07/2025 | 02/07/2029 |
| <u>Mr Jamie Neal</u> | Community Governor | Governor | 07/04/2017 | 03/03/2029 |
| <u>Ms Layfetta Masih</u> | Community Governor | Governor | 12/09/2024 | 11/09/2028 |
| Vacancy | Community Governor | | | |
| <u>Ms Rhiannon Barrar</u> | Additional Community Governor | Governor | 23/04/2021 | 03/03/2029 |
| <u>Mr Adrian Dunne</u> | Parent Governor | Governor | 07/10/2022 | 06/10/2026 |
| <u>Mrs Sally Robb</u> | Parent Governor | Governor | 10/02/2026 | 09/02/2030 |
| <u>Mrs Sualiha Ali</u> | Parent Governor | Governor | 10/02/2026 | 09/02/2030 |
| <u>Ms Natacha Barbedo</u> | Parent Governor | Governor | 18/09/2025 | 17/09/2029 |
| <u>Mrs Caroline Lingard</u> | Staff Governor | Governor | 20/12/2013 | 03/03/2029 |
| <u>Mrs Caroline Bews</u> | Teacher Governor | Governor | 17/09/2025 | 16/09/202 |

Governors usually meet half-termly and can be contacted via the Clerk to Governors, Mrs Susan Williams (susan.williams3@swansea.gov.uk).

Hendrefoilan's governing body produces an annual report to parents and plans are in place to explain their work through newsletters. Governors may call an extra parents' meeting if they

believe that an issue which affects the school needs to be discussed. The work of the school is monitored accurately through committees that meet every term, and link governors.

GB committees are:

- Child Protection
- Finance
- Premises – Health and Safety
- Personnel
- Curriculum
- Communications
- Complaints
- Wellbeing
- Headteacher Performance Management
- Pupil discipline and exclusion
- Pupil discipline appeals
- Staff disciplinary and dismissal
- Staff disciplinary appeals
- Headteacher and Deputy Headteacher appointment panel

Link Governors are:

- Child protection and safeguarding – K Novis
- Attendance – C Lingard
- Health and wellbeing – L Maish
- Additional Learning Needs – S Robb
- Language, literacy and communication – S Robb
- Mathematical development – A Dunne
- Humanities – M Jones
- Science and technology – J Neal
- ICT and DCF – J Neal
- Expressive arts – N Silva
- Welsh – R Barrar



The School's Vision

At Hendrefoilan primary school, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race, or gender.
- Strengthen self-discipline and good behaviour through well-managed routines and an orderly environment.
- Deliver an exciting curriculum driven by four purposes.
- Encourage pupils' independence so they can organise their learning and manage their time.
- Encourage a growth mindset approach, leading to elevated levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy, and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.

- Enhance pupils' curiosity about themselves, their school, the locality, and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.
- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media, and drama activities.



The School's Motto

'Learn, have fun and reach for the stars.'

The Hendrefoilan Curriculum

The purposes of the curriculum are as follows:

- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every area of learning and experience of the curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'what matters' statements of the CfW.

- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy, and digital competency.
- To teach relationships and sexuality education.
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, like their beliefs or where they come from, learning about work, and choosing the kind of work you want to do, learning about Wales, your local area, and the world.
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.
- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on earlier experience through reflection.
- To use the outcomes of assessment to move forward.
- To develop creativity, imagination, spontaneity, and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental, and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher, and the community.



The curriculum at Hendrefoilan is broad and balanced. The structure of the curriculum is based on six areas of learning and experience taken from the curriculum in Wales. These are:

- Language, literacy and communication
- Mathematics and numeracy
- Expressive arts
- Health and well-being
- Humanities
- Science and technology

The detailed curriculum at Hendrefoilan is carefully planned and available to all. The curriculum is as follows:

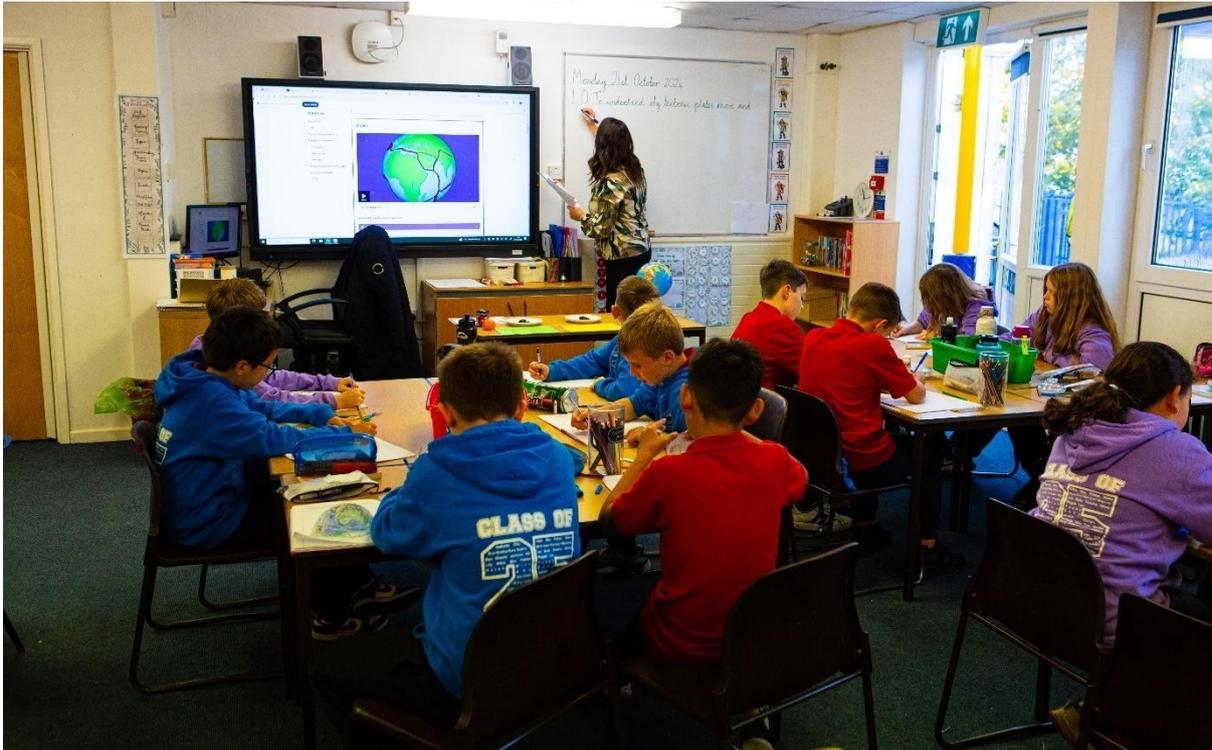
- Differentiated to meet the needs of all pupils including those with additional learning needs.
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Assessed through ongoing formative assessments, diagnostic tests and through regular progress checks against the progression steps.
- Includes the use of the school and local environment to develop academic, personal, and social skills.
- Uses the published materials abacus evolve maths scheme to support the teaching of maths.

- Uses published reading schemes from the Oxford Reading Tree and follows a purpose-built literacy school scheme of work.
- Uses published schemes from charanga music and BBC bitesize for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the physical education and school sport (PESS) scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and wellbeing.
- Uses Nessie dyslexia, Toe by Toe and Plus 1/The Power of Two and Learning Village interventions.
- Uses the social and emotional aspects of learning (SEAL) strategy and the Peace Mala initiative.
- Ensures top quality of pupil learning by a tracking process which draws from data about progress against individual targets set by teachers, attendance, English as an additional language (EAL) acquisition, additional learning needs (ALN) progress, diagnostic tests data and other data.
- Has sufficient resources to enable pupils to access their entitlement and to provide value for money.
- Reflects equal opportunities and race equality for all pupils.
- Is evaluated and reviewed by the relevant coordinator and the senior leadership team.
- Is checked evaluated and reviewed by the governing body through regular discussion and reports from the areas of learning and experience (AOLE) leaders and the headteacher.
- Is reported to parents through the school's prospectus, the curriculum policy and this report.
- Uses the locally agreed syllabus for religion, values, education, relationships and sexuality.

Assessment

At Hendrefoilan, assessment focuses on finding each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. Staff, in discussion with the learner, identify the next steps required to move learning forward, and use this understanding, including any additional challenge and support required.

Assessment at Hendrefoilan is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. During all lessons, staff provide high quality verbal feedback, mark 'around the room' and provide plenary 'pit-stops' to ensure that learners have the support and challenge they need to move forward quickly. Clearly set out plans and pupil led success criteria are embedded and help ensure that pupils succeed in daily learning tasks.



A menu of diagnostic testing is available and used when appropriate to the individual pupil's needs. The school uses the national group reading and spelling tests every term to check pupils' reading/spelling ages. If a pupils' reading age falls eighteen months or more behind their chronological age, they are referred for further testing to identify any specific difficulty in reading, writing, and spelling. In addition to this, pupils complete a pupil attitude to self and school (PASS) assessment, which is an all-age survey that helps teachers to understand each pupil's mind-set towards school, and highlights if they themselves, are confident, ready and motivated to learn. PASS also helps to identify barriers to learning in order to ensure pupil wellbeing and positive outcomes at a whole school, class, and individual level.

All results and test data are used as formative and summative tools to chart individual pupil progress and trends in performance across the school. The assessments also allow teachers to triangulate each pupils' progress against their capabilities, coupled with a greater understanding of each pupil's attitude to school, and themselves, allows teachers to use more holistic judgements to monitor, track and challenge pupils to reach their maximum potential.

Assessment also supports staff in identifying the progress made by an individual learner over time. Reflecting on learners' progress over time enables practitioners to provide relevant, effective feedback and help plan their future learning, including any interventions and additional support or challenge, which may be needed. At Hendrefoilan, feedback to learners includes both immediate next steps and longer-term targets that the learners work towards. Long-term progress over time is recorded in the pupil's overview. Personal targets are used, alongside diagnostic test results and teacher assessments, as a basis for communicating progress and engaging with parents/carers.

Assessment is used effectively by leaders within the school to understand whether different groups of learners, such as gender, pupils in receipt of free school meals, English as an additional language, more able and/or additional learning needs. Strengths and areas for improvement are identified in both the school curriculum and daily practice. This is not about external reporting, but about the school understanding, what it needs to know about its learners for them all to maximise their potential and identifying specific challenges and the support, which groups might need. This understanding contributes to the school's on-going and continuous processes of development and improvement.



The School's Development Plan (SDP)

Governors and senior leaders review policy, practice, and standards, set targets for school improvement, and check progress. Staff and pupils are involved in the self-evaluation process.

The School's Priorities for 2024 – 2025 were:

Priority one: To strengthen pedagogy across the school to impact positively on learner outcomes.

Priority two: To develop pupils as independent learners.

Priority three: To improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.

Priority four: To improve distributed leadership and develop leadership capacity.



The School's Priorities for 2025 – 2026 are:

Priority One – To ensure effective and meaningful opportunities for the teaching and application of skills through engaging learning experiences.

Priority Two – To improve the quality of assessment and feedback to pupils, enabling pupils to recognise how to move their learning on.

Priority Three – To embed the new SLT structure and develop the role of middle leaders.

Equal Opportunities

All staff and pupils contribute towards a happy, healthy, and caring environment by showing respect for and appreciation of each other. The school practises an equal opportunity's philosophy that is in line with the curriculum for Wales (CfW) and the local authority's (LA) equal opportunities policy and the equality act 2010. We promote the principles of fairness and justice for all through the education that we provide. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and do not discriminate based on colour, culture, gender, or ability.

The school adheres to the Welsh government's guidance relating to equal opportunities. Namely:

- Wales Safeguarding Procedures.
- School improvement guidance: framework for evaluation, improvement and accountability.
- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools

- Human Rights Act 1998
- Welsh government: Inclusion and pupil support guidance.
- Welsh government: Respect and resilience guidance 2016.
- Welsh government: Safeguarding children and young people from sexual exploitation.
- Equality and human rights commission: Towards a Fairer Wales 2018.
- Additional Learning Needs and Education Tribunal (Wales) Act 2011.
- United Nations Convention on the Rights of the Child (UNCRC).



Disability Equality

The school has a duty under the disability discrimination act to collect information on any disability your child or immediate family/carer may have. This is to ensure the school can seek to meet your individual needs. All information provided will be treated with the strictest confidence. The school's accessibility plan is part of our school equality plan (SEP) and is available on request from the school office.

Pupils with Disabilities

Disabled pupils may have a statement of special educational needs. The local authority decides the school placement for any pupils with disabilities. Before admitting pupils, the local education authority will ensure that the named school is suitably resourced and has the physical adaptations in place to properly accommodate the named pupil. In our school, we have flat floor surfaces with external ramps and a disabled toilet indoors.

Children with disabilities may have an individual education plan, which will place, in writing, a commitment to ensuring that disabled pupils receive the same treatment as other pupils. In terms of everyday activity, Hendrefoilan school is committed to ensuring that disabled pupils play as full a part in the school life and integrate with the other pupils. This includes all areas of the curriculum and special occasions such as concerts, school productions and educational visits. We wish all pupils at school to feel valued as individuals and in turn for them to be people who have a caring attitude to each other whether they have a disability or not.



Race Equality

The school does not tolerate any forms of racial harassment, which includes racist name-calling, the stirring of racial hatred and/or the writing/sharing of racist materials. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. The school is a welcoming place for all minority ethnic groups including travellers, asylum seekers and refugees. Children are encouraged to be aware of what racism means and are encouraged to report incidents where there is the suspicion of racism. We ensure that all recruitment, employment, promotion, and training system are fair to all, and provide opportunities for everyone to achieve. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We regularly work in partnership with show racism the red card and diversity role models to promote equity for all.

Relationships and Sexuality Education (RSE)

Following the guidance of the relationships and sexuality education (RSE) statutory guidance and code 2021, the school included sex education in the curriculum within a carefully planned health education programme. This forms part of the broader spectrum of personal and social education, which takes account of the needs of pupils as they develop and mature through school. Other aspects, which often arise, are taught in an integrated way through themes and topics. All pupils follow activities in science, which will develop knowledge and understanding of the organisation of living things and of the processes, which characterise their survival and reproduction.

The school nurse delivers a 'puberty' themed talk to Y6 pupils in their summer term. With the latest legislation, it has become mandatory for all children to take part in the school's RSE curriculum. The school's curriculum is carefully planned to be age-appropriate and takes account of the children's maturity levels, as they develop through the school. Other aspects which may arise are taught in an integrated way through topics and themes. Through the science curriculum, all pupils are taught about living things and the processes that characterise their reproduction and survival. Children in Years 5 and 6 are taught specifically about puberty, by their class teacher and the school nurse.

Religion, Value and Ethics (RVE)

In the latest legislation from the Welsh government, religious education has been replaced with religion, values and ethics education. The legislation makes it compulsory for all children to take part in this element of their education. The council has just produced guidance for schools which we are looking at and will be implementing within the next half term. Assemblies are a key part of our religious education in school - and teachers, children, and adults from the community all contribute. We believe teaching children about a variety of cultures and faiths, both religious and non-religious, is key to nurturing tolerant, caring, and understanding children.

The school teaches RVE according to the locally agreed LA syllabus and brings aspects of various religions into themes taught. Staff, children, and other adults from the community all contribute to assembly. We believe that an understanding of other faiths and cultures is essential for pupils to grow into tolerant friends. Therefore, there is often a multicultural element to RVE and assembly. Assembly is a particularly important meeting point during the day when we share values, faiths, philosophical convictions, ethics, our purposes, news, school events, celebrations and stories.

Additional Learning Needs (ALN)

At our school we have 5% percent of pupils with an Individual Development Plan (IDP) and 12% of pupils who are being monitored using a Hendrefoilan Support Plan.

The school has embedded inclusive education strategies, where all children have access to a variety of different provisions. Once a need has been identified, the school supports those learners further with a bespoke programme to meet their needs in the form of a Hendrefoilan Support Plan, which clearly outlines specific targets to support the learners to achieve. Support staff are utilised effectively to support pupils with specific targets using a range of different programmes, such as Nessy and Toe by Toe which support learners with Dyslexia, P.A.T which supports learner with phonic and letter recognition, and sensory circuits for pupils who need support to regulate before beginning their learning.

Pupils with additional learning needs are making consistent progress across the school with nearly all pupils achieving more than 90% of targets set. This is really pleasing and something that we continue to explore as we move through the year.

We have a committed staff team, who want to learn more, so this year we have been able to release staff to further develop their skills set. Staff have identified courses that they would like to attend which will have a direct impact on their work in class. We started this in the Autumn Term of 2026, but this will continue throughout the year. So far, some of the courses our staff have attended include, ADHD strategies in the classroom, supporting learners with Dyslexia, supporting learners with ASD, and many more.

We are very proud of our ALN provision and have even held our first ALN Coffee Morning in the Spring term 2026. Parents and carers were invited to come along, meet our ALNCo and ALN support worker, talk to them about any issues or concerns and put faces to the name. We were also lucky enough to have the parent carer forum come along too, who were able to share some advice and information with parents. This was the first of hopefully many more sessions to come. It was great to welcome you into the school.

The school uses a range of approaches to assess pupils and different strategies are implemented. As a result, nearly all pupils with ALN make steady progress in relation to their ability. Staff use a worthwhile range of universal provision to meet the needs of learning pupils with ALN, such as visual timetables in all classes, daily sensory circuits and a sensory room. Pupils with ALN make consistently high progress in spelling due to the beneficial use of Popat, Toe by Toe and Nessy and the expertise of specially trained staff.



English as an Additional Language (EAL)

At present, we have 15% of our pupils in our school community who are identified as having EAL. This has decreased slightly from 17% in the last academic year. There are 17 different languages represented in our school community. To identify the progress of our pupils who are EAL, we effectively use the Bell foundation to support teachers to get an accurate understanding of where they are, in order to inform the pupils' next steps to progress their understanding and levels of English.

We formally assess our pupils twice a year, once in the Autumn Term and once in the Summer Term. This information is collated and shared with the school's Inclusion Lead and this data is monitored to ensure that learners are making progress.

The Bell Foundation Assessment tool tracks progress against the 5 stages of language acquisition (A-E). Here is a breakdown of the levels of acquisition of English.

| Level of acquisition | Percentage of learners at that level |
|---------------------------|--------------------------------------|
| A - new to English | 15% |
| B – Early acquisition | 12% |
| C – developing confidence | 26% |
| D- competent | 26% |
| E - fluent | 21% |

EAL pupils working at level D and below use Learning Village to support the acquisition of English skills. Equal opportunities are a whole school philosophy. Last year, the school used the minority ethnic gypsy and traveller learner grant (MEGRT) to improve review our induction process for EAL learners and families, increasing staff awareness of barriers to EAL pupils through tailored anti-racism training and trialling a new language support scheme. This year we are looking and how our children can see themselves represented in the curriculum; we are exploring our topics and linking in relevant books and resources from each culture. We are also about to embark on a project involving parents sharing their children's skills so we can utilise home languages more in our classrooms.

Clubs, Teams and Activities

The school usually offers a wide range of extra-curricular activities at assembly times, break times and after school.

- Football
- Netball
- Mums vs mums netball
- School council
- Pupil Voice groups
- Eco committee
- Criw Cymraeg
- Cross-country/athletics
- Choir
- Art
- Higher maths
- Writers' workshop



Community Links

Hendrefoilan is proud to be part of the community in Killay and as always Hendrefoilan pupils have been very busy supporting local causes. They have supported Killay community council with their activities over the Christmas period, such as pupils were Santa's elves on the sleigh when he visited Killay to switch on the lights. The choir also sang for Forget me Knots and

residents at the Old Vicarage. Pupils regularly visit Killay library and as a result we aim to improve pupils' love of reading for pleasure.



Pupils take part in a range of local sporting events in Swansea such as netball, swimming and football. Hendrefoilan runs the Mums v Mums netball club, which is an inter-generational, family netball club that meets weekly during term times. The school uses Killay post office, shops locally wherever possible and supports Sketty food bank by regularly donating non-perishable food items. Pupils and staff are always pleased to welcome the local PCSOs and police officers into the school to work with the children and provide advice. Bikeability have worked with year 6 pupils on safe cycling and the kerb craft team worked with Y2 promoting road safety. The school continues to work in close partnership with local schools in the Olchfa cluster. As an established school in Killay, Hendrefoilan is keen to review and develop its role in the community.

Toilet Provision

Toilets are available in the main school building and the nursery/reception demountable. All toilets are checked and cleaned daily by cleaning staff provided by the LA. The toilets are checked throughout the day by school staff. Hot and cold running water is available in each of the toilet areas along with soap and hand dryers. More hand washing stations are available as necessary. In the main school building, there are separate facilities for children and suitable facilities for the disposal of sanitary products are available in the KS2 girls' toilets. There are dedicated toilets for the use of staff in the main building and the demountable.



Welsh Language

Welsh is taught as a second language from nursery age. It is the school's aim to integrate the Welsh language into everyday school life so that children can naturally see, hear, and use it. We are dedicated to promoting Welsh language learning by providing opportunities for children to develop their oral, reading, and writing skills.

Professional development in Welsh is important for all Hendrefoilan staff, and we are constantly seeking engaging methods to assist students in learning Welsh. Most recently, our staff have participated in Ffa La training, a distinctive approach that incorporates song and creative activities to enhance Welsh speaking skills, making the learning experience enjoyable for both children and staff.

Welsh language plays a significant role in various school activities, and pupils are encouraged to use Welsh in their daily interactions at school. Additionally, pupils have the chance to learn about the culture and heritage of Wales, along with the language. They experience these aspects through lessons, school activities, visiting guests, and trips, which provide insight into Wales' unique historical and cultural identity. The school celebrates St David's day with an Eisteddfod, where children engage in a variety of Welsh-related activities such as twmpath dancing and singing Welsh songs.

The local authority's Welsh teacher visits the school to promote the Welsh language and support the staff. Hendrefoilan School has a dedicated Criw Cymraeg, who lead the Siarter Iaith through regular meetings and whole-school Welsh assemblies.

Healthy School

Governors, staff and pupils have been continuing to develop the school's relationship education and are fully implementing the new curriculum throughout the school. We continue to follow the 'appetite for life' guidance and children are encouraged to bring in fruit for snack-time and to drink water throughout the day. The school encourages a healthy lifestyle in a multitude of ways, including PE/sports' days, regular visits from our PCSO and outdoor learning. Daily mindfulness sessions are embedded as a way to develop both staff and pupil wellbeing.



Premises

Health and safety inspections are undertaken within the school and grounds typically once a term with the findings being actioned or monitored as required. A new caretaker has been appointed and he is progressing through the actions he can as well as general day to day maintenance.

During the 2024-25 academic year, some of the aging play equipment was replaced. A new slide and climbing frame was installed in the Nursery playground. The trim trail was also removed from the front of the school grounds. Plans are taking shape for additional classroom areas, paid for by a planning agreement with local developers of the new Hendrefoilan woods estate. However, there are no firm timelines in place and the school continues to work with officers from the LA.

The school's procedures for child protection and safeguarding are appropriate and give no cause for concern.

We will continue to work to improve the school within the constraints of the budget. We welcome any ideas.



Finance

The finance committee set the budget in April 2025 to run to March 31st 2026. This was then ratified by the full governing body. The budget this year although not generous, allowed us to maintain staffing levels because we had a planned carry forward to enable this.

The statement for actual expenditure for the year 2024-25 is detailed in Appendix 1.



Appendix 1 – Statement of Actual Expenditure 2024/25

SCHOOL: Hendrefoilan Primary

STATEMENT OF ACTUAL EXPENDITURE 2024/25 FINANCIAL YEAR

| | Delegated Expenditure £ | Non-Delegated Expenditure £ | Total Net Expenditure £ |
|--------------------------|-------------------------------|-----------------------------------|----------------------------|
| Teachers Salaries | 627,624 | 0 | 627,624 |
| Salaries | 341,278 | 30,918 | 372,197 |
| Other Employee Costs | 67 | 0 | 67 |
| Premises | 10,104 | 0 | 10,104 |
| Transport | 0 | 0 | 0 |
| Supplies & Services | 286,024 | 0 | 286,024 |
| Recharges | 0 | 5,564 | 5,564 |
| Gross Expenditure | 1,265,096 | 36,482 | 1,301,578 |
| <i>Grant Income</i> | -205,497 | 0 | -205,497 |
| <i>Other Income</i> | -95,439 | 0 | -95,439 |
| Gross Income | -300,935 | 0 | -300,935 |
| Net Expenditure | 964,161 | 36,482 | 1,000,643 |

| RESERVES: | £ |
|---------------------------------------|---------|
| FINAL FORMULA ALLOCATION: | 938,793 |
| TOTAL NET EXPENDITURE: | 964,161 |
| TRANSFER TO / (FROM) RESERVES: | -25,368 |
| OPENING BALANCE ON RESERVES 01/04/24 | 27,833 |
| CLOSING BALANCE ON RESERVES: 31/03/25 | 2,465 |

Appendix 2 - School Term & Holiday Dates 2025/2026

School term and holiday dates 2025 / 2026

| Term | Term begins | Mid-term holiday begins | Mid-term holiday ends | Terms ends |
|-------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Autumn 2025 | Monday 1 September 2025 | Monday 27 October 2025 | Friday 31 October 2025 | Friday 19 December 2025 |
| Spring 2026 | Monday 5 January 2026 | Monday 16 February 2026 | Friday 20 February 2026 | Friday 27 March 2026 |
| Summer 2026 | Monday 13 April 2026 | Monday 25 May 2026 | Friday 29 May 2026 | Monday 20 July 2026 |

INSET days

Monday 1st September 2025

2nd September 2025

3rd November 2025

5th January 2026

22nd May 2026

20th July 2026

Appendix 3

Results for the National Group Reading Test, National Group Spelling Test, National Reasoning and National Procedural tests from Autumn 2024 to Summer 2025.

Boys V Girls

- Y2 test data is available to teachers. However, it is not reliable or valid, due to the young age of the pupils and they are not always confident/able to undertake online tests.
- Boys outperformed the girls by 10% in reading in NGRT results data.
- Boys and girls performed identically in spelling (with 80% of both groups achieving expected progress or above).
- Boys outperformed girls by 6% in procedural maths. There was a 10% difference in the previous year.
- Boys outperformed girls by 3% in reasoning. This is much lower than 14% in the previous year.

English as an Additional Language

- EAL pupils made very good progress in reading and spelling. 62% of pupils made expected progress or above in reading. 85% of EAL pupils made expected progress or above in spelling.
- National procedural results for our EAL pupils are above the national average.

- This is due to highly successful use of tracking data and a range of specialist interventions as part of the school's universal provision.

Pupils with Additional Learning Needs

- ALN reading and spelling data has stayed consistently high due to the beneficial use of Learning Village, Popat, Toe by toe and Nesy and the expertise of specially trained staff. Universal provision within each classroom is also a strength.
- 63% of pupils with additional learning needs made expected progress or above in reading, 78% made expected progress or above in spelling.

Vulnerable Pupils (FSM – Free School Meals)

- 63% of vulnerable learners made expected progress or above in both reading and spelling.
- Vulnerable learners performed just 1% lower in procedural maths than the school average, but this result remains higher than the national average.
- Pupils scored slightly lower in reasoning than in procedural maths (9% lower than school average).
- These pupils have extenuating factors that can negatively affect their progress rates.



Appendix 4 Glossary of terms

The following is a list of abbreviations and terms that will be useful to you when learning about the school.

| Term | Definition |
|-------------|-----------------------------------------------------------------|
| SDP | School development plan |
| INSET | In service training |
| SLT | Senior leadership team (headteacher, deputy, senior teacher) |
| LA | Local authority |
| PPA | Planning, preparation & assessment (10% time given to teachers) |
| FL | Foundation learning |
| KS2 | Key stage 2 |
| ICT | Information communication technology |
| DCF | Digital competency framework |
| TA | Teaching assistant |
| WG | Welsh government |
| ALN | Additional learning needs |
| PDG | Pupil development grant |
| NQT | Newly qualified teacher |
| CPD | Continuing professional development |
| SIA | School improvement advisor, Mrs Jayne Woolcock is our SIA |
| RVE | Religion values and ethics |
| RSE | Relationships and sexuality education |

| | |
|-------|-----------------------------------------|
| PTA | Parent teacher association |
| EMAU | Ethnic minority achievement unit |
| POPAT | Programme of phoneme awareness training |
| SBP | Swansea bay partnership |

