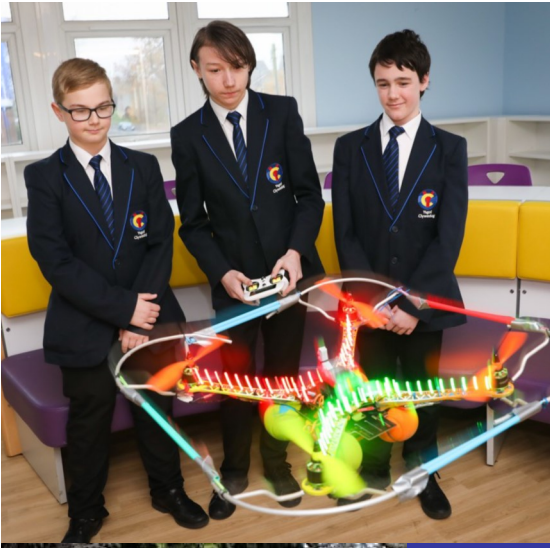




Ysgol Clywedog

Annual Governing Body Report to Parents 2025 – 2026





At Ysgol Clywedog we aim to work together in securing the best outcomes for every student. Learning is placed at the centre of everything we do and we are committed to empowering students to become:

- successful learners who enjoy learning, achieve and make progress
- enterprising and creative people who contribute fully to life and work
- responsible citizens who make a positive contribution to society
- confident and happy individuals who are able to live safe, healthy and fulfilling lives.



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Welcome to the Annual Report to Parents from the Governing Body of Ysgol Clywedog for 2025/26. This report is designed to keep parents and our wider community informed about the work we do and how we provide oversight, support, and challenge to ensure Ysgol Clywedog continues to thrive. Our goal is to make a positive impact by working in partnership with the school.

As a Governing Body, we are ambitious for Ysgol Clywedog and committed to helping it be the very best it can be. Our board includes representatives of pupils, parents, staff, and representatives of the local authority and community. Together we work to support and strengthen the school.

If you are interested in joining the Governing Body or learning more about what we do, we would be delighted to hear from you. As you will have seen from our website, social media, and school communications, there is much to celebrate. We also welcome your ideas and successes, and encourage you to share them with us.

We recognise that, like any large organisation, we may not always get everything right. If you have any concerns about an issue within the school, we encourage you to use the school's complaints policy, which is available on our website.

I would like to thank the many parents, pupils, and staff who continue to make Ysgol Clywedog a happy and vibrant place to learn. Ysgol Clywedog is an improving school at the heart of our community, and we are all working hard to achieve this vision. By working together, we can ensure success for our children and young people, and I look forward to continuing this journey with you in the year ahead.

Llawer o'ddiolch

Paula Wood

Chair of the Governing Body

Dear Parent / Carers

I'm delighted to present this report to you after a very successful year for the school. We have worked hard on the areas that you have identified as parents as key priorities and I'm proud to say that much of what we have done has created sustainable improvement.

From behaviour to the culture in the school, content of lessons to examination performance we feel pleased with the strides we have made.

However, we realise that there is still more to do and we enter this year with renewed vigour to continue to improve this school of ours and make sure that it becomes the caring, supportive and dynamic place that we all want it to be.

Simon Ellis

Headteacher

What do Governors do?

School governors have a varied and important role helping to run the school effectively. They have 3 core functions:

- Planning the strategic direction of the school.
- Overseeing the financial performance of the school and ensuring money is well spent.
- Holding the Headteacher and school leadership to account.

The governor role is strategic rather than operational. Governors don't get involved with the day to day running of a school, instead they support and challenge the school's leadership team to drive school improvement.

Governors usually attend around 6 meetings a year. Being a school governor is a commitment and a responsibility, but offers the chance to see first-hand the impact you can make in improving education for children in your community.

Our Governors

Chair of Governors
Paula Wood
Local Authority Governors
Anne Nortcliffe
Rhian Thomas
Kim O'Hare
Swapna Das
Community Governors
Alicia Marie Owen
Kenneth Palmer
Charlotte Blackwell
Parent Governors
Jonathan Cullender
Chris Brummell
Kevin Morris
Nadia Giles
Staff Governors
Simon Ellis
Nick Brown
Naomi Watson
Lauren Blake

Parent Governors

Parent governors, just like other governors, are volunteers who work with other governors and our school's senior leaders to set the culture, ethos and values as well as help ensure the school utilises its resources and budgets in the best interest of children at the school.

Their unique relationship with the school means that through the governors' monitoring evaluation and review of the school's work they provide valuable feedback and insights that strengthen the body's work and effectiveness. Parent governors help make a real and noticeable difference to school improvement.

Ysgol Clywedog currently has two vacancies for a parent governor.

 **Ysgol
Clywedog** **WE NEED YOU...**

**HAVE YOU EVER CONSIDERED
BEING A PARENT GOVERNOR AT
YOUR CHILD'S SCHOOL?**

- Do you have any valuable or professional skills you can offer?
- Are you committed to playing a vital role in making sure every child gets the best possible education?

If you would be interested in this important and exciting role please contact the school office for more information.



The school continues to make progress in all areas of school improvement, focussing predominantly on improving the quality of teaching in the classroom, levels of pastoral care and establishing behaviours and attitudes to learning that would help students become the best they could be. This year a key focus it to improve attendance at school.

Curriculum and Outcomes

In the 2025 summer GCSE exams many of our students achieved in line with their abilities. The vast majority also managed to secure a place and opportunities to gain pst-16 qualifications at a college of their choice.

Among the many successes were some exceptional individual achievements, including:

Jess Barter – 7 A*, 2 A, Distinction, and a Level 7 in Psychology

Rama El Hussain – 3 A*, 3 A, 3 Distinctions, Grade 9 in Arabic, and Level 7 in Psychology

Aiden Hendry – 2 A*, 5 A, 1 B

Harry Milne – 1 A*, 6 A, 3 B

We wished them and every other student all the best in their futures.



Teaching and learning

We have now completed the first three years of our “Curriculum for Wales” (New year 7, 8 and 9 curriculum) and are now working on implementing the new GCSE’s into our schemes of work. The school has been focusing on improving the amount of activities and group work that takes place in lessons. We are also developing our use of questions to improve learning.

Inclusion and wellbeing

Our behaviour routines have seen the school continue to become a much calmer place to be. Pupils know the boundaries of what is and isn’t acceptable and the consequences should they get things wrong. The number of rewards handed out in the school has dramatically increased. Our new rewards shop is due to open in January.

Leadership and management

In 2025 the school welcomed two new Assistant Headteachers Mr Steve Jones and Mrs Lisa Steen. Taking responsibility for learning and attendance respectively the leadership of the school has been significantly strengthened. Middle leaders such as Heads of Year and Subject Leaders are now developing their own leadership skills.

End of year financial position 2024/2025

	Budget	Actual	Difference
Staffing	4,836,120	4,831,804	4,316
Premises	447,438	338,502	108,936
Transport	5,100	5,045	55
Supplies	401,868	404,507	(2,639)
3rd Party	34,564	40,448	(5,884)
Agencies	365,679	345,431	20,248
Income	(1,080,674)	(1,353,986)	(273,312)
Total	5,010,095	4,611,751	398,344

Pupil Development Grant (PDG)
Purpose

The purpose of the Pupil Development Grant is to improve outcomes for learners eligible for the free school meals (FSM) or Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their potential. Schools are expected to maximise the use of this funding by introducing sustainable strategies which will lead to improved outcomes for pupils entitled to free school meals.

Our allocation for 2025- 2026

Pupil Development grant allocation into delegated budget : £279,450

Our plan

Our sustainable strategies included:

- planning interventions that focus on improving the attainment of pupils from deprived backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
- integrating plans for the effective use of the PDG into the School Development Plan, basing our practice on sound evidence and including them as part of a whole school strategy.
- balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

Our PDG plan was agreed and monitored by governors and the local authority to promote high expectations, attainment and progress and to remove barriers to learning for pupils entitled to this funding.

Our PDG spending 2024 /25

We have used the grant available to part-fund the following:

- A specialist inclusion teacher to support students at risk of disaffection and exclusion within a dedicated inclusion space to support their needs and integrate them into mainstream curriculum opportunities
- A deputy head of skills, to support our head of skills to build on the focus on supporting literacy recovery after the pandemic in KS3, supporting teachers to implement classroom strategies
- Five non-teaching assistant pastoral leads to provide day-to-day operational support for each head of year to enable them to improve behaviour and attendance more strategically
- Specialist teaching assistants trained to support students' emotional literacy and reading recovery
- A range of college courses to provide targeted students with valuable practical vocational skills in a number of industry sectors
- Bespoke support to groups of students or individual students who would otherwise not be able to access extra-curricular opportunities.

Expected outcomes

Through the above spending, we saw the following :

- Increased Literacy levels in order for students to access the whole curriculum
- Improved wellbeing, resilience and confidence upon many students' return to face-to-face education

Other school activities

Our pupils have been involved in many different activities in addition to the curriculum this year, from our award winning Bee Keepers, outstanding Eco work, sports teams and trips. Here are just a few of the fantastic pictures.



KS4 Performance 2024-2025

	2025	Wales*	Targets 2026
Capped 9	318	351	338
Wbacc Skills	65%	87%	80%
English	34	59	40
Maths	43	53	45
5 +A*/A	5	17	10.3
Leaving with no quals	1	2	1

*Wales—these are the average scores for all schools in Wales, they do not consider social context of the school or the ability of the intake.



In partnership with our local community the above picture shows our “Food and Fun” summer camp which supported transition and healthy eating to our Year 6 pupils coming to Year 7 in September

Our school development plan for 2025/ 2026 is as follows:-

1. Attendance and Learning Culture

- A. To significantly improve overall school attendance and punctuality, particularly for vulnerable groups, by ensuring consistent implementation of attendance policies and targeted support
- B. To implement a consistent and effective whole-school rewards system that enhances pupil positivity, engagement, and behaviour.
- C. To mitigate the impact of poverty on pupil performance by significantly improving attendance and academic outcomes, particularly for pupils eligible for free school meals (FSM), and ensuring equitable access to high-quality teaching and learning.
- D. To improve the learning culture of the school by establishing a clear, shared vision, fostering a growth mindset, developing metacognitive skills in pupils, and building a collaborative, positive environment for staff and pupils.

2. The Development of pupil skills

- A. Implement a Whole-School Approach to Explicit Oracy Instruction
- B. Develop and embed a whole-school strategy for advanced reading skills
- C. Implement a consistent whole-school approach to writing accuracy and presentation
- D. Identify and implement meaningful opportunities for numeracy in identified subjects
- E. Progressive development of digital skills across Year 7-9 to meet the need of all abilities.

3. To improve the quality of teaching to ensure all pupils are consistently challenged, make strong progress, and benefit from clear expectations, effective questioning, and impactful feedback

- A. Improving questioning and addressing misconceptions
- B. Developing pupils' independent learning skills
- C. Raising Expectations and Providing Appropriate Challenge
- D. Enhancing the quality and consistency of feedback
- E. Developing Welsh

4. Leadership

- A. To enhance the effectiveness of middle leadership in driving pupil progress and teaching quality by strengthening self-evaluation, accountability, and targeted professional development
- B. Ensuring that pastoral staff utilise the available data, intervening where appropriate and evaluating the impact of interventions on outcomes for learners.
- C. Development of pupil leadership, ensuring pupil voice impacts on standards
- D. Develop long term planning for financial security in the school

Organisation and policies**Senior Leadership**

The senior team consists of a headteacher, a deputy headteacher and four assistant Headteachers, each responsible for:

Headteacher— overall effectiveness

Deputy Headteacher— whole-school curriculum and student outcomes

Assistant headteacher— teaching and learning

Assistant headteacher— behaviour and attitudes to learning

Assistant headteacher— attendance and pupil development

Assistant headteacher— safeguarding and additional learning needs (ALN)

School business manager— management of finances, human resources, facilities, marketing and communications.

Middle leadership**Academic curriculum**

There are 13 distinct subjects at KS3 in the school, offering a wide range of qualifications at KS4

English, mathematics, science, Welsh and religious studies are core subjects.

Art, design & technology, drama, geography, history, music, modern foreign languages and physical education are foundation subjects.

Each subject is led by a head of department responsible for the curriculum provided by their team of teachers. Each head of department is line managed by a member of the senior leadership team

The ALN team comprises a number of teaching assistants, specialising in a range of areas such as literacy, numeracy, emotional literacy who, under the direction of the ALNCo, support a number of students in and out of the classroom

Pastoral curriculum

Each student has a personal tutor they spend the first 20 minutes of the day with to prepare them for the day ahead. Each year group has a dedicated head of year who is responsible for the team of tutors to help students live the school's values of *ready, respectful and responsible*.

Each head of year is supported by a non-teaching assistant pastoral lead (APL) who provides assistance and support to students in their year group at the point of need and establish positive relationships with parents. APLs help form the school's safeguarding team

Business and administrative support

Overseen by the school business manager the school is supported by a number of people in roles that provide valuable support to leaders, teachers and other colleagues to ensure the safe and efficient running of the school

School policies

For copies of school policies that are key to parents, please see our website

<https://clywedog.org/school-policies/>