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**YSGOL**

**TREFFYNNON**

**GOVERNORS' ANNUAL REPORT  
TO PARENTS AND CARERS FOR  
THE ACADEMIC YEAR 2024-25**

## CHAIR OF GOVERNORS' INTRODUCTION

Dear Parents and Guardians,

I hope this message finds you well! As we look back over the last the academic year, I want to take a moment to celebrate the remarkable achievements of our students and the valuable qualities they are developing.

We are delighted to share that this year brought another impressive set of GCSE results, a testament to the hard work of our students and staff, as well as your invaluable support.

Following the exams, we celebrated with our annual prom. The festivities commenced at school with well-deserved presentations to the students, followed by an evening filled with music and dancing. It's always one of the highlights of the school year to see our students dressed in their stunning outfits, a lovely change from their usual school uniforms!

In line with the new Welsh Curriculum our school has been committed to nurturing ambitious and capable learners. We've seen students set high standards for themselves, embrace challenges, and build a body of knowledge that allows them to connect and apply their skills in varied contexts. Their curiosity and problem-solving abilities shine through as they question, explore, and communicate effectively in both Welsh and English.

Moreover, our students are emerging as enterprising and creative contributors. They approach tasks with creativity, reframing problems and identifying opportunities. Their ability to collaborate in teams, taking on different roles responsibly, has been instrumental in their success this year. We're proud to see them express their ideas through various media, contributing positively to our school community.

We also emphasize the development of principled and informed citizens. Our students learn to find and evaluate evidence, engage with contemporary issues, and understand their rights and responsibilities. They show respect for diverse perspectives and are committed to sustainability, understanding how their actions impact the world around them.

Additionally, our focus on fostering healthy and confident individuals has been a priority. Students are building their mental and emotional well-being, developing resilience and empathy. They learn about the importance of a balanced lifestyle, including diet and exercise, and how to seek information and support to maintain their health. We encourage them to take part in physical activities and to make informed decisions about their well-being.

We offer a diverse range of extracurricular activities at our school, including clubs focused on crafts, chess, Dungeons and Dragons, and various sports. Our student council plays an active role in organizing events both within the school and in the local community. Our sports teams regularly participate in matches against peers from other schools, fostering teamwork and competition. Additionally, our musically talented students and staff entertain during presentation evenings, our wonderful Christmas celebration at the local church, and various other community events.

Success in Youth Speaks! Two teams from our school participated, both delivering impeccable presentations that showcased their thorough preparation and research. The team that tackled the topic "Do Mental Health Days Do More Harm Than Good" secured 1st

**Excellence in Everything**

place and advanced to the next round. Our second team, presenting on "Should Social Media Be Restricted for Under 16s," was narrowly beaten in a strong competition. We extend our heartfelt appreciation to the Rotary Club for sponsoring this event and to the staff who dedicated their time and effort to support our young speakers.

Our Eco Council has been hard at work! They have partnered with Newydd to reduce the use of plastic and paper items during mealtimes at school. Additionally, they participated in a litter pick in the local area and have been growing delicious fruits and vegetables.

A team of students participated in the Mold Food Festival once again, with support from staff and a local business that provided our food. This year, they achieved 1st place, a fantastic accomplishment! School received a cheque for £1000 to support the food department and the students were invited to Carden Park for a day's experience in a commercial kitchen.

As we celebrate these qualities, I want to express my gratitude to you, parents and guardians, for your unwavering support. Your involvement plays a crucial role in helping our students thrive in all aspects of their education.

Thank you for being a part of our journey. Together, we are raising the leaders of tomorrow!

Warm regards,



Norma Collin  
Chair of Governors

## HEAD TEACHERS' COMMENT

Dear Parents, Carers and Guardians

This has been another year of progress, as we continue to build on the strengths identified in last year's Estyn inspection and maintain a relentless focus on improving outcomes for all students.

Our GCSE results in 2024/25 reflect this strongly improving picture. Outcomes improved across all key performance indicators, with particularly notable gains in overall attainment and core skills. The percentage of students achieving higher grades has also continued to rise for a third consecutive year, demonstrating sustained upward momentum. These improvements are the result of students' commitment, high-quality teaching, and a clear, focused approach to school improvement.

Importantly, this progress is not limited to headline outcomes. Across the school, we are seeing consistent improvements in teaching, learning and student engagement. Our work to strengthen independent learning, develop metacognitive approaches, and embed problem-based learning is beginning to have a tangible impact on how students approach their learning, with greater confidence, resilience and ownership evident in many classrooms.

Wellbeing and inclusion remain central to our work. In 2024/25, we made significant progress in reducing fixed-term exclusions, reflecting the impact of our trauma-informed approach and strengthened pastoral systems. These developments are helping to create a calmer, more supportive environment in which students can succeed.

Attendance continues to improve and remains a key priority. Through close work with families and a clear focus on expectations, students are increasingly recognising the importance of being in school and fully engaged in their learning.

Our School Development Plan continues to drive this improvement, with a clear focus on wellbeing, aspiration, leadership, learning and teaching. This ensures that all aspects of the school's work are aligned and focused on improving outcomes for every student, regardless of their starting point.

As always, none of this would be possible without the collective effort of our staff, students, families and governors. Their commitment, resilience and shared belief in what our students can achieve continue to move the school forward.

We remain ambitious for the future. While there is more to do, the direction of travel is clear and positive. We will continue to build on our strengths and ensure that every student can succeed.

Thank you for your continued support.

Yours sincerely



J P Weir

Headteacher

## 1. Members of the Governing Body

Status	Name	Term of Office Ends
Chair of Governors	Norma Collin	
Vice Chair of Governors	Hannah Daniels	
Clerk to Governing Body	Laura De Valle	N/A
Local Authority Governors	Sandra Sandham	October 2027
	Noel Reeves	October 2027
	Hannah Daniels	January 2028
Community Governors	Faye Roberts	October 2026
	Lisa Cust	October 2027
	Linda Corbett	Feb 2025 – Nov 2025*
Parent Governors	Chris Williams	October 2027
	Norma Collin	October 2027
	Steve Dolman	October 2027
	Bethan Roberts	January 2028
	Shaun Thomas	January 2030
Head Teacher	John Weir	N/A
Staff Governors	Christine Wineyard (Teacher Staff)	March 2027
	Helen Franklin (Teacher Staff)	March 2027
	Gemma Boniface (Support Staff)	November 2028
Associate Governors	Graham Davies	N/A

Governors fulfil their strategic responsibilities through a structured programme of meetings and engagement within the school. The Full Governing Body meets four times each year, supported by four annual sub-committee meetings which provide focused oversight of key areas of governance. Governors also undertake termly Health and Safety inspections to support effective monitoring of the school environment.

Where required, governors convene additional panels throughout the year to consider specific matters, including student centred meetings, staffing matters including disciplinary, appeals and recruitment processes, ensuring appropriate governance, fairness and accountability in decision-making.

Governors also maintain visibility within the school community by attending key events including Open Evening, Year 11 Leavers Service and Prize Giving. All meetings and events take place within the High School.

## 2. Financial Statement for 2024-2025

This following statement relates to financial year April 2024 – March 2025

<b>ESD523 – Ysgol Treffynnon</b>			
	<b>Budget £</b>	<b>Actual £</b>	<b>Variance £</b>
Balance Brought Forward	-374,265		
Totals	3,176,632	3,996,858	-820,226
Employee	2,538,351	3,789,104	-1,250,753
Premises	389,110	336,137	52,973
Travel	0	19,095	-19,095
Supplies & Services	116,298	170,254	-53,956
Third Party Payments	0	40,478	-40,478
Services - SLA's	132,873	133,946	-1,073
Income	0	-492,157	492,157
Balance Carried Forward	-1,194,491		

## 3. The School Day

<b>Session Times</b>	<b>Key Stage 3 (Years 7, 8 &amp; 9)</b>	<b>Key Stage 4 (Years 10 &amp; 11)</b>
8:40am	Warning Bell for Registration	
8:45am – 9:00am	Registration in Form Groups	
9:00am – 10:05am	Lesson 1	
10:05am – 10:25am	Year 7, Year 8 & Year 9 Break	Lesson 2
10:25am – 11:05am	Lesson 2	Year 10 and Year 11 Break
11:05am – 11:25am		
11:25pm – 12:25pm	Lesson 3	
12:25pm – 13:10pm	Year 7, Year 8 and Year 9 Lunch	Lesson 4
13:10pm – 13:25pm	Lesson 4	Year 10 and Year 11 Lunch
13:25pm – 14:10pm		
14:10pm – 15:10pm	Lesson 5	
15:10pm	End of School Day	

## 4. Term Dates for 2025 – 2026



### Ysgol Treffynnon School Calendar 2025 – 2026

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Holidays (School closed to students)
- Staff Training Day (School closed to students)
- Bank Holiday (School closed)
- First Day of School Year (All students)
- GSCE Results Day
- Open Evening

## 5. Destination of School Leavers

DESTINATION	NUMBER	PERCENTAGE
Further Education/Sixth Form	74	95%
Employment/Apprenticeships	4	5%
Totals	78	100%

## 6. Summary of any review and resulting action conducted by the Governing Body in respect of any policies or strategies adopted.

The Governing Body has maintained a robust programme of policy review during 2024/25, ensuring all statutory and key operational policies remain fully aligned with Welsh Government guidance and current safeguarding expectations. Policies reviewed included those relating to safeguarding and safety (e.g., Complaints, Educational Visits, Lockdown, Sharps and Knives, First Aid), digital and data compliance (Online Safety, ICT Traded Agreement, Data Protection), and workforce and operational matters (Code of Conduct, Special Leave of Absence, Hygiene, Teachers' Pay, and the School-Local Authority Partnership Agreement).

This systematic approach ensures policies remain current, compliant and clearly understood. As a result, there is strong consistency in implementation, with clear expectations for staff, students and families. All policies, including complaints procedures, are readily accessible, reflecting a continued commitment to transparency.

The mobile phone policy remains a key strategic action. Its consistent application has strengthened student engagement, reduced classroom distractions, and improved peer interaction. It continues to support a calm, purposeful learning environment, contributing positively to students' academic focus and wider development.

## 7. Summary of changes to the School Prospectus

A Prospectus is issued to parents during our school annual open evening and during any in-year transfer admissions meetings. The school also issues options booklets to parents and students before selecting options at year 9. Updates were made to the school prospectus during 2024-2025 including redesign of the school uniform information pages, removal of student picture, update on Curriculum for Wales information and changes made to the school day. Year 9 option booklets were updated to reflect the changes for Curriculum for Wales exams and subject specifications. All Prospectus documents are available on the school's website.

## **8. Curriculum and the organisation of education and teaching methods at the school, including details of any special arrangements in the curriculum or otherwise for categories of pupils including those with a statement of special educational needs.**

### **Key Stage 3**

In Years 7 and 8, our curriculum is aligned with our school vision, focused on providing students with opportunities to enhance their physical and emotional well-being, ignite a passion for learning, and build resilience to achieve their dreams and aspirations. We prioritise the development of key skills such as Literacy, Numeracy, and Digital Competency, while also fostering essential life skills including creativity, innovation, critical thinking, problem-solving, planning, organisation, and personal effectiveness. Our inclusive and challenging curriculum offers a rich educational experience for every student.

Throughout these years, students engage with diverse Areas of Learning and Experience, covering Languages, Literacy and Communication, Mathematics and Numeracy, Science, Technology, Humanities, Expressive Arts, and Health and Wellbeing. This approach ensures a comprehensive understanding across disciplines, encouraging students to make connections in their learning. This holistic educational experience aims to deepen their knowledge, skills, and understanding, enabling them to appreciate the relevance of their learning to both Wales and the global context.

### **Key Stage 4**

At Key Stage 4, students continue with compulsory subjects including English, English Literature, Maths, Numeracy, Science, RE, Core PE, Wellbeing, Welsh, and Welsh Baccalaureate. Additionally, they can personalise their curriculum for Years 9, 10, and 11 through our options process. This process empowers students to select subjects they are passionate about, allowing them to develop a deeper understanding over the three-year GCSE period.

The range of subjects offered initially is broad, including vocational courses with a greater emphasis on coursework. Each year, the options are tailored based on student preferences and staff availability. While we endeavour to accommodate all choices, some subjects may not be feasible if there is insufficient interest. This approach ensures a dynamic, student-led curriculum that not only meets educational standards but also aligns with the interests and aspirations of our students.

### **ALN Provision**

Across Lower School (Years 7–9) and beyond, we deliver a comprehensive and inclusive approach to supporting students with a wide variety of additional learning needs. Our provision is rooted in high-quality teaching, ensuring pupils are fully engaged in learning wherever possible. This is enhanced through in-class support, targeted small-group interventions, and specialist one-to-one provision within our well-resourced ALN department. We also work in

close partnership with external agencies, including Educational Psychologists, Nurture Outreach Services, Speech and Language Therapists, CAMHS, and the Young Person's Counselling Service, to ensure a coordinated and responsive approach, tailored to individual needs.

Our ALN Faculty maintains strong links with partner primary schools, enabling a smooth and well-planned transition into Year 7. Clear communication and robust information-sharing underpin continuity of support as students progress through the school, helping to ensure they feel secure, supported, and able to thrive.

### **9. Summary of toilet facilities**

We are committed to ensuring that all pupils have access to clean, safe, and well-maintained toilet facilities throughout the school day. Toilets are inspected regularly, stocked with necessary supplies, and cleaned multiple times daily. We continue to monitor their condition and make improvements where needed to support pupils' comfort, dignity, and wellbeing.