



Welcome Evening – Croeso i Flwyddyn 5 a 6 September 2026

Ysgol yr Holl Saint – All Saints' School, Gresford. Wrexham.



Our team



Our Priorities

Priority 1 – To further raise standards of Literacy (with a focus on extended writing) and Numeracy.

Priority 2 – To raise attendance and the impact of intervention work on identified groups of pupils.

Priority 3 – To refine methods of self-evaluation to support school improvement.



School Development Plan Summary 2026/27

Ysgol yr Holl Saint – All Saints' School, Gresford



Working together with our pupils, families, staff and partners to provide the very best experiences and outcomes for all pupils.



Our Vision

*With respect, friendship and care,
we learn here and succeed anywhere.*

1 Curriculum, Teaching and Learning



2025/26 PRIORITY

To refine a shared understanding of teaching and learning approaches and in turn progression across the school.

IMPACT OF 2025/26



During 2025/26, the school strengthened consistency in teaching and learning through the development of the All Saints' School Way and a shared understanding of effective pedagogy. Planning approaches were refined to support progression in knowledge, skills and understanding, whilst improvements in phonics, reading and curriculum design enhanced pupils' engagement and achievement. The curriculum continued to provide broad and meaningful learning experiences, with increasing opportunities for Welsh, Science and Technology, Expressive Arts and Modern Foreign Languages.

PRIORITY FOR 2026/27



To further raise standards of Literacy (with a focus on extended writing) and Numeracy.

WE WILL:

- Further develop the whole-school Literacy Process.
- Strengthen pupils' ability to write at length across all Areas of Learning and Experience.
- Improve spelling, grammar and vocabulary development.
- Enhance opportunities for oracy and reading to support writing.
- Use assessment information to identify pupils requiring additional support and challenge.
- Deliver consistency in the use of effective feedback.
- Make effective use of IRIS Connect and assessment information to track progress and inform next steps.

SUCCESS FOR PUPILS WILL MEAN:

- ✓ Higher standards of writing across the curriculum.
- ✓ Stronger numeracy skills and confidence.
- ✓ Greater independence, creativity and accuracy in written work.
- ✓ Increased confidence in communicating ideas for different audiences and purposes.

2 Wellbeing, Equity and Inclusion



2025/26 PRIORITY

To further enhance provision for equity, wellbeing and inclusion.

IMPACT OF 2025/26



During 2025/26, trauma-informed approaches, wellbeing systems and improved tracking strengthened support for pupils with Additional Learning Needs and identified groups. Moodly wellbeing check-ins, intervention reviews and closer partnership working enhanced the school's inclusive culture and ensured that barriers to learning were reduced. Prayer and reflection spaces, alongside wider wellbeing initiatives, supported pupils' emotional development and sense of belonging.

PRIORITY FOR 2026/27



To raise the attendance and impact of intervention work on identified groups of pupils.

WE WILL:

- Improve attendance for all pupils, particularly those from identified groups.
- Strengthen the evaluation and impact of interventions.
- Use attendance, wellbeing and progress data to inform support.
- Further develop partnerships with families and external agencies.
- Ensure provision for identified groups of pupils remains equitable and inclusive.
- Promote positive wellbeing and belonging for all pupils.

SUCCESS FOR PUPILS WILL MEAN:

- ✓ Improved attendance and engagement.
- ✓ Reduced barriers to learning.
- ✓ More pupils making strong progress from their starting points.
- ✓ Increased wellbeing, confidence and readiness to learn.

3 Leading and Improving



2025/26 PRIORITY

To develop arrangements to further support transition between ages and phases through collaboration with local and wider stakeholders.

IMPACT OF 2025/26



During 2025/26, collaborative leadership, cluster working and strong professional learning further strengthened the school's capacity to improve. The implementation of MIS enhanced tracking and communication, while engagement with Initial Teacher Education, peer inspection and community learning programmes supported a culture of reflection and innovation. Leaders continued to place pupils' wellbeing and achievement at the centre of school improvement.

PRIORITY FOR 2026/27



To further refine methods of self-evaluation to support school improvement.

WE WILL:

- Further distribute the leadership of monitoring and quality assurance processes and Governing Body engagement in these.
- Develop the use of evidence to evaluate impact.
- Refine approaches to listening to learners and stakeholder engagement.
- Improve the use of attendance, wellbeing and progress information.
- Continue to invest in professional learning and collaborative practice.
- Ensure improvement priorities remain responsive to the needs of pupils and the community.

SUCCESS FOR PUPILS WILL MEAN:

- ✓ School improvement priorities are driven by robust evidence.
- ✓ Staff are empowered through collaboration and professional learning.
- ✓ Leaders identify strengths and areas for development with increasing precision.
- ✓ Continuous improvement leads to better outcomes and experiences for all pupils.

♥ *With respect, friendship and care, we learn here and succeed anywhere.*

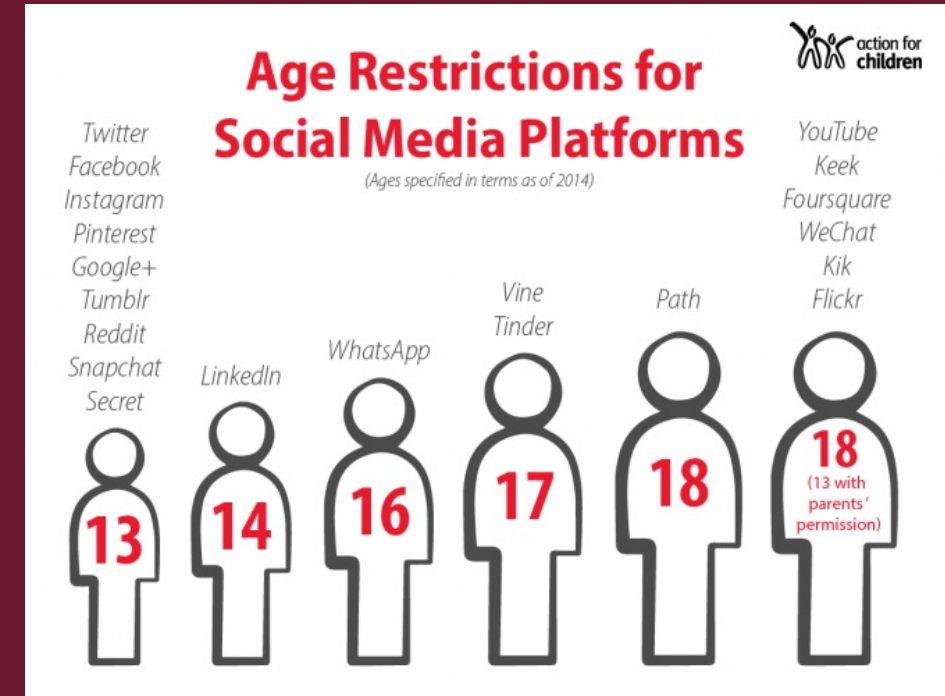
Parent & Carer Engagement

- Welcome Evenings
- Open Week – Area of Learning & Experience themed
- Fab Finish afternoons following every term
- Community Learning Programme
- Pupil Progress Evenings
- Interim School Reports
- End of Year School Report
- Parent & Carer survey work



Social Media and Device Use

- Please check children's devices regularly – including any 'secret' or 'hidden' groups which may be being used.
- Consider the changes to legislation around social media use for children. There already stringent restrictions on age limits for various apps – following these reduces chances of instances of concern arising.
- Should you become aware of inappropriate device use, or content being shared, please follow the appropriate channels to report this – Children's Social Care or the Police.
- Our curriculum will cover in detail requirements in this area.



Mobile Phones and Smart Watches

- Pupils in Years 5 and 6 are permitted to bring phones to school **only** if they are walking home independently.
- If pupils bring their mobile phones to school, they are to be handed to the teacher and be stored safely until home time.
- Mobile devices will not be required or permitted on trips or residential.
- Should pupils have a smart watch, it must be placed on 'do not disturb' so that pupils do not get distracted during the day.

Healthy Eating & Drinking

- We aim to promote healthy snacks and lunchboxes.
- We must be considerate of allergies and remember we are a **nut free** environment. (Nutella included).
- Water only in plastic water bottles.

The Importance of Sleep

- **Helps your brain learn:** Sleep helps children remember what they have learned in class and improves concentration, problem-solving and memory.
- **Supports growth and development:** During sleep, the body releases growth hormones that help children grow strong and healthy.
- **Improves mood and behaviour:** Children who get enough sleep are often happier, calmer and better able to manage their emotions and friendships.
- **Keeps the body healthy:** Good sleep supports the immune system, helping children fight off illnesses and stay well for school.
- **Boosts energy and safety:** Being well rested helps children stay active, make good decisions and avoid accidents during learning, play and sports.

School Uniform

School Uniform

We ask that all pupils wear our school uniform and we encourage them to maintain a good standard of clean and tidy dress in school. Our school colours are maroon, blue and white and our school uniform is not gender specific.

Early Education School Uniform	Main School Uniform (Nursery - Year 6)	Physical Education & Forest School
- White/light blue t-shirt/polo shirt - School maroon hoodie - Black/maroon joggers <i>Any branded shorts or joggers must only have a small logo</i>	- White/light blue shirt or White/light blue polo shirt (no logo required) - Charcoal grey trousers/shorts/skirt - Maroon sweater/cardigan - Pink gingham dresses - School tie - maroon/pale blue stripes - Polishable Black shoes - Hair bands – matching school colours	- White t-shirt/polo shirt (no log required) - School maroon hoodie - Black/maroon joggers - Appropriate trainers <i>Any branded shorts or joggers must only have a small logo</i>

Hair colouring and Jewellery

Hair must always be a natural colour, not bright purple, for example. Hair must also be tied back or in a hair band. Hair beads are not permitted for health and safety reasons. The only jewellery allowed at school is a watch and one pair of small plain gold or silver studs for those with pierced ears; only one pair in the conventional place in the lobe of the ear. Smart watches are not permitted.



School Uniform Policy

Equality Act Impact Assessment	YES	NO	Jan 2021
Last Review Date	June 2026		
Date to be reviewed	June 2029		
Date Adopted by Governing Body	23.06.2026		
Head Teacher - Mr Richard Hatwood	<i>RHH</i>		
Chair of Governors – Mrs Jane Tinniswood	<i>JTinniswood</i>		



Dosbarth Bodelwyddan



8:55
-
9:45

9:45
-
10:45

11:00
-
11:15

11:15
-
12:15

1:15
-
1:30

1:15
-
2:05

2:05
-
2:50

2:50
-
3:15

Dydd
Llun

Registration

PPA
Iechyd & Lles
Forest School

PPA
Expressive Arts

Cymraeg

My Happy Mind

Gwasanaeth

Dydd
Mawrth

Registration

Sillafu
Focussed
Practice

Saesneg
Including library visit (10am)

Mathemateg

Topic
Y Dyniaethau

Gwasanaeth

Dydd
Mercher

Registration

Darllen

Saesneg

Mathemateg

Gwyddoniaeth a Thecnoleg

Gwasanaeth

Dydd
Iau

Registration
Mathemateg

Mandarin

Sillafu

Saesneg

PE

Gwasanaeth

Dydd
Gwener

Registration

Sillafu
Focussed
Practice

Class novel

Saesneg

Mathemateg

Belonging

RVE

Gwasanaeth

With respect, friendship and care, we learn here and succeed anywhere.

Dosbarth Beaumaris



8:55

-

9:45

9:45

-

10:45

11:00

-

11:15

11:15

-

12:15

1:15

-

1:30

1:15

-

2:05

2:05

-

2:50

2:50

-

3:15

Dydd
Llun

Registration
Sillafu
Focussed
Practice

PPA
Iechyd & Lles

PPA
Cymraeg

Topic
Y Dyniaethau

Gwasanaeth

Dydd
Mawrth

Registration
Darllen

Library
Visit
9:30 –
10

Saesneg

Mathemateg

Topic
Gwyddoniaeth & Thecnoleg

Gwasanaeth

Dydd
Mercher

Registration
Sillafu
Focussed
Practice

Saesneg

Mathemateg

Iechyd & Lles

Gwasanaeth

Dydd
Iau

Mathemateg

Saesneg

Mandarin

Topic
Expressive Arts

Gwasanaeth

Dydd
Gwener

Registration
Sillafu
Focussed
Practice

Saesneg

Mathemateg

RVE

Belonging

Gwasanaeth

With respect, friendship and care, we learn here and succeed anywhere.

Dosbarth Gwyrch

	8:55 - 9:45	9:45 - 10:45	11:00 - 12:00	1:15 - 1:30	1:15 - 2:05	2:05 - 2:50	2:50 - 3:15
Dydd Llun	Registration Handwriting	<u>IW PPA COVER</u> <u>Cymraeg</u>	<u>GM PPA COVER</u> <u>Health & Wellbeing</u>	Cymru	<u>Humanities</u> <u>Y Dyniaethau</u>		Gwasanaeth
Dydd Mawrth	Registration Sillafau 25 mins Class Novel	LLC	Mathemateg	Cymru	<u>RB SLT Cover</u> <u>Expressive Arts</u>		Gwasanaeth
Dydd Mercher	Registration Sillafu 25 mins	LLC	Mathemateg	<u>Science & Technology</u> <u>Gwyddoniaeth & Thecnoleg</u>		Gwasanaeth	
Dydd Iau	Registration Darllen	Mathemateg	LLC 1145 to 1215 Library time	Mandarin Mis Xin Xin	<u>GM SLT COVER</u> <u>PE & KIVA, My Happy Mind</u>		Gwasanaeth
Dydd Gwener	Registration Sillafu 25 mins Class Novel	LLC	Mathemateg	Cymru	<u>RVE & Belonging</u>		Gwasanaeth

With respect, friendship and care, we learn here and succeed anywhere.



Tymor Hydref – Autumn Term

Focus text: Town is by the Sea



Our Physical Education days are on:

Our Forest School day are on:

The impact and legacy of the Gresford Mining Disaster



Enquiry Questions:



- How is the Gresford mining disaster remembered in our locality?
- How can we communicate the feelings of the disaster?
- How does evidence differ?
- Which local village was affected the most for the disaster?
- What did miners eat and drink during the day?
- How might people respond to critical incidents in the modern day?
- Should the coal mines in our locality be reopened?
- How can I showcase my learning?

Language, Literacy & Communication

Using the Gresford Mining Disaster and our locality as a focus the pupils will develop their writing skills to produce an empathic piece in the role of someone else. They will prepare speeches to rally a community in the aftermath of the disaster. Pupils will then collate information throughout their learning and use this to produce a website to share information. They will consider how to present the written information to meet the needs of the audience identified.

Mathematics & Numeracy

This term the pupils will develop their understanding of place value and the four operations. Following this the pupils will learn to calculate mean and range to compare data and choose the most appropriate average. Linking to topic, the pupils will focus on collecting, representing and interpreting data in a variety of ways. Pupils will explore properties of numbers including multiples, factors, prime and square numbers.

Science & Technology

Pupils will identify, name and compare the properties of everyday material; linking this to the suitability for specific usage. They will make observations and predictions of how materials might be used to insulate. Using this knowledge pupil will design a range of products with their best properties in mind.

Humanities (including Religion, Values & Ethics)

Through a multi lens approach, pupils will be learning about the impact and legacy of the Gresford Mining Disaster. Through our enquiry approach, pupils will work collaboratively with data to find out the most affected village in the locality. Pupils will show an understanding of how relationships between different communities were formed and how people supported each other during their time of need. Pupils will explore different sources of evidence and discuss their reliability. They will also be using drama techniques to act out events during the disaster.

Expressive Arts

Pupils will learn about the Gresford Mining Disaster and what life was like for the people involved. They will work together to create a performance using drama and singing. Their goal will be to show the feelings, stories and impact of the disaster in a way that helps the audience really understand and feel what happened. Pupils will also take part in the Christmas production later on in the term.

Health & Wellbeing

Pupils will discuss the importance of making good first impressions when settling in to their new class and how to approach any challenges they face. Through KiVa lessons, pupils will learn about how healthy relationships are fundamental to our well-being. They will plan and make jam to replicate a miners lunch. The pupils will visit the Miners' Rescue Station to consolidate prepare for their enquiry. Pupils will also take part in PE and Forest School lessons. We are introducing a new focus on belonging and changes in within seasons.

Connect with us



@AllSaintsCIW



@AllSaintsCIW

Residential and Trips

- Nant Bwlch y Haern – Year 6 21st – 23rd September
- Nant Bwlch y Haern – Year 5 6th – 8th January
- Miners Rescue Year 5 23rd September
- Miners Rescue Year 6 24th September
- Singapore Year 6 – February 2027 TBC
- London Year 6 – 21st - 23rd June 2027

PPA and Homework

- Miss Jones, Mr Szymura & Miss Sedgwick have PPA on a Monday morning.
- Classes during this period are covered by Mrs Wright (Welsh), Mr Morris (Health & Wellbeing), Miss Tinniswood (Forest School), Mrs Boddington (Expressive Arts)
- Mrs Wright has her PPA on a Friday morning.

Homework expectations:

Spellings will set each week and put on Seasaw on Monday.

You will receive a Reading Record and we would like pupils to read 3 times a week.

TT Rockstars

Tests will be on a Friday.

Learning by Questions – online reading comprehension and maths work will be set on alternative weeks.

Who Should I Contact?

We are here to help and want to resolve any questions or concerns as quickly as possible. To ensure enquiries are dealt with by the most appropriate member of staff, please follow our communication pathway:

- **Class Teacher – Miss Sedgwick, Mr Szymura, Miss Jones and Mrs Wright.**
Your child's class teacher should always be your first point of contact for any questions regarding learning, wellbeing, friendships, behaviour or day-to-day school life. In most cases, they will be able to resolve any concerns promptly.
- **Leader of Learning – Mr Szymura**
If your concern has not been resolved, or relates to a wider phase or curriculum matter, please contact your child's **Leader of Learning**, who will work with the class teacher to support you.
- **Headteacher – Mr Hatwood**
If, after following the above steps, the matter remains unresolved or relates to a whole-school issue, Mr Hatwood will be happy to become involved.

School Contact Details

Purpose	Email Address	Telephone Number	Details
General Office enquiries	mailbox@allsaints-pri.wrexham.sch.uk	01978 852342	Parent Pay, admissions or general enquiries.
Absence reporting or Holiday requests	attendance@allsaints-pri.wrexham.sch.uk	01978 852342 (Absence Reporting Line 24/7)	Reporting pupils absent from school or sending Holiday Forms into school.
Breakfast, Teatime and Holiday Club enquiries	childcare@allsaints-pri.wrexham.sch.uk	01978 852342	Queries relating to Breakfast, Teatime and Holiday Club.
Playgroup and Playgroup Plus enquiries	playgroup@allsaints-pri.wrexham.sch.uk	01978 852342	Queries relating to Playgroup and Playgroup Plus.
Additional Learning Needs enquiries	aln@allsaints-pri.wrexham.sch.uk	01978 852342	Please always contact your child's class teacher in the first instance.

[CARTREF HOME](#) » [RHIENI PARENTS](#) » [VIRTUAL SCHOOL OFFICE](#)

Virtual School Office

Our School Office is open from 8.45am - 3.30pm daily and is staffed by our Administration Team who are here to support you with any questions, or needs you may have.

We use [ParentPay](#) for all Extra-Curricular Clubs, school visits, dinner orders and other payments.

Consent Forms and Information
available online