



Governing Body Annual Report to Parents & Carers 2025/26

Equality Act Impact Assessment	YES	NO	18.01.2022
Last Review Date	July 2026		
Date to be reviewed by Senior Management Team	July 2027		
Date Adopted by Governing Body	23.06.2026		
Head Teacher - Mr Richard Hatwood			
Chair of Governors – Mrs Jane Tinniswood			



Dear Parents and carers,

It gives me great pleasure to present you with the annual report of the Governing Body of our school for the 2025/26 academic year. This has been another very successful year for the school and many things have been achieved, both in terms of pupil progress and wellbeing.

The school continues to move forward both in terms of the standards achieved and in the fabric of the building and wider campus. We look forward to the continuing to develop the school over future years to ensure a modern learning environment grounded in traditional values that is a centre point of the local community.

This report gives you a flavour of the work of the school and of the many people who contribute to its success. It also celebrates the work of the school in the wider community and gives me a place to thank everyone within the community who supports the school and enriches the offering to our pupils.

I would like to record my thanks to my fellow Governors who freely give their time and talents to the school, and also sincere thanks to Mr Hatwood and the staff of the school who provide such high-quality care, support and guidance to enhance the wellbeing and education of your children.

Thank you too, to you, the parents and carers of our pupils and for your ongoing partnership with us which benefits your children, the whole school and wider community.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J Tinniswood', with a large, sweeping flourish at the end.

Mrs Jane Tinniswood
Chair of the Governing Body

Meetings with Parents/Carers

Statutory guidance to the Governing Bodies of maintained schools in Wales regarding the duty to hold meetings with parents. (Guidance document no: 104/2013) The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school Governing Bodies to hold an annual meeting with parents.

Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a Governing Body, on matters which are of concern to them. At All Saints' Church in Wales Voluntary Aided Primary School, the Governing Body will continue to produce an annual written report to parents/carers and provide an opportunity for parents/carers to meet with Governors to present the report on request.

The Governing Body will also continue to communicate and engage with parents/carers over the school year via newsletters, social media posts, website updates or surveys as necessary. Governors may call an extra parent/carers' meeting if they believe that an issue which affects the school needs to be discussed. The school currently offers parents/carers the opportunity of three meetings per year to discuss pupil progress and produces an annual report on pupil progress.

Periodically there are parent/carer workshops offered or meetings called to share new initiatives and give parents ideas on how best to support their child's learning at home. In addition we operate an 'Open Door' policy and parents/carers are encouraged to come into school or make an appointment with the class teacher or Headteacher to discuss any issues.

All Saints' Church in Wales Voluntary Aided Primary School, has a complaints policy and procedure in place; copies can be obtained from the school office or our school website. Further advice on how parents may go about requesting a meeting with a Governing Body is available on the Welsh Government's website at:

<https://www.gov.wales/parent-meetings-guidance-governing-bodies>

Estyn

The school was last inspected by Estyn in February 2020 and was deemed as 'Good' in each of the five areas inspected. The school was last inspected as part of the Section 50 process in December 2024. The Estyn inspection summary is as follows:

During their time at the school, most pupils make good progress in reaching high standards in their writing, mathematics and Welsh oracy skills. Nearly all pupils behave exceptionally well and show a high standard of care and consideration for others. Staff promote pupils' cultural, social and moral development particularly well.

The promotion of shared core values is a strength of the school. The school has an inclusive ethos where all staff know the pupils well and provide high levels of care, support and guidance. Teachers plan a wide range of interesting and stimulating learning opportunities. As a result, pupils have very positive attitudes towards learning. This supports their development as independent learners and enables them to make good progress. The headteacher provides strong and effective leadership. A supportive team of staff show strong commitment to the school and its pupils. Staff engage with new initiatives well and work effectively together to develop the school as a thriving learning community.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

The Headteacher and Assistant Headteacher have both been appointed Estyn peer inspectors and have undertaken several inspections over the course of the current school year.

School Development Plan

During the 2025/26 school year, the following priorities made up the School Development Plan:

- To refine a shared understanding of teaching and learning approaches across the school
- To secure a shared understanding of progression across the curriculum.
- The further enhance provision for equity, wellbeing and inclusion.
- To develop arrangements to further support transition between ages and phases through collaboration with local and wider stakeholders.

Further details and analysis can be found on the school website and is available on our School Development Plan summary from the main school office.

The Governing Body

Name	Role	Term of Office
Mrs Jane Tinniswood (Chair)	Foundation	31.07.2025 – 30.07.2029
Mrs Jan MacDonald (Vice Chair)	Additional Community	05.09.2023 – 04.09.2027
Cllr Jeremy Kent	Local Authority	01.12.2025 – 30.11.2029
Mrs Kate Williams	Parent	26.11.2024 – 25.11.2028
Mrs Jane Williams	Foundation	17.04.2026 – 16.05.2030
Mrs Sue Roden	Foundation	02.04.2024 – 01.04.2027
Mr Anthony Lewis	Foundation	14.03.2023 – 13.03.2027
Mr Simon Evans	Foundation (Parent)	19.07.2022 – 20.07.2026
Mr Richard Owen	Foundation (Parent)	31.07.2025 – 30.07.2029
Rev. Vicki Burrows	Foundation	Ex-Officio
Miss Sarah Jones	Teacher	24.01.2026 – 23.01.2030
Mrs Sarah Morris	Staff	15.01.2023 – 14.01.2027
Mr Richard Hatwood	Headteacher	Ex-Officio
Ms Pauline Jarvis	Co-Opted	

Clerk to the Governing Body – Ms Lisa Curley

Chair of Governing Body – Mrs Jane Tinniswood

C/O – Ysgol yr Holl Saint – All Saints' School, School Hill, Gresford. LL12 8RW.

The Parent Governor was elected on **26th November 2024** and the next elections for a Parent Governor will take place in advance of **25th November 2028**.

The Governing Body, under the chair of Mrs Jane Tinniswood, continues to work closely with the school in a range of strategic and supportive ways. There have been six full meetings of the Governing Body and thirteen in person and two virtual committee meetings during the academic year 2025/26.

At these meetings Governors have considered issues relating to the upkeep of the building, accommodation, admissions, staffing, and allocation of allowances to teachers, finance, curriculum matters (including data) and Governor training. All statutory committees have met each term to discuss relevant matters and reported back to the full Governing Body.

Governors have taken responsibility for areas of whole school policies and curriculum areas. Mrs Jan MacDonald is the Governor responsible for Safeguarding and Child Protection; Mr Richard Hatwood (Headteacher) is the member of staff who also has responsibility for Child Protection. Mrs Jane Williams is the Governor responsible for Additional Learning Needs, Inclusion and Looked After Children.

Curriculum

The school curriculum is the culmination of all pupils' learning experiences. It is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils.

Significant work has been undertaken during the current school year to build on the developments of the Curriculum for Wales which launched in September 2022. This includes engagement in the National Support Programme for curriculum design and development. The school has been represented on numerous national and regional working groups such as Headteacher Conferences and the Open University Partnership Board.

The Governing Body have reviewed and adopted the school Curriculum for Wales rationale which outlines the approaches used in curriculum design and implementation. This is available on the school website and is reviewed every two years.

Our curriculum also includes the 'hidden curriculum', or what pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. This is especially true being a Church in Wales Voluntary Aided School, our values-based approach is central to our school curriculum.

The recent development of the school International Strategy has been embedded across the school with staff and pupils accessing a range of engaging, innovative and enriching activities to develop their knowledge, skills and understanding. This has culminated in pupil visits to Singapore and Iceland this year as well as the development of a professional learning programme with Varmarskoli, a primary school in Iceland.

School Data Report

The Welsh Government have removed the reporting requirement for school progress data for following implementation of the Curriculum for Wales.

Class Organisation

The school currently has 12 classes. These include three single aged Infant classes, three mixed aged Infant classes and also six mixed aged classes in the Juniors. During 2025/26, the breakdown of pupils can be found as follows:

Year	Reg	F	M	Grand Total
Year 1	CJC	9	7	16
	BSM	3	13	16
	CS	14	5	19
Year 1 Total		26	25	51
Year 2	CJC	6	11	17
	BSM	9	7	16
	CS	2	11	13
Year 2 Total		17	29	46
Year 3	JS	8	10	18
	SW	6	6	12
	ALS	9	7	16
Year 3 Total		23	23	46
Year 4	JS	0	12	12
	SW	11	6	17
	ALS	14	0	14
Year 4 Total		25	18	43
Year 5	HL	2	12	14
	MS	7	9	16
	SCJ	8	8	16
Year 5 Total		17	29	46
Year 6	HL	9	5	14
	MS	8	7	15
	SCJ	9	6	15
Year 6 Total		26	18	44
Year N	KW	16	22	38
Year N Total		16	22	38
Year R	EYP	12	13	25
	EYB	8	16	24
Year R Total		20	29	49
Year EE	SW	19	9	28
Year EE Total		19	9	28
Grand Total		198	192	390

School Hours

Early Education Sessions 9am – 11.30am 4 mornings per week

Nursery Sessions 9 am. – 11.30 am. 5 mornings per week **or**
 12.45 pm. – 3.15pm. 5 afternoons per week

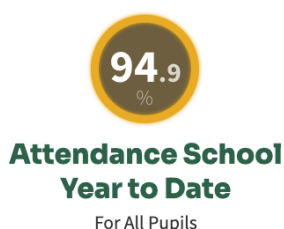
Statutory School Age: 8.55 am. – 12 noon 12.55 p.m. – 3.15 p.m.

Reception – Year 2 – 5.00 hours per day (25 hours per week)

Year 3 – Year 6 – 5.00 hours per day (25 hours per week)

Attendance

Our current attendance status for the 2025/26 school year can be found below:



We continue to engage with the Education Welfare Service with regard to supporting and managing attendance and punctuality. We follow a graduated response with regard to pupils who have persistent absence or lateness, which includes welfare support and use of Fixed Penalty Notices as a last resort.

Additional Learning Needs & Inclusion

Our Achievement and Inclusion Managers (ALNCo) lead provision and support for those who are identified as having an Additional Learning Need (ALN). The school engages with schools across the cluster to implement the Additional Learning Needs Act and Code and to support the implementation of Individual Development Plans.

During the 2025/26 school year, the teaching staff have worked to continue to develop the Universal Provision of the school across all curricular areas. The Achievement and Inclusion Managers have redeveloped the school offering on a 'Targeted Universal' and 'Additional Learning Provision' level. Learning Support Assistants are deployed across the school to support pupils in accessing 'Universal Provision', 'Targeted Universal' and 'Additional Learning Provision'. All annual reviews of Individual Development Plans were completed as scheduled.

An extensive range of interventions are in place to support a range of ALN, including Literacy and Numeracy, social communication and emotional, social and behavioural needs. Provision Mapping for pupils who have ALN is in place and the school uses the MIS to track pupil progress as they move through school both through year groups and through subjects. The school also works successfully with a range of outside agencies such as the Local Authority Inclusion Service, Educational Psychology Service, Child and Adolescent Mental Health Service and Speech and Language Therapy Services.

Accessibility

Ramps are situated in various parts of the school to allow access for all pupils; there is also accessible toilet provision for both adults and pupils who require this. There is complete access at ground floor level for all pupils and adults. The school has established an Accessibility Plan, Equalities Policy and Strategic Equality Action Plan. A range of school policies have been reviewed this year and have been reviewed in detail by the Equality Impact Committee of the Governing Body. The school engages with Children's Services as required for support/guidance relating to safeguarding and child protection and records these on the relevant school systems.

Health & Safety

The school holds regular fire (at least half termly) and lockdown (at least annually) drills. The Premises, Environment and Health & Safety Committee have been pivotal in providing support and challenge for the school leadership team in relation to ensuring compliance with health and safety legislation and procedures.

The Premises, Environment and Health & Safety Committee have also been instrumental in developing the Five Year Buildings Plan which has been fully supported by the Governing Body and Local Authority. The school continues to engage with the Local Authority and Diocese regarding this plan and have over the 2025/26 school year completed works to install a new library building, electrify access gates to the site for vehicles, repair damaged roofing and install a new forest school area.

School Toilets

The school has plentiful toilet facilities for pupils and staff. Nursery and Reception pupils have access to toilets within their classrooms. These are all self-contained cubicles and these are mixed toilets for boys and girls. Year 1 and 2 pupils have separate toilets close to their classrooms and there are individual toilets for boys and girls.

Year 3 and 4 toilets have been recently re-modelled and re-furbished. Junior pupils have boys' and girls' toilets located close to their classrooms. The school also has an accessible toilet which also contains shower facilities. All toilets are cleaned daily and are part of the five-year building plan for complete refurbishment.

Welsh Government Language Category

Ysgol yr Holl Saint – All Saints' School is currently in Language Category 5 as classified by the Welsh Government. This category means that the school is a 'predominantly English medium school'. Although English is the main language of daily teaching and learning, there is a significant focus on the use of the Welsh language. This was recognised during the Estyn Inspection of the school in February 2020 where inspectors found that, 'most pupils make good progress in reaching high standards in their writing, mathematics and Welsh oracy skills'.

The school is actively engaged in the Cymraeg Campus Scheme and has close links with the Urdd entering several competitions and extra-curricular activities to promote the use of the Welsh language socially as well as academically. The school has achieved the silver level of the award and is now actively working towards gaining the gold award.

During the current school year, the school has continued working with the Welsh Immersion Service of the Local Authority to develop Cymraeg across the school and across all curriculum areas. The Welsh Curriculum Leader has successfully completed the Welsh Sabbatical to further develop her Welsh language skills.

Extra-curricular Activities

The school enjoys a very broad offering of extracurricular activities, both during lunch times and after school. These have been exceptionally popular this year and have included clubs such as Drama, Team Games, Football, Netball, Cricket, Choir, Board Games and Music amongst others. Pupils have had the opportunity to experience residential visits and this year pupils have been offered visits to Pentre-Llyn-Cymer (Year 4), Glan Llyn (Year 5), Nant BH (Year 6), London (Year 6) and Singapore/Iceland (Year 6). Estyn found that, 'Many benefit from the school's wide range of extra-curricular activities' when they inspected the school in February 2020.

School Sports

The school has engaged well in a wide variety of sporting activities over the current year. These have included football, curling, bowls, netball, hockey, cricket and tennis. All classes benefit from dedicated sports instruction on a weekly basis and we enjoy strong links with local sports groups and the Local Authority School Sports Service. The school employs a full-time member of staff who leads Physical Education and School Sports across the school and enriches the curriculum for pupils in several ways, including planning and undertaking visits to sporting events outside of the regular school day.

Provision for Forest School across the school for all classes has developed well this year. Pupils engage in weekly sessions with a Forest School trained teacher, developing communication, engagement and team working skills within the context of developing their understanding of the natural world.

Promotion of healthy eating and drinking by pupils

The school catering team follow Welsh Government guidelines regarding providing a healthy menu. All school meals (hot and cold) are prepared on site and the catering team is managed by the Local Authority. All pupils are encouraged to bring a healthy snack to school and have access to water throughout the day. As part of the Universal Free School Meals, all statutory full-time pupils are entitled to a free school meal.

The school communicates the importance of healthy eating and drinking to pupils as part of the school curriculum. During the 2025/26 school year, the school continued to work successfully with the Local Authority Healthy Schools Service to develop health and wellbeing across the school as well as working regionally on the Emotional Health, Wellbeing and Resilience Framework for North Wales.

Community Links

The school enjoys strong links with the wider community. Visitors are regularly welcomed to the school to enrich and enhance both the curricular and extra-curricular offering. The Police School Liaison Officer also visits the school regularly and delivers sessions with pupils in all year groups. When inspected in February 2020, inspectors found that, 'There are valuable opportunities for pupils to engage in a purposeful way with their local community.'

Over the last school year, the pupils have attended services at All Saints' Church. Visitors to the school have included the local care home, members of the Miners' Rescue Centre and several local universities.

Over the last school year, several engagement sessions for parents and carers and the wider community have taken place. These have included Mathematics, Expressive Arts, Cookery, First Aid and digital sessions.

School Leavers

The majority of pupils leaving year 6 transition to Darland High School. In addition, in July 2026, pupils have also transferred to St Joseph's Catholic and Anglican School, Ysgol Castell Alyn and Bishop Heber School.

Term Dates – 2026/27



Ysgol yr Holl Saint – All Saints' School Academic Calendar - 2026 – 2027



September 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

October 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40				1	2	3	4
41	5	6	7	8	9	10	11
42	12	13	14	15	16	17	18
43	19	20	21	22	23	24	25
44	26	27	28	29	30	31	

November 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44							1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30						

December 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49		1	2	3	4	5	6
50	7	8	9	10	11	12	13
51	14	15	16	17	18	19	20
52	21	22	23	24	25	26	27
53	28	29	30	31			

January 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
1	4	5	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31

February 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5	1	2	3	4	5	6	7
6	8	9	10	11	12	13	14
7	15	16	17	18	19	20	21
8	22	23	24	25	26	27	28

March 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9	1	2	3	4	5	6	7
10	8	9	10	11	12	13	14
11	15	16	17	18	19	20	21
12	22	23	24	25	26	27	28
13	29	30	31				

April 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13				1	2	3	4
14	5	6	7	8	9	10	11
15	12	13	14	15	16	17	18
16	19	20	21	22	23	24	25
17	26	27	28	29	30		

May 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
17						1	2
18	3	4	5	6	7	8	9
19	10	11	12	13	14	15	16
20	17	18	19	20	21	22	23
21	24	25	26	27	28	29	30
22	31						

June 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22		1	2	3	4	5	6
23	7	8	9	10	11	12	13
24	14	15	16	17	18	19	20
25	21	22	23	24	25	26	27
26	28	29	30				

July 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
26				1	2	3	4
27	5	6	7	8	9	10	11
28	12	13	14	15	16	17	18
29	19	20	21	22	23	24	25
30	26	27	28	29	30	31	

August 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
30							1
31	2	3	4	5	6	7	8
32	9	10	11	12	13	14	15
33	16	17	18	19	20	21	22
34	23	24	25	26	27	28	29
35	30	31					

	School Holidays. (Closed to pupils)
	Staff Training Day. (Closed to pupils)
	Bank Holidays (School Closed)

Please note that the calendar is subject to any changes that may arise as a result of Welsh Government issuing a Direction over term dates.

The school does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.

School Prospectus

The school prospectus has been re-designed again this year to compliment the style and design of the updated school website. Information relating to staffing, the curriculum, provision for Additional Learning Needs and wider school enrichment activities has been updated.

Copies of the prospectus are available on request from the school office or can be found on the school website. (www.gresfordallsaints.co.uk) (The school prospectus is compliant with the Welsh Government School Information (Wales) Regulations 2011. (Schedule 2).

Policies

The school has a current Accessibility Policy, Equalities Policy and Strategic Equalities Plan. During the current academic year, the following school policies have been amended and updated as per the school policy review schedule:

Policy
Admissions Policy
Framework of Responsibility
Anti-bullying Policy
Attendance Policy
CCTV Policy
Educational Visits Policy
Mixed Classes Policy
Safer Recruitment Policy
School Recruitment Policy
Service Continuity Plan
SeeSaw Policy
Acceptable use of ICT Policy
Data Management Incident Policy
Data Protection Policy
Freedom of Information Policy
Relationships and Sexuality Education Policy
School Redeployment & Redundancy Policy
Assessment Policy
Health & Safety Policy
Homework Policy
Premises Management Policy
Safeguarding Policy
Strategic Equality Plan
Behaviour Policy
E-Safety and Social Networking Policy
Governor Development Policy
Home School Agreement
Outdoor Learning & Forest School Policy
School Uniform Policy
Professional Development Review Policy
School Session Times Policy

The majority of amendments relate to the development of the Curriculum for Wales and any legislative changes, in addition to changes in language to ensure they are as accessible as possible. Copies of all school policies are available on the school website and are also available from the school office upon request.

All policies are reviewed in detail by the Equalities Impact Committee to ensure compliance with the Equalities Act (2010) and are then challenged/adopted by the full Governing Body.

2025/26 School Financial Statement (School Budget):

SUMMARY FINANCIAL EXPENDITURE STATEMENT 2025/2026 **Financial Year 1st April 2025 - 31st March 2026**

BUDGET HEADING	EXPENDITURE/ (INCOME) ACTUAL	EXPENDITURE/ (INCOME) PLANNED BUDGET	BALANCE
EMPLOYEES	1,665,439	1,592,618	-72,821
PREMISES	62,147	51,036	-11,111
TRANSPORT	22	0	-22
SUPPLIES & SERVICES	264,996	40,201	-224,795
EDUCATION SUPPORT SERVICES	79,321	61,024	-18,297
CONTINGENCY FUND	0	83,264	83,264
TOTAL EXPENDITURE	2,071,926	1,828,143	-243,783
OTHER INCOME	-607,139	-359,829	247,310
OPENING BALANCE (1st April 2025)	-6,898	0	6,898
TOTAL NET EXPENDITURE	1,457,888	1,468,314	10,426

The school closed the 2025/26 financial year with a surplus of £10,426.

The school budget is forecast to close with a £60,000.00 surplus in 2026/27.

2025/26 School Financial Statement (School Fund):

Form D

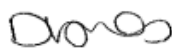
Summary of Transactions for: Gresford Alded 2025/26

Year Ended	2025/26		
Balance b/f		Expenditure	
Santander	16,519.07	Santander	£326,693.55
		Lloyds	£138,867.92
Total	<u>£16,519.07</u>	Total	<u>£465,561.47</u>
Add Income		Bal c/f	
Santander	£310,227.86	Santander	£53.38
Lloyds	£148,937.61	Lloyds	£10,069.69
Total Income	<u>£459,165.47</u>	Total C/F	<u>£10,123.07</u>
Balance	<u>£475,684.54</u>		<u>£475,684.54</u>

I have examined the School Fund Account (2025/26) together with all relevant supporting documents and have obtained all the necessary information and explanations relating to the fund.

I certify that the 2025/26 School Fund Account presents an accurate picture of the activities and transactions undertaken on behalf of the fund.

Auditor:
D Foulkes
Chartered Internal Auditor



Date: 10/11/26

Chair of the Governors:



Date: 15/07/26

Headteachers Signature:



Date: 13/07/26

No financial gifts were received by the school and no expenses were claimed by members of the Governing Body.

School Development Plan

Three Year Strategic Plan

2025 - 2026	2026 - 2027	2027 - 2028
- Continued development of the school site to ensure an engaging, inviting and safe school campus. - Continued replacement of the ICT hardware of the school utilising Hwb funding. - To review outdoor learning opportunities across the school. - Revisit plans for Collective Worship, working with the School Council to add new and varied stories from Christianity, other faiths and no faiths to the plan. - Review planning for Curriculum for Wales for the next cycle of teaching and learning. - Develop cluster approaches to ensuring a shared understanding of pupil progress. - Implement a Modern Foreign Language as part of the curricular offering for Junior pupils. - Review and develop the Welsh Strategic Plan, the implementation of this and the impact this has had on pupil progress and teaching and learning.	- Achievement of the Cymraeg Campus Gold Award. - Review of the Cross-Cutting themes for the Curriculum for Wales. - Review tracking and monitoring of pupils with Additional Learning Needs and those from identified groups. - Revisit the Trauma Informed Schools approach and audit knowledge, skills and understanding. - Review planning for Religion, Values and Ethics after completion of the two year cycle, evaluate impact and develop revisions to approaches. - Undertake a detailed review of pupil progress data and what is collected to support school improvement and pupil progress. - Refresh and develop the school international strategy.	- Full review of the All Saints' School Way teaching and learning toolkits to measure long-term impact on pupil progress and staff professional growth. - Evaluate the impact of cluster-wide progression frameworks on transition to secondary school and refine approaches accordingly. - Update self-evaluation prompts for Section 50 inspection following completion of the pilot framework. - Embed international learning experiences from Taith visits into the full curriculum, including staff training and pupil-led projects. - Undertake a full review of wellbeing and inclusion strategies, focusing on emotional health, young carers, and equity of opportunity. - Re-evaluate the Digital Learning Strategy to embed AI tools in teaching, learning, and reducing staff workload. - Audit and expand outdoor learning and Forest School provision to ensure progression and alignment with health, wellbeing, and sustainability priorities. - Continue to promote Welsh medium education by working to support pupils in accessing Trochi for Year 7 onwards.

One Year Operational Plan (This is a summary. Copies of the full School Development Plan are available from the school office).



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. Moodily 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.