

Annual General Report to Parents 2024-2025

Ysgol Abermorddu / Abermorddu CP School



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A MESSAGE FROM THE CHAIRPERSON

On behalf of the Governing Body of Ysgol Abermorddu, I am pleased to present you with our annual report on the activities and developments of our school over the 2024/2025 school year. I hope this will give you a brief but clear insight into school life as well as providing mandatory information on facilities, assessment/progress, finance, staffing, and the school calendar.

It is clear to any observer (including Estyn during our recent October 2025 interim inspection) that many positive changes were implemented during the 2024-2025 academic year; with many visible improvements to the school, especially the outdoor areas and internal infrastructure. Data collection and monitoring has significantly improved as has staff morale. The Headteacher has significantly empowered many members of staff with his distributed leadership style. The senior leadership team continue to deepen this endeavour, enabling many members of staff to upskills and gain confidence and experience, which the governor body are pleased to see and will continue to support and challenge as appropriate." With the aim of eradicating bullying from our school community in both its physical and online form Ysgol Abermorddu has become a KIVA school. Children and parents have had the opportunity to undergo training to achieve this aim which your governors view as a priority.

As you will see in the regular and excellent newsletters the list of activities provided by the school is broad and expanding. The teachers and Senior Leadership Team of Ysgol Abermorddu are proactive in offering our children excellent learning experiences while continuing to catch up on any learning lost during the pandemic. In 2024-2025 across the school our pupils competed to a high standard at various competitions with passion, ingenuity and competence. These ranged from poetry/story writing, Christmas card designs, F1 in Schools, Eisteddfod craft and multiple sporting endeavours.

On behalf of the Governors I would like to thank Mr Griffiths and his senior leadership team for the job they have done in difficult financial circumstances over the past year. I would like to assure all parents that astute financial management has been a priority all year and will continue to be so into the future as we continue to try to provide the best and safest possible education for our children. As expected Governors constantly monitor all expenditure. We have high expectations which I believe were met in 2024-2025. Despite significant financial challenges, many positive developments can be seen across the school, and the strong, nurturing culture that defines Ysgol Abermorddu remains firmly in place.

This year our school premises have recently benefited from a significant makeover; newly installed CCTV, new lighting in every room, long overdue improvements to the heating system, new external fencing, as well as vastly improved outdoor areas and 'forest school' facilities. As a relatively new Chairman, I wish to thank my team of governors for their time, support and commitment throughout the past year. I truly believe that by working together in partnership, but with the right amount of positive challenge, we can continue to achieve our vision for the school while building resilience to prepare for the challenges that, due to falling pupil numbers, lie ahead.

Yours sincerely, Dr Adam Caris, *Chair of Governors, since November 2024*

GOVERNOR DETAILS

Adam Caris – Chair of Governors

c/o Abermorddu CP School, Cymau Lane, Caergwrle LL12 9DH or email: CarisA6@hwbcymru.net

Jenni Neil - Clerk to Governors

c/o Abermorddu CP School, Cymau Lane, Caergwrle LL12 9DH or email: abmail@hwbcymru.net

NAME	TYPE	TERM OF OFFICE	
Bryan Griffiths	Headteacher	N/A	N/A
Lyndsey Rawlinson	Parent	29/01/2022	29/01/2026
Karianne Harston	Parent	12/03/2025	12/03/2029
Adam Caris	Chair / Parent	31/03/2022	31/03/2026
Emma McIntyre	Parent	17/10/2025	17/10/2029
Dawn Westaway	Community	24/01/2023	24/01/2027
Isabel Kirkham	Community	31/08/2025	31/08/2029
Andrew Partridge	Community	31/08/2022	31/08/2026
Emma Rhodes	LA Governor	01/10/2024	01/10/2028
Kirsty Monshin	LA Governor	01/03/2022	01/03/2026
Dave Jones	Vice Chair / LA Governor	01/10/2024	01/10/2028
Daniel Williams	Teacher	09/06/2025	09/06/2029
Nicola Parry-Williams	Staff (non-teaching)	15/09/2025	15/09/2029
Christine Cunnah	LA Governor	01/11/2023	01/11/2027
Jenni Neil	Clerk	03/10/2024	03/10/2028

DETAILS OF MEETINGS

There were four Full Governing Body meetings held in 2024/2025, as listed below.

3rd October 2024

20th November 2024

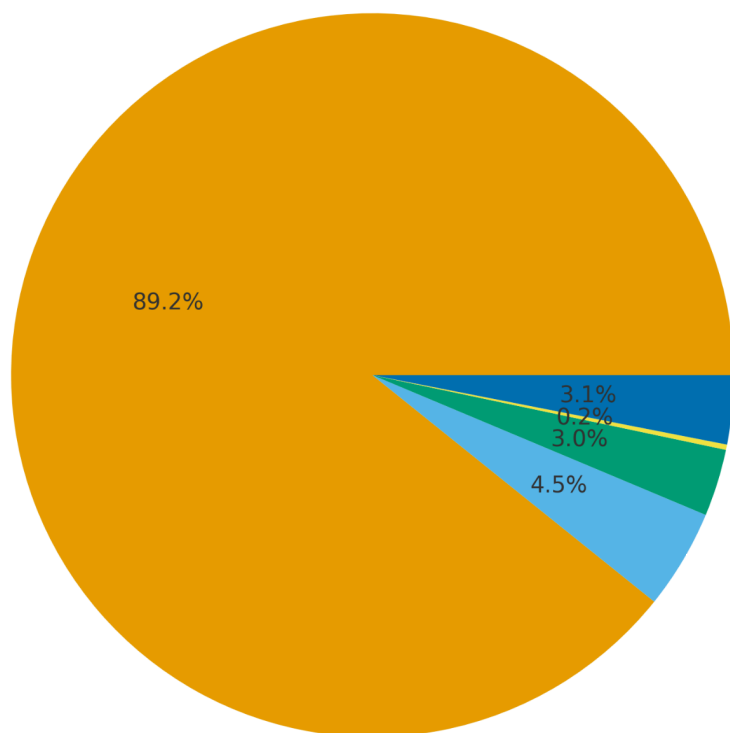
26th March 2025

18th June 2025

Parents and carers can request up to three meetings in any school year with a governing body, on matters which are of concern to them. However, no parent and carer meetings were requested.

INCOME & EXPENDITURE

BUDGET HEADING	FORMULA BUDGET	PLANNED BUDGET	EXPENDITURE	DIFF + OR (-)
BALANCE FROM 2023/24	103,102			
EMPLOYEES	616,593	842,548	869,815	-27,267
PREMISES	70,546	50,879	43,398	7,481
SUPPLIES	25,143	42,916	29,249	13,667
MEALS	-	-	2,309	-2,309
SERVICE LEVEL AGREEMENTS	30,759	30,759	29,970	789
INCOME		-126,033	-208,683	82,650
BALANCE TO 2025/26		5,075	80,086	-75,011
TOTAL 2024/25	846,143	846,143	846,143	



Expenditure Breakdown



The delegated school budget is based on factors like the number of pupils and the level of deprivation.

In 2024/2025 £0 was spent on gifts and £0 was allocated for Governor's allowances. This will be replicated in the 2025/2026 accounts.

ATTENDANCE

Following Government legislation, the school is obliged to differentiate between **authorised** and **unauthorised** absences. An unauthorised absence is recorded if no letter of explanation (or verbal/phone message) following an absence is received. In addition, an absence will be unauthorised if a pupil has had poor attendance, or has already taken more than 10 days absence.

In 2024-2025 the overall rate of attendance (for pupils of statutory school age) was **93.92%**

ATTENDANCE FIGURES		
	SESSIONS	PERCENTAGE
Attendances	56,621	93.92
Authorised Absences	3,149	5.22
Unauthorised absences	504	0.84
Possible Attendance	60,284	
Including:		
Approved Educational Activity	826	1.37
Lates before reg closed	393	0.65
Lates after reg closed	79	0.13
Unexplained absences	0	0

COMMUNITY LINKS

Ysgol Abermorddu regularly has visits from PC Reeves to offer support and guidance for pupils throughout the school with topics of concern relating to the local area. Once again the Annual Harvest Service, which requested parental donations for Flintshire Foodbank, was incredibly successful; many thanks for everyone's support. Regular visits were received from Open the Book faith group, (from Hope Church) who hold monthly assemblies with all the pupils. Father Wheeler also attends school regularly to hold Monday services. The school choir performed their annual concert for the Ffrith Community Group Christmas lunch (and received rave reviews). Generous sponsorship and donations from the local Spar and Co-op were received; these provided the school with donations for planned fundraising events and for the annual Y6 residential trip to France. My thanks also go out to our brilliant PTA for all of the support they have given to the school during this year. Under the current PTA leadership this organisation is going from strength to strength and are always looking for enthusiastic new members.

POLICIES AND GOVERNANCE

STATUTORY POLICIES	NON-STATUTORY POLICIES
Pay Policy	Sickness Absence Management Policy
Performance Management Policy	School Managing Parent/Carer Contact Policy
Safeguarding Policy	Anti-Fraud & Corruption Policy
Health & Safety Policy	Dignity at Work Policy
Performance Management Policy	Healthcare Policy
Grievance Policy	Relationships and Sex Education Policy
Disciplinary Policy	Charging and Remission Policy
Capability Policy	Flintshire Schools Model Pay Policy
STATUTORY DOCUMENTS	
Annual Report to Parents	School Development Plan and/or Post Inspection Action Plan
Register of Pupils & register of attendance	Instrument of Governance
School Prospectus	Minutes of Meetings

School policies are re-adopted on an annual basis and revised if necessary throughout the year.

In 2024/2025 the prospectus was updated significantly and is available on the new school website. In 2024/2025 we updated our school website (www.abermordduprimaryschool.co.uk) which has various up-to-date information for parents.

In 2024/2025 35 pupils left the school:

- 27 Primary to High School Transfers (25 to Castell Alun, 1 to Ysgol Bryn Alyn, 1 to Ysgol Treffynnon)
- 2 Military Deployment of Parents
- 2 Mid-Year Transfers (1 to Gwesyllt, 1 to Tan-Y-Fron)
- 2 End of Year Transfers (1 to Ysgol Estyn, 1 to Ysgol Maes-Y-Felin)
- 2 Emigration

DIVERSITY AND EQUALITY

Ysgol Abermorddu recognises a duty and responsibility to eliminate discrimination and promote equality for pupils, employees, other members of the school community and service users regardless of their race, gender, disability, gender identity, sexual orientation, pregnancy and maternity, religion or belief, marriage and civil partnership as defined within the Equality Act 2010.

The Governing Body is in the process of setting out Ysgol Abermorddu's commitment to equality and diversity in a Strategic Equality Plan (SEP) and will continue to do everything to ensure that

the school is fully inclusive to pupils, and responsive to their needs based on the various protected characteristics. A copy of the SEP will be available from the school office on request from the start of the Autumn Term in September 2025.

Ysgol Abermorddu welcomes pupils with disabilities and is well-equipped to cater for such pupils. Adaptations are made across the curriculum and all opportunities offered to ensure that the access needs of all pupils are considered and all learners are treated equally. In line with the Disability Discrimination Act Ysgol Abermorddu has suitable accessible toilets and an accessibility plan. Ysgol Abermorddu ensures access throughout the school for all learners. All main access/exit doors are adequate for disabled access and all classes/rooms are accessible and at the same level indoors. All outside doors are accessible and have been adapted so that there are ramps leading to the doors of any classes which previously had a step. It has been ensured that all children have the correct access requirements to leave the building should there be a fire alarm or an emergency.

In Ysgol Abermorddu there are toilets allocated to both our infant and junior departments. Early Years have their own toilets. Both Infants and juniors have a set of boys' and girls' toilets. The school toilet facilities were refurbished in 2012 and meet all current requirements; all toilet facilities are subject to regular Health and Safety checks by the Health and Safety Committee and caretaker. Toilets are cleaned daily in accordance with Flintshire Local Authority cleaning procedures (and more often if required).

ADDITIONAL LEARNING NEEDS (ALN)

Along with all other schools in Wales, Ysgol Abermorddu follows the Welsh Government ALN Code of Practice 2021 (The Additional Learning Needs Code for Wales 2021) as its' ALN policy.

Ysgol Abermorddu has a register of pupils with Additional Learning Needs (ALN). In addition to the pupils on the register, various groups of pupils receive booster group support to improve their Basic Skills. Ysgol Abermorddu liaises with parents to provide positive support and advice for parents with ALN concerns. Parents whose children have ALN support receive regular communication and yearly Pupil Centred Planning (PCP) meetings. Individual Development Plans (IDPs) are drawn up for each child on the ALN register; these are reviewed at least annually. Ysgol Abermorddu works closely with Flintshire Council's ALN team, educational psychologists and 'behaviour support teams' (as appropriate) to meet the needs of individual pupils.

Mrs Armstrong is our ALN Co-ordinator and has responsibility for ALN including finalising referrals and facilitating annual reviews for children with IDPs. In liaison with teaching staff, Mrs Armstrong is responsible for organising and coordinating Additional Learning Provision (ALP) in relation to the IDPs for pupils on the Additional Needs Register. Also, in liaison with staff, Mrs Armstrong is responsible for monitoring progress and advising next steps for any pupils who are not making appropriate progress. Any children that concern staff are monitored more closely and have Universal Provision, or other interventions, applied.

SCHOOL BUILDINGS / PREMISES AND SCHOOL SECURITY

Out of school hours, the school is protected by an alarm system. The school now has a 24hr CCTV system in operation. During the school day, the buildings are secure in that all external doors have locks fitted preventing access from the outside, whilst allowing pupils and staff to leave the building quickly in an emergency. We have a digital entry-sign system for visitors.

Termly fire drills were held throughout the year and also now an annual lockdown drill. All pupils are familiar with the procedure should they hear either the fire alarm or lockdown whistles. Classrooms and other main areas of the building display procedures in the case of a fire alarm.

A defibrillator is fitted to the external wall of the school. This is available for both school and community use.

CURRICULUM AND SCHOOL FACILITIES

Our school curriculum is designed to inspire and support every child, following the principles of the Curriculum for Wales. It provides rich, engaging learning experiences that help pupils develop as ambitious, capable learners; healthy, confident individuals; enterprising, creative contributors; and ethical, informed citizens. The school provides a curriculum which is broad, balanced and relevant, and which incorporates a progression in the acquisition of knowledge and understanding following all aspects of the new curriculum. Our curriculum is carefully planned to reflect our local community, celebrate Welsh culture and language, and equip children with the knowledge, skills, and values they need to succeed in an ever-changing world. At Ysgol Abermorddu the student voice is heard in a wide variety of ways, including: Criw Cymraeg, Digital Leaders, Eco Council, Health & Wellbeing, as well as the full School Council. Many of these are filled by students who have been elected by their peers.

All school policy documents and schemes of work are available for inspection on request (and many of them can be found on the new school website). Children requiring additional support are carefully monitored and assessed and individual learning plans developed according to their needs. Generally, members of teaching staff have (either individual or joint) specific responsibility for at least one area of the curriculum. Ysgol Abermorddu supports the professional development of our highly valued teaching staff so that we have the in-house knowledge and skills to provide a broad high-quality diverse curriculum.

English is the language category which mostly describes the school. Welsh is positively taught as a second language across all curriculum areas throughout the school. Welsh is used as a second language across the school. Welsh sessions are taught weekly and the use of bilingualism is encouraged across the school. As part of the new curriculum our chosen third language is French.

HEALTH & WELLBEING

Our school places a strong emphasis on healthy eating and teaches the children the importance of healthy eating throughout their time at school. Ysgol Abermorddu has successfully completed the 'Healthy School Initiatives'.

Throughout the 2024/25 academic year, the school has placed a strong emphasis on pupils' wellbeing, inclusion, and personal development through a wide range of initiatives and activities. Pupils took part in Odd Socks Day and Children's Mental Health Week, supported by NSPCC assemblies, alongside Safer Internet Day to promote awareness, kindness, and safety. Period products were distributed and made readily available in school, reinforcing our commitment to equality and wellbeing.

We undertook a Whole School Approach to Emotional and Mental Well-being audit, gathering valuable feedback through questionnaires completed by parents, governors, pupils, and staff, which has informed future planning. The school achieved the Bronze Rights Respecting Schools Award, reflecting our commitment to children's rights, and became a KiVa school, with staff training delivered and pupil questionnaires completed to establish a baseline. Further wellbeing support was provided through the Spectrum Project, trauma-informed staff training, and RSE cluster meetings.

Pupils enjoyed a variety of physical and community-focused activities, including tag rugby sessions in partnership with Castell Alun, a Parkrun assembly, the TCS Mini London Marathon, Sports Day, and Healthy Eating Week, with class-based learning promoting healthy lifestyles. Children are encouraged to bring a healthy snack and water daily, earning Dojo rewards for sustained participation, helping to embed positive habits.

Collectively, these experiences have supported pupils' physical health, emotional wellbeing, and understanding of how to stay safe, healthy, and respectful members of the school community.

SCHOOL DEVELOPMENT PLAN

Our school development plan is prepared by the governing body in accordance with the Education (School Development Plans) (Wales) Regulations 2021. Our school development plan includes priorities that the school works on throughout the year identified via the school's monitoring procedures. Progress towards priority areas is reviewed regularly throughout the year by staff, our Senior Management Team and Governing Body. Priorities do not last for only a year but are a longer, multi-year, process utilising the philosophy of '**Build – Embed – Secure**' to ensure that our school continues to develop in the best possible way.

Up to April 2025 external monitoring was undertaken by GwE; since April 2025 external monitoring is being undertaken directly by the LA. Our current and future School Development Plan priorities can be found on the new school website ([SDP 2024/2025 - Future School Improvement Priorities \(2024-2027\)](#)).

2024/2025 Priority 1 - To improve reading for pleasure with pupils, enhancing reading skills, and fostering a deeper enjoyment of literature.

The school has made significant progress in promoting reading for pleasure and strengthening pupils' reading skills. All classes developed dedicated reading areas, supported by funding from the PTA, helping to create welcoming spaces that encourage children to read more widely.

Staff training played an important role in improving practice. Training in Reading Progress, the LLC toolkit, and DEMSRI (the science of reading and spelling) was shared across the school, ensuring consistent approaches to guided reading and phonics teaching. These developments were reflected in a positive reading-focused learning walk carried out by governors in March.

A wide range of activities helped to deepen pupils' enjoyment of literature. World Book Day included a whole-school assembly, themed classroom activities and a sponsored read-a-thon, which raised funds for new class books. Book clubs were established across all year groups, and buddy reading sessions enabled older and younger pupils to read together and build confidence. Throughout the year, pupils also took part in author events linked to class topics, further enriching their reading experiences.

Community involvement was strengthened through reading cafés, shared reading guidance for parents, and continued use of the school's community book-swap phone box. A Scholastic Book Fair also provided families with opportunities to access a wide range of books.

These combined efforts have contributed to a noticeable increase in reading engagement across the school, supporting our ongoing commitment to fostering a lifelong love of reading in all pupils.

2024/2025 Priority 2 - To develop the progression of science across the school.

The school has strengthened the progression of science teaching and learning throughout the year, with a focus on improving scientific vocabulary, enquiry skills, and the consistency of science provision across all year groups. Mr Williams worked closely with the GWE Science Advisor to review current practice and agree areas for development, leading to the creation of a whole-school action plan that has been shared with all teaching staff.

Teachers reviewed their science investigations and used the Science and Technology What Matters Statements to plan a wide range of enquiries that support pupils' scientific understanding. A bank of scientific vocabulary has been created to ensure that key terms are introduced progressively from year to year. Six new science topics have also been developed to provide a more coherent progression of learning across the school, culminating in a final application task in Year 6.

To support staff confidence, particular attention was given to WM6, an area identified as more challenging. In response, Mr Williams developed a structured six-week coding progression using Scratch and ScratchJR for Years 2–6, alongside an 'ideas' document to help staff embed these skills

across the curriculum. These resources have been shared with all relevant staff and are now incorporated into topic planning.

Ongoing priorities include further developing vocabulary tools such as vocabulary fans and providing targeted professional development for staff who would benefit from additional support. These steps will help ensure continued improvement in the quality, consistency, and progression of science education throughout the school.

2024/2025 Priority 3 - To embed the Creative Arts within the school, with a Numeracy and Literacy focus.

Throughout the year, the school has continued to strengthen its Creative Arts provision, with a particular emphasis on supporting pupils' literacy and numeracy skills. Following a successful application for the Lead Creative Schools (LCS) Grant, staff engaged in the required training and began a two-phase Creative Arts enquiry to enhance creativity across the curriculum.

Phase 1 of the project, led by Mrs Cumberlidge, involved appointing creative agents who worked with Year 4 on a project linked to the local area. This phase included a series of creative workshops, opportunities for pupil and staff input, and a full evaluation of outcomes.

Phase 2, led by Miss Furber, began in May. After reviewing applications and meeting candidates, the school appointed poet and creative practitioner Martin Daws to work with pupils in Years 1 and 2. This phase explores the question: "How can we explore science and inventions through music, while developing literacy skills and encouraging imagination?" Pupils have already created their own instruments and composed a rap based on Cinderella, using musical skills developed through GarageBand. They learnt and rehearsed a dance to accompany their performance at the end-of-project showcase for parents, with governors invited to attend.

Alongside pupil workshops, the project includes staff development, with Martin delivering a session to share his expertise. Following the completion of Phase 2, staff carried out an expressive arts audit and developed a long-term planning document to support consistent and progressive creative arts provision across the school.

These developments reflect the school's commitment to embedding the Creative Arts more deeply across the curriculum, enriching pupils' learning experiences while supporting key literacy and numeracy goals.

2024/2025 Priority 4 - To embed a Welsh ethos across the school.

This year, the school made significant progress in strengthening its Welsh ethos and ensuring that the Welsh language and culture are embedded across day-to-day school life. Pupils took part in a range of activities designed to increase their confidence and enjoyment in using Welsh, both indoors and outdoors. Junior classes enjoyed Hwyl yn y Gymraeg workshops, which introduced

Welsh playground games, and the Criw Cymraeg began working with lunchtime staff to encourage the regular use of Welsh during breaktimes.

Events to celebrate Welsh culture were a key part of the year. Families of Infant pupils were invited to a successful Santes Dwynwen morning, and the whole school took part in a vibrant Eisteddfod, with performances of Welsh songs, poetry recitals, and entries to the Urdd Art and Design competition. The school also increased participation in Urdd activities, including Jambori events for Years 1 and 2 and a whole-school online Jambori.

To support the development of Welsh oracy and reading, staff agreed to introduce Welsh guided reading as part of the new curriculum. The school has invested in Tric a Chlic books and resources, and training has been provided for teachers and teaching assistants, including guidance from Welsh advisors on the Welsh Language Continuum. Outdoor learning resources for Welsh are also being developed, supported by staff training in “Welsh in the Outdoors.”

A major achievement this year was the school’s successful verification for the Cymraeg Campus Bronze Award, reflecting the strong commitment shown by staff, pupils, and the Criw Cymraeg to promoting the Welsh language across the school. Work will now begin towards the Silver Award.

These actions have contributed to a growing Welsh ethos that celebrates language, culture, and community, strengthening pupils’ confidence as young Welsh speakers.

SCHOOL TERM DATES FOR 2025/2026

Autumn Term:

Start: 1 September 2025

Inset Day: 1 September 2025

Inset Day: 2 September 2025

Inset Day: 24 October 2025

Half Term: 27 October 2025 - 31 October 2025

Finish: 19 December 2025

Spring Term:

Start: 5 January 2026

Inset Day: 5 January 2026

Half Term: 16 February 2026 - 20 February 2026

Finish: 27 March 2026

Summer Term:

Start: 13 April 2026

May Day: 4th May 2026

Half Term: 25 May 2026 - 29 May 2026

Finish: 20 July 2026