Coed Glas Primary School

Governors Annual Report

2025-26

Roots to Grow, Wings to Fly

Kelvin Pritchard

Chair of Governors





‘Coed Glas is an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning.’

Estyn report 2023



Our school vision:

Wellbeing is at the very heart of everything we do at Coed Glas. We will provide a safe and inclusive environment where everyone will be welcomed, celebrated and can thrive. We will ensure a culture of mutual respect and acceptance, where each child is nurtured and supported as they grow into grounded, compassionate individuals with open eyes and kind hearts.

We believe in the power of values and will empower our children to fulfil their potential as kind and respectful members of the community. We will lead by example and encourage each other to make a positive difference.

We will inspire and motivate our children by developing a contemporary and relevant curriculum, fostering a lifelong love of learning and self development . We will ensure our learning environments are places which inspire curiosity and creativity, where a growth mindset is encouraged and where staff are highly skilled in supporting all children.

Quite simply, everything we do is designed to serve the needs of our children, our colleagues and our community.

Introduction

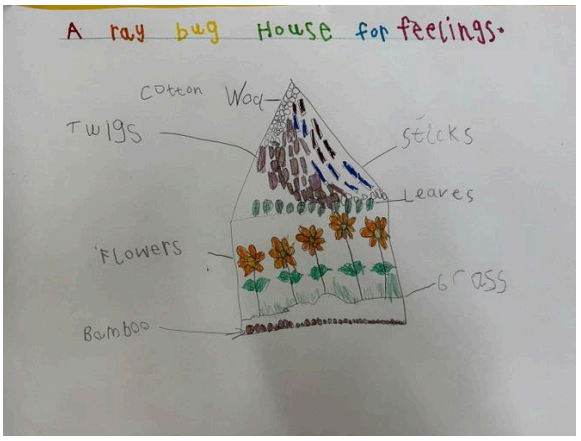
It is my pleasure, on behalf of the Governing Body, to present the Annual Report for Coed Glas Primary School for the academic year 2025–2026. This report reflects a year of continued development, resilience and commitment to ensuring the best possible outcomes for all pupils.

The school continues to embody its vision of providing an inclusive, nurturing and aspirational environment where all children are supported to thrive. This is underpinned by the recognition in the most recent Estyn inspection that Coed Glas is *“an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning.”*

Highlights of the Year

This year has been rich with opportunities for pupils, including a wide range of educational visits and enrichment experiences that support both academic learning and personal development. A particularly significant milestone has been the establishment of the Specialist Resource Base (SRB) for pupils with autism and social communication needs. Opening in Autumn 2024 with 12 pupils, the provision has continued to develop throughout the last 18 months, supported effectively by the Local Authority and enhanced staffing. By Spring 2025, pupils had settled well and the provision was making a positive difference to both learning and wellbeing, demonstrating the school’s strong commitment to inclusion.

Progress Against the School Improvement Plan



The Governing Body has closely monitored progress against the school's key priorities:

1. Improving Reading

There has been strong progress in establishing a cohesive approach to teaching reading across the school. Developments have included:

- Structured whole-class reading approaches
- Increased opportunities for reading across the curriculum
- Introduction of Reading Champions supporting younger pupils

These developments have contributed to improved pupil engagement and confidence in reading.

2. Improving Writing

The introduction of the *Get Writing* approach has brought consistency and clarity to teaching practice. Pupils now follow a structured process of drafting, editing and redrafting, resulting in improved quality of work and presentation.

3. Welsh Language Development



Work with the Central South Consortium (training organisation) has strengthened the teaching of Welsh, leading to:

- Improved pupil confidence in speaking Welsh
- Better understanding of grammar
- Increased opportunities for oracy and cross-curricular use

External feedback highlighted the high quality of teaching and pupils' ability to articulate their understanding confidently.

4. Digital Competence

Staff training and leadership support have enhanced provision, ensuring pupils have more meaningful opportunities to apply digital skills across the curriculum. Overall, leaders have used monitoring, pupil voice and governor involvement effectively to evaluate and refine provision, resulting in measurable improvements across priority areas.



Summary of monitoring from Autumn and Spring terms against 5 Estyn areas:

1. Standards

Progress and Outcomes (Spring Term Actions)

Curriculum Storyboards

- Curriculum Storyboards implemented for Spring Term across all year groups, ensuring improved coherence and progression in learning.
- Curriculum Storyboards reviewed by senior leaders to check consistency and clarity of progression.

DHRB (Deaf and Hearing Loss Resource Base) and SRB (Special Resource Base) (ALN Provision)

- Continuing termly assessment cycles using B Squared, including Spring Term (February) assessments, enabling accurate tracking of progress for pupils in specialist resource bases.
- IDP reviews ongoing, ensuring targets remain appropriate and responsive to pupil needs.

Cross-Curricular Skills

- Digital competence progression monitored via Learning Walk (17 January 2026).
- Literacy progression supported by Spring Term monitoring of whole class reading sessions and review of planning.
- Numeracy skill development supported by staff Continued Professional Development (13 January 2026) and formation of pupil voice group “Mathemagicians”.

Autumn Term Review

- **Literacy (LLC):** Positive professional learning engagement; strengthened approach to reading and vocabulary instruction. LLC on a Page prepared for Spring implementation.

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2. Well-being and Attitudes to Learning

Spring Term Actions

ALN / Specialist Resource Bases

- Ongoing family workshops, coffee mornings, and parental engagement activities promoting confidence, belonging and home-school partnership.
- Continued focus on sensory processing, communication and emotional regulation enables improved learner well-being in DHRB and SRB.
- Planned DHRB Open Evening (March 2026) to maintain high levels of parental involvement.

Cross-Curricular Skills

- Safer Internet Day 2026 delivered by all year groups during Spring Term, promoting safe and responsible online behaviour.

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3. Teaching and Learning Experiences



Spring Term Actions

Curriculum Planning

- Spring Term Curriculum Storyboards implemented and shared with stakeholders, supporting transparency and consistency in teaching.
- Staff professional learning continued through the term to refine planning for progression and concept-based learning.

Literacy (LLC)

- INSET on vocabulary instruction and reading strategies delivered around January, strengthening classroom pedagogy.
- Libraries for Primaries professional learning sessions in February–March 2026, contributing to improved reading environments.

Digital Competence (Digital Competence Framework)

- Staff directed to plan explicitly for computational thinking and modelling in Spring Term (Science and Technology focus).
- Staff planning time aligned with DCF requirements following January INSET.

Numeracy (Maths and Numeracy)

- Continued Professional Development on identifying and planning numeracy-rich tasks in non-mathematical subjects delivered (13 January 2026).

Autumn Term Review

- **Language Literacy Communication:** Strong engagement in reading-related professional learning, including Reading Reconsidered and Cardiff Reading Project sessions.

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4. Care, Support and Guidance

Spring Term Actions

ALN Provision

- Continued targeted CPD for staff regarding autism, hearing loss, sensory needs, communication strategies and de-escalation.
- Individual Development Plans reviews ongoing to ensure provision remains appropriate and responsive.
- Spring Term parental engagement activities (workshops, coffee mornings) improve communication and support for families of ALN pupils.

Whole-School Guidance Activities

- Safer Internet Day delivered to all year groups, contributing to online safety guidance and digital citizenship.



5. Leadership and Management

Spring Term Actions

Strategic Curriculum Leadership

- Senior Leadership Team review of Spring Term Curriculum Storyboards.
- Continued professional learning for staff to strengthen curriculum design and progression.
- Dissemination of storyboards to stakeholders, demonstrating transparent curriculum leadership.

Cross-Curricular Skills Leadership

- Implementation of systematic planning cycles for Digital Competence Framework, Language Literacy Communication and Maths & Numeracy aligned to school improvement priorities.
- Monitoring activities (learning walks, planning reviews) conducted by leaders in January 2026.

ALN Leadership

- Continued oversight of assessment cycles, CPD programmes and family engagement within DHRB and SRB.

Pupil Progress and Achievement

The school continues to use personalised assessment data carefully to track and support pupil progress.

- Across Years 2–6, pupils achieved **average progress scores at or above the national benchmark (100)** in nearly all assessments. Average **standardised scores are above 100** across most year groups, indicating above-average attainment. There has been a **closing gap between pupils eligible for free school meals and their peers**, particularly evident in Year 5. Year 6 pupils achieved **excellent**

outcomes in maths procedural skills, while maintaining strong performance across other assessments.
- Targeted interventions, including the **Grassroots provisions in Foundation Phase and Upper KS2**, have had a significant impact on vulnerable learners. Pupils with lower starting points have made substantial gains in reading and numeracy, alongside improvements in confidence and wellbeing.

Inclusion and Wellbeing



The school continues to prioritise wellbeing at the heart of its work.

- The **Nest provision** supported over 175 pupils through targeted emotional and wellbeing interventions.
- The SRB and additional learning provision have strengthened inclusive practice across the school.
- Family support has expanded, with increased engagement and targeted assistance for families facing challenges.
- Despite increasing complexity in pupil need, the school has maintained a strong focus on ensuring all pupils are supported to achieve and feel safe and valued.

Governance

Governors have maintained a strong strategic oversight of the school, including:

- Active participation in monitoring activities such as learning walks and book scrutiny
- Engagement with senior leaders on School Improvement Plan progress
- Ongoing support and challenge in relation to finance, staffing and curriculum developments

Governors visiting the school noted the pupils' confidence, enthusiasm and pride in their learning, reflecting the positive impact of teaching and provision.

Anti-Racist approach

The Senior Leadership Team received training last year from DARPL (Diversity and Anti-Racist Professional Learning). DARPL was founded as a Community of Practice (CoP) in 2021, funded by the Welsh Government and established at Cardiff Metropolitan University. As a school we have looked at our curriculum through an anti-racist lens and ensured that all children feel recognised regardless of their racialised identity, ethnicity, culture or religion. Our Religion, Values and Ethics reflect a diverse range of views. We endeavour to promote an anti-racist culture throughout every aspect of school life from assemblies, training to recruitment. We also have a named link Governor on our Governing Body.

All staff challenge racist language or views straight away and complete a racist incident form. Parents of both parties are informed and staff treat this as a learning opportunity particularly when it involves a younger child or a child who has used racist language for the first time.

Children have the right to education (Article 28 UNCRC) and all children have these rights, irrespective of their race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Article 2, UNCRC).

DEFINITION OF A RACIST INCIDENT:
"any incident which is perceived to be racist by the target or any other person, based on a person's racialised identity, ethnicity, culture or religion."

Attendance 2025-26

	Year to date %	**National average %**
Pupils	92.3	91.3
Unauthorised absence	2.9	3.4
Late marks	1.4	
	2025-26 in days	**2024-25 in days**
Fixed term exclusions	18.5	26
Permanent exclusions	0	0

Looking Ahead

The Governing Body recognises that the coming year will bring further challenges, including financial pressures and continued development of provision. However, the strong leadership, dedicated staff and clear strategic direction place the school in a positive position to continue improving outcomes for all pupils.

Conclusion



On behalf of the Governing Body, I would like to extend my sincere thanks to all staff, pupils and families for their ongoing commitment and support.

I would also like to express my gratitude to my fellow Governors for their dedication, professionalism and the considerable time they give voluntarily to support the school and work constructively with the Headteacher.

There will be **parent governor vacancies in the coming academic year**, and we would warmly welcome interest from members of the school community who wish to contribute to the continued success of Coed Glas

Primary School.

Kelvin Pritchard
Chair of Governors
Coed Glas Primary School

Definitions

SRB	Specialist Resource Base
CSC	Central South Consortium
DHRB	Deaf and Hearing Loss Resource Base
CPD	Continuing Professional Development
ALN	Additional Learning Needs
LLC	Language, Literacy, Communication
DCF	Digital Competence Framework
SLT	Senior Leadership Team
IDP	Individual Development Plan
DARPL	Diversity and Anti-Racist Professional Learning
UNCRC	United Nations Convention on the Rights of the Child