



GOVERNORS REPORT TO PARENTS 2024-2025

GOFAL - GREAT OPPORTUNITIES FOR ALL TO LEARN

Yn Ysgol Uwchradd Llanidloes rwy'ti'n werthfawr...
At Llanidloes High School you are valued...



Contents

Chair of Governors Statement	3
Governor Contact Details / Rhestr o Lwwodraethwyr.....	4
Aims of the school.....	5
Policies	6
ALN Report	6
Physical Education Report	8
Duke of Edinburgh Award	8
Curriculum and Community	8
Teaching and learning strategies	9
School Development Priorities	11
Statement of Expenditure and Income.....	13
Key Stage 4 Indicators.....	14
Key stage 5 Outcomes.....	14
Attendance Summary	15
School Calendar	15

Chair of Governors Statement

Dear Parents and Carers

I am pleased to present the 2024 – 2025 Governors' Annual Report to Parents.

I would like to thank senior leaders, Learning Managers and school staff for their continued hard work towards developing an inspiring new curriculum. I encourage you to read the fruit of this hard work via our most recent Estyn inspection report which took place in February 2024 and can be found here:

https://estyn.gov.wales/system/files/2024-04/Inspection%20report%20Llanidloes%20High%20School%202024_0.pdf

We were also delighted to be named eighth best performing high school in Wales by the Sunday Times Parent Power Team.

It has been encouraging to see our enrichment programme flourish. Participation rates continue to be strong in our traditional activities - such as the Urdd Eisteddfod and school sports. We have also enjoyed musical performances by our children at events throughout the year and wide participation in expressive arts workshops and trips. In addition to being good fun, these opportunities have successfully developed pupils' confidence and creative skills.

The federated Governing Body continues to be proactive in the responsible management of the school's finances and have this year again managed to maintain a cumulative budget surplus. However, the ongoing cost of living crisis and new funding formula review present challenges going forward.

Additional funding continues to be given for each child who is registered for free school meals, whether they receive a school meal or decide to bring their own packed lunch. If your child is eligible for free school meals, then please do register them as the school will benefit both financially and in the way that pupil outcomes are judged by Welsh Government.

Welsh Government has made improving school attendance a national education priority. Our school attendance remains over 90%. May I gently remind you how important it is that your child attends every day where possible. Our pastoral team provide valuable care, our additional learning needs team deliver valuable interventions to support each child's progress, and our teachers plan carefully to ensure lessons are stimulating, challenging and enjoyable.

We continue to be visited regularly by a representative from Hope House. Pupils learn about the wonderful end of life care for children before raising money to demonstrate our compassion and care for children and families enduring such hardship. The school continues to do its best to help support our wonderful local community.

Thank you for your continued support.

Yours sincerely

Margot Jones

Chair of the Governing Body

Governor Details / Rhestr o Lwwodraethwyr

Ffederasiwn Ysgolion Llanidloes Schools' Federation

Rhestr o Lywodraethwyr 2024 – 2025 List of Governors

	Category	Name	End of Term
1	Parent <i>Primary</i>	Louise Jones	24.09.2027
2	Parent <i>Primary</i>	Iwan James	24.09.2027
3	Parent <i>Secondary</i>	Clare Bound	24.09.2027
4	Parent <i>Secondary</i>	Sarah Purdy	24.09.2027
5	Teacher <i>Primary</i>	Lisa Ashton	05.02.2025
6	Teacher <i>Secondary</i>	Jordan Davies	05.02.2025
7	Staff <i>Primary</i>	Eloisa Isaac	05.02.2025
8	Staff <i>Secondary</i>	Heather Willis	05.02.2025
9	LA <i>Primary</i>	<i>(vacancy)</i>	
10	LA <i>Primary</i>	Glyn Preston	08.05.2027
11	LA <i>Secondary</i>	Karl Lewis	03.10.2027
12	LA <i>Secondary</i>	Diane Jones-Poston	10.10.2026
13	Community <i>Primary</i>	Adrian Foulkes	26.09.2027
14	Community <i>Primary</i>	Christoph Schultz	26.09.2027
15	Community <i>Secondary</i>	Margot Jones	26.09.2027
16	Community <i>Secondary</i>	Linda Broughall	26.09.2027
17	Additional Community	Jamie Jones	26.09.2027
18	Headteacher <i>Primary</i>	Elen Chennetier	
19	Headteacher <i>Secondary</i>	Daniel Owen	
20	Associate Pupil <i>Secondary</i>		
21	Associate Pupil <i>Secondary</i>		

All governors can be contacted via the Clerk to the Governing Body:

Helen Rees
hrees@llanidloes.powys.sch.uk
01686 412603



The overarching purpose of Llanidloes High School is to help give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to achieve high standards and aspirations for all. We are committed to providing 'Great Opportunities For All to Learn' (*Gofal* means 'care' in Welsh). For many years, our *Gofal* ethos has helped create a happy, caring and stimulating learning environment where learners flourish.

As a dual stream school in the heart of Wales, we want every child to become fluent in the Welsh language. We want them to develop a secure understanding of how their identity is shaped by local and Welsh: history, religious and spiritual heritage, values, culture and social context. Alongside discovering their own individuality, they learn to respect others who are different from themselves.

Everything we do helps us fulfil the four purposes of the Curriculum for Wales. These are to develop: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our school values of **courage**, **integrity**, **humility** and **compassion** underpin all we do and how we do it.

- **Courage** helps our young people innovate and take risks, inspiring change for the better. It means challenging adversity and complacency, making the most of opportunities, putting fear of failure to one side and staying the course, even when it is difficult.
- **Integrity** is about honesty, doing the right thing, having the highest standards and leading by example. It involves taking responsibility and, ultimately, is what makes us worthy of others' trust.
- **Humility** ensures our young people recognise that struggling with one's weaknesses is essential to growth. We want all members of our school community to believe that they have as much to learn as they have to give. Humility encourages our young people to have a proper sense of self-worth, but not to regard themselves as the centre of the universe.
- **Compassion** enables our young people to build caring, constructive relationships that help them make a positive contribution to the lives of others. We believe that the strongest relationships flourish when one esteems others more highly than oneself.

Our house system and broad co-curriculum provides a communal identity that supports the positive development of character, attitude and teamwork. We firmly believe that pupils learn as much beyond the classroom as within it, and as much from each other as from their teachers.

We are a forward-thinking school that enthusiastically embraces research-driven innovation and new opportunities when we feel that it will enhance the learning and experience of our young people. We are an outward-looking school that believes passionately in the power of partnership. We aim to offer the best possible educational experience to current and future generations living in mid-Wales and then to share that as widely as possible while learning from others. We are committed to realising our vision in the most environmentally sustainable manner.

Policies

At their inaugural meeting, the Llanidloes Schools Federation Headteachers and Governing Body have reviewed and agreed all school policies. These are available via the following link:-

<https://llanidloeshighschool.co.uk/governance/policies/>

The school's Accessibility Plan can be accessed via the following link (Appendix 3):

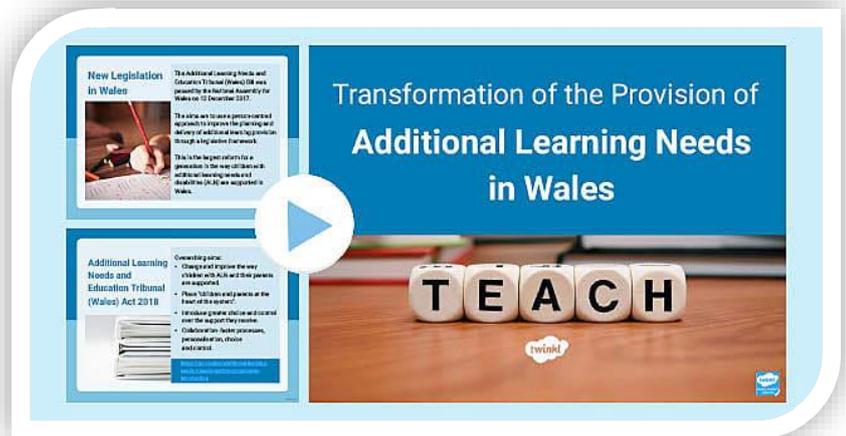
<https://llanidloeshighschool.co.uk/wp-content/uploads/Strategic-Equality-Plan-2022-2025-2023-LSF.pdf>

Additional Learning Needs (ALN) Report 2024-2025

Just under 15% of pupils are on the school's additional needs register. Just over 1% of pupils have a Local Authority Individual Development Plan.

Llanidloes High School aims to ensure that all pupils with Special Educational Needs (SEN) and Additional Learning Needs (ALN) receive the best possible education and are enabled to develop their full potential both academically and socially. The school aims to integrate all pupils into all aspects of school life. This is in line with the school's mission statement, 'GOFAL – Great Opportunities For All to Learn'.

The school ALNCO liaises closely with primary schools that are transferring pupils and attends reviews of Year 6 statemented pupils and those Local Authority Individual Development Plans (LA IDPs). Parents are always given the opportunity to view the school and discuss provision. Pupils are also given opportunities to visit the school on a regular basis.



Llanidloes High School provides a centre to support pupils with Autistic Spectrum Disorder (ASD). The centre is staffed with a full-time teacher and higher level teaching assistant. Pupils are integrated into the full curriculum as much as possible with withdrawal for homework support and social skills development. Pupils attending the centre will usually access the mainstream curriculum for 80 - 90 % of lessons. Admission to the centre is through a formal diagnosis of ASD.

Literacy support is given to identified pupils through Spellzone and Paired Reading. This is co-ordinated by our Additional Learning Needs team. Identified pupils are withdrawn from registration to attend. The decision to channel pupils into literacy and numeracy intervention support is based on CATs assessments, spelling and reading age tests and feedback from primary colleagues and wider staff team. Cynedd and Cymorth (support) groups also operate to withdraw a small number of students in Years 7-9 and Years 10-11 respectively, who are working at levels significantly below their peers. This enables them to consolidate their basic skills.

Pupils with significant special needs may also receive part-time outreach provision from a range of organisations in addition to the special provision being made by the school. These include:

- Powys Educational Psychology Service
- Powys Local Health Board
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Diabetic Nurse Service
- School Nurse Service
- Hearing and Visual Impairment service (Powys Advisory Service)
- Powys Mediation
- CAMHS
- Careers Wales
- Brynllwarch Special School

The Powys inclusion platform, named Tyfu, remains in place for children with additional learning needs.

The relatively new platform, which has been named Tyfu, allows the council to meet its statutory duties under the new Additional Learning Needs and Education Tribunal (Wales) Act.



Tyfu will be used to create individual development plans for pupils with ALN, make direct referrals into the council and create personal education plans for looked after children.

The platform is continually evolving to include new modules to help all children and young people.

The introduction of Tyfu will help the council to meet one of the strategic aims in its Strategy for Transforming Education in Powys 2020-2030 – to Improve provision for learners with special education needs / additional learning needs – as well as meeting the Future of Special Educational

Needs (SEN) / Additional Learning Needs (ALN) in Powys strategy.

Should parents/carers or young people wish to discuss Tyfu, please contact Mrs Beese, our Additional Learning Needs Co-ordinator (ALNCo), who will be able to explain how it will be used in school.

Healthy eating and drinking

The school has appropriate arrangements to promote healthy eating and drinking. These include the following: the canteen has a suitable selection of healthy meal options; the school is part of the Powys' Healthy Schools programme whereby pupils are encouraged to bring a healthy snack of fruit or vegetables and a water bottle to school; and the Health and Wellbeing Area of Learning and Experience (AoLE) teaches the nature and benefits of a balanced diet.

Physical Education Report

The PE department continues to provide a balanced programme of activities for all students. One of the department's aims is to provide opportunities through links to the community, enabling all students to achieve their full potential.

A large number of students have represented the school, county and Wales in their chosen sports. The school has given pupils the opportunity to compete in the following sports: gymnastics, hockey, swimming, football, rugby, basketball, athletics, cricket and rounders. We also have strong links with our local clubs so pupils are able to be fed into these clubs. At different times of the year we have accessed coaching support from the local clubs who have delivered coaching sessions. Naturally, the breadth of coaching provision has been hampered by the pandemic.



Our participation rates are high in lessons and extra-curricular activities. Many of our pupils are given the opportunity to assist with events that are held for our cluster primary schools. They are also given the opportunity to gain qualifications such as Active Young Leader, tag rugby coach and Sports Ambassadors at silver, gold and platinum level. These opportunities teach pupils vital leadership, teamwork and organisational skills.

Pupils are also given the opportunity to attend a residential ski trip. This provides a fabulous experience where pupils thrive and develop life skills which will stay with them for many years.



Duke of Edinburgh Award

The Duke of Edinburgh Award scheme has quickly become a central element to our extra-curricular provision here at Llanidloes High School.

From bronze award in Year 9, to silver award in Years 10 and 11, and the gold award in Sixth Form, the Duke of Edinburgh Award scheme has very strong participation rates relative to other schools. This has helped our pupils practise wide-ranging skills and gain countless new ones.

We are proud of each and every one of our recipients who have faced their own challenges in gaining these awards.

Curriculum & community

Nearly all pupils understand how to live a healthy lifestyle. There are high participation rates in physical activities with most pupils undertaking regular exercise. Similarly, participation rates are very high in the lunchtime extra-curricular programmes, which include a wide range of cultural, sporting and physically demanding activities such as expeditions. These activities enrich the experiences of pupils. The programme of activities is especially wide-ranging and creative, making effective use of local educational, sporting and coaching resources - such as local golf professionals, sailing instructors and dance tutors - to enhance pupils' health, skills and wellbeing.

A few more vulnerable pupils benefit greatly from worthwhile support sessions to improve their emotional and social wellbeing. For example, these pupils access regular 'Cymorth' support sessions during downtime. They also access valuable peer support from trained volunteer Sixth Formers at the 'Smile' club.

The work of the school council and Strategic Advisory Board has had a very positive effect on many aspects of school life, such as the development of a supportive ethos and improving the learning environment. For

example, feedback from learner voice was instrumental in prompting investment in additional ICT infrastructure, the ASD centre, music room, 3G pitch and changing rooms. The school seeks to enable parents, pupils, teachers, support staff and governors to have a say in the major decisions affecting the school. For example, stakeholders were instrumental in making the decision to federate with the neighbouring primary school, improved transition arrangements, effectively reviewed pastoral care and engaged well with the Welsh Government's reform agenda. Pupils who are part of focus groups undertake a great deal of valuable work independently of the school's staff. For example, the Eco-Committee has had a positive influence on the school's

environment by actively forging partnerships with the Hanging

Gardens and planning how to improve the school's sustainability in partnership with external experts. This pupil-led partnership has successfully educated and mobilised pupils and members of the local community to address local, national and international environmental needs.

Many pupils are very active in the charity sector throughout the year, organising and holding events to raise money for a wide-range of local and national charities. They also make a very valuable contribution to the local community. For example, pupils regularly arrange sporting events to raise money for the Heart Foundation, perform choral works for the elderly and support younger pupils by running the popular daily 'Smile-Club'.

Many pupils develop strong leadership skills and high levels of self-confidence, including those with additional learning needs. For example, many members of the Autistic Spectrum Disorder (ASD) Centre successfully framed and delivered well-considered interview questions during the appointment of the current leadership and staff team. Many pupils apply their leadership skills successfully in a wide range of contexts such as acting as subject ambassadors, prefects, mentors or tutors for younger pupils, training teachers in ICT skills, or supporting primary pupils during transition events such as the 'Welsh is Cool' and sports days. Members of the ASD centre also make a valuable contribution to the Student Council.

Teaching and learning strategies

The school's approach to developing teaching and learning is founded upon the research provided by the Education Endowment Foundation. This is available via the following link:-



The strategies employed by the school across wide-ranging areas of its work are detailed in the school development plan available on request.

Pupils at key stage 4 and in the sixth form are able to choose from a broad range of academic and vocational subjects that meet their aspirations. For example, key stage 4 option choices include a valuable opportunity to complete triple science through accelerated learning beginning in Year 9. Similarly, creative opportunities are offered at post-16, for example a distance learning psychology A-level course and government and politics are offered across North Powys through digital learning. The school works well with other providers to meet individual pupil curriculum aspirations, for example by recommending specialist agriculture, construction and hair and beauty college provision where appropriate.

When there is not a pandemic, the school provides a wide range of valuable extra-curricular activities for pupils, including cultural visits in Wales and abroad, for example key stage 3 pupils are able to attend theatre productions, the Haye festival and a valuable visit to battlefields in France. Over the past three years, around one hundred pupils have achieved the Duke of Edinburgh award. During the school day and immediately after school, the school runs well-attended revision clubs, Christian club where pupils explore key themes in the Bible, coding and digital media club, and a wide range of sports clubs. Pupils learn about key principles underpinning effective conservation of the environment through visiting speakers and activities within the local community. These opportunities inspire pupils and help them develop strong social skills.



The school has developed very strong partnerships with its partner primary schools through a wide variety of events and networking opportunities. For example, the head of Year 7 works closely with regional cluster leaders of learning and primary colleagues to deliver 'Welsh is Cool', science and sports themed transition events. This enables the school to forge strong and well-established partnerships between curricular area leaders and their primary counterparts with whom they have begun to plan for the introduction of the new curriculum. This has helped, for example, to develop a shared approach to developing pupils' scientific investigation skills. Pupils benefit from well-established and successful induction events at the school. There is effective transfer of pupil data and information from primary colleagues to relevant teaching and pastoral staff in the secondary school. As a result, pupils quickly settle into Year 7, benefit from suitably differentiated teaching, and effectively build on their knowledge and skills from the outset of their time in the school.

Over the past five years, nearly all Year 10 and Year 12 pupils have completed a beneficial short block of work experience. The proportion of pupils who participate in work experience placements at key stage 4 and in the sixth form has remained consistently high over the last five years. For several years, nearly all Year 11 pupils receive highly valuable mock application and interview experiences from a wide range of local employers. All participating pupils are assigned an employer who provides mentoring support. This includes individual feedback on the pupil's curriculum vitae (CV) and performance in a formal one-to-one mock job interview. Nearly all pupils find the experience rewarding and instructive.

School Development Plan Priorities 2025-2028

Learning (standards and progress)	Wellbeing (attitudes to learning)
<p>1. Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experiences.¹</p> <p>2. Ensure pupils eligible for free school meals make at least their expected level of progress through effective teaching and support.</p> <p>3. Raise standards in the very few areas where ALPs value-added residuals do not indicate 'red hot' or 'expected' progress in Year 10-13 qualifications.</p> <p>4. Further improve pupils' skills in oracy, reading, writing, digital literacy, numeracy, problem solving and reasoning, especially Years 8-9.</p>	<p>5. Re-establish excellent learning habits with a focus on attendance, independence and resilience.</p> <p>6. Further promote Llanidloes values of humility, courage, compassion and integrity.²</p> <p>7. Develop a secure understanding of how pupils' identity is shaped by local and Welsh: history, spiritual heritage, values, culture and social context.</p> <p>8. Ensure strong pupil progress in Relationships, Sexuality, Religion and Values Education (RSE and RVE).</p> <p>9. Promote pupils' respect and care for others who are different from themselves.</p>

Learning and teaching experiences	Care, support and guidance
<p>10. Further develop teachers' application of thorough research, including the EEF teaching and learning toolkit and pedagogical principles.³</p> <p>11. Reduce the variation in quality of teacher feedback and ensure marking and verbal feedback is sufficiently precise to impact positively on pupil progress.</p> <p>12. Apply principles of effective assessment widely.⁴</p> <p>13. Ensure literacy, numeracy and digital competency are integral to collaborative planning in and across AOLES/phases as new curriculum content is designed.</p>	<p>14. Improve strategies to reduce persistent absenteeism, increase resilience and extend alternative curriculum provision (including vocational and work-based learning opportunities).</p> <p>15. Further develop mental and emotional wellbeing provision.</p> <p>16. Become a Community Focused School⁵ and engage effectively with the 'Raising Attainment of Disadvantaged Youngsters' (RADY) programme.⁶</p> <p>17. Effectively implement the ALN Bill to ensure provision meets the needs of vulnerable pupils.</p>

Leadership
<p>18. Work closely with LA partners to deliver the Welsh Education Strategic Plan vision for the Llanidloes area.</p> <p>19. Adapt professional learning provision with a focus on extending research-driven teaching practice and further developing the School as a Learning Organisation (SLO).⁷</p> <p>20. Provide further high-quality training opportunities for implementation of the new curriculum (e.g. departments collaboratively planning across AOLES).</p> <p>21. Work closely with federation and cluster partners to secure strong cross-phase continuity and progression.</p>

¹ <https://hwb.gov.wales/evaluation-improvement-and-accountability/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability>

² <https://llanidloeshighschool.co.uk/academic/new-curriculum/>

³ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

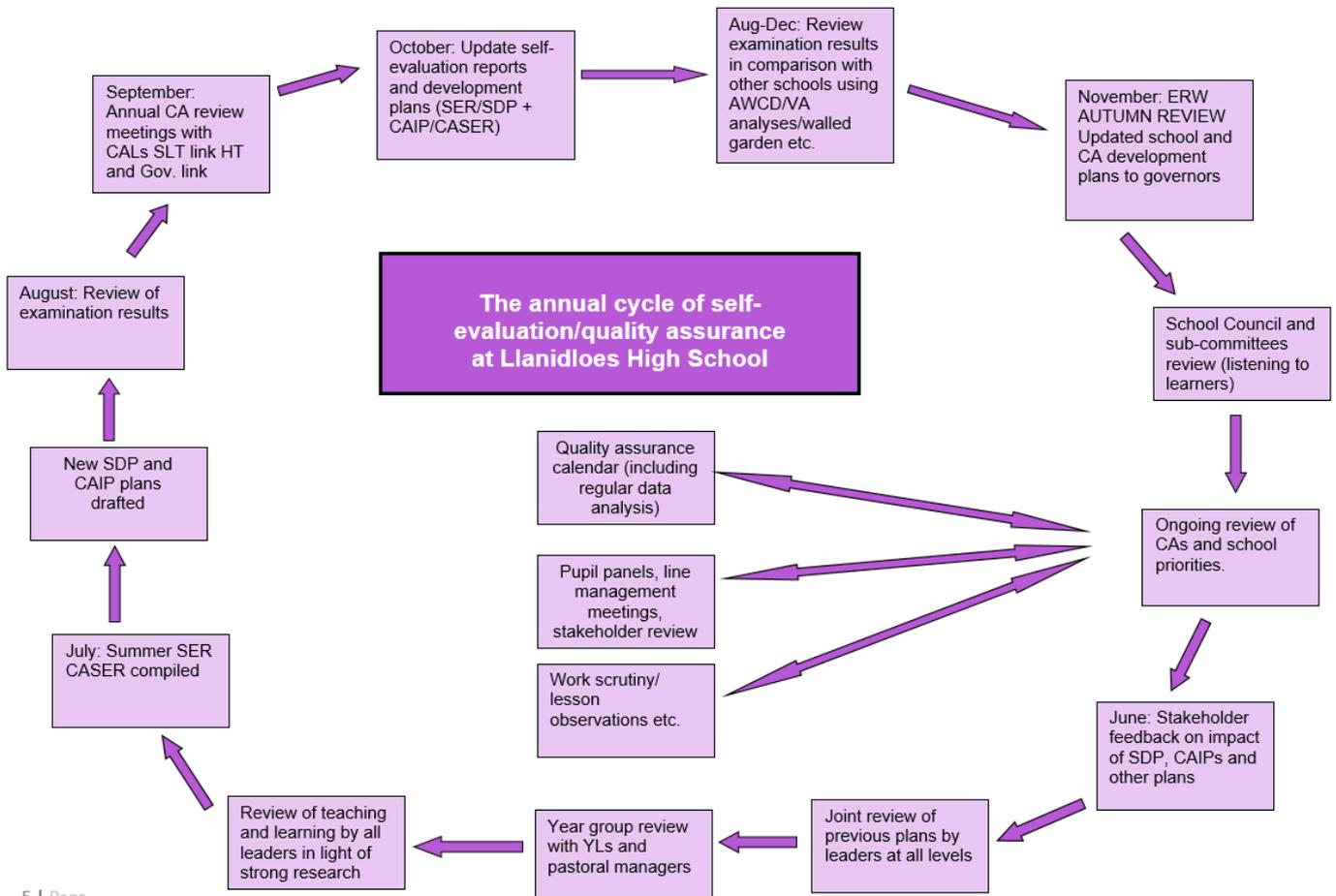
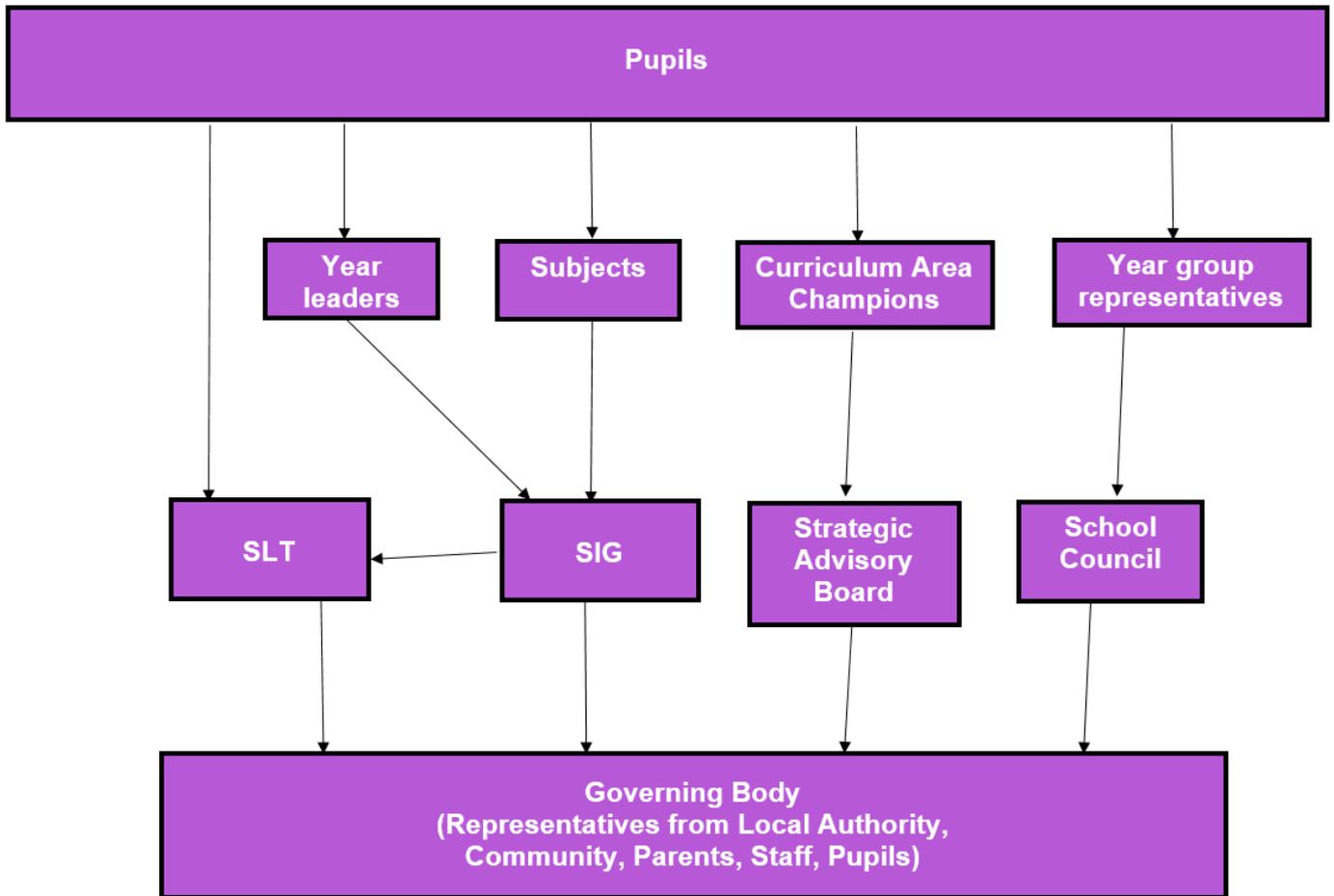
⁴ <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

⁵ <https://gov.wales/community-focused-schools-html>

⁶ [https://hwb.gov.wales/api/storage/a57b49a3-8f9e-4cf4-bf14-62cc505be224/Keynote%20-%20Louise%20Blackburn%20\(English\).pdf?preview=true](https://hwb.gov.wales/api/storage/a57b49a3-8f9e-4cf4-bf14-62cc505be224/Keynote%20-%20Louise%20Blackburn%20(English).pdf?preview=true)

⁷ <https://hwb.gov.wales/professional-development/schools-as-learning-organisations>

Llanidloes High School Participation Structure



School Development Plan Priorities for 2025-2026

The schools priorities for improvement in 2025-2026 are drawn from the Estyn inspection that took place in February 2024.

1. Ensure that leaders prioritise precisely the aspects of provision that need the most improvement
2. Improve the quality of teaching to address the shortcomings noted in the report
3. Ensure that there is a well-co-ordinated and understood approach to the progressive development of pupils' skills
4. Improve school attendance
5. Address the health and safety issue identified during the inspection (which primarily relates to installing perimeter fencing)

Statement of Expenditure and Income

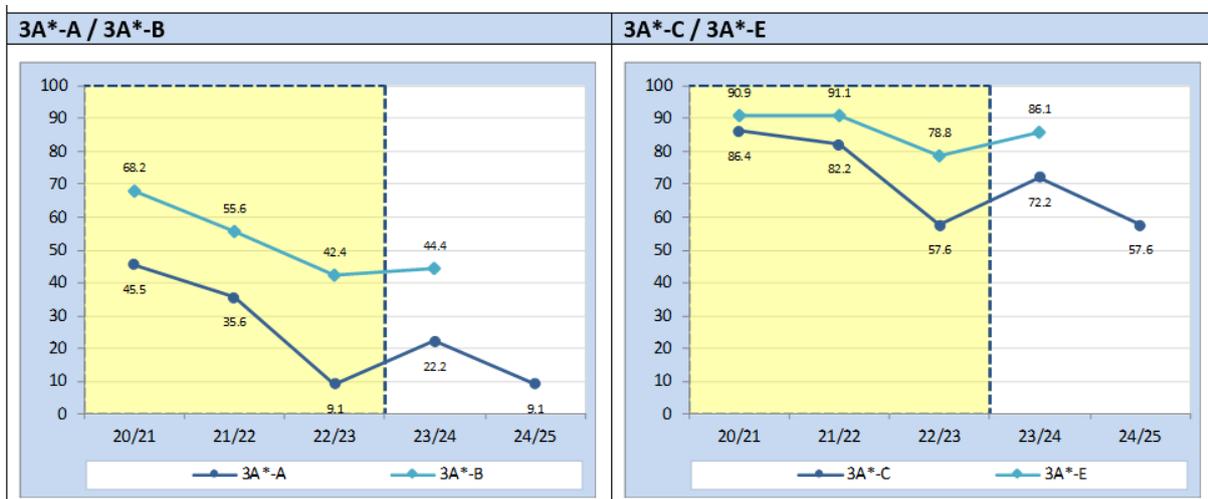
Income			Expenditure		
CFR	Detail	2024 - 25	CFR	Detail	2024 - 25
I01	Funds Delegated by the LA	4,249,788	E01	Teaching Staff	2,947,165
I02	Funding for Sixth Form Students	0	E02	Supply Teaching Staff	74,000
I03	SEN Funding	0	E03	Education Support Staff	221,685
I04	Funding for Minority Ethnic Pupils	0	E04	Premises Staff	154,130
I05	Pupil Premium	0	E05	Administrative and Clerical Staff	155,430
I06	Other Government Grants	2,500	E06	Catering Staff	0
I07	Other Grants and Payments	57,500	E07	Other Staff	226,153
I08a	Income from Lettings	0	E08	Indirect Employee Expenses	3,250
I08b	Other income	55,787	E09	Development and Training	5,470
I09	Income from Catering	0	E10	Supply Teacher Insurance	0
I10	Supply Teacher Insurance Claims	0	E11	Other Staff Related Insurance	0
I11	Other Insurance Claims	0	E12	Building Maintenance	42,694
I12	Contributions to Educational Visits	0	E13	Grounds Maintenance	11,200
I13	Donations and/or Voluntary Funds	0	E14	Property Care	12,000
I14	Blank Code	0	E15	Water and Sewerage	10,500
I15	Pupil Ext Sch Funding and/or Grants	0	E16	Energy	175,000
I16	Community Focused Funding and/or Grants	0	E17	Rates	57,400
I17	Community Focused Facilities Income	0	E18	Other Occupation Costs	0
I18a	Coronavirus Job Retention Scheme	0	E19	Curriculum Materials	10,000
I18b	DfE grant scheme for exceptional costs due to COVID-19	0	E20a	Connectivity	0
I18c	Other COVID-19 related grants	0	E20b	Onsite servers	0
I18d	Additional Grant for Schools	0	E20c	IT learning resources	0
I19	Internal Reimbursement	0	E20d	Administration software and systems	0
I20	Welsh Government Grants	396,960	E20e	Laptops, desktops and tablets	0
I21	Donations	66,000	E20f	Other hardware	0
I22	Parental Contributions	65,000	E20g	IT support	0
			E21	Exam Fees	100,000
			E22	Supplies, office and other expenses	411,600
			E23	Other Insurance Costs	0
			E24	use of sports facilities	0
			E25	Catering Supplies	0
			E26	Agency Supply Teaching Staff	0
			E27	Bought in Prof Services - Curric	127,981
			E28a	Bought in professional services – other (except PFI)	0
			E28b	Bought in professional services – other (PFI)	0
			E29	Loan Interest	0
			E30	Revenue Contributions to Capital	0
			E31	Community Focused School Staff	0
			E22a	Licenses and Subscriptions	5,000
			E32	Community Focused School Costs	0
				Expenditure Revenue Total	4,750,658
				In Year Surplus / (Deficit)	142,877

In Year Surplus / (Deficit)	142,877
Surplus / (Deficit) Brought Fwd	146,616
Cumulative Surplus / (Deficit) C/Fwd	289,493

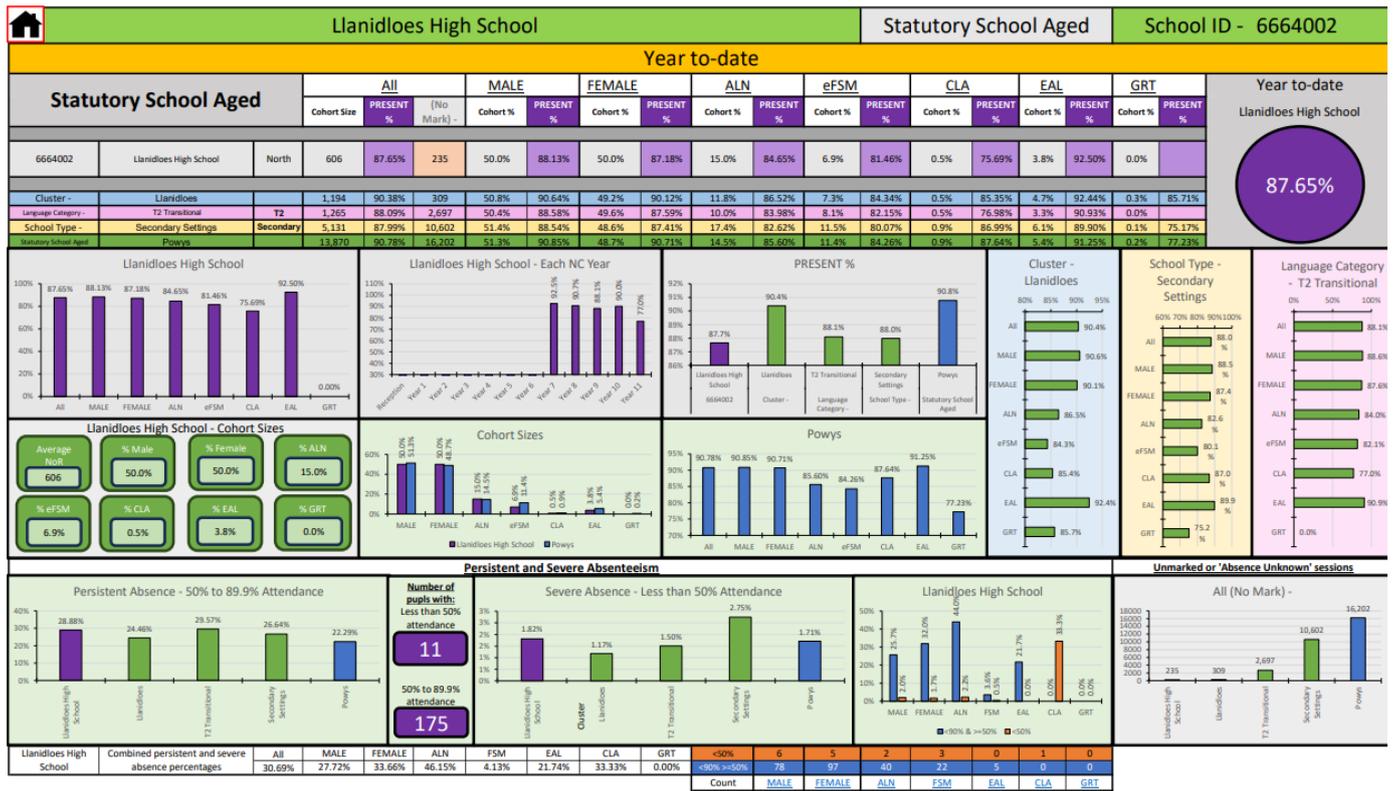
Key Stage 4 Indicators

Summary of school's KS4 performance																										
		20/21					21/22					22/23					23/24					24/25				
		ALN Pupils					Difference: Boys - Girls					Difference: FSM - non-FSM														
		20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25					
School	Pupils	646	685	702	712	703																				
	%FSM (3 years) / Group	11.5	14.2	13.5	12.2	8.7																				
	%ALN (5-15 only)	24.6	24.0	19.9	19.6	14.9																				
Year 11	%FSM	9.3	14.4	9.4	10.4	0.0																				
	%EAL (codes A/B/C)	0.0	2.7	0.9	0.0	0.0																				
	Cohort	86	111	106	106	128	18	25	8	10	~	48/38	58/53	54/52	57/49	58/70	8/78	16/95	10/96	11/95	8/120					
Cymraeg cohort	17	22	22	18	27	4	2	3	0	~	9/8	12/10	6/16	8/10	9/8	2/15	4/18	0/22	1/17	1/26						
Indicators	5A*-C(LM)	76.7	74.8	55.7	59.4	56.3	33.3	40.0	25.0	0.0	~	-22.8	-1.3	-11.5	-18.5	-8.3	-1.9	-7.0	-17.3	-15.6	-33.3					
	Cap9	423.6	389.7	377.9	381.5	368.7	353.4	314.8	292.0	298.8	~	-35.2	-9.3	-11.3	-35.1	-12.5	-7.3	-16.0	-23.2	-31.6	-48.2					
	5A*-A	36.0	25.2	13.2	18.9	18.8	5.6	4.0	25.0	0.0	~	-10.9	-13.1	-8.0	-6.7	+0.4	-12.2	-7.6	-14.6	-10.9	-20.0					
	5A*-C	91.9	82.0	67.9	76.4	69.5	66.7	52.0	25.0	20.0	~	-9.9	+5.2	-17.7	-9.7	-10.5	+9.0	+6.4	-8.8	-24.4	-34.2					
	5A*-G	98.8	93.7	98.1	97.2	96.9	94.4	88.0	87.5	90.0	~	+2.6	-1.2	+0.1	-1.5	-0.6	+1.3	+0.1	+2.1	+3.2	+3.3					
A*-C	Cymraeg Iaith	70.6	59.1	72.7	77.8	77.8	25.0	50.0	33.3	-	~	-55.6	-20.0	-31.3	-27.5	-33.3	-23.3	-41.7	-	+23.5	-80.8					
	English Language	76.7	78.4	66.0	73.6	77.3	33.3	44.0	25.0	30.0	~	-22.8	+2.0	-21.4	-22.6	-12.2	-1.9	-3.9	-28.8	-11.1	-29.2					
	Mathematics	87.2	55.0	52.8	55.7	57.8	61.1	12.0	25.0	20.0	~	-18.2	+0.5	-9.5	-17.9	-4.8	+14.1	-20.4	-14.2	-31.7	-35.0					
	Numeracy	83.7	89.2	54.7	63.2	51.6	50.0	64.0	25.0	10.0	~	-10.3	-2.6	-2.1	-7.7	+6.6	+4.2	-2.0	-5.2	-19.8	-28.3					
	Best Maths	91.9	89.2	58.5	66.0	58.6	72.2	64.0	25.0	20.0	~	-9.9	-2.6	-6.0	-13.8	-3.1	+9.0	-2.0	-9.4	-23.0	-35.8					
	Science	93.0	74.8	63.2	71.7	68.8	72.2	36.0	25.0	30.0	~	-7.8	+2.3	-0.5	-10.9	-9.1	+7.7	-7.0	-14.6	-9.0	-20.0					
Skills Challenge Cert	91.9	75.7	90.6	89.6	81.3	66.7	56.0	62.5	40.0	~	-5.2	-3.2	-7.2	-7.9	-9.9	+9.0	-0.8	-0.6	-8.7	-6.7						
A*-A	Cymraeg Iaith	17.6	0.0	4.5	0.0	7.4	0.0	0.0	0.0	-	~	-37.5	+0.0	-6.3	+0.0	-11.1	-20.0	+0.0	-	+0.0	-7.7					
	English Language	16.3	34.2	9.4	17.0	23.4	0.0	12.0	25.0	0.0	~	-13.3	-21.1	-4.1	-17.8	-8.2	-4.2	-10.8	+0.6	-8.8	-11.7					
	Mathematics	30.2	16.2	12.3	19.8	16.4	5.6	4.0	25.0	0.0	~	-2.4	-1.5	+1.4	+2.7	+1.5	-5.8	-4.3	-13.5	-22.1	-17.5					
	Numeracy	25.6	27.9	9.4	19.8	16.4	5.6	0.0	25.0	0.0	~	-6.0	-15.2	+3.4	+6.5	+1.5	-0.6	-25.3	-10.4	-1.8	-17.5					
	Best Maths	30.2	30.6	13.2	21.7	19.5	5.6	4.0	25.0	0.0	~	-2.4	-13.6	-0.5	+2.4	+2.1	-5.8	-21.2	-14.6	-3.9	-20.8					
	Science	50.0	25.2	17.0	21.7	24.2	11.1	4.0	25.0	0.0	~	-14.1	-5.9	-8.2	-1.4	+12.5	-13.8	-7.6	-18.8	-3.9	-12.5					
Skills Challenge Cert	15.1	13.5	12.3	11.3	7.0	0.0	8.0	12.5	0.0	~	-24.8	-17.5	-13.7	-13.1	-0.2	-16.7	+6.1	-13.5	-12.6	-7.5						
										Gwahaniaeth perfformiad o fwynna 10pc					Gwahaniaeth perfformiad o fwynna 10pc											

Key Stage 5 Indicators



Attendance Summary Document for 2024-2025



School Calendar 2024-2025

Autumn term

- Monday 1 September 2025 to Friday 24 October 2025
- Half Term - Monday 27 October 2025 to Friday 31 October 2025
- Monday 3 November 2025 to Friday 19 December 2025

Spring term

- Monday 5 January 2026 to Friday 13 February 2026
- Half Term - Monday 16 February 2026 to Friday 20 February 2026
- Monday 23 February 2026 to Friday 27 March 2026

Summer term

- Monday 13 April 2026 to Friday 22 May 2026
- Half-term - Monday 25 May 2026 to Friday 29 May 2026
- Monday 1 June 2026 to Friday 17 July 2026