Governors'

Annual Report

2025-26

CONTENTS

Introduction

Foreword by the Chair

Chair and Clerk Details

Governor Details

Governor Meetings & Agendas 2025-26

Key Dates

Staffing

Learners

Curriculum

Sixth Form

School Improvement

Data

Finance

Welsh Language

Attendance

Pastoral Update

Safeguarding & Learner Wellbeing

Staff Wellbeing

Infrastructure

Community Focused School Update

Trips

The Base

Miscellaneous Updates

Sporting Updates

Introduction

Governing Bodies of maintained schools are required to produce an Annual Report to parents and guardians. The content of this report is statutory, although Governing Bodies may choose to add information that may be useful.

The annual report is the main formal method by which the Governing Body can demonstrate their accountability to parents and guardians. It offers an opportunity not only to communicate with parents what has been happening during the previous school year, but also to share the Governing Body's plans to promote high standards of educational achievement.

The regulations allow schools to provide a full report only to parents who request a copy and publish a summary for all parents and guardians.

A copy of the report can be found on the school website.

The previous requirement that a governing body hold an annual meeting for parents has been superseded. Under section 94 of the School Standards and Organisation (Wales) Act 2013, parents may request up to three meetings in a school year with the governing body of their school.

No request was made to hold and annual meeting during 2025/26.

Foreword by Chair

I would like to present the Governors' report for 2025-26.

The school is moving forward, successfully with robust plans in place to drive school improvement and ensure our motto of Achievement for All is being met.

We, as Governors, are grateful to the staff for their dedication and perseverance throughout the year.

The school works hard with the local community and on transition to ensure our learners receive the best education and opportunities available to them.

There is still concern regarding finances and the settlement the school receives. The school has looked at innovative ways to generate money and save money for the future, as well as being very economical with expenditure and general finances.

Finally, I would like to thank the Headteacher for her work in continuing to drive and lead improvement in the school and the staff for the innovative work that takes place during the year, including the support given to you as parents and guardians and the support given to the school by you too.

Phil Capper

Chair of Governing Body

Chair and Clerk Details

Chair of the Governing Body

Phil Capper

Clerk to the Governing Body

Carys Wynn-Green

Wynn-GreenC7@ysgolbrynelian.cymru

Contact the Chair via the clerk at the above e-mail address or in writing to the school address.

Governor Details

Mr P. Capper	Partnership Governor & Chair
Mrs D. McGuinness	Community Governor & Vice Chair
Mr D. Dougherty	Community Governor
Mr N. Mahoney	Partnership Governor
Mr J. Clayton	Partnership Governor
Mrs K. Morley	Community Governor
Mrs R. Tuffery	Community Governor
Mrs J. Hatton	Community Governor
Mr R. Head	Parent Governor
Cllr. C. Carlisle	LA Governor
Cllr. P Hughes	Partnership Governor
Mr K. Hughes	Staff Governor
Mrs J. Jarvis	Teacher Governor
Mr N Tuck	Teacher Governor
Mrs S. Chadburn	Parent Governor
Mr R. Robinson	Parent Governor
Mrs K. Armstrong-Jones	Parent Governor
Mrs L. Gray	Parent Governor
Mr V. Evans	Parent Governor
Mr P. Michael O'Connor	Parent Governor
Mrs T. Mardon	Partnership Governor
Mrs L. Hastings	Headteacher/Governor
Mrs S. Biggin-Jones	Deputy Head
Miss C. Wynn-Green	Clerk

Governor Meetings & Agendas 2025-26

See Appendix 1

Key Dates

See Appendix 2

Staffing

Ysgol Bryn Elian has a total of 58 teaching staff, 15 of whom are part-time. We have 7 teaching assistants (1x G05, 1x G04; 1x G03; 4x G02), 3 cover supervisors, and 6 Learning Mentors employed by the school. We also have 1 teacher and 4 teaching assistants (2x G04; 1x G03; 1x G02) employed as part of The Base SLDP funded by Conwy LEA.

These figures exclude 3x Agency TAs and 2x GO2 TAs appointed but not yet started with us. We also have a GO4 vacancy in The Base.

In 2025-26 we said goodbye to the following staff:

Eva Augustine – resignation due to relocation

Mags Bibby – retirement

Ian Butler – retirement

Elaine Dingsdale – retirement

Claire Guest – retirement

Erin Matthews – resignation due to continuing with own education

Izzie Rogers - resignation

Clare Wallis – resignation to support family

Learners

By mid-September 2025 there were 888 learners on the school's register.

Year 7 – 11 = 782

Year 12-14 = 106

Curriculum

Ysgol Bryn Elian has a broad and balanced curriculum, meeting all statutory requirements. As well as traditional subjects such as English and Maths, the school offers a broader range to cater for the variety of ability and interests in learners, as well as to meet the Four Purposes of Curriculum for Wales and ensure all AoLEs are catered for.

Teachers plan and deliver subject knowledge while developing their skills and broadening their experiences. A recent curriculum development is the subject of Barod I'r Byd which develops the learner's integral skills across years 7-9. All subjects support the development of Literacy, while those subjects which can develop Numeracy and Digital Skills in a meaningful way offer that also. Furthermore, experiences such as Forest School are available in lower schools, as well as college and EOTAs packages in Years 10 and 11. The school works closely with Conwy Linc to provide a broad offer at Level 3.

LINC-Conwy-Prospectus-2026-27.pdf

The school adapts the curriculum to suit the needs of all learners and to meet the motto of Achievement for All, including the provision for the on-site Severe Learning Difficulties Base.

Support is offered for improving Literacy and Numeracy skills, both in class and for individuals.

Regular professional learning takes place to enhance teaching and learning practices in the school and to take into account the most recent research in the field too.

Sixth Form

Destination Data

See Appendix 3

News from the Sixth Form

SST/Prefects/Sixth Form Council:

Following a rigorous application process, the Senior Student Team (SST) appointed their Prefect Team for 2025-2026. Duties include supervising the Canteen doors at break and lunch times and representing the school at the Sixth Form Open Evening. The Sixth Form Council has a representative from each form class, and this has improved student voice opportunities.

Wellbeing:

- The new pool table has been a massive success and is used every break and lunch time.
- The new fridge and microwave, provided by a grant from Friends of Bryn Elian, have improved our kitchen provision.
- New revision resources and the breakfast basket also supported our more disadvantaged learners.
- Year 13 enjoyed a fabulous Summer Prom, organised by the SST, at the St George's Hotel in Llandudno.

Post 18:

- UCAS assemblies were delivered by the Sixth Form Progress Leader and Aberystwyth University regarding UCAS applications. Student Finance Wales came in to present to those in Year 13 whose chosen post-18 pathway will/may be university.
- Coleg Llandrillo presented to the Sixth Form on apprenticeship pathways.

UCAS:

- There were 45 UCAS applications in the 2025-2026 cycle. There were two early entries (one to read Computer Science at Cambridge, one to read Physics at Oxford). 39 applicants were placed with their 'Firm Choice', 4 applicants were placed with their 'Insurance Choice' and 2 applicants were 'Unplaced'.

School Improvement

Priorities are as follows:

P1. Our attendance rates have decreased in 2024-2025. To identify why our attendance rates are lower than national, and decreasing, and to implement strategies to reverse this.

P2. Leadership to ensure high-quality teaching to reduce barriers to achievement for all.

P3. Challenge and Purposeful Feedback for All

P4. To strengthen the culture, identity and status of reading across Ysgol Bryn Elian by ensuring reading is visible, valued and actively promoted by staff, learners, families and the wider school community. To provide repeated opportunities to develop transferable reading behaviour and reading skills development.

See appendix 5 for further details.

Data

Information about the school's performance will be published on My Local School website (around December):

https://mylocalschool.gov.wales/School/6625403?lang=en

Finance

Financial Statement for 2025-26

See Appendix 4

Welsh Language

The school is an English Medium school teaching Welsh as a second language. We embrace the use of the Welsh Language and try where we can, to ensure signs, displays and conversation is bi-lingual. All learners are expected to sit a GCSE in Core Cymraeg at the end of Year 11.

The school is continuing on its journey to achieve the bronze award in Cymraeg Campus this year as we strengthen our ties to Welsh Language and culture, working with the Welsh Governments national mission to achieve a million Welsh speakers by 2050.

We are also working to strategically plan to ready ourselves for the implementation of the Welsh Language in Education Act of providing 10% of the learners' curriculum through the medium of Welsh by 2030.

In addition, the school holds an annual Eisteddfod which in 2027 will include our cluster schools.

The school has Cymraeg Ambassadors, and we are working closely with our cluster primaries to develop links in Welsh teaching and learning and Welsh culture.

Attendance

2025-2026 attendance was: 85.07%

Current for whole school is:

- 88.16% (including 6th form)
- 88.92% without (This time last year was 88%)

Year 7:	95.74%
Year 8:	87.26%
Year 9:	87.65%
Year 10:	89.1%
Year 11:	88.92%

So far we've had 184 sessions marked as a G (equates to 92 days) and 2 sessions marked as a H (equates to 1 day) so 93 days absence for holidays.

Due to the introduction of the new coding where dual registered learners are no longer awarded 100% attendance, this is expected to have an impact on attendance.

Pastoral Update

The school uses Satchel One to track behaviour of learners. The system allows us to analyse the data in different ways, to identify learners who need support and intervention and to identify patterns in behaviour.

Most staff use the system well and appropriately.

The system allows us to have an on-call function for staff to use if they need assistance when following the Behaviour Policy does not result in the desired impact on learner behaviour.

All learners who have had an exclusion for violent or intimidating behaviour either already has, or is in the process of having, a risk assessment.

Many more achievement points for learners have been awarded to celebrate the excellent effort and focus for the over-whelming majority of our learners.

We have also added to our rewards offer. This includes recognition of learners who meet our values through the awarding of a certificate and a badge, attendance awards at bronze, silver and gold for high attendance and a further badge to recognise improved attendance.

The consistent and robust procedures have had and are continuing to have a positive impact. 2025-2026 saw a reduction in behaviour points in comparison to the previous year by 1737 points. This academic year to date, there has been 408 behaviour points less than the previous year.

Safeguarding & Learner Wellbeing

- The school continues to work well with outside agencies and to provide support for those who need it, with regards to safeguarding issues and the wellbeing of learners.
- Concerns regarding services referring many things back to school as they do not have the resources to support or have not had the required impact!
- KiVa has worked well over the year, with few incidences of reported bullying. We have invested in a student planner that will contain a QR code to report any issues and a page of useful contacts and websites to support our children further.
- We have appointed a therapist to support our learners through different types of therapy, including art therapy. We continue to refer learners to the School Based Counselling service too.
- We have installed mag locks on the external and internal doors of the classroom block to support safety and our lockdown procedures.

Staff Wellbeing

- Staff still have access to Westfield Health to support their mental and physical health.
- Thank you cards have been written to some staff to thank them for their hard work.
- Small acts of appreciation such as free tea and coffee, toiletries, the introduction of a coffee machine in the staffroom due to staff feedback, breakfast on INSET days, free use of the school fitness suite, Christmas lunch served by SLT and purchase of supervision for key members of staff also continue.
- However, the job is still very demanding, especially with increased accountability and expectations on staff to drive improvement.
- Short-term staff absence has continued to reduce.

Infrastructure

CCTV cameras

- We have a wide network of CCTV cameras around the school. These cameras help us to monitor behaviour issues and to keep learners safe.

Toilet Facilities

- There are four sets of toilets for learners to use allocated to Year 7, Year 8, Year 9 and Year 10 and 11. In addition, there are Gender Neutral toilets available and separate toilets in the Sixth Form Centre.
- Toilets are cleaned daily, at the end of the day, but they are monitored throughout the day also.
- The Year 10 and 11 toilets have been refurbished. The year 7 toilets are due to be refurbished in October half-term.

Solar Panels

- The school has invested in Photovoltaic Solar Panels on the sports hall to reduce energy costs for the future and making the school more energy efficient.

Air Conditioning

- We are currently sourcing quotes to consider installing air conditioning in some areas of the school.

Food and Fun 2026

Food and Fun was once again a success at Ysgol Bryn Elian over the summer holidays. This year was a slightly smaller cohort, but with 53 registered, we were able to access the 2 cohorts worth of funding to help support the programme and the school.

The 3 weeks were filled with some excellent weather, meaning we were able to use all of the site's outdoor spaces as well as the Sports hall, canteen, art rooms and studio.

Some of the activities on offer this year were a workshop by CADW, cooking, smoothie making, football, frisbee, Pizza making, Hamna Beads, orienteering, kite making and flying, bottle rockets, model making and a final Barbeque for all who had been involved in food and fun.
Some of the notable purchases this year, include 4 new Ninja blenders for the food tech room, a safe archery set, tea towels, a 6-slide toaster and art supplies, as well as new lighting for the drama studio and storage boxes for the music equipment

The plan moving forward is to promote food and fun from the outset, including at the open evening and on any visits to the primary schools to keep the numbers strong and help support the learners that use the provision and the school

The Barbeque was attended by over 150 people and was a range of parents, learners, school staff and their families, NHS nurses, Simon from CADW, Conwy Youth Service and those that helped to deliver food and fun. The Barbeque was donated for use by Mr Daniel Leighton of Blackflame BBQs in Llysfaen and a parent of a learner who attended food and fun, who is happy to support the school with a Barbeque at any future event in return for some basic advertising. The Barbeque he lent to us is one of the biggest flame-cages in the world and made an excellent centre piece.

Once again, the staff were amazing in their support, and the learners really grew over the few weeks to become more confident around the school sire. Those in Yea r6 found it invaluable, as they knew the school when it came to stating in September.






YBE
BBQ




CHARCOAL



LFC

Approximately 85 learners each year will be afforded the opportunity to work as part of the Liverpool Foundation programme.

The programme is aimed at learners in years 8,9 and 10.

"The Onside programme is a targeted intervention embedded into secondary schools across the Northwest. Working with participants identified by their school lead with differing social, emotional, behavioural and well-being needs. Administered through the Premier League Foundation, the funding helps football clubs to tackle inequality and respond to local challenges, supporting people and their communities to be more inclusive.

The Onside programme currently sits within the LFC Foundation (LFCF) Youth Intervention strategic pillar. The programme aims to support and empower all young people aged 11 – 19 years using the power of the LFC badge to engage.

Onside is supported by the Premier League and Professional Footballers' Association. Administered through the Premier League Charitable Fund, the funding helps football clubs to tackle inequality and respond to local challenges, supporting people and their communities to be more inclusive.

Throughout their 12-week engagement with the ONSIDE programme participants will have the opportunity to gain two qualifications: The King's Trust Achieve Award and Sports Leader Level 1.

Health & Well-Being



Providing memorable opportunities through sport, activity and wider experiences

The Health & Well-Being Department has enjoyed an extremely busy and rewarding period, with learners benefiting from a wide range of opportunities both within and beyond the school

environment. From residential experiences and major sporting events to competitive sports and our annual Sports Day, the department continues to place participation, enjoyment, teamwork and memorable experiences at the heart of what we offer.

Normandy Residential

One of the undoubted highlights was our residential visit to Normandy, France. A total of 46 learners, Years 7-10, were accompanied by 5 members of staff, took part in what proved to be a hugely successful trip.

Our base for the visit was the wonderful Château du Baffy, from where learners enjoyed a varied programme of activities and excursions. These included a visit to the picturesque harbour town of Honfleur, an action-packed day at Bayeux Adventure Park, a trip to Alligator Bay, and plenty of excitement at Festyland Theme Park. Even the journey home provided one final treat, with a visit to a chocolaterie.

The residential encouraged independence, confidence, friendship and teamwork, while allowing pupils and staff to spend time together in a completely different environment. An amazing time was had by all, with memories made that will undoubtedly last a lifetime.









The Open Golf Championship - Royal Birkdale

In July, 20 learners were fortunate enough to attend The Open Golf Championship at Royal Birkdale, Southport. This was a fantastic opportunity for our learners to experience one of the world's major sporting events firsthand. They were able to watch some of the very best golfers in the world competing on one of the sport's most famous stages, while a few were also fortunate enough to collect the odd autograph along the way.

Experiences such as this provide our learners with the chance to see elite sport up close and to appreciate the skill, preparation and dedication required to perform at the highest level.

YBE Sports Day at Parc Eirias

Our annual Sports Day at Parc Eirias once again proved to be a tremendous success and provided an inclusive and enjoyable day of competition for our learners. Traditional track and field athletics remained an important part of the programme, while Welly Wanging, tug of war and Nerf throwing gave even more learners the opportunity to represent their forms, participate and contribute towards the day.

The combination of competitive sports and fun activities created a fantastic atmosphere, with participation and enjoyment at the centre of the event.

Welsh Schools Football

At the time of writing, our Key Stage 3 and 4 boys' football teams are embarking on their latest journeys in the Welsh Schools Cup.

There have already been some extremely competitive fixtures. Our Year 10 team, who enjoyed an excellent run in last year's competition, were narrowly defeated 2-1 by Ysgol Syr Hugh Owen, Caernarfon. Our Year 8 team's efforts also resulted in a narrow away defeat against Ysgol Syr Thomas Jones, Amlwch. The outcome for our Year 9 team was more favorable. The Year 9 side produced an exciting result against Ysgol Aberconwy, progressing to the next round following a dramatic penalty shoot-out victory.

Regardless of results, representing Ysgol Bryn Elian in competitive school sport remains an important experience. The commitment, teamwork and conduct demonstrated by our learners continue to make the department proud.

Welcome to the Department

September saw us welcome Mr. Josh Morris to the Health & Well-Being Department. Josh brings a wealth of experience, enthusiasm and energy to the team and has already proved to be a valuable addition to the department. We are delighted to have him on board and look forward to the contribution he will make to the experiences and opportunities available to our learners.

Looking Ahead

These highlights demonstrate the breadth of experiences being provided through the Health & Well-Being Department at Ysgol Bryn Elian. While physical activity and sporting achievement remain important, our wider aim is to give learners opportunities to participate, develop confidence, build friendships, experience new challenges and create lasting memories.

We look forward to another busy year and to continuing to provide experiences that contribute positively to the health, well-being and wider development of our learners.

Richard Hooper

Curriculum Progress Leader, Health and Well Being





Trips

Iceland

In February half term, students from years 10-13 experienced the unique geographical and cultural features of Iceland. Students were inspired to seek further world adventures after experiencing glacier walking, swimming in the naturally heated 'Secret Lagoon', visiting the diverse waterfalls and volcanic sand beach. Certainly, an experience that they will always remember.

















Cardiff

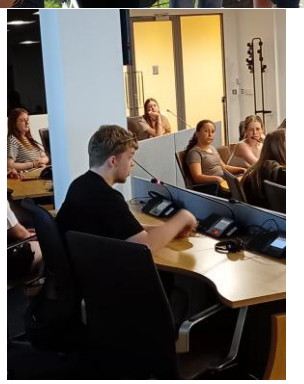
As part of Activities Week, learners from Years 7-12 enjoyed a visit to Cardiff where they visited the Senedd and took part in a mock debate. After a visit to Annie the Musical at the Millenium Centre, a visit to Cardiff Castle and St Ffagan's Museum taught them about the history of our fascinating capital city.

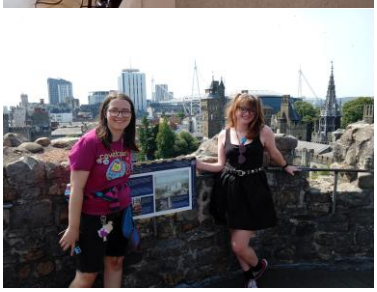
















ODA

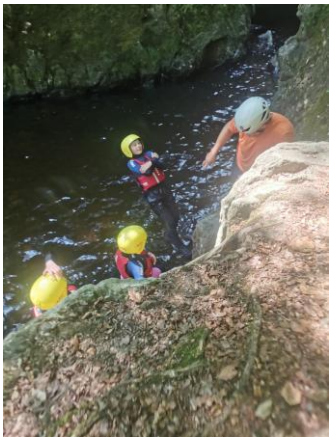
Students had a fantastic time and, for some of them, a transformative experience in the ODA trip to the Towers in July, taking part in all sorts of activities like weaselling, via ferrata, gorge walking… pushing their own boundaries, but also living together, laying and clearing tables and serving food for others.

Staff were excellent, with a real sense of their educational purpose rather than just taking a few kids out for some fun.









Colwyn Bay library

In October 2025 all Year 7 learners attended a visit to Colwyn Bay library.
Each form class visited over 2 lessons, using an English lesson plus one other. They had a tour of the library facilities as well as time in the children's section to look at the books available. They had the opportunity to use their library card to select a book to take out and then read in their next English lesson. The librarians really enjoyed showing the children around and praised their enthusiasm while they were there. We will be running the same trip this autumn with the new Year 7s.



Rugby in Cardiff

Three very successful trips down to Cardiff to watch the national side in action on the rugby pitch. The students were able to soak in the game day atmosphere and have the joys of seeing the sights. The first group accompanied by Mrs Pattullo visited Barry Island home of the Gavin and Stacey drama. A coffee with the girls at the famous Marco's venue and a picture outside of Pam and Micks and we were off to the game to see Wales beat Japan. The second trip saw the boys accompanied by Mr Jones enjoying some leisure time bowling and laser tag whilst waiting for the rain to stop. Then it was into the game against New Zealand witnessing the phenomenal hacker and seeing Wales play some great first half rugby and we even managed a to appear on tv (61st min, I think). The third game was there and back in a day. All the students got to see the Christmas market and experience some good rugby and Welsh culture in the capital city.











Berlin 2026

During the last week of term, 41 learners and 5 staff travelled to Berlin, Germany for a week of history, culture and language. This year's trip was attended by a high number of FSM learners and 2 LAC learners who had opted to use their funding for the trip. The group was hosted by the A&O Hostel in Friedrichshain, which offered good facilities in a safe environment. During the week, learners were able to experience Berlin on a walking tour, which was a particular highlight due to the excellent tour guides provided by Halsbury Travel. Additionally, we went to Sachsenhausen former Prison of War Camp, climbed the TV tower and enjoyed a relaxing river cruise. In the evenings, pupils got to try some traditional German food, relax at the bowling and after a delicious meal at the Hard Rock café, supporting England in the World Cup Semi Final on the big screen at the hotel

A particular highlight this year, was the excellent conduct of the learners that we took with us. Every single learner was polite, well behaved, respectful and brilliant company. Their behaviour made this particular trip incredibly enjoyable and easy to manage through the very busy week.

The flight on the return leg was unfortunately cancelled due to the curfew at Berlin Airport, meaning the adventure continued as we were put up in an emergency hotel, which was a very inviting 4* hotel. I was especially impressed with the learners here, because they continued to trust the staff on the trip and listed diligently. The flight turned around on the runway at 11:30, but we are safely at the hotel, with all of our luggage, 3 train stations away and tucked up in bed by 02:30am.

We eventually flew at 15:30 the following day and got back to the drop off point at 19:30 on the Saturday, which was 18 hours later than planned.

I'd like to extend a thanks to the staff that accompanied me on this trip, Dr James, Mr Wilkins, Miss Senior and Mrs Bunton, who were incredible throughout. Thanks also to the office staff for their support with the medical info and finances.





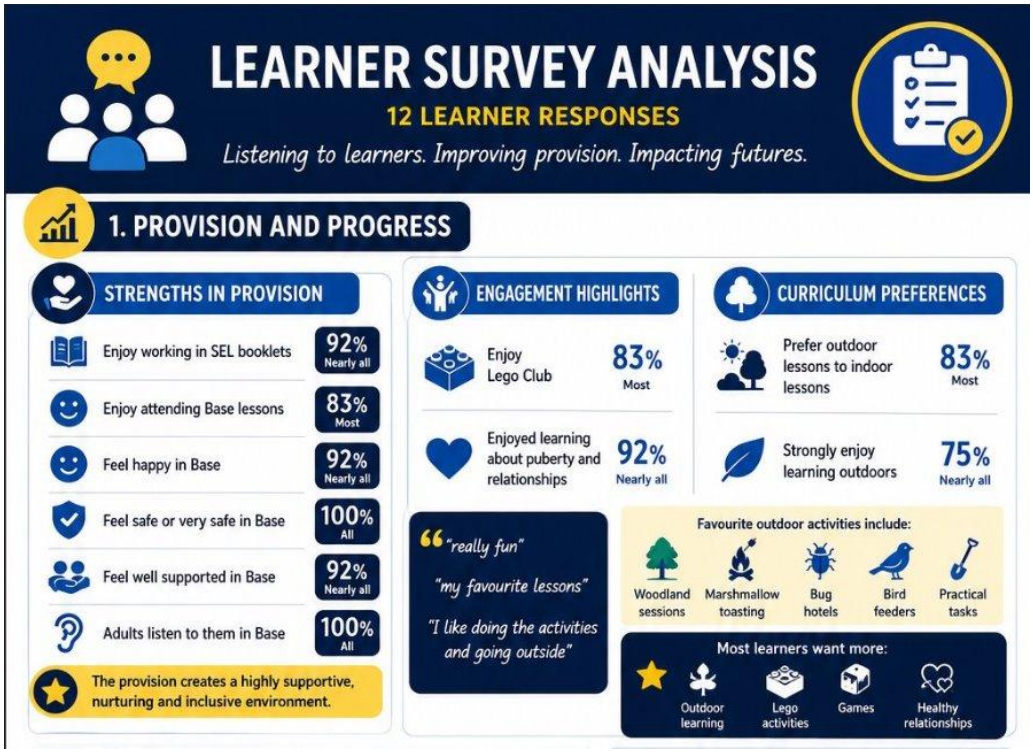


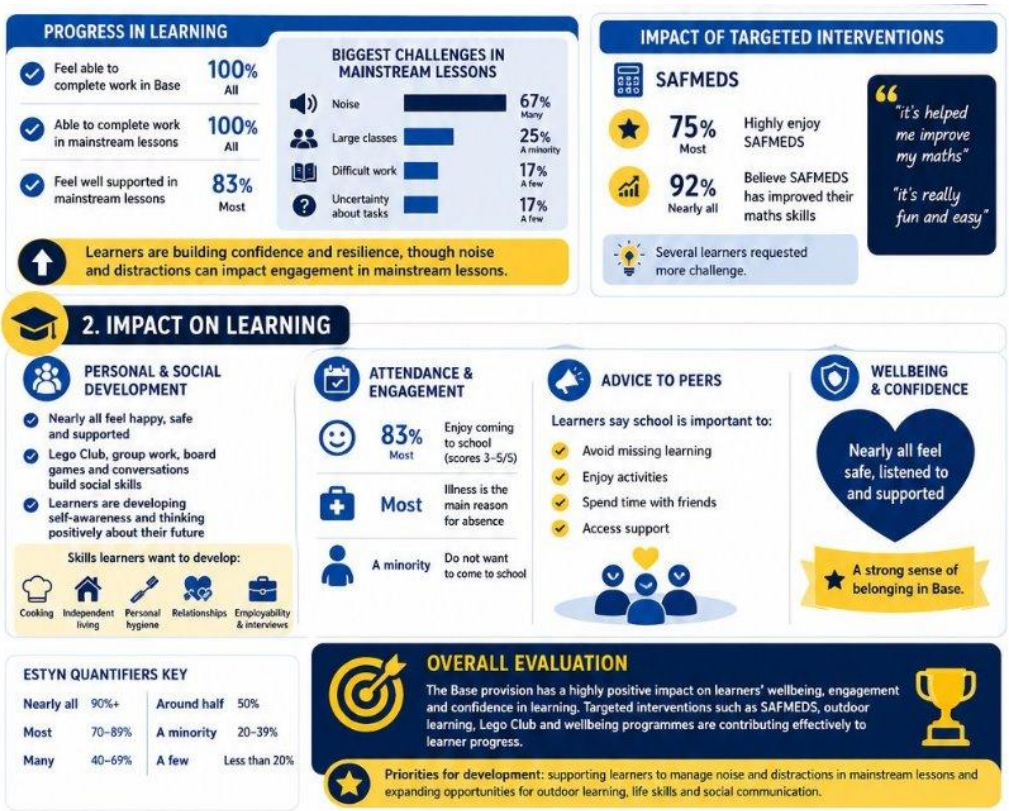




The Base


ISB – Cycle 3


LEARNER SURVEY ANALYSIS
12 LEARNER RESPONSES
Listening to learners. Improving provision. Impacting futures.
1. PROVISION AND PROGRESS
STRENGTHS IN PROVISION
Enjoy working in SEL booklets 92% Nearly all
Enjoy attending Base lessons 83% Most
Feel happy in Base 92% Nearly all
Feel safe or very safe in Base 100% All
Feel well supported in Base 92% Nearly all
Adults listen to them in Base 100% All
The provision creates a highly supportive, nurturing and inclusive environment.
ENGAGEMENT HIGHLIGHTS
Enjoy Lego Club 83% Most
Enjoyed learning about puberty and relationships 92% Nearly all
"really fun"
"my favourite lessons"
"I like doing the activities and going outside"
CURRICULUM PREFERENCES
Prefer outdoor lessons to indoor lessons 83% Most
Strongly enjoy learning outdoors 75% Nearly all
Favourite outdoor activities include:
Woodland sessions
Marshmallow toasting
Bug hotels
Bird feeders
Practical tasks
Most learners want more:
Outdoor learning
Lego activities
Games
Healthy relationships


PROGRESS IN LEARNING
Feel able to complete work in Base 100% All
Able to complete work in mainstream lessons 100% All
Feel well supported in mainstream lessons 83% Most
BIGGEST CHALLENGES IN MAINSTREAM LESSONS
Noise 67% Many
Large classes 25% A minority
Difficult work 17% A few
Uncertainty about tasks 17% A few
Learners are building confidence and resilience, though noise and distractions can impact engagement in mainstream lessons.
IMPACT OF TARGETED INTERVENTIONS
SAFMEDS
75% Most Highly enjoy SAFMEDS
92% Nearly all Believe SAFMEDS has improved their maths skills
Several learners requested more challenge.
"it's helped me improve my maths"
"it's really fun and easy"
2. IMPACT ON LEARNING
PERSONAL & SOCIAL DEVELOPMENT
Nearly all feel happy, safe and supported
Lego Club, group work, board games and conversations build social skills
Learners are developing self-awareness and thinking positively about their future
Skills learners want to develop:
Cooking
Independent living
Personal hygiene
Relationships
Employability & interviews
ATTENDANCE & ENGAGEMENT
83% Most Enjoy coming to school (scores 3–5/5)
Most Illness is the main reason for absence
A minority Do not want to come to school
ADVICE TO PEERS
Learners say school is important to:
Avoid missing learning
Enjoy activities
Spend time with friends
Access support
WELLBEING & CONFIDENCE
Nearly all feel safe, listened to and supported
A strong sense of belonging in Base.
ESTYN QUANTIFIERS KEY
Nearly all 90%+
Most 70–89%
Many 40–69%
Around half 50%
A minority 20–39%
A few Less than 20%
OVERALL EVALUATION
The Base provision has a highly positive impact on learners' wellbeing, engagement and confidence in learning. Targeted interventions such as SAFMEDS, outdoor learning, Lego Club and wellbeing programmes are contributing effectively to learner progress.
Priorities for development: supporting learners to manage noise and distractions in mainstream lessons and expanding opportunities for outdoor learning, life skills and social communication.


BASE STAFF FEEDBACK
END OF YEAR SUMMARY 2025–2026
Feedback from 5 staff members
Overwhelmingly positive feedback reflecting a committed, supportive team proud of the progress made and focused on achieving the best outcomes for learners.
5 Staff Members Responded
100% Feel Supported & Valued
4.8/5 Average Confidence (Base & Mainstream Lessons)
5.0/5 Average Rating: Changes to Base Environment
STAFF RATINGS (AVERAGE SCORE OUT OF 5)
Feelings about changes made to Base 5.0
Learning environment improving behaviour, engagement & wellbeing 5.0
Attendance rating 4.0
Confidence supporting learners in Base lessons 4.8
Confidence supporting learners in mainstream lessons 4.8
Feeling supported in school 5.0
1 2 3 4 5
Average Score
KEY STRENGTHS IDENTIFIED
OUTDOOR LEARNING
A major strength with positive impact on learners' confidence, communication, social skills, wellbeing, teamwork and environmental awareness.
LEARNING ENVIRONMENT
Improvements to Base rooms, Zen Den and outdoor areas have enhanced engagement, behaviour and wellbeing.
STAFF CONFIDENCE
High confidence in supporting learners in both Base and mainstream lessons.
TEAM SUPPORT & MORALE
All staff feel supported, valued and proud to be part of the Base team.


THEMES FROM STAFF COMMENTS
Outdoor Learning Impact
Improved social skills, communication, listening, wellbeing, confidence, teamwork and engagement. Activities include woodland learning, bird watching, campfires, habitat projects and craft.
Improving Attendance
Suggested rewards, achievement points, badges, trips and activities. Importance of understanding barriers and building trusting relationships.
Professional Development
Interest in IT, DT, natural history GCSE, swimming, JWSI refresher and interventions. Need for support balancing interventions and classroom duties.
Team Morale
Positive, supportive team culture. Suggestion for fortnightly individual check-ins to share ideas and concerns.
DEVELOPMENT PRIORITIES
1
Expand Outdoor Learning
More opportunities, external partnerships and use of additional outdoor spaces.
2
Strengthen Attendance Strategies
Introduce incentives and rewards and address individual barriers.
3
Targeted Professional Development
Focus on IT, DT, qualifications and interventions.
4
Staff Wellbeing & Communication
Introduce regular individual catch-ups and ongoing support.
WHAT STAFF SAID
confidence
engagement
engagement
wellbeing
learners
safe
communication
outdoor
environment
learning
develop
fun
incentives
support
behaviour
behaviour
team
opportunities
attendance
attendance
skills
rewarding
learn

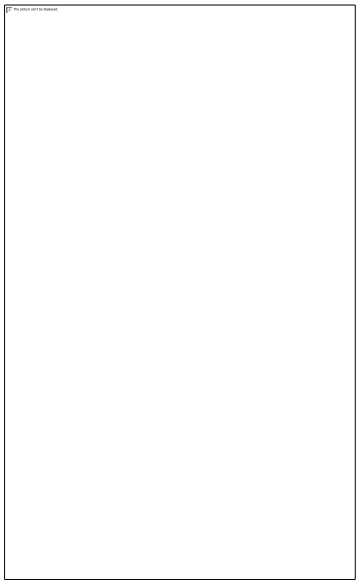

Year 6 Transition Activities

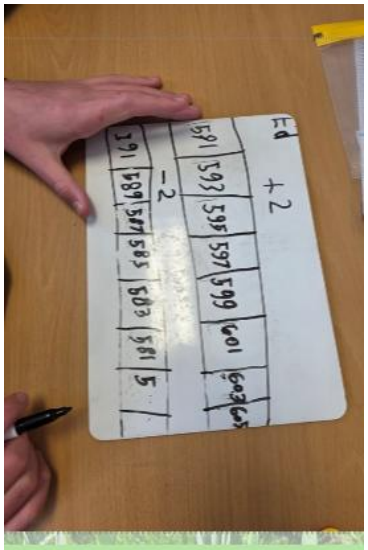

BASE BREAK
Outdoors Week Presentations



End of course celebrations-Marine Engineering







Maths lesson



Batty's Nursery Bargain-Three pots worth £45 each
Base paid £5. Learners worked together to fix them


RHYL BEAUTY
(RHYL 1920)
Rhyl Beauty has a rich, fine, fruity flavour. Is a long keeping dessert apple. Pick in Mid-October and use between December and April.
AN EXTREMELY RARE OLD WELSH APPLE.
TIN YR GWYDD
(GOOSE'S ARSE)
(Dyfed)
A large green, tangy, early cooking apple. Despite having a robust flavour, it requires very little additional sugar. Named because of its shape, NOT its flavour.
AN EXTREMELY RARE OLD WELSH APPLE.
www.iansturrockandsons.co.uk
for more information and cultivation videos
MADE IN WALES
Eventual tree size approx 7/10/15 Ft.
07982 300 830
Orchard Planting






Year 11s, DONE
Goodluck, Boys! You're all awesome. Going to miss you. ♡ Miss Forbes
Good Luck Jamie, Jack, David, Riley, Kai and Dillie I will miss you! Love from Miss Evans x
I will literally see you in College.... what the Point from Kai Jones
Goodbye and Good Luck
Good Luck Guys for the future! You'll all be missed! from Mr Hughes
Good Luck Year 11 Boys! Keep being amazing - we will miss you! Love from Mrs Smithson
Good Luck home you all do amazing in the future we all will miss you from Caleb B
Good luck boys! Never forget the Electromagnetic Spectrum stuff! Keep being rad! Love Miss Dine

Show Racism the Red Card

Learners and Staff at Ysgol Bryn Elian have raised £252.59 for Wear Red Day in support of Show Racism the Red Card.







BBC Children in Need

Members of the YBE Sixth Form had lots of fun, arriving in fancy dress with the aim of raising money for BBC Children In Need 2025. A grand total of £70 was raised. Thank you so much to everyone who contributed!



















Senior Student Team

The 2025/26 Senior Student Team (SST) worked tirelessly this year to raise money to support with the costs associated with their Summer Ball. Through their fabulous cake bakes and other fundraising activities, they managed to reduce the ticket cost significantly so that all Year 13 learners, who wished to attend, could benefit. Huge thanks go to them for organising such a beautiful event to mark the end of their school years here at YBE.





PSE events

Wear Red Day - raised money for SRTRC - sixth form took part in assemblies, wellbeing activities for reg time were created. Whole-school awareness

Odd Balls - arrived from Liverpool University, delivered a session to Year 12/13 males surrounding testicular cancer - symptoms/treatment/fighting the stigma

All year groups received sessions from Police Liaison Officer covering online safety, healthy/unhealthy relationships, addictions/drug/alcohol misuse. Year 12/13 received Olivia's Story referring to safe driving.

RASASC to Year 8/9/10/11 - Rape and Sexual Assault Abuse Support Centre, linked to the North Wales Police, following Sarah Everard case.

Spectrum Charity - Year 9 - based around healthy/unhealthy relationships

Choose Life - Year 10 - 2-hour assembly given discussing real life cases of drug addictions, fighting against the normalised drug use.

Multi-cultural day - including whole school competition of decorating the door.

Year 7

Year 7 (and Mr T) enjoying the 'Make Some Noize' concert arranged by Michelle.

Year 7 are settling really well into YBE. They are a great year and demonstrate lots of our YBE values on a daily basis.









Duke of Edinburgh Award

The Duke of Edinburgh Award scheme is as popular as ever in the school again with Bronze, Silver and Gold expeditions running last year, 1092 hours volunteered (equating to £8243 of social value) and a great team of staff giving up their time to support our learners through this valuable programme.



Gold and Silver Practice







Silver Expedition

Geography Field Work

Geography staff organised enriching experiences within the fieldwork for their students this year; including a heritage train ride to escape the rain in Llanberis, an organised tour around Llandudno Museum whilst conducting GCSE fieldwork near the Great Orme and multiple visits to compare sand dunes across the North Wales coast.







THIS YEAR AT A GLANCE

£1,000
First Give grant for the winning Year 8 class's charity

~£1,000
Raised for Hope House at the WBQ Enterprise Fair

Year 9
Mock interviews with local employers and organisations

OUR FRAMEWORK

HOW SKILLS FIT TOGETHER

Cross-curricular skills at Ysgol Bryn Elian are built on the Four Purposes of the Curriculum for Wales. They are delivered through Barod i'r Byd at Key Stage 3 and the Welsh Baccalaureate at Key Stage 4. The table below shows the four integral skills: transferable skills that underpin the Four Purposes and that learners develop across all areas of learning, preparing them for further study, work and life.

INTEGRAL SKILLS			
Creativity and innovation	**Critical thinking and problem solving**	**Personal effectiveness**	**Planning and Organisation**

KEY STAGE 3

BAROD I'R BYD

This year is the second year, Barod i'r Byd provides a structured, theme-based curriculum designed to develop learners' integral skills. Lessons explore topics such as charities, careers and learning at Ysgol Bryn Elian, with opportunities to develop and apply these skills embedded in every lesson.

The table below shows the current 2026/27 mapping for Barod i'r Byd.

	TERM 1	TERM 2	TERM 3
YEAR 7	**Learning Unlocked**	**Working with Others**	**Charities**

YEAR 8	Charities & pitch	Literacy	Finance and Team work
YEAR 9	Entrepreneurial thinking	Careers and Pathways	

YEAR 8 · BAROD I'R BYD · NEW THIS YEAR

FIRST GIVE: CHARITY IN ACTION

This year, we have joined the First Give programme, through which Year 8 learners will explore social issues and research charities working within their communities. Each class will select a charity to support and plan activities such as fundraising, awareness raising or volunteering.

The programme will culminate in a Dragons' Den-style school final, where representatives from each class will present their chosen charity and explain the action they have taken to support its work. A panel of judges will assess their presentations and social action, with the winning class securing a £1,000 grant for its chosen charity.

CHARITIES IN THE CLASSROOM





Mind Conwy

As part of the First Give project, local charities come into school to talk to Year 8 learners about their work. On 02/10/26, Mind Conwy, the local mental health charity, shared its services and the community fundraising events that support them.

YEAR 9 · SUMMER 2026

MOCK INTERVIEWS

In summer 2026, Year 9 learners participated in mock interviews with representatives from local employers and organisations, including North Wales Police, the Royal Air Force, Bangor University and Fit Conwy, to name a few. These interviews gave learners valuable

experience of a realistic interview setting, helping them develop their confidence, communication skills and ability to present themselves professionally. The experience was excellent, with positive feedback from learners, employers and teachers. We hope to offer the same opportunity again in 2027.

WHAT LEARNERS GAINED

- **Confidence in an interview setting**
- **Clear communication skills**
- **Presenting themselves professionally**

KEY STAGE 4 · WELSH BACCALAUREATE

ENTERPRISE FAIR FOR HOPE HOUSE

Just under

£1,000

raised for Hope House

PITCH Learners pitched stall ideas to a panel of "Dragons" to win £10 start-up funding, explaining proposals and justifying decisions.

PLAN They planned, budgeted and prepared their stalls, working collaboratively.

RUN Stalls were run for Year 6 learners visiting Ysgol Bryn Elian during transition week.

Summer 2026 results. WBQ results were very positive, with many learners achieving good grades. They reflect learners' hard work and commitment, alongside the support and guidance of staff.

IMPACT

Through these experiences, learners develop creativity and innovation, critical thinking and problem solving, personal effectiveness, and planning and organising skills, while preparing for their future and contributing to their community.

Friends of Bryn Elian

Halloween Disco

The annual Halloween Disco took place again in October. Year 7 really enjoyed the evening with some excellent costumes and fancy dress. £187.92 was raised to support the school.









Summer Fair

The annual summer fair took place in the final half-term. Once again, it was popular with a variety of stalls available and the students of YBE bringing in a lot of items to support the tombola! From smoothies to jewellery, crochet animals to natural items created by learners in The Base and BBQs and fun games – there was something for everyone! A grand total of £1803 was raised for the school. A huge thank you to all those who donated items for the raffle, particularly local businesses and to all those who volunteered their time.







Other Supported Events

The Friends of Bryn Elian supported various other events at the school including the Spring Symphony production and the Christmas Carol concert, raising further funds for the school.

Appendix 1

YSGOL BRYN ELIAN
GOVERNORS MEETING DATES
ACADEMIC YEAR 2025-26

TERM 1

Full Governors	15/10/2025
Curriculum & Community	12/11/2025
Finance & Resources	08/12/2025
Full Governors	08/12/2025

TERM 2

Curriculum & Community	21/01/2026
Finance & Resources	25/02/2026
Full Governors	25/03/2026

Term 3

Curriculum & Community	06/05/2026
Finance & Resources	24/06/2026
Full Governors	15/07/2026

Appendix 2

Key Dates 2026-27

Tymor yr Hydref	Dyddiad/Date	Autumn Term
Hyfforddiant Mewn Swydd	01/09/2026	Staff Training Day
Hyfforddiant Mewn Swydd	02/09/2026	Staff Training Day
Agor	03/09/2026	Open
Cau	22/10/2026	Close
Hyfforddiant Mewn Swydd	23/10/2026	Staff Training Day
Agor	02/11/2026	Open
Hyfforddiant Mewn Swydd	13/11/2026	Staff Training Day
Cau	18/12/2026	Close
Tymor y Gwanwyn	**Dyddiad/Date**	**Spring Term**
Agor	04/01/2027	Open
Cau	05/02/2027	Close
Agor	15/02/2027	Open
Cau	19/03/2027	Close
Tymor yr Haf	**Dyddiad/Date**	**Summer Term**
Agor	05/04/2027	Open
Dydd Gwyl Fai	03/05/2027	May Day
Cau	28/05/2027	Close
Agor	07/06/2027	Open
Cau	16/07/2027	Close
Hyfforddiant Mewn Swydd	19/07/2027	Staff Training Day
Hyfforddiant Mewn Swydd	20/07/2027	Staff Training Day

Staff Training Days/INSET	
01/09/2026	Dydd Mawrth/Tuesday
02/09/2026	Dydd Mercher/Wednesday
23/10/2026	Dydd Gwener/Friday
13/11/2026	Dydd Gwener/Friday
19/07/2027	Dydd Llun/Monday
20/07/2027	Dydd Mawrth/Tuesday
Other Key Dates	
08/10/2026	Year 6 Open Evening
14/01/2027	Sixth Form Open Evening
25/02/2027	Year 9 Options Evening
24/06/2027	Year 5 Transition Day*
28/06/2027	Year 6 Transition Week
15/07/2027	Activities Week

*May be rearranged due to late exams.

Appendix 3

Year 13 Destinations 2026	
University Academy 92 (UA92)	Sports Coaching
Arts University Plymouth	Photography
Bangor University	Professional Policing Film and Media Primary Education leading to QTS Business Management Mental Health Nursing English Language and English Literature Adult Nursing Philosophy, Ethics and Religion
University of Bath	Sport and Exercise Science - deferred to 2027
Cardiff University	Biochemistry
University of Chester	Geography Forensic Biology Events Management (including a Foundation Year) Law Psychology (Forensic and Investigative Specialism)
University of Glasgow	Geography/Social & Public Policy
Lancaster University	Advertising and Digital Marketing (Study Abroad) deferred to 2027 Geography (Placement Year) - deferred to 2027 Physics with Astrophysics (Study Abroad)
University of Leeds	English and Philosophy
University of Liverpool	- Film Studies and Communication and Media
Liverpool John Moores University	Nursing (Mental Health) Nursing (Child) Nursing Associate Law
University of Manchester	Chemistry Computer Science and Mathematics

	English Literature and History
Manchester Metropolitan University	Primary Education with QTS Digital Media and Communications Business Psychology Future Media Production English and Multimedia Journalism - deferred to 2027 Fashion Marketing Sports Business Management
Pointblank Music School	Music Production and Vocal Performance with Foundation Year
University of Stirling	Environmental Science - deferred to 2027
Wrexham University	Motorsport Engineering
University of York	English Bioarchaeology
Destination other than University	
Employment	6 – examples include in planning, nursery worker, catering industry
Gap Year with plans following	1
Emergency Services	1 - Police application pending
College	3 – examples include Flight Attendant training, Photography, further L3 courses

Appendix 4

INCOME AND EXPENDITURE ACCOUNT

Period ending 31st March 2026

	2025/26
	£
Income	
Individual School Budget	6,210,174
Other Welsh Assembly Grants	131,614
SEG/PDG	347,436
NQT Grant	135,470
Lettings	22,019
Other Income	41,720
Total Income	**6,888,433**
Expenditure	
Staff Costs	5,194,366
Maintenance Expenditure	679
Other Occupancy	183,746
Educational Supplies and Services	898,266
Other Supplies and Services	265,877
Furniture and Equipment	
Capital Expenditure	
Total Expenditure	**6,542,935**
Excess of Income over Expenditure	345,498
Balance B/F from previous Period	395,354
Balance C/F to Next Period	**740,851**

Appendix 5


The YBE Way
Learning | Belonging | Succeeding
A stronger school, a brighter future.
Our Four Priorities
For Governors
ACHIEVEMENT FOR ALL - LLWYDDIANT I BAWB
Strategic challenge. Positive change. Brighter futures.
As Governors, you play a vital role in supporting Ysgol Bryn Elian to achieve its vision – Achievement for All.
1
Here Today, Learning Every Day
ATTENDANCE
Why this matters
Regular attendance is essential for academic progress, wellbeing and a sense of belonging. Every learner deserves the opportunity to be here, ready to learn and succeed.
Your role as a governor
Provide strategic challenge on attendance data, trends and the impact of absence.
Ensure robust policies and systems are in place.
Monitor progress towards agreed targets.
Champion a culture where attendance is valued and barriers are addressed.
2
Great Teaching. Brighter Futures.
LEADERSHIP OF HIGH QUALITY TEACHING TO REDUCE BARRIERS TO 'ACHIEVEMENT FOR ALL'
Why this matters
High-quality teaching inspires, supports and challenges every learner, helping them to overcome barriers and reach their potential.
Your role as a governor
Challenge and support school leaders on teaching quality and its impact.
Monitor how effectively professional development improves outcomes.
Ensure the curriculum is inclusive and meets the needs of all learners.
Seek assurance that resources are used effectively to support teaching and learning.
3
Challenge Today. Stronger Tomorrow.
CHALLENGE AND PURPOSEFUL FEEDBACK FOR ALL
Why this matters
Constructive feedback helps learners to know how to improve, builds confidence and develops resilience. We want every learner to be challenged and supported to be the best they can be.
Your role as a governor
Challenge leaders on how feedback is used to drive improvement.
Monitor the impact of assessment, feedback and intervention strategies.
Ensure there is a clear focus on raising achievement for all learners, including those with additional needs.
Review and scrutinise progress data and ask probing questions.
4
Readers Today. Leaders Tomorrow.
LITERACY – READING CULTURE, IDENTITY AND STATUS
Why this matters
Strong reading skills open doors – to learning, to opportunity and to a brighter future. We want every learner to see themselves as a reader, in every subject and in life.
Your role as a governor
Monitor progress in literacy across the school.
Challenge and support leaders on reading provision and initiatives.
Ensure there is a whole-school approach to developing a strong reading culture.
Consider the impact of literacy on wider outcomes, including wellbeing, aspirations and future opportunities.
RESPECT
We treat everyone with kindness and consideration.
KINDNESS
We look out for each other.
ASPIRATION
We aim high and never give up.
TOGETHER
We are stronger when we work together.
Achievement for All
Llwyddiant i Bawb
Bryn Elian

The YBE Way

Learning | Belonging | Succeeding

Your future. Our focus. Together.



Our Four Priorities For Learners

Be the best version of you!

ACHIEVEMENT FOR ALL - LLWYDDIANT I BAWB

1 Here Today, Learning Every Day

ATTENDANCE

The more you're here, the more you can achieve.

Why does it matter?

- You can't learn, make progress or achieve if you're not in school.
- Good attendance helps you feel part of the school, build friendships and feel happier.
- It gives you more opportunities for your future.
- We want every learner to have the best chance possible.

What does this mean for you?

- Be in school, on time, every day.
- Try your best and make the most of every lesson.
- Talk to a trusted adult if something is making it hard for you to attend.
- Celebrate your attendance and be proud of your progress!

2 Great Teaching. Brighter Futures.

LEADERSHIP OF HIGH QUALITY TEACHING TO REDUCE BARRIERS TO 'ACHIEVEMENT FOR ALL'

High-quality teaching helps you to learn, grow and reach your goals.

Why does it matter?

- Great teaching helps you understand, build confidence and make progress.
- It gives you the skills you need for your future.
- It helps remove barriers so everyone can achieve.
- Our teachers work together to make learning the best it can be for you.

What does this mean for you?

- Be ready to learn and give your best effort.
- Engage in lessons and ask questions.
- Be open to feedback and use it to improve.
- Let us know what's working well and what could be even better – your voice matters!

3 Challenge Today. Stronger Tomorrow.

CHALLENGE AND PURPOSEFUL FEEDBACK FOR ALL

We push you to be your best and give you feedback to help you improve.

Why does it matter?

- Challenge helps you think more deeply and achieve more.
- Feedback shows you what you're doing well and what to do next.
- It helps you become more independent, resilient and confident.
- High expectations help you aim higher.

What does this mean for you?

- Be ready to take on a challenge and try your best.
- Listen to feedback and use it to improve your work.
- Ask questions and have a go – learning from mistakes is part of progress.
- Take pride in your work and celebrate your achievements.

4 Readers Today. Leaders Tomorrow.

LITERACY – READING CULTURE, IDENTITY AND STATUS

Reading supports your learning, your future and your success.

Why does it matter?

- Reading helps you in every subject.
- It builds your vocabulary, confidence and communication skills.
- It helps you think critically, be creative and understand the world.
- We want every learner at YBE to see themselves as a reader.

What does this mean for you?

- Read regularly – in lessons, at home or for enjoyment.
- Try different books, articles or magazines.
- Visit the library and get involved in reading activities.
- Talk about what you're reading and share your recommendations.
- Be proud to be a reader!

RESPECT
Be kind. Include everyone. Do the right thing.

KINDNESS
Look out for one another.

ASPIRATION
Aim high. Never give up.

TOGETHER
Stronger together. A better YBE every day.



Achievement for All Llwyddiant i Bawb

Bryn Elian

The YBE Way

Learning | Belonging | Succeeding

Working together for brighter futures.



Great schools happen together.

Our Four Priorities

For Parents and Carers

ACHIEVEMENT FOR ALL - LLWYDDIANT I BAWB

At Ysgol Bryn Elian, we believe that every child can achieve. These four priorities will help us give every learner the best possible education, experiences and opportunities. Here's what they mean for your child – and how you can help.

1 Here Today, Learning Every Day

ATTENDANCE

Being in school regularly gives your child the best chance to learn, make progress and be part of our school community.

This means:
- Better learning and higher achievement.
- Stronger friendships and wellbeing.
- A positive start to their future.
- Support is available if your child is finding it hard to attend.

How you can help:
- Make sure your child attends every day and arrives on time.
- Let us know early if there are any issues.
- Work with us to overcome any barriers.
- Celebrate good attendance and progress.

Every day in school counts. Together we can make it happen.

2 Great Teaching. Brighter Futures.

LEADERSHIP OF HIGH QUALITY TEACHING TO REDUCE BARRIERS TO 'ACHIEVEMENT FOR ALL'

High-quality teaching helps every child learn well, including those who face extra challenges.

This means:
- Lessons that are engaging, inclusive and ambitious.
- Teachers who understand your child's needs.
- Support to help every learner reach their potential.
- A focus on reducing gaps in achievement.

How you can help:
- Encourage a positive attitude to learning at home.
- Talk to your child about what they are learning.
- Share useful information about your child's needs or interests.
- Support high expectations and celebrate effort, not just results.

Great teaching opens doors. Together we can remove barriers.

3 Challenge Today. Stronger Tomorrow.

CHALLENGE AND PURPOSEFUL FEEDBACK FOR ALL

We want all learners to be challenged and to receive feedback that helps them improve and be the best they can be.

This means:
- Lessons that stretch and inspire.
- Helpful feedback so pupils know how to improve.
- Builds confidence, resilience and independence.
- High expectations for every learner.

How you can help:
- Talk to your child about their work and progress.
- Encourage them to take on challenges and keep trying.
- Celebrate effort, improvement and success.
- Support a positive attitude towards feedback.

A positive attitude today builds a brighter tomorrow.

4 Readers Today. Leaders Tomorrow.

LITERACY – READING CULTURE, IDENTITY AND STATUS

Reading helps in every subject and in life. We want every child to see themselves as a reader and to enjoy reading.

This means:
- Stronger vocabulary and communication skills.
- Greater confidence and creativity.
- Better progress across all subjects.
- A positive reading culture for all.

How you can help:
- Encourage reading at home (e.g. books, magazines, articles).
- Talk to your child about what they are reading.
- Visit the library and take part in reading events.
- Be a reading role model – let your child see you reading too!

Readers today. Brighter futures tomorrow.

RESPECT We treat everyone with kindness and consideration.

KINDNESS We look out for each other.

ASPIRATION We aim high and never give up.

TOGETHER We are stronger when we work together.



Achievement for All Llwyddiant i Bawb

Bryn Elian



Our Four Priorities

ACHIEVEMENT FOR ALL - LLWYDDIANT I BAWB

1 Here Today, Learning Every Day

ATTENDANCE

Why is it a priority?

- Attendance is fundamental to learning, progress and achievement.
- Persistent absence leads to gaps in knowledge and poorer outcomes.
- Good attendance supports wellbeing, relationships and a sense of belonging.
- It contributes to a positive school culture and high expectations.
- We need to identify and address barriers and provide the right support.

Your role:

- Promote the importance of attendance in all you do.
- Follow our systems and report concerns early.
- Work collaboratively to support pupils and families.
- Be a positive and consistent role model.
- Celebrate good attendance and improvements.

2 Great Teaching. Brighter Futures.

LEADERSHIP OF HIGH QUALITY TEACHING TO REDUCE BARRIERS TO 'ACHIEVEMENT FOR ALL'

Why is it a priority?

- High-quality teaching is the biggest factor within our control to improve outcomes, particularly for learners who face disadvantage.
- Learners who face barriers currently meet their targets less often.
- We need to continue to improve provision for all, based on The YBE Way.
- Department leadership is key to monitoring, supporting and developing teaching.

Your role:

- Plan and deliver high-quality, inclusive teaching using The YBE Way.
- Engage with departmental and whole-school improvement.
- Share and learn from good practice.
- Be open to feedback and professional development.
- Support colleagues and contribute to a culture of high expectations for all learners.

3 Challenge Today. Stronger Tomorrow.

CHALLENGE AND PURPOSEFUL FEEDBACK FOR ALL

Why is it a priority?

- A minority of lower-ability and poorer-attending learners do not make secure or sustained progress.
- There is variation in the impact of feedback across some departments.
- Purposeful, subject-specific feedback and high expectations develop independence, resilience and positive attitudes to learning.

Your role:

- Use and embed +1 challenge strategies and the five pedagogical cogs of The YBE Way.
- Implement departmental feedback policies consistently.
- Use assessment and feedback to help all learners improve.
- Contribute to self-evaluation through observations, learning walks, book reviews and learner voice (including ALN).
- Celebrate progress and effort.

4 Readers Today, Leaders Tomorrow.

LITERACY – READING CULTURE, IDENTITY AND STATUS

Why is it a priority?

- Reading underpins success across every subject and every stage of life.
- Strong readers are better equipped to access learning, develop vocabulary, think critically and communicate effectively.
- We want every learner to see reading as enjoyable, valuable and relevant, and to develop a positive identity as a reader.

Your role:

- Promote reading in your subject and model positive reading habits.
- Create opportunities for reading and discussion in your lessons.
- Support whole-school reading initiatives such as Reading PULSE.
- Signpost and celebrate reading opportunities.
- Be a reading role model and help make reading visible across the school.

RESPECT – We treat everyone with kindness and consideration.

KINDNESS – We look out for each other.

ASPIRATION – We aim high and never give up.

TOGETHER – We are stronger when we work together.



Achievement for All
Llwyddiant i Bawb