



*"Gallwn, gofalwn  
We can, we care"*

## **Ysgol Dyffryn Taf**

**Annual Governors' Report to Parents and Carers 2025**

## Foreword from the Chair of Governors

It has been another very positive and successful year at Ysgol Dyffryn Taf, and the Governing Body is delighted to reflect on the continued progress made across all areas of school life.

A particular highlight of the year has been the success of an innovative pilot scheme designed to support pupils who find mainstream lessons especially challenging. The *We Thrive* initiative has proven to be a valuable and effective alternative pathway, enabling more learners to engage positively and make meaningful progress. Its success has been such that it is now being embedded within our curriculum planning for the coming year. This development reflects the school's ongoing commitment to providing a broad and inclusive curriculum that enables every pupil to achieve successful outcomes, whatever their starting point.

Another notable development has been the launch of the school's new Behaviour Leadership Policy, built around the core principles of *Ready, Respectful, and Safe* behaviour. The policy has been implemented with great success and is already having a positive impact on the culture of the school. We are especially pleased that the Local Authority has recognised this work as an example of best practice across Carmarthenshire.

Significant progress has also been made in strengthening safeguarding across the school site. Working closely with the Local Authority, we have secured the installation of a new perimeter fence and the development of a new, safer, and more appropriate reception area. These improvements ensure that pupils, staff, and visitors benefit from a far more secure environment, an essential foundation for effective learning and wellbeing.

As with all schools in the county, the financial position remains extremely challenging. The Governing Body will continue to work closely with the Local Authority and the Senior Leadership Team to identify strategies that can deliver necessary efficiency savings. In addition, we are exploring a range of income generation schemes and external grant funding opportunities. These initiatives are designed not only to enhance our facilities and learning environments, but also to enable the school to provide improved care, support, and enrichment opportunities for all pupils, ensuring that every learner at Ysgol Dyffryn Taf continues to receive the high-quality education and experiences they deserve.

On behalf of the Governing Body, I would like to thank the Headteacher, staff, pupils, parents, and wider community for their continued dedication, hard work, and support. Together, we remain committed to ensuring that Ysgol Dyffryn Taf continues to thrive and provide the very best educational and extra-curricular experiences for all learners.

**Jo Kind** - (Chair of Governors)



## 2024-25 Examination Performance Data

### Standards at A2/L3

A-levels only (87 entries):				
Year	A*	A*-A	A*-C	A*-E
2024-25	5.7	19.5	66.7	90.8
A-levels plus Welsh Bacalaureate:				
Year	A*	A*-A	A*-C	A*-E
2024-25	8.2	22.2	71.1	93.3
BTEC (31 potential grades):				
Year	D*	D*-D	D* - M	D* - P
2024-25	6.5	38.7	80.6	100

AS Levels (137 entries):



Year	A-B	A-C	A-D	A-E
2024-25	41	66	88	100

## Standards at GCSE/L2

GCSE only (142 pupils/1426 entries):				
Year	A*	A*-A	A*-C	A*-E
DT 2024-25	5.9	17.8	58.1	88.3
LA 2024-25	5.6	17.3	62.4	88.0
Wales 2024-25		19.5	62.5	

All L2 qualifications (including WB and BTECs):				
Year	A*	A*-A	A*-C	A*-E
DT 2024-25	6.2	18.3	63.2	91.8

Year	L1	L2	L2i	L2i with Lit	Capped 9
DT 2024-25	96.2	64.6	43.0	48.7	348.4



Other Key Performance Indicators (KPI):				
Year	Literacy	Numeracy	Science	Skills (WBQ)
DT 2024-25	40.0	37.5	35.0	40.3

**Governors' details** (Community Governors are appointed by the GB, Foundation Governors are appointed by the other Foundation Governors and LA Governors are appointed by the LA. Other categories (parent, staff, teacher) go through an application / election process):

Foundation Governors	Sub-committee	Mandatory training (ind, data, chairs)	Other training attended last 4 years
Mrs Jo Kind <a href="#">CHAIR OF THE GOVERNING BODY</a> jo.kind@dyffryntaf.org.uk 14 June 2029	CURRICULUM/FINANCE	Data / Chairs done; ind n/a	Children Who Are Looked After - 30/04/2024  Disciplinary & Dismissals - 16/05/2024  Schools Finance and Budgets - 26/09/2024
Mr Edward Howells 08 October 2027	FINANCE	Ind / data done	Children Who Are Looked After - 30/04/2024



Mr Philip Davies <a href="#">CHAIR FINANCE &amp; BUILDING</a> 08 October 2027	FINANCE	Ind / data done	Safer Recruitment & Selection - 21/09/2023 Schools Finance and Budgets - 26/09/2024 Estyn New Inspection Framework - 05/12/2024
Mr Matthew Bowen 01 September 2028	FINANCE	Ind / data done	
VACANCY	CURRICULUM		
<b>Parent Governors</b>	<b>Sub-committee</b>	<b>Mandatory training (ind, data, chairs)</b>	<b>Other training attended last 4 years</b>
Mrs Amber Wheeler 14 January 2029	CURRICULUM	Ind / data done	Healthy Eating & Drinking in Schools - 20/03/2025
Mrs Bethan Simmonds 13 October 2027	CURRICULUM	Ind / data done	Whole school approach to emotional and mental health and wellbeing - 19/10/2023 Principles of progression - 30/11/2023



			ALN Reform - 25/01/2024 Dealing with Complaints - 01/02/2024 Pupil Voice - 08/02/2024 Whistleblowing procedures for Schools - 22/02/2024 RSE - 07/05/2024 Schools Finance and Budgets - 26/09/2024
Mr Timothy Evans 13 October 2027	CURRICULUM	Ind / data done	
Mrs Elizabeth Bowes 14 December 2025	CURRICULUM	Ind / data done	
Mrs Lisa Evans 14 January 2029	FINANCE	Ind / data done	
Miss Vicky Hancock 11 February 2029	CURRICULUM	Ind / data done	Effective Monitoring - 27/03/2025 Pupil Voice - 10/04/2025



			Safeguarding- 04/06/2025 Minimum Standards (Emotional and Mental Health and Wellbeing) - 19/06/2025
<b>Local Authority Governors</b>	<b>Sub-committee</b>	<b>Mandatory training (ind, data, chairs)</b>	<b>Other training attended last 4 years</b>
Cllr. Sue Allen <a href="#">VICE-CHAIR OF THE GB</a> 26 March 2028	FINANCE	Ind / data done	Asking the right questions - 25/11/2021 Pupil Exclusions - 02/02/2023 Children Who Are Looked After - 30/04/2024 Performance Development - A New Approach - 21/05/2024 Schools Finance and Budgets - 26/09/2024 Safeguarding - 04/06/2025 Minimum Standards (Emotional and Mental Health and Wellbeing - 19/06/2025
Mrs Elaine Bradbury 22 March 2025	FINANCE	Ind / data done	



Mrs Karen Owen 1 February 2028	FINANCE	Ind / data done	Schools Finance and Budgets - 26/09/2024
Mrs Angela Prickett 07 November 2028	CURRICULUM	Ind / data done	Safeguarding - 04/06/2025
<b>Staff/Teacher Governors</b>	<b>Sub-committee</b>	<b>Mandatory training (ind, data, chairs)</b>	<b>Other training attended last 4 years</b>
Mrs Sophie Jenkins TEACHER GOVERNOR 09 October 2028	CURRICULUM	Ind / data done	
Miss Vicki Kucyj TEACHER GOVERNOR 27 September 2029	FINANCE	Ind / data done	
Miss Katie Topliss STAFF GOVERNOR 12 March 2028	CURRICULUM	Ind / data done	



Community Governors	Sub-committee	Mandatory training (ind, data, chairs)	Other training attended last 4 years
Mrs Julianna Bransden <b>COMMUNITY GOVERNOR</b> <b>30 September 2028</b>	<b>CURRICULUM</b>	Ind / data done	
Ms Angharad Lewis <b>COMMUNITY GOVERNOR</b> <b>14 January 2028</b>	<b>FINANCE</b>	Ind / data done	
Mr A Owen <b>HEADTEACHER</b>	<b>FINANCE/CURRICULUM</b>	Ind / data done	
Mrs Catrin Cole Clerk to the Governing Body catrin.cole@dyffryntaf.org.uk 01558 823661			



## Performance and target information

The number and percentage of unauthorised absences and authorised absences (including Year 11 who remained on roll until the end of the summer term):

Authorised absences	32703	10.9%
Unauthorised absence	13834	4.6%

### Pupil destinations upon leaving school:

- Of our 46 leavers last year, 32 have gone on to study at University, 5 have taken up apprenticeships, 4 are taking a gap year and 5 have started formal employment

### Financial statement:

There are no gifts to declare and no expenses for Governors claimed.

Please see below a summary of the school's final position for 2024/25:

Net Expenditure	£5,003,176
Formula Funding Allocation 2024-25	-£4,416,899
Surplus Brought Forward from 2023-24	-£696,822
Surplus carried forward to 2025-26	-£110,545



## **Action taken by the governing body or school**

The Governing Body is pleased to note the school's growing success in developing and strengthening links with the local community. Productive partnerships have been established with local employers and organisations, most notably through the work of our *Thrive* pupils with the Whitland Community Shed project and the Bluestone Academy. These collaborations provide positive, authentic, real-life experiences that help pupils to build confidence, develop employability skills, and engage more fully with their education. Alongside ongoing work with local services, including the police, these partnerships are helping to reinforce Ysgol Dyffryn Taf's role as a key part of the wider community.

## **A summary of changes to the school prospectus since publication:**

Very minor amendments to language and layout; photographs have been updated (*a copy is available via the school website*)

## **Review of school policies (for example school behaviour policies, an anti-racism policy, security policy):**

The following policies were reviewed and amended as required last year:

- Safeguarding and Child Protection
- Behaviour Leadership
- Admissions
- Suicide Safer Schools
- Mobile Phone
- Restrictive Practices and positive Handling
- School Attendance
- RSE
- Staff Mental health and Wellbeing
- Examinations



## Organisation, plans and policies

A summary of the school improvement plan:

<b>Whole School Priorities/Blaenoriaethau Ysgol Gyfan 2022-27</b>	
1	<b>Develop a great vision and leadership culture:</b> Establish a dynamic culture of high aspiration and care that supports all members of the Dyffryn Taf Community to achieve their potential
2	<b>Develop a great curriculum:</b> Effectively use all information sources to support a detailed understanding of the academic and wellbeing needs of our pupils; for us to respond to those needs with appropriate provision
3	<b>Develop great teaching:</b> Provide rich, authentic learning experiences that promote positive attitudes to learning and support pupils to make progress in the four purposes of the curriculum
4	<b>Develop great care and wellbeing:</b> Ensure that Ysgol Dyffryn Taf provides a sense of belonging and safety for all, through positive experiences underpinned by a strong Welsh ethos and vision of "Gallwn gofalwn, we can, we care "

### **Overarching Priority Area 1**

*(Inspection Areas 3)*

#### **Develop a great vision and leadership culture:**

Establish a dynamic culture of high aspiration and care that supports all members of the Dyffryn Taf Community to achieve their potential



**Strategic sub-priority for 2025-26:**

- Ensure all middle leaders can effectively evaluate the impact of their work on standards (*teaching and learning, academic tracking and pastoral care*)

**Overarching Priority Area 2**

(*Inspection Area 1*)

**Develop a great curriculum:**

Effectively use all information sources to support a detailed understanding of the academic and wellbeing needs of our pupils; for us to respond to those needs with appropriate provision

**Strategic priority for 2025-26:**

- Provide an appropriate curriculum for pupils facing barriers to learning, including those with behavioural, emotional, or attendance challenges; embedding the We Thrive/We Connect curriculum and offering a range of flexible pathways to ensure pupils can access mainstream provision and achieve successful outcomes.

**Overarching Priority Area 3**

(*Inspection Area 1*)

**Develop great teaching:**

Provide rich, authentic learning experiences that promote positive attitudes to learning and support pupils to make progress in the four purposes of the curriculum

**Strategic priorities for 2025-26:**

- Ensure all pupils make progress in line with their age and ability; improve differentiation and challenge, feedback and reading



## Overarching Priority Area 4

(Inspection Area 2)

### Develop great care and wellbeing:

Ensure that Ysgol Dyffryn Taf provides a sense of belonging and safety for all, through positive experiences underpinned by a strong Welsh ethos and vision of "Gallwn gofalwn, we can, we care "

#### Strategic priorities for 2025-26 :

- Ensure all pupils feel a sense of belonging in school; improving attendance
- Ensure a culture of positivity and respect; leading an improvement in behaviour (relationships)

School term dates, including holidays, for the forthcoming year:

#### Term Dates / Dyddiadau Tymor 2025 - 2026

##### Autumn Term 2025

Monday, 1 September  
Friday, 19 December

##### Half Term Holiday

Monday, 27 October  
Friday, 31 October

##### Spring Term 2026

Monday, 5 January  
Friday, 27 March

##### Half Term Holiday

Monday, 16 February  
Friday, 20 February

##### Summer Term 2026

Monday, 13 April  
Monday, 20 July

##### Half Term Holiday

Monday, 25 May  
Friday, 29 May

##### Tymor yr Hydref 2025

Dydd Llun, 1 Medi  
Dydd Gwener, 19 Rhagfyr

##### Gwyliau Hanner Tymor

Dydd Llun, 27 Hydref  
Dydd Gwener, 31 Hydref

##### Tymor y Gwanwyn 2026

Dydd Llun, 5 Ionawr  
Dydd Gwener, 27 Mawrth

##### Gwyliau Hanner Tymor

Dydd Llun, 16 Chwefror  
Dydd Gwener, 20 Chwefror

##### Tymor yr Haf 2026

Dydd Llun, 13 Ebrill  
Dydd Llun, 20 Gorffennaf

##### Gwyliau Hanner Tymor

Dydd Llun, 25 Mai  
Dydd Gwener, 29 Mai



### **Key dates for parents or carers to be aware of over the coming year:**

Please see the school calendar which is located on the school website - [www.dyffryntaf.org](http://www.dyffryntaf.org)

### **Details of the school's additional learning needs (ALN) policy, including its success, the allocation of resources or changes made, any consultation with the local authority and other schools:**

The school's Additional Learning Needs Policy was drafted and agreed in 2024. It outlines the 2018 ALN Code and its implications for schools, including a duty to decide if a child has an ALN and how this process should happen. It then goes on to describe good Universal Learning Provision adaptations, supportive interventions and any Alternative Learning Provisions which the school could consider implementing to support the child. This support is needs-led and not diagnosis led; with the legal, financial and moral responsibility for providing the support again resting with the school. These are written into an Individual Development Plan (IDP), which parents can request a review of at any time. Educational Statements no longer exist. 48 Pupils have these statutory IDPs at Ysgol Dyffryn Taf, with a further 40 requiring school based plans for a lower level of teacher-based support.

We have been a very flexible school, agreeing to uniform, timetable, curriculum and learning adaptations. We have endeavoured to keep expenditure within our allocated budget, with the greatest call on that budget to be the employment of Teaching Assistants to support children in lessons. We have had a huge surge in demand for support - in terms of needs presented by pupils - and several staffing challenges over the last 12 months which have added a lot of stress to our system. We have therefore looked to remodel part of our provision for the immense growth we have seen for Social, Emotional and Mental Health Needs (previously known as Social, Emotional and Behavioural Needs).

We have used room resourcing creatively to create two in-school 'Alternative Learning Provisions' known as We Thrive and We Connect to try to service this need in more appropriate spaces whilst rationalising staffing resources. We Connect has been new for September this year, whilst We Thrive was piloted last academic year with a more established launch since September.

Our ALN funding from the LA is not based on levels of ALN need. We have had mixed professional support from both Local Authorities. They are also a stretched service, but some professional individuals have been very helpful in offering advice for how to support children with some more complex needs. We have some students though who have needed something more than we are able to offer here at mainstream Ysgol Dyffryn Taf and working with two different ALN LA systems has brought its own challenges when referring them for LA based support.



'We Can, We Care' has been a hugely important mantra in our provision of support, and many parents view our school as being the best place to choose to send their ALN child. We are physically smaller than some of our surrounding secondary schools and our willingness to be caring and flexible is attractive. This means that the proportion of students coming into school with an additional need (but not always classed as 'ALN' because of the criteria necessary for this allocation) continues to increase.

Our school's Additional Learning Needs Coordinator (Assistant Headteacher, Mrs R DAVIES) takes part in the reviews of students in our feeder primary schools in Year 5 and 6 who have ALN and therefore IDPs, working with them to build transition plans. On the whole this is very successful and we are well prepared for ALN students to arrive. It is harder to provide immediately for children with a higher level of need who transfer to us from outside Wales (where they do not work on the same ALN system but instead have EHCPs which do not automatically transfer to IDPs and come with no additional funding), arrive mid-term or with very little notice. Our information gathering processes are good, but the speed at which places are allocated by the LA can mean our ALN Support Team and provisions are challenged to be very flexible.

Inclusion in terms of a physical need is an area the school has also invested in recently. A visually impaired student has transitioned to us from one of our feeder schools. We were given a full review of our site to ensure areas of hazard were identified and a list of school adjustments was issued, with these being completed over the summer to be ready for the student's arrival. Accessible toilets, stair lifts, handrails, fire escape equipment, ramps and seating arrangements have all been looked at for wheelchair users as well as those with other physical impairments. Provision and maintenance of these have been well responded to by our site management team. The new fence brought a series of operational challenges for some of our ALN learners but we have worked with students, families and support teachers to ensure reasonable and suitable access is provided.

Finally a new innovation to support learners displaying needs where parents would like to play a greater part in the provision of their support, is the introduction of a Flexi School agreement where parents take responsibility for the education, safety and progress of students for part of the time and students are in school for the rest of the time. Our first application has been agreed for a student on a short-term basis where we will be looking to the LA for provision support, but this has not yet been granted. The student still feels a sense of belonging and feels the socialisation and wider benefits of attending school, whilst responsibility for his English and Maths tuition rests with 1-1 tutors provided by parents at home.

### **Progress in meeting sporting aims, and any notable sporting achievements:**

Ysgol Dyffryn Taf offers a wide range of sporting opportunities, some of which include:

- Rugby (Boys and Girls)



- Football (Boys and Girls)
- Netball
- Hockey
- Cross Country
- Athletics
- Rounders
- Cricket

All of the above are open to all pupils of all abilities in every year group. Some noteworthy achievements include:

- Year 7 Girls Rugby Team: Rosslyn Park - National 7 a side champions
- Senior Boys Rugby: Welsh Cup Finalists
- The following represented Scarlets U17 against Ospreys and Dragons: Logan McDermott, Sol Roberts, Callum Goeman and Charlie Reynolds The following represented Scarlets West U16 rugby Ollie Hurst, Sid Castree, Ollie Phillips, Iori Phillips, Ellis Hennessy
- Athletics: Eight pupils qualified to represent Brienne in Dyfed athletics championships: Josh Barnett Year 12 and Aaron Wray went on to become Dyfed Champions in 1500m and Shot Put
- Golf: Shay Morgan been selected for Wales U18 golf squad
- Football: Ophelia Jenkins represented Wales U-16s in a UEFA tournament in Turkey and two stand alone international matches in Ireland and Portugal.
- Artistic gymnastics: Minnie Edwards represented Wales in the British finals and represented West Wales in the Magical classic international competition in Orlando.
- Football: Kai Blewitt represented South Wales u14 in Welsh regional competitions
- Shooting: Daisy Howells represented her club in the Junior British shooting competition

## Curriculum and organisation of education and teaching methods

### Curriculum Design 2025-26:

Our vision for the curriculum is to design and deliver a broad, balanced and bespoke *pupil centred* curriculum, that empowers all of our pupils to realise the Four Purposes of Learning. Facilitated by enabling adults, delivering engaging learning experiences in effective environments, we strive to equip pupils with the



knowledge, skills, and qualifications they will need for their future lives. Rooted in high expectations (*I Fyny Fo'r Nod*), it nurtures ambition, well-being, and inclusivity, with the aim that every pupil at Ysgol Dyffryn Taf develops the personal effectiveness that allows them to realise their full potential. Through rich, authentic, connected learning and smooth progression along the 3–16 continuum, our curriculum is designed to prepare pupils for their future in contemporary Wales and beyond. Our curriculum, co-constructed with our community, fosters creativity, innovation, critical thinking, and problem-solving. Alongside a strong sense of Cynefin and identity, it will empower our pupils to thrive in an ever-changing world.

The current curriculum design services the needs of 878 pupils within Dyffryn Taf 11-18 School. The graphic below shows the current year group sizes.

Year	Males	Females	Total
Year 7	79	64	143
Year 8	72	76	148
Year 9	77	95	172
Year 10	83	80	163
Year 11	80	57	137
Year 12	30	22	52
Year 13	29	33	62
Year 14	0	1	1
<b>Totals</b>	<b>450</b>	<b>428</b>	<b>878</b>

Sun 9 Nov 2025, 17:02

### Teaching and Learning:

This year at Dyffryn Taf, we have continued to place our pupils' academic progress and emotional wellbeing at the heart of everything we do. Our focus has been on responding to outcomes of monitoring and pupil voice to ensure that pupils make progress, setting three key priorities: differentiation and challenge, development of cross-curricular skills, feedback and assessment. Pupil voice has been a particularly powerful measure of teaching and learning, with insight into good practice across the curriculum, identifying strengths and areas for development from a pupil's perspective, significantly informing the priorities listed above.

Our continued focus on the Principles of Progression has helped us to strengthen the link between knowledge, skills and understanding, supported by a data-informed approach which allows teachers to set meaningful targets. Their progress is tracked using our bespoke KS3 tracking system, where pupils are



monitored based on their Attitude to Learning, Progress and Attainment. As a result, pupils will continue to become increasingly knowledgeable about their progress and work effectively across all subjects to take the steps necessary to improve. In the coming months, this system will be further developed to highlight the importance of pupil effectiveness, an aspect of the Curriculum for Wales which empowers young people to understand the qualities and actions of an effective learner. All stakeholders will be invited to participate in this research.

In order to harness the power of continuously tracking progress, we have strengthened our use of formative assessment, an approach which incorporates a wide variety of methods to check pupils' understanding, and allows teachers to design lessons which build on what pupils already know, while extending their knowledge and understanding. The Lead Practitioners provided a strong research base of knowledge and best practice on key methods, including whole-class feedback and peer assessment, creating a collaborative, research-based approach to professional learning.

Our updated feedback policy recognises these changes, highlighting the use of daily practices like questioning and verbal feedback, and emphasising the importance of actionable, written feedback to support pupils as they progress towards regular assessments. Common tasks (departmental-agreed internal assessments) take place in every subject throughout the year at both KS3 and KS4, and have been designed to allow pupils to apply and practise what has been learnt. Tracking is based on both common tasks and the ongoing improvements all pupils make towards their targets on a daily basis, captured in our Progress Score, and shared with parents via our reporting system. Common tasks at KS3 capture the current attainment, informing the Attainment Score which is shared with pupils and parents at the end of each academic year. The Attainment Score allows teachers, pupils and parents to prepare for KS4, informing the appropriate choice of pathway for every pupil, but also supporting pupils and parents to know what has been learnt, where further support is needed, and what steps can be taken to secure a higher level of progress.

Professional development has been a key strength this year. Staff have taken part in regular training sessions, performance development meetings, where teachers have worked collaboratively to refine their practice and share effective strategies on the development of cross-curricular skills: literacy, numeracy and digital skills. With a wider group of professionals involved in monitoring, including external support from a network of teaching and learning specialists from partner schools, we can ensure our approaches are up-to-date, as well as responsive to the needs of our pupils. A support process for teachers has been developed to ensure the necessary support is in place for every member of staff, where outcomes are readily shared and carefully monitored to ensure high quality teaching and learning is achieved. A weekly teaching and learning briefing serves to bring all staff together to share outcomes, research and set targets.

### **Alternative provision and intervention:**

Our school's vision for wellbeing and pastoral care is to promote the emotional and wellbeing of our whole school community by creating an environment where everyone can thrive, learn and develop socially and emotionally.



Lles, our wellbeing hub, provides a learning space for pupils who need support with social, emotional and behaviour needs, providing a nurturing environment to help young people experience achievement and success. In Lles pupils have access to individualised support from a team of pastoral support workers, who support them to continue with their academic learning but also support them with a suite of interventions which focus on social, emotional, and behaviour needs.

Thrive is an additional space to support pupils who need support to re-engage with their learning, build their confidence, and develop positive relationships with their peers and teachers. In this setting pupils are provided with numeracy and literacy provision, work towards recognised qualifications, which will help them continue on their chosen pathway, and project-based learning, working within the community and with local businesses. In its first year, Thrive has already witnessed some significant successes with pupils working being provided with opportunities to access the world of work and community enhancement through our partnerships with the Whitland Community Shed project and the Bluestone Academy

Both provisions support pupils to develop an awareness of their place in their local community, form a sense of responsibility and belonging, and develop essential skills in personal effectiveness, self esteem and building positive relationships.

During the past year, the school has developed a new initiative, **We Connect**, which is being piloted alongside the successful *We Thrive* programme. The purpose of *We Connect* is to better support the wellbeing needs of a targeted group of pupils, many of whom find regular attendance at school particularly challenging.

The vision for *We Connect* aligns closely with the school's overarching **Lles (Wellbeing)** strategy and recognises that many of its users may have additional learning needs, particularly those with autistic traits. The provision aims to create:

“A non-mainstream environment or learning space – flexibly located within and beyond the school building – where members of our school community who need a nurturing setting can continue to make academic progress while maintaining a strong sense of connection and belonging to Ysgol Dyffryn Taf.”

Research and experience indicate that maintaining this sense of connection is the key factor in supporting young people experiencing Emotionally Based School or Lesson Avoidance to re-engage with education.

The *We Connect* provision has two key strands:



1. **In-school support** – A new dedicated space within the school (Room 19) provides a calm, supportive environment for pupils who are lesson-avoidant or unable to manage a full day in a mainstream classroom. Some of these pupils are already identified within Local Authority plans as requiring a hybrid package of in-school and home-based learning.
2. **Off-site and virtual learning** – The school is developing an off-site and online resource that enables pupils unable to attend school for extended periods to continue making meaningful academic progress. This provision ensures that learners remain engaged in learning and maintain their connection to the school community.

Currently, all of our *We Can, We Care* wellbeing provision is based within the school building. *We Connect* extends this vision by ensuring that pupils who, for a range of reasons—including long-term illness, acute mental health challenges, or high levels of school or social anxiety—are unable to access the school site, still receive the care, support, and educational opportunities they deserve as valued members of the Ysgol Dyffryn Taf community.

All alternative provision at Dyffryn Taf serves to ensure all pupils can succeed, both within a classroom setting and beyond, where all pupils can access a learning environment which helps them to succeed (repeat - change)

## Welsh language:

### Language Category of the School

Ysgol Dyffryn Taf is an **English-medium secondary school** (Category T2) that is **working towards becoming bilingual** in line with the national vision of *Cymraeg 2050* and the Local Authority's Welsh in Education Strategic Plan (WESP). The school remains committed to strengthening the use of Welsh both within and beyond the classroom, ensuring that pupils develop their Welsh language skills progressively throughout their school life.

### Use of the Welsh Language by Learners

Pupils across all year groups receive regular and high-quality Welsh language teaching as part of the school curriculum. The Welsh department continues to promote enthusiasm and confidence in using Welsh through a variety of engaging classroom activities and extracurricular opportunities.

- Many pupils are increasingly confident in using simple Welsh greetings and phrases in informal situations around the school.



- Older learners, particularly those following the Welsh Second Language GCSE and the expanding Welsh-medium pathways, demonstrate growing proficiency and understanding of the language.
- The school is actively encouraging the natural use of Welsh during form time, assemblies, and school events.

### **Extent to Which Welsh is the Usual Language of Communication**

While English remains the main language of communication across the school, the use of Welsh is becoming more visible and embedded in daily routines. Staff model the use of incidental Welsh consistently, and bilingual signage and displays promote a sense of pride in the Welsh language and identity. The aim over the coming years is to increase the informal use of Welsh among pupils and staff, in line with our T2 development plan.

### **Continuity of Welsh Language Skills**

The school works closely with its partner primary schools to ensure **continuity and progression** in Welsh language learning as pupils transfer to Ysgol Dyffryn Taf.

- Transition activities and joint projects help pupils maintain and develop their Welsh skills as they move from Key Stage 2 to Key Stage 3.
- The school's curriculum planning reflects a clear focus on progression in Welsh, and staff are engaging with professional learning opportunities to strengthen their own language skills.
- The Governing Body recognises the importance of this work and supports the school's ambition to further enhance bilingualism in line with the *Cymraeg Campus* framework and Local Authority priorities.

The Governing Body is proud of the progress being made in developing the Welsh language at Ysgol Dyffryn Taf. While the school remains an English-medium setting, the commitment to promoting bilingualism is clear, and steady progress is being made towards achieving the T2 goal. The school community values its Welsh identity and continues to build on the positive culture of using Welsh naturally and confidently throughout daily school life.

### **Celebrating Success**

The school produces a termly newsletter "Cynefin", which celebrates notable achievements and allows for the sharing of important information on the life of the school. All editions of the newsletter can be accessed via our website.





These are the links to last year's newsletters:

Autumn 2024:

[https://www.canva.com/design/DAGYiKN7x-s/3Ywqkgfc9eONwcH7hPpOBw/view?utm\\_content=DAGYiKN7x-s&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_lid=hb0cae0fb08](https://www.canva.com/design/DAGYiKN7x-s/3Ywqkgfc9eONwcH7hPpOBw/view?utm_content=DAGYiKN7x-s&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_lid=hb0cae0fb08)



**Spring 2025:**

[https://www.canva.com/design/DAGYiKN7x-s/3Ywqkgfc9eONwCH7hPpOBw/view?utm\\_content=DAGYiKN7x-s&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_id=hb0cae0fb08](https://www.canva.com/design/DAGYiKN7x-s/3Ywqkgfc9eONwCH7hPpOBw/view?utm_content=DAGYiKN7x-s&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hb0cae0fb08)

**Summer 2025:**

[https://www.canva.com/design/DAGYiKN7x-s/3Ywqkgfc9eONwCH7hPpOBw/view?utm\\_content=DAGYiKN7x-s&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_id=hb0cae0fb08](https://www.canva.com/design/DAGYiKN7x-s/3Ywqkgfc9eONwCH7hPpOBw/view?utm_content=DAGYiKN7x-s&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=hb0cae0fb08)

