

Greenfield School

*Ysgol Greenfield School*



**"Opening doors to the future"**

**Governors' Annual Report to Parents  
2024/2025**

**This report is intended to inform you of the steps taken by the Governing Body in the discharge of its functions since the last report to parents.**

## Our Vision

‘Opening doors to the future’.



## Our Mission Statement

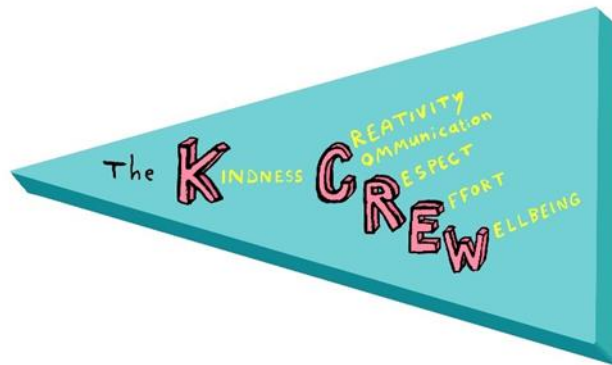
In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.

## Aims





- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

## We Value

- Kindness
- Communication
- Creativity
- Respect
- Effort
- Well-being



Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn and thrive, where children are respected and their talents nurtured. Our vision and values also Complement the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become:

<b>Ambitious Capable Learners</b>	<b>Healthy Confident Individuals</b>	<b>Enterprising Creative Contributors</b>	<b>Ethical Informed Citizens</b>
Ambitious Anwen 	Healthy Hedd 	Creative Cai 	World Ready Wynn 

## **Members of the Governing Body**

Last year Mr Dan Bufton acted up as Chair of Governors on a temporary basis but has now agreed to take on the role of Chair on a permanent basis. Last year Cllr Anna Williams-Price acted up as Vice Chair of Governors until a permanent new Chair of governors has been appointed. As Mr Dan Bufton is now the permanent Chair of Governors, Cllr Anna Williams-Price has agreed to be the vice chair on a permanent basis.

<b>Governing Body</b>	<b>Governor Type</b>	<b>Member</b>	<b>Start Date</b>	<b>End Of Office</b>
Greenfield Special School	Community Governor	Mr Gareth Handy	09/03/2023	08/03/2027
		Mrs Ann Jones	09/03/2023	08/03/2027
		Mrs Jill Watkins	20/02/2025	19/02/2029
	Headteacher	Mrs Rhiannon Stephens Davies	01/09/2019	
	Local Authority Governor	Mr Dan Bufton	06/02/2024	05/02/2028
		Cllr Brent Carter	22/01/2025	21/01/2029
		Cllr Anna Williams-Price	06/02/2024	05/02/2028
	Parent Governor	Mr Glen Jones	13/10/2023	12/10/2027
		Mrs Lee-Anne McCarthy	04/12/2024	03/12/2028
		Mrs Rachel Morgan	04/12/2024	03/12/2028
		Mrs Hannah Reddy	04/12/2024	03/12/2028
	Staff Governor	Mrs Andrea Morgan	28/11/2025	27/11/2029
	Teacher Governor	Mrs Laura Moore	14/11/2022	13/11/2026

Our Clerk to the Governors is Laura Griffiths who is based at the Education Directorate, Civic Centre, Castle St, Merthyr Tydfil CF47 8AN.

Copies of Governing body Minutes are available at the school for parents wishing to view them.

## **Staffing Structure**

Head Teacher: Rhiannon Stephens Davies  
 Deputy Head Primary: Vicky Jefferson  
 Deputy Head Secondary: Gwyn Daniels

Assistant Head Teacher Primary: Laura Moore  
 Assistant Head Teacher Secondary and Post 16: Lisa Howells

Teaching and Learning Responsibilities:

Jolene Lewis: Primary Curriculum Lead  
Stephanie Murphy (being covered by leuan Gardiner): Secondary Curriculum Lead  
Justyna Krawucka: Post 16 curriculum Lead  
Lewis James: Positive Behaviour Support and Outreach  
Jane Stone: Positive Behaviour Support

Designated Senior Person for child protection and safeguarding – Rhiannon Stephens Davies, Vicky Jefferson and Laura Moore (Primary), Gwyn Daniels (secondary) and Lisa Howells (Post 16, Campws Maes Glas).

27 teachers  
80 Teaching assistants  
8 Support staff (Administration and Caretaking staff)

## **Self-evaluation and development planning**

In Greenfield we aim to be a self-improving system which means that we continually collect information and evidence to ensure that we are effective and that we can identify areas for improvement. These areas are then feed into the School Development Plan which is monitored throughout the year. There are several ways this information is gathered, such as monitoring of standards in teaching and learning through lesson observations, carrying out learning walks, analysing assessment data, looking at pupils' work, running focus groups and gathering opinions through questionnaires.

## **Summary of Objectives set for the 2025 to 2026 School Development Plan**

### **Leadership**

#### **1.1 Develop skilled leaders throughout the school**

- MLT analyse and use Data Effectively
- Refine target setting using B2 analytics
- MLT to share data with teachers to inform planning & target setting, and use Salford Reading data to better inform literacy interventions
- Reintroduce Departmental Leads
- Reintroduce AOLE lead groups (distributed leadership of curriculum planning)
- Succession planning
- Coaching & mentoring for new teachers, HLTAs and L4 TAs

#### **Enquiry - Using Data Effectively**

- MLT to work with SLT and SCIP to develop skills in analysing data from summer 25 to inform departmental development priorities

#### **1.2 Refine and further develop an effective Self-improving System**

- Create new Impact Enquiry groups
- Each teacher carries out a mini enquiry as part of their PL based on SDP priorities (Communication and Maths & Numeracy)
- Use of the National Resource for Self-evaluation
- Enquiry informs self-evaluation
- Incorporate pupil voice more effectively with non-verbal pupils
- Trial use of self-evaluation software Nautilus using AI to support whole school analysis



- Numeracy project with Ynysowen, Troed y Rhiw and Taf Bargoed Early years teachers
- Engage in South Cluster Literacy project
- Continued engagement in Taith European CPD visits

## Curriculum

### **3.1 Curriculum for Greenfield**

Continue to write a bespoke Greenfield Curriculum

- Autumn - Looking After Me -Friendships, self-care/help, mental health (Humanities)
  - Spring - Animal Kingdom - Animals, Rare Animals and Conservation. Human life cycle (Expressive arts)
  - Summer term - Our Changing World - The past, the present, the future (Science & Technology)
- Embed the Developmental Pathways for pupils working at Camau Gwyrdd & Melyn.
  - Ensure that the curriculum covered is meaningful and appropriate for classes in terms of the pupils' developmental stage.
  - Focus upon further developing numeracy, revisit Numicon training and consider other published schemes in addition to or instead of Big Maths that are more suitable for learners working at Cam Gwyrdd and Melyn.
  - Continue to offer curriculum engagement days to encourage parental engagement
- Enquiry – Is the maths and numeracy curriculum offer appropriate for Greenfield Learners?

### **3.2 Progression**

- Engage in the National Support Programme for CfW, join the Curriculum and Assessment pilot project with WG looking at moderation tools
- Outcomes for IDPs are written in collaboration with parents, pupils and outside agencies to meet the long-term aspirations of the pupil
- ALPs are pupil friendly working documents that feed into the class planning.
- ALPs are monitored through progress events

### **3.3 Curriculum Enrichment**

- Continue to develop use of Welsh and become involved in the National Eisteddfod
- Continue to lead the Welsh Network for Special Schools
- Continue International links with schools in Europe
- CWRE
  - Enterprise project – Dewi's Diner
  - Map CWRE provision in the School
    - Extend activity leaders opportunities (older pupils working with our younger pupils)
- Introduce a school choir - take part in Young voices
- Develop DofE within the secondary curriculum, timetable DofE expedition skills for KS4
- Extend the accreditation offer for pupils in KS4 and post 16

## Wellbeing, Equity & Inclusion

### **4.1 Staff Wellbeing**

- Continue to promote Compassionate Leadership approach across all levels of leadership through the school
- Implement strategies and theory from the Compassion Mind Training for Educators
- HT, AHT and Business Manager to attend the Investors in People Conference - 'Make Work Better'

- Continue to develop flexible working opportunities, extend home PPA/working
- Engage in the Education Support supervision sessions for SLT

## **4.2 Pupil Wellbeing**

- Introduce the Thrive Approach to ensure early intervention in the primary dept
- Introduce Peace School (Peer Mediation)
- Continue to develop Move Programme
- Provide active learning opportunities and life skills bike safety, road safety & Real PE.
- Continue Food and Fun, transfer skills to working within the community through Dewi's Diner.
- Continue the Feeding the Homeless project.
- RRS - Work towards the Gold accreditation.
- Further develop music therapy
- Evaluate the Compassion Mind training approach for pupils in collaboration with University of Derby

## **4.3 Family Wellbeing**

### CLA

- Fund Play therapy sessions
- Look at training from Mat Laurie for Rapport based communication & music

### Community focused schools

- Continue to work with CFS officer
- Continue to offer parent engagement sessions
- Develop Grwp to include a team of staff to run Grwp effectively and to increase attendance

Enquiry- Developing Partnerships with parents, guardians and local community to support literacy standards project.

## **The Curriculum Approach in Greenfield**

### The Camau Approach at Greenfield & Maes Glas

At Greenfield and Maes Glas, we understand the importance of a developmentally led curriculum. To reflect this, we are continuing to use our Camau Approach across the school. This approach allows us to group classes by developmental stages rather than age, promoting greater collaboration between teachers and ensuring a more personalised learning experience for each pupil.

#### Cam Gwyrdd

Pupils in Cam Gwyrdd are working within Pre-Progression Steps 1, 2, and 3. These learners follow the Developmental Pathways Curriculum, which focuses on five key developmental areas: Belonging, Communication, Well-being, Physical Development, and Exploration, rather than the traditional Areas of Learning and Experience (AoLEs) from the Curriculum for Wales.

#### Cam Melyn

Pupils in this Cam are working within Pre-Progression Steps 4, 5, and 6. They continue to follow the Developmental Pathways Curriculum, with an increased level of complexity and independence. Learners at Pre-Progression Step 6 may begin to access a bespoke curriculum that blends elements of the Developmental Pathways with the Curriculum for Wales, depending on individual needs.

## Cam Coch

Pupils in Cam Coch are working within Progression Steps 1 and 2 of the Curriculum for Wales. Their learning is guided by age-appropriate curriculum content, adapted to suit individual developmental levels.

## Cam Glas

Pupils in Cam Glas are working at Progression Step 3, accessing the Curriculum for Wales more fully, with appropriate support and differentiation as needed


## Developmental Pathways


Over the last academic year, we have introduced the Developmental Pathways as a curriculum in supporting skill development for our learners in Camau Gwyrdd and Melyn. As part of our commitment to delivering a curriculum that is responsive, inclusive, and rooted in the principles of the Curriculum for Wales, the Developmental Pathways aim to provide a structured yet flexible framework through which pupils can engage in meaningful learning experiences, tailored to their individual needs and stages of development.

Staff reported a wide range of benefits from using the Pathways framework in their teaching. One of the key strengths identified was the support it offers for creative and personalised teaching approaches, enabling teachers to tailor learning experiences more closely to individualised pupils' needs. The framework also facilitates the integration of Additional Learning Provision (ALPs), making it easier to meet diverse learner requirements. Staff appreciated the flexibility of the Pathways, noting its adaptability across different classroom contexts.

Another significant strength is the clear increase in pupil engagement, particularly when learning is play-based or pupil-led. This approach has been described as less prescriptive, allowing for more fun and creativity, which in turn boosts learner motivation and participation. Additionally, Teachers reported that the Pathways framework supports effective planning, giving structure and direction to the day's learning while still allowing for flexibility and responsiveness.

The long term plan that we covered last year is shown below.

Year 3	Autumn Term	what Matters Statements
<p>Languages, Literacy &amp; Communication</p> <p>WM4 Literature fires imagination and inspires creativity</p>	<p>Humanities</p> <p>WM2- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p>	<p>Mathematics and Numeracy</p> <p>WM1- The number system is used to represent and compare relationships between numbers and quantities. WMS3 - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p>
<p><b>Tell Me a Story</b> Children's tales/books &amp; historical stories</p> 		
<p>Science and Technology</p> <p>WM6: Computation is the foundation for our digital world.</p>	<p>Health and Wellbeing</p> <p>WM 3- Our decision making impacts on the quality of our lives and the lives of others</p>	<p>Cross Cutting Skills RSE, HR, D, CuRE, uAC</p> <p>Article 6: I should be supported to live and grow WMS Healthy relationships are fundamental to our well-being</p> <p>Expressive Arts</p> <p>WM1-Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p>

Year 3	Spring Term	what Matters Statements
Language, Literacy & Communication	Humanities	Mathematics and Numeracy
WM52- Understanding languages is the key to understanding the world around us	WM4- Human societies are complex and diverse, and shaped by human actions and beliefs.	WM1- The number system is used to represent and compare relationships between numbers and quantities. WM4- Statistics represent data, probability models chance, and both support informed inferences and decisions.
Cross Cutting Skills: RSE, HR, D, CwRE, LWC		
<b>Merthyr- A World of Discovery</b> Merthyr area, Inventions		Article 19- I have the right to be protected from being hurt or badly treated. WM4- Human societies are complex and diverse, and shaped by human actions and beliefs.
Science and Technology	Health and Wellbeing	Expressive Arts
WM2- Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	WM2- How we process and respond to our experiences affects our mental health and emotional wellbeing	WM2- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Year 3	Summer Term	what Matters Statements
Language, Literacy & Communication	Humanities	Mathematics and Numeracy
WM51 -Languages connect us. <a href="#">Cymraeg: Describing locations and people</a>	WM5 - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	WM1- The number system is used to represent and compare relationships between numbers and quantities. WM2- Algebra uses symbol systems to express the structure of mathematical relationships.
Cross Cutting Framework: DCF/LWC		
<p><b>Literacy- Strand</b> Element: Listen as part of a collaboration/active task</p> <p><b>Numeracy- Strands: Developing numerical proficiency</b> Elements: Conceptual Understanding</p> <p><b>ICE: Interacting and collaborating</b> Element: Communication</p>	<b>Around the world in 80 Days</b> Transport, Countries, Weather & Culture	<p>Cross Cutting Skills: RSE, HR, D, CwRE, LWC</p> <p>RSE- Empowerment, safety and respect <b>Phase 4</b> Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. <b>Phase 3</b> Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions online and offline. <b>Phase 3</b> Understanding the importance of inclusivity including for LGBT+ people, nondiscrimination and the value of diversity in our interpersonal behaviours and relationships.</p> <p>Article 4: I have the right not to be taken out of a country illegally.</p>
Science and Technology	Health and Wellbeing	Expressive Arts
WM5- Forces and energy provide a foundation for understanding our universe.	WM4- How we engage with social influences shapes who we are and affects our health and well-being.	WM2- Responding and reflecting both as artist and audience, is a fundamental part of learning in the expressive arts.

## Campws Maes Glas

Over the past year, Campws Maes Glas has focused on promoting Greenfield values to ensure consistency across both sites. Values are visible across the provision, referenced daily and central to weekly assemblies. The outcome being clear and consistent expectations for staff and pupils while ensuring a sense of connection to Greenfield.

We have worked to strengthen and extend collaborations with outside agencies, enhancing pupil experiences and a sense of belonging to their community.

**Academy of Success Awards:** Two pupils were recognised for their creative school-based projects, and one pupil proudly received the Young Achiever of the Year Award for his work as



Deputy Youth Mayor. These awards celebrate achievements across mainstream, ALN, and community provisions.

Merthyr College: Weekly access to the college gym alongside weekly sports sessions delivered by college students. The results are improved physical literacy and confidence in community settings.

Local Playwright: Ongoing literacy and drama sessions delivered by a local playwright have significantly increased engagement in aspects of literacy such as poetry and drama. Pupils have written playscripts and performed the scripts depicting the history of Merthyr. A compilation of playscripts from local schools have been published in a book.



Merthyr Bowls Club: The long standing collaboration with the bowls club has expanded. Four pupils now attend weekly practice sessions after school and attend Welsh Association of Lawn and Indoor Disability Bowls (WAILDB) tournaments on weekends.

Greenhill Manor: Some pupils have continued to volunteer at a local care home. The work supports the development of engagement with the community, empathy and social responsibility.



Maes Glas Monday Club: A successful monthly after-school social club run by pupils has been established. The club offers activities such as bowling, cinema and restaurant visits. The aim of the club is to reduce social isolation and increase independence in the community.

Day Service Transitions: Day service staff attend monthly transition sessions at Maes Glas. This enables them to develop a greater understanding of the needs of our pupils. The next steps are to invite parents to attend sessions with their children to enable parents to gain a better understanding of the services available.

Addysg Cwtch's RSE: Staff, pupils and parents are participating in a working party funded by the Welsh Government identifying if RSE provisions meet the needs and expectations of pupils and families.

SAFE Workshops: Pupils in all classes have participated in the project aimed to empower ALN pupils over the age of 16 by enabling them to identify healthy relationships, manage sexual health and stay safe online.

## Criw Cymraeg

We have continued to strengthen our Criw Cymraeg, giving members greater autonomy during meetings to help develop their leadership and independence skills. Two of our older members have shown a particular passion for promoting the Welsh language and the Curriculum Cymraeg both within and beyond the classroom. The Criw have once again played an active role in supporting key events such as Diwrnod Shwmae, Dydd Seren a Sbarc, and our Proud to be Welsh days, helping to foster a positive Welsh ethos across the school.

They were instrumental in securing the Seren and Sbarc mascots for Dydd Seren a Sbarc and even dressed up as the characters during our celebration assembly, bringing excitement and fun to the event.



The Criw meet once each term, creating an agenda and recording minutes with staff support. They take ownership of generating ideas to drive Welsh language initiatives forward and share these with their classes. Last year, one of their key priorities was to revive the fun and competitive spirit of the Eisteddfod—and they certainly succeeded! Both pupils and staff embraced the challenge, resulting in a vibrant celebration filled with songs, dances, and poems, exactly what you would expect from a Greenfield Eisteddfod.



In March, members of the Criw attended the Siarter Iaith Awards Ceremony at the Vale Resort Hotel, where they proudly received our Bronze Award. The pupils represented the school exceptionally well and thoroughly enjoyed the experience. Their enthusiasm following the event has been inspiring, and they have returned determined to work hard towards achieving the Silver Award this academic year.

## Modern Foreign Languages and International Links

During the academic year 2024–2025, the MFL department continued to promote global awareness and cultural exchange through a range of enriching projects and professional development opportunities.

- **International Projects:**

- The collaborative project with India focusing on endangered species was successfully finalised, enabling pupils to explore environmental issues from a global perspective.
- A mini-project with France was also completed, which included exchanging posters and pupil profiles with our French partner school. This initiative helped learners develop language skills while fostering intercultural understanding.



- **Staff Development:**

- Staff participated in several Continuing Professional Development (CPD) opportunities across Europe, including Turkey, Italy, Spain and Poland. These experiences provided valuable insights into innovative teaching practices and strengthened our international partnerships.



- **Digital Learning:**

Pupils and staff actively used the **Languagenut app** to promote language learning across the school. This digital tool supported vocabulary development, listening, and speaking skills, making MFL more engaging and accessible for all learners.

The school was awarded the International School Award Foundation Certificate for participation in the international learning exchange Taith programme. The International School Award highlights how well the school has integrated international work into the curriculum, imparting a global dimension to pupils' learning.

### Extracurricular clubs and physical education

Greenfield School has maintained a strong level of engagement in Physical Education through the continued use of the Real P.E program. All class teachers and Level 4 teaching assistants now actively utilise the platform during timetabled P.E. sessions. This has provided access to a wide range of resources across our curriculum, significantly supporting weekly planning and enabling a more pupil-centred approach to P.E.



We have continued our whole Key Stage P.E sessions, which allow pupils to interact with peers and staff from across the school, fostering positive relationships and widening friendship groups. In addition, we introduced a new intervention called Primary Play, designed to develop fundamental movement skills through play in a relaxed, pupil-led environment. Pupils from 14–19 supported Primary Play as activity leaders, providing excellent peer role models and leadership opportunities within the school.

During the year 2024 to 25 we saw a notable increase in extracurricular participation, particularly among pupils who had not engaged in previous years. Greenfield pupils took part in football, table cricket, and an adapted triathlon, competing against other schools. We also participated in a Dragons Rugby taster session at the Centre of Excellence in Ystrad Mynach, giving pupils a unique experience in a professional sporting environment. Looking ahead, we aim to expand these opportunities by participating in more South Wales Special School Network activities.



Following the success of last year's ALN Olympic event, we trialled a new activity for our annual Sports Day: the Greenfield Adapted Triathlon.

Our Post-16 pupils completed a timed swim and bike ride at Rhydycar Leisure Centre and then supported each other on the return journey along the Trevethick Trail footpath. Feedback from both staff and pupils was overwhelmingly positive, and we plan to involve more pupils from Greenfield and other local schools in future events



### **Duke of Edinburgh Award at Greenfield School (2024–2025)**

The Duke of Edinburgh's Award has been an integral part of Greenfield School since 2007–08, offering pupils aged 14 and above, across a wide range of abilities, the opportunity to challenge themselves and grow.

This voluntary, non-competitive programme empowers young people to develop new skills, build confidence, and contribute to their communities. Pupils work towards completing three core sections: Volunteering, Physical, and Skills, engaging in activities such as:

- Maintaining the school garden areas at Greenfield School and Campws Maes Glas
- Learning Communication Skills
- Gaining First Aid and Food Hygiene certificates
- Supporting local homeless projects by preparing meals
- Walking and orienteering
- Life skills





The Expedition sections through the awards and the Residential section when you reach the Gold award remain the highlights, requiring pupils to plan, train for, and complete adventurous journeys, including overnight camps. This year, expeditions took place in the stunning Brecon Beacons, with Bronze, Silver and Gold groups, an experience that fostered teamwork and resilience.

A landmark achievement for 2024–2025 was our first-ever Gold Award recipient, who proudly attended the Buckingham Palace celebration to receive her certificate and pin from a member of the Royal Family. This incredible milestone has inspired other pupils to aim for the highest level of the award, embracing the challenge of skills development, expeditions, and residential experiences.

Our pupils' commitment has also strengthened community links. Training and preparation involved partnerships with Dolygaer Outdoor Education Centre, Talybont Farm Campsite, Cwmdu Campsite, with Gold expeditions extending to the beautiful Pembrokeshire coast.



We are grateful for the generous support from the Tobells Grant and direct funding from the Duke of Edinburgh's Award, which enabled us to purchase essential equipment and continue promoting inclusion. Greenfield School is proud to demonstrate that young people with Additional Learning Needs can not only participate in, but excel at the Duke of Edinburgh's Award. This year's achievements reflect the pupils' enthusiasm, determination, and teamwork—making the DofE experience an outstanding and transformative journey for everyone involved.

### **Careers and Work-Related Experiences (CWRE)**

During 2024 to 25, Greenfield School provided a range of career-related learning and opportunities available to pupils, with a particular focus on post-16 learners. The CWRE Lead began the Level 6 Leadership in Careers qualification and, based at Campws Maes Glas, concentrated on enhancing provision for post-16 pupils through collaboration with staff and learners.

Pupils benefited from a variety of rich experiences, including a visit to the BBC studios to explore the diverse careers within the media industry and practical outdoor learning through the development of a new forest school in partnership with the British Institute for Geological Conservation and Merthyr Roots at Cyfarthfa Park. Here, pupils gained hands-on skills such as fence building, bird-box construction, and the safe use of a range of tools, while also strengthening teamwork and resilience.

Additional community engagement included volunteering at Greenhill Manor, where pupils supported gardening and outdoor improvement projects.

A number of events were also organised including;

- Career exploration was further enhanced through the Secondary and Post-16 Careers Fayre held at Greenfield School in June 2025
- A visit from local business Animal Encounters to discuss careers involving tropical animals
- Attendance at the annual *What's On!* Careers Fayre at Rhydycar Leisure Centre
- As well as a Careers in Rail event in Cardiff for selected pupils who expressed an interest in this sector.



Looking ahead, a new partnership with Compass Community Hub will support pupils in working towards their CSCS card from September 2025, opening pathways into the construction industry. On completion of the Level 6 Careers in Leadership qualification, the CWRE Lead will now work closely with KS2-KS4 staff and pupils to provide meaningful and purposeful experiences for the new academic year.

As a school, we will also be aiming to achieve the new Careers Wales Quality Award (formally known as the Careers Wales Mark) which is planned to be rolled out to all schools in Wales next year.



## **Health Promoting Schools**

During academic year 2024 to 25, we have continued to strengthen our work as a Health Promoting School, following the national transition from the Healthy Schools model to the new Health Promoting Schools framework. We remain fully committed to the whole-school approach to emotional and mental well-being, ensuring that every aspect of school life supports the health, happiness, and safety of our learners.

We are currently completing our second cycle of the Health Promoting Schools self-evaluation tool, which is helping us reflect on our progress, celebrate our strengths, and identify well-informed

priorities for future improvement. This ongoing cycle ensures that our provision continues to evolve purposefully and remains centred on the needs of our learners.

Promoting emotional and mental well-being remains at the heart of what we do. Our school Health Promoting Schools coordinator has worked closely with external advisers to develop a bespoke self-evaluation document that aligns with Trauma-Informed Practice and the TRACE indicators. This document provides a deeper, more holistic picture of our learners' needs and allows us to review systems, relationships, and approaches through a trauma-informed lens. We hope that this resource will be shared more widely across the local authority, supporting other schools in strengthening their self-evaluation processes and embedding trauma-informed practice.

### Healthy Eating

The school continues to provide structured cooking sessions for pupils across both primary and secondary phases, ensuring equitable access to the development of key culinary and independent living skills. These sessions also incorporate specialised sensory food activities tailored for pupils with sensory needs. This approach supports pupils in building confidence, engaging safely with a range of healthy foods, and developing positive associations with new textures, tastes, and food preparation experiences.

The programme offers a range of wider benefits for pupils, including improved fine-motor and practical life skills, enhanced communication and teamwork, and greater independence in everyday tasks. For pupils with sensory needs, these sessions promote self-regulation, reduce anxiety around food, and provide structured opportunities to broaden dietary tolerance in a safe and supportive environment. Collectively, these activities contribute positively to pupils' wellbeing, readiness for learning, and long-term independence.



### Eco Schools

We are proud to have successfully maintained our Platinum ECO Schools Award during the 2024/25 academic year. This achievement was supported through our ongoing partnership with Keep Wales Tidy, which enabled us to create a vibrant orchard within our school meadow, providing a sustainable space for biodiversity and outdoor learning.

Our commitment to environmental excellence was further recognised when we won the Eco-Friendly Project of the Year Award, a testament to the outstanding work carried out in developing the orchard and embedding sustainability across the school community.

In addition to strengthening our own ECO initiatives, we have extended support to other schools across Wales with their ECO Schools applications. This collaborative approach has positioned us at the early stages of networking with a school based in Cardiff, paving the way for joint projects and shared best practice. This partnership will play a key role in our 2025/26 ECO Schools project, where we aim to address litter-related issues within our local community.

#### Student Involvement in the 2024/25 Application:

Our success would not have been possible without the active involvement of our pupils, who engaged in a range of inclusive activities designed to promote environmental awareness, sustainability, and community engagement. Examples include:

- Eco Committee Leadership

Pupils from different year groups formed an Eco Committee, meeting regularly to plan and monitor progress on sustainability goals.

- Orchard Planting Days

Pupils of all abilities participated in planting fruit trees, learning about pollination, food cycles, and the importance of green spaces.

- Recycling Workshops

Classes collaborated on creative recycling projects, such as turning waste materials into art displays and functional items for the school.

- Energy Monitoring

Pupils conducted energy audits across classrooms, recording data and suggesting practical ways to reduce consumption.

- Inclusive Outdoor Learning

Sensory-friendly gardening sessions ensured that all learners, including those with additional needs, could contribute meaningfully to the orchard project.

- Awareness Campaigns

Pupils designed posters and digital presentations to educate peers and families about reducing waste and protecting local wildlife.

- Community Food Initiative

Pupils actively supported the creation of food parcels for homeless individuals, reinforcing the school's commitment to social responsibility and fostering a stronger community approach. This initiative helped pupils understand the link between sustainability, food security, and compassion.

These activities not only strengthened our ECO Schools application but also empowered pupils to take ownership of environmental and social issues, promoting values of sustainability, inclusion, and community engagement.



## **Wellbeing Council 2024- 25 Summary**

The Wellbeing council highlights for 2024-2025 include the following;

- Supported Children in Need - November 2024
- Developed and planted an orchard, and bulbs on the green by the primary building
- Won the Eco project of the year award at Merthyr Tydfil Academy of Success awards
- Supported the school through inspection. Took inspectors on a tour of the school and answered questions from the inspectors.
- Revived the school council uniform.
- Talked about how to raise the profile of the school council in Greenfield with teachers and pupils.
- Identified ways in which we could enhance playground facilities. Began developing the use of the green shed as a store for playground equipment which could be used at playtimes and lunchtimes. Further talks on how this could be run by school council members in the future.
- Discussed how Maes Glas could attend some regular events at Greenfield site to strengthen the bond between the 2 sites.

## **Community Links**

Greenfield School remains committed to strengthening community links that enrich the learning journey for our pupils and staff, while also supporting the wider community and all school stakeholders. Staff invest significant time and effort into nurturing positive relationships with pupils, parents, governors, local businesses, agencies, services, and charities.

Parents, carers, and community members are actively encouraged to participate in a wide range of school events and provisions. This includes some assemblies, themed class days, school fayres, and joint activities through programmes such as SHINE. Our Family Liaison Officer maintains close contact with families through home visits, phone calls, and personalised outreach, helping parents feel connected, and supported when engaging with all aspects of school life.

Greenfield's weekly Wednesday parents' group GRWP (Greenfield's Response to Workshops for Parents) was spotlighted by Estyn as demonstrating positive and innovative practice. The reports stated, 'Greenfield's weekly Wednesday parents' group GRWP (Greenfield's Response to Workshops for Parents) are highly beneficial in supporting parents to understand the communication methods or behaviour strategies they can use with their child at home. These approaches are particularly strong features of the school's work and contribute meaningfully to positive outcomes for pupils and their families'.

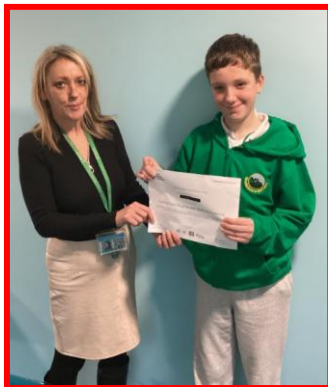




Greenfield continues to broaden partnership work with local businesses, agencies, services, and community projects including Elite Paper Solutions, Merthyr College, Greenhill Manor, Bridging the Gap, Feeding the Homeless, Merthyr Bowls Club, Compass Community Hub, and various therapy providers. These collaborations open valuable opportunities for pupils while also supporting the work of our partners.

Our enterprise project, Dewi's Diner, is currently in the preparation stages and is scheduled to become fully operational next academic year. This initiative will provide pupils with meaningful work-related learning and real-life vocational experiences, while also increasing the visibility of both pupils and staff within the local community.

### **Cooking for the Homeless**



The school has continued to deliver its weekly Cooking for the Homeless initiative, through which pupils prepare nutritious meals for local shelters and community outreach partners. This programme remains a core element of our commitment to social responsibility and provides meaningful opportunities for pupils to engage in service to others. This year, the project was recognised with 1st prize at the High Sheriff Awards, an achievement that reflects the hard work, compassion, and dedication of all pupils and staff involved.

To sustain the project, pupils raise funds by preparing and selling staff lunches each Friday. This enterprise has been very well supported by staff, and the quality of the meals prepared by pupils has received consistently positive feedback. The income generated ensures the long-term viability of the project and enables pupils to experience real-life budgeting, planning, and organisational responsibilities.

The initiative continues to offer substantial educational and personal benefits. Pupils develop practical cooking skills alongside wider competencies such as teamwork, communication, problem-solving, and time management. Engagement in the project also strengthens pupils' sense



of empathy and community awareness. Regular collaboration with local shelters reinforces the school's connections within the community and helps pupils appreciate the value of active citizenship.



A significant development this year has been the purchase and refurbishment of the school's mobile Dewi Diner food truck, which is being completed to a high standard. Once operational, it will allow pupils to extend their work into the wider community by supporting local events, providing refreshments, and showcasing the skills they have acquired. In preparation for this, 10 pupils have successfully completed their Level 2 Food Hygiene qualification, including one pupil who achieved this at just 13 years of age, reflecting a high level of maturity and commitment.

Pupil participation has been strong across various year groups, with volunteers regularly giving their time during breaktimes. Feedback from partner shelters continues to be extremely positive, noting both the consistency and the quality of the meals provided.

The school is proud of the dedication demonstrated by all pupils involved in this initiative and will continue to develop the project as part of our wider strategy to promote community engagement, practical learning, and social responsibility

## Young Voices



Young Voices is the largest children's choir in the world, and last year our school proudly took part in this event for the first time. A small choir of five pupils represented the school at a spectacular concert held at BP Pulse Live in Birmingham. In the weeks leading up to the performance, the pupils rehearsed weekly, learning lyrics, melodies and dance routines with enthusiasm and commitment.

In January 2025, they joined approximately 5,000 other children from across the UK to perform in front of an audience of around 10,000 including family members and friends. This unforgettable experience allowed our pupils to perform alongside a professional live band, backing singers and guest artists from the music industry. We are delighted that Young Voices has now become an annual opportunity, and our pupils will continue to benefit from this inspiring musical event in the years ahead.



## **GRWP**

At the beginning of the school year, we welcome new parents and carers to the group. Every parent and carer requires different training opportunities. They decide what is the most important to them and their child.

Outside agencies and experienced staff are invited to attend the sessions and deliver the training to them. They find these sessions extremely beneficial and have formed trusting relationships between themselves and their children.

04/09/24 - Welcome back and coffee morning  
11/09/24 - National Autistic Society  
18/09/24 - Gaynor Gough school nurse - Puberty  
25/09/24 - Coffee morning  
02/10/24 - Adult Learning Wales - Opportunities for parents  
09/10/24 - Headteacher - Parental enquiry groups  
16/10/24 - Coffee morning  
23/10/24 - Holly Love - Officer for Childcare Wales  
06/11/24 - Bridging the Gap  
13/11/24 - Coffee morning  
20/11/24 - PECS training  
27/11/24 - Coffee morning  
04/12/24 - Jayne McCaleer Adult Learning Wales - ACES course  
11/12/24 - Jayne McCaleer Adult Learning Wales - ACES cont  
18/12/24 - Christmas lunch at the Crown  
08/01/25 - CPRT - Child Parent Relationship Therapy 10 week course  
26/03/25 - Coffee morning  
02/04/25 - Breakfast for Easter at Harvester  
09/02/25 - Bridging the Gap  
30/04/25 - Coffee morning  
07/05/25 - Headteacher - Informed GRWP of Inspection  
14/05/25 - Spectrum Support Hub  
21/05/25 - Jayne McCaleer Adult Learning Wales - Resilience training  
04/06/25 - Headteacher - Thanked parents for their support  
During inspection  
11/06/25 - Coffee morning  
18/06/25 - Parents attended Carol Conways leaving assembly  
25/06/25 - Lowri Gough Teacher - Our School Day

## **Parent Information Evenings**

A parents evening was held on 22<sup>nd</sup> October 2024 which was well attended, and another was held on 18<sup>th</sup> March 2025 which was also well attended. For those parents unable to come into school phone calls were made to parents by the teachers.

## **Complaints**

The Governing Body has established a procedure to consider complaints in relation to the school's curriculum and other related matters. This procedure is available in a document available in

school. A copy would be available to any parent seeking to make a complaint under these arrangements.

It is emphasised, however, that many complaints can be dealt with quickly and effectively by informal consideration based on discussions with the Headteacher. An appointment can be made to discuss any complaints with the Headteacher and also to view any curricular related documents.

## Attendance

### Whole School Attendance 2024 – May 2025

We strive for the highest levels of attendance, during 2024 to 25 the whole school attendance was 88.88% which is slightly lower than the previous year which was 89.17%.

However, when we take the attendance figures with an identified **discrete** group of learners out (this equates to 6 learners who have complex medical needs), we have an overall attendance of 90.99% which is higher than last year's discreet figure which was 90.51%.

<b>All Pupils of compulsory School Age</b>		
<b>Whole school % attendance</b>		
<b>Attendance</b>	<b>38539</b>	<b>88.88%</b>
<b>Auth Abs</b>	<b>3987</b>	<b>9.20%</b>
<b>Un-Auth Abd</b>	<b>816</b>	<b>1.88%</b>
<b>Possibles</b>	<b>43360</b>	

<b>Pupils Only (discrete group – 6 pupils)</b>		
<b>Just discrete pupils % attendance</b>		
<b>Attendance</b>	<b>1125</b>	<b>50.63%</b>
<b>Auth Abs</b>	<b>527</b>	<b>223.72%</b>
<b>Un-Auth Abd</b>	<b>569</b>	<b>25.61%</b>
<b>Possibles</b>	<b>2222</b>	

<b>Whole School – without discrete group</b>		
<b>Attendance</b>	<b>37414</b>	<b>90.99%</b>
<b>Auth Abs</b>	<b>3460</b>	<b>8.41%</b>
<b>Un-Auth Abd</b>	<b>247</b>	<b>0.60%</b>
<b>Possibles</b>	<b>41121</b>	

## School Policies

The school and Governing Body review school policies and progress towards implementing strategies when appropriate. Policies are regularly updated and reviewed by the governing body. All school policies are up to date and are available on the school website.

Governing Body minutes to meetings can be viewed at the school upon request.

## School Prospectus

The School Prospectus is updated annually and can be found on the school's website.

## Toilets

The school has the following toilet facilities for the pupils. They are cleaned daily in line with health and safety recommendations.

	Toilets	Changing Beds
<b>Building One</b>	<b>7</b>	<b>5</b>
<b>Building Two</b>	<b>10</b>	<b>1</b>
<b>Building Three</b>	<b>5</b>	<b>0</b>
<b>Demountables</b>	<b>4</b>	<b>1</b>
<b>Campws Maes Glas</b>	<b>6</b>	<b>1</b>

## School Term and Holiday dates and Session Times

Academic Year 2025/2026

<b>TERM</b>	<b>TERM BEGINS</b>	<b>HALF TERM STARTS</b>	<b>HALF TERM ENDS</b>	<b>TERM ENDS</b>
<b>AUTUMN 2025</b>	Monday 1 September	Monday 27 October	Friday 31 October	Friday 19 December
<b>SPRING 2026</b>	Monday 5 January	Monday 16 February	Friday 20 February	Friday 27 March
<b>SUMMER 2026</b>	Monday 13 April	Monday 25 May	Friday 29 May	Monday 20 July

## INSET Days

<u>School</u>	<u>Inset Day 1</u>	<u>Inset Day 2</u>	<u>Inset Day 3</u>	<u>Inset Day 4</u>	<u>Inset Day 5</u>	<u>Inset Day 6</u>
<u>Greenfield</u>	<u>03/09/25</u>	<u>04/09/2</u>	<u>19/12/25</u>	<u>05/01/26</u>	<u>22.05.2026</u>	<u>20/07/26</u>

## School data 2024 to 25

### Accreditation and certification update

The Academic Year 2024-2025 saw a broadening of our accreditation and certification offer at Greenfield School. Our students achieved BTEC qualifications at Entry Level 1, 2 and 3. Each level has tiers within them depending on how many units of work have been studied. The “Award” requires two units, the “Certificate” four units and the “Extended Certificate”, ten units. Each qualification takes between one year and three years to complete.

Essential Skills Wales (ESW) qualifications in Digital Literacy (Entry Level 1 and 2, Level 1 and 2) were also delivered and achieved to reinforce learning in this important area. (The Level 1 and 2 qualifications are GCSE equivalent.)

In 2024-2025 Greenfield also offered AQA Unit Award Scheme with typically six units studied by each learner focused upon developing life skills and functional skills.

In partnership with the County’s Music Service colleagues, accreditations at Level 1 to Level 3 (Grade 1 to 5) were successfully achieved by our music students on piano, trombone, drum kit, voice and ukulele. The qualifications include study in classical, rock and pop and musical theatre genres. These qualifications are accredited by The Associated Board of the Royal Schools of Music (ABRSM), Trinity College of Music, London and Rockscool (RSL Awards).

The table below shows how many students completed a qualification last year:

<b>Qualifications achieved 2024 to 25</b>	<b>Numbers of students</b>
BTEC Entry Level 1 Extended Certificate (10 units)	5
BTEC Entry Level 2 Award (2 units)	1
BTEC Entry Level 2 Certificate (4 units)	1

BTEC Entry Level 2 Extended Certificate (10 units)	7
BTEC Entry Level 3 Award (2 units)	2
BTEC Entry Level 3 Extended Certificate (10 units)	1
Essential Skills Wales Digital Literacy Entry Level 1	7
Essential Skills Wales Digital Literacy Entry Level 2	5
Essential Skills Wales Digital Literacy Level 1	4
Essential Skills Wales Digital Literacy Level 2	1
AQA Unit Award Scheme (6 units)	10
AQA Unit Award Scheme (5 units)	2
AQA Unit Award Scheme (4 units)	1
Trinity College of Music Rock and Pop Keyboard Grade 1	1
ABRSM Singing for Musical Theatre Grade 2	1
Rockschool Ukulele Grade 1	1
Rockschool Drum kit Grade 5	1

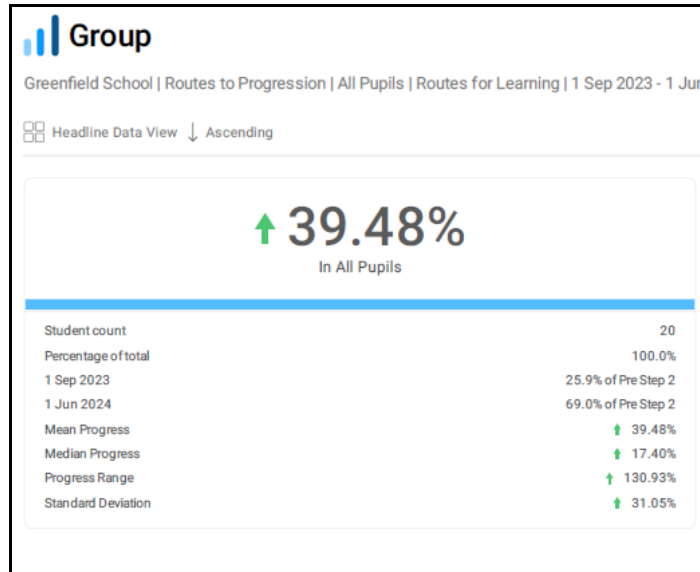
## Assessment Data

Summary tables (B Squared)

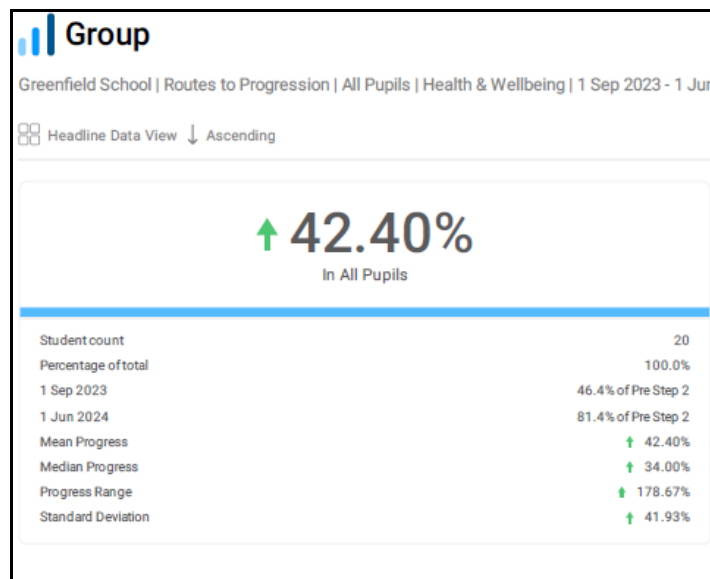
Greenfield School currently uses three frameworks - Routes for Progression (complex needs), Curriculum for Wales (3-16) and Key Skills (Post 16). The following headline data will be presented according to each framework. The Greenfield curriculum Camau (Steps) will also be used to report data as we move away from reporting in Key Stages.

**Routes for Learning/Routes to Progression**  
**Cam Gwyrdd (Pre Progression Steps 1,2 and 3)**

**Routes for Learning:**  
**Attention Skills, Cognitive, Communication Preference and Choice and Interaction.**



**Health and Wellbeing**  
**Emotional Awareness, Emotional Regulation and Movement.**



For pupils in Cam Gwyrdd, the average progress across all strands of Routes to Progression is 41.1%. Progress in Communication, Preference and Choice and Emotional Regulation is good at 24.0% but less than in the other strands of Attention Skills, Cognitive, Emotional Awareness and

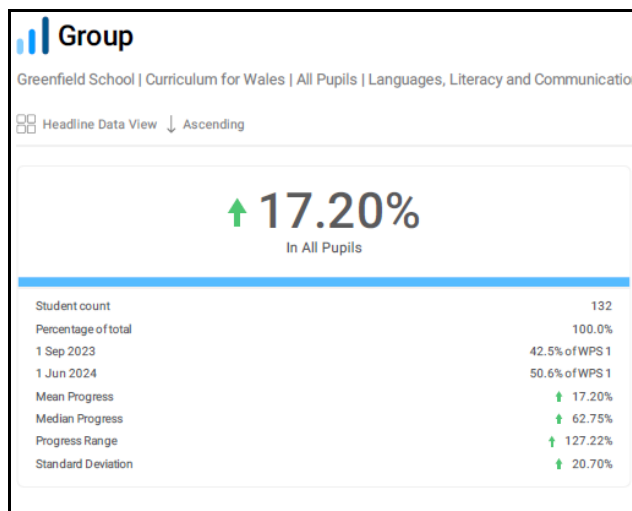
Movement. This reflects the expected challenge experienced by learners with ASD and the associated complex needs. In the next academic year, this cohort will learn via the Developmental Pathways and their progress assessed in B Squared. It is anticipated that incremental enabling steps for each assessment point and over learning may be required in order to ensure that learners are secure, and that teacher assessment is as accurate as it can be.

## Curriculum for Wales 3-16

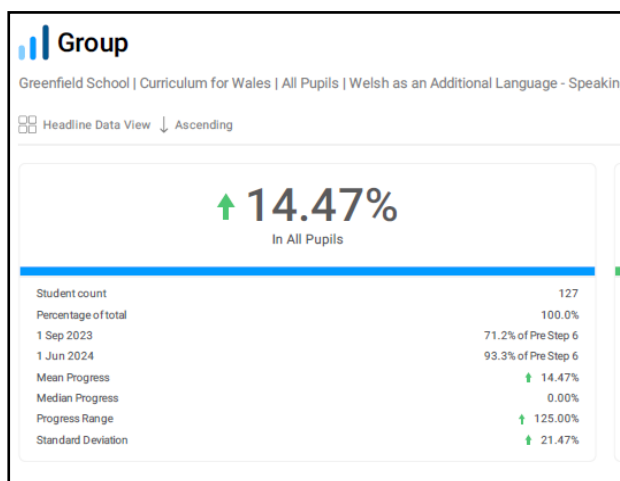
### Camau Melyn, Coch a Glas

#### (Pre Progression Steps 4, 5 and 6, Progression Steps 1, 2 and 3)

## Literacy, Languages and Communication



## Cymraeg - Siarad



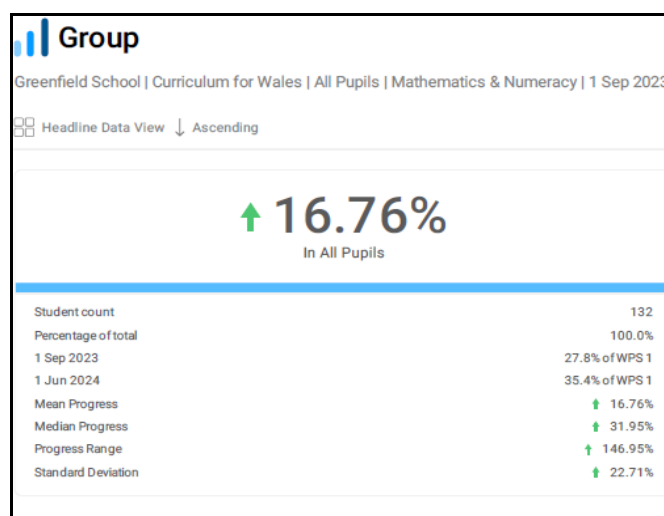
For learners assessed according to the Curriculum for Wales framework between Pre-Progression Step 4 and Progression Step 3, the average progress in Languages Literacy and Communication is 17.2%. When the data is interrogated according to the Camau, the following observations become evident:

- **Cam Melyn** (Pre-Prog Step 4-6) has performed in a consistent range with progress between 20.7% to 30.4% with reading being the strongest strand.
- **Cam Coch** (Prog Step 1-2) has produced progress between 17.1% and 20.9% in English with 11.1% progress made in speaking Welsh. Development of Welsh speaking skills will

form part of Performance Management targets for all teachers next year, as we continue working towards Gwobr Arian in the Cymraeg Campus awards. In English, writing is weakest strand whilst speaking is the strongest.

- **Cam Glas** (Prog Step2) has produced progress between 16.5% and 20.2% in LLC with writing being the weakest strand and speaking the strongest. The data for speaking in Welsh is anomalously low at 9.4% and this does not reflect what has been observed in learner engagement and the oral Welsh skills of this cohort. (Video evidence of their work to support Welsh throughout the school can support this). The data produced via the analytics function in B squared has been queried with the company but was unresolved at the time of writing.

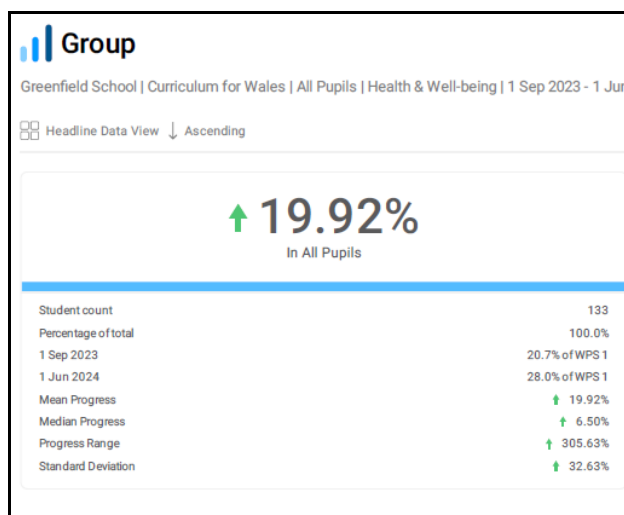
## Mathematics and Numeracy



For learners assessed according to the Curriculum for Wales framework between Pre-Progression Step 5 and Progression Step 2, the average progress in Mathematics and Numeracy is 16.8%. When the data is interrogated according to the Camau, the following observations become evident:

- In **Cam Melyn** progress in number is 19.4% and 29.4% in arithmetic. Number work has one of the lowest progress percentages in this cam. Discussion with colleagues and the TLR for Cam Melyn, suggests that the emerging cohorts are not yet developmentally ready for developing number skills and that they may require a curriculum with more cognitive development through play and exploration. This will be addressed next year when the learners' curriculum moves to Developmental Pathways.
- In **Cam Coch** both Geometry and Measures and Statistics show good progress at 25.7%. Number and arithmetic show combined progress of 17.4%. As for Cam Melyn, the somewhat suppressed progress in Number in Cam Coch may be influenced by emerging complexity in the profile of cohorts. At individual class level, there are three classes whose progress in Number poses challenges due to the profiles of their learners. An increase in the development of tactile number resources such as the use of Numicon and maths through games and objects in play, should be considered for 2024-25
- In **Cam Glas** the cohort is representative of one whole class in KS3 and a small number from another class at KS4. Progress in Number and Arithmetic is good at 21.4%. Progress in Geometry and Measures and Statistics stand at 20.1% and 27.1% respectively.

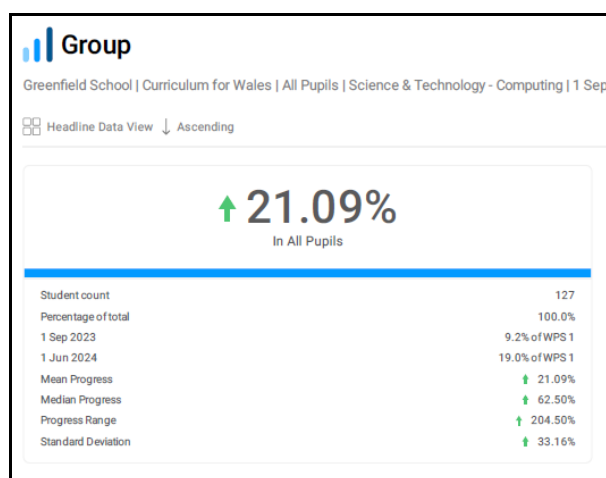
## Health and Wellbeing



For learners assessed according to the Curriculum for Wales framework between Pre-Progression Step 5 and Progression Step 2, the average progress in Health and Wellbeing is 19.9%. When the data is interrogated according to the Camau, the following observations become evident:

- In **Cam Melyn** the only wellbeing strand is Healthy Relationships, and this made 18.5% progress. This area of our curriculum is fundamental and underpins our ethos and culture as a school. Healthy Relationships are developed through staff leading by example and form part of the link between Health and Wellbeing and the RSE curriculum.
- In **Cam Coch** in addition to Healthy Relationships the foci were Physical Skills and Decision Making. There is much opportunity for Physical Skill development across the school and progress in Cam Coch averaged 34.4%. Progress in Healthy Relationships and Decision Making were 17.8% and 27.3% respectively.
- **Cam Glas** focused on the same Health and Wellbeing areas as Cam Coch and the progress was 27.6%, 26.7% and 19.5% respectively.

## Science and Technology

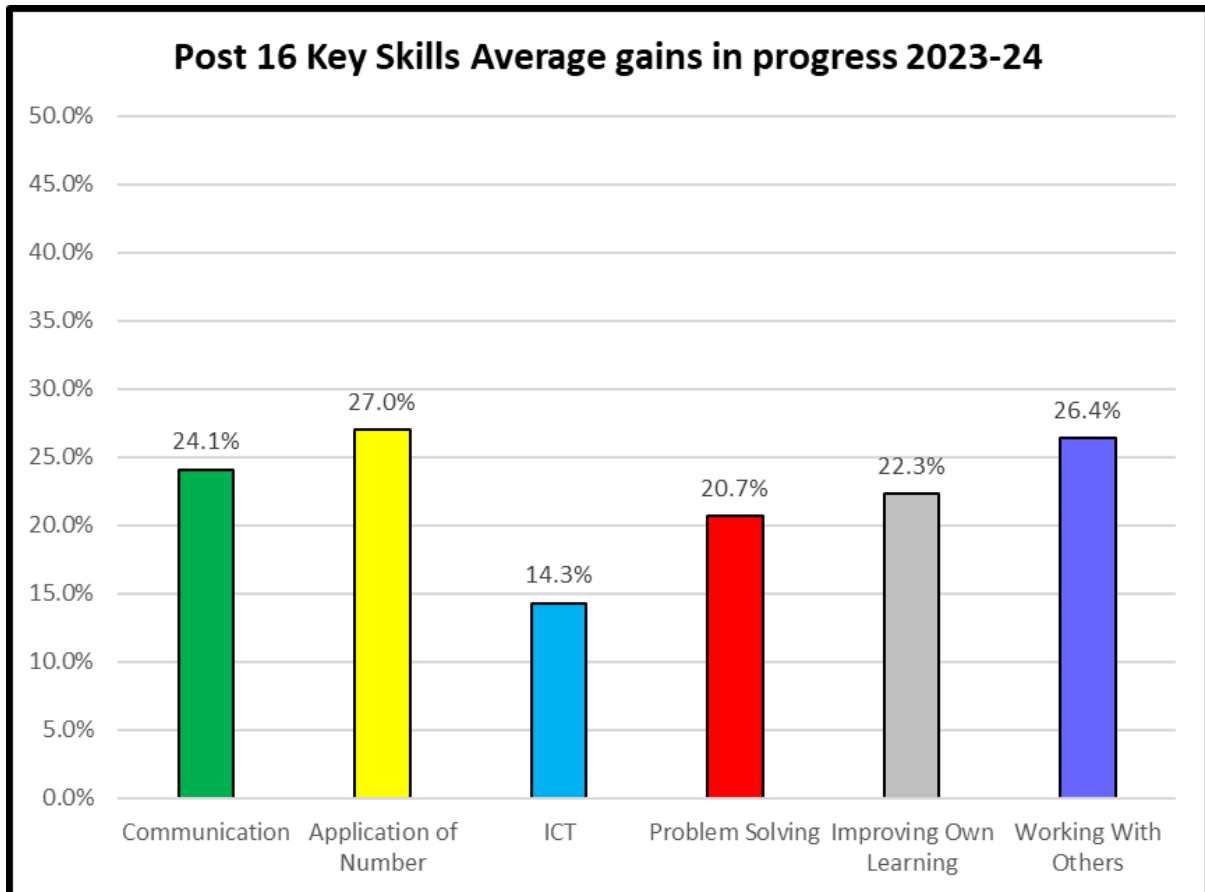


For learners assessed according to the Curriculum for Wales framework between Pre-Progression Step 5 and Progression Step 2, the average progress in Computing is 21.1%. When the data is interrogated according to the Camau, the following observations become evident:

- In **Cam Melyn** the progress was 24.1%
- In **Cam Coch** the progress was 21.1%
- In **Cam Glas** the progress was 23.0%

This consistent level of progress reflects the commitment and the investment the school has made into ICT in recent years. This has been facilitated by the development of the role of the HLTA responsible for IT support and the subsequent access to devices and systems that deliver ICT across the curriculum in classes. In the next academic year, the focus will be upon the functional application of ICT skills and the DCF.

### Post 16 Key Skills



	<b>Communication</b>	<b>Application of Number</b>	<b>ICT</b>	<b>Problem Solving</b>	<b>Improving own learning</b>	<b>Working with others</b>
<b>Average gains %</b>	<b>24.1%</b>	<b>27.0%</b>	<b>14.3%</b>	<b>20.7%</b>	<b>22.3%</b>	<b>26.4%</b>

The average progress made across all Key Skills strands is 22.5%.

Progress in Key Skills has been consistent for many years. However, performance in ICT this year is lower than expected. In 2024-25 the focus will be upon the competencies across the curriculum via the DCF.

Post 16 will move away from Key Skills next year and although this cohort is beyond statutory school age, the Curriculum for Wales is developmentally appropriate to support our learners in skill acquisition that will assist in achieving the UAS non accredited units, BTEC accredited courses and Essential Skills Wales accreditation that are planned for next year.

## **Pupil Destinations 2024-2025**

<b>Destination</b>	<b>Number of pupils</b>
<b>Work Based Learning</b>	<b>3</b>
<b>Merthyr College</b>	<b>6</b>
<b>Day Services</b>	<b>1</b>

We are very proud of the accredited and non-accredited achievements of our 14-19 learners during 2023-24. For the academic year 2024-25 we intend to expand the offer to our young people in order to secure meaningful pathways as they transition from Greenfield to their next destination. Some of our learners e.g. having reached BTEC Entry Level 1 will require greater breadth in their vocational experiences and skill acquisition in order to prepare for the world beyond. In addition, our MAT learners will be offered BTEC Level 1 and Essential Skills Wales Level 1 opportunities from September 2024.

## **Finance**

No expenses have been claimed by governors.

## **Friends of Greenfield**

### **Financial Review**

Throughout the year fundraising events have been organised starting with the Christmas Fayre and raffle and ending with inaugural Colour Run. We have been supported by local businesses, the Greenfield community and other schools and departments within the Local Authority. These events have all been great opportunities for fundraising but have also been an experience for the majority of our pupils.

We have used a proportion of the national lottery funding to invest in 'Dewi's Diner' and have the signage designed and professionally labelled to help build the brand. We will continue to work collaboratively to ensure the van has all the required equipment and stock to allow it to be self-sufficient going forward. Several children have completed their Food Hygiene course and Lead member of staff has completed their Level 3. The pupils have been working alongside staff to build their confidence in preparing and cooking food within the guidelines set.

We are continuing with the feed the homeless project, this has been very successful to date and has good buy in from our staff and pupils. We have recently received a grant from Merthyr Valleys Homes to continue this work.

## **Future Developments**

We will continue to consider new ways to fundraise and evaluate what we have done in the past to help us achieve the target of purchasing a new minibus.

We will finalise the plans around 'Dewi's Diner' and how we can make this self-sufficient and make a profit.

### School Budget and Finance

The school had a surplus balance at the end of the financial year of £97,373.27 which is slightly more than the previous year.

<b>Greenfield Special School Cumulative Budget Report</b>	<b>Estimate 2024/2025 £</b>	<b>Actual Month 12 £</b>	<b>Year End Actuals £</b>
<b><u>EXPENDITURE</u></b>			
<b><u>Staff</u></b>			
Teachers Salaries	2,026,795.02	2,024,118.74	2,024,118.74
Retired Teachers Salaries	8,404.49	8,404.49	8,404.49
Admin (Secretary / Clerk )	152,610.50	151,384.10	151,384.10
Learning Support Assistants	1,781,850.58	1,775,658.63	1,775,658.63
Premises Manager/Caretakers	56,434.04	62,166.03	62,166.03
Dining Room Assistants	26,145.08	26,029.59	26,029.59
Misc APT & C	42,289.71	39,510.23	39,510.23
<b>Sub Total Salaries</b>	<b>4,094,529.42</b>	<b>4,087,271.81</b>	<b>4,087,271.81</b>
School Standards Salaries	89,229.87	89,196.46	89,196.46
School Equity Salaries	53,237.87	53,421.48	53,421.48
<b>Sub Total Grant/Funding Salaries</b>	<b>142,467.74</b>	<b>142,617.94</b>	<b>142,617.94</b>
Agency Labour	375,000.00	384,568.26	384,568.26
Sickness Absence Insurance	35,931.76	35,931.76	35,931.76
Medical Expenses	1,100.00	1,605.00	1,605.00
Staff Employment Expenses	6.00	6.00	6.00
Advertisements	550.00	0.00	0.00
DBS Charges	2,200.00	3,276.80	3,276.80
<b>Sub Total Salaries Related Expenditure</b>	<b>414,787.76</b>	<b>425,387.82</b>	<b>425,387.82</b>
<b>Total Staff Costs</b>	<b>4,651,784.92</b>	<b>4,655,277.57</b>	<b>4,655,277.57</b>
<b><u>Premises</u></b>			
Mutual Fund	8,896.55	8,896.55	8,896.55
Repairs and Maintenance (inc. Service Charges)	50,000.00	50,148.85	50,148.85
Grounds Maintenance	2,000.00	1,735.18	1,735.18
Hire of Facilities	10,000.00	10,221.90	10,221.90
Electricity	50,000.00	53,673.99	53,673.99
Gas (inc. Solid & Oil Fuel)	31,844.01	37,632.11	37,632.11
Water	14,790.65	16,259.09	16,259.09
Telephones	2,500.00	1,724.43	1,724.43
Insurances	5,635.37	5,635.37	5,635.37
Disposal of Waste	10,000.00	9,901.00	9,901.00
Cleaning Contractor Payments	51,407.88	51,938.53	51,938.53
Cleaning Materials	6,000.00	5,543.60	5,543.60

<b>Total Premises</b>	<b>243,074.46</b>	<b>253,310.60</b>	<b>253,310.60</b>
<b><u>Supplies &amp; Services</u></b>			
SLA Local Authority Services	198,526.52	198,526.52	198,526.52
Peripatetic Music Sessions	16,209.38	16,209.38	16,209.38
Broadband Charges & Sustainability	5,360.79	5,360.79	5,360.79
Capitation	80,000.00	70,716.08	70,716.08
Photocopying & Printing	2,500.00	(586.55)	(586.55)
Postages	200.00	215.12	215.12
Other Expenses / Supplies	4,000.00	13,329.12	13,329.12
Subscriptions	12,101.88	14,955.63	14,955.63
Purchase of Food Provisions	15.00	196.80	196.80
Purchase of Equipment & Materials	12,485.29	14,867.47	14,867.47
Maintenance of Equipment	3,000.00	222.00	222.00
Equipment Leasing / Hire Charges	15,000.00	10,071.84	10,071.84
Purchase of Computer Equipment	0.00	1,419.90	1,419.90
Training Courses / Seminars	18,576.80	30,078.06	30,078.06
Copyright & Licence	1,000.00	1,265.32	1,265.32
Use of external facilities	10,000.00	5,611.73	5,611.73
Educated Off Site	5,000.00	7,072.30	7,072.30
Educational Activities	69.00	79.00	79.00
Special Projects	32,767.76	38,588.61	38,588.61
Internal Recharges - Hire of ICC	12,500.00	12,644.29	12,644.29
<b>Total Supplies &amp; Services</b>	<b>429,312.42</b>	<b>440,843.41</b>	<b>440,843.41</b>
Grant Resources / Equity	17,251.00	17,251.00	17,251.00
<b>Total Grant Expenditure</b>	<b>17,251.00</b>	<b>17,251.00</b>	<b>17,251.00</b>
<b><u>Transport</u></b>			
Car Allowances & Travel Expenses	200.00	209.80	209.80
Leasing / Hire of Vehicles	2,000.00	3,722.85	3,722.85
Vehicle Insurance / Licences	3,944.30	4,022.30	4,022.30
Repairs & Maintenance of Vehicles & Petrol	8,500.00	8,548.25	8,548.25
<b>Total Transport Costs</b>	<b>14,644.30</b>	<b>16,503.20</b>	<b>16,503.20</b>
<b>Gross Expenditure (A)</b>	<b>5,356,067.10</b>	<b>5,383,185.78</b>	<b>5,383,185.78</b>
<b><u>INCOME</u></b>			
<b><u>Miscellaneous Income</u></b>			
Insurance Income	16,561.50	23,916.50	23,916.50
WG Grant & CSC Income	68,344.24	71,774.24	71,774.24
Internal Income (inc. Salary)	120,639.55	141,463.15	141,463.15
Other Income	10,000.00	16,947.96	16,947.96
Special Projects	5,369.72	5,369.72	5,369.72
<b>Total Miscellaneous Income (B)</b>	<b>220,915.01</b>	<b>259,471.57</b>	<b>259,471.57</b>
<b>Net Expenditure (A - B)</b>	<b>5,135,152.09</b>	<b>5,123,714.21</b>	<b>5,123,714.21</b>
<b><u>Funding</u></b>			
School's Balance 1st April 2024	73,966.00	73,966.12	73,966.12
Formula Allocation	4,922,575.00	4,908,575.44	4,908,575.44
Schools Standards	79,668.01	86,429.91	86,429.91
Schools Equity (inc. EY, CLA)	73,600.00	75,606.60	75,606.60

Schools Reform	71,586.23	76,509.41	76,509.41
<b>Total Funding</b>	<b>5,221,395.24</b>	<b>5,221,087.48</b>	<b>5,221,087.48</b>
<b>[ Surplus / (Deficit) ]</b> (Total Funding Less Net Expenditure)	<b>86,243.15</b>	<b>97,373.27</b>	<b>97,373.27</b>
<b><u>Analysis of Surplus / (Deficit)</u></b>			
<b>Committed Expenditure</b>	0.00	0.00	0.00
<b>Contingency</b>	86,243.15		97,373.27
<b>School's Balance 31st March 2024 [ Surplus / (Deficit) ]</b>	<b>86,243.15</b>		<b>97,373.27</b>

<b>SUMMARY</b>	<b>Estimate 2024/2025 £</b>		<b>Yr End Projection £</b>
Total Funding	5,221,395.24		<b>5,221,087.48</b>
<b>LESS</b> Net Expenditure	5,135,152.09		<b>5,123,714.21</b>
<b>School's Balance 31st March 2024 [ Surplus / (Deficit) ]</b>	<b>86,243.15</b>		<b>97,373.27</b>

### **Actions from last AGM**

There were no resolutions at the last meeting.

### **Annual Parents Meeting**

If any parents would like to meet with the Governing Body to discuss the contents of this report a meeting has been organised for Thursday 22<sup>nd</sup> January at 3:30pm. Could you please let the school know if you are planning to attend the meeting. If this time and date is not suitable, please contact the school as an alternative date and time can be arranged.