

TRINITY FIELDS SCHOOL and RESOURCE CENTRE



*Learning together in a changing world, creating success for all.
Developing all pupils as ambitious, enterprising, ethical and healthy
learners.*

Governors' Annual Report to Parents/Carers

September 2025 to July 2026

On behalf of all the Governors of Trinity Fields School and Resource Centre, I am delighted to present the latest Annual Report to Parents/Carers. This has been an historic year for the school as all major building renovations have been completed. The entire project has taken nearly 3 years and cost approx. £19million. The result is fantastic and we have a building truly fit for the future. The project has of course not been without its challenges and compromises and I would like to thank everyone associated with the school for their support, patience and dedication.

During this time, the school has continued to thrive and continues to have a reputation as a centre of excellence within Caerphilly and across South Wales. We would like to thank all the staff at the school who work tirelessly to support the pupils and their families.

No meeting has been held for parents under Section 94 of the School Standards and Organisation (Wales) Act 2013. The full report is available on the school website and paper copies for parents and carers are available on request.

Amanda Hurst

Chair of Governors

Governing body (2025-2026)

Governor	Appointed by	Term of office ends
Amanda Hurst (Chair)	Local Authority	
Bleddyn Hopkins (Vice Chair)	Community	March 4 th 2026
Sarah Ellis – replaced Bleddyn Hopkins	Community	2030
Ruth Seymour	Local Authority	
Ian Hurst	Local Authority	
Gary Powell	Community	September 6 th 2026
Cllr Alan Angel	Minor Authority	December 4 th 2027
Jenny Watkins	Parent	March 23 rd 2027
Dale Swan	Parent	November 5 th 2028
Claire Swan	Parent	February 26 th 2028
Joanne Hall	Parent	February 26 th 2028
Helen Muscat	Support staff	September 22 nd 2027
Anthony Rhys	Teacher	March 2 nd 2026
Mark Evans – replaced Anthony Rhys		2030
Dave Jenkins (ex officio)	Executive Headteacher	

The chair of governors can be contacted via the school or via Governor Support, Tŷ Penallta, Ystrad Mynach, Hengoed CF82 7PG Tel 01443 866472.

Pupil assessment

- All pupils are assessed on an annual basis. The school uses B Squared to assess pupils' learning and progress made.
- Routes for Learning is used to support our assessment procedures for pupils working at very early stages of development. Further details are available from Leanne Boardman (Assistant Headteacher).
- These detailed assessments are used to track pupil progress and to support individual target setting.
- We have also introduced a range of specialist assessment frameworks to help staff set SMART targets. These frameworks include MOVE, AET, MOTIONAL and the Developmental Pathways.

Number on roll

- The number on roll is 335 (July 2026). The school roll continues to increase.
- There are now 40 classes, 30 of which are on the main school site. We have primary age satellite classes at Cwm Ifor, Deri, Ty Isaf Infants School and Pontllanfraith Primary School (2 classes) and secondary

satellite classes at St. Cenydd Community School, Heolddu Comprehensive School (3 classes) and a class at Coleg y Cymoedd.

Staffing

- Since our last report (Autumn 25), additional staff have been appointed largely to meet the increasing number of pupils on roll, as well as to replace staff who have moved to other posts.
- The large staff team consists of the Executive Headteacher, Deputy Headteacher, 4 Assistant Headteachers, 2 Associate Assistant Headteachers, 6 TLR teachers, 41 teachers, 10 HLTAs, 164 teaching assistants, 9 mid-day supervisors, 9 administrative staff and 3 site staff.

Health and safety (H&S)

- H&S is discussed at all governing body meetings and we have an effective H&S sub-committee, chaired by Bleddyn Hopkins, one of our very experienced governors. Bleddyn retired from his role in March 2026
- All aspects of our H&S procedures are monitored, evaluated and reported to the H&S sub-committee by the Headteacher/H&S officer. Any issues are given immediate priority for resolution.
- We continue to have excellent weekly support (via an enhanced service level agreement) from Anna Fitchett from the LA who continues to support our H&S programme.
- RAMIS, an online management tool, helps staff to manage the school's H&S compliance and associated issues.
- We continue to use the EVOLVE recording system for planning all school visits. This logs the H&S aspects of school visits. Our Educational Visits Co-ordinator is Leanne Boardman (AHT) and she and the staff follow the Educational Visits policy.
- All staff continue to receive update/refresher training in safeguarding, manual handling, Team Teach, fire safety, administering medication and first aid, as required.
- Our toilets and specialist changing areas are well equipped and ensure that all pupils have access to the highest possible standards of personal hygiene. We have staff on site throughout the school day which means that our toilets and changing facilities are checked and cleaned regularly throughout the day and this allows us to maintain our high standards.

Professional learning (PL)

- All staff access a wide range of training and support to develop them personally, in addition to supporting whole school improvement. Training since our last report has included:
 - Leadership development including middle leaders
 - Newly Qualified Teacher Programme
 - New Induction Programme for all new starters
 - Total Communication Training – delivered with support from Speech and Language Therapy (SALT)
 - Vision, Values and Strategy for school improvement
 - Symbolic Development
 - Functions of Behaviour Training
 - TEAM TEACH Refresher and full course training
 - TEACCH – ASD specific structured teaching approach
 - Autism Reality Experience
 - Forest School Leaders
 - Advanced Trauma Informed Schools Practitioner
 - Positive Behaviour Support (PBS)
 - Sensory Processing Awareness training
 - Principles of effective play
 - Intensive Interaction
 - Signalong (all staff) and British Sign Language Level 1 (4 staff)
 - Curriculum Development Training including new Developmental Pathways
 - Assessment and progression including B Squared assessment refresher
 - Effective Target Setting for Pupils (teachers)
 - Signalong
 - Froebelian Principles
 - Lego Therapy
 - Music Technology
 - VAWSDAV

- Literacy Strategy including ELKLAN, POPAT and Read, Write, Ink and Colourful Semantics, MSI Intervenor
- Manual Handling
- Two Rhythms (was Touch Therapy)
- Coaching and Mentoring
- Team Teach/Behaviour management
- IDP Implementation
- MOVE (**M**ovement **O**pportunities **V**ia **E**ducation)
- Reading Eggs
- Emergency first aid at work
- Safeguarding level 1 and level 3
- Standardisation and moderation of pupils' work
- PREVENT

Finance

- The finance governors, headteacher and School Business Manager continue to work closely with our LA finance officer to manage all aspects of the school budget and our Welsh Government grants (Standards, Reform PL/PDG Equity/ALN, CLA).
- A copy of the school budget for 2025/2026 is included as part of this report.

Monitoring of learning and teaching

- The quality of teaching and learning is rigorously evaluated on a termly basis through a new Monitoring and Evaluation Cycle (MER). This has been developed collaboratively with staff and includes:
 - ❖ Lesson Observations
 - ❖ Learning Walks
 - ❖ Peer Observations through the Instructional Rounds model
 - ❖ Environment monitoring
 - ❖ Planning monitoring
 - ❖ IEP monitoring
 - ❖ Work Scrutiny and moderation of assessments
 - ❖ Pupil Progress conversations have been introduced with teachers 3 x per year. This is a deep dive into the individual progress being made by learners

Links with parents/carers

- Parents/carers continue to make a highly valuable contribution to all aspects of school life and we value their input and support. Termly Parents' Evenings are offered either in person or via Teams and are well attended.
- Our enhanced systems for communicating with parents/carers include "Seesaw", Hwb emails, Twitter, school website and Teachers2Parents texting service. These continue to be highly effective ways of communicating with parents/carers.
- We recognise that building work has impacted on our ability to host parent engagement sessions in school. For example, the loss of the hall has limited PTA events and the Christmas Fayre relocated to the local rugby club.
- CASS (Caerphilly Autistic Spectrum Service) continues to provide exceptional support and advice to pupils and their families, as well as to colleagues in other schools, social services, health and families. This service continues to be very highly regarded by other schools, parents/carers and the local authority. Michelle Meredith (AHT) takes the lead role for this service. This service is unique to our school and Caerphilly.
- Our Home-School Support Worker (Donna Pugh) also provides excellent advice and support to families.
- Our close partnerships with families has been recognised through the Investors in Families diamond award.

Parent Teacher Association (PTA)

- We have a small, but very successful PTA. The officers are- Chair: Leanne Boardman, Secretary: Lorna Rowlands and Treasurer: Geraldine Smallman. The PTA is always looking for new parents/carers to join them.
- The PTA can be contacted via the school. You can also check the school website for further details.
- PTA events this year have included Bristol shopping trip, Family Cinema nights and the Christmas Fayre. The PTA have funded a range of additional resources and activities for the pupils.

- We received a very large donation earlier this year which has been ringfenced for a variety of exciting projects including sensory rooms, new playgrounds and refurbishing the splash pool

Links with Caerphilly Local Authority and other agencies

- We continue to have exceptionally strong links with the local authority, through the Chief Education Officer, Keri Cole, and with her senior officers, particularly Sarah Ellis (Lead for Inclusion and ALN) and the Statutory Officers.
- Dave Jenkins (Executive Headteacher) and Tracey McGuirk (Deputy Headteacher) meet with the EAS special school headteachers and deputy headteachers on a regular basis. These meetings are used to share good practice and to provide additional support and challenge.
- The school is an active member of SWASSH (South Wales Association of Special School Headteachers)
- The school is a lead strategic member of the (SPANN) Inter school moderation network.
- Our Youth and Leisure Services has resumed and is now led by Stacey Turner. I would like to take this opportunity to thank Geraldine Smallman who has resigned from this role following many very successful years. Following a period of heavy disruption, the service restarted in summer 2026 and catered for approx. 50 pupils. In addition, the Food and Fun programme ran during the summer and catered for approx. 20 children .
- We continue to have effective links with officers from Duke of Edinburgh Wales which is offered to the older pupils in the school. For the first time in many year, pupils' took part in an over night residential visit as part of their bronze and silver studies.
- The school continues to have excellent relationships with Careers Wales and enjoyed a highly successful careers week earlier in the term.
- Members of the senior leadership team are actively involved in the Special Resource Base (SRB) network and contribute their expertise on a regular basis.
- Nia Parry leads the LAs moving and handling provision and is based in Trinity Fields.
- We have formed many new curriculum partnerships to provide alternative and additional opportunities for learning including CAG and HIT.

Curriculum and other developments, including the Welsh dimension

- We have published our curriculum and assessment summary on the school website. We continue to refine this curriculum and reflect on what's working and what needs to improve further.
- We continue to work effectively with other schools across Wales to develop new and innovative ways to address the Curriculum for Wales and assessment arrangements. This year, we have worked particularly hard to developmental pathways curriculum. This has led to some really exciting pupil centred developments which all increase the relevance of learning. Governors regularly 'test' this feedback by being visible in school, undertaking learning walks, engagement in work scrutiny and receiving presentations from senior staff.
- A lot of developmental work has been undertaken collaboratively this year to further develop our curriculum. These developments have also been tested with other special schools through moderation events, SWASSH events and EAS Headteachers forums.
- We have transformed the departments to form 5 new 'phases for learning' which are named using child led, age appropriate and motivating names:
 - **The Explorers** – mainly pupils in Nursery through to Yr 2. Led by Rachel Westren
 - **The Adventurers** – mainly pupils in yr 3 to yr 6. Led by Sian James
 - **The Investigators** – mainly pupils in yr 7 – yr 9 led initially by Jo Daniels
 - **The Researchers** – mainly pupil in yr 10 & 11 led initially by Libby Harman
 - **Aspire** – mainly pupils in yr 12-yr 14 also led initially by Libby Harman
- We continue to embed and map 'contexts for learning' across the school which broadly follow the same overarching theme to bring the school community together, but which are differentiated according to the phases above. We have cross referenced this content against the requirements of 'Curriculum for Wales' to ensure our pupils receive their entitlement.
- We have introduced enrichment activities which 'launch' each new context for learning. Our Science and Technology 'Retro Gaming Day' and our Humanities 'Talk like a Pirate Day' were particularly enjoyable.
- We have introduced new 'formality of learning' information which seeks to provide differentiated learning for formal, semi-formal and pre-formal learners. Our new literacy and numeracy strategies align to these principles to help teachers and staff pitch the work correctly.

- We continue to embed our procedure for target setting which uses a range of specialist assessment frameworks and which draws together curriculum reform and ALN reform to ensure pupils' targets are SMART.
- We have re-branded and further developed our suite of interventions. Now named N-Gage, this suite is made up of highly skilled individuals who provide additional support for families, behaviour, sensory curriculum, communication, forest schools, music, sport, travel training and Nurture.
- We have further developed the cross-cutting themes associated with the new curriculum in Wales which has led to new curriculum maps/schemes of work for Relationships and Sexuality Education (RSE), Digital Competence including Online Safety, Religion, Values and Ethics Education, Human Rights. These cross-cutting themes also place a strong value on using our local area to create authentic learning experiences.
- Our 'Trinity Outdoors' initiative was launched in style to ensure equity in educational visits. This initiative focusses on providing high-quality external learning experiences for pupils with Profound and Multiple Learning Difficulties and has been a huge success. This initiative was launched following feedback received from parents during the annual questionnaire.
- More information about the changes in the curriculum and assessment can be found on the school website in the form of short video clips, as well as in the useful "Parents/Carers Guide" which is available in the foyer.
- Staff continue to work with other special schools to develop effective assessment and recording procedures in line with the ALN reforms.
- Albeit delayed because of building works, an excellent range of activities took place during our annual Welsh Week; pupils enjoyed Welsh music, art and craft activities, cookery activities and of course our school Eisteddfod. Welsh 2nd language continues to be taught across the school and "Curriculum Cymraeg" is strongly reflected in all aspects of our work.
- Our Trauma Informed Schools (TIS) programmes have a positive impact on all aspects of pupils' personal and social development, including their health and wellbeing.
- We have successfully maintained our Flagship Centre Status as part of the Inclusion Quality Mark.
- We have been awarded the MOVE Gold award and are further developing our provision around the programme to support pupils with mobility needs.
- We maintain The Vision Friendly Silver Mark for our important work in this area.

Strategic Equality Act 2010

- We are committed to ensuring equality of education and opportunity for all pupils and staff; in addition, we aim to provide equality for all those receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. These are the "protected characteristics".
- We promote a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in all aspects of school life.
- In consultation with stakeholders we have evaluated our original plan and developed a new Strategic Equality Plan (SEP), the purpose of which is to fulfil the duties to promote equality for people with 'protected characteristics' and embed fairness and equality at the heart of our school community and in all aspects of our plans and policies.
- The governing body will:
 - seek to ensure that no individual is discriminated against when applying for jobs at our school.
 - take all reasonable steps to ensure that the school environment gives equal access to people with disabilities.
 - strive to make all communications as inclusive as possible for pupils, parents and carers.
 - ensure that no child is discriminated against whilst in our school.
- The equality objectives for 2025-2028 are to:
 - continue to ensure "Equality of Opportunity" for all.
 - ensure all pupils achieve their full potential.
 - provide training and support to pupils, staff, parents/carers, governors and other stakeholders on equality issues and the protected characteristics (being mindful of the specific learning/behavioural needs of our pupils).
 - develop with pupils, a range of pupil friendly policies.

Governing body meetings

- Full Governing Body and sub-committee meetings take place regularly throughout the year.

- The Governing Body has a full membership and all Governors have completed their mandatory induction training.
- Matters discussed by the governors have included: the major refurbishment project, quality of teaching reports, whole school self-evaluation, school development plan, buildings, staffing, headteacher's termly reports, school budget, Strategic Equality Plan, Curriculum for Wales developments, assessment and pupil performance, digital competence, pupil and staff wellbeing, nursing and therapy provision, school organisation, H&S, safeguarding, fundraising and school expansion plans.
- The Governing Body has a number of subcommittees which meet throughout the year including Finance, Health and Safety, Quality of Life, Teaching and Learning and Governor Self Evaluation.
- Members of the Governing Body are now aligned to Areas of Learning and Experience (AOLE) in order to help them undertake their support and challenge role.
- The Governing Body has also been heavily involved with the building extension having undertaken many visits to sites and been involved in all important decisions.

The school and the community

- We are delighted to report that "The Trinity Protocol" is being shared with police forces and LAs across Wales which really demonstrates just how ground-breaking this initiative has been.
- Working with a new group of Police Officers, we have successfully established a new police cadets cohort who graduated in the summer term. They were joined by the police and crime commissioner and the High Sheriff for a wonderful celebration.
- During the summer some pupils, planted a second wheelbarrow as part of a local competition. We were very proud of the impressive display the pupils created. Our thanks to Wendy Howls and the pupils involved.
- We have developed our allotment which is now being used by several classes to grow and nurture a range of produce.
- Our new Forest School area has also been completed with a new 'hobbit house', perimeter path and den building facilities.
- Members of the school's digital council represented the school magnificently at the Principality stadium showing off their e-sports skills. It was a great achievement to make 'Finals Day'.
- School facilities continue to be used out of hours by the Youth/Leisure Service and CASS.
- Senior leaders and staff contribute to local and national education meetings. These include South Wales Association of Special Schools Heads' and Deputies' meetings, headteachers'/deputy headteachers' meetings, case conferences, EAS Special School Heads and Deputies, Welsh Government groups etc.
- There are strong links with Touch Trust, Duke of Edinburgh Wales, ASDAN, AQA and other local and national organisations; these contribute to Trinity Fields School having a highly successful profile within and beyond Caerphilly County Borough.
- Our satellite provisions continue to go from strength to strength and we are delighted with how inclusive these provisions are. We took a decision to move one classroom from Pontllanfraith back to main site meaning there are now 9 satellite classes. Our College provision is now embedded into college life at Ystrad Mynach and I would like to thank them for their hospitality and collaboration.
- The school is a lead strategic member of the SWASSH sport network and links closely with Disability Sport Wales (DSW) to further develop sporting opportunities for pupils.
- The school once again enjoyed part hosting the annual Six Nations Rugby Festival and we would like to express our sincerest gratitude to Sport Caerphilly for organising such a wonderful event.
- The school has engaged well with Frozen Light Theatre and M&M Theatres to ensure pupils have experienced highly effective performances.
- The school held several productions of their own including
 - Harvest Festival in the Local Church
 - Christmas carol service in the Local Church
 - Engagement with Open Orchestra leading to a concert in school
- Members of staff visited the BETT exhibition in London to stay abreast of latest initiatives in the field of Science and Technology. This led to specific and targeted spending in relation to an electronic and interactive sand pit, Drive Tech, immersion room and further developing our use of Eye Gaze.
- Out Work Experience provision has also significantly developed over the past year with multiple internal and external opportunities now embedded into school life. We have enjoyed developing links with businesses in the local community including SPAR, Library, Bakery and Green Grocer.
- Our youngest pupils enjoyed visits from a Baby Ballet group which were really well attended and enjoyed by all.

- Rhiannon Roberts, a local famous artist came to school as part of our Welsh celebrations to help us create 2 x master pieces.
- I am pleased with our developing links with local Universities. This year, members of staff have delivered a key note speech at an Inclusion Conference. We are also nurturing relationships in relation to teacher training

Donations received and raised by the school

- We continue to be extremely grateful to all those who donate money to the school; in these difficult financial times we appreciate just how difficult it is to raise money.
 - 28.11.25: £100 – Autism awareness day (Tesco Ystrad Mynach)
 - 28.11.25: £294.63 – McMillan Coffee Morning
 - 28.11.25: £26.00 – Jeans for Genes day
 - 8.5.26: £370.59 – Comic Relief 2026
 - £250,000 donated to the school's PTA from an anonymous donor
- The PTA also raise significant amounts of money for the benefit of the school and have secured record breaking funds this year. These are being strategically planned to include major refurbishments to sensory provision/equipment across the school.

Action as a result of any resolution passed at the last meeting

- No specific resolutions were passed.

Governors' expenses

- There were no governors' expenses for 2025-2026

Additional Learning Needs (ALN)

- In common with all other schools, we are legally required to report on our ALN provision. In line with the Welsh Government's Additional Learning Needs and Education Tribunal (Wales) Act (ALNET) the school ensures all Statements/Individual Development Plans (IDPs) are reviewed annually. All Individual Education Plans (IEPs) are updated following the person-centred annual reviews. These are now referred to as 'Going for Gold' targets and have been further refined this year to ensure they support the pupils' IDP and support curriculum progression
- The School continues to develop the N-Gage provision which is the main intervention suite in operation across the school. The N-Gage team work on a Universal basis providing additional learning experiences for pupils on a rotation basis. They provide a range of lunch time extra curricula clubs including film club. pamper club, book club. They also work with a targeted number of pupils on a referral basis. The N-Gage Team now covers:
 - TOTAL Communication Support
 - Positive Behaviour Support
 - Home Support
 - Multi Sensory Support
 - Sensory Processing Support
 - Digital Competence
 - MOVE Programme
 - Sport and Physical Literacy
 - Expressive Arts
 - Nurture and Trauma Informed Schools
 - Forest School
- The school has developed a useful guide for pupils for annual review as well as a Parent/Carers' guide to the Welsh Government's ALNET Act. These guides are both available on the school website.
- Annual review meetings follow a pupil centred approach; wherever possible pupils are involved in their annual review and contribute through a PowerPoint presentation. In line with a pupil centred approach all pupils have a one-page profile which provides staff with key information.
- Our ALN policy, and whole school procedures, are monitored and reviewed on an annual basis.
- We receive regular support from a range of agencies that include educational psychologists, social services, physiotherapists, speech and language therapists, occupational therapists, teachers for VI/HI/MSI, medical staff etc. We are grateful for this multi-disciplinary approach that means that all of our pupils have access to the very best services and support.

- Further information about the changes associated with the ALNET (Wales) Act is available by contacting Christine Thomas (Assistant Headteacher).

Admission arrangements for pupils with disabilities

- The school is required by law to report on this aspect. All areas of the school and curriculum are accessible to pupils with a range of impairments (sensory, physical and cognitive).
- In partnership with the school council, pupils, local authority, community groups, governors and staff have developed our Strategic Equalities Plan (SEP). The current plan runs from 2025-2028; a copy is available at the school and on the school website.

Educational visits

- The Educational Visits policy has been ratified this year following scrutiny by the Governing Body. In line with curriculum developments, there has been a renewed emphasis on the educational benefits of educational visits.
- Educational Visits have included trips to the local village, Tesco, Collier's Farm Park, Jump trampoline park, Museums, Forest Schools, Principality Stadium, Caerphilly Adventures and various sporting venues including Cardiff Met University.
- All classes enjoyed a Christmas educational visit.
- With the help of the private fund, we have been able to fund transport costs for all visits which has ensured parental contributions have been kept to a minimum.
- A number of pupils took part in multi-sensory theatre performances by Moonbeam Theatre over a three day period.
- We have also welcomed Live Music Now into school, along with a Male Voice Choir and a whole school pantomime. Pupils in 4 classes accessed weekly glockenspiel sessions.

Pupil achievements

- The success of our pupils continues to be the focus of all aspects of our work. We were delighted to hold three end of year pupil progress celebratory achievement events during the summer term.
- Governors are extremely proud of pupils' achievements and record their thanks to all the staff who support them to achieve their success.

14-19 learning pathways

- All pupils in the 14-19 learning pathways classes successfully achieved their predicted accreditation at the end of the summer 2026 term.
- Classes use the Independent Living Suite and complete accredited programmes that focus on skills for life and living independently.
- Implementation of the Steps 4 life assessment tool for Y12-14 has enabled pupil progress to be tracked and demonstrated in a consistent manner which is appropriate for this age group.
- Staff in the Aspire Phase have worked closely with the Careers Advisor to ensure that college application forms are completed, and transitions are well planned for.
- 40 pupils have completed at least 5 hours of practical school based work experience within the school environment.
- A Careers Fayre ('What Next') was held at college campus - 41 (main site and satellites)
- A Careers event in school was attended by 56 pupils (across both phases where appropriate)
- The implementation of the 2 new phases within the department has allowed for more specific and relevant curriculum access for pupils in Y10 and 11 in line with new National Guidance.

Accreditation Board	Number of learners	Completed	Range of units
AQA	113	484 units in total Average of 4.3 units per learner All Learners achieved 4 units with 1/3 learners achieving 5+ units.	Accredited Literacy and Numeracy skills This indicates a strong level of engagement and consistent progress across cohort.
AQA Transforming Aspirations	52 29 in Year 10 23 in Year 11	All have completed Good Health and Friends, Relationships and Community	Moderation cycle completed - high standard of work by all, pupil centred tasks that are relevant to the learner.
ASDAN 'Lifeskills'	113	Average number of challenges per pupil is 12.	Learning hours per challenge = 10 - 30 Minimum average of learning hours per pupil = 120 hours over the course of the academic year
ASDAN Bronze/ Silver/Gold	14	7 learners have completed the Bronze. 7 learners have completed the Gold.	Moderation showed a high level of pupil engagement, meaningful learning tasks and various pieces of evidence for each learning outcome.
DofE	40 successfully completed Bronze	4 classes successfully completed overnight residential	All classes have engaged with the skills or practical aspects

Sporting achievements

- Sport continues to play a very important part of life at Trinity Fields and the school is engaging well at a strategic level with Disability Sport Wales to drive improvements across the sector.
- Pupils had the opportunity to experience the thrills of rugby, develop new skills and make new friends, when Sport Caerphilly school staff hosted a highly successful 'Six Nations Disability Event'. The success of this event has grown in popularity over the years, with 25 schools taking part in this year's event. The event now fills the Centre for Sporting Excellence facility and provides a fantastic high-quality experience for everyone involved. The event would not run without the support of staff and volunteers and the WRU staff apprentices, Dragons community staff, students from Ystrad Mynach College and Sport Caerphilly.
- Pupils accessed successful cycling sessions led by Pedal Power. Some pupils completed cycling proficiency awards, while others experienced the thrill of a cycling experience for the first time.
- Liam Richards, our PE teacher has implemented an extensive range of exciting sporting opportunities including
 - Boccia Tournaments with local schools
 - Swimming in local leisure centres
 - Use of the Gym in Coleg y Cymoedd
 - Engagement with Cricket Wales resulting in several outstanding table cricket sessions
 - Engagement with Sport Caerphilly to arrange taster Wheelchair Rugby sessions
 - Visits to DSW INSPORT series where pupils experienced many new sports for the first time
 - Multiple Football Tournaments resulting in a victory for Trinity Fields
 - Development of new E-sports competitions resulted in second place at the Principality Stadium
 - In collaboration with our new WRU Rugby officer, the school has implemented many rugby sessions and is currently taking steps to implement the Rugby leaders programme
 - Work with the WRU Education officers to develop adapted Six Nations Schemes of Work
 - Development of the alternative curriculum by arranging activities including Skateboarding, Caerphilly Adventure Group

Buildings and grounds

- The 2025-2026 academic year has been one characterised by major redevelopment works. Following the completion of the extension, attention turned to the ambitious roof replacement works which was completed in April 2026. This required a lot of strategic and operational planning as we managed a live building site at the same time as running a school

- The school and its staff worked tirelessly to avoid any unnecessary disruption to pupils' learning. The pupils have been magnificent
- In addition to the major redevelopment works, the school has also improved outdoor facilities at Heolddu and Deri satellites. Major playground developments on main site have been completed. Many hygiene rooms have been updated and a significant redecoration programme is under way
- The school now benefits from improved sensory rooms, meeting spaces, life skills flat, new playgrounds and office space. The school has also developed a family centre to further improve engagement with families.
- Whilst very exciting, this has been logistically challenging and the Governing Body would like to thank all staff, pupils, parents and wider stakeholders for their patience with the lack of car parking, the level of noise from the site and the general disruption to the daily life of the school.
- The school now turns its attention to further playground re-development and ensuring existing rooms such as hydrotherapy and rebound are once again used to their full potential.

Term dates for 2026-2027

- Term dates and staff training days are posted on the school website and included in the annual planner that goes out to all parents/carers at the start of each autumn term.

Autumn Term 2026

- Autumn term starts and the first day of the school year Tuesday 1 September 2026 – **this is also an INSET Day (please see below)**
- Half term starts Monday 26 October 2026
- Half term ends Friday 30 October 2026
- Autumn term ends Friday 18 December 2026

Spring Term 2027

- Spring term starts Monday 4 January 2027 - **this is also an INSET Day (please see below)**
- Half term starts Monday 8 February 2027
- Half term ends Friday 12 February 2027
- Spring term ends Friday 19 March 2027

Summer Term 2027

- Summer term starts Monday 5 April 2027 - **this is also an INSET Day (please see below)**
- Half term starts Monday 31 May 2027
- Half term ends Friday 4 June 2027
- Summer term ends and the last day of the school year Tuesday 20 July 2027

Staff training days: 2026-2027

There are 6 staff training days during the 2024-2025 school year. The school is also planning 3 x closure days to move into the new extension. These are to be taken as follows:

- Tuesday 1st September 2026
- Wednesday 2nd September 2026
- Thursday 3rd September 2026
- Monday 4th January 2027
- Monday 5th April 2027
- Monday 28th June 2027

Session times (Primary Department)

Session 1	Break	Session 2	Lunch/PSD	Session 3
8.55 - 10.30	10.30 - 10.45	10.45 - 11.45	11.45 - 1.15	1.15 - 2.55

The lunch break includes feeding programmes and the development of social skills and forms an essential part of the school's Personal and Social Development (PSD) scheme of work.

Session times (Secondary Department)

Session 1	Break	Session 2	Lunch/PSD	Session 3
8.55 - 10.45	10.45 - 11.00	11.00 - 12.15	12.15 - 1.15	1.15 - 2.55

The lunch break includes feeding programmes and the development of social skills and forms an essential part of the school's PSD scheme of work.

Targets set by the governing body

- The targets set by the governing body are fully documented in the 2025-2026 school development plan (SDP). This document is on the governors' noticeboard; there are also copies of the 2025-2026 SDP in various formats on the school website and a display of our targets on the display board in the school foyer.
- We continually monitor the progress made towards these targets, working with the staff, the local authority and the EAS. The headteacher provides updates at our termly governors' meetings.
- Targets for 2025-2026 include:
 - ✓ Fully implement year 3 of the school's new curriculum resulting in robust coverage and continuity review
 - ✓ Fully embed the literacy strategy and narrow the gap between reading and comprehension with particular emphasis on semi and formal learners.
 - ✓ Improve the provision and progress pupils make with their functional numeracy skills by embedding the numeracy strategy.
 - ✓ Improve the consistency, knowledge and shared understanding of schemas across the school. Further develop the consistency of feedback given to learners.
 - ✓ Improve curriculum and progression arrangements which focus on for pupils in the Researchers and Aspire Phase of learning.
 - ✓ Improve understanding and reduce the impact of poverty, ethnicity and looked after status on progression
 - ✓ Review and refine the structure of the leadership team to ensure it remains fit for purpose, promotes clarity, strategic direction and keeps abreast of growth.
 - ✓ Further Improve the provision of Person Centred Practice reviews through improved pupil voice leading to more robust and linked target setting.
 - ✓ Further develop the impact of the '**targeted**' role of N-GAGE by establishing robust entry and exit criteria explicitly linked to IDP. Undertake value for money analysis of N-Gage.
 - ✓ Introduce Art Therapy as in important tool to improve engagement and wellbeing.
 - ✓ Continue to improve attendance across the school with an emphasis on older learners.
 - ✓ Achieve full refurbishment of the existing school site by July 2027
 - ✓ Replace playground equipment which is old and replace with purpose built equipment on the Maple yard

Attendance information

Attendance

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Change from 2024-25
Attendance	82.21%	84.5%	85.7%	85.4%	84.8%	-0.6%
Authorised absence	17.72%	15%	13.8%	13.9%	14.2%	+0.3%
Unauthorised absence	0.06%	0.5%	0.5%	0.7%	1.0%	+0.3%

- As governors, we continue to ask parents/carers to support the headteacher by telephoning the school to inform staff of any absences.
- Without this information, any absence must be recorded as unauthorised. This can have an impact on those pupils claiming the Education Maintenance Allowance (EMA).

Destination of school leavers: Summer 2026

Leavers Destinations

Provision	Number of pupils		2025-26
	2023-24	2024-25	
F.E. College (local offer)	3	4	6
F.E. College (National STAR)	3	2	2
Day Service	0	1	2
Residential College-Beechwood	1	1	
Sense	1	/	
Able Radio		1	1
Residential Placement		1	
Partnership of Care		2	
Links		1	
TBC			3

3 learners leave Trinity before their 19th birthday this year which is testament to their confidence and family/schools response to pupil voice. These learners are going to a local provision, and it is positive that they have been able to use their autonomy to express their desire for a change of setting.

Financial Statement

	2025/2026
Estimated pupil numbers	335
Delegated budget formula allocation	9,522,059
EXPENDITURE AREA	
Teachers	3,460,933
Supply staff	1,119,172
Teaching assistants	4,001,022
Clerical and IT technicians	265,842
Mid-Day supervisors and maintenance staff	157,617
Hospitality	6045
Training	83,554
Long service awards	500
GASS admin charges	
Staff car allowances/expenses	2527
Medical appointments	75
Building and equipment/repairs and maintenance	217,471
Grounds maintenance	1354
Swimming pool maintenance	888
Cleaning Contract and Materials	130,858
Electricity	100,196
Gas	55,524
Water/water dispensers	6876
Insurance (theft, vandalism)	20,703
Offsite travel insurance	557
Building insurance	11,501
Premises H&S	839
Refuse/hygiene rental units	17,048
Alarms	3361
Vehicle running expenses	1783
CRC Allowances	
Capitation	177,873
Micro repair	0
Stationery	3989
Telephone/mobile phones	19,970
Postage	437
OT/Physio equipment/other	39,696
IT Equipment/Leasing/ Computers	30,075
Furniture	19,362
TV Licence/copyright licence/data protection	175
Photocopying	27,158
Subscriptions	25,409
Transport hire costs	22,815
Medical expenses/reports	215
Clubs' adjustment	48,917
SLAs	61,251
School development Plan	9000
Miscellaneous	1167
Grant overspend	
TOTAL EXPENDITURE	10,390,843

INCOME	
Reimbursement school meals admin	1375
Hire of premises	
ALN grant	12,863
Use of premises (Youth and leisure services)	5910
Revenue maintenance allowance	0
Children Looked After (CLA) grant	8778
EWC	26,473
NQT Grant	0
AHT funded by KC	115,587
Indicative salary increase from WG	40,591
Miscellaneous	
Staff reimbursements	0
Devolved income	395,154
Donations	0
Inclusion reimbursement (Merthyr Tydfil, Panside, Pontllanfraith)	0
TOTAL INCOME	623,236

TOTAL EXPENDITURE	10,390,843
TOTAL INCOME	885,079
TOTAL NET EXPENDITURE	9,505,764
TOTAL CARRIED FORWARD FROM PREVIOUS YEAR	783,535
TOTAL FUNDING	10,293,547

PROJECTED SURPLUS 2025/2026- £783,535

PROJECTED SURPLUS 2026/2027- £434,194