



Academi Genedlaethol ar gyfer
Arweinyddiaeth Addysgol Cymru
National Academy for
Educational Leadership Wales



Annual Report

April 2024 - March 2025

Inspiring Leaders -
Enriching Lives



ADDYSG CYMRU
EDUCATION WALES
cenhadeth ein cenedl | our national mission



Ariennir gan
Lywodraeth Cymru
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Welsh Government



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About Us

The National Academy for Educational Leadership's mission is "Inspiring Leaders - Enriching Lives" with the aim of bringing clarity and coherence to educational leadership in Wales. Through our work we will ensure that practitioners are able to engage with the most relevant, meaningful, and inspiring professional learning.

The National Academy for Educational Leadership is built on a strong vision, underpinned by a set of core values and principles that have been co-developed by the sector. At the core of this vision is a commitment to ensuring all leaders in the education system have access to high-quality leadership development opportunities that meet their needs wherever they are, and whatever their career stage and ambitions. We are focused on enabling the leadership of learning and we demonstrate this by embodying our values in all we do.

COLLABORATIVE

As a small organisation, we will achieve nothing working alone. Instead, close partnerships with the profession and with our peer organisations in the middle tier will be our default mode of working

INCLUSIVE

We will work with and on behalf of all educational leaders, regardless of setting, sector, career stage, geographical background and whether they have a formal or informal leadership role

CYMR AEG 2050

We will work with and for the whole of Wales to help achieve a Wales of vibrant culture and thriving Welsh language

EQUALITY & DIVERSITY

We are committed to being an anti racist organisation which promotes fairness, equality and diversity both in our own work and in the way we seek to influence the work of others. We will work to ensure that educational leadership in Wales reflects our diverse communities

A LEARNING ORGANISATION

We will review our work using a Results and Evidence Framework and will adapt our strategic approach, ways of working and allocation of resources to reflect new challenges and opportunities

SERIOUS ABOUT WELL-BEING

Effective leadership thrives when well-being is supported. We will prioritise the well-being of all professionals, including our own staff and Associates

A LISTENING ORGANISATION

Hearing and articulating the voice of educational leadership is at the heart of our work



Quality Assurance

A comprehensive range of high quality, equitable and innovative professional learning and development opportunities are accessed by all leaders



Innovation

Educational leaders create and sustain a true innovation culture, pioneering new approaches to leadership



System Leadership

Effective system leadership drives self-improvement



Leadership Development

Leaders are empowered, inspired and motivated



Resources

High-quality, Wales-specific leadership resources, informed by the best evidence from Wales and internationally, support professionals to continually challenge and refine their approaches to leadership



Insight

Leadership policy and practice is grounded in and directly informed by research and evidence from Wales and internationally



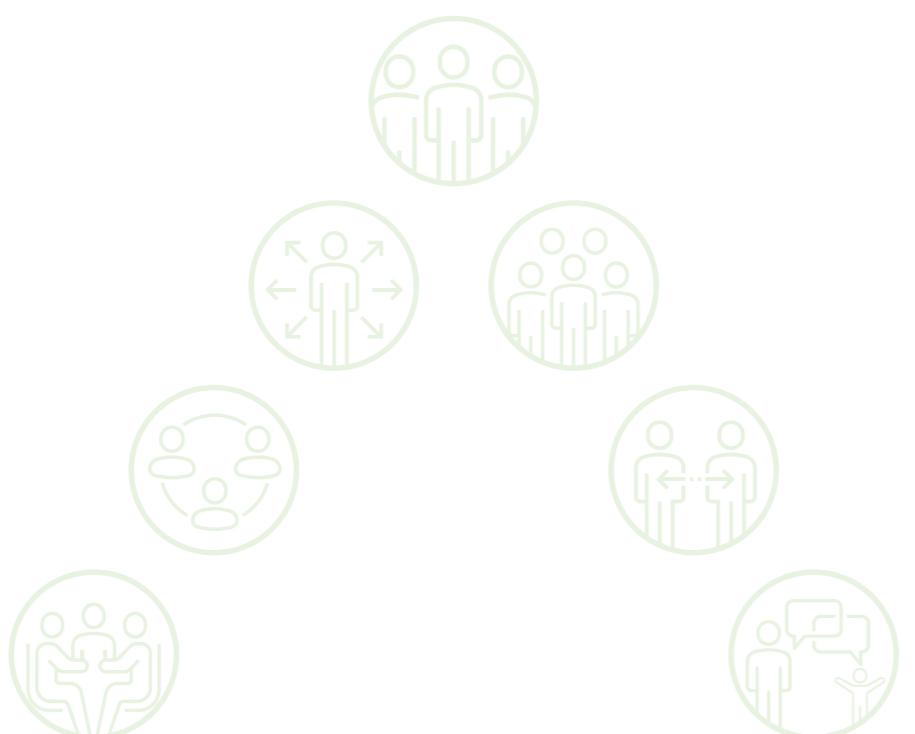
Well-being

The well-being of leaders is prioritised and systematically supported, creating a sustainable and resilient leadership workforce capable of being a key driver of lasting, systemic change



Strategic Workforce Development

Leadership roles are attractive, and leaders are motivated to remain and develop within the profession



Statement from the Chief Executive



I am pleased to present this message as the Chief Executive of the National Academy for Educational Leadership Wales.

Over the past year, we have been committed to and have continued to support leaders from diverse sectors, including schools, the youth work sector, and the post compulsory education and training sector.

Appointing Associates to the National Academy for Educational Leadership Wales is always a highlight of the year and of the work of the organisation. Cohort 7 includes a wide range of experience and highly skilled leaders from across all the educational sectors mentioned above.

One of the highlights of my year has been visiting schools across Wales, engaging with leaders, and witnessing firsthand the impact of our initiatives. Through the Associate programme and the Associate Federation, we have amplified the voice of leadership, ensuring that our collective efforts resonate and influence policy discussions.

Our conferences have provided a platform for high-quality speakers to share their insights, and for us to disseminate important messages and themes. These events have also emphasised the importance of Welsh language resources, reinforcing our commitment to

cultural and linguistic diversity. Additionally, we have taken part in education and cultural exhibitions to have leadership conversations and share the work of the National Academy for Educational Leadership Wales more widely. Furthermore, we have presented our commissions and papers at research events, showcasing our innovative work and contributing to the broader educational discourse.

As we reflect on the past year, I am proud to share the significant strides our organisation has made in developing an anti-racist approach. This journey has been both challenging and rewarding, guided by a supportive yet demanding steering group. The National Academy for Educational Leadership Wales has been instrumental in showcasing this vital work across various platforms, highlighting our commitment to equity and inclusion.

Finally, I extend my heartfelt gratitude to our dedicated staff, Associates, stakeholders, and all Board members. Your unwavering support and collaboration have been the cornerstone of our achievements. Thank you once again to everyone who has contributed to our success since its inception in 2018. Together, we have driven significant positive change and provided unwavering support to our leadership community. Our collective efforts have not only fostered growth and development but have also created a lasting impact that resonates across all sectors. The dedication and commitment of our team have been instrumental in achieving these milestones. As we close this chapter, we take pride in the legacy we leave behind and the positive change we have inspired.

Tegwen Ellis, Chief Executive

Statement from the Chair of the Board



As Chair, I am proud to reflect on yet another year of success for the National Academy for Educational Leadership.

I am grateful to the board of directors who are faultless in their support for me and for the work of the National Academy for Educational Leadership. Ensuring that the operational activity of the organisation aligns with the strategic direction, directors have played a crucial role in their leadership and strategic planning and have maintained stability and continuity during a challenging time.

Importantly, I would like wholeheartedly to thank the small staff team who have relentlessly continued to push the boundaries of leadership in their support for leaders in the system. I offer a particular thanks to Tegwen Ellis, who, as Chief Executive, has led the team and Associates in their challenges. She selflessly supports each member of staff in their quest for excellence in their field. My gratitude to her for her resilience, dignity and selflessness is immeasurable.

Finally - I am confident that the work of the National Academy for Educational Leadership has ceaselessly continued in its purpose in **Inspiring Leaders - Enriching Lives**.

Dr Sue Davies, Chair of the Board

Once again the National Academy for Educational Leadership has continued to maintain its core values, principles and vision in terms of support for leaders in the system – including schools, the youth work sector and the post compulsory education and training sector. A key element of this year's work has been a focus on the development of an anti-racist approach, and the focus on equity and inclusion across the sector. The endorsed provision continues to align with the voice of practice, and the activities encompass that voice which reflects on practice in the system.

Conferences – both face-to-face and online – continue to record the success of the National Academy for Educational Leadership in terms of support for leaders in the system. The Leadership Unlocked series has provided a platform offering invaluable insights and support from keynote speakers who share their experiences. Yet a further cohort of Associates has been appointed – the seventh since the inception of the organisation, and includes highly skilled leaders from across the education sector. The Associate Federation has embraced the mission of the organisation, supporting and increasing the visibility of the National Academy for Educational Leadership.

Quality Assurance

Part of our core remit from Welsh Government is to provide coherence and quality assurance for the range of leadership provision that is available in Wales. We do this through our peer led endorsement and monitoring process. A wide range of provision is now endorsed and visible through our website and e-prospectus.

During 2024-2025 we received one application for endorsement and which was endorsed:

- Diversity and Anti-Racist Professional Learning (DARPL) – Enhanced Leadership Series

All other provision has been monitored through a peer led process and maintained endorsed status.



Feedback from the employers and learners through the endorsement and monitoring process is so much more impactful and meaningful than us just promoting it ourselves.



Innovation

Innovative thinking and action are critical for developing a self-improving system, and the National Academy for Educational Leadership support leaders to promote collaboration and innovation through our Innovation Pathway Fund. This year we have supported 10 organisations with their innovative projects:

- Ysgol Dyffryn Conwy - Team Coach Project
- Swansea MAD - Governance Training: Supporting a Sustainable and Resilient Voluntary Youth Work Sector
- Dylan Thomas Community School - Headteacher Development Network
- Global Equality Ltd - Global Equality Collective Pilot in Wales
- DARPL and Oshun Training - Professional Learning: Delivering Anti-racist resources for Leaders within the Youth Work Sector
- Diana Osagie - The Academy of Women's Leadership online training programme
- Ysgol Syr Thomas Jones - Self-evaluation and Improvement for Middle Leaders
- Cardiff Metropolitan University - Global Majority: Teacher to Headship (extension)
- Cardiff Youth Service - Staff Well-Being
- Ysgol Gynradd Y Login Fach - Welsh-medium Resources for Developing Middle Leaders within a Primary Setting.

During 2024-2025 Innovation Pathway funding has continued supporting the Associate Federation with the aim of developing the following three foci; Development of a Parent Protocol, Schools Supporting Schools in a Self-improving System and Carnegie Cymru School Mental Health and Well-being Community.

System Leadership

Effective system leadership drives self-improvement with professionals collaborating and leading beyond their own organisation, between tiers and across sectors. We now have multiple cohorts of Associates progressing through a mature system leadership model and they are having measurable impacts on the education system beyond their own organisations. The Associates continue to act as the voice of the profession, inform our work and provide representation at local, regional and national networks and Welsh Government working groups.

During 2024-2025 we recruited our seventh cohort of Associates, with leaders from diverse settings including Primary, Secondary, Welsh Medium, Youth Work and Post Compulsory Education & Training (PCET) sectors. The Associate's collaborative enquiry remains a focus of their activity informing and influencing both policy and practice. Cohort 6 have completed their commission journey considering the leadership of Self-Evaluation and Anti-racist Leadership.

Cohort 7 have started their professional leadership projects considering; personal devices in school, collaborative approaches to addressing homelessness across education and the role of leadership in developing a coherent and shared understanding of progression within and across schools. These will be a key activity for the 2025 summer term.

The Associate Federation continues its work considering some key national priorities, including a family communication protocol, community focused schools, well-being, recruitment and retention.

Attainment Champions

The Attainment Champions pilot has moved into phase two with the recruitment of new schools to work with the appointed Attainment Champions. This national peer to peer model for tackling the impact of poverty on attainment includes peers working in triads to develop successful approaches to tackling the impact of poverty on attainment and will be a key activity for the 2025 summer term.



The Associate model has promoted collaboration through professions working together, learning from others, supporting colleagues and ultimately enhancing the quality of education for our children and young people.

I have benefitted very much from being an Associate of the Leadership Academy and it has enriched me as a leader. Working with a range of people across different sectors has certainly broadened my leadership perspective and the collaboration clearly has an impact when I go back to work day to day leading a school of all age. So the breadth of leadership within the team is certainly a wealth and something we encourage everyone to be a part of.



Associates

Cohort 6

Martin Evans
01. Ysgol Gynradd Gymraeg Pontardawe, Neath SA8 4JX

Siân Ross
02. Ysgol Nant y Groes, Colwyn Bay LL29 8ET

Rhys Buckley
03. Cleddau Reach Primary School, Haverfordwest SA62 4NG

Nick Allen
04. Saundersfoot Community Primary School, Saundersfoot SA69 9HB

Melanie Ryan
05. Youth Cymru, Pontypridd CF37 5BP

Matthew Dunn
06. St Richard Gwyn School, Barry CF63 1BL

Loren Henry
07. Urban Circle, Newport NP20 2BP

Karl Lawson
08. Ysgol John Bright, Llandudno, LL30 1LF

Dawn Spence
09. North East Wales Adult Community Learning Partnership, Mold CH7 6NR

David Thomas
10. Swansea Council School Improvement Team, Swansea SA4 9DB

Trystan Edwards
11. Ysgol Garth Olwg, Pontypridd CF38 1DX

Adele Slinn
12. Ysgol Bryn Alyn, Wrexham LL11 4HB

Aaron Ellis
13. Ysgol y Deri, Barry CF62 8NA

Cohort 7

Nick Hudd
14. Pembrokeshire County Council, Haverfordwest SA61 1TP

Mike Tate
15. Cardiff West Community High School, Cardiff CF5 5XP

Jonathan Angell
16. Eastern Community Campus, Cardiff CF3 1XZ

Emma Turner
17. Springwood Primary School, Cardiff CF23 9LS

Dr Dale Duddridge
18. Maesteg School, Maesteg CF34 0LQ

Nicola Williams
19. Libanus Primary School, Caerphilly NP12 1EH

Joanne Smith
20. Portal Training, Cardiff CF15 8LW

Julia Swallow Edwards
21. Cardiff Metropolitan University, Cardiff CF5 2YB

Halal Uddin
22. EYST Wales, Swansea SA1 4AB

Elin Wakeham
23. Ysgol Gynradd Gymraeg Bryn y Môr, Swansea SA2 0BP

Lorraine Dalton
24. Ysgol Bryn Gwalia, Mold CH7 1SU

Owain Gethin Davies
25. Ysgol Dyffryn Conwy, Conwy LL26 OSD

Gayle Shenton
26. Ysgol Gynradd Gymraeg Castell-nedd, Neath SA11 3AL

Jayne Woolcock
27. Swansea Council School Improvement Team, Swansea SA4 9DB

Rhian Milton
28. St Woolos Primary School, Newport NP20 4DW

Noel Fitzgerald
29. Ysgol Pen Coch, Flint CH6 5DL

Mair Hughes
30. Ysgol Penglais School, Aberystwyth SY23 3AW

Gavin Gibbs
31. Estyn, Cardiff CF24 5JW

Joanne Cueto
32. Maindee Primary School, Newport NP19 0AP

Simon Roberts
33. Maesybrynn Primary School, Pontypridd CF38 2NS

Dr Llinos Jones
34. Ysgol Gyfun Gymraeg Bro Myrddin, Carmarthen SA32 8DN

Sharon Hope
35. Clase Primary School, Swansea SA6 7JX

Kerina Hanson
36. Pennard Primary School, Swansea SA3 2AD

Dr Joe Cudd
37. Ysgol Pen Rhos Primary School, Llanelli SA15 2NG

Olwen Corben
38. Ysgol Pentip, Llanelli SA15 3BL

Catrion Thomas
39. Ysgol Glanrafon, Mold CH7 1PS

Alison Ellis
40. Ysgol Bro Preseli, Pembrokeshire SA41 3QH

Trefor Jones
41. Maesyrhandir CP School, Newtown SY16 1LH

Paul Keane
42. Brynhafren CP School, Shrewsbury SY5 9AT

Richard Monteiro
43. Ysgol Brynhyfryd, Ruthin LL15 1EG

Karen Wathan
44. Federation of Blenheim Road Community, Cwmbran NP44 4SZ

Damian Beech
45. Coed Eva Primary School, Cwmbran NP44 4TG

Ian Gerrard
46. Ysgol Aberconwy, Conwy LL32 8ED

Sarah Coombes
47. Llanishen Fach Primary School, Cardiff CF14 6SS

Huw Powell
48. Ysgol Pen y Bryn, Conwy LL29 6DD

Goetre Primary School
49. Danescourt Primary, Cardiff CF5 2SF

Goetre Primary School
50. Goetre Primary School, Merthyr Tydfil CF47 9PB

Mary Immaculate High School
51. Mary Immaculate High School, Cardiff CF5 5QZ

Karen Lawrence
52. Llanfaes Community Primary School, Powys LD3 8EB

Jeremy Griffiths
53. Bangor University, Bangor LL57 2DG

Janet Hayward
54. Cadoxton Primary School, Barry CF63 2JS

Emma Coates
55. Llanhari Primary School, Pontyclun CF72 9LQ

Owain Jones
56. Ysgol Gyfun Aberaeron, Aberaeron SA46 0DP

Geraldine Foley
57. Marlborough Primary School, Cardiff CF23 5BU

Margaret Davies
58. St Christopher's Special School, Wrexham LL13 7BW

Bryony Evett Hackfort
59. Coleg Sir Gar and Coleg Ceredigion, Llanelli SA15 4DN

Dewi Wyn Hughes
60. Ysgol Gwynedd, Gwynedd LL57 3BE

Mike Cameron
61. Tonyrefail Community School, Porth CF39 8HG

Owain Roberts
62. Ysgol Cybi, Holyhead LL65 1NS

Marco Gil-Cervantes
63. ProMo-Cymru, Cardiff CF10 5EP

Penny Ellwood
64. The Maelor School, Wrexham LL13 0LU

Alison Williams
65. Craigfelen Primary School, Clydach SA6 5DP

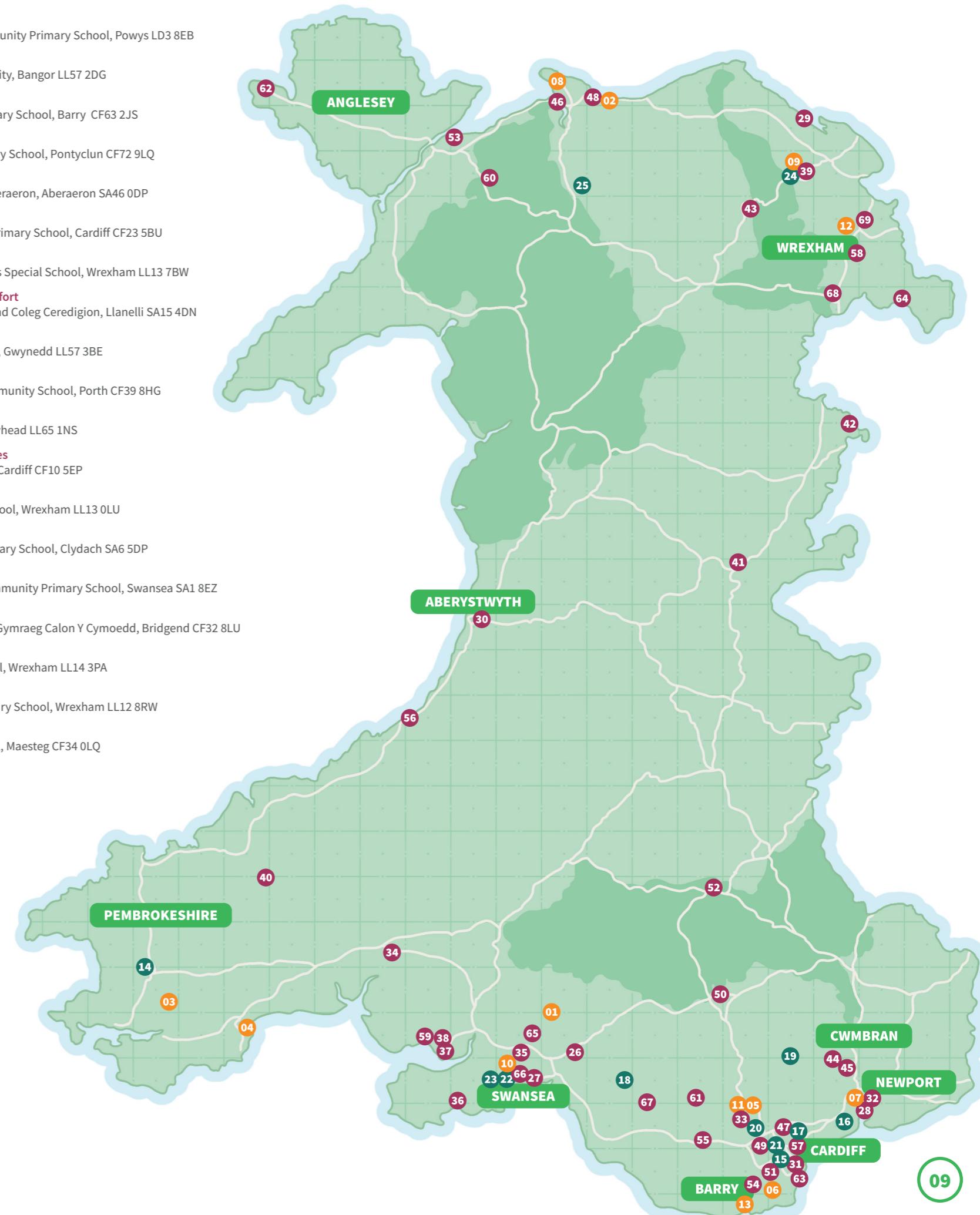
Russ Dwyer
66. St Thomas Community Primary School, Swansea SA1 8EZ

Catrin Coulthard
67. Ysgol Gynradd Gymraeg Calon Y Cymoedd, Bridgend CF32 8LU

Claire Rayner
68. Ysgol Min y Ddol, Wrexham LL14 3PA

Richard Hatwood
69. All Saints Primary School, Wrexham LL12 8RW

Helen Jones
18. Maesteg School, Maesteg CF34 0LQ





Leadership Development

We provide a range of opportunities for educational leaders to come together nationally to engage in professional conversations with peers from across educational sectors. The aim is to develop their professional capabilities, to make them feel empowered, inspired, and motivated.

Educational leaders have engaged with a variety of leadership development opportunities. Our activities included the Leadership Unlocked series, featuring notable speakers such as Owen Evans HM Chief Inspector for Education and Training in Wales (Estyn). We held the Re-imagining Education Attendance in a Post Pandemic World conference in July 2024 with over 170 educational leaders in attendance, which was followed by a successful continuation event.

Our first in-person well-being event, the Well-being of Educational Leaders Conference, took place in November 2024. This event focused on prioritising and systematically supporting the well-being of educational leaders, featuring Professor Michael West CBE.

In addition, we held the Re-purposing Education tri-nations event, which focused on innovative approaches to education and how to adapt to the changing landscape across Ireland, Scotland and Wales. This event provided valuable insights and strategies for educational leaders to implement in their institutions.

Overall, our efforts have significantly impacted the leadership landscape, fostering a culture of continuous improvement and collaboration. Over 4,400 leaders from across Wales have engaged with our Leadership Development activities in 2024-2025.

“

Thank you very much for the opportunity to hear all the inspiring speakers discuss a variety of issues relating to leadership, and for the valuable opportunities to speak with other leaders across Wales.

”

Engagement

During 2024-2025 we engaged with leaders through a variety of different events across Wales and online. We had stands at the National Urdd Eisteddfod in Maldwyn, National Eisteddfod in Pontypridd and the National Education Show in Llandudno. At the National Eisteddfod and Urdd Eisteddfod we shared stands with partner organisations.

At the National Urdd Eisteddfod we held a launch event for a new Insight Series Paper, *Leading Reflective Practice – Reviewing the Evidence* by Carol Campbell and Maeva Cœu. The event was held in collaboration with the Education Workforce Council.

At the National Eisteddfod we held a panel discussion in collaboration with Qualifications Wales exploring Working Together to Support the Ambition of Welsh 2050. The panel included **Tegwen Ellis** (Chief Executive, National Academy for Educational Leadership Wales), **Ashok Ahir** (Director of Communications and Engagement), **Trystan Edwards** (Headteacher, Ysgol Gartholwg) and **Llinos Roberts** (Head of Corporate Communications and the Welsh Language, Coleg Cambria).

Tegwen Ellis presented at the Compassionate Leadership Conference in Birmingham and Policy Insight Wales - Curriculum For Wales: Progression and Assessment Conference and members of the team engaged in the Welsh Language Partnership Council, Centre for International Research into Leadership in Education, Black Leadership Group's (BLG) annual conference.

Throughout the year, we also undertook a series of school visits sharing the work of the National Academy for Educational Leadership Wales and engaging directly with school leaders, teachers, practitioners and learners from across Wales.



Insight

The National Academy for Educational Leadership continued to ensure the voice of educational leadership informs and challenges policy and practice in Wales.

We convened a Ministerial Advisory Group, which gathered and shared the views and experiences of headteachers with Welsh Government policy leads.

We published several reports in our Insight series, including 'A Well-being Entitlement for Educational Leaders in Wales', by Associates from our fifth cohort, 'Leading Reflective Practice – Reviewing the Evidence', led by Professor Carol Campbell (jointly funded with our partners EWC) and a youth work sector paper, 'Bridging Futures: Educational Leadership in Youth Work and Schools for the Curriculum for Wales' led by Professor Mike Seal and Emma Chivers.

The papers were supported by events (webinars and face-to-face conferences) throughout the year, which gave leaders the opportunity to have professional conversations with policymakers and peers. The events explored the findings of the papers.

Well-being

In the Summer term 2024, Associates from cohort five published their commission 'A Well-being Entitlement for Educational Leaders in Wales'. The Associates have been meeting with partners from across the system to discuss this very important work.

A group of Associates from the Federation have been working on well-being focussed projects including well-being networks for headteachers and 'Be Well, Lead Well' - an assessment tool, which supports the well-being of educational leaders.

In November 2024 the National Academy for Educational Leadership held its fifth well-being conference, this was the fifth annual well-being conference, and the first held face-to-face. The conference was attended by 150 educational leaders and included sessions exploring the well-being of educational leaders at a policy and practice level. Attendees participated in a session led by Professor **Michael West CBE**, who has published a number of books, including 'Compassionate Leadership'. Professor West used his experience as a Clinical Psychologist to explore the concept of compassionate leadership and how it can be used by leaders across the education sector to create a healthier and more sustainable system. A panel discussion featuring **Maggie Farrar** (Empowering Leadership), **Faye McGuiness** (Education Support) and **Russ Dwyer** (Headteacher, St Thomas Primary School, Swansea), discussed the different types of well-being support available to headteachers. **Nicola Edwards**, Deputy Director for Equity in Education at Welsh Government gave a policy level update and outlined the progress and practical changes made by Welsh Government to address the well-being needs of educational leaders.



Partnerships

The National Academy for Educational Leadership is a small organisation with a wide remit and must work closely with stakeholders and partner organisations to deliver on its objectives. The Stakeholder Reference Group continues to meet regularly to provide an informed voice for the education system in Wales and positively influence and contribute to the work of the National Academy for Educational Leadership. The group consisted of 18 members from cross-sector institutions in Wales.

The National Academy for Educational Leadership continues to work closely with partners in the middle tier including Estyn, Qualifications Wales, the Education Workforce Council, Regional Consortia and the Association of Directors of Education in Wales. Regular meetings are held to discuss shared working and joint projects, and to support coherence across the education sector.

The National Academy for Educational Leadership established four new partnership agreements, enhancing our collaborative efforts with key organisations such as Diversity and Anti-Racist Professional Learning (DARPL), Coleg Cymraeg, and the National Centre for Learning Welsh. These partnerships have strengthened our support network and broadened our reach.

Cymraeg 2050

The Self-Evaluation Resource was established in collaboration with the Welsh Government, Regional Consortia, Estyn, Local Authorities and the National Academy for Educational Leadership. The resource was informed by the 2021 commission report – *'What is the role of educational leadership in realising Wales' vision of a vibrant culture and thriving Welsh language?'*. The commission included a series of recommendations. One was to ensure a clear, national framework for the development of the Welsh language within the education sector, with consideration for the Welsh language within the Curriculum for Wales and to consider the government's strategy of reaching one million Welsh speakers by 2050.

The Resource is intended to encourage headteachers to consider the development of Welsh in their school and map out their provision for moving the Welsh language forward strategically and practically. It can be used by schools alongside the National Resource: Evaluation and Improvement (NR:EI). The resource is divided into three areas aligned with the areas of the national resource, namely leadership, teaching, learning and curriculum and well-being, equity and inclusion.

Seven schools were involved in piloting the Resource and an event was organised with all stakeholders to cascade perceptions and share good practice. At the end of the pilot each school will have piloted a new strategy in their schools aimed at promoting and developing the Welsh language. The National Academy for Educational Leadership worked with the schools to write case studies to share with other schools on a national level.

On 1 May 2024 we held our first Welsh language conference, *Leading in Welsh: the Journey to 2050* at Venue Cymru, Llandudno. The conference engaged headteachers and senior leaders from the youth work and PCET sectors, local authorities and other partner organisations such as the Regional Consortia and Estyn. The presentations explore Welsh language development, policy updates and best practice in educational settings on the journey to meet the ambition of having a million Welsh speakers in Wales by 2050. Speakers included **Professor Mererid Hopwood** (Aberystwyth University), **Owain Lloyd** (Welsh Government), **Efa Gruffydd Jones** (Welsh Language Commissioner), **Natalie Jones** (S4C) and headteachers and senior leaders from across the education sector.

Anti-Racism

From April 2024 to present, our anti-racism initiatives have made significant strides. Staff have participated and completed the Diversity and Anti-Racist Professional Learning (DARPL) senior leaders training, presenting our progress as an organisation to the wider cohort leading to further collaboration opportunities. Our whole staff engaged with Diversity Awareness Training with Diverse Cymru and explored resources to embed an anti-racist approach in education leadership and within our own practices. Our participation and presentation in the BAME-ED Anti-Racist Wales Conference, allowed us to present our work and make valuable connections. The Anti-Racist Steering Group, chaired by Yusuf Ibrahim, has been instrumental in driving our efforts. We have also provided funding through our innovation workstream for the Teacher to Headship for Global Majority Educators programme, which has also been extended. Our Cohort 6 Associates of senior education leaders have been actively working on an anti-racist commission, contributing valuable insights and recommendations as their research nears completion. Following our public commitment to becoming an Anti-Racist Organisation we have reviewed our internal and external practices through assessment by Diverse Cymru and will continue to work on the outcomes of this report when received in our engagement report. These efforts reflect our dedication to fostering an inclusive and equitable environment and our ongoing commitment to achieving an anti-racist Wales.

Financial Statements

Profit and Loss Account for the Year Ended 31 March 2025

	Notes	2025 £	2024 £
TURNOVER		1,764,558	1,675,983
Cost of sales		(792,193)	(775,687)
GROSS SURPLUS		972,365	900,296
Administrative expenses		(1,063,560)	(940,590)
		(91,195)	(40,294)
Other operating income		1,189	-
OPERATING DEFICIT & DEFICIT BEFORE TAXATION		(90,006)	(40,294)
Tax on deficit	6	-	-
DEFICIT FOR THE FINANCIAL YEAR		(90,006)	(40,294)

Balance Sheet 31 March 2025

	Notes	2025 £	2024 £
FIXED ASSETS			
Tangible assets	7	8,693	
	12,516		
CURRENT ASSETS			
Debtors	8	174,121	246,456
Cash in bank and in hand		29,900	24,538
		204,021	270,994
CREDITORS			
Amounts falling due within one year	9	39,519	20,309
NET CURRENT ASSETS		164,502	250,685
TOTAL ASSETS LESS CURRENT LIABILITIES		173,195	
RESERVES			
Income and expenditure account		173,195	263,201

The financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies regime within Part 15 of Companies Act 2006.

For the year ending 31 March 2025, the company was exempt from the requirements of Part 16 of the Companies Act 2006 under section 482 of this Act (nonprofit making companies subject to public sector audit). It is instead subject to public sector audit and audited by the Auditor General for Wales.

The financial statements were approved by the Board of Directors and authorised for issue on 31 October 2025 and were signed on its behalf by:

Mr M James - Director






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nael.cymru
