

YSGOL SEFYDLEDIG CAERGEILIOG FOUNDATION SCHOOL



THE GOVERNORS' ANNUAL REPORT TO THE PARENTS July 2021

1. CORFF LLYWODRAETHU'R YSGOL /THE SCHOOL'S GOVERNING BODY: (July 2021)

Categori/Category	Enw/Name	Athro yn yr Ysgol / Teacher in the School	Term y Swydd yn dod i ben/ Term ends
Llywodraethwyr Partneriaeth a Chadeirydd y Corff Llywodraethu / <i>Partnership Governor and Chair of Governors</i>	Mrs. R Brown	Na/No	Mehefin/June 2024
Llywodraethwyr Partneriaeth ac Is-Gadeirydd y Corff Llywodraethu/ <i>Partnership Governor and Vice Chair of Governors.</i>	Mrs. A.White	Na/No	Mehefin/June 2024
Llywodraethwyr Partneriaeth / <i>Partnership Governor</i>	Mr. A. Darroch	Na/No	Mehefin/June 2021
Llywodraethwyr Partneriaeth / <i>Partnership Governor</i>	Mr. R Williams	Na/No	Gorff./July 2025
Athro - Llywodraethwr / <i>Teacher Governor</i>	Mrs. M. Roberts	Ydyw/ Yes	Medi/Sept.2022
Staff - Llywodraethwr / <i>Staff Governor</i>	Ms. M. Stoker	Na/No	Mehefin/June 2025
Llywodraethwr - Rhiant / <i>Parent Governor</i>	Mrs C. Edwards	Ydyw/ Yes	Medi/Sept.2021
Llywodraethwr - Rhiant / <i>Parent Governor</i>	Mrs. L. Roberts	Ydyw/ Yes	Chwef./Feb. 2022
Llywodraethwr - Rhiant / <i>Parent Governor</i>	Mrs A. Dixon	Na/No	Medi/Sept.2021
Llywodraethwr - Rhiant / <i>Parent Governor</i>	Mrs K. O'Callaghan	Na/No	Ion./Jan. 2022
Llywodraethwr - Rhiant / <i>Parent Governor</i>	Miss. Leah Roberts	Na/No	Gorff./July 2025
Llywodraethwr - Rhiant / <i>Parent Governor</i>	Mr. Jason Priest	Na/No	Gorff./July 2025
Llywodraethwr Cymunedol/ <i>Community Governor</i>	Mrs. K. McCarter	Na/No	Mehefin/June 2025.
ALI/LA	Mrs. A. Davey	Na/No	Mawrth/March 2023
All/LA	Miss. D. Bromage	Na/No	Medi/Sept. 2024
TOTAL - 15			
Dirprwy Bennaeth / <i>Deputy Head – Ex Officio</i>	S. Browne	Ydyw/ Yes	A - N/A

2. THE SCHOOL'S GOVERNING BODY:

The 2019 - 2020 Academic Year:

Following the outbreak of the COVID19 Pandemic in January 2020, the Governing Body focused on providing strategic direction to School staff in their efforts to provide:

- childcare for the children of keyworkers
- online learning sessions for pupils
and
- such overall provision that met with the School's total commitment to giving each parent and child 'A Service of Care'.

In January 2020, Mr. M.D. Gulesserian, Chair of Governors, resigned his post due to ill health and his position as Chair was taken on a temporary basis by the Vice Chair Mr. J. Bromage. Having implemented the School Governance Regulations, Mr Bromage was elected Chair of Governors and Mrs R Brown was elected Vice Chair of Governors.

During the period January – August 2020 the Chair and Vice Chair of Governors visited the School on a regular basis. All Board Meetings were held online.

At this stage, the Governing Body focused attention on policies and procedures relating to:

- The wellbeing of all pupils and staff
- COVID19 – School Management and Provision
- Health and Safety Risk Assessments and Arrangements
- Procurement of PPE Policy
- Distant learning procedures

The 2020 – 2021 Academic Year:

This Academic Year saw the Governing Body actively involved in their supportive role and offering strategic direction at all levels.

The Governing Body focused attention on policies and procedures relating to:

- The wellbeing of all pupils and staff
- COVID19 – School Management and Provision
- Health and Safety Risk Assessments
- Procurement of PPE Policy
- Wellbeing Policies
- Governor Visits to School, including Learning Walks.
- Governor Self-Assessment Action Plan
- Violence Against Women, Domestic Abuse and Sexual Violence.
- School Curriculum
- The School's Pay Policy

Staffing:

In September 2020, the Vice Chair of Governors chaired the Annual Pay Review Panel.

Members of the Governing Body also monitored:

- staffing levels,
- pupil and staff wellbeing.

Governor Training:

Since the beginning of this Academic Year the Governors have received guidance/training in:

- Understanding Data
- Whole School Evaluation
- Learning Walks
- General Data Protection Regulations
- Violence Against Women, Domestic Abuse and Sexual Violence

Guidance was given as part of the School's 'Governor In-House Training'.

3. SCHOOL ROLL:

School Roll – 411

4. ATTENDANCE:**A. All Staff:**

The average attendance for the period 1 September 2020 – 26 March 2021 was 98.75%

B. Pupils:

The average attendance for the period 1 September 2020 – 26 March 2021 was 79.68%

C. The School's Attendance Target:

The School's Attendance Target for 2021 – 2022 is 97%.

D. Current action taken by the School to address absenteeism:**Staff:**

- This year, the School further developed its Staff Attendance Monitoring Procedures.

Pupils:

- The School's Welfare/Wellbeing Officer contacts the family on the first day of absence.
- Weekly Information Updates remind parents of the regulations appertaining to School Attendance.

- School Security Staff are present at the pedestrian gates to issue late arrivals with passes and to record their name.

5. THE SCHOOL'S LANGUAGE POLICY:

The School's main medium of instruction is English. Welsh is also taught and used for teaching and learning. It is also prominent throughout the day-to-day life of the School. The School also aims to offer tuition in international languages.

The Aim:

By raising an awareness of the diversity of languages from a young age, the aim is to enable learners to recognise similarities between languages and to embrace the differences between them. Learning and experience in this Area will support learners to develop an understanding of the origins, evolution and features of

- Welsh,
- English
and
- international languages,

thus, providing them with a set of skills such as:

- creativity,
- mediation,
- adaptability
- empathy
and above all
- tolerance of other cultures

6. THE SCHOOL CURRICULUM:

This Academic Year the School has been working on the expectations for the process of designing its curriculum and preparing to implement it from 2022 onwards.

Points considered include:

- **How should the School approach preparation for the Curriculum for Wales?**
- **What steps should it take to prepare for curriculum implementation in 2022?**

As the School moves through the process of curriculum preparation and planning, certain things remain important. As set out in the *Curriculum for Wales guidance* throughout its preparation, the School will continue to reflect on how the curriculum that being developing will:

- enable learners to realise the 4 Purposes and equip them for ongoing learning, work and life
- build high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education that enables their learners to make links between the different areas of learning and experience and apply their learning to new situations and contexts
- support progression along a continuum of learning and how they are working with other schools to ensure there is alignment in the transitions across a 3 to 16 continuum
- support learners' health and well-being
- support learners' development of the knowledge, skills and experiences that are the foundation of being an informed citizen
- recognise their learners' identity, language(s), ability and background and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities that shape their locality and Wales and develop understanding of the wider world
- build in co-construction with learners, their families and the wider community
- enable their learners to make sense of growing up in contemporary Wales and of issues that will be important into the future, including well-being, sustainable development and citizenship
- enable their learners to develop an understanding of their rights and the rights of others.

The focus here will be on exploring what the 4 Purposes mean for all learners. Curriculum preparation and design will contribute to learners' development towards the 4 Purposes, rather than trying to fit the headlines of the 4 Purposes into all learning.

The School has developed a vision for its curriculum. The School recognises that this process is critical to developing a genuinely transformational curriculum.

In developing its approaches, co-construction will be critical. The principles that underpin this approach will include the following.

- Development through co-construction – Co-construction means sharing problems and jointly developing solutions. Co-construction requires people to work across traditional boundaries: between tiers of education as well as between disciplines, schools and phases, and with stakeholders beyond the education system.
- Equity in co-construction – Co-construction should bring an equity between different voices in a team or in the system. It should recognise that every voice within the process brings a valid contribution.
- Space and time to think and engage – Co-constructing solutions takes longer. High-quality thinking, solutions and relationships need to be developed over a prolonged period of engagement. This also recognises that curriculum design is a continuous process of refinement, rather than a project with an end point.

- Clear understanding of ‘why’ things are learned and done – Epistemic knowledge supports the system to make better decisions about what should be learned. Curriculum design requires us to reason why specific learning matters and what the essence of that learning is.
- Critical engagement with expertise – Curriculum design requires intellectual engagement with quality research, expert input and international expertise.
- Leadership at all levels – All parts of the system must provide leadership to enable others to meet our vision and aspirations. School leadership will model and enable the other ways of working. It will provide clear direction, challenge and high expectations, while also allowing ownership. This leadership also involves a culture of trust and empowerment:

In embedding these principles, the School will not:

- move too quickly towards implementation
- use superficial thematic approaches or try to evidence 4 Purposes coverage
- retrofit current content of their curriculum to meet the demands of *Curriculum for Wales guidance*
- carry out an audit in an attempt to match up every description of learning and then plan content to fit perceived gaps
- feel pressured to produce extra material just to prove what they are doing
- invest in ‘off the shelf’ ready-made curriculum offers
- view curriculum making as a ‘once and done’ event
- assess directly to descriptions of learning.

7. ACADEMIC PERFORMANCE: ACADEMIC RESULTS for 2020 -2021:

Pupil progress and attainment were carefully monitored during the lockdowns and upon return to School, formal assessments were carried out. The results were used to inform lesson planning and thus support pupils to achieve their potential.

The End of Year Results testify to the sterling efforts of the pupils and their teachers and form a firm foundation for learning progression in the next Academic Year.

Foundation Phase Results 2018-2021

Personal and Social Development	2018-2019	2019-2020	2020-2021
Outcome 5+	100%	100%	100%
Outcome 6	86%	84%	58%

Language	2018-2019	2019-2020	2020-2021
Outcome 5+	96%	95%	81%
Outcome 6	61%	62%	56%

Mathematics	2018-2019	2019-2020	2020-2021
Outcome 5+	96%	95%	83%
Outcome 6	87%	78%	45%

There has been a decrease in learners achieving Outcome 6 due to lockdown and learners not being present in school.

We will be targeting Outcome 6 this coming year; cohorts of learners have been identified and focus groups set up.

Every teacher from Nursery up to year 2 have identified areas for development and have compiled an action plan.

This action plan will be incorporated into Performance Management targets set for the forthcoming year.

There will be half termly monitoring to check progress

End of Key Stage 2 Results - Comparative Data

Subject	2018-2019 Level 4+	2019-2020 Level 4+	2020-2021 Level 4+
English	97%	98%	95%
Mathematics	95%	100%	96%
Science	100%	100%	96%
Welsh Level 3+ 100%	52%	49%	41%

Subject	2018-2019 Level 5+	2019-2020 Level 5+	2020-2021 Level 5+
English	65%	64%	61%
Mathematics	59%	61%	68%
Science	71%	77%	70%
Welsh	22%	20%	18%

Subject	2018 -2019 Level 6	2019-2020 Level 6	2020-2021 Level 6
English	10%	4%	4%
Mathematics	11%	18%	7%
Science	11%	11%	4%

Analysis:-

English

Over the last three years, the number of pupils achieving a Level 4+ in English has remained in the mid to high 90s. There has been a decrease of 3% this year, compared to last year. The school has identified this area for development as part of the school's class action plans. Areas for development will also be included in the school's performance management systems for the academic year 2021-2022.

Over the last three years, Level 5+ have remained in the low to mid 60s. There is a decrease of 3% this year, compared to last year. This is also an area for development after having carried out the school's post-lockdown analysis. Level 5+ will be included in the school's performance management systems for the next academic year.

There has been a decrease of 6% in the number of pupils achieving a Level 6 this year compared to 2019.

Mathematics

Standards in mathematics have remained high although there has been a decrease of 4% in the number of pupils achieving Level 4+ compared to last year.

The number of pupils achieving Level 5+ has remained high over the last three years. This year has seen an increase of 7% compared to last year. Pupils engaged effectively in their mathematics online learning during lockdown and have maintained their high standards. There has however, been a decrease in the number of pupils achieving a Level 6. This has been identified and will be included as a target in the school's performance management systems.

Science

There has been a decrease of 4% in the number of pupils achieving a Level 4+ compared to 2019 and 2020. There has also been a decrease in the number of pupils achieving a Level 5 and Level 6. This is due to the nature of science work and the difficulty in planning and delivering work online. This area for development will be included as a target in the school's performance management systems.

Welsh

The number of pupils achieving a Level 3+ in Welsh has remained at 100% over the last three years. The number of pupils achieving a Level 4+ has decreased by 8% compared to last year. This is a sharp decrease of 11% compared to 2019. The number of pupils achieving a Level 5 in Welsh has decreased by 2% compared to last year and 4% compared to 2019. Pupils

received limited opportunities to develop their oracy skills during lockdown. This area for development has been identified as a whole school target.

8. THE SCHOOL IMPROVEMENT PLAN 2020 - 2021 – MAIN PRIORITIES and OBJECTIVES:

Priority	2020 - 2021
Preparing for the Planning and Implementation of the Curriculum for Wales 2022	<ul style="list-style-type: none"> • Arrange regular INSET for all staff. • Review all curricular policies in preparation for the implementation of the new Curriculum. • Continue to design, adopt and implement a curriculum which incorporates statutory requirements and delivers a curriculum that makes the School's vision a reality. • Use the Government's 'Designing your Curriculum' as a basis for planning the curriculum. • Ensure that 'Siarter Iaith and the refined versions of the National Literacy and Numeracy Framework and the Digital Competence Framework are used to design the Curriculum. • Continue to inform stakeholders of the School's Vision for implementing Curriculum 2022 and set up procedures for pupil involvement in planning. • Ensure that the curriculum contributes to learners' realisation of the 4 purposes and acquisition of the integral skills which underpin them. • Ensure that all statements of What Matters and Descriptions of Learning are covered by the curriculum. • Ensure the curriculum offers mandatory cross-curricular skills of literacy, numeracy and digital competence that are essential to all learning and the ability to unlock knowledge. • Ensure the 5 principles of progression underpin all learning across all AoLEs. • Ensure that Wales' cultural heritage and diversity, its languages and the values, histories and traditions of its communities and all of its people is central to the curriculum. • Use Siarter Iaith to provide a holistic basis for planning experiences across the curriculum in order to increase learners' use of Welsh and develop their confidence in the language from an early age. • Ensure that effective assessment procedures are developed as an integral part of the learning process, offering help for the pupils to identify their strengths, areas for development and next steps in learning. • Develop, where appropriate, opportunities for learning and consideration of cross-cutting elements. • Encourage learners, parents, carers and the local community to understand and contribute to curriculum development and draw on a wider range of experts and stakeholders who can contribute to learning. • Ensure that the Curriculum design is underpinned by the twelve pedagogical principles. • Reporting procedures for the new curriculum to be in place by May 2021. • Prepare lesson planning and recording procedures for the new curriculum
Priority	2020 - 2021
Standards in Mathematics and Numeracy	<ul style="list-style-type: none"> • Assess standards of achievement across the age range following the lockdown. • Based on the results of post lockdown assessments, each Year Group teacher to prepare and carry out a robust remedial work action plan.

	<ul style="list-style-type: none"> • Implement a focused approach to developing the pupils’ mental mathematics, thinking skills, problem solving and numerical reasoning skills across the School’s age range by the use of well planned, challenging tasks. • Use In-House Testing Procedures to inform recording, planning reporting. <p>Developing the Curriculum 2022:</p> <ul style="list-style-type: none"> • Provide INSET for all staff. • Develop a Scheme of Work that encompasses all Government mandatory requirements. • In planning the Scheme of Work ensure that formal mathematics is developed through activities involving rigorous logical reason. • In compiling the Scheme of Work incorporate quality activities that develop an understanding of mathematical concepts and promote the ability of each pupil to apply and reason with the abstract representations of concepts. • Ensure that the Scheme of Work includes learning links across AoLEs in order to achieve a holistic approach to learning. • In formulating the Scheme of Work, ensure that it provides appropriate progression for learners in accordance with the 5 mandatory interdependent proficiencies and activities linked to age, ability and aptitude. • Begin the process of compiling new assessment and reporting procedure.
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Priority	2020 - 2021
Standards in Science and Technology	<ul style="list-style-type: none"> • Assess standards of achievement across the age range following the lockdown. • Based on the results of post lockdown assessments, each Year Group teacher to prepare and carry out a robust remedial work action plan. • Use In-House Testing Procedures to inform recording, planning reporting. • Further develop a curriculum with emphasis on fieldwork. <p>Developing the Curriculum 2022:</p> <ul style="list-style-type: none"> • Provide INSET for all staff. • Develop a Scheme of Work that encompasses all Government mandatory requirements. • Develop Scheme of Work that promotes each pupil’s ability to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. • Ensure that the Scheme incorporates What Matters in this Area as expressed in six statements and that together contribute to realising the 4 Purposes of the curriculum. • In formulating the Scheme of Work, ensure that it provides appropriate progression for learners in accordance with the 6 mandatory interdependent proficiencies and activities linked to age, ability and aptitude. • Ensure that the Scheme embeds the mandatory cross-curricular skills and the integral skills which underpin the 4 Purposes of the curriculum. • Begin the process of compiling new assessment and reporting procedures. • Focus attention on the ‘Key Principles and Considerations’ (attached)

Priority	2020 - 2021
Expressive Arts	<ul style="list-style-type: none"> • Assess standards of achievement across the age based on the results of assessments, each Year Group teacher to prepare and carry out a robust remedial work action plan. <p>Developing the Curriculum 2022:</p> <ul style="list-style-type: none"> • Develop a Curriculum that allows the dynamic nature of expressive art to engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full. • Ensure that the Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. • Ensure that the Scheme incorporates What Matters in this Area thus contributing to realising the 4 Purposes of the curriculum. • In formulating the Scheme of Work, ensure that it provides appropriate progression for learners • Ensure that learning and experience in this Area encourages the development of knowledge, skills and values that can help learners grasp the opportunities and meet the challenges that arise in their lives. • Ensure that the curriculum allows each pupil to gain an understanding and an appreciation of cultures and societies in Wales and in the world. • Experiencing the expressive arts can engage learners physically, socially and emotionally, nurturing their well-being, self-esteem and resilience. • Provide learners with opportunities to visit e.g. theatres and galleries and bring the expertise of external practitioners into the classroom. • Begin the process of compiling new assessment and reporting procedures.

Priority	2020 - 2021
Humanities	<ul style="list-style-type: none"> • Assess standards of achievement across the age range and based on the results each Year Group teacher to prepare and carry out an action plan. • Use In-House Testing Procedures to inform recording, planning reporting. <p>Developing the Curriculum 2022:</p> <ul style="list-style-type: none"> • Develop a Curriculum encompassing geography; history; religion, values and ethics; business studies and social studies, and also classics, economics, law and sociology. • Ensure the Curriculum awakens in the pupils a sense of wonder, fires the imagination and inspires them to grow in knowledge, understanding and wisdom. • Ensure that learners engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present. • Ensure that the Scheme incorporates What Matters in this Area thus contributing to realising the 4 Purposes of the curriculum. • In formulating the Scheme of Work, ensure that it provides appropriate progression for learners. • Ensure that the curriculum allows each pupil to gain an understanding and an appreciation of cultures and societies in Wales and in the world. • Begin the process of compiling new assessment and reporting procedures.

Priority	2020 - 2021
Health and Well-being	<ul style="list-style-type: none"> Review all current health and well-being policies and procedures. Further develop the School's newly appointed position of Well-being Officer. <p>Developing the Curriculum 2022:</p> <ul style="list-style-type: none"> Continue to develop a curriculum that provides a holistic structure for understanding health and well-being and which develops the capacity of learners to navigate life's opportunities and challenges. Ensure that the fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. Ensure that the Scheme incorporates What Matters in this Area thus contributing to realising the 4 Purposes of the curriculum. In formulating the Scheme of Work, ensure that it provides appropriate progression for learners. Continue to inform stakeholders of the School's Vision for implementing this curriculum. Further develop the School's current Health and Well-being procedures. Begin the process of compiling new assessment and reporting procedures. Have particular attention to 'Key Principles and Considerations' (attached)

Priority	2020 - 2021
Leadership	<ul style="list-style-type: none"> Ensure that the School's Vision Statement is promoted by effective and inspiring leadership Increase the use of 'coaching' in the School's Performance Management System. Further develop strategies that ensure leaders communicate high expectations effectively to those they manage. Review the School's Leadership procedures to ensure compliance with the new Curriculum's requirements. Arrange INSET for senior staff and also develop the School's procedures for developing leadership skills with LSAs.

Priority	2020 - 2021
School Governing Body	<ul style="list-style-type: none"> Arrange INSET courses for Governors on the objectives and application of the new Curriculum. Involve Governors in the process of designing the new curriculum. Continue to develop the involvement of Governors in raising academic standards across the age range. Monitor the formulating of an Action Plan as part of 'Governor Self-Evaluation Procedures'. Further develop Governors' involvement in monitoring safeguarding procedures. Further develop strategies that ensure that newly appointed Governors are

	<p>involved in the School Improvement Plan.</p> <ul style="list-style-type: none"> • Continue to develop Governor Learning Walks as a tool for improvement. • Further develop School procedures for monitoring wellbeing in the school. • Provide INSET/Courses on Safeguarding/Wellbeing etc.
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Priority	2020 - 2021
Welsh	<ul style="list-style-type: none"> • Assess standards of achievement in Welsh – post COVID19 lockdown - across the age range and based on the results each Year Group teacher to prepare and carry out an action plan. • Continue to introduce strategies to further promote standards in Oracy, Reading and Writing. • Continue to develop extended writing skills and cross curricular work. • Monitor the effectiveness of the School’s Welsh Language Strategy and Action Plan. (attached) <p>Developing the Curriculum 2022:</p> <ul style="list-style-type: none"> • Provide INSET for staff. • Develop a Scheme for promoting Welsh that encompasses all Government mandatory requirements. • Prepare a Scheme that provides experiences that reflect the pace and depth of learning in different contexts and have been developed based on a continuum of progression in learning i.e., the 5 mandatory interdependent proficiencies • identify activities and experiences to be included in the Scheme that will develop the mandatory cross curricular skills and integral skills which underpin the 4 purposes of the curriculum. • Develop a Scheme that ensures that all learners make appropriate progress in Welsh. • Begin the process of compiling new assessment and reporting procedures.

9. ADDITIONAL NEEDS:

The School’s Additional Learning Needs Policy:

The School’s ALN Policy provides details of the way that the School identifies, supports and monitors the requirements of pupils with Additional Learning Needs. The School monitors pupil performance regularly and a pupil identified as having learning difficulties is formally assessed by the School and provision arranged as early as possible.

The School is committed to ensuring equality of education and opportunity for all its pupils and aims to develop a culture of inclusion and diversity in which all are able to participate fully in the corporate life of the School.

The Additional Learning Needs system in Wales has undergone a transformation of expectations, experiences and outcomes for children and young people with additional learning needs (ALN).

The ALN transformation programme has been implemented, which has transformed the separate systems for special educational needs (SEN) in schools and learning difficulties and/or disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25.

Implementation training has been rolled out in 2020 and 2021, and the new ALN system will go live in September 2021. The implementation period will last three years until summer 2024, during which time existing statements of SEN, individual education plans, and learning and skills plans will be converted into individual development plans (IDPs). This will be done in a mandatory phased approach on the basis of particular age-based cohorts. During this time, the ALN system will operate in parallel to the SEN system.

THE NEW ADDITIONAL LEARNING NEEDS CODE FOR WALES 2021

The Additional Learning Needs Code for Wales contains statutory guidance for the following public authorities:

- local authorities in Wales or England;
- governing bodies of maintained schools in Wales or England (including maintained nursery schools and pupil referral units);
- governing bodies of further education institutions in Wales or England;
- proprietors of academies; youth offending teams for an area in Wales or England; persons in charge of relevant youth accommodation in Wales or England;
- Local Health Boards;
- NHS trusts; the National Health Service Commissioning Boards; clinical commissioning groups;
- NHS foundation trusts; and Special Health Authorities.

It also imposes requirements on

- governing bodies of maintained schools in Wales,
- governing bodies of further education institutions in Wales,
- local authorities in Wales,
- Local Health Boards and NHS trust.

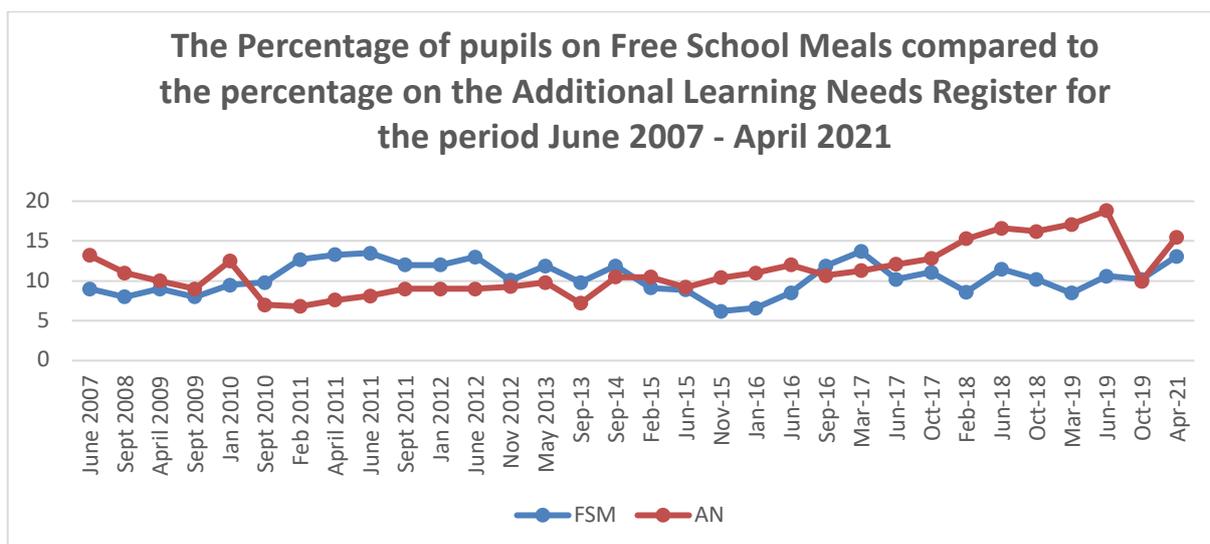
A Copy of the Code may be found at <https://gov.wales>

The School's ALN Register: The number of pupils in each ALN Category (April 2021)

Stage	Total
Early Years Action	3
Early Years Action Plus	2
School Action	33
School Action Plus	20
Statement	1

Category	Percentage of the School Roll
Percentage of pupils eligible for Free School Meals:	13.1%
Percentage of pupils on the Additional Learning Needs Register:	15.5%

ALN ANALYSIS OF THE CORRELATION BETWEEN THE PERCENTAGE OF PUPILS ON THE ADDITIONAL NEEDS REGISTER AND THE PERCENTAGE HAVING FREE SCHOOL MEALS.



10. THE WHOLE SCHOOL EVALUATION REPORT

The 2020 – 2021 Self Evaluation Report will be finalised in August 2021.

The School assesses the quality of teaching and learning on a regular basis. The lessons observed, the scrutiny of pupils' work and learning walks this Academic Year show that:

100% of teaching and learning is at least GOOD
36% of teaching and learning is OUTSTANDING/EXCELLENT

11. STAFFING (April 2021):

Head Teacher and Teaching Staff:

Acting Deputy Head of School	1
Number of Teachers in Mainstream	16
Total:	17
Staff on Maternity Leave	1
Number of Teachers covering Maternity	1

Support Staff:

Teaching Assistants:	17
Teaching Assistants on Maternity	0

Management Staff:

Executive Director	1
Operations Manager	1
School Secretary	1

Wellbeing:

School Welfare/Wellbeing Officer	1
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12. SENIOR MANAGEMENT TEAM:

Currently, the Team is as follows:

- Executive Director/ Headmaster
- Deputy Head
- Assistant Head Teacher
- Operations Manager
- Breakfast Club/ After School Club Co-ordinator
- ALN Co-ordinator
- School Registrar
- Leader of Foundation Phase
- The School's Welfare/Wellbeing Officer

13. CONTINUING PROFESSIONAL DEVELOPMENT 2020-2021

NAME OF COURSE	MEMBERS OF STAFF	DATE	TRAINING PROVIDER	COST
Aspiring Heads	SB	Commenced January 2021	GwE	£0
Middle Leadership	LR	Commenced January 2021	GwE	£0
Designated Safeguarding Lead Level 3	Teaching Staff - SB/KJ/LR Pastoral Officer VJ (Governors)	December 2020/ March 2021/ May 2021	High Speed Training	£100
Paediatrics First Aid	Seven assistants	December 2020	WOW Training Holyhead	£1500
All staff inductions have been completed	All new members	On-going	In-house	£0
Child Protection	All members of staff	October 2021	EduCare	Annual subscription £1500
The Prevent Duty	All members of staff	October 2021	EduCare	Annual subscription £1500
Newly Qualified Teachers Training Programme	KH/RR/MH	September 2020 – July 2021	GwE/ In-house/ School's Induction Mentor	£0
Google Classroom Online Learning	Teaching staff	February 2021	In-house	£0
Additional Learning Needs Framework	Teaching staff	March 2021	Hwb Online Platform	£0
Autism Awareness – All teachers, assistants and catering staff completed this course.	Teachers/Assistants /Catering Staff	April 2021	Hwb Online Platform	£0
Bereavement Course	Teaching staff	April 2021	Hwb Online Platform	£0
Childcare	Two assistants- NO/RO	Ongoing	Coleg Menai	£0
Curriculum Maestro – Planning for the Curriculum for Wales	Teaching staff	May 2021	Curriculum Maestro Sandra Jones	Annual subscription £2000
Teaching staff have access to a range for courses on the Gwe website which they are able to access and complete as they identify their own personal areas for development.	Teaching staff	September 2020 - 2021	GwE/G6 website	£0
Nebosh Health and Safety	School Secretary/Health and Safety Officer	Ongoing	Nebosh	£400

Talk for Writing KS2	KTJ	May/June	Pie Corbett	£198
ALN New Framework	VJ	July	Hwb	£0
<u>COVID-19 Essentials: Infection Prevention & COSHH Training For Cleaning</u>	Cleaning staff/Assistants	July	High Speed Training	£200
Food Hygiene and Safety- Level 3	Catering Manager	July	High Speed Training	£250
Food Hygiene and Safety	Kitchen Staff	July	EduCare	Annual subscription to Educare
Forward Planning September – Dyslexia Awareness and ADHD Awareness to be completed by all staff.	All staff	June	Hwb	£0

Caergeiliog Foundation School continues to focus on developing all members of staff. Over the last academic year, staff have undertaken a range of courses. All staff completed their annual Child Protection training as well as their Prevent training. Eight assistants completed their First Aid Paediatrics. Teachers, assistants and catering staff have all completed an Autism Awareness course. Teaching staff have completed a Bereavement Course as well as an ALN course focusing on the new Additional Learning Needs Framework. Teaching staff have also engaged in training regarding the new curriculum. They have received training in Curriculum Maestro – an online platform which enables schools to create and design their own bespoke curriculum in accordance with the requirements of the new Curriculum for Wales. Four members of staff have completed the Designated Safeguarding Lead – Level 3 course. Two members of staff are undertaking leadership courses. All new members of staff have received their induction training. The school is a “learning community” and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the school is able to deliver whole school, team and individual development priorities. The school continues to encourage all members of our learning community to take an active role in their own professional development.

14. TRANSFER TO SECONDARY SCHOOL:

Percentage of pupils in Year 6 transferring to Secondary School at the end of the 2020 – 2021 Academic Year:

Percentage	Secondary School
48%	Friars, Bangor
18%	Holyhead High

14%	Bodedern Secondary
7%	Ysgol David Hughes, Porthaethwy
7%	Ysgol Syr Thomas Jones, Amlwch
0%	Ysgol Gyfun, Llangefni
6%	Other

15. PUPIL COMMITTEES and PUPIL PARTICIPATION:

The School's Pupil Committees are as follows:

- School Council
- Welsh Committee
- Senior Students' Charity Committee
- ECO Committee
- Wellbeing Committee
- 'Buddy' Committee
- E Safety Committee
- Coding Club
- Ornithology Committee

PUPIL COMMITTEE EVENTS - 2020 – 2021

Senior Students' Charity Committee

Children in Need – Wear something spotty.

Operation Christmas Child

Wear a Christmas Jumper Day

Sponsored Teddy Fun Run – percentage of funds raised donated to the NHS.

Well-being Committee and Buddy Committee

Build a Den Day

Picnic Day

Well-being and Buddy Day – Awareness Day to look after your friends – wear bright clothes- lollypop sticks to choose the buddy for the day.

Eco-committee

Climate Heroes – Three Pledges – caring for the environment – opportunity to apply for a Green Blue Peter Badge.

Pwyllgor Cymraeg

Owain Glyndwr Day – wear something red, green or white – colours of the Welsh flag.

Diwrnod Shwmae Su'mae – a chance to enjoy fun Welsh activities.

Diwrnod Seren a Sbarc – 30 language activities.

Llywelyn's Day – class activities learning about the history of Wales.

St Dwynwen's Day – design a love spoon.
Welsh Music Day – a week of listening to and learning about Welsh songs.
St David's Day – a variety of class-based activities.
Welsh Apps Month – useful apps to use in the Foundation Phase and Key Stage 2.
Twm Sion Cati's Day – learning about famous Welsh characters.
The Welsh League of Youth's Peace and Goodwill Day – reading messages of goodwill.
Gwenllian's Day – create your own crown and learn about the history of Wales.

The above events took place in line with Covid-19 guidelines

16. EVENTS:

The following is a list of activities arranged during the period September 2020 – August 2021

Monday December 7th - Playgroup/Nursery/Reception Christmas Party

Tuesday December 8th - Years 1, 2 and 3 Christmas Party

Wednesday December 9th - Christmas Dinner

Wednesday December 9th - Wear a Christmas Jumper Day—organised by the Senior Students' Charity Committee

Thursday December 10th - Years 4, 5 and 6 Christmas Party

Monday December 14th - Filming of Christmas performances - Years 4, 5 and 6

Tuesday December 15th - Filming of Christmas performances - Years 2 and 3

Wednesday December 16th - Filming of Christmas performances - Playgroup, Nursery, Reception and Year 1

Friday April 30th – PC Jackson -Teams visit with Year 6 – Online safety

Tuesday May 4th – Open Evening – via telephone call

Wednesday May 5th – Open Evening - via telephone call

Tuesday May 11th – Open Evening – via telephone call

Wednesday May 19th – Ysgol Friars Teams Meeting – Year 6

Wednesday May 26th – Build a Den Day – Foundation Phase

Thursday May 27th – Build a Den Day – Key Stage 2

Friday May 28th – INSET DAY

Monday June 7th – INSET DAY

Thursday June 10th – Tempest Individual Photographs

Friday June 11th - Tempest Individual Photographs

Week commencing June 14th – Health and Well-being Week: –

Sports Days/Daily Physical activities/Mindfulness activities/ Don't Touch Tell Show/Don't Drink – Think Show

June 25th – Fun Run – Organised by the Senior Students' Charity Committee

Wednesday June 30th – Picnic Day

Friday July 9th – Year 6 Prize Giving Ceremony (pupils only)

Friday July 9th - Year 6 “ Prom” - Formal Dinner and Photographs

Monday July 12th - Nursery Prize Giving Ceremony (pupils only)

Monday July 12th - Reception Prize Giving Ceremony (pupils only)

Tuesday July 13th - Year 1 and Year 2 Prize Giving Ceremony (pupils only)

Wednesday July 14th – Year 3 Prize Giving Ceremony (pupils only)

Thursday July 15th - Years 4 and 5 Prize Giving Ceremony

Wednesday – Friday July 21,22,23 – Summer School

17. WELLBEING:

Promoting and supporting employee wellbeing is at the heart of the School's purpose to champion better work and working lives. An effective workplace wellbeing programme can deliver mutual benefit to people, organisations, economies and communities.

The School recognises that:

- healthy workplaces help people to flourish and reach their potential. This means creating an environment that actively promotes a state of contentment, benefiting both employees and the organisation.
- investing in employee wellbeing can lead to increased resilience, better employee engagement, reduced sickness absence and higher performance and productivity.

Consequently, the School is currently further developing its wellbeing programme and has adopted a much broader understanding and application of holistic health and wellbeing approaches. This programme aims to ensure that employee wellbeing priorities are integrated throughout an organisation, embedded in its culture, leadership and people management.

In this context the most significant development during this year has been the appointment of a School Wellbeing Officer with responsibility for the wellbeing of pupils and staff.

Health and Wellbeing is included as one of the Areas for Learning and Experience in the Curriculum for Wales. This curriculum will be fully implemented in September 2022

The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

What Matters in this Area has been expressed in five statements which support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, teachers should seek to draw across all five statements when planning activities. Together they contribute to realising the four purposes of the curriculum.

Effective realisation of the vision described in this Area is fundamental to developing **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**. By developing learners' motivation, *resilience*, *empathy* and decision-making abilities, they can be supported to become **ambitious, capable learners, ready to learn throughout their lives**. Learners can also be supported to become **ethical, informed citizens of Wales and the world** by developing their ability to show respect, to value equity, to listen to others and to evaluate the *social influences* affecting them.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become **enterprising, creative contributors ready to play a full part in life and work**

AN EXTRACT FROM 'THE ANNUAL REPORT OF HER MAJESTY'S CHIEF INSPECTOR OF EDUCATION AND TRAINING IN WALES 2019 – 2020

'As in previous years, standards of wellbeing continue to be at least good in nearly all settings and excellent in a few. Where standards of wellbeing are excellent, children show exceptional levels of independence, motivation and interest in their learning. They focus diligently on tasks and are extremely confident when choosing activities, they want to do. These children make very good progress in developing their personal and social skills, including taking responsibilities for daily tasks and routines. For example, children put on their own aprons to help prepare fruit during snack time, pour drinks for their peers and dispose of food waste in

the compost bin. They show respect towards each other and help their friends to develop their communication and team building skills.

Where wellbeing is good, nearly all children settle quickly when they arrive at the setting, and they manage their own behaviour well. Most show a good understanding of routines and demonstrate sound independent skills and respect for others, such as putting on their coats independently and playing co-operatively when making Gruffalo crumble in the mud kitchen. They develop a good range of social skills, share willingly, and take turns with friends during play activities.

In most settings, children understand the importance of good hygiene, and of how to stay fit and healthy. They select their own fruit during snack time and take part in purposeful physical activities and outdoor play. In many settings, children understand the importance of looking after their teeth by using a toothbrush independently to clean their teeth’.

The School’s Wellbeing Policy and Procedures was last updated in March 2021.

18. SAFEGUARDING, CHILD PROTECTION and PUPIL WELFARE/WELLBEING:

Our School staff are an integral part of the child safeguarding process. With the implementation of the new Wales Safeguarding Procedures during April 2020, all teaching staff at Caergeiliog School have access to the online app to ensure that they are familiar, understand and are aware of the Safeguarding Procedures to follow in relationship to any child protection concern.

During the School Term Holidays, The Wellbeing Officer will be offering its parents/carers an ‘out of hours’ service over 3 mornings per week, Monday, Wednesday and Friday that can provide advice and support to all parents/carers if they feel that they need any support or advice throughout the school holidays. The Wellbeing Officer can be contacted on:

Email: swyddogllles@ycfs.cymru

Mobile Telephone: 07759151444

19. GROWING UP, KEEPING SAFE, HEALTH AND WELLBEING AND SEX EDUCATION:

This Academic Year the School developed its policies relating to health and wellbeing in accordance with the requirements of the Curriculum for Wales 2022 and its mandatory curriculum components of religion, values and ethics, relationships and sexuality education, Welsh and English.

A Curriculum for Wales 2022: Relationships and sexuality education

Relationships and sexuality education (RSE) plays a vital role in enhancing learners' well-being and safety and will be mandatory. Children begin to learn about relationships long before they start school. As soon as they enter the social world they will be encountering and interacting with complex and often contradictory messages about gender, relationships and sexuality that will shape their day-to-day lives and imagined futures. These messages come from advertising, books, music, social media and television, and from family members, peers and communities. What children and young people are learning and experiencing can include misconceptions and sometimes challenge adult assumptions or expectations. Through RSE, learners should be supported to explore and discuss information and values about relationships and sexuality that they are already exposed to and often struggle to navigate for themselves.

Schools have an important role for prevention and protection, discussion and responding to learners' questions and needs. They have the potential to create safe and empowering environments that build upon learners' own formal and informal learning and experiences, offline and online. This enables learners to reflect and express their views and feelings on a range of RSE issues. Central to this is acknowledging, discussing and engaging with a diverse range of perspectives: locally, nationally and internationally.

Relationships and sexuality education aims to gradually empower learners to build the knowledge, skills and ethical values for understanding how relationships, sex, gender and sexuality shape their own and other people's lives. It seeks to support learners' rights to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives. This includes the ability to recognise, understand and speak out about discrimination and violence and know how and where to seek support, advice and factual information on a range of RSE issues.

A Curriculum for Wales 2022 - Health and Well-being

Knowledge and understanding of biology, physical development, biological and sexual relationships and the link between physical and emotional health are fundamental to learning in the Health and Well-being Area of Learning and Experience. Learning how the brain works can help learners understand their thoughts, feelings and emotions. How lifestyle choices can impact the human body (including diet, drug use and exercise) can be considered, as well as the science behind hormones, sexual reproduction and human development in support of relationships and sexuality education (RSE). Technology is important to the health and well-being of learners, including supporting the preparation of healthy diets. Understanding how digital media works and how to use the online world safely and responsibly, exploring relationships in an online context and understanding social norms and influences in respect of technology all support stronger decision-making in relation to online safety, online bullying and promoting positive online behaviours.

20.CATERING:

A Report on the School's Catering Service is included in the Business Manager's Report.

21. SCHOOL BUILDINGS – Maintenance and Cleanliness

The School's Building Maintenance Programme forms part of the School Development Plan. Details of the work carried out and Expenditure Profile may be found in the Business Manager's Report. Copies are available on the Website or from the School Office.

Priority is given to the School Cloakrooms, Toilet Facilities, Classrooms and highly used areas e.g., door handles. All areas are cleaned at least twice daily and extra cleaning staff have been recruited in accordance with COVID19 requirements.

During the Summer Vacation, all these areas are deep cleaned by an external company.

22. BREAKFAST CLUB AND AFTER SCHOOL CLUB:

Breakfast Club & After School Club

- Since March 2021, parents/carers book and pay for sessions on the ParentMail App. This ensures the correct ratio of staff to children.
- At the present time, parents and carers are required to phone the clubs upon arrival at the gate to drop off or collect their children. Before the end of the Summer Term 2021 the School will be trialling a virtual doorbell.
- Both clubs have recently had new resources and toys chosen by the children.
- Children will remain in the same Breakfast and After School 'bubble' as they do during the School day.
- Due to the popularity of the clubs - in particular the Breakfast Club - we are in the process of applying to increase the number of children who can attend.
- The annual Self - Assessment of Service Report for the CIW (Care Inspectorate Wales) will be open on our online account to be completed in July 2021.
- From September 2022, staff working in childcare will need to have completed the 'Play Work' qualification. The School is in the process of registering staff to attend the course.

23. THE SCHOOL'S EARLY YEARS PROVISION

Since the 1 September 2017 the School's Early Years provision has been developed as follows:

- Day Care and Educational Provision for children aged 6 weeks to 2 Years in the School's 'Blagur Haf' crèche. The crèche opened its doors in September 2017. The number of children attending the crèche has gradually increased over the year to being currently very close to full capacity. The maximum number of children permitted at any one time is fifteen.
- Day Care and Educational Provision for 2 - 4-year-old children in the Playgroup and Nursery Units is available from from 7.30 a.m. to 6 p.m. Monday to Friday, for 50 weeks each year.

24. PARENTS' EVENING 2020-2021:

Tuesday May 4th – Open Evening – via telephone call

Wednesday May 5th – Open Evening - via telephone call

Tuesday May 11th – Open Evening – via telephone call

25. SCHOOL UNIFORM:

The Governing Body authorised the following:

- Uniform:

Black V Neck Jumper with School Crest

Black Pleated Skirt / Pinafore / Formal Black Trousers

White Formal Shirt/Blouse

Black Shoes

Black Socks or Tights

PE Kit - School Gold Printed T Shirt and Black Shorts/Skort

School Book Bag

Blazer

PE Bag

- Parents may order and pay through the Parentmail system.
- Orders are delivered to the child's class between 8 and 8.30 the next morning
- Brigade (School Uniform Supplier) has been requested to set up an online shop dedicated to our School where our parents can order from for home delivery. The School will keep a stock of jumpers.

25. SCHOOL PROSPECTUS, WEBSITE:

- The School Prospectus was last updated in September 2020.
- Work on a new School Website began in November 2020 and was online in April 2021.

26. HEALTH AND SAFETY:

In order to meet with COVID19 regulations the School carries out regular Risk Assessment reviews and has implemented the following:

- employed extra cleaning staff
- significantly increased its purchase of cleaning materials and sanitising products
- purchased sanitising stations
- purchased temperature stations
- purchased ample PPE equipment
- masks to be worn in communal areas and on School premises
- staggered start and finishes to the school day
- staggered break-times and lunch hours
- regular washing of hands
- lateral flow tests carried out twice weekly
- parents are required to wear masks
- no one allowed on the yard without an appointment
- isolation room available
- adults socially distance
- staff and pupils remain in their bubbles throughout the School day

Policies/Procedures/Systems:	Date last Reviewed/Serviced	Next Review/Service
Health and Safety Procedures	June 2021	Monthly
All Risk Assessment Procedures	June 2021	Monthly
Fire Fighting Equipment serviced	May 2020	May 2021
Fire Alarm Systems serviced	May 2020	May 2021
Fire Drills	Monthly	Monthly
Legionella Control Inspection	May 2021	Monthly
Asbestos Register	August 2020	August 2021
The Gas Installations Inspection	April 2020	August 2021
Kitchen Deep Cleaning	August 2020	August 2021
Central Heating Boilers	September 2020	September 2021
PAT Testing	March 2019	August 2021
In House Tests: Emergency Lights Alarm Systems and Call Points	Tested monthly Tested weekly	Tested monthly Tested weekly

27.FINANCIAL STATEMENT: Income and Expenditure

Financial Statement for the 2020 -2021 Financial Year:

		Budget Year to Date	Actual Year to Date
Income:	-	£1,536,796	£ 1,633,055
		Budget Year to Date	Actual Year to Date
Expenditure:			
Staff Costs	-	£1,258,351	£1,246,678
Maintenance and Occupancy	-	£ 84,513	£ 74,323
Educational Supplies and Services	-	£ 214,102	£ 153,769

28. ESTYN INSPECTION:

The School was last Inspected in November 2013.
A copy of the Report is available on the ESTYN website.

29. START AND END OF THE SCHOOL DAY:

The start and end of the School Day has proved difficult for parents and carers and patience, understanding and commitment has not gone unnoticed and is most certainly appreciated.

Our arrangements – meticulously prepared by our Operations, Manager Mrs M Roberts - were delivered after regular consultations with Anglesey Highways, North Wales Police and our own Insurers. From the beginning of the first lockdown, we worked closely with these bodies with one aim in mind, namely that of keeping everyone - and in particular our pupils - healthy and safe.

Mrs Roberts has completed new arrangements for September 2021.

30. FRIENDS OF CAERGEILIOG FOUNDATION SCHOOL:

The School has developed plans for establishing a ‘Parent and Friends of Caergeiliog School Association’ from the beginning of the next Academic Year. All staff, parents and carers are automatically members of this group. Its aim will be to help and assist the School in practical ways or by raising money to provide “extras” for the children.

Further details will be available at the beginning of the next Term.

31. SCHOOL CALENDAR:

Please find below the School Calendar for the Academic Year 2021-2022. Please note that these dates are may be subject to change. We will endeavour to give as much notice as possible if any changes are made.

SCHOOL TERM DATES: 2021-2022

TERM:

Autumn Term	1 September – 22 December 2021
Spring Term	6 January – 8 April 2022
Summer Term	25 April – 20 July 2022

School reopens to pupils on Thursday 2nd September 2021

HOLIDAYS:

25 – 29 October 2021	October Week
23 December 21 – 5 January 22	Christmas Holidays
21 – 25 February 22	February Half Term
11 – 22 April 22	Easter Holidays
2 May 22	May Day Bank Holiday
30 May – 3 June 22	Whitsun Half Term

The School will close for the Summer 2022 holidays on Wednesday 20 July 2022.

INSET DAYS:

1st September 2021	School Management Day
Friday 22 October 2021	INSET Day

There will be more INSET days to be added through the Academic Year – we will endeavour to give as much notice as we can.