

YSGOL SEFYDLEDIG CAERGEILIOG FOUNDATION SCHOOL



THE GOVERNING BODY'S REPORT TO THE PARENTS FOR THE 2022 - 2023 ACADEMIC YEAR

1. CORFF LLYWODRAETHU'R YSGOL / THE SCHOOL'S GOVERNING BODY: June 2023

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 / Partnership Governor and Chair of Governors	Mrs. R Brown	Na/No	Mehefin/June 2024
Llywodraethwyr Partneriaeth ac Is-Gadeirydd y Corff Llywodraethu / Partnership Governor and Vice Chair of Governors.	Mrs. A White	Na/No	Mehefin/June 2024
Llywodraethwyr Partneriaeth / Partnership Governor	To be appointed		
Llywodraethwyr Partneriaeth / Partnership Governor	Mrs A Davey	Na/No	Gorff./July 2026
Athro - Llywodraethwr / Teacher Governor	Mrs. M Roberts	Ydyw/ Yes	Gorff./July 2024
Staff - Llywodraethwr / Staff Governor	Ms. M Stoker	Na/No	Mehefin/June 2025
Llywodraethwr - Rhiant /Parent Governor	Vacant		
Llywodraethwr - Rhiant /Parent Governor	Miss. L Roberts	Na/No	Gorff./July 2025
Llywodraethwr - Rhiant /Parent Governor	Mr. J Priest	Na/No	Gorff./July 2025
Llywodraethwr – Rhiant /Parent Governor	Mrs. L Safhill-Jones	Na/No	Mai/May 2026
Llywodraethwr – Rhiant /Parent Governor	Mrs. D Dawson	Na/No	Mai/May 2026
Llywodraethwr – Rhiant /Parent Governor	Mr. J Clary	Na/No	Mai/May 2026
Llywodraethwr Cymunedol/ Community Governor	Mrs. K McCarter	Na/No	Mehefin/June 2025.
All/LA	Mrs C Edwards	Ydyw/ Yes	Mai/May 2026
All/LA	Miss. D Bromage	Na/No	Medi/Sept. 2024

YSGOL SEFYDLEDIG CAERGEILIOG FOUNDATION SCHOOL – The Governing Body's Report to the Parents for the 2022- 2023 Academic Year.

2. THE SCHOOL'S GOVERNING BODY:

Governing Body Sub-Committees:

In September 2022, the School's Governing Body convened to appoint Governors to Sub-Committees.

Staffing:

The Staff Annual Pay Review was carried out on 27th October 2022.

Members of the Governing Body also monitored:

- staffing levels,
- pupil and staff wellbeing,
- The School's Curriculum

Teachers' Pay Award:

Following extensive negotiations with unions and the WLGA, the Welsh Government has presented a new enhanced pay offer for teachers and headteachers.

For the 2022/23 academic year, in addition to the 5% pay rise already awarded, the revised pay offer comprised an additional 3%, of which 1.5% is consolidated and 1.5% is non-consolidated.

The pay award is backdated to 1 September 2022. Timing of the implementation of the award is deemed to be a matter for employers. **Consequently, our teaching staff received this award in their May Salary.**

This Order brought into effect the pay increases for the 2022/23 academic year only. The making of a Teachers' Pay and Conditions Order is an annual process and the proposed further 5% pay increase for the 2023/24 academic year will be implemented in the next Teacher's Pay and Conditions Order, along with any other changes to conditions following further negotiations.

Governor Training:

The Clerk to the Governing Body has issued all members with details of the Training Courses that they are required to complete.

Governing Body Self-Assessment:

The next Assessment will be carried out during the Spring Term 2023.

Head Teacher Performance Management:

On the 2nd March 2023 the Chair of Governors attended a Meeting with Gwenno Jones (GwE) to carry out the Head Teacher's Performance Management Assessment.

3. SCHOOL ROLL:

School Roll – 396

4. ATTENDANCE:

ATTENDANCE - A National Problem:

Nationally, there has been a significant increase in absences and national research shows that attendance rates are still lower than pre-pandemic levels, despite teachers and parents' best efforts.

This increase is highlighted by the following National overall absence rates:

Autumn 2019: 4.9%

Autumn 2022: 7.8%

Alarming, research into attendance in the Secondary Sector shows that **33% of 14-15 year olds** are persistently absent with this figure jumping to **50% for pupils on free school meals.**

ATTENDANCE LEVELS AT OUR SCHOOL:

A. All Staff:

The average attendance for Autumn Term 2022 was 95%.

B. Pupils:

The average attendance for the Autumn Term 2022 was 87.7%.

C. The School's Attendance Target:

The School's Attendance Target for the Academic Year 2023 – 2024 is 93%.

This Academic Year saw a significant increase in pupil absence related to Family Holidays.

The School operates a comprehensive system of monitoring attendance and the current action taken by the School to address absenteeism is as follows:

Staff:

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

Pupils:

- The School contacts the pupil's family on the first day of absence.
- Parents and carers are required to submit a written reason for their child's absence.
- Weekly Information Updates remind parents of the regulations appertaining to School Attendance.

- School Security Staff are present at the pedestrian gate to issue late arrivals with passes and to record their name and the reason for the late arrival

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:

1. The School's Curriculum:

The School's new Curriculum was fully implemented at the beginning of this Academic Year and all teachers have prepared an Action Plan for delivering this curriculum.

In October 2022 and February 2023, these Action Plans were updated based on:

- the results of the Whole School Assessments carried out 10-14 October
- ESTYN Inspection recommendations.

The school continues to use the planning methods developed last academic year. These planning methods were viewed by ESTYN.

This academic year, the School developed its Long Term Planning Procedures in order to ensure effective coverage of the Progression Steps across the whole School. The School also looked carefully at the Topic Titles in order to ensure that the curriculum is a local curriculum and that all skills are developed across the progression steps.

The School has implemented Taith 360 - an online program to record and map out skills across the age range. This program will also allow teachers to create an assessment record of skills that have been taught and how the learners are progressing.

Taith 360 will also be used as the basis for generating 'End of Year Pupil Report to Parents'

2. Mathematics and Numeracy : POWER MATHS

We are currently implementing a new maths scheme called *Power Maths* to support our teaching of maths.

Power Maths is a resource that has been designed for UK schools based on research and extensive experience of teaching and learning around the world and here in the UK. It has been designed to support and challenge all pupils, and is built on the belief that EVERYONE can learn maths successfully.

The philosophy behind *Power Maths* is that being successful in maths is not just about rote-learning procedures and methods, but is instead about problem solving, thinking and discussing. Many people feel they were taught maths in a way that was about memorising formulas and calculation methods, then having to apply them without any real understanding of what or how these methods actually work. *Power Maths* includes practice questions to help children develop fluent recall and develop their conceptual understanding. *Power Maths* uses growth mindset characters to prompt, encourage and question children. They spark curiosity, engage reasoning, secure understanding and deepen learning for all.

Each lesson has a progression, with a central flow that draws the main learning into focus. There are different elements, informed by research into best practice in maths teaching, that bring the lessons to life:

- **Discover** – each lesson begins with a problem to solve, often a real-life example, sometimes a puzzle or a game. These are engaging and fun, and designed to get all children thinking.

- **Share** – the class share their ideas and compare different ways to solve the problem, explaining their reasoning with hands-on resources and drawings to make their ideas clear. Children are able to develop their understanding of the concept with input from the teacher.
- **Think together** – the next part of the lesson is a journey through the concept, digging deeper and deeper so that each child builds on secure foundations whilst being challenged to apply their understanding in different ways and with increasing independence.
- **Practice** – now children practice individually or in small groups, rehearsing and developing their skills to build fluency, understanding of the concept and confidence.
- **Reflect** – finally, children are prompted to reflect on and record their learning from each session and show how they have grasped the concept explored in the lesson.

Power Maths is based on a ‘small-steps’ approach, sometimes called a mastery approach. This means that the concepts are broken down so that every child can master one idea without feeling over-whelmed.

There are a range of fluency, reasoning and problem solving questions in each lesson that are designed to support the different needs and confidence levels within a class, while at the same time fostering a spirit of working and learning together. Each lesson includes a challenge question for those children who can delve deeper into a concept.

3. Relationships and sexuality education

Relationships and sexuality education (RSE) plays a vital role in enhancing learners’ well-being and safety and will be mandatory.

Through RSE, our pupils will 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. It seeks to support our pupils’ rights to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives.

Consequently, our School recognises that it has an important role for:

- **prevention and protection
and**
- **discussion and responding to learners’ questions and needs.**

7. WELLBEING:

Recent research shows that child referrals for mental health care in England is up 39% in a year. With a mental health service in crisis, effective pastoral care has never been so important

2. Pupil Wellbeing:

Our curriculum aims at enabling our pupils to manage risks, express ideas and emotions, develop and maintain healthy relationships and take on different roles and responsibilities. The wealth of experiences provided by our curriculum will support our pupils to become enterprising, creative contributors ready to play a full part in life and work.

The following Table outlines the clear progression for the School's Wellbeing Curriculum using the topics stated in the 2022 Curriculum for Wales:

Wellbeing Topics	Nursery & Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
Mental Health and Wellbeing	Recognises and communicates basic emotions, e.g. happy or sad.	Identifies common emotions and begins to understand how feelings and actions are connected.	Recognises and reflects on emotions and how to manage them.	Understands when and how to seek help with emotional difficulties.
Physical Health and Wellbeing	Recognises the importance of sleep, exercise and eating healthily.	Develops a basic understanding of the benefits of leading a healthy lifestyle and how to maintain good habits	Explores the benefits of positive physical activity and healthy choices in their everyday lives.	Understands how to manage a healthy lifestyle, including physical and emotional wellbeing.
Relationships	Begins to understand different relationships, such as family and friends.	Identifies and differentiates between different types of relationships and begins to understand how to form positive relationships with others.	Develops positive relationships based on mutual respect and shows empathy towards others.	Recognises different relationship contexts and can handle complex relationship dynamics confidently.
Living in the Wider World	Begins to understand and appreciate cultural differences in the classroom and wider community.	Learns about the wider world beyond their immediate experiences and recognises the	Develops an understanding of global citizenship and encourages positive contributions to	Demonstrates a keen interest in social, economic and environmental issues and actively seeks

		importance of diversity.	the wider community.	ways to make positive changes in their community.
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The School will ensure that the wellbeing curriculum is coherent, progressive and occupationally relevant. This will be achieved by:

- Continuously reflecting on the purpose of the School's wellbeing provision and how it contributes towards the wider aims of the School and curriculum.
- Monitoring the quality of education provided, including on-going assessment and evaluation to ensure the curriculum is effective in meeting learners' needs and interests.
- Establishing strong links between the wellbeing curriculum and the wider school community, including parents, guardians and other relevant organisations.

2. Employee Wellbeing:

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.

Details of steps taken to promote Wellbeing across the School:

1. All Staff are up to date with Safeguarding Training.
2. All Governors were reminded to complete their online safeguarding courses.
3. The School's Annual Safeguarding Report to the Governors will be issued in July 2023.
4. We continue to work alongside the School Nursing Service to provide emotional coaching sessions to those who require intervention.
5. Our ELSA (Emotional Literacy Support Assistant) continues to work alongside pupils and carries out daily half hour interventions. This work is shared with our Educational Psychologist who supports our ELSA. Our ELSA has attended all her supervised sessions with the Educational Psychologist, which in turns allows her to maintain her accreditation.
6. Senior staff work alongside our allocated Education Welfare Officer in monitoring pupil attendance and supporting those with medical/neurodevelopmental needs. Support includes examples such as liaising with community GP's, therapists, Teulu Mon, CAMHS etc
7. We continue to work alongside Teulu Mon and carefully monitor pupils who have been subject to a CID16 report and report in any concerns with the allocated social worker.

8. We have number of parents who have expressed their concerns regarding possibilities of ADHD/ASD in their children and other family members. We have supported many families this year and started the process of joining the developmental pathway. Many of those who the school have identified have been diagnosed and recommendations are then fed into learner's Individual Development Plans.
9. In June 2023, Years 3- 6 took part in the national 'Student Health and Wellbeing Survey'. This short survey is run by Cardiff University and focuses on children's health and wellbeing. The Welsh Assembly Government has funded the survey. Findings from the Survey will be reported back to schools, LEA and the Welsh Government. The current study aims to understand how SHRN can work with primary schools to improve health and wellbeing of younger children. This involves using a survey to measure children's health and wellbeing before they move into secondary school. It also involves developing ways of working with primary schools and the secondary schools they feed into to plan and evaluate actions to improve and support health and wellbeing.

3.The School's Catering Service and Pupil Wellbeing

PROMOTING HEALTHY EATING AND DRINKING

Promoting healthy eating and drinking by pupils

During this Academic Year the Governing Body has continued to promote healthy eating and drinking by pupils.

What constitutes healthy eating and drinking?

Healthy eating is about consuming a varied diet to get the right amount of nutrients to promote growth and good health. Legislation made under '**The Healthy Eating in Schools (Wales) Measure 2009**' regulates healthy eating and drinking to ensure that food and drink in schools provide essential nutrients, and that saturated fat, sugar and salt are restricted.

Appropriate action to promote healthy eating and drinking taken by the School:

- The School recognises that promoting the take-up of school meals is an important part of the whole school approach to healthy eating and has included this as an objective in its School Improvement Plan.
- The meals prepared by the School's Catering Service comply with the regulations made under the Measure.

- In promoting healthy eating and drinking the School has taken steps to assess how the pupils can be encouraged to enjoy healthy options.

For example:

- involving pupils in decision making about food choices and meals e.g. the School Council, Pupil Wellbeing Committee, Pupil Voice, Pupil Questionnaires etc.
- persuading the pupils to eat lunch at lunchtime instead of during breaks by asking them to prepare healthy menus of their choice and serving these menus
- promoting school meals positively by means of presentations on Healthy Eating as part of the curriculum
- displaying healthy eating posters and displays
- holding competitions with the results celebrated in the School Assembly.
- Encouraging pupils to generate and display their own healthy eating posters which are then displayed in the School Hall
- having a greater emphasis on health and wellbeing throughout the whole school curriculum to educate pupils on healthy eating and the benefits of it, with the aim of improving each pupil's decision making around food choices
- working closely with the county's Healthy School's Co-ordinator which encourages participation from all school staff, pupils and the wider community. It takes account of curriculum, ethos and environment, family and community involvement, and demonstrates good leadership and communication
- working with parents to ensure that each pupil's dietary needs are met
- involving and informing school governors of the importance of school meal contribution e.g. Appointing a School Governor with responsibility for the Catering Service, School Governors monitoring menus, discussions with the Catering Manager, Governor Learning Walks etc.
- Catering numbers are carefully monitored weekly and eating trends noted and analysed
- all menus prepared in accordance with: the School's Nutritional Value Plan the School's Allergen Matrix and circulated to pupils and parents
- water coolers sited throughout the School and pupils encouraged to use bottled water in the classroom
- evidence to demonstrate compliance with regulations made under the Measure e.g. documents held by the Catering Manager, Senior Staff, Leader of Foundation, Wellbeing Officer
- a whole-school approach to healthy eating which includes a school food healthy eating policy, drink policy, food brought into school policy

- promoting consistent messages about healthy eating throughout the whole school day, and linking healthy eating to the food and drink provision within school by means of Weekly Parent Information Update, School Website, Parentmail, Facebook, Fliers etc

8. School Activities :

Open Evenings

September 13th, 14th and 20th 2022

June 20th, 21st, 27th and 28th 2023

Swimming Lessons

Years 1 – 6 – classes received a module of swimming lessons in Holyhead Leisure Centre.

Extra-curricular Clubs

Reception to Year 6 – Activities throughout the year have included

Coding/Origami/Superhero/Art and Craft/Gardening

Homework and Project Club re-introduced – November 2022

Links with Stakeholders

Ysgol Friars – Teaching of Mathematics and Numeracy to Year 6 pupils -October 11th

Ysgol Friars – October 24th – secondary transition

Harvest Thanksgiving Collection – donated to the Local Foodbank

Pudsey Visit – November 9th

Poppy Shop – selling of items – run by the Senior Students' Charity Committee

T4U Shoeboxes – collection of shoeboxes filled with items.

Diwali Day – October 24th – pupils wore a bright item of clothing.

Harvest Thanksgiving Service – October 26th

Christmas Fair and Grand Auction – December 3rd

Chinese New Year – Class-based activities to celebrate the Chinese New Year

Careers Discovery Week – February 2023

Supporting Service Children in Wales – applying for Bronze Status – Military Friendly School.

Celebrating the Coronation – Coronation Picnic Lunch – medals and commemorative seeds presented to all pupils by the local MP. Virginia Crosbie.

Eisteddfod Yr Urdd:

Winner of Local and County Eisteddfod - playing the violin – Year 5 pupil. Travelled to South Wales to represent the school in the National Eisteddfod.

Three pupils from Year 2 competed in the local Eisteddfod – singing and reciting.

Year 3 pupil competed in the local Eisteddfod - singing.

Year 4 pupil competed in the local Eisteddfod – reciting. This pupil also represented Anglesey in the national Eisteddfod – disco dancing.

Year 3 pupil won first place in the Local, County and National Eisteddfod – photography.

School Trips to:

Knowsley Safari Park – Year 6
RSPB/Cineworld – Years 4 and 5
Foel Farm – Year 3
Pili Palas – Year 2
Sea Zoo – Year 1
Piggery Pottery - Reception
Melin Llynnon – Nursery

Humanities:

St David's Day Service – March 2023
Local Visits to:-
The Belgian Way – Menai Bridge -Year 6
Holyhead – Year 5
Beaumaris – Year 4
Melyn Llynnon – Years 2 and 3

Halloween Discos:

Years 1,2 and 3 – October 21st
Years 4,5 and 6 – October 28th

Back to School Discos - Reception to Year 3 - January 13th
Years 4, 5 and 6 – January 20th

Health and Wellbeing:

Healthy Eating Show – Years 3 to Year 6 – June 2023

Sports days- June 2023

Cross-country Competition – Holyhead – Many high positions in local competition and Overall runner -up in County competition.

Autism Awareness Week – visit by Virginia Crosbie to presented prizes.

Summer Activities:

Summer Fair – July 1st 2023

An Evening of Entertainment – July 10th 2023

Note: Please see Appendix 2 for examples of other activities and documentation sent to stakeholders.

9. PUPIL VOICE:

Senior Students' Charity Committee:

- Five nominated charities chosen – September 2022
- Harvest Thanksgiving and collection and distributing of food stuffs
- Wear Something Yellow or Spotty -Children in Need – November 18th
- Wear What You Wish – November 30th – Items donated for the annual Rainbow Stall in the Christmas Fair
- Save the Children – Christmas Jumper Day – December 9th

School Council:

- Roald Dahl Day – September 15th
- Movie Night – December 6th and 7th

Pwyllgor Cymraeg:

- Shwmae/Sumae? Day – October – Pupils wore a green, white or red item of clothing
- Diwrnod Santes Dwynwen – Class-based activities to celebrate St Dwynwen's Day

Well-being Champions – Basketball posts and nets purchased.

Eco-committee:

- Litter picking organised on a daily basis.
- Power Point Presentation based on looking after the environment prepared and ready to share with the school.

Curriculum Committee:

- New ideas for a range of extra-curricular clubs have been discussed
- Senior pupils have decided to visit younger pupils' classes to gain an insight into how they are learning.
- Senior pupils planned and delivered a lesson to Nursery pupils.

School Librarians:

- Librarians have been involved in the school's recent Scholastic Book Fair – attended a meeting to organise how the commission will be used in the school.
- The collating of orders from teachers.
- Librarians also sit on the Curriculum Committee.

Ornithology:

The committee has met and is in the process of organising bird feeders around the school.

Curriculum for Wales:

Pupil input in curricular planning. The school continues to refine and adapt procedures.

Christmas Activities – December 2022:

Christmas Fair – December 3rd

Christmas Dinner – December 7th

Christmas Jumper Day – December 8th

Christmas parties – December 19th – 21st

Christmas Concerts – December 12th – 16th

10. SAFEGUARDING AND CHILD PROTECTION :

All members of staff are an integral part of the child safeguarding process. All new members receive training and are required to complete a Safeguarding Questionnaire. All staff and Governors undertake Child Protection Training and Prevent Duty training every October.

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Safeguarding and Child protection leaflets are regularly distributed to pupils, parents and staff throughout the year.

Our school ensures the safeguarding and promoting of the welfare of our pupils are key priorities, and that this is reflected in a clear and comprehensive curriculum. We have created a table outlining the progression of the safeguarding curriculum for each year group based on the 2022 Curriculum for Wales.

Safeguarding Topic	Year 1 End-of-year Expectations	Year 2 End-of-year Expectations	Year 3 End-of-year Expectations	Year 4 End-of-year Expectations	Year 5 End-of-year Expectations	Year 6 End-of-year Expectations
Online Safety	Children can describe safe/unsafe online behaviours and take action to stay safe.	Children can discuss the impact of what they see online and know how to report concerns.	Children can confidently evaluate online content and manage their own online reputation.	Children can explore the online world safely and critically consider the consequences of their online actions.	Children can confidently talk about what they do online and recognise the responsibilities and risks associated with online communication.	Children can evaluate the reliability of online content and discuss the impact of cyber bullying.
Mental Health and Wellbeing	Children can identify different emotions and describe how people who feel a certain way might act.	Children can identify the physical and emotional signs of stress/anxiety and know basic strategies for managing these feelings.	Children can describe different emotions and understand that everyone experiences a range of feelings.	Children can identify different ways of feeling happy and healthy, and begin to recognise how their mind and body are connected.	Children can describe what it means to have good mental health and suggest ways of supporting their own and others' mental health.	Children can identify positive coping mechanisms and begin to understand the importance of seeking help when needed.
Physical Health and Safety	Children can identify different healthy and unhealthy foods and describe the importance of physical activity	Children can describe how to brush their teeth properly and the benefits of regular exercise.	Children can describe why it is important to maintain a healthy weight and suggest ways to stay healthy	Children can describe how to keep themselves safe in different situations, including online.	Children can discuss the risks associated with drugs and alcohol and the importance of healthy relationships.	Children can identify different types of abuse and describe how to recognise and report concerns.

11. ACADEMIC PERFORMANCE 2022 - 2023:

Progression Steps Explained

Following the full implementation of its new Curriculum in September 2022, the School's procedures for assessing each pupil's Academic Performance has changed from reporting in terms of Outcomes and Levels to that of Progression Steps.

These Progression Steps are a:

- continuum of learning from ages 3 to 16 with reference points at ages 5, 8, 11, 14 and 16.
- and
- a series of achievement outcomes that are broad expectations of learning over two to three-year periods.

Progression is not a linear process, but a road map for each individual child. The Progression Steps will help learners, teachers, parents, and carers understand if appropriate progress is being made.

END OF FOUNDATION PHASE RESULTS: In Caergeiliog Foundation School we expect the majority of pupils at the end of the Foundation Phase to be working at Progression Step 2 or higher.

Languages, Literacy & Communication	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	35.0%	65.0%	0.0%	0.0%

Mathematics and Numeracy	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	37.5%	62.5%	0.0%	0.0%

Humanities	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	35.0%	65.0%	0.0%	0.0%

Expressive Arts	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	30.0%	70.0%	0.0%	0.0%

Health & Wellbeing	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	30.0%	70.0%	0.0%	0.0%

Science and Technology	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	37.5%	62.5%	0.0%	0.0%

Languages, Literacy & Communication -Welsh	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	100.0%	0.0%	0.0%	0.0%

END OF KS2 RESULTS

In Caergeiliog Foundation School we expect the majority of pupils at the end of Key Stage 2 to be working at Progression Step 3 or higher.

Languages, Literacy & Communication	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	14.3%	82.1%	3.6%

Mathematics and Numeracy	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	14.3%	67.9%	17.9%

Humanities	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	7.1%	83.9%	8.9%

Expressive Arts	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	12.5%	69.6%	17.9%

Science & Technology	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	10.7%	78.6%	10.7%

Health & Wellbeing	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	10.7%	80.4%	8.9%

Languages, Literacy & Communication -Welsh	Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4
	0.0%	87.5%	12.5%	0.0%

12. THE SCHOOL IMPROVEMENT PLAN – MAIN PRIORITIES and OBJECTIVES:

OBJECTIVES FOR the 2023-2024 Academic Year

Objective 1 Languages, Literacy and Communication

- Pupils are assessed in reading and spelling as part of the School's Whole Class Assessments Policy.
- Class Action Plans – with a strong focus on Reading - are updated in line with assessment results.
- Targeted groups continue to be monitored.
- Daily reading and comprehension sessions introduced to raise standards in reading.
- The delivery of lessons show more pace and allow pupils to become independent learners.
- CfW – lessons are planned and delivered on a cross-curricular level in line with the school's new planning procedures.
- Online Personalised Assessments carried out (Years 2 to 6).
- Personalised Assessment Tests and Whole Class Assessment Results analysed and form part of the Whole School Evaluation Report.

Objective 2**Mathematics
and Numeracy**

- Whole class mathematics assessments are implemented.
- Mathematics results are analysed and class action plans updated in line with test results.
- The effectiveness of Power Maths is assessed and adjustments made in accordance with assessment results.
- Staff meetings take place to discuss and amend the School's Marking Policy as necessary.
- Planning and delivering of finance lessons continue to be implemented.
- The delivery of lessons show more pace and allow pupils to become independent learners.
- CfW – lessons are planned and delivered on a cross-curricular level in line with the school's new planning procedures.
- Online Personalised Assessments are carried out (Years 2 to 6).
- Personalised Assessment Tests and Whole Class Assessment results are analysed and form part of the Whole School Evaluation Report.

Objective 3**Expressive
Arts**

- The learning and experiences 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.
- The delivery of lessons show more pace and allow pupils to become independent learners.
- Lessons are planned with the aim of allowing learners to gain an understanding and an appreciation of cultures and societies in Wales and in the world.
- Lessons are planned with the aim of ensuring that expressive arts are accessible to all learners and, through this inclusive approach, expand the horizons of every learner.
- Music Instrument lessons are further developed and see the School's Band/Orchestra re-introduced.
- CfW – lessons are planned and delivered on a cross-curricular level in line with the school's new planning procedures.

Objective 4
Humanities

- Humanities is planned with the aim of ensuring that it becomes central to learners becoming ethical, informed citizens of Wales and the world.
- Humanities co-ordinator plans a series of visits that promote the investigation and exploration of the human experience in their own localities and elsewhere in Wales.
- Lessons promote an understanding of how the people of Wales, its communities, history, culture, natural environment and landscape, resources and industries, interrelate with the rest of the world.
- Lesson Planning allows all learners to contemplate different perspectives which in turn help promote an understanding of the ethnic and cultural diversity within Wales.
- The delivery of lessons show more pace and allow pupils to become independent learners in line with the School's new planning procedures.
- CfW – lessons are planned and delivered on a cross-curricular level.

Objective 5
Science and Technology

- Lessons are planned and delivered so that through robust and consistent evaluation of scientific and technological evidence, learners can become ethical, informed citizens of Wales and the world.
- Learners are provided with such experiences that enable them to make informed decisions about future actions.
- Lessons are planned with the aim of giving learners an increased level of knowledge of their bodies and the ecosystems around them and are informed of how technological innovations can support improvements in health and lifestyle.
- Learners are encouraged to become innovative, evaluative and learn to develop solutions. Thus, they can become more resilient and purposeful learners across all areas of learning and experience.
- Lessons are planned with the aim of further developing the skills required for handling data effectively.

	<ul style="list-style-type: none"> • All staff are given training in the use of the School's Data Harvesting Software. • Videos/commentaries of pupils talking about their work are planned and carried out . • The delivery of lessons show more pace and allow pupils to become independent learners. • CfW – lessons are planned and delivered on a cross-curricular level.
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Objective 6 Health and Wellbeing	<ul style="list-style-type: none"> • The delivery of lessons show more pace and allow pupils to become independent learners. • CfW – lessons are planned and delivered on a cross-curricular level in line with the school's new planning procedures. • The School's new Health and Wellbeing Scheme of Work is assessed and updated accordingly. • The school's Well-being Officer continues to offer a wellbeing service to all pupils. • A Career Discovery Week is planned for Year 6 pupils – in line with the requirements of the CfW – developing pupils into enterprising individuals and healthy, informed citizens of the world.
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Objective 7 Leadership	<ul style="list-style-type: none"> • Leaders agree and achieve challenging and realistic targets for themselves and others. • Further develop strategies that ensure that leaders negotiate and co-operate well with staff and outside agencies. • Further develop the School's Leadership procedures to ensure compliance with the new Curriculum's requirements. • Further develop the involvement of all staff in developing Reading Skills across the age range. • Arrange Leadership INSET/Courses on Lesson Pace and Handling Data across the age range. • Develop the School's procedures for developing LSA's leadership skills with particular emphasis on teaching and learning standards with ALN pupils and Safeguarding.
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<p>Objective 8</p> <p>The Governing Body</p>	<ul style="list-style-type: none"> • Further develop Governors’ involvement in monitoring standards of teaching and learning, wellbeing and safeguarding procedures. • Further develop strategies that ensure that newly appointed Governors are involved in the School Improvement Plan. • Continue to develop Governor Learning Walks as a tool for improvement. • Provide INSET/Courses on Safeguarding/Wellbeing etc. • Continue with the process of involving Governors in the work of designing and implementing the new Curriculum – sub-committees to be held regularly. • Further develop an Action Plan as part of ‘Governor Self - Evaluation Procedures’.
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<p>Objective 9</p> <p>WELSH</p>	<ul style="list-style-type: none"> • Standards of achievement in Welsh – across the age range are assessed by the School’s Welsh Co-ordinator. • Action Plans continue to be updated and monitored in line with recent assessments. • 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 Policy and Action Plans. • Using Cynllun Carlam, continue to work towards Safonau Siarter Iaith. • A new system for the promotion of standards in Welsh is introduced by the introduction of a Welsh Unit. • Work closely with GwE to arrange teaching and learning support and guidance on developing the Welsh language in the School. Gwenno Jones to observe lessons.
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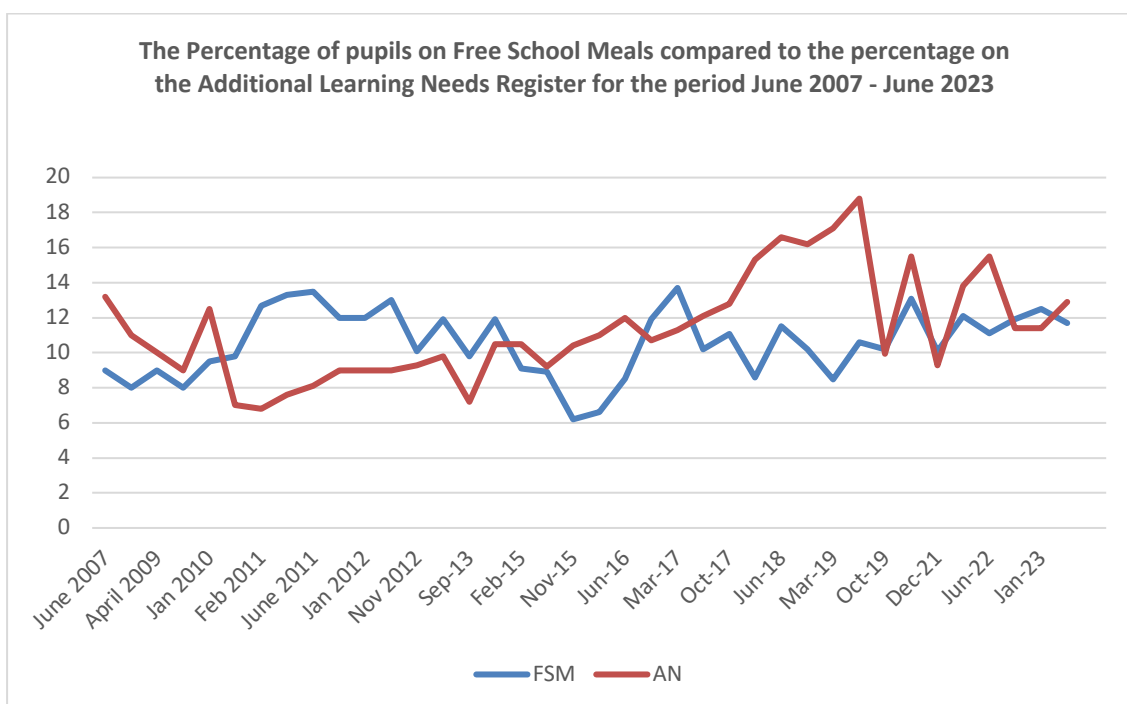
13. ADDITIONAL LEARNING NEEDS:

The School's ALN Register: The number of pupils in each ALN Category (June 2023)

Please Note: The number in each category is updated as and when required.

Stage	Total
Early Years Action	3
Early Years Action Plus	2
School Action	15
School Action Plus	22
Statement	2

Category	Percentage of the School Roll
Percentage of pupils eligible for Free School Meals:	11.7%
Percentage of pupils on the Additional Learning Needs Register:	12.9%



In February 2023 our ALNco took part in the Annual ALN Review with the LA.

In preparation for this review the School submitted the following documents:

- Whole School Provision Map

- Whole School ALN Audit
- An example of an Individual Provision Map (Specific learning difficulty)
- In addition, the LA scrutinised a random cross-section of our Online Individual Development Plans to ensure continuity between schools.

Feedback from the panel included the following:

- The School's provision map was very detailed.
- The School's Provision Review Form had targets set in place. The Review Form was particularly good.
- The summary of current provision was in place.
- Appropriate outcomes and targets were also noted.
- A very detailed progress tracking system was used by the School.

This year the LA's ALN timetable was adapted to ensure all those who received 1:1 funding (through an Authority IDP) had their annual review during December rather than March. This allows more time to support those transferring to secondary school.

Statements of Additional Needs are currently being phased out and replaced by the new ALN Authority IDP.

14. THE WHOLE SCHOOL EVALUATION REPORT:

The 2022 – 2023 Whole School Self Evaluation Report will be finalised in August 2023.

Type of assessments carried out:	Current Results
Lesson Observation, Learning Walks and Pupil Book Scrutiny	100% of all lesson observations/learning walks/book scrutiny were at least GOOD, of which, 25% were OUTSTANDING/EXCELLENT

15. STAFFING :

Head Teacher and Teaching Staff:

Head Teacher	1
Number of Teachers in Mainstream	13
Total:	14
Staff on Maternity Leave	0
Number of Teachers covering Maternity	0

Support Staff:

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Teaching Assistants:	15
Teaching Assistants on Maternity	0

Management Staff:

Executive Director	1
Operations Manager	1
Administration Manager	1
School Secretary	1

Wellbeing:

Wellbeing Co-ordinator	1
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16. SENIOR MANAGEMENT TEAM:

Currently, the Team is as follows:

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

17. CONTINUING PROFESSIONAL DEVELOPMENT :

Continuing Professional Development 2022 - 2023

NAME OF COURSE ENW'R CWRS	MEMBERS OF STAFF AELODAU STAFF	DATE DYDDIAD	TRAINING PROVIDER/DARP ARWR HYFFORDDIANT	COST/COST
The Prevent Duty	All staff	October 2022	Educare	Annual subscription
Child Protection Refresher 2022	All staff	October 2022	Educare	Annual subscription
Welsh Courses	Teaching assistants/Teachers	October 2022 – June 2023	Bangor University	Free courses Welsh Government

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General Teaching Assistant Course Applications	MS/LT-H	November 2022 – June 2023	Coleg Menai/Llandrillo	N/A
Minecraft	All staff	November 2022	M Parry	N/A
Power Maths	Teaching Staff ad RO	November 2022	Pearson Limited	No cost for training/ Subscription for Power Maths
Fire Safety/Fire Warden	Teachers/Assistants/ Admin	27/02/23	Wales First Aid	£1300
Designated Safeguarding Lead – Level 3	LR/SB	January 2023	High Speed Training	£120
Defibrillator/Epi-pen Training	Teachers and Assistants	April 2023	WOW Training	£200
EVC Training	EO	April 2023	Ynys Mon	N/A
Paediatric First Aid	LTH/ MS/SR/NO/SC/GF	April 2023	High Speed Training	£150
Teaching Assistant Course	MS/LT-H	Ongoing	Coleg Menai	N/A
Level 4 and 5 Management Course	JC/CP	Ongoing	Coleg Menai	N/A
Food Hygiene Course	Assistants	April 2023	Educare	Annual Subscription
Administration of Medicines	Assistants	April 2023	Educare	Annual Subscription
Makaton	RO	April 2023	Ynys Mon	N/A
Data Harvest	Teachers	May 2023 Postponed to September 2023	In-house - NJ	N/A
Data Handling/ICT Opportunities	Teachers and assistants	June 2023	GwE/Hywel Roberts	N/A

Safeguarding And Child Protection

Our school staff play an integral and fundamental part of the child safeguarding process.

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All new members of staff receive induction training and the requirement to complete a Safeguarding Questionnaire. All staff undertake Child Protection and Prevent Duty training every October. Safeguarding and Child Protection leaflets are regularly distributed to pupils, parents and staff throughout the year. Health and safety, including Fire safety, is included in the staff induction.

All assistants have completed the following courses/training:-

Child Protection

The Prevent Duty

Food Hygiene

Administering medicines

Paediatric First Aid

Fire Safety/Fire Warden Course

Refresher courses completed this term:-

Refresher on Food Hygiene/Administering Medicines/Paediatric First Aid

18. TRANSFER TO SECONDARY SCHOOL: Estimated Percentage June 2023

Estimated Percentage of pupils in Year 6 transferring to Secondary School at the end of the 2022 – 2023 Academic Year:

Percentage	Secondary School
55%	Friars, Bangor
26%	Holyhead High
11%	Bodedern Secondary
0%	Ysgol David Hughes, Porthaethwy
4%	Ysgol Syr Thomas Jones, Amlwch
2%	Ysgol Gyfun, Llangefni
2%	Other

19. HEALTH AND SAFETY:

Health and Safety: Policies, Procedures and Systems:

Policies/Procedures/Systems:	Date last Reviewed/Service	Next Review/Service
Health and Safety Procedures	December 2022	Monthly
All Risk Assessment Procedures	October 2022	Monthly
Fire Fighting Equipment serviced	September 2022	August 2023
Fire Alarm Systems serviced	October 2022	August 2023
Fire Drills	Monthly	Monthly
Legionella Control Inspection	February 2022	Quarterly
Asbestos Register	October 2022	August 2023
The Gas Installations Inspection	October 2022	Annually
Kitchen Deep Cleaning	August 2022	August 2023
Central Heating Boilers	September 2022	September 2023
PAT Testing	August 2022	August 2023
In House Tests: Emergency Lights Alarm Systems and Call Points	Tested monthly Tested weekly	Tested monthly Tested weekly

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.

Works carried out this Term include:

- Maintenance work on the roof of the Main School Building
- School's Fire Alarm System – Upgraded
- New dishwasher, peeler, hot cupboard and bain-marie installed in the School kitchen

22. BREAKFAST AND AFTER SCHOOL CLUB 2022 - 2023:

- Parents/carers continue to book and pay for sessions on the ParentMail app in order for their children to attend the clubs.

- Due to the popularity of both clubs, the School has been successful with its application to increase the number of children attending from 50 to 86 children (2 ½ yrs-11yrs.).
- Football and rounders are activities recently introduced to the After School Club on Mondays. Teaching staff have kindly volunteered to lead both activities.
- From September 2022, staff working in any setting that is an out of school hours club (Breakfast Club and After School Club) or a holiday club (the Nursery Unit) will need to have gained the 'Playwork' qualification or will have to be registered for the course. This is part of the CIW (Care Inspectorate Wales) Regulations. Six members of staff have been registered on the course (Level 2 and Level 3). This is a work-based qualification funded by the Welsh Government. We aim to register all the relevant staff by the end of the Academic Year.

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 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 7.30 a.m. to 6 p.m. Monday to Friday, for 50 weeks each year.

Developments in the Early Years:

1. Curriculum 2022

New Learning Journeys were implemented to record learners progress which include:

- Visions of the child in their own learning
- Visions of parents in their child's learning
- Focused assessment sheets including photographs

2. The 'Curiosity Approach' to be developed in the Early Years:

This approach provides:

- a calm and natural environment for learning and also
- learners with natural and open-ended resources to spark curiosity and imagination.

3. Monthly Newsletters sent out to parents to showcase activities:

‘See-saw’ used weekly to provide parents with photographs of learners taking part in Activities.

4. Developing the Outdoor Area:

Steps taken include:

- Staff completed questionnaires
- Audit of resources carried out
- Learners involved in planning the development of the Outdoor area including a wish list of resources
- Letter sent out to parents to kindly ask for any donations of resources

5. Fundraising events held:

- Breakfast with Olaf
- Playgroup and Nursery Pedal Push
- Reception class Pedal Push
- Grant awarded by Pre-school Healthy Schools scheme for new PE equipment
- In April 2022, the Tesco Community Grant - ‘Early Years Sensory Garden’ went to a customer vote in the Holyhead Store. We received a donation of £500.

6. Makaton

- Staff have completed Level 1 and 2 in Makaton training; this has been used with the learners in Playgroup and Nursery.
- Makaton Monday- A new Makaton sign is shared with parents through Seesaw every Monday.
- Future training for all members of staff will allow the Nursery to gain a Makaton Award.
- Mrs Gwenfron Owen (Early Years Advisor) visits the Nursery every half term to teach the children a Welsh Nursery rhyme using Makaton.

7. Outdoor Area

- Playgroup, Nursery and Reception have received new planters for outside their buildings.
- These are providing the learners with an opportunity to develop their skills to plant and grow plants and vegetables.

8. Coronation Celebrations

- The learners enjoyed a fun filled day to celebrate the Coronation of King Charles, each child was presented with a keepsake medal and a pack of seeds.

9. Elmer Day

- The learners thoroughly enjoyed 'Elmer Day' a day of celebrations, each child took part in various activities throughout the day as well as face painting.

10. Pre-School Healthy School Grant

- The Nursery were successful in their application for a £400 grant to promote health and wellbeing in the unit.
- The grant was spent on gardening kits, cooking equipment, new waterproofs, and emotion games.

11. SPAR Sports grant

- We await to find out if our application for £200 to purchase new sports equipment has been successful.

12. Village Walks

- High vis jackets, walking leads and a travel first aid kit have been purchased to take the children out of school for walks in the surrounding area.

13. Scholastic Book Fayre

- The Playgroup, Nursery and Reception classes each received £100 worth of new books courtesy of the Scholastic Book Fayre held in school.

24. PARENTS' EVENINGS :

During this Academic Year, Parents/Carers were invited to visit the School to discuss their child/children's progress on the following dates:

Open Evenings

September 13th, 14th and 20th 2022

February 7th, 8th and 14th 2023

June 20th, 21st, 27th and 28th 2023

25. SCHOOL UNIFORM:

The Governing Body authorised the following :

- Black V Neck Jumper with School Crest
- School Tie
- 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

The School has engaged Brodwaith as provider and outlet for all items.

26. SCHOOL PROSPECTUS, WEBSITE:

During their visit to the School this Term, ESTYN and GwE Inspectors congratulated our School on the quality of our website.

The website may be viewed at : www.ysgolcaergeiliog.cymru.

27.FINANCIAL STATEMENT: Income and Expenditure

Financial Statement for the 2022 - 2023 Financial Year:

		Budget Year to Date	Actual Year to Date
Income:	-	£1,416,691	£1,546,017
		Budget Year to Date	Actual Year to Date
Expenditure:			
Staff Costs	-	£ 1,220,450	£ 1,186,522
Maintenance and Occupancy	-	£. 88,016	£ 87,215
Educational Supplies and Services	-	£ 216,630	£ 209,254

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28. ESTYN INSPECTION:

ESTYN carried out a full Inspection of the School during the period 3-6 October 2022. The Inspection Report was published on 5 December 2022. A copy is available at the School or on the School's Website. The pupils, parents, staff and all stakeholders are congratulated on an excellent Report.

29. PARENTS AND FRIENDS OF CAERGEILIOG FOUNDATION SCHOOL:

During the months leading up to Christmas, the School's Parents and Friends of Caergeiliog Foundation School Association enthusiastically sought donations for the Christmas Fair and Grand Auction. The donations received from staff, parents, members of the local community and local businesses all contributed to an astoundingly successful event which raised a total of £4,300.

Ten percent of the funds raised are given to the Students Charity Committee for the purpose of supporting nominated charities. The rest of the funds are used for purchasing educational resources.

Parents and FriendsThe School wishes to acknowledge the generosity of everyone that supported this event.

30. SCHOOL CALENDAR:

Please find at **Appendix 1** the School Calendar for the **Academic Year 2022-2023**.

A copy is also available on the School's Website.

Appendix 1:



Ysgol Caergeiliog Foundation School

SCHOOL CALENDAR 2022/23

Please find below dates of relevance for the Academic Year 2022/23. Please note that these dates are subject to change. We will endeavour to give as much notice as possible for any changes.

October:		
After School Halloween Disco Yrs1, 2 & 3	Friday 21st October 3.30 - 5pm	
After School Halloween Disco Yrs 4, 5 & 6	Friday 28th October 3.30 - 5pm	
Pumpkin Competition Entries	Friday 28 October	
October Half Term Holiday	Monday 31 Oct- Friday 4 Nov	
November		
Inset Day	Monday 7 November	
Children in Need Fundraising Day (further details will follow)	Friday 18th November	
December:		
Christmas Fair	Saturday 3 December 2022 11am - 2pm	
Christmas Dinner	Wednesday 7 December	
Save the Children UK - Christmas Jumper Day	Thursday 8th December	
Christmas Concerts		
Playgroup Nursery and Reception	Tuesday 13 December	9.30 & 1.30
Years 1 & 2	Wednesday 14 December	9.30 & 1.30
Years 3 & 4	Thursday 15 December	1.30 & 6pm
Years 5 & 6	Friday 16 December	1.30 & 6pm
CHRISTMAS PARTIES		
Playgroup, Nursery & Reception	Monday 19 December	1.30
Years 1, 2 & 3	Tuesday 20 December	1.30
Years 4, 5 & 6	Wednesday 21 December	1.30
INSET DAY Reception - Year 6		Friday 23 December
Christmas Holiday	Monday 26 Dec - Friday 6 Jan 23	
January:		
Return from Christmas Holiday	Monday 9 January 2023	
After School Disco Rec, Yrs1, 2 & 3	Friday 20th January	
After School Disco Years 4, 5 & 6	Friday 27th January	
February:		
February Half Term Holiday	Mon 20 - Friday 24 February	
Spring Open Evenings	TBC	
March:		
Individual and Family Photographs	TBC	
April:		
Easter Holidays	Mon 3 - Friday 14 April	
May:		
Mayday Bank Holiday	Monday 1 May	
Whitsun Half Term Holiday	Monday 29 May - Friday 2 June	
June:		
Sports Day, Playgroup, Nurs & Rec	Monday 12 June 1.30 pm	
Sports Day Years 1, 2 & 3	Monday 19 June 1.30 pm	
Sports Day Years 4, 5 & 6	Monday 26 June 1.30 pm	
Sports days are subject to weather conditions. Should it be necessary to postpone due to Health and Safety issues, the event will happen during the next available dry afternoon session.		
Parents' Evenings	TBA	
July:		
Summer Fair	Saturday 1 July	
Year 6 Prizegiving Ceremony	Friday 7 July 9.30 am	
Year 6 'Prom Night'	Friday 7 July 6.00 pm	
Summer Holidays	Thursday 20 July - Thur 31 August	
September 2023		
School Management Day	Friday 1 September 2023	
Pupils return to School	Monday 4 September 2023	
INSERVICE TRAINING DAYS ARE FOR STAFF ONLY AND PUPILS FROM RECEPTION TO YEAR 6 ARE NOT REQUIRED TO ATTEND SCHOOL ON THESE DAYS		

Appendix 2:

