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**CHAIR OF GOVERNORS REPORT AUTUMN TO PARENTS 21/22**

**Ysgol / School: YSGOL LLWYN YR EOS**

**CONTEXT**

**Ysgol Llwyn yr Eos is based at the heart of an Integrated Children’s Campus on the outskirts of Aberystwyth, a split site community school for pupils aged 3-11. The school is situated in the village of Penparcau, which has been recognised as an area of social and economic deprivation and was until recently a designated Communities First area, before a Welsh Government re-classification of boundaries.**

**It currently caters for 244 pupils in mainstream classes and the four specialised ALN units. The school has recognised 34% of its pupils as having additional learning needs and 43% of the pupils have free school meals. There have been significant staff changes from September 2021, including a new Deputy Head Teacher and Administrative Assistant. The Governing Body has agreed the school will be categorised as T2 Transitional, in accordance with the WG categorisation of schools according to its Welsh Language provision guidance (December 2021).**

**The school was last inspected in February 2019.**

1. Review of progress towards targets on the School Development Plan (SDP):

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| --- |
| **1.1**  **PRIORITY 1:**  **(Further) develop effective Wellbeing provision across all phases, to ensure good levels of emotional and mental health and resilience, amongst all pupils, staff, and leaders of the school.**   * **Thrive practitioners completing in-depth training to develop their expertise and ensure children are receiving specific intervention to meet identified wellbeing needs.** * **All class teachers have completed Thrive class profiles to inform planning and provision for pupils at the required level and to meet their emotional and wellbeing needs.** * **Working relationships developed with other local schools to encourage networking and collaboration have extended to include Plascrug, St Padarns Ysgol Gymraeg and Cardigan primary school.** * **Staff have continued to collaborate on collective whole school ‘Wellbeing Projects’ looking at National and Global wellbeing issues including the ongoing crisis in the Ukraine.** * **Taith 360 has been embedded as a planning tool to develop wellbeing activities across the school and identify areas to enhance and extend.** * **All staff continue to access the county’s wellbeing playlist on HWB.** * **Opportunities for daily physical activities to promote wellbeing made available for pupils e.g., ‘Fit in 5’ as well as continued provision of BMO coaching across the school.** * **ELSA qualified staff continue to offer intervention and respond to wellbeing issues as they arise daily. 2**   **PRIORITY 2:**  **Continue to build on CfW preparation work.**  **Familiarise with the ‘Curriculum for Wales Guidance’ document and use it as a guideline to start the process of creating a vision and curriculum design.**   * **School Vision is live as of September 2022.** * **4 purposes characters created with whole school pupil participation in process.** * **Taith 360 used effectively to plan and deliver broad curriculum. Staff continuing to familiarise with curriculum and principles of progression.** * **Taith 360 being trialled as an assessment tool. Deputy Head teacher currently creating assessment tool which would allow for regular, half termly progress update discussions. Focus on progression and attainment.** * **Whole school projects and collaboration continuing to provide exciting curriculum for pupils.** * **Deputy Head teacher to work alongside LEA as North Ceredigion representative for CfW and to be released from timetable to collaborate with other schools (funded by LEA).** * **Existing themes and projects to be adapted.** * **Higher level curriculum being developed which focuses on the essence of learning.** * **Input from LEA Welsh Advisory Teacher (AJ) working with pupils ongoing. Trochi/Immersion period trialled.** * **RADY being introduced with a view to providing UPLIFT in first instance.**   **Priority 3:**  **PRIORITY 3:**  **Prepare for the ALN transformation programme:**   * **Update ALN register with new pupils.** * **ALNCo continued to work with SRC Teachers & LEA staff on IDPs for Resource base & LAC pupils.** * **Continue to increase the number of intervention groups/ number of pupils receiving intervention.** * **Electronic Provision mapping started.** * **Continual improvement of staff’s knowledge & understanding of ALN issues, including ALN Transformation:** * **ALNCOs to continue to support staff through attending PCP Review meetings/ catch up meetings/ preparing documentation for Panel requests, amending 1PPs and creating IEPs.** |

**1.2 Quality Assurance:**

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| * **Taith 360 used to place 4 purposes at the core of all curriculum planning.** * **Taith 360 embedded as the main planning tool in classes across the school.** |

1. Pupil Data:

**Numbers on roll:**

|  |  |  |
| --- | --- | --- |
|  | **Summer 22** | **Autumn 22** |
| **Full time**: | **276** | **244** |

**2.2 Year group breakdown:**

**Primary:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Years:** | **M1** | **M2** | **D** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Total:** | **8** | **4** | **21** | **22** | **27** | **31** | **27** | **29** | **27** |

* **PILI PALA: 11**
* **ENFYS: 13**
* **ALC1 (DOLPHINS): 12**
* **ALC2: 11**

* 1. **Additional Learning Needs (ALN):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No of children** | **School Action** | **School Action Plus** | **Statements** | **IDPs** |
| **84** | **27** | **5** | **6** | * **SAPRAS 20** * **IDP – LEA 21** * **IDP- SCHOOL-5** |

**The way ALN pupils have been supported during the Covid-19 period:**

|  |
| --- |
| * **EMOTIONAL SUPPORT SUPPLIED TO ALL PUPILS THROUGH ADDITIONAL STAFFING WHERE POSSIBLE.** * **WELLBEING PRIORITISED THROUGH PHONE CALLS WITH TEACHERS AND IN SCHOOL THROUGH SESSIONS SUCH AS ‘FIT IN 5’ ORGANISED BY THE LOCAL AUTHORITY.** * **INTEGRATION ONGOING THROUGHOUT THE SCHOOL.** * **TARGETED INTERVENTION GROUPS NOW RUNNING.** * **‘TALKABOUT’ GROUPS REINSTATED AT THE SCHOOL.** * **BMO WELLBEING SESSIONS FOR PUPLS ACROSS THE SCHOOL** * **‘ELSA’ SUPPORT PROVIDED FOR PUPILS ON BOTH SITES.** |

**2.4**

**Transition Planning (Transition Plans for the transition of the 2022-2023 cohort):**

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| --- |
| **SECONDARY SCHOOL TRANSITION**   * **TRANSITION PLANNING FIRST DISCUSSED IN YEAR 5 PLANNING CENTRED REVIEWS.** * **SCHOOL HAS LIASED WITH LEA REGARDING PANEL DECISIONS ON PLACEMENT DECISIONS.** * **YEAR 6 PERSON CENTRED REVIEWS INCUDE SECONDARY SCHOOL INPUT (ALNCO’s/HEAD OF YEAR).** * **TRANSITION PROGRAMME CREATED AFTER PERSON CENTRED REVIEW HAS TAKEN PLACE.** * **TEAMS MEETINGS ORGANISED** * **TRANSITION TASTERS WITH TA SUPPORT ORGANISED BY LLWYN YR EOS** * **ADDITIONAL TRANSITION MEETINGS (LIAISE WITH SECONDARY ALNCO’s TO ARRANGE ADDITIONAL VISITS FOR SRC PUPILS TRANSFERRING TO SECONDARY SCHOOL IN SEPTEMBER).**   **NEW PUPILS**   * **ADMISSION MEETINGS TO FAMILIARISE FAMILIES WITH RESOURCE BASE/MAINSTREAM PROVISION.** * **TEACHERS ATTEND PERSON CENTRED REVIEWS FOR NEW PUPILS PRIOR TO THEM STARTING.** * **LLWYN YR EOS STAFF ATTEND MEETINGS WITH NEW PUPILS (PERSON CENTRED REVIEWS).** * **MEETINGS ORGANISED WITH FFRINDIAU BACH YR EOS TO SHARE INFORMATION ON PUPILS**   **ACROSS KEY STAGES**   * **TRANSITION DAYS ACROSS KEY STAGES ORGANISED INTERNALLY**   **(YEAR 1-2/ALC1-ALC2).**   * **TRANSITION BOOKLETS PREPARED FOR ALN PUPILS** |

1. Staffing:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Blwyddyn Year** | **Athro/Athrawes**  **Teacher** | | **Nifer Number** | | **Bechgyn**  **Boys** | | **Merched Girls** | |
| **N(M)** | **MRS LOUISE FLYNN** | | **8** | |  | |  | |
| **N(A)** | **MRS LOUISE FLYNN** | | **4** | |  | |  | |
| **R** | **FFION TOMOS** | | **21** | | **11** | | **10** | |
| **1** | **LUCY DAVIES** | | **22** | | **14** | | **8** | |
| **2** | **D FITCHES** | **27** | | **13** | | **14** | |
| **3** | **A JOHNSON/C ARTHUR** | **31** | | **17** | | **14** | |
| **4** | **STEFFAN DAVIES** | **27** | | **11** | | **16** | |
| **5** | **L EVANS** | **29** | | **14** | | **15** | |
| **6** | **JANE THOROGOOD** | **27** | | **17** | | **10** | |
| **PP** | **LAURA MAYOS** | **11** | | **8** | | **3** | |
| **ENFYS** | **NIC PUGH** | **13** | | **10** | | **3** | |
| **ALC1** | **K SANDFORD/J MANSFIELD** | **12** | | **6** | | **6** | |
| **ALC2** | **L M PRIDMORE (CHARLIE MANSELL)** | **11** | | **6** | | **5** | |

* 1. **Professional Learning:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic:** | **No. of staff:** | **Outcome-Impact on learners:** | **Funding (e.g., PDG, ALN, school budget etc.)** |
| **ALL STAFF HAVE UPDATED MANDATORY LEA COURSES ONLINE** | **ALL STAFF** | **SAFEGUARDING** | **N/A** |
| **ALL STAFF HAVE UPDATED C.P. LV 1 ONLINE** | **ALL STAFF** | **SAFEGUARDING** | **N/A** |
| **ALL STAFF HAVE UPDATED LV 1 PREVENT TRAINING ONLINE** | **ALL STAFF** | **SAFEGUARDING** | **N/A** |

* 1. **Staff changes (since last report):**

|  |  |
| --- | --- |
| **Staffing change:** | **Implication:** |
| **FFION TOMOS** | **NEW RECEPTION CLASS TEACHER** |
| **CERI BONNER** | **PPA TEACHER IN THE FOUNDATION PHASE** |
|  |  |

1. Safeguarding - Child Protection:

|  |  |
| --- | --- |
| **4.1 Exclusions:** | **Comments:** |
| **No. of temp exclusions (full days lost): 1.**  **(3 days)** | N/A |

|  |  |
| --- | --- |
| **4.2 Bullying:** | |
| **Total no of bullying incidents during the previous year**: | **0 INCIDENTS OF OFFICIALLY REPORTED BULLYING** |

1. Complaints:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **5.1 No of complaints received last Year against the:** | | | **Ysgol: School:** | **0** | **Staff:** | **2** |
| **5.2 No of above complaints resolved at:** | **Cam 1 Stage** | **1** | **Cam 2 Stage 2** | **1** | **Cam 3**  **Stage 3** |  |
| **5.3 No of incidents where staff have dealt with verbal-physical abuse from parents-carers:** | | | | | | **0** |

1. Health and Safety-Buildings and Premises:

|  |  |
| --- | --- |
| **Issues-Concerns:** | **Outcome-Implication:** |
| **No of accidents/incidents recorded:** | **NO ACCIDENTS/INCIDENTS RECORDED** |
| **Significant works needing remedial action:** | **NO SIGNIFICANT WORKS REGARDING ANY ACTION REPORTED** |
| **When was the Covid-19 risk assessment updated and how was it shared with Staff and Governors? (and Trade Unions if applicable?)** | **RISK ASSESSMENT UPDATED IN APRIL 22 AND SHARED DIGITALLY WITH ALL RELEVENT STAKEHOLDERS** |

1. Contact with Parents / the Community:

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| --- |
| **THE SCHOOL IS IN REGULAR CONTACT WITH PARENTS/GUARDIANS THROUGH LETTERS/THE SCHOOL WEBSITE/PARENTMAIL/EMAIL/FACEBOOK/TWITTER** |

**KEY AREAS OF PROVISION**

**Well-being and Safeguarding**

The wellbeing of pupils and staff continues to be a school priority. Leaders are supportive of changes in staff circumstances and accommodate requests for a change in working patterns whenever possible and continue to share resources to support staff wellbeing.

The Thrive programme continues to be embedded across the school and is used as a starting point to identify health and wellbeing needs of pupils. Training has been extended to support staff, for example, staff who lead Nurture provision. This provision is provided in class and following completion of refurbishment, in the ‘Nyth’, for the pupils identified as the most vulnerable. The school continues to apply regular ‘check -in’ activities throughout the day and address any issues that arise through appropriate activities, e.g., circle time sessions and ELSA led one to one or small group activities.

The safeguarding audit has been updated and approved by the Designated Safeguarding Officer. All staff and designated governor safeguarding training, is current and at the appropriate level. information is visible across the school. Regular check ins are held throughout the day to ensure pupils are happy and any issues that arise during the day are dealt with swiftly through individual / group discussions or circle time activities.

The school has appropriate anti bullying procedures in place and pupils know what acceptable behaviour is and what it’s not. Any allegations of bulling are dealt with according to school procedures, no cases have been reported to the GB this year. All staff have current DBS certificates and child protection training at the appropriate level. The Headteacher has shared the link to the appropriate Prevent training with staff and leaders have booked WRAP training.

The school plans to revisit wellbeing questionnaires before the end of term and analysis will inform next year’s wellbeing priorities. The leadership team and staff work well together and provide support for each other. The Headteacher speaks regularly with local Headteachers and is mindful of the pressure on staff during a time of significant change.

**Self-Evaluation, Quality Assurance and School Development Plan**

Leaders use a range of first-hand evidence gathered during quality assurance activities to support the self-evaluation process, such as learning walks, book scrutiny, listening to learners and LA visits. They evaluate findings carefully and prioritise areas for further improvement effectively. Leaders know the school well and identify wellbeing and its care, support, and guidance as a strength of the school.

As a result of the self-evaluation and quality assurance process, the school improvement priorities for 2022-23 are:

**Priority 1: CfW progress- further develop planning, provision, and assessment in line with CfW requirements.**

**Priority 2: Continue to provide effective Wellbeing provision across all phases, to ensure good levels of emotional and mental health and resilience, amongst all pupils, staff and leaders of the school including incorporating statutory RSE curriculum.**

**Priority 3: Continue to implement ALN Transformation Requirements**

The three SDP priorities identify actions to be taken and who is responsible for their implementation and monitoring. Training opportunities and finance source and cost are also identified where relevant, e.g., Thrive training and resources for mainstream and Resource Base classes. Following discussions with leaders, it was agreed to review certain priorities to include more specific actions for improvement, e.g., Priority 1, CfW planning and assessment, which will make monitoring the impact of the actions clearer and more focused. The SDP has been shared with the Governing Body and leaders are preparing a summary to be shared with stakeholders.

To date, senior Leaders have mapped quality assurance processes for the first two terms of the school year, which focus primarily on school improvement priorities. Planned activities for this term include monitoring Taith 360 planning and how assessment informs future planning. Leaders also planned a learning walk to focus on pupils’ attitudes to Welsh and the impact of the two weeks immersion programmes on Welsh oracy standards towards the end of the Autumn term.

The following areas were agreed for joint quality assurance activities during the year:

* **Differentiation in mainstream classes**
* **Impact of AfL strategies on pupil progress**

The school regularly monitor the progress towards the recommendations from the last inspection and record steps implemented towards each recommendation within the SDP. For example, the school report very strong progress has been made towards improving standards in Welsh as a second language, particularly in KS2 as the result of a range of activities, including gaining the Cymraeg Campus Bronze Accreditation at the end of the Summer Term.

Performance Management of staff is ongoing, and targets relate closely to school priorities and professional development needs of staff.

Although no specific research projects have been identified for specific staff, implementation of the Thrive project across the school is a school priority and leaders share good practice and recent developments within this area with staff. To ensure effective differentiation in mainstream classes, staff continue to further develop and apply strategies from recent training facilitated by Mike Greshon to support the needs of individual learners. Leaders also link targets to the 12 Pedagogical Principles to support consistency of standards of teaching and learning across the school, e.g., employing and further developing principles of assessment for learning across the school. Leaders are considering the work of Lyn Sharratt based on the 5 questions for self-reflection and the co-construction of success criteria to further develop this aspect of their work.

**Curriculum for Wales**

Leaders continue to prioritise the implementation of the CfW, including developing assessment procedures. The Governing body has agreed the Curriculum Summary and it is displayed in school. The school vision has been widely shared with stakeholders and is represented by ‘Opportunity, Responsibility, Community’, which appears on the school logo. The Deputy Headteacher is working closely with the local authority CfW Coordinator to finalise the higher-level curriculum, to include the mandatory elements of the curriculum including RSE.

The school continues to develop its curriculum termly to provide rich and meaningful learning experiences to pupils across the school. What matters statements have been mapped across the progression steps for each AOLE and leaders and staff are reviewing the current midterm plans accordingly. Staff report that using Taith 360 as a planning tool helps them to ensure coverage across the AOLE in their planning. Staff and pupils have agreed specific themes for the year, which also include shorter units of work, e.g., international fortnight, where this half term, year groups study different countries from around the world and the football World Cup. The school is also considering introducing French as an additional language to Years 5 and 6 pupils during the international fortnight. Older pupils will also develop their entrepreneurial skills by preparing items for sale during the Winter Fair towards the end of this term.

The school plan whole school themes from time to time, for example The Great Outdoors, where the local environment is a significant part of the work, e.g., river walks, beach visits and learning about Pen Dinas. In November, mainstream classes will deliver Welsh immersion activities to coincide with the football world cup to develop Welsh oracy skills over a two-week period. Staff from the five second language schools in the county have worked together to plan a range of lessons and activities for each year group, supported by members of the LA Welsh Language Support Team.

The school continue to work with cluster schools to develop skills across the continuum by identifying golden threads for each AoLE which will be taught across the cluster to ensure progression. Transition plans are also being finalised as part of the cluster work under the guidance of the CfW coordinator.

**SEN**

The full time ALNCO and part time Deputy ALNCo work collaboratively to ensure all staff continue to develop their knowledge and understanding of all matters relating to ALN Transformation, therefore developing a whole school approach to additional needs. They work closely with the LA SEN Advisory Teacher and appreciate the support available to them. Following the recommendations from the summer term workshop relating to ALN, an action plan has been agreed and shared with all staff, e.g., to arrange half termly meeting with SRC staff to share information and ensure consistency provision.

The ALN register has been reviewed and person-centred reviews for the remaining ALN cohort identified in 2021-22 planned for this term. PCPs for the 2022-23 cohort are planned from January to ensure transformation requirements are fulfilled. The school provide a wide range of intervention programmes across the school, for example, Cyfri Ceredigion, SATPIN, Talk About and Personal Dictionaries, which are help in class or in specific groups, according to the needs of the pupils. The ALNCO works closely with mainstream class teachers to create IDP’s which identifies and incorporates specific intervention programmes and appropriate differentiation.

The school supports pupils’ emotional needs and wellbeing effectively. Thrive assessments identify pupils that need ELSA and Nurture support. This support is planned according to the needs of individual pupils and can be class based or through access to The Nyth. The plan also identifies training needs for staff, such as, Theraplay Intervenor, a 5-day course for staff working with pupils with sensory impairment and meeting the sensory needs of pupils with ASD. The ALNCO regularly attends LA training and works closely with ALN advisory staff to keep up to date with developments e.g., creating quality IDP’s and provision mapping. She then facilitates staff training for mainstream and SRB staff to further develop their knowledge and understanding of areas such as Person-Centred Reviews (PCP), creating IDP’s and IEPs to order support individual pupils’ needs.

The ALNCo and Deputy regularly meet to discuss pupils needs with mainstream staff to ensure pupils needs are met in mainstream classes through effective differentiation and/or relevant intervention programme support. The ALNCo attended the Mike Greshon differentiation training and adapted the content of the training to meet the specific needs of the school. This was shared with staff and plans are in place to monitor consistency in provision and identifying good practice before the end of this term.

**Quality Assurance**

Senior leaders have worked well throughout the year and have ensured collaboration with staff at all levels to implement change. Leaders know their school well. Through clear lines of communication, they are developing a strong ethos of collaborative working and teamwork where everyone is valued. Due to varying circumstances throughout the year, the proposed quality assurance timetable has been revised, e.g., no formal lesson observations took place due to staff absences.

A learning walk by school leaders focused on what the new curriculum looks like in the classroom. As a result, leaders identified the need to further develop the use of the outdoor learning environment and to provide opportunities to further develop pupils’ Welsh oracy skills. Staff have worked together to plan for improvement and both aspects were evident during the learning walk as part of this term’s visit. Senior leaders scrutinised a sample of books across the mainstream school to identify effective teacher feedback and how this supports learners to improve their work. Leaders concluded that staff need to improve the use of ‘think pink’ as an improvement tool. Discussions during staff meetings identified what was working well and what needs to be improved, e.g., further staff training and to develop a portfolio of good practice to ensure consistency across the school. This work will be further developed in 2022-23.

A joint learning walk between the Welsh Coordinator, SMT and members of the Criw Cymraeg identified a growing Welsh ethos at the school, that most pupils are very positive about the Welsh language and appreciate the opportunity to be able to learn Welsh. The activity identified the need to improve consistency in the use of Welsh across both sites and to promote the language through displays in the classroom and corridors. It also identified the need to reinforce the day-today patterns and vocabulary used in the classrooms for support staff and to raise awareness of and work towards Cymraeg Campus Silver accreditation. These will be addressed in the SDP for 202-23. Leaders will also further analyse personal assessments results in order to identify gaps in provision and specific support for groups of learners, e.g., application of mathematical skills and gaps in reading skills.

The Headteacher has worked with a group of schools and external provider to review and further develop the school’s quality assurance and self-evaluation processes. Senior leaders have identified the need to focus on the impact of improvement processes on pupil progress when preparing quality assurance reports. Processes will be further reviewed and addressed in 2022-23

**Welsh**

Leaders and staff have worked hard to develop an increasing Welsh ethos across the school, where the language is seen and heard throughout the day. As a result, many are developing a greater understanding of they represent regarding the work The pupils made a determined effort to speak Welsh.

The high-quality displays around the school are interesting and relevant to learners as regards to content and highlight the importance of learning Welsh. The school is also very proud to have recently received the Cymraeg Campus Bronze Award.

**Other Updates**

The school has updated its Teams and continues to use the platform for homework, together with paper copies as requested by many parents. Staff use Teams to share resources and collaborate and network with other schools e.g., meeting with Cadle Primary regarding Thrive programme.

The school has made a significant investment in ICT resources recently to ensure that pupils and staff have access to appropriate equipment e.g., chrome books and clever touch screens. Pupils use a range of software programmes to support their learning, e.g., adobe spark, flip grid, i movies and Duo Lingo. The school has invested in the Clicker 8 programme, but this has not yet been embedded across the school.

Recent monitoring activities have identified areas of the DCF to be further developed, for example coding and data handling and plan to work with a local school to discuss good practice. The school continues to seek opportunities to develop as a learning organisation. Leaders work closely with cluster schools to further develop CfW planning across the continuum and Transition plans.

A visit to Pencoed Primary School, near Bridgend, a school with 6 resource bases and a similar ethos to that of Llwyn yr Eos, with the Community at its heart has been identified in the SDP (Priority1). The visit will focus on CfW provision and how the school vision drives learning experiences. They have also begun to work with Ysgol Gynradd Aberteifi, with a view to sharing best practice and to provide opportunities for staff to work collaboratively in specific areas, such as CFW, RADY and ALN transformation.

Leaders promote staff professional development and share opportunities for further training regularly. Four members of support staff and two teachers are enrolled on the Welsh Sabbatical programme this year to further develop their language skills.

A member of the leadership team is pursuing a master’s degree and the DHT is considering NPQH certification soon. Leaders have met with the LA RADY Coordinator and have identified uplift scores and proportional representation as the focus for the work from January. Uplift will target pupils from all backgrounds to achieve higher than previously expected and proportional representation ensures access to all school experiences including representing pupil councils, for example.

The Headteacher is the school’s RADY Champion.

**Mari Jefferis**

**Chair of Governors**

**Ysgol Llwyn yr Eos**

**Autumn 2022**