



Cysgod y Foel Governing Body Report to Parents for the 2018/19 academic year



Cysgod y Foel is a federation of Ffridd y Llyn and Bro Tryweryn Schools which are (Infants/Junior) County Primary Schools
They are daily, bilingual, co-educational schools.

Governing Officers

Members of the Governing Body

Chair	Rhys Llwyd Davies Yr Efail Llandderfel	September 2017 -
Clerk	Siân Llwyd Pale Bach, Maerdy, Corwen	

Ffion Jones	Parent Representative	September 2021
Gwennan Jones	Parent Representative	September 2021
Delyth Thomas	Parent Representative	September 2021
Siân Jones	Parent Representative	September 2021
Daniel Roberts	Teaching Staff	September 2021
Siân Angharad Jones	Teaching Staff	September 2021
Dafydd Roberts	Local Authority Governor	September 2021
Elwyn Edwards	Local Authority Governor	September 2021
Siân Edwards	Community Governor	September 2021
Aeron Prysor	Community Governor	September 2021
Rhys Llwyd Davies	Community Governor	September 2021
Catrin Gwynfor	Community Governor	September 2021
Eifion Wyn Davies	Community Council	September 2021
Angharad Davies	Observer	September 2021
Lisa Jones	Observer	September 2021
Rhian Llwyd Dafydd	Headteacher	September 2021

The next elections for parent-governors will take place in September 2021.

The Governing Body has not held a Parents Evening, in accordance with Section 94 of the Schools Standards and Organisation Act (Wales) 2013, during 2018/19.

School Staff

Ffridd y Llyn		Bro Tryweryn																																																																																					
Miss Rhian Llwyd Dafydd - Full time Mrs Siân Angharad Jones - Full time Mrs Haf Wyn Pritchard - .8 Mrs Delyth Parry-Williams - Full time Mr Riki Wyn Rowlands - FP Assistant: 30 hours Miss Siân Llwyd - Assistant: 16 hours Mrs Eirwen O'Callaghan - FP Assistant: 5 hours Miss Siân Llwyd - Secretary Mrs Gwenda Morris - Cook Mrs Eluned Griffiths - Kitchen assistant/lunch clerk Mrs Eirwen O'Callaghan - Kitchen assistant Mrs Beryl Jones - Caretaker		Miss Rhian Llwyd Dafydd - Full time Mrs Heledd Lynch - Full time Mr Daniel Roberts - Full time Mrs Lowri Parry - FP Assistant: 30 hours Mrs Meleri Thomas - Maternity leave assisant in place of Mrs Parry Miss Grisial Williams - KS2 Assistant (year contract) Mrs Elliw Davies - Secretary Mrs Rhian Morris - Cook/lunch clerk Mrs Wendy Emyr - Kitchen assistant Mrs Beryl Jones - Caretaker																																																																																					
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Term Dates

Autumn Term	2 September 2019 – 20 December 2019
Spring Term	6 January 2020 – 3 April 2020
Summer Term	20 April 2020 – 20 July 2020

HOLIDAY DATES 2018 – 2019

Half Term: 28 October – 1 November 2019

Christmas Holidays: 23 December 2019 – January 2020

Half Term: 17 February – 21 February 2020

Easter Holidays: 6 - 17 April 2020

Mayday: 8 May 2020

Half Term: 25 – 29 May 2020

Summer Holidays: 21 July – 31 August 2020

SCHOOL HOURS

Foundation Phase: 23.66 hours a week

Key Stage 2: 24.50 hours a week

MORNING SESSION: 9.00 – 12.00

AFTERNOON SESSION: 1.10 – 3.30

RESPONSIBILITY FOR CHILDREN: 8.50 – 3.40

Information about Ffridd y Llyn Performance and Targets

Foundation Phase

Average score;

Literacy and numeracy continues to be a priority for 2018-19, and we will continue to target individuals and operate daily intervention groups to ensure that every pupil continues to attain his/her target.

Outcome 5+				
	2015-16	2016-17	2017-18	2018/9
FPI	100%	100%	100%	93.3%
Language	100%	100%	100%	93.3%
Mathematics	100%	100%	100%	100%
PCLI	100%	100%	100%	100%

Key Stage 2

Average score;

The school's results are quite varied over a period of five years and this is because one child in a small group makes a huge difference to the percentage.

Level 5+				
	15-16	16-17	17-18	18/19
CSI	100%	91.7%	100%	50%
English	100%	91.7%	100%	50%
Welsh	100%	91.7%	100%	50%
Mathematics	100%	91.7%	100%	66.7%
Science	100%	91.7%	100%	50%

Information about Bro Tryweryn Performance and Targets

Foundation Phase

Average score;

Literacy and numeracy is a priority for 2018-19, and our aim is to continue with the high standard.

Outcome 5+				
	2015/16	2016/17	2017/18	2018/9
FPI	100%	100%	100%	100%
Language	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%
PCLI	100%	100%	100%	100%

Key Stage 2

Average score;

The school's results are consistently high and our aim is to continue with the high standard.

Level 4+				
	15-16	16-17	17-18	18/19
CSI	100%	100%	100%	100%
English	100%	100%	100%	100%
Welsh	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%
Science	100%	100%	100%	100%

Target Groups:

We track pupils to ensure progress and identify individuals who require further intervention using the tracking system, INCERTS programme, test results and teachers' assessments to create target groups.

We use classroom assistants effectively to target individuals, pairs and groups and to ensure appropriate provision for ALN and MAT pupils.

Personal Targets: We have set a school target, a classroom target and individual targets for each child at the school. The individual targets coincide with the assessment for learning system.

Actions Taken by the Governing Body

Links with the Community

The schools are the wheel hubs that drive education and it is important that both schools play a prominent part in the life of the community, and for the community itself to play a prominent part in the schools. The schools and the community should be fully integrated. Schools should make the most of the willing audience offered by the local community, and the children should see that they also have their place in the broader community.

We believe the schools are an integral part of the community and assist children to nurture respect towards its traditions and its people.

It should be considered how the community objectives can be implemented by

- nurturing children to identify and respect their local heritage.
- encouraging expertise from outside to ensure a broad and balanced education, one that is interesting and coordinated, integrated and differentiated.
- Developing the close and comfortable relationship that exists in a rural society and take advantage of the opportunity for people of mixed ages to work together. As Llwyd o'r Bryn states in the Cymdeithas Llawrdrnu song in Sarnau:

"Mewn cymdeithas lawen iach,

Neb rhy fawr a neb rhy fach." ."(No one is too old or too young in a happy and healthy community)

- Linking the children to their community area and society, as the child's education occurs within the locality, and those who provide this educational link are the teachers, parents, visitors and locals.

We will achieve the above by providing Thanksgiving services and Christmas concerts, by undertaking humanitarian work to help people and establishments that are in need. We will nurture our cultural links by supporting local eisteddfodau and raise awareness of the traditions that are relevant to the community area. Experts are invited to display old artefacts and to give their accounts. Visiting important sites is also very important. We use local talents to strengthen educational activities such as knitting and crochet, art and rural crafts, so that the talents are

appreciated and in order to have continuity in the community for years to come. We will also use the ready resources available to raise awareness of enterprise and business and an understanding of the role of factories, farms, shops etc. This will be a means for the children and teachers to create a worthwhile link with adults and experts in their fields.

Direct links with individuals must be developed in order to expand and enrich aspects of the curriculum by inviting authors, craft workers, parents and experts to the schools.

The Language Charter at Ffridd y Llyn

The final GwE report was very encouraging and progress was seen in nearly all aspects. If there was no progress, then that aspect has been maintained. It is pleasing to see an increase in pupils use of the Welsh language during informal periods.

The increase in pupils who listen to Welsh language music appears to be significantly greater and this is as a direct result of the attention Welsh language groups receive at school.

The fact that pupils' attitude towards the importance of the language is also as a result of grasping every opportunity to raise awareness of matters about Wales and its people at school.

Activities have taken place with the Welsh Whisperer, Mair Tomos Ifans and S4C Quiz with the rest of the catchment area. This had a positive impact on the pupils attitude towards Welsh language music and Welsh language programmes on S4C.

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Community Activities (Ffridd y Llyn)

Morning Assemblies: Dr Owain Edwards of Coleg y Bala and Rev. Hywel Edwards visit to address the children every month. Vicar Sandra also visits occasionally.

Police in the Community: PC John visits the school every term to discuss issues such as drugs, anti-social behaviour and personal safety with the children.

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Morning Assemblies: Rev. Hywel Edwards also visits to address the children every month.

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<p><u>Developing Enterprise:</u> Members of the community have been invited to the school to talk about their work.</p> <p><u>Eisteddfod Llandderfel:</u> All the children set about to prepare work to compete at the Llandderfel Eisteddfod. Their work was excellent and the judges praised each one.</p> <p><u>Macmillan Coffee Morning:</u> We had an excellent morning and a special assembly to raise the children's awareness of the work of Macmillan Nurses and £70 was collected.</p> <p><u>Children in Need Day:</u> All looked a picture in their costumes and £60 was collected for the Children in Need appeal.</p> <p><u>Designing Christmas Cards:</u> £62.66 was raised.</p> <p><u>Save the Children Day</u> – The children came to school in their Christmas jumpers and £45 was raised.</p> <p><u>Christmas Fair:</u> A coffee evening was held at the school and £513.32 was raised for school funds.</p> <p><u>Thanksgiving Service:</u> £129 was collected towards Tearfund Indonesia.</p> <p><u>Christmas Concert:</u> £383.50 was raised for school funds by selling tickets.</p> <p><u>Ffrindiau'r Ffridd</u></p> <ul style="list-style-type: none"> • Summer Fair – £379 was raised. • Egg Race – £100 was raised. <p><u>Guided Walk:</u> A sponsored walk was organised to the top of Foel Goch. The sum of £747.00 was raised.</p>	<p>children.</p> <p><u>Eisteddfod Talybont :</u> All the children set about to prepare work for the Talybont Eisteddfod. The school also encourages pupils to compete on stage every year.</p> <p><u>Macmillan:</u> A coffee morning for Macmillan was held and £322.00 was raised.</p> <p><u>Thanksgiving:</u> £156.00 was raised for Tŷ Gobaith in our service at Talybont Chapel.</p> <p><u>Children in Need Day -</u> All looked a picture in their costumes and £63.00 was collected for the Children in Need appeal.</p> <p><u>Save the Children Day</u> – The children came to school in their Christmas jumpers and £42 was raised.</p> <p><u>Designing Christmas Cards:</u> £224.14 was raised.</p> <p><u>Christmas Concert:</u> £329.50 was raised for the school funds by selling tickets.</p> <p><u>Guided Walk:</u> A sponsored walk was organised to the top of Foel Goch. The sum of £426.00 was raised.</p> <p><u>Summer Barbecue:</u> £406.91 was raised at our annual barbecue evening.</p> <p><u>Cyfeillion Bro Tryweryn</u></p> <ul style="list-style-type: none"> • Christmas Fair: A sum of £750.80 was raised.
<p><u>Cysgod y Foel Coffee Evening:</u> A coffee evening was held at Neuadd Bro Derfel and £207.90 was raised.</p> <p><u>Sponsored Cycle:</u> Mr Daniel Roberts and Riki Rowlands raised £2233.30 for Cysgod y Foel by cycling to Cardiff.</p>	

Links with Other Schools

School to School Partnership

Cysgod y Foel Federation – Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn have merged. This means that there is one Headteacher and one governing body between both schools, and the aim is to continue to develop the cooperation that already exists between both schools.

Ffridd y Llyn, Bro Tryweryn, Beuno Sant and Bro Tegid Schools - we met weekly to discuss aspects of the SDP, to scrutinise work and to discuss developments in our planning.

Penllyn Catchment Area Schools CfW Meetings– Rhian Dafydd is the Catchment Area Facilitator. It was resolved to develop the use made of learning powers to promote independence in the classroom and reconcile our methods to encourage this in the catchment area.

Primary-Secondary Transition meeting - Transition meetings have focused on transition tasks to facilitate the move from primary to secondary.

Sharing good practice – Penybryn, Bethesda and Llanbryn-mair Schools have looked at good practice in using the Areas in KS2. SAJ and DR visited Ysgol Penybryn, Bethesda to see at how they use the areas.

Procedures and Policies

Federation Policies

We continuously review all school policies to ensure they are up to date. The following are the policies that need to be reviewed annually:

Child Protection

Admission and Access

Curriculum

Reasonable Force

Anti bullying

Health, Safety and Wellbeing

Active Language

Summary of some of the Federation's policies

CHILDREN WITH ADDITIONAL LEARNING NEEDS

Sometimes we feel that it would benefit a child to receive attention to overcome specific problems. This can be either a long term or temporary arrangement. We usually concentrate on the basic skills such as reading, writing, spelling and mathematics, with the child being assisted (most often in a small group) by a member of staff following discussions with his/her parents. If required, we will ask for the support of other agencies such as the Education Psychologist, using Catchment Area Units on a part-time basis etc. Sometimes a child with intensive needs will be statemented following discussions with the parents. The work of more able and talented children will be planned more carefully in order to stretch them.

Additional Educational Learning Needs Coordinator – Mrs Siân Angharad Jones
Governor with responsibility for Additional Learning Needs – Mrs Siân Edwards

Summary of the Additional Learning Needs Policy

Aim

We work to offer, as much as possible, a fair opportunity for all children to develop emotionally, physically, mentally and educationally to take advantage of what the school has to offer, including the National Curriculum.

Guidelines

1. Meeting the requirements of the Wales Special Educational Needs Code of Practice 2002.
2. Using Gwynedd Access Criteria and 'Good Assessing' to plan the best possible provision.
3. Following a procedure of phases:
 - 'School Action' - pupils with short term needs
 - 'School Action Plus' - pupils with medium term needs
 - 3* - pupils with long-term needs
 - Statement - pupils with intensive needs

The Coordinator will contact an external specialist as required. All children on these phases will have their own Individual Educational Plan (IEP).

4. To ensure the inclusion of parents and pupils in the arrangements for assessing and reviewing individual pupils' needs, including the IEP.
5. As far as possible, every pupil will be expected to be included in all school activities.
6. Parents with any grievances can contact the following in the first instance – ALN Coordinator / the Headteacher / parents' representatives on the Governing Body / appointed ALN governors

Conclusion

It should be ensured that all children with learning disabilities receive every opportunity to reach their full potential. By doing this, the children with difficulties will receive the care that is due to them, be that physically, mentally or sensory.

Identifying, Assessing and Providing Additional Learning Needs

1. Every term, we as staff discuss the progress of each child. If concern is expressed, we will consider placing the pupil on the short term phase, namely School Action. If the problem or concern is not enough to place the child on a further phase, we will try to resolve the needs within the classroom by undertaking differential work. If the problem persists or increases, we will place the pupil on the next phase, which is School Action Plus.
2. The teachers use assessing as a natural part of their daily teaching. The process of lesson planning is undertaken to allow activities to be assessed - sometimes the activities will be differential in nature, and at other times it is the response to the same type of task that is differential. Through using these methods, and using standardised tests from time to time, it is hoped that each child receives the attention he/she deserves, and develops to his/her full potential, and that we will be able very soon to become aware of any problems or concerns that may arise.
3. Arrangements are available to review the ALN provision should the pupil be on any of the phase,s in accordance with the Local Education Authority's policies.
4. The parents' opinion is very important in identifying and assessing a child. Their opinion holds weight and we seek their cooperation in all cases.
5. When needed, other agencies' opinions are also necessary and the cooperation of relevant agencies is sought to identify and assess pupils with ALN.
6. In the event of receiving a child from another school, we will seek to ensure that information about the child reaches the school. In the same way, this school will also transfer any relevant information to the school which the child transfers to.

Pupils with disabilities

Children with Physical Needs

We will do everything within our ability to welcome every child, ensure their safety, enable them to participate in all school activities and obtain full access to the National Curriculum. We have an Accessibility and Equality Plan for Disabled People.

Disability Equality Plan

The Disability Equality Duty is a new duty within the Disability Discrimination Act (DDA) 2005, where schools are required to take proactive steps to ensure that pupils, staff, governors, parents/carers and other disabled people who use the school are treated equally.

**** ALN policies will be reviewed in accordance with the new ALN act that will come into force in 2020.****

Sex and Relationships Education (Life Education)

In accordance with the Education Act 1986, school Governing Bodies are expected to consider whether or not sex education should be a part of the secular curriculum. If they are of the opinion that sex education should be part of the curriculum, they are required to draw up and review a written statement of their policy in terms of its content and procedure. The Governing Body decided that Sex Education should be part of the curriculum at Cysgod y Foel (Personal and Social Education).

The purpose and objectives of Sex Education in the primary school are as follows:

- learning about the circle of life
- keeping children safe by assisting them to identify and respond to unacceptable behaviour from adults and other children
- assisting children to become aware of different life situations and emphasising moral importance
- helping the children to talk about issues relating to the body and relationships without embarrassment
- start to prepare the children for the decisions they will make in the future
- teaching children to respect themselves and others

Parents are entitled to exempt their children from those elements that are not part of the National Curriculum 2008.

If a parent/guardian has any concern, they are welcome to come to the school to discuss this with the Headteacher.

You are welcome to consult the Headteacher if you have any questions on the matter, or if you would like to see the Sex Education policy.

Reviewing School Strategies

The Vision of the Headteacher, Staff and Governors of Cysgod y Foel:

To create a happy school that puts the children first, a school that respects and extends each individual to his / her full potential.

General Objectives of the Federation

1. Environment and Ethos

To establish a happy and active environment based on a relationship of respect and care between teachers and pupils, and pupils towards one another that will enable a child to have a positive approach and develop self-confidence along with a positive self-image so that he/she respects himself/herself without being arrogant. To ensure that every pupil feels part of a disciplined society that gives them esteem in their life and work on moral, spiritual and humanitarian values.

2. Curriculum

To ensure that every child has equal opportunities by providing for him / her a relevant, differential, broad and balanced curriculum by interpreting the requirements of the Welsh Curriculum in the context of the philosophy and policies of the Local Education Authority. To enable pupils to use their literacy, numeracy and information and communication technology abilities in a variety of curricular contexts.

3. Bilingualism

To ensure that the Authority's amended Language Policy is implemented effectively in the context of the National Curriculum. To ensure that the ability of every pupil is developed so that he/she can use Welsh and English languages as a learning medium in accordance with the Education Authority's Language Policy.

4. Healthy Eating

We encourage children to eat fruit every day and to drink water during the day.

5. Organisation

To ensure an opportunity to develop teachers with extended professional responsibilities and train them in accordance with the needs of the pupils, the curriculum and the Education Acts of 1986 and 1988.

6. Staff Development

To ensure an opportunity to develop teachers with extended professional responsibilities and train them in accordance with the needs of the pupils, the curriculum and the Education Acts of 1986 and 1988.

7. Buildings

To try to improve the buildings and the use made of them, and ensure they respond to health and safety requirements; to promote cleanliness inside and outside the school and to create an interesting school environment.

The Priorities of the School's Improvement Plan 2019/20

Priority 1: Continue the journey towards the Curriculum for Wales.

Priority 2: Raise Numeracy Application Standards by interweaving the four objectives and the AoLE to the four teaching stages across the curriculum.

Priority 3: Raise writing standards in Welsh and English by making more use of oral work and using literature as a driver.

Priority 4: Develop each child's digital competence by familiarisation of the framework's expectations and specific planning to attain these.

Attendance 2018/19

Ysgol Bro Tryweryn – 96.6%

Ysgol Ffridd y Llyn 96%

The Governing Body keeps an eye on attendance, however, they do not feel that any steps are required at the moment.

Sports

We place considerable value on physical activities and their contribution to the physical, educational, social and emotional development of each child. We seek to provide a broad variety of activities to respond to the interests of each child. Our aim is to teach the child how to play with others as part of a team, group, pair and as an individual, to promote physical activity and healthy lifestyles, to nurture positive attitudes – respect fair play, compete honestly, cope with success and failure, ensure safe practices by responding to directions, acknowledge and follow rules, use equipment safely, etc.

We play friendly and competitive games including rugby, football, netball, cricket, athletics, rounders, etc. and participate in local team games in the catchment area and in Urdd's competitions.

Rhian Dafydd
October 2019