



Annual Governors' Report to Parents 2021-22

Ysgol Gymraeg Penalltau



To be presented on the school's website. Other formats available through school office on request.

Chair's Introduction

Annwyl Rhieni a Gwarcheidwaid,

It is my pleasure, on behalf of the Board of Governors, to present our annual report for the academic year 2021-2022. Our school has continued to adapt to the “new normal” following the Covid-19 pandemic, with high standards of teaching and learning maintained throughout. Despite some continued uncertainty our pupils have managed to adapt, which is reflected in attendance of nearly 91%. For overcoming many challenges, and alongside our teaching and support staff, our pupils should receive the highest praise for all their achievements. Da iawn pawb!

I am pleased to report the school has achieved School Development Plan (SDP) targets, which are detailed in the last section of the report. The SDP is a key performance indicator for the Governing Body, and we monitor progress against targets during our meetings. We are particularly pleased to see demonstrable increased engagement and confidence in pupils, from both a learning and teaching point of view – which is key as we begin to return to pre-Covid targets and monitoring.

Other notable mentions include the Thrive programme, which is securely embedded through whole class and individual targeted work to support pupils' emotional and social development. Pupils were able to talk to Governors about its importance in their learning, and shared skills which some of us have taken away to use in our own lives!

The Book Vending Machine has created great excitement for pupils – and Governors alike! We fully support its use which has inspired more pupils to tackle the Dreigiau's monthly challenges and has also spiked an interest in reading.

It has been a pleasure to engage with the children through virtual pupil voice sessions, which are well-attended by curious Governors and always thoroughly enjoyed.

I wish the school all the best for the next academic year and I am confident Ysgol Penalltau will continue to offer our pupils a wealth of experiences and learning opportunities.

Diolch,
Kate Grindal

Chair of Governors



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The Governing Body

The Governing Body is responsible for the effective management of the school. Terms of office are normally four years, and the Full Governing Body is currently constituted as shown below.

Name	Governor Type	Term of Office
Ms K Grindal	(Chairperson) L.A. representative	
Mr T Williams	(Vice) Community representative	24/01/2022
Mrs J Jones	L.A. representative	
Mrs B Jones	L.A. representative	
Mrs S Boyles	Community Representative	24/01/2023
Mrs V Beck	Community representative	28/01/2024
Ms L Williams	Minor Authority	06/10/2024
Mrs C Henshall Mrs G Harris	Parent Representative	<i>(Terminated 27/04/2022)</i> 27/04/2026
Mr I Urquhart	Parent Representative	06/06/2025
Mrs V Pitman Mr A Hopkin	Parent Representative	<i>(Terminated 09/10/2021)</i> 27/02/2026
Mrs H Marsh	Parent Representative	06/12/2024
Mrs Lowri Owen	Teaching Representative	12/10/2023
Mrs Andrea Woods	Head teacher	(ex officio)
Miss Jayne Richards	Staff Representative	05/11/2024

The clerk to Governors is Mrs Anna Lewis, who may be contacted via the
EAS Governor Support: Governor Support Team
Tel: 01443 863221 Governor.support@sewaleseas.org.uk



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A REVIEW OF GOVERNOR'S ACTIVITY FOR THE ACADEMIC YEAR 2021/22

Ms K Grindal was reappointed as Chair and Mr T Williams re-appointed as Vice Chair. Throughout the year we have seen several changes to membership. We were very sorry to see Mrs V Pitman and Mrs C Henshall leave our governing body after many, many years of service. We are very grateful to them both for their dedication and support over the years. In this academic year, we have welcomed Mr A Hopkin and Mrs G Harris as Parent Representatives and look forward to working together. We were extremely pleased to receive so many strong applications for these positions. We would like to thank all applicants for their support and would welcome further applications if positions arise.

Over the academic year, Governors were again heavily involved in the management of the school and have met regularly both face to face and virtually. The Governing Body have agreed on the distribution of responsibilities for areas such as finance, safeguarding, buildings, recruitment, and staffing, along with statutory committees, to our sub-committees. Link governors were elected as follows:

- a. Child Protection / Safeguarding - Mr T Williams
- b. Looked After Children (LAC) - Mr T Williams
- c. Additional Learning Needs (ALN) - Mr T Williams & Mrs J Jones
- d. Closing the Gap Governor (PDG/FSM) - Mrs S Boyles
- e. More Able and Talented (MAT) - K Grindal
- f. Training Governor (Link Governor for Training and Development) – H Marsh
- g. Self-Evaluation Champion - Chairperson
- h. Hwb Champion – L Owen
- i. Health and Safety - Mrs S Boyles
- j. Language Charter – I Urquhart & V Beck
- k. Distance Learning – L Owen & V Pitman & I Urquhart
- l. Standards – L Williams

Unfortunately, Autumn 2021 and Spring 2022 still saw the effects of Covid on school life with virus causing absences for both staff and pupils and many activities still being held virtually or with restrictions in place. All schools in Wales were closed at the beginning of the Spring Term to allow for updated planning/risk assessment in light of the ever-increasing covid cases. Luckily things eased throughout the year,



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and we are finally back to a more normal routine. Governor visits to the school were restricted during this period but we were able to meet the various pupil voice committees virtually again this year. They all gave very detailed presentations and were extremely confident.

Governors received safeguarding training and participated in a stakeholder review of our provision for Curriculum For Wales. Link governors for ALN and Safeguarding met with the headteacher and ALNCo to discuss current provision.

In terms of finance, the committee continued to work tirelessly with the head to ensure that we gain best value for money. The school is managing its budget effectively during these challenging times of cutbacks and restrictions.

Budget Report 2021-22

School Budget - Expenditure and Income (April 2021 – March 2022) Area of Spending	Total Amount
Staffing Costs	£748,540
Premises Related Costs	£81,340
Supplies and Services	£55,093
School Development Plan	£12869
LA Service Level Agreements	£26,546
Total Expenditure	£924,387
Income	£182,547
Net Expenditure	£741,840

Funding	Amount	Overall Balance
Total Formula Allocation	£786,955	
Balance carried forward from previous year	£159,249	£204,364.35
Total Funding	£946,205	£204,364.35

Governors have agreed to staff changes and class structures which are reflected in the school prospectus. New members of staff were appointed to cover members of staff who are to begin maternity leave and fixed-term positions

No parent meeting was held under Section 94 of the School Standards Organisation (Wales) Act 2013.

If parents wish to use their rights under the Act to hold a meeting, four conditions will need to be satisfied:

- Parents will need to raise a petition in support of holding a meeting;



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- The meeting must be called to discuss matters which affect the school;
- A maximum of three meetings can be held during the school year;
- There must be at least 25 school days left in the school year.

Further advice on how parents may go about requesting a meeting with the governing body is available on the Welsh Government's website at <https://beta.gov.wales/sites/default/files/publications/2018-03/statutory-guidance-to-the-governing-bodies-of-maintained-schools-in-wales-regarding-the-duty-to-hold-meetings-with-parents.pdf>

Complaints

There have been no formal complaints brought to Governors.

Attendance

No annual / comparative data is available due to the Covid-19 changes to reporting and target setting.

<u>Attendance - All statutory school age pupils</u>	
Whole Year 2021-22	Attendance – 90.97%

With the gradual lifting of restrictions and changes to isolation guidance, we saw a huge increase in case of Covid-19 amongst staff and pupils, which affected attendance.

Regular attendance at school is important in normal circumstances but is particularly important as we return to face to face learning. We understand that the present situation is complicated and that the virus is still around. However, regular attendance at school, when well, is paramount.

Of course, if your child has any of the following symptoms please do not send them to school and ensure they get a COVID-19 test as soon as possible:-

- A new continuous cough: this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours;
- High temperature: this means you feel hot to touch on your chest or back;
- Loss of taste and/or smell: this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal.

For those unable to attend school, for example, due to self-isolation, distance learning provision can be accessed through Hwb and Google Classroom.

Exclusions

No fixed term exclusions have been give during this academic year.



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Performance Data 2021-22

Reporting on end of year teacher assessments and Welsh National Testing were suspended for the year 2021-22, therefore no results are available.

School Times

	Morning	Afternoon
Nursery	09.00 – 11.45 am sessions only	Optional 'Cylch' session - 12.45-3.15
F Phase	09.00-12.00	1.00-3.15
KS 2	09.00-12.15	1.00-3.15
	(Break: 10.30-10.45)	

Term Dates

	Start of term	Half Term Starts	Half Term Ends	End of Term
Autumn	2/9/22	31/10/22	4/11/22	23/12/22
Spring	9/1/23	20/2/23	24/2/23	31/3/23
Summer	17/4/23	29/5/23	2/6/23	21/7/23

Inset Closure Days

6 staff training days are available to be used at each school's discretion throughout the year. School will be closed to pupils on these days..

The following dates are confirmed INSET days: 2/9/22, 5/9/22, 23/12/22, 9/1/23, 7/4/22. We will endeavour to give you as much notice as possible of the final date to be arranged.

Class structures for 2022-23

Class	Age range
Nursery/Meithrin- mornings only	Meithrin/Nursery + Codi'n 3/Rising 3s
Dosbarth Melangell	Reception/Derbyn
Dosbarth Guto Nyth Brân	Reception/Derbyn + Year/Blwyddyn 1
Dosbarth Dwynwen	Year/Blwyddyn 1 + 2
Dosbarth Llywelyn	Year/Blwyddyn 2 + 3
Dosbarth Seithennyn	Year/Blwyddyn 3
Dosbarth Gelert	Year/Blwyddyn 4
Dosbarth Blodeuwedd	Year/Blwyddyn 5
Dosbarth Branwen	Year/Blwyddyn 6



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The Curriculum

The school abides by the statutory curriculum requirements as set out in the Foundation Phase Framework and National Curriculum 2008. The Digital Competency Framework and the National Numeracy and Literacy Frameworks are also statutory requirements.

The Foundation Phase Framework is taught in all classes from Nursery to Year 2 and covers 6 areas of learning:

- Language, Literacy and Communication
- Mathematical Development
- Physical Development
- Creative Development
- Knowledge and Understanding of the world
- Personal, Social development, Well-being and Cultural Diversity

Pupils in Years 3-6 follow The National Curriculum which is divided into subjects:

- Mathematics
- Welsh 1st Language
- English
- Science
- Music
- Design and Technology
- Art
- Geography
- History
- Physical Education
- Information Technology

However, the curriculum in Wales is currently being updated. Although this new Curriculum for Wales will not be introduced until September 2022, we are currently exploring ways to provide a more innovative curriculum in line with the review. As suggested in the review, we have always used a thematic approach to learning, making connections between subject areas and this has been strengthened by the use of the TASC wheel to ensure learning contexts are purposeful and relevant to learners' lives in the modern world.

The new curriculum will no longer be divided into Key Stages-there will be continuum for all, with pupils monitored in progression steps. As well as three Cross-curriculum Responsibilities (**literacy; numeracy and digital competence**) the curriculum has six **Areas of Learning and Experience**: Expressive Arts; Health and Well-being;



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Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; and Science and Technology.

The Review has developed curriculum purposes to encapsulate a vision of the well-educated learner completing their statutory education in Wales. These purposes are that **all** our children and young people will be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Further information is available on our website (including an easy read booklet for pupils).

Teachers use a variety of teaching strategies and pupils are encouraged to experience working as individuals, pairs and in groups. Teachers have the flexibility to timetable subjects to suit their classes- this may mean some subjects are taught in blocks rather than on a weekly basis. Pupils are sometimes grouped according to ability or at random, dependent on task.

Additional Learning Needs (SEN Code of Practice)

A copy of the school's full Additional Learning Needs/ Inclusion Policies can be obtained by contacting the Head teacher.

The SEN Code of practice is being replaced by The ALN system. The separate systems for special educational needs (SEN) and learning difficulties and/or disabilities (LDD) in further education will be changed to create a single system for supporting learners from 0 to 25 with ALN. The additional learning needs (ALN) system will be put in place between September 2021 and August 2024. Some children will move to the ALN system between September 2021 and August 2022.

We are determined to deliver a fully inclusive education system for learners in Wales, a system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential.

The school consults with the parents of ALN pupils especially when designing a special programme of work or evaluation of it. Each ALN child has an Individual Education Plan (IEP/IDP). Parents are informed and take part in the reviewing process- this will be in a Child-Centred panel meeting.

The Education Authority provides special support for some children in school. Some pupils may require additional support during or throughout the school day to help



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them to access the curriculum fully. Some pupils may be withdrawn from lessons for additional targeted support sessions given by school staff.

When the ALN system is introduced you will notice the following changes to what things are called:

- special educational needs (SEN) becomes additional learning needs (ALN)
- special educational needs co-ordinators (SENCOs) become additional learning needs co-ordinators (ALNCOs)
- special educational provision (SEP) becomes additional learning provision (ALP)
- plans such as individual education plans (IEPs), statements and learning and skills plans (LSPs) will be replaced with a new plan called an individual development plan (IDP)

Some things have not changed. Having ALN is the same as having SEN. This means that if a child or young person has SEN they are also likely to have ALN. And it means the special education provision children and young people get to help them learn at nursery, school, PRU or college because they have SEN will continue, if it is still required, but it will now be called additional learning provision.

Pupils and visitors with Disabilities

We will ensure that pupils with disabilities will have equal opportunities within the school and that all possible aspects of the curriculum will be open to them. They will be treated sensitively and fairly. We will discuss with parents whether any special arrangements need to be made for their child and will consult with the appropriate department in the Local Education Authority in order to fulfil any needs. The school is a modern-build and has been purpose-built with due care to accessibility. Wheelchair accessibility is achievable in all areas of the school and disabled toilets are available in all 3 main areas of the school. Hearing equipment is available in the main reception and school hall. All school documentation is available in a variety of formats on request. The school's Disability Equality Scheme is available on request. Mrs Lowri Owen is the school's Additional Learning Needs Coordinator. Mr Trystan Williams and Mrs Julie Jones are our nominated ALN Governors.

Toilet Facilities

There are 3 pupil toilet blocks within the school, including 2 disabled toilets. Staff/visitor toilets are also available. Cleaners are employed by Caerphilly LA to clean the toilets daily, ensuring a sufficient supply of toilet paper, soap and hot water. The temperature of the water is checked by an electronic system. Hygiene inspections are undertaken by the caretaker on a daily basis. Pupils have access to the toilets throughout the day but must ask in order for staff to know their whereabouts for safety reasons.



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Healthy Eating and lifestyle

The school has a Health and Fitness Policy and a healthy lifestyle is promoted at school. Pupils are encouraged to bring fruit in for break time snack.

Pupils have regular access to drinking water throughout the day. Foundation Phase pupils receive free milk. Crisps, sweets and sugary drinks and flavoured waters are not permitted. Caerphilly Catering currently supply a well-balanced and tasty variety of freshly prepared meals at lunchtime. Arrangements are made at school for those children who wish to bring sandwiches and we promote healthy lunchboxes. The school has a Health and Well-Being Committee which helps pupils have a voice in decisions relating to food, fitness and well-being. The school has gained the Healthy Schools National Quality Award.

Sports

All pupils have 2 hours of health and well-being activities timetabled each week. In addition to this, planned physical activities are integrated into other subject areas throughout the week. Our 'Young Leaders' are responsible for timetabling and leading physical activities during playtime breaks but there are also markings on the school yard to promote physical activity.

Throughout the year, a wide range of sporting activities and extra-curricular clubs and events were arranged. Unfortunately, many of these were affected by the Covid-19 situation. Some events that did take place include:

- Year 5/6 Outdoor adventure Course at Abernant which gave pupils an opportunity to participate in physical and sporting activities such as kayaking, high-ropes, shooting and fencing.
- Urdd sports club and several taster sessions for all ages.
- A wide range of after school clubs that have continued this year. Eco – Club outdoor activities, rugby, football, folk dancing and multi-sports (Summer Term).
- Year 6 are working with Tygan Pinch from Dragon's Gateway Rugby to improve their rugby skills. Rugby Festival at Principality Stadium.
- Y5/6 had an inspirational visit to Rodney Parade.
- Wythnos lechyd a Lles pupils had an opportunity to try out a wide range of physical activities including hockey, ballet, boxing, taekwondo, netball, Forces Fitness and Cricket. We also had a visit from the Welsh footballer, Natasha Harding!
- School Sports Day

Music

All pupils study music throughout the year. Year 6 have been able to learn how to play Doods with Caerphilly Music Services. Year 3 also have a class recorder lesson



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taught by the class teacher. Reception to Year 3 have worked with Rhodri Harries, C nadram, using drama and song to improve Welsh Oracy skills.

Children are encouraged to listen to music daily; all pupils celebrated Dydd Miwsig Cymru and had an opportunity to compete in musical events in our school Eisteddfod.

Developing links with the Community

The Covid-19 pandemic continued to impact greatly on our ability to connect with our community. However, with a bit of creative thinking and adaptations, many activities were held successfully:

- Welsh Government home learning scheme 'Pori Trwy Stori' – Reception and Nursery pupils.
- A wide variety of trips to places in the community: Parc Penallta, Eden Centre, Crucial Crew
- Visits to school from public service officers such as PC Smith and the Fire Service.
- Pupils performed outdoors at the Menter Caerffili's Christmas Fair and Ffiliffest.
- Parent Teacher Association activities included a disco, Bags for School collection and our Christmas Fayre.
- The school works closely with the Urdd to enable pupils to participate in a variety of sporting activities, as well as visits to Cardiff Bay.
- Parents have been welcomed into school for a wide range of activities:
 - Assemblies
 - Parents' Evenings
 - Welsh Coffee Morning sessions
 - Transition sessions for new families
 - Parents received a virtual Christmas Concert from each class.
- Pupils regularly participated in awareness and fund-raising events for charities such as Children in Need, Down's Syndrome Awareness, Dog's Trust, Comic Relief.
- The school has supported the Health authority in delivering many of their programmes: height, weight and vision/hearing screening, dental checks, immunizations.
- Harvest festival donations were given to our local Food Bank.
- Martyn Geraint, Mewn Cymeriad and Helyntion Hurt came to entertain our pupils both face to face and virtually.



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- Internet Safety Workshops were held for pupils as part of National Internet Safety Day.
- Pupils discussed the importance of creating a safe and happy environment during Anti-Bullying Week.
- 81 pupils in Years 4-6 had the opportunity to spend time away from school on Residential courses in Cardiff Bay and Abernant, participating in a wide range of activities such as bowling and abseiling. They all thoroughly enjoyed and we were incredibly proud of their attitude and behaviour.
- Years 3-4 worked with Rhiannon Roberts, a professional artist, to complete a unique piece of art for our school.
- Year 6 created their very own radio show on CymruFM with the help of Mark Griffiths, Studiobox.
- Year 5 explored space with Astro Cymru
- Year 4 visit to St Catwg's Church, Gelligaer
- Year 6 visited Parc Penallta on termly visits to work on the Stronger Roots project, which focusses on mental health and well-being.
- Our Year 6 pupils worked as Young Promoters to bring a fantastic puppet show to our local community. Puppetsoup, supported by Arts Council of Wales, delivered a spectacular performance of 'A Dragon's Tale'. We were very fortunate to welcome Cllr Andrews, Cabinet Minister for Education, to our school for the performance.
- A Food and Uniform Bank was held at the school.

Evaluation of School Development Plan 2021-22

Target	Actions and Impact
<p>Priority 1- Standards and Progress</p> <p>a) To strengthen the use of Welsh in the classroom and beyond (Welsh Language Charter-Gold Award)</p>	<p>A great deal of work has gone on to embed strategies to improve spoken Welsh across the school to combat the effects of covid-19 and distance learning. The impact of these can be seen through the pupils' developing confidence using subject specific vocabulary and increasing ability to use sentence stems to help them form clear explanations and opinions. It is obvious just from walking around the school and talking to pupils that standards have improved.</p> <p>Use of Language Pyramids for pupil self-assessment and challenge + Structured program for Daily Drilling practice-Drilio Disglair are now well established and we have noticed an improvement in the quality of pupils' use of language.</p> <p>A structured program for the use of songs to increase vocabulary and improve grammar + Yard Games- (part of Cluster Project with Rhodri Harries) was introduced. Reception to Year 3 have all had 4</p>

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<p>b) Mathematics and Numeracy- Embedding the new curriculum</p>	<p>sessions with Mr Harries. They have composed songs using vocabulary and grammatical structures based on their work in class and have learnt many new yard games. This has had a very positive impact on the pupils' use of Welsh socially. It has also been fantastic to see some of the quieter members of class gaining confidence in performing- some have really shocked us with their flamboyant performances! The pupils have also created videos of our yard games to share with local English medium schools</p> <p>Y Dreigiau collected ideas for signs and posters around the school to support talk in play situations i.e. Football vocabulary- Signs and posters are now around the school to support children's use of language in play.</p> <p>We have now received our Book Vending Machine and this has created great excitement. It has certainly inspired more pupils to tackle the Dreigiau's monthly challenges but has also spiked an interest in reading- children can be heard in corridor discussing which book they'd like to win and why, sharing their opinions on what makes a good book cover and discussing books they have previously read!</p> <p>The school has been approached about an exciting new project 'Cymraeg yn y Cartre' with Coleg Gwent- the course promotes and supports parents to use Welsh at home through co-operation with school and a fulltime tutor.</p> <p>Our Prif Swyddogion have met virtually with other pupils across the cluster to share ideas on promoting the Welsh language. We hope this will become a regular event.</p> <p>Whole staff to work on Curriculum Design to ensure the 5 proficiencies are integral to curriculum design- Intense staff training for all staff on use of CPA approach (concrete, pictorial, abstract)- and Cluster network groups have been established.</p> <p>We will continue to monitor the impact of this training but a positive sign is that we have been approached by the EAS to share good practice due to the work we have recently shared on Twitter!</p>
<p>❖ Priority 2 – Wellbeing and Attitudes to Learning</p> <p>Continue to develop independent, confident and</p>	<p>Re-engaging and re-connecting: We have ensured that the Thrive programme is securely embedded, including whole class and individual targeted work to support pupils' emotional and social development. All classes have completed a class assessment and use suggested strategies across all areas of the curriculum. Individual Thrive assessments were completed as necessary in line with Barriers to Learning screening. Targeted individuals are making good progress.</p>

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<p>ambitious learners through metacognition</p>	<p>The introduction of the 'Jigso' Wellbeing programme has ensured a structured whole school approach to Health and Wellbeing.</p> <p>The Olwyn Ddysgu (TASC) approach ensures that pupils have ownership of their learning and begin to recognise the stages of learning and importance of planning, creating, reflecting and refining.</p> <p>Unfortunately, covid has continued to present challenges with regards to releasing staff. We are hoping that as things improve we will be able to release staff to observe good practise across the school and further improve consistency.</p> <p>We have reintroduced timetabled sessions where metacognition and reflection on feedback are given quality designated time. Engagement in learning is generally very good.</p>
<p>Priority 3: Teaching and Learning Experiences Improve provision for Science and Technology – with particular focus on computation.</p>	<p>The newly appointed leader of Science and Technology has ensured we have a deep understanding of the AOLE through engaging in consortium network meetings and researching relevant studies to assist curriculum design. The AOLE leader has had time to complete professional research based enquiries to further understanding of the AOLE. They have engaged in EAS networks. The AOLE leader has led whole staff sessions to further improve staff understanding of the AOLE. Staff found these sessions extremely useful.</p> <p>We have reviewed our current curriculum provision to ensure learning experiences are both relevant and progressive. A draft curriculum design has been created and we are currently trialling this. There will be scheduled opportunities for us to reflect and refine throughout the year (and beyond!)</p> <p>Staff and pupils feedback demonstrates increased engagement and confidence both from a learning and teaching point of view. We have Reviewed our IT resources and have created a spending plan for improvement. Further Coding equipment has been purchased. Unfortunately Lego Wedo has not been updated and therefore the packs we have can no longer be used to full potential. We are currently looking at alternatives. Science resources have also been purchased to support our work.</p>
<p>Priority 4- Care, Support and Guidance</p> <p>Targeted support in literacy, numeracy and social and emotional skills.</p>	<p>Pupil Wellbeing Questionnaire were used to highlight any concerns on our return to school in September. No major concerns were raised, however, a few pupils were monitored/ supported through informal mentoring sessions for a short period of time. All individuals have made good progress and no longer need long term support.</p> <p>We have taken advantage of grant funding to support a group of our younger pupils through Bucket Time-attention and listening intervention. We have purchased additional play equipment to</p>

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support pupils' interaction during playtime. This has led to a fantastic atmosphere at playtime and enables pupils to use a variety of skills in their natural play.

Our FSM wellbeing officer meets with pupils weekly to discuss homework and ensure adequate resources are available to pupils. There is a lovely relationship blossoming in this group. We have seen an increase in engagement with homework tasks and enthusiasm for learning. We have purchased packs of basic resources (maths equipment, pencils pens, glue, notebook, Welsh dictionary) to support these pupils at home. The FSM wellbeing officer has supported families in ensuring they have accessed the PDG access Grant (uniform grant) and has been a great help with supporting issues such as transport, FSM entitlement and admin support.

We have introduced targeted literacy and numeracy support – including Precision Teaching, additional phonic support, Time to Talk/Comit, Ten DD, Number Recovery, Catch up. Unfortunately, intervention work has been hindered by staff and pupil absences. However, we are pleased with the general progress being made.

Although progress has been demonstrated, due to frequent absences a small minority of pupils will remain on intervention programmes to ensure skills are thoroughly embedded.

Our ALN register has been reviewed in line with reform timetable. Cluster moderation has been held ensure consistency in criteria for inclusion on register.

We have reviewed Safeguarding Procedures. Our Safeguarding and ALN governor attended the school for a valuable in-depth discussion about our policies, systems and procedures.

School Development Targets 2022-23

1. Continue to raise standards in Language- focus on spelling, grammar and handwriting.
2. To develop pupils' creativity
3. To further develop our provision for Expressive Arts
4. To ensure mandatory and statutory elements of Curriculum For Wales are met within our curriculum design
5. To work with our Cluster to ensure a shared understanding of progression and assessment and tracking arrangements.



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The school's prospectus is updated annually and is available to all on the school's website.

School Contact Information

Chair of Governors: Kate Grindal (c/o Ysgol Gymraeg Penalltau)

Head teacher: Mrs Andrea Woods, Ysgol Gymraeg Penalltau

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Other Contact Details

Caerphilly County Borough Council – Local Education Authority

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