

Governors' Annual Report to Parents

Ysgol / School: Ysgol Penglais School

Blwyddyn / Year : 2022 - 2023

Cyflwyniad:

Mae'n ofynnol i Gyrrff Llywodraethol ysgolion a gynhelir gynhyrchu Adroddiad Blynyddol i Rieni. Mae cynnwys yr adroddiad yn statudol, er gall Gyrrff Llywodraethol ddewis i ychwanegu gwybodaeth allai fod yn ddefnyddiol.

Yr adroddiad blynyddol yw'r prif ddull ffurfiol y gall y Corff Llywodraethol ddangos eu hatebolrwydd i Rieni. Mae'n cynnig cyfle nid unig i gyfathrebu â Rhieni - yr hyn sydd wedi bod yn digwydd yn yr ysgol yn ystod y flwyddyn flaenorol ond hefyd i rannu cynlluniau'r Corff Llywodraethol ar gyfer hyrwyddo safonau uchel o gyflawniad addysgol ac i fynd ati i gasglu barn Rhieni am y dyfodol.

Mae'r Rheoliadau yn caniatáu i ysgolion ddarparu Adroddiad llawn yn unig i'r Rhieni sydd yn gofyn am gopi a chyhoeddi crynodeb ar gyfer yr holl Rieni.

Gellir cael mynediad i gopi o'r Adroddiad llawn ar wefan yr ysgol www.penglais.org.uk neu drwy gysylltu â'r ysgol ar _01970 624811 [rif ffôn](tel:01970624811) a chyfeiriad e-bost admin@penglais.org.uk

Introduction:

All Governing Bodies of maintained schools are required to produce an annual report to parents. The contents are statutory, however Governing Bodies may choose to add additional information which they think may be useful.

The Annual Report is the main formal means by which the Governing Body can demonstrate their accountability to parents. It provides an opportunity to not only engage with parents on what has been happening at the school during the previous year but to share the governing body's plans for promoting high standards of educational achievement and to actively seek the views of parents for the future.

The Regulations allow for schools to make available the full report only to those parents who request it, and to issue a summary report for distribution to parents.

Copies of the full report can be accessed via the school website www.penglais.org.uk or by contacting the school on 01970 624811 or by email at admin@penglais.org.uk

ADRAN 1 – CRYNODEB O'R ADRODDIAD**SECTION 1 – SUMMARY REPORT**

**1. Hysbyseb o Gyfarfod Blynyddol Rhieni/Llywodraethwyr i ddod *(os caiff ei gynnal o dan Adran 94 o Ddeddf Trefniadaeth Safonau Ysgolion (Cymru) 2013):
Notification of upcoming AGPM Meeting *(if held under Section 94 of the School Standards Organisation (Wales) Act 2013:**

Dyddiad / Date	Tuesday 24 th October 2023
Amser / Time	6.00pm
Lleoliad / Venue	Ysgol Penglais School Sixth Form Centre
Pwrpas – Eitemau Agenda / Purpose - Agenda items	<ol style="list-style-type: none"> 1. Welcome and Governor introductions 2. Apologies for Absence 3. Key issues in the Governors Report 4. Discussions of matters arising from the report 5. Any other points you wish to raise with the governors
Gweithredu ers y Cyfarfod Blynyddol diwethaf / Actions following the previous AGPM	No actions to follow up on

**2. Gwybodaeth am seddi gwag Rhieni Llywodraethwyr / etholiadau sydd i ddod:
Information regarding Parent Governor vacancies / upcoming elections:**

Nifer y seddi gwag presennol ar gyfer Rhiant Lywodraethwyr / Number of current Parent Governor vacancies	0
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Os oes gennych ddiddordeb mewn bod yn Rhiant Lywodraethwr ar y Corff Llywodraethol ac mae swydd wag, mi fydd angen i chi gwblhau ffurflen enwebu a gallwch ei gael o'r Ysgol neu'r Tîm Cefnogi Llywodraethwyr: <http://www.ceredigion.gov.uk/preswylwr/ysgolion-ac-addysg/llywodraethiant-ysgolion/gwneud-cais-i-ddod-yn-llywodraethwr/>
01970 633676/685 llywodraethwyr@ceredigion.gov.uk

If you are interested in becoming a Parent Governor on the Governing Body and there is a vacancy, you will need to complete a nomination form which you can obtain from the School or from the Governor Support Team: <http://www.ceredigion.gov.uk/resident/schools-education/school-governance/apply-to-become-a-governor/>
01970 633676/685 governors@ceredigion.gov.uk

3. Darpariaeth chwaraeon yn yr Ysgol a'r ddarpariaeth a wnaed ar gyfer gweithgareddau chwaraeon allgyrsiol / Sports provision at the School and extra-curricular sports activities:

**Darpariaeth chwaraeon gan gynnwys gweithgareddau allgyrsiol:
Sports provision including extra-curricular activities:**

Athletics

A full team of athletes from Penglais attended the Ceredigion Athletics Championships held in Johnstown, Carmarthen. Many of our athletes were congratulated on their impressive performances on the day, in particular Kemsî in Year 7 who came 1st in the 100m, 200m, and Long Jump event and was also a member of the winning relay team. Carter, a year 10 student also had an impressive time for the

100m and 200m events and was also the 4th leg of the winning relay team. 16 athletes in total, were selected for the Dyfed Championships having come within the first two places in their individual events.

Congratulations to:

Year 7

1. Kemsi - 100m, 200m, Long Jump
2. Tomos – 1500m

Year 8

1. Sol - 800m
2. Liam - 15000m

Year 9

1. Josh - 100m
2. Austin - 200m, Long Jump
3. Steffan - 1500m
4. Owen - Hurdles
5. Joe – Javelin

Year 10

1. Carter – 100m, 200m
2. Will – 800m
3. Daniel – 1500m
4. Josh – Long Jump

Kemsi (Yr 7) and Joe (Yr 9) competed at the Welsh Schools Athletics National Track & Field in Cardiff at Leckwith Stadium after selection at the Dyfed Schools event. Kemsi broke two Dyfed records in the 100m and 200m sprint. His 100m time was 12.4 (previous record was 12.6) and the 200m time was 26.4 (previous record 26.9 in 2004 and 2006).

Basketball - Junior NBA

After a very successful Tournament last year, schools across Wales from all 22 local authorities took part in this prestigious event for the 2023 season.

In March, Penglais took part in the North Conference Jr NBA Wales day in Bangor University, and this year we had the honour of having 2 teams (Dallas Mavericks and Orlando Magic) coached by Liam (Yr13) and Alex (Yr11) respectively.

Both teams played some superb basketball in all 4 of their matches with the Dallas Mavericks winning the group and advancing to the Welsh Finals Day in June at Aberystwyth University alongside the 3 other group winners from the North Conference and 4 group winners from the South Conference.

A special mention to Dhayne (Yr8ENN) who won the male most valued player award for the 2nd year in a row.

Glow in the dark Basketball

Aberystwyth Basketball club delivered a workshop for girls in KS3 to attract new members for an inclusive after school club held in Penglais on Thursday evenings. The aim of the club was to invite girls to take part purely for fun and enjoyment without any pressure to win or be self-conscious when participating.

Cricket

Year 8 student Aadvik was selected for the Wales Under 13s cricket squad for the summer season. An amazing achievement for Aadvik who has trained hard all winter to gain selection. Over the summer, he played England and Wales, taking on sides such as Cornwall, Warwickshire, Gloucestershire and Yorkshire whilst playing at some fantastic cricket grounds. Aadvik has been keenly supported by Aberystwyth Cricket Club who train every Friday at the cricket club at 5:30pm.

Football

Athletics Football Club (AFC) Foundation Football Workshop

All students in year 7 took part in a free football taster session run by Swansea City AFC Foundation on Friday 27th Jan. All students engaged in small-sided games, and fun was had by all.

Ben, a year 10 student recently attended trials at Aston Villa specifically for Goal Keepers. Approximately 100 goalkeepers attended the trial and were divided into age groups. Ben was with the under-15 section. They completed activities in their groups, led by coaches from Brentford and Crystal Palace. There was one Aston Villa scout watching the individuals and taking notes. If successful, Ben will be contacted in the future by the Aston Villa Academy. It was a great experience, and he was able to learn from professional coaches and other goalkeepers from around the country.

Urdd Football

Penglais had a successful day at the Urdd tournament in Blaendolau on May 12th. The year 7&8 girls team came runners up in the plate final, while the year 7 & 8 boys, year 9 & 10 girls and year 9 & 10 boys all ended the group stage in the top two and progressed into the cup competition. The year 7 & 8 boys won their quarter final before falling to a narrow 1-0 defeat in the semi-final and the year 9 & 10 girls were knocked out on penalties in the quarter final after a goalless game. Huge congratulations to our year 9 and 10 boys who won the entire competition, beating Glantaf in extra time in the final!

Welsh Schools Cup competition

Two girls' teams (U13 and U15) were entered and 5 Boys teams (U12, U13, U14, U16 and U18) in this annual knock out competition. The U15 girls reached the Semi-Finals of the Welsh Cup Vs Glan Clwyd away in Newtown but lost the game in extra-time. In the final 16 of the Cup, Year 7 showed amazing heart and resilience to fight back from 4-1 down to draw 4-4 with Welshpool, but unfortunately lost the game 5-4 on penalties.

The Year 8 boys football successfully overcame John Beddoes High School in the last 16 of the Welsh Cup. The score line was an impressive 7-1 with many of our boys getting on the score sheet. In the quarter final, they faced a daunting trip to Newport to play Basseleg School, but lost the match by 2-0. The U18 team were also successful and got through to the quarter finals after a superb 2-0 victory over Stanwell School with both goals coming from Cameron backed up by fantastic team performance. They faced Olchfa School in Swansea in the next round but lost 5-2 and were unfortunately knocked out of the competition.

Gymnastics

Owen Jac in year 9 who has been re selected for the Welsh Tumbling National Development squad for 2023.

Hockey

Two teams were entered into the Ceredigion league (U18 and U14). Fixtures were played weekly during the first half term alternating between Home and Away fixtures. The U14 team were undefeated and went on to represent Ceredigion in the South Counties tournament in Preseli to play the winners of Carmarthen, Pembrokeshire and Llanelli schools. Penglais came 3rd in Dyfed. Ruadhán and Orla were both reselected to play for Wales at U18's.

Summer Hockey Festival 2023

Following the success of the summer Hockey festival in 2022, students from years 7-10 attended the Mixed 7s Hockey Festival held in Lampeter, organised by Ceredigion Active. The County have been working with Hockey Wales to attract more young players from both Primary and Secondary Schools to get involved and play more hockey. Penglais entered five teams and the day turned out to be very successful for all involved. Everyone gave maximum effort and had a tremendous amount of fun.

Netball

Ceredigion Netball Tournament

Both U18 and U16 teams achieved success in the Ceredigion Championships. The U16 team won all their matches in their pool earning their place in the final but lost by one goal in extra time in a nail biting final against Bro Teifi.

In the U18 category, the team were equal on points following a round robin competition, winning three of their matches and drawing 3-3 against Bro Pedr school in Lampeter. The team narrowly lost a place on goal difference to represent Ceredigion against the Southern Counties. U18 players: Cerys (Captain), Anna, Yasmin, Rachel, Elan, Ella, Millie, Karen.

Rugby

Rugby 7's

Students from years 7-10 attended a rugby 7s competition in Aberaeron which turned out to be a successful day for all involved. Everyone gave maximum effort with the Year 8 team ending the tournament as runners up, narrowly losing to Penweddig in the final.

Disability Sport:

Kai was called up to represent Wales U18 Wheelchair basketball team in the junior Championships held in Worcester.

Jac a student in Year 10 won 3 gold medals at the Welsh Athletics meet in Warwick in all three throwing events (discus, javelin and shot).

Extra Curricular Time Table

WHEN	WHERE	Monday	Tuesday	Wednesday	Thursday
LUNCH TIME 12.30 – 1:10	Gym	Weights room Year 10/11 Boys	Dance Year 7, 8 and 9	Gymnastics CAP	Year 7 benchball JLR
	Sports hall	Yr 7, 8 and 9 Basketball Lee Coulson	7, 8 and 9 Netball SLJ/CAP	Year 8 and 9 Football Lewis/OXD	Girls Rugby Lewis
					Weights room Year 10/11 Boys
After school 3.15 – 4.30		Volleyball All age groups	Hockey All age groups	GIRLS FIXTURES BOYS FIXTURES	Girls football Year 7 and 8 Year 9 and 10
			Boys Rugby 7 and 8 9 and 10		Boys Football Year 7 and 8 Year 9 and 10
			Netball Year 10 and 11		
		Basketball Year 7 – 11 5-6pm £4.00			Basketball Year 7 – 11 5-6pm £4.00

ADRAN 2 – ADRODDIAD BLYNYDDOL LLAWN:**SECTION 2 – FULL ANNUAL REPORT:****1. Aelodaeth y Corff Llywodraethol / Governing Body Membership:**

Cadeirydd ar gyfer y flwyddyn gyfredol: <i>Chairman for the current year:</i>	Prof. Jon Moorby
Is-Gadeirydd am y flwyddyn gyfredol: <i>Vice-Chairman for the current year:</i>	Dr. Anne Williams

Aelodaeth y Corff Llywodraethol / Governing Body Membership:

Enw / Name	Categori (e.e. ALI / Cymunedol / Rhiant) Category (e.g. LA / Community / Parent)	Cyfrifoldeb / Responsibility	Dyddiad Gorffen / Expiry Date
Prof Jon Moorby	LEA	Chairperson	Nov 2023
Mr C Turner	Community	Health & Safety and GDPR	Nov 2023
Mr P Williams	LEA	Health & Safety and online safety	Nov 2023
Mrs M Pugh-Jones	Parent	Alumni & Fundraising	Dec 2023
Dr E Gagen	Parent	CP/Safeguarding & Training new governors and Whistleblowing	Dec 2023
Dr Ann Williams	Community	Vice-Chairperson	Nov 2024
Mrs J Elgood	Teacher	n/a	Nov 2024
Mrs K Porter	Teacher	ESDGC and Workload	Nov 2024
Dr R Santer	Community	Attendance matters	Nov 2024
Mrs K Ferguson	Community		June 2026
Cllr G Davies	LEA		June 2026
Dr A Igboekwu	Parent		Nov 2026
Mrs V Akpkodje	Parent		Nov 2026
Mr M Allman	Parent		Nov 2026
Miss C Jones	Staff		Nov 2026
Prof M Jarvis	Parent		Feb 2027
Cllr G Holloway	Community		Feb 2027

Clerc i'r Corff Llywodraethol / Clerk to the Governing Body:

Enw / Name	Mrs Helena Clements
Cyfeiriad / Address	Penglais School Waunfawr Aberystwyth SY23 3AW Email: hcl@penglais.org.uk Tele: 01970 621110

2. Datganiad Ariannol Llawn ar gyfer y flwyddyn flaenorol / Full Financial Statement for the previous year:**Atodwch** datganiad ariannol llawn ar gyfer y flwyddyn flaenorol neu gwblhewch y tablau isod:**Attach** full financial statement for the previous year or complete the tables below:

Dyraniad Gwreiddiol Ariannu yn ôl Fformiwla / <i>Formula Funding Initial Allocation</i>	£6,206,495
Newid yn Niferoedd Disgyblion / <i>Change in Pupil Numbers</i>	0
ADY / ALN	£29,546
Arwynebedd / <i>Floor Area</i>	
Y Dreth Annomestig / <i>National Non-Domestic Rates</i>	0
Arfarnu Swyddi / <i>Job Evaluation</i>	0
Cau Ysgol / <i>School closure</i>	
Addasiad Arall / <i>Other adjustment</i>	
Dyraniad y Gronfa wrth gefn heb ei ddefnyddio/ <i>Allocation of Unutilised Contingency</i>	£295

Dyraniad Diwygiedig Ariannu yn ôl Fformiwla 2022/23 <i>Revised 2022/23 Formula Funding Allocation</i>	£6,236,336
Gwariant Net / <i>Net Expenditure</i>	£6,438,536
Amrywiant / <i>Variance</i>	£-202,200
Llog ar y Gweddillion / <i>Interest on balances</i>	£6,318
Gwarged / (Diffyg) - 1 Ebrill 2022 <i>Surplus / (Deficit) - 1 April 2022</i>	£1,058,589
Gwarged / (Diffyg) - 31 Mawrth 2023 <i>Surplus / (Deficit) - 31 March 2023</i>	£862,707

Costau Gweithwyr / Employee Costs:

Costau Athrawon / <i>Teacher costs</i>	£4,314,018
NNEB, Cynorthwyr Gofal / <i>NNEB, Care Assistants</i>	£875,173
Costau Gofalwyr / <i>Caretaking costs</i>	£69,596
Costau Gweinyddol / <i>Administrative costs</i>	£629,448

Costau Athrawon Cyflenwi / <i>Supply Teacher costs</i>	£115,214
Costau Goruchwylywyr/ <i>Supervisors costs</i>	£17,267
Costau Gweithwyr Eraill / <i>Other Employee costs</i>	£31,168
CYFANSWM COSTAU GWEITHWYR / TOTAL EMPLOYEE COSTS	£6,051,883

Costau'r Adeilad / Premises Costs:	
Cynnal a Chadw / <i>Repair and Maintenance</i>	£63,689
Costau Ynni / <i>Energy costs</i>	£207,119
Trethi / <i>General rates</i>	£128,400
Costau Dŵr / <i>Water charges</i>	£10,302
Nwyddau a Gwasanaethau Glanhau / <i>Cleaning supplies and services</i>	£153,745
CYFANSWM COSTAU'R ADEILAD / TOTAL PREMISES COSTS	£563,255

Costau Trafnidiaeth / Transport Costs:	
Costau Trafnidiaeth uniongyrchol / <i>Direct Transport costs</i>	£0
Costau Teithio / <i>Travelling costs</i>	£19,966
Yswiriant Teithio / <i>Transport insurance</i>	£0
CYFANSWM COSTAU TRAFNIDIAETH / TOTAL TRANSPORT COSTS	£19,966

Nwyddau a Gwasanaethau / Supplies and Services:	
Gwariant Lwfans y Pen / <i>Capitation related expenditure</i>	£113,901
Adnoddau TGCH/ <i>ICT Resources</i>	£90,070
Costau Arlwyo / <i>Catering Costs</i>	£267,798
Cytunebau Lefel Gwasanaeth / <i>Service Level Agreements</i>	£46,678
Costau Llungopïo / <i>Photocopying costs</i>	£31,631
Nwyddau a gwasanaethau eraill/ <i>Other Supplies and Services</i>	£285,086
CYFANSWM NWYDDAU A GWASANAETHAU / TOTAL SUPPLIES AND SERVICES	£835,164

GWARIANT GROS / GROSS EXPENDITURE	£7,470,269
Wedi'i Leihau: INCWM (incwm cyffredinol) / Less: INCOME (General income)	£1,031,733
CYFANSWM YR INCWM / TOTAL INCOME	£1,031,733
GWARIANT NET / NET EXPENDITURE	£6,438,536
<u>Arian sydd ar Gael /</u> <u>Funding Available</u>	£7,294,925
Ariannu yn ôl Fformiwla Diw 2022/23 Rev Formula Funding 2022/23	£6,236,336
Gweddill c/d 1 Ebrill 2022 Balance b/f 1 April 2022	£1,058,589
AMRYWIANT NET / NET VARIANCE	£856,389
LLOG / INTEREST	£6,318
CYFANSWM ARIAN WRTH GEFN 2022/23 TOTAL 2022/23 SURPLUS	£862,707

3. Defnydd y Grantiau / Use of the Grants:

Swm y ddyrannir i'r Ysgol: / amount allocated to the School:	£138,000
Sut mae'r Grant GAD wedi lleihau effaith tlodi ar gyrhaeddiad addysgiadol: How the PDG grant has been used to reduce the impact of poverty on educational attainment:	
This is used in a variety of ways to support students receiving FSM:	
<ul style="list-style-type: none"> • School uniform support • Breakfast and other food • Intervention classes for English and maths • Revision sessions • 1:1 tutors • Support staff • Family Engagement Officer 	

4. Cyrchfannau y Disgyblion sydd yn ymadael / Destination of School Leavers:

Ysgolion Uwchradd / Secondary Schools: Year 11

Nifer y Disgyblion sydd yn gadael ar ddiwedd y Flwyddyn Academaidd flaenorol: Number of Pupils leaving at the end of the previous Academic Year:	Careers Wales do not have all figures at this time.
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Nifer y Disgyblion sydd yn gadael am: <i>Number of Pupils leaving for:</i>	Addysg Bellach / Hyfforddiant: <i>Further Education / Training:</i>	78 + 6 apprenticeships	Cyflogaeth: <i>Employment:</i>	2	Adleoli / Tynnu'n ôl: <i>Relocation / withdrawn:</i>	
<p>Gwybodaeth ychwanegol: <i>Additional information:</i></p> <p>Unifrog data Students in all year groups have access to Unifrog. 98% of Year 11 are building their profile on the website. 77% of students have logged in during the last academic year.</p> <p>Careers Wales data Number of one to one interactions: 283 Number of pupils attending one to one interactions: 167 Parental contacts: 89 Number of group sessions: 8 Number of pupils attending group sessions: 330 Number of SMS/ emails sent: 840 ALN reviews attended by CW staff: 16 Number of pupils attending employer activities: 547</p>						

Ysgolion Uwchradd / Secondary Schools: Year 13

Nifer y Disgyblion sydd yn gadael ar ddiwedd y Flwyddyn Academaidd flaenorol: <i>Number of Pupils leaving at the end of the previous Academic Year:</i>				117		
Nifer y Disgyblion sydd yn gadael am: <i>Number of Pupils leaving for:</i>	Addysg Bellach / Hyfforddiant: <i>Further Education / Training:</i>	96	Cyflogaeth: <i>Employment:</i>	5	Adleoli / Tynnu'n ôl: <i>Relocation / withdrawn:</i>	12
<p>Gwybodaeth ychwanegol: <i>Additional information:</i></p> <ul style="list-style-type: none"> • 7 students left at the end of year 12 (previous academic year) • Cohort for Year 13 at the start of the year (as of 5th September 2022) was 117 • Total cohort at the end of year (as of 14th June 2023) was 112 • 5 students left mid-academic year. • 11 have taken a gap year • 5 are in employment • 96 University/Further education 						

5. Cysylltiadau gyda'r Gymuned / Links with the Community:

Cysylltiadau'r Ysgol gyda'r gymuned:

The School's links with the community:

The school works well with many organisations in the Community:

- Aberystwyth University
- Hafan y Waun
- Aber Instruments
- Aberystwyth Rotary Club
- Various sporting establishments
- Various businesses to offer work placements for some students
- Work with local primary and secondary schools

Camau a gymerwyd gan y Corff Llywodraethol i ddatblygu / cryfhau cysylltiadau'r Ysgol gyda'r gymuned:

Steps taken by the Governing Body to develop / strengthen the school's links with the community:

The school has taken specific action this year to increase the links with the community within the curriculum. Further links have developed with businesses within the curriculum e.g. through the Design Technology Department. The school held the first 'Business Breakfast' where more than 30 local business and organisations came to school to discuss how we can strengthen links between them and the school in order to support our students' achievements.

6. Polisiâu / Strategaethau a fabwysiadwyd gan y Corff Llywodraethol:*Policies / Strategies adopted by the Governing Body:*

Polisi/Strategaeth Policy/Strategy	Dyddiad a fabwysiadwyd Date adopted	Gweithredu a gwnaethpwyd gan yr Ysgol / CLI o ganlyniad i fabwysiadu Action carried out by School / GB as a result of adoption
Equality, Equity and Diversity	June 2022	
Child Protection	November 2022	Reviewed annually
School Admissions	November 2022	Reviewed annually
Health & Safety audit	November 2022	Reviewed annually
Exclusion	November 2022	
Homework	November 2022	
Young Carers	November 2022	
Uniform	November 2022	Amendment to existing policy
CCTV	February 2023	
Educational visits	June 2023	Amendment to existing policy

7. Dyddiadau Tymor ac Amser Sesiynau / Term Dates and Session times:

Ar gael ar diwedd yr adroddiad – available at the end of the report.

8. Newidiadau i Brospectws yr Ysgol / Changes to the School Prospectus:

Atodwch copi/linc i'r prospectws ysgol / Attach copy of /link to the school prospectus

[Prospectus | Ysgol Penglais School](#)

- | | |
|----|---------------------------------|
| 1. | No changes were made this year. |
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9. Y Cwricwlwm / The Curriculum:

Datganiad Cwricwlwm yr ysgol / *The school's Curriculum Statement:*

Penglais Curriculum - Aim

The Curriculum for Wales (CfW) has provided an opportunity to develop a bespoke curriculum for our school community that builds clearly on our school vision and values and provides all students with the opportunities to develop in the ways described in the four purposes. The Penglais curriculum has been developed from thorough research into curriculum, learning and pedagogy by teachers and leaders, reflection on what students want from their schooling, and consultation on what parents and the community value. It aims to establish a strong culture for learning, secure deep knowledge of a range of subjects, and provide opportunities for students to broaden their experiences and extend their capabilities.

Penglais Curriculum – Whole School Vision

Ysgol Penglais School is a happy, ambitious, and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our students will become successful citizens of their communities, Wales and the world.

The new Penglais curriculum reflects the whole school vision and values.

Penglais Curriculum - Principles

These form the foundations of our school curriculum. They have been developed in consultation with all stakeholders and, alongside the CfW Statements of What Matters and Descriptions of Learning, help leaders and teachers to make decisions about the threshold concepts, knowledge, skills, and experiences that happen along the curriculum journey at Penglais.

All subject Programmes of Learning identify how the concepts, knowledge, skills, and experiences of that unit support the Penglais Principles: Knowledge, Communication, Wellbeing & Positivity, Creative Culture, Inclusivity

Penglais Curriculum - Meeting the needs of all students

The Penglais curriculum is structured to support all students in making progress. This is achieved through differentiation; teachers identify, develop and applying the pedagogy required to support all learners in making progress. Students with ALN have an individualised development plan that teachers use when planning the learning. Students with ALN are supported and monitored; some students receive intervention to develop specific skills such as literacy and numeracy. The LUCID Exact and LUCID Recall tests provide information at the start of the year on the literacy skills, cognitive processing and working memory of all students; these are accessed by all teachers, who use it to plan suitable ways to support the progress of individual students. Students with English as a second language are supported through pre and post tutoring in the EAL department as well as specialist teacher support in lessons. More able students are supported with differentiated questioning, challenging success criteria and opportunities to extend their learning. The curriculum in specialised ALN units such as Canolfan Ni and Hearing Resource Centre is bespoke, to address the very specific physical and cognitive needs of the individual students in these units.

All subject Programmes of Learning in an Area of Learning Experience (AoLE) identify how a unit supports the learning of all students.

Penglais Curriculum -The Four Purposes

The Penglais curriculum will ensure that all students have the opportunities to develop the knowledge, skills and experiences to become:

- 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

All subject Programmes of Learning in an AoLE identify how and what a unit of work delivers to support the development of the Four Purposes.

Penglais Curriculum - Statements of What Matters

The Penglais curriculum provides opportunities and experiences to develop the concepts, knowledge and skills as described in the statements of what matters and in line with the Statements of What Matters Code.

All subject Programmes of Learning in an AoLE identify the links to the statements of what matters in a unit.

Penglais Curriculum – Areas of Learning & Experience

The Penglais curriculum will provide learning experiences through the 6 AoLEs. There are opportunities for individual subjects within AoLEs to collaborate on developing interdisciplinary links across subjects in order to improve the learning of concepts and skills, as well as providing opportunities for students to extend their capabilities. These opportunities are mapped across year groups and identified in subject Programmes of Learning.

Penglais Curriculum – Cross Curricular Skills: Literacy, Numeracy, Digital Competency

The Penglais curriculum develops the mandatory cross-curricular skills of literacy, numeracy and digital competence. These skills are also evident in the Penglais Curriculum Principles. Our curriculum enables students to make progress in the skills identified in the cross-curricular skills frameworks, and to extend and apply them across all Areas of Learning. Teachers with whole school responsibility for the delivery of the framework will map where the skills are being delivered to ensure quality and coverage, support teachers with pedagogy and track student progress in these skills.

All subject Programmes of Learning in an AoLE identify where and how a unit delivers the cross curricular skills.

Penglais Curriculum – Relationships and Sexuality Education RSE

Relationships and Sexuality Education (RSE) is a statutory requirement of the Curriculum for Wales. The Penglais curriculum RSE provision will adopt a whole school approach that encompasses the knowledge, skills, dispositions and values that will empower learners to:

- support their health and well-being
- develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships
- navigate and make sense of how relationships, sex, gender and sexuality shape their own and other people's identities and lives
- understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these

Penglais Curriculum – Religion Values and Ethics RVE

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within the local authority and our curriculum reflects this guidance. The Penglais curriculum delivers learning of religious beliefs and non-religious beliefs through lessons in Humanities for year 7,8 and 9, and through tutor time and drop-down curriculum events in year 10 and 11.

Penglais Curriculum – Careers and Work-Related Experiences CWRE

The Penglais curriculum incorporates careers and work-related experiences for all of our students. The teacher with responsibility for CWRE across school maps the curriculum provision and works with Careers Wales to identify and deliver work-related experiences.

All subject Programmes of Learning in an AoLE identify where and how a unit delivers opportunities to learn about careers specific to the subject.

Penglais Curriculum – Diversity

The Penglais curriculum provides opportunities for students to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics

- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

The Penglais school community is diverse; we endeavour to ensure that all students see themselves and their experiences represented in the topics, experiences and knowledge developed through the curriculum.

Penglais Curriculum – Human Rights

The Penglais curriculum promotes knowledge and understanding of Part 1 of the UNCRC, and of the UNCRPD, among those who provide teaching and learning.

Penglais Curriculum – English and Welsh

The Penglais curriculum delivers learning in both Welsh and English language through lessons in the Language, Literacy and Communications AoLE. There is consideration of the language starting points of students when beginning their career at Penglais, so that teaching and learning can be planned appropriately. The ambition is that everyone learning in Penglais is supported to enjoy using Welsh, to make continuous progress in learning Welsh and to have the confidence and language skills so they can choose to use Welsh beyond the classroom, and in the local community.

Penglais Curriculum – Progression and Assessment

The Penglais curriculum is designed so that students can progress meaningfully in knowledge, understanding and skills along the continuum of learning from 3-16, in all AoLE. All subjects within an AoLE use the Principles of Progression, Statements of What Matters and Descriptions of Learning in the CfW to inform their planning for progression, and this is evidenced in subject Programmes of Learning for all units.

The Penglais assessment model addresses standards of mastery within a unit and levels of progress across a term and aims to inform planning for future learning. Low stakes baseline assessment information establishes the starting point for students in terms of knowledge, understanding and skills, and helps teachers to plan the learning for a unit. Ongoing formative assessment by teachers in lessons supports the learning and provides evidence of progress over time. Summative assessments give evidence of standards of mastery achieved by students at the end of the unit. The assessment information is used by teachers and leaders to address issues with progress and standards; potential barriers to learning are identified and actioned by subject teachers, and leaders.

Whole school baseline assessment information, levels of mastery, levels of progress, attitude to learning and attendance are reported to students and parents/guardians at the end of each term.

Penglais Curriculum – Evaluation, Review and Refinement

The Penglais curriculum and assessment model will be evaluated, reviewed and refined as part of the whole school, faculty, and department self-evaluation and improvement planning process. This is informed by ongoing evidence collection and evaluation that takes place through the year including parent voice, student voice, looking at learner evidence, assessment outcomes and data walls.

Gwybodaeth ynglŷn â chwricwlwm a dulliau addysgu yn yr ysgol / Information regarding the curriculum and teaching methods at the school:

Pedagogy is at the heart of curriculum. The Penglais curriculum considers the pedagogical approaches that support learners in realising the four purposes. Our curriculum is underpinned by the pedagogical principles outlined in the Curriculum for Wales, which state that good learning and teaching:

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking

5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across Areas
9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration

To support the Penglais curriculum, our pedagogy helps learners to develop:

- a strong disposition to learning
- strong metacognitive skills
- critical, creative, problem-solving skills
- highly effective communication skills

Many of the strategies that teachers and support staff apply at Penglais are based on a sound knowledge of the student. Knowing your students enables you to assess their needs and effectively raise their expectations. When is their engagement drifting? Why might this be happening? Do they need some help, or should you leave them to figure this out? These questions can only really be answered if we know our students well. Students need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning. The solid knowledge of the students allows for teachers to decide the best pedagogical tools to use to ensure that all students achieve their highest possible outcome.

Examples of effective pedagogical skills have included working on the Rosenshine Principles of Instruction which we have now successfully embedded in our teaching. Alongside this, we have been actively working on developing our understanding of the working memory and how these principles allow for effective learning. We have been actively looking at how the memory model impacts teaching and learning. This includes looking at the workings of the components of the working memory e.g., central executive, visuospatial sketchpad, and the episodic buffer.

We are currently developing colleagues' and students' understanding of metacognition, the working memory and cognitive load. This allows teachers to consider desirable difficulties and the importance of recall, recognition, recollection, and relearning for schema construction. Through well planned starter activities and questioning, teachers aid effective development of both storage and retrieval strength through interleaving, spaced and guided student practice. Teachers have done work on set routines and high levels of challenge in lessons based on evidence and how this links to the working memory. Appropriate challenge ensures that students have high expectations of what they can achieve.

Teachers have developed effective explanation, model correct practice and chunk learning to reduce cognitive load. It is critical that new material is effectively explained for students to be able to move to other aspects of the learning process. Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge. We need our students to engage in what is happening within the classroom. Teaching strategies have focused on developing lesson starters or 'hooks' so that engagement from the onset is high. Lessons must get off to a flying start, with students purposeful from the beginning. We are developing the links between metacognition and the working memory through reviewing how we deliver aspects of 'I do, We do and You do' in our teaching.

Teachers have developed their formative assessment practices, assessing students' progress thoroughly throughout the lesson, changing the course of the lesson as appropriate. Through careful well-planned assessment, teachers consider potential misconceptions and common errors. Teachers use effective questioning to know their impact, evaluate the effect they are having on students learning, and adjust teaching accordingly. Teachers have developed their understanding of assessment in line with the introduction of the New Curriculum.

Questioning is a key part of what takes place in the classroom. We are developing this in line with the work being done on 'I Do We do You do'. Effective questioning can spark discussion, assess current performance, and provide deeper levels of challenge. Through expert questioning, we can encourage our students to think. This is a key part of the learning process. We are far more likely to transfer something to long-term memory if we think about it. Teachers have been working on the effectiveness of recall. Effective questioning can also ensure that students are accurately using subject specific language within their answers. Skilled questioning can be used to assess current performance. These 'hinge' questions, on which the next stage in the lesson depends, should be carefully planned to assess if students are ready to move on as well as diagnosing potential misunderstanding.

Creativity and risk-taking, based on research-based evidence is encouraged alongside high-quality evaluation and development. We encourage and are at the early developmental stage of small-scale action-research projects to evaluate impact of pedagogy on learning within individual classes. We are currently focussing on specific groups of learners to develop this.

Darpariaeth i Ddisgyblion ADY / *Provision of ALN Pupils:*

The Additional Learning Needs (ALN) department has continued to provide support for students with a variety of additional needs. The department comprises of two resource bases – Canolfan Ni (formerly the Learning Support Centre LSC) and the Hearing Resource Centre (HRC). The department also provides support for students through providing access to Y Caban (supporting students with high levels of anxiety and autism), targeted dyslexia support and skills support for literacy intervention. We continue to offer Talkabout, Emotional Literacy Support Assistant (ELSA) intervention alongside a range of other interventions to support the ALN and wellbeing needs of our students. Students have settled well in to the new Canolfan Ni provision which provides a purpose-built designated physiotherapy and feeding room, a fitted sensory room and two large changing rooms with changing beds.

Over the year, we have taken part in a wide of trips including visits to the Arts Centre, trips to Aberystwyth town, two visits to Dyfi Donkeys, a visit to Llain and a trip on the Vale of Rheidol. We have also welcomed guests who visited both resource units. Our visitors have worked on designated projects including Carys Boyle (ceramics), Charlie Carter (animation) and Pod Clare (mosaic artist).

The team of Teaching Assistants (TAs) continue to work as a group to give invaluable in class support to students and staff. They have continued to provide both academic and emotional support to our students. They have undertaken a wide range of training linked to their roles to ensure that we can continually meet the wide needs of our students. Students in the small support class have continued to have timetabled skills lessons in both literacy and numeracy. They are seen by specialist staff and a range of programmes are used to address literacy and numeracy needs. Other students who are struggling with aspects of literacy are seen for intervention by being withdrawn from lessons. We also offer a skills option in Key Stage 4. These sessions are used to support the delivery of GCSE options.

Whilst EAL does not formally fall under the remit of ALN (Additional learning needs), it forms part of the ALN department. The need for EAL support has seen a rapid growth. We have a diverse culture at Penglais with over 37 languages spoken by students. We have seen a rapid growth in the number of students who have refugee status and the EAL team continue to provide excellent support to all students.

Support is provided in the English as an Additional Language (EAL) base and also in lessons to ensure that our EAL students are well supported emotionally, socially, and educationally.

We have systems in place to support the move to the new ALN system, these systems are now well established. Most students have been moved from the old SEN system in to the new ALN system in line with the cohorts identified by the Welsh Assembly Government. IDPs are being embedded and we have now started to review the first cohort. The transition process will end at during 2023 academic year and the old SEN system will cease.

The ELSA (Emotional Literacy support assistant) post has continued to be in great demand and has supported many of our students emotionally. Demand has also continued for the Talkabout intervention, and some students have been able to access the unearthing intervention and theory of mind sessions.

The department has continued to run lunchtime clubs to support all students including those with ALN. The Lego club, Minecraft club and art club have continued to run this year with the support of ALN staff and have been well attended. We have also been running a quiet room at lunchtime.

10. **laith / Language:**

Categori laith yr Ysgol / *School's Language Category:*

English Language

Gwybodaeth ynglŷn â defnydd yr laith Gymraeg yn yr ysgol (gan ddisgyblion o bob grŵp oedran):

Information regarding the use of Welsh language in the school (by pupils of all age groups):

All students receive 5 Welsh lessons a cycle.

Some students have Welsh form groups.

Welsh is encouraged with teachers who speak Welsh.

11. **Cyfleusterau Toiledau (gan gynnwys trefniadau glanhau) / Toilet Facilities (including cleaning arrangements):**

All toilet areas are cleaned and re-stocked at the end of the school day. Toilet provision for students in school is –

D Block Corridor:

Boys 13 cubicles (including 1 accessible cubicle)

Girls 11 cubicles

1 accessible cubicle

A Block toilets:

3 cubicles, 1 male, 1 female, 1 accessible

C Block toilets:

3 cubicles, 1 male, 1 female, 1 accessible

Canolfan Ni:

2 toilets as part of two toilet / shower rooms.

2 disabled toilets

PE changing rooms (outside):

Boys 2 urinals, 1 cubicle

Girls 2 cubicles

1 disabled cubicle

PE changing rooms (inside):

Boys 1 cubicle

Girls 2 cubicles

1 disabled cubicle

Sixth Form Centre:

Boys 4 cubicles, 2 urinals

Girls 6 cubicles

1 disabled cubicle

12. Bwyta ac Yfed iach / *Healthy Eating and Drinking:*

Gweithredu a wnaethpwyd gan yr ysgol i hyrwyddo bwyta ac yfed iach:

Action taken by the school to promote healthy eating and drinking:

Wellbeing lessons to all students in Years 7-9 have included learning about what a balanced diet is and the importance of a balanced diet, with a focus on 'The Eatwell Guide'. Wellbeing lessons have also included food labelling, the amount of sugar in drinks and the importance of keeping correctly hydrated. The menus in the canteen have increased healthy eating options as part of the daily meal deals. Information on healthy eating, drinking and lifestyles is included as part of the daily display on the TV screens in the canteen areas. There are four water fountains in school for students to use to refill their own water bottles. Water is always available in the canteen, either by using a water fountain or by purchasing bottled water.

ADRAN 3 – ESTYN Ac Effeithlonrwydd y corff llywodraethol (Fframwaith Arolygu Cyffredin 3.1.2):

SECTION 3 – ESTYN and the effectiveness of the governing body (CIF 3.1.2):

1. Sut mae'r Corff Llywodraethol yn cyflawni ei rhwymedigaethau strategol:

2. *How the Governing body fulfils its statutory obligations:*

Bydd yr Arolygwyr yn barnu sut mae Cyrff Llywodraethol yn cyflawni eu rhwymedigaethau strategol ac yn ystyried y deddfwriaethau a'r canllawiau perthnasol. Isod mae esboniadau manwl o sut mae'r Corff Llywodraethol wedi gwneud yr Ysgol yn atebol gan wella dysgu ar gyfer y disgyblion.

Inspectors will judge how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance. Below are detailed explanations of how we as the Governing Body have held the school to account and improved learning for our pupils.

Meini Prawf Fframwaith Arolygu Cyffredin: <i>Common Inspection Framework Criteria:</i>	Manylion o sut mae'r Corff Llywodraethol wedi dangos y meini prawf trwy gydol y flwyddyn a'r effaith: <i>Details of how the Governing Body have demonstrated the criteria throughout the year and the impact:</i>
<ul style="list-style-type: none"> ▪ Pa mor dda ydym ni yn deall ein rolau? ▪ <i>How well do we understand our roles?</i> 	<ul style="list-style-type: none"> • All governors meet regularly and take an active part in monitoring and evaluating standards and provision.

	<ul style="list-style-type: none"> • Regular monitoring of results and attainment enables governors to develop their understanding of the context and how well the school is performing in comparison with similar schools. • Governors ensure all school staff share common vision, values and purpose. • The chair and vice-chair regularly evaluate skills, experience and expertise of other members of the governing body to provide a broad range of diversity to the group. • Governors with appropriate skills and experience are appointed to relevant subcommittees as required. • The governing body compares ways of working with those of other local schools to generate ideas and impetus for change.
<ul style="list-style-type: none"> ▪ Pa mor dda ydym wedi cyflawni ein rhwymedigaethau statudol gan ystyried y deddfwriaethau a chanllawiau perthnasol? ▪ <i>How well do we fulfil our statutory obligations and take account of relevant legislation and guidance?</i> 	<ul style="list-style-type: none"> ▪ Policies and initiatives, including those that meet local and national priorities, are implemented consistently to improve pupil outcomes. ▪ Governors have an in-depth knowledge of the performance of the school and rigorously hold it to account for the standard it achieves. ▪ The governors' monitoring role includes reviewing the school's curriculum and management policies. This is timetabled to ensure that policies and procedures are updated on a regular basis. ▪ There is a timetable for monitoring standards and provision across the school which is set well in advance to enable governors to make the necessary arrangements to take an active role in the process. ▪ The school assesses students regularly and monitors if they are on track to meet projected targets. Results are discussed; discrepancies between targets and results, and strategies are put into place to bring about improvements. ▪ New legislation and guidance is raised at the next appropriate governor meeting for discussion and, if required, implementation at the most appropriate time. ▪ Governors have been identified to be responsible for different aspects of the school's work including individual curricular areas (e.g., governors monitor samples of work, discuss work with groups of learners, and observe lessons)
<ul style="list-style-type: none"> ▪ Sut ydym yn cael gwybodaeth dda am berfformiad ein hysgol a'r materion sydd yn ei heffeithio? ▪ <i>How do we have good information about the performance of our school and issues that affect it?</i> 	<ul style="list-style-type: none"> • Individual members of the school leadership team regularly meet with the governors to communicate high expectations for securing improvement and challenge staff positively to good effect. • This enables governors to have a clear understanding of the school's performance and achievements and the needs of pupils and staff. • The school leaders discuss the core data sets with the governors and identify the main messages and actions to be taken. • Faculty leads and other staff, as appropriate, meet with governors to communicate department activities, challenges and successes.

<ul style="list-style-type: none"> ▪ Sut ydym yn darparu cyfeiriad ar gyfer gwaith ein hysgol? ▪ <i>How do we provide a sense of direction for the work of our school?</i> 	<ul style="list-style-type: none"> • School leaders and governors evaluate the strengths and areas for development in the school to agree long-term strategic priorities for the school. • Governors review the self-evaluation report and the school improvement plan and hold the school to account by monitoring targets and questioning (under)achievement termly.
<ul style="list-style-type: none"> ▪ Sut ydym yn cefnogi ein hysgol fel cyfaill beirniadol ac yn gwneud yr ysgol yn atebol i'r safonau a'r ansawdd y maent yn ei gyflawni? ▪ <i>How do we support our school as critical friends, and hold the school to account for the standards and quality they achieve?</i> 	<ul style="list-style-type: none"> • Governors show determination in challenging and supporting the school in bringing about necessary improvements. • Governors are able to challenge the school leaders in a supportive manner, using the diverse range of information provided to them. • Providing support and encouragement when strategies to bring about improvements are being explored. • Governors monitor and evaluate the work of the school through a variety of initiatives at regular and ad hoc governor meetings and other forms of contact with the school.
<ul style="list-style-type: none"> ▪ Sut ydym yn cymryd y camau rhesymol i hysbysu disgyblion, aelodau o staff, rhieni/gwarchodwyr neu unrhyw berson arall o weithdrefnau os hoffent wneud cwyn neu apelio? ▪ <i>How do we take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal?</i> 	<ul style="list-style-type: none"> • The school's complaints policy complies with Welsh Government guidelines. • The policy is summarised in the school prospectus. • The policy is available on the school website and at the main reception area of the school. • The policy is reviewed annually and formally adopted by the governing body at the appropriate time.
<ul style="list-style-type: none"> ▪ Sut ydym yn gwneud yn siŵr ein bod yn delio â chwynion yn brydlon gan grwpiau diduedd? ▪ <i>How do we make sure that complaints are dealt with promptly by disinterested parties?</i> 	<ul style="list-style-type: none"> • All complaints are dealt within following the procedures set out in the complaints policy. • All complaints at each stage are recorded and investigated by an appropriate person, either internally or using external independent investigators. • All complaints are reported to the full governing body in the headteacher's termly report.

3. Blaenoriaethau Cenedlaethol a Lleol / National and Local Priorities:

Gwybodaeth am sut mae gwaith y Corff Llywodraethol wedi helpu'r ysgol i gwrdd a blaenoriaethau cenedlaethol a lleol:

Information on how the work of the Governing Body has helped the school to meet national and or local priorities:

Blaenoriaeth Cenedlaethol-Lleol National-Local Priority	Gweithredu gan yr Ysgol / CLI Action taken by the School / GB	Effaith ar y disgyblion/ysgol Effect on the pupils/school
New curriculum	Curriculum maps in place for Years 7, 8 and 9. Year 7 curriculum trialled in all subjects. New assessment procedures trialled and evaluated.	Students can talk about the new assessment methods and motivates them to take responsibility. The new curriculum motivates the students in the lessons.
ALN reform	New systems well established and most students have moved from the old SEN system to the new ALN system.	This gives students more ownership of the support that is put in place for them.
Wellbeing	New wellbeing lessons in place for students in all year group, including 6 th form. Students encouraged to make use of services such as counsellor when needed. Increase range of provision available to support students.	Students can discuss issues to do with wellbeing with trained staff in their wellbeing lessons. Students know that they can self-refer to the counsellor should they wish. Family Engagement Officer appointed and students can work with her when needed.
Developing Welsh language, ethos and culture	Increase reference to Welsh ethos/culture and use of Welsh language in assemblies. More staff encouraged to speak Welsh with each other and with students. Improve Welsh signage across the school.	Students hear more Welsh being spoken in the school and are more likely to speak Welsh with some teachers. Students see more Welsh in the corridors and in displays, making it a more normal part of their lives.

4. Targedau'r Cynllun Ôl Arolwg (lle mae'n berthnasol) / Post Inspection Plan Targets (where applicable):

Dyddiad Arolwg diwethaf Estyn: <i>Date of the last Estyn Inspection:</i>	May 2022
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Argymhellion yn dilyn o Arolwg Estyn: Recommendations following the Estyn Inspection:

1.	Increase the opportunities for pupils to develop their Welsh language skills
2.	Strengthen the safeguarding culture of the school by communicating clearly with all pupils and parents how incidents of behaviour and alleged bullying are addressed, as well as improving the provision for personal and social education
3.	Improve cross-curricular provision to develop pupils' digital skills
4.	Address the health and safety concerns shared with the school during the inspection (PSE provision; communication to parents re addressing incidents of poor behaviour and alleged incidents of bullying and conflict; RA for controlling levels of noise in DT lessons; procedures for 6 th form students signing in and out of school)

	Targedau'r Cynllun Ôl Arolwg: <i>The Post Inspection Plan Targets:</i>	Y camau a gymerwyd i gyrraedd rhain: <i>Action taken to achieve these:</i>
1.	Explore possibilities of developing a curriculum area to deliver through the medium of Welsh.	Discussions have started with PE to find ways of delivering PE through the medium of Welsh, starting with Year 7 and building up.
2.	All Heads of Year to feedback to students/families/members of staff having dealt with incidents of behaviour/alleged bullying. Schemes of Work in place and curriculum delivered through Wellbeing lessons in all year groups.	Heads of Year and Student Services have been making a deliberate effort to ensure that the circle is closed. Schemes of work now all in place and will be reviewed ready for 2023-24.
3.	Students in years 7, 8 and 9 to receive regular digital media and ICT lessons. Audit of current delivery of Digital Skills with the county and implement actions.	All students in KS3 now receive regular digital media/ICT lessons. Audit has taken place and action plan ready for 2023-24.
4.	See 2 above. Ask council officers to measure level of noise in DT lessons and act on given advice. Investigate alternative methods of 6 th form students signing in and out of school; strengthen signage and expectations for students to sign in and out of school.	Council officers have investigated and actions have been taken to address issues. Signage has improved and 6 th form staff are vigilant of students signing in and out. Need to further investigate electronic options for signing in.

5. Llais y Disgybl / *Pupil Voice:*

Cyngor Ysgol: <i>School Council:</i>	The student leadership team are led by the Head Students and include year representatives, form representatives and representatives from ALN, HRC, LSC, LAC and LGBT. They have endeavoured to be more diverse and inclusive in their leadership and vision and see this as central to the school's vision. They continue to uphold and embed the values of the Student Charter: Knowledge, Respect, Equality. They meet regularly and have been proactive in fundraising, initiatives to report bullying and improvements to the school environment. This year they hope to deliver an international evening that celebrates the cultural diversity of the school.
Cyngor Eco: <i>Eco Council:</i>	The Eco Schools Group is made up of the HRC gardening initiative, Waste Reduction Group, and the Greenhouse Club. The school maintains its Eco School status and was awarded the second green flag in July; we will be applying for the Platinum award in two years. We have received funding from Tyfu Dyfi, a government funded scheme and have purchased tools, compost, plants and paints to brighten up the flower beds.
Cynnwys Llais y Disgyblion: <i>Pupil Voice inclusion:</i>	The waste reduction group have developed a plastic recycling project that involves recycling plastic into coasters and plant pots. They have received funding for a shredder and an injection moulding machine to create the items from plastic such as HDPE. They want to eventually sell it in local shops.

ADRAN 4 – Deiseb rhieni a chyfarfodydd:

SECTION 4 – *Parental petitions and meetings:*

1. Deiseb / *Petitions:*

Mae Deddf Safonau a Thrafnidiaeth Ysgolion (Cymru) 2013 yn darparu trefniadau sydd yn galluogi rhieni i ofyn am gyfarfod gyda'r Corff Llywodraethol. Bydd angen i rieni gyflawni pedwar gofynion statudol wrth ofyn am gyfarfod, sy'n cynnwys:

The School Standards Act 2013 (Section 94) provides arrangements whereby parents can request a meeting with the Governing Body. Parents will need to fulfil four statutory requirements when requesting a meeting which include:

1.	Dylid deiseb cael ei chyflwyno gyda llofnod 10% o ddisgyblion cofrestredig neu rieni 30 o ddisgyblion cofrestredig (pa bynnag yw'r isaf). <i>A petition should be presented with the signatures of the parents of 10% of registered pupils or the parents of 30 registered pupils (whichever is the lower).</i>
2.	Rhaid i bwrpas y cyfarfod bod i drafod materion sy'n berthnasol i'r ysgol. <i>The meeting must be of the purpose to discuss matters relating to the school.</i>
3.	Uchafswm o gyfarfodydd gall rieni alw mewn blwyddyn ysgol ydy tri (3). <i>The maximum number of meetings that parents can request in a school year is three (3).</i>
4.	Rhaid bod digon o ddyddiau ysgol fod ar ôl mewn blwyddyn i gynnal cyfarfod. <i>There must be sufficient school days left in the year to allow a meeting to be held.</i>

Mae gofynion statudol ychwanegol ynghylch y cyfarfod yn cynnwys:

Further statutory requirements regarding the meeting include:

1.	Rhaid i'r Cyfarfod cael ei gynnal o fewn 25 diwrnod ysgol o dderbyn y deiseb. <i>The Meeting must be held within 25 school days of receiving the petition.</i>
2.	Mae cyfnod y 25 diwrnod yn dechrau y diwrnod ar ôl derbyn y deiseb. <i>The 25 day period commences the day after receipt.</i>
3.	Os oes angen cynnal cyfarfod arall o ganlyniad i ddeiseb wahanol, ni fydd y cyfnod 25 diwrnod hwnnw yn dechrau tan y diwrnod ar ôl i'r gyfarfod arall cael ei gynnal. <i>If another meeting is required as a result of a different petition, the 25 day period will not commence until the day after the other meeting has been held.</i>
4.	Bydd y cyfarfodydd yn agored i holl rieni o ddisgyblion cofrestredig yn yr ysgol, y Pennaeth ac unrhyw berson arall caiff eu gwahodd gan y Corff Llywodraethol. <i>Meetings will be open to all parents of registered pupils at the school, the headteacher and any other person invited by the Governing Body.</i>
5.	Rhaid i hysbysiad o gyfarfodydd i rieni gynnwys y dyddiad, amser a lleoliad y cyfarfod a'r mater(ion) i'w trafod. <i>Notification of meetings to parents must include the date, time and venue of the meeting and the matter(s) to be discussed.</i>

Rhaid i'r Corff Llywodraethol hysbysu'r rhieni'n flynyddol am yr hawl i gyflwyno deiseb am gyfarfod gan ddefnyddio'r pwerau a ddarperir gan Adran 94.

The Governing Body must inform parents annually of the right to petition a meeting using the powers provided by Section 94.

NEWIDIADAU I

GYFARFODYDD BLYNYDDOL Y RHIENI / LLYWODRAETHWYR (2013)

Mae Adran 94 y Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 (y Ddeddf) yn gwneud newidiadau pwysig i'r trefniadau deddfwriaethol blaenorol oedd yn ymwneud â Chyfarfodydd Blynyddol y Rhieni/Llywodraethwyr. Mae'n darparu trefniadau newydd lle gall rhieni ofyn am gyfarfod gyda chorff llywodraethol.

Fodd bynnag, bydd angen i'r rhieni fodloni pedwar (4) gofyniad statudol wrth alw cyfarfod sef:-

- (i) rhaid i rieni 10% o'r disgyblion cofrestredig, neu rieni 30 o'r disgyblion cofrestredig (pa un bynnag sydd isaf) arwyddo deiseb yn gofyn am gyfarfod;
- (ii) rhaid mai diben y cyfarfod yw trafod materion sy'n ymwneud â'r ysgol;
- (iii) y nifer fwyaf o gyfarfodydd y gall rhieni ofyn amdanynt o fewn unrhyw flwyddyn ysgol yw tri (3);
- (iv) rhaid bod yna ddigon o ddiwrnodau ysgol ar ôl yn y flwyddyn ysgol i ganiatáu cyfarfod.

At hynny:-

- (a) rhaid cynnal y cyfarfodydd cyn diwedd cyfnod o 25 niwrnod;
- (b) mae'r cyfnod o 25 niwrnod yn cychwyn y diwrnod ar ôl derbyn y ddeiseb, ond nid yw'n cynnwys unrhyw ddiwrnod nad yw'n ddiwrnod ysgol;
- (c) os oes angen cynnal cyfarfod arall o ganlyniad i ddeiseb wahanol, ni fydd y cyfnod o 25 niwrnod yn dechrau tan y diwrnod ar ôl cynnal y cyfarfod arall;
- (ch) rhaid bod digon o ddyddiau ar ôl yn y flwyddyn ysgol i gynnal cyfarfod cyn diwedd y cyfnod o 25 niwrnod;
- (d) bydd cyfarfodydd yn agored i holl rieni'r disgyblion cofrestredig yn yr ysgol, y Pennaeth ac unrhyw un arall a wahoddir gan y corff llywodraethol;
- (dd) mae'n rhaid i hysbysiad y cyfarfodydd i'r rhieni gynnwys dyddiad, amser a lleoliad y cyfarfod ynghyd â'r mater neu faterion i'w trafod.

Bydd angen i gyrrff llywodraethu roi gwybod i'r rhieni yn flynyddol am yr hawl i ddeisebu cyfarfod trwy ddefnyddio'r pwerau a ddarperir gan Adran 94.

CHANGES TO THE ANNUAL PARENT/GOVERNOR MEETINGS (2013)

Section 94 School Standards and Organisation (Wales) Act 2013 (the Act) makes important changes to the previous legislative arrangements in respect of the Annual Parent/Governor Meetings. It provides new arrangements whereby parents can request a meeting with a governing body.

However, the parents will need to satisfy the four (4) statutory requirements when calling a meeting which are as follows:-

- (i) that the parents of 10% of registered pupils, or the parents of 30 registered pupils (whichever is the lower) must sign a petition requesting a meeting;
- (ii) the meeting must be for the purpose of discussing matters relating to the school;
- (iii) the maximum number of meetings that parents can request in any school year is three (3);
- (iv) there must be sufficient school days left in the school year to allow a meeting to be held.

Further:-

- (a) meetings must be held before the end of a 25 day period;
- (b) the 25 day period commences the day after receipt of the petition but does not include any day which is not a school day;
- (c) if another meeting is required to be held as a result of a different petition the 25 day period will not commence until the day after the other meeting has been held;
- (d) there must be sufficient days left in the school year to allow a meeting to be held before the end of the 25 day period;
- (e) meetings will be open to all parents of registered pupils at the school, Head and any other person invited by the governing body;
- (f) notification of meetings to parents must include the date, time and venue of the meeting and the matter or matters to be discussed.

Governing bodies will need to inform the parents annually of the right to petition a meeting using the powers provided by Section 94.

**CEREDIGION COUNTY COUNCIL
SCHOOL HOLIDAY DATES 2023/24**

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26	27	28	29	30	31																																																																																																																																		

NON-PUPIL DAY
SCHOOL HOLIDAYS



Please note that schools have another 3 non-pupil days during the year. They may be set on different dates across Ceredigion, and schools will notify parents directly of these.

Bank holidays

Good Friday - 29.03.24
Easter Monday - 01.04.24

Early May holiday - 06.05.24
Spring Bank Holiday - 27.05.24

Term	Begin	Half-term		End	School days
		Begin	End		
Autumn 2023	Friday 1 Sept 2023	Monday 30 Oct 2023	Friday 3 Nov 2023	Friday 22 Dec 2023	76
Spring 2024	Monday 8 Jan 2024	Monday 12 Feb 2024	Friday 16 Feb 2024	Friday 22 Mar 2024	50
Summer 2024	Monday 8 Apr 2024	Monday 27 May 2024	Friday 31 May 2024	Friday 19 July 2024	69
Non-pupil days (may be arranged as twilight sessions)					-5
TOTAL					190

Please note that this calendar is subject to any changes which may arise as a result of government policy decisions. Ceredigion County Council does not accept liability for any losses incurred in respect of altered holiday arrangements following such changes.