Governors' Annual Report to Parents

Ysgol / *School*: Ysgol Penglais School

Blwyddyn / *Year* : 2024 - 2025

Cyflwyniad:

Mae'n ofynnol i Gyrff Llywodraethol ysgolion a gynhelir gynhyrchu Adroddiad Blynyddol i Rieni. Mae cynnwys yr adroddiad yn statudol, er gall Gyrff 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 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:*

No meeting will be held in 2025. The Annual report will be sent to parents and if any parents/guardians have any questions/concerns about the report, they are advised to contact the Clerk to the Governing Body (hcl@penglais.org.uk)

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

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/preswyliwr/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:

At Ysgol Penglais, we are committed to providing, inclusive, and engaging Physical Education curriculum for key stage 3 and 4 students. Our sporting provision is continually shaped by student voice, ensuring that our activities are not only aligned with the Curriculum for Wales but also responsive to the interests and well-being of our learners, The current programme offers a diverse range of activities across four key areas: competitive games, creative activities, health and well-being and recreational sport.

Competitive games

Students at KS 3 have access to a variety of team and individual sports that promote skill development, teamwork, resilience and sportsmanship. These include:

Football (boys and girls), Netball, Rugby, Basketball, Hockey, Athletics, Cricket, Rounders.

These sports are delivered through timetabled PE lessons (4 hours per fortnight) and are also supported by an extensive extra-curricular programme. Penglais regularly participates in local and regional fixtures and tournaments, offering students the opportunity to represent the school competitively.

Creative Activities

To support a well-rounded curriculum, we also offer creative physical activities that encourage expression and collaboration such as gymnastics and parkour activities. These activities cater to students who prefer less traditional sporting environments and allow for creativity, personal expression and the development of balance, coordination and control.

Health and Well-being activities

Recognising the growing importance of physical and mental well-being, Penglais provides activities that focus on lifelong fitness and healthy living including yoga, fitness circuits and HIIT training, gym-based training, cross-fit and hyrox. These sessions help students develop positive habits for physical and emotional well-being and emphasises personal bests rather than competition.

Physical Education at Aberystwyth University

In Year 11, students have expressed appreciation for the variety on offer and the opportunity to take part using new facilities at the University, in particular the gym (Dome) and the use of the climbing wall and swimming pool. This inclusive approach has led to increased participation across all ability levels and has supported our goal of fostering a life-long enjoyment of physical activity.

Guided by student voice, we continue to evolve our curriculum and extra-curricular offer to inspire active, healthy, and confident learners.

Extra-Curricular

Penglais school offers a wide range of extracurricular clubs from competitive sports (hockey, netball, rugby, football basketball, cricket, rounders, athletics, gymnastics, badminton) to recreational activities (bench ball, spike ball, football/tennis) which allow students to explore new interests, develop talents beyond the curriculum, build confidence, and foster teamwork. Participation enhances communication skills, showing commitment and leadership skills outside of classroom achievements.

National representatives:

Joe Wood – Javelin

Owen Jac Roberts – gymnastics

Dyfri Goburn – Paintball

Lily Moralee-Hughes, Connor Williams, Gioele Geoghegan – Football

Jack Longworth – Basketball

County representatives:

Kali Rourke – Football and Cricket

Lita Egan and Molly Mleczeck, Hannah Phillips-Jones – Football

Aadvik Khare and Nishka Khare– Cricket

Austin Sandford - Rugby

ADRAN 2 – ADRODDIAD BLYNYDDOL LLAWN:
SECTION 2 – FULL ANNUAL REPORT:

1. Aelodaeth y Corff Llywodraethol / *Governing Body Membership:*

Cadeirydd ar gyfer y flwyddyn gyfredol: *Chairman for the current year:*	Dr Anne Williams
Is-Gadeirydd am y flwyddyn gyfredol: *Vice-Chairman for the current year:*	Becky Barratt and Mair Pugh Jones

Aelodaeth y Corff Llywodraethol / *Governing Body Membership:*

Enw / *Name*	**Categori (e.e. ALl / Cymunedol / Rhiant) *Category (e.g. LA / Community / Parent)***	**Cyfrifoldeb / *Responsibility***	**Dyddiad Gorffen / *Expiry Date***
Dr Anne Williams	Community	Chair and Inclusion/Alternative Curriculum & Maths	Nov 2027
Mr C Turner	Community	Health & Safety	Nov 2027
Mr P Williams	LEA	Health & Safety and Canteen	Nov 2027
Mrs M Pugh-Jones	LEA	Vice Chair and Student Achievement/progress and Curriculum	Nov 2027
Mrs K Ferguson	Community	Welsh ethos	June 2026
Dr A Igboekwu	Parent	Teaching & Learning and Science & digital competency	Nov 2026
Mrs V Akpkodje	Parent	Wellbeing & Welsh Bacc	Nov 2026
Mr M Allman	Parent	ALN	Nov 2026
Miss C Jones	Staff		Nov 2026
Prof M Jarvis	Parent	Sixth Form and Languages, literacy and communication	Feb 2027
Cllr G Holloway	Community	Student voice & leadership	Feb 2027
Mrs B Barratt	Parent	Vice Chair and Safeguarding & attendance and DT/Expressive Arts	Jan 2028
Mrs P Duszynska	Parent	Student wellbeing & behaviour	Jan 2028
Miss K Davis	Teacher		Nov 2028
Dr J Evershed	Community	Humanities	Nov 2028

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 / *Formula Funding Initial Allocation*	£6,755,435
Newid yn Niferoedd Disgyblion / *Change in Pupil Numbers*	0
ADY / *ALN*	(£28,633)
Y Dreth Annomestig / *National Non-Domestic Rates*	0
Addasiad Arall / *Other adjustment*	£8,390
Dyraniad y Gronfa wrth gefn heb ei ddefnyddio/ *Allocation of Unutilised Contingency*	£26,098

Dyraniad Diwygiedig Ariannu yn ôl Fformiwla 2024/25 *Revised 2024/25 Formula Funding Allocation*	£6,761,290
Gwariant Net / *Net Expenditure*	£6,982,676
Amrywiant / *Variance*	(£221,386)
Llog ar y Gweddillion / *Interest on balances*	£15,154
Gwarged / (Diffyg) - 1 Ebrill 2024 *Surplus / (Deficit) - 1 April 2024*	£624,403
Gwarged / (Diffyg) - 31 Mawrth 2025 *Surplus / (Deficit) - 31 March 2025*	£418,171

Costau Gweithwyr / *Employee Costs:*	
Costau Athrawon / *Teacher costs*	£4,900,030
NNEB, Cynorthwywyr Dysgu / *NNEB, Teaching Assistants*	£1,092,890
Costau Gofalwyr / *Caretaking costs*	£78,021

Costau Gweinyddol / *Administrative costs*	£576,121
Costau Goruchwylwyr/Supervisor costs	£20,801
Costau Athrawon Cyflenwi / *Supply Teacher costs*	£153,820
Costau Gweithwyr Eraill / *Other Employee costs*	£67,720
CYFANSWM COSTAU GWEITHWYR / *TOTAL EMPLOYEE COSTS*	£6,889,402

Costau'r Adeilad / *Premises Costs:*	
Cynnal a Chadw / *Repair and Maintenance*	£31,515
Cynnal a Chadw'r Tir / *Grounds and Maintenance*	£5,961
Costau Ynni / *Energy costs*	£194,870
Trethi / *General rates*	£124,764
Costau Dŵr / *Water charges*	£11,568
Nwyddau a Gwasanaethau Glanhau / *Cleaning supplies and services*	£184,301
CYFANSWM COSTAU'R ADEILAD / *TOTAL PREMISES COSTS*	£552,709

Costau Trafnidiaeth /*Transport Costs:*	
Costau Trafnidiaeth uniongyrchol / *Direct Transport costs*	0
Costau Teithio / *Travelling costs*	£16,8778
CYFANSWM COSTAU TRAFNIDIAETH / *TOTAL TRANSPORT COSTS*	£16,878

Nwyddau a Gwasanaethau / *Supplies and Services:*	
Gwariant Lwfans y Pen / *Capitation related expenditure*	£117,044
Adnoddau TGCh / ICT Resources	£71,912
Costau Arlwyo / Catering costs	£270,851
Cytundeb Lefel Gwasanaeth / Service Level Agreement	£49,170
Nwyddau a Gwasanaethau eraill / *Other supplies and services*	£254,851
Costau Llungopio / *Photocopying costs*	£17,878
CYFANSWM NWYDDAU A GWASANAETHAU / *TOTAL SUPPLIES AND SERVICES*	£781,706

GWARIANT GROS / *GROSS EXPENDITURE*	£8,240,696
Wedi'i Leihau: INCWM (incwm cyffredinol) / *Less: INCOME (General income)*	£6,982,676

CYFANSWM YR INCWM / *TOTAL INCOME*	£1,258,020
GWARIANT NET / *NET EXPENDITURE*	£6,982,676
Arian sydd ar Gael / *Funding Available*	
Ariannu yn ôl Fformiwla Diw 2024/25 *Rev Formula Funding* 2024/25	£6,761,290
Gweddill c/d 1 Ebrill 2024 *Balance b/f 1 April 2024*	£624,403

AMRYWIANT NET / *NET VARIANCE*	£403,017
LLOG / *INTEREST*	£4,902
CYFANSWM ARIAN WRTH GEFN 2024/25 *TOTAL* 2024/25 *SURPLUS*	£418,171

3. Defnydd y Grantiau / *Use of the Grants:*

Swm y ddyrannir i'r Ysgol: / *amount allocated to the School (PDG):*	£311,429

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:

- Improve quality of teaching and learning by focusing on strategies that promotes engagement and resilience
- Provide resources such as revision books, equipment, taxis from after school revision sessions
- Work with families and students to improve attendance
- Provide alternative curriculum through Skills for Life
- Provide pastoral support
- Increase aspirations working with Careers Wales, other educational providers, local career/businesses

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:*				**175**		
Nifer y Disgyblion sydd yn gadael am: *Number of Pupils leaving for:*	Addysg Bellach / Hyfforddiant: *Further Education / Training:*	142	Cyflogaeth: *Employment:*	17	Adleoli / Tynnu'n ôl: *Relocation / withdrawn:*	8

Gwybodaeth ychwanegol:
Additional information:

Unifrog data

"Students building their profile by year group" shows consistently high engagement across all year levels. Participation rates for Years 8, 9, 12, and 13 are at or near 100%, indicating excellent involvement in profile building. Years 10 and 11 show slightly lower but still strong participation, around 95–98%. The data suggests that students across all year groups are highly active in developing their profiles, reflecting a strong culture of engagement and awareness of personal development. Continued encouragement in Years 10 and 11 could help maintain full participation across the school. This is highlighted and carried out during Wellbeing lessons in the first half of the Spring Term when the focus is careers.

The current data building a Profile on Unifrog:

Year 8:100%
Year 9:100%
Year 10:97%
Year 11:97%
Year 12:100%
Year 13:99%

Careers Wales data

Number of Interviews 328
Number of those who did not attend one to one interaction 68
Number of group sessions delivered 1
Number of SMS/Emails sent 1,002
Number of employer activities school engaged in 23
CWRE consultancy sessions attended by school staff 0
Parental contacts 112
Number of pupils attending Interviews 169
Number of pupils attending group sessions 183
ALN reviews attended by CW staff 16
Number of pupils attending employer activities 1,517
CWRE training sessions attended by school staff 7

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

Cysylltiadau'r Ysgol gyda'r gymuned:
The School's links with the community:

- We work regularly with local businesses and charities/organisations to link subjects to the world of work. Subject areas invite businesses/organisations in to lessons where appropriate and some set learning goals that are set and then judged by external companies e.g. DT, English. This supports students in seeing the value of individual subjects and how they fit into the world of work.
- Similar links are in place with the University to motivate and inspire our students in their subjects with subject-specific talks by lecturers and opportunities to visit the University. All Year 8 and Year 10 students all had the opportunity to visit Aberystwyth University for the day and taste lectures and other sessions in a variety of different subjects.
- Our Careers Week this year ensured that each year group had an activity which involved some outside business/agency/charity/organisation.
- Individual speakers have been speaking to our 6th form students about various careers and areas of interest.
- Plans are in place to invite various organisations and institutions in the community to come in to a Year 7 meet the parents/students evening to share what is available to students in the community.

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:

- Employed a Family Engagement Officer to develop work with families and the community
- Supported in developing links with University
- Supported in developing links with businesses.

6. Polisïau / 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 / CLl o ganlyniad i fabwysiadu** ***Action carried out by School / GB as a result of adoption***
Child Protection policy	November 2024	Renewed annually
Health & Safety Audit	November 2024	Renewed annually
Personal mobile phone/technology policy	November 2024	Renewed for 3 years – slight changes to the procedures
Educational Visits – summary policy	November 2024	County policy – adopted for 3 years
Educational Visits policy & procedures	November 2024	County policy – adopted for 3 years
Health & Safety policy	November 2024	County policy – adopted for 3 years
Complaints policy and procedures	November 2024	Temporary renewal until the release of the County policy in June 2025
Home Learning policy	November 2024	New Home learning policy to replace the previous homework policy
Substance misuse policy	November 2024	Renewed for 3 years
ALN policy	November 2024	Renewed for 3 years
Staff Wellbeing policy	November 2024	New policy

Sickness absence policy and procedures	February 2025	County policy - adopted for 3 years
Staff dress code and appearance policy	February 2025	Renewed for 3 years
School admissions policy	March 2025	County policy – adopted for 1 year
Charging and Remissions policy	March 2025	Renewed for 3 years
Dignity at work	March 2025	County policy – adopted for 3 years
ICT Acceptable Use policy	March 2025	Renewed for 3 years
Literacy Policy	March 2025	Renewed for 3 years
Numeracy policy	March 2025	Some changes made - Renewed for 3 years
Relationship & Sexuality Education policy	March 2025	County policy – adopted for 3 years
School Partnership Agreement	March 2025	County policy – adopted for 3 years
Leave of absence	June 2025	County policy – adopted for 3 years
Social Media policy	June 2025	Renewed for 3 years
Equality, Equity and Diversity policy	June 2025	Renewed for 3 years
Unacceptable Actions policy (New June 2025)	June 2025	New County policy – adopted for 3 years
Menopause policy (New June 2025)	June 2025	New County policy – adopted for 3 years
Complaints policy and procedures (new County policy June 2025)	June 2025	New County policy – adopted for 3 years

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 Brosbectws yr Ysgol / *Changes to the School Prospectus:*

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

Prospectus | Ysgol Penglais School

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 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

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 apply 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, in order to address the very specific physical and cognitive needs of the individual students in these units.

All subject Programmes of Learning in an AoLE (Area of Learning Experience) 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 provides learning experiences through the 6 AoLEs:

- Languages, Literacy and Communication
- Expressive Arts
- Science and Technology
- Humanities
- Maths and Numeracy
- Health and Wellbeing

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 delivery of the framework will map where the skills are being delivered to ensure quality and coverage, support teachers, 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 about 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 years 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 (Cymraeg). The Penglais curriculum delivers learning in both Cymraeg and English 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 Cymraeg, to make continuous progress in learning Cymraeg and to have the confidence and language skills so they can choose to use Cymraeg 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.

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

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.

Teachers’ have developed a better 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.

Teachers have increasingly used mini whiteboards in lessons to enhance engagement, questioning, and feedback. Mini whiteboards allow every student to take an active role in their learning by responding simultaneously to questions, showing their thinking, and receiving instant feedback. This approach ensures that all students are included in classroom discussions, rather than relying on a small number of volunteers.

From a pedagogical perspective, the use of mini whiteboards supports formative assessment by allowing teachers to quickly identify misconceptions and adapt their teaching in real time. This immediate insight helps to clarify understanding and improve the precision of questioning across the class.

For students, mini whiteboards provide a low-stakes environment where they can test ideas and make mistakes in safe environment. This helps to build confidence and encourages resilience, as students learn that mistakes are a valuable part of the learning process. Over time, this practice has supported a more positive classroom culture in which students are increasingly willing to take intellectual risks, participate actively, and engage with challenging tasks.

At Penglais, teachers and supporting staff have increasingly used live marking and instant feedback. These are powerful teaching strategies that significantly enhance student progress. These approaches involve teachers giving immediate, specific feedback to students during lessons, rather than waiting until after work is completed. This allows students to identify and correct errors in real time, strengthening their understanding and improving the quality of their work instantly.

When feedback is given on the spot, students are more likely to engage with it meaningfully because the learning is still fresh in their minds. They can instantly apply suggestions and see the impact of improvements, which helps reinforce positive learning habits. This approach also encourages active participation, as students become more confident in the feedback process, discussing their work and reflecting on how to improve it.

Live marking helps teachers identify misconceptions quickly and adapt their teaching to meet the needs of individuals or groups. When students receive instant feedback on their work, they can quickly see what they have done well and what needs improvement. This immediate recognition of success helps boost confidence — students know that their efforts are valued and that progress is possible.

Because live marking happens during the learning process, mistakes are treated as a normal and useful part of progress, not as failures. Teachers can frame feedback positively, guiding students to make corrections and understand their thinking.

As students become more comfortable receiving and acting on feedback, they develop their resilience. They learn to respond to constructive criticism calmly and productively, rather than feeling discouraged. This experience helps them become more independent learners who are willing to take risks, try new strategies, and learn from their mistakes. For students, instant feedback builds confidence and motivation. For teachers, it provides valuable insight into student progress and learning gaps, allowing for more responsive and targeted teaching.

The new made for Wales GCSEs are being introduced this year, and subject leaders will be ensuring that there is progression in the knowledge, skills and experiences from the year 7,8 & 9 curriculum in the new GCSE curriculum.

This year we have embarked on introducing home learning. Following thorough and wide-ranging research into the effectiveness of homework, as well as feedback from parents, students and staff it was felt that this shift in approach will encourage students to develop independence and resilience and support them to become more effective learners for life. Research shows that developing intrinsic motivation, giving students choice about what to learn and giving them the tools to organise their own time will be essential for life after school. There are many examples of students embracing their home learning opportunities this term, and these are being celebrated widely across the school community.

Creativity and risk-taking, based on research-based evidence is encouraged alongside high-quality evaluation and development. We encourage small-scale action-research projects to evaluate the impact of pedagogy on learning within individual classes/students.

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

At Penglais School, our Additional Learning Needs (ALN) Department is committed to supporting every student to thrive, both academically and emotionally. We provide tailored support for a wide range of needs including providing support from our two specialist resource bases:

Canolfan Ni – supporting students with complex and multiple learning needs.

Hearing Resource Centre (HRC) – supporting students with hearing impairments.

Admissions to these specialist provisions are managed through the Ceredigion County Council ALN Panel.

We have now fully embedded the new ALN system across the school. We use Person-Centred Planning (PCP) to ensure that each student's voice is heard and their needs are clearly understood. This helps us create and regularly review Individual Development Plans (IDPs) that guide the support we provide for each student.

Our team offers a range of emotional wellbeing programmes, including Talkabout and ELSA (Emotional Literacy Support Assistant) sessions. This year, we've introduced the Thrive Approach, which helps students feel safe, supported, and ready to learn. Thrive is based on research and focuses on building emotional resilience. Three staff members are now fully trained Thrive practitioners, with more staff receiving awareness training.

The ELSA programme continues to make a real difference for many students, and demand for Talkabout remains high. Some students have also taken part in the Unearthing Programme, supported by our Looked After Children (LAC) Mentor and student voice tells us that students are really benefiting from these interventions.

We work closely with the School in Reach Team (CAMHS) to support students' mental health. These regular meetings allow us to share concerns and receive expert advice. We also lead referrals to external professionals, including Educational Psychologists, and help families access assessments for ADHD and Autism Spectrum Condition (ASC).

Our Teaching Assistants (TAs) play a vital role in supporting students both in and out of the classroom. They've taken part in extensive training to ensure they can meet the diverse needs of our learners.

Students in our Year 7 Accelerated Literacy Class have made excellent progress again this year. We continue to offer targeted support in reading, spelling, and numeracy across all year groups.

To help students feel included and supported during break times, we run a variety of lunchtime clubs such as Lego, Minecraft, and Art. We also offer a Quiet Room and supervise the Sensory Garden, providing calm spaces for students who benefit from quieter environments.

Our Skills for Life Faculty supports students who need help accessing the mainstream curriculum. The team delivers vocational qualifications and work alongside subject teachers. We've built strong links with local organisations, including Aberystwyth University, where students use the World War II Garden for outdoor learning, and Cambrian Wildwood, where we run science and nature sessions.

We're proud of our Work Experience Programme for students in Canolfan Ni and HRC. These placements, supported by TAs, help students build confidence and develop valuable life skills. We're very grateful to the local businesses who continue to support this initiative.

Although English as an Additional Language (EAL) is not formally part of the ALN remit, it is integrated within our department. Penglais School celebrates a diverse and multicultural community, and our EAL team provides outstanding support to students, including those with refugee status. In addition to academic help, we ensure students feel emotionally and socially supported.

10. Iaith / *Language:*

Categori Iaith yr Ysgol / *School's Language Category:*	Category 1 – English-medium school

Gwybodaeth ynglŷn â defnydd yr Iaith 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):

- Students who have attended a Welsh-medium primary school will study Welsh First-Language up to GCSE, receiving 5 lessons per fortnight
- All other students study Second-Language Welsh and receive 5 lessons per fortnight
- Year 7 and 8 PE lessons are taught bilingually
- Year 7 History lessons are taught bilingually
- Some Year 7 and 8 DT classes are taught through the medium of Welsh

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

Toilet provision for students in school is –

A Block toilets:
3 cubicles, 1 male, 1 female, 1 accessible
C Block toilets:
3 cubicles, 1 male, 1 female, 1 accessible
D Block Corridor:
Boys: 13 cubicles (including 1 accessible cubicle). 4 of these are now in use for girls to use. This is in an open plan layout.
Girls: 8 cubicles – (3 cubicles are no longer in use, leaving 8 cubicles in use)
1 accessible cubicle We have again requested funding to redevelop this block into an open plan layout.

Canolfan Ni Unit:
2 toilets as part of two toilet / shower rooms, plus
2 disabled toilets

PE changing rooms (outside):
Boys: 2 urinals, 1 cubicle
Girls: 2 cubicles
1 disabled cubicle on the main corridor

PE changing rooms (inside):
Boys: 1 cubicle
Girls: 2 cubicles
1 disabled cubicle on the main corridor

Sixth Form Centre:
Boys 4 cubicles, 2 urinals
Girls 6 cubicles
1 disabled cubicle

All toilet areas are cleaned and re-stocked at the end of the school day.

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:

Lunchtime and Breaktime menus have been updated, following meeting with Welsh Local Government Association Food in Secondary Schools Coordinator. The focus in the meeting was to increase healthy eating and drinking in school, in line with Welsh Government guidance.

A third cook has been appointed to the school kitchen, so more food is freshly produced in the kitchen.

All canteen staff have completed training on allergens, and new labelling will be introduced this term.

Three water dispensers have been replaced with new models, and we are researching increasing locations of water dispensers in school.

A permanent canteen manager has been appointed, and meetings will take place at least termly with a student group to further develop the school canteen service.

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: ***Common Inspection Framework Criteria:***	**Manylion o sut mae'r Corff Llywodraethol wedi dangos y meini prawf trwy gydol y flwyddyn a'r effaith:** ***Details of how the Governing Body have demonstrated the criteria throughout the year and the impact:***
▪ Pa mor dda ydym ni yn deall ein rolau? ▪ *How well do we understand our roles?*	• All governors meet regularly and take an active part in monitoring and evaluating standards and provision. • 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.
▪ Pa mor dda ydym wedi cyflawni ein rhwymedigaethau statudol gan ystyried y deddfwriaethau a chanllawiau perthnasol? ▪ *How well do we fulfil our statutory obligations and take account of relevant legislation and guidance?*	• Policies and initiatives, including those that meet local and national priorities, are implemented consistently to improve student 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)
▪ Sut ydym yn cael gwybodaeth dda am berfformiad ein hysgol a'r	• 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.

materion sydd yn ei heffeithio? ▪ *How do we have good information about the performance of our school and issues that affect it?*	• 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.
▪ *How do we provide a sense of direction for the work of our school?*	• 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.
▪ *How do we support our school as critical friends, and hold the school to account for the standards and quality they achieve?*	• 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.
▪ *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?*	• 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.
▪ *How do we make sure that complaints are dealt with promptly by disinterested parties?*	• 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 / CLl** ***Action taken by the School / GB***	**Effaith ar y disgyblion/ysgol** ***Effect on the pupils/school***

New curriculum	Ensured full implementation of new curriculum in Years 7-9 and that Wave 1 GCSEs were ready for implementation in June 2025.	Curriculum in Years 7 – 9 is more engaging and students are making good progress overall. Literacy levels of students are increasing due to the challenging English curriculum and teaching of literacy across the subjects. All relevant subjects were ready to deliver the new GCSEs and the Year 10 students have a curriculum that is appropriate to their needs.
ALN reform	The GB reviewed staffing and ensured appropriate appointments to ensure that the school can deliver the ALN reform. The school have completed embedding the new ALN reform. Person-centred practice is embedded in all ALN meetings. IDPs are being embedded and continuing to review the first cohort of IDPs. Staff are continually informed and developed in terms of understanding the role of the teacher in creating a high-quality teaching environment for all students.	The school meets the needs of most students allowing all students to make good progress.
Addressing inequality	Governors have continued to enhance the grant to employ the Family Engagement Officer. Governors monitor the attendance and progress of different groups of students. Governors monitor the use of the PDG.	Some students are showing an improvement in attendance. FSM students are supported academically and through resources to ensure that they can access the full curriculum and make good progress.
Developing Welsh language, ethos and culture	Identified curriculum areas where subjects can be taught bilingually/Welsh-medium and ensured staff are trained to be able to deliver through the medium of Welsh / bilingually. Developed more Welsh signage around the school. Ensured the school understands the Welsh level of each member of staff and that training is offered for staff to be able to increase amount of incidental Welsh around the school and in lessons.	Students in Year 7 have received bilingual PE lessons and some Welsh-medium DT lessons. This has increased their confidence in understanding Welsh and in speaking Welsh. More Welsh is heard in lessons and around the school, and seen in signage/displays, therefore it becomes a natural part of the school and life for students. Students are becoming more keen to speak Welsh and proud of the fact that they can speak Welsh.

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

Dyddiad Arolwg diwethaf Estyn: *Date of the last Estyn Inspection:*	July 2025 (interim visit)

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 6th form students signing in and out of school)

	Targedau'r Cynllun Ôl Arolwg: ***The Post Inspection Plan Targets:***	**Y camau a gymerwyd i gyrraedd rhain:** ***Action taken to achieve these:***
1.	Increase opportunities for students to speak Welsh in specific lessons and to hear more Welsh across the school	PE, History and DT were identified as subjects to teach bilingually / Welsh-medium. Some staff received bespoke training to support this. All Year 7 PE lessons are now at least bilingual. Welsh-medium classes are created in DT lessons, when on rotation with members of staff who can speak Welsh. History have developed bilingual resources in Year 7 to support students in seeing and using more Welsh in their lessons. Some staff have received further training and staff are encouraged to use specific Welsh phrases in their lessons.
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.	During their Interim visit, Estyn focused on this particular recommendation. They found that the work the school has done over the last three years has improved lines of communication with parents and developed its outreach work. They also found that there is now an up-to-date curriculum offer which is valued by students who feel well-supported.
3.	Implement actions from the Digital skills audit; train DCF leads within faculties	The audit was completed and clear understanding of what skills are taught across all subjects. DCF Faculty Leads are working with DCF Lead to ensure that these are enacted within the curriculum and at the right standard.
4.	This has already been addressed – no further action to be taken.	

5. Llais y Disgybl / *Pupil Voice:*	
Cyngor Ysgol: ***School Council:***	The student leadership team are led by the Head Students and include year representatives, form representatives and representatives from the ALN, HRC, LSC, LSAC and LGBT. They continue to uphold and embed the values of the Penglais Student Charter: Knowledge, Respect, Equality. This year they divided into four committees including Clwb Cymraeg, EcoGrwp, Charities and Fundraising and International Committee. All have been proactive in developing aspects of the school that the student community care deeply about and would like developed. Clwb Cymraeg has taken responsibility for developing more interest in Welsh language and culture, EcoGrwp have raised awareness of and promoted the importance of keeping our school clean, as well as planting trees around site, Charities & Fundraising committee have identified WaterAid and Children in Need as the charity for fundraising and have run bake sales and own clothes day for this. Finally, the International Committee have built on the good work done last year in celebrating cultural diversity across the school community by running an International Day and Evening; this event goes from strength to strength and relies on the commitment of the Leadership Team directed by the year 12 prefects.
Cyngor Eco: ***Eco Council:***	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 2023; we will be applying for the Platinum award in 2025. 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: ***Pupil Voice inclusion:***	The student leadership team includes a wide range of representatives including: ALN, LAC, HRC, LSC, LGBT and eFSM. Departmental and faculty quality assurance involving talking to students will include a range of students to reflect the diversity and inclusivity of the school.

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).

	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).
2.	Rhaid i bwrpas y cyfarfod bod i drafod materion sy'n berthnasol i'r ysgol. *The meeting must be of the purpose to discuss matters relating to the school.*
3.	Uchafswm o gyfarfodydd gall rieni alw mewn blwyddyn ysgol ydy tri (3). *The maximum number of meetings that parents can request in a school year is three (3).*
4.	Rhaid bod digon o ddyddiau ysgol fod ar ôl mewn blwyddyn i gynnal cyfarfod. *There must be sufficient school days left in the year to allow a meeting to be held.*

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. *The Meeting must be held within 25 school days of receiving the petition.*
2.	Mae cyfnod y 25 diwrnod yn dechrau y diwrnod ar ôl derbyn y deiseb. *The 25 day period commences the day after receipt.*
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. *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.*
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. *Meetings will be open to all parents of registered pupils at the school, the headteacher and any other person invited by the Governing Body.*
5.	Rhaid i hysbysiad o gyfarfodydd i rieni gynnwys y dyddiad, amser a lleoliad y cyfarfod a'r mater(ion) i'w trafod. *Notification of meetings to parents must include the date, time and venue of the meeting and the matter(s) to be discussed.*

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 gyrff 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 2025/26

2025 - September

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2025 - October

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2025 - November

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2025 - December

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2026 - January

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2026 - February

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2026 - March

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2026 - April

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2026 - May

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2026 - June

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2026 - July

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2026 - August

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NON-PUPIL DAY
SCHOOL HOLIDAYS

Please note that schools have another 2 non-pupil days during the year. They may be set on different dates across Ceredigion, and schools will notify parents directly of these.

Term	Begin	Half-term		End	School days
		Begin	End		
Autumn 2025	Monday 1 Sept 2025	Monday 27 Oct 2025	Friday 31 Oct 2025	Friday 19 Dec 2025	75
Spring 2026	Monday 5 Jan 2026	Monday 16 Feb 2026	Friday 20 Feb 2026	Friday 27 Mar 2026	55
Summer 2026	Monday 13 Apr 2026	Monday 25 May 2026	Friday 29 May 2026	Monday 20 July 2026	65
Non-pupil days (may be arranged as twilight sessions)					-6
				TOTAL	189

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.