



## The Report of the Governing Body of Cysgod y Foel to Parents for the academic year 2017-18



Cysgod y Foel is a Federation of Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn which are county primary schools (infants and juniors).

They are day, bilingual, co-educational schools.

### Officers of the Governing Body

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

The next parent governor elections will be held in September 2021.

The Governing Body has not held a parents' meeting in accordance with Section 94 of the Schools' Standards and Organisation (Wales) Act 2013 during 2017-18.

### Members of the Governing Body

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

## Schools' Staff

Ffridd y Llyn		Bro Tryweryn	
Mrs Bethan Emyr Jones	- Full time	Mrs Bethan Emyr Jones	- Full time
Mrs Siân Angharad Jones	- Full time	Mrs Heledd Lynch	- Full time
Mrs Haf Wyn Pritchard	- .8	Mr Daniel Roberts	- Full time
Miss Rhian Llwyd Dafydd	- Full time	Mrs Lowri Parry	- FP Assistant: 30 hours
Mr Riki Wyn Rowlands	- FP Assistant: 30 hours	Mrs Meleri Thomas	- Assistant for Mrs Parry's maternity leave
Miss Siân Llwyd	- Assistant: 16 hours	Miss Grisial Williams	- KS2 Assistant (one-year contract)
Mrs Eirwen O'Callaghan	- FP Assistant: 5 hours	Mrs Eilw Davies	- Secretary
Miss Siân Llwyd	- Secretary	Mrs Rhian Morris	- Cook/Dinner-money clerk
Mrs Gwenda Morris	- Cook	Mrs Angela	- Kitchen assistant
Mrs Eluned Griffiths	- Kitchen assistant/Dinner-money clerk	Mrs Elin Jones	- Caretaker
Mrs Eirwen O'Callaghan	- Kitchen assistant	Mrs Beryl Jones	- Caretaker
Mrs Beryl Jones	- Caretaker		

  

Class		Mon	Tue	Wed	Thur	Fri
FP	a.m.	RhD 19	RhD 19	RhD 19	RhD 19	RhD 25
FP	p.m.	RhD 19	RhD 19	HP 25	RhD 19	RhD 25
Y. 2/3/4	a.m.	HP 18	HP 18	HP 18	HP 18	RhD/SAJ
Y. 2/3/4	p.m.	HP 18	HP 18	SAJ 31	ES 18	RhD/SAJ
Y. 5/6	a.m.	SAJ 17	SAJ 17	SAJ 17	ES 17	SAJ 31
Y. 5/6	p.m.	SAJ 17	SAJ 17	SAJ 31	SAJ 17	SAJ 31

Total Number of Pupils: 56

  

Class		Mon	Tue	Wed	Thur	Fri
FP	a.m.	HL 19	HL 19	HL 19	HL 19	HL 19
FP	p.m.	HL 19	HL 23	HL 23	HL 23	HL 23
Y. 2/4/5/6	a.m.	DR 21	DR 21	DR 21	DR 21	DR 21
Y. 3/4/5/6	p.m.	DR 21	DR 21	DR 21	DR 21	DR 21

Total Number of Pupils: 44 – including four in the Nursery

### Term Dates

Autumn Term	3 September 2018 – 21 December 2018
Spring Term	7 January 2019 – 12 April 2019
Summer Term	29 April 2019 – 22 July 2019

### **HOLIDAY DATES 2018-19**

Half Term: 29 October – 2 November 2018

Christmas Holidays: 24 December 2018 – 4 January 2019

Half Term: 25 February – 1 March 2019

Easter Holidays: 15 - 26 April 2019

May Day: 6 May 2019

Half Term: 27 – 31 May 2019

Summer Holidays: 23 July – 30 August 2019

### **SCHOOLS' TEACHING HOURS**

Foundation Phase: 23.66 hours per week

KS2: 24.50 hours per week

**MORNING SESSION:** 9.00 – 12.00

**AFTERNOON SESSION:** 1.10 – 3.30

**RESPONSIBILITY FOR THE CHILDREN:** 8.50 – 3.40

**Information about Performance and Targets for Ffridd y Llyn**

**Foundation Phase**

Average Score:

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

	Outcome 5+			
	2014-15	2015-16	2016-17	2017-18
FPI	66.7%	100%	100%	100%
Language	66.7%	100%	100%	100%
Mathematics	66.7%	100%	100%	100%
PSW	100%	100%	100%	100%

**Key Stage 2**

Average Score:

The school's results vary a great deal over a five-year rolling period because one child in a small cohort makes a huge difference to the percentage.

	L4+					
	12-13	13-14	14-15	15-16	16-17	17-18
CSI	100%	84.6%	100%	100%	91.7%	100%
English	100%	92.3%	100%	100%	91.7%	100%
Welsh	100%	92.3%	100%	100%	91.7%	100%
Mathematics	100%	92.3%	100%	100%	91.7%	100%
Science	100%	100%	100%	100%	91.7%	100%

**Information about Performance and Targets for Bro Tryweryn**

**Foundation Phase**

Average Score:

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

	Outcome 5+			
	2015	2016	2017	2018
FPI	100%	100%	100%	100%
Language	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%
PSW	100%	100%	100%	100%

**Key Stage 2**

Average Score:

The school's results are consistently high and our aim is to maintain this high standard.

	L4+			
	14-15	15-16	16-17	17-18
CSI	100%	100%	100%	100%
Eng	100%	100%	100%	100%
We	100%	100%	100%	100%
Ma	100%	100%	100%	100%
Sc	100%	100%	100%	100%

Target Groups:

We track pupils to ensure progress and identify individuals who require further intervention by using the Incerts programme, tests' results and teacher assessments to create target groups.

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

Personal Targets: We have set a school target, class target and individual targets for every child at the school. The individual targets interweave with the assessment for learning system.

**Actions taken by the Governing Body**

Links to the Community

The school is the hub around which education revolves and it is important that the schools play a prominent part in the life of the community, and that the community too plays a prominent part in the life of the schools. The schools and community should become immersed in each other. The schools should make the most of the ready audience provided by the local community, and the children too should realise that there is a place for them in society as a whole.

We believe that the schools are an integral part of the community and help children to nurture a respect of its traditions and people.

We should consider how to implement the community objectives by:

- nurturing children to become aware of and respect their local heritage;
- encouraging specialisation from the outside to ensure a broad and balanced education, one which is interesting and cohesive, integrated and differentiated;
- developing the close-knit and homely relationship that exists in a rural society and taking advantage of the opportunity for mixed age-groups to work together. As Llwyd o'r Bryn states in the song of Cymdeithas y Llawrdyrnu (the threshing-floor society) in Sarnau:  
"Mewn cymdeithas lawen iach,  
Neb rhy fawr a neb rhy fach."  
(Within a happy and healthy community, everyone is of equal stature.)
- linking the children to their locality and community, as the locality is the area within which the child receives his/her education and the people involved in that education are the teachers, parents, visitors and locals.

We will achieve the above by providing Thanksgiving services and Christmas concerts, by undertaking humanitarian work in order to help people

and organisations in need. We will nurture cultural links by supporting local eisteddfodau and generating an awareness of the traditions associated with the local community. Experts will be invited to display old artefacts and to relate tales. Visits to places of interest are also very important. We use local talents to strengthen educational activities such as knitting and crocheting, art and rural crafts, so that skills are appreciated and are passed on in the community to future generations. We will also use the resources readily available to create an awareness of business and enterprise and an understanding of factory, farm and shop management, etc. This will enable the children and teachers to forge a valuable link with adults and experts in their fields.

Direct links should be fostered with individuals in order to expand on and enrich aspects of the curriculum by inviting authors, craft workers, parents and experts to the school.

**The Language Charter at Ffridd y Llyn**

The final Web is very encouraging, with progress witnessed in almost every aspect. If there isn't any progress, then that aspect has been sustained. It is pleasing to see the increase in pupils' use of Welsh during informal periods and that more children speak Welsh at home.

The increase in the number of pupils who listen to Welsh-language music is seen to be significantly higher as a direct result of the focus that Welsh-language groups receive on a weekly basis at the school. We will attempt a similar input into watching Welsh-language programmes next year.

The pupils' attitude towards the importance of the language is also a consequence of taking every opportunity to raise awareness of Welsh issues and people at the school.

'Ynni Da' activities and S4C quiz were held with the rest of the catchment area. This had a positive impact on the pupils' attitude towards Welsh-language music and Welsh-language programmes on S4C.

**The Language Charter at Bro Tryweryn**

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### **Activities in the Community (Ffridd y Llyn)**

**Morning assemblies:** Dr Owain Edwards from Coleg y Bala addresses the children on a monthly basis.

**Morning assemblies:** Reverend Hywel Edwards addresses the children on a monthly basis.

**Community Policing:** PC John visits the school every term to discuss drugs, anti-social behaviour and personal safety with the children.

**Developing Entrepreneurship:** Members of the community were invited to talk about their work.

**Llandderfel Eisteddfod:** Children from the entire school prepared homework for Llandderfel Eisteddfod. Their work was well-worth seeing, and each one of them was praised by the judges.

**Macmillan Coffee Morning:** We had a wonderful morning and a special assembly to increase the children's awareness of the work done by Macmillan nurses and £97.21 was raised.

**Children in Need Day:** All were a sight to behold in their costumes and £66.20 was raised for the Children in Need appeal.

**Designing Christmas Cards:** The sum of £58 was raised.

**Christmas Fair:** A coffee evening was held at the school resulting in £638.77 being raised for the school fund.

**Sarnau Eisteddfod:** Children from the entire school prepared homework for the eisteddfod.

**Coffee Evening:** A coffee evening was held at the school resulting in £98.50 being raised towards the school fund.

**Harvest Thanksgiving Service:** The sum of £72.42 was raised towards Maelor Hospital.

**Christmas Concert:** Through ticket sales, £447.40 was raised towards the school fund.

### **'Ffrindiau'r Ffridd' (Friends of the School)**

- Summer Fair – £503.95 was raised
- Late-night Shopping stall – £332.10 was raised
- Egg Race – £179.60 was raised

### **Activities in the Community (Bro Tryweryn)**

**Morning assemblies:** Dr Owain Edwards from Coleg y Bala addresses the children on a monthly basis.

**Morning assemblies:** Reverend Hywel Edwards addresses the children on a monthly basis.

**Community Policing:** PC John visits the school every term to discuss drugs, anti-social behaviour and personal safety with the children.

**Talybont Eisteddfod:** Children from the entire school prepared homework for Talybont Eisteddfod. Their work was well-worth seeing, and each one of them was praised by the judges.

**Macmillan Coffee Morning:** We had coffee morning and £385.55 was raised.

**Harvest Thanksgiving Service:** The sum of £103.61 was raised towards Wales Air Ambulance.

**Children in Need Day:** All were a sight to behold in their costumes and £63.00 was raised for the Children in Need appeal.

**Save the Children Day:** The children came in their jumpers and £32 was raised.

**Christmas Fair:** A coffee evening was held at the school resulting in £1246.60 being raised for the school fund

### **Cronfa'r ysgol**

Cakes stall – £194.00

Guess the value of the goods in the Co-op shopping basket – £242.29

## Links with Other Schools

### School-to-School Partnership

**Cysgod y Foel Federation** – Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn have now federated. This means that there is one Headteacher and one Governing Body for the two schools, and the aim is to develop the collaboration that already exists between both schools.

**Ffridd y Llyn, Bro Tryweryn, Beuno Sant and Bro Tegid schools** – We meet every week to discuss aspects of the SDP, to scrutinise work and to discuss developments in our planning.

**Penllyn Catchment Area Schools' Transition Meetings** – A committee was formed to discuss and plan transition methods between all catchment area schools and the lifelong school. The main aim is to forge links between Ysgol Bro Tegid, Ysgol Beuno Sant and Ysgol y Berwyn before the three schools merge in September 2019. Another aim is to forge links with Ysgol O. M. Edwards, Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn. Grant funding has been set aside to bring the pupils of all the schools together to create art projects, and it is likely that appropriate workshops will begin in September.

**Primary-secondary Transition Meeting** – Transition meetings have focused on numeracy tasks.

## Organisation and Policies

### Federation Policies

We review each one of the school's policies continuously to ensure that they are up to date. These are the policies that require annual review:

Child Protection

Admission and Entry

Curriculum

Reasonable Force

Anti-bullying

Health, Safety and Well-being

Working Language

### A Summary of some of the Federation's Policies

#### CHILDREN WHO HAVE ADDITIONAL LEARNING NEEDS

**Occasionally, we feel that it would be of benefit if a child were to receive attention so as to overcome specific problems. This can be either a long-term or temporary arrangement. As a rule, the basic skills such as reading, writing, spelling and mathematics are focused upon, with the child receiving assistance (mostly in a small group) from a staff member following a discussion with his/her parents. If required, other agencies such as the Educational Psychologist can be brought in, Catchment Area Units used on a part-time basis, etc. Occasionally, a child with severe**



needs is stated, following a discussion with the parents. The work set for more able and talented children is carefully planned so as to extend them.

Additional Learning Needs Co-ordinator – Mrs Siân Angharad Jones  
Designated Additional Learning Needs Governor – Mrs Siân Edwards

### **Summary of the Policy on Additional Learning Needs**

#### Aim

As far as possible, we strive to ensure that every child receives a fair opportunity to develop emotionally, physically, mentally and educationally so as to benefit from the school's provision, including the National Curriculum.

#### Guidelines

1. Fulfil the requirements of the Special Educational Needs Code of Practice for Wales 2002.
2. Use the Gwynedd Admission Criteria and 'Asesu Da' (Good Assessment) to plan the best possible provision.
3. Follow a system of stages:
  - 'School Action' – for pupils with short-term needs
  - 'School Action Plus' – for pupils with medium-term needs
  - 3\* – for pupils with long-term needs
  - Statement – for pupils with severe needs.

The Co-ordinator will contact an external specialist as and when required. Every child on one of these stages will follow an Individual Education Plan (IEP).

4. Ensure that parents and pupils are included in the assessment and review arrangements for individual pupils' needs, including the IEPs.
5. As far as possible, every pupil will be involved in all the school's activities.
6. Parents who wish to lodge a complaint can contact the following in the first instance – the ALN Co-ordinator/the Headteacher/parents' representatives on the Governing Body/ALN designated governor.

#### Conclusion

It should be ensured that every child with a learning difficulty receives a fair opportunity to achieve his/her full potential. By doing so, the children with needs will receive the care they deserve, whether physical, mental or sensory.

### **Identifying, Assessing and Providing for Additional Learning Needs**

1. Each term, staff will discuss the progress of every child. If concern is expressed, we will consider placing that pupil on a short-term stage, i.e. School Action. If the problem or concern is insufficient to warrant placing the pupil on a further stage, then we will attempt to meet the needs within the class, through differentiated work. If the concern persists or increases, we will place the pupil on a further stage, i.e. School Action Plus.

2. The school's teachers use assessment as a natural part of everyday teaching. Lesson planning takes places so that activities are assessed – sometimes the activities will be differentiated in nature, at other times it is the response to the same type of task that is differentiated. Through these methods, and from time to time, through standardised tests, it is hoped that each child will receive the attention he/she deserves and develops to his/her full potential, and that we will quickly become aware of any problem or concern that may arise.
3. Arrangements are in hand to review the ALN provision for a pupil on any of the stages, in accordance with LEA policy.
4. Parents' opinions are extremely important when identifying and assessing a child. Their opinions are valued and their co-operation sought in all cases.
5. When required, the opinion of other agencies is also vital and the co-operation of relevant agencies will be sought when identifying and assessing pupils with ALN.
6. When admitting pupils from any other schools, an attempt will be made to ensure that we receive information about the pupil at the school. Similarly, this school will convey any relevant information when a child transfers to another school.

### **Pupils with Disabilities**

#### **Children with Physical Needs**

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

#### **Disability Equality Plan**

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

### **Sex and Relationships Education (Life Education)**

**In accordance with the requirements of the Education Act 1986, schools' governing bodies are expected to consider whether sex education should form part of the secular curriculum. If they are of the opinion that sex education should form part of the curriculum, they are required to draw up and review a written statement of their policy in terms of content and organisation. The Governing Body decided that sex education should form part of the curriculum of Cysgod y Foel (PSE).**

**The purpose and objectives of sex education in the primary school are to:**

- **learn about the life cycle**
- **keep the children safe by helping them to identify and respond to unacceptable behaviour by adults and other children**
- **help the children to become aware of various life situations, emphasising the moral aspect**
- **help the children to talk about matters involving the body and relationships without embarrassment**
- **start preparing the children for the decisions they will take in the future**
- **teach children to respect themselves and others.**

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

**If parents/guardians have concerns, they are welcome to come to the school for a discussion with the Headteacher.**

**You are welcome to consult the Headteacher if you have any questions on this issue or if you would like to see the Sex Education Policy.**

### **Review the School's Strategies**

The vision of the Headteacher, staff and governors of Cysgod y Foel:

**Create a happy school that puts the children first, a school that respects and extends every individual to his/her full potential.**

### **The Federation's Overall Objectives**

#### **1. Atmosphere and Ethos**

To establish a happy and hardworking environment based on mutual care and respect, between teachers and pupils, and between the pupils themselves, that will enable the pupils to display a positive attitude and develop self-confidence as well as a positive self-image so that they gain self-respect without being arrogant. Ensure that every pupil feels part of a disciplined society which sets store by moral, spiritual and humanitarian values in its life and work.

#### **2. Curriculum**

To ensure that every child is given an equal opportunity through providing him/her with a relevant, differentiated, broad and balanced curriculum, interpreting the requirements of the Cwricwlwm Cymreig within the context of the Local Education Authority's philosophy and policies. Enable pupils to utilise their literacy, numeracy and information technology and communication skills in various curricular contexts.

#### **3. Bilingualism**

To ensure that the Authority's amended Language Policy is implemented effectively within the context of the National Curriculum. Ensure that every pupil's ability to use Welsh and English as a learning medium is developed in accordance with the Local Education Authority's Language Policy.

#### **4. Organisation**

Provide an opportunity to develop teachers who have an extended professionalism and provide them with training according to the needs and requirements of the pupils, the curriculum and the Education Acts 1986 and 1988.

#### **5. Staff Development**

Provide an opportunity to develop teachers who have an extended professionalism and provide them with training according to the needs and requirements of the pupils, the curriculum and the Education Acts 1986 and 1988.

#### **6. Premises**

Seek to make improvements to the buildings and their use and ensure that they meet health and safety requirements; encourage hygiene inside and outside the schools and create an engaging school environment.

### **Priorities of the Schools Improvement Plan 2018-19**

- Priority 1: Prepare for the Curriculum for Wales.
- Priority 2: Raise numeracy standards further by interweaving the four purposes into the four teaching stages – introduce skills, opportunities to practise skills, reasoning and problem-solving in everyday situations and answer the big question cross-curricularly.
- Priority 3: Raise standards of oracy and written syntax in Welsh and in English by applying the principles of the Curriculum for Wales to develop creative and innovative activities.
- Priority 4: Develop the digital competence of every child by becoming acquainted with the framework’s expectations and plan purposefully for its adoption.

### **Attendance 2017-18**

Ysgol Bro Tryweryn – 96.6%      Ysgol Ffridd y Llyn – 96%

The Body monitors attendance but does not feel that any steps need to be taken at present.

### **Sports**

We attach considerable value to physical activities and their contribution to the physical, educational, social and emotional development of every child. We attempt to provide a wide variety of activities to respond to the interests of each child. Our aim is to teach the child how to play as part of a team, group and pair, and as an individual, to promote physical activity and healthy ways of living, foster positive attitudes – to respect fair play, compete honestly, cope with success and failure, ensure safe practices by responding to instructions, acknowledge and follow rules, use equipment safely, etc.

We play friendly and competitive matches including rugby, football, netball, cricket, dragon rugby, athletics, rounders, etc. and take part in local team games in the catchment area and with the Urdd.

Bethan Emyr Jones

December 2018