



The Governing Body's Annual Report 2022-23

This report is presented on how the functions of the Governors were carried out during the 2022-23 educational year.

THE GOVERNING BODY MEMBERS

Member	Representing	Term of office
Alaw Ceris (Chairperson)	Parents	2021-2025
Miriam Grant (Vice-chairperson)	Parents	2019-2023
Guto Glyn	Parents	2022-2026
Ian Goronwy Williams	LEA	2020-2024
Gwenllian Hughes	Community Council	2021-2025
James Evans	Co-opted	2019-2023
Andrew Parry	Co-opted	2020-2024
Greta Hughes	LEA	2022-2026
Mrs Gwyneth Lloyd Jones	Athrawon	2018-2022
Mrs Manon Haf Owen	Pennaeth	2021-2022

Chairperson: Ms Alaw Ceris, Y Boncan, Llanbedrog alawc@ysgolllanbedrog.cymru

Clerk: Mr Iwan Hughes, Bron Haul, Llanbedrog iwanh@ysgolllanbedrog.cymru

The Governor's Role

The members of the Governing Body are responsible for most of what happens in the life and work of the school. The responsibilities have increased considerably over the last few years.

The Body must meet at least once a term, but often meets twice a term. The head teacher reported every term on pupils' attainments and attendance, curricular matters and results, special needs, welfare, management, staffing and finance, as well as on the school's successes, various activities and events. Full minutes of meetings are available at the school.

The Body has been divided into sub-panels that meet regularly during the year. At Ysgol Llanbedrog we have Staff Discipline and Dismissal, Staff Discipline and Dismissal Appeal, Pupil Discipline and Exclusion, Complaints, and Pay Review sub-panels.

Mrs Miriam Grant was this school's Special Educational Needs representative.

Ms Emily Young was the Child Protection representative.

You are reminded that you can obtain further information about the budget or view the minutes of all meetings by request to the Clerk.

Elections will be held to elect new parent governors when the above terms of office expire. The next elections will be held in the Autumn Term of 2023.

Meeting Dates

The Full Body met on 20/9/22, 24/10/22, 14/12/22, 6/2/23, 20/3/23, 22/5/23.

In addition, meetings of various panels were held.

Report on any action arising from report released October 2022

No meeting between governors and parents was requested.

CLASS ARRANGEMENTS SEPTEMBER 2022

Teacher	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Cyfanswm
Mrs Sian Elfryn	11	18							29
Miss Catrin Evans			8	11					19
Mrs Gwyneth Jones					11	14			25
Mrs Manon Owen							12	9	21
									94 (83+11)
ALN and C	2	1	2	1		1	2		9 (9.6%)
FSM			1		3	1	1		5 (5.3%)

WHOLE-SCHOOL ATTENDANCE

Attendance	=	93.2%
Authorised absence	=	6.7%
Unauthorised absence	=	0.2%

The Governors' and Gwynedd's attendance target was 95.5%. A note or message of explanation is required to cover every absence.

The Government places great pressure on every school to raise attendance and to eliminate any unauthorized absences. The school's register is fed into a central system by the Council and the school is obliged to discuss any concerns with the Welfare Officer. The school acted in accordance with the requirements.

TERM DATES 2022-23

1 September - 23 December

9 January - 31 March

17 April - 20 July

HOLIDAYS:

31 October - 4 November (Half Term)

26 December - 6 January (Christmas Holidays)

20 - 24 February (Half Term)

3-14 April (Easter Holidays)

1 May (May Bank Holiday)

29 May - 2 June (Half Term)

21 July - 31 August (Summer Holidays)

Staff training dates were on 1+2/9/22, 17/2/23, 26/5/23, 16/6/23

SCHOOL SESSIONS

Morning: 9:00a.m -12:00 p.m

Afternoon: 12:50 - 3:00pm /3:15 p.m

Nursery: 9:00 - 11:00 a.m

(Clwb Gwarchod: 8.10am, Clwb Brecwast: 8:30am, School opens: 8.50am)

SDP PRIORITIES 2022-23

The school's priorities are set out in the School Development Plan (SDP). This is a vital document drawn up by the school to ensure that we operate as effectively as possible. We governors discuss elements and monitor developments of it in our meetings. The Local Education Authority also receives a copy of this document.

Here are the school's targets for 2022-23 and a brief description.

<p>Priority 1</p> <p>Developing Oracy and Reading skills in order to see its positive impact on cross-curricular Writing across the school (2 languages)</p>	<ul style="list-style-type: none"> • A very good awareness in all classes across the school, of the requirements of CfW in terms of planning and teaching to develop oracy, reading and writing across the ALE is seen. The progression and development can be seen clearly when looking at children's work, throughout the school. There is a clear progress in individuals linguistic skills of the learners from class to class, from term to term. • Firm, honest and open collaboration within the school ensures sharing good practices and barriers. It has a very positive influence on planning, provision and teaching across the school. • Providing staff training and sharing good and effective strengths and practices in staff meetings and class visits ensures that we develop and move forward as an unit. • Effective and purposeful oral and reading activities are regularly planned and presented in each class, developing the solid basic skills of most learners. The knowledge and skills learned through the oral and reading tasks are used naturally in the writing tasks, having a good or very good effect on standard and achievement. As a result, increasingly successful and demanding cross-curricular writing tasks are carried out by most learners with the teachers developing professionally as they research and experiment. Development is seen and felt, with the majority of pupils having developed the ability to work well or very well, increasingly independently, on language tasks. • Collaboration and experimentation on strategies within the school ensures continuity, consistency that will develop across the pupils' education continuum. This equips them with important skills to be used widely within the world of education and beyond. Through central school training, sharing good practices all the staff have become aware of the content and value of the investigations. As a result of the collaboration and continuing to experiment, progression and consistency is seen, raising oracy, reading and writing standards across the school. The three linguistic strands support and weave together across subjects. • The Voice of the Child, Assessment for Learning and a Growth Mindset has a core and continuous place in our learning and teaching, effectively and efficiently influencing the mood and ethos of all the school's classes. This creates active, eager and enterprising learners. • Observations show that formative assessment is an effective tool in order to respond to learners' progress and move them forward continuously. We've decided to further develop this aspect in 2023-24 as a response to CfW requirements and impact of Covid periods.
<p>Priority 2</p> <p>Develop broad cross-curricular activities inside and outside the classroom in order to further practice and extend skills across the Learning and Experience Areas</p>	<ul style="list-style-type: none"> • Professional discussions, classroom visits, looking at pupils' work shows that various activities are carried out across the school. Creating Big Books to monitor, share and effectively collate what is happening across the school, shows progression and giving a solid overview, but on the other hand they are laborious to create, so there is no pressure on teachers to create them. • By discussing plans, classroom visits and looking at books show that increasing recognition of the requirements of the ALE across the school is developing increasingly well throughout the educational year. It's seen that cross-curricular, relevant, broad, enjoyable themes are presented across the school and talks with pupils show understand, enjoy and are enthusiastic in their learning. • The desire of the staff to experiment, develop and think outside the classroom when positively and purposefully planning, on the school grounds, within the village and further afield, being effective in teaching and learning. The readiness, desire and enjoyment of staff when experimenting with different methods/ideas enriches the learning experiences, broadens experiences, and gives a very lively and entertaining spirit to the tasks and experiences. This is reflected in the approach and the pupils' achievement. • It is seen from scrutinising that cross-cutting knowledge and understanding of teachers and learners is strengthened and deepened by planning, presenting and devoting themselves to tasks outside the classroom e.g. through visits, outdoor tasks, using all areas of the school grounds and presenting STEM tasks. All the teaching staff agree that this has a very effective and successful impact on developing learners' skills, responding to the Four Purposes and igniting enthusiasm and the relevance of tasks.
<p>Priority 3</p>	

Develop and expand the participation of learners in different areas and aspects to add successfully to the life of the school and the community.	<ul style="list-style-type: none"> It is seen that learners contribute confidently in various ways to the life of the school in terms of day-to-day running, the organization of the classes and in the wider community. The Voice of the Child is central, core and very important to the life of the school. Through accepting additional responsibilities learners develop skills, confidence, enthusiasm and a sense of responsibility. They respond to challenges and disciplines enthusiastically, eagerly, maturely and commendably. Accepting responsibilities develops pupils to be aware of their role as global citizens. Various communication skills (oral, technological, written, presentation on the website and school wall) developing further and wider because of their various participations with learners gaining experiences beyond the curriculum, relevant to everyday life which develop them as a whole, rounded person.
Priority 4 Revise summative and formative assessments to respond to the requirements of the Curriculum for Wales, and use it to plan the next steps in their learning in order to support and extend all pupils in the school.	<ul style="list-style-type: none"> A new tracking system is in place in Ysgol Llanbedrog. The robust and manageable system is established and being used effectively. Class teachers feeds the system and MHO monitors regularly. All staff have familiarised themselves, understand and follow the school's tracking schedule successfully and use them confidently in order to summarily assess the planning of the next steps. Consistent approach across the catchment area and transferring to the secondary to ensure consistency and progression. Deciding across the catchment, following professional discussions, not to use Taith 360 to assess and plan the way forward as it is demanding and not as effective in terms of responding to CfW's requirements. The values and interests of AfL are naturally evident and active across the school and have a commendable effect on the skills and standards of all learners as well as on the culture of the class, Approach, proficiency of most of the learners develop well to be successful independent learners in possession of their own learning. Firm recognition by all staff of learners' needs and attainment, through classroom work and the progress tracking system, with this leading to effective support and challenge. Assessment of day-to-day progress takes place on the classroom floor and is used to decide on the next steps. Most Yr 2-6 learners are aware of what good learning is and what the next steps are to move themselves forward. Learner/staff discussions moving learning forward successfully and relevant to everyone. Responding to needs at the time opening a door for all learners to develop effectively and confidently on their personal level

STAFF TRAINING

The staff attended a wide range of training during the year in compliance with the SDP and Authority and Government priorities. A list of all the training is available at the school.

FINANCIAL STATEMENT

A meeting of the Finance Panel is held every term and the governors review finance policies in accordance with requirements. See appendix for the school's latest budget.

*** Relevant expenditure from the school's final accounts for 2021-22**

Heading	£
Building Repair and Maintenance (historical responsibilities)	12,260
Building Repair and Maintenance (property)	1,696
Electricity	6,870
Gas	2,090
Water	2,170
Cleaning Contract	12,150
Gwalch- Ground Maintenance	500
Fire Fighting Equipment	100
Rates	5,300

Capitation (equipment, books, etc.)	9,000
Furniture	110
Postage	60
Phone	800
Swimming Pool and Sports	5,000
Musical Instrument Lessons	2,800
Technological support	5,703
Local Office	

Reserves £67,523 (to safeguard/maintain staffing)

*** Governors' travel and subsistence costs: £0**

0987654321 **School Fund:** (the everyday expenditure fund) Money connected to educational visits, photographs, etc. +goes to this fund. The total amount received into it and paid out of it is substantial. The fund is annually audited by an external accountant, in accordance with requirements and details are available at the school should anyone wish to see these. There was £11,979.15 in hand on 1/4/23 (Appendix 1.)

*** Donations to the School:** Due to the Covid 19 pandemic situation, it has not been possible for the Cyfeillion to organise fundraising events for the school. However, we managed to raise some money. The Governors would like to thank all those who contributed to their efforts to collect money. The school and all children in it have benefited greatly from these contributions. (Appendix 2).

*** Rhoddion i'r ysgol:** A few fundraising events for the school were organized by the Cyfeillion. The Governors would like to thank everyone who contributed to their fundraising efforts. The school and every child in it has benefited greatly from these contributions. (Atodiad 2).

SCHOOL HANDBOOK

The handbook is updated every year. Copies of the handbook are available at the school and on the website. It has been adapted to match the requirements of the Curriculum for Wales.

INFORMATION ON PERFORMANCE AND TARGETS

Progress was discussed in parents' meetings and in an end of year report.

PERFORMANCE TARGETS

Individual targets are set for each child throughout the school to develop everyone as individuals according to their personal, social, emotional, and educational ability. Challenging targets are set for each pupil, in accordance with their educational ability.

In order to stretch each individual to be confident and reach their full potential, some pupils are targeted in aspects in which they need a boost or further challenge; e.g. in Literacy, Numeracy and Wellbeing. This can happen as additional attention, support or differentiated work within the classroom or in a small group or individually with an assistant outside the classroom. Some pupils, who are on the school's ALN register, receive attention or targets by external experts who visit the school and we work together on them in the school.

CHILDREN'S PARTICIPATION

The children of the school contribute their ideas to the life and organisation of the school in various ways, through discussions, questionnaires, School Council, Green Group, Healthy Group, Safety Officers and occasionally discuss these at governors' meetings.

Some of their contributions during 2022-23 included organising activities to raise funds for good causes, arrange and conduct after-school clubs and playtime activities, after school clubs, checking aspects of safety in the school and arranging events and visits.

The children also contribute to planning class work by proposing ideas about what they would like to learn and how this can be realized.

BUILDINGS

All areas of the school are used effectively and efficiently. A fire alarm practice is held every half term.

Autumn Term

- Change heater in staff room
- Install screen on the wall in the Neuadd
- Install blind in the Neuadd

Spring Term

- Sort the heating in Dosbarth Carreg y Defaid

Summer Term

- Replumbing of the staffroom to get hot water
- Planning meetings for adapting the kitchen
- Install a handrail for the steps by the main entrance

Summer Holidays

- New kitchen

Additionally, annual routine tests were completed such as:

- Owen+Palmer -PAT Testing (annually-Spring Term)
- LEA- Water and Legionella tests (monthly)
- AER- heaters check (annually)
- Zurich- park inspection (annually- Autumn Term)
- Gwalch- maintain land (annual contract)
- Cwmni Tân Llŷn- fire equipment and systems inspection (Annually- Autumn Term)
- Sportfix- sports equipment inspection
- Snowdonia Fire- fire alarm check
- 4C- security alarm check (annually Summer term)
- Adran Eiddo- Fire Inspection (annually- Summer Term)
- MHO and Swyddigion Diogelwch - Building Condition Survey (every half term)

School Toilets

There are purpose-built toilets, including a 'small' toilet for the Nursery-Year 2 and a toilet suitable for the disabled - a ratio of approximately 1:10. There are separate toilets for boys and girls in Year 3-6. Staff toilets are available for children's use as required. The toilets are cleaned every day.

CURRICULUM

As is the case with all other schools, the school follows the Curriculum for Wales, as well as the Literacy and Numeracy and Digital Competence Frameworks. A summary of the school curriculum is contained in our school handbook - copies are available at the school or on our website. The school also follows the Webster-Stratton curriculum to present behaviour and self-discipline strategies, as approved by Cyngor Gwynedd

POLICIES AND STRATEGIES

Several school policies were reviewed and adopted during the educational year. Copies of the policies are available at the school and some are on the school's website.

ALN Policy

The school aims to identify children with Additional Learning Needs early to be able to offer the best and most comprehensive provision and support for them, helping the pupils to achieve their full potential. This is a priority amongst governors.

To this purpose, detailed Individual Development Plans are prepared for the children and we will review these with the children and parents.

- The ALN co-ordinator for Ysgol Llanbedrog -Manon Haf Owen
- The designated governor for SEN -Miriam Grant

Disabled Pupils

In accordance with the Authority's policy and the school's vision, there is full access for pupils with a disability. The school's policies ensure that disabled pupils would not be treated less favourably than other pupils.

LANGUAGE CATEGORY

The school is a bilingual school.

Welsh is the principal language of the school and we adhere to Gwynedd's Language Policy. Children who do not speak Welsh when they come to the school will be 'immersed' in the language and will soon speak the language fluently.

Welsh is the main language of communication at the school, within the building as well as outside on the playground. The school has won the Gold Award of the Siarter Iaith.

In accordance with Gwynedd's Language Policy, every child is educated through the medium of Welsh. English will be introduced formally in Year 3. Our aim is for each child to be fluently bilingual when leaving the school.

If a child who does not speak Welsh comes to the school during the Early Years, he/she will be 'immersed' in the language naturally within the school. If an older child (Year 2 upwards) who does not speak Welsh is uncertain, moves into the school, he/she will attend the local Canolfan Iaith (Language Centre) at Llanybi or Porthmadog for a term. 2 pupils attended Uned Drochi Llanybi in 2022-23.

COMMUNITY LINKS

The pupils experienced many varied activities including an archeology workshop in the Plas, safety workshops by PC Rhiannon, Gwawr from the Fire Service and Safer Internet by Google, clogging sessions were held with Tudur Phillips, literature and poetry workshops with Anni Llŷn, Cafi Wyn, Marek Llywelyn, film making workshops with Robin Williams, art workshops with the artists Zoe Lewthwaite, Catrin Williams, Elin Huws, local names and local history workshops with Mei Mac and Iwan Hughes, Ed Holden's beatboxing workshop, a drama workshop with the actors Rhian Cadwaladr, 5 weeks of Dance for Everyone sessions for the whole school.

Various visits happened, from residential ones to Cardiff (Yr 6), Llangrannog (Yr 5), Glanllyn (Yr 3-4), and visits of one day or less. Some examples are visits to Plas yn Rhiw (Year 1 and 2), Tryweryn (Tir y Cwmwd District), Y Winllan (Tir y Cwmwd District), Mynydd Tir y Cwmwd and Y Winllan (Tir y Cwmwd District), and a whole school trip to Porthdinllaen School to close the educational year.

Throughout the year we supported local charities and businesses, e.g. Children in Need, Marie Curie, Save the Children, MacMillan, T4U, Red Nose Day, The National Trust, Welsh Music Day, National Book Day. The School Council organized the events. There were 2 students from Coleg Meirion Dwyfor on work experience.

SPORTING OBJECTIVES AND ACHIEVEMENTS

The pupils experienced a number of sporting activities and made use of the yard, the field, the hall, Byw yn Iach Dwyfor and Clwb Chwaraeon Pwllheli for a variety of activities.

Mrs Catrin Hall was our PE co-ordinator and in her absence Miss Sera Jones. The school offered a wide range of provision to every pupil within the school, from Nursery to Year 6. The older children, Dosbarth Ty'n Tywyn and Tir y Cwmwd had opportunities to compete in rugby, hockey, cricket, netball tournaments in various locations. They also took part in a swimming gala at regional and county athletics competitions.

Year 3 and 4 pupils had extensive outdoor experiences on a residential course in Glanllyn and Year 5 in Llangrannog.

The school promotes the many local sports clubs and individuals from the clubs come to the school to offer taster sessions when it is suitable and safe.

HEALTHY EATING

The school follows the Government's latest Healthy Living guidelines. Children are encouraged to buy fruit from our fruit shop or bring fruit from home to eat in the middle of the morning. The children can drink water and use the water well at any time of the day. Food and drinks that do not comply with Government guidelines are permitted.

CONCLUSION

The Governing Body and staff would like to thank the parents for their willing support of all arrangements during the year. In the past, before Covid, the Cyfeillion have been contributing extensively to the life of the school by organising events to raise money. Hopefully, this will rekindle in 2023-24. Each child in the school has benefited from this. We greatly appreciate the healthy relationship that exists between the school, parents and community.

REQUESTING A MEETING (Appendix 3)

SCHOOL TERM AND HOLIDAY DATES 2023-24

TERM DATES

1 September - 22 December

8 January - 22 March

8 April- 19 July

HOLIDAYS

30 October - 3 November (Half term)

20 December - 5 January (Christmas Holiday)

12-16 February (Half Term)

25 March- 5 April (Easter Holiday)

6 May (Bank Holiday)

27-31 May (Half Term)

22 July - 31 August (Summer Holiday)

Additionally, there will be staff training days on: 1+4/9/23, 24/11/23, 8/4/23, 14/6/23.

Appendix 1

Cronfa Ysgol Llanbedrog Statement of Fund Account

Opening balance £1,618.69 (1/9/22)

Closing balance £1,368.49 (31/8/23)

RECEIVED-£12,385.43

PAYMENTS-£11,016.94

More detailed version available at school

Appendix 2

Cyfeillion Ysgol Llanbedrog Statement of Fund Account

Opening balance £3,068.54 (6/8/22)

Closing balance £3,057.46 (6/8/23)

Account closed and money transferred to Cronfa Ysgol Llanbedrog. New account to be opened in 9/23.

No payments into account

Payments Fee for maintaining the account £16.08

More detailed version available at school