



The Governing Body's Annual Report 2020-21

THE GOVERNING BODY MEMBERS 2020-21

Member	Representing	Term of office
Ms Alaw Ceris (Chairperson)	Parents	2017-2021
Mrs Miriam Grant (Vice-chairperson)	Parents	2019-2023
Ms Emily Young	Parents	2018-2022
Mr Ian Goronwy Williams	LEA	2016-2020
Dr Greta Hughes	Community Council	2017-2021
Mr James Evans	Co-opted	2019-2023
Mr Andrew Parry	Co-opted	2019-2023
Cyng. Angela Russell	LEA	2017-2021
Mrs Sian Angharad Elfryn	Athrawon	2018-2022
Mrs Manon Haf Owen	Pennaeth	

Chairperson: Ms Alaw Ceris, Y Boncan, Llanbedrog alawc@ysgolllanbedrog.cymru
Clerk: Mr Iwan Hughes, Derlwyn, 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 2021.

Meeting Dates

The Full Body met on 22/10/19, 12/12/19, 11/2/20, 15/6/20, 23/7/20.

In addition, meetings of various panels were held.

Report on any action arising from report released October 2020

No meeting between governors and parents was requested.

CLASS ARRANGEMENTS SEPTEMBER 2020

Teacher	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Cyfanswm
Mrs Sian Elfryn	10	12							22
Miss Catrin Evans			12	15					27
Mrs Gwyneth Jones					14	11			25
Mrs Manon Owen							10	18	28
ALN and C		1	1		2	2	1	2	9 (8.8%)
FSM		2		3	1	1			7 (7.6%)
Pupils	10	12	12	15	14	11	10	18	102 (92+10)

WHOLE-SCHOOL ATTENDANCE

Attendance = Covid-19- dim data

Authorised absence = Covid-19- dim data

Unauthorised absence = Covid-19- dim data

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 2020-21

Autumn Term 2020

Open: September 1

Half Term: 26-30 October

Close: December 18

Gwyliau'r Nadolig: 21 Rhagfyr - 1 Ionawr

Spring Term 2021

Open: January 4

Half Term: 15-19 February

Close: 26 March

Easter holidays: 29 March - 9 April

Summer Term 2021

Open: April 12

May Day (Bank holiday) - May 3

Half Term: 31 May 25- 4 June

Close: July 20

Summer holidays: 21 July - 31 August 2021

Staff training dates were 1+2/9/20, 23/10/21, 2/11/20, 4/1/21

As part of the Covid-19 Lockdown, the school was closed from 18/12/21 until after the Easter Holidays.

The staff and pupils were working from home

SCHOOL SESSIONS

Morning: 9.00 a.m. -12.00 p.m.

Afternoon 12:45pm KS2/1.00p.m. F.Ph. - 3.15 p.m.

Nursery: 9.00 a.m. - 11.00 a.m.

(Child-minding Club: 8.10am Breakfast Club: 8:35am, school opens: 8.50am)

Due to flexibility to help social distancing, we were given temporary permission for the FP to finish at 3:00.

SDP PRIORITIES 2020-21

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 2020-21 and a brief description.

<p>Priority 1</p> <p>To ensure that all pupils throughout the school enjoy, are curious and enterprising in order to reach their full potential</p>	<ul style="list-style-type: none"> • Staff discussions and questioning of pupils indicate that there is a supportive ethos of high expectations in all classes with pupils having the opportunity to celebrate failures as opportunities to learn and persevere. • Questioning of pupils shows that positive behavior and attitude by all pupils ensures the ability to teach and learn in freer ways. Pupils across the school regularly use the Powers of Learning in their daily routine (but some are needed to be reminded following lockdown periods) • Pupils' observation shows satisfactory, but mostly good development in their ability to work independently. The lockdown periods have had negative impact on this. • It was not possible to look at pupils' work at staff meetings as we had planned, but data analysis and discussions indicate that expanding pupils' ability to improve their own work leads is developing. Staff agree that it is worth continuing to develop this aspect further as it has an effective influence across the school. • Due to the circumstances with Covid-19, the expected progress and tracking data has been disrupted but school assessments show that, under the circumstances, most pupils had the opportunity to reach their full potential, and that teachers are working hard to respond and adapt.
<p>Priority 2</p> <p>Travel towards planning for a Curriculum for Wales incorporating the 4 Purposes effectively to develop well-rounded, well-rounded pupils</p>	<ul style="list-style-type: none"> • Confidence and understanding by all staff of the 4 Purposes has begun to develop well, with the effect of this beginning to permeate pupils' experiences in the classroom • Staff are beginning to develop confidence in experimenting and researching an aspect that needs further development • Thinking Hats implemented in classrooms have an effective effect on pupils' work and ways of thinking and deciding • Pupils begin to develop well to be able to discuss their own work as well as developing aspects of the 4 Purposes from different perspectives with increasing confidence and success through the use of Thinking Hats
<p>Priority 3</p> <p>Develop a sound awareness of the 12 Pedagogical Principles to bring about change (catchment area collaboration)</p>	<ul style="list-style-type: none"> • All staff's confidence and understanding of the 12PP has developed and become much clearer, with the impact of this seen in the pupils' experiences in the classroom • Discussions at staff meetings show that the 12PP is combined across the school, to a good standard or better. • Nearly all pupils at the school benefit from lively, stimulating and entertaining activities that help to develop and prepare them effectively for the CfW • The introduction of the 12PP has a positive effect on the standards of almost all pupils. Unfortunately the impact of the pandemic and the virtual learning periods has left a negative impact that needs to be worked on and built upon in 2021-22. • Governors' understanding in the 12PP is deepening well • Due to the situation, lesson observation, learning visits and looking at book samples in staff meetings as we had intended in order to provide solid evidence that the 12PP was being delivered to a good or better standard, was not possible.

<p>Priority 4</p> <p>Respond further as a whole school to the requirements of the ALN Code of Practice (catchment area collaboration)</p>	<ul style="list-style-type: none"> • The school's ready to fully comply with the requirements of the new ALN Legislation from when it comes into force in September 2021. • Effective catchment-area collaboration networks contributed to the expansion of our School Provision Map which in turn equips us more firmly to support each pupil to develop to their full potential • Most ALN pupils make good or better progress given their age and ability. • The school 's ALN policy is well or very well developed and embedded, it is an effective document that consistently drives improvement. • School activities as a Person Centered Organisation ensuring the best provision and opportunities for all pupils. This is central to the work of the school. As a result, all pupils at the school receive relevant, appropriate and effective education from staff who are trained to meet their specific needs within the school. • There is effective co-operation between a wide range of specialist LEA staff and school staff, giving every pupil the best opportunities. • Monitoring records indicate that ALN provision across the school is consistently good and effective progress can be seen in pupils' achievement within their own ability and in the professional development of teaching and support staff. • Due to the circumstances, revised schedules were disrupted, but very well adapted, with all pupils receiving well-deserved attention working on their targets during distance learning periods, and then within their classroom bubbles. • Assistants are seen to have blossomed during the period and have effectively expanded their skills and professional development.
<p>Priority A</p> <p>Develop effective use of Blended Education throughout the school to enable all pupils to catch up and achieve to the best of their ability.</p>	<ul style="list-style-type: none"> • Applying the principles of Growth Mindset and Circle Time leads to raising their confidence and pupils' motivation throughout the school to deal with their work. Pupils' wellbeing is well developed through the strategies. • Teachers and assistants understanding of blended learning has developed very well and their confidence in using digital tools to support pupils in their work has greatly increased. As a result, wider, richer provision was introduced during the second lockdown period, with almost all pupils benefiting greatly from this. • Effective provision has been introduced, including experimenting with rich cross-curricular activities intertwining aspects of the 4 Purposes in practice and the 12 Pedagogical Principles during blended learning. • Teaching was delivered as effectively as possible, daily face-to-face sessions including formative assessment, differential teaching with using school resources e.g. white slates for pupils to display on screen to answer. This was an effective progression from the original blended learning period, keeping pupils active. • Overall standards across the curriculum were maintained through blended learning, but it was a challenge. • KS2 pupils continued to effectively develop their ability to work independently, assess their own work and share feedback with their peers, as far as possible. • Significantly improved and developed digital skills of pupils and staff, as well as forms of contact with parents (Meet a Forms). • Most pupils had good or very good engagement during remote learning periods and their home learning support was very commendable.
<p>Priority B</p> <p>Develop aspects of wellbeing throughout the school as pupils and staff return after home learning period</p>	<ul style="list-style-type: none"> • The school's procedures for developing well-being are in place, with the school being safe, a welcoming environment for pupils to thrive. It can be seen that almost all pupils take pride in being back with their classmates and parents in appreciation of the school and its staff. • Attention to the wellbeing of pupils and staff is seen to increase their confidence and motivation to get on with their work and it is important for us to continue working on this. • Successful and constructive communication among all staff, pupils, parents and governors is seen to ensure that roles and responsibilities within wellbeing are clear and operational and have a very positive impact on all stakeholders. We will continue with this.

	<ul style="list-style-type: none"> • Training and development of the school community in prioritizing wellbeing has been developed successfully. Our commitment to Circle Time is a successful demonstration of this, • The natural identification and open relationships of stakeholders contribute effectively to our ability to support the wellbeing of groups of learners. General targeted interventions are implemented across the school successfully to respond to needs. • No Hyrwyddwyr Lles (Welfare Promoters) were appointed at the school, as part of the Healthy Group, due to circumstances and constraints.
<p>Priority C</p> <p>Raise standards of Welsh throughout the school to enable every pupil to catch up and achieve to the best of his / her ability.</p>	<ul style="list-style-type: none"> • Teacher assessments indicate that almost all pupils make an increase in confidence and a willingness to use Welsh, when at school, but the remote learning periods are always a setback. This has had an impact on continuity and development. • Staff have a very clear picture of the needs of each learner and plan highlighting purposeful activities to meet the requirements. This will require further attention in 2021-22. • Appropriate interventions are implemented confidently and consistently by staff, but they need time to embed and develop. • There is effective immersion principles in the FP, and evidence of this can be seen through formal and informal classroom activities, but this has been affected by the inconsistency of the last two years, and requires time to take action. • Staff, governors and parents have a clear understanding of agreed expectations for Welsh (curriculum, Language Charter and workforce language skills) • Accelerated Learning Program funding is spent on staffing, and this will promote Welsh language skills throughout the school in 2021-22. • The continuous professional development of staff equips them effectively to support learners. • Effective collaboration across the catchment area has a positive influence on language development and attitudes towards Welsh at Ysgol Llanbedrog. By working together, we sre able to expand our provision. • There is a valuable partnership between all stakeholders of the school e.g. families, Authority, Governors, GwE etc, who share the same central vision for the Welsh language and this is the backbone of the school's work.

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. They were online sessions.

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 2019-20

Heading	£
Building Repair and Maintenance (historical responsibilities)	1,156
Building Repair and Maintenance (property)	1,697
Electricity	6,200
Gas	636
Water	1,107
Cleaning Contract	11,480
Gwalch- Ground Maintenance	493.30
Fire Fighting Equipment	56
Rates	5,300
Capitation (equipment, books, etc.)	9,711
Furniture	0
Postage	72
Phone	298
Swimming Pool and Sports	208
Musical Instrument Lessons	2,969
Cynnal (technological support)	1,352

Reserves £53,014 (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 £6,629.69 in hand on 1/4/20 (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).

SCHOOL HANDBOOK

The handbook is updated every year. Copies of the handbook are available at the school and on the website. There aren't any major changes since the previous report.

INFORMATION ON PERFORMANCE AND TARGETS

Due to the Covid-19 Lockdown, end of key stage levels weren't shared with the Authority or Government in Summer 2020. The table below shows the school's targets for the next three years.

Foundation Phase % - Outcome 5 or 6

KS2 % - Level 4 or 5

Foundation Phase

Y2- Outcome 5+ and 6+	2021 (16 children, 1 child- 6.25%)				2020	2021	2022
	Target O5+	Result O5+	Target O6+	Result O6+	Future O5+ targets		
Foundation Phase Indicator		Covid-19			%	%	%
Welsh Language and Literacy Skills		Covid-19		Covid-19	%	%	%
Mathematical Development		Covid-19		Covid-19	%	%	%
Personal and Social Development, Well-being and Cultural Diversity		Covid-19		Covid-19	%	%	%

Key Stage 2

Yr6- Level 4+ a 5+	2021 (18 pupils, 1 pupil - 5.6%)				2021	2022	2023
	Target L4+	Result L4+	Target L5+	Result L5+	Future L4+ targets		
Core Subject Indicator		Covid-19			%	%	%
Welsh		Covid-19		Covid-19	%	%	%
English		Covid-19		Covid-19	%	%	%
Mathematics		Covid-19		Covid-19	%	%	%
Science		Covid-19		Covid-19	%	%	%

PERFORMANCE TARGETS

The governors have discussed and agreed on the targets noted in the table above for statutory assessments of Years 2 and 6. But because of Covid 19, this was formally excluded in 2020-21, and should not be published. We aim for each pupil to reach or excel the expected level at the end of each Key Stage, Outcome 5 at the end of the Foundation Phase (Year 2), and Level 4 at the end of Key Stage 2 (Year 6), Individual targets are set for each child to develop everyone as individuals according to personal ability, so that all are given due encouragement, challenge and support.

To fulfil each pupil's need and potential, some children are targeted in different aspects of the work in which they need extra encouragement at the school; such as in literacy, numeracy or wellbeing. Extra support is provided by school assistants for individuals or small groups, within or outside the classroom. To set targets, plan and provide support for pupils that are on the SEN register, we co-work with various specialists.

Since the numbers of children in each year are fairly low, one child counts as a high % of the data for the entire year.

CHILDREN'S PARTICIPATION

The children of the school contribute their ideas to the life and organization 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 2020-21 included organising activities to raise funds for good causes, arrange and conduct after-school clubs and playtime activities. The school website and Facebook page are a great way of sharing and recording these.

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.

Summer Holidays 2020

- the N+R class door was moved forward on to the Hall wall in order to have more space in the classroom.
- an internal wall was built around the Cornel Dawel to create a room for groups and individuals from KS2 to go to work there

Autumn Term

- A flag pole was raised on the playground
- Gwalch- cut ivy and hedges

Spring Term

- Authority- Health and Safety Check

Summer Term

- Fix FP entrance door
- Work on doors between kitchen and hall
- Owen and Palmer- PAT Testing
- Fix shed roof following storm
- 4C- fix alarm

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)
- Cwmni Tân Llŷn- fire equipment and systems inspection (Annually- Autumn Term)
- Sportfix- sports equipment inspection
- 4C- security alarm check (annually Summer term)
- Adran Eiddo- Fire Inspection (annually- Summer Term)
- MHO- Arolwg cyflwr adeiladau (every half term)

School Toilets

There are purpose-built toilets, including a 'small' toilet for the Foundation Phase and a toilet suitable for the disabled - a ratio of approximately 1:10. There are separate toilets for boys and girls in KS2. 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 National Curriculum for Wales, (and we are familiarising ourselves with Curriculum for Wales), the Literacy and Numeracy Framework, the Digital Competence Framework and aspects of the National Skills Framework. 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 Gwynedd Council.

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 so as 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 was Mrs Manon Haf Owen
- The designated governor for SEN was Mrs 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 informally during the Foundation Phase and 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 in the Foundation Phase. If an older child (Year 2 upwards) who does not speak Welsh is uncertain, moves into the school, he/she will attend the local Language Centre at Llanybi for a term. Two pupils attended the Language Centre in 2019-20.

COMMUNITY LINKS

The school usually collaborates with schools in the catchment area and beyond in curricular and extra-curricular activities such as sports, catchment area clubs. But in 2020-21 this wasn't possible. We believe it is important for the children to have various experiences on and off the school grounds and create contact with specialists in different areas in order to enrich their education. A full list of visits and visitors can be found in the Headteacher's Reports and the full Governors' records are available from the school.

We had some online workshops such as Yr 5 and 6 literature workshop with author Casia William, weekly fitness sessions for children across the school with Wesyn Dafydd from the Urdd, and a Christmas

interactive workshop with Anni, Tudur and Megan called Yr Heriau Hud. Even Year 6's taster visits to Ysgol Botwnnog were virtual.

PC Owen did come in person to present his workshop, so did Nia Morgan from Gwasanaeth Cerdd to give a block of three weekly musical workshops to each class.

Throughout the year we supported local charities and businesses, e.g. Children in Need, Marie Curie, Save the Children, MacMillan, T4U, Red Nose Day, National Trust, Welsh Music Day, National Book Day.

Coleg Meirion Dwyfor and Coleg Menai students did not come on work experience in 2020-21. There were arrangements for pupils at Ysgol Botwnnog and Ysgol Glan y Môr to come during the summer term, but this was cancelled because of lockdown.

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.

SPORTING OBJECTIVES AND ACHIEVEMENTS

The pupils experimented with a number of sporting activities and made use of the yard, field, Hall, but did not go to Dwyfor Leisure Center or Pwllheli Sports Club for a variety of activities and routine sports because of the pandemic. No catchment-area activities took place or beyond.

Mrs Catrin Hall (Miss Sera Jones during her maternity absence) was our PE co-ordinator wide provision was offered to the children within the school, from Nursery to Year 6.

Year 3, 4, and 6 pupils failed to go on residential adventure courses at Glan Llyn and Llangrannog in May and the after school Campau'r Ddraig was not held in the summer term. Clwb Dal i Fynd was held in the school yard. No county or catchment Rugby, Hockey, Cricket, Netball and Athletics competitions were held or the Gymnastics Club at Ysgol Botwnnog.

The school promotes a variety local sports clubs and individuals come from the clubs to the school to include taster sessions when appropriate and safe. The only outsiders that came in 2020-21 were from Gwynedd's Byw yn Iach.

CONCLUSION

The Governing Body and staff would like to thank the parents for their willing support of all arrangements during the year. We are extremely grateful to the Cyfeillion for organising fundraising events during the year. 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 2021-22

TERM DATES

Autumn Term: 1 September - 22 December 2021

Spring Term: 6 January - 8 April 2022

Summer Term: 25 April- 20 July 2022

HOLIDAYS

25-29 October (Half term)

23 December - 5 January (Christmas Holiday)

21-25 February (Half Term)

11-22 April (Easter Holiday)

2 May (Bank Holiday)

30 May- 3 June (Half Term)

21 July - 31 August (Summer Holiday)

Additionally, there will be staff training days on: 1+2/9/21, 18/2/22, 28/2/22, 3/5/22, 18/7/22, 19/7/22

