



The Governing Body's Annual Report 2019-20

THE GOVERNING BODY MEMBERS 2019-20

Member	Representing	Term of office
Mr James Evans (Chairperson)	Co-opted	2015-2019
Mr Ian Goronwy Williams (Vice-chairperson)	LEA	2016-2020
Ms Emily Young	Parents	2018-2022
Mrs Miriam Grant	Parents	2017-2021
Ms Alaw Ceris	Parents	2017-2021
Dr Greta Hughes	Community Council	2019-2023
Mr Andrew Parry	Co-opted	2019-2023
Cyng. Angela Russell	LEA	2017-2021
Miss Catrin Elain Evans	Teachers	2018-2022
Mrs Manon Haf Owen	Headteacher	

Chairperson: Mr James Evans, Glennydd, Llanbedrog (740312)

Clerk: Mr Iwan Hughes, Derlwyn, Llanbedrog (740196)

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.

Ms Falmai Squires/MS Alaw Ceris Mr Andrew Parry 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 2019

No meeting between governors and parents was requested.

CLASS ARRANGEMENTS SEPTEMBER 2019

Teacher	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Cyfanswm
Mrs Sian Elfryn	12	11							23
Miss Catrin Evans			13	13					26
Mrs Gwyneth Jones					9	10			19
Mrs Manon Owen							18	6	24
ALN and C	1	1		2	2	1	2	1	10 (10.9%)
FSM			3						3 (3.8%)
Pupils	12	11	13	13	9	10	18	6	92 (80+12)

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 2019-20

Autumn Term 2019

Start: Monday September 2

Half term: Monday 28 October - Friday 1 November

End: Friday 20 December

Spring Term 2020

Start: Monday 6 January

Half term: Monday 17 February - Friday 21 February

End: Friday 3 April

Summer Term 2020

Start: Monday 29 April

May Day (Bank holiday): Monday 4 May

Half term: Monday 25 May - Friday 29 May

End: Friday 21 July

Staff training dates were 2/9/18, 3/9/18, 25/10/18, 4/11/18, 20/4/19, 20/7/19

As part of the Covid-19 Lockdown, the school was closed from 23/3/20, the teachers and pupils were working from home for the rest of the school year

SCHOOL SESSIONS

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

Afternoon 12:45pm KS2/1.00p.m. FPh - 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)

SDP PRIORITIES 2019-20

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 2019-20 and a brief description.

Due to the disruption of working within the school for the second half of the educational year, it was decided to continue with these important priorities in our 2020-21 SDP.

<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"> • Growth Mindset and the Powers of Learning are central to the work, ethos and life of the school with a positive impact on pupil and staff attitude and achievement • A supportive ethos of high expectations in all classes with pupils having the opportunity to celebrate failures as opportunities to learn and persevere • Pupils and staff regularly discuss and use Powers of Learning in their daily work • Positive behavior and attitude by all pupils ensures the ability to teach and learn in freer ways • Pupils can discuss their learning confidently including the next steps • Lesson observations, learning journeys and discussions with pupils build confidence among learners about their learning
<p>Priority 2</p> <p>Travel towards planning for Curriculum for Wales incorporating the 4 Purposes effectively to develop well-rounded, broad-viewed pupils</p>	<ul style="list-style-type: none"> • Confidence and understanding by all staff of the 4 Purposes has begun to develop, with the effect of this beginning to permeate pupils' experiences in the classroom • All staff begin to develop confidence in experimenting and researching an aspect that needs further development • Lesson observations, learning journeys and book scrutiny show that incorporating the 4 Purposes is beginning to have a good effect on pupils' ability and achievement across the school • Thinking Hats implemented in classrooms and effective for pupils' work • 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, leading to change (catchment-area collaboration)</p>	<ul style="list-style-type: none"> • All staff's confidence and understanding of the 12EA and the 4 Purposes begin to develop with the impact of this beginning to permeate the experiences of the pupils in the classroom • Lesson observations, learning journeys and book scrutiny highlight that the 12EA and 4 Purposes are delivered to a good standard • Nearly all pupils at the school benefit from lively, stimulating and interesting activities that help to begin to develop to achieve the 4 Purpose and prepare them effectively for the new curriculum • All staff are more confident in experimenting and researching an aspect that needs further development in the school and linking it to action research
<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 become familiar and complies with the requirements of the new ALN Act. • Effective collaboration networks in place between catchment schools, which is contributing to deepening awareness and expanding provision • Monitoring records indicating that ALN provision across the school is consistently good and effective progress is seen in pupils' achievement within their own ability • ALN and Pupil pupils make good or better progress given their age and ability. • The school's ALN policy is embedded well as an effective document that drives improvement successfully. • All pupils at the school receive relevant, appropriate and effective education from staff who are trained to meet the additional needs of specific pupils within the school. • Effective collaboration between LEA specialist staff and school staff gives each pupil the best opportunities. • Being a Person Centered Organisation ensures best provision and opportunities for all pupils.

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 2019-20

Heading	£
Building Repair and Maintenance	1,690
Electricity	5,074
Gas	1,364
Water	1,946
Cleaning Contract	11,170
Ground Maintenance	1,169
Fire Fighting Equipment	64
Rates	5,210
Capitation (equipment, books, etc.)	12,119
Furniture	0
Postage	0
Phone	770
Swimming Pool and Sports	4,564
Musical Instrument Lessons	2,834
Cynnal (technological support)	1,306
Total	49,280

Reserves £4,268 (to safeguard/maintain staffing)

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

* **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 £10,684.66 in hand on 1/4/19 (Appendix 1.) This includes money paid by parents for Yr 4,5,6 trips to Glanllyn, Llangrannog and Cardiff, which was later refunded due to cancellations because of Covid-19.

* **Donations to the School:** Once again, the 'Cyfeillion' have been very busy raising money for the school. The governors wish to thank everybody who contributed towards their fund-raising efforts. The school and every child in it has benefited greatly from these contributions. (Appendix 2.)

SCHOOL HANDBOOK

The handbook is updated every year. Parents are provided with a copy when their children are starting school. Copies of the handbook are available at the school and on the website.

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+	2020 (9 children, 1 child- 11.1%)				2020	2021	2022
	Target O5+	Result O5+	Target O6+	Result O6+	Future O5+ targets		
Foundation Phase Indicator		Covid-19			100%	100%	72.7%
Welsh Language and Literacy Skills		Covid-19		Covid-19	100%	100%	81.8%
Mathematical Development		Covid-19		Covid-19	100%	100%	81.8%
Personal and Social Development, Well-being and Cultural Diversity		Covid-19		Covid-19	100%	100%	90.9%

Key Stage 2

Yr6- Level 4+ a 5+	2020 (10 pupils, 1 pupil - 10%)				2021	2022	2023
	Target L4+	Result L4+	Target L5+	Result L5+	Future L4+ targets		
Core Subject Indicator		Covid-19			94.4%	90%	77.8%
Welsh		Covid-19		Covid-19	94.4%	70%	77.8%
English		Covid-19		Covid-19	94.4%	90%	77.8%
Mathematics		Covid-19		Covid-19	94.4%	90%	88.9%
Science		Covid-19		Covid-19	94.4%	90%	100%

PERFORMANCE TARGETS

The governors have discussed and agreed on the targets noted in the table above for statutory assessments of Years 2 and 6. 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 2018-19 included organizing 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.

Autumn Term

- Authority - fire risk assessment
- Alan Hughes - fire training for all school staff
- Gwalch- ivy and hedge cutting
- Cwmni Tân Llŷn - annual audit
- Ross Hughes - repairing the floor cover for Yr 1+2 and KS2
- Glyn Bala - repairing the yard wall and cladding on the outer kitchen wall
- Repair of KS2 girls toilet sinks had become loose
- Repair of hall heater
- Llyn Joinery Cyf- Repair the park and windows of N+R classroom
- Flo Gas- improving gas ordering system

Spring Term

- Authority- Health, Safety and Welfare Audit
- Fit Softpour flooring in the park
- Mark the playground

Summer Term and Summer Holidays

- Build walls around the Cornel Dawel on the KS2 corridor
- Move the entrance of N+R classroom level with the hall wall to extend the classroom's space

Additionally, annual routine tests were completed, such as:

- * Testing of electrical appliances
- * Testing heaters
- * Testing of water
- * Testing equipment and fire systems
- * Testing physical education equipment
- * Building condition survey
- * Council property survey

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, 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 Ms Alaw Ceris

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 collaborated with schools in the catchment area and beyond in curricular and extra-curricular activities such as sports, catchment area clubs.

Various visits were organised during the year, such as sports competitions, a visit to Plas Glyn y Weddw, Sioe Nadolig Cyw, Neuadd Dwyfor. But unfortunately due to the Lockdown we had to cancel many visits including Glanllyn, Llangrannog and Cardiff.

A number of individuals and specialists visited the school such as PC Owen, NSPCC workshop, Catrin Williams and Tess Urbanska (art workshops), Casia Wiliam (poetry workshops), Robin Williams (it), Gwion Aled and Llion Williams (drama workshops), Alun Tan Lan (ukulele workshops), Bernard Sautin and Alaw Owen (French lessons), Lori Ni, Recycling Officer, Road Safety Officer, Cycling lessons, Nia from Coleg y Bala, local Vicar Andrew Jones and Cwmni'r Frân Wen's drama.

We supported local charities and businesses, e.g. Present Aid, Children in Need, Marie Curie, British Heart Foundation, MacMillan, T4U, Cynllun Gwên, Dementia Friends, Red Nose Day, National Trust, Welsh Music Day and National Book Day.

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 benefit from a number of sporting activities and make use of the playground, playing field, hall, and the leisure centre and sports club at Pwllheli, to engage in a variety of sporting events. Success was achieved in activities in the catchment area and further afield. Mrs Catrin Hall was the school's Physical Education co-ordinator and an extensive provision is offered to the children within the school from the Nursery class to year 6.

We use the leisure centre to develop swimming skills and a number of children represented the school in the Dwyfor Swimming Gala. We place great emphasis on teaching children to swim at an early age (as we live so close to the sea) and as a result, we provide swimming lessons from the Reception class onwards. The leisure centre is also used to develop ball, tennis, biking, gymnastics and dance skills.

Children of years 3 and 4 and children of years 5 and 6 went on residential courses to undertake adventure activities at Glan-llyn and Plas Menai. The school has provided an after-school Dragon Sports club, and a 'Clwb Dal i Fynd' (Keep Going Club) in the school. Catchment area and county rugby, netball, cricket, hockey and athletics competitions were held for children in years 3, 4, 5 and 6. There is a gymnastics club held in Ysgol Botwnnog by the secondary school's teacher and many children attend it.

The school supports a number of local sports clubs, including those run by catchment area schools and individuals from these groups are welcomed to the school to give taster sessions.

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 2019-20

TERM DATES

Autumn Term: 1 September - 18 December 2020

Spring Term: 4 January - 26 March 2021

Summer Term: 12 April 2020- 20 July 2021

HOLIDAYS

26 - 30 October (Half term)

21 December - 1 January (Christmas Holiday)

15-19 February (Half Term)

29 March- 9 April (Easter Holiday)

3 May (Bank Holiday)

31 May- 4 June (Half Term)

21 July - 31 August (Summer Holiday)

Additionally, there will be staff training days on: 23/10/20, 2/11/20, 4/1/21, 12/4/21