



Diocese of Menevia / Cyngor Sir Ceredigion /

As we follow in Jesus' footsteps,

we grow in faith, love and learning.

**Adroddiad Blynyddol y Llywodraethwyr i Rieni
Governors' Annual Report to Parents**

Ysgol / School: St Padarn's RC Primary School

Blwyddyn / Year : 2020 - 2021

Tymor / Term: Autumn 21



Cyflwyniad

Mae'n ofynnol i Gyrrff Llywodraethol ysgolion a gynhelir gynhyrchu Adroddiad Blynyddol i Rieni. Mae cynnwys yr adroddiad yn statudol, er gall Gyrrff Llywodraethol ddewis i ychwanegu gwybodaeth allai fod yn ddefnyddiol.

Yr adroddiad blynyddol yw'r prif ddull ffurfiol y gall y Corff Llywodraethol ddangos eu hatebolrwydd i Rieni. Mae'n cynnig cyfle nid unig i gyfathrebu â Rhieni - yr hyn sydd wedi bod yn digwydd yn yr ysgol yn ystod y flwyddyn flaenorol ond hefyd i rannu cynlluniau'r Corff Llywodraethol ar gyfer hyrwyddo safonau uchel o gyflawniad addysgol ac i fynd ati i gasglu barn Rhieni am y dyfodol.

Mae'r Rheoliadau yn caniatáu i ysgolion ddarparu Adroddiad llawn yn unig i'r Rhieni sydd yn gofyn am gopi a chyhoeddi crynodeb ar gyfer yr holl Rieni.

Introduction

All Governing Bodies of maintained schools are required to produce an annual report to parents. The contents are statutory however, Governing Bodies may choose to add additional information which they think may be useful.

The Annual Report is the main formal means by which the Governing Body can demonstrate their accountability to parents. It provides an opportunity to not only engage with parents on what has been happening at the school during the previous year but to share the Governing Body's plans for promoting high standards of educational achievement and to actively seek the views of parents for the future.

The Regulations allow for schools to make available the full report only to those parents who request it, and to issue a summary report for distribution to parents.

ADRAN 1 – CRYNODEB O'R ADRODDIAD**SECTION 1 – SUMMARY REPORT****1. Hysbyseb o Gyfarfod Blynyddol Rhieni/Llywodraethwyr i ddod *(os caiff ei gynnal o dan Adran 94 o Ddeddf Trefniadaeth Safonau Ysgolion (Cymru) 2013):****Notification of upcoming Advanced Group Policy Management (AGPM) Meeting *(if held under Section 94 of the School Standards Organisation (Wales) Act 2013:**

Dyddiad / Date 30.09.21

2. Gwybodaeth am seddi gwag Rhieni Llywodraethwyr / etholiadau sydd i ddod:**Information regarding Parent Governor vacancies / upcoming elections:**

Nifer y seddi gwag presennol ar gyfer Rhiant Lywodraethwyr / Number of current Parent Governor vacancies

0

Dyddiad(au) o sedd(i) (g)wag ar gyfer Rhiant Lywodraethwr sydd i ddod / Date(s) of the upcoming Parent Governor vacancy(ies)

New appointment of Parent Governor in May 2021

Os oes gennych ddiddordeb mewn bod yn Rhiant Lywodraethwr ar y Corff Llywodraethol ac mae swydd wag, mi fydd angen i chi gwblhau ffurflen enwebu a gallwch ei gael o'r Ysgol neu'r Tîm Cefnogi Llywodraethwyr: <http://www.ceredigion.gov.uk/Cymraeg/Preswylwr/Ysgolion-Addysg/Cefnogaeth-Llywodraethwr/Pages/swyddigwag.aspx> / 01970 633676/685/616 / llywodraethwyr@ceredigion.gov.uk

If you are interested in becoming a parent governor on the Governing Body and there is a vacancy, you will need to complete a nomination form which you can obtain from the school or from the Governor Support Team: <http://www.ceredigion.gov.uk/English/Resident/Schools-Education/Governor-Support/Pages/Vacancies.aspx> / 01970 633676/685/616 / governors@ceredigion.gov.uk

3. Darpariaeth chwaraeon yn yr Ysgol a'r ddarpariaeth a wnaed ar gyfer gweithgareddau chwaraeon allgyrsiol:**Sports provision at the school and extra-curricular sports activities:****Darpariaeth chwaraeon gan gynnwys gweithgareddau allgyrsiol:****Sports provision including extra-curricular activities:****Sports provision in school: rugby, tennis, swimming, orienteering, yoga, dance, gymnastics, cross-country and adventurous activities (residential trips), football*, netball*, hockey*, cricket*, athletics* and, multi-sports*.**

*Pre-Covid19 these sports used to be offered as extra-curricular activities

BMO coaching has run an extra-curricular activity evening for Foundation Phase pupils during the second half of the summer term.

ADRAN 2 – ADRODDIAD BLYNYDDOL LLAWN**SECTION 2 – FULL ANNUAL REPORT****1. Aelodaeth y Corff Llywodraethol / Governing Body Membership:**

Cadeirydd ar gyfer y flwyddyn gyfredol: <i>Chairman for the current year:</i>	Mrs. Anne Adamson 20-21 Mr. David Greaney 21-22
Is-Gadeirydd am y flwyddyn gyfredol: <i>Vice Chairman for the current year:</i>	Mr. David Greaney 20-21 Mrs Caroline Maybury 21-22

Aelodaeth y Corff Llywodraethol/Governing Body Membership:

ENW / NAME	STATUS	ADDRESS
Mrs Pauline Lucas	Clerk to the Governing Body	Ceredigion County Council, Canolfan Rheidol, Llanbadarn, Aberystwyth

2. Datganiad Ariannol Llawn ar gyfer y flwyddyn flaenorol / Full Financial Statement for the previous year:

See Appendix 1

3. Defnydd y Grant GAD / Use of the Pupil Deprivation Grant (PDG):

Swm y GAD a ddyrannir i'r Ysgol: / <i>PDG amount allocated to the School:</i>	£18,400
Sut mae'r Grant GAD wedi lleihau effaith tlodi ar gyrhaeddiad addysgiadol: <i>How the PDG has been used to reduce the impact of poverty on educational attainment:</i>	
TA 2 Emotional support – Emotional Literacy Support Assistants (ELSA) provision and well-being support Intervention groups within classes - Language support / Maths support Six half day Woodland sessions - £845 Arranged in July 2021 when visitors allowed back into school	Promoting increased emotional resilience Ensuring learning gap closure and enabling pupils to reach their full potential <i>Ditto</i> Increasing confidence, building resilience and promoting new learning opportunities

4. Cyrchfannau y Disgyblion sydd yn ymadael / Destination of School Leavers:

Ysgolion Cynradd:

Primary Schools:

Nifer y Disgyblion sydd yn gadael ar gyfer Ysgol Uwchradd ar ddiwedd y Flwyddyn Academaidd flaenorol: <i>Number of pupils leaving for secondary school at end of previous academic year</i>				25
Yr Ysgol(ion) Uwchradd a'r nifer sydd yn mynychu: <i>The secondary school(s) and the number attending:</i>	Ysgol/School 1 Penglais	24	Ysgol/School 2 Aberaeron	1

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

Cysylltiadau'r Ysgol gyda'r gymuned (i gynnwys cysylltiadau gyda'r Heddlu):
The school's links with the community (including links with the police):

COMMUNITY LINKS

Our school plays an important part in the local and wider community, particularly with the Parish of Aberystwyth. This includes the individual school community, the community within which the school is located, and other Welsh and global communities.

We ensure that the school's curriculum and ethos promote a common sense of identity and supports diversity, showing pupils that different communities can work together to develop a coherent and successful society. By doing this the school promotes:

- the development of partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from people
- links built into existing schemes of work, with pupils working together on joint projects
- links with schools outside the immediate local area.

A list of our community links since September 2020:

- parish and diocesan links
- governors' meetings - online
- Police Liaison Officer in school to talk about use of social media apps and drugs with years 5/6
- parents' evening – online in autumn and summer terms
- transition sessions after school for playgroup pupils transferring to St Padarn's
- five BMO coaching after-school sports sessions for Foundation Phase – summer term
- online Masses with the Parish of Aberystwyth
- diocesan cluster virtues assemblies
- Catholic and Ceredigion head teachers' meetings
- anti-bullying assembly and workshop – 'Diana Award' project
- woodland sessions with Jenny Dingle Natural Resources Wales (NRW)
- National Population Education Project (NPEP) higher order reading skills research project and maths games project working in partnership with Aberystwyth University and other schools in ERW.
- Higher Education Funding Council for Wales (HEFCW) maths games research project with Aberystwyth University and presenting at the HEFCW conference
- 'Jenkins Milk' online talk and donation of milkshakes
- link with Aberystwyth University Initial Teacher Education (ITE) department, Swansea University nursing degree programme and Coleg Ceredigion National Vocational Qualification (NVQ) training
- school nursing team visit and online health and well-being workshops
- Tesco supporting our weekly Welsh Wednesday's fruit stall

- Regular articles in 'Yr Angor'
- empathy lab project and empathy week
- taking part in Children's Mental Health week
- biodiversity recording for Ceredigion County Council

6. Targedau ar gyfer gwelliant a osodwyd gan y Corff Llywodraethol / Targets for improvements set by the Governing Body:

Blwyddyn: 2020-21
Year: 2020-21

INFORMATION REGARDING TARGETS FOR SCHOOL IMPROVEMENT

The most significant document regarding school improvement is the School Development Plan (SDP). The SDP is written in order to set measurable targets for improvement and prioritise spending. For the year 2020 – 2021 the SDP focussed on the following issues:

1.	<p>Priority 1: enhance conversational Welsh throughout the school and gain the Cymraeg Campus Award by the end of the summer term 2021</p> <p>Actions undertaken:</p> <ul style="list-style-type: none"> • Silver Award targets acted upon throughout the year. Ready for assessment of the award which will take place in the Autumn Term 21. • Teachers trained in reading scheme of Tric a Clic. Pupils in KS2 given Welsh reading books if ready to read Welsh. • School website reviews and section dedicated to Cymraeg. • Pupils supported with their Welsh oracy through sessions on Teams with additional sessions arranged for Key Stage 2 • Incidental Welsh back being spoken around the school following the two lockdowns. • Welsh Art projects undertaken in every class • Welsh assembly, Welsh tokens, the fruit stall, graffiti board, Welsh music on the yard all reinstated. Welsh Wednesdays instigated. • Welsh skills and resource audit undertaken • Online workshop organised with Arad Goch and playground resources purchased.
2.	<p>Priority 2: To ensure the well-being of all pupils and staff</p> <ul style="list-style-type: none"> • Pupils and staff have taken a wellbeing questionnaire and action plans have been drawn up to improve wellbeing in the school. • Wellbeing policies have been drafted and will be ready for pupil and parental consultation then adoption by the Spring Term. • Health and wellbeing is an integral part of the curriculum provision the school provides. • Initiatives are embedded such as the marching mile, Pause Points, Fit in 5, use of the new fitness trails in school on the playground, use of sensory circuits, daily use of the emotional check-in, regular circle time, celebration assembly, Habits of the Heart virtues and well-being and ELSA support. • Increased use of outside agencies to support the work of the school. • Introduction of the RSE programme: Life to the full. • Development of the outside area of Top Court. • An online area for well-being being developed • Initiatives to promote staff well-being carried out and an interactive wellbeing board in the staffroom. • Wellbeing for pupils and staff will continue to be a priority over the next year.
3.	<p>Priority 3: To accelerate learning to resume, improve and raise learner standards effectively</p> <p>Reading and spelling tests undertaken at three points during the academic year to identify the pupils in need of additional support. Teaching assistants employed in every class to</p>

	deliver the additional support. Successful progress witnessed for most of the children involved in the project.
4.	<p>Priority 4: further develop blended learning to meet pupils' needs</p> <ul style="list-style-type: none"> • Teams used successfully through the second lockdown and live lessons undertaken throughout all the age groups in the school. IT drop-in surgeries ran to support parents/ guardians • Staff training on live lessons, different documents and use, Jamboard, One Note • New computers were purchased by the school to support families in the first lockdown and Welsh Government funded more laptops during the second lockdown • Tracking of Digital Competency Framework now embedded so further range of skills taught.
5a	<p>Priority 5: Religious Education (RE) priorities:</p> <p>Catholic Life - embed the new mission statement directed by the pupils' voice and deliver the Relationships and Sex Education (RSE) programme Mission Statement Creation of a new school website with new mission statement at the heart of the website</p> <p>How do we grow in Faith? Lenten prayer focus and opportunities to experience different prayer styles</p> <p>How do we grow in love? Look at Catholic Social Justice campaign on care of creation – Eyes of the World campaign and pupil voice initiative of the class charity day.</p> <p>RSE – How do we grow in our learning? Training of staff and Governors on the new RSE programme Parental online meetings and online questionnaire. Meetings with Governors to consider parental feelings. Drafting, refining and adoption of the RSE policy. Teaching of module one of the RSE programme.</p>
5b	<p>RE - improve standards through effective use of the driver words, feedforward, and group target setting Portfolio of standards created / showing good examples of driver words and feed forward comments. Target setting will be a focus of 21-22</p>
5c	<p>Collective Worship - further develop pupils' knowledge of prayers and prayer styles Pupils gather together prayer resources and make prayer packs for each class. All RE resources gathered into one central location. Prayer resources purchased for each class / existing prayer resources re-varnished and placed in new plastic frames. Through 21-22, pupils had the opportunity to regularly take part in meditative prayer, learn new traditional prayers, reflect during the Examen, pray the Litany to St Joseph during the month of March, walk beside Jesus when journeying with Him through the Stations of the Cross, experience daily online assembly during the lockdown and back in school, the pupils have lead collective worship (online and in class), lead and joined in online assemblies with the diocesan schools and celebrating Holy Mass online.</p>
<p>Gwybodaeth ychwanegol: Additional information: Work throughout 20-21 has also focused on:</p> <p>Areas for Continuous Improvement</p> <ol style="list-style-type: none"> 1. Prepare for the Additional Learning Needs (ALN) transformation programme 2. Continue to build on the Curriculum for Wales preparation work concentrating on planning, well-being, science and technology 	

**7. Polisiau / Strategaethau a fabwysiadwyd gan y Corff Llywodraethol:
Policies / Strategies adopted by the Governing Body:**

The Governing Body follow the schedule of adoption of policies laid down by Ceredigion County Council

These policies will be placed on the new school website during September 2021 for the 2021-2022 academic year.

8. Dyddiadau Tymor ac Amser Sesiynau / Term Dates and Session times:

Dyddiadau Gwyliau Ysgol ar gyfer y Flwyddyn Academaidd (ar gael ar wefan yr Awdurdod Lleol)

School holiday dates for the academic year (can be obtained from the LA website)

Dyddiadau Diwrnod Gosod Athrawon (HMS) Dates of Directed Teacher's Days 21-22 (INSET)	
1.	Wednesday 1 st September 2021
2.	Thursday 2 nd September 2021
3.	Aberystwyth Schools' Inset - TBA
4.	Aberystwyth Schools' Inset TBA
5.	One day's worth of Inset spread over various twilight evening courses for staff only
6.	New Curriculum Inset - TBA

9. Newidiadau i Brosiectws yr Ysgol ers llynedd / Changes to the School Prospectus since last year:

Atodwch copi/linc i'r prosiectws ysgol

Attach copy of /link to the school prospectus

1.	New logo and mission statement
2.	Home school agreement due to Covid 19
3.	Updated subject information for new curriculum 2022 and school initiatives
4.	Section on RSE updated
5.	Additional pictures added throughout prospectus
6.	'Sesame' free school statement added

10. Y Cwricwlwm / The Curriculum:

Datganiad Cwricwlwm yr ysgol:

The school's curriculum statement:

Our curriculum seeks to ensure that all learners in our school are engaged as full members of the school community, accessing the wider curriculum and all school activities. It is a balanced, broad curriculum that seeks to provide the cultural, moral and spiritual, social and emotional,

physical and mental development of pupils and prepare them for opportunities and responsibilities in adult life.

We have started to work towards introducing aspects of the Curriculum for Wales:

The four core purposes

The 12 pedagogical principles

Planning through the AoLE

Introducing the new Digital Competence Framework (DCF) strands and ensuring the full coverage of the Literacy and Numeracy Framework (LNF)

Gwybodaeth ynglŷn â chwricwlwm a dulliau addysgu yn yr ysgol:

Information regarding the curriculum and teaching methods at the school:

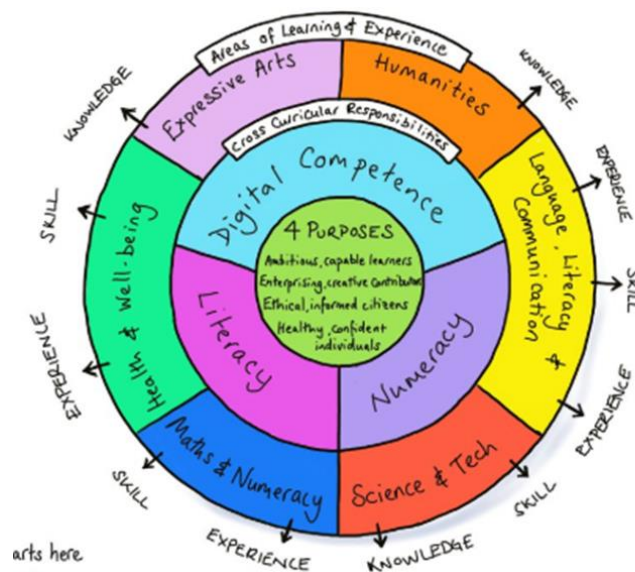
FOUR CORE PURPOSES

Since September 2019 we have been introducing aspects of the new curriculum which will come into effect in September 2022. **All of our lessons now relate to the four core purposes of creating ambitious, capable learners; enterprising, creative contributors; healthy confident individuals and ethically informed citizens**, in addition to delivering the six AoLE which are underpinned by the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF).



DELIVERING THE AREAS of LEARNING and EXPERIENCE

The six AoLE are Mathematics and Numeracy; Language, Literacy and Communication; Expressive Arts; Health and Well-being; Humanities and Science and Technology.

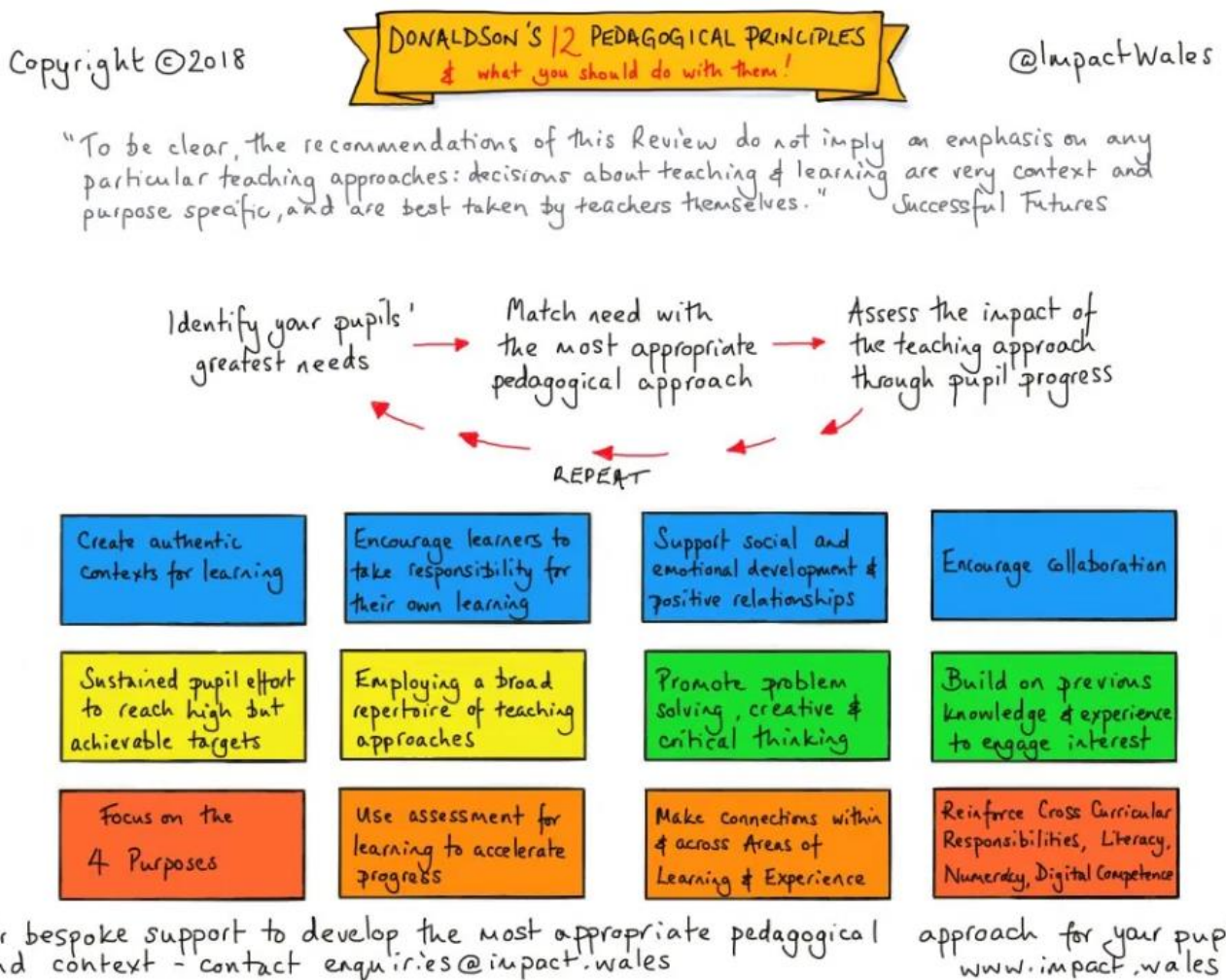


The learning grid, developed during the first lockdown, is now used as a long term-term planning grid for each AoLE which include Literacy, Numeracy, Welsh across the curriculum and DCF activities. Planning days, with teachers working together to create medium term plans with input from pupils, have taken place during July 2021 in preparation for the start of the 2021-22 academic year. This ensures coverage of the new curriculum statements for the current topics, and allowed some new activities to be designed to cover new skills/statements.

'The Church provides Catholic schools to be more than just places where pupils are equipped with learning and skills for the workplace and responsible citizenship. Rather, they are to be the communities where the spiritual, cultural and personal worlds within which we live are harmonized to form the roots from which grow our values, motivation, aspirations and the moral imperatives that inform our choices and actions as persons'. For these reasons RE is a core subject with 10% of the timetable dedicated to it. RE lessons are planned from the 'Come and See' and the 'Catholic Pupil Profile' programmes and RSE is planned using the 'Ten Ten' resource. Daily prayer and liturgy are variously led by pupils, teachers, the School Chaplain and held with other schools via Teams. Our Catholic ethos permeates all aspects of the curriculum and school life, with Christ at the centre of everything we do.

Teaching Methods

We have been introducing a different pedagogical principle each term since September 2018.



Listed below are the pedagogical principles we have covered and those to be covered in 2021-2022.

12 Pedagogical Principles			
Year	Autumn Term	Spring Term	Summer Term
18 - 19	Independent Learning-encourage learners to take responsibility for their own learning	Encouraging Collaboration	Focus on Core purposes
19 - 20	Resilience	Support social and emotional development	Make connections within and across Areas of Learning and experience
20 - 21	Support social and emotional development recap – wellbeing focuses following lockdown	Reinforce Cross curricular responsibilities – Literacy, Numeracy, Digital Competence Framework	Sustained pupil effort to reach high but achievable goals
21 - 22	Recap Focus on Core purposes Create authentic contexts for learning	Promote problem solving, creative and critical thinking Build on previous knowledge of experience and experience to engage interest	Employing a broad repertoire of teaching approaches

Pupils work independently, in pairs and small groups to support learning. Teachers model examples, support experimentation and encourage investigation. Pupils are set personal targets to help drive their own learning and progress is monitored regularly depending on the age of the child so that any support or challenge can be applied. We use many Assessment for Learning (AfL) techniques to allow the children to be aware of their own learning and strategies to progress as individuals.

Catholic Life and Mission, Religious Education and Collective Worship

St Padarn's is a Catholic school and a Christ-centred approach is evident in all aspects of our school life and echoes in the school mission statement of 'As we follow in Jesus' footsteps, we grow in faith, love and learning. Our motto is Cor Unum et Anima Una – One Heart and One Soul- reflects the close-knit, inclusive and caring community of Saint Padarn's. As a Catholic school, ten percent of our curriculum times is dedicated to the teaching of Religious Education. The 'Come and See' scheme provides a framework for all classes to follow in order to achieve the desired outcomes set out in the Religious Education Curriculum Directory for Catholic Schools. The 'Ten-Ten' programme, Life to the Full, is used to teach Relationships, Sexuality and Education (RSE) and the first module was covered in the Summer Term of 2021. Daily Prayer and Liturgy is held for the pupils and continued during the second lockdown and was very well attended. The Catholic Social Justice principles are driving forces in directing our charity work and campaigns to help others and look after this world. The Catholic Pupil Profile has been

adopted and the 'Habit of the Heart' virtues help develop positive character building traits and the pupils' success of growing in these virtues is celebrated every month.

Darpariaeth i Ddisgyblion ADY:

Provision of ALN: Pupils:

During 2020-2021, the school has been preparing for the implementation of the new Additional Learning Needs (ALN) Code which was due to be implemented in September 2021 but is now delayed until January 2022. The staff and governors have undergone extensive training on all aspects of ALN.

We aim to ensure that every ALN pupil receives a high standard of educational provision and has access to a curriculum that has breadth, balance and relevance to real-life. Early identification of the need for support or challenge is identified through observation and tracking of progress through classroom observation, internal testing, national testing, and progress through the 'Incerts' tracking tool. Any concerns will be raised and discussed with the teacher, the ALNCo (ALN Co-ordinator), parents/ guardians and headteacher and a plan put in place to support the child. Parental permission will always be sought before any outside agency advice is taken, intervention support/ challenge is given and prior to placing a child on the ALN register. The child's viewpoint will be considered from the age of 8 upwards.

The school aims to keep parents well informed by sending home the child's Individual Education Plan and being available for discussion if parents request it. Teachers are aware of the importance of differentiation to provide a full and relevant education for their pupils. Depending on the nature of the task, differentiation will focus on the level of the work, marking, praise, expectations, and class management, i.e., working in pairs, groups or individually. Differentiation may be achieved by the offer of different degrees of support with a task.

St Padarn's was accredited as an 'Autistic Friendly' School in 2020 and we continue to embed all our autistic friendly practices.

We will introduce the new code requirements at any annual review taking place late in the autumn term of 2021 and from January 2022 when the new ALN code becomes statutory for any pupils with ALN in pre-reception and Years 1, 3 and, 5. All pupils on the ALN register have a one-page profile and all annual reviews are child-centred. The Individual Educational Plans (IEPs) will be replaced by Individual Development Plans (IDPs) from January 2022 for pre-reception pupils and Years 1, 3 and, 5 or may occur during the 2021 autumn term at the annual review.

11. Iaith / Language:

Categori iaith yr Ysgol:

English with significant Welsh

School's Language Category:

Gwybodaeth ynglŷn â defnydd yr iaith Gymraeg yn yr ysgol (gan ddisgyblion o bob grŵp oedran):

Information regarding the use of Welsh language in the school (by pupils of all age groups):

The priority of developing Welsh oracy has continued throughout 2020-2021, but pupils' opportunities to speak Welsh was curtailed by the two lockdowns, however we are pleased to report that at the end of the 2021 summer term, Welsh was heard around the school again in informal situations.

Welsh Wednesdays have been a success creating an atmosphere where the children can speak comfortably around the school, at the fruit shop, with friends completing Welsh activities or at the Welsh assembly in the afternoon. Welsh lessons are based on the Powys second language scheme and Welsh is taught orally throughout the day in Foundation Phase and informally in class and formally through structured lessons for at least two hours a week in Key Stage 2.

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

Each bubble has a dedicated toilet / block of toilets.

The toilet upstairs was painted at the start of the 2020-2021 academic year and toilets have been maintained, when necessary, during the year. Additional repairs and painting are due during the 2021 summer holidays.

Supplementary lunchtime cleaning of the toilets occurred every day as part of the service provided for schools in the Service Level Agreement with Ceredigion County Council. The toilets were also cleaned thoroughly every night. Year 5 pupils have recently conducted a toilet survey.

13. Bwyta ac Yfed iach / Healthy Eating and Drinking:

Gweithredu a wnaethpwyd gan yr ysgol i hyrwyddo bwyta ac yfed iach:

Action taken by the school to promote healthy eating and drinking:

St. Padarn's is part of Ceredigion's 'Health Promoting Schools' initiative and makes every effort to ensure that pupils learn these key life skills in a fun and practical way. Within the 'Healthy School' initiative, themes are targeted within the school and an action plan created to develop aspects further: nutrition being one of the main aspects.

The Healthy School's Council regularly promotes the importance of healthy eating and drinking both verbally and on its notice board. Council members have also placed posters around the school showing the importance of water drinking and have distributed sun care leaflets via email. Foundation Phase pupils have been instructed on drinking water instead of juice during the day.

Plans for a breakfast club from 8:15am to 9am and 'Fruit Fridays' were suspended because of Covid, but will be revisited during the next academic year.

ADRAN 3 – ESTYN AC EFFEITHLONRWYDD Y CORFF LLYWODRAETHOL (Fframwaith Arolygu Cyffredin 3.1.2)

SECTION 3 – ESTYN AND THE EFFECTIVENESS OF THE GOVERNING BODY (CIF 3.1.2)

1. Sut mae'r Corff Llywodraethol yn cyflawni ei rhwymedigaethau strategol /

2. How the Governing body fulfils its statutory obligations:

Bydd yr Arolygwyr yn barnu sut mae Cyrrff Llywodraethol yn cyflawni eu rhwymedigaethau strategol ac yn ystyried y deddfwriaethau a'r canllawiau perthnasol. Isod mae esboniadau manwl o sut mae'r Corff Llywodraethol wedi gwneud yr Ysgol yn atebol gan wella dysgu ar gyfer y disgyblion.

Inspectors will judge how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance. Below are detailed explanations of how we as the Governing Body have held the school to account and improved learning for our pupils.

Meini Prawf Fframwaith Arolygu Cyffredin:

Manylion o sut mae'r Corff Llywodraethol wedi dangos y meini prawf trwy gydol y flwyddyn a'r effaith:

Common Inspection Framework Criteria:	Details of how the Governing Body have demonstrated the criteria throughout the year and the impact:
<ul style="list-style-type: none"> ▪ Pa mor dda ydym ni yn deall ein rolau? ▪ <i>How well do we understand our roles?</i> 	<ul style="list-style-type: none"> ▪ Mae'r holl staff yn rhannu gweledigaeth, gwerthoedd a phwrpas cyffredin. ▪ Mae monitro yn galluogi Llywodraethwyr i ddatblygu eu dealltwriaeth o'r cyd-destun a sut mae'r ysgol yn perfformio i gymharu ag ysgolion tebyg. ▪ Mae'r holl Lywodraethwyr yn cwrdd yn aml ac yn weithgar iawn o ran monitro a gwerthuso safonau a darpariaeth. ▪ Cyfarfodydd rhwng y Cadeirydd a'r Llywodraethwyr i ganfod sgiliau, profiad, arbenigedd a meysydd o ddiddordeb. ▪ Cymharu ymarfer da gyda Chyrff Llywodraethol sy'n perfformio'n dda, trwy ddefnyddio astudiaethau i gynhyrchu syniadau ac ysgogiad ar gyfer newid. ▪ Rhaglen waith flynyddol i Lywodraethwyr a phwyllgorau. ▪ Y Corff Llywodraethol yn monitro a gwerthuso ei berfformiad ei hun ac yn parhau i fod yn effeithiol. <ul style="list-style-type: none"> • <i>All staff share common vision, values, and purpose.</i> • <i>Monitoring undertaken enables governors to develop their understanding of the context and how well the school is performing in comparison with similar schools.</i> • <i>All governors meet regularly and take an active part in monitoring and evaluating standards and provision.</i> • <i>Meetings between the Chair and governors to ascertain skills, experience, expertise, and areas of interest.</i> • <i>Comparison of practice to that of high performing governing bodies, to generate ideas and impetus for change.</i> • <i>Annual work programme for governors and all committees.</i> • <i>The Governing Body monitors and evaluates its own performance to remain effective.</i>
<ul style="list-style-type: none"> ▪ Pa mor dda ydym wedi cyflawni ein rhwymedigaethau statudol gan ystyried y deddfwriaethau a chanllawiau perthnasol? 	<ul style="list-style-type: none"> ▪ Mae polisiâu a mentrau, gan gynnwys y rhai sydd yn bodloni blaenoriaethau lleol a chenedlaethol, yn cael eu gweithredu'n gyson ac yn gwella canlyniadau disgyblion. ▪ Mae gan Lywodraethwyr wybodaeth fanwl ar berfformiad yr ysgol gan wneud yr ysgol yn atebol i'r safon mae'n ei chyflawni. ▪ Mae rôl monitro y Llywodraethwyr yn cynnwys adolygu cwricwlwm yr ysgol a pholisiâu rheoli. Mae hyn wedi'i hamseri i sicrhau bod y polisiâu a gweithdrefnau yn cael eu hadolygu'n rheolaidd. ▪ Mae yna amserlen i fonitro safonau a darpariaeth ar draws yr ysgol sydd wedi'i drefnu ymlaen llaw i sicrhau bod Llywodraethwyr yn gwneud y trefniadau priodol i gymryd rôl weithgar yn y broses. ▪ Nodwyd bod Llywodraethwyr yn gyfrifol am wahanol agweddau o waith yr ysgol gan gynnwys meysydd cwricwlaidd penodol (e.e. Bydd Llywodraethwyr yn monitro samplau o waith, trafod gwaith gyda grŵp o ddysgwyr ac yn arsylwi ar wersi). ▪ Mae'r ysgol yn trefnu asesiadau i fonitro os ydy disgyblion a dosbarthiadau ar y trywydd iawn i gwrdd â'u targedau. Mae'r canlyniadau yn cael eu trafod ac os oes unrhyw anghysondeb rhwng y targedau a'r canlyniadau mae strategaethau yn cael eu gosod i sicrhau gwelliant.

<ul style="list-style-type: none"> ▪ <i>How well do we fulfil our statutory obligations and take account of relevant legislation and guidance?</i> 	<ul style="list-style-type: none"> ▪ <i>Policies and initiatives, including those that meet local and national priorities, are implemented consistently, and improve pupil outcomes.</i> ▪ <i>Governors have an in-depth knowledge of the performance of the school and rigorously hold it to account for the standard it achieves.</i> ▪ <i>The governors' monitoring role includes reviewing the school's curriculum and management policies. This is timetabled to ensure that policies and procedures are updated on a regular basis.</i> ▪ <i>There is a timetable for monitoring standards and provision across the school which is set well in advance to enable governors to make the necessary arrangements to take an active role in the process.</i> ▪ <i>Governors have been identified to be responsible for different aspects of the school's work including individual curricular areas (e.g., governors monitor samples of work, discuss work with groups of learners, and observe lessons).</i> ▪ <i>The school assesses data to monitor if pupils and classes are on track to meet projected targets. Results are discussed; discrepancies between targets and results, and strategies are put into place to bring about improvements.</i> • <i>Governor/staff buddies have been established to meet mental health and wellbeing guidance.</i>
<ul style="list-style-type: none"> ▪ <i>Sut ydym yn cael gwybodaeth dda am berfformiad ein hysgol a'r materion sydd yn ei heffeithio?</i> ▪ <i>How do we have good information about the performance of our school and issues that affect it?</i> 	<ul style="list-style-type: none"> ▪ <i>Mae gan yr arweinwyr ddisgwyliadau uchel ar gyfer sicrhau gwelliant ac yn herio staff mewn modd cadarnhaol.</i> ▪ <i>Mae gan Lywodraethwyr ddealltwriaeth glir o berfformiad yr ysgol, ei llwyddiannau ac anghenion y disgyblion a'r staff.</i> ▪ <i>Mae arweinwyr yr ysgol yn trafod y data craidd gyda'r Llywodraethwyr ac yn adnabod y prif negeseuon a'r camau sydd angen eu cymryd.</i> ▪ <i>Mae'r Tîm Arweinyddiaeth yn rhoi disgrifiad swydd cynhwysfawr wedi'i ddiweddarau sydd yn diffinio'n glir y rolau a chyfrifoldebau ar gyfer monitro a gwella safonau.</i> ▪ <i>Leaders communicate high expectations for securing improvement and challenge staff positively to good effect.</i> ▪ <i>Governors have a clear understanding of the school's performance and achievements and the needs of pupils and staff.</i> ▪ <i>The school leaders discuss the core data sets with the governors and identify the main messages and actions to be taken.</i> ▪ <i>Leadership team gives a comprehensive, updated job description with clearly defined roles and responsibilities for monitoring and improving standards.</i>
<ul style="list-style-type: none"> ▪ <i>Sut ydym yn darparu cyfeiriad ar gyfer gwaith ein hysgol?</i> 	<ul style="list-style-type: none"> ▪ <i>Mae Arweinwyr a Llywodraethwyr yn defnyddio gwybodaeth rheoli berthnasol am berfformiad i ddelio â thangyflawni ac yn gosod amcanion a thargedau, sef blaenoriaethau strategol.</i> ▪ <i>Mae Llywodraethwyr yn rhan o ddatblygiad yr Adroddiad Hunan-arfarnu a Chynllun Gwella'r Ysgol, ac yn gwneud yr ysgol yn atebol drwy fonitro targedau a chwestiynu (tan)gyflawniad yn dymhorol.</i>

<ul style="list-style-type: none"> How do we provide a sense of direction for the work of our school? 	<ul style="list-style-type: none"> Leaders and governors use relevant management information about performance to address issues of underperformance and to set objectives and targets that are strategic priorities. Governors are involved in the development of the school self-evaluation report and development plan and hold the school to account by monitoring targets and questioning (under)achievement termly.
<ul style="list-style-type: none"> Sut ydym yn cefnogi ein hysgol fel cyfaill beirniadol ac yn gwneud yr ysgol yn atebol i'r safonau a'r ansawdd y maent yn ei gyflawni? How do we support our school as critical friends, and hold the school to account for the standards and quality they achieve? 	<ul style="list-style-type: none"> Mae Llywodraethwyr yn dangos penderfyniad wrth herio a chefnogi'r ysgol i gyrraedd y gwelliannau angenrheidiol. Mae Llywodraethwyr yn medru herio arweinwyr yr ysgol mewn ffordd gefnogol, drwy ddefnyddio yr amrywiaeth o wybodaeth sydd ar gael. Maent yn darparu cymorth ac anogaeth pan fod strategaethau i gyrraedd gwelliant yn cael eu trafod. Mae systemau yn eu lle i fonitro a gwerthuso gwaith yr ysgol. Governors show determination in challenging and supporting the school in bringing about necessary improvements. Governors are able to challenge the school leaders in a supportive manner, using the range of information available. Providing support and encouragement when strategies to bring about improvements are being explored. Having systems in place to monitor and evaluate the work of the school.
<ul style="list-style-type: none"> Sut ydym yn cymryd y camau rhesymol i hysbysu disgyblion, aelodau o staff, rhieni/gwarchodwyr neu unrhyw berson arall o weithdrefnau os hoffent wneud cwyn neu apelio? How do we take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal? 	<ul style="list-style-type: none"> Mae'r Polisi Cwynion yn cydymffurfio gyda Chanllawiau Llywodraeth Cymru. Mae'r Polisi wedi'i chrynhoi ym mhrosbectws yr ysgol. Mae'r Polisi ar gael ar wefan yr ysgol, Mae'r polisi yn cael ei hadolygu'n flynyddol ac wedi'i mabwysiadu'n ffurfiol gan y Corff Llywodraethol. The complaint policy complies with the Welsh Government guidelines. The policy is summarised in the school prospectus. The policy is available on the school website. The policy is reviewed annually and has been formally adopted by the Governing Body.
<ul style="list-style-type: none"> Sut ydym yn gwneud yn siŵr ein bod yn delio â chwynion yn brydlon gan grwpiau diduedd? How do we make sure that complaints are dealt with promptly by disinterested parties? 	<ul style="list-style-type: none"> Caiff pob cwyn eu trin o fewn y terfynau amser a nodwyd. Caiff pob cwyn eu cofnodi dan bob cam a'u hymchwilio gan berson priodol. Caiff pob cwyn eu hadrodd yn ôl i'r Corff Llawn yn Adroddiad tymhorol y Pennaeth. All complaints will be dealt with within the given deadlines. All complaints at each stage will be recorded and investigated by the appropriate person. All complaints are reported to the full Governing Body in the headteacher's termly report.

3. Blaenoriaethau Cenedlaethol a Lleol / National and Local Priorities:

Gwybodaeth am sut mae gwaith y Corff Llywodraethol wedi helpu'r ysgol i gwrdd a blaenoriaethau cenedlaethol a lleol:

Information on how the work of the Governing Body has helped the school to meet national and or local priorities:

Blaenoriaeth Cenedlaethol/Lleol National/Local Priority	Gweithredu gan yr Ysgol / CLI Action taken by the School / GB	Effaith ar y disgyblion/ysgol Effect on the pupils/school
New Curriculum	Training and planning being developed throughout 2021-2022	School ready for next stage of experimentation / trialling the new curriculum
Home / Blended Learning	Adapting the teaching to online and introducing live streaming. Upskilling staff and governors with their IT skills through training.	Successful home/ blended learning package developed. Pupils IT skills developed as a result of improved staff training.
Additional Learning Needs Code preparation	Training of staff and governors. The ALNCo led a presentation based on the new ALN code to the governors.	The school will be prepared for the introduction of the ALN code in January 2022
Introducing a new RSE policy and scheme of work.	Training, consultation and meeting with parents, planning a new scheme of work, writing an updated policy and implementing the first module.	Module 1 of the 'Ten Ten' programme, with minor adaptations, was rolled out in the 2021 summer term and there was positive feedback from teachers, parents and pupils.

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

Dyddiad Arolwg diwethaf Estyn: <i>Date of the last Estyn Inspection:</i>	April 2014
Disgrifiad/gweithgaredd/cynnydd Description/activity/progress	Cynnydd (dylai hyn fod yn gysylltiedig â chynnydd o'i gymharu â 'chynlluniau'r tymor cyfredol ' o adroddiad blaenorol y Pennaeth, ac unrhyw gynnydd ychwanegol mewn meysydd na gynlluniwyd/adroddwyd arnynt yn flaenorol): Progress (this should relate to progress against the 'current term plans' from the previous HT report, and any additional progress in areas not previously planned/reported):
R1: Improve Pupils' Numeracy / ICT Skills	The new maths and numeracy policy, new lesson structure and importance of mental maths was embedded. Embedding the tracking of DCF skills resulted in offering a wider range of IT skills to pupils. The upskilling of staff IT skills continued.
R2: Improve pupils' standards of Welsh	Work on Silver Award, Cymraeg Campus nearly finalised. Welsh across the curriculum planned for and established across the school. Additional online lesson time allocated in KS2 for Welsh lessons. Use of Welsh around the school being

	encouraged by various initiatives following the second lockdown.
R3: Improve the planning of lessons/ Write using own ideas	Further planning review – summer term 2021 in preparation for trialling stage of new curriculum. Writing Language Continuum embedded, and pupils use their own ideas when writing. Levels of writing at level 5 standard have been consistently good over the last five years.
R4: Improve the quality of teaching / Improve the challenge to more able pupils	Quality of teaching over the last three years deemed good / good to excellent for all Progress Monitoring (PM) lessons observed. MAT challenge / differentiation included in plans. Received a £1000 NACE grant to develop MAT provision throughout the school. More Able and Talented (MAT) small group provision provided
R5: Develop the strategic role's management team and governing body	Autumn term 2019 – monitoring processes embedded using new School/ County forms and involving all governors and teachers. Pupil Voice included in 2019-20. Staff involved in SDP. Development of the role of the Areas of Learning and Experiences (AoLE) Coordinators. Sub-committees of the Governing Body now running effectively.

5. Llais y Disgybl / Pupil Voice:

School Council Healthy School Council Eco Council Welsh Council Faith Ambassadors ICT Council Bronze Ambassadors Super Ambassadors Anti-bullying Ambassadors	<ul style="list-style-type: none"> • Bronze Ambassadors – online meeting autumn term • ICT assembly – Internet safety by ICT Council • Faith Ambassadors arranging prayer resources and giving out certificates for the 'Habits of the Heart' • Anti-bullying Ambassadors–Odd Socks Day • Bronze Ambassadors deciding the latest fitness trail design • Faith Ambassadors leading school and diocesan assemblies • Welsh Council –organising the Welsh day and reinstating the tokens being handed out to pupils who are speaking Welsh around the school • School Council – Children in Need Day • Eco day and CAFOD's 'Eyes of the World campaign'
Spring 2020 Schools' Councils: School Council Healthy School Council Eco Council Welsh Council	<ul style="list-style-type: none"> • Eco Council: arranging Eco day and conducting Eco assembly. Working during lunchtimes on 'Top Garden' and bedding area. Preparing for Platinum award for Eco Schools Award. • Healthy Schools Council: 'Drinking water' and 'Safe in the Sun' campaign. • School Council and Super Ambassadors: leading assembly on Children's Mental Health Week, organizing events for Children in Need Day and working on preparing resources for next year based on the UN Convention on the Rights of the Child (UNCRC).

Faith Ambassadors ICT Council Bronze Ambassadors	<ul style="list-style-type: none"> • Criw Cymraeg: helping run 'Welsh Wednesday', leading weekly Welsh assemblies, organizing a Welsh Day and completing activities for the Silver award for the Cymraeg Campus Award scheme. • Faith Ambassadors: leading regular assemblies, creating displays for the entrance hall, creating prayer resources, writing bidding prayers for the Mass and reading during Mass. • ICT Council: running 'Safer Internet' assembly and updating their display board with safety facts. • Anti-Bullying Ambassadors: looking after pupils in their class, Year 4/5 class attending an online workshop run by 'The Diana Award' and creating an anti-bullying code for the school. • Bronze Ambassadors: setting up 'Fit in Five Sessions', and giving support during PE sessions and sports' day.
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CHILD PROTECTION - Safeguarding

Improvements to the doors and gates have been made during 2020-21: the internal green door release buttons have been raised, a new bolt has been put on top of the dove gate, new gates have been added to the rear of the school and all gates are padlocked throughout the day. In addition, two new fob entry doors have been installed at the back of the school to avoid the constant use of different keys.

All national and local safeguarding protocols are carried out. The staff and visitors are aware of the protocols and act in accordance. The school has a reliable internal reporting system in place.

The school undertakes substantial supportive work for pupils and families, working with Team Around the Family (TAF), Ceredigion's ELSA support network, Area 43 Counselling Service, Behaviour Support, and transition to Secondary School support from Porth Cymorth Cynnar.

Workshops have been delivered by the School Police Liaison Officer, West Wales Domestic Abuse Service (WDDAS), Dyfed Drugs and Alcohol Service (DDAS), the School Nursing Service, the Diabetic Nurse, the Paediatric Department of Bronglais General Hospital, Occupational Health Services, Physiotherapists, Child and Adolescent Mental Health Services (CAMHS), the Speech and Language Service, Spectrum project (a initiative by Welsh Government to tackle domestic abuse), Emotional Literacy Support Assistants (ELSA) and, the Society of Saint Vincent de Paul (SVP) in addition to well-being groups being run by the school.

The new RSE programme deals with many mental health and safety issues to support pupil well-being.

We work hard in Saint Padarn's to care for our families and pupils throughout the year and anyone requiring support from the school or an outside agency, is encouraged to contact the headteacher.

The Designated Safeguarding officers and Designated Safeguarding Lead will seek advice from Ceredigion's Nominated Child Protection Officer and/or make a referral to Social Services when deemed necessary.

When a child makes an allegation against a family member or someone in their household, parental consent to make a referral to Ceredigion Social Services **will not** be sought by the school. The Social Services Department and the Police will need to speak to the child as soon as possible if it is believed a crime has been committed.

All referrals to Social Services are reported termly to the governing body and all safeguarding policies are renewed annually.

The school's designated safeguarding officers are Mrs M Rowe and Miss R Whalley and the designated safeguarding lead is Mrs E Brophy.

ADRAN 4 – DEISEB RHIENI A CHYFARFODYDD

SECTION 4 – PARENTAL PETITIONS AND MEETINGS

1. Deiseb / Petitions:

Mae Deddf Safonau a Thrafnidiaeth Ysgolion (Cymru) 2013 yn darparu trefniadau sydd yn galluogi rhieni i ofyn am gyfarfod gyda'r Corff Llywodraethol. Bydd angen i rieni gyflawni pedwar gofynion statudol wrth ofyn am gyfarfod, sy'n cynnwys:

The School Standards Act 2013 (Section 94) provides arrangements whereby parents can request a meeting with the Governing Body. Parents will need to fulfil four statutory requirements when requesting a meeting which include:

1.	Dylid deiseb cael ei chyflwyno gyda llofnod 10% o ddisgyblion cofrestredig neu rieni 30 o ddisgyblion cofrestredig (pa bynnag yw'r isaf). <i>A petition should be presented with the signatures of the parents of 10% of registered pupils or the parents of 30 registered pupils (whichever is lower).</i>
2.	Rhaid i bwrpas y cyfarfod bod i drafod materion sy'n berthnasol i'r ysgol. <i>The meeting must be to discuss matters relating to the school.</i>
3.	Uchafswm o gyfarfodydd gall rieni alw mewn blwyddyn ysgol ydy tri (3). <i>The maximum number of meetings that parents can request in a school year is three (3).</i>
4.	Rhaid bod digon o ddyddiau ysgol fod ar ôl mewn blwyddyn i gynnal cyfarfod. <i>There must be sufficient school days left in the year to allow a meeting to be held.</i>

Mae gofynion statudol ychwanegol ynghylch y cyfarfod yn cynnwys:

Further statutory requirements regarding the meeting include:

1.	Rhaid i'r Cyfarfod cael ei gynnal o fewn 25 diwrnod ysgol o dderbyn y deiseb. <i>The meeting must be held within 25 school days of receiving the petition.</i>
2.	Mae cyfnod y 25 diwrnod yn dechrau y diwrnod ar ôl derbyn y deiseb. <i>The 25-day period commences the day after receipt.</i>

3.	<p>Os oes angen cynnal cyfarfod arall o ganlyniad i ddeiseb wahanol, ni fydd y cyfnod 25 diwrnod hwnnw yn dechrau tan y diwrnod ar ôl i'r gyfarfod arall cael ei gynnal.</p> <p><i>If another meeting is required as a result of a different petition, the 25-day period will not commence until the day after the other meeting has been held.</i></p>
4.	<p>Bydd y cyfarfodydd yn agored i holl rieni o ddisgyblion cofrestredig yn yr ysgol, y Pennaeth ac unrhyw berson arall caiff eu gwahodd gan y Corff Llywodraethol.</p> <p><i>Meetings will be open to all parents of registered pupils at the school, the headteacher and any other person invited by the Governing Body.</i></p>
5.	<p>Rhaid i hysbysiad o gyfarfodydd i rieni gynnwys y dyddiad, amser a lleoliad y cyfarfod a'r mater(ion) i'w trafod.</p> <p><i>Notification of meetings to parents must include the date, time and venue of the meeting and the matter(s) to be discussed.</i></p>

Rhaid i'r Corff Llywodraethol hysbysu'r rhieni'n flynyddol am yr hawl i gyflwyno deiseb am gyfarfod gan ddefnyddio'r pwerau a ddarperir gan Adran 94.

The Governing Body must inform parents annually of their right to petition a meeting using the powers provided by Section 94.

Am ragor o wybodaeth fanwl ar y gofyniad statudol, deisebau a gweithdrefnau am gynnal cyfarfod, dilynwch y linc hon: www.gov.wales/docs/dcells/publications/130503-statutory-guidance-parents-meetings-cy.pdf

For detailed information regarding statutory requirement, petitions and the process for holding a meeting, please follow this link: www.gov.wales/docs/dcells/publications/130503-statutory-guidance-parents-meetings-en.pdf

¹Stocks, M. 2005. *Christ at the Centre, Why the Church Provides Catholic Schools*. CTS Publishers to the Holy See, London, 37pp.

