



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 : 2021 - 2022

Tymor / Term: Autumn 2022

### Gair gan David Greaney, Cadeirydd y Llywodraethwyr

Pleser gan y Llywodraethwyr yw cyflwyno'r adroddiad hwn ichi. Bu 2021-2022 yn flwyddyn heriol, fel yr oeddynt hwy a'r staff wedi ei ddisgwyl. Gwnaed llawer o waith adennill medrau gan staff dysgu yr ysgol yn sgil pandemig COVID-19. Ar ben hyn, gweithiodd y staff yn galed i baratoi ar gyfer cyflwyno'r diwygiadau a osodwyd ar waith gan Lywodraeth Cymru. O ganlyniad, mae'r Cwricwlwm newydd i Gymru (CiG) wedi hen ddechrau ac mae gweithredu'r rhaglen trawsnewid Anghenion Dysgu Ychwanegol (ADY), a fydd yn cefnogi ein dysgwyr ag anghenion addysgol arbennig, ar y trywydd iawn. Mae ethos Catholig yr ysgol yn rhoi, gobeithio, profiad i'r plant o ffydd sydd yn cyfoethogi eu bywyd ac yn eu hysbrydoli i ddilyn yn ôl traed Iesu. Diolch yn fawr iawn i'r staff a wasanaethodd yn yr ysgol dros y flwyddyn ac a sicrhodd iddi fod yn flwyddyn lle y gwelwyd llawer yn cael ei gyflawni.

### A Word from David Greaney, Chair of the Governors

The Governors are pleased to present this report to you. 2021-2022 was a challenging year, as they and the staff had expected. Much recovery work was done by the school's staff in the wake of the COVID-19 pandemic. Furthermore, the staff worked hard in preparing to embrace the reforms set in motion by the Welsh Government. Consequently, the new Curriculum for Wales (CfW) is now well underway and implementation of the Additional Learning Needs (ALN) transformation programme that will support our learners with special educational needs is very much on track. The school's Catholic ethos provides children with an experience of faith that, we hope, enriches their lives and inspires them to follow in Jesus' footsteps. We express our heartfelt thanks to the staff who served in the school over the year and who ensured that it was a year of many achievements.

## **A general word from Caroline Maybury, Vice Chair of the Governors**

It is a privilege to serve as foundation governor and latterly vice chair of the governing body. The foundation governors comprise committed citizens from all walks of life offering a wide mix of skills and are dedicated to the service of the Catholic Church in her mission to make Christ known to all people and to assist parents, the primary educators of their children, in the education and religious formation of their children.

As governors we provide a service reaching out to parents, our local parish of Aberystwyth, the diocese and wider community. We are committed to caring for the mental health, safety and wellbeing of pupils, parents, staff, and fellow governors, and to implementing the new curriculum while making it our goal to deepen our understanding of the mission of a Catholic school and our commitment to it<sup>1</sup>.

## **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.*

**This is the full report.**

**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:

Tuesday 25<sup>th</sup> October 2022 at 3:45pm in Dosbarth Aeron  
Report sent out 13.10.22

**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

1

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

03.10.22 – No applications so role still vacant. Please contact Mrs Brophy if you are interested in becoming the parent governor of the school.

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](mailto: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](mailto: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.

**Extra-curricular activities**

Hockey, Netball, Football, Cricket, Creation Club and Woodland Club.

BMO coaching has run an extra-curricular activity evening for Foundation Phase pupils during the year.

**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>	<b>Mr David Greaney 22-23</b>
Is-Gadeirydd am y flwyddyn gyfredol: <i>Vice Chairman for the current year:</i>	<b>Dr Caroline Maybury 22-23</b>

**Aelodaeth y Corff Llywodraethol/Governing Body Membership:**

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

**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>	£34, 500
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>	
<i>To support reading and writing in Dosbarth Rheidol- 8 FSM pupils in the class</i>	£14,128.19
<i>To introduce breakfast club with food –to provide nutrition and allow pupils to eat healthily</i>	4,863.29
<i>Releasing Deputy for management hours to deal with parents, guardians, pupils To support the pupils the pupils emotionally</i>	£12,682.51
<i>To support wellbeing and allow the FSM pupils to have the same opportunities as other pupils.</i>	£1,165.45
<i>Resources</i>	£20.89

Elin Crawley Welsh/ Art Workshop	£425
Residential Trip money to Llangrannog	£1,000
Woodland sessions	£214.67 from PDG + 165.33 = £380

#### 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: Number of pupils leaving for secondary school at end of previous academic year		17	
Yr Ysgol(ion) Uwchradd a'r nifer sydd yn mynychu: The secondary school(s) and the number attending:	Ysgol/School Penglais	17	Ysgol/School Aberaeron 0

#### 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 and there is a particularly strong link with the Parish of Aberystwyth at the Church of the Welsh Martyrs in Penparcau. 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 unit.

Padarn Sant aims to promote:

- the development of partnership arrangements to share good practice and offer pupils and staff the opportunity to meet and learn from others
- links to encourage pupils working with other communities, charities or organisations on joint projects to the benefit of all.
- links with schools in the local area and within the Diocese of Menevia.

Our pupil councils work hard to run projects linked to various community/ charity initiatives and each council within Padarn Sant runs an initiative afternoon for all the school pupils to join in at points throughout the academic year.

A list of our community links since September 2021:

- parish and diocesan links developed throughout the whole led by pupil voice
- governors' meetings – online/ hybrid
- Police Liaison Officer online workshops with years 5/6 and 4/5
- parents' evening – online in autumn and spring terms
- transition sessions for playgroup pupils transferring to St Padarn's

- BMO coaching after-school sports sessions for Foundation Phase – summer term
- diocesan cluster virtues assemblies
- Catholic and Ceredigion head teachers' meetings
- Spectrum sessions online with pupils and a staff workshop
- woodland sessions with Jenny Dingle Natural Resources Wales (NRW)
- National Professional Enquiry Project (NPEP) reading environment research
- involvement in the Ceredigion Science and Technology Network and on the Sbarduno courses
- link with Aberystwyth University Initial Teacher Education (ITE) department, and Coleg Ceredigion National Vocational Qualification (NVQ) training
- school nursing team visit and 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
- woodland club offered to all pupils
- Urdd Eisteddfod – second in the Nationals in the Parti Unsain
- National Eisteddfod – designing a display board based on Aberystwyth University
- Charity work to support Missio, CAFOD, British Heart Foundation, linked with the Parish to send money to support Ukrainian families in Poland
- Sustrans and Dr Bike
- Working with Ysgol Penglais and other local schools on the Curriculum for Wales
- Foundation Governors' retreat
- Reconciliation and First Holy Communion classes and celebration of sacraments

## 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 SDP 2021 -22, the following positive impact was brought about:

1a	<p><b>Priority 1: Religious Education (RE) priorities:</b></p> <p><b>Catholic Life - to encourage greater participation and evaluation of the Catholic Life and Mission of the school by all stakeholders.</b></p> <ul style="list-style-type: none"> <li>• Developing stronger links with the Parish throughout the year and greater involvement of the Parish Priest in the life of the school has ensured the school is supported in its mission.</li> <li>• Good governor involvement in the school and accurate evaluation of the Catholic Life of the school has led to planned and successful progress in developing the Catholic Life and Mission of the school.</li> <li>• Greater participation of the whole school community to protect our school, local environment and the world is evident, and this excellent work has been acknowledged by the positive verbal feedback from the Section 50 pilot inspection on our Catholic Life and by achieving the Platinum Eco Award.</li> <li>• Excellent participation of the pupils in the Catholic Life of the school and strong pupil leadership is favourably impacting on an increased dynamic Catholic ethos within the school.</li> </ul>
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1b	<p><b>RE - To embed target setting, positive feedforward and pupil evaluation.</b></p> <ul style="list-style-type: none"> <li>• Personal RE targets are embedded in all the classes in the school and driving individual progress.</li> <li>• Feedforward comments are driving progress for the pupils through evaluation of their work and use of green pen to make improvements.</li> </ul>
1c	<p><b>Prayer and liturgy worship: To continue to develop prayer and liturgy within the school, with the Parish and other faith communities.</b></p> <ul style="list-style-type: none"> <li>• A wider range of prayer and liturgy worship has been offered to all, instigated through pupil voice, resulting in the pupils becoming more prayerful and reflective in their prayer.</li> <li>• Prayer resources, new bibles and prayer books have successfully supported the prayer and liturgy within the school and its development through the year.</li> <li>• Shared prayer and liturgy with the parish either at the church or school (following the restrictions in place at the various points of the year) has increased our community link with the parish.</li> <li>• Initial link with the church in Llanbadarn re-established.</li> </ul>
2	<p><b>Priority 2: Prepare to implement Curriculum for Wales (CfW) September 2022</b></p> <p>All of these initiatives when joined together ensure that the school has prepared successfully for the implementation of the CfW:</p> <ul style="list-style-type: none"> <li>• A curriculum vision has been developed through input from all stakeholders</li> <li>• All planning relates back to the four core purposes, encompasses the 6 Areas of Learning and Experiences (AoLEs), ensures the development of a curriculum relating our local, national and international links and takes on board the cross-cutting themes.</li> <li>• The higher order curriculum to ensure clear progression through the school in all AoLEs is being planned across the curriculum.</li> <li>• The curriculum has been trialled and adapted throughout the previous year.</li> <li>• Pupil voice has developed and is embedded as part of the learning journey for each topic.</li> <li>• The implementation of RSE has been successful and the alternative curriculum pathway has been effective and more sustainable.</li> <li>• Staff and Governors have taken part in networks, workshops, and courses to widen everyone's knowledge of the CfW.</li> <li>• Information on the new curriculum has been disseminated to governors, parents and pupils.</li> <li>• A curriculum summary for the school has been published.</li> <li>• Increased collaboration with other local schools and our main feeder school.</li> <li>• Further involvement in research through the National Professional Enquiry Project (NPEP).</li> <li>• Begin to look at the new assessment arrangements to implement in 2022-23.</li> <li>• Broad teaching approaches observed through monitoring which embrace the 12 pedagogical principles and Assessment for Learning techniques.</li> <li>• Enhanced use of the outdoor areas to stimulate learning.</li> </ul>
3	<p><b>Priority 3: Further develop effective wellbeing provision across all phases, to ensure good levels of emotional and mental health and resilience, amongst all pupils, staff and leaders of the school as well as providing learning opportunities linked to the Health and Wellbeing AoLE.</b></p> <ul style="list-style-type: none"> <li>• Health and Wellbeing AoLE at the heart of the curriculum and as a result our school life.</li> <li>• Improvement to outdoor learning areas and the woodland has led to increased pupil enjoyment, interest, engagement, and consolidation of subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased physical activity opportunities made available in school and as afterschool clubs.</li> <li>• Wellbeing and physical resources (chosen by pupils) been purchased allowing pupils wider physical opportunities during lessons and breaktimes impacting favourable on fitness and improved happiness and wellbeing in general.</li> <li>• Emotional support continues to be embedded and further teacher trained on Empathy Lab approach. Pupils benefitting from the knowledge of teachers and ELSAs and resources now available in the school.</li> <li>• Collaboration of multi-agencies: Team Around the Family (TAF), Porth Cymorth Cynnar, Nursing Team and Social Services has impacted favourably by allowing additional support to individuals and their families creating a wholistic approach to care of the pupils.</li> <li>• Staff well-being – the email/text protocol successful. Mental health being talked about more openly. Well-being interviews with staff were positive in May 2022.</li> <li>• Decision Making – Pupils now leading successfully thinking of own project and successfully implementing their own initiatives. Active and engaged pupils are being developed.</li> </ul>
4	<p><b>Priority 4: Prepare for and implement the ALN transformation programme</b></p> <ul style="list-style-type: none"> <li>• All Annual Reviews were conducted, and paperwork completed. Parents and external agencies noted their appreciation for the work being done with pupils by a team of dedicated TAs.</li> <li>• Now running 2 systems: IDPs/ALN for pupils in N,Y1,3,5, and IEP/SEN for R, Y2,4,6.</li> <li>• Meetings with staff members and parents conducted for the targeted year groups in preparation for writing the IDPs and met with teachers to review and write IEPs for R,2,4,6.</li> <li>• The ALNCo and one TA attended the Clicker training, which has now been uploaded onto allocated laptops. All TAs trained during INSET (8.4.22) and allowed time for trialling.</li> <li>• ALN monitoring showed excellent practice taking place in the school's intervention groups.</li> <li>• Met with LA ALN Department to agree ALN core funding for a further two years after the one-year trial 21-22 to ensure the school can best allocate support for pupils and transition is working well as money / time can be reallocated within the school where need is greater.</li> <li>• The school is on track to successfully move all pupils onto the new ALN system by the end of the academic year 2022-23.</li> </ul>
<p>Gwybodaeth ychwanegol:  <i>Additional information: Work throughout 21-22 has also focused on:</i>  <b>Areas for Continuous Improvement: Welsh – to encourage greater use of incidental Welsh following the lockdown and improve confidence speaking Welsh.</b></p>	

**7. Polisiâu / 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 2022 for the 2022-2023 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 2022-23 (can be obtained from the LA website)

<b>Dyddiadau Diwrnod Gosod Athrawon (HMS)</b> <b>Dates of Directed Teacher's Days 22-23 (INSET)</b>	
1.	Thursday 1 <sup>st</sup> September 2022
2.	Friday 2 <sup>nd</sup> September 2022
3.	Friday 28 <sup>th</sup> October 2022: The day before the start of the October half term
4.	Thursday 22 <sup>nd</sup> December 2022: The day before the Christmas holidays begin Staff will work one day's worth of Inset spread over various twilight evenings
5.	Friday 31 <sup>st</sup> March 2023: The day before the Easter holidays
6.	New Curriculum Inset - TBA

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

**Atodwch** copi i'r prospectws ysgol

1.	Curriculum Vision added and link to the Curriculum Summary
2.	Staffing list updated
3.	Cost of dinner money increased to £2.60 per day
4.	Welsh section - Transitional Category statement T2
5.	Updated photographs
6.	Update information on AOLEs and Assessment Procedures

## 10. Y Cwricwlwm / The Curriculum:

Datganiad Cwricwlwm yr ysgol:  
The school's curriculum statement:

**Our Vision - Padarn Sant**

**At St Padarn's RC Primary School, we follow in Jesus' footsteps as we grow in faith, love, and learning.**

We aim to achieve our school vision by:

- 1) nurturing the children, encouraging self-discipline, and aiming for our pupils to be the best they can be, so they develop into **ambitious, capable learners who are ready to learn throughout their lives.**
- 2) empowering our pupils to be brave, wise, and resilient as they blossom to become **enterprising, creative collaborators who are ready to play a full part in life and work.**
- 3) celebrating our differences and embracing our similarities to become **ethical, informed citizens of Wales and the world** acting as stewards of God's earth.
- 4) developing our pupils' physical, mental, and emotional wellbeing by providing opportunities to assess and take risks to become well-rounded, **healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.**
- 5) supporting our pupils to become **faith-filled, empathetic, moral, respectful members of the community** as they journey through life following in Jesus' footsteps.



*One Heart and One Soul*

*Cor Unum et Anima Una*

Please see the Curriculum Summary on the school website:

[School-Curriculum-Summary.pdf \(stpadarns.rcp.co.uk\)](https://www.stpadarns.rcp.co.uk/School-Curriculum-Summary.pdf)

Gwybodaeth ynglŷn â chwricwlwm a dulliau addysgu yn yr ysgol:  
Information regarding the curriculum and teaching methods at the school:

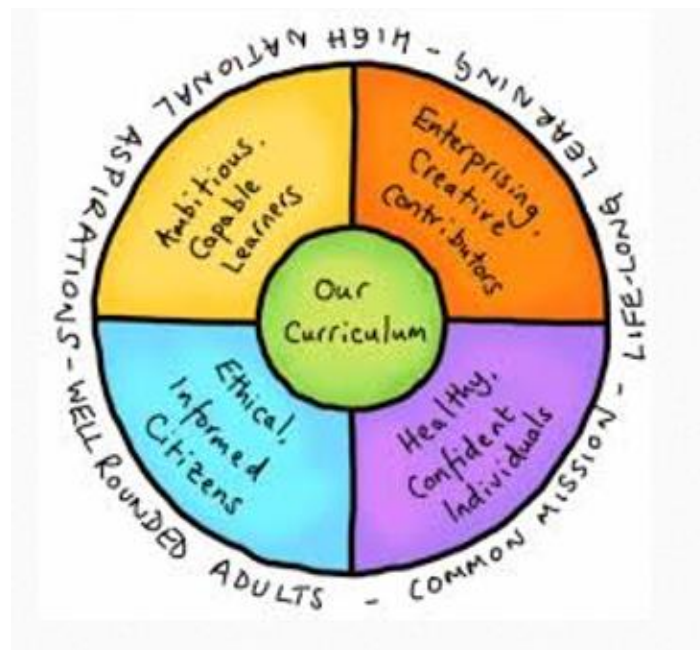
### CATHOLIC LIFE AND MISSION, RELIGION, VALUES AND ETHICS, AND PRAYER AND LITURGY

St Padarn's is a Catholic school, and the 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 *Cor Unum et Anima Una* – One Heart and One Soul- reflects the close-knit, inclusive, and caring community of Saint Padarn's. Our catholic ethos permeates all aspects of the curriculum and school life, with Christ at the centre of everything we do.

Religion, Values and Ethics (RVE) is a core subject within our school with 10% of the timetable dedicated to it. The 'Come and See' scheme provides a framework for all classes to follow to achieve the desired outcomes set out in the Religious Education Curriculum Directory for Catholic Schools. In addition, the Catholic Pupil Profile has been adopted and these 'Habit of the Heart' virtues help develop positive character-building traits within our pupils. The Relationships and Sexuality Education (RSE) scheme of work is planned using the 'TenTen' resource 'Life to the Full'. Daily Prayer and Liturgy is celebrated and variously led by pupils, teachers, the Head Teacher, or our Parish Priest, Father Matthew Roche-Saunders. Catholic Social Justice principles are a driving force in directing our 'Growing in Love' mission by conducting charity work and campaigns to help those in need and to care for God's wonderful world.

### FOUR CORE PURPOSES

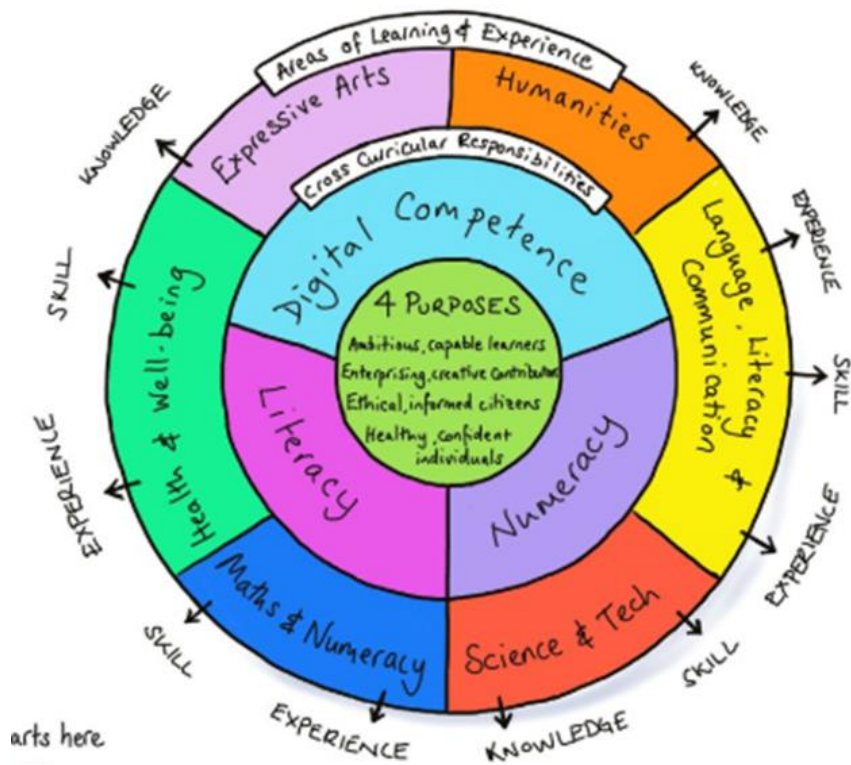
Since September 2018, we have been introducing aspects of the Curriculum for Wales which will come into effect this September 2022. **All our lessons relate back to the four core purposes of creating ambitious, capable learners; enterprising, creative contributors; healthy confident individuals and ethically 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).



Impact Wales

## DELIVERING THE AREAS of LEARNING and EXPERIENCE (AoLE)

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



### PLANNING

All planning relates back to the four core purposes, encompasses the 6 Areas of Learning and Experiences (AoLEs), ensures the development of a curriculum relating our local, national, and international links and takes on board the cross-cutting themes. Planning of the higher-level curriculum will have a positive impact on the education of the pupils in Padarn Sant as all the What Matter Statements will be covered within the two-year cycle and revisited again within the spiral design of the Curriculum for Wales. Planning of the progression steps in a sequential manner will ensure foundation of the knowledge and skills throughout the AoLEs is built on and developed successfully over the years.

### TEACHING METHODS

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

## The 12 Pedagogical Principles

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 Purposes	Use assessment for learning to accelerate progress	Make connections within & across Areas of Learning & Experience	Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

For bespoke support to develop the most appropriate pedagogical approach for your pupils and context - contact [enquiries@impact.wales](mailto:enquiries@impact.wales) [www.impact.wales](http://www.impact.wales)

Listed below are the pedagogical principles we have covered:

12 Pedagogical Principles			
Year	Autumn Term	Spring Term	Summer Term
18 - 19	Independent Learning - encouraging learners to take responsibility for their own learning	Encouraging collaboration	Focusing on the Four Core Purposes
19 - 20	Resilience	Supporting social and emotional development	Making connections within and across Areas of Learning and experience
20 - 21	Supporting social and emotional development recap - wellbeing focuses following lockdown	Reinforcing Cross curricular responsibilities - Literacy, Numeracy, Digital Competence Framework	Sustaining pupil effort to reach high but achievable goals
21 - 22	Recap Focus on Four Core purposes  Creating authentic contexts for learning	Promoting problem solving, creative and critical thinking  Building on previous knowledge and experience to engage interest	Employing a broad repertoire of teaching approaches

### Pedagogical Principles for 2022-23:

**Autumn 22** - Resilience and developing collaboration

**Spring 23** - Sustaining pupil effort to reach high but achievable goals and employing a broad repertoire of teaching approaches

**Summer 23** - Independent learning and creating authentic contexts for learning

Darpariaeth i Ddisgyblion ADY:

*Provision of ALN: Pupils:*

During the Autumn Term 2021, the school continued to prepare for the implementation of the new Additional Learning Needs (ALN) Code which was implemented in 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 regarding progress are raised and discussed with the teacher and monitored with the support of the ALNCo (ALN Co-ordinator). The parents/guardians will be informed of any ALN concerns and together with the ALNCo a plan is put into 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 Development Plan and being available for discussion if parents/guardians 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 and through the use of the Attention Autism Bucket Programme.

We have introduced the new code requirements at any annual review taking place from January 2022 when the new ALN code became statutory for any pupils with ALN in the academic year of 21-22 who were pre-reception, Years 1, 3 and, 5. From the Autumn Term, academic year 2022 – 2023, the pupils from pre-reception, Year 1, 3 and 5 will move onto the new ALN system. All pupils on the ALN register have a one-page profile and all annual reviews are child-centred. The Individual Educational Plans (IEPs) have been replaced by Individual Development Plans (IDPs) from January 2022 for pre-reception pupils and Years 1, 3 and, 5 (in the last academic year). The IEPs will change to IDPs during the academic year of 22-23 for all other ALN pupils in the school.

## 11. Iaith / Language:

Categori iaith yr Ysgol:

T2

*School's Language Category:*

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

In line with Welsh Government guidelines on school categories according to Welsh-medium provision, from September 2022, Ysgol Gatholig Padarn Sant will be in the Transitional category T2. This means we will be aiming for Category 2 in the years to come. If relevant, any changes planned will be subject to consultation.

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

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 PS1 and 2 and informally in class and formally through structured lessons for at least two hours a week in PS3.

Opportunities for pupils to speak Welsh regularly 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. However, there has been a lasting effect as pupils' confidence speaking Welsh has dipped so developing Welsh will be a priority for 2022-23.

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

Each class has a dedicated toilet / block of toilets. All the toilets been painted since 2019 and maintained when necessary, during the year. A new window has been installed into the upstairs toilet.

The toilets are cleaned thoroughly every night. as part of the service provided for schools in the Service Level Agreement with Ceredigion County Council. Some 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. Welsh Wednesdays saw the re-introduction of the fruit shop during the Autumn and the Spring Term.

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.

The breakfast club started last September and has successfully run all year providing pupils with breakfast through the year. Food and drink on offer include a variety of cereals, toast, fruit, milk, water, or fruit juice. We are grateful for the support of the kitchen staff and the breakfast club supervisors for all their hard work and dedication to making this a success.

From September 2022, all pre-reception, reception, Year 1 and Year 2 pupils will be entitled to Free School Meals funded by the Welsh Government.

## **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.*

<b>Meini Prawf Fframwaith Arolygu Cyffredin: Common Inspection Framework Criteria:</b>	<b>Manylion o sut mae'r Corff Llywodraethol wedi dangos y meini prawf trwy gydol y flwyddyn a'r effaith:  Details of how the Governing Body have demonstrated the criteria throughout the year and the impact:</b>
<ul style="list-style-type: none"> <li>▪ Pa mor dda ydym ni yn deall ein rolau?</li> <li>▪ <i>How well do we understand our roles?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mae'r holl staff yn rhannu gweledigaeth, gwerthoedd a phwrpas cyffredin.</li> <li>▪ 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.</li> <li>▪ Mae'r holl Lywodraethwyr yn cwrdd yn aml ac yn weithgar iawn o ran monitro a gwerthuso safonau a darpariaeth.</li> <li>▪ Cyfarfodydd rhwng y Cadeirydd a'r Llywodraethwyr i ganfod sgiliau, profiad, arbenigedd a meysydd o ddiddordeb.</li> <li>▪ Cymharu ymarfer da gyda Chyrrff Llywodraethol sy'n perfformio'n dda, trwy ddefnyddio astudiaethau i gynhyrchu syniadau ac ysgogiad ar gyfer newid.</li> <li>▪ Rhaglen waith flynyddol i Lywodraethwyr a phwyllgorau.</li> <li>▪ Y Corff Llywodraethol yn monitro a gwerthuso ei berfformiad ei hun ac yn parhau i fod yn effeithiol.</li> </ul> <ul style="list-style-type: none"> <li>• <i>All staff share a common vision, values, and purpose.</i></li> <li>• <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></li> <li>• <i>All governors meet regularly and take an active part in monitoring and evaluating standards and provision.</i></li> <li>• <i>Meetings between the Chair and governors to ascertain skills, experience, expertise, and areas of interest.</i></li> <li>• <i>Comparison of practice to that of high performing governing bodies, to generate ideas and impetus for change.</i></li> <li>• <i>Annual work programme for governors and all committees.</i></li> <li>• <i>The Governing Body monitors and evaluates its own performance to remain effective.</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Pa mor dda ydym wedi cyflawni ein rhwymedigaethau statudol gan ystyried y deddfwriaethau a chanllawiau perthnasol?</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Mae gan Lywodraethwyr wybodaeth fanwl ar berfformiad yr ysgol gan wneud yr ysgol yn atebol i'r safon mae'n ei chyflawni.</li> <li>▪ Mae rôl monitro y Llywodraethwyr yn cynnwys adolygu cwricwlwm yr ysgol a pholisiâu rheoli. Mae hyn wedi'i hamseri i</li> </ul>



<ul style="list-style-type: none"> <li>▪ <i>How well do we fulfil our statutory obligations and take account of relevant legislation and guidance?</i></li> </ul>	<p>sicrhau bod y polisiâu a gweithdrefnau yn cael eu hadolygu'n rheolaidd.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ 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.</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>Policies and initiatives, including those that meet local and national priorities, are implemented consistently, and improve pupil outcomes.</i></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>• <i>Governor/staff buddies have been established to meet mental health and wellbeing guidance.</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Sut ydym yn cael gwybodaeth dda am berfformiad ein hysgol a'r materion sydd yn ei heffeithio?</i></li> <li>▪ <i>How do we have good information about the performance of our</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mae gan yr arweinwyr ddisgwyliadau uchel ar gyfer sicrhau gwelliant ac yn herio staff mewn modd cadarnhaol.</li> <li>▪ Mae gan Lywodraethwyr ddealltwriaeth glir o berfformiad yr ysgol, ei llwyddiannau ac anghenion y disgyblion a'r staff.</li> <li>▪ 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.</li> <li>▪ Mae'r Tim Arweinyddiaeth yn rhoi disgrifiad swydd cynhwysfawr wedi'i ddiweddarau sydd yn diffinio'n glir y rolau a chyfrifoldebau ar gyfer monitro a gwella safonau.</li> </ul> <ul style="list-style-type: none"> <li>▪ <i>Leaders communicate high expectations for securing improvement and challenge staff positively to good effect.</i></li> </ul>

<p><i>school and issues that affect it?</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Governors have a clear understanding of the school's performance and achievements and the needs of pupils and staff.</i></li> <li>▪ <i>The school leaders discuss the core data sets with the governors and identify the main messages and actions to be taken.</i></li> <li>▪ <i>The Leadership team gives a comprehensive, updated job description with clearly defined roles and responsibilities for monitoring and improving standards.</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Sut ydym yn darparu cyfeiriad ar gyfer gwaith ein hysgol?</i></li> <li>▪ <i>How do we provide a sense of direction for the work of our school?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>Leaders and governors use relevant management information about performance to address issues of underperformance and to set objectives and targets that are strategic priorities.</i></li> <li>▪ <i>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.</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>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?</i></li> <li>▪ <i>How do we support our school as critical friends, and hold the school to account for the standards and quality they achieve?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Mae Llywodraethwyr yn dangos penderfyniad wrth herio a chefnogi'r ysgol i gyrraedd y gwelliannau angenrheidiol.</i></li> <li>▪ <i>Mae Llywodraethwyr yn medru herio arweinwyr yr ysgol mewn ffordd gefnogol, drwy ddefnyddio yr amrywiaeth o wybodaeth sydd ar gael.</i></li> <li>▪ <i>Maent yn darparu cymorth ac anogaeth pan fod strategaethau i gyrraedd gwelliant yn cael eu trafod.</i></li> <li>▪ <i>Mae systemau yn eu lle i fonitro a gwerthuso gwaith yr ysgol.</i></li> <li>▪ <i>Governors show determination in challenging and supporting the school in bringing about necessary improvements.</i></li> <li>▪ <i>Governors are able to challenge the school leaders in a supportive manner, using the range of information available.</i></li> <li>▪ <i>Providing support and encouragement when strategies to bring about improvements are being explored.</i></li> <li>▪ <i>Having systems in place to monitor and evaluate the work of the school.</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>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?</i></li> <li>▪ <i>How do we take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mae'r Polisi Cwynion yn cydymffurfio gyda Chanllawiau Llywodraeth Cymru.</i></li> <li>• <i>Mae'r Polisi wedi'i chrynhai ym mhrosbectws yr ysgol.</i></li> <li>• <i>Mae'r Polisi ar gael ar wefan yr ysgol,</i></li> <li>• <i>Mae'r polisi yn cael ei hadolygu'n flynyddol ac wedi'i mabwysiadu'n ffurfiol gan y Corff Llywodraethol.</i></li> <li>• <i>The complaint policy complies with the Welsh Government guidelines.</i></li> <li>• <i>The policy is summarised in the school prospectus.</i></li> <li>• <i>The policy is available on the school website.</i></li> <li>• <i>The policy is reviewed annually and has been formally adopted by the Governing Body.</i></li> </ul>

wish to make a complaint or appeal?	
<ul style="list-style-type: none"> <li>▪ Sut ydym yn gwneud yn siŵr ein bod yn delio â chwynion yn brydlon gan grwpiau diduedd?</li> <li>▪ How do we make sure that complaints are dealt with promptly by disinterested parties?</li> </ul>	<ul style="list-style-type: none"> <li>• Caiff pob cwyn eu trin o fewn y terfynau amser a nodwyd.</li> <li>• Caiff pob cwyn eu cofnodi dan bob cam a'u hymchwilio gan berson priodol.</li> <li>• Caiff pob cwyn eu hadrodd yn ôl i'r Corff Llawn yn Adroddiad tymhorol y Pennaeth.</li> <li>• All complaints will be dealt with within the given deadlines.</li> <li>• All complaints at each stage will be recorded and investigated by the appropriate person.</li> <li>• All complaints are reported to the full Governing Body in the headteacher's termly report.</li> </ul>

### 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:*

<b>Blaenoriaeth Cenedlaethol/Lleol National/Local Priority</b>	<b>Gweithredu gan yr Ysgol / CLI Action taken by the School / GB</b>	<b>Effaith ar y disgyblion/ysgol Effect on the pupils/school</b>
New Curriculum	Training and planning being developed throughout 2021-2022	School ready for the introduction of Curriculum for Wales in September 2022
Additional Learning Needs Code preparation	Training of staff and governors during the Autumn Term 2021 in readiness for the Introduction of the code in January 2022	The school has been meeting the requirements of the ALN Code since Jan 2022.
RSE	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 'TenTen' programme, with minor adaptations, was rolled out in the 2021 Summer Term and there was positive feedback from teachers, parents and pupils. Other modules on Pathway 2 covered during 2021-22.
New Section 50 inspection framework	Undertook a Section 50 Pilot Inspection – Saint Padarn's was 1 of 24 schools chosen in the whole of England and Wales. The Headteacher will report to other schools in the Archdiocese of Cardiff and the Diocese of Menevia regarding the new processes.	The staff have had the experience of working with the new Section 50 Inspection Framework.

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

<p>Dyddiad Arolwg diwethaf Estyn: Date of the last Estyn Inspection:</p>	<p>April 2014</p>
<p><b>Disgrifiad/gweithgaredd/cynnydd 2021-22</b> <b>Description/activity/progress throughout 2021-22</b></p>	<p><b>Cynnydd</b> (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): <b>Progress</b> (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):</p>
<p>R1: Improve Pupils' Numeracy / ICT Skills</p>	<p>The new maths and numeracy policy, new lesson structure and importance of mental maths was embedded. In Sept 2021 – focus on mental maths and mathematical skills – Warm up and Section A slowly began introducing the numeracy section of the lesson as pupils gained in skills and confidence. 21-22 Finding gaps left in Mathematical development of the pupils following the two lockdowns and blended learning period.  Embedding the tracking of DCF skills resulted in offering a wider range of IT skills to pupils. The upskilling of staff IT skills continued.</p>
<p>R2: Improve pupils' standards of Welsh</p>	<p>Work on Silver Award, Cymraeg Campus targets continued through 21-22. Welsh lessons encouraged greater use of oracy following the lockdowns, Welsh across the curriculum planned for and established across the school. Use of Welsh around the school being encouraged by various initiatives such as the fruit stall, Welsh Wednesdays, the return of the school eisteddfod and competing in the Urdd Eisteddfod.  2021-22 Pupils engaged in Welsh lessons and working hard but a dip in incidental Welsh skills and confidence speaking the language noted in the monitoring July 2022 – Welsh to be put on SDP 22-23 to address the impact of the Covid crisis.</p>
<p>R3: Improve the planning of lessons/ Write using own ideas</p>	<p>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. In the Ceredigion County Council.  Language 21-22 The workshop 2 report 2022 show excellent practice of the opportunities provided for the pupils to write and use own ideas. In Year 1 and 2 planning in Autumn Term</p>

	adjusted to concentrate on skills but benefits of this decision seen by the end of the academic year – noted by language advisor.
R4: Improve the quality of teaching / Improve the challenge to more able pupils	<p>Quality of teaching over the last three years deemed good / good to excellent for all Progress Monitoring (PM) lessons observed.</p> <p>MAT challenge / differentiation included in plans.</p> <p>Received a £1000 NACE grant to develop MAT provision throughout the school.</p> <p>More Able and Talented (MAT) small group provision provided.</p> <p>Differentiation evident in lesson observations 21-22 and opportunities for MAT pupils provided. Foundation Phase classes – missions and additional work available for MAT pupils.</p>
R5: Develop the strategic role's management team and governing body	<p>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.</p> <p>21-22 More balanced timetable of roles now set up to encourage greater involvement of all committee members.</p> <p>Governors Retreat for Foundation Governors led by Parish Priest Dec 2021. The sub-committees working effectively and reporting back to the main governing body meeting.</p> <p>Leadership was positively reviewed in the Section 50 Pilot Inspection</p>

### 5. Llais y Disgybl / Pupil Voice:

<p>School Council</p> <p>Healthy School Council</p> <p>Eco Council</p> <p>Welsh Council</p> <p>Faith Ambassadors</p> <p>ICT Council</p> <p>Bronze Ambassadors</p> <p>Super Ambassadors</p> <p>Anti-bullying Ambassadors</p> <p>Pupil Voice in class</p>	<ul style="list-style-type: none"> <li>• Bronze Ambassadors – deciding and help to purchase new playground equipment for lunch times</li> <li>• ICT assembly – Internet Safety and ways to behave online by ICT Council</li> <li>• Faith Ambassadors arranging a programme for each term based on Growing in faith, love and learning with consultation with Father Matt and the Head teacher</li> <li>• Anti-bullying Ambassadors– Delivering assemblies on not being a bystander but an upstander, working on the Diana Award, and organising Odd Socks Day</li> <li>• Bronze Ambassadors organising Fit and Five sessions</li> <li>• Faith Ambassadors leading school and diocesan assemblies</li> <li>• Welsh Council –organising the St David's Day assembly and reinstating the fruit stall and the Welsh assembly</li> <li>• School Council – Arranging activities for Children in Need Day</li> <li>• Class initiatives such as Cake Sale to raise money for Missio (Dosbarth Rheidol), Fairground games to support a charity in Poland dealing with the Ukrainian war crisis, Celtic bookmark sale (Dosbarth Ystwyth) and wearing odd socks to support Down's Syndrome Day (Dosbarth Leri) Dosbarth Teifi – Lemonade sale, Jelly sale</li> </ul>
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<p><b>Schools' Councils:</b></p> <p>School Council</p> <p>Healthy School Council</p> <p>Eco Council</p> <p>Welsh Council</p> <p>Faith Ambassadors</p> <p>ICT Council</p> <p>Bronze Ambassadors</p>	<p><b>Work by the Councils throughout 2021-22</b></p> <ul style="list-style-type: none"> <li>• <b>Eco Council:</b> arranging Eco day and conducting Eco assembly. Working during lunchtimes on 'Top Garden' and bedding area. Preparing for and speaking to the assessor to gain the Platinum award for Eco Schools Award.</li> <li>• <b>Healthy Schools Council:</b> 'Drinking water' campaign.</li> <li>• <b>School Council</b> leading an 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).</li> <li>• <b>Criw Cymraeg:</b> helping run 'Welsh Wednesday', leading weekly Welsh assemblies, completing activities for the Silver award for the Cymraeg Campus Award scheme.</li> <li>• <b>Faith Ambassadors:</b> leading assemblies, creating displays for the entrance hall, creating prayer resources, reading during Mass, arranging charity events such as the Muffin Sale for Missio, Eco working with the Eco Council to support initiatives to gain the Platinum Eco Award, supporting CAFOD's 'Eyes of the World' campaign, and Step up to the Plate campaign meeting Ben Lake to tell him about our concerns about the food system in the world.</li> <li>• <b>ICT Council:</b> writing and delivering an internet safety assembly and updating their display board with safety facts.</li> <li>• <b>Anti-Bullying Ambassadors:</b> looking after pupils in their class and work on being an Upstander</li> <li>• <b>Bronze Ambassadors:</b> setting up 'Fit-in-Five' sessions and giving support during PE sessions and sports' day.</li> </ul>
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## CHILD PROTECTION - Safeguarding

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.

Collaborative work with the school has been undertaken with the School Police Liaison Officer, Mid-Wales Fire Service, the School Nursing Service, the Diabetic Nurse, the Paediatric Department of Bronlais General Hospital, Occupational Health Services, Physiotherapists, Child and Adolescent Mental Health Services (CAMHS), the Speech and Language Service, Spectrum project (an 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, Talkabout and ELSA 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>
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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.	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. <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>
4.	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. <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>
5.	Rhaid i hysbysiad o gyfarfodydd i rieni gynnwys y dyddiad, amser a lleoliad y cyfarfod a'r mater(ion) i'w trafod. <i>Notification of meetings to parents must include the date, time and venue of the meeting and the matter(s) to be discussed.</i>

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](http://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](http://www.gov.wales/docs/dcells/publications/130503-statutory-guidance-parents-meetings-en.pdf)*

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



