



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: Review of Academic Year 2024 - 2025**

**Tymor / Term: Autumn 2025**

**Rhagair gan Gadeirydd y Llywodraethwyr**

Mae'n bleser gennyf gyflwyno'r adroddiad blynyddol hwn ichi ar ran llywodraethwyr yr ysgol. Yn Nhymor yr Hydref gwnaed arolwg Adran 50 gan Arolygiaeth Ysgolion Catholig (AYC) ar addysgu Addysg Grefyddol yn yr ysgol ac ar ein bywyd a'n cenhadaeth fel ysgol ffydd. Nododd adroddiad yr AYC fod gan yr ysgol hunaniaeth Gatholig gref a'i bod yn adlewyrchu cyfoeth y traddodiad Catholig. Ganol y mis bach buom wrth ein bodd yn croesawu ein Hoffeiriad Plwyf newydd, Y Tad Liam Bradley, i'n plith, ac yn nes ymlaen, ym mis Ebrill, Y Tad Malachy Orjebale, Offeiriad Cynorthwyol newydd y plwyf. Maent eu dau wedi atgyfnerthu ein partneriaeth â'n plwyf bywiog.

Mawr yw ein dyled i'r Pennaeth a'r Pennaeth Cynorthwyol am lywio amserlen a gweinyddiad yr ysgol yn fedrus yn ystod y flwyddyn o gofio inni ryddhau pedwar cynorthwydd dysgu i fynychu cyfres fer o gyrsiau iaith Gymraeg yn Nhymor yr Hydref a Thymor y Gwanwyn, dau athro i ddilyn cwrs Cymraeg lefel Uwch am gyfnod sabothol yn ystod Tymor yr Hydref a dau ar gwrs dwys Cymraeg lefel Canolradd drwy gydol Tymor yr Haf.

Gwnaeth yr ysgol gynnydd da yn ei thrawsnewidiad i fod yn ysgol ddwy iaith (Categori 2). Roeddem wrth ein bodd bod y Dosbarth Meithrin wedi agor ym mis Medi. Yn y blynyddoedd sydd o'u blaen bydd y garfan hon o blant ifainc a charfannau eto i ddod yn elwa ar lafur ein staff sydd wedi ymroddi i gyflawni'r Cwricwlwm Addysg Grefyddol Gatholig i Gymru a Lloegr (RED) a'r Cwricwlwm i Gymru trwy gyfrwng y Gymraeg.

Ar hyd y flwyddyn cymerodd yr ysgol ran mewn dau brosiect Cymru gyfan a gefnogid gan Lywodraeth Cymru: Camau i'r Dyfodol a'r Prosiect Ymholi Proffesiynol Cenedlaethol (NPEP), lle roeddem yn ysgol arweiniol am yr eildro yn olynol. Llongyfarchwn ein staff ar eu llwyddiant yn y prosiectau hyn o bwys cenedlaethol.

Mae Ysgol Padarn Sant yn ysgol uchelgeisiol a blaengar. Rydym yn gymuned gynnes, groesawgar a chynhwysol sy'n darparu gofal bugeiliol cryf i bob plentyn. Mae hyn yn amlwg o'r ceisiadau am le yma: roedd goralw am leoedd yn y flwyddyn.

## Foreword by the Chair of the Governors

I am pleased to present this annual report to you on behalf of the school's governors. In the Autumn Term, the Catholic Schools Inspectorate (CSI) made a Section 50 inspection of the school's teaching of RE and of its Catholic life and mission. The CSI's report stated that the school had a strong Catholic identity and reflected the richness of the Catholic tradition. In mid-February the school community was delighted to welcome our new Parish Priest, Fr Liam Bradley, to its midst and later, in April, the parish's new Assistant Priest, Fr Malachy Orjiebebe. Their arrival has further strengthened our partnership with our lively parish.

We are greatly indebted to the Head and the Assistant Head for expertly managing the school's timetable and administration during the year, given that we released four teaching assistants to attend a short series of Welsh-language courses in the Autumn Term and Spring Term, two teachers on the *Uwch* Welsh-language sabbatical during the Autumn Term and two on the intensive *Canolradd* Welsh-language sabbatical for the whole of the Summer Term.

The school progressed well in its transition to becoming a dual language (Category 2) school. We were delighted that our nursery opened in September. In the years ahead of them, this cohort of young children and future cohorts will reap the rewards of the hard work that our positive staff have committed themselves to in order to deliver the Catholic RE curriculum (RED) for England and Wales and the Curriculum for Wales (CfW) through the medium of Welsh in Foundation Learning.

Through 2024-25 the school participated in two all-Wales projects supported by Welsh Government: *Camau i'r Dyfodol* (Steps to the Future) and the National Professional Enquiry Project (NPEP), for which we were a lead school for the second year running. We congratulate our staff on their successful involvement in these nationally important projects.

St Padarn's is an ambitious and forward-looking school. Our warm, welcoming, and inclusive nature and our strong pastoral care of children is evidenced by the demand for places: we were oversubscribed in the year.

## A general word from Cristoffer Lewis, Vice Chair of the Governors

Mae Ysgol Padarn Sant yn parhau i ysbrydoli a dangos lefel uchel o addysgu a chefnogaeth fugeiliol wrth fynd trwy'r cyfnod hwn o newid mewn addysg yng Nghymru. Roedd hi'n bleser cymryd rhan yn arolygiad Arolygiaeth Ysgolion Catholig yn gynnar yn y flwyddyn – adeg o falchder i'r ysgol – a chlywed adborth mor gadarnhaol, tystiolaeth i waith caled y pennaeth a'r pennaeth cynorthwyol, yn ogystal â'r holl athrawon, y cynorthwywyr addysgu a'r staff sy'n cyfrannu cymaint at greu cymuned ysgol sy'n canolbwyntio ar y disgybl ac sy'n ferw o brysurdeb. Mae'r ysgol yn parhau i ddarparu tystiolaeth Gristnogol gref a gweladwy, nid yn unig i'r disgyblion, y rhieni, a'r staff ond i'r plwyf a'r gymuned ehangach yng Ngogledd Ceredigion.

St Padarn's continues to inspire and demonstrate a high level of teaching and pastoral support whilst going through this time of change in education in Wales. It was a pleasure to take part in the Catholic School Inspectorate inspection early on in the year, a very proud moment for the school, and to hear such positive feedback, a testimony to the hard work of the headteacher and assistant headteacher, as well as all the teachers, teaching assistants and staff who contribute so much to creating a pupil-centred and vibrant school community. The school continues to provide a strong, visible Christian witness not only to the pupils, the parents and the staff, but to the parish and the wider community in North Ceredigion.

## 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

**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:	Monday 29 <sup>th</sup> September 4pm – Dosbarth Aeron
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## 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)	2026

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](http://www.ceredigion.gov.uk/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)

**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: tennis, swimming, orienteering, dance, gymnastics, cross-country and adventurous activities (residential trips), football, netball, hockey, cricket, athletics and, multi-sports.

**Extra-curricular activities**

Hockey, Netball, Football, Computer and Craft Club, Gardening Club and First Holy Communion class and BMO Coaching has run an extra-activity evening for the Foundation Learning pupils.

**ADRAN 2 – ADRODDIAD BLYNYDDOL LLAWN**  
**SECTION 2 – FULL ANNUAL REPORT**

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

Cadeirydd ar gyfer y flwyddyn gyfredol: <i>Chairman for the current year:</i>	<b>To be decided at the Autumn Term Governors' Meeting 2025</b>
Is-Gadeirydd am y flwyddyn gyfredol: <i>Vice Chairman for the current year:</i>	<b>To be decided at the Autumn Term Governors' Meeting 2025</b>

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

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

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

See Appendix 1 for End of Financial Year Report.

**Defnydd y Grant GAD / Use of the Pupil Deprivation Grant PDG**

Swm y GAD a ddyrannir i'r Ysgol: / PDG amount allocated to the School:	£29,976
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>	
Running wellbeing groups and ELSA support to help the pupils in need of emotional support.	15,111
Providing intervention groups for maths, reading and spelling	10,074
To support families (in possession of the uniform grant) financially so their children may attend residential trips, class trips, music lessons and events (see the charging policy for further details).	4,791

**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>				24
Yr Ysgol(ion) Uwchradd a'r nifer sydd yn mynychu: <i>The secondary school(s) and the number attending:</i>	Ysgol/School Penglais	22	Ysgol/School Aberaeron	1
Home Education		1		

**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 yet supports diversity and inclusivity for all.

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 Cardiff - 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.

### **Community Links which are ongoing through the year**

- Weekly bulletin and letters
- Regular posts on Seesaw
- Curriculum summary posted on website
- Parent/ Carers' meeting to discuss progress
- PTA events
- Christmas Concert
- Invitation to Masses / Class assemblies
- Headteacher / Assistant Head at the bottom of the drive every day and available for discussion
- Meetings with ALNCo to transfer pupil to ALN system or review IDP
- Transition meetings with parents/ carers with Penglais school
- Cariat Pet – Therapy dog visiting classes / wellbeing groups / ELSA pupils
- New parents/ carers' meeting for pupils transferring into Padarn Sant at the age of three and at the age of four.
- Monthly Internet safety newsletters for parents/ carers
- Weekly Welsh lessons with Welsh tutor
- Mrs Brophy and Mrs Field taking part in the Welsh Government Camau project
- Ms Kenyon-Jones leading the school and other Ceredigion schools with the National Professional Enquiry Project (NPEP)
- Father Matt on gate duty regularly to meet parents/ carers until Feb 2025.
- Our Parish Priests visiting regularly to meet with the Faith Ambassadors/ see the pupils/ support the teachers with RE content and lead lessons/ bless the school/ bless the graves/ regular Masses, processions, adoration, stations of the cross and come into school to hear confessions three times a year.

### **Community Links – Autumn Term 2024**

- Mass at Welsh Martyrs
- Teifi visit the Fire Station
- Visit from Police Officers for Leri and Teifi
- Hockey sessions after school for KS2
- Gardening Club with support from church volunteer.
- Harvest food collection
- Aber food surplus – provision of bread
- Support from volunteer to plan class assemblies (Aeron)
- Support from volunteer to learn songs for Harvest Service and singalong with the dementia group.
- McMillan Coffee Morning.
- Volunteer to listen to pupils reading (Welsh reading books)
- Progress meetings with pupils and parents
- Mass at Welsh Martyrs on the Feast of the Immaculate Conception
- Choir singing at Hafan y Waun and at Bronglais Hospital
- Christmas disco/ fete
- Advent Celebration of the Word – families invited
- Advent service on the last day of term – families invited

### **Community Links - Spring Term 2025**

Swimming Gala with all local schools  
Hockey tournament – parents invited  
Support from volunteer to plan class assemblies (Aeron) – Link with Parishioners  
Folk Dancing for the Foundation Learning classes – working with other T2 schools  
Welsh Quiz for pupils in Dosbarth Aeron with other T2 schools  
Welsh Music Day  
Volunteer to listen to pupils reading (Welsh reading books) – Link with Parishioners  
Progress meetings with pupils and parents  
Ash Wednesday and Lenten Mass – all families welcome  
School Eisteddfod – all families invited  
Hosting the Aberystwyth Round of the Learners' Recitation – Link to other schools/ community  
Pupils entering recitation, individual singing and learners' choir - Link to other schools /community  
County Rounds – Urdd Eisteddfod- successful so onto the National round  
Sports Festival for Year 3 and 4 – with other schools  
British Sign Language Week  
Ystwyth – The Woollen Mill trip  
Disability Sports' Festival  
Air ambulance fund raiser – making a coin helicopter on the yard  
PC Hannah visit x 2  
Naturesbase residential trip  
Glan llyn residential trip – other local schools attending  
Transition days for Nursery and Reception classes  
RSE lessons  
Urdd Football tournament – with other local schools  
The Easter Three Trees Play was a great success and enjoyed by all.  
Through to the National Urdd Eisteddfod round.  
Our Lenten Mass and Stations of the Cross.  
Successful Craft and Computer Club each Friday – usually 25 pupils attended on a Friday

### **Community Links – Summer Term 2025**

Bronze Ambassador Training  
Mr Evans working with staff from Ysgol Plascrug and Ysgol Llwyn yr Eos on Language and Literacy  
Penglais transition days  
Well-being Ambassador training and preparing for Empathy Day  
T2 school visit by Nursery teachers and Teaching Assistants  
Preparing an entry for a cooking competition  
Pupils receiving the sacraments of Reconciliation and the Holy Eucharist  
Sports Day  
Inset Day – working on the concept of Mantle of the Expert and use of drama for learning  
PC Hannah x 2.  
Year 1/2 Sports Festival  
International evening



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

Blwyddyn: 2024-25  
Year: 2024 – 25

**INFORMATION REGARDING TARGETS FOR SCHOOL IMPROVEMENT**

The most significant document regarding school improvement is the School Development Plan (SDP). The SDP is written to set measurable targets for improvement and prioritise spending. For the SDP 2024 – 25 the following positive impact was brought about:

1a **Priority 1: Blaenoriaeth 1/ Priority 1 –**

**Continue the implementation of the Religious Education Directory (RED) and aspects of the Prayer and Liturgy Directory and achieve the Live Simply Award to improve standards of Catholic Education in the school.**

The school has made commendable strides in implementing the RED. This year marked the first-time delivery of RED curriculum content in Nursery, Reception, Year 3, and Year 5, with teachers sharing key findings and reflections in staff meetings. A key strength in the development of this priority has been the school's active collaboration with other Catholic schools across Wales. This has enabled the sharing of good practice and the co-development of useful teaching resources, strengthening professional learning and consistency in implementing the RED. This collaborative approach has helped build staff confidence and prepare all year groups for the full rollout next academic year. While very good progress has been made, the full implementation of the Religious Education Directory is ongoing. During 2025-26, the Year 2 and Year 6 curriculum will be trialled for the first time as the implementation of the Religious Education Directory (RED) is still in the experimental period so we will continue to have the above priority as Priority 1 in the School Development Plan of 2025-2026.

The Catholic Life Simply Live Award is progressing well and aims to be met fully by the end of the autumn term 2025. Working on this award has significantly deepened the learners' understanding of stewardship and their responsibility in caring for the world. Taking part in this award also highlights the school's commitment to embedding Catholic Social Teaching in all aspects of school life. The celebration of the Jubilee Year has allowed all learners to understand the importance of this event that occurs every 25 years in the Catholic calendar and families have had opportunities to be involved in this special year by attending whole school worship and Masses thus reinforcing the role of parents as the first educators in their children's faith journey.

The ongoing development of the Prayer Garden, shaped by pupil voice, is beginning to offer a peaceful and reflective space where learners can meditate and pray. This space has become an important part of the school's spiritual life, fostering a culture of stillness and contemplative prayer.

Staff have also engaged in professional development related to the Prayer and Liturgy Directory, keeping abreast of evolving expectations and best practices. As a result, stillness in prayer is becoming more embedded, with learners developing a deeper spiritual awareness and connection with God. We have implemented monthly devotions throughout the school which has deepened the children's understanding of the liturgical year.

**Way forward for 2025-26:** Rolling out of the next phase of the RED to Year 2 and Year 6.

Embedding the Catholic Social teaching principles and implementing the prayer toolkit.



	<p>Starting to use a new RSE resource that has been used in the schools that were in the Archdiocese of Cardiff before the merger.</p> <p>Continuing the Simply Live Award journey.</p>
2	<p><b>Blaenoriaeth 2/ Priority 2 –</b>  <b>To continue to offer professional development for staff and to embed the teaching and learning of Welsh oracy in line with the continuum in order to increase staff and pupils' standards and confidence.</b></p> <p>The priority has been fulfilled successfully. The school has made excellent progress in advancing its Welsh Language Development priority, particularly as part of its journey as a T2 school. A clear culture of commitment and enthusiasm is evident among staff, learners, and most families. Significant strides have been made in developing staff fluency, embedding the Welsh language across the curriculum, and promoting Welsh identity within the school community.</p> <p>The school has provided consistent and well-structured support to all staff members, resulting in strong engagement with professional development opportunities. Nearly all staff have either participated in termly Welsh sabbaticals or completed the 60-hour after-school Welsh language course. As a result, nearly all teachers are now fluent in Welsh and increasingly confident in using the language in both formal and informal settings. Similarly, Teaching Assistants report increased levels of confidence in using Welsh within the classroom to support learners, contributing to a natural and authentic use of the language across all the classes. This whole-school commitment has fostered an immersive Welsh-speaking environment that is clearly audible and visible throughout the school.</p> <p>The successful introduction of an afternoon Nursery class has had a significant impact on the development of the Welsh language in the school. All nursery pupils are immersed in the Welsh language daily through storytelling, singing, and structured play. This early exposure is nurturing their listening and speaking skills, helping to build a strong foundation for future bilingual learning.</p> <p>Parental engagement has also been effective. Initiatives such as the "Welsh at Home" scheme and school-based lessons have encouraged some parents to develop their own Welsh language skills. This inclusive approach has resulted in good parental support for the school's Welsh language vision and has strengthened the home-school partnership.</p> <p>The school has actively engaged in school-to-school collaborations, enabling staff to share high-quality resources and best practice. This has provided staff with valuable support in planning and delivering Welsh language activities with increased confidence and creativity.</p> <p>Learners have also benefited from a wide range of T2 initiative activities, which have made the learning of Welsh both engaging and enjoyable. Activities such as folk dancing and Welsh quizzes have introduced fun, interactive ways for pupils to listen to and respond to the Welsh language in meaningful contexts.</p> <p>The school is progressing exceptionally well as a T2 school, with high levels of staff commitment, learner engagement, and community involvement. Moving forward, the focus will be on sustaining this momentum by deepening the integration of Welsh across the curriculum and continuing to provide support and challenge for all staff.</p>

	<p><b>Way forward for 2025-26:</b></p> <p><i>To continue to develop the Welsh of staff members.</i></p> <p><i>Develop further the oracy of our pupils.</i></p> <p><i>Develop education through the medium of Welsh for the nursery and reception aged pupils.</i></p> <p><i>Support parents/ carers to develop their Welsh language skills.</i></p>
3	<p><b>Priority 3: Blaenoriaeth 3/ Priority 3–</b></p> <p><b>To improve English spelling and handwriting standards so that all pupils can communicate accurately and clearly.</b></p> <p>The school has demonstrated continuous and sustained progress in addressing its priority to improve handwriting and spelling standards across all year groups. Through a collaborative and strategic approach, clear improvements have been observed in both the quality of spelling and handwriting outcomes for learners, although more time is needed to embed the programmes across the school.</p> <p>A key development has been the co-creation of a whole-school Handwriting Policy, which will have an impact on letter formation and the overall presentation of learners' work. Evidence from book looks and classroom observations shows that half of learners now demonstrate age-appropriate handwriting skills, with learners taking greater pride and showing enhanced respect for their work. To support pupils with identified fine motor skill difficulties, targeted interventions such as "finger gyms" have been introduced. These regular exercises have contributed to measurable improvements in fine motor control, thereby strengthening handwriting fluency. The further implementation of the handwriting policy during the next academic year will play a significant role in promoting consistency in the teaching of handwriting across the curriculum. However, staff need to model the scheme consistently when writing on the board and in pupils' books to ensure coherence and reinforcement of expectations. Encouraging the correct letter formation needs to be an emphasis in handwriting and English lessons.</p> <p>An upward trend in spelling outcomes has begun to emerge. Quantitative data indicates an increase in spelling scores across the school, while learner voice suggests that the majority of pupils feel their spelling has improved over the academic year of 2024-25. Internal and peer-led quality assurance processes have confirmed that pupils are increasingly spelling common words accurately, particularly in extended writing tasks and across thematic subjects. These findings indicate that the school's approaches to improving spelling are having a positive and observable impact. This priority will not continue next year. However, the school will continue to implement and monitor these approaches in their quality assurance calendar.</p> <p><b>Way forward for 2025-26:</b></p> <p>The school recognises that handwriting is improving, but more work is needed to embed the handwriting policy and scheme and cement letter formation.</p> <p>The school has recognised that the focus on handwriting will need to be ongoing next year as part of the continuous provision targets.</p> <p>The spelling scheme will be further embedded in 2025-26 throughout the school.</p>

Gwybodaeth ychwanegol:

Additional information: Work throughout 2024 -2025 has also focused on:

**Areas for Continuous Improvement:**

Attendance	Provide opportunities for pupils to choose what and how they learn / for extended writing.	Provide opportunities for extended writing.
<p>Attendance from 1/09/2024 – 1/09/2025</p> <p>91.77%</p> <p>6.05% Authorised attendance</p> <p>2.18% Unauthorised attendance</p> <p>Miss Emma has successfully completed the Emotional Based School Avoidance (EBSA) training, and we have been implementing this training to support some of our pupils.</p> <p>The school has been working closely with the Inclusion Officer from Ceredigion County Council to support families.</p> <p>The school attendance target was 92.5%</p> <p>The County target was 93.5%</p> <p>We will keep attendance as an area of continuous development.</p>	<p>During the year 2024-25, changes were made to the planning format used across the school. The planning format was adapted to embrace a process approach as trialled during the Camau 2 project. The format allows for independent tasks to become part of the everyday life of the school. There are more opportunities for pupils as they go higher through the school to choose how they will carry out their learning and the manner it is presented resulting in greater independence.</p> <p>The challenges in Key Stage 2 have become part of our everyday learning in St Padarn's. When appropriate, the challenges are differentiated. We use AFL techniques to encourage independent learning such as three before me in UKS2, increased use of in the moment marking, and self and peer assessment. In the Foundation Learning, the continuous learning continues to develop and encourages independence. A record sheet for the children to self-assess their continuous provision is being trialled.</p>	<p>Through monitoring the standard of handwriting and spelling, in the Summer Term 2024, it was recognised there was a need for improvement in these forementioned areas to complement the quality of writing which was being produced.</p> <p>Therefore during 2024-25, a programme across the school to teach phonics regularly and using the same methods and schemes across the school was implemented.</p> <p>During the academic year, the improvement of spelling naturally developed and with a greater focus. The spelling scores by the end of the year showed an improve in spelling standards across the board and as a result the quality of written of the children developed. We were all delighted with this evident progress.</p> <p>The handwriting and spelling policy created in 2024/25 will be embedded during the academic year of 2025-26 and further improvements will build on the progress already made.</p> <p>During this new academic year, the Improvement of letter formation and the pupil's handwriting will be part of our continuous provision in the School Development Plan.</p>

## PRIORITIES FOR 2025-2026

Blaenoriaeth 1/ Priority 1 –

**Further implement the Religious Education Directory (RED) and the Prayer and Liturgy Directory, while working towards the Live Simply Award, to strengthen the Catholic Life of the school.**

Blaenoriaeth 2/ Priority 2 –

**To advance professional development for all staff in preparation of the transition to Welsh medium education and to implement the Welsh continuum.**

Blaenoriaeth 3/ Priority 3–

**Implement the decision making and the social influences Statements of What Matters from the Health and Wellbeing AoLE.**

Blaenoriaeth 4/Priority 4 –

**Develop and embed progression threads within the Expressive Arts AoLE to ensure a shared and consistent understanding of learner progression across all phases.**

Continuous Improvement:

**Attendance**

**To continue to improve handwriting standards and letter formation throughout the school.**

## Polisïau / 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 updated during the academic year of 2025-26

## 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 2025-26 (can be obtained from the LA website)

<b>Dyddiadau Diwrnod Gosod Athrawon (HMS)</b> <b>Dates of Directed Teacher Days 2025-26 (INSET)</b>	
1.	Monday 1 <sup>st</sup> September 2025
2.	Tuesday 2 <sup>nd</sup> September 2025
3.	Monday 5 <sup>th</sup> January 2026
4.	Monday 23 <sup>rd</sup> February 2026 Catholic Diocesan Inset Day <b>Different date to other Ceredigion schools who are having their Inset day on Friday 6<sup>th</sup> March.</b>
5	Monday 22 <sup>nd</sup> June 2026
6	Monday 20 <sup>th</sup> July 2026 (Teachers to work as three twilight sessions)

**Newidiadau i Brosbectws yr Ysgol ers llynedd / *Changes to the School Prospectus since last year:*****Link to the School Prospectus:**

1.	Organisation of the school section detailing staff roles updated
2.	Updated RE curriculum section to reflect the trialling of the new Religious Education Directory
3.	Timetable of the 'Habits of the Heart; virtues to be developed in 2025-26 updated
4.	Reading section updated to reflect introduction of Giggles reading scheme and the NPEP project of 2025 -26.
5.	Welsh section - nursery and reception pupils will be taught solely through the medium of Welsh. Develop of the language continuum will be a focus of 2025-26.
6.	Mathematics and Numeracy – some classes will be trialling the White Rose workbooks this year.
7.	Health and Well-being – Information on our Emotional Based School Avoidance support
8.	Expressive Arts – Details of 2025 Creative Lead Schools Project Autumn 2025.
9.	Playground Charter (devised by pupils) added.
10.	St Padarn's is a nut-free zone (we no longer need to be a sesame-seed free school)

## Y Cwricwlwm / The Curriculum:

Datganiad Cwricwlwm yr ysgol:

The school's curriculum statement: *Our Vision*






### Our Vision



*As we follow in Jesus' footsteps, we grow  
in faith, love and learning*

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:

	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
	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.
	celebrating our differences and embracing our similarities to become ethical, informed citizens of Wales and the world acting as stewards of God's earth
	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
	supporting our pupils to become faith-filled, empathetic, moral, respectful members of the community as they journey through life following in Jesus' footsteps.

Please see the Curriculum Summary on the school website:

[School-Curriculum-Summary.pdf \(stpadarnsrcp.co.uk\)](https://stpadarnsrcp.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, RELIGIOUS EDUCATION, AND PRAYER AND LITURGY

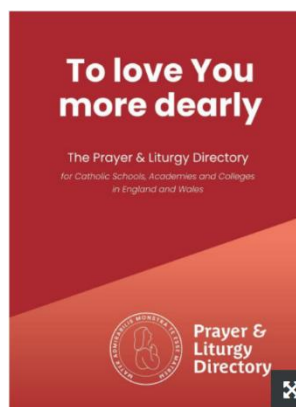
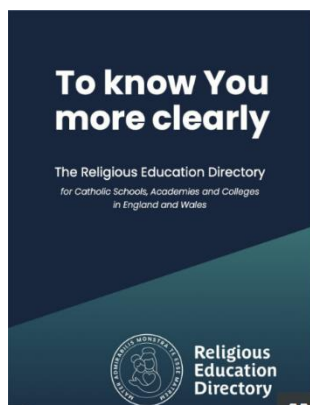


St Padarn's is a Catholic school, and the Christ-centred approach is evident in all aspects of our school life and echoes in the school mission statement of 'As we follow in Jesus' footsteps, we grow in faith, love, and learning. **Our motto *Cor Unum et Anima Una* – One Heart and One Soul** - reflects 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.

Religious Education in St Padarn's is a core subject. Our school aims to provide a high-quality religious education (RE) curriculum that is faithful to the teachings of *The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales* (RED).

'To know you more clearly' - the RED - is currently being trialled in Catholic schools and is scheduled to be fully implemented across England and Wales by September 2026. Padarn Sant are adhering to diocesan advice to start a three-year implementation and review phase. We have been conducting regular reviews, which have fed back to the governors and the diocesan working party and schools. We are in the final year of our trial period introducing the Year 2 and Year 6 syllabus for the first time and with a view to having the RED fully mapped and ready for full implementation by September 2026.

The time allocation for Religious Education is 10% of the taught week in accordance with the guidelines from the Bishops' Conference of England and Wales (May 2000). Therefore, pupils will receive two and a half hours per week. In addition to this, pupils will receive one piece of RE homework per term. This allocated curriculum time does not include forms of prayer and liturgy. The new Prayer and Liturgy Directory 'To love You more dearly' is statutory from September 2025 and we will be using the directory to plan, structure and lead our prayer and liturgical celebrations.





#### FOUR CORE PURPOSES

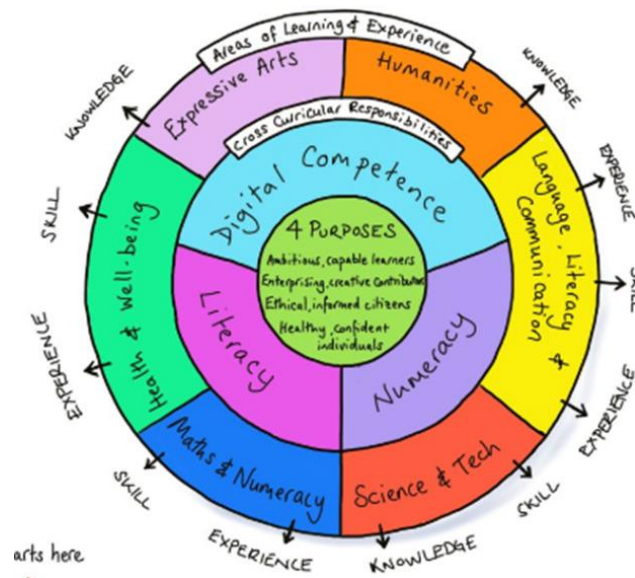
All our lessons relate back to the four core purposes of creating ambitious, capable learners; enterprising, creative contributors; healthy confident individuals and ethically informed citizens, in addition to delivering the six AoLE which are underpinned by the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF).



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#### 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. We have adopted a process approach to our planning as trialled when taking part in the Welsh Government funded national project of Camau i'r Dyfodol project. This has ensured we have a broad, balanced and integrated curriculum based on the worthwhileness of each task.

## 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 and challenges 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. The Genius Hour in Upper Key Stage 2 successfully allowed the children to develop their independent learning skills and encouraged creativity and an enthusiasm for learning to develop. 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. In addition, we have been introducing a different pedagogical principle each term since September 2018. During the academic year of 2024-25, we intertwined all the principles throughout our planning as we have now embedded the different pedagogical approaches into our practice over the last six years.

### THE TWELVE PEDAGOGICAL PRINCIPLES



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)

## ASSESSMENT – Padarn Sant's Assessment Map 2024-25



Assessment Map  
2024 - 25 Padarn San

Darpariaeth i Ddisgyblion ADY:

*Provision of ALN: Pupils:*

The school has now moved to full implementation of the Additional Learning Needs (ALN) Code, Wales. All pupils with an IDP (Individual Development Plan) had a person-centred meetings this year to discuss their progress, and current IDPs were updated with new targets, or discontinued if the pupil no longer needed additional support. Any pupil who has ALN newly identified will be monitored for two terms, with an IDP written following this period of monitoring if he or she still needs additional learning support. Parents and pupils play a full role in the meetings relating to IDPs.

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 our school 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 are informed of any ALN concerns and together with the ALNCo, devise a plan to put into place to support the child. Parental permission will always be sought before any outside agency advice is taken or intervention support/challenge is given.

The Additional Learning Needs Co-ordinator's (ALNCo) role is undertaken by Mrs Mandy Rowe and Tess Truss is the Governor with special responsibility for ALN. The staff and governors have undergone training on aspects of ALN.

St Padarn's was accredited as an 'Autistic Friendly' School in 2020, and we continue to embed all our autistic friendly practices and have developed use of the Attention Autism Bucket Programme. We aim to renew the accreditation in the academic year 2025/26.

#### **laith / Language:**

Categori laith yr Ysgol:

*School's Language Category:*

T2

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

In line with Welsh Government guidelines on school categories according to Welsh-medium provision, Ysgol Gatholig Padarn Sant is in the Transitional category T2. This means we will be aiming for Category 2 in the years to come. In June 2024, the language category of the Foundation Learning in Padarn Sant changed to the medium of Welsh. From September 2024, all our nursery pupils were taught through the medium of Welsh. Learning through the medium of Welsh has now been extended to the reception age pupils.

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. A Welsh assembly each week celebrates our pupils' success speaking Welsh. Welsh lessons are based on the Powys second language scheme and Welsh is taught orally throughout the day in the Foundation Learning and informally in class and formally through structured lessons for at least two hours a week in Key Stage 2. We are supported by Ceredigion County Council's Athro Bro team in the Foundation Learning. We will be introduced a new scheme of work in 2025-26 based on the Welsh Learning Continuum.

The pupils' confidence in speaking Welsh has really increased over the last year, especially in the Foundation Learning. In addition, Welsh reading is now embedded in the Key Stage 2 classes. In addition, staff members have made excellent progress with learning Welsh through attending courses, sabbaticals and out of hours evening classes.

#### **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 regularly during this year. We have just had new flooring in Dosbarth Leri's toilets, it has been repainted, and new cubicles will be in situ soon.

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.

#### **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. Pupils are encouraged to drink water and bring fruit and vegetables in for healthy snacks. Council members have also placed posters around the school showing the importance of water drinking.

The breakfast club has successfully run all year providing pupils with breakfast. 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. All pupils in the school can have a hot meal at lunchtime that is provided free of charge by Welsh Government. In our afterschool club, healthy snacks are served.

### SECTION 3:

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

<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 sicrhau bod y polisiâu a gweithdrefnau yn cael eu hadolygu'n rheolaidd.</li></ul>

<ul style="list-style-type: none"> <li>How well do we fulfil our statutory obligations and take account of relevant legislation and guidance?</li> </ul>	<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 cwricwlaid 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 asesu cynnydd cyflawniad disgyblion trwy arsylwi, trafodaethau anffurfiol, cyfarfodydd cynnydd a dadansoddi data. Yna rhoddir cynllun yn ei le i hybu cynnydd er mwyn sicrhau gwelliannau.</li> <li>Policies and initiatives, including those that meet local and national priorities, are implemented consistently, and improve pupil outcomes.</li> <li>Governors have an in-depth knowledge of the performance of the school and rigorously hold it to account for the standard it achieves.</li> <li>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.</li> <li>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.</li> <li>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).</li> <li>The school assesses progress of pupils through observation, informal discussion, progress meetings and analysing the use of data. A plan to aid progress is then put into place to bring about improvements.</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Sut ydym yn cael gwybodaeth dda am berfformiad ein hysgol a'r materion sydd yn ei heffeithio?</li> <li>How do we have good information about the performance of our school and issues that affect it?</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>Leaders communicate high expectations for securing improvement and challenge staff positively to good effect.</li> <li>Governors have a clear understanding of the school's performance and achievements and the needs of pupils and staff.</li> </ul>
<ul style="list-style-type: none"> <li>Sut ydym yn darparu cyfeiriad ar gyfer gwaith ein hysgol?</li> </ul>	<ul style="list-style-type: none"> <li>Mae Arweinwyr a Llywodraethwyr yn defnyddio gwybodaeth rheoli berthnasol am berfformiad i ddelio â thangyflawni ac yn gosod amcanion a thargedau, sef blaenoriaethau strategol.</li> <li>Mae Llywodraethwyr yn rhan o ddatblygiad yr Adroddiad Hunan-arfarnu a Chynllun Gwella'r Ysgol, ac yn gwneud yr ysgol</li> </ul>



<ul style="list-style-type: none"> <li>How do we provide a sense of direction for the work of our school?</li> </ul>	<p>yn atebol drwy fonitro targedau a chwestiynu (tan)gyflawniad yn dymhorol.</p> <ul style="list-style-type: none"> <li>Leaders and governors use relevant management information about performance to address issues of underperformance and to set objectives and targets that are strategic priorities.</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>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?</li> <li>How do we support our school as critical friends, and hold the school to account for the standards and quality they achieve?</li> </ul>	<ul style="list-style-type: none"> <li>Mae Llywodraethwyr yn dangos penderfyniad wrth herio a chefnogi'r ysgol i gyrraedd y gwelliannau angenrheidiol.</li> <li>Mae Llywodraethwyr yn medru herio arweinwyr yr ysgol mewn ffordd gefnogol, drwy ddefnyddio yr amrywiaeth o wybodaeth sydd ar gael.</li> <li>Maent yn darparu cymorth ac anogaeth pan fod strategaethau i gyrraedd gwelliant yn cael eu trafod.</li> <li>Mae systemau yn eu lle i fonitro a gwerthuso gwaith yr ysgol.</li> <li>Governors show determination in challenging and supporting the school in bringing about necessary improvements.</li> <li>Governors can challenge the school leaders in a supportive manner, using the range of information available.</li> <li>Providing support and encouragement when strategies to bring about improvements are being explored.</li> <li>Having systems in place to monitor and evaluate the work of the school.</li> </ul>
<ul style="list-style-type: none"> <li>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?</li> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li>Mae'r Polisi Cwynion yn cydymffurfio gyda Chanllawiau Llywodraeth Cymru.</li> <li>Mae'r Polisi wedi'i chrynhai ym mhrosbectws yr ysgol.</li> <li>Mae'r Polisi ar gael ar wefan yr ysgol,</li> <li>Mae'r polisi yn cael ei hadolygu'n flynyddol ac wedi'i mabwysiadu'n ffurfiol gan y Corff Llywodraethol.</li> <li>The complaint policy complies with the Welsh Government guidelines.</li> <li>The policy is summarised in the school prospectus.</li> <li>The policy is available on the school website.</li> <li>The policy is reviewed annually and has been formally adopted by the Governing Body.</li> </ul>
<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</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> </ul>



dealt with promptly by disinterested parties?	<ul style="list-style-type: none"> <li>All complaints are reported to the full Governing Body in the headteacher's termly report.</li> </ul>
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#### **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>
Trialling of the Religious Education Directory (RED)	Training has been attended by the Chair of Governors, staff members and the Parish Priest.	School has started to trial the new RED and this will be extended to all classes during 2025-26
Additional Learning Needs Code	Training of staff and governors during the last academic year.	The school has been meeting the requirements of the ALN Code. Pupil-centred practice is firmly established in Ysgol Padarn Sant.
RSE	Governors have attended RSE meetings led by the Archdiocese of Cardiff plus attending the National Inset Training Day for Welsh Schools.	This knowledge has ensured that the school is able to deliver the RSE curriculum to meet the National guidelines.
Development of Welsh within the school	Governors have been very supportive of professional development to benefit the school. Staff have been attending sabbaticals, courses and evening classes to improve their Welsh. The creation of a new Welsh medium nursery within the school.	The pupils and staff have gained in their confidence speaking Welsh throughout the year 2024-25. Welsh reading is embedded in Key Stage 2.

**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>	March 2023
<b>Disgrifiad/gweithgaredd/cynnydd</b> <b>Description/activity/progress throughout 2024-25</b>	<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):
<b>Pr.3 SDP 2023-2024:</b> Develop meaningful opportunities for pupils to develop their extended writing across the curriculum.	The recommendation became a priority for the School Development Plan 2023-24. Progress has been reviewed each term. Very strong progress has been made on this priority as determined in Workshop 2. The school support advisor, the headteacher and staff feel that this recommendation has been met. During 2024-25, there was a focus on developing spelling and handwriting to enhance the development of writing.
<b>Pr.4 SDP 2023-2024:</b> Provide opportunities for pupils to influence what and how they learn.	The recommendation became a priority for the School Development Plan 2023-24. Progress has been reviewed each term. Strong progress has been made on this priority as determined in Workshop 2. The school support advisor, the headteacher and staff feel that this recommendation has been met. During 2024 – 25, further work developing differentiation and self-assessment in independent work was developed.

**Llais y Disgybl / Pupil Voice:**

<b>Schools' Councils:</b> School Council Wellbeing Council Eco Council Welsh Council Faith Ambassadors ICT Council Bronze Ambassadors Mini Vinnies	<b>Work by the Councils throughout 2024-25</b> <ul style="list-style-type: none"> <li>• <b>Eco Council:</b> Working on Top Court and Top Garden following the success of gaining the biodiversity grant.</li> <li>• <b>Wellbeing Council:</b> Prepared and Led the Empathy Day Initiative</li> <li>• <b>School Council:</b> Planning and leading whole school events.</li> <li>• <b>Criw Cymraeg:</b> helping run 'Welsh Wednesday' and leading weekly Welsh assemblies</li> <li>• <b>Faith Ambassadors:</b> leading prayer and Celebration of the Word, creating displays for the entrance hall, creating prayer resources, reading during Mass, arranging charity events, working on sustainability projects and running the playtime prayer group.</li> <li>• <b>ICT Council:</b> Teaching about online bullying and new digital skills learnt from the digital ambassador training sessions.</li> <li>• <b>Bronze Ambassadors:</b> Leading and giving support during PE sessions and on sports' day.</li> <li>• <b>Mini Vinnies:</b> Working on the targets of the Simply Live Award.</li> </ul>
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## SAFEGUARDING

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, Ceredigion 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 Paediatric Department of Bronglais General Hospital, Occupational Health Services, Physiotherapists, Child and Adolescent Mental Health Services (CAMHS), the Speech and Language Service, Emotional Literacy Support Supervisors and the Society of Saint Vincent de Paul (SVP). The school runs well-being groups, Talkabout sessions and ELSA sessions to support the wellbeing of the pupils. In addition, the 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. We now have a fully trained Emotional Based Support Assistant (EBSA) who helps the children who need help to come into school happily.

The Designated Safeguarding Person (DSP) and the Designated Safeguarding Officers (DSO) 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, Mrs Rh Parry, and Mrs L Field and the designated safeguarding person is Mrs E Brophy.

### **ADRAN 4 – DEISEB RHINI A CHYFARFODYDD** **SECTION 4 – PARENTAL PETITIONS AND MEETINGS**

#### **• 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:*

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| 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.	<i>Rhaid i bwrpas y cyfarfod bod i drafod materion sy'n berthnasol i'r ysgol. The meeting must be to discuss matters relating to the school.</i>
3.	<i>Uchafswm o gyfarfodydd gall rieni alw mewn blwyddyn ysgol ydy tri (3). The maximum number of meetings that parents can request in a school year is three (3).</i>
4.	<i>Rhaid bod digon o ddyddiau ysgol fod ar ôl mewn blwyddyn i gynnal cyfarfod. 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.	<i>Rhaid i'r Cyfarfod cael ei gynnal o fewn 25 diwrnod ysgol o dderbyn y deiseb. The meeting must be held within 25 school days of receiving the petition.</i>
2.	<i>Mae cyfnod y 25 diwrnod yn dechrau y diwrnod ar ôl derbyn y deiseb. The 25-day period commences the day after receipt.</i>
3.	<i>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. If another meeting is required because of a different petition, the 25-day period will not commence until the day after the other meeting has been held.</i>
4.	<i>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. 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.	<i>Rhaid i hysbysiad o gyfarfodydd i rieni gynnwys y dyddiad, amser a lleoliad y cyfarfod a'r mater(ion) i'w trafod. 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)*