



# Ysgol Gynradd Gymraeg Y Castell

## Annual Governors' Report to Parents

2020-2021



To be presented on the  
school's website.

22<sup>nd</sup> October 2021

Cerddwn ymlaen â ffydd yn ein cân.



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## **Governors' Introduction**

Dear Parents and Guardians,

Welcome to Ysgol y Castell's Annual Report for the academic year September 2020 to July 2021.

You are all aware of how challenging the academic year 2019/2020 was, with school closure, distance learning being introduced and pupils and staff having to self-isolate. Many challenges continued into this academic year, but through everyone involved in school life pulling together the children's education and development was provided effectively. Once again, I want to extend my gratitude to all staff, pupils, parents / guardians and governors for working closely and pragmatically together during challenging times.

Over the year there were a number of visitors to the school in person and virtually, pupils undertook trips and had a number of virtual experiences, the buildings continued to be upgraded and everyone became more skilled at working remotely and within Covid safe guidelines. Ongoing priorities continue to include the children's wellbeing and making up for the disruption of the last 18 months.

Thank you for taking the time to read this report and for supporting our school. Diolch yn fawr iawn i chi gyd.

Gareth Williams

Chair of Governors

No meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

One formal complaint was received during this academic year

## **Pupils' Activities**

At Ysgol Y Castell, we are proud of our curricular provision, learning experiences and the wealth of extra-curricular activities offered to pupils. All the experiences mentioned below ensure a wide and varied provision for all our pupils. All activities enrich their learning and inspire them to work to the best of their potential; with enjoyment, commitment and towards a meaningful purpose.

### **Autumn Term**

Because of our Covid-19 risk assessments, there were no on-site visitors or off-site visits for the children.

However, staff have tried to organize rich learning experiences on the school site e.g. a songwriting workshop with Mei Gwynedd over Zoom.

### **Spring Term**

Because of our Covid-19 risk assessments, there were no on-site visitors or off-site visits for the children.

Whole school	Music Wales Day - messages and greetings from Osian Williams (Candelas); Caryl Parry Jones.
Foundation Phase	A Virtual Show with Do-Rae-Mi to celebrate St David's Day
Year 6	Literary workshops with Clare Sayers (authoress)
MAT Learners (Yr 5 and 6)	Literary workshops with Clare Sayers, Carys Glyn ac Anni Llŷn (authors)
Year 1	Sending St David's Day cards to 'Church's View' care home for the elderly
Whole school	Setting up a virtual choir to celebrate St David's Day and send the video to the local school community and senior citizens.
Year 5	'The Horrible Challenges' - show which celebrates Cymreictod.

### **Summer Term**

As a result of our Covid-19 risk assessments, there were been limited on-site visitors and off-site visits for the children.

Year 1 and 2	Plantasia, Swansea
Year 2	Song and rhyme workshops with Rhodri Harries
Year 1	Workshop with Carys Glynn (authoress)

Year 4	Workshop with Vicky Alexander (Siôp yr Enfys)
Year 5	Workshop about bees
Year 6	Graphic design workshop
Year 4	Folk Dancing - Ffiliffest (virtual)
Year 2	Filming with the 'A-hoi' team from Cyw (S4C)
Whole School	Sbarc a Seren's National Day of Celebrations (Siarter Iaith)
Year 5	Writing workshop with Meilyr Siôn (author)
Whole School	Health and Wellbeing week
Year 5	'Size of Wales' workshop
Year 6	Transition visit to Ysgol Gyfun Cwm Rhymini
Year 6	Transition activities with Club 707
Year 5	Outdoor Adventure activities at Cwmcarn
Year 6	Outdoor Adventure activities at Cwmcarn

## Success and Celebrations

### Autumn Term

'Meet the Teacher' videos were recorded for all parents so that they could meet their child's new teachers and hear about the expectations and routines of the class.

Parents' evenings were held to discuss the ALN children's progress and targets over Teams.

Years 5 and 6 continued to celebrate their work through class assemblies and these were shared through videos with the parents of the children and all classes. Parents are proud of the opportunity to continue joining us in our worship.

Reception staff held a 'reading night' to inform parents about how to support reading activities in their classes via video.

Harvest Festival was celebrated with individual classes recording a song to contribute to a departmental video. Here are the links for you to enjoy:

[https://drive.google.com/file/d/1dEPzfSJdooKpTbyniRapewY6aY\\_yGk31/view?usp=sharing](https://drive.google.com/file/d/1dEPzfSJdooKpTbyniRapewY6aY_yGk31/view?usp=sharing)

[https://drive.google.com/file/d/1jCIF3cBRT67GD9kzkr6zR7a9BZy\\_JPsc/view?usp=sharing](https://drive.google.com/file/d/1jCIF3cBRT67GD9kzkr6zR7a9BZy_JPsc/view?usp=sharing)

Children in Need activities were organized by the School Council under the guidance of Mrs K. Roberts and Mrs. N. Brown.

Year 6 learners planned a week of activities to raise racial awareness (Show a Red Card to Racism), with every year group joining in a fun-filled day to show their support during our anti-bullying week.

The Friends of the School held monthly meetings to organize the school's community activities. This term, a successful Fireworks disco was held in all classes under safe Covid bubble conditions.

### Spring Term

Parent meetings were held to discuss pupils' wellbeing, progress and targets over Teams.

Weekly assemblies were shared via videos with the children and their parents. The children are proud of the opportunity to continue in our worship and Clod Arbennig celebrations.

Numerous remote activities were held to celebrate Welsh Music Day with our families. The children loved singing their favorite Welsh songs and receiving messages from famous bands.

St David's Day was celebrated by holding Eisteddfod activities for a week. The school choir also recorded a song. Here is the link for you to enjoy:

<https://drive.google.com/file/d/1xflyksW-ZmCEhvIIDmOiX9cypbg6-LQq/view?usp=sharing>

Year 4 learners interviewed Rt. Hon. Mark Drakeford MP, First Minister of Wales, asking him questions about the Welsh language and Wales.



### **Summer Term**

Class assemblies were held digitally on a weekly basis and videos sent home to parents.

The school won the Autistic Friendly School Award.

Year 6 learners were provided with Sex and Healthy Relationships lessons.

Our annual Walk to School Week was organized but unfortunately, only a minority of our learners undertook the challenge this year.

Class photographs were taken so that the children have memories of this academic year.

A project to promote oracy and creativity has been planned across the cluster, led by Mr. Rhodri Harries. The LA is funding the project (£ 25,000 between the 11 primary schools) due to its recognition of the unique needs of Welsh-medium education and the pupils' challenges to re-engage with the language.

All children (Years 2 to 6) sat the national Personal Assessments. The results proved nothing to teachers that they did not already know, but they have used the diagnostic side of the assessments to inform the pupils' next steps of learning on their annual reports.

A virtual meeting was held for new Nursery parents to welcome them to the school and share initial information with them. We will only have 44 nursery children registered for September - most Welsh-medium schools across the county have seen a significant drop in demand for places in September 2021. School visit sessions have been arranged for the children (and their parents in the evenings) over the coming weeks in line with the Covid risk assessment.

Health and Wellbeing Week took place on the 5th of July where learners had the opportunity to undertake a host of activities to promote their wellbeing. This included a morning / afternoon of sports day per class, but in line with the school's risk assessment, parents were not allowed to attend this year's event.

Year 5 Gorsedd of Bards held an outdoor ceremony to Chair and Coronate the successful Year 6 poets and authors. The school was unable to hold its usual celebrations on St David's Day this year, but staff wanted to ensure that Year 6 learners were honored before they transferred to Ysgol gyfun Cwm Rhymni.

**Attendance Information 01.09.20 – 20.07.21**

	Attendance	Authorised Absences	Unauthorised Absences
<b>Target 2020-2021</b>	<b>95.4%</b>	<b>4.6%</b>	<b>0%</b>
Autumn Term 2020	85.03%	13.5%	1.47%
Spring Term 2021 (** 8 days)	94.5%**	4.4%	1.1%
Summer Term 2021	94.59%	3.38%	2.03%

We constantly engage with parents and guardians to reduce the number of unauthorised absences through correspondence and text messages.

Most pupils and parents think **90%** attendance is good. Are they right?

90% attendance = ½ a day missed every week!

90% attendance over 5 years of school = ½ a school year missed

Attendance at the end of the year	Days missed from school
<b>100%</b>	<b>0</b>
<b>99.5%</b>	<b>1</b>
<b>97.4%</b>	<b>5</b>
<b>95%</b>	<b>10</b>
<b>90%</b>	<b>19</b>
<b>87%</b>	<b>24</b>
<b>85%</b>	<b>28</b>
<b>80%</b>	<b>38</b>
<b>75%</b>	<b>47</b>

**We urge parents not to withdraw children for holidays.  
Every lesson counts!**



## **A REVIEW OF GOVERNOR'S ACTIVITY FOR THE ACADEMIC YEAR 2020/21**

Just like all other aspects of life, the work of the governing body was affected significantly by the pandemic, unable to meet during lockdown and, quite rightly, all focus turning to the health and wellbeing of the school community in constantly changing, challenging times.

The following review reflects the reduced engagement the governing body was able to have with the school. Disruption throughout the year meant governors were not able to attend the usual numerous opportunities to visit the school throughout the year to observe day to day activities. Normally these would include learning walks, assemblies, school council meetings and other activities open to the school community. These opportunities offer a fantastic insight into how the school operates, are incredibly informative in shaping our strategic vision for the school and were sorely missed in 2020/21.

At the beginning of the year, Gareth Williams was reappointed as Chair and Rhian Jones reappointed as Vice Chair. Throughout the year there were several changes to membership. We welcomed Valerie Noble as a Community Governor, Gareth Herbert as a Parent Governor and Ann Lewis as a Local Authority Governor. We also said a fond farewell to Mrs Eleri Betts, local authority governor, who served the governing body diligently and will be sorely missed.

We wish to thank Eleri enormously for her significant contributions throughout her membership and offer a warm welcome to all new members.

The governing body will continue to support the school as we navigate the ongoing challenges and wish to thank all school staff for their tireless efforts in supporting the health and wellbeing of pupils and maintain learning in the most difficult, unprecedented times. As we look ahead to 2021/22, with hope of 'normality' it is important to reflect on the incredible efforts made by staff, going above and beyond to ensure a safe, warm, welcoming return to school life in what continue to be testing times.

## **Progress report on School Development Plan (2020 – 2021)**

**Priority 1: Maintain and raise oral standards so that they have a positive impact on written standards at the higher outcomes / levels**

### **Actions and impact**

Nearly all teachers successfully implemented interesting stimuli for writing genres during periods of distance learning. As a result, all children have continued to improve their work by following scaffolding procedures, modelling rich spoken language and responding to feedback.

Following the second lock-down, it was not possible to continue the interventions and projects developed through the ALP grant due to the Risk Assessment. However, small groups of ALN pupils received regular interventions from the ALENCo and ALN team with a focus on oral skills.

Daily basic skills activities (e.g. handwriting, Tric and Click / RWI) were delivered over Teams by assistants and teachers. As a result, provision for the development of basic skills had a good impact on the standards of many learners (those who engaged).

Opportunities for children to listen to stories, rhymes and poems on a regular basis in order to develop and enrich their language and understanding of literature continued during remote learning. Many children and parents state that they benefited from hearing the Welsh language on a daily basis.

Tric a Chlic provision improved significantly with the support staff recording Tric a Chlic and simple reading books and saving them centrally so that every child had access at home. As a result, many children's literacy skills improved successfully.

Despite the challenges, the school continued its provision of welcoming visitors online to inspire the children's creativity. Many learners state that they enjoy these sessions, especially the MAT learners who thrive through creative writing workshops.

The main objective of the summer term was to re-engage the pupils in the Welsh language following the continuous lock-down periods and whole class self-isolation. Daily discussions, oral tasks, drama and creative tasks were the focus of the school's provision.

The majority of pupils have re-engaged with the language in the classroom, although the use of Welsh, incorrect language patterns and social play needs to be addressed as it remains through the medium of English. The school provided many opportunities for the children to use their oral language informally through adult-led playground games, songs, raps and rhymes, focused verbal tasks and constant praise.

### **The way forward (SDP 2021-2022)**

Re-engage in creative projects through ALP funding and move the learning forward from assessment indicators.

Establish a cluster project based on developing oracy skills and creativity under the leadership of Mr Rhodri Harries. This project will be funded by the LA in recognition of the unique situation that Welsh-medium schools face in re-engaging with the language.

Share the Literacy Leaders' clear expectations and implement these throughout the school.

Ensure that the school's provision continues to raise standards of oracy.

Monitor the effectiveness of provision on a termly basis by:

- ✓ listening to learners
- ✓ undertaking learning walks - basic skills session
- ✓ scrutinizing plans and books

## **Priority 2: Refine welfare provision for school pupils and staff, especially on return to school under Covid-19 conditions.**

### **Actions and impact**

Following training, well-being lessons are planned and taught weekly that meet the needs of many learners. As a result, they settled back quickly into school life and were ready to learn.

The social, emotional and behavioral needs of vulnerable pupils are recognized and all receive effective intervention from Human Givens and Thrive specialists on a weekly basis. As a result, most of the vulnerable learners settled well following this unprecedented period and were willing to openly discuss their feelings and challenges.

All teachers created an IEP / IAP for ALN pupils using the EDUKEY tracking system. As a result, the school regularly tracks the progress of each pupil on the ALN register against their individual targets and the impact of their interventions.

IEP meetings were held online through Microsoft Teams with most parents. Therefore, the most vulnerable learners and their parents understand their targets and are able to provide support at home.

A minority of learners receive COMIT interventions. However, the interventions need to be monitored and evaluated in order to share good practice across the school. All staff are confident in completing Thrive assessments. In addition, they plan beneficial wellbeing activities on a weekly basis using the outcomes of the Thrive assessments.

Most staff and Governors have a good understanding of the new ALN legislation through training and advice from the ALENCo. They have up-to-date information from the Welsh Government on Individual Development Plans (IDPs), one-page profiles and general provision. As a result, all teachers take responsibility for providing effective support for ALN children and the governors are aware of how the ALN team will lead this provision across the school.

Although our ALN learners receive distance learning opportunities, individual / small group weekly language intervention sessions continued. As a result, many ALN learners made good progress against their targets.

The school recognizes that the engagement of vulnerable children during remote learning was lower than the rest of the school. As a result, it organized weekly online welfare intervention sessions. In addition, the ALENCo maintained individual provision for vulnerable children with the primary purpose of sharing welfare activities, games and fun activities on a daily basis. Although the ALENCo constantly tried to reach out to specific families, only half of the vulnerable learners engaged with these sessions. However, the school succeeded to provide vulnerable learners with access to education on site every Friday when they attended the hub. As a result, many vulnerable children succeeded in attending meetings with their teachers and completing remote learning tasks.

### **The way forward (SDP 2021-2022)**

Continue to share our vision for ALN with the whole school community.

Continue to develop and support staff in the transformation journey of new ALN Legislation.

Re-engage with classroom interventions / strategies (Tier 3 - General provision).  
Promote social and emotional development and positive relationships.

**Priority 3: Further embed the school's unique curriculum in line with the four core purposes and the CSEP.**

**Actions and impact**

The curriculum reform journey has continued despite this year's unprecedented position. Most staff have benefited greatly from the research on blended learning undertaken 2 years ago as they delivered remote sessions. Staff knowledge and understanding of this pedagogical principle has increased significantly.

Staff led the EAS Blended Learning training sessions sharing their expertise on how to overcome the challenges of distance learning and monitoring provision during the lock-down period. As a result, a large number of EAS Welsh-medium schools have benefited from the school's experiences. This has added to the school's valuable contribution as a SLO in refining teaching and learning across the consortium.

The Leader of Professional Learning continues to provide focussed leadership for the school by attending cluster meetings and sharing important messages with the SLT and staff. As a result, her knowledge and understanding of curriculum and SLO developments is up to date and specialized. She provides excellent leadership for all school staff as we strive to implement our new curriculum from September 2022.

All staff plan within the 6 AOLEs, tracking coverage against the learning descriptions. Staff understand the importance of keeping the 4 core purposes at the center of everything they plan. Training has dispelled some of the myths that existed about the new curriculum and education reform in Wales. As a result, staff have a strong and current awareness of the curriculum and the importance of planning against the 4 core purposes. The early process of content tracking to ensure that we provide our learners with a broad curriculum is now in place. Our teachers' confidence in planning against this new framework has increased significantly since the beginning of the year due to all the professional learning opportunities.

We have begun the process of developing a unique whole school curriculum by mapping experiences that matter to our children. This work builds on the foundation created within the cluster in developing consistent themes. We have personalized the themes, ensuring consistency of provision as learners transfer from Year 6 to 7 across the cluster.

We have plans to further raise the status of the 4 core purposes within the school and develop the understanding of all school stakeholders. The PL has ordered signs to place around the school that contain characters to accompany each of the 4 purposes. We hope to see the impact of this over the coming terms and raise the awareness and understanding of our vision with all stakeholders.

**The way forward (SDP 2021-2022)**

By September 2022, the school will need to be restructured into Progress Phases. This will include appointing leaders for each of the stages of progress.

Take advantage of Government / EAS guidance as well as joint working within the cluster to begin the process of mapping specific core skills across the school. We understand that the new curriculum is very open and gives schools the freedom to plan in a completely flexible way giving pupils authentic learning

experiences. However, we have also discussed and understood the importance of continuing to develop children's core skills.

More guidance is needed on how to assess children's progress against the new curriculum learning descriptions.

**Priority 4: Develop bespoke and consistent remote working systems across the school. (Recommendation 3 - Disseminate good and excellent teaching practice throughout the school).**

**Actions and impact**

The school's provision significantly improved in line with its Blended Learning Policy delivering a combination of live and non-synchronous lessons (video recordings and audio clips), ready-made tasks, wellbeing and creative tasks. This ensured clear expectations and consistency across the school. As a result, most learners committed with enjoyment to remote lessons and achieved good quality written and creative work. However, the school is concerned about learners' standards of spoken Welsh as they did not hear or communicate through the language for much of the day.

As the lock-down continued, the school's focus shifted towards providing ambitious and purposeful lessons. Good pedagogical practices (such as differentiation, authentic learning, modeling and scaffolding of learning) transferred well to remote learning. Routine assessment for learning procedures and the provision of timely feedback (through the use of digital resources) had a positive impact on most learners' standards and engagement.

The face-to-face provision in the hub for the children of critical workers ensured vital care and support for them. As a result, the children involved state that they were happy to attend the hub and felt safe. They were pleased to have the opportunity to join the daily lessons and continue to learn with their teachers and friends.

Video conferencing sessions with a focus on mental and physical well-being appealed to the children. They had an unrivaled opportunity to discuss their feelings, celebrate their successes and stay healthy, whether physically or mentally. So, while not entirely happy to be at home, most pupils explained that they were pleased to be in regular contact with their teachers and friends and that they still felt a valuable and unique part of the school community.

The ALENCo and ALN team provided intervention sessions for small groups of ALN learners. Specialist provision therefore continued, but most importantly, an opportunity to check on the welfare of these vulnerable learners ensured their safety and happiness. Due to the clear focus on basic skills and oracy, the majority of these learners continued to make good progress against their individual targets.

Reward assemblies and weekly messages of encouragement from the Headteacher celebrated the success of the school community and ensured that most stakeholders kept in touch with developments at the school.

Effective use of ALP funding to target ICT skills and equipment enhanced the commitment of many vulnerable learners and enabled them to have daily access to online work. They also been confidently joined in intervention / small group sessions through Teams and continued to work on their individual

targets. However, the school was not been able to realize its plans for 'catch up' oracy and drama / intensive intervention sessions with the youngest children following the second lockdown.

Communication with parents and learners was effective in forming strong and productive partnerships. Questionnaire results demonstrated the significant impact on standards of learning and teaching, learner satisfaction, engagement and willingness to work together. This was a strength of the second lock period.

The impact of the school's sharing good practice sessions is exceptional. The school's best pedagogical practices were successfully transferred to remote provision with a focus on raising learners' standards, especially when writing in both languages and mathematics. Provision across the Areas of Learning and Experience improved over time. As a result, teaching standards continued to be good or better in most remote learning lessons. It must also be noted that parents now have a better understanding of differentiation procedures, the scaffolding of learning, drafting and responding to feedback following remote learning. As a result, the school was requested to share its good practice across the consortium.

## **School Development Plan**

**2021-2022**

- ❖ Target 1 - Refine Welsh language provision and share good practice ensuring that learners re-master excellent LLC skills.
- ❖ Target 2 - Work with school stakeholders to embed changes to the ALN law and MAT agenda to maximise impact on the well-being and progress of all pupils.
- ❖ Target 3 - To fully embed the school's unique curriculum in line with the four core purposes and the AOLE's.

### **Toilet Facilities**

Cleaners are employed by Caerphilly LA to clean the toilets twice a day, ensuring a sufficient supply of toilet paper, soap and hot water. The caretaker also cleans every toilet after the lunchbreak. The temperature of the water is checked on a weekly basis by the caretaker. Unannounced hygiene inspections took place and all toilets were deemed to be of a satisfactory standard.

## Financial Statement

### School Budget - Expenditure and Income (April 2020 – March 2021)

Area of Spending	Total Amount	Overall Balance
Staffing Costs	£1,333,877	
Premises Related Costs	£141,628	
Supplies and Services	£103,404	
School Development Plan	£27,603	
LA Service Level Agreements	£36,681	
<b>Total Expenditure</b>		<b>£1,643,193</b>
<b>Income</b>	<b>£117,161</b>	
<b>Net Expenditure</b>		<b>£1,526,032</b>

### Total Funding for School (April 2020 – March 2021)

Funding	Amount	Overall Balance
<b>Total Formula Allocation</b>	<b>£1,474,763</b>	
Balance carried forward from previous year	<b>£115,295</b>	
<b>Total Funding</b>		<b>£1,590,058</b>



## School Terms and Holidays 2020/2021

	O	I	Half Term
Autumn Term 2021	02.09.21	17.12.21	25.10.21 - 29.10.21
Spring Term 2022	04.01.22	08.04.22	21.02.22 – 25.02.22
Summer Term 2022	25.04.22	22.07.22	30.05.22 – 03.06.22

In addition, the school will be closed for **six** further teacher training days. These will be notified to you in due course through text message and they will be published on the school's website. This calendar meets the statutory requirements of 195 days, of which 189 are spent with pupils present and six for teacher training.



### School Times

Children of Foundation Stage age are required by the National Curriculum to work a minimum of 21.5 hours a week (excluding breaks, assembly and registration).  
Children of Key Stage Two age should work a minimum of 23.5 hours per week.

	Foundation Phase	Key Stage 2
School Starts	9.00 – 10.30 a.m.	9.00 – 10.45 a.m.
Morning Break	10.30 – 10.45 a.m.	10.50 – 11.05 a.m.
Lunch	12.00 – 1.15 p.m.	12.15 – 1.15 p.m.
Afternoon Break	2.35 – 2.45 p.m.	2.20 – 2.30 p.m.
School Ends	3.30 p.m.	3.30pm

N.B. Pupils of non-statutory **nursery** age attend school on a part time basis:

Morning group: 9:00 – 11:45

Afternoon group: 12:45 – 3:30



### **Access for Disabled Pupils**

Ysgol Y Castell welcomes children with special needs and abilities. To ensure that all children have equal access to the curriculum, the SENCO, class teachers, Headteacher and outside agencies will work together to provide for each individual's needs. The school's Equal Opportunities policy and policy for Special Educational Needs explain this in more detail.

The building itself has limitations as far as access for disabled persons is concerned. There is ramp access to the main building, hall and external classrooms. Although the school has two disabled toilet facilities, physical access in some areas remains difficult.

Where possible, arrangements will be made to accommodate disabled pupils and visitors.

### **Additional Learning Needs**

Whilst we encourage all children in Ysgol Y Castell to work to their full potential, we recognise that some children will require some extra support at times during their school career.

We place these children on our register of Additional Learning Needs (ALN) and our Additional Learning Needs Co-ordinator (ALENCo) then assists the class teacher, parents and children to write:-

- an Individual Educational Plan (IEP),
- Individual Behaviour Plan (IBP),
- Play Plan for younger children,

which will set out a programme of work for that child to follow.

The ALENCo (Mrs K. Fields) also liaises with parents, other staff, the school nurse, Speech and Language therapists and the Psychology Service. The school takes advice and support from the LA, through Inclusion Services, which covers all of the above agencies as well as Behaviour Support and the Hearing and Visual Impairment services.

Some pupils require intensive 1:1 support; some receive a few hours a week to under take specific tasks and others are supported in smaller groups. Most children are supported within the classroom, with differentiated work and teacher support. Our school is an inclusive one, and we welcome pupils with a wide variety of needs and abilities into our mainstream classes. All pupils are fully involved in day to day activities, both within the school and in the community.

### MAT Provision

At Ysgol Gynradd Gymraeg y Castell we recognise and support the needs of those children who have been identified as more able and talented (MAT) according to the NACE guidelines in one or more areas of learning.

It is our aim to ensure individual children are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. We are also committed to identifying and meeting the needs of these young children as early as possible in order to enable them to achieve their potential.

Unfortunately, due to the circumstance with Covid 19 we have not been able to arrange activities.

In the next academic year, we are hoping to be able to arrange more fun and exciting prospect for MAT pupils but will be dependent on the current situation. We continue to work and develop our MAT provision and look to engage with other areas outside of school that pupils could be MAT e.g. sport-based clubs, drama, arts and music.

The MAT pupils are continuing to lead the learning giving them great opportunities to help others improve their skills. Excellent examples of this are the Creative School Projects and the role of Digital Ambassadors, Sports Playleaders and Dreigiau'r Castell.

**We aim to ensure that all our pupils have access to the curriculum, no matter what their needs and abilities, and we will continue to use a range of support mechanisms and services to achieve this.**

**The school's prospectus is updated annually and is available to all on the school's website.**



## The Governing Body

The Governing Body is responsible for the effective management of the school. There are seventeen Governors (including the Head teacher in an ex-officio capacity). Terms of office are normally four years and the Full Governing Body is currently constituted as shown below.

The Clerk to the Governors is Mrs Ruth Michard, who may be contacted via the Education Achievement Service, Tredomen House, Tredomen.

Name	Type of Representative	Terms of Office
Mr. Gareth Williams (Chairperson)	LA Representative	10.02.20 – 09.02.24
Miss Rhian Jones (Vice-Chairperson)	Community Representative	30.03.17 – 29.03.21
Mrs Catrin O’Sullivan	Community Representative	29.01.20-28.01.24
Mrs Ann Lewis	LA Representative	20.05.21 – 19.05.25
Miss Sara Davies	LA Representative	22.01.21 – 21.02.25
Mrs Val Noble	LA Representative	11.11.20 - 10.11.24
Mr. Chris Webb	Community Representative	14.03.20 - 23.09.24
Mr. Emyr Jones	Community Representative	04.11.19 – 03.11.23
Mr. Dean John	Parent Representative	19.11.18 – 20.11.22
Mr. Gareth Herbert	Parent Representative	25.11.20 - 24.11.24
Mrs. Kate Hall	Parent Representative	12.12.17– 11.12.21
Mrs. Helen Adams	Parent Representative	13.03.20 – 12.03.24
Mr. Philip Bowkett	Parent Representative	13.03.20 – 12.03.24
Mrs. Helen Nuttall	Head Teacher	01.09.09
Mr. Gareth Robinson	Teacher Representative	04.07.19 – 03.07.23
Mr. Gareth Hughes	Teacher Representative	01.09.17 – 31.08.25
Mrs. Mairwen Dainton	Support Staff Representative	01.09.18 – 31.08.22

**Contact Details**

**Caerphilly County Borough Council – Local Education Authority**

**Chief Education Officer**

**Mrs. K. Cole**

Tŷ Penallta,

Tredomen

Telephone (01443 815588)

[www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)

**School Contact Information**

**Chair of Governors: Mr Gareth Williams (c/o Ysgol Y Castell)**

**Headteacher: Mrs Helen Nuttall**

**Clerk to the Governors: Mrs Ruth Michard**

(Contact at Education Achievement Services, Tredomen House, Ystrad Mynach)

**Ysgol Gynradd Gymraeg Y Castell**

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