

Governors' Annual Report to Parents

The report covers the previous full academic year-2022/2023



Ysgol Mynydd Isa

Vision	Core Values (Standards)
Learning together-succeeding together	› Moving forward e.g. encouraging resilience through challenge › Respect e.g. valuing self, others and the community
Mission	› Caring e.g. nurturing self-esteem in a safe environment
Believing in all	› Happy e.g. taking on every challenge with a smile › Together e.g. supporting all in an inclusive learning community

Introduction

Dear Parents / Guardians,

The Annual Report to Parents provides us with an opportunity to update you all on the events of the past twelve months.

I would like to take this opportunity to thank all the Governors for their dedication and commitment to Ysgol Mynydd Isa. They always have the best interests of our school in their thoughts when making decisions to ensure the continuing improvement of our school.

Thanks also go to the staff who work so hard to put our mission of having a school where we are 'learning together and succeeding together'. The teamwork and professionalism displayed by all staff is outstanding. The flexibility, hard work and commitment to the school community shown by staff during the pandemic in particular has been noteworthy. We are extremely aware that pupil achievements are a combination of staff, parents and Governors working together, so many thanks for your help and support over the past year.

Kind regards,

Mr. A. Davies

(Chair of Governors)

Contact details:

Chair of Governors:

Mr. A. Davies

C/o Ysgol Mynydd Isa

Wats Dyke Avenue

Clerk to Governors:

Mr. A. Austin

c/o Ysgol Mynydd Isa

Wats Dyke Avenue

The governing body did not hold a parents' meeting in 2022/2023 in pursuant to section 94 of the School Standards and Organization (Wales) Act 2013.

ESTYN INSPECTION
May 2022

Our school was inspected at the beginning of May. Inspectors spent a week at our school and we are delighted with their findings. The full report is available via the following link

[Inspection report Ysgol Mynydd Isa 2022 \(primarysite-prod-sorted.s3.amazonaws.com\)](https://primarysite-prod-sorted.s3.amazonaws.com/Inspection%20report%20Ysgol%20Mynydd%20Isa%202022)

I have selected below a few of their findings that will be of particular interest to parents about our school.

Teaching

'Across the school, teaching is of a **consistently high quality**'

'Staff create an **exceptionally warm and caring learning** environment where pupils feel valued and safe'

'Teachers know their pupils well. They create warm, respectful relationships with them and provide an engaging and inclusive environment, which makes the school a **delightful place to learn.**'

The rich curriculum the school is developing is unique to Mynydd Isa and is highly effective in meeting the needs of all pupils.

The school's two language resource centres offer rich and stimulating opportunities. Staff in the resource have highly effective relationships with the local authority speech and language service

Pupils

'Pupils across the school have made exceptional progress since September 2021, following the disruption to their learning caused by the COVID-19 pandemic'.

Pupils are highly motivated, often make exceptional progress, and develop as positive, independent learners'

'Many pupils have made outstanding progress in writing this year. They have improved their writing stamina to enable them to produce written work of a very high quality'.

The school provides a very strong start for pupils, which allows them to learn productively.'

*'Nearly all pupils behave very well...they are polite courteous and respectful'
'The school has robust arrangements in place to safeguard pupils'*

Leadership

'The governing body is knowledgeable and supports the school skilfully.'

*'The headteacher is a **highly effective** leader. He has a clear vision for the school based around the school motto, 'Learning Together, Succeeding Together', and promoting five agreed core values.*

*He has established a **strong and effective leadership team** who have clear roles and responsibilities and a positive influence on the work of the school.'*

*'**Leaders know their school well** and carefully select the most appropriate areas for improvement, focusing directly on developing provision to improve pupils' standards and well-being. This leads to a **safe and inclusive ethos** across the school, which ensures that **nearly all pupils achieve well within a caring environment.***

'The headteacher, with the support of the governing body, monitors spending plans rigorously'

Leaders have ensured that nearly all pupils have made rapid progress in aspects of literacy and numeracy during the academic year

*'Leaders have a **clear vision for the school's curriculum**.'*

The school's procedures for tracking and monitoring pupils' learning are precise and detailed

For those who have not managed to read the report yet, please follow the link below.

The main findings were also reported in the local press: <https://www.leaderlive.co.uk/news/20278755.flintshire-primary-school-celebrate-glowing-estyn-report/>

The School Governors

Legally the Governing Body must consist of the following:

- 5 Parent governors-elected by parents
- 4 LEA governors-appointed by LA councillors
- 2 Teacher governors-elected by teaching staff

- Staff governor-elected by non-teaching staff
- 4 Community governors (One community governor will be a governor for whose appointment nominations are sought from the minor authority. Other community governors are appointed by the governing body)
- 1 The Head teacher-Mr. Richard Collett (Ex Officio)

The total number of governors is therefore 17 (except at any time when the Head teacher has given notice as above that he chooses not to be a governor, when the total number will be 16).

What Governors Do?

School Governing bodies play a key role in improving standards within school. They: • Have a duty to promote the highest standards of educational achievement. • Establish a strategic framework for the school. • Regularly review the progress made.

The full Governing Body responsible for Ysgol Mynydd Isa for 2022/2023 was as follows:

Chairperson	Mr. A. Davies
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Vice Chair	Mrs. S. Brockley
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Clerk to the Governors	Mrs. A. Austin
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YSGOL MYNYDD ISA GOVERNING BODY 2022/23

PARENT GOVERNORS check dates of office

- MRS EMMA KNOX-JONES (9.10.23)
- MRS NATALIE MCCORMACK (9.10.24)
- MR MIKE ROGERS (4.3.24)
- MRS LAURA WATTON (1.9.26)

LEA GOVERNORS

- Cllr HILARY McGUILL (2.9.23)
- MRS SUE BROCKLEY (8.10.24)
- MRS ANNEKE PERRETT (5.3.24)
- MRS CLARE SINNOTT (17.11.25)

TEACHER GOVERNORS

- MISS DAWN NEVITT (1.9.26)
- MRS CHERYL SAMUEL (1.9.26)

STAFF GOVERNOR

- MRS KAREN WINTERBOTTOM (3.5.26)

COMMUNITY GOVERNORS

- CLLR JON Mc CARRON (4.9.25)
- MR ANDREW DAVIES (1.9.24)
- MRS SARAH PARSONAGE (2.2.25)
- MRS LAURA MCKAY (2.9.26)

HEADTEACHER

- Mr RICHARD COLLETT (Ex-Officio member)

INDIVIDUAL GOVERNING BODY RESPONSIBILITIES 2022-23

Area	Governor	Governor
Health and Safety	Mrs Sue Brockley	Mr Andy Davies
Child Protection	Mrs Claire Sinnott	Miss Dawn Nevitt
Additional Needs	Mrs Sarah Parsonage	Mrs K Winterbottom
Area of Learning Experience (AoLE)- Science and Technology	Mr Jon McCarron	Mrs Natalie McCormack
Area of Learning Experience (AoLE)- Expressive Arts	Mrs Emma Knox-Jones	Mrs C Samuel
Area of Learning Experience (AoLE)- Health and Wellbeing	Mr Mike Rogers	Mrs A Perrett
Area of Learning Experience (AoLE)- Humanities	Cllr Hilary McGuill	Mrs K Winterbottom
Area of Learning Experience (AoLE)- Language, Literacy and Communication	Mr Mike Rogers	Miss Laura McKay
Area of Learning Experience (AoLE)- Maths and numeracy	Mr Andy Davies	Mrs Natalie McCormack
Welsh	Mrs C Samuel	Mr Richard Collett
Digital Learning	Miss Dawn Nevitt	Mrs Laura Watton

The Areas/curriculum responsibilities have been re-organised to reflect the new Curriculum for Wales.

The last parent governor election took place in July 2023-Mrs Leanne Parry-Jones replacing Mrs Emma Knox-Jones.

Summary of changes to the school prospectus since publication

No changes since publication

School Re-Organisation 2024

Our new school is scheduled to now open in the Autumn Term of 2024. The junior and infant site will move to a brand-new purpose build primary school on the current Argoed site.

Ysgol Mynydd Isa will remain as a separate primary school but we will share a campus site with the Argoed High School.

Below are some images of what the campus will look like: Having a brand-new building for our pupils is obviously an exciting event indeed.

Having the infant and junior school on the same site will also be much easier for staff, pupils and parents. It will also make transition to high school much more straightforward for our pupils as they will be more familiar with the site.



School Organisation 2022/2023

Infant site

There were 9 classes in mainstream and one Resource class.

- ✦ 1 in Nursery-a morning group and an afternoon group
- ✦ 3 classes in Reception,
- ✦ 5 classes of Year 1+2

Junior site

- There were 10 classes in mainstream and one Resource class.
- The school was organised into 2 groups - Lower Key Stage 2 and Upper Key Stage 2.

Class Teachers had responsibility for teaching all aspects of the curriculum to their classes. Some subject specialisation or team teaching by staff may mean that the children had contact with other teachers.

- In our school staff responsibilities are as follows

Class Teachers	Class Teachers will teach in a variety of styles, reflecting the abilities, aptitudes and interests of the child. The organisation of classes and the delivery of the curriculum will reflect what is appropriate to facilitate pupil learning at any given time, age or context, incorporating whole class teaching, group teaching or individual support.
Curriculum Co-ordinators	In addition to their classroom responsibility each teacher also has a curriculum management responsibility. The role of each co-ordinator will enhance good practice, strive for further improvements and will play an important part in directing the school's development plan in the years ahead.
Nursery Nurses, Learning Support Assistants and Foundation Phase	Support staff are employed to assist teachers by taking on a range of tasks during the school day. The role of each Assistant varies depending on the training and experience needed to undertake specific duties.

teaching assistants	
Senior Management	There are additional responsibilities for the Head, the Deputy and a number of other experienced teachers, which cover whole school issues. The Senior management team are the Head, Deputy, Year leaders and the teacher in charge of the Language centre

Year groups	Teaching Staff	Support staff
Head teacher	Mr. R. Collett	
Deputy (Infant site)	Mrs. E. Curtis	
Deputy (Junior site)	Mrs. S. Salisbury	
Nursery	<ul style="list-style-type: none"> • Miss L. Edwards/Mrs. J. Hacking 	Teaching Assistants Mrs. D. Keighley Mrs R Christopher Mrs Julia Smith Miss C. Davies
Reception	<ul style="list-style-type: none"> ▪ Mrs. P. Roberts -Head of Lower Foundation Phase/Mrs ▪ Miss S. O'Donnell ▪ Mrs. N. Pattison ▪ Mrs Hanmer 	Teaching Assistants- Mrs. E. Hinkson-Walsh, Mrs. Mrs S Jones, Mrs A. Wooding, Mrs. N. Bastock, Mrs. K. McClean

Year 1/Year 2	<ul style="list-style-type: none"> ▪ Mrs. N Owens ▪ Mrs. J. Evans ▪ Mrs. A Tutuncukara ▪ Mrs. D. Nevitt- Head of Upper Foundation Phase ▪ Mrs. A. Graham/Miss S Caldwell ▪ Mrs. A. Warburton 	<p>Mrs B. Williams Mrs.L. McKay Mrs. L. Hankey Mrs. C. Tomlinson Mrs. M. Smart Mrs S. Kemp</p>
P.P.A. cover infants	Miss. S. Hughes	
Year 3+4	<ul style="list-style-type: none"> • Miss. D. Jones ▪ Mrs. F. Parkes ▪ Mrs. S. Godwin/Mrs.C.Samuel ▪ Mrs. S. Eagleton ▪ Mrs. S. Rodger-Burns-Acting Head of Lower KS2.Miss Marianne Evans-Maternity leave ▪ Mr. J. King 	<p>Teaching Assistants- Mrs. A. Stanwood Jones Mrs. L. Taylor Mrs. J. Yates Mrs. W. Coppack</p>
Year 5+6	<ul style="list-style-type: none"> ▪ Mrs. C. Moreton- Head of Upper Key Stage 2/Mrs. K. Ridding ▪ Mr. J. Edwards ▪ Mrs. L. Owen ▪ Mrs. A. O'Donnell-Roberts ▪ Mr J Ackers 	<p>Teaching Assistants- Mrs. P. Pollitt Mrs. V. Coppack Mrs. J. Smith Mrs. C. Morris Mrs. S. Jones</p>
P.P.A. cover juniors	<p>Mrs. C. Samuels Mrs. S. Woodworth</p>	

Additional Learning Needs Co-ordinators (ALNCo.'s)	Mrs. E. Curtis (infants) Mrs. S. Salisbury (juniors)	
Intervention strategies	Mrs. J. Large Various Mrs S. Eagleton	Letters and sounds and maths support (juniors) Basic skills and pastoral interventions Strategic lead for Nurture and pastoral programmes
Language Resource		
Teacher in Charge (Based at infant Site)	Miss H Green tbc	Specialist TA- Mrs K Winterbottom, Mrs S Beresford
Teachers (Junior site)	Mrs Rodger-Burns	- Specialist TA Miss C. Taylor, -Mrs C. Mooney
Before and After school Provision		
Overall person in charge (Owls and Acorns)	Miss C. Taylor	
Owls Staff	Mrs. C. Mooney Mrs D. Keighley Mrs B. Williams Mrs C. Formby	

Acorns Staff	Mrs. J. Wilkins Mrs. J. Yates Mrs. A. Avery	
Ancillary Staff	Infant site	Junior site
Secretary	Mrs. A. Austin	Mrs. C. Dymont (Office Manager)
Administration support		Mrs. A. Stanwood-Jones
Senior Midday supervisor	Miss L. McKay	Mrs. L. Taylor
Midday supervisors	Mrs. M. Bryan Mrs. P. Deary Mrs M. Smart Mrs. E. Williams Mrs. C. Tomlinson Mrs. K. Hughes Mrs. R. Griffiths	Mrs. R. Burton Mrs. A. Avery Mrs. C. Mooney Mrs. C. Limb Mrs J. Smith
Cook	Mrs. T. Ankers	
Caretaker	Mr. Cunningham	Mrs D. Ellis
Cleaners	Mrs V Merola Mrs Imrie	Mrs. C. Limb Mrs. J. Dyke Mrs. D. Ellis
Crossing Patrol		Mr G Jones

The Curriculum

We are at an important and exciting point in terms of education in Wales. The old National Curriculum HA has now been replaced in primary schools by the New Curriculum in Wales.

The New Curriculum for Wales

In response to the publication of 'Successful Futures' in 2015, Ysgol Mynydd Isa has been working towards the development of the New Curriculum in Wales. We have adapted our provision to make sure that we are working with the important purposes and principles in the report in readiness for September 2022. A copy of our curriculum statement for the new curriculum is included in Appendix 1.

The purposes of the curriculum in Wales should be that children and young people develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the World
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The new curriculum in Wales will have six Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy

- Science and technology.

Within these 6 Areas of Learning and Experience (AOLE) are listed key aspects of learning 'what matters'. It is these 'what matters' that staff use to plan lessons.

The areas of learning aim to promote and underpin continuity and progression.

Weaving across the six Areas of Learning and Experience will be the three Cross Curriculum

Responsibilities:

- Literacy
- Numeracy
- Digital Competence.

In Ysgol Mynydd Isa we organise our curriculum into themes and topics which are often based around a text, this enables our children to learn in the Areas of Learning and Experience and to apply their literacy, numeracy and digital competence skills.

This approach is used across the whole school and we aim to develop the 'whole person' so pupils embody the Four Purposes. Our new curriculum vision is included as an appendix.

Collective worship

Collective worship is held daily and religious education is taught according to Flintshire's Agreed Syllabus. The Education Reform Act 1988 requires that all agreed syllabi adopted by local education authorities must "reflect the fact that the religious traditions in Great Britain are, in the main, Christian;" however, from time to time, we will also study aspects of other non-Christian religions, such as Judaism. Parents are allowed to withdraw their children from these activities by writing to the Headteacher.

Personal, social, environmental, health and safety education are all included in our school's curriculum. All pupils are given equal opportunity with regard to gender and race.

As well as through the curriculum, the school promotes healthy eating and drinking through involvement in the healthy school's network. The school has received the healthy schools award six times and was awarded the National Quality Standard for Healthy Schools.

Welsh/Cymraeg

We aim to ensure that our pupils are made aware that they belong to a country and culture, which, in a changing world, has its own rich traditions. Knowledge of the Welsh language opens the door to a variety of linguistic and cultural experiences. The aim of the school is to ensure that pupils gain the rich educational stimulus afforded by second language teaching and achieve the early stages of understanding and use of the Welsh language. Bilingual skills are developed through communicating in a range of enjoyable, practical, planned activities that build on an increase children's previous knowledge and experiences in safe and stimulating indoor and outdoor learning environments.

The language category that best describes the school is predominantly English speaking.

Pupils who are Welsh first language speakers will be supported wherever possible in the use of the language by fluent staff and this information will be passed on to the High School.

Welsh has previously been taught as a second language throughout the school and is now central to the new Curriculum for Wales-Welsh teaching will be included as part the Language, Literacy and Communication AOLE. All staff have been trained to deliver this subject. Training is supported by LEA teachers and specialists within school who assists both pupils and staff.

Welsh language teaching is compulsory in primary schools-pupils can only be disapplied in rare cases via a statement of special educational needs.

Additional Needs

The system for supporting children and young people with special educational needs and disability in Wales is changing. From September 2021, the Welsh Government is bringing in a new, simpler and more responsive system of meeting the needs of children with special educational needs or disabilities. The new system puts the learner at the heart of everything that happens. It will be brought in gradually over the next few years (2021 -2024).

Key Messages:

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD). It is when additional learning provision (ALP) is required to support their education that a child or young person will be identified as having ALN.
- Special Educational Needs Coordinators (SENCOs) in schools will now be called Additional Learning Needs Coordinators (ALNCOs)
- The new Code for the new system will cover children and young people aged 0-25. This means that early years, further education colleges and further independent specialist colleges will now also be included (but not higher education or apprenticeships.)
- Emphasis will be on high aspirations and better outcomes for children and young people with Additional Learning Needs (ALN).
- The current graduated system of Early Years Action, Early Years Action Plus and Statements is being replaced. All children and young people thought to have ALN will have an Individual Development Plan (IDP). The IDP will replace all other individual plans. IDPs for children under compulsory school age will be maintained by local authorities.
- The current phased system of School Action, School Action Plus and Statements will disappear, and all children and young people thought to have ALN will receive an Individual Development Plan (IDP). The IDP will replace Individual Education Plans (IEPs), Individual Behavior Plans (IBPs) or Individual Play Plans (IPPs).
- Most Individual Development Plans will be maintained by the school, but where it is considered unreasonable for the school to do so, the Local Authority may maintain them.
- There will be more opportunity for children, young people, parents and carers to contribute to the creation and maintenance of Individual Development Plans through Person Centred Planning.
- It is hoped that working together more closely should help to avoid disagreements.
- All reasonable steps will be taken to ensure Welsh language provision if required
- All children and young people who have an Individual Development Plan will have an equal right to appeal to tribunal.

The act defines disability as

Disability has a broad meaning. It is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial. 'Impairment' covers, for example, long-term medical conditions such as asthma and diabetes, and fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease. A mental impairment includes mental health conditions (such as bipolar disorder or depression), learning difficulties (such as dyslexia) and learning disabilities (such as autism and Down's syndrome). Some people, including those with cancer, multiple sclerosis and HIV/AIDS, are automatically protected as disabled people by the Act. People with severe disfigurement will be protected as disabled without needing to show that it has a substantial adverse effect on day-to-day activities. The school has a Strategic Equality Plan

Action area 1.: Increase the number of children and young people in underrepresented groups attending extra-curricular and extension activities to develop physical activities and/or nutrition

Action area 2.: Reduce the gap in academic achievement between groups of students (e.g. boys and girls / FSM / EAL)

Action area 3: School Governing Bodies and pupil representatives on all school committees are representative of the local and school communities they serve

These will continue as priorities for next year alongside a new target to Improve the teaching of themes relating to Black, Asian and Minority ethnic communities across all parts of the curriculum.

Toilet facilities

- ✦ The last new toilet facilities were fitted in October 2017/2018 in Year 3+4 and 2018/2019 in Year 1+2 and Nursery.
- ✦ Toilets are cleaned daily.
- ✦ We will move to a new building in September 2024 with brand new facilities.

Attendance

Since the pandemic attendance in all schools has been slow to recover. In Wales Average school attendance was 89%. Our school is significantly above at 93.4% but still a little short of our pre-pandemic levels-96.6%

Period: 01/09/2022 AM to 31/08/2023 PM

Scope: Whole School

Sessions	%	
Attendances	169291	93.39
Authorised absences	9838	5.43
Unauthorised absences	2144	1.18
Possible Attendance	181273	
Including		
Approved Educational Activity	1495	0.82
Lates before reg closed	1248	0.69
Lates after reg closed	80	0.04
Unexplained absences	0	0.00

Assessment and Target Setting

Assessment arrangements in schools are changing to reflect the new curriculum.

The guiding principles of the new assessment arrangements are:

Schools and settings will develop their own assessment arrangements to support the curriculum

Why are we doing this?

We are moving away from nationally required teacher assessments as part of a nationally prescribed curriculum. Working within the Curriculum for Wales framework, this change recognises that schools/settings are best placed to design the most appropriate curriculum and assessment arrangements for their learners and their contexts.

What does this mean for schools/settings?

Schools design a curriculum, they select the knowledge, skills and experiences that best support their learners to progress in the ways described in CfW - they will need to develop assessment arrangements to support each individual learner to progress in relation to their school/setting's curriculum. The focus will be on identifying where the learner is in their learning, their next steps and the support or challenge needed to move forward in their learning.

Judgements will not be made on the overall attainment of a learner at a specific point in time through the allocation of an outcome or a level on a 'best-fit' basis

- **Why are we doing this?**
- Assessment in the new curriculum is about continuously assessing learners' progress - not making one-off judgements at specific points in time.
- Assessment needs to reflect that learners' progression may be varied with different strengths and needs to improve so it doesn't make sense to categorise learners into a particular 'best fit' level.
- Foundation Phase outcomes and National Curriculum subject levels no longer exist under Curriculum for Wales and the end of phase and stage assessments will be removed.

- Learners in years 2 to 9 in state-maintained schools will continue to take the personalised assessments.

Assessment within our Curriculum at Ysgol Mynydd Isa

'Assessment is an integral part of the learning process, with practitioners working with learners to help identify their strengths, areas for development and next steps in learning.'

Teachers set targets alongside pupils. These targets enable pupils to understand their next steps, and enable them to recognise what and when they are achieving well. Older pupils have specific **Target Time** each week. This enables them to focus on their next steps in learning.

Pupil Progress Meetings between the Senior Management Team and teaching staff take place three times a year. This allows discussion of each pupils' general development including their health and well-being. Targeted support for individual pupils is discussed and agreed.

Standardised Tests in Spelling, Reading and Maths are used to further support our understanding of individual pupils' progression and needs.

Policies

This year, the teaching staff and governors have been extremely busy and a large number of school teaching policies have been reviewed. The scope of the policy document also includes areas such as subject aims and principles, the role of the curriculum subject leader and general assessment and reporting processes.

Some of the policies reviewed this year were:

Pay Policy	Safeguarding/Child Protection
Health and Safety	Transition Plan
Admissions	Medical Diets
Charging and letting	Digital Vision
Healthcare Needs	Governors' Allowances Policy

Grievance Policy	Redundancy
Educational Visits	Disciplinary Policy

The governing body were pleased to accept these reviews and thanked the staff involved for their time and commitment in creating the policy documents.

Summary of School Improvement Targets 2022-2023



YSGOL MYNYDD ISA

School Improvement Priorities 2022-2023

and

Outline priorities 2023-202

Priority 1	Priority 2	Priority 3
Area: Post Inspection action Plan	Area: Post Inspection action Plan	Area-Curriculum for Wales
Target: <i>Success Criteria</i> R1 Improve pupils' Welsh oracy skills	Target: <i>Success Criteria</i>	Target <i>Success criteria</i>

	R2 Develop the school's curriculum planning to reflect the diverse range of backgrounds and perspectives found in society	Continue to oversee and lead Curriculum for Wales development
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SELF EVALUATION SUMMARY

*Self-evaluation reports should be short, specific and evaluative and for this summary, evaluations are *by exception*. Therefore, only areas that are very strong/have shown good progress and areas in need of improvement are included.

**Areas for improvement will be addressed in the School Improvement Plan (S.I.P) 2023/24

Summary Self-evaluation



School name: Ysgol Mynydd Isa

Academic Year: 2022 to 2023

Inspection Area 1: Learning

Evaluation

Key evidence

1.1 Standards and progress overall

The strongest areas are:

- Standards in speaking, reading and writing
- Progress made by all pupils particularly post Covid

- Estyn Inspection report May 2022
- Pupil progress meetings

Action(s) areas to address improvement requirements

- **SIP 23/24 Priority 1-Target: To improve pupils' Welsh oracy skills**

Continue to develop and further embed good practice in use of Welsh Oracy

Why?

Teacher feedback -Good progress has been made against this Estyn recommendation from May 2022 but further work is needed to embed good practices and continue to develop learner confidence and expertise.

Action(s) areas to address improvement requirements

- **SIP 23/24 Priority 2: Target: To develop a reading culture**

Year groups to develop action plans to address specific aspects of reading -Parental

involvement for all year groups, Year 2+3 -phonics, develop a love of reading

Why?

-Teacher feedback highlighted a fall in parents reading regularly with their child

-Year 2+3 Standardised reading scores approx. 10% lower than other year groups.

-Teacher feedback that less pupils are reading for pleasure which impacts on standards at higher reading levels-SS of 115+

- Standardised test data-Personalised assessments and NFER
- Visits by Cymraeg Campus assessors

Inspection Area 2: Wellbeing and attitudes to learning

2.1 Wellbeing

The strongest areas are:

- Nearly all pupils feel safe and enjoy learning
- Behaviour is very good

- Estyn Inspection report May 2022
- PASS survey
- Learner questionnaires

2.2 Attitudes to learning

The strongest areas are:

- Engagement
- Concentration

- Estyn Inspection report May 2022
- PASS survey

Inspection Area 3: Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the curriculum

The strongest areas are:

- Engaging curriculum

- Estyn Inspection report May 2022
- Book scrutiny

The areas in need of improvement are:

3.2 Teaching and assessment

The strongest areas are:

- Relationships between teachers and pupils
- Quality of teaching-consistently high

- Estyn Inspection report May 2022
- Lesson Observations

Action(s) areas to address improvement requirements

- SIP 23/24 Priority 3 Target: To support all learners through effective feedback through effective peer and self- assessment

Why?

-Following lesson observations, SLT feel that there is a need to re-focus on the importance of effective feedback for all learners with a particular emphasis on peer/self-assessment

Inspection Area 4: Care, support and guidance

4.1 Personal development

The strongest areas are:

- Staff create an exceptionally warm and caring learning environment where pupils feel valued and safe
- Provision for tracking and monitoring
- Range of interventions

- Estyn Inspection report May 2022
- Pupil progress meetings

4.2 Safeguarding

The strongest areas are:

- School has robust arrangements for safeguarding pupils

- Estyn Inspection report May 2022
- LA Safeguarding audit

The areas in need of monitoring

- Complete Digi 360-address any outstanding areas
- Attendance; The whole school rate compares favourably with current national average but is still below the school's pre-pandemic rates of 95.6%. School continues to work with EWO to impact on families where there is an attendance issue.

Inspection Area 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers

The strongest areas are:

- Strong and effective leadership team
- Knowledgeable governors

- Estyn Inspection report May 2022
- GwE pre-inspection commentary

5.2 Self-Evaluation processes and improvement planning

The strongest areas are:

- Culture of self-evaluation
- Collaboration of staff

- Estyn Inspection report May 2022

Action(s) areas to address improvement requirements

- **SIP 23/24 Priority 4. Target: To develop class attainment and progress procedures for Literacy and numeracy.**

Why? SLT highlighted need to develop realistic assessment procedures to inform professional dialogue on pupil progress as the next step on our CfW development plan.

5.3 Professional learning

The strongest areas are:

- Professional development is linked closely to school priorities

- Estyn Inspection report May 2022

Action(s) areas to address improvement requirements

- **SIP 23/24 Priority 1-Target: To improve pupils' Welsh oracy skills**

Continue to develop and further embed good practice in use of Welsh Oracy

Why?

Teacher feedback -Good progress has been made against this Estyn recommendation from May 2022 but further work is needed to embed good practices and continue to develop staff confidence and expertise.

- **SIP 23/24 Priority 3 Target: To support all learners through effective feedback through effective peer and self- assessment**

Why?

-SLT feel that there is a need to re-focus on the importance of effective feedback for all learners with a particular emphasis on peer/self-assessment.

-Further developing teachers understanding of effective feedback using Mike Gershon's material to assist vulnerable pupils

Other key tasks for school

-Continue to provide effective intervention strategies to support pupils' basic skills

-New Campus-ensure stakeholders are informed and involved

Terminology:

SIP-School Improvement Policy

SLT-Senior Leadership Team

SS-Standardised Score

CfW-Curriculum for Wales

Whole School Improvement Targets 2023-234



Whole School Improvement Targets 2023-24-Summary of priorities

During this academic year the school will focus primarily on the following areas-

Priority 1 Area: Post Inspection action Plan Recommendation	Priority 2 Area: Reading	Priority 3 Area: Pedagogy-Focus on Feedback	Priority 4 Area: Curriculum for Wales- Assessment
Target: To improve pupils' Welsh Oracy skills	Target: To develop a reading culture	Target: To support all learners through effective feedback	Target: To develop class attainment and progress procedures for Literacy and numeracy

School Priorities 2024-26

- Focus will be centred around the successful re-location of the infant and junior site to one site on the new campus in September 2024
- Numeracy

A sample of Pupil Activities

Hello Yellow for World Mental Health Day -Monday 10th October

Once again, the school supported World Mental Health Day by taking part in Young Minds Hello Yellow day on Monday 10th October. We invited pupils to come into school in non-uniform with a yellow theme.

We also set up a Just Giving page for donations to Young Minds.

Queen Elizabeth II

The school reflected, remembered and celebrated the life of Her Majesty Queen Elizabeth II. Pupils from year one to six took part in assemblies and looked back at the life of Her Majesty. We were so proud of the pupils' attitudes and of how they dealt with the news with the greatest of respect. Staff were on hand for any individuals who needed any further reassurances on a one to one basis.

Forest School sessions

Nursery have started their weekly forest school sessions, and have loved the range of experiences on offer! They created a bridge for the gingerbread man to cross the river: used transient art techniques to create a giant natural gingerbread man and enjoyed a gingerbread biscuit around the log circle.



Friends of Ysgol Mynydd Isa (FOYMI)

We are very lucky to have a very active and supportive 'Friends' group run by a small number of parents. Mrs Salisbury and Mrs Curtis have met with the Friends committee to discuss fundraising ideas for this academic year. As a school we are very grateful for the time given by this group of parents to organise fundraisers for our school. Some of the fundraising events that they have organised in the past have been:

Some of the items that have been purchased as a result are:

- New reading books for school
- Playground markings
- Outdoor wooden gazebo
- ipads
- Spheros
- Outdoor storytelling chair-see photo below



FOYMI activities

- Film Night December Year3+4

A huge thankyou to the Friends of Ysgol Mynydd Isa for organising a film night for year 3/4 pupils . The children thoroughly enjoyed watching 'Nativity' with some treats to eat and drink. A great time was had by all!

- Xmas Hampers

We'd like to say thanks to the FOYMI volunteers who gave their time r to sort and wrap the colour hampers ready for the raffle which was drawn on Friday 16th December. They have also wrapped over 200 books ready for the infant children at the end of term.

- School council meeting

FOYMI representatives met with the school council to share ideas in how the school would like to fundraise and how they would like to spend the money.

Children in Need Day

Children in Need day this year was on Friday 19th November. All children came to school in Pudsey themed clothes, yellow or even spotty!

Flintshire Foodbank



The volunteers from Flintshire Foodbank came into school to collect the donations from both sites. We are very grateful to our families who have kindly donated to this local, very worthwhile charity.

Christmas Fundraiser Non-Uniform Day

Pupils wore non-uniform in exchange for donating a raffle prize for the year group colour hampers.

Caffi Isa

As a 'fantastic finish' to their topic 'Magnificent Mynydd Isa', our Year 3/4 pupils have displayed some of their creative work in Caffi Isa.

Pantomime

Pupils enjoyed their trip to the Aladdin pantomime at Rhyl

Elite Dance Studio

Year 3+4 pupils enjoyed a visit to the Elite Dance Studio and helped to decorate the Christmas tree in the community centre.

Matilda

Year 5+6 pupils went to the Argoed to watch an excellent production of Matilda

Christmas activities

- St James' Church-Some of our Year 3/4 pupils attended St. James' Church to sing some carols for the congregation. A lovely time was had by all.
- Reindeer and Elf Visit-Nursery and reception pupils had a special visit from some of Santa's reindeer and one of Santa's Elves who read a Christmas story to the children.
- Christmas dinner-A huge thank you to the kitchen staff who prepared a delicious meal.
- Party Days-Pupils came to school wearing own clothes on this day they took part in a variety of party games, a disco and enjoyed some party snacks.
- St Cecilia's Church-Nursery pupils visited St. Cecilia's church on Monday 19th December to take part in range of nativity activities.
- Concerts/Sing-a-longs and craft sessions-It was so lovely to welcome our families back into the school hall and share all the hard work by the children.



Children In Need

A big thank you to our families for your generous donations towards Children in Need, we raised a grand total of £340.24

Panathlon Challenge LRC pupils

Resource pupils came 2nd and 3rd in the Flintshire Panathlon Challenge

Pet food bank

Pupils and their families donated pet food etc to Jackson's Animal Rescue+Deeside PET foodbank. Thank you to Mrs Winterbottom for organising

Year 3+4 Cookery demonstration

As part of their 'stunning starter', our Year 3/4 pupils were treated to a brilliant show to launch their new topic. The children learnt all about the most important meal of the day, followed by learning about the food wheel. The children then took part in a live cooking competition, food tasting and finally using their red chilli/ green peas cards voted to see which team produced the best plate of food! A massive thank you to the 'School Food Showdown' company, the children had a fantastic morning! The pupils thoroughly enjoyed these experiences and they were a very exciting start to their new topic!

Welsh Year 5/6

Our Year 5/6 pupils received a Welsh language show, during which they discovered the history of the Welsh language in a very fun and exciting way. In the show, the pupils were visited by Mr R. Ben Igrw, who played the part of a statistician working for the Welsh Government. The Government gave him a task - to ensure that one million people can speak Welsh by 2050. He needed inspiration, and decided to research into the history of the language. He presented to the children 10 important historical events linked to the Welsh language - from the Act of Union, to the translation of the Bible, the treachery of the Blue Books to the Welsh Not.

First Aid workshops Year 1/2

The pupils were enthralled with the 'big start' to the Marvellous Me topic this week when they took part in a range of First Aid workshops across all five classes. They learnt about the recovery position, burns and scalds, don't touch tell around medicines, when to call 999 and applying bandages

Pentrellyncymmer Year 5.

Pupils had a fabulous time in Pentrellyncymmer.

World Book Day

Pupils were allowed to school on this day wearing pyjamas (bedtime stories) or as their favourite book character and they will take part in a range of World Book Day activities throughout the day.

St David's Day Celebrations

Wednesday March 1st Children were encouraged to come to school dressed in Welsh themed clothes over their school shirt and trousers/skirt e.g. Welsh rugby/football shirts, clothes in the colours of the Welsh flag. Welsh lady/Welsh gentleman costume etc. During the day, the infant pupils came together in the hall and sing a selection of Welsh songs, perform Welsh poems and talk about the cultures and traditions of Wales. They also be sampled some Bara Brith at snack time! Junior pupils took part in an Eisteddfod competition and will be undertaking some Welsh/St. David's Day activities.

Year 5 & 6 Girls Football Competition- Well done to all of the girls who took part in this competition. They displayed excellent sportsmanship, scored 15 goals and conceded 1 to make them Flintshire Champions!!!!



Year 5/5 Tag Rugby Festival-Congratulations to the upper junior pupils who competed in the Tag Rugby festival. The team won all 10 of their matches and demonstrated excellent sportsmanship throughout.



Year 3/4 Theatre Company Visit -Our Year 3/4 pupils were visited by the Welsh Theatre Company 'Mewn Cymeriad', who came into school to re-enact the reign of Henry VII and how the Tudors came to power. This was an excellent start to their new Tudor topic and was enjoyed by all!

Coronation Activities - Whole School -We all took part in a range of activities to mark the Coronation of King Charles III. Just a few of the activities are detailed below:

Tuesday 2nd May-The whole school gathered together for a whole school photograph to mark the occasion.

Friday 5th June-Coronation Parade- We all took part in a coronation parade around the local community starting at 9.30am from the junior site. It was great to be joined by family and community members who lined the streets to wave to us as we passed.

Friday 5th June-We had a whole School get together and Non-uniform-red, white and blue. During the afternoon, we gathered together on the infant field to sing songs, announce the winners of the Coronation Competition and eat our Coronation Cookies (which were kindly funded by The Friends of Ysgol Mynydd Isa).

Coronation - Whole School Art Competition.

We invited the pupils to make the following items: Reception: A coronation card for King Charles Year 1 and 2: Coronation bunting Year 3 and 4: a crown fit for a king Year 5 and 6: a coronation stamp.



Argoed Community Council.

We'd also like to say a big thank you to Argoed Community Council for purchasing every child in school a commemorative Coronation bookmark. Children will bring them home today.

Earth Day-Infants

As part of Earth Day awareness, the Infant Eco Council invited pupils to come to school dressed in 'Earth colours'. Pupils brought in donations totalling a fantastic £146.50! The council have decided that they would like to purchase a set of litter pickers and hoops to begin regular litter picks in and around the school site. What thoughtful and eco-conscious children

Kellogg's Cereals

A huge thankyou to Kellogg's, who have donated a box of cereal to every pupil today as part of their 'Food for a Better Day' initiative. Kellogg's Better Days® Promise is a promise to advance sustainable and equitable access to food by addressing the intersection of wellbeing, hunger, sustainability, and equity, diversity and inclusion (ED&I) for 3 billion people by the end of 2030.

Therapy Dogs visit

Thanks to Mrs Morgan & Betsie (Who has recently trained to be a therapy dog!) for visiting KS2. Our year 3's loved reading & spending time with you. Thanks also to Penny the Therapy Dog-Penny the therapy dog and Jenny have visited the FP. Penny brought a selection of questions for the children and was able to pick one for each child with her nose! They were questions like 'What do you enjoy most about school?' 'What do you find most difficult about school?' she also gave them a special message 'believe in yourself!'

Digital Wizards

Our Digital Wizards at the infant site have been meeting with Mrs Winterbottom who leads the group, to learn how to use a range of apps including Stop Motion and Scratch Jnr. It has been lovely to see the 'Digi Wizards' taking their knowledge back to class and teaching their peers.

Year 5/6 Evacuee experience

Our Year 5/6 pupils enjoyed their 'evacuee' experience this afternoon. They were all taken to the hall on the sound of the air raid siren and were allocated a 'home' to live in as an evacuee in wales during World War II.

Reception, year 1 & 2 Taekwondo-do taster session

The pupils in reception, year 1 and 2 had a taekwondo-do taster session on Tuesday with Mr Starr of UKTC who runs classes in Buckley, Kinnerton and Mold for children age 3-5 years and 5+ years.

Mental Health Awareness Week

We have a range of programmes to support pupils' mental health and well-being across school. Just a small number of our provisions include mindfulness practices through our Dots programme in foundation phase and Paws B in juniors and a variety of nurture programmes via our ELSA practitioner and learning support staff.

The theme this year for Mental Health Awareness Week is anxiety. Anxiety is something that we can all experience from time to time. If we don't know how to cope with our feelings of anxiety, they can get out of control and stop us from doing the things we need or want to do. The more often and the longer we feel anxious, the more it can become a problem.

School Council and Eco-Council-Walk to School Month

The infant School and Eco councils have been very active over the past month planning a Walk to School month in June. They have designed posters to promote this event and highlight some of the reasons behind the initiative such as 'healthy body, healthy mind', reduced pollution etc. They decided that each class will log how many pupils walk; park and stride; scoot or ride; or walk before/after school, and each week the winning class was announced in the celebration assembly .

Nant BH Residential Year 6

Pupils had a fabulous 2-night residential trip to Nant BH -Kayaking and gorge walking were amongst the favourite activities. Pupils were commended on their behaviour and positive attitude.

Budget 2022-2023

- **Budget Outturn Statement 2022/2023**-The school's budget appears large but has been artificially inflated by the arrival, often late of extra grants from the Welsh Assembly Government. We will continue to use this additional funding to help the recovery phase for our pupils. We will continue to invest in both wellbeing and academic catch up strategies



YSGOL MYNYDD ISA (426) **FINANCIAL OUTTURN 2022/2023**

BUDGET HEADING	FORMULA BUDGET 2022/2023	SCHOOLS PLANNED BUDGET 2022/2023	EXPENDITURE 2022/2023	DIFF + OR (-)
BALANCE FROM 2021/2022	396,510	320,456		320,456
EMPLOYEES	1,807,220	2,396,735	2,447,995	-51,260
PREMISES	146,960	122,271	124,730	-2,459
TRANSPORT		-		-
SUPPLIES	305,282	59,125	88,895	-29,770
PUPIL / ADULT MEALS	-	-	50,496	-50,496
SERVICE LEVEL AGREEMENTS / MUSIC	64,936	63,551	67,140	-3,589
INCOME	-	241,230	-367,768	126,538

TOTAL 2021/2022	2,720,908	2,720,908	2,411,487	309,421
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Term Dates

• The table below indicates the standard Flintshire school year. Our school will also be closed to pupils on the following training days:

Term Dates				
Term	Begins	Half Term Begins	Half Term Ends	Ends
Autumn	1/9/22	w/b 31/10/22	4/11/22	23/12/22
Spring	8/1/24	20/2/23	24/2/23	31/3/23
Summer	8/4/24	29/5/23	2/6/23	20/7/23

Training Days 2022/2023: 1/9/22;2/9/22;23/12/22;17/2/23;17/4/23;11/7/23

A summary of provision for extra curricular activities

The school offers an extensive range of sporting activities to pupils. These activities were available during the school day or as an extra curricular club. We offered the following clubs throughout the year.

Clubs

- Flag Football -Year 5/6 Mr King
- Choir-Mrs Salisbury
- ICT -Year 5/6
- Gardening -Year 5/6 Mrs Eagleton

- Netball- Year 5/6 Miss Jones
- Football -Year 5/6 Mr Ackers
- Draughts- - 3/4 Mrs Godwin
- Chess-Mr Collett
- Football-Year 3/4 Mr Edwards
- Rugby-Mr Collett

Appendix 1 - Curriculum Vision

The curriculum is at the heart of a school's purpose and our curriculum at Ysgol Mynydd Isa reflects our core values:

Moving Forward with **Respect**, whilst **Caring**, being **Happy** and **Together**.



Moving Forward - encouraging resilience through challenge

Respect - Valuing self, others and the community

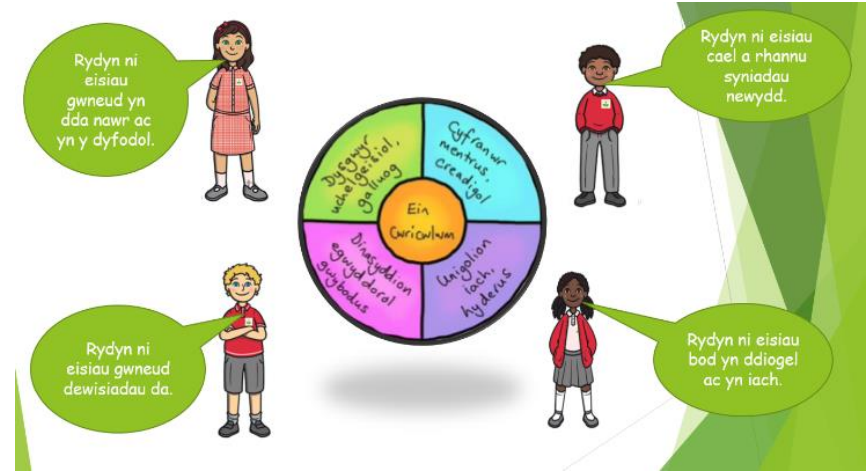
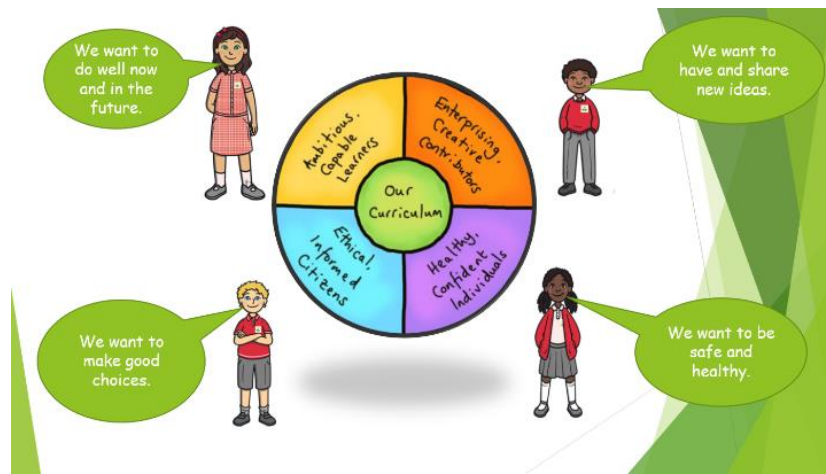
Caring - Nurturing self-esteem in a safe environment

Happy - Taking on every challenge with a smile

Together - Supporting all in an inclusive learning community

At Ysgol Mynydd Isa we use a thematic approach with an emphasis on cross-curricular links. This enables our children to apply their literacy, numeracy and digital skills, extending their vocabulary, knowledge and understanding, in a range of contexts.

Our curriculum is designed to ensure a child's development across the Four Purposes: Ambitious, capable learners; Ethical, informed citizens; Healthy, confident individuals and Enterprising, creative contributors.



Across all Areas of Learning and Experience (AoLEs), the application of numeracy, literacy and digital competency is robustly planned for. Teachers plan and deliver learning objectives pitched appropriately to the learners needs. Lessons have success criteria to ensure the learners are aware of the particular skills they are looking to develop within that lesson.

In addition to literacy, numeracy and digital competence, teachers plan for opportunities to address relationships and sexuality education in line with the new CfW. Our curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.

Patrwm y pythefnos 

Two of our 'Crew' sharing the infants site language pattern of the fortnight.

CYFARCH - GREETINGS

pwyt ti? who are you?
...ydw i. I am ...



The cultural and historical importance of our Wales is reflected in our curriculum. Learning AoLEs develops and celebrates the pupils' and Welsh language skills, and there are daily opportunities to reinforce these through Welsh around the school.



location in
across the
staff's
incidental

Our curriculum vision is embedded within our **Non-negotiables**, an agreed set of skills, knowledge and experiences that we believe all children should have when they leave our school at the end of Year 6.

- Speak and write confidently for different people and for different reasons.
- Read and hear lots of different types of texts including stories, poems and information.

- Read and use numbers higher than one million.
- Use: + - x ÷
- Know how to spend and save money safely.
- Tell the time
- Recognise and talk about different shapes.
- Use different tools to measure different things.
- Make and read charts and graphs.
- Use maths in real life situations.

Ambitious, capable Learners:



- Ask questions about how things work and know how to go about finding out answers.
- Ask questions about our Earth and beyond.
- Ask questions about Earth and the different materials and living things on it.

- Use maps to find out about Wales and our local area, as well as places around the world.

- Use a keyboard confidently
- Use technology to share work

- Know and talk about the different jobs that people do.
- Know and talk about the different jobs and industry in our local area.

- Look closely at how things are made and what are they made from to help design and make new things.

- Create:
- 2D artwork
 - 3D artwork On-screen presentations
 - Role-play/ drama
 - Dance
 - Music

Enterprising, creative contributors :



- Read, hear and watch the work of lots of different writers including Welsh poets and authors

- Listen to and talk about important musicians.
- Find out and talk about important artists.
- Watch Welsh film and television
- Visit a local theatre and gallery

- Think about and talk about our own work and that of others.
- Talk about what we like about other people's work.

- Ask questions and find out about the things that have happened in Wales and the wider world in the past, and know how to go about finding out answers.

- Ask questions and find out about important people from the past.

- Ask questions and talk about the things that can change: where, why and how people live.

Ethical, informed citizens:



- Ask questions and talk about different Religious Beliefs.

- Hear and speak some basic phrases in International Languages.

- Ask questions and investigate how people affect the local environment.
- Talk about and understand **Climate Change**.
- Talk and ask questions about **Sustainability**.

- Talk about and understand what **Democracy** is.
- Talk about **Human Rights**.
- Talk and know about the **Rights of the child** (UNCRC).
- Talk about **Stereotypes**

- Recognise happy and safe relationships
- Talk about how the things we do affect us and others.

- Talk about what we mean by risks and what to do to reduce them

- Know how to stay safe online

- Work and play independently
- Use a **growth mindset** when things are difficult
- Talk about what we do well, and how we can improve

Healthy, confident individuals:



- Know why exercise is important
- Know about the different food groups and Know what a balanced diet is
- Understand the effects of alcohol, smoking and other drugs

- Know how our bodies and feelings change as we grow up

- Play Team games, following the rules and playing fair.

- Know and use mindfulness strategies for well-being

Progression within our Curriculum

In order to ensure that the skills and knowledge taught build sequentially with logical planned progression, staff have worked cross phase using a small steps mastery approach to pinpoint progression within the descriptions of learning at each Progression step of each AoLE.

Assessment within our Curriculum

'Assessment is an integral part of the learning process, with practitioners working with learners to help identify their strengths, areas for development and next steps in learning.'

Teachers set targets alongside pupils. These targets enable pupils to understand their next steps, and enable them to recognise what and when they are achieving well. Older pupils have specific **Target Time** each week. This enables them to focus on their next steps in learning.

Pupil Progress Meetings between the Senior Management Team and teaching staff take place three times a year. This allows discussion of each pupils' general development including their health and well-being. Targeted support for individual pupils is discussed and agreed.

Standardised Tests in Spelling, Reading and Maths are used to further support our understanding of individual pupils' progression and needs.

Pupil Voice in our Curriculum

At Ysgol Mynydd Isa, we ensure Pupil Voice is meaningful and valued. Pupil School councilors, Eco-councilors, Digital wizards and members of the Criw Cymraeg share and make decisions that direct our curriculum and learning.

All pupils have an input at the start of topics to ensure the teaching and learning reflects their interests and needs.



