



Where we value and inspire all learners to become successful global citizens

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Headteacher/Prifathro: Mr Aaron Perrin

Annual Governors' Report to Parents 2023-2024

Dear Parents and Carers,

A message from the Chair of Governors- Barbara Lloyd

On behalf of the Governing Body of Hafod y Wern School, I am very pleased to present this annual report to parents.

All schools must have a governing body to oversee the aims and policies of the school, to appoint its staff and ensure financial stability. They are made up of staff, parents and members of the community. Our governing body has made changes this year. Rev Jonathan Smith stood down as chair of governors and I would like to thank him for his work, both as chair but also for his many years of being a governor at Hafod y Wern, which he continues to do. Thank you, Jonathan. Additionally, I wish to thank Rachel Morris and Adrienne Jeorrett, who have also stepped down from their governor positions this academic year. I took over as chair in September and Sion Edwards was elected as vice chair. Mrs Beverley Williams, the school's business manager, has joined the governing body as have two new parent governors, Eleri Dunley and Annie Ribiero.

The biggest school change for pupils' this year was saying goodbye to Mr Simon Edwards who had been head for many years and hello to our new head, Mr Aaron Perrin. Governors were delighted to appoint Mr Perrin, already an experienced head whom the appointment panel knew would be just right for Hafod y Wern. He is a local lad who was educated in Wrexham and lives with his family very near our school.

He and the staff have already been very busy reviewing school policies and strategies and planning for the future development of Hafod y Wern. Mr Perrin has been quick to recognise the quality of staff members and is keen to ensure that their talents and capabilities are used to their full potential. We all know that this will have an incredibly positive impact on the teaching and learning of all pupils as well as the wellbeing of the whole school community.

As you know, we were inspected by Estyn in February. Estyn is the education and training inspectorate for Wales and their aim is to improve education for learners. They identify both strengths and areas for improvement. In fact, the word Estyn means to 'reach out' and 'to stretch'. At Hafod y Wern, inspectors identified many, many strengths and areas to celebrate. They reported that pupils' are taught through a rich and varied curriculum where they make good progress. Wellbeing was a particular strength. Our work now is to build on

this excellent foundation, to develop skills and understanding further.

As members of the Governing Body, we are very proud to be associated with Hafod y Wern. All the staff work tirelessly to ensure that the school is a safe and happy place for children to learn and flourish. A good education is the best gift that any child can receive and we all endeavour to make our school motto, 'Dream. Believe. Achieve' a key to raising the ambitions and aspirations of all the children in school. As parents, I know that you share our enthusiasm for our school and will do all that you can to ensure that it continues to be the very best for your children.

Yours sincerely,

Mrs Barbara Lloyd

*Chair of Governors
Hafod y Wern Community Primary School*



Headteacher: Mr Aaron Perrin (1st September 2024)
Previous Headteacher – Mr Simon Edwards (Left 31st August 2024)
Deputy Headteacher: Mrs Nicola Hughes
Business Manager: Mrs Beverley Williams
Reception/Administration- Mrs C Richards

Chair of Governors: Barbara Lloyd
Vice Chair Sion Edwards
Clerk to Governors: Hannah Williams

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Wrexham governors support, Crown Buildings, Chester St,Wrexham, LL138BG

Governor Composition - November 2024

Headteacher*		Mr	Aaron Perrin
Local Authority	Chair of Governors	Mrs	Barbara Lloyd
Community	Vice Chair	Mr	Sion Edwards
Community		Rev	Jonathan Smith
Parent		Mrs	Amy Davies
Parent		Mrs	Laura Davies
Parent		Mrs	Annie Ribiero
Parent		Mrs	Eleri Dunley
Local Authority			Vacancy
Teacher		Mrs	Lauren Evans
Staff		Mrs	Beverley Williams
Community		Mr	Terry Walker
Local Authority			Vacancy
Community		Mr	Jim Steele

Polices and document ratified by governors 2023-2024

Policy/ document September 2023	Policy/ document January 2024
School Prospectus	Pay Policy
Framework of responsibility	Looked after, cared for Children policy
Register of business interests	Managing potential redeployment and redundancy policy
Relationship and Sex education policy	School Leave of Absence policy
Sustainable Development and global citizenship policy	Staff conduct policy

MDP443 - HAFOD Y WERN PRIMARY
SUMMARY FINANCIAL EXPENDITURE STATEMENT 2023/2024

Financial Year 1st April 2023 - 31st March 2024.

BUDGET HEADING	EXPENDITURE/ (INCOME) BUDGET	EXPENDITURE/ (INCOME) ACTUAL	BALANCE
STAFFING	1,581,154	1,517,800	63,354
PREMISES	101,380	112,198	-10,818
TRANSPORT	3,001	5,099.67	-2,099
SUPPLIES & SERVICES	44,315	54,059	-9,744
EDUCATION SUPPORT SERVICES	141,140	140,670	470
CONTINGENCY FUND	13,666	-	13,666
	1,884,656	1,829,827	54,829
OTHER INCOME	-365,821	-394,581	28,760
TOTAL NET	1,518,835	1,435,246	83,589
Balance b/fwd (as at 1/4/2023)	-112,679	-112,679	-
2023/24 net over/underspend	1,518,835	1,435,246	83,589
Balance c/fwd (as at 31/3/2024)	1,406,156	1,322,567	83,589

Reporting Requirements

The following information is taken from the Welsh Assembly Government guidance. All governing bodies of maintained schools are required by the Welsh Government to produce an Annual Report to Parents. Our report contains the required statutory content in line with the changes from previous years.

School Attendance 2023-2024

	Nursery (29 children)	Whole School (269 children)
Attendance- Present	77.34%	87.49%
Authorised Absence	6.52%	7.86%
Unauthorised Absence	16.15%	4.64%
Lates	0.46%	0.91%

Parents, Schools and LAs share the legal responsibility in respect of school attendance. A child may be absent on any day:

1. When prevented from attending school through sickness
 2. Exclusively set a part for religious observance by the religious body to which his / her parents belong.
 3. When the pupil and parents are on annual holiday during term time. A maximum of two weeks with the school's permission.
- The Local Authority has the power to issue Fixed Penalty Notices for unauthorised absence from School. These Fixed Penalty Notices could be issued to address any unauthorised absences from school in excess of five school days in one term. An

information leaflet will soon be produced by Wrexham County Borough Council to provide further details.

- We ensure fair and consistent implementation across all year groups including non-compulsory school age children.
- We endeavour to act which accords with objectives agreed between school and others, e.g. Education Social Worker, Parent and Behaviour Support Service.

It is the school's duty to inform you of authorised and unauthorised absences. The school works closely with the Educational Social Worker and School Attendance Officer and all of our school attendance data is shared with the LA.

Unauthorised absences during term time have impacted whole school attendance percentages. The schools' attendance figures are affected by pupils going on holiday in term time but more significantly your child's education is affected and valuable aspects of the curriculum are missed.

Thank you to all of the parents/ carers, guardians who phone in to report their children's absence. We are required by law to contact every parent when we have an unexplained absence. The office is open at 8.00am every morning and a message can always be left. Please work with us and let us know when your son/daughter is absent. If we have not received a call to inform us of your child's absence you will be contacted by the school after 9.30 to ascertain a reason for absence.

The Curriculum

Our school curriculum is at the heart of everything we do. Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to ensure this.

Our curriculum rationale puts our vision and values into context ensuring the four purposes is at the heart of all learning and teaching. Our pupils have named the four purposes and designed characters for each one. They receive a four-purpose sticker in the achievement assembly if they have displayed a four-purpose attribute during the week.

The four purposes are:

1. ambitious, capable learners ready to learn throughout their lives	2. enterprising, creative contributors , ready to play a full part in life and work	3. ethical, informed citizens of Wales and the world	4. healthy, confident individuals , ready to lead fulfilling lives as valued members of society
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Ambitious Anwen	Ethical Elis	Creative Carys	Healthy Huw

Four Purposes

<u>Ambitious, Capable Learners</u> I set myself targets and challenge myself to achieve. I am always learning and can apply my skills. I spend time reflecting on my learning. I can question and solve problems. I can communicate in different ways and in different languages. I can explain my work. I can use my knowledge of number in different areas. I can apply my Mathematical skills. I can use digital devices. I can research and evaluate. I am ready to be a lifelong learner	<u>Ethical, Informed Citizens</u> I will listen carefully and will ask for further information to form my own views. I can talk about current events. I know my rights as a child. I know my actions have consequences. I know about my culture - past, present and future. I understand that different people have different challenges. I care for the environment and look after it. I am ready to be a citizen of Wales and the world
<u>Enterprising, Creative Contributors</u> I can apply my knowledge. I can solve problems in different ways. I grasp opportunities. I take risks and don't mind getting things wrong. I can work with others successfully. I use my literacy, numeracy and digital skills in my learning to express my ideas and emotions. I share my ideas with others and use theirs. I am ready to play a full part in life and work	<u>Healthy, Confident Individuals</u> I have values and think about my spiritual and ethical beliefs. I am confident, resilient and empathetic. I know the importance of a healthy, balanced diet and exercise. I can who to talk to and where to find information about staying safe. I take part in physical activity. I make good lifestyle choices. I can confidently take part in a performance. I form positive relationships based upon trust and mutual respect. I face and overcome challenges I use my skills and knowledge to manage my everyday life I am ready to lead a fulfilling life as a valued member of society

Our Nursery and Reception pupils follow the Five Developmental Pathways Curriculum; this is part of the curriculum for funded non-maintained settings. This curriculum includes the five developmental pathways and the three enablers. The five developmental pathways are belonging, communication, exploration, physical development and well-being. Fundamental to this curriculum are the three 'enablers': Enabling Adults, Enabling Experiences and Enabling Environments. These enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning across the Curriculum for Wales.

For the pupils in year 1 to year 6, the curriculum includes the six Areas of Learning and Experiences (AOLEs): Language Literacy and Communication, Mathematical and Numeracy, Science and Technology, Health and Wellbeing, Humanities, Expressive Arts. The What Matters Statements for each Area is be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

The Six Areas of Learning (AOLEs)

Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Health and Wellbeing	Humanities	Expressive Arts
Disciplines developed in this school: Welsh, English, Literature	Includes 5 interdisciplinary competences: 1. Conceptual Understanding 2. Communication using symbols 3. Fluency 4. Strategic Competence 5. Logical Reasoning	Disciplines developed in this school: Biology, Chemistry, Physics, Design and Technology, Computer Science, Information and Technology	Disciplines developed in this school: Physical Education, Mental Health, Emotional and Social Wellbeing	Disciplines developed in this school: Geography, History and Religious Education	Disciplines developed in this school: Art, Music, Dance, Drama,

All year groups follow the cross-cutting skills for Literacy, Numeracy and Digital Competency Framework and the cross cutting themes: Relationships and Sexuality Education, Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC), Diversity, Careers and work-related experience and Local and National and International Context all permeate through our curriculum.

Cross Curricular Skills

We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks: Literacy, Numeracy and Digital Competence.

Cross-Cutting Themes

Relationships and Sexuality Education	Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and work- related experience	Local, National and International Context
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The 12 Pedagogical Principles

All of the 12 pedagogical principles are utilised at Hafod y Wern:

1. Maintain a consistent focus on the overall purposes of the curriculum.
2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Means employing a blend of approaches including direct teaching.

4. Means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Creates authentic contexts for learning.
7. Means employing assessment for learning principles.
8. Making connections within and across AOLES.
9. Cross-curricular responsibilities.
10. Encourages learners to take increasing responsibility.
11. Supports social and emotional development and positive relationships
12. Encourages collaboration

Inclusiveness

Additional Learning Needs (ALN). As a school we ensure the needs of all learners are met through high quality teaching and learning provision. Our Universal Provision includes:

- Whole class teaching
- Effective differentiation
- Collaborative group work
- Individual and small group interventions
- Appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Hafod y Wern, most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs.

Provision Offered			
<u>Cognition and Learning</u> Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids Visual timetables Use of writing frames ICT/tablet devices Coloured overlays Phonics Games Dynamo Maths (Individually tailored dyslexia intervention program) IDL (Spelling and reading program) Catch up Literacy (phonics, reading sentence support) RWI (Read Write Inc Phonics intervention) Groups / 1:1 sessions	<u>Communication and Interaction</u> Flexible teaching arrangements Structured school and class routines Differentiated curriculum delivery Differentiated outcomes Increased visual aids Visual timetables/calendars Use of symbols Give information in small chunks Now and next board Pre teach vocabulary Makaton (Communication aid) Social stories Lego Therapy (Supports Communication) SALT (Speech and Language therapy) Literacy Support (outside agency supporting literacy) Language outreach (outside agency supporting language development)	<u>Behavioural, Emotional and Social development</u> Whole school and class reward system Whole school/class rules Whole school Policy for behaviour Circle time as part of citizenship Fidget toys/sensory items ABC chart General guidance from ANEW (Behaviour support from LA) Calm down box/area Break tasks down Wellbeing sessions – Meditations Gardening mentoring School counselling 1:1 ELSA (Emotional literacy support Assistant) 1:1 Fishing mentoring group Alex Kelly (social communication support) Referrals to Behaviour Support Referrals to neuro development team	<u>Physical and medical</u> Accessibility to move around the classroom Classroom resources – Sloping board, adapted chairs, scissor, and pencil grip. Use technology to support learning Suitable materials (books, paper) Therapy Putty Fine Motor Group Physio exercises School nurse support Referrals to Occupational Therapy

Statutory Elements

The school has used the statutory elements within the Curriculum for Wales Framework when designing our curriculum. The statutory elements are as follows:

- Careers & work-related experiences

- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Relationships and Sexuality Education Code – We follow the code set out by the Welsh Government

Assessment

We use the continuum of learning from ages 3 to 16 to assess our pupils. We utilise various assessment strategies, which enable each individual learner to make progress at an appropriate pace. Assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

This includes:

- Assessment for Learning (AFL) Supporting individual learner progression on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time
- Progress monitored termly
- Pupil progress meetings held termly
- Taith 360, an online resource used as an assessment and tracking tool
- Parents' Evenings termly
- PASS, (Pupil attitude to self and school) to assess learner wellbeing
- CATS, (Cognitive Ability Tests)
- Person Centred Profiles

Formative Assessment Strategy / Principle

The following outlines the main strategies and principles that we use:

- Class climate and culture
- Growth Mindset, Learning powers, Learning zones, celebrating mistakes, embracing challenge
- Involvement of learners in the planning
- Talking Partners
- Learning outcomes and Success Criteria
- Feedback - Verbal, Peer and Written
- Prior / Current knowledge and questioning
- Differentiated challenges / eliminating ability grouping

We use the what Matters Statements for the 6 Areas of Learning and Experience Languages, Literacy & Communication

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Mathematics and Numeracy

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models' chance, and both support informed inferences and decisions.

Science and Technology

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Computation is the foundation for our digital world.

Health and Wellbeing

Developing physical health and well-being has lifelong benefits.

How we process and respond to our experiences affects our mental health and emotional well-being.

Our decision-making impacts on the quality of our own lives and the lives of others.

How we engage with social influences shapes who we are, and affects our health and well-being.

Healthy relationships are fundamental to our well-being.

Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Expressive Arts

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Welsh and Cwricwlwm Cymreig

The Welsh language is very much a part of the day in school. Children are greeted and registered in Welsh. Teachers use incidental Welsh throughout the school day and expect children to use Welsh in a range of contexts. After gaining the Cymraeg Campus Bronze Award in the Summer Term of

2019 the school is now working towards achieving the Silver Award. In order to gain the silver award, the school must achieve the following targets:

- Welsh is prominent on some displays and signage around the school
- Many of the pupils have an understanding and respect for the culture and language of Wales
- Pupils are able to speak Welsh in a range of situations within their classrooms
- Pupils are able to speak Welsh in a range of situations outside their classrooms
- The Criw Cymraeg lead the majority of a weekly Welsh assembly
- Pupils make good use of apps and websites to enhance their learning and enjoyment of Welsh
- The school organises a range of enrichment activities to develop pupils use and enjoyment of Welsh
- Welsh guided reading groups are held weekly
- Aspects of one subject is taught through the medium of Welsh
- Many of the pupils have a positive attitude towards learning Welsh

One aspect of the Cymraeg Campus is that the school has their own Criw Cymraeg. The Criw Cymraeg are a group of learners who promote the use of Welsh within their classrooms and beyond. They are responsible for developing the Welsh language and Welsh culture throughout the school.

All classes in the school have voted for two members of their class to be the Criw Cymraeg representatives. Criw Cymraeg meetings are currently taking place on Microsoft Teams to provide the pupils with the opportunity to communicate messages, discuss how Welsh is being developed in their class and to monitor progress.

Welsh is taught explicitly each week in lessons. We also have daily Welsh Helpwr Heddiw sessions and weekly Welsh assemblies. Both the Foundation Phase and Key Stage 2 have a Criw Cymraeg (pupil voice group) that are responsible for introducing new Welsh patterns to the rest of the school as well as leading assemblies. Every half term, one-week reading is solely dedicated to the language of Welsh.

The Welsh language is very much a part of the day in school. Children are greeted and registered in Welsh. Teachers use incidental Welsh throughout the school day and expect children to use Welsh in a range of contexts. Each class completes a daily Helpwr Heddiw session reviewing Welsh language patterns. Welsh is also taught explicitly each week in lessons. Each class has a Detectif Cymraeg each week – a child who listens out for others using Welsh phrases in school. We have weekly Welsh assemblies where the Criw Cymraeg award the Detectif Cymraeg certificates. Both the Foundation Phase and Key Stage 2 have a Criw Cymraeg (pupil voice group) that are responsible for introducing new Welsh patterns to the rest of the school as well as leading assemblies. In Key Stage 2, Welsh guided reading is completed over two weeks each term. The book is then used throughout the term during Helpwr Heddiw sessions. In Foundation Phase, Welsh reading is completed regularly as a whole class and is enhanced with the use of Fflic a Fflac interactive resources.

Digital Learning

Our digital learning provision is strengthened each year through purchases of new devices and subscriptions to relevant learning websites. To develop children's Digital Competency skills further, staff are providing Information Communication Technology lead lessons. The aim is for Digital Competency Framework (DCF) skills to be targeted and enhanced through innovative teaching opportunities. Pupils from year 1 to year 6 are chosen as digital leaders, digital leaders meet at least every 6 weeks throughout the year. These pupils are responsible for supporting others pupils digital learning.

Numeracy

Improving basic skills in numeracy was, and still is, a focus in the school. Our pupils have access to both a maths scheme of work and online resources to develop their skills. Maths lessons are started with a mental maths opener, drilling number bonds and times tables. Activities are planned at three different levels, these activities are then further enhanced with the use of RM Maths / TTRockstars online resources which is used by pupils in year 1-6. Year 2-6 pupils complete online personalised assessment in procedural maths and reasoning maths, twice a year.

Literacy

Read, Write, Inc (RWI) resources continues to be used as our phonics scheme with Foundation Phase pupils and a few pupils in Key Stage 2. Pupils are grouped by ability to enable teachers and teaching assistants to deliver small group, fast-paced phonics sessions. Pupils are tested every half term and regrouped according to their need.

Additional Learning Needs (ALN)

ALN Code 2.3: "A person has Additional Learning Needs (ALN) if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision (ALP)".

During the four-year implementation period, to make sure children continue to receive the support they need, the ALN system will operate alongside the SEN system.

From September 2021, maintained settings and local authorities needed to follow the additional learning needs and educational tribunal act 2018 (ALNET) and the additional learning needs code for Wales 2021.

From January 2022, children who were on the SEN system started to move into the ALN system. The table below shows children in maintained settings who will be moved to the new ALN system.

Spring and summer term of school year 2021 to 2022	Nursery, Year 1, Year 3 and Year 5
School year 2022 to 2023	Reception, Year 2, Year 4 and Year 6
School years 2023 - 2025	Nursery, Year 2, Year 4 and Year 6

This year is a period of transition, hence the mixture of provision and documentation. Pupils who currently have Targeted Universal Provision (TUP) plan may be considered as having ALN in the future or their needs may be met by the Universal Provision. All pupils will be monitored and teacher and ALNCo will work collaboratively to meet the individual needs of all pupils. Individual development plans (IDP) are written and maintained by the school for pupils who are identified as having ALN.

Hafod y Wern Community Primary School has an Additional Learning Needs Coordinator. The Additional Learning Needs Coordinator is Mrs Goodall. Mrs Goodall coordinates and manages the Targeted Universal Provision (TUP) plans and Individual Development Plans (IDPs) with the teachers for the pupils in mainstream classes.

The school has an Additional Learning Needs Resourced Provision. This is situated in the KS2 area of the school, it was managed by Miss Abi Russell. The class has four teaching assistants working with 11 pupils. The Resourced Provision provides support for the children who are identified as

having ALN and need a higher level of support. All pupils in the Resourced Provision have an Individual Development Plan, which are reviewed annually together with and a Targeted Universal Plan (TUP) to work on their small step targets. In September 2024, we launched our new Resourced Provision class for Early Years nursery children. Mrs Alannah Freeman teaches in our new class, supported by 2 fulltime teaching assistants. Our pupils have further benefitted from our new sensory room thanks do a donation of £2000.

Communication with Parents / Carers

We communicate effectively with parents/carers on a regular basis via apps and social media

Parents / carers are informed how to support their children's learning at:

- Parents' Evenings
- Homework tasks
- Online activities

We have effective two-way communication through the following methods:

- Face-to-face conversations / meetings
- SeeSaw
- Emails
- Telephone calls

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

Toilet Facilities at the school

The school provides toilet facilities that are suitable for the age of pupils in our care. The toilets are cleaned daily and there are trained staff within the school to clean the toilets when necessary during the day.

Pupils with disabilities

Hafod y Wern Community Primary School is an inclusive school and as long as there is a place for your child in the particular cohort, we will not refuse admittance of any pupil. The building is fully compliant with accessibility regulations ad includes disabled facilities including a wet room/ shower accessible to all users.

Language Category of the school

The language category that most closely describes the school is English. Pupils in the school are taught Welsh as a second language and incidental Welsh is a part of every day school life.

Sport at Hafod y Wern

Description- PE	Progress- Good
Sports Council	Ten of our Year 5 learners make up the school's sports council. Each member completed the Playmakers course which developed their coaching skills. All members were given their badges. The sports council's first meeting took place on 25th November. Each member is now clear about their role within the school. Learners discussed that whilst completing the award they talked about role models within sport – they thought it would be nice to create posters about these role models and display them around the school. Sports council members are looking forward to discussing how we can celebrate and share sporting achievements from outside of the school environment.
Football	The football team will be playing in a tournament at Rhosnesni High School on Thursday 23rd November 2023. Children will play a variety of games against other schools.
Sports day	Queensway for Years 1 to 6. It will take place on Thursday 6th June 2024. The children will take part in a variety of races.
Playmaker Course	Ten of our Year 5 learners were selected to attend the playmaker course on Tuesday 21 st September. The playmaker course aims to develop the children's coaching skills and give them the confidence needed to run activities for others. These learners were encouraged to transfer the skills learned by sharing activities with the schools Sport Council during meetings.
Rugby	All classes in Key Stage 2 took part in rugby sessions for five weeks week beginning 13th November. The sessions provided by Callum Riordan who works alongside Active Wrexham. During the sessions, all pupils will learn new skills and play a new sport.
Swimming and Gymnastics	Ks2 attended gymnastic lessons at Queensway gym per term. The learners developed their gymnastic skills and thoroughly enjoyed using all of the fantastic equipment available. KS2 have also attended swimming lessons at Waterworld Leisure and activity centre. Our allocation at Waterworld is still reduced but Waterworld have now employed another swimming teacher. We currently have a group of non-swimmers and a group of swimmers. The learners gained confidence in the water and their swimming technique.
Cricket	Classes 6, 7, 8 and 11 participated in cricket lessons for five weeks last academic year. The sessions were provided by Cricket Wales.

After school Clubs

A wide variety of after-school clubs are provided to reinforce the elements of Health and Well-being and ensure there are opportunities for all children.

The clubs that have taken place this last academic year are dance, drama, creative club, gardening, Urdd, performing arts activities, digital club, Welsh dancing, netball, football, reading with parents / pupils, choir, football, cooking with parents craft/stone and art. Health & Well-being of all stakeholders is a focus and a high priority across everything we do at Hafod y Wern. Growth mind set is an important key element of our curriculum. We promote a positive approach to behaviour management. Emotional wellbeing is key to success. Pupils engage in mindfulness activities and have the opportunity for brain breaks throughout the day.

Community Links

Mrs Rachel Morris works alongside parents to develop and strengthen home school links and to ensure the welfare of all of our pupils. Any parents who needed to see Mrs Morris can make an appointment via the main office.

- The Wrexham Foodbank attended the school for Harvest festival
- Class visits to St. Mark's church
- Class visits to Ty Pawb
- Class visits to The Venture
- Class visits to the Wrexham museum
- P. C. Jane Ellis visited the school to lead community engagement topics to pupils
- 'Come and Cook' sessions with the Caia Park Partnership

Outdoor and Adventurous

Each year we take 29 pupils to Nant Bwlch yr Haern in Betws y Coed on a three-day residential course. In 7-9th February 2024, 29 of our children had a fantastic time in Nant BH. The pupils enjoyed canoeing, mountain walks, high ropes, orienteering and a night walk.

Changes to the School Prospectus

The prospectus gives the relevant and required information for parents who have children at the school or for prospective parents who would like to find out more about the school. The prospectus is available on request at the main office and on the school website. There have been a number of changes to the school prospectus.

They are as follows:

Staffing personnel- updated

Holidays- updated

School staffing- up dated

Review of School Improvement - 2023-2024 targets		
Priority	Summarised Actions	Judgement
Key Priority 1 Improving provision and skills for younger pupils in school by implementing the curriculum for non-maintained settings to include the five developmental pathways	On-entry assessments were completed with Nursery and Reception pupils in October 2023. The results showed that most pupils enter school substantially below expectations. These results were shared with parents during parents' evening where the parents were able to share their opinions on their child's needs. The assessments have allowed staff to plan more appropriately for the children's needs. The Leuven scales assessment is now an embedded assessment for the pupils' wellbeing, it helps to focus observations and supports staff to provide better next steps. Planning has been adapted to use the developmental pathways curriculum in Nursery and Reception. The learning environment is now adapted to suit learners needs allowing a more holistic approach to teaching and learning.	Good
Key priority 2 To develop self-confidence, listening skills and widen learners' vocabulary; to enable all learners to converse with a wider audience with confidence.	In the Foundation Phase role play areas and Bag Siarad (show and tell) are in place and are helping to support the development of the pupils' oracy skills. Learners have responded positively to Bag Siarad and have been enthusiastic about bringing in special items to talk about in class. Bag Siarad has developed all pupils speaking and listening skills. Pupils have increased in confidence when presenting to a larger audience such as class assemblies. In Key Stage 2, teachers regularly include independent learning opportunities across areas of learning and experience. The Local Authority Speech and Language Team have supported all classes in Foundation Phase to deliver the narrative project to develop pupils' oracy skills. Most pupils have shown an increase in scores from the start of the year to the end.	Good
Key Priority 3 To embed the use of Welsh language across the school	The school is working towards the Siarter Iaith Silver Award for the use of the Welsh language throughout the school. The school and the Criw Cymraeg pupils have worked to develop the use of the Welsh language through improved signage, new Welsh language booklets, Helpwr Heddiw sessions, playground games, a Welsh class mascot and weekly Welsh assemblies including Detectif Cymraeg certificates. Long term planning considers Welsh links and Cynefin throughout all the areas of learning and experience. Guided reading is completed termly in Key Stage 2. Welsh activities are shared on Seesaw to encourage parental engagement with the Welsh language. All learners use a range of apps to record their Welsh oracy work. The school has celebrated several Welsh language themed days and events, such as Year 1 and 2 participated in the Welsh Jambori in July 2024. All learners took part in the School Eisteddfod in March 2024 to celebrate Welsh culture through a range of activities such as craft and singing. All staff have received training in basic Welsh phrases to use in the classrooms and around school. Clwb Cymraeg ran in the Spring term after-school on a Tuesday.	Good

