



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

Annual Governors' Report to Parents 2022-2023

Dream Believe Achieve

A message from the Chair of Governors- Reverend Jonathan Smith

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

Every school must have a Governing Body to oversee the aims and policies of the school, to appoint its staff and have financial oversight. They are made up of staff, parents and members of the community but no one is paid to be a governor! At Hafod y Wern, we have seen some changes amongst the governors recently. Most notably and sadly, Emlyn Jones OBE, the former chair, died suddenly in May 2023. Having spent a life time in education, Emlyn was able to bring invaluable expertise and experience to the Governing Body. His contribution is greatly missed.

Other Governors have retired recently and we are grateful for their service. It has been good to welcome new Governors bringing different skill sets to the role. There are still places available for parent governors. If you could help support the school in this way, please let us know.

Much effort has been concentrated in the past year to recover ground lost in the Covid years. Evidence in this report shows that good progress has been made in this direction. As the school moves forward, particular emphasis is being placed on improving provision and skills for younger children. All learners will be helped to converse more effectively and with confidence. In line with Welsh Government policies, greater use will be made of the Welsh language through out the school

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

School Information

Headteacher: Mr Simon Edwards

Deputy Headteacher: Mrs Nicola Hughes

Business Manager: Mrs Beverley Williams

Reception/Administration- Mrs C Richards

Governors:

Chair of Governors: Reverend Jonathan Smith

Vice Chair Mrs Barbara Lloyd

Clerk to Governors: Hannah Williams

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Wrexham

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Governors Information September 2023

Headteacher*		Mr	Simon Edwards
Community	Safeguarding – Link Chair Of Governors	Rev	Jonathan Smith
Parent		Mrs	Amy Davies
Parent	Finance Link	Mrs	Laura Davies
Parent			Vacancy
Parent			Vacancy
Local Authority	H&S Link	Mrs	Adrienne Jeorrett
Local Authority	SEN/Finance Link	Mrs	Barbara Lloyd
Teacher		Mrs	Lauren Evans
Staff		Mrs	Rachel Morris
Community	H&S Link	Mr	Terry Walker
Local Authority			Vacancy
Community	Finance Link	Mr	Jim Steele
Add Community	ALN Link	Mr	Sion Edwards

Chair of Governors-Reverend Jonathan Smith
C/o Hafod y Wern Community Primary School, Deva Way, Wrexham , LL13 9HD

Clerk to Governors- Hannah Williams [-hannah.williams@wrexham.gov.uk](mailto:hannah.williams@wrexham.gov.uk)
Wrexham governors support, Crown Buildings, Chester St, Wrexham, LL13 8BG

Polices and document ratified by governors 2022-2023

Policy/ document	Policy/ document	Policy/ document
September 2022	January 2023	July 2023
School Prospectus	Pay Policy	Curriculum Policy
Framework of responsibility	Safeguarding and Child Protection Policy	Equality Policy- Strategic Equality Plan
	Additional Learning Needs Policy	Performance Management Policy
	Freedom of Information Scheme	Capability Policy, Capability Process Flow Chart
	Governors Annual Report to Parents	School Uniform Policy
	School Toilet Policy	Online Safety Policy
	School recruitment and selection policy	Substance Misuse Policy
	Managing Redundancy and Redeployment Policy	CCTV Policy
	Positive Handling and Physical Intervention Policy	Code of practice for Council run buildings
	Covid 19 Educational Visits Policy Supplement	Managing Attendance Policy
	Attendance Policy	Assessment Policy
	Attendance Guidance	Counter Fraud Strategy

WREXHAM COUNTY BOROUGH COUNCIL
 FINANCE AND PERFORMANCE DEPARTMENT
 CHILDREN AND YOUNG PEOPLE ACCOUNTANCY
HAFOD Y WERN PRIMARY MDP443

SUMMARY FINANCIAL EXPENDITURE STATEMENT 2022/2023
Financial Year 1st April 2022 - 31st March 2023

BUDGET HEADING	EXPENDITURE/ (INCOME) ACTUAL	EXPENDITURE/ (INCOME) PLANNED BUDGET	BALANCE
STAFFING	1,547,006	1,510,034	-36,972
PREMISES	79,372	72,738	-6,634
TRANSPORT	4,878	6,200	1,322
SUPPLIES & SERVICES	94,134	138,908	44,774
EDUCATION SUPPORT SERVICES	153,953	153,404	-549
CONTINGENCY FUND	0	48,980	48,980
TOTAL EXPENDITURE	1,879,343	1,930,264	50,921
OTHER INCOME	-395,966	-334,208	61,758
BALANCE AS AT 1st April 2022	-241,543	-241,543	0
TOTAL NET EXPENDITURE	1,241,833	1,354,513	112,680

Account	Balance Bought Forward from Previous year £	Credits 2022-23 financial year £	Debits 2022-23 financial year £	Closing Balance £
Hafod y Wern School fund Account	10,357.54	12095.38	820.10	21632.76
Hafod y Wern School Equipment Account	2363.53	4479.76	4108.61	2734.65
Friends of Hafod y Wern Account	2153.47	00.00	5.00	2148.47

Reporting Requirements

The following information is taken from the Welsh Assembly Government guidance document, 'Regulations about reporting school and pupil information.'

School categorisation did not take place in academic year 2022-2023. Regional consortia and local authorities will continue to work in partnership with schools to help provide them with the support they need to improve and to successfully implement our ambitious reforms. Schools will not be assigned a published category as part of this support process

Modifications were made to some of the regulations underpinning the reporting and collection of school information to take account of the disruption to schools as a direct result of coronavirus. The Welsh Government recognised that schools and local authorities may have been unable to comply with certain statutory requirements and the disproportionate administrative burden they may have posed during these challenging times. Amending regulations were brought into force to modify or dis-apply a number of school reporting requirements in relation to the 2019 to 2020 and 2020 to 2021 school years.

These changes include the permanent revocation of the School Performance and Absence Target Setting (Wales) Regulations 2011.

These Regulations supported the Welsh Government decision to cease publishing comparative information about end of phase or key stage teacher assessment data and National Reading and Numeracy Test data at a school, local authority or regional consortium level.

Schools, governing bodies and local authorities continue to have access to their own data, alongside national level data and, therefore, are still able to consider their outcomes in a national context to inform their self-evaluation and improvement planning.

The Welsh Government continues to collect individual pupil level data to enable research and evaluation around particular policy interventions, for example to understand the impact of learner outcomes on additional developmental programmes throughout the education system. Teacher assessment data is unavailable for 2019 to 2020 and 2020 to 2021, as a result of the disruption due to coronavirus and the relaxation of reporting requirements as explained above. End of phase or key stage assessments will cease to exist for learners rolled-out on the new curriculum.

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 for this year. We have also included additional information and guidance we think is helpful for parents. This report complements the newsletters we publish every Friday that celebrate the many achievements of our pupils.

School Attendance

Period: 01/09/2022 to 21/07/2023

Percentage of sessions

Group	Presents	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year N2	78.4	9.9	11.8	100.0	78.4
Year R	75.1	11.8	4.9	100.0	83.3
Year 1	80.2	10.7	6.7	100.0	82.6
Year 2	88.6	8.5	2.8	100.0	88.6
Year 3	85.5	9.4	4.7	100.0	85.9
Year 4	83.4	10.9	5.3	100.0	83.8
Year 5	85.9	8.1	3.6	100.0	88.3
Year 6	77.4	8.9	3.9	100.0	87.2
Totals	82.2	9.7	4.8	100.0	85.5

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 £60.00 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.

Holidays during term time have been a problem over the last year. 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 son/daughter'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
			
Ambitious Anwen	Ethical Elis	Creative Carys	Healthy Huw

Four Purposes

Ambitious, Capable Learners

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

Ethical, Informed Citizens

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
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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	Disciplines developed in this school: Biology, Chemistry, Physics, Design and Technology, Computer Science, Information	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,

	5. Logical Reasoning	and Technology			
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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)

The Special Educational Needs (SEN) system is being replaced by the Additional Learning Needs (ALN) system. This is happening over four school years, between September 2021 and August 2025.

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 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.

Communication with Parents / Carers

We communicate effectively with parents/carers on a regular basis e.g. weekly newsletter
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 who has mainstream academic ability.

The new school building is fully compliant with accessibility regulations.

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 Ana Sousa	Progress- Good
Sports Council	Early in the academic year children were encouraged to apply to be in the school's sports council. They were required to write and deliver a speech to their classmates giving reasons as to why they would like to join and how they can help develop physical activity in our school. Two children were appointed from each class (Year 1 – Year 6). The council members will attend one meeting every 4 weeks on Teams will give their feedback about sport within the school.
Yoga	Children in year 1-6 took part in a yoga session on Tuesday 19 th October led by Eve from Active Wrexham. Each class had a 30-minute session which was thoroughly enjoyed by all.
Active Young People Officer	Our school has had a new active young people officer Rob Ward. He came into school on Tuesday 19 th October and worked with Eve Jones Yoga teacher, during the yoga sessions. Ana Sousa has organised for Rob to start working alongside Class 12 every Friday for four weeks. Rob Ward will be delivering both the Real PE scheme and multi-skills games.
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 will be encouraged to transfer the skills learned by sharing activities with the schools Sport Council during meetings.
Taekwondo	Class 7 and 11 have participated in Taekwondo sessions led by Matthew from Ady Jones Taekwondo Family Martial Arts Centre. The children have really enjoyed learning new moves and techniques.
Swimming and Gymnastics	Children in year 5/6 have started going swimming during Autumn term. Each class has had 4/5 weeks of swimming lessons. Class 9 attended gymnastics on Thursday 4 th November at Queensway. They will be attending for an hour session for 10 weeks. Class 10 and 11 will also be attending later on in the academic year.
Indoor Athletics	Our school has entered the Wrexham primary school's indoor athletics competition. Active Wrexham officers will be coming into school to complete the competition with the children.
Fishing Mentoring sessions	Fishing sessions took place at Commonwood Fishery. The Angling Times national magazine, had a feature on the success of the school mentoring scheme and the headteacher spoke about mentoring through fishing on Talk Sport Radio.

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 is the parent support worker in our school. She 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.

- Come and cook sessions with children and parents
- Year 5/6 World of Work – entrepreneur workshop
- KS2 gardening competitions with the Caia Park partnership
- 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 Wrexham museum
- P. C. Jane Ellis visited the school to lead community topics to pupils

Wrexham football club visited the school regularly as part of the Premier league stars

Outdoor and Adventurous

Each year we take 30 pupils to Nant Bwlch yr Haern in Betws y Coed on a three-day residential course. In February 2022, 30 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 2022-2023 targets

Priority	Summarised Actions	Judgement
Priority 1 To improve standards and provision in Foundation Phase (FP).	- An electronic audit of indoor provision resources has been created and gaps have been filled by purchasing resources needed. This has ensured consistency across the 3 classes with resources available for all activities. Areas have been labelled correctly with words and pictures, and shadows have been used where applicable. This allows children to have greater independence when accessing resources and putting them away after use. It also helps children to develop responsibility and respect as they care for the resources they use. - Improvements have been made to the shared Foundation Phase outdoor area - All teachers have received outdoor learning training in literacy and numeracy - Staff have visited a number of other settings as part of the Early Years network meetings - All teachers attended the termly GwE Foundation Phase network meeting, which was held at Hafod y Wern in the Autumn and in Summer term - Seesaw is being used well throughout Foundation Phase to record children's work across all areas of learning - As part of the Elizabeth Jarman project these areas have been well developed in Nursery and Reception, allowing children to use authentic and intriguing resources to develop communication skills, creativity and independence. The priority and the achieved activities has changed the classroom practice and management procedures for teaching and learning in our Foundation Phase.	Excellent progress
Priority 2- To improve the standards of Mathematics and Numeracy throughout the school	Pupils were identified from the Standardised scores and targeted in their maths lessons for support with their class teacher and / or teaching assistant. Dynamo Maths is a research and evidence-based online individualised resource that support pupils with dyscalculia and those struggling with maths. It is a proven intervention to support pupils with moderate and severe learning difficulties. In the Autumn Term 2022, Dynamo maths was delivered to 25 Key Stage 2 pupils on a 1:1 basis as an intervention. All 25 pupils who were received the dynamo maths intervention are now able to access the universal provision interventions in their mainstream classes. They are also accessing TT Rockstar (an online times table intervention) and RM Easimaths interventions (an online maths intervention that provides individualised activities based around core maths skills). Year 1 – 6 classes, all pupils have the opportunity to use numeracy skills across the curriculum throughout their topic. The skill is first taught in the mathematical development lesson then further embedded through LNF (literacy numeracy framework) in all AOEs (Areas of learning and experience). The majority of pupils are now using their numeracy skills effectively in their topic work.	Good progress

	All teachers are now using a wide variety of resources to engage the pupils in the love of maths. In the Foundation Phase, the pupils receive one reasoning lesson and have the opportunity to answer reasoning skills included in their mental maths sessions. In Key Stage 2, reasoning skills are a focus for two lessons per week. Procedural and reasoning online assessments have taken place twice this academic year, in October 2022 and in May 2023. The progress each pupil has made has been monitored by the class teacher. If pupils are not making progress the class teacher informs the school Additional Learning Needs Coordinator who will support the class teacher with intervention strategies.	
Priority 3 To implement and embed Trauma Informed strategies throughout the school	A member of staff was trained as the school lead for Trauma informed academic year 2021-2022. Whole school training day took place for all staff September 2022. Whole school and class audits were carried out and actions put in place. All classes have a well-being check in area. KS2 are encouraged to not use the emotion chart when the teacher is introducing activities. All children have a positive attributes sheet, laminated, in their trays and use them in the class routine. Children understand that all of the attributes are good things about them that their peers appreciate All teachers welcome the pupils into class every day. This has had a positive impact on the pupils settling into tasks at the start of the day. Listening to learners took place 08.02.23 – all classes have embedded the use of the worry box, calm down areas and meet and greet activities. Pupils know who they can go to talk to is they feel like they need help regulating their emotions Our school had used many of the trauma informed activities and techniques prior to the focused work. The target for the school has highlighted the need for all staff members to ensure we use an informed approach when managing the complex needs of our pupils. This has been achieved.	Good progress

