



Governor's Annual Report to Parents and Guardians

YSGOL MAES OWEN

2018-19

Contents

Introduction – A letter from the Chair of the Governing Body	3
The Governing Body	4
Organisation of the Governing Body	5
Finances	8
School Improvement Priorities	9
Performance Data	12
Attendance Data	13
Curriculum Developments	13
Classes and Curriculum Organisation	13
Daily Session Times	14
Welsh language Developments	14
School Language Category	14
Healthy Eating Developments	14
Nurture and Emotional Support	15
Toilet Provision	15
Equal Opportunities	15
Pupils with Disabilities	15
Sports and Extra-Curricular Activities	16
Community Links	16
Destination of School Leavers	17
Term Dates	18

A Letter from the Chair of the Governing Body

Dear Parents and Guardians,

Welcome to Ysgol Maes Owen's Annual Report to Parents 2018-19

This report sets out the challenges and achievements we have delivered during the year.

Once again, this has been a successful year for our school family and we are proud of the way in which the staff, pupils, parents, governors and the local community have worked together to ensure that every child at Ysgol Maes Owen can **aim to learn and learn to succeed**. The Governors and I are honoured to have played a part in this years' successes.

We have worked closely with our Headteacher and Senior Leadership Team to ensure that standards continue to improve and that our pupils are offered a broad and balanced educational experience. Our progress is reflected in the Welsh Government's Categorisation of the school as "green", meaning that we are continuing to do all we can as a school to ensure success for all.

It is an exciting time of change for schools throughout Wales as we make changes as part of the Curriculum and Additional Learning Needs (ALN) journey. Your children have worked incredibly hard this year alongside school staff to create a whole-school Curriculum that encourages learning outdoors as well as hand-on, experiential activities. These slight changes ensure that all children are able to access the learning and are having fun...what school life is all about!

We have also worked together as a school family to nurture and care for the needs of all pupils as they develop and grow. The school continues to collaborate with outside agencies and partners to ensure that our children and their families are guided, cared for and can develop socially and emotionally.

As always, your support and feedback is extremely important to us. From listening to your child read at home and sending them to school on time, to supporting PTA events and attending school concerts. **We appreciate your support** and I know that you share our quest to make our school an "excellent" school.

I hope you find this report informative and useful. I would be delighted to receive feedback from **you**.

Diolch o galon,

Mr Anthony Hill

Chair of the Governing Body

The Governing Body

Local Authority Representatives

James Curran	(May 2020)
CLlr Geoff Corry	(June 2021)
CLlr Michael Smith	(June 2021)

Minor Authority Representative

CLlr Morris Jones	(Sept 2021)
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Parent Representatives

Phil Kennedy	(Nov 2018)	Lisa Jilge (Dec 2022)
Rachel Jones	(Feb 2020)	
Kay Redhead	(Feb 2022)	
Geoffrey Barnett	(Dec 2019)	

Community Representatives

Anthony Hill	(Nov 2017)
Mariette Roberts	(Mar 2020)
Joanne Matthews	(Dec 2021)

Head Teacher

Catrin Foulkes

Teaching Staff Representative

Michelle O'Connor (Mar 2019) Sian Wilkinson (April 2023)

Non-teaching Staff Representative

Joanne McEwan-Williams (Oct 2019)

Chair of Governors:

Anthony Hill
8, Crugan Avenue,
Kinmel Bay
LL18 5DG

Clerk to the Governors:

Vicki Lumsden
27, Bryn Avenue
Kinmel Bay
LL18 5BH

Changes to the Governing Body during the academic year 2018-2019

Mr Phil Kennedy's role ended and Mrs Lisa Jilge was elected as a Parent Governor. Mrs Michelle O'Connor's role ended and Mrs Sian Wilkinson was elected as the Teaching Staff Representative. Mrs Rachel Jones ended her time on the Governing Body as Parent Representative towards the end of the Summer Term and Mrs Sara Weaver will take up her role as Parent Governor from September 2019.

Parent Governor Elections

The next election of parent Governors is due to take place December 2019. Information will be circulated from school regarding this vacancy. If any parent Governor(s) resign, arrangements will be made for an election to be undertaken at the appropriate time.

Organisation of the Governing Body

Statutory Committees

Staff Disciplinary & Dismissal Committee

- To determine all matters relating to staff discipline and dismissals at the school
- To meet as and when required

Disciplinary & Dismissal Appeals

- To determine any appeals arising from the determination of matters relating to staff discipline and dismissals at the school
- To meet as and when required

Pupil Discipline & Exclusions Committee

- To determine all matters relating to pupil discipline and exclusions at the school
- To meet as and when required

Non-Statutory Committees

Curriculum and Staffing Committee

- To consider all matters in relation to curriculum, staffing and pastoral support issues

Non-Curriculum Committee

- To consider issues in relation to finance, health and safety and building maintenance issues

Complaints Committee

- To deal with complaints against the school that cannot be resolved by the Headteacher
- To meet as and when required

Pay Review Committee

- To review the pay of each member of staff, award increments as appropriate and advise them of the outcome, in accordance with the school's procedure

Pay Review Appeals Committee

- To consider any appeals in respect of staff pay in accordance with the school's procedure

Grievance Committee

- To consider and make decisions relating to staff grievances received, in accordance with the school's grievance procedure

Grievance Appeals Committee

- To consider any appeals in respect of staff grievances in accordance with the school's grievance procedure

Panels

We have the following Panels:

- Performance Management panel and Performance Management Appeals panel (Headteacher)
- Performance Management Appeals (Teachers)
- Selection Panel for Headteachers and Deputy Headteachers
- Headteacher Capability panel and Headteacher Capability Appeals panel
- Teacher Capability Appeals panel

Appointed Governors

We have a governor for Child Protection, Additional Learning Needs, Looked After Children and Young Carers. Other governors are appointed to International, Food & Fitness and Whistleblowing policies. All governors are "Link Governors" and they visit the school regularly to help monitor subject and school-wide areas.

Governor Meetings and Business

The Governing Body has met on 11 separate occasions since the last Annual Report to Parents and Guardians. These meetings were Full Governing Body meetings and the others were sub-committee meetings; curricular and non-curricular.

Parents hold the right to raise a petition in support of holding a meeting. To do so, the parents of at least 10% of the school's registered pupils need to sign the petition. If it is a paper petition then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is electronic the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or Governing Body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly at the top of the petition, with parents' signatures appearing below. A maximum of three meetings can be held during the school year and there must be at least twenty five days left in the school year. No meetings were held during 2018 – 2019.

School Policies

All school policies are revised and updated regularly. The policies are reviewed by members of the Governing Body with a member of the Senior Leadership Team as part of a 'Governor Policy Review Group'. This group meets at least termly. Policies are available on request from the School Office and key school policies can also be viewed on the school's website.

Prospectus

All Year 3 parents were provided with our school Prospectus early on in the school year and it is updated annually. There have been no significant changes since the last Governor's Report to Parents was circulated.

Complaints Procedure

A copy of our complaints policy is available upon request from the school office. The Governing Body have not received any official complaints from parents during 2018-19.

The General Data Protection Regulation (GDPR)

The GDPR is a piece of EU-wide legislation which will determine how people's personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. 'Personal data' means information that can identify a living individual. The regulation applies to all schools from **25 May 2018**, and will apply even after the UK leaves the EU.

Finances

<i>Budget Heading</i>	CYLLIDEB PRESENNOL <i>CURRENT BUDGET</i>	ALLDRO A RHAGWELIR <i>PROJECTED OUTTURN</i>	GWAHANIAETH A RHAGWELIR <i>PROJECTED VARIANCE</i>
Teaching Staff	539,225	536,353	2,872
Supply Teachers	21,024	28,477	-7,453
Support Staff	151,377	146,316	5,061
Supply-Non Teaching	1,000	6,567	-5,567
Staffing Costs-Other	2,852	1,648	1,204
Premises	51,841	61,034	-9,193
Transport	1,248	3,052	-1,804
Supplies and Services	68,743	103,784	-35,042
Third party Payments	135,158	135,261	-103
Income	-31,334	-82,868	51,534
UNALLOCATED FUNDING	0	0	66,266

AMCANGYFRIF ARBEDION 2017-18 ESTIMATED CARRYOVER	57,101
Canran Arbedion / Percentage Carryover	6%

The Budget Allocation for the school for April 2018 – March 2019 was £878, 622.

The Budget Allocation for the school for April 2019 – March 2020 was £931, 084.

At the end of the financial year, the carryover stood at 6% (£57,101). The amount required to balance the budget was £40, 432, which brought this carryover figure down to £16,669. A spending plan has been submitted to the Local Authority to enable this amount of the carryovers to be used to balance the budget.

The Pupil Development Grant (PDG) and Education Improvement Grant (EIG) allocated to the school for April 2018 – March 2019 was £78, 200 and for April 2019 – March 2020 was also £78, 200. The spending plan for these grants, as agreed by the Governing Body, is focussed on literacy, numeracy and general school improvement.

The School Fund stood at approximately £11, 500 at the end of the financial year. There were only a few cheques of minimal worth left to clear. There was also £3,208.50 due to come out of this account as remission for adventurous school trips. One big spend has been approximately £2, 000 towards learner Ipads. This fund has been mostly used for smaller spends, such as World Book Day prizes, table decorations for 'Come Dine With Me', attendance awards and the Zulu workshop. No gifts were given to the Governing Body during 2018 – 2019 and no claims were made for travel and subsistence.

School Improvement Priorities

Evaluation of School Improvement Priorities for 2018-19

Priority Number 1 –

Improve standards of Welsh Reading throughout the school to impact positively on tracked teacher assessments.

Evaluation – Summer/September 2019:

The % of Level 4+ Welsh Reading at the end of Key Stage Two has increased by at least 5% in 2018/19. It has increased from 65% in 2018 to 84.7% in 2019. This is an increase of 9.7%.

- **In Year 3, 69% of pupils are on target or exceeding their target in Welsh Reading**
- **In Year 4, 79% of pupils are on target or exceeding their target in Welsh Reading**
- **In Year 5, 86% of pupils are on target or exceeding their target in Welsh Reading**

Welsh Reading	Total in year	Total on target or exceeding	%
Year 3	58	40	69
Year 4	56	44	78.6
Year 5	59	51	86.4

The progress within each year group is at the expected level for all learners taking in to account their starting point. There is a pattern of learners making good progress as they move through the school.

Provision for Welsh Reading throughout the school has improved with new Guided Reading books bought after DHT listened to pupils from each class read, with a few commenting that they would like more fact books and plays. Most pupils spoke about the enjoyment they get from reading Welsh books and most pupils read with confidence, (even if they did struggle with the words and/or pronunciation).

The school made good progress with this priority

Priority Number 2 –

Develop whole-school Curriculum Planning to promote the Four Purposes, with a focus on developing Outdoor Learning and learner Resilience

Evaluation – Summer/September 2019:

Learning takes place across the school both indoors and outdoors depending on the learning objective. The Curriculum Planning has also been developed to ensure that all classes get equal access to the outdoors as well as a wide variety of experiential and hands-on learning opportunities. All Lower School teachers regularly access the outdoors for teaching and learning. Majority of Upper School teachers regularly utilize the outdoors for teaching and learning. Training and support will continue for those who are less confident. All teachers and teaching assistants have accessed and will continue to access a programme of CPD to ensure that they are kept up to date regarding developments toward moving to the New Curriculum. Staff have been central to the current whole-school planning, resulting in our GwE SIA monitoring in the Summer Term and asking that a Case Study is written for G6 to share with other schools.

Through the Shirley Clarke Project, the whole-school have been focused on promoting the 'Learning Powers', all of which promote and improve Learner Resilience. Nearly all learners now possess the ability to see and use failure as a learning opportunity. Whole-school learner engagement and behaviour is consistently excellent.

All classes are using the outdoors to develop skills and promote the Four Purposes regularly each half term. Nearly all learners are resilient and view 'failure' as a learning opportunity.

The school made good progress with this priority

Priority Number 3 –

Further develop Independent Learning and Pedagogy, focusing on Feedback

Evaluation – Summer/September 2019:

Nearly all pupils are independent learners, pupils know their personal targets and next steps in learning. Teacher workload (marking) has decreased due to a more focused and learner-led approach to feedback. The use of oral "feed forward" and "in the moment" marking has been highly effective. As a direct result, there has been an improvement in the quality of written work.

The school made good progress with this priority

Priority Number 4 – CLUSTER SHARED PRIORITY

Improve Pedagogy in line with the 12 Pedagogical Principles by exploring and promoting meaningful Collaboration between Cluster schools

Evaluation – Summer/September 2019:

All schools have recorded their observations using the template. Pedagogy is now discussed and reflected upon during staff meetings and during professional dialogue between teachers across the cluster. The quality of teaching has been enhanced by this intervention and practitioners have become more reflective and innovative. Evidenced via SLT Learning

Walks, Head teacher and SLT monitoring in classes, workbooks and listening to learners. The joint approach to Curriculum Planning from Foundation Phase through to Year 7 has aided transition due to a clear progression in tasks and skills coverage.

The school made good progress with this priority

The Governors' Role in monitoring, reviewing and updating the School Improvement Plan (SIP)

The school's monitoring system ensures that governors' knowledge of the school's performance is thorough. Classroom visits enable them to reach a judgement on pupils' standards of work and attainment and to challenge and question leaders on the school's performance. The Governing Body's members are involved in SIP monitoring activities. They identify the school's strengths and areas for improvement successfully.

There are several governor visits each term, including accompanying on trips and helping out with activities. The governors have a good knowledge of the school through these visits. Curriculum Leaders have also started to email their Link Governor their subject Action Plans and subject monitoring forms.

Performance Data

Level 4+

	2016 (%)	2017 (%)	2018 (%)	2019 (%)
<i>English (O)</i>	87	84	82	84.7
<i>English (R)</i>	80	79	82	91.5
<i>English (W)</i>	78	82	82	84.7
<i>English</i>	85	86	85	93.2
<i>Maths</i>	96	93	95	94.9
<i>Science</i>	95	88	89	89.8
<i>Welsh (O)</i>	78	78	78	83.1
<i>Welsh (R)</i>	61	69	65	84.7
<i>Welsh (W)</i>	72	66	73	81.4
<i>Welsh</i>	78	78	78	83.1
<i>*CSI</i>	85	86	85	88.1

Level 5+

	2016 (%)	2017 (%)	2018 (%)	2019 (%)
<i>English (O)</i>	32	24	31	28.8
<i>English (R)</i>	40	31	44	27.1
<i>English (W)</i>	38	29	33	27.1
<i>English</i>	41	29	36	30.5
<i>Maths</i>	32	26	40	27.1
<i>Science</i>	36	24	41	22
<i>Welsh (O)</i>	25	14	20	15.3
<i>Welsh (R)</i>	5	14	16	16.9
<i>Welsh (W)</i>	25	14	16	16.9
<i>Welsh</i>	23	14	20	15.3

***Core Subject Indicator** - Number of pupils achieving level 4 or above in English or Welsh (first language), Mathematics and Science in combination.

Learner Progress – End of Foundation Phase to End of Key Stage Two

Learner progress – how much progress a learner makes from their starting point. As we are a Junior school, one of the main measures we use is the number of National Curriculum Levels gained between the end of Foundation Phase and the end of Year 6. The 'expected' gain is two levels.

Year 6:

<i>Subject</i>	Levels gained		
	1	2	3
<i>English</i>	7 (12%)	45 (76%)	7 (12%)
<i>Maths</i>	4 (7%)	52 (88%)	3 (5%)
<i>Science</i>	8 (14%)	48 (81%)	3 (5%)

Average level gained in all core subjects = 2

Attendance Data

Autumn Term 2018	Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)
Year 3	94.3	4.1	1.7
Year 4	90.9	5.1	4.0
Year 5	92.8	4.0	3.2
Year 6	91.7	4.9	3.3
Whole School	92.4	4.5	3.0
Spring Term 2019	Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)
Year 3	95.2	3.7	1.1
Year 4	92.1	6.2	1.7
Year 5	94.7	4.3	1.0
Year 6	92.8	5.5	1.7
Whole School	93.1	4.9	1.4
School Year (to end of May)	Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)
Year 3	94.4	3.9	1.7
Year 4	91.7	5.4	3.0
Year 5	93.7	4.4	1.9
Year 6	92.4	4.8	2.8
Whole School	93.1	4.6	2.3

Curriculum Developments

The school has continued to adapt planning so that key skills in numeracy, literacy and ICT are seen throughout the curriculum. Planning, teaching and learning experiences have been altered to incorporate the Digital Competency Framework. Over the last twelve months the school has made exceptional progress towards the implementation of the New Curriculum and have been asked to write a Case Study to share with other schools. Our thematic approach to Curriculum Planning enables learning to take place both in and outdoors as well as learners benefitting from an experiential and hands-on approach.

Organisation of Classes and the Curriculum

There were 8 classes and one Resource Base (located in a classroom within the school). The 8 classes consist of four Year 3/4 classes and four Year 5/6 classes. The curriculum is taught by the designated class teacher and PPA cover teacher. Maths is taught in streamed groups; two per year group. Literacy, Numeracy and I.T. is planned for and taught across all curriculum areas. Welsh (as a second language) is taught each week as an individual lesson and then in other Curriculum areas. In addition pupils have daily "Helpwr Heddiw" sessions as well as being encouraged to use Welsh across the curriculum and around the school.

Pupils with ALN access withdrawal sessions for literacy. MAT learners are also challenged in lessons through explicit planning opportunities. Further opportunities for year 5/6 MAT learners are provided in conjunction with Ysgol Emrys Ap Iwan.

Daily session times

We teach for a total of **24 hrs 20mins per week**. 9:05 am to 10.30 am; 10.45 am to 12.00 pm; 13.05 pm to 15.15 pm. There is a sheet entitled "The School Day" at the back of the 'School Session Times' whole-school policy with a break-down of the school day.

Welsh Language Developments

End of Key Stage 2 teacher assessments and our own pupil tracking systems show that nearly all pupils are making the expected progress in their Welsh language development. The school has embraced the 'Campus Cymraeg' initiative and achieved the Bronze Award within two terms and is currently awaiting the Silver Award assessment.

School Language Category

Maes Owen is a category 5 school in terms of Welsh Language provision. This means that the predominant language used in school is English, with less than 20% of curriculum sessions taught in Welsh. Currently, communication with parents is through the medium of English. In line with Welsh Government and county policies, we will be aiming to increase the percentage of curriculum sessions taught in Welsh to more than 20% and communication with parents should increasingly be bilingual. The normal expectation is that pupils will transfer to English medium secondary provision and continue to learn predominantly through the medium of English, learning Welsh as a second language.

Healthy Eating Developments

"There is no doubt that Ysgol Maes Owen has embedded the principles of the health promoting school into the everyday life and culture of the school."

~ Welsh Network of Healthy School Schemes NQA Report, November 2016

We were delighted to be awarded the NQA Healthy Schools Award in November 2016. The assessors were complimentary about the care, support and guidance that the pupils receive and they spoke highly of our full commitment to Sex and Relationships Education. Our School Nutrition Action Group, (SNAG), continue to move from strength to strength. They have put on healthy taster sessions for all pupils and are involved in teaching the SNAG group at Ysgol y Foryd. They

have completed food hygiene training and have visited all classes to teach pupils how to wash their hands correctly.

We encourage children to drink water from bottles throughout the school day. Bottles for all Year 3 pupils are bought by the PTA. We have a fruit tuck shop that is run by Year 6 pupils.

Nurture & Emotional Support

The emotional wellbeing of the pupils is a key priority. The school's caring and nurturing ethos ensures that children's emotional well-being is carefully monitored and any issues dealt with promptly. The school has close working relationships with the Behaviour Support service. A record of pupils to monitor is updated and shared with all staff, it also forms the basis of discussions with the county Inclusion and Behaviour Support Service.

Many extra-curricular groups meet that target emotional health and wellbeing, such as Confidence Club, Anger Management sessions, Social Skills groups, Unearthing and ELSA sessions. During the last few years, we have also ran a Year 6 transition club with pupils and their parents.

Two named Teaching Assistants have also been working in a family liaison role to support families and make communication between home and school clearer.

Toilet Provision

Pupils have use of a set of boys' and a set of girls' toilets. All toilets have been refurbished during the last five years. There are also two separate wheelchair accessible toilets. All toilets are cleaned on a daily basis and cleanliness checks are made during the day.

Equal Opportunities

We strive to provide equal opportunities for all and have a Strategic Equality Plan in place.

Pupils with Disabilities

At present we believe that we are meeting the needs of pupils with disabilities through a variety of strategies. If however a parent or guardian seeks admission for a child whose needs are more than we can provide for, we will do our utmost, in consultation with the Local Authority, to meet those needs wherever possible.

Sports and Extra-Curricular Activities

We continue to offer and develop an excellent programme of physical education, sport and games to keep learners active and fit. Opportunities for play are have also developed significantly over the past few years with extra physical activities on offer at lunchtimes in various "zones". All TA's have been trained in Gemau Buarth/Welsh Yard Games and these run each morning break time. A TA has been running football sessions with pupils on a rota basis and giving weekly rewards. This has raised their self-esteem and reinforced good behaviour and team work.

In addition to our curriculum, pupils have taken part in clubs that include choir, Kick It! sports, dance, Yr Urdd, iPad, art and craft, nurture and Digital Wizards. We have a trim-trail for use at break and lunchtimes as well as children enjoying ball games. Outside groups have also provided after school clubs, including transition clubs led by Ysgol Emrys Ap Iwan.

The Woodland trail is used during curricular lessons and also by our nurture groups. Beach School visits happen regularly with a focus of literacy and/or numeracy. Pupils go on trips to enhance their learning.

Our School Council continues to make further links with our local community. They have also had a direct impact on amending the whole school wellbeing and behaviour system to ensure that it can be easily understood by all the pupils. The pupils have been involved this year more and more in decisions regarding whole school policies and teaching and learning.

Our Eco Council have been active in directing adults and children in school in improving their habits regarding recycling and generally looking after our school and grounds. They have continued to meet regularly and work hard to achieve the targets and priorities on their action plan.

Community Links

As a school we have worked hard to develop the 'open door' policy and ethos. Our Nurture and Family Liaison TA works alongside teachers when parents and guardians have needed support. Members of the Senior Leadership Team have monthly Wellbeing Meetings with the School Nurse to discuss pupils who are of concern and whose families may need support.

School newsletter and planners inform families of forthcoming events as well as successes in the school. Copies are emailed to parents who are on a mailing list as well as being sent home with pupils. We have an active PTA Facebook site as well as a school Twitter feed. We also communicate

Ysgol Maes Owen Governor's Annual Report to Parents and Guardians – 2018-2019
via texting service when necessary. We have regular volunteers from the local community that help out in school.

Our regular class service with tea and coffee afterwards has been a really beneficial way of involving parents in their child's learning and providing another opportunity for teachers to talk with parents in an informal environment. All parents are invited to a parents' evening twice a year and an extra opportunity is available after end of year reports have been issued.

Regular timetabled police liaison sessions continue to enhance our PSE scheme of work and topics such as drugs, respect, community and anti-bullying have been covered. The whole school continues to attend Church at St Mary's Towyn each term. Our visitor's assemblies continue and certainly enhance our children's education.

Ysgol Maes Owen PTA play an important part in the life of the school and raise money to enhance our children's education. Events include Film Nights, Quiz Night, Discos, Bingo and our Year 6 leavers' disco. We were also very pleased to continue with our joint Summer Fayre with Ysgol y Foryd this year. Once again it was a popular community event that brought both schools together.

Our Parent/Guardian Pop In! has continued to inform our school self-evaluation as whole-school changes and issues are discussed each term. This year we have formed a Dementia-Friendly group of learners who visit local Care Homes each fortnight. Both learners and the residents are benefitting from the sessions.

We have excellent links with both Ysgol Y Foryd and Emrys Ap Iwan and have worked hard to improve transition for our pupils. Our Infant to Junior transition has been highlighted as excellent practice and has been shared with numerous other schools across the Conwy.

Destination of School Leavers

Pupils enjoyed a smooth transition to Emrys Ap Iwan this academic year. Teachers and Year Group Leaders from Emrys Ap Iwan came to Maes Owen to work with Year 5 and 6 throughout the year. Pupils also attended the high school for three full days.

Younger pupils have also enjoyed days at the high school. These provided our children with the opportunity to ask any questions and put their minds at rest and to start to experience high school before Year 6. After school clubs have been open to Years 5 and 6 learners at Emrys Ap Iwan. There has been also been bespoke transition in place for pupils exhibiting extreme anxiety relating to transition. The Fast Forward Club led by teaching assistants at our school has also worked with individual Year 6 children and parents in relation to transition.

All 55 pupils in Year 6 last year made a successful transition to their chosen high school. 49 transferred to Ysgol Emrys Ap Iwan, 6 transferred to Rhyl High School, 2 to Ysgol Bryn Elian and 2 pupils transferred to Prestatyn High School.

Term Dates for 2019-20

Autumn Term 2019	
Staff Training Days	MONDAY 2 SEPTEMBER FRIDAY 27 SEPTEMBER MONDAY 7 OCTOBER
Beginning of term for learners	TUESDAY 3 SEPTEMBER 2019
Half term close	FRIDAY 25 OCTOBER 2019
Return after half term for learners	MONDAY 4 NOVEMBER 2019
End of term	FRIDAY 20 DECEMBER 2019

Spring Term 2020	
Staff Training Day	NONE
Beginning of term for learners	MONDAY 6 JANUARY 2020
Half term close for learners	FRIDAY 14 FEBRUARY 2020
Return after half term	MONDAY 24 FEBRUARY 2020
End of term	FRIDAY 3 APRIL 2020

Summer Term 2020	
Staff Training Day	MONDAY 20 APRIL 2019
Beginning of term for learners	TUESDAY 21 APRIL 2020
May Day Bank Holiday	MONDAY 4 MAY 2020
Half term close	FRIDAY 22 MAY 2020
Return after half term	MONDAY 1 JUNE 2020
Staff Training Day	MONDAY 20 JULY 2020
End of term for learners	FRIDAY 17 JULY 2020