

# YSGOL Y MOELWYN, BLAENAU FFESTINIOG

Buddsodwyr  
Mewn Pobol



Gwobr  
Genedlaethol  
Cymru

Profiad Gwaith  
Work Experience

Addysg  
Gysylltiedig â  
Gwaith  
Work Related  
Learning

Welsh  
Quality Award

Yr Asiantaeth  
Sgiliau Sylfaenol  
The Basic Skills  
Agency



*Sylfaen i'r dyfodol mewn  
awyrgylch gartrefol*



Eco ysgol

Gwobr  
Award

Eco schools



Gwobr  
Anrhydeddus  
Clwb Gwaith  
Cartref

Education EXTRA

Homework Club  
Certificate  
of Distinction

*A foundation for the future in a caring  
environment*

Adroddiad  
Blynyddol

2019/2020

*Annual Report*

Ysgol y Moelwyn



Annual report

The Governing Body

2019 - 2020

**THE GOVERNING BODY REPORT FOR THE YEAR 2019 - 2020**

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**MEMBERS OF THE GOVERNING BODY, September 2020**

<b>Representing the Local Education Authority:</b>	<b>Season Ending:</b>
Councillor Annwen Daniels	08/2021
Councillor Elfed Roberts	08/2021
Mr. Craig Jones	08/2021
Councillor Robert Glyn Daniels	08/2021

**Representing the Parents:**

Mr. Michael Halliday Jones	08/2022
Mr. Richard Williams	08/2021
Mrs. Sioned Hughes	08/2021
Mr. Keith Davies	08/2021
Ms. Pegi Gruffydd	08/2021

**Representing the Teaching Staff:**

Mrs. Eleri Moss	08/2021
Mrs. Cheryl Lloyd-Owen	08/2021

**Representing the non-teaching staff**

Mrs Morwenna Roberts	08/2021
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**Co-opted Members:**

Mrs. Bini Jones	08/2021
Mr. Dafydd Jarrett	08/2021
Mr. William Roberts	08/2021
Mr. Sion Jones	08/2022

**Head teacher:** Mr. Dewi Lake

**Head Teacher in Charge:** Mrs. Eleri Moss

**Clerk to the Governors:** Mrs. Bethan Haf Jones, Administrative Officer, School y Moelwyn, Heol Wynne, Blaenau Ffestiniog, Gwynedd.

**Governing Body Chairperson:** Mrs. Bini Jones, Ysgol y Moelwyn, Blaenau Ffestiniog.

The next elections for Parent-Governors will be in the year 2021. The school will contact every parent at the appropriate time to invite nominations. After receiving the nominations, the school will contact all parents with details of the election procedure. School staff – 2021.

**SCHOOL STAFF - SEPTEMBER 2020****Teaching Staff**

Mr. Dewi Lake	Head Teacher
Mrs. Eleri Moss	Head Teacher in Charge, Head of Year 7, Special Needs co-ordinator, Professional Tutor, BAC Co-ordinator.
Mrs. Mari Roberts	Assistant Head Teacher, Head of Welsh, Head of Year 10 and 11, Welsh bridging co-ordinator.
Miss Sharon Davies	Head of English, member of the senior management team.
Mrs. Elin Williams	Head of History, member of the senior management team.
Mr. Owain Huws	Strategic Head of Science and Mathematics.
Miss Suzanne Roberts.	Head of Year 7, Head of Religious Education.
Mrs. Gail Chart-Parry	Head of Year 8, Mathematics.
Mrs. Rhian Williams	Head of Year 9, Welsh.
Mrs. Ffion Williams	Head of Mathematics.
Mrs. Elin Sion	Mathematics.
Miss Georgia Churm	English.
Mrs. Cheryl Lloyd-Owen	Head of Information Technology.
Mrs. Annette Morris	Head of Art.
Miss Stephanie Haines	Head of French.
Mrs. Nicola Roberts	Science (Chemistry).
Mrs. Ceri Lane	Science (Biology).
Miss Gwenno Foster Evans	Science (Physics).
Mrs Carys Thomas	Head of Technology.
Mr. Edward Roberts	Geography.
Miss Alwen Williams	Head of Physical Education.
Mr. Ceri Roberts	Physical Education.
Mrs. Wendy Jenkins	Head of Music/Drama.
Mrs Delyth Jones	General Subjects.

**Support Staff**

Mr. Daniel Bell	Inclusion Officer.
Miss Marion Hughes	Class Supervisor and Senior Teaching Assistant.
Mrs. Llio Griffiths	Class Supervisor and Senior Teaching Assistant.
Miss Llinos Jones	Class Supervisor and Senior Teaching Assistant.
Ms Einir Thomas	Teaching Assistant.
Ms. Gwenith Roberts	Teaching Assistant.
Mrs. Valerie Williams	Teaching Assistant.
Mr. Gari Jones	Teaching Assistant.
Mr. Rhys Williams	Teaching Assistant.
Mr. Cai Parry	Teaching Assistant.
Miss Gwenllian Pyrs	Catchment Area Rugby Officer.
Mr. Dylan Jones	Caretaker.
Ms. Wendy Evans	Caretaker.
Mr. Stephen Jones	Caretaker.
Mrs. Mena Price	Administrative Officer/Personnel

Mrs. Bethan Haf Jones	Administrative Officer/Clerk to the Governors/Examinations Officer
Mrs. Sharon Jones	Secretary
Miss Arwen Jones	Office Assistant
Miss Gwerfyl Jarrett	Data Officer
Miss Sera Jones	Receptionist/Teaching Assistant/till operator
Ms. Christine McKenzie	Senior Technician
Mr. Ken Parry	Technician

**Cleaning team**

Ms Wendy Evans	Cleaner
Ms. Ann Davies	Cleaner
Ms. Gaynor Wynn Hughes	Cleaner
Ms. Rona Eaton	Cleaner
Mrs. Alison Copsey	Cleaner
Miss Iola Morris	Cleaner
Mrs. Eira Kirkman	Cleaner

**Catering team**

Mrs. Morwenna Ann Roberts	Cook in Charge
Mrs. Alison Copsey	Assistant
Mrs. Wendy Evans	Assistant
Mrs. Nia Hughes	Assistant
Mrs. Liza Thomas	Assistant
Ms. Eleri Roberts	Assistant
Mrs. Olive Jones	Lunchtime supervisor

**Peripatetic Staff**

Mr. Aled Williams	Brass
Mr. Dylan Rowlands	Harp/Piano
Mr. Billy Thompson	Guitar and percussion

**Introduction:**

The 2019-2020 academic year was a highly unusual period. During March 2020 the educating of pupils on the school site ended abruptly as a result of the Covid pandemic. The following points provide an insight into the school provision during the lockdown period.

- All pupils in all school years were invited to attend an online pastoral session every morning at 8:45 a.m. The feedback to these sessions by pupils and parents has been positive.
- All members of staff have presented at least one live session on live to every class taught at least once a week. The school has established a model of holding one live session in all subjects to present work and tasks and a second session as a live surgery. The timetable has been planned in order to provide a balance throughout the week. Lessons are held on Google meet.
- A weekly physical education session was presented on line.
- The weekly surgery was a valuable opportunity for pupils to discuss and ask for help to solve any challenges.
- All pupils were encouraged to contact subject teachers by using email in order to enquire and obtain support.
- The staff professional groups developed a behaviour contract for parents and pupils and all parents accepted this contract. These contracts were altered slightly following the publication of the Welsh government template.

**Inclusion support**

- The school collated specific data about each pupil:
  - The availability of Wi-Fi at the home.
  - The availability of digital equipment in the home and the level of digital equipment in relation to the size of the family. e.g. a family of 3 children and a parent using a laptop during the day to work would need 4 pieces of digital equipment.
- During June 2020 and September 2020, the school ordered 50 chrome books x 2 (100). This investment has been invaluable during this academic year, providing a sufficient stock of digital equipment to:
  - provide digital equipment to homes according to the need.
  - provide digital equipment to pupils on the school site.
  - provide digital equipment to the children of key workers.
- The school arranged to support vulnerable pupils including pupils who do not have sufficient access to digital equipment by:
  - Providing MiFi equipment.
  - Provide digital equipment for specific homes.
  - Arranging and Nurture vulnerable pupils to attend the school site.
- The inclusion team phoned vulnerable pupils on video regularly – these were ‘keeping in touch’ meetings and an opportunity to provide support.
- Provision in school: The inclusion team was responsible for supporting vulnerable pupils on the school site in small groups which respect the operating guidelines noted in the risk assessment. In general, these pupils follow the work program as set by the subject teachers with the support of the inclusion team. The program also consisted of an additional three aspects: physical education, practical work and welfare and support sessions.

**Tracking**

- The school tracks attendance in class and response to work by using Google Attendance and an internal tracking spreadsheet for all subjects. The school also tracks the attendance of pupils on site with Sims Attendance and Lesson Monitor.

- On the basis of information collated by subject teachers, members of the school staff (heads of progress, inclusion team and teachers) phone parents and pupils to support and offer support.

### **Professional learning**

- In March 2020 a check list of 88 digital skills was agreed as a basis for effective digital Learning. Data was provided by every individual teacher noting level of confidence in these skills. In December 2020 this skill set was reviewed and a new more challenging series was added.
- During the first lockdown period the staff were provided with digital training within one of four workgroups. A series of weekly digital professional learning sessions were held throughout April – June 2020 under the guidance of the three digital champions. The school managed to ensure a rapid progress in the development of the digital skills of the staff. The effect of this work was seen in the progressively higher standard of digital Learning
- Since March 2020 the staff have held weekly meetings within one of three professional groups. These groups have provided an effective springboard for brainstorming, planning together and professional learning.
- The form of professional learning has changed to take advantage of more effective meetings and work groups., quite often at the end of the school day.
- An additional method to share good practice that has been established is the process of holding discussions with effective senior leaderships teams beyond the usual geographical area of the School. A recent meeting to investigate effective practice with the management team of Bro Edern, Cardiff, proved to be highly invaluable. It is intended to develop these partnerships to include professional learning for teachers.
- Teams of teachers have worked together to plan effective KS3 projects on the basis of the new Curriculum for Wales every half term.

### **Contact with parents**

- The School uses the 'Parent Cloud' in order to hold virtual parent evenings.
- The leadership team uses Microsoft Teams for presentations to parents and as a way of obtaining feedback regularly.
- Pupil mentors phone pupils regularly. Feedback is collated at a whole school level.
- A phone helpline and email help line has been set up to provided technical support for parents.
- Good use is made of emails, Facebook, text messages to share information.
- Numerous video presentations are made for pupils e.g. all subjects made a video presentation to promote the year 9 options process.

**Governing Body:** The governing body has continued to meet as a full governing body and sub committees, during the lockdown period.



**2019-2020 FINANCIAL REPORT**Main allocation by Gwynedd County Council: **£1,845.045**

	<b>Original Budget</b>	<b>Current Budget</b>	<b>Expenditure</b>	<b>Balance</b>
Staff	1,752,548	1,757,641	1,843,903	-86,262
Buildings	64,998	64,998	87,501	-22,503
Energy Costs: School	50,000	50,000	61,321	-11,321
Energy Costs: Swimming Pool	0	0	139	-139
Energy Costs: School House	0	0	-387	387
Energy Costs: 7-acre Site	700	700	246	454
Transport	3,000	3,000	4,757	-1,757
Internal services	127,750	127,750	89,731	38,019
External services.	103,236	103,236	23,106	80,130
Leisure Centre	80,000	80,000	97,999	-17,999
In hand	9,960	9,960	0	9,960
<b>Total Expenditure</b>	<b>2,192,192</b>	<b>2,197,285</b>	<b>2,211,103</b>	<b>-13,818</b>
<b>Total Income</b>	<b>-347,147</b>	<b>-197,821</b>	<b>-338,640</b>	<b>140,819</b>
<b>Total net expenditure</b>	<b>1,845,045</b>	<b>1,999,464</b>	<b>1,872,463</b>	<b>127,001</b>

Several successful applications were made for grants by several bodies including Gwynedd County Council. In these cases, specific financial sums were granted for specific schemes. The members of the Governing Body did not claim any travel or maintenance during the financial year.

**GOVERNING BODY MEETINGS**

**Main Governing Body:** Three meetings were held during the year. This body receives reports, discusses and confirms decisions made by the sub-committees. Also, discussions relating to the following topics were held: matters relating to Covid, price of the canteen meals, Meirionnydd report, Estyn report – Community Study, school development plan; educational trips, governors' training, governors' Federation, quality awards, governing body memberships, core data, appraisal, the school budget; health and fitness issues and contact between individual departments and governors. The school targets were confirmed. Several whole school policies were reviewed and were confirmed during the year.

**SUB-COMMITTEE MINUTES**

**Finance Sub-Committee.** One meeting was held. The main items on the agenda were: constructing a budget for the financial year, financing the school development plan, improvement grant for the provision of ICT, integration statement grant, regular monitoring of expenditure, school funds, monitoring of energy usage, service level agreements including the catering, cleaning and land maintenance and financial audit of the leisure centre.

**Staffing Sub-Committee.** Six meetings were held. The main matters on the agenda were: the staffing structure; confirming several short-term arrangements during illness and maternity leaves of staff; employment of new staff. A number of staffing policies were reviewed and confirmed and staffing plans.

**Welfare and Inclusion Sub-Committee.** One meeting was held. The main matters on the agenda were policy matters, internal school arrangements, behaviour assessment, Schools that encourage, school development plan, child poverty and analysis of parent questionnaires.

**Land and Buildings Sub-Committee.** One meeting was held. The main items on the agenda were: expenditure plans on school buildings, health and safety matters, service level agreements, maintenance programme, catering, cleaning and land maintenance agreements, energy usage reports, Summer 2020 maintenance work, the Council's site project, fitness room, swimming pool, risk assessments, playing fields and the Leisure Centre.

**Curriculum Sub-Committee.** One meeting was held. Several curricular matters were discussed including the school development plan and digital curriculum. An analysis of Year 11 GCSE results and KS3 was also discussed.

### MAIN PRIORITIES OF YSGOL Y MOELWYN SCHOOL DEVELOPMENT PLAN 2020-2021.

Considering the 2020-2021 priorities, the school has considered the following issues arising from the latest Estyn survey.

- Improving standards, especially in key stage 4 and in English.
  - Ensure that the leadership team's duties enable them to fully address standards.
  - Ensure that leaders evaluate provision, especially interventions, as a result of their impact on pupil progress and achievement
  - Improve the quality of assessment, ensuring that teachers offer specific feedback and that pupils respond meaningfully to the feedback
1. **Priority 1:** Raising standards in Science, English, Mathematics, and D&T Product Design, especially in KS4.
  2. **Priority 2:** Raising Standards of core skills.
    - Literacy.
      - Further develop the teaching tasks and technique used by each department that promote specific skills each department is responsible for developing.
      - Implement methods to ensure that pupils internalise language at a high level.
      - Adapt a whole school approach to the literacy campaign.
    - Numeracy (Mathematics, Science, Physical Education, Technology, ICT, Geography).
      - Further develop rich tasks used by departments to promote the specific skills that the department is responsible for developing.
    - Digital Curriculum
      - Plan and develop digital curriculum provision ensuring clear leadership for all departments and specific responsibilities for providing experiences and developing ICT skills.
  3. **Priority 3:** Curriculum for Wales – educational and curriculum.
    - Objective 1: Curriculum:
      - Familiarise with newly released statements.
      - Pilot delivery on aspects of learning area statements.
      - Interdepartmental collaboration and joint planning of learning areas.

- Collaborate on language planning between Welsh, English and French departments.
  - **Objective 2: Educational:**
    - Promote core learning skills.
    - Ensure that the principles of growth mindset are embedded in the school.
    - Ensure a high-level consistency of questioning skills and deep and extended answers.
    - Further improve the quality of assessment, ensuring that teachers provide specific feedback and that pupils respond meaningfully to the feedback.
    - Ensure that creative learning becomes a more normal part of the school's way of working.
    - Undertake educational research into aspects affecting the quality of children's education and act on the outcomes.
  - **Objective 3: Independence. Promoting pupil independence.**
    - Improve learners' commitment within lessons and their desire to succeed.
    - Develop pupils' independent learning skills and methods of independent revision.
4. **Priority 4: Curriculum for Wales – pastoral and inclusion.**
- Gain the quality award 'Nurture Schools' qualification.
  - Provide training and adapt school procedures to maintain standards consistent with Nurture Schools standards.
  - Further promote the school's rewarding system.
  - Transfer more responsibility to the shoulders of school pupils.
  - Provide an outdoor work location for fine weather.
5. **Priority 5: Leadership and appraisal.**
- With the support of GWE, implement an effective peer scheme in conjunction with Meirionnydd secondary schools.
  - Adapt the school's evaluation and departmental evaluation in line with Estyn and OECD's thinking.
  - Evaluate provision, especially interventions, for their impact on pupils' progress and achievement.

## PROGRESS ON SCHOOL ACTION PLAN

The school's development plan priorities (see previous section) details the actions that are taking place following the 2017 inspection in the following areas:

- Improve standards, particularly in key stage 4 and English
- Ensure that the leadership team's duties enable them to address improving standards in full
- Ensure that leaders evaluate provision, particularly interventions, as a result of their effect on pupils' progress and achievement
- Improve the quality of assessment, and ensure that teachers provide specific feedback and that pupils respond meaningfully to that feedback

## SPECIAL EDUCATIONAL NEEDS POLICY AND ORGANISATION

The school has a formal Special Educational Needs Policy (which is available for inspection at the school). The policy explains how the school ensures that pupils who have special educational needs receive suitable attention. This is a

summary of the key issues.

The school uses a number of methods to help children with special educational needs.

- Maintaining a number of small classes.
- Drawing pupils from lessons in order to extend specific help.
- Providing a second member of staff in some lessons in order to extend help to specific pupils.
- Providing the support of a teaching assistant.
- Providing one to one teaching sessions.
- Provide additional guidance during after school sessions.

The school, under the guidance of the Special Needs Co-ordinator, varies the use of the above methods according to the need.

Although the school has not been earmarked as a school, which provides for pupils with special physical needs we help and support a number of pupils with visual and hearing disabilities.

Central to this work is the school's work to develop arrangements based on the principles of Nurture Schools.

The school welcomes the co-operation with other agencies (The Local Education Authority, Welfare Officers, Educational Psychologists etc.) in order to help pupils. The Local Education Authority extends a degree of financial support to the school in order to complete this work.

## **HEALTH AND SAFETY ARRANGEMENTS**

Supervision arrangements by members of staff include the morning period from 8:40 a.m. onwards and the end of day period by the school gate - this ensures the safety of pupils when leaving the school. Pupils are expected to use a pass when leaving the school premises during the school day. The school has continued the arrangement of insisting that all pupils, apart from those going home for lunch, stay on the school premises during the lunch period. The school has received the support of the vast majority of parents to this arrangement. This is a summary of the key issues regarding health and safety at Ysgol y Moelwyn:

- Parents are asked to inform the school of any medical condition that could affect their child.
- Smoking and the use of e-cigarettes is not allowed in school.
- If a pupil is ill, members of staff should report the matter in writing to the school office.
- Pupils are expected to walk on the left-hand side of the corridor. Running is not allowed.
- Pupils are expected to behave in a safe manner on all occasions and must follow specific additional rules in some rooms e.g. laboratories, workshops and gymnasium.
- All accidents are noted in a specific accident record book.
- Pupils are not permitted to bring mobile phones or laser pens to school.

The above arrangements are presented and discussed with pupils during tutorial periods, Personal Education periods or specific lessons.

It should be ensured that each item of clothing has a pupil's name. Pupils are not allowed to bring unwanted valuables to school such as mobile phones, large sums of money or equipment such as a radio etc. During PE lessons, staff are fully prepared to keep money or other items in a safe place

Pupils must be responsible for their own belongings and the school is not keen for pupils to bring unnecessary belongings to school. If pupils do need to bring valuable items to school these should be left in the office or in the possession of a teacher for safety reasons. During games or Physical Education lessons any valuable belongings (including money) should be left with the teacher. Parents are expected to ensure that their child's name is noted on garments and belongings. All pupils are given the opportunity to hire a locker and they are expected to make good use of these. Pupils should ask permission before leaving equipment or personal belongings in school overnight (apart from belongings placed in the pupil's own locker).

The school has two sets of toilet facilities for pupils. These are kept clean and pupils are expected to respect them and make appropriate use of them.

The school has a food and fitness policy. Pupils are encouraged to eat a healthy diet and follow a healthy life style. The school is responsible for managing the school canteen and the governing body ensures that the canteen implements food safety procedures and the healthy living agenda.

## **LANGUAGE POLICY**

The Welsh language is the natural linguistic medium of the school, the corridors and the morning assembly. The linguistic aim of the school is to foster a positive attitude towards the advantages of bilingualism and to develop the oral, reading and writing skills of the pupils in Welsh and English to the utmost.

Welsh and English are taught to all pupils in the school. French is also taught to pupils until the end of year 9. (Pupils may then opt to study French as a KS4 examination course). English is taught to all pupils and Welsh is taught as a first language to almost all pupils. The school provides appropriate courses and additional support for pupils who are Welsh learners. All subjects are presented either through the medium of Welsh or bilingually according to the need. All departments decide individually to what degree this is possible in KS4.

*The language policy is available at the school.*

## **COMPLAINTS PROCEDURE**

The school has established procedures to consider complaints about the way that the School Governing Body discharges its responsibilities regarding the curriculum and other related issues. This procedure is outlined in a bespoke document which is available in the school. A copy can be provided free of charge to anyone who wishes to make a complaint within this procedure.

It should be emphasised that many complaints can be resolved quickly and effectively through discussions with the Head teacher and other members of the staff. This is considered to be the first stage in considering any complaint, and the Governing Body will expect that this step has been taken before any formal complaint is placed before them.

Any complaint can be discussed with the Head teacher by contacting the school's office to arrange a meeting.

## **SCHOOL ADMITTANCE AND ADMITTANCE NUMBER**

Ysgol y Moelwyn has a natural catchment area, which includes the following primary schools:

- Maenofferen, Blaenau Ffestiniog

- Manod
- Tanygrisiau
- Ysgol Edmwnd Prys, Gellilydan
- Ysgol Bro Cynfal, Llan Ffestiniog
- Ysgol Bro Hedd Wyn, Trawsfynydd.

The Head teacher and staff at the school are aware of the importance of a smooth transition arrangements and we will do our best to make sure that the change is happy and effective. We will do this by:

- arranging visits by primary school pupils to Ysgol y Moelwyn,
- inviting the pupils and their parents to an Open Evening at the school,
- visiting the primary schools to get to know the pupils and to meet the parents,
- sending information to the parents.

The school operates the Gwynedd Education and Culture Authority policy on admittance. More information about the process of transferring from primary to secondary school and the admittance policy is available in the Gwynedd Education Authority handbook called “Information for Parents”.

The standard school admittance number is 120. For the year 2019/2020 an application was submitted by 69 to attend the school.

## **BEHAVIOUR**

The school has a proactive behaviour policy and declaration, which has received the support of the Governing Body. All new pupils are provided with the opportunity, together with the parents, to sign a home/school agreement.

## **DEVELOPING AND FOSTERING A RELATIONSHIP WITH THE COMMUNITY.**

The percentage of parents attending parents’ evenings is consistently high. The community has made effective use of the school resources including the sports amenities. There was a heartening support for the school’s latest Open Evening. In addition, the school received wholehearted support from members of the community during the year.

## **GAMES**

There are school teams in a variety of games - hockey, rugby, netball and football. Games are held against neighbouring schools and the school participates in county competitions.

An emphasis is made on preparing pupils for a range of activities. Rugby, football, hockey, athletics and basketball training sessions are held and pupils are provided with the opportunity to play against other schools. An emphasis has also been developed on aspects such as gymnastics and cross-country running. Different community-based clubs also make use of the school resources, especially the lighted all-weather pitch.

Regular use is made of the swimming pool and the leisure centre.

## **PRACTICAL INFORMATION**

**Homework:** The school considers homework to be an all-important part of the pupils’ education and pupils should think of their homework as an important part of their schoolwork. Homework can take many forms - written work, learning for a test, reading, examination revision, research etc. At the beginning of each year every pupil will receive

a school contact booklet. Pupils in Years 7 and 8 are expected to complete at least 1 hour/hour and a half of homework each night. This increases to at least two hours in Year 9 and pupils in Years 10 and 11 are expected to work as necessary.

Co-operation between the school and parents is very important. Parents are asked to ensure that pupils follow their homework timetables and also check the contact booklet regularly.

**Photographs of Pupils:** Occasionally, the school arranges for photographs to be taken of pupils who participate in a range of school activities. Photos may also be taken for training purposes. These photos could be used in newspapers, in different publications or on the school web site. They could also be used by Gwynedd County Council or other responsible establishment in partnership with the school. Pupils are also occasionally filmed and these clips are broadcasted publicly.

The school will ensure that all such uses will be undertaken in a responsible manner. Parents are asked for a formal permission to take and share photographs of pupils.

**The school calendar for the academic year.** This is provided at the beginning of the school year.

**Attendance newsletter:** The newsletter provides details about attendance arrangements and the school expectations.

**Data collecting form:** You will be requested at the beginning of each academic year to complete a data form for your child and to inform the school of any changes.

**Health and school visit form:** Parents are requested to complete a health form for your child. The school will not ask you to complete a new health form during the year for the following type of activities.

- Educational visits which begin at the start of the school day and end either at the end of the school day or later in the afternoon. You will receive written details regarding these activities and the school will ask your permission for your child to attend each individual arrangement.
- Local Geography field trips: e.g. local short walking trips in the vicinity of the school.
- Competitive games: e.g. football matches.
- School homework club arrangements.

You will need to complete a new form for other types of activities such as a residential visit.

**The school computer network and use of the internet:** The school has a computer network. All pupils are allocated a unique personal user name and password to enable them to access these facilities and to save their work in a personal folder which no other pupil can access. In order to manage the use of these facilities the school uses a programme to control and monitor all usage of the internet and the computer network (the system blocks access to unsuitable locations and tracks and records the use of the system by all users). Pupils are permitted to use these facilities on the understanding that they read and follow a set of user guidelines. You are asked as parents to discuss these guidelines and confirm that they will be kept.

**School Lockers:** Cyfeillion Ysgol y Moelwyn have spent a substantial amount of money in order to purchase lockers for all school pupils. We trust that these lockers will ease daily arrangements for the pupils as they will be able to keep files, books, Physical Education kit etc. safely under lock and key at school.

All pupils wishing to use a locker are asked for a £6 deposit. This sum will be returned at the end of the pupil's period at school if the locker has been kept in good condition. However, the school will charge £3 for all lost/mislaid keys.

All lockers are hired on the understanding that school staff will open and search the contents of any locker if it is suspected that they are being misused in any way by a pupil. If pupils wish to hire a locker, please fill and return the slip provided at the beginning of the year and return with the sum of £6 to the school.

**Details about the refectory cashless system and the online payment system:** The refectory uses a bio matrix system to process payments (you will be provided with an information flyer). We request your permission for your child to use this system.

**Attendance:** If your child is ill, please inform the school on the first morning of absence. You may use the following numbers.

- During office hours (8:00 – 4:00) use the number: 01766 830435.
- Outside office hours (before 8:00 a.m. and after 4:00 p.m.) use the special absence reporting phone line (01766 833030).

Please provide the following information.

- Name and class of child.
- Date(s) of absence.
- Your name and your relationship to the child (parent, grandmother etc.).

When a parent/guardian phones there is no need to confirm absence in writing. When other adults phone, please confirm absence in writing.

Pupils are expected to be present on the school grounds at 8:45 a.m. for the morning sessions and 1:25 p.m. for the afternoon session. I look forward to presenting all pupils who have achieved a 100% punctuality and attendance rate during September with the full attendance certificates.

The attendance newsletter confirms the high expectations of the school regarding attendance. Please remember to arrange routine dental or medical appointments either after school or late in the afternoon, thus enabling your child to attend all or most lessons on these days.

**The Welsh and English Departments Library Book Scheme:** Both departments have a library book scheme. Please encourage your child to read regularly!

**Equipment:** This is a concise list of the equipment each child should bring to school: ruler; blue, black, red and green biro, coloured pencils, protractor, rubber. Your child should not bring tippex or a calculator during year 7 to school.

**Welfare officer:** The school's welfare officer spends at least one day every week at school. You are welcome to contact the school to make an appointment.

**Counsellor:** The school's counsellor will be working with a number of pupils during the year.

**Lunch period arrangements:** Pupils may eat lunch in the canteen, bring a packed lunch or make an application for a pass to go home for lunch. This last arrangement is only available for pupils who live locally. Parents are encouraged to use the online payment system for school lunches in order to avoid the need for pupils to bring cash to school.

## PUPIL, PARENT AND SCHOOL AGREEMENT

As a basis for working together for the benefit of your child, you are invited to sign this agreement, which includes basic expectations on the part of the pupil, the parent and the school.



**YSGOL Y MOELWYN HOME/SCHOOL AGREEMENT**

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

**We will do our best to :**

- Ensure that your child follows a suitable curriculum and is extended to his/her full ability.
- Set suitable and regular homework.
- Encourage your child to respect himself and others.
- Ensure a safe environment for your child.
- Teach your child how to be a responsible member of society.
- Inform you of your child's progress and contact you immediately if there is a problem with work, behaviour, attendance or punctuality.
- Give your child advice concerning educational and personal choices.
- Respond to you punctually regarding any matter you wish to discuss.

Signed: \_\_\_\_\_  
(School)



**I will do my best to :**

- Work hard in school and reach my targets.
- Do my homework and coursework punctually and to my full ability.
- Present my work tidily.
- Bring the correct equipment to all lessons.
- Be punctual.
- Be present and catch up on all work that I could have lost.
- Be honest.
- Keep to all the school rules.
- Wear my school uniform.
- Respect myself and others.
- Ask for help if I have any problems.
- Think maturely about my future and listen to advice and implement it.

Signed: \_\_\_\_\_  
(Pupil)

**I/We will do our best to :**

- Ensure that my/our child does his/her homework in a suitable place and catches up with any lost work.
- Ensure that my/our child attends school and does so punctually.
- Provide an explanatory note if my/our child has been absent from school.
- Attend parents' meetings.
- Ensure that my/our child has enough sleep.
- Ensure that my/our child respects the school's rules.
- Ensure that my/our child has the correct equipment.
- Talk to my/our child about his life and work at school.
- Inform the school immediately if there is any matter that is of concern and any change at home that could affect my/our child.

Signed: \_\_\_\_\_  
(Parent/Guardian)

- The key to success -  
Partnership between:

The pupil.  
The parents.  
The school.

**SCHOOL AWARD AND SUCCESSES**

<b>YSGOL Y MOELWYN AWARDS AND SUCCESSES</b>		<b>Date</b>
<ul style="list-style-type: none"> <li>• Welsh Government Curriculum School</li> </ul>		<b>2019-20</b>
<ul style="list-style-type: none"> <li>• Act as Gwe leading school in South Gwynedd</li> <li>• Welsh Government Professional leading school.</li> <li>• Welsh Government Curriculum School.</li> <li>• Provision of inclusion support for Gwynedd secondary schools.</li> </ul>		<b>2018-19</b>
<ul style="list-style-type: none"> <li>• Act as Gwe leading school in South Gwynedd</li> </ul>		<b>2017-18</b>
<ul style="list-style-type: none"> <li>• Gain Healthy School Step Five Quality Award.</li> </ul>		<b>2016-17</b>
<ul style="list-style-type: none"> <li>• Co-leading literacy school.</li> <li>• New Bargain school.</li> <li>• Pioneer curriculum school.</li> </ul>		<b>2015-16</b>
<ul style="list-style-type: none"> <li>• School is a member of the lead team of the National Challenge Cymru Project.</li> <li>• 34 secondary schools have now looked at how the school is working.</li> <li>• Ysgol y Moelwyn has made two national presentations and several high-profile presentations.</li> <li>• One of three secondary schools in Wales to achieve excellence in all ten quality indicators in an ESTYN inspection.</li> <li>• Healthy Schools Stage 6</li> </ul>		<b>2014-15</b>
<ul style="list-style-type: none"> <li>• Highest in banding in Wales.</li> </ul>		<b>2013-14</b>
<ul style="list-style-type: none"> <li>• Second highest in banding in Wales</li> <li>• Investors in People Gold Quality Award.</li> </ul>		<b>2012-13</b>

**TERM DATES, SCHOOL DAY, AND SESSION TIMINGS**

Morning	8.50 am	-	12.45 p.m.
Lunch	12.45 p.m.	-	1.30 p.m.
Afternoon	1.30 p.m.	-	3.15 p.m.

The school implements a 30 lesson a week timetable with six lessons every day. All lessons are 50 minutes in length. The optional homework club arrangements increases this contact time to 31 hours every week. The discretionary period of the supervised Homework Club increases this duration to 31 hours per week.

**SCHOOL CALENDAR 2020-2021.**

<b>Calendar Ysgol y Moelwyn Calendar – 2020/21</b>		
<b>Tymor yr Hydref/Autumn Term</b>		
<b>Dyddiad/Date</b>	<b>Blwyddyn/Year</b>	<b>Gweithgaredd/Activity</b>
3.9.20	Pawb/All	Diwrnod cyntaf Tymor yr Hydref / <i>First day of Autumn Term</i>
5.10.20	11	Asesiad interim a Noson Rieni Blwyddyn 11 <i>Year 11 interim assessment and Parent's Evening</i>
12.10.20	7	Asesiad cychwynol a Noson Rieni Blwyddyn 7 <i>Year 7 initial assessment and Parent's Evening</i>
19.10.20	10	Asesiad interim a Noson Rieni Bl. 10 <i>Year 10 interim assessment and Parent's Evening</i>
23.10.20	Pawb/All	Hyfforddiant mewn swydd athrawon – dim ysgol ar gyfer disgyblion <b>In-service training for staff – no school for pupils</b>
<b>26-30.10.20 Gwyliau hanner tymor yr Hydref/Autumn term half term holiday</b>		
9.11.20	9	Asesiad interim a Noson Rieni Bl. 9 <i>Year 9 interim assessment and Parent's Evening</i>
Γ w gadarnhau/to be confirmed	Pawb/All	Noson wobrwyo/Award evening
Γ w gadarnhau/to be confirmed	Pawb/All	Noson agored/ <i>Open evening.</i>
30.11.20	7 + 8	Asesiad interim bl. 7 ac 8/ <i>Years 7 and 8 interim assessment</i>
7.12.20	9	Asesiad interim bl. 9 / <i>Year 9 interim assessment</i>
Γ w gadarnhau/to be confirmed	Pawb/All	Cyngerdd Dolig/ <i>Christmas Concert</i>
11.12.20	11	Ffug arholiadau Bl. 11 / <i>Year 11 mock examinations</i>
18.12.20	Pawb/All	Diwrnod olaf Tymor yr Hydref / <i>Last day of Autumn Term</i>
<b>Tymor y Gwanwyn/Spring Term</b>		
4.1.21	Pawb/All	Hyfforddiant mewn swydd athrawon -- dim ysgol ar gyfer disgyblion <b>In-service training for staff – no school for pupils</b>
5.1.21	Pawb/All	Diwrnod cyntaf Tymor y Gwanwyn / <i>First day of Spring Term</i>
Γ w cadarnhau/to be confirmed	10+11	Arholiadau TGAU bl. 10 ac 11 / <i>GCSE Examinations</i>
18.1.21	11	Adroddiad a Noson Rieni Bl. 11/ <i>Year 11 Parent's Evening and Report</i>
25.1.21	9	Noson ddewisiadau bl. 9/ <i>Year 9 Options evening</i>
28.1.21	9	Arholiadau terfynol bl. 9/ <i>Final Year 9 Examinations</i>
8.2.21	9	Adroddiad terfynol bl. 9/ <i>Year 9 narrative report</i>
12.2.21	Pawb/All	Hyfforddiant mewn swydd athrawon – dim ysgol ar gyfer disgyblion <i>In-service training for staff – no school for pupils</i>
<b>15-19.2.21 Gwyliau hanner tymor y Gwanwyn/Spring term half term holiday</b>		
22.2.21	9	Dechrau cyrsiau TGAU/Beginning GCSE courses
Γ w cadarnhau/to be confirmed	Pawb/All	Eisteddfod sir yr Urdd
1.3.21	10	Arholiadau terfynol bl. 10/ <i>Final Year 10 Examinations</i>
15.3.21	11	Asesiad Interim Bl. 11 / <i>Year 11 Interim Assessment</i>
15.3.21	7, 8	Asesiad interim a Noson Rieni Bl. 7+8 <i>Year 7+8 interim assessment and Parent's Evening</i>
22.3.21	10	Noson Rieni Bl. 10 / <i>Year 10 Parent's Evening</i>
26.3.21	Pawb/All	Diwrnod olaf Tymor y Gwanwyn / <i>Last day of Spring Term</i>
<b>Tymor yr Haf/Summer Term</b>		
12.4.21	Pawb/All	Diwrnod cyntaf Tymor yr Haf / <i>First day of Summer Term</i>

19.4.21	7	Arholiadau Bl. 7 / Year 7 examinations
26.4.21	8	Arholiadau Bl. 8 / Year 8 examinations
Γ w cadarnhau/to be confirmed	10 + 11	Arholiadau TGAU yn dechrau / Start date for GCSE examinations
3.5.21	Pawb/All	Gŵyl Banc Mai/Mayday Bank holiday.
17.5.21	7 + 8	Adroddiad terfynol bl. 7 ac 8/Year 7 and 8 narrative report.
<b>31.5.21-4.6.21 Gwyliau Hanner tymor yr Haf/Summer term half term holiday</b>		
14.6.21	9	Asesiad interim bl. 9/Year 9 Interim Assessment
Γ w cadarnhau/to be confirmed	10 + 11	Arholiadau TGAU yn gorffen/ End date for GCSE examinations
21.6.21	10	Asesiad interim /Interim report (3)
5.7.21	7-9	Gweithgareddau trawsgwricwlaidd/Cross curricular activities
16.7.21	Pawb/All	Diwrnod olaf Tymor yr Haf / Last day of Summer Term

**SCHOOL ATTENDANCE:** School attendance is generally good. The school tries to encourage regular attendance through the pastoral system, the school ethos and regular monitoring by staff. Good attendance is rewarded by the school. The school also maintains a close link with parents where problems have arisen. As a result of an ongoing campaign, attendance at Ysgol y Moelwyn has improved considerably. At present, the school operates a scheme to phone the parents of absent pupils and uses a computerised registration system. These are the statistics for the year 2018-2019.

Percentage Unauthorised Absences:	0.8%
Percentage Total Absences:	5.4%
Attendance:	93.8%
Attendance between beginning of September 2019 and end of May 2020:	94.3%

Percentage unauthorised absences during, per year and term 2019-2020			
	Autumn Term 2019	Easter Term 2020	Summer Term 2020
<b>Year 7</b>	0.2%	0.1%	0.0%
<b>Year 8</b>	1.0%	0.4%	0.3%
<b>Year 9</b>	0.7%	0.0%	0.0%
<b>Year 10</b>	0.7%	0.7%	0.1%
<b>Year 11</b>	1.4%		

## SCHOOL LEAVERS DESTINATIONS

A high majority of Ysgol y Moelwyn school leavers move on to further education. Pupils generally follow these career paths:

- Ysgol Godre'r Berwyn, Y Bala.
- Ysgol Dyffryn Conwy, Llanrwst.
- Coleg Meirion Dwyfor, Dolgellau, Pwllhelli and Glynllifon sites.
- Coleg Llandrillo Menai, Bangor and Llangefni.
- Apprenticeship schemes.
- Formal employment.

2019 destinations	Female	Male	Total	%
Continuing in full-time education - Same School	0	0	0	-
Continuing in full-time education - School	8	1	9	16.67%
Continuing in full-time education - College	17	23	40	74.07%
Continuing in full-time education - HE	0	0	0	-
GAP Year	0	0	0	-
Continuing in Part time Education	0	0	0	-
Entering employment outside WBYP	0	1	1	1.85%
Entering WBYP (employed status)	1	2	3	5.56%
Entering WBYP - (without employed status)	0	1	1	1.85%
Able to Enter Emp, Ed or WBYP (Unemployed)	0	0	0	-
Unable OR NOT READY to enter Emp, Ed or WBYP (e.g. due to illness, custodial sentence)	0	0	0	-
Known to have left the area	0	0	0	-
Not responding to follow-up and therefore unknown	0	0	0	-
<b>Total of school leavers in 2016</b>	<b>26</b>	<b>28</b>	<b>54</b>	<b>100.0%</b>

### Ysgol y Moelwyn Targets 2019-2020

**Attendance targets:** 95%. This entails an increase of 1.2% as the 2018-2019 attendance was 93.8%.

**Exclusion target:** No permanent exclusions.

#### KS3 specific targets.

Percentage level 5+ English.	89%
Percentage level 5+ Welsh.	93%
Percentage level 5+ Mathematics.	93%
Percentage level 5+ Science.	92%

#### KS3 local targets

**KS3 Local target 1:** Ensure that all school teachers implement robust differentiating skills when teaching KS3 classes. This entails differentiating on the basis of the following:

- Teaching methodology.
- Teaching resources.
- Specific tasks.
- Evidence of robust differentiation within learner books.

**KS3 Local target 2:** Ensure that teaching staff use robust literacy teaching skills when teaching KS3 classes. This entails:

- using a range of methods to teach literacy.
- confirming literacy work in learner books is of a good standard.

**KS3 Local target 3:** Ensure that teaching staff (Geography, ICT; Technology; Science; Physical Education) use robust numeracy teaching skills when teaching KS3 classes. This entails:

- using a range of methods to teach literacy.
- confirming numeracy work in learner books is of a good standard.

#### KS4 targets

##### 1. Local target 1 KS4: Mathematics

- A\*C Mathematics 65%.
- Increase final difference between pupil score and average pupil score including subject factor in second and third section of third of cohort to 0 (zero).

##### 2. Local target 2 KS4: Science

- A\*C Science 65%.
- Increase final difference between pupil score and average pupil score including subject factor in first and third section of third of cohort to 0 (zero).

##### 3. Local target 3 KS4: English language

- A\*C English language 65%.
- Increase final difference between pupil score and average pupil score including subject factor in first and second section of third of cohort to 0 (zero).

##### 4. Local target 4 KS4: Promotion of robust pupil independent learning skills.

##### 5. Local target 5 KS4: Gain 'nurture school' quality mark.

##### 6. Local target 6 KS4: School evaluation processes reflect the ESTYN current guidance and has a positive impact on standard of learner work.

## END OF KEY STAGE 4 RESULTS AND NATIONAL COMPARATIVE RESULTS

Subject	A*	A	B	C	D	E	F	G	U	A* - C	A* - G
Welsh	9.4	9.4	26.4	34.0	13.2	5.7	1.9	0.0	0.0	79.2	100.0
Welsh Literature	9.4	9.4	11.3	37.7	24.5	5.7	0.0	1.9	0.0	67.9	100.0
English	3.8	11.3	13.2	32.1	28.3	5.7	3.8	1.9	0.0	60.4	100.0
English Literature	1.9	13.2	20.8	32.1	24.5	3.8	3.8	0.0	0.0	67.9	100.0
Mathematics	9.3	9.3	24.1	18.5	18.5	7.4	3.7	9.3	0.0	61.1	100.0
Numeracy	10.9	10.9	28.3	21.7	17.4	4.3	4.3	2.2	0.0	71.7	100.0
Child Care	0.0	22.2	33.3	44.4	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Food and Nutrition	0.0	0.0	25.0	75.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Art	10.5	15.8	26.3	36.8	10.5	0.0	0.0	0.0	0.0	89.5	100.0
Geography	0.0	18.8	18.8	18.8	18.8	12.5	12.5	0.0	0.0	56.3	100.0
History	11.1	13.9	22.2	27.8	8.3	13.9	2.8	0.0	0.0	75.0	100.0
Religious Education	16.7	22.2	16.7	16.7	16.7	5.6	0.0	0.0	0.0	72.2	100.0
Drama	7.1	28.6	28.6	28.6	0.0	7.1	0.0	0.0	0.0	92.9	100.0
Music	22.2	11.1	44.4	22.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Physical Education	14.3	7.1	35.7	35.7	7.1	0.0	0.0	0.0	0.0	92.9	100.0
Technology	0.0	7.1	21.4	35.7	14.3	21.4	0.0	0.0	0.0	64.3	100.0
ICT	1.9	9.3	14.8	31.5	16.7	14.8	11.1	0.0	0.0	57.4	100.0
Spanish	0.0	50.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	50.0	100.0

Subject	**	*A	AA	AB	BB	BC	CC	CD	DD	DE	EE	EF	FF	FG	GG	U	A*-C	A*-G
Science	5.8	1.9	1.9	1.9	5.8	11.5	15.4	13.5	3.8	5.8	1.9	7.7	5.8	5.8	7.7	3.8	52.0	98.0

**END OF KEY STAGE FOUR RESULTS AND ADDITIONAL COMPARATIVE NATIONAL DATA**

	Field	2016-2017	2017-2018	2018-2019	2019-2020
YYM	Capped 9-point score	-	-	369	
Family		-	-	378	
Authority		-	-	362	
Wales		-	-	354	
YYM	Indicator for the skill challenge Wales certificate	41	42	42	
Family		35	38	40	
Authority		37	38	36	
Wales		29	37	36	
YYM	Literacy indicator	44	43	44	
Family		43	43	43	
Authority		42	41	41	
Wales		39	39	39	
YYM	Numeracy indicator	38	39	38	
Family		41	41	40	
Authority		39	38	37	
Wales		38	38	37	
YYM	Science indicator	-	37	37	
Family		-	41	41	
Authority		-	38	38	
Wales		-	37	37	
YYM	Percentage 5 A*A	24%	21%	21%	
Family		19%	20%	21%	
Authority		21%	19%	17%	
Wales		17%	18%	18%	
YYM	Percentage Level 2 threshold including Welsh/English not including literature.	61%	57%	52%	
Family		63%	62%	61%	
Authority		58%	55%	54%	
Wales		55%	55%	50%	
YYM	Percentage Level 2 threshold including Welsh/English including literature	-	-	52%	
Family		-	-	61%	
Authority		-	-	54%	
Wales		-	-	50%	
YYM	Percentage Level 1	100%	100%	100%	
Family		99%	97%	97%	
Authority		97%	96%	95%	
Wales		94%	94%	93%	