



Canolfan Addysg y Bont



School Improvement Plan (Summary) Period 2024-2027

A summary copy of the School Improvement Plan for parents/carers and other stakeholders can be found on our Website www.canolfanaddysgybont.cymru under the heading 'School Improvement'

Year 2024-2025



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The Improvement and Development Plan is a 'live' document and additions/changes are likely in line with the school's current circumstance and/or national or regional priorities/policies. There is a summary copy of the School Improvement Plan for parents and other stakeholders on our website, (see School Improvement)

A Huws (Headteacher) September 2024



Staffing/ Governors

Staffio/Staffing
2024/2025

| | |
|---|--|
| Pennaeth/ <i>Headteacher</i> : | Mr Andreas Huws |
| Pennaeth Cynorthwyol (Uwchradd) <i>Assistant Head (Secondary)</i> | Ms Dawn Hoban (UDRh/SMT) |
| Pennaeth Cynorthwyol (Cynradd) <i>Assistant Head (Primary)</i> | Mrs Mannon Grieves-Owen (UDRh/SMT) |
| Uwch Arweinydd Dros dro: Uwchradd <i>Interim Senior Lead: Secondary</i> | Mr Aled Williams (UDRh/SMT) Mrs Sioned W Jones (UDRh/SMT) |
| Uwch Arweinydd: Cynradd <i>Senior Lead: Primary</i> | Mrs Lisa Roberts (UDRh/SMT) |
| Rheolwr Busnes/ <i>Business Manager</i> Swyddog Gweinyddol a Chefnogaeth / <i>School Administration and Support</i> | Mrs Liza Aston (UDRh/SMT) Mrs Iona Ponsonby/Miss Llinos Williams (0.6)/Mrs Donnette Burke (0.4) |
| Technegydd/ <i>Technician</i> : | Neil Roberts (0.1) |
| Athrawon Pynciau Arbenigol <i>Specialist Teachers</i> | Gethin Thomas B.Add (0.4) Elen Hughes (0.6) |
| Swyddog Hwb Lles <i>Hub Wellbeing Officer</i> | Jason Craig |

Athrawon Dosbarth Cynradd/Primary Teachers

| Dosbarth/Class | Enw/Name |
|---|---------------------|
| Cynradd 1: (Cyfnod Sylfaen/ <i>Foundation Phase</i>) | Zara Roberts |
| Cynradd 1a: (Cyfnod Sylfaen/ <i>Foundation Phase</i>) | Ann Pierce Jones |
| Cynradd 2: (Cyfnod Sylfaen/ <i>Foundation Phase</i>) | Lisa Roberts |
| Cynradd 3a: (Cyfnod Sylfaen/ <i>Foundation Phase</i>) | Lowri Carlisle |
| Cynradd 3b: (Cyfnod Sylfaen / <i>CA2 Foundation Phase/KS2</i>) | Mannon Grieves-Owen |
| Cynradd 4: (Cyfnod Allweddol 2/ <i>KS2</i>) | Aled Jones |
| Cynradd 5: (Cyfnod Sylfaen/ <i>CA2/Foundation phase/KS2</i>) | Naomi Edwards |
| Dwynwen (Gofal Arbennig) | Catrin Jones |

Athrawon Dosbarth Uwchradd/Secondary Teachers

| Dosbarth/Class | Enw/Name |
|-------------------------------|----------------------------|
| Canol 1: (CA3/KS3) | Lowri Fretwell |
| Canol 2: (CA3/KS3) | Sioned Jones/Meinir Thomas |
| Ceint 1: (CA3/CA4 – KS3/KS4) | Kristin Friedman |
| Ceint 1a: (CA3/CA4 – KS3/KS4) | Einir Roberts |
| Ceint 2: (CA3/CA4 – KS3/KS4) | Huw Edwards |
| Ceint 3: (14-19) | Aled Williams |
| Ceint 4: (14-19) | Dawn Hoban; Tabitha Mead |

Staff Cefnogol/Support Staff

| Cynradd/Primary | Uwchradd/Secondary | Gofal Arbennig/Special Care |
|------------------------|---------------------------|------------------------------------|
| Sam Clutton (HLTA) | Catrin Williams (HLTA) | Jacqueline Ward-Davies (HLTA) |
| Dawn Williams (HLTA) | Nerys Jones (HLTA) | Mary Roberts |
| Elen Mai Jones (HLTA) | Kelly Davies (HLTA) | Hilda Owen |
| Laura Roberts (HLTA) | Llinos Roberts (HLTA) | Leanne Hughes |
| Gemma Hughes (HLTA) | Chloe Parry (HLTA) | Dwynwen Burford |
| Gwenan Williams (HLTA) | Lois Hughes (HLTA) | Jodie Griffiths |
| Ffion Rowlands | Ceri Roberts | Staff Gofal Iechyd |
| Ffion Davies | Islwyn Owen | |
| Anna Hughes | Dion Williams | |
| Cathrin Williams | Alison Burford | |
| Angharad Thomas | Ceri Roberts | |
| Kelly Gerrard | Jessica Tilbury | |
| Elen Mair Williams | Lorraine Roberts | |
| Carla Eccles | Jaqueline Davies | |
| Stella Jones | Tomos Jones | |
| Ffion Jones | Deian Elfyn | |
| Emily Everett | Coni Sparrow | |
| Alys Jones | Kat Tyszko | |
| Laura Owen | | |
| Tamara Thomas | | |
| Stacey Clutton | | |
| Ciara Rowley | | |
| Penny Jones | | |
| Llinos Wynne Williams | | |
| Jasmine Roberts | | |

Erail/Other

| Manylion/Details | Enw/Name |
|---|---|
| Nyrs/Nurse | Tania Jones |
| Staff Gofal Iechyd/Healthcare Staff | Hayley Morey Gwyneth Hulme |
| Gofalwr/Caretaker | Clive Jones |
| Gwasanaethau Masnachol/Commercial Services | Nia Hughes Wendy Griffiths Jacqueline Ashworth Mary Owen |
| Prif Gogydd/Cook in Charge | Belinda Jones |
| Staff Cegin/Kitchen Staff | Helen Owen |

Tîm Rheoli a Cwricwlwm/:
Management and curriculum: Andreas Huws, Dawn Hoban, Zara Roberts, Naomi Edwards, Huw Edwards, Lowri Carlisle, Lowri Fretwell, Manon Grieves-Owen, Ann Pierce Jones, Sioned Jones, Tabitha Mead, Lisa Roberts, Gethin Thomas, Aled Jones, Aled Williams, Kristin Friedman, Einir Roberts, Catrin Jones, Samantha Clutton, Kelly Davies, Elen Jones, Nerys Jones, Laura Roberts, Llinos Roberts, Dawn Williams, Gemma Hughes, Chloe Parry, Catrin Williams, Liza Aston

Uwch Dîm Rheoli/:
Senior Management Team: Andreas Huws, Dawn Hoban, Mannon Grieves-Owen, Liza Aston

Lisa Roberts, Sioned Jones, Aled Williams

Uwch Arweinydd/:
Senior Leader: Lisa Roberts (Cynradd/Primary)
Sioned Jones/Aled Williams (Uwchradd/Secondary)

Cyfrifoldeb dros LAC/:
Responsibility for LAC: Andreas Huws, Dawn Hoban

Cyfrifoldeb dros Amddiffyn Plant/Responsibility Over Child Protecion: Andreas Huws, Dawn Hoban, Mr Peter Davies OBE (Llywodraethwyr/Governors)

ADRAN ADDYSG/EDUCATION DEPARTMENT

Seicolegydd Addysgol/
Education Psychologist: Mrs Ffion Ellis Jones
Swyddog Lles/
Welfare Officer: Mrs Elenid Glyn
Ms Angela Bennett

Swyddog Addysg/
Education Officer: Mr Aaron Evans

Anghenion Addysg
Arbennig/ Dr Einir Thomas

Swyddog Addysg:

ADRAN IECHYD/HEALTH DEPARTMENT
Ffisiotherapi/Physiotherapy

Darperir gwasanaeth Ffisiotherapi/Iechyd Galwedigaethol yn yr ysgol gan Fwrdd Iechyd Prifysgol Betsi Cadwaladr ar gyfer y disgyblion hynny y mae angen cymorth arnynt.

The Physiotherapy and Occupational Health Service is provided in the school by the Betsi Cadwaladr University Local Health Board (BCU) for pupils requiring the assistance..

| | |
|--|--|
| Swyddogion Ffisiotherapi/Physiotherapy Officials: | Ms Susan Strange Mr Mitesh Makanjee |
| Iechyd Galwedigaethol/ Occupational Therapist: | Ms Elin Pritchard Ms Manon Thomas |

Therapydd Lleferydd/Speech Therapy

Darperir gwasanaeth therapi Lleferydd gan Awdurdod Iechyd Gogledd Orllewin Cymru ar gyfer gwneud asesiadau a chynllunio rhaglenni fel y gall athrawon eu cyflwyno o ddydd i ddydd.

The speech therapy service is provided in the school to assess and create programmes in order that teachers can introduce them on a day to day basis.

Yn aml bydd gwaith y therapydd yn golygu asesiadau ar gyfer cymorth cyfathrebu trydanol a chyfrifiadurol.

Occasionally the therapists' work includes assistance for the use of electric and computer aids.

| | |
|---|----------------------------------|
| Therapydd Lleferydd ac Iaith/Speech Therapist: | Carol Davies Owen, Cari Jones |
|---|----------------------------------|

**Partneriaeth a Rhwydweithiau Dysgu Proffesiynol/
Professional Learning Partnerships and Networks**

Mae'r ysgol yn cydweithio ag ystod eang o asiantaethau a phartneriaid er mwyn datblygu a gwella'r ddarpariaeth i ddisgyblion yr ysgol.

The School collaborates and works in partnership with a wide range of external agencies and partners in order to develop and improve the schools provision for pupils.

LLYWODRAETHWYR/GOVERNORS

**Aelodau'r Corff Llywodraethol 2024/2025
2024/2025 Members of the Governing Body**

Yn cynrychioli'r Awdurdod Addysg Lleol/Representing the Local Education Authority:

Cyng/Cllr Nicola Roberts (Is-Gadeirydd/Vice-Chair)

Cyng/Cllr Dylan Rees

Mr Lloyd Williams

Yn cynrychioli'r Rhieni/Representing the Parents:

Mrs Iris Williams

Miss Carys Thomas

Aelodau Cyfetholedig/Co-opted Members:

Mr Peter Davies OBE (Cadeirydd/Chair)

Dr. Julia Morgan

Yn cynrychioli'r Mudiadau Gwirfoddol /Voluntary Movements:

Mr Gwilym Pritchard

Pennaeth/Headteacher:

Andreas Huws

Yn cynrychioli'r Athrawon/Representing Teaching Staff:

Dawn Hoban

Yn cynrychioli'r Staff Ategol/Representing Ancillary Staff:

Gwennan Williams

Clerc y Corff Llywodraethol/Clerk to the Governing Body:

Iona Ponsonby

Yn mynychu cyfarfodydd/Attending Meetings

UDRh/SMT



Attendance/ Destinations

Attendance

| <i>Year</i> | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------------------------------|-------|-------|-------|-------|
| Authorised absences | 13.4 | 10.6 | 8.92 | 6.7 | 6 | 6.2 | 4.4 | 4.9 | 5.2 | 4 | 6.2 | 7.9 | 0.8 | 7.2 |
| Unauthorised absences | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.05 | 0 | 0 | 0 | 0.3 | 0.2 | 0.7 |
| Every absence | 13.4 | 10.6 | 8.92 | 6.7 | 6 | 6.2 | 4.4 | 5.04 | 5.2 | 4 | 6.2 | 8.2 | 8.7 | 7.9 |
| Attendance | 86.6 | 89.4 | 91.08 | 93.3 | 94 | 93.8 | 95.6 | 94.96 | 94.8 | 96 94.5 hyd at 23/03 | 93.8 | 91.8 | 91.3 | 92.1 |

The school target for the year will be to ensure that the attendance percentage is higher than 95%.

Destinations of pupils post 16 & 19 (all post 19):

Number leaving = 4

Coleg Glynllifon = 2

Coleg Menai = 1

Coleg Pengwern = 0

Care of Social Services = 1

Canolfan Byron = 0

Tyddyn Môn = 0

Heulfre = 0



3 Year Development Statement/Main Priorities (SIP 2024/25)

Concise evaluation of
Progress: Improvement
Priorities 2023 -2024

CANOLFAN ADDYSG Y BONT
SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN 2024-2027
MAIN PRIORITIES

(including ESTYN – CGOA Recommendations July 2023)

Areas/Aspects that influence school improvement:

- Inspection : July 2023
- Monitoring Visit (GWE) : Continuous
- School Self-appraisal : Continuous
- Development Review : Professional (PDR)
- Lesson Observation Cycles internal/external : Continuous
- Monitoring Standards (work and plans) : Continuous
- School to School Collaboration : Continuous (See SIP)
- ESTYN engagement visits : Continuous
- EQUALS monitoring visits : Continuous
- Parental and Stakeholder input - Continuous

- **Action Plan Post-inspection (July 2023)**
ESTYN recommendations following a full inspection in May 2023.
- A1 *Strengthen self-appraisal procedures by better measuring the impact of actions on the standards of pupils and the quality of teaching.*
- A2 *Broaden the learning experiences further by making more purposeful use of the external and specialist resources.*

Note: These 2 recommendations have been incorporated in the School Improvement Plan (2023/25)

Consideration is also given to the following in the SIP;

- Strategic Education Plan (IOACC)
- Regional Strategies GWE;
- Welsh Government Priorities (e.g. L.N.F., Grantiau EIG/LDG, DCF, Curriculum for Wales, The Welsh Language, Health and Wellbeing Framework, Poverty)
- ESTYN's new inspection organisation and guidelines September 2024 (ESTYN's recommendations 2023).
- ALN Bill Welsh Government
- A self-improving school; (school to school collaboration)
- Responding to capacity/physical space challenges
- School Improvement Guidelines (June 2022 & September 2024)
- The Welsh Language
- Responding to poverty

Development statement and planning improvement 2024-2027

The school's self-evaluation arrangements, coupled with the findings of internal and external monitoring, identify specific priorities areas that require attention, from one year to the next. Education in Wales continues to face a period of significant change. At Canolfan Addysg y Bont we have successfully delivered a Curriculum for Wales model and also, the Additional Learning Needs Bill, in an effective and timely manner. We are now focusing on introducing the School Improvement Guide and the new ESTYN Inspection Framework, both of which are statutory requirements from September 2024. It will be an exciting and challenging, and potentially turbulent, time as a difficult financial climate faces the Government, Local Authorities and the school. GWE as regional education consortia will cease as a supporting service at the end of March 2025, and it is not yet certain how monitoring, challenge and support responsibilities will evolve in the coming period.

Y Bont’s strategic direction is outlined below, and finer details can be found in the 2024-25 priorities. The School Improvement Guidelines (2022) emphasise the need for school improvement and development plans to be a 'live', accessible and flexible documents. It would also be sensible to note that mid/long term priorities may change slightly following the on-going process of self-evaluation and self-improvement. Relevant to this is the fact that the school does not currently receive budget forecasts spanning 3 years, limiting somewhat on the depth and detail of potential planning. Y Bont’s curriculum, and especially the Informal and Semi-formal Learning Pathways are increasingly well established, nevertheless the 2024-27 priorities continue to place an ongoing emphasis on developing and delivering a curriculum best suited to the range of pupils on our register at any given time. Naturally, ‘communication’ is a crucial part of the curricular offering, and the staff continuous professional development plan reflects the significant focus we place on everything related to ‘communication’. Y Bont continues to hold the status of a Communication Friendly School. We have also engaged in a priority which leads the sector as we embed ‘Evidence For Learning’ as an assessing, evidencing and progress data collecting framework.

In the summer of 2024, Y Bont was awarded Exemplar School status, the first and only such school in Wales. We will therefore act to work in partnership, and provide training to others in the sector, ensuring that Y Bont is forward thinking in providing high quality education. We also aim to receive the new Career Wales Quality Mark, as we are currently part of a national pilot and are now implementing the objectives at school level. Inevitably, we will build on progress within our school improvement and development priorities, reinforcing previous implementation and extending on our agenda of raising standards from year to year. There will be a continued focus on ensuring that the school’s governors recognise their role and responsibilities of being critical friends of the school who support, and drive improvement where needed. The Governors have already been part of the 'Governors Virtual Office' pilot, and the communication and sharing of documentation is more effective than ever. In incorporating priorities with specific objectives into Y Bont’s narrative; local, regional and national reforms establishes clear lines of accountability which have a clear link to staff’s ongoing Professional Development Review programme.

Overview of Main Priorities IP&SD 2024-27

| Fields | Priorities 2024-25 | Main Action Points |
|-----------------------------------|--|---|
| Curriculum, Teaching and learning | <ol style="list-style-type: none"> 1. Further developing Y Bont’s Curriculum Learning Pathway, and pupil progress (phase 3) by; <ol style="list-style-type: none"> i) Including all semi-formal classes within Mapping and assessing personal progress ii) Extending Evidence for Learning across school (no longer a pilot) iii) Strengthening the link between assessment and progress with Curriculum Y Bont iv) A full/complete response to our Communication Friendly School strategy by 2025 | <ol style="list-style-type: none"> 1. All classes to set Personal Learning Intentions <ul style="list-style-type: none"> -Ensure high level Training on the MAPP assessment. -Monitor and evaluate the assessment and progress in detail. -Ensure we achieve ‘Communication Friendly School’ re-accreditation. |
| | <ol style="list-style-type: none"> 2. Conduct a review of our post-14 pathway accreditation, ensuring a more complimentary and appropriate model in line with the evolution of our informal and semi-formal learning pathway design and implement a Pathway Accreditation Model which is more relevant to the expectations of the Our Learning Pathways. | <ol style="list-style-type: none"> 2. Carefully review the post-14 accreditation provision. <ul style="list-style-type: none"> -Ensure a more relevant/suitable range of accreditation in relevant classes. -Formulate a 5 year accreditation plan. |
| | <ol style="list-style-type: none"> 3. Strengthen the links between – IDPs, Outcomes, Personal Learning Intentions and Review of assessment and progress processes – by improving our quality control evaluations across school. (This means a change (pilot initially in 2024/25 to our IDP review timetable). | <ol style="list-style-type: none"> 3. Embed new evaluation processes across school. <ul style="list-style-type: none"> -Respond to the priorities arising from the pilot strategy. |

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| | | -Design an integrated (new) timetable for annual reviews. |
| Care, Support and Welfare and fairness | 4. Continue to further extend the learning experiences through more purposeful use of our new external and specialist resources. | 4.Continue to action current landscaping and building plans, (which are all currently costed within grant expenditure-Wales Wildlife Trust) -Extend external physical spaces for more practical uses. -Re-commission the Hydrotherapy Pool. |
| | 5. That Canolfan Addysg y Bont, part of a new national pilot (3 years) for the Careers Wales Quality Mark, responds successfully to Phase 1 of the standards across the school. | 5.To successfully respond to all the New Careers Quality Mark criteria in line with the 3 year programme. |
| Vision, Leading and improving. | 6. To respond to all the statutory requirements (starting September 2024) that are relevant to Special Schools within the newly implemented School Improvement Guidance. | 6.Ensure a full response to all the statutory requirements. -Provide a summary copy of the School Improvement Plan to parents, carers and other stakeholders. -Extend our use of the school's website in order to better disseminate relevant documentation. |



| Field | Likely priorities 2025-26 | National/ Other Priorities |
|--|--|----------------------------|
| Curriculum, Teaching and learning | <ol style="list-style-type: none"> 1. Continuous development of Y Bont's Individual Curricular Learning Pathways and pupil progress (Phase 4) 2. Establish and firmly embed the new review process for Individual Development Planning following a comprehensive evaluation, resulting in a consistent model for pupils, staff and external agencies and partners 3. Embed and action the new CAYB Pathway Accreditation Model. | |
| Care, support and welfare and fairness | <ol style="list-style-type: none"> 4. Give careful strategic consideration to the known risk as regards capacity in 2025/26 and its potential impact by: <ol style="list-style-type: none"> i) Considering its impact on our provision/support structures ii) Impact on our process and resources (plan accordingly) iii) Impact on organisational factors and physical space (plan accordingly) 5. That Canolfan Addysg Y Bont, part of a new national pilot (3 years) for the Careers Wales Quality Mark, responds successfully to Phase 3 of the standards across the school. | |

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| Vision, Leading and improving | <ol style="list-style-type: none"> 6. Aim to be a Centre of excellence (exemplar school) in accordance with the requirements and agreed standards of EQUALS 7. Further assimilate all the self-evaluation processes across school with the new Professional Development Review guidance, thereby enabling one overarching and co-ordinated process. | |
|-------------------------------------|---|--|



| Field | Likely priorities 2026-27 | National/ Other Priorities |
|--|---|----------------------------|
| Curriculum, Teaching and learning | <ol style="list-style-type: none"> 1. Continuous development of Y Bont's Individual Curricular Learning Pathways and pupil progress (Phase 5) | |
| Care, support and welfare and fairness | <ol style="list-style-type: none"> 2. That Canolfan Addysg Y Bont, part of a new national pilot (3 years) for the Careers Wales Quality Mark, responds successfully to Phase 3 of the standards across the school. 3. Give careful consideration to the foreseeable/known risk and its impact on capacity in 2026/27 by: <ol style="list-style-type: none"> iv) Considering its impact on our provision/support structures v) Impact on our process and resources vi) Impact on organisational factors and physical space | |
| Vision, Leading and improving | <ol style="list-style-type: none"> 4. Respond to any external findings and recommendations following inspection/monitoring/direction from: <ol style="list-style-type: none"> i) ESTYN – core or interim ii) Local Authority and ALN Service (and/or a new look middle tier body) iii) Other significant stakeholders f.e. EQUALS, peer to peer schools iv) Additional/new national priorities | |

Direction of our priorities 2024-27

CAYB's priorities and self-improvement pathway cover the current national priorities namely:

- i) The Welsh Language 2050.
- ii) Responding to poverty.
- iii) Continuing to respond to the development of the Curriculum for Wales (improving the progress of pupils).
- iv) The Additional Learning Needs Bill.
- v) 'Emotional and mental wellbeing' framework.
- vi) School to school collaboration.
- vii) Ensuring progress against the 8 contributing factors.
- viii) Responding to local/regional plans post-consortia.
- ix) Full response to other aspects within the School Improvement Guidelines.

Other matters that are not high-level priorities.

- Buying new ICT equipment which is specialist in nature (it is hoped to secure this through a HWB Grant).
- Ensuring more opportunities for post-14 group work experience.
- Promoting more training for parents/carers on the school site and/or beyond.
- Continuing with the development of 'Governors Virtual Office' following a 2023/24 pilot.
- Collaborating with CABAN (Bangor University), specifically on the new Primary PGCE Course/new ALN.
- Extending our co-operation with Coleg Menai to ensure quality Support Staff for the future.
- Extending/promoting the provision of after school 'Clubs'.
- Continuing with the HWB Welfare partnership with the WRU.

Continuous systemic priorities.

- Developing CAYB's physical capacity in order to better facilitate an increase in pupil numbers
- Collaborating closely with the LEA. and Coleg Menai to form a strategy to respond to the necessary post-16 provision.
- Responding to the challenges facing special schools in recruiting teaching assistants (specifically). Note: this means discussions and decisions on a national level.