



Ebbw Fawr Learning Community

Cymuned Ddysgu Ebwy Fawr

GOVERNORS' REPORT TO PARENTS

2022-2023



The Ebbw Fawr Way

READY

BAROD

RESPECTFUL

PARCHUS

SAFE

DIOGEL

Our 3-16 Values

AMBITION

We have high ambitions

RELATIONSHIPS

We form strong relationships with others

POSITIVITY

We have a positive attitude

PRIDE

We have pride in our local and wider community

RESPECT

We respect every member of the community

KINDNESS

We show kindness to others in our community

TRUST

We trust others and we do the right thing at all times

EXTRA MILE

We go above and beyond in everything we do

Chair of Governors' Welcome

I am pleased to present the Annual Report to Parents for the 2022-2023 academic year.

The Annual Report to Parents is a document that Governors provide to parents outlining events and developments at the school over the last 12 months.

The longer-term effects of the Covid Pandemic are still being felt and the Governing Body has done its best to generate and provide additional resources to support the wellbeing of all our Primary and Secondary age pupils.

This is a time of change with everyone getting used to a post Covid era, with the additional pressures of cost of living and energy price increases. Schools are not exempt from financial pressures and Governors work with School Staff and the Local Authority to make the best use of funds available.

The new Curriculum for Wales has been introduced into our Primary Phase and is being rolled out across Years 7 and 8 in the Secondary Phase.

School numbers are increasing, and we have recruited more teaching staff to cope with these numbers.

Some time ago the Local Authority agreed to building and classroom modifications across the Secondary Phase building in response to wellbeing, safeguarding and safety concerns. These changes have been successful in meeting the original aims but have resulted in acceptance by the Local Authority and the Welsh Government that we need more space in the School to cope with increased numbers and to meet the needs of families in the Ebbw Fawr area.

Plans are now in place to build additional classrooms and an additional canteen area: we hope to see the new building ready for occupation some time in 2025.

This new building is being constructed on the South side of the existing Secondary Phase and initial plans have revealed that it will be built, in part, over one of the Ebbw Vale Works cellars, a reminder of the links between the School, the site on which it is built, and of the history of the area.

Governors will continue to provide support and challenge to our hardworking Headteacher, Senior Management Team and Staff, who we know will be going the extra mile in supporting all the pupils and their families in our local community.

Richard Barrett
Chair of Governors

Headteacher Introduction

Dear Parents and Carers / Annwyl Rhieni a Gwarchodwyr

I am pleased to commend to you our 2022/2023 Governor's Report to Parents. The school continues to go from strength to strength and I thank the Governing Body for their hard work during the last academic year. They continue to challenge and support the school in equal measures and I'm grateful to be working with such a strong team.

There have been many positive developments this year, particularly around our role as a community school and our plans to create a common curriculum across all Ebbw Vale Schools. Both aspects are embedded in our vision statement developed by staff, pupils, parents and governors.

I'm therefore delighted that community events such as the inaugural Ebbw Fawr Fest has led to the school achieving the prestigious "Heart of the Community" Award. Additionally, a common cluster curriculum, named cwricwlm "Enfys" is rapidly emerging across all Ebbw Vale Schools meaning that all children in the future will arrive at Ebbw Fawr Secondary Phase with similar skills and experiences.

I'm also extremely pleased to announce that the LEA have agreed to build an extension to the Secondary Phase which should be ready during the first part of 2025. This extension will include an additional restaurant area which will alleviate the lunchtime queues! We have included the architect drawings for your perusal at the end of this report.

Lastly, I'd like to thank all parents and carers for your continued support and look forward to another successful year.

Cofion/Regards

Mr H Lloyd Prifathro/Headteacher

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Whole School Vision: Gweledigaeth Ysgol Gyfan 3-16

Our learners - Ein dysgwyr

We strive to go the extra mile to ensure all learners feel safe, valued and happy in a caring and nurturing learning environment.

We are committed to developing ambitious, ethical, creative and healthy learners who are inspired to achieve excellence and fulfil their dreams.

We encourage all children to take responsibility for their own learning

We encourage all learners to play an active role in our diverse community as educated, respectful, bilingual and confident individuals.

Our staff - Ein Staff

We are one body of 3-16 staff and believe that all staff are important in creating a successful learning community.

We are a dedicated, positive and highly supportive staff who are passionate and ambitious about our school and community.

Professional learning for all is at the heart of all that we do and ensures we strive to create a culture of continuing self-improvement to best meet the needs of all learners

Staff take a pride in providing rich, meaningful and authentic learning experiences which ensures equity for all.

Our community - Ein cymuned

We believe that all learners should have a strong sense of who they are and a knowledge and love for their cynefin and country.

We believe that the school should support the Blaenau Gwent Tech Valley regeneration programme by developing a rich technological curriculum and environment.

Our community is made up of learners, teachers, support staff, parents, carers, governors and wider stakeholders who strive to go the extra mile.

Our school is a community focussed school, with strong community links where everyone feels welcome.

Our three key words and eight wider values are our basis for nurturing a safe and respectful learning community.

Our Cluster vision - Gweledigaeth ein clwstwr

Ebbw Fawr cluster believes that preparing our learners to be successful citizens of Cymru and the wider world is the responsibility of all our schools. Our learners all progress to Ebbw Fawr Secondary Phase and we will strive to work together so that they all learn within a common framework named locally as Cwricwlwm Enfys Glyn Ebwy. We believe that we have a responsibility to promote high aspirations and a determination to achieve so that our young people are prepared to learn throughout their lives and be successful in the communities they serve.

Members of the Governing Body

| Governor Category | Name | Term of Office Ends |
|-------------------|-----------------------|---------------------|
| Headteacher | Huw Lloyd | |
| Community (Chair) | Richard Barrett | 29/11/2025 |
| Community | Rod Davies | 29/11/2025 |
| Community | Darryl Tovey | 29/11/2025 |
| Community | Mike Davies | 29/11/2025 |
| Community | Nancy Keshy | 16/02/2026 |
| LEA | Cllr Clive Meredith | 31/08/2024 |
| LEA | Adam King | 20/06/2025 |
| LEA | Cllr George Humphreys | 18/01/2027 |
| LEA | Vacancy | |
| Parent | Joanna Evans | 22/03/2025 |
| Parent | Joanna Davies | 09/10/2023 |
| Parent | Vacancy | |
| Parent | Ioana Mulligan | 31/03/2026 |
| Parent | Emma Eades | 31/03/2026 |
| Parent | Sophie Dobbs | 31/03/2026 |
| Associate | John Mower | 29/06/2026 |
| Teacher | Sarah Ford | 15/02/2026 |
| Teacher | Vanessa Roberts | 25/10/2025 |
| Support Staff | Vacancy | |

School Staff

Number on Roll/Staffing

At the time of the PLASC return in January 2023 there were 1341 students on roll with a further 40 part-time Nursery children. There were 73.8 full-time equivalent members of the teaching staff. In addition, the non-teaching staff consisted of 64 members of staff across the premises, technical support, learning support, administrative, pastoral and catering teams

During the academic year, the school saw a number of changes to its staffing

New Staff

Secondary

Owen Mullins - Assistant Headteacher
 Laura Seedat - Acting Curriculum Team Leader Science
 Kizzy Jenkins - English Teacher
 Rhys Francis - PE Teacher
 Deb Pitt - Family Liaison Officer
 Emily McCarthy - English Teacher
 Emily Matthews - Science Teacher
 Daniel Langman - Humanities Teacher
 Bianca Carpanini - Humanities Teacher
 Millie Jones - PE/EVE Teacher

Primary

Elin Kelly - Teacher
 Mali Summers - Teacher
 Lynsey Bevan - Teacher
 Maria Gregory - TA

Bailey Walters - PE Teacher
 Ellie-May Barbour-Gresham - RV Teacher
 Kristie Jones - PE Teacher
 Arianwen Rogers - English/ALN Teacher
 Megan Meredith - Welsh Teacher
 Mark Spurr - Mini Bus Driver
 Robert Blatchford - Numeracy & Behaviour Support Officer

Staff who have left:

Secondary

Robin Hart - Assistant Headteacher
 Owen Griffiths - Curriculum Team Leader Science
 Nicola Peters - Deputy Curriculum Team Leader Science
 Holly Padfield - Science Teacher
 Kylie Davies - RV Teacher
 Nichola Montgomery - Maths Teacher
 Arianwen Rogers - English/ALN Teacher
 Shaun Pugh - PE Teacher
 Nia Williams-Pike - Welsh Teacher

Primary

Elin Kelly - Teacher, Move to Germany
 Terrie Dalton - Teacher, New post
 Michelle Davis- TA, leaving to do PGCE

New Staff Sept 2023

Secondary

Laura Seedat - Acting Head of Science (Bishop of Llandaf)
 Shelley Murphy - Science (Carlos Acutis)
 Peter Jones - English NQT
 Mae Herring - Maths NQT
 Rhys George - Maths NQT
 Christine Eveleigh - Maths -STEM (Ponty High)
 Rebecca Baker - English OU (GTP equivalent)

Term Dates

| Term Dates 2023/2024 | | | | |
|----------------------|------------|------------------|----------------|-------------|
| Date | Start | Half Term Starts | Half Term Ends | End of Term |
| Autumn | 01/09/2023 | 30/10/2023 | 03/11/2023 | 22/12/2023 |
| Spring | 08/01/2024 | 12/02/2024 | 16/02/2024 | 22/03/2024 |
| Summer | 08/04/2024 | 27/05/2024 | 31/05/2024 | 21/07/2024 |

| Inset Days 2023/2024 (Fridays - except Mon 6 Nov) | |
|--|------------|
| Inset 1 | 01/09/2023 |
| Inset 2 - Cluster | 27/10/2023 |
| Inset 3 - Monday | 06/11/2023 |
| Inset 4 - Disaggregated | 22/12/2023 |
| Inset 5 - Cluster | 24/05/2024 |
| Inset 6 - Disaggregated | 19/07/2024 |

Times of the School Day

| Foundation Phase | |
|-------------------|-------------|
| Breakfast Club | 08:20-8.50 |
| Gate opens | 08:50 |
| Registration | 09:00-09:10 |
| Morning session 1 | 09:10-10:45 |
| Break | 10:30-10:45 |
| Morning session 2 | 11:00-12:00 |
| Lunch | 12:00-13:00 |
| Afternoon session | 13:00-15:15 |
| End of the day | 15:15 |

| Key Stage 2 | |
|-------------------|-------------|
| Breakfast Club | 08:20-8.50 |
| Gate opens | 08:50 |
| Registration | 09:00-09:10 |
| Morning session 1 | 09:10-10:45 |
| Break | 10:45-11:00 |
| Morning session 2 | 11:00-12:00 |
| Lunch | 12:30-1.20 |
| Afternoon session | 13:00-15:20 |
| End of the day | 15:20 |

| Secondary Phase | | |
|------------------------------|----------------|----------------------|
| | Year | |
| Breakfast club | | 8.00 - 8.35 |
| Students to be on site by | | 8.40 |
| Registration | | 8.45 - 9.05 |
| Period 1 | All | 9.05 - 10.05 |
| Period 2 | 7/10/11 | 10.05 - 11.05 |
| Break | 8/9 | 10.05 - 10.20 |
| Period 2 | | 10.20 - 11.20 |
| Break | 7/10/11 | 11.05 - 11.20 |
| Period 3 | All | 11.20 - 12.20 |
| Period 4 | 10/11 | 12.20 - 1.20 |
| Lunch | | 1.20-1.55 |
| Lunch | 8/9 | 12:20-12:50 |
| Period 4 | | 12.50 - 1.55 |
| Period 4 | 7 | 12.20 - 12.50 |
| Lunch | | 12.50-1.20 |
| Period 4 | | 1.20 - 1.55 |
| Period 5 | All | 1.55 - 2.55 |
| End of day | | 2.55 |
| Supervised study area closes | | 4.00 |

Priorities and Progress

3-16 School Development Plan Targets and Evaluation 2022-23

1. Improving attendance 3-16.
2. Raising achievement of all learners with a focus on eFSM.
We have made good progress with raising the achievement for all learners. This will continue to be an area to develop next year with a focus on further reducing the FSM attainment gap.
2. Develop pupils' skills in literacy, numeracy and DCF across the curriculum
Pupils have made sound progress with developing their numeracy, literacy and digital skills this year. Next year further development of these skills across the curriculum will remain a priority. Reading and Oracy will be a 3-16 focus.
3. Develop bilingualism further and opportunities to learn an international language
French has been introduced across the Primary Phase this year as our international language. We have made strong progress with Welsh and achieved the Cymraeg Campus Arian award.
4. The new curriculum for Wales across 3-16 including assessment.
We have worked hard with our cluster of schools this year to develop the Clwster Cwricwlwm Enfys within the Primary Phase. The Secondary Phase have completed their schemes of learning in readiness for the adoption of the new curriculum in September. Next year we will implement this and work to further develop a 3-16 shared understanding of progression.
5. To develop a high-quality self-improving education profession with a focus on assessment, self-evaluation and improving teaching and learning.
A number of strategies including enquiry approach to research, peer observations and sharing good practice have led to improvements in the quality of teaching and learning.
6. Improve the provision of wellbeing for all learners and staff including reducing exclusion rates.
Pupil and staff wellbeing was a key focus this year and is a strength of the school. We have achieved the Heart of the Community Gold Award across 3-16.
7. To address climate change and eco school awareness.
The eco council have worked hard to introduce new eco initiatives such as recycling and this year we achieved the eco schools bronze award.

Pupil Attendance

Ebbw Fawr Learning Community is committed to providing all pupils with a full-time education experience that maximises each pupil's opportunities and allows them to realise their true potential. We believe that if a pupil is to benefit from education, good attendance is crucial.

Attendance is a critical factor to a productive and successful school career. Subsequently, we will actively promote and encourage 100% attendance for all our pupils.

Ebbw Fawr Learning Community has secured the highest attendance in the Local Authority. We will continue to promote excellent attendance and celebrate/rewards attendance accordingly.

| 3-16 | | Unauthorised Absence | Authorised Absence |
|-----------|---|----------------------|---------------------------|
| 2022-2023 | Term 1: Autumn | 87.63% | 3.60% |
| | Term 2: Spring | 87.75% | 3.48% |
| | Term 3: Summer (WG Reporting Period May 2023) | 87.68% | 3.66% |
| | Term 3: Summer | 86.20% | 3.89% |
| | | | 8.77% |
| | | | 8.77% |
| | | | 8.66% |
| | | | 9.91% (Yr 11 Study Leave) |

Primary

Improving pupil attendance remains a key focus as there are strong links between educational attainment and pupil attendance. In 2022-23 the attendance figure was 90.4%. This is lower than we would usually expect due to a chickenpox outbreak which affected a third of the primary pupils and also a number of pupils who are persistently absent. Pupil attendance will be a key area for development next year with a key focus being the attendance of pupils eFSM, attendance of pupils with ALN and addressing persistent absenteeism. We will continue to support families to improve attendance and introduce new rewards to motivate pupils to attend school everyday.

Primary

| Group | % Attend |
|--------|----------|
| Year 1 | 91.0 |
| Year 2 | 89.9 |
| Year 3 | 91.4 |
| Year 4 | 90.7 |
| Year 5 | 92.4 |
| Year 6 | 84.0 |

Secondary

| Group | % Attend |
|---------|----------|
| Year 7 | 90.6 |
| Year 8 | 88.2 |
| Year 9 | 86.0 |
| Year 10 | 86.4 |
| Year 11 | 83.5 |

Non-attendance warning letters since 5 September - 20 June 2023

| Year Group | Advisory for illness (pre-FPN) | Pre-Warning | 1 st Warning | Final Warning |
|--------------|--------------------------------|-------------|-------------------------|---------------|
| Primary | 2 | 9 | 8 | 2 |
| Year 7 | 8 | 11 | 9 | 4 |
| Year 8 | 12 | 14 | 14 | 1 |
| Year 9 | 4 | 16 | 16 | 2 |
| Year 10 | 11 | 18 | 18 | 5 |
| Year 11 | 9 | 9 | 4 | 2 |
| Total | 46 | 77 | 69 | 16 |

- So far there have been no cases taken to court for this academic year
- No FPN's have been issued this academic year
- 41 letters have been sent for truancy
- 15 letters have been sent for lateness
- 45 parent meeting attendance panels have been sent

The EWO (Claire Newell) meets with Leaders of Learning in the Secondary Phase on a fortnightly basis. In the Primary Phase the EWO meets with the FLO on a fortnightly basis. The EWO uses the Callio tracker system to identify pupils that are 85% and below. The EWO is also a Trauma Informed School Practitioner. Additional funding from WG has enabled the EWS to employ EWO support. Andrew James also supports school. His role involves transporting pupils to school and daily phone calls and home visits. To help wellbeing Claire Newell has issued 70 free three-month leisure passes to the most vulnerable pupils in Ebbw Fawr. These can be used at all three Aneurin Leisure Sports Centres. In addition, additional funding has enabled EWO's to become full-time, therefore work can be done during holidays with transition and provide support to the most vulnerable.

Transition

A key priority of Ebbw Fawr Learning Community will always be the successful transition of Primary aged students regardless of their original feeder school. We always endeavour to dissipate student feelings of anxiety and uncertainty by providing rich opportunities for students to make new friends and become more independent as they enter a new curriculum stage.

Mrs Davies, Y6/7 Leader of Learning, becomes a familiar member of staff early in the Y6 academic year with weekly visits to the feeder schools to deliver Welsh lessons. Mrs Davies is also responsible for liaising with all Y6 primary school teachers to capture detailed information to ensure continuity of support for individual students.

A calendar of subject master classes has also operated throughout the year whereby students had visited the school to participate in a variety of lessons and use some of our facilities which we have on offer.

In the summer term, we were also able to invite all of our year 6 pupils into school for 3 full days of transition activities. Students had the chance to experience lessons taught by secondary teachers, treasure hunts to become familiar with the school building and assemblies with key staff. During these 3 days, we also invited all Y6 parents to a question and answer session with the Headteacher and the chance to meet their child's form tutor.

We are very much looking forward to seeing these parents at our 'meet the tutor' evening in October to discuss how their child has settled.

KS4 Results

I am delighted with this year's KS4 results. They are the strongest we have had. I am particularly please as this year group was greatly affected by Covid and would have missed most of Year 8 and 9.

The results are better than 2019, which is the last set of results unaffected by Covid. They are also higher than our Covid Centre Assessment Grades, which reflects our diligence in producing these CAG's.

The charts below provide an overview of results.

| | Results 2023 | Targets 2023 | | Result 2022 | Result 2019 |
|-------------------|--------------|--------------|---|-------------|-------------|
| Capped 9 | 366 | 355 |  | 349 | 345 |
| Level 1 (any 5Q) | 95.8% | 95% |  | 96.4% | 96.0% |
| Level 2 Inc M & E | 55.2% | 55% |  | 54.0% | 52.0% |
| 5A*/A | 15.4% | 17% |  | 11.0% | 11.0% |

| | Result 2023 | Targets 2023 |  | Result 2022 | Result 2019 |
|------------------|-----------------|-----------------|---|-----------------|----------------|
| Literacy | 39 pts (L2 69%) | 40 pts (L2 66%) |  | 40 pts (L2 66%) | 37pts (L2 66%) |
| Numeracy | 37 pts (L2 61%) | 38 pts (L2 60%) |  | 38 pts (L2 60%) | 36pts (L2 56%) |
| Science | 38 pts (L2 70%) | 38 pts (L2 63%) |  | 38 pts (L2 63%) | 37pts (L2 58%) |
| Skills Challenge | 40 pts (L2 84%) | 41 pts (L2 76%) |  | 41 pts (L2 76%) | 39pts (L2 81%) |

Students in excess of 9A*/A Grades

| Name | Name | Average grade above their target grades |
|------------------|-----------------|---|
| Sophie Owen | Logan Williams | 2 |
| Logan Evans | Hywel Morgan | 1.5 |
| William Evans | Harry Morris | 1.5 |
| Charlie Hunt | Ceinwyn Jones | 1.5 |
| Katie Penaluna | Olivia Bevan | 1.5 |
| Zhi Qiang Fan | Bailey Briggs | 1 |
| Michaela Dicks | Millie Giles | 1 |
| Hywel Morgan | Teagan Phillips | 1 |
| Joseph Edmunds | Morgan Davies | 1 |
| Jessica Gittings | Ellie Boulter | 1 |

Higher Flyers from our feeder Primary Schools

All Saints

| |
|---------------|
| Price Logan |
| Adshead Ewan |
| Moore Kian |
| Ware Alex |
| Jenkins Ieuan |

Beaufort Hill

| |
|------------------|
| Owen Sophie |
| Evans Logan |
| Hunt Charlie |
| Edmunds Joseph |
| Gittings Jessica |

Cwm

| |
|------------------------|
| Roberts Megan |
| Franklin-Burr Isobelle |
| Morris Ruby |
| Court Ellie |
| Woolsey Madison |

EFLC

| |
|----------------|
| Penaluna Katie |
| Evans William |
| Fan Zhi Qiang |
| Morgan Hywel |
| Monk Wesley |

Glyncoed

| |
|-----------------|
| Dicks Michaela |
| Underwood Lewis |
| Cook Lily |
| Zeraschi Megan |
| Williams Millie |

Rhos y Fedwen

| |
|---------------|
| Moses Sophia |
| Davies Lexie |
| Tauati Evan |
| Morris Kieran |
| Rees James |

Willowtown

| |
|-----------------|
| Dix Olivia |
| Cox Morgan Rhys |
| Nowak Veronica |
| Winston Aimee |
| Hapgood Rhys |

Year 11 Leavers Destinations

| | |
|--|-----|
| Continuing in full time education | 150 |
| Continuing in part time education | 1 |
| Worked based training outside WBTYP | 1 |
| Entering WBTYP (with employed status) | 2 |
| Entering WBTYP (without employed status) | 9 |
| Unemployed | 3 |
| Unable to work e.g. due to illness | 1 |
| Left the area | 0 |
| Unknown | 2 |

Pupil Behaviour

Exclusions - Fixed Term - Running Total

| YEAR | TOTAL INCIDENTS | TOTAL DAYS |
|-----------|-----------------|------------|
| 2018-2019 | 79 | 84.5 |
| 2019-2020 | 42 | 58.5 |
| 2020-2021 | 51 | 82.5 |
| 2021-2022 | 106 | 178 |
| 2022-2023 | 112 | 165.5 |

Relationships Policy

At Ebbw Fawr Learning Community we believe that positive relationships are vital for good learning to take place and to ensure our pupils leave our school as valuable members of society. To promote this, we expect all members of our school to be;

Ready - Barod

Respectful - Parch

Safe - Diogel

These three key words work across both phases. We have included the secondary version for your perusal.

by adhering to the following 10 expectations;

Ready - Barod

- Arrive on time
- Sit in allocated seat
- Be in the correct uniform, have the correct equipment

Respectful - Parch

- Speak, listen and act with respect to all staff and pupils
- Follow instructions from all members of staff
- Understand that every pupil has the right to an education without disruption
- Respect the building and the resources within it

Safe - Diogel

- Remain in your allocated seat unless instructed to move by your teacher
- Walk, calmly on the left-hand side of corridors and stairs
- Speak and act with kindness towards all members of the school community

We also ensure that positive relationships between staff, pupils and parents are at the heart of the way we manage behaviour in the school through both rewards and restorative sanctions as described below;

Rewards

Student surveys fed back that students would respond positively to both recognition of the number of achievement points they gain in school and being able to exchange the achievement points regularly in return for small incentives.

Positive Letters Home

The suggested structure of the recognition of the number of achievement points is below;

| Achievement Milestone (Number of points) | Suggested Rewards |
|--|-------------------|
| 50 | Bronze Letter |
| 100 | Silver Letter |
| 150 | Gold Letter |
| 200 | Platinum Letter |

Reward Store

Pupils are able to access the ClassCharts reward store via the mobile ClassCharts app and exchange achievement points for small items such as stationary, gift vouchers, canteen credit and sports equipment. If pupils are unable to access the app via a mobile device, they can place orders using the IT facilities in school.

The table below outlines the types of positive behaviour that may warrant an achievement point.

| Code | Behaviour (example but not exhaustive list) | Teacher intervention |
|---|---|--|
| Achievement Point (A1)  | Responsibility for A1 - Classroom Teacher | |
| | Students will receive achievement points for; <ul style="list-style-type: none"> • 100% attendance • Excellent punctuality • Going the extra mile • Piece of 'Proud Work' • Kindness on the Corridor | Achievement point recorded on ClassCharts (can be retrospective) |

Detentions - Reflect and Restore

Any detention that is set during the day will require parental consent for the detention to be completed the same day as it is logged. All detentions will take place after school and a member of the pastoral team will contact home to gain consent from the parent. If consent to sit the detention the same day is not obtained, a letter will be sent home and the detention will be sat the following day. Students that are in IEU will also be required to sit an after-school detention the same day that they are in IEU.

If a parent does not give consent to a same day detention;

- Transport home can be offered
- The detention will be reset to the following day
- Parents will be invited in to school to establish reasons that they are unable to support the behaviour policy for the school

If parental consent is granted but a pupil does not attend a detention;

- The parent will be contacted and the pupil will be placed in IEU the following day

Reflect and Restore

For a sanction to be a non-punitive measure that will lead to a change in behaviour and an improved relationship, it needs to be immediate and purposeful. To achieve this, pupils will be required to complete a reflection on their behaviour (see appendix A) and discuss this with the member of staff that has issued the detention during the detention session. This will allow the opportunity for pupils to see the impact that their behaviour has on their learning and allow the relationship between the pupil and member of staff to be restored prior to the next lesson they have together.

IEU (Internal Exclusion Unit)

IEU is used by the school either when detentions are proving ineffective or the behaviour presented by a pupil is of a more extreme nature. The purpose of IEU is to provide an environment in which both reflection on behaviour and learning can take place as an alternative to a Fixed Term Exclusion.

When pupils are in IEU they are expected to; place their phone in the box provided on the teacher's desk and complete meaningful work in silence. Pupils will need to show that they have reflected on their behaviour and are ready to restore their relationship with staff/peers before returning to mainstream lessons.

Curriculum

Curriculum Vision

Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school.

Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

Primary

Engaging with stakeholders in curriculum development

Our school vision was created in consultation with stakeholders. The school held sessions with all staff, parents, pupils and governors to consider their ideas and suggestions for a draft vision. Our new school vision in line with the Curriculum for Wales was launched in September 2022 and underpins all areas of school life.

Our curriculum enables us to realise our vision. As part of curriculum design:

- Our school leaders and teachers undertook reading and research and attended professional learning on curriculum.
- Our whole staff team agreed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.

- Through surveys, all governors, staff, parents and pupils were asked to consider what all pupils should know and be able to do, and which values they should develop during their time at the school.

All staff worked together to identify the required changes to our current cultures, provision and practices.

- Teachers have worked with staff from the cluster schools to support one another in planning our curriculum, ensuring progression along the 3-16 continuum.
- All learners in the Primary Phase engage in discussions at the beginning and end of learning themes, giving learners a voice in what and how they learn. In the Secondary Phase pupils termly engage in pupil voice activities and reflect on their learning.
- The school regularly shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.
- The school collaborates and consults with a range of providers from the local and wider community on providing learners with distinct and enriching experiences including related to religion, values and ethics (RVE) and careers and work related experiences (CWRE).

Primary Curriculum

The curriculum is underpinned and is based on developing learners to be:

Ambitious, capable learners, ready to learn throughout their lives

Creative contributors, enterprising, ready to play a full part in life and work

Ethical, informed citizens of Wales and the world

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of Learning and Experience:

- Expressive Arts.
- Health and Well-being.
- Humanities.
- Languages, Literacy and Communication.
- Mathematics and Numeracy.
- Science and Technology.

It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

Clwster Cwricwlwm Enfys

The Ebbw Fawr cluster have worked together closely to create a progression overview document for literacy and numeracy skills. All the skills for each what matters

statement are mapped out from Nursery to Year 6 in a rainbow colour to enable us to move away from age related expectations to the expectations for each child at their stage of learning.

The next step is to complete a progression overview for digital skills so that we have shared expectations and a shared understanding of progression for all the cross curricular skills.

Secondary

Years 7, 8 & 9

All pupils study the following subjects:

English, Mathematics, Science, French, Welsh, History, Geography, Religion Values and Ethics, Physical Education, Design Technology (DT), Catering, Textiles, Drama, Music, Art, Information and Communication Technology (ICT) and Relationships and Sexuality Education (RSE).

Years 10 & 11

All pupils study English Language, English Literature, Mathematics, Numeracy, Science, Welsh, Religious Education and Physical Education.

In addition, three other optional subjects are chosen from the list below:

Art & Design, Catering & Hospitality, Construction, Creative Digital Media, Digital Technology, Drama, DT - Product Design, Engineering, French, Geography, Health, Social Care & Childcare, History, Music, Performing Arts, Personal Growth and Wellbeing (PGW), Physical Education, Photography, Psychology and Sociology.

Arrangements for progression and assessment

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression.

We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Ongoing review of the curriculum

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and Ebbw Fawr's school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision.

We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority and our ITE partnership to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.

Learning and Teaching

Improving Learning and Teaching is a constant priority across our 3-16 school. Clearly there is a different emphasis from Foundation Phase through to Key Stage 4, however the mechanisms that lead to development are the same. The school observes lessons, develops whole school and individual priorities from these observations, and then ensures that professional Learning for staff reflects these priorities.

This year on a whole school level we have been concentrating on developing good questioning techniques and good retrieval practice which make up some of the Rosenshine principles. The lesson observations show that the quality of learning and teaching is consistently good or better in nearly all lessons across our 3-16 school.

ICT Developments

We currently have Chromebook for every learner in Y7-Y11. This year we have had a focus on the Producing strand of the Digital Competence Framework (DCF). Recent monitoring has shown that the Chromebooks are being used across departments and have had a positive impact in upskilling the learners.

Our IT scheme of Learning for KS3 has been revamped and we have purchased a scheme from Hodder Education, which allows us to teach the IT skills required for KS3 learners. Dafydd Short and Dylan Bowen provide daily on-site support between the Primary Phase and the Secondary Phase.

We have very recently taken delivery of a range of new equipment through the HIVE project, which we look forward to embedding in curricular and extra curricular activities.

In 2023 we were awarded Cyberfirst Bronze status, which allows us to be formally recognised and promoted by the National cyber Security Centre. We will also be provided with opportunities to engage with local and national companies seeking to invest time, expertise and resources in schools and colleges. Cyberfirst recognition will also be provided with opportunities to engage with Universities seeking to invest time, expertise and resources in local schools and colleges.

RADY



Ebbw Fawr Learning Community has a relentless focus on raising the attainment of disadvantaged youngsters and strives to level the playing field, giving all students an equal chance to succeed in school and in life. Our school is committed to promoting equity and fairness in all aspects of school life. RADY ensures that the school demonstrates the same academic expectations for its disadvantaged learners as it does for other learners i.e. we set equality, gap-closing targets and we positively set our most vulnerable and disadvantaged children. We work tirelessly to provide appropriate support and resources to our learners to ensure that no learner is disadvantaged based on their background.

We have a well-resourced uniform bank for all of our learners to access as and when needed. The uniform bank stocks all parts of school uniform and P.E. kit and is a valuable resource for our learners. We are also very fortunate to be able to provide a free bus for our learners once a week in order for them to attend one after school club per week as we recognise that a crucial part of school life is the extended school day and wide variety of enrichment activities we have to offer. This year we have also ensured that our most disadvantaged learners are able to attend our enrichment visits and trips through subsidizing costs and providing free transport.

We always involve learners in decision making and planning and always ensure our disadvantaged learners are fairly represented and that their voices are heard; this is something we are very passionate about.

Community Engagement

At Ebbw Fawr we have been working hard this year to develop community links and to improve family engagement. We have held termly ALN Support Forums and half termly Parent Support Drop in Sessions. We recognise that family support and engagement is key to ensuring our learners are making excellent progress and feel a valued part of our community.

We were extremely excited to hold our first Ebbw Fawr Fest on Saturday 1st July and were very grateful to all of the local agencies, companies and services who were able to attend and make the event a success. We are hoping that this is something which we will hold annually for our families and the wider community as we see our school as the hub and heart of our community.

Finally, we have worked very hard as a school with governors and stakeholders and have recently been accredited with a Gold Award for our work towards the Canol Y Cymuned (Heart of the Community) with the Foundation of Community Engagement. We are very proud to be recognised for our achievements and will continue to develop our links within families and the wider community.

ALN

Ebbw Fawr Learning Community Additional Learning Needs (ALN) Policy defines the school inclusion approach, objectives and plans to support the needs of pupils with ALN to overcome barriers and challenges to enable them to reach their full potential. The policy sets out the context for meeting the needs of learners as outlined by the Additional Learning Needs and Education Tribunal (Wales) Act. The school provides with a range of strategies to support pupils such as in class differentiation, small targeted groups on demand, different provision areas (Wellbeing, Literacy, Numeracy ...etc), in and out of class Teaching Assistant support and work with external agencies. We aim to provide with the best bespoke support for each individual within the community. Our ethos is fully inclusive and support the social integration of ALN pupils with all peers in readiness for their life in college and/or in the wider community.

“We are determined that no challenge should prevent any learner from reaching their full potential”

(Education in Wales: Our National Mission Action Plan 2017-21)

The ALN Reform (2017) ensured education of ALN pupils in mainstream maintained schools. All pupils with a Statements have been identified with a three years period to move into the new Code of Practice and create an Individual Development Plan (IDP). This documentation is continuously reviewed and is already ongoing to guarantee the new statutory deadline of July 2024. Pupils with ALN support may have Universal, Targeted or Specialised Provisions in line to the level of need of each one in particular. Parents/carers are informed and invited to Person Centred Planning Annual Reviews and updated on any plans and provisions according to the ALN Code of Practice.

The IDPs will replace traditional Statements and reflect the individual needs of pupils with ALN. Pupils' views, wishes and feelings will be central to the planning of the provision support. The planning will also consider collaboration between the different parts involved on the provision supporting pupils. These provisions will be fully inclusive, wherever feasible, and meet the needs of ALN pupils. The planning will be flexible and will consider the best professionals who can meet the needs of each individual pupils in order to overcome barriers.

The new ALN Reform put a great emphasis on creating a collaborative transition approach. ALN pupils has a very robust transition plan from Primary to Secondary and Secondary to College. Pupils with ALN has the opportunity to be part of an enhance transition programme. The school provides with transition days, ALN Parental meeting, TAs summer term transition, INSPIRE Transition Club and School ALN parental/cares surgeries. In addition to this the Cluster ALN Cos organise meetings in Primaries to gain better understanding of pupils and encourage parents/carers to organise meetings with the school ALN Co.

Learning Resource Base

The Learning Resource Base in Ebbw Fawr Learning Community Secondary base is a specialist unit for students with Autism. The base is funded by the Local Authority and students who attend the base are selected at a Local Authority ALN Panel, the Local Authority make the decision on who is placed in the base. The LRB offers a low arousal space with a highly structured, predictable environment where visual support strategies are used.

Facilities

- 2 classrooms and 2 Intervention rooms.
- A sensory room
- Outdoor learning garden
- Office for more individualized learning and testing
- Individual Chrome Books

Rachel Fieldhouse- Booth is responsible for managing the day-to-day running of the base. Rachel Fieldhouse -Booth and Bethan Boulter are the teachers in the base and are supported by higher level teaching assistants (HLTAs) and teaching assistants (TAs). All staff are trained and experienced in working with children and young people on the autism spectrum and social communication difficulties. Rachel Fieldhouse- Booth, Gemma Woods, Rebecca Foote, Lindsey Pepper and Liam Morgan are all Team Teach trained.

LRB Staffing

Lead of ASD base /Teacher - Rachel Fieldhouse- Booth

Teacher - Bethan Boulter

50% Teacher - Arianwen Rogers and Briony Rees

Level 4 Teaching Assistant - Lindsey Pepper and Rebecca Foote

Level 3 Teaching Assistants - Anita James, Gemma Woods and Sam Carson

Level 3 Teaching Assistants- Cath Morgan, Liam Morgan and Jade Collins

This academic year (2022-2023) the base has had 27 students in total, all students have a diagnosis of ASD as well as Associated learning difficulties in line with their diagnosis. All students have an IDP or are in the process of obtaining an IDP. We currently have the following student numbers in the LRB:

- Year 7 - 4 M
- Year 8 - 1 F 7 M
- Year 9 - 1 F 5 M
- Year 10 - 1 F 6 M
- Year 11 - 2M

Students in the LRB have opportunities throughout the day to access mainstream lessons, with support from ASD trained staff. This is done when students are confident to do so and with support from parents/guardians and mainstream subject teachers.

What we provide

- A highly differentiated curriculum to ensure the needs of all pupils are met and that all pupils progress to their fullest potential.
- An individualised approach to encourage independence and life skills.
- Fun and exciting learning opportunities, which help to remove emotional barriers and to ensure a positive, safe and respectful environment for every pupil.
- Specialised teaching approaches using ASD specific strategies such as TEACCH (Now, Next, Then), Intensive Interaction and PECS (Visuals).
- Inclusion opportunities in the mainstream school in relevant year groups.
- A commitment to working with parents through regular communication.
- A multidisciplinary approach to learning to ensure speech, language and communication needs are met, as well as motor skill development.

There is allotted calendar time to call on expert advice from an educational psychologist (EP) and specialist teachers from the Local Authority. The LRB works closely with CAMHS, Social Services and Families First to support the LRB students and their families when applicable.

All students have a One Page Profile and personalised targets that are reviewed at the end of each term. One Page Profiles are shared with mainstream staff so that they are aware of the students' needs when they join mainstream classes.

Students take part in National Reading and Numeracy tests and are WRAT tested at the beginning and end of each school year by Lindsey Pepper. Data is also collated and tracked using the Accelerated Reader Programme, Nessy Programme and ComiT (Talkabout) wheels.

All parents/guardians have joined the Class Dojo group. Class Dojo helps teachers and families collaborate to support social-emotional learning with reward points and sharing of information. Parents/guardians and students can communicate via these apps and information is shared via Dojo. Various rewards are used to motivate and encourage students, and this works well in managing behaviours.

Teaching and Learning

Students in KS3 follow three schemes of work- one theme for each term. Each theme encompasses the four core purposes so that there is a central thread of learning which echoes the New Curriculum for Wales framework. This year students have completed three schemes of work - Heritage Heroes, Victorious and Villainous Victorians and Gods and Monsters. All schemes of work enable the students to be Healthy, Ethical, Ambitious and Creative learners.

Inclusion

In KS3 all students attend mainstream PE lessons, Drama and Design and Technology lessons with support from LRB staff. All students attend assemblies and go to the hall at break and lunch. In year 8 we have one student who accesses mainstream lessons with support from LRB staff, these lessons have been chosen as they are lessons that the student enjoys, throughout the year we have added more subjects to his timetable. In Year 9, we have 5 students who attend mainstream lessons with support, these lessons are subjects they have chosen for their option choices.

One student in Year 7 has taken part in Rugby training, played in tournaments and entered the Swimming Gala, winning second place. On July the 7th students in year 7, 8 and 9 will be entering at least one event on the school Sports Day.

KS4

All students in Year 10 attend at least three GCSE option qualifications. The range of qualifications include GCSE English, GCSE Digital Media, GCSE Catering, GCSE Geography, GCSE Mathematics, GCSE Art, GCSE Drama and BTEC Performing Arts. All students will be sitting their GCSE Mathematics and five students will sit their GCSE English Language and Literature qualification. GCSE English is taught by Rachel Fieldhouse-Booth and Lindsey Pepper in the LRB. GCSE Mathematics is taught by Bethan Boulter in the LRB. One student in year 10 attends mainstream Mathematic lessons as he is expected to sit the higher paper. Year 10 and 11 students continue to have Life Skills, Social Skills and ComiT lessons in the LRB.

In Year 10 and 11 meetings are arranged and plans put into place to arrange transition to college or sixth form. Many students in year 11 leave to attend Coleg Gwent, Learning Zone in Ebbw Vale. The LRB has strong links with the Lead of the Learning Zone and regular visits are encouraged to prepare and ease students for the next step in their learning.

Literacy, Numeracy and Digital skills

All students in the LRB take part in the Accelerated Reader Programme and complete regular assessments which enable us to track progress and identify areas of need. Students are given allotted time at the end of the day to read and complete tests. Students who score below average on WRAT and NRT assessments follow the Read Write Inc programme with Gemma Woods and Rebecca Foote. This programme helps to develop confidence in reading by going back to initial sounds and blends. Students who struggle with their spelling have timetabled sessions with Lindsey Pepper. These SPLD

sessions help students to learn and build upon spelling strategies using the Spelling Mastery programme. Students also have access to the Nessy Program which tracks students' progress and identifies specific areas of need. The Nessy program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension.

Students whose handwriting needs improvement take part in Handwriting Sessions with Anita James. In these sessions they develop their Gross Motor Skills so that they can obtain better pencil control. All students in year 7 have had Handwriting sessions once a fortnight and have all made significant progress in the presentation of their work.

All students have access to their own Chromebooks and are encouraged to use these in lessons for research and presenting work. Students in Year 9 attend ICT lessons in mainstream and in Year 10, 4 students are studying for a Digital Media qualification. On Fridays, LRB students access a program called IDEA.ORG which stands for 'The Inspiring Digital Enterprise Award'. The programme is international award winning and helps students develop and demonstrate digital, enterprise and employability skills.

The STEM coordinator in mainstream has provided opportunities for the LRB students to join mainstream students for various STEM events. This year the students visited an inflatable planetarium, took part in an Army STEM event and a 'Girls in STEM' learning event. Five students recently went on a STEM trip to Chepstow Racecourse where they had to apply their Mathematics skills and one Year 9 student attended a STEM event in Swansea University.

Mr. Dylan Bowen gave a talk and Q&A session with the students about his role in ICT. Many of the students in the LRB are keen to pursue a career in ICT and this talk was very informative about what different directions pathways are available to them. For part of the Victorian Scheme of work, students learned about Stop motion animation and some created a small animation piece using a Stop motion app on their phones. Students have lessons on Digital safety and information is shared with parents to make them aware of the dangers and importance of monitoring devices. This term, students have begun a 'Sweet Shop' project. Students worked together to design logos, brand names, research products and buy products. Students will work together as a team to sell their sweets to students at break times. The project will help students practice their social skills and Numeracy skills as they must weigh the sweets and manage money. Students need to work together to see what stock is popular, what needs to be purchased, etc.

Every Tuesday morning students visit the 5G to experience learning in a different visual environment. Students enjoy visiting the 5G room and have been taught a variety of lessons using immersive videos as a stimuli. Next academic year students in the LRB will continue to have the opportunity to visit the 5G on a weekly basis.

Interventions - Healthy, confident individuals

All LRB students have ComiT sessions with a trained member of staff (Rebecca Foote, Gemma Woods and Anita James). ComiT is part of the *Talkabout* programme which is a structured way of teaching and measuring social skills. These sessions focus on developing Social and Communication skills and are tracked using a ComiT wheel. These sessions are essential in developing students' self-awareness and self-esteem before progressing onto body language, conversation skills, friendship skills and assertiveness.

As well as ComiT sessions, all students have Social skills lessons which encourage students to develop and use Social and Communication skills. Students do this through

games, discussion and role plays, skills such as waiting for a gap in a conversation, waiting your turn, using eye contact and remaining relevant are reinforced. Social skills lessons focus on different skills needed to have successful and healthy relationships with others.

All LRB students have Life Skills lessons which focus on developing Independent Living Skills. This year students have looked at the following: Keeping Safe online and at home, Road Safety, Healthy Eating, Puberty and changes to the body, Hygiene, Contacting Emergency services, Ironing, First Aid and making simple meals. Students also take trips up to town to practice their road safety skills as well as money and social skills.

Students who are identified as needing extra support emotionally have ELSA sessions with specially trained staff (Lindsey Pepper and Cath Morgan). ELSA (Emotional Literacy Support Assistant) is an intervention that supports the emotional needs of students. Trained staff deliver individualised support programmes to meet the emotional needs of students. It recognises that children learn better and are happier in school if their emotional needs are also addressed. We currently have three LRB students who have fortnightly ELSA sessions. The LRB also provides Anger Management sessions that are delivered by Sam Carson, these sessions are for students who need extra support with managing their emotions. We currently have two students who have weekly Anger Management sessions. Students have the opportunity to talk and be listened to. These sessions help to explore the causes of anger and how to manage emotions. The sessions help students to understand their feelings and improve their responses to situations that make them angry.

Students in year 7 and 8 have fortnightly Sensory sessions which allow students to interact with and make sense of the world around them. Sensory play naturally encourages children to use different processes whilst they play, create, investigate and explore the world around them. These sessions are beneficial in promoting calm if a student is stressed and aid staff in recognising what students like and dislike.

Yoga sessions are taught to a selected group of year 7, 9 and 10 students, the session encourages students to relax and manage stress as well as improving strength, balance and flexibility. The techniques practiced can be transferred to the home and have been used by a number of students to reduce their anxieties and promote sleep.

During lesson 5, KS3 students read for twenty minutes and then take part in the Daily Mile. Students enjoy having time outside and practicing their social skills at the end of the day. The Daily Mile helps students to regulate their emotions and wind down before leaving to go home.

Every Friday, KS3 students have a double Skills lesson with Sam Carson and Liam Morgan, these lessons focus on comprehension/inference tasks and then gross motor tasks.

This year students in Year 8, 9 and 10 have enjoyed Mindfulness sessions delivered by Jade Collins. The sessions include fun activities that encourage students to work together as a team and as an individual. Students work on ways to maintain calm, settle for sleep and maintain a moment-by-moment awareness of thoughts, feelings, bodily sensations and surrounding environment.

Extra-Curricular - Rights of the child

This year the LRB has offered two after-school clubs. Geek Club is an afterschool club which enables LRB students and mainstream students to mix in a relaxed fun environment. There is also a Homework Club for LRB students to complete tasks in school rather than to take them home and become stressed, many students with ASD

find completing schoolwork at home difficult. Feedback from Parents evenings and reviews have asked for help with tackling homework.

The LRB has strong links with the AOLE Expressive Arts and this year students have worked with Mrs Parry to create a production of 'Ernie's Incredible Hallucinations'. The play was performed to the Year 6 cohort as part of the transition programme. Most students embraced the project and enjoyed performing in front of an audience and developing new skills. Next year, students will work with Mrs. Parry on another production with the aim being to tour the production around the feeder primaries. Students are encouraged to audition for whole school productions whether as an actor or backstage hand. We have four students taking part in the production of 'We Will Rock you' and one student who is helping backstage with costumes.

Students are included in whole school initiatives and currently we have a Senedd Representative in Year 9 and four Anti Bullying Ambassadors in years 8, 9 and 10. Students have taken part in STEM workshops with mainstream students and have attended mainstream trips, they especially enjoy trips to the theatre and five students recently went on the school Mathematics trip to Chepstow Racecourse. Fourteen students attended the 'Whole school' Reward trip to Drayton Manor and thoroughly enjoyed the experience. The LRB visited the Chapter Arts Centre in Cardiff, Blaengarw Workmen's Hall and Big Pit Mining Museum this year.

Areas to develop in 2023-2024

- New behaviour policy to be embedded in the LRB
- To continue to embed the new ALN Act and convert all student's paperwork to IDP'S.
- Class Charts to be used to give rewards, record behaviours and inform parents/guardians. Log - in details to be shared with all parents/guardians.
- Students to be more prepared for sitting examinations.
- Provide more opportunities to develop independent living skills by learning to catch the bus and train.
- Parents/guardians to be invited to workshop/training events in school - share information regarding Social Stories, Comic strip conversations, use of visual schedules, etc.

Sports

Primary

As a school we have implemented the Real PE approach within our PE curriculum this year. This approach to PE has been well-received by staff and learners alike. It focuses on six core elements; Personal, Social, Cognitive, Creative, Physical and Health & Fitness. As a school we ensure that we are all working together on the same core element depending on the half-term. Since implementation we have seen an increased engagement in our PE lessons on the Primary Phase.

We have worked closely with the Secondary Phase this year. Miss Jones has worked with classes across the school and has shared her expertise. We have also made use of the facilities with trampolining transition activities.

This year we have attended a number of sporting festivals and tournaments. These include netball, football, rugby and cross-country.

Secondary

After School Clubs

Autumn term (Football/Rugby/Netball/Badminton/Table Tennis)

Spring Term (Cheer/Badminton/Boxing/Basketball/Badminton/Table Tennis)

Summer (Athletics/Cricket/Rounders/Badminton/Table tennis)

Athletics

- U16 representation at District Championships: 7xGold medals, 10xSilver medals and 2xBronze medals
- U14 representation at District Championships: 4xGold medals, 3xSilver medals and 4xBronze medals
- 15 students represented EFLC at County Championship Finals

Cricket (girls)

- U14 Regional representation by Adie Moores

Netball

- Madison Sims - represent Wales in the U17 squad.
- U16s competed in the annual Ann Smart Netball tournament.
- 4 students represented U16 South East Wales Trials County selection, with Ruby Morris played for the A team in 2 national tournaments.
- Training - 2 squads in each year group in KS3 and 1 in each year group in KS4.
- Matches - 17 friendly fixtures fulfilled in KS3 and 14 in KS4.
- Y8, 9 and 10 squads competitively played in South East Wales County Leagues
- Y7 & 8 teams competed in the South East Wales County Netball tournament.
- Libby Price selected for the South East Wales development squad.
- Annual Y11s v Staff match. Spirits were high throughout but with great determination and pretty awesome skills, the staff came out on top!



Basketball

- Yr7/8 boys competitively competing in the JR NBA south conference league
- Yr7/8 JR NBA draft day representing Portland Blazers.
- Y7/8 friendly V Crickhowell HS

Boxing

- Mr Walters set up our first boxing club at Ebbw Fawr focusing on building resilience and fitness levels.

Boys Football

- Brilliant levels of participation in football across all key stages. Each year group having played 5+ games this year.

- Y7 having a total of 17 fixtures being played competitively in cup competitions and friendly fixtures vs local schools.
- Y7 ¼ Finals lost narrowly to Plasmawr 4-3 in National.
- Y7s Gwent Regionals Champions.
- 44 Y7 pupils represented the school team this year with 2 mixed teams.
- Y7 honours 1 pupil at Bristol City, 2 pupils at Newport County, 6 players represented Caerphilly schools.
- 2 Y10 pupils represented Caerphilly district schools' football, one of these is the captain.
- Y9s lost in the semi-final of the Gwent regionals.
- Harry Morris (Y11) signed for Risca first team
- Many pupils in KS3 joining local football clubs after taking part in the school training sessions. Some of these pupils have never played football for a club before.
- End of season staff v pupils' match was a triumph and a success as usual.



Girls Football

- U13- large turn out with Y7/8 students with 2 squads
- U13 and U15 teams competitively played in the Welsh Schools Cup
- Both teams played 6+ matches
- Abertillery football club have led taster sessions to attract Y7/8 pupils to their club.
- 3 students represented Caerphilly Schools
- Coaches - Y11 students Lucie Perrie and Grace Beech
- Ref Callan Orr -BGLZ

Girls Rugby

- 14 took part in the Tredegar 10s tournament (Won 2, Drew 1, Lost 1).
- 16 girls took part in the rookie rugby event hosted at Ebbw Fawr with over 300 girls from 15 schools.



Boys Rugby

- EFLC hosted the Blaenau Gwent Boys 7s tournament for Years 8, 9 and 10 (Y7 - Sept)
- Y8 boys won the BG 7s Tournament
- Y10 boys were runners up at the BG 7s
- Y7 boys came runners up at Newbridge 7s.
- 14 students representing BG schools
- 2 Students representing Wales Rugby league u16s
- 4 students representing Dragons regional u16s

| Yr 7 | |
|--------------------|----|
| played | 10 |
| won | 8 |
| drew | 1 |
| lost | 1 |
| total participants | 31 |

| Yr 8 | |
|--------------------|----|
| played | 9 |
| won | 5 |
| lost | 4 |
| total participants | 23 |

| Yr 9 | |
|--------------------|----|
| played | 8 |
| won | 2 |
| drawn | 1 |
| lost | 5 |
| total participants | 21 |

| Yr 10 | |
|--------------------|----|
| played | 8 |
| won | 6 |
| lost | 2 |
| total participants | 23 |

| Yr 11 | |
|--------------------|----|
| played | 5 |
| won | 3 |
| lost | 2 |
| total participants | 18 |

Cheerleading

- Ebbw Fawr Angels created in September.
- Placed 3rd out of 7 teams in their first ever competition at Gloucester University.
- Pupils performing at Ebbw Fawr Fest to showcase their skills to friends, family and community on 1st July



Inter house System

Our House System endeavours to embrace the true sense of community at Ebbw Fawr. Collaboratively, we came to the decision of using a simple housing system that promoted bilingualism and a sense of belonging. At Ebbw Fawr, pupils belong to:

Coch
Melyn
Glas
Gwyrdd

By sorting the houses into colours, we have made belonging to a house easy, visually identifiable and consistent through all key stages.

The reintroduction of a house system has proven successful with tournaments attracting pupils to after school clubs and creating an authentic learning experience. House competitions which have taken place 22/23-Swimming Gala/Netball and Football/Welsh Baseball/Sports Day.

Many pupils have represented their house in the above events which has resulted in an increase in skills/community spirit/leadership skills/after school attendance.

Aneurin Leisure primary festivals hosted at EFLC, supported and coached by our pupils Athletics, Netball, Cricket

|  EFLC SPORT WEEKLY CLUBS & FIXTURES 21st November 2022 | | | | |
|---|--|--|---|--|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|  Y10 District Rugby 4pm Mr Pugh |  Girls U13 Football vs Tredegar (A) |  Y9 Rugby Training Mr Pugh |  Y7 Football vs Cwmbran (H) |  Badminton All welcome |
|  Y11 Football vs Y Dderwen (H) Leaving @ 2.30pm |  Y7 Netball vs Gwynllyw (H) |  Girls U13 Football vs Brynmawr (A) Leaving @ 2.40pm |  Y8,9,10,11 Netball vs St Albans (H) Leaving @ 1.55pm |  Volleyball All welcome |
| |  Y7 Rugby vs Tredegar (H) Leaving @ 2.30pm |  Y9 Football vs Croesyceiliog (A) Leaving @ 2.30pm |  Y10 Rugby vs Pen Y Dre Leaving @ 2pm | |

Performing Arts

Trips

- The Invisible Man trip (Wednesday 7th November 2022) Theatr Brynchieneniog, Brecon. 51 pupils attended.
- Buggy Malone Reward Theatre trip (January 19th 2023) WMC, Cardiff bay. 81 pupils attended from both cast and crew as a reward
- Mamma Mia (February 2023) over 70 pupils attended
- Mousetrap (March 15th 2023)
- The Addams Family reward trip (June 7th 2023) 70 pupils attended Aberdare Coliseum, Aberdare.

Events

- Performing Arts Christmas Concert - 42 pupils involved in a range of musical items. £300 was raised from ticket sales and donated to the local food bank. A cheque was delivered locally by our pupils.
- Ebbw Fawr Fest- 8 pupils completed various performance items including
- 2 students from PA ambassadors took place in the Primary talent show fund raiser at the end of July in our primary school. There were instrumentalist, Isobel Evans on piano and vocalist Carys Stevens in year 8 and 7 respectively.
- Transitions events throughout the year taking students to measure for costumes, teach dance sequences, assemble staging. This involved 43 different KS3 performing arts students.

Shows

- The Addams Family 123 students from year 5 - 11 performing on stage with an additional 67 students helping backstage as a technical production team. This required students to commit to after school rehearsals intensively over a 5-month period as well as afterschool clubs for costume, props and set as well as publicity and marketing. This was a cross phase production and involved rehearsals on the weekend and extended rehearsals in the evening.
- Ernie's Incredible Illucinations LRB where all pupils of the LRB were involved in performing for parents and carers and transition of year 5 + 6.

Additional

- Wrap party for The Addams Family after school in the hall where certificates were awarded, karaoke, dance party and an opportunity for all pupils to socialise together. The next whole school show was announced and
- Auditions for the next whole school musical saw an influx and over 130 pupils audition from the current year 7 - 10. This intensive two-day process was provided for all students to have the opportunity to become involved. All students who auditioned had the chance to be cast in the show.

School Buildings

The Premises Team proactively maintain both phases of our school through daily checks and reporting of defects. During the school holiday periods the team continue a programme of painting and decorating to keep the internal fabric of the building at a high standard and overseeing statutory and non-statutory maintenance contracts on school equipment.

In readiness for the start of the new academic year in September 2022, the Local Authority supported the Secondary Phase with relocating and constructing a new and improved library provision. This is now located on the main corridor so all of our learners can continue to access our Accelerated Reader Programme. The provision also enables targeted intervention to be undertaken as well as hosting visitors/speakers that support us with delivering our wider-curriculum provision for all of our students to access.

The Secondary Phase has also secured funding of almost £100,000 through HiVe at Coleg Gwent which has provided state of the art technology for our learners to embark on courses in engineering including robotic arms and kit cars as well as desktop computers and a high-spec 3D printer.

Our Primary Phase, through the securing of a Community Grant, has created a Community Kitchen in one of our classrooms. This has seen a number of cookery sessions taking place for our primary children as well as providing opportunities for parents to attend and cook alongside their children. The room can also be used for parental engagement sessions.

In addition, on the Primary Phase, in conjunction with Pen y Cwm Special School we have jointly opened a Community Café in the former Bistro area. Parents and members of the public can come along and partake of refreshments whilst meeting members of staff and students from both schools.

Toilets Facilities

There are plenty of well-maintained toilets for students, staff and accessible toilets across all floors on both sites of Ebbw Fawr. The school fully complies with the Equality Act 2010.

Health and Safety

The school is supported by a Service Level Agreement with BGCBC on matters relating to statutory maintenance.

The LA continues to provide the support of Health and Safety Advisors via another SLA. Annual visits are undertaken providing advice and support during inspections as well as attending site should any additional advice and guidance be required.

Financial Statement

2021-2022 Outturn Statement

| | £ |
|--------------------------------|------------------|
| Funding | 7,173,868 |
| Balance Brought Forward | 63,630 |
| TOTAL | 7,237,498 |
| Expenditure | |
| Employees | 5,323,528 |
| Other Employee Costs | 146,441 |
| Energy | 221,259 |
| Capitation (inc exams) | 318,971 |
| Premises | 499,422 |
| Communications | 14,744 |
| Transport | 64,730 |
| Central Services | 466,282 |
| TOTAL | 7,055,378 |
| Income | 377,911 |
| Balance carry forward | 560,061 |

School Extension

I am delighted that the LEA have agreed to an extension on our Secondary Phase. It will contain 6 classrooms and an additional restaurant area. Work should start in early 2024 and should be completed in 2025. I have included a visual for your perusal.



Huw Lloyd
Headteacher