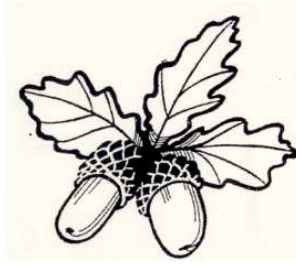




**Y S G O L G Y N R I A D D
PRIMARY SCHOOL**



"From Little Acorns Tall Oak Trees Grow"

**Governing Body Report to Parents
2016 / 17**



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Vision Statement

A Community developing happy, confident, caring children with a positive attitude towards life and learning.

Chair's Comments

Dear Parents

It gives me great pleasure to present to you this Governors' report for the year 2016/2017.

There have been many exciting changes over the last year.

In November our nursery children moved into their new classroom. We have to thank both the pupils and teachers for suffering the disruption at the start of the new school year. Over-running building work meant moving into a temporary home for the start of term. However, it was worth it because now they have a building that is really conducive for effective learning.

This year the school celebrated its 40th birthday and the first Deputy Headteacher and later Acting Head, Mr Paul Kite came to help us celebrate the event. Mrs Goddard, one of our teaching assistants, was on hand to relate her memories of that first day. It was a time for happy reflections.

When the school first opened it served hot lunches, but after a number of years this stopped, and pupils either went home or had to bring packed lunches. With the addition of the new purpose built Dining Pod the school once again is able to offer hot food at lunchtime.

I have to thank Mrs Davies and all the staff for their patience during the disruption caused by the work involved in the installation of both the New Nursery and the Dining Pod but I think they will agree it has enhanced an already excellent school.

On the educational side the school was again judged to be a "green" school, this means that it is a 'Highly effective school', and it also was placed in the highest category for standards, Congratulations to all pupils and staff. An excellent result.

I was again amazed by the standards of the Christmas concerts; the sheer enthusiasm of all participants was obvious. I would also like to thank the pupils of year 6 for allowing me to be a part of their leavers' concert, a truly moving event. I wish them all the best in their new schools.

I would like to thank the PTA for the tireless way they work to raise extra funds for the school. Their efforts are invaluable for the enhancement of school resources.

Being a Governor of a school carries great responsibilities, but the Governors of Bryn Deri carry out their duties diligently and conscientiously. I wish to take this opportunity to thank them for all the time they give to the school.

Finally my thanks to all pupils, staff and parents for contributing to what I strongly feel is a caring and successful school and one where I am really proud to be the Chairman of Governors.



Bryn Deri Primary School Governing Body Who are we?

The general responsibility for the effective management of the school is vested in the Governing Body, who are:-

Name	Category	Address	Term Of Office Ends
Mrs M Lloyd (Chair)	LEA	7 The Green Radyr Cardiff Tel:029 20842649	Autumn 2020
Mr P Thomas (Vice Chair)	Parent		Autumn 2017
Dr D Silver	Community		Autumn 2020
Ms J Howlett	Community		Autumn 2021
Mr G Johnson	Community		Spring 2019
Miss L Nicholas	Community		Spring 2017
Ms J Hallinan	L.E.A.		Summer 2019
Mrs J Evans	L.E.A.		Spring 2018
Mrs S Burford	Non-Teaching Representative		Autumn 2018
Mrs M James	Teacher Representative		Summer 2020
Mrs C Davies	Headteacher		
Mr N Desmond	Parent		Summer 2018
Mrs N Williams	Parent		Autumn 2019
Mrs C Smart	Parent		Autumn 2019





Acknowledgements

We are once again pleased to have this opportunity to acknowledge some of the many people that contribute to the life of Bryn Deri.

The governors wish to acknowledge and thank those governors who have supported the school tirelessly during their terms of office through their dedication and commitment.

We are grateful for the support and expertise that our governors bring from all professions and all walks of life. We thank them for the commitment that they shown in shaping Bryn Deri in to the school that it has become and in their role as 'Critical Friends'. For several governors their terms of office came to an end during the year 2016-17. Thank you to Mr Paul Thomas who has given his time freely and supported the school in many ways in his role as Vice Chair of Governors. Thank you also to Mr Gary Johnson who brought expert health and safety skills and knowledge to the Governing Body supporting the school immensely during a period when new buildings were under construction. We also thank Liz Nicholas who has had strong family links with the school for many years. We thank her for her musical and linguistic contributions to our school ethos.

The Governors wish to acknowledge the fantastic job the teaching staff and teaching assistants do for our children and thank them for their continued dedication.

We are thankful for the patience and commitment of all our fulltime and part time teaching assistants who during 2016-17 have very ably assisted pupils, including those who have assisted pupils with special needs on a 1:1 basis. Thanks must go in particular to Mr S Gregory and Mrs M Street who successfully supported pupils on a 1:1 basis. We wish them much success in their new roles in 2017-18.

It is due to the hard work and dedication of all these staff that the school is caring and fully inclusive school of which we are extremely proud.



We would also like to thank all the school staff for the support they have given to extra-curricular clubs and for their continued commitment, particularly the extra time they give to field trips such as Llangrannog and Storey Arms, and to a whole variety of other out of hours' activities.

The children thoroughly enjoy these activities and gain much from them. Our special thanks should also go to staff members willing to undertake residential visits namely -

Claire Davies, Mark Eldridge, Maxine Netherway, Sarah Burford, Susan Jones, Ruth Goddard, Gemma Bailey, Sarah Coomber and Christine Matthews.

Without this commitment these visits could not take place.



Our thanks continue:

There have been several very worthwhile partnerships:

- SportsXtra and Radyr Cricket Club have all supported the development of sport at Bryn Deri during curriculum PE lessons and led to continued uptake of sport outside school. We are extremely grateful for the opportunities that such partnerships provide for our children
- Thanks go to our peripatetic music teachers from Cardiff County and the Vale of Glamorgan Music Service for helping to develop the musical skills of our pupils
- Thanks must also be given Mr Esswood and Caroline Venter who provide our children with the opportunities to play successfully as an orchestra in local events and for conducting our choir We are grateful for the time which is given so freely to nurture the talents of our pupils
- Thanks once again to Mr David Cargill who rehearsed our dancers for the maypole dancing and supports community events throughout the year at Bryn Deri. His willingness to give such enthusiasm and free time is really appreciated.
- Thanks also to Rubicon Dance for the time given in preparing our Year 6 dancers for the Rubicon Dance Showcase at St. David's Hall
- Bryn Deri Highflyerz took part in Cardiff Games Dance Competition again this year. They performed in front of a packed audience and showed real attitude and style! This year we even had some children who danced in the solo competition and were successfully selected for the second round, quarterfinals and semi finals Thank you to Mrs S Webb from JSC Dance who choreographed the dance with the children in afterschool street dance club each Thursday.
- We would also like to thank parents and other adult helpers for giving their time to support staff and children in many ways it is very much appreciated. Thank you to our Welsh-speaking volunteers from our local community who support the learning of the Welsh Language at Bryn Deri. The support of our Welsh Speaking Volunteers has successfully supported our aim to raise standards in Welsh throughout the school.
- Julia Hart, our school secretary, is a real mainstay of the school. We are very grateful for all her hard work particularly in relation to the handling of the finance records and the work that she does to support the school and the governing body. Also to Mrs Lisa Green who has continued to worked closely alongside Julia Hart this year as part of a job share. Both have worked tirelessly this year to ensure the smooth implementation of Cypad and ParentPay -online ordering and payment systems for Cardiff Catering School Meals.
- During 2016-17 we continued to be lucky to have our loyal lunchtime staff – Mrs Traynor, Mrs Rowles, Miss Thomas, Mrs Thorne and relief staff Dr Ross and Mrs Howard-Cook. They have proved reliable and supportive - we appreciate all they do for us. They have risen to the challenges of a new kitchen facility offering hot meals in addition to packed lunches and the new systems and arrangements that have been put in place with their support. This year we have had a new addition to the team Mrs L Anderson our School Cook. This has been a successful first year and she has proven to be a real asset to Bryn Deri.
- The school itself is well cared for and this is due to the hard work of our caretaker, Eirwen Bowden and our cleaners, Jeff Pask and Sharon Coomer. The Governors are very grateful to them for their 100% commitment. Special thanks must go to Eirwen Bowden who has continued to support the school during the construction of the new nursery building and kitchen pod. She has given her time freely to enable



contractors to carry out this work and liaised with the LA and contractors alike to ensure the best possible outcome for the school.

- o As always, last, but certainly not least, the Governors wish to acknowledge and thank parents for supporting the school and particularly the PTA Committee, under the joint chair of PTA Mrs B Milton and Mrs L Best for the very valuable contribution they make, not only by way of financial support, but also in the many varied and enjoyable social functions they provide. Bryn Deri is very fortunate in having such an active, supportive PTA and one that is so generous in the time that they give to the school. This year we have also seen the success of Run Bryn Deri Run, which has over 40 members. Thanks must go to the founder members Mrs L Baker, Mrs K Smith and Mrs B Pritchard for organising training sessions each week and fundraising events for both adults and children of Bryn Deri. The contribution that they have made to the community this year is very much appreciated.

Gifts to School

During the year, we were most fortunate to have the following generous gifts donated to the School by the PTA a sum of £96.

Gym Equipment	96.00
Total	£96.00

The PTA give time to organise social and fundraising events for parents and children such as Discos. Fayres, etc. The Governing Body are very grateful to them for undertaking these activities. ***Also, thanks to the Radyr and Morganstown Association who helped pay towards costs for the Festival and the Rotary club for the Choirs performances.***

Charitable Donations

Our pupils, staff and parents are exceedingly generous and have supported many causes during 2016 - 2017 notably;

- o MacMillan Cancer Care
- o Rotary Club- Water Aid
- o St John Ambulance
- o Children in Need
- o Save the Children
- o Royal British Legion
- o Red Noses for Schools
- o Velindre Cancer Care
- o RSPCA
- o Make a Wish

Altogether donations of £3,381.81. The children were also generous in their donation of harvest boxes for Cardiff Food Bank and Shoe Boxes of gifts for Romanian orphans.



Improving Governance

The Governing Body has reviewed its own working arrangements within the framework of the Governors Wales Bronze Award. Our key committees are Finance, Personnel, Curriculum and Premises. Committees meet at least termly or more frequently when necessary. The Full Governing Body meets each half term. Governors also take responsibility for monitoring specific School Improvement Priorities. There are link governors for each area of the curriculum. The school was requested by the consortium to share the good practice evidenced during National Categorisation.

Governors' Expenses

The regulations concerning School Governorship entitle the Governors to claim expenses incurred in carrying out their duties. However, they are mindful that the sole source of funding for these activities would be the school's budget; hence, Governors' expenses for the year are nil.

Review of School Policies

The following policies have been reviewed:

- Prospectus
- Home School Agreement
- Admissions Policy
- Attendance and Wellbeing Policy
- Financial Regulations
- Management of School Private Funds
- Charging and Remissions Policy
- Safeguarding Policy and Child Protection
- Performance Management Policy
- School Recruitment & Selection, Conduct, Discipline, Grievance, Capability Policies
- Disclosure and Barring Service (DBS) Policy
- Capability Procedures for Teachers and Head Teachers
- Visitors and External Speakers
- Health and Safety Policy
- Radyr Cluster Attendance Framework Policy
- Ethos Behaviour and Attitudes
- Anti-Bullying Policy
- Sex Relationships Education Policy
- Curriculum Policy • Teaching and Learning Policy
- Special Educational Needs Policy
- More Able and Talented Policy
- Strategic Equality Plan • Accessibility Plan
- Whistle Blowing Policy
- Whole School Pay Policy
- Complaints Policy and Procedures
- Unacceptable Actions by Complainants Policy
- Substance Misuse Policy
- Health & Hygiene Policy



Committee Reports

Finance Committee

Chair Dr David Silver (Community Governor)

The School's Annual Budget is allocated to the school by the Local Education Authority according to a formula and the Finance Committee assigns it to various cost headings. We do this ensuring it is in line with the requirements of the School Improvement Plan. The Finance Committee met six times during the year to monitor the overall expenditure, our cash flow and the expenditure against each cost heading.

Expenditure was very much in line with the budget set at the start of the financial year. A copy of the Financial Statement for the year 2015/2016 is included in the Appendix.

The school declared a balanced budget this year, (2016/2017), though this is getting harder to do each year. Many schools have received an addition to their budget through the Welsh Government Deprivation Grant. This is based on the number of free school meals pupils in a school. Bryn Deri have one of the lowest numbers of free school meal entitled pupils so we get very little extra funding. We are nearing the end of the financial year and we are currently fractionally over our proposed spending plan. Whilst we will expect to end the year on plan, next year, especially if there are any cuts in our budget by Cardiff Council, producing a balanced budget could be quite difficult.

Premises Committee 2016 -2017 Chair: Mr Gary Johnson (Parent Governor)

The Committee met formally once each term when site inspections were conducted accompanied by Mrs Bowden, our Caretaker. Maintenance work and necessary repairs were identified during these inspections and actioned or completed. Actions completed included minor repairs, repairs to drainage system and replacement of specific playground surfaces where deemed necessary. Health and Safety policies and documents were reviewed updated regularly by the committee.

During the year the LA successfully progressed the proposed plans for the replacement Nursery building and the new Kitchen Pod facilities at Bryn Deri. The Nursery was completed in November 2016 and the Kitchen Facility in March 2017. During this time committee members liaised with School, LA and contractors, attending regular site meetings to oversee the project at each point. This has continued after completion to ensure that 'snagging' is followed up and actions completed.

The governing body requested action from the LA as landlord concerning welfare facilities for Staff. In particular, the number of toilets provided for female staff and for resolution of an ongoing problem with a blocked main drain. Several unsatisfactory repairs were made to both during the spring term. However the facilities remain unsatisfactory despite ongoing requests to the LA for financial support.



Personnel Committee 2016-2017 – Chair Mrs Clare Smart (Parent Governor)

The Personnel Committee met regularly during the academic year to review staffing arrangements in line with the needs of the school as identified in the school improvement plan. We work closely with the Finance Committee, to consider the budgetary requirements of the school and ensure that the Full Governing Body is kept informed of all developments.

2016-17 saw further developments within the Senior Leadership Team with a number of long serving members of the teaching staff joining the team. Bryn Deri actively encourages staff to take up development opportunities as they arise.

The delays and upheavals related to building work at Bryn Deri made this year a logistical challenge for staff. The Personnel committee would like to thank all staff particularly those in the nursery for their outstanding commitment and resilience during this time.

During the year members of the Personnel Committee have supported the recruitment and appointment of teaching staff.

We also review Human Resource policies as required and recommend changes if applicable.

Curriculum Committee 2015 -2016 - Chair Mrs Jane Evans (LEA Governor)

The Curriculum Committee meets at least once a term and is responsible for monitoring the whole curriculum within the school. The group review policies and schemes, considering the merits and implications of new/proposed curricular initiatives. We regularly meet to review, discuss progress against Targets and the School Improvement Plan as well as offering support and challenge in the school self-evaluation process.

Recent work undertaken by the committee has looked at the impact of the Donaldson Report and the collaborative action research that the school is driving forward in readiness for 'A Curriculum for Wales'. The committee has been involved in developing Restorative Approaches at Bryn Deri and looking at the impact on Wellbeing. In addition the committee has reviewed the impact of the Digital Competence Framework within the classroom at Bryn Deri and the projects that the school has undertaken as a Lead Digital School.

The committee regularly reviews pertinent policies ensuring that we are compliant and that we look to serve the best interests of the school community. With the implementation of the National Categorisation programme the group represents the governing body at the annual school review.

The curriculum committee recognise and extend sincere thanks to the whole team at Bryn Deri for their dedication to and focus on ensuring that we provide a broad range of programmes to support our children adding value and are proud of the academic results achieved this year.



Additional Learning Needs (Governor Responsible Clare Smart)

Special Educational Needs (SEN)

Bryn Deri's Special Educational Needs Policy follows the guidelines and requirements of the Code of Practice 2002 and complies with the 1993 Education Act. The School has a comprehensive and continually up-dated policy document, which follows the SEN Code of Practice.

During 2016-17 Miss Evans continued to be the designated Additional Learning Needs Co-ordinator (ALNCO), at Bryn Deri and liaise with class teachers to identify pupils with SEN and design and implement appropriate educational plans for individual pupils. The ALNCO maintains the ALN register, which is monitored regularly with the Headteacher. The ALNCO, Headteacher, class teachers and teaching assistants work together on the implementation of the SEN Policy. During 2016-17, the number of pupils with a statement of Special Educational Needs was 3% slightly above the LA, and National averages. 1.2% of pupils were placed at School Action Plus and 5.5% at School Action. These figures have reduced over the last 3 years due to early interventions.

Parents are informed of children's progress and are involved in discussion at all stages and in the implementation of Individual Education Plans. During 2016-17 the school has been working towards a person-centered approach in readiness for the ALN reforms in Wales - Additional Learning Needs and Education Tribunal (Wales) Act 2018..The School has carried out several Person-Centered Planning Meetings to ensure that the needs of all pupils are met and all voices, including the pupil, are heard and valued.

Extra teaching support, at both Key Stages, is proving beneficial as it is providing further small group work and more individual attention. In 2016-17 there were 6 teaching assistants who worked with particular pupils 1:1 for varying amounts of time (dependent on the requirements of their Statement for SEN), this is in addition to those teaching assistants who work with pupils in small groups on specific interventions. The staff at Bryn Deri continues to be diligent in identifying, at an early stage, a need for extra support and every pupil is encouraged to achieve their full potential.

The school identifies pupils who will benefit from undertaking a range of specific literacy and numeracy interventions which have proved very successful: Individual and Group Stars (Specialist Teacher Acceleration Reading Skills), SAIL (School Action Intervention in Literacy), ELKLAN, Spirals, Speech Links and Language Links, Direct Phonics and Talk About, NIPPERS and Maths Factor (Numeracy Intervention Programmes). Pupils benefit from individual and group programmes delivered by our Emotional Literacy Support Assistant (ELSA) to remove barriers to learning and ensure happy children in school and at home. Support staff receives appropriate CPD to enable them to deliver these specialist interventions effectively where the need arises.

The school regularly engages with staff from specialist units or schools setting in place appropriate programmes for children with particular needs, for example Speech and Language, Occupational Therapy, Autistic Spectrum Disorder Team, specialist Behaviour Team and CAHMS. Specialist teachers and teaching assistants for literacy and numeracy work in conjunction with school staff to plan appropriate catch up programmes for those pupils with specific needs. The Educational Psychology Service provides guidance and support to ensure all our children reach their full potential. Whole staff
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Life and Learning



training has been received from the Hearing Impaired Team; Diabetes training has been received from the school specialist nurse and The Down's Syndrome Association gave guidance to support pupils with Downs Syndrome within the mainstream education system.

More Able and Talented (MAT)

Mrs Netherway coordinated support for More Able and Talented (MAT) children in 2016-17. Provision is also offered to children that have particular strengths in particular areas to extend and develop those abilities. Talents were celebrated in assemblies and on a talent display board within the hall. The school is continuing to work towards the NACE Challenge Award.

English as an Additional Language (EAL)

Miss Evans supported by class teachers was also responsible for ensuring that the needs of all our pupils with EAL are clearly identified through a Needs Assessment. All staff have received relevant training and have worked in conjunction with outside agencies to ensure that specialist teaching resources, carefully planned programmes of study and strategies are implemented effectively to overcome barriers to learning. In 2016-17 of the children of statutory school age identified with English as an Additional Language, 1 pupil was identified as competent and 1 pupil fluent.

Equal Opportunities

Summary Statement

Bryn Deri is a caring school.

Our school is committed to equal opportunities regardless of Race, Gender, Gender Reassignment, Ability, Disability, Sexual Orientation, Religion or Belief, Age, Marriage and Civil Partnership, Pregnancy and Maternity.

Our school endeavours to treat everyone equally favourably and with respect.

Untethered Ltd, an equalities consultant group, to ensure compliance, supports the work of the Governing Body. As a result of this partnership, a number of policies are equality impact assessed during the year, staff receive annual training on an aspect of equality and in conjunction with the school the Strategic Equality Plan is reviewed and updated and the Annual Equality Report is produced. The school Strategic Equality Plan and the Annual Equality Report are published on the school website.

Inclusion / Accessibility

The admission arrangements to the School are the same for both disabled and able-bodied pupils/staff. Bryn Deri implements a policy of integration and will endeavour to make appropriate arrangements for those with disabilities.

Ground floor access to each entrance/exit (including the main entrance) facilitates wheel chair access from the car park and the school playground to the school. The school has toilets for the disabled. There is a disabled parking space in the car park and a ramp into the Reception class. All external doors conform to accessibility regulations.

If staff or pupils both now and in the future require special adaptations we will endeavour to meet their needs. We have an accessibility plan which is published on the school website



Promotion of Healthy Lifestyles

Bryn Deri is part of the Healthy School Wales Network and during July 2016-17 achieved Phase 4 of the Healthy Schools Scheme. The main area of action was 'Safety':

- Road Safety
- Internet Safety
- Sun Safety

These actions were in addition to sustainable actions in;

- Nutrition
- Physical Education and Fitness
- Mental and emotional health and wellbeing
- Personal Development and Relationships
- Substance Use and Misuse
- Environment

Children are provided with free water bottles on entry and encouraged to drink water throughout the day. A fruit snack scheme has continued to be successful. The school consistently encourages healthy eating particularly in 2016-17 with the introduction of Cardiff School Meals providing a range of healthy hot meals for our pupils. Pupils are encouraged to engage in active play during school time and extracurricular activities and during 2016-17 the school successfully implemented the 'A Mile a Day' initiative.

Breakfast Club Facilities

In September 2012 a Welsh Assembly Government funded breakfast club was established at Bryn Deri Primary School and has been highly successful ever since. During 2016-17 Number of pupils who have a free breakfast on PLASC Census day was 53. The number of pupils eligible for free school meals who had one or more free breakfasts in a week was 1. The number of pupils who had 1 or more free breakfasts in the week prior census day was 160. The Breakfast Club continues to be in high demand.

School Meal Provision

During 2016-17 the school was delighted to open a newly built kitchen facility to prepare and serve Cardiff Catering Service hot lunches. The new kitchen pod with a fully functioning kitchen and dining area for 100 pupils was completed in March 2016-17. The School has implemented a 'no cash' facility in order for families to order and pay for meals on line. This has been highly successful. As many as 126 pupils have received meals on several days of the week and the hot school meal facility has proved to be highly successful and popular with pupils and parents alike.

- Number of pupils eligible for free school meals on Census day = 18
- Number of pupils receiving free school meals on Census day = 13
- Number of pupils paying for a midday meal on Census day = 113
- Total number of pupils receiving school meals on Census day = 126

Eco Schools

At Bryn Deri we aim to provide learning experiences that enable pupils to learn how to care for and protect their environment. In small, yet significant ways, we will strive to reduce pollution, and use our natural resources with thought and care. We do this with the understanding that collectively, schools in Wales, the UK and globally, can make a huge difference. During 2015-16 the school successfully achieved the prestigious Platinum Eco Schools Flag Award. The Eco-Schools programme has a simple framework, A Community Developing Happy Confident Caring Children with a Positive Attitude Towards Life and Learning



which provides the tools to promote and develop sustainability throughout your school. The Platinum Award is the highest award possible and comes after achieving four Green Flag awards Bronze and Silver. Only 10% of schools have achieved this award and we are exceptionally proud of this achievement. The award has taken in to account eight years of evidence. A special acknowledgement and thank you must be given to the Bryn Deri Eco Committee, led by Mrs Vigliotta and Mrs Smart (Link Governor) who have worked tirelessly to ensure that this was a successful, whole school affair. Their determination has ensured that we are a school community that cares about our planet. We think global and act local! During 2016-17 the school have continued to work with other Platinum Flag Award schools on local and global projects within the wider community in addition to projects within school and the local community.

Toilet Facilities

The Welsh Government Governing Body Report 'School Toilets' (Good Practice Guidelines for Schools in Wales) is followed by the school to ensure that toilets are open and accessible to all learners throughout the hours of school opening. The school has a Toilet Policy.

The reception class has its own toilet facilities. There are boys and girls toilets off the Infant corridor and 2 boys' and 2 girls' toilet facilities in the KS2 section. The school employs two cleaning staff who led by the caretaker Mrs E Bowden ensure that the toilets are thoroughly cleaned and disinfected every day. There are 2 toilets for the disabled.

All washroom/toilet areas are protected from adverse weather. Toilet area walls, floors, ceilings, doors, etc. are of a type that are impervious/non-absorbent and washable, easy to clean, and capable of withstanding disinfection and other cleaning processes. Toilets are adequately lit. Toilets are warm enough to be comfortable in winter.

The school acknowledges the importance of good toilet facilities and how toilet facilities can have an effect on learner morale, behaviour and potentially health. Learners are involved in ensuring improvement in the toilet facilities through the SWAT inspection programme and the development and review of a School Toilet Policy. The handwashing toolkit is used in Foundation Phase to promote good hygiene.





School Prospectus

The School Prospectus for Bryn Deri is available on the school website or on request from the school office if any parent or guardian wishes to have a copy. The Prospectus is updated at least once a year. Parents of new children and prospective pupils are also given a copy.

Prospectus Changes since previous Governor's Report

The Prospectus is reviewed annually and changes have been made to reflect staffing changes and end of Key Stage data.

Meeting with Parents

The School Standards and Organisation (Wales) Act 2013 enables parents of registered pupils at the school to request up to 3 meetings a year with the governing body via a petition. There were no meetings requested or held this academic year.





Organisation From September 2016 to July 2017

The detailed decisions about the day to day running of the school are the responsibility of the Headteacher and the staff who for 2016/17 were:-

Name	Class	No	Age	Responsibility
Mrs C Davies	Headteacher			Whole School
Miss H Rosser	Nursery	40	3+	English/Literacy Co-ordinator
Mrs L Clark	Reception	30	4+	RE and PSE Co-ordinator Healthy Schools Co-ordinator
Mrs P Evans	Year 1	30	5+	PE Co-ordinator ALNCO SEN/MAT/EAL INCLUSION,
Mrs M James	Year 2	30	6+	Acting Deputy Head, Foundation Phase Curriculum lead, Science co-ordinator
Miss R Batte	Year 3	29	7+	Design Technology Co-ordinator Welsh Co-ordinator
Mrs M Netherway	Year 4	28	8+	Numeracy/Maths Co-ordinator Art & Design Co-ordinator More Able and Talented Co-ordinator
Mr M Eldridge	Year 5	30	9+	KS2 Leader ICT Co-ordinator, Leader for learning in Assessment, Record Keeping and Reporting and Skills
Mrs B Hughes	Year 6	20	10+	Music Co-ordinator Transition Y6
Mrs D Wood	P/T Support Teacher			History Co-ordinator, School Council (SWAT)
Mrs J Vigliotta	P/T Support Teacher			Global Citizenship and Sustainability Co-ordinator, Geography Co-ordinator, ECO Schools
Mrs D Jones	P/T Teaching Assistant			
Mrs T Davies	Teaching Assistant			
Mrs S Jones	P/T Teaching Assistant			
Mrs M Peduzzi	Teaching Assistant			
Miss J Evans	P/T Teaching Assistant			
Mrs C Matthews	P/T Teaching Assistant			
Mrs R Goddard	Teaching Assistant			
Miss C Channon	Teaching Assistant			
Miss G Bailey	Teaching Assistant			
Miss S Coomber	Teaching Assistant			
Mrs S Burford	Teaching Assistant			
Mrs P Dickens	Teaching Assistant			
Mrs M Street	Teaching Assistant			
Mr S Gregory	Teaching Assistant			
Mrs T Bennetts	P/T Teaching Assistant			
Mrs J Hart	P/T Clerical Assistant			
Mrs L Green	P/T Clerical Assistant			
Mrs E Bowden	Caretaker			
Mr J Pask	Cleaner			
Mrs S Coomer	Cleaner			
Mrs S Traynor	Lunchtime Supervisor			
Miss N Thomas	Lunchtime Supervisor			
Mrs L. Thorne	Lunchtime Supervisor			
Mrs J Rowles	Lunchtime Supervisor			
Number of pupils on the School Roll July 2017 = 197				
Number of pupils on the Nursery roll July 2017 = 77 Grand total =274				



Curriculum, Organisation of Education & Teaching Methods

Bryn Deri is a caring, fully inclusive school offering a stimulating learning environment where the emotional, social, physical and intellectual needs of each individual can be developed. A broad and balanced thematic approach to delivering the National Curriculum is used to provide opportunities for key skills to be developed in a meaningful context. During 2016-17 the school continued to deliver Cornerstones Curriculum across the whole school to ensure highly engaging contexts for learning which meet the needs of the National Curriculum and the Literacy, Numeracy and Digital Competency Framework.

Literacy, Numeracy and Digital skills are given extremely high priority across the curriculum. Increased IT capacity within the school has ensured that all children have access to a wide variety of emerging technologies. Developing Digital Competencies across the curriculum in all areas of learning became a key focus of all teaching and learning. During 2016-17 Bryn Deri further developed its role as Lead School for Digital Learning by leading staff training and sharing excellent practice across the Central South Consortium.

In addition to cross curricular teaching through Cornerstone contexts for learning the school values the use of discreet direct teaching. In 2016-17 the school continued the use of Big Maths – a rigorous, systematic and structured approach to teaching number, which complements current resources such as Abacus Evolve. Indeed a wide range of pedagogical approaches are utilised to maximise impact on pupil learning.

We endeavour at all times to provide a challenging environment where all pupils are encouraged to develop independence and show initiative, particularly in transferring learning and using their skills in different situations. Our expectations of the pupils are always extremely high. We expect them to make use of their skills and talents and be self-motivated to understand the next steps in their learning.

During 2016-17 there were eight teachers each taking responsibility for mixed ability classes, grouped by age. At any onetime pupils in both Foundation Phase and Key Stage 2 pupils can be expected to be involved in a wide variety of activities. Supporting the eight teachers and working alongside them in 2016-17 were 2 part-time teachers, and 15 very capable Teaching Assistants.

The structure of the day is flexible, with all staff endeavouring to create the conditions in which pupils learn best and match their approaches to the pupils' needs and abilities.

The Curriculum is therefore delivered in several ways:

- Formal Direct teaching (Focused Teaching) where a specific skill or item of knowledge is taught to the whole class, group, pairs or individual
- Enhanced Provision and Continuous Provision (application and consolidation of learning)
- Active Learning through 'doing', where a pupil or a group is given a practical investigation to explore
- Learning through research, where pupils are asked to find the answers to particular questions by using reference material or IT/ICT resources
- Individual teaching where a pupil who has ALN, EAL or is More Able and Talented is given an Individual Programme of Work
- Appropriate homework to reinforce skills/knowledge.

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The Headteacher, Senior Leadership Team and staff regularly monitor the progress of all pupils. The School has rigorous systems for tracking the progress of pupils across the curriculum. In addition planning documentation and pupil books are scrutinised on a weekly basis. Staff listen to learners and observe lessons as part of their monitoring procedures and staff regularly reflect on the impact of their teaching through the use of technologies. This ensures that every pupil is making at least the expected level of progress but also identifies those who need additional support and those who are more able. Specialist support and interventions are used to overcome barriers to learning. During 2016-17 the school made very good use of 'IRIS' technology as part of collaborative action research projects to raise standards in teaching and learning and further develop all staff as reflective practitioners developing deeper understanding of pedagogical principles as set out in Successful Futures.

Welsh Taught as a Second Language

One Governor and four staff speak Welsh as a first language. Although Children are taught through the medium of English, Welsh 2nd language is also of high importance. Children and staff use incidental conversational Welsh each day and Welsh is also taught in specific lessons. Pupils in Upper KS2 grasp that by knowing the question words and the sentence starters it is possible to transfer skills between contexts. They have enough knowledge of vocabulary to converse on most themes and an understanding that sentence patterns can be used even if there were a few gaps in knowledge. By the end of key stage 2 pupils attainment was excellent. This is verified both internally by Miss Batte in her role as Welsh Coordinator and externally through the Radyr cluster moderation and the Consortium.

In the cohort of 2016-17 90% of pupils achieved the expected level 4 and almost half (45%) achieved the higher than expected Level 5. Across the whole of key stage two (93%) achieve appropriate levels or above for the combined subject (oracy, reading and writing). This is a significant increase on 2016 (68%) A majority (around 60%) of pupils achieve above the expected level.

We were fortunate again in 2016-17 to have the support of Welsh speaking members of our local community who attend weekly on a voluntary basis to read and converse in Welsh with our children. The school continues to provide Welsh weeks and assemblies Eisteddfod competitions & performances to ensure that Welsh language and culture is promoted across the curriculum and that improved evidence of written work is evident in Welsh books, literacy and numeracy books.

Pupils in Year 4 again attended a successful residential visit to Llangrannog to further develop their Welsh skills and experience of Welsh Culture. Central South Consortium support and challenge the school in ways to raise standards in Welsh 2nd Language for pupils and staff. Pupils are taught Welsh 2nd language from Nursery to Year 6 into their secondary education.





Provision made for Sport including Extra-Curricular Activities

The school provides an extensive range of opportunities to encourage pupils to be healthy and provides very well for their physical development. There is a very wide range of provision for sport both within the curriculum and through extracurricular activities. All pupils receive provision for two hours of Physical Education per week. Fixtures against other schools also take place when possible within the school day in addition to extra-curricular clubs.

Bryn Deri has also been an active participant in the Cardiff Games this year in partnership with Cardiff Metropolitan University. In addition, we have been fortunate to have a range of coaches visit school to deliver high quality taster sessions working within Foundation Phase and Key Stage 2. We have also continued to work closely with Radyr Cricket Club and SportXtra who deliver regular workshops.

Cricket

Many boys and girls continue to play cricket outside school and several have been selected to play for both Radyr and Cardiff and the Vale Cricket Club. We are extremely proud of two pupils Elen and Jess who have been selected to represent Wales in the U11 Girl's Cricket squad. Years 2 and 3 have had Cricket Wales workshops that they thoroughly enjoyed and a few more of the children have decided to look at taking this up outside of school. Pupils from KS2 got active when they participated in Glamorgan Cricket Tournament along with other schools from Cardiff. They looked really smart in their new Bryn Deri Cricket kit and had a wonderful experience at the Glamorgan Cricket indoor centre. A Diolch Mawr to Mr Eldridge for re-organising the venue when the rain almost cancelled the event!

Football

Many of our girls and boys attend Radyr Rangers Football Club. A number of games against local primary schools were played last year in addition to participating in local tournaments such as the Rotary Club Football Tournament. Congratulations to George, who has successfully signed for Swansea City FC Academy. George was also selected for Cardiff & the Vale Schools Football Team. We are very proud of George.

This academic year Radyr Comprehensive School Year 12 pupils have worked with pupils from Year 5 as part of their community engagement programme. The students provided football coaching to the whole class over seen by their PE Teacher and Mr Eldridge.

Rugby

The school has several pupils who represent local clubs at Rugby (Pentyrch RFC) at various age groups. Our Rugby team competed successfully in Cardiff Blues Rugby Tournament at the Cardiff Arms Park. In addition rugby matches were arranged between local schools.

Netball

Several of our pupils represent the school in netball clubs outside school. Congratulations to Phoebe who has been selected for the under 11 Cardiff and Wales Squad and plays for Cardiff LA Hub; and Grace who has been selected for the Cardiff and Vale netball development squad. The Netball club had a successful season competing once again in the Cardiff Rotary Club Netball Tournament, and other matches arranged against local primary schools.

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Athletics

Bryn Deri Athletic Club (Miss P Evans) participated again in Quads Kids Athletic Competition at Leckwith Athletic Stadium and was successful in being selected to take part in the finals. Pupils from Bryn Deri also took part in the Cardiff Cross Country Competition.

Swimming

Year 6 and Year 3 pupils continued to attend Swimming lessons at Fairwater Leisure Centre swimming pool. Several of our pupils represent and have competed for the City of Cardiff Swimming Club and have found much success.

Dance

Pupils in Year Six have been lucky to benefit from working with professional dance teacher Louise from Rubicon Dance as part of their Dance lessons in PE. The children made their own costumes and performed their dance on stage at St David's Hall in Cardiff as part of Rubicon Dance Show Case. Thank you to Rubicon Dance and to Mrs Hughes and Mrs Goddard who gave their time to support the children in this fabulous opportunity.

Gymnastics

The school continues to offer extracurricular gymnastics each week for all pupils from Year 1 – Year 3. Two pupils, Joseph and Sharmeela competed once again, in the National Rotary Disability Welsh Schools Gymnastic finals at Sport Wales National Centre (Sofia Gardens). Both gave outstanding performances on floor, bench and vault in their individual categories. Both came home with a handful of medals and trophies! Joseph was awarded 2nd place in all apparatus and 2nd overall in Foundation Phase Silver level Category 2! Sharmeela was overall winner of KS2 Platinum level Category 2. Sharmeela was also awarded British Schools Disability Trampoline Champion in a competition in Newcastle! We are very proud of both gymnasts – their success is well earned. In addition, Sharmeela's efforts were recognised in 2016-17 on the National Stage as she was awarded Disability Gymnast of the Year at the Welsh Gymnastics Award Ceremony.

Cheerleading

This is a new sport we have been able to offer this year and is open to years 3-6 the children are being coached by Jess and Laura from 'Inspire, cheer and dance'. They were invited to open up the Cardiff and Vale High school cheer competition where they showed off their newly acquired cheerleading skills at Sophia Gardens. We were very proud of them.

Inclusive Sports

This academic year, again all year 2 pupils and Year 6 pupils attended a Cardiff Games Multisport Tournament and were extremely successful. We sent 12 pupils with additional needs attend Cardiff Inclusive Games held at Fairwater. Our pupils were extremely successful and represented the school admirably winning individual medals.

Chess

Pupils at Bryn Deri have continued to gain experience, skills and knowledge in chess under the watchful eye of Mr Tim Kett. All pupils in key stage two have had an opportunity to take part in chess sessions as part of Curriculum Plus each Friday.



Overall it has been an excellent year where those who played for the school acquitted themselves admirably, playing all sports with true sportsmanship. It has been a year where we have encourage our children to see for themselves that sport is for all!

Other “Out of Hours” Activities

The school continues to offer a wealth of extracurricular activities which may vary from term to term. We seek to offer our pupils a wide range of opportunities to discover and nurture their talents.

Out of hours activities offered in 2016-17 include:

- Orchestra (Mr Esswood and Ms C Venter)
- Choir (Mrs Hughes RWCMD students)
- Lego Robots (Mark Eldridge)
- Street Dance (JSC Dance)
- French Club (La Jolie Ronde)
- ‘SportsXtra’
- Netball, Football, Cricket, Rugby, Gymnastics (Mr Eldridge, Miss P Evans, Mrs L Clark and Mrs Davies)
- Milittle ipad
- Cheerleading
- Badgers (St John Ambulance)
- Hockey (Whitchurch Hockey Club)

Community Links

Bryn Deri Continues to have extremely close links with the local community (Radyr and Morganstown Community) and the wider community within Cardiff.

The school continues to take an active part in events organised by Radyr and Morganstown Community such as singing at the lighting of the Christmas Trees and in Radyr Festival week in May taking part in the May Day maypole-dancing event. We were proud to again have the May Festival Queen and attendants from our Year 6 class. This year the Community Festival was yet again strengthened by the Community Literacy Award in which all pupils participated. In 2016-17 we also took part in the Remembrance Sunday Service at Radyr Cenotaph. Members of Radyr Women’s Institute are invited annually to the School Eisteddfod to present the Bard and again this year our strong links with this community group were strengthened. The school regularly contributes to the Radyr Chain the local community magazine.

Local Church Ministers and other visitors from charitable organisations continue to enrich our Collective Worship times. Reverend Jenny and Gareth Knowles are regular visitors to school as are the newly formed Open the Book group. Children also visit local places of Worship within Radyr and the wider and culturally diverse community of Cardiff to undertake tasks linked with the curriculum. In 2016-17 pupils in Year 5 were invited to Christchurch to celebrate Harvest in the Church Hall. This was a wonderful intergenerational event for our children who were invited to stay for refreshments after

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their performance. Each summer term, as part of their study of religious ceremonies, pupils from Year 2 participate in a wedding ceremony which takes place at Christchurch Radyr with the support of Reverend Jenny, staff and parents. This is a valuable learning experiences whilst also being a wonderful end to Foundation Phase.

A strong partnership has been developed with Radyr Library and all classes visited the library termly to enhance their learning and foster a love of reading. Many of our pupils (and staff), were yet again successful in completing the Summer Reading Challenge. Our Thanks must go the librarians at Radyr who support or children and families so professionally.

Our pupils have once again benefitted from work with the local community in projects such as the local World War 1 commemorative events and local Magistrate Workshops. All pupils received specific PSE Lessons delivered by our Community Police Officer who is a regular visitor to the school. The Whitchurch Fire Service also deliver important Fire Safety lessons to our children in Year 2 and Year 5.

The choir also sang a repertoire of songs at a number of events in 2016-17 including charity performances such as The African Children's Choir at St David's Hall, and 1000 voices at Cardiff Motorpoint Arena. Thanks must be given once again to Mrs Hughes for giving her time freely to prepare our pupils for these musical events.

Pupils continue to benefit from and even wider range of visits with in the wider community of Cardiff and beyond, which serve as engagement and consolidation of their learning with in the classroom linked to their contexts of learning. Children have visited such places as the, Cardiff Castle, Forest Fawr, Swansea Playzone, Cardiff Bay, Castell Henllys, Kenfig Nature Reserve, Brecon Regimental Museum, Crucial Crew, Caerleon Roman Museum, Bute Park and Pugh's Garden Centre to name but a few. During the year we have welcomed performances from music, dance and theatre companies including the Artefacts Theatre Company. Frequent visits to and from Science specialists such as Technquest and Mad Science have brought an extra dimension to pupils' experiences and learning. Entrepreneurial skills have been developed through work with local business such as Orchard Café Radyr offering pupils the opportunity to learn about the work place.

The school takes every opportunity to engage and establish local partnerships for the benefit of our pupils and firmly believe that the school should be at the heart of community life.

Destination of School Leavers

Our catchment Secondary School is Radyr Comprehensive School. Some pupils move on to independent schools or Church schools.

The school continues to have very good links with Radyr Comprehensive and activities such as a music day, sports session, treasure hunt and lesson visits are arranged to help the transition of year 6 from primary to secondary school.



School Attendance

The Education (Pupil Attendance Records) Regulations 1991.

The Governors wish to express their sincere gratitude to all parents for ensuring overall the excellent attendance of the pupils at Bryn Deri and for the conscientious, caring and very punctual way that they inform the school immediately of a child's absence and comply with the Radyr Cluster Attendance Policy. We can report that Bryn Deri's overall attendance is an average of 96.46% - 22 Pupils gained 100% attendance. Unauthorised absence for 2016 / 17 totalled 639 sessions (half days.) This figure is much higher than we would like, but does include children on holiday during school time. Overall it represents a small number of children.

Autumn Term 2016 Unauthorised attendance 0.32% Spring Term 2017 Unauthorised Attendance 0.8% and Summer Term 2017 Unauthorised attendance 0.99%.

Unauthorised absences are recorded when children do not attend school and no specific explanation from parents is forthcoming even after being asked to do so; or they are caused by children having more absences (not including sickness) than the school has actually authorised (e.g. extra holidays.) We wish to remind parents that removing children during term time is detrimental to their education and if parents wish to do so a request has to be made to the Headteacher. Schools within the Radyr Cluster will only authorise family holidays where parents are able to demonstrate that unique or exceptional circumstances prevent the holiday from being taken outside of term time. In general, holidays during term time will not be authorised. In June 2012, Cardiff Local Authority requested that all schools do not authorise holidays in term time, unless in 'exceptional' circumstances. **It is the term time holiday absences that stop our attendance figures improving. The Welsh Assembly Government and LA continue to remind schools to do everything they can to improve attendance.**

Attendance Targets

School Year	Attendance Target %	Actual
2016/17	97.0%	96.46%

School Year	Attendance Target %
2017/18	96.5
2018/19	97.0
2019/20	97.5





The School Improvement Plan 2016-17

The School Improvement Plan sets out the specific strategically planned tasks required to meet a set of objectives. Priorities take into account Local and National priorities in addition to school based needs. In 2016-17 the priorities had a clear focus on responding to the Donaldson Report 'Successful Futures' and the National Mission for 'A Curriculum in Wales.' Priorities and objectives were:

Priority 1: Raising standards in Literacy, Numeracy & ICT

Source: School, WAG CSC SIG30

Targets:

- 1.1 To develop use of Hwb tools as a collaboration tool for school to school writing
- 1.2 To continue to improve standards in reading and writing at the higher than expected NC and 1.3 FP levels/Outcomes and reduce the gender gap in oracy at the higher than expected Level 5
- 1.4 Continue to raise standards in Mathematical Development and Numeracy through development of computational thinking
- 1.5 To develop Digital Competency Framework skills as a cross curricular competency

Priority 2: Pedagogy - Raising Standards of Teaching

Source: School, CSC, WAG, Donaldson Report

Targets:

- 2.1 To use technology effectively to raise standards of teaching from good to excellent
- 2.2 To share and develop teachers understanding of highly effective methodologies and pedagogy.
- 2.3 To implement a range of highly effective pedagogical approaches resulting in improved progress and standards in Numeracy (Foundation Phase) and Literacy (KS2) for all groups of learners
- 2.4 To ensure consistent and highly effective Assessment for Learning across the whole school resulting in increased pupil progress
- 2.5 Further develop systems to allow pupil input into what and how they learn - involvement in planning schemes of work and activities

Priority 3: Improving Health and Wellbeing

Source: CSC Donaldson Report WAG

Targets:

- 3.1 To successfully develop whole school restorative practices to life and learning
- 3.2 To further develop systems to ensure that the particular individual needs of all pupils are met appropriately
- 3.3 Further develop pupils ability to be healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

Priority 4: Closing the Gap

Source: CSC WAG PDG

- 4.1 Improve the outcomes in Literacy and Numeracy for vulnerable and disadvantaged pupils including pupils with SEN, LAC and those in receipt of FSM
- 4.2 Improve the outcomes in Literacy and Numeracy for those pupils identified as MAT through effective targeted challenge and differentiation
- 4.3 Reduce the gender gap, improve outcomes for boys at the higher levels for Foundation Phase (LLC and PSDWCD) and KS2 (Science and Oracy)
- 4.4 Further develop high quality provision for learners with emotional social and behavioural needs ensuring maximum achievement
- 4.5 Remove financial barriers to participation in curricular and extracurricular learning activities
- 4.6 Overcome barriers to learning for vulnerable and disadvantaged pupils through strengthening family engagement

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Priority 5: Improving Welsh Language 2nd Language and Welsh Dimension

Source: CSC WAG Donaldson Report

5.1 To ensure a whole school rise in standards of written Welsh across the curriculum (particularly at KS2)

5.2 To ensure all learners communicate effectively using the Welsh language in a range of settings

5.3 To further embed authentic Welsh contexts for learning across the curriculum

Progress against these priorities and the strategically planned tasks, are reviewed termly by the Governing Body. All targets were achieved or largely met although some will continue to be a focus for 2017-18 as part of a three year plan for improvement.

End of Key Stage Targets and Assessments

Every year, end of key stage achievement targets are set by the school and agreed by the Governing Body and Consortium Challenge Advisor. Targets can obviously vary from year to year depending on the cohort and pupils coming into and or leaving the class. Targets are none the less challenging yet realistic. Effective use is made of performance data and Teacher Assessment. Expectations are extremely high. Rigorous systems are in place to track pupil progress against targets to ensure that each child meets their potential. The school uses INCERTs an electronic tracking system highly effectively, to track pupil progress and analyse in even greater detail. At the end of Foundation Phase and Key stage 2 we have in place a robust teacher assessment process. Pupil work is moderated both internally by staff and members of the Senior Leadership Team and in partnership with Central South Consortium, Radyr Comprehensive and all the cluster primary schools.

Foundation Phase Targets – Summary

In the Year 2 cohort 2016-17 there were 30 pupils each child represents 3.3%

Foundation Phase FPO5+					
	Actual	Targets		Distance from target	
	2017	2017	2018	2017	2018
PSWCD	96.67	96.55	96.55	0.11	0.11
LLC	96.67	96.55	96.55	0.11	0.11
LLC (Cymraeg)	-	-	-	-	-
MD	96.67	96.55	96.55	0.11	0.11
PSWCD, LLC and MD	96.67	96.55	96.55	0.11	0.11
Foundation Phase FPO6+					
	Actual	Targets		Distance from target	
	2017	2017	2018	2017	2018
PSWCD	56.67	68.97	41.38	-12.30	15.29
LLC	40.00	41.38	44.83	-1.38	-4.83
LLC (Cymraeg)	-	-	-	-	-
MD	46.67	44.83	41.38	1.84	5.29



Key Stage 2 Targets – Summary

In the Year 6 cohort 2016-17 there were 20 pupils each child represents 5%

Key Stage 2 L4+							
	Actual 2017	Targets			Distance from target		
		2017	2018	2019	2017	2018	2019
English	100.00	100.00	100.00	100.00	0.00	0.00	0.00
Welsh	-	-	-	-	-	-	-
Mathematics	100.00	100.00	100.00	100.00	0.00	0.00	0.00
Science	100.00	100.00	100.00	100.00	0.00	0.00	0.00
CSI	100.00	100.00	100.00	100.00	0.00	0.00	0.00
Key Stage 2 L5+							
	Actual 2017	Targets			Distance from target		
		2017	2018	2019	2017	2018	2019
English	50.00	57.14	65.52	62.07	-7.14	-15.52	-12.07
Welsh	-	-	-	-	-	-	-
Mathematics	60.00	61.90	55.17	68.97	-1.90	4.83	-8.97
Science	50.00	61.90	62.07	55.17	-11.90	-12.07	-5.17

End of Key Stage Performance Data

In 2016-17 performance at both key stages was extremely high. (For full details see Summary of Foundation Phase Outcomes and Key Stage 2 National Curriculum Results) Over the last 3 years there has been an upward trend in the performance of Bryn Deri pupils in the expected Foundation Phase Outcome 5+ Indicator and for the last two years 100% of pupils achieved the expected level 4 at the end of key stage two. This was marked by a letter of congratulations from the Director of Education and demonstrates the hard work of pupils, staff and parents.

At Foundation Phase:

The Foundation Phase Indicator (FPI) identifies those pupils achieving **Outcome 5** or above in all three areas of learning; Language Literacy and Communication, Mathematical Development and Personal, Social Development, Wellbeing and Cultural Diversity. In 2016-17, 97% of pupils at the end of Foundation Phase achieved or exceeded the expected outcomes (FPI). 97% of pupils achieved or exceeded the expected outcome in Language, Literacy and communication. 97% of pupils achieved or exceed the expected outcome in Mathematical Development. 97% of pupils achieved or exceeded the expected outcome in Personal, Social Development, Wellbeing and Cultural Development. Once again a very high proportion of pupils (around half), achieved the higher **Outcome 6** in all Areas of Learning.

At Key Stage Two:

The KS2 Core Subject Indicator (CSI) identifies those pupils achieving **Level 4** and above in all three subjects; English, Mathematics and Science. Our latest results indicate that **100%** of pupils have achieved the Core Subject Indicator. **100%** of pupils achieved or exceed the expected level in English, Mathematics and Science. Once again, a high proportion of pupils (at least half), have achieved the higher **Level 5**.



National Literacy and Numeracy Tests

In May 2017 statutory tests in literacy and numeracy were administered to pupils in years 2,3,4,5 and 6. The individual results of these tests were reported to parents in addition to the annual progress report and end of key stage teacher assessment reports.

High standards in Literacy and Numeracy were maintained;

National Reading Tests 2017

In 2017 pupils' performance in National Reading tests was good with most pupils (89%) achieving a standardised score above 85. There was a slight decrease in performance from previous years hence improving comprehension skills becoming a focus for school improvement in 2017-18. However, pupils' performance in National Reading Tests remains above local and national averages (with the exception of Y2 which was slightly below) and the percentage of pupils achieving a standardised score of 115 continues to be above local and national averages.

National Numeracy Tests 2017

Most pupils achieved very good standards in procedural numeracy in 2017. 92% pupils achieved a standardised score above 85 in procedural test. 93% of pupils achieved above 85 in national reasoning tests.

Pupils mean performance and progress in both procedural and reasoning tests 2017 was above LA and National performance. In National Numeracy Tests 2017, with the exception of Y3 and Y6, the percentage of pupils achieving a standardised score above 115 was significantly above all comparison groups.

National Categorisation

In 2016-17 the school was again categorised as **support category 'Green'**.

The school was in **standards group 1**. This is because combined performance across three years placed the school above the median in all subjects at the expected and above expected levels. Performance at level five plus (L5+) was in quartile one for all subjects and the foundation phase was predominantly above the median for three years.

The Schools ability to bring about improvement was judged to be **category A (excellent)**.

This judgement indicates the highest degree of confidence in the school's capacity to drive forward its own improvement in the future.





Foundation Phase Outcomes 2017

SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	3	0	57	40	97
	National	-	-	-	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.2	88
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	0	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	90.7
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	3	0	50	47	97
	National	-	-	-	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.4	89.9
Personal and Social Development, Well-being and Cultural	School	0	0	0	0	0	0	0	0	0	3	40	57	97
	National	-	-	-	-	0.4	0.3	0.2	0.4	1	3.3	35.5	58.9	94.5

There were 30 pupils in the group.

Foundation Phase Outcome Indicator	School	97
	National	87



Foundation Phase Outcomes 2017

SCHOOL & NATIONAL

The following table shows the percentage of boys attaining each outcome.

Boys		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	6	0	71	24	94
	National	-	-	-	0.1	0.6	0.6	0.3	0.8	2.3	11.4	53.4	30.6	84
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	0	0.2	0	0.2	0.3	1.8	10.3	58.5	28.6	87.1
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	6	0	59	35	94
	National	-	-	-	0.1	0.5	0.4	0.3	0.6	1.7	9.1	50.8	36.5	87.3
Personal and Social Development, Well-being and Cultural	School	0	0	0	0	0	0	0	0	0	6	65	29	94
	National	-	-	-	0.1	0.5	0.4	0.3	0.6	1.5	4.8	41.9	50	91.1

There were 17 boys in the group.

Foundation Phase Outcome Indicator	School	94
	National	83



Foundation Phase Outcomes 2017

SCHOOL & NATIONAL

The following table shows the percentage of girls attaining each outcome.

Girls		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	0	0	38	62	100
	National	-	-	-	-	0.3	0.2	0.1	0.2	1	5.8	50	42.2	92.3
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	0	0.1	-	0.1	0.2	0.6	4.9	50.5	43.7	94.1
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	0	0	38	62	100
	National	-	-	-	-	0.3	0.1	0.1	0.2	0.8	5.8	56.2	36.4	92.6
Personal and Social Development, Well-being and Cultural	School	0	0	0	0	0	0	0	0	0	0	8	92	100
	National	-	-	-	-	0.3	0.1	0.1	0.2	0.4	1.7	28.9	68.3	97.2

There were 13 girls in the group.

Foundation Phase Outcome Indicator	School	100
	National	91.2

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

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2017 Years' Results KS2

Summary of National Curriculum Assessment results of pupils in the school (2017) and nationally (2016) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	0	50	50	0	100
	National	0.1	0.4	0.3	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0	0	0	0	0	0	20	80	0	100
	National	0.1	0.4	0.3	0.5	1.4	6.9	47.1	41.7	1.7	90.5
Reading	School	0	0	0	0	0	0	50	50	0	100
	National	0.1	0.4	0.3	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0	0	0	0	0	0	55	45	0	100
	National	0.1	0.4	0.3	0.5	2.0	11.3	51.5	32.5	1.3	85.4

Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.2	7.4	52.8	36.6	1.4	90.8
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.1	6.4	51.4	39.1	1.5	92.0
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.3	8.3	50.7	37.4	1.7	89.8
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.6	12.3	55.5	28.8	1.2	85.5

Mathematics	School	0	0	0	0	0	0	40	60	0	100
	National	0.1	0.4	0.3	0.4	1.4	7.4	47.8	41.5	1.6	91.0

Science	School	0	0	0	0	0	0	50	50	0	100
	National	0.1	0.4	0.3	0.4	1.3	5.8	49.2	42.3	0.2	91.7

Core Subject Indicator	School	100
	National	88.6



% boys at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	0	57	43	0	100
	National	-	-	-	-	-	-	-	-	-	87
Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	-	-	-	-	-	88
Mathematics	School	0	0	0	0	0	0	36	64	0	100
	National	-	-	-	-	-	-	-	-	-	88
Science	School	0	0	0	0	0	0	57	43	0	100
	National	-	-	-	-	-	-	-	-	-	90

Core Subject Indicator	School	100
	National	85

% girls at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	0	33	67	0	100
	National	-	-	-	-	-	-	-	-	-	93
Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	-	-	-	-	-	94
Mathematics	School	0	0	0	0	0	0	50	50	0	100
	National	-	-	-	-	-	-	-	-	-	92
Science	School	0	0	0	0	0	0	33	67	0	100
	National	-	-	-	-	-	-	-	-	-	93

Core Subject Indicator	School	100
	National	91

D represents pupils who have been disappplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

The general expectation is that the majority of 11 year olds will attain level 4.

The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

A Community Developing Happy Confident Caring Children with a Positive Attitude Towards
Life and Learning



Financial Statement 2016/2017

Bryn Deri		
Financial Report to Parents 2016-17		
	£	£
	Governor Approved	Actual
Details	Budget	Expenditure
	2016/17	2016/17
<u>Employee Related Expenses</u>	854,662	849,895
<u>Premises Related Expenses</u>	85,835	85,551
<u>Supplies & Services Expenses</u>	69,039	63,064
<u>Central Services</u>	42,876	42,157
Gross Expenditure	1,052,412	1,040,667
<u>Income</u>	-109,202	-148,765
Gross Income	-109,202	-148,765
<u>Interest and Other</u>		-538
Net Expenditure	943,210	891,365
Less Uninvested Balance Brought forward	-21,430	
Less earmarked Rates	-13,520	-13,365
Contribution to/from balances		30,260
TOTAL NET EXPENDITURE	<u>908,260</u>	<u>908,260</u>

Summary		£
Total resources available in 2016-2017		
School balances Brought forward from 2015-2016		21,430.40
School Loans Brought forward from 2015-2016		0
Prior Year Adjustment		0
Total delegated resources		921,780
Total		943,210.40
Actual Expenditure		891,365.15
Less change in investments		0
Less Movements in Temporary Loan		0
Less variance in earmarked rates		-155.10
Total balance carried forward to 2017-2018		<u>51,690.15</u>
Statement of Balances Held		£
Uninvested Balance as at 31st March 2017		51,690.15
Invested Balance as at 31st March 2017		0
Outstanding Loans as at 31st March 2017		0
Total Balances held as at 31st March 2017		<u>51,690.15</u>



SCHOOL TERM DATES ACADEMIC YEAR 2017/2018

First day of school year	Monday 4 September 2017 (INSET DAY)
Autumn half term	Monday 30 October 2017 - Friday 3 November 2017
Christmas holiday	Monday 25 December 2017 - Friday 5 January 2018
Spring half term	Monday 19 February 2018 - Friday 23 February 2018
Easter holiday	Friday 30 March 2018 - Friday 13 April 2018
Summer half term	Monday 28 May 2018 - Friday 1 June 2018
Last day of school	Tuesday 24 July 2018

Monday 4th September 2017 will be a designated INSET day for **all Community Schools**

There will be **four** further INSET days during the year.

Monday 8th January

Friday 25th May

Monday 23rd July

Tuesday 24th July

All schools will be closed on **Monday 7th May 2018** for the May Day Bank Holiday

