



**Y S G O L G Y N R I A D D  
P R I M A R Y S C H O O L**



**“From Little Acorns Tall Oak Trees Grow”**

**Governing Body Report to Parents  
2017 / 18**



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# Ysgol Gynradd Bryn Deri Primary Vision Statement



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

**The values we promote in all members of our community are to demonstrate:**

- Respect for each other by being polite and considerate at all times;
- Tolerance by listening to and appreciating other people's point of view
- Honesty and integrity by always telling the truth, doing our best and taking responsibility for our own actions;
- Kindness and helpfulness by sharing, and offering assistance, support and comfort where it is needed;
- Confidence and happiness by encouraging people and helping them to improve;
- Friendliness by playing together and including everyone;
- Health and safety by looking out for things that might hurt us, eating healthy food and taking part in exercise.





## **A Message from Our Chair of Governors 2017-18**

Governors Report to Parents

Chairman's Report

It is with pleasure that I present to you the Governors' Report for the period 2017 to 2018.

Once again Bryn Deri was again judged to be a Green school. Congratulations to all pupils and staff on this excellent result.

We have finally been successful in getting the council to put a 20mph zone outside the school. This should make for a safer route for children and parents as they come to school.

The school continues to be very active in the community and the contributions are numerous. They were involved with the Christmas tree lighting when the year 6 choir sang with Radyr Primary and during the Festival they were part of the Festival Parade, fun run, maypole dancing and the concert in the park in which both the choir and orchestra performed. The Eco Committee planted snowdrops in Willow Tree Park and a tree to recognise World Tree Day in Pentwyn Park. They also helped with a litter pick around the village. They are also involved with laying a wreath at the cenotaph on Remembrance Sunday, and then sang for local people at the commemorative afternoon tea organised by the World War 1 Committee. These are just a few of the ways that the school continues to take key roles in the community life and raise significant donations to community charities. This is bodes well for our future generation.

Bryn Deri is very fortunate to have a dedicated group of volunteers who come in and help pupils with their use of the Welsh language. Diolch yn fawr.

This will be my last report to you for after 30 years as a School Governor I have decided that it was time to retire. I wish to take this opportunity to thank all staff (both teaching and non-teaching), pupils and parents for their contribution to Bryn Deri making it a school that I have been privileged to be involved in. Also I wish to thank the PTA of the school which has been very active and raised valuable funds which have helped to enhance pupil enjoyment. Thank you all. The Governing Body plays an important role in the school managing money, monitoring progress and appointing staff, a big commitment carried out on a voluntary basis. Thank you all.  
I wish you all the best for the future.

Margaret Lloyd



## Bryn Deri Primary School Governing Body

### Who are we? What do we do?

The Governing Body and the Headteacher share responsibility for the strategic management of the school, acting within the framework set by national legislation and by policies of the Local Authority (LA). While the LA is the employer of staff, the Governing Body and Headteacher have separate and particular responsibilities for the selection and management of staff. The internal management of the school is the responsibility of the Headteacher.

The Full Governing Body meets each half term. In addition, sub-committees meet at least termly to discuss specific issues. Our key committees are Resources (Finance, Personnel, and Premises), Curriculum and Standards. Governors also take responsibility for monitoring specific School Improvement Priorities. There are link governors for each area of the curriculum. These governors visit the school regularly to work alongside teachers in their chosen areas of learning. Working in this way they develop a clearer idea of how our school works, the strengths and areas for improvement. They develop lasting relationships with staff and children. They report to the full Governing Body for formal ratification of proposals. The minutes of Governing Body meetings are available from the clerk to governors.

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	Bryn Deri Primary School Caer Graig Radr Cardiff CF15 8RD	Autumn 2020
Dr D Silver	Community		Autumn 2020
Ms J Howlett	Community		Autumn 2021
Prof A Sloan	Community		Autumn 2021
Mrs A Richards-Thomas	Community		Autumn 2021
Mr N Desmond	L.E.A.		Spring 2022
Mr M Jones	L.E.A.		Spring 2022
Mrs S Burford	Non-Teaching Representative		Autumn 2018
Mrs M James	Teacher Representative		Summer 2020
Mrs C Davies	Headteacher		
Mrs N Williams	Parent		Autumn 2019
Mrs C Smart	Parent		Autumn 2019
Mrs C Evans	Parent		Autumn 2021
Mrs T Riley	Parent		Summer 2022
Mrs J Monk	Clerk	Bryn Deri Primary School Caer Graig Radr Cardiff CF15 8RD	



## Election of Parent Governors

There are currently no vacancies within the governing body for Parent Governors however the school will notify parents when they do become available and arrangements for the next election of parent governors

## Meeting with Parents

No meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013



## Financial Statement 2017/2018

Bryn Deri Financial Report to Parents 2017-18		
Details	£ Governor Approved Budget 2017/18	£ Actual Expenditure 2017/18
<u>Employee Related Expenses</u>	857,893	838,302
<u>Premises Related Expenses</u>	90,357	100,060
<u>Supplies &amp; Services Expenses</u>	53,340	69,135
<u>Central Services</u>	41,383	41,337
<b>Gross Expenditure</b>	<b>1,042,973</b>	<b>1,048,834</b>
<u>Income</u>	-109,963	-137,868
<b>Gross Income</b>	<b>-109,963</b>	<b>-137,868</b>
<u>Interest and Other</u>	-500	-253
<b>Net Expenditure</b>	<b>932,510</b>	<b>910,714</b>
Less Uninvested Balance Brought forward	-51,690	
Less earmarked Rates	-15,843	-15,843
Contribution to/from balances		-29,894
<b>TOTAL NET EXPENDITURE</b>	<b><u>864,977</u></b>	<b><u>864,977</u></b>



<b>Summary</b>	
Total resources available in 2017-2018	£
School balances Brought forward from 2016-2017	51,690.15
School Loans Brought forward from 2016-2017	0
Prior Year Adjustment	0
Total delegated resources	880,820
<b>Total</b>	<b>932,510.15</b>
Actual Expenditure	910,713.52
Less change in investments	0
Less Movements in Temporary Loan	0
Less variance in earmarked rates	-0
<b>Total balance carried forward to 2018-2019</b>	<b>21,796.63</b>
<b>Statement of Balances Held</b>	
Uninvested Balance as at 31st March 2018	£ 21,796.63
Invested Balance as at 31st March 2018	0
Outstanding Loans as at 31st March 2018	0
<b>Total Balances held as at 31st March 2018</b>	<b>21,796.63</b>



## 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 £5819.

Ovens	120.00
IT Contribution	2,000.00
Playground Markings	2,429.00
Story Telling Chair and Benches	1,270.00
<b>Total</b>	<b>£5,819.00</b>

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.

## Charitable Donations

Our pupils, staff and parents are exceedingly generous and have supported many causes during 2017 - 2018 notably;

- MacMillan Cancer Care
- Children in Need
- Alzheimer's Society
- Royal British Legion
- Adopt a Cheetah
- Velindre Cancer Care
- Sports Relief
- WE
- Save the Children

Altogether donations of £2530.02. The children were also generous in their donation of harvest boxes for Cardiff Food Bank and Shoe Boxes of gifts for Romanian orphans.

## 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.





School Data and Targets

Foundation Phase Outcomes 2018

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	3	0	0	0	47	50	97
	National	-	-	-	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50.0	38.1	88.1
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	0.2	0.1	0.1	0.2	0.9	7.7	52.8	38.1	90.9
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	3	0	0	47	50	97
	National	-	-	-	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.7	90.3
Personal and Social Development, Well-being and Cultural	School	0	0	0	0	0	0	0	3	0	3	23	70	93
	National	-	-	-	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.3	94.7

There were 30 pupils in the group.

Foundation Phase Outcome Indicator	School	93
	National	87.3

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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## Foundation Phase Outcomes 2018

### 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+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	0	53	47	100
	<b>National</b>	-	-	-	-	0.6	0.6	0.3	0.8	2.2	10.8	52.7	32.0	84.6
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	-	0.3	0.1	0.1	0.3	1.3	10.0	56.7	31.2	87.9
<b>Mathematical Development (MDT)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	0	53	47	100
	<b>National</b>	-	-	-	-	0.5	0.5	0.2	0.5	1.8	8.2	50.0	38.3	88.3
<b>Personal and Social Development, Well-being and Cultural</b>	<b>School</b>	0	0	0	0	0	0	0	0	0	7	27	67	93
	<b>National</b>	-	-	-	-	0.5	0.5	0.3	0.6	1.4	4.5	39.7	52.5	92.2

There were 15 boys in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	93
	<b>National</b>	83.8



## Foundation Phase Outcomes 2018

### 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+
<b>Language, Literacy, and Communication Skills in English (LCE)</b>	<b>School</b>	-	-	-	0	0	0	7	0	0	0	40	53	93
	<b>National</b>	-	-	-	0.1	0.3	0.2	0.1	0.3	1	6.2	47.2	44.6	91.8
<b>Language, Literacy, and Communication Skills in Welsh (LCW)</b>	<b>School</b>	-	-	-	0	0	0	0	0	0	0	0	0	0
	<b>National</b>	-	-	-	0.1	0.1	-	0.0	0.1	0.6	5.3	48.9	44.9	93.9
<b>Mathematical Development (MDT)</b>	<b>School</b>	-	-	-	0	0	0	0	7	0	0	40	53	93
	<b>National</b>	-	-	-	0.1	0.3	0.2	0.1	0.1	0.8	6.1	53.2	39.2	92.4
<b>Personal and Social Development, Well-being and Cultural</b>	<b>School</b>	0	0	0	0	0	0	0	7	0	0	20	73	93
	<b>National</b>	-	-	-	0.1	0.3	0.1	0.1	0.2	0.4	1.5	26.7	70.5	97.2

There were 15 girls in the group.

<b>Foundation Phase Outcome Indicator</b>	<b>School</b>	93
	<b>National</b>	90.9



**Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2017) 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+
<b>English</b>	School	0	0	0	0	0	3	34	59	3	97
	National	0.1	0.4	-	0.4	1.4	6.2	46.4	43.0	1.7	91.1
Oracy	School	0	0	0	0	0	3	21	69	7	97
	National	0.1	0.4	-	0.4	1.1	6.2	45.4	44.0	2.0	91.4
Reading	School	0	0	0	0	0	3	31	66	0	97
	National	0.1	0.4	-	0.4	1.4	6.8	45.0	43.6	1.9	90.5
Writing	School	0	0	0	0	0	3	55	38	3	97
	National	0.1	0.4	-	0.5	1.8	10.3	49.9	35.2	1.4	86.6

<b>Cymraeg</b>	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.1	-	0.3	1.1	6.8	50.1	39.7	1.8	91.6
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.1	-	0.3	0.9	6.3	48.7	41.6	2.0	92.3
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.1	-	0.3	1.1	7.6	48.3	40.6	1.9	90.8
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.1	-	0.4	1.7	11.0	53.1	32.3	1.3	86.8

<b>Mathematics</b>	School	0	0	0	0	0	3	38	59	0	97
	National	0.1	0.4	-	0.4	1.2	6.0	44.6	45.3	1.8	91.6

<b>Science</b>	School	0	0	0	0	0	3	41	55	0	97
	National	0.1	0.4	-	0.3	1.1	5.5	45.8	46.2	0.2	92.2

<b>Core Subject Indicator</b>	School	97
	National	89.5

D represents pupils who have been disapplying 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.

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**% boys at each level**

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	School	0	0	0	0	0	8	46	46	0	92
	National	0.2	0.5	-	0.6	1.9	7.8	50.2	37.2	1.2	88.7
<b>Cymraeg</b>	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.1	-	0.4	1.4	9.2	55.9	31.4	1.3	88.6
<b>Mathematics</b>	School	0	0	0	0	0	8	38	54	0	92
	National	0.1	0.5	-	0.5	1.5	6.7	43.6	44.6	2.1	90.3
<b>Science</b>	School	0	0	0	0	0	8	46	46	0	92
	National	0.2	0.5	-	0.5	1.5	6.4	46.7	43.7	0.2	90.6

<b>Core Subject Indicator</b>	School	92
	National	87.3

**% girls at each level**

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
<b>English</b>	School	0	0	0	0	0	0	25	69	6	100
	National	0.1	0.3	-	0.3	0.8	4.6	42.3	49.1	2.2	93.7
<b>Cymraeg</b>	School	0	0	0	0	0	0	0	0	0	0
	National	0.0	0.1	-	0.2	0.7	4.4	44.5	47.7	2.3	94.6
<b>Mathematics</b>	School	0	0	0	0	0	0	38	63	0	100
	National	0.1	0.3	-	0.2	0.8	5.2	45.6	46.0	1.4	93.1
<b>Science</b>	School	0	0	0	0	0	0	38	63	0	100
	National	0.1	0.3	-	0.2	0.7	4.5	44.8	48.9	0.3	94.0

<b>Core Subject Indicator</b>	School	100
	National	91.9



## Targets

Governors work with the Headteacher to set targets for the forthcoming three years. The process of agreeing targets is based on the following principles:

- Targets should be challenging, realistic and manageable;
- They should be school specific, reflecting an informed evaluation of each year cohort of children;
- targets should be considered over a time span of more than one year;
- Class teachers have a crucial role to play in the setting of targets and are fully involved in the process.

Class teachers use a wide range of information they have about each child in their class to set an individual target in line with the national curriculum/foundation phase outcomes. Teachers collaborate to ensure that each individual target is challenging but realistic. These individual targets are collated to form aggregate targets for each year group. The targets were set in the Autumn Term 2017, and subsequently agreed by the Consortium. These targets are agreed annually.

### Foundation Phase Targets – Summary

In the Year 2 cohort 2017-18 there were 30 pupils each child represents 3.3%

Foundation Phase FPO5+					
	Actual 2018	Targets		Distance from target	
		2018	2019	2018	2019
PSWCD, LLC and MD	93.33	93.33	96.67	0.00	-3.33

### Key Stage 2 Targets – Summary

In the Year 6 cohort 2017-18 there were 29 pupils each child represents 3.4%

Key Stage 2 L4+							
	Actual 2018	Targets			Distance from target		
		2018	2019	2020	2018	2019	2020
English	96.55	100.00	100.00	100.00	-3.45	-3.45	-3.45
Welsh	-	-	-	-	-	-	-
Mathematics	96.55	100.00	100.00	100.00	-3.45	-3.45	-3.45
Science	96.55	100.00	100.00	96.55	-3.45	-3.45	0.00
CSI	96.55	100.00	100.00	96.55	-3.45	-3.45	0.00
Key Stage 2 L5+							
	Actual 2018	Targets			Distance from target		
		2018	2019	2020	2018	2019	2020
English	62.07	58.62	64.29	79.31	3.45	-2.22	-17.24
Welsh	-	-	-	-	-	-	-
Mathematics	58.62	51.72	78.57	86.21	6.90	-19.95	-27.59
Science	55.17	58.62	60.71	75.86	-3.45	-5.54	-20.69



## 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 96.43% - 6 Pupils gained 100% attendance. Unauthorised absence for 2017 / 18 totalled 638 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 2017 Unauthorised attendance 0.4% Spring Term 2018 Unauthorised Attendance 0.8% and Summer Term 2018 Unauthorised attendance 1.9%.

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.**

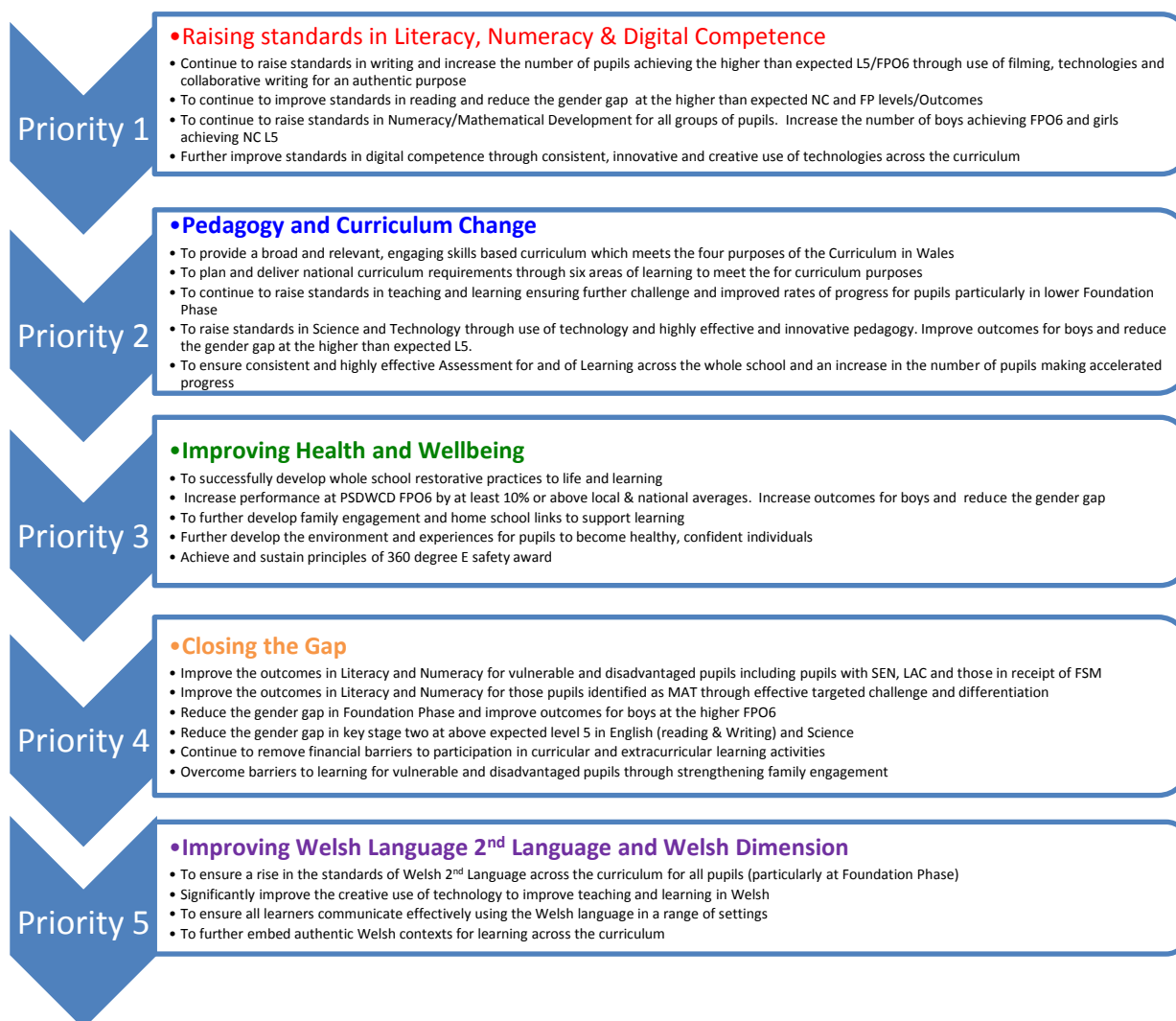
## Attendance Targets

School Year	Attendance Target %	Actual
2017/18	97.0%	96.43%

School Year	Attendance Target %
2018/19	97.0
2019/20	97.5
2020/21	97.6

## School Development/Improvement Plan

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 2017-18 the priorities had a clear focus on responding to the National Mission 'A Curriculum in Wales.' Priorities and objectives were:



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 further developed for 2018-19 as part of a three year plan for improvement.

## National Categorisation

In 2017-18 the school was again categorised as **support category 'Green'**. 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.

## 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, Science and ICT days and lesson visits are arranged to help the transition of Year 6 from primary to secondary school.



## 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 and participate in 'A Mile a Day'. 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. The School was placed 4<sup>th</sup> in the Cardiff Games League during 2017-18. 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.

During 2017-18 pupils had an opportunity to participate in the following sporting activities:

- Years 5/6 Cross Country
- Year 5/6 Vale Sports Arena Football Tournament
- Year 3 Multisport Festival
- Year 3 swimming (2 week Block)
- Year 1-6 Schools' Dance Association Rubicon Dance Showcase
- Year 1-6 Cardiff Games Dance Competition
- Years 5/6 Rotary 5-aside Football Tournament
- Years 5/6 Rotary Netball Tournament
- Years 5/6 Football Tournament
- Years 2-6 All Stars Cricket Taster Sessions
- Year 5 British Cycling Event (HSBC)
- Year 5/6 Cheerleading Squad Competition Sophia Gardens
- KS2 Cheerleading Workshops
- Years 5/6 Radyr Cricket Club Schools Cricket Competition
- KS2 Tag Rugby competition at Cardiff Arms Park
- Year 4 Residential Llangrannog (Adventurous Activities)
- Year 5 Residential Storey Arms (Adventurous Activities)
- Year 5 Cycling Proficiency (1 week block)
- Year 5/6 Quad Athletics
- KS2 Cardiff Games Swimming Gala
- Annual Sports Day for all
- Radyr and Morganstown Festival Netball
- Radyr and Morganstown Festival Football
- Radyr and Morganstown Festival Fun Run
- Year 6 Outdoor Pursuits and Water Rafting
- Sports Relief

## 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.

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Out of hours activities offered in 2017-18 include:

- Orchestra (Mr Esswood and Mrs C Venter)
- Choir (Miss V Lewis)
- Lego Robots (Mark Eldridge)
- Street Dance (JSC Dance)
- French Club (La Jolie Ronde)
- 'SportsXtra' Multisports
- Netball, Football, Cricket, Rugby, Gymnastics ( Mr Eldridge, Miss P Evans, Mrs L Clark and Mrs Davies)
- Milittle ipad
- Mad Science
- Cheerleading
- Badgers (St John Ambulance)
- Hockey (Whitchurch Hockey Club)

Overall it has been another 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!



## **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 Headteacher continues to attend regular community liaison meetings. 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.

The school continues to take an active part in events organised by Radyr and Morganstown Community as part of Christmas festivities and Radyr and Morganstown May Festival:

- Carol performance at Lighting of the Christmas Trees
- May Day maypole-dancing at the Crowning of the festival queen
- Year 6 May Festival Queen and attendants.
- Community Literacy and Art competitions
- Remembrance Sunday Service at Radyr Cenotaph
- Members of Radyr Women's Institute attend the School Eisteddfod to present the Bard.

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- Radyr and Morganstown Festival Netball
- Radyr and Morganstown Festival Football
- Radyr and Morganstown Festival Fun Run
- Radyr and Morganstown Festival Boules Competition
- Choir and Orchestra performance at Radyr and Morganstown open air concert in the park
- Contributions from Christmas performances to Radyr and Morganstown Charity (Alzheimer's Society Cymru)

The school has strong connections with local places of Worship:

- Reverend Jenny and Gareth Knowles regularly deliver assembly
- Open the Book group from Christchurch Radyr visit to share bible stories
- Harvest Festival intergenerational performance for members of Radyr and Morganstown Community
- Year 2 wedding ceremony at Christchurch Radyr with the support of Reverend Jenny, staff and parents

Very good links are made with the facilities within the local community:

- All classes visit Radyr library regularly to enhance their learning and foster a love of reading.
- Roald Dahl Day
- Pupils (and staff), completed the Summer Reading Challenge.
- Welsh speaking members of the local community linked with classes and deliver Welsh reading and oracy with pupils on a regular basis
- Year 6 participate in Local Magistrate Workshops.
- Whitchurch Fire Service deliver important Fire Safety lessons to Year 2 and Year 5
- All pupils received specific PSE Lessons delivered by our Community Police Officer PC Woodhall, who is a regular visitor to the school
- Eco Committee regularly liaise with Radyr and Morganstown Chair of the Environment Committee
- Community Litter Pick at Radyr Sidings
- Community planting of snow drops
- MacMillan Coffee Morning
- Year 4 visits to Pugh's Garden Centre
- CGI Workshops –supporting digital journeys in local businesses

Pupils continued in 2017-18 to benefit from an even wider range of experiences and partnerships with in the wider community of Cardiff and beyond;

- War Memorial Trust visit to Radyr and Morganstown Cenotaph visit
- Brecon War Museum visit
- Cardiff Food Bank Collections
- St Fagan's National Museum of History visit
- Big Pit visit
- M&M productions (A Little Princess)
- Rags2Riches4Schools collection
- Kirsty Williams AM Secretary for Education visited Y5

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- A Tale Unfolds LitFest Winners
- History Chefs workshops
- Operation Christmas Child collection
- Welsh Assembly Senedd Visit
- Children in Need assembly and collection
- Cluster Choir performance in CCVGMS Christmas Show-Case at St. David's Hall
- One World Week workshops and assembly
- European Languages Day workshops
- Water Aid assembly
- Food Standards Agency- 'The Ghastly Gravy on the Starship Gastromo' Performance and workshops
- I-Say Ambassadors – Making Rights a Reality Workshops
- Forte Music Workshops
- University of South Wales Science outreach programmes
- We are the Curious - Whole school visit
- RSPB Workshops
- 'WE Foundation' Assembly Workshops and Fundraising
- Kinetic Theatre Performance
- Visit to London Houses of Parliament and IMAX – Film debut
- Minecraft pupil presentation at Celtic Manor
- National Museum of Wales visit



## **Policies and Strategies**

Revision and amendments to school strategies and policies are ongoing and reported to parents via newsletters and notifications. All statutory policies and important documents are available on the school website. The school Ethos Behaviour and Attitudes Policy was reviewed to incorporate Restorative Approaches and a parent workshop was provided. Reading Bugs was purchased as a further reading resource to promote home school links and engage pupils in reading. Workshops were held to support parents in accessing this resource.



## Term Dates

### SCHOOL TERM DATES ACADEMIC YEAR 2018/2019

First day of school year	Monday 3 September 2018 (INSET DAY)
Autumn half term	Monday 29 October 2018 - Friday 2 November 2018
Christmas holiday	Monday 24 December 2018 - Friday 4 January 2019
Spring half term	Monday 25 February 2019 - Friday 1 March 2019
Easter holiday	Monday 15 April 2019 - Friday 26 April 2019
Summer half term	Monday 27 May 2019 - Friday 31 May 2019
Last day of school	Monday 22 July 2019

**Monday 3<sup>rd</sup> September 2018** will be a designated INSET day for **all Community Schools**

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

**Friday 26<sup>th</sup> October**

**Monday 7<sup>th</sup> January**

**Friday 24<sup>th</sup> May**

**Monday 22<sup>th</sup> July**

All schools will be closed on **Monday 6<sup>th</sup> May 2019** for the May Day Bank Holiday





## 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.

## Teaching and Learning

**Bryn Deri Primary prides itself on providing access to the curriculum for all, enabling success for all and the opportunity for pupils to reach their full potential and become ambitious, confident inspirational and well-informed individuals.**

The **Curriculum** is, in effect, the sum total of all that a pupil experiences in school. There is a "formal" expression of the curriculum in terms of usually timetabled activities, which take place during school hours. There is also an "informal" part of the curriculum, which finds expression in the complex pattern of school life, and the experience it affords. The curriculum reflects the cultural linguistic and ethnic diversity of Wales as a whole and our local area within Radyr and Morganstown Community within the City of Cardiff.

The school takes into account the school vision and the core purposes of the curriculum as set out in 'A Curriculum for Wales' when planning learning experiences; endeavouring to enable all pupils to become:

- **ambitious, capable learners ready to learn throughout their lives**
- **enterprising, creative contributors, ready to play a full part in 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**

Children in both foundation phase and key stage two are provided with a broad and balanced, thematic-based curriculum, high quality teaching and stimulating learning opportunities both inside and out to motivate their learning and allow all pupils to overcome barriers and access learning extremely well.

Cross Curricular Competencies of Literacy, Numeracy and Digital skills are given high priority and planned learning opportunities benefit well from the national frameworks for literacy and numeracy to ensure. Pupils have purposeful and progressive opportunities to develop these skills across the curriculum. During 2017-18 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.



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 using a range of pedagogical principles and 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 specific needs (ALN, EAL or is More Able and Talented) and is given an Individual Programme of Work
- Appropriate homework to reinforce skills/knowledge.

The school is highly effective in overcoming barriers to learning. The SEN code of Practice is implemented effectively to ensure that provision for SEN pupils is excellent. Where pupils have learning targets teachers and other staff take note of these and provide a suitable programme of work to help pupils to meet them. Individual educational plans are written, reviewed and referred to by outside specialist agencies, staff, pupils and parents to ensure specific needs are met and promote success for all.

Pupils with a Statement for Special Educational Needs have high quality 1: 1 or group support and other extended support opportunities within class or in withdrawal groups, following appropriate programmes as set by Local Authority specialist teachers in conjunction with the school. These interventions show pupils making excellent progress

Pupils at School Action and School Action Plus receive excellent provision which is tailored to their specific needs and delivered by highly skilled support staff and enables them to access the broad curriculum within the classroom.

## **Welsh Language**

As an English medium school, the curriculum at Bryn Deri acknowledges the important contribution that we make in supporting the Welsh Government vision for 'A million Welsh Speakers 2050'. The curriculum at Bryn Deri is set in the context of a school in Wales. As Wales is a bilingual country in a multilingual land and society, Bryn Deri Primary is wholeheartedly committed to promoting not only the language of Wales, but also its social and cultural dimensions.

The curriculum provides a wide range of opportunities to develop the Welsh language in both structured and unstructured times including residential visits. The school holds an annual Eisteddfod to celebrate the Welsh Culture through art, dance, poetry and music. This is in addition to regular Welsh lessons and dedicated Welsh Weeks. We are fortunate to have the support of local Welsh speaking members of our local community who work with our children on a weekly basis to develop Welsh language and communication skills.

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## **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 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.

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. 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.

## **Healthy Eating and Drinking**

Bryn Deri is part of the Healthy School Wales Network and has 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

The school is fully compliant with Appetite for Life Healthy Eating in Schools Regulations 2013. 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 since the introduction of Cardiff School Meals in 2016-17, providing a range of healthy hot meals for our pupils. Healthy snacks and lunch boxes are consistently encouraged. In September 2012 a Welsh Assembly Government funded breakfast club was established at Bryn Deri Primary School and has been highly successful ever since.

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