

BRYN DERI
PRIMARY SCHOOL



GOVERNING BODY
REPORT TO PARENTS
2019/20

Contents

	Page
Our Vision and Values	3
Chair's Comments	4
Details of Governing Body	6
Financial Statement 2019/20	7
Gifts to School	8
Charitable Donations	8
Governors' Expenses	8
Parental Engagement	9
Targets 2019/20	9
Comparative Data 2019/20	10
Estyn Inspection November 2019	11
National Categorisation	12
Destination of School Leavers	12
School Attendance	12
Attendance Targets	13
School Development / Improvement Plan	13
Provision made for Sport including Extra Curricular	14
Other "Out of Hours" Activities	15
Community Links	15
Policies & Strategies	17
School Term Dates 2020/2021	17
School Prospectus	17
Prospectus Changes	17
Teaching and Learning	18
Additional Learning Needs (ALN)	19
Welsh Language	19
Toilet Facilities	20
Healthy Eating and Drinking	20

Our Vision and Values

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

The values we promote in all members of our community:

Respect 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;

Kind and helpful by sharing, and offering assistance, support and comfort where it is needed;

Confident and happy by encouraging people and helping them to improve;

Friendly by playing together and including everyone;

Healthy and safe by looking out for things that might hurt us, eating healthy food and taking part in exercise.

Equal Opportunities

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

Chair's Comments

Dear Parents/Carers,

It is with pleasure that I present to you the governors' annual report to parents for the academic year 2019/20. As with previous reports to parents the intention is to provide you with an overview of school activities over the past academic year. However, this has been no ordinary year for the school, our community or indeed the world. This report is written in the shadow of the global pandemic and as such the activities of the school were changed greatly from March 2020. We will of course reference the incredible work of the teachers and pupils between September 2019 and March 2020, but there will inevitably be gaps in our reporting between March and July 2020.

While we are very keen to celebrate the achievements of the whole School before the pandemic impacted our lives, I would like to take this opportunity to thank the parents, carers and pupils of the School for the incredible resilience everyone has shown over the last 10 months. We have asked a great deal of our children and many of us have experienced the pressure of supporting education at home while also managing the rest of life's demands and changes in these exceptional circumstances.

I, and the whole governing body, would like to take this opportunity to extend our unfailing gratitude to all the staff of the School. They have worked tirelessly to support our pupils and provide as much support as possible throughout these very difficult times. When the School community did return to site for a few weeks over the summer, they endeavoured to provide as many normal education experiences to pupils as possible in a safe and secure environment.

Bryn Deri continues to be a school of which we can all be proud. While the academic year 2019/20 was shorter than anticipated, pupils and staff have consistently worked extremely hard, and done fantastically well, in every aspect of school life. The School underwent an Estyn inspection in November 2019 where it was awarded the status of "Good". We are exceptionally proud of the whole School community that showed the School at its best and we were pleased to see that the inspectors felt that pupil wellbeing was a particular strength of the School. Additionally, the School was once again awarded "Green – A" categorisation by the Welsh Government and we are extremely proud of this achievement. The pupils of the School had access to a number of excellent extracurricular activities and performance opportunities before March 2020. We look forward to the future when everyone can have access to these opportunities once again in a safe and secure way

You can keep up to date with the wealth of activities and developments at the school, at our school website at www.brynderiprimaryschool.co.uk. Follow us on twitter too, using @brynderiprimary.

I would finally like to extend my thanks to the governors who give freely of their time to serve the school. In these highly uncertain times, they have ensured the good governance of the School and continue to provide challenge and support through regular meetings. Similarly, I would like to thank the PTA, who do so much to support

our school, both with their time and fundraising and have shown their adaptability under the present circumstances. I would also like to thank you once again, the parents and carers of our pupils, who work in partnership with the school for the benefit of your own children and indeed all of the children of the school. We look forward to a brighter future where we will be able to resume our normal school activities and once again meet as a whole community in person.

Yours sincerely,

Angharad Thomas-Richards
Chair of Governing Body

The Governing Body

The Governing Body and 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), and Teaching & Learning. Governors also take responsibility for monitoring specific School Improvement Priorities and there are link governors for each area of the curriculum. These governors visit the school to work alongside teachers in their chosen areas of learning, identifying strengths and areas for improvement, which they report to the full Governing Body. The minutes of Governing Body meetings are available from the clerk to governors.

In person visits to the School have not been possible this year and so our annual learning walks that consider the delivery of specific subjects did not take place. We have, however, continued to meet as a full Governing Body and as sub-committees. We have used Microsoft Teams to do this and will continue to meet in this way until further notice.

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

Name	Category	Term Ends
Mrs Angharad Thomas-Richards	LEA (Chairperson)	Autumn 2021
Mr N Desmond	LEA (Vice Chairperson)	Spring 2022
Mr M Jones	LEA	Spring 2022
Mrs T Riley	Parent	Summer 2022
Mrs C Davies	Parent	Summer 2022
Mrs A Knight	Parent	Autumn 2024
Mr J Homer-Boyd	Parent	Autumn 2024
Mrs H Lloyd-Jones	Community Council	Summer 2022
Vacancy	Co-opted Representative	Autumn 2024
Ms J Howlett	Co-opted Representative	Autumn 2021
Rev. Vicki Burrows	Co-opted Representative	Spring 2024
Mr I Russell	Teaching Staff Representative	Autumn 2024
Mrs S Burford	Non-Teaching Representative	Summer 2022
Mrs C M Davies	Headteacher	N/A
Mrs J Knowles	Clerk to Governing Body	N/A

Financial Statement 2019/20

Bryn Deri Financial Report to Parents 2019/20		
Details	Governor Approved Budget 2019/20 (£)	Actual Expenditure 2019/20 (£)
Employee Related Expenses	902,989	958,130
Premises Related Expenses	100,014	105,905
Supplies & Services Expenses	49,517	91,785
Central Services	43,866	45,070
Gross Expenditure	1,096,386	1,200,890
Income	-102,716	-227,294
Gross Income	-102,716	-227,294
Interest and Other	-300	-326
Net Expenditure	993,369	973,271
Less Uninvested Balance Brought Forward	-13,109	
Less Earmarked Rates	-16,700.50	-16,700.50
Contribution to/from balance		-6,989
TOTAL NET EXPENDITURE	963,560	963,560

Summary	£
Total Resources Available in 2019/20	
School balances brought forward from 2018/19	13,109.19
School Loans brought forward from 2018/19	0
Prior Year Adjustment	0
Total delegated resources	980,260
Total	993,369.19
Actual Expenditure	973,271.15
Less change in investments	0
Less Movements in Temporary Loan	0
Less variance in earmarked rates	0
Total balance carried forward to 2020/21	20,098.04
Statement of Balances Held	£
Uninvested Balance as at 31 st March 2020	20,098.04
Invested Balance as at 31 st March 2020	0
Outstanding Loans as at 31 st March 2020	0
Total Balances held as at 31st March 2020	20,098.04

Gifts to School

During the year, we were extremely fortunate to have the following generous gifts donated to the School by the PTA, totalling **£18,552** as follows:

Gift	Value of Gift £
MUGA	18,000
Defibrillator	512
Outdoor Equipment	40
Total	18,552

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 2019/20, notably:

- Cardiff Foodbank
- Children in Need
- Bobarth
- Operation Christmas Child
- Save the Children
- Sports Relief
- Tenovus

Altogether, charitable donations during the year have totalled **£1,518.40**.

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.

Parental Engagement

Schools are no longer required to hold an annual general meeting for parents, and therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013. However, the Governing Body remains committed to actively engaging with parents and carers and remaining accountable to them.

Members of the Governing Body can be contacted c/o Bryn Deri Primary School. Under normal circumstances Governors will also make themselves available at school events such as Parent Consultation evenings, to provide opportunities for face-to-face discussion with parents and carers.

While a number of activities, including the Annual Survey, were not possible to undertake this academic year the Governing Body would encourage all parents to contact them via the School if there are any issues you wish to raise directly with us. We hope that as the 2020/21 academic year progresses we are able to undertake our more normal calendar of activities.

Targets 2019/20

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

- Challenging, realistic and manageable
- School specific, reflecting an informed evaluation of each year cohort of children
- Considered over a time span of more than one year

The data provided below does not include end of year assessments as these were suspended due to the pandemic. For this reason, we are unable to provide comparative data to whole Wales achievement. To show the overall trajectory of progress we have provided a comparison between autumn and spring term achievement. The purpose of providing these figures to show clearly the progress the pupils make over the course of 2 terms, the Governors believe that given this data you will see that the School would very likely have met their targets by the end of the summer term.

Foundation Phase

Foundation Phase Teacher Assessment % Outcome 5 and above	Target
Language, Literacy and Communication Skills in English	93.5
Mathematical Development	93.5
Personal & Social Development, Well-being and Cultural Diversity	96.8
Outcome 5 in all 3 subjects (Foundation Phase Outcome Indicator)	93.5

Key Stage 2

KS2 Teacher Assessment % Level 4 and above	Target
English	96.7
Maths	96.7
Science	96.7
Level 4 in all 3 subjects (Core Subject Indicator)	96.7

Comparative Data 2019/20

Bryn Deri is a happy and successful school with so much to offer our pupils, their families and the wider community. We are proud of what our children achieve and the quality of teaching and learning that takes place here.

Foundation Phase

Foundation Phase Teacher Assessment % Outcome 5 and above	Autumn term	Spring term
Language, Literacy and Communication Skills in English	46.6	65
Mathematical Development	46.6	78
Personal & Social Development, Well-being and Cultural Diversity	73.3	94
Outcome 5 in all 3 subjects (Foundation Phase Outcome Indicator)	46.6	65

Key Stage 2

KS2 Teacher Assessment % Level 4 and above	Autumn term	Spring term
English	83.3	90
Maths	96.7	97
Science	76.6	94
Level 4 in all 3 subjects	76.6	90

Estyn Inspection November 2019

In November 2019 Bryn Deri underwent a 4-day inspection by Estyn. The final report gave the School an overall assessment as “good”. In each of the four categories assessed, the School was assessed as “good”. Some of the highlights of the report are:

- The pupils in the Foundation Phase develop good communication skills, are attentive to staff and follow direction well;
- In KS2 many pupils contribute clearly and purposefully to class discussions and are able to write for a wide variety of audiences;
- Most pupils across the School develop strong mathematical skills;
- Throughout the School most pupils have a very positive attitude toward the Welsh language and make good progress in developing Welsh language oracy skills;
- Nearly all pupils are happy about coming to School and speak enthusiastically about their learning;
- The pupils of the School demonstrate good behaviour and are polite to each other, the staff and all other adults visiting the School;
- Most pupils have developed a good understanding of the UNCRC and are able to speak confidently about “right of the month”
- All teachers and teaching assistants have positive relationships with pupils and show a very good understanding of each individuals’ needs;
- Teacher provide a variety of exciting learning experiences that engage most pupils successfully;
- The School was adapting well to embedding the new “Curriculum for Wales” in advance of its officials roll out;
- All staff act as role models for using the Welsh language
- The School is a caring and inclusive environment where every learner and adult is valued;
- There is a strong emphasis on the importance of respect and resilience and this has a positive influence on pupils’ attitudes;
- There are comprehensive systems in place to track and monitor the progress of all pupils effectively;
- Links with the community are a strength of the school and enrich pupils’ learning beneficially;
- The headteacher is a strong role model who provides the school with robust and effective leadership;
- The headteacher has high expectations of both staff and pupils and sets a clear strategic direction that focuses well on securing pupils’ progress in their learning and wellbeing;
- Leaders successfully nurture very positive partnerships with parents and members of the local Radyr and Morganstown community;
- The school works very effectively with other schools locally and within the region to provide valuable opportunities for teachers to learn from good practice outside the school and to lead training for colleagues;

- Governors have a valuable range of professional expertise and play a key part in ensuring an effective strategic direction for the school;
- Governors use their knowledge of the school, gained through their regular monitoring visits, to hold the school to account for its performance very effectively;
- Governors and leaders manage the school's finances prudently; and
- Leaders prioritise funding to provide effective intervention programmes to improve pupils' skills and wellbeing successfully. As a result, nearly all identified pupils make good progress from their individual starting points.

Three recommendations were made for the future of the School, these were:

1. Provide greater opportunities to pupils to use their numeracy skills across the curriculum;
2. Ensure that teachers' feedback to pupils provides clear steps to improve their work; and
3. Improve the quality of pupils' extended writing in KS2.

These recommendations were incorporated into the School Improvement Plan and are being reported on the Governors through the usual reporting mechanisms.

The full report is available on the School website.

National Categorisation

Following the schools National Categorisation Meeting the school has been judged by the challenge advisor to be categorisation for its capacity to improve and Support Group Green. This reflects the high standards of all stakeholders in working together to achieve the school vision and excellence in education for all our pupils.

Destination of School Leavers

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

School Attendance

The Education (Pupil Attendance Records) Regulations 1991.

The Governors wish to express their sincere gratitude to all parents for ensuring overall excellent attendance of the pupils at Bryn Deri and for the conscientious and 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 95.54% -15 pupils gained 100% attendance. Unauthorised absence for 2019/20 totalled 414sessions (half days.) This figure is much higher than we would like, but does include children who are absent from

school (recorded as unauthorised absence) on holiday during school time. Overall, it represents a small number of children.

Autumn Term 2019 Unauthorised Absence 1.10%
 Spring Term 2020 Unauthorised Absence 0.74%
 Summer Term 2020 School Closed Due to Coronavirus

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 Government and Local Authority continue to remind schools that every effort should be made to ensure they improve attendance.

Attendance Targets

School Year	Attendance Target %	Actual %
2019/20	96.5%	95.54%
2020/21	96.6%	
2021/22	96.7%	

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 2019/20 the priorities had a clear focus on responding to the National Mission 'A Curriculum in Wales.' Priorities and objectives were:

1	<p>A Curriculum for Wales</p> <ul style="list-style-type: none"> To provide a broad and relevant, engaging, skills-based curriculum which meets the four purposes of the Curriculum for Wales To further develops a curriculum that fully reflects the nature of the school's context, including designing learning activities that reflect the cultural, linguistic and ethnic diversity of Wales and the school's local area. To ensure pupils develop the key attitudes and behaviours that will help them to learn throughout their lives
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2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • To develop coherent and consistent approach to pupil well-being and personal development • To further ensure increased opportunities for pupils to influence what and how they learn • To further develop pupils as ethically informed citizens and achieve UNICEF Rights Respecting School Award
3	<p>Languages Literacy and Communication</p> <ul style="list-style-type: none"> • To ensure all learners communicate effectively using both English and Welsh language in a range of settings and further develop listening and writing at the higher than expected level • To increase standards and further improve provision in Welsh, to Achieve Cymraeg Campus Bronze Award
4	<p>Additional Learning Needs</p> <ul style="list-style-type: none"> • Prepare and implement the practices and procedures in line with the ALN Bill and new code of practice • Continue to Improve outcomes for our vulnerable and disadvantaged pupils ensuring equity and wellbeing • Ensure effective identification and high levels of challenge for MAT pupils • Further develop parents' capacity to support their own children through parental engagement and effective sharing of information

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 2020/21 as part of a three year plan for improvement.

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 a wide range of extracurricular activities. All pupils receive timetabled curriculum provision for two hours of Physical Education per week. Sporting fixtures against other schools also take place when possible within the school day in addition to extra-curricular clubs.

Obviously, the onset of the pandemic, closure of schools and wider lockdowns impacted significantly on the calendar for extra-curricular and sporting activities in 2019/20. Even so, during the year pupils had an opportunity to participate in the following sporting activities:

- Rubicon Dance Schools Showcase (St. David's Hall)
- Rotary 5-aside Football and Netball Tournaments (Years 5 & 6)
- Radyr Cricket Club Schools' Cricket Coaching blocks
- Swimming (2-week Block) (Year 3)

Overall, it has been another excellent year where those who played for the school performed admirably, playing all sports with true sportsmanship. It has been a year where we have encouraged 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 all of our pupils a wide range of opportunities to discover and nurture their talents.

Out of hours activities offered in 2019/20 include:

- Orchestra
- Choir
- Street Dance
- French Club (La Jolie Ronde)
- ‘SportsXtra’ Multisports
- Netball, Rugby, Gymnastics
- High Energy Gymnastics Club
- Reed Digital Music
- Craft Club

Community Links

Bryn Deri continues to have extremely close links with the local community (Radyr and Morganstown) 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, including:

- Carol performance at Lighting of the Radyr and Morganstown Christmas Trees
- Charity Musical Concert at Christchurch (joint orchestra with Radyr Primary)
- Remembrance Sunday Service at Radyr Cenotaph
- Members of Radyr Women’s Institute attend the School Eisteddfod to present the Bard.

The school has strong connections with local places of Worship:

- Gareth Knowles (Methodist Church) and Rev. Vicki Burrows (Christchurch) regularly attend and support delivery of whole school assemblies
- Open the Book group from Christchurch Radyr visit to share bible stories

Very good links have been established with the facilities within the local community:

- All classes visit Radyr library regularly to enhance their learning and foster an enthusiasm for 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 provide opportunities for Welsh conversation with pupils on a regular basis
- Eco Committee regularly liaise with Radyr and Morganstown Chair of the Environment Committee
- Community Litter Picks
- Community planting of snow drops
- Plasdwr site visits and classroom sessions
- Penrhys Pilgrimage Community Workshops
- MacMillan Coffee Morning
- Radyr Co-op

Pupils continued in 2019/20 to benefit from an even wider range of experiences and partnerships within the wider community of Cardiff and beyond, including:

- Brecon War Museum visit
- Welsh Rugby Union
- Cardiff Food Bank Collections
- Bobath Cymru Assembly and Workshop
- Big Foot Arts Antibullying Workshops
- Principality Money Workshops
- Shine Performing Arts Workshops
- Music Tech Workshops
- Rags2Riches4Schools collection
- Water Aid's Jars for Change
- Maths Master Class led by the Royal Institute in London
- VE Day 75th Anniversary Celebrations
- Operation Christmas Child collection
- Children in Need assembly and collection
- Save the Children Christmas Jumper Day and collection
- UN International Day of the Girl celebration at Cardiff Metropolitan University
- One World Week workshops and assembly
- Animal Encounters
- Dan yr Ogof Showcaves visit
- Roman Baths visit
- Castell Henllys visit
- Royal Society for the Protection of Birds (RSPB) Workshops
- National Nest Box Week
- Story Explorer Drama Workshops (World Book Day)
- First Lego League Challenge
- SchoolBeat Cymru – All Wales School Liaison Core Programme
- Whitchurch Fire Station – Fire Safety Workshops

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.

Term Dates – Academic Year 2020/21

First Day Of School Year	Tuesday 1 st & Wednesday 2 nd September 2020
Autumn Half Term	Monday 26 th October - Friday 30 th October 2020
Term ends	Friday 18 th December 2020
Spring Term begins	Monday 4 th January 2021
Spring Half Term	Monday 15 th February – Friday 19 th February 2021
Term ends	Friday 26 th March 2021
Summer Term begins	Monday 12 th April 2021
Summer Half Term	Monday 31 st May - Friday 4 th June 2021
Term ends	Tuesday 20 th July 2021

Please note that Tuesday 1st September and Wednesday 2nd September 2020 will be preparation days for all schools. There will be a further SIX INSET Days:

- October 23rd 2020
- January 4th 2021
- April 12th 2021
- May 28th 2021
- July 19th & 20th 2021

All schools will be closed on Monday 3rd May 2021 for 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 carer 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, aspirational 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 and 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.

The thematic approach to the Curriculum at Bryn Deri takes very good account of the National Curriculum 2018, the principles of the Foundation Phase and the six Areas of Learning and Experience in 'A Curriculum for Wales' to provide opportunities for key skills and knowledge to be developed in a meaningful context.

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.

We believe that all our children are special and learn in their own individual ways. All staff endeavour to create and foster the conditions in which pupils learn best and match teaching approaches to the pupils' needs and abilities. We aim to provide a balance between different learning styles, methods and organisation during the school day. Nine teachers each take responsibility for mixed ability classes, grouped by age. At any one-time pupils in both the Foundation Phase and Key Stage 2 departments can be expected to be involved in a wide variety of activities. Supporting the nine teachers and working alongside them are very capable and well experienced support staff.

During the Covid School Closure period of 2020, a 'blended learning approach' has evolved within the school. This seeks to combine online educational materials and opportunities for interaction online with traditional place-based classroom methods. Virtual learning environments including Google Classroom, Purple Mash, Seesaw and Hwb enable staff and pupils to interact safely focusing on well-being and academic development. The school continually reviews this provision in the light of updated technology, policy, training and safeguarding advice. We believe that all children whatever their circumstances, have the right to be the best that they can be and as such have provided devices and connectivity to pupils to ensure that all learners can access this blended learning offer at a time of school closure.

Additional Learning Needs (ALN)

The school aims to provide full access to the whole curriculum to all pupils. Pupils are supported within the classroom by the class teacher and by the school's Additional Learning Needs Coordinator (ALNCo) and other support staff.

Special Educational Needs (SEN)

If any child has a disability, they have the right to special care and education (Article 23 UN Rights of the Child Convention). We attempt to cater for children with a wide range of Additional Learning Needs (ALN) within the school environment. We provide in class support through differentiation and extra support is provided by the teaching support staff and teaching assistants under direction of the ALNCo. We have teaching assistants working specifically with particular individual pupils or groups of pupils to ensure that the needs of all pupils are met.

We also work closely with a range of colleagues outside of the school from a number of Support Agencies. The school has an Additional Learning Needs Policy that provides for pupils both with and without a statement of educational need. Children may be placed on the school's ALN Register which will be the first stage of the ALN identification procedure. Parents are informed, consulted and involved at all stages of identification, monitoring and evaluation and counselled on Individual Education Plans. The school follows the SEN Code of Practice recommendations.

Welsh Language

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. 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 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.



Criw Cymraeg

Criw Cymraeg have the role of promoting the Welsh language within our school community and encouraging Welsh to be spoken in all aspects of school life. The logo was designed and created by pupils of Bryn Deri and can be seen on displays around the school drawing attention to the use of Welsh across the curriculum.

Toilet Facilities

The Welsh Government's 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 recognises how toilet facilities can have an effect on learner morale, behaviour and potentially on an individual's health. Learners are involved in ensuring standards and improvement in the toilet facilities through the SWAT (School Watch Action Team – School Council) which has representatives of one girl and one boy from each year from Year 2 to Year 6, elected by their classmates as their SWAT representatives. SWAT undertakes inspections and is involved in the development and review of the School Toilet Policy. The handwashing toolkit is used in Foundation Phase to promote good personal 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.

Regular, termly inspections of the whole school site, including toilet facilities are undertaken by the lead Governor with responsibility for School Facilities, the Headteacher, the school's Caretaker and the Local Authority's Health & Safety Officer.

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 school has produced an action plan for 2019-2021 to achieve Phase 5:

Main Action

PDR – Personal Development & Relationships

Sustainable Actions

- Nutrition
- Physical Education & Fitness
- Mental Emotional Health & Wellbeing
- Substance Use & Misuse
- Environment
- Safety
- Hygiene

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 have access to fresh drinking water throughout the day. Pupils are encouraged to drink water throughout the day. The provision of 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 popular and enjoyable, healthy hot meals for our pupils. Healthy snacks and lunchboxes are consistently encouraged. In September 2012, a Welsh Assembly Government funded breakfast club was established at Bryn Deri Primary School and, since its establishment, has proven to be popular with both parents and pupils.