



# Governing Body Report to Parents

**BRYN DERI  
PRIMARY  
SCHOOL**

**2024/  
25**

**From little acorns, tall oak trees grow...**

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# Our vision and values

## Our vision

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

## Our values

The values we promote in all members of our community:

- Respect
- Kindness
- Empathy
- Honesty and integrity
- Responsibility
- Curiosity
- Determination and Perseverance

## 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 2024/25. As with previous reports to parents the intention is to provide you with an overview of school activities over the past academic year.

The school has continued to make excellent progress with embedding and refining the new curriculum. The governing body are excited by the opportunities the school is developing to provide purposeful and equitable learning experiences for all our learners. During the year, the school had an interim inspection visit from Estyn. The outcome of the visit was very pleasing. Estyn recognised that school leaders have adopted a thoughtful and focused approach to developing a broad curriculum and well-organised learning experiences help pupils connect what they are learning across subjects. Estyn also recognised that the school engages productively with local cluster schools to support professional learning for its staff.

Governors would like to acknowledge the excellent efforts of our pupils with their learning and the very good progress they have made. We have been very happy to hear of the vast range of experiences our pupils have been able to enjoy. Many opportunities have been offered to the pupils, both on and off site. The annual residential trips to Llangrannog and Storey Arms were once again a big success. The wide range of musical and sporting opportunities offered must also be mentioned. Community involvement is a key part of school life with many activities taking place in partnership with local organisations such as our participation in the Radyr and Morganstown Festival.

The whole governing body would also like to take this opportunity to celebrate the staff of Bryn Deri, all of whom play a pivotal role in supporting our pupils on a daily basis to become confident, caring and happy learners. We are very proud of every member of the Bryn Deri staff and would like to thank them very much for everything they have, and continue to do, in putting the education of our pupils first.

A special mention must be given to two long serving members of staff who retired at the end of the summer term. A large part of the success of Bryn Deri must be credited to the excellent leadership and dedication of Mrs Davies during her time as headteacher of the school for the last 12 years. Mrs Clarke also retired after teaching in the school for twenty years. She had a wealth of experience working in the foundation phase and her commitment to developing the younger pupils of the school deserves recognition. We wish them both a happy and healthy retirement.

I would like to extend my thanks to the governors who give freely of their time to serve the school. A special thanks goes to the previous chair of governors (Mrs Angharad Thomas-Richards) for her commitment to the role and school for the last seven and a half years. The school enjoyed an excellent year last year. However, there continue to be challenges faced by all schools in Cardiff and the support and expertise of the governors is essential in supporting the school in meeting these.

Similarly, I would like to thank the PTA, who do so much to support our school, both with their time and fundraising. They have shown fantastic support in ensuring the continuation of a number of school activities as well as supporting excellent opportunities for our pupils. The refurbishment of the school library is an example of the outstanding contribution that the PTA have made to the school. Their priority has now moved on to improving the outdoor play areas which I'm sure will be very well received by all pupils.

You can keep up to date with the wealth of activities and developments at the school, at our school website [www.brynderiprimaryschool.co.uk](http://www.brynderiprimaryschool.co.uk).

To conclude, I would like to thank the staff, parents and carers for their continued support. We take pride in working together as a community to the ongoing success of Bryn Deri School.

Yours sincerely,

Helen Francis  
Chair of Governing Body

# The Governing Body

## Who are we? What do we do?

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. The well-being of staff and pupils is discussed in the sub-committees. Governors also take responsibility for monitoring specific School Improvement Priorities set out in the School Improvement Plan and there are appointed link governors for each area of the curriculum. These governors have responsibility for visiting 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.

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

Name	Category	Term Ends
Ms H Francis	Local Authority (Chair)	Autumn 2029
Dr D Silver	Community Representative (Vice Chair)	Summer 2027
Ms N Grimwards	LEA	Autumn 2028
Mrs Angharad Thomas-Richards	LEA	Autumn 2026
Ms K Gibbon	Parent	Autumn 2028
Mrs A Knight	Community Representative	Autumn 2028
Mrs S Rush	Parent	Autumn 2028
Mrs H Bates	Parent	Autumn 2028
Miss L McManus	Teaching Staff Representative	Autumn 2030
Miss G Bailey	Non-Teaching Representative	Spring 2027
Vacancy	Community Representative	
Vacancy	Parent	
Mr I Russell	Acting headteacher	N/A
Mrs J Knowles	Clerk to Governing Body	N/A

# Financial statement

## Bryn Deri Financial Report to Parents 2024/25

Details	Governor Approved Budget 2024/25	Actual Expenditure 2024/25
	(£)	(£)
Employee Related Expenses	1,056,897	1,143,321
Premises Related Expenses	128,194	129,044
Supplies & Services Expenses	80,742	64,359
Central Services	14,117	13,527
<b>Gross Expenditure</b>	<b>1,118,466</b>	<b>1,350,262</b>
Income	-183,484	-318,133
<b>Gross Income</b>	<b>-183,484</b>	<b>-182,018</b>
Interest and Other	0	0
<b>Net Expenditure</b>	<b>1,145,159</b>	<b>1,032,128</b>
Less Uninvested Balance Brought Forward	-46,028	
Less Earmarked Rates	-16,298	-16,986
Contribution to/from balance		-51,118
<b>TOTAL NET EXPENDITURE</b>	<b>964,712</b>	964712

# Financial statement

Summary	£
<b>Total Resources Available in 2024/25</b>	
School balances brought forward from 2023/24	-46,028
School Loans brought forward from 2023/24	0
Prior Year Adjustment	0
Total delegated resources	981,010
<b>Total</b>	<b>934,982</b>
Actual Expenditure	1,032,128
Less change in investments	0
Less Movements in Temporary Loan	0
Less variance in earmarked rates	0
<b>Total balance carried forward to 2025/26</b>	<b>-97,146</b>
<b>Statement of Balances Held</b>	<b>£</b>
Uninvested Balance as <u>at</u> 31st March 2024	-97,146
Invested Balance as <u>at</u> 31st March 2024	0
Outstanding Loans as <u>at</u> 31st March 2024	0
<b>Total Balances held as <u>at</u> 31st March 2025</b>	<b>-97,146</b>

# Gifts to school

During the year, we were extremely fortunate to have the following generous gifts donated to the School by the PTA, totalling **£16,276.21** as follows:

Gift	Value of Gift (£)
Library refurbishment	9,349.50
CCFC Football Club	430.68
Donation for classes and pantomime	1,300.00
Donation for library and signage	1,237.00
Music workshops	886.00
Music workshops	240.00
Nursery Garden	954.00
New school maypole	429.24
Music tuition	680.00
Play sand	169.79
Music services	600.00
<b>Total</b>	<b>16,276.21</b>

The PTA give time to organise social and fundraising events for parents and children such as the traditional school discos, Summer and Christmas fayres. The Governing Body are very grateful to the PTA and their supporters for organising and undertaking a wide range of essential fundraising activities throughout the academic year.

## Charitable donations

Our pupils, staff and parents are exceedingly generous and have supported many causes during 2024/25, notably:

- Cardiff Foodbank
- Water Aid
- Children in Need
- Velindre Hospital
- Royal British Legion
- Comic Relief
- British Heart Foundation



Altogether, charitable donations during the year have totalled **£1673.54**.

# Governor's expenses

The regulations concerning School Governorship entitle the Governors to claim expenses incurred in carrying out their duties. However, Governing Body members are mindful that the sole source of funding for these activities would be the school's budget and no Governors' expenses have been claimed for the academic year.

## Parental engagement

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

The Governing Body encourage parents to contact us directly if there are any issues you wish to raise. We can be contacted either via the school or by emailing [Governors@brynderips.co.uk](mailto:Governors@brynderips.co.uk).

We look forward to meeting directly with parents and carers during the course of normal school events.



# Pupil progress

The focus for assessment in 2024-2025 supported individual learner progression, in line with the requirements of A Curriculum for Wales. This enabled each individual learner to make progress at an appropriate pace whilst ensuring they were supported and challenged accordingly.

Assessment is an integral part of the Curriculum at Bryn Deri and always given a high priority. A range of Assessment for Learning, Assessment in Learning and Assessment of Learning is used at Bryn Deri to monitor progress of pupils and to support the continual raising of teaching standards and pupil achievement.

A variety of assessment strategies are used to enable each learner to make progress at an appropriate pace ensuring support and challenge. A range of rich qualitative data is used to inform next steps in learning for individuals.

Requirements around personalised assessments Literacy, Numeracy (Procedural and Reasoning), continued at Bryn Deri, with all pupils in Years 2-6 sitting online personalised assessments in Literacy and Numeracy. The use of these assessments enabled teachers to understand and support individual learner needs. Data and feedback were shared with pupils (age appropriately) and parents via Hwb Cymru.

Learner well-being continued to be a key focus of the school during the academic year 2024-2025. Annual Reports to Parents include the formal reporting of general well-being and how individual children engage in learning. Reports also provided an opportunity to report on individual progress, highlighting strengths, areas identified for development and next steps in learning for Literacy, Numeracy and Digital Skills across all Areas of Learning and Experience.

# Destination of school leavers

Our catchment Secondary School is Radyr Comprehensive School. Some pupils also move on to the independent school sector or city 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 Primary School Cluster Attendance Policy. We can report that Bryn Deri's overall attendance in 2024-25 was 94.6% This is slightly below the expected target of 95%. 7 pupils gained 100% attendance. Unauthorised absence for 2024/25 totalled 269 sessions (half days).

Autumn Term 2024 Unauthorised Absence 0.73%

Spring Term 2025 Unauthorised Absence 0.71%

Summer Term 2025 Unauthorised Absence 1.8%

Unauthorised absences are recorded when children do not attend school and no specific explanation from parents is forthcoming even after being requested by the school for absence reason; or, they are caused by children having more absences (not including sickness) than the school has actually authorised (e.g. the taking of additional 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. During 2024-25 Primary Schools within the Radyr Cluster were able to authorise 5 days (10 sessions) of agreed family holiday where pupils' attendance in the previous academic year was above 95% or where parents were able to demonstrate unique or exceptional circumstances. It is the term time holiday absences that prevent our attendance figures improving. The Welsh Government and Local Authority continue to remind schools that every effort must and should be made to ensure they improve school attendance.

# 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 2024/25 the priorities had a clear focus on responding to the National Mission '**A Curriculum in Wales**' and inclusion and wellbeing. The school's priorities and objectives for 2024/25 can be read on the following pages:



# Key Priorities

2024/25

## Priority 1: A Curriculum for Wales – Developing a consistent approach to assessment and progression across all AoLEs

### Rationale

Self-evaluation identifies that the Cluster Progression Maps provides a systematic coherent approach to developing pupil's knowledge, skills and experiences through the school's thematic curriculum. The school and cluster now needs to apply and embed the principles of progression across the different Areas of Learning and Experience (AoLEs).

National priority 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

*Estyn: Inspection Area 1 Teaching & Learning*

### Success Criteria:

- All teaching staff have shared understanding of progression through professional dialogue
- All teaching staff have a clear understanding of the principles of progression in different AoLEs
- All staff have a firm grasp of the agreed knowledge, skills, vocabulary and experiences required in each AoLE and the importance of revisiting within authentic contexts
- The Curriculum builds systematically and coherently on pupil's existing knowledge, skills and experiences as they move through the school and beyond through well sequenced and agreed schema based on the cluster progression maps
- Most pupils' learning, progress and achievement is good or better including specific groups of pupils.

## Priority 2: Developing and embedding Welsh and International Languages continuum

### Rationale

The Curriculum in Wales aims to promote a multilingual and plurilingual approach intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales and the languages of the world; and thus to make them ambitious, capable learners, ready to learn throughout their lives.

National priority: Objective 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

National Priority: Objective 2: Cymraeg belongs to us all 'Cymraeg 2050' includes two main targets: The number of Welsh speakers to reach one million by 2050. The percentage of the population that speak Welsh daily and can speak more than just a few words of Welsh to increase from 10% (in 2013 to 2015) to 20% by 2050.

Global Futures: A plan to improve and promote international languages in Wales 2022 to 2025. Our strategic aims to support multilingualism in schools and increase the number of young learners studying languages at all levels.

*Estyn: Inspection Area 1. Teaching and Learning*

### Success Criteria:

- All staff have an improved knowledge and understanding of the CSC Continuum of Welsh Language Patterns.
- All staff have a sound understanding of the school and cluster approach toward the teaching of Welsh Language Patterns.
- The school has a coherent and consistent approach to the planning and delivery of Welsh provision for progression.
- All staff have an improved knowledge and understanding of CSC Continuum of International Language Patterns.
- The School has a coherent and consistent approach to the planning and delivery of international languages based on the Welsh provision.
- Pupils have access to high quality resources and teaching and are immersed in a wide range of experiences to develop a lifelong love of learning languages and a growing understanding of translanguageing.
- Pupils have a clear understanding of why we learn Welsh and International Languages.
- Pupils have a sound knowledge of phonics and are immersed in language-rich experiences to develop their language skills, literacy skills and communication skills.
- Parents have a clear understanding of how and why we teach Welsh and International Languages throughout the school.

## Priority 3: Humanities: Develop a whole school culture to diversity, anti-racism and RVE

### Rationale

The Curriculum for Wales asks schools to recognise and celebrate the diverse nature of social groups and communities and to ensure that the curriculum reflects that diversity and is responsive to the experiences of those groups and communities. The Anti-Racist Wales Action Plan wants a Wales where everyone thrives and feels valued.

National priority 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

National priority 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.

Estyn: IA3 Leading and improving: Do leaders effectively develop a culture, inclusive ethos and strategic direction that supports the progress and well-being of all pupils?

### Success Criteria:

- All teaching staff have an improved knowledge and understanding of the role RVE plays in the Humanities curriculum
- All teaching staff have implemented RVE in line with 'A Curriculum for Wales'
- The school has a consistent approach to the planning and delivery of RVE
- All staff have an improved knowledge and understanding of both religious and non-religious groups
- Staff have had access to professional development training and are aware of anti-racism and diversity and can explain its relevance and importance to the school
- Staff and governors have a clear understanding and model anti-racist values supporting The Anti-Racist Wales Action plan
- Pupils have access to diverse resources and teaching addresses inequalities through challenging stereotype

## Priority 4: Developing a whole school approach to improving health and wellbeing

### Rationale

The Welsh Government Framework on embedding a whole school approach to mental health and wellbeing seeks to promote a positive cultural environment within schools where children and young people form positive relationships. It's about embedding good wellbeing through teaching and all the other aspects of school life.

Health and Wellbeing is a statutory element within the Curriculum for Wales for all learners 3-16.

National priority/local/regional:

Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances

Estyn: IA2 - Well-being, support and guidance - How effectively does the school ensure that all pupils, including those at risk of adverse outcomes are safe and secure, attend school regularly, are respected and fairly treated, develop leadership skills and take on responsibility, receive the guidance and support they require for the next steps in their development?

Success Criteria:

- All stakeholders have a greater understanding of the Whole School Approach to Mental Health & Wellbeing
- All teaching staff have a shared understanding of progression within the Health & Well-being AOLE
- All teaching staff have a clear understanding of the sequence of teaching Health and Well-being and provide authentic opportunities through class themes
- All staff demonstrate increased confidence in relation to the implementation of Health and Wellbeing across the curriculum
- All staff develop an understanding of the SHRN survey and use the outcomes to develop the mental health and well-being of pupils.
- Staff have a greater understanding of Substance Use through professional training and dialogue
- All teaching staff develop a greater understanding of Teaching Games for understanding and implement pedagogy in to teaching and learning
- Active travel is further developed through the embedding of cycling and scooter skills within the Health and Wellbeing aspects of the curriculum

# Key Priorities

2024/25

The Governing body received formal feedback from the Head Teacher on a termly basis at the full Governing Body meetings on progress against the above priorities and the strategically planned tasks.

All targets were achieved or largely met; some will continue to be further developed for 2025/26 as part of a three-year plan for improvement.

# Provision made for sport including extra-curricular activities

The school provides a wide range of opportunities which encourages pupils to be healthy and provides very well for their physical development. The school has successfully provided during 2024/25 a number of activities for pupils, supported by external agencies and or staff lead, including:

- Cardiff City Foundation
- Orchestra
- Choir
- Gymnastics
- Football
- Netball
- Digital Leaders (Lego League)
- JSC Dance – Street Dance for Pupils in Year 3-6
- Sports Extras Multi-sports and Football



A wide range of educational visits were able to take place during the academic year 2024/25, and pupils have benefited from a wide range of enrichment days.

Participation has continued for Years 5 & 6 in Cardiff Council Cycling Training to achieve National Standards 1 & 2. Pupils in Years 4 and 5 were able to take part in successful and enriching residential visits to the Urdd's Llangrannog Welsh Language camp in West Wales and the Storey Arms outdoor education centre in the Brecon Beacons.

All pupils receive timetabled curriculum provision for two hours of Physical Education per week. There is a very wide range of provision for sport in and at the school, with a number of school teams established offering pupils the opportunity to compete in inter-school completions and events.

# 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 be in regular communication with Radyr and Morganstown Community Council and Association. 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 makes every effort to continue to play an active part in local community events organised by Radyr and Morganstown Community, including:

- Carol performance at Lighting of the Radyr and Morganstown Christmas Trees
- Armistice Day in conjunction with Radyr Primary School at the Radyr Cenotaph
- Radyr and Morganstown Community May Festival civic service
- Radyr and Morganstown Community Festival Choir and Maypole Dancing at the opening Fete

The school also has strong connections with local places of worship including the Methodist Church and Radyr Christchurch, with the Churches regularly supporting the delivery of events such as the Stations of Christmas whole school workshops.

The School has established robust links with the facilities and organisations within the local community and the wider city area which continue to be fostered and utilised for the benefit of pupil education, learning and enrichment. These have included, but not limited to:

- Cluster Netball, Rugby and Football Tournaments
- Cardiff City Football Club Foundation
- Rubicon Dance
- National Dance Company Wales
- JSC Dance
- Radyr Library
- Radyr Cricket
- Cardiff Food Bank
- Show Racism the Red Card
- Living Street – Wow active travel
- Fund raising for Children in Need
- Fund raising for Rags2Riches 4Schools
- Fund raising for Royal British Legion
- Christmas Enterprise Day
- Keep Wales Tidy
- MacMillan Cancer Support Coffee Mornings
- Community Police Support Officers
- Roald Dahl Day – Ty Mynydd
- RNLI
- Eco Committee liaison with Radyr and Morganstown Chair of the Environment Committee

During 2024/25 the school further strengthened their partnership with Playworks Childcare Ltd to provide parents with onsite wrap around provision for all pupils at Bryn Deri including nursery pupils. Playworks also provided Holiday Clubs at Bryn Deri for pupils of the school and the Radyr and Morganstown community.

# Policies and strategies

Revision and amendments to school strategies and policies has continued to be undertaken by the Governing body and updates are reported to parents via newsletters and school notifications as appropriate.

All statutory policies and procedures along with other important documentation are available on the school website.

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## 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.

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## Prospectus changes since previous Governor's Report

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.

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# Teaching and Learning

Bryn Deri Primary School prides itself on providing a curriculum that is inclusive, ambitious, and designed for all learners. The school is committed to enabling and supporting every pupil to succeed, ensuring equal opportunities for all to reach their full potential and become confident, creative, and fulfilled individuals who enjoy and take pride in their learning journey.

Following the introduction of A Curriculum for Wales by the Welsh Government, the school has designed and published 'A Curriculum for Bryn Deri Primary'. This curriculum has been carefully developed by teachers, in collaboration with the wider school community, using guidance from the Welsh Government, educationalists, and the broader teaching network. It reflects the shared vision and values of the school and is designed to meet the needs of all children. Following Estyn's visit in 2025, they stated,

“Leaders have adopted a thoughtful and focused approach to developing a broad curriculum, with numeracy effectively integrated throughout teaching and learning. A well-considered and cohesive curriculum provides pupils with meaningful learning experiences and supports them to make strong and sustained progress in numeracy over time. ”

At Bryn Deri, the curriculum provides every pupil with the skills and experiences they need to thrive in an ever-changing world. Through creative, innovative, and meaningful lessons, children are given opportunities to connect their learning to real-life contexts and develop essential life skills. The school places great emphasis on providing incredible learning opportunities—both educational and experiential—that inspire curiosity, independence, and a lifelong love of learning.

The curriculum at Bryn Deri embraces the four purposes of A Curriculum for Wales, helping pupils to become:

- Ambitious, capable learners
- Enterprising, creative contributors ready to play a full part in life and work
- Healthy, confident individuals
- Ethical, informed citizens of Wales and the wider world

It is not simply **what** is taught but **how** and **why** it is taught. The curriculum reflects the cultural, linguistic, and ethnic diversity of Wales as well as the unique character of the Radyr and Morganstown community and the City of Cardiff. In line with national expectations, teaching and learning at Bryn Deri also include the implementation of Modern Foreign Languages (MFL) across all classes, enriching pupils' linguistic and cultural awareness and supporting their development as global citizens.

As a UNICEF Rights Respecting School, having achieved the UNICEF Silver Award, Bryn Deri ensures that the rights of the child are embedded throughout the curriculum. The school's approach takes into account these rights alongside its own vision and the four purposes of the curriculum when planning meaningful learning experiences.

From Nursery to Year 6, pupils are provided with a broad, balanced, and thematic curriculum. High-quality teaching and engaging learning opportunities, both indoors and outdoors, encourage children to overcome challenges, develop independence, celebrate success, and achieve their personal best.

During 2024–25, the school continued to focus on ensuring consistency and progression not only within Bryn Deri but also across all schools in the Radyr Cluster. This collaboration supports greater equity and coherence in pupils' educational experiences while allowing each school to retain its individuality. Staff across the cluster have worked together to develop and embed Cluster Curriculum Progression Maps, ensuring continuity in learning pathways.

“ The school engages productively with the local consortium and cluster schools to access targeted support and professional learning. This collaborative work strengthens staff expertise and promotes the sharing of effective practice. ”

**Estyn 2025**

At Bryn Deri, a thematic approach to learning brings together all the important parts of A Curriculum for Wales. This includes the four purposes, key themes, and the six Areas of Learning and Experience. There is also a strong focus on Diversity, Careers and Work-Related Experiences, Human Rights, and Relationships and Sexuality Education (RSE), helping our pupils enjoy a broad, balanced, and meaningful education that prepares them for life in modern Wales.

The development of literacy, numeracy, digital, and multilingual competencies remains a key focus. Purposeful and progressive opportunities are planned across all areas of learning to ensure pupils develop the essential skills they need to thrive.

The Governing Body of Bryn Deri School believes that every child is a unique individual who learns in their own special way. Throughout the academic year 2024–25, staff and governors have worked together to maintain a stimulating, inclusive, and supportive environment where all children can learn effectively and happily. Teaching is carefully matched to pupils' needs, providing a balance of approaches that meet different learning styles and maximise potential.

The dedicated teaching and support staff, along with a committed team of non-teaching personnel, work collaboratively with the leadership team and Governing Body to sustain a safe, nurturing, and inspiring environment. This ensures that all children at Bryn Deri Primary benefit from outstanding educational opportunities and memorable life experiences that prepare them for the future with confidence and enthusiasm.

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# Enriched learning experiences

At Bryn Deri Primary School, pupils benefit from a wealth of high-quality learning experiences that bring the curriculum to life and develop the skills, knowledge, and dispositions set out in A Curriculum for Wales. These experiences extend beyond the classroom and are carefully planned to complement thematic learning, ensuring that every opportunity contributes meaningfully to pupils' progress and personal development.

For example, during Year 1's topic Rio de Vida, pupils took part in vibrant Samba workshops delivered by National Dance Wales. This experience not only deepened their understanding of Brazilian culture but also enhanced their sense of rhythm, coordination, teamwork, and self-expression. Through movement and music, pupils explored identity, cultural diversity, and global citizenship, directly supporting the four purposes by developing their creativity, confidence, and appreciation of the wider world.

In addition, Charanga music sessions have been used to promote musicality and the progression of musical skills across the school. These sessions provide opportunities for pupils to explore rhythm, melody, and composition through a structured yet highly engaging platform. Pupils learn to listen critically, perform collaboratively, and express themselves through music, strengthening their literacy, numeracy, and emotional wellbeing while fostering creativity and cultural understanding within the Expressive Arts Area of Learning and Experience.

Cardiff City Football Club (CCFC) sessions, delivered across the school, promote physical development, teamwork, communication, and resilience. These sessions contribute strongly to the Health and Wellbeing AoLE, encouraging pupils to understand the importance of an active lifestyle, respect for others, and perseverance. They also help pupils to develop leadership skills, fair play, and a sense of community through sport, all of which align closely with the four purposes by helping them become healthy, confident individuals.

Pupils also gain valuable experiences through a rich variety of educational visits that link directly to their class topics and learning journeys. Trips to Big Pit National Coal Museum and St Fagans National Museum of History provide immersive, hands-on opportunities for pupils to deepen their understanding of Wales' industrial heritage, social history, and cultural identity.

These experiences support learning within the **Humanities AoLE**, allowing pupils to make meaningful connections between the past and present, reflect on community change, and appreciate their place within Welsh and global society.

Other local and national visits further enhance learning in science, technology, and the expressive arts, enabling pupils to apply classroom knowledge in authentic contexts. These real-world experiences help pupils develop curiosity, critical thinking, and problem-solving skills, supporting their journey toward becoming **ambitious, capable learners who are ready for lifelong learning and work**.

Together, these opportunities illustrate Bryn Deri's commitment to providing **exceptional learning and life experiences** that inspire pupils, promote wellbeing, and nurture the values and competencies central to *A Curriculum for Wales*.



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# 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 highly skilled support staff.

## Additional Learning Needs

At Bryn Deri we cater for children with a wide range of Additional Learning Needs (ALN) within the school environment. We provide in class support through appropriate differentiation and additional targeted support is provided by the teaching support staff under direction of the ALNCo. Teaching assistants work 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 specialist teams and support agencies.

The statutory code places the learners' views, wishes and feelings at the heart of the process of planning the support required to enable them to learn effectively and be the best that they can be. Therefore pupils (where appropriate) and parents are informed, consulted, and involved at all stages of identification, monitoring and evaluation and counselled on Individual Education Plans.

The emotional health and wellbeing of all of our pupils continued to be a key area of support and during 2024/25. The school developed a Whole School Approach to Mental Health and Wellbeing, guided by Welsh Government and Healthy Schools Network. The school has previously shared with parents and carers how we use the Thrive programme at the school and have developed and implemented Family Thrive lead by the School ALNCo and supported by Thrive Practitioners within school. During the academic year 2024/25 this continued to be a welcomed and beneficial addition to the support that the school already provides for your children and our pupils during their school time and enables the school to meaningfully engage to realise benefits for learners with parents and share relevant information.

Another initiative that has been highly successful in ensuring equity and excellence for all our pupils during 2024/25, is the implementation of MAKATON across the school, providing a language rich learning environment for all our pupils.

# 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'.

It is pleasing to see that the school environment and curriculum provide a wide range of opportunities for all pupils and staff to use, hear and experience the Welsh language via the planned use of the language through structured learning situations as well as at more informal situations such as on arrival at school and on departure from school and during school assemblies. Governor's first-hand observations of the use of the Welsh Language in a variety of informal situations also confirms that the Welsh language is actively encouraged by the school leadership team at every opportunity during the school day, being used extensively across the school by both teaching and all support staff.

In addition to the integration of the Welsh language into the daily life of the School, the school holds an annual Eisteddfod to celebrate the Welsh Culture through art, dance, poetry and music.

The school has an established 'Cryw Cymraeg' comprised of enthusiastic pupils that actively promote the Welsh language within the school community at all levels. This is complimented by staff effort and enthusiasm and encourages and fosters Welsh to be spoken in all aspects of school life. The school has achieved recognition for its promotion of the Welsh Language and Culture within the school community.

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# 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 School Council which has representatives of one girl and one boy from each year from Years 2 to Year 6. Representatives are elected by their classmates. Pupils and staff undertake inspections and are involved in the development and review of the School Toilet Policy. The Healthy Schools handwashing toolkit is used to promote good personal hygiene.

The reception class has its own toilet facilities. There are boys' and girls' toilets off the Infant corridor for use by Years 1 and 2, two boys' and two girls' toilet facilities for use by Years 3 and 5, and Years 4 and 6. 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 that provide disability access.

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 Acting headteacher, the school's Caretaker and the Local Authority's Health & Safety Officer.

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# Healthy eating and drinking

Bryn Deri continues to be part of the Cardiff Healthy School Wales Network and during 2024/25 continued to address and ensure adherence to recognised nutritional standards in conjunction giving prominence to activities which address and support pupils in relation to physical education & fitness, mental and emotional Health & Wellbeing, substance use & misuse, the environment, safety and hygiene.

The school is fully compliant with Appetite for Life Healthy Eating in Schools Regulations 2013. Children have access to fresh drinking water throughout the day. All pupils are encouraged to drink water throughout the day. The school consistently encourages healthy eating, particularly since the school introduced hot meals via Cardiff School Meals Service in 2016/17 further to the installation of a new kitchen and dining area. During 2024/25 the school continued to deliver Universal School Meals, providing hot meals free to all pupils in the School.

Healthy fruit snacks and lunchboxes are actively 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. During 2024/25 the school provided up to 100 free breakfasts to pupils each morning. The school also provided school breakfast for pupils in nursery in partnership with Playworks Childcare Ltd.

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# Term dates – academic year 2025/26

First Day of School Year	Monday 1st September INSET Day
Autumn Half Term	Monday 27/10/2025 - Friday 31/10/2015
Term ends	Friday 19/12/25
Spring Term begins	Monday 05/01/2026
Spring Half Term	Monday 16/02/2026 - Friday 20/02/2026
Term ends	Friday 27/3/26
Summer Term begins	Monday 13/04/2026
Summer Half Term	Monday 25/05/2026 - Friday 29/05/2026
Term ends	Monday 20/07/2026

Monday 1 September was an INSET Day therefore school was closed to all pupils,

There are a further 6 INSET Days:

- Friday 3 October 2025
- Monday 5 January 2026
- Monday 13 April 2026
- Friday 22 May 2026
- Monday 20 July 2026

Monday 4 May 2025 is the May Day Bank Holiday, so all schools are closed.

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