

Ysgol Bryn Deva Annual Report to Parents



Autumn Term 2020

Dear Parents

I have great pleasure in writing this copy of the Governors Annual Report to parents. I hope you find it of use and interest. We always state that your child is important to us and that has so much more meaning this year with the issues surrounding the Pandemic, especially during the lockdown period where your child's education focussed very heavily on their wellbeing, both mentally and physically. This was a very difficult time for parents, staff and children and I am proud of the way everyone pulled together over this period.

We build on the firm foundations you have already created in your child's early years and enjoy working with you to maintain that momentum. We work hard to help children develop a love of learning and strive to provide a rich and broad curriculum. Above all we want your child to be happy, to feel secure and enjoy coming to school. .

When your child commences his or her education with us, we all enter into a partnership for the benefit of your child, a partnership that relies on everyone's cooperation. Therefore, communication is vitally important. As you are aware we operate an 'open door' policy within the school, whereby the head teacher and staff endeavour to make themselves available to parents whenever possible, though a call to make an appointment is always appreciated. Unfortunately, due to the Pandemic, we are trying to keep the staff and children safe by avoiding visits into the school wherever possible. However, I do encourage to contact your child's teacher in the first instance to discuss any concerns you have.

Education is a two-way process and your involvement, encouragement and support will always be most welcome.

Finally, it is my firm belief that it is every child's entitlement to receive the best education possible and it is our very real intention, of all the staff and the governors of Ysgol Bryn Deva, to provide that standard of education for your child.

I hope you enjoy reading this report

Russell Edwards

Chair of Governors

Governing Body 2019-20

Mr Russell Edwards – Chair of Governors – Community Governor

Mrs Tracey Brown – Vice Chair of Governors - Community Governor

Cllr Paul Shotton – LA Governor

Cllr Andy Dunbobbin – Minor Authority Governor

Cllr Gill Faulkner – LA Governor

Mr John Pearce – Community Governor

Mrs Jane Oliver – Community Governor

Mr Sam Billington– Parent Governor

Mr Richard Barley – Parent Governor

Mrs Lisa Higgins – Parent Governor

Mr Mark Sephton– Parent Governor

Mrs Shirley Davies- Staff Governor

Mr David Hall – Teacher Governor

Mr Stephen Thomas – Teacher Governor

Mrs Helen Evans- Acting Headteacher

Clerk to the Governors - Mrs Joanne Curtis c/o Ysgol Bryn Deva, Linden Avenue, Connahs Quay, Flintshire CH5 4SN 01244 830080

Staff Organisation

Class	Teacher	Support worker (longterm temporary staff)
Nursery	Mrs Mitchell-Craig	Mrs Hughes (Polish speaking) Mr Duggan Mrs Hassle
Reception / Year 1	Mrs Foley	Miss Redfern Mrs Williams Miss Cutler
Reception /Yr 1	Mr Hall	Mrs Simpson

		Mrs Hughes Mrs Collins
Y1/2/3	Mrs Diamond (FP lead)	Miss Freeman Mrs Shaw
Y1/2/3	Ms Hughes	Miss Owens
Y1/2/3	Mrs Henney / Edwards	Ms Artel
Y3/4	Mrs McQuilliam (KS2 lead)	Mrs Vernon
Y3/4	Mrs Graham	Mrs Jones
Y5	Mrs Smith	Mr Pitt
Y5/6	Miss Jones/Matthias	Mrs Davies/ Mrs Cook Miss Rowlands
Y5/6	Mr Thomas	Mrs Rush

Other teaching and support staff	
Mrs Stanley – Additional Needs support	Mrs Oliver – Breakfast Club
Miss Taylor – Additional Needs support	Mrs Halliwell – Breakfast Club
Miss Oliver – Breakfast Club	Mrs Wilson – secretary
Mr Morrison – caretaker	Mrs Curtis – secretary and business manager
Mrs Wyatt – cook and cleaner	Mrs Evans – substantive Headteacher
Mrs Goff – kitchen assistant and cleaner	Mrs Cook accelerated learning support

Year group number on roll as of September 2020

YN – 32

YR – 31

Y1 – 30

Y2 – 40

Y3 – 43

Y4 – 33

Y5 – 40

Y6 – 35

Curriculum

Our innovative curriculum is led by our Phase leaders. Throughout the Foundation Phase a range of skills are taught to cover the educational programme set out in the Framework for Learning for 3-7 year olds in Wales. We are led by the children's interests and previous learning experiences. We advocate the positive links between home and school ensuring all children have a flying start in life and a strong cultural identity. We ensure our curriculum planning covers the four curriculum purposes and bids to develop: ambitious, capable learners, ready to learn throughout their lives; enterprising creative contributors, ready to play a full part in life and work; ethical informed citizens of Wales and the world; and healthy, confident individuals ready to live fulfilling lives as valued members of society.

The Foundation Phase covers 7 areas of learning: Personal, Social and Emotional Development and Cultural identity; Language, Literacy and Communication Development; Mathematical Development; Welsh language development; Knowledge and Understanding of the World; Creative Development and Physical Development. In order to cover these areas we choose topics which are of interest to the children. As our teaching programmes are always under review, we monitor and self-evaluate the benefits to your child's education. Your child's teacher will inform you of each term's topics. Throughout the Foundation Phase a range of skills are taught in order to cover the educational programme set out in the Framework. We are led by the children's interests and previous learning experiences.

In the junior classes the children also lead their own learning via 'The Mantle of the Expert' skills-based planning. With this approach, the children choose innovative topics and plan exciting outcomes for these topics, for example, finding out about Japan and Japanese culture and the similarities and differences between their daily lives. The teachers then plan the children's learning through these topics and outcomes to cover the national curriculum subjects of English, maths, science, PE, history, geography, DT and PSE, and key skills of communication, number, thinking, ICT, PSE and Curriculum Cymreig. We strongly promote the children's IT skills and digital competence across school. We have ipads and chrome-books in use in the foundation phase, and Chromebooks and ipads for the junior classes with Green Screens through school for developing films and animations.

Throughout the infants and junior classes all children also learn Welsh as a second language. We have a very active "Criw Cymraeg" who lead assemblies and contribute to the promotion of Welsh in school.

We teach Religious Education across the school, with the children learning about different religions around the world, including our local religions. Our Collective Worship is based on the Christian faith, parents have the right to opt their child out of Collective Worship should they so choose.

In addition, we implement the National Literacy and Numeracy Frameworks and teach the skills of literacy and numeracy across the curriculum in both the Foundation Phase and in the junior classes. The children have undertaken national tests in literacy and numeracy during the year in years 2-6.

The progress of all children is individually tracked through a variety of data, including levels and standardised scores. The children are regularly assessed throughout their time at Bryn Deva, both formally and informally, and as parents, you will be informed of your child's progress in assessments, and next steps, through your child's annual report and termly Parents' Evenings.

Core Principles

At Ysgol Bryn Deva we strive to become the BEST VERSION OF OURSELVES, not a clone of someone else. Therefore, everything we do is linked to our own core principles, which are simple, clear and purposeful:

Commit

We are committed to self-improvement, forward-thinking and continuously innovate and constantly reflect to improve our best practice;

Create

Through our exciting, challenging, stimulating and relevant curriculum we foster resilience, confidence, courtesy, independence and creativity, where our children are able to take supported risks;

Cohesive

We are a unified organisation and treat others as we would wish to be treated ourselves with significance, respect, responsibility and unity;

Cherish

We nurture each individual child for who they are, and through our ambitious expectations we aim to release their magic and talents, in our successful ‘state of the art’ learning environment, whilst always keeping them safe;

Community

We are an inclusive institute of development and learning, and welcome our parents, wider teams of professionals and local community as partners in ‘learning together, forever’.

Progress on our School Improvement Plan

Our School Improvement Plan is a vital part of our growth and reflects the development of our Core Principles. Suggestions and ideas are gathered from all stakeholders late in the summer term and in the early autumn term to make these improvements. They are based on an analysis of the school’s progress data.

In 2018-19 our main priorities were:

- 1a. Improve standards in literacy, focusing upon writing, across the whole school (including R1).
- 1b. Continue to narrow the gap in attainment between boys and girls across school in literacy, including improving boys’ engagement through Mantle of the Expert. (including R2)
2. Continue to develop ALN provision and EAL provision to improve pupils’ speech and language skills and address the needs of pupils requiring nurture, including pupils with FSM; and including further improve standards of well-being through improving attendance (including R3), health and fitness.

3. Continue to develop school's capacity to address the Curriculum for Wales, including cluster planning and capacity to be a CaBan lead school, including ALN reforms and Welsh provision

Strands across these will include:

- Improve parenting programmes and provision to improve engagement
- Continue to improve monitoring, including governor monitoring of standards (including R4)

Having addressed these issues, in 2019-20 our main priorities this year are:

1a. Improve standards in maths through applying mastery across school.

1b. To continue to improve standards in writing through a thematic approach.

2. Continue to improve standards in wellbeing including attendance.

3. Continue to develop school's capacity to address the Curriculum for Wales, including cluster planning and capacity to support CaBan and OU, including ALN reforms and Welsh provision.

Strands across these will include:

- Improve parenting programmes and provision to improve engagement
- Continue to improve monitoring, including governor monitoring of standards (including R4)

School improvement key priorities for 2020-21:

Due to the current situation and following the repurposing of school in March school will continue to work on the priorities for last year.

School Policies

Our school policies are subject to a reviewing structure which is on-going. LA policies are adopted as soon as advised. All school policies are available from the school office. Several of our policies are available on the school website, www.bryndeva.co.uk

Healthy Schools Initiatives

We have had many exciting projects over the years which have all become embedded into our daily routines and become part of our working practice. In June 2017 we attained the NQA award. All children have access to water throughout the school day. In 2019-20 children continue to undertake fitness activities including running laps of the playground for the Bryn Deva 100 mile challenge. Our outdoor areas are constantly being developed, with new ideas transforming our environment every year. We are grateful to our parents as they raise additional funds to enable us to work on these areas.

The children are very environmentally aware and are proud of our International Green Flag, which we successfully re-gained in September 2017. Our Eco Council make sure we are all recycling and minimising energy usage in school. We are overdue for reassessment which should have taken place in March.

Additional Learning Needs

We strongly believe in equal opportunities for every member of our school and that every individual child should have the chance to thrive no matter which challenges they face. Our equal opportunities policy and accessibility plan outline further steps to increase access for all children.

Looked-after children have full and equal access to all areas of the curriculum.

Our provision for children with Additional Learning Needs and children who are More Able is continually developed and enhanced, other schools come and view our ALN provision to view 'Best Practice'. All children are continuously assessed and monitored, and children requiring interventions such as dyslexia support or catch-up support have daily sessions to address their needs, coordinated by our ALNCo. This assessment data shows that most pupils with ALN made very good progress in 2019-20 up to March this year. The pupils in our Nurture Provision also make very good progress as recognised in our Estyn inspection 2016. We are the only school in North Wales to hold the National Nurture Network accreditation 2019. In addition, children who are More Able have interventions aimed at challenging their abilities through opportunities to work alongside More Able children in other schools and by taking part in specific projects within our school. Teacher Assessed levels indicate more pupils are achieving at the higher levels at the end of the Foundation and KS2.

Provision for the disabled (integration & inclusion)

The Governing Body ensures that pupils with disabilities are not discriminated against and join in everyday activities with other pupils, including school educational visits (subject to certain conditions set out in section 161(4) Education Act 1993). We have full wheelchair access to school. The Equality Plan is reviewed regularly by the Senior Leadership Team and governors.

Our toilet facilities match our needs and are age appropriate in height for the children who use them. We also provide a disabled toilet.

Pupil Results

School has been placed in the green grade Welsh Government category. Our capacity to improve has been rated as Grade A – showing the greatest capacity to improve along with the ability to support other schools. This means there are good levels of learner outcomes in key performance indicators, the school understands and takes actions to address most areas needing improvement and that many aspects of the school are self-improving.

Due to the pandemic all results are teacher assessments of predicted levels

Foundation Phase	Outcome 5+	Outcome 6+
FPI – (all subjects)	74%	
LLC (English)	79%	31%
MD (Maths)	86%	29%

PSD (Personal and Social)	86%	26%
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KS2	Level 4+	Level 5+
CSI (all subjects)	82%	
English -	82%	27%
Maths	88%	33%
Science	84%	24%

Term dates

Autumn Term

September 1st-December 18th

(Half term 26th October-30th October)

Spring Term

January 5th -April 9th

(Half term 15th February-19th February)

Summer Term

April 12th - July 16th

(Half term 25th May – 29th May)

May Day 3rd May

Training Days

September 1st and 2nd

March 26th

January 4th

July 21st, 22nd

Attendance

Attendance is very important and we work hard with our Inclusion Welfare Officer and our parents to ensure that children attend school regularly. I would like to thank all those parents who support us on this venture and ensure that their children come to school every day and only stay at home when they are ill. It helps children establish routines and settle into school smoothly. The importance of establishing excellent routines at an early age cannot be stressed enough. Children miss vital stages of their social and educational development by being absent from school and we would urge all parents to encourage a regular attendance pattern from the very beginning of a child's school life. Please make sure that any appointments for dentists, doctors or buying of shoes and clothes are made after school or during the weekends and holidays. Should you need to take your child out of school for annual holidays, a request in writing must be made to the head teacher. Since September 2014 we no longer authorise holidays in the first half terms of the autumn and summer terms.

Financial Report 2019-20

Balance from 2018-19: £77,197

Employees: -£1,131,394

Premises: -£48,895

Supplies: -£42,225

Income: £209,356

Budget: £1,103,365

Expenditure: -£1,106,333

Balance at end of year: £53,173-spending plan approved by local authority for underspend

Pupil Deprivation Grant and Education Improvement Grant

PDG 2019-20 -£58,650 and £18,200 EY

EIG -£16 096

This is how our PDG and EIG were spent in 2019-20:

School improvement plan	Amount	Focus of spending in 2019-20
Plan 1 – improving attainment including more able and numeracy standards, through Maths mastery	£8000 EIG	Supply cover - Y5/6 to attend CQHS for MAT and Targeted resources for each year group -Maths mastery General resources – Mastery training sessions cover TA
Plan 2 – To continue to improve writing across the curriculum including pupil engagement through a thematic approach	£3000 EIG	Resources for thematic approach Supply – teachers to attend courses
Plan 3 – continue improving well-being including attendance	£3096 EIG	Resources – for 5 ways to wellbeing Supply costs for courses and release time to monitor attendance. Resources – well-being project year 2
Plan 4 – Continue to develop school’s capacity to address the Curriculum for Wales, including cluster planning and capacity to support CaBan and OU, including ALN reforms and Welsh provision.	£2000 EIG	Supply cover – internal self-improving systems year 2 Supply cover – phase leaders

Plan 5 – improving family learning, and engagement through blended and distance learning	£12000 PDG	TA staffing costs – supply cover Training costs associated with distance learning Supply cover – courses and resources
Plan 6 – improving ALN provision, including the provision for pupils with FSM and nurture	£64000 PDG	Nurture provision and staffing costs Headsprouts resources and staffing costs TA and ALNCo staffing costs Nurture reaccreditation cost and associated costs

Our plan for 2020 -21 is to plan in the same, successful areas.

Community links

We have excellent community links and work in partnership with our parents and local schools and businesses. Improving parental links remains part of our school improvement plan and continues to be a vital part of school life. During 2019- 20 we offered various parents information evenings, such as on digital competence and on sex education, we also ran three courses of the Challenging Years programme. We are also part of the International schools project which began last year only to be cut short by COVID -19. We are part of a project to tackle famine and look at wellbeing with schools in Lesotho, South Africa.

Sport/ extra-curricular activities

During 2019-20 we have offered clubs in drama, martial, code club football, netball, dodgeball, chess, esafety, and choir. School has taken part in many extra-curricular events and sporting occasions, such as the Festival of Youth Sport and Jamboree. Ysgol Bryn Deva won the Flintshire County Dodgeball tournament in September 2018 for the fifth year running. We await the opportunity for these opportunities for extra curricular activities to resume as soon as possible

Welsh language development

Staff and pupils at the primary school value their culture and language and strive to improve the fluency of their everyday conversational Welsh. We are committed to improving the use of the Welsh language around our school environment, and this forms part of our School Improvement Plan. We are in the process of applying for a national award-Siarter Iath.

Changes to the school prospectus

The school prospectus is updated with the most recent staffing plan, pupil assessment results and financial plan.

The year 2019-2020 has been a particularly challenging period for all schools we hope that normality will begin to take shape and that 2020-21 will see happy, confident children enjoying being back at school.