Ysgol Bryn Deva

Annual Report to Parents

2023-24

Dear Parents

Serving my third term as Chair of Governors, it has been a pleasure to complete my first Estyn Inspection and share in the many successes that both the children and adults of Ysgol Bryn Deva have achieved through this. Highlighting our progress in both the New Curriculum for Wales and on supporting our learners in both their well-being and education, completely encompassing our Hearts and Minds vision.

Increased pupil numbers have been another of our successes, alongside our good attendance record, which is a credit to both the staff and parents on working hard to ensure all our learners are able to reach their full potential at Ysgol Bryn Deva.

One of my shining moments this past year, was our annual learning walk, where I saw for myself the outstanding work of our Narrative Curriculum, the story telling and animation of both learners and staff had me hooked from the very beginning. I can feel the positivity around the school from our learners as they talk about their learning.

Our Ambassadors have been both a credit to you as parents and for us as a school. They have been involved in so many different projects and represented the school with such pride and enthusiasm and absolute foundation for all the work we have done in promoting pupil voice over the past few years. You must be so proud of them all, as we are too.

We have successfully maintained our open-door policy, and we welcome feedback and questions regarding any element of this report.

Look forward to continuing and developing our work, as a Governing Body, with all staff and parents, alongside the children of Ysgol Bryn Deva, over the coming years.

Yours sincerely

Mark Sephton

Governing Body 2024-2025

Mr Mark Sephton– Chair of Governors

Mrs Tracey Brown – Vice Chair of Governors - Community Governor

Mr John Pearce –Community Governor

Mr Vince Roberts – Community Governor

Cllr. Eddie Loughnane - Minor Authority

Cllr Paul Shotton – LA Governor

Cllr. Gill Faulkner – LA Governor

Mrs Vicki Chard – Parent Governor

Mrs Fatima Vel – Parent Governor

Jane Oliver – Community Governor

Mrs Debbie Owen – LA Governor

Mr Allen Owen – LA Governor

Mr David Hall – Teacher Governor

Miss Rebecca Morgan – Teacher Governor

Mrs Danae Graham – Parent Governor

Mr Jeff Ford-Foyne– Parent Governor

Mrs Karen Burrows – Head Teacher

Mrs Katie Cooper – Clerk, c/o Ysgol Bryn Deva, Linden Avenue, Connahs Quay, Flintshire CH5 4SN
01244 830080

Year Group Numbers – October 2024

Group name	Girls	Boys	Students
AD	14	12	26
AH	17	12	29
CS	20	10	30
DG	9	20	29
DH	14	13	27
SM	13	10	23
GG	15	15	30
JH	13	16	29
LS	8	21	29
RM	14	13	27
WMC	16	8	24
WMC and PC	8	8	16

Staff Organisation

Name of class *Enw'r dosbarth*	Early Years		Y1 *B1*	Y2 *B2*	Y3 *B3*	Y4 *B4*	Y5 *B5*	Y6 *B6*	Name of teacher *Enw'r athro/athrawes*
Meithrin	/								Miss Wendy Mitchell-Craig
Methrin		/							Mrs Pam Clegg
Rec/Y1		/	/						Mrs Jen Hughes
Rec/Y1		/	/						Miss Claire Samuel
Y1/2			/	/					Mr Dave Hall
Y1/2			/	/					Mrs Lucy Smith
Y3/4					/	/			Mrs Anne Diamond
Y3/4					/	/			Miss Rebecca Morgan
Y3/4					/	/			Miss Shauna Matthias
Y5/6							/	/	Miss Gemma Gibbons
Y5/6							/	/	Mrs April Hughes
Y5/6							/	/	Mrs Danae Graham
Calon Cwtch	/	/	/	/					Mrs Sophie Henney

School Staff Organisation

School Organisation Sept 24									
Class Teacher	Nursery Am	Nursery Pm	Reception/Year 1	Year 1/2	Year 3/4	Year 5/6	Classroom Assistants		
Mrs W Mitchell-Craig	/	/					Mrs L Collins	Mr R Duggan	Miss C Hughes
Mrs P Clegg	/	/					Mrs L Collins	Mr R Duggan	Mrs C Cook
Miss C Samuel			/				Mrs J Haven	Miss R Simpson	Miss J Artell
Miss J Hughes			/				Miss Chelsea Ellis	Miss Hayley Owen	
Mr D Hall				/			Miss J Artell	Mr A Pitt	
Mrs L Smith				/			Miss S Cutler	Mrs C Stanley	
Mrs A Diamond					/			Mrs C Stanley	
Miss S Matthias					/			Mr A Pitt	
Miss R Morgan					/			Mrs K Freeman	
Miss G Gibbons						/		Mrs C Cook	
Miss A Hughes						/		Miss H Owen	
Mrs D Graham						/		Mrs S Davies	
	Calon Cwtch						Mrs H Foley	Mrs K Vernon	

Teaching staff Responsibility

Roles and Responsibilities		
Staff Member	Area	
Miss R Morgan	Health and Well-being	Science and Technology
Miss K Freeman	Health and Well-Being	Science and Technology
Miss C Samuel	Health and Well-Being	Science and Technology
Miss G Gibbons	Health and Well-Being	Science and Technology
Mr D Hall	Humanities	Language, literacy and communication
Mrs D Graham	Humanities	Language, literacy and communication
Mrs P Clegg/ Mrs Mitchell-Craig	Humanities	Language, literacy and communication
Miss A Hughes	Humanities	Language, literacy and communication
Miss Matthias	Humanities	Language, literacy and communication
Mrs A Diamond	Maths and Numeracy	Expressive Arts
Mrs J Hughes	Maths and Numeracy	Expressive Arts
Mrs L Smith	Maths and Numeracy	Expressive Arts
Mrs S Henney	Maths and Numeracy	Expressive Arts

Curriculum

We are now making good progress in our new curriculum journey, our complete rationale for how we are presenting the new curriculum can be found on our website, www.bryndeva.co.uk. Our school vision, '**At Bryn Deva, we develop hearts and minds to learn together forever,'** is at the heart of everything we do. As part of this, we are developing our Calon (heart) character who is embedded in our new curriculum.

Calon is our curriculum as a whole, to show our young citizens of Connah's Quay, how to be a good citizen of Wales and the world beyond.

Calon is developed through the four purposes of our new curriculum;

The vision is at the heart of everything we do and in planning our new curriculum, we have been initiating ways to creatively 'hook' our learners into the learning, raising engagement and developing progress across the curriculum through deeper, learning experiences. Our curriculum's overarching aim is to develop the four purposes of Assessment Capable Learners. Ethically Informed Citizens of Wales and the World, Healthy and Confident Individuals and Enterprising, Creative Contributors.

Ambitious capable learners

Healthy and confident individuals

Ethically informed citizens of Wales and the world beyond

Enterprising, creative contributors

This vision and Calon are currently being re-inforced with our core values, which have been developed using the learners' own ideas; these being;

T – Teaching ourselves and other

E – Embracing change

A- Ambitious for all

M- Making a difference

The aims of our curriculum are to provide;

Deeper learning experiences through broad and balanced planning

Engaging, enriching and inspiring experiences and activities

Value for local, national and global world of work

Aspirational and celebrates diversity in a modern world

To ensure a consistent experience for all of our learners, we are currently working on a continuous bi-annual curriculum. Ensuring learners across the school are developing the same skills at their own individual level of achievement. Learners are taking a lead in their learning and through the use of our hook, developing a range of big questions, of interest to themselves, to investigate and delve deeper into their learning.

Our teaching is developing to enable learners to immerse in their learning, as such, the standard timetabling of subjects will no longer be in place. Instead, we are developing holistic learning where areas of the curriculum will 'knit' together, rather than being taught as discrete subject areas. In support of this, we will be undertaking Visible Learning training, for all staff, over the next three years, in co-operation with five other schools, including Connah's Quay High School. This will support a consistent approach of language and delivery across the 3-16 age ranges, for all our learners. Visible Learning is an approach, which looks at a range of strategies to further involve learners in their own learning and assessment.

Maths: We are now at the phase of developing our own maths scheme of work, we are currently using some of the good practice developed under Maths No Problem, alongside White Rose Maths. Maths is taught as a disciplinary subject and a minimum of four lessons a week are allocated for delivery of the skills of mathematics. In line with this work, we are currently developing a new Maths Calculation Policy, to support consistency of progression across the whole school in the four number operations. We are then developing these skills within other areas of the curriculum through our Narrative curriculum, where the skills are developed for a clear purpose. We have a clear focus on developing our maths through the Concrete-Pictorial-Abstract approach. This enables our learners to learn through a staged approach which research shows, develops a deeper understanding of number.

IDL: All children from Reception to Year 6 now have access to the IDL programme which looks at developing reading and spelling skills at their own individual levels. Regular testing allows teaching staff to ensure that learners are working at the correct level. We are hoping to develop the use of IDL as a homework tool over this academic year.

Throughout our school, we are developing a clear continuum of assessment to support in the new fluid approach for learners from 3-16. We are also further developing our language, literacy and communication by offering learners the opportunities to learn both Welsh and French alongside their English curriculum. Termly meetings for professional dialogues are held between the head teacher and individual class teachers to discuss the progress and development of all learners within the school and each pupil's progress is discussed individually.

Provision maps are provided for individual learners, who may need additional support in the classroom, these maps show the additional targeted provision we are providing as a school and are used to track the progress made in line with the given provision. Some of our provision is now provided through our Forest School activities, where learners can experience their numeracy and literacy skills, within the outdoors. This provides an inclusive education for all our learners, alongside the additional provision of our nurture facility.

Religion, Values and Ethics is taught across the school and we are currently trialling the 'big question' approach to this. We endeavour to teach our learners about the Christian faith and how other faiths and beliefs, compare and contrast within this.

In addition to this, we have been developing a range of integral skills, which focus on developing Creativity and innovation, critical thinking and problem solving, personal effectiveness and planning and organisational skills.

Ongoing development of our learners' digital skills is a priority this year, with additional chrome books and iPads being available to additionally enhance the learning that already occurs. We use green screen, to develop media skills in the creation of movies and videos. We are now transferring our main platform from Google Drive to Hwb Cymru, this will allow pupils greater access to a larger range of age appropriate applications and programmes, all of which can be accessed from home also.

The progress of learners is tracked through a range of data. We use IDL and Salford to track reading, IDL for spelling alongside the Welsh National Assessments for Maths procedural, reasoning and reading. Using formative assessment strategies, our learners are given regular constructive feedback on their learning, using an orange highlighter, this enables them to develop their own targets and progress within all areas of the curriculum. Our school is now providing a continuous assessment from 3-11, with three main progression steps, these are known as *Calon Tyfu (Growing heart), progression step 1, Curo Calon (Beating Heart), progression step 2 and Calon Lan (Pure Heart), progression step 3.*

Progress of our learners is reported to parents through parent's evenings during Autumn and Spring term, written reports are shared with parents in a celebration parents' evening, during the Summer term. In line with the work we will undertaking in Visible Learning, we will be re-looking at our formative assessment policies, to further integrate the learners' voice and contribution.

As a school, we continue to work closely with our parents and our wrap around care, through jigsaw, continues to provide children with positive child care experiences in one setting.

Progress on our School Improvement Plan

Review of previous school improvement priorites 2023/24

SIP 1:

SWOT ANALYSIS - 2023/24	
Strengths Mindframe survey gave school a baseline Collaborative work within the consortium Formative assessment - learning bridges, orange highlighters, success criteria, learning intentions Additional work with Ambassadors to show a learner perspective Teacher survey gave benchmark of learner opinion Whole school training - collective responsibility	**Weaknesses** Effective learner analysis showed this is not yet embedded throughout the school Lack of shared language surrounding effective learner More coaching needed to support shared language of effective learner and assessment (Lyn Sharatt)
Opportunities Peer assessment questions to be developed to enhance learner knowledge and skills of improving own/peers work (Lyn Sharatt) Learning walks and book trawls allow time to reflect on visible learning initiatives Professional dialogue meetings allow checks and balances of visible learning initiatives To share data with learners more often - enable more accountability SLT to support learning coaches (delegation) School matrix show where to go next	**Targets** SLT to work closely with Impact Coaches Members of staff to be shared amongst Impact Coaches to support forthcoming initiatives Frequent staff meetings to share good practice and share initiatives To promote the use of an effective learner using Growth Mindset work and learning power/muscles to ensure there is a shared understanding To revisit success criteria at the end of the session in order to measure learner progress at the end of lessons
Impact: • Orange highlighter has given a higher level of independence to the learners to evaluate their own learning • Learners are becoming aware of their own next steps and are able to discuss how to improve their own work without adult intervention • Feedback to learners has become more meaningful and learners are able to make improvement to their learning within the moment. • Using the curriculum documentation to create learning bridges and intentions has given learners and staff are greater knowledge of the New Curriculum for Wales. • All staff have an equal understanding of expectation for formative assessment due to a consistency in approach	

SIP 2:

SWOT Analysis	
Strengths	**Weaknesses**
-Pupil voice survey used to gain an understanding of children's perceptions and outdoor learning experiences across this school year. -Outdoor learning is non-negotiable (one session a week across school). Numeracy in the Themes to be included. -Outdoor learning session evident in planning across the whole school. -Teacher led small-group outdoor learning sessions 4 x weekly (R-Y1). Supports progress in Numeracy. -Three teachers have received training to support teaching and learning in the outdoors (GG, DH & AD). Coastal learning focus. -Our Wild Garden Area has been developed. This area is in the process of being updated to include a learning walk area for children to explore a variety of activities and themes. -Forest School updated. The pond area has been cleared, hawthorn cut down ready to be shredded and the area made safe for use. Boardwalk has been removed as this was unsafe. -Allocated timetable for outdoor areas including Forest School in order to ensure that teachers have time and space to use the outdoor areas effectively.	-Pupil understanding and perceptions of outdoor learning across the school were very mixed. Many learners in Juniors believed outdoor learning to be linked to their PE sessions or sporting events. -Outdoor learning is often a stand-alone activity and not directly linked to whole school themes or AOLEs.
Opportunities	**Targets**
-Learning walks and book trawls allow time to reflect on outdoor learning initiatives. -Professional dialogue meetings provide opportunities to discuss potential barriers or support needed. -Outdoor learning network: Professional development- all staff are welcome to attend network meetings hosted by various schools. Jane Borthwick is the lead and point of contact. -Pupil surveys to be shared with all staff -Wellies in the woods sessions have been a success Nursery classes.	-Staff from both Foundation and Juniors to attend Professional development training/opportunities linked to Outdoor learning network. -Share good practice linked to the Outdoors in staff meetings. -Outdoor learning is non-negotiable, ensure that these sessions are purposeful and linked to overall themes. -Support staff to attend SIP twilight meetings, developing a whole school shared vision.
Impact	

- Teacher led small-group outdoor learning sessions 4 x weekly (R-Y1). Supports progress in Numeracy.
- Outdoor learning gives learners the opportunity to develop their understanding of number in a range of situations again using the CPA (evidence from WNT show this increase)
- Learners are using the outdoor area more effectively in Year 1&2 as part of on-going learning.
- Rec/Yr1 consistency access the Hut yard, Castle area and Forest school and plan provision.
- Nursery use the forest school area effectively to promote engagement and learning behaviour is noticeably improved across the Foundation classes.
- Planning shows weekly numeracy based activities that have been undertaken in the outdoor areas across Calon Tyfu and Calon Curo.
- Baseline Data- On entry data in Nursery highlighted a significant need for Numeracy support and invention. Only 11 Children out of 46 could show one or two fingers with all other children showing no numerical knowledge at all. This data shows significant improvement across Calon y Tyfu.
  Foundation Learning 2023-24

SIP 3

SWOT ANALYSIS	
Strengths Quantitative data to monitor and track progress • Full set of data collated this year • All four strands have now been explored throughout the year and following the long term cycle • Pupil participation and confidence has grown • Voice 21 has been thoroughly researched and is evidence backed but our results are also showing improvements • Collaborative Learning • Staff are becoming more familiar with the process of assessment and using varying techniques such as the Harkness model to inform learning. • Whole school and class assemblies gives everyone a chance to align with this priority	**Weaknesses** • Relies upon individual teacher assessment, however, teaching teams moderate together for consistency using videos recorded for evidence and new staff are guided. • Time consuming for teachers gathering evidence and recording results
Opportunities • CPD for all teachers and support staff developing pedagogy • To share with the Governors and seek their viewpoint / ideas to further develop oracy • Many chances to gather evidence using recording devices to show progression across the school • Whole school assemblies give everyone a chance to align with this priority and promote other areas of the curriculum such as Welsh, French and world celebrations.	**Threats** • Other school priorities have merged within Voice 21

• To link to other priorities such as Narrative Curriculum, Maths and Outdoor Learning.	

Impact:

- Alongside the Narrative Curriculum, learners have grown in confidence to develop their Oracy skills
- A range of contexts has ensured that learners of all abilities have been given the opportunities to perform or share their work, through creative Oracy tasks
- During the second year, impact has been significant and good practice has become embedded across the whole school.
- Whole school performance opportunities enabled formative assessment for teachers to ensure progression was notable across the whole school.
- Sharing of good practice has ensured good practice has become consistent within all classes.
- Oracy was a notable strength in our latest Estyn report (Jan 2024)
- Progression from a very low starting point in our Nursery assessments (2023 baseline showed 16/46 learners were non-verbal on entry. Only 3 learners in this cohort were able to speak in simple sentences.

School improvement key priorities for 2024/25:

SIP 1: To continue to develop our learners as visible learners who are able to contribute effectively to their own learning journey. – *Rebecca Morgan Lead*
SIP 2: To develop the Numeracy skills of learners through both the Narrative curriculum and outdoor learning opportunities, with an appropriate level of challenge – *Anne Diamond Lead*
SIP 3: To develop digital skills with a high level of challenge across the school. – *Dave Hall*

Key Strands across these include;

- Formative assessment across the whole curriculum
- Pupil well-being and creating growth mindset
- Continue to provide a range of narrative experiences
- Provision maps and targeted provision
- Curriculum Cymraeg – Ensuring high standard of silver award is upheld
- Attendance across the whole school
- Ambassador roles across the school - further development
- TEAM values to be consistent
- Providing a range of experiences using the outdoor areas

SIP teams 2024-2025

SIP 1: Health and Well-Being and Science and Technology AOLEs

Miss Morgan
Miss K Freeman
Miss C Samuel
Miss G Gibbons

SIP 2: Expressive Arts and Maths and Numeracy AOLEs

Mrs A Diamond
Mrs J Hughes
Mrs L Smith
Mrs S Henney

SIP 3: Language, Literacy and Communication and Humanities AOLEs

Mr D Hall
Mrs D Graham
Mrs P Clegg/Wendy Mitchell Craig
Miss A Hughes
Miss S Matthias

Maths Teams (Scheme of Work):

A	B
Miss R Morgan	Mrs A Diamond
Mrs P Clegg	Mr D Hall
Mrs J Hughes	Mrs D Graham
Mrs L Smith	Miss C Samuels
Miss A Hughes	Miss S Matthias
Mrs S Henney	Miss G Gibbons

Overview of key priorities 2024-2027:

2024-25	2025-26	2026-27
To continue to develop our learners as visible learners who are able to contribute effectively to their own learning journey.	To ensure pupils are fully immersed in their own learning through the narrative curriculum and effective assessment for learning.	To develop the phonological awareness of learners in Foundation Phase to support their progress into reading and writing.
SIP 2: To develop the Numeracy skills of learners through both the Narrative curriculum and outdoor learning opportunities, with an appropriate level of challenge	To provide a consistent progressive approach to the teaching of Maths to enable the Numeracy to be developed at a higher level of challenge through both the narrative and outdoor areas.	To build on the comprehension and reasoning skills of learners to enable them a higher level of independence within problem-solving activities
SIP 3: To develop digital skills with a high level of challenge across the school.	To further develop the digital skills of all stakeholders with a high level of challenge and progression across the school.	To further develop the physical skills of learners by providing a progressive, consistent approach within a range of sporting activities.

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

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. Additional learning needs in Wales has changed to incorporate the New ALN code 2021, as a school we are currently evolving our practice to come in line with the code's recommendations. We currently have 3.7% of our learners on Individual Development Plans (IDP). With a further 43.4% of learners accessing targeted provision and have provision maps.

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 (Additional Learning Needs Co-ordinator).

This academic year, we have further developed our support and provision within our Calon Tyfu for learners to experience literacy and numeracy through the outdoors, these pupils will access learning in line with their peers but delivered in the outdoor environment. Progress of these learners will be

monitored on a termly basis. 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.

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.

Recent Estyn overview;

Learning

- Most pupils in Ysgol Bryn Deva make good progress in their learning from their individual starting points
- Pupils in Bryn Deva make strong progress in developing their writing skills
- Most pupils develop appropriate mathematical knowledge, digital skills, Welsh language and physical skills as they progress through the school.
- Younger pupils develop their digital skills well and confidently adapt their skills to a range of digital devices
- Across the school, most pupils develop strong creative skills through the school's approach to narrative drama.

Well-being and attitudes to learning

- Working relationships between pupils and staff are a strength. Pupils feel safe in a caring and nurturing environment where their well-being is a priority.
- Nearly all pupils show pride in their school and embrace their 'developing hearts and minds' approach, willingly recommending their school to others.
- Across the school, most pupils develop well as capable, enthusiastic learners with a positive attitude.
- Pupils settle well, engaging with their tasks, showing resilience and perseverance.
- The behaviour of most of the learners is good around the school and in the classrooms.
- Most pupils in Ysgol Bryn Deva, enjoy learning, where they respond positively to feedback from both their peers and staff, helping them to make improvements in their work.
- Pupils of Ysgol Bryn Deva, feel safe and know where to turn to if they need help

Teaching and Learning Experiences

- The school's curriculum reflects the Curriculum for Wales successfully, providing a broad, balanced and accessible learning platform for all the learners.
- Staff skilfully use texts, drama, artefacts, educational visitors and visitors as a basis for their creative teaching which engages most pupils in an imaginative approach with a wide range of interesting experiences.
- Pupils assist in setting their curriculum and contribute to the planning of meaningful experiences.
- Teachers have good curriculum knowledge and teach with enthusiasm and use a range of teaching methods that encourage participation and develop pupils' learning effectively, whilst creating a calm, constructive learning environment.
- By the end of Year 6, most pupils write independently, confidently and at length.

- Teachers provide clear instructions, which support pupils' learning and use questioning well to improve pupils' understanding.

Care, Support and Guidance

- The school is a happy, caring and inclusive community, where staff manage behaviour positively and most pupils behave well in classes.
- There are effective processes in place to monitor pupils' attendance and pupils enjoy being in school.
- Senior leaders and parents work together well to positively promote regular attendance and in such, pupils' well-being.
- The school's support for pupils with additional learning needs is a strength and the ALNCo (Additional learning needs co-ordinator), works well with teachers and support staff to ensure that there is swift identification and bespoke provision to meet the individual needs of learners.
- Senior leaders and teachers robustly monitor pupils' progress across many areas, including Well-being, Literacy and Numeracy.
- The school values the role that parents play and work closely with outside agencies to support parents and pupils.
- The range of extra-curricular activities available to pupils effectively enhance and supports pupil's resilience perseverance and teamwork

Leadership and Management

- Leaders at all levels understand their roles and responsibilities well. The headteacher has developed a strong leadership team that work strategically to ensure all pupils have consistently high-quality experiences.
- The headteacher and senior leaders develop supportive and collaborative relationships with parents and the local community
- Governors understand their duties effectively and are involved in first-hand experiences to understand pupils' progress.
- The school's self-evaluation processes ensure that first hand evidence is used to evaluate pupils' progress and the quality of teaching. This enables leaders to correctly identify important areas of development.

Recommendation January 2024

- Improve the provision for pupils to apply their Numeracy and digital skills at a sufficiently challenging level across the curriculum.

Term dates

AUTUMN TERM 2024

Training days: 2nd and 3rd September 2024

– 2 September 2024 – 25 October 2024
– 4 November 2024 – 20 December 2024

SPRING TERM 2025

Training days: Training days: 6th January and 21st February 2025

– 6 January 2025 – 21 February 2025
– 3 March 2025 – 11 April 2025

SUMMER TERM 2025

Bank holiday: 5th May, Training day: 23rd May 2025 and 21st July 2025

– 28 April 2025 – 23 May 2025
– 2 June 2025 – 21 July 2025

Attendance and Punctuality

As a school we take attendance very seriously and have recently appointed an attendance officer, Miss Rebecca Morgan. Welsh Government have now set school target at 95% and we will endeavour to ensure that this target is met, we believe attendance and punctuality is very important, 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.

Financial Outrun 2023-24

BUDGET HEADING	FORMULA BUDGET 2023/2024	SCHOOLS PLANNED BUDGET 2023/2024	EXPENDITURE 2023/2024	DIFF + OR (-)
BALANCE FROM 2022/2023	32,220	11,889		11,889
EMPLOYEES	1,044,432	1,335,877	1,408,106	-72,229
PREMISES	108,268	78,754	104,307	-25,553
TRANSPORT	-	-	27	-27
SUPPLIES	42,526	33,795	32,926	869
ADULT MEALS/LINK COURSES		-	12,959	-12,959
SERVICE LEVEL AGREEMENTS / MUSIC	59,411	60,411	58,918	1,493
INCOME		-233,869	-392,229.00	158,360
TOTAL 2023/2024	1,286,857	1,286,857	1,225,014	61,843

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, under ALN and continues to be a vital part of school life. During 2023-24 we continued to offer face to face parent's information evenings and as part of these, we invite a number of agencies to support our parents, such as Citizen's Advice Bureau, family learning, Design to Smile and North Wales Police.

We have developed our parent engagement through adult learning classes and support schemes based in school.

Sport/ extra-curricular activities

This year, we have continued to develop a range of after school clubs to provide a variety of opportunities to all learners. These are currently, multi-skills, football, Minecraft, choir, dance, drama, Welsh, Art, Lego, netball, knitting, dodgeball and gardening.

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, which is reflected in gaining our Silver award in July 2023. We have achieved the bronze award in Siarter Iaith prior to the pandemic.

Changes to the school prospectus

The school prospectus is updated with the most recent staffing plan, this can be found on the school website www.bryndeva.co.uk .