**YSGOL BRYNFFORDD**



**FULL ANNUAL GOVERNORS’**

**REPORT TO**

**PARENTS**

****

# **September 2021**

**Ysgol Brynffordd Primary School**

September 2021

Dear Parents /Guardians,

My comments below generally relate to the school year ending in July 2021 but much has happened since school closed for the summer break. Government has modified the rules removing class bubbles, risk assessments have changed and there is cautious optimism that things will be better; the building works have made good progress meaning the children are able to take advantage of the enlarged hall and new toilet facilities amongst other things. The plan is to have the works completed before Christmas 2021.

Turning now to the school year ending in July 2021 it really was a difficult and challenging year for all of us in all sorts of ways and it is an experience that will live long in our memories. Hopefully the next school year will gradually see life returning to pre covid ways. However, remaining vigilant and doing the right things to keep us as individuals and our community safe will be with us for some considerable time. The Headteacher and all the staff laboured hard to make a difficult situation work and continued doing their very best (as always) to ensure education was always provided at the best possible standard. They are all to be congratulated and thanked for this collective effort.

Last year the Governing Body met using Zoom throughout. Whilst the technology worked for us it doesn’t replace the face-to-face contact that so many of us value. Hopefully in the next year we can resume meetings (appropriately socially distanced). We continue to monitor our budgets carefully to ensure we have sufficient funds to continue delivering a high standard of education.

Governors continued to commit their time during the year participating in training courses, often online, attending Governors Meetings and sub committees. In addition, individual members undertake the role of subject Governor enabling them to get a better feel and understanding of the school. Visiting school, a necessary part of the process, was suspended for the whole of the school year. This role helps the Governing Body to further improve its support to the Headteacher and staff. It is valued by staff and governors alike and needs to resume next year.

During the year the Governing Body has met frequently to discuss and agree the way forward for our school including regular monitoring of school targets. We continue to review the various school policies to ensure they remain relevant and up to date. A parent governor vacancy arose toward the end of the year and this will be addressed at the start of the Autumn Term in September along with recruitment of a staff governor to fill another vacancy.

I continue to believe that School is a partnership between parents, teachers, other staff and governors and this now even more important given the challenging situation we find ourselves in. It is only by us all working together, as a team, towards a common goal, that we can provide the best possible education for today's children. Quality primary education which we deliver at Brynford provides a child with the essential tools to enable them to flourish when they move onto secondary education. All of us involved at Brynford are committed to this key goal.

With kind regards

**Clive Bracewell**

**Chair of Governors**

The Annual Meeting of Parents will not take place this year. However, if you have any questions

related to this report, you are welcome to contact the school by email bfmail@hwbcymru.net or phone. (01352 713184.) As a consequence of section 94 of the school standards and organisation (Wales) act 2013 parents can request up to three meetings in a school year with their school Governing Body. This replaces the previous requirement for the Governing Body to hold an annual parents meeting.

# **Ysgol Brynffordd Primary School**

**Annual Governors’ report to Parents 2021**

**Our Governors**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Governor** | Type | **Position** |  **Start** **Date** |  **End** **Date** | **Original****Start****date** |
| Mr Clive Bracewell | LEA | Chair / LA Governor | 17/05/2018 | 17/05/2022 | 01/10/1999 |
| Mrs Rachel Critchell | HT | HeadTeacher | 14/09/2016 | N/A | 14/09/2016 |
| Mrs Elaine Shickell | TG | Teacher Governor | 01/10/2020 | 01/10/24 | 22/02/2005 |
| Mrs Hayley Batt | PG | Vice Chair / Parent Governor | 14/10/21 | 14/10/25 | 02/10/2017 |
|  Mrs. Katrina Kirkham | PG | Parent Governor | 27/09/2021 | 27/09/2025 | 27/09/2021 |
| Mrs Marilyn Hine | CG | Community Governor | 01/01/2020 | 01/01/2024 | 01/01/2020 |
| Mr Leslie Rosedale | CG | Community Governor | 5/07/2021 | 5/07/2025 | 10/02/2020 |
| Mrs. Jayne Barnes | PG | Community Governor | 05/07/2021 | 05/07/2025 | 11/03/2013 |
| Mrs Linda Greenough | SG | Staff Governor | 27/09/2021 | 27/09/2025 | 27/09/2021 |
| Mrs Jean Davies | LEA | Local Authority Governor | 19/05/2020 | 19/05/2024 | 19/05/2016 |
| Mrs Trudie Potter | PG | Parent Governor | 15/10/2018 | 15/10/2022 | 15/10/2022 |

**Governors.**

Chairman of Governors **–** Mr Clive Bracewell.

Clerk to Governors **-** Mrs Nicola Prytherch.

Both Chair and Clerk can be contacted through the school.

**Meetings Held by Governing Body 2020-21.**

Full Governors meetings were held on the following dates during the academic year

 (on Zoom.) 7th September, 23rd November, 8th January, 8th March, 17th May, 5th July.

As well as the main governing body, the following subcommittees were formed.

Performance management and pay review

Complaints Procedures

Finance

Pupil Discipline and Exclusions

Staff Disciplinary and Dismissals

Appointments

Policy

Performance Management Appeals

Data

Governors with additional responsibility included;

Additional learning Needs: Trudie Potter

Health and Safety: Jayne Barnes

Child protection/ Safeguarding: Clive Bracewell

**School Prospectus**

The school prospectus was published at the beginning of the academic year and an amended version will be completed during the Autumn term 2021.

**Strategy and Policy**

The Governing Body approve all self- evaluation processes and the school development plan. The Governing Body approve all policies on a rolling programme, following review and revision. All policy documents including the school improvement plan are available to view at the school. Paper copies are available in school to be studied, with arrangements having been made, at least three days in advance. Policies are also posted on the website.

 Governors normally visit the school on a regular basis. However, this has not been possible over the last year. Reports are regularly shared in Governors meetings and form part of the school improvement and self-evaluation process.

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| **BRYNFORD CP (123)** |
| **FINANCIAL OUTTURN 2020/2021** |
|   |
| **BUDGET HEADING** | **BUDGET 2020/2021** | **EXPENDITURE 2020/2021** | **DIFF + OR (-)** |
|  |  |  |  |
|  **BALANCE FROM 2019/2020** |  **5,341**  |  |  **5,341**  |
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|  |  |  |  |
|  **EMPLOYEES** |  **330,556**  |  **389,962**  |  **-59,406**  |
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|  **PREMISES** |  **28,143**  |  **12,204**  |  **15,939**  |
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|  **TRANSPORT** |  |  **-**  |  **-**  |
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|  **SUPPLIES** |  **12,953**  |  **9,232**  |  **3,721**  |
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| **ADULT MEALS/LINK COURSES** |  |  **3,188**  |  **-3,188**  |
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| **SERVICE LEVEL AGREEMENTS** |  **11,785**  |  **12,527**  |  **-742**  |
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|  **INCOME** |  | **-83,994** |  **83,994**  |
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| **TOTAL 2020/2021** |  **388,778**  |  **343,119**  |  **45,659**  |

**Implementation and review of school Strategies**

**School Improvement Plan**

The ongoing targets in the School Improvement Plan for 2020-21 are evaluated below.

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| SIP Target 1 | **Description:** **To develop the school’s capacity to deliver the new curriculum driven by the four purposes** | Timetable |
|  | ***Evaluation:*** Guidance of Learning in Schools and Settings from the Autumn Term’ gave a clear framework for teaching and learning and was used effectively by all staff Staff have been upskilled on the new curriculum through a range of approaches including on line learning. This has developed staff confidenceChildren have a good understanding of the four purposes and are fully involved in planning their own learning. This has resulted in good engagement and an enthusiastic approach from most learners.School has continued to develop as a learning organisation through shared planning and collaboration. (Triad schools and consortium training). HT and teacher groups have met and planned purposeful learning opportunities for the children e.g. size of Wales video FPH, which has strengthened collaboration, improved staff leadership skills and has raised standards in oracy skills and digital skills.Teachers have been involved in a consortium approach to blended learning (policy and practice.) This has resulted in the sharing of units of work, and access to units of work which has enabled access to more planning materials and improved staff confidence.The use of success criteria and AFL is well established in all classes and informs next steps and targets for children. Children are fully aware of how to improve their work and the methods they can use to do this. Children can identify their next steps and strengths and use two stars and a wish, paired work, purple pens to edit and improve work.Pupil voice is used consistently. This has had a positive impact on engagement and enthusiasm for learning. Staff have evaluated planning, using various models throughout the year. This flexibility has given staff the opportunity to adapt pedagogy. AOLE’s and what matter statements are used for planning. The Four purpose are at the heart of planning and teaching and learning. Children have developed a good understanding of the four purposes. Progression steps are used effectively in FPH and need to be incorporated from Sep into planning at KS2. Citizenship strand of the new curriculum has been developed in both key stages through Size of Wales workshops and follow up work. Children are more aware of what citizenship means in a local and wider context.Opportunities to disseminate information and training opportunities have been through teams. All staff cab confidently access this information on a regular basis.Growth mind set principles are well established and have improved children’s attitudes to learning.Staff have improved skills and confidence through staff training. This training has been implemented to good effect in classrooms. | Ongoing |
| SIP Target 2  | **Description:** **To adapt pedagogy to further improve standards in writing, reading and oracy skills following a period of lockdown.** |  |
|  | ***Evaluation:***  Targeted allocated support time for children to develop and improve their basic skills in literacy has had a positive impact on standards. Pupils who have not engaged well during lockdown were identified and targeted support was provided. Vulnerable children had regular support from the HT using the accelerated learning grant. Target support from SeptemberTargeted support improved well- being and pupil confidence on the return to school (see summer well -being survey results.)Reading has had a strong focus in all classes. Most pupils have reading ages in line or above their chronological age.MAT who made good progress during lockdown were extended through differentiated approaches in all classrooms. Learning environments in all classes include working walls which has had a positive impact on standards of work.Children are more confident in the classroom and less anxious about making mistakes – (marvellous Mistakes)Circle time has been regularly timetabled in all classes, alongside regular wellbeing sessions. This has had a positive impact on emotional well -being of pupils. Growth mindset pedagogy has raised engagement and levels of enthusiasm.Children have good oracy skills due to regular use of talking partners.Children are clear about learning objectives and the use of co-constructed success criteriaPersonalised assessments were completed on the return to school. This enabled to staff to recognise strengths and targets for improvement early on, and these areas were then targeted for improvement in the summer term. AFL strategies are used consistently and standards in writing have improved as a result. Learning environments have been adapted due to pupil input and children have ownership of their learning environments. | Ongoing |
| SIP Target 3 |  **Description:** **To provide opportunities to promote positive mental health and emotional well-being of pupils and staff, encouraging reflection in a supportive and protective environment.** | Timetable |
|  | ***Evaluation:*** Continue to identify children for nurture support extending the programme but adapting, so this can be delivered in class bubbles (sharing of expertise in staff meetings by trained individuals.)Due to current situations ELSA/Nurture sessions will be timetabled in every classroom on a weekly basis and will be reviewed throughout the year.Pupil voice has been used effectively to develop and reflect on learning environments for example, displays, organisation, working walls.Children have developed a range of relaxation strategies e.g. use of music, outdoors, mindfulness, yoga to deal with emotions and stressful situations. E.g. mindfulness, use of music, outdoors. This has improved their emotion wellbeing. Staff have been given opportunities to access well- being training. Through GWE professional offer. Mindful Monday and Fitness Friday short burst activity have been carried out regularly in all classes.Timetabled reflection time in all classes has promoted pupil voice and the opportunity to talk in a range of situations which has supported emotional well being Teams is effective in regularly updating staff on any communications and training opportunities. However, encourage staff to share information and training more often.Implementation of Tyfy i Fyny from Year 2 upwards has improved children’s knowledge of the body.Daily mile has been effective in providing regular physical activity in addition to PE and other outdoor activities.Outdoor learning opportunities in all classes has had a positive impact on well being The School Council developed a wellbeing survey for all children which was completed. Evidence shows that pupil wellbeing is good. ELSA is used consistently in all classesReflection time is embedded in school and ELSA is used consistently in all classes. This has had a positive effect on children’s well being | Ongoing |
| SIP Target 4 | **Description:****To further develop the school as a learning organisation, through collaboration, at teacher, support staff and learner level.** | Timetable |
|  | ***Evaluation*** Teachers have had effective collaboration with colleagues from other schools using teams e.g. mine craft, size of Wales projects Staff have been upskilled in Minecraft. One teacher has attended training and has trained staff in other triad schools. A school project has been developed and this has developed leadership skills, expertise and staff confidence. Children have produced good quality work using mine-craft as a tool.Health and wellbeing group: Staff have met with triad Schools teams and developed well- being project which has focused on citizenship e.g. Size of Wales charity. Children have participated in Size of Wales workshops, created a video to promote sustainability. This has been shared with triad school, and other classes in our school. Teacher Curriculum GroupJoint collaboration with linked schools to use email and cloud drives as a tool for sharing new curriculum and development of pedagogy and planning.Develop project for improving entrepreneurial skills under the current restrictions. Share group projects and planning ideas. | Ongoing |
| SIP Target 5 |  **Description:** * **Develop the use of Blended Learning throughout the school to maintain and raise standards of teaching and learning in order to enable for each pupil to catch up and reach their full potential.**
 | Timetable |
|  | ***Evaluation*:**Blended learning activities  Suitable for learners of different ages and needs and provided challenge, differentiation and pupil voice.* The Four Purposes are at the heart of learning and teaching with wellbeing at the heart of explicit opportunities to develop their personal, social and emotional skills
* Opportunities for play and exploration to develop their natural curiosity and problem-solving skills were provided in online lessons and through seesaw and google classroom
* The children were involved in a range of rich and varied learning experiences in all classes.
* Blended learning provided learners with opportunities to practice and develop their independent skills in the classroom as well as at home
* Learner to teacher as well as a teacher to learner feedback was effective in supporting learners at home, in the hub and in the classroom
* Digital tools were used effectively to support learning. A range of approaches e.g. google classroom, on line lessons, use of seesaw, pre-recorded videos, paper- based resources.
* Regular advice through clearly communicated guidance and support for parents with an awareness of family / work commitments was provided on a regular basis.
* Parental surveys were sent out and analysed after both lockdowns. From these, improvements and changes were made to make blended learning opportunities more effective.
* All staff aware of the principles and can plan for blended learning if the need arose.
* An agreed whole-school vision for blended learning in place.
* Increased staff confidence in using digital tools.
* Effective use of digital tools in all classes leading to enriched learning experiences at school and homes.
* Pupils in all classes make good progress in learning and applying their digital skills.
* Quality assurance of plans shows suitable activities for pupils to develop at home and clear guidelines for parents.
 | Ongoing |

**Additional priorities include:**

The School Improvement Plan for 2021 – 2025 also incorporates the following targets:

* Continue to improve and monitor attendance.

* Extension and improvement of school building to be completed
* Further improve Governor’s skills responsibility.

* Raise standards further in extended writing.
* Review assessment procedures in line with the New Curriculum

Achievement of the Campus Cymraeg Silver Award.

Introduce opportunities for children to learn a foreign language

* Implementing the new code of Practice for ALN.
* Further develop the school as a Learning Organisation.

**Ysgol Brynffordd Academic Year 2020 - 2021**

|  |  |  |
| --- | --- | --- |
| Autumn  |  Monday September 7th | Friday December 18th |
| Half term |  Monday 26th Oct |  Friday 30th Oct |
| Spring  | Tuesday January 5th  | Friday April 26th |
| Half term | Monday February 15th | Friday 19th February |
| Summer | Monday June 7th | Friday July 16th |
| Half term | Monday May 31st | Friday June 4th |

Planning and Preparation days took place on Tues 1st Sep and Wed 2nd Sep. Staff Training days took place on Thursday 3rd September and Friday 4th September. Children returned to school on Monday 7th September.

**School Policies/Documents**

The curricular and managerial policies are adapted and reviewed as part of an annual rolling programme. Copies are available on the school website and by request from the School Office.

**Additional Educational Needs**

**ALNCO – Mrs Elaine Shickell**

**ALN Governor – Mrs Elaine Shickell**

Learners with Additional Learning Needs are identified as per the Code of Practice.

In order to meet the requirements this involves arranging meetings between all stakeholders to discuss how the learner can best be supported in school. Learners who requires resources or support, additional to those which are usually provided within a school, will be catered for, adhering to the aims and objectives in the Code of Practice on Additional Needs and also the guidelines of the Local Authority.

A learner with ALN (Additional Learning Needs) is identified by means of addressing how they can best be supported in order to achieve and access work differentiated to meet their needs.

This at times, can include referrals made to external agencies – GP’s, Speech and Language, CAMHS, etc. Also, members of the County’s Inclusion Service work side by side Teachers and learners in order to support the learning of those learners with additional needs.

An Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) is written and shared with all relevant stakeholders. The Plans are reviewed at relevant points of the year and discussions are held with parents to discuss the progress of the individual. As a result of reviews, ongoing assessments are made and careful monitoring of progress is shared in formal, annual parental evenings and also at times when progress or changes are recognised. A learner, likewise, can be taken off the ALN register when progress or change in circumstances.

A learner can be placed on the Additional Learning Needs Register for various reasons - Medical, Living in Difficult Circumstances are two that are also monitored closely, as the learner will need varying support. The support offered is monitored also.

Class Teachers are supported by a Teaching Assistant and learners who require small group or one–to-one support are withdrawn from the class to work either individually or in a small group or alternatively they work in the class supported by the Teaching Assistant whereby work is differentiated to meet their needs.

In the light of review of the Code of Practice for Additional Learning Needs changes are to be implemented as to how a learner accesses support. The current Code is still in-situ however, Staff and Parents are kept up to date and access appropriate guidance as to the changes that are being considered.

During the last academic year there have been opportunities to access the new guidance and the recommendations as per the code and the necessary changes are to be implemented to meet the legal requirements.

The revised Code provides opportunities for learners to have a more integral part in their learning as the improved procedures are now mandatory in moving forward to meet requirements.

### **Pupils with Disabilities**

We have an equal opportunities policy and any pupils with disabilities are treated the same as able bodied pupils. We now have improved accessibility to wheelchair users at the front and side of the building. The main corridor has better access, due to the removal of coat pegs and boxes. The school has an Accessibility Action Plan. A disabled parking space has been created. The adult toilet facility now has disabled access.

**Transition to the High School**

 There were 11 children in year 6 (2020-21.) These children will attend the following High Schools in September; Ysgol Treffynnon, Ysgol Maes Garmon, Hawarden High, St Bridgids and Mold Alun.

**National Curriculum Statutory Assessments**

**Key Stage 2 Statutory Assessments**

**End of Foundation Phase Statutory Assessments**

 Due to the ongoing pandemic schools were not required to report end of Foundation Phase and Key Stage Two data assessment results this year.

 **Children on roll as at 20th July 2021 were 82 on roll, including 72 full time and 10 part-time pupils. (Nursery) and 0 early entitlement pupils.**

**Attendance**

**There is no requirement to report attendance data this year.**

**Staffing and Organisation.**

|  |  |
| --- | --- |
| Mrs Rachel Critchell |  Headteacher and 0.5 Teaching |
| Mrs Elaine Shickell | Senior Teacher (Year 3 and 4) and ALNCO |
| Mrs Sarah Parry | Teacher Foundation Phase Unit- Years 1 and 2 |
| Mrs Diane Harris  | HLTA Foundation Phase Unit Nursery and Reception |
| Mrs Shirley Williams  | Teaching Assistant Foundation Phase and Breakfast Club Supervisor |
| Mrs Carole Maddocks  | Teaching Assistant in Key Stage 2, Breakfast Club Supervisor |
| Mrs Nicola Prytherch | Secretary  |
| Mrs Maria Tomlinson | Teaching Assistant Foundation Phase |
| Miss Laura Owen | Teaching Assistant KS2 PM |
| Mrs Linda Greenough | Teaching Assistant in KS2. |
| Mrs Michelle Evans | Mid-day supervisor, Cleaner and Caretaker |
| Mrs Lisa Roberts | 0.7 Year 5 and 6 Teacher |
| Miss Zayla Davies | 0.9 Teacher- Nursery/Reception and PPA Cover |
| Mrs Katrina Kirkham | TA Support and Midday Supervisor. |

**Our School Year 2020-21**

# **Autumn Term 2020 -School Events and Activities**

Mon 7th Sept: Return to school.

Tues 8th Sept. Nursery Induction.

Friday 18th Sept; Jeans for Genes Day.

Friday 25th Sept: McMillan: Own Clothes Day to raise money for the Charity.

 Monday 28th Sept: Election of School Council.

Monday 12th Oct: Harvest Celebrations in Class. Shared with all other classes.

Tuesday 20th Oct: Parents Information Evening.

Friday 23rd Oct: Close for half term.

Monday 2nd Nov. Return to school.

Wed 4th Nov: PC Debbie Barker Internet Safety.

Wed 11th Nov; Play Leader training Year 6.

Class 1 War Memorial Visit to St Michael’s Church.

Friday 13th Nov: Children in Need Celebration.

Monday 16th Nov: Anti Bullying Week.

Monday 23rd Nov: Entrepreneurial Week.

Wed 25th Nov: PC Debbie Parker Workshops.

Monday 30th Nov: Delivery of Nurture Garden.

Wed 9th Dec. Christmas Dinner.

Practicing of Christmas Class Performances.

Friday 11th Dec: Christmas Jumper Day.

School closed on Friday 14th December and distance learning was provided for the final week of term.

**Autumn Term Extra-Curricular Clubs**

 A range of extra -curricular activities took place in the Autumn term. These included Multi Sports Club – FPH, Sports Club – KS2 Code Club – KS2 and Eco Club.

The Governing Body recognises the dedication and enthusiasm of staff, who run these clubs.

**Spring Term 2021 – School Events and Activities**

 Most learners were engaged in distance learning from January 5th 2021. This distance learning included a range of approaches. These included on line lessons, pre- recorded sessions and videos, google classroom lessons and activities (Key stage 2) seesaw lessons and activities (Foundation Phase) and paper- based lessons and activities. Key workers and vulnerable children did attend school. Both TAs and teaching staff were timetabled in school to deliver classroom- based learning and distance learning. Parents were given the opportunity to complete home learning surveys which were analysed to improve provision. Pupils were given access to lap tops or computers at home, if they required them. Children who were entitled to free school meals, accessed FCC provision.

School reopened to all learners on Monday 15th March 2021.

**New Build**

In March, work began on site by Wynne’s Construction to remodel and improve our school accommodation as part of the 21st Century Schools Modernisation Programme. The planned improvements were as follows;

Improved and extended hall with storage room and community facility.

Improved toilet facilities for girls and boys.

Disabled access toilet.

Improved foyer area.

New classroom and outdoor area for the Nursery and Reception children, with toilets and storage facilities.

Cloakroom ‘pods’ at the back of each classroom with access to the field.

Headteacher Office.

New library.

ALN/Nurture room.

Improved staffroom facilities.

New boiler/ heating system.

Much of the work in the first phase, was completed in the Summer holidays, with the hall extension, foyer, Junior and staff toilets being completed for the return to school in September. It is estimated that the rest of the work will be completed by the end of November.

**URDD Competition and Jamboree**

Both of these events were cancelled due to national COVID restrictions, at the time.

# **Summer Term 2021– School Events and Activities.**

Thursday 15th Apr; Years 1 / 2Celebrating rainforests (Size of Wales visit.)

Thursday 15th Apr: Years 5/6: Climate Change Size of Wales visit.)

Monday 19th-Friday 23rd Apr. Personalised Assessments Reading and Numeracy. (Yr. 2- Year 6.)

Tues 4th May: KS2 Parents Evening (School Cloud.)

Wed 5th May: Foundation Phase Parents Evening.

Wed 26th May: health and well Being Day.

Mon 14th June: Turf Cutting ceremony.

Wed 16th June: Sports Day.

Mon 21st June: Outdoor learning.

Tues 22nd June: Growing Up workshop.

Wed 30 June: Class 3 Football Euros Tournament.

Tues 6th July. Maes Garmon Tutor visit.

Wed 7th July: Nursery/Reception Pirate Party.

Wee 14th July: Leavers Service (on line.)

Wed 14th July: Leaver’s Meal (in school.)

**Staff training and Professional Development**

Staff are given regular opportunities to access a range of training throughout the year. All staff training is linked to SIP priorities or personal development. Staff have accessed courses through the GWE professional offer and other FCC training opportunities. Teaching Staff have worked collaboratively with other schools in the consortium and in the wider community with varied focuses. Here are some examples of the Professional development opportunities accessed by staff; Outdoor learning, Minecraft training, first aid, ALNCO training, Google for education, CFW workshops, Planning for Curriculum change, The Reform Journey, Maths Coordinators meetings, Primary Science, FPH Network training, Welsh Cluster Meetings, Talk pedagogy, Safeguarding, Well- being.

**Welsh**

The promotion of a Welsh ethos in our school is essentially important. We encourage the children to converse in Welsh, with other pupils and adults in the school. We promote a weekly Welsh phrase, which is shared with staff pupils and the wider community on our website. Children are encouraged to use a range of Welsh phrases and learn about our Welsh heritage and culture through topics, lessons and ‘Welsh Days.’ We are actively involved in the local community. We would normally participate in a residential visit to Nant Bwlch y Haearn. However, this was not possible due to the pandemic. We are looking to reinstate this residential visit next year.

Years One and Two practised songs for the Welsh Jambori, but this was unfortunately cancelled due to the pandemic. We celebrated St David’s Day, with on line activities. Criw Cymraeg have a key role in promoting the Welsh language in all classrooms and around the school.

**Eco-Schools**

 Our ECO Club is extremely proactive and met regularly throughout the autumn term until school closed at Christmas. We hold the ECO Schools Platinum Award for our consistent and dedicated commitment to sustainability and the local environment.

We are also a Healthy School. Children are encouraged to have a healthy fruit snack each day. All children are encouraged to participate in sporting activities and we run after school sports clubs and participate in local sporting events and competitions. In addition to this all classes regularly participate in the Daily Mile. This continues to be a whole school initiative to promote fitness and well -being. Children are encouraged to drink water regularly throughout the day.

**Reporting to Parents**

Regular Headteacher updates are circulated on a weekly basis and posted on our website.

* Website – The website is the main source of news for parents from school and includes information and galleries of pictures. Policies can also be viewed on this website. The website address is http://ysgolbrynffordd.cymru
* End of year reports were submitted to all parents.
* Any parents wishing to discuss the contents of the report were given the opportunity to do so.
* Personalised assessments were shared with learners and parents/carers.
* All reporting on key stage data, results from WNT’s and personalised assessments were suspended for this academic year due to the pandemic.
* Distance learning was planned, when school was closed to most pupils and all teachers were in regular contact with their classes throughout the lockdown, by email, phone calls, seesaw and google classroom. The school was open to key worker and vulnerable pupils at this time.

**Friends of Ysgol Brynffordd** **fundraisers known as FOBS**

* FOB’s normally organise a range of fund- raising activities in school throughout the year. However, due to restrictions, they were unable to plan their normal ‘on site’ events. However, they continued to raise money in other ways, including a ‘Just giving page’ and a Dragon bags collection bank, located in school. FOBs have funded playground equipment, an ice cream treat for the children, the Leavers Meal, and a Leaver’s Hoodie. We are so very grateful for their support.

**Charity Donations**

 Throughout the year the children have continued to fund raise collected for various charities including Jeans for Genes, Children in Need, Sports Relief and the Poppy Appeal. The School Council ran a successful Macmillan Coffee morning, raising money for this well worth cause.

**Further Information 2020-21**

**Safeguarding/Child Protection**

There is a comprehensive Safeguarding/Child protection policy in place which is available on the school website. The safety and well-being of our children is of paramount importance. The Headteacher and Chair of Governors are level 3 trained, with the senior member of staff also having received training to level 3. All staff are trained at Level 1 or above.

###### Health and Safety/ School Security/Repairs and Maintenance

 The Governing Body is committed to ensuring a high standard of security, health, safety and welfare for all staff, pupils, visitors and contractors by ensuring that the school is a healthy and safe environment to work and that there are safe working practices for staff and pupils. An annual audit is undertaken on health and safety grounds and any problems are reported to the LA for due consideration.

* Fire procedures were updated in line with our fire risk assessment.
* A health and safety risk assessment was completed in the Spring Term before full reopening.
* Enhanced cleaning procedures were maintained.
* Hand sanitizers are located in all classrooms, entrances, toilet facilities.
* PE equipment was tested for safety and is fit for purpose.
* Modernisation of the school building began in March 2021 and is due to be completed before the end of the Autumn term.

**Toilets**

 Toilets for both boys and girls were refurbished in the Summer term.

There are now four toilet cubicles in both the girls and boy’s toilets, with two wash hand basins in each.

 The staff toilet has been upgraded and remodelled into a disabled toilet. New toilet facilities are in the process of being built, next to the new Nursery and Reception classroom as part of the new build.

# **Links with the Community**

 The school has long established links with the Community. PC Debbie Barker visited school, to provide workshops for children from Years 2 to 6. The school continued to work closely with other consortium schools throughout the autumn and summer term. The school has developed strong links with Ysgol Trelawnyd and the Point of Ayr Federation. We also work closely on projects with other schools in the Holywell Consortium. The School continues to develop links to ensure we are developing as a Learning Organisation.

**School Website**

 The new school website is updated weekly with any newsletters and other important information. The website address is: ysgolbrynffordd.cymru

# **Setting and Meeting Targets**

 There are clear targets specified in the School Development Plan. These are monitored and evaluated throughout the year. All teachers and pupils are involved in setting targets and identifying ‘next steps for improvement.’ End of Key Stage Teacher assessment normally takes place at the end of Foundation Phase (Year 2) and Key Stage 2 (Year 6.) However, we were not required to report on end of Key stage assessments this year due to the pandemic. We currently use INCERTS to track the progress of children.

 In line with county-based assessments, the children in year 4 undertake a Cognitive Ability Test (CATS). Spelling and reading ages are calculated twice a year. Children from Years 2- 6 completed their personalised assessments in Reading and Numeracy in the Spring Term.

**Sporting Aims and Achievements**

 It is the philosophy of the school that regardless of ability, each child has the opportunity to take part in a range of physical activities throughout the year, which include football, cricket, rounder’s, tennis, rugby, athletics, dodgeball and swimming. We firmly believe that sport develops self-esteem and confidence.

 All sporting visitors to the school, comment on how polite and hardworking the children are and what a pleasure it is to come into the school and work with them. Our teams are always congratulated on their behaviour and sporting attitudes when competing. New parents are very complimentary about the enthusiasm displayed by pupils.

# **Care and Discipline**

#  Both the Governors and teachers at Ysgol Brynffordd see discipline as a very important issue and fully support the Headteacher in her drive to maintain a safe, respectful working environment for both staff and pupils alike. Since the last report to parents there have been no exclusions. However, the Governor’s monitor behaviour and any incidents through the Incident Book, which the Head teacher presents at each termly meeting. Whenever pupils are taken on visits or visitors come to the school there are regular comments about our pupil’s outstanding manners, courtesy and enthusiasm.

 A very successful and professional after school care club called “Cool Kidz” continues to thrive. This offers quality care for children every evening after school until 6:00pm. This club also offers holiday child care during the school holidays. Cool Kidz reopened in October and closed on 10th December. The Cub did not run during the Christmas holidays. The club reopened in April and ran until the end of the Summer term. It could not run u over the summer holidays, due to internal building work in school, but reopened in September.

Breakfast Club in the morning which starts at 8.00am is also a popular healthy start to the morning and a chance to socialize with others.

