



## **Governors Report to Parents 2024/25**

### **Introduction**

It is a requirement that parents are provided with an Annual Report from the Governing Body detailing progress made by the school over the last school year

This report covers the period from 1<sup>st</sup> September 2024 to 31<sup>st</sup> August 2025.

Copies of this report may be obtained upon request to Clerk to Governors

### **Governors**

Darren Ankers - Community Governors and Chairperson  
Stacey Taylor-Branson - Parent Governor and Vice Chairperson  
Michael O'Grady - Head Teacher  
Andrew Sutton – Teacher Representative  
Glyn Banks – LA Governor  
Jenny Roberts – LA Governor  
Suzanne Evans – Community Governor  
Lisa Isgar - Staff and Safeguarding Governor  
Rachel Williams – Parent Governor  
Abigail Tracey – Parent Governor  
Sioux Waller – Clerk to Governors

The Chairperson and the Clerk contacted through school via telephone 01745 560435 or email [bgmail@hwbmail.net](mailto:bgmail@hwbmail.net)

There are currently no vacancies for Governors

### **Annual Meeting with Parents and Governors**

There is no longer a requirement for an annual meeting to be arranged for parents and governors, however a meeting requested by parents via petition. For further information on how to petition for a meeting please contact the Clerk to the Governors.

## Letter from Chair of Governors

Dear Parents

The school year is running away with us and we are now already in the second term of the academic year.

I hope all our former year 6 pupils are settling well in high school and would like to welcome all those new starters in Nursey and hope they now feel part of the Bryn Garth family.

It has been a very busy first term and we have already had some significant changes. At the start of the new year Mr Sutton has taken a secondment in the role of Acting Head teacher at another school within the area. On behalf of the governing body I would like to wish him all the best and success during the secondment and note that he will be missed.

Mrs Jenkins is again stepping into the role of acting assistant head and will just carry on where she left off following a very successful stint in the role a couple of years back. We will be looking to appoint a permanent teacher immediately to cover the gap left by Mr Sutton.

The governing body fulfilled all their statutory requirements for the previous year and are looking stronger than years gone by. We are now a full governing body and welcome our new parent governors and hope they make a big impact, they are a voice of our parents. The reputation of the school continues to improve on the back of an excellent Estyn report following the inspection 12 months ago however we must ensure the school continues to aim high for the benefit of all the learners in the school and the local community.

Similar to last year Governors have an overview of the strategies that the school is aiming to achieve, in these times of budget cut after budget cut it is becoming increasingly difficult to offer what once was, however, under the leadership of Mr O'Grady the staff are doing everything they can with the budget they have to ensure the school continues on its current path without seeing a child miss out. His commitment and care for the school is hard to match and always puts the child first.

The school governors have already met this academic year, and we have moved from a meeting per term to a meeting every half term to ensure better oversight and governing of the school.

The Governors would like to thank all staff, parents and pupils that volunteer their time to support the school in various ways. The PTA is still very strong but they are always looking for active volunteers. I always say if you want to see positive change you need to be a part of it.

The school summer programme, Food & Fun, was run again last year managed by Mrs Isgar with a strong team and won a National Community Engagement Award for the excellent programme that they run each year. A fantastic job done by all and what an outstanding provision for the children.

I would like to wish all staff and learners a positive year ahead, aim high.

The governing body are here to best support the school and challenge if necessary, Mr O'Grady is an inspirational leader and open to change. If you feel there is something we could all do better, gossip resolves nothing, please speak to Mr O'Grady who is very welcoming and wants to listen to the community.

Darren Ankers

Chair of Governors

### **Governing Body Meetings**

Meetings of the Full Governing Body have taken place throughout the year, and the main business discussed and conducted as per the following agenda items.

#### ***Wednesday 27<sup>th</sup> September 2023***

- Welcome and apologies
- Election of Officers
- Declarations of interest
- Minutes of last meeting
- Headteacher's report
- Policies
- ALN Update
- Matters arising
- Finance/Staffing report
- Matters arising
- Any other business
- Dates for future meetings

#### ***Tuesday 30<sup>th</sup> January 2024***

- Welcome and apologies
- Declarations of interest
- Minutes of last meeting
- Headteacher's report
- Paul Davies GwE – School Improvement Framework Overview
- Policies
- ALN Update
- Matters arising
- Budget
- Transport
- Matters arising
- Any other business
- Dates for future meetings

#### ***Tuesday 30<sup>th</sup> April 2024***

- Welcome and apologies
- Declarations of interest
- Minutes of last meeting
- Headteacher's report

- ALN Update
- Curriculum for Wales
- Matters arising • Budget
- Matters arising
- Any other business
- Dates for future meetings

All Governors have been emailed a full Headteachers Report prior to each Governors meeting, which detail attendance, safeguarding, budget, staffing, School Improvement Plan, professional development, Additional Learning Needs. In addition to the meetings above there have also been meetings of various sub-committees throughout the year. Sub-committee members report back on business conducted and present any proposals that they have to the Governors at each meeting.

Minutes of the Governors Meetings are available at the school by prior agreement with the Clerk.

### **Numbers on Roll and Attendance**

The number of children on roll for 2023/24 are:

- Nursery 13
- Reception 6
- Year 1 12
- Year 2 12
- Year 3 8
- Year 4 16
- Year 5 8
- Year 6 12
- Early Entitlement 4

There were 30 Additional Needs children with one of those having a statement. There were 35 children entitled to Free School Meals (37%) Attendance was 89.6% overall.

## Curriculum Wales - We follow The Curriculum for Wales

### **An integrated approach to learning and teaching**

The Framework helps practitioners develop a more integrated approach to learning. The six Areas bring together familiar disciplines and encourage strong and meaningful links across them. Those individual disciplines still play an important role, especially as learners progress and begin to specialise.

The Curriculum for Wales guidance promotes collaboration and cross-disciplinary planning, learning, and teaching, both within and across Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge, and skills.

There are 27 mandatory statements of what matters in this Framework. These ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements. The process of exploring and revisiting these statements enables learners to develop ever deeper knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas, and principles in each Area.

This more sophisticated understanding allows learners to value how their learning contributes to these ideas and why it is important, rather than simply being able to recall isolated facts without understanding the context. This progression should be supported by a variety of assessment approaches which enable the learner and the practitioner to understand where a learner is and what they need to do next.

The Framework does not require settings and schools to develop a timetable explicitly structured along the lines of the Areas or to organise the setting or school or staffing on that basis.

### **Designing a school curriculum**

A defining feature of the Framework is that it requires *schools* to design their own curriculum and assessment arrangements. By itself, it is not an 'off the shelf' programme for delivery. Our approach recognises:

- the role of leadership in enabling high-quality learning and teaching. Establishing a high-performing education system through high-quality learning and teaching depends on building its professional capacity, developing local leadership, responsibility, and decision-making
- within the national framework, schools and practitioners are best placed to make decisions about the needs of their specific learners, including choosing topics and activities which will best support their learning
- the importance of meaningful learning. A content-focused curriculum does not guarantee meaningful learning, only that certain topics are covered to varying extents; instead, the Curriculum for Wales guidance articulates what concepts and essence of learning should underpin a range of different topics, learning activities and acquisition of knowledge

- the need for innovation and creativity. Practitioners select content, enabling them to use their professional skills to drive improved learning and outcomes for their learners.
- the scope for practitioners to make greater links between Areas and disciplines.

Practitioners have the licence to use topics and activities to combine meaningful learning from different Areas, disciplines, and concepts

It is for these reasons that the Framework does not prescribe a full list of specific topics or activities. That is not to say that the specific topics or activities are unimportant. Instead, the Curriculum for Wales guidance sets out the essence of learning which should underpin them.

It is for schools and practitioners, drawing on guidance and resources, to decide what specific experiences, knowledge and skills will support their specific learners to realise the [four purposes](#). This is set within the consistency provided by the national framework. [Designing your curriculum](#) gives guidance and support in developing a curriculum, offering key principles that serve as a common starting point for schools. Other settings can use this as a starting point if they wish, however the Welsh Ministers are:

- required to provide a curriculum which funded non-maintained nursery settings can adopt. If a setting wishes to create its own curriculum, that curriculum would have to meet the requirements set out in legislation and it could use the Curriculum for Wales guidance to inform their approach
- providing guidance for PRUs and those responsible for EOTAS provision, to support them in providing learning and teaching in line with the Framework and fulfilling their specific responsibilities in the legislation

### **Progression and assessment at the heart of curriculum design**

Another defining characteristic of the framework is the emphasis placed on learners' progression. The Curriculum for Wales guidance has been informed by international evidence of what it means to make progress in learning.

The 27 mandatory [statements of what matters](#) are the basis of learners' progression. It is through exploration of the key ideas and principles contained in these statements that they will develop their learning. Practitioners will need to design learning which supports an increasingly sophisticated understanding and application of the statements of what matters.

Taken together, the statements of what matters provide breadth and depth in the curriculum, and a level of consistency in curriculum design across settings and schools.

The Curriculum for Wales guidance describes mandatory [principles of progression](#) for the curriculum as a whole and for each individual Area. These articulate the ways in which learners make progress in their learning and contribute to the [four purposes](#). This means

that progression must be embedded in learning and teaching and should form the basis of thinking in schools when designing and planning the school curriculum.

Progression is further supported by [descriptions of learning](#) which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities, or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it will differ. As a result, the progression steps can only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

Together, the principles of progression and the descriptions of learning are intended to guide the development of a curriculum which reflects appropriate progression. Learners' progress can then be identified through assessment and allows practitioners to plan learning and teaching.

Progression should be supported through 'deep' learning. Each description of learning is designed to support increasing depth and sophistication of learning over time. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication.

They are also designed to be considered through a range of contexts. Learning should bring together through experiences a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. Assessment is key to supporting 'deep' learning and should be used to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress.

Assessment is intrinsic to curriculum design. Its overarching purpose is to support every learner to make progress. Assessment should always focus on moving learning forward by understanding the learning which has already taken place and using this to ensure that each learner is challenged and supported appropriately, according to their individual learning needs.

It requires partnerships among all those involved, including the learner. It should recognise the individual learning needs and backgrounds of each learner and encourage a holistic view of each learner's development. Accordingly, both practitioner and learner should develop an understanding of how the learner learns and their attitude and approach to learning, in order to support them to continue to progress and to foster commitment to their learning.

## **School Improvement Plan Targets -2025-26**

**Priority 1:** Continue to develop monitoring systems to improve teaching and pupil progress.

**Priority 2:** Strengthen the use of numeracy across the curriculum.

**Priority 3:** Develop approaches to teaching spelling in KS2.

**Priority 4:** Develop role of the governing body in supporting school improvement.

### **Ongoing Priorities**

1. Improve provision and outcomes for the Welsh language.
2. Ensure consistency of approach to the delivery of MFL across the school.
3. Strengthen role of pupil groups.
4. Develop teaching in the outdoor environment.

### **Estyn Inspection (2018) Recommendations**

1. Develop pupils' ability to apply their extended writing skills across the curriculum in key stage 2.
2. Continue to improve attendance.
3. Strengthen planning and provision for developing pupils' ICT skills.
4. Ensure that teachers provide a consistent challenge to more able pupils in key stage 2.
5. Improve the effectiveness of teacher feedback so pupils know what they need to do to improve their work.

### **Assessments**

We hold two assessments weeks during the Autumn and Summer terms. We used the Welsh National test through HwB and Youngs Spelling Tests. Assessment meetings are held with all staff after the tests have been analysed.

### **School Policies**

All statutory school policies are adopted in the governors meeting in the Autumn Term and any new or amended policies are review during this meeting. All statutory policies can be found on the school website, <https://www.ysgolbryngarth.com> or a copy can be obtained from the school office.

## ALN

In order that the aims of the curriculum are achieved for all pupils, the school will occasionally identify a pupil in need of additional support/specialist attention.

The school has a firm belief and policy in respect of individual needs of children, and we pride ourselves in trying to identify as early as possible, if a child needs additional educational provision.

Once the school identifies a child having a need, which should be attended to, he/she is placed on the Additional Needs Register (with parental consent) and a planned programme for the individual child is drawn up/agreed upon and followed. The planned programme i.e. Individual Development Plan (IDP) will be received each term, together with parental consultation, and his/her support will then continue, for as long as the school feels it is needed.

Should the school feel it is necessary to have a more detailed assessment by a suitably qualified professional of the Inclusion Service of the LA, then, the child will be placed at the School Action Plus Stage of the Additional Needs Register - depending upon the need/support the school feels the child requires.

At all times, in respect of the Additional Needs provision, parental consent will be sought, and their permission obtained, for additional support to take place.

Additional Needs provision within the school is currently provided by individual Class Teachers, who adhere to the IDPs drawn up with the assistance of the additional Needs Co-ordinator, who will monitor the delivery, on a regular basis.

Additional Needs support, will be subject to change, dependent upon need, staff availability and other factors, as recommended by the Governors/LA.

Some children in school are identified as being More Able or Talented in an area of the curriculum. If this is the case, your child will be given extra extensions to classwork in the curriculum are in which they have a strength, and also be given opportunities to work with other children in our local network of schools (PLC) to extend their learning through workshops.

## High School Transition

Year 6 pupils are invited to Open days/evenings at both Holywell High School and Prestatyn High School during Autumn Term with both High Schools also have in-reach sessions at Ysgol Bryn Garth where members of staff come and talk to the pupils about transition to High school. The children attend numerous transition days in Summer Term at their chosen High School with our more vulnerable pupils receiving enhanced transition with additional days.

## Welsh Language

Ysgol Bryn Garth is an English medium school with a strong Welsh ethos. Academic subjects are taught in English with Welsh taught as a second language. However much of the incidental conversations in classrooms' and around school is in Welsh, with a weekly Welsh Assembly. Children are also learning Braille and French and have learnt British Sign Language. Over the last two years two teachers have successfully completed a one-year Welsh Sabbatical. We know have a Welsh Wednesday assembly.

### **Extracurricular activities 2024/25**

**School Clubs** – The pupils are able to take advantage of a range of clubs before and after school. Our Breakfast Club runs every day from 7.45 to 8.45 providing children with breakfast and activities. After school clubs included Football, Chess, Netball, Dodgeball, Cricket, Coding, Gardening and Singing all of which are free. After School Club runs every day from 3.30 to 4.45 and we also have our Cooking Club, both of which have a small fee attached.

**Day trips** – The pupils have enjoyed a Coastal School experience at Talacre Beach, a visit to Trelawnyd for Welsh Music Concert, trip to Theatre Clwyd.

**Curriculum Enrichment** – Mold Music lessons Years 3&4, Swimming Lessons, Wellies in the Woods, Forest School, PC Manus, Our Tiny Farm- Bees. Chickens and growing own food. Junior pupils have taken part in an intergenerational and dementia project which engaged the local community. We have also had Mr Phormula and Lego workshops, had a school Book Fair and participated in World Book Day, Children in Need and Red Nose Day

**Residential** – Year 3 to 6 pupils had the opportunity to go on our residential trip to Pentrellyncymer Outdoor Education Centre for 3 days in October 2023

### **Sporting Achievements and School successes**

Sports on the school curriculum allows children to develop their social skills, confidence levels, their ability to resolve problems as well as the opportunity to work together as one team. Offering a variety of sporting opportunities, the children have benefitted from football, rugby, rounders, netball, dodge ball and cricket training throughout the year.

We have taken part in a number of Flintshire's Rural School's sporting competitions including, netball, football, dodge ball and hockey. We also entered teams in a number of Pentathlon Challenge events winning the Tenpin bowling and coming runners up the main Pentathlon. We participated in a Swimming Gala and also a Girls Football Tournament which we won.

### **Pupil Voice**

Pupils have input to all topics and learning experiences that each class undertake. We have groups of pupils who help run the school which include School Council, Eco Council, Criw Cymraeg, Play Pals, Gardening & Maintenance Crews and Chicken Welfare Monitors.

### **School Buildings**

Our annual Asbestos Survey and Legionella Survey have been done. A survey of the windows and walls has been carried out with the hope that over the next few years we will have them all replaced. We are still awaiting a response from Flintshire County Council on funding the cost of repairing our car park surface.

### **Local Management of Schools**

The school has, again, successfully managed the budget allocated to it by the Local Education Authority. A combination of good management and careful targeting of resources have ensured that, teaching staff and material have been prioritised, to provide a sound basis for enhancing children education.

### School Budget

| Budget 2024/25  |  | Budget 2025/26  |
|-----------------|--|-----------------|
| £               |  | £               |
| <b>354,529</b>  | <b>Employees</b> – includes Administration and Resource costs                              | <b>337,319</b>  |
| <b>58,493</b>   | <b>Premises</b> – includes Caretaking & Cleaning, Energy & Water and Repairs & Maintenance | <b>54,545</b>   |
| <b>13,652</b>   | <b>Supplies and Resources</b>  | <b>11,687</b>   |
| <b>26,724</b>   | <b>Service Level Agreements LEA Support Costs</b>  | <b>29,825</b>   |
| <b>£453,398</b> |  | <b>£423,188</b> |

### School Fund Account 2024/25

|                               |                 |                            |             |
|-------------------------------|-----------------|----------------------------|-------------|
| <b>Balances b/fwd.</b>        | <b>£</b>        | <b>Balances c/fwd.</b>     | <b>£</b>    |
| Current account b/fwd.        | 20395.46        | Current account c/fwd.     | 0.00        |
| Savings account b/fwd.        | 0.00            | Savings account c/fwd.     | 0.00        |
| Less unrepresented cheques    | 0.00            | Less unrepresented cheques | 0.00        |
| Plus outstanding credits      |                 | Plus outstanding credits   | 0.00        |
| Petty cash b/fwd.             | 0.00            | Petty cash c/fwd.          | 0.00        |
| <b>Total funds b/fwd.</b>     | <b>20395.46</b> | <b>Total funds c/fwd.</b>  | <b>0.00</b> |
| <br><b>Payments</b>           |                 |                            |             |
| Expenditure for the year      | 21520.15        |                            |             |
| Less cheques written off      | 0.00            |                            |             |
| <b>Total payments in year</b> | <b>21520.15</b> |                            |             |
| <br><b>Receipts</b>           |                 |                            |             |
| <b>Total income in year</b>   | <b>23360.12</b> |                            |             |

  

| <b>Reconciliation</b>     | <b>£</b>        |
|---------------------------|-----------------|
| Total funds b/fwd.        | 20395.46        |
| Total payments in year    | 21520.15        |
| Total income in year      | 23360.12        |
| <b>Total funds c/fwd.</b> | <b>22235.43</b> |

### Information to Parents

Parents and children of the new Nursery and Reception were invited into the school to meet staff and classmates, as were the children for each phase of Early Entitlement and new children that have started throughout the year.

We continue to use our email and messaging service School Gateway which is used for sending general and emergency information, messages regarding absence and illness and letters home. It is also used for the weekly Bulletin to parents, this is sent every Friday detailing events in school for the following week. Other information can be found on the school website [www.ysgolbryngarth.com](http://www.ysgolbryngarth.com)

## Community Links

### **We have very strong links with our community.**

- Mrs Noble has run 8-week courses for parents and pupils on numeracy, cooking and other subjects.
- Jane Meakin is running a dementia project which is involving KS2 pupils, over 50's and the local care home.
- LLanasa Community Council are continuing to use our school hall for meetings and training.
- Lunches for the over 50's on the last Wednesday of each month are very popular.
- Pen-y-ffordd and Fynnongroyw Childcare Playgroup (PFCP) is continuing to open for 4 days a week, in the Community Wing, Monday to Thursday. They are also running a 'Mums and Tots' group every Tuesday morning and are a Flying Start setting.
- Year 3 and 4 pupils took part in an intergenerational project related to dementia.
- The Community Wing has been used as a polling station for two elections.
- The PTA has been regularly active in school, Mrs Lindsay Jenkins has been working closely with them. They held a fantastic Summer Fair.
- All contributed to work for a display at the Ffynnongroyw VE Day celebrations and won First Prize.

## Governor Training and Associations

All the Governors continue to follow the Welsh Government regulations for statutory training for Clerks and Chairpersons, Induction for new Governors and Understanding School Performance Data. This is carried out via E-Learning for Governors in Wales. Governors also completed Prevent training and training in Safeguarding Awareness.

Our annual subscription to Governor Cymru Services is funded by the Local Authority. The Governor Cymru Services offers a helpline, up to date information on policy and procedural processes and informs about new initiatives and a website of general information about school governance.

We also receive newsletters from Flintshire Governors Association of which Bryn Garth Governors are members. We are also able to access support and guidance from the Flintshire Governance Support Officer on the governance of the school

## Pen-y-ffordd and Fynnongroyw Childcare

### **Statement of Purpose**

Pen-y-ffordd and Fynnongroyw Childcare is a small, friendly village group based in the premises of the Primary School. We are self-funding and independent but maintain and foster close links with the school, in particular with the nursery class. Attendance of the playgroup does not however guarantee your child a place in Ysgol Bryn Garth School. Regular inspections are carried out by CIW (Care Inspectorate Wales). Pen-y-ffordd and Fynnongroyw childcare is a member of the Early Years Wales Association and is a registered charity. The group was established in 2021. We aim to provide imaginative, creative, physical, and exploratory play opportunities for the pre-school child in a safe, friendly, and caring environment. The setting is registered for 15 children.

### **Sessions**

Our sessions are Wednesday and Thursday afternoons during school term time, from 11.30am to 3.00 pm, children who attend the nursery class at Ysgol Bryn Garth can also come straight through to playgroup. Children will need to either be provided with a packed lunch or order school meals via the school system.

### **Who Can Come?**

We welcome children aged two and a half years and over. Our person in charge will give you a registration form

### **PTA Friends of Ysgol Bryn Garth**

Friends of Ysgol Bryn Garth is the Parent Teacher Association for the school. Meetings are held regularly, and all are welcome to attend to be involved in planning and organising events. Fundraising events this year included Halloween Disco, Christmas Fair and Raffle, Pyjama Day and Crazy hair Day.

Money raised this year has provided the Year 6 leavers hoodies and also started raising money towards a new projector for the school hall.

## Term Dates and Training Days 2025-2026

Please note training days are provisional

### AUTUMN TERM

|                        |                                   |
|------------------------|-----------------------------------|
| Monday 1st September   | School Closed (Training Day)      |
| Tuesday 2nd September  | School Opens                      |
| Friday 24th October    | School Closes (Half Term)         |
| Monday 3rd November    | School Opens                      |
| Thursday 18th December | School Closes (Christmas Holiday) |
| Friday 19th December   | School Closed (Training Day)      |

### SPRING TERM

|                       |                                 |
|-----------------------|---------------------------------|
| Monday 5th January    | School Closed (Training Day)    |
| Tuesday 6th January   | School Closed (Training Day)    |
| Wednesday 7th January | School Opens                    |
| Friday 13th February  | School Closes (Half Term)       |
| Monday 23rd February  | School Opens                    |
| Friday 27th March     | School Closes (Easter Holidays) |

### SUMMER TERM

|                    |                                |
|--------------------|--------------------------------|
| Monday 13th April  | School Closed (Training Day)   |
| Tuesday 14th April | School Opens                   |
| Monday 4th May     | School Closed (May Day)        |
| Friday 22nd May    | School Closes (Half Term)      |
| Monday 1st June    | School Opens                   |
| Friday 17th July   | School Closes (Summer Holiday) |
| Monday 20th July   | School Closed (Training Day)   |