



A Message from the Chair

I am delighted to present the Annual Report to Parents which describes the work, activities and achievements of the school for the academic Year 2013 to 2014. This report also includes end of key stage assessment results for Foundation Phase and KS2, with results being consistently high.

School life continues to be very busy with all staff ensuring children experience a wide range of events and activities throughout the year. It has been pleasing that due to careful financial management governors have been able to spend money on increasing pupil:staff ratios and improving the structure of the school building.

The governors are constantly challenged in ensuring teaching resources are improved year on year. The schools IT infrastructure is just one example where resources have been significantly improved and where the children and teachers are seeing immediate benefits.

The governors are most appreciative of the staff's willingness to partake in additional training activities and this too complements school life.

We are very fortunate to have the support of a superb Friends of Brynhafren and the range of resources we have in school is greatly enhanced by their hard work and fundraising.

We are always grateful to all those who help in school on a voluntary basis. Your contributions enhance the children's education greatly.

Whilst the school continues to develop and improve in every aspect, it is not without caution, the financial position of the Authority is in a precarious position with a significant reduction in the schools budget means that the governors, teaching and support staff will have to look at more challenging and imaginative ways of ensuring the school continues its process of which you the parents, out stakeholders, can play an important role.

In its recent Annual Inspection the school is classed as a "Good school". This means that the school operates at "good to excellent" in most areas of its operation with some areas of improvement.

These areas of improvement have been highlighted in the School Improvement Plan and the governors and staff will work closely to ensure that these areas are continually developed. The school however has also been categorised as some areas that are "outstanding" and have been used as "Best Practice" areas. Some examples of these are:

- The teaching of literacy
- The quality of displays and imaginative art work
- The use of IT

Finally the last mention must go to the pupils of the school. In every school trip, visit or event that they attend the positive comments about their behaviour and the way they conduct themselves is a credit to the school, teachers and parents.

So a big thank you to them in helping us make the school a fantastic place to be.

Mr Ian Bebbington
Chair of Governors

Information relating to any meeting held, or not held, with parents under Section 94 of the School Standards Organisation (Wales) Act 2013.

As a result of the School Standards and Organisation (Wales) Act 2013, which came into force on 4th May 2013, a school governing body is no longer required to hold an annual parents meeting.

Parents are major stakeholders in the school community and have a clear and strong interest in their child's education. It is therefore important that the governing body actively engages with parents, and remain accountable, by providing them with information and opportunities to discuss and have an input into school.

The School Standards and Organisation (Wales) Act 2013 now enables parents of registered pupils at the school to request up to three meetings per year with the governing body via a petition. A brief summary is provided below.

The governing body must hold a meeting within 25 school days of receiving the petition, providing that:

1. the petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following:
 - (a) the parents of 10% of registered pupils, or
 - (b) the parents of 30 registered pupils.
2. the meeting requested by parents must be to discuss a matter relating to the school.
3. there will be no more than three meetings held during the year in which the first petition is received.
4. there are sufficient school days left in the school year for the meeting to be held.

Information, if available, about the arrangements for the next election of parent governors;

We currently have a full complement of governors on our governing body. There are currently no plans for a Parent Governor Election.

Details of the members of governing body (including the name and address of the chair and clerk to the governing body);

There are 10 governors in total with a wide variety of experience. We work closely together with the Head Teacher. We formulate the aims and policies of the school. No individual governor has any power unless delegated to him or her by the Governing Body as a whole. The chair person, however, has the power to answer letters, deal with emergencies and liaise with the Head Teacher without constant recourse to the full Board of Governors.

Much of our work and additional activities in school has been supported, and are only possible, thanks to the involvement of parents and the welcome band of volunteers who have given endlessly of their time and energy, helping with Art/Craft and reading partnerships. At the same time, your financial contributions are much appreciated. To all those involved, we offer sincere thanks.

Composition of the Governing Body 2013-2014

| Governor | Name | Position | Appointment expires |
|-----------------|---------------------|--------------------|---------------------|
| Community | Ms Jane Shaw | | 30/04/2015 |
| Community | Rev. V Tait | | 30/06/2014 |
| LEA | Mr Graham Brown | | 31/08/2016 |
| LEA | Mrs Christine Wynne | | 31/10/2014 |
| Minor Authority | Mrs Lesley Burrowes | Vice-chair | 31/08/2016 |
| Parent | Mr Richard Wilkes | | 31/08/2016 |
| Parent | Mr Justin Woolley | | 31/10/2016 |
| Parent | Mr Ian Bebbington | Chair of Governors | 31/01/2017 |
| Teacher | Mrs Sarah Blackmore | | 31/01/2017 |
| Headteacher | Mr David Lambourn | | |

Chair of Governors: Mr Ian Bebbington
Oak House
Coedway
Shrewsbury
Shropshire
SY5 9AR

Telephone: 01743 884875
E.mail: enquiries@shropshirecountyschools.com

Clerk to Governors: Mrs Carol Kynaston
Glenbrook
Smelthouse Lane
Pant
Oswestry
SY10 9QJ

Telephone: 01691 831414
E.mail: carol.kynaston@btopenworld.com

The Governing Body is made up by a dedicated small group of people.

At the beginning of each school year the governors agree on responsibility for specific areas as follows:

| | |
|---------------------|---------------------|
| Child Protection | Mrs Lesley Burrowes |
| SEN/ALN | Mrs Christine Wynne |
| Data | Ms Jane Shaw |
| Equal opportunities | Mr Ian Bebbington |
| Health & Safety | Mr Ian Bebbington |

A full financial statement outlining school income and expenditure;

| SCHOOL | | Brynhafren | |
|------------------|--|-------------------|----------------|
| Cost Code | | EE212 | |
| 50 | Estimate Pupil Numbers | 50 | 50 |
| 53 | Actual Pupil Numbers | 50 | 50 |
| 157,662 | Delegated Budget | 175,752 | 175,752 |
| | Indicative Future Efficiencies | - | - |
| 4,014 | Teacher Cost Adjustment | - | - |
| 21,574 | Class Size Protection Funding | 24,794 | 24,794 |
| - | Pupil Number Adjustment | - | - |
| - | Pupils admitted without permission | - | - |
| 14,435 | Foundation Phase Funding | 9,563 | 9,563 |
| - | Breakfast Club Funding | 7,455 | 7,455 |
| - | Job Evaluation / Single Status Safeguard | 6,348 | 6,348 |
| 5,393 | LMS SEN funding | 3,796 | 3,796 |
| 21,025 | Additional ALN Funding | 19,441 | 19,441 |
| 224,103 | Total Delegated Funds | 247,149 | 247,149 |
| | | | |
| 2012/13 | EXPENDITURE AREA | 2013/14 | 2013/14 |
| ACTUAL | | ESTIMATE | ACTUAL |
| | SALARIES & WAGES | | |
| 117,421 | Teachers | 140,812 | 137,268 |
| 1,528 | Peripatetic Music | - | 763 |
| 940 | Supply Insurance | 1,123 | 1,071 |
| 12,317 | Supply Teachers | 4,105 | 3,567 |
| (3,531) | Supply Reimbursement | - | (400) |
| 37,350 | Teaching Assistants | 43,892 | 38,826 |
| 4,821 | Clerical | 5,098 | 4,378 |
| 1,404 | Mid-Day Supervisors | 1,681 | 1,629 |
| 3,114 | Breakfast Club Staff | 4,196 | 3,368 |
| 777 | Employee Expenses | - | 275 |
| | | | |
| | PREMISES | | |
| 15,259 | Repairs & Maintenance | 5,434 | 5,218 |
| 3,074 | Statutory Testing | 3,830 | 3,830 |
| 1,992 | Grounds Maintenance | 1,992 | 1,992 |
| 11,047 | Property Care | 10,538 | 11,108 |
| 3,704 | Electricity | 2,363 | 2,920 |
| 826 | Gas | 1,638 | 875 |
| 1,800 | Oil | 1,885 | 1,627 |
| - | Woodchip | - | - |
| 1,858 | Rates | 1,858 | 1,858 |
| 863 | Water / Sewerage | 2,000 | 820 |
| 347 | Furniture | - | - |
| 410 | Canteen Equipment Costs | 419 | 419 |
| | | | |
| | SUPPLIES, OFFICE & OTHER EXPENSES | | |
| 11,460 | Capitation | 5,627 | 8,798 |
| 1,963 | Office Machinery | 1,500 | 1,763 |
| 1,152 | Office Stationery | - | 1,082 |
| 572 | Telephone | 416 | 523 |
| - | Postage | - | - |
| 574 | Breakfast Club Expenses | 521 | 1,172 |
| 1,592 | Core Package Services | 1,582 | 1,582 |
| 262 | Sports Facilities | 1,321 | 95 |
| | Interest on deficit | | |
| 234,897 | TOTAL EXPENDITURE | 243,830 | 236,429 |
| | INCOME | | |
| - | Music Income | - | (168) |
| (10,231) | Breakfast Club Grant | - | |
| - | Early Years Funding | - | |
| - | Lettings / Room Hire | - | |
| - | EAL / Gypsy Traveller | - | |
| - | Contributions re Swimming Bus | - | |

| | | | |
|-----------------|-------------------------------------|----------------|----------------|
| - | Parental Contributions (eg Trips) | - | |
| - | Adult Meal Vouchers | - | |
| - | Donations | - | |
| (1,442) | Other | - | (350) |
| (151) | Interest on surplus | - | (208) |
| (11,824) | TOTAL INCOME | - | (726) |
| 223,073 | NET EXPENDITURE | 243,830 | 235,703 |
| 1,030 | Planned under / (over) spend | 3,319 | 11,446 |
| 29,345 | Under / (over) spend B/F | 30,374 | 30,374 |
| 30,374 | Under / (over) spend C/F | 33,693 | 41,821 |

The most recent school comparative data reports in relation to school performance in end of foundation phase and key stage teacher assessments published by the Welsh Ministers on DEWI (The Data Exchange Wales Initiative);

Teachers carry out their own continuous assessment of children throughout the year. More formal assessments are made at the start of each school year. Children entering the school are assessed using an on-entry assessment agreed with the Local Authority. This gives teachers and parents an indication of where their children are when they start full time education. It also provides the school with information to monitor progress throughout foundation phase. At the end of Year 2 (Foundation Phase) and Year 6 (Key Stage 2) formal teacher assessments take place. In accordance with reporting regulations, the school presents a summary of the school results at the end of both Foundation Phase and Key Stage 2.

- A typical 7 year old will be assessed as Foundation Phase Outcome 5. This standard is equivalent to a National Curriculum Level 2 in the previous system.
- An assessment of Outcome 6 is only achieved by a very small number of children by the age of 7. This standard is equivalent to a National Curriculum Level 3.
- A typical 11 year old will be on level 4.
- A level 5 is only achieved by a small number of children at the age of 11.
- Most pupils will move to a new level every two years approximately.
- At any one time pupils are likely to reach a higher level in some areas more than others.

The interpretation of school results is a complex matter and is only one indicator of the quality of education provided at the school.

| FOUNDATION PHASE OUTCOMES 2014 COMPARATIVE INFORMATION | | | | | | | | | |
|---|-----|-----|-----|-----|-----|------|------|------|-----|
| Summary of National Curriculum results of pupils in the school (2014) and nationally (2012) at the end of Key Stage One as a percentage of those eligible. | | | | | | | | | |
| | D | W | 1 | 2 | 3 | 4 | 5 | 6 | 5+ |
| ENGLISH | | | | | | | | | |
| TA:school | * | * | * | * | * | * | 100 | * | * |
| TA:nationally | 0.3 | 0.4 | 0.2 | 0.6 | 1.8 | 11.4 | 55.8 | 29 | 0.5 |
| MATHEMATICS | | | | | | | | | |
| TA:school | * | * | * | * | * | * | 100 | * | * |
| TA:nationally | 0.3 | 0.3 | 0.2 | 0.5 | 1.3 | 10.1 | 59.2 | 27.9 | 0.3 |
| PERSONAL + SOCIAL DEV. | | | | | | | | | |
| TA:school | * | * | * | * | * | * | 100 | * | * |
| TA:nationally | 0.3 | 0.3 | 0.2 | 0.4 | 0.9 | 4.9 | 47.1 | 45.5 | 0.4 |

KEY STAGE TWO NATIONAL CURRICULUM ASSESSMENT RESULTS

COMPARATIVE INFORMATION

Summary of National Curriculum results of pupils in the school (2014) and nationally (2014) at the end of Key Stage Two as a percentage of those eligible.

| | W | 1 | 2 | 3 | 4 | 5 | 6 | 4+ |
|--------------------|-----|-----|-----|------|------|------|-----|------|
| ENGLISH | | | | | | | | |
| TA: school | * | * | * | 16.7 | 66.7 | 16.7 | 0 | 83.3 |
| TA: nationally | 0.1 | 0.5 | 2 | 9.5 | 51.4 | 35 | 0.7 | 87.1 |
| MATHEMATICS | | | | | | | | |
| TA: school | * | * | * | 16.7 | 66.7 | 16.7 | 0 | 83.3 |
| TA: nationally | 0.1 | 0.4 | 1.8 | 9.4 | 51.8 | 35.2 | 0.5 | 87.5 |
| SCIENCE | | | | | | | | |
| TA:school | * | * | * | * | 66.7 | 33.3 | 0 | 100 |
| TA:nationally | 0.1 | 0.3 | 1.4 | 7.7 | 53.6 | 36 | 0.1 | 89.7 |

CORE SUBJECT INDICATOR

The figures represent the percentage of pupils attaining at least level two at KS1 and level four at KS2 in each of the subjects of English, Mathematics and Science. Please note from 2013 KS1 assessment was superseded by Foundation Phase outcomes assessment in English, Maths and Personal and Social Education.

| | 2014 |
|---------------|-------|
| KS1/FP | |
| School | 100.0 |
| Nationally | 83.0 |
| KS2 | |
| School | 83.3 |
| Nationally | 84.3 |

Attendance information (the number of unauthorised absences and authorised absences in the reporting school year expressed as a percentage of the total number of possible attendances in that year);

Attendance figures for the academic year 2013-2104

| Class | % Attendance | %Authorised absences | %unauthorised absences |
|---------------|--------------|----------------------|------------------------|
| Class 1 | 97.78 | 3.64 | 0.0 |
| Class 2 | 97.86 | 2.14 | 0.00 |
| Class 3 | 96.36 | 3.94% | 0.00 |
| Totals | 97.26 | 2.73 | 0.01 |

The provision made for pupils to participate in sport at the school including the provision made for extra-curricular sports activities during that period.

The school has a large well-equipped hall; marked playground and an excellent playing field which provide ample opportunity for individual and team activities.

The school offers a range of sporting activities run by the professional sports coaching organization "Ball Sports Community Coaching" who's highly qualified Coaching Staff visit the school several times in the week to provide varied and exciting PE and Games lessons for the children spanning all the classes throughout the school.

Swimming lessons are also provided to all children at some time during the year. All the children will be given the opportunity to attend lessons for a sensible period during the course of the year. Children are taken by coach to Welshpool Leisure Centre where they are taught by qualified staff. Each lesson lasts 40 minutes and children are encouraged to take part in the Swimming Teachers Association achievement scheme and in galas organized by the local sports association.

The governors are also very grateful to the staff and parents who give up their own free time to support these extra-curricular activities.

Destination of school leavers

Details of neighbouring secondary schools and their open evenings are circulated well in advance of transfer, along with L.E.A. high school choice forms.

Opportunities are afforded for both pupils and parents to visit the high schools. Once a choice has been made the L.E.A. should be informed by use of the appropriate form.

Brynhafren County Primary School is part of a cluster of schools who feed their Year 6 pupils upwards-and-onwards into two excellent local High Schools: *Llanfyllin* High School and *Welshpool* High School.

Steps taken by the governing body to develop or strengthen the school's links with the community (including links with the police);

We have a thriving Breakfast Club which continues to support working parents in the community.

We have close contact with the local Church and hold services and events at the Church. The Rev. Tait comes into the school on regular basis.

The Police come into the school to talk to the children about different issues and hold "safety awareness" days.

The children take part in singing and events at Loton Park.

The local quarry are very generous to the school with donations and work around the school grounds.

The children have been to the Caravan Park and planted trees.

Information relating to targets for improvements set by the governing body and for reducing the level of unauthorised absences;

As part of its commitment to ensure that all children achieve their full potential, the Governing Body scrutinises all school targets and standardised assessment results with the Head Teacher and school staff. Schools are required to set targets against a range of statutory indicators, as set out in the booklet 'Target setting – Guidance for Head Teacher and Governing Bodies' published by the Welsh Assembly Government. A target is a specific measurable goal designed to raise educational standards. Governing Bodies are required to set targets each Autumn for a three year period. As part of this process, targets can be reviewed, but not changed for the current year (i.e. for pupils currently in the final year of each key stage). The targets we have set for the school have been discussed and agreed with the LA and represent an appropriate contribution by the school towards the achievement of LA and Wales targets.

Targets should take into account:

- The nature of each year group
- All-Wales and LEA targets
- Priorities agreed by the school's governing bodies

Sometimes targets for improvement will be lower than the actual levels attained the previous year. This takes account of differences between years, in the overall ability and age distribution of each year group.

National Curriculum and National Testing

The National Curriculum is being delivered at Key Stage 2 (Yr 3, 4, 5 and 6). Children in YR/Y1/&Y2 follow the Foundation Phase Framework. End of Foundation Phase and End of Key Stage 2 Assessment is administered by teacher assessment and levels reported to parents.

Target Setting

Challenging targets for pupils' achievement at the end of key stages continued to be set. These targets are based on a thorough and on-going assessment of the individual children, tracking their progress throughout the school and supporting or extending their capabilities where necessary. The LA agreed the targets with The targets referred to in this table were set in 2012.

Our Targets and Results

End of Foundation Phase

Most pupils are expected to achieve Outcome 5 or above by the time they leave Primary School. We set targets for the percentage of children to reach Outcome 5 or above by the time they reach the end of the Foundation Phase (Year 2). The table below sets out the target percentages we have set for the school for three years and also the actual percentage achieved compared to the targets for 2013 - 2014.

| Subject | Target 2014 | Actual 2014 | 2015 | 2016 |
|--|-------------|-------------|------|------|
| Language, Literacy and Communication | 100% | 100% | 100% | 100% |
| Mathematical Development | 100% | 100% | 100% | 100% |
| Personal, Social Development, Well being, Cultural Development | 100% | 100% | 100% | 100% |
| Foundation Phase Indicator | 100% | 100% | 100% | 100% |

End of Key Stage 2

| Subject | Target 2014 | Actual 2014 | 2015 | 2016 |
|-------------------------|-------------|-------------|-------|------|
| English | 85.7% | 83% | 78.6% | 100% |
| Maths | 85.7% | 83% | 78.6% | 100% |
| Science | 85.7% | 100% | 78.6% | 100% |
| Core Standard Indicator | 85.7% | 83.3% | 78.6% | 100% |

School Improvement Plan

In our 2014/15 plan we have prioritised further actions from the various self-evaluation processes:

- To embed the Literacy and Numeracy Framework throughout the curriculum.
- Ensure that through the use of a school PLC that all abilities of children are planned and differentiated for including SEN & MAT (asd discussed with SIO at end of numeracy review.
- School required fully trained SENCO to oversee SEN, MAT and give professional advice to colleagues.
- To prepare the school to deliver high quality Welsh 2nd language provision.
- To create a system of Whole school assessment and pupil tracking. School has seen a number of staff changes which has resulted in this being carried over from last year. School is aware of National priorities in this area and so is keen to develop effective systems.

A summary of any review and resulting action carried out by the governing body in respect of any policies or strategies adopted by them;

The Headteacher and school staff in conjunction with the Governors have developed a School Improvement Plan for 2014/15.

The Governors are committed to supporting the Headteacher and staff in delivering the outcomes of these plans. Much of this support takes the form of ensuring the allocation of resources and facilities. It also entails an on-going scrutiny of the school's performance.

The outcomes of this school plan is more focused on engaging with our stakeholders, making sure that teachers, parents, pupils, support staff and the governing body are fully aware of their responsibilities in ensuring the school plan is delivered and therefore the school continues to develop and grow on every aspect.

Term dates (including half term holidays) for the next school year;

| Term | Begin | Half Term | | End | School Days |
|-------------|----------|-----------|----------|----------|-------------|
| Autumn 2014 | 03/09/14 | 27/10/14 | 31/10/14 | 19/12/14 | 73 |
| Spring 2014 | 06/01/15 | 16/02/15 | 20/02/14 | 26/03/15 | 53 |
| Summer 2014 | 13/04/15 | 26/05/15 | 29/05/15 | 17/07/15 | 64 |
| | | | | TOTAL | 190 |

Summary of changes to the school prospectus since the previous governors report was prepared;

The prospectus has been updated in the light of new guidance, including members of staff, new Governors, updates on our Admissions procedures and absence requests during term time.

A statement on the curriculum and organisation of education and teaching methods at the school, including details of any special arrangements in the curriculum or otherwise for particular categories of pupils, including those with a statement of special educational needs

Class Organisation

The school continues to be organised into the following classes:

| | |
|---------|-------------------------------|
| Class 1 | Nursery, Reception, Yrs 1 & 2 |
| Class 2 | Years 3 & 4 |
| Class 3 | Years 5 & 6 |

School Session Times

We offer a **free Breakfast Club** that starts at **8.00 am** and finishes at **8.40 am**, daily (in term time *only*).

School starts at **8.45 am** and pupils should be at school 5-10 minutes before this. Some children do arrive earlier; however, it must be pointed out that children should not be in school until **8.30 am**. Staff cannot take responsibility for children before this time. On arrival in school children are expected to go to the correct Key Stage playground until the beginning of teaching time at **8.45 am**.

All mid-morning and (any) afternoon breaks are supervised by the members of staff. **Lunch** is (usually) served from **11.45 am**. *Mid-day supervisors* accompany the children to the playground and remain with them until the end of the lunch break, when they accompany the children back to their classrooms. The Junior School afternoon teaching time commences at **12.45 pm** and the Infant School afternoon teaching time commences at **1.00 pm**.

The school day ends at **3 pm** and after-school activities end at **4 pm** (*when running*). Members of staff always remain in school until all the children leave the premises at the end of the day.

Teaching Time (excluding registration, breaktimes and collective worship)

Infants: 23 hours per week

Juniors: 24hours per week

Numbers on Roll

| Autumn Term 2013 | Spring Term 2014 | Summer Term 2014 |
|------------------|------------------|------------------|
| 52 | 52 | 56 |

Facilities for the Disabled

The school has a Disability Discrimination policy in place which gives clear guidance to ensure that we do not in any way discriminate against disabled pupils either preventing them accessing the school or the curriculum.

Our school has extensive ramp & rail access to both its Main Entrance and to the extended (demountable) Classroom

Entrances, to facilitate and assist wheelchair and / or mobility aided entry to and exit from the school.

Internally, access doors, corridors / walkways, and Classroom Entrances have all been revised / upgraded to be

“wheelchair friendly”. Externally, all Playgrounds / Play areas have similar access ramp & rail support.

The school is committed to delivering on the pledge: **“The curriculum should be accessible to all”** and nowhere is this commitment more resolute than in our support for *any & all* pupils with disabilities or special needs.

| CHILDREN ON SEN REGISTER | |
|-----------------------------|--------|
| Summer 2014 | |
| STAGE | NUMBER |
| SCHOOL ACTION | 3 |
| SCHOOL ACTION PLUS | 1 |
| EXTENDED SCHOOL ACTION PLUS | 0 |
| STATEMENTED | 0 |

The language category which most closely describes the school;

We are an English Medium School.

Foundation Phase - all pupils experience areas of learning through the medium of English.

KS2 - Welsh taught as a second language. Less than 20% of the teaching is through the medium of Welsh

English is the language used in day to day business of the school - some Welsh used as a language of communication with pupils to improve capacity to use everyday Welsh. The school communicates with parents in English.

Normal expectation is that pupils will transfer to English medium secondary provision and continue to learn predominantly through the medium of English, learning Welsh as a second language.

The use of the Welsh language in the school by pupils of all age groups;

Ysgol Brynhafren Primary School is an English medium school where lesson instruction is given through the medium of English. However, we are very aware of our role, as a school in Wales, in promoting and developing the use of Welsh as a living language. In addition to sessions where we teach Welsh as a second language, the school tries to promote the language as the working language of the school. Simple instructions (sit on the carpet / line up for lunch) are given through the medium of Welsh, where pupils hear the language and respond to it through action. Staff and pupils greet each other throughout the day using the medium of Welsh and pupils are encouraged and supported to use the short sentence patterns they know outside of the classroom in the playground.

We are conscious that many of our pupils join us at varying times during their school careers, several from outside Wales. For these pupils we recognise that it may take a little longer before they volunteer information through the medium of Welsh however, responding through action often comes quickly when they are immersed in our school environment. Welsh is taught as a second language throughout the school. All members of staff have been trained to deliver this subject. Training is supported by the peripatetic teacher, Miss Gwenan Hughes who assists both pupils and staff.

A statement on the provision of toilet facilities at the school for pupils registered at the school and the arrangements in place for cleaning such toilet facilities;

The school has toilet facilities for both boys and girls jointly between the two Foundation Phase classes. In Key Stage 2 there are separate toilet facilities for boys and girls in Year 3, Year 5 and Year 6 in the main building.

Each toilet area also has washbasins, liquid soap and paper towels. The toilets are thoroughly cleaned daily by our cleaning staff, who are employed by Powys County Council and if there is a need, cleaned at other times as required.

For primary schools from September 2012 and for secondary schools from September 2013 – information on the action taken to promote healthy eating and drinking by pupils of the school.

The School has embraced the ethos of healthy eating in a number of ways

- The introduction of a fruit only snack time policy together with a fruit tuck shop.
- A strong emphasis on the provision of drinking water for children, with specific storage areas and a regular routine.
- Posters displayed around the school promoting healthy eating.
- Reinforcement by way of communication with parents of the benefits of healthy packed lunches, whilst recognising parental choice.
- Healthy Schools Accreditation.
- School Council led Healthy Schools Initiatives.