

REPORT
TO
PARENTS
2017/18

Brynmill Primary School



Dear Parent,

I am pleased to introduce Brynmill Primary School's 2017/18 Governors' Report to Parents.

The Governing Body is committed to supporting the school in continuing to provide the best possible education for all its pupils. The aim of this report is to give you information about the day to day life of the school, an overview of the school's achievements and progress made during the year and give you an understanding of the role of the Governing Body and our responsibilities.

Governors feel that 2017/18 has been a really positive year for the school. In order to prepare our curriculum response in line with Welsh Government's Successful Futures review, we are ensuring that children actively have a voice in how and what they learn, helping to shape curriculum topics and themed weeks. There have been other key advancements made within the school which have successfully supported pupils' development of Literacy, Numeracy, and ICT skills.

We would like to say a big thank you to the children, parents and members of the community that make our school successful. Your ongoing co-operation ensures that Brynmill Primary School is a safe, successful and enjoyable school to attend.

As we progress through the academic year, I feel assured that Brynmill Primary is a school to be proud of and that we will continue to work together to ensure the best possible outcomes for its future. Budget pressures continue to concern us so again, Governor's urge all parents to stand together to do what you can to make your voice heard to effect change.

Finally, we would like to take this opportunity to thank the staff of the school (teaching and non-teaching) for all their hard work on behalf of the pupils. Your devotion is clear for all to see and it is wonderful to see that the school motto of "Being different, belonging together" remains central to everything that they do.

Anwaar Younis
Chair of Governors
Brynmill Primary School



Staff List 2018-2019

Miss J. Simons - Head Teacher

Mr O. Davies - Deputy Head

Nursery and Reception	<p>Class Teachers: Sarah Roach, Louise Maliphant</p> <p>Teaching Assistants: Liane Davies, Nathalie Amirat, Allyson Coghlin, Sue Brammall</p>
Years 1 & 2	<p>Class Teachers: Jeanette Howard, Sian Breeze, Delwen Lewis</p> <p>Teaching Assistant: Karen Bennett, Emma Price</p>
Years 3 & 4	<p>Class Teachers: Kate Jenkins, Claire Nicholas, Alison Davey</p>
Years 5 & 6	<p>Class Teachers: Owen Davies, Sali Evans, Oli Mizen</p>
P.P.A. Providers	<p>Teaching Assistants: Karen Bennett, Michelle Powell, Sarah Morgan</p>
Learning Support	<p>Special Education Needs Co-ordinator: Kate Jenkins</p> <p>Teaching Assistants: Jan Godfrey, Denise Morris, Michelle Powell, Sarah Morgan, Angela Neilsen, Lynsey Copp, Jane Edwards, Rebecca Edey, Rian Edwards, Seham Edwards,</p>
Support Staff	<p>Administration Team: Kim Morgans, Laura Rees</p> <p>Curriculum and Resource Assistants: Emily Stewart, Annie Evans, Rian Edwards</p> <p>Family Wellbeing Officers: Dawn Davies, Danielle Ciaburri</p> <p>Building Operations: Nigel Thomas, Mike Collins</p> <p>Breakfast Club and Lunchtime Supervisors: Angela Neilsen, Denise Morris, Jan Godfrey, Momtaz Islam, Tracy Jutsum, Emily Stewart, Susan Brammall, Kelly Allen</p> <p>Catering Team: Jackie Arnold, Dawn Abraham</p>

Staff Changes 2017-18

Our staff list has remained consistent this year. We were sad to say goodbye to Mrs Williams and Mrs Clark at the end of the summer term and wish them the best in their retirement. We're also very happy to have Mr McCoy on board to cover Mrs Davey's absence.

School term and holiday dates 2018/2019

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
Autumn 2018	Monday	Friday	Monday	Friday	Monday	Friday	
	3 September	26 October	29 October	2 November	5 November	21 December	
	40				35		75
Spring 2019	Monday	Friday	Monday	Friday	Monday	Friday	
	7 January	22 February	25 February	1 March	4 March	12 April	
	35				30		65
Summer 2019	Monday	Friday	Monday	Friday	Monday	Monday	
	29 April	24 May	27 May	31 May	3 June	22 July	
	19				36		55
Total:							195

Bank holidays

19 April 2019 - Good Friday
 22 April 2019 - Easter Monday
 6 May 2019 - May Day
 27 May 2019 - Spring Bank Holiday

INSET days (School closed to students for staff training)

Monday 3rd September 2018
 Tuesday 4th September 2018
 Monday 1st October 2018
 Monday 3rd June 2019
 Monday 22nd July 2019

Rights Respecting School

Brynmill is a rights respecting school and is working towards Level 2 of the Rights Respecting School Awards. "The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils." UNICEF.

The Rights Respecting School Council consists of children from each class who are elected by their peers at the beginning of each academic year. Their agreed action priorities are implemented by teams of children, elected councillors and others who wish to contribute to school life and the local community. The school works closely with charities that promote active citizenship such as Children in Need and Childline. Pupils and parents are encouraged to become aware of local, national and global issues faced by children. There is a sense of community and responsibility at Brynmill Primary School and our children are encouraged to be active and informed citizens, who look to their local community and beyond to develop a positive future for all. Children in our school hold a variety of roles that help them make a valuable contribution to our school and local community.



Curriculum Cymreig

In Brynmill, the Foundation Phase contributes to the Curriculum Cymreig, by developing children's understanding of the cultural identity unique to Wales across all areas of Learning, through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral in Wales today and gain a sense of 'belonging to Wales' and understand the Welsh heritage, literature and arts as well as the language.

In Key Stage 2 children are given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

There are currently no pupils at the school for whom Welsh is their first language. The school is committed to increasing the use of Welsh in the playground, using Welsh games.



Extra-Curricular Activities

The school offers a wide range of extracurricular activities, both during and after school. Activities that are run directly by the school are often free and cover areas such as health & wellbeing including sport, expressive arts including digital literacy and ICT clubs. Some of our sporting clubs are seasonal and we also offer clubs run by private providers for a fee, these are publicised via the weekly school newsletter.

We review the clubs regularly so that the needs of our current pupils are met.

Physical Development in Brynmill will primarily be taught through a systematic, child centred, cross curricular approach with the development of skills as the cornerstone of our approach.

Pupil Enrichment and After School Clubs on offer at this time are; Choir, Football, Cross Country, Eco Club, Chess and Mad Science (seasonal club run by an external provider)



Physical Development - P.E. & Games

Physical Development is about fostering enthusiasm and energy for movement. It helps children to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills. Children develop their gross and fine motor skills, physical control, mobility and an awareness of space. It provides opportunities for pupils to be creative and imaginative, and to experience both adventurous and competitive activities.

Practitioners in the Foundation Phase embrace Physical Development through an experiential curriculum based on the acquisition of skills.

In Key Stage 2, practitioners use the Physical Development skills framework initially to establish which skills are to be the focus and then turn to the range sections of the national curriculum orders to identify and map the subject contexts.

Swimming, netball, athletics, gymnastics, and cross-country are all available at various times during the school year for pupils in Key Stage 2. Foundation Phase pupils do PE and ball skills as well as music and movement.

Restorative Practice

This strategy is being adopted by our school. The following is a brief explanation of RP.

'Restorative Practice' is a strategy that can be used to resolve minor incidents that occur in our school.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s). Set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

- What happened?
- Who has been affected and how?
- How can we make things right?
- What have we learnt to make the right choices next time?

The teacher acts as facilitator. It is the children themselves, who come up with the solutions. Each child 'checks-in' to class regularly through the week by placing his/her name on a 'mood board'. This allows staff to assess if any child needs to be monitored during the day. Children are able to move their name from one emotion to another at key times of the day. If there are any issues arising from 'check-in', this can be dealt with in Circle Time on a Monday. Children then 'check out' at the end of the day, so staff can assess if issues highlighted at 'check in' have been resolved, or if any still need addressing before the child goes home. The emotions used are unique to each class and chosen by the children.

School Premises

There has been extensive work to improve the kitchen area in the school this year due to a poor hygiene inspection. This was due entirely to factors outside of the kitchen team's control and the Local Authority were quick to act to support us. We're pleased to report that post-refurbishment, the kitchen has now been re-inspected and awarded 5 stars.

Planned changes to prospectus for 17/18

Updated photographs depicting aspects of school life in the current academic year.

Curriculum/ wider curriculum updates and additions including reference to:

- Updated list of extra-curricular activities that we offer

Changes made to Appendices:

- Updated End of Foundation Phase and Key Stage data
- Updated holiday dates 2018/ 2019
- Updated budget information

Strengthening Links with the Community

The governing body supports the school in developing links with the local community. We are part of a local cluster of schools, who work closely together on several different initiatives throughout the year. We have recently a new community governor to join us and look forward to the impact she can deliver. The school also continues to try and make links with Ysgol Gynradd Bryn-y-mor to further support use of Welsh within the school.

We are very fortunate to have been selected as one of the beneficiaries of the Co-op Community fund this year and were pleased that our focus on creating a close community and giving back to our local area have been recognised. May we take this opportunity to urge you to link the school as your preferred charitable cause this year as we try to maximise the funds we can make. Our intention is to use this to refurbish the outside space at school to provide more relaxation and re-energising opportunities for our young people.

The following people have visited the school this year-

- P.C. Craig Hadley, our Police Liaison officer
- P.C.S.O. Danielle James who continues to visit the school on a regular basis
- Peter and Wendy Orphan from Pantygywydr Church. We wish them both the best with their new venture and look forward to creating a positive relationship with the new vicar.
- Father Mark from St Gabriel's
- We have many student nurses spending time with us during the school year
- Enrichment students from Olchfa visit us to work in our classes
- Teachers from Bishop Gore spend time working in our classes to gain experience of primary teaching
- Roz and Kirsty visited us to take school photographs this year
- Kev visited from The Wave



Visits/ partnerships

Several visits have taken place since our last report, these include:

- National Pool
- Theatre Na Nog
- Swansea Museum
- Cardiff Castle
- LC2 for coaching by Swansea College Sports Science students
- Carol Aid at Pantygydr
- School Carol Service at St Gabriel's
- Year 5/6 had their annual residential trip which was well enjoyed by all who attended.

SEN Governors Report to Parents

The school's Special Educational Needs Policy requires that the Governors report to parents on the success of its policy, with reference to certain criteria, which are incorporated into the following.

All staff in the school are sensitive to the needs of children with Special Educational Needs (SEN). Time is allocated within the schedule of staff meetings and in-service training for the discussion and development of SEN teaching. The 'Creating a Thinking Classroom' continues to be developed by staff; developing questioning skills is currently a focus. Developing 'Thinking Skills' is beneficial for all children in the school, but especially for those with Special Educational Needs, as there is a focus on interactive, practical, multi-sensory strategies. Children have shown increased confidence, motivation and understanding through this inclusive approach.

Children in our school with SEN are identified in the first instance by class teachers and through whole school assessments. Further assessments may be carried out by the SENCo, to identify and clarify specific areas of need. Where necessary other agencies and services are involved in a child's assessment e.g. Speech and Language Therapy, Occupational Therapy, Community Paediatrician and the Access to Learning Teams.

From time to time, parents will approach the school with a concern, which is dealt with as promptly as possible. It is important to us that school and parents work in partnership to support the learning of the child.

There are currently 54 children on the ALN register in school list. Seven children have a statement. Seventeen children are at School Action +, with an additional 30 children at School Action Level.

All pupils with SEN are fully involved in the life of the school and have access to a broad, balanced, relevant and differentiated curriculum. Each pupil with SEN has an Individual Education Plan (IEP), with personalised targets, which are reviewed at least twice a year.

Parents, and where appropriate children, are involved with the class teacher and SENCo in setting the IEP targets. Most pupils make good progress as set against their targets. Where satisfactory

progress is not made, targets are changed, or teaching strategies adapted to meet the needs of the child. Children in receipt of a Statement of SEN also have an Annual Statement Review.

Strategies to promote positive attitudes to behaviour have continued and the general behaviour and attitudes in the school are very good. We are a Rights Respecting School (RRS), where the 'articles' from UNICEF's Convention on the Rights of the Child are central to school life. We have a 'Calendar of Rights', with a different Article for each month. These are discussed regularly with children during 'Circle Time' and P4C sessions. Instead of School and Class Rules, we now talk about School and Class Charters and the actions / behaviours that are required to respect the rights of every child in Brynmill to a quality education in a safe environment. We use 'Restorative Practices' (RP) to sort out incidents between children. This process requires honesty and is seen as a fair process by all concerned, where the incidents are analysed, and feelings/thoughts are considered by the perpetrator and the victim; the adult is merely a facilitator and the outcomes are decided by the children involved. Children also 'check in' and 'check out' each day, so that staff can monitor how the children are feeling and whether there is anything that might need a 'follow-up'. RP and RRS go hand in hand to provide a happy school.

'The Blue Room' continues to function and is a valuable and much needed facility, where children, who are finding it hard to cope in the classroom environment, are able to spend the morning in a calm and stress-free setting. It can also be accessed in the afternoons for Teaching Assistants working with individual children, who need a quiet environment to carry out certain tasks. This has been of great benefit to a small number of children.

'Golden Time' continues as our whole school reward system. Children, who have displayed positive lunchtime behaviour during the week, are invited by the lunchtime supervisors to sit on the Golden Table on Friday lunchtime.

A celebration 'Star of the Week' assembly is held every week and photographs of the chosen 'stars' from each class are displayed in the hall for the following week.



Brynmill Primary School continues to be committed to identifying and meeting the needs of children with dyslexia and other Specific Learning Difficulties (dyspraxia, dyscalculia, Speech and Language difficulties etc). Mrs K. Jenkins is qualified to assess, identify and teach children with dyslexia. The SENCo continues to attend termly meetings run by the LEA's School Effectiveness Service, to keep up to date with current issues and practices.

EAL Support

The school continues to put strategies in place to help EAL students, through the use of guided reading sessions with TAs and Bilingual Support Workers. Further to this, EMAU (Ethnic Minority Achievement Unit) continues to offer support and guidance in the school setting.

Interventions

Interventions such as 'Catch-up' programmes / Booster groups, specific adult support for pupils with Additional Learning Needs (ALN) and 'stretch and challenge' for 'More Able and Talented' (MAT) learners are used for identified learners, to ensure that they reach their full potential.

Booster / Catch-up Intervention programmes are delivered as additional sessions, provided for identified able learners and are aimed at boosting confidence and skills in English / Maths, ensuring that pupils reach their full potential.

At Brynmill, we provide the following intervention programmes:

- Rapid Read for pupils in Year 2 - 6
- Literacy – spelling and grammar for pupils in Year 2 – 6
- Guided reading intervention groups for EAL pupils in Year 3 - 6
- DCD groups
- Handwriting groups
- Numeracy intervention for pupils in Years 2 to 6



Assessment Systems

Teachers monitor pupils' progress carefully at all times. This means that the children get regular and constructive feedback on their progress. It is our aim to involve them in this process so that they can take more responsibility for their learning and begin to set their own targets.

We aim to involve the parents and to this end we are constantly strengthening home school links with paired reading, discussions and homework when necessary. Class Dojo has also been a massive help in communicating regularly and meaningfully with parents.

Curriculum Evenings/ Year Group Meeting are held during the Autumn Term for each year group to inform parents of curriculum coverage they can expect for the forthcoming year. Following these Year Group Meetings, parents can meet with the class teacher on an individual basis. Spring term appointments are arranged to discuss mid-year progress and parents are provided with an annual report which details each child's progress at the end of the academic year. We also hold an open afternoon in the summer term, where parents have an opportunity to see the children's work, classroom displays and discuss their child's report.

During the summer term, we hold new parents' meetings for pupils about to start in September. The purpose of these meetings is to welcome new parents and to inform parents of the arrangements for the start of school in September. During these meetings, we hand out an information pack with hints on helping your child progress.

We use a wide variety of tests and tasks to track progress. Pupils are screened using a National Baseline Assessment during the first six weeks after they enter Reception. We track the pupils' progress through the Foundation Phase Curriculum and Foundation Phase Outcomes are reported to parents at the end of the Foundation Phase, in Year 2. We also track the progress of Key Stage 2 pupils as they progress through the National Curriculum and these levels are again reported to parents of Year 6 pupils following summative Teacher Assessment. Teacher Assessment judgements are subject to rigorous standardisation and moderation processes that take place both internally and externally.

The school uses Welsh Government's statutory National Tests in Numerical Reasoning, [Mathematical] Procedural and Reading standardised tests for pupils in Year 2 to Year 6 to help monitor progress and identify next steps. Parents are given a report from Welsh Government with the pertinent details of how their child performed during the National tests.

At the end of each year, schools are required to produce a narrative report to parents on their child's progress through the Literacy and Numeracy Framework and identify next steps based on this assessment.

From September 2014, schools are required to track pupil's progress through the Literacy and Numeracy Framework, assessing learners' literacy and numeracy across the curriculum skills.

Attendance Policy

The governing body is committed to supporting the school with regards to attendance. We appreciate the hard work done by Miss Rees and Miss Simons to improve and maintain good attendance. We consider that excellent attendance is crucial for children to succeed at Brynmill. Absence from school can only be authorised for the following reasons.

- sickness
- unavoidable medical or dental appointments
- a day of religious observance
- exceptional family circumstances

We continue to ask parents to work in partnership with the school to ensure good attendance and the best possible outcomes for pupils.



Title	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Attendance							
School	93.8	93.2	95.0	95.4	94.7	95.4	
Family							
LA	93.3	93.0	94.4	94.9	94.9	95.0	
Wales	93.9	93.7	94.8	95.0	94.9	94.9	
Authorised absence							
School	5.7	5.5	3.1	2.9	3.3	2.8	
Family							
LA	6.2	6.4	4.2	3.9	3.9	3.8	
Wales	5.4	5.5	4.2	4.0	4.0	4.0	
Unauthorised absence							
School	0.5	1.2	1.8	1.7	2.0	1.8	
Family							
LA	0.5	0.8	1.4	1.2	1.2	1.2	
Wales	0.8	0.9	1.0	1.0	1.1	1.1	

The school produces a plan, which seeks to celebrate recent achievements as well as set out the priorities of the school for the future. The plan is reviewed and updated on a yearly cycle where staff and Governors can audit progress against stated aims and set out the new or continued priorities for the coming year. The objectives cover

- Achievements and Standards

Foundation Phase Outcomes 2017
SCHOOL & NATIONAL

- Personal Development and Well being
- Quality of Provision
- Leadership and Management
- **End of Year Results 2017/18**

This report uses data for 2017 for LA and Wales comparative information

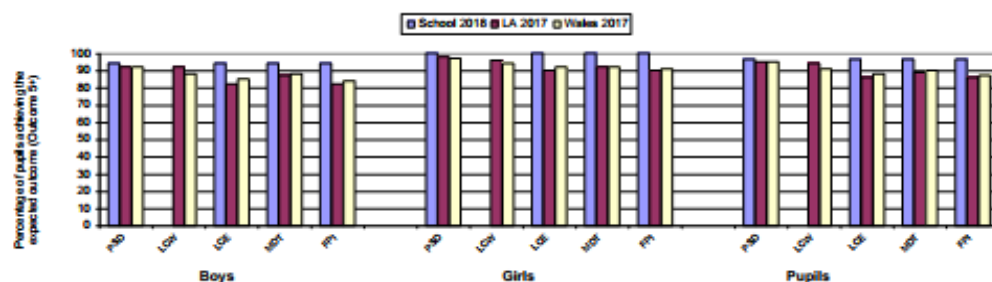
BRYNMILL PRIMARY SCHOOL
Swansea

LA/School no: 670/2006

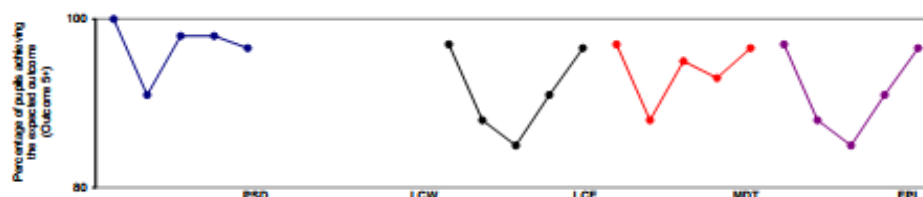
School comparative information: Foundation Phase Outcomes 2018

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
PSD	94	92	92	100	98	97	97	95	95
LCW	0	92	88	0	96	94	0	94	91
LCE	94	82	85	100	90	92	97	86	88
MDT	94	87	88	100	92	92	97	89	90
FPI	94	82	84	100	90	91	97	86	87



School Performance over time (2014 - 2018)



Notes:

1. - = No historical data available
2. Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

School Comparative/Validation 2017 (KS2 - Pupils)

This report uses data for 2017 for LA and Wales comparative information

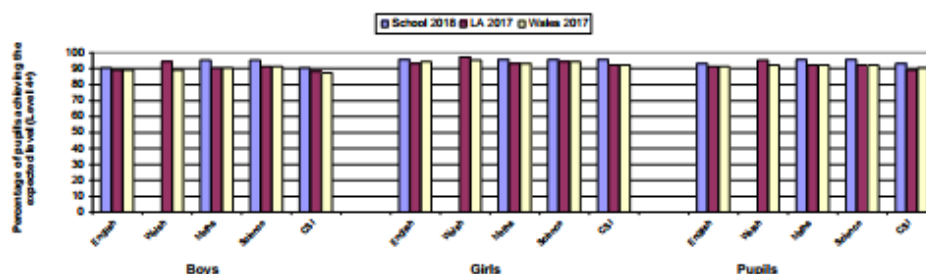
BRYNMILL PRIMARY SCHOOL
Swansea

LA/School no: 670/2006

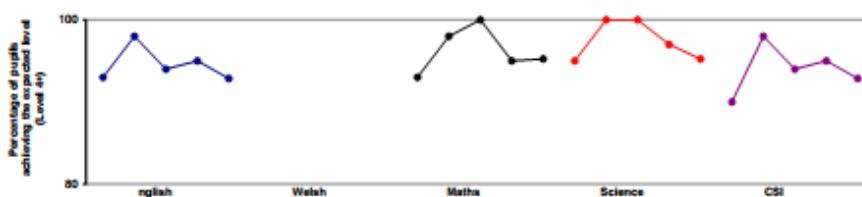
School comparative information: National Curriculum Assessments 2018 Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	90	89	89	95	93	94	93	91	91
Welsh	0	94	89	0	97	95	0	95	92
Maths	95	90	90	95	93	93	95	92	92
Science	95	91	91	95	94	94	95	92	92
CSI	90	88	87	95	92	92	93	89	90



School Performance over time (2014 - 2018)



Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Review of School Policies 2017-18

This year we have reviewed the following policies-

Admissions
Assessment, Recording and Reporting
Attendance
Charges and Remission
Child Protection
Collective Worship
Complaints
Curriculum
Enterprise and Entrepreneurial Thinking
Health and Safety
Partnership and Mentoring
Performance Management
Safeguarding
School Uniform

CITY AND COUNTY OF SWANSEA - EDUCATION DEPARTMENT

SCHOOL : Brynmill Primary School

ESTABLISHMENT NO: 46705

SCHOOL: Brynmill Primary

STATEMENT OF ACTUAL EXPENDITURE 2017/18 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	592,158	8,596	600,754
Salaries	359,005	30,946	389,951
Other Employee Costs	257	260	517
Premises	36,573	0	36,573
Transport	588	0	588
Supplies & Services	74,650	0	74,650
Recharges	81,224	0	81,224
Gross Expenditure	1,144,455	39,802	1,184,257
Grant Income	-161,554		-161,554
Other Income	-12,277	-229	-12,506
Gross Income	-173,831	-229	-174,060
Net Expenditure	970,624	39,573	1,010,197

RESERVES:	£
FINAL FORMULA ALLOCATION:	981,682
TOTAL NET EXPENDITURE:	970,624
TRANSFER TO / (FROM) RESERVES:	11,058
OPENING BALANCE ON RESERVES 01/04/17	8,577
CLOSING BALANCE ON RESERVES: 31/03/18	19,635