

BRYNTEG CP SCHOOL



Governing Body Annual Report to Parents/Carers 2024-2025



Meetings with Parents/Carers

Guidance for the Governing Bodies of maintained schools in Wales on their responsibility to conduct meetings with parents ((Guidance document no: 104/2013) The Schools Standards and Organisation (Wales) Act 2013) has eliminated the obligation for school Governing Bodies to organize an annual meeting with parents.

New options have been put in place allowing parents to request up to three meetings each school year with the Governing Body regarding any issues that concern them. At Brynteg County Primary School, the Governing Body will keep producing an annual written report for parents and carers, and they will also offer a chance for parents and carers to meet with Governors to discuss the report upon request.

The Governing Body will keep in touch with parents and carers throughout the school year through newsletters, Facebook updates, and surveys when needed. If the governors feel that a particular issue impacting the school should be addressed, they may arrange an additional meeting for parents and carers. Currently, the school provides three chances each year for parents and carers to talk about their child's progress.

From time to time, we host workshops and meetings for parents and caregivers to introduce new initiatives and provide helpful tips on how to support their child's learning at home. We also have an 'Open Door' policy, inviting parents and caregivers to visit the school or schedule a meeting with the class teacher or Headteacher to discuss any concerns they may have.

Brynteg County Primary School has established a complaints policy and procedure. You can get copies from the school office or find them on our school website. For additional guidance on how parents can request a meeting with the Governing Body, please visit the Welsh Government's website:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetingsstatutoryguidance/?lang=en>



Estyn

The school was last inspected by Estyn in January 2019 and was deemed as 'Good' in each of the five areas inspected. The Estyn inspection summary is as follows:

During their time at the school, many pupils make strong progress from low starting points. They develop effective literacy and information and communication technology (ICT) skills. Most pupils behave well, care for each other's feelings and demonstrate respectful attitudes to staff and visitors to the school. Most pupils feel safe at school and praise the staff's care, support and guidance.

The school provides a broad range of vibrant and stimulating learning experiences that improve pupils' skills successfully. Teaching and assessment procedures support most pupils to achieve well from their individual starting points. Teachers and teaching assistants respond sensitively to the needs of all pupils, including those that are most vulnerable. Additionally, they provide valuable educational opportunities, effective guidance and purposeful support for parents.

The head teacher and governors have a clear vision and work together well to address the school's development targets and to bring about identified improvements. The leadership team focus well on improving provision by promoting professional learning and the teaching and learning experiences have a significant impact on raising pupils' outcomes.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

The Headteacher has been appointed as an Estyn Peer Inspector and is due to undertake inspections throughout the academic year.



The Governing Body

Name	Role	Term of Office
Mr Mark Jones (Co Chair)	Local Authority	01.01.22 - 31.12.25
Mrs Gemma Marubbi (Co Chair)	Parent	13.07.23 – 13.07.27
Mrs Lucy Edwards	Local Authority	01.07.23 – 01.07.27
Mrs Christine Jones	Local Authority	8.4.22 – 07.04.25
Ms Jean Jones	Minor Authority	2.7.19 – 2.7.25
Mrs Sue Feeley (Vice Chair)	Local Community	10.6.21 – 9.6.24
Ms Gemma Richardson	Local Community	13.7.23 – 13.7.27
Mrs Carol Farnhill	Ancillary Staff	7.6.23 – 7.6.27
Mrs Lindsey Jones	Teacher	8.7.22 – 8.7.26
Mrs Michelle Firth	Head Teacher	Ex-Officio
Miss Sarah Rudge	Community	17.10.24-16.10.28
Ms Michelle Jones	Parent	28.11.24-27.11.27
Mrs Ioana Lovin	Parent	28.11.24-27.11.27
Mr Alex Williams	Parent	28.11.24-27.11.27

Clerk to the Governing Body Chair of the Governing Body

Mrs Lisa Jones
Mr Mark Jones

The Governing body, under the chair of Mr Mark Jones, continues to work closely with the school in a range of strategic and supportive ways. There have been three full meetings of the Governing Body and six committee meetings during the academic year 2024/25.

At these meetings Governors have considered issues relating to health and safety, accommodation, staffing, finance, curriculum matters and behaviour. All statutory committees have met each term to discuss relevant matters and reported back to the full Governing Body.



Curriculum

The school curriculum is the culmination of all pupils' learning experiences. It encompasses all the activities we arrange to foster learning, personal growth, and development. This includes not just the formal standards set by the Curriculum for Wales, but also a variety of extra-curricular activities that the school provides to enhance the children's overall experience.

Work has been undertaken during the school year to continue to embed the Curriculum for Wales which launched in September 2022. This includes the development of the Areas of Learning and Experience, with a focus on Language, Literacy and Communication.

The Governing Body have reviewed and adopted the school Curriculum for Wales rationale which outlines the approaches used in curriculum design and implementation. This is available on the school website and is reviewed regularly.

Our curriculum encompasses not just the formal lessons but also the 'hidden curriculum', which refers to the lessons students learn from their treatment and the behaviour expected of them. We strive to guide students in becoming positive, responsible individuals who can collaborate effectively with others while acquiring knowledge and skills, enabling them to achieve their fullest potential.

School Data Report

The Welsh Government have removed the reporting requirement for school progress data following the implementation of the Curriculum for Wales.



Class Organisation

In 2024/2025 the school had 7 classes. These include three mixed aged Foundation Learning classes and four single aged classes in Key Stage 2.

The breakdown of classes was as follows:

	EE	Nurs	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Pupils of this school	10	19	18	18	17	29	19	24	24	178
Female	6	12	7	7	4	22	7	15	11	91
Male	4	7	11	11	13	7	12	9	13	87

School Hours

<u>Early Education and Nursery Sessions</u>	8:50am – 11:30am	5 mornings per week
<u>Statutory School Age:</u>	8:50am – 3pm	5 days per week



Attendance

Attendance for the 2024/25 academic year was as follows:

	Attendance	Authorised	Unauthorised	Persistent Absence >=10%	Lates
EE	82.82%	10.75%	6.43%	6 – 60%	6.92%
Nursery	81.76%	11.46%	6.79%	14 – 73.68%	2.53%
Reception	89.93%	8.15%	1.92%	6 – 33.33%	1.70%
Year 1	93.10%	5.11%	1.79 %	2 – 11.11%	2.15%
Year 2	90.54%	6.62%	2.84%	8 – 47.06%	2.15%
Year 3	92.84%	5.33%	1.83%	5 – 17.24%	2.94%
Year 4	91.84%	6.52%	1.64%	4 – 21.05%	1.43%
Year 5	89.18%	5.78%	5.04%	7 – 29.17%	3.07%
Year 6	90.29%	6.52%	3.19%	6 – 25.00%	2.73%
Total	90.53%	6.58%	2.91%	58 – 32.58%	2.47%

We collaborate with the Education Welfare Service to enhance and oversee attendance and punctuality. Our approach is tiered for students who are frequently absent or arrive late, incorporating welfare assistance and the implementation of fixed penalty notices. The school has adopted the Local Authority's Attendance Model and Policy.



Additional Learning Needs and Inclusion

Our Additional Learning Needs Coordinator (ALNCo) leads the support for pupils who need extra help in school, and works closely with other schools and professionals to make sure we follow the ALN Code and create strong Individual Development Plans (IDPs).

This year:

- Teachers have worked hard to improve everyday teaching by using tools like visual timetables, clear routines, and strategies that help all learners succeed.
- We've continued to offer targeted support in key areas like language, literacy, wellbeing, social skills, and maths. Our team of TAs play a big role in supporting pupils across the school.
- We've introduced Zones of Regulation across the school to support pupils' emotional wellbeing.
- We've made routines more predictable with hessian display boards, colour-coded books, and a "Brynteg Stamp" to help pupils feel secure and confident.
- Our ALNCo has improved her IDP writing skills to make plans more effective and tailored to each child.
- We now support 12 pupils with IDPs, with 3 having Local Authority Maintained IDPs, and 2 pupils attending resource provision.

We've strengthened our links with outside agencies to get expert help when needed. These include:

- Local Authority Inclusion Service
- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapists
- Education Social Workers

We use systems like Bromcom and Taith360 to track progress and make sure every child gets the support they need.



Accessibility

The classrooms of the school are all on ground level, making it easy for all students to access. There are also accessible toilets available for both adults and students who need them. The after school club is located upstairs and is accessible by lift.

An Accessibility Plan has been put in place, along with policies focused on inclusion, such as Intimate Care, Toileting, and Equality. The Governing Body has reviewed these policies.

Additionally, the school collaborates with Children's Services as needed to ensure support and guidance on safeguarding and child protection matters

Health and Safety

The school holds regular fire drills (at least 3 times a year) and keeps records relating to emergency lighting checks, fire door condition and fire extinguisher condition.

The Governor Committee responsible for Health & Safety along with the Local Authority Health and Safety Department have provided valuable support to the School Leadership Team in relation to ensuring compliance with legislation and procedures.

The local authority drew up an action plan to support the school and the Governors meet regularly to monitor progress.

Staff have received training from the Local Authority on how to respond appropriately in emergency situations, including lockdown procedures. We have been developing plans to ensure any lockdowns are carried out calmly, safely, and with sensitivity. Lockdown drills will begin in the next academic year as part of this approach.

School Toilets

The school has plentiful toilet facilities for pupils and staff. Nursery, Reception and Year 1 pupils have access to toilets within their classroom area. These are all self-contained cubicles and there are facilities for both male and female pupils.

Year 2 pupils can access the toilets within the Reception classroom area. Within these toilets there are changing facilities.

Key Stage 2 pupils have access to male and female toilet facilities which are located close to their classrooms.

The school has two accessible toilets.



Welsh Government Language Category

Brynteg School is classified as Language Category 5 by the Welsh Government, indicating that it operates primarily as an English medium school. While English is the main language used for teaching and learning, there is a strong emphasis on promoting the Welsh language. This commitment was highlighted during the Estyn Inspection in January 2019, where inspectors noted that 'Most pupils make suitable progress in developing their Welsh oracy skills'. The school is also participating in the Cymraeg Campus Scheme and has successfully attained the bronze level of the award. We are now focused on achieving the silver award.

School Leavers

This year, the majority of our pupils leaving year 6 transitioned to Ysgol Bryn Alyn. A small number transferred to St Joseph's, Morgan Llwyd and Clywedog High School.

Extra-curricular activities

The school offers a variety of extracurricular activities, both during lunch times and after school. They have been well represented this year and have included clubs such as Drama, Games, Wellbeing and Book Club.

Pupils have had the opportunity to experience trips such as visits to the beach, Dangerpoint, Wrexham Chess Championships and the William Aston Hall. The juniors also visited Pentrellyncymmer on a residential visit.

School Sports

The school has made great use of the wide range of local sports clubs to enrich pupils' experiences. In addition to their regular PE lessons, children have enjoyed sessions in squash, taekwondo, boccia, and bowling—giving them the chance to try new activities and develop a variety of physical skills. The school has benefited from activities provided by Progressive Sports.

Promotion of healthy eating and drinking by pupils

The school catering team follows Welsh Government guidelines regarding providing a healthy menu. All school meals are prepared on site and the catering team is managed by the local authority. As part of the Universal Free School Meals, all statutory age pupils are entitled to a free school meal.

All pupils are encouraged to bring a healthy snack and have access to water throughout the day. The school communicates the importance of healthy eating to both pupils and parents. Messages are shared on Facebook and Seesaw for parents to see and pupils participate in healthy eating lessons as part of the curriculum.



We are grateful for the support we've received from Kellogg's, who have kindly provided the school with cereal and cereal bars this year. This means pupils have access to snacks when needed, helping ensure they are ready to learn.

While we continue to promote healthy eating, we understand that food choices can be limited at times. We aim to support all children by allowing them to eat the food they bring, while also encouraging healthy choices and moderation through gentle education.

Community Links

The school enjoys strong links with the community. Visitors are regularly welcomed to the school to enrich and enhance both the curricular and extra-curricular offering. The Police School Liaison Officer also visits the school regularly and delivers sessions with the pupils in most year groups.

Over the last school year, the pupils have engaged in activities with the Brymbo Heritage Group, St Paul's Church, Brynteg Remembrance Day activities and Wrexham University.



Term Dates 2025/26

AUTUMN TERM	
Training Day	Monday 1st September
Term Opens	Tuesday 2 nd September
Half Term Close	Thursday 23 rd October
Training Day	Friday 24th October
Half Term Open	Monday 3 rd November
Term Closes	Thursday 18 th December
Training Day	Friday 19th December

SPRING TERM	
Training Day	Monday 5th January
Term Opens	Tuesday 6 th January
Half Term Close	Friday 13 th February
Half Term Opens	Monday 23 rd February
Term Closes	Friday 27 th March

SUMMER TERM	
Training Day	Monday 13th April
Term Opens	Tuesday 14 th April
May Day	Monday 4 th May
Half Term Close	Friday 22 nd May
Half Term Opens	Monday 1 st June
Term Closes	Friday 17 th July
Training Day	Monday 20th July

Please note that the calendar is subject to any changes that may arise as a result of Welsh Government issuing a direction over term dates.

The school does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.



School Prospectus

The school prospectus has been re-designed to compliment the style and designs adopted by the new senior leadership team. Information relating to staffing, the curriculum, provision for Additional Learning Needs and wider school enrichment activities has been updated.

Copies of the prospectus are available on request from the school office or can be found on the school website. The school prospectus is compliant with the Welsh Assembly Circular 22/96 – School Prospectus – checklist of contents.

Policies

The following school policies have been amended and updated as per the school policy review:

Statutory Policies	
Curriculum Policy	Safeguarding Policy
Performance Management Policy	
Statutory Documents	
Accessibility Plan	Register of Business Interests
Governors Annual Report to Parents	School Development Plan
Partnership Agreement	School Prospectus
Redeployment and Redundancy	
WG Recommended Policies	
School Self Evaluation	Whistleblowing Policy
School Uniform Policy	
School Policies	
Adults Causing Distress Policy	Asthma Policy
Animals in School Policy	Intimate Care Policy
Managing Medicine and Healthcare	Menopause
PPA	
Wrexham Recommended Policies and Documents	
Dignity at Work Policy	Educational Visits
Managing Potential Redeployment and Redundancy	Smoke Free Policy



Copies of all school policies are available from the school office upon request. Policies relevant to the public are available on the school website.

All policies are reviewed and challenged/adopted by the full Governing Body.

2024/25 School Financial Statement (School Budget)

	School Budget	Final Outturn	Balance at 31 st March 2025
0 – TOTAL EMPLOYEES	890,312	910,790	-20,478
1 – TOTAL PREMISES	73,376	56,776	16,600
2 – TOTAL TRANSPORT	73,376	56,776	16,600
3 – TOTAL SUPPLIES	9,975	3,346	6,585
4 – TOTAL 3 RD PARTY PAYMENTS	35,643	6,337	29,306
6 – TOTAL SUPPORT SERVICES	74,145	74,610	-465
TOTAL INCOME	-317,251	-317,889	638

The school budget is forecast to close with a £23,556 surplus in 2025/26.

2024/25 School Financial Statement (School Funds)

SUMMARY OF TRANSACTIONS Brynteg CP School – School Fund Account 1st April 2024 – 31st March 2025

RECEIPTS		PAYMENTS		
<u>Balances b/f</u>		<u>Payments</u>		
Opening balance	£97,807.73	Current Account		£1,644.16
<u>Receipts</u>		<u>Balances c/f</u>		
Current account	£18,368.48	Closing balance	£114,678.82	
	£116,322.98			£116,322.98



Brynteg CP School



School Context

We are an English-medium primary school situated in the village of Brynteg, Wrexham, serving 168 pupils aged 3 to 11.

Brynteg has faced economic challenges, including a trend of high unemployment, which is reflected in the fact that 45.2% of our students are eligible for free school meals. Despite these challenges, the local area is rich in history, with a legacy shaped by steel works, coal, slate, and lead mining.

At our school, we foster a warm and stimulating environment where children feel safe and supported.

Our goal is to inspire and broaden the horizons of all our learners, helping them to appreciate both the diversity of the world and their unique place within it.

We believe in providing experiences that exceed students' expectations, showing them that a world of opportunity awaits.

Summary of School Strengths

- Wellbeing is at the heart of our school, and this is reflected in every aspect of our provision. We pride ourselves on being an inclusive school that supports the diverse needs of all our pupils.
- As students progress through their journey with us, most make good academic progress and develop both personally and socially.
- We maintain strong communication with parents, carers, and the wider community through regular newsletters, Seesaw, and Facebook updates.
- Our school has established positive working relationships with the local cluster, sharing good practice and continuously learning from each other.
- Our ALN (Additional Learning Needs) systems are well-structured and effective, ensuring every child receives the support they need.
- Staff and pupils share warm, nurturing relationships, creating a supportive and caring school environment.
- Support staff are deployed efficiently throughout the school, ensuring all pupils receive the attention they require. As a result, pupil behaviour is good, and students feel safe and secure within our school community.



Progress Against School Development Priorities 2024/2025



Priority 1: To effectively develop and deploy AOLE leads to collaboratively design an engaging and motivating curriculum that directly leads to improved learning behaviours for all learners.

What's Happening in School

- Every teacher now leads a specific subject area to help improve how it's taught across the school.
- Teachers have dedicated time to focus on how their subject is organised and how pupils are progressing.
- We are putting extra focus on improving Maths and Numeracy skills for all pupils.
- We regularly check how teachers are doing and share progress with the school governors.
- Teachers work together with other schools to share good ideas and make sure pupils' learning is consistent.
- We've introduced a new way to track pupils' progress that is easy for teachers to use and helps them plan lessons better.
- Teachers' goals are linked to the subjects they lead to keep everyone focused on improving.
- We've created new tools to help teachers plan reading and writing lessons, covering different types of books and writing styles.

Why This Matters for Your Child

This means your child's learning is more organised and consistent across all classes. Teachers have time and support to improve their subjects, especially in areas like Maths, which helps your child build strong skills. By working closely with other schools and regularly checking progress, we make sure your child gets the best teaching possible. The new tracking and planning tools help teachers spot where your child is doing well and where they might need extra help, so everyone can work together to support their success.

Priority 2: To devise consistent and progressive planning for the development of writing skills which improves motivation and stamina for purposeful writing across the school supported by effective assessment for learning strategies, in particular, feedback.

What's Happening in School

- We've created new tools to help teachers track how your child develops writing skills in both fiction and non-fiction styles. These tools are now used in lesson planning.
- Every classroom has its own reading area, and we've set up a special non-fiction library filled with books and authors that children love.
- All pupils can use Bug Club, an online reading resource, to support reading together, learn about different subjects, and enjoy books for fun.
- Teachers are working together on exciting whole-school topics that include fun activities to inspire and motivate children.
- We've developed a new marking and feedback policy, which will be shared with all pupils from September to help them understand how to improve their work.

Why This Matters for Your Child

These changes mean your child will have more engaging and varied reading and writing experiences. With better resources and clear guidance, they can enjoy learning, build confidence, and improve their skills in a fun and supportive environment.

Priority 3: To continue to ensure consistency and progression in the teaching and learning of Welsh speaking and listening skills throughout the school and to allow learners to become confident Welsh speakers in a variety of situations, appropriate to their stage of development.

What's Happening in School

- All teachers have had training tailored to their year groups to help them understand the local authority's Welsh language expectations.
- The local authority's Welsh team has visited and praised the school for the positive way Welsh is used in lessons. Pupils show confidence when speaking Welsh in class.
- Each week, we introduce a "language pattern of the week" during assembly to encourage everyone to use it consistently.
- We're encouraging pupils to use Welsh by "banning" certain English words that they should know in Welsh, helping to create a Welsh-speaking environment.
- The school is making good progress toward the Silver Award for Welsh language learning by carefully embedding all the necessary steps.

Why This Matters for Your Child

This approach helps your child become confident and fluent in Welsh through regular practice and fun, consistent reminders. It also supports the school's goal of creating a strong Welsh-speaking community, which enriches pupils' cultural identity and communication skills.



Summary Self Evaluation and School Development Plan 2025-2026

Professional
Development

Research

External
Support

Cluster
Working



School Improvement Priorities 25/26

PRIORITY 1: To enhance the planning and delivery of mathematics and numeracy activities to ensure that pupils receive high-quality teaching in procedural maths, develop strong reasoning skills, and apply their learning effectively through cross-curricular approaches.

PRIORITY 2: To ensure consistent and progressive planning for the development of writing skills improves motivation and stamina for purposeful writing across the school supported by effective assessment for learning strategies, in particular, feedback

PRIORITY 3: To continue to ensure consistency and progression in the teaching and learning of Welsh speaking and listening skills throughout the school and to allow learners to become confident Welsh speakers in a variety of situations, appropriate to their stage of development.

PRIORITY 4: To improve the physical learning environment so that pupils feel safe, valued, and motivated—developing a positive attitude toward school as a welcoming, inclusive, and effective space that meets their individual needs and supports sustained progress.

Rationale for School Improvement Priorities 25/26

PRIORITY 1: Through our AOLE work and collaboration with GwE, we have decided to focus on one area of learning at a time to ensure effective and lasting change. We want to take the necessary time to implement changes that genuinely meet our pupils' needs and avoid quick fixes. Our aim is to establish a clear, progressive approach to mathematics where pupils feel confident not only during lessons but also when solving problems and applying their skills across other subjects. While we have seen some good national numeracy test results in both procedural skills and reasoning, we believe that strengthening our offer will lead to even greater benefits for our pupils.

PRIORITY 2: We recognise that improving writing is not a one-year fix but a long-term commitment. Building on the positive progress made so far, we want to provide children with rich experiences that inspire writing and immerse them in diverse vocabulary, empowering them to make bolder language choices. This will be supported by creating oracy-rich environments that promote a slower, more thoughtful writing process, resulting in higher-quality work.

PRIORITY 3: The school is dedicated to strengthening its Welsh identity and fostering positive attitudes toward learning Welsh. We aim to increase the use of Welsh language and raise standards for all pupils. Keeping Welsh as a priority ensures that all staff have the confidence to develop both their own Welsh skills and those of their pupils.

PRIORITY 4: Improving the physical and emotional learning environment is essential to ensuring that pupils feel safe, valued, and motivated. When pupils view school as a welcoming, inclusive space, they are more likely to attend regularly, engage positively, and make sustained academic progress. A well-designed environment that reflects pupils' needs and voices supports their emotional wellbeing, enhances focus and behaviour, and fosters a sense of belonging. This priority also aligns with national goals around inclusion, equity, and pupil wellbeing—contributing directly to improved outcomes for all learners.



Three Year Strategic Plan

2024-2025	2025-2026	2026-2027
• To effectively develop and deploy AOLE leads to collaboratively design an engaging and motivating curriculum that directly leads to improved learning behaviours for all learners. • To devise consistent and progressive planning for the development of writing skills which improves motivation and stamina for purposeful writing across the school supported by effective assessment for learning strategies, in particular, feedback. • Continue to ensure consistency and progression in the teaching and learning of Welsh speaking and listening skills throughout the school and to allow learners to become confident Welsh speakers in a variety of situations, appropriate to their stage of development.	• To enhance the planning and delivery of mathematics and numeracy activities to ensure that pupils receive high-quality teaching in procedural maths, develop strong reasoning skills, and apply their learning effectively through challenging cross-curricular approaches. • To ensure consistent and progressive planning for the development of writing skills with the aim of improving motivation and stamina for purposeful writing across the school, supported by effective assessment for learning strategies, in particular, feedback • To continue to ensure consistency and progression in the teaching and learning of Welsh speaking and listening skills throughout the school and to allow learners to become confident Welsh speakers in a variety of situations, appropriate to their stage of development. • To improve the physical learning environment so that pupils feel safe, valued, and motivated—developing a positive attitude toward school as a welcoming, inclusive, and effective space that meets their individual needs and supports sustained progress.	• Continue to develop mathematics and numeracy • Focus on DCF • Develop the outside learning environment • Continue with the Cymraeg Campus Awards

