



YSGOL BRYN GWALIA, MOLD

Welcome to Parents

It gives me great pleasure to present you with the Ysgol Bryn Gwalia annual report for the academic year 2014/2015. As always, we strive to aim high and continue to implement tools and methods to help improve the school, to benefit our staff and children. Please find below some key areas which I hope you find of interest.

The recently released data shows that pupils continue to achieve well, whatever their challenges may be, with the important 'Value Added' data reflecting significant improvement in pupils' attainment by the time they move on at the end of Key Stage 2.

The Leonardo Curriculum is going well, and is standing us in good stead for the Successful Futures implementation (Donaldson report) – Our 2014/2015 Vice Chair, Wendy Swan, attended many Flintshire Governors Association meetings which have covered this subject in depth.

Our teaching staff provision remained the same in 2014/2015, however, we said goodbye to our site manager, Mr Roberts, and have appointed Mr Ondrej Uhrin, who has already made significant improvements to our school.

We introduced a new approach to allocating support for identified ALN pupils, called the Three Wave Approach. This ensures that support is targeted towards pupils that require additional emotional and learning support, and is proving to be successful.

As governors, it is our role to support and challenge the school, and in order to assist us, we have carried out a number of 'learning walks', which involve governors and staff looking at a variety of key areas, to question the approach and see if there are ways we can improve.

Unfortunately, there are many budget cuts for all schools now and in the near future and we shall continue to work closely with the Headteacher to do all we can to manage our funds well and protect the high standards of education that your children deserve.

Your Governing Body continues to seek more ways to guide the school forward and support the Leadership Team in making the best choices for your children's future. It is now mandatory for all School Governors to receive training which ensures we are as informed as possible in the work that we do. We also ensure we have a representative at the Flintshire Governors Association meetings each term and at Regional Conferences annually to stay informed on any developments that may affect our school.

I hope you find the report of interest, and look forward to another successful year at Ysgol Bryn Gwalia.

Helen Williams, Chair of Governing Body



Special points of interest:

- All school policies are available from the school and are reviewed as per the policy timetable
- The school is English speaking
- Implementation and review of school strategies are incorporated into the School Improvement Plan
- Children in year 6 moved onto high school. The majority transferred to The Alun, Mold, Castell Alun and one transferred to Ysgol Maes Garmon, Mold
- We are delighted to have undergone refurbishment of our facilities, and appropriate toilets are available at the school for children of all ages, which are cleaned on a daily basis.

Please note:

The governing body is no longer required to hold an annual meeting with parents to discuss the report. This requirement has been replaced with the duty on the governing body to hold meeting with parents on receipt of parental petition as outlined in the School Standards and Organisation (Wales) 2013 Act.

- *The meeting requested by parents must be to discuss a matter relating to the school.*
- *There will be no more than three meetings held during the year in which the first petition is received.*
- *There are sufficient school days left in the school year for the meeting to be held.*

However, the school operates an open door policy and parents are encouraged to approach the school at the earliest opportunity to discuss any concerns.



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Election of Parent Governors

When a vacancy exists for a parent representative on the governing body, all parents and guardians of pupils in the school will be informed and requested to submit nominations for a replacement parent governor. Should the number proposed exceed the vacancies, a ballot will be held, where all parents will be invited to vote for their chosen representative. There are no parent governor vacancies at the present time.

Composition of the Governing Body at January 2015:

| Office Held until | Title | Name & Address | Tel Number |
|-------------------|---|---------------------|---|
| | Head teacher | Mr Dilwyn Jones | 01352 752659 |
| November 2016 | LA Governor Chair | Helen Williams | Contactable via school 01352 752659 |
| September 2019 | Teacher Governor | Mrs Isabel Kirkham | |
| September 2019 | Community Governor | Janiene Jones | |
| November 2015 | Parent Governor | Mrs Sam Hunt | |
| May 2018 | Community Governor | Cllr Geoff Matthias | |
| November 2015 | Community Governor Vice-Chair | Wendy Swan | |
| November 2015 | Staff Governor | Linda Harrigan | |
| November 2015 | LA Governor | Mr Robin Guest | |
| March 2018 | LA Governor | Mr Brian Lloyd | |
| November 2015 | Parent Governor | Sarah Jane Clements | |
| November 2015 | Parent Governor | Elizabeth Jones | |
| March 2018 | Parent Governor | Mrs Sammy Hobson | |
| March 2018 | Clerk | Mrs Maria Kennedy | Ysgol_bryn_gwalia@fli ntshire.gov.uk |

Constitution: 4 Parent, 1 Staff, 1 Teacher, 3 LEA, 3 Community, Headteacher



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Financial Statement for April 2014 to March 2015

Ysgol Bryn Gwalia governors and staff have retained close links with the LA (Local Authority) during the financial year 2014 / 2015 and meet frequently with the school's designated Finance officer.

As part of the annual report it is important that parents are made aware that Ysgol Bryn Gwalia Governors will treat all financial matters in a professional and overt manner; and this gives the school the ability to move forward on a solid financial footing. This approach tied with other important checks and balances applied throughout the budget year by the Finance sub-committee will ensure sound financial management and that the school can meet its educational priorities.

The chart below gives a summary of the 2014/2015 school expenditure, prior to full spend of SEG/PDG & planned re-furbishment costs. A copy of the Pupil Deprivation Grant (PDG) plan for 2015/2016 is available on our web-site.

| BUDGET HEADING | BUDGET 2014/2015 | EXPENDITURE 2014/15 | DIFF + OR (-) |
|---------------------------------------|------------------|---------------------|-----------------|
| BALANCE FROM 2013/14 | 133,616 | | 133,616 |
| SEPT 2013 PUPIL NO. ADJUSTMENT | -7,032 | | -7,032 |
| EMPLOYEES | 532,264 | 751,603 | -219,339 |
| PREMISES | 54,009 | 59,588 | -5,580 |
| TRANSPORT | | 668 | -668 |
| SUPPLIES | 113,160 | 46,673 | 66,487 |
| OUTDOOR EDUCATION | 1,226 | | 1,226 |
| TEACHERS MEALS | | 4,322 | -4,322 |
| LEA SUPPORT COSTS | 16,591 | 18,945 | -2,354 |
| INCOME | | -142,738 | 142,738 |
| TOTAL 2013/2014 | 843,834 | 739,061 | 104,772 |

We have re-visited our Core Purpose this year;

The Vision, mission and provision

Mission

Ysgol Bryn Gwalia is a safe and inclusive school environment committed to a partnership between pupils, staff, parents, Governors and the community as a whole.

Within this partnership we will enable children to lead the learning, explore the world around them and solve real world problems collaboratively. They will then develop confidence and become resilient healthy lifelong learners with a clear understanding of their Welsh identity.



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Our purpose is to challenge all learners to reach their potential commensurate with their ability and become creative, productive and emotionally intelligent citizens equipped with the skills to thrive in a challenging, technological and diverse world.

Growing Together Aiming High

Vision

The curriculum will be based on four key purposes from **'Successful Futures' (The WG National Guidance Document 2015)** to develop children and young people as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

In order to facilitate the four key purposes the school follows the Leonardo Effect Curriculum that has been proven to deliver enhanced educational outcomes for schools and learners through interdisciplinary strategies.

Provision

We deliver an inspiring future focused curriculum and are committed to the continual development of evidence based teaching and learning practices.

The Leonardo Effect delivers clear outcomes, to improve children's educational performance:

- Places creativity and discovery at the heart of learning.
- Better connects pupils with learning and improves learning outcomes.
- Improves and enhances literacy attainment and enjoyment.
- Enhances pupils' self-belief and develops self-motivated learning.
- Transforms children's school experience and facilitates acquisition of transferable skills.
- Delivers enhanced educational performance in boys

School Curriculum

Ysgol Bryn Gwalia is an English medium school, reflecting the fact that the vast majority of our pupils are of White British origin. Welsh is taught as a second language. Pupils at Ysgol Bryn Gwalia receive a broad, rich and balanced education within the guidelines set out in Curriculum 2008 and updated in 2012. The skills based curriculum has been put in place for many years and the staff have always employed teaching and learning strategies to accommodate an integrated skills based curriculum. This year with our use of the innovative Leonardo Effect Curriculum.

We are currently in a period of a two-phase curriculum review. The first phase focuses on the teaching of literacy & numeracy (LNF) and wider skills. The second phase will concentrate on broader curricular issues such as developing children's interests, promoting their enthusiasm for learning, the critical role of science (STEM), and Arts in education. We are committed to looking at what learners should know,



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and be able to do, to function in the 21st century. This should all be considered in the context of a curriculum that enables teachers to focus on literacy and numeracy in a creative and local curriculum which will also integrate physical activity, Welsh as a second language and ICT.

With the publication of Successful Futures (Donaldson Report, April 2015), the school applied to become a Pioneer School, to lead in the development of a new National Curriculum for Wales.

We believe;

When children lead the learning, explore the world around them and solve real world problems collaboratively they will develop confidence and become resilient lifelong learners.

Bryn Gwalia is a caring school where all children are happy and well-motivated. Children will be challenged to achieve high standards through an enriched skills based curriculum. We are a school where all members of the school community have equal access to learning opportunities and enjoy growing and learning together. The school follows the Leonardo Effect Curriculum that has been proven to deliver enhanced educational outcomes for schools and learners through interdisciplinary strategies.

The Leonardo Effect delivers clear outcomes, to improve children's educational performance:

- Places creativity and discovery at the heart of learning.
- Better connects pupils with learning and improves learning outcomes.
- Improves and enhances literacy attainment and enjoyment.
- Enhances pupils' self-belief and develops self-motivated learning.
- Transforms children's school experience and facilitates acquisition of transferable skills.
- Delivers enhanced educational performance in boys

The Leonardo Effect is a proactive curriculum and addresses the New Curriculum for Wales as proposed in the Welsh Government Consultation Document (Number WG2014). It allows children to creatively develop ideas and to become more confident as collaborators and contributors. By giving wings to children's curiosity and allowing teachers to be more creative and flexible in the classroom, it stimulates learning and enables children to make connections across the learning landscape. Children rise to the learning challenges.

In addition, teachers use termly assessment and also have a comprehensive assessment programme of standardised tests in reading, spelling and maths. In addition there are now national reading and numeracy tests designed to test pupils on their reading and computation skills. These, alongside CATs (taken by Year 4), provide staff and children with an indication of the progress of each child and the next steps that need to be taken to ensure growth and further progression. Targets can then be set for each child.

Pupils experience and learn Information Technology across all areas of the curriculum, with every child having access to iPads. The school's computer suite/research hub has been refurbished and all hardware updated and is linked to the internet. It is being well used by the children during lesson time. Each class has an interactive whiteboard, Wi-Fi and IT is used to support curricular work for research and specific



skill work. The school also has a rigorous acceptable-use policy for accessing the internet and email in order to keep our pupils safe online.

Ysgol Bryn Gwalia also provides a personal, social, health, moral and cultural education to ensure that the children develop responsible attitudes and gain a positive self-image which will prepare them for the future. PSHE (Personal Social Health Education) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

In some cases specific topics are taught in a discrete way, such as SRE (sex and relationship education), but mainly PSHE is taught through cross-curricular work. We encourage the children to select and join in the many diverse extra-curricular activities on offer, which enhance the curriculum and are seen as an extension of the school day. They also are encouraged to take part in a range of activities that promote active citizenship such as charity fund raising and special events. This has included the development of the outdoor area and Forest Schools.

Early Years education is the foundation upon which the children build the rest of their lives. At Bryn Gwalia we aim to provide a happy, warm, secure, stimulating and ordered environment, where the opportunity for active learning is thoughtfully and purposefully planned. Each child is valued as an individual and the curriculum is everything a child experiences and not just a programme of activities. Assessment begins with initial assessment and continues through daily observations.

A number of Self Evaluation/monitoring strategies are used to gauge the effectiveness of 'Teaching and Learning' across the whole school and also the attainment of each child.

Additional Educational Needs Provision 2014/2015

| Statutory school age pupils with Special Educational Needs (SEN) | | | | |
|---|---------------------------|---------------------------|------------------|--------------|
| | January PLASC 2015 | | | |
| | School Action | School Action Plus | Statement | Total |
| Attention Deficit Hyperactivity Disorder | 0 | 0 | 0 | 0 |
| Autistic Spectrum Disorders | 0 | 0 | 0 | 0 |
| Behavioural, emotional and social difficulties | 5 | 2 | 0 | 7 |
| Dyscalculia | 0 | 0 | 0 | 0 |
| Dyslexia | 0 | 0 | 0 | 0 |
| Dyspraxia | 0 | 0 | 0 | 0 |
| General Learning Difficulties | 28 | 1 | 0 | 29 |
| Hearing impairment | 0 | 1 | 3 | 4 |
| Moderate learning difficulties | 1 | 0 | 0 | 1 |
| Multi-Sensory Impairment | 0 | 0 | 0 | 0 |
| Physical and medical difficulties | 0 | 2 | 1 | 3 |
| Profound & multiple learning difficulties | 0 | 0 | 0 | 0 |
| Severe learning difficulties | 0 | 3 | 0 | 3 |
| Speech, language & communication difficulties | 0 | 0 | 0 | 0 |
| Visual impairment | 0 | 0 | 0 | 0 |



| | | | | |
|--------------|-----------|----------|----------|-----------|
| Total | 34 | 9 | 4 | 47 |
|--------------|-----------|----------|----------|-----------|

At Ysgol Bryn Gwalia all children in the school with Additional Learning Needs have full access to the Foundation Phase the National Curriculum and our schools Leonardo Effect Curriculum. Within every class there will be children with a wide range of abilities, and staff prepare work to cater for the varying needs.

The school works within the guidelines of the Code of Practice and children who have ALN are placed on our ALN register.

School Action highlights concerns about the progress children are making and this is monitored carefully. It may require a more specific approach and this is done through an Individual Education Plan (IEP), Individual Behaviour Plans (IBP) or Individual Play Plan (IPP) which sets small targets to help overcome any difficulties the child may have.

These individual plans are reviewed at the end of a specific time frame and parents are invited to school to discuss their child’s progress annually.

School Action Plus indicates that additional help may be required to ensure the child makes progress. This usually means that, in addition to a specific Individual Education Plan, the child will receive help in a small group situation (key worker groups). This will be within the classroom (on occasions the child may be withdrawn to work quietly outside the classroom if desirable). These IEPs are reviewed regularly.

If the child does not make sufficient progress and staff and parents are still concerned the school will refer the child to the County’s Special Needs Department who will carry out a formal assessment to find out if the child has specific learning difficulties needing additional support. Should it be necessary a statement of Special Educational Needs will be written for the child.

At Ysgol Bryn Gwalia Primary School we are committed to working in partnership with parents in providing the best possible education for all children. Every effort is made to support all children who requiring support to overcome specific barriers to learning. This includes more able and talented children as well, who also require additional support.



Inclusion

The school prospectus clearly states our commitment to equal opportunities and inclusion for all. Creating an inclusive culture and establishing inclusive values is very important to all at Ysgol Bryn Gwalia. The school treats all pupils equally, following the admission procedures adopted by Flintshire County Council Education Authority. The school has taken many steps to enable all members of the school community to have equal access. We pride ourselves on providing effective support for pupils who need extra help and provision to access a mainstream education system.

Extra-Curricular Sporting Activities

Once again our pupils enjoyed a busy and varied range of activities. These included the invitation of nursery parents and pupils to school to meet staff and discuss school routines. Year 6 children attended a range of activities at Mold Alun in order to ease transition into High School and also attended a 3 day trip to Glan Llyn, participating in outdoor activities such as canoeing, bowling etc., through the medium of Welsh. Year 3 & 4 also spent two nights at Pentrellyncymer outdoor education centre.

All Yr 5 & 6 pupils attended the Mold Leisure Centre pool for swimming instruction for 10 weeks. All children enjoyed participating in our St. David's Day, Harvest Festival, Class Presentations, Remembrance Day and Leavers Services. Pupils also gave an excellent Christmas performance and an Annual Sports Day was held. All children across the whole school enjoyed a wide variety of trips to support the topics they are studying under the Leonardo Effect curriculum, ranging from visits to John Lennon Airport, Go Ape, London, Rhyl Sea Aquarium, Talacre Beach and Greenfield Valley.

Extra Curricular activities included:-

A variety of extra-curricular activities such as; football, netball, rugby, athletics, cricket, music, Art, cooking, IT, rounder's, games, gardening and street dance were enjoyed by children. Sport plays a key part in our school curriculum with a range of activities offered, and pupils are given the opportunity to compete against other schools in football, netball, rugby, cricket and athletics. The school took part in the Flintshire Festival of Sport. During the year, with the support of parents and past pupils, significant progress has been made by all pupils attending clubs.

Community Links

- Communities First (careers fair, STEM,)
- Flying Start
- Design to Smile
- Cooking Bus
- Agathos
- Other schools in the community
- Strong ties exist with the Evening Leader Newspaper, Edge Hill University, Bangor University, Manchester John Moores University, Deeside College and we also received support from many industrial companies and local organisations. We have close links with our PCSO's and PC Mark Jones who has put in place a programme of support across the school.
- Jobs fair in November involving the LIFT project, Job Centre, Communities First, Citizens Advice Bureau, Pupil enterprise etc.

As part of our SIP and PDG expenditure we have a Home School Liaison Co-ordinator (HSLCo). Research has shown that parental involvement in children's learning is a key factor in improving children's attainment and achievement as well as their overall behaviour, engagement and attendance. We hope this main priority will strengthen the link between home and school, up-skill parents and ultimately encourage parents to engage with learning and strengthen the links with our community.



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SCHOOL TERM DATES & TRAINING DAYS for 2015-2016

| School Term | Term Start Date | Term End Date |
|---------------------------|------------------------|----------------------|
| Autumn Term | 02/09/2015 | 18/12/2015 |
| Spring Term | 05/01/2016 | 23/03/2016 |
| Summer Term | 11/04/2016 | 20/07/2016 |
| | | |
| Half Term Holidays | | |
| October Half Term | 22/10/2015 | 02/11/2015 |
| February Half Term | 12/02/2016 | 22/02/2016 |
| Whit Half Term | 27/05/2016 | 06/06/2016 |
| | | |
| May Day | 02/05/2015 | |

Training Days:

Tuesday 1st September 2015

Friday 23rd October 2015

Monday 4th January 2016

Thursday 24th March 2016

Friday 24th June 2016

Session times

Foundation Phase 8.50 am to 3.00pm.

Key Stage 2 8.50 am to 3.15 pm.

**School Comparative Data – End of Foundation Phase and Key Stage 2**

| | 2012 | 2013 | 2014 |
|---|------|------|------|
| Foundation Phase Outcomes | | | |
| Achieving Foundation Phase Outcome Indicator (FPOI) | | | |
| School | 86.2 | 78.1 | 66.7 |
| Family* | 74.4 | 79.6 | 84.2 |
| Wales | 80.5 | 83.0 | 85.2 |
| Language, Literacy and Communication skills in English - FP Outcomes 5+ | | | |
| School | 89.7 | 81.3 | 70.0 |
| Family* | 79.5 | 83.3 | 88.0 |
| Wales | 83.4 | 85.2 | 86.6 |
| Language, Literacy and Communication skills in Welsh - FP Outcomes 5+ | | | |
| School | . | . | . |
| Family* | . | . | . |
| Wales | 85.9 | 86.7 | 89.8 |
| Mathematical Development - FP Outcomes 5+ | | | |
| School | 86.2 | 87.5 | 90.0 |
| Family* | 83.3 | 86.6 | 89.2 |
| Wales | 86.6 | 87.4 | 88.7 |
| Personal and Social Development, Well-Being and Cultural Diversity - FP Outcomes 5+ | | | |
| School | 89.7 | 93.8 | 93.3 |
| Family* | 88.0 | 92.2 | 93.8 |
| Wales | 90.8 | 93.0 | 94.2 |

. denotes data item is not applicable.

* New family groups were introduced in 2013. Data for 2012 is based on the 2013 family groups.

| | 2012 | 2013 | 2014 |
|---|------|------|------|
| Foundation Phase Outcomes | | | |
| Language, Literacy and Communication skills in English - FP Outcomes 6+ | | | |
| School | 20.7 | 25.0 | 43.3 |
| Family* | 22.9 | 23.4 | 28.6 |
| Wales | 25.6 | 29.5 | 32.2 |
| Language, Literacy and Communication skills in Welsh - FP Outcomes 6+ | | | |
| School | . | . | . |
| Family* | . | . | . |
| Wales | 24.8 | 29.3 | . |



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Mathematical Development - FP Outcomes 6+

| | | |
|---------|------|------|
| School | 24.1 | 21.9 |
| Family* | 22.5 | 21.2 |
| Wales | 24.2 | 28.2 |

Personal and Social Development, Well-Being and Cultural Diversity - FP Outcomes 6+

| | | |
|---------|------|------|
| School | 13.8 | 18.8 |
| Family* | 26.4 | 34.9 |
| Wales | 38.6 | 45.9 |

. denotes data item is not applicable.

* New family groups were introduced in 2013. Data for 2012 is based on the 2013 family groups.

| | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|
| Key Stage 2 teacher assessments | | | | |
| Achieving the Core Subject Indicator | | | | |
| School | 87.5 | 85.2 | 65.2 | 84.4 |
| Family* | 76.3 | 83.3 | 82.2 | 81.5 |
| Wales | 82.6 | 84.3 | 86.1 | 87.7 |
| English - Level 4+ | | | | |
| School | 87.5 | 96.3 | 69.6 | 84.4 |
| Family* | 77.7 | 85.8 | 85.3 | 83.7 |
| Wales | 85.2 | 87.1 | 88.4 | 89.6 |
| Welsh First Language - Level 4+ | | | | |
| School | . | . | . | . |
| Family* | . | . | . | . |
| Wales | 84.0 | 86.7 | 88.1 | 90.5 |
| Mathematics - Level 4+ | | | | |
| School | 91.7 | 85.2 | 65.2 | 87.5 |
| Family* | 80.0 | 86.3 | 85.8 | 84.8 |
| Wales | 86.8 | 87.5 | 88.9 | 90.2 |
| Science - Level 4+ | | | | |
| School | 91.7 | 96.3 | 69.6 | 84.4 |
| Family* | 80.5 | 88.2 | 86.7 | 87.1 |
| Wales | 88.5 | 89.7 | 90.3 | 91.4 |
| Welsh Second Language - Level 4+ | | | | |
| School | 58.3 | 74.1 | 56.5 | 65.6 |
| Family* | . | . | . | . |
| Wales | 61.6 | 67.7 | 73.1 | 76.1 |

. denotes data item is not applicable.

* New family groups were introduced in 2013. Data for 2012 is based on the 2013 family groups.

| | 2012 | 2013 | 2014 | 2015 |
|--|------|------|------|------|
|--|------|------|------|------|



Key Stage 2 teacher assessments

English - Level 5+

| | | | | |
|---------|------|------|------|------|
| School | 37.5 | 29.6 | 21.7 | 37.5 |
| Family* | 26.0 | 30.9 | 33.3 | 34.3 |
| Wales | 32.9 | 35.7 | 38.0 | 40.8 |

Welsh First Language - Level 5+

| | | | | |
|---------|------|------|------|------|
| School | . | . | . | . |
| Family* | . | . | . | . |
| Wales | 26.6 | 30.4 | 33.9 | 38.0 |

Mathematics - Level 5+

| | | | | |
|---------|------|------|------|------|
| School | 33.3 | 37.0 | 8.7 | 31.3 |
| Family* | 30.7 | 31.4 | 32.0 | 38.2 |
| Wales | 32.9 | 35.7 | 38.0 | 41.2 |

Science - Level 5+

| | | | | |
|---------|------|------|------|------|
| School | 58.3 | 48.1 | 8.7 | 25.0 |
| Family* | 27.9 | 31.9 | 30.7 | 34.3 |
| Wales | 33.1 | 36.1 | 38.4 | 41.1 |

. denotes data item is not applicable.

* New family groups were introduced in 2013. Data for 2012 is based on the 2013 family groups.

Free School Meals

| Percentage of statutory school age pupils entitled to free school meals (FSM) | | | |
|---|-------|-------|------------------|
| | 2014 | 2015 | Current position |
| Number of pupils | 40 | 59 | 54 |
| Percentage of pupils | 24.2% | 34.5% | 29% |

Please note: The FSM % figures above are calculated using data for one year only.

At this stage in the year it is vitally important I bring to your attention how Free School Meals affect how much money the school gets to educate your children. It is very simple, the more children we have registered as being eligible to receive a free school meal the more money the school is given to spend on books, pencils, computers and staffing.

If you feel that you may be entitled to a free school meal then please ask the secretary, in confidence, for an application form. Please note we do not decide about the eligibility for free meals, it is a county decision. Your child does not have to take the meal, just be registered.

Healthy Schools

We are accredited to Level 5 in the Healthy Schools Scheme, and encourage our pupils to eat and drink healthily within school, during snack time and lunchtime.

We ask that parents try to ensure their children have healthy food and drink in their lunch boxes.

Attendance

| Percentage of school sessions missed due to absence | | |
|---|---------|---------|
| | 2012/13 | 2013/14 |
| | | |



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| | | |
|-----------------------|-------|-------|
| Unauthorised absences | 2.0% | 1.4% |
| All absences | 7.2% | 5.9% |
| Attendance | 92.8% | 94.1% |

School Prospectus

The School Prospectus has been updated during the Autumn term (2015) to reflect the requirements of the latest Welsh Office circular and is available to view on our website.

School Website

The school website is frequently updated and is a great way to keep in touch with activities and celebrations at the school. The web address is www.bryn-gwalia.org and Twitter @BrynGwalia. The school also use Schoop to keep parents informed of daily updates.

Welsh Language

At Ysgol Bryn Gwalia we are proud of our cultural heritage. We ensure that every child has the opportunity to learn Welsh. All class teachers and relevant staff have received specialist training and support, to enable them to teach and speak incidental Welsh throughout the school day.

Do encourage your child to use the language at home and ask them to teach you – a great way for them to embed the learning!