

YSGOL BRO FAMAU



GOVERNORS' ANNUAL REPORT TO PARENTS 2024-2025

Dear Parents and Carers,

On behalf of the Governing Body, I am delighted to present our Annual Report for the academic year 2024–2025. This report offers an overview of the work of the school and provides an opportunity to reflect on the many successes and achievements of our pupils, staff and wider school community.

It was another busy and rewarding year for Ysgol Bro Famau. We are immensely proud of the high standards of teaching and learning that continue to be delivered across both sites. Our pupils have enjoyed a wide range of enriching experiences which extend beyond the classroom, including residential visits, sporting events, creative performances, and participation in local and national competitions. These opportunities play a vital role in developing confident, well-rounded learners and we are pleased to see our pupils embracing them with enthusiasm.

The strong sense of community that underpins our school remains one of our greatest strengths. We are grateful for the continued support of parents, carers and friends of the school, particularly through the work of the PTFA, whose fundraising efforts have enhanced resources, supported visits and contributed positively to the learning environment. The close links we maintain with the local community, partner schools and organisations further enrich the experiences available to our children.

As Governors, we have worked closely with the Headteacher and staff to support and challenge the school in equal measure. This year, we have monitored progress against key priorities within the School Development Plan, including the development of pupils' oracy skills, improvements in writing, strengthened mathematical provision and the continued refinement of our curriculum in line with the Curriculum for Wales. We are pleased to see clear evidence of progress in these areas, particularly in the growing confidence of learners and their ability to apply skills across a range of contexts.

We also recognise the commitment of staff in ensuring that all pupils are supported to achieve their full potential. The inclusive ethos of the school ensures that every child is valued, and that additional learning needs are identified and supported effectively.

While celebrating these successes, we remain mindful of the challenges facing schools, particularly in relation to financial pressures. As Governors, we continue to monitor the budget carefully and work with school leaders to ensure that resources are used effectively to maintain the high quality of education and provision for all pupils.

Looking ahead, the Governing Body is fully committed to supporting the school in its future priorities, including the development of reading, strengthening the use of Welsh across the school, and ensuring continuity and high-quality provision during ongoing organisational developments.

Finally, I would like to extend my sincere thanks to the Headteacher, staff and my fellow Governors for their dedication and hard work throughout the year. Most importantly, I would like to congratulate our pupils, who continue to represent the values of Ysgol Bro Famau so positively. They are a credit to the school, and we are very proud of all they achieve.

Thank you for your continued support.

Yours sincerely,

Siobhan Gothorp

Vice - Chair of Governors

GOVERNING BODY'S ANNUAL REPORT TO PARENTS.
2024-25

It is with pleasure that the Governors' Annual Report for the 2024-2025 academic year is presented for your kind attention, hoping that you will find its content useful and interesting. As a result of the Standards and Organisation of Schools Act operational from May 4th. 2013, it is no longer an obligation for Governing Bodies to hold an annual meeting unless 10% of the whole school's parents express an interest to have such a meeting.

GOVERNORS

Chair (Parent)	Louisa Roberts
Vice Chair (Community)	Siobhan Gothorp
Headteacher	Elizabeth Knight
Community Council	Cassandra Peters
Teacher	Rachel Davies
Non-teaching staff	Sheila Hawkes
Community	Wendy Shillito
Parent	Richard Aram
Parent	Katherine Browning
Parent	Charlotte Robinson
Clerk	Michael Parr

Both Chair and Clerk can be contacted through the school at:

Ysgol Bro Famau
Llanarmon yn Ial Unit
Eryrys Road
Llanarmon yn Ial
CH7 5TB

STAFFING AND ORGANISATION (2024-25)

STAFFING

Headteacher– Mrs Elizabeth Knight

Llanferres Site – Early Years

Early Years - Mr Matthew Jones (head of Early Years and Teacher in charge of Llanferres unit)

Classroom Assistants - Mrs Hailey Dodd, Mrs Nia Jackson

Llanarmon Site – Juniors

Years 3 and 4 - Miss Rebecca Ellis (ALNCo)

Years 5 and 6 - Mrs Rachel Davies (Head of Key Stage 2 and Teacher in Charge of Llanarmon yn Ial unit)

HLTA (Forest School and Interventions) - Miss Karen Wray

FINANCIAL STATEMENT

EXPENDITURE OF FUNDS RECEIVED FROM THE LOCAL EDUCATION AUTHORITY

The school is responsible for running its own budget which is delegated to it by the Local Education Authority. The financial year is 1st April 2024 to 31st March 2025.

<u>BUDGET HEADING</u>	<u>BUDGET 2024-25</u>	<u>EXPENDITURE 2024-25</u>	<u>DIFF+ OR (-)</u>
BALANCE FROM 2023/24		£15,065	
EMPLOYEES	£411,682	£436,042	-£24,360
PREMISES	£47,043	£57,992	-£10,949
TRAVELLING EXPENSES	£2,103	£498	£1,605
SUPPLIES & SERVICES	£37,020	£26,882	£10,138
ADULT MEALS, FAIR FUNDING & PERIPATETIC MUSIC	£20,044	£19,630	£414
INCOME (LETTINGS, INTEREST, PERIPATETIC MUSIC AND GRANTS)	-£53,111	-£40,834	£12,277
CONTINGENCY	0	0	0
TOTAL	£464,781	£500,210	-£35,429
Balance c/f to 2025/26			-£14,248

ANNUAL FINANCIAL REPORT FROM THE PTFA 2024-2025

Friends of Ysgol Bro Famau School paid for a variety of items last year, resources to develop the outdoor area, trips and additional equipment that the school's annual budget is not sufficient to pay for. The committee is thanked for their continued generosity

Opening Balance **£6,241.36**

INCOME:

Summer Fair	£817.07
Colour Run	£201.30
Bank change	£700.00
DS and RM Thomas	£ 18.00
Christmas Fair (Float)	£340.00
Christmas Fair	£716.21

EXPENDITURE:

YBF Resources	£933.00
YBF School Transport	£225.00
Float Cheque	£750.00
Summer Fair Expenses	£ 34.61
Lidl	£ 56.63
Tesco receipt	£ 24.35
YBF Year 6 Leavers	£245.00
Colour Run expenses	£ 87.73
YBF Craft Allowance	£290.00
YBF resources	£194.42
School Panto	£355.58
Float	£340.00
Parentkind Insurance	£115.00
Mr Jones Craft Allowance	£500.00

Closing Balance **£4,881.80**

ANNUAL MEETING 2024

No meeting was held as there were no requests from parents therefore there were no proposals made.

SCHOOL PROSPECTUS

The prospectus was revised for 2024-25 in compliance with statutory requirements. A copy of the current prospectus is available from school and on the website.

NUMBERS ON ROLL

The numbers of children attending the school is shown below for 2024-25

<u>Early Years</u>		<u>Juniors</u>	
Early entitlement	3	Year 3	6
Nursery	6	Year 4	7
Reception	11	Year 5	7
Year 1	7	Year 6	12
Year 2	3	Total	32
Overall total (inc. Nursery)	30		
Total in Full Time	53		

ATTENDANCE 2024-25

	%	Authorised absences %	Unauthorised absences %
Early Years	92.03	4.17	0.78
Years 3 and 4	95.97	2.97	1.06
Years 5 and 6	95.61	3.53	0.86
Whole school	94.15	3.68	0.87

SCHOOL HOLIDAY DATES FOR 2025-26

Autumn term one

- **Starts:** Monday 1 September 2025
- **Ends:** Friday 24 October 2025
- **Autumn half term holiday:** Monday 27 October 2025 to Friday 31 October 2025

Autumn term two

- **Starts:** Monday 3 November 2025
- **Ends:** Friday 19 December 2025
- **Christmas holiday:** Monday 22 December 2025 to Friday 2 January 2026

Spring term one

- **Starts:** Monday 5 January 2026
- **Ends:** Friday 13 February 2026
- **Spring half term:** Monday 16 February 2026 to Friday 20 February 2026

Spring term two

- **Starts:** Monday 23 February 2026
- **Ends:** Friday 27 March 2026
- **Easter holiday:** Monday 30 March 2026 to Friday 10 April 2026

Summer term one

- **Starts:** Monday 13 April 2026
- **Ends:** Friday 22 May 2026
- **Early May Bank Holiday:** Monday 4 May 2026
- **Summer half term:** Monday 25 May 2026 to Friday 29 May 2026

Summer term two

- **Starts:** Monday 1 June 2026
- **Ends:** Monday 20 July 2026

Staff Training Days

- 1 September 2025
- 2 September 2025
- 24 October 2025
- 5 January 2026
- 12 June 2026
- 20 July 2026

SCHOOL DAY

The school day begins at 08.55am and concludes at 3.15pm for Early Years and Juniors. Morning break takes place from 10.30am until 10.45am with lunch break for Early Years 11.30am – 12.30pm and Juniors from 12.00pm – 1.00pm

SCHOOL ACTIVITIES

Autumn Term 2024

- The children dressed up in something that represented Wales to them to celebrate Diwrnod Owain Glyndwr day.
- Juniors took part in a TASC week based on their local environment. Parents attended an open afternoon to view what they had achieved during the week.
- Junior children took part in the Handwriting competition in Treuddyn Eisteddfod.
- All pupils took part in European Day of Languages and learnt some new words and phrases.
- We raised money for Macmillan Cancer Support by holding a coffee morning. It was well attended by parents, grandparents and friends of Ysgol Bro Famau
- We held our Harvest service in Saint Berres Church. Our chosen charity this year was WaterAid.
- Years 1 and 2 attended the Jambori in Ysgol Brynhyfryd where they sang and danced to Welsh music.
- Years 3 and 4 went to Pentrellyncymer for a 2-night residential. They all had a great time. Many thanks to Miss Ellis and Mrs Dodd for giving up their own time to accompany them.
- Parents' Evening were held in Llanferres and Llanarmon for Early Years and Juniors. Both were well attended.
- An After School Club Halloween party was held on the last evening of half term

- Junior children took part in the Darren Millar Christmas card competition.
- Forest School sessions take place every week. These are run by Miss Wray. Miss Wray is supported by parent helpers. We thank Miss Wray for her continued hard work.
- TEMPEST visited school to take individual and family photos
- A successful Scholastic book fair was held and was well supported by parents and grandparents.
- We all dressed up in pyjamas to raise money for Children in Need
- Nearly all the children took part in the annual Christmas decoration competition. Our school looked very festive.
- Pupils from Reception to Year 6 went to Theatr Clwyd to see 'Mother Goose'. We all had a great time.
- Pupils took part in 'CogUrdd'. PT went on to the next round.
- We held a Christmas Carol Concert in Saint Garmon Church, Llanarmon. The church was full of parents, grandparents and friends of Ysgol Bro Famau. The congregation contributed generously towards the collection for the church.
- Christmas parties were held on both sites
- PTFA sold gifts for Secret Santa which was as popular as ever. Diolch yn fawr

Spring Term 2025

- We had 2 snow days in the first week of the Spring Term. Huge thank you to Sheila and Di for all their hard work in keeping the 2 sites clear and safe.
- Juniors have started swimming and Forest School sessions.
- Pupils from Year 2 to Year 6 completed the PASS survey.
- The children took part in Santes Dwynwen activities to celebrate our Welsh patron saint of lovers.
- Year 6 were lucky enough to go to watch the Ysgol Brynhyfryd's production of Matilda.
- Yrs 2-6 took part in an animation workshop which they thoroughly enjoyed.
- Year 6 visited Ysgol Brynhyfryd for a Humanities morning as part of Transition.
- Years 5 and 6 went to Cardiff for a residential course with Ysgol Borthyn. It was action packed and everyone had a great few days. Many thanks to Mrs D and Mrs Dodd for accompanying them.
- One pupil took part in the Urdd Eisteddfod instrumental competition which was held in Ysgol Glan Clwyd. The standard was very high and she did very well.
- Year 5 went to Ysgol Brynhyfryd for a transition afternoon.
- We held a successful Eisteddfod in school where we all enjoyed ourselves celebrating our Welsh heritage through music, poetry and dance. Mrs Wynne and Mrs Thomas came to judge the competitions. It's always a pleasure to welcome them back to school.
- Pupils from the Eco-Committee took part in a litter workshop.
- Junior pupils took part in the local Urdd Eisteddfod in Ruthin. 3 pupils got through to the Area Eisteddfod. We were very proud of all our competitors.
- Miss Wray ran a series of free sessions of Forest School for pre-school children and their guardians in the community. We welcomed many families into our school to share our wonderful forest school area.

- Junior pupils took part in TASC weeks and parents were invited to view the results at the end of each week.
- We held well attended Parents' Evenings for Early Years and Juniors
- 2 pupils took part in the County Eisteddfod. They performed exceptionally well. Da iawn!
- Years 6 participated in Bikeability to learn vital cycling skills to keep themselves safe on the roads
- The PTFA once again arranged an Easter egg hunt for all year groups in Llanferres park. Diolch yn fawr.

Summer Term 2025

- A successful sports day was held in Llanferres
- Juniors took part in TATA steel triathlon which has now become an annual event.
- Mewn Cymeriad performed the show 'Barti Ddu' to the Early Years and Juniors. This fitted well in to the Early Years' Pirate Theme.
- Year 6s went to Spavens for their leavers' treat. Everyone had a good time.
- The children 'moved up' to their new classes. Some pupils were in Llanarmon, others spent the day in Ysgol Brynhyfryd.
- The Juniors and Year 2s performed the iconic show 'Oliver with a Twist'. It was well attended by parents and carers. The children were fantastic and the audience thoroughly enjoyed the performance.
- The Early Years held an end of year assembly. There were some emotional parents and grandparents watching!
- Year 6 also took part in their Leavers' Service. They reminisced about the time that they have spent at Ysgol Bro Famau and spoke about their hopes and dreams for the future. We wish them all the best of luck. They are all our special Bro Famau stars!
- The PTFA once again organised the Colour Run for all the pupils. It was a great success, and all the children thoroughly enjoyed themselves. What a great way to end the term!

EXTRA CURRICULAR AND SPORTING ACTIVITIES

- Years 3 and 4 spent 2 nights at Pentrellyncymer, taking part in lots of adventurous activities. A big thank you to Miss Ellis and Mrs Dodd for accompanying them.
- Pupils from the Juniors took part in Vale of Clwyd Cross Country
- Pupils took part in Eisteddfod Treuddyn
- Pupils have taken part in the Area, Local and Instrumental Eisteddfod.
- Years 5 and 6 visited Cardiff with Ysgol Borthyn
- Junior pupils took part once again in TATA Kids of Steel Triathlon

VISITORS AND COMMUNITY LINKS

- PC Llinos visited to give a talk about appropriate use of social media
- Dwr Cymru delivered an assembly and workshop for Early Years and Juniors outlining the importance of water and what we can do to conserve our water supply.
- Open the Book continue to visit half termly.
- Jacquie Chan (GwE) came to discuss our priorities for this year.
- Macmillan Coffee Morning was held in Llanferres to raise money for this worthy charity.
- We held a Harvest service in Saint Berres Church
- An open morning was held in Llanferres for present and prospective parents.
- We held a Scholastic Book Fair which helps school to purchase new books for supporting Literacy across the two phases
- Parents attended TASC afternoons every half term
- We held our Christmas service in Saint Garmon Church, Llanarmon
- Our younger pupils attended the Jambori in Ysgol Brynhyfryd where they enjoyed singing and dancing to Welsh music.
- Junior pupils successfully influenced the Council's decision to change the speed limit from 60mph to 20mph outside Llanarmon School
- 2 pupils from the School Council attended a Llanarmon Community Council to discuss the speed limit outside school and explain what they did to influence the Council. They also provided suggestions for the proposed play area in Llanarmon.
- PTFA organised a successful Easter Hunt in Llanferres
- Free Monthly Forest School sessions are being held for over 2-year-olds and their carers. These are proving to be very popular.
- Toddler group is held every Monday morning at Llanferres which is well attended.
- PC Llinos visited school (for the last time) to deliver her School Beat session
- A member of staff from the Welsh assembly visited Years 5 and 6. They discussed the role of the Welsh Assembly
- Denbighshire Music Co-operative continue to visit Years 3 and 4 as part of the Welsh Government Music for All initiative.
- Mrs Wynne and Mrs Thomas kindly agreed to be our adjudicators in our School Eisteddfod. A very difficult job! It was lovely to welcome them back.
- Jacquie Chan visited (GwE) as part of her monitoring role. Her role with GwE has come to an end but she has returned to Denbighshire County Council as Primary Principal Officer.
- Shaun Valentine (Headteacher of Ysgol Dyffryn Ial) visited Llanarmon to observe TASC.
- Spectrum delivered valuable sessions to Early Years and Juniors about safe and respectful relationships
- Pupils have taken part in the Area, Local and Instrumental Eisteddfod.

SCHOOL DEVELOPMENT PLAN 2024-25

A number of targets were set as part of the School Development Plan for the year 2024 - 2025 and have been evaluated as part of the Self Evaluation process. Here is a short evaluation of the targets:

Priority 1: Oracy – to improve pupils’ application of Oracy skills across the curriculum

Key Strategies

- **Encouraging SLANT**
Children were consistently encouraged to use SLANT (Sit up, Listen, Ask questions, Nod, Track the speaker). This reminded learners of expectations around attention and focus, creating positive learning habits that support engagement and concentration.
- **Working with Different Learning Partners**
Learners were given the opportunity to work with a new partner each week. This enabled them to develop and adopt a range of roles, manage contributions appropriately, and adapt to different working styles.
- **Group Work in Class, STEM, and TASC**
Purposeful talk was embedded across group activities, including STEM and TASC tasks. These opportunities allowed learners to contribute meaningfully to discussions, share ideas and information, and practise giving and receiving feedback. Learners were also supported to organise their ideas in preparation for presenting and speaking to others.
- **Monitoring and Assessment**
Descriptions of learning were monitored and assessed using LLC (Language, Literacy and Communication) and LNF (Literacy and Numeracy Framework) on *Taith 360*. This ensured that skills were tracked effectively, enabling staff to identify strengths, address gaps, and plan next steps for individuals and groups.
- **Observation and Celebration of Learning**
Observations and ongoing monitoring were carried out to celebrate what was working well and to establish clear next steps. This approach helped highlight learner achievements while maintaining a strong focus on continuous improvement.

Impact on Learners

- **Confident use of oracy skills**
Children are confidently applying a wide range of oracy skills across learning activities.

- **Progress tracked through *Taith 360***
The use of *Taith 360* ensured effective tracking and assessment of progress, which directly informed next steps for both individuals and groups of learners.
- **Application in varied contexts**
Learners developed the confidence to use oracy skills in both familiar and unfamiliar contexts. This was particularly evident when working with different peers during STEM and TASC activities, where children adapted well and contributed purposefully.
- **Improved concentration through SLANT**
Consistent use of SLANT improved children's focus and listening behaviours. This was especially noticeable during circle time, where learners showed greater respect for others' opinions and felt their own contributions were valued.

Conclusion

The implementation of SLANT, structured collaborative activities, and focused monitoring has had a clear and positive impact on learners' oracy development. Children are increasingly confident in expressing themselves, actively listening, and engaging in purposeful discussion. *Taith 360* tracking and classroom observations continue to provide valuable insights to guide teaching and inform the next steps in learning.

Priority 2: to develop the revision/editing process to improve writing across the school

This report outlines the strategies implemented to develop learners' writing skills across a unit of work. It highlights strategies designed to support planning, drafting, revising, and assessing, while also encouraging self-reflection and ownership of learning. It also highlights the impact these approaches have had on learner progress, confidence, and independence.

Key Strategies

- **Cold Task Assessment**
A cold task was introduced at the beginning of each unit of work to establish learners' starting points. This provided a clear baseline to inform planning and set personalised next steps.
- **Use of Model Texts**
Model texts were used to demonstrate effective structure, layout, and text features. These provided clear examples for learners to emulate in their own writing.
- **Spacing for Editing**
Learners were encouraged to leave a line between sections of writing to allow space for editing and improvement.
- **Editing with Purple Polish**
Children used "purple polish" to edit their work, making corrections and improvements visible. This approach helped learners
- **Word Thermometers**
Learners used word thermometers to revise and edit their writing, supporting

vocabulary development and encouraging more ambitious word choices. This method also transferred into informal situations throughout the school day (e.g. celebrating a “good day, great day, terrific day”), showing that children are embedding this approach naturally in different contexts.

- **Skittles Assessment**
The skittles assessment was introduced to help learners identify specific areas where they could improve their writing. This provided a structured and engaging way for children to reflect on their work and focus on clear next steps.
- **Writing Wheel**
A writing wheel was used as a visual reminder of everyday success criteria. This supported learners in checking their writing independently and ensuring that key features were consistently applied.
- **Hot Task Assessment**
At the end of the unit, a hot task was completed. This provided a summative assessment of progress, enabling learners and teachers to compare outcomes with the initial cold task and celebrate improvements.

Impact on Learners

- Children became more confident and independent editors of their own work, supported by clear strategies such as word thermometers and the skittles assessment.
- Learners made more ambitious vocabulary choices and began applying this understanding beyond writing tasks, transferring it into spoken classroom interactions.
- The writing wheel helped children to internalise success criteria, which led to greater consistency and quality in their writing.
- Comparing cold and hot tasks allowed learners to clearly see their own progress, motivating them to celebrate successes while identifying next steps.

Conclusion

The strategies implemented have significantly improved learners’ writing skills, confidence, and independence. Tools like purple polish, word thermometers, and the writing wheel have supported effective self-editing and consistent application of success criteria. Comparing cold and hot tasks has made progress visible, motivating learners to take ownership of their learning. Overall, these approaches have fostered a culture of ambition, reflection, and transferable skills across the school.

Priority 3: Planning for Mathematical Development to Ensure AoLE Coverage Across Progression Steps

Key Strategies

- Adopted a new planning structure to ensure full coverage of all areas of mathematical development across the year.

- Used the White Rose framework to monitor unit coverage, progression and consistency across classes.
- Ensured children accessed all areas of mathematical development within the planned timeframe.
- Reflected on the “What Matters” statements to identify concepts requiring additional instructional time, informing adjustments for next year.
- Integrated mathematics into other curriculum areas, particularly via INSPIRE Maths, to strengthen cross-curricular learning.
- Used Taith 360 assessments to gain clearer insights into skill progression and support future planning.

Impact on Learners

- Improved planning led to more consistent and effective delivery of the mathematics curriculum.
- Learners developed a better understanding of key mathematical concepts due to refined time allocation.
- Opportunities to apply mathematical skills across the curriculum enhanced engagement and reinforced understanding.
- Assessment information provided a clearer picture of learner progress, enabling more targeted next steps.

Conclusion

The implementation of Priority 3 has strengthened the coherence, delivery and impact of mathematics teaching across the school. Clear planning structures, integration across subject areas and improved use of assessment have all contributed to better learner outcomes. Continued refinement—particularly around time allocation for specific “What Matters” areas—will support sustained progress in the next academic year.

Priority 4: Curriculum – To develop whole-school planning to ensure coverage of ‘What Matters’ statements

Key strategies:

- Long, medium, and short-term planning is now aligned with the Curriculum for Wales.
- Pupil voice is embedded in planning processes.
- Enrichment activities (TASC weeks, Forest School, external visitors) have supported the development of the four purposes.
- Staff have engaged in professional development and peer observations.
- Governors have actively participated in curriculum monitoring.

Impact on Learners:

- Planning is consistent and aligned with progression steps.
- Pupils are developing as healthy, confident individuals through enriched learning experiences.
- ALP provision is informed by curriculum planning and supports personalised targets.

Conclusion: Whole-school curriculum planning is well-established and reflective of the new curriculum. Continued emphasis on pupil voice, professional development, and personalised learning will support ongoing improvement.

NEW TARGETS FOR 2025 - 2026

Priority 1: Reading– to develop a whole school approach towards shared reading

Priority 2: Raise the profile of Cymraeg in the school and use a range of Welsh language patterns across the curriculum which show progression

Priority3: ensure continuity in progress and provision of teaching and learning following the restructuring of the school

CURRICLUM ORGANISATION

Ysgol Bro Famau is a primary school for 3-11-year-old pupils. The 3–7-year-old pupils are in the school's Early Years Phase, which is based in Llanferres. The pupils transfer to Juniors in the Llanarmon site when they are 7 years old. Here again Years 3& 4 pupils and Years 5 & 6 pupils work very closely. This means that detailed and constant planning occurs between the staff of all the teaching years.

The Curriculum for Wales framework emphasises a shift from subject-based learning to a more holistic, learner-centered approach, focusing on the development of skills and competencies across six Areas of Learning and Experience. The curriculum aims to foster learners who are ambitious, creative, ethical, and healthy, while also promoting literacy, numeracy, and digital competence as cross-curricular skills.

Here's a more detailed breakdown:

Core Principles:

- **Four Purposes:**

The curriculum is guided by the vision of learners becoming: ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.

- **Areas of Learning and Experience (AoLEs):**

Learning is organized into six AoLEs: Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, and Science and Technology.

- **Cross-Curricular Skills:**

Literacy, numeracy, and digital competence are embedded across all areas of learning, ensuring learners develop these essential skills throughout their education.

- **Progression:**

The curriculum focuses on understanding how learners progress within each area of learning, deepening their knowledge, skills, and attributes.

- **Assessment:**

Assessment is integrated into the learning process, used to inform planning and support individual learner progress, rather than as a one-off judgement.

ADDITIONAL EDUCATIONAL NEEDS AND PROVISION FOR SPECIFIC NEEDS

Every child's needs whatever they might be are catered for at this school. No discrimination is made on the basis of race, language, disability or ethnic and/or social background. Every child has the same opportunity to develop his/her full potential. The school has an accessibility plan for the disabled and both buildings are adapted for wheelchair access. A designated disabled toilet and shower room is in place within both schools.

The school operates a policy of early intervention as it is crucial that pupils who have Additional Needs are identified quickly. Outside agencies may become involved when external support is required.

Children who do not require outside agency assistance but who need support have such needs met by the school either through Universal Provision or Universal Targeted Provision. This is discussed by the ALNCo, Teacher, Parent and Child. Support is provided either in small groups or individually, usually within the class setting. Intervention strategies are delivered by highly skilled Teaching Assistants

There is excellent communication with Ysgol Bryn Hyfryd. The year 7 Co-ordinator visits school to discuss the needs of pupils and those with Additional Needs are highlighted for any necessary action. If a pupil is transferring to another school, the same efforts are made to ensure a smooth change over for the pupil and continuity of provision. The Additional Learning Needs Co-ordinator attended meetings held by Denbighshire County Council to be kept up-to-date of recent changes within the Inclusion Service. The co-ordinator works alongside the class teachers and external agencies where necessary.

ALN Provision	Number on register
Universal	
Universal Targeted	11
ALN	1

PUPILS WITH DISABILITIES

We have an Equal Opportunities Policy and any new pupils with disabilities are treated the same as able bodied pupils. The school is fully compliant with Disabled access. Ysgol Bro Famau is a fully inclusive school.

Suitable provision is made for all pupils. We do not discriminate on the basis of colour, language, disability or ethnic or social background. All pupils whatever their ability, are given the same opportunity to develop their full potential. A current accessibility plan exists at school. The buildings are accessible to wheelchairs.

THE USE OF WELSH IN SCHOOL.

Ysgol Bro Famau is an English medium primary school. However, we are aware of the fact that being in Wales that we have to comply with the Welsh Assembly's guidance that all schools throughout Wales need to provide Welsh as an additional language and that their aim is to have a bilingual Wales.

The teaching of Welsh as a second language is a statutory requirement and has dedicated time in the school's timetable. Also, extensive involvement is encouraged in activities that not only build on language skills but also develops the Welsh ethos.

Children in Early Years receive one hour of Welsh lessons a week and Key Stage 2 receive one and a half hours of Welsh a week. However, Welsh is used incidentally throughout the day by staff and children. Many of our teachers and Classroom Assistants are proficient Welsh speakers.

The use of Welsh as an incidental (every day) language in class through various activities helps the children to become more aware and develop their understanding of the language and build confidence in their use of it. As a result, the school is developing a strong Welsh ethos that fosters pride among the staff and pupils in their locality, community, nation and culture as well as our dual languages.

The school takes part in a number of activities that promote our bilingual ethos and also meet the Welsh Assembly directive to create bilingual children, demonstrating confidence in both languages.

During the year we have a number of 'special days' that promote the Welsh language and our Welsh heritage. Pupils take part in the School Eisteddfod and a few go on to participate in the local and county Urdd Eisteddfod.

During the autumn term, Reception, Years 1 and 2 participated in the annual Welsh jamboree, singing Welsh action songs and being entertained by Welsh presenter Martyn Geraint.

TOILET FACILITIES

The boys' and girls' toilets are of a satisfactory standard. All toilets are cleaned and inspected daily.

SCHOOL POLICIES

The curricular and managerial policies are adapted and reviewed as part of a rolling programme. Copies are available in school if required, please provide at least three working days' notice

SAFETY

An effective safety system is in place whilst pupils and staff are in school. The safety system is reviewed regularly. A fire drill is held every term. All portable electrical appliances were inspected during the year. A full Health and Safety audit was carried out and recommendations implemented. It is ensured that the adult to pupil ratio is

correct when pupils go on any excursion. The school has a number of first aiders and the correct procedures are followed whenever first aid is administered.