



Ysgol Gynradd Gymraeg Bryniago



'Dim ond ein gorau glas sy'n ddigon da.'

# Governing Body's Annual Report to Parents (summary)

# 2024-2025





## **Full Annual Report:**

### **1. WELCOME**

Welcome to the new school year at Ysgol Bryniago. These pages will tell you about the 2024-2025 academic year, reporting on the progress being made, the events of the year, the academic standards and the management of the school by the Headteacher and Governors.

### **2. MESSAGE FROM THE CHAIR OF GOVERNORS**

It is my pleasure to present the 2024–2025 Annual Report of the Governing Body of Ysgol Bryniago to parents. I hope you find it interesting and comprehensive.

The past year has been a very successful one for Ysgol Bryniago. The Urdd Eisteddfod was held in West Glamorgan, and it was wonderful to see the school competing in a wide variety of stage competitions. We were very proud to see individuals- Dyfan Jones, Leila Finney, and Nia Horan- as well as the Year 6 and under recitation group and the Year 6 and under theatrical performance group reach the national round. Their performances were of a very high standard. I would like to thank all the staff who taught the children.

One of the highlights of 2024–2025 was the opening of Canolfan Iago. The centre opened as an additional provision during the year. We are very pleased that a Welsh-medium Specialist Educational Facility opened for the Gwyr cluster of schools in September 2025.

Members of the Governing Body made several visits to the school during the past year, and we will continue to visit as often as we can. It is an extremely pleasant experience to visit the school and meet the staff and pupils.

We also said farewell to some staff members during 2024–2025. We were truly saddened to see Mrs. Killa leave Ysgol Bryniago, and we would like to express our sincere thanks for her dedication and hard work over the past 20 years. Her contributions have been invaluable, and she has had a positive impact on the lives of many pupils. We wish her all the best for the future. Mrs. Killa will always be an important part of the Ysgol Bryniago family.





The school also said goodbye to Mr. Phil Gealy after more than eleven years of working at Ysgol Bryniago. Mr. Gealy worked in a variety of classes over the years and has touched many hearts. He has greatly supported the school in the world of sports over the years—especially by taking children to various competitions.

Another staff member who left during 2024–2025 was Mrs. Sue Miller. Mrs. Miller worked at Ysgol Bryniago for many years- caring for the children at the breakfast club, during lunchtime, and also cleaning the school! Thank you very much, Sue, for being part of the Ysgol Bryniago family.

Miss Lucy Miller worked at the school for a short period during 2024–2025. We would like to thank her for her work as a teaching assistant over the past year.

I would like to thank each and every one of you—parents, carers, grandparents—and your children for your continued support of the school over the past year. I would also like to thank the Parent Teacher Association for all their fundraising efforts throughout the year. Without this financial support, we would not be able to purchase the much-needed resources for the school.

Ysgol Bryniago is a community, and I look forward to continuing to work together to ensure the best possible provision for our children. If anyone has any questions about the work of the Governing Body, please contact me through the school.

The governors meet regularly every term. At least one full meeting of the governing body is held each term. In addition, several sub-committees are also held. The finance sub-committee, in conjunction with the LEA's financial officer, keeps a close eye on the school's finances. Maintaining the school's budget is becoming more challenging each year. The health and safety sub-committee ensures that the building and site are safe for your child/children. The curriculum sub-committee works with the school to ensure that the quality of teaching and learning is of a high standard and meets requirements. The school works closely with the School Improvement Officer, Mrs. Nia Ward, to continue raising standards and managing performance.





The School Development Plan and the Self-Evaluation Report continue to provide strategic direction for the school and offer a real opportunity for the Governing Body to challenge and support all members of the school's leadership team.

I hope this report is interesting and informative for you.

Mrs Karen Thomas

### 3. Gwyr's Community of Schools Mission Statement

For the Gwyr's Community of schools, the learner is at the heart of all of our activities, processes and organization of our schools. Our aim is to offer a dynamic, relevant and purposeful curriculum that ignites the passion for learning in our learners. Our curriculum will offer our learners broad, valuable and memorable experiences. It will empower them to build on their previous skills and knowledge, offering them stimulating and rich experiences as they follow the path of their education. They will be challenged in order to prove success. Every child will have full access to the experiences, knowledge and skills they need in the world of work, for lifelong learning and to be active citizens. Central to our inclusive curriculum is our commitment to develop positive mindsets and relationships so that our learners thrive as healthy and confident individuals. Under our care and guidance our curriculum will develop our learners to be independent and collaborative citizens who will be ready to walk forward confidently in their local community, Wales and the wider world. We encourage our children to feel pride in Wales, the Welsh language and to treasure their heritage and culture in order to broaden their horizons to appreciate the cultures and traditions of the world.

### 3. DETAILS OF THE ANNUAL PARENTS' MEETING





In the past, school governing bodies were required to hold an annual meeting with parents. However, this requirement was removed by the School Standards and Organisation (Wales) Act 2013.

In its place, new arrangements were introduced that allow parents to request up to three meetings with the governing body in any school year to discuss matters that concern them.

During 2024–2025, no requests were received from parents for such a meeting.

More information about this process is available on the Welsh Government website:  
Governance:

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

If you have any questions related to this report you are welcome to contact the school.

#### 4. THE GOVERNING BODY

The Governors work with the Headteacher and Staff of the school to ensure that the school provides a successful teaching and learning environment for the children and raises standards. The Governing Body helps to ensure that the school is accountable to parents, the local community and the local authority and does so in a transparent way about the outcomes and the way in which its resources are allocated.

#### 5. COMPOSITION OF THE GOVERNING BODY

Mrs Karen Thomas Cadeirydd/ Chair	Llywodraethwr/wraig Cymunedol Community Governor
Mrs Carina Edenborough Is-gadeirydd/ Vice-chair (23-24)	Rhiant Lywodraethwr/wraig Parent Governor



## Adroddiad Blynyddol y Llywodraethwyr i'r Rhieni 2024-2025



Ms Elen Jones Is-gadeirydd/ Vice-chair (24-25)	Llywodraethwr/wraig AALI LA Governor
Mrs Bethan Roberts	Rhiant Lywodraethwr/wraig Parent Governor
Mrs Siân Breeden	Rhiant Lywodraethwr/wraig Parent Governor
Mrs Sharon Thomas	Rhiant Lywodraethwr/wraig Parent Governor
	Rhiant Lywodraethwr/wraig Parent Governor
Mrs Ann Biston	Llywodraethwr/wraig Cymunedol Community Governor
Ms Gwenda West	Llywodraethwr/wraig Cymunedol Community Governor
Cllr. Rhian Harries	Llywodraethwr/wraig cymunedol ychwanegol Additional Community Governor
Mrs Luned Jones	Athro-Llywodraethwr/wraig Teacher Governor
Miss Rhiannon Evans	<i>Staff-lywodraethwr/wraig</i> <i>Staff Governor</i>
Miss Nia Jones	Pennaeth Head teacher
Mrs Rhian Gealy	Clerc Clark

### Name and address of the Clerk to the Governors:

Clerk to the Governors	Address	Phone	email
Mrs Rhian Gealy	YGG Bryniago, Lower James Street, Pontarddulais, Swansea SA4 8JA	01792 882012	<a href="mailto:Ygg.bryniago@swansea-edunet.gov.uk">Ygg.bryniago@swansea-edunet.gov.uk</a>





**Name and address of Chair of Governors:**

Chair of Governors	Address	Phone	email
Mrs Karen Thomas	YGG Bryniago, Lower James Street, Pontarddulais, Swansea SA4 8JA	01792 882012	<a href="mailto:Ygg.bryniago@swansea-edunet.gov.uk">Ygg.bryniago@swansea-edunet.gov.uk</a>

Full governors' meetings were held on the following dates during the academic year.

- 01.10.2024
- 26.11.2024
- 11.03.2025
- 17.06.2025

As well as the main governing committee, sub-committees were formed to deal with issues in the school, these included:-

Finance sub-committee; performance management sub-committee; curriculum and ALN sub-committee and health and safety sub-committee.

<b>Governors with special responsibilities:</b>	
<b>2024-2025:</b>	<b>2025-2026:</b>
<p><b>Additional Learning Needs:</b> Ms Gwenda West</p> <p><b>Safeguarding and Child protection:</b> Mrs Karen Thomas</p>	<p><b>Additional Learning Needs:</b> Ms Gwenda West</p> <p><b>Safeguarding and Child protection:</b> Mrs Karen Thomas</p>





<p><b>Looked after children (LAC):</b> Cllr. Rhian Harries</p> <p><b>Health and safety:</b> Mrs Ann Biston</p> <p><b>E-safety:</b> Ms Elen Jones</p> <p><b>Data management:</b> Mrs Sian Breeden</p> <p><b>Ceri's champion:</b> Mrs Karen Thomas</p> <p><b>Welsh charter:</b> Ms Elen Jones</p>	<p><b>Looked after children (LAC):</b> Cllr. Rhian Harries</p> <p><b>Health and safety:</b> Mrs Ann Biston</p> <p><b>E-safety:</b> Ms Elen Jones</p> <p><b>Data management:</b> Mrs Sian Breeden</p> <p><b>Ceri's champion:</b> Mrs Sian Breeden</p> <p><b>Welsh charter:</b> Ms Elen Jones</p>
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No travelling or subsistence costs were claimed by governors during the year.

## 6. STRATEGY AND POLICY

The governing body approved the school Self Evaluation Report and School Development Plan. This is reviewed by the governing body as part of its sub committees.

The governing body approve all policies on a rolling programme following review and revision. All policy documents including the School Development Plan are available to view at the school. Policies are also available on the school website. Governors visit the school to see policy in practice. Following these visits, recommendations are made and are included in the School Development Plan.





**7. SCHOOL DEVELOPMENT TARGETS:**

TARGET:	END OF YEAR EVALUATION:
<p>Embed the school's assessment methods further by providing consistent opportunities for pupils across the school to respond to teacher feedback and identify the next steps in their learning.</p>	<p>Almost all staff consistently follow the school's marking scheme, with symbols being used effectively and understood by pupils. Good practices include pupils responding to feedback using coloured pens, self-marking, peer marking, and using MAC (Marking and Assessment Criteria) and success criteria. New techniques such as 'pit stops' and model drafting are beginning to be used.</p> <p>Clear progress has been made in compliance, quality of feedback, and pupil responses, especially in Mathematics. Feedback in literacy and thematic work is improving, but further development is needed, particularly in Progression Step 3.</p>
<p><b>Partly achieved</b></p>	<p>Progression Step 2 uses the assessment caterpillar effectively to set targets.</p> <p>Pupils are more confident in discussing their work and can identify ways to improve it. Live marking has a positive impact, and self-evaluation practices are developing independence.</p> <p><b>Priorities for the future:</b></p> <ul style="list-style-type: none"> <li>• Expand good practices across the school.</li> <li>• Agree on whole-school feedback strategies.</li> <li>• Improve responses to feedback in literacy and redrafting.</li> <li>• Whole-school training planned for the start of next year.</li> </ul>





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TARGET:	END OF YEAR EVALUATION:
<p>Developing independent learning skills among the youngest pupils:</p>	<p>During the year, the school has worked closely with a specialist teacher from the Local Education Authority, with a focus on child development and pedagogy. The aim of this partnership was to deepen Bryniago Bach staff's understanding of the Curriculum for Wales and the curriculum for non-maintained settings.</p> <p>Most staff in Progression Steps 1 and 2 now have a strong understanding of the importance of engaging learning experiences, along with key principles of the early years such as play, the role of the adult, and the design of effective learning environments. The training has led to significant improvements in how learning experiences are planned, resulting in a revision of the school's learning and teaching policy. The new policy provides clear guidance on expectations across Progression Steps 1 and 2, ensuring that early years children receive an education that lays strong foundations for lifelong learning.</p> <p>Adults in Bryniago Bach now enable learning through effective questioning, keen observation, and encouragement where</p>
<p><b>Partly achieved</b></p>	





	<p>needed. While a variety of learning experiences are offered indoors, it has been noted that more effective use of the outdoor classroom is needed across the progression steps. Visits to other schools have highlighted the need to further develop both the indoor and outdoor learning environments to foster independence among learners.</p> <p>The school has begun to respond to this challenge by ordering resources, collecting free materials, and upskilling staff in specific areas – such as developing role play within Progression Steps 1 and 2.</p> <p>The school has made sufficient progress towards the targets set. Staff understanding of expectations and successful approaches in other settings has developed strongly. However, staffing instability has affected the consistency of progress.</p> <p><b>Looking ahead to next year, further attention will be needed to:</b></p> <ul style="list-style-type: none"> <li>• Improve the learning environment, both indoors and outdoors.</li> <li>• Plan engaging and relevant experiences for learners.</li> <li>• Refine pedagogy in Progression Steps 1 and 2, including play and learning through play, authentic and purposeful learning, physical literacy, and outdoor learning.</li> </ul>
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TARGET:	END OF YEAR EVALUATION:
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<p>Continue to further develop the role of middle leaders so that they lead their areas of responsibility independently</p>	<p>During the year, the school collaborated with officers from the Local Education Authority and the regional consortium to provide a series of training sessions to upskill middle leaders. This training has led to a significant improvement in their knowledge and understanding of self-evaluation, quality assurance, and change management. Most leaders now feel more confident and operate more strategically within their areas.</p>
<p><b>Partly achieved</b></p>	<p>By the end of the Spring Term 2025, leaders had developed a strong understanding of self-evaluation processes and were using learner-focused approaches. The training has had a positive impact on strategic planning, monitoring, book scrutiny, and conducting learner conversations.</p> <p><b>Gwyr Cluster Collaboration</b></p> <p>MDaPh working groups within the Gwyr Cluster have been successful in developing new leaders and sharing good practice. The focus has been on refining the learning continuum, sharing work within Areas of Learning and Experience, and developing a cluster learning portfolio. This has strengthened consistency and understanding between primary schools and Ysgol Gyfun Gwyr.</p> <p><b>Feedback from Middle Leaders Questionnaire – Summer 2025</b></p> <p>The majority of middle leaders report having a clear vision aligned with the school's values. They feel confident in planning a balanced curriculum, leading high-quality teaching, using assessment information to inform planning, and sharing good practice. The training has strengthened their ability to evaluate quality and influence their teams.</p> <p><b>Challenges and Priorities</b></p> <p>Despite the progress, challenges such as lack of time and the need for further training for some new leaders have been identified. The school recognises the need to allocate more time</p>





	for leaders to use their skills effectively and to operate more independently next year.
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TARGET:	END OF YEAR EVALUATION:
<p>Support learners' emotional wellbeing by embedding the WOWW strategy across the school and introducing an emotional training strategy to support vulnerable learners</p>	<p>The school has established new procedures to identify, monitor, and respond to low-level behaviour. This evidence is used effectively for referrals to external agencies, discussions with parents, and decisions regarding Additional Learning Needs (ALN).</p> <p>Through close collaboration with external agencies, staff skills have significantly developed in supporting pupils with intense emotional needs. Almost all staff now understand that challenging behaviour often reflects emotions such as anxiety, anger, or sadness. Staff have received specific strategies, including restorative discussion techniques, and have a bank of approaches to support vulnerable children.</p> <p>Strategies such as “now, next, then” boards, visual timetables, and behaviour charts are widely used across the school. The school has also made effective use of the county behaviour forum to discuss individual cases and receive further strategies to improve behaviour.</p> <p>The school has made good progress towards the targets set, strengthening staff capacity to respond sensitively and effectively to pupils' emotional needs and behavioural challenges.</p>
<p><b>Partly achieved</b></p>	



### **School targets for 2024-2025:**

*These are the school targets for the year:*

- Continue to provide consistent opportunities for pupils across the school to respond to teacher feedback and identify the next steps in their learning by fully implementing agreed whole-school strategies.
- Continue to develop independent learning skills among the youngest pupils by:
  - Designing engaging learning experiences that inspire curiosity and initiative.
  - Embedding high-quality pedagogy that nurtures self-directed learning.
- Strengthen the role of middle leaders by ensuring they lead their areas of responsibility confidently and independently, by:
  - Demonstrating clear strategic leadership in their area.
  - Monitoring and evaluating impact on learning and standards.
  - Actively contributing to the planning and delivery of the school's priorities.
  - Supporting the professional development of colleagues within their teams.
- Ensure strong, measurable, and sustainable progress in standards of Welsh literacy, English literacy, and numeracy across all year groups by implementing targeted teaching strategies that consistently, effectively, and coherently develop core skills.

Additionally, the school will:

- Implement consistent behaviour strategies led by adults to reduce low-level disruption and foster a positive school culture.





## 8. ASSESSMENT REQUIREMENTS:

As part of learner assessment for the Summer Term 2024, Ysgol Bryniago undertook the following:

- Used ongoing classroom assessment to support effective progress across the current curriculum.
- Ensured that learners in Years 2 to 6 completed personalised assessments in Reading, Numeracy (Procedural), and Numeracy (Reasoning).

Reading and Numeracy Assessments:

Pupils in Years 2–6 at YGG Bryniago were assessed in:

- Welsh Reading
- English Reading (Years 3–6)
- Procedural Numeracy
- Reasoning Numeracy

Parents of pupils in Years 2–6 received feedback on their child's assessments. More information about personalised assessments and feedback is available via the provided links.

Assessment Results – Reading and Numeracy 2025:

The 2025 personalised assessment data for YGG Bryniago shows high standards across several areas, with particularly positive trends in Numeracy and Reasoning.

- Year 2: Exceptionally strong performance, with 92% of pupils performing above the national average in Welsh, and only 4% below. In Numeracy, 83% performed above average, reflecting a solid understanding of mathematical concepts. Reasoning showed 70% above average, though 17% were below, indicating a need for targeted intervention.





- Year 3: A more mixed picture. Numeracy (56%) and Reasoning (63%) show improvement since 2024. However, Welsh is a concern, with 44% performing below the national average—a significant drop of 32% from the previous year. English also shows variation, with 43% above and 38% below average. The data suggests targeted intervention is needed in Welsh and close monitoring of English.
- Year 4: Positive progress across all areas. Welsh: 79% above average (up 4%). English: 84% above (up 9%). Numeracy: 75% above (up 15%). Reasoning: 74% above (up 14%). This reflects the positive impact of targeted teaching strategies and support.
- Year 5: Particularly strong performance in Numeracy, with 81% above average—a significant increase of 41% since 2024. English also improved by 15%, with 75% above average. However, Welsh declined by 11%, with 69% above average, suggesting a need for targeted support. Reasoning showed a small increase of 2%, with 62% above average.

#### Summary:

The school's standards show positive trends in most areas, especially in Numeracy and Reasoning. However, the decline in Welsh performance in Years 3 and 5 is concerning and calls for specific intervention. Targeted learning strategies, additional support, and ongoing monitoring should be considered to maintain and improve standards across the school.

