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## Governors Annual Report to Parents, Academic Year 2024-2025.

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### 1. Information about holding a parents' meeting

Parents can request up to three meetings per year with their school's governing body. This replaces the previous requirement to hold an annual parents' meeting. The governing body must hold a meeting if it receives a written request from parents of registered pupils at the school requesting a meeting and it is satisfied that each of the following conditions are met:

- ✓ The request contains the signatures of the required minimum number of parents (30 parents) of registered pupils at the school.
- ✓ The meeting requested is for the purpose of discussing a matter relating to the school.

### 2. Governing body information – Sept 2025

Mr Michael Martell - Headteacher

Mrs Katie Hardcastle - Community Governor

Mr Steve Doleman - Parent Governor

Mrs Faye Davies - Parent Governor

Miss Carla Redshaw - Staff Governor

Mr Shaun Thomas - Local Authority Governor & Chair

Mr Jonathan Peart - Teacher Governor

Mr Peter Jackson - Community Governor

Mr Gareth Sharp – Community Governor

Mrs Emma Eden - Parent Governor

Mr Lux Parimelalagan – Local Authority Governor

Mr Conor Merrick – Local Authority Governor

Mrs Caroline Firth – Local Authority Governor

Mrs Natalia Walker – Parent Governor

### 3. Parent Governor Information

There are no parent governor vacancies, although we have a community governor vacancy. If you would like to know more about becoming a governor, please contact the Chair of Governors or contact the school office for more information.

### 4. Attendance and Absence Information

The school's attendance last year was 93.2%. The percentage of unauthorised absences was 1.5%. The percentage of authorised absences was 5.3%. The school and the Inclusion Welfare Officer monitor pupil attendance closely. The Headteacher and Governors request that parents and carers work collaboratively with them to improve this target. We have thorough monitoring systems in place. Parents/carers may have to attend an interview with the Headteacher, in order to ascertain whether authorisation will be given. Parents and carers are actively encouraged to take holidays outside of term time.

### 5. Destination of School Leavers

We liaise with the local secondary schools to ease Year 6 transition into secondary education. Last year the pupils went to: Ysgol Treffynnon (19).

### 6. Financial statement - Final Outturn Statement 2024/25

BUDGET HEADING	BUDGET 2024/2025	EXPENDITURE 2024/2025	BALANCE
BALANCE FROM 2023/2024	12,187	-	
EMPLOYEES	579,060	788,470	
PREMISES	94,355	61,964	
TRANSPORT	0	0	
SUPPLIES	23,556	15,687	
SCHOOL MEALS	0	0	
SERVICE LEVEL AGREEMENTS	25,392	25,392	
INCOME	108,890		
<b>TOTAL 2024/2025</b>	<b>843,440</b>	<b>891,513</b>	<b>-48,073</b>

## 7. School Development Plan



### One-Page School Development Plan Overview 2025/2026

*Discovering, learning and growing together*



School characteristics and previous inspection													
<p>The school's most recent Estyn inspection was in October 2019</p> <p>The report reflected the strong position the school is in.</p> <p>There are currently 164 pupils on roll (as of Sept 2025)</p> <p>From September 2024, a new headteacher has been appointed following the retirement of Mrs Jo Garbutt.</p> <p>In 2025/26, we have 12 FSM children, no service children, 2 EAL children.</p> <p>There are 10 on the ALN register (Sept 25)</p> <p>Attendance was 93.2% in 2024/25 (National: 90.9%)</p>	<table border="1"> <thead> <tr> <th>Inspection area</th> <th>Judgement</th> </tr> </thead> <tbody> <tr> <td>Standards</td> <td>Good</td> </tr> <tr> <td>Wellbeing and attitudes to learning</td> <td>Excellent</td> </tr> <tr> <td>Teaching and learning experiences</td> <td>Good</td> </tr> <tr> <td>Care, support and guidance</td> <td>Excellent</td> </tr> <tr> <td>Leadership and management</td> <td>Excellent</td> </tr> </tbody> </table>	Inspection area	Judgement	Standards	Good	Wellbeing and attitudes to learning	Excellent	Teaching and learning experiences	Good	Care, support and guidance	Excellent	Leadership and management	Excellent
Inspection area	Judgement												
Standards	Good												
Wellbeing and attitudes to learning	Excellent												
Teaching and learning experiences	Good												
Care, support and guidance	Excellent												
Leadership and management	Excellent												

SDP Priorities 2024/25	RAG Rating	Progress towards areas for improvement in previous Estyn report (RAG rating)		
KP1: To further embed the curriculum in writing, including across the curriculum, enabling continued academic achievement for all pupils		R1 Provide worthwhile opportunities for pupils to extend their writing across the curriculum	R2 Ensure that all staff use effective strategies so pupils have a clear understanding of how to improve their work	R3 Improve provision for the development of foundation phase pupils' physical skills in the outdoor areas
KP2: To develop and refine a consistent and effective approach to marking and feedback				
KP3: Further refine teaching and learning, including outdoors, in 3-8 provision to develop increasingly independent learners				
KP4: To improve the standards of Welsh throughout the school and work towards attaining the silver standard for Cymraeg Campus		RAG rating: <span style="background-color: green;"></span>	RAG rating: <span style="background-color: green;"></span>	RAG rating: <span style="background-color: green;"></span>

SDP Priorities 2024/25	Reason for priority	Intended Pupil Outcomes	Primary Cost
KP1: To effectively implement an early reading and phonics programme	Some children finishing Y2 without completing phonics programme Early reading priority will support literacy progress SSP scheme proven to improve reading outcomes	Pupil voice will show an increase in enjoyment of reading Internal data will show an increase in children able to read and decode Internal data will show a greater percentage of children finishing Phase 5 before moving into Y3 Increase in reading data outcomes Most pupils make good progress in their use of Reading assessments as they move through school. Most pupils will make good progress in their writing	Release time for staff / cover and resources required for phonics
KP2: To effectively implement an updated approach to KS2 reading and improve attitudes towards literacy across the school	Addressing reading attitudes will support literacy progress Whole-class approach to shared reading will remove 'ceiling' for less able readers	Pupil voice will show an increase in enjoyment of reading Pupils will be able to articulate favourite texts and name previously-read and shared books Increase in reading data outcomes Most pupils make good progress in their use of Reading assessments as they move through school. Most pupils will make good progress in their writing	Resources for reading spine and shared reading programme
KP3: To effectively implement progression of skills into our maths curriculum	New Welsh govt guidance being released National tests data shows our children are better at reasoning than procedural	Most pupils will make good progress in their use of Maths assessments as they move through the school Increase in maths procedural data Pupil voice will show increased confidence in maths Pupil voice will show increased knowledge of key facts (e.g. times tables)	Release time for staff / cover
KP4: To improve the standards of Welsh throughout the school and work towards attaining the silver standard for Cymraeg Campus	Campus Cymraeg Bronze Award SDP 2023/24 <b>Cymraeg 2050 Welsh Language Strategy</b>	Pupil voice will show an increase in Welsh speaking confidence Pupils will use learned and routine Welsh more frequently Increased enjoyment/pride in using Welsh via pupil voice Most pupils make good progress in their use of Welsh as they move through school.	Release time for staff / cover

	National Tests 2024/25	Reading	Procedural	Reasoning	Ongoing foci: 2025/26
Year 2 (21)	Scaled Score 85-115	52%	67%	81%	Improve parental engagement in school Children to take independent ownership of their individual targets Continue to develop outdoor learning provision, including Forest Schools and retaining the Eco-Schools award Increased attendance (National Focus Wales) Continue to develop the school's curriculum in line with the Four Purposes and AOLE's Continue to develop the role of Senior Mental Health Lead to oversee MH/wellbeing for pupils and staff Develop the role of the Governing Boards to provide effective strategic support and challenge to the school
	Scaled Score 115+	33%	29%	10%	
	Percentage Average +	86%	95%	91%	
Year 3 (26)	Scaled Score 85-115	65%	73%	73%	
	Scaled Score 115+	35%	23%	27%	
	Percentage Average +	100%	96%	100%	
Year 4 (20)	Scaled Score 85-115	40%	55%	65%	
	Scaled Score 115+	50%	30%	30%	
	Percentage Average +	90%	85%	90%	
Year 5 (21)	Scaled Score 85-115	76%	81%	95%	
	Scaled Score 115+	24%	10%	0%	
	Percentage Average +	100%	91%	95%	
Year 6 (19)	Scaled Score 85-115	53%	68%	36%	
	Scaled Score 115+	37%	32%	63%	
	Percentage Average +	90%	90%	100%	

## 8. Community Links

*Community Police* - The school has very good links with the Police service. Our community police Officer visits school each term to teach children on a range of social and personal safety issues. PC Mark Sayer is our PCSO.

*Music Service* - Our Year 3 pupils were very fortunate last academic year to receive p-buzz lessons for the whole class, and performed at Theatre Clwyd.

*Coffee Mornings* – Foundation Stage regularly visited Village Hall during their monthly coffee morning, as well as singing carols at Christmas

*Community visitors* – Our Local RNLI, the environmental team from FCC, Clwyd East MP Becky Gittins are some of the community groups who have visited the school in the last 12 months.

*Discover and Do and Carmel Playgroup* - The two childcare organisations moved into the new building. Both groups play an integral role in the wraparound care that we provide for our families.

*Village Hall* - Every year we enjoy taking our choir to the Village Hall to sing Christmas carols.

## 9. Sport and extra-curricular sporting activities

There is a wide range of sports activities undertaken during the year where children represent the school. These have included football, cricket, netball, tennis and athletics. Any child taking part represents the school and this is recognised as a privilege equal to academic and artistic achievement. It also fosters team spirit and the development of skills. We aim to give children of all abilities the opportunity to participate in competitive events.

## 10. Review of policies

All statutory policies are reviewed on an annual basis by the Governing Body.

## 11. School term dates

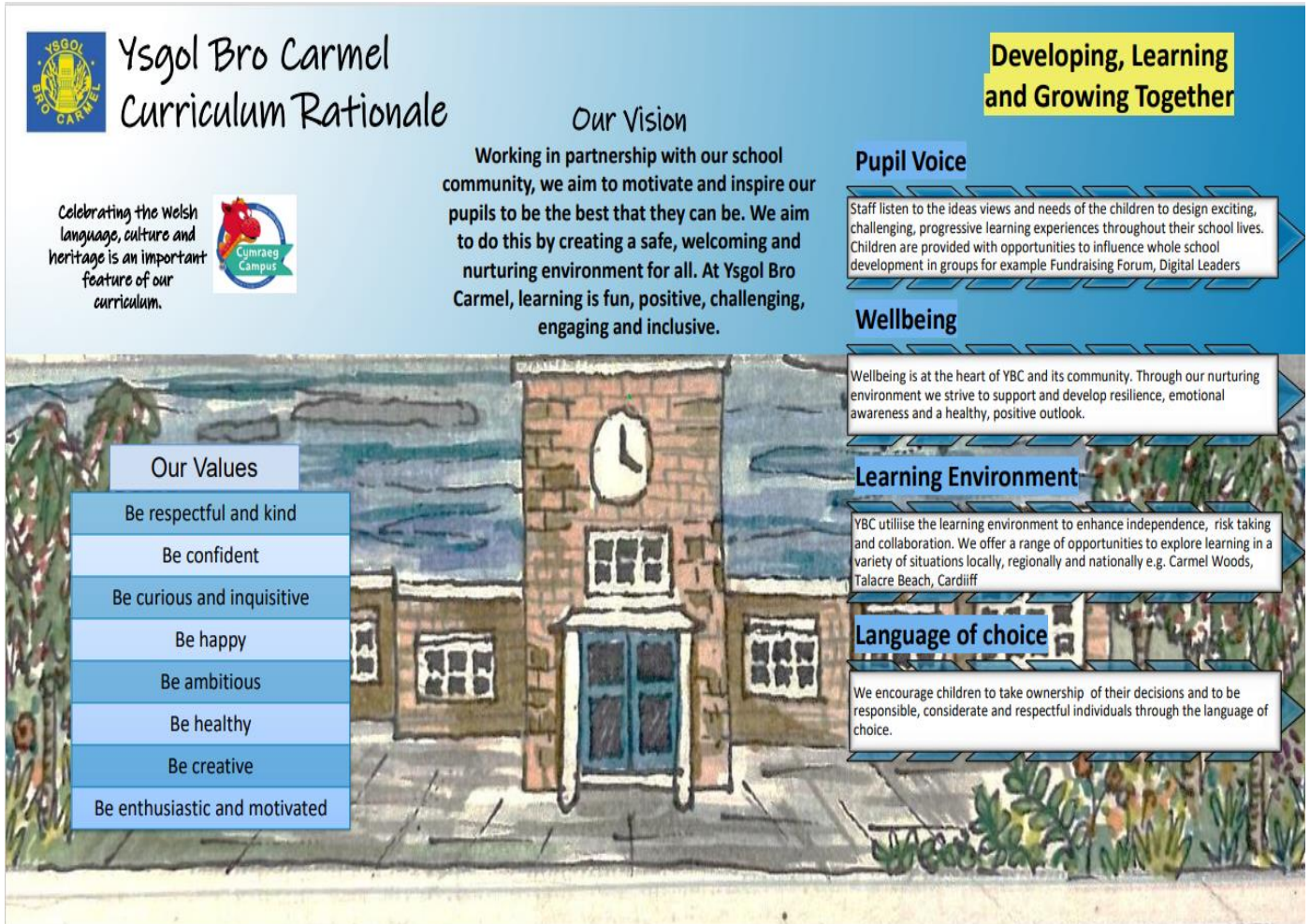
Autumn Term	Spring Term	Summer Term
Monday 1 <sup>st</sup> September to Friday 19 <sup>th</sup> December	Monday 5 <sup>th</sup> January – Friday 27 <sup>th</sup> March	Monday 13 <sup>th</sup> April – Monday 20 <sup>th</sup> July
Half Term: Monday 27 <sup>th</sup> October – Friday 31 <sup>st</sup> October	Half Term: Monday 16 <sup>th</sup> February – Friday 20 <sup>th</sup> February	Half Term: Monday 25 <sup>th</sup> May – Friday 29 <sup>th</sup> May
INSET: Monday 1 <sup>st</sup> September	INSET: Monday 5 <sup>th</sup> January	INSET: Monday 13 <sup>th</sup> April
	INSET: Tuesday 6 <sup>th</sup> January	INSET: Monday 1 <sup>st</sup> June
		INSET: Monday 20 <sup>th</sup> July

## 12. School prospectus changes

The school prospectus has been significantly changed since the last annual report to parents. To see an electronic version of the prospectus, please visit our website.

### 13. Curriculum information

The curriculum for Wales is an innovating and exciting one which has the Four Purposes at the very centre. We have developed a document to show how our curriculum is evolving.



**Ysgol Bro Carmel Curriculum Rationale**

**Our Vision**  
Working in partnership with our school community, we aim to motivate and inspire our pupils to be the best that they can be. We aim to do this by creating a safe, welcoming and nurturing environment for all. At Ysgol Bro Carmel, learning is fun, positive, challenging, engaging and inclusive.

**Developing, Learning and Growing Together**

**Pupil Voice**  
Staff listen to the ideas views and needs of the children to design exciting, challenging, progressive learning experiences throughout their school lives. Children are provided with opportunities to influence whole school development in groups for example Fundraising Forum, Digital Leaders

**Wellbeing**  
Wellbeing is at the heart of YBC and its community. Through our nurturing environment we strive to support and develop resilience, emotional awareness and a healthy, positive outlook.


**Learning Environment**  
YBC utilise the learning environment to enhance independence, risk taking and collaboration. We offer a range of opportunities to explore learning in a variety of situations locally, regionally and nationally e.g. Carmel Woods, Talacre Beach, Cardiff

**Language of choice**  
We encourage children to take ownership of their decisions and to be responsible, considerate and respectful individuals through the language of choice.

**Our Values**

- Be respectful and kind
- Be confident
- Be curious and inquisitive
- Be happy
- Be ambitious
- Be healthy
- Be creative
- Be enthusiastic and motivated

*Celebrating the Welsh language, culture and heritage is an important feature of our curriculum.*



### Ysgol Bro Carmel- Steps to Success Designing our Curriculum



#### Step 1: Principles and Purpose – Determining the intent of our curriculum

We established the curriculum principles that reflect Ysgol Bro Carmel’s values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders.

#### Step 2: Entitlement and Enhancement – Developing our learning provision

After clarifying our principles and purpose, we set out our learning provision. We considered our non negotiables and how we broaden our curriculum with rich, authentic learning experiences and other curriculum enhancements. In addition to this, we considered what learners will experience as they move through school.

#### Step 3: Breadth and Balance – Determining the content of our curriculum

We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities. We embrace the opportunity to provide cross curricular learning where appropriate. A range and depth of skills are taught which allow child-led learning to be facilitated. Opportunities are provided for pupils to reflect on their learning in a variety of ways, provoking deep thinking, discussion and inquiry. Learning is embedded by allowing pupils to apply their skills to a range of different contexts.

#### Step 4: Planning the delivery of our curriculum

The rationale, design and planning of our curriculum is underpinned by effective teaching and learning experiences. Our vision recognises the integral role of the learning environment in supporting effective learning.

#### Step 5: Progression and Assessment – Planning for Progression

Pupil’s progression along a continuum of learning is central to the Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

#### Step 6: Review and Evaluate – Decide what works well and what areas need development

After establishing our curriculum, we will regularly review its impact on teaching and learning and make any adaptations if necessary. We will continue to develop professionally as staff to develop our knowledge and understanding of the new curriculum.

Step 1: Principles and Purpose

# Ysgol Bro Carmel- Our Vision and Values

Working in partnership with our school community, we aim to motivate and inspire our pupils to be the best that they can be. We aim to do this by creating a safe, welcoming and nurturing environment for all. At Ysgol Bro Carmel, learning is fun, positive, challenging, engaging and inclusive.

Our Values	Our Behaviours
Be enthusiastic and motivated	We place learners at the heart of their learning by creating real world, authentic experiences designed to inspire, engage and challenge.
Be respectful and kind	In our nurturing environment we treat everyone with respect, kindness and understanding.
Be confident	We develop confidence by celebrating effort and recognising that mistakes are key to the learning journey.
Be curious and inquisitive	We inspire children to engage in their own learning, ask questions and develop skills within a challenging yet supportive learning environment.
Be happy	We promote wellbeing by ensuring our children are supported, listened to and feel safe everyday.
Be ambitious	We provide a positive environment in which children can challenge themselves to be the best that they can be.
Be healthy	Our children are equipped with a toolkit to help them recognise, understand and make positive choices for their physical and mental health.
Be creative	Our children are encouraged and empowered to be brave, adventurous and imaginative in their learning.



Ysgol Bro Carmel is located in the heart of the beautiful village of Carmel, Holywell. We can walk across the road to the woods and lovely sandy beaches are only a short drive away. We want to help our pupils realise that there is a world of opportunities available to them, locally and in the exciting world beyond.

Our educational philosophy has inclusion and wellbeing at the centre.

Step 2 - Entitlement and Enhancement

## What do we mean by 'Curriculum'?

### What do we mean by curriculum?

The knowledge, skills and experiences that are taught in a range of ways to enable all children to reach their full potential in a developing world.

### What should we teach?

We will teach children a breadth of skills and knowledge that is relevant to our local context, with the four purposes at its centre.

### Why do we teach it?

We want to give our children opportunities to learn important skills that will help them to:

- appreciate and respect the world around them
- ask questions, look at evidence, take risks, make decisions and solve problems
- explore, communicate, create plans and find solutions
- build resilience and manage their well-being
- cooperate and collaborate with others and
- learn how to challenge themselves, set goals and be responsible, reflective learners.

### How do we teach it?

Our curriculum will be taught through a range of cross-curricular, rich, authentic learning experiences. It will be accessible and progressive so children will move forward in their learning. It will encompass the key skills and encourage growth mindset throughout.



YBC Four Purpose Squad



The Four Purposes of our curriculum are to develop:

- ambitious, capable learners
- enterprising, creative contributors
- healthy, confident individuals
- ethical, informed citizens

Our Curriculum contains the 6 Areas of Learning and Experience. It encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and cross-curricular skills

Step 2: Entitlement and Enhancement

Ysgol Bro Carmel's 'Non Negotiables'

At Ysgol Bro Carmel our priorities are:

- **Our Whole School** - We create a positive, nurturing and stimulating learning environment that inspires our learners to be the best they can be. Children take responsibility and make reasoned choices for themselves, and the world around them. Our school is a kind and respectful place.
- **Teaching and Learning** – High quality teaching is at the centre of our practice. Great importance is placed on teaching the foundations of literacy and numeracy. Opportunities are provided to apply these skills in a variety of contexts.
- **Health & Well-being** – Pupil well-being is at the heart of what we do. Learners must feel safe and happy in order to achieve their best. Our children are equipped with a developing toolkit. This enables them to manage their own well-being, physical and mental health with increasing maturity.
- **Inclusion** – We see our children as individuals and nurture their strengths and areas for development. Our pupils are taught to accept, celebrate and respect diversity in the world around them.
- **Pupil Voice** – Pupils contribute to whole-school development by taking on roles of responsibility which develop their leadership skills. Children are listened to and understand that their ideas are valued in shaping their curriculum and our school. By working with their learning partner, pupils are able to support and challenge one another in a positive, beneficial context.
- **Authentic Learning** – Our curriculum enables real-life, authentic learning experiences developing life-long skills relevant to our local context. This includes visitors and excursions to bring learning to life. Participation and collaboration is encouraged locally and globally through sports events and extra-curricular activities.

Step 3: Breadth and Balance

Statements of What Matters

Areas of Learning and Experience (AoLEs)						
	Expressive Arts	Health and Well-Being	Humanities	Language, Literacy and communication	Mathematics and Numeracy	Science and Technology
Statements of What Matters	WMS1 - Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.	WMS1 - Developing physical health and well-being has lifelong benefits.	WMS1 - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	WMS1 - Languages connect us.	WMS1 - The number system is used to represent and compare relationships between numbers and quantities.	WMS1 - Being curious and searching for answers is essential to understanding and predicting phenomena.
	WMS2 - Responding and reflecting both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.	WMS2 - How we process and respond to our experiences affects our mental health and emotional well-being.	WMS2 - Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	WMS2 - Understanding languages is key to understanding the world around us.	WMS2 - Algebra uses symbol systems to express the structure of mathematical relationships.	WMS2 - Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
	WMS3 - Creative work combines knowledge and skills using the senses, inspiration and imagination.	WMS3 - Our decision-making impacts on the quality of our lives and the lives of others.	WMS3 - Our natural world is diverse and dynamic, influenced by processes and human actions.	WMS3 - Expressing ourselves through languages is key to communication.	WMS3 - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	WMS3 - The world around us is full of living things which depend on each other for survival.
		WMS4 - How we engage with social influences shapes who we are and affects our health and well-being.	WMS4 - Human societies are complex and diverse, and shaped by human actions and beliefs.	WMS4 - Literature fires imagination and inspires creativity.	WMS4 - Statistics represent data, probability models chance, and both support informed inferences and decisions.	WMS4 - Matter and the way it behaves defines our universe and shapes our lives.
		WMS5 - Healthy relationships are fundamental to our well-being.	WMS5 - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			WMS5 - Forces and energy provide a foundation for understanding our universe.
						WMS6 - Computation is the foundation for our digital world.

The four purposes will be taught through six **Areas of Learning and Experience (AoLEs)**. These are Expressive Arts, Health and Well-Being, Humanities, Language, Literacy and Communication, Mathematics and Numeracy and Science and Technology. Each area contains **Statements of What Matters (WSM)** which shape learning for children of all ages. These statements support your child's progression as they develop their understanding and skills. Links between learning and real life are made explicit.

#### Step 4: Pedagogy

### Planning the delivery of our curriculum

At Ysgol Bro Carmel we provide our learners with effective teaching and learning experiences. We recognise the integral role of the learning environment and experiences in supporting effective progress.

#### Child-led learning

We encourage children to take ownership of their decisions and to be responsible, considerate and respectful individuals through the language of choice. Children's ideas are incorporated into the planning.

#### Real life learning

We enhance learning by facilitating visitors, excursions and extra curricular activities. Children develop real life skills by planning, delivering and organising different events e.g. school trips and Autumn Fair.

#### Collaboration

Through collaboration, teachers share, discuss and plan the curriculum. This ensures consistent, high quality teaching and learning provision in every class. The 12 Pedagogical Principles inform the nature and breadth of curriculum planning.

### 12 Pedagogical Principles (teaching theories)



#### Step 5: Progression and Assessment

### Progression Steps

Progression in learning is a process of developing and improving in skills and knowledge over time. A successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

Progression focuses on how learners should deepen and broaden their knowledge and skills. This is key to them embodying the four purposes and to progressing into different pathways beyond school.

Learning will be a different journey for all. Learning isn't always linked to age. It won't happen in the same way, or at the same time for everyone.

#### Our role in pupil's progression

We support all pupils along the learning continuum, as they move between different groups, classes, years and settings. We ensure that the well-being of all learners is an important and integral part of our processes. We recognise the needs of individuals, whilst also supporting both continuity and progression in their learning. Using our own assessment strategies, we will understand where each individual pupil is on their learning journey.

### Principles of progression

Deepening understanding of the AoLEs

Making connections and transferring learning into new contexts

Increasing effectiveness of learning



Increasing breadth and depth of knowledge

Growing confidence in application of skills

## Step 5: Progression and Assessment

### Assessment

#### *The purpose of assessment*

We use a range of summative and formative assessments to ensure every child meets their potential to become the best that they can be.

Assessment is used to inform the next steps in a child's educational journey and assess whether they are on track, need challenging further or need additional support. We take a holistic approach and look at each individual's strengths and areas for development including their pastoral needs. Both formative and summative assessment inform learning and teaching.

Our formative assessments support individual learner progression on a daily basis. Verbal and written feedback enable the learner to identify their success and what their next steps are. Pupils are taught to use success criteria to effectively peer and self assess their learning.

Our summative assessments, i.e. tests, provide a snapshot of a learner's understanding, knowledge and skills. This information contributes to the teacher's overall understanding of the pupil's attainment.

#### *Communicating and engaging with parents and carers*

We strive to work effectively in partnership with parents and carers so that every child feels supported and achieves their potential.

We have developed and implemented processes which support effective two-way communication and engagement with parents and carers. When developing these processes, consideration has been given to using a wide variety of different means, e.g. check-in appointments, face-to-face meetings, texting service, ourschoolsapp, email and phonecalls.

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

## **ALN & Basic Skills Provision**

Teachers differentiate within their planning and teaching styles to support the learning of pupils who have Additional Learning Needs (ALN) or Basic Skills needs. Many of the classes have additional support staff for part or all of the day, so that all children benefit. In addition, the school provides one to one support for those pupils who require it. Pupil assessments identify particular areas of need. The school works closely with external agencies e.g. speech and language service to provide a high level of intervention.

### **14. Language category of the school**

The language category of the school is English.

### **15. Welsh language**

Across the school Welsh is taught as a second language. Everyday Welsh is actively taught and encouraged. The programmes of learning are built upon as children progress through school.

### **16. Toilet facilities**

The school has sufficient toileting facilities for pupils aged 3-11. There is one toilet disabled toilet, which is DDA (Disability Discrimination Act) compliant. Staff and Visitors have separate male and female facilities.