

Rydym ni'n ddysgwyr... We're learners who are...

...uchelgeisiol a galluog
...iachus ac hyderus
...mentrus a chreadigol
...egwyddorol a gwybadus



...capable and ambitious
...healthy and confident
...enterprising and creative
...ethical and informed



Bach yw hedyn pob mawredd

Adroddiad Blynyddol y Llywodraethwyr i Rieni a Gofalwyr



Annual Governor Report to Parents and Carers



YSGOLBRYNSIERFEL

Sganiwch i gael mynediad i'n tudalen Instagram newydd

Please scan to visit our new Instagram Page



Y Corff Llywodraethol / The Governing Body

| Aelodaeth o'r Corff Llywodraethol | | |
|-----------------------------------|--|----------|
| Enw | Rôl llywodraethwr | Dyddiad |
| Z. Jermin-Jones | Pennaeth / Headteacher | 27.02.23 |
| D. Jenkins | Chair of Governors : LEA Cadeirydd y CLI : All Jenkinsd286@hwbcymru.net | 08.11.21 |
| J. Fletcher | Is Gadeiryddes : Rhiant | 05.02.22 |
| S. Williams | Staff (Addysgu / Teaching) | 05.11.22 |
| | Staff (Cynorthwyol / Non-teaching) | |
| M. Goddard | Rhiant / Parent | 05.12.23 |
| Rh. Edwards-Jones | Rhiant / Parent | 03.06.23 |
| E. Taylor | Rhiant / Parent | 01.07.25 |
| Cllr S L Davies | LA / ALI | 01.09.20 |
| K Rees | LA / ALI | 01.09.20 |
| L Beer | LA / ALI | 22.11.19 |
| Cllr J Hart | Cymunedol / Community | 15.06.22 |
| K. Jones | Cymunedol / Community | 14.06.22 |
| R. Lewis | Cymunedol / Community | 05.10.21 |
| M. Davies | Clerk / Clark admin@brynsierfel.ysgolccc.cymru | |



[Ein Gwefan / Our Website](#)

[Ein Cylchlythyr / Our Newsletter](#)

Staff Ysgol / School Staff

Pennaeth / Headteacher

Mrs Zoë Jermin-Jones

Pennaeth Cynorhwyol Dros Dro a CADY

Acting Assistant Headteacher and ALNCo

Mrs Sara Saunders

Staff Addysgu / Teaching Staff

Miss Sophie Harding (Uwch Athrawes / Senior Teacher)

Mrs Nicola Davies-Chare

Mrs Lowri Ireland

Mrs Heledd Evans

Mrs Megan Phillips

Miss Mererid Evans (Dros Dro / Temporary)

Mr Thomas Bennett (Dros Dro / Temporary)

Miss Sarah Williams

Cynorthwyr Dysgu / Teaching Assistants

Miss Andrea Howells

Miss Catherine Fry

Miss Mariah Hughes

Mrs Chloe Morgan

Mrs Sara Jenkins (Dros Dro)

Miss Siwan James (Dros Dro)

Miss Holly Bowen-Elliott (Dros Dro)

Swyddog Gweinyddol / Administrative Assistant

Mrs Marilyn Davies

Gofalydd / Caretaker

Mr Marc Richards

Glanheuwyr / Cleaners

Mrs Lucille Davies

Mrs Jackie Pugh

Mrs Noleen Evans

Staff y Gegin / Catering Staff

Mrs Teleri Saunders (Prif gogyddes / Cook in Charge)

Mrs Kirsty Jones

Mrs Noleen Evans

Miss Nisha Hose

Miss Anna John

Miss Siwan James

Oriau'r Ysgol / School Hours

Giatiau ar agor / Gates are open

8:40 – 8:50

Cofrestru / Registration

8:50 - 9:00

Egwyl y bore / Morning break

10:30 – 10:50

Amseroedd Cinio / Lunch times

Meithrin a Derbyn : 11:30-12:40

Blwyddyn 1 a 2 : 11:40-12:40

Blynyddoedd 3-6 : 12:20-1:00

Diwedd y dydd / School day ends

3:10

Y Clwb Brecwast / The Breakfast Club

8:00 – 8:30

Neges gan y Pennaeth / The Headteacher's Message

Fel Pennaeth Ysgol Gymraeg Brynsierfel, teimlaf yn hynod o falch o gael arwain ar dîm, yn wir, teulu o staff ymroddedig a brwdfrydig sy'n rhoi anghenion ein plant yn gyntaf. Ein nod yw creu amgylchedd cartref-oddi-cartref ar gyfer ein dysgwyr, lle gallant gael eu meithrin i ffynnu a thyfu. Anelwn at lwyddo i greu diwylliant gofalggar a chynhwysol sy'n dathlu ein hunaniaeth, fel "calon cymuned Cefncaeau."

Arwyddair yr ysgol yw '*Bach yw hedyn pob mawredd*'. Gellir cyfieithu hyn i'r Saesneg, sef: "Small is the seed of all greatness" sy'n cyfateb i "Great oaks from little acorns grow". Dewiswyd y ddihareb hon fel arwyddair i'r ysgol er mwyn argyhoeddi'r disgyblion o'u gallu i dyfu'n ddinasyddion ardderchog ac unigolion arbennig. Rhan o'n pwrpas ni yw ceisio cyfleu mawredd reddfol y bersonoliaeth ddynol. Gan ein bod yn ysgol sy'n parchu hawliau, rydym yn gwerthfawrogi barn ein disgyblion yn fawr. Rydym bob amser yn barod i wrando ar lais ein cymuned, felly mae croeso i chi rannu eich barn gyda ni.

As Headteacher at Ysgol Gymraeg Brynsierfel, I feel extremely privileged to be given the opportunity to lead a team, indeed a family of dedicated and enthusiastic staff who put the needs of our children first. We aim to create a home-from-home environment for our learners, in which they may be nurtured to thrive and grow. We aim to succeed in creating a caring and inclusive culture that celebrates our identity, as the "heart of the Cefncaeau community." Being a rights-respecting school, we highly regard the opinions of our pupils. We always appreciate the input from our community, so please do not hesitate to share your thoughts with us.

*The school motto is '*Bach yw hedyn pob mawredd*'.*

It can be translated as: "Small is the seed of all greatness" corresponds to "Great oaks from little acorns grow". This old proverb was chosen as the school's motto to help nurture in the pupils the conviction that they can grow into excellent citizens and very special individuals.

Mrs Zoe Jermin-Jones



Ein dysgwyr

- Oed ein dysgwyr : 3-11
- Nifer o ddisgyblion : 201
- Prydau Ysgol am Ddim : 31 (16%)
- Datganiadau : 0%
- ADY 3%, Datganiad 0%
- Gwerth y plentyn (25-26) £4187.54
- Ethnigrwydd : gwyn 100%
- Mwyafrif byd-eang 0%
- Siarad Cymraeg ar yr aelwyd : 10%

Ein Gweledigaeth

Hyrwyddo Hafan Hapus :

i feithrin dysgwyr hyderus, annibynnol a mentrus

Creu Cymuned :

o ddinasyddion egwyddorol, empathig a heddychlon

Cynnig Cyfluoedd Cyfoethog :

i gyrraedd eu llawn botensial ac i werthfawrogi eu hetifeddiaeth a'u hiaith.

Ein staff

- 8 athro llawn amser
- 3 cynorthwydd L3 llawn amser
- 1 cynorthwydd L3 rhan amser (0.8)
- 3 cynorthwydd L1 llawn amser, dros dro
- 1 CADY 0.5 (CPA 0.5)
- 1 Pennaeth Dros Dro ers Chwefror 2023.
- Apwyntiwyd y PDD yn bennaeth parhaol yr ysgol ym Medi 2025.
- UDRh sydd wedi eu hadeiladu ar 1 Pennaeth, 1 Pennaeth Cynorthwyol Dros Dro ac 1 Uwch Athrawes Dros Dro

Ein cynefin

- Lleolir yr ysgol mewn ardal sydd wedi ei raddio 172 allan o 1909 o Ardaloedd Cynnyrch Ehangach Haen Is (ACEIau) yng Nghymru. Lower-layer Super Output Areas (LSOAs).
- Y lefel uchaf o amddifadedd yw'r Maes Iechyd; mae Cefn Caeau yn 2il yn Sir Gaerfyrddin ac yn 8Ofed yng Nghymru.
- Llwynhendy yw'r 5ed ardal fwyaf difreintiedig yn Sir Gaerfyrddin.
- Mae 217 (6.6%) o bobl rhwng 16-74 oed, yn ddi-waith yn Llwynhendy, o gymharu â 3.37% yn Sir Gaerfyrddin



Medi
2025

BACH YW HEDYN POB MAWREDD



Ein hysgol ar dudalen

Ein dosbarthiadau

- 1 dosbarth meithrin sy'n gyfuniad o ddysgwyr rhan amser a llawn amser
- 7 dosbarth arall o flynyddoedd pur CADY 0.6 + CPA 0.4
- Maint dosbarth cyfartalog = 24
- Adeiladwyd yr ysgol gyffredol ar dir yr ysgol wreiddiol. Agorwyd ein hysgol newydd yn 2011
- 89 o ddysgwyr oed 3-7 a 104 o ddysgwyr oed 7-11 (Medi 2025)
- 105 o ferched a 96 o fechgyn = 201

Our learners

- Age of our learners : 3-11
- Number of pupils : 201
- Free School Meals : 31 (16%)
- ALN 3%, Statement 0%
- Learner value (25-26) £4187.54
- Ethnicity: 100% white
- Global majority 0%
- Speak Welsh at home : 10%

Our Vision

Promoting a Happy Haven :
to foster confident, independent and enterprising learners

Creating Community:
of principled, empathetic and peaceful citizens
Offering Rich Opportunities:
to reach their full potential and to appreciate their heritage and language.

Our staff

- 8 full-time teachers
- 3 full-time L3 assistants
- 1 part-time L3 assistant (0.8)
- 3 full-time, temporary L1 assistants
- 1 CADY 0.5 (CPA 0.5)
- 1 Interim Principal since February 2023.
- The PDD was appointed permanent headteacher of the school in September 2025.
- SMT built on 1 Headteacher, 1 Interim Assistant Headteacher and 1 Interim Senior Teacher

Our Habitat

- The school is located in an area rated 172 out of 1909 of Lower Tier Extended Product Areas (LSAs) in Wales. Lower-layer Super Output Areas (LSOAs).
- The highest level of deprivation is the Health Field; Cefn Caeau is ranked 2nd in Carmarthenshire and 80th in Wales.
- Llwynhendy is the 5th most deprived area in Carmarthenshire.
- 217 (6.6%) people aged 16-74 are unemployed in Llwynhendy, compared to 3.37% in Carmarthenshire

Our Classes

- 1 nursery class which is a combination of part-time and full-time learners
- 7 other classes of pure years
- ALNCo 0.6 + CPA 0.4
- Average class size = 24
- The current school was built on the grounds of the original school. Our new school opened in 2011
- 89 learners aged 3-7 and 104 learners aged 7-11 (September 2025)
- 105 girls and 96 boys = 201



BACH YW HEDYN POB MAWRRED



Our School On a Page

Ein Gweledigaeth

Hyrwyddo Hafan Hapus :

i feithrin dysgwyr hyderus, annibynnol a mentrus

Creu Cymuned :

o ddinasyddion egwyddorol, empathig a heddychlon

Cynnig Cyfleoedd Cyfoethog :

i gyrraedd eu llawn botensial ac i werthfawrogi eu hetifeddiaeth a'u hiaith

Datganiad Cenhadaeth

- Darparu awyrgylch hapus, gofalgar a chynhwysol sy'n dathlu ymdrech a llwyddiant pob unigolyn.
- Cynnig cwricwlwm eang a phwrpasol o fewn a thu allan i'r ystfaell dosbarth sydd yn datblygu dysgwyr a dinasyddion uchelgeisiol, creadigol, egwyddorol, iachus a hyderus.
- Rydym yn blaenoriaethu lles meddyliol, emosiynol a chorfforol pob disgybl er mwyn iddynt ddatblygu'n unigolion iach, hyderus sy'n gweithio'n annibynnol ac yn rhan o dim
- Sicrhau cyfleoedd gwerthfawr i fwynhau dysgu ac i gefnogi ac ysgogi ein plant ar hyd eu llwybr addysgol.
- Sicrhau bod pob disgybl yn cael cyfleoedd i ddatblygu eu sgiliau llythrennedd, rhifedd, llythrennedd digidol, datrys problemau, cydweithredol a sgiliau meddwl, er mwyn eu paratoi ar gyfer y dyfodol
- Annog disgyblion i ymfalchio yn iaith, diwylliant a thraddodiadau Cymreig a'r byd ehangach
- Datblygu dinasyddion egwyddorol gwybodus sy'n cefnogi elusennau a gweithgareddau cymunedol ac yn parchu gwerthoedd moesol ac ysbrydol eraill
- Sicrhau rôl ganolog i farn disgyblion a gymuned yr ysgol o fewn holl weithgarwch yr ysgol sy'n parchu hawliau'r plant

Mission Statement

1. Provide a happy, caring and inclusive atmosphere that celebrates each person's effort and success.
2. Offering a broad and bespoke curriculum within and outside the classroom that develops ambitious, creative, principled, wholesome and confident learners and citizens.
3. We prioritise the mental, emotional and physical wellbeing of all pupils so that they develop into healthy, confident individuals who work independently and are part of a team.
4. Ensuring valuable opportunities to enjoy learning and to support and motivate our children along their educational path.
5. Ensuring that all pupils have opportunities to develop their literacy, numeracy, digital literacy, problem solving, collaborative and thinking skills, to prepare them for the future
6. Encouraging pupils to take pride in Welsh language, culture and traditions and the wider world
7. Develop informed principled citizens who support charities and activities
 - community and respect the moral and spiritual values of others
 - Sicrhau rôl ganolog i farn disgyblion a gymuned yr ysgol o fewn holl weithgarwch yr ysgol sy'n parchu hawliau'r plant

Cefndir



Mae Ysgol Gymraeg Brynsierfel yn ysgol gynradd cyfrwng Cymraeg dynodedig sydd wedi'i lleoli yn Llwynhendy, Llanelli. Agorwyd yr adeilad gwreiddiol yn swyddogol ar ddydd Iau, Hydref 15fed, 1953 - gan y Gwir Anrhydeddus James Griffiths - gyda'r dysgwyr yn cyrraedd ar Ragfyr Iaf.

Adeiladwyd yr ysgol wreiddiol ar safle fferm lle tyfodd y 'sierfel' (cherfil). Rhoddodd y 'sierfel' ei enw i'r fferm ac yn ddiweddarach i'r ysgol ei hun. Agorwyd adeilad newydd yr ysgol ym mis Mehefin 2011 a chostiodd £6.5 miliwn. Mae'r ysgol ultra-fodern ar ddwy lefel gyda chyfleusterau ardderchog ar gyfer TGCh, Addysg Gorfforol a datblygu sgiliau trawsgwricwlaidd.

Ein Gweledigaeth

Yn Ysgol Gymraeg Brynsierfel ein nod yw darparu dull arloesol a deinamig o ddysgu, gan alluogi pob dysgwr i ddatblygu'r sgiliau sydd eu hangen i ffynnu mewn byd digidol sy'n newid yn barhaus.

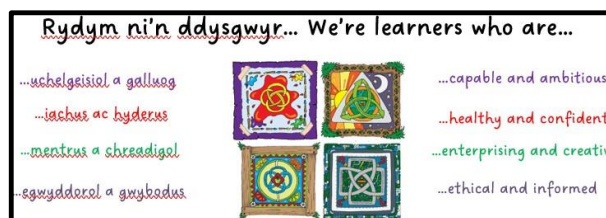
Rydym yn hyrwyddo ethos o ddisgwyliadau uchel, cyflawniad academaidd, gwerthoedd cadarnhaol a gwelliant parhaus o fewn cymuned ofalgar, trefnus, cefnogol a chwbl gynhwysol.

Mae pob dysgwr o werth cyfartal, ac rydym wedi ymrwymo i fynd ar drywydd rhagoriaeth, cyflawniad a llwyddiant unigol i bawb.

Ein Gweledigaeth Ysgol ar gyfer Cwricwlwm i Gymru

Mae Ysgol Gymraeg Brynsierfel yn deulu hapus, gofalgwr sy'n ymfalchïo mewn meithrin dysgwyr annibynnol, hyderus a mentrus. Rydym yn annog cymuned o ddinasyddion egwyddorol, empathig a heddychlon.

Credwn y dylai pob unigolyn gael cyfleoedd cyfoethog i gyrraedd eu llawn botensial ac i werthfawrogi eu treftadaeth a'u hiaith.



Background



Ysgol Gymraeg Brynsierfel is a designated Welsh –medium primary school situated in Llwynhendy, Llanelli. The original building was officially opened on Thursday, October 15th, 1953 – by the Right Honourable James Griffiths – with the learners arriving on December 1st. The original school was built on the site of a farm where the ‘sierfel’ (cherfil) grew. The ‘sierfel’ gave its name to the farm and later to the school itself.

The new school building was opened in June 2011 and cost £6.5 million. The ultra–modern school is on two levels with excellent facilities for ICT, PE and the development of cross–curricular skills.

Our Vision

At Ysgol Gymraeg Brynsierfel our aim is to provide an innovative and dynamic approach to learning, enabling all learners to develop the skills needed to thrive in a digital world that is continually changing.

We promote an ethos of high expectations, academic achievement, positive values and continuous improvement within a caring, orderly, supportive and fully inclusive community.

All learners are of equal value, and we are committed to the pursuit of individual excellence, achievement and success for everyone.

Our School Vision for Curriculum for Wales

Ysgol Gymraeg Brynsierfel is a happy, caring family that prides itself on nurturing independent, confident and enterprising learners.

We encourage a community of principled, empathic and peaceful citizens.

We believe that every individual should have rich opportunities to reach their full potential and to appreciate their heritage and language.



Iechyd a Diogelwch

Fel ysgol, rydym wedi ymrwymo i sicrhau iechyd a diogelwch yr holl ddisgyblion a staff. Mae'r holl fynedfeydd wedi'u cloi ac i gael mynediad mae system mynediad cod allweddol. Mae unrhyw ymwelydd sy'n mynd i'r adeilad yn cael ei ddiwallu gan aelod allweddol o staff ac yn cael ei hebrwng i'r lle priodol. Mae'r ysgol yn cadw cofnod ymwelwyr i gadw cofnod o bob ymweliad â'r ysgol. Mae gan yr ysgol swyddog cymorth cyntaf dynodedig. Mae'r holl staff yn cael eu hyfforddi mewn Cymorth Cyntaf. Os bydd damwain yn digwydd yn yr ysgol, bydd yr ysgol yn cysylltu â rhieni os bernir bod hyn yn angenrheidiol, neu anfonir adroddiadau damweiniau adref at y plentyn ar ddiwedd y diwrnod ysgol. Mae cofnod damwain yn cael ei gynnal. Mae'r ysgol yn cydymffurfio â holl weithdrefnau'r AALI ynghylch adrodd digwyddiadau ar safle'r ysgol. Er mwyn diogelwch, dim ond ceir staff sy'n cael mynd i mewn i safle'r ysgol.



Cyfathrebu

Rhoddir rhybudd ymlaen llaw i rieni o ddyddiadau a digwyddiadau allweddol drwy ap Fy Ysgol, e.e. dathliadau, digwyddiadau chwaraeon a chyngherddau. Mae'r rhain hefyd ar gael ar wefan yr ysgol yn ein cylchlythyr.

<https://www.ysgolgymraegbrynsierfel.co.uk> .

Gall rhieni a gofalwyr weld gweithgareddau dyddiol yr ysgol ar dudalen Instagram yr ysgol. (ysgolgybraegbrynsierfel) Rydym yn annog ein rhieni a'n gofalwyr i ddilyn ni!



Health and Safety

As a school we are committed to ensuring the health and safety of all pupils and staff. All entrances are locked and to gain access there is a key code entry system. Any visitor that accesses the building is met by a key member of staff and is escorted to the appropriate place. The school holds a visitors log to keep a record of all visits to the school. The school has a designated first aid officer. All staff are trained in First Aid. If an accident occurs at school, the school will contact parents if this is deemed necessary, or accident reports are sent home to with the child at the end of the school day. An accident log is maintained. The school complies with all LEA procedures regarding reporting incidents on the school premises. In the interest of safety, only staff cars are permitted to enter the school site



Communication

Parents are given advance notice of key dates and events via My School App, e.g celebrations, sporting events and concerts. These are also available on the school website in our newsletter.

<https://www.ysgolgybraegbrynsierfel.co.uk> .

Parents and carers can view daily school activities on the schools' Instagram page. (ysgolgybraegbrynsierfel) We encourage all our parents and carers to give us a follow!



Gwaith Cartref

Darperir gwaith cartref i alluogi rhieni i gael cipolwg ar ddysgu eu plentyn. Nod yr ysgol yw rhoi cyfle i bob plentyn fynegi ei hun mewn gwahanol ffyrdd trwy eu gwaith cartref. Mae gwaith cartref yn cael ei roi bob dydd Gwener a dylid ei ddychwelyd y dydd Mawrth canlynol.

Nosweithiau Gwybodaeth

Cynhelir Nosweithiau Gwybodaeth yn flynyddol, er mwyn galluogi rhieni i ddarganfod y ffordd orau o gefnogi eu plentyn mewn gwaith rhif, darllen, ysgrifennu a datblygu sgiliau.

Cymdeithas Rhieni Athrawon a Ffrindiau

Mae ein Cymdeithas Rhieni Athrawon a Ffrindiau yn cefnogi gwaith yr ysgol, ac mae'r plant wedi elwa'n sylweddol o'r adnoddau a'r gweithgareddau a ariennir gan y CRAaFf. I gael rhagor o wybodaeth am sut i ymuno â'n CRAaFf, cysylltwch â'r ysgol.

Chwaraeon

Mae Addysg Gorfforol yn cynnwys gemau tîm a gemau cystadleuol a gweithgareddau chwaraeon yn ogystal â gymnasteg a dawns. Mae disgyblion, yn ôl gallu, yn cymryd rhan mewn cystadlaethau chwaraeon a thraws gwlad ardal. Mae disgyblion yn dysgu sgiliau sylfaenol rygbi, pêl-droed, pêl-rwyd, rowndwyr a dawnsio gwerin Cymreig. Mae rhai grwpiau blwyddyn yn cael cyfle i ddatblygu eu cymhwysedd nofio yn ystod bloc pythefnos o sesiynau nofio dwys sy'n cael eu cynnal yn y pwll nofio lleol. Cynhelir Diwrnod Chwaraeon blynyddol lle gwahoddir rhieni a gofalwyr.



Homework

Homework is provided to enable parents to gain an insight into their child's learning. The school aims to provide every child with the opportunity to express themselves in various ways through their homework. Homework is given every Friday and should be returned the following Tuesday.

Information Evenings

Information Evenings are held annually, to enable parents to discover how best to support their child in number work, reading, writing and skills development.

Parent Teacher Friends Association

An active P.T.F.A supports the work of the school, and the children have benefited considerably from the resources and activities funded by the P.T.F.A. For further information on how to join our P.T.F.A, please contact the school.

Sporting Activities

Physical Education includes team and competitive games and sports activities as well as gymnastics and dance. Pupils, according to ability, take part in area Sports and Cross-country competitions. Pupils learn the basic skills of rugby, football, netball, rounders and Welsh folk dancing. Some year groups are given the opportunity to develop their swimming competence during a two-week block of intensive swimming sessions which are held at the local swimming pool. An annual Sports Day is held to which parents and carers are invited.



Beth ydym ni'n ceisio gwella? / What are we trying to improve?

Adran 2 : Blaenoriaethau Cynllun Datblygu Ysgol Iefel uchel: 2025-2026

Blaenoriaeth 1 : Cynllunio'r amgylchedd dysgu yn fwriadol yn nosbarthiadau dysgu sylfaen er mwyn gwella annibyniaeth ac ymgysylltiad pob dysgwr.

Blaenoriaeth 2 : Gwella ansawdd ac amrywiaeth y ddarpariaeth awyr agored er mwyn cyfoethogi dysgu a chodi safonau lles a chynnydd medrau ar draws y cwricwlwm.

Blaenoriaeth 3 : Gwella dealltwriaeth y dysgwyr o amrywiaeth o fewn cymdeithas er mwyn eu datblygu fel dinasyddion moesol gwybodun (ACRh a CMG)

Blaenoriaeth 4 : Gwella effaith a chysondeb adborth a phrosesau asesu ar gyfer dysgu er mwyn i bob dysgwr gael dealltwriaeth glir o'u cryfderau a'u camau nesaf yn eu dysgu.

Sicrhau bod pob plentyn a person ifanc yn cael ei werthfawrogi a'i werthfawrogi'n ofisial – Addysg Sir Gar 2022-2032
Making sure every child and young person is valued and valued equally – Education Sir Gar 2022-2032

Am fwy o fanylder – cliciwch yma : [Trosolwg o'r Cynllun Datblygu Ysgol 2025-2026](#)

Section 2 : High Level School Development Plan Priorities: 2025-2026

Priority 1 : Purposeful planning of the learning environment in foundation learning classes in order to improve the independence and engagement of all learners.

Priority 2 : Improve the quality and variety of the outdoor provision in order to enrich learning and raise welfare standards and skills progress across the curriculum.

Priority 3 : Improve the learners' understanding of diversity within society in order to develop them as informed moral citizens (RSE and RVE)

Priority 4 : Improve the impact and consistency of feedback and assessment processes for learning so that all learners have a clear understanding of their strengths and their next steps in their learning.

For more details, click here :
[Overview of School Development Plan](#)

Dysgu / Learning

Cynhaliwyd nosweithiau rhieni wyneb-i-wyneb yn yr ysgol gyda'r staff addysgu er mwyn rhannu cynnydd y plant gyda'r rhieni. Gwerthuswyd y targedau y'u pennwyd yn nhymor yr Hydref ar y cyd gyda'r rhieni, sy'n cynnwys Llais y Dysgwr, fel rhan o'r cyfarfod. Derbyniodd pob rhiant lythyr yn nodi presenoldeb ei plentyn, gydag arweiniad ar sut i gynnal neu wella presenoldeb ag ymrwymiad y plentyn yn yr ysgol. Cafodd y dysgwyr gyfle i ddangos eu llyfrau gwaith i'w rhieni. Fe wnaethon ni achub ar y cyfle i gynnal ffair lyfrau Scholastic yn ystod noson rhieni tymor yr haf, gan roi'r cyfle i'r rhieni brynu llyfrau. Hoffwn ddiolch i Miss Sarah Williams am drefnu hyn ac i Mrs Saunders, Mrs Jenkins a Mrs Mariyn Davies am roi o'u hamser eu hunain i werthu'r llyfrau gyda gyda Mrs Jermin-Jones.

Rydym yn dal i dderbyn llawer o adborth positif am ein hamgylchedd dysgu.

Parent evenings were held face-to-face at the school with teaching staff sharing the children's progress with the parents. The targets set jointly with the parents in the Autumn Term, which include Learner's Voice, were reviewed as part of the meeting. Each parent received a letter stating their child's attendance, with guidance on how to maintain or improve the child's attendance at school.

Learners had the opportunity to show their books to their parents.

We took the opportunity to host a Scholastic book fayre during the summer term parents' evenings, giving the parents the opportunity to purchase books. I'd like to thank Miss Sarah Williams for arranging this and to Mrs Saunders, Mrs Jenkins and Mrs Mariyn Davies for giving their own time to sell the books with Mrs Jermin-Jones

We continue to receive positive feedback about our learning environment.

Presenoldeb / Attendance

Nifer o ddysgwyr ar y gofrestr / Number of learners on register – 211

Nifer o ddysgwyr PYD / Number of FSM pupils - 33 pupils = 10%

Nifer o ddysgwyr ADY Number of ALN pupils – 10 (5%)

Nifer o ddysgwyr â datganiad Number of statemented learners – 0

Nifer o ddysgwyr y gofelir amdanynt / Number of Looked After Learners – 2

Nifer o waharddiadau cyfnod penodol /Number of Fixed Term Exclusions - 1

| | | |
|---------------------------|---|---|
| Presenoldeb Attendance | Absenoldebau awdurdodedig Authorised absences | Absenoldebau anawdurdodedig Unauthorised absences |
| 91.26% | 6.44% | 2.3% |

| | Os bydd y lefel presenoldeb yn parhau, erbyn diwedd y flwyddyn bydd eich plentyn (wedi colli) | |
|--------------------------|---|---|
| Presenoldeb 95-100% | Siawns orau o lwyddiant | Mae'ch plentyn yn manteisio i'r eithaf ar bob cyfle i ddysgu. |
| Presenoldeb 90-95% | O leiaf 2 wythnos o ddysgu wedi ei golli | Boddhaol. Efallai y bydd yn rhaid i'ch plentyn dreulio amser yn dal fyny â'r gwaith |
| Presenoldeb 85-90% | O leiaf 4 wythnos o ddysgu wedi ei golli | Efallai y bydd eich plentyn mewn perygl o dangyflawni ac efallai y bydd angen cymorth ychwanegol i ddal i fyny â'r gwaith |
| Presenoldeb 80-85% | O leiaf 5 ½ wythnos o ddysgu wedi ei golli | Mae presenoldeb gwael eich plentyn yn cael effaith sylweddol ar ei (d)dysgu |
| Presenoldeb o dan 80% | O leiaf 7 ½ wythnos o ddysgu wedi ei golli | Mae'ch plentyn yn colli allan ar addysg eang a chytbwys. Rydych mewn perygl o gael eich erlyn.. |

| | If your child's attendance pattern continues, by the end of the year... | |
|-------------------------|---|--|
| 95-100% attendance | Best chance of success | Your child is taking full advantage of every learning opportunity. |
| 90-95% attendance | At least 2 weeks of learning missed | Satisfactory. Your child may have to spend time catching up with work. |
| 85-90% attendance | At least 4 weeks of learning missed | Your child may be at risk of underachieving and may need extra support from you to catch up with work. |
| 80-85% attendance | At least 5 ½ weeks of learning missed | Your child's poor attendance has a significant impact on learning. |
| Below 80% attendance | At least 7 ½ weeks of learning missed | Your child is missing out on a broad and balanced education. |

Beth ydym yn gwneud i wella ein presenoldeb?

Mae Ysgol Gymraeg Brynsierfel yn cymryd ymagwedd ragweithiol tuag at wella lefelau presenoldeb drwy fonitro a mynd i'r afael â phryderon presenoldeb yn rheolaidd. Mae'r ysgol yn cynnal cyfathrebu agos â theuluoedd drwy alwadau ffôn i drafod unrhyw faterion neu newidiadau yn y cartref a allai fod yn effeithio ar bresenoldeb. Maent hefyd yn gwahodd rhieni i gyfarfodydd anffurfiol dros goffi i feithrin deialog gefnogol ac agored. Yn ogystal, mae llythyron presenoldeb yn cael eu rhoi yn dymhorol i rieni i'w hysbysu o ganran presenoldeb eu plentyn. Er mwyn annog presenoldeb da, mae'r ysgol yn dathlu cynnydd gyda'r Cwpan Presenoldeb wythnosol, a wobrwyr i'r dosbarth sydd wedi gwella ei bresenoldeb fwyaf. Ar gyfer myfyrwyr sy'n wynebu heriau, mae'r ysgol yn cynnig mesurau cefnogol megis defnyddio mynedfa wahanol i leddfu amharodrwydd, yn ogystal ag ymyriadau adferol fel Chwarae Cadarnhaol, Therapi Tywod, cefnogaeth ELSA, cwnsela Ardal 43, a seibiannau ymennydd. Rydym wedi agor ein hystafell synhwyraidd newydd yn ddiweddar, a beintwyd, o'r top i'r gwaelod gan ein dysgwyr o flwyddyn 5, ac wedi'i dodrefnu ag offer fel lloriau synhwyraidd, teils, goleuadau, cerddoriaeth a gwrthrychau fidget cyffyrddol.

Nid yw'r ysgol yn awdurdodi ceisiadau am amser i ffwrdd o'r ysgol ar gyfer dysgwyr y mae eu presenoldeb yn is na tharged yr ysgol o 93%, oni bai bod amgylchiadau esgusodol e.e. bod disgybl wedi bod yn yr ysbyty am gyfnod sylweddol o amser, sy'n esbonio lefel wael o bresenoldeb. Caiff presenoldeb ei fonitro'n ofalus gan Mrs. Jermin-Jones a Mrs Saunders, ac mae'n parhau i fod yn faes allweddol ar gyfer datblygu yn y Cynllun Datblygu Ysgol, gan dynnu sylw at ymrwymiad parhaus yr ysgol i wella presenoldeb a chefnogi ei myfyrwyr.

What are we doing to improve our school's attendance?

Ysgol Gymraeg Brynsierfel is taking a proactive approach to improving attendance levels by regularly monitoring and addressing attendance concerns. The school maintains close communication with families through telephone calls to discuss any issues or changes at home that may be impacting attendance. They also invite parents to informal meetings over coffee to foster a supportive and open dialogue. In addition, routine attendance update letters are issued to keep families informed. To encourage good attendance, the school celebrates progress with the weekly Attendance Cup, awarded to the class with the best improved attendance. For students facing challenges, the school offers supportive measures such as using a different entrance to ease reluctance, as well as restorative interventions like Positive Play, Sand Therapy, ELSA support, Area 43 counselling, and Brain Breaks. We have recently opened our new Sensory Room, that was painted, top to bottom by our year 5 learners, and furnished with tools such as sensory flooring, tiles, lighting, music and tactile fidget objects. The school does

not authorise requests for time out of school for learners whose attendance is below the school's target of 93%, unless there are extenuating circumstances e.g. a pupil has been hospitalised for a significant length of time, which explains a poor level of attendance.

Attendance is carefully monitored by Mrs. Jermin-Jones and Mrs. Saunders, and it remains a key area for development in the School Development Plan, highlighting the school's ongoing commitment to improving attendance and supporting its students.



| Cyfnod Sylfaen / Foundation Phase | Nifer o ddysgwyr / Number of learners | Canran presenoldeb / Percentage attendance |
|--|--|---|
| Blwyddyn 2 / Year 2 | 27 | 93.25 (93.54) |
| Blwyddyn 1 / Year 1 | 28 | 93.66 (94.72) |
| Derbyn / Reception | 27 | 90.42 (85.22) |
| Meithrin / Nursery | 13 p/t 15 f/t | 91.61 (93.04) |

| Cyfnod Allweddol 2 / Key Stage 2 | Nifer o ddysgwyr / Number of learners | Canran presenoldeb / Percentage attendance |
|---|--|---|
| Blwyddyn 6 / Year 6 | 23 | 91.52 (92.07) |
| Blwyddyn 5 / Year 5 | 22 | 91.07 (94.29) |
| Blwyddyn 4 / Year 4 | 30 | 92.17 (92.83) |
| Blwyddyn 3 / Year 3 | 26 | 93.71 (94.17) |

Presenoldeb y llynedd, Medi 2024 – Gorffennaf 2025

Last year's attendance, September 2024 – July 2025

Cyfartaledd Brynsierfel / Brynsierfel Average : 92.41% (up 0.71% on 2023-2024, 91.76%)

Cyfartaledd Brynsierfel Oed Ysgol Gorfodol : 92.41% (i fyny 0.71% on 2023-2024, 91.76 9%)

Cyfartaledd Cymru / Wales' Average : 92.4% (2024-2025) 89.5% (2023-2024)

Cyfartaledd Sir Gaerfyrddin / Carmarthenshire Average : 88.2% (2024-2025) 88.58% (Summer term 2023)

Click on this link for more information / Cliciwch ar y ddolen am fwy o wybodaeth.

Presenoldeb Disgyblion mewn Ysgolion a Gynhelir

Attendance of Pupils in Maintained Schools



Rhannu Arfer Dda / Sharing Good Practice :

Mae Ysgol Gymraeg Brynsierfel yn parhau i fod yn ymroddedig i wella ei darpariaeth addysgol yn barhaus a diwallu anghenion amrywiol ac esblygol ei dysgwyr. Mae'r ysgol yn rhoi pwyslais cryf ar arsylwi a mabwysiadu arferion gorau, yn ogystal â rhannu strategaethau addysgu ac addysgeg rhagorol. Yn eu hymdrechion parhaus i fireinio eu harfer, mae staff wedi ymweld ag ysgolion i arsylwi arferion dosbarth effeithiol, yn enwedig ym maes darpariaeth barhaus o fewn Dysgu Sylfaen. Mae'r cydweithio hwn yn galluogi'r ysgol i wella ei dull gweithredu a sicrhau profiadau dysgu o ansawdd uchel i bob myfyriwr.

Ysgol Gymraeg Brynsierfel remains dedicated to continuously improving its educational provision and meeting the diverse and evolving needs of its

learners. The school places a strong emphasis on observing and adopting best practices, as well as sharing exemplary teaching strategies and pedagogies. In their ongoing efforts to refine their practice, staff have visited schools observe effective classroom practices, particularly in the area of continuous provision within Foundation Learning. This collaboration allows the school to enhance its approach and ensure high-quality learning experiences for all students.

Lles :

Mae lles ein dysgwyr yn parhau i fod yn flaenoriaeth gref yn Ysgol Gymraeg Brynsierfel. Yng Ngham Cynnydd 1, wrth gyrraedd ei dosbarthiadau yn y bore, mae'r dysgwyr yn cael cyfleodd i gofnodi eu teimladau drwy rhoi llun ohonyn nhw ar wyneb emoji sy'n cyfateb i'w hwyl a'r ffordd maen nhw'n teimlo. O flwyddyn 2 ymlaen, mae ein dysgwyr yn dal i wneud defnydd effeithiol o Speakr. Caiff Speakr ei fonitro sawl gwaith y dydd gan yr athrawon dosbarth. Mae gan ddysgwyr fynediad at yr ap 'Llew'n Cysgu' bob amser.

Lles staff : Mae'r staff wedi mwynhau brechwast Staff, ar ddechrau'r hanner tymor, a ddaparwyd gan Mrs Jermin-Jones. Mae staff yn ymwybodol o'u rheolwyr llinell ac yn gwybod at bwy y medrant droi pebai angen cymorth proffesiynol neu bersonol arnynt. Mae'r pennaeth yn cynnal cyfarfod briffio gyda'r athrawon a'r staff cynorthwyol (ar wahan) bob bore Gwener er mwyn rhaedru negeseuon pwysig ac i drafod unrhyw faterion o bwys. Caiff y staff y cyfle i ofyn cwestiynau yn y sesiynau briffio.

Dydd Gwener Grwfi

Rydym wedi clustnodi Dydd Gwener cyntaf bob mis fel Dydd Gwener Grwfi, sef diwrnod llesol o hwyl a gweithgareddau llesol, strwythredig lle gwahoddir y plant i wisgo dillad ar thema benodol e.e. print llewpart, Denim a Daps. Mae cynnig i rieni gyfrannu £1 tuag at yr ysgol ar y diwrnodau hyn.

Wellbeing : The welfare of our learners remains a strong priority at Ysgol Gymraeg Brynsierfel. In Progression Step 1, when arriving at classes in the morning, the learners can record their feelings by putting a picture of them on an emoji face that corresponds to their mood and the way they feel. From year 2 onwards, our learners still make effective use of Speakr. Speakr is monitored several times a day by the class teachers. Learners always have access to the 'Llew'n Cysgu' app.

Staff welfare: The staff have enjoyed the staff breakfast, at the beginning of half term, provided by Mrs Jermin-Jones. Staff are aware of their line managers and know who they can turn to if they need professional or personal help. The headteacher holds a briefing meeting with the teachers and support staff (separately) every Friday morning to cascade important messages and to

discuss any important issues. The staff will have the opportunity to ask questions in the briefing sessions on a Monday morning.

Gwener Grwfi (Funky Friday)

We have earmarked the first Friday of each month as Gwener Grwfi, which is a well-being day of fun and healthy, structured activities where the children are invited to wear clothes on a specific theme e.g. leopard print, *Denim and Daps*. We invite for parents to contribute £1 towards the school on these days.

Reviewing the School Priorities 2024-2025

| Priority | Review |
|---|---|
| <p><i>Ensure that the environment and learning experiences promote the pupils' independence in the Foundation Phase Learning to develop successfully.</i></p> | <p>Has Support from the authority to the new coordinator of Progression Step 1 to ensure that the provision is effective been arranged / carried out?</p> <p>The new Foundation Learning Lead has attended a Foundation Learning Leads conference. The Headteacher and Foundation Learning lead arranged a visit by Rose Jones Associate Education Support Adviser for Foundation Learning in November 2024. During the visit areas of strengths were noted as well as areas for improvement.</p> <p>Has the process of personal development research: Teachers and support staff to read and research extracts/whole book 'When the Adults Change, Everything Changes' begun?</p> <p>The Headteacher has provided copies of these to the staff who are reading them.</p> <p>Have Teachers and teaching assistants started to review and adapt an effective learning environment, focusing on continuous provision appropriate to a learner's stage of development?</p> <p>The Nursery and Reception teacher visited Ysgol y Ffwrnes along with the Foundation Learning Lead, to observe good practice on creating an inclusive purposeful environment. Following the visit the Foundation Phase Lead has created a Progression Step 1 portfolio to track the changes that will be implemented in the classrooms. The Foundation Phase Lead has also shared a good practice video from Ysgol Saron with staff. The video focuses on utilizing space for purpose within a classroom.</p> <p>Does the environment allow learners to express themselves creatively, physically and imaginatively. And are the areas of continuous provision planned effectively, and do staff know what the areas intend to challenge and how to support progress?</p> <p>Progression Step 1 Teaching Assistants attended a training day held by Rose Jones in January, thus inspiring the Teaching Assistants to help adapt the learning environment within their classrooms. While there are areas of improvement in the continuous provision, there is significant potential for further development, particularly in the reception class. The Progression Step lead has demonstrated an effective approach by enhancing the reception class outdoor area, setting a strong example for further improvements across the provision. Although adaptations have been made to the continuous provision, and the planning for Progression Step 1 has been adjusted to align with Progression Steps 2 and 3, there is still a need for further refinement. Currently, the continuous provision does not fully connect with the overall theme, and strengthening this link will enhance consistency and cohesion across the provision.</p> |
| <p><i>To further develop pupils' extended writing skills for a range of purposes and audiences.</i></p> | <p>Has a book and work scrutiny in Progression Steps been completed?</p> <p>The SLT completed a book and work scrutiny in November 2024. Many areas of strength were identified, especially from Years 1 – 6. There was consistency in the presentation of books, and the way that genres were introduced followed the same pattern from year to year.</p> <p>Has every learner from Year 3-6 been assessed and grouped for R.W.I?</p> <p>Assessments are due to be completed by the end of December.</p> <p>Are most learners certain of the process of extended writing about different genres?</p> <p>Most learners have a clear understanding of the process of extended writing across different genres. Class teachers effectively introduce new genres using WAGOLL, which provides learners with clear success criteria and supports their writing development. While the approach to introducing genres is now consistent across the school, there is a need to increase the variety of genres evident in children's work to further enhance their writing skills and exposure to different text types.</p> <p>Has a book and work scrutiny in Progression Steps been completed?</p> <p>Termly Book Looks within progression steps are carried out, enabling each class teacher to observe the progression from one class to another. This process also helps to ensure consistency across classes, supporting a cohesive approach to teaching and learning while identifying areas for further development.</p> |
| <p><i>Refining Self-Evaluation processes, and growing practitioners to play key roles, through a firm timetable to raise standards. Ensuring that practitioners are confident in carrying out their responsibilities.</i></p> | <p>Do all staff members have a clear picture of their roles and responsibilities?</p> <p>Staff know what their roles and responsibilities are within the school. Roles have been reviewed due to the restructuring of staffing.</p> <p>Have job descriptions been reviewed in line with the new structure?</p> <p>Each member of staff has received a job description following the new structure.</p> <p>Has a new self-evaluation calendar been established and shared with staff?</p> <p>A new self-evaluation calendar has been created. Self-evaluation calendar is in the process of being shared with the staff.</p> <p>Are middle leaders and coordinators clear of their roles and effective in recognising strengths and weaknesses within their area of responsibility?</p> |

| | |
|---|---|
| | <p>Middle leaders and coordinators have had the opportunities to conduct learning walks during this term to recognize strengths and weaknesses within their area of responsibility.</p> <p>Do all staff members have a clear understanding of the national professional standards?</p> <p>All staff members have a clear understanding and Mrs Jermin-Jones has provided professional reading books for the teachers if they wish to read to help with their professional development.</p> <p>Do leaders at all levels provide clear and effective guidance to the staff on how to further improve the provision based on first-hand evidence?</p> <p>During this term, senior leaders, middle leaders and coordinators have been on professional development training and have given feedback to the rest of the team to help further improve the provision based on the information they have had from the training.</p> <p>Is the monitoring timetable aligned with the inspection areas and are the processes driven by the standard to be evaluated?</p> <p>Yes, the monitoring timetable has been aligned with the inspection areas. Following discussions with the school's ESA, Mr Eirwyn Griffiths, the monitoring timetable has been adjusted to suit the school's needs.</p> |
| <p><i>To strengthen the provision for monitoring and improving pupils' attendance, particularly for those eligible for Free School Meals.</i></p> | <p>Has the school's attendance rate increased to 93% or higher by the end of the academic year? As it stands, the school's attendance rate is 94.6%</p> <p>What targeted interventions (e.g., attendance support meetings or check-ins) are conducted for all learners falling below 90% attendance? TAF sessions were delivered on school premises weekly for half a term, thus encouraging parents to fully engage with the school. The ALNCo held 9 PCP meetings to discuss children's needs including attendance and any challenge that may present itself, following these meetings action plans are created with specific interventions e.g morning sensory circuits to help with transition from home to school / daily check ins.</p> <p>Has there been regular and proactive communication with parents, including attendance reports and updates, reached 100% of families? Teaching staff have handed personalised attendance letters to each family during parents' evening. Two specific families have received letter 1. HT and AHT have been phoning families daily where there are absent marks for learners without reason. This has enabled SLT to start communication regarding attendance with families in a friendly manner. This has proven effective, as the whole school attendance rate has improved.</p> <p>Has the school's attendance rate increased to 93% or higher by the end of the academic year? The school's attendance has seen a decline since the end of the Autumn term. The school recognizes that this is due to poor attendance by 18 pupils. The school has taken action in each individual case e.g. been heavily involved with the support to a single-parent family who is open to Social Services and the school has been supporting a year 6 learner who has finally had a diagnosis of coeliac disease after suffering the symptoms for a long time without medication.</p> <p>Has there been regular and proactive communication with parents, including attendance reports and updates, reaching 100% of families each term? Yes, attendance has been discussed with families during Parents Evenings in February. Letter 1 has been given to parents of children with attendance lower than 80%. Letter 2 has been sent to one family and a meeting between mum and the school has been offered on more than one occasion. Parent did not attend, however the ALNCO spoke with mum informally at the classroom door.</p> <p>Have all teaching and support staff received training on the school's attendance policy and strategies to support improved attendance? The attendance policy has been shared with all staff members, and important messages are regularly communicated through meetings and correspondence. Class teachers take a proactive approach by directly contacting parents when a decline in attendance is noted. This strategy has proven to be an effective preventative measure, helping to address attendance concerns early and support improved pupil attendance.</p> <p>Are targeted interventions are conducted for all learners falling below 90% attendance? Due to limited manpower, providing interventions for all learners with attendance below 90% has been challenging. However, we prioritize support for children experiencing anxiety, such as separation anxiety from a parent. These learners benefit from daily check-ins, sensory circuits, and brain breaks upon arrival, which have proven to be highly effective in easing their transition into the school day and improving their overall well-being</p> |



Gwirfyddolwyr / Volunteers

Hoffwn ddiolch yn ddiffuant i'n gwirfoddolwyr. Rydym wedi cael cymorth nifer o rieni o ddosbarthiadau ar draws yr ysgol. Ni fyddai wedi bod yn bosibl, heb eu cefnogaeth nhw, i gynnal nifer o'n teithiau ac ymweliadau.

Mae ein Cymdeithas Rhieni ac Athrawon yn cynyddu'n araf mewn nifer yr aelodau gweithgar, sy'n cyfarfod â Mrs Jermin-Jones a Mrs Sara Saunders yn rheolaidd, gyda'r nos, trwy Zoom, i gynllunio digwyddiadau codi arian. Mae'r ysgol yn apelio am niferoedd uwch o rieni i fynychu'r cyfarfodydd ac i roi ychydig o'u hamser i gefnogi ein mentrau.

Hoffwn ddiolch i Miss Liz Evans am roi o'i hamser i ddarllen gyda'n plant hynaf bob wythnos. Mae'r plant yn hoff iawn ohoni ac yn edrych ymlaen at ei sesiynau. Mae Liz hefyd yn gynghorydd hyfforddedig ac felly nid yn unig mae hi'n cefnogi'r plant gyda'u darllen, ond hefyd yn glust dyner y mae llawer o blant yn mwynhau siarad â hi ac y gallant ymddiried ynddi.

Mae perthynas yr ysgol gyda Chapel Y Tabernacl yn werthfawr iawn i ni. Mae Mr Jenkins a Mrs Davies yn cynnal gwasanaeth misol i'r ysgol gyfan, ac yn darparu cyfle i'r ysgol i gyd weddio ac i gyd-fyfyrio.

Mae Mr Dafydd Jenkins yn cynnal sesiynau mathemateg i ddysgwyr Mwy Abl a Thalentog blynnydoedd 5 a 6 yn wythnosol. Mae hyn yn cael effaith gadarnhaol ar eu datblygiad ac yn wir eu hyder wrth ymdrin â rhifau a dastrys problemau. Gyda'r plant ar drothwy cychwyn yn yr ysgol uwchradd, mae hyn yn baratoad da ar gyfer y trosglwyddiad i'r cynradd.

I would like to sincerely thank our volunteers. We have had the help of a number of parents from classes throughout the school, who, without their support many of our trips and visits would not have been possible.

Our PTA is slowly growing in number of active members, who meet with myself and Mrs Sara Saunders regularly, of an evening, via Zoom, to plan fund-raising events. The school appeals for greater numbers of parents to attend the meetings and to give a small amount of their time to supporting our initiatives.

I would like to thank Miss Liz Evans for giving her time to read with our oldest children every week. The children are very fond of her and look forward to her sessions. Liz is also a trained councillor and therefore not only is she supporting

the children with their reading but is a gentle ear with whom many children enjoy speaking to and who they can trust.

The school's relationship with Tabernacle Chapel is very valuable to us. Mr Jenkins and Mr Davies hold a monthly service for the whole school and provide an opportunity for the whole school to pray and reflect together.

Mr Dafydd Jenkins runs maths sessions for more able and talented year 5 and 6 learners on a weekly basis. This has a positive impact on their development and indeed their confidence in working with numbers and problem solving. With the children on the cusp of starting secondary school, this is sound preparation for the transition from primary education.

Dril Tân: Fire Drill

Cynhaliwyd driliau tân yn yr ysgol yn dymhorol. Aeth pob dysgwr, aelod o staff ac ymwelydd allan o'r adeilad yn ddiogel ac yn gyflym. Cynhaliwyd dril tân llwyddiannus gan y Clwb Brecwast hefyd.

Termly fire drills were held at the school. All learners, members of staff and visitors exited the building safely and quickly. A successful drills were held by the breakfast also

Materion arlwygo / Catering issues

Er ein hymdrechion i recriwtio aeolod o staff i oruchwylion yn y Clwb Brecwast a dros yr awr ginio, ni chawsom lwyddiant, hyd yn hyn. Mae'r athrawon wedi bod yn helpu yn y clwb brecwast ar adegau yn ystod y tymor, yn ddi-dal, pan roedd lefelau staff arlwygo yn isel iawn. Mae'r Pennaeth wedi hysbysebu'r swyddi yn fewnol ac yn allanol. Mae'r niferoedd o blant sy'n archebu prydiau ysgol wedi cynyddu i tua 120-130 yn ddyddiol. Mae pob dysgwr hyd at flwyddyn 6 yn gallu hawlio Prydiau Ysgol am Ddim.

Despite our efforts to recruit Breakfast Club and lunchtime supervisors, we have had no success, so far. The teachers have been helping in the breakfast club at times during the term, unpaid, when catering staff levels were very low. The Headteacher has advertised the positions internally and externally. The numbers of children who have school meals have increased to around 120-130 daily. All learners up to year 6 can claim Universal Free School Meals.

Gwarchod Plant / Safeguarding

Mae Mrs Sara Saunders, Pennaeth Cynorthwyol Dros Dro, ochr yn ochr â Mrs Jermin-Jones, y Pennaeth wedi cwblhau'r Awdit Diogelu. Mewn trafodaeth broffesiynol gyda Rebecca Thomas, Rheolwr Tîm Diogelu a Phresenoldeb Ysgolion.

Mrs Sara Saunders, Acting Assistant Headteacher, alongside Mrs Jermin-Jones, the Headteacher has completed the Safeguarding Audit. In a professional discussion with Rebecca Thomas, School Safeguarding and Attendance Team Manager.

Cwricwlwm for Wales /

Curriculum for Wales

Mae Ysgol Gymraeg Brynsierfel wedi ymrwmo i ddatblygu a mireinio ei darpariaeth ar gyfer y Cwricwlwm i Gymru, gan sicrhau profiad addysgol o ansawdd uchel i bob dysgwr. Yn ganolog i'r ymrwymiad hwn mae mabwysiadu Dysgu ar sail Ymholi (EBL), sy'n annog disgyblion i gymryd rhan mewn meddwl annibynnol, datrys problemau ac archwilio. Mae'r dull hwn yn meithrin sgiliau meddw beirniadol ac yn caniatáu i



fyfyrwyr gymryd perchnogaeth o'u taith ddysgu. Yn ogystal, mae'r ysgol yn rhoi pwyslais cryf ar feithrin annibyniaeth dysgwyr trwy ystod o strategaethau, megis hyrwyddo hunan-fyfyrion, gosod nodau, ac annog cydweithredu. Mae'r ysgol hefyd yn mireinio ei phrosesau yn barhaus ar gyfer olrhain cynnydd dysgwyr, gan ddefnyddio data ac adborth i deilwra cefnogaeth a sicrhau bod pob disgybl yn cyflawni ei botensial llawn. Trwy'r ymdrechion hyn gyda'i gilydd, mae Ysgol Gymraeg Brynsierfel yn creu amgylchedd dysgu deinamig ac ymatebol sy'n cefnogi anghenion amrywiol ei myfyrwyr.

Ysgol Gymraeg Brynsierfel is committed to the ongoing development and refinement of its provision for the Curriculum for Wales, ensuring a high-quality educational experience for all learners. Central to this commitment is the adoption of Enquiry-Based Learning (EBL), which encourages pupils to engage in independent thinking, problem-solving, and exploration. This approach fosters critical thinking skills and allows students to take ownership of their learning journey. Additionally, the school places a strong emphasis on nurturing learner

independence through a range of strategies, such as promoting self-reflection, goal setting, and encouraging collaboration. The school also continuously refines its processes for tracking learner progress, using data and feedback to tailor support and ensure that all pupils achieve their full potential. Through these combined efforts, Ysgol Gymraeg Brynsierfel is creating a dynamic and responsive learning environment that supports the diverse needs of its students.

Darpariaeth Toiledau

Mae gan ddsbarthiadau meithrin a derbyn eu cyfleusterau toiledau a golchi dwylo eu hunain, sy'n cynnwys 4 toiled a 3 sinc. Mae Blynyddoedd 1 a 2 yn rhannu cyfleusterau toiledau, hefyd gyda 4 ciwbicl a 3 sinc. Mae Blynyddoedd 3 a 4 yn rhannu 4 toiled a 3 sinc, fel y mae Blynyddoedd 5 a 6. Darperir bin hylendid misglwyf mewn un ciwbicl o Flynyddoedd 3 i 6.

Mae toiled a sinc ar gael yn y brif neuadd. Yn ogystal, mae dau doiled gyda mynediad i'r anabl ar bob un o'r ddau lawr, a dau doiled staff ar bob llawr.

Mae'r holl doiledau yn cael eu glanhau bob dydd gan wasanaeth glanhau'r Awdurdod Lleol. Mae gan bob bloc toiled sychwyr dwylo a sebon ar gael, sy'n cael eu gwirio bob dydd a'u hail-lenwi pan fo angen.

Mae gan staff y gegin doiled eu hunain a sinc i olchi eu dwylo.

Toilet Provision

The Nursery and Reception classes have their own toilet and handwashing facilities, consisting of 4 toilets and 3 sinks. Years 1 and 2 share toilet facilities, also with 4 cubicles and 3 sinks. Years 3 and 4 share 4 toilets and 3 sinks, as do Years 5 and 6. A sanitary hygiene bin is provided in one cubicle from Years 3 to 6.

There is a toilet and sink available in the main hall. In addition, there are two toilets with disabled access on each of the two floors, and two staff toilets on each floor.

All toilets are cleaned daily by the Local Authority's cleaning service. Each toilet block has hand driers and soap available, which are checked daily and refilled when necessary.

The kitchen staff have their own toilet and hand washing basin. They also have access to soap and a hand drier.

School term and holidays 2025-2027

| Tymor | Tymor yn dechrau | Hanner tymor | Diwedd y tymor |
|--------------|------------------------|--|------------------------------|
| Haf 2025 | Dydd Llun 28ain Ebrill | Dydd Llun 26ain Mai - Dydd Gwener 30ain Mai | Dydd Llun 21ain Gorffennaf |
| Hydref 2025 | Dydd Mawrth 2ail Medi | Dydd Llun 27ain Hydref - Dydd Gwener 31ain Hydref | Dydd Gwener 19eg Rhagfyr |
| Gwanwyn 2026 | Dydd Llun 5ed Ionawr | Dydd Llun 16eg Chwefror - Dydd Gwener 20fed Chwefror | Dydd Gwener 27ain Mawrth |
| Haf 2026 | Dydd Llun 13eg Ebrill | Dydd Llun 25ain Mai - Dydd Gwener 29ain Mai | Dydd Llun 20fed Gorffennaf |
| Hydref 2026 | Dydd Mercher 2ail Medi | Dydd Llun 26ain Hydref - Dydd Gwener 30ain Hydref | Dydd Gwener 18fed Rhagfyr |
| Gwanwyn 2027 | Dydd Llun 4ydd Ionawr | Dydd Llun 8fed Chwefror - Dydd Gwener 12fed Chwefror | Dydd Gwener 19eg Mawrth |
| Haf 2027 | Dydd Llun 5ed Ebrill | Dydd Llun 31ain Mai - Dydd Gwener 4ydd Mehefin | Dydd Mawrth 20fed Gorffennaf |

Dyddiau HMS Penodol

- > Dydd Llun 1af Medi 2025
- > Dydd Mawrth 1af Medi 2026

Dyddiau HMS Penodol

- **Dydd Llun 1af Medi 2025**
- **Dydd Mawrth 1af Medi 2026**

Ar gyfer diwrnodau HMS Dynodedig i'r ysgolion, cysylltwch â'r ysgol. Fel arfer, mae gan ysgolion 5 diwrnod HMS yn ystod y flwyddyn academaidd (gan gynnwys y diwrnodau dynodedig). Ym mis Ionawr 2023 fe wnaeth Gweinidog y Gymraeg ac Addysg osod Rheoliadau Addysg (Y Diwrnod Ysgol a'r Flwyddyn Ysgol) (Cymru) (Diwygio) 2023. Mae'r Rheoliadau'n cynyddu nifer y diwrnodau HMS o 5 i 6 diwrnod ar gyfer y 4 blynedd academaidd nesaf (2022 i 2023, 2023 i 2024, 2024 i 2025 a 2025 i 2026).

Gwener y Groglith

- 3ydd Ebrill 2026
- 26ain Mawrth 2027

Gŵyl Fai

- 4ydd Mai 2026
- 3ydd Mai 2027

Nodwch y gallai manylion y calendr hwn newid o ganlyniad i benderfyniadau polisi'r Llywodraeth. Nid ydym yn derbyn cyfrifoldeb dros unrhyw golledion yn sgil gorfod newid trefniadau gwyliau oherwydd newidiadau o'r fath

| Term | Term begins | Half Term | Term Ends |
|-------------|-------------------------|--|----------------------|
| Summer 2025 | Monday 28th April | Monday 26th May – Friday 30th May | Monday 21st July |
| Autumn 2025 | Tuesday 2nd September | Monday 27th October to Friday 31st October | Friday 19th December |
| Spring 2026 | Monday 5th January | Monday 16th February to Friday 20th February | Friday 27th March |
| Summer 2026 | Monday 13th April | Monday 25th May to Friday 29th May | Monday 20th July |
| Autumn 2026 | Wednesday 2nd September | Monday 26th October to Friday 30th October | Friday 18th December |
| Spring 2027 | Monday 4th January | Monday 8th February to Friday 12th February | Friday 19th March |
| Summer 2027 | Monday 5th April | Monday 31st May to Friday 4th June | Tuesday 20th July |

Designated INSET Days

- ✔ Monday 1st September 2025
- ✔ Tuesday 1st September 2026

For Designated INSET days for the schools, please contact the school. Schools usually have 5 INSET days during the academic year (including the designated days). In January 2023 the Minister for Welsh Language and Education laid down the Education (School Day and School Year) (Wales) (Amendment) Regulations 2023. The Regulations increase the number of INSET days from 5 to 6 days for the next 4 academic years (2022 to 2023, 2023 to 2024, 2024 to 2025 and 2025 to 2026).

Good Friday

1. 3rd April 2026
2. 26th March 2027

May Day

1. 4th May 2026
2. 3rd May 2027

Please note that details of this calendar may change as a result of Government policy decisions. We accept no responsibility for any losses arising from changes to holiday arrangements due to such changes

Datganiad o Wariant / Statement of Expenditure

Gwelir isod crynodeb sefyllfa ariannol
terfynol eich ysgol ar gyfer 2024/25.

Please see below a summary of your
school's final outturn position for 2024/25.

£

| | | |
|--|-----------|--------------------------------------|
| Gwariant Net 2024/25 | 1,051,546 | Net Expenditure 2024/25 |
| Dyranriad Ariannu yn ôl Fformwla 2024/25 | -996,398 | Formula Funding Allocation 2024/25 |
| Arian Wrth Gefn a Ddysgwyd Ymlaen o 2023/24 | -145,004 | Surplus Brought Forward from 2023/24 |
| Arian Wrth Gefn yn Cario Drosodd i 2025/26 | -89,856 | Surplus Carried Forward to 2025/26 |

Prif Grantiau / Main Grants

| Enw'r Grant / Grant Name | Côd Swydd / Job Code | Dyranriad / Allocation £ |
|---|-------------------------|-----------------------------|
| GAALL Safonau Ysgol / LAEG School Standards | 050786 | -129,667 |
| GAALL Diwygio'r Cwricwlwm / LAEG Curriculum Reform | 050793 | -2,852 |
| GAALL Diwygio ADY / LAEG ALN Refom | 050354 | -4,912 |
| GAALL ADY / LAEG ALN | 050763 | -5,119 |
| Dysgu Proffesiynol / Professional Learning | 050590 | -4,950 |
| GDD / PDG | 050337 | -51,987 |
| GDDBC/ EYPDG | 050838 | -16,100 |
| GDD – Ysgolion heb PYADd / PDG – Schools with no FSM | 050588 | 0 |

Grantiau Eraill / Other Grants

| Enw'r Grant / Grant Name | Côd Swydd / Job Code | Dyranriad / Allocation £ |
|--|-------------------------|-----------------------------|
| Grant Codiad Cyflog Athrawon / Teachers' Pay Award Grant | 050591 | -9,183 |
| Grant Fferm Wynt Brechfa / Brechfa Wind Farm Grant | 050651 | 0 |
| Grant Trochi Hwyr / Late Immersion Grant | 050675 | 0 |
| Bwyd a Hwyl / Food and Fun | 050743 | 0 |
| GDD PDG/ PDG LAC | 050962 | -1,156 |
| GAALL Rhgglenni Dysgu Proffesiynol ac Arweiniaeth (NPEP)/ LAEG Professional Learning and Leadership Programmes (NPEP) | 050794 | -2,222 |
| Atal Tlodi / Poverty Proofing | 050814 | 0 |
| GAALL Safonau Ysgolion – Ysgolion yn Achosi Pryder / LAEG School Standards Schools Causing Concern | 050816 | 0 |

