

Ysgol Wepre School



**Governing Body Full Annual Report
to the Parents 2017-2018**

Chair's Foreword

It gives me great pleasure to introduce this governors' report to you. I believe that it gives an excellent overview of the work of the school over the past academic year. During this year as Chair of Governors I have been fortunate to witness first-hand the hard work and devotion of the head teacher, teachers, staff and children. The result of which is the continued and sustained success of the school. During visits to the school, I have seen happy, confident children who are actively engaged in their learning and are given the opportunity to make the most of their time at Ysgol Wepre School. The school's ethos of, 'achieving success through happiness,' is evident in every class and in every child. Whether the success is academic, social, creative or sporting, all children are given every chance to fulfil their potential.

I would like to thank all involved with the school for their commitment and endeavour to support the children of Ysgol Wepre School. I also wish to give thanks to the governing body for their hard work and dedication, and for the support offered to me in my role.

Kate Barnes
Chair of Governors
Ysgol Wepre School

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Our School Mission Statement

ACHIEVING SUCCESS THROUGH HAPPINESS

We believe we achieve success through:

- Creating a school culture and ethos built on happiness
- Creating an environment which is caring and secure
- Creating an environment built on trust and mutual respect
- Having a positive commitment to team work
- Enhancing self esteem
- Valuing each person
- Working together
- Helping each person fulfil their true potential

We aim to:

- Foster positive attitudes
- Encourage people to take on responsibility
- Be accountable
- Recognise, praise, encourage and reward people's efforts

Governing Body – September 2017

Kate Barnes Chair
Elaine Bennion Clerk
Steve Davies Headteacher

The Chair, Clerk or any other governor can be contacted in the first instance through the school.

Name	Category	Term Ends
Kate Barnes	Parent	12/03/2019
John Blythyn	LEA	12/03/2018
Laraine Blythyn	LEA	12/03/2018
Steve Davies	Head Teacher	N/A
Clare Dolby	Teacher	16/03/2018
Ian Doughty	Community	06/11/2018
Suzanne Edwards	Parent	16/05/2018
Cllr Ian Dunbar	LEA	20/01/2021
Cllr Ian Smith	LEA	20/01/2021
Claire Randles	Staff	09/11/2019
Fiona Reid	Parent	04/11/2020
Maxine Roscoe	Parent	09/11/2019
Colin Sinclair	Community	22/10/2020
Stephanie Sprake	Parent	28/11/2018
Steven Tattum	Community (Minor Authority)	18/06/2019
Kate Williams	Teacher	01/03/2020
VACANCY	Community	
VACANCY	Community	

Parent Governor Elections

The next scheduled election for Parent representation on the Governing Body is March 2019.

Arrangements for Parents Meetings

As a result of the School Standards and Organisation (Wales) Act 2013, which came into force on 4th May 2013, a school governing body is no longer required to hold an annual parents meeting.

Parents are major stakeholders in the school community and have a clear and strong interest in their child's education. It is therefore important that the governing body actively engages with parents, and remains accountable, by providing them with information and opportunities to discuss and have an input into school.

The School Standards and Organisation (Wales) Act 2013 now enables parents of registered pupils at the school to request up to three meetings per year with the governing body via a petition. A brief summary is provided below.

The governing body must hold a meeting within 25 school days of receiving the petition, providing that:

- the petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following:
 - the parents of 10% of registered pupils, or
 - the parents of 30 registered pupils
- the meeting requested by parents must be to discuss a matter relating to the school
- there will be no more than three meetings held during the year in which the first petition is received
- there are sufficient school days left in the school year for the meeting to be held.

The meeting is open to all parents of registered pupils at the school, the head teacher and any other persons invited by the governing body. As soon as reasonably practicable, the governing body must notify all parents of registered pupils at the school in writing, the date of the meeting and the matter to be discussed.

As a Governing Body it has been several years since we have had attendance at an Annual General Meeting. We have decided not to hold a scheduled meeting for the foreseeable future but heartily recommend that parents with concerns or interests either contact the Governing Body or take advantage of the regulations outlined above.

No meetings were required under the regulations in the 2017-2018 school year.

Financial Statement

Category	Budget (£)	Expenditure (£)	Underspend/ (Overspend) (£)
Balance from 2016/17 (inc. Pupil Number Adjustment)	57,060		57,060
Employees	1,040,602	1,039,744	858
Premises	67,206	56,093	11,113
Transport/Travel Expenses			-
Supplies and Services	9,834	42,265	(32,431)
Service Level Agreement (LEA)	50,290	46,218	4,072
Income	(141,791)	(161,367)	19,576
Adult Meals/Outdoor Education		66	(66)
School Totals	1,072,319	1,016,548	55,770

The Governing Body's Finance and Staffing subcommittee regularly review the school's expenditure. The budget of the school is once again in a healthy position, providing a 5% surplus enabling the school to be prepared for all eventualities. The planned for budget has been spent to facilitate the effective management of the school in the best interests of the children.

Toilet Facilities

All toilet areas have been refurbished to a very high standard. We have 8 sets of toilets that are cleaned daily.

Attendance/Absence

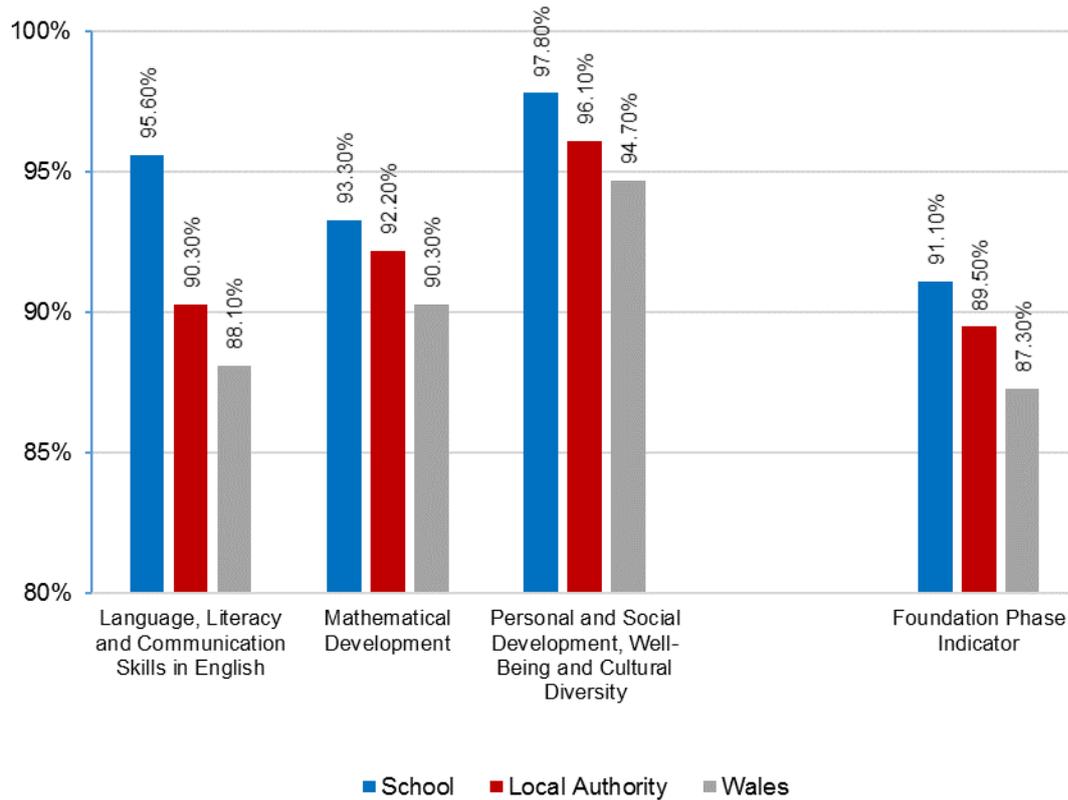
		%
Present/ Approved Educational Activity	Boys	95.6
	Girls	95.2
Authorised Absences	Boys	4.4
	Girls	4.7
Unauthorised absences	Boys	0.0
	Girls	0.0
All Pupils	Present	95.4
	Authorised	4.6
	Unauthorised	0.0

School Performance

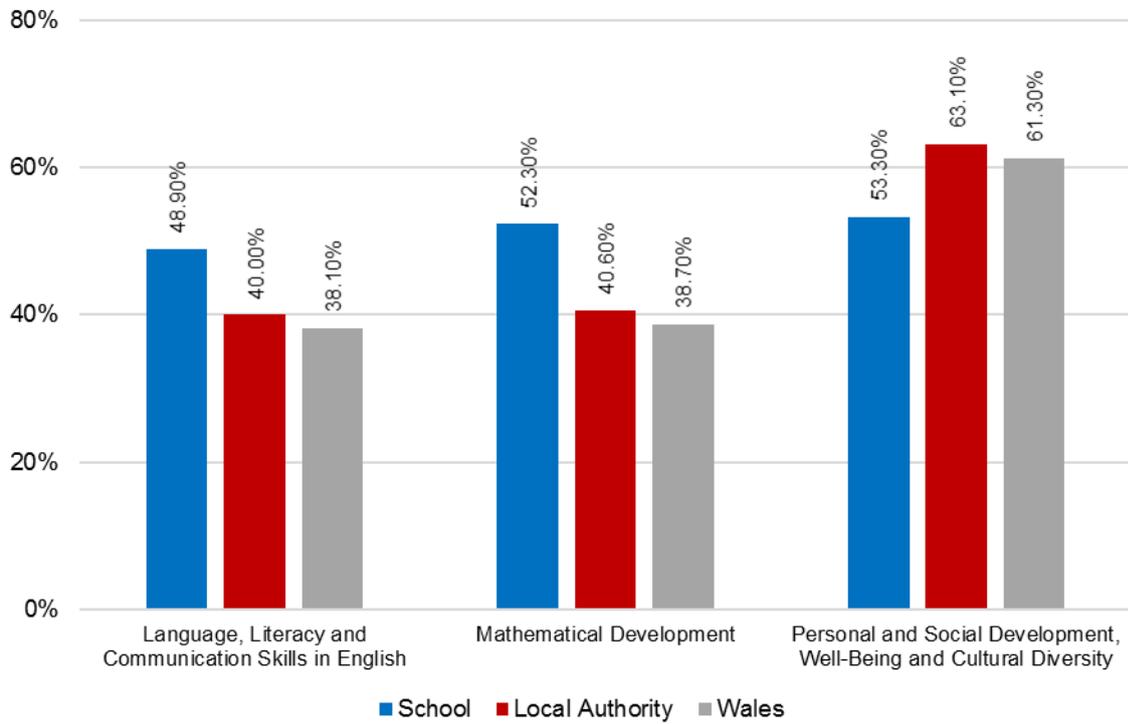
End of Foundation Phase Teacher Assessments

- Outcome 4 - Below Expected Level at End of Stage
- Outcome 5 - Expected Level at End of Stage
- Outcome 6 - Above Expected Level at End Stage

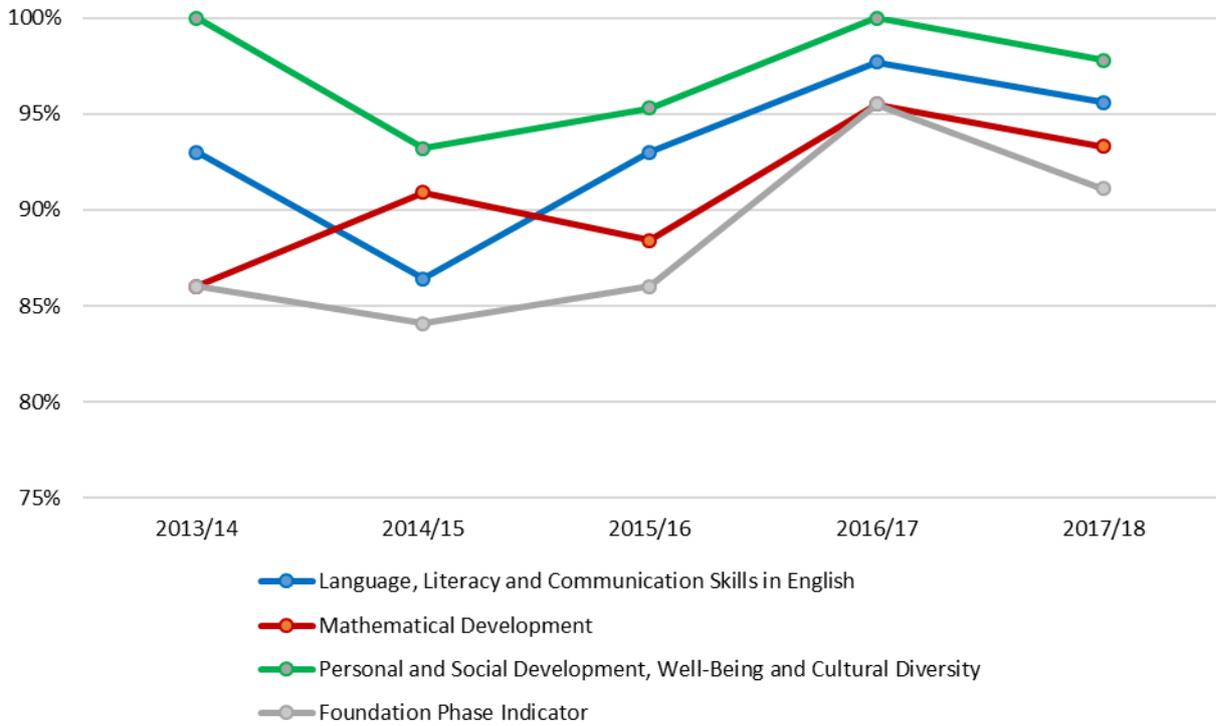
Foundation Phase Performance 2017 - 2018 Outcome 5+



Foundation Phase Performance 2017 - 2018 Outcome 6+



Foundation Phase Trend (Outcome 5+)

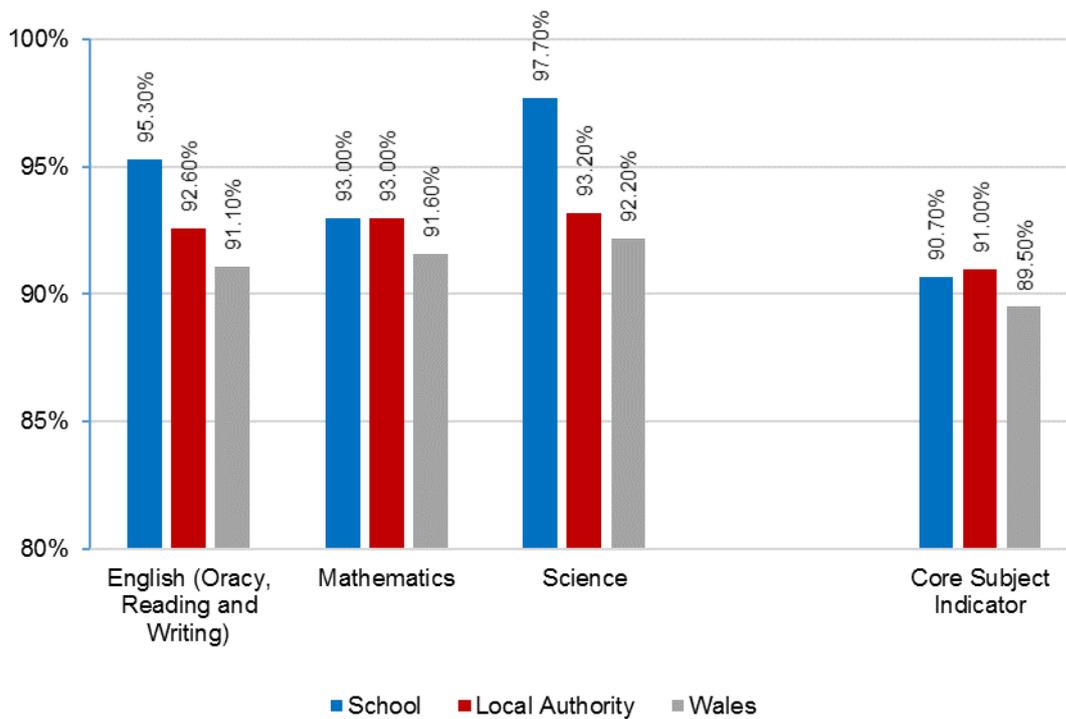


End of Key Stage 2 Teacher Assessments

- Level 3 – Below Expected Level at End of Key Stage 2
- Level 4 – Expected Level at End of Key Stage 2
- Level 5 – Above Expected Level at End of Key Stage 2

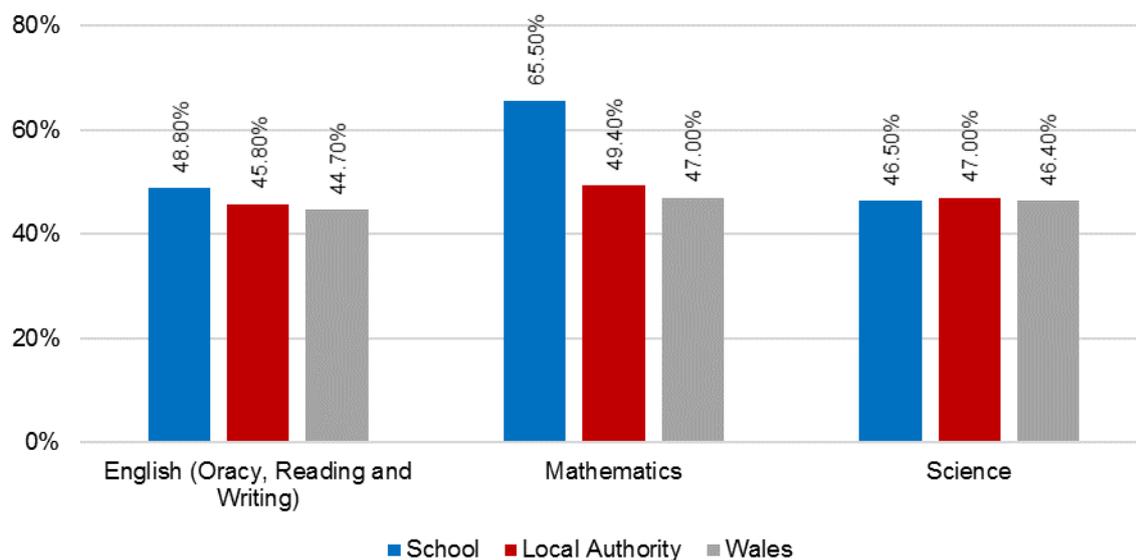
Key Stage 2 Performance 2017 - 2018

Level 4+

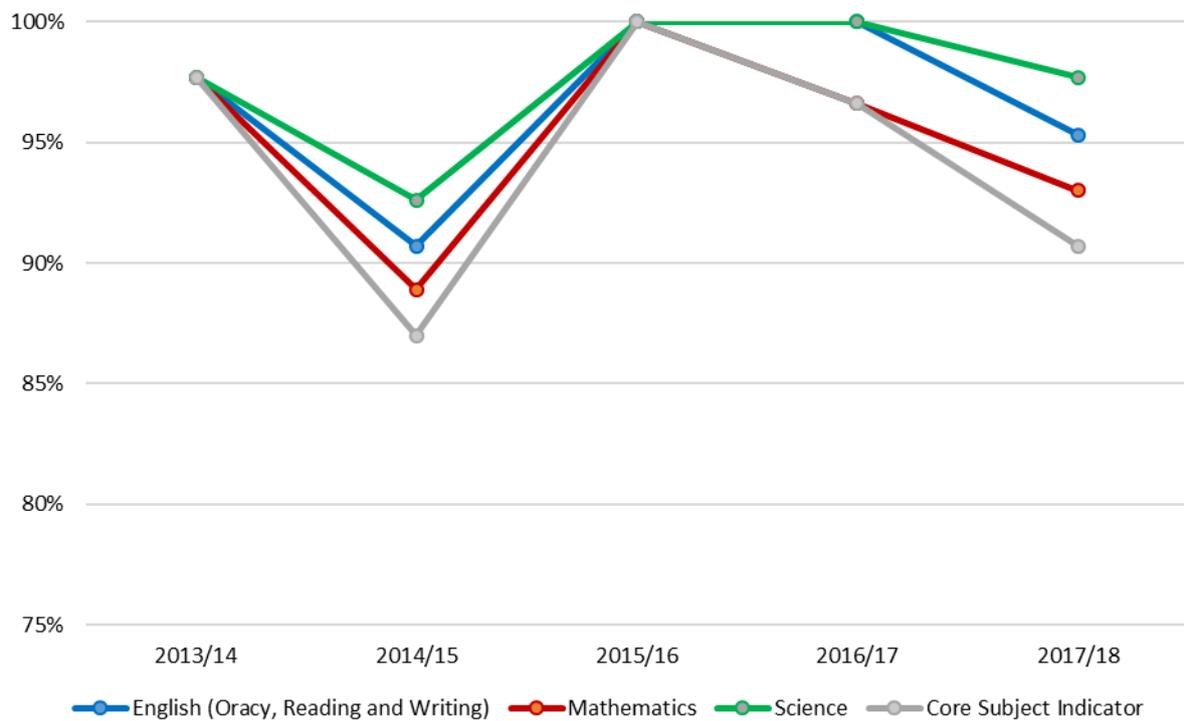


Key Stage 2 Performance 2017 - 2018

Level 5+



Key Stage 2 Trend (Level 4+)



While the school's outcomes are excellent and in line with school expectations and targets, it should be noted that from this year, Welsh Government have ceased publication of comparative data. Any comparisons used in the data presentation above use the most recently available comparative figures, which in most cases are for the previous school year (2016 – 17).

Performance/Attendance Targets

Foundation Phase Targets

Subject	
LCE Outcome 5+	93.5%
LCE Outcome 6+	58.7%
MD Outcome 5+	93.5%
MD Outcome 6+	47.8%
PSD Outcome 5+	97.8%
PSD Outcome 6+	73.9%
Foundation Phase Indicator	93.5%

LCE – Language, Literacy and Communication (English)

MD – Mathematical Development

PSD – Personal and Social Development, Well Being and Cultural Diversity

Key Stage 2 Targets

Subject	
English Level 4+	97.7%
English Level 5+	53.5%
Mathematics Level 4+	95.3%
Mathematics Level 5+	58.1%
Science Level 4+	97.7%
Science Level 5+	41.9%
Core Subject Indicator	95.3%

Attendance Targets

Target	
2015-2016	95.0%
2016-2017	95.8%

School Dates

Autumn Term	2018-'19
Term Start	3 rd Sep, 2018
Half Term Close	26 th Oct, 2018
Half Term Open	5 th Nov, 2018
End of Term	21 st Dec, 2018

Spring Term	
Term Start	7 th Jan, 2019
Half Term Close	22 nd Feb, 2019
Half Term Open	4 th Mar, 2019
End of Term	12 th Apr, 2019

Summer Term	
Term Start	29 th Apr, 2019
May Day	6 th May, 2019
Half Term Close	24 th May, 2019
Half Term Open	3 rd Jun, 2019
End of Term	22 nd Jul, 2019

Session times

Nursery: 9.00 am to 11.30 pm and 12.30 pm to 3.00 pm
Foundation Phase: 8.55 am to 3.00 pm
Juniors: 8.55 am to 3.15 pm

Community Links

Parent Teachers Association

Ysgol Wepre School benefits from a proactive and hardworking PTA which aims to develop effective relationships between, staff, parents and others associated with the school while engaging in activities which support and benefit Ysgol Wepre School and advance the education and well-being of the children. PTA provides a huge range of activities throughout the year which contribute immensely to the community of the school. These include the Christmas and Summer fairs, the end of term discos for infants and juniors, secret Santa presents, Easter gifts, the leavers gifts and a whole host of other things. The PTA is only as successful as the parents and teachers make it. If you could donate some time to help with one or two of these activities, even if it is just wrapping a present or two or doing a quick run to get some hot-dogs for an event that would be greatly appreciated.

Wepre Out of School Club

Our Out of School Club supports parents who are working or training. The Club is well organised with trained Staff and a supportive Management Committee, which meets at least once a term with an A.G.M in the Summer term. It is regularly inspected by the Care Standards Inspectorate for Wales and has consistently been commended for its high standards

Connah's Quay Consortium

Ysgol Wepre School works closely with the other Connah's Quay primary schools and with the local secondary school. This relationship benefits the school by sharing practice and skills and by allowing pupils to interact with peers in other schools. This year the children worked on a living history project involving interviewing older members of the Connah's Quay community.

The secondary school also supported a transitional project that allowed Year 6 pupils to practice journalism skills and hosted a Welsh cultural evening at the town's Civic Hall.

Community Participation

In addition to links with local businesses, the Town Council and community police, Ysgol Wepre School has also developed or maintained links with; learners from other local high schools on work experience; learners and students from Coleg Cambria and Bangor university on a variety of placements; community groups such as Deeside Phoenix Junior Football club, Deeside Community Arts and the Llwyni Joint Consultative Board as well as a number of organisations and individuals who visit the school or who receive our pupils on educational and residential visits.

Sporting Activity

After-school activities included sports (netball, football, athletics, cricket, rounders), music (choir, recorders), Eco-Schools, arts and crafts and Welsh.

Sport plays a key part in our school curriculum with a range of activities offered and pupils are given the opportunity to compete against other schools in football, netball, rugby and athletics. During the year significant progress has been made by all pupils attending clubs.

All school teams were successful in a range of tournaments and competitions. Ysgol Wepre School also participates in the Flintshire Festival of Sport and Dragon Sport events.

- Football (local competition for years 4 to 6)
- Netball (Connah's Quay and North Flintshire events, Flintshire Tournaments)
- Athletics (Dragon Sport Indoor events)
- Rugby (Flintshire Touch rugby tournaments)
- Cross Country (Flintshire County events)
- Cricket (local competitions)
- Swimming (Connah's Quay Gala)
- Flintshire Festival of Sport (sporting activities on a varied programme)

School Prospectus

Ysgol Wepre School's prospectus is updated at least once every two years. The last update was Summer Term 2018 for 2018-19 entry. The most up to date prospectus is always available from the school website or directly from school on request.

Language Category and Use of Welsh

The children follow a second language Welsh course as the predominant language used at Ysgol Wepre School is English. The children in the Foundation phase and KS2 sections are provided with discrete Welsh sessions supported by the use of incidental Welsh. Welsh is also used explicitly in other subject areas such as in Physical Education for giving instructions. Welsh is used incidentally in communication with parents.

Strategy Implementation and Policy Reviews

Implementation and review of School Improvement Plan

Priorities for 2017-'18

1. Increase the number of pupils achieving the higher level in KS2 in Science by 7%.
2. Further develop the standards of extended writing across the Foundation Phase.
3. To raise the standards of Information Technology across the school.
4. Consolidate and unify the procedures for delivery of spelling across the phases.
5. Develop outdoor learning across the school.
6. Further develop the use of INCERTS to support future school, group and individual learning.

Review and Impact

1. Outcomes have increased by 5% and Science teaching and planning has been supported by dedicated co-ordinators throughout the year. As that support has become embedded and consolidated, delivery has become more effective.
2. Outcomes, delivery and pupil challenge and engagement have all improved.
3. Portfolios of evidence and inclusion of DCF in short term planning has been achieved. New resources have been used effectively and digital champions have been implemented across school.
4. Staff have developed a greater consistency in delivery and are identifying spelling for individual learners. Good spelling is evidenced across all areas of learning.
5. Outdoor resources have been developed and a timetable for delivery has been developed for the Foundation Phase. Provision for Juniors continues to be under review.
6. Individual targets are recorded and shared with pupils and parents. INCERTS is effectively supporting planning for curriculum coverage. More consistency is required across school to ensure planning is clearly and directly linked to INCERTS.

Policy Reviews

The following policies have been reviewed and updated as part of a rolling programme:

Acceptable Use, Complaints, EAL, Information Security, DBS, Safeguarding, Healthcare Needs, CCTV, Health and Safety, Lettings, Pay, Performance Management

Copies of our policies are available on the school website or from school on request.

Curriculum Organisation and Delivery (including ALN and PDG)

Curriculum

The Foundation Phase

The Foundation Phase is the department in school for children aged 3-7. It has its own statutory curriculum that recognizes the need for a curriculum for young children that is appropriate to their stage of learning.

At the centre of the curriculum framework lies the holistic development of the children and their skills across the curriculum, building on their previous learning, experiences, knowledge and skills.

The children learn through play and first hand experimental activities that take place both indoors and outside.

The curriculum is planned across seven Areas of Learning:

- Personal and Social Development, Well-being and Cultural Diversity.
- Language, Literacy and Communication Skills.
- Mathematical Development.
- Welsh Language Development.
- Knowledge and Understanding of the World.
- Physical Development.
- Creative Development.

The children are assessed through observations and these observations are then taken into account when planning for future activities.

The aims of the Foundation Phase Curriculum are to encourage and enable children to become independent learners and to develop their thinking, communication, ICT and number skills.

Key Stage 2

The *National Curriculum* requires all schools to teach the following subjects at Key Stage 2 (ages 7-11):

- The *Core Subjects* - English, Mathematics, Science and Welsh.
- The *Foundation Subjects* - History, Geography, Design/Technology, Music, Art, Physical Education, Religious Education, ICT and Personal and Social Education.

We deliver the National Curriculum through the following areas:

- Literacy (Reading, Writing and Oracy)
- Numeracy
- Science
- Humanities (History, Geography, Religious Education, Personal and Social Education)
- Creative (Drama, Music, Art)
- Physical Education (Gymnastics, Games, Swimming)
- Information Technology (can form part of all subjects)
- Design Technology

Our pupils are set targets and tasks that match their needs and abilities.

Additional Learning Needs (ALN)

Additional needs is the term used at Ysgol Wepre School to describe provision supported in school which is additional to, or different from, that provided by the already differentiated curriculum delivered at the school. Ysgol Wepre School follows a graduated approach to support as recommended for the Primary phase in the Special Educational Needs Code of Practice.

Identification, monitoring, support and additional provision (where appropriate) are provided to pupils throughout all stages of the Primary phase at Ysgol Wepre School. The school employs an Additional Needs Co-ordinator for three days a week. This post is currently held by Mrs L. Cavendish. The link governor for additional needs is Mrs M. Fearon.

Full details of the school's policy on additional needs can be found in the Additional Needs policy on the school website.

Pupil Deprivation Grant (PDG)

The purpose of the PDG is to improve outcomes for learners eligible for free school meals (FSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential. The Welsh Assembly Government allocates additional funds to all schools in Wales on the basis of the pupils on roll who take free school meals or who are looked after children. Every school is required to account for its allocation by creating a budget and accounting for it.

The school typically uses the grant for identified staff training, support and resources primarily for small group, one-to-one or targeted learning programmes. Full details of the school's use of PDG is published on the school website in the Summer term.

More Able and Talented (MAT)

More Able and Talented includes learners who are more able across the curriculum as well as those who show talent in one or more specific areas, which could include practical, creative and social fields of human activity. More able and talented learners require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners.

The schools supports MAT by identifying pupils as soon as possible and enriching the curriculum in a number of ways, which include; additional classes and special projects; providing subject trips; providing opportunities for the application of practical and creative skills such as performance and arts and using professional learning communities across the Connah's Quay consortium of schools to provide events in a wide range of core and foundation subjects.