



GOVERNING BODY ANNUAL REPORT TO PARENTS

2015-2016

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This report contains all the information required by the Welsh government. Some other sections have been added for your information.

Glossary of terms

FP	Foundation Phase
KS2	Key Stage Two
PSD	Personal and Social Development
LLC	Language, Literacy and Communication
MD	Mathematical Development
O5/O6	Outcome 5/5
FPI	Foundation Phase indicator (achieved all 3 assessed areas in FP)
L4/5	Level 4/5
CSI	Core subject indicator (achieved all 3 assessed areas in KS2)
SEN	Special Educational Needs
ALN	Additional Learning Needs
FSM	Free School Meals
NC	National Curriculum
IT	Information Technology
MAT	More Able and Talented
CSSIW	Care Social Services Inspectorate Wales
LA	Local Authority

1. The Governing Body

Members of the Governing Body

Name	Role	Term of Office
Mrs Louise Ankers	Headteacher	01/09/08 - Present
Mrs Helen Smith	Teacher Governor	01/10/12 – 30/09/16
Mrs Lynda Hughes	Staff Governor	21/11/13 – 20/11/17
Mrs Janet Partridge	Parent Governor	13/02/13 – 12/02/17
Mrs Kay Roberts	Parent Governor	01/03/13 – 01/03/17
Rev A Copping	LEA Governor	04/12/13 – 03/12/17
Mrs Helen Price	Co-opted	20/04/16
Mrs Nicola Williams	Community Governor	24/11/14 – 24/11/18
Mrs Nicky Davies	Community Governor	09/03/12 – 07/03/16
Mrs A Davies-Cooke	LEA Governor	23/01/13 – 23/01/17
Mr Trevor Payne	Community Governor	08/04/14 – 10/03/18
Mrs Lynne Pritchard	Additional Community Governor	05/07/12 – 04/07/16
Mr Richard Hughes	Additional Community Governor	05/07/16 – 05/07/20
Mrs Lynsey Jones	Parent Governor	24/11/14 – 24/11/18 Resigned Term ended June 16
Mrs Joanne Molloy	Parent Governor	01/03/13 – 01/03/17 Resigned Term ended July 16

Changes from 01.09.16

Name	Role	Term of Office
Mrs Andrea Malam	Parent Governor	01/09/16 – 01/09/20
Mrs Helen Price	Parent Governor	01/09/16 – 01/09/20
Miss Helen Docking	Teacher Governor	17/11/16 – 17/11/20

Officers of the governing Body

- Chair of governors: Mr Trevor Payne
- Vice Chair of governors: Mrs Kay Roberts
- Clerk to the Governors: Mrs Linzi Jones (Autumn and Spring) Mrs Sarah Swan (Summer)

These officers can all be contacted at the school:

- Phone on 01352 740362
- Email: ywmail@hwbcymru.net
- Letter: Ysgol y Waun, Y Waen, Gwernaffield, Flintshire CH7 5DP

Governor elections

- The next scheduled parent governor election will take place in February 2017.
- The next scheduled teacher governor election will take place in October 2020.

Summary of Governing Body Meetings

During the course of the academic year the main Governing Body met at least once per half term. Its smaller committees, covering aspects of governance, i.e. Finance, Health and Safety, Buildings and Maintenance, Curriculum, and Personnel also met on a regular basis, feeding back their recommendations to the main Governing Body. Approved minutes of meetings are available on request from the school.

There is a statutory requirement for all new governors to attend an induction course. In addition, all governors must attend a course in order to improve their understanding of the data which is used to monitor the schools position.

The Governors enjoy good links with the school and its activities. We have welcomed more opportunities to assist at school functions and support during the school day, including taking part in Headteacher monitoring, talking to children, looking at pupils' work and being part of the Teacher Performance Management process. We feel these are excellent ways to get to know the school well.

2. Meetings with parents

Annual parents' meeting

The School Governors' Annual Reports (Wales) (Amendment) Regulations 2013, which came into force on 4 May 2013, made a number of changes to the Principal Regulations. Section 94 of the Act enables parents to request up to 3 meetings in a school year with their school governing body. This replaces the previous requirement for a governing body to hold an annual parents' meeting.

The new arrangements mean that instead of a governing body having to hold an annual parents' meeting, parents have a right to request a meeting on issues which concern them. This parental right may be exercised up to 3 times a school year, provided that the purpose of the meeting is to discuss issues which relate to the school and not individual pupil progress and achievement or grievances against a member of staff or the governing body.

An open evening was held on 14th July inviting parents to visit the school and look around all the classes and meet staff. The school catering service provided sample foods and information.

Governors have commissioned a new school website, which when produced, will provide parents with a wealth of information about the school. It is intended the website will have an interactive element which will allow you to communicate directly with school.

3. School comparative data

School Population

In September the school consisted of 87 full-time pupils and 15 part-time. As the year ended in July, we had 89 full-time and 15 part-time.

School Leavers

This year 8 of our Year 6 pupils left the school to continue their education in Mold Alun High School and 1 went to the Argoed High School. We wish them all every success in their continuing education.

National Curriculum Assessment Results 2015/2016

Teachers carry out their own continuous assessment of children throughout the year. More formal assessments are made at the start and end of each school year.

Children entering the school are assessed using an on-entry assessment agreed with the Local Authority (Foundation Phase Profiles). This gives teachers and parents an indication of where their children are when they start Nursery and full time education. It also provides the school with information to monitor progress throughout Foundation Phase.

At the end of Year 2 (Foundation Phase) and Year 6 (Key Stage 2) formal teacher assessments take place.

In accordance with reporting regulations, the school presents a summary of the school results at the end of both Foundation Phase and Key Stage 2. For our school these results should be interpreted carefully. The following is intended to assist you in interpreting the results for Ysgol y Waun:

- A typical 7 year old will be assessed as Foundation Phase Outcome 5.
- An assessment of Outcome 6 is only achieved by a very small number of children by the age of 7.
- A typical 11 year old will achieve Level 4.
- A Level 5 is only achieved by a small number of children at the age of 11.
- Most pupils will move to a new level approximately every two years.
- At any one time pupils are likely to reach a higher level in some areas more than others.

Our national testing results are very good and we are proud of them, but we must emphasise that the interpretation of these results is a complex matter and is only one indicator of the quality of education provided at the school.

Statutory testing

Attached at the back of this report is our data for July 2016 End of Foundation Phase and Key Stage Two. For KS2 there were 9 pupils in the cohort, where each child represents 11%. In Foundation Phase there were 12 pupils in the cohort with each child representing 8%. Owing to their small size, in both cases comparisons need to be viewed with great caution.

We were pleased with the pupil performance. In Wales, all schools are compared with a 'Family of 10 Schools' which are 'mostly similar' to each other.

Trends in standards in Foundation Phase are very good and pupil progress for 2015/16 is very good.

- 1 pupil = 9% in performance terms for 2015-16.
- 11 pupils consisting of 7 boys and 4 girls.
- 2016 outcomes were maintained or improved for all O5+ performance indicators. All pupils in Y2 attained this level in PSD, LLC and MD.
- 2016 O6 performance has dipped slightly from previous year, although cohort size was over double the size.

Trends in standards in Key Stage Two are good, a fluctuating trend in last 3 years with a slight drop in CSI this year.

- 1 pupil = 11% in performance terms for 2015-16.
- 9 pupils consisting of 7 boys and 2 girls.
- 2016 levels (excluding the pupil with a statement for SEN) were maintained L4+ performance indicators. All pupils in Y6 attained this level in English, Maths and Science.
- 2016 L5 performance has dipped slightly from previous year, although cohort was very different.

Strengths

FP – All pupils achieving expected levels.

FP – Pupils identified as needing additional support achieving expected levels with a few exceeding and making excellent progress.

FP – Pupils of summer born or who receive FSM made excellent progress, achieving expected or exceeding expected levels.

KS2 – All pupils made very good progress from FP to KS2.

KS2 – All pupils achieved or exceeded targets set in NC Year 5.

KS2 – Evidence collated shows very good standard of moderation/annotation and extension.

The Welsh Government maintains a website which gives parents access to a battery of useful information about their child's school.

The address of this website is <http://mylocalschool.wales.gov.uk/>

4. Attendance information

Parents, Schools and the Local Authority share legal responsibilities in respect of school attendance.

A child is allowed to be absent on any day:

1. When prevented from attending by sickness or any **unavoidable** cause.
2. Exclusively set apart for religious observance by the religious body to which his/her parents belong.
3. On the grounds that suitable transport has not been provided, and the school is not within walking distance.

4. When parents are on annual leave during term time (maximum two weeks in any school year).

By law we have to tell you about authorised and unauthorised absences from the school. Attendance at Ysgol Y Waun has been excellent, but we need the support of every parent if we are to maintain this. Punctuality is also very important.

The Governing body is pleased with this year's pupils' attendance and appreciate the cooperation of parents in ensuring we continue to have a good attendance record.

Our overall attendance figure for September 2015 to July 2016 was 96.9%.

Attendance Figures: Percentage attendance

Year	Autumn	Spring	Summer	All year
Reception	95.72%	97.05%	96.4%	96.5%
Year 1	94.90%	97.60%	96.7%	97.5%
Year 2	98.90%	98.43%	99.1%	98.3%
Year 3	94.60%	98.46%	97.9%	98.0%
Year 4	97.30%	94.83%	95.1%	95.5%
Year 5	92.85%	97.31%	96.3%	97.3%
Year 6	96.82%	96.41%	95.3%	95.9%

Individual pupil attendance certificates were given to pupils who maintained excellent levels of attendance or improved on their target.

5. Target for attendance

A new target of 97% has been agreed by the governing body for pupils' attendance.

The school continues to use a weekly chart showing each class. This has proved very effective in raising awareness of the children about the importance of always attending school.

Absences will be monitored closely by the Governing body over the year.

6. Targets for improvement set by the governing body

The governing body has agreed with the Headteacher that the school should prioritise five areas for improvement. These are:

Priority 1 – Welsh - Raise pupil standards in reading Welsh.

Revise planning in line with the curriculum and the framework for learning. Ensure there are carefully differentiated planning, good teaching, close monitoring and tracking of progress and collation of evidence to show actions, change and impact.

Priority 2 – Information Technology (IT) - Raise pupil standards in IT.

Audit current practice and resources. Revise the plans in line with the curriculum and the framework for learning. Ensure there are carefully differentiated planning, good

teaching, close monitoring and tracking of progress and collation of evidence to show actions, change and impact.

Priority 3 – Foundation Phase - Pupil Independence, access to enriched opportunities and awareness of skill development.

Raise pupils' levels of independence when accessing provision areas and recognition of the skills they are developing

Audit current practice and resources. Revise the plans in line with the curriculum and the framework for learning. Ensure there are carefully differentiated planning, good teaching, close monitoring and tracking of progress and collation of evidence to show actions, change and impact.

Priority 4 – Key Stage Two - More Able and Talented Pupils (MAT) and pupils working at levels above average.

Ensuring there is appropriate challenge to meet the needs of MAT pupils across the key stage in both Mathematics and English. To develop mechanisms to extend pupils independent learning, producing strong evidence of extension, pace and challenge.

Priority 5 – Constructive self-evaluation.

Continue to review the self-evaluation and performance management process as a mechanism for improving Teaching and Learning – staff to have greater understanding, involvement and input in the tracking/monitoring of progress, taking personal accountability.

For Governors to continue their role of critical friend with increased involvement in reviews and monitoring.

School Targets

As a school we continually strive for improvement. We see the need to set specific and realistic targets which are attainable but challenging. We value the individuality of every child and aim to set individual targets as well as placing an emphasis on specific cohorts of children. The school derives its pupil targets from on-going teacher assessment, supported by standardised tests in English and Mathematics. Our targets are regularly monitored, both internally and by the Local Authority, to ensure that they rigorously reflect the abilities of specific cohorts of children. Targets are set on pupils achieving outcome 5 or above in Foundation Phase and pupils achieving level four or above at KS2 – such levels being the expected attainment for these specific year groups.

The Governing Body is required, with the help and advice of the teaching staff and with the agreement of the Local Education Authority, to set targets of pupil achievement. These targets relate to the percentage of 11-year old pupils attaining level 4 or above in the National Curriculum teacher assessments

Foundation Phase targets

	Target '16	Actual '16	Target '17	Target '18
Cohort size	12		16	14
LLC	100	100	100	99
MD	100	100	100	100
PSE	100	100	100	100

Key Stage Two targets

	Target '16	Actual '16	Target '17	Target '18
Cohort size	8		16	16
English	100	100	93	100
Maths	100	100	100	100
Science	100	100	100	100

7. Financial statement for the school set by the governing body

Outturn for the last Financial Year, 2015 - 16

Heading	Budgeted Spending	Actual Spending
Balance b/fwd from 2014/2015	55,642	
Employees	278,904	311,494
Premises	35,907	30,930
Transport	0	0
Supplies	14,135	26,999
Net Adult Meals/Courses	0	913
Support Services	9,344	11,124
Income		-61,440
Total Costs	393,933	320,018
Move to Reserves		73,915

The negative income is the balance from 2014/15 plus additional grants. When the actual spending is calculated, this income is then deducted and shows the total costs of £320,018. Actual spending of adult meals is charged to school and individual staff taking meals then pay this back to Flintshire County Council. The money which was moved to reserves has been allocated to purchase lap tops and for the FP yard to be raised and resurfaced. Additional reserves are to be kept to maintain our current staffing levels.

Figures supplied by Flintshire County Council, rounded to the nearest pound.

School effectiveness and Pupil Deprivation grants

The school received £6404 for school effectiveness and £10350 for pupil deprivation, and £2400 for Early Years deprivation. It has been planned to be used to do the following:

improving the quality of teaching and learning	£ 720
addressing learners' barriers to learning and improving inclusion	£1500
improving the leadership of educational settings	£ 100
improving the provision for learners and the engagement of learners	£6000
improving literacy	£3000
improving numeracy	£1000
an engaging curriculum	£1500
leaders working together in a self-improving system	£2000

The balances will be allocated as the school year comes into line with the financial year.

8. Professional Development of Staff

This area is taken very seriously by the school. Staff attend regular updates on curriculum initiatives and other courses according to the requirements of the school. The following is a sample of the training undertaken during the year: ICT Middle Leaders, FP outdoors Middle Leaders, ICT across the school, Welsh across the school, Positive playtimes (lunchtime behaviour), Year 2 and Year 6 moderation and standardisation of work, Safeguarding (anti radicalisation) and Pupil voice (role of the school council).

9. Reviews of policies or strategies set by the governing body

Policy documents continue to be reviewed in accordance with the planned cycle. Copies of all policy documents are available from the school on request and are available to look at in the School Office. Key policies can be viewed on the school website.

Outcomes of any discussion of policies and strategies are always recorded in the governing body minutes which are available to any interested parent from the school office

10. The school curriculum

Nursery and Foundation

A child's initial experiences of school will be of a child centred environment where the emphasis is upon concrete experiences which enhance conceptual development. We foster children's good behaviour, their social skills and cooperation with each other in learning. A cross curricular approach is used where children learn through the 7 areas of learning at the Foundation Phase:

- Language Literacy and Communication
- Mathematical development

- Knowledge and understanding of the world
- Creative development
- Physical development
- Personal and Social development, Wellbeing and Cultural diversity
- Welsh language development

Key Stage 2

Communication, literacy, numeracy and ICT are the central focus of the curriculum which is offered in separate subjects or via an integrated theme such as space or energy.

The core subjects are:

- English
- Mathematics
- Science

The foundation subjects are:

- Design and technology
- History
- Geography
- Welsh
- Music
- Physical Education
- Art
- Religious Education
- Information and Communication Technology

For more details of the curriculum see the School Prospectus.

11. The language category of the school

Ysgol y Waun teaches through the medium of English.

12. Pupils' use of the Welsh language in school

The Welsh language and culture are promoted throughout the school. Pupils and staff are encouraged to use Welsh throughout the day as a second language to promote bilingualism. Children are taught Welsh as a second language from entry to school, through direct teaching of the subject and also through incidental phrases. This is age and stage appropriate i.e. children in the Foundation Phase will learn to meet and greet, names, numbers, colours etc. and gradually phrases and more complex structures will be introduced throughout a planned programme supporting continuity and progression. For children new to the school, or entering mid stage, support is given so that they develop their understanding and aptitude in Welsh.

13. Community involvement

The school continues to strengthen its links within its local community.

It has strong links with the local police who carry out a planned programme of education covering drug and alcohol awareness, internet safety, stranger danger etc. They regularly come into school supporting community events such as fairs and are also supportive of general safety around the school i.e. preventing vandalism, traffic calming and advice.

The School continues to support the local Playgroup which runs on the school premises for 4 mornings a week, and the Toddlers meet once a week.

Agathos have continued to deliver Assemblies once a fortnight for all Foundation Phase pupils. Wendy Swan and Agathos delivered a KS2-3 transition workshop to the Year 6 pupils which provoked lots of positive feedback.

14. Arrangements for pupils with additional learning needs

The school seeks to ensure that all children with additional needs, including those more able and talented, receive appropriate educational provision and that this provision will enable them to overcome their problems so far as possible and develop their potential to a maximum.

The school continues to support pupils and pupils with additional education needs. Resources have been purchased to support ALN including reading books and various games. Intervention Programmes continue to be delivered for Maths and English, these have proved to be both highly successful. The staffs have all worked very hard to ensure all children receive appropriate support. The school continues to work closely with an Education Psychologist who has visited the school and has been working with children.

15. Arrangements for participation in sport

After school or lunchtime clubs for the school year 2015-2016 have included:

- Football,
- Netball,
- Rounders
- Athletics,
- Cross Country,
- Rugby,
- Hockey,
- Tennis.

16. Extra curricula activities

There are regular after school or lunchtime clubs and activities for mathematics, problem solving, sewing, gardening and reading.

Out of School Club

Busy Bees Out of School Club service is open to all families whose children attend school. We are independently inspected by CSSIW every two years against childcare and after-school club criteria and received a very positive report in summer 2013. We currently have around 30 children who have used the club and daily attendances are in the region of 15 to 20 children. We currently have 3 members of staff working within the club. They hold a range of qualifications in both childcare and play work.

Each evening all the children are offered a small snack such as fruit, vegetable sticks and dips and cheese and crackers. There are plenty of activities happening each session including creative, sports activities, outside play and numerous board and table games. We also offer various workshops throughout the year.

Music tuition

Lessons were offered in brass (baritone and cornet) and strings (violin) by LA peripatetic staff.

17. School visits

There have been numerous educational visits and other activities during the year, which include the following: Foundation Phase Jamboree, Mold Bookshop, Wepre Country Park, Christmas Pantomime, Pentrellyncymer and Wrexham Museum.

18. Provision of toilet facilities and keeping them clean

The school maintains sufficient clean toilet facilities for pupils, staff and visitors. During the summer of 2015 all children's toilets were refurbished and provided with hand dryers. This refurbishment was funded by the local authority under the school modernisation programme. The school budget funded refurbishment of the community centre toilets which are used by community centre user groups and visitors.

19. Actions taken to promote healthy eating and drinking by pupils of the school

The school is fully compliant with the Welsh Government's *Appetite for Life* programme which states:

A balanced diet is essential for our children and young people if they are to develop and grow into healthy adults. Eating the right food and getting enough physical activity are two of the most important things you can do to keep fit and full of life.

Foundation Phase children are provided daily with milk and prepared fresh fruit at breaks. Key Stage 2 pupils can buy fresh fruit. Lunch menus are provided by Flintshire School Meals Service and offer at least two hot meals a day or a jacket potato or packed lunch. The aim of the service is to:

to deliver the best food possible and want to help young people in Flintshire to discover and enjoy new and exciting foods that will encourage them to live a healthy and active life. Children consume about a third of their food intake during the school day.

20. Changes to the School Prospectus

The school prospectus was completely rewritten in June 2015, and is updated each summer. A copy was given to all new families. If you wish to have a further copy please contact the school office. This is also included on the school website.

21. Dates for the school year 2016 – 2017

Term Dates and Opening Times

Autumn Term 2016		
Training Day		
School Opens	Thursday	1 st September
School Closes (half term)	Friday	21 st October
Training Day		
School Opens	Monday	31 st October
School Closes	Friday	16 th December
Spring Term 2017		
Training Day		
School Opens	Tuesday	3 rd January
School Closes (half term)	Friday	17 th February
School Opens	Monday	27 th February
School Closes	Friday	7 th April
Training Day		
Summer Term 2017		
School Opens	Monday	24 th April
Bank Holiday (May Day)	Monday	1 st May
School Closes (half term)	Friday	26 th May
School Opens	Monday	5 th June
Training Day		
School Closes	Friday	21 st July

Please note: The school is closed to children for five staff training days during the school year.

These are 1st September, 2nd September, 3rd January, 7th April and 21st July.

22. The School Day

<u>Nursery</u>	8.50 – 11.30 am
<u>Reception and Key Stage 1</u>	8.50 – 12.00 noon
	1.00 – 3.00 pm
<u>Key Stage 2</u>	8.50 – 12.00 noon
	1.00 – 3.15 pm

23. Distribution

It is appreciated that producing and distributing the full annual report to parents can prove costly for schools. The Regulations therefore allow for schools to make available the full report only to those parents who request it. The report will be emailed to all parents who have signed up to electronic correspondence and a paper copy sent to the remaining.

School Comparative / Validation 2016 Foundation Phase Outcomes

The following table shows the percentage of pupils attaining each outcome.

Personal and Social Development, Well Being and Cultural Diversity										
	N	D	W	1	2	3	4	5	6+	5+
School	0	0	0	0	0	0	0	36.4	63.6	100
Wales	0	0	0	0	0	1	3	39	56	95

Language, Literacy and Communication Skills										
	N	D	W	1	2	3	4	5	6+	5+
School	0	0	0	0	0	0	0	72.7	27.3	100
Wales	0	0	0	0	1	2	9	54	34	88

Mathematical Development										
	N	D	W	1	2	3	4	5	6+	5+
School	0	0	0	0	0	0	0	63.6	36.4	100
Wales	0	0	0	0	0	1	8	55	34	90

D – Disapplied under section 113-116 of the Education Act 2002, or pupils whom teachers were unable to provide an assessments

N – Not awarded for reasons other than disapplication

W – Currently working towards Foundation Phase outcome 1

The general expectation is that the majority of 7 year olds with attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above is PDS, LCE and MDT combination.

Data based on Year 2 pupils assessed Summer 2016

School Comparative / Validation 2016 KS2 Levels

English Overall										
	N	D	NCO 1,2&3	1	2	3	4	5	6+	4+
School	0	0	0	0	11.1	0	55.6	33.3	0	89
Wales	0	0	0	1	2	7	49	39	1	90

English Oracy										
	N	D	NCO 1,2&3	1	2	3	4	5	6+	4+
School	0	0	0	11.1	0	0	44.4	44.4	0	89
Wales	0	0	0	0	2	7	48	41	2	90

English Reading										
	N	D	NCO 1,2&3	1	2	3	4	5	6+	4+
School	0	0	0	0	11.1	0	55.6	33.3	0	89
Wales	0	0	0	1	2	8	47	40	2	89

English Writing										
	N	D	NCO 1,2&3	1	2	3	4	5	6+	4+
School	0	0	0	0	11.1	22.2	33.3	33.3	0	66.6
Wales	0	0	0	1	2	12	51	32	1	84

Mathematics										
	N	D	NCO 1,2&3	1	2	3	4	5	6+	4+
School	0	0	0	11.1	0	0	44.4	44.4	0	89
Wales	0	0	0	0	2	7	49	40	1	90

Science										
	N	D	NCO 1,2&3	1	2	3	4	5	6+	4+
School	0	0	0	11.1	0	0	55.6	33.3	0	89
Wales	0	0	0	1	1	6	50	41	0	91

D – Disapplied under sections 113-116 of the Education Act 2002, or pupils for whom teachers were unable to provide an assessment.

N – Not awarded a level for reasons other than disapplication

Data based on Year 6 pupils assessed Summer 2016