

YSGOL BWLCHGWYN C.P.



Governors' Annual Report to Parents

Academic Year 2019 – 2020

INTRODUCTION FROM THE CHAIR OF THE GOVERNING BODY

Dear Parents / Guardians / Carers,

Please find enclosed the Governors Annual Report to Parents, for the academic year September 2019-July 2020.

This has been another good year for school. The excellent progress continues for the Headteacher and his team to support all to 'aim high'. The School Governing Body continue to maintain a strong and supportive working relationship within the boundaries of our role.

The school priorities for the academic year 2019-20 focused on raising standards and developing learners. With the new Curriculum for Wales being delivered by 2022, it is exciting and encouraging to see that school has taken the initiative to actively plan and engage in plans for the forthcoming changes, using a child centered approach to planning and growth mindset principles. This continuing work will underpin the forthcoming changes and allow us to achieve a solid baseline in readiness for the changes.

The School has retained its healthy schools' status: additional extracurricular activities have supported and encouraged our pupils to be involved in this important aspect of school life.

Our latest School Assessment - prepared by GWE and the Welsh Government - consolidates our position as a maintainer of good standards and confirms that the work being done makes further improvement (Aim High!) possible. We expect a change to the ways in which school performance is measured by Government - moving away from bare statistics towards a more balanced assessment, which we expect will further highlight the excellent work being done. The school finances also remain in good shape, despite a challenging environment.

There continues to be considerable improvements to the school's buildings and its grounds and in particular the additional requirements for the pandemic situation. The overall plan to use all available space to promote your child's opportunities for learning, indoors and out have proven particularly successful in following current guidance. Computer technology and the use of educational apps are increasingly at the heart of the curriculum, and the software and hardware available to pupils and teachers are used effectively and with enjoyment by the whole school. The digital accessibility and improvements have allowed us to positively support our teaching staff and pupils, and particularly during the initial lockdown period when School had to close.

Strong leadership and strong team working, combined with excellent communication and engagement with parent/carer and pupils, has allowed us to move through this very challenging and difficult period in our school history. The current pandemic has set us all challenges and changes we would never have expected or planned: we have faced the challenge together and in partnership, which has proved not only successful but inspiring. The Headteacher and his teaching team have provided excellent blended learning support for our pupils (and to parents/carers). Our school community has certainly *Aimed High* and has exceeded expectations!

Pupils are eager to engage with us and show us their work and talk about their achievements. Their resilience and positivity have shone during this difficult time. They are the heart of our school. The Governors will continue to work with and support our whole school.

On behalf of the Governing Body, I would like to say a huge thank you to everybody at school that works so hard to achieve our success: thank you to parents, carers, extended family, Staff, Governors, the PTFA and most importantly to the children. Each and every one plays a vital role in making the School a safe, welcoming and creative place to learn.

Stay safe and well,
Regards,

J Williams

Jane Williams - Chair of Governors

WHO'S WHO ON THE GOVERNING BODY

Name	Governor Role	Term	
Mr Dylan Williams	Pennaeth <i>Headteacher</i>	ex officio	
Samantha Jutson	Athro(awes) <i>Teacher</i>	24/01/20	23/01/24
David Jackson	Staff	22/09/18	21/09/22
Kathryn James	Rhiant <i>Parent</i>	16/12/19	15/12/23
Leah McDaniel	Rhiant <i>Parent</i>	17/11/18	16/11/22
Sue Bethel	Rhiant <i>Parent</i>	16/12/19	15/12/23
Jane Williams	Cymunedol <i>Community</i>	03/07/17	02/07/21
Sarah Tomlinson	Cymunedol <i>Community</i>	03/07/17	02/07/21
Jeanette Bassford Barton	CymunedolYch. <i>Add. Community</i>	11/07/17	10/07/21
Margaret Roberts	ALI LA	01/06/20	31/05/24
Mr Adrian Williams	ALI LA	01/09/16	31/08/20

The chair of the Governing Body can be contacted via School.

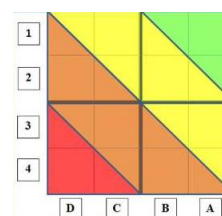
Clerk to the Governing body – Mrs. Alison Gillespie

SCHOOL CATEGORISATION

The most recent categorisation was confirmed in November 2018. This is an external assessment of our school standards and support needs and represents the view of GWE and the Welsh Government.

The Governors are pleased to report that Bwlchgwyn School is categorized as:-

Standards – 2
Improvement Capacity – B
Support Capacity – Yellow



Further explanation can be found at www.myllocalschool.wales.gov.uk

CLASS ORGANISATION

The school currently has four full time classes.

Early Years caters for full time Reception and part time Nursery pupils.

Class 1 is our Foundation class for Years 1 and 2.

Class 2 is our lower Key Stage 2 class for Years 3 and 4.

Class 3 is our Upper Key Stage 2 class for Years 5 and 6.

CURRICULUM

Our Early Years and Foundation classes work to *The Foundation Phase framework for children's learning*. The framework sets out a curriculum that:

- Has at its centre the holistic development of children and their skills across the curriculum.
- Promotes learning through first-hand experiential activities that include play/active learning.
- Is planned as a progressive framework which covers four years (3-7 years) to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able.
- Involves indoor and outdoor environments that are fun, exciting, stimulating and safe.
- Is appropriate for children in Wales.

The 2008 National Curriculum orders state that the school is obliged to teach the following Core and Foundation Subjects:

Core: English, Mathematics, Science and Welsh.

Non-core: History, Geography, Technology, Information Technology, Art, Physical Education, and Music. Religious education must also be taught.

Since the Donaldson Review, the organization, planning and delivery of the curriculum in schools in Wales is undergoing a transformation. The new 'Curriculum for Wales' will be in place and being delivered by September 2022. This time is very exciting, and our school has taken the initiative to anticipate and plan for the coming changes, using a child centered approach to planning and growth mindset principles, whilst still fulfilling our statutory obligations regarding the new 2015 orders for English and Maths and the soon to be replaced 2008 orders detailed above.

BILINGUALISM AND CURRICULUM CYMREIG

Ours is an English medium school. Welsh is taught as a Second Language and pupils and staff are encouraged to utilise their Welsh skills in everyday situations such as lunch/snack times. Everyday Welsh is also used for some instructions and simple communications. To help promote the Welsh language the school has a Ciriw Cymraeg pupil body.

MUSIC TUITION

There have been recent changes to music the provision of strings and woodwind attend at school. The school now accesses the Wrexham Music Co-operative. School continues to pay a significant contribution to the costs of peripatetic teachers from the service. Careful planning and budgeting has ensured the same provision is available and that a charge of £40 per pupil per term has not risen and pupils eligible for free school meal provision receive tuition free of charge.

ADDITIONAL LEARNING NEEDS (ALN)

The School provides support for pupils with ALN in compliance with the current Code of Practice. Children are screened using procedures in school, which allow us to make early intervention. Children are placed on our ALN register and are supported by the class teacher and ALNCO (Additional Learning Needs Coordinator) initially. If necessary assistance from an external source is requested and if agreed may involve a specialised programme of work, additional learning needs teacher or Educational Psychologist. In June 2018 we had nineteen pupils on our register. Our ALN children receive tailored support on a daily basis to allow them full access to the curriculum.

Pupils who are More Able & Talented (MAT) are also recognized and catered for within the classroom situation and by involvement in special projects.

Number of pupils at School Action (SA)

total	
1	0.97%

Number of pupils at School Action Plus (SAP)

total	
5	4.85%

Number of pupils at STATEMENT of ALN

total	
4	3.88%

Number of pupils at SA or above

total	
10	9.7%

Key ALN Staff:

ALNCO (1 afternoon), 10hrs Intervention support
 1:1 TA
 1:1 TA
 1:1 TA
 1:1 TA
 ALN intervention support and 1:1 TA

Elizabeth Williams
 Janine Jones (5 mornings, Statement Pupil)
 Hazel Bayliss (5 days, Statement Pupil)
 Bethan Roberts (5 days, Statement Pupil)
 Rachel Simmons (5 days, Statement Pupil)
 David Jackson

SECONDARY EDUCATION

Under the 1980 Education Act, parents are free to express a preference for the Secondary School of their choice. Our nearest Secondary School is Ysgol Clywedog. In July 2020 our Year 6 pupils moved on to local schools including Clywedog, St Joseph's, Rhosnesi and Bryn Hyfryd.

TRANSITION

We have good links with all secondary schools our pupils move to and again this year, a planned programme of transition activities took place within our Cluster. As a school, we regularly make use of Clywedog facilities during our weekly swimming sessions and attend many other activities throughout the year. Year 6 pupils who were transferring to that school attended two full transition days on site as well as the Common Transfer Day. Pupils attended other schools according to their own transition programmes.

ACCESSIBILITY

The school is fully accessible to all children according to their needs and requirements. Integration into mainstream classes is in accordance with Local Authority policy and guidelines. All entrances to school have ramp access. Handrails have been provided to the emergency exit from the reading room. Doorways to disabled toilets have been widened with doors opening outwards.

SCHOOL POLICIES

The Governing Body has a Governance Assurance Statement which includes all statutory and recommended policies which are reviewed on a regular basis. Copies of all Governing Body Policies are available in school on request. Policies reviewed 2019 -20:

Dignity at Work, Safeguarding Policy, Assessment Arrangements, Staff Conduct (Non-Teaching) Policy, Transition Plan, Financial Regulations for School, Counter Fraud, School Recruitment & Selection Policy, Risk Management, Managing Redeployment and Redundancy, Charging Policy, Whistleblowing Policy, Whole School Food and Fitness Policy, Performance management policy, School leave of absence – pupils, Admissions Policy, Pay Policy, Managing Attendance , Capability Procedures , Assessment arrangements, Continuity School closures, Equality plan review, Educational visits, Anti-bullying, Substance misuse.

SCHOOL SPORT

Pupils enjoyed PE lessons in gymnastics, dance, swimming and games including, tennis, football and athletics with visiting coaches providing welcomed expertise. The school football team competed against other cluster schools during the year and took part in a mini tournament. Additional opportunities for new Extra -curricular clubs were provided with tennis, rugby and gymnastics.

SCHOOL PROSPECTUS

The school has updated its prospectus with new imagery and design during 2019-20. It has not updated the pupil attainment data as none was submitted to Welsh Government. Data for the previous year has been supplied for reference. Copies are available from the school office or can be downloaded from the school website.

SCHOOL DEVELOPMENT PLAN

Following careful monitoring of progress and in light of the impact of school closure due to Covid-19 the school has determined the following priorities for continuation and development during the 2020-21 academic year:

Key Targets/ Priorities:

PRIORITY 1: Improve pedagogy in formative assessment to develop learner centred practices that enable pupils to reach their potential

PRIORITY 2: Raise standards at the higher FPO6 and NCL5 by developing pupil capability and independence in Mathematics - applying mastery strategies across the curriculum in the context of the 4 key curriculum purposes.

PRIORITY 3: Develop systems, pedagogical approaches and processes to facilitate the delivery of the Curriculum For Wales (CfW) and further build the school's capacity as a learning organisation (SLO).

INFORMATION RELATING TO GRANT FUNDING

School allocation of Education Improvement Grant	£
EIG – Foundation Phase (notional)	27,121
EIG – Other (notional)	4,959
EIG – Total	32,080
School use of the Education Improvement Grant:	
to work towards the Foundation Phase ratios	27,121
improved outcomes in numeracy and literacy	4,959
reducing the impact of deprivation on educational outcomes	4,959
improving outcomes for pupils in receipt of FSM & to narrow the gap between nFSM & eFSM pupils	
excellent professional workforce	
an engaging curriculum	
qualifications which are nationally and internationally respected	

Pupil Deprivation Grant

The purpose of the Pupil Deprivation Grant is to improve the educational attainment of pupils from low income families and who are entitled to free school meals (eFSM). Schools are expected to maximise the use of this funding by introducing sustainable strategies which will quickly lead to improved outcomes for pupils entitled to free school meals.

As a school, we want to learn from the best practice in Wales and beyond by:

1. Planning interventions that focus on improving the attainment of pupils from disadvantaged backgrounds, regularly monitoring pupils' progress and evaluating the impact of the intervention.
2. Integrating plans for the effective use of the PDG into the School Development Plan.
3. Balancing whole school strategies with targeted interventions to ensure that all learners entitled to free school meals benefit as individuals, whilst the whole school also develops its ability to support every learner to achieve their full potential.

Activity	Cost	Impact
1:1 TA salary to deliver intervention and support to EFSM pupils	£4738	EFSM pupils attain in line with non EFSM pupils
ALNCO additional 1:1 support and parent workshop for EFSM pupils	£360	Greater understanding and partnership with ALN /FSM pupils' parents. Raised attainment from pupils
Friends for life training and resources	£150	Friends for life group established to support vulnerable learners
Release for staff to attend training	£720	
I see maths training	£180	EFSM pupils attain in line with non EFSM pupils
LAC extended transition – release time for teacher to attend secondary school with pupil	£ 180	Facilitated smooth transition and support in place at secondary school for LAC pupil
ALNCO additional time to secure external agency support for LAC pupil	£180	Additional support for LAC pupil gained
Partial funding of 1:1 TA salary for LAC pupil	£1000	Literacy and Numeracy support for LAC pupil on a 1:1 basis raised standards
Resources and time for strategies to improve attendance	£156	Greater awareness of school's attendance targets and up to date individual feedback to parents on attendance termly.
TOTAL	£7,664	

Additional Services

Bwlchgwyn Cabin Crew

The Bwlchgwyn Out of School Club was established in 2005, for the benefit of the pupils and parents at Bwlchgwyn School, offering After school & Breakfast Club. In 2009 a brand new Management Committee established the club as a Limited Company, as well as a Registered Charity, and made it their mission to purchase a self-contained building. Following a number of successful grant funding applications, together with a loan from WCBC, a newly re-furbished modular building was installed in July 2011. "The Cabin", as the building is now known, is for the sole use of the out of school provision. The installation of The Cabin has allowed us to extend the services offered to include: After-School Club, Holiday Club and Nursery Plus for

children aged 3-11 years. Since September 2014 we also now offer a playgroup session between 1:10pm - 3:10pm every Monday and Thursday, for all children aged 2+. All clubs are collectively known as The Cabin Crew. Children of Bwlchgwyn School are all welcome to use the clubs as well as children from surrounding areas being able to attend the Holiday Club, Nursery Plus & Playgroup. Bwlchgwyn Cabin Crew has become a vital community resource for many local families and is of huge benefit to Bwlchgwyn School. We are extremely proud of the findings of our most recent CIW inspection, (this can be viewed by visiting <https://careinspectorate.wales>) as well as being awarded 'Out of School Club of the Year' for the second year running, at the Wrexham Childcare Awards 2015. We hope this report gives parents confidence of the extremely high standards of childcare offered at Bwlchgwyn Cabin Crew.

The scheme is wholly managed by BOOSC Ltd T/A Bwlchgwyn Cabin Crew, voluntary management committee. The committee employ appropriately qualified and experienced staff in accordance with the regulations laid down for registration purposes by the Welsh Assembly Government's Care Inspectorate Wales (CIW).

It is to the school's advantage to offer additional services such as this to our parents and to the wider community and it helps to make our school even more appealing to prospective parents. By looking at other schools in and around the Wrexham area, it is evident that this kind of Out-of-School club, in conjunction with the WG Free Breakfast Initiative supplementing the school day, has become the norm and is no longer the exception.

The Governing Body has always given its support to this venture and is now very pleased to see how successful it has become. We are also very fortunate that our Head Teacher, who is a member of the committee and therefore directly involved in the decision-making process, has been very supportive and understands the role of the club and how it interacts with the school. The Governing Body looks forward to the continued success of this partnership and the benefits that it will bring to our school.

School Toilets

The Welsh Government provides guidance on good practice with regard to the provision of toilets in schools. The Governing Body is aware of this guidance and its implications with regard to our school. Automatic sensor foam soap dispensers and warm air hand dryers are provided. The toilets are cleaned and inspected on a regular basis and pupils are allowed access whenever necessary. Additional cleaning and hygiene practices have been in place during the Covid- 19 period of opening.

Healthy Schools

The School has retained its healthy school status and provides a range of activities and provision that fulfill this role. All pupils are encouraged to be active and take part in regular exercise either in school or as part of an extra-curricular activity.

We provide healthy snacks throughout the whole school which fulfill - and in Key Stage 2 surpass the recommended guidance from Wrexham County Healthy Schools team. A wide range of fruit and vegetables is available and co-ordinated by the pupils themselves, who order, monitor, prepare and share the snacks from a local supplier.

Attendance - No data submitted due to Covid-19

TOTAL ATTENDANCE	
------------------	--

AUTHORISED ABSENCES	UNAUTHORISED ABSENCES

School Attainment Targets 2019-20 - No data submitted due to Covid-19

	Pupils reaching Foundation Phase Outcome 5+		Pupils reaching National Curriculum Level 4+
Literacy Language and communication		English	
Mathematical Development		Mathematics	
Personal and Social Development		Science	

Community Links

The School continues to have a close relationship with Christchurch and Rev. Harris has visited several times throughout the year to lead pupil assemblies. Parents were invited to our Harvest Service in the Autumn Term, Christmas carol service and St David's Day celebrations in the Spring Term. The choir sang at the Christmas Carol service at Bwlchgwyn Church.

Parents supported their children in organizing stalls for our Autumn Fair. This was the first of our fund raising activities for the year. Other events included a fantastic 'Friends of Bwlchgwyn' Race Night

BUDGET SUMMARY STATEMENT

FOR THE FINANCIAL YEAR: 1ST APRIL 2019- 31ST MARCH 2020

BUDGET HEADING	PLANNED BUDGET	ACTUAL	BALANCE
EMPLOYEES	373,216	373,096	120
PREMISES	45,669	46,042	-373
SUPPLIES & SERVICES	19,318	25,273	-5,995
SUPPORT SERVICES	32,527	31,678	855
INCOME	93,587	107,345	13,758
TOTAL NET EXPENDITURE	£392,036	£368,350	£23,686

NB – NO PAYMENTS FOR TRAVEL SUBSISTENCE FOR GOVERNORS WERE PAID DURING 2018-19

SCHOOL FUND

For financial year Apr 1st 2018 - Mar 31st 2019

Brought forward	£14,851.45
Add income (receipts)	£31,817.27
Less expenditure this period to date	£25,221.84
Balance	£ 21,456.88

School fund is a business account which is audited and reported annually to the Local Authority audit department. The balance represents working capital which fluctuates throughout the year. For example, the balance above included over £5,000 -£6,000 which represented payments , yet to be invoiced at the time of publishing.

SESSION TIMES 2019-2020 – ADAPTED STAGGERED TIMES FOR COVID-19

	Nursery	FP	KS2
Mornings	9:00 - 11:30	9.00 – 12:00	8:55 – 12:10
Afternoons	-----	1:00 – 3:10	1:00 – 3:15

COMPARATIVE DATA 2019-20 - No comparative data was generated by Welsh Government due to Covid -19

Foundation Phase (Nursery to Year 2)

During the pupils' time in the Foundation Phase they are assessed in 6 areas of learning: Language Literacy and Communication, Mathematical Development, Personal and Social Development, Knowledge and Understanding of the World, Physical Development and Creative development. Three core areas (Language Literacy and Communication, Mathematical Development and Personal and Social Development) are assessed through ongoing teacher assessment, determining the attainment of each pupil at the end of the phase in Year 2. The expected outcome at the end of Foundation Phase is Foundation Phase Outcome 5, with those pupils exceeding the level reaching Foundation Phase Outcome 6. Below you will find comparative benchmark data detailing how the School performs in relation to schools in the Local Authority and across Wales.

Language Literacy and Communication			
	School	Local Authority	Wales
Pupils achieving at least the expected outcome (Outcome 5+)			
Pupils achieving at the higher outcome (Outcome 6+)			

Mathematical Development			
	School	Local Authority	Wales
Pupils achieving at least the expected outcome (Outcome 5+)			
Pupils achieving at the higher outcome (Outcome 6+)			

Personal and Social Development			
	School	Local Authority	Wales
Pupils achieving at least the expected outcome (Outcome 5+)			
Pupils achieving at the higher outcome (Outcome 6+)			

Key Stage 2 (Year 3 to Year 6)

During the pupils' time in Key Stage 2 they are assessed 12 subject areas : English, Mathematics, Science, Welsh, History, Geography, Technology, Information Technology, Art, Physical Education, and Music. Religious education must also be taught. Three core areas (English, Mathematics and Science) are assessed through ongoing teacher assessment, determining the attainment of each pupil at the end of the Key Stage in Year 6. The expected outcome at the end of Key Stage is National Curriculum Level 4, with those pupils exceeding the level reaching National Curriculum Level 5. Below you will find comparative benchmark data detailing how the School performs in relation to schools in the Local Authority and across Wales.

English			
	School	Local Authority	Wales
Pupils achieving at least the expected outcome (Level 4+)			
Pupils achieving at the higher outcome (Level 5+)			

Mathematics			
	School	Local Authority	Wales
Pupils achieving at least the expected outcome (Level 4+)			
Pupils achieving at the higher outcome (Level 5+)			

Science			
	School	Local Authority	Wales
Pupils achieving at least the expected outcome (Level 4+)			
Pupils achieving at the higher outcome (Level 5+)			