



## *The Annual Governors' Report to Parents*

### *2017 - 2018*

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body.

If parents wish to use their rights under the Act to hold a meeting, four conditions must be satisfied:

- 1) Parents will need to raise a petition in support of holding a meeting.  
*The parents of at least 10% of the school's registered pupils will need to sign the petition. There were 232 children registered as pupils with this school in January 2019. Exact roll numbers at any time during the year may be obtained from the school office.*
- 2) The meeting must be called to discuss matters which affect the school.  
*The meeting cannot be called to discuss such matters as individual pupils, or to make a complaint against a member of the school's staff or governing body.*
- 3) A maximum of three meetings can be held during the school year.  
*The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.*
- 4) There must be at least 25 school days left in a school year.  
*A 'school day' means a day when school is open to pupils; it does not include staff training days.*

The Governing Body meet at least once per term to discuss and determine the strategic direction of the school and to discharge its legal obligation. Any parental concerns or issues are to be addressed to the Head teacher in the first instance.

Any correspondence for the Governors or the address for service of a petition requesting a meeting with the school's governing body is:

Chair of Governors  
c/o Barker's Lane Community School  
Barker's Lane  
Wrexham  
LL13 9TP

OR

The Clerk to the Governors  
Barker's Lane Community School  
Barker's Lane  
Wrexham  
LL13 9TP

Email: [mailbox@barkerslane-pri.wrexham.sch.uk](mailto:mailbox@barkerslane-pri.wrexham.sch.uk)

Further advice / information is available on:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>



## ***The Chair's Address***

Dear Parents/Carers

I am delighted to present the Annual Report to Parents which describes the work, activities and achievements of the school for the academic year 2017-18.

The school continues to flourish under the leadership of Mrs Harrison-Edwards and all her staff who work extremely hard under the pressure of tightened budgets and a new curriculum being developed by the Welsh Government. The school leadership have a clear vision to make the school a happy, healthy and achieving school that looks forward and continues to improve year on year.

I would like to take this opportunity to thank the PTA for their continued support of the school with their fundraising activities which provides the school with much needed equipment.

As Chair it has been a privilege to be part of school life and to visit regularly. I am grateful to all staff, governors, children and the volunteers I see helping at school, providing support such as additional help on trips and helping children with their reading.

The school is managed by the Headteacher and as a governing body we are responsible for supporting, challenging and gaining a strategic view of school performance.

I would like to thank my fellow governors who have supported me during my term of office as I step down as Chair and welcome Mrs Vanessa Griffiths as Chair of Governors.

Yours faithfully,

P FitzHugh  
Chair of Governors  
2012-18



## The Governing Body

Name	Governor Type	Position	Office Expires
Miss S Cole	Staff		11/03/2020
Mrs M Derosa	Community	Vice Chair	29/09/2021
Mrs G Dring	Parent		26/10/2021
Mrs C Edwards	Head Teacher		-
Mrs P Fitzhugh	Community		13/11/2021
Mrs V Griffiths	Community	Chair	18/05/2019
Mr J Kelly KSG	Community		28/06/2021
Mr C Jones	LA		31/10/2021
Mrs R Large	Parent		26/10/2021
Mrs N Parry	Parent		26/10/2021
Mr M Pugh	LA		30/11/2021
Ms G Taylor	Parent		28/06/2019
Miss J Taylor	Teacher		07/10/2019
Vacancy	LA		

Clerk to the Governors: Ms D Foulkes (Local Authority)

### ***Governor Changes***

There were no governor changes in 2017-18.

### ***Parent Governor Elections***

Parent governor elections took place in October 2017. The next round of nominations will be in summer 2019.

### ***Previous Governors Report to Parents***

No parent questions remained unanswered or resolutions put before the Governing Body as a result of previous reports.

No meeting was requested in 2017-18.



## **Governors' Curricular Aims**

Our aims for Barker's Lane Community Primary School:

- *To create learning opportunities that engage and challenge children to maximise their learning potential;*
- *To provide an environment that both inspires and stimulates the desire to learn;*
- *To develop a relationship with parents, carers and the wider community, involving them in the learning process for the benefit of all children;*
- *To foster and encourage positive attitudes in a happy, caring atmosphere, where children will become confident, develop a sense of self-worth and relate well to others.*
- *To encourage children to think, make decisions and develop lifelong learning skills.*
- *To empower children to be active citizens and to develop a global perspective, understanding the need for sustainable development and promoting a culture of respect for diversity;*

Working together we support each other to achieve our shared school vision:-

***'LEARN TOGETHER'***

***'Let's learn to enjoy, achieve, respect and nurture together'***

At Barker's Lane we provide a broad and balanced curriculum promoting spiritual, moral, emotional, cultural, intellectual and physical development. The school promotes lifelong learning and aims to prepare pupils for the opportunities, responsibilities and experiences of adult life. The Foundation Phase (aged 3-7), National Curriculum (aged 7-11), and Religious Education are implemented through topic work in addition to subject specific units.

Pupils learn in a variety of different ways and experience opportunities for learning which match their individual needs. Learning activities integrate a variety of skills so that pupils are able to transfer the skills they learn into other subjects. We focus on developing literacy, numeracy, ICT, thinking, problem solving, creative and personal and social skills across all areas of the curriculum, and to enable children to apply them to real life scenarios.

## ***Welsh Language Development***

Barker's Lane is an English medium school where Welsh is taught to all pupils as a second language. The children embrace our Welsh ethos and enjoy responding to simple Welsh language during the school day.

## ***Additional Learning Needs***

The school has an approved policy in place for the teaching and learning of any children with additional needs. Identified pupils are reviewed on a regular basis involving consultation between parents, teachers, pupils and external support. We have developed good relationships with the Local Authority and associated agencies who provide us with practical support as necessary. Access around and throughout school has been improved to facilitate ease of use for any disabled visitors or pupils.



### ***More Able and Talented Pupils***

Teaching and learning is planned in such a way as to provide a differentiated, engaging, creative and challenging curriculum which enables each child to reach for the highest level of personal achievement. We use a range of strategies to identify more able and talented children. The identification process is ongoing and begins when the child joins our school. Our comprehensive pupil tracking systems ensure that progress and wellbeing is carefully monitored

### ***Attendance***

	<b>Overall % 17/18</b>	<b>Target % 18/19</b>
<b>% of authorised attendance</b>	96.0	96.3
<b>% of authorised absence</b>	3.8	3.7
<b>% of unauthorised absence</b>	0.2	0
<b>Including:</b>		
<b>Late before registration closed</b>	0.4	0
<b>Late after registration closed</b>	0*	0

\*Actual figure 0.001%

Governors set targets for attendance each year and are extremely proud that our attendance has been in the top 25% of schools in Wales. Although in 2017/18 we did not meet our target and dropped. Although the unauthorised absence figure is a very small percentage (0.2%), this has increased due to unauthorised leave of absence. **Governors ask that you consider carefully any request for holiday leave during the school term. All requests are to be made on the appropriate application form available on the school website or from the school office giving 6 weeks notice. Requests for leave during the first two weeks of September will be granted in exceptional circumstances only.**

### ***Equality***

Equality of opportunities is always observed regardless of ability, age, appearance, culture, gender, disability, religion, race, gender reassignment, pregnancy, maternity or sexual orientation. Together with the Local Authority we work against all forms of discrimination.

The Strategic Equality Plan is available on the school website or on request from the school office.

### ***Provision for toilet facilities***

The school has ample gender segregated toilet facilities and disabled access facilities for pupils / staff / visitors. All toilets are maintained to a high standard by cleaning staff, and are monitored by school staff during the day.

### ***Pupil Voice***

The School Council is elected annually, whereby pupils from Years 2 – 6 vote for their representatives. Meetings are held regularly and council members bring issues, ideas or resolutions to the table.

The Eco-committee is also elected annually from Y2 – Y6 and meet regularly to discuss issues that affect us at school, the local and global environment. The representatives then talk with their class about ideas they may have.



Digital Leaders are an active group of children in Y5&6 who support their peers and provide information about keeping safe online. They regularly are involved in challenges and also inform parents about our photography and social media policy at concerts.

### ***Healthy Eating & Drinking***

Barker's Lane complies fully with the Welsh Government Healthy Eating in Schools regulations 2013.

School meals are available for all full-time pupils. The kitchen has been awarded the highest Food Hygiene rating 5 by the Food Standards Agency.

*Information about free school meals is always available from Mr Hill in the school office.*

Children may also bring a healthy packed lunch which we recommend on the advice of the Food Standards Agency to contain at least:

- 1 portion of fruit or veg
- 1 portion of dairy eg. cheese or yoghurt
- 1 portion of protein eg. meat, fish or other source
- 1 portion of starchy food eg. bread, pasta, rice

Parents are asked to limit the crisps / biscuit snacks and sugary drinks their child has for lunch during the week to help reduce salt and sugar intake. Advice is also given about savoury snacks e.g. meat products like sausage rolls / pies are only included in lunchboxes occasionally. We also ask that parents refrain from including **carbonated drinks in bottles or cans** within a packed lunch.

School policy is that pupils from Year 1 to Year 6 are expected to have a piece of **washed fruit / vegetables** each day for morning break, this can be brought from home or provided by school for a small charge. Early Years children also have a healthy snack provided for a small charge.

Biscuits / crisps / other snacks are strongly discouraged for morning break.

Nearly all children in Nursery – Year 2 take up free school milk under Welsh and European scheme.

### ***Extra Curricular Activities & School Sports***

Staff at the school give willingly of their time to run a large number of extra-curricular activities. We also participate in a wide range of school sports each year.

A full list of extra-curricular activities and sporting events / achievements for 2017-18 is included at the end of the report.

### ***School Prospectus***

The school prospectus is updated annually. A copy is displayed in the foyer and on our website.



## **Wider Community Partnership**

### Schools

Rhosnesni High School and its family of feeder primary schools meet regularly to share good practice. We welcome pupils from Rhosnesni High School and a number of other secondary schools to undertake their work experience at Barker's Lane every year.

### Trainee Teachers / Ancillary Support Staff

We welcome trainees on a regular basis. The school has contracted to work in partnership the North & Mid Wales Centre for Trainee Teachers (Bangor & Aberystwyth) to offer the necessary school-based experience for the initial training of teachers. The school has designated trainee mentors providing support and guidance for the trainee teachers. All staff continue to work and plan closely with trainee teachers to ensure quality of learning for our pupils. We also work closely with Glyndŵr University who request observational placements and Coleg Cambria who provide courses for ancillary staff at school.

### Other Community Links

St John's Church, the vicar visits school and takes morning assembly each half term.  
Save the Family – supported by our Harvest Festival.

T4C – Shoebox Appeal

Police Community Support Officers.

Acton Park

Wrexham Library & Museum

Community Council Campaigns

AVOW

Our chosen local charities Hope House Hospice and Nightingale House Hospice. Throughout the year the school, with support from you as parents, donates to a variety of other charities eg the sale of daffodils for Marie Curie Cancer Care, Poppy Day Appeal, NSPCC, Cystic Fibrosis, etc.

### Business / Industry Links

We have links with a number of partners, for example:

Tesco/Sainsbury

Virgin Money

Lloyds TSB

Pets at Home

Dee Valley Water

Scottish Power

Davies Development Testing

Any parent / carer with business / industry knowledge who would like to share this with the children is invited to contact the Headteacher.

### Global Partners

We have developed many links with schools in Europe and the wider world through our work in global citizenship over a number of years.



## ***School Inspection – June 2016***

Progress was made with all key issues identified by Estyn inspectors in the previous school inspection in September 2009. The school was inspected in June 2016.

The school was judged to have good current performance and good prospects for improvement.

Inspectors judged the school's current performance as good because:

- Most pupils make strong progress and achieve well
- Most pupils achieve good standards of literacy and use these skills well in other areas of learning and subjects across the curriculum
- Most pupils behave very well and have a positive attitude towards learning
- Pupils' attendance has placed the school in the top 25% of similar schools for the past four years
- Pupils have a strong voice in the running of the school and regularly make valuable contributions to school life
- The school provides a wide range of interesting and engaging learning experiences that meet nearly all pupils' needs well
- The ethos of care, respect and trust is successful in raising pupils' awareness of how to be safe, take responsibility and respect others

Inspectors judged prospects for improvement to be good because:

- The headteacher and senior leaders provide clear strategic direction for the school, with a strong focus on raising standards and improving learning opportunities for pupils, and they communicate this vision effectively to all staff
- Staff work together well as a close, efficient team
- The governing body supports the school well and holds leaders to account effectively
- Self-evaluation processes are robust and well established
- School leaders focus clearly on a taking forward a suitable number of priorities that bring about improvements in pupils' standards and wellbeing
- It has a beneficial range of partners that help improve pupil outcomes and wellbeing effectively

Estyn made four recommendations for improvement which together with areas identified through self-evaluation form the School Improvement Plan. The progress made with recommendations is outlined in the next section as part of the school improvement plan.

## ***School Self Evaluation & Progress with School Action Plan***

School self evaluation processes are based on Standards of Learning, Teaching & Assessment and Leadership & Management. Outcomes inform targets for our School Improvement Plan.

A summary of progress with key priorities from 2017-18 which incorporate some of the Estyn recommendations is outlined below:



### **1. Improve pupil attitudes to learning, emotional resilience and their personal conduct in class and around school, particularly to support improved achievement of boys\***

- Nearly all pupils across the school behave well and have good attitudes to learning, however a very few presenting with challenging behaviour can impact on others.
- The impact of more structure for transition times, break and lunchtime has been very positive on behaviour for nearly all pupils.
- A new consistent approach to intrinsic rewards, moving onto the 'seren' has had a positive impact on nearly all pupils.
- In Foundation Phase, high challenge in independent learning areas both indoors and outdoors has engaged boys and standards of learning which were not always evident in adult focus tasks are being displayed.
- Consistent approach with the Jigsaw themes has helped structure PSD across the school although the emotional literacy aspect of this needs strengthening further.
- Improved provision for child initiated learning in Foundation Phase has had a very positive impact on boys engagement, attitudes to learning and independence.

### **2. Further embed visual representation and mastery skills in numeracy ensuring opportunities for application across the curriculum\***

- Pupil progress meetings and book scrutiny indicate good standards in maths and where this applied in other areas, standards are comparable.
- All teaching staff have been upskilled through training over the last two years.
- There is a more consistent approach to developing numeracy across Foundation Phase through planned and spontaneous opportunities in independent learning areas. Very good practice has been observed.
- The range of numeracy across the curriculum is increasing although this is still a challenge in a few year groups.
- Partnerships with parents have been further strengthened by building on previous workshops to share visual strategies to support the children.

### **3. Fully implement the Digital Competency Framework across the school**

- The impact of training undertaken this year has been significant in improving staff confidence and capability.
- This has resulted in greater opportunities for the children across the school to develop skills which they are applying in other areas of the curriculum.
- Standards in digital skills are improving in Foundation Phase, with the children using their skills to draw pictograms, block graphs and bar charts, create animations and publish their work.
- In KS2, most pupils use word processing, desktop publishing, power points, graphics (including video work and animation), e-mail, research on the internet at a stage appropriate to their development.
- Most pupils have used spreadsheets and some have interrogated data from databases; however this is an area that needs strengthening, particularly in how this can support learning.



- An online digital tool has been successfully implemented across the school to provide verbal feedback to pupils to help improve their work, record evidence and share learning with many parents.
- Cluster collaboration between schools, although still in its infancy has provided opportunities for staff to share good practice and learn from each other.
- **Continue to improve the use of Welsh language skills outside Welsh lessons\***
- Standards in Welsh Second Language continue to be good across the school.
- Progress with moving Welsh skills outside the classroom is more evident in Foundation Phase where children voluntarily greet and question more readily in Welsh.
- In KS2 this is inconsistent, with many children using basic greetings with adults and a minority extending this with questions voluntarily. Very few children, particularly in upper KS2 use welsh with each other outside of welsh lessons.
- Criw cymraeg are consistently leading assemblies and looking for good role models in class. The progress with this has been slow.
- A recent learning walk identified that adults and pupils need to increase use of welsh. This will continue to be a target next year.
- Feedback on lesson observations by the Athrawes Bro was very positive on staff who were completing ACAI training.
- Criw Cymraeg are full part of reviewing provision and looking for good standards.

*Priorities for the current academic year 2018/19 are:*

- 1. Establish consistency in good pedagogy and effective feedback to support pupils to improve\***
- 2. Review approach to learning and teaching to ensure four core purposes are focus for learning\***
- 3. Continue to improve use of Welsh language skills outside the classroom\***

*\*These priorities continue to incorporate the Post Inspection action Plan (PIAP)*

### ***Curriculum Review for Wales***

Wales is currently undergoing curriculum reform, which has already seen the introduction of the literacy, numeracy and digital competency framework.

*'The whole approach to developing young people aged 3 to 16 will change.*

*From September 2020, a new curriculum will be available and Welsh Government state that this will have more emphasis on equipping young people for life. It is to be designed to build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.*



*Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.*

*The purpose of the new curriculum is to support our children and young people to be:*

- *ambitious, capable learners, ready to learn throughout their lives*
- *enterprising, creative contributors, ready to play a full part in life and work*
- *ethical, informed citizens of Wales and the world*
- *healthy, confident individuals, ready to lead fulfilling lives as valued members of society.*

*It will have six 'Areas of Learning and Experience (AoLE).*

- *Expressive arts.*
- *Health and well-being.*
- *Humanities (including RE which is compulsory to age 16).*
- *Languages, literacy and communication (including Welsh, is compulsory to age 16, and modern foreign languages).*
- *Mathematics and numeracy.*
- *Science and technology.*

*It will also include the three cross-curricular responsibilities: literacy, numeracy and digital competence.*

*Welsh Government recognise that now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.*

*Advances in technology and globalisation have transformed the way people live and work. These changes have profound implications for what, and how, children and young people need to learn. After all, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.*

*The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach.*

*This new approach was informed by Professor Graham Donaldson's independent review of curriculum and assessment arrangements in Wales, [Successful Futures](#), in February 2015 which provided the foundations for a twenty-first Century curriculum shaped by the very latest national and international thinking.'*

Welsh Government, New School Curriculum: Overview, 2017

More information can be found at <https://beta.gov.wales/new-curriculum>



## School Policies

All policies are reviewed following a timetabled schedule in consultation with staff and governors. In 2017-18 governors reviewed the following school policies:

Framework of Responsibility	Safeguarding & Child Protection	School Uniform
Home School Agreement	ESDGC	E-Safety
Pay	Food & Fitness	Performance Management
Extending Standards of Learning	Curriculum, Teaching & Learning	K&U / Science, History & Geography
Staff Disciplinary, Conduct & Grievance	Monitoring & Self Evaluation	WCBC Managing Potential Redeployment & Redundancy
Healthcare Needs	Educational Visits	Hygiene
PSE & Wellbeing	Health & Safety	Equality & Diversity
More Able & Talented	Personal Relationships	R.E

A number of school policies are on the school website for information.

## Staff Professional Development

All staff have opportunities to attend professional development training over the year. Priorities are identified through performance management / appraisal and school self evaluation.

There are five days allocated each year for staff training, these are usually undertaken as full days but can occasionally be disaggregated into twilight training sessions to meet the particular needs of the school at that time.

In 2017-18 the focus for this was:

- September(x2) - Numeracy Training / Behaviour & Emotional Literacy
- October - DCF & Digital skills across the curriculum
- January - Curriculum Review
- April - Curriculum for Wales & Effective Pedagogy

## Targets

The following targets are set based on analysis of teacher assessments.

	Year 2			Year 6	
	FP Outcome 5+	FP Outcome 6		KS2 Level 4	KS2 Level 5
<b>No in cohort</b>	31		<b>No in cohort</b>	29	
<b>LLC</b>	<b>94%</b>	<b>45%</b>	<b>English</b>	<b>97%</b>	<b>52%</b>
<b>MD</b>	<b>94%</b>	<b>42%</b>	<b>Maths</b>	<b>97%</b>	<b>63%</b>
<b>PSD</b>	<b>100%</b>	<b>71%</b>	<b>Science</b>	<b>97%</b>	<b>63%</b>
<b>FPOI</b>	<b>87%</b>		<b>CSI</b>	<b>97%</b>	

*Targets relate to particular cohorts of children, are reviewed annually, but not altered during the school year to which they apply. Our school targets are compiled by looking at the prior performances of individual children, teacher assessment and predicative data.*



## End of Foundation Phase Assessments 2018

This report uses data for 2017 for LA and Wales comparative information

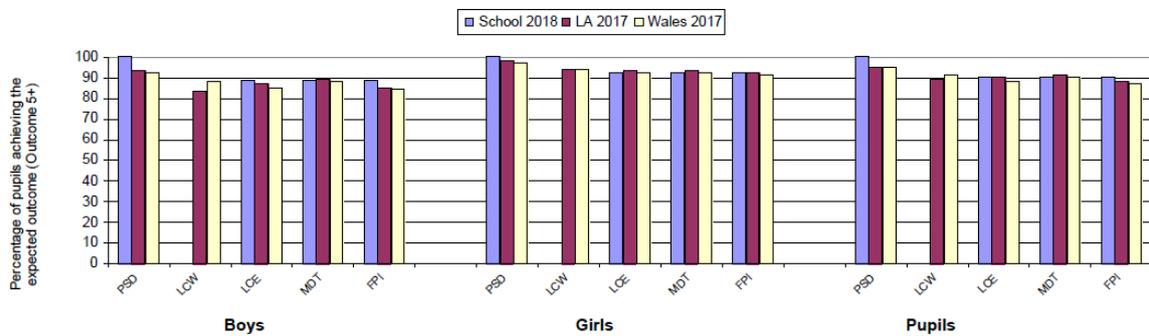
Barker's Lane CP  
Wrexham

LA/School no: 665/2208

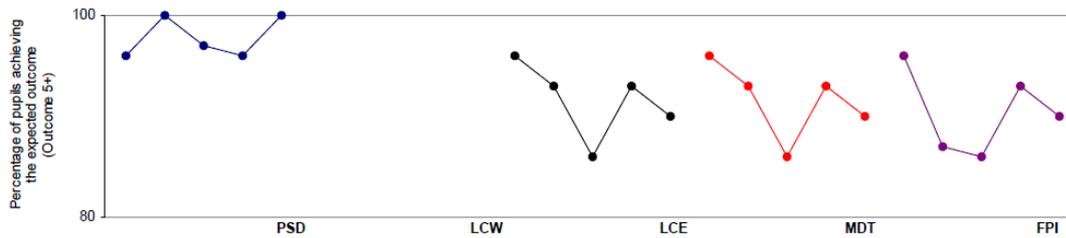
### School comparative information: Foundation Phase Outcomes 2018

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
PSD	100	93	92	100	98	97	100	95	95
LCW	0	83	88	0	94	94	0	89	91
LCE	88	87	85	92	93	92	90	90	88
MDT	88	89	88	92	93	92	90	91	90
FPI	88	85	84	92	92	91	90	88	87



### School Performance over time (2014 - 2018)



**Notes:**

1. - = No historical data available
2. Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.



## End of KS2 Assessments 2018

This report uses data for 2017 for LA and Wales comparative information

Barker's Lane CP  
Wrexham

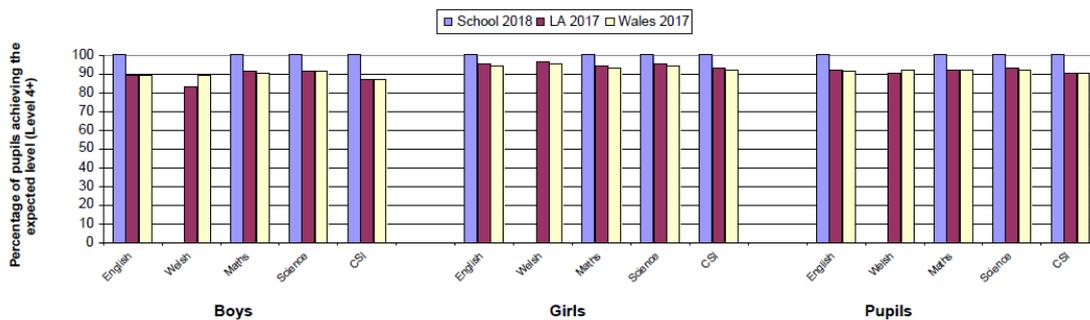
LA/School no: 665/2208

### School comparative information: National Curriculum Assessments 2018

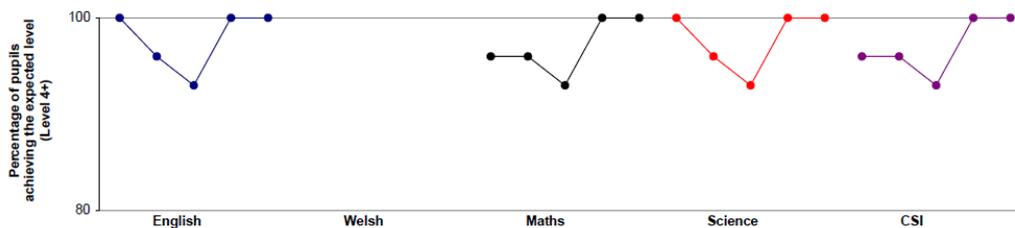
#### Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	100	89	89	100	95	94	100	92	91
Welsh	0	83	89	0	96	95	0	90	92
Maths	100	91	90	100	94	93	100	92	92
Science	100	91	91	100	95	94	100	93	92
CSI	100	87	87	100	93	92	100	90	90



### School Performance over time (2014 - 2018)



#### Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.



## Finance

### Delegated Budget Expenditure Statement 01/04/2017 – 31/03/18

Description	Annual Budget	Actual Expenditure	Balance
Employees	688,587	696,519	-7,932
Premises	41,011	37,613	3398
Transport	0	39	-39
Supplies & Services*	28,862	42,545	-13,683
Contingency	23,318	0	23,318
Support Services	38,080	38,080	0
<b>Total Expenditure</b>	<b>819,858</b>	<b>814,796</b>	<b>5062</b>
<i>Income / Grants</i>	<i>-135,431</i>	<i>-162,427</i>	<i>26,996</i>
<i>Opening Balance (1/4/16)</i>			
<b>Total Net Expenditure</b>	<b>684,427</b>	<b>652,369</b>	<b>32,058</b>

\* *Supplies and services includes monies spent on educational resources.*

### School Funds Year End 31<sup>st</sup> March 2018 (school fund current and school trip account)

	£	£
Accounts B/F	8,840	
Receipts	55,810	
Expenditure		53,543
Close of Accounts	**11,107	

\*\* *This figure includes payments for residential visits made by parents which had not taken place, therefore not invoiced from the relevant outdoor centres by March 2018.*

The governing body would like to again extend thanks to the Parent Teacher Association for the hard work they have undertaken raising funds for the school. The PTA is a much valued, active group and we ask that you continue to support them whenever you can. In 2017-18 the PTA raised almost £8000 and received £1000 in match funding. During the academic year 2017-18, the PTA funded, FP and KS2 maths resources, laptops, a half class set of Chrome Books, a charging trolley, various apps, air server and Christmas panto / gifts for the children. We all know how much of a difference this makes, particularly in our current financial climate.

The Governors did not claim any expenses for travelling or subsistence whilst discharging their duties throughout this current year.

### School Calendar 2018 – 2019

	Autumn 2018	Spring 2019	Summer 2019
Opens	4 <sup>th</sup> September	8 <sup>th</sup> January	30 <sup>th</sup> April
Closes	26 <sup>th</sup> October	22 <sup>nd</sup> February	24 <sup>th</sup> May
Opens	6 <sup>th</sup> November	4 <sup>th</sup> March	3 <sup>rd</sup> June
Closes	21 <sup>st</sup> December	12 <sup>th</sup> April	19 <sup>th</sup> July
Closed – Training Day	3 <sup>rd</sup> September 5 <sup>th</sup> November	7 <sup>th</sup> January	29 <sup>th</sup> April 6 <sup>th</sup> May – Bank Holiday



### **Appendix: School Events / Activities 2017-18**

<b>Extra-Curricular Activities</b>	<b>School Sports</b>	<b>Fundraising</b>
Athletics	Y4-6 Wrexham Tennis Competition	<b><u>Charity</u></b> Local Solutions (food donations from Harvest)
Choir	Y3-6 Swimming	T4C Shoebox Appeal
Cookery	Y3-6 School Sports event, Queensway	Royal British Legion
Cricket	Wrexham Athletics Tournament	Hope House Hospice (Christmas Concert)
Creative Art	Infant & Junior School Sports Day	Nightingale House Hospice
Dance	Y5&6 Indoor Athletics Competition	NSPCC (Christmas concert)
Digital Leaders	Wrexham Swimming Gala	St John's Church
Football		Marie Curie (daffodils)
Golf		<b><u>PTA for School Funds</u></b> Christmas & Summer Fair
Gym		Spooky & Summer Disco
Healthy Mind, Healthy Body		Pamper & Shopping Evening
Homework		Film Club
Multi-Skills		Other e.g. uniform labels, etc
Needlecraft		
Netball		
Reading		
Recorders		
Performing Arts		
Science		
Taekwondo		
Team Games		



Visitors to School / Classes / Groups	Visits made by School / Classes / Groups	Whole School Activities
<p>Y6 Bikeability training</p> <p>Presentations with PC Ellis Y1 – People who help us Y2 – Safe Haven Y3 – Stay Smart Y4 – Friend or Foe Y5 - I didn't think Y6 – It's Your Choice; Friend or Foe</p> <p>Y2&amp;5 Fire Safety Presentation</p> <p>Y6 Transition to High School – visits from key high school staff</p> <p>Y4-6 Music lessons (woodwind, brass, violin)</p> <p>Y1-Y6 Science workshops with Techniquet</p> <p>R-Y2 'Party Maths' with Techniquet</p> <p>Y3-6 Maths workshops with Techniquet</p> <p>Y5&amp;6 Science Activities with Capenhurst</p> <p>Y2,5&amp;6 Spectrum Project, Domestic Abuse &amp; Violence Workshops</p> <p>Y3&amp;4 Zoolab – rainforests</p> <p>Y6 Bridge building &amp; DNA with Techniquet</p>	<p>Y2-6 St John's Church</p> <p>Y5&amp;6 Leanne Mundy, Rhosnesni – reading</p> <p>EY Park Hall Farm</p> <p>Y1&amp;2 Legoland Discovery</p> <p>Y3&amp;4 Celts, Plas Power</p> <p>Y4 Habitats, Acton Park</p> <p>Y4&amp;5 Adneturous Activities visit to Kingswood, Colomendy</p> <p>Y5 Fieldwork at Pentre Felin</p> <p>Y5 Science Labs, Rhosnesni</p> <p>Y6 Nant BH Residential visit</p> <p>Playgroup</p> <p>Choir –Nightingale House Hospice; White House, Residential Home</p>	<p>Reverend Errington, school assemblies</p> <p>Bedtime Reading Day, World Book Day</p> <p>Harvest Festival</p> <p>Remembrance Assembly</p> <p>'Canal &amp; River Trust' Assembly</p> <p>Water safety assembly</p> <p>T4C Shoebox assembly</p> <p>Make £5 Grow – entrepreneurs</p> <p>'Robin Hood' theatre performance</p> <p>'Eureka' Artefact theatre performance</p> <p>'Snow white &amp; seven Dwarves' -Bitesize Theatre Panto</p> <p>Digital Leaders, Eco-School and class assemblies</p> <p>NSPCC 'Speak Out, Stay Safe' assembly and workshops</p> <p>NSPCC E-Safety Presentation for parents / governors</p> <p>Numeracy and reading presentations for parents</p> <p>Eisteddfod</p> <p>Class Assemblies for parents</p> <p>Christmas Concerts</p> <p>Coffee &amp; Carols Afternoon</p> <p>40<sup>th</sup> Birthday Party for our school and art gallery</p>



BARKER'S LANE COMMUNITY SCHOOL  
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