



The Annual Governors' Report to Parents

2018 - 2019

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

Mrs Amanda Lowndes
The Clerk to the Governors
Governor Support
Lambpit St
Wrexham
LL11 1AR

Email: 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 2018-19.

This has been my first year as Chair of Governors and it has been a privilege to be part of school life and to have a warm welcome from all members of staff and children when I visit. I am very grateful to all staff, governors, children and the many volunteers who I see helping at school, providing support such as additional help on trips and helping children with their reading and I would like to see this continue in the future. Most importantly, I wish to thank our pupils for their enthusiasm for learning and in all aspects of school life and parents who engage with and support the school.

The school is managed by the Headteacher, Mrs Chris Harrison-Edwards, and as a governing body we are responsible for supporting, challenging and gaining a strategic view of school performance. I would like to feel that the Headteacher and the governing body have a very good working relationship, where we maintain regular contact and enter in discussions on a regular basis to promote and maintain high standards of educational achievement. It is my responsibility as Chair, to ensure that the governing body sets a clear vision, ethos and strategic direction for the school and together we monitor the educational performance of the school and its pupils, and for the performance management of staff.

Despite the pressure of tight budgets, the school continues to do well, maintaining 'green' national categorisation. I would also like to take this opportunity to thank the PTA for their continued support of the school with their fundraising activities which has resulted in them providing a considerable investment in new digital equipment.

I would like to thank my fellow governors who have supported me during the year and as the Local Authority continues with its plans to increase capacity at the school, I know that the governing body are confident that the school has a clear vision to 'Learn Together' – learning to enjoy, achieve, respect and nurture together.

Yours faithfully

V Griffiths

Mrs V Griffiths
Chair of Governors



The Governing Body

The governing body usually meets termly, with sub-committees meeting between full meetings. The governing body comprises of a range of representatives from the local authority, community, parents, teachers and school staff.

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	25/06/2023
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
Mr D Williams	Teacher		01/10/2023
Vacancy	Parent		
Vacancy	LA		

Clerk to the Governors: Mrs Louise Wood (Local Authority Governor Support)

Governor Changes

Mrs Gill Taylor, parent governor's term of office came to an end in June 2019.

Parent Governor Elections

Parent governor elections are due to take place in Autumn 2019. No nominations were received in September 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 2018-19.



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

	Overall % 18/19	Target % 19/20
% of authorised attendance	96.2%	96.3%
% of authorised absence	3.6%	3.7%
% of unauthorised absence	0.2%	-
Including:		
Late before registration closed	0.5%	-
Late after registration closed	-	-

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 and 2018/19 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.

Anti-Bullying

A strong ethos of respect for all members of the school community, including respect for difference and diversity underpins our commitment to providing a happy, safe and secure place for children to learn and thrive.

Bullying is defined as *'Deliberate behaviour by an one person or a group, usually repeated over time, that intentionally hurts or harms another person or group either physically or emotionally'*

It is the school's intention to create an atmosphere where children can disclose bullying, be taken seriously and rely on appropriate action being taken.



All allegations of bullying are taken seriously. All allegations are investigated.

If following an investigation, there is evidence to say that bullying has been taking place, the parents of the victim and the child who has been bullying will be invited into school to discuss a course of action.

The outcomes of these meetings address support for the child who has been bullied and support / actions to ensure the child/ren doing the bullying learn not to harm others.

Full details of the Anti-Bullying Policy and Procedures are included in the school Good Behaviour Policy displayed on the school website or available on request from the school office.

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 2018-19 is included at the end of the report.

School Prospectus

The school prospectus is updated annually. Changes to the prospectus in 2018-19 were staffing details, attendance, privacy notice and school term dates 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.

Local Solutions / 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; Wellbeing and Attitudes to Learning; Teaching and Learning experiences; Care, Support and Guidance; and Leadership & Management. Outcomes inform targets for our School Improvement Plan.

A summary of progress with key priorities from 2018-19 which incorporate some of the Estyn recommendations is outlined below:

1. **Establish consistency in good pedagogy and effective feedback to support pupils to improve***

Foundation Phase

- ❖ In Foundation Phase book scrutiny and discussions with the children demonstrate a positive impact on standards which are all good or better.
- ❖ Collaboration around 'real writing' has had a significant impact on standards across FP both in terms of pupil learning and staff professional knowledge.
- ❖ The balance of pupil led and adult led learning in FP is good and reflects children's interests, improving engagement and understanding
- ❖ Strengths identified were:
 - *Nearly all children are writing in a wide variety of genre across the curriculum and have the opportunity to write at length by the end of FP.*
 - *There is evidence in all areas of good or better progress over time.*
 - *There is a broad range of work in topic with lots of examples of numeracy.*



- *Many tasks are imaginative and encourage creative thinking, particularly where the children are only given freedom for presentation or a scaffold rather than a prescriptive worksheet.*
- *Many children are responding effectively to feedback and there is lots of evidence of them improving their own work.*
- *The classroom environments both indoors and outdoors are well organised, stimulating and adapted to meet the needs of learners.*
- *Nearly all staff have reflected on training and support, alongside own knowledge and experience which is evident in the impact on pupils' writing particularly.*

Next steps for FP:

- *Continue to maintain a focus on developing literacy and numeracy opportunities across all areas of learning.*
- *Further develop opportunities for the children to respond to highlighted feedback where appropriate.*
- *In Early Years, make more effective use of digital evidence to explain the learning process / support formative assessment.*

Key Stage 2

- ❖ Book scrutiny and discussions with children and staff show the positive impact of strategies to improve pedagogy and provide effective feedback for pupils to improve.
- ❖ Standards in learning across KS2 are good or better in all classes and there is evidence of sustained progress over time.
- ❖ There is a consistent approach to providing feedback and the expectations of pupils to improve their work.
- ❖ *Strengths identified in monitoring:*
 - *There are many examples of good independent work with wide range of extended writing in topic books.*
 - *There is an increasing amount of numeracy being applied across the curriculum.*
 - *Marking is focussed on 'steps to success' and consistent with the highlighting approach, with a good balance of excellent examples highlighted and green are areas to improve highlighted in orange.*
 - *Nearly all responses from the children to feedback, are reflective and improve their work.*
 - *Nearly all work is very well presented.*
 - *There are a small number of examples where Seesaw has been used effectively to provide pre-learning support or recap methods, particularly in maths.*

Next steps for KS2:

- *Further opportunities for extended writing and numeracy in other areas of learning, particularly in lower KS2.*
- *Embedding a consistency to providing feedback whilst children are working and ensuring that this is acted up.*
- *Embedding 'pit-stops' to enable the children to reflect on and improve their work as it progresses.*

2. Review approach to learning and teaching to ensure four core purposes are focus for learning*

- ❖ Progress with this priority is closely linked to Priority 1
- ❖ Growth mindset much more embedded across school. Recent work on wellbeing / eco showed pupils across KS2 had a good understanding of learning powers and staff report this is more evident in classes.



- ❖ The work undertaken as part of a North Wales focus on assessment has had a very positive impact in KS2 alongside cluster work preparing for Curriculum 2022 and builds on effective practice in Foundation Phase.
- ❖ Wellbeing week was successful and linked with eco work, raising the profile of physical and emotional health alongside the importance of caring for the environment.
- ❖ Most classes are working on activities now which relate to the four core purposes, with examples of very good practice in various classes across school.
- ❖ Curriculum for Wales and ALN Reform updates provided for parents. Parental engagement across the school continues to be good.

3. Continue to improve use of Welsh language skills outside the classroom*

- ❖ Continues to be an area of priority. Small steps of progress made with increasing awareness of where Welsh can be easily used.
- ❖ Best practice observed where staff are consistently modelling language and have those expectations of the pupils.
- ❖ Criw cymraeg take assembly each week and reinforce the patterns.
- ❖ Cymraeg is valued in school with many areas of the Cymraeg Campus addressed.
- ❖ There is a slight increased use of cymraeg in classes, however the impact on how well pupils use the language outside the classroom is inconsistent.

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

Priorities we want to improve for the current academic year 2019-20 are:

- 1. To improve pupil independence to ask and answer questions using an increasing range of vocabulary and sentence patterns in cymraeg in a range of contexts.**
- 2. Continue to embed high quality pedagogy across the school. including developing pupil response to feedback to help them understand their own learning and how to improve**
- 3. Involve pupils fully in planning purposeful, authentic tasks across the four core purposes increasing independence in learning.*
- 4. Improve pupil understanding and attitudes towards physical and emotional health to improve positive well-being.*



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 2022, 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>



Targets

Targets are set for pupils and cohorts based on analysis of teacher assessments.

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.

School Policies

All policies are reviewed following a timetabled schedule in consultation with staff and governors. In 2018-19 governors reviewed the following school policies:

Framework of Responsibility	Safeguarding & Child Protection	Positive Handling
Substance Misuse	Effective Feedback	Collective Worship
Pay	ALN	Performance Management
Data Protection	Privacy Notice	LAC
Leave of Absence	Strategic Equality Plan inc. Accessibility Plan	WCBC Managing Potential Redeployment & Redundancy
Lettings	Educational Visits	Charging & Remissions
Asthma	Health & Safety	CCTV
PPA	Work / Life Balance	Dedicated Headship Time
Complaints	Homework	Road Safety

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 2018-19 the focus for this was:

- FP Child Initiated Learning & KS2 Maths
- Behaviour and Conduct
- Wellbeing- Positive Psychology and The Science of Happiness
- Curriculum for Wales
- Effective Pedagogy – Feedback and Working Walls



Finance

Delegated Budget Expenditure Statement 01/04/2018 – 31/03/19

Description	Annual Budget	Actual Expenditure
Employees	741,438	752,073
Premises	38,910	44,549
Transport	50	53
Supplies & Services*	34,197	41,827
Contingency	9,248	0
Support Services	37,081	37,372
Total Expenditure	860,924	875,874
<i>Income / Grants</i>	<i>-157,901</i>	<i>-192,188</i>
<i>Opening Balance (1/4/16)</i>		
Total Net Expenditure	703,023	683,686

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

School Funds Year End 31st March 2019 *(school fund current and school trip account)*

	£	£
Accounts B/F	9,742	
Receipts	**64,319	
Expenditure		**62,999
Close of Accounts	***11,062	

** *The receipts and expenditure include online payments made to Wraparound Care Club which have been administered by school and are not funds that are held by the school.*

*** *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 2019.*

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 2018-19 the PTA raised just over £11,000 and funded just under £11,000 worth of equipment / activities which included 22 new iPads and cases, 40 Chrome Books and paid for a range of Christmas activities 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.

Complaints Policy & Procedures

From time to time as a parent you may not be happy with something at school. The best way to resolve concerns is to talk to someone. We value a strong home-school partnership and members of staff are happy to discuss matters on appointment. Parents who wish to make a complaint with regard to any aspect of the school are advised of the following three-stage procedure:

1. Informally with class teacher as most things can be resolved immediately
2. If unresolved, informally with Headteacher by making an appointment to discuss your concerns



3. If you continue to be unhappy, formally in writing to the Headteacher (or to the Chair of Governors if your complaint is about the Headteacher)

It is very rare that a complaint will progress any further. However, however if you still feel that your complaint has not been dealt with fairly, you should write, through the school's address, to the chair of governors setting out your reasons for asking the governing body's complaints committee to consider your complaint.

A full copy of the complaints procedure is on the policy page of the school website and an advice sheet 'I have something to say to the school' which details this procedure, is available from the school office.

School Calendar 2019 – 2020

	Autumn 2019	Spring 2020	Summer 2021
Opens	4 September 2019	7 January 2020	21 April 2020
Closes	25 October 2019	14 February 2020	22 May 2020
Opens	4 November 2019	24 February 2020	1 June 2020
Closes	20 December 2019	4 April 2020	16 July 2020
Closed – Training Day	2 September 2019 3 September 2019	6 January 2020	20 April 2020 17 July 2020 20 July 2020 <i>8 May 2020 – Bank Holiday</i>



Appendix: School Events / Activities 2018-19

Extra-Curricular Activities	School Sports	Fundraising
Athletics	Y4-6 Wrexham Tennis Competition	<u>Charity</u> Local Solutions (food donations from Harvest)
Basketball	Y3-6 Swimming	T4C Shoebox Appeal
Choir	Y3-6 School Sports event, Queensway	Royal British Legion
Cookery	Wrexham Athletics Tournament	Hope House Hospice (Christmas Concert & Move a Mile)
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	Rhosnesni Cluster Football Tournament	Marie Curie (daffodils)
Golf	Rhosnesni Cluster Netball Tournament	<u>PTA for School Funds</u> Christmas & Summer Fair
Gym	Y4&5 Dodgeball Festival	Summer Disco
Healthy Mind, Healthy Body	Y3 Rounders Festival	Pamper & Shopping Evening
Homework	Football Fives Tournament	Film Club
I.T		Easter Bingo
Multi-Skills		Other e.g. uniform labels, etc
Needlecraft		
Netball		
Reading		
Recorders		
Performing Arts		
Science		
Tennis		



Visitors to School / Classes / Groups	Visits made by School / Classes / Groups	Whole School Activities
<p>Y1&2 Walkwise Pedestrian Training</p> <p>Y6 Bikeability training</p> <p>Presentations with PC Ellis</p> <p>Y1 – People who help us</p> <p>Y2 – Safe Haven</p> <p>Y3 – Stay Smart</p> <p>Y4 – Friend or Foe & Sticks and Stones</p> <p>Y5 - I didn't think</p> <p>Y6 – It's Your Choice; Cybersafe</p> <p>Y2&5 Fire Safety Presentation</p> <p>Y6 Transition to High School – visits from key high school staff</p> <p>Y3-6 Music Tuition (woodwind, brass, violin, guitar)</p> <p>Y3-Y6 'Destination Space: Moon Landing Celebrations' workshops with Techniquest</p> <p>Y2&5 Spectrum Project, Domestic Abuse & Violence Workshops</p> <p>Y1-6 'Don't Touch, Tell' performance</p> <p>Foundation Phase Chester Zoo Ranger workshops</p> <p>Groundworks Trust, Travel Plan</p> <p>Ludicology, review of play provision in Borrás</p> <p>Y1&2 Ghana Food Tasting</p>	<p>Y2-6 St John's Church</p> <p>Nursery – Techniquest</p> <p>Reception – Beeston Castle</p> <p>Y1&2 Ty Pawb</p> <p>Y1&2 Chester Zoo</p> <p>Y3&4 Techniquest</p> <p>Y3&4 Llandudno Copper Mines, Great Orme Walk & Tram Ride</p> <p>Y5&6 visit to Dangerpoint</p> <p>Y5 Pentrellyncymer Residential visit</p> <p>Y6 Nant BH Residential visit</p> <p>Pre-school Education</p> <p>Choir –Nightingale House Hospice; St John's Church Community Service; Tesco Community</p> <p>School Council & Eco Committee – Mayor's Parlour Visit</p>	<p>Reverend Errington, school assemblies</p> <p>Book Fair</p> <p>Harvest Festival</p> <p>Remembrance Assembly</p> <p>Severn Trent Water Assembly</p> <p>Hope House Hospice Assembly</p> <p>T4C Shoebox Assembly</p> <p>Dogs Trust Assembly and Workshops</p> <p>Entrepreneurial Spring Fair</p> <p>'Pinnochio' theatre performance</p> <p>Coverdale Puppets</p> <p>Dance Maniax Workshops</p> <p>'Aladdin' -Bitesize Theatre Panto</p> <p>Digital Leaders, Eco-School and class assemblies</p> <p>Curriculum for Wales, ALN and digital skills presentations for parents</p> <p>FP Numeracy presentation for parents</p> <p>Meet the Teacher Drop-In</p> <p>Eisteddfod</p> <p>Class Assemblies for parents</p> <p>Christmas Concerts</p> <p>Celebration of Welsh Songs</p> <p>Food Standards Agency – Hygiene</p>



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