



## *The Annual Governors' Report to Parents*

### *2019 – 2020*

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 233 children registered as pupils with this school in January 2020. 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:

Mrs Vanessa Griffiths Chair of Governors c/o Barker's Lane Community School Barker's Lane Wrexham LL13 9TP	OR	Ms Camilla Povey The Clerk to the Governors Governor Support Lambpit St Wrexham LL11 1AR
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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 2019-20.

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.

This year has been particularly challenging for everybody as a result of the pandemic and I would like to thank all our pupils and their families for the overwhelming support that has been received by the school. I also would like to thank all staff who have not only had to adapt to this new way of teaching but also for keeping our school clean and a safe environment for all.

Barkers Lane Community school continues to flourish under the leadership of Mrs Harrison-Edwards and all her staff. They continue to work extremely hard under the pressures of the pandemic, tightened budgets and the new curriculum soon to be introduced by the Welsh Government. The school leadership has a clear vision to ensure it provides not only a happy, healthy and achieving school but also one that looks forward and continues to improve year on year.

Last July the school provided pupils with an opportunity which was unique to children in Wales, where they all had a chance to 'check in, catch up and prepare'. This allowed pupils to come back to school and reconnect albeit for a couple of days.

As Chair, it is always a privilege to be part of school life, although this year I have not been able to pop into school as often as I would like. However, I have been able to keep in touch regularly with all staff and governors using video conferencing. On the occasions that I did attend in school, I was able to enjoy St.David's Day events and various morning assemblies. I am always grateful to all staff, governors, children and the volunteers I see at school, providing such important support such as additional help on trips and encouraging children with their reading and lessons.

As always, I would like to take this opportunity to thank the PTA for their continued support of the school with their unique fundraising activities. As a result this year, the school was able to invest in additional digital equipment, which has allowed staff and children to continue to upskill their use of the internet and online learning/teaching.

I would like to thank all pupils for their enthusiasm and commitment to not only learning, but to all aspects of school life. In addition, I would also like to offer thanks to all family members who have engaged with the school and supported us through the difficult time of the past year.

We have much to look forward to in 2021, particularly with the commencement of the improvements to our infrastructure, which will be of a huge benefit to pupils and staff alike. Hopefully, our school will be able to return to normal in the near future and it will be wonderful to see our pupils back in their classrooms and hear laughter on the playground.

Thank you, as always to the Governing body and Clerk to the Governors for the giving of their time and their continued support.

Yours faithfully,

Vanessa 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: Ms Camilla Povey (Local Authority Governor Support)

### **Governor Changes**

There have been no governor changes in 2019-20.

*\*New staff governor appointed in Autumn 2020.*

### **Parent Governor Elections**

Parent governor nominations were requested in September 2019. No nominations were received.

*\*\*Parent approached in February 2020 and attended first meeting to be accepted as parent governor in Autumn 2020.*

### **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 2019-20.



## **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



## **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.

Since June 2020, increased cleaning has been put in place as per our Covid-19 risk assessment.

## **Pupil Voice**

The School Council is elected annually, whereby pupils from Years 2 – 6 vote for their representatives. Meetings are usually 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.

School staff have arranged to work with various pupils from different contact groups remotely.

## **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 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 target of the bullying and the perpetrator 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 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 able 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 2019-20 is included at the end of the report.

## **School Prospectus**

The school prospectus is updated annually. Changes to the prospectus in 2019-20 were staffing details, attendance 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 usually 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 / Wrexham Foodbank – 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 2019-20 which incorporate some of the Estyn recommendations is outlined below:

- 1. Improve pupil independence to ask and answer questions using an increasing range of vocabulary and sentence patterns in cymraeg in a range of contexts.\***
  - *Many pupils had begun to gain confidence to ask and answer questions using an increasing range of sentence patterns and vocabulary.*
  - *Working with partner schools and the Education Development Trust identified 'sentence starters' as a key focus.*
  - *Staff modelled target language more confidently and have been well supported by the Welsh leader with 'gair yr wythnos'.*
  - *Setting high challenge and expectations for pupils to use language that they are familiar with had a positive impact in classes.*
  - *During the period that schools were re-purposed from March 2020, stories and models in Welsh were shared for home learning however engagement was lower, likely due to pupil confidence outside school.*



- *This continues to be part of a wider priority to settle children back into school with a model of blended learning and continued focus on the Curriculum for Wales.*
  
- 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.**
  - *The focus on refining more consistent teaching strategies has permeated the school.*
  - *Increasing verbal feedback and specific strategies for written feedback which precisely focus on specific 'steps to success' (success criteria) to raise standards, evidenced in pupil work.*
  - *Most children could say what was good about their work and how they could improve. Most children could refer to expected success criteria for their literacy work in particular.*
  - *Older pupils up to March were becoming much more competent at assessing their own work against success criteria and using this to make dynamic improvements.*
  - *Digital skills in KS2 particularly improved as pupils became more confident using Hwb tools in school. However what became apparent from March 2020 onwards was that out of the classroom context without the support of an adult, many pupils were less independent.*
  
- 3. Involve pupils fully in planning purposeful, authentic tasks across the four core purposes increasing independence in learning.**
  - *Most pupils have shown good attitudes towards their learning whilst in school.*
  - *They are engaged and have become increasingly involved in planning motivating, purposeful and authentic tasks.*
  - *Staff training in Mantle of the Expert supported this, shifting the balance of adult led and pupil led learning.*
  - *An increasing amount of literacy and numeracy skills to be applied across the curriculum were planned for.*
  - *From March 2020, when schools were repurposed, staff focussed on settling tasks to engage pupils in distance learning at short notice and without any time to plan / train.*
  - *Engagement overall was fairly high in most classes, with many children choosing from a range of tasks to consolidate skills that they had previously been taught, and apply these in different contexts.*
  
- 4. Improve pupil understanding and attitudes towards physical and emotional health to improve positive wellbeing.**
  - *Most pupils have a good attitude towards their own physical health.*
  - *Many older pupils understand the term mental health and most pupils know that it is important to look after their brains and their bodies.*
  - *Across the school relationships between staff and pupils are very good. Mutual respect permeates the culture of the school. This was recognised by other headteachers when they visited under the EDT school improvement work.*
  - *From March 2020, mental and physical health became a prime focus for activities provided for home learning and in communications to parents. A dedicated webpage was set up on the school website to support families.*
  - *The focus in the return to school sessions in June was based on wellbeing and information provided by families about their child's experiences during lockdown.*
  - *For September, the focus will remain on supporting children to settle back into school, to feel safe and happy thus 'ready to learn'.*

**Our SIP priorities changed in March 2020 due to lockdown, Barker's Lane School, in line with WG re-purposing of schools provided childcare for the children of keyworkers and vulnerable children from 23<sup>rd</sup> March to 26<sup>th</sup> June 2020. We provided distance learning tasks**



for all children to access using Seesaw for all pupils and access to Google Classroom for older pupils.

**Priorities from March 2020 shifted to:**

**Maintaining provision for education through distance learning:**

- *All our staff had to develop a good understanding of what effective distance learning should look like and had to adapt their plans accordingly in order to ensure the best experiences for our pupils.*
- *All our staff collaborated within the school to develop a consistent distance learning approach and planned a model that suited the local needs of our pupils.*
- *Support staff were able to focus on provision for specific groups of pupils and supporting teachers.*
- *All our staff have been upskilled to ensure that they make the health and wellbeing of all our pupils a priority. This ensures that plenty of time is allocated in the timetable for pupils to take part in physical activity, interact with family or connect socially with friends. Staff became increasingly creative in delivering these programmes, including the use of outdoors.*
- *Communication between home and school was good. We used a digital platform for all families and followed this up with phone calls where needed.*
- *Partnerships between the school and the local authority services have strengthened to ensure the wellbeing of our more vulnerable children.*
- *All our staff have shown resilience and flexibility in their ability to react in a very short time to the environment within which they are now working and the experiences the pupils have received from distance learning have been rich and varied.*
- *As a school we have worked with our families to minimise digital exclusion through providing devices where needed.*
- *As a school we have identified barriers and challenges with distance learning and worked hard to overcome these e.g. through upskilling our staff with digital learning, providing paper copies of specific work on request or providing devices where needed.*
- *As a school we have identified what has worked well with us and why and shared this good practice amongst our team and cluster. E.g. regular staff discussions, clear guidelines for staff on work to set and a whole school approach to staff /learner engagement.*
- *We have developed as a learning organisation, promoting team learning and collaboration amongst staff has been key to ensuring that we deliver effective distance learning.*
- *Staff have supported each other and our collaborative culture has been a strength.*

**Strengthen professional learning and continue to develop with Curriculum for Wales approaches:**

- All our staff have engaged in relevant and timely Professional Learning (PL) during this period in order to ensure that they have a firm understanding of what effective distance learning should look like. This has included regular staff meetings, cluster meetings and using training days to look at research based models.
- As a school staff we have learned from national and international research and models on how to further develop effective distance learning.
- Through GwE Google Classrooms teaching assistants have had the chance to engage in effective PL around aspects including Professional Standards, ACEs, ALN, Hwb Platform etc



- All our staff have enhanced their digital skills in order to support and promote the Distance Learning (DL) offered – this has included, for example how to set work on google classrooms or seesaw, how to respond remotely to pupils work, how to use various applications within the Hwb platform in order to ensure that learning is interesting, engaging and fun.
- Staff have also developed guides for other staff and parents to support digital skills.
- As head teachers we have had support and been provided with a model template from the Local Authority and GwE to ensure that we have a rigorous Risk Assessment in place in order to ensure safe return of pupils to our schools.
- As a school we started learning the difference between distance learning and blended learning, adapting our plans as understanding of effective pedagogy and design develops.
- Staff have taken this opportunity to read through the CfW guidance and develop their understanding of the principles of the new curriculum.
- Staff have had the opportunity to engage with the Health and Wellbeing AoLE within CfW to develop their own understanding. Many staff have begun to consider the implications of this on learning opportunities and experiences for their learners.
- During this time of national curriculum suspension, all staff have had the opportunity to identify the learning priorities for our school and as a result, design learning and experiences to meet the needs of our learners and in line with the Four Purposes of CfW.
- The school has further strengthened home-school relationships as parents have been involved in understanding and supporting the curriculum offer to learners during this time. Learner voice has also increased over this time as learners have been able to have greater choice and input to their work and the school has responded to feedback to adapt provision when appropriate.

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

*Key priorities we want to improve for the current academic year 2020-21 are:*

- 1. Develop Blended Learning throughout the school to maintain and raise standards of teaching and learning.*
- 2. Continue to develop aspects of wellbeing throughout the school focussing on improving understanding and attitudes towards physical and mental health.*
- 3. Continue to prepare staff professionally for the introduction of Curriculum for Wales.*

*Other priorities are:*

- *Continue planning for ALN Transformation.*
- *Ensure that learning continues for all pupils and that they are enabled to progress if pupils or staff are isolating against Covid at home.*



## **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.*

Due to the pandemic, assessment data and targets were not reported on in 2019-20.

Every parent was provided with a summary report of their child's progress up to March 2020.

## **Attendance**

Due to the pandemic attendance targets and data were not reported on in 2019-20.

## **School Policies**

All policies are reviewed following a timetabled schedule in consultation with staff and governors. In 2019-20 governors reviewed the following school policies:

Framework of Responsibility	Absence Management	Continuity Plan
Financial Framework	Good Behaviour	Smoke Free School
Pay	Educational Visits	Health & Safety
WCBC Managing Potential Redeployment & Redundancy		

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

*The revision of some policies was delayed until Autumn 2020 due to the pandemic.*

## **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 six 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 2019-20 the planned focus for this was:

- Mantle of the Expert Training (x1)
- Planning authentic tasks (x1)
- Wellbeing (x1)
- Pedagogy and Curriculum 2022 (x3)

*Although the pandemic impacted on face to face training, we were able to adapt and utilise online training where possible.*



## Finance

### Delegated Budget Expenditure Statement 01/04/2019 – 31/03/20

Description	Annual Budget	Actual Expenditure
Employees	783,958	801,489
Premises	46,597	38,985
Transport	100	185
Supplies & Services*	31,594	33,740
Contingency	17,434	0
Support Services	39,135	39,610
<b>Total Expenditure</b>	<b>918,818</b>	<b>914,009</b>
<i>Income / Grants</i>	<i>-183,451</i>	<i>-213,314</i>
<i>Opening Balance (1/4/16)</i>		
<b>Total Net Expenditure</b>	<b>735,367</b>	<b>700,695</b>

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

### School Funds Year End 31<sup>st</sup> March 2020 (school fund current and school trip account)

£		£
Accounts B/F	11,062	
Receipts	**71,215	
Expenditure		**64,063
Close of Accounts	***18,214	

\*\* *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 in school up to February 2020. A new system was then put in place for payments directly to the Club.*

\*\*\* *This figure includes payments for residential visits made by parents which did not take place. Refunds were not made until Summer 2020 in the next financial year.*

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 2019-20 the PTA raised around £7,000 and funded additional Chrome Books and paid for a range of Christmas activities for the children. The PTA also made a donation towards hoodies for Y6 pupils who were leaving Barker's Lane.

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 procedures are 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 2020 – 2021**

	<b>Autumn 2020</b>	<b>Spring 2021</b>	<b>Summer 2021</b>
Opens	1 September 2020*	5 January 2021	12 April 2021
Closes	23 October 2020	12 February 2021	28 May 2021
Opens	2 November 2020	22 February 2021	7 June 2021
Closes	18 December 2020	26 March 2021	14 July 2021
Closed – Training Day		4 January 2021	6 May 15, 16, 19 & 20 July 2021  <i>3 May 2021 – Bank Holiday</i>
<i>* Phased return until 14<sup>th</sup> September</i>			



**Appendix: School Events / Activities 2019-20**

<b>Extra-Curricular Activities</b>	<b>School Sports</b>	<b>Fundraising</b>
Choir	Y5&6 'Football Fives' at Cefn Druids	<b><u>Charity</u></b>
Cookery		Local Solutions (food donations from Harvest)
Creative Art	Y4,5&6 Swimming	T4C Shoebox Appeal
Dance	Y1-4 Tennis sessions	Royal British Legion
Digital Leaders	Y5&6 Indoor Athletics Competition	Hope House Hospice
Dodgeball	Y5 Dodgeball Festival	Nightingale House Hospice
Football		NSPCC
Gym	Y3-6 In-house Dodgeball and Rounders Festival	St John's Church
Healthy Mind, Healthy Body		Marie Curie (daffodils)
Homework		Australian Bushfire
Netball		<b><u>PTA for School Funds</u></b>
Reading		Christmas Fair
Recorders		Pamper & Shopping Evening
Performing Arts		Film Club
Science		Other e.g. Dragon Bags, uniform labels, etc
Taekwondo		



Visitors to School / Classes / Groups	Visits made by School / Classes / Groups	Whole School Activities
<p>Y2 Walkwise pedestrian training</p> <p>Y6 Bikeability training</p> <p>'Op Bang' presentation with PC Ellis</p> <p>Y2 &amp; Y5 Fire Safety Presentation</p> <p>Ysgol Rhosnesni visit to assembly</p> <p>Y3-6 Music Tuition (woodwind, brass, violin, guitar)</p> <p>Y5&amp;6 WWII WOW Day</p> <p>Make Some Noise, musical performance for R-Y6</p> <p>Y6 workshop with the Children's Laureatte for Wales</p> <p>Visit from Fire Service for Y1&amp;2</p> <p>Y3-6 Hedd Wynn Performance</p>	<p>Y3 – Y6 visit to see 'Tom Gates' at Venue Cymru, Llandudno</p> <p>Y1 – Y6 visit to Chester Zoo</p> <p>Y1&amp;2 visit to World Museum, Liverpool</p> <p>Y3&amp;4 visit to Wrexham Museum</p> <p>Y5&amp;6 Amasing Performance at William Aston hall</p>	<p>Reverend Errington, school assemblies</p> <p>Harvest Festival</p> <p>Remembrance Assembly</p> <p>T4C Shoebox Assembly</p> <p>NSPCC 'Speak Out, Stay Safe' assemblies and Y5&amp;6 workshop</p> <p>'Robin Hood' -Bitesize Theatre Panto</p> <p>Digital Leaders, Eco and School Council assemblies</p> <p>Eisteddfod</p> <p>Christmas Concerts</p>



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