



The Annual Governors' Report to Parents 2020 - 2021

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 245 children registered as pupils with this school in September 2021. 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:

<p>Mrs Vanessa Griffiths Chair of Governors c/o Barker's Lane Community School Barker's Lane Wrexham LL13 9TP</p>	<p>OR</p>	<p>Ms Camilla Povey The Clerk to the Governors Governor Support Lampit St Wrexham LL11 1AR</p>
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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 2020-2021.

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.

As a result of the COVID pandemic, once again the year has been particularly challenging for everybody and I would sincerely 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 the staff who have not only been keeping our school clean and a safe environment for everyone, but also with having to work alongside the ongoing construction of our marvellous new building. This has obviously been at times, a difficult environment to work and teach in, however all staff have coped admirably, displaying a strong and steadfast determination to help minimise disruption to our pupils. I trust as the new year progresses and restrictions ease, that everybody will have an opportunity to visit the school, to see the huge improvements.

As Chair, it is always a privilege to be part of school life and with the relaxation of some of the restrictions, I have been fortunate to visit the school and as always I have received a warm welcome. I was able to marvel at the huge structural improvements and see the children enjoying the new infrastructure and the space it provides. I found it hard to imagine how it used to be, as everybody has just adapted and moved into their new environment with the minimum of fuss. The sound of laughter and chatter was a pleasure to hear after such a long and isolating year. It is so important to know that our school offers such a marvellous modern and enhanced learning environment for all current and future children. Alongside my visits into school, all governors and staff have been able to keep in touch regularly using video conferencing which has enabled us to continue with discussions on school policies, finances and developments.

I am always grateful to all the staff, governors, children and the volunteers I see at school, who are welcoming and keen to share their classrooms and show off their school work. Hopefully school trips and sporting events will recommence as we move into 2022 and this will allow our children to have exciting opportunities to work, learn and play with other young people locally.

I would like to take this opportunity to thank the PTA for their continued support of the school with their unique fundraising activities. Again, they have not been able to provide as many events as they usually do but this is something we will look forward to as the new year progresses.

I would also like to offer thanks to all family members who have engaged with the school and supported us with the many restrictions we have had to impose in order to maintain the health and safety of us all.

As always, diolch yn fawr iawn to the Governing body and Clerk to the Governors for the giving of their time and their continued support.

Yours faithfully,

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		11/05/2025
Mrs M Derosa	Community	Vice Chair	20/03/2022
Mrs G Dring	Parent		13/11/2021
Mrs C Edwards	Head Teacher		-
Mrs P Fitzhugh	Community		13/11/2021
Mrs V Griffiths	LA	Chair	28/02/2025
Mr C Jones	LA		26/10/2021
Mrs R Large	Community		24/03/2025
Ms K Mulley	Parent		10/05/2025
Mr S Petett	Parent		02/11/2024
Mrs N Parry	Parent		13/11/2021
Mr M Pugh	LA		30/11/2021
Mr D Williams	Teacher		01/10/2023
Vacancy	Community		

Clerk to the Governors: Ms Camilla Povey (Local Authority Governor Support)

Governor Changes

Miss S Cole was elected as staff governor, Mr S Petett and Ms K Mulley joined the governing body as a parent governors.

Mrs V Griffiths changed category from community to LA governor and Mrs R Large became a parent governor.

Mr J Kelly retired from the governing body after many years supporting and challenging the school. Governors expressed their thanks to Mr Kelly on behalf of the school community.

Parent Governor Elections

Parent governor nominations were requested in April 2021. There was one nomination.

Nominations for two parent governor will be requested at the end of Autumn 2021.

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 2020-21.



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 complies with its statutory obligation and follows the Additional Learning Needs Code for Wales 2021. The school has an approved policy in place for the teaching and learning of any children with additional needs. The ALNCo (Additional Learning Needs Co-ordinator) liaises closely with the class teacher and the Headteacher to monitor the child's progress. The pupil's needs will be identified and a programme of work will be compiled and administered by the class teacher. Those pupils who have difficulty with literacy or numeracy, primarily, will be targeted and this information is shared with parents. Pupils who may need further support will have access to Targeted Universal Provision, usually delivered by additional staff.

Where a child is identified to have additional needs, additional learning which is additional to or different from their peers may need to be put in place.

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 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 1 – Y6 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 Y1 – 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.

Criw Cymraeg are a group of children from Y1 - Y6 who promote Welsh language and culture across the school.

Digital Leaders are an active group of children in Y5 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

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.

Packed Lunches

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.

Mid-morning snack

School policy is that all pupils from Year 3 to Year 6 have the opportunity to bring a piece of **washed fruit / vegetables** from home to school everyday for morning break.

Foundation Phase children can have a healthy snack provided for a small charge or in Y1&2 may bring their own piece of washed fruit / vegetables.

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

Free School Milk

Early Years and Y1&2 children are provided with free school milk each day. Nearly all children in Nursery – Year 2 take up free school milk under Welsh and European scheme.

Water

We encourage children to drink a regular supply of water throughout the school day. School policy is that children may bring a fresh bottle of water to school each day which they can refill at anytime. All parents are asked to please encourage each child to bring their water bottle to school every day.

No juice or flavoured water is permitted for regular consumption throughout the day.



Extra Curricular Activities & School Sports

Staff at the school give willingly of their time to run extra-curricular activities. We also participate in a wide range of school sports each year. In 2020-21, this was significantly impacted by the pandemic.

A list of extra-curricular activities and sporting events / achievements for 2020-21 is included at the end of the report.

School Prospectus

The school prospectus is updated annually. Changes to the prospectus in 2020-21 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 2020-21 is outlined below:



PRIORITY 1: Develop Blended Learning throughout the school to maintain and raise standards of teaching and learning.

- Most pupils' wellbeing has improved on their return to school and this has led to increased confidence and motivation to approach their work in most cases.
- Nearly all teachers' have a good understanding of blended learning and their confidence to use digital equipment to support pupils has grown significantly throughout the year.
- Provision for blended learning is good across the school. This is more difficult for younger children.
- Recent changes to the approach to planning have improved the quality of rich cross-curricular activities. All staff are working hard to offer a broad range of activities that fulfil the four purposes.
- Overall most pupils have made progress in nearly all aspects of their learning, despite the disruption. This has recently been discussed in tracking meetings.
- Targeted support has been increased with ALP funds.
- Most pupils' skills are developing well through effective opportunities to practice and apply them.
- Many pupils have effectively developed their ability to work independently for example by assessing their own work, and sharing feedback with their peers.
- Nearly all pupils' digital skills have improved.
- Parental engagement with effective remote learning was high. Feedback from pupils and parents evidenced in questionnaires has been good.

PRIORITY 2: Continue to develop aspects of wellbeing throughout the school focussing on improving understanding and attitudes towards physical and mental health.

- The school is a safe, welcoming environment where nearly all pupils are thriving.
- Most pupils' wellbeing has improved on their return to school and this has led to increased confidence and motivation to approach their work in most cases.
- The wellbeing of most staff has improved as they have got used to the situation. Days can feel very intense and managing change is difficult for a few staff.
- A focus has been maintained across school to ensure well-being needs are met.
- Clear strategies to support the wellbeing of groups of learners are identifiable, actioned and the impact evaluated. At recent tracking meetings, progress with this was discussed.

PRIORITY 3: Continue to prepare staff professionally for the introduction of Curriculum for Wales.

- All staff are aware of the four core purposes and most ensure that they are a focus for learning.
- Nearly all teachers have a good understanding of blended learning and their confidence to use digital equipment to support pupils has improved.
- Nearly all staff have an increased understanding of the requirements of the revised curriculum although this is still at an early stage.
- All staff have collaborated to develop their planning of short burst topics based on the new curriculum.

Other Priorities

Continue planning for ALN Transformation.

- All ALN pupils have access to differentiation, interventions and strategies to support their needs. Specific interventions / strategies are in place to respond to the specific needs of each IEP pupil.



- There are many good strategies in place for Universal Provision.
- A proportion of pupils in each class have been Identified to access Targeted Provision based on their needs. Progress is positive for nearly all pupils which has been discussed at recent tracking meetings.
- Many staff are able to deliver interventions with confidence and nearly all staff seek out advice from experienced colleagues and the ALNCo when needed.
- ALNCo, HT and staff are aware of reform and SLT keep up to date with changes.
- A few pupils benefit from partnership working with other agencies.

Ensure that learning continues for all pupils and that they are enabled to progress if pupils or staff are isolating against Covid at home.

- Plans were put in place to face different scenarios and any barriers to staff access were eliminated.
- Parents / carers were provided with information and videos to support a better understanding of remote learning which resulted in increased engagement with tasks.
- Effective collaboration within and between classes helped to reduce workload and target support.
- Nearly all teachers and most pupils were upskilled to effectively use Hwb tools, particularly in KS2.
- Many pupils practised and applied skills out of school, developing a good standard of independence and perseverance.
- Quality education continued whether pupils were at school or isolating at home.
- Effective feedback built the confidence of many pupils and improved their work, particularly from Y2 onwards as this was more difficult with younger pupils.
- All parents who responded to questionnaires felt that communication has been effective throughout.

For 2021-22, our school improvement priorities have arisen as a result of recovery from the pandemic, preparing for the new Curriculum and implementing the ALN reform, building on priorities from 2020-21.

Key priorities we want to improve for 2021-22 are:

- 1. Promote and develop a school culture, ethos and environment that nurtures the emotional and mental health and well-being of learners and staff.*
- 2. Continue to develop staff knowledge, pedagogy and the learning environment for the introduction of Curriculum for Wales.*
- 3. Continue developing universal and targeted provision to aid recovery from the pandemic and for the implementation of ALN reform.*

Curriculum Review for Wales

A new curriculum for children in Wales becomes statutory in September 2022. This is an exciting development for schools and gives us an opportunity to develop a curriculum for the children in our school in our context.



At present we are following the current statutory curriculum (Foundation Phase and Key Stage 2 National Curriculum), however are combining this with preparing for the new Curriculum for Wales.

When planning, we keep the four purposes at the heart of what we do. The vision for all learners in Wales is that children become:

- Ambitious, capable learners who are ready to learn throughout their lives
- Enterprising, creative contributors who are ready to play a full part in life and work
- Ethical, informed citizens who are ready to be citizens of Wales and the world
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Our curriculum is organised in a combination of cross-curricular topics and some discrete subject teaching. Classes are organised by age, usually in single age year groups in each class. Where the children benefit, vertical grouping of not more than two age groups is used.

Teachers carefully plan activities in close collaboration with the children and their teams ensuring continuity and progression for the children, with a particular emphasis on literacy, numeracy and digital competency in line with the Literacy, Numeracy and Digital Competency framework in Wales.

Learning Support Assistants play a vital role in the classroom and are valued as important members of the team.

'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

A guide for children, young people and families can be found at: <https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families/>

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 progress of individual children and teacher assessment.

Every parent was provided with a summary report of their child's progress in Summer 2021.



Attendance

Due to the pandemic attendance targets and data were not reported on in 2020-21.

School Policies

All policies are reviewed following a timetabled schedule in consultation with staff and governors. In 2020-21 governors reviewed the following school policies:

Additional Learning Needs	Anti-bullying	Asthma
Assessment	Attendance	Behaviour
Capability Procedures	Charging & Remissions	Code of Conduct (WCBC)
Complaints	Continuity Plan	Counter Fraud Policy (WCBC)
Curriculum / T&L	Dedicated Headship Time	Dignity at Work (NWS)
Educational Visits	Equality & Diversity	Food and Fitness
Framework of Responsibility	Governor Code of Conduct	Grievance Policy (NWS)
Healthcare Needs	Health & Safety Addendum	Health & Wellbeing
Home/School Agreement	Hygiene	Looked After Children
Managing Potential Redeployment & Redundancy (WCBC)	More Able & Talented	Pay
Performance Management	Personal Development & Relationships	Positive Handling
PPA	Recruitment and Selection	Religious Education Policy
School Uniform and Appearance	Sheltering (Lockdown) Procedures	Smoke Free School
Whistleblowing		

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

Staff Professional Development

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

There are five days allocated each year for teacher training and one for whole 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 2020-21 the planned focus for all our training has been on improving pedagogy and preparing for Curriculum for Wales.

Although the pandemic has continued to impact on face to face training, we were able to adapt and utilise online training where possible.



Finance

Delegated Budget Expenditure Statement 01/04/2020 – 31/03/21

Description	Annual Budget	Actual Expenditure
Employees	826,803	811,771
Premises	41,838	44,798
Transport	200	0
Supplies & Services*	34,129	25,328
Contingency	29,728	0
Support Services	39,334	39,714
Total Expenditure	972,032	921,611
<i>Income / Grants</i>	<i>-185,397</i>	<i>-246,945</i>
Total Net Expenditure	786,635	674,666

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

School Funds Year End 31st March 2021 (school fund current and school trip account)

£		£
Accounts B/F	18,524	
Receipts	9,380	
Expenditure		13,665
Close of Accounts	14,239	

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, particularly during this difficult time. The PTA is a much valued, active group and we ask that you continue to support them whenever you can.

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, 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 2021 – 2022

Term	School Opens	School Closes at End of Day
Autumn 1	Monday 6 September	Friday 22 October
Autumn 2	Monday 1 November	Wednesday 22 December
<i>Staff Training Days – Thursday 6 & Friday 7 January – school closed to pupils</i>		
Spring 1	Monday 10 January	Friday 18 February
Spring 2	Monday 28 February	Friday 8 April
<i>Staff Training Days – Monday 25 April – school closed to pupils</i>		
Summer 1	Tuesday 26 April	Thursday 26 May
<i>May Day – Monday 2 May – school closed</i>		
Summer 2	Tuesday 7 June	Wednesday 20 July
<i>Staff Training Days – Monday 6 June – school closed to pupils</i>		



Appendix: School Events / Activities 2020-21

Visitors / Visits	Extra-Curricular Activities / School Sports	Whole School Activities
<p>Rec-Y6 music workshops with AmaSing</p> <p>Rec-Y2 Destination Space worksp with Xplore</p> <p>Y3-Y6 Construction workshop with Xplore</p> <p>Y1-Y6 Presentations on safety from PC Ellis</p> <p>Y3-Y5 Sharing Images Assembly with PC Ellis</p> <p>Y1 & Y2 Fire Safety Presentation</p> <p>Y6 visit to Pentrellyncymer</p>	<p>Rec-Y6 Tennis sessions with LTA coach</p> <p>Y3-Y6 In-house Dodgeball Festival</p> <p>Whole School Mini Olympics Sports Events</p> <p>Y6 Swimming</p>	<p>Harvest Festival</p> <p>Remembrance Assembly</p> <p>T4C Shoebox Assembly</p> <p>Eisteddfod</p> <p>Christmas Concert</p> <p>Spooky Fun Learning Day</p> <p>Odd Socks Day - Anti-Bullying Week</p> <p>'Be Healthy & Confident' week</p> <p>Community Christmas Card competition (Y3-6)</p> <p>Birthday Picnic</p> <p>Movies & PJs</p>

Fundraising - <u>Charity</u>	Fundraising - <u>PTA for School Funds</u>
<p>Wrexham Foodbank</p> <p>T4C Shoebox Appeal</p> <p>Royal British Legion</p> <p>Hope House Hospice</p> <p>Nightingale House Hospice</p> <p>NSPCC</p>	<p>Virtual Pamper & Shopping Evening</p> <p>Christmas Raffle</p> <p>Easter Bingo</p>



BARKER'S LANE COMMUNITY SCHOOL
GOVERNORS' REPORT TO PARENTS 2019-20



