



## The Annual Governors' Report to Parents

### 2021 – 2022

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

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

- 1) Parents and carers will need to raise a petition in support of holding a meeting.  
*The parents and carers of at least 10% of the school's registered learners will need to sign the petition. There were 245 learners registered as pupils with this school in July 2022. 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 learners, 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 and carers 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 learners; 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	Mr Simon Hill The Clerk to the Governors Barker's Lane Community School Barker's Lane Wrexham LL13 9TP
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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

It is my pleasure to present the Annual Report to Parents which describes the work, activities and achievements of the school for the academic year 2022-2023.

Barker's Lane Community 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.

It has been yet another challenging but successful year for our staff, governors and students. Whilst the pandemic has eased, Covid continued to cause many difficulties; something I am sure many of you may not have even noticed thanks to the hard work of all our staff to keep things going smoothly.

Our enhanced building has resulted in such a huge positive difference to staff and pupils alike. The whole school community should feel proud of how they have adapted to their wonderful new surroundings and facilities. Staff have made their classrooms into areas that feel welcoming to the pupils and many of these adaptations had been carried out prior to the commencement of the term in order for the pupils to commence the new academic year without any disruptions. As always, our pupils continued to be the priority and the staff, many of whom have given their own time, ensured that the transition into the new building has been smooth and full of excitement. I trust as the new year progresses that everybody will have an opportunity to visit the school to see the improvements. I am also delighted that families and friends will be able to join us to watch the children perform and show off their talents and work throughout the year.

As always, I would like to thank the teaching staff, cleaning and caretaking staff, canteen staff, volunteers, parents and the PTA who have all worked so hard together during the past year. Their commitment and fortitude has been exemplary as always and they have really gone the extra mile and we salute them for their efforts. I am sure you are all now aware that we have our own school crossing patrol officer, Mr Lewis, who is doing a sterling job of helping to keep Barker's Lane a safe area for everyone. Also the addition of the new staff car park at the rear of the school, has been a much needed improvement to ensure safety for pedestrians and the local community.

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. It was so encouraging to see the school celebrating many special occasions including the Platinum Jubilee, Harvest Festival and of course, Christmas.

Since the beginning of the last summer term our children have again been able to enjoy visits to Pentrellyncymer and Park Hall Farm, Knowsley Safari Park and the Welsh Mountain Zoo. They have also once again been able to join in with extra-curricular activities such as Athletics, Cricket and Netball. A huge thank you to everyone who helped at our successful PTA Summer fair and we look forward to our sports days and summer activities again in 2023.

I would like to thank all of our Governing body for their commitment and flexibility. We have had to conduct many meetings virtually, which are not the same as face to face, however we have resumed our schedule in the school and in the near future we will be visiting classes, which is something we particularly enjoy. Our Governors have remained committed to their role and have shown their support for the Senior Leadership team and all staff throughout the pandemic.



BARKER'S LANE COMMUNITY SCHOOL  
GOVERNORS' REPORT TO PARENTS 2021-22



I would also like to offer thanks to all family members who have engaged with and supported the school with the introduction of the new curriculum for Wales. These reforms and the new curriculum will allow our children to develop the skills they need to become ambitious, enterprising, ethically informed, healthy and confident individuals. Our teaching staff have worked tirelessly to adapt to the biggest change to education in Wales in a generation.

As always Mrs Harrison-Edwards and her colleagues have been magnificent in their calm, assured and committed ways to protect all and ensure education continues to be of the highest standard in the school.

Yours faithfully,

*V Griffiths*

Mrs 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 and carers, teachers and school staff.

Name	Governor Type	Position	Office Expires
Mrs C Bettley	Community		20/07/2025
Miss S Cole	Staff		11/05/2025
Mrs M Derosa	Community	Vice Chair	28/03/2026
Mrs C Edwards	Head Teacher		-
Mrs P Fitzhugh	Community		28/03/2026
Mrs V Griffiths	LA	Chair	28/02/2025
Mr C Jones	LA		*26/10/2025
Mrs L Jones	Parent		21/06/2026
Mrs R Keen	Parent		13/02/2026
Mrs R Large	Community		24/03/2025
Ms K Mulley	Parent		10/05/2025
Mr S Petett	Parent		02/11/2024
Mr M Pugh	LA		31/10/2025
Mr D Williams	Teacher		01/10/2023

*\* awaiting confirmation of date from LA*

Clerk to the Governors: Mr Simon Hill

### **Governor Changes**

Mrs R Keen and Mrs L Jones joined the governing body as parent governors.

Mrs C Bettley joined the governing body as a community governor.

Mrs G Dring and Mrs N Parry left the governing body as parent governors when their term of office expired. Sincere thanks goes out to these governors for their commitment over the last four years.

### **Parent Governor Elections**

Parent governor nominations were requested in February 2022. There was one nomination.



## **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 2021-22.

## **Governors' Curricular Aims**

As part of the work to develop our new curriculum which becomes statutory in September 2022, all stakeholders were consulted about our vision and values.

Our values and aims for learners at Barker's Lane Community Primary School are:

Happiness and curiosity	We value the voice of individuals and our school community. We provide positive experiences every day to promote enjoyment, happiness and independence and a love of learning. We promote freedom to explore, ask questions, be creative and be curious about our learning.
Care, kindness and respect	Through a culture of mutual respect and tolerance, we listen and take actions to ensure everyone feels safe and cared for. We are all unique, have equal worth, can share our opinions which are listened to and this is celebrated. Our golden rules 'Be ready', 'Be respectful' and 'Keep everyone safe' underpin our high expectations.
Compassion and empathy	The Barker's Lane way is to be emotionally honest and non-judgemental. We are welcoming, think of the feelings of others and offer support to all, nurturing positive relationships.
Confidence and pride	Recognising 'we can do' and sharing and celebrating 'the best we can be' is important to each individual. This fosters a sense of pride and self-confidence. Everyone has high expectations of themselves and each other.
Self-belief and resilience	We promote opportunities that support and challenge to develop self-belief. Taking risks in a safe, secure environment allows for problem solving and perseverance to develop resilience. A growth mindset is promoted.
Trust and honesty	Trust in each other underpins everything that we do. We nurture open, honest relationships between all members of the school community.
Leading a healthy lifestyle for mind and body	We encourage everyone to make healthy choices about their own mind and body, our school, local community and the planet. We encourage everyone to be a good citizen and think about how our actions affect ourselves, others and our environment.

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

**'DYSGU EFO'R GILYDD'**

**'LEARN TOGETHER'**

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

Our full curriculum rationale is published on the school website:

<https://www.barkerslaneprimary.co.uk/wp-content/uploads/2022/09/BL-Curriculum-Vision-and-Values.pdf>



## **Curriculum for Wales**

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

As a school we have been preparing for this and have been making changes to our practice over the last few years.

Our curriculum is central to our school. It is how we realise our vision to ensure our learners become ambitious, enterprising, ethical and healthy citizens.

These are the four purposes which are the aspiration for all learners in Wales. They underpin our vision, values and the learning experiences for each learner enabling them to 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.

The curriculum is broad, balanced and inclusive providing appropriate progression through a range of provision for all. It is the why, what and how we learn.

Further information for learners is available: <https://hwb.gov.wales/api/storage/9db0a2c4-aa34-4498-9187-d92fc6bbf676/220208-children-young-people.pdf>

Further information for parents and carers is available:

<https://hwb.gov.wales/api/storage/4e66c555-73aa-44ee-93e5-1e612906f1d2/220208-parents-carers.pdf>

At Barker's Lane, the curriculum introduces learners to skills, knowledge and experiences through the six Areas of Learning and Experience (AoLEs) encompassing the Statements of What Matters and reflects the Principles of Progression.

There are six Areas of Learning and Experience (AOLEs) are:

- Expressive Arts
- Mathematics and Numeracy
- Languages, Literacy and Communication
- Science and Technology
- Health and Wellbeing
- Humanities

Mandatory cross-curricular skills of literacy, numeracy and digital competency are embedded along with integral skills – creativity and innovation; planning and organising; personal effectiveness; critical thinking and problem solving.

There are mandatory elements of the curriculum:

Religion, Values and Ethics (RVE) which we usually teach through themes.

English and Welsh which are taught discretely.



Further information about Religion, Values and Ethics (RVE) is available from WCBC:  
<https://www.barkerslaneprimary.co.uk/wp-content/uploads/2022/07/Community-primary-A-Parents-and-carers-guide-to-RE-in-CfW-2022.pdf>

The curriculum incorporates five cross cutting themes which are mostly taught as part of themes, a focus for assembly and for whole school theme weeks :

- Careers and work-related experience
- Human rights
- Diversity and respecting differences
- Local, national and international Contexts
- Relationships and Sexuality Education

Further information for parents / carers about Relationships and Sexuality Education is available:  
<https://hwb.gov.wales/api/storage/fee3ae57-1593-4275-a726-fcf82357794f/rse-info-22.pdf>

### ***Welsh Language Development***

Barker's Lane is an English medium school where Welsh is taught to all learners as a second language. Learners 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 learners with additional needs. The ALNCo (Additional Learning Needs Co-ordinator) liaises closely with the class teacher and the Headteacher to monitor the learner's progress. The learner's needs will be identified and a programme of work will be compiled and administered by the class teacher. Those learners who have difficulty with literacy or numeracy, primarily, will be targeted and this information is shared with parents and carers. Learners who may need further support will have access to Targeted Universal Provision, usually delivered by additional staff.

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

Identified learners are reviewed on a regular basis involving consultation between parents / carers, teachers, learners 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, staff or learners.

Further information for parents and carers is available: <https://gov.wales/additional-learning-needs-aln-system-guide-parents-and-families>

Further information for learners is available:

<https://gov.wales/additional-learning-needs-aln-system-childrens-guide>

SNAP Cymru provides impartial support for children and young people, parents and carers throughout Wales. They work closely with professionals from Education, Social Services, Health, Schools, Early Years Providers, Social Care providers, Careers Wales and Third Sector partners. They offer a range of services for families as recommended in the ALNET Act (Wales 2018) including Impartial Information and Advice, Disagreement Resolution and Advocacy.

Further details can be found: <https://www.snapcymru.org/>





### **More Able and Talented Learners**

Teaching and learning is planned in such a way as to provide a differentiated, engaging, creative and challenging curriculum which enables each learner to reach for the highest level of personal achievement. We use a range of strategies to identify more able and talented learners. The identification process is ongoing and begins when the learners 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 toilet facilities and disabled access facilities for learners / staff / visitors. All toilets for learners have been refurbished during 2021-22. They are maintained to a high standard by cleaning staff, and are monitored by school staff during the day. The toilets are cleaned mid-morning and after lunch in addition to the end of the day.

Up to Y3, toilets are all cubicles for mixed use. In Y4-Y6, toilets are all cubicles but are gender segregated.

### **Learner Voice**

The School Council is elected annually, whereby learners 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 learners from Y1 - Y6 who promote Welsh language and culture across the school.

Digital Leaders are an active group of learners 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 learners 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 learners 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 / carers 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 learner who has been bullied and support / actions to ensure the learner/s 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 learners. 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*

A healthy packed lunch may be brought to school 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 and carers are asked to limit the crisps / biscuit snacks and sugary drinks provided 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 and carers refrain from including **carbonated drinks in bottles or cans** within a packed lunch.

#### *Mid-morning snack*

School policy is that all learners have the opportunity to bring a piece of **washed fruit / vegetables** from home to school everyday for a mid-morning snack.  
Nursery - Y2 learners can have a healthy snack provided for a small charge.

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

#### *Free School Milk*

Nursery to Y2 learners are provided with free school milk each day. Nearly all learners in Nursery – Year 2 take up free school milk under the Welsh Government scheme.

#### *Water*

We encourage learners to drink a regular supply of water throughout the school day. School policy is that learners may bring a fresh bottle of water to school each day which they can refill at anytime. All parents and carers 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 2021-22, this was significantly impacted by the pandemic.

A list of extra-curricular activities and sporting events / achievements for 2021-22 is included at the end of the report.

## ***School Prospectus***

The school prospectus is updated annually. Changes to the prospectus in 2021-22 were staffing details, attendance and school term dates. A copy is displayed 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 has been incorporated as part of the school improvement plan in the years following inspection.

### **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 2021-22 is outlined below:



**PRIORITY 1: Promote and develop a school culture, ethos and environment that nurtures the emotional and mental health and well-being of learners and staff.**

- The main focus for the work of all staff has been on maintaining and supporting emotional and mental health and wellbeing. This year the impact of the pandemic became even clearer as uncertainty and disruption continued.
- School is a safe and welcoming place, commented on by many visitors. However the impact of not being able to have parents and carers attending events has also had an impact.
- This resulted in seeing an increasing number of learners and adults needing support.
- The school environment has been enhanced through a building programme completed in November 2021. This has enabled us to prioritise spaces dedicated to wellbeing.
- All staff accessed Trauma Informed Schools training giving an increased understanding to support social and emotional needs
- Three staff have been trained in Adult Mental Health First Aid and five staff in Youth Mental Health First Aid. An additional two staff have been trained as ELSAs (Emotional Literacy Support Assistants). One member of staff accessed Mindfulness training
- All staff are aware of personal support that can be accessed via Care First and Education Support Partnership from emails and dedicated staff noticeboard.
- Staff absence impacted on interventions, however these have been timely and consistency was maintained through staff re-organisation. Strong Minds counselling also contributed to this.
- Learner attendance has fluctuated due to illness, isolations and rearrangement of family holidays from previous two years. All learners had returned to school by Summer 2021.
- The WG framework was used initially to develop action plans. There is a need to return to this in Autumn 2022 to develop further strategic plans.

**PRIORITY 2: Continue to develop staff knowledge, pedagogy and the learning environment for the introduction of Curriculum for Wales.**

- High quality teaching has remained a focus when reviewing the vision and practice for the new curriculum.
- Staff, learner and parent / carer views were sought to reaffirm the school vision and identity core values that underpin this. This was a focus for a school training day which involved governors and has been published on the school website.
- Collaborative working in-house provided opportunities to develop new ways of working and reviewing current practice. New themes such as 'Croeso pawb' about inclusion, explored new areas such as stereotyping and human rights in more depth and supported work on a path to realising the four purposes.
- Leadership capacity was expanded to develop Curriculum for Wales.
- Work has begun on mapping out a curriculum development model as a whole school with an interdisciplinary approach through overarching whole school themes. The themes have broad titles such as 'Be Curious' allowing for more personalised development in each year group taking account of learner views and needs. Maths will continue to be taught as a single subject along with some areas in Science.



- As the year progressed, the need to focus on oracy and boost reading was recognised quickly and AOLE group drew up a short action plan for whole school.
- Additional leadership capacity was increased with a focus on communication, social and emotional needs of EY learners.
- Staff absence and the shortage of supply staff impacted on interventions in literacy and numeracy.
- However progress was good overall in oracy with pre and post assessments evidencing this which were discussed in learner progress meetings.
- Good progress with target reading groups was also made with almost all learners making accelerated progress after intense direct support.

**PRIORITY 3: Continue developing universal and targeted provision to aid recovery from the pandemic and for the implementation of ALN reform.**

- Through staff meetings and discussions, universal provision identified and the 'offer for all learners at Barker's Lane' clearly established. This has been published on the school website as part of our curriculum offer / rationale.
- The ALNCo has worked with staff, learners and parents / carers to develop TUP plans with specific small step achievable targets.
- Our approach to person centred planning (PCP) has been reviewed to involve more input from parents / carers as a whole school and is the basis for building relationships and meeting individual need.
- The ALNCo has working with cluster schools, met regularly with the LA and other agencies to transition to the new ALN Code. This was completed ahead of the set timescale.
- IDPs have been developed where ALN and the need for additional learning provision (ALP) has been identified in line with statutory and legal requirements . PCP has been key to this and the ALNCo has worked closely with the Educational Psychologist initially to develop this.
- Support from the LA has been sought as emerging social and emotional needs have increased. This is still an area that requires support.

*Key priorities we want to improve for 2022-23 build on the previous year and have been identified through self-evaluation. They are:*

1. *To continue developing the implementation of Curriculum for Wales.*
2. *To improve language, literacy and communication skills.*
3. *To improve the application of numeracy skills.*
4. *To continue to develop a culture which nurtures the health and wellbeing of learners and staff.*

**Targets**

Targets are set with individual learners based on discussion and teacher assessments.

Parents evenings were held virtually in Autumn 2021 and Spring 2022.

Every parent / carer was provided with a summary report of their child's progress in Summer 2022.





## Attendance

Due to the pandemic attendance targets and data were not reported on in 2021-22.

In May 2022, a report on this was published by Welsh Government following a school attendance review and the impact of the pandemic with recommendations for local authorities.

<https://gov.wales/sites/default/files/publications/2022-04/attendance-review-implications-of-the-covid-19-pandemic-for-school-attendance.pdf>

As a result of this, information was provided by the Local Authority for parents and carers. This was shared with each child's individual report at the end of the school year

*'From September 2022, Fixed Penalty Notices will be reintroduced as part of a range of options to improve attendance at school. Fixed Penalty Notices will only be issued where it is evident that there are no underlying reasons preventing regular school attendance, in line with the local code of conduct for issuing Fixed Penalty Notices for non-attendance at school. Any legal action is only taken when all efforts to engage parents and bring about a positive improvement in attendance have been tried and failed.'*

*We ask that parents and carers work with schools, closely communicating any difficulties and issues that are impacting on their child attending school regularly. Where there are genuine reasons for absences, these must be discussed with your child's school to ensure collaborative working between parents, schools and Local Authority staff to maintain good school attendance of all pupils in the county.'*

**In the event that your child is going to absent from school, parents and carers should contact school by email or leave a message on the telephone absence service on 01978 357754 (Option 1) before 8.30am on the first day of absence. A full explanation for the absence needs to be given.**

**Any request for term time leave should be kept to a minimum and in exceptional circumstances wherever possible.** Any request should be in writing on the form on the school website after considering your child's current attendance (this information is available from the school office if you are unaware of how many days absence your child has had). A full reason for why the request is being made in term time should be given. 'Holiday' is not sufficient and will lead to the request being declined.

The following will be taken into account when assessing any request:

- Amount of absence your child has had
- The time of the school year (e.g. requests in the first two weeks of September should always be avoided)
- The regularity of requests

Although the headteacher has the discretion to authorise up to ten days leave in term time, this is subject to meeting criteria within Local Authority and governor policy.

Where your child is ill, leave has been agreed or has a medical appointment, for example, these absences are authorised. In some other circumstances, **absence is unauthorised**. Examples of this would be:

- Truancy
- Late after the close of registration
- Staying at home for no reason – condoned absence
- Going shopping / Birthdays
- Holiday not agreed by the Headteacher



Unauthorised absence and in some cases, high levels of authorised absence will trigger intervention from other services such as the Educational Social Worker.

### Punctuality

In addition to coming to school everyday, it is vital that children are punctual. School starts at 8.55am but doors are open from 8.40am for children to be dropped off. Free breakfast club is also available from 8.15am, in addition to early morning club wraparound care from 8.45am.

Occasionally, unexpected events can cause your child to be late for school, for example, unexpected traffic issues, car problems first thing that morning, a spillage and change of clothes required, etc

However **regular lateness, even one or two minutes each day is unacceptable**. When this happens, your child has to come in through a different entrance as usual doors and gates are already locked for safety. Their class are already settled and they are having to walk in late, older children can feel very self conscious about this. They are also missing vital learning routines e.g this can be phonics practise, mental maths or cymraeg on a daily basis.

Being around five minutes late (which does not sound much) every day equates to around half an hour of missed learning a week, the equivalent of a morning per half term and a full day a term.

We cannot emphasise enough how important being on time is. Lateness not only disrupts your own child's learning but also the learning of others.

### **School Policies**

All policies are reviewed following a timetabled schedule in consultation with staff and governors. In 2021-22 governors reviewed the following school policies:

CCTV	Continuity Plan	Curriculum Rationale
Data Protection	Disciplinary Procedures	Educational Visits
Effective Feedback	Framework of Responsibility	Health & Safety
Lettings	Local Authority Partnership Agreement	Managing Staff Absence
Managing Potential Redeployment & Redundancy (WCBC)	Online Safety	Pay
Performance Management	Safeguarding and Child Protection	Staff Leave of Absence
Strategic Equality Plan	Substance Misuse	Transition Plan
Work / Life Balance		

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 usually 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 2021-22 an additional training day (total of six) was provided by Welsh Government to support curriculum reform.

In 2021-22 the planned focus for all our training has been on health, wellbeing and preparing for Curriculum for Wales.

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



## Finance

### Delegated Budget Expenditure Statement 01/04/2021 – 31/03/22

Description	Annual Budget	Actual Expenditure
Employees	912,997	982,071
Premises	46,668	53,488
Transport	100	0
Supplies & Services*	50,921	45,580
Contingency	48,994	17,631
Support Services	37,213	37,153
Total Expenditure	1,096,893	1,135,923
Income / Grants	-288,438	-468,049
Total Net Expenditure	808,455	667,874

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

### School Funds Year End 31<sup>st</sup> March 2022 (school fund current and school trip account)

£	£	
Accounts B/F	14,239	
Receipts	10,698	
Expenditure		11,605
Close of Accounts	13,332	

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. In 2021-22, the PTA funded:

- Rapid Readers reading scheme
- Gifts for the children at Christmas
- Teddy bear for each child as commemorative gift for Platinum Jubilee
- Leaving gift voucher for every Y6 child

### PTA Account Year End 31st August 2022:

£	£	
Accounts B/F	8,382	
Receipts	6,903	
Expenditure		3,732
Close of Accounts	11,553	

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 or carer 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 2022 – 2023

Term	School Opens	School Closes at End of Day
Autumn 1	Monday 5 September	Thursday 27 October
Autumn 2	Monday 7 November	Thursday 22 December
<i>Staff Training Days – school closed to learners</i> <i>Thursday 1 September, Friday 2 September, Friday 28 October and Friday 23 December</i>		
Spring 1	Monday 9 January	Friday 17 February
Spring 2	Monday 27 February	Friday 31 March
<i>Staff Training Days – Monday 17 April – school closed to learners</i>		
Summer 1	Tuesday 18 April	Friday 26 May
<i>May Day – Monday 1 May – school closed</i>		
Summer 2	Monday 5 June	Wednesday 19 July
<i>Staff Training Day – Thursday 20 July – school closed to learners</i>		



## Appendix: School Events / Activities 2021-22

Visitors / Visits	Extra-Curricular Activities	Whole School Activities
Nursery - Y6 music workshops with AmaSing	Y1 - Y6 Pro Skills Soccer	Harvest Festival
EY, Y3 & Y5 Space workshop with Xplore	Y2-6 AmaSing performing arts club	Remembrance Assembly
Y1&Y2 Toybox Science workshop with Xplore	Y2&Y3 Games Club	T4C Shoebox Assembly
Y4&Y6 Exploring Materials workshop with Xplore	Y2&Y3 Art Club	Spooky Fun Learning Day
Y1-Y6 Presentations from PC Kim, police liaison officer	Y3&Y4 BSL Club	Odd Socks Day - Anti-Bullying Week
Y6 residential visit to Pentrellyncymer	Y4 Science Club	Community Christmas Card competition (Y3-6)
Y3-Y6 Inclusion Curriculum	Y4&Y5 Athletics Club	Christmas Concert
Strong Minds Counselling Service	Y4-Y6 Recorders Club	Movies & PJs
R-Y6 NSPCC 'Stay Safe, Speak Out' assemblies	Y5&Y6 Cricket Club	Virtual Pantomime 'The Incredible Christmas'
Y6 'Before you speak - THINK' assembly with PC Kim	Y5&Y6 Basketball Club	N-Y4 Stories with Santa
Y1&Y2 Don't Touch Tell presentation	Y5&Y6 Netball Club	Gwasanaeth Santes Dwynwen
Y3-Y6 Don't Drink Think presentation		Weekly online sing with AmaSing
Y4-6 assembly with Rev Errington		Whole School Diwrnod Shwmae
Reception, Y2, Y4 & Y6 Healthy Relationships workshops with Spectrum Project		Gwasanaeth Dydd Gwyl Dewi Sant
		CSSEF Deaf Awareness sessions
		Enterprise Week
		Queen's Platinum Jubilee Celebrations



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<p>Real P.E, Physical Skills session for EY and Y1</p> <p>EY visit to Park Hall Farm</p> <p>Y1&amp;Y2 visit to Knowsley Safari Park</p> <p>Y3&amp;Y4 visit to Welsh Mountain Zoo</p> <p>Y5&amp;Y6 visit to Dangerpoint</p>	<p>Y5 Triathlon at Mold Leisure Centre</p> <p>Y5&amp;Y6 Netball Tournament at Ysgol Grango</p> <p>Rec - Y4 tennis sessions with coach from Wrexham Tennis Centre</p>	<p>Outdoor Jubilee Celebration Concert for parents</p>
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<b>Fundraising - <u>Charity</u></b>	<b>Fundraising - <u>PTA for School Funds</u></b>
<p>Wrexham Foodbank</p> <p>T4C Shoebox Appeal</p> <p>Royal British Legion</p> <p>Children in Need</p> <p>Hope House Hospice</p> <p>Nightingale House Hospice</p> <p>NSPCC</p>	<p>Donation from Community Shopping Evening</p> <p>'Break the Rules' Day</p> <p>Our School Art - items printed with pupil designs</p> <p>Sale of knitted decorations</p> <p>Christmas Raffle</p> <p>Sale of knitted chicks</p> <p>Easter Bingo</p> <p>Non-Uniform Day</p> <p>Summer Fayre</p>



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