



The Annual Governors' Report to Parents 2022 - 2023

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 241 learners registered as pupils with this school in September 2023. 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

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 2022-23.

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 successful year for our staff, governors and learners. As always all staff have worked with determination and dedication to ensure the very best for all our children. Unfortunately once again we are facing challenging times for this next academic year and as always we will need the support of parents and carers to ensure the very best for each and every child.

We are very proud of the way everybody has settled into the new building and the extra room we now have has certainly been well utilised. The school is prioritising spaces dedicated to wellbeing and one of the main focuses of all staff has been on maintaining and supporting emotional and mental health and wellbeing. Support has been sought from the LA as continual emerging social and emotional needs have increased since the pandemic. The school has continued to develop a culture which clearly nurtures the health and wellbeing of learners and staff.

Having a large dedicated area for staff parking has helped to ensure that traffic congestion is minimised as much as possible during school hours. However, I would like to emphasise the importance of ensuring that the children are safe when entering or exiting the school premises and that the neighbours thoroughfare is not affected by irresponsible parking. I am sure you will agree with me that Mr Hill and Mrs Bayley do an outstanding job in our front office ensuring that all visitors have a professional welcome and that the security of the site and safety of our children is closely monitored and maintained.

As always, our pupils continue to be the school's priority and all staff have worked tirelessly throughout the year adapting and delivering the new Curriculum for Wales. Along with the introduction of the Additional Needs Reform our staff have ensured their knowledge and practices are current and ever evolving. The school staff attended twilight training sessions and staff training days and are focused clearly on taking forward a suitable number of annual priorities that bring about improvements in pupils' standards and wellbeing. Their high quality teaching has remained a focus and all Governors have had the opportunity to visit the classrooms and observe the children enjoying the fresh approach to learning with the implementation of the new curriculum in their lessons. It is so rewarding to note that all learners and staff have worked together with the support of governors and parents to realise our schools vision which is to 'Learn Together'

During the year the school has been visited by head teachers from other schools as part of our partnership programme and it is always good to hear their feedback. They stated that the school ethos, conduct, behaviour and high standards of oracy were commendable. Our staff also are welcomed into schools in our cluster group and this helps teachers to share good practices with their peers.

All Governors visit the school regularly, whether it is to attend pre-planned meetings or special events, such as the Harvest Festival or Christmas celebration. It is a privilege to be able to share



in these precious moments of time and to enjoy listening to the singing or recitals of the children. I never tire of watching the performances of every class and it is wonderful to see year by year, the development and growth of their confidence, skill and abilities

It is important that all our teaching staff, cleaning and caretaking staff, canteen staff, volunteers, parents and the PTA are aware that the Governing body is grateful for all their hard work during the past year. Their commitment has always been exemplary and they have gone above and beyond as usual to support our school and work together well as a close, efficient team.

Our children have once again been able to join in with extra-curricular activities such as Summer Games, Swimming, Football and Netball. Thank you to all staff for encouraging pupils and supporting these events. A huge thank you to everyone involved with our PTA. Their tireless enthusiasm and commitment helps to ensure that our school is supported by receiving their kind donations each year and we are very grateful.

I would like to thank all of our Governing body for their voluntary support and extraordinary commitment throughout the year along with our steadfast clerk, Mr Simon Hill. Sadly one of our long standing and very valued governors, Mr Mike Pugh, passed away last summer. His knowledge, humour and wisdom will continue to be greatly missed by us all. We also saw the departure from our board of a valued member, Mrs Rachel Large, who had initially joined the governing body as a parent governor and subsequently served for many years after as a community governor and was very supportive to staff and governors alike.

As always Mrs Harrison-Edwards and her colleagues have provided our children with interesting and engaging learning experiences. They have shown clear focus on the taking forward of a suitable number of priorities that bring about improvements in pupils' standards and wellbeing. These priorities are identified through performance management and staff appraisal and the school self evaluation. I would therefore like to thank everyone involved in the education, safety and well being of all pupils at Barkers Lane Community School.

Finally, but most importantly, I need to highlight the difficult situation faced with our predicted school budget that is going to be very challenging. Where the school has been prioritising the needs of our children, it has meant that we are in a deficit situation. This lack of funding is a concern for us all and I assure you that it will be on our agenda going forward as we focus on Barkers Lane priorities for 2023-24.

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 C Brunskill	Teacher		02/10/2027
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 A Jarvis	Staff		02/10/2027
Mrs R Keen	Parent		13/02/2026
Ms K Mulley	Parent		10/05/2025
Mr S Petett	Parent		02/11/2024
Vacancy	Community		
Vacancy	Local Authority		

* awaiting confirmation of date from LA

Clerk to the Governors: Mr Simon Hill

Governor Changes

Mrs R Large left the governing body after ten years, Mrs Large had initially joined as a parent governor and then became a community governor.

Miss C Brunskill and Mrs A Jarvis will be joining the governing body as teacher and staff governor respectively as Mr D Williams' term of office comes to an end and Miss R Banks steps down and moves on to teacher training.

Sincere thanks were given to Mrs Large for her commitment over the last ten years and to Mr Williams and Miss Banks.



Very sadly, over the Summer, one of our long serving governors, Mr Mike Pugh passed away. Mr Pugh had been a governor at Barker's Lane for almost twenty years and he will be very much missed. His experience and loyalty to the school have been a huge support to the governing body, headteacher, staff and ultimately the children who have attended the school over many years. Our love and caring thoughts go out to Mr Pugh's family.

Parent Governor Elections

The next request for nominations for a parent governor are scheduled for Autumn 2023 unless there are any changes.

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 2022-23.



Governors' Curricular Aims

As part of the work to develop our new curriculum which became 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, policy and practice is published on the school website:

<https://www.barkerslaneprimary.co.uk/wp-content/uploads/2023/10/Curriculum-Rationale-Policy-and-Practice-June-23.pdf>



Curriculum for Wales

Curriculum for Wales became 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.

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/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents>

<https://hwb.gov.wales/curriculum-for-wales/education-is-changing-information-for-parents-carers-and-young-people/#what-schools-are-doing>

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.barkerslanepprimary.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.

We have a dedicated page on our school website which outlines the above and shares all of the Universal provision available to all children on <https://www.barkerslanepprimary.co.uk/class-pages/new-curriculum-2/>

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 join 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 in the last two years. They are maintained to a high standard by cleaning staff, and are monitored by school staff during 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 has a number of pupil leadership groups which include the School Council, Eco-Committee, Criw Cymraeg, Digital Leaders and Wellbeing Ambassadors.

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. In September 2022, Universal Free School Meals were offered to all Reception age pupils which was extended to pupil in Y1 and Y2 in April 2023. This will be further extended to pupils in Y3 – Y6 in September 2023. 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. All learners can have a healthy snack provided by school 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. A list of extra-curricular activities and sporting events / achievements for 2022-23 is included at the end of the report.



School Prospectus

The school prospectus is updated annually. Changes to the prospectus in 2022-23 were staffing details, curriculum updates 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

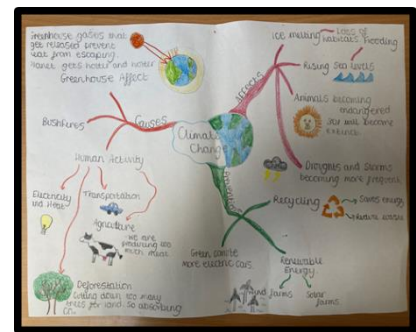
Our chosen local charities Hope House Hospice and Nightingale House Hospice. Throughout the year the school, with support from you as parents, donates to a variety of other charities eg the sale of daffodils for Marie Curie Cancer Care, Poppy Day Appeal, NSPCC, Cystic Fibrosis, etc.

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.



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 2022-23 is outlined below:

PRIORITY 1: To continue developing the implementation of Curriculum for Wales.

- Values and attitudes that were consulted on and agreed collaboratively are reflected in the school vision and in practice across school.
- Staff confidence, knowledge and understanding continues to develop through professional learning, reflection on practice and collaboration.
- Our curriculum development model encompasses whole school themes which departments work on developing together. This has been evaluated and reviewed in Summer 2023 with changes made in preparation for 2023-24.
- Good high quality teaching and learning continues to be a focus for all staff. Verbal feedback moves learning on and most children respond to this to improve their work. This is evidenced in lesson observations, book scrutiny and progress pupils make.



- All teachers accessed Differentiation training in Autumn Term.
- All staff accessed RWI phonics training in the Summer Term.
- A visit to another setting to look at planning at the end of Summer 2022 has impacted on the way that we plan and assess in Nursery to Y2, making more effective use of Seesaw to clearly identify learning, challenge, success the children have had and share learning with parents and carers.
- Pupil voice in the classroom has strengthened with learners in all classes much more involved in making choices about their learning and increasing independence. Independence is a particular strength in Nursery to Y2, evidenced in School Partnership Programme reports from April 23 (and September 23).
- Pupils in Y3-6 are much more involved at the planning stage with their work and have a voice in what they learn. In 23-24, we are looking to increase the choices pupils make about how they present their work more often.

PRIORITY 2: To improve language, literacy and communication skills.

- Most learners listen well and work on oracy has had a significant impact on speaking skills. This was identified as strong with our school partnership work. Most pupils can present orally to a good standard.
- Our main focus has been on developing writing from this through a range of genre. Planning was reviewed on a whole school basis and staff have worked collaboratively to gain a deeper understanding of progression from Nursery to Y6.
- Almost all pupils are involved fully in an age and stage appropriate way in deconstruction to identify 'steps to success' for their writing genre.
- Standards in the writing of most pupils have been raised and teaching is of a high standard on most occasions.
- All staff accessed RWI phonics training in Summer 23. This is at an early stage but impacting positively on consistency and many pupils have made rapid progress. Nearly all staff are now more confident and proficient in the delivery of phonics.
- Cymraeg was monitored externally in Y3-6 in Summer 23. The report on the use of 'matiau iaith' (how the children use everyday language patterns) was very positive within the structured class situation matching our evaluation of this, when all were aware of the focus. Our challenge continues to be to increase the use of cymraeg in unstructured and incidental situations.

PRIORITY 3: To improve the application of numeracy skills.

- This is an area that we need to prioritise further next year due to the higher focus we have placed on literacy.
- Teachers plan for N-Y2 pupils to apply numeracy skills in areas of provision and for Y3-6 to apply skills in some areas of topic work across the curriculum.
- Most children are confident to use their maths and not afraid to make mistakes, knowing that this is how they learn.
- Younger pupils need more support to apply their skills.
- Most older pupils made good progress in numerical procedures and problem solving.

PRIORITY 4: To continue to develop a culture which nurtures the health and wellbeing of learners and staff.

- The school is a safe, welcoming environment and is committed to a whole school approach to emotional and mental well-being. This is evidenced in the ethos and culture of the school,



when talking to learners and in questionnaires. Staff work well as a team and know what support is available through Care First, Education Partnership and CAMHS School In-Reach.

- The knowledge and understanding of staff continues to develop through training and collaboration.
- Nearly all pupils feel happy and safe in school and the behaviour of most pupils is good.
- The need for increased focus on emotional regulation and support to manage this, emerged as an issue as the year progressed, particularly with very young children. Training was arranged with NW consortia and an outside provider on positive behaviour, de-escalation and restorative conversations which was a refresher for most staff but beneficial to new staff and for reaffirming school policy.
- Training on emotional needs, behaviour and restorative practice has strengthened knowledge and deepened understanding of almost all staff.
- The progress of small groups of learners accessing targeted universal provision alongside universal provision for all is closely monitored.
- Practice has been adapted based on advice and training where emerging and changing needs of pupils have arisen resulting in nearly all identified pupils making good progress.
- Safeguarding procedures are clear and effective. They are adhered to by all staff. Nearly all children know who to talk to if they are worried or upset.
- Our RSE curriculum has been developed in line with the new Code. Senior leaders have accessed training.

Key priorities we want to improve for 2023-24 build on the previous year and have been identified through self-evaluation. They are:

1: Curriculum for Wales

- *Develop understanding of the evaluation of progress learners make in class and over time in relation to CfW.*

2: Language, Literacy and Communication Skills

- To continue to improve communication skills and review reading skills and attitudes in English.*
- Develop consistency and progression in speaking and listening skills in cymraeg, to develop more confidence in a variety of situations.*

3: Numeracy

- *Further develop opportunities for the application of numeracy.*

4: Wellbeing

- *Continue to build strategies to support mental and emotional health, particularly emotional regulation.*

Targets

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

Parents evenings were held face to face in Autumn 2022 and Spring 2023. Parents were also offered the opportunity to meet virtually if they so wished.

Every parent / carer was provided with a summary report of their child's progress in Summer 2023.



Attendance

The governing body and WCBC are committed to ensuring that regular attendance at school is a priority which will in turn provide pupils with the best possible chances in life to succeed and to achieve their goals. Attendance in 2022-23 was 94.6%. This is approx. 2% below pre-pandemic levels and equivalent to an around 2,200 lost learning days (absence) in a school year.

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>

Further guidance for schools was published in October 2023

https://www.gov.wales/sites/default/files/publications/2023-10/improving-school-attendance-guidance_0.pdf

Unless they are poorly, children should be in school every day wherever possible.

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 8.45am for children to be dropped off. Free breakfast club is also available from 8.15am, in addition to early morning club wraparound care from 7.45am.

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 2022-23 governors reviewed the following school policies:

Additional Learning Needs (ALN)	Assessment	Attendance
Charging and Remissions	Collective Worship	Complaints
Continuity Plan	Curriculum, Teaching & Learning	Dedicated Headship
Educational Visits	Framework of Responsibility	Homework
Looked After Children (LAC)	Managing Potential Redeployment & Redundancy (WCBC)	Pay
Performance Management	Positive Handling	PPA
Professional Learning	Safeguarding and Child Protection	School Uniform
Strategic Equality Plan	Transition Plan	

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.

In 2022-23 an additional training day (total of six) was provided by Welsh Government to support curriculum and ALN reform.

There are five days allocated 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.

Where possible teaching assistants join additional training days over and above the allocated WG day.

In 2022-23 the planned focus for all our training has been on teaching, learning and Curriculum for Wales.

Our training days have focussed on:

- Safeguarding
- Pedagogy and planning for Curriculum for Wales (CfW)
- Differentiation
- Literacy – Read, Write inc Phonics
- Progression



Finance

Delegated Budget Expenditure Statement 01/04/2022 – 31/03/23

Description	Annual Budget	Actual Expenditure
Employees	1,040,813	1,071,780
Premises	67,732	66,100
Transport	100	24
Supplies & Services*	50,233	65,424
Contingency	41,173	5454
Support Services	42,438	46,614
Total Expenditure	1,242,490	1,255,346
Income / Grants	-319,130	-408,005
Total Net Expenditure	923,360	847,391

* Supplies and services includes monies spent on educational resources.

In April 2023, the school had to plan to set a deficit budget due to increased staffing to meet pupil needs. A deficit budget of -£42,832 was set.



School Funds Year End 31st March 2023 *(school fund current and school trip account)*

£	£	
Accounts B/F	13,332	
Receipts	22,901	
Expenditure		27,971
Close of Accounts	8,262	

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

PTA Account Year End 31st August 2023:

£	£	
Accounts B/F	3,919	
Receipts	16,163	
Expenditure		10,991
Close of Accounts	9,091	

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, small but active group who would welcome any new members. We all know how much of a difference this makes, particularly in our current financial climate. In 2022-23, the PTA funded:

- Read, Write Inc reading books
- Gifts for the children at Christmas
- Teddy bear for each child as commemorative gift for the King's Coronation
- Leaver Hoodie for every Y6 learner

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 2023 – 2024

Term	School Opens	School Closes at End of Day
Autumn 1	Monday 4 September	Friday 27 October
Autumn 2	Monday 6 November	Thursday 21 December
<p><i>Staff Training Days – school closed to learners</i></p> <p><i>Friday 1 September and Friday 22 December</i></p>		
Spring 1	Tuesday 9 January	Friday 9 February
Spring 2	Tuesday 20 February	Friday 22 March
<p><i>Staff Training Days - school closed to learners</i></p> <p><i>Monday 8 January</i></p> <p><i>Monday 19 February</i></p>		
Summer 1	Monday 8 April	Friday 24 May
<p><i>May Day – Monday 6 May – school closed</i></p>		
Summer 2	Monday 3 June	Thursday 18 July
<p><i>Staff Training Day - school closed to learners</i></p> <p><i>Thursday 2nd May (due to polling)</i></p> <p><i>Friday 19 July</i></p>		



Appendix: School Events / Activities 2022-23

Visitors / Visits	Extra-Curricular Activities	Whole School Activities
Y1-Y6 Make Some Noise music performance	Y1 - Y6 Pro Skills Soccer	Harvest Festival
Y2-Y6 Presentations and Reception-Y6 assembles from PC Hulley, police liaison officer	Reception-Y6 AmaSing performing arts club	Remembrance Assembly
Y2-Y6 Diversify workshops	Y2&Y3 Healthy Mind, Healthy Body Club	T4C Shoebox Assembly
Y3 First Experiences with Music	Y2&Y3 and Y4-Y6 Summer Games Club	Spooky Fun Learning Day
Y3-Y6 BSL sessions	Y3-Y6 Eco Club	Odd Socks Day - Anti-Bullying Week
Y6 First Aid	Y3-Y6 Mindfulness Club	Community Christmas Card competition (Y3-6)
Y6 Cycle Safety training	Y3&Y4 Recorders	Christmas Concerts
Y6 residential visit to Pentrellyncymer	Y4 Science Club	Movies & PJs
Strong Minds Counselling Service	Y5&Y6 Football Club	'Beauty and the Beast' Pantomime
Y1-6 assembly with Rev Errington	Y5&Y6 Netball Club	Sing with Santa and Rock with Rudolph music workshop
Reception, Y2, Y4 & Y6 Healthy Relationships workshops with Spectrum Project	Y5&Y6 Rounders Club	Coverdale Puppets
N&R Family visit to Chester Zoo		Gwasanaeth Santes Dwynwen
Y1 visit to Delemere Forest		Weekly expressive arts sessions with AmaSing
Y1-Y3 visit to Liverpool Museum		Whole School Diwrnod Shwmae
Y2&Y3 visit to Park in the Past		Gwasanaeth Dydd Gwyl Dewi Sant and cymraeg celebrations
Y2&Y6 visit to Acton Park		URDD World Cup singalong
		Cymraeg Playground Games
		CSSEF Deaf Awareness SignSing sessions



Y4-Y6 visit to Wrexham Museum	Y5&Y6 Netball Tournament at Ysgol Grango	Enterprise Week
Y4-Y6 Dwr Cymru workshops	Nursery – Y2 tennis sessions with coach from Wrexham Tennis Centre	King's Coronation Celebrations
Y4,Y5&Y6 visit to RSPB, Conwy	Nursery-Y6 rugby sessions with a coach from Wrexham Rugby Club	
Y5 visit from Welcome to Wrexham	Y6 Multi-skills at Rhosnesni	
Y5 Playmakers training	Y6 Indoor Athletics at Plas Madoc	
Y5 visit from Miner's Rescue		
Y6 Biodiversity workshop at Xplore		
Y6 Size of Wales, climate change workshop		

Fundraising - <u>Charity</u>	Fundraising - <u>PTA for School Funds</u>
Wrexham Foodbank	Festive Shopping Evening
T4C Shoebox Appeal	'Break the Rules' Day
Royal British Legion	Our School Art - items printed with pupil designs
Children in Need	Sale of knitted decorations
Hope House Hospice	Christmas Raffle
Nightingale House Hospice	Christmas Fayre
NSPCC	Film Club
	Sale of knitted chicks
	Easter Bingo
	Daffi Recycled Clothes Bags
	Summer Raffle
	Sponsored Wellbeing Event
	Summer Disco and Games



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



