

St Peter's Church in Wales
Primary School, Rossett.



Governors' Annual
Report for Parents
Full Report
Sept 2017-July 2018

**ANNUAL GOVERNORS' REPORT TO PARENTS
ST PETER'S CHURCH IN WALES VOLUNTARY CONTROLLED PRIMARY SCHOOL**

This report follows the guidance offered in "National Assembly for Wales Circular 15/01"

MEETING TO DISCUSS THE REPORT:

During recent years, in schools across the country, these meetings to discuss the Annual Governors' Report to Parents have been poorly attended. As a result of the School Standards and Organisation (Wales) Act 2013, a school governing body is no longer required to hold an annual parents meeting. Please note the Governors' Annual Report only includes information on the academic year from September 2017 to July 2018.

DISTRIBUTION:

It is appreciated that producing and distributing the full annual report to parents can prove costly for schools. The Regulations therefore allow for schools to make available the full report only to those parents who request it, and to issue a summary report for distribution to all parents.

A message from Catherine Hennessy –Chair of Governors

This Annual report to Parents details the achievements of the school during the Academic year 2017 to 2018.

For the fourth consecutive year St Peter's has achieved a Green Band rating (the highest level). The award is presented by Welsh Government as part of their Primary School Assessment. This assessment is based on a wide range of criteria including the Pupil Academic Performance, Pupil Attendance, Percentage of Children on Free School meals and the Financial Management of the school.

This report contains the end of key stage assessment results for Foundation Phase and Key stage 2. The school consistently produces higher than average results versus Wrexham Borough and Welsh National results. Core Subject Indicator Keystage 2 100%, Foundation Phase Outcome Indicator 88%.

This year the school was awarded the celebrated Eco Platinum Award for the third consecutive year running, from Keep Wales Tidy - A Welsh Government led initiative. They were also awarded the Healthy Schools Award for the Personal and Social Development strand during 2017/18.

Pupil participation in a wide variety of sports is encouraged and this year options have included football, cricket, netball, swimming, badminton, gymnastics and athletics. The children and teaching staff must be congratulated on reaching the County Finals of the Urdd Youth Eisteddfod in Wales. They gave an outstanding performance and were a true representation of the Welsh Culture and Ethos.

The future of Education is changing with the introduction of the New Curriculum For Wales. The Learning Walks completed by the governors in conjunction with GwE, the North Wales Regional School Improvement Service, and the school staff at St Peter's gave us the opportunity to see how this implemented within the classroom by talking to the children. The children have the opportunities to use many different forms of technology alongside more traditional methods of teaching to support and enhance their learning environment and results. This develops every child so they can achieve their best.

On behalf of the governing body I would like to thank all of those who have helped support the school on a voluntary basis, including governors, volunteers and parents.

We wish the children every success for 2018/19 whether they are returning to the school in September 2018 or moving onto their next educational stage at High School.

Catherine Hennessy Chair of Governors

ST PETER'S GOVERNING BODY

What is a Governor?

The school is managed by the Headteacher and Senior Management Team. Our role is to act as representatives of the community. We put the interests of the children ahead of all other potential considerations. We support the school out in the community, making the most of the successes and its good name, and keeping parents and others informed of developments. We do our best to broadcast any difficulties imposed on us from outside. We support the school by giving what ever help we can to promote and develop the children's school life. We have a wide range of legal responsibilities. We appoint staff, ensure the National Curriculum is being delivered, and we are responsible for policy in areas which have some community sensitivity, such as discipline. Perhaps most of all, we make sure that the school makes the best possible use of resources. All this makes for a somewhat tricky job. It is impossible to please everyone all the time, and that means well-established relationships between Governors and the school community are very important.

GOVERNING BODY

Name and type of Governor with date when office terminates

Chair of Governors (Co-opted Governor)	Catherine Hennessy (Mrs Hennessy can be contacted care of the school)	1/11/19
Parent Governors	Jane Montgomery Ceri Peacock Gareth Roberts vacancy	June 2021 Nov 2021 1/12/19
Foundation Governors	Rev. Huw Butler Richard Huxley Sian Hatton Jones	24/11/20 March 2021 1/10/19
Teacher Governor	Meg Bayliss	Jan 2021
Community/LEA Governors	Cllr Hugh Jones Sarah Greenhalgh Paul Goode	30/11/2021 1/12/18 Nov 2021
Co-opted Governor	Catherine Hennessy	1/11/19
Non-Teacher Governor	vacant	
Headteacher	Helen Pritchard	31/12/18
Clerk	Karen Brown (WCBC)	ex officio

Meetings:

The full Governing Body meets at least once every term. In addition, there are several sub committees, again which usually meet each term.

The Full Governing Body met 3 times during the last year.

The Finance/Staffing/Premises Committee met 4 times during the year.

The Curriculum Committee met 3 times during the year

The Ethos and Well Being Committee met 3 times during the year.

Governor Committees:

Curriculum: S Greenhalgh, M Bayliss, H Pritchard, C Peacock P Goode.

Finance, Buildings and Staffing: C Hennessy, M Bayliss, J Montgomery, G Roberts, H Pritchard.

Ethos and Well Being: H Butler, H Jones, R Huxley, S Hatton Jones, H Pritchard.

Disciplinary: H Jones, G Roberts, vacancy.

Appeals: vacancy, H Butler.

Pay and PM: C Hennessy, S Greenhalgh, H Butler.

Special Needs Governor: S Greenhalgh

Child Protection Governor: C Hennessy

CLASSES AND STAFF AT THE START OF THE AUTUMN TERM (2017):

NURSERY	(24)	Mrs H Matthews
RECEPTION	(20)	Miss E Jones
YEAR 1	(21)	Mrs K Jones
YEAR 1	(21)	Miss K Jones
YEAR 2	(25)	Miss J Evans
Year Three/Four	(30)	Miss M Jones
Year Three/Four	(27)	Mrs S Nuttall
Year Five	(25)	Mrs M Bayliss
Year Six	(28)	Mr M Roberts
Special Needs Support		Mr Williams (.4)
Mrs S Harper was on maternity leave		

Mrs R Roberts employed as HLTA in school (full time).

Mrs Sheard, Mrs Thomas, Miss Povey, Mrs Roberts and Mrs Sloan (fulltime); Mrs Vernon and Mrs Whitfield, (part time) are employed as Classroom Assistants in the Foundation Phase.

Mrs I Roberts, (fulltime) Miss B Jones (part time) and Miss S Evans (full time) are employed as Classroom Assistants with KS2.

Mrs Edwards employed as school secretary.

Mrs Corfield employed as cashier.

Mrs Fell employed as caretaker/cleaner. Mr P Jones took over the role of caretaker in November 2017.

Mrs Armstrong and Mrs Maggs employed as cleaners.

Mrs Fowles, Mrs D Jones, Mrs McCarthy, Mrs Sloane, Mrs Kell, Mrs Sheard and Miss Brimble -mid-day supervisors.

Mrs Fowles, Mrs D Jones and Mrs McCarthy employed as Breakfast Initiative supervisors.

PREMISES AND ORGANISATION

The present school was built in 1949. It consists of one long corridor with classrooms leading from it. There is a spacious Early Years block which consists of three classrooms, as well as a large wet area. This area is utilised by the Nursery and Reception class. The rear teaching area contains four teaching bays, which are used by KS2. All classes extend to include a wet area. The front teaching area contains four classrooms which are used by 3 Foundation Phase classes and 1 Key Stage Two class. The school also possesses two smaller classrooms which are utilised as a Support Classroom and an ICT Room. There is a spacious hall which serves as a gym and dining area. An adequate number of toilets are provided by the school and these are checked at regular intervals by Property Service department from the Council and the Health and Safety governor from school. These rooms have been refurbished and decorated during recent months. Toilets are cleaned daily. The nominated Health and Safety governor makes regular visits to school, inspecting the premises and school grounds and liaising with council officers as necessary.

There are eight full-time classes and a part-time nursery in the school. This year nursery operated on a morning only basis.

All children are organised into mixed ability, flexible groups, which are changed to suit tasks or needs of the children. Classes work mainly with their own teacher but, on occasion, some co-operative/team teaching takes place. Opportunities for bringing cohorts together, within mixed year classes, are also utilised. Teaching Assistants play a vital role in our daily teaching practices, working with small groups and individuals, under the guidance of class teachers. Teachers work closely together planning and discussing work to ensure continuity and progression for all children throughout the school. Children are taught through the medium of English but Welsh is taught as a second language and used incidentally throughout the day.

SCHOOL DAY

Children should not be on the premises before 8.50 a.m. for safety reasons. (Unless attending Before School/ Breakfast Clubs)

9.00 a.m. Bell, children enter school, registration. Session 1.

10.30 a.m. Morning Break.

10.45 a.m. Session 2

12/12.15 p.m. Lunch.

1/1.15 p.m. Session 3

3.00 p.m. Foundation Phase Home Time

3.15 p.m. Keystage 2 Home Time.

Collective Worship is held each day although time and format varies.

ATTENDANCE

Parents, Schools and L.E.A.s share legal responsibilities in respect of school attendance.

A child may be absent on any day:

1. When prevented from attending by sickness or any **unavoidable** cause.
2. Exclusively set apart for religious observance by the religious body to which his/her parents belong.
3. On the grounds that suitable transport has not been provided, and the school is not within walking distance.
4. Permission to take holidays in term time is granted at the discretion of the Headteacher. The Wrexham Council Authorisation Form should be completed at least 2 weeks prior to departure. Fixed penalty notices can be issued to families of children who have a high level of unauthorised absence.

By law we have to tell you about authorised and unauthorised absences.

Attendance at St. Peter's has been excellent; however, we need the support of every parent if we are to maintain this. Punctuality is also very important. The following information provides a breakdown of attendance figures:

Attendance Figures for the academic Year 2016-2017 (most recent figures available)			
Year Group	%Attendance	%Authorised Absences	%Unauthorised Absences
Year 1	96.2	3.8	0
Year 2	96.0	4.0	0
Year 3	95.2	4.0	0.8
Year 4	96.3	3.7	0
Year 5	96.7	3.2	0.1
Year 6	93.9	5.1	1.0
Totals	95.6%	4.0%	0.4%

Overall attendance has increased very slightly from 95.5% to 95.6% in the past academic year but we continue to request that parents ensure non urgent medical appointments, are taken after school and if possible that family holidays are not taken during term time. Certificates are awarded to pupils for excellent attendance each term and over the full academic year. We work closely with our Educational Social Worker, Debbie Thomas, to further improve attendance.

TRANSFER TO HIGH SCHOOL

In July 2018 pupils will transfer from year 6 to: -

- Darland High School - 16 pupils
- St Joseph's High School - 3 pupils
- Bishop Heber High School ,Malpas - 2 pupils
- Bishop Bluecoat High School, Chester - 4 pupils
- Chester Catholic High School - 1 pupil
- Abbeygate College, Chester - 1 pupil
- Ellesmere College, Shropshire - 1 pupil

CURRICULUM

Education has seen many changes in the past and continues to be at the forefront of Government thinking. A 'New Curriculum for Wales' is being developed under the leadership of Professor Graham Donaldson and school is working closely with the North Wales School Improvement Service, GwE, in readiness for this. The well embedded Literacy and Numeracy Framework continue to give structure to our teaching plans along with the Digital Competency Framework. Changes to the format of National Literacy and Numeracy tests are expected to be introduced in the next academic year. We are an English medium primary school but teach Welsh as a second language and encourage our children to take every opportunity to use the language incidentally throughout the day.

ENGLISH: LITERACY

The basic writing skills are constantly taught and re-taught throughout the school. Vocabulary is continually extended, with spelling fostered at an early age. Listening skills are especially important as it is essential to all language development. The art of communication is the chief means of expressing thoughts, feelings and experiences. We believe reading well is the key to success across the curriculum and consequently have invested greatly in new materials in recent years. Structured guided reading sessions are well established throughout the school and impact positively on children's enjoyment and achievement.

MATHEMATICS: NUMERACY

The school uses Abacus Maths as its' main teaching resource. Testing procedures for numerical reasoning and procedural maths are well embedded within teaching routines, in line with national guidelines.

CURRICULUM REVIEW:

The Governing Body reviews the school curriculum through both its full Governing Body and Curriculum Committee. The Governing Body continually review the curriculum, management policies and procedures. School Improvement/Development plans are reviewed as well as policy/scheme documentation.

SCIENCE:

Objectives are defined in terms of skills, concepts and attitudes to be developed. We aim to implement a scientific approach to learning, which develops the processes of observation, data collecting, classification, experimentation, interpretation and recording.

TOPIC PLANS:

At the start of the school year an information booklet was sent home to parents giving an overview of the curriculum. In addition, each term a more specific plan of the areas of the curriculum to be undertaken by each class is sent home with the children.

COLLECTIVE WORSHIP / RELIGIOUS EDUCATION:

Recognising its historic foundation, St. Peter's preserves and develops its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan levels. Religious Education is taught following the Agreed Syllabus. It promotes spiritual development and contributes to moral and social development. We aim to help children attain spiritual awareness and to become familiar with the religious beliefs and practices of our society.

SCHOOL SPORTS – Pupils participate in a wide variety of sporting activities within lessons including swimming sessions held at Wrexham Waterworld, Gymnastics sessions held at the Queensway gym as well as football, rounders, cricket, netball, badminton, dance and rugby sessions run in school. We are always very appreciative of the support we get from Wrexham Sports Development team who send sports coaches into school. This year, for example children across keystone 2 have benefitted from working with badminton coach, Ray Lewis, whilst pupils in Foundation Phase have worked with staff from Wrexham Tennis Centre, developing their racquet skills. We continue to enjoy great sporting success with winning performances from football, rugby, cricket and swimming teams.

ADDITIONAL LEARNING NEEDS.

We endeavour to provide a balanced and broadly-based curriculum including the National Curriculum in our **ADDITIONAL LEARNING NEEDS TEACHING (ALN.)** Careful planning ensures that curriculum development caters for children with ALN and that no pupil is excluded from any area of the National Curriculum. Children receive support either within the mainstream class or by withdrawal for individual or small group support. Close links are maintained with classroom teachers to ensure the success of Individual Education Plans. All pupils with ALN are fully integrated within the school as a whole. Mrs S Greenhalgh is the nominated ALN governor which demonstrates the Governing Body's firm commitment to support children with additional learning needs. The school plans for smaller class sizes wherever possible, and by funds 2 teachers to work with small boost groups. In addition to this, 3 teaching assistants are funded by the Governing Body to work across the four Keystage 2 classes. Children identified as more able and talented may also receive support.

AIMS

- a) To identify and respond to the special educational needs of children.
- b) To monitor the children's progress so that adequate provision can be made for their needs.
- c) To modify such programs as and when the need arises.
- d) To endeavour to help such children employ strategies which can help them cope with their difficulties.
- e) To endeavour to encourage the parents of such children to be involved in their education. Regular review meetings are held, involving all parties concerned, to assess and monitor progress and establish new targets. Support or guidance may be sought from:
 - Area Special Needs Support Teacher
 - School Doctor
 - Educational Psychologist
 - Speech Therapist

CHILDREN ON REGISTER

January 2018

STAGE	NUMBER
SCHOOL ACTION	8
SCHOOL ACTION PLUS	7
STATEMENTED	1

Pupils with Disabilities

The school will admit all pupils whose educational needs can be met from the resources provided to it and whose admission will not significantly detract from the needs of other pupils. Where children have a statement maintained on them, their admission must be negotiated via the LA's Statementing Officer. Pupils with disabilities will not be treated less favourably than other pupils. Guidelines are followed as laid down in The Disability Discrimination Act.

EXTRA CURRICULAR ACTIVITIES

After school or lunchtime clubs have included choir, first aid, football, netball, cricket, badminton, gardening, tennis, cookery, craft and Urdd/Cymraeg Campus (Welsh).

MUSIC TUITION

Lessons were offered in woodwind (flute/clarinet), brass (trombone and trumpet) and strings (violin and cello) by LA peripatetic staff.

SCHOOL VISITS

Numerous visits have been made including Speke Hall, Ty Mawr Country Park, Welsh Jambori, Erddig, Techniquet, Wrexham Museum, Wonderland-Telford, Christ Church Rossett.

RESIDENTIAL VISITS

Pentrellyncymmer –Yr. 3, Nant Bwlch Yr. Haearn -Yr. 4, Kingswood –Yr. 5, Glan Llyn – Yr. 6

PROFESSIONAL DEVELOPMENT

This area is taken very seriously by the school. Staff attend regular updates on curriculum initiatives and other courses according to the requirements of the school. During the 2017-18 school year the courses were attended linked to the following curriculum areas –Welsh, Reading, RE, Collective Worship, Science, Maths, Numerical Reasoning, ICT/MIS/SIMS, Foundation Phase Profile, Transition and Behaviour. Many information sessions have been attended to support preparations for the implementation of the New Curriculum for Wales.

ASSESSMENT

Teachers carry out their own continuous assessment of children throughout the year. National formal assessments (Foundation Phase Profile) are made at the start of each school year for nursery and reception children. This gives teachers and parents an indication of where their children are when they start full time education. It also provides the school with information to monitor progress throughout foundation phase. At the end of Year 2 (Foundation Phase) and Year 6 (Key Stage 2) formal teacher assessments take place.

In accordance with reporting regulations, the school presents a summary of the school results at the end of both Foundation Phase and Key Stage 2.

- A typical 7-year-old will be assessed as Foundation Phase outcome 5. This standard is equivalent to a National Curriculum level 2 in the previous system.
- An assessment of out come 6 is only achieved by a small number of children by the age of 7. This standard is equivalent to a National Curriculum level 3.
- A typical 11-year-old will be on level 4.
- A level 5 is only achieved by a small number of children at the age of 11.
- Most pupils will move to a new level every two years approximately.
- At any one-time pupils are likely to reach a higher level in some areas more than others.

The interpretation of school results is a complex matter and is only one indicator of the quality of education provided at the school.

FOUNDATION PHASE OUTCOMES 2018 COMPARATIVE INFORMATION								
Summary of National Curriculum results of pupils in the school (2018) and nationally (2018) At the end of Foundation Phase (year 2) as a percentage of those eligible. 25 children in the cohort.								
	W	1	2	3	4	5	6	5+
PERSONAL + SOCIAL DEV.								
TA: school						8	92	100
TA: nationally	0.3	0.2	0.4	0.9	3.1	33.3	61.2	94.5
ENGLISH								
TA: school				0	12	20	68	88
TA: nationally	0.4	0.2	0.5	1.6	8.6	50.0	37.9	87.9
MATHEMATICS								
TA: school				0	12	20	68	88
TA: nationally	0.3	0.2	0.3	1.3	7.2	51.5	38.6	90.1
KEY STAGE TWO NATIONAL CURRICULUM ASSESSMENT RESULTS 2018 COMPARATIVE INFORMATION								
Summary of National Curriculum results of pupils in the school (2018) and nationally (2018) At the end of Key Stage Two as a percentage of those eligible. 28 children in this cohort.								
ENGLISH		1	2	3	4	5	6	4+
TA: school				0	25	75	0	100
TA: nationally		0.4	1.4	6.3	46.4	43.0	1.7	91.1
MATHEMATICS								
TA: school				0	17.9	82.1	0	100
TA: nationally		0.4	1.2	6.0	44.6	45.3	1.8	91.6
SCIENCE								
TA: school				0	17.9	82.1	0	100
TA: nationally		0.3	1.1	5.5	45.8	46.2	0.2	92.2
WELSH								
TA: school				7.1	53.6	39.3	0	92.9
TA: nationally		1.0	2.5	14.2	54.6	26.0	0.3	80.9

CORE SUBJECT INDICATOR (CSI)/FOUNDATION PHASE OUTCOME INDICATOR (FPOI)

The figures represent the percentage of pupils attaining at least outcome 5 for Foundation Phase and level four at KS2 in each of the subjects of English, Mathematics and Science.

	2013	2014	2015	2016	2017	2018
F Phase						
School	91%	100%	96%	97%	95%	88%
Nationally	85%	85%	85%	87%	87%	87.3%
KS2						
School	100%	97%	96%	93%	94%	100%
Nationally	84%	84%	86%	88%	88.6%	89.5%

TARGET SETTING

As a school, we continually strive for improvement. We see the need to set specific and realistic targets which are attainable but challenging. We value the individuality of every child and aim to set individual targets as well as placing an emphasis on specific cohorts of children. The school derives its pupil targets from on-going teacher assessment, supported by standardised tests in English and Mathematics. Our targets are regularly monitored, both internally and by GwE, the North Wales Regional School Improvement Service, to ensure that they rigorously reflect the abilities of specific cohorts of children. Targets are set on pupils achieving outcome 5 or above in Foundation Phase and pupils achieving level four or above at KS2 – such levels being the expected attainment for these specific year groups.

SUMMARY-FOUNDATION PHASE – overall results The results represent % of pupils achieving outcome 5 +													
	2013		2014		2015		2016		2017		2018		
	Sch	Nat	Sch	Nat									
ENGLISH	91	85	100	86	96	86	97%	88%	95	88	88	87.9	
MATHS	94	87	100	87	96	89	97%	90%	100	89.9	88	90.1	
PSE	97	93	100	93	96	94	97%	95%	100	94.5	100	94.5	
Performance compared to TARGETS set.													
	Tgt	Act	Tgt	Act									
ENGLISH	94	91	100	100	96	96	96	97	88%	95%	95%	88%	
MATHS	94	94	100	100	96	96	96	97	88%	10%	95%	88%	
PSE	100	97	100	100	96	96	96	97	100%	100%	100%	100%	

TARGETS 2019

Language: 93%, Mathematical Development: 98%, PSE: 100%

SUMMARY-KEY STAGE TWO – overall results The results represent % of pupils achieving level 4+													
	2013		2014		2015		2016		2017		2018		
	Sch	Nat	Sch	Nat									
ENGLISH	100	87	97	87	96	88	93	90	94%	90.3%	100%	91.1%	
MATHS	100	88	97	88	100	89	93	90	94%	91%	100%	91.6%	
SCIENCE	100	90	100	90	96	90	93	91	94%	91.7%	100%	92.2%	
Performance compared to TARGETS set.													
	Tgt	Act	Tgt	Act									
ENGLISH	94	100	97	97	96	96	89	93	89%	94%	100%	100%	
MATHS	94	100	97	97	96	100	89	93	89%	94%	100%	100%	
SCIENCE	94	100	97	100	92	96	89	93	89%	94%	100%	100%	

TARGETS 2019

ENGLISH: 92%, MATHEMATICS: 96%, SCIENCE: 96%

2018 NATIONAL CURRICULUM ASSESSMENT REVIEW

FOUNDATION PHASE SUMMARY

88% of pupils achieved the foundation phase outcome indicator (FPOI), indicating performance at outcome 5 or above in English (Language, literacy and communication skills), Maths and Personal and Social Development. This compared to a national figure of 87.3%. This information needs to be understood within the context of the cohort, with 16% of children receiving support for Additional Learning Needs, whether internal or external, for example Speech and Language support or with the Educational Psychologist. We are delighted with this result, which highlights the hard work of staff and pupils alike.

In language, literacy and communication, most pupils (88%) achieved the expected level or above. Outcome 6 performance was particularly strong with 68% of pupils achieving this higher level compared to national performance of 37.9%. A greater number of girls than boys achieved outcome 6 but this margin was narrower than in previous years. (73% girls compared to 60 % boys). In maths, boys outperformed girls at outcome 5, by 3% (90% boys, 87% girls) but for outcome 6, this position was reversed with girls outperforming boys by 13%. (boys 60% girls 73.3%) Outcome 5 in Personal and Social Education was achieved by all our pupils and outcome 6 performance was particularly strong with 92.5% achieving this outcome against a national figure of 52.5%.

There were 25 pupils in the cohort- 10 boys and 15 girls.

KEY STAGE TWO SUMMARY

100% of pupils achieved the core subject indicator (CSI) compared to 89.5% of pupils nationally, reflecting performance at the expected level or higher in English, Maths and Science. In English level 4+ performance of 100% compared to a national figure of 91.1%. 75% of our pupils achieved level 5 comparing strongly to the national picture of 43%. For Level 5 English, whilst girls outperformed the boys by 25%, that 61.5% of boys achieved level 5 compares very strongly to national performance of 37.2%. Performance in maths was quite equal when looking at the gender breakdown of 80% of girls and 84.6% of boys achieving level 5. Both figures compare very strongly to national statistics of 46% of girls and 44.6% of boys achieving level 5. In science girls (86.7%) outperformed the boys (76.9%) at level 5, by 9.8% but this reflected closer performance than in previous years. Both figures compare very strongly against national data showing 48.9% of girls and 43.7% of boys being at level 5.

68% of pupils achieved the CSI at level 5, showing consistently high performance after results of 62% in 2016 and 61% in 2017.

There were 28 pupils in this cohort, with a gender split of 15 girls and 13 boys.

FINANCE

Each school receives its funding from the LEA. The amount is based on pupil numbers. It pays for the general running costs of the school – payroll, books, equipment, and maintenance work. The Headteacher consults with the Governing Body and Staff to prioritise specific requirements, especially those laid down in the School Development Plan. The school aims to hold a contingency to safeguard staffing levels and pay for large projects – like refurbishment of buildings. This year, improvements have been made to school toilets, perimeter fencing, security alarms, and the school heating system. We also have a school fund, where donations and money from special fund-raising ventures are deposited. The money donated to school by the PTA makes a huge impact on our spending plans, enabling us to buy equipment and resources we would otherwise have been unable to have. For example, this last year, as well as contributing towards transport cost for swimming and gym and paying for a theatre group to perform in school, PTA funds have been used to buy ICT software.

DELEGATED BUDGET 2017-2018		
AREA	School Budget	Out-turn
EMPLOYEES	£723,268	£711,884.87
PREMISES	£41,159	£37,361.60
SUPPLIES	£24,596	£31,260.27
SUPPORT SERVICES	£42,647	£42,703.25
INCOME	£109,656.54	£147,095.16
CONTINGENCY	£10,726	
TOTAL	£711,902	£678,924

THE WIDER COMMUNITY

The school incorporates local studies in the planned curriculum. Local visits take place, and the history and geography of the local area are studied. We work closely with our Police Schools' liaison officers, PC Debbie Barker and PC Stuart Reeves and the local police, especially PCSO Alison Heron. As a Church in Wales school we celebrate Christian festivals according to the church year and often use the church building as a resource when developing topical work into the curriculum and as a location for our Christmas celebrations. School made an important contribution to the celebrations for the 125th anniversary of the consecration of the church building. Close links continue with Wrexham Highways team on developing road safety awareness through the Kerbcraft scheme. This year we have participated in the Sustrans Active Journeys to Schools project. Governors have liaised closely with the local councillor to improve road safety in the immediate vicinity of the school.

The school contributes to the Horticultural Society Annual Open Day. The school fete involves many local industries that provide valuable additional funding for the school. The school building is also utilised by Rossett Bowling Club, Burton and Rossett Horticultural Society, the WI and a Go Ride local cycling group.

FUNDRAISING EVENTS

A Harvest Service was held at Christ Church raising money and collecting goods for Wrexham Foodbank charity.

Classrooms in the Clouds, Royal British Legion Poppy Appeal, Phab Kids and Red Nose Day were among other national charities supported.

PROJECTS AND INITIATIVES

Following receipt of our Platinum Eco Award, the school continues to work hard on environmental issues. Recent projects include the development of an irrigation system to supply the poly tunnel. We have received financial support with this from Rossett Community Council, Rossett Festival Committee, and the Balfour Trust for Rossett. We are appreciative for practical support from Mr C Murray and members of the Burton and Rossett Horticultural Society. The school continue to work closely with Wrexham County Borough Council on the Healthy Schools Initiative focussing on healthy lifestyles. We encourage our children to eat healthily and the snacks which we provide in school conform to Healthy Eating policies. This year we have participated in year 1 of the Sustrans Active Journeys to Schools project.

SCHOOL PROSPECTUS

Information about school is shared with parents and prospective parents in our prospectus. This is reviewed on an annual basis to reflect changes and developments in school life. We are always looking for ways to improve our home-school communication. For several years now, for example, we have sent newsletters home via email. Our website, (www.stpeters-pri.wrexham.sch.uk) links directly to our St Peter's 'app', bringing notifications of updates to your smart phone. Details of how to download the app are on the website. We also have a very popular school 'Twitter' account which is updated regularly with a selection of school news and photographs. We hope this offers parents and families an insight into our busy school day! You can follow us on @stpetersrossett

INSPECTION UNDER SECTION 50 OF THE SCHOOL INSPECTION ACT **2003.** July 2016

Denominational Inspector: Mr Gareth Williams, M.Ed.

National Society Section 50 Accredited Inspector

KQ1	Does the school have a distinctive Christian character and is this reflected in the experience of learners?	GOOD
KQ2	How well does school, through its distinctive Christian character, meet the needs of all learners	GOOD
KQ3	How well is the school led and managed as a church school?	EXCELLENT

In addition, the answer to the question, "Does the school fulfil its statutory requirements for collective worship, religious education, admissions and information for parents?" is YES

A wide range of data was collected on the pre-inspection visit and an outline of the Section 50 Inspection requirements was given to the Headteacher. The section 50 inspector attended the Estyn Parents' Meeting. A number of parental questionnaires (49) were returned.

Inspection observations included:

- Whole school Collective Worship
- Foundation Phase Collective Worship
- KS2 Collective Worship
- Discussions with a cross section of pupils and members of School Council and Eco Council.
- Discussions with H/t and staff with responsibility for RE and CW
- Observation of pupils out of class
- Scrutiny of classrooms, library areas, noticeboards and worship areas.
- Discussion with a foundation Governor

Main Findings

The school meets the statutory requirements of a Voluntary Controlled School and recognises the Trust Deed which is in place. The central place that collective worship should have in a Church school is clearly defined. The teaching of RE is in line with Diocesan and LEA guidelines and parents are aware of their right of withdrawal from RE and Collective Worship. The school Admissions Policy is available in the Prospectus which also includes other information relevant to stakeholders.

Established strengths

- The excellent behaviour and attitude of the children.
- The children of St. Peter's school are well supported by all adults to secure their full potential.
- The high standard of Collective Worship
- The Christian leadership of the Head teacher and Governors.

Focus for development

- To further embed whole school pupil-led Collective Worship and evaluation.
- Continue to develop the role of the subject leader and Governors in the development of school religious affairs.
- Further develop assessment in RE, to ensure the same focus as other school subjects.
- To further develop the role of the Ethos and wellbeing groups to include all aspects of school life.

The school is pleased with the findings which reflects that the pupils demonstrate a positive ethos for learning, social interaction and achievement in their attitudes, values and behaviour. The Inspector's recommendations have been discussed and incorporated into a forward planning document to further develop Collective Worship.

INSPECTION UNDER SECTION 10 OF THE SCHOOL INSPECTION ACT 1996

Registered Inspector Mr Nicholas Jones for Estyn, Her Majesty's Inspectorate for Education and Training in Wales. The School was inspected in the week beginning July 4th, 2016.

A team of four inspectors, including a lay and peer inspector, inspected the school over four days.

Pre-inspection meetings were held with staff, parents and the Chair and Vice Chair of Governors to discuss the life and work of the school.

During the inspection, discussions were held with the Headteacher, teachers and support staff. Discussions were also held with pupils about their work and the school. A sample of the pupils' work both practical and written, from across the ability range in each year group was examined. Pupils' behaviour was observed at various times during the day. Inspectors attended assemblies and observed extra curricular activities. A post inspection meeting was held with the Chair of Governors, the GwE Link Officer and the Head to discuss the outcomes of the inspection.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Most pupils attain well
- Nearly all pupils understand that eating well and taking regular exercise are important for their health
- The school provides a wide range of relevant and interesting learning experiences for most pupils, which affects their standards purposefully
- Teaching is generally successful and supports effective learning
- The provision for caring, supporting and guiding pupils is diligent and purposeful
- The use of support staff to support teaching and learning is successful and a strength at the school
- Staff use the indoor and outdoor learning environments creatively, ensuring that the building and grounds stimulate pupils' learning effectively

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher, senior leadership team and governors provide a clear direction to the work of the school
- The school has a reliable track record of managing improvements over time
- The school's self-evaluation report is thorough and there are purposeful targets for improvement in the school development plan
- The governing body supports the school well
- Effective partnerships support pupils' outcomes positively
- All staff are positive about improving their practices and take part actively in professional development and training, which affects pupils' learning effectively

In order to improve further the school needs to:

- R1. Improve pupils' knowledge and understanding of the language and culture of Wales
- R2. Refine planning to ensure that pupils are challenged in line with their abilities, especially the more able pupils
- R3. Ensure that the feedback to pupils' work is consistent and that it leads directly to the next steps in their learning
- R4. Address the matter related to health and safety

These recommendations have been addressed in a School Post Inspection Action Plan which was produced in the Autumn Term 2016.

COMPLAINTS PROCEDURES -summary

Informal Stage

If a person has a complaint relating to the school, she/he should make it known to a member of staff or a Governor, in writing or verbally.

If the complaint is not resolved to the satisfaction of the complainant, she/he is entitled to make a formal complaint.

The Formal Stage

The complainant makes a formal complaint in writing to the Headteacher.

The Complaints Officer will then investigate the complaint and reach a decision as to what action, if any, should be taken. However, if the Complaints Officer regards the complaint as sufficiently serious or urgent, and she/he is not the Headteacher, she/he can refer the matter to the Chair of Governors who can delegate the investigation to a committee.

Once the Complaints Officer has reached a decision as to what action, if any, should be taken, he will communicate it in writing to the complainant.

Appeal to the Governing Body.

If the complaint is not resolved to the satisfaction of the complainant, she/he is entitled to appeal to the Chair of Governors.

The school has policies for all curriculum areas and for a wide range of aspects of school management. The school has a policy for disability equality and accessibility, which is available upon request.

Term Dates for the academic year 2018-19

Autumn Term -Mon Sept 3rd-Fri Dec 21st (half term Mon 29th Oct-Fri Nov 2nd)

Spring Term -Mon Jan 7th -Fri April 12th (half term Mon 25th Feb- Fri 1st Mar)

Summer Term -Mon Apr 29th-Monday July 22nd (half term Mon May 27th-Fri May 31st)

The Primary schools in the Darland cluster have agreed the following training days-

Monday 3rd September 2018

Monday 7th January 2019

Monday 29th April 2019

Friday 14th June 2019

Monday 22nd July 2019

July 2018