

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



Governors' Annual  
Report for Parents  
Full Report  
Sept 2019-July 2020

**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 2019 to July 2020.

**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 Richard Huxley –Chair of Governors**

As you know, this year has been a challenging one for everyone as a result of Covid 19. I would like to thank all staff who contributed to the provision of teaching and support to those pupils who were in school and those learning at home. I was involved in the preparation of the Risk Assessment and I want to take this opportunity to thank the Headteacher and staff and all those who contributed to that task to enable the school to be and remain a safe place for all involved in the life of the school.

I would like to thank teaching staff, cleaning and caretaking staff, canteen staff, volunteers, governors, parents and the PTA who have worked hard in these difficult times.

There were still many successes to celebrate, notably the fifth consecutive year of being awarded the Eco Schools' Platinum Award, following external assessment in early January and receiving the Cymraeg Campus Bronze Award after 2 visits from external assessors in January and February. We continue to work on our submission for the Healthy Schools National Quality Award but this has been delayed due to current restrictions linked to Covid 19.

Government timescales for the introduction of the New Curriculum for Wales remain. This new curriculum offers the opportunity for the children to become confident independent learners whilst being supported by the core curriculum to help to shape their successful futures. Myself and other governors in conjunction with the teaching staff and GwE (the North Wales Regional Improvement Service) have carried out regular visits to the school involving Learning Walks and Book Scrutinies to look at specific areas. This enables the opportunity to see how the new curriculum is taught within the classroom and gain feedback interact from the children and staff. The use of different forms of technology has been more important than ever this year in supporting home learning.

The governing body continues to support St Peter's School strong Christian ethos. We seek opportunities to strengthen links with the Church supporting new school Christian initiatives.

We wish the children every success for 2020/21 whether continuing in St Peter's or their chosen High School

Richard Huxley

Chair of Governors

## ST PETER'S GOVERNING BODY

### The Governor Role

- To ensure the clarity of vision, ethos and strategic direction of the school.
- To oversee the financial performance of the school and ensure money is well spent.
- To be committed to the ongoing development of the school and getting to know the school well.
- To be committed to playing an active part whilst working as a part of a team.
- To focus on the strategic role rather than getting involved in operational matters.
- To ensure good governance across the school, meeting all legal and educational standards.
- To provide robust challenge and hold the school leaders to account, whilst listening to and respecting the view of others.
- To hold the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff.

### GOVERNING BODY

Name and type of Governor with date when office terminates

Chair of Governors	Richard Huxley (Mr Huxley can be contacted care of the school)	16/01/21
Parent Governors	Jane Montgomery Ceri Peacock Claire Coles Helen Savva	30/06/21 01/11/21 29/01/24 01/11/22
Foundation Governors	Rev. Huw Butler Richard Huxley Sian Hatton Jones	06/03/24 16/01/21 23/11/23
Teacher Governor	Meg Bayliss	16/01/21
Community/LEA Governors	Cllr Hugh Jones Sarah Greenhalgh Louise Todd Wendy Pace	15/11/21 14/12/20 01/06/23 29/01/24
Non-Teacher Governor	Fiona Sloan	29/01/24
Headteacher	Helen Pritchard	in post
Clerk	Karen Wilson (WCBC)	ex officio

#### Meetings:

The full Governing Body meets at least once every term. In addition, there are three 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 3 times during the year.

The Curriculum Committee met 3 times during the year

The Ethos and Well Being Committee met twice during the year.

**Please note, from April, due to social distancing requirements our meetings were held 'virtually' using Microsoft Teams.**

Some of the work of the Governing Body is delegated to sub committees. This has increased the time available to discuss important issues at the main meetings, whilst specialist issues can be discussed at greater length by smaller groups. Each committee reports fully to the whole Governing Body through its agenda / minutes. Main areas of policy review this year have included responding to Corona Pandemic, child protection, safeguarding, health and safety, and curriculum developments related to the New Curriculum for Wales. Many curriculum polices have also been reviewed.

#### Governor Committees:

Curriculum: S Greenhalgh, M Bayliss, H Pritchard, C Peacock, H Savva, F Sloan.

Finance, Buildings and Staffing: R Huxley, M Bayliss, J Montgomery, W Pace, L Todd, H Pritchard.

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

Disciplinary: H Jones, vacancy, vacancy

Appeals: H Butler, vacancy.

Pay and PM: R Huxley, S Greenhalgh, H Butler.

Additional Learning Needs Governor: H Savva

Child Protection Governor: H Savva

## **CLASSES AND STAFF AT THE START OF THE AUTUMN TERM (2019):**

Nursery	(23)	Mrs H Matthews
Reception	(20)	Miss E Jones
Year One	(31)	Mrs S Harper
Year Two	(17)	Mrs K Perrin
Year Three	(21)	Mrs K Jones
Year Three	(22)	Miss M Jones (.8) /Mrs I Roberts (.2)
Year Four	(25)	Mrs S Nuttall (.6) /Mrs M Bayliss (.4)
Year Five/Six	(30)	Mrs J Edwards
Year Five/Six	(29)	Mr M Roberts
Special Needs Support		Mr A Williams (.4)

Mrs R Roberts is employed as HLTA in school (full time) based with KS2.  
Mrs Thomas, Mrs Roberts and Mrs Sloan (fulltime); Mrs Whitfield, (part time) are employed as Classroom Assistants in the Foundation Phase.

Mrs I Roberts, (.8) Miss B Jones (part time) are employed as Classroom Assistants with KS2.

Mrs Edwards employed as school secretary.

Mr P Jones employed as caretaker.

Mrs Armstrong and Mrs Maggs employed as cleaners.

Mrs Fowles, Mrs D Jones, Mrs McCarthy, Mrs Sloan, Mrs Kell, Mrs Roberts and Mrs Walsh -mid-day supervisors.

Mrs Fowles, Mrs D Jones 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. The school meets the required standard for toilet facilities and these are checked at regular intervals by WCBC Property Services department and the Health and Safety governor from the school. Toilets are cleaned daily. The nominated Health and Safety governor makes regular visits to school, inspecting the premises and school grounds and liaises with council officers to make changes 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. **However this has been suspended this year due to the Corona Pandemic.**

Attendance at St. Peter's has been good; however, we need the support of every parent if we are to make this excellent. Punctuality is also very important.

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 2020 pupils transfer from year 6 to: -

• Darland High School	–	25 pupils
• St Joseph's High School	-	2 pupils
• Bishop Heber High School ,Malpas	-	1 pupil
• Bishop Bluecoat High School, Chester	-	2 pupils
• Chester Catholic High School	-	4 pupils
• The King's School, Chester	-	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 have been introduced with 2 of the 3 tests being completed electronically this 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. We were delighted to be awarded the Cymraeg Campus Bronze Award in recognition of our use of Welsh language throughout the school 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 Olympus Gym in Llay 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 and the Darland Cluster 560 Officer. This year, children across Keystage 2 have again 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 sporting success with winning performances from football, netball, athletics 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, demonstrating the Governing Body's firm commitment to support children with additional learning needs. The school plans for smaller class sizes wherever possible, and 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 2020**

STAGE	NUMBER
SCHOOL ACTION	7
SCHOOL ACTION PLUS	4
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, football, netball, keep fit, badminton, gardening, tennis, cookery, craft, percussion 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 Dangerpoint, Erddig, Techniquet, Venue Cymru/Welsh National Opera, Plas Derw/Greenfields and 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 2018-19 school year the courses were attended linked to the following curriculum areas/aspects –Welsh, Reading, RE, Collective Worship, Maths, Numerical Reasoning, Effective Learning ICT, MIS/SIMS, and Transition. Many information sessions have been attended to support preparations for the implementation of the New Curriculum for Wales.

#### **ASSESSMENT**

**Please note usual assessment procedures and requirements have greatly changed due to the partial closure of school in the Spring and Summer Terms.**

Teachers carry out their own continuous assessment of children throughout the year. National formal assessments (Baseline Assessment) 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) 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.
- b) 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.
- c) A typical 11-year-old will be on level 4.
- d) A level 5 is only achieved by a small number of children at the age of 11.
- e) Most pupils will move to a new level every two years approximately.
- f) 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.**

Please note, due to the impact of the corona epidemic on schooling and assessment, this is the most recent data available.

FOUNDATION PHASE OUTCOMES 2019 COMPARATIVE INFORMATION								
Summary of National Curriculum results of pupils in the school (2019) and nationally (2018) At the end of Foundation Phase (year 2) as a <b>percentage</b> of those eligible. 43 children in the cohort.								
	N/D/W	1	2	3	4	5	6	5+
<b>PERSONAL + SOCIAL DEV.</b>								
TA: school	0	0	0	0	0	33	67	100
TA: nationally	0.1	0.3	0.5	1.2	3.8	34.0	59.4	93.4
<b>ENGLISH</b>								
TA: school	0	0	0	0	2	42	56	98
TA: nationally	1.1	0.4	0.9	3.1	10.5	50.5	33.5	84.0
<b>MATHEMATICS</b>								
TA: school	0	0	0	0	2	42	56	98
TA: nationally	0.9	0.3	0.6	2.2	9.5	52.6	33.9	86.6

KEY STAGE TWO NATIONAL CURRICULUM ASSESSMENT RESULTS 2019 COMPARATIVE INFORMATION								
Summary of National Curriculum results of pupils in the school (2019) and nationally (2018) At the end of Key Stage Two as a <b>percentage</b> of those eligible. 27 children in this cohort.								
	N/D	1	2	3	4	5	6	4+
<b>ENGLISH</b>								
TA: school			4	0	30	67	0	96
TA: nationally	0.5	0.5	1.2	6.5	45.1	44.2	1.7	91.1
<b>MATHEMATICS</b>								
TA: school			4	0	30	67	0	96
TA: nationally	0.5	0.4	1.1	5.9	44.0	45.6	2.2	91.8
<b>SCIENCE</b>								
TA: school			4	0	30	67	0	96
TA: nationally	0.5	0.4	1.0	5.7	45.6	46.1	0.4	92.1
<b>WELSH</b>								
TA: school			4	7	19	70	0	89
TA: nationally	1.4	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.

	2015	2016	2017	2018	2019	2020
<b>F Phase</b>						
School	96%	97%	95%	88%	98%	data
Nationally	85%	87%	87%	87.3%	82.6%	not
<b>KS2</b>						available
School	96%	93%	94%	100%	96%	
Nationally	86%	88%	88.6%	89.5%	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. It is also important to take note of a child's academic starting point when setting targets, mindful that not all pupils enter school with the same skill set.



<b>SUMMARY-FOUNDATION PHASE – overall results</b> The results represent % of pupils achieving outcome 5 +												
	2015		2016		2017		2018		2019		2020	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
ENGLISH	96	86	97%	88%	95	88	88	87.9	98%	84.0	*	*
MATHS	96	89	97%	90%	100	89.9	88	90.1	98%	86.6	*	*
PSE	96	94	97%	95%	100	94.5	100	94.5	100%	93.4	*	*
<b>Performance compared to TARGETS set.</b>												
	Tgt	Act	Tgt	Act	Tgt	Act	Tgt	Act	Tgt	Act	Tgt	Act
ENGLISH	96	96	96	97	88%	95%	95%	88%	93%	98%	*	*
MATHS	96	96	96	97	88%	10%	95%	88%	98%	98%	*	*
PSE	96	96	96	97	100%	100%	100%	100%	100%	100%	*	*

<b>SUMMARY-KEY STAGE TWO – overall results</b> The results represent % of pupils achieving level 4+												
	2015		2016		2017		2018		2019		2020	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
ENGLISH	96	88	93	90	94%	90.3%	100%	91.1%	96%	91.1%	*	*
MATHS	100	89	93	90	94%	91%	100%	91.6%	96%	91.8%	*	*
SCIENCE	96	90	93	91	94%	91.7%	100%	92.2%	96%	92.1%	*	*
<b>Performance compared to TARGETS set.</b>												
	Tgt	Act	Tgt	Act	Tgt	Act	Tgt	Act	Tgt	Act	Tgt	Act
ENGLISH	96	96	89	93	89%	94%	100%	100%	92%	96%	*	*
MATHS	96	100	89	93	89%	94%	100%	100%	96%	96%	*	*
SCIENCE	92	96	89	93	89%	94%	100%	100%	96%	96%	*	*

\* Data not available for 2020

## 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 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 hardware.

<b>DELEGATED BUDGET 2019-2020</b>		
<b>AREA</b>	<b>School Budget</b>	<b>Out-turn</b>
EMPLOYEES	£771,801.00	£764,902.15
PREMISES	£42,817.00	£39,468.39
SUPPLIES	£24,539.00	£30,689.29
SUPPORT SERVICES	£48,746.00	£49,161.00
INCOME	£159,385.00	£179,916.71
CONTINGENCY	£14,738.00	
<b>TOTAL</b>	<b>£743,356.00</b>	<b>£704,304.12</b>

<b>SCHOOL FUND 2019-2020</b>		
<b>AREA</b>	<b>RECEIPTS</b>	<b>PAYMENTS</b>
MISCELLANEOUS	£29,996.66	£21,160.86
PHOTOGRAPHS	£451.04	
CHRISTMAS	£2260.00	£300
THEATRE		£400.00
BOOKS		£1,462.98
EQUIPMENT		£3,329.03
TRIPS	£2,047.55	£2,497.50
GYM/SWIMMING/SPORT/ CLUBS	£753.90	£5,692.50
	£419.48	£468.68
<b>TOTAL</b>	<b>£35,928.63</b>	<b>£35,311.55</b>
<p><b>BALANCE BROUGHT FORWARD:</b>            Closing balance from last year       £8,559.72            Cheques written back in (not presented to bank) £20.00            Income 01.04.19 – 31.03.20       £35,928.63  <b>TOTAL £44,508.35</b></p> <p><b>EXPENDITURE</b>            Bank Balance 31.03.20               £9,196.80            Expenditure 01.04.19 – 31.03.20   £35,311.55            Cheques presented late               £0  <b>TOTAL £44,508.35</b></p>		

#### **COMMUNITY / LOCAL / NATIONAL ISSUES**

**PARENTS** play an invaluable role in St. Peter's and help in many ways: reading, art activities, sporting activities and educational visits. We are especially grateful to the PTA for the social events that they organise as well as the excellent fundraising, the 'fruits' of which benefit all our children.

<p><b>PTA</b>            Chairperson –Wendy Pace, Treasurer – Ruth Ward, Secretary- Frances Jones            Committee members Sue Willcock, Hannah Dean, Jen Sutherland, Delyth Jones,            Tim Burnett.</p> <p style="text-align: center;"><i>Some events organised included-</i></p> <table style="width: 100%;"> <tr> <td>Recycling collections</td> <td>Christmas Fayre</td> </tr> <tr> <td>Children's Disco</td> <td>Personalised Christmas Cards</td> </tr> <tr> <td>Quiz Night</td> <td></td> </tr> </table> <p>Corona Virus has obviously had a major impact on PTA plan's for the year.</p>	Recycling collections	Christmas Fayre	Children's Disco	Personalised Christmas Cards	Quiz Night	
Recycling collections	Christmas Fayre					
Children's Disco	Personalised Christmas Cards					
Quiz Night						

#### **WRAPAROUND CARE**

In response to parental feedback we have made improvements to our out of school childcare. Nursery age pupils are able to access before and after school clubs. We have also taken advantage of the Welsh Government Free Breakfast Initiative, offering children a healthy meal at the start of the school day and enabling parents to get off to work promptly, in the knowledge that their child is happy and well cared for.

#### **STUDENTS**

St. Peter's welcomes students and works in partnership with the University of Wales (Bangor), Glyndwr University, Wrexham, Chester University, Coleg Cambria and Darland High School.

#### **EQUALITY PLAN**

School has a detailed Strategic Equality Plan which focuses on a wide range of aspects of school life. The plan is updated as part of the cycle of policy review within school. A nominated governor works closely with the headteacher on this area.

<p><b>VISITORS TO SCHOOL</b>            Bishop's Visitor, Local Clergy, Secondary Teachers, Students from Higher Education, LA and GwE Advisors, Educational Psychologist, Health Service, School Nurse, Fire Service, Police Liaison, Kerbcraft, Care Standards Inspectors, Football coaches, Theatre Groups and many more!</p>
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### **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 officer, PC Stuart Reeves and the local police, especially PCSO Lisa Davies. As a Church in Wales school we celebrate Christian festivals according to the church calendar and often use the church building as a resource when developing topical work into the curriculum and as a location for our Christmas celebrations. Close links continue with Wrexham Highways team on developing road safety awareness. This year we have again participated in the Sustrans Active Journeys to Schools project. The school building is also utilised by Rossett Bowling Club, Burton and Rossett Horticultural Society, the WI and the Go Ride local cycling group.

### **FUNDRAISING EVENTS**

A Harvest Service was held at Christ Church raising money for Christian Aid. Royal British Legion Poppy Appeal, Teams4U, Macmillan Cancer Support, Nightingale House 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.

### **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](http://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 extracurricular 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

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### **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  
This was produced in the Autumn Term 2016.

Please note, the school was inspected in June 2019 but at the time of writing Estyn's report has not yet been published. It will be shared with parents in due course and be incorporated into next year's Annual Report to Parents.

## **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 2020-21**

Autumn Term -Tues Sept 1<sup>st</sup> -Fri Dec 18<sup>th</sup> (half term Mon 26<sup>th</sup> to Oct-Fri Oct 30<sup>th</sup> )

Spring Term -Mon Jan 4<sup>th</sup> -Fri March 26<sup>th</sup> (half term Mon 15<sup>th</sup> Feb- Fri 20<sup>th</sup> Feb)

Summer Term –Mon Apr 12<sup>th</sup>-Tuesday July 21<sup>st</sup> (half term Mon May 31<sup>st</sup> -Fri June4<sup>th</sup>)

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

Monday 1<sup>st</sup> and Tuesday 2<sup>nd</sup> September 2020 –Operational Days (linked to Corona planning)

Monday 4<sup>th</sup> January 2021

Tuesday 22<sup>nd</sup> February 2021

Monday 12<sup>th</sup> April 2021

Friday May 28<sup>th</sup> 2021

Monday 19<sup>th</sup> July 2021

Tuesday 20<sup>th</sup> July 2021

September 2020