

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



Governors' Annual  
Report for Parents  
Full Report  
Sept 2021-July 2022

**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 2021 to July 2022.

**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, we have faced a third year of education affected by the impact of the Covid 19 virus. 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 self isolating and therefore learning at home. The Governing Body has continued to review 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, parents and the PTA who have worked hard in these difficult times. Although another unusual year, we acknowledge the situation has allowed the school to look at different ways of delivering the curriculum, and indeed some aspects of provision brought in as a response to Covid have proved so effective we will maintain them. The governing body too has embraced new technology and become proficient in using online technology to support their meetings. I thank them for their support.

Government timescales for the introduction of the New Curriculum for Wales remain and the coming September will see many changes to the education system. 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.

The governing body continues to support St Peter's School and its strong Christian ethos. We continue to seek opportunities to strengthen links with the Church supporting new school Christian initiatives. Even though we have been unable to visit Christ Church, Rossett, for our usual celebrations, we are appreciative of the continuing support from Fr Huw and the care and interest he always shows in our school. We wish the children every success for the next academic year 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)	16/01/25
Parent Governors	Magnus Theobald Natasha Pickering Claire Coles Helen Savva	16/11/25 13/11/24 29/01/24 01/11/22
Foundation Governors	Rev. Huw Butler Richard Huxley Sian Hatton Jones	06/03/24 16/01/25 23/11/23
Teacher Governor	Sophie Harper	13/11/24
Community/LEA Governors	Cllr Hugh Jones Sarah Greenhalgh Louise Todd Wendy Pace	15/11/21 14/12/24 01/06/23 29/01/24
Non-Teacher Governor	Fiona Sloan	29/01/24
Headteacher	Helen Pritchard	in post
Clerk	Tracy Haines (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 3 times during the year.

**Please note, throughout the academic year, due to social distancing requirements, our meetings have been held 'virtually' using Zoom.**

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, additional learning needs, attendance and curriculum developments related to the New Curriculum for Wales.

### Governor Committees:

Curriculum: S Greenhalgh S Harper, H Pritchard, H Savva, F Sloan, L Todd.

Finance, Buildings and Staffing: R Huxley, S Harper, M Theobald, W Pace, N Pickering, H Pritchard.

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

Disciplinary: Rev Cllr H Jones, W Pace, Rev H Butler.

Appeals: R Huxley, N Pickering, M Theobald

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 (2021):**

Nursery	(14)	Mrs H Matthews
Reception	(24)	Miss E Jones
Year One	(27)	Mrs M Burgess (Mrs Perrin returned from maternity leave in April)
Year Two	(24)	Mrs S Harper
Year Three	(30)	Mrs K Jones
Year Four	(18)	Miss M Jones (.8) /Mrs I Roberts (.2)
Year Five	(20)	Mrs S Nuttall (.6) /Mrs I Roberts (.4)
Year Six	(20)	Mrs J Edwards
Special Needs Support		Mr M Roberts
		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 teaching assistants in the Foundation Phase. Mrs S Chaloner is a teaching assistant working in both Foundation Phase and KS2.  
Miss B Jones (part time) is employed as a teaching assistant with KS2.  
Mrs Edwards employed as school secretary.  
Mr P Jones employed as caretaker.  
Mrs Armstrong and Mrs Fowles employed as cleaners.  
Mrs Hamilton is our cook, assisted by Mrs Maggs.  
Mrs Fowles, Mrs D Jones, Mrs McCarthy, Mrs Sloan, Mrs Kell, Mrs Roberts and Mrs Walsh -mid-day supervisors.  
Mrs Walsh and 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. Opportunities for bringing cohorts together have been curtailed again this year, as we endeavour to keep class 'bubbles' separate in order to minimise risk of C19 spreading. This was slightly relaxed during the summer term. 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. Much of our collective worship has been conducted online using Microsoft Teams as part of our C19 risk assessment to keep our class 'bubbles' separate.

## 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 again 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 and our Attendance Support Officer Gareth Hatton, to further improve attendance.

## TRANSFER TO HIGH SCHOOL

In July 2022 pupils transfer from year 6 to: -

• Darland High School	-	13 pupils
• Castell Alun High School, Flintshire	-	2 pupils
• St Joseph's High School Wrexham	-	2 pupil
• Bishop Heber High School ,Malpas	-	1 pupil
• Bishop Bluecoat High School, Chester	-	1 pupils
• Queen's Park High 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 to make them more adaptive to a child's ability. 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** – Opportunities for school sport have been severely restricted due to the continuing impact of the C19 pandemic. Swimming lessons and sessions at the Olympus Gym in Ilay have resume and during the summer term there were some interschool cricket and football tournaments. Visiting sports coaches have been restricted. Some sporting activities have 'translated' well to a virtual platform, for example, Reception and KS2 pupils enjoyed Street Dance sessions which had had been videoed by WCBC Active Wrexham team and shared with schools.

**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

Staff have responded well to the introduction of the new Additional Learning Needs and Educational Tribunal Act from Sept 2021.

<b>CHILDREN ON REGISTER</b>	
<b>January 2021 (date taken from Plasc return Spring Term 2022)</b>	
<b>STAGE</b>	<b>NUMBER</b>
SCHOOL ACTION	2
SCHOOL ACTION PLUS	3
STATEMENTED	2

#### 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**

We were unable to facilitate extra-curricular activities during the Autumn and Spring terms because of the requirement to keep class 'bubbles' separate. During the summer term we have offered art clubs, board games club, netball, Caffi Criw Cymraeg, French, Gardening and football as extra curricular activities.

#### **MUSIC TUITION**

Lessons were offered in woodwind (flute/clarinet), brass (trombone and trumpet) and strings (violin and cello) by Wrexham Music Co-operative peripatetic staff.

#### **SCHOOL VISITS**

Christ Church, Rossett, Trevor Basin, Llangollen, Park Hall Farm

#### **RESIDENTIAL VISITS**

Year 3/4 Pentrellyncymer, Year 5 Nant BH, Year 6 Kingswood.

#### **PROFESSIONAL DEVELOPMENT**

This area is taken very seriously by the school. Staff have attended a wealth of online training courses linked to curriculum areas/aspects –Welsh, Reading, RE, Collective Worship, Maths, Numerical Reasoning, Effective Learning, PE, 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 were suspended for a third year acknowledging the impact of the C19 pandemic on schools. Many informal assessment processes have continued to enable teachers to track their children's progress. Online tests for year 2 and above have been completed and information shared with parents.**

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 outcome 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.

	2016	2017	2018	2019	2020	2021	2022
<b>F Phase</b>							
School	97%	95%	88%	98%	data	data	data
Nationally	87%	87%	87.3%	82.6%	not	not	not
<b>KS2</b>					available	available	available
School	93%	94%	100%	96%			
Nationally	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.

**SUMMARY-FOUNDATION PHASE – overall results** The results represent % of pupils achieving outcome 5 +

	2017		2018		2019		2020		2021		22	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
ENGLISH	95	88	88	87.9	98%	84.0	*	*	*	*	*	*
MATHS	100	89.9	88	90.1	98%	86.6	*	*	*	*	*	*
PSE	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	88%	95%	95%	88%	93%	98%	*	*	*	*	*	*
MATHS	88%	10%	95%	88%	98%	98%	*	*	*	*	*	*
PSE	100%	100%	100%	100%	100%	100%	*	*	*	*	*	*

**SUMMARY-KEY STAGE TWO – overall results** The results represent % of pupils achieving level 4+

	2017		2018		2019		2020		2021		2022	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
ENGLISH	94%	90.3%	100%	91.1%	96%	91.1%	*	*	*	*	*	*
MATHS	94%	91%	100%	91.6%	96%	91.8%	*	*	*	*	*	*
SCIENCE	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	89%	94%	100%	100%	92%	96%	*	*	*	*	*	*
MATHS	89%	94%	100%	100%	96%	96%	*	*	*	*	*	*
SCIENCE	89%	94%	100%	100%	96%	96%	*	*	*	*	*	*

\* Data not available for 2020, 2021 nor 2022 due to C19 restrictions.

**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 2021-2022</b>		
<b>AREA</b>	<b>School Budget</b>	<b>Out-turn</b>
EMPLOYEES	<b>811,160.00</b>	<b>816,422.87</b>
PREMISES	<b>42,620.00</b>	<b>34,116.83</b>
SUPPLIES	<b>42,303.00</b>	<b>29,836.74</b>
SUPPORT SERVICES	<b>45,912.00</b>	<b>45,826.00</b>
INCOME	<b>224,067.00</b>	<b>294,208.57</b>
CONTINGENCY	<b>37,784.00</b>	
<b>TOTAL</b>	<b>762,854.00</b>	<b>638,986.49</b>

<b>SCHOOL FUND 2021-2022</b>		
<b>AREA</b>	<b>RECEIPTS</b>	<b>PAYMENTS</b>
MISCELLANEOUS	£8,362.98	£3,281.21
PHOTOGRAPHS	£436.47	
CHRISTMAS		
THEATRE		
BOOKS		£340.20
EQUIPMENT		£827.28
TRIPS	£65.00	£195.00
GYM/SWIMMING/SPORT/ CLUBS	£90.00	£3065.00
	£50.00	£40.45
PTA	£8,000.00	
<b>TOTAL</b>	<b>£17,004.45</b>	<b>£7749.14</b>

**BALANCE BROUGHT FORWARD:**  
Closing balance from last year           £17,373.58  
Cheques written back in (not presented to bank) £13.50 and £33.39 =£46.89  
Income 01.04.21 – 31.03.22       £17,004.45  
**TOTAL £34,424.92**

**EXPENDITURE**  
Bank Balance 31.03.22                   £26,675.78  
Expenditure 01.04.21 – 31.03.22   £7,749.14  
Cheques presented late               £0  
**TOTAL £26,675.78**

#### **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.

**PTA**  
Chairperson – Hannah McCrimmon, Treasurer – Ruth Ward, Secretary- Jen Sutherland  
Committee members Wendy Pace, Hannah Dean, Magnus Theobald, Natasha Pickering, Delyth Jones, Tim Burnett, Joss Thomas, Felicity Williams  
*We have had to organise events quite differently again this year but we have still run - Autumn Activity Pack, Christmas event for the children, Christmas Card fundraiser, Easter Bingo, Fun Run, Children's Disco*

#### **WRAPAROUND CARE**

In response to parental feedback, we continue to make 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. We participate in the Welsh Government 30 hours free childcare scheme. We are grateful to our dedicated scheme who have kept our wraparound care open and running throughout the pandemic.

#### **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. There have been some restrictions on the numbers of students we have been able to welcome into school this year.

#### **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.

#### **VISITORS TO SCHOOL**

Visitors to school have been restricted this year due to the pandemic. We have been able to safely welcome Local Clergy, Secondary Teachers, Students from Higher Education, Police Liaison Officer, Football and Tennis coaches

### **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.

### **FUNDRAISING EVENTS**

This year we have supported the Poppy Appeal, Disasters Emergency Committee Ukraine Appeal and The Unbeatable Eva Foundation.

### **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 and the Balfour Trust for Rossett. We are appreciative for practical support from Mr C Murray. 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 Neil Roberts, B.Ed.  
National Society Section 50 Accredited Inspector

KQ1	The contribution of Religious Education to the Christian Character of the school	GOOD
KQ2	The impact of Collective Worship on the school community	GOOD
KQ3	The effectiveness of the leadership and management of the school 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 (57) 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 Christian vision and leadership of the Headteacher which is well supported by staff and governors.
- Christian values are embedded in the school's ethos and permeate all aspects of school life.
- Collective Worship makes an important contribution to the children's understanding of how Christian values can impact positively on their lives.
- The caring, respectful and inclusive nature of the school and the support given to all pupils in order for them to achieve their full potential.

### **Focus for development**

- To become familiar with the Religious Education content within the New Curriculum for Wales draft documents and begin evaluation of how planning and teaching will need to develop.
- To further develop and embed the role of pupils in the process of planning, delivery and evaluation of Collective Worship.
- To develop a space within the school grounds into an inspirational area which pupils and staff may use for prayer and reflection.
- To further develop links between the school, church and local community by inviting members of those communities to take part in aspects of school life.

### **The prospects for improvement in the future are good**

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 June 3rd, 2019.

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>Inspection Area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Well being and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

### **In order to improve further the school needs to:**

- R1. Ensure that pupils apply their numeracy skills purposefully across the curriculum
- R2. Ensure that adults allow pupils to make more learning choices in the foundation phase
- R3. Ensure that the provision for information and communication technology (ICT) skills is consistently good across key stage 2

These recommendations have been addressed in a School Post Inspection Action Plan This was produced in the Autumn Term 2019.

### **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 Complainants 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 2022-23**

Autumn Term -Thursday Sept 1<sup>st</sup> -Wed Dec 23<sup>rd</sup> (half term Mon 31<sup>st</sup> Oct -Fri Oct 4<sup>th</sup> )  
Spring Term -Mon Jan 9<sup>th</sup> -Fri March 31<sup>st</sup> (half term Mon 20<sup>th</sup> Feb- Fri 24<sup>th</sup> Feb)  
Summer Term –Mon Apr 17<sup>th</sup>-Thurs July 20<sup>th</sup> (half term Mon May 29<sup>th</sup> -Fri June 2<sup>nd</sup>)

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

Thursday 1<sup>st</sup> September 2022  
Friday 2<sup>nd</sup> September 2022  
Friday Dec 23<sup>rd</sup> 2022  
Monday 27<sup>th</sup> February 2023  
Monday April 17<sup>th</sup> 2023  
Monday 5<sup>th</sup> June 2023

July 2022