

Give the best, expect the best. Rhoi'r gorau, disgwyl y gorau



ANNUAL GOVERNORS REPORT TO PARENTS
September 2016–July 2017



www.lixwmprimary.org

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1. Introduction

Report Format

This report has been compiled in accordance with the Welsh Statutory Instruments 2011 No. 1939 (W.207), which sets out the required content of Governors' Annual Reports to Parents for all Local Authority and Grant Maintained Schools in Wales.

The report covers the September 2016 to July 2017 academic year and should provide both a summary of the school's performance and reports on developments and changes within the school.

2. Ysgol Licswm Governors

The Governing Body meets regularly throughout the academic year and is responsible for the conduct of the school, promoting high standards of educational achievement, and safeguarding the welfare of pupils. The governing body is made up of members representing parents, local community and the Local Education Authority (LEA). We are guided by the Welsh Government (WG), with these guidelines being available on <http://www.governorswales.org.uk/>.

a). The Governing Body

The governors often attend the school in order to experience at first-hand the practical application of the national curriculum thus supporting their own responsibilities as "Lead Governor" in a particular area. There have been some very positive comments on these experiences, as each governor feeds back to the governing body at the next meeting.

List of Governors & Their Individual Responsibilities as of July 2017

Name	Governor type	Appointed	Term ends	Committees	Curriculum	Other
Mrs Ann Rowlands Chair	LEA	Sept 2014	Sept 2018	Finance	Literacy (Cymraeg)	Child Protection ALN
Mr Mark Cockburn Vice Chair	Parent Governor	June 2016	June 2020		Numeracy Digital learning	
Mrs C Howarth	Head Teacher			Finance Premises		
Mrs A Spooner	Staff Governor	Nov 2014	Nov 2018	Finance	Digital learning	Basic Skills H & S Eco
Mrs R Henri-Joy	Teacher Governor	Sept 2016	Sept 2020		Digital learning FP	
Mrs D Wilce	Parent Governor	June 2017	June 2021		Literacy, Digital learning	
Mrs Lisa Miller	Parent Governor	Sept 2014	Sept 2018		Literacy	
Mr Ian Allen-Banks	Co-opted governor	Nov 2016	Nov 2020	Premises		H&S building
Mr G. Williams	Community	June 2016	June 2017			
VACANT <i>Was filled Sept '17</i>	Community council					

Changes in the Governing Body

At the first meeting of the new academic year Mrs Ann Rowlands was re-elected Chair and Mr Mark Cockburn was re-elected Vice Chair. At the end of December Mr Jim Falshaw resigned as governor and as a councillor due to ill health. Mrs Ann Rowlands was asked to be the new LEA governor releasing her role as Community Council governor. The CC governor role remained empty until the Autumn term 2017. During the summer term Mrs Helen Jones' (nee Skinner) term of office came to an end and was replaced by Mrs Dawn Wilce.

b). Clerk details

The clerk is Mrs Nia Cockburn (from September 2016). She can be contacted through school.

3. Elections

During the summer term Mrs Helen Jones' (nee Skinner) term of office came to an end and two nominations were put forward so a vote took place and Mrs Dawn Wilce was elected.

4. Finance

a). Finance Statement 2016/17

BUDGET HEADING	BUDGET 2016/2017	EXPENDITURE 2016/2017	DIFF + OR (-)
BALANCE FROM 2015/2016	38,546		38,546
EMPLOYEES	237,749	272,514	-34,756
PREMISES	30,827	17,050	13,777
TRANSPORT	-	-	-
SUPPLIES	9,668	22,340	-12,672
TRANSITION	-7,265	-	-7,265
ADULT MEALS/LINK COURSES	-	369	-369
SERVICE LEVEL AGREEMENTS	11,846	13,807	-1,961
CAPITAL FINANCING		-	-
INCOME		(-42,285.93)	42,286
TOTAL 2016/2017	321,371	283,794	37,578

b). Use of Budget

The full budget is used to maintain the staff and building, and resource the school sufficiently. The PDG (Pupils Deprivation Grant) was used to part pay for a Teaching Assistant to work with children who were struggling with literacy.

c). Gifts

No gifts were received this year.

d).Governor allowances

There was no Governor allowances paid.

5. School’s Performance Data / School targets on the School Development Plan

Overview of Standards Summer 2017

Child achievement is measured by Teacher Assessment through work and observation in class. The results are given in Outcomes in Foundation Phase and in Levels in Key Stage 2. They should be interpreted bearing in mind as we have very small cohorts of 5 or 6 children so each pupil can be from 16 - 20% which can make a huge difference when comparing our school with larger schools or the whole nation.

End of Foundation Phase results

Assessed when the children are in Year 2.

- ✓ A typical Year 2 pupil will be at Outcome 5
- ✓ A Outcome 6 is an exceptionally good result

Foundation Phase Teacher Assessment

Percentage of pupils attaining Outcome 5 or higher

	Licswm	Wales
Language, literacy and communication	100%	88%
Mathematical development	100%	90.3%
Personal and Social Development	100%	94.7%
Foundation Phase Indicator <i>% of pupils who gained_05+ in all 3 areas</i>	100%	87%

Out of this class of 12 pupils, 3 pupil have had some type of Special Educational Needs at some point.

Key Stage 2 Teacher Assessment

Assessed when children are in Year 6.

Percentage of pupils attaining Level 4 or higher

	Licswm	Wales
English	83.3%	91.1%
Mathematics	83.3%	91.6%
Science	83.3%	92.2%
Core subject Indicator <i>% of pupils who gained level 4+ in all 3 areas</i>	83.3%	89.5%

Out of this class of 6 pupils, 2 pupils had Special Educational Needs

School Development Plan targets for 2016-17

The school development plan for 2016-17 was created from self-evaluation activities in summer 2016. After our inspection in December 2016 the work was focused on the recommendations following the Estyn inspection.

Priority 1) Create a system for assessment of LNF (be seen clearer and more manageably in planning and have pupils more engaged in their own learning, knowing skills they can do and what they need to do to improve) **Very good progress in all respects.**

Priority 2) Literacy / SEN - improve the teaching and learning of an increasing number of pupils in middle and upper class with literacy difficulties **Strong progress in most respects**

Priority 3) Implement the Digital Competence Framework **Satisfactory progress - several aspects to continue next year**

Priority 4) Maths - re-introduce MAT maths and ensure teaching of LNF strand 'Develop numerical reasoning - represent and communicate' **Very good progress in all respects**

Priority 5) Rural Schools Cluster - continue to build strong relationships leading to improved work/life balance for staff, budget savings and enrichment for pupils. **Satisfactory progress - addresses the target in the majority of respects**

6. Attendance

Percentage attendance for the year 2016-17 was 95.7% which is an improvement on the previous year which was 95.53%. This improvement enabled us to move from bottom quartile to 3rd. The percentage of unauthorised absences for the year 2016-17 was 1.03%. This is an increase due to the number of unauthorised holidays taken during term time. In order to reduce absence the Governors' Panel was formed to assess each request for leave of absence on its own merits and to authorise those that fell into 'exceptional circumstances'. Holidays taken during term time just because it was cheaper or without adequate reason would always be unauthorised.

The target for 2017-18 is 96%.

This means we are returning towards the good attendance of previous years – many thanks as I know a lot of effort has gone into improving this.

7. Community Links

The schools links with the community continue to grow and take place throughout the year. The school services continued to be held at Capel y Berthen starting with the harvest festival in October. (From spring 2018 the new Minister of Capel Y Berthen Mr Bob Jones has agreed conduct the school assembly using some Welsh on a monthly basis.)

The children plan to continue with the community litter pick at a date to be arranged.

The children have been very involved in the 170 year anniversary celebration of the school and have conducted interviews with past pupils to gather some very interesting information.

8. Sport review of the year 2016 – 17

This year, Years 4, 5 and 6 received Playground Leaders training from Dragon Sports Wales. It has enabled the pupils to organise and lead games from week to week across the school at playtimes in order to improve overall health, fitness and collaboration amongst pupils. The scheme has been very successful in developing many skills for both the Playground Leaders and the other pupils within school.

After school sports clubs

Each week throughout the year at least one after school club running sports activities was run and were well attended.

Football

Our Football team have played three matches this year; Caerwys at home where they won 6-0 and Caerwys away where they lost 5-2. Our last match was at Brynford and we played both Brynford and Cilcain; We were the overall winners.

Rugby

This year was a marvellous year for rugby. Our Rugby team played in the Flintshire Tag Rugby qualifiers and came joint 1st with Carmel. The final match showed some excellent play from our team. The team then played in the area final and came 4th overall across all schools in Flintshire.

Athletics

Our Athletics team have competed in two competitions, one indoor and one outdoor at Deeside Collage. We came 7th in the indoor athletics but all our team had fun and they all tried their best.

Netball

Our Netball team had the opportunity to receive a coaching session and play a game at Brynford this year on a very cold day in November. Despite this they won 2-0.

9. Policies

The following policies were reconfirmed or amended:-

Safeguarding, Complaints Procedure, Equality, Health & Safety, Behaviour, Anti-Bullying, Sex & Relationship Education, Attendance, Admissions, Child Protection.

New policies were adopted on Safer Recruitment and Use of Restraint.

10. School Holiday/ Term dates (current year) Sept 2017 - July 18

Autumn Term		
Training Day 1	Friday	1st September
Training Day 2	Monday	4th September
School opens	Tuesday	5 th September
School closes	Friday	27 th October
(Half Term Holiday)		
School Opens	Monday	6 th November
School Closes	Friday	22 nd December
(Christmas)		
Spring Term		
School Opens	Monday	8 th January
School Closes	Friday	9 th February
(Half Term Holiday)		
School Opens	Monday	19 th February
School Closes	Thursday	22 nd March
(Easter)		
Training Day 3	Friday	23rd March
Summer Term		
School Opens	Monday	9 th April
School Closes	Wednesday	23 rd May
Training Day 4	Thursday	24th May
Training Day 5	Friday	25th May
(Half Term Holiday)		
School Opens	Monday	4 th June
School Closes	Friday	20 th July

11. Changes to Prospectus

The prospectus was updated with new governors and end of key stage data.

12. Curriculum

General

We provide our children with a curriculum which seeks to educate the 'whole person' as well as in academic and practical ways. We strive to make our curriculum appropriate to pupils' needs with

teaching styles that develop positive attitude to learning, the understanding of the acquisition of knowledge and skills.

We have a foundation class comprising of Nursery (including early entitlement pupils from January onwards); a cross phase class of Years 2 and 3 which is a wonderful transition from foundation phase to Key Stage 2 style teaching and learning; and a mixed Year 4, 5, 6 class.

A variety of organisation and teaching methods are used to deliver this curriculum. In the Foundation Phase children are taught in their year groups and some tasks according to their ability. At Key Stage 2 the children are taught Maths and Basic Skills according to their ability level. The other foundation subjects are taught either in year groups or friendship groups according to the task, however all lessons are differentiated to suit the needs of all pupils.

Teachers plan their lessons to suit all learning styles and they range from the practical hands-on tasks to the more formal sit down sessions. Children carry out their learning either individually, in pairs or in groups.

Literacy, Numeracy and Digital Competency Framework.

The LNF skills are now incorporated into the revised Foundation Phase curriculum. The LNF is firmly embedded across the school as subjects are taught through a topic based approach and children are given further opportunities to practise skills taught in Mathematics and English lessons.

From September 2016 the Digital Competency Framework (DCF) will be a non statutory framework schools are expected to be implementing, thus creating a digitally rich learning environment and equipping our children with the skills they need to build upon in preparation for a world at work. We are beginning to implement aspects of the DCF in preparation for this.

Governors for literacy, numeracy and DCF have visited the school to look at standards and learning styles. Here are their reports:-

Governors Report On Literacy

During my visit to Ysgol Licswm in November 2017 I was able to conclude the following;

The Literacy framework is firmly embedded across the school. Subjects are taught through a topic based approach providing opportunities for active and purposeful learning. All of the pupils I spoke to were able to demonstrate a good understanding of writing for different purposes and audiences and the importance of accuracy. According to their ability levels most pupils were able to use their written skills well in English and topic work and all pupils were using their reading skills well to access the curriculum and for enjoyment. The use of free choice during afternoon challenge time appears to be encouraging independent thinking and skill application.

Pupils are encouraged to celebrate their achievements and are given differentiated success criteria and constructive diagnostic feedback to support their progress and enable reflection. The children I spoke to were able to articulate their perceptions with enthusiasm and confidence and were able to use subject specific language where necessary. All of the children I spoke with were aware of their strengths and where and how they would like to improve.

The overwhelming impression I gained was that children at Ysgol Licswm enjoy their learning activities in reading and writing, are making clear progress and have a positive attitude towards learning.

Governors Report On Numeracy

Year 4/5/6

Books were very neat and had success criteria in each week which gets graded red, amber, green by pupils and teachers. The pupils knew that they were trying to make the success criteria green and were able to say why they had only reached amber on some task. On some tasks they could quote the level that they were working at. Dojos were frequently awarded to encourage good work.

Books contained some places where worksheets were used to aid learning e.g. drawing charts and cutting out fractions. Year 4 had more of the work stuck in than year 5 / 6, who were more able to draw charts themselves.

Pupils were confident describing the homework that they did explain that it is set every Friday and that they do sumdog every day. They also explained that it helped them to learn and to develop their Maths skills.

Some time was also spent looking at Science books, which included work on moon phases, planets (including naming them in Welsh), and experiments dropping golf balls onto blu-tac to measure the craters.

Topic work also included money comparisons with 1960s prices, evidence of finding prices on websites and information about the moon landing

Year 2/3

Workbooks had lots of sheets that could be filled in to help with work on shapes, angles and reflection. There were also charts drawn by pupils to show the results of a surveys answered by the pupils.

Traffic lights were used to indicate understanding along with formative comments. Success criteria are placed in the books every week without indicating levels. Pupils felt that this encouraged them to try harder and helps them to improve.

Evidence was seen of the 6 challenges that pupils should do at one of green, amber, red levels, with a new challenge being completed each week.

Science work seen covered the same topics across different years, but used different question to differentiate. Topic work included work on the space race and looking at 1960s/70s prices.

Pupils talked about the work that they do on sumdog every day. They could explain about having 1 hour to do 20 questions and were pleased with the coins received to enable them to purchase items within the app.

Year 1/ R

Evidence was seen of work in NHM workbooks and additional worksheets completed and placed in folders. The focus was on Mathematical Development with work seen on 'Estimating'.

Pupils talked about the year 1 challenge book and about enjoying school, sumdog, and book club.

Governors Report On DCF

Digital Competence Framework

The school has fully implemented the Digital Competence Framework (DCF) into both the Foundation Phase and KS2 curriculums from September 2016. The children are developing digital skills across a wide range of subjects and scenarios, which is equipping them with the confidence and abilities to succeed in a progressively digital world.

Organisation

Most lessons incorporate aspects of the DCF which provides a varied and experiential learning environment that enhances the development of their digital proficiency in a range of ways, in order to achieve their full potential. Children are encouraged to make full use of the digital tools and resources available to use in their work. They are becoming increasingly confident and take responsibility for their own learning, which ensures they have a high level of motivation and interest in the tasks they undertake. Pupils have been nominated as Digital Leaders, who independently assist with the classroom resources and support their peers with their learning. Their attitude to learning and embracing the digital aspects of their work is extremely good.

Additional Needs including Special Education Needs

Additional Needs includes pupils who require additional support, either due to their circumstances or because they have a longer term disorder or condition. The school has to meet these needs from its own budget via adapted equipment, 1:1 support or other means.

Special Educational Needs includes pupils who have severe, complex and/or specific learning/behavioural difficulties.

In accordance with the 1993 Education Act and the 2001 Code of Practice, schools are required to implement their policy for children with Special Educational Needs. Some children experience learning difficulties at school, and early identification is essential in order to meet their needs.

The school recognises that extra support is vital to those pupils who have needs that are not met within the standard curriculum. These children will have an Individual Education Plan (I.E.P.) which will identify targets for the child to focus on in order to improve their standard of work. These targets have tiny steps so that the child and parents/carers can see progress. Typically I.E.P's are updated twice a year. Parents/ carers are always involved if their child has an I.E.P. The school strongly encourages parents to sign their child's I.E.P. and take an active part at home in practising these targets. Differentiated work will be provided by the teacher in class, to help them reach their targets throughout the week.

It is important to ensure that pupils with educational needs have the opportunity to access the full curriculum. This may require that a different approach to lesson delivery is undertaken, e.g. working in small groups or adopting hands on exploratory investigation to a traditionally theoretical problem solving task. Teachers or TAs may sometimes scribe for children so that their literacy does not hold them back in other areas such as science. Constant re-evaluation of teaching methods is not only beneficial to those pupils with identified needs, but enriching to fellow class members.

Although the school is a modern building, the Governors are constantly reviewing the adaptations necessary, to allow pupils with a wide range of disabilities to access the school and enjoy the experience of being a member of the Ysgol Licswm family.

Statemented Pupils

We always strive to offer the full curriculum to all our pupils and currently no pupil is removed from any part of the curriculum due to their Statement of Special Educational Needs.

13. Language of the School

The language spoken at school is English and the pupils are encouraged to speak Welsh both formally and incidentally to expand their knowledge and boost confidence in this as a second language. Children win 'Dojo' points for choosing to use incidental Welsh throughout the school day.

14. Welsh

The Welsh Assembly Government's Curriculum for Wales to teach Welsh at all stages from foundation to KS4 continues to be upheld by the school. The school is guided by its Welsh Language Policy, Bilingualism Policy and the Flintshire LEA Curriculum Policy.

This policy reflects the values, ethos and philosophy of the school enabling the pupils to reach a good level of fluency commensurate with their age and ability. We aim to enable our pupils to understand and be confident in the use of the Welsh language and encourage them to fully take part in the culture of the nation. During the last few months the children have been involved with the Cymraeg Campus programme lead by Miss K Cumston. There is a Criw Cymraeg [Welsh Group] who meet every two to four weeks and is well attended.

This programme encourages all pupils and staff alike to utilise the interactive 'Phrase of the Week' recording attached to the walls of the school. There is also an award offered to staff and pupils for the best use of Welsh during the week. There are several initiatives which are reviewed and monitored by the Criw Cymraeg including competitions, information for the newsletter and encouragement to speak Welsh to each other and their teachers.

In a recent questionnaire 80% of children said they enjoyed learning Welsh and at this time they have completed 50% of their targets.

Foundation Phase

This is the starting point at which the pupils are introduced to the language and begin to communicate in Welsh. The children are encouraged to use simple everyday Welsh to improve their listening and understanding skills.

At this stage the Welsh language can:-

- Help encourage feelings of belonging and a sense of heritage, roots and the community.
- Support an understanding of Welsh culture.
- Be an avenue for new cultural and social opportunities such as literature, music, film, and theatre.

Key Stage 2

At KS2 pupils build on the skill, knowledge and understanding acquired during F.P. through an integrated programme of learning and being presented with experiences and opportunities which interrelate with the requirements of the Skills and Range section of the programmes of study. These include: developing thinking, communication and I.C.T. skills also developing number and learning across the curriculum. Welsh Second Language enhances the cross-curricular themes of Curriculum Cymreig and Personal and Social Education.

Pupils continue to be involved in the annual school eisteddfod and are encouraged to compete at the county eisteddfod level if they so wish. The staff and (DRAs) encourage the children to use everyday Welsh to call their class into line and phrases such as (hold the door). This is new vocabulary for the children which also benefits their listening skills. The staff also use Welsh to request tasks of the children such as (to open and close windows and turn their computers on and off), Diolch (thank you in Welsh) is heard on a regular basis.

Whilst Welsh Second Language does not feature in the analysis of core data we are measured against the average for Wales and it is included when setting the annual S.I.P. targets. Last year we had the highest ever results at KS2 with 50% gaining the higher level 5.

Last year we focused on raising standards in oracy and reading with improvements continuing to be made. Staff continue to attend training which promotes confidence and enthusiasm.

15. Buildings

The building is kept in a very good state of repair by our very vigilant caretaker Ian.

Toilets

There are two toilets for Foundation Phase pupils in their classroom, plus further boys and girls toilets for all pupils off the main cloakroom. There is also a single toilet off the hall used by pupils in Breakfast Club and LAFS. All toilets are cleaned daily

Below is the list of work carried out on the School between 2016 to 2017

Flintshire County Council

No work

Work completed by outside contractors from school budget

1. Two seating circles for outdoor learning in Pond Area (Plas Derw)
2. Planting of trees and meadow with the pupils (Plas Derw)
3. Re-marking of netball pitch

School Caretaker

1. Designed and built a new Mud Kitchen in Foundation Phase garden
2. Repaired gate to pond area

General repairs and maintenance including painting to keep the school in fit and tidy state.

16. Healthy eating

At Ysgol Licswm we follow the Welsh Government guidelines for Healthy Eating in Maintained Schools. Heather ensures these guidelines are followed and a large proportion of children opt for

a cooked school meal. We encourage children to consider their food choices and to bring in a balanced healthy lunch from home if they wish. Staff promote healthy eating and drinking water regularly by leading through example. All Foundation Phase children have fruit for snack.

Chair of Governors.

The governors would like to extend their gratitude to all the parents and volunteers who have supported the school during another exciting and successful year. The governors also congratulate the children and staff of Ysgol Licswm for making the school a success.

As parents, your views and patience have been much appreciated regarding the future of our school, your continued support is vital.

Diolch

Ann Rowlands.

A copy of this report may be seen on-line on our school website (www.lixwmprimary.org).

The Governing Body no longer has to convene an annual meeting with parents, as in the past they were often very poorly, if at all, attended by any parents. However parents are now able to request a meeting, as long as it is for the purpose of discussing matters relating to the school. A meeting must not be viewed as an alternative route to make a personal complaint about the treatment or behaviour of an individual pupil, or to raise a grievance against a specific member of school staff or the governing body. Parents need to have the signatures of 10% of the registered pupils (one registered child with two parents counts as 1 signature, where as a single parent with 3 pupils registered at the school counts as three signatures).

Full details can be found in the guidance document 'Statutory guidance to governing bodies of maintained schools in Wales regarding the duty to hold parent meetings' (207/2016)