

Bronington Church in Wales Voluntary Aided Primary School



Governors' Annual Report to Parents
2017-2018

Chairman's Foreword



The most important people in our lovely school are the young boys and girls in our charge. Over the last year the children have once more excelled in the classroom, on the playing field and on the stage. As always I am impressed by the range of activities. I hope that parents will look back in due time and say 'thank-you' to Bronington for guiding their child in the right way.

The Governing Body sincerely hope you will be able to recognise Bronington's contribution to your child's education and well-being. I thank you for placing your precious child in our care.

With my best wishes,

Mr. Edward Wardle
Chair of Governors

Headteacher's Foreword

I have great pleasure in endorsing this copy of the Governors Annual Report to parents. The report is a formal record of the academic year of September 2017– July 2018 and therefore some of the information is out of date. I hope you find it of use and interest. Your child is important to us. We build on the firm foundations you have already created in your child's early years and enjoy working with you to maintain that momentum. We work hard to help children develop a love of learning and strive to provide a rich and broad curriculum. Above all we want your child to be happy, to feel secure and enjoy coming to school.

When your child commences his or her education with us, we all enter into a partnership for the benefit of your child, a partnership that relies on everyone's cooperation. Therefore, communication is vitally important. As you are aware, the Head teacher and staff endeavour to make themselves available to parents whenever possible, though a call to make an appointment is always appreciated.

Education is a two-way process and your involvement, encouragement and support will always be most welcome. Finally, it is my firm belief that it is every child's entitlement to receive the best education possible and it is our very real intention, of all the staff and the governors of Bronington

Voluntary Aided Primary School to provide that standard of education for your child.

Communication with Parents

Include letters and newsletters; meetings such as parents evening and evenings for new parents. We also have a texting service for parents and a facility to e-mail letters to parents who wish for a reduction in papercommunication.

Website

<http://www.broningtonvapschool.org>

Estyn Recommendations January 2018

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To raise standards in ICT.

Ensure that teachers' planning enables pupils to develop their numeracy skills progressively across the curriculum

Strengthen and refine the process of planning for improvement

Section 50 Inspection Recommendations (Church School Inspection)

To further develop assessment in R.E, so that it has the same focus as the Core subjects.

To further develop the role of the "God Squad" within school.

To ensure that the church Self Evaluation structure involves all stakeholders

For pupils to regularly, plan organise and lead whole school/class Collective Worship.

School Improvement Priorities 2017-2018 **(Taken from the School Development Plan)**

Key Priority 1:

To ensure that groups of learners make good or better progress (with a focus on MAT and Lower ability pupils)

Key Priority 2:

To raise standards of attainment in maths and numeracy so that cohorts of pupils make good progress in identified areas and 95% of individual pupils maintain or improve standardised scores in the national numeracy tests.

Key Priority 3:

To further raise standards in PSD at both the expected and higher levels

The Curriculum

We continue to ensure that our children have a broad and enriching curriculum in the school. Staff believe strongly that we are all learners and are keen to attend courses, learn new skills, and update and review school policies and practice in line with the curriculum.

The children in school respond well to our approach to learning. They are constantly being stimulated through carefully structured activities and investigations that challenge and motivate them. The children are actively involved in their learning and are developing their independence and many new skills. Visits and experiences outside the classroom enrich the school day and we also welcome people into the school when appropriate.

Visitors to the school always comment positively about the engagement of pupils in lessons and about their consistently good behaviour. We are currently integrating the Welsh Assembly's National Literacy and Numeracy Framework across all areas of the curriculum at Foundation Phase and Key Stage 2.

Healthy Schools Initiative

The School continues to participate in the Healthy Schools Initiative. We are working on 7 Healthy School themes and are assessed regularly by external assessors. We have had many exciting projects over the years which have all become embedded into our daily routines and become part of our working practice. Children are encouraged to drink water at school and to bring in healthy snacks. Children in the Foundation Phase are Provided with a healthy snack each day at the cost of £1.00 per week. Our outdoor areas are constantly being developed, with new ideas transforming our environment every year.

Welsh

We are proud of our Welsh heritage at Bronington. Aspects of Welsh language and culture are woven into our curriculum as pupils learn about Welsh poets, artists, historical events and the Welsh language.

The Work of the Governing Body

The Governing Body is required to meet at least once per term.

The governing Body is composed of 14 members:

8 Foundation Governors (nominated by the Church and approved by the Diocese of St Asaph)

County Council Representative

Community Council Representative

Parent Governor—elected by the Parents and serves for 4 years.

Teacher Governor

Non-Teaching Staff Governor

Headteacher

The Governing Body meet in full at least twice per term.

Subjects for discussion include:

Teaching and Learning, Staffing, Monitoring, Budget, Safeguarding and Child Protection, Policies, Governor Training.

Minutes of the Governors' meetings are available to read and can be requested from the clerk.

The Governing Body also pays for the services of a clerk, who takes minutes of meetings, convenes meetings etc.

The names and designations of governors are listed on the back page of this Report.

Prospectus and Policies

Minimal alterations were made to the prospectus in terms of staffing changes and academic dates. This year the prospectus will change according to recent directives.

The following policies were reviewed by the Governors:

Child Protection Policy, Pay Policy, Performance Management Policy, Safeguarding Policy, Complaints Policy, Pay Policy, E-safety policy, Food and Fitness Policy, Whistleblowing, Data protection and Equality Policies.

Staffing 2018-19

Senior Management Team

Mrs Angie Birkinshaw - Headteacher

Mr Martin Hughes- Senior Teacher

Foundation Phase Teachers (2014-2015)	Key Stage 2 Teachers
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Mr M Hughes

Miss L Andrews
(part time)

Miss R Farley

Mrs F Smith

Mrs S Williams
(part time)

Teaching Assistants

Mrs J Clegg

Mrs J Parker

Mrs L Jones

Mrs L Watson

Mrs A Owen

Mrs N Williams

Administration

Miss M Hockenhull

Catering

Mrs S Gaughan - Cook

Vacancy - Catering Assistant

Breakfast Club Assistants

Mrs L Jones Miss S Clutton

Mrs S Gaughan (Catering Supervisor)

School Site

Mr J Butler - caretaker

Mrs J Philips - cleaner

Mr J Stevenson—Maintenance Officer

Mid-Day Supervisors

Mrs Lesley Jones (Senior Midday Supervisor)

Mrs N Williams Mrs J Parker

MAKE UP OF THE GOVERNING BODY

Chair: Mr. Edward Wardle

Vice-Chair: Mrs. Sally Webb	Foundation Governor
Miss Janet Leese	Foundation Governor
Dr. Sarah Birch	Foundation Governor
Rev. Clive Hughes	Foundation Governor
Mrs. Rebecca Johnson	Foundation Governor
Miss. Katie Chidlow	Foundation Governor
Mrs. Pauline Sokolowski	LEA Governor
Mrs. Vanessa Brodie	Community Council Representative
Mr. Adrian Webb	Parent Governor
Mrs. Lesley Jones	Non-teaching Staff Governor
Mrs. Frances Smith	Teacher Governor

Miss. Mary Hockenhull	Clerk
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School Finances March 2017-2018

A summary financial expenditure statements 2017-2018

(Financial year April 2017— March 2018)

Budget Heading	Budget Planned	Budget Actual	Balance
Staffing	309495	311033	-1538
Premises	15857	23812	-7955
Supplies and services	14296	29106	-14810
Ed. Support services	43707	43707	0
Contingency	-8604	0	-8604
Income	-32851	-58050	+25199
Total	341900	349608	-7708

School Fund April 2017—March 2018

Balance b/f £893761

Balance c/f £9395.78

SUMMARY OF THE FOUNDATION PHASE TEACHER ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2014) AND NATIONALLY (2013) AT THE END OF THE FOUNDATION PHASE AS A % OF THOSE ELIGIBLE FOR ASSESSMENT

The assessment made by teachers at the end of a Key Stage provides parents with a clear picture of the child’s progress against Foundation Phase Outcomes. The following table shows the expectation at the end of year 2.

Teacher Assessment	
Outcome 6	Exceeded the expected level
Outcome 5	Achieved the expected level
Outcome 4	Working towards the expected level

School Comparative/Validation 2017 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

BRONINGTON V.A. PRIMARY SCHOOL

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	6.7	13.3	80.0	0.0
	Wales	-	0.4	0.3	0.2	0.4	1.0	3.3	36.6	60.0	0.1
Language, literacy and communication skills (In Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.2	1.2	7.0	54.4	30.2	0.1
Language, literacy and communication skills (In English)	School	0.0	0.0	0.0	0.0	0.0	0.0	6.7	33.3	60.0	0.0
	Wales	0.1	0.6	0.4	0.2	0.6	1.7	8.7	61.0	30.1	0.1
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	6.7	20.0	73.3	0.0
	Wales	-	0.4	0.3	0.2	0.4	1.3	7.6	63.6	30.3	0.1

SUMMARY OF THE NATIONAL CURRICULUM TEACHER ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2013) AND NATIONALLY (2012) AT THE END OF KEY STAGE 2 AS A % OF THOSE ELIGIBLE FOR ASSESSMENT

The assessment made by teachers at the end of a Key Stage provides parents with a clear picture of the child's progress against National Curriculum Levels. The following table shows the expectation at the end of year 6.

Teacher Assessment	
Level 5	Exceeded the expected level
Level 4	Achieved the expected level
Level 3	Working towards the expected level

School Comparative/Validation 2017 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Wrexham

BRONINGTON V.A. PRIMARY SCHOOL

		N	D	NC01	NC02	NC03	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.2	77.8	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.2	66.7	11.1	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.4	6.9	47.1	41.7	1.7	90.5
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	44.4	55.6	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.2	66.7	11.1	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	2.0	11.3	51.5	32.5	1.3	85.4
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.2	66.7	11.1	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.4	6.5	47.8	41.5	1.6	91.0
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	66.7	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.3	5.8	49.2	42.3	0.2	91.7
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	55.6	44.4	0.0	100.0
	Wales	0.1	0.6	0.3	0.2	0.1	1.0	2.7	17.1	55.5	22.0	0.4	77.9

Core Subject Indicator **

School	100.0
Wales	88.6

Attendance Information

June 2018 95.37%

Attendance is very important and we work hard with our Educational Welfare Officer and our parents to ensure that children attend school regularly. I would like to thank all those parents who support us on this venture and ensure that their children come to school every day and only stay at home when they are ill. It helps children establish routines and settle into school smoothly. The importance of establishing excellent routines at an early age cannot be stressed enough. Children miss vital stages of their social and educational development by being absent from school and we would urge all parents to encourage a regular attendance pattern from the very beginning of a child's school life.

Session Times

Nursery 9 a.m.—11.30 a.m.

Foundation Phase 8.55a.m.—11.55a.m. and 12.55p.m.—3.15 p.m.

Key Stage 2 8.55a.m.—12 noon and 12.55p.m.—3.20p.m.

Additional Learning Needs/ Special Educational Needs

The Governing Body has specific responsibilities for securing that the necessary steps are taken for identifying and providing for any pupil with special educational needs/additional learning needs. These are defined as either a disability which prevents or hinders a child from making use of the educational facilities provided, or a child who has significantly greater difficulty in learning than the majority of children of the same age.

We aim to see that all pupils reach their potential in all aspects of the curriculum by ensuring that there are sufficient systems of identification, assessment, planning and monitoring throughout the school. Children are identified as early as Nursery by the class teacher and this information is passed on to the ALNCO (Additional Needs Co-ordinator). The school aims to work with both the parents and the Local Education Authority in implementing early intervention for those children who require support.

All staff are made aware of the needs of pupils, and as much support as possible is provided by the class-teacher and the school to meet these needs. Outside support services and agencies such as Speech Therapy and Educational Psychologists, are contacted as required. The school policy is reviewed regularly.

The school strives to provide a secure, supportive and challenging climate to enhance educational progress. We appreciate the value of parents supporting their children's learning and every effort is made to maintain strong links between home and school.

The ALNCO is currently Mr Martin Hughes the Senior Teacher, who co-ordinates the support children receive and maintains the paperwork relating to individuals. He also tracks the progress of individual children causing concern to ensure that they are making adequate or better progress.

During the year 2017-2018 all mainstream pupils with ALN/SEN made satisfactory or better progress.

Sporting Achievements

Many of our children participate in sports outside of school. These range from football and rugby to gymnastics, swimming, cricket, martial arts and horse riding. The school won the Maelor Schools' swimming Gala in March 2019 and came 4th overall in the Wrexham Primary swimming Gala. Some of our children compete competitively at high levels.

Achievements in Music

Peripatetic music teaching continues. There are opportunities for the pupils to learn woodwind, percussion, upper strings, guitar and voice. Standards achieved are high and pupils enjoy their lessons. The standard of classroom music is high and all children learn to read music and play a recorder in Key Stage 2.

Extra-curricular Activities

The school offers many additional opportunities for our young people. We have an afterschool club which supports working parents. This is open to all infant and junior children, from 3.30 until 5.30pm.

We have offered 11 different After School in the last 12 months and have plans to increase this again in September, and many clubs have been free of charge.

Choir
Recorders
Nature club
Cricket Club
Circuits
Athletics
Photography
Football
Criw Cymraeg
Mad Science
Craft Club

Links with the Community

Strong links are continually developed with the community. The Community Police deliver safety talks to pupils and the school nurse works closely with staff. The Luncheon club attend a special Christmas performance during the school day, Community Carols are also held during the festive period.

The school also welcomes a range of sport coaches and teachers from feeder High Schools to aid transition from year 6 into year 7.

The school regularly contributes to the Bronington Bugle, the village magazine and hosts community council meetings regularly.

We have run 2 coffee mornings this year for the local community. We have had an Easter Service in Holy Trinity Church. We host the toddler group free of charge as we do with Rainbows and Brownies. We have had a monthly Communion service in school in the day for members of our local community. We have had productions for parents. The local Community Agent from the Rainbow centre in Penley held a coffee morning. We have welcomed the Bronington Friendship club who have also hosted meals and fundraising events in school and in addition, we have had gardening days and events such as film nights and art exhibitions. We have also had pupils going around the village advertising these events with a leaflet drop.

Links with the Church/Diocese

The children regularly visit Holy Trinity Bronington, both for formal services such as Harvest, Christmas and Easter and for more informal visits to support the RE curriculum or local studies.

The school enjoys good links with the diocese, St Asaph, and our children enjoy visiting the Cathedral. The school is also supported well by the Diocesan Team and The Bishop's Visitor.

Collective Worship

Rev.d Clive Hughes (or Sue Hughes his wife) visits regularly to lead collective worship.

Other collective worship sessions are lead by the Headteacher, Senior teacher or school staff. Occasionally the school welcomes visitors from charities or from the local community to share in worship also. For example in October 2018 the children shared time with a representative for the Whitchurch Food Bank, who visited school to say 'Thank-you' for the donation of harvest gifts.

On June 20th Bishop Gregory visited the School to celebrate the 30 years that the school has been on the current site. During the afternoon he unveiled a glass sculpture, in the Reflective Area, that had been designed by the pupils under the guidance of artists Hilary and Graham Roberts.



Residential

During the year 2017/18 the school took year 5 and 6 to Nant BH North Wales.

The focus is that out outdoor education, team building, and adventurous activities form the mainstay of the week in beautiful surroundings and with the support of centre staff.

In 2018/19 Years 3 and 4 went to Glan Llyn and Years 5 and 6 will be going to Pentrellyncymer.

TERM DATES

Wrexham Academic Year Dates



AUTUMN TERM	2018 - 2019	2019 - 2020	2020 - 2021
Training Day			
Term Opens	Mon 3 September 2018	Mon 2 September 2019	Tue 1 September 2020
Half Term Close	Fri 26 October 2018	Fri 25 October 2019	Fri 23 Oct 2020
Half Term Open	Mon 4 November 2018	Mon 4 November 2019	Mon 2 Nov 2020
Term Closes	Fri 21 December 2018	Fri 20 December 2019	Fri 18 December 2020
SPRING TERM			
Term Opens	Mon 7 January 2019	Mon 6 January 2020	Mon 4 January 2021
Half Term Close	Fri 22 February 2019	Fri 14 February 2020	Fri 12 Feb 2021
Half Term Open	Mon 4 March 2019	Mon 24 February 2020	Mon 22 Feb 2021
Term Closes	Fri 12 April 2019	Fri 3 April 2020	Fri 26 March
	(NB. Good Friday 19 April 2019))	(NB. Good Friday 10 April 2020)	(NB. Good Friday 2nd April 2021)
SUMMER TERM			
	(Easter Sunday 21 April 2019)	(Easter Sunday 12 April 2020)	(Easter Sunday 4 April 2021)
Term Opens	Mon 29 April 2019	Mon 20 April 2020	Mon 12 April 2021
May Day	Mon 6 May 2019	Mon 4 May 2020	Mon 3 May 2021
Half Term Close	Fri 24 May 2019	Fri 22 May 2020	Fri 28 May 2021
Half Term Open	Mon 1 June 2019	Mon 1 June 2020	Mon 7 June 2021
CTD	Thu 27 June 2019	Thu 25 June 2020	Thu 24 June 2021
Term Closes	Mon 22 July 2019	Mon 20 July 2020	Tue 20 July 2021
TOTALS			
	TRAINING DAYS	TRAINING DAYS	TRAINING DAYS

Please note: training dates from September 2013 will be decided by the individual school within their consortium. For all enquiries regarding these dates

Parents' Evenings

The Governors would like to thank all parents who took the time to speak with them and/or complete the feedback forms during the recent Parents' Evenings, your thoughts and opinions are greatly appreciated. Some details of our findings, and our proposals based on these findings are included below.

We hope that you all found it useful to have Governors present, that this helped to put some faces to the names, and that you enjoyed the refreshments. We have amended the website so that when accessed via a smartphone, the menu button in the top right-hand corner is now visible, allowing you to access all areas of the site.

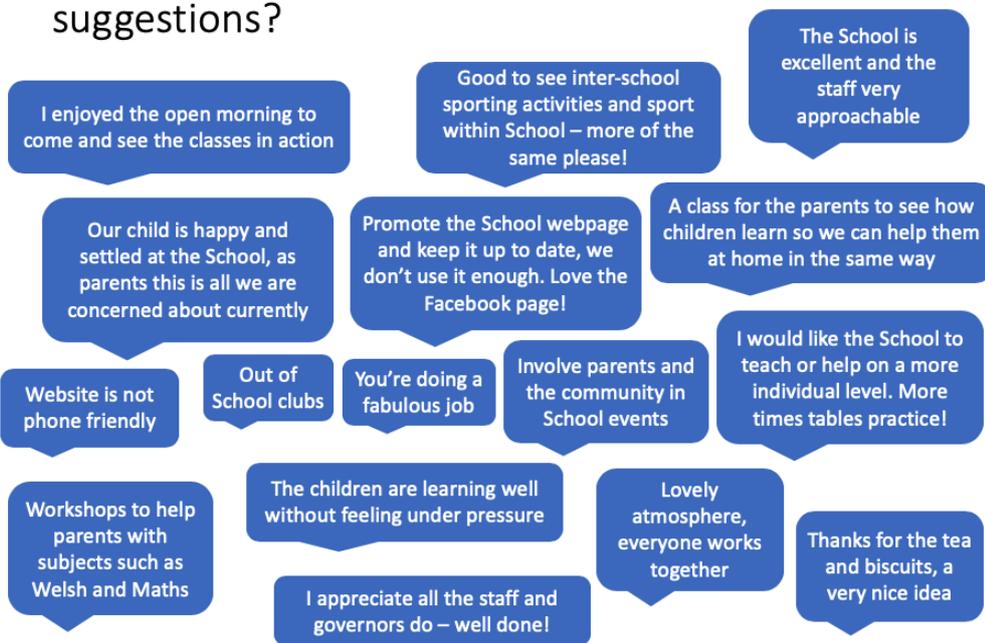
On the whole, parents had some knowledge of the Governing body, its members and role, but there is room for improvement; photographs of all Governors have now been added to the School website.



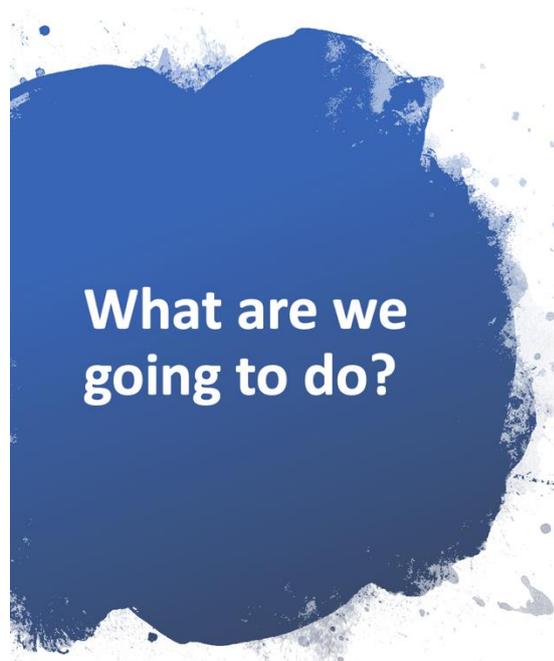
- Many parents felt that communication between the School, Governors and Parents could be improved
 - Provide termly updates on lesson topics
 - Updates on changes to the curriculum
 - Invitations to assemblies
 - Help parents to support their child's learning
 - Meetings between all groups
 - Pictures of Staff and Governors with details of their roles and responsibilities
 - Updates via newsletters, emails, class dojo, the School website, or Facebook page

We received many positive comments about the School, which we appreciated, and some really helpful suggestions on the sorts of activities and initiatives that you would all like to see at the School.

Do you have any other comments or suggestions?



Taking all of the feedback on board, we have formulated the following plan of action:



- Additional Parent Forum meetings
- Open mornings for parents to observe their child's learning
- Provision of lesson information
- Support for parents regarding current learning priorities so that they are able to better assist their child's learning
- Governors to regularly contribute to the School newsletter, and to have a presence at School events, including Parents' Evenings