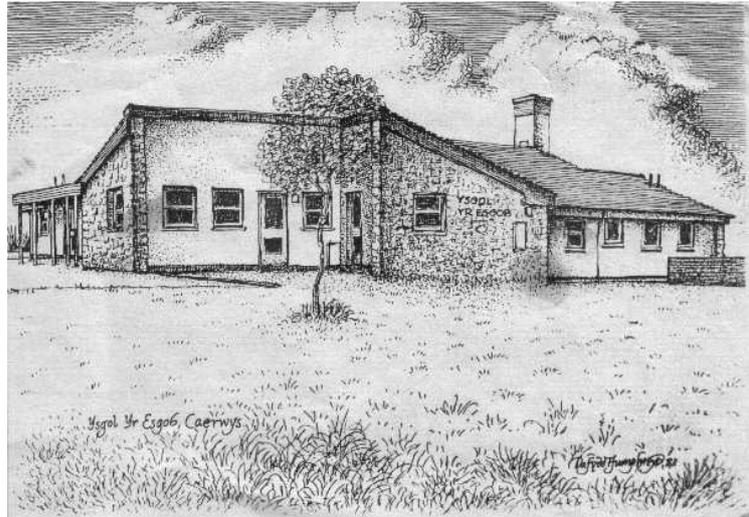


Ysgol yr Esgob Church in Wales Voluntary Aided School Caerwys



Governors Annual Report to Parents for School Year 2016/2017



Respect, respond, be brave, rejoice!

Foreword by the Chair of Governors, Mr. Roland Ward.

This report shows how the Head and the staff plan, keep track on progress, and take steps to improve the achievement of children. It shows how well the school is doing as a learning community: the targets it is meeting and the progress pupils are making. It shows how each child is special.

The report also gives an idea of the 'extras'- the clubs, the visits, the music, the art, the sport. They are not extras at all. They help make Ysgol yr Esgob the inspiring community that it is.

Ysgol yr Esgob is small enough for every child to be known well. The staff work flat out to give them the best opportunities. And it is in Caerwys, a great community, in which parents give it their backing.

Keep up your backing- by taking an interest in your child's learning, by keeping up attendance, and by encouraging your child to make the most of what the school has to offer.

We have an outstanding Head and staff, and great pupils. As Governors and Parents, we must support them.

*Roland Ward
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Lon yr Ysgol,
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CH7 5PZ*

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Who's who on the Governing Body

Chair:	Mr. R. Ward	Foundation Governor	14.4.14 to 14.4.18
Vice-Chair	Mr B. Vaughan	Foundation Governor	22.9.16 to 22.9.20
	Mrs C Austin	Parent Governor	10.09.15 to 10.09.19
	Mr M.Austin	Staff Governor	18.3.16 to 18.3.20
	Mrs S Clisham	Headteacher	01.09.17 to 01.09.21
	Mrs K. Davies	Co-opted Governor	22.09.16 to 22.09.20
	Mrs G.Jones	Foundation Governor	16.3.17 to 16.3.17
	CCllr T. Jones	LEA Governor	12.03.13 to 12.03.17
	Mr David Knights	Foundation Governor	22.09.16 to 22.09.20
	Ven. J Lomas	Foundation Governor	10.09.15 to 10.09.19
	Mrs L Roberts	Foundation Governor	22.09.16 to 22.09.20
	Mrs L. Thomas ,	Foundation Governor	01.09.12 to 01.09.16

Clerk: Mrs. E. Knights

School Challenge Adviser Mrs Ruth Price-Roberts

Diocesan Director: Mrs. Ros Williams , Diocesan Office, High Street, St. Asaph.

As a Church in Wales VA School, the Governing Body is required to have a majority of Foundation Governors and this must be reflected in the composition of the committees. Foundation Governors are nominated by the Parochial Church Council and approved by the Diocesan Education Department at St. Asaph.

The Parent Governor is elected by parents for a term of four years. To be eligible a prospective Parent Governor must be a parent or guardian of a child at the school at the time of the election. Once appointed, the Parent Governor may continue in office for the full four year term even if their child leaves before the four years expires. At present there are no vacancies.

Governors have met twice every term to monitor the activities of the school. The Head teacher presents a report at the second meeting of each term. Members of the Governing Body are frequent visitors to the school throughout the term and are kept fully informed. The minutes of governors' meetings are available at school for any parent or interested party to view. The items discussed during 2016-17 involved the following:

This is what we focussed on in 2016-2017

Management of Systems and Processes

- To continue to develop distributed leadership so that leaders and managers at all levels rigorously challenge underperformance

Our Assistant Headteacher carried out a Middle Leadership Project. He worked on how pupils write sentences across the school and looked at APPs that could help with this.

Also, this outlined how Mrs. Clisham organised all other staff to work together in order to achieve common aims and goals.

Learning and teaching

- For more pupils to be on track in English to achieve outcome 5 at the end of Foundation Phase or level 4 at the end of KS2. (more pupils in white band of mapping attainment grids)
- To challenge groups of children identified using data, in order to accelerate learning.
- To further develop our whole school approach to assessment for learning
- To develop understanding of the Digital Competency Framework (DCF) and begin to integrate it into the curriculum
- Develop actions identified from the Wellbeing Audit leading to our fourth accreditation mark. (April 2016)

Working with our Community

- Further develop the school website to aid communication and promotion of the school.
- Promote the school regularly

Our School Building

- Improve the junior corridor
- Plan further development for the Foundation Stage area
- Improve provision for teacher demonstration and modelling in Y4/5/6
- Develop actions identified from the Wellbeing Audit leading to our fourth accreditation mark. (April 2016)

Our Church School Identity

- To improve how we report back to the Governing Body regarding R.E.

Two committees run prior to meetings with the Full Governing Body. They are Finance and Staffing, and the Policy and Curriculum Committee. Any recommendations by these committees are then fed back into Full Governing Body meetings. The data Committee meets termly to consider performance data.

The progress we made against our plan in 2016-2017

The Assistant Head has participated the Middle Leadership Project and this has significant impact on the progress of pupils in English. Classroom Assistants work very hard to achieve great things with our pupils. They really make a difference. The Eco-Committee has developed its work further and has sent reports to the Governing Body. We have devoted significant time to sharing good practice in Maths problem-solving and to purchase of new resources. Pupils in years 2-6 now do much more problem solving.

Further develop the school website and the promotion of the school

We have added examples of pupils' work and reports of special occasions. Governors who are parents have started a new PTA which has run very successful fundraising activities.

To maintain our school building and ensure that it is adapted to our teaching and learning.

We have repaired external fencing, improved signage, reorganised the Outdoor Classroom, provided a sink in the lower corridor, purchased pupil lockers. We have also purchased white boards to help our teachers show pupils what to do.

To further raise standards of achievement in English

We have developed our Big Writing Adventures scheme. This has helped the school do things in a more systematic way. The progression in learning across the school develops in a age/stage appropriate way, especially when writing sentences. We have improved our strategies for interventions to support individual pupils, including the use of PiXL software. We have organised parent meetings on reading strategies. Governors have undertaken monitoring of teaching and learning in English.

To further develop our whole-school approach to assessment for learning.

We have adapted the pupil profiling system so that we can use it to the full in helping pupils to achieve high standards. We have generated an Assessment for Learning Policy. We have used data on progress to work closely with groups of pupils and individuals in order to accelerate their learning. Governors have received regular reports on the performance of groups of pupils, and the Data Committee of the Governing Body has undertaken detailed review of performance data.

To develop understanding of the digital competency framework and to integrate it into the curriculum

We have organised training sessions for staff so that they understand the digital competency framework, and are monitoring its introduction in topic work. The Governing Body has received a briefing on the framework and its implementation.

To continue to work towards the Healthy Schools Phase 4 Award

The Governing Body has designated one governor, Mrs Lesley Roberts to be the link governor for Healthy Schools and PSE. Mrs Roberts has spent a great deal of time familiarising herself with the school's Healthy Schools Award applications, and in reviewing the school's work on personal development and wellbeing. The school have organised an anti-bullying week, and have carefully consulted the School Council about pupil wellbeing issues. The school has reviewed PSE across the school and its effectiveness.

To continue to develop the school's special character as a church school.

The school monitors the scope of collective worship and reports to the Governing Body. It has also reported to the Governing Body on R. E. Teaching. The school holds regular services in the church, and the Rector is a member of the Governing Body.

How well do we work through our aims and values?

Our mission statement, "Respect, respond, be brave, rejoice" is now embedded into everyday life of the school. This is an effective reminder for pupils so they remember how to behave. It frames our expectations and also the values that we hold dear. Examples include:

- Behaviour management and expectations ranging from behaviour of those on IBP's to everyday occurrences (respect)
- Use of attachment theory techniques (respect)
- How pupils feel about their own achievements. This is celebrated every week. (respect)
- What we expect in term of response to teacher's questions in lessons (respond)
- Pupils self and peer assessment and how they need to be sensitive to others (respond)
- Improvements made with School Council (respond)
- Work with HWB (respond)
- How it is important to have a go even if it is a challenge (be brave)
- Grow mindset work with Y4/5/6 (be brave)
- Dealing with challenging social situations and learning through the Friends for Life programme (be brave)
- Dealing with challenging personal circumstances – staff and pupils (be brave)
- Celebration assemblies (rejoice)
- Sharing good work with other classes (rejoice)
- Head teacher awards (rejoice)
- Blogging to another school about what it is like being a Church Aided Primary (rejoice)
- End of year evaluations (rejoice)

We are a highly inclusive school.....

Our Mission Statement "Respect, Respond, Be brave, Rejoice!" underpins our feelings about inclusion at Ysgol Yr Esgob. The Governors are kept informed by means of regular Head's reports and by having a Governor, Mrs. Gwen Jones, with a designated responsibility. Parents are made aware of targets set for pupils and are informed of progress and developments. The school has an Additional Needs Policy available for inspection at the school upon request. We have well established links with a wide variety of agencies who support the learning of pupils with additional needs and they make very good progress. Outside agencies including Speech Therapy, Educational Psychology, Occupational Therapy, Sensory Support and the school medical service have been regular visitors this year. School makes very good use of this support and is proactive in providing pupils with what they need. Mrs Sue Clisham is the designated ALN Coordinator.

One of our strengths is the way we provide work at different levels for all pupils in order to support them appropriately. Our local High School also offers support for more able pupils and we send pupils over to take part in events. There is access to all areas of the main school for children with disabilities. There is open access to the curriculum and all extra-curricular activities for all pupils regardless of ability. The school has a designated disabled parking bay for ease of access. School also provides support for a member of our community who has Down Syndrome. She is a regular visitor to our Y4/5/6 classroom.

Any incidents in school around race, sexual orientation and bullying should be reported to the Governing Body for consideration. There were none reported in 2016-2017.

What we offer our pupils – Our Curriculum

The school offers a broad and balanced curriculum based on first hand practical experience. Our children thoroughly enjoy what they experience and leave school with many happy memories. We provide them with experiences that are relevant and that support their learning. We nurture our children, closing considering their wellbeing as well as providing them with just the correct level of challenge.

Older children benefitted from a residential visit to Cardiff in July. They visited the Senedd and had a debate in one of the chambers. They also spent some time in Cardiff Bay, experienced a boat tour, visited Cardiff Castle and the Principality Stadium. "Down time" included a visit to the cinema and a bowling night and on the way home they went to The Big Pit. We go to Cardiff every year with children from other small schools and this helps with their transition as they are mixing with pupils who will be attending the same schools.

Extracurricular activities such as dance, Mad Science, drama, gardening, football, netball and music club provide an extra dimension. These are well attended and staff work hard to support children in this way.

Mr. Austin brings his expertise in ICT to the school. Our children regularly blog, they write wikis and take full advantage of the HWB site provided by Welsh Government. We have lots of hardware are well-organised and well equipped to give our children the skills they need as they move up to high school.

Mrs. Booth qualified as a Forest Schools practitioner in 2016 and our children gain a great deal from using our school garden in this way. Mrs. Dunn also carried out Forest Schools work with Reception and Year 1. We are also very lucky to have a trained music specialist as our Head teacher. Mrs. Clisham takes weekly singing sessions and encourages music of all kinds. Our annual Christmas production allows children to use their performance skills to a very high standard indeed! Music lessons are offered to pupils and as many as possible are encouraged to take up a musical instrument.

Other important features of our curriculum is the way our pupils assess themselves and each other against criteria given to them by the teacher. Our children develop the ability to take on responsibility for their own learning. Teachers from other schools have been to have a look at what we do. Our children also work together in pairs and groups really well. Teachers have been trained in collaborative learning strategies and this has helped them to develop how they teach.

At Ysgol yr Esgob children are taught distinct English and Maths lessons and the skills that they acquire are applied in other areas of the curriculum. Our curriculum is exciting and stimulating and it gives our children lots of excellent experiences that they will hopefully remember when they grow older. Most importantly, it is fun!

Our Sporting Achievements *Children at the school participate in regular football and netball matches with local schools. They are also members of the Holywell Consortium of Schools Sports Association. In 2016-2017 we entered the Indoor Athletics Competition for small schools and also the Flintshire Festival of Youth Sport. We use "Dragon Sports" to cover P.E. lessons for all children across the school every week. This allows the Head teacher to release all teachers for their PPA time (statutory Planning, Preparation and Assessment time that all teachers have to have). Dragon Sports employ highly trained, expert coaches. This means our children get a great sporting diet. Every week there are after-school clubs for netball (Juniors), Cheeky Monkey Multi Skills (Infants) and football (Juniors). We are developing strong links with local sports clubs. Children receive swimming lessons at Holywell Leisure Centre during the Spring Term. Also, Caerwys Football Club lease our school field for their training and matches. Some of our children are involved in the junior squad. During the Summer term, we hold an annual Sports afternoon which is very enjoyable. We like to give our pupils a say in what they would like to do. Pupils chose which events they entered in the Festival of Youth Sport. Also, following the School Sports Survey, Mrs. Booth held golf sessions as a result of requests.*

Community Links

The school maintains strong links with the local community and has actively supported events in and around Caerwys. Termly services are held at St. Michael's Church, including Harvest, Carols, Easter and Leavers, which are led by the children. The Rev'd Sue Moriarty holds services for the children. Mrs. Ros

Williams, the Diocesan Director of Education, is also a frequent visitor to the school as is Rev'd Sue Moriarty, in her capacity as the Diocesan Visitor. In November we observe the Annual Remembrance Day Service and senior citizens of the town are welcomed into school. Members of the Royal British Legion lead the service. We celebrate St. David's Day with an Eisteddfod in school which parents are encouraged to attend.

In July we held a Summer Fair on the school site in conjunction with the Church, which was very successful. Finally, throughout the year, the school regularly contributes articles and pictures for the Caerwys Chronicle.

The PTA was formed in 2016 on the initiative of a number of governors who are parents. Events organised include raffles at the Christmas shows, and the Summer Fair, jointly organised with St. Michael's Church. Money raised helps to subsidise transport for educational visits, to purchase ICT equipment, and also to pay for special events for the children .

The Governing body wishes to express its thanks to the dedicated core of the PTA who do so much on behalf of the school. All parents are more than welcome to attend meetings and contribute to the organisation and running of these events.

Roland Ward – Church Foundation Governor and Chair.

Welsh Language at Ysgol yr Esgob

Standards in Welsh at the end of Key Stage 2 have risen dramatically over the last few years. Ysgol yr Esgob is lucky to have a lot of expertise among the staff. Highlights for 2015-16 include our annual Eisteddfod and a visiting theatre group "Tales from Wales". We have weekly lessons but we also encourage children to speak as much Welsh as possible outside the lesson. The content of our topics help to develop knowledge of the "Welshness" of Wales. Year 6 children attended an annual residential visit to Cardiff along with others from local schools. They experienced what our capital city has to offer and stayed at the Urdd Building on Cardiff Bay. There was plenty of opportunity to practice Welsh language skills as the staff at the Urdd constantly encourage this.

Our school building

In 2016-17 the Governing Body repaired the external fencing and invested in a new sink and in the junior corridor fence separating the car park from the playground.

There are toilet facilities at the end of both main corridors within the school, easily accessible at playtimes. They are kept in good order, checked at lunchtime and thoroughly cleaned after the school day by our caretaker and checked and cleaned every lunchtime for our children.

Our Results and the targets we set to help us get there.

Targets for English, Maths and Science for our Year 6 pupils.

The Welsh Assembly requires us to set targets for performance. This table shows our targets and performance last year and predictions for the next year. These tables shows the overall percentages of pupils who achieved the expected level of level 4+ and Level 5 (above average) at the end of year 6. The core subject indicator (CSI) is the percentage of pupils who gained level 4 or above in all three subjects. Please bear in mind that, with small numbers, each pupil can produce a big percentage swing in either direction.

Level 4+	Target 16-17 %	Actual 16-17	Target 17-18
English	93.3	93.3	100
Maths	100	100	100
Science	93.3	100	100
C.S.I	86.7	93.3	100

Level 5	Target 16-17 %	Actual 16-17 %	Target 17-18 %
English	33.3	33.3	50
Maths	33.3	33.3	60
Science	33.3	33.3	60

Targets for Literacy Language and Communication, Mathematical Development and Personal and Social Education for our Year 2 pupils.

The Welsh Assembly requires us to set targets for performance. This table shows our targets and performance last year and predictions for the next year. These tables shows the overall percentages of pupils who achieved the expected level of Outcome 5+ and Outcome 6 (above average) at the end of year 2. The foundation phase indicator (FPI) is the percentage of pupils who gained outcome 5 or above in all

three subjects. Please bear in mind that, with small numbers, each pupil can produce a big percentage swing in either direction.

Outcome 5+	Target 16/17 %	Actual 16/17 %	Target 2017 %
LLC	88.9	88.9	100
MD	88.9	88.9	100
PSD	88.9	88.9	100
FPI	88.9	88.9	100

Outcome 6	Target 2016 %	Actual 2016 %	Target 2017 %
LLC	33.3	33.3	57.1
MD	44.4	44.4	42.9
PSD	33.3	44.4	100

Results of statutory assessment at the end of Foundation Phase(Year 2) and Key Stage 2 (Year 6) compared with the Local Authority and National averages.

Our end of key stage teacher assessments for pupils at end of Foundation Phase (Year 2) and end of Key Stage 2 (Year 6) for 2015-16 are listed below. The tables below show the percentage of children achieving average + scores (Outcome 5+) and above average scores (Outcome 6+) compared with the Local Authority and National figures. They also show the percentages of children achieving average + scores (Level 4+) and above average scores (Level 5+) at year 6 compared to Local Authority and National figures.

Average + (Outcome 5+) at end of Y2	% Foundation Phase School	%Foundation Phase Local Auth.	%Foundation Phase National
Language, Literacy and Communication.	88.9	90.3	88.
Mathematical Development	88.9	92.2	90.3
Personal and Social Development	88.9	96.1	94.7
FPI	88.9	89.5	87.3

Above average (Outcome 6) at end of year 2	%Foundation Phase School	%Foundation Phase Local Auth.	%Foundation Phase National
Language, Literacy and Communication.	33.3	40.0	38.1
Mathematical Development	44.4	40.6	38.7
Personal and Social Development	44.4	63.1	61.3

FPI is the percentage of children who achieved outcome 5+ in all three areas – LLC, MD and PSD.

NB: There were 8 pupils in this cohort. One child was therefore worth 12.5%

Average + (Level 4+) at Y6	Key Stage 2- School	Key Stage 2 Local Authority	Key Stage 2- National
English	93.3	92.6	91.1
Maths	100	93.0	91.6
Science	100	93.2	92.2
CSI	93.3	90.1	88.6
Above average (Level 5) at Y6	Key Stage 2- School	Key Stage 2 Local Authority	Key Stage 2- National
English	33.3	45.8	44.7
Maths	33.3	49.4	47.0
Science	33.3	47.0	46.4

CSI is the percentage of children who achieved Level 4 in all three subjects - English, Maths and Science.

If a child does not achieve Level 4 in one of the subjects, they do not achieve CSI.

NB: There were 5 children in Year 6 during 2015-2016. This therefore means that each child is worth 20% in terms of our results figures.

Policies that help our school run smoothly

In 2016-17, the Policy Committee met prior to full meetings, once a term. Many policies were passed through this committee and ratified by the full Governing Body. They include:

Pay policy
 Admissions Policy
 DBS Policy
 Equality and Diversity
 Performance Management
 Planning, Preparation and Assessment time
 Prevent
 Safeguarding
 Whistle-blowing
 Continuous Professional Development
 Curriculum
 Information Security Management
 Health and Safety
 Calculations
 Parental Complaints
 Additional Needs (Special Needs)

Our School Prospectus

The school prospectus has been updated in light of new staff appointments in school. General photographs illustrating school life are included and certain items remain bi-lingual in order to acknowledge our Welsh roots. Copies are available in school. The prospectus is reviewed annually.

Attendance at school.

Attendance for the 2015 - 2016 school year was 96.2%. Absences due to medical reasons are most common, followed by absences due to holidays. As a school we need to reduce the amount of time children take during term time for holidays.

Attendance rates 2016-17

	2013/14 Actual	2014/15 Actual	2015/16 Actual	Target 16-17	16-17 Actual
Attendance	94.41	95.52	96.2%	96.3	96.0
Authorised Absence	5.44	4.4	3.7		4.0
Unauthorised Absence	0.15	0.08	0.0		0.0

In 2017-18 we did not hit our target, although it was a very challenging one. This was due to holidays, particularly in the summer term. The Education Welfare Officer is aware. He has been through what we do and has provided us with some advice.

Parents are reminded NOT to take holidays in school term time as this effects learning. Governors politely remind parents that it is a legal requirement for children to be in school from the age of 5. We need to bring our children up with the correct values, ready for the workplace. If a child has a cold, please still bring them in. If a child needs antibiotics prescribed by a doctor, school will help parents/carers by administering these in the middle of the day as long as the correct paperwork is filled in. Please see Mrs. Clisham, Mrs. Hanna or Mrs. Tandy.

Our School Budget

The school is allocated various sums of money through different formulas based on a number of variables including pupil numbers, floor area, age of the building, etc. Various grants are made available at different times of the year by the Welsh Assembly Government. These filter down to the school through the LEA. The school must work within the budget that is set by the LEA. The school has a separate account, The School Fund, into which all money coming into school is paid – uniform, trips, donations, swimming, etc. This is externally audited regularly.

YSGOL YR ESGOB (134)
FINANCIAL OUTTURN 2016/2017

BUDGET HEADING	BUDGET 2016/2017	EXPENDITURE 2016/2017	DIFF + OR (-)
BALANCE FROM 2015/2016	23,912		23,912
EMPLOYEES	223,857	277,534	-53,677
PREMISES	21,909	12,916	8,993
TRANSPORT	-	69	-69
SUPPLIES	10,318	17,505	-7,187
ADULT MEALS/LINK COURSES	-	134	-134
SERVICE LEVEL AGREEMENTS	14,939	13,860	1,079
TRANSITIONAL FUNDING	-4,648	-	-4,648
INCOME		48,327	48,327
TOTAL 2016/2017	290,287	273,691	16,596

Governors have not claimed expenses this year.

Forms for High School applications are available in the September of the child's Y5 year and the closing date is at the beginning of November (4.11.16 for September 2017 entry). At any other time during a child's school life, application for transfer may be made. This is done by filling in the form on the Local Authority's website.

All forms are available at:

<http://www.flintshire.gov.uk/en/Resident/Schools/School-Admissions.aspx>

How to apply for Early Entitlement Places.

Children who are three years of age in the Autumn Term (September-December) are eligible to attend Early Entitlement in the Spring and Summer terms before they enter Nursery. Children who are three years of age in the Spring Term (Jan-around Mid April) are eligible to attend Early Entitlement for the summer term before they enter Nursery. Please contact the school office for the appropriate forms.

If you wish to discuss the contents of this report further please contact Mr. Roland Ward (Chair of Governors) or Mrs. Sue Clisham (Headteacher) via the school office.