



**THE GOVERNORS' ANNUAL REPORT TO  
PARENTS 2016 – 2017**

**October 2017**

October 2017

Dear Parent/Guardian,

I am very pleased to provide you with this written summary of the main events at our school, its statistics and achievements during the past year. The Governing Body has met each half-term, in sub-committees and full meetings to monitor and influence the educational provision for pupils at Ysgol Penmorfa. As Chairperson, I wish to thank my colleagues for their commitment, their valued contributions and their support throughout the last academic year.

I would also like to take this opportunity to thank you as parents and guardians for your continued support of our school. A special thank you goes to the members of the Parent Teachers Association for all their hard work and support enriching the children's time at Ysgol Penmorfa. The Governors are proud of Ysgol Penmorfa and its continued good reputation in the local community. I am very proud to be associated with our school and look forward to working together with fellow governors, staff and parents to further raise standards during the forthcoming year.

Yours sincerely,

Mrs Janet Jones

Chair of Governors

## Current School Governors

The school has a Governing Body, consisting of Local Authority representatives, elected and co-opted members.

	<b>Date Office Ends</b>	<b>Sub- Committee</b>	<b>Link Governors</b>
<b>Parent Governors</b>			
Mrs Rebecca Spruce	31.08.21	F, ALN, SA	
Mrs Kelly Clewett	04.10.20	F, ALN, PA	
Ms Talitha Brown	28.11.17	C, PD, CC	

The next Parent Governor election will be held in October and November 2017

### **Local Authority Governors**

Mr Mark Dakeyne	10.11.19	H&S, PD.
Mrs Suzie Clarkson	31.07.20	C, PD, ALN
Mr Peter Dop	26.09.19	H&S, SC, PA

### **Teacher Governors**

Mrs Nicola Hambridge	22.01.20	C
----------------------	----------	---

### **Community Governors**

Mrs Janet Jones	26.03.21	H&S, SC, PD, F, CC, PRG
Mr Adrian West	25.06.21	C, SA, PA, PRG
Mr John Jones	20.02.18	H&S, C, SA, PA, PRG

### **Minor Authority**

1 vacancy

### **Staff Governor**

Mrs E Millward	25.06.20	C,
----------------	----------	----

**Abbreviations:** F = Finance, C = Curriculum, ALN. = Additional Learning Needs, SC = Staffing Committee, SA = Staffing Appeals, PD = Pupil Discipline, PA = Pupil Appeals, H & S = Health Safety & Maintenance. PRG = Performance Review Group

**Chair of the Governors:** Mrs J Jones, 2 Llandaff Drive, Prestatyn, Denbighshire, LL19 8AS Telephone No. 01745 852490

**GwE Challenge Advisor:** Mr Gareth Davies

**Clerk to the Governors:** Mrs. Jill Lloyd, c/o Ysgol Penmorfa, Prestatyn, LL19 8SY

**Mrs C Patterson, Headteacher, is also a member of the Governing Body.**

# School Performance 2017

## School Performance—Foundation Phase

The table below shows how school has performed at the end of Foundation Phase. The figures shown are the percentages of pupils achieving Outcome 5 or above at the end of Year 2. Most pupils will be expected to achieve an Outcome 5. The data shows our school performance in the first column and then the data for the Local Authority (the whole of Denbighshire), our Family of schools (a group of 11 schools similar to ours across Wales) and finally the data for the whole of Wales.

2016-17	School	Local Authority	Family	Wales
FPOI	90.9%	85.3%	90.6%	87.3%
Language	90.9%	86.4%	92.3%	88.1%
Maths	96.4%	88.8%	93.5%	90.3%
PSDWCD	98.2%	94.4%	96%	94.7%

The table below shows how the school performed at Outcome 6 (above average)

2016-17	School	Local Authority	Family	Wales
Language	34.5%	34.4%	34.8%	38.1%
Maths	36.4%	33.7%	33.3%	38.7%
PSDWCD	78.2%	68.1%	57.3%	61.3%

FPOI: is the Foundation Phase Outcome Indicator - this is when pupils get and Outcome 5 or above in Language, Maths and PSDWCD.

PSDWCD: Personal and Social Development, Well-Being and Cultural Diversity

## School Performance - Key Stage 2

The table below shows how school has performed at the end of Key Stage 2. The figures shown are the percentages of pupils achieving Level 4 or above at the end of Year 2. Most pupils will be expected to achieve a Level 4. The data shows our school performance in the first column and then the data for the Local Authority (the whole of Denbighshire), our Family of schools (a group of 11 schools similar to ours across Wales) and finally the data for the whole of Wales.

2016-17	School	Local Authority	Family	Wales
CSI	84.6%	88.9%	86.7%	89.5%
English	86.5%	90.6%	88.8%	91.1%
Mathematics	88.5%	91.8%	90.3%	91.6%
Science	90.4%	92.7%	90.6%	92.2%

The table below shows how the school performed at Level 5 (above average)

2016-17	School	Local Authority	Family	Wales
English	44.2%	41.4%	38.2%	44.7%
Mathematics	44.2%	43.5%	41.8%	47%
Science	50%	46.2%	38.7%	46.4%

CSI: is the Core Subject Indicator - this is when pupils get and Level 4 or above in Language, Maths and Science

<b>Statement of Finance</b>	
<b>Financial Year 2016/2017</b>	
<b>INCOME</b>	<b>£</b>
Balance Brought Forward	(39,600)
Delegated Budget	1,450,480
Other Income	84,099
<b>Total INCOME</b>	<b>1,494,979</b>
<b>EXPENDITURE</b>	
Staffing	1,313,930
Premises	68,947
Travel	5,014
Supplies	54,595
Pooled Fund Schemes	130,384
Fair Funding / Gaia	30,000
<b>TOTAL EXPENDITURE</b>	<b>1,602,870</b>
<b>SURPLUS / (DEFICIT)</b>	<b>(107,891)</b>

### School Leavers

53 pupils left at the end of Year 6 in July 2017.

- 50 pupils went to Prestatyn High School
- 2 pupils went to Rhyl High School
- 1 pupil went to Ruthin School

### Links with the community

The school has continued to develop links with local organisations by inviting guest speakers to school and by taking pupils on local site visits. A member of the local clergy has visited school to take assembly and a church based drama group 'Open The Book' performed regularly for Foundation phase.

Year 5 pupils had a PE day at Prestatyn High School. More Able Year 5 pupils had the opportunity to visit Prestatyn High School to further develop their skills. Year 6 pupils have the opportunity to visit Prestatyn High School during the summer term as part of their induction to Key Stage 3. Ysgol Penmorfa has also provided work experience placements for High School pupils. Our school continues to have strong links with several further education colleges and a number of staff at Ysgol Penmorfa have been mentors for student teachers and support staff.

Pupils from both key stages represented the school at the Parish Church Carol Service and pupils sang and played musical instruments at the Prestatyn Town Christmas Tree Lighting Ceremony. Ysgol Penmorfa won first prize for the best Christmas tree once again. PC Catrin Brown, Community Liaison Police Officer visited school each term to work with classes throughout the school delivering lessons on Personal and Social Education.

The School Council visited Nant y Mor care home. They named their restaurant and designed a logo.

Parent volunteers have continued to support class teachers at school and during off-site visits. All volunteers are requested to undergo a full DBS Police Check before commencing as a volunteer at school. Visitors to classes who have enriched the curriculum include representatives from the police and fire service. The school participated in the annual public speaking competition for local schools.

Ysgol Penmorfa hosts a range of outside agencies to support families and members of the local community. The agencies include Speech and Language Therapy, Family Liaison, Playgroup and Language and Play. The school is a centre for Flying Start and will be continuing to provide additional support for members of the local community.

## **Progress made with each School Development Priority 2016-17**

### **Priority Number 1**

To raise the percentage of pupils achieving:

Outcome 5 and 6 in Language, Literacy and Communication (LLC) at the end of Foundation Phase (FP)

Level 4+ in writing at the end of key stage 2 (KS2).

- Targeted tasks are evident in most classes.
- Most pupils have the opportunity to write at length in a variety of subject areas.
- Nearly all pupils have a similar standard of writing across the curriculum and in English lessons.
- Most pupils have the opportunity to improve their writing. The majority of pupils review their own work against set criteria in order to improve. Where this happens it is effective and leads to improvements.
- Tracking and monitoring has happened termly.
- Free School Meals (FSM) pupils are tracked carefully through the schools tracking procedures.
- Pupils have been targeted and supported despite a significant reduction in the staff to deliver these interventions.
- The school has carried out internal moderation and we have been involved in moderation with the Green schools cluster.

Next steps:

- Predictions show that of the Year 2 cohort in 2017-18 8.8% will achieve O6 LLC and 19.3% will achieve O6 in Mathematical Development (MD).
- Continue 'Pie Corbett' training and commence 'Talk for Writing' techniques.

## Priority Number 2

To improve attendance

- Mrs Hambridge has regularly liaised with the Attendance Officer, these meetings have developed as the year has progressed and are now a secure way of tracking pupils with poor attendance or families experiencing difficulty.
- Pupils are tracked and parents are met. Late marks still remain a problem. Mrs Hambridge has encouraged pupils to attend breakfast club to help and it has assisted a number of families.
- Class teachers are updating their own register on SIMS (electronic register) and tracking unauthorised absence.
- All staff now use SIMS for the register and keep it updated.
- 100% attendance certificates were given out for each term.

Next steps:

- Raise awareness of attendance issues with staff. The Attendance group to identify one pupil per class who has the potential to raise attendance. Class teacher will then work with the family in a positive way and attendance team members will also work with the family where challenge is needed.
- Whole school letter to go home explaining the impact of attendance and lateness. RAG (Red, Amber, Green) in terms of what is acceptable in terms of percentages. Include contacts for support including breakfast club, family link worker etc.
- Governors to ratify the Denbighshire Attendance Policy along with the Penmorfa additions. Parents will then be issued with a flow chart to explain the process.
- Attendance group to work with 1 or 2 families each, who are causing more serious concerns.
- Create an award system (Eg., 100% attendance certificates termly awarded in assembly). Half termly reviews of those children who are tracked, if their attendance has improved at all they receive a certificate and are invited to have hot chocolate and cake with the headteacher.
- Create an attendance and support display board in the foyer. Displaying whole school attendance target, current whole school attendance, contact details for support and photographs celebrating pupils at work etc.
- All teaching staff to RAG individual pupil attendance record sheets in preparation for parents evening. These will be shared during the meeting and parents will sign the parents evening sheet to show they have had the information. Class teachers to follow up with any parents who do not attend.

### Priority Number 3

To further raise standards in pupils' reading and writing in Welsh, particularly at KS2.

- There is evidence in nearly all year groups that pupils are reading the agreed minimum in Welsh
- The school has updated schemes of work for Welsh for lower KS2, now showing clear and achievable progression of skills throughout KS2.
- There is greater clarity of the language patterns to be introduced and consolidated in each year group.
- Following staff training, there is improved provision of more challenging enrichment activities in upper KS2 to stretch the more able pupils.
- Increased provision of Welsh reading books in KS2.
- Accurate benchmarking of current standards in Welsh to facilitate accurate measurement of future progress in standards. End of key stage pupil performance has improved in May 2016 to 72% achieving Level 4.
- More Welsh is used during assemblies.
- Welsh is used in all classes during registration.
- Following training for support staff during twilight sessions, support staff are using incidental Welsh daily with pupils.
- Welsh writing was good in nearly all classes and in a very few it was very good.
- Welsh club was very popular and the pupils who attend clearly enjoyed the fun approach to learning employed.

Further actions required:

- Reading task each week: phonic focus using Welsh alphabet and key words from topic work.
- Writing task each week: focus on spelling words and phrases that children will need to be able to write independently. Doesn't have to be a paragraph, start with notes etc. build up into extended writing.
- To work towards all KS2 classes teaching 2 hours in total of Welsh. E.g. 30 mins Oracy, 30 mins Reading, 1 hour writing.
- Source additional training where available.
- Continue the after school Welsh club.

#### **Priority number 4.**

To develop pupils' understanding of global citizenship.

- FP regularly update their displays about other countries adding new elements each term.
- The KS2 eco-council meet regularly.
- The placement of a Mandarin teaching assistant has continued to be successful. Year 3 and 4 have a weekly visit from the teaching assistant and enjoy her visits.
- The school council have a copy of the School Development Plan and are looking at it. They meet regularly with a member of the SLT to discuss their ideas and see what we can improve.

Further action required:

- Each phase to complete Ysgol Penmorfa Education for Sustainable Development and Global Citizenship (ESDGC) self-evaluation tool.
- Following the pilot e-twinning links in Year 4 last year, in house training will be delivered on e-twinning in order to roll out these projects with other countries across the school.
- Whole school assemblies featuring festivals and celebrations from other countries throughout the year.
- Whole school involvement in European schools Christmas decoration project. Each year group to produce decorations and display decorations in the hall.
- Begin to hold assemblies including different faiths of the world in order to promote understanding and tolerance of different cultures and religions.
- Approach and appoint a link governor for ESDGC.

#### **Action taken to review policy documents**

Curriculum policies are reviewed by the Curriculum Sub-committee. Other policies and statutory documents are reviewed by governor sub-committees and recommendations presented to the full Governing Body for final approval.

## **Term Dates 2017-18**

Autumn Term	School opens	Wednesday 6th September 2017
	School closes	Friday 27th October 2017
	School opens	Tuesday 7th November 2017
	School closes	Friday 22nd December 2017
Winter Term	School opens	Tuesday 9th January 2018
	School closes	Friday 9th February 2018
	School opens	Monday 19th February 2018
	School closes	Friday 23rd March 2018
Summer Term	School opens	Monday 9th April 2018
	May Day	Monday 7th May 2018 (school closed)
	School closes	Friday 25th May 2018
	School opens	Monday 4th June 2018
	School closes	Friday 20th July 2018

### **Staff Training Days:**

Monday 4th September 2017  
Tuesday 5th September 2017  
Monday 6th November 2017  
Monday 8th January 2018

## **Timings of the School Day**

### **Early Years:**

There are three Early Years classes. Nursery pupils receive 0.5 provision in the Early Years Unit.

Morning groups	09.00 a.m. - 11.30 a.m.
Afternoon groups	12.30 p.m. - 3.05 p.m.

### **Foundation Phase (Reception to Year 2):**

Morning Session 1	09.00 a.m. - 10.15 a.m.
Morning Break	10.15 a.m. - 10.30 a.m.
Morning Session 2	10.30 a.m. – 12 noon.
Lunch	12noon – 1.00 p.m.
Afternoon Session 1	1.00 p.m. – 2.15 p.m.
Afternoon Break	2.15 p.m. – 2.25 p.m.
Afternoon Session 2	2.25 p.m. - 3.05 p.m.

## Key Stage 2 (Year 3 – Year 6)

Morning Session 1	08.55 a.m. – 10.45 a.m.
Morning Break	10.45 a.m. – 10.55 a.m.
Morning Session 2	10.55 a.m. – 12 noon
Lunch	12.noon. – 12.55 p.m.
Afternoon Session 1	12.55 p.m. - 2.00 p.m.
Afternoon Break	2.00 p.m. - 2.10 p.m.
Afternoon Session 2	2.10 p.m. - 3.15 p.m.

## **School Prospectus**

The School Prospectus was updated with minor changes and issued to new and prospective parents. The revised School Prospectus includes an updated staffing list, current term dates and the latest end of key stage teacher assessments. Copies of the School Prospectus are available on-line and on request from the school office.

## **THE CURRICULUM**

### **General Aims**

We aim to provide pupils with a broadly based and balanced curriculum set within a framework that expects and seeks to attain high achievement from all pupils. We aim to:

- promote pupils' academic, personal, social and physical development;
- help pupils to make decisions within an accepted moral code;
- encourage tolerance and respect for others;
- promote the ability to work well with others, showing social skills of co-operation and leadership;
  - motivate pupils and enable them to build on experience and to learn from mistakes;
  - develop pupils' ability to remember facts accurately and use them in written form;
  - encourage independent working;
  - develop pupils' ability to identify and solve problems independently.

## **Specific Objectives**

- To develop in pupils a high level of competence in the core subjects of English, Mathematics and Science in order to provide a secure foundation for life-long learning.
- We acknowledge that every child is unique, each with their own talents and interests. By providing a broad curriculum we hope to ensure that every child is engaged and stimulated so they enjoy the school experience and have the opportunity to succeed thereby developing their self esteem.
- To actively promote our Welsh culture, language and heritage across the curriculum.
- To develop ICT as a tool to enhance learning, and in an increasingly technological world to provide children with the skills they will need for future success.
- To develop and apply basic skills across the curriculum in order to enhance educational success and in promoting life skills.
- To use extra curricular experiences to enhance and enrich children's development.

## **Co-ordination of the Curriculum**

The Foundation Phase Curriculum and the Key Stage 2 Curriculum are each co-ordinated by a Curriculum Leader, supported by all the teaching staff working in each of the departments. The role of the Curriculum Leaders is to co-ordinate and monitor the planning and delivery of each subject in the curriculum. The work of the Curriculum Leaders is monitored by the Headteacher and the Curriculum Sub-Committee.

## **Additional Learning Needs (ALN):**

Our ALN policy is one of integration of pupils with additional learning needs and we aim to avoid feelings of being different or separate from the rest of the school.

All pupils have access to the Foundation Phase Framework or the National Curriculum at a level appropriate to their ability. We believe in equal opportunities for all pupils and we are aware that a weakness in one area of the curriculum does not mean weakness in all areas. At Ysgol Penmorfa, we aim to find, encourage and develop particular strengths and talents of our pupils.

During 2016-17 our additional learning needs department was reorganised and two new Additional Learning Needs Coordinators (ALNCO) were appointed. A team of trained teaching assistants provide individual and small group support for pupils. In addition to the support provided by school staff, we liaise closely with external support services in all aspects of school life. In particular, the ALNCOs and Head Teacher are in regular contact and work closely with the Educational Psychologist, Curriculum Support Team, School Nurse and the Educational Social Worker. Ysgol Penmorfa also has pupils receiving language support from a peripatetic teacher of English as an additional language.

The school runs two pupil support rooms called the Sunshine Room and the Rainbow Room. The rooms are fully equipped to run up to 4 sessions per week for pupils who require additional support to help them fully engage in their learning. Specially trained staff, employed by the school, devote time with pupils in a range of activities designed to raise pupils' self-esteem and confidence. This provision has helped pupils to overcome difficulties and has been so successful that staff from other schools have visited to observe the good practice.

If it is thought that a child may need additional educational provision, parents are invited into school to discuss this. The provision may take the form of extra teaching support in the classroom, withdrawal to the Additional Learning Needs (ALN) room, the use of special resources and equipment and the setting out of Individual Educational Programmes of work (IEPs) to enable pupils to participate more fully in all aspects of school life.

The school maintains a register of all pupils who are identified as having additional learning needs and this is frequently and carefully monitored by the ALNCO and the Governing Body. The number of pupils on the ALN register at Ysgol Penmorfa in July 2017 was 124. Three pupils had statement of special educational needs.

All of the centrally funded allocation in the school budget for Additional Learning Needs was used to employ teaching and support staff. The school continued to purchase additional teaching and learning materials for the ALN Department. Structured work programmes have been formulated to provide stimulating activities with focused teaching for pupils of all ages and interests. Close liaison with outside agencies, together with focused staff training ensures that the ALN policy is implemented and that limited resources are used as effectively and efficiently as possible.

### **Pupils with a physical disability:**

It is the policy of the Governing Body to welcome and integrate all pupils into our school. When parents of a child with a physical disability inform the Head Teacher that they wish their child to attend Penmorfa, the individual needs of the child are thoroughly discussed. This discussion is followed by a review meeting with outside agencies in order to ensure that the needs of each pupil will be met as effectively as possible. Because of the successful integration of several pupils with physical disabilities in recent years, the school has developed strong links with outside agencies. Governors and Staff have been praised for the way in which pupils with physical disabilities are both welcomed, provided for and educated at Ysgol Penmorfa.

### **Accessibility:**

Wheelchair access can be gained through several entrances with ramps at our school. Two lifts allow wheelchair access to all levels of the school building except for the three classrooms upstairs. The new classroom block includes facilities for wheelchair access and an accessible toilet is available by the main office. Also, paths around the school are sufficiently wide to allow wheelchair access. Visitors with physical disabilities are able to access all areas of the school, except for the three classrooms upstairs. Therefore no visitors are excluded from special events such as Parents Evenings, concerts, class assemblies and sports events.

## **ATTENDANCE**

### **2016-17**

Attendance 92.8%

Authorised absence 6.3%

Unauthorised absence 1%

Missing marks 0

We are striving to improve on this during 2017-18 and we would welcome your support in helping us to achieve our target of 94%.

The Head Teacher and Governing Body set an annual target for attendance. The target set for 2017 – 2018 is 94%. Holidays taken by pupils during term time affected the ability of the school to meet attendance targets.

A prompt start to lessons is an important element of good teaching and therefore excellent punctuality will support effective teaching. The Attendance Clerk monitors attendance and punctuality, she meets with the Assistant Headteacher each month to discuss pupil attendance and to offer support to parents who struggle to get their children to school on time.

## **Welsh Language**

Pupils are taught Welsh in school and encouraged to use Welsh at every opportunity. Welsh is used incidentally and pupils respond with confidence to known words and phrases. Displays show Welsh words and phrases. Welsh remains a priority area for development.

### **Category:**

We are a Category 5 school which is Predominantly English

## **Provision for sport**

Ysgol Penmorfa aims to offer a wide range of sporting activities to help pupils reach their sporting potential and to encourage health and well-being. As well as providing a broad and balanced P.E. curriculum, the school also provides pupils with a wide range of extra-curricular activities including:

Football

Netball

Rugby

Dragon sports

Girls Football

Hockey

Cross Country Running

We aim to encourage pupils' interest and enjoyment in sport. Ysgol Penmorfa has continued to maintain a high level of participation in area sporting events and the school was represented in football, netball and rugby, competitions at local and county level.

Rugby tournament 3rd

Girls football—got to the Semi Finals

Boys Football Festival

Netball

### **Toilet Facilities:**

The toilet facilities are of a good standard and there are sufficient for the number of pupils in school. The toilets are cleaned daily.

## **Promotion of Healthy Eating and Drinking**

Breaktime snacks consist of fresh fruit or vegetables for all children. Foundation Phase have access to a fruit or vegetable snack during the course of the morning with a carton of milk or a drink of water. KS2 can either bring a piece of fruit from home or can purchase fruit from school. Chilled water fountains are available around the school for pupils to use, pupils may have a water bottle or use one of the cups provided. If the cups are reusable they are regularly washed. School promotes the uptake of school meals. Breakfast club serve cereals (not coated or flavoured) and toast with margarine. Water and milk are available to drink.

## **Strategic priorities for 2017 – 2018**

The five main priorities for 2017 – 2018 are:

- Priority 1:            Improve the standards of numeracy KS2  
                          Improve the higher levels of numeracy and literacy in Foundation Phase
  
- Priority 2:            To improve attendance
  
- Priority 3:            Improve provision for ICT
  
- Priority 4:            To further raise standards in pupils' reading and writing skills in Welsh, particularly at KS2.
  
- Priority 5:            To further develop pupils' understanding of global citizenship

In addition to the five main priorities, the school will continue to maintain a clear focus on the following:

- a. Narrowing the gap in performance between girls and boys. Girls currently outperform boys in all core subjects at both foundation phase and key stage 2.
- b. Ensuring tasks are challenging and fully meet the need of all pupils.
- c. Ensuring regular opportunities for pupils to use and apply their literacy, numeracy and ICT skills across the curriculum and at an appropriate level.
- d. Develop and embed assessment for learning strategies in line with up to date practice, ensuring regular opportunities for pupils to respond to marking and feedback.
- e. Identified target support strategies for borderline pupils to enable them to achieve the higher outcome / level.
- f. Effective use of the Pupil Deprivation Grant to ensure pupils from disadvantaged backgrounds achieve their full potential.