



Achieve Excellence

Exceed Expectations

Ysgol Maes y Felin
Penymaes Road
Holywell
Flintshire
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Pennaeth/Headteacher
Mr. Peter Davies B.Ed (Hons)

Governors' Annual Report 2017-18

November 2018





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In May 2013 the Welsh Government altered the requirements for Governing Bodies to hold an ANNUAL GENERAL MEETING (AGM)

In place of the AGM parents can now request up to THREE meetings with the Governing Body within the school year.

In order to trigger a meeting a petition containing the signatures of 10% of the parents / carers of registered pupils has to be sent to the Governing Body.

The Governing Body must hold a meeting within 25 days of receiving a petition.

The meeting requested by parents must be to discuss a matter relating to the School. The meeting should NOT be to discuss individual pupil progress and achievement or grievances against a member of staff or the Governing Body.

Further details can be found on the following web site:

<http://www.governorswales.org.uk/publications/2013/05/09/parents-meetings-statutory-guidance/>

Introduction by Andy Cornwell ~ Chair of Governors



Dear Parents / Carers,

Once again, I am pleased to present our Annual Report from the governors of Ysgol Maes y Felin. We have well and truly settled in to our new school.

During our first year in the building a range of minor faults were rectified by the builders and we are still awaiting some work to be completed on the school's playing field and Eco area. We hope these matters will be resolved shortly.

Members of the Governing Body have been very active during the year paying visits to classrooms and undertaking 'learning walks' to familiarise themselves with the running of the school. In addition, they have scrutinised school policies and finances to ensure the school complies with legal requirements. It is pleasing to note that a very real supportive partnership is developing between the governors and the staff in making sure that the school does its very best for all its pupils.

During the year the School has prospered and it is particularly pleasing to note that in terms of academic performance some pupils achieved Level 6 outcomes at Key Stage 2 for the first time. There were similar outcomes for some pupils within the Foundation Phase, too. This is a clear indication that the school is living up to its mission to help its pupils to **achieve excellence** and **exceed expectations**.

Staff who were newly appointed during the school's first year of operation have settled in well. Inevitably there have been some staff changes during 2017-18. We said farewell to class teacher, Mrs Kayleigh Goodall and ASD Social Communication Resource Unit leader, Mrs Sally Crowe. In addition, Carol Hopkins, a senior Teaching Assistant (TA) who had worked at Perth-y-Terfyn and at Maes y Felin retired after 40 years of service. Also, TAs Teresa Dunning and Rhian Peers, and Midday Supervisory Assistants Gill Williams and Hazel Scoular left during the past year. We wish all of them the very best for the future and thank them for their contribution to the life of the school.

We welcomed several new staff during the year including Helen Burton appointed to lead the ASD Communication Resource Unit from September 2018 and Cassandra Moffatt appointed to a new post as Intervention and Pastoral Support Teacher. The following TAs were also appointed - Rachel Sigsworth, Jess Beatson, Maxine Cumming, Nina Roberts and Emma Dutton. Importantly, a joint appointment between Ysgol Treffynnon and the School saw the employment of Anneke Perrett as Business Manager for the schools. Anneke has effectively supported the senior management of the schools and has oversight of financial matters, human resources and site management and maintenance.

In addition, we made some internal promotions during the year, with Mrs Gemma Davies being appointed to the senior management team and Ms Catrin Hughes to the middle management team. Chloe Burke was also appointed to have oversight of the effective use of the school's Pupil Deprivation Grant. We wish them, and all newly appointed staff well as they fulfil their various roles in the future.

Our pupils continue to make the school proud. Particularly noteworthy was the School's Netball Team who were Flintshire and North East Wales Champions representing the region in the National Finals held in Merthyr Tydfil - very well done girls and, also, many thanks to your coaching staff. Please see Page 17 for further news of the school's success within the community.

Our thanks, too, to all parents and guardians for your continuing support of the School, whether it be through voluntary help at the School, serving as Governors or supporting fund raising activities - we greatly appreciate your cooperation and collaboration. We encourage you to continue supporting your children both at school and at home as this is a critically important part of their learning and development.

I would like to thank my colleagues on the Governing Body for their unstinting support and commitment in helping all at Ysgol Maes y Felin to achieve their goals. Special thanks, too, to Debbie Dickinson, (Clerk to the Governors), for her behind-the-scenes work ensuring that the work of the Governing Body went smoothly during the year.

Finally, we would welcome feedback from you on any issues discussed in this report and invite you to complete and return to the School the short questionnaire at the end of this Report.

Kind regards,

Andy Cornwell
Chair of Governors

I can be contacted at:
'The Mount,'
Pen-y-Maes Road,
Holywell
CH8 7HL
 01352 391078



Function of the Governing Body and Appointment of Governors



As Governors we aim to ensure that the best possible education, both academic and social, is provided by Ysgol Maes y Felin. We are concerned with all matters relating to the school, and these concerns fall into four principal categories:

- The admission and welfare of the pupils, and the appointment and welfare of both teaching and non-teaching staff.
- Monitoring the curriculum, including that for pupils with special educational needs, ensuring that appropriate targets are set and implemented to raise the achievement of the school.
- The provision, maintenance and upkeep of the school buildings and its grounds.
- The provision of resources, and the monitoring of costs incurred in running the school.

Minutes of all Governors' meetings are available at school. In addition to formal meetings, we are invited to attend school events, which we are always happy to support.

We are provided with a copy of the Instrument of Government for schools, and a Handbook setting out in more detail specific information on the discharge of our duties. In addition, Flintshire Local Education Authority and Governors Wales provide us with help and advice. We are always made welcome in the school, and are free to visit it at any time. Governors are also invited by the Local Authority to attend a number of training events throughout the year. We then report back to the main Governing Body.

The Governing Body's work is delegated to a range of sub-committees. These include committees for Curriculum, Finance, Personnel & Staffing, Staff Discipline & Dismissal, Appeals & Complaints; Maintenance and Safeguarding. This increases time available to discuss important matters in main meetings, which are held up to 6 times a year. Each committee reports back to the full Governing Body.

Appointment of Governors

September 2017 to July 2018 has been a busy time for the Governing Body in ensuring that the new school met its statutory obligations. Much work was done in scrutinising policies and undertaking school visits to further familiarise ourselves with the curriculum and its delivery. We are grateful to the teachers who helped members of the governing body to gain greater insights into the 'workings' of the school. During the year Andrew Allshorn resigned as a Community Governor and we thank him for his contribution. We welcomed Mrs Yvonne Barker, former Heateacher at Ysgol Perth-y-Terfyn, as his replacement and look forward to utilising her educational expertise in the years to come.

The Governing Body is clerked by Mrs Debbie Dickinson, our School Secretary, who is conversant with the regulations and procedures for the smooth governance of the school.

In addition, David Thomas (Deputy Headteacher) and Anneke Perrett (Business Manager) attend Governors' Meetings in order to provide support and guidance on a range of curriculum and business issues.

If you need to get in touch with the Governing Body Debbie can be contacted at the school on 01352 711366.



Debbie Dickinson
CLERK TO THE GOVERNING BODY

I am a parent of three girls and work as the secretary at Ysgol Maes y Felin. I became the Clerk to the Governing Body when the new school opened in September 2016

Meet the Governors



Yvonne Barker
COMMUNITY GOVERNOR
(Tenure ends January 2022)

Prior to retirement I was the Headteacher of Ysgol Perth y Terfyn and was closely involved in the preparations for the merging of the school with Ysgol y Fron to create our new school. I feel I can use my previous experience to support Ysgol Maes y Felin as it moves forward.



Rebecca Saunders (née Booth)
TEACHER GOVERNOR
(Tenure ends January 2021)

I am a teacher in a year 5 and 6 class at the School. I represent the teaching staff on the Governing Body. I have a degree in Sports and Exercise Sciences and lead a range of the after school activities. My main interest is literacy and improving levels in upper key stage 2.



Huw Capper
PARENT GOVERNOR
(Tenure ends January 2021)

This is my first year as parent governor, I have been a police officer for the last 9 years, working in various roles in the organisation. I have one child who attends Ysgol Maes y Felin, I am keen in working closely with the governing body to help and promote the school in the years to come.



Andy Cornwell
COMMUNITY GOVERNOR
(Tenure ends January 2021)

I am a retired university lecturer in Education and have supported both primary and secondary schools since my children were pupils in Holywell in the early 1980s. I now have two grand-children at the School and have been a Community Governor since 2008. I am delighted to be involved in supporting Ysgol Maes y Felin at this exciting time in its development. I am currently the Chairman of the Governing Body.



Susan Cottrill
PARENT GOVERNOR
(Tenure ends January 2021)

My grandson attends Ysgol Maes y Felin and I am interested in offering the children the benefit of my extensive experience. I am a retired diamond grader and jeweller with 45 years of retail business experience.



Cllr Karin Davies
LOCAL AUTHORITY GOVERNOR
(Tenure ends January 2021)

I have served as a Governor of Perth-y-Terfyn and Ysgol y Fron for 40 years and was Chair for 23 years until the end of 2012. I have two grandchildren at the School.



Peter Davies
HEADTEACHER

I am Headteacher at Ysgol Maes y Felin and was Headteacher at Ysgol y Fron for 10 years prior to that. I have been a Head-teacher for over 20 years in four different primary schools. My role in the Governing Body is to provide information about the school and its policies, procedures and standards.



Gemma Haythorne
STAFF GOVERNOR
(Tenure ends January 2021)

I am a Teaching Assistant working within the Social Communication Resource. The last of my three children is a pupil at the school. I represent the non-teaching staff on the Governing Body.



Andrew Jones
PARENT GOVERNOR
(Tenure ends January 2021)

I am a father of four pupils attending Ysgol Maes y Felin ranging from nursery age to Year 6. I consider being appointed as a school governor as an honour and privilege and believe that being able to support and make a difference to the education of children within our community is something to take great pride in. I have 18 years of experience in working for Local Government in a Finance / ICT role and hope that my skills, experience and enthusiasm can be of benefit to the school and its staff



Tony Jones
PARENT GOVERNOR
(Tenure ends January 2021)

I have been a Civil Servant for more than 20 years. As an Engineering Manager I am heavily involved in project implementation and managing change. My daughter attends Ysgol Maes y Felin.



Margaret Martin
LOCAL AUTHORITY GOVERNOR
(Tenure ends January 2021)

My children attended Ysgol Perth y Terfyn and Ysgol y Fron and I have worked for many years at Ysgol, y Fron. I am now a Teaching Assistant at Ysgol Maes y Felin. I was appointed as Local Authority Governor at Ysgol y Fron and now at Ysgol Maes y Felin.



Helen Maybery
COMMUNITY GOVERNOR
(Tenure ends January 2021)

I am a retired teacher of 38 years experience. As a Holywell person I am interested in the education of local children. I have particular interest in learning support and the pupil voice.



Cllr Dolores Phelan
MINOR AUTHORITY GOVERNOR
(Tenure ends January 2021)

I was appointed to the Governing Body in October 2012 by the Town Council. Before moving to the area I served as a school governor for twelve years in an English local authority. I am interested in history and local finance.



Dr Sandra Sandham
LOCAL AUTHORITY GOVERNOR
(Tenure ends January 2021)

I am a dental surgeon and specialist in dental public health. My brother and I both attended Ysgol y Fron as did our father and grandmother. Both my children attended the school and now my great-great niece attends Ysgol Maes y Felin representing the 5th generation to attend local schools! I oversee the provision of Welsh language in the school and am Vice Chair of the Governing Body



School Dates 2017 – 18

	Term Begins	Half-Term Starts	Half-Term Ends	Term Ends
Autumn 2017	Tues 5th September 2017	Mon 30th October 2017	Fri 3rd November 2017	Fri 22nd December 2017
Spring 2018	Mon 8th January 2018	Mon 12th February 2018	Fri 16th February 2018	Fri 23rd March 2018
Summer 2018	Mon 9th April 2018	Mon 28th May 2018	Fri 1st June 2018	Fri 20th July 2018

Session Times

	NURSERY	INFANTS	JUNIORS
Start of Day	9.00 a.m.	8.55 a.m.	8.55 a.m.
Break		10.30 a.m.	10.30 a.m.
Lesson		10.45 a.m.	10.45 a.m.
Lunch	11.30 a.m.	12.00 noon	12.05 noon
Start of Afternoon	12.30 p.m.	1.00 p.m.	12.55 p.m.
Break		2.00 p.m.	2.00 p.m.
Lesson		2.10 p.m.	2.10 p.m.
End of Day	3.00 p.m.	3.00 p.m.	3.10 p.m.

Changes to the School Prospectus

The School Prospectus was produced prior to the commencement of the school year. The Prospectus is available to parents and carers on the School website. An emphasis has been placed on the mission and vision of the School with the ethos of the new school being strongly promoted from the outset. Staff and Governors contributed to producing the underlying values and principles which underpin the establishment of Ysgol Maes y Felin.

All parents and carers of prospective pupils receive a Handbook on admittance to the School. Termly newsletters also provide up-to-date information about the School. In addition, the School makes effective use of social media (Facebook and Twitter) to communicate with the wider community

Organisation of Education and Teaching Methods

Through 2017-18 there were around 327 pupils on roll divided into eleven classes and an ASD Social Communication Resource. The Curriculum is organized into two Key Stages namely, the Foundation Phase and Key Stage 2. Each Key Stage is divided into two departments namely, Upper Juniors, Lower Juniors, Upper Foundation Phase and Lower Foundation Phase. Each department has three classes with a lead teacher in each.

The Foundation Phase philosophy is delivered in full with a teacher and two teaching assistants in the nursery and reception classes giving a 1:10 adult to child ratio in each class, which is in line with Welsh Government guidelines. In each of the Year 1 and Year 2 classes there is a teacher and one teaching assistant providing a ratio of 1:15. In a typical lesson the teacher will have a focus group and the teaching assistants will provide enhanced and continuous provision based on the lesson's objective throughout the day.

In Key Stage 2, Literacy, Numeracy and ICT are at the heart of all that is taught. During 2017-18 the school developed the capacity to introduce fully the new Digital Competence Framework (DCF) which will supercede the previous ICT strategy in line with Welsh Government policy. The pupils are placed in ability groupings for maths and English in the morning sessions and during the afternoon topic work is delivered with literacy, numeracy and ICT taught across the curriculum.

All teachers are happy to explain this in further detail should parents require further clarification.

Progress since the last Inspection

As Ysgol Maes y Felin only opened its doors in September 2016 no Inspection has taken place. However, Ysgol Perth y Terfyn and Ysgol Y Fron were last inspected in 2009 and 2011 respectively. All recommendations were addressed at the time in each of the respective schools. Copies of the Inspection reports can be found on the Estyn website www.estyn.gov.uk



School Performance and Results

Foundation Phase Outcomes 2018 **SCHOOL & NATIONAL** **ALL PUPILS**

The following table shows the percentage of pupils attaining each outcome.

There were 29 pupils in the group.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	0	21	52	28	79
	National	-	-	-	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50	38.1	88.1
Language, Literacy, and Communication Skills in Welsh (LCW)	School <i>Not applicable</i>	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	*	0.2	0.1	0.1	0.2	0.9	7.7	52.8	38.1	90.9
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	0	21	45	34	79
	National	-	-	-	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.7	90.2
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	0	10	31	59	90
	National	-	-	-	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.3	94.7

Foundation Phase Outcome Indicator	School	79
	National	87.3

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

Foundation Phase Outcomes 2018

SCHOOL & NATIONAL



BOYS

The following table shows the percentage of boys attaining each outcome.

There were 16 boys in the group.

Boys		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	0	19	69	13	81
	National	-	-	-	-	0.6	0.6	0.3	0.8	2.2	10.8	52.7	32	84.6
Language, Literacy, and Communication Skills in Welsh (LCW)	School <i>Not applicable</i>	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	0.3	0.1	0.1	0.3	1.3	10	56.7	31.2	87.9
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	0	19	44	38	81
	National	-	-	-	-	0.5	0.5	0.2	0.5	1.8	8.2	50	38.3	88.3
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	0	13	38	50	88
	National	-	-	-	-	0.5	0.5	0.3	0.6	1.4	4.5	39.7	52.5	92.2
Foundation Phase Outcome Indicator											School	81		
											National	83.8		

D represents pupils who have been disappplied under sections 113 - 116 of the 2002 Education Act, or pupil for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

Foundation Phase Outcomes 2018

SCHOOL & NATIONAL



GIRLS

The following table shows the percentage of girls attaining each outcome.

There were 13 girls in the group.

Girls		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	0	0	0	0	23	31	46	77
	National	-	-	-	0.1	0.3	0.2	0.1	0.3	1	6.2	47.2	44.6	91.8
Language, Literacy, and Communication Skills in Welsh (LCW)	School <i>Not applicable</i>	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	0.1	0.1	-	-	0.1	0.6	5.3	48.9	44.9	93.9
Mathematical Development (MDT)	School	-	-	-	0	0	0	0	0	0	23	46	31	77
	National	-	-	-	0.1	0.3	0.2	0.1	0.1	0.8	6.1	53.2	39.2	92.4
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	0	8	23	69	92
	National	-	-	-	0.1	0.3	0.1	0.1	0.2	0.4	1.5	26.7	70.5	97.2

Foundation Phase Outcome Indicator	School	77
	National	90.9

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.



Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2017) at the end of **Key Stage 2** as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	4	11	55	26	4	85
	National	0.1	0.4	-	0.4	1.4	6.2	46.4	43	1.7	91.1
Oracy	School	0	3	0	0	4	11	62	21	2	85
	National	0.1	0.4	-	0.4	1.1	6.2	45.4	44	2	90.1
Reading	School	0	3	0	0	4	11	51	30	4	85
	National	0.1	0.4	-	0.4	1.4	6.8	45	43.6	1.9	90.1
Writing	School	0	3	0	0	4	9	57	26	4	87
	National	0.1	0.4	-	0.5	1.8	10.3	49.9	35.2	1.4	86.1
Mathematics	School	0	3	0	0	4	9	43	36	9	87
	National	0.1	0.4	-	0.4	1.2	6	44.6	45.3	1.8	91.1
Science	School	0	3	0	0	2	13	53	28	4	85
	National	0.1	0.4	-	0.3	1.1	5.5	45.8	46.2	0.2	92.1
Core Subject Indicator	School	85									
	National	89.5									

% boys at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	7	0	0	11	21	47	16	5	68
	National	0.2	0.5	-	0.6	1.9	7.8	50.2	37.2	1.2	88.1
Mathematics	School	0	0	0	0	11	16	32	32	11	74
	National	0.1	0.5	-	0.5	0.5	6.7	43.6	44.6	2.1	90.1
Science	School	0	0	0	0	5	26	42	21	5	68
	National	0.2	0.5	-	0.5	1.5	6.4	46.7	43.7	0.2	90.1
Core Subject Indicator	School	68									
	National	87.3									

% girls at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	4	61	32	4	96
	National	0.1	0.3	-	0.3	0.8	4.6	42.3	49.1	2.2	93.1
Mathematics	School	0	0	0	0	0	4	50	39	7	96
	National	0.1	0.3	-	0.2	0.8	5.2	45.6	46	1.4	93.1
Science	School	0	0	0	0	0	4	61	32	4	96
	National	0.1	0.3	-	0.2	0.7	4.5	44.8	48.9	0.3	94.1
Core Subject Indicator	School	96									
	National	91.9									

Analysis of results 2017-18



Standards and progress overall

There were 29 pupils in Year 2 and 47 pupils in Year 6 during the academic year 2017/18. Nearly all pupils make good or better progress given their starting points on entry. 45% of pupils were entitled to Free School Meals (**eFSM**). All results include the ten Autistic Spectrum Disorder (ASD) Resource pupils where the progress of pupils is excellent given the barriers they have to learning.

Over the past two years the number of Key Stage 1 pupils achieving the Foundation Phase Indicator (FPI) and the number of Key Stage 2 pupils achieving the Core Subject Indicator (CSI) has remained consistent in all subjects and areas of learning and it is similar to or above local and national indicators. It is particularly pleasing to note that performance at the higher levels and outcomes has improved significantly with some pupils performing at Level 6 at the end of Key Stage 2, (the expected level is Level 5).

In the Foundation Phase most pupils achieved the expected outcome in all key areas with around 50% achieving Outcome 6 in Personal and Social Development (PSD). In Language, Literacy and Communication (LLC) around a quarter of pupils achieved higher than expected outcomes which indicates good progress. Also, in Mathematical Development (MD) around a third of pupils exceeded their expected outcome, again indicating that the school is meeting its vision of "achieving excellence and exceeding expectations."

At Key Stage 2 most pupils made good or better progress when comparing their performance from the FPI to the CSI over the four year period. The CSI improved by 12% and in Mathematics there was a 5% improvement with a significant 22% uplift in performance at the higher than expected levels. Furthermore, in English the value added between the FPI and CSI at the expected level was 7% and at the higher than expected levels 12%.

Performance at both the Foundation Phase and Key Stage 2 was a strong reflection of school priorities for 2016-17 and the School's Vision statement.

Achievement and progress in learning

Do different groups of pupils make good progress during their time at school?

- **Free School Meal (FSM) pupils**
 - In 2017-18 the number of pupils entitled to FSM was well above the average for Wales at around 45%
 - 72% of FSM pupils achieved the Core Subject Indicator (CSI) at Key Stage 2
 - Most pupils in the Foundation Phase and Key Stage 2 made at least two sub-levels of progress during the year. Those who didn't achieve the CSI or the two sub-levels of progress were on the special needs register.
- **Special Educational Needs (SEN) pupils**
 - For all pupils on the SEN register 53% achieved the CSI at Key Stage 2
 - 53% of SEN pupils achieved a Level 4 in English at Key Stage 2 (of these 33% were boys and 83% were girls).
 - 40% of SEN pupils achieved Level 4 in Mathematics at KS2 (of these 22% were boys and 67% were girls)
 - In Science 33% of boys and 83% of girls on the SEN register achieved a Level 5 at Key Stage 2
 - For all pupils on the SEN register in the Foundation Phase 40% achieved the Foundation Phase Indicator (FPI)
 - In the Foundation Phase 43% of boys on the SEN register achieved Outcome 5 with 14% achieving Outcome 6 whereas 31% of girls achieved Outcome 5 and 46% achieved Outcome 6
 - Similar results were achieved by the boys and girls on the SEN register in Mathematical Development at the Foundation Phase.
- **English Additional Language (EAL) pupils**
 - The levels of attainment for EAL pupils is good or better
- **Gender**
 - In Key Stage 2 there were 47 pupils – 87% of whom achieved the CSI with 97% of girls and 67% of boys achieving the CSI
 - All of those not achieving the CSI were on the SEN register
 - In the Foundation Phase there were 32 pupils – 80% of whom achieved the FPI of which 81% were boys and 77% were girls
 - All of those not achieving the FPI were on the SEN register

How effectively do pupils acquire new knowledge, understanding and skills?

- A dip in **Mathematical skills** during 2017-18 has resulted in the introduction of a new maths scheme called *Inspire Maths* which will be 'rolled out' next year. The scheme will focus on developing number skills and will ensure continuity of numeracy education between the Foundation Phase and Key Stage 2.
- The development of numeracy skills across the curriculum has also been a focus of activity during 2017-18 which has led to enhanced mathematical skills being developed through other subjects and across the Foundation Phase to Key Stage 2. All classes display numeracy work in the context of other subjects as part of this initiative to improve the use and application of numeracy skills in a range of situations.



- With regard to the development of **Literacy skills** another concern during the past year has been the number of children not bringing in their reading books or parents not signing off reading activities at home. This led to the introduction of daily/weekly and half-termly competitions to encourage children to bring in their books on a daily basis in order to encourage families to support the school in helping their children to read. This initiative led to 95% of children in Years 3 and 4 making one book level of progress from September 2017 to April 2018 with 30% progressing to free reader status. This is encouraging and should be built on during 2018-19. Just 10 minutes reading with your child each day would make a significant impact. In order to support you the school has brought out a leaflet which outlines ways in which you can help your child. Please ask if you have not received one.
- Other schemes such as *Read Write Inc* and the *Big Write* project have also had a positive impact during the past year in helping children to practice and develop their creative writing capabilities as well as the correct use of grammar.
- **Personal, Social and Emotional skills** are a focus of development throughout the school and where there are concerns some pupils are supported through *nurture groups* which target the development of particular skills. During the year the school appointed a teacher to oversee this important intervention work which should lead to significant improvements. Children are encouraged to contribute to their own learning by planning challenges based on the development of literacy, numeracy and digital skills. They are also encouraged to develop their understanding of the world around them through activities such as the *School's Council*, *The Eco Committee* and the *Healthy Eating* and *Tooth Brushing* initiatives.
- *Physical Education* is also an important feature of the school with two lessons per week being devoted to physical development. *Team skills* are also developed through these activities and pupils have achieved some pleasing outcomes in a range of sports such as netball, cricket and football.

Does the school's own assessment data (e.g. standardised tests, level tracking data) indicate that pupils make good progress within year groups?

- All pupils are targeted to make at least two levels of progress a year to ensure that standards are raised over time. The vast majority of pupils achieve this target. Those who don't are either on the SEN register or are EAL pupils who receive additional support to help them achieve to the best of their abilities.

Results, trends in performance compared with national averages, similar providers and prior attainment

- Following three years of continuous improvement the results in Key Stage 2 showed a slight dip in performance in 2017-18. At KS 2 the CSI achieved by the school over the last four years is as follows:

2014 - 2015	83%
2015 - 2016	85%
2016 - 2017	89%
2017 - 2018	87%

- The trend for boys was: 81%, 84%, 87% and 67% - the downward trend for the boys is of concern and will be monitored throughout the coming year. The intervention strategies being adopted in the forthcoming year should help to improve this situation.
- The trend for girls was: 87%, 87%, 91% and 97% - it was good to see the upward trend for girls' performance and we hope this will be sustained next year.
- Whilst the gap between boys and girls performance has increased to 30% this year we are still in a better situation than 2013-14 when the gap stood at 50%.
- It was pleasing to note that a few pupils achieved a Level 6 performance at KS 2 which is the first time that this has happened and indicates that the school is meeting its mission statement to achieve excellence and exceed expectations.
- In the Foundation Phase most pupils achieved the expected outcomes in all key areas with some pupils exceeding expectations in Language, Literacy and Communication (around 25%) and in Mathematical Development (around 33%). Around 50% of pupils achieved Outcome 6 in Personal, Social Development.
- The performance of eFSM pupils over the last three years is good and broadly in line with the median of the family.
- The performance of non FSM pupils is good and in line with the median for the family of schools.

Monitoring of School Policies



The School has a comprehensive set of Policy Documents covering the Curriculum and Non-subject issues which are continuously reviewed and revised by Staff in conjunction with Governors who ratify any changes. Where necessary, alterations have been made to reflect changing legislation and to incorporate changing trends. Flintshire Local Authority, the Welsh Government and Governors Wales, (an independent advisory body for all school governors in Wales), provide comprehensive guidance regarding national and local legislation and policies covering a wide range of issues. All Statutory Policies are reviewed annually by the Governing Body and in addition during 2016- 2017 the Governing Body and Staff have reviewed all School Policies in the light of the merging of Ysgol Perth y Terfyn and Ysgol y Fron to form Ysgol Maes y Felin.

Key policies can be viewed on the school website. Should you wish to see a copy of a particular policy they are available on request from the School Office.

Safeguarding, Security and Maintenance

The School's Dedicated Safeguarding Person (DSP) is the Headteacher, Peter Davies, with Andy Cornwell, the Chair of Governors being the named Link Governor in respect of safeguarding and child protection issues. In the absence of the Headteacher, David Thomas, Deputy Headteacher fulfils the role of DSP. The safety and welfare of the pupils is of paramount importance and the School has a legal duty to report any concerns, and act upon any disclosures made by pupils, by referring the matter to appropriate authorities such as Social Services, the Police and others. All staff and the Link Governor have received training from Flintshire Local Authority on Child Protection issues. A thorough review of policies and procedures relating to safeguarding and child protection was undertaken by governors and senior managers in 2017-18. As result further training of staff and the link governor will be undertaken in 2018-19.

Issues relating to access which were raised previously were thoroughly reviewed and arrangements have been improved. Access to the primary school is secure with gates being opened adjacent to the Pen-y-Maes Road car park and leading into the infant playground being unlocked at the beginning and end of each day for the arrival and departure of pupils. Gates are then locked throughout the school day. The only other access is through the hub to the main reception area to both schools.

Parents and carers are asked to be particularly vigilant when bringing and collecting their children to and from school as traffic in the car park can increase the possibility of accidents. Again, parents and carers are reminded to be diligent especially when walking to and from the town as footpaths are narrow.

In addition, regular fire-drills were carried out during the year to ensure all pupils and staff were clear about the correct procedures for evacuating the building.

Members of the Governing Body monitor health and safety and maintenance issues and assist to carry out risk assessments in and around the school.

Toilet Facilities: The School has sufficient toileting facilities to accommodate the pupils. Staff and visitors have a separate facility.

Pupils with Disabilities & Additional Learning Needs



In 2017-18 Ysgol Maes y Felin had 76 pupils on the Additional Learning Needs (ALN) register which represents around 32% of the pupil population and each of those pupils had an Individual Education Plan suited to their own needs which was reviewed and amended regularly.

In addition to this there were 10 pupils in our Autism Spectrum Disorder (ASD) Social Communication Resource unit who are integrated weekly into timetabled mainstream lessons.

The number of English as Additional Language (**EAL**) pupils increased to almost 10% of the school population, with a number of pupils arriving from Eastern European countries and a minority from the Middle East. Currently eight different languages are spoken by these pupils. Most pupils arrived with no English, however, by the end of the academic year nearly all were speaking English as a second language successfully. Targeted support from the County's EAL Service was increased to 0.6 week leading to a huge improvement in their language acquisition. The parents of these children have also been supported to learn English. The County EAL Service has also provided translation of key communication with these families.

Appropriate teaching resources are purchased when needed, and there is a close working relationship with a number of outside agencies who visit the school to work with pupils, assessing their needs and monitoring their progress. These agencies include: Educational Psychology Service; Speech, Hearing and Language Impairment Service; Visual Impairment Service; English as an Additional Language Service, Children Services, the School Nurse, etc.

The school follows the Code of Practice for Identifying and Assessing Pupils with Additional Learning Needs and has an Additional Needs policy. Both of these documents are available for you to see - please ask at the school office if you wish to read them.

The school's ALN coordinator is Mrs Evans and the governor with ALN responsibility is Mrs Helen Maybery.

Amenities are provided for disabled pupils ensuring that procedures are in place to prevent any pupil being treated less favourably than another.



School Attendance & Punctuality

The table shows the Attendance figures from 1st September 2017 to 28th July 2018 for all pupils of statutory school age (i.e. from the age of 5)

Attendances	92.48%
Authorised absences	5.46%
Unauthorised absences	2.06%
Total attendance	

There was slight drop in attendance from last year from 93.1% to 92.48%. Nevertheless, this represents an encouraging picture given the adverse weather conditions in the winter of 2017-18.

In addition, younger children in the nursery and reception classes tend to be prone to illness in the Autumn and Spring terms. However, we must not be complacent. Our target for next year is 95% attendance.

Please ensure you inform the School if your child is going to be absent from School as this will reduce the number of unauthorised absences.

Absence may be authorised at the discretion of the Head Teacher for no more than 10 days holiday per calendar year

Absence is unauthorised when a pupil has:

- been absent without explanation;
- had more than the statutory 10 days holiday in term time during the calendar year;
- been absent through truancy;
- been absent on the statutory Literacy and Numeracy Test days (whether away on holiday or not)

The School has no discretion in these matters, so it is extremely important to inform the School of the reason for any absence to avoid it being recorded as an unauthorised absence.

Attendance and Punctuality are aspects that the Governors and Staff at Ysgol Maes y Felin have taken very seriously. During the School's weekly celebration service the attendance trophy is awarded to the best whole class combined attendance. As 95% is the target the class can only achieve the award if attendance is in excess of this. During the term the best class with the highest overall attendance has a special treat which the pupils choose for themselves.



The School & the Community



From Easter 2017 the School provided a seven-week parenting course in partnership with Flying Start. This was designed to help parents support their children. This Elklan Language Course aimed to support parents to help develop children's speech and language skills.

In addition, a School Readiness programme was offered in the Summer Term 2017 to promote pre-school children's readiness for education through enhancing their language, reading and social skills.

Mrs Martin ran a series of workshops for parents which were well attended and focused on helping the parents to develop the children's fine and gross motor skills, cooking and thinking skills.

The Parents Teacher Association (PTA) which was established in 2016-17 continued to support the school by organising events to raise money for the school. We are very grateful for your efforts in support of the school. Particular mention should be made of the annual Christmas Fayre which again raised significant funds for school activities. Thanks to Mrs Lindsey for her hard work and to you for supporting the event.

The School Council comprising children from each class across the school has raised money for the school funds and for national charities. They also hold termly meetings with the Ysgol Treffynnon Student Council which has resulted in joint initiatives promoting the Welsh language and in providing Year 6 pupils with a tour of the high school prior to commencing their education there.

During the year parents were invited to class assemblies where they shared refreshments with staff and their children afterwards. This continues to be a popular addition to the school's activities, which is much appreciated by parents and carers and helps the children to gain confidence when performing to others. Thanks to the staff for supporting these activities.

The School's Eco Club was at the forefront in helping the School to win the Schools Category in the Holywell Town Council's Wales in Bloom competition. Well done to all the pupils involved and to Mrs Martin for co-ordinating the project. During the year a number of local shops have been visited so that children could gain an appreciation of where their food comes from. Again, the support from the community was critical as the School was awarded £4,000 by the Tesco Community Fund towards the development of the School's Eco area. Thank you Tesco and thank you Mrs Nellist for co-ordinating our bid for funding. Thanks, too, to the parents, staff and others who have helped to improve the Eco area during the year.

The School achieved considerable sporting success during the year especially in netball when the School team were county and regional champions representing North East Wales in the National Finals held at Merthyr Tydfil. Well done girls and many thanks to Miss Booth for coaching the successful team. The cricket team also made it to the County finals in June – well done.

The school supported other organisations such as the Community Hospital when they sang Christmas Carols. Pupils and staff have also supported a number of charities throughout the year by organising fund-raising activities for Dementia, Children in Need and Macmillan Nurses among others.

A number of visitors from the local community have been to school during the year including the Police who talked to the children about safeguarding issues, NSPCC, Fair Trade who talked about their work in the community, local artists who helped the children to create arts and crafts, and clergy from local churches who led assemblies. The Rotary Club also visited to invite the school to take part in the centenary commemorations to mark the end of WW1. As a consequence pupils have been engaged in a WW1 project during the year, which culminated in the pupils taking part in the town's commemoration event on 11th November 2018.



School Finance

The Financial Statement for 2017- 2018 which has been provided by Flintshire Local Authority in accordance with the Education Act of 1996. The table shows the budget and expenditure for the Year.

The table below shows that we have a healthy balance, which is well in excess of the 5% recommended surplus. This was due to changes in staffing and maternity cover. Lower maintenance costs have also contributed as the builders of the new school have fulfilled contractual arrangements to rectify faults during the past year. Detailed analysis of savings and spending plans has been sent to Flintshire Local Authority to justify the reasons for the large balance. However, at the end of 2016 – 17 Financial Year the Local Authority clawed back £66,000 from our budget as this was in excess of the 5% recommended balances to be carried forward.



YSGOL MAES Y FELIN (EPD 428) FINANCIAL OUTTURN 2017 - 2018

BUDGET HEADING	BUDGET 2017/2018	EXPENDITURE 2017/2018	DIFF + OR (-)
YSGOL MAES Y FELIN	£1,170,380	£1,022,531	£ 147,849
EMPLOYEES	£ 957,889	£1,042,439	-£ 84,550
PREMISES	£ 88,416	£ 67,239	£ 21,177
TRANSPORT	0	£33	-£ 33
SUPPLIES	£252,929	£ 74,752	£ 178,177
SUPPORT PAYMENTS	£ 59,135	£ 60,738	-£ 1,603
CAPITAL FINANCING	-	-	-
TOTAL INCOME	£ 187,989	-£ 222,670	£ 34,681
TOTAL BALANCE CARRIED FORWARD TO 2018 - 2019			£147,849



Summary of Transactions of
Ysgol Maes y Felin
School Private Fund
Year Ending 31st March 2018

***** Ysgol Maes y Felin School Fund *****

RECEIPTS

£ . p

Balance Brought Forward

BANK 2,790 .92

Adjustment unrepresented

(533 .30)

RECEIPTS

26,099 .60

£28,357 .22

PAYMENTS

£ . p

Payments

18,618 .59

Balance Carried

BANK

Current a/c

9,778 .63

Unrepresented

Cheque:

40 .00

CASH

£28,357 .22

Certified:

Head-teacher

Honorary Treasurer

I have examined the books, vouchers and other documents relating to Ysgol Maes y Felin School Fund Accounts and in my view the above account gives a true and fair view of its transactions for the year ended 31st March 2018 and of the balance in hand as at that date.

DATE: 10 .05 . 2018

SIGNATURE:

Auditor



We welcome any feedback you would like to give regarding this Report.

Please complete and return to the School. Thank you.

What I like about this Report is _____

My suggestion on how this Report could be improved is _____

I would like to know more from the Governing Body about _____

My suggestion for improving communication with the Governors _____

Any other comments: _____

NAME: _____ **DATE:** _____

THANK YOU

