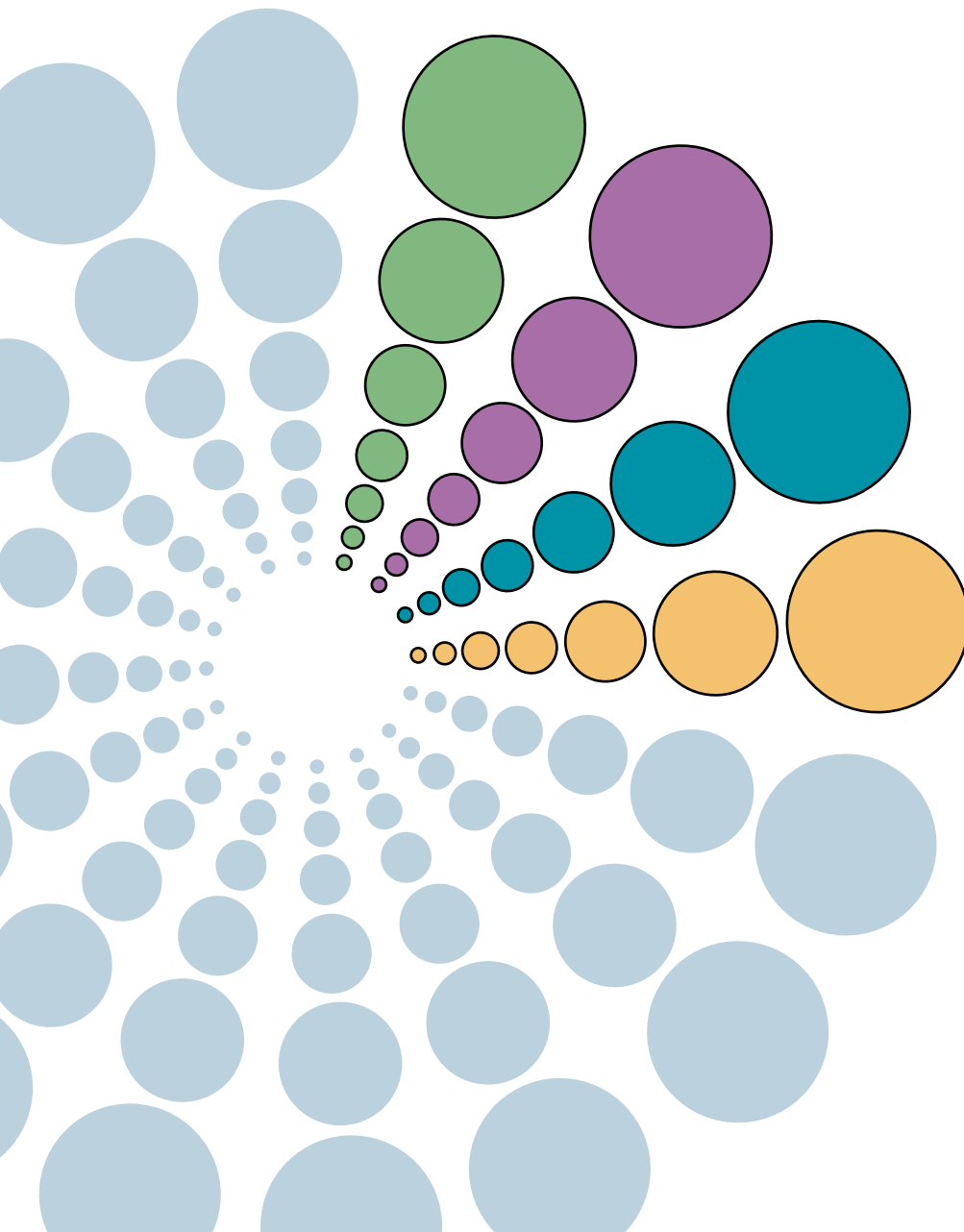




Governors'

Annual Reports

Guidance for Governing Bodies



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This Circular is addressed to Chairs of School Governing Bodies. It is being copied to Headteachers, Chief Executives and Directors of Education in Local Authorities, Secretaries of national and local bodies, and Teacher Training Institutions

Further copies of this Circular and the National Assembly Booklets below can be obtained from:

Parents and Information Branch (SPD4)
National Assembly Training and Education Department
Cathays Park
CARDIFF
CF10 3NQ
Tel: 029 2082 6010
Fax: 029 2082 6016
Email: education.training@wales.gsi.gov.uk
or visit www.learning.wales.gov.uk

Enquiries about this Circular should be directed to:

Catherine Roberts
Parents and Information Branch (SPD4)
National Assembly Training and Education Department
Cathays Park
CARDIFF
CF10 3NQ
Tel: 029 2082 6012
Fax: 029 2082 6016
Email: Catherine.Roberts@wales.gsi.gov.uk

SUGGESTED READING

National Assembly for Wales Booklets

- National Assembly for Wales Circular 15/01: Governors' Annual Reports - Guidance for Governing Bodies;
- Target Setting - Guidance for Headteachers and Governing Bodies (2000);
- Welsh Office Circular 35/98: Reports on Pupils' Achievements from 1999;
- "How is Your Child Doing at Primary School?" A Parent's Guide to the National Curriculum, Assessment and Reporting (produced annually);
- "How is Your Child Doing at Secondary School?" A Parent's Guide to the National Curriculum, Assessment and Reporting (produced annually);
- National Assembly for Wales Circular 18/00: Statutory Approval of Qualifications under Section 400.

The following are produced annually:

- National Curriculum Assessment Results in Wales: Key Stage 1;
- National Curriculum Assessment Results in Wales: Key Stage 2;
- National Curriculum Assessment Results in Wales: Key Stage 3;
- GCSE/GNVQ Results in Wales: Key Stage 4;
- Benchmark Information for Key Stage 1;
- Benchmark Information for Key Stage 2;
- Benchmark Information for Key Stage 3 and 4

ACCAC Guidance:

- the Making Effective Use of Assessment Information series;
- Practical Suggestions for Assessing Pupils Working Towards Level 1.

ACCAC Publications
PO Box 2129
Erdington
Birmingham
B24 ORD
Tel: 07071 223647
Fax: 0121 3776522

Estyn Publications:

- Standards and Quality in Primary Schools: Setting Targets for Improvement (1999);
- How well are we doing? A survey of self-evaluation in Secondary Schools 1998-1999 (1999);
- Standards and Quality in Secondary Schools: Tackling Low Performance (1999);
- Self-Evaluation in Primary Schools: Adding value and making a difference (2001).

Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW
Tel: 029 2044 6446
Fax: 029 2044 6448

INTRODUCTION

This Circular provides guidance to schools and governing bodies on the statutory content of Governors' Annual Report. It replaces previous guidance contained in Welsh Office Circulars 22/96 and 40/96 in respect of Governors' Annual Reports. The information regarding School Prospectuses is replaced by Circular 14/01.

There are some minor changes to the statutory list of contents and distribution arrangements for Governors' Annual Reports, as set out in The School Governors' Annual Reports (Wales) Regulations 2001. The main changes are:

- details on what action has been taken to review school policies must be included;
- details on what action has been taken to implement and review specific school strategies must be included;
- the item on school security is no longer required in the annual report (this is now included in the School Prospectus);
- copies of the full report are no longer required to be distributed to all parents. Schools may, if they wish, distribute a summary of the report containing the required performance and target information, details of the Annual General Meeting (AGM) and membership of the Governing Body, together with details of how they can request a copy of the full report.

The Regulations re-enact (with the minor changes above) the Education (Governors' Annual Reports) (Wales) Regulations 1999, which are revoked. The Regulations come into force on 1st September 2001.

BACKGROUND

All Governing Bodies of maintained schools are required to produce an annual report to parents. The statutory contents are detailed in this guidance, however Governing Bodies may, of course, choose to add additional information which they think will be helpful.

TIMING

There is no set time of year for publishing Governors' Annual Reports. However, to tie in with target setting requirements, Governing Bodies are encouraged to publish their reports during the Autumn. The annual report must be provided to parents no less than 2 weeks before the annual meeting at which the report will be considered.

DISTRIBUTION

It is appreciated that producing and distributing the full annual report to all parents can prove costly for schools. The Regulations therefore allow for schools to make available the full report only to those parents who request it, and to issue a summary report for distribution to all parents. The summary report must contain certain statutory information, which is detailed in sections 1 to 3 of this

Circular. The additional information which must be included in the full report is detailed in sections 4 to 6. Governing Bodies will wish to note that parents must be informed of how they can obtain a copy of the full report, which must be available for parents on request.

PRODUCING ENGAGING MATERIAL

In response to requests from schools, governing bodies and LEAs, this Circular contains guidance on producing more engaging Governors' Annual Reports. Based on examples of good practice identified by Estyn, suggestions for ways of organising and presenting the information contained in annual reports are included in this booklet. It should, however, be noted that these are **suggestions** only, and it is for schools and Governing Bodies to decide whether or not, and how, they wish to use them.

The Circular is set out in a way which describes:

- 1) the information which must be included in the summary report;
- 2) the information which must be included in the full report; and
- 3) examples of good practice.

The full list of statutory contents is published at Annex 4 and in the enclosed wall chart.

Content of Summary Annual Report

1. Details of the Annual Parents' Meeting

- The time, date, venue and agenda for the annual parents' meeting.
- An indication of the purpose of the meeting.
- A report on the consideration given to any resolutions passed at the last meeting.

2. Members' Details

- Names and addresses of the clerk and chairperson.
- Names of the members of the Governing Body, their terms of office, and status, e.g. parent, teacher, foundation governor, co-opted, otherwise appointed, ex-officio.
- In the case of an appointed governor, by whom he or she was appointed, when the appointment will terminate (except for ex-officio governors), and information about the next election of parent governors.

3. Performance and Target Information

Schools with Designated Special Classes (DSCs) or Units may display two sets of performance information. A second set representing mainstream results only, may, where schools choose, be presented alongside whole-school results.

National Curriculum results

The most recent National Curriculum (NC) statutory assessment results for Key Stages 1, 2 and 3 (as appropriate) at school and national (all-Wales) level. The national (all-Wales) results are published annually by the National Assembly for Wales in "National Curriculum Assessment Results in Wales" leaflets and booklets, which are sent to all schools. A full list of the information required can be found at Annex 1.

GCSE, Entry Level Qualification, GCE A and AS, GNVQ and NVQ Results

The Education (School Information) (Wales) Regulations 1999 (as amended) require the Governing Bodies of maintained Secondary schools to publish a range of information about results of the above in their Governors' Annual Reports. The minimum information required is contained in the School Summary Report of Achievement (RE2) which is provided by the National Assembly for Wales. Copies of this Report can be used to provide the necessary information if the school wishes. A full list of the information can be found at Annex 2.

Target information

A summary of the targets that have been set by the governing body for the coming three years and a commentary of the school's progress towards the most recent targets. A full list of the targets schools are required to set can be found at Annex 3.

Content of Full Annual Report

In addition to the information already detailed for the summary annual report, the following information must be included in the full annual report. The full report must be available to all parents who request a copy.

4. Financial Details

A full financial statement which for county and voluntary schools should:

- reproduce or summarise any statement provided by the LEA under Section 52 of the 1998 School Standards and Framework Act since the last annual report;
- details of how any money provided by the LEA was spent;
- details of any gifts made to the school;
- the amount of travelling and subsistence expenses paid to members of the governing body.

5. Action taken by the Governing Body/School

- Action taken as a result of any resolutions passed at the last meeting.
- Progress on school action plan (post inspection).
- Action taken to develop or strengthen links with the community (including links with the police).
- A summary of changes to the school prospectus since publication.
- Action taken to review school policies (this could include, for example, school behaviour policies, any racial equality policy; or arrangements for reviewing the school's security policy).
- Action taken to implement and review specific school strategies (this could include, for example: the overall school behaviour strategy, any school-based strategies to address racial awareness; strategies against bullying; or any action taken to improve the security of premises and/or the safety of pupils and staff).

6. Organisation and Policies

SEN

- Details of the school's Special Educational Needs (SEN) policy, including its success, the allocation of resources, changes made, and any consultation with the LEA and other schools.

Pupils with disabilities

- A description of the admission arrangements for pupils with disabilities (including the admissions arrangements for pupils with Special Educational Needs without statements).
- Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.
- Details of facilities provided to assist access to the school by pupils with disabilities (for example, physical access or access to the curriculum).

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities". This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial.

*These provisions do **not** apply to special schools.*

Sport

- Progress in meeting sporting aims, and any notable sporting achievements
- This section **could** include (i.e. these items are not a statutory requirement):
- the results of school teams and competitions;
 - the range of in-school competitions;
 - the sporting achievements of outstanding individual pupils, including the details of any Governing Body personal achievement awards;
 - details of any sports sponsorships over the last year;
 - the names of any sporting personalities who visited the school over the last year.

7. Performance and Target Information

In addition to the information already outlined in sections 3, the following details are required to be included in the full report, though they could usefully be included in the summary report if schools wish to do so.

Destination of school leavers

For **pupils aged 15 or 16** at the start of the previous school year.

- The total number in the age group.
- The percentage who have since commenced:
 - a course at any school or any course of further education;
 - employment;
 - training;
 - in any other category; and
 - those whose destination is unknown.

For **pupils aged 17 or over** at the start of the previous school year.

- The total number in the age group.
- The percentage who have commenced:
 - any course of further education;
 - any course of higher education;
 - employment;
 - in any other category; and
 - those whose destination is unknown.

The regulations require schools to publish information about the destination of pupils who were 16 or over during the previous school year. This would mean, for example, that an annual report for the 2001/2002 school year (i.e. for admissions in the 2002/2003 school year) must include information about those who were 15 or over at the start of the 1999/2000 school year.

Examples of Good Practice

The following pages contain material from existing Governors' Annual Reports, which have been identified as examples of good practice by Estyn. They are included as examples of ways in which the Annual Report can be made more engaging, and which may facilitate greater interest and involvement in the annual meeting for parents. These are suggestions only, and it is therefore for schools and governing bodies to decide whether or not, and how, they wish to use them.

The Governors' Gazette
AUTUMN 1999 Volume 1 Issue 3

THE ANNUAL REPORT TO PARENTS

A WORD FROM THE CHAIRMAN
It gives me great pleasure in Hafren's 50th year of providing a strong education for the children of Newtown to introduce this report from the governors to the parents. It has been a busy year both within the school and with the numerous outdoor, cultural and sporting activities that Hafren participates in on a county and national level. Please spare a few moments to read of the children's achievements and look at their art work. I step down as Chairman this year and wish my successor the very best. The Headteacher, dedicated staff and children make Hafren very special and long may it continue to thrive.
Cynthia McVey
Cynthia McVey (Chairman)

HAPPY BIRTHDAY HAFREN SCHOOL!
September 1969 saw the first pupils arrive at the newly built Hafren County Primary School. Newtown was experiencing a massive population explosion with the building by the development board of the new estates. For a few years pupils 'overspilled' into temporary classrooms and more than 500 pupils were registered. This September we look back on 30 successful years of education at Hafren, with research by the pupils and input by past and present members of staff we hope to stage an interesting exhibition. All pupils will receive a commemorative mug.

Who's who on the Governing Board

THE HEADMASTER: Mr. Penri Roberts
PARENT GOVERNORS: These are elected by parental vote and serve for a 4 year term.
Mrs Cynthia McVey Oct. 96
Mr. John Barker Oct. 96
Mrs. Helen Rees Oct. 96
Mrs. Nerys Williams Oct. 96
TEACHER GOVERNORS: These are elected from the teachers by the teachers.
Mrs Stan Davies Oct. 96
Miss Linda Saul Oct. 96
PQWYS L.E.A. GOVERNORS: These are appointed by the Local Education Authority.
Mr. Alan Venables 1975
Mrs Mari Davies April 95
Mrs. Sandra Grosvenor Dec. 95
Mr. Hywel Jones Nov. 96
Newtown Town Council: Appointed by the Town council
Cllr Val Howard April 98
Co-opted Governors: Invited to join the board by other members due to their specialist skills which are felt to add to the expertise of the body as a whole.
Mrs Linda Davies Oct. 96
Mr. John Hedges Oct. 96
Mr. Eilion Green Sept 95 Chairman of Finance Committee
Mr. Ken Davies Oct. 96
CLERK: Mrs. Dawn Lush, Kerry, Newtown

MEETING
The ANNUAL PARENTS MEETING where Governors report to parents will be held on **WEDNESDAY 20TH OCTOBER AT 7 P.M** IN THE SCHOOL HALL ALL PARENTS ARE WARMLY INVITED

inside... **WHAT'S HAPPENING IN YOUR CHILD'S SCHOOL**
LITERACY AT HAFREN
INFORMATION ON S.A.T.S

- Presenting the report as a newsletter can make the information seem more 'reader-friendly'. The example above shows how the information can be laid out in this way.

- An introduction or foreword by the Chair of Governors can be a good way of summarising the main points of the report and highlighting the notable events of the past year. It can also provide a good opportunity to emphasise the importance of the annual meeting and the main points that will be discussed. The examples below and overleaf illustrate this.

Dear Parents

How quickly a year passes by again! We, the Governors take this opportunity to outline a summary of the responsibilities of the Governing Body in the discharge of their duties.

Much of the life of the school, its statistics and achievements are listed in the report. The work of the Governing Body continues to operate mainly through the Standing Advisory Committees. I, as chairman, wish to thank my colleagues for their support and commitment throughout the past year.

The report also gives me the public forum to thank the Headteacher and the whole school staff for their unfailing dedication to the education of our children.

I want to thank the members of our P.T.A. for their untiring efforts in supporting the school in so many ways.

Most sincerely, I thank you, our parents. Your co-operation in all that the school asks of you is gratifying.

St. Joseph's School has a great future as we go into the New Millennium, a school to be proud of, where every pupil is helped to achieve their full potential, for their own future and the future of our community, Working together - staff, parents, Governors and pupils - we can all face with enthusiasm the challenges which lie ahead.

Chairman of Governors

From the Chair of the Governing Body

On behalf of the joint Governing Body of Victoria Infant and Junior Schools, I am delighted to present you with this report on the activities, developments, and indeed outstanding progress of our two schools over the last year or so.

Formally, the report covers the school year 1998/99, but we have taken the opportunity to include developments up to the time of writing.

Junior Inspection

The Junior school was thoroughly inspected by Her Majesty's Inspectorate for Education in April 1999. This part of a continuous cycle of inspections carried out in all schools. The Infant school was similarly inspected in the autumn of 1997.

The resulting report was outstanding and a great credit to the children, teachers and parents, all of whom were involved. Once again we have independent evidence of the excellence of the spirit and educational value of our schools. I must congratulate the Junior School team for all the effort they put into the inspection.

In late September I received a letter from Her Majesty's Chief Inspector for Education in Wales, congratulating the Junior School on the excellence of the report.

I understand from the Director of Education that this is a rare occurrence.

National Curriculum Tests

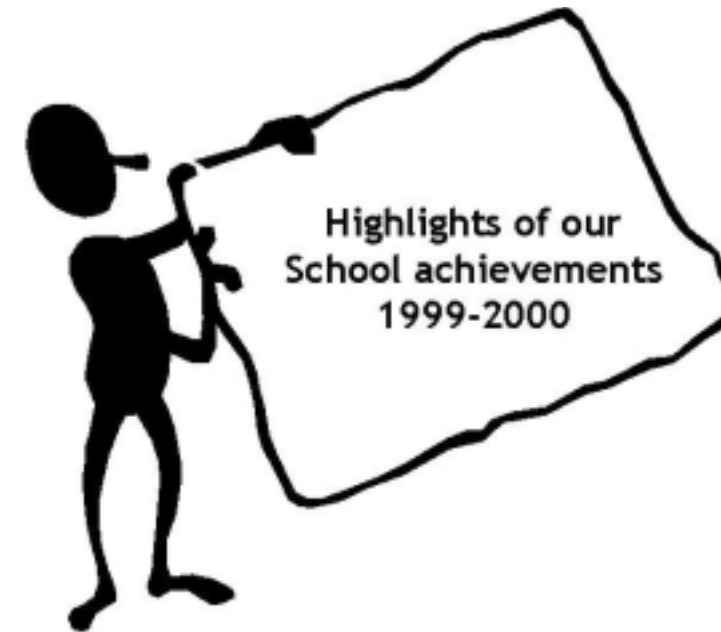
The Government requires that all children are tested at Key Stage 1 (Infant) and Key Stage 2 (Junior). These tests were conducted in our schools in May as usual and not only show our schools' results to be significantly ahead of the norm, but also making considerable gains on the 1998 results.

After School Club

This time last year we were able to advise you of the imminent opening of the After School Club, for which many parents had been pressing for some time. Well it took a little longer than expected but opened in the Spring of 1999 and has since been very well supported. We are particularly grateful to the organisations and supporters who contributed to setting up the Club.

As a consequence of this success and responding to the requests of parents, a Breakfast Club commenced in September of this year. Details of the Breakfast and After School Clubs can be found later in this report. (See Page 16).

- A few key bullet points on the opening page can provide a simple but effective way of highlighting the main school achievements/events of the past year. The same could also be done on the last page to highlight the main events/priorities for the next year. The example below shows how an opening page could look.



- **Strong improvement in GCSE results**
- **Raised achievement for all**
- **School makes progress in many areas, into the new millennium**
- **Solid progress on the school development plan and Key Issues**
- **Governing Body operating in dedicated groups on key responsibility areas.**

- A report of any activities organised by the school parents' association in the past year could be included, as well as any activities planned for the coming year. An example is shown below.

Holywell High School Home School Association



A new school year has now started. Once more the Governors have kindly allowed us space in their Annual Report to publicise fund-raising events and donations made to various departments within the school over the past memorable year.

September - The start of the school year saw the installation of a new PA system in the hall - part-funded by the Home School Association. A much-improved sound system will now benefit all - children, parents, staff and visitors alike.

Christmas - Committee members had an evening out where they spent the night eating and dancing - an enjoyable way to begin the festivities!

February - St. Valentine Raffle - You probably saw our volunteers selling raffle tickets in the week leading up to St Valentine's Day. This event raised £250.00 for the school and ten lucky people from the Holywell area won prizes ranging from an overnight break in a hotel to a fish and chip supper.

May - The highlight of the year - the £5k Run. Once again, the race was a great success and raised over £3000.00. The 5k Race was also the venue for the presentation of a gift to the retiring Head. The Home School Association presented amethyst geode - a fitting gift for a geographer with a keen interest in geology.

July - The streets of Holywell were alive with the sound of music one Saturday morning. The Holywell Music Marathon raised over £300.00 for the school and at the same time entertained shoppers and shopkeepers alike. The atmosphere created was enjoyed by all who were lucky enough to be there on the day and this is yet another event that we would like to make an annual fixture in the town's calendar.

And so the school year came to an end.

- The performance information could be preceded by an explanatory page, setting out what assessments are carried out, when they are completed and what the results mean. This provides a helpful introduction to the information.



PROSPECTUS SUPPLEMENT 1999/2000

Please find below a synopsis of the 1998/99 results at:

GCSE

ADVANCED LEVEL

GNVQ

Also attached is a summary of the school's results in National Tests at Key Stage 3 together with the All-Wales results for National Tests at Key Stage 3 for 1998.

GCSE RESULTS 1998/99

A* - C Pass Rate	64%
A* - G Pass Rate	99%

Percentage of Pupils gaining 5 A* - C grades	64%
--	-----

ADVANCED LEVEL RESULTS 1998/99

Pass Rate A - B	44%
Pass Rate A - C	70%

Average points score for 2 'A' Level Candidates	21
---	----

GNVQ RESULTS 1998/99

Intermediate (Merit/Distinction)	95%
Advanced (Merit/Distinction)	90.3

- Explanatory text boxes alongside tables are a helpful way of making sense of the information.

NATIONAL CURRICULUM ASSESSMENT RESULTS (Year)

Percentage of Pupils at Each Level

		D	A	N	B	W	1	2	3	4	5	6	Level 4 & above	
ENGLISH	Teacher Assessment	School	0	0	0	n/a	0	0	4	28	55	13	0	68
		National	0	0	1	n/a	1	1	6	21	48	22	0	70
	Test/Task	School	0	7	0	0	n/a	n/a	2	24	54	13	n/a	67
		National	0	2	1	1	n/a	n/a	5	17	48	26	n/a	74
WELSH	Teacher Assessment	School	0	0	0	n/a	0	0	4	25	53	18	0	71
		National	2	0	1	n/a	0	1	5	24	49	18	0	67
	Test/Task	School	0	5	0	0	n/a	n/a	3	24	49	19	n/a	68
		National	2	2	0	2	n/a	n/a	4	22	50	18	n/a	68
MATHEMATICS	Teacher Assessment	School	0	0	0	n/a	0	0	0	11	72	17	0	89
		National	0	0	1	n/a	0	1	5	22	47	24	0	71
	Test/Task	School	0	3	0	0	n/a	n/a	0	15	54	28	n/a	82
		National	0	2	1	1	n/a	n/a	5	22	44	25	n/a	69
SCIENCE	Teacher Assessment	School	0	0	0	n/a	0	0	0	9	70	21	0	91
		National	0	0	1	n/a	0	0	4	17	53	25	0	78
	Test/Task	School	0	5	0	0	n/a	n/a	0	4	67	24	n/a	91
		National	0	2	0	0	n/a	n/a	3	14	55	26	n/a	81

CORE SUBJECT INDICATOR*

Teacher Assessment	School	65
	National	64
Test/Task	School	64
	National	63

A typical Year 6 child will probably be at Level 4 - so a Level 5 is an exceptionally good result. A Level 6 is unusual at age 11. Most pupils will move to a new level every two years or so. At any one time pupils are likely to reach a higher level in some subjects than in others

- D: Excepted or disappled under Sections 364 or 365 of the Education Act 1996.
- A: Pupils who failed to register a level due to absence.
- N: Pupils who failed to register a level for reasons other than absence.
- B: Pupils not entered for the tests because they are working outside the set levels of the tests.
- W: Working towards level 1.
- * The percentage of pupils attaining at least level 4 in English or Welsh (first language), Mathematics and Science in combination.


- Details of educational visits from the past year could be included. This could incorporate pupils' work based on these visits, as is shown in the example below.

EDUCATIONAL VISITS are not only an opportunity for children to enjoy a wide range of exciting and interesting experiences they also enrich and provide background for their school work.

TY GWYN

Classes 5/6W, 6H and 6S climbed mountains, canoed rivers, scrambled over rocks and ate plenty all in the name of good clean fun. Everyone says "Can't wait 'till its my turn!"

HAVING CAPITAL FUN - The London Trip



A very exciting time was had when this years London trip had the unique opportunity to walk through the gates of Downing Street and stand in front of the most famous front door in Britain. Class 5/6W are seen here with Old Newtonian P.C. Bridges who arranged this visit. The children also had a tour of the sites of the city and visited the Natural History Museum. The show Dr. Doollittle was very popular with everyone and it was a tired but happy group that made their way home after a memorable and exciting visit.

HAFREN SCHOOL OUT AND ABOUT

NORTH WALES TRIP

The now annual trip to Dinorwig power station, Llanberis and The Centre for Alternative Technology combines a lot of work on geography, science and environmental topics as well as a chance for the children to enjoy some of the loveliest areas of Wales.

WOMAN WALKING.....


Children from classes 4D and 4/5L took part in a performance of this title at the Davies Memorial Art Gallery in February following a course involving dance, writing and art.

THE URDD

The Urdd Movement was supported in the school with the after school club which has lots of activities, such as games, preparing art work for cwmwdodau and charity work such as carol singing for Rhyf Kewen. Pupils from Year 6 also visited LLANTRISANTWY to take part in lots of fun activities such as skiing, walking and horse riding all whilst improving their use of the Welsh language.

FISHY STUFF..

Curriculum work for 1/2R on the sea was brought to life with a visit to The Blue Planet Aquarium in Ellesmere Port.



CELTICA

Classes 3J and 4D enjoyed their visit to the Celtica Exhibition Centre in Machynlleth

and closer to home... THEATRE HAFREN

We are lucky to have this facility on our doorstep and try use it as much as possible. years 3/4 went to see the classic "Funny Bones" by Alan Albergh. Also a large number of children saw a fire safety show produced by The Fire Service emphasising the dangers of fire.

COMMUNITY VISITS WERE MADE BY YEARS 3 & 4 TO THE FIRE STATION, POST OFFICE AND POLICE STATION

PENNANT MELANGELL

WORK ON CELTIC FOLK STORIES AND FABLES WAS THE BASIS FOR 3J AND 4ES VISIT TO PENNANT MELANGELL ON 1ST DEC.

Page 3

- A section at the end of the report looking forward to the main events for the coming year could be included. The example below shows how this can be a useful way of drawing parents' attention to any important events.

Looking Forward - events and targets

Infant School

The year 2000 will see the completion of the Ceramic Art project that the children have been so involved in and it is pleasing to note that Victoria Infant School clocktower is one of the landmarks included in the project. Year 2000 will also see the completion of a wall-hanging to commemorate the Millennium, where every child has produced a square of material that will be sewn together.

The staff are embarking on a literacy initiative called "First Steps" that will be implemented during the next school year and which will supplement and consolidate literacy strategies already in place. Next autumn term the school will

be involved in acquiring the Basic Skills Quality Mark. Further ongoing work will be carried out on Story Sacks, an initiative that produces props and other resources to complement story books that will stimulate reading. Summer 2000 will see the completion of a new literacy policy and scheme of work which includes mental maths, as well as a review of Science, Music and the Early Years work of the school.

Further whole-school targets include the maintenance of the high standard of SATs results at Level 2 and above, sustaining the present high levels of pupil attendance, keeping expenditure within the budget allocated by the LEA while maintaining satisfactory staffing levels and satisfactory resources.

Junior School

As part of our continuing pledge to improve and maintain the quality of the education that we provide for our children we will be continuing with our quest to achieve the highly prestigious award of "Investor in People". This award involves undertaking a careful examination of the ways in which schools such as ours can "improve upon their previous best".

Junior School Targets Achieved:

- Outstanding season for our netball team, only losing out in the County Finals
- Establishment of a thriving Out of School Club
- Establishment of a brand new Breakfast Club due to parental demand
- Acquisition (at last) of our own fenced-in grass playing area for both schools
- An impressive inspection report
- Impressive results
- Establishment of a coherent colour-coded reading scheme

Junior School Future Targets:

- Address inspection findings through the Action Plan
- Develop the newly-acquired school field in co-operation with our infant colleagues
- Establish a new Computer suite
- Raise results in English by 10% and maintain the standards in Maths and Science
- Install a CCTV network to deter further vandalism

- A glossary of terms can help to clarify any abbreviations used in the report and heighten understanding of the information. An example is shown below.

Glossary of Terms ..



AS	A one year 6th Form advanced course
CDT	Craft, Design and Technology
CLAIT	A qualification in information technology
Core subjects	English, Mathematics and Science
GNVQ	General National Vocational Qualification
ICT	Information and Communications Technology
Key Stage 3	The National Curriculum in Wales for 11-13 year olds
Key Stage 4	The equivalent for 14-16 year olds
LEA	Local Education Authority
RSA	Royal Society of Arts (examination board)
SEN	Special Educational Needs

Annex 1

Performance Information

Key Stage 1

School and National (all-Wales) Results

- The number of pupils in the final year of Key Stage 1.
- The percentage of pupils as determined by Teacher Assessment:
 - a) who were at each level of the subjects of English, Welsh (as a first language), mathematics and science;
 - b) who were at each level in the attainment targets of speaking and listening, reading and writing in English;
 - c) who were at each level in the attainment targets of oracy, reading and writing in Welsh (as a first language);
 - d) who were at level 2 or above in English or Welsh (as a first language), mathematics and science in combination.
- The percentage of pupils as determined by the NC Tasks/Tasks:
 - a) who were at each level in the attainment targets of reading and writing in English;
 - b) who were at each level in the attainment targets of oracy, reading and writing in Welsh (as a first language);
 - c) who were at each level in mathematics.
- The percentage of pupils excepted from assessment under sections 364 or 365 of the Education Act 1996.

Key Stage 2

School and National (all-Wales) Results

- The number of pupils in the final year of Key Stage 2.
- The percentage of pupils as determined by both Teacher Assessment and NC Tests/Tasks:
 - a) who were at each level (including working towards level 1) in each of the subjects of English, Welsh (as a first language), mathematics and science;
 - b) who were at level 4 or above in English or Welsh (as a first language), mathematics and science in combination;
 - c) who were excepted from assessment under Sections 364 or 365 of the Education Act 1996;
 - d) who failed to register a level because they missed the assessment due to absence;
 - e) who failed to register a level on being assessed;
 - f) who were not entered for the tests because they were working outside the level of the tests.

Key Stage 3

School and National (all-Wales) Results

- The number of pupils in the final year of Key Stage 3.
- The percentage of pupils as determined by Teacher Assessment and NC Tests/Tasks:
 - a) who were at each level (including working towards level 1), in each of the subjects of English, Welsh (as a first language), mathematics and science;
 - b) who were at level 5 or above in English or Welsh (as a first language), mathematics and science in combination;
 - c) who were excepted from assessment under Sections 364 or 365 of the Education Act 1996;
 - d) who failed to register a level because they missed the assessment due to absence;
 - e) who failed to register a level on being assessed;
 - f) who were not entered for the tests because they were working outside the level of the tests.

Headteachers are not required to pass any information to Governing Bodies for inclusion in Governors' Annual Reports (or school prospectuses) where the number of pupils eligible for assessment is fewer than five. This is set out by the regulations in order to protect the confidentiality of the results of individual pupils in schools where there are a very small number of pupils eligible for assessment. Where the number is fewer than ten, but more than four, the headteacher need only pass on the percentage of pupils who:

- for Key Stage 1, reach or exceed level 2;
- for Key Stage 2, reach or exceed level 4;
- for Key Stage 3, reach or exceed level 5.

The Governing Body must, however, include a statement explaining why the information has been published in this way, or why no information appears at all.

Annex 2

Performance Information (secondary schools only)

GCSE, Entry Level Qualification, GCE A and AS, GNVQ and NVQ Results

Governing Bodies are required to publish a range of information. They are, of course, free to include any additional information on pupils' achievements. Some examples are: GCSE grades achieved after the age of 15; A/AS grades achieved before the age of 16; vocational qualifications achieved at levels other than those required.

Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results only, may where school choose, be presented alongside whole-school results.

The **minimum** information is as follows:

For pupils aged 15

- For the reporting school year, the number of pupils aged 15 on the school roll in January.
- The percentage of pupils aged 15 who:
 - a) were entered for five or more GCSEs or equivalent;
 - b) achieved GCSE and vocational qualifications equivalent to five or more GCSE grades A*-C;
 - c) achieved GCSE and vocational qualifications equivalent to five or more GCSE grades A*-G;
 - d) achieved GCSE grades A*-C in each of mathematics, science, English or Welsh (first language) in combination (i.e. the Core Subject Indicator);
 - e) entered at least one Entry Level Qualification (e.g. Certificate of Educational Achievement), GCSE short course, GCSE or equivalent;
 - f) entered one or more GCSE or equivalent;
 - g) achieved GCSE and vocational qualifications equivalent to one or more GCSE grades A*-C;
 - h) achieved GCSE and vocational qualifications equivalent to one or more GCSE grades A*-G;
 - i) achieved no graded GCSE or equivalent;
 - j) achieved at least one GCSE short course grades A*-G or equivalent;
 - k) achieved one or more Entry Level Qualification only;
 - l) did not achieve a GCSE, GCSE short course, Entry Level Qualification or equivalent;
 - m) were: 1) entered for; 2) achieved any grade A*-C; 3) achieved any grade A*-G, in the separate subjects of GCSE English, GCSE Welsh (first language) GCSE mathematics, GCSE Science.

FOR ALL THE RESULTS ABOVE, NATIONAL, LOCAL AND THE TWO MOST RECENT THREE-YEAR ROLLING AVERAGES MUST BE SHOWN WHERE AVAILABLE

- The percentage who, during the period 1 August to 31 July of the reporting school year, achieved:
 - a GNVQ Part 1 or a GNVQ at Foundation level or NVQ level 1;
 - a GNVQ Part 1 or a GNVQ at Intermediate level or NVQ level 2.

The qualifications are those approved by the Secretary of State or a designated body under section 400 of the Act or under section 37 of the Education Act 1997.

For pupils aged 16, 17 and 18

- For the reporting school year, the number of pupils aged 16, 17 and 18 on the school roll in January.
- The number of pupils entered for 2 or more GCE A level examinations or equivalent.
- The percentage of those who achieved:
 - a) 2 or more grades A-C;
 - b) 2 or more grades A-E;
 - c) the average points score per candidate; and
 - d) each of the following ranges of point scores

0	1 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 or more
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- the number entered for fewer than 2 GCE A level examinations or equivalent. For those candidates:
 - a) the average points score per candidate;
 - b) the average points score per subject;
 - c) the percentage of those who achieved each of the following range of point scores

0 to 4	5 to 9	10 to 15
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FOR ALL THE RESULTS ABOVE, NATIONAL, LOCAL AND THE TWO MOST RECENT THREE-YEAR ROLLING AVERAGES MUST BE SHOWN WHERE AVAILABLE

The number of pupils who, during the period 1 August to 31 July of the reporting school year, achieved:

- a GNVQ Intermediate or NVQ at level 2;
- a GNVQ Advanced or NVQ at level 3.

The qualifications are those approved by the Secretary of State or a designated body under Section 400 of the Act or under Section 37 of the Education Act 1997.

The Regulations do not require schools to present results for boys and girls separately, but schools are encouraged to do so.

Governing Bodies are encouraged to list in an appropriate place in the Annual Report the number of pupils on the school roll with statements of Special Educational Needs.

Target Information

For Primary schools

- The percentage of 11-year-olds attaining at least level 4 in the tests at the end of Key Stage 2 in the separate subjects of:
 - English;
 - Welsh (first language) in Welsh-speaking schools;
 - mathematics; and
 - science.
- The difference in the percentage of boys and girls achieving the Core Subject Indicator as determined by the tests at the end of Key Stage 2 (i.e. at least level 4 in English or Welsh (first language), mathematics and science in combination).

For Secondary schools

- The percentage of 14-year-olds attaining at least level 5 in the tests at the end of Key Stage 3 in the separate subjects of:
 - English;
 - Welsh (first language) in Welsh-speaking schools;
 - mathematics; and
 - science.
- The difference in the percentage of boys and girls achieving the Core Subject Indicator as determined by the tests at the end of Key Stage 3 (i.e. at least level 5 in English or Welsh (first language), mathematics and science in combination).
- The percentage of 15-year-olds:
 - achieving at least 5 GCSE grades A*-C, or the vocational equivalent;
 - achieving at least 5 GCSE grades A*-G, or the vocational equivalent;
 - achieving the Core Subject Indicator (i.e. at least GCSE grade C in English or Welsh (first language), mathematics and science in combination) and the difference in performance between boys and girls;
 - leaving full-time education without a recognised qualification.
- The percentage of sessions missed because of unauthorised absence.

Content of Governors' Annual Reports: Reference to Statutory Instruments

Items in *italics> are for Secondary schools only*

Item	Reference to S.I. 2001/1110 Regulation 3 (Schedule)
Notification of the time, date, venue, purpose and agenda for the annual parents' meeting	Para 1(a)&(b)
The names and addresses of the clerk and chairperson	Para 2(d)
Names of the members of the governing body, their terms of office, and status, e.g. parent, teacher, foundation governor, co-opted, otherwise appointed, ex-officio	Para 2(a)
In the case of an appointed governor, by whom he or she was appointed, when the appointment will terminate (except for ex-officio governors), and information about the next election of parent governors	Para 2(b)&(c) Para 3
A full financial statement which for county and voluntary schools should: reproduce or summarise any statement provided by the LEA under Sections 48 or 52 of the School Standards and Framework Act 1998 since the last annual report; indicate how any money provided by the LEA was spent; give details of any school gifts; and of governors' travelling and subsistence expenses	Para 4(a) to (d)
Action as a result of any resolutions passed at the last meeting	Para 1(c)
Summary of changes to the school prospectus since publication	Para 14(1)&(2)
Progress on school action plan (post inspection) and session times	School Inspections Act 1996 Para 13
Action taken to develop or strengthen links with the community	Para 9
Action taken to review school policies	Para 12
Action taken to implement and review school strategies	Para 12
Details of the school's Special Educational Needs (SEN) policy, including its success, the allocation of resources, changes made, and any consultation with the LEA and other schools	SI 1999/1442 Para 6 ¹
The school's aggregate National Curriculum (NC) statutory assessment results for Key Stages 1, 2 and 3 (as appropriate). Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results may, if wished, be presented alongside the whole-school results	Para 5
The latest available national (all-Wales) comparative information based on NC Statutory assessment results for each appropriate key stage	Para 7(1)&(2)
<i>Information on the school's results in GCSEs, A levels, AS examinations and vocational qualifications</i> Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results may, if wished, be presented alongside the whole-school results	Para 6 (a)&(b)

¹ S.I. 1999/1442 The Education (Special Educational Needs) (Information) (Wales) Regulations 1999

Item	Reference to S.I. 2001/1110 Regulation 3 (Schedule)
<i>National and local (where available) averages for GCSEs, A levels, AS examinations and vocational qualifications</i>	Para 7(1) & (2)
A summary of the targets set by the governing body for the coming three years and progress towards the most recent targets.	Para 10(a) & (b)
Attendance information	Para 6(c)
<i>Destination of school-leavers e.g. further education, training or employment</i>	Para 8
Progress on meeting sporting aims, and sporting achievements.	Para 11(a) & (b)
Disabled pupils: arrangements for the admission and access plus steps to prevent disabled pupils being treated less favourably than other pupils	Disability Discrimination Act 1995

Content of Governors' Annual Reports: Checklist

Items in *italics* are for secondary schools only

Governing bodies are reminded of the requirement to produce the full report. It is no longer necessary to distribute the full report to all parents, though parents must be aware that they have access to a copy of the full report if required. A summary report, containing the information indicated below, must be distributed to all parents.

Summary Report	Item	√
√	Notification of the time, date, venue, purpose and agenda for the annual parents' meeting.	
√	The names and addresses of the clerk and chairperson.	
√	Names of the members of the governing body, their terms of office, and status, e.g. parent, teacher, foundation governor, co-opted, otherwise appointed, ex-officio.	
√	In the case of an appointed governor, by whom he or she was appointed, when the appointment will terminate (except for ex-officio governors), and information about the next election of parent governors.	
	A full financial statement which for county and voluntary schools should: reproduce or summarise any statement provided by the LEA under Sections 40 or 50 of the Education Reform Act 1988 since the last annual report; indicate how any money provided by the LEA was spent; give details of any school gifts; and of governors' travelling and subsistence expenses.	
	Action as a result of any resolutions passed at the last meeting.	
	Summary of changes to the school prospectus since publication.	
	Progress on school action plan (post inspection).	
	Term dates and session times.	
	Action taken to develop or strengthen links with the community.	
	Action taken to review school policies	
	Action taken to implement and review school strategies	
	Details of the school's Special Educational Needs (SEN) policy, including its success, the allocation of resources, changes made, and any consultation with the LEA and other schools.	
√	The school's aggregate National Curriculum (NC) statutory assessment results for Key Stages 1, 2 and 3 (as appropriate). Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results may, if wished, be presented alongside the whole-school results.	
√	The latest available national (all-Wales) comparative information based on NC Statutory assessment results for each appropriate key stage.	
√	Information on the school's results in GCSEs, A levels, AS examinations and vocational qualifications Schools with Designated Special Classes (DSCs) or Units may display two sets of information. A second set representing mainstream results may, if wished, be presented alongside the whole-school results.	
√	National and local (where available) averages for GCSEs, A levels, AS examinations and vocational qualifications	
√	A summary of the targets set by the governing body for the coming three years and progress towards the most recent targets	
√	Attendance information.	
	Destination of school-leavers e.g. further education, training or employment	
	Progress on meeting sporting aims, and sporting achievements.	
	Disabled pupils: arrangements for the admission and access plus steps to prevent disabled pupils being treated less favourably than other pupils.	

