

Ysgol Pen Coch

Governor's Annual Report to Parents. July 2016



Every child, every chance, every day

Ysgol Pen Coch Specialist School

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CHAIR'S INTRODUCTION

Last month I was honoured to be elected chair of governors at Ysgol Pen Coch (YPC).

Just to introduce myself, before taking early retirement I was chief multi-media journalist with the Flintshire Chronicle.

I previously served as chair of governors at Ysgol y Waun, Gwernaffield, and some years ago was a governor at Mold Alun High School.

I must admit becoming a local authority governor at YPC is a new and exciting challenge –it's been a fast learning curve!

Soon after I was appointed I was given a tour of the school by the head and was extremely impressed by the facilities and dedication of the staff.

The governing body of Ysgol Pen Coch is made up of parents, staff, local authority representatives and other people from the local community, who are appointed by the governing body because they have an interest in the school and have particular skills to offer. We are very fortunate to have a governing body with a wide range of skills and experience.

Members are keen to build on the school's success and to set new goals to enhance the educational experience of pupils in a friendly and safe environment.

The school and Friends of YPC have again excelled in raising the profile of YPC in the community, hosting a number of fundraising events.

They hope these will help provide funding for a Virtual Reality room and to embed the trampoline in the floor.

The governors would like to thank the head teacher, staff, parents and the local community for their continued support and dedication throughout the year.

We hope that you find this report of interest and would welcome any comments or questions that you may have.

Have a lovely summer break.

George Tatum

Chair of Governors

How do school leaders and Governors promote school improvement?

At Ysgol Pen Coch leaders have the children's safety, welfare and learning at the forefront of all decision-making. Each member of staff and each governor is a leader of at least one aspect of the school's life, working as a strong team to improve learning and to raise standards. Pupil voice, through the School Council, and parent consultation, through regular Parent Partnership sessions, FoYPC meetings and surveys, and the annual stakeholder SIP days mean that the whole school community is part of the consultation and decision making process. The Head teacher works with all aspects of the school community to identify priorities, plan and action developments for these and to closely monitor outcomes. The Governing Body monitors school improvement priorities through regular visits to the school for meetings, wall trawls and learning walks; it also spends time on scrutiny of documentation and ensures that a rigorous appraisal procedure of the Head teacher and staff is adhered to. In all, the 'Team' ethos at Ysgol Pen Coch is key to the successful learning of all of our children.

What have been our successes this year?

An established staff team has been able to take the school forward in a number of ways. This has resulted in continuing high standards of teaching and learning and excellent progress made across the school.

The class for pupils with complex health needs and based in Key Stage 2 but catering for ages 4-11 has been particularly successful this year .

Maths skills - We have continued to focus on improving the children's maths through the use of BooZoo and Numicon and staff have been trained and continue to be trained in these.

Literacy - The children's understanding of sounds has been developed through the use of POPAT and the Wrap reading test are used to assess all children's reading ability. As a direct result of our use of data we have identified and prioritised the use of both auditory (AIT) and visual therapies for pupils who did not make expected progress with POPAT. Of the 10 pupils who received AIT 8 pupils showed a marked improvement in their POPAT scores.

Inclusion - Pen Coch is recognised as a Centre of Excellence. The award recognises the school's success in developing inclusivity both within school and with neighbouring schools. Parents can be sure that their children are attending a school at the forefront of inclusive education.

Assessment - All staff continue to use B Squared to record progress and feed this into their planning. B Squared has been updated this year to include the Welsh LNF. CASPA allows us to fine tune our use of data.

GWE rating

GWe has consistently reported us as a Green school this year .

Heritage Award

We have won a heritage award for the 3rd year running. This year we won £450 and the school council will vote on which facility they want the money to go towards –the virtual reality room, the neurofeedback machine or the trampoline in the floor.

Co-Leading school

Ysgol Pen Coch has been chosen as a co-leading school and supports other schools in the LNF .as well as supporting others on their journey it will help our school to fulfil a target set by Estyn ie. *further strengthen the links with the community* . Sian Griffiths , as well as being busy taking on the role of Acting assistant head for the school, has also been busy directing the Co-leading schools across the North Wales region and representing the body of special schools in this project.

Pioneer School –New Deal

Ysgol Pen Coch is a pioneer school for leadership. Ysgol Pen Coch is particularly involved in ensuring all staff have the opportunity to develop in their careers.

Pioneer School –Curriculum

Ysgol Pen Coch is a pioneer school for developing the new curriculum in Wales. Ysgol Pen Coch is pioneering in its use of therapeutic intervention and in providing data evidence on its effectiveness. In the autumn term the school commences some pioneering work in its changes to the way the curriculum is delivered.

Lead Creative Arts school

Ysgol Pen Coch is a lead creative arts school and has worked closely with Ysgol Maes Hyfryd this year in developing transition opportunities through the arts. This culminated in a performance in the summer term that is now available online to watch(follow the links from our website).This year's transition from Pen Coch to Maes Hyfryd will be extremely positive for all students involved in the project and will hopefully be a commitment to learning for life. Anxiety of moving up to secondary school has been greatly reduced.

Learning disabled community

The head teacher spent part of her summer break 2015 writing a business plan to extend the After school Provision for adults with learning disabilities in the community.

The business plan was successful and a grant for £75,000 was secured from the Morgan Foundation. The grant allows us to appoint a coordinator to oversee the provision provided by our school for adults with learning disabilities in our community. It will happen for 5 evenings a week from 4 to 7pm and also on a Saturday from 10 to 3pm.

Originally FoYPC were to be involved in the project but due to the limited number of parental support for FoYPC the head teacher found links with the charity Crossroads and the school is now in partnership with Crossroads to deliver the project.

Our therapists work with the adults from 4-7pm and they access therapies such as hydrotherapy, vibroacoustic therapy, therapeutic music, rebound therapy and reflexology. We aim to also offer Sherborne dance therapy and TAC PAC . We believe it is the right of all adults with these disabilities to have access to what our children have during the school day. We also have to remember that our children will be in the same position when they become adults and so we are thinking of their future continued use of our facilities too.

Governors

The governing body continue to act as critical friends to the school which will help us to fulfil the only other target set by Estyn ie. *further develop the role of the governing body to ensure that it provides appropriate levels of challenge to the school*

The future of Special schools

The headteacher and all of the therapists got together and wrote a book. The head teacher edited the book during the autumn half term and the Christmas break in 2014. The book was published in January 2015 .So far the profits from the sales of the book have totalled £250 which has all gone into the school fund account to contribute to the embedding of the trampoline in the floor so that all children can enjoy being on the trampoline. If you would like a copy it is available online:

The Future of Special schools :: and Therapeutic intervention

by Ms Ange Anderson et al.

Link: <http://www.amazon.co.uk/dp/1506193803>

Training

In October 2015 Ysgol Pen Coch held the first ever international therapies in education conference. Eddie Anderson the 'Godfather' of Rebound therapy gave demonstrations. TACPAC trainers and Sherborne trainers gave free demonstrations. Kevin Spencer gave a demonstration of Magic Therapy. The school provided Pet therapy input, AIT, Lego therapy,

Vibroacoustic , Irlen lens and a host of other therapy demonstrations to teachers and therapists from across the UK. This encouraged them to sign up to training.

On October 21st 2016 Ysgol Pen Coch will deliver the 2nd International Therapies in Education Conference. Highlights of this conference will include : a repeat visit by Eddie Anderson demonstrating Rebound Therapy; Cher Mather demonstrating Sherborne; Hilary Wainer demonstrating TACPAC; Steven Lane , director of Neurofeedback UK demonstrating Neurofeedback; Rosalie Seymour, the inventor of FSM demonstrating AIT; Mary Atkinson & Sandra Hooper, writers of Story Massage demonstrating massage; Sian Nash managing Director of CTC Autism specialising in DIR floortime; Giuliana Fenwick author of 'Indian Head Massage for Special Needs ' who will provide demonstrations /workshops ;Functional Reflex Therapy with Lorraine Senior and DRU yoga from the DRU team.

In addition to all of those revered professionals above the staff at Ysgol Pen Coch are highly qualified in their own right and they will be providing training and demonstrations in Reflexology with Lianne Prosser, TACPAC with Lynne Harkin, Vibroacoustic therapy with Julie Fallows, Hydrotherapy and Halliwick ga; Building Language with Lego Therapy with Gavin Shakespeare; Addressing fine motor skill issues with Magic Therapy with Rebecca Conway; Irlen lens with Helen Wilson; therapeutic play with Hazel Hughes; therapeutic music with Chris Mason to name a few.

Our staff this year have received training in :

One of our members of staff has received training in Lego therapy and is able to pass on his knowledge to other members of staff.

Our reflexologist has completed training in aromatherapy this year and that will ensure that we are providing it correctly. Our therapist in music has undergone refresher training in the use of the Soundbeam.

Julian Lewis attends the Neurofeedback training at the end of this summer term. The school is trying to raise £8,500 for the neurofeedback machine that Julian will use to deliver the training. Neurofeedback training is proving very successful for people with ADHD ,Autism and Dyslexia. So far we have had a donation of £550 from Emma Cooper , niece of the headteacher (who represents Forever Living Nutrition).

We have a second member of staff who is currently training in play therapy and she has written a report for the school on its effects on the pupils receiving it. Some of our staff members are continuing with degrees and others are developing their leadership skills by attending management courses.

The behaviour coordinator has attended several courses over the year on behaviour management. One member of staff has attended Social Stories Training. 10 members of staff have taken part in online ASD training (which is linked to our website)

10 members of staff have updated their team teach training this year. 6 members of staff have updated their minibus driving skills. All staff are regularly updated in manual handling practices. All temporary and supply staff have received basic positive handling training.

8 members of staff have received Sherborne dance training. All teachers, HLTAs and TA2s have received Elklan training and POPAT training and we are working towards the accreditation of an Elklan Communication Friendly school. These staff members have also received training in Assessment for learning and in Caspa and B Squared. Three members of staff attend a yearly update for their Makaton skills and share the update with the whole staff. Staff regularly receive training in administering medication and Child Protection (this is now done online). 6 members of staff are trained in First Aid.

Bethan Gould has achieved her NVQ level 2 this year. Lauren Howarth has achieved her NVQ level 3 this year.

Foundation Phase staff have received updated training this term on the Foundation Phase.

All staff have an induction before starting to work in our school, even if it is on a voluntary or student basis.

Research

The headteacher and other members of staff have been involved in research work regarding our provision and have had articles published in leading educational journals around the world. This year we have also been involved in research work with Kevin Spencer, the illusionist, who is internationally renowned for his work with adults and children with fine motor skill problems through his project Hocus Focus. Rebecca Conway has done an enormous amount of work in this area for Kevin and the school.

She has also been involved in research work regarding Lego and we have representatives visiting us this term to see how a special school has taken it forward.

The head teacher has given a talk on the future of special schools at the SWALSS head teachers conference this year and at Special needs conferences around the world -in her own time. She is due to give a talk at the World conference for Special Educational Needs in America in the summer holidays.

What are we trying to improve?

- Teaching and Learning - Increase the percentage of Outstanding lessons, develop the skills of lesson observations for all teachers, particularly our new teachers, so that peer observations have a greater impact on moving classroom practice forward. This has been particularly useful this year with teachers from ASD classes supporting each other.

The new Areas of Learning and Experience (AOLE) will change the way we deliver education and this begins properly in the autumn term. It will be a period of change and Estyn have agreed to bear this in mind when they visit pioneer schools.

- English - raise attainment for all pupils in reading through the use of POPAT. AIT –improve scores in POPAT for pupils who have not made progress. Please see report on website.
- Maths- raise attainment for all pupils in through the use of BooZoo Numicon and RMaths.
- ICT- raise attainment of all pupils in the use of technology and Ipads. progress in 'writing' through the use of technology.

Attitude to learning – raise attainment of all pupils in curriculum subjects through therapeutic intervention.

Behaviour – reduce use of Bound & Numbered book through the use of AOLE curriculum and therapeutic intervention

- Assessment - To increase precision when marking children's work so that feedback is meaningful through the use of 2 Stars and a Wish; develop assessment skills of teachers through the use of CASPA for Formative assessment (*to monitor pupil learning to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning.*) and Summative assessment (*to evaluate student learning by comparing it against the CASPA benchmark*).

How much progress do pupils make?

Once again it has been a busy year for assessment at Ysgol Pen Coch with pupils continuing to make progress across the curriculum.

Pupils' assessment files continue to follow the same clear in order to monitor pupils' attainment each term. Following the release of the 'Welsh as a Second Language' area on BSquared we were able to add this to our package which is now included as part of the pupils' assessment files allowing us to track pupil progress more effectively within the area. We are pleased to be continuing to provide individual assessment information such as Annual

Targets, Individual Education Plans (IEPs), Annual Review Reports and photographic evidence of pupils' learning and experiences to parents via confidential pupil pages on our school website. A leaflet containing information regarding the methods used when involving our pupils within the assessment process can also be found within the assessment section of our school website.

As a result of the introduction of the Literacy and Numeracy Framework (LNF) we are pleased to continue to further develop our pupils' Literacy and Numeracy skills across the curriculum by setting individual LNF targets for all pupils as part of their Individual Education plans. Teachers track the progress of pupils against the framework for targeted areas each term such as 'Speaking' and 'Using Data Skills' ensuring coverage through a rolling program. The purchase of Version 4 of the Connecting Steps (BSquared) assessment programme will enable teachers to assess LNF skills as part of our system from September 2016. This will be a huge benefit to our school as we will be able to monitor progress more effectively.

At Ysgol Pen Coch, staff continue to assess pupils with Profound and Multiple Learning Difficulties (PMLD) using the assessment system 'Routes for Learning'. The assessment materials focus on early communication, social interaction and the cognitive skills that are crucial for all future learning. The progress of pupils with PMLD is tracked using the assessment 'Route Map' and statements may form part of a pupil's IEP in conjunction with statements from the BSquared assessment system. In order to measure the progress of pupils' with PMLD more effectively targets are assessed using an achievement scale from 1-7 based of their degree to which the skill has been mastered. This alongside BSquared and Routes for Learning allows us to recognise the achievements made by our pupils with more complex needs.

We this year saw the introduction of the Foundation Phase Profile document. This is a new Welsh Government document which assesses pupils during their first 6 weeks within a placement. During its introductory year settings were required to assess pupils against the Foundation Phase Outcomes with the addition of addition to the new 'Gold, Silver, Bronze' statements. These pupils will then be assessed against the outcomes at the end of the Foundation Phase in order to monitor the progress they have made. At Ysgol Pen Coch we use the Foundation Phase Profile alongside our BSquared assessment system.

Following the implementation of the POPAT phonics program it has been important to monitor its impact. For all pupils accessing either the Foundation Skills or Listen and Choose programmes their progress is monitored termly with support offered and/or interventions made for pupils who have not made progress. Pupils who have some phonic and/or reading ability will also sit termly reading and/or phonics tests with the assessment coordinator identifying pupils who have not made progress. The data is shared during Senior Management Meetings and intervention strategies are recommended which may take place in the form of Therapeutic interventions

Another exciting development this academic year is an increase in the therapies on offer to our pupils in school. The aim of the therapies is to improve our pupils' wellbeing allowing them to be in the right frame mind to learn in addition to being a fantastic vehicle when delivering a wide range of skills. Therapies continue to form a vital part of our pupils' curriculum therefore play an integral part in the assessment process. Therapists currently feed back to teachers regarding the progress towards IEP targets along with progress towards skills taken from our BSquared assessment package and the LNF. We are excited to be developing skills via 'Areas of Enrichment and Experiences' during the next academic year. These areas will provide pupils with the opportunity to experience a more therapeutic experiential curriculum.

Following the introduction of the data analysis program CASPA teachers are able to monitor the progress of pupils within their classes. It is pleasing to note that all teachers are now competent with regards to producing CASPA class reports. During both the Spring and Summer terms they have analysed the data for each individual child within their class and compiled an action plan containing supportive strategies in order to improve their individual attainment. The CASPA system along with progression data and the professional judgments enabled teachers to make more informed judgments when setting pupil targets this year.

Teachers will continue to use CASPA to support them when setting targets for pupils for the next academic year.

In order to improve the consistency of assessment within school moderation sessions have continued to be a priority for Ysgol Pen Coch this year. Funding from GwE has enabled teachers to familiarise themselves with the moderation process and to produce evidence which has fed into LNF internal moderation sessions within school. The internal moderation process has allowed teachers to benefit from sharing their expectations and understanding of standards with each other in order to improve the consistency of their assessments. Detailed internal moderation forms are now completed by teachers with samples of work then being submitted each term for external moderation from the South Wales Moderation Network. Ysgol Pen Coch continues to lead professional discussions with North Wales schools regarding the feedback from external moderation sessions. This enables internal verifiers within schools to strengthen their moderation structure within their own schools.

This document will provide statistical data relating to the progress of pupils throughout the school.

Many thanks,

English				Welsh				Maths	Science
Oracy	Reading	Writing	Average	Oracy	Reading	Writing	Average		
NCL1	NCL1	A	NCL1	A	A	A	A	A	A
A	A	A	A	B	B	B	B	A	A
A	A	B	A	B	B	B	B	A	B
C	C	C	C	N	N	N	N	C	N
NCL1	A	A	A	A	A	A	A	NCL1	NCL1
NCL1	NCL1	NCL1	NCL1	A	A	A	A	NCL1	NCL1
NCL1	NCL1	A	NCL1	A	A	A	A	NCL1	B
NCL1	NCL1	NCL1	NCL1	NCL1	A	A	NCL1	A	A
N	N	N	N	N	N	N	N	N	N
C	C	C	C	C	C	C	C	C	C

Sian Griffiths
(Assessment Coordinator)

Results: Year 6

It was pleasing to see four **Year 6** pupils achieving and overall average of National Curriculum (NC) level 1 for English with one pupil achieving an average of NCL1 for Welsh, and another three pupils achieving NCL1 for Mathematics and two pupils achieving NCL1 for Science. This year the majority of our pupils are performing between Outcomes 1-3 with some pupils working towards Outcome 1.

End of Key Stage Results Summer 2016

- **End of Key Stage Data for Year 6 and Year 2 pupils was collated for the National Data**

Collection in May with levels achieved being inputted into the SIMs system. Evidence of pupil attainment can be obtained from pupils' assessment files which contain examples of work relating to National Curriculum and P- Levels.

*** It is important to note that all pupils attending Ysgol Pen Coch have been classified as having either a severe or profound learning difficulty whereas in previous years some pupils attending school were classified as having a moderate learning need. ***

Results: Year 2

<u>English</u>					
<u>Oracy</u>	<u>Reading</u>	<u>Writing</u>	<u>Average</u>	<u>Maths</u>	<u>PHSE</u>
w	w	w	w	w	w
w	w	w	w	w	w
w	w	w	w	w	w
w	w	w	w	w	w
w	w	w	w	w	w
w	w	w	w	w	w
2	2	2	2	3	3
1	1	1	1	2	2
1	2	2	2	2	2
1	1	2	1	2	1
2	3	3	3	3	2
1	w	w	w	w	w

It was pleasing to see that two pupils are achieving Outcome 3 with one pupil achieving Outcome 3 for English and Mathematics with the other pupil achieving Outcome 3 within the areas of Mathematics and PHSE. Four pupils achieved Outcomes 2s within either the areas of Oracy, Reading, Writing, Mathematics or PHSE and four pupils achieved Outcome 1 also within either the areas of Oracy, Reading, Writing, Mathematics or PHSE. The remaining pupils were working towards Outcome 1 which were reported to Welsh Government as a 'W' but for the purposes of our school data the new 'Gold, Silver, Bronze' outcomes were recorded.

It is pleasing to see that our two Looked After Children (LAC) are making progress as or above what CASPA would expect within the areas of Language, Mathematics and Computing.

Following an analysis of the progress of pupils within the area of 'Listening', pupils who have been identified as making progress below what CASPA would expect have been referred for Auditory Integration Therapy (AIT). Following consent from their parents they will be able to receive AIT as a form of intervention in order to provide them with every opportunity possible to achieve to the best of their ability. AIT has already helped a group of pupils make progress who were identified by CASPA and POPAT last year .

For a fuller picture of pupil attainment please read the End of Year report produced by the Assessment Coordinator, Sian Griffiths and available on our website at Ysgolpencoch.org.

How do we make sure our pupils are healthy, safe and well-supported?

The development of healthy lifestyles is a high priority for our school. We have attained our Healthy School Phase 5 award. Additional opportunities for developing children's love of sport are encouraged. Lunches are provided by the kitchens in Ysgol Gwynedd to a high standard with fruit breaks and access to drinking water through the day. We have introduced PECs on iPads to help children make choices at lunchtime. We are currently piloting it with a few people to assess its effectiveness.

The children take part in a range of activities to ensure that they feel safe, including regular update of our child protection training for the staff and governors and e-safety for children. Adults give children time to talk through issues. We have a comprehensive PSHE curriculum, incorporating Incredible Years addressed through class sessions, assemblies and circle times. In surveys children report that they feel happy and safe at Ysgol Pen Coch. The school has a robust vetting procedure for adults and provides on-going training. The school has a secure entry system.

What activities and options are available to pupils?

There is a range of activities available to pupils over and above the current National Curriculum. We are always seeking to improve and enrich our provision to develop children's enthusiasm for learning. This includes the use of and development of Ipads across the curriculum and the use and development of therapies to enable pupils to access the curriculum. Our school website: <http://ysgolpencoch.org/course/view.php?id=276> will give you more details of the therapies on offer. As stated above the school has also produced a book about therapeutic intervention and we now offer a total of 19 therapies. Lego Therapy has been introduced this year and we have a visit from the people at Legoland themselves this term as they come to find out what is going on.

Visits out and visitors in are widely used to support the curriculum and to make learning relevant to our children. This includes linking with our local and wider community.

The Sing and Sign choir regularly perform for Bod Hyfryd and in the autumn term they will take part in their 3rd Xmas concert at St Asaph cathedral with other North Wales special schools . Pupils attend residential visits as well as visiting local places of interest. In the autumn term the year 6 pupils will take part in another Lead Creative Arts project with Maes Hyfryd as they develop their creative arts.

What do our pupils do after leaving this school?

There are a number of schools that the children move to after leaving Ysgol Pen Coch. Once preferences are known, the school is involved in liaison and visits both to and from the schools concerned. The majority go to the local school, Maes Hyfryd. We have links with Maes Hyfryd to ease the transition to the secondary school and these links have been increased this year due to the funding from the Welsh Arts Council as we are a Lead Creative

Arts school. The transition project was a huge success. This funding will continue next year. There are visits to Pen Coch by form teachers, year head, and Headteacher.

How are we making sure that every child gets teaching to meet their individual needs?

As a school we wish to continue to build on high standards through exciting learning. There has been significant investment in information technology providing I pads for every pupil. The school has a close working relationship with parents/carers as they are kept informed and involved.

Over time the school has increased the use of a range of therapies to ensure that pupils are engaged in their learning. Pupil voice is sought in developments at Ysgol Pen Coch, including those in our curriculum. Teaching assistants reinforce and support learning effectively, working with groups and/or individuals depending on the needs identified. Teachers assess all pupils' learning both formally and informally and targets are discussed and regularly reviewed with pupils.

The head teacher is working closely with the Welsh government via Pioneer schools to ensure that the curriculum delivered at Ysgol Pen Coch is innovative and pioneering.

How are we working with parents and the community?

The school values the contribution of parents and the community, and aims to involve them in decisions about the future of the school. Examples during the academic year 2015-2016 include –

- The school Community Development Officer (CDO) has moved on and Nicky McGorian will be taking her place helping to support our parents and raise the profile of the school in the local community.

Links with Community are still being made. FoYPC has been chosen as Flint Sainsburys Charity of the Year and this has been a huge financial benefit to the school.

FoYPC are committed to raising funds towards a Virtual Reality room that we hope to begin installation of during the summer break. The Virtual Reality room will allow our pupils to visit the dentist or catch a train while they are in school with staff support. It is hoped that they will then be more accepting of visiting these places in the real world.

FoYPC have managed to raise £7,750 so far towards the room. Sam Bright's parents have also donated £500 towards the Virtual Reality room. Ava Melling's father donated £250 towards the Virtual Reality room. Happy Faces, a local charity aim to match fund £8,000 and have already raised £1,000.

Palm Signs in Greenfield have agreed to support the school and have provided two banners free of charge to advertise the summer fun day. This year the Fun Day also included a Cosplay Masquerade and a Bonny Baby competition.

FoYPC have a Facebook page that you can join if you are unable to attend the meetings.

During the holidays it is hoped that alterations will be made to the room that hosts the trampoline so that it becomes embedded in the floor. So far the school has raised £30,000 towards the costs, which are approx £43,000. This will enable all pupils to access the trampoline.

Partnerships with schools:

- Parent Partnership meets in school once a fortnight and has run events and training for parents.
- Friends of Ysgol Pen Coch (FoYPC) has raised funds for the school during the year and enabled the Summer holiday club to run for 6 weeks instead of 3.
- The school's sing and sign choir has taken part in community events, including events at the local church.
 - The school is part of the professional learning communities for LNF, Science, ICT, and Music.
- The School offers training support for mainstream schools and works collaboratively with other schools to support children in mainstream with learning difficulties, manual handling, ICT and behaviour.

What have pupils told us about the school, and what have we done as a result?

The pupil voice is heard formally through annual questionnaires and the School Council. It is heard informally e.g. through conversations with children in class and in assembly . The school council have been very busy this year with :

Votes - pupils voted in their school council representatives

*Annual Questionnaires

*Built relationships with Ysgol Gwynedd working with their school council sharing ideas

*Visited Council Chambers

*Visited the Cenotaph

*Invited Local MP David Hanson in to discuss voting and what an MP does

*Invited the Chairman of the Council to view school heritage award. Showing him and his wife around.

*Being involved in the making of a new prospectus . The school council also have a voice on our TWITTER account . Visit us on Twitter at **Impact Therapies**.

What have we done in response to Estyn?

We are very proud of the outcome of our Estyn inspection in April 2011, which justly finds us a good school, with prospects for improvement Excellent.

It reiterates the strengths of the school, which we know are the clarity of our own monitoring and self-evaluation processes. Following the Estyn inspection, we have worked on the aspects of our practice which will move us on to being an 'outstanding' school in all aspects. We have been working on ensuring that:

- We continue to build on the good progress made by the school since opening;
- Further develop the role of the governing body to ensure that it provides appropriate levels of challenge to the school.
- Further strengthen the links with the local community in order to increase the range of learning opportunities for the pupils
- **More Information**

If you would like more information about our school including our policies and complaints procedure, please visit our school website:

<http://ysgolpencoch.org>

Or contact the School via email at pcmail@pencoch.flintshire.sch.uk or by telephone 01352 792730.

For further information about our Governing Body visit the Governors page on our School website. <http://ysgolpencoch.org/course/view.php?id=221>

School Prospectus.

Since last year the school prospectus has been in the process of being totally revamped. It will still be available in the old format while we investigate funding for the new improved version to come off the press.

School Policies.

All school policies have been or are in the process of being updated or reviewed this year. Copies of these policies are in the curriculum policy folder on the intranet and are available in hard copy in the school office. They are reviewed either on a year or a 2 year cycle. Subjects are also monitored and evaluated on a 2 year cycle; this enables the subject leaders to evaluate how their subject is being delivered in school and how effective it is. From September 2016 Areas of Learning and Experience (AOLE) will replace subjects and staff are already active in these groups. Where necessary changes will be made to ensure all policies meet the needs of the members of our school. New policies are continually being written as and when required. Policies are put on the website for governors to approve and policies are also sent home to parents for their comments.

BUDGET

PEN COCH (601)
FINANCIAL OUTTURN 2015/2016

BUDGET HEADING	BUDGET 2015/2016	EXPENDITURE 2015/2016	DIFF + OR (-)
BALANCE FROM 2014/2015	109,188		109,188
EMPLOYEES	1,434,002	1,631,224	-197,222
PREMISES	43,327	71,825	-28,497
TRANSPORT	2,873	4,414	-1,540
SUPPLIES	32,927	51,354	-18,427

ADULT MEALS/LINK COURSES	1,004	28,657	-27,653
SERVICE LEVEL AGREEMENTS	27,763	27,857	-93
CAPITAL FINANCING	-	-	-
INCOME	-	-193,456.21	193,456
TOTAL 2015/2016	1,651,085	1,621,874	29,211

Strategic Equality Scheme Action Plan and Disability Access Plan

Action area 1.3: Work with the local authority to identify providers and organise a programme of staff and governor training workshops for updates on equality

Action area 1.1 : To provide communication apps for iPads for pupils with no speech

The Strategic Equality Plan and Disability Access Plan are available in school if you wish to have a paper copy and if you wish to see other priorities addressed by the school..

Term dates; session times

Ysgol Pen Coch times; Breakfast club: 8.30-9.30 School: 9.30 -3.30
: After School Creche : 3.30 - 5.30

Term dates; session times

Autumn Term 2016

Training Day	Thursday	1st September
Training Day	Friday	2nd September
School Opens	Monday	5th September
School Closes	Thursday	20th October
Training Day	Friday	21st October
School Opens	Monday	31 st October
School Closes	Friday	16th December

Spring Term 2017

Training Day	Tuesday	3rd January
School Opens	Wednesday	4th January
School Closes	Friday	17th February
School Opens	Monday	27th February
School Closes (Easter)	Friday	7th April

Summer Term 2017

Training	Monday	24th April
School Opens	Tuesday	25th April
School Closed (May Day)	Monday	1st May
School Closes	Friday	26th May
School Opens	Monday	5th June
School Closes	Friday	21 st July

Admissions Policy.

As a special school admissions are controlled by the LA. Places cannot be offered directly by the school. Wherever possible the school will endeavour to admit children who meet the relevant criteria.

School operates an equality and diversity policy, which states that a fully inclusive policy is in operation. We will provide what ever support, in terms of resources, curriculum or if possible personnel, to enable all children to attend our school and to reach their full potential academically, socially and emotionally.

Finally, on behalf of the Governing Body I would like to invite you to attend the annual report to parent's afternoon, which will take place prior to our Annual Celebration of Awards. This is your opportunity to ask questions relating to the report.

Thank you very much for your continued support.

Chair of Governors.