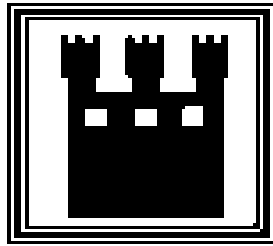


THE ROFFT SCHOOL

Marford



The Governors'
Annual Report to Parents
2014 – 2015

Chairman's Foreword **2014-15**

It gives me great pleasure to write this introduction to the Governors' Annual Report to Parents for the last school year.

Whilst the Report deals with the school year gone by, I'm afraid that I often cannot resist mentioning achievements during the current year as well. In particular I would refer to the school's success in obtaining the Welsh Network of Healthy School Schemes National Quality Award. We were notified by the Welsh Government of our success on 8th March 2016 after a rigorous two day "verification" on 23rd and 24th February. I would like to thank Mrs. Rosemary Jones, who took the lead for the school and all those who supported her, including those parents and partners of the school who attended the interview with the verifiers and in particular my colleagues Mrs. Gregory and Mrs. Harriman.

However, the real credit and congratulations must go to your children, described in the report as "kind and polite" and "well-organised, well-spoken, well-mannered and obviously proud of your school" These are the sort of comments that make it a privilege and a pleasure to be associated with our excellent school.

Under the controversial red, orange, yellow and green school classifications the school has been rated as green in both the first and current years of the scheme. Very few schools achieve the green rating. In addition the school has been identified as a "Co-Leading School" under a Welsh Government initiative to improve standards by sharing good practice. There are few co-leading schools in North Wales and The Rofft was the only Wrexham school selected. We should be very grateful to Mr. Morris and all the staff for continuing to maintain and develop our excellent standards at The Rofft.

Last year we saw the retirement of a long-serving teacher: I would like to thank Miss Connah from the Resourced Provision for her magnificent contribution to the school.

I need hardly say that finances are becoming tighter by the year and that consequently the wonderful support that is received through the PA is deeply appreciated.

Whilst TEMPS is fully independent of the school and leases its premises directly from Wrexham CBC, the school and parents rely greatly on their services and we are most appreciative of their support and generosity in permitting school use of THEIR building.

As always thanks to my colleagues on the Governing Body for their support and valued contribution to the school; to Mr. Morris and his tremendous staff we yet again give our sincere appreciation and congratulations.

Thank you all for your support.

John Leece Jones
Chair of the Governing Body

March 2016

THE ROFFT SCHOOL MISSION STATEMENT

**'To provide a secure and challenging
environment in which everyone can fulfil
their true potential'**

GLAN LLYN 2015



KINGSWOOD 2015



COMMUNICATION WITH PARENTS

Publications for parents include:

- the School Prospectus *
- the Foundation Phase and KS 2 Handbooks *

*Please contact school if you would like a revised version of any of these documents.

Website

www.therofftschool.co.uk

ParentMail

Please contact the school office if you have not registered with ParentMail.

Meetings with parents include:

- Information Meetings for new Nursery parents and new Reception parents - Summer Term.
- 'Meet the new Teacher' session - Summer Term
- Parents' Evenings - Autumn Term and Spring Term.
- Open Evening

Open Mornings/Open House Sessions held periodically throughout the year.

Communication Box

There is a Communication Box in the foyer for parents to communicate general comments / suggestions for school improvement directly to the Chair of Governors. Complaints should not be communicated in this way; a copy of the school's complaints procedure may be obtained from Mrs Bellis.

CURRICULUM STATEMENT

The governors support and challenge the school in its delivery of the Foundation Phase and National Curriculum (Key Stage 2) and the implementation of Revised Areas of Learning and Programmes of Study for English and Mathematics. Our aim is to ensure that pupils become engaged, motivated and effective learners. Positive experiences are designed to have an encouraging and sustained impact on their wellbeing and achievement.

Teaching focuses on developing essential skills in literacy, numeracy and digital competency.

WELSH

We are very proud of our Welsh heritage at The Rofft. Aspects of Welsh culture and identity are woven into the curriculum as pupils learn about, for example, Welsh artists, Welsh foods and Welsh democracy.

English is the main language of instruction and Welsh is taught as a second language, with much emphasis placed on the incidental use of Welsh in the classroom.

HEALTHY SCHOOLS INITIATIVE

We are currently working towards our final National Quality Award (NQA) of the Healthy Schools Initiative. We will be assessed on all 7 Healthy School themes and the assessment will take place by National assessors in the Spring Term 2016.

The school has embraced the ethos of healthy eating in a number of ways, emphasising the importance of drinking water regularly throughout the school day.

WORK OF THE GOVERNING BODY

The Governing Body is required to meet at least once in each term. However, in the 2014 – 2015 school year the full Governing Body met at least twice per term. The following are amongst the many issues discussed:

Election of Chairman and Vice Chairman, LMS Budget, Curriculum Policies; Non Curriculum Policies; Teacher Assessment Results, Comparative Data; Target Setting; Staffing; TEMPS; Salary Reviews; Class Sizes; Health & Safety; School Administration; Staff Appointments; School Action Plan; School Visits; Budget Monitoring; Foundation Phase provision; Key Stage 2 provision; the Literacy and Numeracy Framework; the National Support Programme, (N.S.P.), Gwe Monitoring and Challenge Meeting feedback; Admissions; School Self-Assessment; School Improvement Plan; Cluster/Transition Plan; Links with Industry; Special Educational Needs and Resourced Provisions.

ELECTION OF PARENT GOVERNORS

Parents at our school are entitled to elect four Parent Governors. Current Parent Governors are Ms. Kathryn Edwards, Mrs. Rebecca Gregory and Mr Christopher Cheffings. Parent Governors serve for a period of 4 years. There is currently a vacancy for a Parent Governor.

CURRENT STAFFING

Senior Management Team

Mr G. Morris	Head Teacher
Mrs S. Parker	Deputy Head Teacher/KS2 Team Leader
Mrs R. Jones	Lower Foundation Phase Team Leader

Foundation Phase Teachers

Mrs. V. Madigan	Nursery
Mrs R. Jones	Reception
Mrs S Medinger	Year 1
Mrs J. Jones	Year 2

Key Stage 2 Teachers

Mrs L. Harrop	Year 3
Miss K. Gilpin	Year 4
Miss G. Pilmoor	Year 5
Mrs S. Parker	Year 6
Mr. S. Fisher	PPA cover

Resourced Provision Teachers

Miss M. Kitching
Miss. A. Connah

Teaching Assistants

Mrs.V. Alexander	Nursery	Mrs. P. Bagby	Res.Prov.
Mrs. J. Kelly	Nursery	Mrs. L Grant	Res. Prov.
Miss J. Walker	Nursery	Mrs. M. Acari	Res. Prov.
Mrs. S. Pritchard	Foundation Phase (Team Leader)	Ms. C. Thomas	Res. Prov.
Mrs. J. Clarke	Foundation Phase	Mrs. D. Edwards	Res. Prov.
Ms. L. Burgess	Foundation Phase	Mrs. J. Martin	Res. Prov.
Mrs. L. Cooper	Foundation Phase	Mrs. S. Roberts	Res. Prov.
Mrs C. Povey	Foundation Phase		
Mrs. J. Limbert	Foundation Phase/KS2		
Mrs. R. Davies	KS2	Mrs. B. Lloyd Jones	KS2
Mrs. C. Bassett	KS2		

Educational Social Worker	Mrs. D. Thomas
Educational Psychologist	Mrs. B. Sheldrake
School Nurse	Mrs. D. Spencer
Speech Therapist	Ms. S. Hare
Speech Therapy Assistant	Mrs. S. Postle

Administration

Mrs G. Bellis	School Secretary
Mrs. S. Parr	Administrator

Catering

Mrs. K. Roberts	Cook
Mrs. D.	Assistant Cook
Mrs. C.	Assistant Cook

School Site

Mr. K. Hennessey	Caretaker/Cleaner
Mrs. A. Evans	Cleaner

Peripatetic Music

Mrs. M. Peake	Woodwind
Mr. J. Herbert	Brass
Mrs. A. Hunt	Cello
Mrs. S. Davies	Violin

Lunchtime

Mrs.S.Phillips	Senior Midday Supervisor
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Midday Supervisors

Mrs. J. Limbert	Mrs. S. Pritchard
Mrs. I. Steven	Mrs. C. Povey
Mrs. J. Martin	Ms. C. Thomas
Mrs J. Kelly	Mrs. V. Alexander
Mrs. P. Bagby	

ACTION PLAN (PROGRESS 2014 - 2015)

Following the Inspection of our school in November 2010, the staff and governors prepared an Action Plan in order to further improve provision at the school.

Recommendation 1

Comply with the requirements of the disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2011) by ensuring there is an appropriate accessibility plan.

Access to the Physical Environment

The following progress has been made to deliver the targets outlined in the School Accessibility Plan.

- Access plans are in place for individual disabled pupils as part of the I.E.P. process when required and all staff have been made aware of pupil's individual needs
- Minor works set out in the Accessible Building Audit prioritised highlighting the edges of the steps leading onto the school playground in yellow took place in the Summer holidays of 2015
- External signage will be improved Spring 2016

Access to the Curriculum

- Person Centred Plans are in place for all Resourced Provision pupils to ensure that staff are aware of disabled pupil's curriculum access needs.
- A wide range of hardware and software is utilised to support learning across the curriculum. Accessibility options are used on iPads and the school engages the Visual Impairment Services to access enlarged/modified print when required.
- All new venues continue to be vetted for appropriateness to ensure that all school visits and trips are accessible to all.
- All pupils in school have access to the full range of after school and lunchtime activities.

Access to information

- Interpreters are used during Annual Reviews when required.
- Parent / carer surveys to be conducted – Spring 2016
Access arrangements will be updated as required

Recommendation 2

In conjunction with the L.A. take steps to improve the outside accommodation in the temporary classrooms.

The old mobile will be removed from site by the Local Authority in February 2016. This will increase the play area available for our pupils.

SCHOOL IMPROVEMENT PRIORITIES 2015 - 2016

School Improvement priorities for 2015 – 2016 are:

- Literacy Skill Development – Raise standards in Reading for identified groups of pupils (Mainstream pupils who have a standardised score of below 85 in the National Reading Test), and to raise the performance of pupils who currently have a standardised score of between 85-95 out of this bracket.
- Numerical Reasoning Skill Development – To implement intervention programmes for those pupils who are not improving at the desired rate, particularly those pupils who have a standardised score of below 85 and for at least one third of pupils in each year group to score 115 or more in the 2016 tests.
- Welsh / Bilingualism Development – To raise the performance of mainstream Welsh Oracy at the end of Key Stage 2 (Level 4+) from 84.6% in 2015 to 100% in 2016.
To improve bilingualism across the school.
- Wellbeing – Develop a whole school ethos of mindset.

SCHOOL IMPROVEMENT PRIORITIES 2014 – 2015

School Improvement priorities for 2014 – 2015 were:

- Basic Skills Development – To raise standards in reading for identified groups of pupils by developing our intervention strategy to raise the performance of pupils who have a standardised score of between 85 and 95 (in the National Reading Test) out of this bracket and to raise and sustain performance of more able pupils.
- To raise the profile of numerical reasoning across the school by developing and planning whole school approaches and strategies to teaching numerical reasoning. To improve provision by implementing strategies in class to raise the performance of all pupils (particularly those with a standardised score of less than 85 in the National Reasoning Test and those who are in danger of falling below this threshold) and to raise and sustain the performance of more able pupils.
- To implement the targets set in the schools accessibility plan to comply with the requirements of the Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2010)
- To implement the requirements of the Literacy and Numeracy Framework.
- To develop more robust standardisation procedures for PSD (Personal and Social Development) in the Foundation Phase.
- To raise the profile of Bilingualism across the school by developing, planning and implementing whole school approaches and strategies to improve provision and the performance of pupils.

Significant progress was made in all areas.

**SUMMARY OF THE FOUNDATION PHASE TEACHER ASSESSMENT RESULTS OF PUPILS
IN THE SCHOOL (2015) AND NATIONALLY (2014) AT THE END OF THE FOUNDATION
PHASE AS A % OF THOSE ELIGIBLE FOR ASSESSMENT**

The assessment made by teachers at the end of a Key Stage provides parents with a clear picture of the child's progress against Foundation Phase / Key Stage standards. The following table shows the expectation at the end of Yr 2.

Results for 7-year-olds at the end of the Foundation Phase

Teacher Assessment	
Outcome 6	Exceeded the expected level
Outcome 5	Achieved the expected level
Outcome 4	Working towards the expected level

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	5.4	5.4	5.4	0.0	13.5	43.2	27.0
	Wales	-	0.3	0.2	0.2	0.3	0.9	3.8	42.7	51.2	0.2
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.1	1.1	8.7	57.3	32.4	0.1
Language, literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	5.4	8.1	5.4	32.4	35.1	13.5
	Wales	0.1	0.4	0.3	0.2	0.4	1.7	10.3	54.5	31.8	0.3
Mathematical development	School	0.0	0.0	0.0	0.0	5.4	8.1	2.7	35.1	32.4	16.2
	Wales	-	0.3	0.2	0.2	0.3	1.2	9.0	58.4	30.0	0.3

Optional Areas of Learning:

Creative development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Knowledge and understanding of the world	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FP Indicator **

School	81.1
Wales	85.2

Notes

N: Circumstances exist that prevent a school from having sufficient knowledge and evidence on which to base a teacher assessment.

D: Disapplied from the assessment by statement of special educational needs; or it is inappropriate to offer the Foundation Phase curriculum as it currently applies to the pupil.

W: Currently working towards Foundation Phase Outcome 1.

A: Evidence shows that a child has securely attained all elements of Outcome 6 within a particular Area of Learning.

- : Not exactly zero, but less than 0.05

* : Figure is less than five or cannot be given for reasons of confidentiality

SUMMARY OF THE NATIONAL CURRICULUM TEACHER ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2015) AND NATIONALLY (2014) AT THE END OF K. S. 2 AS A % OF THOSE ELIGIBLE FOR ASSESSMENT

The following table shows the expectation at the end of Yr. 6

Results for 11-year-olds at the end of Key Stage Two

Teacher Assessment	
Level 5	Exceeded the expected level
Level 4	Achieved the expected level
Level 3	Working towards the expected level

School Comparative/Validation 2014 (End of Key Stage 2)

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	3.2	3.2	3.2	41.9	41.9	6.5	90.3
	<i>Wales</i>	0.1	0.4	0.1	0.1	0.1	0.5	1.9	8.3	50.4	36.0	1.2	88.4
Oracy	School	0.0	0.0	0.0	0.0	0.0	3.2	3.2	3.2	41.9	45.2	3.2	90.3
	<i>Wales</i>	0.1	0.4	0.1	0.1	0.1	0.5	1.6	8.2	49.0	38.5	1.4	88.9
Reading	School	0.0	0.0	0.0	0.0	0.0	3.2	3.2	3.2	38.7	45.2	6.5	90.3
	<i>Wales</i>	0.1	0.4	0.1	0.1	0.1	0.5	1.9	9.0	47.9	38.3	1.6	87.8
Writing	School	0.0	0.0	0.0	0.0	0.0	3.2	3.2	3.2	48.4	35.5	6.5	90.3
	<i>Wales</i>	0.1	0.4	0.1	0.1	0.1	0.6	2.7	13.2	52.3	29.0	1.2	82.7
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	6.5	6.5	32.3	48.4	6.5	87.1
	<i>Wales</i>	0.1	0.4	0.1	0.1	0.1	0.5	1.8	8.0	51.0	36.9	1.1	88.9
Science	School	0.0	0.0	0.0	0.0	0.0	3.2	3.2	0.0	38.7	54.8	0.0	93.5
	<i>Wales</i>	0.1	0.4	0.1	0.1	0.1	0.4	1.5	6.9	51.9	38.2	0.2	90.3
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	9.7	3.2	12.9	48.4	25.8	0.0	78.2
	<i>Wales</i>	0.2	0.6	0.3	0.1	0.1	1.2	4.0	20.4	56.6	16.3	0.2	73.1

Core Subject Indicator **

School	87.1
<i>Wales</i>	86.1

Outcomes - Pupils)

Notes

N: Not awarded a level for reasons other than disapplication

D: Disapplied under Sections 364 or 365 of the Education Act 1996, now effected through sections 113 – 116 of the Education Act 2002

NO1: National Curriculum Outcome 1

NO2 : National Curriculum Outcome 2

NO3 : National Curriculum Outcome 3

(NB NO1, NO2 & NO3 have replaced Level W in previous years)

-: Not exactly zero, but less than 0.05

*: Figure is less than five or cannot be given for reasons of confidentiality

** Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

TARGET SETTING

Key Stage 2 (11 year olds): Percentage of pupils attaining at least level 4 in end of Key Stage Teacher Assessment

	Results For 2015	Targets For 2015	Comments on results against targets for 2015	Targets for	
				2016	2017
English	90	87	1 boy targeted for L3 achieved L4 (1 boy with a Statement, 3 boys with an ESAP, 1 girl with an ESAP, 1 boy on SA and 2 girls on SA) Mainstream result 100	90	91
Maths	87	84	1 boy targeted for L3 achieved L4 (1 boy with a Statement, 3 boys with an ESAP, 1 girl with an ESAP, 1 boy on SA and 2 girls on SA) Mainstream result 96	90	91
Science	94	87	2 boys targeted for L3 achieved L4 (1 boy with a Statement, 3 boys with an ESAP, 1 girl with an ESAP, 1 boy on SA and 2 girls on SA) Mainstream result 100	93	91
Core Subject Indicator	87	84	1 boy targeted for L3 achieved L4 (1 boy with a Statement, 3 boys with an ESAP, 1 girl with an ESAP, 1 boy on SA and 2 girls on SA) Mainstream result 96	87	91
Performance of boys compared to girls	-10	-17	Cohort consisted of 17 boys and 14 girls 1 boy = 6% 1 girl = 7%	-10	-14

As you look at the table above, it is important to be aware of a number of factors:

- 1 Our school targets are compiled by looking at the prior performances of individual children in End of Foundation Phase Teacher Assessments and ongoing Teacher Assessments in K.S.2
- 2 Targets relate to particular cohorts of children – they are not intended to achieve year-on-year improvement.

SPECIAL EDUCATION NEEDS

The Governing Body has specific responsibilities for securing that the necessary steps are taken for identifying and providing for any pupil with special educational needs. These are defined as either a disability which prevents or hinders a child from making use of the educational facilities provided, or a child who has significantly greater difficulty in learning than the majority of children of the same age.

We aim to see that all pupils reach their potential in all aspects of the curriculum, by ensuring that there are efficient systems of identification, assessment, planning and monitoring throughout the school. Children are identified as early as Nursery by the Class Teacher and this information is passed on to the ALNCo. All staff are made aware of the needs of pupils and as much support as is possible is provided to meet these needs. Outside support services and agencies such as Speech Therapy and Educational Psychologists, are contacted as required. The School Policy is reviewed regularly.

There is an S.E.N. sub-committee of the Governing Body to assist with and monitor the success of the school's special needs policy and provision. The Governor with specific responsibility for S.E.N. is Mrs. Christine Young.

The Special Educational Needs Co-ordinator (S.E.N.C.O.) was Miss Annette Connah. We also have two Teaching Assistants supporting pupils with literacy and numeracy skills. Mrs J Limbert and Mrs R Davies worked with children who were withdrawn from class to receive individual help, or they worked with small groups. Both members of staff worked closely with class teachers throughout the school to draw up programmes of work to support groups of children working within the classroom situation. In order to resource this increased provision, all monies allocated in the school budget were spent entirely on Special Needs.

In 2014-2015:

1. All mainstream pupils with S.E.N. were educated alongside their peers.
2. Special support assistance was reduced for a number of pupils over the year, indicating a move to independent learning.
3. Some pupils were removed from the S.E.N. Register when reviews indicated positive progress.
4. Many pupils with Statements or E.S.A.P's of S.E.N. were educated in mainstream classes.

RESOURCED PROVISION

The Resourced Provision at The Rofft caters for children with Social and Communication difficulties. The specialist staff who work in the Provision have a wealth of experience and expertise. The children are generally taught in their own setting, but when appropriate, they are also educated in certain areas of the Curriculum alongside mainstream children in their Year groups. With the staffing ratios provided, we are able to ensure when necessary that a member of staff from the children's own class accompanies them, to offer support when they take part in mainstream activities. Class teachers work closely with the Speech and Language Therapy Services to identify targets and set appropriate programmes of work.

ADMISSION OF DISABLED PUPILS

The Rofft successfully caters for the needs of disabled children and there is a toilet for the disabled by the main office.

SEX EDUCATION

The school's programme of sex education, as agreed by the Governing Body is linked with areas of the National Curriculum and also a broad based social education. The main emphasis is on relationships and reflects the needs of the pupils as they develop over the key stages. Parents may view the policy and discuss the teaching materials used. Parents have the right to withdraw their children, should they wish, from sex education.

WORLD BOOK DAY



READING AWARDS



SPORTING ACHIEVEMENTS

During the year, the school was represented at a variety of sporting events and competitions.

Autumn Term

RP – 6 weeks of Cricket and Cricket Festival at St. Christopher's

After School Clubs

Netball Years 5 / 6

Hoola Hooping - Years 3 / 4

Spring Term

RP Tennis x 6 weeks and Tennis Festival at Tennis Centre, Wrexham

RP Football x 6 weeks and Football Festival at St. Christopher's

Golf - Years 5 / 6 and Golf Festival at Clays Golf Club

Netball League

Born to Move fitness session - Years 3 / 4 / 5

After School Clubs

Football - Years 5 / 6

Urban Dance - Years 2 / 3 / 4

Summer Term

RP Football x 6 weeks

Netball League continues

Rugby League – Years 5 / 6 followed by Rugby Festival Darland

Mini Tennis Festival – Years 3 / 4 / 5 / 6

Triathlon – Years 3 / 4 / 5

District Sport – Athletics

After School Clubs

Tae Kwon Do – Years 5 / 6

ACHIEVEMENTS IN MUSIC

A number of children sat Graded Exams in various instruments. The high standard achieved is a credit to the peripatetic teachers and to the pupils themselves.

EXTRA CURRICULAR ACTIVITIES

A variety of activities were planned for our children, some organised by school staff, others by members of the community. Examples were: Football, Netball, Golf, Urban Dance, Tennis, Tae Kwondo, Choir and Gardening Club

LINKS WITH THE COMMUNITY

Strong links are continually developed with the community. The Community Police deliver safety talks to pupils and the school nurse works with staff. The school works closely with Wrexham's Recycling Teams, IMAGE (Improving Marford and Gresford's Environment), Maes Y Pant and Wrexham Museum and Library services. We also visit the Marford and Gresford Luncheon Club.

Harvest Festival

Gifts from the Foundation Phase and Key Stage 2 children and their families are distributed to the Salvation Army each October.

Gresford Methodist Church

In November, the Rofft Choir joins with All Saints School Choir to perform at the Annual Peace Service on Remembrance Sunday.

Community Carols

Community Carols takes place at school each December.

ATTENDANCE INFORMATION

0.1% unauthorised absences and 4.2% authorised absences were recorded during 2014 - 2015. As a school we place the utmost importance on attendance, which is carefully monitored throughout the year. Unauthorised absences are followed up via a phone call and external agencies are involved if necessary.

The school's attendance has been in the second quartile for the last 4 years. The school missed the attendance target of 96.5% set by the Governing Body by 0.8%. A 96.6% target has been set for 2015-16.

TERM DATES 2015- 2016 (FOR PUPILS)

Autumn Term: Tuesday 2nd September – Friday 19th December

Spring Term: Tuesday 6th January – Friday 27th March

Summer Term: Monday 13th April – Friday 15th July

SESSION TIMES

Nursery: 9 a.m. – 11.30 a.m.

Rec/Yr1/Yr2 8.55 a.m. – 12 noon and 1 p.m. – 3.00 p.m.

K.S.2 8.55 a.m. – 12.10 p.m. and 1 p.m. – 3.15 p.m.

PROSPECTUS AND POLICIES

Minimal alterations were made to last year's prospectus in terms of staff changes and academic dates. This year the prospectus will be changed to ensure that it complies with recent directives.

The following Policies were revised/adopted by the Governing Body: Lettings Policy, Pay Policy, Health & Safety Policy, Whistleblowing Policy, Staff Appointments Policy, Complaints Policy, Performance Management Policy and Framework of Responsibilities.

TOILET FACILITIES

Pupil toilet facilities are located in the Nursery, Foundation Phase department, Key Stage 2 department, the Resourced Provision are cleaned daily by the caretaker/cleaners.

PARENTS' ASSOCIATION

As a school we are extremely grateful to our P. A. for their dedication and hard work. The demands on school budgets are increasing year on year. The money raised through their fundraising efforts and your very generous support is extremely important to school as it is spent on our children. This year, this money has enabled the school to purchase items such as books, I.C.T. equipment, digital signage and sports kits.

T.E.M.P.S.

TEMPS is an enterprise run by a management committee independent of the school, and continues to provide a valuable service to parents before and after school and during school holidays. This is greatly appreciated by everyone connected to the school.

SCHOOL FINANCES

SUMMARY FINANCIAL EXPENDITURE STATEMENT BUDGET 2014 – 2015.

BUDGET HEADING	EXPENDITURE (Income) Actual	EXPENDITURE (Income) Planned Budget	BALANCE
Staffing	909,729	935,692	25,963
Premises	36,718	41,261	4,543
Transport	1,505	1,821	316
Supplies & Services	59,000	25,525	-33,475
Ed. Support Services	56,787	56,787	0
Contingency Fund	0	22,445	22,445
TOTAL EXPENDITURE	1,063,739	1,083,531	19,792
Other income	-139,335	-110,395	28,940
Balance as at 1/04/13	-37,209	-37,209	0
TOTAL EXPENDITURE	887,195	935,927	48,732

No member of the Governing Body was paid any expenses for travel, subsistence or otherwise.

B PARENTS' ASSOCIATION 2014 – 2015 APPLICATION OF FUNDS

Outdoor Classroom	£57.60
Sports Kit	£184.50
Leavers Gifts	£215.54
Books	£5029.63
ICT equipment	£18147.96
Digital Signage	£1290.00
Music/Puppet Theatre	£75.00
Xmas activities	£240.00
Sports Day/ Functions	£36.93

TOTAL **£25277.16**

C SCHOOL FUND (APRIL – MARCH)

Balance b/f	18,828.64
Balance c/f	9,932.16

D DONATIONS

GOVERNING BODY – THE ROFFT SCHOOL 2014 – 2015

Name	Appointed by	Term Expires	Changes
Mr. J. Leece Jones	L.E.A.	Aug 2016	Chairman from 01.11.2000
Mr.G.D.Morris (Head teacher)	Ex - Officio		
Cllr.M.J.Edwards	L.E.A.	Aug 2016	
Mrs.C.M.Young	L.E.A.	Aug 2016	
Mrs.K.Kilcoyne	Co-opted	Feb 2016	
Mr.P.Morris	Co-opted	April 2016	
Mr.P.Bennett	Co-opted	Feb 2016	
Mrs. S. Parker	Teacher		
Mr. S. Fisher	Teacher	Nov 2016	
Ms K. Edwards	Parent	Feb 2016	
Mrs. R. Gregory	Parent	Nov 2016	
Mr. C Cheffings	Parent	Nov 2016	
Mrs. L. Cooper	Staff	Dec 2018	
Mrs H. Harriman	Community	Nov 2018	
Mrs G. Bellis mailbox@rofft-pri.wrexham.sch.uk	853116 Clerk		

If you would like to contact a school governor, you can get in touch via the Clerk to the Governors. Please speak to Mrs Bellis in the school office.