

# WELCOME TO CORNIST PARK SCHOOL



## Annual Governors Report to Parents 2017/18

Mrs Nicola Thomas  
Head teacher

Mrs Debbie Fearnhead  
Chair of Governors

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## CHAIRPERSONS WELCOME 2017/18

Dear Parents, Family and Community Members,

Welcome back to the new academic year at Cornist Park School and a sincere welcome to all the new Parents of our Nursery children. The Governing body, staff and I look forward to working in partnership with you, to support your children during their time spent with us here at Cornist Park. We hope both they, and you enjoy watching them grow and develop, as they journey through the primary phase of their Education.

It gives me great pleasure to be part of the Governing Body at Cornist Park, and as Governors we will continue to support and challenge all the Staff and Senior Management Team along with Mrs Thomas, to be able to create and sustain a rich learning environment in which every one of our children can develop to their full potential, intellectually, physically and socially. As Governors, we continue to be amazed at the creativity and commitment of all the Staff at Cornist. We are very proud that the work of the school on implementing the New Curriculum for Wales, and its involvement in the creation of the new Digital Framework (DCF) has been nationally recognised. The school has contributed to a number of ESTYN case studies, showcasing good practise, and the team were also asked to present at the ESTYN National Conference in Swansea, showcasing their work to date. Beyond the classroom, we are fortunate in having Staff that go that extra mile and importantly, do it so willingly. When the children go on residential courses, visits that extend outside the school day, or after school activities, we must appreciate that it is our dedicated Staff that make these opportunities possible for our children. This time is given freely by the staff, not being part of their directed hours and is often time spent away from away from their own families, in a bid to ensure the pupils of Cornist have a variety of experiences to aid their all round development.

Included is the Annual Report to Parents which outlines some of the key achievements of the children, and school during the year, there is also the school organisation, data, finance and polices, as well as providing a whole host of detail on the school and its activities.

As a school community we pride ourselves on providing a welcoming vibrant and inclusive environment where children have the "Freedom to flourish".

As Governors we are very proud of everyone who goes above and beyond to make it happen.

Kindest Regards,

Debbie Fearnhead,

Chair of Governors

CORNIST PARK CP SCHOOL  
ANNUAL GOVERNORS' REPORT TO PARENTS  
 ACADEMIC YEAR September 2017/ July 2018

Name of Governor	Status
Mrs N Thomas	Headteacher
Cllr D Cox	LEA Representative
Mrs D Fearnhead <b>Chair</b>	LEA Representative
Mrs P Adams	Teacher Governor
Miss K Williams	Teacher Governor
Miss M Smith	Parent Governor
Mr A Kelly	Parent Governor
Mrs L Carroll	Parent Governor
Mrs K Ferguson	Parent Governor
Ms E de Pasquale <b>Vice Chair</b>	Parent Governor
Mr E Hughes	Community Governor
Mrs A Seton	Community Governor
Mrs L Morris	Community Governor
Mrs. H Avery	Staff Governor
Mrs S Hunt	Clerk

## School Organisation 2017-18

At the beginning of the academic year there were **40** pupils attending the Nursery, In FP (Foundation Phase, Reception - Yr2) there were **122** pupils. In KS2 (Yrs 3 - 6) **169** pupils.

**A total of 331 pupils on role September 2017**

### Class Based Staff 2017 / 2018

Class	Teacher	Support Staff	
Headteacher	Mrs. N. Thomas		
Nursery / Rec	Miss O'Neil	<b>LS3</b>	<b>LS2</b>
Reception	Mrs. Wood/ Miss Allman	Mrs. R. Stokes	Mrs. K. Collins
Rec / Yr1	Mrs. P. Adam (FP Manager)		Mrs. J. Cooper
Yr 1 / 2	Miss S. Rielly / Mrs G. Kerans		Mrs R. Evans
Yr 2	Miss K. Dillon		Mrs. S. Davies
Yr 3 / 4	Mr. S. Williams		Miss S. Garner
Yr 3 / 4	Mrs M Sutcliffe		Mrs. L. Riordan
Yr 3 / 4	Mrs S Williams / Miss S Kermode		
Yr 5 / 6	Miss A Edwards / Mrs L Thomas	<b>Pastoral Support</b>	
Yr 5 / 6	Mr B Growcott	Mrs. S. Little	
Yr 5 / 6	Mrs. L. Gardner (Dept Head)	Mrs. A. Ward	
		Mrs. J. Hamill	
KS2 PPA	Miss E Williams (HLTA)	Mrs D. Wadsworth	
ALNCO	Mrs. S. Hunt		
		<b>HLTA - Nurture / Parental Support</b>	
Seconded to GwE / WG (3rd yr)	Miss K Williams	Miss R. Allman	

### School Support Staff 2017 / 18

Name	Position
Mrs. H. Avery	School Business Manager
Mrs. A. Hill	School Secretary
Ms K Jenkins	Caretaker
Mrs. M. Fellows	Cleaner
Mrs. T Franks	Cleaner
Miss. L Davies	Cleaner
Mrs. V. Williams	Cook
Ms. K. Jenkins	Kitchen Assistant
Miss L Davies	Kitchen Assistant
Mrs R Jones	SMDSA
Mrs. G. Duffy	MDSA
Mrs. T. Franks	MDSA
Mrs. L Brown	MDSA
Miss L. Williams	MDSA
Mrs K Collins	MDSA

**CORNIST PARK SCHOOL**  
**ESTYN INSPECTION**  
**Feb 2<sup>nd</sup> - 5th 2015**

During the academic year 2014-15, Cornist Park School was subjected to a rigorous inspection by ESTYN.

Estyn confirmed the view that Cornist Park is a very happy, supportive and inclusive school where pupils make very good progress in many areas. The inspectors identified that,

- 'The school is a close - knit and welcoming community that celebrates the successes of pupils well. Staff treat all pupils fairly and give them equal access to all areas of the curriculum.'
- The Headteacher has 'a clear vision that focuses strongly on promoting the well being and achievement of all pupils.'
- Together, the Headteacher, staff and governors sustain a calm, happy and welcoming school for pupils and parents'

The inspection also identified that the school has responded well and made good progress in implementing National initiatives such as the Literacy and Numeracy Framework and pupils use their literacy and numeracy skills well across the curriculum. It was very pleasing that Estyn also identified the standards in ICT to be 'outstanding.'

The report also states that pupils are keen to learn and that standards of behaviour are consistently high. In terms of lesson delivery, staff plan together collaboratively and use a 'wide range of teaching approaches to interest and engage pupils'

Attendance at around 95% for the last Four years, places the school in the top 50% of schools. To conclude, the report states 'In view of the good progress made by pupils, the high quality of provision and leadership, the school provides good value for money'

The full report can be viewed on [www. estyn.gov.uk/inspection reports](http://www.estyn.gov.uk/inspection-reports) or on the school website [www.cornistpark.cp.uk](http://www.cornistpark.cp.uk)

## End of Key Stage Teacher Assessment (KS) Results 2017/18

Standards continue to flourish across both Key Stages. Trends over previous recent years, demonstrate that Cornist Park is achieving good and very good standards. The Levels awarded to pupils were based on informed Teacher Assessment, as is the current practise across all schools in Wales.

In 2018 Schools were only provided with their own performance data, no comparable data on other schools locally or nationally was provided.

### End of FP Results (Yr2)

*Total Number of Yr2 pupils in 2017/18 cohort 42- each pupil = 2.4%*

Language, Literacy and Communication Skills (LC)		Mathematical Development (MD)		Personal and Social development, Wellbeing and Cultural Diversity	
Outcome	School%	Outcome	School%	Outcome	School%
6	16.7%	6	28.6%	6	73.8%
<b>*5</b>	<b>95.2%</b>	<b>*5</b>	<b>92.9%</b>	<b>*5</b>	<b>97.6%</b>
4	4.4%	4	7.1%	4	2.4%
3		3		3	
2		2		2	
1		1		1	
W		W		W	
D		D		D	
N		N		N	

**\*Outcome 5 is the average outcome for pupils by the end of FP/YR2\***

### Summary of 2017/18 end of FP Results

- **Foundation Phase Indicator (FPI)** - % of pupils attaining at least the expected Outcome (OC) 5 in all 3 areas - 92.9%

#### **ANALYSIS 2017/18 AT THE EXPECTED OUTCOME (O5)**

- Slight improvement in overall performance FPI on previous year
- Performance in PSD has improved however in LC & MD results are quite stable

#### **ANALYSIS 2017/18 AT THE HIGHER LEVEL (O6)**

- In PSD there is a slight improvement at the higher level
- In LC and MD there are significant dips at the higher level (O6) - however when these dips are compared to Baseline achievements of this group (end Reception year), data demonstrates that there was a 19% improvement in pupils achieving the expected outcomes (73%/92%)

- LC - 19% above expected outcomes from Baseline achievement
- MD - 11.9% above expected outcomes from Baseline achievement
- PSD - 50% above expected outcomes from Baseline achievement
- Therefore, improvement HAS been made by this particular co-hort of pupils from Baseline to end of Y2

## PERFORMANCE OF GROUPS OF LEARNERS AT FOUNDATION PHASE 2017/18;

### 1. Gender (Girls v's Boys)

#### at the expected OC5

FPI - Girls and Boys perform equally 92.9%

LC - Girls outperform Boys by 3.5%

MD - Girls and Boys perform equally - 92.9%

PSD - Girls outperform the boys by 7.1%

#### at the higher level O6+

LC - Girls outperform Boys by 25%

MD - Girls outperform boys by 21.4%%

PSD - Girls outperform boys by 46.4%

### 2. FSM V NFSM (Free School Meals v's Non Free School Meals)

At FP the FSM pupils outperformed the NFSM pupils by 7.1%% (100% / 92.9%%)

Although the data for 2018 has taken a slight increase overall (FPI) this is not following a year on year trend or pattern. Performance has fluctuated over the past 4 years, and is marginal ie 1 or 2 pupils per year.

The cohort of children are typically performing around the expected average for children of their ages. There is 1 child who has a statement of Educational needs and there is a huge discrepancy in B/G ratio.

### **End of KS2 Results (Yr6)**

**Total Number of Yr6 pupils in 2017/18 cohort 43- each pupil = 2.4%**

English		Mathematics		Science	
Level	School%	Level	School%	Level	School%
6	2.4%	6		6	
5	54.8%	5	50%	5	60%
<b>*4</b>	<b>97.6%</b>	<b>*4</b>	<b>97.6%</b>	<b>*4</b>	<b>97.6%</b>
3	2.4%	3	2.4%	3	2.4%
2		2		2	
1		1		1	
W		W		W	
D		D		D	
N		N		N	

**\*Level 4 is the average Level of pupil attainment at the end of KS2 / Yr 6\***

W - Working towards Level 1

D - Disapplied from assessment

N - Pupils who were absent from any/all of the tests/tasks and have failed to register a level due to absence

**Summary of 2017/18 end of KS2 Results**

- **Core Subject Indicator (CSI)** - % of pupils attaining at least the expected Level 4 in all 3 subjects **97.6%**

**ANALYSIS 2017/18 AT THE EXPECTED OUTCOME (L4+)**

- Slight improvement in overall CSI performance from previous yr (1 child)
- *CSI Performance well above LA & Wales averages (81/84%)*
- Eng - 2.4% increase above expected outcomes from FP to End KS2
- Maths - 2.4% increase in expected outcomes

**ANALYSIS 2017/18 AT THE HIGHER LEVEL (L5+)**

- Eng - 19.5% Increase in above expected outcomes from end Yr 2 - Yr6
- Maths -2.4% increase in above expected outcomes from end Yr 2 - Yr6

**PERFORMANCE OF GROUPS OF LEARNERS AT KS2 2017/18:**

**1. Gender (Girls v's Boys)**

**At expected L4+**

CSI - Girls outperform boys by 5.3% (1 pupil)

ENG- Girls outperform boys by 5.3% (1 pupil)

MTHS- Girls outperform boys by 5.3% (1 pupil)

SCI- Girls outperform boys by 5.3% (1 pupil)

**At Higher L5+**

ENG - Boys outperform girls by 15.4%

MTHS - Boys outperform girls by 13.4%

SCI - Boys outperform girls by 17.8%

**2. FSM V NFSM (Free School Meals v's Non Free School Meals)**

At KS2 the FSM pupils outperformed the NFSM pupils by 2.5% (100% / 97.6%) at the expected L4+

## TARGET SETTING 2017/ 18

### PUPIL TARGET SETTING AND TRACKING PROGRESS;

Ongoing individual pupil targets for improvement are identified on the annual end of year school reports, sent home in July. Pupils' progress and potential is assessed and tracked termly by the staff who collaborate in teams to moderate and standardise work for consistency. This method is used to ensure that pupils are then provided with opportunities to achieve their very best/potential. It also identifies those who may need additional support or extension work to accommodate their individual abilities or needs. KS2 Staff are also involved in Consortium Moderation with Flint High School and the other feeder Primaries in the town. Here standards and levels awarded by individuals are checked and agreed for consistency. These meetings are also attended by Officers from GWE who cross check consistency in standards and levels awarded. Pupils are given regular Literacy/Numeracy focused targets to assist them in improving their work in class. These are personal to each child. The 'Growth Mindset' approach to marking and feedback used in all classes helps to identify areas of success and growth for individual pupils. At KS2, pupils are given time to address their areas for growth via 'purple polish' where they edit/correct errors in their work to improve further.

In both Foundation Phase and KS2, pupils also have class targets set in Literacy and Numeracy which are displayed as reminders in the class areas. These targets are updated and renewed as and when the children reach their goals. These targets are shared with parents at Parent's Evenings.

Daily targets for improvement are made in the feedback and marking comments by class teachers. (This is sometimes done orally depending on age of child or activity). Where and when appropriate, pupils are asked to read and take note of their areas for improvement before the commencement of the next lesson.

## TARGETS FOR CONTINUED SCHOOL IMPROVEMENT 2017/18

### SCHOOL TARGETS FOR IMPROVEMENT MET 2017/18

- **English - Literacy** - Improve overall standards in ORACY whilst using this focus as a vehicle to provide increased opportunities to develop ALOE/Expressive Arts. This will enable our pupils to become enterprising and creative contributors and ambitious, capable learners
- **Maths / Numeracy** - Raising the profile and use of numeracy across the curriculum in relation to everyday situations and topic context
- **Digital Learning** - Embedding DCF strands into planning (Short term at FP, medium & short term ks2) and everyday teaching
- **Moderation and Assessment**- Improve cross phase moderation and levelling to ensure accuracy, consistency and agreement

- **Achieving Excellence in Foundation Phase** - Further develop good practise (as recommended via Cath Delve Training) to improve consistency in provision and standards across FP
- **Growth Mindset / Visible Learning (3, year implementation plan)**- To implement and embed a growth mindset across the school
- **Donaldson - Successful Futures** - Inclusive broad, balanced and challenging curriculum. Providing staff responsibility for determining what is taught

## TARGETS FOR CONTINUED SCHOOL IMPROVEMENT 2018/19

- **English - Literacy**

Raise overall standards in Writing Skills - Focusing on grammar, punctuation & sentence structure, leading to improved extended writing. This focus to be used as a vehicle to provide increased opportunities to become creative contributors and ambitious, capable learners

- **Science / knowledge and Understanding of the World**

Provide knowledge rich learning opportunities in Science enabling learners to develop as curious and informed learners.

Introduce Cornerstones 'Love to investigate'

Re introduce Outdoor Learning Challenges to FP, led by HLTA Outdoors (using 'Love to Investigate resources)

- **Growth Mindset / Visible Learning (2/3 year implementation plan)**

Receive and implement Shirley Clarke project training, to further develop excellent practise in pedagogy and formative assessment, aiding development of independent, ambitious, healthy and confident learners.

Continue to promote Growth mindset practises and language in FP and the use of the Learning Pit in KS2  
Introduction of YoiMoiji (PSHE / well being) via Cornerstones Nur-Yr6

- **Digital Learning**

Continue to Embed DCF strands into planning (Short term at FP, medium & short term ks2) and everyday teaching. Audit gaps in Curriculum Mapping tool and address by planning appropriate learning opportunities

### **Other curricular Areas for development:**

**Growth Mindset** Effective Marking & feedback,

Planning and delivery of new curriculum AOLE's, Bilingualism, ensuring the school has a 'school in Wales' ethos (Maintaining Healthy Schools Status).

## PSE

Continue to embed PIVOTAL & KIVA curriculums, 1 Page Profiles, Social Communication intervention, nurture groups, Maintain Healthy School Status

**Welsh** - Continue to develop and improve bilingualism throughout the school

## Developing the 'Creative Curriculum'

Embed AOLES and the 4 Core purposes into planning and delivery. Introduce the new 'Cornerstones Curriculum' Nur - Yr 6

## ATTENDANCE DATA 2017 /18

As a school we expect ALL pupils to attend school unless they are ill or there are unforeseen circumstances which prevent them from attending. Unforeseen circumstances **DO NOT** include absences for birthdays, haircuts, or any other non-medical related instances.

## PUPIL ABSENCES

If a child is absent through illness, we require you to telephone the school office as soon as possible or leave a message on the answer service. The school is obliged by law to publish unexplained absences as truancy; therefore a written note of explanation is required on the child's return to school. Teachers should be informed **BEFOREHAND** of any appointments at the hospital or dentist etc and children should be collected from the front entrance.

The school's ESW (Education Social Worker) Mrs. Val Hands, regularly monitors our registers and incidents of repeated lateness or absence which are a cause for concern may well result in contact being made with parents. At this point, the ESW will expect you to provide explanations for your child losing school time.

## FAMILY HOLIDAYS

The Governing Body may authorise ten days per year for family holidays, which unavoidably fall in term time. Holiday forms can be collected from the office and returned to the Head-teacher.

**\*\* Please be aware that any additional holidays / days taken beyond this will be registered as unauthorised\*\***

Absence and late marks are recorded in the electronic register and a print out is provided with your child's end of year report. If your child's absence is becoming a cause for concern, you will be made aware at parent's evenings or at any other time during the year, as a reminder that attendance needs improvement to avoid further action needing to be taken.

## 2017/18 Actual overall attendance data - 94.81 %

Attendance 2017/2018			
Year	Autumn %	Spring %	Summer %
Nursery / Reception am	96.08	96.17	93.94
Nursery/Reception pm	93.10	91.23	92.18
Reception	96.33	95.13	95.27
Reception / Yr 1	92.97	94.69	94.22
Yr 1/2	96.76	92.85	93.33
Yr 2	94.66	95.21	95.00
3/4A	96.5	95.52	93.43
3/4B	95.7	93.39	93.39
3/4C	96.51	94.64	95.48
5/6A	94.16	93.82	93.70
5/6B	94.35	95.99	96.18
5/6C	95.97	94.49	95.16

## Unauthorised Absence 2017/2018

%	N/R AM	N/R PM	Rec	R/1	1/2	2	3/4A	3/4B	3/4C	5/6A	5/6B	5/6C
Autumn	0.05	0.16	0.22	0.65	0.07	0.30	0.10	0.09	0.05	0.29	0.55	0.14
Spring	0.00	0.00	0.11	0.07	0.28	0.07	0.19	0.47	0.07	0.07	0.00	0.07
Summer	0.52	1.92	0.62	0.83	1.06	0.61	1.22	1.91	0.35	1.11	1.23	0.60

Target	Target 2014/15	Target 2014/15	Target 2015/16	Target 2016/17	Target 2017/18	Target 2018/19
% of total pupil absenteeism	5.0	5.0**	5.0**	4.5	4.5	4.5

\*\* target met

## Measures to reduce the number of unauthorised absences

- 1 Encourage parents to contact school should the pupil be unable to attend.
- 2 Encourage parents, on a regular basis to inform school of any changes to the home telephone number or contact address.
- 3 To continue to personally contact parents / carers should pupils not arrive in school and no message has been received regarding pupil absence.
- 4 Targets for the new school year will involve the reducing the number of pupils who are consistently 5-10 minutes late onto the premises.
- 5 Use of School Gateway to text parents if notification of absence has not been received by 9.30

## ADDITIONAL EDUCATIONAL NEEDS

The school is designed and equipped to facilitate ease of access for pupils who are eligible for a school placement and have a mobility difficulty.

The school has specific policy documentation, which is continually updated. The policy relates to pupils who have additional educational needs. The policy is in line with the Special Needs Code of Practice for Wales. The full documentation is available to view in school. Resources needed for Additional Needs pupils are identified and located in the Additional Needs support teacher's area. Pupils who require additional support are targeted for more intense daily support for example in Reading or numeracy / basic maths skills.

The ALNCo (Additional Learning Needs co coordinator,) attends regular ALNCO cluster meetings, training opportunities etc to constantly update skills and knowledge. Twice-yearly statemented pupil review meetings are held in school, which are attended by a representative from the LEA and, in the summer term, the ALNCo from Flint High School attends reviews for Yr 5/6 pupils.

## MORE ABLE AND TALENTED

In Wales the term "able and talented" children, is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas. Ability and talent can manifest itself in many ways, e.g. academic, practical, creative, physical and social fields of human activity.

All children have the right to an education appropriate to their ability and needs. Supporting the needs of able and talented pupils is a key factor in raising attainment and realising potential for **all** by sharing high but realistic expectations further success.

Cornist Park has continued to provide a variety of opportunities for children identified as being "able and talented"

- Daily expectations in class work and aspirational targets set in work by teachers
- Numerous sporting events/competition for boys and girls at Consortium, County and National Levels as and when appropriate
- Annual Performing Arts opportunities - e.g Flintshire School's in performance and Flint's got Talent
- CODE (ICT) club and CODING competitions at County Level
- Debating club for More able and talented Literacy pupils
- Good transition links with Flint High School to ensure pupils are identified on entry to Yr7 and sports transition clubs in the year prior to entry are offered
- More able and Talented Maths event affiliated to Liverpool University

## BILINGUALISM

Bilingualism, is the judgement of the use of Welsh beyond the taught welsh lessons, i.e. used in greetings, conversations, directions, displays, website, etc throughout the school. Judgements are made not just on the staff use of welsh in these ways, but of the pupils use too. Although we appreciate that Cornist Park School is located in Flint, a predominantly anglicised area of Wales, We feel that we work

hard at promoting a Welsh ethos in and around our school. Staff work very hard to up skill themselves and attend training to develop both their own confidence and ability to use Welsh with the pupils. Pupils are encouraged and rewarded for attempting to use simple terms to ask and respond to simple questions with their teachers and each other. In terms of performance in Welsh as a taught subject, the pupils at KS2 continue to perform exceedingly well when compared to pupils locally and nationally. During this academic year, two further FP classroom assistants attended and passed Welsh training opportunities.

## EQUALITY AND DIVERSITY

The Disability Inclusion policy and Disability Equality Scheme are in place to ensure the building and curriculum will be accessible to all staff, pupils, parents and carers, and ensure that disabled pupils are not treated less favourably than others. These are in line with the Disability Discrimination Act and are available on request. Both documents have action plans attached which are monitored by the Governing Body. The designated Governor for this area is Miss M Smith.

The school has a lift which provides access to the upper level of the building for disabled pupils / adults. The lift was replaced and renewed in January 2015.

## BEHAVIOUR / ANTI BULLYING POLICY

Cornist Park is a community which actively encourages all pupils to aim to achieve their full potential in all aspects of school life.

We are very proud of the high standards of behaviour of our pupils, both in school and on visits out of school for a variety of reasons, for which they have been praised on numerous occasions. This demonstrates the positive culture of respect our pupils have for themselves, others and the community in which they live. We firmly believe that good behaviour promotes effective learning and builds self confidence and self esteem.

Staff review the Behaviour Policy annually to ensure it reflects current practice, and to ensure that systems agreed are being used consistently across school. Our current behaviour systems require a consistent approach by staff and a degree of ownership by the pupils who learn to take responsibilities for their actions whilst fully understanding the consequences if they decide to act inappropriately. Our system very much promotes and focuses on rewarding good/expected behaviours. Pupils are involved in setting class rules, so are fully aware of the expected behaviours.

Pupils and parents have assisted in the formulation of the school's Anti Bullying Policy. A child friendly version was drawn up by the School Council and is shared and available in all classes. Through regular circle time activities and class discussions, pupils are able to discuss their feelings and fears and understand the term 'bullying' which can sometimes be used incorrectly for one off instances. As a school we are proud of the very low instances of bullying and take any claims that it is occurring seriously. Claims are always investigated and dealt with appropriately as soon as they are brought to our attention. It must also be remembered that not all reported incidents are, when investigated, actual incidents of 'bullying'. Often these can be one off disputes which are then resolved successfully. Bullying is repeated and intentional harm where there is often an imbalance of power.

The Behaviour and anti Bullying Policy was amended in 2016 to accommodate statements relating to e-safety and dealing with incidents of cyber bullying. The e-cadet pupil panel are well trained in delivering lessons to their peers on e-safety and in assisting the SMT when dealing with incidents of inappropriate behaviour online. Two pupils were awarded the honour of having an e-safety app they designed judged as worthy winners and the app is now available on line in the google app store to assist children in staying safe online.

The school Behaviour and anti bullying policy now also contains statements relating to the PIVOTAL BEHAVIOUR approach adopted in Sept 2016 - where the school rules have been condensed into 3 simple words, 'Ready, Respectful, Safe'. These 3 words permeate the whole of school life and pupils are asked to reflect on their behaviours and assess them against these expectations.

In terms of tackling Bullying, the school has also adopted the KiVA approach. This approach again permeates the whole of school life and all situations. The scheme provides specific planned lessons for pupils in KS2 (Yr3 3 - 6) which are taught during PSHE sessions. The pupils are taught to see a bullying situation from all aspects and how to deal with / tackle incidents whether they be directly involved or know that it is occurring to someone they know. The KiVA scheme assists pupils in having empathy and responsibility, empowering them to take correct actions. The pupils are also coached to have a better understanding of what constitutes bullying and not confusing it with a disagreement or singular incident.

## TOILET FACILITIES

All of the school's toilet blocks are cleaned on a daily basis. The standard of hygiene is regularly monitored in order to ensure the standard is maintained.

## DESTINATION OF YR6 LEAVERS 2017/18

Number of children in Yr6 cohort 2017/18 - **44**

School: Flint High School **43**

St Richard Gwyn **1**

Flint High School is the traditional feeder school for Cornist Park and remains the most popular choice for our pupils transferring to Yr7. However, parents do have the choice to consider sending their children to other local high schools if they so wish.

Cornist Park maintains strong links with Flint High and the consortium of feeder Heads and Mr. J Connelly (HT at FHS) meet each half term to discuss consistency and strategic planning across the consortium, in matters such as agreement of standards and levels of attainment achieved at the end of KS.

## FINANCE INFORMATION 2017/18

Total employees	£ 1,052,933
Total Premises	£ 71,619
Total Supplies	£ 73,446

All the delegated monies were used as per each heading. Within the heading of 'Supplies' is an amount of £50,000 to facilitate the purchase of consumable items - from pencils and paper through to computer software and swimming tuition. This equates to approximately per pupil per term. This budget heading has been supplemented by fund raising activities, such as non-uniform days, competitions and the Friends of Cornist (PTA), in order to provide an adequate level of resources that are required to effectively support teaching and learning activities.

Throughout the year visits and trips are arranged to support and enhance pupils learning and experiences. Trips out of school are increasingly expensive (whether they are near or far), so in order to keep contributions to a minimum, calculations for each trip are based on the total cost of trips for each class (eg. Reception, Reception/Yr1 etc). Despite contributions received from parents, it is necessary for school fund to subsidise most trips (field trips, residential, educational visits, etc.).

### Gifts and Additional Funding

Gifts and commission were received from the following local companies and agencies:

Tempest Photography - £642.97                      Flint Town Council £100

Governors Expenses - None of the Governors from Cornist Park School have claimed any expenses during this financial year.

## SECURITY ARRANGEMENTS 2017/18

### Security Arrangements

Both the Child Protection and Safeguarding Policies are regularly reviewed and updated to ensure all staff were consistently following protocols that maintain and ensure maximum safety of the pupils and staff on the site, on school visits and when using the Public Bus Service. Policies are reviewed by staff and GB on an annual basis or as and when necessary depending on individual circumstances/incidents/situations as they arise. (New Generic FCC Safeguarding Policy Documentation has recently been received and includes guidance and advice for formulating plans for full & partial lock down of school and on and off site action plans for dealing with instances such as terror attacks and serious incidents that schools may be caught up in when on visits away from the school site)

The Governing Body are to report, that during the academic year 2017-18 there were no incidents of vandalism reported against the school building, however, following the installation of the outdoor equipment via the KINGSPAN Give and Gain Project in June 2016, unfortunately we do still experience

occasional damage and unwanted visitors to the site during the evenings and weekends. We are very grateful to Owl Watch who kindly loaned the school additional CCTV cameras in Spring 18 to help us monitor this and these are helping reduce the number of incidents.

## REVIEW AND FORMULATION OF SCHOOL POLICIES

Curriculum and non curriculum documentation is regularly formulated, reviewed and updated in line with change and current developments. Each time a policy is formulated, adopted, reviewed or amended, it is presented for approval and ratification to the Governors.

The school operates a cycle of reviewing and ratifying policies on a termly basis.

## CONTINUOUS PROFESSIONAL DEVELOPMENT

All staff at Cornist Park are fully committed to ensuring that the education they provide to all pupils and the job they do is of the very highest standard and quality. As such, they are committed to furthering their own professional development by attending relevant training and courses as and when they are available, both externally and internally. Teaching staff attend weekly Staff Development Meetings to discuss and address school priority areas for improvement.

Every class based and administrative staff member takes part in the annual Performance Management cycle where pupil, personal and school targets are set and monitored to ensure success. Funding from the school budget, SEG / PDG funds is then allocated to secure success and improved learning opportunities for ALL pupils.

## HEALTHY EATING

The school promotes healthy living and lifestyle choices wherever possible. As such, the school follows the Healthy Snack guidelines set out by the LA which means **ONLY FRESH FRUIT AND VEGETABLES** are made available for break time snacks. Pupils, who choose to bring snacks from home rather than purchasing them from school, are reminded that this rule also applies to them **NO** processed or packaged snacks should be consumed during break times.

Pupils are also reminded and encouraged to bring in fresh water daily which they are allowed to access throughout the day as they need. Again this is to be non flavoured water or fizzy drinks.

The school was awarded the highest Healthy School's accolade during Summer Term 2016 - achieving NQA status, the culmination of approx 10 yrs consistent good practise and development of a healthy school ethos.

## EXTRA CURRICULAR ACTIVITIES

The school continues to offer a variety of extra curricular activities both during and after the school day. Pupils have enjoyed a wide variety of clubs and activities such as football (Tom's Football, Mr

Williams' Football) rugby, netball, cookery, art, craft, cross country, Family Running club, cricket, athletics, rounders, ICT / Coding, Debating, Performing Arts, maths, forest school.

The activities vary from term to term depending on staff available to facilitate the clubs and sporting fixtures etc.

We are very pleased that again during 2017/18 we have had a number of sporting successes locally. Our Boys Football Team were Flint & Holywell area Winners, and finished 3<sup>rd</sup> in the Tom Roberts Cup from all Flintshire schools. The school were also represented at numerous other local competitions and tournaments such as Athletics, Rounders, Swimming Gala's, Rugby and Cheerleading.

### **Football**

- Boys team area league winners
- Year 5/6 football team again participated in the Tom Roberts Cup - 3<sup>rd</sup> Place
- KS2 pupils selected to attend Flintshire Trials
- Yr 3/4 participated in Elwyn Owen Cup
- Eccleson Cup Runners up
- Yr 3 / 5 team's participated in Ron Bishop Cup
- Girls team participated in tournament with Ysgol Merllyn and Ysgol Bryn Coch
- Newly formed County Girls Football semi Finalists
- Hawarden FC ran football coaching sessions (Rec-Year 6)
- Tom Allman continues to coach football every Monday (Rec-Y6)
- Girls football training offered weekly by parent helper

### **Rugby**

- Dragon Sports competitors
- Yr 5/6 Mixed Girls/boys tournament competitors
- 3 PUPILS FROM Mr Williams Rugby training gone on to play for Mold RC

### **Netball**

- Coaching sessions held every Wednesday after school for years 3 to 6
- Matches played in the Flint area league 4<sup>th</sup>
- Attended County Netball Tournament
- Attended Dragon Sports Festival

### **Swimming**

- Competed in Water Polo Festival
- 2<sup>nd</sup> place at the Flint Inter Schools Gala

### **Athletics**

- Athletics Squad attended the Flint, Holywell and Deeside Athletics Meet @ Deeside College (Many individual 1sts)
- Indoor- Flint and Connah's Quay Comp attendance but no placing this year

- Outdoor- Deeside College Athletics Festival
- Cross Country events attended
- Weekly Family Running club

### Cricket

- In school coaching from Dragon Sports (Yr 4-6)
- Girls participated in Dragon Sports Cricket Festival - finished 3rd
- Girls All Star Cricket Champions
- Boys Dragon Sports Cricket runners up
- Boys Dragon Sports Cricket 3<sup>rd</sup> place in County Finals

### Others

- Rounders Festival attended
- Gymnastics Competition - team winners and many individual 1<sup>st</sup> places
- Day of sports led by FHS and 5 x 60 officer for Year 4 pupils
- Pentrellyncymer day trip for Year 3
- Nant BH 3 day residential

## CURRICULUM ENRICHMENT 2017/18

As a school we try very hard to enrich the pupil's learning with visits and trips linked to their class topics and themes and this year was no exception.

Again this year the school hosted a variety of visitors to the school to enrich our pupils' education and learning experiences. Examples of visitors to school this year have been; Tempest Photography, PC Barker, Peripatetic music tutors (violin, brass and guitar), School Nurse, RNLI, Flintshire Library Service, Fissure Sealant team, Design to smile team, Marc Griffiths, Poly Snape drama project working with Year 5/6 pupils.

We continue to provide a variety of visits and experiences to support the pupil's educational and social development. This term the following activities have taken place;

### **Autumn Term 2017**

Class / Yr Group	Activity/ Visit
Yr 5	3 day Outdoor Ed residential to Nant B H
Various	Visits with parents to library
All	Meet the Teacher evening for Parents
All	Macmillan Coffee Afternoon & cake sale
Yr 2 / 4/ 6	Visits from PC Barker
All	2x Movie Nights
All	CIN fundraiser

All	Anti Bullying Week
School Ambassadors	Flint Regeneration Project
All	Christmas Concerts
Rec - Yr6	Trip to PantoRhyl
Nursery	Trip to Flint Cinema

### Spring Term 2018

Class / Yr Group	Activity
All	Welsh Culture celebration week
All	Class Services for parents and peers
All	Parents Evenings
All	Macmillan Coffee Afternoon & cake sale
Yr 2 / 4/ 6	Visits from PC Barker
All	2x Movie Nights
All	Sports Relief Fundraiser
Yr 2	Trip to Liverpool
Football Team	Elwyn Owen Cup

### Summer Term 2018

Yr 1/2	Class trip to Spaceport
Nursey	Class trip to Imagine That Discovery Centre
Reception	Class Trip to Plas Derw Forest School
Rec / Yr 1	Class trip to Chester Zoo
ALL	Marc Griffiths pupil roadshow - PSHE
Yr 2	Urdd Jambori
Yr 6	3 day residential to Cardiff
Yr 3	Day visit to Pentrellyncymer (Outdoor Ed)
Yr 4	Adventure Activity Day
Yr 2	Class trip to Liverpool Museums
Yrs 2,4,6	PC Barker visits to classes
May / June	Quick Cricket sessions at school for all Yr 1 - 6
Yr 6	3 day residential to Cardiff and the Big Pit
Yr 6	Transition days to various High Schools
All	Moving up morning
Yr 6	Leavers Ball - Mountain Park

Once again the school would like to thank those parents who have so generously given up their spare time to help out in school in a variety of ways. The support offered to staff in this way helps immensely in supporting the pupils learning and enhancing the school environment.

We have facilitated Work Experience placements from Coleg Cambria, Bangor University and Flint High School.

KS2 children used St Mary's church for their Christmas celebrations

Families of the school once again donated very generously to the Flintshire Food bank collection made at Harvest time.

Literacy and Numeracy and Welsh working parties with members from all Flint Consortium Schools continue to be effective and are working well together to share good practise and moderate / standardise work at the end of KS.

Mystery Skype Sessions (use of internet to connect with other learners via skype) have continued both nationally and internationally where the children have been sharing their learning with peers and businesses linked to their topics.

The school works hard to support local; charities, in particular the 'Super Kids' charity based in Flint who support disadvantaged children in our community. Harvest donations were also given to the Flintshire Foodbank in Mold. Other **charity donations** include; Children In Need, North Wales Super kids, Sports Relief, McMillan Cancer

## **HOME / SCHOOL COMMUNICATION**

The Seesaw communication app is now used used effectively by ALL staff across the school to communicate with parents, share learning and celebrate achievements. This is our primary method of communication alongside our School Twitter Feed which also keeps parents up-to-date with school successes and news.

Parents of our Half- Termly Class 'SMARTIES' were sent letters informing them how proud the school are of their child's achievements.

## **PARENTAL ENGAGEMENT**

Parent's evenings were held in the Autumn and Spring term to discuss individual progress and share targets for continued improvement. These were very well attended with only a handful not making the appointment to speak to the class teachers.

Annual Reports were issued in the Summer-Term and follow up meetings offered to those who wished to discuss the report further. Parents were given the opportunity to provide feedback on the Annual Pupil Reports. Those returned were complimentary of both the report and the work of the teachers in supporting the children throughout the year.

Chatterbox Learning Sessions have continued for identified families in Early Years. These are led by 2 experienced support staff who strive to develop positive relationships built on trust with both parents and pupils.

Miss Allman co-ordinated and led several parent help sessions throughout the year such as Online Safety, Help your child with Literacy, help your child to read and write, coffee/share ideas morning and a visit to Flint Library for parents and their children.

In addition to this parents have been invited into school to enjoy various 'fun' activities with their children, these include; Christmas and Easter craft, Mothers Day and Fathers Day craft, family rounders, 'Ready Steady Cook', World Cup family football and Mother/baby groups.

We have also welcomed the addition of our Therapy Dog 'Jabba'. Jabba comes into school with her trained owner as part of our 'nurture programme'. Targeted pupils spend quiet time with Jabba - reading and interacting with her in small groups, this has proved extremely effective with the children and this is certainly an initiative we are hoping to continue with.

Christmas concerts at school and at the Church were well attended by parents and families with some lovely feedback for staff and pupils.

Family members were invited into school to share their children's topic learning through class services. These proved very popular and were well attended.

Family Bingo - The Easter Chocolate Bingo was again a huge success and enjoyed by pupils, families and staff! Thanks to Mr Growcott, our star bingo caller for the evening! Thanks also to FOC for organising the event and to all families who so kindly donated the numerous chocolate donations for prizes

### FRIENDS OF CORNIST FUNDRAISING COMMITTEE (F.O.C) 2017 /18

We are grateful to our fundraising committee for their efforts in supporting the pupils of our school. We appreciate their financial assistance which allows us to provide enriching resources and learning experiences which may otherwise be out of our reach. Most recent contributions made to school have funded the Year 6 Leavers Ball, coaches and tickets for all pupils to attend the Christmas Panto at Rhyl and a donation towards digital equipment. We extend our thanks to all those involved and to all the families and pupils who support their continued good work.

**SCHOOL TERM / STAFF TRAINING DATES  
SEPTEMBER 2018/JULY 2019**

**AUTUMN TERM 2018**

<i>Monday</i>	<i>3rd September</i>	<i>Staff Training Day - school closed to pupils*</i>
<i>Tuesday</i>	<i>4th September</i>	<i>Staff Training Day - school closed to pupils*</i>
<i>Wednesday</i>	<i>5<sup>th</sup> September</i>	<i>School opens</i>
<i>Friday</i>	<i>26th October</i>	<i>School closes - half term</i>
<i>Monday</i>	<i>5th November</i>	<i>Staff Training Day - school closed to pupils*</i>
<i>Tuesday</i>	<i>6<sup>th</sup> November</i>	<i>School opens</i>
<i>Friday</i>	<i>21st December</i>	<i>School closes - Christmas</i>

**SPRING TERM 2019**

<i>Monday</i>	<i>7th January</i>	<i>School opens</i>
<i>Friday</i>	<i>22nd February</i>	<i>School closes - half term</i>
<i>Monday</i>	<i>4<sup>th</sup> March</i>	<i>School opens</i>
<i>Thursday</i>	<i>11<sup>th</sup> April</i>	<i>School closes - Easter</i>
<i>Friday</i>	<i>12<sup>th</sup> April</i>	<i>Staff Training Day - school closed to pupils*</i>

**SUMMER TERM 2019**

<i>Monday</i>	<i>29<sup>th</sup> April</i>	<i>School opens</i>
<i>Monday</i>	<i>6th May</i>	<i>May Day - Bank Holiday</i>
<i>Friday</i>	<i>24th May</i>	<i>School closes - half term</i>
<i>Monday</i>	<i>3<sup>rd</sup> June</i>	<i>School opens</i>
<i>Friday</i>	<i>19th July</i>	<i>School closes - Summer</i>
<i>Monday</i>	<i>22<sup>nd</sup> July</i>	<i>Staff Training Day - school closed*</i>

\* Please note these dates may differ slightly from other local schools \*