

**Wyche C of E (Controlled) Primary School
Malvern Wells**



**Governors' Report to Parents
2009/10**

Contents

CHAIRPERSON'S INTRODUCTION	1
GOVERNING BODY CHANGES	2
GOVERNORS' COMMITTEES	2
APPEALS COMMITTEE	2
FIRST COMMITTEE	2
CURRICULUM COMMITTEE	2
OPERATIONS COMMITTEE	4
HEADTEACHER'S REPORT 2010	7
A SNAPSHOT OF THE SCHOOL YEAR IN PICTURES	9
STAFF TRAINING	13
SAT RESULTS	14
THE FRIENDS OF THE WYCHE	17
ARTS AT THE WYCHE	19
SPORTS REPORT	21
SCHOOL TERM DATES 2010-11	22
ATTENDANCE	23
SCHOOL SECURITY	23
CAR PARKING	23
ACRONYMS	24

Chairperson's Introduction

When I sit down to write the annual report, there are always so many highlights and achievements to look back on that it's hard to know where to begin, and this year is no exception. The school continues to be a leader with its innovative curriculum, which is now thoroughly embedded and is attracting attention both locally and at a national level. The use of 'vehicles' is proving to be an inspiration to visiting schools, some of which are adopting the concept themselves. Assessing and quantifying the benefits, particularly of the emotional and social parts of the curriculum is an ongoing process over which the Governors have had some lively debates!

Following last year's Ofsted inspection, there have been fruitful discussions about how to help the children appreciate and engage with social diversity. This has been an emerging topic for debate at a national level and we have benefitted from the experience of one of the Governors in this area. This is a good example of how Governors can act as critical friends to help the school think through and develop their understanding of issues. There have also been discussions about the collective worship within the school as a result of the Diocesan Inspection at the end of last year, with input from Paul Finch to both the governors and the teaching staff. The Tanzanian link continues to enrich the curriculum and school life.

The Governing Body has benefitted this year from a stable membership with a range of experiences and strengths. We don't yet know how the difficult political and financial times will impact on education and on the Wyche in particular, but we can be confident that the school is in a strong position to face the future challenges. The Governors will be working hard with the Headteacher and staff to support and help them continue to give the children the outstanding experience they enjoy.

On a personal note, as my third child leaves the Wyche this year, I feel enormously privileged to have been part of the school community for nearly 13 years, and seeing firsthand the wealth of opportunities, activities and sheer fun the children enjoy on a daily basis. I feel quite envious of the parents whose children are starting next year and have it all to come! On behalf of the Governors, I offer our thanks to Geoff and his staff for all their hard work and commitment, and offer our best wishes for the continued success of the school.

Judith Keene, Chair of Governors

Governing Body Changes

The full Governing Body consists of:

Judith Keene
Heather Oldroyd
Tom Leonard
Geoff Rutherford
Jon Westwood
B A Byard
Sue Rule
Steve Ollis

Reverend Paul Finch
Douglas Craig
Cathy Jackson-Read
Adrian Lewis
Angela Gibson
Deborah Lennard
Paul Richardson

This year there were no changes to the Governing body. No new members have joined and no-one has retired.

Governors' Committees

The Governors continued to meet once a term as the full Board in order to discuss and agree key issues. The Board is also sub-divided into several committees and these meet at least once a term before full board meetings to discuss and consider specific matters. There are four committees and their reports follow:

Appeals Committee

The Appeals Committee did not need to convene. It will only meet when events demand. There is a range of scenarios in which the committee could be called into action, for example staff grievances and appeal against the exclusion of a pupil.

First Committee

The First Committee also did not need to convene. It will only meet to take the first decision in special matters such as disciplinary action or the exclusion of a pupil.

Curriculum Committee

Heather Oldroyd (Chair)

Judith Keene

Tom Leonard

Geoff Rutherford

Angela Gibson

B A Byard

Sue Rule

Steve Ollis

Paul Richardson

Douglas Craig

Cathy Jackson-Read

During this past school year the Curriculum Committee have had the responsibility of reviewing a number of school policies, which have included:

- Behaviour Policy
- School Visits Policy
- Sex Education Policy
- Looked After Learners Policy

We have also been given an insight into the curriculum and how it is taught within the school and how by using certain ‘vehicles’ and topics the curriculum is enriched and developed through each year group (this having started a couple of years ago with the Farmers Market). During our Spring meeting both Mr Rutherford and Mr Westwood gave us an insight into how the ‘emotional curriculum’ was being used within the school and how certain competencies such as managing performance and managing conflict and disappointment are being addressed in year 6 through the children’s learning logs, as well as the setting and meeting of targets. There is then self assessment by the children with close monitoring and positive feedback being given. The summer term will see the Curriculum Committee Governors liaise with their subject teachers and report back on the year’s action plans. This is always an informative session for the Governors as we are given a privileged insight into the learning that has taken place throughout the year and the achievements that have been made by the children.

Heather Oldroyd

Operations Committee

Adrian Lewis (Chair)

Angela Gibson (Secretary)

Geoff Rutherford

Jon Westwood

Cathy Jackson-Read

Deborah Lennard

Paul Richardson

The remit of the Operations Committee is Finance, Staffing and Building. The committee meets at least once a term. Amongst the obvious items, we also review school policies on a rolling programme. This year we have reviewed:

- Complaints Procedure and Policy
- Staff Absence Policy
- Complaints Procedure
- Charging Policy
- Attendance Policy
- Health and Safety Policy

The output of our Committee is fed back to the full governing body.

Finance

We, as a Committee, support the Head in drawing up each year's budget and monitor expenditure and income against the budget. Governors are required to ensure that the money allocated is being spent wisely on appropriate resources.

The schools budget for the current financial year is shown in Table 1, along with the actual spend for the previous three years. The majority of the expenditure in the school is, perhaps not surprisingly, on teachers' salaries. To a great extent this is an area where the school has little discretion, along with the costs for energy, maintenance etc. However, the school does have a greater ability to vary the expenditure on supplies and services. This is mainly money spent on resources used during teaching: text books, materials for art, sports equipment, photocopying supplies etc. Similarly, the school is able to decide on the levels of teaching assistants provided (referred to as non-teaching staff within the budget). When looking at the financial reports for the last few years there has been a significant increase in the expenditure on teaching assistants. It is the belief of the Head and the Governors that this delivers real benefit in education. This does mean that this year a smaller budget has been set for the supplies and services. Fortunately, the changes in the teaching of the curriculum over the last few years have resulted in some efficiency savings in materials, which are welcome even though they were perhaps not intentional. It appears that the teaching of more subjects through a single topic each term uses fewer resources than the more traditional approach to planning each subject independently. Inevitably, more funding would always be both welcome and useful, but the Head and the Governors believe that this budget is realistic, and will continue to maintain the standards of education within the school.

	FY07/08	FY08/09	FY 09/10	FY 10/11 BUDGETED/ PLANNED
OUTGOINGS				
TEACHING STAFF	£289,315	£284,229	£292,756	£299,907
NON-TEACHING STAFF	£79,154	£107,677	£119,250	£131,744
SUPPLIES & SERVICES	£77,140	£85,447	£76,518	£42,216
ENERGY, WATER & RATES	£11,273	£7,942	£6,386	£7,000
MAINTENANCE	£9,082	-£6,961	£9,063	£5,500
TOTAL	£465,964	£478,334	£503,973	£486,367
EXPENDITURE PER CHILD	£3,328	£3,236	£3,600	£3,501
INCOME				
LMS BUDGET	£446,077	£457,483	£497,550	£484,759
CARRYFORWARD FROM PREVIOUS YEAR	£40,738	£20,851	£20,851	£14,428
TOTAL	£486,815	£478,334	£518,401	£499,187
EXCESS OF INCOME	£20,851	£20,851	£14,428	£12,820

Table 1– Budget 2010

The budget for the current year is perhaps inevitably tighter than previous years, with a lower budgeted excess and resultant carry forward. The carry forward is money which the school has not spent in year, and remains available to it in the next year. In our personal finances we would all aspire to maintain a healthy reserve of cash for a rainy day, and in some respects the school is no different. However, the school's primary responsibility is to the education of its pupils. If the school has too large a reserve of cash then it is arguable that it is not using that money for the benefit of the current pupils; in effect it could simply spend more on teaching resources. The current budget attempts to provide an appropriate balance, taking into account a level of funding which may be slightly lower this year. We are able to spend within the budget again this year because:

- The school maintains a full roll of pupils, which ensures that the LEA allocates maximum funds to the school;
- A very cost conscious approach to managing school funds is employed by the Head and his team
- The Head provides a proportion of cover for staff absences (planned and unplanned). It is estimated that this saves us about £10,000 per annum in supply cover.

Staffing

The Operations Committee deals with any staff issues. This year has continued to be quiet with a very stable staff structure within the school.

Buildings

The Wyche is fortunate to have a building which requires relatively low levels of maintenance. The exterior of this school was painted in the spring, but no other significant expenditure has been required for maintenance. This year the school did invest in improving the acoustics within the main hall. Tiled areas were installed in the ceiling. These are visually non-intrusive and therefore do not spoil the character of the building, but they have brought significant benefit in reducing the level of echo within the space.

Health and Safety

Health and Safety is a standing agenda item on all meetings of the Operations Committee to ensure that any issues that arise within the school are adequately addressed.

Adrian Lewis

Headteacher's Report 2010

The infamous quote “change is here to stay” is as true as it has ever been. Society continues to move on at pace and the arena our children will grow up into will be markedly different from their lives now and certainly different from our lives when we left school. Into this social maelstrom come schools who have to chart a way forward, providing a curriculum that is both meaningful and relevant to the children it seeks to educate. In this regard the Wyche presents itself as a robust establishment.

The curriculum with its creativity and flexibility provides children with a richness that will stand them in good stead both through their time here and beyond. The emphasis the school places on interpersonal skills and the development of their well being and self esteem will also allow them to move confidently into the wider world. Similarly the high academic achievements should ensure a measure of success in later life.

The school is in a good position to withstand the inevitable winds of change that will blow through the educational stratosphere with the change of government. The axing of the new Primary Curriculum, the budget cuts due to hit in 2011, the philosophical change in terms of teaching and learning will all hit schools in the coming months. However, the Wyche has a confidence in what it is seeking to achieve and whilst the next few years will see much change, the school should remain relatively immune to these shifting sands of philosophy and political whim as it continues to deliver what every government wants – high standards for its pupils.

The school continues to be used as a beacon of excellence within the LA and beyond. I find myself increasingly called upon to address conferences on curriculum innovation and I am on the LA Curriculum Steering Committee which provides me with the opportunity to influence the curriculum in schools beyond our own. Jon Westwood continues to develop links with Alan Peat (national speaker and author on writing) and this has developed into a strong mutually beneficial link. Whilst he uses us to trial his work, we in turn remain at the cutting edge of his thinking. We are indebted to his work which has greatly enhanced writing standards throughout the school. We have recently received copies of the LA Learning and Teaching Model. This is in DVD form and features many of the school's children undertaking a variety of tasks with an underlying commentary drawing out the quality of the teaching and learning. These links to bodies beyond the school not only provide an element of external recognition but also put the school into a wider arena where it opens up its practice for challenge and critique. This in turn acts as a sharpening tool for our own thinking.

The Tanzanian link continues to be a major feature within the school. I suppose I am stating the obvious when I say that as the link grows, so the relationships develop and the speed with which we are able to get things done increases. This year, we have held Swahili lessons across the internet on Skype with the Tanzanian children teaching our Year 6 class basic greetings and vocabulary. We hope to use this link

further and hold African dance lessons across the internet with some of the younger children. Esther, the Headteacher at Gofu Juu has developed joint areas of the curriculum that both schools can work on and we are to reciprocate this with some areas we will study with their children when we go for our next visit to Africa, hopefully in the Autumn. This cultural richness adds an important dimension into the school and to see the three African teachers leading the whole school in an African dance when they were last here was truly heartwarming, they bring a zest and enthusiasm which is truly infectious.

I would commend the work of all the staff to you. It was Pete Sampras (the tennis star) who said "Getting to the top was easy; staying there was a different matter entirely". So to achieve a second "Outstanding" Ofsted last year and then to continue to pursue greater excellence is more than commendable. It was one of the inspectors who said about the school that... "the top of the mountain is not enough for you is it?" and the diligence with which all the staff seek to enrich the school and its curriculum is little short of exemplary.

Finally, but by no means the least in our thoughts, are the children who remain the heartbeat of the school and the bedrock of all we achieve. Their freshness and eagerness to learn is a key factor in the school's success. They continue to delight and surprise in equal measure and their ability to soak in the richness of the curriculum offered here is heartening for all the staff.

Here's to another prosperous and successful academic year here at The Wyche!

Geoff Rutherford, Summer 2010

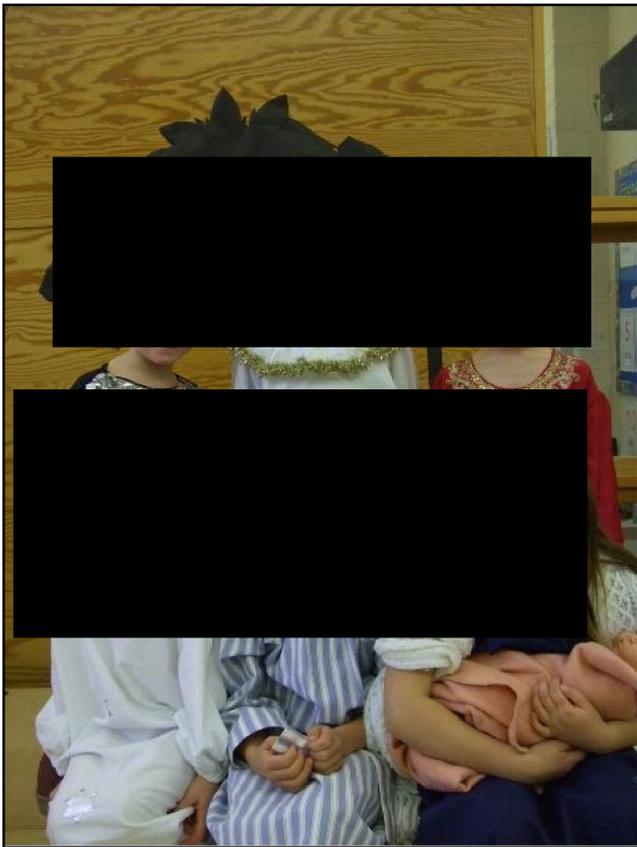
A snapshot of the school year in pictures



School birthday party on The Hills



Snow on snow on snow



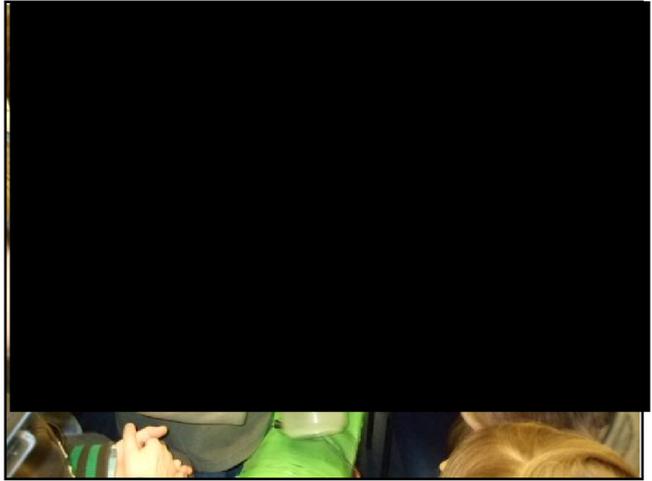
Its a baby!



We had a proper Christmas dinner



Story sacks for lucky playgroups



Design Technology - everyone's an expert



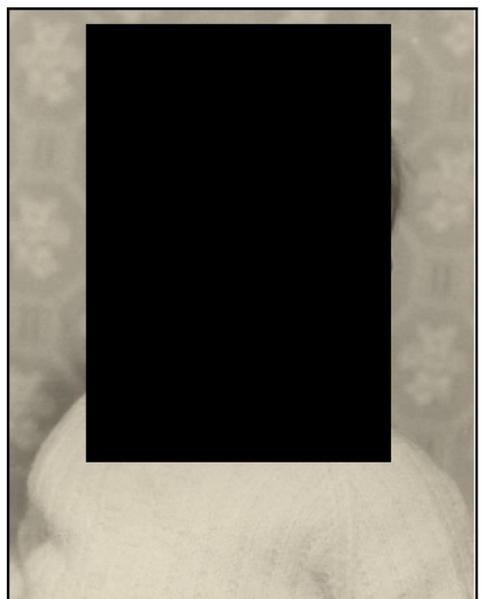
Hands on at Hartlebury



Roses are Red, by Blue Class



Mr Rutherford hits 50!



How it all began nearly 50 years ago



We are the champions!



Sport Relief



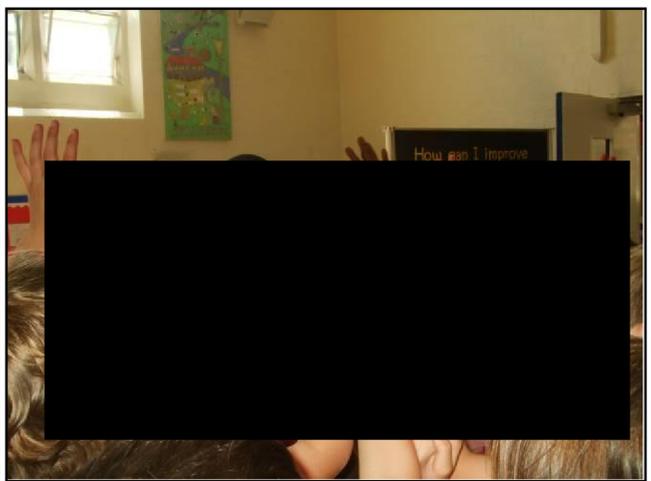
Mrs Baylis and young farmers



Baking mad at Smite Farm!



Allsorts Club members with their gifts for Gofu Juu



Cool Charles



Traditional African cooking



Just chillin'



Meeting Phylis at the School Reunion



Learning the rhythm



World Cup at the Wyche



Oakerwood Year 6 residential trip



Oliver

Staff Training

The school is firmly committed to professional development and has a strong belief that it is the input from experts in their field that drives the school forwards and onwards in its relentless search for excellence. Having said that, this should not be read in the terms of a traditional training model where the stereotypical lecture is delivered in a room to an audience by a trained facilitator. Whilst this has undoubted value in some areas, the reality is that it “fills the mind” and the school here is increasingly looking for training that “opens the mind”. The latter often requires a different type of training (if indeed training is the right word for it at all) and this is reflected a little in how the training budget has been spent this year.

Whilst not costed out of the training budget, the African trips offer a unique opportunity for staff to have their mind opened not just to an education system in a different country and continent, but they get the opportunity to be drawn into another culture and lifestyle. This has a profound impact on their own personal lives which in turn (as recent research has shown) greatly influences their classroom practice and therefore the learning of the children. The school finds itself in a position where its own curriculum is robust, so much so that it is increasingly spending more time training others than seeking training for itself in many areas. If the school is to stay at the cutting edge then it needs to provide the Head and staff with these “mind opening” opportunities that allow for deep reflection and in so doing draw down a fresh richness into the school’s teaching.

In light of the above you won’t be surprised when I say there has been a scaling down of some of the traditional courses this year. This is not a conscious decision on the part of the leadership team nor of individual members of staff, simply a reflection that these events are increasingly not meeting specific needs. Having said that, staff have attended courses in Modern Foreign Languages (Mrs Cobbett), Music (Mrs Harrison) and Mrs Baylis has ongoing input through her work with the South Worcestershire PE group.

The majority of training comes from less obvious sources. Mr Westwood has built good links with Alan Peat (a national author on Literacy) so apart from the children providing sample work for his books, Jon receives a lot of cutting-edge, research based input from Alan which he transfers readily into his classroom practice. Mrs Harrison reviews films for the BBC and this link gives her access to some of their leading materials (many of which are not published yet) and again this link provides a rich form of training. For myself I am one of six headteachers on the LA Curriculum Steering Group, which again gives me the opportunity to shape the curriculum at a wider level but also gives me access to a level of debate and discussion which feeds my thoughts and thinking. Whilst not wishing to totally denigrate the role of traditional training, it is these areas of “training” which are proving to be the most fruitful in terms of the school’s development.

Geoff Rutherford

SAT Results

In this section we present this year's SAT results for Key Stages 1 and 2. In previous years, we have expressed our views regarding league tables based on SAT results and it is the Governors' view that, taken alone, they are far too crude a measure of a school's success. Also, when looking at SAT results, it is important to remember that they are statistics and will vary from year to year and school to school. Within each key stage, there is a nominal level which is the average that the children in the tested age group could be expected to achieve. Some children will do better, some will do worse but the principal criterion should be that the child achieves a level appropriate to his or her abilities. The difficulties start when deciding what constitutes an acceptable ability for a particular child.

In recent years a more methodical approach to assessing the worth of a school has been initiated. It seeks to determine how much value the school has added to the ability of the child. In order to do this, it is necessary to record the child's progress through the school not just at the SAT testing ages but each year and particularly on entry to the school. The last point is key and is referred to as "baselining". Since September 1997, all children entering the Reception Class have been baselined by having their abilities assessed and recorded. It now becomes possible to "measure" their progress.

We wish to stress here that this does not mean that all children are expected to reach the same level at the same age. There will be a natural spread of abilities and speeds of learning. One child will progress much faster than another but the school is not failing the lower achiever provided they continue to progress. To illustrate this point, consider two boys Geoff and Bill who start school together. Geoff is a bright button who has already learnt the alphabet, can read a few words and can write his name when he starts school. He is baselined as being at Level 1. Bill, on the other hand, thinks the alphabet is a series of funny squiggles and books are for resting your drawings on. He is baselined as working towards Level 1. At the end of Key Stage 1, Geoff is classed at Level 3 whereas Bill is at Level 2. Has Bill underachieved? Both boys have advanced by two levels so we believe the answer is no and the school has added equal value to both of them. This is not apparent from their SAT results alone.

The statistical spread of SAT results means that by definition, there are above average and below average children. It is difficult to accept that your child may be below average and one reaction is to think something must be wrong at school or that your child has learning difficulties. It would be unreasonable to devote a disproportionate amount of time to the below-average children at the expense of the rest of the class. Differentiation is the practice followed by the teachers of identifying different abilities and providing work of an appropriate level for each child. The provision of additional classroom assistance is one means of enabling groups of children to receive close supervision for longer periods as part of the differentiation process.

So how do the Governors interpret SAT results? Firstly, we look at the overall picture, not just one child within the group. We expect the KS1 pupils' results to be comparable with or slightly better than the national results. We expect the KS2 results to be significantly better than the national results. This is based partly on experience over the last six years but also on our knowledge of the school, the teachers and the families with children at the school, many of whom encourage their children at home; something that not all families nationally will do.

Key Stage 1 Attainment for the year 2010				
Subject	W	Level 1	Level 2	Level 3
Reading	5%	10%	50%	35%
Writing	5%	10%	80%	5%
Maths	5%	0%	80%	15%

Key Stage 2 Attainment for the year 2010		
Subject	Level 4	Level 5
English	100%	81%
Maths	100%	48%

Key Stage 2 Targets for 2010		
Subject	Level 4	Level 5
English	90%	70%
Maths	100%	70%

The past few years have seen the government take a position where a greater emphasis is placed upon teacher assessment as opposed to the written tests. As I have said before this is a move to be welcomed as no-one in the education system knows the child and their levels of attainment better than the class teacher. The teacher assessment also offers, I believe, a more rounded view of the child and their attainment.

As I am sure you will readily appreciate the school does not have as its main focus the attainment of good SAT results. It is our contention that both the curriculum and life in general is made up of far more than what one child is able to achieve at the age of 11 on a cold, wet May morning in only three selected subjects of the curriculum.

However we have a clear ethos that we should seek to achieve our best in all that we do in life. It is against this backdrop that we continue to acknowledge the high standards achieved by the children in the school remain high and as the OFSTED report underscored achievement is high throughout the school not just in the two years of published SAT results.

The Key Stage 1 scores continue to remain in line with expectations and exceed the national average in place. The writing scores at level 3 remain an area of focus when looked at in comparison with the reading. Having said that there is a national trend in both Key Stages where reading scores continually outstrip attainment in writing.

The Key Stage 2 children have produced our best scores since 2007. Indeed the last time we achieved at this level we were in the top 50 schools in the country, whether this will be the case this time will of course depend on the performance of other schools, but the results are very heartening and bear testimony to the hard work of the teachers throughout the school.

We have long felt that the inability of the SAT tests to assess above a level 5 hinders some of our children from achieving their full potential. This year we had 3 children who scored 100%, 99% and 98% in the KS2 Maths paper. As we have taught a curriculum deep into Key Stage 3 we felt that the Maths paper limited some of the children in their achievements. For this reason we have taken the unprecedented step of allowing some of the children to take the KS3 SAT paper to see their true level. The results for the whole cohort with the new scores in place would read as follows:

Key Stage 2 Attainment for the year 2010				
Subject	Level 4	Level 5	Level 6	Level 7
Maths	100%	48%	45%	35%

One can ask no more, than that the teachers, provide appropriate provision and the children seek to achieve of their best. The combination of these two things is powerful and puts the school in a very strong place indeed.

Geoff Rutherford

The Friends of the Wyche

The Friends of the Wyche continue to organise social and fund raising events to support the school. In recent years we have raised and spent money on both the top and bottom gardens, helping the school to create an outside space, which can be used for outdoor learning whilst at the same time making it both fun and enjoyable for the children to play. This year we hope to add finishing touches to the outdoor spaces by purchasing items chosen by the school.

The Friends usually meet once every half term to discuss future events and any issues that arise. They are very informal meetings and are well supported by both staff and parents. We aim to include events that not only raise funds but are social and enjoyable too.

We began the 2009/10 new school year with a "Quiz Night", hosted by Mrs Harrison and her son Jack. Then at "Red Class Tea Party", the September intake parents had an opportunity to come and meet the class and be entertained by the children singing some songs whilst enjoying a cup of tea and a biscuit.

Our main fundraiser in the autumn term was our Christmas Fayre which was well attended and brought in a profit of over £1,000. We rounded up the term with the "Christmas Disco", which is always a popular event with the children.

In March, we held "Chocolate Bowling", a social event which is always oversubscribed. As this was so close to Easter, and every child gets an Easter egg (hence Chocolate Bowling), the competitive spirit was brought out in everyone! A very enjoyable time was had by all. The "Easter Disco" again was very popular and finished the term off nicely.

During the first half of the summer term, The Friends hosted a "Children's Fashion Show". The children who participated had a great time, and The Friends raised over £200. The Friends funded prizes for the "Handwriting Competition", which the children enjoyed entering.

We are now in the process of organising the 2010 Summer Fayre, which will be held on Friday July 16th and has a "World Cup Football" theme.

As the "Garden Project" is nearing completion we are hoping to arrange a "Garden Party", where we will officially open the gardens. Parents will then be given the opportunity to have a good look around the gardens.

Money raised by the Friends would not be possible without the continuing support of parents. Not only does this enable us to spend money on schemes such as the "Garden Project", but it also enables the school to provide leavers presents for the Year 6 pupils as well as treat them to a well deserved end of school trip. It allows for

educational experiences for all the children, be it plays, visits or extra play equipment. The children benefit hugely from the support of the Friends. Thank you to everyone who has helped at or attended an event over the past year, particularly members of staff who support The Friends in all events.

The Friends are always open to new ideas and events and welcome anybody who would like to help out in the future. Please contact us via the school office.

Sarah Morgan, Chair of The Friends of the Wyche School

Arts at the Wyche

The Arts continue to flourish at the Wyche. Our creative curriculum leaves no stone unturned as far as building in opportunities for the children to experience a wide range of arts activities. Our extra curricula opportunities have enabled the children to represent the school in a wide range of ways.

In music, the choir attended their 3rd annual Young Voices concert at the NIA in Birmingham. After weeks of rehearsals, we came together with 5000 other voices from around the Midlands to take part in a fantastic evening concert. The latest news regarding Young Voices 2010 is that we have registered, at the request of the choir members, but the venue has changed to the NEC Birmingham due to the demand for places. This year's concert will be even bigger! Red and Yellow Class (and Mrs Harrison!) benefited from 4 singing sessions led by Carol Green an outreach worker linked to the Diocese and Worcester Cathedral. She joined our music lessons and left us with some great new songs to sing. KS2 is making greater use of our recording studio. Our assemblies are now often enhanced by the music composed and produced by our own children. Esther, Charles and William on their visit from Gofu Juu recorded themselves singing Swahili songs for our school to learn. Year 6 attended the annual MENCAP Carol Concert in Worcester Cathedral. RGS Worcester 'Little Big Band' is booked to play a short 'swing/jazz concert' for us towards the end of term. Autumn term will see our choir representing our school in the Malvern Priory Anniversary celebrations. Our children have the opportunity to have lessons in brass, string, woodwind and piano supported by Worcestershire's team of peripatetic music teachers.

In drama, Red and Yellow classes acted, sang and danced brilliantly to produce their annual Christmas play. As I write, the children of Green Class have just begun their rehearsals for their annual leavers play ... this year it is Oliver! The whole school has watched and enjoyed plays by M and M Productions and the Red Balloon Company. Green class attended a Shakespeare day at Welland Primary school. Orange and Blue Class enjoyed a play by Vamos Theatre group based on the history behind the old Worcester Royal Infirmary. We have an increasing number of our children treading the boards at Malvern Theatres in productions such as 'Joseph' and 'Whistle Down The Wind'.

Walking around school, inside and out, shows how high the standard of art work is here at the Wyche. The displays of children's work make our school a vibrant place in which to work. The lower garden is now enhanced by our clay panels produced with Jon Williams the potter from Eastnor. Once more we have submitted work to the Worcestershire Voices and Visions exhibition at Worcester Cathedral along with other schools from the county. The wooden sculpture in the Winter Gardens, Malvern inspired by our art work has been unveiled. African Allsorts Club has painted the woven mats and food covers left for us by Esther at Gofu Juu. Over 500 bags were

decorated by our children, filled with goodies and have now found their way into the hands of the children at Gofu Juu, our Tanzanian link school.

In dance, Green Class attended the annual dance festival at Malvern Theatres after scaring most of KS1 with their very gory costumes and face paints donned for their rendition of Michael Jackson's 'Thriller'. Other KS2 pupils attended a dance festival at the Chase High School. A lasting memory however is of the whole school, including adults, taking part in an African dance work shop led by Esther, Charles and William during their visit in May. We look forward to using Skype to link up with Tanzania where the children of Gofu Juu have promised to teach us some more moves.

Elly Harrison

Sports Report

One of the aims of the Wyche School is to give as many children as we can the opportunity to take part in an out of school hour's club or activity. This includes competitions, festivals and sports clubs. As P.E. Co-ordinator I am very lucky that so many other members of staff supervise, run or attend these events and I would like to thank them for all their contributions. This year, the number of opportunities has increased with the introduction of an Aqua festival at Malvern College, fencing lessons and street dance aerobics. Many of these are organised by either the Malvern Hills Sports Unlimited or the West Worcestershire School Sports Cluster. The numbers of children taking part and enjoying these events are increasing and that can only be a good thing. A love of sport, be it through participation, coaching or organising, is an aim not only for the school but the country as a whole. I believe we are doing our best to achieve this. I have recently spent an afternoon at The Chase and it is encouraging to see and hear about past pupils who still have an enjoyment of sport, many of whom represent The Chase in a variety of teams – some go on to County level.

I know I am biased but I have to report with pride our greatest achievement this year – our netball team. We remain undefeated this year and won both our Chase cluster league and the West Worcestershire league. We then played in the Tri-County Championships and came second to a team from Herefordshire – not bad for a tiny school of 140 with only 14 children in our Netball Club! All the girls played brilliantly and represented their school magnificently. We were all extremely proud of their achievement. My thanks go to Mrs Brocklehurst for her continued support and to all the parents who ferried their children to the numerous matches.

Our football, rugby, rounders, tennis, cross-country and cricket teams continue to thrive with members of the tennis and the cross country team returning to school with medals. At the time of writing this report the year 6 girls' cricket team were yet to play their game at Worcester representing Malvern – good luck to them. This year in particular could not pass without reference to the football. At the present time Fabio and England aren't doing too well in the World Cup – but who knows by the time you read this we may have won it! The lunchtime football competition continues with Mr. Tedds doing an excellent job at refereeing. The vuvuzelas of South Africa have been replaced by tennis racquets being bashed against the playground concrete – apart from the one, of course, that I proudly blew during this year's sports day. A victory for the Green Team and a fun afternoon for all made the afternoon a real pleasure. It is wonderful to see all the children in school included in a variety of events all contributing to their team's score. The parents' race is one of my highlights and I promise not to make you all do the sack race again next year.....maybe!!

Another busy but enjoyable year at the Wyche. Thank you to everyone who makes that possible. Let's hope next year is just as good.

School Term Dates 2010-11

Autumn Term 2010

INSET	Wednesday 1 st September
TERMBEGINS	Thursday 2 nd September
HALF TERM	Monday 25 th – Friday 29 th October
TERM ENDS	Friday 17 th December

Spring Term 2011

INSET	Tuesday 4 th January
TERMBEGINS	Wednesday 5 th January
INSET	Friday 18 th February
HALF TERM	Monday 21 st – Friday 25 th February
TERM ENDS	Friday 8 th April

Summer Term 2011

INSET	Tuesday 26 th April
TERMBEGINS	Wednesday 27 th April
BANK HOLIDAY	Monday 2 nd May
INSET	Friday 27 th May
HALF TERM	Monday 30 th May – Friday 3 rd June
TERM ENDS	Friday 22 nd July

Attendance

We have to report the level of authorised and unauthorised absence. In the last year, the authorised absence was 3.42% and unauthorised absence was zero.

It is appropriate here to make a request to parents who wish to remove children from school for holidays. This facility is provided to cope with exceptional circumstances where it is not possible for a family to take a holiday during the school holiday periods. It should not be regarded as normal practice. Removal of a child from the classroom for several days can be disruptive to both the pupil and the teacher. It is especially important that children are not removed from school during SAT tests. Year 6 children should only be removed in exceptional circumstances. In all cases, permission from the Headteacher must be sought before a child is removed from school for any reason other than medical appointments or sickness.

School Security

The School Governors are legally required to issue a statement on security in their report. Visitors to the school are required to report to reception before they can be admitted beyond the security door. There is a sign on the playground gate directing visitors to reception. The lower school door to the playground is secured when there is no member of staff in the playground.

All staff, voluntary helpers and Governors must now undergo a Criminal Records Bureau check before they can take up their posts at the school.

Car Parking

A large risk to the safety of the children of the Wyche is from erratic car parking and movement of vehicles on the school access road and the junction with the Old Wyche Road. The Governors ask that you do not drop children off or park on the access road, even if only for a few minutes. This not only endangers the lives of individual children, it also prevents the access of emergency vehicles.

Acronyms

BBC	British Broadcasting Corporation
DVD	Digital Versatile Disc
LA	Local Authority (Worcestershire County Council Education Department)
LEA	Local Education Authority
KS	Key Stage
NEC	National Exhibition Centre
NIA	National Indoor Arena
PE	Physical Education
OFSTED	Office for Standards in Education
SAT	Standard Assessment Tests