

Rhondda Cynon Taf County Borough Council

Education and Lifelong Learning Directorate

Governors Annual Report to Parents of Maesybryn Primary School

To: Parents/Guardians of Pupils Attending Maesybryn Primary School

Dear Parent/Guardian

Governing Body of Maesybryn Primary School
Annual Parents Meeting

I enclose for your information, a copy of the Governors Annual Report to Parents for the 2012-2013 academic year.

Under the School Standards and Organisation (Wales) Act 2013 (the Act) the governing body is no longer required to hold a meeting for the purpose of discussing the attached report.

However, under this legislation if a governing body receives a petition from parents of registered pupils at the school requesting a meeting, a meeting will be held if the following conditions are met;

- The petition contains the signatures of ten per cent of the parents of registered pupils **or** thirty of the parents of registered pupils (whichever is the lower).
- The meeting must be for the purpose of discussing a matter relating to the school.
- Should a meeting be held there will be no more than three meetings held during the school year in which the petition is received.
- There are enough days remaining in the school year for the meeting to be held in line with the requirements of the Act.

Should a meeting be held it will be open to all parents of registered pupils at the school, the Headteacher and other persons invited by the governing body.

Yours faithfully,

Dr. R. Garwood

Chairperson of the Schools Governing Body

Rhondda Cynon Taf County Borough Council

Governing Body of Maesybryn Primary School

This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published.

1. Clerk to the Governing Body

The Clerk to the Governing Body is Mrs. Janice Stuckey
Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Dr. R. Garwood .

3. Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Cllr. J. James Cllr. J. Jones Cllr. B. Channon Cllr. B. Channon	LEA Minor Auth.	Council Members	6/7/2016 1/9/2016 23/9/2015 23/9/2015
Dr. R. Garwood Miss D. Lewis Mrs. H. Hayward	Community Governors	Governing Body	18/11/2016 18/11/2016 13/12/2015
Mr. J. Fish Mrs. S Phillips Mrs. N. Richards Mr. L. Channon	Parent	Parents	20/6/2014 14/9/2016 14/9/2016 16/10/2015
Mrs. N. Bennell	Teacher	Teaching Staff	31/8/2016
C. Richards	Staff	Non Teaching Staff	11/9/2016
S. Roberts	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	3
Parent Governors	4
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	1
Total	13

4. Resolutions

There were no resolutions passed at the last meeting.

5. Election of Parent Governors

The next election of parent governors is due to take place in May 2014. If, however, any Parent Governor(s) resign before this date arrangements will be made for an election to be undertaken at the appropriate time.

6. School Performance Data

Attached to this document is a table showing the results of pupil performance at the end of the Foundation Phase and following the end of Key Stage 2 assessments (Appendix B). It is important to note that the figures for Foundation Phase include pupils within our Special Needs class and these pupils need to be taken out of the final results in line with normal Estyn procedures, as not all schools have this provision. No pupils in Year 6 were within our special provision and thus no adjustment needs to be made. Standards have remained fairly constant in each subject at the expected level with a pleasing rise in English. We are especially pleased with the large increases at the higher Level 5 where results are now well above local and national figures and consistent with our family of schools. This has been a key area of development for the school in recent years and a recommendation from Estyn.

At Foundation Phase, **three pupils are within the Special class and thus figures should be adjusted by adding 4.9% to each figure at outcome 5.** Thus for literacy 91.38% achieved the necessary outcome; in numeracy this was 96.55% and for personal development the figure was 91.38%. Once again, these figures compare well with other similar schools.

7. Financial Statement – Period Covered 2012 - 2013

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2012/13.

8. School Prospectus

The School Prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is generally issued to parents whose children are starting school for the first time or transferring from another school. Copies are available from the school office and on the school website.

Parents are informed if any significant amendments are made to the existing prospectus. No significant changes have been made to the prospectus but it has been updated to accommodate changes in personnel and responsibilities.

9. School Development Plan

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take, over a three year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements. It is also influenced by the recommendations of the Estyn report of March 2013. The Post Inspection Action Plan is, in effect, the Development Plan for the next three years.

The School Development Plan for the 2012/13 academic year was considered and approved by Governors and is currently being implemented by the staff. The targets set include short, medium and long-term aims. Targets are regularly reviewed by the Governing Body. Further information on the current targets and progress being made are available on the school website. The main targets for the current year were the raising of standards in writing through the use of "Big Write"; increasing the use of problem solving in maths; develop a skills based curriculum; increase the use of incidental Welsh and increase the opportunities for Assessment for Learning. All will be completed by the end of July. A new SDP will be completed for September 2013 and posted on the school website. The three main targets will be to further raise standards of writing at the higher levels; raise the standards of Welsh throughout the school and to ensure consistency in teaching, learning and presentation in the school.

Children are taught in mixed ability classes according to their age. Sometimes it is necessary to group more than one age together because of the school's staffing arrangements – this is done by chronological age unless there are Additional Learning Needs which need to be catered for. Children, work most of their time in groups according to their stage of development, but within each class, teachers use a variety of teaching styles in order to maximise the learning experience. Relevant discussion is encouraged, although some periods of the day are set aside for silent work e.g. quiet reading time immediately following the lunch break. The school uses the Abacus Maths scheme and we have adopted the "Big Write" programme for writing each week. Information on each is available on request. The school is currently implementing the National Literacy and Numeracy Framework into all teaching activities.

The group system ensures that **all** children in a class may be catered for and all be gainfully employed on programmes which relate directly to their individual ability and attainment levels. The size of classes varies every year and consequently support staff are assigned where most needed. Learning Support Assistants are employed to assist children who have been identified as needing extra support and have been placed on the Special Educational Needs register. These children work in small groups outside the classroom.

The school has been awarded the Basic Skills Quality Standard and all staff take responsibility for improving basic skills of literacy and

numeracy together with developing the key skills of numeracy and literacy through the teaching of all subjects. We are aiming to achieve the NACE award for the teaching of More Able and Talented pupils in about 18 months' time.

10. Use of the Welsh Language - Communication

This school is an English medium school, lessons and other school activities are communicated through the medium of English. The use of the Welsh language is promoted by the use of incidental Welsh with all pupils throughout the school day. The school endeavours to use as much Welsh as possible throughout the day and employs a specialist teacher to develop oracy in Years 5 and 6.

Should parents request that their child is taught at this school in a language other than English this request will be given due consideration.

Pupils for whom English is a second language are catered for according to their needs with input from appropriate personnel.

Pupils start learning Welsh in the Nursery, through daily greetings and songs. As they progress through the Foundation Phase, they are introduced to more complex sentences and start to recognise and read signs and instructions. Incidental Welsh is used all day and in a variety of lessons, for example PE. Once children move to Key Stage 2, there is an expectation that pupils will continue to develop their oracy but also start to read short books and write using longer sentences. Pupils with an obvious aptitude for Welsh are given the chance to work with Bryncelynnog Comprehensive School and the help of the Athro Bro service of the LEA is sought.

11. Post Inspection Action Plan

The school was inspected by Estyn in March. Inspectors concluded that all aspects of the school such as pupil's work, standards of teaching, leadership and provision were graded as "**Good**" with the two key indicators, **Standards** and **Prospects for Improvement** both rated as "**Good**". Governors were very pleased to receive this report and are now responsible for drawing up an Action Plan to address the key issues raised by Inspectors during the inspection of the School. Parents were provided with a copy of the report produced by the inspectors and a copy was placed on the school website. The Action Plan will be placed on the website once it is produced prior to the end of term.

Governors monitor progress of the plan at their termly meetings. Details of progress will also be given in the termly newsletters produced by the school.

12. Term Dates and Holidays 2013 - 2014 Academic Year

	Terms Begins	Half Term Starts	Half Term Ends	Term Ends
Autumn 2013	Monday 2 nd September 2013	Monday 28 th October 2013	Friday 1 st November 2013	Friday 20 th December 2013
	75 days			
Spring 2014	Monday 6 th January 2014	Monday 24 th February 2014	Friday 28 th February 2014	Friday 11 th April 2014
	65 days			
Summer 2014	Monday 28 th April 2014	Monday 26 th May 2014	Friday 30 th May 2014	Monday 21 st July 2014
	55 days			
	TOTAL 195 days			

Schools will also be closed on Monday 2 September 2013 and Monday 21 July 2014 for LEA designated INSET days. There will be three further INSET days during the year.

Christmas Day	25 December 2013	Easter Monday	21 April 2014
Boxing Day	26 December 2013	May Day	5 May 2014
New Years Day	1 January 2014	Spring Bank Holiday	26 May 2014
Good Friday	18 April 2014	Summer Bank Holiday	25 August 2014

The School day is organised as follows;

Morning - 9.00a.m. to 12.15 p.m. (Juniors)
9.00 a.m. to 12 p.m. (Foundation Phase)
9.00 a.m. to 11.45 a.m. (Nursery)

Lunch break - all to 1.10 p.m.

Afternoon - 1.10 p.m. to 3.25 p.m.

13. Community Focused Schools

A community-focused school is one that: 'provides a range of services and activities', often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many

schools already provide some community services including adult education, study support, ICT facilities and community sports programmes'.

The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

The school works hard to foster links with our local community. Police officers visit the school regularly as part of the SAFE project and speak to every class over the course of a year. We have also worked with them to reduce the problems of parking at the start and end of the school day in conjunction with the Road Safety Team. Good links with them have also ensured that Yr2 children have taken part in Kerbcraft and Y6 have had cycle training.

We have used our community cluster worker to create a volunteer gardening group and regular contact is made with local businesses. We also have excellent links with local businesses such as SWALEC and Edwards Coaches. The PTA remains very strong and provides the school with excellent financial support for major projects.

Children and parents are extremely generous and this year have raised thousands of pounds for Ty Hafan, Children in Need, Comic Relief and our link school in Uganda. We have also supported local OAP groups and the Pontyclun Food Bank. Maesybryn Primary School is firmly part of the community.

14. Review of School Policies

The school has a large number of Policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/revised by staff/governors to incorporate changing trends and legislation. Further information is available by contacting the Head teacher during school time.

During the last 12 months the Governing Body has adopted new or reviewed policies for Child Protection, Safeguarding, all Health and buildings policies and all staffing policies. At the time of Inspection in March, all statutory and non-statutory policies were in place and all are available on our website.

15. Additional Learning Needs

The School's Policy for the Assessment of and Provision for pupils with additional learning needs is summarised as follows:

The School's policy for the identification, assessment and provision for pupils with Additional Learning Needs is consistent with the requirements of the Special Educational Needs Code of Practice for Wales issued by the Welsh Assembly Government in January 2002.

The School's Special Needs Co-ordinator (SENCO) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The SENCO also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the current academic year, on the date of the PLASC (Welsh Government) census:

46 pupils were on School Action/Early Years Action.

23 pupils were on School Action Plus/Early Action Plus (including those with Notes in Lieu).

No pupils were undergoing Statutory Assessment.

6 pupils had statements of Special Educational Needs.

During the 2012-2013 financial year over £34000 was allocated to meet the requirements of pupils with Additional Learning Needs in our mainstream. Additional funding is given to us to cover all costs of the two SEN classes; this is in the region of £175000. In addition, the Local Authority provided additional support for 12 pupils at the School Action Plus stage, including behavioural support; support for English as an Additional Language; Speech and Language support teachers and support for one child being taught at home whilst ill.

The policy is currently under review and was approved by Governors in Autumn 2012.

16. Access for Disabled Pupils

The governing body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 in drawing up the School Development Plan/Post Inspection Action Plan, and the day to day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and (ultimately) improve the access to the school.

17. Fabric of the Building

The building is generally in a good state of repair. Over the past year the following refurbishment/repairs have been carried out.

- Refurbishment of doors and floors in outside buildings.
- Secure area for bins and waste.

- New ramps to outside classes.
- Fencing to front of school to ensure pupil safety.
- General repairs to outside and inside by caretaker, including roofing.

Toilets in the school are modern and appropriate to the number and age of pupils. There are 31 individual toilets for 398 pupils. Toilets are cleaned daily and this is inspected by school staff and by spot checks by LEA. Good standards have been reported in these checks.

18. Target Setting

The implementation and review of the school's strategies and targets is documented in detail in the School Development Plan.

School targets are attached to this report as Appendix C. They include realistic and challenging targets for Year 2 and Year 6 as well as for whole school attendance.

19. Attendance Information

Listed below are the pupil attendance figures for the last three completed school terms.

Term	Attendance	Authorised Absences	Unauthorised Absences
Summer 2012	92.90%	6.4%	0.69%
Autumn 2012	93.4%	5.84%	0.52%
Spring 2013	94.83%	4.58%	0.43%

The school has been set a target of 94.4% attendance for the year to July 2013. The figures above show that this was achieved in the Spring term but not in the other two – this was due mainly to holidays and sickness. We take attendance very seriously and encourage pupils through reward systems such as the Wii for classes each week and termly individual certificates. Parents must during school time and this cannot be greater than 10 days in a year. The Head teacher is unable to authorise days beyond this figure and he can, with the Governing Body, refuse holiday for children with an attendance figure below 85%. We operate a first day response system for non-attendance and parents are able to inform school of illness via phone or e-mail and we rigorously enforce a 9.10am registration period. All parents of children whose attendance is below 90% in a term are written to by the school and all below 85% are referred to the Welfare Officer. Our aim by 2014 is to reach 95% attendance with no more than 0.25% unauthorised.

Absence from school is a contributing factor in low pupil achievement, so the Welsh Assembly Government is targeting improved attendance. Parents can help this situation by informing the school if they feel that there are any problems that are preventing pupils from attending or causing the pupil to feel that they do not want to attend school.

20. Admission/Transition Arrangements

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The schools admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Bryncelynnog Comprehensive School, however, pupils may apply to attend any secondary school they choose subject to compliance with the Authority's admissions policy.

21. Sporting and Musical Aims and Achievements

The school takes part in numerous sporting activities throughout the year including football, rugby, athletics and netball. We have had much success with football and rugby teams reaching local finals. All pupils have weekly PE sessions and our sporting aims are clearly detailed in our prospectus. A range of after school clubs are provided for; rugby, football, netball, badminton, tennis, athletics and dance. Our dance group perform in the Parc and Dare Theatre. All junior aged children have a term's block of weekly swimming in the Spring and Summer.

We aim to provide a healthy curriculum and instil a love of sport. We believe that children should enjoy physical activity but also develop a competitive nature. Many of our pupils have competed for clubs and some for the county in sports as diverse as rugby, cricket, swimming, dance, karate and archery.

We support a wide range of musical activities. Pupils receive lessons in guitar, violin and keyboard. Several pupils have achieved Grade 1 this year and the school paid for their examinations. Several pupils also attend the RCT Orchestra. The school choir have represented the school at a number of local festivals and events and always receive fantastic praise.

Maesybryn Primary School

PROVISIONAL FINANCIAL STATEMENT FOR 2012 - 2013

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
TEACHERS (including Headteacher/Supply/Reading support)	850904
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	62036
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	299730
.	Total: 1,211,860
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	17167
ENERGY	20930
RATES	10283
WATER	5833
CLEANING MATERIALS	17483
	Total: 71,696
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
SCHOOL EQUIPMENT AND FURNITURE	55272
POSTAGE	393
TELEPHONES	2882
INSURANCE	2066
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	12484
USE OF DISTRICT FACILITIES	1500
MISCELLANEOUS	18158
	Total: 92,755
TOTAL:	<u>£1,376,311</u>
<u>INCOME</u>	1213069
MISCELLANEOUS	167566
TOTAL	<u>£1380635</u> (Carry Fwd : £4324)

Appendix B – School Attainment Results

Key Stage 2. This summary report uses data for 2012 for LA and Wales comparative information

Maesybryn Primary School LA/School no: 674/2263

School comparative information: National Curriculum Assessments 2013

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

All Pupils	%		
	School 2013	LA 2012	Wales 2012
English	95	82	85
Welsh	0	81	84
Maths	91	85	87
Science	93	85	89
CSI	91	79	83

Boys	%		
	School 2013	LA 2012	Wales 2012
English	95	78	81
Welsh	0	76	79
Maths	86	83	85
Science	90	83	87
CSI	86	76	79

Girls	%		
	School 2013	LA 2012	Wales 2012
English	96	85	89
Welsh	0	85	88
Maths	96	86	88
Science	96	87	91
CSI	96	83	86

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year

Foundation Phase. This summary report uses data for 2012 for LA and Wales comparative information

Maesybryn Primary School LA/School no: 674/2263

School comparative information: Foundation Phase Outcomes 2013

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

NB. Figures include 3 pupils [boys] from SEN Class accounts for 4.9%

All Pupils	%		
	School 2013	LA 2012	Wales 2012
PSD	87	89	91
LCW	0	82	86
LCE	87	81	83
MDT	92	84	87
FPI	80	77	80

Boys	%		
	School 2013	LA 2012	Wales 2012
PSD	78	84	87
LCW	0	77	81
LCE	81	74	79
MDT	88	80	84
FPI	69	70	76

Girls	%		
	School 2013	LA 2012	Wales 2012
PSD	97	84	85
LCW	0	88	91
LCE	93	88	88
MDT	97	88	89
FPI	93	84	86

Notes:

1. - = No historical data available 2. Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE. 3. If there were no pupils a gap for that year

Appendix C – School Target Setting

Targets for Foundation Phase

	2012		2013	2014	2015
	School Actual Canlyniad Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol
PSD	94.3%	92.2%	91.8%	95.2%	94.3%
LLC (Eng)	86.8%	90.2%	90.2%	90.5%	90.6%
LLC (Cym)					
MD	88.7%	88.2%	90.2%	90.5%	90.6%
FPOI	86.8%		90.2%	90.5%	90.6%

Targets for Key Stage 2

	2012		2013	2014	2015
	School Actual Canlyniad Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol
English	83.1%	79.7%	93.2%	95.1%	82.6%
Maths	83.1%	81.4%	93.2%	95.1%	91.3%
Welsh (Cym)					
Science	84.8%	81.4%	93.2%	95.1%	91.3%

These figures include pupils in the two Special Classes.

Appendix D – Class Structure 2013/2014

- Class 1 – Mrs. J. Evans (Year 6)
Class 2 – Mr. P. Monk (Year 5/6)
Class 3 – Mr. C. Dowd (Year 4/5)
Class 4 – Mrs. P. Dobbins (Year 4)
Class 5 – Mrs. R. Price (Year 3/4) maternity covered by Mrs. J. Daniels
Class 6 – Mrs. E. Decaro (Year 3) Deputy Head
- Class 7 – Mrs. M. Hussey (SEN class)
- Class 8 – Mrs. K. Jones (Year 2)
Class 9 – Mrs. R. Utting-Lawson (Year 1/2)
Class 10 – Mrs. A. Street (Year 1) maternity covered by Mrs. S. Clark
Class 11 – Miss E. Jervis (Reception)
Class 12 – Mrs. E. Brown (Reception)
- Class 13 – Mrs. N. Bennell (SEN class)
- Class 14 – Mrs. A. Mertens (Nursery)
Class 15 – Mrs. S. Burton-Little (Nursery)