

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 2013-2014 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,

Mr. J. Fish

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 Anneli Phillips
Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Mr. J. Fish

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. Bunnage Cllr. B. Channon Cllr. B. Channon	LEA Minor Auth.	Council Members	6/7/2016 24/6/2017 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. L. Beard Mrs. N. Richards Mr. L. Channon	Parent	Parents	20/6/2014 6/10/2017 14/9/2016 16/10/2015
Mrs. N. Bennell	Teacher	Teaching Staff	31/8/2016
C. Richards	Staff	Non Teaching Staff	18/9/2015
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 June 2014 and then again in September 2015.

If, however, any Parent Governor(s) resigns 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 both Foundation Phase and Key Stage 2 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. **Two pupils in Year 6 were within our special provision and thus figures should be adjusted by adding 4.1% to each figure at Level 4.** Standards, therefore, have remained constant in English with 95.55% achieving Level 4, with a small dip at Level 5 to 35.55%. We are pleased that 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. Scores in Maths (93.2% L4 and 35.55% L5) and Science (95.55% L4 and 33.33% L5) both rose and are in line with our family and well above local and national averages.

At Foundation Phase, **two pupils are within the Special class and thus figures should be adjusted by adding 4.42% to each figure at outcome 5.** Thus for literacy 90.24% achieved the necessary outcome; in numeracy this was 95.12% and for personal development the figure was 95.12%. Once again, these figures compare well with other similar schools and are well above national and local figures. The percentage of pupils achieving the higher Outcome 6 also increased in literacy (29.2%) and personal development (53.7%), although there was a slight dip in Maths (26.8%).

7. Financial Statement – Period Covered 2013 - 2014

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2013/14.

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, however, parents should note the sections on uniform, attendance and Healthy Eating in particular. It will be updated once we have finalised staffing in light of the changes to our nursery provision.

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 has also been influenced by the recommendations of the Estyn report of March 2013. The Post Inspection Action Plan is central to this plan, although several of the action points have been successfully addressed, notably standards of Welsh.

The School Development Plan for the 2013/14 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 and officers of the local authority and the Central South Consortium. Further information on the current targets and progress being made are available on the school website. The main targets for the current year were to raise the standard of writing at the higher ability level: to implement the Literacy and Numeracy Framework; to improve standards of Welsh and to ensure consistency in the teaching of handwriting, presentation, the more able and talented (MAT) and marking. All will be completed by the end of July. A new SDP will be completed for September 2014 and posted on the school website. The three main targets will be to raise standards in mathematics; ensure excellent teaching across the school and to implement a new curriculum in line with the Welsh Assembly review.

Teaching and Learning at Maesybryn

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 or exceptional circumstances. Children, work most of their time, in groups according to their stage of development. However, 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 often 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 National Association for Able Children in Education (NACE) award for the teaching of More Able and Talented pupils in about 12 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.

Welsh was a recommendation in our recent inspection and we believe, and this is supported by local authority advisors, that it is now taught well and pupils reach a high standard by the time they reach Year 6.

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.

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.

11. Post Inspection Action Plan

The school was inspected by Estyn in March 2013. 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 were 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 can be found on our website and we believe that good progress has been made in addressing each point. We feel that the recommendation for Welsh has been met.

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

12. Term Dates and Holidays 2014 - 2015 Academic Year

	Terms Begins	Half Term Starts	Half Term Ends	Term Ends
Autumn 2014	Monday 1st September 2014	Monday 27th October 2014	Friday 31st October 2014	Friday 19th December 2014
	75 days			
Spring 2015	Monday 5th January 2015	Monday 16th February 2015	Friday 20th February 2015	Friday 27th March 2015
	55 days			
Summer 2015	Monday 13th April 2015	Monday 25th May 2015	Friday 29th May 2015	Monday 20th July 2015
	65 days			
	TOTAL 195 days			

Schools will be closed on Monday 4th May for the May Day holiday.

Schools will also be closed on Monday 1st September 2014 and Monday 20th July 2015 for LEA designated INSET days. There will be three further INSET days during the year.

Christmas Day	25 December 2014	Easter Monday	6 April 2014
Boxing Day	26 December 2014	May Day	4 May 2014
New Year's Day	1 January 2015	Spring Bank Holiday	25 May 2014
Good Friday	3 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 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 such as the recent purchase of play equipment for the infant yard.

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. The school has been nominated for a Pride of Britain Award for all of these efforts. 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. A new policy for Sex and Relationship Education has been adopted this year. All statutory and non-statutory policies are 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:

37 pupils were on School Action/Early Years Action.

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

1 pupil was undergoing Statutory Assessment.

6 pupils had statements of Special Educational Needs.

During the 2013-2014 financial year over £35000 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 10 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. From September 2014, all Reception and Nursery children will benefit from a Speech and Language Programme and identified pupils will receive additional support.

The policy will be reviewed by Governors in Autumn 2014.

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.
- 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. A recent Fire inspection found no significant issues.

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
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Summer 2013	85.92%	4%	0.54%
Autumn 2013	95.68%	3.95%	0.38%
Spring 2014	96.35%	3.16%	0.47%

The school has been set a target of 94.9% attendance for the year to July 2014. The figures above show that this was achieved in the Spring and Autumn terms but not in the Summer Term – this was due mainly to holidays. If the annual attendance for the school was at the summer level, we would be subject to very close scrutiny from the Welsh Assembly, the local authority and Estyn. Parents should be aware that local authority consultations are underway to remove the right to any holiday in term time and to fine those who abuse the system. 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 apply for any holiday 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 2015 is to exceed 95% attendance with no more than 0.25% unauthorised. Please help us achieve this by ensuring that children miss as little time as possible.

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. 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 and 2 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. Our guitar group will be performing at the RCT school festival in July.

22. Healthy Eating

The Governing Body of Maesybryn Primary School fully promotes the Healthy Eating agenda in the following ways;

- A healthy snack is provided each day to all pupils in Foundation Phase.
- Key Stage 2 pupils are encouraged to bring healthy snacks to school and sweets, chocolate and fizzy/sweet drinks are not allowed.
- Milk is offered to all Foundation Phase pupils and fresh water is available throughout the school from dispensers. Pupils are actively encouraged to drink during lesson time.
- School dinners conform to the WAG guidelines and are consistently rated by LEA inspectors as very good.
- Children take part in a number of food technology projects in school such as making healthy sandwiches.
- Children are taught about healthy choices during PSE and science lessons.

Maesybryn Primary School

PROVISIONAL FINANCIAL STATEMENT FOR 2013 - 2014

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
TEACHERS (including Headteacher/Supply/Reading support)	848,992
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	69,619
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	286,346
	Total: 1,204,957
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	22939
ENERGY	20593
RATES	10556
WATER	5156
CLEANING MATERIALS	9201
	Total: 68,445
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
SCHOOL EQUIPMENT AND FURNITURE	63,374
POSTAGE	186
TELEPHONES	2963
INSURANCE	63820
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	54300
USE OF DISTRICT FACILITIES	4328
MISCELLANEOUS	4680
	Total: 193,651
TOTAL:	<u>£1,467,053</u>
<u>INCOME</u>	1,270,638
MISCELLANEOUS	207,182
TOTAL	<u>£1,477,820</u> (Carry Fwd : £10,767)

Summary of National Curriculum Assessment results of pupils in the school (2014) and nationally (2013) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	2	2	2	60	34	0	94
	National	0	0	0	1	2	10	51	35	1	87
Oracy	School	0	0	0	2	0	2	62	34	0	96
	National	0	0	0	1	2	9	50	36	1	88
Reading	School	0	0	0	0	4	2	60	34	0	94
	National	0	0	0	1	2	10	48	38	1	87
Writing	School	0	0	0	2	2	13	57	26	0	83
	National	0	0	0	1	3	15	53	27	1	81

Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	0	0	*	0	2	11	56	30	1	87
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	*	0	0	0	2	9	55	33	1	89
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	0	0	*	0	2	11	53	33	1	86
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	0	0	*	0	3	17	57	22	0	79

Mathematics	School	0	0	0	0	4	6	55	34	0	89
	National	0	0	0	0	2	9	52	35	1	88

Science	School	0	0	0	0	2	6	60	32	0	91
	National	0	0	0	0	1	8	54	36	0	90

Core Subject Indicator	School	89.36
	National	84

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

The general expectation is that the majority of 11 year olds will attain level 4.

The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

KS2

% boys at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	6	0	6	72	17	0	89
	National	-	-	-	-	-	-	-	-	-	84
Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	-	-	-	-	-	83
Mathematics	School	0	0	0	0	6	11	56	28	0	83
	National	-	-	-	-	-	-	-	-	-	86
Science	School	0	0	0	0	6	11	61	22	0	83
	National	-	-	-	-	-	-	-	-	-	88

Core Subject Indicator	School	83. 33
	National	81

% girls at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	3	0	52	45	0	97
	National	-	-	-	-	-	-	-	-	-	91
Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	-	-	-	-	-	91
Mathematics	School	0	0	0	0	3	3	55	38	0	93
	National	-	-	-	-	-	-	-	-	-	89
Science	School	0	0	0	0	0	3	59	38	0	97
	National	-	-	-	-	-	-	-	-	-	92

Core Subject Indicator	School	93. 1
	National	88

D represents pupils who have been disappplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

The general expectation is that the majority of 11 year olds will attain level 4.

The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

Foundation Phase Outcomes 2014

SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

		N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	2	9	60	28	88
	National	0	0	0	0	1	2	11	56	30	30
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	0	0	0
	National	0	0	*	0	0	2	11	58	29	29
Mathematical Development (MDT)	School	0	0	0	0	2	0	7	65	26	91
	National	-	0	0	0	1	1	10	59	28	28
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	2	2	5	40	51	91
	National	-	0	0	0	0	1	5	47	46	46

There were 43 pupils in the group.

Foundation Phase Outcome Indicator	School	86
	National	83

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

Foundation Phase Outcomes 2014

SCHOOL & NATIONAL

The following table shows the percentage of **boys** attaining each outcome.

Boys		N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	3	13	53	30	83
	National	-	-	-	-	-	-	-	-	-	82
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	-	-	-	-	-	82
Mathematical Development (MDT)	School	0	0	0	0	3	0	10	57	30	87
	National	-	-	-	-	-	-	-	-	-	85
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	3	3	7	37	50	87
	National	-	-	-	-	-	-	-	-	-	90

There were 30 boys in the group.

Foundation Phase Outcome Indicator	School	80
	National	79

D represents pupils who have been disappplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination

Foundation Phase Outcomes 2014

SCHOOL & NATIONAL

The following table shows the percentage of **girls** attaining each outcome.

Girls		N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	0	0	77	23	100
	National	-	-	-	-	-	-	-	-	-	-
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	-	-	-	-	-	-
Mathematical Development (MDT)	School	0	0	0	0	0	0	0	85	15	100
	National	-	-	-	-	-	-	-	-	-	-
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	46	54	100
	National	-	-	-	-	-	-	-	-	-	-

There were 13 girls in the group.

Foundation Phase Outcome Indicator	School	100
	National	87

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

Appendix C – School Target Setting

Targets are for pupils to achieve either Outcome 5 at the end of Foundation Phase or Level 4 at the end of Key Stage 2. Figures include those children in the two Special Needs Classes and thus need to be adjusted each year to account for this as explained at the start of this report. Figures are not adjusted for new pupils entering the school after targets are set each September. On average, one child represents approximately 2%.

Targets are based on teacher assessment and national test results. They are reviewed each September and submitted to the local authority who analyse whether they match final results. This is discussed annually with the Governing Body.

Targets for Foundation Phase

	2013		2014	2015
	School Actual Canlyniad Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol
PSD	86.9%	91.8%	95.2%	90.7%
LLC (Eng)	86.9%	90.2%	90.5%	92.6%
LLC (Cym)				
MD	91.8%	90.2%	90.5%	92.6%
FPOI	85.96%	90.2%	90.5%	90.7%

Targets for Key Stage 2

	2013		2014	2015	2016
	School Actual Canlyniad Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol	School Target Targed Ysgol
English	95.5%	93.2%	95.1%	82.6%	92.2%
Maths	90.9%	93.2%	95.1%	91.3%	94.1%
Welsh (Cym)					
Science	93.2%	93.2%	95.1%	91.3%	94.1%

Appendix D – Class Structure 2014/2015

Class 1 – Mrs. J. Evans (Year 6)
Class 2 – Mr. P. Monk (Year 5/6)
Class 3 – Mr. C. Dowd (Year 5)
Class 4 – Mrs. P. Dobbins (Year 4)
Class 5 – Mrs. R. Price (Year 3/4)
Class 6 – Mrs. E. Decaro (Year 3) Deputy Head

Class LSC2 – Mrs. M. Hussey (SEN class)

Class 7 – Mrs. K. Jones (Year 2)
Class 8 – Mrs. R. Utting-Lawson (Year 1/2)
Class 9 – Mrs. A. Street (Year 1)
Class 10 – Miss E. Jarvis* (Reception/Year1)
Class 11 – Mrs. E. Brown (Reception)

Class LSC1 – Mrs. N. Bennell (SEN class)

Class 12/13 – Mrs. S. Burton-Little (Nursery)

Please note new class numbers which are needed for our LEA returns.

Children are placed in classes according to date of birth and the size of the class. The only exceptions are where a child would benefit from a different class due to their additional needs. A copy of the school policy on class setting is available on the school website.

[*now married will be known as Mrs Eades from September]