



Dear Parent/Guardian

**Governing Body Maesybryn Primary School**  
**Annual Parents Meeting**

I enclose for your information, a copy of the Governors Annual Report to Parents for the 2014-2015 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 percent of the parents 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,

*J. Fish*

**Chairperson of the 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 Ms. Anneli Phillips  
Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

#### 2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Mr. Jeff Fish

#### 3. Members of the Governing Body

The following people are currently members of the Governing Body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>	<b>Retirement Date</b>
Cllr. J. James Cllr. J. Bunnage Cllr. B. Channon Cllr. B. Channon Ms A Hooper	<b>LEA Minor Auth.</b>	<b>Council Members</b>	6/7/2016 24/6/2017 23/9/2019 23/9/2019 16/10/2018
Dr. R. Garwood Mrs. H. Hayward Mr. J.Fish Mr. L. Channon	<b>Community Governors</b>	<b>Governing Body</b>	23/09/2018 16/10/2019 30/06/2018 16/10/2019
Mrs. L. Beard Mrs. N. Richards Mr M Wells Mr. P. Maber Mrs L Holland	<b>Parent</b>	<b>Parents</b>	6/10/2017 07/10/2016 16/10/2019 17/06/2018 16/10/2019
Mrs. S. Burton- Little Mrs R.Price	<b>Teacher</b>	<b>Teaching Staff</b>	28/09/2019 22/09/2018
Mrs. A. Moore	<b>Staff</b>	<b>Non Teaching Staff</b>	28/09/2019
S. Roberts	<b>Headteacher</b>		

When fully constituted this governing body is made up as follows

<b>LEA Representatives</b>	4
<b>Parent Governors</b>	5
<b>Staff Representative</b>	1
<b>Headteacher</b>	1

<b>Community Governors</b>	4
<b>Teacher Governor(s)</b>	2
<b>Minor Authority (if applicable )</b>	1
<b>Total</b>	18

**4. Resolutions**

There were no resolutions passed at the last meeting.

**5. Election of Parent Governors**

A recent election of parent governors resulted in two positions being filled. The next election is due to take place in September 2016.

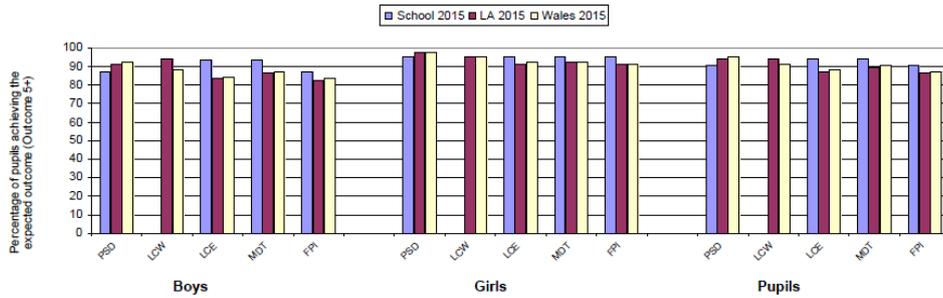
**6. School Performance Data**

Below is a table showing the results of the pupil's performance at the end of the Foundation Phase and following the end of Key Stage 2 assessments. These results include those of pupils in our special classes. At Foundation Phase four pupils were in the class and this represented 8% of the cohort. At Key Stage 2 there were also four children in the class, representing 7.7% of the cohort. Care should be taken in comparing our results with other schools where there is no such special provision.

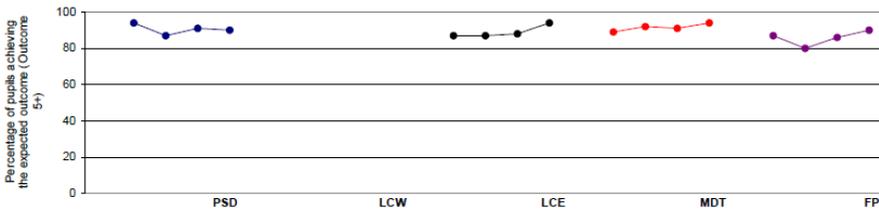
**School comparative information: Foundation Phase Outcomes 2015 with benchmarking**

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

	Boys			Girls			Pupils		
	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015
PSD	87	91	92	95	97	97	90	94	95
LCW	0	94	88	0	95	95	0	94	91
LCE	93	83	84	95	91	92	94	87	88
MDT	93	86	87	95	92	92	94	89	90
FPI	87	82	83	95	91	91	90	86	87



**School Performance over time (2011 - 2015)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals. School's results shown in greyed boxes. Column headings refer to...

- Quarter 1 School is in the top 25 per cent.
- Quarter 2 School is in the top 50 per cent but not the top 25 per cent.
- Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group  
**More than or equal to 8 per cent and up to 16 per cent eligible for FSM**

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
PSD	90	96		100		100	
LCW		87		93		100	
LCE		89		94	94	98	
MDT		89		93	94	98	
FPI		85	90	91		97	

The benchmarks have been calculated using a three-year average for Free School Meal data.

- As can be seen the school performs above the national averages in all subjects except for PSD which is Personal and Social Development, an area particularly difficult for children in a Communication Disorder Class. If data for these children was removed, then the school would be placed in Quarter 1 for Maths and literacy, both scoring 100%. At FPh the school outperformed national and local averages in all subject areas for pupils achieving Outcome 5. LLD,MD and FPhI scores were above the family average after disaggregation.
- The school performed above national and local averages for overall Outcome 6 results (above the expected level) in all subject areas and was placed in the upper quartile for LLD and MD. This is a big improvement on previous years and linked to clear target setting, review and cluster moderation.

This report uses data for 2015 for LA and Wales comparative information

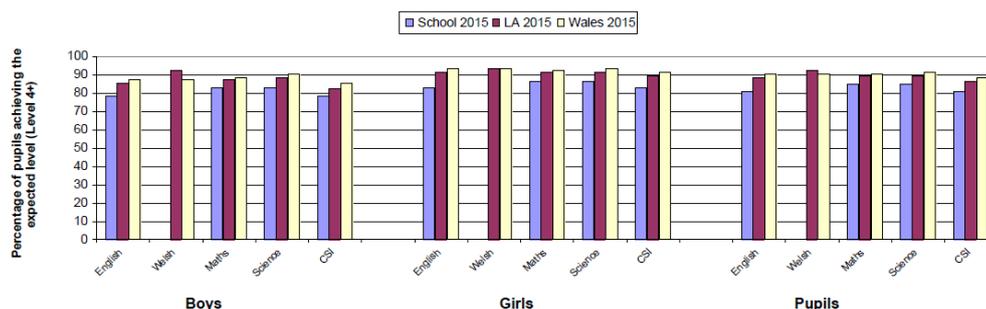
Maesybryn Primary School  
Rhondda Cynon Taf

LA/School no: 674/2263

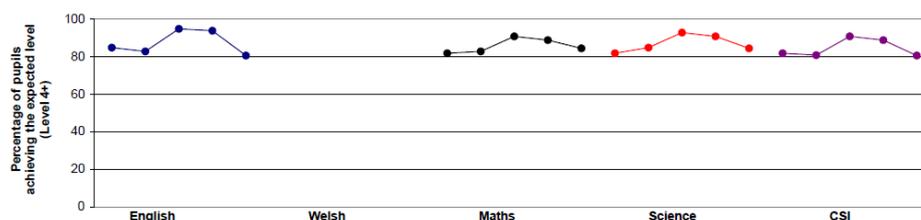
**School comparative information: National Curriculum Assessments 2015 with benchmarking**  
**Key Stage 2**

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

	Boys			Girls			Pupils		
	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015	School 2015	LA 2015	Wales 2015
English	78	85	87	83	91	93	81	88	90
Welsh	0	92	87	0	93	93	0	92	90
Maths	83	87	88	86	91	92	85	89	90
Science	83	88	90	86	91	93	85	89	91
CSI	78	82	85	83	89	91	81	86	88



**School Performance over time (2011 - 2015)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals. School's results shown in greyed boxes. Column headings refer to...

- Quarter 1 School is in the top 25 per cent.
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Free School Meal Group  
**More than or equal to 8 per cent and up to 16 per cent eligible for FSM**

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English	81	91		95		100	
Welsh		88		93		100	
Maths	85	91		95		100	
Science	85	93		97		100	
CSI	81	89		93		100	

The benchmarks have been calculated using a three-year average for Free School Meal data.

- Results for Key Stage 2 were affected by the 7.7% of the cohort who were placed in the special class but also by new children arriving into the year group after Christmas 2014. Seven children (13% of cohort) came from other schools, several with particular needs. The vast majority of pupils (95%) make the expected two level gain from Year2 with a significant minority (23%) making a gain of three levels, especially in English. Many of those who did not make a two level gain were new to the school after Y3 or were identified as having special needs. It should be noted that 25% of the cohort were not present at Y2 and 7 children were new to the school partway through Y6. This is the second year of this pattern.

- At KS2, the trend has been flat over the last three years and above 93%, once SEN pupils are disaggregated. There was a dip in this figure in 2015 but results exceeded Fischer Family Trust targets set for the school and based on individual pupil progress.

Abbreviations:

LLC – Literacy, Language and Communication

MD – Mathematical Development

PSD – Personal, Social Development

FSM – Free School Meals

FPh – Foundation Phase

KS2 – Key Stage 2

FPI/CSI – Foundation Phase/Core Subject Indicator – pupils who achieve the expected level in each area or subject.

## **7. Financial Statement – Period Covered 2014 - 2015**

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2014/15.

## **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. A copy is available on the school website or from the school office.

Parents are informed if any amendments are made to the existing prospectus that are not due to staff changes. In the last twelve months there have been changes to the prospectus in respect to attendance, complaints procedures, staffing and Nursery provision.

## **9. School Improvement Plan (SIP)**

Governors are responsible for drawing up (in conjunction with staff) the School Improvement 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.

The School Improvement Plan for the 2015/16 academic year has been 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 will be available at the meeting. The SIP is also available on the school website.

## Priorities for: 2015 – 16

Targets		Why a priority?	Funding Allowance
<b>Target 1</b>	Numeracy –Raise standards of numeracy across the curriculum and assess the impact on pupil progress of recent initiatives through peer review and accurate testing.	Big Maths a focus of last cycle. Impact seen on numeracy scores but need to be higher, especially >115	EIG 15hrs pw £4680 LSA PDG 6hrs p.w £1872 LSA EIG 1hr p.w MAT teacher £2700 SIG 2days £250 Supply teacher
<b>Target 2</b>	Literacy – Ensure consistency in the teaching of reading and writing across the school and assess impact on standards of Big Write and guided reading.	Reading scores improved in some year groups but not all. Need to ensure consistency in reading.	£6000 Budget EIG MAT £2700 1hr teacher p.w  2 days supply £250 SIG
<b>Target 3</b>	Assessment – Ensure a school wide system of formative and summative assessment which accurately tracks all pupils, raises standards in each class and impacts upon planning and expected progress.	Good use of Incerts but new staff unsure of levelling and a need to formally test pupils to ensure clear TA and to raise standards.	£500 reading assessment
<b>Target 4</b>	Welsh – Raise standards of Welsh across the school and ensure consistency in the use of the new scheme of work leading to improved standards in all year groups.	Whilst standards are deemed GOOD at Y6, Athro Bro found that elsewhere this was not consistent.	Nil

### **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 for 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 maximize 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 along with Big Maths and we have adopted the “Big Write” programme for writing each Fortnight. We use the Cornerstone curriculum to ensure coverage of the National Curriculum within interesting and stimulating topics. Information on all of these 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. Children are arranged by educational need rather than age

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.

<u>Class Organisation</u>			
Class 1	Y6	Mrs. J. Evans	33
Class 2	Y5/6	Mrs. J. Daniels	34
Class 3	Y4/5	Mr. C. Dowd	35
Class 4	Y4	Mrs P. Dobbins	29
Class 5	Y3/4	Mrs. R. Williams	27
Class 6	Y3	Mrs. R. Price	28
Class 8	Y2	Mrs. S. Burton-Little	26
Class 9	Y2	Mrs K Jones	25
Class 10	Y1	Mrs Utting Lawson/Miss Olfield	24
Class 10	Y1	Mrs. A. Street	24
Class 11	Rec	Miss. C. Walker	29
Class 12	Rec	Mrs. E. Brown	30
Nursery		Mrs. B. Evans(HLTA)	44
SEN Class	KS1	Mr. G. Edwards	7
SEN Class	KS2	Mrs. M. Hussey	10
			<b>404</b>

## **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.

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 2015/2016 Academic Year**

	<b>Terms Begins</b>	<b>Half Term Starts</b>	<b>Half Term Ends</b>	<b>Term Ends</b>
<b>Autumn 2015</b>	<b>1<sup>st</sup> September 2015</b>	<b>26<sup>th</sup> October 2015</b>	<b>30<sup>th</sup> October 2015</b>	<b>18<sup>th</sup> December 2015</b>
	<b>74 days</b>			
<b>Spring 2016</b>	<b>4<sup>th</sup> January 2016</b>	<b>15<sup>th</sup> February 2016</b>	<b>19<sup>th</sup> February 2016</b>	<b>24<sup>th</sup> March 2016</b>
	<b>54 days</b>			
<b>Summer 2016</b>	<b>11<sup>th</sup> April 2016</b>	<b>30<sup>th</sup> May 2016</b>	<b>3<sup>rd</sup> June 2016</b>	<b>20<sup>th</sup> July 2016</b>
	<b>67 days</b>			
	<b>TOTAL 195 days</b>			

Schools will also be closed for 5 INSET days. These will be on 1.9.15;  
2.11.15; 3.11.15; 24.3.16 and 6.6.16

All schools will be shut on 2<sup>nd</sup> May 2016 for the May Day Bank Holiday

**Significant Dates:**

Christmas Day	25 December 2015	Easter Monday	28 <sup>th</sup> March 2016
Boxing Day	26 December 2015	May Day	2 <sup>nd</sup> May 2016
New Years Day	1 January 2016	Spring Bank Holiday	30 <sup>th</sup> May 2016
Good Friday	25 <sup>th</sup> March 2016	Summer Bank Holiday	28 <sup>th</sup> August 2016

The Welsh Assembly Government may decide to allocate additional INSET days, schools will be informed of these at the appropriate time.

The School day is organised as follows;

<b>Morning</b> -	8.55a.m. to 12.15 p.m. (Juniors) 8.55 a.m. to 12 p.m. (Foundation Phase) 8.55 a.m. to 11.55 a.m. (Nursery)
<b>Lunch break</b> -	all to 1.10 p.m.
<b>Afternoon</b> -	1.10 p.m. to 3.25 p.m. (Juniors and FPhase) 12.25pm to 3.25pm (Nursery)

### **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. We have also supported local OAP groups

and the Pontyclun Food Bank. Maesybryn Primary School is firmly part of the community.

The School Council is an important part of our school community and reports directly to the Governing Body. It is made up of elected pupils from each class of the school (Y1 – 6) and it is involved in a number of key areas of the school. During the last year, the children were involved in developing a new marking policy; were consulted on the new curriculum; were part of the selection process for the new Deputy Head teacher; interviewed Mick Antoniw AM and visited the Senedd. New representatives have been elected for the new academic year. Pupils are also elected to the Eco-Committee and the Sikusi Link Committee

#### **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, Complaints, Attendance and several staffing policies. 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 Additional Learning Needs Co-ordinator (ALNCO) 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 ALNCO 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:

21 pupils were on School Action/Early Years Action.

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

2 pupil was undergoing Statutory Assessment.

7 pupils had statements of Special Educational Needs.

During the 2014-2015 financial year over £38000 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 and Speech and Language support teachers. Since 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 spring 2016.

## **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.
- Repairs to boilers and water heating system.
- General repairs to outside and inside by caretaker, including roofing.
- The replacement of all taps with push-taps to reduce water consumption.

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. There is an urgent need to tackle the lack of space, the state of tarmac around the school and the security of the entrance to the school and Reception area. These have been reviewed by the LA and Governors and a plan of works exists for the autumn holiday.

## 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 available upon request from the Headteacher. 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
Autumn 2014	95.57%	3.56%	0.87%
Spring 2015	95.72%	4.01%	0.27%
Summer 2015	95.26%	3.95%	0.79%

The school was set an ambitious target of 96% attendance for the year to July 2015. Our final figure, overall, was 95.6% which was below our target and was due to increased levels of sickness due to a major stomach virus in May and unusually higher sickness at the end of the summer term and at the start of the autumn term. 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 96%. If parents take unauthorised holiday, a Fixed Penalty Notice will be issued 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 target for 2015/16 is 96.1% attendance with no more than 0.5% 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 Aims and Achievements**

The school takes part in numerous sporting activities throughout the year including football, rugby, athletics, cross country 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 have performed 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 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. Our guitar group performed at the RCT school festival in July.

SCHOOL

## PROVISIONAL FINANCIAL STATEMENT FOR 2014/2015

<b><u>EMPLOYEE COSTS</u></b>	<b><u>Total Spent</u></b>
TEACHERS (including Headteacher/Supply/Reading support)	864,875
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	78,747
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	353,513
<b><u>PREMISES RELATED</u></b>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	23,227
ENERGY	16,650
RATES	10,761
WATER	4952
CLEANING MATERIALS	4,555
<b><u>SUPPLIES, SERVICES AND OTHER EXPENSES</u></b>	
SCHOOL EQUIPMENT AND FURNITURE	56,027
POSTAGE	310
TELEPHONES	2,427
INSURANCE	3,141
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	50,372
USE OF DISTRICT FACILITIES	4,715
MISCELLANEOUS	37,235
TOTAL:	<u>1,511,507</u>
<b><u>INCOME</u></b>	1,491,651
MISCELLANEOUS	50,156
TOTAL	1,541,807