

**To: Parents/Guardians of Pupils
Attending Maesybryn Primary
School**

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 2011-2012 academic year.

Under the regulations relating to the holding of a meeting to consider the Governors Annual Report to Parents, under the Education Act 2002 (Transitional Provisions and Consequential Amendments) (Wales) Regulations 2005, require governors to determine whether a meeting will be held by canvassing parents views.

In line with these regulations **you are requested to** complete the attached slip and return it to your child's school if you wish the meeting to go ahead.

I will contact you further **to advise of the date, time and venue should the meeting go ahead.**

Yours sincerely,

Chairperson of the Governing Body

Governors Annual Report to Parents – Maesybryn Primary School

I request that the governing body of the above named school hold an annual parents meeting.

Name _____ (please print)

Signature _____

Date _____

To be returned to school by no later than 6th July 2012

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 Vacancy	LEA Minor Auth.	Council Members	6/7/2012
Cllr. B. Channon Cllr. B. Channon	LEA LEA		23/9/2015 23/9/2015
Dr. R. Garwood Miss D. Lewis Mrs. H. Haywood	Community Governors	Governing Body	16/11/2012 16/11/2012 7/11/2015
Mr. J. Fish Mr. N. Harris Mrs. G. Laugharne Mr. L. Channon	Parent	Parents	25/5/2014 14/9/2012 14/9/2012 16/9/2015
J. Evans	Teacher	Teaching Staff	31/8/2012
C. Richards	Staff	Non Teaching Staff	11/9/2015
S. Roberts	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	3	Community Governors	3
Parent Governors	4	Teacher Governor(s)	2
Staff Representative		Minor Authority (if applicable)	1
Headteacher		Total	

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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 September 2012.

If, however, any Parent Governor(s) resign before this date arrangements will be made for an election to be undertaken at the appropriate time.

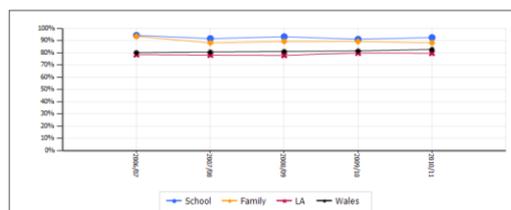
6. School Performance Data

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 assessments (Appendix B). It is important to note that these figures include pupils within our Special Needs classes 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. As a result, **all figures for Key Stage 2 should be increased by 10.1% for those obtaining Level 4**. Thus the score for English is 93%; Maths 93% and Science 95% with a Core subject indicator of 91.46%. When this is done, our results compare very well with similar schools in our Family.

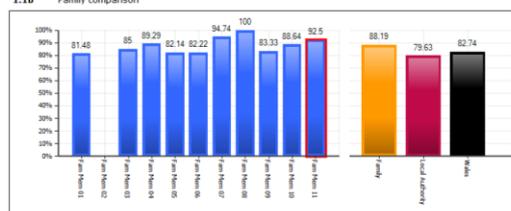
At Foundation Phase, **four pupils are within the Special class and thus figures should be adjusted by adding 7.5% to each figure at outcome 5**. Thus for literacy 94.5% achieved the necessary outcome; in numeracy this was 96.5% and for personal development the figure was 100% since some SEN pupils did achieve the required level. Once again, these figures will compare well with other similar schools. However, as this is the first year that outcomes have been reported, there is no data to compare until September.

Below are two graphs to show performance last year against our family of schools. No children were in Year 2 and the Special class but **7.8% should be added to Key Stage 2 figures for 2011 and 4.6% for 2010. No children were in the SEN class in 2009.**

Foundation Phase

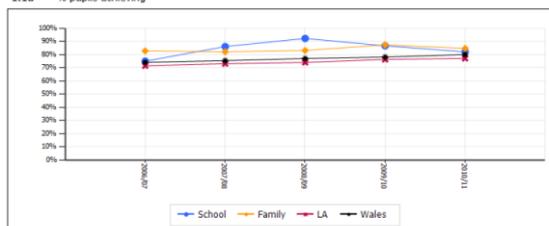


1.1b Family comparison

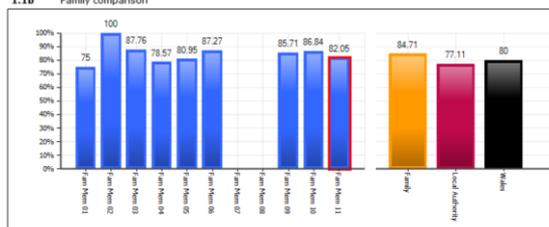


Key Stage 2

1.1a % pupils achieving



1.1b Family comparison



Even with the issues of SEN classes, the school performs above local and national levels. Without the classes, standards have remained constant at both key stages.

7. Financial Statement – Period Covered 2011 - 2012

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2011/12. Information on the 2012/13 budget will be available at the meeting.

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 Infant to Junior school or Junior/ Primary to Comprehensive School. Copies are available from the school office and on the school website.

Parents are informed if any 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.

The School Development Plan for the 2011/12 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 main targets for the current year are the movement of the Nursery; raising standards of writing, maths and science; further development of the outdoor environment and the monitoring of standards in all classes. All will be completed by the end of July. A new SDP will be completed for September 2012 and posted on the school website.

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 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.

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.

The school promotes the use of Welsh in all classes and during break times and school assemblies. All staff use Welsh incidentally and children are encouraged to use more complex sentences as they progress through the school.

Pupils in Foundation Phase and Key Stage 2 also receive weekly lessons to develop new language patterns. In Years 5 and 6, a Welsh speaking teacher is employed to extend the oral use of Welsh. All children in the school, including our Special Needs pupils, use the language. Formal assessment is passed to our local secondary school at the end of Year 6.

11. Post Inspection Action Plan

Governors are responsible for drawing up the Action Plan to address any key issues raised by Inspectors during the (external) inspection of the School. Parents are provided with a copy of the summary report produced by the inspectors. Governors monitor progress of the plan at their termly meetings. More detailed information on the progress made will be given at the meeting if required. The school is due to be inspected in the next academic year.

12. Term Dates and Holidays 2012/2013 Academic Year

	Terms Begins	Half Term Starts	Half Term Ends	Term Ends
Autumn 2012	Monday 3rd September 2012	Monday 29th October 2012	Friday 2nd November 2012	Friday 21st December 2012
	75 days			
Spring 2013	Monday 7th January 2013	Monday 11th February 2013	Friday 15th February 2013	Friday 22nd March 2013
	50 days			
Summer 2013	Monday 8th April 2013	Monday 27th May 2013	Friday 31st May 2013	Monday 22nd July 2013
	70 days			
TOTAL 195 days				

Schools will also be closed on Monday 3rd September 2012 and Monday 22nd July 2013 for LEA designated INSET days. There will be three further INSET days during the year.

Any closure(s) for election purposes are to be balanced during the academic year.

Significant Dates:

Christmas Day	25 December 2012	Easter Monday	1 April 2013
Boxing Day	26 December 2012	May Day	6 May 2013
New Years Day	1 January 2013	Spring Bank Holiday	27 May 2013
Good Friday	29 March 2013	Summer Bank Holiday	26 August 2013

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;

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 business 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 Hafen, Children in Need, Comic Relief and our link school in Uganda. In addition two members of staff were awarded grants to visit Africa. 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, Marking, Handwriting and Presentation, Equality and all National Curriculum subjects. It will review and amend all Health and buildings policies in Autumn 2012 and all staffing policies that have not been reviewed in the last 2 years.

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 census:
34 pupils were on School Action/Early Years Action.
32 pupils were on School Action Plus/Early Action Plus (including those with Notes in Lieu).
1 pupils were undergoing Statutory Assessment.
3 pupils had statements of Special Educational Needs.

During the 2011-2012 financial year over £30000 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.

The policy is currently under review and will be approved by Governors in the Autumn.

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 SEN building as a Nursery.
- Toilets fitted to former Nursery for KS2 children.
- Classroom adapted for Infant SEN class.
- Outdoor shelters installed for foundation Phase pupils.
- New ramps to outside classes.
- Fencing to front of school to ensure pupil safety.
- New CCTV cameras installed.
- Soft play area and outdoor equipment store installed.
- General repairs to outside and inside by caretaker.

Toilets in the school are modern and appropriate to the number and age of pupils. There are 31 individual toilets for 390 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 2011	92.1%	7.0%	1.0%
Autumn 2011	94.7%	4.8%	0.5%
Spring 2012	94.9%	4.7%	0.4%

The school has been set a target of 94.2% attendance for the year to July 2012. The figures above show that this has been achieved. However, we take attendance very seriously and encourage pupils through reward systems such as the Wii for classes each week and termly individual certificates. Parents are encouraged to apply for holidays of no more than 10 days in a year and we operate a first day response system for non-attendance. 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 85% in a term are written to by the school and all below 80% are referred to the Welfare Officer. From September 2012 Governors have agreed that this will become 90% and 85%. Our aim by 2014 is to reach 95% attendance and 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 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 performed in the Parc and Dare Theatre. Yr. 6 have weekly swimming in the Spring and from September all junior pupils will visit the pool for a block of 12 lessons.

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 compete for clubs and some for the county in sports as diverse as rugby, cricket, swimming, dance, karate and archery.

22. Staffing

Since September 2011 there have been several staff changes. We were pleased to welcome back Mrs. Street, Mrs. Price and Mrs. Burton Little to school following their maternity leave. Mrs. Clarke was appointed to the nursery and has brought a wealth of experience with her. A school's most valuable asset is its staff and we are lucky to have such enthusiastic and hardworking members of staff at Maesybryn. We are also lucky to have so many volunteers who come into the school, all of whom help the children learn and gain new experiences.

In the event that a meeting is held should you wish to raise any relevant business at the meeting I should be grateful if you would advise me in advance by telephoning the Headteacher on _____ fax _____ or e-mail _____ in order that a reply may be given. However, I must point out that this will not preclude you from discussing any other relevant matters raised at the meeting.

Should you have any queries on this matter please do not hesitate to contact me.

Yours sincerely,

Insert name
Chairperson of the Governing Body of _____ School.

SCHOOL

PROVISIONAL FINANCIAL STATEMENT FOR 2011/2012

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
TEACHERS (including Headteacher/Supply/Reading support)	£812204
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	£76866
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	£250573
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	£18673
ENERGY	£22500
RATES	£9737
WATER	£15198
CLEANING MATERIALS (inc. cleaning contract)	£16250
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
SCHOOL EQUIPMENT AND FURNITURE	£42899
POSTAGE	£400
TELEPHONES	£3000
INSURANCE	£1686
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	£11089
USE OF DISTRICT FACILITIES	£1500
MISCELLANEOUS	£836
TOTAL:	<u>£1283411</u>
<u>INCOME</u>	
MISCELLANEOUS	Nil
TOTAL	£1297091

Appendix B – School Performance

Tables for Key Stage 2 and Foundation Phase are attached. School figures given include SEN class children and thus 10.1% should be added to Key Stage 2 figures for Level 4+ and 7.5% for Outcome 5 at Foundation Phase.

Foundation Phase Outcomes 2012

SCHOOL RESULTS

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

	N	D	W	1	2	3	4	5	6	A	Results
Language, Literacy, and Communication Skills in English	0	0	0	0	0	4	9	68	19	0	53
Language, Literacy, and Communication Skills in Welsh	0	0	0	0	0	0	0	0	0	0	0
Mathematical Development	0	0	0	0	0	6	6	57	32	0	53
Personal and Social Development, Well-being and Cultural Diversity	0	0	0	0	0	6	0	45	49	0	53

There were 53 pupils in the group.

Summary of National Curriculum Assessment results of pupils in the school (2012) and nationally (2011) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	2	5	10	56	24	3	83
	National	0	0	0	0	0	1	3	13	53	30	0	83
Oracy	School	0	0	0	0	0	0	5	8	58	29	0	86
	National	0	0	0	0	0	1	2	12	52	32	0	84
Reading	School	0	0	0	0	0	2	5	10	54	25	3	83
	National	0	0	0	0	0	1	3	13	49	34	0	83
Writing	School	0	0	0	0	0	2	8	25	44	15	5	64
	National	0	0	0	0	0	1	4	18	53	23	0	77

Cymraeg	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	*	0	0	*	0	1	4	13	56	26	0	82
Oracy	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	*	0	0	*	0	1	3	11	54	30	0	84
Reading	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	*	0	0	*	0	1	3	13	53	29	0	82
Writing	School	0	0	0	0	0	0	0	0	0	0	0	0
	National	*	0	0	*	0	1	5	21	55	18	0	73

Mathematics	School	0	0	0	0	0	0	7	10	59	22	2	83
	National	0	0	0	0	0	1	2	12	54	31	0	85

Science	School	0	0	0	0	0	0	7	8	64	20	0	85
	National	0	0	0	0	0	0	2	10	56	31	0	87

Welsh Second Language	School	0	0	0	0	0	0	31	29	32	8	0	41
	National	0	0	0	0	0	2	10	35	45	6	0	51

Core Subject Indicator	
School	81.36
National	80

Appendix C – Targets (including SEN children)

As can be seen, all realistic targets were exceeded and challenging ones almost met.

Foundation Phase	2012 Current Year 2			
	Number of children in cohort	51		
Number of boys in cohort	23			
Number of girls in cohort	28			
	Realistic		Challenging	
	No.	%	No.	%
Personal and Social Development, Well-Being and Cultural Diversity Outcome 5+ (English medium schools only)	47	92.1%	48	94.1%
Language, Literacy and Communication Skills Outcome 5+	46	90.1%	47	92.1%
Mathematical Development Outcome 5+	45	88.2%	46	90.1%
Personal and Social Development, Well-Being and Cultural Diversity Outcome 6+ (English medium schools only)	12	23.5%	15	29.4%
Language, Literacy and Communication Skills Outcome 6+	12	23.5%	15	29.4%
Mathematical Development Outcome 6+	15	29.4%	17	33.3%

Key Stage 2	2012 Current Year 6			
Number of pupils in cohort	59			
Number of boys in cohort	38			
Number of girls in cohort	21			
	Realistic		Challenging	
	No.	%	No.	%
English Level 4+	47	79.6%	49	83.1%
Welsh Level 4+ <i>(Welsh medium schools only)</i>		%		%
Mathematics Level 4+	48	81.3%	51	86.4%
Science Level 4+	48	81.3%	51	86.4%
CSI	47	79.6%	49	83.1%
English Level 5+	18	34%	20	37.7%
Welsh Level 5+ <i>(Welsh medium schools only)</i>		%		%
Mathematics Level 5+	16	27.1%	19	32.2%
Science Level 5+	17	28.8%	20	33.8%