



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 2016-2017 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 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,

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 Mrs. Anneli Hunt
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.

Name	Category of Governor	Appointed By	Retirement Date
Cllr. Joel James Vacancy Mr. Bernard Channon Mrs. Bev Channon Cllr. Sep Bristo	LEA Minor Auth.	Council Members	6/7/2020 23/9/2019 23/9/2019 15/5/21
Vacancy Mr. Jeff Fish Mr. Lance Channon Vacancy	Community Governors	Governing Body	13/12/2019 30/06/2018 6/10/2019
Mrs. Cerys Francis Mrs. Natalie Richards Mr Chris Wells Mr. Paul Maber Mrs Lori Hollard	Parent	Parents	18/10/2021 06/11/2020 18/10/2019 17/06/2018 18/10/2019
Mrs.Sarah Burton-Little Mrs Rebecca Price	Teacher	Teaching Staff	28/09/2019 22/09/2018
Mrs. Alison Moore	Staff	Non Teaching Staff	28/09/2019
Mr. Simon Roberts	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	4
Parent Governors	5
Staff Representative	1
Headteacher	1

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

4. Resolutions

There were no resolutions passed at the last meeting as no meeting was held last year.

5. Election of Parent Governors

A recent election of parent governors resulted in one position being filled. The next election is due to take place in June 2018.

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 three pupils were in the class and this represented 6% of the cohort. At Key Stage 2 there were also three children in the class, representing 5% of the cohort. Care should be taken in comparing our results with other schools where there is no such special provision.

Foundation Phase

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

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	-	-	-	0	0	2	0	0	6	12	44	36	80
	National	-	-	-	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.2	88
Language, Literacy, and Communication Skills in Welsh (LCW)	School	-	-	-	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	0	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	90.7
Mathematical Development (MDT)	School	-	-	-	0	0	2	0	0	6	12	44	36	80
	National	-	-	-	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.4	89.9
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	2	0	2	2	6	36	52	88
	National	-	-	-	-	0.4	0.3	0.2	0.4	1	3.3	35.5	58.9	94.5

There were 50 pupils in the group.

Foundation Phase Outcome Indicator	School	76
	National	87

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

D- Disappled; W – Working Towards; 1-6 – Outcome levels

There were 50 pupils in the group. The expected level is Outcome 5

After disaggregation (removing the results of those in the SEN class), 85.11% achieved O5 in Language and Maths. The FPi was 80.85% which represents a big fall from last year but SEN issues must be at the base of the context. The trend at O5 has been a drop at LLC after a period of growth. (90.24% in 2014 to 95.92% in 2016). Maths had stayed relatively constant at over 93% but a slight downward trend since 2014. This year is an exception. FPi had been rising steadily before 2017. Standards in PSE were at 93.6% for Outcome 5, which represents a slight fall from last year but is in line with the cohort needs. Over 55% of mainstream pupils attained Outcome 6.

Despite the issues above, O6 scores continued an upward trend from 29% for LLC and 26% in MD in 2014 to 38% in both in 2017.

Key Stage Two

Summary of National Curriculum Assessment results of pupils in the school (2017) and nationally (2016) 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	4	9	46	40	0	86
	National	0.1	0.4	0.3	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0	0	0	0	5	7	47	40	0	88
	National	0.1	0.4	0.3	0.5	1.4	6.9	47.1	41.7	1.7	90.5
Reading	School	0	0	0	2	4	9	46	40	0	86
	National	0.1	0.4	0.3	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0	0	0	2	4	18	65	12	0	77
	National	0.1	0.4	0.3	0.5	2.0	11.3	51.5	32.5	1.3	85.4

Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.2	7.4	52.8	36.6	1.4	90.8
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.1	6.4	51.4	39.1	1.5	92.0
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.3	8.3	50.7	37.4	1.7	89.8
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	*	0.2	0.0	0.3	1.6	12.3	55.5	28.8	1.2	85.5

Mathematics	School	0	0	0	4	2	5	56	33	0	89
	National	0.1	0.4	0.3	0.4	1.4	7.4	47.8	41.5	1.6	91.0

Science	School	0	0	0	4	2	5	53	37	0	89
	National	0.1	0.4	0.3	0.4	1.3	5.8	49.2	42.3	0.2	91.7

Core Subject Indicator	School	86
	National	88.6

D - Disapplied; NCO1,2,3 – National Curriculum Outcome levels 1-3; 1 -6 – National Levels (L4 is expected level)

After disaggregation, 90.74% achieved L4 in English and 94.44% in Maths. The CSI was 90.74%. This represents a slight fall from last year but regard must be given to the cohort profile.

The trend at L4 in English has been downward since 2014 (95.56% to 90.74%) but in Maths there has been an upward trend since 2014 of 1%. CSI has dropped from 2014 (93.3% to 90.7). In science, 93% achieved Level 4. However, at L5 the trend has been upward in English since 2014 (35.56% to 42.59%) whilst in Maths it has remained at about 35%. In Science, the trend has been similar. Big drops were seen this year from the heady heights of last year but overall we should be positive about the trend.

Standards of work in books has been consistently judged as good by internal moderation, Challenge advisor scrutiny and the outcomes of the Peer Review. Overall, standards are good and nearly all pupils (>90%) make expected progress over KS2 with over 25% making more than expected progress from Y3 to Y6. Nearly all pupils make good progress from Nursery baseline to FP2.

After disaggregation, the school performs above or at national and local levels.

Overall, this was a good set of results (within the SEN context) and this was acknowledged by the Challenge Advisor in her recent visit. We had targeted numeracy and the more able child and these results show that this has been successful. We believe that our new emphasis on writing, oracy, the application of maths and digital competency will have the same outcomes. We are proud that nearly all of our pupils make the expected level of progress over their time in school and over a quarter achieve more. Pupils leaving us in Y6 make up a large proportion of the children in the top sets at Bryncelynnog and make important contributions to all aspects of school life there – for this we are rightly proud. We also believe that pupils leaving Maesybryn have positive and rounded personalities; are confident learners and possess the life skills for successful futures.

Abbreviations:

LLC – Literacy, Language and Communication

PSD – Personal, Social Development

FPh – Foundation Phase

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

MD – Mathematical Development

FSM – Free School Meals

KS2 – Key Stage 2

7. Financial Statement – Period Covered 2016 - 2017

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2016/17. Reduced funding and increased demands for pupils with SEN needs have caused a serious shortfall in the school budget and difficult decisions have been made with regard to staffing. Our aim is to achieve a positive budget in 2018/19.

8. School Prospectus

The School Prospectus is updated each September 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 school uniform, attendance procedures and pupil medical needs.

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 2017/18 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 if a meeting is held or upon request from the Head teacher. The SIP is also available on the school website.

Priorities for: 2017-18

Targets		Why a priority?
Target 1	Raise the standards of extended writing across the curriculum through: <ul style="list-style-type: none"> • Identifying appropriate opportunities and a range of genre across the curriculum. • The provision of high quality opportunities for pupils to develop their oracy skills. • Improve the quality of teacher questioning and marking ensuring consistency throughout the school. 	Literacy a key component of “Successful Futures”. Highlighted as an area of development in Peer Review. Internal MER highlighted writing across curriculum as an area for development. Writing data at FPhase and KS2 is below reading and oracy. (9% gap)
Target 2	Further develop pupil’s independent application of mathematical skills to real life problems across the curriculum through; <ul style="list-style-type: none"> • Identification of appropriate opportunities in maths and across the curriculum. • Develop a consistent approach to the teaching and learning of problem solving and number application. 	Numeracy a key area of “Successful Futures” NNR testing conflicts with progress measured in Big maths scores and internal assessment - link to application of number. Internal MER shows a need for greater opportunities for numeracy across curriculum.

	<ul style="list-style-type: none"> • Ensure effective assessment in mathematical problem solving to track progress. 	
Target 3	<p>Use AfL, target setting and IEPs to ensure all children make at least expected progress in relation to their ability and that this is used by all staff in order to raise standards.</p>	<p>Highlighted in Peer Review and internal MER.</p> <p>A small minority of pupils do not reach expected targets at end of key stages.</p> <p>Need to ensure ALN procedures are in line with new Code of Practice.</p>
Target 4	<p>Further embed the Digital Competency Framework throughout school through;</p> <ul style="list-style-type: none"> • Effective use of a wide range of resources. • The clear mapping of skills across the curriculum. • Increased teacher skill and confidence in teaching the scheme of work. • Develop the independence and confidence of pupils to apply their knowledge and understanding in a wider range of learning experiences. 	<p>National Focus to implement DSF.</p> <p>School skills audit identified lack of confidence of staff.</p> <p>Heavy investment in resources needs t be reflected in pupil experiences.</p> <p>MER in school identifies this as an area for development.</p>
Target 5	<p>Continue to develop the school's capacity to improve through; Internal peer to peer support and review.</p> <ul style="list-style-type: none"> • Support and training for colleagues from within and outside of school using examples of excellent practice, particularly with regard to pupil independence. • Effective and purposeful leadership within the Faculty system of the school. • Develop effective succession planning strategy and clear and concise job descriptions linked to the new Teacher Standards. 	<p>School aims to maintain "A" Leadership status.</p> <p>School already supporting others and needs to widen scope to celebrate success</p> <p>Need to reduce in-school variance and celebrate excellence.</p> <p>New Teacher Standards.</p> <p>Need to further develop middle Leadership and succession planning.</p>

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. Group Guided Reading sessions each morning. The school uses the Abacus Maths scheme along with Big Maths to deliver the national scheme of work for mathematics. Much of our work in English is topic linked but ensures the national programme of study is implemented. We have adopted the “Big Write” programme for writing each fortnight and this is enhanced through use of structured reading, spelling and grammar schemes. We use the Cornerstone curriculum to ensure coverage of the National Curriculum within interesting and stimulating topics and supplement this with specific schemes for ICT, Religious Education and science. Information on all of these is available on request. The school is currently implementing “Successful Futures” into all that we do in class.

The school has adopted a new approach to reading with daily phonic sessions in Foundation Phase in which children are grouped according to ability across classes. In Key Stage Two, daily reading activities take place with each child being involved in a Group Guided Session with their teacher each week. Clearly, if a child in any part of the school is struggling with reading then they will be heard individually on a more frequent basis. We encourage parents to read with their child and to comment in the Home Reader booklet.

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 Additional Learning Needs register. These children often work in small groups outside the classroom. Children in these groups are arranged by educational need rather than age

All staff take responsibility for improving the basic skills of literacy, numeracy and digital competency 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 this academic year.

<u>Class Organisation</u>			
Class 1	Y6	Miss. N. Oldfield	30
Class 2	Y5/6	Mrs. J. Daniels	29
Class 3	Y5	Miss C. Walker	31
Class 4	Y4	Mr. C. Dowd	33
Class 5	Y3/4	Mrs. R. Williams	29
Class 6	Y3	Mrs. R. Price	30
Class 7	Y2	Mrs. S. Burton-Little	33
Class 8	Y1/2	Mrs K Jones	31
Class 9	Y1	Mrs. A. Street	30
Class 10	Rec/Y1	Miss E. Evans	28
Class 11	Rec	Mrs. E. Brown	29
Nursery		Mrs. B. Evans(HLTA)	56
SEN Class	FPhase	Mrs. T. Adams	8
SEN Class	KS2	Mrs. M. Hussey	8
			405

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. Daily sessions are held to promote oracy, reading and writing and the class teachers are responsible for the lessons and the standards achieved.

Welsh was a recommendation in our last 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 Central South Consortium 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. Good links are maintained with the EAL department in the local authority.

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 has now been incorporated into the current School Improvement Plan and is monitored as part of our self-review cycle.

The school commissioned a "Peer Review" in 2017. This was undertaken by Headteachers from Cardiff and The Vale of Glamorgan. They concluded that standards were good and that recent initiatives were having a positive impact on pupil progress. They also felt that pupil engagement and behaviour was excellent and that standards of Welsh were very good. They made several recommendations about writing, marking and independent learning which are now part of the School Improvement Plan (SIP).

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 2017/2018 Academic Year

	Terms Begins	Half Term Starts	Half Term Ends	Term Ends
Autumn 2017	4th September 2017	30th October 2017	3rd November 2017	22nd December 2017
	75 days			
Spring 2018	8th January 2018	19th February 2018	23rd February 2018	29th March 2018
	54 days			
Summer 2018	16th April 2018	25th May 2018	4th June 2018	24th July 2017
	66 days			
	TOTAL 195 days			

Schools will also be closed for 5 INSET days. These will be on 4.9.17; 23.7.18 and 24.7.18 (two others to be confirmed)

All schools will be shut on 7th May 2018 for the May Day Bank Holiday

Significant Dates:

Christmas Day	25 December 2017	Easter Monday	2 nd April 2018
Boxing Day	26 December 2017	May Day	7 th May 2018
New Years Day	1 January 2018	Spring Bank Holiday	28 th May 2018
Good Friday	30 th March 2018	Summer Bank Holiday	27 th August 2018

The School day is organised as follows;

Morning -	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)
Lunch break -	all to 1.10 p.m.
Afternoon -	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. 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.

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 computers and a range of resources across the school. The current focus is for shelters for the Junior yard and football goals and play equipment for both playgrounds.

Children and parents are extremely generous and this year have raised thousands of pounds for MacMillan, SENSE, Children in Need, Comic Relief and our link school in Uganda. We also helped Mr. Fish raise over £7000 for his climb of Mt. Kilimanjaro for Tenovus. 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 the new curriculum; reinstating the salad bar at lunchtime; interviewing Mick Antoniw AM and speaking to a wide range of visitors. New representatives have been elected for the new academic year. Pupils are also elected to the Eco and Sikusi Link Committee and there is good transition work with Bryncelynnog Comprehensive School in this regard as part of the Global Links Partnership. New initiatives this year include Junior Road Safety Officers and Digital Leaders. “Pupil Voice” is an important part of our school.

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, Health and Safety, Medical Needs and several staffing policies. New policies have also been written for subjects in order that the new Digital Competency Framework is incorporated. We are currently reviewing our assessment, marking, curriculum and teaching/learning policies. All statutory and non-statutory policies are in place and all are available on our website.

15. Additional Learning Needs

The school is very proud to be an inclusive school and we have gained a good reputation within RCT for supporting pupils with additional needs – we provide support and training to other schools within the local authority. 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. This will be revised in line with the new All Wales Bill in 2018.

The School’s Additional Learning Needs Co-ordinator (ALNCO) is Mrs. Rebecca Price and she works closely with all other members of staff to ensure that individual development plans (IDPs) 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. This is carefully monitored by senior leaders in the school.

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

104 pupils were on School Action/Early Years Action.

29 pupils were on School Action Plus/Early Action Plus

3 pupils were undergoing Statutory Assessment.

21 pupils had statements of Special Educational Needs.

During the 2016-2017 financial year over £60000 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 £216000. In addition, the Local Authority provided additional support for 8 pupils at the School Action Plus stage, including behavioural support; support for English as an Additional Language and Speech and Language support teachers.

Children who perform above expected levels are identified as More Able and Talented and receive additional support and guidance. The school is proud of this resource and recent results have shown the benefits of this resource. We aim to be assessed for the National NAACE Award for more able pupils in 2018.

The policy was reviewed by Governors in spring 2016 and the school was reviewed by the Local Authority in May 2016 and found to be an example of good practice which is now being shared with other schools. The policy and procedures will change in 2018 with a new ALN Bill which will drastically change the way this area is provided for.

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. This has been reviewed each year with any changes or modifications noted

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, however we still lobby the local authority with regard to replacing the demountable classrooms and to resurface the tarmac areas of the school. Over the past year the following refurbishment/repairs have been carried out.

- Refurbishment of doors and ramps/steps in outside buildings.
- New heaters in outside classes
- Repairs to boilers and water heating system.
- 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 410 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 and the state of tarmac around the school. These have been reviewed by the LA and Governors. All recommendations from this review are being implemented and addressed.

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 targets for Years 1,2,4,5 and Year 6 as well as for whole school attendance. These have been shared with our Challenge Advisor and sent to the local authority.

19. Attendance Information

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

Term	Attendance	Authorised Absences	Unauthorised Absences
Autumn 2016	95.5%	3.72%	0.78%
Spring 2017	95.01%	4.21%	0.78%
Summer 2017	93.29%	5.09%	1.62%

The school was set an ambitious target of 96.2% attendance for the year to July 2017. Our final figure, overall, was 95.6% which was below our target and was due mainly to increased levels of holiday in the summer term and a few pupils who took holiday above 10 days and were subsequently issued with Fixed Penalty Notices. It also includes a difficult period of chest infections in the spring and chicken pox. If our

Autumn figures were maintained then we would be one of the highest performing schools in the local authority. There was little difference between boys and girls this year but older pupils had poorer attendance than our younger ones. In fact, all year groups, other than Y5 and Y6 achieved the set target. 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 2017/18 is 96.4% 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.

Admission to the two special classes is strictly controlled by the local authority and subject to the decision of the relevant panel. Children in the mainstream of Maesybryn are not automatically guaranteed a place in either of the two classes.

21. Sporting Aims and Achievements

The school takes part in numerous sporting activities throughout the year including football, rugby, athletics, cross-country running 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 and athletics. 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, athletics and cross-country. In the last academic year we had success in rugby (District champions), football (boys reached the final of Urdd competition), indoor athletics (Y6 finalists) and Cross Country (Anna Brookes came second and Seren Griffiths was fourth in the South Wales finals) – the girls team came second in the national Urdd finals in Aberystwyth

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. Pupils also have the opportunity to attend the RCT Orchestra. The school choir have represented the school at a number of local festivals and events and always receive fantastic praise.

APPENDIX A**MAESYBRYN PRIMARY SCHOOL**

PROVISIONAL FINANCIAL STATEMENT FOR 2016/2017

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
TEACHERS (including Headteacher/Supply/Reading support)	857,548
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	88,701
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	368,715
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	22,420
ENERGY	15,561
RATES (inc. Refuse collection @ 3443)	13,056
WATER	8,421
CLEANING MATERIALS	1,944
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
SCHOOL EQUIPMENT AND FURNITURE	74,875
POSTAGE	225
TELEPHONES	2,597
INSURANCE	3,072
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL	39,269
USE OF DISTRICT FACILITIES	4,598
MISCELLANEOUS	45,379
TOTAL EXPENDITURE	<u>1,543,979</u>
<u>INCOME</u>	
Formula and Grants	1,435,149
MISCELLANEOUS INCOME	64,575
TOTAL INCOME	<u>1,499,724</u>

Shortfall of income over expenditure was carried forward to current year and was due to a number of factors linked to the change in funding for mainstream SEN pupils, Foundation Phase staffing and nursery provision. The school has submitted a financial plan to the local authority to recover the shortfall by 2019/20.