



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 2017-2018 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.

Since the last report to Parents the school has undergone an Estyn inspection and their findings were reported in July. They gave an honest account of where the school finds itself and their input was welcomed.

Finally, I wanted to reflect that in the past year three persons closely linked to the success of the school have sadly passed away. Mrs Eileen Nelmes, a former Deputy Head of the school recently passed away after a short illness. At the beginning of the year Mr Bernard Channon, a long standing governor of the school passed away and, as many parents are aware, at the end of last year Mrs Angela Channon passed away after a long battle with illness. All were such an integral part of the school and are greatly missed.

May I wish everybody a happy festive break and a joyous New Year in 2019.

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 Mrs. M. Madley Mrs. Bev Channon Cllr. Sep Bristo Vacancy | LEA Minor Auth. | Council Members | 6/7/2020 14/2/2022 23/9/2019 15/5/2021 |
| Mrs. Natalie Richards Mr. Jeff Fish Mr. Lance Channon Vacancy | Community Governors | Governing Body | 10/10/2022 30/6/2022 6/10/2019 |
| Mrs. Cerys Francis Mr Chris Wells Mrs Lori Hollard Mr. K. Wilhite Mrs. L. Easson | Parent | Parents | 18/10/2021 18/10/2019 18/10/2019 28/11/2022 28/11/2022 |
| Mrs.Sarah Burton-Little Mrs Rebecca Price | Teacher | Teaching Staff | 28/09/2019 30/09/2022 |
| 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

An election for two parent governors was recently held and the successful applicants will join the Governing Body at the next scheduled meeting. We welcome them both to the team.

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 six pupils were in the class and this represented 9% of the cohort. At Key Stage 2 there were three children in the class, representing 7% of the cohort. Care should be taken in comparing our results with other schools where there is no such special provision. In addition to the LRB effect, caution is needed with Y6 data as 6 pupils arrived into the cohort in Y6, some with quite specific difficulties.

Guide to outcomes and levels:-

D - Disapplied; NCO1,2,3 – National Curriculum Outcome levels 1-6 (O5 is the expected outcome);
National Curriculum Levels 1-6 (L4 is expected level)

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.

Foundation Phase

In Foundation Phase, performance was good, after accounting for pupils in our special class, with O5 scores above all local and Welsh indicators. Trends for PSE and Numeracy have been flat but a slight dip over 3 years for LLC. O6 scores were good for literacy and numeracy but below for PSE – a reflection of the cohort and some autistic disorder and dyspraxia issues. Progress over time from Baseline was consistent with figures for the local authority once LRB pupils are accounted for. Gender wise, girls did perform below boys and this is a reflection of high achieving boys in the cohort. There was minimal discrepancy between pupils entitled to free school dinners and their peers and this was in line with the local authority and Wales in general. Across the Foundation Phase, over 90% of pupils achieve their annual targets and make expected progress, with around half exceeding the targets set.

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 | 0 | 0 | 0 | 3 | 12 | 47 | 37 | 84 |
| | National | - | - | - | 0.1 | 0.4 | 0.4 | 0.2 | 0.5 | 1.8 | 8.8 | 50.0 | 38.1 | 88.1 |
| Language, Literacy, and Communication Skills in Welsh (LCW) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 100 |
| | National | - | - | - | - | 0.2 | 0.1 | 0.1 | 0.2 | 0.9 | 7.7 | 52.8 | 38.1 | 90.9 |
| Mathematical Development (MDT) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 2 | 15 | 48 | 35 | 84 |
| | National | - | - | - | 0.1 | 0.4 | 0.3 | 0.2 | 0.3 | 1.3 | 7.2 | 51.5 | 38.7 | 90.3 |
| Personal and Social Development, Well-being and Cultural Diversity (PSD) | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 5 | 39 | 50 | 89 |
| | National | - | - | - | 0.1 | 0.4 | 0.3 | 0.2 | 0.4 | 0.9 | 3.1 | 23.3 | 61.3 | 94.7 |

There were 116 pupils in the group.

| | | |
|------------------------------------|----------|------|
| Foundation Phase Outcome Indicator | School | 79 |
| | National | 87.3 |

Key Stage Two

Summary of National Curriculum Assessment results of pupils in the school (2018) and nationally (2017) at the end of Key Stage 2 as a percentage of those eligible for assessment.

| | | N | U | NCO 1, 2, & 3 | 1 | 2 | 3 | 4 | 5 | 6+ | 4+ |
|---------|----------|-----|-----|------------------|-----|-----|------|------|------|-----|------|
| English | School | 0 | 0 | 0 | 2 | 2 | 12 | 42 | 33 | 7 | 51 |
| | National | 0.1 | 0.4 | - | 0.4 | 1.4 | 6.2 | 46.4 | 43.0 | 1.7 | 21.1 |
| Oracy | School | 0 | 0 | 0 | 2 | 2 | 12 | 44 | 33 | 5 | 51 |
| | National | 0.1 | 0.4 | - | 0.4 | 1.1 | 6.2 | 45.4 | 44.0 | 2.0 | 21.4 |
| Reading | School | 0 | 0 | 0 | 2 | 2 | 12 | 42 | 33 | 7 | 51 |
| | National | 0.1 | 0.4 | - | 0.4 | 1.4 | 6.8 | 45.0 | 43.8 | 1.9 | 20.5 |
| Writing | School | 0 | 0 | 0 | 2 | 5 | 30 | 47 | 9 | 5 | 50 |
| | National | 0.1 | 0.4 | - | 0.5 | 1.5 | 10.3 | 49.9 | 35.2 | 1.4 | 25.8 |

| | | | | | | | | | | | |
|---------|----------|-----|-----|---|-----|-----|------|------|------|-----|------|
| Cymraeg | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | 0.1 | 0.1 | - | 0.3 | 1.1 | 6.8 | 30.1 | 39.7 | 1.8 | 21.8 |
| Oracy | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | 0.1 | 0.1 | - | 0.3 | 0.9 | 6.3 | 45.7 | 41.8 | 2.0 | 22.3 |
| Reading | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | 0.1 | 0.1 | - | 0.3 | 1.1 | 7.8 | 45.3 | 40.8 | 1.9 | 20.8 |
| Writing | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | 0.1 | 0.1 | - | 0.4 | 1.7 | 11.0 | 53.1 | 32.3 | 1.3 | 25.8 |

| | | | | | | | | | | | |
|-------------|----------|-----|-----|---|-----|-----|-----|------|------|-----|------|
| Mathematics | School | 0 | 0 | 0 | 2 | 2 | 14 | 42 | 37 | 0 | 79 |
| | National | 0.1 | 0.4 | - | 0.4 | 1.2 | 6.0 | 44.8 | 45.3 | 1.8 | 21.8 |

| | | | | | | | | | | | |
|---------|----------|-----|-----|---|-----|-----|-----|------|------|-----|------|
| Science | School | 0 | 0 | 0 | 2 | 2 | 14 | 44 | 35 | 0 | 79 |
| | National | 0.1 | 0.4 | - | 0.3 | 1.1 | 5.5 | 45.8 | 48.2 | 0.3 | 22.2 |

| | | |
|------------------------|----------|------|
| Core Subject Indicator | School | 79 |
| | National | 59.5 |

In Key Stage Two, results were poorer for the year, even after accounting for the special needs class and this is entirely due to special needs issues in mainstream (including a Statemented pupil) and the arrival of 6 pupils in November 2017. This represents nearly 25% of the cohort and their needs need to be understood, although nearly all made good progress. Trends for all subjects at L4 are downward from an exceptional year in 2016 but over 5 years are relatively flat. This is mirrored with L5 scores. All results for 2018 were lower than for the Central South region but if cohort adjusted would have been in line. Level 5 scores remained above 40% and were boy led in each subject. English results included three boys at L6 (the equivalent of a C grade at GCSE). However, at L4, boy's scores were poorer and reflects the cohort and the new pupils. There were no children entitled to free school meals in this year group.

7. Financial Statement – Period Covered 2017 - 2018

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2017/18. Reduced funding, including a 2.5% efficiency saving claw-back 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. We did employ an additional teacher for 2018 as classes would have been over 37 in KS2 without this investment. Our aim is to achieve a positive budget in 2020/21.

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 routinely 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 some changes made with regard to school uniform and in how we teach phonics and maths.

9. School Improvement Plan (SIP)

Governors are responsible for drawing up (in conjunction with staff) the School Improvement Plan. The plan identifies the direction that 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. This was a key area of the Estyn inspection in May 2018

The School Improvement Plan for the 2018/19 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 at its termly meetings. 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: 2018-19

| Targets | | Why a priority? |
|-----------------|--|--|
| Target 1 | <ul style="list-style-type: none"> • Ensure extended writing activities are taught across genre and curriculum maps leading to better standards across the school. | Internal monitoring cycle and Estyn report 2018 both felt that writing was good but that coverage could be extended |
| Target 2 | <ul style="list-style-type: none"> • Application of number skills to problem solving and reasoning leading to more children achieving Expected+1 scores across school. | Internal monitoring cycle and Estyn report 2018 both felt that mathematics was good across the school but that problem solving could be developed further |
| Target 3 | <ul style="list-style-type: none"> • Improve standards of ICT across school, whilst developing a planned DCF curriculum. (Estyn R1) | Estyn Recommendation 2018 due to very good use of the new Digital Competency Framework but limited opportunities for word processing and communication packages. |
| Target 4 | <ul style="list-style-type: none"> • Develop “Successful Futures” (Donaldson) pedagogical styles through effective performance management and peer-to-peer support. Closer links with other schools in this regard. | National priority for new curriculum and School Improvement Group focus. New emphasis on how skills are taught rather than what is taught. |
| Target 5 | <ul style="list-style-type: none"> • Develop the role of the Governing Body in monitoring, first hand, the school. (Estyn R3) • Ensure senior leaders monitor the SIP targets with a smarter focus on outcomes throughout the year. (Estyn R2) | Estyn Recommendation 2018 A need to adapt our monitoring procedures. |

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. Children in KS2 are grouped according to ability each morning and many are taught with children from another class or by a different teacher. This enables pupils to work at a level equal to their ability. Much of our work in English is linked to topics. This 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 the “Successful Futures” document, also called the Donaldson Report, 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. We have seen an improvement in pupil performance as a result and Estyn were very complimentary. In Key Stage Two, daily reading activities take place with each child being involved in a Group Guided Session with their teacher each week. In this teacher led session, skilled questioning is used to develop pupil comprehension skills. 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 with support from other members of staff. 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.

| <u>Class Organisation</u> | | | |
|---------------------------|--------|---------------------|------------|
| Class 1 | Y6 | Miss. N. Oldfield | 32 |
| Class 2 | Y5/6 | Mrs. J. Daniels | 30 |
| Class 3 | Y5 | Miss C. Walker | 28 |
| Class 4 | Y4/5 | Mrs D. Bradley | 28 |
| Class 5 | Y4 | Mrs. S. Parker | 26 |
| Class 5 | Y3 | Mrs. R. Williams | 31 |
| Class 6 | Y3 | Mrs. R. Price | 33 |
| Class 7 | Y2 | Miss B. Rees | 31 |
| Class 8 | Y1/2 | Mrs K Jones | 29 |
| Class 9 | Y1 | Mrs. A. Street | 31 |
| Class 10 | Rec | Miss E. Evans | 29 |
| Class 11 | Rec | Mrs. E. Brown | 28 |
| Nursery | | Mrs. B. Evans(HLTA) | 39 |
| SEN Class | FPhase | Mrs. T. Adams | 6 |
| SEN Class | KS2 | Mrs. M. Hussey | 8 |
| | | | 409 |

10. Use of the Welsh Language - Communication

Maesybryn Primary 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. Standards of Welsh were rated as good by Estyn and by the local authority review in 2017.

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 and nearly all pupils, who start at our school with no English skills, become fluent within 18 months and develop age appropriate reading and writing skills within three years.

11. Post Inspection Action Plan

The school was inspected by Estyn in May 2018. Inspectors concluded that all aspects of the school such as pupil's work, standards of teaching, pupil wellbeing, leadership and provision were graded as "**Good**". Governors were very pleased to receive this report and are 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 details of the report produced by the inspectors and a copy has been placed on the school website. The Action Plan has been incorporated into the current School Improvement Plan as "Targets 2 and 3" and is monitored as part of our self-review cycle.

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 2018/2019 Academic Year

| | Terms Begins | Half Term Starts | Half Term Ends | Term Ends |
|-----------------------|--------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| Autumn 2018 | 3rd September 2018 | 29th October 2018 | 2nd November 2018 | 21st December 2018 |
| 75 days | | | | |
| Spring 2019 | 7th January 2019 | 25th February 2019 | 1st March 2019 | 15th April 2019 |
| 65 days | | | | |
| Summer 2019 | 29th April 2019 | 27th May 2019 | 31st May 2019 | 22nd July 2018 |
| 55 days | | | | |
| TOTAL 195 days | | | | |

Schools will also be closed for 5 INSET days. These will be on 3.9.18; 26.10.18; 7.1.19; 4.3.19 and 22.7.19

All schools will be shut on 6th May 2019 for the May Day Bank Holiday

Significant Dates:

| | | | |
|---------------|-----------------------------|---------------------|------------------------------|
| Christmas Day | 25 December 2018 | Easter Monday | 22 nd April 2019 |
| Boxing Day | 26 December 2018 | May Day | 6 th May 2019 |
| New Years Day | 1 January 2019 | Spring Bank Holiday | 27 th May 2019 |
| Good Friday | 19 th April 2019 | Summer Bank Holiday | 26 th August 2019 |

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 Schools 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 further seating 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 Bryncelynog Comprehensive School in this regard as part of the Global Links Partnership. New initiatives last year include Junior Road Safety Officers and Digital Leaders. "Pupil Voice" is an important part of our school. In the coming year we want to integrate many of the activities to ensure that there is no duplication. This will include a Senedd with a representative from each group meeting the Headteacher and a Governor each term.

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 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 an excellent 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 is being 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:
44 pupils were on School Action/Early Years Action.(A large reduction on previous years due to alignment with new ALN Bill)
35 pupils were on School Action Plus/Early Action Plus
No pupils were undergoing Statutory Assessment.
11 pupils had statements of Special Educational Needs.

During the 2017-2018 financial year over £70000 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 are working with colleagues in other local schools to develop a common policy and resource tool to signpost parents when their children are identified as More Able or Talented.

The policy was reviewed by Governors in April 2018 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 at the end of 2018 with a new ALN Bill which will drastically change the way this area is provided for from September 2019.

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.
- Tarmac repaired on the school driveway.
- 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 2017 | 95.5% | 3.72% | 0.78% |
| Spring 2018 | 95.01% | 4.21% | 0.78% |
| Summer 2018 | 93.29% | 5.09% | 1.62% |

The school was set an ambitious target of 96.2% attendance for the year to July 2018. Our final figure, overall, was 95.2% which was well 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. 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. 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 2018/1 is 96.2% 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. Past pupils have continued this interest in sport with several recent leavers winning regional and national awards for gymnastics, basketball and athletics

We support a wide range of musical activities. Pupils are offered 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 2017/2018

| <u>EMPLOYEE COSTS</u> | <u>Total Spent</u> |
|--|---------------------------|
| TEACHERS (including Headteacher/Supply/Reading support) | £693,397 |
| MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners) | £89,412 |
| A.P.T. + C (School Clerks/Nursery Nurses/School Aides) | £372,690 |
| . | Total £1,155,499 |
| <u>PREMISES RELATED</u> | |
| REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY) | £28,536 |
| ENERGY | £17,065 |
| RATES | £13,847 |
| WATER | £10,466 |
| CLEANING MATERIALS | £1,948 |
| | Total £71,862 |
| <u>SUPPLIES, SERVICES AND OTHER EXPENSES</u> | |
| SCHOOL EQUIPMENT AND FURNITURE | £41990 |
| POSTAGE | £150 |
| TELEPHONES | £2,960 |
| INSURANCE | £3,139 |
| CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL | £8,619 |
| USE OF DISTRICT FACILITIES (Swimming Pool) | £4,755 |
| MISCELLANEOUS (Not included in categories above) | £253,743 |
| | Total £315,356 |
| TOTAL EXPENDITURE | <u>£1,541,717</u> |
| <u>INCOME</u> | |
| Formula and Grants | £1,419,988 |
| MISCELLANEOUS INCOME | £9,1479 |
| TOTAL INCOME | <u>£1,511,467</u> |

Shortfall of income over expenditure was carried forward to current year and was largely due to underfunding for Nursery, Foundation Phase and SEN provision. The school has submitted a financial plan to the local authority to recover the shortfall by 2012/13.