

Rhondda Cynon Taf County Borough Council

Governing Body of YGG Abercynon

Annual Report to Parents 2017

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 Jan Jenkins
TŷTrevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Mrs Nia Barrar.

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. Rhys Lewis Karen Taylor	LEA	Council Members	4.7.20 17.7.18
Empty Seat Diane Meaden Nia Barrar	Community Governors	Governing Body	19.6.21 3.6.18
Claire Lewis Rebecca Calderbank Meredydd Sanita Tanya Evans	Parent	Parents	22.9.19 2.12.19 14.2.21 22.9.19
Kate Marsh	Teacher	Teaching Staff	5.11.21
Christine Mack	Staff	Non Teaching Staff	12.9.19
E. Pugh-Evans	Headteacher		

Elections are held if a vacancy occurs for Parent Governors – either at the end of their term or as a result of a resignation

4. Resolutions

There was no meeting held.

5. Election of Parent Governors

The next election of parent governors is due to take place in September 2019.

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 is a table showing the results of the pupils performance at the end of the Foundation Phase and following the end of Key Stage assessments.

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. Information on the 2017/18 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.

Parents are informed if any amendments are made to the existing prospectus.

The school prospectus has been updated this year to include changes to staffing and information regarding the statutory Literacy and Numeracy Framework.

A copy of the prospectus will be available on the school website

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 2016/17 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 school has completed the Plan for 2017-18 but it has not been ratified by the Governing Body in a formal meeting. This will be accomplished in a meeting during the Autumn term 2017.

The aims and objectives of our school curriculum are to give a broad range of experiences to each child, thus preparing him/her for opportunities, responsibilities and experiences in adult life.

It is an important part of our work at school to help each child realise his/her talents. In the same way as academic ability grows, personal skills also take a long time to nurture.

The Foundation Phase

At this stage, the main building blocks of learning experiences are laid. The emphasis will be on developing essential skills of communication, literacy, numeracy, IT, physical, creative, personal and social. By providing a broad rich curriculum using an integrated approach, we aim to develop the children's interests whilst also recognising their level of maturity. These are important years where the children learn how to observe, listen, respond and develop not only as individuals but also as caring members of our community.

The Curriculum at Key Stage 2

The essential skills of literacy, numeracy, thinking and IT will still be the central focus of our curriculum. But, as their understanding of the different disciplines increases, more time will be given to science and the foundation subjects. The curriculum will still take place within an integrated theme where it is meaningful and relevant.

Therefore it is important, within the boundaries of the National Curriculum, that we prepare our School Curriculum at Ysgol Gymraeg Abercynon to be wide and balanced to suit the needs of our children, always remembering and putting foremost the Welsh ethos of our education, and remembering the words of wisdom:

“At the heart of the education process lies the child”.

The school is currently implementing the new statutory Literacy and Numeracy Framework across the school.

Subjects Taught

Foundation Phase

Language development (Welsh)
Welsh)
Mathematical development
Knowledge and Understanding of the World
Physical Development
Creative Development
Personal and Social Development

Key Stage 2

Language (English +
Mathematics
Science
Information Technology
Design and Technology
History

Religious Education

Our programme is based on the Christian faith, and in the Foundation Phase children are introduced to one other faith; at Key Stage 2 they are introduced to two others. It is a statutory obligation of school that we put aside at least one hour of teaching time a week for Religious Education. If so wished, parents can exclude their children partially or wholly from these lessons by contacting the Head teacher.

10. Use of the Welsh Language - Communication

This school is a Welsh medium school, lessons and other school activities are communicated through the medium of Welsh. Welsh is the only language of communication in the Foundation Phase and English is introduced from Year 3 upwards. Apart from lessons conducted through the medium of English, Welsh is the main language of communication in the school.

11. Post Inspection Action Plan

The Governors were responsible for drawing up the Action Plan to address any key issues raised by Inspectors during the (external) inspection of the School.

Governors monitor progress of the plan at their termly meetings. The school is not being monitored any more by the local authority following the May 2015 inspection.

12. Details on attendance matters

Statistics for last year's attendance.

Attendance Target 2016-17 – 95.8%

Actual Attendance percentage for the school year - 94.5%

Attendance is closely tracked on a regular basis with letters being sent home for pupils with a low attendance (currently under 85%). During our celebration assemblies, the Dewi Dragon prize is awarded to the class with the best weekly attendance. Termly certificates are presented to pupils with 100% attendance.

All parents are requested to contact school to inform us of their child's absence. Following Rhondda Cynon Taff Cabinet's decision, from September 2014 no holidays will be authorised during term time unless there are exceptional circumstances.

The Attendance and Wellbeing Officer regularly visits school to monitor registers. Any parents that arrive late are asked to sign the late register situated at the Main Entrance.

The school participates in all attendance challenge awards throughout the local authority.

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.

13. Term Dates and Holidays 2017/2018 Academic Year

	Term Begins	Half Term starts	Half Term ends	Term Ends
Autumn 2017	4.9.17	30.10.17	3.11.17	22.12.17
Spring 2018	8.1.18	19.2.18	23.2.18	29.3.18
Summer 2018	16.4.18	28.5.18	1.6.18	24.7.18
	TOTAL 195 days			

May Day Bank Holiday – Monday 7th May 2018

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 :00 – 12:00 (Foundation Phase) / 12:20(Key Stage 2)

Lunch break –12:00 – 13:00 (Foundation Phase)/12:20 – 13:15 (Key Stage 2)

Afternoon – 13:00 – 15:15 (Foundation Phase) / 13:15 – 15:15 (Key Stage 2)

14. 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.

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.

In Ysgol Gymraeg Abercynon, we work closely with many different members of the community.

The school has regular visits from the police, nurse and dental service in order to enrich our school curriculum.

The school works closely with a variety of outside agencies.

The school makes regular use of the local community and invites community members into school e.g. local authors, PCSO's etc

We have strong links with Urdd Gobaith Cymru who currently run after school provision in the school.

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:
14.7% pupils were on School Action/Early Years Action.
6.4% pupils were on School Action Plus/Early Action Plus (including those with Notes in Lieu).
0.4% pupils had statements of Special Educational Needs.

During the 2016-2017 financial year extra money from the budget was allocated to meet the requirements of pupils with Additional Learning

Needs. In addition, the Local Authority provided additional support for 5 pupils at the School Action Plus stage.

There were no changes to the policy during the 2016-2017 academic year.

17. 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.

18. 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:

- New boilers
- The girls toilets were refurbished
- Minor repairs were carried out according to need

Toilets for children in the Gorlan building are situated as part of the class. Year 1 and 2 children also have toilets in the classrooms. There are also a set of toilets for pupils use upstairs with boys and girls separate toilets based on the lower corridor. All toilets are cleaned daily.

19. Target Setting

The implementation and review of the school's strategies and targets is documented in detail in the School Development Plan.

Foundation Phase Targets 2017/18:

Personal and Social Development, Well-being and Cultural Diversity Percentage of pupils gaining Outcome 5+	84.21%
Language, Literacy and Communication Percentage of pupils gaining Outcome 5+	86.84%
Mathematical Development Percentage of pupils gaining Outcome 5+	94.73%

Personal and Social Development, Well-being and Cultural Diversity Percentage of pupils gaining Outcome 6+	23.6%
Language, Literacy and Communication Percentage of pupils gaining Outcome 6+	44.7%
Mathematical Development Percentage of pupils gaining Outcome 6+	44.7%

Key Stage 2 Targets 2017/18:

Welsh Percentage of pupils gaining Level 4+	93.9%
English Percentage of pupils gaining Level 4+	93.9%
Mathematics Percentage of pupils gaining Level 4+	93.9%
Science Percentage of pupils gaining Level 4+	95.9%
Welsh Percentage of pupils gaining Level 5+	46.9%
English Percentage of pupils gaining Level 5+	46.9%
Mathematics Percentage of pupils gaining Level 5+	51.0%
Science Percentage of pupils gaining Level 5+	53.1%

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 Ysgol Gyfun Rhydywaun, 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

All pupils receive Physical Education lessons weekly. All pupils from years 3 to 6 participate in swimming lessons during one term.

The school offers numerous sporting extra-curricular activities and enters teams into many sporting competitions.

Current extra-curricular activities:

Netball, football, rugby and cricket. Pupils also compete in athletic competitions such as the Urdd cross-country races each year.

22. Healthy Eating

The school is part of the Healthy Schools programme and has just won the third 'leaf' of the Healthy School's Award.

All school lunches are provided by Catering Direct who ensure that meals fully meet requirements for healthy eating.

All pupils are encouraged to bring a Healthy Lunchbox.

The school does not allow any sweets or chocolates and the healthy schools council run a Fruit Shop at breaktimes.

All pupils have access to clean drinking water throughout the day.

As part of curricular work, pupils study the importance of healthy eating and drinking.