

Dear Parent/Guardian

Governing Body of Llantrisant Primary School
Annual Parents Meeting

I enclose for your information, a copy of the Governors Annual Report to Parents for the 2017-18 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,

Jane Chapman

Chairperson of the Governing Body

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Governors Annual Report to Parents – Llantrisant Primary School

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

Name _____ (please print)

Signature _____

Date _____

Rhondda Cynon Taf County Borough Council

Governing Body of Llantrisant 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 Anneli Hunt, a representative from the LA Governors Support Unit, sent by Mrs Gaynor Davies, Director of Education.

The contact details are: Governor Support Unit, Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Mrs. Jane Chapman.

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 Glyn Holmes	LEA	Council Members	14.02.2022
Mr.Jonathan Gilmore	Minor Authority	Llantrisant Community Council	13.10.20
Mrs Jane Chapman Mrs Rhiannon Gapper Mr. Mark Chennells	Community Governors	Governing Body	9.11.19 1.11.20 7.11.22
Miss Lisa Bryant Mrs Rhian Boulter Mr Scott Curnell	Parent	Parents	9.12.18 23.10.20 23.10.20
Mrs. Lynda Cowley	Staff	Non Teaching Staff	3.12.21
Mrs. Nicola Prewett	Teacher	Teaching Staff	30.09.22
Mrs. Lisa Davies	Headteacher		

When fully constituted this governing body is made up as follows:-

LEA Representatives	3
Parent Governors	4
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	1
Total	14

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 December 2018.

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

Below 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. The Foundation Phase data is inclusive of results from the Complex needs Class and needs to be excluded when comparing the progress made by the mainstream pupils.

Please see appendix 2.

7. Financial Statement – Period Covered - 2017-18

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2017/18.

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. Our Home/school agreement is issued to parents when their children first start at our school.

The current school prospectus is currently undergoing changes in the following areas:

- Staff lists and responsibilities
- Curriculum and Literacy and Numeracy Framework
- Attendance policy
- Revised safeguarding statement
- Lock Down Policy

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 2017/18 academic year was approved by Governors and implemented by the staff. The targets set include short, medium and long-term aims. Targets are regularly reviewed by the Governing Body.

The curriculum experienced by pupils in our school is delivered through a mixture of theme based imaginative learning projects and discrete subject teaching. This mixture enables us to achieve a balanced coverage of the curriculum in keeping with the stage of development of the children

From September 2015, new Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development; new programmes of study for Key Stages 2 to 4 for English, Welsh (first language) and mathematics became statutory. The aim is to strengthen the learning and teaching of literacy and numeracy in these Areas of Learning and programmes of study by complementing, and aligning them with the approach taken in the Literacy and Numeracy Framework (LNF) to create a continuum of learning. The LNF remains a statutory requirement across the whole curriculum. Additionally, schools have now incorporated the Digital Learning Framework into the curriculum.

The Foundation Phase Curriculum is based on experiential learning and active involvement with emphasis on e.g. skills, positive attitudes, self esteem and outdoor activities.

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. Welsh Government have stated that they wish to have 1 million Welsh speakers in Wales by 2050, consequently, there is a huge focus on the teaching and learning of Welsh in schools. The introduction of Cymraeg Campus Language Charter aims to increase the use of Welsh by all stakeholders including the wider school community. The school is currently working towards its Bronze Award. This included 10 targets that need to be achieved and the school has developed a Criw Cymraeg – a group of pupils who will be promoting the Welsh language throughout the school and will lead the Charter.

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 is proud to support the Welsh language and understanding the Welsh ethos supports the pupils in their daily lives and learning the language is an important part of fulfilling their potential. The school is successful in developing the pupils' Welsh language and all pupils spend at least 10 minutes every day practising their oracy in Welsh. As the children progress through the school, they have an hour long Welsh lesson that focusses on reading and writing.

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 were provided with a copy of the summary report produced by the inspectors and the full report is available from the Estyn website. Governors monitor progress of the plan at their termly meetings. The targets in the Post Inspection Action Plan have been part of our actions plans for the last two years and continue to guide our school improvement plans.

12. Term Dates and Holidays 2017/18 Academic Year

School term times 2018 to 2019

Term	From	To
Autumn 2018	Monday, September 3 2018	Friday, October 26 2018
Half Term	Monday, October 29 2018	Friday, November 2 2018
Autumn 2018	Monday, November 5 2018	Friday, December 21 2018
Christmas Holidays	Monday, December 24 2018	Friday, January 4 2019
Spring 2019	Monday, January 7 2019	Friday, February 22 2019
Half Term	Monday, February 25 2019	Friday, March 1 2019
Spring 2019	Monday, March 4 2019	Friday, April 12, 2019
Easter holidays	Monday, April 15 2019	Friday, April 26 2019
Summer 2019	Monday, April 29 2019	Friday, May 24 2019
Half term	Monday, May 27 2019	Friday, May 31 2019
Summer 2019	Monday, June 3 2019	Monday, July 22, 2019

All schools will be closed on **Monday 6 May 2019** for the May Day Bank Holiday.

The School day is organised as follows;

Morning - 9 a.m. to 12.00 pm (Foundation Phase)

9 a.m. to 12.15 pm (Key Stage 2)

Lunch break - 12.00 pm/12.15pm – 1.1.5 pm

Afternoon - 1.15 p.m. to 3.30pm

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 Community Dance Organisation runs classes after school and Honey Bees use our school as a base for providing after school facilities. We currently participate in the All Wales police community project – SAFE.

We work with local businesses to promote the work of the school in the local community and we support a range of local and national charities. We also work with local churches supporting Christmas and Easter events and the local priests regularly take assemblies at the school.

The Parent Teacher Association (PTA) is an important organisation in taking the school into the community and also for bringing the community into the school. The PTA organises a range of events throughout the year.

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 Headteacher during school time.

A selection of policies that have been reviewed and revised over the last academic year are:

- School Admission's Policy
- Safeguarding Policy
- Pay
- SEN
- Health care Needs

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 start of the 2017/18 academic year, we have:

- *18 pupils were on School Action/Early Years Action.*
- *3 pupils were on School Action Plus/Early Action Plus*
- *1 pupil undergoing Statutory Assessment.*
- *4 pupils with a statement of Special Educational Needs.*

20.4% of pupils had additional needs and the school had 1.5% of its population with EAL.

During the 2017-18 financial year £6577.50 was allocated to meet the requirements of pupils with Additional Learning Needs for Language Support. In addition, the Local Authority provided £2150.00 additional needs funding for pupils on School Action Plus of the SEN register.

There were minor changes to the SEN policy during the 2017-18 academic year.

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.

- New Extractor canopy fitted in the kitchen
- New ceiling tiles in kitchen
- Repairs to toilets

18. Target Setting

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

The school sets challenging targets for all of its learners. Targets are identified through a process of self-evaluation where it identifies where performance could be improved. The school also compares its performance with similar schools in Wales and with its Family of Schools and uses this comparison to ensure that the standards achieved by pupils are at least in line with the highest performing schools in both comparative data. The performance targets are linked to the implementation and review of the school's strategies and targets are documented in the School Development Plan.

19. Attendance Information

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

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.

We are very active in ensuring that pupils and parents understand the importance of being in school every day. Our school target for 2017/18 was 95.7%, however, we did not quite meet this target, achieving 94.9%.

Our school attendance for the last three terms has been:

Autumn 2017 – 95.75%

Spring 2018 – 94.95%

Summer 2018 – 94.0%

Absence from school is a significant factor to pupils not achieving their potential or challenging targets. An increasing number of parents understand this and are applying organising holidays outside of term time.

Unauthorised absence for 2017/18 was 0.6% with 0.2% for a family holiday (not agreed). 0.6% requested an absence for a family holiday which was agreed.

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. Since September 2014, Llantrisant Primary is a feeder school for Y Pant and Bryn Celynnog Comprehensive School, depending on which part of the area you live in. 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 runs numerous sporting activities throughout the year including football, cricket, athletics, netball, dance and swimming.

We feel that it is very important to promote the benefits of participating in sports both in school and as part of a club. Many of our pupils participate in sports outside school and a number of pupils represent local clubs and county.

22. Healthy Eating

The school is part of the Healthy School initiative and has achieved its first Healthy School Leaf.

The school promotes healthy eating and lifestyle. This is achieved through assemblies, the school council and Eco committee. Pupils are encouraged to bring water bottles to school daily and fruit for break times.

Catering Direct who provide the schools meals service and breakfast club provision meets the Welsh Government 'Appetite for Life' agenda. Pupils who do not have school meals are encouraged to think about the contents of their packed lunch through a range of class based activities.

TEACHERS (including Headteacher/Supply/Reading support)	357353
MANUAL WORKERS (Caretakers/Cleaners/Supervisory Assistants)	22089
A.P.T. + C (School Clerks/Nursery Nurses/School Aides)	112936
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY)	8997
ENERGY	6977
RATES	9980
WATER	2610
CLEANING MATERIALS/ CONTRACT CLEANERS	12479
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
SCHOOL EQUIPMENT AND FURNITURE	25319
POSTAGE	514
TELEPHONES	2088
INSURANCE INCLUDING INSURANCE SUPPLY COVER COSTS	8206
CLERKING GOVERNING BODY/FINANCIAL ADMINISTRATION/PERSONNEL/ + VARIOUS SERVICE LEVEL AGREEMENTS	20290
USE OF DISTRICT FACILITIES	1572
MISCELLANEOUS	
TOTAL:	<u>591409</u>
<u>INCOME</u>	
MISCELLANEOUS	626393
TOTAL UNDERSPEND 2017/2018	34984



School Comparative/Validation 2018 (End of Foundation Phase Outcomes - Pupils)

(Table 1 of 2 - PERCENTAGES)

Rhondda Cynon Taf
Llantrisant Primary School

		N	D	W	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	School	0.0	0.0	0.0	12.5	0.0	0.0	0.0	25.0	62.5	0.0
	Wales	0.1	0.4	0.3	0.2	0.4	0.9	3.1	33.3	61.2	0.1
Language, literacy and communication skills (in Welsh)	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.2	0.1	0.1	0.2	0.9	7.7	52.8	38.0	0.0
Language, literacy and communication skills (in English)	School	0.0	0.0	12.5	0.0	0.0	0.0	12.5	37.5	37.5	0.0
	Wales	0.1	0.4	0.4	0.2	0.5	1.6	8.6	50.0	37.9	0.2
Mathematical development	School	0.0	0.0	12.5	0.0	0.0	0.0	12.5	25.0	50.0	0.0
	Wales	0.1	0.4	0.3	0.2	0.3	1.3	7.2	51.5	38.6	0.1

Optional Areas of Learning:

Creative development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Physical development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Knowledge and understanding of the world	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Welsh language development	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FPI **

School	75.0
Wales	87.3

This report uses data for 2017 for LA and Wales comparative information

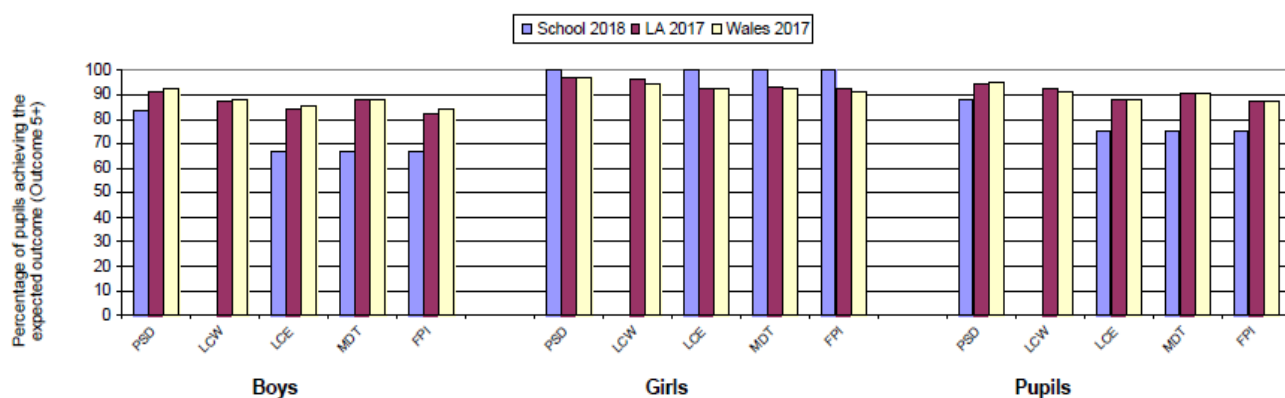
Llantrisant Primary School
Rhondda Cynon Taf

LA/School no: 674/2124

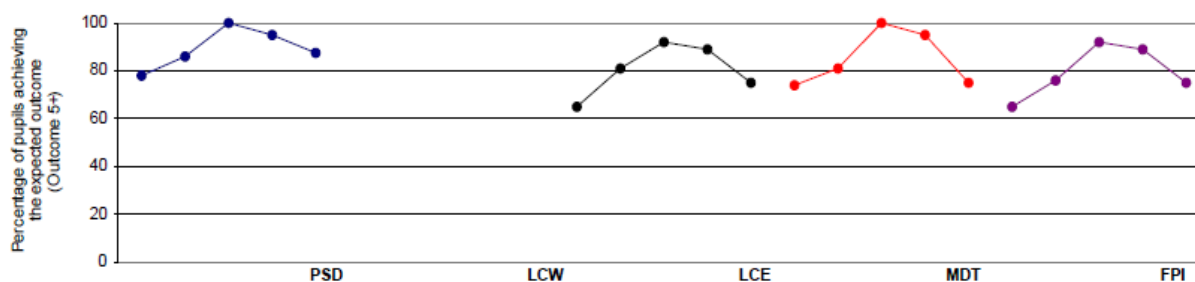
School comparative information: Foundation Phase Outcomes 2018

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
PSD	83	91	92	100	97	97	88	94	95
LCW	0	87	88	0	96	94	0	92	91
LCE	67	84	85	100	92	92	75	88	88
MDT	67	88	88	100	93	92	75	90	90
FPI	67	82	84	100	92	91	75	87	87



School Performance over time (2014 - 2018)



Notes:

- = No historical data available
- Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

School Comparative/Validation 2018 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Rhondda Cynon Taf
Llantrisant Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	37.5	50.0	6.3	93.8
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.3	46.4	43.0	1.7	91.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	37.5	56.3	0.0	93.8
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.2	45.4	44.0	2.0	91.4
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	6.3	0.0	37.5	50.0	6.3	93.8
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.8	45.0	43.6	1.9	90.5
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	62.5	25.0	6.3	93.8
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	10.3	50.0	35.2	1.4	86.6
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	43.8	56.3	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.0	44.6	45.3	1.8	91.6
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	100.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.3	1.1	5.5	45.8	46.2	0.2	92.2
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	6.3	25.0	50.0	18.8	0.0	68.8
	Wales	0.3	0.7	0.2	0.2	0.2	1.0	2.5	14.2	54.6	26.0	0.3	80.9

Core Subject Indicator **

School	93.8
Wales	89.5

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

* : Cohort is less than five or cannot be given for reasons of confidentiality

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

This report uses data for 2017 for LA and Wales comparative information

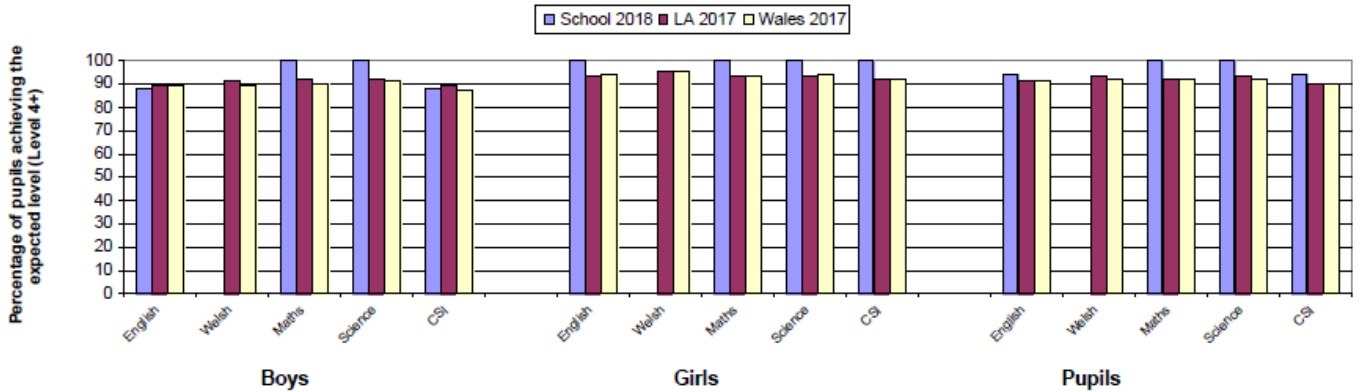
Llantrisant Primary School
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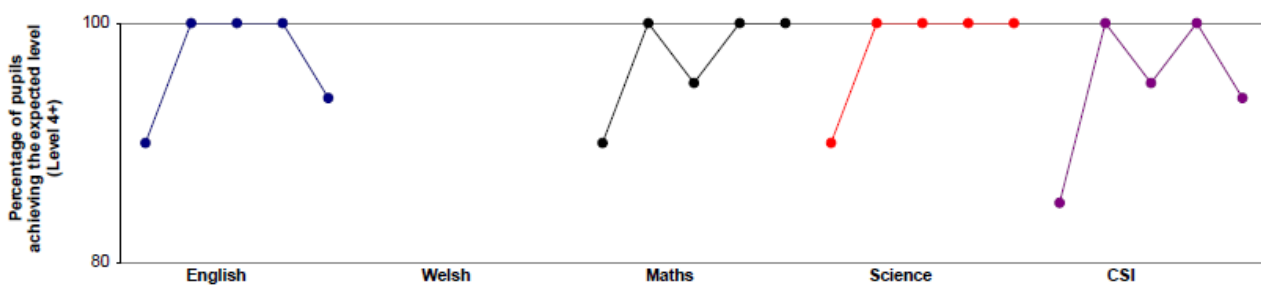
School comparative information: National Curriculum Assessments 2018
Key Stage 2

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

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	88	89	89	100	93	94	94	91	91
Welsh	0	91	89	0	95	95	0	93	92
Maths	100	92	90	100	93	93	100	92	92
Science	100	92	91	100	93	94	100	93	92
CSI	88	89	87	100	92	92	94	90	90



School Performance over time (2014 - 2018)



Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.