

Rhondda Cynon Taf County Borough Council

Governing Body of Pontyclun 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 Gaynor Davies, Director of Education and Inclusion, Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Kathryn Liddiard c/o Pontyclun Primary School, Palalwyf Ave, Pontyclun, RCT, CF72 9EG

3. Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
CBC Martin Ashford Margret Rafee CBC Wayne Owen Mair Rix	LEA	Council Members	17/02/24 19/11/26 16/7/27 16/7/27
Laura Carpanini Kathryn Dean Gemma Gifford Gemma Payne Charlotte Wright	Parent	Parents	20/10/26 12/11/24 20/10/26 24/10/25 20/10/26
Stephen Burrell Judith Lewis Kathryn Liddiard Cllr Jamie Daniel	Community Governor	Governing Body	7/11/26 27/6/26 9/12/27 22/11/27

Anne Jackson	Minor Authority (If applicable)	Community Council	12/10/25
Sam Jenkins Sophie Hancock	Teacher	Teaching Staff	16/10/26 13/3/27
Beth Price Thomas	Staff	Non-Teaching Staff	12/9/26
Hugh 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	1
Total	18

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 on 12/11/24. However, if there are any parent governor resignations before this date, arrangements will be made for an election to take place to fill the vacancy.

6. **School Performance Data**

The school has a robust tracking and assessment system in place. From our tracking we are able to say that nearly all pupils achieve or exceed their targets and make expected or better than expected progress.

Achievement at Pontyclun Primary School

What does progress mean at Pontyclun?

Progress is the extent to which pupils have moved forward in their learning from their starting point.

What does the term attainment mean at Pontyclun?

Attainment is the standard of academic performance usually demonstrated by tests, formal assessments or through teacher assessment.

What does the term achievement mean at Pontyclun?

Achievement takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards. By combining these two, gives us an overall indication of an individual's achievements.

What did we do previously?

Previously in Pontyclun Primary School, we used Incerts as an assessment tool across the curriculum to show through teacher assessment where each learner was in outcomes (Foundation Phase) or Levels (Key Stage 2). We would use this data every year for target setting and progress meetings to ensure children were on track for their end of phase target within each term, each academic year.

However, with the introduction of the new Curriculum for Wales, Levels and Outcomes are no longer relevant with progression steps taking over as indicators of how well our children are doing. In the old curriculum, emphasis was placed upon the attainment of children. The issue here was that as long as pupils were attaining it would seem they were making good progress. Sometimes, pupils attaining high levels may not be making as much progress as those pupils attaining lower levels and this achievement was skewed. E.g. a middle ability child scoring Level 2.32(2c) in Year 3 and Level 4.66(4a) in Year 6 has made 2.34 progress whereas a high ability child scoring Level 4.32(4c) in Year 3 and Level 5.66(5a) in Year 6 has made 1.34 progress.

Instead of a Foundation Phase and Key Stage 2, we now have a single continuum from 3 to 16, which aims to ensure a smoother learning journey for learners. The key purpose of assessment now is to support the progression of each individual learner in relation to the new 3 - 16 continuum in the Curriculum for Wales.

How are we currently doing this?

We have moved away from assessment tools such as Incerts, as the Welsh Government have emphasised the importance of progress in the following ways:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

In order to do this effectively, we are using a multi-layered approach to identifying achievement that involves pupils, (listening to learners), teachers (performance management), attainment (National Tests, & In house assessments) and progress monitoring (professional conversations about data, work, behaviour and improvement). By combining these strategies, we are ensuring that all staff, children and parents have a clear understanding of whether children are making progress, their strengths and what their next steps are in order to maintain or improve their progression.

Layers -What does this look like?

Layer 1: Formal Assessments (Ongoing)

An assessment timetable has been put together to ensure that children's maths and literacy skills are tested every term. These assessments include Salford Reading, Basic Number and the National Personalised Assessments from Welsh Government. In time, we will

gather more assessments across the Curriculum, however our focus this academic year was on literacy and numeracy.

Nursery & Reception:

Baseline
Language Link
Hands on Literacy
Phonics Screening
Number Recognition

Year 1 - 6:

Basic Number Skills
Salford 5 Reading Test (Reading & Comprehension)

Year 2 - 6

Welsh Government Personalised Assessments
(Reading, Procedural Maths, Maths Reasoning)

Layer 2: Initial Teacher Progress Meetings (End of Autumn 1)

Within these meetings, previous data and information (significant changes in family/test scores/interventions/medical info) surrounding each child is discussed with the teacher, alongside any new information, observations or assessments the new teacher may have. Here, previous cusp children are discussed to see if they have met or not met their aspirational targets and new potential cusp children discussed (but not set).

Layer 3: Data Analysis (Ongoing)

Children's scores are collated via Excel Spreadsheet to gain a whole picture of the child. Scores are colour coded to indicate whether that child has attained above, on or below average, and a progress score has been calculated and colour coded to indicate whether the child has made progress, maintained or scored less.

Layer 4: Data Discussions - (Spring Term 1)

The assessment coordinator meets with each member of staff to discuss the progress of each individual member of their class. The data we have is considered whether it is reflective of the work seen in class. For example, if children are attaining or progressing in a subject, but aren't challenging themselves appropriately in class, the teacher can rearrange groups or have a discussion with the child and parents to ensure the effort is seen in class.

Secondly, any anomalies that indicate the child hasn't scored as well as expected are discussed alongside the test papers, feedback reports, and duration of tests information, in order to piece together the precise targets for that child's next steps. For example, skills coverage in planning and teaching, reminding children not to rush etc.

In Years 2 - 6, where children undertake Personalised Assessments, the performance as a year group is discussed and specific literacy and numeracy teaching targets are given.

Lastly, 'cusp' children (those, who with focused targets will achieve a higher standard when the data is next reviewed) are identified and in-

class provision will be put in place to ensure they continue to make good progress.

Layer 5: Intervention Discussions

Individuals that are not achieving, are flagged up by the data or the class teacher within the previous layer. A progress conversation with the ALNco, Assessment Coordinator, and Intervention Teacher allows individuals to be released and put on to intervention programmes in order to further enhance any universal provision in class.

Layer 6: Pupil Progress Profiles (Autumn, Spring, Summer Term)

Here, the children take ownership of their progress and learning by identifying and sharing their strengths, areas to improvement and their overall personal target. After discussion and guidance from the class teacher, children create their progress profiles in whichever format they want e.g. Powerpoint presentation, poster, or marking making pictures. These are shared with their class, their teachers and their parents. Parents can choose to add their opinion at their parents' evening appointments in Autumn and Spring Term.

Layer 7: Teacher Progress Meetings - Summer Term

The final layer of the ongoing cycle, before it restarts, is the pupil progress teacher meetings. Each class teacher meets with either the Head Teacher, Deputy Head or Assessment & Progression Coordinator to discuss each individual child within their class. These conversations include; where the child is, where they have been, and where they are going and how that is going to happen. Cusp children are identified within these meetings and given targets (moving to HA work/achieving a certain score on a test/attendance) and are monitored throughout the year. Any ALN or MAT children are identified and shared with the ALNCO and any previous concerns or celebrations are highlighted so all parties are aware of the child's individuality. In these meetings, pupils are placed in an achievement grid to clearly define the representation of the whole class.

7. Financial Statement

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2022/23. Further breakdown of the information is available upon request

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.

No changes were made to the prospectus last year.

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 2022-2023 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body,

The school has continued refining its approach to Curriculum for Wales ready after its launch in September 2022.

The schools work has focussed on developing a thematic approach with an emphasis on what we term, 'The 5 E's.'

These are engage, explore, experience, explain, elaborate and evaluate. This approach allows us to understand what the children already know, teach the new skills and content required, practice the new knowledge and then apply this in a different context to demonstrate mastery of the new learning. Teachers use a variety of pedagogical approaches in delivering the curriculum and have been working hard to ensure their methods match a variety of different learning styles.

This approach incorporates the 6 areas of learning which are;

- Expressive Arts
- Health and Wellbeing
- Humanities
- Maths and Numeracy
- Science and Technology
- Languages Literacy and Communication

The school has continued working with a range of other schools to share our work, develop our methodology and to look at alternative practice so we can ensure our approach works best for our pupils.

Our classes were organised into 2 single year classes per academic year.

10. Use of the Welsh Language – Communication (for English medium schools only)

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 using incidental Welsh with all pupils throughout the school day.

In addition to the incidental Welsh being taught every class has weekly Welsh lessons to develop their knowledge and understanding of Welsh.

Weekly Welsh assemblies and incorporating Welsh history and culture into topics further enhances the pupils experience of Welsh language

11. English as a second language (EAL)

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 supported appropriately according to their needs.

12. Post Inspection Action Plan (PIAP) – if applicable

Governors are responsible for drawing up the Action Plan to address any key issues raised by Inspectors during the ESTYN inspection of the school. Parents are provided with a copy of the summary report produced by the inspectors.

13. School Holiday Dates 2023-2024

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2023	Monday 4 Sept 2023	Monday 30 Oct 2023	Friday 3 Nov 2023	Friday 22 Dec 2023	75
Spring 2024	Monday 8 Jan 2024	Monday 12 Feb 2024	Friday 16 Feb 2024	Friday 22 Mar 2024	50
Summer 2024	Monday 8 April 2024	Monday 24 May 2024	Friday 31 May 2024	Monday 22 July 2024	70
				TOTAL	195

Mon 4 Sept 2023 and Monday 22 July 2024 will be designated INSET days for **all** LA Maintained Schools. The remaining three INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff.

All schools will be closed on **Monday 6 May 2024** for the May Day Bank Holiday.

Significant dates: Christmas Monday 25 December 2023

Easter

Good Friday 29 March 2024
Easter Monday 1 April 2024

May Bank Holidays Monday 6 May 2024
Monday 27 May 2024

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;

Foundation Phase

Morning	9 am to 12.00pm
Lunch break	12.00pm to 1pm
Afternoon -	1.00pm - 3.20pm

Key Stage 2

Morning	9am to 12.00pm
Lunch break	12.00pm to 1pm
Afternoon	1.00pm - 3.20pm

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. 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 participates in a range of community events. For example;

- Pupils laid a wreath on Armistice Day and our choir sang at the switching of the Christmas lights ceremony.
- The pupils represented the school in football, rugby, and netball competitions. Our rugby team had unprecedented success winning all competitions and finishing the year as Welsh Champions, Urdd Champions and Pontypridd Schools Champions- an historic treble!
- We recycled school uniform, Christmas wrapping paper and Easter egg wrappers as well as collecting for the local food bank.
- The local police come to school and provide a range of workshops such as anti-social behaviour, cyber bullying and drug abuse

15. Review of School Policies

The school has many 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 on the school website or by contacting the Headteacher during school time.

16. 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 Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) 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 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.

During the academic year 2022/2023 4 pupils were in receipt of an Individual Development Plan (IDP)

17. Access for Disabled Pupils

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 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 Plan 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 to improve the access to the school.

18. Fabric of the Building & Provision of Toilet Facilities

The school is undergoing a complete re-build and the academic year saw significant changes to the infra structure of the school site.

The Junior building has been demolished and all juniors pupils moved to two double storey demountables.

Alterations were made to the playground areas and new playground areas, albeit smaller spaces were developed. The school site is now approximately half the original size as building works continue. At present the new build is due to come into use in March 2025.

The school has the appropriate number of toilets for the pupils on roll and they are cleaned every day as well as during the day if required.

19. Target Setting

Targets for the school are noted in the SIP/SDP. Pupils no longer have targets but are measured on achievement of progression steps.

20. Attendance Information

The school attendance was 94.3% for 2022/23. The target for 2023/24 is 95.2%. Attendance of all pupils is closely monitored and where required referrals and support is provided by the attendance and welfare service.

21. 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 school's 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 Y Pant Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

22. School Leavers

64 pupils left the school in 2022 and 98% of pupils went to Y Pant Comprehensive. 2% went to Cowbridge Comprehensive.

23. Sporting Aims and Achievements

The school runs a range of sporting clubs as well as being committed to participating in as many external events as possible.

Both girls and boys participate in football, rugby, athletics, netball, hockey, swimming and dance.

Our rugby team had unprecedented success winning all competitions. They were unbeaten all year, finishing the 2023 as Welsh Champions, Urdd Champions and Pontypridd Schools Champions- an historic treble!

24. Healthy Eating

Healthy Eating in School Our school has been part of the Healthy Eating Schools scheme since 2003.

Our school meals follow the Welsh Government guidelines and we have a breakfast club serving a healthy breakfast.

We encourage all parents and carers to provide a healthy packed lunch. All children are able to bring a water bottle to school from which they can drink when necessary. There are fresh water fountains around the school that pupils can fill their bottles from if needed.

Our breakfast club continues to be very popular and we average around 120 pupils from Reception to year 6 every day.

School Finance and how the School is funded?

Rhondda Cynon Taff County Borough Council (RCTCBC) provides every school with a budget for each financial year based on a number of factors. Seventy per cent of our budget is based on the school's pupil numbers. Thirty per cent of the budget is based on other factors including the number of children on the special needs register and floor space within the school.

The money received from RCTCBC is called the 'Delegated School Budget'. On receiving this budget, the Head and Governors decide how this money should be allocated and agree a budget for the financial year, April to March each year. The budget and how it is being spent is monitored by the Head, the Finance subcommittee and the Governing Body at regular meetings.

Delegated School Account Year ended 31st March 2023

Income for 2022 – 2023	£
Delegated School Budget (inc CF)	1,624,860
Enhanced Learning Grant (ELG)	138,180
Pupil Deprivation Grant (PDG)	60,950
Other income (incl. pta, WG and COVID learning grants)	<u>102,794</u>
Total Income	<u>£1,926,784</u>

Expenditure for 2022 – 2023

Teachers	1,077,313
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Site Manager, Cleaners & Supervisory Assistants	92,040
School clerks and Teaching Assistants	<u>400,740</u>
Total Staff Costs	<u>£1,570,093</u>
Expenditure	
Premises	112,080
Insurance	22,868
Capitation (incl. pta)	24,266
Information and Communication Technology	9,234
Transport	1,961
Other costs	57,713
RCTCBC education support services	<u>62,103</u>
Expenditure	<u>£290,225</u>
Total Expenditure + Staff	<u>£1,860,318</u>
Income less Total Expenditure	<u>£66,466</u>