



Mayals Primary School

Annual Report to Parents 2018 - 2019



Be the best you can be !



**Governors' Annual report to Parents
2019 - 2020**

Dear Parents and Carers,

The Governors of Mayals school are very pleased to commend this report on our caring, happy, inclusive and successful school where all staff are committed to ensuring the best learning experiences and greatest personal and academic progress and development for each individual pupil.

Our former Head Teacher, Damien Beech, has moved on to a leadership position with the local authority after 12 years of impressive dedication in securing firm foundations for school improvement. We are now delighted to welcome Leon Cox as our new Head Teacher. Leon is leading us on the next stage of our school journey as we prepare to embrace the new curriculum for Wales.

We wish to assure you that as governors we are doing all we can to advance our own expertise through engaging in training opportunities to become more familiar with the national agenda for education. We face many challenges arising from limited finance and resources for schools but will continue to work in partnership with you and our community to further develop our provision and raise standards for all.

Kathleen Boyce
Chair of Governors



**** If required, this report can be made available in different fonts and sizes.**



The Governing Body and the Headteacher share responsibility for the strategic management of the school, acting within the framework set by national legislation and by policies of the Local Authority (LA).

While the LA is the employer of staff, the Governing Body and Headteacher have separate and particular responsibilities for the selection and management of staff. The internal management of the school is the responsibility of the Headteacher.

The full Governing Body meets twice a term. In addition, sub-committees meet regularly to discuss specific issues - they report to the full Governing Body for formal ratification of proposals. The minutes of Governing Body meetings are available from the clerk to governors: Ms Dana Evans.

The Governing Body for our school, for the forthcoming year, is listed below:

Details of current members of the governing body		
Chair of Governors: Mrs. Kathleen Boyce (Community Governor) c/o Mayals Primary School Fairwood Road West Cross Swansea SA3 5JP End of term: 27/10/2022	Clerk to Governors: Ms. Dana Evans c/o Mayals Primary School Fairwood Road West Cross Swansea SA3 5JP ☎01792 872330 📧 mdanaevans@hotmail.com	
Mr. Leon Cox – Headteacher		
Mrs. Sue Gray Vice-chair	Community Governor	End of term: 21/12/2019
Rev. Hywel Griffiths	Community Governor	End of term: 03/10/2022
Cllr. Brian Arthur	Additional Community Governor	End of term: 14/05/2020
Dr. Felicity Padley	LA Governor	End of term: 24/07/2023
Cllr. Linda Tyler-Lloyd	LA Governor	End of term: 19/08/2020
Mrs. Margaret Collins	LA Governor	End of term: 21/06/2021
Dr. Luca Borger	Parent Governor	End of term: 03/01/2020
Ms. Kath Wilkins	Parent Governor	End of term: 03/01/2020
Mrs. Katherine Harrison	Parent Governor	End of term: 03/03/2023
Mrs. Charlotte Davies	Parent Governor	End of term: 19/10/2020
Mrs. Diane Evans	Staff Governor	End of term: 27/09/2023
Mrs. Gilmore-Jones	Teacher Governor	End of term: 01/01/2022

Election of parent governors

There will be two Parent Governor vacancies arising in January 2020



Below are the provisional foci of the school development plan (SDP). The plan is flexible and can / should adapt when required, as a result of our ongoing self-evaluation. More information can be found in the full SDP, available from the school on request.

NIA 1	Standards	<p>Ensure that every child reaches their potential.</p> <p>1.1 – To raise standards in core subjects, most notably at end of phase. 1.2 – Improve mental recall and application of multiplication / division facts (linking to fractions in key stage 2). 1.3 – Raise the profile of incidental and daily Welsh across the school. 1.4 – Monitor the differential in performance between eFSM and non-eFSM children.</p>
NIA 2	Wellbeing and Attitudes to Learning	<p>To enable pupils to take more responsibility for their own learning.</p> <p>2.1 - Improve pupil interdependence through a focus on high quality creative approaches to teaching and learning experiences across the school.</p>
NIA 3	Teaching and Learning Experiences	<p>To increase the opportunities for experiential learning.</p> <p>3.1 – Further develop the skills of teachers and TAs in the use of Forest Schools. 3.2 – Develop enriched activities that utilise the contextual aspects of our locality.</p>
NIA 4	Care, Support and Guidance	<p>Continue to develop staff practice in meeting the needs of all learners.</p> <p>4.1 – Improve staff understanding and school processes, in light of ALN reform. 4.2 – Raise pupil outcomes through improved understanding of tracking, monitoring and moderating.</p>
NIA 5	Leadership and Management	<p>To develop the school as a Learning Organisation</p> <p>5.1 – To undertake classroom based action research.</p>
	Curriculum Reform	<p>Continue to develop the school's curriculum, underpinned by the four core purposes.</p> <p>6.1 - Continue to develop, implement and monitor new curriculum, planning and assessments.</p>



School Structure

Senior Leadership Team

Headteacher	Mr. Leon Cox
Deputy Headteacher	Mr. James Paynter
Foundation Phase Leader	Mrs. Kim Edwards
Senior TLR Holder	Mrs. Karen Rowling

Class	Teacher	Associate Staff	Pupils in Class
Year 6	James Paynter	Julie MacDonald	28
Year 5	Karen Rowling	Keely Saville Ann-Marie James	30
Year 4	Jodie Gilmore-Jones	Julie Porter	31
Year 3	Katie Bowden / Danielle Williams	Sam Founds Diane Evans	29
Year 2	Rhian Arrowsmith	Deb Davey	30
Year 1	Laura Jarvis	Claire Williams Rachel Rodde	26
Reception	Kim Edwards	Alison Morgan Sue Owen	28
Nursery am	Helen Russell	Carley Beynon-Lloyd Natalie Pelders	29
Nursery pm / Wraparound	Helen Russell	Carley Beynon-Lloyd Natalie Pelders	6

Administration Staff

School Clerk	Mrs. Shelley Lomas
Wellbeing Manager	Mrs. Cath Clay

Other School Staff

School Caretaker	Mr. Steve Totterdale
Cook in Charge	Mrs. Jan Pickard



Financial Statement of Actual Expenditure (2018 – 2019)

Note: (Financial Year 01/04/2018 to 31/03/2019) - Please note our financial year is not the same as the school year or the calendar year.

STATEMENT OF ACTUAL EXPENDITURE 2018/19 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	451,176	0	451,176
Salaries	309,072	11,765	320,836
Other Employee Costs	0	0	0
Premises	14,082	0	14,082
Transport	0	0	0
Supplies & Services	187,791	0	187,791
Recharges	0	-180	-180
Gross Expenditure	962,120	11,585	973,705
Grant Income	-156,677	0	-156,677
Income	-94,303	-652	-94,955
Gross Income	-250,980	-652	-251,632
Net Expenditure	711,140	10,933	722,073

RESERVES:	£
FINAL FORMULA ALLOCATION:	748,973
TOTAL NET EXPENDITURE:	711,140
TRANSFER TO / (FROM) RESERVES:	37,833
OPENING BALANCE ON RESERVES 01/04/17	107,479
CLOSING BALANCE ON RESERVES: 31/03/18	145,312



Attendance

**Attendance Analysis by Year group:
 Dates between 01/09/18 and 31/08/2019**

Year Group	Target Attendance	Actual Attendance Attained	Authorised Absence	Unauthorised Absence
Reception	96.0%	92.1%	5.2%	2.7%
Year 1	96.0%	94.1%	4.3%	1.6%
Year 2	96.0%	94.3%	2.9%	2.8%
Year 3	96.0%	94.9%	3.2%	1.9%
Year 4	96.0%	95.5%	3.2%	1.3%
Year 5	96.0%	95.7%	3.4%	0.9%
Year 6	96.0%	94.9%	2.8%	2.3%

Improving attendance

All children have the right to an education. Therefore, we have very high expectations of pupil attendance and respond quickly and consistently to absence. Parents or carers are responsible for ensuring their child attends school regularly. We strive to involve parents in school life and in school strategies to improve attendance. If your child is absent, you should contact the school to inform us of reason for the absence by 9.15 am. We operate a robust first-day and on-going contact system.

We do not authorise family holidays and adhere to the code of conduct for penalty notices as issued by ERW (Education through Regional Working) and agreed by the Local Authority, and therefore may request the local authority to issue a penalty notice in certain cases.

Our administration staff work closely with our Educational Welfare Officer (EWO), Mrs. Vanita McGlynn, to monitor pupil attendance, punctuality and wellbeing.

Good attendance is celebrated and rewarded during the school year through a number of initiatives.

What is good attendance?

95-100% attendance: Best chance of success. Your child is taking full advantage of every learning opportunity.

90-95% attendance: At least 2 weeks of learning missed. Satisfactory. Your child may have to spend time catching up with work.

85-90% attendance: At least 4 weeks of learning missed. Your child may be at risk of underachieving and may need extra support from you to catch up with work.

80-85% attendance: At least 5½ weeks of learning missed. Your child's poor attendance has a significant impact on learning.

Below 80% attendance: At least 7½ weeks of learning missed. Your child is missing out on a broad and balanced education. You are at risk of prosecution.

Parents are encouraged to make non-urgent appointments (medical or otherwise) for their child outside of the times of the school day whenever possible.

**Target Setting**

School staff work closely with the new Headteacher to set targets for the forthcoming year, and beyond.

The process of agreeing targets is based on the following principles:

- We must have high expectations of all.
- Targets should be challenging, whilst being realistic and manageable;
- They should be specific, reflecting an informed evaluation of the school, year group, group of learners, or individual child;
- They must be reviewed on a regular basis.

Class teachers have a crucial role to play in the setting of targets and are fully involved in the process. In line with these principles, teachers use the wide range of information they have about each child in their class to set individual targets, across the core national curriculum areas.

This is a whole school initiative and teachers work hard to ensure that each individual target is challenging but realistic. These individual targets are also collated to form aggregate targets for both groups of learner and cohort groups as a whole. Subsequent patterns and trends are looked at closely by all staff and shared with the Governing Body.

End of Key Stage Assessments – Foundation Phase (End of Year 2)

		N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	23.3	73.3	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	37.9	58.6	0.0
Language, literacy and communication skills (in English)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	10.0	33.3	53.3	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	37.9	58.6	0.0
Mathematical development	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.3	10.0	33.3	53.3	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4	3.4	10.3	55.2	27.6	0.0

Foundation Phase Indicator (FPI)

2019 – 76.7%

2018 – 72.4%

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.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

End of Key Stage Assessments – Key Stage 2 (End of Year 6)

		N	D	NCO 1	NCO 2	NCO 3	1	2	3	4	5	6+	4+
English	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.8	31.0	44.8	10.3	86.2
	2018	0.0	0.0	0.0	0.0	0.0	0.0	6.1	12.1	39.4	27.3	15.2	81.8
Oracy	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.8	27.6	48.3	10.3	86.2
	2018	0.0	0.0	0.0	0.0	0.0	0.0	3.0	15.2	33.3	27.3	21.2	81.8
Reading	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.8	31.0	44.8	10.3	86.2
	2018	0.0	0.0	0.0	0.0	0.0	0.0	6.1	12.1	39.4	27.3	15.2	81.8
Writing	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.2	55.2	27.6	0.0	82.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	6.1	24.2	39.4	27.3	3.0	69.7
Mathematics	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.2	62.1	20.7	0.0	82.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	3.0	12.1	39.4	45.5	0.0	84.8
Science	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.2	41.4	41.4	0.0	82.8
	2018	0.0	0.0	0.0	0.0	0.0	0.0	3.0	15.2	36.4	33.3	12.1	81.8
Welsh Second Language	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24.1	55.2	20.7	0.0	75.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	6.1	18.2	42.4	33.3	0.0	75.8

Core Subject Indicator (CSI)	2019 – 82.8%	2018 – 81.8%
-------------------------------------	---------------------	---------------------

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)

Comparative information

The two reports above compare the performance of last year's Year 2 and 6 classes to national benchmarks.

Remember – this is the performance of just two of our classes (Year 2 being the end of the foundation phase and Year 6 being the end of key stage 2). Cohort (class) attainment can be affected by many factors, such as amount of pupils with additional learning needs, cohort size etc.



Four Purposes of Education in Wales

A new curriculum is being developed for settings and schools in Wales. A final version will be available in January 2020, and will be used throughout Wales by 2022.

The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.

They will also get a deep understanding of how to thrive in an increasingly digital world. A new digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

In preparation for the new framework, we are developing a curriculum that puts the following four purposes right at the heart of what we do, creating:

- 1. ambitious, capable learners, ready to learn throughout their lives**
- 2. enterprising, creative contributors, ready to play a full part in life and work**
- 3. ethical, informed citizens of Wales and the world**
- 4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**

Welsh

It is important that the children of Mayals Primary School are taught Welsh as a second language. It enriches their knowledge and understanding of the culture and heritage of Wales. It develops their personalities and ability to contribute to the community giving them a sense of place and identity.

Through our undertaking of the Siarter Iaith Bronze Award and through the development of our revised enrichment programme, we actively seek to improve the children's understanding and love for their locality.

The aims of teaching Welsh are:

- to develop pupils' knowledge, understanding and skills within an integrated programme of speaking and listening, reading and writing;
- to create a Welsh ethos within which to promote the teaching of the Welsh language;
- to create opportunities for children to enjoy the rich heritage of Wales;
- celebrate the traditions and culture of Wales (in particular West Cross, Mumbles and Swansea);
- to offer children opportunities to perform and compete in Welsh during school assemblies, concerts and Eisteddfodau.



School Hours and Holidays

School Hours

The school operates a Wide Awake Club from 7.50 am to 8.10 am at a cost of £1.00 per child (50p for siblings). Breakfast Club will run from 8.10 am to 8.40 am. This is a facility funded by the Welsh Government and aims to provide children with a healthy breakfast. The school also operates an After School Club.

Part-Time Nursery

Morning Session (older nursery pupils)	8.50 am – 11.50 am
Afternoon Session (younger nursery pupils)	12.50 pm – 3.20 pm

A playgroup operates during the afternoon for children who attend Morning Nursery. The cost is £9.00 per session. There is also the option for Morning Nursery Children to stay for lunch hour (between 11.50am and 12.50pm). This is at a cost of £3.00, and requires the children to bring a packed lunch.

(Many of our Nursery families utilise the Welsh Assembly Government initiative that assists families in accessing 30 hours free childcare for 3 and 4 year olds. Our Nursery staff can explain this in more detail for any parent that may be interested).

Full-Time Pupils

Foundation phase – am Session	8.50 am – 11.50 am
Foundation phase – pm Session	12.50 pm – 3.20 pm
Key stage 2 – am Session	8.50 am – 12 noon
Key stage 2 – pm Session	12.50 pm – 3.20 pm

The hours spent on teaching during the normal week including Religious Education, but excluding the statutory daily act of worship, registration and break hours are 21 hours 40 minutes in foundation phase and 23 hours 30 minutes in key stage 2.

School Holidays

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
Autumn 2019	Monday 2 September	Friday 25 October	Monday 28 October	Friday 1 November	Monday 4 November	Friday 20 December	
	40				35		75
Spring 2020	Monday 6 January	Friday 14 February	Monday 17 February	Friday 21 February	Monday 24 February	Friday 3 April	
	30				30		60
Summer 2020	Monday 20 April	Friday 22 May	Monday 25 May	Friday 29 May	Monday 1 June	Monday 20 July	
	25				35		60
Total:							195

Bank holidays

10 April 2020	Good Friday
13 April 2020	Easter Monday
8 May 2020	May Day
25 May 2020	Spring Bank Holiday

Inset Days

Autumn Term	Monday September 9 th 2019
	Tuesday September 10 th 2019
Spring Term	Monday January 6 th 2020
Summer Term	Monday June 22 nd 2020
	Monday July 20 th 2020
+ 1 additional day (date to be confirmed)	

After School Club

The After School Club (ASC) provision is open to all our pupils. It runs daily between the hours of 3.20pm and 5.30pm (5.00pm on Fridays).

Within ASC the children have the opportunity to take part in a variety of games and activities, supervised by trained staff. They are also provided with a nutritious snack.

There is the option for families to utilise the part-session (where children are collected before 4.30pm) at a cost of £5.50 per session. Or children can stay for the full session, at a cost of £8.50 per session. Siblings are charged at £7.00 per session.

Our ASC is very popular so booking in advance is recommended. This should be done by contacting the school office. We do ask that if parents / carers wish to cancel a session that they have previously booked, that they notify the school office at least 24 hours in advance.

Extra-Curricular Clubs

As well as ASC, there are a wide range of extra-curricular clubs / activities that are available to pupils free of charge. An example of some of our Autumn term clubs are listed below (this is subject to change):

Monday	Games Club	Miss Jarvis	3.20pm – 4.15pm	Year 1 + Year 2
Tuesday	Girls Football	Mrs Pelders	3.20pm – 4.15pm	Year 3 to Year 6
	Rugby	Mr Thomas + Mr Goldsworthy	3.20pm – 4.15pm	Year 5 + Year 6
Wednesday	Football	Mr Paynter	3.20pm – 4.15pm	Year 3 to Year 6
	Art and Craft	Miss Arrowsmith	3.20pm – 4.15pm	Year 1 + Year 2
Thursday	Netball	Mrs Gilmore-Jones	Lunchtime	Year 5 + Year 6
Friday	ICT / Coding	Mrs Rowling	Lunchtime	Year 5 + Year 6

** Other clubs include Ukulele club, French Club, Foundation Phase Football Club, and Science Club.



Sport plays an important part in our school life. Children participate in a variety of team games as an integral part of the P.E. curriculum. They have the opportunities to participate in activities, such as netball, football, rugby, tennis, cricket, athletics, swimming, and others. All children are included within these sessions and we aim to ensure that each child finds a degree of personal success and enjoyment.

Within weekly P.E. sessions, there are also opportunities for pupils to develop creative aspects of their physical repertoire. Our trained staff lead sessions in dance, gymnastics and even yoga - involving all children across the school. We again strive to ensure that pupils make personal development, but first and foremost, enjoy.

Sports Days for the Foundation Phase and KS2 are well attended, providing an enjoyable day for children and their families.

We are mindful too of the need to help children to keep fit and active on a daily basis. To this end, teachers, teaching assistants, and parents offer a wide range of extra-curricular activities (such as those listed on the page above). These clubs are well attended also.

During weekly recognition assemblies we celebrate the pupils' achievements and accolades from both in and out of the school environment. This again is an excellent opportunity to share positive experiences with the whole school, along with also raising the awareness of activities that are accessible locally to our children. We encourage all children to bring their awards and achievements in to assembly and share with the rest of the school.

Other Important Information

School Prospectus

The school prospectus has recently been reviewed and updated, and has been posted on the school website. The prospectus contains information about the school's class structures and outlines the aims and vision of the school. For a full colour copy of the prospectus, please ask Mrs. Lomas in the school office or see the school's website.

School Policies

We regularly review and update our school policies. Reviews are undertaken on a rolling programme, led by relevant leaders.

Review of policies ensures the inclusion of new developments, resources and methodologies particularly with the Government drive on safeguarding and raising standards in literacy and numeracy. Copies of school policies can be obtained from the school office and many are available on our school website.

Toilet facilities

Mayals Primary provides good quality toilet facilities throughout the school. The school recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning. Toilets and washroom facilities are open and available to learners throughout the school day. They are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings.



The school is extremely keen to promote links with local schools, businesses and other organisations within our community. We fully understand and appreciate the benefits that can be accessed from their support.

- We have strong links with Bishopston Comprehensive School and the other cluster Primary Schools. We aim to ensure a smooth transition for our Year 6 pupils as they move to their chosen secondary schools. Visits are planned each year giving opportunities to attend a range of lessons and activities. Most pupils in last year's Y6 went on to Bishopston Comprehensive School. Four pupils went to Bishop Gore and one went to Olchfa Comprehensive School.

We seek opportunities to work closely with other schools, both in and out of our local cluster. School staff have had opportunities to meet staff from other schools to share knowledge, expertise, and to broaden our understanding of what is taking place in other settings.

- We have a very close relationship with our local church. Many of our Governing Body are members of the church and play an active role in the life of the school, through being linked to classes and through a weekly 'Open the Book' assembly that they lead.
- Our PTA is notoriously supportive of the school. Over recent years they have been influential in supporting the school in helping to run school events and in raising funds. The PTA has received many new members this year – all of whom are full of new innovative ideas, and are excited about driving the school forward over the coming years.
- We continue to enjoy the positive contribution made by parents in other areas also. As in previous years, parents have accompanied children on school trips, some have helped to vastly improve the school grounds, and others regularly give of their time to support children's learning within the classroom.
- The school has a very committed Governing Body, who offer time, counsel and a wealth of expertise in support of the school. The full body meet every half term, whilst designated sub-committees meet at other regular intervals across the year. There are representatives from the Local Authority, the community, parents, staff, and others.
- Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community police liaison officer, Assembly Members, school nurse, the fire brigade, and a wide range of parents and governors with specialist skills and knowledge.



'Be the best you can be !'

Mayals Primary School

Fairwood Road,
West Cross,
Swansea,
SA3 5JP

01792 402755
@MayalsSchool

Mayals. Primaryschool@swansea-
edunet.gov.uk