



**MAESMARCHOG PRIMARY SCHOOL**  
**Governors' Annual Report to Parents**

**Autumn 2017**



Dear Parents and Carers

I would like to take this opportunity to warmly welcome you and your child/children, whether you are a new or current family to our happy school. It is a privilege that we have the unique opportunity to provide your child with the very best education they deserve. We recognise that a child's education is a 'once in a lifetime' chance which we aim to make as fun and successful as possible.

This document provides important information about the past year of the school, the make-up of our governing body, our staff, and information about our results, our attendance and many other aspects of school life. I'm confident that through sharing our policies and ethos, you will gain a better understanding of how our school operates and will continue to help support us as we all journey along together throughout the education of our children. The school believes in valuing children and making learning attractive and engaging. The staff are very much a team. We want your child to be happy and enjoy learning.

The school is very much a community made up of staff both teaching and non-teaching, pupils, governors and parents and also the wider community. All facets of the community working together will ensure that each child will benefit. The school hopes to develop every child to his or her potential, achieving the best that they are capable of. At the same time the school encourages each child to become a responsible and caring member of the community.

We believe that we can only achieve the best for your child by close co-operation between home and school in an atmosphere of trust and confidence. Partnership is the key to our success and the staff, governors and I look forward to working with you.

Yours faithfully,  
Mrs Katrina Winston B.A (Hons) NPQH  
Head Teacher

## Our School Context

Maesmarchog Primary School is situated in the Upper Dulais Valley and serves the communities of Dyffryn Cellwen, Banwen, Onllwyn and Pant y Ffordd. The school has two buildings; the 'upper building' and the 'lower building' with both buildings separated by play areas.

The 'upper building' houses the Headteacher's Office, the Administration Office, the Staff Room, the Dinner Hall and Canteen, the ICT suite/library/meeting room, the Early Years classroom and several other classrooms for pupils from Year 1-6. There is also a separate enclosed play area which has both hard and 'soft' surfaces. The main pupil toilet facilities in this building were re-designed and refurbished in 2011 and fully comply with statutory requirements. All toilets are cleaned daily with any emergency spills dealt with immediately. Liquid soap and toilet paper is frequently checked and refilled when necessary. Hand driers and paper towels are provided for pupils' use. The 'Lower building' houses the PE Hall and the Learning Support Centre for pupils with a diagnosis of Autistic Spectrum Condition including two classrooms, a Soft Play Room a Quiet Room and a room which is in the process of becoming a sensory room.

Strong Home/School links are vital and we work hard to develop good working relationships with parents and carers. Regular opportunities are provided for parents to come into school and keep up to date with children's progress. We hold regular Parent Forum meetings and letters, newsletters and texts ensure up to date information is always available. Our school website: [www.npted.org/maesmarchogcommunityprimary](http://www.npted.org/maesmarchogcommunityprimary) is an ideal way of keeping up to date with diary dates, events, accessing key documents and gaining answers to many questions you may have. Our Governors, Headteacher and Staff are always eager to meet and discuss any queries you may have at a mutually convenient time.

## General Information

Maesmarchog Primary School  
School Road  
Dyffryn Cellwen  
Neath  
Neath Port Talbot  
SA10 9LB  
01639 700228

Email: [maesmarchogcommunityprimary@npted.org](mailto:maesmarchogcommunityprimary@npted.org)

Website: [www.npted.org/schools/primary/maesmarchog](http://www.npted.org/schools/primary/maesmarchog)

Director of Life Long Learning: Mr. Aled Evans

Head Teacher: Mrs. Katrina Winston

Deputy Head Teacher: Mrs. Carolyn Jones

Administration Officer: Mrs. Jennifer John

PSO (Budget): Ms Deborah Murray

Age Range of Pupils: 3 – 11 years

Chair of Governors: Mrs. Melanie Davies

Numbers on Roll (As at January 2017): 94

The composition of the Governing Body is in accordance with the Neath and Port Talbot County Borough Council's Instruments of Government for primary schools. The names of the Governors are as follows:

## 1. Governing Body Members

<u>L.E.A. GOVERNORS</u>	<u>Termination of Office</u>
Cllr. Alun Thomas	01/09/2020
Mr. Wayne Hopkins Vice Chairperson	31/12/2018
<u>PARENT GOVERNORS</u>	
Mr. Joe Davies	03/01/2021
Mrs. Sian Evans	03/01/2021
Ms. Karen Fox	16/07/2019
<u>COMMUNITY GOVERNORS</u>	
Mrs. Melanie. Davies -Chairperson	28/09/2020
Mrs. Kathrine Thomas	28/09/2020
<u>COMMUNITY MINOR AUTHORITY GOVERNOR</u>	
Cllr. Gareth Llewellyn	07/12/2018
<u>TEACHING STAFF GOVERNOR</u>	
Mr. David Roe	17/03/2019
<u>NON TEACHING STAFF GOVERNOR</u>	
Mrs. Gail Fahey	25/09/2019
<u>LEA LINK GOVERNOR</u>	
Mrs. Kath Gilbert	
<u>HEADTEACHER</u>	
Mrs. Katrina. Winston	

Each Governor's term of office will end on the dates indicated above, except for the headteacher, who is an ex-officio member (non-voting member of the Governing Body).

The Chairperson of the Governing Body is Mrs Melanie Davies. Mrs. Davies can be contacted via the School (Tel: 01639 700228).

The Clerk to the Governing Body: Mrs. Donna Brace can be contacted via the Schools and Family Support Team Neath Port Talbot Civic Centre, Port Talbot, SA13 1PJ 01639 763600

Our contact person at the Local Education Authority (L.E.A.) is Mrs. Kathryn Gilbert who has attended our meetings, and has given guidance and advice to the Governing Body. She can be contacted by telephone on (01639) 76443.

## 2. Committees.

The Governing Body has set up a number of Committees to deal with specific issues.

### Headteacher/Deputy/Teaching Staff Appointments Panel

Mrs M Davies (Chair)

Mr Wayne Hopkins

Ms K Fox

Cllr Gareth Llewellyn

Mrs K Thomas

Mrs K Winston (Headteacher) – except for the appointment of Headteacher

### Staff Disciplinary/Dismissal Committee

Mr W Hopkins (Chair)

Mrs K Thomas

Mrs. S. Evans

### Staff Disciplinary/Dismissal Appeal Committee

Mr. J. Davies

Ms K. Fox

Cllr. G Llewellyn

### Pupil Disciplinary/Exclusion Committee

Mrs. M Davies (Chair)

Cllr. G Llewellyn

Ms K Fox

### Finance/Pay & Conditions Committee

Mrs. M. Davies (Chair)

Mr. W. Hopkins

Cllr. G Llewellyn

Mrs. K Thomas

Mr. J. Davies

Curriculum Committee

Mrs. K. Thomas (Chair)  
Mrs. M. Davies  
Mrs. G. Fahey  
Ms K. Fox  
Mr. D Roe

Health & Safety Premises Committee

Mr. W. Hopkins (Chair)  
Mrs. G. Fahey  
Cllr. G. Llewellyn  
Mr. D. Roe  
Mrs. S. Evans

Complaints Committee

Cllr. A. Thomas OBE (Chair)  
Mrs. M. Davies  
Mr. W. Hopkins

Headteacher's Performance Management

Mrs. M. Davies (Chair)  
Ms K. Fox  
Mr. J Davies

Headteacher's Performance Management Appeals Committee

Mrs. K. Thomas (Chair)  
Cllr. G. Llewellyn  
Mrs. S. Evans

Grievance Committee

Mrs. M. Davies (Chair)  
Mrs. K. Thomas  
Mrs. S. Evans

Grievance Appeals Committee

Mr. W. Hopkins (Chair)  
Cllr. G. Llewellyn  
Mr. J. Davies

Pay Review Appeals Committee

Mrs. K. Thomas (Chair)  
Mrs. M. Davies  
Mrs. K. Thomas  
Mr. J. Davies

### Performance Management Appeal Appraiser(s) (Teacher)

Mrs. K. Winston or Chair (if the headteacher has participated in the appraisal which is the subject of the appeal)

### 3. The Role and Work of the Governing Body.

Governors are volunteers, people who care about teaching, learning and children. They represent people in the local community and staff of the school. They are part of a team which accepts responsibility for everything a school does and have time to commit to attending termly meetings and other occasions when required. Governors are willing to learn and they attend regular governor training sessions held by the Local Education Authority but are still able to cast a critical eye upon how the school works and the standard it achieves. Governors act as a link between parents, the local community and the school.

Our school Governors have legal duties, powers and responsibilities. They make important decisions about how the school is run. They meet as a whole body at least once a term and review school policies and procedures on an annual basis. In addition to this, various sub committees such as Finance, Curriculum and Health and Safety meet regularly to scrutinise in further detail the work of the school. This information is used to inform our School Self Evaluation report and identify improvement targets for the following year.

The Governing Body has met frequently throughout the year to conduct an increasingly wide range of business associated with the life and activities of the School. Reports from the Headteacher are received termly informing us of the various activities of the school, class organisation, curriculum organisation, educational details, safeguarding, health and safety, financial matters, attendance, staffing, building maintenance, progress against the targets in the School Improvement Plan and any other matter considered to be the business of the Governing Body. We deal with human resource issues and appoint staff to the school when necessary.

We receive the Minutes of previous meetings, discuss any correspondence and various reports received from the Welsh Government, Local Authority and any relevant reports from other agencies. We also formally adopt and review any school policy documents and school strategies as necessary.

Governors have reviewed and approved the changes in the organisation and administration of the school proposed by the headteacher.

### Meetings held in 2016-17

During the last academic year 2016-2017, the Governing Body has met on these occasions.

#### Full Governing Body Meetings.

September 2016	Governing Body AGM
November 2016	Data training
November 2016	Termly meeting of the Governing Body
March 2017	Termly meeting of the Governing Body
June 2017	Termly meeting of the Governing Body

#### Committee Meetings

November 2016	Finance and Pay Committee
November 2016	Headteacher's Performance Management Committee
January 2016	Finance and Pay Committee

March 2016  
June 2016

Finance and Pay Committee  
Finance and Pay Committee

#### 4. Circulars, policies and reports

We have received and discussed, numerous Circulars and Reports from the L.A. and Welsh Government. The Governing Body has received and considered regular reports from the headteacher on school organisation, curriculum development, pastoral care, maintenance of buildings, professional learning of staff, additional learning needs, pupils attendance, inter-school liaison, out of school visits, parental involvement and community links.

#### 5. Staffing at Maesmarchog Primary School 2016-17

Mrs. K. Winston	Headteacher and part time teacher in Class 2.
Miss. L. Allen	Class 1 teacher: Foundation Phase/KS2 Learning Support Centre Miss Allen returned to work five days per week in April 2017 From September 2016 to April 2017 the fifth day was covered by Mrs. M Devlin.
Mrs. K. Hitchings	Four days per week Class 2: Foundation Phase (Nursery/Reception) teacher
Miss. G. Griffiths	Class 3: Foundation Phase (Year 1 and 2) teacher
Mr. D. Roe	Class 4: Years 3 and 4 teacher
Mrs. C. Jones	Deputy Headteacher and Class 5: Years 5 and 6 teacher
Mrs. K. Smith	Class 6: teacher KS2 Learning Support Centre.
Mrs. M. Bibb	Teaching Assistant Class1
Mrs. R. Pascoe	Teaching Assistant Class 6
Mrs. J. Hodge	Teaching Assistant Class 1 & 6
Mrs. G. Fahey	Teaching Assistant Class 3
Mrs. A. Hawkes	Teaching Assistant Class 2
Mrs. S. Daniel	Teaching Assistant providing literacy & numeracy interventions and provider of PPA cover.
Mrs P. Gould	Teaching Assistant in Class 2 and providing in class support for other classes.
Mrs. J. John	School Clerk
Mr. S. Thomas	Caretaker
Mrs. E. Evans	Lunchtime Supervisory Assistant
Mrs. L. Potter	Lunchtime Supervisory Assistant/Cleaner
Mrs. S Inverarity	Lunchtime Supervisory Assistant
Mrs. P. Pittard	Cleaner
Mrs. D. Lewis	Cook-in Charge
Mrs. A. Owens	Kitchen Assistant.

#### 6. Term Dates and Session Times 2016-2017

The Education Committee approved the following school terms and holiday dates for the 2016/2017 academic year.



		<b>Mid Term Holiday</b>			
<b>Term</b>	<b>Term Begins</b>	<b>Begins</b>	<b>Ends</b>	<b>Term Ends</b>	<b>Days</b>
Autumn 2016	Thursday 1 <sup>st</sup> September	Monday 24 <sup>th</sup> October	Friday 28 <sup>th</sup> October	Friday 16 <sup>th</sup> December	72 37+35
Spring 2017	Monday 3 <sup>rd</sup> January	Monday 20 <sup>th</sup> February	Friday 24 <sup>th</sup> February	Thursday 7 <sup>th</sup> April	64 34+30
Summer 2017	Monday 24 <sup>th</sup> April	Monday 29 <sup>th</sup> May	Friday 2 <sup>nd</sup> June	Friday 21 <sup>st</sup> July	61 24+37
				<b>Total</b>	195

Schools will be closed to pupils for **INSET/Staff Preparation for five days** between Thursday 1<sup>st</sup> September 2016 and Friday 21<sup>st</sup> July 2017. The dates are to be determined by the school.

### **Bank Holidays**

New Year, 2<sup>nd</sup> January 2017  
 Good Friday, 14<sup>th</sup> April 2017  
 Easter Monday, 17<sup>th</sup> April 2017  
 May Day, 1<sup>st</sup> May 2017 (All schools closed)  
 Spring Bank Holiday, 29<sup>th</sup> May 2017  
 Summer Bank Holiday, 28<sup>th</sup> August 2017

### Our School Day

Doors open: 8:40am  
 Session One: 8:50am – 10:30am  
 Break time: 10:30am – 10:45am  
 Session Two: 10:45am– 11:50am Foundation Phase  
 10:45am - 12:00pm Key Stage 2

Lunchtime: 11:50am – 12:50pm Foundation Phase  
 12:00pm - 12:50pm Key Stage 2

Session Three: 12:50pm – 2:00pm

Break time: 2:00pm – 2:10pm

Session Four: 2:10pm – 3:20pm

Morning Nursery Session: 8:50am – 11:30am

### 7. In-Service Training Days (INSET) 2016-17 (last academic year)

- Day 1 Thursday 1<sup>st</sup> September, 2016- Preparation for new academic year and attendance data sharing for
- Day 2 Friday 2<sup>nd</sup> September 2016 – Sharing performance data, reviewing planning and updating the post inspection plan.
- Day 3 Monday 6<sup>th</sup> January 2017 – Collecting evidence for Estyn inspection re-visit.
- Day 4 Thursday 4<sup>th</sup> May 2017 – Developing awareness of nurture, Child Protection training, Child Sexual Exploitation Training.
- Day 5 Friday 21<sup>st</sup> July 2017 – Collecting tracking information. Review of some health and

safety practices.

In addition to these training days, staff attended a variety of courses during the academic year. As well as this, teaching staff meet for their Additional Directed Duties Time (ADDS) after school hours during which they undertook a number of development activities.

## 8. Attendance and Punctuality

Attendance and punctuality is rigorously monitored, with parents being reminded in newsletters about the importance of contacting the school on their child's first day of absence. We operate a First Day and Third Day Response system. If no message has been received, a phone call and/or text message is sent to which parents are expected to respond. A note or phone call should also be sent prior to a child attending a medical or dental appointment.

Personalised individual pupil attendance percentages are sent to parents every half term or so with a reminder of how important regular attendance and punctuality is. A break down of the consequences of poor attendance is also included. This is helpful to keep parents and carers fully informed. Letters are sent out to parents detailing any concerns and consequent procedures. We offer support regarding attendance to any family should they require it.

Pupil attendance for the year 2016-17 stood at 96.2% against our target of 95.2%. Please remember that holidays as far as is possible should not be taken within term time and will be classed as unauthorised.

An Education Welfare Officer visits the Head Teacher on a regular basis and will visit families who require support and encouragement regarding attendance and punctuality.

Attendance is considered an important part of school life and to foster this, good attendance is rewarded with certificates and prizes and congratulation letters.

### SEPTEMBER 2016- JULY 2017

Attendance percentage of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Present/Approved Educational Activity (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 or over	31/8/05 or earlier	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	1/9/05 - 31/8/06	97.1	96.2	96.7	2.5	2.2	2.3	0.5	1.6	1.0
9	1/9/06 - 31/8/07	93.9	98.5	95.2	3.2	0.9	2.6	2.9	0.5	2.2
8	1/9/07 - 31/8/08	95.7	96.5	96.0	3.9	2.8	3.5	0.4	0.7	0.5
7	1/9/08 - 31/8/09	97.3	98.1	97.5	0.8	1.1	0.9	1.9	0.8	1.6
6	1/9/09 - 31/8/10	95.7	93.4	95.0	3.5	3.1	3.4	0.8	3.5	1.6
5	1/9/10 - 31/8/11	99.4	96.6	97.0	0.6	2.7	2.3	0.0	0.7	0.6
Total of all pupils		96.2	96.3	96.2	2.8	2.4	2.6	1.0	1.4	1.2

Attendance actuals of possible sessions for pupils on roll and leavers of compulsory school age only.

Age	Date of Birth	Sessions Possible			Present/Approved Educational Activity			Authorised absences			Unauthorised absences			Partial and forced school closure (code Y)			Untimetabled sessions for non-compulsory school-aged pupils (code X)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 or over	31/8/05 or earlier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	1/9/05 - 31/8/06	3382	2636	6018	3283	2536	5819	83	58	141	16	42	58	18	14	32	0	0	0
9	1/9/06 - 31/8/07	1890	756	2646	1775	745	2520	61	7	68	54	4	58	10	4	14	0	0	0
8	1/9/07 - 31/8/08	2802	1890	4692	2682	1824	4506	110	52	162	10	14	24	14	10	24	0	0	0
7	1/9/08 - 31/8/09	2258	756	3014	2198	742	2940	18	8	26	42	6	48	12	4	16	0	0	0
6	1/9/09 - 31/8/10	3770	1512	5282	3607	1412	5019	133	47	180	30	53	83	20	8	28	0	0	0
5	1/9/10 - 31/8/11	478	2424	2902	475	2341	2816	3	65	68	0	18	18	2	12	14	0	0	0
Total of all pupils		14580	9974	24554	14020	9600	23620	408	237	645	152	137	289	76	52	128	0	0	0

## 9. School Uniform

The colour of the school uniform is blue and grey/black. Blue sweatshirts, fleeces, hooded tops, polo shirts, cardigans and coats as well as book bags hats and P.E. kits can be ordered online from [www.schooltrends.co.uk](http://www.schooltrends.co.uk) all with the school logo. Of course uniformity of dress necessitates marking or labelling all items of clothing. It is essential that pupils also wear appropriate clothing i.e. T shirt and shorts, for P.E. lessons or after school clubs such as Fit Kids as well as the correct footwear.

Valuables are brought to school at the child's own risk, and, in the interest of safety, jewellery, should not be worn and only stud earrings worn.

## 9. School Organisation

Through careful organisation the school attempts to give to the children what is best in education. In all our activities, we try to work as a community where members have a sense of purpose and belonging, and a feeling of responsibility to the school and there is equality of opportunity for all. Our class structure is governed by our variable year group numbers.

In 2016-17, the pupils were organised into four mainstream classes with two year groups in each Key Stage 2 class and upper Foundation Phase Class, and 3 year groups in our Nursery/Reception Class. Dependant on their age children in the Nursery Class attended either in the morning or in the afternoon. In addition there were two classes of children with autistic spectrum condition. Every opportunity is sought to include these children in mainstream activities.

The needs of each child are catered for through the hard work and commitment of our dedicated teachers and teaching assistants. Detailed planning, a wide range of formative and summative assessments and a thorough knowledge of the ability of each child all ensure that a broad and balanced curriculum is delivered through a differentiated approach. Each specific cohort of children will display a range of abilities and qualities which our staff are highly trained to cater for. Each year group has access to 'age' and 'stage' appropriate experiences. At our school, there will

be times when each child will work in a variety of different learning areas both inside and outside the classroom.

We take the national priorities of raising standards in literacy, numeracy and tackling poverty issues very seriously. Regardless of which class a child is placed in, our highly trained staff cater for specific 'groups of learners' to ensure that each child is challenged at their appropriate level. The success of this approach rests with the expertise of our teachers and teaching assistants who are eager to ensure we continue to raise standards of achievement at our school. Attendance at Parents' Evening and 'Open Afternoons' continues to be very high. This reflects the commitment of our parents and their wish to play their full role in the education of their children.

## 10. Curriculum and Organisation

The school endeavours to provide a broad and balanced curriculum incorporating National Curriculum requirements, and adopting a child-centred individual approach whenever possible. A variety of teaching methods and approaches will be used to deliver an appropriate curriculum for pupils. Learning through direct experience is encouraged and full use is made of the local environment. Trips and visits are undertaken during the year, which compliment the curriculum. Parental consent is always sought prior to taking the children on educational visits. One is residential in nature when Year 5 and 6 pupils visit Margam Park where they take part in a wide range of outdoor adventurous activities. Trips such as these provide great benefits for the children involved. We are indebted to the support from staff and parent helpers involved.

Teaching assistants play a vital role working variously with groups of children, the whole class or particular individuals in a range of activities. Teaching Assistants deliver various programmes including Rapid Reading, Language Link, Speech Link, Precision Monitoring, Jolly Phonics and Numicon interventions, occupational therapy programmes, speech and language programmes etc. to various identified groups or individual learners each week. This ensures children are receiving tailor made opportunities to reach their full potential.

Very young children, who cannot yet read and write, express their feelings through play. Play is a child's work. It is the way in which he/she discovers new things about the world, develops new skills and builds up relationships with new friends. Our Foundation Phase, which now extends from Nursery to Year 2, provides opportunities for these activities.

Early play activities become more structured as the children mature and levels of attainment are monitored continually as pupils progress through the school. More formal approaches are then used. The curriculum offered to the pupils is in accordance with the requirements of the National Curriculum and the National Literacy and Numeracy Framework. Those in Years 3, 4, 5 and 6 will be following the Key Stage 2 guidelines. Subjects taught at Key Stage 2 include Mathematics, English, Science, Information Communication and Digital Technology, Design and Technology, History, Geography, Welsh, Music, Art and Craft, Personal and Social Education, Physical Education and Religious Education. Many of these subjects are taught through thematic approaches rather than as discrete subjects. The curriculum has placed the emphasis on skills development rather than the teaching of content and we are continuously planning and reviewing our curriculum accordingly. Through a range of planned activities we develop children's communication, thinking and information technology skills as well as strengthening their ability to work collaboratively with others.

Although our pupils are taught predominantly through the medium of English, our pupils are encouraged to use everyday Welsh when greeting others and whilst performing daily tasks in class. The pupils are also encouraged to use Welsh to communication outside of formal instruction

such as games during playtime and instructions throughout the day. Everyday Welsh is spoken and practised every day in every class throughout the school. The school actively promotes the development of the Welsh language and pupils' knowledge about Wales and Welsh culture. St. David's day is an important part of our heritage and through our curriculum; pupils have the opportunity where appropriate to apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Religious Education is taught in accordance with the Authority's Agreed Syllabus, either as a specific subject or as part of a broader theme. The approach is educational in its aims and is designed to help pupils understand the nature of religion. Collective worship is held daily. Parents who require their children to be withdrawn from religious activities may do so. Such children will be given alternative work and will be supervised.

School governors have accepted the policy outlined by the Local Education Authority on Sex Education, which is taught as part of a wider topic on health. Year 5 & 6 pupils receive specific guidance from the School Nurse on matters of personal hygiene and growth. Parents may, if they wish, withdraw their children from all or part of the sex education provided.

The school continues to be involved in a range of charitable activities and during the last academic year we raised hundreds of pounds and helped many people in need including the Macmillan, Children in Need, and Comic Relief. Governors thank the children and parents for their generosity.

School policies and strategies are regularly reviewed by the school staff and presented to the Governing Body, specific details can be found in policy documents, which are available to parents on request.

## 11. Admissions

The Governing Body has adopted the admissions policy of the Local Education Authority. All pupils who wish to seek admission into the school Nursery need to fill a Local Authority admission form. Transfer to full-time provision takes place in the school year that the child reaches his/her fifth birthday. Again in order to gain admission into the school's Reception class, parents need to fill an admission form from the Local Authority. Admission to other mainstream classes can be arranged during any part of the school year, subject to the acceptance of the Admissions Officer following the receipt of an admission form.

Copies of the appropriate form will be sent to pupils' home addresses by the Local Authority in the period preceding admission. Copies of all these forms are also available from the School Office. In the period prior to admission to the Nursery, parents and children will be invited along to an 'open session' to see our Nursery provision and to meet the staff.

The school also has a Learning Support Centre (LSC) of 18 planned places for pupils with a statement of Special Educational Need with Autistic Spectrum Condition. A panel within the Local Authority allocates places to the LSC and pupils may access the LSC from a wide geographical area across the Local Authority.

## 12. Planning Preparation and Assessment

Since September 2005 teachers are entitled to 10% of their teaching time away from their classes. This time is used for planning, preparation and assessment. This means that most class teachers will have one afternoon per week to carry out those duties.

### 13. Physical Education/Sport

We believe that Physical Education is about developing the children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. It is a practical activity that gives all children, irrespective of age or gender, opportunities for participation, enjoyment and success. All pupils must participate in physical education and the school seeks to promote sporting activities by expanding the range and support on offer. Our rugby team has taken part in inter-school matches and tournaments organised by outside providers. We continue to strive for an inclusive sports curriculum, whereby all pupils enjoy a full range of sporting activities. After school sports clubs are run at various times in the year offering sporting opportunities in a range of different sports.

The Governors would like to congratulate the many pupils who have taken part in all the sporting and non sporting activities throughout the year and all the dedicated staff, parents and friends who regularly give their free time to help the pupils and school achieve the many sporting successes.

### 14. Music

The School benefits from peripatetic music teaching. Junior pupils can learn to play a range of different brass instruments.

### 15. Additional Learning Needs (ALN)

Governors continue to review their policies for inclusion which is based upon the Code of Practice and linked with the LEA's own policy.

In April 2002, the Special Educational Needs Code of Practice for Wales came into effect. Stages 1 – 5 of the previous Code have been replaced as follows:

**SCHOOL ACTION** – Class teachers identify a child's special educational needs and set targets to be achieved. The child may receive additional help from the support teacher or teaching assistants. Most children with ALN fall into this category.

**SCHOOL ACTION PLUS** – A small number of children may have difficulties which cannot be met without more expert help. The ALN Co-ordinator and relevant teacher will liaise with the Educational Psychologist and/or Support agencies from with the Local Authority to seek advice.

**FORMAL ASSESSMENT** – A very small number of children have needs which are not being fully met at either of the above stages. At this point, written educational advice is requested of all those involved with the child. The Educational Psychologist attached to the school will carry out a Formal Assessment in which the child him/herself and the parents play a central role.

**STATEMENT** – As a result of the Formal Assessment, LEA the Educational Psychologist may decide to issue a Statement of ALN, which outlines in detail the way forward for the child and grants him/her legal entitlements. Alternatively a 'note in lieu' may be issued.

The Statement is reviewed annually at school at a meeting attended by the parents and all professionals with whom the child has worked.

We have a detailed policy for Additional Learning Needs that sets out how we implement the ALN Code of Practice (Wales) and which details the steps taken to identify those pupils with additional needs. Mainstream referrals are made termly when class teachers consider that individual pupils need extra support with lessons, the process being managed by the ALN co-ordinator. It may be necessary to refer children for further assessment; this will be done with the involvement of parents. Pupils within mainstream classes with ALN and in the Learning Support Centre continue to receive individual education plans tailored to their needs and appropriate support is offered within budgetary constraints.

The LEA delegates funding to support ALN in the school and this is used to meet school needs.

As well as this delegated funding, the LEA may centrally fund staff members who support pupils with specific needs. We regularly consult with the LEA through our annual review of Statements as well as the referral system used to support pupils on the ALN register.

Maesmarchog has a Learning Support Centre as part of the school that provides education for children in the Neath Port Talbot area who are on the Autistic Spectrum. Pupils integrate into the mainstream school wherever possible, whilst having the support of the LSC for their specific needs.

As always, all pupils identified as having special educational needs are fully integrated within the school. Those requiring additional support have attended weekly, twice-weekly or daily support from our skilled Teaching Assistants, according to their level of need.

As usual, there continues to be good liaison between Maesmarchog Primary School, the cluster primary schools and feeder Comprehensive Schools.

As a caring school committed to inclusion and equality, we recognise the uniqueness of each individual and we welcome children with disabilities. Every effort is made to provide the necessary resources to help any disabled pupil access the curriculum as fully as possible. The school co-operates with other professionals in seeking each child's full entitlement e.g. physiotherapist, speech therapist, visual impairment personnel, educational psychologists, hearing impairment personnel etc.

## 16. Code of Conduct

In order that school is a pleasant and safe place to work and learn, the school has a Code of Conduct which has been devised by pupils and staff and which lays out the behaviour expected from pupils. It is a positive system which rewards good behaviour, provides a framework to deal with unacceptable conduct and involves parents in partnership. Children are encouraged to learn self-discipline and to respect other children and adults. They must also learn respect for their own property and that of others.

Please contact the school if you require further details.

## 17. Pastoral Care Arrangements.

All members of staff are involved in the care and welfare of pupils with the Headteacher having overall responsibility. Parents will be informed if a pupil is taken ill, suffers an injury to the head or has a minor accident, which means he/she cannot remain in school. In the case of a major accident emergency services will be called and parents contacted.

Medical and dental services attend school on a regular basis. Parents are informed of the checks being carried out at those times. Appropriate numbers of staff are on duty in each yard to supervise the children at all break times. Termly fire drills are also carried out.

## 18. Achievements

We consider that it is important to celebrate achievement where we find it. This does not mean only academic achievement. We have a weekly achievement assembly where children have awards for good work, effort, good manners, kindness to others, sporting achievements, achievements in outside interests etc. This is an important part of developing self esteem and a positive ethos.

## 19. Post Inspection Action Plan (PIAP) Update

### Improving standards in writing – particularly in basic skills.

Feedback given in marking takes account of not only how the child has included different language features for the different text types, but also feedback on the elements of writing such as spelling, punctuation, grammar and handwriting. Children are encouraged to proof read and to edit their first drafts in order to improve upon these elements of their work. Basic skills mats have been introduced which give a visual prompt to pupils as to which of the skills linked to their writing (spelling, punctuation etc.) they are focusing on. The school has also introduced a handwriting scheme to develop a consistent style of cursive writing.

### Improving standards in mathematics for more able pupils.

Staff have undergone training on how to plan for more open ended and challenging activities which stretch the more able pupils in this subject. Resources have been reviewed and added to in order to ensure that we have a range of activities that stretch pupils in all aspects of mathematics including reasoning and problem solving. Guided reasoning groups have been set up to focus on improving pupils' problem solving skills.

### Improving the standards of higher order reading skills.

Staff received training in all aspects of reading but with a specific focus on an aspect of teaching reading called 'guided reading'. Regular sessions of guided reading were established in all classes from the upper Foundation Phase to Key Stage 2 where the higher order skills of reading could be practised. The current reading scheme has been reviewed and reading resources audited.

### To improve the surface of the yard.

The yard was re-surfaced in the summer of 2016 and during the year money part raised by the PTA was used to add football and netball pitch markings, a road as well as a range of numeracy games. Work was undertaken during the Summer of 2017 to improve drainage on the top yard.

## 20. Standard Attainment Foundation Phase

Governors are informed about teacher assessments for seven year olds and discuss comparative information with other schools in the LEA and Wales. National Curriculum Assessment took place in May 2017 for Foundation Phase pupils (7 year olds). Parents of pupils who were assessed will have already been informed of the results and had the opportunity to discuss these at parents' evening.

### Standard Assessment Results Foundation Phase – Summer 2017

The following represent the percentage results obtained by the pupils who were assessed at the end of the Foundation Phase in Year 2 during the summer of 2016.

N: Circumstances exist that prevent a school from having sufficient knowledge and evidence on which to base a teacher assessment.

D: Disapplied from the assessment by statement of special educational needs; or it is inappropriate to offer the Foundation Phase curriculum as it currently applies to the pupil.

W: Currently working towards Foundation Phase Outcome 1.

A: Evidence shows that a child has securely attained all elements of Outcome 6 within a particular Area of Learning.

\*\* : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.



1 = Outcome one  
 2 = Outcome two  
 3 = Outcome three

4 = Outcome four  
 5 = Outcome five  
 6 = Outcome six

### School Comparative/Validation 2017

End of Foundation Phase Outcomes Aggregated (Including LSC pupils) – Pupil percentages

#### Maesmarchog Community Primary School

		N	D	W	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	School	0.0	0.0	0.0	7.1	0.0	14.3	14.3	50.0	14.3	0.0
	Wales	-	0.4	0.3	0.2	0.4	1.0	3.3	35.5	58.8	0.1
<b>Language, literacy and communication skills (in Welsh)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Wales	0.0	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	0.1
<b>Language, literacy and communication skills (in English)</b>	School	0.0	0.0	0.0	7.1	0.0	0.0	21.4	57.1	14.3	0.0
	Wales	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.1	0.1
<b>Mathematical development</b>	School	0.0	0.0	0.0	7.1	0.0	0.0	28.6	50.0	14.3	0.0
	Wales	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.3	0.1

FPI \*\*

School	64.3
Wales	87.0

\*\*FPI School Cohort = 14 pupils

### School Comparative/Validation 2017 (End of Foundation Phase Outcomes – Pupils (Aggregated data, including the LSC pupils))

#### Maesmarchog Community Primary School

	N	D	W	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	0	0	0	1	0	2	2	7	2	0
<b>Language, literacy and communication skills (in Welsh)</b>	0	0	0	0	0	0	0	0	0	0
<b>Language, literacy and communication skills (in English)</b>	0	0	0	1	0	0	3	8	2	0
<b>Mathematical development</b>	0	0	0	1	0	0	4	7	2	0

## School Comparative/Validation 2017

End of Foundation Phase Outcomes Disaggregated ( not including LSC pupils) – Pupil percentages

		N	D	W	1	2	3	4	5	6	A
Personal & Social development, well-being and cultural diversity	School	0.0	0.0	0.0	0.0	0.0	0.0	20.0	60.0	20.0	0.0
	Wales	-	0.4	0.3	0.2	0.4	1.0	3.3	35.5	58.8	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	0.1	-	0.1	0.2	1.2	7.6	54.4	36.2	0.1
Language, Literacy and communication skills (in English)	School	0.0	0.0	0.0	0.0	0.0	0.0	20.0	60.0	20.0	0.0
	Wales	0.1	0.5	0.4	0.2	0.6	1.7	8.7	51.8	36.0	0.1
Mathematical development	School	0.0	0.0	0.0	0.0	0.0	0.0	20.0	60.0	20.0	0.0
	Wales	-	0.4	0.3	0.2	0.4	1.3	7.5	53.5	36.3	0.1

FPI\*\*

School	80.0
Wales	86.8

\*\*FPI School Cohort = 10 pupils

School Comparative/Validation 2017 (End of Foundation Phase Outcomes – Pupil numbers (Disaggregated data, not including the LSC pupils))

	N	D	W	1	2	3	4	5	6	A
Personal & Social development, well-being and cultural diversity	0	0	0	0	0	0	2	6	2	0
Language, Literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0
Language, Literacy and communication skills (in English)	0	0	0	0	0	0	2	6	2	0
Mathematical development	0	0	0	0	0	0	2	6	2	0

The majority of pupils at the end of the Foundation Phase would be expected to reach outcome 5 or above.

## 21. STANDARD ATTAINMENT TARGETS KEY STAGE 2.

Governors are informed of teacher assessments for eleven year olds and discuss comparative information with other schools in the LEA and Wales. National Curriculum Assessment took place in May 2017 for Key Stage 2 pupils (11 year olds). Parents of pupils who were assessed will have already been informed of the results and had the opportunity to discuss these at parents' evening.

### 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.

## School Comparative/Validation 2017 (Aggregated KS2 Pupil results Including the LSC pupils) (Pupil percentages)

### Maesmarchog Community Primary School

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
<b>English</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	81.3	6.3	0.0	87.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	6.8	48.4	40.6	1.4	90.3
<b>Oracy</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	81.3	6.3	0.0	87.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.4	6.9	47.1	41.7	1.7	90.5
<b>Reading</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3	81.3	12.5	0.0	93.8
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.5	7.5	46.4	41.6	1.7	89.7
<b>Writing</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.8	75.0	6.3	0.0	81.3
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	2.0	11.3	51.5	32.5	1.3	85.4
<b>Mathematics</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	56.3	18.8	0.0	75.0
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.4	6.5	47.8	41.5	1.6	91.0
<b>Science</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	75.0	12.5	0.0	87.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.3	5.8	49.2	42.3	0.2	91.7
<b>Welsh Second Language</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	6.3	6.3	75.0	12.5	0.0	87.5
	Wales	0.1	0.6	0.3	0.2	0.1	1.0	2.7	17.1	55.5	22.0	0.4	77.9

### Core Subject Indicator \*\*

School	75.0
Wales	88.6

No. of pupils in Year 6 cohort including LSC pupils = 16

### 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.

**End of Key Stage 2 Outcomes – Pupil numbers School Comparative/Validation 2017 (KS2 – Pupils aggregated data, including the LSC pupils)**

Maesmarchog Community Primary School

	N	D	NC01	NC02	NC03	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	0	0	2	13	1	0	16
Oracy	0	0	0	0	0	0	0	2	13	1	0	16
Reading	0	0	0	0	0	0	0	1	13	2	0	16
Writing	0	0	0	0	0	0	0	3	12	1	0	16
<b>Mathematics</b>	0	0	0	0	0	0	0	4	9	3	0	16
<b>Science</b>	0	0	0	0	0	0	0	2	12	2	0	16
<b>Welsh Second Language</b>	0	0	0	0	0	0	1	1	12	2	0	16

Core Subject Indicator \*\*

School	12
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Cohort = 16

**School Comparative/Validation 2017 (KS2 Pupils Excluding the LSC pupils)**  
( Pupil percentages)

		N	D	NC01	NC02	NC03	1	2	3	4	5	6+	4+
English	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	85.7	7.1	0.0	92.8
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.6	6.8	48.4	40.6	1.4	90.3
Oracy	School	0.1	0.4	0.1	0.1	0.1	0.5	1.4	6.9	47.1	41.7	1.7	90.5
	Wales	0.0	0.0	0.1	0.1	0.1	0.5	1.6	8.2	49.0	38.5	1.4	88.9
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	78.6	14.3	0.0	92.9
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.5	7.5	46.4	41.6	1.7	89.7
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3	78.6	7.1	0.0	85.7
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	2.0	11.3	51.5	32.5	1.3	85.4
Mathematics	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.4	57.1	21.4	0.0	78.5
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.4	6.5	47.8	41.5	1.6	91.0
Science	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	78.6	14.3	0.0	92.9
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.3	5.8	49.2	42.3	0.2	91.7
Welsh Second Language	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	85.7	14.3	0.0	100
	Wales	0.1	0.6	0.3	0.2	0.1	1.0	2.7	17.1	55.5	22.0	0.4	77.9

Core Subject indicator\*\*

School	78.6
Wales	86.1

## End of Key Stage 2 Outcomes – Pupil numbers (Excluding the LSC pupils)

	<b>N</b>	<b>D</b>	<b>NC01</b>	<b>NC02</b>	<b>NC03</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>	<b>4+</b>
English	0	0	0	0	0	0	0	1	12	1	0	13
Oracy	0	0	0	0	0	0	0	1	11	1	0	13
Reading	0	0	0	0	0	0	0	1	11	2	0	13
Writing	0	0	0	0	0	0	0	2	11	1	0	12
Mathematics	0	0	0	0	0	0	0	3	8	3	0	11
Science	0	0	0	0	0	0	0	1	11	2	0	13
Welsh Second Language	0	0	0	0	0	0	0	0	12	2	0	14

### Core Subject Indicator \*\*

School	11
Cohort	14

## 22. Extra-Curricular Activities

A range of extra-curricular activities are provided. These vary from year to year but can include cookery, art, rugby, eco club, film club, fit kids and i-pad club.

## 23. Liaison With LLangatwg Comprehensive School

A variety of meetings are held between Headteachers and teachers of the associated primary schools and Llangatwg Comprehensive School during the year to ensure the continuity of subject areas between schools, and to also ensure a smooth transition for the pupils from Year 6 to Year 7 (the first year at Secondary level). Primary schools also participate in inter-sporting activities held at Llangatwg School, together with transition days and specific transition days for particular groups of pupils.

## 24. Community Links

There are many visitors to the school throughout the year, all of whom greatly enrich the pupils learning. The Governors are grateful to all of them for giving their time and expertise. Links with community are also very strong. Some visitors to our school include, The Fire Service, Local Police Liaison Officer, visitors from Swansea Football Club, School nurse, The Road Safety Department, NSPCC, Neath College, and the Birds of Prey Centre. The School continues to encourage and strengthen links with the community, making wide use of the local environment and has continued to forge close links with local and outside agencies such as Onllwyn Washery, Dove Workshop, Nant Helen O.C.C.S., Banwen R.F.C., Neath College, Police, Fire Department, Health Department, various Field Study Centres and Conservation Groups – to name but a few.

## 25. Parental Involvement

We aim to keep parents fully informed about the work of the school and their children. Parents are invited to contact the Headteacher at any time if they are concerned about the progress of their children or require further information. Formal visits to discuss children's progress are arranged during the year and written reports are sent home at the end of the Summer Term. A Home/School agreement form is given to parents of new pupils. All parents are invited to attend informal Parents' Forum meetings, which are normally held once a term. The parents set the agenda and items for discussion and workshops on certain aspects of the curriculum are also held during these sessions.

Parents are also invited to come into the school and help teachers in a variety of ways e.g. listening to children reading, preparing materials and working with children in certain activities.

We are fortunate to have a very active and successful Parent Association (P.A.) at Maesmarchog who meet regularly to plan various events e.g. discos, fayres, sponsored events etc., to help raise much needed money for extra resources for our pupils. We greatly appreciate the dedicated fund raising activities of the P.A. of the School. The importance of the P.A. and the contribution of the community at large, cannot be overstated and it is extremely gratifying for the staff to receive this level of support. It is through the fund raising efforts of the P.A. and Community that the school is able to purchase additional resources for the children's use in and outside the classroom.

The Governors are grateful for the work they do on behalf of the children, especially in today's financial climate where fund raising is becoming more and more difficult.

### 26. Complaints Procedure

If you have a complaint about the curriculum or any other related matter, the school has a Complaints Policy and Procedure, a copy of which is available from the School Office.

In the event of any complaint, you should first try to resolve the situation by making an appointment to discuss the matter with the Headteacher.

### 27. Financial Statement

Governors have satisfied themselves that the financial resources provided by the L.E.A. have been properly managed and accounted for in accordance with the Authority's regulations. (Please see Appendix 1)

### 28. Donations Presented to the School.

The School has received donations from the Community Council, past pupils as well as donations from a variety of community members. These generous donations are used to benefit the children by providing classroom resources or to subsidise the cost of trips or activities. We are very grateful for the support given to the school by these donors.

### 29. Charging and Remissions Policy

The school charging and remissions policy is based upon the one provided by the LEA which was accepted by the Governing Body. The policy has determined that parents be invited to make voluntary contributions towards the cost of educational visits or school activities.

### 30. Building Maintenance

Governors have monitored the condition and state of repair of the school buildings on a regular basis. Numerous minor repairs have been carried out at the school. Areas of the dinner hall, Class 5 and entrance into the Nursery/Reception have been re-plastered and the hall has been repainted.

### 31. School Security

School security is considered regularly and the health and safety committee regularly reviews the controlled access procedures. The following security arrangements are in force for the safety of the pupils and staff. There are security locks on all doors leading into the school premises, which are locked at all times but can easily be opened from the inside by staff and pupils should the

need arise. A doorbell is installed on the main door of the lower school building. A video camera system has been installed to the main door of the school. The pupils do not answer the outer doors; only adults are allowed to do so.

The school buildings have an intruder alarm system fitted, which is maintained and responded to by the caretaker, police and Nitelite Security. All visitors to the school have to sign in/out when they enter/leave the school. During play and lunch breaks there are members of staff on duty in all yards.

### 32. Health and Safety


The Governing Body and Headteacher together with all employees are committed to ensuring that the highest standards of health and safety are maintained throughout the school. Our Health and Safety policy and procedures are regularly monitored to ensure they are up to date in terms of practice and statutory responsibilities.

### 33. Conclusion

The Governing Body greatly appreciates the invaluable help of parents in classroom activities, on class trips, at concerts and on numerous other occasions when help is necessary. We fully realise the important role parents play in their child's education.

We would like to take this opportunity to congratulate all pupils on their success with their classroom ventures, swimming and sporting activities. We would also like to thank the Staff and Headteacher at Maesmarchog Primary School for their dedication and professionalism afforded at all times to their pupils. Last, but not least, we would like to thank you as parents for your continued support.

Signed:



October 2017

M. Davies  
Chairperson

<b>Neath Port Talbot CBC</b>	
<b>Period: Mar16-Apr17</b>	
<b>Maesmarchog Primary School</b>	
<b><i>DELEGATED COSTS 2016/17</i></b>	
	<b><i>YTD-Actual</i></b>
<b>TEACHERS SALARIES</b>	369,611.11
<b>SALARIES</b>	151,077.73
<b>WAGES</b>	
<b>OTHER EMPLOYEE EXPENSES</b>	
<b>PREMISES</b>	23,636.98
<b>TRANSPORTATION</b>	1,695.00
<b>SUPPLIES AND SERVICES</b>	7,890.44
<b>THIRD PARTY PAYMENTS</b>	
<b>SUPPORT SERVICES</b>	55,697.21
<b>GOVERNEMENT GRANTS &amp; CONTRIBUTIO</b>	-150.00
<b>SALES</b>	-456.47
<b>FEES AND CHARGES INCOME</b>	-496.94
<b>RENTS</b>	
<b>INTERNAL RECHARGES</b>	-57,792.00
<b>INTEREST RECEIVED</b>	-86.65
<b>TRANSFERS</b>	7,655.59
<b>TOTAL</b>	<b>558,282.00</b>
<b><i>NON-DELEGATED COSTS 2016/17</i></b>	
	<b><i>YTD-Actual</i></b>
<b>TEACHERS SALARIES</b>	3,602.00
<b>OTHER EMPLOYEES</b>	10,339.00
<b>OTHER DIRECT COSTS</b>	109,253.00
<b>MISC INCOME</b>	
<b>CAPITAL CHARGES</b>	35,526.00
<b>TOTAL</b>	<b>158,720.00</b>