

# Governing Body's Annual Report to Parents – Autumn Term 2019

Cllr. Mrs. S. Miller (Chair of Governors): [melinprimary@npt.school](mailto:melinprimary@npt.school)

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## Attendance

Our annual attendance figures for September 2018 to July 2019 were 93.9%. This figure is still below our target and is not as high as desired by the local authority.

Analysis of data reveals that illness continues to be the largest cause of absence plus a very small percentage of families with persistent absences. The school continues to access the support of the Education Welfare Officer.

This year, the School and EWO have worked with 53 families.

Our school council has put in place an attendance reward system which has seen children with good attendance rewarded for each full week they attend. Children have won prizes again this year from attending as many full weeks as possible.

## A welcome from the Chair of Governors, Cllr. Mrs. Sandra Miller

Yet again I am writing to you as Chair of Governors to highlight Melin Primary School's achievements from my point of view. Most people who know me would not say I live my life with rose coloured spectacles, I believe in honesty even if it is quite blunt. I can be very honest about the children who attend our school without any call of bias - they are simply the best, you should be very proud of them. Our children are diverse and bring so much into our lives it is breath taking. From the Foundation Phase through Key stage 2 we see how they develop, not one the same, but each of them leave a distinct footprint on our school.

Our school continues to build closer ties with the Flying Start nurseries and Cefn Saeson Comprehensive, as well as other schools in the cluster. Through all these partnerships, your child has the best chance of reaching their potential, however this can only be achieved if your child is in school.

The children continue to embrace the wide range of after school clubs such as running, coding, art and Welsh and it is pleasing to see them enjoy taking part. The choir and maypole dancers continue to give so much enjoyment to those in the community, it makes us all so proud. A big thank you has to be given to all the parents for their support, the teachers and teaching assistants for giving of their talents, skill and time, and most of all the children for their willingness to work so hard with us all. I'd also like to thank my fellow governors for giving of their time so freely to support our school community. Well done to all!

## Delegated School Budget

Teaching Costs	£512,074
Payroll Costs	£292,640
Administration Costs	£15,895
Premises Costs	£83,509
Local Authority Costs	£75,315
Transport	£3,550
Contract costs	£7,972
Capitation	£32,285
<b>Total Costs</b>	<b>£1,026,692</b>

Formula Allocation	£790, 601
Other Income	£227,664
Net Expenditure	£799,028

## Physical Education and Sporting Aims

We develop positive attitudes to sport and a healthy, active lifestyle whilst promoting an enjoyment of the challenge and physical demands of activities. This is achieved through regular PE lessons, use of experts from 'outside', and after-school clubs such as running, rugby, and sports clubs. We are following the PESS programme for PE in Key Stage Two and Play to Learn in the Foundation Phase. On our annual Sports Day, the school houses participate in skills based events across both Key Stage Two and the Foundation Phase for the school cup. The SHEP project has sports activities every day which are enjoyed by the children. This year, we entered our first Cross Country championship which was enjoyed by our runners.



At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning. We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential. We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

### School Organisation

We are an English medium primary which caters for children between the ages of three and eleven. Pupils use Welsh through Welsh lessons and encouraged to use Welsh as a language within their time in school. Currently, there are seven full time classes and two part time nursery sessions, with 9 teaching and 10 support staff. There are at present 197 full time pupils on roll, and 25 part time nursery pupils. Children are organised into mixed ability classes and taught by their class-teachers. Classes may contain one year group or be a mixture of two year groups, but with an age range of less than twelve months.

### School Prospectus

The school prospectus has been prepared by the school and has been published. An electronic copy of the prospectus can be found on the school website. A copy will be given on admission to school.

Class	Teachers
Nursery	Mrs. D. Harris (Deputy Head Teacher)
Reception	Mrs. L. Jeremy (Foundation Phase Leader)
Year 1/2	Mrs. R. Davies (Miss L. Richards)
Year 2	Mrs. B. Burge

Class	Teachers
Year 3	Mrs. N. Davies (Mrs. A Cameron)
Year 4	Miss. C. Parkhouse
Year 5	Miss D. Cooze
Year 6	Mrs. S. Cooke (Key Stage Two Leader)

### Community Links

The School continues to support Melin Community Trust and the Christmas lights in Melin. The choir performed at the event and with Morryston RFC Choir at Ebenezer Chapel and Neath Male Voice Choir in St. Catherine's church.

Our Year Six children performed excellently during their annual Maypole Dance event at which parents, grandparents and community members were warmly welcomed.

Members of local churches and chapels continue to join us on both sites for assemblies. Members of the Fire Service, Police and NPTCBC Road Safety Team have attended the school to develop links and deliver key safety and life-skill messages.

### School Policies

The staff and Governors have prepared and approved a series of policies. These policies have followed national/local guidance in many cases .

Copies of relevant policies and information can be found on the school website or by request from the school office.

Policies are monitored, reviewed and, if necessary, adapted at set timescales (usually over a one or three year period) or when updated guidance becomes available.

# School Term Dates 2019-2020

2019/2020 Academic Year

Term	Term Begins	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2019	Monday 2nd September	Monday 28th October	Friday 1st November	Friday 20th December	75
Spring 2020	Monday 6th January	Monday 17th February	Friday 21st February	Friday 3rd April	60
Summer 2020	Monday 20th April	Monday 25th May	Friday 29th May	Monday 20th July	60
<b>Total:</b>					<b>195</b>

## Bank Holidays

- Good Friday, 10 April 2020
- Easter Monday, 13th April 2020
- May Day, 8th May 2020 (All Schools Closed) \*to mark the 75<sup>th</sup> anniversary of VE Day
- Spring Bank Holiday, 25th May 2020

## School Toilets

Our Foundation Phase site has three sets of toilets. These are cleaned daily and often in the case of the Nursery and Reception toilets, more than daily.

Our Key Stage Two site has four sets of pupil toilets. These are bright, colourful and are cleaned daily. All toilets in the school now have push taps to save on water use.

All toilets have fresh soap and running water with information for pupils relating to how to wash their hands properly.

## Additional Learning Needs

Children who are deemed to have additional learning needs or ALN, receive support within school or from outside agencies as appropriate. Children are identified through careful monitoring and become part of the Graduated Response system as set out in the 2010 SEN code of practice.

There are a number of stages through which children progress depending on their level of need. Initially children will be observed by the class teacher and if there are any concerns – learning, physical or behavioural – then the teacher will closely monitor the child over a given period of time. In addition the teacher will attempt to use different strategies to support the child within the class.

After a specific period of time and if the child makes little or no progress then the advice the ALNCO will be sought, and the child may be taken out of class for certain periods or may have additional support within class to support the area of need through extra help. At this point the child's parents/carers will be invited into school to discuss the child's targets in collaboration with the class teacher, your child and if appropriate with the ALNCO.

The next stage, if progress has still not been made, will be to ask for support from the LEA Additional Learning Needs team who will undertake a detailed assessment of the child's needs and if deemed necessary a request for statutory assessment may be made.

Should a statement be granted, the school will work towards the objectives of the statement through specific actions and making reasonable adjustments to support as best as we are able using any additional information, resources and support available.

The school is currently preparing for Additional Learning Needs reform and has completed an action plan which will help us meet the challenges provided.

Governing Body Membership	
Local Authority Governors	Cllr. Mrs. S. Miller (Chair) Cllr. Mrs. S Penry (Vice Chair) Cllr. Mr. J. Miller Cllr. Mr. M. Protheroe
Parent Governors	Mrs. E. Daniels Cllr. Mrs. L. Jones Mrs. M. Talbot Miss G. Jones
Staff Governors	Mr. T. Richards (Head) Mrs. B. Burge (Teacher rep) Miss K. Gilbert (Non teaching rep)
Community Governors	Mrs. J. Davies Mrs. R. Reed Miss S. Worth

### Parent Governor Vacancy

If we have a vacancy for a parent governor on the Governing Body for the school. An election will be held in which nominations will be requested and an election held for parents to vote on which candidate they wish to represent them on the Governing Body.

Further information will be sent out to parents from Mrs. Winter, our Clerk to Governors, regarding any election that is required.

### Our Healthy School

As always we continue to promote an active lifestyle both in school time, after school and during the summer holidays through activities that allow children to develop their physical skills and their awareness of healthy eating.

We do this through formal lessons, visitors from external agencies and through after school or holiday clubs which promote exercise for fun and healthy eating. We also continue to make good use of both our school garden and nearby Eaglesbush Valley. All children in Year 2 and Year 4 take part in Forest School activities in groups throughout the year. Additional time is allocated to pupils as appropriate based on needs.

The school continues to engage in the Healthy Schools Scheme. All our classes learn about being healthy through their curriculum topics, with pupils having the opportunity to benefit from visitors such as the School Nurse, Fire Service, NSPCC and PCSOs to learn more about keeping their bodies and minds as safe and healthy as possible.

All children from Year 2 to Year 6 are able to sign up to our School Holiday Enrichment Programme (SHEP) which aims to give the children 'food and fun' through the first three weeks of the Summer holidays. Children have sports, arts and healthy lifestyle teaching along with great food and fun to keep them active and busy through the holidays.

### Meeting with Parents under Section 94 of the School Standards

#### Organisation (Wales) Act 2013

There has not been a meeting with parents to report back on to you in this report. No meeting has been requested by parents.

## Information relating to school improvement plan targets set by the Governors



### *Target 1: To improve reading attainment in Key Stage 2 at Level 4+ and Level 5+*

Eighty percent of pupils achieved Level 4+ which is seven percent lower than last year, however pupils have both joined and left the school since the target was set at the start of the year. Forty percent of the pupils achieved Level 5+ in their reading with one pupil achieving Level 6. This is a nine percent increase in the performance from the year before and seventeen percent better than in 2016/17. The school is above the NPT average at Level 5+ for reading.

### *Target 2: To improve the application of number skills across the curriculum, including problem solving.*

In the National Reasoning Test, the percentage of pupils achieving greater than an eighty four standardised score increased from 76% to 79%. The percentage of pupils achieving greater than one hundred and fifteen increased from 9% to 14%. The school is above the NPT average for >115. Many teachers use marking ladders effectively to support children to develop their maths skills at an appropriate level. They use their maths skills at the same level in the topic work as in maths lessons. Most pupils recalled previous knowledge and learning well and build successfully on their skills. Where it was most effective, teachers questioned skilfully. Most pupils are highly motivated and work together in a sensible and efficient manner. Pupils use their numeracy skills well across the curriculum for example in P.E. where pupils use the skill of timing, related vocabulary and carry out calculations effectively.

### *Target 3: To improve Welsh Second Language and bilingualism across the school.*

Work has been carried out by teachers to refine the schemes of work and to implement new approaches to the teaching of reading into the school. The school staff have attended training on improving pupils' ability to read in Welsh and resources have been bought to support the approaches. Another member of teaching staff has completed the sabbatical scheme which helps staff to learn Welsh and improve their teaching of the subject. The majority of teachers use Welsh well during lessons, however pupils still do not use it freely enough during lessons or in informal settings. Pupils writing in Welsh has been lower than the previous year at Level 4+, however the arrival of pupils from outside of Wales with limited experience of the language into the year group has affected the target set.

### *Target 4: To improve the attainment in Maths and Science at Level 5+ in Key Stage Two and PSD at Outcome 6+ in the Foundation Phase*

In Maths this year, thirty two percent of the pupils achieved Level 5+. This is down nine percent on the previous years results, however this is in line with the NPT average. In the national reasoning test, our performance at 115+ increased from 9% to 14% which is above the NPT average. In Science, twenty four percent of pupils achieved Level 5+ which is lower than last year, however pupils have joined and left since the target was set. The school is less than one pupil off the NPT average for Level 5+ in Science.



## Performance by the school at the end of the Foundation Phase and Key Stage Two teacher assessments.

Below there are two tables showing how the Year 2 and Year 6 group of children performed in their teacher assessments at the end of the Foundation Phase (end of Year 2) and end of Key Stage Two (end of Year 6) teacher assessments. They are judgements that are made by the class teacher to show a snapshot of where the individual children are at a point in time on their learning journey.

<b>Foundation Phase 2018/19</b>		
	<b>Outcome 5+</b>	<b>Outcome 6+</b>
Language, Literacy and Communication	77%	36%
Mathematical	77%	18%
Personal and Social Development	82%	59%
Foundation Phase Indicator	77%	n/a

<b>Key Stage Two 2018/19</b>		
	<b>Level 4+</b>	<b>Level 5+</b>
English	80%	32%
Mathematics	80%	32%
Science	80%	24%
Core Subject	76%	n/a

Contact the Governing Body: Mrs. M. Winter, Clerk to Governors, Melin Primary School, Mile End Row, Melin, Neath SA11 2ED or [m.winter@npt.gov.uk](mailto:m.winter@npt.gov.uk)

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