

Rhondda Cynon Taf County Borough Council

Governing Body of Maerdy Community Primary School

Summary Report to Parents

This report is produced in accordance Schools Governors Annual Reports (Wales) Regulations 2011. A full report is available upon request.

1. Clerk

The Clerk to the Governing Body is Mrs Gaynor Davies, Director of Education and Inclusion Services, Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson

The Chairperson of the Governing Body is Miss Amy Blaney c/o Maerdy Community Primary School, Graig Wen, Maerdy, Ferndale, RCT, CF43 4TW.

3. Membership

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Miss A Blaney CBC J Smith Vacancy	LEA	Council Members	18.07.2027 13.07.2026
Mrs K Harrison Mr R Strong Mr G Derrick Mrs K Watkins	Parent	Parents	23.03.2027 18.01.2025
Miss H Bennett Mr J O'Sullivan Vacancy	Community Governor	Governing Body	11.04.2025 17.06.2025
	Minor Authority (If applicable)	Community Council	
Mrs R Derrick	Teacher	Teaching Staff	27.02.2026
Mrs C Thomas	Staff	Non-Teaching Staff	
Miss H Gregory	Headteacher		

4. Resolutions

There were no resolutions passed at the last meeting.

5. Election of Parent Governors

The next election of parent governors is due to take place January 2025

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

6. School Performance Data

The New Curriculum for Wales provides progression information for the pupils. National tests for years 3 and 6 are still undertaken. The school is performing well.

7. School Development Plan

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

8. Attendance Information

The school attendance was 89.1% for 2022/23. The target for 2023/24 is 92%. Attendance of all pupils is closely monitored.

9. Sporting Aims and Achievements

Enter details of the provision made for pupils to participate in sport at the school including extra-curricular sporting activities.

We have after school netball, yoga, football and netball club. We also have weekly visits from Sporting Marvels to year 6. In addition to this, year 3-6 have 2 weeks of swimming lessons.

All classes in school have weekly P.E. lessons

10. Healthy Eating

Only fruit, water and milk are to be taken as snacks.

11. Annual Parents Meeting

The regulations relating to the holding of an Annual Parents Meeting with the School's Governing Body under the Education Act 2002 (Transitional Provisions and Consequential Amendments) (Wales) Regulations 2005, confirm governors must determine whether a meeting will be held.

Please contact the school if you wish a meeting to be convened.

School Development Plan Summary 2023-24

Target 1:	Success Criteria:	Lead
To continue to refine approaches to the newly designed curriculum	- All staff have an improved understanding of the principles of progression to improve curriculum cohesion - Most pupils demonstrate improved independent learning skills as measured by the Leuvan scales - Nearly all pupils report that their contributions influence the curriculum and the wider, school based decision-making - The AFL policy is understood and adhered to by all. - Teachers' planning shows improved understanding of AOLE Big Ideas and intended learning. - All AOLE leads with link governors evaluate own areas of responsibility and identify strategic priorities - AOLE progression maps effectively support planning	J. Jones H. Gregory
Target 2:	Success Criteria:	Lead/Role
A. To continue to improve the rate by which pupils progress in writing, through professional learning. B. To improve pupils' understanding, application and use of logical reasoning.	- Nearly all pupils make very good progress in developing the grammatical structure of their writing through a consistent approach to teaching. - Nearly all children will have made at least 12 months from the previous years' writing assessment (comparative judgement) - An improvement in the quality of pupils' writing through a systematic and consistent approach to teaching - Most targeted pupils will show improvements in their standardised scores in the personalised assessments from the previous year (reasoning) through a consistent approach to teaching. - All staff plan effectively for the development of reasoning - Teachers plan effectively for the application of Writing and Maths across the curriculum	J. Jones R. Derrick
Target 3:	Success Criteria:	Lead/Role
		E. Tann

To ensure that the Welsh language becomes an integral part of the school day and is planned for in a meaningful way.	• Staff will be aware of the progress steps in preparation for the new curriculum. • Monitoring activities identify standards of Welsh oracy as good for many learners in informal situations • Opportunities will be provided for pupils to develop their Welsh oracy skills in informal situations. • Observations/Learning walks and pupil voice will identify that pupils are using Welsh in informal situations • To work towards achieving 'Campus Cymraeg' silver award. • All staff plan effectively for the development for pupils oracy skills. • All staff have a deeper understanding of purposeful assessment opportunities for oracy. •	H. Gregory
Target:	Success Criteria	Lead/Role
To develop the role of the Governing Body ensuring a precise balance between support and challenge. To ensure governors and AOLE leads are fully involved in self-evaluation processes and in setting strategic priorities.	• Minutes of Governors' meetings show increased challenge to school leaders • Estyn questionnaire is used as a baseline and an increased % of answers are 'agree' or 'strongly agree' when the questionnaire is repeated at the end of the cycle. (Qs 1,2,3,3,7,9,10) • Minutes of Governor Committee meetings show that AOLE leads share self-evaluation including areas of strength and development regularly • Governors Self Evaluation Toolkit shows improvement in targeted areas at the end of the cycle • Governors actively engaging in school monitoring activities and using evidence to hold the school to account • All AOLE leads will effectively identify strengths and areas for development in their AOLE and talk confidently about these • School self-evaluation includes reports from AOLE leads, including progress against relevant actions and objectives following monitoring activities. •	H. Gregory

