



GOVERNORS' ANNUAL REPORT TO PARENTS - NOVEMBER 2020

Introduction from the Chair of Governors – Mrs Kath Daly

The academic year 2019-2020 has been one of the most challenging years for our society. A virus has brought some families closer together and destroyed others. It has stolen time and experiences from all of us, whilst making us re-evaluate what really matters. Lockdown has forced many of us to stay at home and made us all realise how much we value the NHS and the role that our key workers have played in keeping our vital services open and accessible. Our teachers have worked tirelessly to ensure that our children have continued to learn at home and have made thousands of phone calls to families to ask after their children's health and wellbeing. We opened as a HUB provision to support our key worker families and developed wonderful relationships with our primary school families in so doing. It is a year that has seen Health and Safety procedures take priority over teaching and learning and masks, sanitiser and social distancing become the norm.

Our GCSE and A level students were denied the opportunity to sit the exams they had worked hard to prepare for but were awarded Centre Assessed Grades instead. They also missed out on the traditional celebrations that accompany ending formal education; missed celebrating their results together; missed the university experience as most of us have experienced it; missed saying goodbye to one another and their teachers. Let us hope and pray that there will not be another year like this year.

I am very pleased to be given the opportunity as Chair of Governors to present the Annual Report to parents which I would urge you to read alongside the Autumn Newsletter which provides further details relating to information contained within this report.

I would advise that the 'Schools Standards and Organisation Act 2013' has removed the requirement for School Governing Bodies to hold an Annual Meeting with parents. However, new arrangements mean that you have the right to request up to 3 meetings in any school year with the Governing Body. For this to take place, the following 4 conditions need to be met:

- Parents will need to raise a petition in support of holding a meeting.
- The meeting must be called to discuss matters which *affect the school*. It is not designed to discuss individual matters. The petition should include brief details of the matter to be discussed and the reasons for calling the meeting.
- Parents can use this right to request up to 3 meetings with a school Governing Body during the school year.
- There must be at least 25 school days left in the year when the petition is received in order that the meeting can be held. A 'school day' means a day when the school is open to pupils and does not include weekends, public or school holidays or INSET days.

Further advice for parents can be found on the Welsh Government's website at: <http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en> or Click here for Welsh Government Website

Summer Examination Results 2019 No requirement to report on these results

School Improvement Plan presented by Mrs Helen Jones, Headteacher

The school has set five key priorities which it is working on to continue to raise outcomes for all learners through both provision and leadership.

Our priorities are:

	2018-2019	2019-2020	2020-2021
Skills (THL)	Pupils will be able to use LNF and DCF skills across the curriculum with a good degree of competence	Pupils will be able to confidently transfer LNF and DCF skills from one context to another	All pupils demonstrate excellent progress in skills development. They apply a range of

		throughout their learning experiences	skills independently and with confidence.
Teaching and Learning (AMS)	Teachers will consistently employ DR ICE across the school to challenge and stretch pupils so that they make good progress. All teachers to apply RESPECT strategies consistently to develop positive relationships with pupils	Teachers demonstrate high expectations of pupils and ensure that all pupils are challenged in lessons and impact is evident in the progress they make. RESPECT ethos embedded throughout the school at all times of the school day	Teachers consistently stretch and challenge all pupils so that all pupils make excellent progress. All pupils and all staff enjoy respectful relationships that are evident in excellent lessons and in pupils' behaviour around the school
Raising standards (NJS/KCH)	Many pupils will achieve their target grades and will make good progress between key stages.	Most pupils will achieve their target grades and will make very good progress between key stages	Almost all pupils will achieve their target grades and will make excellent progress between each key stage.
Inclusion (KHS)	Develop opportunities for all pupils to engage in learning experiences that lead to success	Almost all pupils will experience an appropriate pathway that leads to a successful future	Almost all pupils will thrive as a result of an enriching and worthwhile learning pathway that ensures happiness and success
Visionary (HJS)	There is a clear, shared vision that is focused on continually improving standards through excellent teaching and learning experiences	School's vision embedded throughout the school and is evident in everything we say, do and see	Distributed leadership is extremely effective at all levels in bringing about whole school improvement
Ethos (DDE)	All pupils will be encouraged to demonstrate 'Growth Mindset' attitudes to learning and know what 'resilient' looks like.	Most pupils are able to anticipate barriers to success and can plan accordingly in order to overcome these barriers	All pupils know how to act when things don't go their way and can reinvigorate their motivation to turn setbacks into success.

Attendance presented by Mr Neale Jones - Assistant Headteacher

No requirement to report on absences

Exclusions presented by Neale Jones - Assistant Headteacher

Permanent Exclusions

2019 – 2020

Number of Perm. Ex
0

Fixed Term Exclusions

2018 – 2019

Number of FTE's	Total number of days	No. FTE per 1000 pupils
129	259	140

2019 – 2020

Number of FTE's	Total number of days	No. FTE per 1000 pupils
165	308	184

Exclusion Breakdown

The vast majority of fixed term exclusions are awarded due to incidents from three main areas, namely Persistent Disruptive Behaviour, Verbal Abuse towards Staff and Assault against a pupil. There are very rare occasions where a fixed term exclusion has been awarded for other reasons. The breakdown of exclusion allocation is shown in the table below:

Reason for Exclusion	Number of Incidents	Percentage of incidents
Persistent Disruptive Behaviour	54	33 %
Verbal Abuse Towards Staff	76	76 %
Assault Against a Pupil	26	26 %
Deliberate Damage to School Property	2	1.2 %
Sexual Misconduct	1	0.6 %
Drug and Alcohol Related Incident	3	1.8 %
Racist Incident	2	1.2 %
Other (Filming and distributing a video of a fight)	1	0.6 %

The decision to exclude a pupil from school is never taken lightly. A range of strategies will have been put in place prior to the exclusion. Whilst the staff at Maesteg work incredibly hard to support pupil wellbeing and to maintain appropriate behaviour for learning within lessons and around the school, a number of pupils received fixed term exclusions last year resulting in 165 incidents in total. Verbal abuse towards staff is still the reason attached to the highest percentage of exclusions. Using foul and abusive and swearing at staff is not acceptable and will always lead to an exclusion.

In a bid to further support our learners in terms of behaviour for learning, Maesteg School employs a Specialist Behaviour Teacher, Mr Rhys James, to support our most vulnerable pupils and those at risk of exclusion. This enables us to work proactively to modify the behaviour of our most disengaged pupils and to provide an alternative to the traditional academic curriculum.

The **MAC base** provision continues to support vulnerable learners and the MAC team continues to provide a range of unique support programmes, which focus closely upon improving behaviour and include Anger Management and Raising Self-Esteem.

Statutory Information for Parents

Structure of the Governing Body for 2019/2020

1. Five LA Governors, appointed by the Local Authority (one vacancy)
2. Six Elected Parents (two vacancies)
3. The Headteacher
4. Two Elected Teachers
5. One Elected Non Teacher

6. Five Community Governors, appointed by the Governing Body

Governor Name	Pos	Status	End
Vacancy		LEA	
Cllr Tom Beedle		LEA	03/10/2020
Mr M Reeves		LEA	16/08/2020
Cllr Ceri Reeves		LEA	04/07/2020
Cllr Philip White		LEA	04/07/2020
Mrs Kath Daly	C	Community	02/11/2020
Cllr I Williams		Community	15/03/2021
Mrs Mary Kirk		Community	11/10/2022
Mr Chris Buttle	VC	Community	02/11/2020
Mrs Jen McHugh-Phillips		Community	11/10/2021
Mr Cerith Thomas		Parent	27/10/2020
Vacancy		Parent	
Ms G Thomas		Parent	27/10/2020
Miss L Morris		Parent	27/10/2020
Mrs Susan Penny		Parent	05/10/2019
Vacancy		Parent	
Karen Woolen		Staff	
Tracey Chown Radmore		Teacher	26/09/2021
Bethan Morgan		Teacher	27/10/2020
Mrs H Jones		Headteacher	
Thomas Mines		Pupil	31.08.2019
Megan Curling		Pupil	31.08.2019

All the above to serve for four years from their individual date of election/appointment, with the exception of the Headteacher and the pupil governors.

Chair of Governors – Mrs Kath Daly c/o Maesteg School

Clerk to the Governors – Simone Delaney c/o Maesteg School

Term Dates

Term Begins	Monday 02.09.2019
Half Term Begins	Monday 28.10.2019
Half Term Ends	Friday 01.11.2019
Term Ends	Friday 20.12.2019
Autumn Total	75 Days
Term Begins	Tuesday 06.01.2020
Half Term Begins	Monday 17.02.2020
Half Term Ends	Friday 21.02.2020
Term Ends	Friday

	03.04.2020
Spring Total	60 Days
Term Begins	Monday 20.04.2020
Half Term Begins	Monday 25.05.2020
Half Term Ends	Friday 29.05.2020
Term Ends	Monday 20.07.2020
Summer Total	60 Days
Year Total	195 Days

Financial Statement – Chair of Finance Committee Mr Chris Buttle

Financial Summary 2019/20

I am pleased to report that, due to careful management, the school reported an underspend of £32,650.88 for the 2019/20 financial year.

The tables below illustrate the funding available and the expenditure / income by categories:

Allocation 2019-20	£ 5,005,920.13
Threshold Sept 19	£ 4,980.00
Teacher's pay increase	£ 25,691.55
Additional FSM Funding	£ 4,550.10
Revised Allocation	£ 5,041,141.78
Year end 2018/19	-£ 3,875.50
Funding Available	£ 5,037,266.28

Area of Expenditure	Outturn 2019/20
Employee Related	£ 4,800,831.74
Premises Related	£ 394,266.34
Transport Related	£ 18,183.23
Supplies & Services	£ 793,163.34
Income	-£ 1,001,829.25
Net Expenditure	£ 5,004,615.40
Underspend	£ 32,650.88

Mr Chris Buttle, Chair of Finance Committee

Governors' Expenses

No claims for expenses were submitted.

Prospectus

A Prospectus is issued to parents when pupils are first admitted to school. Assessment and reporting guidance booklets are also issued at the start of each Key Stage. [\(please see school website\)](#)

Action taken to Review School Policies

The Policies and Procedures Handbook is an integral part of the Staff Handbook. All policies have been updated as necessary by the Headteacher and Leadership Group. All policies are available from the School.

Additional Learning Needs

Maesteg Comprehensive School is committed to providing a high-quality education and to enabling all our students to reach their full potential. We are committed to improving the experiences of those students who have additional educational needs, realising our vision of this school as a caring, learning community for all. Committed to inclusion, we aim to eliminate barriers to pupil participation and learning, provide effective support, and work in partnership with all parents and outside agencies.

Following the school's policy on the identification of pupils with Additional Learning Needs (ALN) 28% of pupils were registered as ALN with 10 pupils in receipt of a Statement of ALN. In readiness for the new ALN Act, the department have been reviewing and refining approaches to intervention, launching a One Page Profile support document and moving towards a more person-centred practice.

Of the 10 pupils who are in receipt of a statement of ALN, most learners receive the majority of their lessons in mainstream provision, with some support, and are sometimes disapplied (in line with their Statement provision) from Welsh, and, occasionally, Modern Foreign Languages, as well as other subjects deemed appropriate. This is led by need.

Learning Support Provision at KS3 and KS4 continues to show success. Literacy and Numeracy intervention is provided via withdrawal and in-class support dependent on the needs of the young person. A range of strategies and resources are used to identify areas of focus and measure progress.

In order to meet the needs of learners with SPLD, the Cognition and Learning hub continues to identify and support pupils with a range of specific barriers to learning. Ensuring appropriate Access Arrangements are in place is a critical aspect of the support provided. We continue to strive to support all learners, expanding our provision and supporting 11 learners with EAL, acquiring new technology to ensure *all* pupils can access and progress through the curriculum.

Our CARE provision, 'The Oasis,' a specialist hub for ASD learners, continues to offer a range of excellent support for our young people. Pupils also receive external intervention from SALT (Speech and Language) and input from the Specialist ASD team in the Local Authority. Additionally, the OASIS continues to provide for those who require wellbeing and Nurture support.

The Alternative Curriculum Base (MAC) provides specialist intervention for learners with BESD. It successfully works in partnership with a range of agencies to ensure all young people have an opportunity to access a learning platform that is bespoke to them.

In addition to academic support, the ALN Faculty continue to provide targeted intervention for emotional wellbeing and trauma through the delivery of ELSA and Thrive.

School Achievements

Through a combination of the Headteacher's Report to the Governing Body each term and termly newsletters to parents, all the major achievements of the school have been identified and recognised. [\(Please see newsletters\)](#)

Community Focused School

The School offers a comprehensive range of activities, both curricular and extra-curricular. We offer work-related education, organising industry days and key skills activities for pupils in all the key stages. A wide cross-section of industrialists, businesses and employers help to both organise and run these activities.

A number of Community Organisations including the police, and the fire service continue to work with the School and provide inputs into the Welsh Baccalaureate Skills Challenge programmes. The School has also maintained and fully utilised its links with Careers Wales to provide a diverse range of Careers and Education Guidance Services to pupils in all Key Stages.

Health and Wellbeing at Maesteg School (2019-2020)

Promoting and supporting the health and wellbeing of all pupils and staff at Maesteg school has always been at the heart of its ethos, never more so than in the period of lockdown following the closure of all schools in March 2020. Whether the school community was together in the building or not, we continued to strive to maintain the caring, inclusive and respectful relationships we witness each day in the corridors, classrooms and playgrounds. Teachers in the school worked hard to continue to invest in and develop provision in relation to both physical and mental health and wellbeing with a range of 'checking-in' and learning activities focused on the idea of healthy minds and bodies. Weekly fitness, food and wellbeing challenges were promoted together with the strengthening of links with charities and organisations to provide more specialist advice and guidance in these areas.

Aside from the actions linked to the global pandemic, the school continued to develop curriculum practices to enhance each pupil's learning in health and wellbeing. In year 7, for example, practical nutrition lessons were rolled out to encourage pupils to cook healthy and fresh meals on a budget. The increased use of pupil voice allowed for units of work to be developed in line with the topics identified by different year groups as being required by them. Conducting more regular surveys of wellbeing at pupil level has also allowed for all health and wellbeing provision to be more in line with our children's needs.

Physical health continued to be an area of importance, whether during lockdown or before and after it. The school has always offered an extensive range of extracurricular sporting clubs for pupils to take advantage of and so was keen to seek out innovative ways of maintaining this during lockdown, for example through the 'Walkies for wellbeing' initiative. The school also claimed overall first prize in the Cardiff Met University sports day challenge, including coming first for the longest relay won over 2 hours and involving both staff and pupils. Even without the usual physical proximity required for sporting activity, the school continued to maintain exceptionally high expectations for this aspect of life.

The school has, for some years now, run and managed its own catering service. The school offers a comprehensive menu selection, in line with relevant Welsh Government guidance. This provision includes and promotes healthier food choices through a fresh salad bar and jacket potato counter, fruit pots as well as a nutritionally balanced main meal offering which is very popular with both pupils and staff.

Disabled Pupils

The school is committed to ensuring full access to all facilities and opportunities at Maesteg School for all pupils and visitors with special requirements. The school has a lift for wheelchair users which provides access to all areas of the school.

Toilet Facilities

The school meets Health and Safety requirements for the number of toilets needed for the pupils on roll. The school also has disabled toilets on each floor. All toilets are cleaned daily and as required throughout the day.

Sporting Opportunities

The school has a comprehensive range of sporting and extra-curricular activities for pupils to participate in. Information regarding these activities is on the school website and contained within our termly Newsletters.

Welsh Language Provision

Formal Welsh Second Language provision in the school is different at KS3 and KS4. At Key Stage 4 all pupils study Full Course GCSE Welsh Second Language. Outside of lessons the school promotes the use of the Welsh language reflecting the Welsh Government document 'Our Language : Its Future, Iaith Pawb'.

Destination of Pupils 2017/2018

Year 13's								
Maesteg School								
Year 14								<u>1</u>
Unemployed								<u>3</u>
Current status Unknown								<u>1</u>
FE FT								<u>8</u>
HE (24% of pupils placed in Russell Group) (1 Medicine)								<u>40</u>
Job FT with formal training								<u>5</u>
Job PT no formal training								<u>1</u>
Traineeship - Engagement								<u>1</u>
Total								60

Chris Brooks

Raising Standards Leader Key Stage 5