



# GOVERNORS' ANNUAL REPORT TO PARENTS

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LLYWODRAETHWYR  
I RIENI

2017/18

## INTRODUCTION FROM THE CHAIR OF GOVERNORS – MRS KATH DALY

I am very pleased to be given the opportunity as Chair of Governors to present the Annual Report to parents that I would urge you to read alongside the Autumn/Winter 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>

## SUMMER EXAMINATION RESULTS 2018

In 2018 schools across Wales continue to be challenged by new specifications and changing performance indicators at both GCSE and A level. Maesteg School is, however, delighted to report pleasing GCSE and A Level results for 2018.

### GCSE

Maesteg School has consistently been placed in the top benchmark quartile for almost all key indicators at KS4. The school has achieved results above family average, and good value added figures, indicating that pupils have made good progress. The school has been placed at the top of its family of schools across all measures.

### ANALYSIS OF 2018 GCSE RESULTS

- 52.3% of pupils achieved the Level 2+ threshold, which is 5 GCSEs at grade C or above including English Language and Maths.
- 99% of the cohort achieved the Level 1 threshold which is at least 5 A\* to G grades.

- 72% of the cohort achieved the Level 2 threshold, which is at least 5 A-C grades, despite a cap on vocational qualifications.
- The average capped 9 score was 350
- 13% of students achieved 5 A\* to A grades
- 62% of the cohort achieved A\* to C in English Language
- 60% of pupils achieved an A\* to C grade in Maths or Numeracy
- 59% of pupils achieved A\* to C in GCSE Science
- The above results are evidence of good progress between key stages.

Our skilled and dedicated teaching professionals, our excellent Heads of House and our ever committed support staff have all worked together to encourage and promote a culture of high expectation and achievement underpinned by excellent pastoral care. We believe that it is this team approach and our ethos of 'Motivated to Strive', which has helped more children than ever reach their goals this year.

## A LEVEL

Maesteg School also enjoyed pleasing results at Key Stage 5 in 2018. Although we were disappointed that our A level results were below the excellent standards achieved in the last two years, pupils still made good progress against their target grades based on their performance at GCSE. The school has a very open and inclusive Sixth Form and this academic year our students were prepared for a wide range of A levels alongside the Skills Challenge Certificate which constitutes part of the Welsh Baccalaureate Qualification. The proportion of KS5 students achieving the Level 3 threshold (at least 2 E grades) was 100% this year with 80% of our cohort pursuing 2 or more A levels. We will continue to work with our 6<sup>th</sup> form team to ensure that our year 13 learners achieve their potential and are supported and challenged to do this.

## ANALYSIS OF 2018 A LEVEL RESULTS

- 19% of A level grades were A\* to A and were A\* to B.
- 100% of students achieved the Level three threshold.
- No pupils achieved 3 A\* to A grades this year
- of students achieved 3 A\* to C grades
- The average wider points score was 696
- KS5 pupils make good progress with high proportions of pupils achieving challenging ALPS (ALPS is a progress measure for schools) estimations.



This year our A level cohort achieved some impressive results and some individuals overcame substantial difficulties to perform superbly in their examinations. We are pleased to see so many of our pupils gaining places at some of the country's top Universities and securing valuable apprenticeships. These results reflect the dedication of our staff, parents and governors to raise the aspirations of our pupils so that they strive to achieve their very best and compete with the best. They have made us all extremely proud.

This is a real testament to how students at Maesteg School are prepared to be lifelong learners with the skills required to succeed at Higher Education.

## KEY STAGE 3

At Key Stage 3 our younger pupils also performed well during the last academic year with an impressive 87% of pupils achieving the Core Subject Indicator (at least Level 5 in English, Maths and Science) at the end of Key Stage 3. Significant numbers of pupils also achieved higher levels, across all subjects.

*(For detailed results please see the school's website)*

## CONTINUAL IMPROVEMENT 2019 AND BEYOND:

Departmental performance data for all key stages is examined in detail and discussed at scheduled meetings with each Director of Learning in September-October of each academic year. These discussions identify trends, ensure transparency and accountability and inform future planning. *(Detailed analysis of data is available upon request)*

## 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
<b>Skills (THL)</b>	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 throughout their learning experiences	All pupils demonstrate excellent progress in skills development. They apply a range of skills independently and with confidence.
<b>Teaching and Learning (AMS &amp; KHS)</b>	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
<b>Raising standards (DDE, KCH, SHG)</b>	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.
<b>Inclusion (DDE &amp; KCH)</b>	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
<b>Visionary (HJS)</b>	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
<b>Ethos (NJS &amp; SCE)</b>	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

Once again, we set ourselves an aspirational attendance target of 93.5% for 2017/18. As reported in July, the figure submitted to the LA for 2016/17 was 93.2%. This places the school in the second quarter of similar schools in Wales for attendance.

	2017-2018		
	Boys	Girls	Total
Year 7	92.6	95.1	93.9
Year 8	93.5	92.5	92.9
Year 9	92.2	93.3	92.7
Year 10	93.5	92.0	92.4
Year 11	93.9	93.3	93.4
<b>Whole School</b>	<b>93.2</b>	<b>93.2</b>	<b>93.2</b>



## EXCLUSIONS PRESENTED BY NEALE JONES - ASSISTANT HEADTEACHER

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 days in total. This was a reduction from the 205 days lost in 2016-2017.

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

**The Restorative Room** has the capacity to be supervised every day of the week should the need arise; this provides capacity to offer internal exclusions with the unique purpose of encouraging students, with appropriate support, to consider and modify their behaviour. Whilst there is a punitive element within this process – the key aim is to encourage meaningful reflection which, in turn, prevents a repeat of inappropriate behaviour. This is facilitated by Chris Hill our Restorative Officer who is a trained behaviour support specialist.

The **MAC base** provision continues to support vulnerable learners and also compliments the work of the Restorative Room. 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.

A handwritten signature in black ink, appearing to read 'K Daly', with a long, sweeping underline.

**KATH DALY, CHAIR OF GOVERNORS**

If you have any queries about this report then please contact Kath Daly Chair of Governors at [kdaly@maestegschool.co.uk](mailto:kdaly@maestegschool.co.uk)

## STATUTORY INFORMATION FOR PARENTS

### STRUCTURE OF THE GOVERNING BODY:

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
Mrs Nadine Edwards		Parent	
Ms G Thomas		Parent	27/10/2020
Miss L Morris		Parent	27/10/2020
Mrs Susan Penny		Parent	05/10/2019
Nadine Edwards		Parent	18/11/2022
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.

### SUB-COMMITTEE STRUCTURE AND CHAIRPERSON

#### APPOINTMENTS OF TEACHING & SUPPORT STAFF COMMITTEE

Mrs K Woollen	Cllr T Beedle
Mrs K Daly	Miss L Morris
Mrs B Morgan	Mrs G Thomas
Mrs T Chown-Radmore	Mr C Buttle
Mrs J McHugh-Phillips	
Mrs C Harris	
Mrs M Kirk	
Mrs H Jones	
Dr D Duddridge (Advisory Capacity)	



## STAFF DISCIPLINARY AND DISMISSAL COMMITTEE / CAPABILITY

### First Committee

Cllr T Beedle  
Cllr I Williams  
Cllr P White

### **Reserve**

Miss L Morris

### Appeal Committee

Mrs G Thomas  
Mr C Buttle  
Mrs M Kirk

### **Reserve**

Mr M Reeves

## GRIEVANCE COMMITTEE

### First Committee

Cllr P White  
Mrs M Kirk  
Mrs J McHugh-Phillips

### **Reserves**

Cllr I Williams  
Mrs J Baker

### Appeal Committee

Mrs C Reeves  
Mr C Buttle  
Mrs S Penny

### **Reserve**

Ms G Thomas



## PUPILS DISCIPLINARY AND EXCLUSIONS COMMITTEE

### First Committee

Cllr I Williams  
Cllr T Beedle  
Mrs K Daly

### **Reserves**

Mrs S Penny  
Mrs J McHugh-Phillips

## FINANCE COMMITTEE

Mrs K Daly  
Mr C Thomas  
Mr C Buttle  
Mrs H Jones  
Mrs M Kirk

### Pay Review Committee

Mrs M Kirk  
Mrs K Daly  
Mrs J McHugh-Phillips

### **Reserve**

Mrs C Harris

### Pay Review Appeals Committee

Cllr P White  
Mrs C Reeves  
Cllr I Williams

### **Reserves**

Cllr T Beedle  
Mr M Reeves

### Staffing Committee

Mrs K Daly  
Miss L Morris  
Mrs J McHugh-Phillips  
Mrs C Harris  
Mrs M Kirk  
Mrs H Jones  
Dr D Duddridge (Advisory Capacity)

### Staffing Appeal

Mrs C Reeves  
Mr C Thomas  
Cllr I Williams



## Staffing Committee

Mrs K Daly  
Miss L Morris  
Mrs J McHugh-Phillips  
Mrs C Harris  
Mrs M Kirk  
Mrs H Jones  
Dr D Duddridge (Advisory Capacity)

## Staffing Appeal

Mrs C Reeves  
Mr C Thomas  
Cllr I Williams

## PERFORMANCE MANAGEMENT COMMITTEE

### First Committee

Mrs J McHugh-Phillips  
Mrs K Daly

### Appeals Committee

Cllr T Beedle  
Cllr I Williams

### **Reserve**

Mr C Buttle

## BUILDINGS, HEALTH & SAFETY AND SECURITY COMMITTEE

Cllr I Williams  
Mrs K Woollen  
Mrs K Daly  
Cllr T Beedle  
Mrs H Jones

## SCHOOL DEVELOPMENT / CURRICULUM COMMITTEE/WELL-BEING

### **Full Governing Body**

#### **Skills:**

Mrs M Kirk, Mrs C Harris, Cllr I Williams

#### **Teaching & Learning:**

Mrs M Kirk, Mrs B Morgan, Miss L Morris, Mrs K Daly

#### **Raising Standards:**

Mrs K Daly, Mrs M Kirk, Mrs B Morgan, Miss L Morris

#### **Inclusion**

Mrs J McHugh-Phillips, Mr T Beedle, Mrs J Baker, Cllr K Edwards, Miss L Morris, Mrs S Penny

#### **Visionary Schools:**

Mr C Buttle, Mr M Reeves

#### **Ethos**

Mrs T Chown-Radmore, Mrs K Daly, Mrs C Harris,

## COMPLAINTS COMMITTEE

Cllr T Beedle  
Mrs C Reeves  
Mr C Buttle

### **Reserves**

Miss L Morris  
Cllr P White

Cllr I Williams

## SELECTION PANEL FOR THE APPOINTMENT OF HEAD AND DEPUTY HEADTEACHER

Mr C Buttle  
Mrs K Daly  
Mrs T Chown-Radmore  
Mrs B Morgan  
Mrs J McHugh-Phillips  
Mrs M Kirk  
Mrs C Reeves  
Headteacher (Deputy Headteacher only)

### **Reserve**

Mrs C Harris



## LEAD GOVERNORS

Health and Safety	Mrs K Daly
SEN	Miss L Morris
Child Protection	Miss L Morris
Governors Association	Cllr T Beedle
Governor Training and Wellbeing	Mrs K Daly
Whistleblowing	Mr C Thomas (& External Representation)

## TERM DATES

Term Begins	Monday 03.09.18
Half Term Begins	Monday 29.10.18
Half Term Ends	Friday 2.11.18
Term Ends	Friday 21.12.18
<b>Autumn Total</b>	<b>75 Days</b>
Term Begins	Tuesday 07.01.19
Half Term Begins	Monday 25.02.19
Half Term Ends	Friday 01.03.19
Term Ends	Friday 12.04.19
<b>Spring Total</b>	<b>65 Days</b>
Term Begins	Monday 29.04.19
Half Term Begins	Monday 27.05.19
Half Term Ends	Friday 31.05.19
Term Ends	Monday 22.07.19
<b>Summer Total</b>	<b>55 Days</b>
<b>Year Total</b>	<b>195 Days</b>

## FINANCIAL STATEMENT – CHAIR OF FINANCE COMMITTEE, MR CHRIS BUTTLE

I am pleased to report that despite the predicted deficit budget situation, the school continues to manage its budget through stringent measures to ensure that this deficit was significantly reduced. The closing figure for 2017/2018 was a deficit of £8,408.72.

[The financial out-turn statement for 2017/2018 can be found on the school's website.](#)

## 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.

[This can be found on the homepage of our school website: maestegschool.co.uk](http://maestegschool.co.uk)



## POLICIES

Action taken to review School Policies. The *Policies and Procedures Handbook* is an integral part of the Staff Handbook. The Headteacher and Leadership Group have updated all policies as necessary. All policies are available from the School.

## ADDITIONAL LEARNING NEEDS

Following the school's policy on the identification of pupils with Additional Learning Needs (ALN) 29% of pupils were registered as ALN with 10 pupils in receipt of a statement of additional learning needs. All pupils registered at School Action, or above, have Individual Educational Plans, which are regularly reviewed in order to establish their continued relevance and appropriateness. In addition to this, staff are provided with information about pupils via an ALN tracker. This provides pupil ALN information, support staff involved and relevant test scores and academic data. Staff also receive an ALN handbook that gives teaching strategies for all areas of need.

Of the 10 pupils who are in receipt of a statement of ALN, 3 benefit from the provision of the L.A resource for children with Autism). The 7 other Statemented pupils have a variety of needs. Statemented pupils 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.

The Learning Support provision at KS3 continues to be successful. Literacy and Numeracy interventions with Year 7, 8 and 9 pupils are overseen and taught by staff who are specialists in English and Maths support, in order to make the best use of strategies and resources. All pupils with a Welsh Government Test standardised score of 85 or less are currently involved in this successful scheme, which is tracked and analysed with Welsh Government Test Data and other in-house testing.

During registration periods, pupils who need support with organisation are supported by members of our department. In addition to this, a number of pupils require 'checking-in' and reassurance from key members of staff. This may also take place during one-to-one mentoring/Learning Support sessions, or access to the Nurture facility. Our specialist teachers and LSAs organise interventions that provide additional bespoke support for pupils in Years 7-11, during one-to-one or small group sessions.

Several children benefit from the opportunities offered by our after-school Support Clubs in the Learning Support department. The school liaises closely with our Educational Psychologist and Specialist Teachers who provide a range of services including; assessments, advice and monitoring for a number of School Action Plus and Statemented pupils, in addition to attendance at annual Statement reviews.

## 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. *There are Spring, Summer and Autumn/Winter newsletters given to pupils to take home or alternatively found on the homepage of our school website: [maestegschool.co.uk](http://maestegschool.co.uk)*

## COMMUNITY FOCUSED SCHOOL

The School offers a comprehensive range of activities, both curricular and extra-curricular. We offer arranged 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**

Health and wellbeing is paramount at our school, not only for our students but also for our staff. We strive to ensure that the school environment is a safe, happy and respectful place where all members of the community tolerate and respect each other and celebrate and embrace diversity. The school works hard to continue to invest in and improve its provision in relation to both physical and mental health and wellbeing. This has included securing the services of organisations to provide bespoke provision to develop restorative approaches, behaviour intervention strategies, Emotional Literacy Support Assistant services as well as continuing to invest in whole staff training in this area.

Physical health is also an area which has been developed. There continues to be an extensive range of extracurricular sporting clubs for pupils to take advantage of, as well as whole school events such as the annual Race for Life in aid of Cancer Research which has become a hugely anticipated whole school event to end the summer term. The school has invested in improving our sporting equipment and facilities to include a multi gym and new posts so that at last we can begin to enjoy the 'home advantage' when we play rugby or football! Participation in sport and physical activity continues to be strong.

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.

Curriculum provision is also reviewed each year to ensure that health, fitness and wellbeing are key areas which are delivered across a whole school personal and social education programme which is delivered to each year group throughout the year by the specialist Health and Wellbeing team.

### **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 atrium 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, Iaitb Pawb'.

## DESTINATION OF PUPILS 2017/2018

Pupils' routes at the end of the last academic year	Current position*					
	End of Y11		End of Y12		End of Y13	
	Number	%	Number	%	Number	%
Continuing in Full Time Education in:						
School	77	48%	63	78%		0%
FE College	51	32%	12	15%	1	2%
Higher Education		0%		0%	42	66%
Gap year then higher education		0%		0%		0%
Continuing in Part time Education (Less than 16 hours a week)		0%		0%	2	3%
Work Based Training - non employed status		0%		0%		0%
Work Based Training - Employment status	20	13%	3	4%	3	5%
Employed	5	3%	2	2%	11	17%
Known not to be in Education, Training or Employment	5	3%		0%	4	6%
Left the area	2	1%		0%		0%
Not known		0%	1	1%		0%
<b>Total in cohort (numbers from Careers Wales)</b>	<b>160</b>	<b>100%</b>	<b>81</b>	<b>100%</b>	<b>63</b>	<b>100%</b>

