

# Rhydri Primary School

## Annual Governors' Report to Parents

### 2013-14

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#### **Letter from the Chair of Governors**

The academic year 2013-2014 was particularly challenging at Rhydri Primary School. The Estyn inspection at the start of the year was not successful and identified several key areas for improvement. This was not easy for anyone. I think it is fair to say that the news of the Estyn judgement heralded an unsettled and unsettling time for parents, pupils, staff and governors.

Governors have worked hard to ensure that the school is both challenged and supported to improve. The governing body now meets monthly to evaluate progress against the Post Inspection Action Plan. Governors have attended training on topics including safeguarding, primary school data, effective meetings and chair of governors training. The governing body was also represented at the recent EAS Governor Conference. All this means that the governing body is now even better prepared and able to challenge school leaders to bring about rapid and sustained improvement. The governing body was fully involved in the appointment of the new Deputy Headteacher, Mrs James, further strengthening the school leadership. We continue to work closely with Caerphilly and with EAS to bring about progress.

The governors have been impressed by the way that the staff at Rhydri Primary School have worked together to make progress. The hard work and the commitment to the school demonstrated by both established members of staff and newer appointments can only be commended and is indicative of a new determination to improve pupils' achievement and attainment.

The school environment has seen significant improvement in the last year. The refurbishment has been made possible by significant support from the Local Authority but real recognition must go to the staff at school who have worked so hard to make the difference.

As always the pupils have been the focus for the governing body. Pupil progress and wellbeing are paramount and it has been a joy to see pupils succeed in and out of the classroom as they develop the skills that will enable them to make the most of their time in primary school and prepare them for their futures. One of the priorities for the governing body in 2014-2015 is to develop pupil voice and work with the School Council.

Since autumn 2013, Estyn have visited the school three times, once in March, in June and in December. In their June visit the inspection team were impressed with the progress the school had made against the recommendations. Some further progress was judged to have been made in

December although there is much still to do. Estyn will be visiting Rhydri again on March 10<sup>th</sup> and 11<sup>th</sup>. We are sure that they will be further impressed as the school continues to make progress on its improvement journey.

Finally, I take this opportunity to publically thank those governors who have come to the end of their service. Ms L Foyster, for several years Chair of Governors, resigned from this role in the spring for personal reasons. Mrs K Banks has resigned as staff governor and Mrs M Brooks as parent governor. On behalf of the governing body, I offer them thanks for their time, commitment and contribution to school governance.

With my very best wishes for a happy and successful 2014-2015,

*Judith Wright Rees*

Chair of Governors

## Contact Details

The School:

Rhydri Primary School  
Rhydri  
Caerphilly  
CF83 3DF

Tel. No.: 02920 852525

Head Teacher:

Mrs S Lee

Chair of Governing Body:

Mrs J Rees

Local Education Authority:

Learning, Education & Inclusion  
Penallta House  
Tredomen Park  
Ystrad Mynach  
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CF82 7PG

Tel: 01443 864956

Director of Education & Leisure:

Sandra Aspinall

## The Governing Body of Rhydri Primary School 2014-15

The School Governing Body			
Name	Role	Start Date	End Date
Mrs Judith Wright Rees	Community Gov apptd by GB	05/11/2013	04/11/2017
Mrs Susan M Lee Headteacher		01/09/2009	-
Mrs Vitti Allender	Community Gov apptd by GB	07/02/2013	06/02/2017
Mrs Debra Richards	LA Appointed	22/05/2013	21/05/2017
Miss L Hunter	LA Appointed	07/05/2014	06/05/2018
Mrs Sarah Wilson	Parent Representative	05/11/2012	04/11/2016
Miss Helen Williams	Parent Representative	28/06/2012	27/06/2016
Mrs Kath Banks	Teacher Representative	01/09/2013	31/08/2017
Clerk to the Governing Body	Mr D Hutchings Contact: David.Hutchings@sewaleseas.org.uk		

If you wish to contact the Chair of Governors, you are welcome to do so through the school or by email: [jtmes3@btinternet.com](mailto:jtmes3@btinternet.com)

## Teaching and Support Staff

Head Teacher:	Mrs S Lee
Deputy Head Teacher:	Mrs C James
Teaching Staff:	Miss K Bolan Mrs J Curtis Mrs K Banks
School Clerk:	Mrs T Luff
Teaching Assistants:	Mrs L Mitchell Mrs L Eveleigh Mrs S Arnold Mrs N Gidden Mrs K Cullen
Caretaker:	Mr S Pearce
Lunchtime/Breakfast Supervisors:	Mrs K Cullen Mrs S Arnold Mrs N Ryall
School Cook:	Mrs N Hewitt
Kitchen Assistant:	Mrs N Ryall

## **School Catchment Area and Admissions**

Rhydri Primary School is a county co-educational school under the control of Caerphilly County Borough Council.

Rhydri Primary School is in the rural village of Rudry between Caerphilly and Newport. There are currently 95 pupils on roll, taught in four classes. Many pupils are from outside the catchment area. There are very few pupils from an ethnic minority background and no pupil speaks Welsh as a first language. The school identifies that around 9% of pupils have additional learning needs, which is well below national and local averages. Very few pupils have a statement of special educational needs. Just under 7% of pupils are eligible for free school meals, a figure that is well below national and local averages. Very few pupils are identified as 'looked after' by the local authority.

The school caters for children between the ages of 3-11 years. The school serves the Rhydri area. Parents who may be considering applying to the school for a place for their child are welcome to contact the Head Teacher to arrange a visit. Applications to attend the school should be made to 'Pupil & Parent Services', Caerphilly LEA.

Rhydri Primary School is a single storey building with one adjusted access point (main entrance). In addition there are three demountable classrooms which all have ramp access. There are two disabled toilets upgraded to building regulation standards which can be located in the nursery and one demountable classroom. Emergency alarms have been installed.

## **School Session Times - Current Arrangements**

The current times of the school day are **9:00am - 3:30pm**.

- A morning session = 3 hours 00 minutes
  - An afternoon session = 2 hours 30 minutes
- = 5 hours 30 minutes each day

This equates to 27 hours and 30 minutes per week, which taking into account collective worship and registration, is in excess of the recommended 23.5 hours per week.

## **Curriculum and Teaching Methods**

At Rhydri Primary School we believe in the concept of lifelong learning and understand the fundamental role the school plays in laying these foundations. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to make informed choices about their lives. We are

committed to the use of ICT as a teaching tool to raise standards across the whole curriculum which has an impact on the way teachers teach and children learn.

We believe that people learn in different ways. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. We have high expectations for all our pupils.

Through our teaching we aim to:

- build children's self-esteem and enable them to become confident, resourceful, enquiring and independent learners
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- celebrate the diversity of our school community by providing an inclusive and broad curriculum
- help children grow into reliable and independent citizens who are able to build positive relationships with other people

We recognise the need to develop strategies that allow all children to learn and acquire skills in ways that best suit them. We take into account these different styles of learning when planning and teaching. We recognise that learning is an active and reflective process that is done by children, not to them.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to further develop the skills and knowledge of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability and ensure provision of challenge at all levels.

Teachers may use flexibility in their grouping of children, depending on the aims and objective of a lesson. The groupings may be:

- ability
- mixed ability
- social groupings

When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

We identify children who are at risk of underachieving. Targets are set for all children, which are shared with children and/or their parents.

We believe that any special abilities or talents should be identified as early as possible, and developed during the child's time at the school.

Teachers are responsible for establishing good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All our teachers follow the school policy with regard to positive behaviour management and classroom organisation. We praise children for their efforts

and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy. We ensure that all tasks and activities that the children do are safe.

We deploy learning support assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

The school recognises the links between the well being of children and their ability to learn. This includes:

- supporting the emotional happiness of the children
- healthy eating and exercise
- encouraging regular drinking of water

## **School Policy**

Policies Adopted by the Governing Body 2013-14

- Attendance
- Safeguarding for Schools
- LA Safeguarding
- Child Protection
- Time Out Room
- Pay
- Managing Sickness Absence
- Leave of Absence

## Term Dates 2014-15

<b>Autumn Term 2014</b>	
Term starts	Monday 1 September 2014
Half term starts	Monday 27 October 2014
Half term ends	Friday 31 October 2014
Term ends	Friday 19 December 2014
<b>Spring Term 2015</b>	
Term starts	Monday 5 January 2015
Half term starts	Monday 16 February 2015
Half term ends	Friday 20 February 2015
Term ends	Friday 27 March 2015
<b>Summer Term 2015</b>	
Term starts	Monday 13 April 2015
Closed for May Day Bank Holiday	Monday 4 May 2015
Half term starts	Monday 25 May 2015
Half term ends	Friday 29 May 2015
Term ends	Monday 20 July 2015

## Attendance 2013-14

The Governing Body is keen to promote excellent attendance and takes this opportunity to remind parents and carers of the school policy that holidays should not be taken in term time.

Autumn Term 2013	Sessions	%
Attendance	12633	95.81
Authorised Absence	516	3.91
Unauthorised Absence	37	0.28
Possible Attendance	13186	

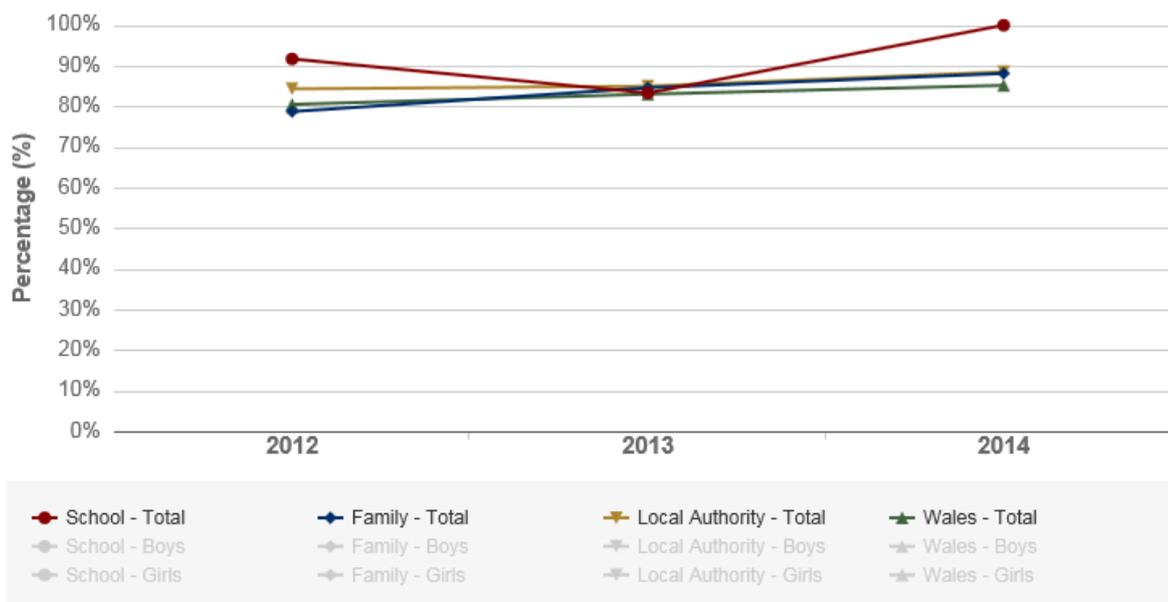
Spring Term 2014	Sessions	%
Attendance	10808	95.71
Authorised Absence	451	3.99
Unauthorised Absence	34	0.30
Possible Attendance	11293	

Summer Term 2014	Sessions	%
Attendance	9018	94.21
Authorised Absence	520	5.43
Unauthorised Absence	34	0.36
Possible Attendance	9572	

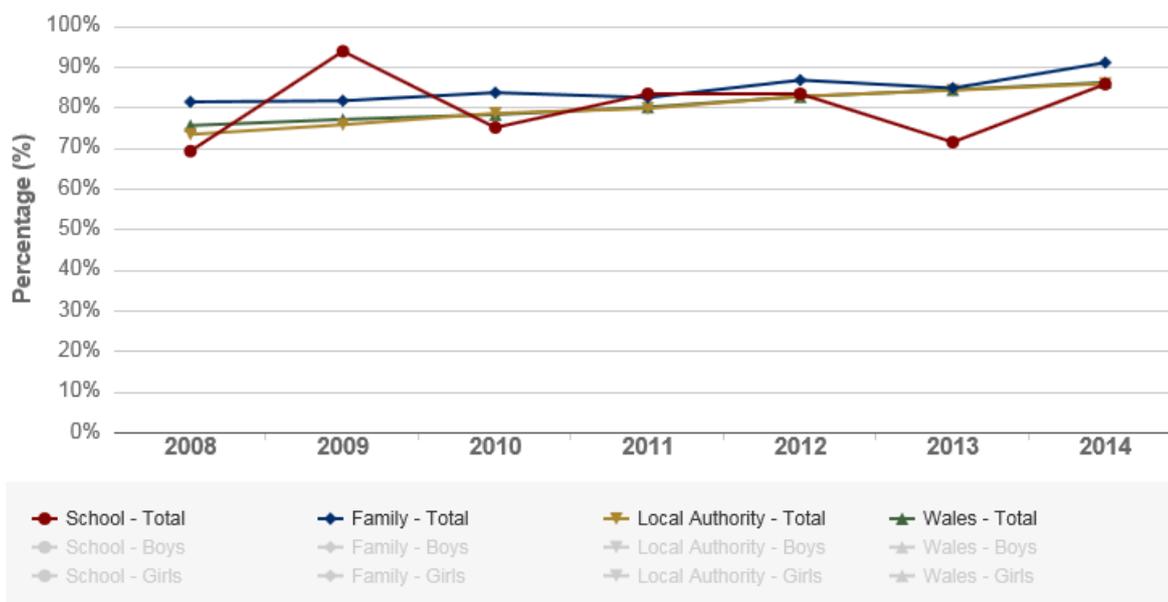
Total Attendance for 2013-14	Sessions	%
Attendance	32459	95.32
Authorised Absence	1487	4.37
Unauthorised Absence	105	0.3
Possible Attendance	34051	

## Data - End of Year Outcomes

### Pupils Achieving the Expected Level in the Foundation Phase Areas of Learning - end of Year 2 results 2013-14



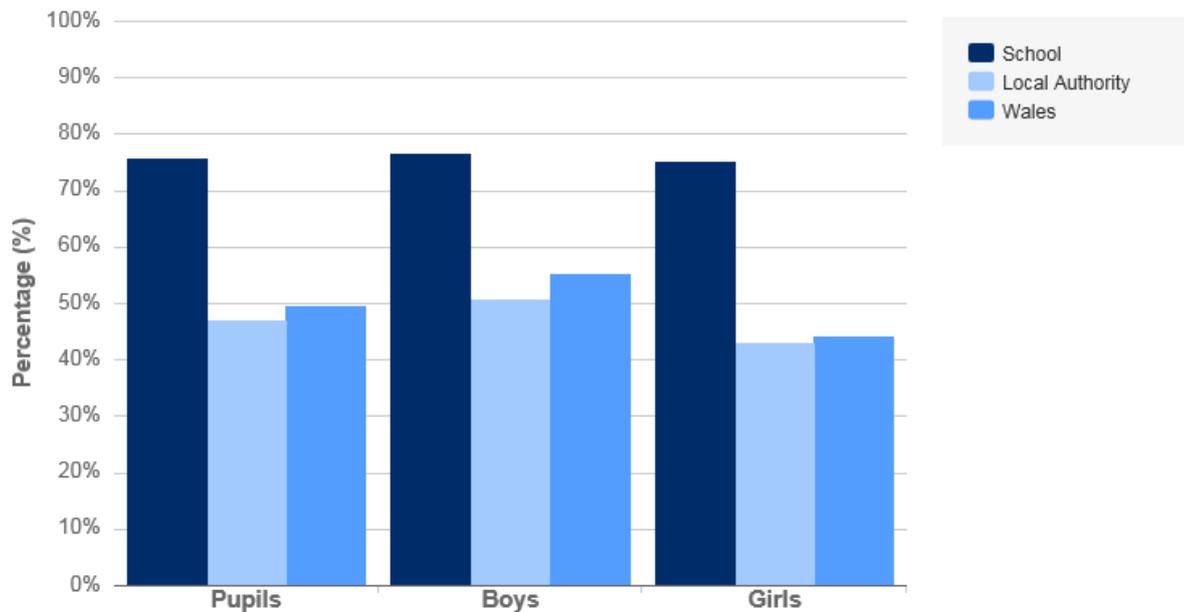
### Pupils who have reached the expected level in English, maths, science and Welsh (second language) at KS2 - end of Year 6 2014



Further information about pupil outcomes may be found at <http://mylocalschool.wales.gov.uk/> where you can search by postcode or by school name.

## PE and Sport

In a national survey, 69.7% of Rhydri pupils identified as "hooked on sport" and significantly more than the national averages for both girls and boys enjoy doing sport in after-school or lunchtime clubs 'a lot'. This is supported by partnership working with Hutcherson Sports.



## Community Links

The school continues to benefit from regular visits from PC Kerslake to support the pupil wellbeing programme. Additionally the school is developing its links with the Urdd Eisteddfod to enhance pupil engagement with Welsh language and culture. The school is also developing its established links with the parish and has enjoyed several assemblies delivered by the new curate and community volunteers.

The school is fortunate to be supported by a tireless PTA, whose members work hard to raise extra funds for the school and provide treats for pupils. Several events took place throughout the year, including the Christmas Fayre, Mothers' Day Tea, Quiz and Curry Night, Machen Show stall, Sports Day (refreshments). All these mean that the PTA has been able to support the school with the purchase of ICT equipment and treats for pupils. The Governing Body is grateful for this support and takes this opportunity to thank the PTA.

## Finance

SCHOOL NAME: Rhydri Primary			
OLAS - 4581	OUTTURN BUDGET 2013 / 2014	TOTAL EXPENDITURE	425635
<b>EMPLOYEES</b>	£	<b>INCOME</b>	
Teachers	262638	Reimbursement School Meals Energy	771
Support Staff	93401	Reimbursement School Meals Admin	1214
Other Staff Related Costs	7643	Reimbursement School Meals Phone	124
<b>Total Staffing Costs</b>	<b>363682</b>	Supply Compensation	15770
<b>PREMISES RELATED</b>		Miscellaneous	3490
Building Maintenance - Internal	4674	Donations	1810
Building Maintenance - External	3255	Course Fees	365
Gas	1459	Early Years	3176
Electricity	4077	<b>NAFW - KS2 Grant</b>	8261
Rates	2738	<b>Foundation Phase</b>	30441
Water	1433	<b>Inclusion</b>	71524
Cleaning Contract/Materials	-104	<b>NAFW - Performance Management</b>	761
Delegated Insurance	1178	Literacy Grant	350
Insurance (Special Perils)	923	SEG Income	12179
Offsite Travel Insurance	58	GTC	1400
Refuse Collection	1308	<b>TOTAL INCOME</b>	<b>151636</b>
Hire of Equipment	815		
Alarms	2350		
<b>Total Premises Related</b>	<b>24163</b>	<b>NET EXPENDITURE</b>	<b>273999</b>
<b>SUPPLIES &amp; SERVICES</b>		<b>TOTAL SURPLUS/CONTINGENCY</b>	<b>24613</b>
Computer Costs	3308	<b>TOTAL</b>	<b>298613</b>
Purchase of Furniture	3500		
Leasing Costs	1690	<b>TOTAL FUNDING FOR SCHOOL</b>	
Misc Expenses	1913	<b>FUNDING</b>	
PPL Licences	64	Formula Allocation (net of retro. adj)	285744
Capitation	7452	Retrospective Adjustment from prev yr.	-1339
School Trips	674	<b>Total Formula Allocation</b>	<b>284405</b>
Telephone Charges	378	Total Carried Forward from prev. yr.	14207
Photocopying/Reprographics	5178	<b>TOTAL FUNDING</b>	<b>298613</b>
Postage	105	<b>BUDGET SHORTFALL</b>	<b>0</b>
Swimming Lessons	524		
Music	1664		
<b>Sub Total</b>	<b>26450</b>		
<b>SERVICE LEVEL AGREEMENTS</b>			
<b>Sub Total</b>	<b>11340</b>		
<b>SCHOOL DEVELOPMENT PLANS</b>			
<b>Sub Total</b>	<b>0</b>		

### Change To The School Prospectus since 2012

Over the last year, no changes have been made to the school prospectus.

#### Building and Resource Management

During 2013-14, there have been a number of changes made to the school building to create a more child-friendly learning environment:

- the Headteacher's office was extended to include a workspace for the school clerk;
- a hatch was fitted so that school lunches and breakfast could be served directly into the school hall;

- furniture was purchased for all classrooms;
- ipads and laptops were purchased to support the ICT curriculum;
- a roof was replaced on an outdoor storage area.

The standard of hygiene in the school toilets is good. Standards of hygiene in the school kitchen have also been identified as 'excellent'.

### Estyn Recommendations from Inspection in September 2013

Recommendation	Progress to date
R1 Raise standards in literacy, numeracy, Welsh and ICT in key stage 2	Significant EAS support to enhance provision in class, including the introduction of Read, Write, Inc. (phonics programme), TAPAS (a numeracy programme) and investment in new ICT resources to enhance pupil access to IT. Pupil outcomes at end of Foundation Phase and KS2 in Summer 2014 were improved.
R2 Improve the quality of teaching and ensure that teachers challenge pupils of all abilities, especially the more able	The Estyn visit of June 2014 observed that a greater percentage of lessons were good than in September 2013. Teachers have been supported by the LA and EAS through the Excellent Teacher Framework.
R3 Strengthen assessment procedures and fully develop assessment for learning (AfL) across the school	Lesson observation and book scrutiny show that pupils are using a range of AfL strategies. A robust assessment tracker has been introduced. Moderation of KS2 portfolio has taken place.
R4 Improve the quality of leadership and management at all levels and develop effective distributed leadership structures	A revised staffing structure has been drawn up with clearly defined roles and responsibilities. A new, permanent and full-time deputy head appointed in Spring 2014.
R5 Develop a robust monitoring system and ensure that self-evaluation is systematic and rigorous and focuses strongly on pupil outcomes	The school has introduced new monitoring and self-evaluation processes supported by EAS.
R6 Develop further the governing body's role in strategic planning and self-evaluation	Governing Body has been augmented by a further LA governor with significant experience. Governor meetings focus on work of the school, especially progress towards addressing the Estyn recommendations Significant governor training including: understanding school data, safeguarding, performance management and the role of the chair. Calendar of monitoring and evaluation activities in place.