

Ferndale Community School

# The Annual Governors Report to Parents 2022/23

This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published.

## 1. Clerk to the Governing Body:

The Clerk to the Governing Body is: **Simone Delaney** School Governance Solutions Ltd. [simonedelaney@schoolgovernancesolutions.com](mailto:simonedelaney@schoolgovernancesolutions.com)

## 2. Chairperson of the Governing Body

The Chairperson of the Governing Body is **Mrs Amanda Thomas** c/o the Ferndale Community School, Rear of Excelsior Terrace, Maerdy, Ferndale CF43 4AR

## 3. Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Mrs J Jones	LEA	Council Members	Oct-26
Mrs K Knott			Oct 23
Mr C Jones			Oct-26
Cllr S Morgans			Feb - 26
Mr K Jones			Feb - 26
Mrs J Dobbs	Community Governors	Governing Body	Nov - 26
Mr R Maddox			Jun -24
Mrs A Thomas			Nov - 23
Mrs C Sweet			Oct -26
Mr N Davies			Oct -26
Ms L Chapman	Parent	Parents	Oct - 24
Mrs D Gauvain			Oct - 24
Mrs S Mullins			Oct - 24
Ms J Evans			Oct -25
Mrs R Jones			Oct -25
Mrs L Traylor	Teacher	Teaching Staff	Oct -25
Mr D Hargreaves			Oct - 25
Ms L Lewis			Oct - 25
Mrs J Hollifield			May - 25
Mr N Prygodzicz			Staff Headteacher

We will be advertising parent vacancies during the Autumn Term via Google Forms. All applications and ballots will be conducted electronically.

When fully constituted this governing body is made up as follows

LEA Representatives	5
Parent Governors	6
Staff Representative	1
Headteacher	1

Community Governors	5
Teacher Governor(s)	2
Minor Authority (if applicable )	
<b>Total</b>	<b>20</b>

#### 4. Resolutions

There were no resolutions passed at the last meeting.

#### 5. Election of Parent Governors

The last election of parent Governor took place in September 2022 and three parents were elected for a four year period.

If, however, any Parent Governor(s) resign before a new election is scheduled, arrangements will be made for an election to be undertaken at the appropriate time.

#### 6. School Performance Data

Below is a table showing the results of the pupil's performance at the end of Key Stage assessments.

Summer 2023	All	All	Male	Male	Female	Female	FSM	FSM	Non FSM	Non FSM
Interim Capped 9	377.4	101	380.9	47	374.2	54	349.9	39	394.5	62
Average Points Literacy	36.1	101	35.2	47	36.9	54	30.9	39	39.4	62
Average Points Numeracy	34.3	101	36.4	47	32.5	54	27.8	39	38.4	62
Average Points Science	33.8	101	35.9	47	32.0	54	28.9	39	36.9	62
Average Points Skills	40.4	101	41.9	47	41.9	54	34.6	39	44.1	62
Level 2 Inclusion with Literature	41.60%	42	44.70%	21	38.9%%	21	25.60%	10	51.60%	32
Level 2 Threshold (or Equiv)	95.00%	96	97.90%	46	92.60%	50	89.70%	35	98.40%	61
Level 1 Threshold (or Equiv)	98.00%	99	97.90%	46	98.10%	53	94.90%	37	100.00%	62
Level 2 English/Welsh Lang/Lit	47.5%	48	44.7%	21	50.0%	27	30.8%	12	58.1%	36
Level 2 Maths/Numeracy	45.5%	46	51.1%	24	40.7%	22	28.2%	11	56.5%	35
Level 2 Science	47.5%	48	46.8%	22	35.2%	19	25.6%	10	50.0%	31
5 A*-A	12.8%	12	12.8%	5	13.0%	7	7.7%	3	16.1%	10

## 7. *School Financial Statement*

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2022/23.

## 8. *School Prospectus*

The School Prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is generally issued to parents whose children are starting school for the first time or transferring from Infant to Junior school or Junior/ Primary to Comprehensive School.

Parents are informed if any amendments are made to the existing prospectus.

## 9. *School Improvement Plan / Strategic Priorities*

Governors are responsible for drawing up (in conjunction with staff) the School Improvement Plan. The plan identifies the direction the school will take over a five-year period in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

Our strategic priorities for the 2020-25 academic year were approved by Governors and were implemented by the staff. The targets set include short, medium and long-term aims. Targets are regularly reviewed by the Governing Body, who took into account the COVID-19 pandemic.



## Standards

Maximise performance against KS4 KPIs

- Ensure all pupils make appropriate progress across the key stages with a particular focus on boys and FSM.
- Ensure curriculum pathways allow all pupils to achieve potential.
- Ensure consistent application of the assessment and feedback policy.
- Establish RADY Principles across the school in an attempt to maximise the learning and attainment of all pupils.

## Skills

Ensure consistent and progressive cross-curricular delivery of:

- ❖ Literacy
- ❖ Numeracy
- ❖ Digital skills
- ❖ Further refine skills curriculum in Year 7
- ❖ Staged implementation of CfW

## Wellbeing

- ❖ Staff and pupil wellbeing are **KEY PRIORITIES** and all plans and processes will have these at the heart of the decision-making processes.
- ❖ Improve attendance post COVID.
- ❖ Further develop support for vulnerable learners maximising the impact of the **MDAF** multi agency group.
- ❖ Implement the ALN Bill and provide training / support for all staff.
- ❖ Establish consistent classroom and corridor expectations.
- ❖ Reduce disruptive behaviour and fixed term exclusions
- ❖ Support good mental health for all staff and pupils.
- ❖ Establish RADY Principles across the school in an attempt to maximise the learning and attainment of all pupils.

## Community

- ❖ Continue to develop community links to maximise the opportunities and support mechanisms available to all pupils. (MDAF).
- ❖ Establish a cluster approach to improving attendance.
- ❖ Continue to implement Careers and Gatsby initiatives supporting pupils and working within the new guidance.
- ❖ Engage parents in learning expectations.
- ❖ Further increase cluster links to support transition and CfW development.

## Teaching and Learning

- ❖ Refine L and T strategy with shared and consistent expectations.
- ❖ Staged implementation of CfW.
- ❖ Establish and consistently implement feedback / progress policy.
- ❖ Implement the ALN Bill and provide training / support for all staff.
- ❖ Establish a professional learning model throughout the school.
- ❖ Develop sharing good practice

## Leadership

- ❖ Develop the school as a Learning Organisation
- ❖ Ensure self-evaluation is consistent, efficient and outward looking
- ❖ Develop distributed leadership model including seconded leadership opportunities
- ❖ Develop pupil leadership
- ❖ Maintain as positive a budgetary position as possible.
- ❖ Establish RADY principles across the school

## Curriculum For Wales - Transition plan

As the Governing Body is aware we deferred the roll out of the Curriculum for Wales until September 2023. A significant amount of our professional learning time has been designated to the Curriculum for Wales during the course of the academic year.

In September 2022 we held a whole cluster INSET Day on the Curriculum for Wales delivered by CSC providers. This was the beginning of a journey to create a cluster approach and a shared understanding of the New Curriculum. Teams of staff from across the cluster met throughout the year to establish our cluster curriculum from 3-16 with a shared understanding of progression and assessment.

Our statement is now available on our school website which can be accessed [here](#).

### 10. Use of the Welsh Language - Communication

This school is an English medium school, lessons and other school activities are communicated through the medium of English. The use of the Welsh language is promoted by the use of incidental Welsh with all pupils throughout the school day.

Should parents request that their child is taught at this school in a language other than English this request will be given due consideration.

### 11. Pot Inspection Action Plan

Governors are responsible for drawing up the Action Plan to address any key issues raised by Inspectors during the (external) inspection of the School. Parents are provided with a copy of the summary report produced by the inspectors.

## 12. Term Dates and Holidays 2023/2024 Academic Year

Term	From	To
Autumn 2023	Monday, September 4 2023	Friday, October 27 2023
Half Term	Monday, October 30 2023	Friday, November 3 2023
Autumn 2023	Monday, November 6 2023	Friday, December 22 2023
Christmas Holidays	Monday, December 25 2023	Friday, January 5 2024
Spring 2024	Monday, January 8 2024	Friday, February 9 2024
Half Term	Monday, February 12 2024	Friday, February 16 2024
Spring 2024	Monday, February 19 2024	Friday, March 22 2024
Easter Holidays	Monday, March 25 2024	Friday, April 5 2024
Summer 2024	Monday, April 8 2024	Friday, May 24 2024
Half Term	Monday, May 27 2024	Friday, May 31 2024
Summer 2024	Monday, June 3 2024	Monday, July 22 2024

**Mon 4 Sept 2023 and \*Monday 22 July 2024 will be designated INSET days for all LEA Maintained Schools.** The remaining four INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff. **\*It is intended that this INSET Day will either be taken on Mon 22 July 2024 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on **Monday 6 May 2024** for the May Day Bank Holiday.

### Significant dates:

- Christmas - Monday 25 December 2023
- Easter - Good Friday 29 March 2024
- Easter - Monday 1 April 2024
- May Bank Holidays:
  - Monday 6 May 2024
  - Monday 27 May 2024

The School day is organised as follows;

Morning	8.35 a.m. to 1.15pm
Lunch break KS3	12.20 pm to 12.55pm
Lunch break KS4	1.20 pm to 1:55pm
Afternoon	1.55pm to 2.55pm

### 13. *Community Focused Schools*

A community focused school is one that: ‘provides a range of services and activities’, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults. Ferndale Community School has embraced this ethos and as a result has created a successful linked community charity.

A number of Senior Leaders and Governors in partnership with a board of Directors operate ‘The Fern Partnership’, which is a significant element of our Community Focused School provision.

The aims of the charity are to advance the education and experiences of pupils and the community in which we serve. The Charity employs over 50 members of staff, including apprentices.

The charity's annual turnover is little under 1 million per annum, which is reinvested into job creation, pupil and community opportunities. The charity is a valued partner to many and as a lead organisation, launched a sector leading Community Hwb in partnership with RCTCBC as well as the Public Services Board and other third sector organisations in the heart of Ferndale.

Our award winning charity enterprise and community development model provides benefits and enhances the lives of further individuals and families within RCT and beyond following the Tackling Poverty agenda.

### 14. *School Policies*

The school has a large number of Policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/revised by staff/governors to incorporate changing trends and legislation. Further information is available by contacting the Headteacher during school time. Key Policies can be found on our website by [clicking here](#).

## 15. *Additional Learning Needs*

The School's Policy for the Assessment of and Provision for, pupils with additional learning needs is summarised as follows:

The School's policy for the identification, assessment and provision for pupils with Additional Learning Needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The School's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

Currently, 54 students are on the ALN register, including those with Individuals Development plans . 2 pupils were on School Action/Early Years Action, 14 pupils were on School Action Plus/Early Action Plus (including those with Notes in Lieu) and 20 pupils had statements of Additional Learning Needs, of which 16 are based in our Complex Needs Class.

During the 2022-2023 financial year £333,703 was allocated to meet the requirements of pupils with Additional Learning Needs. In addition, the Local Authority provided additional support for pupils at the School Action Plus stage.

There were no changes to the policy during the 2022-2023 academic year.

## 16. *Access for Disabled Pupils*

The Governing Body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005. The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process. The Authority has in place an Accessibility Strategy and in line with this strategy has had an audit of the school site undertaken as part of an Authority wide brief, to identify any potential barriers and, ultimately, improve the access to the school.

## 17. *Fabric of the Building & Provision of Toilet Facilities*

The school has been modernised and the internal buildings and the grounds are well maintained. Facilities at the school are good with each department housed in its own suite of rooms, giving our students easy access to specialised equipment and resources. We have a



modern suite of excellent ICT facilities and a range of portable resources to complement these. Working in Partnership with the Local Education Authority, the external facade of the school is currently under review for improvement purposes and potential development.

The School toilets operate on an open plan basis and have proven to be a success since their implementation.

## 18. *Target Setting*

In line with the regulations, this information is not provided due to the COVID19 pandemic restrictions.

## 19. *Attendance Information*

Listed below are the pupil attendance figures for the last three completed school terms.

TERM	% Attendance
Autumn 2022	82.2
Spring 2023	84.5
Summer 2023	79.8

Attendance Information Listed below are the pupil attendance figures for the last three completed school terms. Absence from school is a contributing factor in low pupil achievement, so the Welsh Assembly Government is targeting improved attendance. Parents can help this situation by informing the school if they feel that there are any problems that are preventing pupils from attending or causing the pupil to feel that they do not want to attend school.

## 20. *Admission/Transition Arrangements*

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication "Starting School". The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

## 21. *School Leavers*

As a 11-16 school all our pupils transition externally. The summary of the transition are:

- Post 16 in alternative secondary school
- Coleg y Cymoedd,
- Apprenticeships
- The Work of Work - Went into employment

- A small proportion of pupils are unknown

## 22. *Healthy Eating*

The school catering provision operates via the local authority catering and follows the necessary guidance and regulations relating to Healthy Eating.

Yours sincerely,

*Mrs A Thomas*

**Chairperson - Governing Body of Ferndale Community School.**