



Governor's Annual Report to Parents

Autumn Term 2020

A foreword from the Chair of Governors

When we opened our doors as a brand new 3-19 school in September 2019, we could not have been more proud. In just over a year, we had turned the vision of RCT's newest Welsh Medium 3-19 school into a reality. Working together with the Head Teacher, governors had, in a flurry of activity, appointed 116 members of staff; developed a vision for how the new school would operate, with its Lower, Middle, Upper and Senior Schools; introduced, after a period of consultation, a new school uniform and branding; and worked with our cluster primaries to ensure that they too were part of the vision. The concert held within a couple of weeks of the new school opening, which featured pupils and staff from every part of the school, demonstrated how that vision would come together and was hugely uplifting.

A brand-new Governing Body was established at the start of the academic year, and we began the considerable work of redrafting policies for the new school, preparing a prospectus, and setting development targets for the first year. None of us could have anticipated that within six months the pandemic would be raging, and we would be teaching, and looking after our pupils' well-being, entirely remotely.

When schools were partly able to reopen in late June, we were so pleased to welcome our pupils and staff back in to the buildings. Preparing for re-opening had been a massive team effort. Although for some months we had worked with staff from our cluster primaries to operate a hub for children of key workers and disadvantaged pupils, it was lovely to welcome every year group back over the course of those three weeks. The pupils, it seemed, were delighted to be back too, welcoming the chance to have some structure and routine as well as social interaction which had been so difficult in lockdown.

The summer examination result period presented a whole new set of challenges for pupils and staff, particularly the A Level results. Staff worked tirelessly to support students who initially, it seemed had been deprived of their place at their chosen university by an algorithm. Then, when it was decided that Teacher Assessments would also be used to determine outcomes, staff again worked hard to ensure all those who wanted a University place, got one. The GCSE results weren't so traumatic, and we were pleased with the overall results. It is a tribute to the hard work of all our staff and pupils that our assessment measures worked, in the end, and pupils received the results that they deserved. We wish them all good luck for the next stage of their journey.

We are delighted with the opportunities the new school structure provides, under normal circumstances, for co-operative working across the year groups, with some sixth formers offering extracurricular activity both at lunch time and after school, and mentoring established across other year groups, enabling our pupils to support, encourage and help each other. This work has obviously been restricted somewhat by the pandemic, but is definitely a pattern we will re-establish in future.

The Governing Body has continued to meet and conduct its business online and I thank my fellow governors for their dedication and professionalism. Sub committees too have continued to meet and interviews have been carried out through this new approach. We are determined to work with school leaders and staff to provide the best possible opportunities to all our pupils over the coming years.

Julie Barton
Chair of Governors

Rhondda Cynon Taf County Borough Council

Governing Body of Ysgol Garth Olwg

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.

Clerk to the Governing Body

The Clerk to the Governing Body is Anneli Hunt Governor Support,
Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

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Chairperson of the Governing Body

The Chairperson of the Governing Body is Ms Julie Barton c/o Ysgol Garth Olwg, St Illtyd's Road, Church Village,
CF38 1DX.

Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Julie Barton Alex Harden Ray Butler Graham Stacy Sara Thomas	LEA	Council Members	31.8.23 for all
Lynsey Edwards Rhys Llewelyn Richard Martin Sam Rosie Rebecca Willis	Community Governors	Governing Body	10.10.23 for all
Sioned Geraint Ann Griffiths Kathryn Gwyn Rhuanedd Richards Anna Spicer Mike Thomas	Parent	Parents	30.9.23 for all
Carys Amos Lowri Stagg	Teacher	Teaching Staff	12.9.23 25.9.23
Alyson Samuel	Staff	Non Teaching Staff	3.10.23
Trystan Edwards	Headteacher		31.8.23

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)	0
Total	20

Governor Expenses

During the year 2019/2020 no governors were paid expenses for their work for the school, nor travelling costs incurred as a result of their activities on behalf of the school.

Resolutions

There were no resolutions passed at the last meeting.

Election of Parent Governors

The next election of parent governors is due to take place in September 2023.

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

School Performance Data

During this academic year we are not required to publish figures due to changes in WG policy.

The school is committed to improving standards across all aspects of school life, so that all our learners reach their full potential.

Financial Statement – Period Covered 2019-20

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

School Prospectus

The Governing Body is currently working on a brand-new School Prospectus to reflect our 3-19 status. Unfortunately, this work was delayed by the pandemic, but once produced it will be reviewed 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 another school. A copy of this prospectus will be placed on the school website.

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

School Development Plan

The Headteacher and Leadership team in conjunction with the governing body are responsible for drawing up the School Development Plan. The plan identifies the direction the school will take in delivering the curriculum and raising standards across the school. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The Annual School Development Plan for the 2020/21 academic year will be considered and approved by Governors and will be implemented by the staff. The priority will be to recover time lost during lockdown and ensure that all pupils catch up with lost progress; and that pupils in crucial years are prepared for exams and/or teacher assessment, whichever is used this year.

Use of the Welsh Language – Communication

This school is a Welsh medium school. Lessons and other school activities are communicated through the medium of Welsh. Communication with parents and the wider community is conducted bilingually.

Term Dates and Holidays 2020/2021 Academic Year

School term times 2020 to 2021

Term	Begin	Half term		End
		Begin	End	
Autumn 2020	Tuesday 1 Sept 2020	Monday 26 Oct 2020	Friday 30 Oct 2020	Friday 18 Dec 2020
Spring 2021	Monday 4 Jan 2021	Monday 15 Feb 2021	Friday 19 Feb 2021	Friday 26 Mar 2021
Summer 2021	Monday 12 April 2021	Monday 31 May 2021	Friday 4 Jun 2021	Tuesday 20 July 2021

INSET Days

2 October 2020
16 November 2020
12 February 2021
25 June 2021
19/20 July 2021

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. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes. We are lucky to be based on the Garth Olwg Campus, where we work in partnership with the Life Long Learning Centre, which in itself, under normal circumstances, offers a wide range of courses and activities aimed at all age ranges.

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. Before Ysgol Garth Olwg became a 3-19 school, both the primary and secondary schools which have now come together had a proud track record of activities within and for our local community. When the time is right, we will resume those activities and partnerships with renewed enthusiasm.

Review of School Policies

As a new Governing Body for a new school, we are working through updating all our policies, ensuring that, in the first instance, all important statutory policies are in place. Policies can be found on the school website. We have also amended relevant policies in light of Coronavirus.

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 Special Educational Needs Code of Practice for Wales issued by the Welsh Assembly Government in January 2002.

The School's Additional Learning Needs Co-ordinator (ALENCO) 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 ALENCO 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.

During the current academic year, on the date of the PLASC census:

- 111 pupils were on School Action/Early Years Action.
- 34 pupils were on School Action Plus/Early Action Plus (including those with Notes in Lieu).
- 1 pupil undergoing Statutory Assessment.
- 10 pupils had statements of Additional Educational Needs.

The new ALN bill is driving the way that we work as a school and, while its implementation may have been delayed, we are making good progress in transitioning our working practices to ensure that they are aligned with new expectations.

We have been successful in gaining funding for a new learning support class in school. The support class is for children in years 8-10 who are finding mainstream education difficult, who would benefit from a quieter, more nurturing environment. The intention is to reduce exclusions, increase attendance, and, more importantly improve engagement, resulting in better academic outcomes.

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 in its daily actions and activities.

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 (when they are in place and once pandemic restriction allow them to be reinstated) . All aspects of accessibility, including access to written information are included in the planning process and accessibility plan.

The Authority has in place an Accessibility Strategy and in line with this strategy an audit of the school site has been undertaken, as part of an Authority wide brief, to identify any potential barriers and (ultimately) improve the access to the school.

Fabric of the Building & Provision of Toilet Facilities

Our main building was modified in the summer of 2019 to create provision for the Middle School's years 5 and 6. This is now a well-equipped, completely self-contained area, which connects with the rest of the Middle, Upper and Senior Schools when desired. This has also freed up much needed space in the Lower School, which now contains pupils up to Year 4.

We have continued to have issues with the rooves of all our buildings and remedial work has been going on for more than a year. The work has now been concluded, and we thank RCT Council and its partners for conducting the work as quickly and efficiently as possible. The Local Authority also worked very hard in the Summer of 2019 to improve the drainage on both our sports fields, which without the work, would be largely unplayable on after any kind of heavy rain.

Within all our buildings we have adequate toilet provision. The toilets are cleaned at least twice every day during a normal school day and there is a team of caretakers available throughout the day if further cleaning is required. During the pandemic the toilets (and other high use areas) are being cleaned on a continuous basis throughout the school day through additional support from the LA.

Target Setting

The implementation and review of the school's strategies and targets are documented in detail in the School Development Plan. A change in policy due pandemic does not requires us to publish these. We are still focused on our pupils achieving in line with their potential.

Attendance Information

We are absolutely clear that pupils learn best when they are in school, although we are very aware that if a pupil is unable to come to school because they have to self-isolate, then we have to make provision for them to continue their learning. A change in policy due to the pandemic does not require us to publish attendance data, but we are pleased overall with the attitude of our learners and parents since school reopened to all pupils in September. It's clear that the majority of our learners want to be in school, appreciating the structure and social framework it provides, especially after months of lockdown. We will continue to work to keep our attendance as high as it can be in the current circumstances.

Admission/Transition Arrangements

Rhondda Cynon Taff 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 schools admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book. 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 www.rctcbc.gov.uk.

Destination Data

The table below outlines the destination data for post-18 learners.

Destination	Students (%)
University	76
Employment	13
Gap Year / Part-time employment	9
Other	2

Sporting Achievements

The school will usually take part in a range of sporting events including netball, football, rugby, athletics, dance and gymnastics, but the pandemic has prevented us from holding as many fixtures with other schools.

There were a number of sporting achievements this year. These included pupils representing Wales in the following sports:

- Under 13 and 15 Girls Football, Under 16 Boys Football Captain with 2 Welsh Clubs Under 14 representatives
- Rugby Union Under 18s boys and Under 15 boys Rugby League
- Various Basketball representatives at Under 16 and Under 14
- Welsh Swimmers under 16
- Squash Wales Under 14
- Welsh Gymnastics under 14 and 12
- The UK and Street Dance Champions at the National Eisteddfod
- Martial Arts World Champion
- Numerous regional representatives across Rugby, Football, Netball and other sports

Healthy Eating

At Ysgol Garth Olwg we promote healthy eating by encouraging children to eat healthy snacks during morning break time, and healthy lunches at dinnertime.

We teach children about the importance of a balanced diet through PSE, science, and design and technology lessons, as well as through themed events throughout the year.

YSGOL GARTH OLWG**How is the School Funded?**

The LA provides the school with a budget for each financial year based upon a number of factors, including the number of children on the ALN register, floor space within school etc, but the main factor is the school's pupil numbers. The funding received from the LA is called the Delegated School Budget.

On receiving the delegated school budget the governors then decide how this money should be allocated and agree a budget that is followed for the year. This account is monitored continually by the Headteacher, Finance Manager, LA and the Subcommittee of the Governing Body at their regular meetings, along with termly updates to the GB.

Provisional Statement for the 2019-20 Financial Year

Note as a new school formed in September 2019 the budget outlined below is a 7-month budget for the 2019-20 financial year.

	Description	£
Expenditure		
Salary Costs	Teachers / APT / Manual Workers	£2,650,966.60
Premises	Maintenance and Utilities	£301,264.41
Pupil Related	Capitation / Monthly Outgoings / Transport / Exams	£299,142.15
Local Authority	Services and SLA	£122,769.70
Other	Grant Funding / Exclusion Clawbacks / Behaviour Support / ALN / Supply	£186,337.19
		3,560,480.05
Income		
Grant Funding	EIG / PDG / LAC / Professional Learning / Cluster	£351,149.16
Outside Bodies	CSC / CGA / Colleges / Courses	£52,681.50
Other	Secondment / Campus / Pupil Related / Private Fund / Miscellaneous	£171,711.99
		£575,542.65
Total	Expenditure minus the Income = Total Expenditure	£2,984,937.40
Formula Allocation	Years 7-11 Allocation	£2,657,656.03
	Post 16	£365,996.28
		£3,023,652.31
Carry Forward Figure	Total Funds Available minus the Total Expenditure	£38,714.91