

Rhondda Cynon Taf County Borough Council
Governing Body of Hawthorn Primary School

Hello! The Primary School Governing Body are pleased to provide you with a copy of their annual report which provides a summary of the steps taken by the Governing Body in the discharge of its duties and functions since the last report was published. It is packed full with useful information such as test results and holiday dates and forthcoming inset days. At the end is an additional report about the recent work of the Additional Learning Needs Co-ordinator (ALNCO) at the school.

1. Clerk to the Governing Body

The Clerk to the Governing Body works on behalf of Mrs Gaynor Davies, Director of Education and Inclusion, Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is **Councillor Cathy Lises Hawthorn Primary, School Lane, Hawthorn, Pontypridd. CF37 5AL**

3. Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By
Cllr Cathy Lises Cllr Aufron Roberts Mrs Chris Ward	LEA	Council Members
Mrs Hana Kelly Mrs Jodie Llewellyn Mrs Kerry Parker Mrs Beata Rexhepi	Parent	Parents
Mrs Sue Presse Mr Simon Pritchard Mrs Trish Tazzini Lloyd	Community Governor	Governing Body
Mrs Marion Saunders	Minor Authority	Community Council
Mrs Nicola Rowlands	Teacher	Teaching Staff
Ms Jodie Tomaszewski	Staff	Non-Teaching Staff
Mrs Catherine Hughes	Headteacher	

Usually, this table contains a retirement date for each Governor. As this school closes in July 2024, the full Governing Body will disband at that time. A new Governing Body will be formed for the new 3-16 school Afon Wen.

When full this governing body is made up of the following;

LEA Representatives	3
Parent Governors	4
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor	1
Minor Authority	1
Total	1

4. School Holiday Dates 2023-2024

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2023	Monday 4 Sept 2023	Monday 30 Oct 2023	Friday 3 Nov 2023	Friday 22 Dec 2023	75
Spring 2024	Monday 8 Jan 2024	Monday 12 Feb 2024	Friday 16 Feb 2024	Friday 22 Mar 2024	50
Summer 2024	Monday 8 April 2024	Monday 24 May 2024	Friday 31 May 2024	Monday 22 July 2024	70
				TOTAL	195

Mon 4 Sept 2023 and Monday 22 July 2024 will be designated INSET days for **all** LA Maintained Schools. The remaining three INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff.

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 Welsh Assembly Government may decide to allocate additional INSET days, schools will be informed of these at the appropriate time.

The School day is organised as follows;

Morning - Gates open at 8.45 a.m to all pupils
 Official start to the day is 8.55am to 12.15pm

Lunch break - 12.15pm to 1.15pm

Afternoon – 1.15pm to 3.15pm (Nursery & Reception)
 3.20pm (Yr1 & Yr2)
 3.25pm (Yr3 & Yr3/4)
 3.30pm (Yr4/5, Yr5/6 & Yr6)

5. Resolutions

There were no resolutions passed at the last meeting.

6. Election of Parent Governors

The next election of parent governors will take place when the new all through school Governing Body is created in September 2024. However, if there are any parent governor resignations before this date, arrangements will be made for an election to take place to fill the vacancy.

7. School Performance Data End of academic year 2022-2023

The New Curriculum for Wales provides progression information for the pupils. National tests for years 3 and 6 are still undertaken. The school is performing at a satisfactory level.

Numeracy:

National Test Data: Summer 2023

P = Procedural / R = Reasoning

SS = The age-standardised score from the national tests tells you how a child is achieving when compared with other children of the same age (in years and months) taking the test at the same time. The average age-standardised score is set to **100** and about two-thirds of all children taking the test will have age-standardised scores between 85 and 115.

Year	2		3		4		5		6	
	P	R	P	R	P	R	P	R	P	R
Percentage of pupils below SS 85	25	41	26	48	14	24	40	40	55	67
Percentage of pupils between SS 85 - 115	72	50	67	37	82	62	51	40	45	28
Percentage of pupils above SS 115	3	9	7	15	4	14	9	20	0	5

School Mathematics Assessment for Learning and Teaching (MALT) testing programme results Summer 2023

Below are the class results from the MALT Summer term assessment test. The '+' indicates an overall increase in scores above SS115 and '-' a decrease in SS scores between SS115 and SS85 over the academic year. This is used in other tables as well.

Year	1	2	3	4	5	6	+ / -
Percentage of pupils below SS 85	25	32	19	7	21	36	-
Percentage of pupils between SS 85 - 115	55	45	69	86	76	64	-
Percentage of pupils above SS 115	20	23	12	7	3	0	+

Literacy:

School Reading Holbourne Reading Test results Summer 2023

Results show a reduction in pupils reading 6 months or more below their chronological age and a positive increase in reading above pupil chronological ages.

Year	1	2	3	4	5	6	+ / -
Percentage of pupils below CA (6 months or more)	16	22	33	18	39	37	-
Percentage of pupils within CA (6 months)	52	25	11	7	11	9	+
Percentage of pupils above CA (more than 6 months)	32	53	56	75	50	54	+

CA = Chronological Age Score

National Reading Test Data Summer 2023

The results show that in years 2,3 and 4, very few pupils are reading below expected levels. We know that these pupils are a mix of pupils with Additional Learning Needs (ALN) and English as an additional language (EAL) pupils.

However, a minority of pupils in Year 5 and Year 6, are reading significantly below expected levels. This cohort of pupils experienced unprecedented disruption to their learning due to the Pandemic. Other factors include below expected levels of attendance at school and social, emotional, behavioural difficulties.

Year	2	3	4	5	6
Percentage of pupils below SS 85	12	11	14	37	41
Percentage of pupils between SS 85 - 115	58	80	69	56	50
Percentage of pupils above SS 115	30	9	17	7	9

Schonell Spelling Test results Summer 2023:

There have been some improvements in spelling skills across the year at the upper levels however non direct teaching of spelling strategies has contributed to the lower results at or below the child's chronological age.

Year	1	2	3	4	5	6	+ / -
Percentage of pupils below 6 months CA	12	16	29	37	50	49	-
Percentage of pupils between -6 & +6 mnths	20	16	32	7	10	27	-
Percentage of pupils more than 6 mnths above CA	68	68	39	56	40	24	+

8. Financial Statement

A copy of the school's financial statement for the Financial Year 2022/23 can be found further down this report at Appendix A. A more detailed breakdown of the information is available on request.

9. 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.

There were no changes to the school prospectus during 2022-23. A revised Prospectus 2023-2024 will be available on the school website.

10. School Development Plan

Please see the School 2023-24 School Development Plan Summary for further details.

This can be found on the school website <https://www.hawthornprimary.co.uk/>

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-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.

The School Development Plan for the 2022-2023 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body.

Curriculum 2022-2023

Hawthorn Primary has previously attended Curriculum for Wales, curriculum design activities. All leaders of the curriculum Areas of Learning Experience (AoLE) have developed Cluster designed Statements of What Matters with Cluster specific knowledge and skills that support the questions; What should we teach and why? How should we teach it? And how will this support our learners to realise the four purposes?

At Hawthorn Primary, we have a vision that our curriculum;

- contributes to learners' realisation of the four purposes and acquisition of the integral skills which underpin them
- supports the development of their learners' sense of identity in Wales
- is broad and balanced
- is appropriate for their learners, with regards to their age, ability and aptitude
- enables appropriate progression for all learners along the continuum of learning
- incorporates opportunities for the application of mandatory cross-curricular skills, literacy, numeracy and digital
- incorporates assessment for learners' progression
- draws on learner voice and responds to learners' needs, experiences and input
- fulfils curriculum requirements



The school's vision was created in consultation with stakeholders. This has been reviewed and amended over a number of years. This has included; INSET days with staff and governors, meetings with the school council and engagement with the school community and local community through Twitter and ClassDojo.

The revised school vision was launched in September 2021 and underpinned all areas of school life. This vision is currently being updated, considering further understanding of the progression code and assessment for progression.

In the academic year 2023-24, Central South Consortium are supporting Hawthorn Primary to further develop and embed a range of CfW thematic units of work to ensure progression of knowledge and skills across the school.

Teachers use a range of teaching strategies to deliver high quality teaching and learning across the school. All curriculum plans include a stimulating experience hook. Pupils are influencers in their learning and assessment for progression identifies their next steps.

The teaching and learning of the Religion Values and Ethics, Relationships and Sexuality Education and the United Nations Convention of the Rights of the Child mandatory cross-curricular elements of the CfW are planned for within the units of work across the Progression Steps 1-3.



11. **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 using incidental Welsh with all pupils throughout the school day.

Hawthorn Primary is currently working towards Silver, Siarter Iaith, Award 2024. After the covid dip, there is a renewed focus on reaching this standard. Pupils learn Welsh following the Central South Consortium sentence pattern and vocabulary frameworks. This is then applied throughout their CfW thematic units. The Welsh coordinator regularly monitors the use of Welsh language across the school.

12. **English as a second language (EAL)**

A few children attend Hawthorn Primary School with English as an additional language. Pupils are supported through language interventions according to their needs and stage of language acquisition.

13. **Additional Learning Needs**

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 their potential.

During the academic year 2022/2023, five pupils were in receipt of an Individual Development Plan (IDP).

Please also see the additional ALN report at Appendix B.

14. **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.

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.

Hawthorn Primary School provides a range of high quality after school clubs five days of the week to support our working parents manage their child care and to provide our pupils opportunities they may not otherwise be able to access. Our After-School clubs include a privately-run dancing group with specialist teacher. All other clubs are run and managed by school teaching staff or HLTA staff. There is no cost required for any child to access these clubs.

The club's activity choices are changed each term and pupils influence the choices available to suit their preferences.

Across the year there have been the following choices of club; Art, Cricket (Glamorgan Cricket), Digital, Drama, Eco Committee, Football (Cardiff Blues and school led), JustDance and Rugby.

Across 2023-24, our community focus is directed at Foundation Learning. Sharing opportunities and building parental confidence to help their child learn and develop literacy, numeracy and digital skill in the outdoors.

15. Review of School Policies

The school has many 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 on the school website or by contacting the Headteacher during school time.

16. Access for Disabled Pupils

The Governing Body takes account of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and 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 Plan 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 to improve the access to the school.

17. Fabric of the Building & Provision of Toilet Facilities

The building is generally in a good state of repair. Over the 2023 summer holidays the following refurbishment/repairs have been carried out.

- ✓ Doors were updated with slow closure mechanisms
- ✓ Door guards were replaced where required throughout the school
- ✓ Nursery and Reception outdoor areas were replaced with a safe, soft surface with markings to encourage learning
- ✓ External canopies were installed over the pathway adjacent to the new Nursery and Reception play areas in preparation for September 2024
- ✓ Preparation for new external lighting started
- ✓ Correction to existing metal boundary fences, removing spikes completed
- ✓ Removal of diseased trees along school boundary line completed
- ✓ Reduction in size of shrubs to a manageable size
- ✓ Replacement of old fencing with new black fencing along some parts of boundary
- ✓ New gates to Nursery and Reception entrance completed
- ✓ Privacy screening on both sides of the school Multi Use Games Area (MUGA) fencing, with a forest motif for residents in adjacent streets looking onto the MUGA and a sports motif for pupils on the inside fencing.

Toilet facilities

There is a dedicated set of four Nursery and Reception size toilets and washing facilities near the classroom. The room is well resourced for assisting our youngest learners while they develop their independence.

Year 1 and Year 2 have a dedicated set of four mixed gender toilets and washing facilities of a suitable size.

Year 5 & 6 have two separate blocks of four gender specific toilets cubicles.

There is one designated disabled toilet available and two other adult sized toilets which include shower facilities.

These facilities have a separate policy and procedure to follow should they be required for use with pupils.

All toilets and sink areas are cleaned regularly throughout the day as required and with a dedicated clean at the start and end of each day overseen by the school caretaker.

18. Target Setting

Targets for the school are noted in the School Development Plan (SDP) found at <https://www.hawthornprimary.co.uk>. Pupils no longer have targets but are measured on achievement of progression steps.

19. Attendance Information

The school attendance was 90.4% for 2022/23. The target for 2023/24 is 92%. Attendance of all pupils is closely monitored.

RCT Cluster Attendance comparison Report for academic year 2022-23

RCT Attendance Half Termly Report

Refreshed At: 21/09/2023

% Attendance for Period(s) Cluster: Hawthorn

Academic Year 2022/2023

School Name	Aut 1/2 Term 1	Aut 1/2 Term 2	Spr 1/2 Term 1	Spr 1/2 Term 2	Sum 1/2 Term 1	Sum 1/2 Term 2	Overall	Target	Target Variance
Hawthorn High School	86.0%	79.1%	83.8%	81.7%	80.9%	72.5%	80.7%	90%	-9.29
Coedpenmaen Primary School	91.8%	88.2%	93.0%	90.0%	93.1%	90.9%	91.2%	91%	0.16
Ffynnon Taf Primary School	94.1%	91.7%	93.1%	92.2%	92.2%	91.7%	92.5%	94%	-1.49
Hawthorn Primary School	91.8%	87.8%	92.3%	90.9%	89.7%	90.2%	90.4%	92%	-1.58
Heol Y Celyn Primary School	88.9%	86.8%	89.8%	88.3%	89.8%	87.0%	88.4%	89.2%	-0.82
Parc Lewis Primary School	92.6%	87.3%	90.9%	91.4%	93.4%	90.6%	90.9%	93%	-2.07
Trallwng Infants School	92.8%	91.1%	92.4%	91.4%	93.9%	93.9%	92.6%	94%	-1.38

Period	Aut 1/2 Term 1	Aut 1/2 Term 2	Spr 1/2 Term 1	Spr 1/2 Term 2	Sum 1/2 Term 1	Sum 1/2 Term 2	Overall
%Attendance	89.44%	84.64%	88.60%	86.99%	87.41%	83.44%	86.73%

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 'Starting School' book. This 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.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Hawthorn Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

As already mentioned, both Hawthorn Primary and Hawthorn Comprehensive School will close at the end of the 2023-24 academic year and Ysgol Afon Wen will be the new 3-16 school for existing pupils unless an alternative school placement is requested.

21. School Leavers

Hawthorn Primary is currently a feeder school for Hawthorn Comprehensive. Of the 46 pupils on roll 2022-23;

- 91% went to Hawthorn High School
- 7% went to Cardinal Newman Catholic School
- 1 pupil to Pontypridd High School

22. **Sporting Aims and Achievements**

At Hawthorn Primary School we place great importance on participation in sporting activities to improve the physical and mental health and well-being of our pupils.

We plan and map provision across the Relationships and sexuality Code (RSE), the Health and Well-Being AoLE Statement of What Matters 1, and the Cwm Taf Morgannwg Whole School Approach to mental Health and Wellbeing Toolkit to ensure our provision meets the needs of all learners and their needs.

The curriculum includes a minimum of two teaching sessions of physical activity across the school. Foundation learners have additional free access to the outdoor 'physical area' throughout each day.

Additional to regular, timetabled sport, pupils have also participated in the following coach led learning;

- University of South Wales (USW) Cardiff City Foundation Football coaching sessions
- Termly Cardiff Blues Rugby coaching for all classes and after school sessions
- Cricket Wales, Glamorgan Cricket coaching during the Summer Term
- Disney 'Shooting Stars' girls football sessions
- After school clubs also include minimum of two sport choices
- Two-week block of Swimming sessions at Hawthorn Swimming Pool (currently yrs 3-6)

23. **Healthy Eating**

All primary school children in Wales will get free school meals by 2024.

This commitment is in response to the rising cost-of-living pressures on families and our shared ambitions of tackling child poverty and ensuring no child goes hungry in school.

There are also wider benefits of free school meals, including:

- promoting healthy eating across the school
- increasing the variety of food options
- improving social skills at mealtimes
- improving behaviour and attainment

In September 2022, the rollout of Universal Primary Free School Meals (UPFSM) across Wales began, starting with learners in Reception. The policy is part of the Co-operation Agreement between the Welsh Government and Plaid Cymru, which will see free school meals extended to all primary school learners over the next two years. Within Rhondda Cynon Taf, the Council is rolling out the offer as follows;

- 5th September 2022, all Reception aged pupils have been offered a UPFSM
- From January 2023, Year 1 pupils including Nursery pupils who were eligible, Year 2 pupils in April 2023 and Year 3 and 4 pupils in September 2023
- From April 2024, the offer will be extended to include Year 5 and 6 pupils

The school ensures that those pupils bringing a packed lunch to school adhere to the Healthy Schools Programme policy. The understanding of healthy and unhealthy foods and making choices is developed through the school Health and Well Being curriculum, Nursery to Yr 6. Previously, the school has worked in partnership with parents and the Cooking Together programme to improve the healthy balance in lunchboxes. The Healthy School and Super Ambassador pupil voice groups, monitor healthy eating across the school on a termly basis.

The school ensures that clean drinking water is readily available for pupils through designated taps throughout the school. The school policy allows children to have access to drink from water bottles as required and appropriate. Pupils are encouraged to bring healthy drink choices at lunchtime. Healthy Eating/Drinking focus weeks during the school year remind and reward pupils.

The school has a well-established 'Fruit for Snack' approach. The school kitchen makes available any left-over fruit for pupils to have free access each day.

APPENDIX A

Hawthorn Primary School ~ Financial Statement for 2022-23

Employee Costs	Total Spent
Teachers, including Headteacher and Supply Teachers	£643,326
Auxiliary Staff including Caretaker, Cleaners, Supervisor Assistants	£71,067
School Clerk, Support Assistants including relief non teachers	£222,102
Total	£936,495
Premises Related	
Repairs to site, Ground maintenance, Security, Fire Alarms etc	£50,052
Energy	£18,000
Water	£3,138
Cleaning Materials	£3,910
Total	£75,100
Supplies, Services and Other Expenses	
School Equipment and Furniture	£11,807
Postage	£30
Telephones	£593
Insurance	£11,854
Payroll, HR, GSO, Finance SLA's	£9,379
Total	£63,204
INCOME	
Formula Allocation	£809,013
Miscellaneous	£239,321
Total	£1048,334

APPENDIX B

Additional Learning Needs Report

Written by Mrs Dawn Cook

I took over the role of ALNCO during October 2022. At the time that I took over the role, the ALN data was as follows:

October 2022

SEN (pupils on an IEP)	SEN (pupils with a statement)	ALN (pupils with an IDP)	FSM Gender
Foundation Learners: 4 KS2 pupils: 2	KS2: 2 pupils	0	6 FSM 4 girls 6 boys

Throughout the year, I started the process of transferring pupils from the old SEN system to the new ALN system. This involved conducting PCP meetings with parents and any other professionals involved with the child. Following each meeting, a draft IDP was drawn up and then shared with everyone who was at the meeting, allowing them to suggest any changes that needed to be made before finalising the document. This document is then reviewed regularly throughout the year.

Current ALN data (September 2023)

SEN (pupils on an IEP)	SEN (pupils with a statement)	ALN (pupils with an IDP)	Pupils being closely monitored (possible ALN)	Pupils removed from SEN/ALN register or left	FSM Gender (not including pupils removed)
Foundation Learner: 1 KS2: 1 pupil	0	Foundation Learners: 2 KS2: 3 pupils	Foundation Learners: 3 pupils KS2: 1 pupil	Foundation Learners: 2 (placement) KS2: 4 pupils	7 FSM 5 girls 6 boys

By the end of this academic year, all remaining pupils on the old SEN system will have been transferred across to the new system.

Alternative placements/removal from system

In addition to the above data, during the course of the year, alternative placements were found for three pupils after applying to the placement panel. One pupil was also removed from the SEN register as it was decided during their PCP meeting that he had made good progress and no longer required additional learning provision.

Referrals made

Since being in post, I made 37 referrals to a range of services; Neurodevelopmental, Educational Psychology, Learning Support, Behaviour Support, Speech and Language, YEPS, and the Visual Impairment Team.

Intervention through the year

There have been a range of interventions running throughout the school over the year. Some of these are classed as 'universal learning provision' and this means that it is provision that is accessible within the classroom to a variety of pupils. For those pupils with ALN, they have access to additional learning provision (ALP) which is provision above and beyond what other pupils in the same year group receive. The table below shows the additional learning provision that has been accessed throughout the year.

Literacy	Numeracy	Well-being / behaviour	Other
Daily reading support Functional language intervention Phonics Speech Link Language Link Literacy Launchpad Comprehension and spelling interventions Vocabulary building	Basic skills numeracy group Precision teaching 1:1 class support Number bond intervention Times tables intervention Pre-teach intervention	Bucket time (Attention Autism) Sensory intervention Transition intervention Emotional well-being Social skills ELSA Focused behaviour reward time	Memory intervention Gross and fine motor skills WellComm IEP time Makaton

Professional development

Over the year, I have sought professional development opportunities for both myself and other members of staff. The training that has been attended this year is listed below.

- Team Teach
- Attention Autism (Bucket Training)
- Lego Therapy
- Literacy Launchpad
- Pre-verbal communication
- Communication Profile training
- ALN in Sims
- Professional Portal training
- Overview of WellComm

Next steps

Throughout this year, I will be ensuring that all ALN paperwork is up to date in readiness to transfer this information over to the new ALNCO at Ysgol Afon Wen. All pupils will be transferred over to the new ALN system by the end of the year.