

Rhondda Cynon Taf County Borough Council



Governing Body of Tylorstown Primary School

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 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 Mr Wayne Carter c/o Tylorstown Primary School, Edmondess Street, Tylorstown, Ferndale, CF43 3HH.

3. Members of the Governing Body

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Vacancy Vacancy Rev D Jones	LEA	Council Members	28.02.2026
Miss C Lewis Mr M Paul Mrs Lyndsey Williams Mrs Lynne Williams	Parent	Parents	31.10.2026 31.10.2026 31.10.2026 31.10.2026
Mr W Carter Mr D Sweet Mr D Carter	Community Governors	Governors	31.01.2028 21.02.2028 21.02.2028
	Minor Authority (if applicable)	Community Council	
Miss L Kelland	Teacher	Teaching Staff	13.02.2027
Mrs J Aling	Staff	Non-Teaching Staff	07.11.2026
Mrs K Tuck	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	3
Parent Governors	4
Staff Representative	1
Headteacher	1

Community Governors	3
Teacher Governor(s)	1
Minor Authority (if applicable)	0
Total	13

4. **Resolutions**

There were no resolutions passed at the last meeting.

5. **Election of Parent Governors**

The next election of parent governors is due to take place in October 2026.

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.

6. **School Performance Data**

The New Curriculum for Wales provides progression information for the pupils. National tests for years 2 to 6 are still undertaken. Performance varies throughout the school from satisfactory to good. Priorities are identified on our PIAP.

7. **Financial Statement**

Breakdown of the Financial statement is available upon request

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 Primary to Comprehensive School.

9. **School Development Plan**

The Post Inspection Action Plan (PIAP) academic year was approved by Estyn and the Governing Body in April 2024. The targets are regularly reviewed by the Governing Body.

All classes are working towards the Curriculum for Wales and planning work in line with the Areas of Learning Experiences. Classes include pupil voice where possible to help lead the learning to include the interests of the pupils. In Foundation Learning, the outdoors is used as

an extension of the classroom. We have mixed year groups in all classes throughout the school. There is a greater expectation on independence and more focussed tasks as they progress. Dosbarth Maple and Sycamore have a mixture of more formal lessons, challenges and independent learning.

10. Use of the Welsh Language – Communication (for English medium schools only)

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.

Pupils for whom English is a second language are catered for according to their needs with input from appropriate personnel.

All classes practise basic phrases and sentence patterns during Helpwr Heddiw time each day.

At Foundation Learning there is a greater focus on speaking and basic conversation before any reading or writing is introduced.

As the pupils progress through the school, in addition to Helpwr Heddiw, pupils are encouraged to read and write Welsh, leading to writing short paragraphs about themselves, where they live, their hobbies etc and begin to use different tenses.

11. English as a second language (EAL)

Should parents request that their child is taught at this school in a language other than English this request will be given due consideration. Pupils for whom English is a second language are supported appropriately according to their needs.

12. Post Inspection Action Plan (PIAP)

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

13. School Holiday Dates 2024-2025

Term	Begin	Half term		End	No. of School Days
		Begin	End		
Autumn 2024	Mon 2 Sept 2024	Monday 28 Oct 2024	Friday 1 Nov 2024	Friday 20 Dec 2024	75
Spring 2025	Monday 6 Jan	Monday 24 Feb	Friday 28 Feb	Friday 11 Apr	65

	2025	2025	2025	2025	
Summer 2025	Monday 28 April 2025	Monday 26 May 2025	Friday 30 May 2025	*Monday 21 July 2025	55
				TOTAL	195

- i) **Mon 2 Sept 2024 and *Monday 21 July 2025** will be designated INSET days for **all** LEA Maintained Schools. The remaining three 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 21 July 2025 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on **Monday 5 May 2025** for the May Day Bank Holiday.

Significant dates: Christmas Wednesday 25 December 2024

Easter Good Friday 18 April 2025
Easter Monday 21 April 2025

May Bank Holidays Monday 5 May 2025
Monday 26 May 2025

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 - 9 a.m. to 12pm
Lunch break - 12pm to 12.45pm
Afternoon – 12.45 p.m. to 3.15pm

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.

Our Family Engagement Officer works closely with a variety of agencies from the community to support our families and provide enrichment

activities. These include Save the Children, Valleys Kids, PIPYN, Reading Rhondda, Acts Church, Holy Trinity Church, Tylorstown Brass Band, Rhondda Foodbank, RCT Sport and Rhondda Schools Rugby. We also work closely with our Police School Liaison officer and our local PCSO.

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. 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.

During the academic year 2023/2024 7 pupils were in receipt of an Individual Development Plan (IDP)

17. Access for Disabled Pupils

The Governing Body is mindful 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 (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 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.

18. Fabric of the Building & Provision of Toilet Facilities

The building is generally in a good state of repair. Over the past year the following refurbishment/repairs have been carried out. Work on new toilets for Dosbarth Maple and Sycamore.

Dosbarth Acorns and Dosbarth Oak have their own toilets. Dosbarth Maple and Dosbarth Sycamore share their toilets and there are separate toilets for boys and girls. There is also an accessible toilet that is used by pupils when necessary. Toilets are cleaned at the end of every day and during the day where possible.

19. Target Setting

Targets for the school are noted in the PIAP. Pupils no longer have targets but are measured on achievement of progression steps.

20. Attendance Information

The school attendance was 90% for 2023/24. The target for 2024/25 is 90%. Attendance of all pupils is closely monitored.

21. 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 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.

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 Ferndale Community School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

22. School Leavers

15 Year 6 pupils left us in July 2024. 13 pupils moved on to Ferndale Community School and 2 pupils moved to Porth Community School.

23. Sporting Aims and Achievements

Pupils participate in a range of physical activities throughout the year including gymnastics, dance, games and swimming (Key Stage 2). We are currently working with Rhondda Schools Rugby.

24. Healthy Eating

Pupils are encouraged to bring healthy packed lunches to school. Pupils are encouraged to bring fruit to school for a snack. All pupils have been provided with a plastic cup in school to have access to water throughout the day.