



Governor's Annual Report to Parents and Guardians

YSGOL MAES OWEN

2024-2025

A Letter from the Chair of the Governing Body

Dear Parents and Guardians,

First of all, may I introduce myself as the Chair of Governors at Ysgol Maes Owen, I have been on the panel of school Governors for the past 9 years. I was delighted to accept the role as Chair two years ago and thoroughly enjoy playing a part in the school's successes.

Welcome to Ysgol Maes Owen's Annual Report to Parents/Guardians

This report sets out the challenges and achievements we have delivered during the year.

Once again, this has been a successful year for our school family and we are proud of the way in which the staff, pupils, parents, governors and the local community have worked together to ensure that every child at Ysgol Maes Owen can **aim to learn and learn to succeed**. The Governors and I are honoured to have played a part in this years' successes.

The school is both caring and inclusive and everyone strives to promote a very positive atmosphere.

Pupils are very enthusiastic and enjoy learning during lessons and activities.

Leadership and management are also very strong, this is due to good working relationships that exists between teachers and other staff.

Leaders evaluate the schoolwork and plan for any improvements.

The Head Teacher provides strong and effective leadership, with determination to succeed which benefits both pupils and staff and the wider community.

The Governors also share this vision which promotes a successful working relationship for all parties.

We will continue to promote beneficial and learning opportunities so that the school's success can continue in the years ahead.

Ysgol Maes Owen benefitted from a highly successful Estyn Inspection in June 2023 and the full Inspection Report can be found at [Inspection report Ysgol Maes Owen 2023 \(gov.wales\)](#)

The Recommendations from the Report taken forward are:

- Ensure that teachers' expectations of pupils' outcomes and their responses to pupils' work are consistent across the school
- Improve the opportunities for pupils to apply and develop their numeracy skills
- Strengthen the provision for pupils to speak Welsh

Our Cluster of Schools will also continue to work together to ensure consistency for our local learners in relation to the Curriculum for Wales, focusing on Assessment and Learner Progress.

My personal thanks to all school staff and you as parents and guardians for always working so closely together to ensure that Ysgol Maes Owen children remain safe and happy at school. As always, **we appreciate your support**, and I know that you share our quest to ensure our school is an "excellent" school. I hope you find this report informative and useful.

Wishing you, your friends and families continued health and happiness.

Diolch o galon,

Cllr. Morris Jones

Chair of the Governing Body

The Governing Body

Local Authority Representatives

Cllr. Kay Redhead (May 2026)

James Curran

Cllr. Michael Smith (May 2026)

Minor Authority

Cllr. Morris Jones (June 2026)

Parent Representative

Geoff Barnett

Jasmine Bonnell

Amy McHarrie-McAdam

Vacancy

Community Representatives

Mariette Roberts

Anthony Hill (November 2025)

Joanne Matthews (December 2025)

Head Teacher

Catrin Foulkes

Teacher Representative

Michelle O'Connor

Staff Representative

Annette Stanley

Chair of Governors: Morris Jones
C/O Ysgol Maes Owen (01745) 353721

Clerk to the Governors: Vicki Lumsden
C/O Ysgol Maes Owen (01745) 353721

Parent Governor Elections

If any parent Governor(s) resign, arrangements will be made for an election to be undertaken at the appropriate time.

Organisation of the Governing Body

Statutory Committees

Staff Disciplinary & Dismissal Committee

- To determine all matters relating to staff discipline and dismissals at the school
- To meet as and when required

Disciplinary & Dismissal Appeals

- To determine any appeals arising from the determination of matters relating to staff discipline and dismissals at the school
- To meet as and when required

Pupil Discipline & Exclusions Committee

- To determine all matters relating to pupil discipline and exclusions at the school
- To meet as and when required

Non-Statutory Committees

Curriculum and Staffing Committee

- To consider all matters in relation to curriculum, staffing and pastoral support issues

Non-Curriculum Committee

- To consider issues in relation to finance, health and safety and building maintenance issues

Complaints Committee

- To deal with complaints against the school that cannot be resolved by the Headteacher
- To meet as and when required

Pay Review Committee

- To review the pay of each member of staff, award increments as appropriate and advise them of the outcome, in accordance with the school's procedure

Pay Review Appeals Committee

- To consider any appeals in respect of staff pay in accordance with the school's procedure

Grievance Committee

- To consider and make decisions relating to staff grievances received, in accordance with the school's grievance procedure

Grievance Appeals Committee

- To consider any appeals in respect of staff grievances in accordance with the school's grievance procedure

Panels

We have the following Panels:

- Performance Management panel and Performance Management Appeals panel (Headteacher)
- Performance Management Appeals (Teachers)
- Selection Panel for Headteachers and Deputy Headteachers
- Headteacher Capability panel and Headteacher Capability Appeals panel
- Teacher Capability Appeals panel

Appointed Governors

We have a governor for Child Protection, Additional Learning Needs, Children Looked After and Young Carers. Other governors are appointed to International/ESDGC, Food & Fitness and Whistleblowing policies. All governors are "Link Governors", and they visit the school regularly to help monitor Areas of Learning and Experience and school-wide areas.

Governor Meetings and Business

The Governing Body has met on 13 separate occasions since the last Annual Report to Parents and Guardians. These meetings were Full Governing Body meetings, and the others were sub-committee meetings; curricular and non-curricular.

Parents hold the right to raise a petition in support of holding a meeting. To do so, the parents of at least 10% of the school's registered pupils need to sign the petition. If it is a paper petition, then a written signature and the name and class of each child who is a registered pupil at the school must be given. If the petition is electronic the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

The meeting cannot be called to discuss such matters as the progress of individual pupils or to make a complaint against a member of the school's staff or Governing Body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be at the top of the petition, with parents' signatures below. A maximum of three meetings can be held during the school year and there must be at least twenty-five days left in the school year. No meetings were held during 2024-25.

School Policies

All school policies are revised and updated regularly in line with our policy reviewing schedule. Policies are available on request from the School Office and key school policies can also be viewed on the school's website.

Prospectus

All Year 3 parents were provided with our school Prospectus early on in the school year and it is

updated annually. There were no significant changes since the last Governor's Report to Parents was circulated.

Complaints Procedure

A copy of our complaints policy is available upon request from the school office. The Governing Body have not received any official complaints from parents during 2024-25.

The General Data Protection Regulation (GDPR)

The GDPR is a piece of EU-wide legislation which will determine how people's personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. 'Personal data' means information that can identify a living individual. The regulation applies to all schools from **25 May 2018**, and will apply even after the UK leaves the EU.

Finances

School Budget

<i>Budget Heading</i>	CYLLIDEB PRESE NNOL <i>CURRENT BUDGET</i>	ALLDRO A RHAGWELIR <i>PROJECTED OUTTURN</i>	GWAHANIAETH A RHAG WELIR <i>PROJECTED VARIANCE</i>	GWAHANIA ETH ADRODDIA D DWETHAF <i>VARIANCE PREVIOUS REP ORT</i>
Teaching Staff	664,696	683,334	-18,638	-18,638
Supply Teachers	39,898	53,585	-13,687	-8,045
Support Staff	304,051	238,802	65,249	65,249
Supply- Non Teaching	11,646	6,295	5,352	6,264
Staffing Costs- Ot her	2,100	2,343	-243	249
Premises	54,143	1,271	1,271	4,298
Transport	3,300	4,559	-1,259	-1,259
Supplies and Serv ices	84,642	122,433	-37,790	-52,929
Third party Payme nts	87,709	87,475	234	234
Income	-115,200	-127,262	-10,157	-3,057

UNALLOCATED FUNDING			182,169	172,470
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2024-25 ESTIMATED
CARRYOVER

Canran Arbedion /
Percentage Carryover

180,198	164,837
14%	13%

The Budget Allocation for the school for April 2024 – March 2025 is £997,780

The Budget Allocation for the school for April 2025 – March 2026 is £1,012,381

At the end of the financial year 2024/25, the carryover stood at £164,837

The amount required to balance the budget was £78,128

A spending plan will be submitted to the Local Authority to account for the additional approximately £36,

000 which exceeds the £50,000 permitted amount.

The Equity Grant, (previously Pupil Development Grant - PDG) allocated to the school April 2025 was £79,350.00. The additional Equity Grant allocated was £826.

The School Standards Grant, (previously Education Improvement and RRS Grants), allocated for April 2025 was £18,645.12

The Reform Grants allocated for April 2025 were as follows:

- Professional learning - £4945
- Additional learning Needs, (ALN), Implementation - £5054.61
- Curriculum Reform - £2122

School Fund

- Balance was approximately £6,000 at the end of the academic year
- Paid in - There has been one payment made in from Manchester City Council (for LAC) in the amount of £650
- Paid out - There have been a few resources bought for school (topic related) and classrooms. Also diesel for the mini-bus. We also paid out on Sports Day equipment for £80.

School Improvement Priorities

Evaluation of School Improvement Priorities for 2024 – 2025:

Priority 1:

Recommendation 2 (R2):

R2 Improve the opportunities for pupils to apply and develop their numeracy skills - **good progress made. To remain on the SIP as a priority for 2025/26, amended slightly.**

Priority 2:

Continue to develop, improve and refine assessment procedures in line with CfW to impact positively on pedagogy and pupil progress.

This will also include *Recommendation 1 (R1):*

R1 Ensure that teachers' expectations of pupils' outcomes and their responses to pupils' work are consistent across the school - **good progress made. To remain on the SIP as a priority for 2025/26, amended slightly.**

Priority 3

To strengthen whole school awareness, understanding and processes in ensuring personalised learning to meet the diverse needs of all learners equitably and ensure secure meaningful learning across the whole curriculum - **good progress made. No longer on the SIP as a priority for 2025/26.**

Priority 4:

Recommendation 3 (R3):

R3 Strengthen the provision for pupils to speak Welsh - **good progress made. To remain on the SIP as a priority for 2025/26, amended slightly.**

Governors' Role in monitoring, reviewing and updating the School Improvement Plan (SIP)

The school's monitoring system ensures that Governors' knowledge of the school's performance is thorough. Classroom visits enable them to reach a judgement on pupils' standards of work and attainment and to challenge and question leaders on the school's performance. The Governing Body's members are involved in SIP monitoring activities. They identify the school's strengths and areas for improvement successfully. The Headteacher ensures that monitoring reports and updates are shared at each Governing Body meeting to involve the Governors fully in the self-evaluation processes. Governors are invited in to visit each term, including accompanying on trips and helping out with activities. The Governors have a good knowledge of the school through these approaches.

Learner Progress

Learner progress – how much progress a learner makes from their starting point. With the current Curriculum for Wales, progress against their starting points is tracked via our bespoke Excel Tracking Spreadsheet. This includes test results as well as Wellbeing data and any other additional factors which may affect progress, both positively or negatively. Any learners not making expected progress were given additional support, depending on the need.

Attendance Data

Whole school attendance figures for the school year 2024/25 were 89%. The National Average for the same period of time was 90.9%. Therefore, whole school attendance for 2024/25 was 1.9% lower than the National Average. The Local Authority Average for the same period was 92.3%. In Community First areas, it is usually expected that the attendance falls below the Averages. Authorised Absences were 6.5% and Unauthorised Absences were 4.5%. Illness was at 4.7%. Unauthorised holidays were at 1.5%.

Curriculum Developments

The school has continued to adapt planning so that key skills in numeracy, literacy and ICT are seen throughout the curriculum. The Digital Competency Framework is also fully incorporated across the Curriculum Planning. The school has continued to make exceptional progress towards the implementation of the Curriculum for Wales. Our thematic approach to Curriculum Planning enables learning to take place both in and outdoors as well as learners benefitting from an experiential and hands-on approach. The creation of the named Superheroes who help the children develop their own Learning Superpowers has resulted in the development of the learners' positive attitudes to learning, hand in hand with the experiential, hands-on learning approaches has seen excellent progress in skills and learning in general. Our move to whole-school thematic Curriculum Planning has also seen positive results this year.

Organisation of Classes and the Curriculum

There were 7 classes and one Learning Resource Base (located in a classroom within the school). The 7 classes consisted of four Year 3/4 classes and three Year 5/6 classes. The curriculum is taught by the designated class teacher and PPA cover teacher/Higher Level Teaching Assistant. Mathematics is streamed as previous years. Over the last three years, due to lower levels of basic phonic knowledge in Year 3, Lower School have streamed for Spelling sessions. As this has soon good progress in the development of Spelling skills, we trialed this approach across the whole school in 2023/24. This showed positive progress that year and it has remained in place.

Literacy, Numeracy and I.T. is planned for and taught across all curriculum areas. Welsh (as a second language) is taught each week as an individual lesson and then in other Curriculum areas. In addition, pupils have daily "Helpwr Heddiw" sessions as well as being encouraged to use Welsh across the curriculum and around the school.

Targeted pupils with ALN access withdrawal sessions for literacy as necessary. Learners with ALN are also differentiated for and supported within the classroom depending on their individual needs. MAT learners are also challenged in lessons through explicit planning opportunities.

Daily session times

We taught for a total of **24 hrs 20mins per week**. 9:05 am to 10.30 am; 10.45 am to 12.00 pm; 13.05 pm to 15.15 pm. There is a sheet entitled "The School Day" at the back of the 'School Session Times' whole-school Policy.

Welsh Language Developments

The teaching and learning of the Welsh language continues to be at the forefront of Curriculum planning across all lessons as suitable. The school has embraced the 'Campus Cymraeg', has achieved the Bronze Award and went on to achieve the Silver Award assessment in the Summer.

School Language Category

Maes Owen is an 'English-Medium School'. This means that English is the main medium of teaching Key Stage 2, but Welsh is taught as a second language. Some aspects of some subjects are also sometimes taught through the medium of Welsh.

Healthy Eating and Fitness Developments

We were delighted to be awarded the NQA Healthy Schools Award in November 2016. The assessors were complimentary about the care, support and guidance that the pupils receive.

We encourage children to drink water from bottles throughout the school day. Bottles for all Year 3 pupils are bought by the PTA. We have a fruit tuck shop that is run by Year 6 pupils. More opportunities have been developed for learners to attend sporting fixtures outside of the school community. We perform very well in competitions across the Local Authority. We have a separate whole-school policy which outlines these developments and aims in more detail.

Nurture & Emotional Support

The emotional wellbeing of the pupils is a key priority. The school's caring and nurturing ethos ensures that children's emotional well-being is carefully monitored and any issues dealt with promptly. The school has close working relationships with the Behaviour Support service. A record of pupils to monitor and support is updated and shared with all staff for the yard duty. Any identified learners needing additional behavioural support have a clearly written Individual Behavior Plan and/or Individual Reactive Strategy in place. Readiness for Learning approaches, including a 'check in' book have seen successes in emotional regulation throughout the year with those accessing this support.

We ran nurture and support groups to target emotional health and wellbeing for those who needed additional support, such as, Anger Management sessions, Social Skills groups, Unearthing and ELSA sessions. Extra-curricular Clubs are ran by school staff, mostly free of charge. Kick It! Run an after-school sports Club.

We work closely with the Dinorben Family Centre to help support families throughout the year.

Toilet Provision

Pupils have use of a set of boys' and a set of girls' toilets. All toilets have been newly refurbished during the Summer 2025 and are routinely maintained and upgraded as necessary. There is also a separate wheelchair accessible toilet. All toilets are cleaned on a daily basis and cleanliness checks are made during the day.

Equal Opportunities

We strive to provide equal opportunities for all and have a Strategic Equality Plan in place.

Pupils with Disabilities

At present we believe that we are meeting the needs of pupils with disabilities through a variety of strategies. If however a parent or guardian seeks admission for a child whose needs are more than we can provide for, we will do our utmost, in consultation with the Local Authority, to meet those needs wherever possible.

Sports and Extra-Curricular Activities

We continue to offer and develop an excellent program of physical education, sport and games to keep learners active and fit. Opportunities for play are on offer at lunchtimes in various "zones". Lunchtime and extra-curricular Clubs also resumed this academic year.

We have a trim-trail for use at break and lunchtimes as well as children enjoying ball games. Kick It! have also provided after school clubs.

The Woodland trail is used during curricular lessons, as Forest Schools sessions and also by our nurture groups. All classes have benefitted from regular beach visits with a focus of literacy and/or numeracy and fun! Pupils continued to go on trips to enhance their learning.

Our School Council continues to make further links with our local community. The pupils have been involved this year more and more in decisions regarding whole school policies and teaching and learning.

Our Eco Council have been active in directing adults and children in school in improving their habits regarding recycling and generally looking after our school and grounds. They have continued to meet regularly and work hard to achieve the targets and priorities on their action plan.

Community Links

As a school we have worked hard to develop the 'open door' policy and ethos. Whole-school staff work together when parents and guardians have needed support. Members of the Senior Leadership Team have monthly Wellbeing Meetings with the School Nurse to discuss pupils who are of concern and whose families may need support. Our local PCSO links with the school to help educate any individual learners and/or families should any issues arrive.

School newsletter and planners inform families of forthcoming events as well as successes in the school. Copies are emailed to families and a paper copy is available if requested. We also communicate via texting service when necessary. We have regular volunteers from the local community that help out in school. We have a school website www.maesowen.co.uk and also @maesowen where communications are also shared.

All parents/guardians were invited to a Parents'/Guardians' meeting after the end of year reports were issued. There are three opportunities to come in and meet with class teachers during the academic year. Meetings can also be requested as necessary.

Ysgol Maes Owen PTFA play an important part in the life of the school and raise money to enhance our children's education.

We have excellent links with both Ysgol Y Foryd and Emrys Ap Iwan and have worked hard to improve transition for our pupils. Our Infant to Junior transition has been highlighted as excellent practice and has been shared with numerous other schools across the Local Authority.

Destination of School Leavers

Pupils enjoyed a smooth transition to Emrys Ap Iwan this academic year. Teachers and Year Group Leaders from Emrys Ap Iwan came to Maes Owen to talk with Year 5 and 6 during the year and pupils also attended the high school for transition days in the Summer Term.

All 56 pupils in Year 6 last year made a successful transition to their chosen high school. 54 transferred to Ysgol Emrys Ap Iwan and 2 transferred to another local High School.

Autumn Term 2025	
Staff Training Days	Monday 1st September Monday 13th October
Beginning of term for learners	TUESDAY 2 ND SEPTEMBER
Half term closes for learners	FRIDAY 24 TH OCTOBER
Return after half term for learners	MONDAY 3 RD NOVEMBER
End of term for learners	FRIDAY 19 TH DECEMBER

Spring Term 2026	
Staff Training Day	Monday 5th January
Beginning of term for learners	TUESDAY 6 TH JANUARY
Half term close for learners	FRIDAY 13 TH FEBRUARY
Return after half term	MONDAY 23 RD FEBRUARY
End of term	FRIDAY 27 TH MARCH

Summer Term 2026	
Staff Training Day	Friday 12th June Monday 29th June Monday 20th July
Beginning of term for learners	MONDAY 13 TH APRIL
May Day Bank Holiday	Monday 4th May
Half term close	FRIDAY 22 ND MAY
Return after half term	MONDAY 1 ST JUNE
End of term for learners	FRIDAY 17 TH JULY

