



**Mountain Ash Comprehensive School**  
**Annual Report to Parents**



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.

The Covid-19 pandemic has been a challenge during the academic year 2020-21, which the school has addressed through robust plans and policies to keep all learners and staff safe. These have been testing times which have required adaptations to the way that we teach and the way that our learners learn. Collaboration and communication between school and home have been of critical importance and have helped us to successfully navigate the challenges that we have faced. We thank all parents and carers for your unstinting co-operation and support.

**1. Clerk to the Governing Body**

The Clerk to the Governing Body is Claire Jones, Mountain Ash Comprehensive School.

**2. Chairperson of the Governing Body**

The Chairperson of the Governing Body is Cllr Pauline Jarman, c/o Mountain Ash Comprehensive School.

**3. Members of the Governing Body**

The following people are currently members of the Governing Body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>	<b>Retirement Date</b>
Daniel Allen Alison Carter Pauline Jarman Howard Milton Helen O’Sullivan	<b>LEA</b>	<b>Council Members</b>	19.1.24 19.11.23 23.9.26 23.9.23 19.9.24
Clive Brooks Jaqueline Miles Gareth Newton Gerald Taylor <b>Vacancy</b>	<b>Community Governors</b>	<b>Governing Body</b>	1.9.23 22.5.22 23.7.23 10.3.25 -
Tawnia Beauchamp Ian Murphy Cerys Lock Anthony Hawkins Leah Jervis <b>Vacancy</b>	<b>Parent</b>	<b>Parents</b>	25.11.23 27.09.25 11.2.23 27.09.25 27.9.25 -
Ian Sheppard Rhiannon Hunter	<b>Teacher</b>	<b>Teaching Staff</b>	1.11.23 1.11.25
Karen Siminov	<b>Staff</b>	<b>Non Teaching Staff</b>	11.07.25



**Mountain Ash Comprehensive School  
Annual Report to Parents**



Dafydd Jones Megan Woart	<b>Pupils</b>	<b>Teaching staff</b>	27.05.22
Samantha Evans	<b>Headteacher</b>		N/A

When fully constituted this governing body is made up as follows

<b>LEA Representatives</b>	5	<b>Community Governors</b>	5
<b>Parent Governors</b>	6	<b>Teacher Governor(s)</b>	2
<b>Staff Representative</b>	1	<b>Minor Authority (if applicable )</b>	
<b>Pupil Governors</b>	2	<b>Total</b>	22
<b>Headteacher</b>	1		

**4. Resolutions**

Governors received and approved a range of documents and policies during the year, including Covid-19 Risk Assessments and the Business Continuity Plan.

**5. Election of Parent Governors**

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

**6. School Performance Data**

This information is not available due to the pandemic restrictions.

**7. Financial Statement – Period Covered 2020-21**

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2020/21.

**8. School Prospectus**

The School Prospectus is updated annually to include any changes required by the Welsh 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.

The current prospectus has been updated to reflect new staffing and curriculum developments at the school.

**9. School Improvement Plan**

Governors are responsible for monitoring the School Improvement Plan. The plan identifies the direction the school will take in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.



## **Mountain Ash Comprehensive School** **Annual Report to Parents**



The School Improvement Plan for the current academic year continues to focus on the recommendations from the school's last Estyn inspection and has been considered and approved by Governors and is currently being implemented by the staff. Progress is regularly reviewed by the Governing Body.

The school's curriculum is organised to provide pupils with a broad and balanced education which is sufficiently differentiated to enable all pupils to maximise their potential whatever their ability.

Pupils are organised into two broad bands, X and Y, but the organisation of these bands may vary according to the needs and size of each cohort.

Excellent links exist between the school and its cluster primaries which enables pupils to settle quickly between KS2 and KS3. Our KS3 comprises of years 7 and 8. In Year 7 pupils are taught in mixed ability classes whilst in Year 8 they are set within bands. At the end of Key Stage 3, pupils are assessed formally in all National Curriculum subjects. Pupils choose their KS4 options at the end of Year 8 and pupils begin studying these subjects in Year 9. At KS4, pupils may be set for some core subjects. In Year 9, pupils are also taught Equality & Diversity and Financial Capability which contribute to their average points scores at the end of KS4.

All pupils are taught by well qualified and committed staff in one hour lessons through a timetable which extends over a fortnightly cycle. On average, pupils in all year groups receive approximately 6 lessons of Science and 7 or 8 lessons of English and Mathematics over a fortnightly timetable cycle whilst the number of lessons taught in other subject areas varies. Pupils also have one mentoring hour per fortnight with their form tutors to focus on skills development and pastoral issues. Pupils who have additional learning needs may be placed in small groups and many also receive additional support in literacy and numeracy.

At Key Stage 4, the vast majority of pupils follow G.C.S.E courses and some vocational courses. All pupils take the compulsory core of English, Maths, Welsh, Science, RE, PE and the Skills Challenge Certificate which is part of the Welsh Baccalaureate. Other subjects are chosen from a broad range of option subjects. A small number of pupils follow an alternative curriculum which is supplemented by enrichment activities and an external work placement. At the end of Year 11 pupils are entered for public examinations. Some Year 9 and 10 pupils may also be entered for public examinations in selected subjects.

At KS5, the school is part of the Cynon Valley Consortium, with St.John Baptist School and Aberdare Community School. As a consortium, we offer a wide range of academic and vocational Level 3 courses. Pupils travel between the 3 sites to access these, with their home school as their base for registration.

### **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. The school celebrates the Welsh language and culture in a variety of ways across the school year including an annual Eisteddfod, Shwmae Day and a Welsh in the Workplace event for pupils in KS4.





**Mountain Ash Comprehensive School**  
**Annual Report to Parents**



Bank Holidays      Monday 2 May 2022  
Thursday 2 June 2022 (During half term break)  
Friday 3 June 2022 (During half term break)

Any closure(s) for election purposes are to be balanced during the academic year.

**Significant Dates:**

The school has 6 INSET days in 2021/22:

3<sup>rd</sup> September 2021  
1<sup>st</sup> October 2021  
22<sup>nd</sup> October 2021  
14<sup>th</sup> February 2022  
24<sup>th</sup> June 2022  
27<sup>th</sup> June 2022

The School day is organised as follows;

<b>Registration</b>	8.45 a.m. to 9.05a.m.
Lesson 1	9.05 a.m. to 10.05 a.m.
Lesson 2	10.05 a.m. to 11.05 a.m.
Break	11.05 a.m. to 11.25 a.m.
Lesson 3	11.25 a.m. to 12.25 p.m.
Lesson 4	12.25 p.m. to 1.25 p.m.
<b>Lunch break</b>	1.25 p.m.to 2.00p.m.
Lesson 5	2.00 p.m. to 3.00 p.m.

**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. 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.

The school works closely with a range of multi-agencies including Youth Engagement Partnership, Eye to Eye Counselling, the Educational Psychology Service, Attendance Welfare Service, Resilient Families, Behaviour Support Services, Youth Offending Service, Careers Service, Additional Learning Needs services, Social Services and the police through the School Beat programme. The school also works closely with parents on our Parent Teacher Association and through the Governing Body.

Curriculum links with universities, AGENDA, local businesses, Cluster Primary schools and the Children's Commissioner for Wales, all help to broaden the experiences of our learners.



Pupils following our Alternative Curriculum in KS4 also undertake work experience placements. Additionally, the school engages regularly with local charities is active in fundraising.

#### **14. Review of 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 on the website or by contacting the Headteacher during school time.

#### **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 and Education Tribunal (Wales) Bill.

The School's Additional Learning Needs Co-ordinator (ALNCo) ensures that all staff are updated on pupils identified with barriers to their learning, to ensure their needs are met through high quality universal provision to begin with. The ALNCo has provided training to all staff on the implications of the ALNET Bill and there is further training scheduled for Speech, Language and Communication this academic year.

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.

From January 2022, in line with the new ALNET Bill, only pupils in identified year groups 7 and 10 are to move to the new ALN register if they require an IDP with enhanced provision to meet their ALN. Pupils with statements are protected for this academic year. Currently we have no pupils in year 7 and 10 identified as ALN. There are 11 pupils with statements.

During the 2020-21 financial year £170,954.00 was allocated to meet the requirements of pupils with Additional Learning Needs. In addition, the Local Authority provided additional support for £17,195.00 for pupils at the School Action Plus stage.

The policy was updated during the 2021-2022 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 in drawing up the School Development Plan/Post Inspection Action Plan, and the day to day operation of the whole site.



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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 building is generally in a good state of repair. Over the past year the following refurbishment/repairs have been carried out.

- New flooring in a number of classrooms
- New internal double doors in some corridors
- New windows on the front elevation of the main building
- New boilers fitted in Technology block

There are 4 permanent sets of designated pupil toilets located across the school:-

- ground floor corridor near Technology Faculty
- ground floor corridor Maths Faculty
- ground floor corridor near Science Faculty
- ground floor corridor near Sports barn

### **18. Target Setting**

This information is not available due to the pandemic restrictions.

### **19. Attendance Information**

This information is not available due to the pandemic restrictions.

### **20. Admission/Transition Arrangements**

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the school's 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 eleven and then either remain as part of the Cynon Valley Consortium sixth form, which comprises of Mountain Ash Comprehensive School, St. John Baptist School and Aberdare Community School or they transfer to college, apprenticeship or the workplace.



**21. School Leavers**

<b>Destination</b>	<b>Number of pupils</b>
University	23
College	103
Training e.g. Apprenticeships	22
Employment	11
Seeking employment	2
Other e.g Gap year	1
Unknown	5

**22. Sporting Aims and Achievements**

The school takes part in numerous sporting activities throughout the year including football, rugby, athletics, netball and hockey. The school participates in local and national competitions and tournaments, with some success. Fixtures have been limited over the past year due to the pandemic.

**23. Healthy Eating**

The school works hard to promote healthy eating and drinking through its curriculum and its policies. The Personal Development, Health and Wellbeing faculty's thematic approach for the New Curriculum in Year 7 is Positive Mental Health. Within this teaching and learning programme across PSE, PE and Food, pupils learn about the need for healthy food as part of maintaining positive mental health. The Food curriculum in Years 7 and 8 has been adapted to include healthier recipes that the pupils can make with ease whether they are in school or at home. They are encouraged to use the 'Eat Well' plate when thinking about a meal and the importance of a balanced diet.

This is also encouraged when participating in PE lessons where pupils learn to eat the right food when carrying out a physical activity/sport. If pupils take PE or Food as a GCSE option they will learn about nutrition, calorie intake and eating a balanced diet.

Pupils are encouraged to drink water during the day and to keep hydrated to facilitate good concentration and effective learning.