

Governors' Annual Report to Parents

2022-2023

Letter from the Chair

December 2023

Dear Parents and Carers,

As well as working with the school leaders to shape objectives and priorities for the school, Governors write a retrospective review of the year, summarising key aspects of our school life over the previous year. Some of the contents of the report that follows this letter are statutory across all schools in Wales, and we hope you will find it informative.

A Glossary of terms used can be found at [Appendix B](#). Should you have any queries, please do not hesitate to contact the school.

It has been a year of change and renewal as the School welcomed our new head teacher, Mr Penn, whilst also fully emerging from the constraints Covid placed on the School's freedom to completely embrace the new Curriculum. Mr Penn took up his post in November 2022 and lost no time in addressing the opportunity to reset and move forward in the ways described below and in the accompanying report. Thank you to Mr Penn for developing a strong vision and bringing much energy into reinventing the learning journey at Shirenewton School over this last year.

I would also like to thank all the staff at school for their dedication to the pupils, and for meeting the need for post-covid changes over this year. Thanks also to Mrs Claire Orford, head teacher at Castle Park School in Caldicot for the caretaking role she played during the first half of the Autumn term, skilfully assisted by our Acting Deputy Head Mrs Burbidge.

With the retirement of not just one but two co-heads in summer 2022, we needed to recruit a permanent teaching deputy head to support Mr Penn. After a nationwide recruitment process, the Governors and Mr Penn appointed Mr Daniel Lloyd to start in September 2023.

This year also provided the school and governing body with an opportunity to review our school's staffing structure, supported by Monmouthshire's HR team. No redundancies were made following this review, and I would like to thank the teaching staff for their support and commitment while we worked our way through this process.

In January School took part in Monmouthshire's programme of post-Covid peer-supported self-evaluation and professional learning activities, to understand the key strengths and areas for development, to enable the realisation of "Curriculum for Wales". As a reminder, this new Curriculum had been under development for a number of years, and Shirenewton School was selected as a Pioneer School, working with others in Wales to devise, write and trial it until September 2022, when it became statutory for all Welsh primary schools. Parents will be interested to know that the work into curriculum reform within the school continues to be a strength; as a Lead Network School in the region for Expressive Arts, we continued to share our excellent practice, supporting schools across the region. The School was also recognised for its approach developing "Pupil Voice" by providing opportunities for pupils to voice their opinions and help to make change happen for the whole school through a variety of pupil committees. Arrangements for transition to

secondary school, enrichment opportunities, and strategic vision for the school from the head teacher were also assessed externally as strengths.

Areas recommended for support/improvement can be viewed in section 8 of the report below and in more detail in Appendix A.

An ambitious program to de-clutter and refurbish the learning environment began in the Spring term, as communal areas and some of the classrooms were redecorated. Monmouthshire Council refurbished both sets of children's toilets. Staff took a ruthless view of the usefulness of a lot of older resources hiding in cupboards and as a result, the school is looking tidy and purposeful and sets an example of order and regularity for our pupils. Thank you to all the staff who contributed to this makeover! We are also grateful to Monmouthshire Council for pledging to address the persistent roof leaks, by eventually replacing the whole roof. This project is on-going and accounts for the various areas of the building covered in scaffolding.

Our hardworking PTA has also relished opportunities to get back to business, raising money by providing discos for the children again, and working hard to raise funds for presents at Christmas and for Year 6 Leavers. Nealy £5000 was raised by the Christmas and Summer fetes alone. Profits are also being saved to spend on a planned refurbishment of the School Library as well as storage for PTA fete resources and equipment. Please see section 7 for more details about the PTA's valuable contribution to school life.

Governors were involved in a pilot program to audit the skills and experience of our members, and review our understanding and engagement in the range of areas of governance. The resulting plan (Appendix C) is helping us to focus our own professional learning activities, plan specific agenda items into scheduled meetings and to be authentically involved in the monitoring, evaluation and review of the work Mr Penn and his staff do to address school priorities. I would like to thank fellow governors for the hard work they voluntarily carry out in support of the school.

Financial restraint has been a theme in our Governors' meetings due to ever decreasing funding. Whilst this is the case across Wales, it is not the same between authorities and between areas in Wales. For example, the recent pay awards for teachers and teaching assistants are not fully funded by Monmouthshire (so the school budget must contribute to this), and our school does not benefit to the same extent from the type of additional income received by schools in disadvantaged areas of Wales. Whilst our school still retains a small surplus, the trend in Monmouthshire is that surpluses in schools will be eroded in the next couple of years and considerable cutbacks are necessary. The local authority has been particularly concerned this year in supporting various staff members with voluntary redundancy. In the mean time governors support the school in finding ways to continue to deliver excellent education provision for our pupils.

At various points over the year we said goodbye to longstanding members of our school community. Mrs Farley, Mrs Humphreys and Mrs Saysell retired after long and hardworking careers at Shirenewton School. Miss Perry and Miss Tymms left to progress their careers in other

schools, and we said temporary farewells to Mrs Stephens and to Miss Whyte as they took secondment opportunities to further their professional development in neighbouring schools. We would like to wish all these members of staff all the best, as we welcome four new teachers at the start of September 2023. On the Governing Body, we welcomed new parent governors Hannah McCarthy and Dan Harris as well as Mike John who joins as a Minor Authority governor from Caerwent Community Council.

If you have any questions about the decisions and actions of the governing body and the way it supports the leadership of the school, please do get in touch with me or any other governor through the school office email address.

Kind regards,
Jane Eickhoff
Chair of Governors

Contents

1. Details of any meetings held following a parental petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.....	5
2. Names and Addresses of Chair and Clerk.....	5
3. Governing Body Membership as at July 2023 / Term of office end dates:	5
4. Information about the arrangements for the next election of parent governors.	5
5. Local Authority Funding & Financial Statement Summary	6
6. School comparative reports of performance in end of key stage teacher assessments	7
7. Details of the steps taken to develop and strengthen the school's links with the community ..	7
8. Targets for improvement and for reducing absences agreed by the governing body with the local authority.	8
9. Sport and Extra-curricular Sports Activities.....	9
10. Summary of any review undertaken and any action taken as a result and details of any policy or strategy adopted by the governing body AB.....	9
11. Attendance information from September 2022 - July 2023	10
12. Pupil exclusions	10
13. Information about any changes to information in the school prospectus	10
14. Term dates	10
15. Curriculum.....	12
16. Supporting Health and Wellbeing and Children with Additional Learning Needs (ALN)	14
17. Accessibility and safety of toilet facilities.....	17
18. Welsh.....	17
19. Healthy Eating	17
Appendix A.....	18
Summary of School Development Plan 2022/2023 and High Level Priorities 2022 – 2025	18
Appendix B – Glossary.....	21
Appendix C – Governors’ Development Plan 2022/2023	22

1. Details of any meetings held following a parental petition under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Parents meetings with regard to this report are now only held if requested by parents under Section 94 of the School Standards and Organisation (Wales) Act 2013.

No petition for a meeting was received during the year 2022-2023 therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

2. Names and Addresses of Chair and Clerk

Chair: Jane Eickhoff - Contact via school.

Clerk: James Powell - Contact by email: governor.support@sewaleseas.org.uk

3. Governing Body Membership as at July 2023 / Term of office end dates:

<u>Local Authority Appointed Governors:</u> Mrs G Watson – 16.12.23 Jamie Goddard – 1.11.26 <u>Minor Authority Governor</u> Mike John – 10.07.27 <u>Community Governors – appointed by Governing Body</u> Mrs J Eickhoff - 21.11.26 (Chair) Mr P Morcombe – 27.09.25 (Vice Chair) Ms A Broughton – 23.1.26	<u>Parent Governors:</u> Mrs L Williams – 03.11.24 (Reserve Chair) Mrs C O’Connell-Cohen – 03.11.25 Ms H McCarthy – 15.05.27 Mr D Harris – 15.05.27 <u>Support Staff Governor:</u> Mrs S Topley – 17.11.23 <u>Teacher Governor:</u> TBA <u>Head Teacher</u> Mr N Penn
--	--

4. Information about the arrangements for the next election of parent governors.

A parent governor election took place in the spring of 2023 when Hannah McCarthy and Dan

Harries were elected. A further election was held November 2023 after the resignation of a parent governor. No parent governor's term of office is due to expire during the 2023-2024 academic year. If a parent governor resigns, an election will be held and nomination forms issued at the appropriate time.

5. Local Authority Funding & Financial Statement Summary

1 April 2022 to 31 March 2023

Local Authority Funding

a) Age Weighted Pupil Units			
Age Group	Funding per Pupil	Sept 2022 Pupil Numbers	Total Funds Allocated
4-5	2496.78	30	£74,903
5-6	2496.78	30	£74,903
6-7	2496.78	27	£67,413
7-8	2464.592	30	£73,938
8-9	2464.592	25	£61,615
9-10	2464.592	28	£69,009
10-11	2464.592	28	£69,009
Totals		198	£490,790
b) Premises and Other Factors			
Building Maintenance, Caretaking, Cleaning, Rates, Grounds Maintenance and other items			£212,496
c) Special Needs			
Special Needs and related funding			£44,660
Total Funding			£747,946

Financial Statement Summary

Description	Actual
Income	
Income General	£290,445.00
Income – Funding	£703,286.00
ALN Contingency Funding	£44,660.00
Total Income	£1,038,391.00
Expenditure	
Total Employee Costs	£894,875.00
Total Supplies and Services Costs	£85,022.00
Total Premises Costs	£72,462.00
Total Transport Costs	£866.00
Total Agency and Contracted Costs	39,120.00
Total Expenditure	£1,092,345.00

Summary	
Total Income	£1,038,391.00
Total Expenditure	£1,092,345.00
Net Expenditure	£53,954.00

No gifts were made during the year.

No governor has requested reimbursement for travel or subsistence during this financial year

6. School comparative reports of performance in end of key stage teacher assessments

Schools were not required to report on performance targets for the 2022-2023 academic year.

7. Details of the steps taken to develop and strengthen the school's links with the community

Our school wants to develop pupils who become active members of society, ready to be citizens of Wales and the world. It is an integral part of the local community, taking part in village events and contributing to them. The children are also included in wider community events, especially with sporting and transition events with other schools in Chepstow. The pupil committees prioritise their participation in nationwide and global concerns, where local action is important.

Macmillan Coffee morning: £203 raised

Harvest – Caldicot foodbank

School Council organised Children in Need events

Community Ambassadors took part in village Shamble event

Community Ambassadors took part in village Remembrance Day service

Lions Roar Project: Y6 took part in a project with Chepstow and Caldicot Lions to design and present a product.

Sports teams took part in local events including Chepstow Football Festival, Urdd mixed Football, Girls Rugby with Dragons RFC

Parents, grandparents and wider community invited to Christmas plays at school and at Itton Church and a Carol Service in Shirenewton Church

School children took part in the parade around the Recreation Field at the Village Fete

School staff continue to work hard with teachers at Chepstow School and all the feeder schools to refine common pedagogical and assessment approaches.

PTA

As always, a big thank you to our very hardworking and resourceful PTA! They held a very successful summer fair, raising £2,200. They experimented with an after-school Christmas fete, and although it was financially viable, the setting-up logistics meant more hard work than usual, so it will likely return to a Saturday morning next time. The PTA discos started up again for the children's enjoyment, with a new DJ. The PTA raised over £300 by collecting unwanted clothes and books and selling them on, and a further upcycling project involved selling on pre-loved uniform. This scheme, which raised £400 this

year is proving more and more popular with parents; badged items are £2 and unbadged are just £1. Please contact the school if you would like to find out how you can buy or donate to prevent items going to landfill. The school lottery got underway and made £400 and is a focus for development within the community. £800 was donated and spent on Leavers' Books for Year 6 as well as a story book for every child for Christmas, and an ice cream van for the Coronation party. The PTA has a good amount in the bank, which is ready to pass onto school as soon as it is ready to start the library refurbishment after the roof repairs. They also have money put aside for PTA storage.

8. Targets for improvement and for reducing absences agreed by the governing body with the local authority.

Targets for Improvement

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to set or report on targets in relation to performance or absence for the 2022/23 academic.

The school develops its own School Development Plan, which is agreed by the governing body. The key areas for improvement that the school identified for itself in 2022/23, together with high level priorities through to 2026 can be found in [Appendix A](#)

Thanks to the hard work of staff and specific collaborations with expert practitioners and trainers, parents will notice many visible improvements to the feel and accessibility of the learning environment for pupils, as well as tweaks to learning approaches, especially in reading and maths.

In order to strengthen leadership capacity, a substantive deputy head teacher was appointed during the year to commence work at the beginning of September 2023.

2022-2023	Summary School Development Plan Priorities
Priority 1	To embed and further strengthen, nurture and develop leadership practices and capacity at all levels in order to lead to high quality provision and outcomes for all
Priority 2	To further embed professional learning and leadership in line with the National Mission
Priority 3	To reflect upon and ensure curriculum design is supported by PL and in line with the four purposes through the developed AoLEs and 'What Matters Statements'
Priority 4	To support and develop Teaching and Learning to ensure pupil progression within the AOLEs.
Priority 5	To continue to embed wellbeing and equity for all by developing universal, targeted and specific provision for learners.

Regular updates about targets were shared with the Governors over the year and Governors were very happy that good progress had been made on all targets.

The Governing Body developed targets for improvement during in early 2023 for the year ahead. These [can be seen in Appendix C](#). Targets will be reviewed early 2024.

Targets for Reducing School Absences

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to report on targets in relation to performance or absence for the 2022-2023 academic year.

9. Sport and Extra-curricular Sports Activities

Physical Education (PE) forms an important part of the school curriculum in addition to regular PE and sports in school the following sports activities took place during the year.

- 40 pupils represented the school in the cluster cross county event
- Swimming - Year 3, 5 & 6
- Year 5 and 6 pupils have taken part in a football festival at Chepstow
- Urdd Mixed Football @ Cwmbran Stadium
- Girls Rugby with Dragons RFC
- Y5 / 6 Hockey Festival
- Gilwern Day visit - Year 4 & Residential Visit - Year 5; Llangrannog residential Visit year 6

10. Summary of any review undertaken and any action taken as a result and details of any policy or strategy adopted by the governing body

All policies, educational and pastoral, have been reviewed by the governing body and formally adopted. All policies are reviewed on a cyclical basis. Any amendments are passed to the relevant governors for approval. Policies are then ratified by the whole governing body.

Policies are held by the Head Teacher and are available on request. Several policies are also available on the 24/7 tab on the school website.

Specific policies reviewed and/or adopted during 2022/23 included:

• Local Authority Policies:

- (i) Relationships and Sexuality Policy – Oct 2022
- (ii) Outdoor Learning & Offsite Policy – Nov 2022
- (iii) Equality, Diversity & Inclusion policy – Nov 2022
- (iv) Protection of Employment Policy – Jan 2023
- (v) Model Disciplinary for Schools Policy – Jan 2023
- (vi) Welsh Government Complaints Model Policy – Mar 2023
- (vii) Model Pay Policy for Schools – Mar 2023
- (viii) School Admissions Policy – 24/25 – May 2023

• Shirenewton School policies:

- (i) Learning Environment Policy – Jan 2023
- (ii) Administration of Medicines Policy – Jan 2023

- (iii) School Uniform Policy – Mar 2023
- (iv) School Prospectus updated May 2023

11. Attendance information from September 2022 - July 2023

Due to the Coronavirus pandemic the Welsh Government has suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools are not required to report on absence targets for the 2021-2022. Overall reporting for the year was over 94% which is very good considering covid continues to have an impact on attendance.

Notwithstanding the suspension of reporting the school continues to work with parents and the Education Welfare Officer to improve attendance. Holidays during term time are discouraged as they can be disruptive to pupil education. The school has an attendance policy which is based on the Local Education Authority's policy. Attendance is legally recorded when a pupil is present in school at the point at which the register is taken in the morning and again after lunch. Whether requested absence is authorised for a pupil is based on their previous twelve months attendance, at the point the request is made. Reminders about the importance of good attendance feature regularly in newsletters and assemblies and pupils are rewarded for attendance above 98% or for improved attendance.

12. Pupil exclusions

Please apply to the Head Teacher for this information

13. Information about any changes to information in the school prospectus

The school prospectus was updated during the year and is available to view and download from the school website.

14. Term dates

2022-23

Term begins	Friday 2 nd September 2022
Half term begins	Monday 31 st October 2022
Half term ends	Friday 4 th November 2022
Term ends	Friday 23 rd December 2022
Autumn Total	77 days
Term begins	Monday 9 th January 2023
Half term begins	Monday 20 th February 2023
Half term ends	Friday 24 th February 2023
Term ends	Friday 31 st March 2023
Spring Total	55 days
Term begins	Monday 17 th April 2023
Half term begins	Monday 29 th May 2023
Half term ends	Friday 2 nd June 2023

Term ends	Friday 21 st July 2023
Summer Total	65 days

Term Dates for 2023/24

Term begins	Friday 1 st September 2023
Half term begins	Monday 30 th October 2023
Half term ends	Friday 3 rd October 2023
Term ends	Friday 22 nd December 2023
Autumn Total	76 days
Term begins	Monday 8 th January 2024
Half term begins	Monday 12 th February 2024
Half term ends	Friday 16 th February 2024
Term ends	Friday 22 nd March 2024
Spring Total	70 days
Term begins	Monday 8 th April 2024
Half term begins	Monday 27 th May 2024
Half term ends	Friday 31 st May 2024
Term ends	Friday 19 th July 2024
Summer Total	70 days

Session Times

Pupils in Reception to Year 2	Pupils in Year 3 to Year 6
08.50 School opens	08.50 School opens
09.00 - 09.10 Registration	09.00 - 09.10 Registration
09.10 - 12.15 Teaching time including fruit snack and milk (15 minutes)	09.10 - 12.15 Teaching time including break and assembly (30 minutes)
12.15 - 13.15 Lunch (except reception who have lunch at 12.00)	12.35 - 13.35 Lunch
13.35 - 15.00 Teaching time	13.35 - 15.30 Teaching time
15.00 - 15.15 Assembly	
15.15 - 15.30 Teaching time	
This gives a total of 24 hours and 40 minutes of teaching time each week, which is above Welsh Government guidelines of 21 hours per week.	This gives a total of 25 hours and 50 minutes of teaching time each week, which is above Welsh Government guidelines of 23.5 hours each week.

There were six INSET days during the school year, the subjects covered were:

Friday 2nd September - Safeguarding, Processes and Procedures for new school year

Friday 23rd December (taken as twilights) Environment audit and visit to Maesglas Primary - Effective Environments for Learning

Monday 16th January – Developing Writing
Tuesday 17th January - Work on environments
Monday 17th April - White Rose Maths training
Friday 26th May - Cluster INSET Curriculum Progression
During 2023/24 academic year there will be six INSET Days

Monday 1st September – SDP and Self Evaluation
Friday 22nd December – Twilights*
Monday 8th January – SDP and Self Evaluation
Friday 26th May - Cluster INSET Day on Curriculum, Progression and Assessment
Thursday 18th July - Twilights*
Friday 19th July - Twilights*

* Circle of Security for Schools / Developing whole school approaches to reading

15. Curriculum

Teachers have continued the work started last summer to teaching the new Curriculum for Wales and the 4 Purposes by ensuring teaching and learning is broad and balanced – this is evident from the wealth of experiences listed below which range from Enterprise projects, vast array of virtual visits and visitors, to responding to current events, the locality and outdoor learning. Staff continue to track all the learning activities covered against various curriculum documents, and continues to work with Cluster to develop a shared approach to Progression and Assessment. Moving forward, there are plans to revisit and update the non-negotiable curriculum overview, explore ways to keep the 4 Purposes fresh for pupils, parents and stakeholders. We will continue with group teaching teams (Tîms) to make the most of staff expertise and vertical grouping where appropriate. Tîm Coed Coch = Rec & Y Tîm Helyg = Y2 & Y3; Tîm Derwen = Y4 & Y5; Tîm Collen = Y6 (&Y7)

Reading

The approach to the teaching of reading across the school, through Read Write Inc Sessions in Reception to Year 2 has been reviewed. Children in these year groups still have their diet of RWI, and home readers continue to be sent home. Children in Year 3 and beyond take part in a Guided Group Reading Session with a teacher in their classroom. These sessions are designed to develop children's reading skills - decoding and encoding, understanding of vocabulary, inference, prediction, explanation, sequence, and summary. These Guided Reading Sessions take place as soon as children arrive at school in the morning. As well as this session, a book goes home each week with pupils, along with a Reading Record.

Maths

A new maths program has been introduced called White Rose Maths. It provides consistency and continuity across all classes in the school. It follows a mastery approach which focuses on depth of understanding before moving on to another concept.

Blended Learning Continues:

Remote learning activities can be provided via:

- Mathletics – online maths resource for home learning
- Reading Eggs – online reading resources with games, songs and golden eggs to help motivate
- Oxford Owl – additional e-book library
- My Book Blog – online resource enhancing enjoyment of reading via blurbs, trailers, reviews and ratings and fun activities

- Additional learning resources for each year group are available on the “virtual school” tab on the school website
 - Walk through films available on school website to support parents in accessing learning platforms
- Each class has an area on the School Website with a range of relevant resources to help parents support their children at home. These include various platforms where children can complete home learning tasks.

Learning Experiences 2022-2023

There are too many to list them all, but here are just some of the varied ways School has engaged and stimulated pupils in and out of class, covering the 4 core purposes.

<p>Autumn</p>	<ul style="list-style-type: none"> • Year 5 & 6 completed their swimming programme • Y1-Y6 pupils elected for the different pupil committees • 40 pupils represented the school in the cluster cross country event • Y6 Bronze Youth Ambassadors attended training at Gilwern • Y2 Pedestrian Training - ongoing • School Police Officer facilitated workshops across the school • Y6 ROAR project coordinated by Chepstow & Caldicot Lions • Gwent Music class lessons (Celtic & Violin) 	<ul style="list-style-type: none"> • Year 6 Black History Month live chat • Diwrnod Shwmae - Welsh activities all day • Year 4 live chat - History based • Tim Helyg - Owl at Home (Play) at Newport Riverfront • PLT lunch with Governors • Heddlu Bach worked with Gwent Police to learn about Police Dogs • MonLife work with Y6 - Safer relationships • Y6 Dragons’ Den with Chepstow School (transition Y6)
<p>Spring</p>	<ul style="list-style-type: none"> • Eisteddfod • Careers Week • Pizza Transition Project with Chepstow School • The Wizard of Oz - Chepstow School • Ukrainian Week • Dydd Miwsig Cymru • Living Things Science Week • What is a healthy relationship? RVE week • Muddy Maths • Thornwell Farm Trip • Slovakia assembly • Asian Food Tasting • Samba Drums • Swimming yr 3 • Y4 Gilwern climbing, archery and bushcraft • Safer Internet Day - live lesson 	<ul style="list-style-type: none"> • I’m a scientist Black History live chat • Safer Internet Day - live lessons inc. coding • African drumming - Gwent Music • Y5 Gilwern - canoeing, archery, climbing, orienteering • Girls Rookie Rugby experience • Feedback from the Archaeological dig last year • Virtual Dinosaur Workshop • Y6 Heddlu Back and First Aid with Police • MasterChef with Chepstow School • Careers Week Y6

Summer	<ul style="list-style-type: none"> • Reception to Thornwell Farm • Y5 / 6 Hockey Festiva • Samba Drumming sessions for Juniors • Ex Pupil visit to discuss fund raising efforts to support her work in Uganda – links to topic- • Red Nose Day • World Book Day • Adobe Digital creation online workshop for Y3 – Y6 • Swimming Lessons – Y5 term (Y3 & Y4 in summer term) • Size of Wales Workshops • Rev Waters – Fortnightly assemblies • Pupil Committees – Fortnightly meetings • Sony Bridgend Visit – Digital Leaders trip • Safer Internet Day – Whole school lessons, led by Digital Leaders • Urdd Football Tournament – Mixed football competitions for Y5 at Cwmbran Stadium 	<ul style="list-style-type: none"> • Welsh Wow Week – Different welsh focus every day • School Eisteddfod – Nearly all competitions had a welsh slant (inc. bardic poem, creative writing, handwriting, best welsh book, welsh reading, singing, recitation, cookery, animation, musical intruments, painting, model making, dance, gymnastics tumble) – all winners performed and each class performed a song or play • Local Author Visits • Easter Assembly – Tîm Coed Coch including Easter bonnet parade <p>Page 6 of 9</p> <ul style="list-style-type: none"> • Climate Change Play Y2 / 3 – linked with topic • Coronation Celebrations
---------------	--	--

16. Supporting Health and Wellbeing and Children with Additional Learning Needs (ALN)

Health and Wellbeing of Pupils and Adults

This is a National Priority for the Welsh Government.

Wellbeing of pupils:

Wellbeing is monitored from conversations with teachers and parents and the PASS survey results will be used to identify potential children for ELSA support. Identified children have benefitted from Reflexology sessions - initial six sessions to assess impact upon pupil attitudes to school and self.

There is a well-planned transition program for children moving from feeder Nurseries to Reception in Shirenewton. There are also well-established systems in place to ease transition for Y5 and Y6 pupils into Chepstow School, as well as other local secondary schools. This includes enhanced arrangements for vulnerable pupils.

Here are some examples of how wellbeing projects have been reflected in the 4 Purposes in the Curriculum for the Pupils.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society: a wealth of physical activity at lunchtimes, recreation and in PE lessons, including swimming. Pupils have taken part in sports festivals Outward bound activities for all the junior classes. Lunchtime and after school clubs for example craft, music, French

Ambitious, capable learners who are ready to learn throughout their lives: Pupil leadership team helped Mr Penn to find his way around school and suggested improvements they would like to see;

Emotional Learning Support Assistants have helped 20 pupils to deal with emotional issues and be ready to learn;

Ethical, informed citizens who are ready to be citizens of Wales and the world: The Digital Leaders have organised several Safer Internet Days in school to support schemes in keeping learners safe online; Young Ambassadors have become Play Leaders

Enterprising, creative contributors who are ready to play a full part in life and work: Lions Roar project in Y6 to design and present a product to Chepstow and Caldicot Lions; Christmas enterprise projects for the Christmas fair.

Wellbeing of Staff:

Dedicated PPA for all teachers which they can choose to take at home; Joint PPA for Tîms to share workload of planning, preparation and tracking.

- Dedicated non-contact for SLT staff.
- Non-contact for other staff when they have AoLE tasks to complete e.g. monitoring and completion of FADES; reviewing & evaluating SDP.
- Non-contact for staff to complete termly 1:1 pupil progress interviews with learners.
- Non-contact for staff to complete RWI testing and related paperwork (tracking, grouping, TMT targets etc).
- 1:1 sessions with HT
- Counselling has been offered to staff that need it.
- Monthly “Action for Happiness” calendars are shared every month with all staff.
- Workload has been reduced where possible e.g. planning has been simplified into tracking sheets.
- Staff know HT has an open door policy and can share any worries with HT.
- Discussion around wellbeing forms part of the 1:1 professional discussion with staff.
- ‘What can we do to further support wellbeing of staff?’ is a question on the staff one page profile.

Wellbeing of Stakeholders:

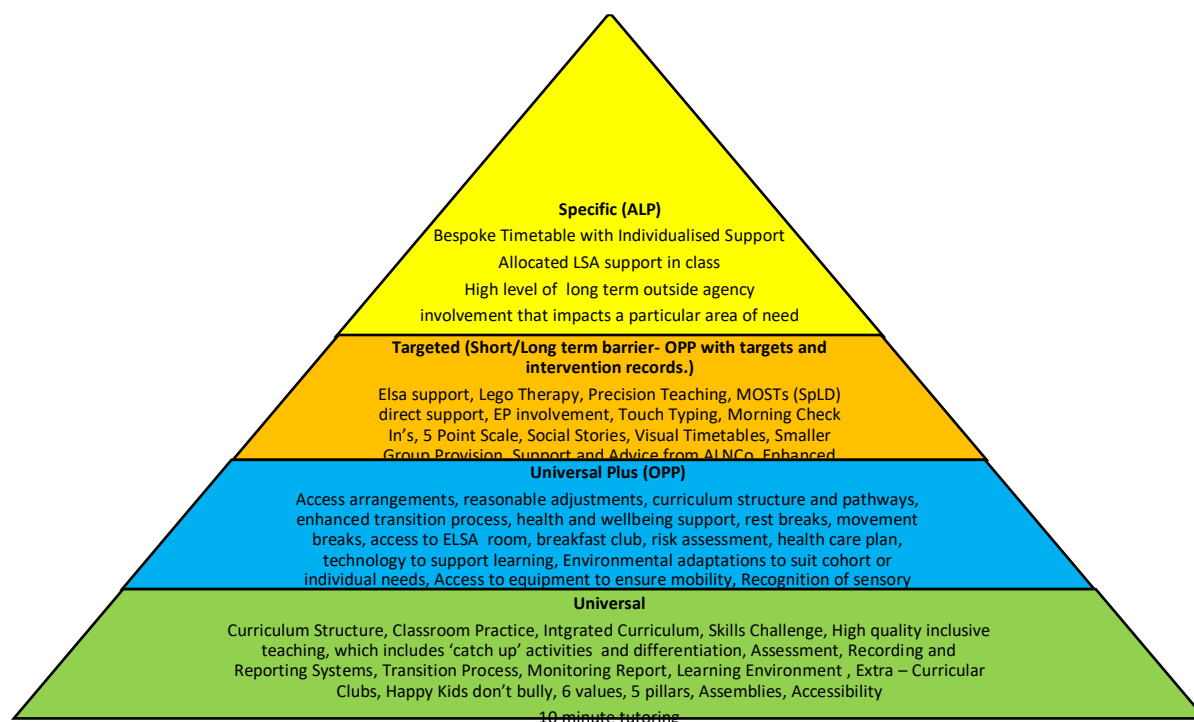
- Wellbeing page on our school website (under Health & Wellbeing tab) signposting the therapeutic services in Monmouthshire available to children, young people and families.
- This page also shares the action for happiness monthly calendars with parents.
- Relevant information shared with parents e.g. support Mon CC provide for dealing with poverty.
- Families have been referred to Early Help Panel for ‘Building Stronger Families’.
- Acorn Parenting support.
- Meetings with families where needed

Children with Additional Learning Needs (ALN)

The Welsh system for identifying and supporting pupils with ALN is under reform. Welsh Government legislation aims to:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners’ needs, views, wishes and feelings at the heart of the process
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

There is a move away from applying to Local Authority for extra resources to cope with particular learning needs, but rather a focus on using given funding to enable class teachers to recognise them and know how to manage them more widely. Possibility of shared resources in cluster. ALNCO is dedicated to supporting the professional development of colleagues.



Provision Pyramid for Shirenewton Primary School

A pyramid of different types of provision has been constructed, depending on need: Universal provision is what all pupils get and includes all types of differentiation; there are three interim provision stages where teachers apply bespoke strategies and can access support from various sources and outside agencies.

These provision stages are supported by the maintenance of a one page profile (OPP). In Y1-6 this is developed in 1:1 Pupil Progress time with every pupil term, after a 1:1 conversation between the teacher and every learner. The OPP tracks pupils’ answers to questions like “What works for me”. These details are also noted on an App called Edukey which can be shared with future teachers. Teachers are finding these useful to know what the pupil finds easy/difficult (and to plan accordingly) as well as to identify what they need to learn effectively (eg noise/light level; not being asked questions in front of others etc), as well as general wellbeing issues. These preferences are monitored and can be changed. The OPP will replace the short IDPS previously written by teachers.

Pupils in most need will be the only pupils with an Individual Education Plan, a lengthy document, and these will eventually replace the old “statements” and be managed in partnership with the Local Authority. In some cases, there will be specific funding from the LA to support these pupils. Parents of identified ALN pupils in Y1,3,5 were contacted this year to advise whether or not their child will

receive an IDP. In most cases, there will be no IDP and parents will be supported to understand the help their child will be accessing from the teacher or in other ways.”

- ELSA supports targeted children.
- Ed Psych has consulted with teachers for specific pupils.
- Staff, parents, secondary ALNCoS of 2 schools attended review of pupils Referrals to Early Help Panel and Children’s Services made when appropriate
- Regular CASP meetings with parents and social workers.
- Attendance of individual pupils are tracked and Education Welfare Officer supports parents whose children have low attendance.
- Children with behaviour issues are supported by TAs, ELSA support, PSE lessons, restorative practice, 'circle of friends' or Lego Therapy.
- Other agencies supporting pupils include: play therapist, Monmouthshire Specialist Teaching Service, Social Worker, Hearing tests, Child and Adolescent Mental Health Service, Chepstow Cluster Support Worker, Speech and Language therapist, reflexology therapist

Disabled pupils - arrangements for admission and access plans and steps taken to prevent discrimination

The school follows the Disability and Equality policy in line with LEA requirements. This has a focus on accessibility for all users of the school.

17. Accessibility and safety of toilet facilities

Toilet facilities are provided in both Key Stages plus additional disabled toilet facilities. Sanitary disposal units are available. All toilet facilities upgraded during the 2023 summer holiday.

18. Welsh

Shirenewton Primary School is an English medium school in a predominantly English speaking area where there is a rich history of Welsh culture. The school is committed to encouraging all pupils to learn Welsh as a second language through weekly dedicated Welsh lessons as well as incidental opportunities to use Welsh in everyday school situations.

Embedding a strong Welsh ethos in schools is a national priority. A Welsh pupil committee Criw Cymraeg explores further ways to encourage the use of Welsh in school life. Criw Cymraeg continues to guide the school through the initiative “Cymraeg Campus”, a charter which aims to raise a positive profile for spoken and written Welsh in school, and celebrate Welsh Culture.

Criw Cymraeg continues to work to maintain the “Cymraeg Campus” silver award by helping to organise the Eisteddfod as well as organising a Welsh music day “Dydd Miwsig Cymru”.

19. Healthy Eating

The school is committed to encouraging the children to develop healthy eating behaviours. The school meals menu is appropriate, and parents are issued with guidance on how to provide healthy

packed lunches. The school encourages parents to send in a fruit snack from home or an alternative healthy snack for the morning. Children bring in their own water bottles and are encouraged to drink water throughout the school day. These bottles can be refilled during the day at the water fountains. Children are also offered a drink at lunchtime.

Appendix A

Summary of School Development Plan 2022/2023 and High Level Priorities 2022 – 2025

School Development Plan Summary 2022/2023

Priority 1: To embed and further strengthen, nurture and develop leadership practices and capacity at all levels in order to lead to high quality provision and outcomes for all
Actions
<ul style="list-style-type: none"> • Develop distributed leadership across the school - back to the 'used to' • To strengthen and develop all stakeholders to perform their role effectively • Leaders ensure that actions resulting from self-evaluation / monitoring activity / Professional • Learning are followed-up swiftly and that impact of these actions are regularly evaluated • Leaders to use 'data' to inform effective school self evaluation
Priority 2: To further embed professional learning and leadership in line with the National Mission
Actions
Utilise SIP support with pedagogy and provision
<ul style="list-style-type: none"> • Revisit staff understanding of good practice in this area. • Plan non-negotiables for a learning environment through co-constructed Learning Environment policy, specific to areas of school
<ul style="list-style-type: none"> • Train SLT in Agile Leadership in order to support leadership at all levels
Priority 3: To reflect upon and ensure curriculum design is supported by PL and in line with the four purposes through the developed AoLEs and 'What Matters Statements'
Actions
<ul style="list-style-type: none"> • To ensure teachers plan effectively to ensure pupils receive a broad and balanced approach to reading and writing experience across the curriculum. • Extend opportunities for pupils to write at length across the curriculum* • Develop staff understanding of the use of nonfiction genre teaching (Alan Peat genre structures) and to use the strategies daily • All staff to use 'Super Sentences' to raise standards in writing • Classroom displays have a high literacy/VCOP context and are interactive and useful
<ul style="list-style-type: none"> • To review and update maths planning to develop provision which reflects the National Mission, specifically for Maths and Numeracy and ensure progression

Priority 4: To support and develop Teaching and Learning to ensure pupil progression within the AOEs.

Actions

- To define and agree an Environment Policy for classrooms and shared spaces.
- To improve the learning environment in classrooms in order to support and scaffold pupils learning and well being
- Raise standards in pupils’ oral Welsh. Engage with regional networks and professional learning opportunities as appropriate to meet this requirement
- Extend opportunities for pupils to write at length across the curriculum
- Review and agree policies which drive standards and ensure progression, e.g. handwriting and presentation, assessment in learning
- ARR lead to review and update ARR Policy in consultation with SLT and staff, using new WG ARR proposals
- ARR Policy and practice is co- constructed and agreed by all stakeholders
- Define and embed ‘Learning to Learn’ approaches ensuring progression from R-Y6
- To develop Early Years / PS1 Provision

Priority 5: To continue to embed wellbeing and equity for all by developing universal, targeted and specific provision for learners.

Actions

Continue to develop knowledge and understanding of Additional Learning Needs Transformation Programme to ensure equality of opportunity for / Eliminate of prejudice and discrimination against children with additional learning needs.

- SLT, ALNCo and Chair of GB attend LA training
- Provide resources to update staff and Governors
- Provide information to parents via website and leaflets
- Roles and responsibilities of all staff recognised
- All staff to complete WG Level 1 training online
- School governors to complete national online training
- The school website contains information about the ALN transformation program
- Information is available to explain aspects of the Act for parents and CYP
- Implementation guidance is followed

Complete actions on Pupil Poverty action plan and continue to work with the Healthy Schools Committee, cluster schools and housing associations to develop actions to reduce impact on pupils and families in our community.

Main Priorities - High Level Summary 2023 - 2026

Year 1 2023/24	Priorities
1	To ensure leadership is distributed effectively
2	To develop specific pedagogies relating to Early Years and Progression Step 1
3	To continue to embed wellbeing and equity for all by developing universal, targeted and specific provision for learners
4	To continue to embed wellbeing and equity for all by developing universal, targeted and specific provision for learners
5	To support and develop Teaching and Learning to ensure pupil progression within the AOEs.

Year 2 2024/25	Priorities
1	To develop middle leaders effectively
2	Develop learner capacities to improve pupils' independence with a focus on PS 2 and 3
3	Further develop a shared understanding and application of teaching and learning approaches
4	Embed common, agreed, assessment, and evaluation of learner progress approaches
5	To continue to embed well-being and equity for all working through a framework to embed a whole school approach to emotional and mental well being

Year 3 2025/26	Priorities
1	To develop Teaching Assistants effectively through the TALP (Teaching Assistants Learning Pathway) programme
2	Embed learner capacities to improve pupils' independence with a focus on PS 2 and 3
3	Embed shared understanding and application of teaching and learning approaches
4	Extend the PL offer that supports the range and quality of pedagogical approaches thus supporting the realisation of the C4W
5	Continue to embed well-being and equity for all in line with national priorities

Appendix B – Glossary

ACE	Adverse Childhood Experience	LLC	Language, Literacy & Communication
ALN(Co)	Additional Learning Needs (Co-ordinator)	LNF	Literacy & Numeracy Framework
ALP	Accelerated Learning Programme	LNS	Learning Network School
AfL	Assessment for Learning	ITE	Initial Teacher Education
AoL	Assessment of Learning	JAM	Just About Managing
AoLE	Area of Learning & Experience	LSA	Learning Support Assistant
ALP	Accelerated Learning Programme	MAPS	Monmouthshire Association of Primary Schools
ASC	After School Club	MAT	More Able & Talented
BM	Big Maths	MCC	Monmouthshire County Council
BW	Big Write	MD	Mathematical Development
C-19	Covid-19	MoSTS	Monmouthshire Specialist Teaching Service
CA	Challenge Advisor	NACE	National Association for Able Children in Education
CASP	Care And Support Plan	NoR	Number on Roll
CATs	Cognitive Assessment Tests	NPEP	National Professional Enquiry Project
CfW	Curriculum for Wales	OPP	One Page Profile
CLIC	Counting, Learn-its, It's nothing new,	PASS	Pupils Attitude to School & Self
CoHT	Calculation	PCP	Pupil Centred Plan
DBS	Co-Head Teacher	PDG	Pupil Deprivation Grant
DCF	Disclosure Barring Service	PEP	Personal Education Plan
DHT	Digital Competency Framework	PGCE	Post Graduate Certificate Education
DL	Deputy Head Teacher	PL (L)	Professional Learning (Leader)
DL	Digital Leader	PLP	Professional Learning Passport
EA	Distance Learning	PLT	Pupil Leadership Team
EAL	Expressive Arts	PRU	Pupil Referral Unit
EAS	English as an Additional Language	PTA	Parent Teacher Association
EHT	Education Achievement Service	RE	Religious Education
EIG	Executive Head Teacher	Rec	Reception Class
eLAC	Education Improvement Grant	RL	Reading Leader
ELSA	Pupils who have been ever looked after	RRRS	Recruit, Recover, Raise Standards
EOTAS	(e.g. adopted)	RVE	Religion, Values & Ethics
ETLF	Emotional Literacy Support Assistant	RWI	Read Write Inc
EVC	Educated other than at School	S2S	School to school support
EVOLVE	Excellence in Teaching & Leadership	SA (+)	School Action (Plus)
EWC	Framework	SAPRA	School Action Plus Resource Assist
EWO	Educational visits co-ordinator	SDP	School Development Plan
FADE	Educational visits online management and	SEN	Special Educational Needs
FP	approval system	SE / SER	Self Evaluation / Self Evaluation Report
eFSM	Education Workforce Council	SLO	Schools as Learning Organisations
F2F	Education Welfare Officer	SLT	Senior Leadership Team
HLTA	Focus, Analysis, Do, Evaluation (a	SMART	Specific, measurable, attainable, realistic, time
H&S	monitoring proforma)	SpLD	Specific Learning Difficulty
HR	Foundation Phase	ST	Statement of SEN
HT	(eligible for) Free School Meals	STEM	Science Technology Engineering Maths
Hwb	Face to Face counselling service	SWST	Single Word Spelling Test
HWB	Higher Level Teaching Assistant	TA	Teaching Assistant or Teacher Assessment
ICT / IT	Health & Safety	TLR	Teacher with Leadership Responsibility
IDP	Human Resources	TMT	Ten Minute Tutoring
INSET	Headteacher	USW	University of South Wales
ISCAN	Hwb is an online platform for welsh	VAWDASV	Violence against women,
KS2	schools		domestic abuse, sexual violence
LA	Health & Well Being	WAG	Welsh Assembly Government
LAC	Information (Communication) Technology	WSA	Whole School Approach
	Individual Development Plan	W2L	Welsh Second Language
	In Service Training day		
	Integrated Services for Children with		
	Additional Needs		
	Key Stage 2		
	Local Authority		
	Looked After Child		

Appendix C – Governors’ Development Plan 2022/2023

Area of Governance	Main Actions	Who is involved and When
How effective are arrangements for pupil and staff wellbeing?	<ul style="list-style-type: none"> • Papers to read • Wellbeing presentations to governors, children and staff • Updates in the HT report 	Whole GB and the Curriculum, WB and ALN committee Scheduled meetings in the Autumn and Spring term
How Well do we understand the changes happening in the Welsh Education System?	<ul style="list-style-type: none"> • Paper to read • Presentations to governors by ALENCO, Welsh Lead • Feed back to gov's re Estyn arrangements 	Whole GB and the Curriculum, WB and ALN committee Scheduled meetings in the Autumn and Spring term
How well do we understand schools performance data?	<ul style="list-style-type: none"> • Mandatory data training – refresh • As systems and practice are developed between cluster schools, incorporate into HT report to governors 	All Governors by March 2024 HT – report in main GB meetings
How well does the GB’s strategic planning cycle drive its activities and agenda setting?	<ul style="list-style-type: none"> • Agree the draft action plan • Keep skills audit up to date • Monitor and review action plan • Rewrite Action Plan • Schedule link governor visits to link with 3 weekly action plans in school 	15 th May – does anyone want to be involved? Ongoing Spring 2024 NP, JE, LW Summer 2024 NP, JE, LW Plan Autumn 1 meeting, begin Autumn 2 term
How well do we understand our roles and responsibilities?	<ul style="list-style-type: none"> • Skills audit • Explore during Link visits • Restructure committees to broaden contribution and reflect skills and interests • Set terms of reference for committees • Improve take up of professional leaning on offer for Governors by recommending a core selection for all governors: FINANCE, WELLBEING, CREATING A GREAT SCHOOL 	Ongoing All governors from Autumn Term Agree at AGM July 2023 From September 2023 All Governors and from May 2023 onwards
<i>Strategic Support</i>	<ul style="list-style-type: none"> • <i>Offer support and challenge at meetings</i> • <i>Be involved in school Self Evaluation & SDP updates</i> 	<i>All meetings Inset day 1st September 2023</i>
<i>Monitor H&S and Premises</i>	<ul style="list-style-type: none"> • <i>H&S walks; engagement with LA; financial planning</i> 	<i>Resources Committee</i>