

"At every governors meeting we are astonished at the breadth and intricacy of planning that goes into providing an exciting and purposeful curriculum, and at the scrutiny employed to ensure that progress in every aspect of school life drives constant improvement."

Jane Eickhoff, Chair of Governors

Governors' Annual Report to Parents 2023-2024

Letter from the Chair - January 2025

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. The report that follows this letter follows a format that is statutory across all schools in Wales, and we hope you will find it informative.

At every Governors' Meeting we are astonished at the breadth and intricacy of planning that goes into providing an exciting and purposeful curriculum, and at the scrutiny employed to ensure that progress in every aspect of school life drives constant improvement.

Last Year

During 2023-2024 you will have noticed some valuable developments in school, carefully planned to create a oneness of purpose for everyone and to expand the impact of Curriculum for Wales on what and how your children are learning. I have great pleasure in summarising these changes and events here, but you will find them included alongside other information in the full report that follows.

Leadership

The leadership team was re-shaped to distribute organised, strategic leadership effectively across the junior and foundation phases and to manage unified approaches to creating purposeful learning environments; to teaching, learning and assessment practices and to responding to specific professional learning for staff.

Mr Lloyd (Deputy Head) was appointed in September 2023 and has responsibility for developing the curriculum across the whole school, and uniting phases in an agreed approach to progression and planning for all needs in the school. Mr Lloyd also has responsibility for developing cohesion between team members in Y3-Y6. Mrs Burbidge (Assistant Head) was appointed in October 2023 and has responsibility for developing cohesion and practice between team members in Reception-Y2. In 2023-2024 Mrs Burbidge also had responsibility for strategic management of Additional Learning Needs as Acting ALNCO.

Changes to our School and Grounds

A number of refurbishment projects took place inside and out, including the redecoration of the main corridors and communal spaces, the main reception area, the offices and the staff room and the library. We are incredibly grateful to the PTA for providing the funds to give the library a complete facelift as well as new shelving and furniture and books. New furniture also made its way into the Foundation department to create purposeful and accessible storage for learners and staff and to make learning spaces comfortable and appealing. An application to the Local Authority resulted in extra funding for the upgrading of children's toilets in the summer holidays of 2023. Parental help was hugely appreciated by staff in helping to remove old sheds and to clear several overgrown areas to create grassy areas outside classrooms to extend learning spaces. The new storage containers you can see by the Junior yard are a huge improvement in equipping staff and PTA with dry, accessible storage and they replace their more vulnerable wooden predecessors. We are excited to see that the PTA container makes it possible for a thriving second hand uniform scheme to operate, not only allowing families to benefit from re-using

clothing that is in excellent condition, but also contributing to PTA funds. Many thanks again go to our hardworking PTA volunteers.

Curriculum

We have seen a constant focus on continued improvement in all aspects of school life. The School facilitated a range of INSET days and access to experts designed to support direction of pedagogical thinking and planning for learning and pupil wellbeing. You will have noticed the emergence of "Values Based Learning", a school-wide scheme that encourages a common language for pupils and teachers to talk about learning behaviours; staff have also learned about developing a "Circle of Security" with pupils, a program which encourages secure attachment relationships between children and educators, setting the foundation for social and emotional development and regulation and being ready to learn.

Governor Involvement

Governors were invited to take part in indoor and outdoor open days and were excited to see the measure of absorption the pupils showed in the activities and the confidence and pride they showed in their learning and achievements. We found that their new "Learning Journals" allowed them to talk positively and knowledgeably about their learning.

Other changes in which governors were involved included adopting a critical incident plan, and the re-drafting of the Anti Bullying policy in response to a question raised at one of our meetings. Both can be found on the school website.

Finance

The School found itself in a marginally positive position financially (unusual in Monmouthshire), thanks to prudent stewardship in previous years and careful planning. This allowed relevant spending on the refurbishments detailed above without compromising other obligations. A full financial statement is included in the report.

Changes to our School and Grounds

At various points over the year we said goodbye to longstanding members of our school community, including Mrs Burgham, an exceptional early years teacher, Mrs Sandra Jones who served as a midday supervisor for many years, and Mrs Sue Topley, Mrs Prosser-Jones and Mrs Morcombe, who worked as teaching assistants. On the Governing Body, we welcomed new governors Victoria MacManus (Community Gov), Emma Nigogosian (Parent Gov), Sarah Burbidge (Teacher Gov), Gemma Partridge (Staff Gov).

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

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

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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 2023-2024, therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Names and Addresses of Chair and Clerk

Chair: Jane Eickhoff - Contact via school.

Clerk: Vicky Cambridge - Contact by email: governor.support@sewaleseas.org.uk

Governing Body Membership as at July 2024 / Term of office end dates:

Local Authority Appointed Governors:	Parent Governors:
Mrs G Watson – 29.1.28	Mrs L Williams – 03.11.24 (Vice Chair)
Jamie Goddard – 9.11.26	Ms E Nigogosian – 09.11.27
<u>Minor Authority Governor</u>	Ms H McCarthy – 09.07.27
Mike John – 9.07.27	Mr D Harris – 15.05.27
<u>Community Governors – appointed by Governing Body</u>	<u>Support Staff Governor:</u>
Mrs J Eickhoff - 21.11.26 (Chair)	Ms G Partridge – 29.01.28
Mr P Morcombe – 27.09.25 (Reserve Chair)	<u>Teacher Governor:</u>
Ms V MacManus – 07.07.28	Mrs S Burbidge -26.11.27
	<u>Head Teacher</u>
	Mr N Penn

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

A parent governor election took place in November 2023 when Emma Nigogosian was elected. No parent governor's term of office is due to expire during the 2024-2025 academic year. If a parent governor resigns, an election will be held and nomination forms issued at the appropriate time.

Local Authority Funding & Financial Statement Summary

1 April 2023 to 31 March 2024

Local Authority Funding

a) Age Weighted Pupil Units			
Age Group	Funding per Pupil	Sept 2022 Pupil Numbers	Total Funds Allocated
4-5	£2564.7	30	77,737.70
5-6	£2591.3	30	77,737.70
6-7	£2591.3	30	77,737.70
7-8	£2591.3	25	63,982.64
8-9	£2559.3	30	76,779.16
9-10	£2559.3	30	76,779.16
10-11	£2559.3	25	63,982.64
Totals		200	£514,736.70
b) Premises and Other Factors			
Building Maintenance, Caretaking, Cleaning, Rates, Grounds Maintenance and other items			£ 242,198
c) Special Needs			
Special Needs and related funding			£ 53,592
Total Funding			£ 810,527

Financial Statement Summary

Description	Actual
Income	
Income General	£205,298.00
Income – Funding	£756,398.00
ALN Contingency Funding	£53,592.00
Total Income	£1,015,288.00
Expenditure	
Total Employee Costs	£834,505.00
Total Supplies and Services Costs	£68,447.00
Total Premises Costs	£122,040.00
Total Transport Costs	£0.00
Total Agency and Contracted Costs	£45,691.00
Total Expenditure	£1,070,683.00
Summary	
Total Income	£1,015,288.00
Total Expenditure	£1,070,683.00
Net Expenditure	£55,395.00

No gifts were made during the year.

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

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

Schools were not required to report on performance targets for the 2023-2024 academic year.

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.

School was delighted and grateful for parental involvement in several “Big Dig and Do” days when sheds were removed, overgrown areas cleared and reseeded, benches were constructed and planters revived.

Here are some of the events and activities in which pupils and staff have taken part during the year.

Pupils in the Community	Supporting parents to help their child
Swimming at Leisure Centre Y3-Y6 Participation in Shamble Girls took part in a football festival at Caldicot Cross Country for Years 3,4,5,6 Football Tournament Yrs 3&6 Dragons Den with Chepstow School Y6 Lion’s Roar with Chepstow and Caldicot Lions Y6 Years 4 and 5 have been to Caerleon Baths as part of their topic on Romans Play Leaders Award Whole Class Music Sessions - Drumming Y3 Local walks Class Visitors - parents / Air Ambulance / RSPB Police Community Liaison Officer Representation at the Remembrance Service Heddlu Bach School Trip to Caerleon Y6 trip to Cardiff Museum and to Principality Stadium Boys and Girls Cluster football tournament Mixed cluster tennis tournament Mixed Football tournament at Shirenewton Y6 swimming gala Y6 transition days to Chepstow Live lesson Y3,4,5 Royal ballet; Rights of the Child Y6 Adventurous activity Llangrannog	Parents of all classes were invited to attend a Parents Forum on the first fortnight in September Information packs sent home via pupils Parent/ teacher consultations Weekly newsletters, Schoops and Tweets Art open morning Open Morning - Anti Bullying Week Lions’ Roar Presentations New Reception Intake open evenings Parents of all classes invited to a ‘multiply’ event, in conjunction with MCC, to support parents in supporting their children in maths. Eisteddfod coffee morning Regular meetings with parents of individual pupils Open Mornings and Maths Support Meetings and engagement with PTA Open evenings for prospective parents Volunteers – regular support in place for readers and for trips

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

PTA

An amazing amount of creative thinking and effort resulted in fabulous events to raise record-breaking funds for school, and to provide fun activities for the children. A very big thank you to all members of the PTA!

Thank you to Emma Walker and Leah Lewis for the following information:

£	Expenditure
Library Refurbishment	7,523.61
PTA Storage Unit	2,780.00
Leavers' Books	229.77
Christmas Gifts	206.00
Easter Eggs	102.50
Other Expenditure	168.00
Total	11,009.88

This year the PTA funded

- a refurbishment of the school library including bookcases, furniture, and carpet
- a storage unit for PTA equipment and pre-loved uniform
- Year 6 Leavers' books
- gift of a book for every pupil at Christmas
- A small Easter egg treat for every pupil.

Other expenditure includes the following PTA expenses;

- Parentkind subscription and insurance
- Purchase of a small fridge for use during PTA fundraising events

Of £11,009.88 expenditure (excluding event expenses), **£8061.88 (73%)** was donated to school and £2,780 (25%) was used for the PTA storage unit.

The new storage container now provides secure, dry storage for second hand uniform. Thanks to the PTA for arranging collecting and selling items of uniform at reasonable cost – a valued and sustainable project for everyone involved.

Targets for improvement agreed by the governing body with the local authority.

Targets for Improvement

The school develops its own School Development Plan with support from its Support Partner from the Education Achievement Service, and the plan is agreed by the governing body. The key areas for improvement that the school identified for itself in 2023/24, together with high level priorities through to 2027 can be found in [Appendix A](#)

Thanks to the hard work of staff and specific collaborations with expert practitioners and trainers, parents will have noticed 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, an Assistant Head Teacher (Mrs Burbidge) was appointed.

2023-2024	<p style="text-align: center;">Summary</p> <p style="text-align: center;">School Development Plan Priorities</p>
Priority 1	To ensure leadership is distributed effectively
Priority 2	To develop specific pedagogies relating to Early Years and Progression Step 1
Priority 3	To continue to embed wellbeing and equity for all by developing universal, targeted and specific provision for learners
Priority 4	To develop processes relating to pupil assessment and progression
Priority 5	To support and develop Teaching and Learning to ensure pupil progression within the AOLEs. (Areas of Learning and Experience)

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 its own improvement during in early 2024 for the year ahead. These [can be seen in Appendix C](#). Targets to be reviewed early 2024.

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.

Girls football festival at Caldicot

Cross Country for Years 3,4,5,6

Football Tournament Yrs 3&6

Boys and Girls Cluster football tournament

Mixed cluster tennis tournament

Mixed Football tournament at Shirenewton

Y6 swimming gala

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 2023/24 included:

Local Authority Policies:

School Admissions 24/25 (April 2023)

Relocation Policy July 2023

MCC Swimming Policy

MCC H&S Policy

Health and Safety Policy

Data Protection Policy

School Critical Incident Planning Oct 2023

Guidance on School Categories June 2024

Shirenewton School policies:

Safeguarding Policy Oct 2024

Anti bullying Policy July 2024

Attendance information from September 2023 - July 2024

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 2023-2024 academic year.

However, School continues to work towards the pre-covid target of 96.4%

Whole School Attendance July 2024: 94.63%

There is an improving trend:

20-21 91.4%

21-22 93.1%

22-23 94.4

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.

Pupil exclusions

Please apply to the Head Teacher for this information

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.

Term dates

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 November 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	55 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

Term Dates for 2024/2025

Term begins	2 nd September 2024
Half term begins	28 th October 2024
Half term ends	1 st November 2024
Term ends	20 th December 2024
Autumn Total	75 days
Term begins	6 th January 2025
Half term begins	24 th February 2025
Half term ends	28 th February 2025
Term ends	11 th April 2025
Spring Total	65 days
Term begins	28 th April 2025
Half term begins	26 th May 2025
Half term ends	30 th May 2025
Term ends	21 st July 2025
Summer Total	54 days

Session Times

08.50 School opens

09.00 - 09.10 Registration

09.10 - 10.15 Teaching time

10.15 - 10.30 Assembly

10:30 – 10:45 Break

10:45 – 12:15 – Teaching Time

12:15 - 13.15 Lunch

13:15 – 15:30 – Teaching Time

4 hrs 50 mins per day

24 hrs 10 mins per week

This gives a total of 24 hours and 10 minutes of teaching time each week, which is above Welsh Government guidelines of 23.5 hours per week

There were six INSET days during the school year 2023-2024, the subjects covered were:

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

During 2024-2025 academic year there will be six INSET Days

1. Curriculum design and development;
2. Planning, pedagogy, progress and curriculum decision making
3. Excellent Teaching
4. PE / Number Recovery and Springboard Maths interventions
5. Autism Friendly Schools (taken as Twilights)
6. Self Evaluation: Refining our approach to planning, pedagogy, and curriculum decision making

Curriculum

Teachers base their lessons on the Curriculum for Wales documents, including the “4 Purposes”.

The 4 Purposes	
To create ambitious, capable learners, ready to learn throughout their lives.	To create enterprising, creative contributors, ready to play a full part in life and work.
To create ethical, informed citizens of Wales and the world.	To create healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Teaching and learning is broad and balanced – this is evident from the wealth of experiences listed below which range from a vast array of virtual visits and visitors, to responding to current events, the locality and outdoor learning. Staff continued to track all the learning activities covered against various curriculum documents, and work with Cluster colleagues to develop a shared approach to Progression and Assessment.

School continued with group teaching teams (Tîmau) to make the most of staff expertise and vertical grouping where appropriate. Tîm Coed Coch = Rec & Y1 Tîm Helyg = Y2 & Y3; Tîm Derwen = Y4 & Y5; Tîm Collen = Y6 (&Y7)

New for 2023-2024: steps that have strengthened Curriculum design and pupils’ learning journeys

The new leadership structure was successfully established to spread organised leadership effectively across the junior and foundation departments and to manage unified approaches to creating purposeful learning environments; to teaching, learning and assessment practices and to responding to specific professional

learning. The School worked with its “School Improvement Partner” (SIP) to develop leadership at all levels, and to develop key areas of reading and writing.

Mr Lloyd (Deputy Head) has responsibility for developing the curriculum across the whole school, and uniting phases in an agreed approach to progression. In 2023-2024 he developed an integrated digital system for teachers to record individual pupil data which can be tracked across the year and across a pupil’s school career. This tool collects contextual information, as well as data from a range of assessments to build a picture of individual progress as well as the progress of the cohort, and is expected to be an invaluable resource in planning for all needs in the school.

Mr Lloyd also has responsibility for developing cohesion between team members in Y3-Y6

Mrs Burbidge (Assistant Head) has responsibility for developing cohesion and practice between team members in Reception-Y2. In 2023-2024 Mrs Burbidge also had responsibility for strategic management of Additional Learning Needs as Acting ALNCO.

Pedagogy and Learning Environment: Staff in Reception, Y1 and Y2 benefitted from expert external training and advice in classroom organisation and foundation pedagogy to foster deep level learning by developing resources, spaces and experiences for children. Across the school, teachers also worked together to develop planning and assessment processes as well as a streamlined approach to developing effective learning environments.

Learning Journals: all pupils have a Learning Journal where “topic” learning is recorded. Teachers help pupils to take special pride in presenting their learning in this book and help them to reflect on their progress over the year.

Pupil Learner Reviews: Every child has a “one page profile” (OPP), a pen picture of themselves which helps to steer regular 1:1 conversations between them and their teacher about how they learn best and feedback on what they need to focus on. Teachers also have timetabled conversations with the Senior Leadership team to discuss progress of individuals and the cohort, and agree specific next steps. These conversations helped to identify that relationships between pupils and teachers is a particular strength of the school.

Outdoor learning was timetabled for at least fortnightly sessions for every class.

Reading

All classes have timetabled guided group reading sessions during the week

Staff were trained in the use of “PM Benchmarking, a system that ensures consistent and accurate levelling in reading across the school. Work also began on auditing and levelling all reading books in the school.

Children in R-Y2 participated in Read Write Inc Sessions to learn to read, and home reading books were also sent home. When ready, all children take part in Guided Group Reading Sessions 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. During 2023-24 sessions took place as soon as children arrived at school in the morning. As well as this session, a book goes home each week with pupils, along with a Reading Record.

Maths

The recently introduced new maths program called White Rose Maths 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. Staff have worked together to make adapt the resource for use in our school to make it easier to teach and to assess pupil progress.

Blended Learning Continued:

Remote learning activities were 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 2023-2024

There are too many to list them all, but here are just some of the varied ways School engaged and stimulated pupils in and out of class during the Autumn Term alone, covering the 4 Purposes.

R/Y1	Topics - Investigating Autumn, Explorers; Around the World Making explorer sticks in the school grounds, craftactivities linked to phonics and maths, counting rhymes, making patterns in Forest School, learning songs and dances from around the world and creating artworks, investigating paper aeroplanes and parachutes
Y2/Y3	Topics – The Owl Who was afraid of the Dark; The Iron Man Investigating materials, making clay models and animating them using stop start technology, visit from a mechanical engineer prompted project to design and make their own invention.
Y4/Y5	Topics - Minibeasts; The Romans Visit from RSPB volunteer, investigating improvements that could encourage more wildlife into school grounds. Reading the story of Romulus and Remus and making own story maps, investigating Roman leaders, Roman Army and life as a slave
Y6	Topics - Lions Roar and Dragons Den Enterprise Projects Exploring black History month, reading Bah Humbug by Michael Rosen and relating it to Charles Dickens’ A Christmas Carol, BBC microbit basic programming.

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 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.

Values Based Education: 22 Themes across 2 years

Values Based Education is an approach which helps us to further develop the excellent ethos and community that we have in Shirenewton. It gives the children a language with which to express themselves and relate to others positively.

The approach develops the 6 core values we already have Friendship, Kindness, Honesty, Respect, Fairness and Cooperation into a set of 22, to be focussed on a monthly basis over two years.

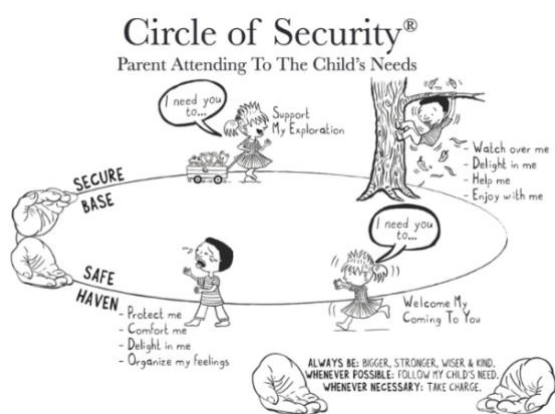
Values Based Education is helpful in shaping relationships, developing and embedding the 4 purposes, developing RSE and Health and Well Being. It fits well with all that we currently do. Values Based Education also gives us a helpful framework with which to construct positive language when dealing with relationships and behaviour.

Values are introduced every month in an assembly and become our Value of the Month. Each value is displayed in the hall and the value of the month in classrooms. Each month every class completes some work in their topic books which helps them to understand it and apply the value in a stage appropriate way.

Themes for 2023-24

- September - Respect
- October - Consideration
- November - Tolerance
- December - Hope
- January - Love
- February - Confidence
- March - Determination
- April - Self Control
- May - Honesty
- June - Courage
- July – Positivity

New for 2023-2024



Circle of Security for Teaching Staff:

Staff were trained in this program which encourages secure attachment relationships between children and educators, setting the foundation for social and emotional development and regulation and being ready to learn.

Anti-Bullying Policy

This was reviewed and updated 2023-2024 and can be found on the school website.

Wellbeing of Staff:

- Dedicated PPA for all teachers which they can choose to take at home; Joint PPA for Tims 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 is offered to staff that need it.
- 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.
- 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)



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".

Pupils in most need will be the only pupils with an Individual Education Plan

During a number of enhancements to provision for pupils have been introduced including:

- A number of provision pyramids have been developed by Acting ALNCO for a range of different needs, so that teachers have a resource to consult to support specific needs eg hearing impairment, Autistic Spectrum Disorder.
- introduction of two digital support programs for targeted pupils: Nessy for Literacy and NDL for Numeracy. Entry and exit data to these interventions are managed by a TA and the ALNCO
- Teaching assistants received training in Precision teaching (short, targeted intervention to regain ground in specific area of learning)
- ELSA (Emotional Literacy Support Assistant) 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.

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 were upgraded during the 2023 summer holiday using Local Authority funding.

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”.

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 2023/2024 and High Level Priorities 2023 – 2027

School Development Plan Summary

Priority 1: To ensure leadership is distributed effectively
Actions
<ul style="list-style-type: none">• Review, update and develop Leadership structure and roles• Review and develop governor link roles in light of curriculum reform ensuring close alignment with AoLE staff leadership roles
Priority 2: To develop specific pedagogies relating to Early Years and Progression Step 1
Actions
<ul style="list-style-type: none">• To develop specific pedagogies relating to Early Years and Progression Step 1• Develop and implement baseline
Priority 3: To continue to embed wellbeing and equity for all by developing universal, targeted and specific provision for learners
Actions
<ul style="list-style-type: none">• Develop universal, targeted and specific provision for learners• Continue to develop inclusive approaches to learning and wellbeing by embedding universal (including reasonable adjustments) and targeted support at a whole school level with clarity around responsibility and accountability• To raise the profile of procedures to deal with Bullying and to review and update the Anti - Bullying policy• To introduce Values Based Education and for these values to influence all policies and procedures and enhance the ethos of the school community.
Priority 4: To develop processes relating to pupil assessment and progression
Actions
<ul style="list-style-type: none">• To review and amend as necessary Assessment Policy including all formative and summative assessment procedures• To further improve assessment information given to parents, including end of year reports which align with new curriculum• Leaders to use 'data' to inform effective school self-evaluation
Priority 5: To support and develop Teaching and Learning to ensure pupil progression within the AOLES.
Actions
<ul style="list-style-type: none">• To ensure there is a consistent systematic approach to the teaching of synthetic phonics and reading and writing across the school and that all pupils make progress in line with expected outcomes.• To ensure there is a consistent systematic approach to the teaching of spoken Welsh language patterns across the school and that all pupils make progress in line with expected outcomes* <p>* Estyn Recommendations, Summer 2019</p>

Main Priorities - High Level Summary 2024 – 2027

Year 1 2024/25	Priorities
1	To effectively develop middle leaders
2	Continue to embed well-being & equity for all working through the whole school approach to emotional & mental wellbeing framework
3	To review, develop and maximise the impact of excellent teaching and learning approaches
Year 2 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
Year 3 2026/27	Priorities
1	Develop progressive pupil learning toolkits to refine pupils' independence across the school
2	Refine shared understanding and application of teaching and learning approaches
3	Refine the PL offer that supports the range and quality of pedagogical approaches thus supporting the realisation of the C4W
4	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 (e.g.	RRRS	Recruit, Recover, Raise Standards
EOTAS	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 schools	VAWDASV	Violence against women, domestic abuse, sexual violence
KS2	Health & Well Being	WAG	Welsh Assembly Government
LA	Information (Communication) Technology	WSA	Whole School Approach
LAC	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 – Governor Action Plan

How well do we understand our roles and responsibilities? Develop Nature of Governor Link Visits and Build a Schedule	<ul style="list-style-type: none"> Plan and share how Governors can be involved in classroom activities, possibly linked to specific governor responsibilities (eg ALN, MAT) Report learnings at main governor meetings 	All governors All Governors and from May 2024 onwards
Establish a Policy Review Document	<ul style="list-style-type: none"> Develop a sub group of governors to work with HT to audit, classify, prioritise and schedule for review relevant school policies 	Emma, Mike, Hannah, Nick May 2024
Develop Governors' Understanding of a Whole School Approach to Wellbeing	<ul style="list-style-type: none"> Take up Governor Training via EAS Professional Learning portal 	All governors over the year
Develop a culture of regular participation in Governor Professional Development	<p>Encourage participation in PL:</p> <ul style="list-style-type: none"> Creating a Great School Whole School Approach to Wellbeing How to Deal with Complaints Governors' Role in Performance management Introduction to School Finance Creating an Innovative Curriculum 	All Govs Complaints panel PM Panel Finance Committee Optional
<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</i> <i>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>