Governors’ Annual Report to Parents

2021-2022

**Letter from the Chair**

Dear Parents and Carers,

*As well as working with the school leaders to shape objectives and priorities for the school, Governors must write a retrospective review, summarising key aspects of school life at School 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*](#Appendix_B)*. Should you have any queries, please do not hesitate to contact the school.*

It was the end of an era as we said farewell to Jayne Edwards and Jill Mitchell, when they retired as Co-heads at the end of the Summer term. With around 70 years of teaching and leadership experience between them, they guided our talented staff to achieve “excellent” performance at our last Estyn inspection in 2019, the only school in Monmouthshire to have done so. They have continually motivated our team to develop their professional learning and work ahead of the curve to deliver inspiring learning for our children in line with the new Curriculum for Wales. As a “Learning Network School” our school has long influenced and supported other schools in our area.

At a recent Governors’ meeting, we learned that above everything that was accomplished in School last year, staff were most proud of the work they have done to build our own “Curriculum Summary”. This has been achieved by refining consultations with stakeholders with the purpose of personalising the Curriculum for Wales to fit the unique context of Shirenewton School. You can find out more in [section 15](#Curriculum) of the report. I hope you will agree that the educational experiences your children have at Shirenewton School will be no less than exciting, relevant and constructive in preparing them to be ready for their lifelong learning journey. We are grateful for Jayne’s and Jill’s lasting legacy and see it as the foundation for the next part of our school’s own learning journey, under the leadership of Mr Nick Penn whom governors appointed as our new Head Teacher at the end of the Summer Term.

We are very proud of the way staff worked with dedication and stamina to deliver steps to achieve the targets set out in the School Development Plan, whilst negotiating the Covid restrictions in place for almost two thirds of the year. Single class bubbles moved to double bubbles (“tîms”) in the Spring Term and most of the other measures were relaxed by the Summer term. There were challenging periods during the Spring Term when so many staff were unwell, that we risked having to close classes. We are grateful to all staff for going above and beyond, covering for each other and sacrificing their own time to keep the school running smoothly and limiting disruption for children and families.

Wellbeing of pupils and staff, continued to be a priority, and Governors took a special interest in this aspect of the School Development Plan. Governors could see that a range of opportunities and activities for pupils and staff were being introduced to support their welfare and happiness. The excellent progress in provision for Health and Wellbeing and ALN is reported in [section 16](#Wellbeing_ALN).

Highlights of the year included two awards, influenced by the work of two of the school’s pupil committees. The Eco Committee received the school’s seventh Platinum Eco Schools Award in January and at the end of a year of hard work by the whole school, including Criw Cymraeg, we were presented with the Silver Award in the Cymraeg Campus programme. Further detail about the Cymraeg Campus award can be found in [section 18](#Welsh) of the report.

We welcomed five Ukranian pupils into our school during the Summer term, and Governors were pleased to learn that Government funding enabled the employment of a skilled Teaching Assistant supporting them with their class teachers. Regular social times with each other and tweaks to classroom routines by teachers and children have ensured that our guests have settled happily, are learning English quickly and able to participate in many class activities with their new friends. What an achievement!

The six schools in the Chepstow cluster, (including Chepstow School) have been working together to develop a shared interpretation of the experiences offered to primary pupils and the skills they develop, in light of the new Curriculum. This work is in place to foster consistent teaching and learning approaches to prepare for a fluid transition to secondary school. Our Acting Deputy Mrs Burbidge has been active in leading the steering committee on this and we look forward to hearing about further progress next year.

Financially, the School finished the year with a healthy surplus and it was not a difficult decision for Governors to agree to spend some of it on improving floor coverings, upgrading classroom furniture and to buy up to date IT equipment, including Ipads and new Smartboards for every classroom. A new canopy was installed over Tîm Helyg patio to enable outdoor learning in all weathers.

In addition, the Local Authority paid for several refurbishments this year. A new kitchen was installed to cater for the extension of free school meals to all Foundation Phase Pupils from September 2022, and a new glass was fitted into the rooflights over the hall. Despite the challenges of Covid, our hard-working PTA organised events which raised £5000 to help pay for the new trim trail, and we are also grateful to After School Club for donating £1000 to help pay for this fantastic outdoor resource.

In February we said goodbye to Mrs Cox, who was a very long serving Teaching Assistant, and we welcomed back Mrs Stephens and Mrs Perry after the births of their babies. On the Governing Body, we welcomed Lisa Williams and Ceri O’Connell-Cohen as new parent governors, who provide valuable parental insight at Governor meetings.

I am sure you join with me in extending grateful thanks to the entire hardworking team of teachers, teaching assistants, administration officers, caretakers, kitchen staff and midday supervisors, who have looked after our pupils and managed to deliver such an incredible amount to improve our school this year, despite the lingering constraints of Covid 19. I am excited to see what happens next as we leave the pandemic behind and focus on our new Curriculum.

Kind regards,

Jane Eickhoff

Chair of Governors

**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 2021-2022 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: Jayne Haycock - Contact by email: [governor.support@sewaleseas.org.uk](mailto:governor.support@sewaleseas.org.uk)

**3. Governing Body Membership as at July 2022 / Term of office end dates:**

|  |  |
| --- | --- |
| Local Authority Appointed Governors:  Mrs G Watson – 16.12.23  Mr B Sillince – 19.04.25  Community Governor- appointed by the Community  Keith Dunn OBE – 19.01.25  Community Governors – appointed by Governing Body  Mrs J Eickhoff - 18.11.22 (Chair)  Mr P Morcombe – 27.09.25 (Vice Chair)  Ms A Broughton – 23.1.26 | Parent Governors:  Mr P Terry – 15.01.23  Mr M Boddy – 04.04.23  Mrs L Williams – 03.11.24  Mrs C O’Connell-Cohen – 03.11.25  Support Staff Governor:  Mrs S Topley – 17.11.23  Teacher Governor:  Mrs N Burgham – 13.06.23 |

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

The most recent parent governor election took place in November 2021, when Lisa Williams and Ceri O’Connell-Cohen were elected. One parent governor’s term of office is due to expire during the 2022-2023 academic year. An election will be held and nomination forms issued at the appropriate time.

**5. Local Authority Funding & Financial Statement Summary**

**1 April 2021 to 31 March 2022**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Age Weighted Pupil Units** | | | |
| **Age Group** | **Funding per Pupil** | **Sept 2020 Pupil Numbers** | **Total Funds Allocated** |
| 4-5 | 2481.76 | 30 | £74,453 |
| 5-6 | 2481.76 | 30 | £74,453 |
| 6-7 | 2481.76 | 30 | £74,453 |
| 7-8 | 2449.48 | 24 | £58,787 |
| 8-9 | 2449.48 | 30 | £73,484 |
| 9-10 | 2449.48 | 29 | £71,035 |
| 10-11 | 2449.48 | 29 | £71,035 |
| **Totals** | | **202** | **£497,700** |
| 1. **Premises and Other Factors** | | | |
| Building Maintenance, Caretaking, Cleaning, Rates, Grounds Maintenance and other items | | | **£205,643** |
| 1. **Special Needs** | | | |
| Special Needs and related funding | | | **£45,465** |
| **Total Funding** | | | **£748,808** |

**Financial Statement Summary**

|  |  |
| --- | --- |
| **Description** | **Actual** |
| **Income** |  |
| Income General | £283,456.00 |
| Income – Funding | £703,343.00 |
| ALN Contingency Funding | £40,600.00 |
| **Total Income** | £1,027,399.00 |
|  | |
| **Expenditure** |  |
| Total Employee Costs | £821,677.00 |
| Total Supplies and Services Costs | £42,453.00 |
| Total Premises Costs | £62,870.00 |
| Total Transport Costs | £3,059.00 |
| Total Agency and Contracted Costs | £34,294.00 |
| **Total Expenditure** | £964,353.00 |
|  | |
| **Summary** |  |
| Total Income | £1,027,399.00 |
| Total Expenditure | £964,353.00 |
| **Net Expenditure** | 63,046.00 |

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**

Due to the Coronavirus pandemic the Welsh Government suspended the School Performance & Absence Targets (Wales) Regulations 2011. This means that schools were not required to report on performance targets for the 2021/22 academic year.

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

Here are the highlights of the school’s involvement in the local and wider community this year as we emerged from the restrictions imposed by the pandemic:

|  |  |  |
| --- | --- | --- |
| **Autumn Term** | **Spring Term** | **Summer Term** |
| New pupil voice team created: Heddlu Bach.  “We want to work with school and the wider community to solve issues that are important to us” | Japanese Day – Eco Committee helped to plant a cherry tree donated by the Japanese Embassy to encourage friendship between Wales and Japan | Pupils joined an archaeological dig at the iron age fort in LLanmellin organised by Caerwent Local History Society |
| Community Ambassadors helped Heddlu Bach and Dosbarth 6 to design windows for the village telephone box for the annual Shambles window art trail | Visits to Chepstow library by Y5 and Y6 | Fortnightly assemblies with Rev Waters in person returned |
| Community Ambassadors and Heddlu Bach made poppy wreaths for Remembrance Sunday. They joined the procession of young people from School to the Village War Memorial for a service. | Pupils entered their ideas into a competition to design a logo for Shirenewton Community Council and the winning entry by Amber is now in regular use. | Local Community invited to a Coffee morning held in aid of Ukranian families fleeing the war. |
| School Council Organise fundraising FunDay for Children in Need, raising £281.50 | Pupils went to Shirenewton Church for an Easter Service with Rev Waters. The bellringers showed them the ropes. | Masterchef competition, Dragons Den and other transition sessions with Chepstow School for Years 5 and 6 |
|  | Chepstow School link visits with Year 6 from Humanities teacher begin | Urdd football competition with local schools |
|  |  | Eco Committee, Heddlu Bach and Community Ambassadors liaise with fellow pupils, PTA and Village fete organisers to stage Joint Village School Summer Fete. |

**PTA**

Thank you to the PTA for fundraising this year through selling children’s Christmas card designs, holding Christmas and Summer Fayre, Rags to Riches campaigns, and an Online Quiz. As well as donating many hours of planning and staging events, they have generously donated £5000 to pay for the new Trim Trail, a big hit with the children!

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

**Targets for Improvement**

Each year 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 2021-2022 are set out below.

|  |  |
| --- | --- |
| 2021-2022 | **Priority** |
| 1 | Further consolidate and continue to review the breadth of learning in line with the core purposes through the development of AoLEs. (Areas of Learning and Experience) |
| 2 | Continue to prioritise Health & Wellbeing by developing integral aspects of provision. |
| 3 | Ensure equity for all and full compliance with ALN (Additional Learning Needs) Code. |
| 4 | Embed professional learning and leadership in line with the National Mission. |
| 5 | Continue to embed a strong Welsh ethos and improve the use of spoken Welsh by successfully achieving the Cymraeg Campus Silver Award. |

For a detailed copy of the School Development Plan, including longer term targets, please

[see Appendix A](#Appendix_A)

Regular updates about targets were shared with the Governors over the year, culminating in the annual Self-Evaluation INSET day. Governors were very happy that good progress had been made on all targets.

In recent years, Schools have been categorised according to their capacity to lead and improve. This system was scrapped for the year 2021-2022, and rather than focus on where schools are on the ladder, energy is now going on how schools can improve and on reassuring parents and learners about the capacity to improve further. Schools work with School Improvement Partners, and conduct “Professional Discussions” with school leaders about the School Development Plan. Shirenewton’s School Improvement Partner is Kay Harteveld, who is Head Teacher at Pillgwenlly School and she also works with the Education Achievement Service. She visited in June and was happy with our school’s journey to improvement.

The Governing Body also had targets for improvement in 2021-2022, which [can be seen in Appendix C](#Appendix_C). Targets were also evaluated in the Summer Term and reflected good progress, given the challenges of having to conduct all meetings remotely, and not being allowed into school during Covid.

**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 2021-2022 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.

Swimming lessons Years 3-6 with a Swimming Gala for Y6

Hockey Festival at Monmouth Comp Y5/6

Urdd Football Tournament at Cwmbran Stadium Y5/6 girls

Mixed Kwik Cricket Y4-6

Fortnightly rugby training with WRU

Atomic Touch Rugby Y5/6

Tae-kwon-do Demo for the whole school

Taster gymnastic session by Wye Gymnastics

The school sports days were held over two days in June

Three pupils attended a Sports Ambassadors conference Y6

**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. Many policies are also available on the 24/7 tab on the school website.

Specific policies reviewed and/or adopted during 2021-2022 included:

● LA Policies:

(i) Protection of Employment for School Based Employees - Dec 2021  
(ii) Performance Management for Teachers Policy - Feb 2022  
(iii) Model Pay Policy - Feb 2022  
(iv) Special Leave Policy for School Based Employees - Feb 2022

(v) Protection of Employment for School Based Employees - Dec 21

(vi) Disclosure and Barring (DBS) Checks Policy - June 2021

(vii) Flexible Retirement Policy - Sept 2021

(viii) Market Forces Policy - Sept 2021

● School policies:

There were no school policies adopted during the year.

**11. Attendance information from September 2021 - July 2022**

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.

However the Head Teacher reported to Governors in June that attendance over 93% which is very good considering impact of covid throughout the school year, particularly the Spring term when 5 staff and 44 pupils had covid in that period.

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.

**12. Pupil exclusions**

There were no exclusions during the academic year 2021-2022

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

There were no material changes to the school prospectus in 2021-2022.

**14. Term dates 2021-2022**

|  |  |
| --- | --- |
| Term begins | Thursday 2nd September 2021 |
| Half term begins | Monday 25th October 2021 |
| Half term ends | Friday 29th October 2021 |
| Term ends | Friday 17th December 2021 |
| Autumn Total | 72 days |
| Term begins | Tuesday 4th January 2022 |
| Half term begins | Monday 21st February 2022 |
| Half term ends | Friday 25th February 2022 |
| Term ends | Friday 8th April |
| Spring Total | 64 days |
| Term begins | Monday 25th April 2022 |
| Half term begins | Monday 30th May 2022 |
| Half term ends | Friday 3rd June 2022 |
| Term ends | Friday 22nd July 2022 |
| Summer Total | 58 days |

**Term Dates for 2022/23**

|  |  |
| --- | --- |
| Term begins | Friday 2nd September 2022 |
| Half term begins | Monday 31st October 2022 |
| Half term ends | Friday 4th November 2022 |
| Term ends | Friday 23rd December 2021 |
| Autumn Total | 77 days |
| Term begins | Monday 9th January 2022 |
| Half term begins | Monday 20th February 2022 |
| Half term ends | Friday 24th February 2022 |
| Term ends | Friday 31st March |
| Spring Total | 55 days |
| Term begins | Monday 17th April 2022 |
| Half term begins | Monday 29th May 2022 |
| Half term ends | Friday 2nd June 2022 |
| Term ends | Friday 21st July 2022 |
| Summer Total | 65 days |

**Session Times**

|  |  |
| --- | --- |
| **Foundation Phase** | **Juniors** |
| 08.50 School opens  09.00 - 09.10 Registration  09.10 - 12.15 Teaching time including fruit snack and milk (15 minutes)  12.15 - 13.35 Lunch  13.35 - 15.00 Teaching time  15.00 - 15.15 Assembly  15.15 - 15.30 Teaching time | 08.50 School opens  09.00 - 09.10 Registration  09.10 - 12.35 Teaching time including break and assembly (30 minutes)  12.35 - 13.35 Lunch  13.35 - 15.30 Teaching time |
| This gives a total of 23 hours of teaching time each week, which is above National Assembly guidelines of 21 hours per week. | This gives a total of 24 hours and 10 minutes of teaching time each week, which is above National Assembly guidelines of 23.5 hours each week. |

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

2nd September - Tîm planning & environment

3rd September - Curriculum Planning

22nd October - First Aid Training

1st November - Curriculum Planning

18th February - Poverty in Wales training, Health & Well-being Additional Learning Needs, Curriculum for Wales

4th July - Self Evaluation Day, Team Teach & Forest School Training

**During 2022/23 academic year there will be 6 INSET Days** (only three dates announced so far)

September 2nd - Procedures and environment

December 23rd - TBA

May 26th - Cluster Inset - Curriculum Mapping, Welsh & Maths

**15. Curriculum**

A lot of work by all staff over the last several years resulted in the publication of Shirenewton School’s “Curriculum Summary” in the Summer term. This document, [which can be accessed from the school website](https://express.adobe.com/page/k6mVeNoTjCPlA/), interprets the Curriculum for Wales for the unique setting of Shirenewton Primary School. Views of pupils, parents, governors and staff were sought, and we now have a blueprint for what the 4 Purposes mean for our pupils, and how School will realize this by mixing non-negotiable teaching and learning experiences within the varied learning environments in our school with overarching concepts and themes. Assessment is also a key driver, and the whole Summary will be under constant review to make changes as necessary.

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.

**Estyn Update on Curriculum given by Mrs Mitchell in her Head Teacher’s report to Governors, Spring Term.**

“An Estyn inspector visited 01.03.22 and spent the day talking to the senior leadership team, teachers and pupils about our journey towards introducing the new Curriculum for Wales, the new ALN reform and how professional learning is supporting our work. Telephone and in-person engagements are being made to all schools in Wales over the course of this year and don’t require any preparation or forwarded paperwork and result in no judgements, formal feedback or written report. Her informal verbal feedback was very complimentary and positive - she could see how far the school has come and how the process in all the changes has been developed since we were a Pioneer School approx. 6 years ago. She liked how we have taken time with the curriculum journey, not rushed anything or fallen into any traps, liked that we are still making changes and working towards an end goal. She could see how ALN is linked to the curriculum journey, which is linked to the CPD of staff - could see all the pieces of reform clearly fitting together. The Pupil Leadership Team were strong with opinions and had a really good understanding of the Four Purposes and recognised our next steps going forward would be sharing with parents and children.”

**Learning Experiences 2021-2022**

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 and combining real life with learning in and out of the classroom whilst also managing the constraints imposed by Covid 19.

|  |  |
| --- | --- |
| **Autumn** | * Swimming lessons (Y6 for 1st half term) * Playmakers training (Y5) * After school clubs = Attribute Multi-Sports; Coding; Fun Friday for a fiver * Lunchtime clubs = Book Club, Welsh Club, Rugby, Nifty Knitters * “I’m a Scientist” online chats (Y6) * STEM Ambassador workshop (Tîm Derwen’s Delve & discover day) * STEM Ambassador workshop – Anderson shelters (Tîm Derwen & Tîm Collen) * Clever Clogz Learning Street (Tîm Coed Coch’s Delve & Discover) * PC Thomas – People who help us lesson to Tîm Coed Coch * Pedestrian training (7 weeks each for Tîm Helyg) * Amser Ffit Hwyl – circus skills, mindful colouring, ping pong, karaoke (Tîm Derwen) |

|  |  |
| --- | --- |
| **Spring** | * Safer Internet Day – Whole school lessons, led by Digital Leaders * Careers Discovery Week – Y6 * WRU Officer – Fortnightly lessons for Y4 * Llangrannog Residential Trip – Y6 (activities included tobogganing, skiing, horse riding, zip wire, low ropes, high ropes, swimming, climbing wall, quad bikes and go-karts … Storm Eunice cut their visit short by one day) * Dino-Dig Day – Video message for Tîm Helyg from a palaeontologist and a dig in grounds to find dinosaur bones and fossils * Masked Reader Quiz – Guess who’s behind the mask - staff and children reading welsh books * Raglan Farm Trip – For Tîm Coed Coch * Sustainability Project – Keith Dunn OBE visited to talk to Tîm Derwen about sustainability |

|  |  |  |
| --- | --- | --- |
| **Summer** | * Platinum Jubilee Day – Whole school * Joint Village/School Fete * Mixed Kwik Cricket – Y4-6 * Forest School Weeks – All classes * Wellbeing week – Whole school * Atomic Touch Rugby – Y5/6 * Toots & Doods – Y2/3 with Gwent Music * Sign Language – Y2/3 * Mon Life Transition Event at Caldicot Castle – Y6 * Alpacas – Y2/3 * St Fagans Trip – Tîm Derwen | * Tae-kwon-do Demo – Whole School * Pastor Emlyn Assembly – Caerwent Baptist * Virtual Celts Workshop – Y4 – 6 * Trip to local Celtic Dig, – Y4, Y5 & Y6 * Masterchef – Y6 * Tennis Festival – Y5/6 * Swimming Gala – Y6 * Spanish Transition – Y4 |

A highlight of the year was the Queen’s Platinum Jubilee, when pupils celebrated with a special day of activities including a tea party and a visiting ice cream van.



 





**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. School piloted the “Whole School Approach to Embedding Emotional and Mental Well-Being Self Assessment Tool”. There are a series of stakeholder questionnaires and a RAG rated tool covering 8 different areas e.g. leadership & commitment, school environment & facilities; curriculum etc – which informed various improvements during the year.

The school also worked with the Educational Psychologist to pilot a Whole School Approach to mental and Emotional Well-Being Spiral of Enquiry, which has included collaboration with staff and parents.

**Wellbeing of pupils:**

* PASS survey completed Autumn term and analysed to identify potential candidates for ELSA
* Termly 1:1 progress meetings (teacher & pupil) for Y2 – Y6
* Targeted pupils (around 20 per term) received ELSA support from our fully trained ELSA (second TA undergoing training )
* A handful of pupils received specialist support eg Acorn parenting support, creative therapies support, Play Therapy, private counselling, support for adopted families, Early Help, Child Protection strategy meetings.
* Teachers plan weekly activities to help support wellbeing, collaboration and friendships
* “Wellbeing Week” in June was dedicated to health and wellbeing activities
* Healthy Schools Committee organised “One Kind Word Week”
* WRU Wellbeing Support Officer - fortnightly rugby skills with Y6
* Outdoor learning whenever possible via Muddy Maths, enrichment activities, life skills sessions, Amser Fit Hwyl, Forest School activities, outdoor learning weeks.
* A good balance between online/ offline activities; work/ play; indoor/ outdoor
* PCP (pupil centred planning) meetings have taken place for 2 pupils
* Health checks in school eg Reception pupils had their vision and growth screening checks
* Fortnightly assemblies with Rev Waters in person
* Y6 First Aid training
* Sociograms of friendships have been produced for Y2 – Y6, scrutinised by SLT and pupils identified for friendship groups
* Enhanced transition activities for pupils needing extra support going to Chepstow, Wyedean & Monmouth
* Inspire to Achieve (transition support for identified learners)

**Wellbeing of Staff:**

* Staff Well-Being forms part of the termly 1:1 professional discussions with senior leader for all staff. All staff feel their well-being is effectively supported by SLT; additional support by outside agency sought if appropriate.
* Monthly “Action for Happiness” calendars are shared every month with all staff.
* Workload reduced where possible e.g. planning has been simplified into tracking sheets.
* open door policy and can (and do) share any worries with us.
* A wellbeing staff committee meet regularly with HWB leader and have embarked on a spiral of enquiry project.
* A meeting for all staff with the supply compensation agency outlining the wellbeing benefits they are all eligible for.

Non-contact time for staff helps support a work/life balance, ensuring they don’t have additional tasks to complete at home:

* Dedicated Planning, Preparation and Assessment time (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 teachers to complete termly 1:1 pupil progress interviews with learners.
* Non-contact for teachers to complete RWI testing and related paperwork (tracking, grouping, TMT targets etc).
* Non-contact for teachers to write end of year reports for every child.

**Wellbeing of Stakeholders:**

* Established a 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
* Referrals made to SEWAS and Early Help Panel for ‘Building Stronger Families’, Acorn Parenting, EWO support as appropriate

**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.

**A Governor met with ALNCO in the Spring Term and their observations about progress towards the new ALN Code of Practice are given below.**

“ A great deal of change for staff to get to grips with, but good progress being made. 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.

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. The OPP tracks pupils’ answers to questions like “What works for me”. 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), and 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.”

**Specific (ALP)**

Bespoke Timetable with Individualised Support

Allocated LSA support in class

High level of long term outside agency

involvement that impacts a particular area of need

Health care plan based on more than one area of need

Direct support in unstructured times

Individualised bespoke literacy or numeracy support

Requirement of specialist support to access the curriculum

**Targeted (Short/Long term barrier- OPP with targets and intervention records.)**

Elsa support, Lego Therapy, Precision Teaching, MOSTs (SpLD) direct support, EP involvement, Touch Typing, Morning Check In’s, 5 Point Scale, Social Stories, Visual Timetables, Smaller Group Provision. Support and Advice from ALNCo, Enhanced Transition, Partnership Work with Outside Agencies, Advice given on behaviour support, Numicon, Numeracy Intervention - TEN DD, Fresh Start Literacy Intervention, Spelling Intervention, Handwriting Intervention, Social Skills / ComIT Groups, Circle of friends, Elklan blank levels, Home School Communication Book

Individual Risk Assessments to inform how/when the child requires extra support

**Universal Plus (OPP)**

Access arrangements, reasonable adjustments, curriculum structure and pathways, enhanced transition process, health and wellbeing support, rest breaks, movement breaks, access to ELSA room, breakfast club, risk assessment, health care plan, technology to support learning, Environmental adaptations to suit cohort or individual needs, Access to equipment to ensure mobility, Recognition of sensory needs, Positive and regular contact with parents/carers, Clear understanding of the behaviour policy, Collaborative working opportunities.

Learning Reviews Y4/5/6,

**Universal**

Curriculum Structure, Classroom Practice, Intgrated Curriculum, Skills Challenge, High quality inclusive teaching, which includes ‘catch up’ activities and differentiation, Assessment, Recording and Reporting Systems, Transition Process, Monitoring Report, Learning Environment , Extra – Curricular Clubs, Happy Kids don’t bully, 6 values, 5 pillars, Assemblies, Accessibility

10 minute tutoring

***Provision Pyramid for Shirenewton Primary School***

**Further ALN News:**

* Extensive range of interventions used to support various groups of learners (including Free School Meals, Looked After Children, Accelerated Learning Programme, More Able and Talented, Specific Learning Difficulties, those that didn’t engage with online learning and those with specific gaps in their learning)
* The “Accelerated Learning Programme” is part of the WG’s “Recruit, recover, raise standards” initiative which recognises most learners have been affected by lockdown and the most vulnerable have been affected the most. Every class has TA support and within Tîms groups of learners have been identified and are being effectively supported in a range of different subject areas according to needs
* Staff are using of Edukey, an app that can track data about ALN pupils, and interventions used. The information is easily accessible between year groups and schools when transitioning.
* Implementation of the gl-assessment online Dyslexia screener gives a brief outline and offers identification for pupils of concern to then share data with Monmouthshire Specialist Teaching Service (MOSTS)
* Specialist Teaching (Dyslexia friendly) school training for all staff delivered 9.6.22
* Nominated Poverty Champion has attended training and then trained all staff re “Poverty in Wales”. The action plan is in progress and themes were shared with Healthy Schools Committee. Poverty is correlated with underachievement at school.
* The Healthy Schools Committee has begun to consider and investigate poverty & will develop actions to reduce impact in school.
* Opportunities to meet for Pupil Progress reviews with class teachers and future class teachers enables children to begin connecting with new teachers and will support them with a clear, effective handover.
* All teachers monitor and assess children and track progress within their class including tracking National tests and assessments, sharing any concerns.
* A member of staff graduated as ELSA.

**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. All toilet facilities are maintained daily to a good standard across both Key Stages. Additional cleaning was undertaken during the school day throughout the year as part of the school’s COVID measures.

During the year sanitary disposal units were made available.

**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. In the Summer term, School was proud to be awarded the Silver Award in the Cymraeg Campus programme.

Here are some of the ways Criw Cymraeg have helped the School achieve the silver award this year: organised a Shwmae Day full of fun Welsh activities; conducted learning walks listening for spoken Welsh and reintroduced Tocyn Aur to encourage use of spoken Welsh; participated in a training day run by the Urdd learning how to “Chwarae yn Gymraeg”; presented at Governors’ meeting; organised “Dydd Miwsig Cymru” day with Welsh music lessons; written a script for them to use in weekly Welsh assembly; produced Welsh phrases videos used in assemblies and on website.

Staff have also worked hard to raise their use of incidental Welsh and organise a range of exciting Welsh activities; they are making use of new resources on Hwb and in the school library; they arranged for school to participate in Parti Pen-blwydd 100 yr Urdd in January when pupils helped break two world records of the highest number of uploaded videos within an hour (singing Hei Mistar Urdd) on Twitter and Facebook; Welsh Wow Week took place around the annual Eisteddfod, when there was a different Welsh focus each day; Eisteddfod competitions were all held in Welsh this year; World Book Day had a Welsh slant, with older children writing/reading Welsh stories to younger children; staff recorded Welsh “masked reader” story time sessions.

The Welsh Lead was successful in applying to complete Welsh in a Year Sabbatical 2022-2023. She will be able to support teachers with relevant language to enable them to work towards teaching other AoLEs through the medium of Welsh.

**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.

**Appendix A**

**Summary of School Development Plan 2021/2022 and High Level Priorities 2021 - 2024**

|  |
| --- |
| **Priority 1:** Further consolidate and continue to review the breadth of learning in line with the core purposes through the development of Areas of Learning & Experience (AoLEs). |
| **Actions** |
| ● **Continue to develop our curriculum offer by considering:**  - What the 4Ps look like for each of the AoLEs?  - What does this look like for each dual year group planning tȋm?  - What are we going to teach and learn to work towards each of these?  - How to include LNF, DCF and integral skills?  - Canvas the skill set of parents willing to support our curriculum offer.  **● Embed Shirenewton Non-negotiables for experiences.** Renew whole school focus on values which we aim to instil in our pupils: Kindness, Honesty, Respect, Fairness, Co- operation, Perseverance.  ● Develop the role of each mini Tîm and explore opportunities for team teaching, using staff expertise & shared planning.  ● Develop what assessment and tracking will look like.  ● AoLE Leads to focus on the AoLE development/practice in school and use IRIS to record pedagogical approaches/resources being used/sessions that will support others in the teaching and learning of that AoLE. |
| **Languages, Literacy & Communication**  ● Reinstate inviting book corners / reading areas in all classrooms  ● Update My Book Blog reading list/books to further develop resource and further engage children with reading  ● Exploit opportunities for pupils to write at length across the curriculum, ensuring genre coverage  ● Continue to develop and use Alan Peat writing strategies using mapped guidance  ● Ensure new Reading Leader is confident in maintaining high quality RWI assessment, teaching  and learning  ● Maintain high standards of RWI teaching via Portal  ● Introduce team teaching techniques in LLC lessons in the new dual-class teaching teams to ensure all ability levels are catered for via high quality differentiation  ● Continue to use starred challenges when using Alan Peat strategies to further develop writing and extend the opportunity/method to Y4 and Y3 |
| **Mathematical Development**  ● Embed a new maths recovery scheme – Teaching Early Numeracy to Children with Developmental Disabilities (TEN-DD)  ● Introduce team teaching techniques in Maths lessons in the new dual-class teaching tîms to  ensure all ability levels are catered for via high quality differentiation  ● Maintain a good understanding of the What Matter Statements and Progression Steps and know how to teach the proficiencies to teach and embed Mathematics & Numeracy.  ● Reinstate Gateway Credit Union savings scheme.  ● Continue to embed maths taught in ‘authentic real life’ contexts  ● Continue to further develop opportunities to develop numeracy skills through all AoLEs in  different environments. |
| **Expressive Arts**  ● Continue to provide rich opportunities for children to experience the EA through visits or visitors  ● Further embed evaluative and critical reflection across all areas of the EA  ● Gwent Music to support each class for a term and enhance our EA curriculum offer whilst providing professional learning and upskilling staff |
| **Humanities**  ● To extend and develop the link between Cardiff Muslim Primary School to gain more high quality learning experiences across the school.  ● Further embed new Religion Values Ethics guidance to ensure high quality teaching and  learning across the school.  ● Create a cross curricular learning experience to celebrate the Queen’s Platinum Jubilee |
| **Science & Technology**  ● Continue to provide opportunities across the breadth of WMs  ● Have a STEM area in each tîm where children have access to and opportunity to develop a  variety of Science and Technology skills  ● Ensure DCF opportunities across the curriculum |

|  |
| --- |
| **Priority 2: Continue to prioritise Health & Wellbeing by developing integral aspects of provision.** |
| **Actions** |
| **Support learner wellbeing by:**  ● Reintroducing “Amser Ffit Hwyl” wellbeing sessions (inc Mindfulness, Yoga, Pilates)  ● Whole school focus activities (e.g WB fortnight to include sporting activities and health activities such as diet)  ● Continue to use PASS survey results to ensure social & emotional needs are met  ● Identify learners in need of ELSA support |
| **Pilot the Healthy Schools Whole School Approach to Well Being assessment tool**  ● Develop website page supporting stakeholders  ● Devise an action plan following completion of self-assessment |
| Complete the cluster pilot of EPS Whole School Approach for mental health & emotional wellbeing |
| Continue to develop a greater understanding of Growth Mindset and continue to work towards their individual targets within their setting. Continue to embed vocabulary and continue to refer to perseverance and resilience in lessons |
| Continue to monitor PSHE & RSE lessons using scheme of work |
| **Enhance staff wellbeing by:**  ● Reintroducing staff IDP  ● Ensure termly professional progress discussions reference wellbeing  ● Supporting any individual WB issues raised |

|  |
| --- |
| **Priority 3: Ensure equity for all and full compliance with ALN Code** |
| **Actions** |
| **Implementing the new ALN Code:**  ● Ensure new staff do online training  ● Review provision map in line with current cohorts  ● Reflect on guidance, begin preparatory work and engage with identified ALN at School Action or  School Action Plus to transition to IDPs  ● Newly identified - arrange PCP meeting & IDP  ● Become familiar with the technical and practitioner implementation guidance  ● Consult with LA staff for mandated cohorts  ● Schedule review/ PCP meetings & ensure ‘health’ are invited  ● Continue to train and support staff in understanding and implementing ALN Code |
| **Focus on universal provision**  ● Provide staff with provision map training/ review  ● Staff to reflect on universal provision within their classroom/Tȋm  ● Revisit whole school approaches to support all pupils especially those with gaps in learning  ● Learning review to explore pupils needing further support (data review, learning walks, work scrutiny) |
| Develop a robust assessment of pupils to provide baseline, group learners and track progress |
| Revisit Dyslexia friendly school training with staff and embed its usage  Implement gl-assessment online screener for pupils of concern before sharing data with SpLD |
| **Tȋms to be responsible for targeting provision for groups of learners inc. FSM / LAC / ALN / MAT /Non-engagers (online learning) / Other identified vulnerable groups**  ● ELSA employed afternoons x 3  ● Employ a TA in Y3 x 5 mornings  ● Provide additional support in FP for an identified pupil |
| **Raise awareness of poverty issues and ensure cost effective solutions contribute to improved learner wellbeing**  ● Healthy Schools Committee to investigate poverty & develop actions to reduce impact in school  ● Nominated Poverty Champion to consider “the school day” in terms of inclusion and deprivation  ● Develop a whole school action plan which identifies good practice already embedded, gaps  highlighted and solutions planned  ● Monitor the impact of changes as a result of raised awareness, training and action plan |
| Re-establish whole school **Community Ambassador pupil committee** to liaise and strengthen community links |

|  |
| --- |
| **Priority 4: Continue to embed a strong Welsh ethos and improve the use of spoken Welsh by successfully achieving the Cymraeg Campus Silver Award** |
| **Actions** |
| **Embed the new TLR structure**  ● Development of Curriculum & Professional Learning  ● Inclusion and Pedagogy |
| **Embed the new teaching and learning Tȋms**  ● Indoor/outdoor T&L environments  ● Joint planning with completed trackers  ● OTYT  ● Support for more able and less able via group work and individual 10 minute tutoring |
| Identify the good practice that have evolved from working virtually and ensure it is maintained and further developed |
| Continue to support other schools as a Learning Network School for Foundation Phase and Expressive Arts  ● Use Iris Connect to share practice and support development of training materials |
| Head teacher to continue work as a School Improvement Partner & disseminate excellent practice to school |
| **Further development of cluster working to strengthen transition:**  ● Y6/7 teachers plan a half termly AoLE enquiry  ● Teams space and visits to share planning, resources, pedagogy  ● Evaluate impact and any barriers |
| **Support development and progress of staff via termly professional discussions:**  ● Wellbeing  ● Tȋms planning  ● Pupils’ learning (books & digital files)  ● Iris Connect T&L video portfolio (class & AoLE)  ● Identify next step training needs (including digital & welsh skills) |
| As part of SLO, develop the use of IRIS to support each other - All staff to focus on their AoLE and use IRIS to record pedagogical approaches/resources being used/sessions that will support others in the teaching and learning of that AoLE. The bank of resources to be used for PL and to share with other schools in our role as LNS. |
| Use of IRIS to evidence personal reflective practice and PM, linked to their professional enquiry projects |
| Pilot the national evaluation and improvement resource |

|  |
| --- |
| **Priority 5: Continue to embed a strong Welsh ethos and improve the use of spoken Welsh by successfully achieving the Cymraeg Campus Silver Award** |
| Actions |
| **Target Tri: Use of everyday Welsh in classroom**  ● All staff take advantage of every opportunity to use Welsh (spoken & written) with pupils and with other adults  ● Pupils use Welsh phrases throughout the school day; they understand and respond to more  complex Welsh questions and commands and can extend their responses |
| **Target Pedwar: Use of everyday Welsh outside the classroom**  ● Dinner staff and pupils use basic Welsh during lunchtime & encourage Welsh yard games  ● Teaching staff and support staff take advantage of every opportunity to use everyday Welsh outside of the classroom  ● ‘Criw Cymraeg’ to work on two projects to promote the use of Welsh outside of the classroom &  organise regular themed Welsh afternoons  ● ‘Criw Cymraeg’ continue to develop their interactive display in the hall & sgriblio boards  promoting the phrase of the week and other Welsh activities |
| **Targed Pump: Welsh in assemblies** Criw Cymraeg to lead a weekly “Sêr Cymru“ assembly  ● Introduce & lead a prayer & songs in Welsh  ● Introduce phrase of the week & model its use  ● Hand out rewards  ● Introduce Welsh music to be played  ● Showcase short dramas, role play, storytelling  ● Headteacher and teaching staff greet and use basic Welsh commands during every assembly |
| **Targed Saith: Enrichment Activities**  ● The school takes part in the Urdd Eisteddfod  ● Welsh trips are organised to develop pupils’ use and enjoyment of Welsh  ● Criw Cymraeg continues to organise events to celebrate ‘Dydd Gŵyl Dewi’, ‘Diwrnod Shwmae’,  Welsh Wow week etc  ● There is an emphasis on Welsh when creating and selling products for enterprise activities  ● At external sporting activities, pupils are encouraged to use Welsh e.g. Urdd sport activities,  cluster sports.  ● Welsh speakers are invited into the school  ● The school runs a Welsh club during lunchtime |
| **Targed Naw: Welsh across the curriculum**  ● Factual books & cross curricular books regularly used during topic work  ● Learning is evaluated at an appropriate level in Welsh in all areas of learning by using simple patterns  ● Subject terminology in Welsh is used in most subjects across the curriculum  ● Welsh cross-curricular work undertaken is evidenced in pupils’ topic and subject workbooks  ● Most lesson plans include bilingual opportunities  ● Teachers start teaching other AoLEs through the medium of Welsh  ● Welsh is clearly visible on many displays |
| **Targed Deg: A positive attitude**  ● A variety of games through the medium of Welsh are played e.g. classroom language games, yard games, warm up games during PE lessons and interactive games  ● Pupils are provided with a range of audio / audio-visual Welsh stimuli and are able to participate in a range of exciting activities through the medium of Welsh e.g. Welsh DVDs, Welsh TV programmes, Jamboree, drama workshop, art project  ● Pupils are given the opportunity to use Welsh in a range of real life situations e.g. buying items, ordering food and asking questions to Welsh speakers. |

**Main Priorities - High Level Summary 2021 - 2024**

|  |  |
| --- | --- |
| Year 1  2021/22 | Priority |
| 1 | Further consolidate and continue to review the breadth of learning in line with the core purposes through the development of Areas of Learning & Experience (AoLEs). |
| 2 | Continue to prioritise Health & Wellbeing by developing integral aspects of provision. |
| 3 | Ensure equity for all and full compliance with ALN Code. |
| 4 | Embed professional learning and leadership in line with the National Mission. |
| 5 | Continue to embed a strong Welsh ethos and improve the use of spoken Welsh by successfully achieving the Cymraeg Campus Silver Award. |

|  |  |
| --- | --- |
| Year 2  2022/23 | Priority |
| 1 | Embed the breadth of learning in line with the core purposes through the development of AoLEs. |
| 2 | Embed Health & Wellbeing by further developing integral aspects of provision. |
| 3 | Continue to embed equity for all through targeted support for vulnerable groups. |
| 4 | Review professional learning and leadership in line with the National Mission. |
| 5 | Further embed a strong Welsh ethos by successfully achieving around a half of the Cymraeg Campus Language Charter targets, Gold Award. |

|  |  |
| --- | --- |
| Year 3  2023/24 | Priority |
| 1 | Review and further embed the breadth of learning in line with the core purposes through the development of AoLEs. |
| 2 | Continue to embed Health & Wellbeing by further developing integral aspects of provision. |
| 3 | Further embed equity for all through targeted support for vulnerable groups. |
| 4 | Continue to embed professional learning and leadership in line with the National Mission. |
| 5 | Deeply embed a strong Welsh ethos by successfully achieving all the Cymraeg Campus Language Charter targets – Gold Award |

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

**Appendix B – Glossary**

**Appendix C – Governors’ Development Plan 2021/22**

|  |  |
| --- | --- |
| **Priority Area** | **Activities** |
| **Professional Learning** | a. Meet mandatory training requirements  b. Governors undertake at least one professional learning activity per annum and use ‘Sharing the Knowledge’ form for feedback / sharing learning.  c. Consider succession. |
| **Visibility and communication** | a. Annual Report to Parents issued in Autumn term  b. Improve our presence at school events - Main Governor Meeting agenda item to agree attendees with verbal feedback at subsequent meetings.  c. Two linked visits per annum by each governor with feedback via Sharing the Knowledge Forms.  d. Make use of the school website and newsletter, including a short biography of each governor.  e. Develop a Governors Who’s Who photo board for school reception. |
| **Governors to know the strategic priorities of the school** | a. Governors attend Self Evaluation Day.  b. All governors have a good understanding of the School Development Plan.  c. Structure Governor meetings with the five priorities over an annual timetable. |
| **Governor Effectiveness** | a.Governor Meetings are face to face or virtual dependent on the content (determined by the Chair of Governors).  b. Governors Development Plan to be reviewed before each Governing Body meeting and assigned a RAG rating, for agreement at the meeting.  c. Governor team working for specific tasks based on smart working / expertise / development / succession.  d. Annual surveys (Staff & Governors): Look at themes and trends emerging from questionnaires.  e. Annual survey - 100% governor response rate. |
| **Sharing information** | a. All governors to use Google Drive for the sharing of documentation  b. All governors to use school Gmail for communicating.  c. All governors use Hwb to access resources. |
| **Using Governor Skills** | a. Governors to be assigned to sub committees based on skills and availability.  b. Use our skills to support school activities.  c. Share our expertise with other governing bodies, as appropriate. |
| **Strategic Roles** | a. Maintain strategic oversight of the effectiveness of Cluster working.  b. Consider future finance strategies.  c. Undertake rigorous performance management of the Co-Heads |