



Trellech Primary School

Governors' Annual Report to Parents

2022/23



'Nurture, Inspire, Achieve'



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1. Introduction

The 2022/23 academic year was finally the year when we saw a minimal impact of Covid implications. Our joined breaks and lunchtimes returned, and we could finally enjoy multiple of events together as a community.

We hope to highlight the many successes of the school, including the introduction of Curriculum for Wales, which became statutory from September 2022, and which was not affected by the lockdowns. The school remains focused, engaged, and committed to the new curriculum.

On behalf of the Governing Body, we hope that this report will give you a valuable insight into the work that goes into enriching our children’s lives.

2. Governing Body Membership

Members of the Governing Body

Governor	Representing	Term office ends
Mrs P Lloyd	Community	11/07/2023
Mrs N Scarr	Community	21/06/2026
Mrs C Knight	Community	24/01/2027
Mr W Hockey	Parents	31/08/2023
Mr Christopher Edwards	LA	19/07/2024
Mr Andrew White	LA	10/02/2025 – left in March 2023
Mrs J Kersley	LA	28/09/2026
Mr D Holtam	Parents	14/11/2025
Mrs C Dehareng	Parents	31/08/2023
Mrs C Jones	Parents	14/11/2025
Mrs J Light	Staff	20/09/2026
Mr D Green	Teachers	20/09/2026
Mrs K Peacock	Acting Headteacher	

Chair of Governors	Mr W Hockey
Representing	Parent
Term Office Ends	Elected Annually

Vice Chair of Governors	Mrs P Lloyd
Representing	Community Governor
Term Office Ends	Elected Annually

The Clerk to the Governing Body: Mrs Tess Deighton.

Arrangements for the next election of Parent Governors

At the time of publication, there are no parent vacancies.

Role of the Governing Body

Governors play a strategic role in school to provide future direction and guidance. Collectively, governors have a responsibility for developing and agreeing the school’s key strategic documentation such as agreeing the Priorities within the School Development Plan (SDP) and monitoring progress towards these priorities through self-evaluation processes (SER). Governors are responsible for overseeing the Annual Report to Parents and other statutory policies such as Safeguarding, Health and Safety and Admissions. Through their commitment and involvement, they monitor all aspects of school life including curriculum delivery and

innovation, standards attained by learners, quality of teaching and learning and the school's finance. They have an important safeguarding and child protection role, and they help to define the aims and ethos of the school.

Governors set the budget, maintain school premises, and agree the staffing structure and resourcing. Parent Governors have a further role in providing a formal link between parents and the school.

The Headteacher is responsible for the day-to-day management of the school and works both in partnership and under direction of the Governing Body. The Governing Body acts as critical friend, challenging, monitoring, and supporting the work of the school.

The Governing Body has several panels and sub-committees that work together on a variety of issues such as finance, health & safety and staff appointments. Following panel or subcommittee meetings, reports are fed back to the next full meeting of the Governing Body.

Contact with the governors can be made via the school:

Tel: 01600 860395 or trellechprimary@monmouthshire.gov.uk.

3. Financial Details

MONMOUTHSHIRE CHILDREN AND YOUNG PEOPLE DIRECTORATE

School Budget Share for Financial Year 1st of April 2022 to 31st March 2023

TRELLECH PRIMARY

(a)Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	September 2021 Pupil Numbers	Total Funds Allocated
3-4	2497.5	0	-
4-5	2496.8	25	62,419.49
5-6	2496.8	18	44,942.03
6-7	2496.8	26	64,916.27
7-8	2464.6	23	58,685.62
8-9	2464.6	27	66,543.99
9-10	2464.6	28	69,008.58
10-11	2464.6	26	64,079.40
		<u>173</u>	<u>428,595.37</u>

428,595

(b)Premises and Other Factors

Building Maintenance	4,554
Caretaking	28,658
Cleaning	10,229
Energy	11,526
Rates	15,783
Grounds Maintenance	5,978
Governors Services	999
Finance and Management Support Services	1,741
Central ICT	1,676
Maternity	5,090
Creditor Payments	1,000
Personnel Services	2,470
Joint Leisure Facilities	1,694
Lifeguards	516
Library Service	-
Protection	-
Deprivation	-
NNEB Funding	17,340
Threshold Lump Sum	-
	<u>144,808</u>
	<u>252,062</u>

252,062

(c)Special Needs

SNRB Band Funding	-
Delegated Funding	63,983
	<u>63,983</u>
Unit Funding	-
	<u>63,983</u>

63,983

TOTAL FUNDING

744,641

Financial summary

Income	2019/20	2020/21	2021/22	2022/23
General	£119,708	£154,384	£202,340	£245,876
Funding	£660,355	£710,019	£735,806	£744,641
Total Income	£780,062	£864,403	£938,146	£990,517
Expenditure	2019/20	2020/21	2021/22	2022/23
Employee costs	£658,257	£671,938	£744,694	£830,473
Supplies and services	£29,203	£21,284	£30,029	£41,456
Premises costs	£74,883	£75,791	£92,123	£77,898
Transport	£0	£0	£0	£810.00
Fair funding	£38,755	£30,647	£33,052	£36,172
Total Expenditure	£801,098	£799,660	£899,898	£986,764

Summary	2019/20	2020/21	2021/22	2022/23
Total Income	£780,062	£864,404	£938,146	£990,517
Contribution to/from reserves	-£21,035	£64,743	£38,248	£3,753
Reserves brought forward	£71,983	£50,947	£115,691	£153,939
Balance carried forward	£50,947	£115,691	£153,939	£157,692

4. Action Taken by the Governing Body/School

a. Monitoring Progress on School Development Plan

Every three years we produce a School Development Plan (SDP). The plan is the result of an analysis of the school's needs, strengths and areas for development as identified by our own internal monitoring assessment and evaluation systems, as well as from pupil and parent voice, input from the Governing Body, inspections and reviews and from the Education Achievement Service consortium (EAS) and the Local Authority (LA).

The School Development Plan contains the long-term priorities and ambitions, which the school wishes to work towards, and also short-term actions which will ensure that the long-term priorities are achieved. We also ensure we align our development areas to both local and national priorities.

The School Development Plan is a comprehensive document. It is a strategic plan and, more importantly, a working document for all staff and learners involved at Trellech Primary School. We believe that it is important for everyone who has an interest in the future of our school to be aware of what we are striving to achieve, and of how we intend to do this.

As governors we monitor it through regular meetings with AOLEs representatives who update us regarding progress in each area.

School Development Priorities 2022-23



Trellech School Development Plan Overview 2022 – 23

Leadership		Health and Well-Being		Teaching and Learning		Standards	
Priority 1: Ensure effective self-evaluation processes aligned to the priorities within the National Mission that improve staff engagement and performance leading to improved	Priority Area 2: Further development of lead roles within the school.	Priority 3: Continue to ensure staff have an effective and appropriate support the new learning environment	Priority 4: Begin to implement the Whole School Approach to Emotional and Mental Well Being Framework	Priority 5: Continue towards the realisation of transformational curriculum for Wales	Priority 6: Continue to improve the outdoor learning environment so that it is utilised effectively and supports learning for all learners	Priority 7: Continue to ensure all learners reach their potential through inclusive approach and appropriate intervention and challenge for all groups of learners	Priority 8: Continue to monitor and challenge standards of English and literacy, Maths and numeracy, STEM and Welsh throughout the school.

opportunities and outcomes for learners							
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Evaluation of Priorities 2022-23

Priorities 2022-23	Responsible Individual/s	Support Personnel	Monitored By
Leadership & Management			
Priority Area 1 Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff. Embedding reflection, self-evaluation, and improvement within schools, with good school leadership as a pre-condition.	Headteacher SLT Curriculum lead Governors All AOLE Leads Senior & middle leadership roles	EAS External agencies for Professional Learning Hwb learning platform LA Cluster schools	Headteacher/SLT Governors School Improvement Partner LA EAS
Well- Being, Equity & Inclusion			
Priority Area 2 Ensuring the school environment supports learners' and practitioners' well-being. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement.	K Peacock- Well-being lead C Cotton – ALNCO	Cluster School to school External agencies LA support officers EAS	Mrs K Peacock Governors EAS Wellbeing team Community
Pedagogy and curriculum			
Priority Area 3: Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matters.	SLT All staff as leaders of learning	R Mauder (Professional Learning Lead) L Powell (curriculum lead) Professional networks Cluster working	Headteacher/SLT Governors LA School Improvement Partner EAS – CSSR
Learning (standards and progress)			
Priority Area 4: Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations	ALNCO lead AOLE leads SLT	LA ALN lead EAS networks All staff	LA School Improvement Partner (SIP) Headteacher
Priority Area 5: Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress	AOLE leads SLT ALNco	All staff External support from providers e.g. Ruth Miskin, Big Maths ETLF EAS	Headteacher SLT Governing Body

Evaluation of 2022-23 School Development Priorities

Below is the status of our priorities as at the end of the last academic year.

Status:	Completed	In Progress	Not Achieved
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1. LEADERSHIP & MANAGEMENT	Status
1. Analyse data from the Schools as Learning Organisations (SLO) survey, and the professional standards for leadership and teaching to inform school improvement and professional enquiry more effectively	
2. Ensure leadership team inc. the new PL Lead, access to high quality programmes to support distributed leadership and enhance leadership skills (Internal and external) Senior leadership programme/ NPQH/ Coaching & Mentoring	
3. Audit and analyse the quality of teaching and learning with clear goals for improvement for leaders of learning and learners Continue to use the ETLF with all staff as integral element of monitoring and evaluation to ensure consistency of practice and feedback Sustain 100% secure impact on learning and at least 40 % high impact on learning in lessons observed	
4. Analyse and further develop our continual CSSR process through weekly professional dialogue and feedback to staff Revise and update 'non- negotiables' to align with CSSR process for monitoring to ensure consistency of feedback accountability for all staff	
5. Introduce and utilise the Impact Pathway model as a self-evaluation tool for staff to capture impact on the organisation, practitioners and learners, analysing how effective self-evaluation processes are.	
6. Use the NR:EI resource toolkit to sharpen self-evaluation processes Staff familiar with and use the prompts when evaluating the impact of CSSR activities	
7. Refine the school impact model from Agile leadership by introducing Rapid Action Plans for termly focus on SDP actions	
2. WELLBEING, EQUITY & INCLUSION	Status
1. To utilise a variety of sources to promote positive Pupil health and Wellbeing e.g. Happen, Thrive, PASS. Analyse the results to support groups of learners as well as individuals through class, group and individual action plans. (Autumn 2022) Continue to establish systems to promote Staff Well Being inc. Well Being Radar, access to counselling services, Well Being Sessions etc...	
2. Use the Core Values of the Whole School Approach to Emotional and Mental Well- Being overview as a basis for staff to consider key questions of whole school Well Being, their needs and those of others Use the online well-being radar for all staff to identify work related well-being and develop a bespoke action plan to support and improve identified areas.	
3. Align Well Being Lead with Mental Health Champion Role A) Conduct scoping activities to identify strengths and areas of development B) Identify appropriate Professional Learning from all agencies and partners from across the region. C) Provide continued awareness of the Emotional and Mental Well Being Framework through regular communications with learners and their families. D) Distribute all staff have access to wellbeing provision map	
4. Establish a curriculum that promotes inclusion and equity for all learners.	
3. PEDAGOGY AND CURRICULUM	Status
1. Establish effective leadership of Humanities and Expressive Arts AOLEs to support improvement, build a culture of high expectations and work towards excellence.	
2. Continue Breakspear programme of Prepare, Sprint, Review process for embedding Pedagogical principles	
3. Effective use of curriculum lead to ensure that all staff implement agreed approaches to C4W delivery - The structure and features of the framework - The key principles of curriculum design - The pedagogical principles, cross-curricular skills and cross-cutting themes. - The principles of progression	
4. Embed current practice and further develop and evaluate systems to ensure staff plan effectively for the integral skills of innovation and creativity, critical thinking and problem-solving.	
4. LEARNING	Status
1. Further develop pupil progress profiles to become individual reports that are contributed to by parents, pupils and teachers	
2. To re-establish systems for continued pupil voice inc. Implementation of the 'United Nations Rights of the Child', whereby all pupils, across classes are involved in school committees, establishing action plans that impact positively on whole school well-being and ethos. Ensuring a culture of pupil voice is valued throughout the school. Full feedback to Governing Body on pupil led decision	
3. Review and ensure consistency and relevance of effective feedback to learners Staff utilise relevant policies to support feedback processes. Marking policy Assessment & Progression policy Planning protocols	
4. Introduce pupil peer feedback using the ETLF model	
ALN	Status
1. ALNCo to develop an understanding of using Edukey. Create class accounts for staff to support uploading of OPPs.	

2. Implementation of Edukey as a database to replace current OPP storage, writing and reviewing process.	
3. Sharing of Edukey with parents of children where there has been an ALN identified.	
4. Monitor the implementation and use of the ALN provision pyramid for the writing of OPPs and IDPs.	
5. Development of the PCP process for Statements, IDP/ALP with the Class Teacher holding the meeting with support during the transition from ALNCo.	
6. Continue to work toward NACE re-accreditation using the agreed MAT action plan	
5. LEARNING - Literacy	Status
1. To monitor the use of Literacy across the curriculum, in purposeful outdoor learning experiences, across all AOLES.	
2. To monitor and evaluate the quality of Guiding Reading sessions using real books in Year 3, 4, 5 and ensure all staff are providing a selection of reading activities including reading responses. All activities to be differentiated to meet the needs of learners. To hold a parent Reading Workshop.	
3. Establish a curriculum for all learners that promotes the Welsh culture, equality and diversity, across the curriculum.	
4. To ensure RWI and RWInc tutoring is having an impact on standards.	
5. To arrange, introduce and monitor the impact of My Clever Writer (INSET: 9.1.23) on standards of extended writing across the school	
6. To monitor the opportunities to improve writing for authentic purposes.	
5. LEARNING - Numeracy	Status
1. Continue to monitor and evaluate authentic learning for numeracy, ensuring all staff incorporate this every half term to embed numeracy skills.	
2. To drive purposeful use of outdoor learning in Maths across the school.	
3. Ensure a range of resources are being used consistently across the school. Promote the use of Big Maths, My Maths, NRich, I see Maths, Mathematics shed, third space learning, CGP books.	
4. Use data from Assessment calendar tests to monitor pupil progress effectively and ensure interventions have impact. Reintroduce interventions for below 80 SS	
5. Raise the profile of numeracy within the school and wider community through parental workshops/pupil maths competitions.	
5. LEARNING - Digital & Technology	Status
1. Adapt units from NCCE computing curriculum to fit planned topics so that learning is purposeful and authentic. Complete LTPs to show sequence of ICT units over the year and identify which (2) will be developed through topic.	
2. Implement Project Evolve as a framework to support teaching of online safety, and to ensure coverage of the Citizenship strand of the Digital Competency Framework.	
3. Ensure frequent and varied opportunities are planned for learners to apply digital skills across the curriculum, in order to support development of high levels of digital competence. Develop use of digital technology in enhanced/ continuous provision to embed skills and build independence.	
4. Continue to develop staff confidence in using a variety of different physical resources and software across curriculum.	
5. All staff to plan for authentic outdoor learning experiences using the school grounds and local area, to enable learners to demonstrate a range of skills, confidence and teamwork	
5. LEARNING - Welsh	Status
1. To complete Phase 2 of Cymraeg Campus Arian award to support the development of bilingualism from Rec-Y6	
2. To develop MFL as part of C4W LLC Area of Learning and Experience. Each class to now continue to learn a MFL alongside Welsh with greater depth and frequency.	
3. Continue to develop and embed Welsh reading skills for all pupils with half termly Welsh reading weeks. At least one reading activity to be evidenced each half term	
5. Continue to develop and embed Welsh oracy skills for all pupils with half termly Welsh oracy weeks. At least one oracy recording to be evidenced each term	

b. Assessment Recording, Reporting and Target Setting

Teachers are continually assessing pupils' work in all areas of learning and activities and a range of different methods are used. These include day-to-day observations, next step marking, assessment for learning strategies, online diagnostic assessments and questionnaires and national standardised tests. Pupils are also encouraged to assess their own and peers' achievements, performance and attitudes, and reflect on their learning against the four purposes of the new Welsh curriculum.

As your child progresses through school, teachers make on-going assessments of the progress your child is making against National Curriculum and National Literacy/numeracy expectations. In Reception this starts with a Welsh Government directed Baseline assessment which looks at language, mathematical, personal and social development.

From September 2022, the baseline and end of key stage outcomes and level expectations have been replaced by the new assessment processes within Curriculum for Wales. Teachers have been working with Progression Steps and Descriptions of Learning as the pathway to be able to support progression in learning for all pupils from start to finish of Primary School and into secondary school. This continuum will ensure consistency for pupils and parents.

Year 2 and all Key Stage 2 pupils from Year 3-6 complete annual online standardised tests in literacy and procedural and reasoning maths. They also complete in-house diagnostic assessments for Maths, Reading and spelling.

In addition, the children in Year 2 and 4 complete the Cognitive Ability Tests.

To support these formal procedures, teachers continually assess children during learning sessions in order to ensure they are providing the right level of challenge. Assessments are analysed to determine the child's development as well as highlighting any possible areas for development across the curriculum. All information gathered is used to feed into individual pupil tracking systems. These systems will ensure we are aware of any significant peaks or troughs in a child's progress. It provides early identification and allows early intervention in order to support a child's learning as well as identifying more able pupils who are not achieving as they should.

c. Deputy Headteacher Selection Process and updates regarding Head Teacher role

In academic year 21/22, Mrs Scott-Woodhouse (previously known as Mrs Christofi, the former Head Teacher) was granted a 12-month secondment request. As a result of that as of September 2022, Mrs Peacock was appointed to Interim Head to carry out the usual duties of the head teacher role. At that point, the school continued to be overseen by Mrs Scott Woodhouse as Substantive Head.

In April 2023, Mrs Scott-Woodhouse resigned from her post as the school's substantive Head Teacher. At that point, Mrs Peacock continued her role as acting Headteacher.

In June 2023, the Governing Body unanimously decided to ask Mrs Peacock to continue serving as the Acting Head Teacher until September 2024. Following the Local Authority framework and in line with best practice, we plan to initiate the recruitment process for a new full-time, substantive Head in the spring term of 2024. At the same time, Mrs Cotton decided to step down as Acting Deputy Head. The Governing Body undertook Deputy Head Teacher selection process and successfully appointed Ms Catrina Whyte.

5. Curriculum for Wales 2022

From September 2022, the new curriculum 'Curriculum For Wales' has afforded schools more flexibility in how we approach the curriculum. Our revised schemes are regularly monitored through school self-evaluation processes. Inherent in the current planning processes are cross curricular skills that cross all subject areas. These skills are taken from the National Literacy Numeracy Framework for Wales and the Digital Competency Framework. The curriculum we provide is centred on the four purposes of the Curriculum for Wales and the six Areas of learning and Experience.

Curriculum for Wales 2022 seeks to broaden learning, supporting schools to be more flexible in their approaches, and enabling teachers to be more innovative and creative.

At the heart of curriculum are the four purposes, setting out the aspirations for all children, enabling them to be successful learners, who play an active part in their community and wider society, and who are prepared to thrive in an increasingly complex world. The four purposes of the curriculum are the starting point for all decisions in respect of Curriculum for Wales 2022. The term ‘Curriculum’ includes all the learning experiences and assessment activities planned to develop children as:

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

Areas of learning and experience

Curriculum for Wales 2022 is organized around six areas of learning and experience which are:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology.

Each of the areas of learning and experience encompass existing subjects and disciplines. The areas of learning and experience are designed to operate together as part of a holistic curriculum. Decisions as to how these should translate into day-to-day activities should take place in schools. Learning should be planned across the different areas of learning and experience.

Each Area of Learning and Experience includes:

- a statement explaining how the area of learning and experience supports the four purposes of the curriculum
- statements of ‘what matters’ in learning
- Knowledge, Skills and Experience within each Progression Step
- Progression steps and Descriptions of Learning

6. Quality of Teaching

For some years the school has moved away from using Estyn’s (Excellent, Good, Adequate, Unsatisfactory) grading system and moved towards using the Excellence in Leadership and Teaching Framework for judging the quality of lessons observed in school.

The Excellence in Teaching and Leadership Combined Framework		
PEDAGOGY		
Associated Professional Leadership Standards	Element	Associated Professional Teaching Standards
Promoting the pedagogic vision for 2025. Promoting Welsh language and culture. Ensuring the four purposes for learners. Exploiting areas of learning. Driving real-life, authentic contexts. Using cross-curricular themes.	Creating Authentic Learning	Four purposes for learners. Exploiting areas of learning. Blended learning experiences. Real-life authentic contexts. Cross-curricular themes.

Creating the effective and inclusive learning environment.	The Learning Environment	Managing the learning environment.
Monitoring and evaluating impact. Reporting on school effectiveness. Ensuring and protecting learner entitlement. Ensuring that strategy and infrastructure are fit for purpose.	Assessment, review and evaluation	Assessment. Reflection. Recording and reporting. Involving partners in learning.
Listening to learners.	Learner Participation	Learners leading learning. Listening to learners.
Sustaining highly effective teaching. Advancing pedagogic approaches.	Subject Knowledge, Challenge, Expectations and Differentiation	Challenge and expectations. Differentiation. Sustained effort and resilience in learners.
Accepting accountability for outcomes in learning and wellbeing.	Behaviour for Learning and Wellbeing	Learning Outcomes and wellbeing.
Securing standards, wellbeing and progress.	Progress and Standards	Progression in learning.

Quality of teaching for 2022-23

56% had a secure impact on learning

44% had a high impact on learning

The quality of teaching is monitored termly through using agreed elements of the framework as the focus for observations. We try to keep this process simple and uncomplicated. All teachers are observed by the Headteacher in the autumn term. Professional dialogue follows the lesson observation which leads to agreed areas for development as well as an opportunity to recognise and share good practice. Lesson Observations enables all AOLE Leads to monitor quality of T&L fortnightly through pupil voice, planning and observations of children's work. Pupil Progress Meetings occurred in December 2022, where individual staff discussed with a member of SLT pupils in their class and interventions/ well-being support in place ensuring all pupils are being suitably supported or challenged.

The school completed the CSSR (Celebrate, Share, Support, Refine) in January. Julie Farmer (SIP – School Improvement Partner) joined us for the day. The HT and SIP completed a learning walk, AOLE Leads met and shared the monitoring cycle and how it impacts teaching and learning. During the afternoon books were shared alongside pupils. Following CSSR, Mrs Peacock, Mr Green and Miss Bowman visited Cefn Primary School to look at Learning Environments. The EAS School Improvement Partner (Early Years), Gaynor Brimble attended school in January 2023, following this visit the school with additional funding from the PTFA have invested in Block Play for FP.

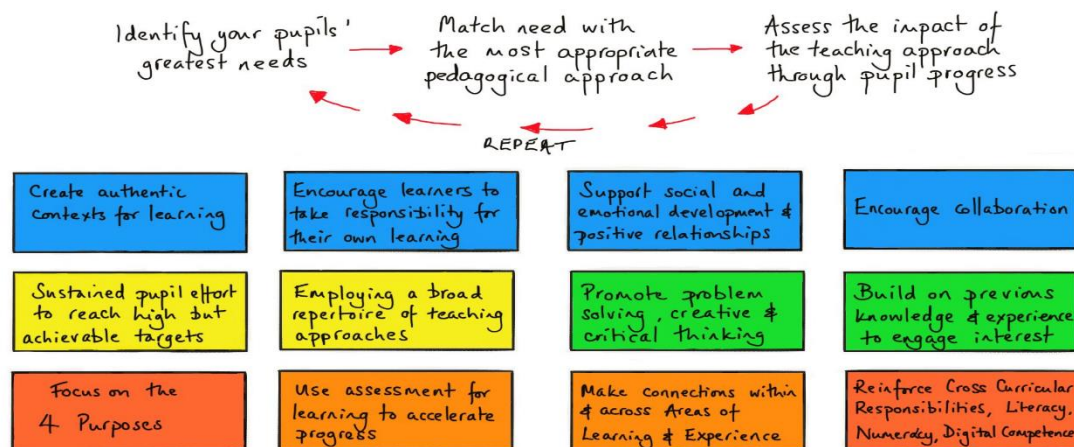
Below please see for INSET days details:

INSET days for 2022-23:

- September 2nd, 2022 – Safeguarding, Fire Safety, ALN, Rotas and timetables, Stand Up: Summer Learning Walk/ EAS CSSR Process
- September 30th, 2022 – Schools as Learning Organisations, Staff Well Being Survey, Curriculum Update and AOLE Teams
- January 9th, 2023 – Cluster: I'm a Clever Writer
- February 17th, 2023- Trauma Informed Schools/ Emotional Wellbeing
- June 30th, 2023 - Curriculum Development and Evaluation

Twelve pedagogical Principles from 'Successful Futures' report

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures



For bespoke support to develop the most appropriate pedagogical approach for your pupils and context - contact enquiries@impact.wales
www.impact.wales

The pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across Areas
9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration

7. Update on premises

We are proud to share with you all the premises updates that our school implemented on to improve security on site, enhance learning environment and improve well-being of our pupils and staff.

- Installation of Additional Gate with Intercom System to the Main Office - Completed October 2022
- Dual Pathway Alarm Fault: Upgrade took place in October 2022 including installation of a larger aerial to increase signal availability
- Halo Sign In System (Installed November 2022)

- Staff Room Upgrade (kitchen) – February 2023
- Phase 1 of Tree works were completed during February Half Term by
- The school has its own defibrillator and radio system in the event of a medical emergency
- Staff Room Furniture was replaced and delivery made (June 2023)
- Robert Price Builders delivered donations to support the development of FP Outdoor Area
- Outdoor Area - Playwood designed and completed the development of the FP Area with help from Governors and Volunteers

8. Trips and visits

While we agreed to look carefully at the number of trips we arrange due to the current financial climate, we still tried to ensure that our children could enjoy and experience some key activities. Please see below for the list of trips and visits that took place during the last academic year.

- Dance workshops (MELIN) – Y5 & Y6
- Cluster Cross Country – Y3-6
- Swimming lessons – all years
- ROH Workshops – Y5 & Y6
- County in the Community (football) – Y5
- Whole School Harvest Festival in St Nicholas Church
- Barclays Coding Live Lesson – Y5 & Y6
- Drama Queens Workshops: Y2-Y6
- Forest School Rec - Y4
- Carbon Monoxide Workshops – Y2 – Y6
- PS3 Science Workshop at Mon School (Blake Theatre)
- Attending pantomime at Savoy Theatre Monmouth
- World Cup Fan Zone at Rodney Parade
- Christingle Service at St Nicholas Church Whole School
- Loubby Lou Story Telling Whole School
- Carol Singing at Coombe Care Home Y5
- Deliver Christmas Cards to the local Community Reception
- Village Walk visiting Historical Sites
- Food Standards Agency Show & Workshop Y5
- Whole School Easter Service at St Nicholas Church
- Lee Newberry, Author visit Y4 & Y5
- Police Liaison Officer: Social Media Workshops Y5 & Y6
- Residential to Gilwern Outdoor – Y6
- Coronation Celebration Picnic with Families
- Girls Football Tournament at Rodney Parade Y5 & Y6
- Visit of two pupils and two staff members to Westminster for Kelloggs Breakfast Club Awards Y5
- Playmaker Workshop at Monmouth Leisure Centre
- Sunshine Radio Interview with Mrs Peacock and 4 Y6 Pupils
- Y5 Residential to Viney Hill Christian Adventure Centre
- Fire Talk: Y5 & Y2: Monmouth Fire Brigade
- Foundation Phase & KS2 Sports Days

9. Fundraising for defibrillator

During the last academic year, we found out that one of our pupils had a heart condition. For him to be able to attend school, we had to ensure that there was a defibrillator on site.

Our staff committed to climb Pen y Fan to raise money for this important need.

As always, our school community did not disappoint. The donations exceeded our expectations and enabled us to purchase the defibrillator, ensure maintenance for the foreseeable future as well as train staff, governors and volunteers appropriately in the event of an emergency.



10. Breakfast club award

Trellech Primary School is a proud owner of Kellogg's Breakfast club award for the best breakfast club in Wales.

Mrs Peacock, Mrs Light and two year 5 pupils were honoured to attend the Kellogg's Breakfast club award ceremony in Parliament. They had the pleasure of visiting Parliament to be awarded the honour of having the 'Best Breakfast Club in Wales'- being recognised for the support our children have to support their well-being and ensure they have a positive start to the day. We were awarded £1000 in prize. We were treated to an impromptu tour of Parliament by David Davies, our local MP prior to the ceremony. Following the ceremony we, along with our fellow prize winners from across the United Kingdom visited The London Eye to view London at its best. We are very proud of our achievements and grateful to the Breakfast Club Team who welcome our children each morning.



11. Workshops for parents

Trellech Primary School hold parent workshops on a regular basis. These sessions enable parents to understand not only what our children are taught but also how they are taught. The sessions are a great combination of theory and practical examples. The relevant lead usually invites pupils to these sessions so parents can ask questions and see everything in practice.

The following sessions took place last academic year:

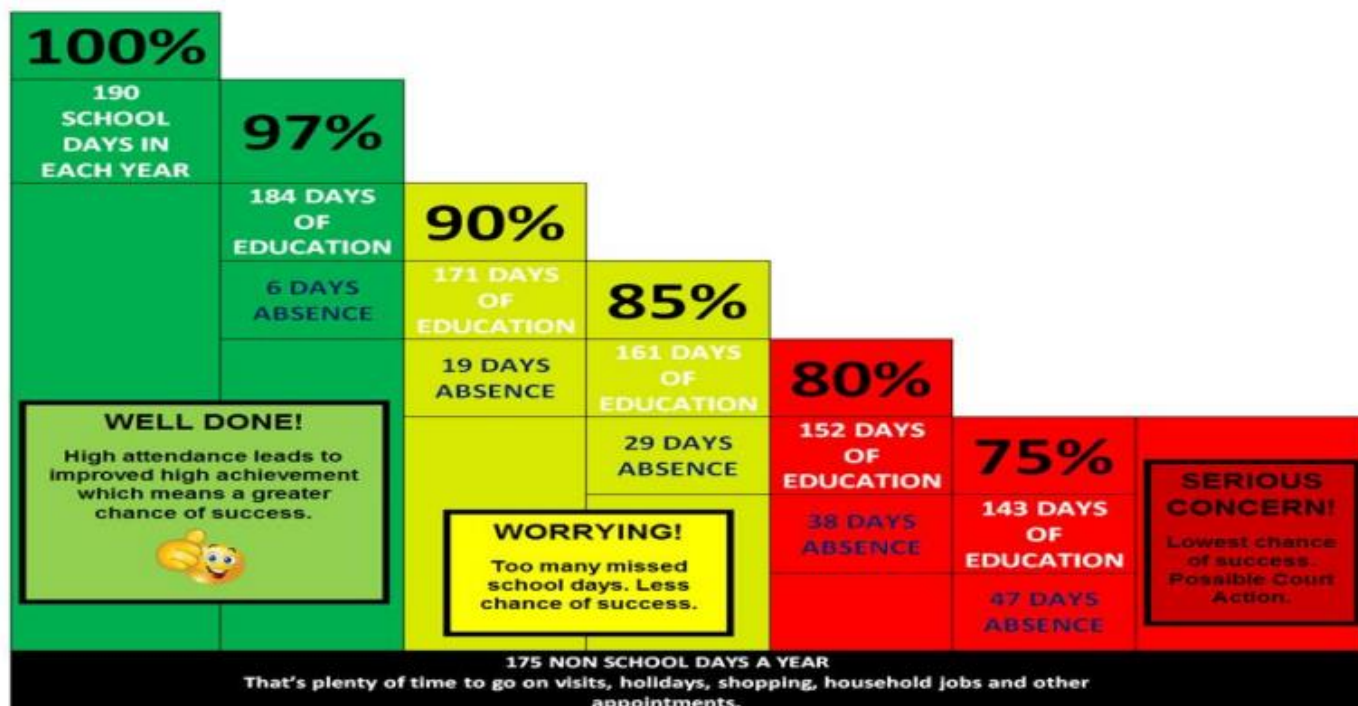
- Thrive
- Internet Safety
- Maths & Numeracy
- Reading at Trellech

12. School Attendance Targets

In the last academic year, our attendance level reached 94.5% which was a significant increase comparing to 91.2% from the year before. As the improved result was still below the expected target of 96.4%, the school implemented additional measures to improve attendance even further. Below is a one pager summary prepared to help parents to make right decisions and understand the importance of good attendance.

GOING TO SCHOOL—WHY IT'S SO IMPORTANT

Lots of people think that missing the odd day at school here and there can't do much harm. But even taking a short amount of time out can be a problem. Your child might fall behind in their work. If there are gaps in their knowledge, they may suffer when school carries out their regular monitoring and assessment checks to ensure our children are reaching their potential. There could be other problems too. Children who miss school may miss out on key social aspects of school, which can affect self-confidence and self-esteem and even their ability to make and keep friends. The rewards for good attendance are clear. The graphs below illustrate the relationship between attendance and achievement at school in Wales. Pupils are more likely to enjoy school, achieve better results and increased life chances when their attendance is good.



The vast majority of our children achieve an attendance level of at least 96%, however, where children do not achieve a satisfactory level of attendance (below 90%) we will discuss this with you and see how we can support you to improve. We do appreciate that children get ill from time to time and this of course we sympathise with and support. We hope you can support us in achieving our target — we can only do it with your support! If your child drops below 90%, they are considered to be cause for concern and a signal that attendance needs to improve. Long term poor attendance levels result in loss of learning which could have a detrimental effect on achievement. If attendance does not improve, despite intervention from school, Education Welfare may become involved. If your child’s attendance has dropped below 90% and there is no significant reason this level of absence you will receive a notification of this form from the school’s Education Welfare officer. Depending on the individual circumstances we may arrange for you to come into school to discuss your child’s attendance levels.

WHAT’S ACCEPTABLE, WHAT’S NOT?

Of course, there will be times when your child has to miss school for a good reason. If your child needs time off you need to ask the schools permission as far in advance as possible.

When is it ok for your child to stay away from school?

Illness – If your child is genuinely ill then, of course, they will need to remain at home. Please contact the school office, before 9.00am with an absence reason. Being “unwell” is not enough of a reason, we require details of the illness. If you are unsure as to whether your child can attend school, please contact your doctor or speak to the school office.

- Medical appointments - try to avoid medical appointments during school time or make them as close to the end of the school day as possible, naturally there will be times when this isn’t possible, but try to give us as much advance warning as possible.
- Bereavements – let us know as soon as possible if someone in your family dies – we will want to make sure that the staff and pupils act sensitively with your child on return,
- Religious observances

When is it not ok for your child to stay away from school?

- Holidays – only in exceptional circumstances will term time holidays be authorised by the school. (such as families employed by the Ministry of Defence or due to religious beliefs).
- Birthdays - your child should still attend school, even if it is their birthday.
- Shopping – or any other activity for which there is no serious reason for your child to be away from school.

TO SEND OR NOT TO SEND?

Often a child will wake up in the morning saying that they feel unwell. Whilst we do encourage children to come to school even if they ‘feel a little unwell’ we do not want any child who is genuinely ill to come to school. Always try and send your child to school if they are a little ‘under the weather’ for example with a runny nose, headache, tummy ache. The school will always contact you if your child is unwell which is why it is vitally important that we have your correct contact details. HOWEVER, please do not send your child to school if they have any infectious illnesses like chicken pox, measles etc. Medical confirmation from your doctor will ensure your child’s absence is authorised. If your child has been vomiting or is suffering from diarrhoea then they must stay away from school for 48 hours from the last bout of illness. This is to ensure that any infection does not spread through the school.

REGULAR ATTENDANCE MEANS PUNCTUAL ATTENDANCE

Arriving on time for registration is important as late arrivals can be disruptive to the class and embarrassing for the child who is late. Children can miss important information during registration. If you arrive after registers close the morning session gets marked as late.

- Adults at each gate at 8.50am until 9am
- All children to be in school by 9am.

LEGAL REQUIREMENTS

School attendance is important because the law requires it. As a parent you are legally responsible for making sure your child gets a full-time education. This means registering a child at school and making sure they attend regularly. The Governing Body have ratified the school’s updated attendance policy. Within the new policy are details on Fixed Term Penalties for unauthorised absence which have been introduced by Welsh Government. Parents wishing to apply for leave of absence for term-time holidays need to fill in an application form which can be downloaded from the school website or collected from the school office. As advocated by Monmouthshire County Council holidays will only in exceptional circumstances be permitted during term time. Please work with us to ensure we make the most of every minute of your child's valuable time in school by getting them here everyday, on time and ready to learn.

CELEBRATING ATTENDANCE

In discussion with our School Ambassadors, each half term children who have achieved 100% attendance will be celebrated in Golden Assembly by receiving a 100% Attendance Certificate and treat that will be led by the Headteacher and the school Ambassadors.

13. Organisation and Policies

a. Additional Learning Needs (ALN)

ALN is an umbrella term used to describe individuals or groups of learners with a diverse and often complex range of needs. The term encompasses all children and young people with learning needs which are greater than those of the majority of their peers. It includes learners who may require additional support either due to their circumstances or because they have a longer-term disorder or condition. The term ALN is much wider in scope than the term “special educational needs” in order to recognise the diverse and complex needs of learners

and to reflect a more holistic approach to meeting the needs of individuals. Learners may therefore require additional learning support if they have:

- special educational needs;
- a disability
- medical needs;
- gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers;
- difficult family circumstances, e.g. bereavement; and
- accessed education inconsistently, e.g. Gypsy and traveller pupils.

During 2022-23, approximately 5% of pupils were registered as having an Additional Learning Need. Around 0.6% of these pupils' needs were met by their class teacher and/or teaching assistant ('School Action'), 2.7% of these pupils received additional support from outside the school ('School Action +'), 0.6% of these pupils' needs were addressed through a SAPRA (School Action Plus Resource Assist / Additional funding short of a statement) and 1.1% of these pupils were in receipt of a statement of additional need. In all cases, apart from occasional withdrawal, all pupils with Additional Learning Needs were taught alongside other pupils in the classroom.

b. Pupils with Disabilities

The school has an Equal Opportunities Plan and a Strategic Equality Plan which must be updated every three years. The current Strategic Equality Plan was reviewed and updated in September 2020, in line with the Equality Act 2010 and with Local Authority requirements. This policy has a focus on accessibility for all users of the school.

Arrangements for disabled pupils are: Any child with disability is admitted to the school in accordance with Local Authority policy, as they are the admissions officers for schools. A risk assessment is carried out prior to entry and all reasonable adjustments are completed prior to the child starting school.

c. Parents' meetings

As a result of the School Standards and Organisation (Wales) Act 2013 a school Governing Body is no longer required to hold an annual parents meeting. However, the School Standards and Organisation Act now enables parents of pupils at the school to request up to 3 meetings a year with the Governing Body via a petition. The process for this is as follows. The Governing Body must hold a meeting for all parents of children registered at the school, within 25 school days of receiving the petition, providing that:

- The petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is lower of the following: a) the parents of 10% of registered pupils b) the parents of 30 registered pupils.
- The meeting requested must be to discuss a matter relating to the school.

- There will be no more than 3 meetings held during the year in which the first petition is received.
- There are sufficient days left in the school year for the meeting to be held.

There have been no petitions for parent meetings during the 2022/23 academic year.

14. Destination of School Leavers

Nearly all of our pupils move from Year 6 to Monmouth Comprehensive School (MCS), the catchment secondary school. At the end of the Summer Term 2023, 30 pupils moved to Monmouth Comprehensive School and one to Haberdashers' Monmouth School. We have strong transition links with MCS and receive various visits from MCS staff, including the Headteacher, Head of Year, Literacy and Numeracy, and Additional Learning Needs co-ordinators.

15. Parent Consultations

In 2022-23 we continued with using the School Cloud as an online system for ease and flexibility, where parents can see their child's teacher.

Parents were able to choose their own appointment times to fit in with family and work commitments.

A sensible gap between appointments was automatically inserted to ensure parents are not kept waiting.

The system has an automatic booking mode to find the most efficient appointment schedule for the parent to see the teachers in the shortest amount of time possible.

Following a parent survey during Summer 2022, it was deemed favourable to continue with the use of School Cloud, with the majority of parents benefitting from the flexibility and the well-being of staff.

Additionally, to parents' consultations, parents were offered sharing sessions where they could see their children's books.

16. Our Year in Pictures

Reception





Year 1





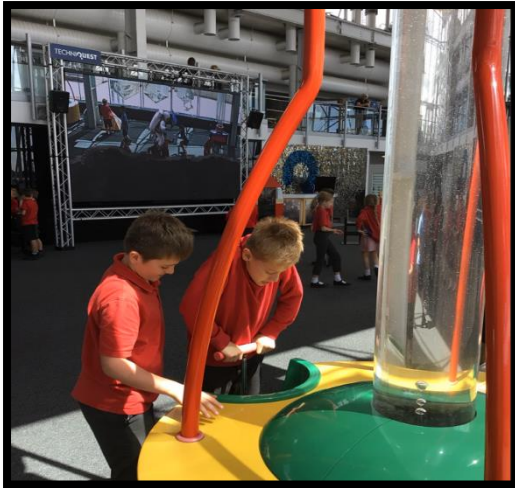
Year 2





Year 3





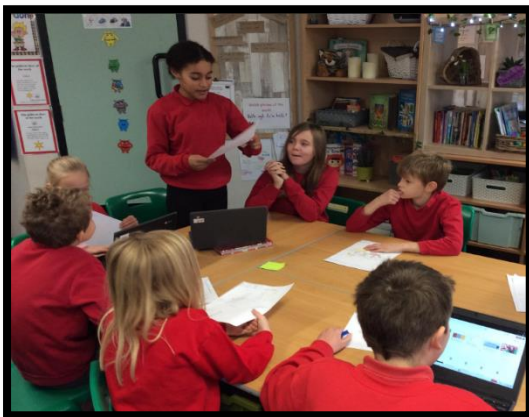
Year 4





Year 5





Year 6



