



Trellech Primary School

Governors' Annual Report to Parents

2023/24



'Nurture, Inspire, Achieve'



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1. Introduction

The 2023/24 academic year was the year when the school, under supervision of acting head teacher, went through a successful Estyn inspection. It was not the only success that we would like to highlight in this report. Our school has grown stronger as a team and part of the community.

The school remains focused, engaged, and committed to the new curriculum which became statutory from September 2022.

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
Mr C Hagg	Community	18/07/2027
Mr W Hockey	Parents	31/08/2023
Mr Christopher Edwards	LA	19/07/2024
...	LA	
Mrs J Kersley	LA	28/09/2026
Mr D Holtam	Parents	14/11/2025
Mr T Cookman	Parents	07/11/2027
Mrs C Jones	Parents	14/11/2025
Mr E Webb	Parents	07/11/2027
Mrs D Llewellyn	Staff	...
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 2023 to 31st March 2024			
TRELLECH PRIMARY			
(a) Age-Weighted Pupil Units			
Age Group	Funding Per Pupil £	January 2023 Pupil Numbers	Total Funds Allocated
3-4	2564.71	0	-
4-5	2591.26	22	57,007.65
5-6	2591.26	26	67,372.67
6-7	2591.26	21	54,416.39
7-8	2559.31	30	76,779.16
8-9	2559.31	24	61,423.33
9-10	2559.31	27	69,101.25
10-11	2559.31	31	79,338.47
		<u>181</u>	<u>465,438.92</u>
			465,439
(b) Premises and Other Factors			
Building Maintenance			4,645
Caretaking			30,478
Cleaning			10,434
Energy			30,479
Rates			16,184
Grounds Maintenance			6,098
Governors Services			999
Finance and Management Support Services			1,785
Central ICT			1,676
Maternity			5,325
Creditor Payments			1,000
Personnel Services			2,532
Joint Leisure Facilities			1,694
Lifeguards			516
Library Service			-
Protection			-
Deprivation			-
NNEB Funding			19,695
Threshold			-
Lump Sum			147,114
			<u>280,653</u>
			280,653
(c) Special Needs			
SNRB Band Funding			-
Delegated Funding			56,898
			<u>56,898</u>
Unit Funding			-
			<u>56,898</u>
			56,898
TOTAL FUNDING			802,990

Financial summary

Income	2019/20	2020/21	2021/22	2022/23	2023/24
General	£119,708	£154,384	£202,340	£245,876	£200,963
Funding	£660,355	£710,019	£735,806	£744,641	£802,721
Total Income	£780,062	£864,403	£938,146	£990,517	£1,003,684
Expenditure	2019/20	2020/21	2021/22	2022/23	2023/24
Employee costs	£658,257	£671,938	£744,694	£830,473	£828,028
Supplies and services	£29,203	£21,284	£30,029	£41,456	£94,922
Premises costs	£74,883	£75,791	£92,123	£77,898	£99,748
Transport	£0	£0	£0	£810.00	£0
Fair funding	£38,755	£30,647	£33,052	£36,172	£38,625

Total Expenditure	£801,098	£799,660	£899,898	£986,764	£1,061,323
Summary	2019/20	2020/21	2021/22	2022/23	2023/24
Total Income	£780,062	£864,404	£938,146	£990,517	£1,003,684
Contribution to/from reserves	-£21,035	£64,743	£38,248	£3,753	-£57,639
Reserves brought forward	£71,983	£50,947	£115,691	£153,939	£157,692
Balance carried forward	£50,947	£115,691	£153,939	£157,692	£100,053

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 2023-24

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. Further develop and strengthen the whole school team inc. the Acting Headteacher, Seconded Deputy Head Teacher access to high quality programmes to support distributed leadership and enhance leadership skills. Senior leadership programme NPQH NQT	Completed
2. Ensure high-quality long-term leadership by appointing a permanent Headteacher in readiness for Academic Year 2024. 25	In Progress

3. Further strengthen the leadership role of the Governing Body through engagement with the regional GB Self Evaluation Toolkit, enhancing GB involvement in regional training and support programmes including engagement within school linked to the Annual Governor Plan.	
4. Ensure that opportunities are built into whole staff PL meetings to regularly review the impact of agreed actions and strategies to improve learning, teaching and leadership and that such reviews are continually impacting on improved outcomes of teaching and learning.	
5. Utilise the Impact Pathway model linked to the NR:EI Toolkit as a self-evaluation tool for staff to capture impact on the organisation, practitioners and learners, analysing how effective self-evaluation processes are.	
2. WELLBEING, EQUITY & INCLUSION	Status
1. Ensure the learning environments promote pupil and learner well-being, with effective opportunities to promote independent learning and application of skills.	
2. Effectively utilise Thrive and ELSA identified staff to ensure consistent emotional support is provided for those learners requiring it.	
3. Establish a school curriculum and community that promotes inclusion and equity for all learners. To introduce Commando Joes; the development of skills beyond the classroom, ensuring that no child is left behind.	
4. 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 2023) Continue to establish systems to promote Staff Well Being inc. Well Being Radar, access to counselling services, Well Being Sessions etc...	
3. PEDAGOGY AND CURRICULUM	Status
1.To evaluate the effective use of curriculum lead to ensure that all staff implement agreed approaches to C4W delivery; ensuring principles of progression, the pedagogical principles, cross-curricular skills and cross-cutting themes	
2. Engage in the Cluster Digital Project to enable a shared digital vision, all staff to deliver high quality progressive digital skills to support confidence, skill improvement and an understanding of cross curricular responsibility; building a culture of high expectations and work towards excellence.	
3. To effectively evaluate a school vision for Expressive Arts. To engage with cluster to develop high quality progressive skills enabling equity for all pupils. Identifying an AOLE Lead and utilising Arts Council Funding to ensure a range of opportunities for all learners.	
4. To enhance the Humanities practitioners' knowledge and understanding of conceptual curriculum design within RVE; plan for progression; produce working examples of progression maps as well as ensuring the fulfilment of statutory requirement for the mandatory elements of RVE.	
4. LEARNING	Status
1.To ensure the quality of sustained excellent teaching enables the best practices to effectively improve pupils learning.	
2. Numeracy To further develop and promote problem solving and reasoning across all areas of numeracy within the curriculum, ensuring over half of learners achieve a standardised score of 96 and above	
3. LLC: Literacy To ensure the majority of pupils attain a SAS 90 in GL Spelling Assessment	
4. LLC: W2L To increase the use of Welsh around school	
5. Sci & Tech: To develop Digital Competency and Application of Skills across all AOLEs throughout the whole school	
6. ALN: To ensure equity for all and full compliance of ALN Code	

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 2-6 pupils 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 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. Headteacher Selection Process update

Following Mrs Scott-Woodhouse's resignation in April 2023, the school has been managed by acting Headteacher Mrs Peacock.

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 initiated the recruitment process for a new full-time, substantive Head in the spring term of 2024. This process continued throughout the school year 2023-24 and was successfully completed in the Autumn term of 2024-25.

d. Estyn Inspection

The school went through Estyn inspection in October 2023. We are very proud of our report. Please see below link for details:

<https://www.estyn.gov.wales/provider/6792301>

The school has developed a post inspection action plan which aligns to the priorities within the School Development Plan.

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 curriculum is 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 <u>and</u> 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 2023-24

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.

Formal Learning Walks took place during w/c: 20th November in lieu of formal observations.

Peer Observations were carried out by Ambassadors in Y5 & Y6.

Estyn Report was published 27th December 2023:

<https://www.estyn.gov.wales/provider/6792301>

Staff had an opportunity to complete learning walks during the summer term to share practice aligned to T&L Non-Negotiables. Commencing 7th May 2024, the LLC W2L met with J. Vinnicombe (W2L EAS) to discuss ESTYN recommendation. The Science and Technology lead completed monitoring with S. Powell (EAS) on 26th June following cluster projects. S. Powell led a staff meeting following this. S. Jones (EAS Maths & Numeracy) met with the Maths and Numeracy Lead on 7th May.

Below please see for INSET days details:

INSET 2023/ 24:

1.9.23 Health/Safety Safeguarding Pedagogy

2.10.23 SLO Survey / Professional Enquiry Curriculum Update inc Tracking Documents Non-Teaching Staff: Cluster Digital Project

24.11.23 Commando Joes

19.2.24 Nick Jones: Excellent Teaching

2.5.24 Cluster Curriculum Development

28.6.24 Curriculum Review Assessment & Progression

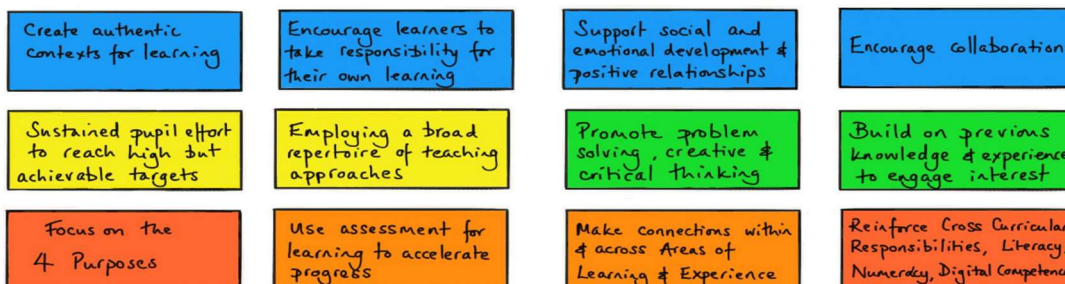
Twelve pedagogical Principles from 'Successful Futures' report

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DONALDSON'S 12 PEDAGOGICAL PRINCIPLES
& what you should do with them!

@ImpactWales

"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.

- We were successful in securing funding for additional seating, shelter, mark making and reading huts (total of £8092). This has been completed with the expert guidance of Lisa Grant (Monmouthshire Community Focussed Schools) linked to the introduction of 'Stay and Play' Sessions where families have an opportunity to utilise an area of the school grounds after the end of the school day to play and socialise together.
- We completed installation of Outdoor Pod
- Line Markings in Car Park and Bus Bay were remarked in November 2023
- Colleagues from Play Wales, Monmouthshire County Council and MonLife have been supporting this initiative by offering workshops targeted at developing risk assessments and toolkits to ensure the success of this; along with trouble shooting the logistics of the program. Lisa has been instrumental in supporting the introduction of this initiative. The equipment was supplied by Playwood, which was looked upon positively as part of the grant by supporting local businesses. In addition to this, Playwood kindly donated a garden potting bench to the Y3/ Y4 area and utilised some of the wood to make a carpentry bench for Y2.
- All Staff had Update Fire Safety Procedures Training led by K. Peacock on 1st September 2023: Fire Safety Procedures were updated.
- A Parent Governor successfully applied for a Local Places for Nature Food Starter. Delivered items were utilised in the grounds as part of the gardening sessions.
- Evacuation Drill completed on 8th December 2023 (ASC and Staff on Site)
- Health & Safety LA Compliance Visit: Termly
- Playgroup Nursery Build: commenced 22nd May

8. Gardening Project

The gardening project started in April 2023 and has been growing since then. This is all thanks to our volunteer Mrs Cornish. Mrs Cornish has been working tirelessly with all the classes and teachers to make use of the outdoor space sustainable place where children can learn, play and develop their skills.

Autumn term saw involvement from all the classes. To start with, children took place in planning discussions. This was followed by receiving first resources from Keep Wales Tidy and erecting raised beds in year 1,2 and 4 gardens. Planting strawberries, wildflowers and spending full day on planting 65 trees are some of the activities that children took part in.

Despite very wet weather in the winter term, children still managed to plant potatoes, fruit trees and perennials in different gardens.

While the summer term weather was not much better, it did not stop the children from planting fruit and vegetables, harvesting potatoes, reinvigorating planters at the front of the school, developing allotment areas and enhancing Y6 courtyard.

9. 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.

- Swimming lessons – Y6, Y5, Y4, Y3, Y2
- Archaeological Dig at Court Farm – Y4 & Y5
- Local Author Visit – Y3, Y4 & Y5
- Cluster Cross Country Event at Monmouth Leisure Centre – Y3-Y5
- Playmaker training led by Mon Life – Y5
- Billy Bobs Farm – Pumpkin Patch – Reception & Y1
- EFL Football Tournament at Cwmbran Stadium – Y5 & Y6
- Drama Queens Dance Workshops – Y1-Y4
- Carol Singing – In the Loop, Llanishen Hall – Y2
- Trellech Teas – Christmas Singing – Reception
- Heddlu Back Talk – Y5 & Y6
- Visit St Nicholas Church – Y1
- Christmas Performance – Y1
- Carol Service – St Nicholas Church – Y4 & Y5
- Louby Lou – Elf Workshop – all classes
- Whole School Visit to Savoy Theatre
- Bell Ringing St Nicholas Church – Y6
- Whole School JRSO: Be Bright Be Seen Day
- TechnoCamp Workshops – Y3-Y6
- County in the Community Sessions – Y1 & Y2
- Gwent Music Toots Workshops – Reception
- Easter Experience – Y6

- U11 Netball Tournament
- Saplings Easter Performance
- Welsh Family Engagement Afternoon
- Angela Jones visit – Y4
- Brooks Dairy visit – Y2
- Expressive Arts Family Engagement Morning
- Meeting Head of Y7 – Y6
- Residential to Gilwern – Y6
- Cluster Eisteddfod Upbeat Music Samba Sessions Y4 & Y5
- Bronze Ambassador Meeting 2 – Y6
- Year One Family Engagement Afternoon
- Year Six Family Engagement Afternoon
- Y5 Cluster Playmaker Conference - Mon Life
- FP & KS2 Sports Day
- Y6 Enhanced Transition
- Y4/Y5BBC Studios Cardiff Y6 Engagement Visit
- The Attik Art Workshop: Rhiannon Roberts: Ambassadors/Y5/ Y6
- Y6 Cluster Swimming Gala
- Nominated for Climate School 180 Project

10. 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 AOLE lead includes pupils' in these sessions so parents can ask questions and see everything in practice.

The following sessions took place last academic year:

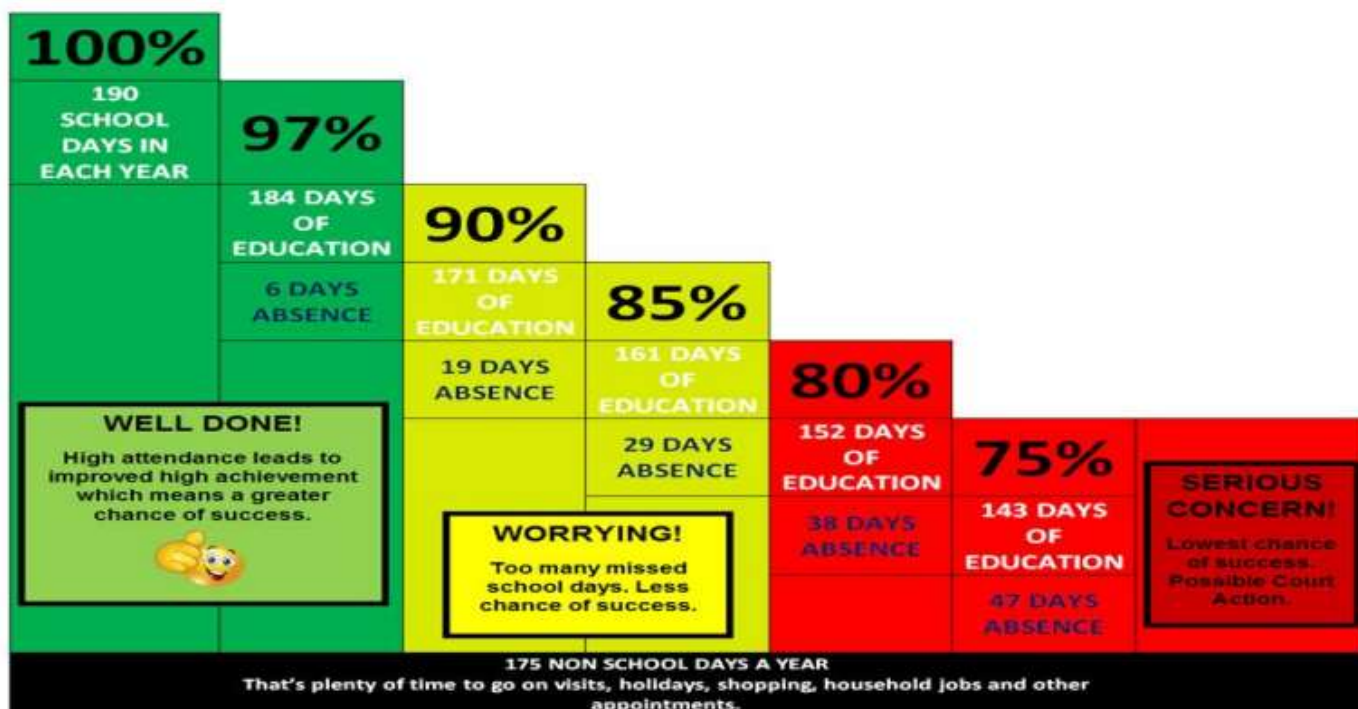
- Expressive Arts
- Maths & Numeracy
- Reading at Trellech
- Welsh Engagement Afternoon

11. School Attendance Targets

In the last academic year, our attendance level reached 95.4% which was another improvement comparing to 94.5% the year before and 91.2% in academic year 22/23. As the improved result was still below the expected target of 96.4%, the school implemented additional measures to improve attendance even further. This included updating Attendance policy and implementing rewards/celebrations for great attendance. 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.

12. Organisation and Policies

a. Additional Learning Needs (ALN)

The ALN Act replaces the terms 'special educational needs (SEN)' and 'learning difficulties and/or disabilities (LDD)' with the new term 'additional learning needs (ALN)'.

All children and young people with ALN, regardless of the severity or complexity of their learning difficulty or disability, will generally be entitled to a statutory support plan called an individual development plan (IDP). Children and young people with ALN will receive support called additional learning provision (ALP) which will be set out in their IDP.

The ALN Code defines ALN:

"Additional learning needs" or "ALN" has the meaning given by section 2 of the ALN Act, namely:

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(4) A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Children and young people with ALN need extra support to learn. This would be because they:

- find it harder to learn than other children of the same age
- have a disability that means they cannot use, or find it difficult to use, facilities for learning in the local nursery, school, PRU or college

Some children and young people who need extra help in nursery, school, pupil referral unit (PRU) or college do not have an ALN. This may be children or young people who just need some help catching up. The extra support given to children with ALN to help them learn is called ALP. This must be written into a support plan called an IDP. Additional learning provision for a child aged under 3 means educational

provision of any kind. Additional learning provision for a person aged 3 or over is education or training usually in a nursery, school, PRU or college that is additional to, or different from, what is made available to most children of the same age.

This means that ALP is support that is made available usually in nursery, schools, PRUs or colleges but most children or young people of the same age do not need to use this support to make progress. ALP can be delivered by teachers, teaching assistants or tutors. It can also be delivered by specialist services like a speech and language therapist or teachers of the deaf.

During 2023-24, 3.6% of pupils were recorded as having an Additional Learning Need. 2.4% 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 0.6% 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 2023/24 academic year.

13. 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 2024, 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.

14. Parent Consultations

In 2023-24 we continued with using the School Cloud as an online system for booking appointments with the actual appointments taking place face to face. Parents were able to talk to the teacher, ask questions and also look at their children's books.

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.

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

15. Our Year in Pictures

Acorns





Saplings



Oaks







