



# Trellech Primary School

## Governors' Annual Report to Parents

2024/25



*'Nurture, Inspire, Achieve'*



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## 1. Introduction

The 2024/25 academic year marked a significant period of growth for the school, guided by the leadership of a newly appointed head teacher. During this time, the school has strengthened its sense of teamwork and deepened its role within the community.

Our commitment to the new curriculum, which became statutory in September 2022, remains unwavering. Staff continue to engage with it enthusiastically, ensuring that our educational approach evolves to meet the needs of all learners.

On behalf of the Governing Body, we hope this report offers valuable insight into the dedication and effort invested in enriching the lives of our children.

## 2. Governors’ details

### Members of the Governing Body

Governor	Representing	Term office ends
Mrs P Lloyd	Community	02/07/2027
Mrs N Scarr	Community	21/06/2026
Mr W Hockey	Community	04/07/2027
Mr C Hagg	LA	18/07/2027
Mrs L Weeks	LA	28/11/2028
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 M Appleton	Staff	25/09/2028
Miss J Light	Teachers	10/03/2029
Mrs K Peacock	Headteacher	

**Chair of Governors  
Representing**

Mr W Hockey  
Community Governor

<b>Term Office Ends</b>	Elected Annually
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<b>Vice Chair of Governors</b>	Mrs P Lloyd
<b>Representing</b>	Community Governor
<b>Term Office Ends</b>	Elected Annually

The Clerk to the Governing Body: Mrs Tess Deighton

## **Arrangements for the next election of Parent Governors**

We currently have one vacancy for a parent governor. Becoming a governor is a rewarding opportunity to contribute to the school community, gain insight into how the school operates, and help shape its future. While the role requires time and commitment, it offers a valuable chance to make a meaningful impact. As part of our recent self-assessment, we identified several areas where additional expertise would be beneficial. If you have skills or experience in any of the following areas, we would love to hear from you:

- Digital communication
- Equality and diversity
- Legal expertise
- Additional Learning Needs (ALN)
- Understanding of national education policy

If you feel you can support the school in any of these areas, please consider putting yourself forward for this important role.

## **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](mailto:trellechprimary@monmouthshire.gov.uk).

### 3. Performance and target information

#### a. Financial Details

**MONMOUTHSHIRE CHILDREN AND YOUNG PEOPLE DIRECTORATE**

**School Budget Share for Financial Year 1st of April 2024 to 31st March 2025**

**TRELLECH PRIMARY**

**(a) Age-Weighted Pupil Units**

Age Group	Funding Per Pupil £	January 2024 Pupil Numbers	Total Funds Allocated	
3-4	2688.2	0	-	
4-5	2712.58	17	46,113.86	
5-6	2712.58	22	59,676.76	
6-7	2712.58	25	67,814.50	
7-8	2680.13	22	58,962.97	
8-9	2680.13	31	83,084.18	
9-10	2680.13	26	69,683.51	
10-11	2680.13	30	80,404.05	
		<u>173</u>	<u>465,739.82</u>	<b>465,740</b>

**(b) Premises and Other Factors**

Building Maintenance	4,645	
Caretaking	33,836	
Cleaning	10,434	
Energy	22,369	
Rates	16,864	
Grounds Maintenance	6,098	
Governors Services	999	
Finance and Management Support Services	1,785	
Central ICT	1,676	
Maternity	5,090	
Creditor Payments	1,000	
Personnel Services	2,532	
Joint Leisure Facilities	1,694	
Lifeguards	516	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	21,770	
Threshold	-	
Lump Sum	167,573	
	<u>298,879</u>	<b>298,879</b>

**(c) Special Needs**

SNRB Band Funding	-	
Delegated Funding	48,363	
	<u>48,363</u>	
Unit Funding	-	
	<u>48,363</u>	<b>48,363</b>
<b>TOTAL FUNDING</b>		<b>812,982</b>

## Financial summary

<b>Income</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
General	£119,708	£154,384	£202,340	£245,876	£200,963	£199,677
Funding	£660,355	£710,019	£735,806	£744,641	£802,721	£826,674
Total Income	£780,062	£864,403	£938,146	£990,517	£1,003,684	£1,026,351
<b>Expenditure</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Employee costs	£658,257	£671,938	£744,694	£830,473	£828,028	£859,353
Supplies and services	£29,203	£21,284	£30,029	£41,456	£94,922	£34,589
Premises costs	£74,883	£75,791	£92,123	£77,898	£99,748	£101,717
Transport	£0	£0	£0	£810.00	£0	£225
Fair funding	£38,755	£30,647	£33,052	£36,172	£38,625	£37,992
Total Expenditure	£801,098	£799,660	£899,898	£986,764	£1,061,323	£1,033,876
<b>Summary</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Total Income	£780,062	£864,404	£938,146	£990,517	£1,003,684	£1,026,351
Contribution to/from reserves	-£21,035	£64,743	£38,248	£3,753	-£57,639	-£7,525
Reserves brought forward	£71,983	£50,947	£115,691	£153,939	£157,692	£100,053
<b>Balance carried forward</b>	<b>£50,947</b>	<b>£115,691</b>	<b>£153,939</b>	<b>£157,692</b>	<b>£100,053</b>	<b>£92,529</b>

### b. Attendance

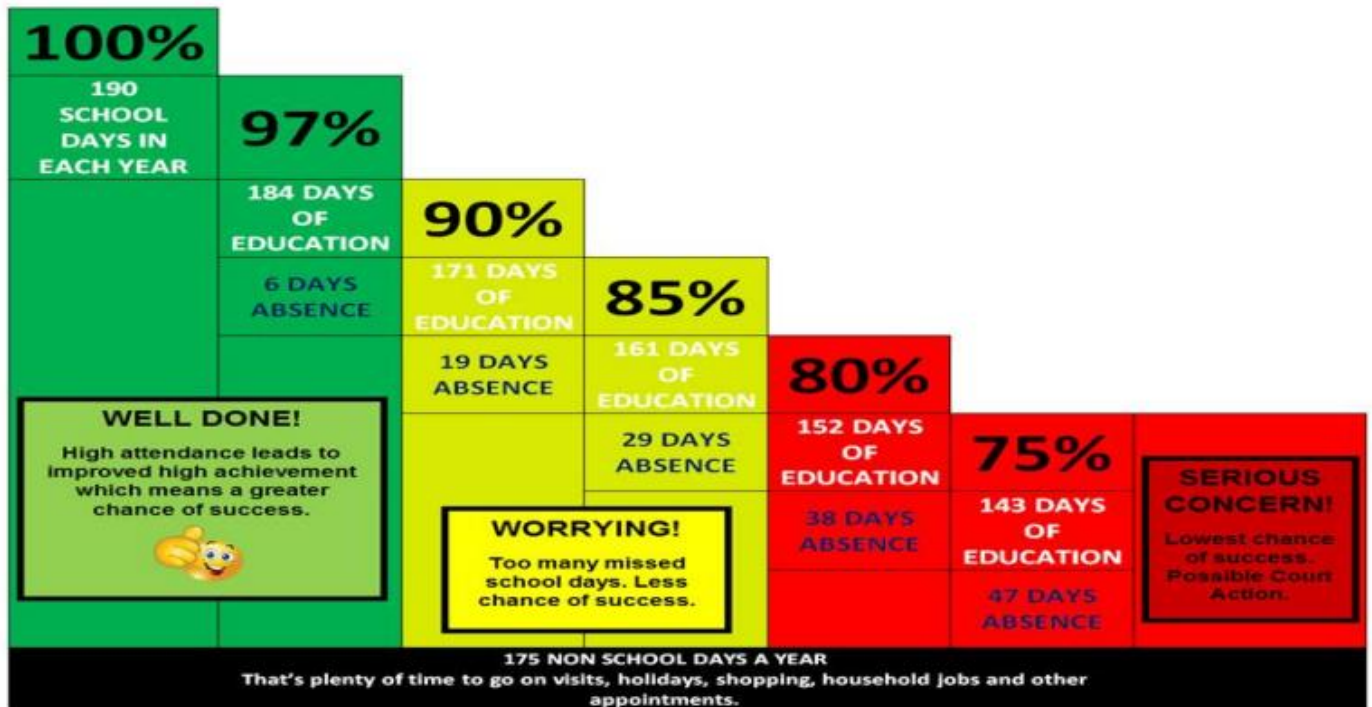
In the last academic year, our attendance level reached 95.67% which was another improvement comparing to 94.5% the year before and 91.2% in academic year 22/23. As the improved result was still below the expected target of 96.4%, the school implemented additional measures to improve attendance even 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.

Important change to attendance policy was implemented in January 2025 – it has been added that holidays during term time are not authorised by the head teacher unless there are exceptional circumstances.

#### **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 for this level of absence you will receive a notification of this 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 excellent attendance will be celebrated in Golden Assembly by receiving an Excellent Attendance Certificate and treat that will be led by the Headteacher and the school Ambassadors.

### c. Leavers' destination

Nearly all our pupils move from Year 6 to Monmouth Comprehensive School (MCS), the catchment secondary school. At the end of the Summer Term 2025, 23 pupils moved to Monmouth Comprehensive School and 2 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.

### d. Assessment Recording, Reporting

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 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 to support a child's learning as well as identifying more able pupils who are not achieving as they should.

## 4. Action Taken by the Governing Body/School

### a. Developing or strengthening links with the community

Throughout the school year, Trellech School has continued to build and strengthen its connections with the local community. Here are three key initiatives that brought people together and celebrated our shared values:

## **Stay and Play**

Each week, the school opens its grounds to children and their parents, providing a welcoming space to play and explore together. Families can enjoy the full range of school resources and playground facilities in a relaxed and friendly environment.

## **Café Cynefin**

Run by our enthusiastic Year 5 and 6 pupils, Café Cynefin offers a warm and inviting place for everyone to enjoy a chat over a cup of tea. Guests are often treated to performances by our talented young musicians, adding a special touch to the experience.

## **Trellech Teas**

Our Year 6 ambassadors regularly support the Trellech Teas team by helping to set up and serve tea, coffee, and cake to members of the community. It's a wonderful opportunity for pupils to engage with others and contribute to the spirit of togetherness.

## **b. Policy review**

The following policies were ratified during academic year 2024/25:

MCC – Professional Development Review

MCC – Policy Guidance to Schools on Complaints, Conduct and Unreasonable Behaviour

MCC – School Settings Toileting Policy Guidelines

Attendance Policy

Behaviour and Relationship Policy

Health & Safety Policy

Safeguarding Policy

Curriculum Policy

Food and Fitness Policy

First Aid and Medicine Policy

Family Leave Policy

Strategic Equality Plan

## **c. Headteacher Selection Process update**

In line with the Local Authority framework and best practice, the recruitment process for a new full-time, substantive Headteacher was initiated during the spring term of 2024. This process continued throughout the academic year and was successfully concluded in the autumn term of 2024–25.

Following two years of dedicated service as Acting Headteacher of Trellech Primary School, Mrs Peacock has now been appointed as the permanent Headteacher. We congratulate her on this well-deserved achievement and look forward to her continued leadership.

## **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.

**Progress towards Estyn Recommendations (October 2023).**

Estyn Recommendation	Impact on pupil progress	RAG rating at the end of the 24/25 year.
R1: Strengthen self-evaluation and improvement processes to focus sharply on the most important areas for development	Most pupils have made progress in the areas identified within SER processes as areas of improvement	Purposeful Consortia PL attended by HT to enable continued progress in ensure SER and Improvement Processes focus on the most important areas. Efficient use of assessment processes including the analysis of data succinctly ensures effective development for the most important priorities for development Purposeful collaboration with SIP, LA, Governors and Staff ensure the most important areas for development
R2: Improve pupils' confidence to use their spoken Welsh, particularly in everyday situations around the school	Many pupils use Welsh spoken language confidently in everyday situations around the school. A few children are less confident and this remains an area for continued development	The role of <i>Cydw Cymraeg</i> continues to strengthen with greater engagement and expectation. W2L lead has attended PL and consortia sharing events to share good practice, completing Stands Ups to disseminate to all staff Staff continue to develop this area with pupils and collaboratively strive to achieve Cymraeg Campus Arian Continued collaboration with EAS Lead to identify clear actions to further develop confidence in spoken Welsh for all staff and pupils.
R3: Provide worthwhile opportunities for pupils to apply their mathematical and digital skills with increasing sophistication in their work across the curriculum	Many pupils have worthwhile opportunities to apply their digital and mathematical skills with increasing sophistication. This is evidenced in LoL SER Evaluations in addition to external verification (EAS DCF Lead and SIP)	All staff have engaged with EAS Digital Lead each term focussing on application of digital skills across all AOLES. New Digital Lead allocated for 2025/ 26. Maths and Numeracy Lead attended PL aligned to authentic numeracy across AOLES additional staff completed CPA PL. LoL monitoring exemplifies an underutilisation of trackers to ensure coverage of skills.
<b>Next steps</b>	To ensure the majority of pupils make progress in all areas of learning and experience with a particular focus on W2L and the application of mathematical and numeracy skills at a sophisticated level.	To continue to collaborate with EAS colleagues to evaluate SER processes and monitor impact enabling succinct priorities jgg whole staff W2L PL and continued priority for Application of Mathematical Skills.

## 5. Organisation, plans and policies

### 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 2024-25

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	Completed
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.	Completed
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. Use the PLP for development of staff PDR.	Completed
5. Utilise Teaching Walkthrus approach to Whole School Improvement. Enabling research, of what we teach and how we teach.	In Progress
2. WELLBEING, EQUITY & INCLUSION	Status
1. Ensure all pupils have a daily check in for Well Being through a range of appropriate strategies which promotes positive attitudes and behaviour.	Completed
2. Establish positive relationships, behaviours and attitudes to promote improved behaviours and attitudes to learning.	Completed
3. Establish a school curriculum and community that promotes inclusion and equity for all learners. To track progress of pupil's attitudes to skills within Commando Joes; ensuring that no child is left behind.	Completed
4. To ensure equity for all pupils through Universal Provision consistent delivery of the ALN Bill following implementation 2021	Completed
3. PEDAGOGY AND CURRICULUM	Status
1. To evaluate the effective use of questioning in teaching and learning approaches, ensuring all pupils make progress	Completed
2. Engage in the Cluster DARPL Project to enable a shared vision, all staff to deliver high quality approaches across the curriculum to support confidence, which becomes embedded within the Curriculum offer	In Progress
3. To effectively develop opportunities for Assessment and Progression in Curriculum for Wales. Ensure clarity in Learning Objectives, Learning Intentions: desired outcomes and processes	In Progress
4. LEARNING	Status
1. To ensure the quality of sustained excellent teaching enables the best practices to effectively improve pupils learning.	In Progress
2. To utilise progression documentation for Maths & Numeracy to ensure skill development for all learners which can be applied in authentic learning at a sophisticated level.	Completed
3. LLC: Literacy	Completed
To evaluate approaches to spelling to enable nearly all pupils attain a SAS 90 in GL Spelling Assessment	Completed
4. To continue to increase the use and confidence of pupils and staff using spoken Welsh throughout the school day.	In Progress
Confidence in spoken Welsh – this is more than the incidental Welsh on your plan? strengthen this one to include expectations of daily sessions staff training etc	In Progress

5. To ensure digital skills are delivered progressively for all learners, building on prior knowledge and applied across the curriculum

## b. School term dates, including holidays, for the forthcoming year (2025/26)

<b>Key Dates: 2025/ 2026</b>
Mon 1st Sept: New Academic Year Commences
Mon 1st Sept: INSET Day School Closed to Pupils
Tues 2nd Sept: Autumn Term Commences for Pupils
Tues 16th Sept: See How they Learn Session 1 (Rec Parents)
Tues 23rd Sept: See How they Learn Session 2 (Rec Parents)
Tues 30th Sept: See How they Learn Session 3 (Rec Parents)
Weds 1st Oct: Flu Spray Vaccination (Rec– Y6)
Mon 6th - Thurs 9th Oct: Scholastic Book Fair
Mon 6th Oct: Sharing Session
Tues 7th Oct: Parent Consultations
Weds 8th Oct: Parents Consultations
Tues 7th Oct: See How they Learn Session 4(Rec Parents)
Thurs 9th Oct: Colorfoto Individual & Sibling Photographs
Fri 24th Oct: Cluster INSET Day School Closed to Pupils
<b>Fri 24th Oct: End of Autumn Term 1</b>
Mon 3rd Nov: Autumn Term 2 Commences
Fri 28th Nov: INSET Day School Closed to Pupils
Weds 10th Dec: Acorns Nativity 9.30am
Thurs 11th Dec: Acorns Nativity 9.30am
Weds 17th Dec: Carol Service TBC
Fri 19th Dec: Whole School Christmas Show at The Savoy, Monmouth
<b>Fri 19th Dec: End Of Autumn Term 2</b>
Mon 5th Jan: Spring Term Commences
Mon 2nd– Fri 13th Feb: National Assessments (Y2– Y6)
<b>Fri 13th Feb: End of Spring Term 1</b>
Mon 23rd Feb: Spring Term 2 Commences
Tues 24th Mar: Saplings Easter Performance
Weds 25th Mar: Pupil Reports to Parents/ Carers
<b>Fri 27th Mar: End of Spring Term 2</b>
Mon 13th April: Summer Term Commences
Fri 1st May: Cluster INSET Day School Closed to Pupils
Weds 21st May: Colorfoto Class Photos
<b>Fri 23rd May: End of Summer Term 1</b>
Mon 1st June: Summer Term Two Commences
Weds 3rd June: FP Sports Day- 1.30pm
Thurs 4th June: Y3-Y6 Sports Day 1.30pm
Weds 10th June Reserve FP Sports Day- 1.30pm
Thurs 11th June: Reserve Y3-Y6 Sports Day- 1.30pm

Fri 26th June: INSET Day School Closed to Pupils
Mon 6th– Weds 8th July: Y6 Residential to Gilwern
Mon 20th July: INSET Day School Closed to Pupils
<b>Mon 20th July: End Of Academic Year</b>

### c. 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 2024.25, 7.6% of pupils were recorded as having a Barrier to Learning and in receipt of a One Page Profile with universal provision and/ or targeted support and 1.7% 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.

#### d. Strategic Equality for Pupils

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 May 2025, 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.

The PESD covers all people with 'protected characteristics' using the school, but in particular learners and staff with protected characteristics. The Welsh Government indicate that 'protected characteristics' refer to **age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity leave, race, religion or belief, sexual orientation and sex (gender)**. This takes into account the Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005 and Equality Act 2010.

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

## 6. Healthy Eating and Drinking

We are proud to be a school that actively promotes healthy eating and drinking habits. Below are just a few examples of the initiatives we have in place:

- **Fruit Tuck Shop** – Each week, the school runs a fruit tuck shop where children can purchase fresh fruit at a minimal cost.
- **Healthy Snacks Policy** – Only healthy snacks are permitted in lunchboxes and during break times to encourage nutritious eating habits.
- **Water throughout the day** – To support hydration and wellbeing, children are encouraged to drink only water throughout the school day.
- **Healthy Schools Committee** – Our dedicated committee works to promote health and wellbeing across the school, involving pupils in decision-making and activities that support a healthy lifestyle.

## 7. Curriculum for Wales

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

## 8. Welsh Language

As a school based in Wales, the Welsh language is an important part of our identity and daily life. Children continue to receive regular Welsh lessons and are actively encouraged to use Welsh in everyday situations across the school.

The establishment of the **Criw Cymraeg** committee has played a key role in promoting the use of Welsh. This enthusiastic group of pupils led weekly Welsh assemblies, introduced a "Phrase of the Week," and guided Welsh prayers. They also organised fun and educational quizzes focused on Welsh history and legends, helping to deepen cultural understanding and celebrate our heritage.

## 9. Provision of school toilet Facilities

The school has 3 toilet facilities:

- One dedicated set of toilets for reception class
  - 2 Cubicles
- One dedicated set of toilets for years 1-2
  - Boys - 2 Cubicles and 1 urinal
  - Girls - 2 Cubicles
- One dedicated set of toilets for years 3-6
  - Boys - 2 cubicles, 3 urinals and 4 sinks
  - Girls - 4 cubicles, 4 sinks

## 10. Quality of Teaching

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.	<b>Creating Authentic Learning</b>	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.	<b>The Learning Environment</b>	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.	<b>Assessment, review and evaluation</b>	Assessment. Reflection. Recording and reporting. Involving partners in learning.
Listening to learners.	<b>Learner Participation</b>	Learners leading learning. Listening to learners.

Sustaining highly effective teaching. Advancing pedagogic approaches.	<b>Subject Knowledge, Challenge, Expectations and Differentiation</b>	Challenge and expectations. Differentiation. Sustained effort and resilience in learners.
Accepting accountability for outcomes in learning and wellbeing.	<b>Behaviour for Learning and Wellbeing</b>	Learning Outcomes and wellbeing.
Securing standards, wellbeing and progress.	<b>Progress and Standards</b>	Progression in learning.

## Quality of teaching for 2024-25

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 Lesson Observations took place during October 2024.

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

Staff had an opportunity to complete learning walks during the academic year to share practice aligned to T&L Non-Negotiables.

Below please see for INSET days details:

### INSET Days 2024/ 2025

INSET 2024/ 25	
Date	Title of Training Day
1.9.24	Health/Safety Safeguarding GDPR & Prevent Update Training
27.9.24	LA Autism Awareness First Aid Training
25.10.24	Cluster DARPL
6.1.25	H&WB: Positive Attitudes & Behaviours
27.6.25	Curriculum Review Assessment & Progression
21.7.25	Twilight in lieu 23 <sup>rd</sup> September 2024 & 18 <sup>th</sup> November 2024 (Impact Wales) 13 <sup>th</sup> January 2025 & 10 <sup>th</sup> March 2025 (LLC: Reading & Spelling)

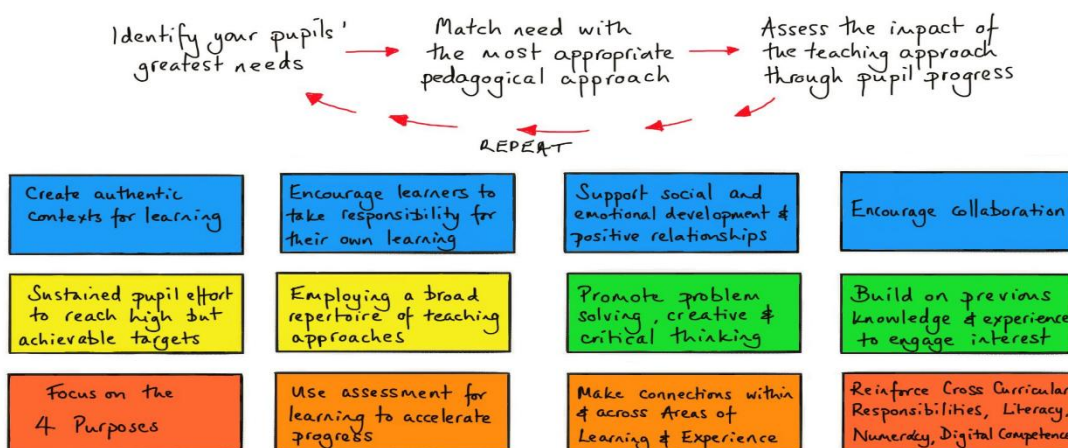
# Twelve pedagogical Principles from 'Successful Futures' report

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"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

## 11. Update on premises

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

1. Electrical Fixed Wire Testing completed (August 2024)
2. LA H&S Compliance Visit (August 2024)
3. Fire Alarm Site Survey (Ambassador)
4. Installation of Sail and Stay & Play Area
5. FP Yard levelled and resurfaced
6. Dark Skies Project Site - Installation completed February Half Term
7. Busybodies moved into the nursery building and officially opened
8. Gardening Project: Adam Frost (BBC Gardeners World) officially opening Allotment Area from KWT funding

## 12. Gardening Project

Mrs Cornish has been working tirelessly with all the classes and teachers to make use of the outdoor space as a sustainable place where children can learn, play and develop their skills.

The main objective for academic year 2024/25 was to fully utilise Keep Wales Tidy grant and then continue with SEWEnergy funding. Following discussion in Sept 2024, it was decided to wait before ordering resources using the SEWEnergy funding.

During the year several people have volunteered to help with installation, building, filling, planting, weeding and watering. The core volunteers have changed from parents to school governors with parents helping when they can. The intention was that by the end of the academic year 2024/25 the following would have been achieved:

1. Allotment area built and productive - including at least 1 bed high enough for a wheelchair user
2. Polytunnel erected and in use
3. Compost area in place and being used appropriately
4. Tool store and water butt in place near Y4/5 classrooms
5. Orchard planted
6. Wildflower meadow lawn laid
7. 2 new benches in place
8. Additional raised beds in Y1/2 and Y3/4 garden areas
9. Wildlife pond revamped and useable
10. Additional planters around the grounds
11. Y5/6 garden structure completed including path (in progress)
12. Y3/4 garden structure completed including path (in progress)
13. Y1/2 garden structure completed including gravel area (in progress)
14. Weather station in place (in progress)
15. Binoculars purchased and available for use
16. Plants grown from seed, division and cuttings using propagators and polytunnel
17. Bulbs planted around the grounds

All children will have taken part in gardening activities throughout the year. Most of the original plan has been achieved as the year has progressed. Anything that has not been completed in 24/25 will continue in academic year 25/26 with usage of SEWEnergy grant.

## 13. 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.

### Reception

- Rec Dack Assembly
- Singing at Trellech Teas
- Delivering Community Christmas Cards
- Gwent Music – Toots
- Nativity Performance (Acorns)
- Christmas Enterprise Projects (All Classes)

### Year 1

- Finance Workshop – Principality Building Society
- Gwent Music – Toots
- County in the Community

### Year 2

- Swimming
- Kerbcraft Sessions (6 weeks)
- Family Engagement Session
- County in the Community
- Visit by the Fire Service

### Year 3

- Swimming
- Urdd Jambori @ Pontypool LC
- P-Buzz Performance for Parents/Carers
- Cluster Cross Country (Y3–Y6)
- Barclays Financial Literacy (Y3–Y6)
- Wye Valley Hedgehog Workshop
- Cluster Cricket Tournament (Y3–Y6)
- Sport Wales Assembly & Workshop – Charlotte Evans

### Year 4

- Swimming
- Urdd Jambori @ Pontypool LC
- Upbeat Music – Drumming
- Wildflower Session (Virtual)
- Cluster Multisport Event – Usk Primary
- Visit to British Aerospace, Bristol

- Christmas Service at St Nicholas

### **Year 5**

- Swimming
- Cluster Sport Event (Rearranged from Summer Term)
- Joy of Moving – County in the Community
- Online German Lessons
- Visit to Shire Hall
- Playmaker Training (MonLife)
- Playmaker Conference – Chepstow Cluster
- Heddlu Bach
- Urdd Residential
- VE Day – Trellech Teas Choir
- Visit by the Fire Service
- Christmas Service at St Nicholas
- Upbeat Music – Drumming
- SSCE Cluster Project – Life as Military Child
- SSCE Showcase Event – Raglan Primary

### **Year 6**

- Swimming
- Walk around the village
- Whizz Bang Workshop – Blake Theatre
- Bell Ringing at St Nicholas
- Gilwern Residential
- VE Day – Trellech Teas Choir
- Safer Routes to School – LA Simon Rosen
- Head of Year Seven Visit
- Cluster Cross Country (Y3–Y6)
- Cluster Cricket Tournament (Y3–Y6)
- Ambassadors – Trellech Teas (Fortnightly)
- Barclays Financial Literacy (Y3–Y6)
- Flu Immunisation (Whole School)
- Sharing Sessions Parent Consultations

### **Whole School / All Year Groups**

- Forest School Sessions
- Harvest Festival – St Nicholas Church
- Café Cynefin (Launch, Spring 1, Summer 1 – VE Day)
- Open Morning for Prospective Parents
- Halloween Disco
- Open the Book Assembly (Fortnightly)
- Flu Immunisation
- Sharing Sessions Parent Consultations
- Christmas Enterprise Projects
- Christmas Parties & Dinner

- Pantomime Trip – Savoy Theatre
- Wye Valley Hedgehog Assembly
- Whole School Eisteddfod

## 14. Parent meetings/consultations

### a. Parents consultations

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.

### b. 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 enable 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 2024/25 academic year

### c. 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

#### d. Meeting with Governing Body

As a Governing Body, we place great importance on maintaining a strong connection with parents and understanding their needs.

During the 2024/25 academic year, we hosted a dedicated parent meeting to share key initiatives, provide an overview of the school's financial position, and outline our plans for the future.

In addition, we took part in sharing sessions to offer parents the opportunity to speak with us directly, should they wish to do so.

# 15. Our Year in Pictures

## Reception



## Y1



## Y2



## Y3



# Y4



# Y5



# Y6

