



Trellech Primary School

Governors' Annual Report to Parents

2021/22



'Nurture, Inspire, Believe'



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1. Introduction

The 2021/22 academic year continued to provide challenges as we returned to school in September 2021, with staggered break and lunchtimes. We are extraordinarily proud of the ways in which the school community supported each other so that Trellech Primary School remained a safe and wonderful place to learn.

Of course, the minimum disruption has relied, and continues to rely on your ongoing support for which we are extremely grateful.

As we emerged from the disruption in the previous academic year, we hope to highlight the many successes of the school, including progress towards Curriculum for Wales, which becomes statutory from September 2022, and which was not significantly affected by the lockdowns. The school remains focused, engaged and committed to the new curriculum.

On behalf of the Governing Body, we hope that this report will give you a valuable insight into the work that goes into enriching our children's lives, despite the on-going disruption.

2. Governing Body Membership

Members of the Governing Body

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

Vice Chair of Governors	Mrs J Warren
Representing	Parent
Term Office Ends	Elected Annually

Governor	Representing	Term office ends
Mrs P Lloyd	Community	11/07/2023
Mrs L Thomas	Community	17/09/2023
Mr J Gooding	Community	20/07/2024
Mrs J Rogers	Community	04/02/2024
Mr Christopher Edwards	LA	19/07/2024
Mr Andrew White	LA	17/09/2023
Mrs J Warren	LA	14/11/2025
Mr D Holtam	Parents	14/11/2025
Mrs C Dehareng	Parents	31/08/2023
Ms C Bates	Parents	25/06/2022
Mrs C Jones	Parents	14/11/2025
Mrs J Fawsitt	Staff	11/07/2023
Mr K Peacock	Teachers	02/07/2023

Mrs K Christofi	Headteacher	Ex Officio
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The Clerk to the Governing Body: Mrs Deanna Friend

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 a number of 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 trellech.governors@gmail.com

3.Financial Details

MONMOUTHSHIRE CHILDREN AND YOUNG PEOPLE DIRECTORATE

School Budget Share for Financial Year 1st of April 2021 to 31st March 2022

TRELLECH PRIMARY

(a) Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	September 2020 Pupil Numbers	Total Funds Allocated	
3-4	2485	0	-	
4-5	2482	18	44,671.71	
5-6	2482	22	54,598.76	
6-7	2482	23	57,080.52	
7-8	2443	27	66,135.83	
8-9	2443	28	68,585.37	
9-10	2443	26	63,686.42	
10-11	2443	26	63,686.42	
		<u>170</u>	<u>418,445.03</u>	418,445

(b) Premises and Other Factors

Building Maintenance	4,554	
Caretaking	26,462	
Cleaning	10,223	
Energy	11,526	
Rates	15,783	
Grounds Maintenance	5,378	
Governors Services	333	
Finance and Management Support Services	1,639	
Central ICT	1,676	
Maternity	5,001	
Creditor Payments	1,000	
Personnel Services	2,410	
Joint Leisure Facilities	1,634	
Lifeguards	516	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	17,133	
Threshold	-	
Lump Sum	146,886	
	<u>253,612</u>	253,612

(c) Special Needs

Lump Sum	5,508	
Band Funding	39,937	
	<u>45,505</u>	
Unit Funding	-	
	<u>45,505</u>	45,505
TOTAL FUNDING		717,562

Financial summary

	2018/19	2019/20	2020/21	2021/ 22
Income				
General	£154,276	£118,327	£104,807	£100,466
Funding	£635,053	£660,355	£710,019	£727,292
Total Income	£764,666	£778,682	£814,826	£827,758
Expenditure				
Employee costs	£656,093	£658,236	£615,502	£712,586
Supplies and services	£38,715	£29,055	£25,404	£26,702
Premises costs	£76,298	£61,232	£62,444	£70,969
Transport	£435	£0	£0	£0
Fair funding	£42,638	£38,755	£30,629	£33,140
Total Expenditure	£814,179	£787,278	£733,579	£834,424
Summary				
Total Income	£764,666	£778,682	£814,826	£727,292
Contribution to/from reserves	-£24,850	£-8,596	£32,428	£15,666
Reserves brought forward	£85,949	£61,099	£81,740	£115,691
Balance carried forward	£61,099	£52,504	£114,168	£149,609

4. Action Taken by the Governing Body/School

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.

School Development Priorities 2021-22



Trellech School Development Plan Overview 2021 – 22

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

Evaluation of Priorities 2020-21

Priorities 2020-21	Responsible Individual/s	Support Personnel	Monitored By
Leadership			
Priority Area 1: Continue towards the realisation of transformational curriculum for Wales, adapting and exploring new approaches, with a means to improving learning and outcomes for all learners	All staff as leaders of learning	Headteacher K Peacock (Professional Learning Lead) Professional Pioneer networks Cluster working	Headteacher/SLT Governors School Improvement Partner
Priority Area 2 Further development of lead roles within the school.	SLT All staff Governors	LA EAS	Headteacher/SLT Governors School Improvement Partner
Health and Well-Being			
Priority Area 3 Continue to ensure staff have an effective and appropriate support the new learning environment	K Peacock- Well-being lead C Cotton – ALNCO	Headteacher Cluster School to school External agencies LA support officers	Headteacher Mrs K Peacock Governors
Priority Area 4 Begin to implement the Whole School Approach to Emotional and Mental Well Being Framework	KS leads SLT	External agencies Cluster schools EAS	Headteacher Governors School Improvement Partner
Teaching and Learning			
Priority Area 5 Continue towards the realisation of transformational curriculum for Wales	L Powell lead All staff	Headteacher Cluster School to school Professional enquiry	Headteacher, Digital Lead
Priority Area 6 Continue to improve the outdoor learning environment so that it is utilised effectively and supports learning for all learners	SLT All staff	Headteacher School to school working Professional enquiry	SLT EAS LA Governing Body
Standards			
Priority Area 7	C Cotton – MAT and ALNCO lead	LA ALN lead Cluster ALN support NACE	LA Headteacher NACE

Continue to ensure all learners reach their potential through inclusive approach and appropriate intervention and challenge for all groups of learners			
Priority Area 8 Continue to monitor and challenge standards of English and literacy, Maths and numeracy, STEM and Welsh throughout the school.	D Miles R Maunder L Powell J Hassall	All staff External support from providers e.g. Ruth Miskin, Big Maths ETLF	Headteacher Governing Body

Evaluation of 202--21 School Development Priorities

Progress Summary against SDP Actions 2020-21 (Please see SDP 2020-21 for full written evaluations)

Achieved & Sustained Priority Met in Every Way	Very Good Progress Most aspects of the priority has been met	Satisfactory Progress Priority met in many ways	Limited Progress Not adequate progress made towards priority
Priority 1: Leadership Continue towards the realisation of transformational curriculum for Wales, adapting and exploring new approaches, with a means to improving learning and outcomes for all learners			Termly monitoring
			Aut Spr Sum
1. SLT to identify opportunities (through established networks) to work across schools , share approaches and solve problems collaboratively.			
2. Review planning frameworks to take account of final curriculum documentation. Planning will: <ul style="list-style-type: none"> ▪ align to AOLES ▪ Take account of LNF and DCF ▪ Include detailed differentiation to meet the needs of all pupils ▪ Reference the Pedagogical devices that define high quality teaching 			
3. Review current practice and further develop effective systems to plan effectively for the Four Purposes, 'Statements of What Matters', Cross-curricular and integral skills and Specific Considerations			
4. Further develop teaching & learning partnerships and new opportunities for leadership within the school to reflect curriculum transformation. Ensure opportunities for planning collaborations, evaluating practice and using knowledge, expertise and partner/whole school feedback to ensure positive impact on standards and well-being.			
5. Provide all staff with access within the ETLF in order to carry our effective self-evaluation and MER activities. Use Self-evaluation radar to audit practice against the Professional Standards to generate professional discussion and establish purpose objectives targets for improvement. Staff able to evidence personal progress against Professional Standards using 360 toolkit.			
6. Ensure high quality teaching and learning using the ETLF with secure impact on learners evident in 100% of lessons observed. Ensure high quality teaching and learning using the ETLF with high impact on learners evident in at least 40% of lessons observed.			
7. Review Schools as Learning Organisations to evaluate current whole school priorities in progressing as a learning organisation and set new priorities for 20/21 Identification of core dimensions for whole staff engagement and improvement in collaborations, pedagogy and collegiality			
8. Continue to develop leadership capacity within the school by supporting all staff with leadership skills as subject leads, through engagement with cluster peer reviews using elements of the ETLF to ensure consistency of cluster approach to curriculum transformation and effective pedagogy. Engage fully with cluster working and EAS triad partnerships.			

Priority 2: Leadership With all key stakeholders, develop a shared vision for Blended Learning centred on the learning of all pupils and linked to the whole school vision	Termly monitoring		
	Aut	Spr	Sum
1. With all key stakeholders, develop a shared Action Plan for Blended learning centred on the learning of all pupils and linked to the whole school vision			

2. Leaders use the EAS checklist / audit tool to conduct an audit of current blended/distance learning provision Leaders complete the Wellbeing 5Rs Checklist to ensure consideration has been given to provision and intervention.			
3. At Governing Body meeting, identify a GB lead/ subcommittee for Blended Learning to support senior leadership to meet with SLT at regular intervals to receive updates and provide support and feedback as appropriate			
4. Leaders to ensure engagement with latest research to inform practice. (EAS - 'Supporting the Workforce Playlist' for regular updates) is shared with all staff Leaders capture key learning from Phase 1 (Repurposing schools) and Phase 2 (Reintegration – check in, catch up and prepare) in order to further enhance a blend of learning approaches moving forward for Phase 3 (Recruit, Recover, Raise Standards) Leaders consider how to harness the innovation and key learning from the first phase of distance learning and how they will utilise this moving forward. <u>Evaluation processes</u> -school INSET, staff meetings, 'Innovation Jam', staff surveys, learner voice, parent voice, EAS Capture checklist			
5. Through the line management structures , leaders at all levels ensure the implementation of the Blended learning strategy across all areas of learning and phases of learning. Keep this under constant review based on the unfolding context.			
6. Leaders and other staff to amend all key school policies to reflect new requirements for a blended learning approach (as appropriate) EG – T& L policy and Homework policy Safeguarding Policy			
7. Develop a schedule and a means of regular communication with teachers, learners, governors and parents. Consideration of the need to the notion of 'over communicate with clarity.' Modify existing website to communicate with parents about curriculum aims, strategies and suggested activities and additional resources.			
8. Leaders support all staff and learners to be prepared for learning by feeling safe in school by: <ul style="list-style-type: none"> An appropriate policy on visitors to school, aligned to WG operational guidance A clearly communicated risk assessment which informs plans for integration of pupils, timetables, operating norms, routines etc. 			
9. SLT to identify opportunities (through established networks) to co-construct, and if need be, co-deliver provision in partnership with clusters and networks e.g., Middle Learners development programs, Inspirational Leaders programs etc), leadership through Masters			
10. Leaders to review and adapt their Monitoring, Evaluation & Reflection (MER) cycle to reflect the distance learning / blended learning agenda: Considerations: <ul style="list-style-type: none"> Learner engagement Quality of learner experiences Use of first-hand evidence (to include e-Learning portfolios) Pupil Progress Quality and effectiveness of leadership at all levels 			

Priority 3 – Health and Wellbeing Continue to ensure effective self-evaluation using staff appraisal and Professional Standards to improve school and staff performance and continuing professional development. Encourage learners and staff to embrace new strategies to enhance their learning experience and develop skills	Termly monitoring		
	Aut	Spr	Sum
1. Leaders to provide pupils with support and guidance in supporting learners to thrive in new learning environments both at home and school by providing appropriate strategies, guidance and scaffolds. Increase capacity to deliver THRIVE programme by training two further staff members, Revised timetable for THRIVE staff to be released from classroom commitments to ensure weekly THRIVE programme for identified pupils			
2. To engage with the community further. Through the offer of the Family Thrive Programme and FACE EAS H&WB initiative. Both led by Well Being Lead who is trained as Family Thrive Leader and attends Face EAS training/ meetings.			
3. Further develop the role of Wellbeing lead to attend cluster and regional meetings ensuring school's continued engagement.			

4. Complete Regional Wellbeing Audit to evaluate impact of current provision and identify next steps. All current intervention and provision is on progress made of learners accessing provision and value for money. Key areas are identified to target using PDG grant.			
5. Monitor attendance to be in line with Welsh Government and LA guidance. Engage with EWO to provide targeted and specific support for vulnerable identified families with attendance to maintain regular attendance.			
6. To develop systems for continued pupil voice whereby all pupils, within classes are involved in school committees, establishing action plans that impact positively on whole school well-being and ethos. Full feedback to Governing Body on pupil led decisions			
7. Continue to embed metacognition strategies and key pedagogic considerations that support pupils to become more resilient in their learning and improve attitudes to learning.			
8. Continue to audit impact and make effective use of external providers to support healthy, active and mindful lifestyles –			
9. Continue to engage with the LA initiative on Values based transformation Compass for Life. Development of a values-based education that promotes a positive learning modelled by staff.			
10. To attend update LAC training and ensure procedures in place.			

Priority 4 Health and Wellbeing Leaders to provide staff with support and guidance in the new learning environment by providing appropriate strategies, guidance and scaffolds.	Termly monitoring		
	Aut	Spr	Sum
<ul style="list-style-type: none"> Reaffirming / establishing a whole school approach to wellbeing Re-evaluating and / or reaffirming core values of the schools Re-establishing routines and structure 			
1. Leaders to provide staff with support and guidance in supporting learners to thrive in new learning environments by providing appropriate strategies, guidance and scaffolds. This will include formal and informal professional learning and opportunities for collaborative working			
2. Staff to support learners to feel safe in school by: <ul style="list-style-type: none"> Reaffirming/establishing a whole school approach to well-being Re-evaluating and/ or reaffirming core values of the school Increasing collaborations and support networks between staff Re-establishing routines and structures 			
3. Wellbeing lead to ensure all staff are up to date with key programmes – e.g. 5 R's of Wellbeing, ACE Aware Classrooms, Health and well-being audit Staff will have access to medical and counselling support through school-based package to support health and well being			
4. Ensure all key interventions to support all learners in relation to re engaging and interacting in school life are in place:			
5. Leaders to conduct a professional learning needs analysis based on the areas of wellbeing, blended learning approaches and the use of digital learning platforms / use of technology Senior leaders to develop a PL programme of professional learning Focus of activity to be supporting learners in the new approaches to teaching and learning:			
6. All staff to use a blend of pedagogical strategies to structure learning so that pupils understand task and are motivated and supported to achieve			
7. SLT to trial new well-being audit within the Excellence in Teaching package in Spring Term 21 before evaluating and rolling out to all staff to improve self-awareness and responsibility for own well-being			

Priority 5 Teaching & Learning	Termly monitoring
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To improve classroom practice by utilising relevant technologies and skills that improve the digital competencies of learners -using the most appropriate digital learning platforms to support a blended approach to teaching and learning.	Termly monitoring		
	Aut	Spr	Sum
1. Leaders to conduct a Professional Learning Needs analysis based on blended learning approaches and use of digital learning platforms/ use of technology. Senior Leaders to develop a PL programme of Professional Learning. Focus of activity to be supporting learners in new approaches to teaching and Learning.			
2. Leaders identify and ensure staff use the most appropriate digital learning platform/s to support the blended approach to teaching and learning.			
3. Leaders to ensure that there are clearly defined roles and expectations for all practitioners to effectively steer and support pupils' learning in the new ways of working Ensure all staff have access to Estyn document 'Models of Blended Learning'			
4. Implement NCCE computing curriculum as a progression framework to ensure computing content - concepts, knowledge, skills, and objectives – are taught in interconnected networks, to enable class teachers to have a clear overview of aspects taught and skills introduced and developed in previous years.			
5. Define 'appropriate' mechanisms of formative learner assessment in order to support pupil progress, readiness to learn and engagement with learning. Provide relevant updates to ARR policy and communicate with all stakeholders. SLT to determine effective mechanisms for capturing learner experiences			
6. Learner (and parent) surveys to ascertain and evaluate pupil views in relation to effectiveness of assessment for learning approaches being used. Assessment used to support each individual learner as they re-engage with learning, to encourage progression in learning.			

Priority 6 - Teaching & Learning Utilise Curriculum Reform to support curriculum design and innovation in ensuring that that all staff understand and plan for:	Termly monitoring		
	Aut	Spr	Sum
<ul style="list-style-type: none"> The underpinning philosophy of the Curriculum for Wales and the structure and features of the new curriculum framework The key principles of curriculum design - pedagogical principles and strategies, cross-curricular skills and cross-cutting themes. The principles of progression and how these relate to learner 			
1. Review current practice and further develop effective systems to plan effectively for the Four Purposes, 'Statements of What Matters', Cross-curricular and integral skills and Specific Considerations Review current skills tracker and update to take account of Descriptions of Learning within AOLES.			
2. Senior leaders (in consultation with other staff and stakeholders) re-prioritise and revise curriculum aims to provide a balance between wellbeing and academic learning (knowledge, skills and experiences)			
3. Where necessary and appropriate, use a blend of face to face and distance learning, underpinned by consideration and professional agreement of the best possible models for blended learning Use Estyn document 'Models of Blended Learning' Consider Station rotation and Flipped Classroom as best possible models for Trellech Primary School			
4. All staff to use a blend of pedagogical strategies to structure learning so that pupils understand task and are motivated and supported to achieve			
5. Ensure planning & Preparation days are used to further develop and update planning format to reflect the pedagogical devices			

Priority 7- Standards Ensure all learners reach their potential through an inclusive approach and appropriate intervention and challenge for all groups of learners, but with a focus on MAT pupils and pupils identified as ALN	Termly monitoring		
	Aut	Spr	Sum
PREPARING FOR ALN TRANSFORMATION			
1. Revisit the school readiness survey for ALN. Analyse and target intervention in order to: <ul style="list-style-type: none"> ascertain a whole school evaluation of the school's current ALN readiness 			

<ul style="list-style-type: none"> • update the cluster action plan in place (use SEWC template) 			
<p>2. Conduct an audit of ALN provision</p> <ul style="list-style-type: none"> • Review the current ALN register • Monitor the impact of ALN provision (intervention programs) in order to ensure that: <ul style="list-style-type: none"> • all pupils are on the appropriate stage of the register • all pupils on the ALN register are there as a result of the need for provision (ALP) in addition to universal and targeted provision 			
<p>3. Monitor the quality of the school's ALN PCP processes</p> <p>Work through the checklist for PCP workforce Development provided by SEWC</p> <p>Report back main findings in staff meeting, share and model good practice and target additional support by providing support, modeling good practice and training individual staff as required, ensuring that:</p> <ul style="list-style-type: none"> • all one-page profiles are of good quality and reflect the needs of the pupil • PCP reviews are timetabled • Outcomes are effective 			
<p>4. Organize parents' awareness-raising session - whole school parents meeting. Review school website to ensure current ALN information.</p> <p>Ensuring that:</p> <ul style="list-style-type: none"> • All staff are confident in person centered approaches • All teachers have completed national stage 1 training online (ELIESHA) • School governors have completed national online training 			
<p>5. Monitoring class differentiation - targeting by school year</p> <p>Do the activities meet pupils' learning needs?</p>			
<p>6. Review the school's ALN structure ensuring effective and efficient use of resources.</p> <p>- Design a structure that ensures time and working conditions for the ALNCO in line with requirements of the Code (leadership and quality control role, clear line of accountability to the leadership team)</p> <p>- Review ALN funding expenditure</p>			
<p>7. MAT lead to access professional programme leading on policy and practice for more able learners</p> <p>MAT lead will train in developing and implementing more able policy and how to effectively lead others in developing effective provision for more able learners.</p>			
<p>8. Analyse and assess internal and external data to provide valuable data for all staff to measure progress and inform effective target setting</p> <p>Analyse impact of intervention programmes – SpLD, numeracy, literacy and ALP funding</p>			
<p>9. Audit MAT provision within school using the NACE framework to ensure accurate self-evaluations.</p> <p>Ensure Action Plan has clear targets for improvement with specific time frames.</p> <p>Complete NACE case Study for SMILE curriculum</p>			
<p>10. Successful re-accreditation of NACE Challenge Award Autumn 2020</p>			

Priority 8– Standards in Literacy Review standards of LLC and MD to identify gaps in learning due to COVID 19 and reduce learning deficit in groups and individual learners	Termly monitoring		
	Aut	Spr	Sum
<p>1.</p> <ul style="list-style-type: none"> • Attainment at Outcome 5 in LLC of 82% (equating to four identified pupils in the cohort) • Attainment at Outcome 6 to 46% • Continued reduction of the gender gap at LLC Outcome 6+ to less than 10% • Intervention/ALP pupils to move at least two sub levels progress 			
<p>2.</p> <ul style="list-style-type: none"> • Attainment at Level 4 in English of 88% (equating to three pupils in the cohort) 			

<ul style="list-style-type: none"> Attainment at Level 5 at 60% in line target setting and Teacher Assessment prior to COVID 19 Ensure gender gap at Level 5 is reduced to less than 15 % Intervention pupils to move at least two sub levels progress 			
<p>3. Ensure continued RWI CPD and skills update for all teaching staff including LSAs. Half termly tracking of all pupils accessing RWI programme and assessment of phonic skills to ensure pupils are accurately grouped. Create 1-1 tutoring programme for identified pupils with clear SMART targets</p>			
<p>4. Upskill and support NQT through training programme on resources within the school to teach effective literacy skills. RWI training accessed through online portal Support in daily VCOP sessions Support in GGR and effective questioning skills Support to engage pupils in writing for purpose and to have the skills to extend their writing. Support with engaging learners effectively in outdoor learning that consolidates Literacy skills</p>			
<p>5. Implement online reading programme to support learners at home to catch up on lost reading opportunities during COVID 19 and to ensure all children have full access to reading books at all times</p>			
<p>6. Audit effectiveness of Literacy strategies and effectiveness of ALP funding within the school through data analysis and stakeholder feedback</p>			
<p>7. Continue to All utilise the Excellence in Leadership Teaching Framework. All staff understand what high impact on learners looks like in Literacy Use Work scrutiny formats to focus on Literacy skills Use planning Scrutiny to focus on levels of differentiation and challenge for learners</p>			

Priority 8– Standards in Numeracy	Termly monitoring		
	Aut	Spr	Sum
<p>Review standards of Maths and numeracy to identify gaps in learning due to COVID 19 ad reduce any learning deficit in groups of learners and individuals</p>			
<p>1.</p> <ul style="list-style-type: none"> Attainment at Outcome 5 in MN of 90% (equating to two identified pupils in the cohort) Attainment at Outcome 6 at least 26% Intervention/ALP pupils to move at least two sub levels progress 			
<p>2.</p> <ul style="list-style-type: none"> Attainment at Level 4 in Maths of 85% (equating to three pupils in the cohort) Attainment at Level 5 at 57% in line target setting and Teacher Assessment prior to COVID 19 Ensure gender gap at Level 5 is reduced to less than 15 % Intervention/ALP pupils to move at least two sub levels progress 			
<p>3. Numeracy lead to monitor quality of teaching and learning and impact of Maths programmes through MER and pupil tracking Use of GL Progress in Maths assessments to support target setting and accurate Teacher Assessment To monitor progress of pupils through on- going assessments comparing data from Big Maths with Teacher Assessments and in-house assessments to ensure all pupils reach potential, to ensure appropriate challenge and intervention for identified pupils.</p>			
<p>4. Audit & monitor effectiveness of Numeracy strategies and effectiveness of ALP funding within the school through data analysis and stakeholder feedback Focus on... a) Big Maths b) Termly monitoring of planning for Numeracy and work scrutiny</p>			

C) Effectively planned activities to create authentic learning opportunities across the curriculum d) Use of online resources to support teaching and learning including Big Maths, My Maths, Hamilton Maths			
5. Continue to All utilise the Excellence in Leadership Teaching Framework. All staff understand what high impact on learners looks like in Literacy Use Work scrutiny formats to focus on Literacy skills Use planning Scrutiny to focus on levels of differentiation and challenge for learners			
6. To upskill and support NQT through training on resources within the school to teach effective Numeracy skills. Big Maths overview and online access Support in daily My Maths sessions Support to utilise the Numeracy Framework Support with engaging learners effectively in outdoor learning that consolidates Numeracy skills			
7. Review updated planning for Numeracy to ensure alignment with Maths and Numeracy AOLE (What Matters Statement, Knowledge, skills and experience) Ensure alignment with the revised Numeracy Framework			

Performance and Target Information

Following COVID-19, schools are not required to collect and publish subject performance data and the Welsh Government have removed the requirement to report on this area in this year's Governing Body's Annual Report to Parents.

In the same way, the requirement for Governing Bodies in Wales to produce and publish performance targets for Foundation Phase (Reception – Year 2) and Key Stage 2 (Year 3-6) were also removed.

Changes to the school prospectus

- The school prospectus updates for 2021-22 include:
- Number of pupils on roll
- Staffing structure, areas and responsibilities
- Changes in school governors
- School term dates
- Training days
- Attendance figures
- End of Key Stage data
- School uniform
- Times for parent consultations and written reports
- School Improvement Plan priorities and local targets
- Changes in LA personnel where relevant to the school
- COVID information
- Update in progress towards curriculum for Wales

5. Curriculum for Wales 2022

Curriculum for Wales has become statutory from September 2022. The new curriculum 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:



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

Preparing for the new curriculum: April 2019

Areas of learning and experience

Expressive Arts

Humanities

Health and Well-being

Science and Technology

Mathematics and Numeracy

Languages, Literacy and Communication

Each area of learning and experience is organised into a suite of what matters statements which prioritise the important concepts about which learners must have experiences, knowledge and skills.

Use control and click on the following links to find out more about each AOLE.

- [Expressive Arts](#)
- [Health and Well-being](#)
- [Humanities](#)
- [Languages, Literacy and Communication](#)
- [Mathematics and Numeracy](#)
- [Science and Technology](#)

Religious Education

In proposals for Curriculum for Wales 2022, religious education will continue to be compulsory. We do not intend to make any change to the requirement to deliver the agreed local authority syllabus. It is our intention also that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs.

Welsh Language

One of the key characteristics of the four purposes of the curriculum is to develop ambitious, capable learners who can communicate effectively in different forms and settings, using both Welsh and English. All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. There is a duty on all schools to teach Welsh for learners aged 3 to 16 and provide opportunities to use Welsh within and beyond the classroom (including on digital platforms).

Local and International Perspective

The need for learners to be rooted in their own cultures and to have a strong sense of identity within their locality, Wales, and the wider world is a key theme within the four purposes of the curriculum.

Learners should have the opportunity to develop their identity through exploring questions of culture, language and belonging in their locality and in Wales. It should provide them with an understanding of the diverse histories, cultures, values and heritage of modern Wales, and the contribution they can make to their communities.

An international perspective offers opportunities for learners to reflect on their roles and responsibilities as global citizens living in a culturally and linguistically diverse society, and to respond to the challenges of working towards a sustainable and equitable future.

6. Quality of Teaching

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

The Excellence in Teaching and Leadership Combined Framework		
PEDAGOGY		
Associated Professional Leadership Standards	Element	Associated Professional Teaching Standards

Promoting the pedagogic vision for 2025. Promoting Welsh language and culture. Ensuring the four purposes for learners. Exploiting areas of learning. Driving real-life, authentic contexts. Using cross-curricular themes.	Creating Authentic Learning	Four purposes for learners. Exploiting areas of learning. Blended learning experiences. Real-life authentic contexts. Cross-curricular themes.
Creating the effective and inclusive learning environment.	The Learning Environment	Managing the learning environment.
Monitoring and evaluating impact. Reporting on school effectiveness. Ensuring and protecting learner entitlement. Ensuring that strategy and infrastructure are fit for purpose.	Assessment, review and evaluation	Assessment. Reflection. Recording and reporting. Involving partners in learning.
Listening to learners.	Learner Participation	Learners leading learning. Listening to learners.
Sustaining highly effective teaching. Advancing pedagogic approaches.	Subject Knowledge, Challenge, Expectations and Differentiation	Challenge and expectations. Differentiation. Sustained effort and resilience in learners.
Accepting accountability for outcomes in learning and wellbeing.	Behaviour for Learning and Wellbeing	Learning Outcomes and wellbeing.
Securing standards, wellbeing and progress.	Progress and Standards	Progression in learning.

We are delighted that Trellech School is recognised as one of 14 schools across the South East consortium involved in the significant re-writing of this framework. The change was due to leaders feeling that the grading system didn't facilitate as much professional dialogue and a clear enough criterion for teachers to be able to identify their own strengths and areas for development. In our Estyn reports 2015, quality of teaching was deemed to be good in all areas, excellent in some, however and we felt that the use of these two judgements provided quite a blunt tool and was often subjective rather than based on a consistent framework and therefore consistent feedback to teaching and support staff.

Quality of teaching for 2020-21 (taking into account the impact of COVID-19 in carrying out lesson observations)

92% had a secure impact on learning

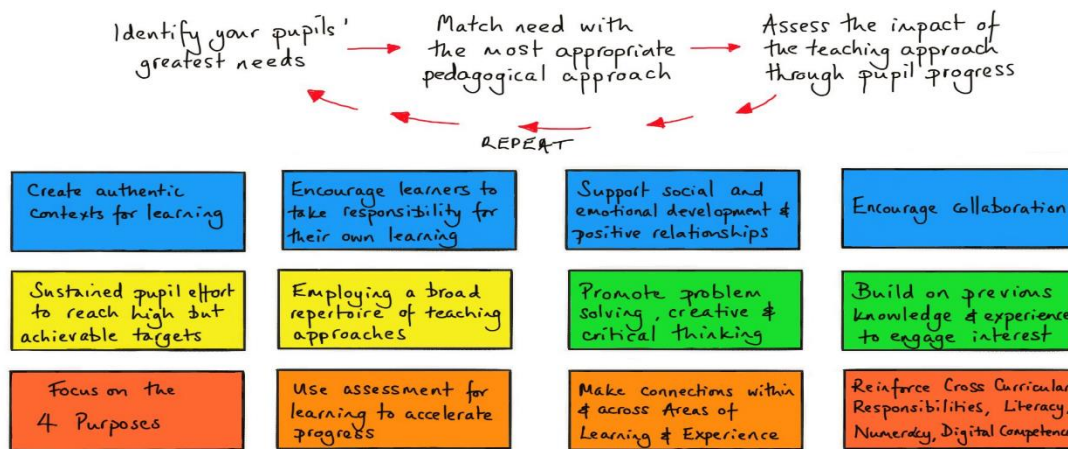
17% had a high impact on learning

8% had an acceptable impact on learning

The quality of teaching is monitored termly through using agreed elements of the framework as the focus for observations. We try to keep this process simple and uncomplicated. All teachers are observed by the Headteacher in the autumn term. Professional dialogue follows the lesson observation which leads to agreed areas for development as well as an opportunity to recognise and share good practice. During the spring term all teachers are observed by 2 members of the SLT. In the summer Term peer observations take place with colleagues developing their practice in agreed areas. Pre – COVID-19, lesson observation during one term every other year, would be carried out collaboratively with colleagues from cluster schools as part of our school-to-school working and sharing best practice processes. Each term, teachers and all support staff meet with their performance management team leader and, using evidence from the Professional Standards, Schools as Learning Organisations (SLO) Survey, School and national priorities they agree three priorities to develop their practice over the following twelve months.

Twelve pedagogical Principles from 'Successful Futures' report

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



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

The pedagogical principles

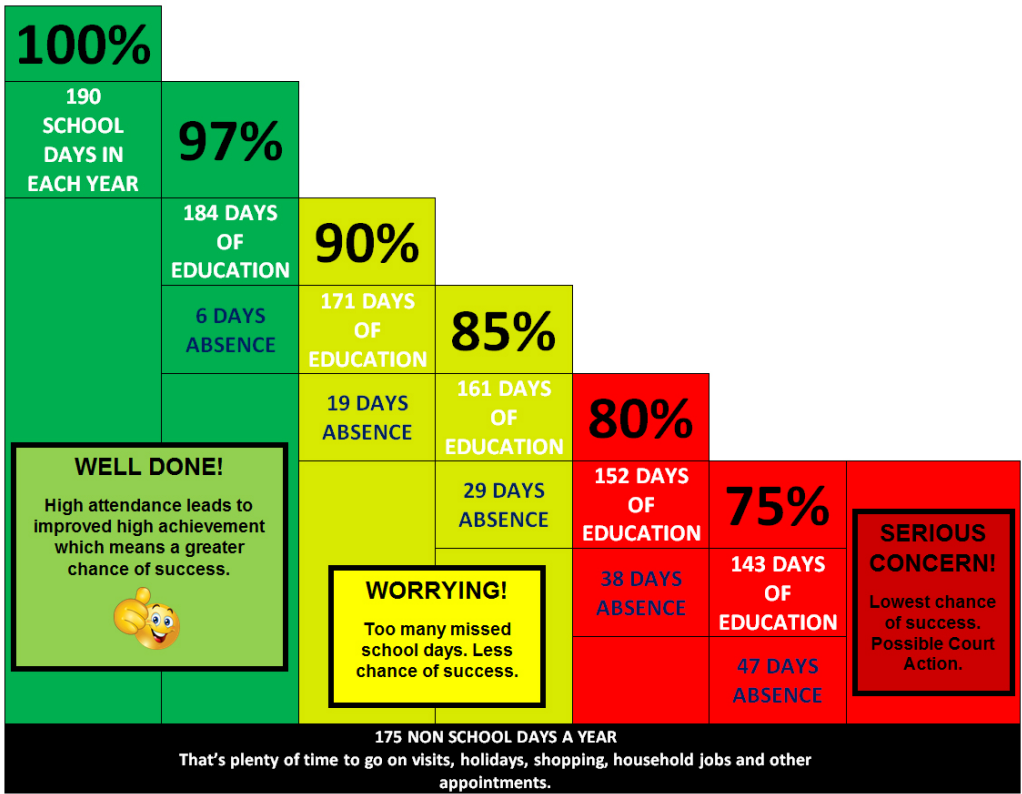
Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

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

7. School Attendance Targets

There were no permanent exclusions and no fixed term exclusions during 2021-22.

Following COVID-19, the Welsh Government have removed the requirement to report on this area in this year's Governing Body's Annual Report to Parents.



8. Organisation and Policies

Additional Learning Needs (ALN)

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

Learners may therefore require additional learning support if they have:

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

During 2021-22, approximately 10 % of pupils were registered as having an Additional Learning Need. Around 2% of these pupils’ needs were met by their class teacher and/or teaching assistant (‘School Action’), 5% of these pupils received additional support from outside the school (‘School Action +’), 1.5% of these pupils’ needs were addressed through a SAPRA (School Action Plus Resource Assist / Additional funding short of a statement) and 1.5% 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.

Glossary

School Action: This occurs when a teacher identifies a child as having Special Educational Needs (SEN). At this stage, teachers themselves will provide appropriate interventions; different to those used as a normal part of their curriculum delivery.

School Action Plus: This level is implemented when children who have been working at School Action, for a given period, have shown little or no sign of progress. At this level external agencies become involved in making assessments, meetings, offering advice, observing and monitoring records of evidence.

Statements: Children only move to this level having shown little or no progress despite the interventions and strategies implemented at School Action Plus. Before a child can be ‘statemented’ they are required to have an assessment by the Local Authority. Short term targets are set by the school, external agencies and the class teacher. Any additional provision is normally quantified e.g. number of hours of staffing provision; type of specialist equipment; curriculum exclusions etc. This, as with all other levels, is variable according to individual circumstances. Some statemented pupils have individual support funded centrally from SEN section at County Hall and are taught in an inclusive environment.

SAPRA (School Action Plus Resourced Agreement): Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms, then the school must request additional support from the authority by making a referral to the SAPRA Panel. If appropriate, SAPRA funding for the pupil's Graduated Response provision may be an additional award by the Authority or via the delegated school budget to meet those needs. SAPRA may be awarded to individual pupils but is more likely to be for small groups of identified pupils to access appropriate and structured short term intervention and support.

Individual Development Plan (IDP): These are drawn up for those children who are felt to have a SEN. It involves the writing of short-term targets that are set for/with the child. Parents must agree for their child to have an IDP and are fully involved in IDPs through consultation and information. The IDP sets out what teaching strategies are to be used, what provision is to be put in place, the review date, success criteria and the outcomes. They are required to be reviewed at least twice a year, with the involvement of both parent and child.

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.

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 2019/20 academic year.

9. Destination of School Leavers

Nearly all of our pupils move from Year 6 to Monmouth Comprehensive School (MCS), the catchment secondary school. At the ends of the Summer Term 2022, all our pupils moved to MCS. 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.

10. Updates to Parent Consultations

Summer Term 2021 saw the introduction of School Cloud as an online system for ease and flexibility, where parents can see their child's teacher.

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

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

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

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

11. Our Year in Pictures

Reception





Year 1





Year 2





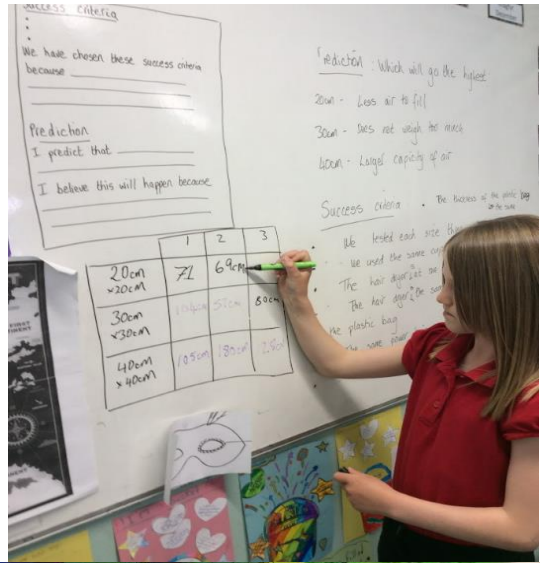
Year 3







Year 4



Year 5



Year 6



