

# Trellech Primary School

## Governors' Annual Report to Parents

### 2019/20



*Nurture the challenge, inspire the success*

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# I. Introduction

The 2019/20 academic year has been incredibly challenging, as we have all learnt how to navigate life during a pandemic. This report focuses on school life before the pandemic and during the first national lockdown. We are extraordinarily proud of the ways in which teachers, children and families have supported each other and continue to make Trellech Primary School a safe and wonderful place to learn. We hope that you will find the information in this report useful and that it will give you a good insight into the work that goes into enriching our children's lives.

## 2. Governing Body Details

### **Chair of Governors**

Representing  
Term of office ends

Mrs Elizabeth Thomas  
Local Authority  
Elected annually

### **Vice Chair of Governors**

Representing  
Term of office ends

Mrs Julie Warren  
Parents  
Elected annually

### **Clerk**

Mrs Deanna Friend

### **Community Governors (4)**

Mrs Jean Rogers (term of office ends 04/02/2024)  
Mr John Gooding (term of office ends 20/07/2024)  
Mrs Pam Lloyd (term of office ends 11/07/2023)  
Vacancy

### **Parent Governors (4)**

Mrs Julie Warren (term of office ends 25/01/2022)  
Dr Charlotte Bates (term of office ends 25/06/2022)  
Mrs Cheryl Dehareng (term of office ends 31/08/2023)  
Mr William Hockey (term of office ends 31/08/2023)

### **Local Authority Governors (3)**

Mr Christopher Edwards (term of office ends 19/07/2024)  
Mrs Elizabeth Thomas (term of office ends 19/09/2023)  
Vacancy

### **School Staff Governors (3)**

Mrs Karen Christofi Headteacher (ex-officio)  
Mrs Kate Peacock representing teachers (term of office ends 02/07/2023)  
Mrs Joanne Fawsitt representing staff (term of office ends 02/07/2023)

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 the School Development Plan (SDP), the Self-Evaluation Report (SER) , the Annual Report to Parents and 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 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](mailto:trellech.governors@gmail.com)

### 3. Financial Details

	2017/18	2018/19	2019/20
<b>Income</b>			
General	£147,935	£134,478	£89,301
Funding	£609,009	£630,188	£660,355
Total Income	£756,944	£764,666	£749,656
<b>Expenditure</b>			
Employee costs	£610,299	£671,086	£642,252
Supplies and services	£30,380	£36,010	£35,031
Premises costs	£76,606	£77,276	£70,900
Transport	£1,225	£435	£0
Fair funding	£36,934	£22,435	£38,755
Total Expenditure	£755,444	£807,214	£786,938
<b>Summary</b>			
Total Income	£756,944	£764,666	£749,656
Contribution to/from reserves	£1500	-£42,355	£-24,482
Reserves brought forward	£87,449	£87,650	£71,983
Balance carried forward	£85,949	£45,295	£47,501

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

### 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.

#### **Priorities 2019-20**

**Priority Area 1:** Develop all staff as leaders of learning in relation to transformational curriculum for Wales; The National Mission; Professional Standards and Schools as Learning Organisations (SLO).

**Priority Area 2:** Wellbeing for staff and pupils in line with curriculum reform /National Mission Enabling Objective 3 ethos, fully engaging with EAS well-being model and effective cluster partnerships.

**Priority Area 3:** Utilising relevant technologies and skills to improve the digital competencies of learners and to improve practice in Science Technology Engineering Mathematics (STEM) subject in line with Areas of Learning and Experience (AOLEs), Digital Competency Framework (DCF) and inquiry-based research.

**Priority Area 4:** Improve the teaching of Welsh 2<sup>nd</sup> language throughout the school and to promote pupil engagement for welsh language and culture.

**Priority Area 5:** All learners reach their potential through inclusive and appropriate intervention and challenge for all groups of learners but with a clear focus on More Able and Talented pupils and pupils identified as additional Learning Needs (ALN).

**Priority Area 6:** Monitor and challenge standards of English and literacy, maths and numeracy by addressing within school variance.

**Literacy** – Reviewing strategies for teaching reading to ensure consistency of approach and continued impact on high quality writing.

**Numeracy** – Reviewing current practices to align End of Key Stage performance at higher outcomes in Literacy Language and Communication and levels in English performance.

### **Curriculum 2022 update**

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

Curriculum for Wales 2022 is organised learning 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 (AOLE) 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.

### **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.

# **Performance and Target Information**

## **Foundation Phase**

Local School Target 1: Improve girls' attainment at Mathematical Development Outcome 6 from 38.4 % to 45% to reduce the gender differential between boys' and girls' performance at expected outcome +1.

Local School Target 2: Improve Personal Social Development at Outcome 6 from 68% to 77% in line with previous attainment.

Local School Target 3: Improve boys' attainment at Literacy Language and Communication Outcome 6 from 47% to 53% and reduce the gender differential between boys' and girls' performance at expected outcome +1.

## **Key Stage 2**

Local School Target 1: Improve boys' performance at Level 5+ Welsh 2<sup>nd</sup> language in line with Wales performance of 22%.

Local School Target 2: Improve boys' performance at Level 5 English from 57% to 63% and reduce the gender differential between boys' and girls' performance at expected level +.

Local School Target 3: Improve Reasoning at Level 6+ in Year 6 from 9.5% in line or above LA at 16.8%.

# Links with the community

Trellech Primary School is at the heart of the community, and we actively explore opportunities for children to learn within and beyond the local community. This involves visiting different people and places in our village and beyond, as well as inviting people in to work with us in the school. Our community also includes important links with parents and other local schools.

## Visitors

- Cluster HT and Chair of Governors meeting
- School nurse for SRE sessions and work with individual pupils
- PC Finnister
- Visits from Busy Bodies playgroup for key events and transition sessions
- Students from Monmouth Comprehensive School on work experience
- Student teacher from University South Wales and Cardiff Metropolitan University
- Image and Pandemonium Tales from Wales Theatre Group
- Year 5 and Year 6 Black Theatre percussion workshop
- Year 1 Kerbcraft
- Monmouth Library
- Year 2 Dementia Awareness
- Governors Big Maths workshop
- 'Open the Book' assemblies
- Year 2 and Year 6 Spectrum

## Parents

- Open morning for new parents
- RWI parent workshops
- Open morning for Foundation Phase
- Parent Thrive workshop
- Harvest service
- Bulb planting
- Christmas and summer fayres
- Christmas concerts
- Parent consultation evenings
- PTFA events
- Forest School
- Class assembly performances
- Wellbeing ramble

## Other schools

- Cluster INSET for Professional Learning
- Termly cluster meetings for Chairs of Governors and Headteachers Governors
- Cluster schools peer reviews
- Cluster network meetings
- Cluster moderation in core subject areas
- Wellbeing symposium
- Gwent Wildlife Trust planting trees
- Delivery of Excellence in Teaching and Learning session to Newport and Monmouth schools
- Year 6 Pyka App Hack project
- Administrator network meetings
- Cluster year group twilight sessions
- Football, cross country and netball events
- Poetry evening
- STEM learning events
- Early Bird events
- EAS Health & Wellbeing network meetings

## Charitable activities

- Macmillan coffee morning
- World children's day
- NSPCC
- Poppy appeal
- Harvest produce collection for Monmouth Food Bank
- Christmas jumper day
- Carol singing at Crick Nursing home
- Children in Need ramble
- Year group entrepreneur projects
- Fair Trade conference



**Reception Forest School**

## School trips

- Year 6 Gilwern Residential
- Year 4, 5 & 6 Cinema
- Year 5 & 6 Blake Theatre
- Year 5 Amazon Warehouse
- Year 5 Viney Hill Residential
- Year 5 Pizza Express
- Year 4 Talybont Residential
- Year 4 Monmouth Library
- Year 3 & 4 One Planet Centre
- Year 3 Hilston Park
- Year 2 & 3 Bristol Museum
- Reception Secret Forest
- Reception School Climate Strike
- Whole school trip to the Riverfront Theatre



**Year 3 Bristol Museum**



**Gwent Wildlife Trust Planting Trees**

# Changes to the school prospectus

- The school prospectus updates for 2019-20 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 curriculum for Maths and Information Technology

## 5. Organisation and Policies

### Special Educational Needs

Of the 180 pupils at the school during the 2019/20 academic year:

1 pupil has a statement/SAPRA

3 pupils are at school action

8 pupils are at school action plus

Support that these children are given includes:

**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.

**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.

The School is supported by regular visits from our allocated Educational Psychologist. We have access to support from Autism specialists, speech and language therapists and a school nurse. We also have support from the Specific Learning Difficulties Unit. From time to time pupils may receive additional support to boost achievement, pupils receiving such support may be on school action or just identified as pupils who would benefit from additional support to allow them to reach their potential. Support may be provided by a teacher, a teaching assistant or a qualified/qualifying helper. We have strengthened our Additional Needs support recently through a new initiative set up through Monmouth Comprehensive School and the Monmouth cluster of Primary Schools with regular access to a cluster Additional Learning Needs co-coordinator.

## 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 2017, 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.

## Sport

We encourage and provide opportunities for pupils to participate in numerous sporting activities within and in addition to the curriculum, which has at its core the development of key sports skills. We also take every opportunity to welcome expertise from other visitors such as Monmouthshire Sport Development and Newport AFC (County in the Community). Every class plans and delivers 2-hour long PE sessions a week to include outdoor games, indoor PE and dance, and swimming from Years 2-6. Swimming is organised on a termly basis for each class. Additional activities include yoga, safe cycling, the daily mile, and sports day.

## 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.

## 6. Destination of School Leavers

The vast majority of our pupils move from Year 6 to Monmouth Comprehensive School (MCS), the catchment secondary school. At the ends of the Summer Term 2020, all 28 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.

## 7. Learning in Lockdown

The Governing Body and staff would like to thank all of our parents for the support throughout lockdown and also for the helpful suggestions on how to improve what we do. Within this overview, we hope to provide some useful responses in regards to the Digital Technology we were using, how it supported learners at home, why we have not followed other options and what we hope to offer in the future.

Teachers and support staff at Trellech Primary School have been on a very steep learning curve and have had to adapt quickly to change their way of teaching, providing creative and engaging learning activities for your child to complete easily at home, whilst still providing a level of challenge appropriate to all learners.

This is alongside being very mindful of other factors and pressures which have impacted many of our families throughout this challenging time. All these pressures have been at the forefront of each teacher's mind as they plan for sessions with their children. Maybe access to technology is limited, access to devices is limited, they have younger siblings at home, parents are working at home or they are keyworkers. Teachers are very aware of these challenges and the need to provide learning to all our children which is easily accessible and doesn't disadvantage anyone as far as they possibly can.

It is important to note that during this time, all eligible staff also worked in the cluster hub school, providing childcare for key workers, in addition to providing online learning for our children. Many staff also volunteered to support the Local Authority (LA) with online tasks. On return to school on June 22<sup>nd</sup> 2020, staff also ran the school hub for vulnerable and key worker pupils, in addition to planning for the staggered return to school for all other pupils.

During lockdown the school followed advice from the Welsh government paper 'Live-streaming safeguarding principles and practice for education practitioners', which stated that "All teachers use the apps and programmes within Hwb which is the approved Welsh Assembly platform, so they have been checked to ensure safe learning spaces for all children who attend schools in Wales."

Using learning platforms within Hwb has also ensured that teachers have daily access to the children's learning and can provide evaluative comments for individuals as work is submitted. This takes a huge amount of time, in addition to setting and uploading the work on a daily basis. During the lockdown period, staff have tried to emphasise that children do not need to complete all the work every single day if it is becoming onerous and stressful for families. The primary focus for Monmouthshire and Trellech schools was always the physical safety and emotional wellbeing of staff and pupils.

Whilst there may be perceived benefits to using other platforms such as Seesaw or Zoom for Distance Learning, these have not been approved for use with children who are learning at home as safeguarding cannot be guaranteed. We are very aware that other schools have and do use these platforms, but we will not compromise our online safety protocols.

We have asked staff to give you a brief overview of what distance learning looked like in each class during the lockdown period from the end of March 2020 until the end of term in July 2020.

## **Distance Learning in Foundation Phase**

### **Reception**

Reception Distance Learning was set daily using the Trellech School Home Learning Blog. Each day work was set and followed a similar pattern to help parents support their children at home. Parents were able to respond by email or upload their learning using Hwb.

- Daily Phonics and reading using Read, Write, Inc. (RWI) differentiated 3 ways
- Daily Maths differentiated 3 ways
- Daily Mindfulness/ Yoga
- Weekly Welsh
- Weekly Topic/Creative
- Friday Writing Activity

## **Year 1**

An outline of Year 1 work was posted daily on Trellech Home Learning Blog and also using an announcement in Year 1 Hwb Classroom. Literacy and Numeracy, differentiated three ways were set daily with Big Write and Big Maths Challenges. Children were encouraged to access their learning through their Hwb Class where they could save work and print off editable documents e.g. Big Maths Challenges.

Folders were saved for the children to access in Just2Easy. Work was commented on in Year 1 when submitted in their Hwb (Just2easy) folder. The teacher was also able to comment and give feedback to the children using J2stars. J2message was used for simple messages and this will continue to be developed for communication to Year 1 parents.

## **Year 2**

The teacher posted daily on Trellech School Home Learning Blog, detailed information relating to the activities for that day. There was a Literacy, Numeracy and a Topic activity each day. Any supporting documents needed for the activities were posted using the Year 2 shared folder in Hwb. Children were then able to upload their work to their files or the parents could send the work using the teacher Hwb email address. J2message was used for messages and communication with Year 2 parents.

## **Distance Learning in Key Stage 2**

### **Year 3**

Distance learning was set daily on the Home Learning Blog with the relevant resources and more details on Google Classroom. The day always consisted of spellings with patterns and High Frequency spellings that were tested on a Friday. Pupils had the opportunity to carry out a different related activity each day to learn them. Literacy included either a comprehension activity using the ReadTheory website or grammar, punctuation or genre work. This work was differentiated under the names of Bronze, Silver and Gold; Gold being the most challenging. Friday was a Big Write activity and wasn't always differentiated as it is more about creativity. Numeracy included warm ups such as revision of basic work or using TT Blast via J2E on Hwb. The latter helps with quicker recall of multiplication facts. The main lesson was then differentiated for the three levels. A third lesson was planned for the afternoon and could be Humanities (Topic based), Welsh, Science, PE (using Joe Wicks online lessons), Health and Wellbeing, Art & Design, Religious Education (RE) or Information Communication Technology (ICT). Pupils could contact the teacher by email through Hwb or comments on Google Classroom. Work was sent via email and Google Classroom in differing formats.

## **Year 4**

In year 4, all of our distance learning was loaded onto Google Classroom. We provided a brief overview of the learning on the school blog, with full instructions on Google Classroom. Each day there was a Literacy task (Bronze, Silver and Gold), a numeracy task (Bronze, Silver and Gold) and a topic task. Topic tasks were given at the start of the week (5 in total) with the children being able to complete them in which ever order was easiest for them. Welsh was set on a Monday to be completed at a point during the week that was suitable for them and spellings were set on a Monday to be learnt during the week. Friday was big maths which was accessible online. The children emailed/wrote on the stream to us. Parents could communicate messages by email or in class dojo.

## **Year 5**

Full instructions were on Google Classroom and were available daily from 9am. Children voted not to use the blog. Each day there was a Literacy activity and a Numeracy activity which was differentiated 3 different ways. Big Maths warm up activities were set daily. Big Maths challenges were available on a Friday for the children to complete. Topic activities were given at the start of the week and covered a range of activities, this allowed the children to complete the activities when they found it easiest. Activities on Google Classroom had a due date for the children to work towards. Although children could hand in after the date it can make it more complicated for the teacher to reply with a comment to the children because both task and work is then archived. Children were able to hand in work on Google Classroom

## **Year 6**

Distance learning activities were posted daily on Trellech Home Learning Blog which gave a brief outline for the day. A more detailed explanation of each activity was then available in Google Classroom from 9am. A differentiated activity was provided for both Literacy and Numeracy daily with Big Write and Big Maths challenges being set on a Friday for the children to complete. All topic activities were available at the start of the week; this allowed the children to complete the activities at any time throughout the week which allows for more flexibility. Welsh was also set daily using Google Classroom. All children could upload or hand in their activities using Google Classroom at any time when they have completed their learning. They could write comments and ask questions relating to the activities set throughout the week. A comment relating to the activity was written by the teacher so the child knew the work had been seen by their class teacher. Children and parents were also able to send their learning with photographs to the teacher's Hwb email and responses were also sent this way.