



'Be Kind, Be Your Best'

## **Governors Annual Report To Parents 2025/26**



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Dear Parents and Carers,

With the autumn term in full swing, I am once again pleased to present our Governing Body Annual Report for the academic year 2024/25. It has been a year of both continuity and change - a year that has seen new faces join our team, the continuation of strong partnerships, and the exciting preparations for the next chapter in our school's journey.

At the start of the year we welcomed four new teachers to our school. Miss Jones in Year 1, Miss Atkins in Year 3, Miss Clarke in Year 4 while Miss Lewis began her Welsh Language Sabbatical, and Miss Stephens in Year 5. However, we did say fond farewells to Miss Strong, our long-serving School Business Manager, who had been part of The Dell family since 2011, and Lizzie Peckham after 15 years of outstanding teaching. We also said goodbye to Miss Addison, who is moving on to new opportunities after four dedicated years at The Dell. We thank all for everything they contributed to school life; they will be missed.

The biggest change of all, of course, occurs during the 2025/26 academic year, as Mr. Adams becomes our new Headteacher following Mr. King's early retirement. Mr. King dedicated 13 amazing years of his career as Headteacher at The Dell. During that time, he brought many new initiatives to the school by working closely within the cluster, with Welsh Government, and even with schools in China, Italy and the USA to pick out, adopt and develop best practices in teaching and learning. In addition to his Headteacher duties, Mr. King also worked as a school inspector, leadership coach and school challenge advisor; his breadth and depth of knowledge and experience was vast and he will be missed immensely, as will his sense of humour and the brilliant rapport he had with staff and pupils. We know that his post-school calendar is already full with interesting projects! One legacy that was dear to Mr. King that remains firmly in place at The Dell, you'll be pleased to hear, as it gives our pupils much happiness and enables them to grow in confidence, is our school radio station, *Dell FM*. Diolch Mr. King! Hwyl fawr!

Now, looking ahead... although already a familiar and much-respected member of our senior leadership team (and indeed spending time in 2021-23 as our Acting Headteacher), Mr. Adams' appointment as Headteacher heralds a new direction and vision for our school, and the Governing Body is delighted to be working with him as we move the school forward together, and with a full Reception Year for 2025/26 for the first time in a while. Mr. Adams is fully committed to being an approachable and visible leader, who will direct and evolve teaching and learning in classrooms and assemblies whilst working with the wider cluster and beyond. Work on development of learning environments is another commitment of his, to ensure they are warm, welcoming and purposeful, with wellbeing of all pupils and staff continuing to be a priority. One of Mr. Adams' key aims is for the school to become more reflective, using self-evaluation and views from all to ensure the very best is provided for our learners. He reassures us that he will remain as the welcoming presence on the school gate each morning too!

Behind the scenes, our brilliant staff team has continued diligently and admirably with focus on development of teaching strategies, school improvement and assessment policies, and our 'Being Our Best' behaviour policy, and on behalf of the Governing Body I would like to thank all staff for all your work over the last year - you really do go above and beyond. The Governing Body itself continues its support and challenge work, which includes activities such as policy review, financial review, professional learning and learning walks to name but a few. I would like to thank each member of our Governing Body - those who have recently left, those established and those newly joined - who, as dedicated volunteers, give their time freely to support our school, bringing valuable expertise and perspectives from their own work and lives.

On the subject of volunteers, and as always, we are extremely grateful to our superb PTA, whose tireless efforts have once again enhanced the experiences of our pupils. Amongst other things, their fundraising supported the creation of a new log trail on the school field and a refresh of the upper school playground.

Finally, thank you once again to all our parents and carers for your continued support and involvement. It is through the collective effort of pupils, staff, parents and governors that we continue to thrive as a school community. Here's to a successful 2025/26!

Gyda cofion cynnes / With warm wishes,

Steve Curran

Chair of Governors, Autumn Term 2025.

### **The Dell Primary School Governing Body 2025/26**

4 <sup>th</sup> Year	3 <sup>rd</sup> Year	2 <sup>nd</sup> Year	1 <sup>st</sup> Year
Governorship	Name		Term of Office ends
Community (Vice Chair)	Emma Becker		24/10/2023 – 23/10/2027
Parent	Kelly Clarke		12/04/2021 – 11/04/2029
Community (Chair)	Stephen Curran		28/11/2021 – 27/11/2025
Community	Elizabeth Gibbon		28/02/2022 – 27/02/2026
Local Authority	Nichola Morley		03/03/2022 – 02/03/2026
Local Authority	Lizzie Peckham		13/11/2025 – 12/11/2029
Parent	Ricky Madge		03/03/2022 – 02/03/2026
Minor Authority (Mathern or St Arvans)	Sally Ashby		11/05/2022 – 10/05/2026
Support Staff	Jennifer Newcombe		04/05/2023 – 03/05/2027
Parent	Gareth John		12/06/2023 – 11/06/2027
Teacher	Collette Lewis		08/10/2025 – 07/10/2029

### **3 Parent Governor Vacancies**

When a vacancy arises on the governing body for a parent representative, the Local Authority will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. Every parent of a registered pupil at the school will be entitled to stand as a candidate and to vote at the election. Each parent will be provided with a letter via student post and a nomination form. The nomination form and personal statement must be returned to the school by the set date. Elections will be held by secret ballot. The next scheduled election of Parent Governors is March 2026.

### **4 The Organisation of our Work**

We are the body responsible for the education, welfare and well-being of everyone at Gaer Primary School. This is achieved via the professional services of the headteacher and the staff, with whom

we have regular, formal and informal discussions. We receive, for example, regular reports relating to the standards pupils are achieving, the quality of teaching and the health and safety aspects of school life.

Our meetings begin with a presentation by members of staff or pupils on curriculum updates and various other initiatives undertaken at the school. Each governor is associated with a curriculum area. We are involved in the continued development of the curriculum. Governors are committed to whole school self-evaluation. We conduct learning walks and work scrutiny with the Senior Leadership Team. We also have a Standards Team where we meet with the children to discuss and celebrate their learning. We also support the school on informal and formal occasions in its calendar of events.

The full Governing Body meets twice a term and, as necessary, the following committees hold their meetings: -

- ✓ Finance and Premises Panel
- ✓ Personnel and Staffing Panel
- ✓ Pay Review Panel (& Appeals Panel)
- ✓ Staff Appointments Panel
- ✓ Performance Management Review Panel (& Appeals Panel)
- ✓ Staffing Requests Panel
- ✓ Staff Grievance (& Appeals Panel)
- ✓ Staff Discipline and Dismissal Panel (& Appeals Panel)
- ✓ Complaints Panel (& Appeals Panel)
- ✓ Pupil Discipline and Exclusion Panel (& Appeals Panel)
- ✓ Policy Panel
- ✓ Health and Safety Panel

The committees discuss the detail of matters pertinent to their purpose, and report back to the full Governing Body at the next available full meeting for ratification of proposals or recommendations. To assist us in our work we have the opportunity to participate in a specialised programme of governor training, organised by the Education Achievement Service (EAS). The support and advice we regularly receive is greatly appreciated. Many aspects of the school are discussed, including national and local issues. During full Governing Body meetings, the Headteacher Report details various activities and information about the school. The Headteacher also produces reports on matters of concern thought to be relevant. In addition, the Local Authority produces background papers and reports which receive the necessary attention. We can report that no governors claimed for travelling or subsistence expenses during the last year.

## **5 Review of Policies**

The school considers and reviews major policy developments pertinent to the school. Policies are updated and redrafted regularly and, with Governing Body approval, formally adopted. They are open to inspection by parents by prior arrangement with the school and many are available on the school website. When all policies have been updated to reflect the primary school, the Governing Body will follow a review timetable to ensure policies are reviewed and updated where necessary.

## **SECTION TWO – SCHOOL INFORMATION**

The term dates for the academic year 2025/26 are as follows.

<b><i>Autumn 1</i></b>	<b><i>Autumn 2</i></b>	<b><i>Spring 1</i></b>	<b><i>Spring 2</i></b>	<b><i>Summer 1</i></b>	<b><i>Summer 2</i></b>
<b><i>01.09.25 – 24.10.25</i></b>	<b><i>03.11.25 – 19.12.25</i></b>	<b><i>05.01.26 – 13.02.26</i></b>	<b><i>23.02.26 – 27.03.26</i></b>	<b><i>13.04.26 – 22.05.26</i></b>	<b><i>01.06.26 – 20.07.26</i></b>

### **2 Session Times**

School commences at 9.00a.m. and ends at 3:30pm. A 15 minute morning break is taken at 10:30am. Lunchtime for Upper School is 12pm-1pm (Years 3, 4, 5 and 6). Lunch for early years is 12pm-1:15pm (Reception, Year 1 and Year 2).

### **3 Prospectus Changes**

The school publishes a prospectus annually. The prospectus is currently available from the school on request and is also available on the school website.

### **4 School Status**

The Dell Primary School is an English Medium Community School.

### **5 Welsh in School**

Welsh is taught as a second language to all pupils. The school does not have provision for pupils to receive their education solely through the medium of Welsh. Our Curriculum Cymraeg Policy details how the Welsh language, culture and history are supported across the school. There is a Welsh advisory teacher who supports this teaching throughout the school. Cluster arrangements are in place to ensure there is continuity of learning when pupils transfer from Primary to Secondary school. The main receiving secondary school is Chepstow School.

## **SECTION THREE –**

### **WORK AND ORGANISATION OF THE SCHOOL**

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➤ Financial Statement (Appendix 1)

## **Attendance 2024-25**

During the academic year 2024-25 we continued to work in partnership with the Local Authority and Education Welfare Officer, to support families to ensure that the children are in school whenever possible.

Attendance 2024-25: 95.68%

Authorised Absence: 4.1%

Unauthorised Absence: 3.4%.

## **School Development Plan 2025/26**

SDP 3 Priorities 2025/26

### **1. To improve the Impact of Self-Evaluation...**

**Rationale** - Self-evaluation activities from last academic year showed need for greater consistency of teaching and learning across the school. New HT and senior leaders when working with SIP identified need to review and implement new self-evaluation planning and processes to ensure greater impact on school improvement.

### **2. To ensure Stretch and Challenge for all Learners...**

**Rationale**- Lesson observations and work scrutiny identified a clear need for lesson entry points for learners to be more challenging. Also need to review EPIC challenge and project work to ensure application of learner's skills is being challenged when working independently.

### **3. To Develop an Excellent Teaching and Learning Toolkit...**

**Rationale** - INSET and PL Training as well as Cluster work has shown a clear need for a new Teaching Toolkit which is more in line with the Cluster vision. Co-construction of this toolkit is needed to develop a collective and consistent approach to excellent teaching across the school.

## **Post Inspection Action Plan Progress**

The school's last full inspection was in June 2022.

The post inspection action plan documented actions to underpin the following recommendations:

R1 Ensure that pupils have opportunities to consistently apply their skills in literacy and numeracy at a high enough level across the curriculum

R2 Improve pupils' Welsh language skills

R3 Improve the quality and consistency of teaching across the school

R4 Strengthen leaders' capacity to evaluate and improve the school particularly in relation to teaching, learning and national priorities

The school has made good progress with these recommendations.

## **Organisation of the Curriculum**

The Dell Primary offers a broad, balanced, relevant and differentiated curriculum to all children. The class teacher will monitor each child's progress very carefully, and our aim is to ensure that each child achieves his or her full potential, whatever his or her ability. In line with the Learning to Learn agenda, we acknowledge that people learn in many different ways, and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Lessons cater for a range of learning styles – audio, visual, kinaesthetic – and staff are aware that most learners draw from a combination of styles.

At The Dell Primary, learning embraces a project-based approach to learning aligned to Curriculum for Wales. We have designed our dynamic and evolving curriculum in consultation with all stakeholders and our cluster schools.

At The Dell Primary we adopt a thematic/Project approach which enables our children to:

- make genuine links between areas of the curriculum
- enjoy learning that is linked to children's experiences and surroundings
- have a pupil voice – harvesting the attitudes, values skills, knowledge and understanding that the children would like to learn about the theme/project.
- Undertake learning that has a balance of subject knowledge, skills and application
- enjoy learning that is personalised to groups and individuals
- use Assessment for Learning and Learning to Learn implicitly in teaching and learning
- enjoy themed days/weeks to revisit learning & apply skills

Throughout the year we use 'Learning to Learn' tools- Building Learning Power; De Bono's Thinking Hats, Thinking Maps and Growth Mindset as initiatives to inspire the children, create a common language of learning and prioritise the 'Learning to Learn' agenda.

## **Additional Learning Needs**

At The Dell Primary we aim to build an inspiring community through teamwork, trust and respect; providing a fun and safe environment where we all achieve.

## **Equalities**

The Dell Primary School is an inclusive school, where all children and staff are valued equally, and our similarities and differences are recognised and celebrated. Every child, regardless of race, creed, age, gender or disability has access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning.

Children with Additional Learning Needs (ALN) include:

- Children with Special Educational Needs (SEN)
- More Able and Talented children (MAT)
- Children Looked After (CLA)
- Children with English as an Additional Language (EAL)
- Travellers, refugees
- Young carers

### **Our Aims and Objectives**

- To identify and address the variety of Additional Learning Needs (ALN) recognised at any and every stage of education, and to work in partnership with parents and other agencies, to meet these needs in the most appropriate, positive and effective manner.
- To ensure that children with Additional Learning Needs (ALN) receive the variety of learning opportunities which are offered to all children, including maximum possible access to statutory education.
- To ensure that all children are appropriately challenged / supported and that their learning objectives are clear and unambiguous.

### **Provision for children with Additional Learning Needs (ALN)**

- Children who are identified as having Additional Learning Needs are given extra support where necessary in order for the individual to achieve their full potential;
- Class teachers and teaching assistants meet the needs of the children identified as having Special Educational Needs and who require an Individual Development Plan and Action Plan
- Visual timetables, workstations and adapted equipment are some of the strategies used to support children with ASD.
- Children who are identified as Most Able or Talented may require individually differentiated learning and are supported to become self-directed learners of an enriched and extended curriculum;
- Children with English as an Additional Language, (EAL) and asylum-seeking children are supported by GEMSS, in liaison with the class teachers;
- Children who are being 'Looked After' (CLA) require a Personal Education Plan (PEP) and are supported by the various involved agencies in partnership with the school;
- Teachers employ a variety of teaching and learning strategies and styles, including multi-sensory approaches, enquiry-based learning, problem solving, thinking skills and the development of independent learning skills, in accordance with the Building Learning Power (BLP) mindset, thinking hats and thinking maps
- All planning is inclusive, based on differentiated targets, with objectives reflecting the needs of all children, in accordance with Individual Development Plans (IDPs) & Action Plans, Pastoral Support Plans (PSPs) and individual learning targets;
- All children are actively involved in the target setting and reviewing process and are encouraged to become reflective practitioners;
- All children have access to a wide range of enrichment activities, such as our extra-curricular activities and clubs; residential visits in Key Stage 2; access to outside experts e.g. artists, sports, subject specific; competitions; musical and other contributions to assemblies, concerts and the annual Eisteddfod.

### **Child and Parental Involvement:**

We aim to work in partnership with all parents and will strive to create positive working relationships. We are aware that this partnership will have a crucial bearing on the child's educational progress. Our school values the unique knowledge and information parents provide, and recognise that the most effective provision will be made when the parents are actively involved. The school provides information about the Additional Learning Needs Policy on the school website. This details the school's policy and practice in identification, assessment provision, monitoring and record keeping of Additional Learning Needs. The school's Additional Learning Needs policy is available to parents. The school also recognises the important and relevant contributions which children can make in formulating plans for their own educational provisions and aims to actively involve children with Additional Learning Needs in such processes as appropriate.

### **Children with Special Educational Needs (SEN)**

A child has Special Educational Needs (SEN) if he/she has a learning difficulty which requires special educational provision to be made. A child is said to have a learning difficulty if he or she has a

significantly greater difficulty than the majority of pupils of the same age or has a disability which prevents or hinders them from making best use of the facilities normally available to pupils within the area.

There are six classifications of educational difficulty recognised, namely:

- Learning;
- Sensory impairment- visual;
- Sensory impairment- hearing;
- Physical;
- Medical;
- Speech, language and communication;
- Emotional and Behavioural Difficulties (EBD).

The earlier the child's educational needs are identified, assessed and action is taken, the more responsive the child is likely to be and the more successful the outcome. To assist in the early identification of children with special educational needs the school makes use of appropriate screening and assessment mechanisms. Assessment is a continuing process and information transfers both within the school, when the child moves from one class to another and from school to school. To give specific help to children who have special educational needs, the school adopts a staged response. This approach recognises that there is a continuum of special educational needs and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

#### Disabled Learners

In accordance with the Equality Act 2010, The school is committed to ensuring full access to all facilities and opportunities at The Dell Primary School for all learners and visitors with special requirements. The school has a ramp for wheelchair users. The school has two lifts to enable access and several automated doors. The Disability Discrimination Act makes it compulsory for schools to prepare a Disability Equality Plan and an associated action plan that includes the steps the school intends to take to promote disability and accessibility equality.

### **Opportunities and Links with the Community**

#### **Communication**

The school has fully embraced opportunities to utilise digital technology to improve links between home and school. We have again invested in Parents2Teachers-a texting service enabling us to swiftly inform all parents at the push of a button. Parentpay allows parents to make online payments and not have to worry about having cash. The website provides up to date information. Instagram is used to celebrate exciting learning at The Dell Primary. Newsletters and letters are distributed to parents.

#### **Family Engagement**

At The Dell Primary we have enjoyed learning alongside our parents and families for several years. During the academic year 2024-25 our bespoke Wellbeing programme was a huge success. It is great that our children and families get the ELSA support they need.

#### **Music Matters**

Our children have been able to receive individual music lessons and workshops from Gwent Music. Our children undertake regular Penny Whistle, Drumming & Violin workshops across the school in partnership with Gwent Music.

## **PTA**

The excellent work previously undertaken by the PTA was again apparent in the academic year 2024-25. The PTA undertake much appreciated work on behalf of our school to both fundraise and give our children a wealth of fantastic opportunities.

## **Police Liaison**

The 'Safer Schools Programme 2024-25' provided an invaluable service to our school. Our partnership collaboration with the police is very good.

## **Toilet Facilities**

Toilets:

- 13 pupil toilets
- 1 pupil disabled toilet
- 2 pupil urinals
- 3 adult toilets

Toilets are available across the school building. Children are encouraged to use the toilet facilities during break or lunch time periods. Toilets are cleaned by the school cleaners daily and are inspected by the Caretaker and Headteacher.

## **Healthy Eating and Drinking**

The school has continued to promote healthy eating and drinking messages as part of our 'Healthy Schools' approach. All children are encouraged to eat a healthy morning snack and to drink water at desks. MCC Catering are our catering contractors-they present a healthy menu.

## **Sport Provision**

With have an excellent partnership work with MonLife and work all Chepstow Cluster Schools to provide competitive sports fixtures and festivals every academic year. Working with MonLife we also provide sports training opportunities for our pupils such as Playleaders and Sports Ambassadors events.

## **Training Days 2025-2026**

Training Days - 6

- ✓ 01.09.245
- ✓ 03.11.25 (Cluster)
- ✓ 10.11.25 (Cluster)
- ✓ 19.12.25
- ✓ 27.03.26
- ✓ 20.07.26

## **Parent Meetings**

Parents' right to request a meeting with the school's governing body. The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them. If parents wish to use their rights under the Act to hold a meeting, conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting. The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the

petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.

2. The meeting must be called to discuss matters which affect the school. The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body. The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. A maximum of 3 meetings can be held during the school year. The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year. The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held. A "school day" means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days. The address for service of a petition requesting a meeting with this school's governing body is: The Chair of Governors, The Dell Primary School, Welsh Street, Chepstow, NP16 5UQ.

There weren't any parent meetings in 2024/25.

## **Financial Report**

### **2024/25 End of Year Summary**

#### **Income**

Total General Income	£338,101
Total Funding	£1,693,328
Total Income	£2,031,429

#### **Expenditure**

Total Employee Costs	£1,679,193
Total Supplies and Services	£76,660
Total Premises Costs	£176,245
Total Agency and Contracted Costs	£45,626
Total Transport Costs	£0
Total Expenditure	£1,977,924

**In Year Surplus To Reserves = £53,505**

**The Governing Body has produced a Budget Deficit Recovery Plan to bring the school budget to a balanced position.**