

The Dell Primary School

Governing Body Annual Report to Parents 2020-21



“...all about learning”

Dear Parents and Carers,

With the autumn term well underway, everyone will be aware by now that Mr. King will be absent for part of this year with health issues. He and his family have been overwhelmed by the number of kind messages and offers of support they've received, and we wish him the very best for a swift recovery. In the meantime, the strong leadership at our school continues with Mr. Adams in an Acting Head Teacher role, with the support of the highly capable and experienced leadership team, teachers and school staff.

The past academic year was one of adjustment to blended learning (a now well-established phrase) as a normal situation, and consolidation of best practices to enable this, whilst continuing to provide for pupil's learning and wellbeing; the ability to quickly and smoothly switch between teaching from/learning at school and home was developed and refined to a point where should the need arise again, it could be done with minimum disruption. Of course, all this has also relied - and continues to rely - on your ongoing support, for which we are extremely grateful. In the meantime, the safety of pupils, staff and the wider community continues to be a priority, with year group bubbles remaining in place, lunches taking place with limited numbers in the dinner hall, and notifications sent to parents and carers as necessary. Notwithstanding, progress on development of our school's Curriculum for Wales objectives (to be in place by September 2022 – more details can be found in *The School's Curriculum and Organisation of Teaching* section of this report) was not significantly affected, and remained on target throughout the year thanks to the dedication of our teaching team.

Last year's annual report highlighted the challenges faced by ongoing budgetary constraints facing many schools. I'm pleased this year to report that some of those challenges have been alleviated by the provision of additional funding that has been made available by Welsh Government, together with the availability of grants from Monmouthshire County Council. Furthermore, despite the difficulties in operating throughout 2020-21, the great fund-raising work of our PTA continued, and a number of generous donations from parents and carers were also received, which when combined totalled an amazing £8,900! Our thanks go to everyone who was able to contribute in any way and kept the community spirit going. See the *Donations* section for further details.

Work also continued throughout 2020-21 in gaining or retaining school awards, and of particular note were the achievement of the Carnegie Schools Mental Health Silver Award, building on work previously undertaken and further developing our significant pastoral support capability, the renewal of our Eco Platinum Award, and the winning of a Blue Peter Green Badge award by our Eco Team. These initiatives and more are a wonderful reflection of the dedication to "being our best" held by pupils and staff, and we thank them for that.

For this coming year, development of the Curriculum for Wales will continue, with plenty of positive progress already achieved this term working alongside our School Improvement Partner, Jo Giles Headteacher at St. Andrew's Primary in Newport, and the Chepstow cluster. The recent leadership transition has been smooth, standards are being maintained, and our School Development Plan remains confidently on course. Support to Mr. Adams, the leadership team and all teachers and staff will be very much welcomed and will ensure our school excels as we look forward to welcoming back Mr. King next year.

Steve Curran
Chair of Governors, Autumn 2021

To find out more about our governing body [CLICK HERE](#) or visit our website dell.monmouthshire.sch.uk/governors

2020-21 Snapshots



To find out about our year of sporting participation **CLICK HERE** or visit <http://www.dell.monmouthshire.sch.uk/sporty>



To find out about outdoor learning **CLICK HERE** or visit <https://www.dell.monmouthshire.sch.uk/outdoorlearning>



To find out about our learning in, and with our local community **CLICK HERE** or visit <https://www.dell.monmouthshire.sch.uk/community>

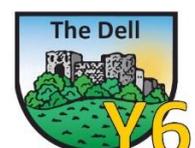
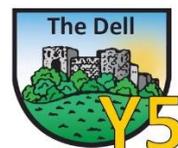
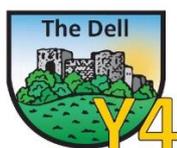
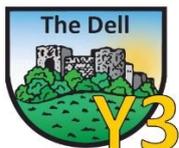
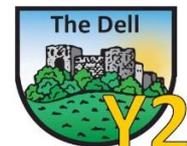
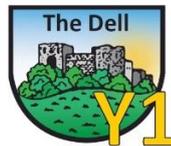


To find out about learning to be healthy **CLICK HERE** or visit <https://www.dell.monmouthshire.sch.uk/healthy>



To find out more about our PTA **CLICK HERE** or visit <http://www.dell.monmouthshire.sch.uk/pta>

To find out about what our year groups go up to during 2020-21, click an icon below:



Governing Body Membership 2020-21

Governorship	Name	Term of Office ends
Community	Mrs Emma Becker	19/01/2021 - 18/01/2025
Community (Vice Chair)	Mr Andre Haynes	25/06/2019 - 24/06/2023
Community	Mrs Caroline Austin	30/01/2018 - 29/01/2022
Parent	Mr Marc Maddox	26/11/2019 - 25/11/2023
Parent (Chair)	Mr Stephen Curran	28/11/2017 - 27/11/2021
Parent	Mrs Kelly Clarke	01/06/2021 - 30/05/2025
Parent	Mrs Hayley Miles	01/06/2021 - 30/05/2025
Local Authority	Mr Timothy Davies	01/07/2021 - 30/06/2025
Local Authority	Mr Ray Jones	01/04/2021 - 31/03/2025
Local Authority	Mr Jeremy Becker	09/11/2017 - 08/11/2021
Minor Authority (Mathern or St Arvans)	Mrs Rita Edwards St. Arvans Community Council	14/07/2018 - 13/07/2022
Support Staff	Miss Julia Strong	03/06/2019 - 03/05/2023
Teacher	Miss Jenny Cosens	10/07/2018 - 09/07/2022
Head Teacher	Mr Steve King	Permanent

In 2020-21, the clerk to the governing body was Vicky Cambridge who works for the Education Achievement Service. She can be contacted at Tredomen Gateway, Tredomen Park, Ystrad Mynach, Hengoed, CF82 7EH. The chair of the governing body was Mr Steve Curran and he can be contacted via the school office.

Arrangements for Next Election of Parent Governors

At the time of writing there are no vacancies on the governing body.



Comparative Performance Data

Due to the COVID-19 pandemic and statutory school closure, schools were 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.

School Improvement Targets

These priorities were formulated in July 2019.

Three Year Priorities 2019-22

1. To further improve provision and outcomes in English and literacy across the school by addressing data and areas for development identified through self-evaluation activities.
2. To further improve provision and outcomes in Maths and numeracy across the school by addressing data and areas for development identified through self-evaluation activities.
3. To improve pastoral provision to support pupils' social, emotional and behavioural needs.
4. To improve outdoor provision for all pupils and develop outdoor learning, wellbeing and collaborative play.
5. To improve pupils' collaborative working, learning skills and leadership skills.
6. To improve programmes of study for learning and teaching science, technology, engineering across the school.
7. To improve provision and raise standards in the use of technology for learning.
8. To continue to evolve the school curriculum offer and take account of expectations and guidance from 'Successful Futures' report

To find out more about our school improvement targets [CLICK HERE](#) or visit our website dell.monmouthshire.sch.uk and go to the '24/7 Office Page' then 'Key School Documents' page.

One Year Priorities 2019-20

Priority 1 – Pupil Catch up & Recovery

- LLC & MD intervention support for pupils in Year 1 & Reception identified by class teacher as needing support following Summer Term closure.
- RWI in Year 1 & 2 to focus on prioritising pupils who need Catch Up on phonic skills, reading skills and writing skills missed in Summer Term.
- Y3 to use RWI scheme with all pupils as part of Guided Reading sessions and LLC sessions in Autumn Term. Teachers to use RWI assessments to group pupils & teach phonic, reading & writing skills missed during closure. RWI sessions to take place in GR time.
- KS2 Curriculum to focus on pupil Catch Up in Autumn Term. Pupils needing additional support, will be identified and provided with weekly support by class teacher. MY TIME will start later in the term to allow teachers to prioritise pupils who need Catch Up support.
- Work with FSM pupils weekly to provide additional Catch Up intervention. These pupils are often some of most vulnerable pupils and will need support following summer closure.
- Teachers and TA's to prioritise marking of pupils who have been identified as needing Catch Up support. Daily verbal feedback given to Catch Up pupils. Weekly Ways Forward given to these pupils and feedback given to ensure WF have been implemented and clear progress is being made. Effective use of MIB time with catch up group is evident in every class.

Priority 2 – Improving Teaching

- Review and embed 12 Pedagogical Principles
- Meta-cognition
- Embed '5 Things' model, Language of Learning & Teaching and Learning policies
- Improve teaching skills for Teaching Assistants

Priority 3 – Improving the Curriculum

- Further develop authentic learning
- Continue to develop learning, teaching & the school curriculum around Curriculum 2022
- Further develop Pupil Voice
- Further develop Outdoor learning

Priority 4 – Improving Leadership

- Deputy Headteacher 'Aspiring Heads' course
- Continue working with EAS Leadership Shadowing Programme
- Cohort 3 of Middle Leader Training
- Review effectiveness of Self Evaluation process

Priority 5 – Improving Professional Learning (Professional Learning Plan)

- Collaboration with cluster PL colleagues and Cluster PL Leader
- Attendance at regional PL events & training inc Regional Curriculum Reform Programme
- Effective Continuous Learning Plan (Blended Learning Plan)
- Release time for AoLE Leaders and teams to develop, action and evaluate their AoLE Action Plans
- Work towards achieving Carnegie Centre for Excellence in Mental Health in Schools Silver Award
- Developing pupils' independent learning and collaborative skills
- Developing authentic learning opportunities
- Develop outdoor learning opportunities
- Embed consistency in pupil assessment activities
- Develop use of Professional Standards

Priority 6 - Pupil Priorities - Themes identified in 2019 Pupils' Survey

- Further review and monitor pupil behaviour during lessons
- Further review and monitor pupils' behaviour during playtimes and lunchtimes

Priority 7 - Parent Priorities - Themes identified in 2019 Parents' Survey

- Work with Gwent Catering to improve reliability of lunch options, portion size & w/being
- Review criteria for selection of post / role holders as well as parts in concerts and plays.

Priority 8 - Governor Priorities - Identified in 2019 Governors' Survey

- Elect and induct a new Chair of Governors in autumn 2019
- Review systems, procedures & processes to ensure the efficiency of school governance
- Embed online support and information management systems for governors through Hwb
- Review effectiveness of Link Governor role & sharing of information on school development planning

Priority 9 - Foundation Phase Priorities

- Independent challenges to practise previous taught skills (linked to 'theme') and including maths problem solving.
- To ensure as much authentic learning experiences are being offered across the phase.
- To ensure consistency in the Teaching and Learning Cycle (Skills, independent opportunities and reflection, MIB)
- Increase evidence of PSD in books and through the use of SEESAW

Priority 10 – Key Stage 2 Priorities

- To introduce a school bank ran by KS2 pupils
- To increase knowledge of Assessment for Learning strategies through the use of visualisers
- To ensure a larger percentage of lessons are taught outdoors • To review curriculum further to ensure alignment with Successful Futures

Priority 11 - Area of Learning & Experience (AoLE) Priorities – Languages & Literacy English

- To increase staff awareness of effective Oracy activities and evidence recorded.
- To introduce slow writing from Year 2 -6.
- To further embed the use of Alan Peats sentenced types from Reception to Year 6
- Key literacy skills being explicitly taught and then shown in an independent activity Welsh
- To provide a training session for 'Dell Deg' for staff teaching / support staff and lunch time supervisors.
- Introduce a timetable for Welsh assessment tasks to be completed by pupils each term across Foundation Phase and Key Stage 2.
- To set up a Welsh link for each class with a school in the town/city of which their class is named after.

Priority 12 - Area of Learning & Experience (AoLE) Priorities – Mathematics & Numeracy

- Continue to raise number of pupils demonstrating attainment at Level 6
- Create further opportunities for authentic learning through problem solving with Maths and across the curriculum.
- All staff to teach mental maths strategies
- Ensure every classroom has accessible maths resources for pupils alongside enhanced and continuous provision.

Priority 13 - Area of Learning & Experience (AoLE) Priorities – Humanities Community

- To set up regular litter picks around Chepstow involving children across the entire age range
- To further establish links with Sue Kingdom (Chamber of Commerce) & Ryan Coleman (Cluster Community Business Manager) and develop Humanities resources related to the local area to tie in with Year group themes.
- Establish a Community Team in school to develop pupil (& staff) awareness of Chepstow and our place within it. Religious Education
- To establish links & programme of visits to sacred buildings supporting learning in RE, faith & beliefs. Eco School
- To obtain the platinum Green Flag and revisit embedded Eco themes to check they are still in place.
- Stronger links with cluster schools.

Priority 14 - Area of Learning & Experience (AoLE) Priorities – Health & Wellbeing Physical Education

- To ensure we undertake 'Mile A Day' is done every day and in the morning
- Sports Ambassadors to undertake research into impact on pupils of 'Mile A Day'
- Review and ensure a progressive curriculum for Y3-6.
- To collaborate with Healthy Schools team and celebrate the 2020 Olympics- focussing on Japanese food and culture which is linked to Healthy lifestyle More Able & Talented (MAT)
- To highlight successes and be aware of our talented pupil that achieve well outside of school.
- To signpost talented pupils who achieve well in school but do not know of how they can participate in their chosen activity outside of school.
- To raise the number of level 6 in Year 6. Regular MAT intervention, through master classes (or improved version)
- To start the NACE Challenge Framework application. Healthy School
- For all classes to have at least 1 session of Mindfulness per week – time to be at class teacher's/year group discretion
- To teach/remind children about e-safety and to further raise it-s profile
- To collaborate with Vicki Wilson (P.E.) celebrate the 2020 Olympics- focussing on Japanese food and culture which is linked to Healthy lifestyle
- To look for funding/training opportunities for Key Stage 2 to introduce a 'Food Preparation' skill per Year group which doesn't involve cooking Wellbeing
- Wellbeing team to develop '5 Steps to Wellbeing' model
- To continue to raise awareness of the needs of Young Carers and the impact of their roles on their wellbeing and attainment in school
- To work towards Silver Mental Health in Schools Award
- To embed our 3 Tier Intervention Model through Rainforest Room and Sunshine Room provision

Priority 15 - Area of Learning & Experience (AoLE) Priorities – Expressive Arts Art

- Raise profile of art, drawing, painting & photography across school and develop pupils' artistic skills & understanding
- Art in Wales Celebrating a different Welsh Artist each term. Autumn- Gwen John Spring- Kyffin Williams Summer- Will Roberts Dance
- To enhance the focus & provision of Dance across the school to enable Healthy Confident Individuals. Drama
- To use drama to demonstrate topic learning producing Ambitious Capable Learners. Outdoor Learning Area
- Embracing the outdoors for learning & discovery of Expressive Arts.

Priority 16 - Area of Learning & Experience (AoLE) Priorities – Science & Technology Science

- To devise key questions to help children write science conclusions at a Level 4 & 5 standard
- To collaborate with Chepstow School to provide opportunities for more Year 5 & 6 pupils to secure L5 & explore L6 skills eLearning / ICT
- To provide opportunities and support to allow children to digitally collaborate on work, through Google for Education apps
- To offer Coding Club to all KS2 stages, then Year 2
- Explore opportunities to further develop collaborative learning, working & sharing information.
- Undertake research into social media use



Evaluation of Priorities (Progress was impacted by COVID-19 school closures during the 2019-20 and 2020-21 school years)

Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
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2020-21

Priority	Focus Area	Overall Evaluation
1	Pupil Catch Up & Recovery	Strong Progress
2	Improving Teaching	Strong Progress
3	Improving Curriculum	Strong Progress
4	Improving Leadership	Strong Progress
5	Improving Professional Learning	Strong Progress
6	Pupil Priorities (<i>identified in Pupil Survey</i>)	Satisfactory Progress
7	Parent Priorities (<i>identified in Parent Survey</i>)	Satisfactory Progress
8	Governing Body Priorities	Satisfactory Progress
9	Foundation Phase Priorities	Satisfactory Progress
10	Key Stage 2 Priorities	Satisfactory Progress
11	AoLE - Language & Literacy Priorities	Satisfactory Progress
12	AoLE - Mathematics & numeracy Priorities	Satisfactory Progress
13	AoLE - Humanities	Satisfactory Progress
14	AoLE - Health & Wellbeing	Satisfactory Progress
15	AoLE - Expressive Arts	Satisfactory Progress
16	AoLE - Science & Technology	Satisfactory Progress
17	Premises Priorities	See below

2019-20 (Due to COVID-19 school closure from 20/3/20 until September 2020)

Priority	Focus Area	Overall Evaluation
1	Teaching Priorities	Satisfactory Progress
2	Curriculum Priorities	Satisfactory Progress
3	Leadership Priorities	Satisfactory Progress
4	Professional Learning	Satisfactory Progress
5	Pupil Priorities	Satisfactory Progress
6	Parent Priorities	Limited Progress
7	Governing Body Priorities	Limited Progress
8	Foundation Phase Priorities	Satisfactory Progress
9	Key Stage 2 Priorities	Satisfactory Progress
10	AoLE - Language & Literacy Priorities	Satisfactory Progress
11	AoLE - Mathematics & numeracy Priorities	Satisfactory Progress
12	AoLE - Humanities	Satisfactory Progress
13	AoLE - Health & Wellbeing	Satisfactory Progress
14	AoLE - Expressive Arts	Satisfactory Progress
15	AoLE - Science & Technology	Satisfactory Progress
16	Premises Priorities	See below

2018-19

Priority	Focus Area	Overall Evaluation
1	Successful Futures Priorities	Strong Progress
2	Learning Priorities	Very Good Progress
3	Wellbeing Priorities	Very Good Progress
4	Pupil Priorities	Very Good Progress
5	Parent Priorities	Very Good Progress
6	Governing Body Priorities	Strong Progress
7	AoLE - Language & Literacy Priorities	Strong Progress
8	AoLE - Mathematics & numeracy Priorities	Strong Progress
9	AoLE - Humanities	Strong Progress
10	AoLE - Health & Wellbeing	Strong Progress
11	AoLE - Expressive Arts	Strong Progress
12	AoLE - Science & Technology	Strong Progress
13	Premises Priorities	See below

2017-18

Priority	Focus Area	Overall Evaluation
1	English & Literacy Priorities	Very Good Progress
2	Maths & Numeracy Priorities	Very Good Progress
3	Digital Competency Priorities	Very Good Progress
4	Curriculum, skills development & pupil leadership Priorities	Strong Progress
5	Assessment & Quality Assurance Priorities	Strong Progress
6	Premises Priorities	-

Premises Priorities

2020-21	2019-20	2018-19
<ul style="list-style-type: none"> • Repaint main school vehicle & pedestrian gates • Erect second outdoor classroom • Erect poly-tunnel on The Dell Farm • Identify funding for outdoor shaded areas around school field. • Seek funding to lay carpet outside Year 2 in shared area. • Identify funding for repainting lines in car park • Repair gas meter cupboard • Undertake free-standing wall/structure survey • Reactive premises maintenance • Identify funding for canopy outside Year 3 & 6 classrooms • Create long jump pit and run up 	<ul style="list-style-type: none"> • Repaint main school vehicle & pedestrian gates • Erect outdoor classroom • Identify funding for outdoor shaded areas around school field. • Seek funding to lay carpet outside Year 2 in shared area. • Identify funding for repainting lines in car park • Repair gas meter cupboard • Undertake free-standing wall/structure survey • Reactive premises maintenance • Create long jump pit and run up 	<ul style="list-style-type: none"> • Repaint main school vehicle & pedestrian gates • Identify funding to install canopies for Year 3-6 • Identify funding for outdoor shaded areas around school field. • Seek funding to construct an outdoor classroom on the school field • Establish an equipment lending shed on the FP playground • Seek funding to lay carpet outside Year 2 in shared area. • Reactive premises maintenance

GREEN—Completed	AMBER—Not fully completed	RED—Not completed
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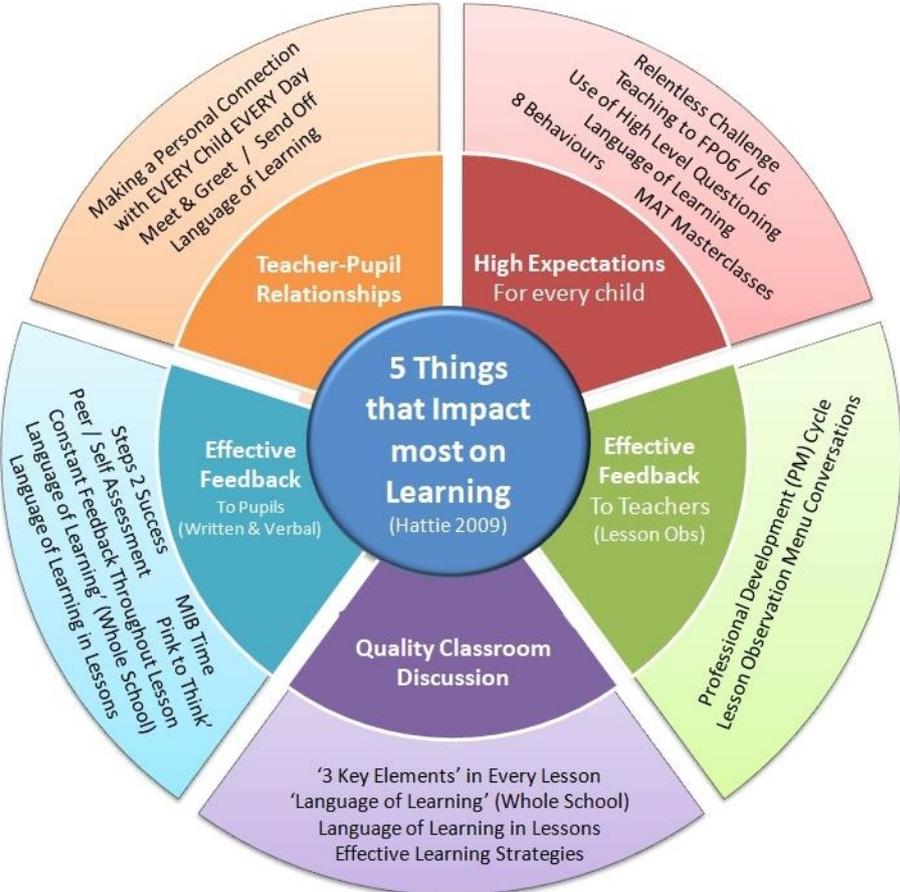
When Your Child Gets a Place
at The Dell!



Have a look at our website
www.dell.monmouthshire.sch.uk

Quality of Teaching

In 2017 we moved away from using Estyn’s (Excellent, Good, Adequate, Unsatisfactory) grading system as well as using the Excellence in Teaching Framework for judging the quality of lessons observed in school. This was because leaders felt that the system was heavily paper based and overly criteria focused and didn’t facilitate as much quality interaction with pupils and teachers during the session being observed. In addition we had seen that all lessons in the preceding years had been good and in some cases excellent and we felt that the use of these two judgements provided quite a blunt tool, didn’t support further professional development and was not in tune with our school culture of everyone having good practice to share and everyone having areas to further develop; it was quite a summative and unhelpful process. While this means the Strategic Leadership Team are not able to report hard data to the governing body on ‘quality of teaching’, we will report in general terms on the incidence of any lessons that were less than good and where these staff are receiving additional support and coaching from the Strategic Leadership Team.



2018 saw the third iteration of our ‘5 Things’ Model which we introduced in 2013. Again in 2020-21 we used this model as the central part of our school pedagogy and learning and teaching culture. The ‘5 Things’, based on the work of John Hattie in 2009, remain unchanged

This model was used for all performance management activities in 2020-21. The quality of teaching is regularly monitored through our Performance Management process and is supported by lesson observations, coaching and mentoring. We try to keep this process simple and uncomplicated. All teachers are observed by a member of the Strategic Leadership Team in the autumn term and their practice is audited against our ‘5 Things Model’. 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 will work with colleagues to develop their practice in agreed areas. This will involve peer observations at The Dell and sometimes one of our cluster or partner schools. A further lesson observation which focuses on progress made against the agree development areas takes place in the summer term.

Each autumn term, teachers meet with their performance management team leader (teaching assistants meet with their classroom teacher) and, using outcomes from optional annual audits of practice against the Professional Standards, Schools as Learning Organisations (SLO) Survey, School Behaviours and ‘5 Things’ model, they agree three priorities to develop their practice over the following twelve months. This too may involve peer observations and / or visits to other schools and setting within the cluster & region.

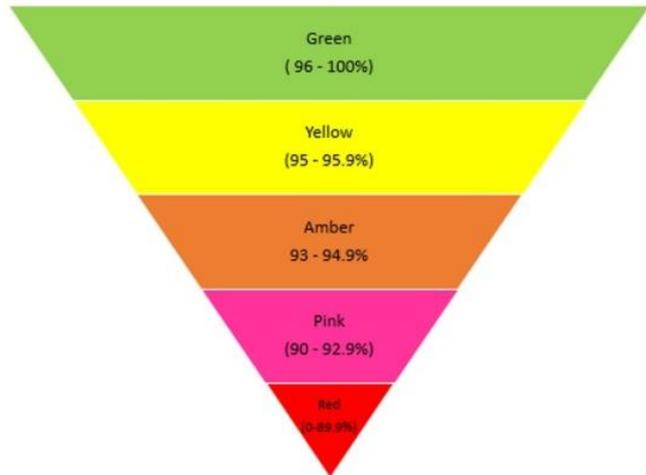
School Attendance Targets

There were no permanent exclusions and no fixed term exclusions during 2020-21.

Due to the COVID-19 pandemic and statutory school closure, the Welsh Government have removed the requirement to report on this area in this year's Governing Body's Annual Report to Parents.

To find out more about our attendance visit www.mylocalschool.wales.gov.uk.

Attendance



Attendance Groups & Risk	
Green	No Risk
Yellow	Risk of Under Achievement
Amber	Serious Risk of Under Achievement
Pink	Severe Risk of Under Achievement
Red	Extreme Risk of Under Achievement



Financial Statement

School Budget Share for Financial Year 1st of April 2020 to 31st March 2021

THE DELL PRIMARY



(a) Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	January 2020 Pupil Numbers	Total Funds Allocated	
3-4	2447.25	0	-	
4-5	2444.27	51	124,657.55	
5-6	2444.27	45	109,991.96	
6-7	2444.27	54	131,990.35	
7-8	2412.29	61	147,149.49	
8-9	2412.29	60	144,737.20	
9-10	2412.29	61	147,149.49	
10-11	2412.29	60	144,737.20	
		392	950,413.24	950,413

(b) Premises and Other Factors

Building Maintenance	6,040	
Caretaking	25,734	
Cleaning	13,566	
Energy	14,670	
Rates	22,738	
Grounds Maintenance	5,783	
Governors Services	999	
Finance and Management Support Services	1,809	
Central ICT	2,406	
Maternity	11,533	
Creditor Payments	1,000	
Personnel Services	2,766	
Joint Leisure Facilities	3,812	
Lifeguards	1,161	
Library Service	-	
Protection	3,774	
Deprivation	-	
NNEB Funding	27,898	
Threshold	-	
Lump Sum	105,747	
	251,435	251,435

(c) Special Needs

Lump Sum	12,701	
Band Funding	24,325	
	37,026	
Unit Funding	-	
	37,026	37,026
TOTAL FUNDING		1,238,874

2020-21 End of Year Summary

	<u>2020-21</u>	<u>2019-20</u>	<u>2018-19</u>
Total General Income	£288,701	£251,922	£228,080
Total Funding	£1,258,739	£1,232,871	£1,196,058
TOTAL INCOME	£1,547,440	£1,484,793	£1,424,138
Total Employee Costs	£1,305,101	£1,289,636	£1,220,739
Total Supplies & Services	£44,496	£57,590	£43,205
Total Premises Costs	£91,765	£90,141	£96,826
Total Agency and Contracted Costs	£60,700	£59,023	£64,699
Total Transport Costs	£0	£1,760	£4,445
TOTAL EXPENDITURE	£1,502,062	£1,498,150	£1,429,914
(Shortfall) / To Reserves	£45,387*	(£13,357)	(£5776)
% of expenditure spent on staffing	86.8%	86.1%	85.3%

Year on year the school has to spend a higher proportion of total income on staffing and, therefore, less on equipment, resources, maintenance and environmental improvements. The school has a policy of not paying expenses to school governors.

*In spring 2021 schools received unexpected funding from Welsh Government to offset caretaking costs as well as a second unexpected allocation for 'catch up' provision. This income was used to offset costs already incurred.

To find out more about our budget and funding visit www.mylocalschool.wales.gov.uk.

Donations

<u>Donations:</u>		
General donations from parents:	£1070.02	
Stationery/equipment donations from parents:	£3627.73	
Book box scheme donations from parents:	<u>£945.85</u>	
	£5643.60	
<u>Commission:</u>		
Uniform labels:	<u>£66.26</u>	
<u>PTA:</u>		
Yr 6 Leaver's books	£844.00	
Plastic balls for FP playtime	£144.00	
Outdoor Classroom Supplies (cork boards, trundle wheels, rain gauges, Wall thermometer, photo frames)	£220.15	
Forest School Equipment	£119.92	
Online Pantomime (whole school)	£150.00	
Microwave (FP)	£35.00	
Cooking supplies (Yr 2)	£9.00	
End of term winning house prizes (Dell pens)	£117.50	
Visualisers for classrooms	£660.00	
Oven (Yr2)	£108.75	
Cooking Trolley (Yr2)	£78.85	
Match funding for Mrs Peckham's Book project	<u>£700.00</u>	
	£3187.17	
GRAND TOTAL Donations 2020-21	£8897.03	

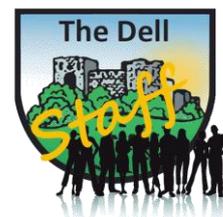


In summer 2021, the school was able to set a surplus budget so we ceased asking parents for voluntary donations to support the general expenditure of the school.

Professional Learning

INSET

We held six **IN Service Training** days / twilights during 2020-21 and these focused on authentic learning, outdoor learning, community and other aspects of the new Curriculum 2022.



All staff undertook Professional Learning tasks based on curriculum and learning reform as part of research focused directed time.

Seven teachers worked in a coaching role with student teachers from University of South Wales and Cardiff Metropolitan University.



Cardiff
Metropolitan
University



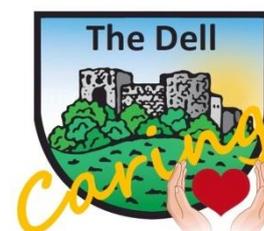
Charity

Good Cause

Chepstow Food Bank (Harvest Produce Sale)	£178
Children in Need	£545
Royal British Legion (Poppy sales)	£203
Young Minds	£345
Race for Life (Cancer Research) – H&W Week	£1587
Wacky Wildlife Wednesday (3 charities)	£140
Pupil sponsored event for SARA	£440
Pupil sponsored haircut for PTA	£250
Pupil sale of pumpkins for PTA	£101
Pupil sponsored haircut for Little Princess Trust	£490
Comic Relief	£595

TOTAL

£4874



BBC
Children
in Need



YOUNG MINDS
fighting for young people's mental health

To find out more about our charity work **CLICK HERE** or visit <http://www.dell.monmouthshire.sch.uk/caring>

Pastoral Support and Wellbeing

While wellbeing was such an important part of looking after children and staff during the Covid period, much of our structured intervention work was paused last year as support took on a more reactive approach.

Rules around distancing and working across contact groups severely affected ongoing work though staff were inventive with using outdoor and covered spaces sensitively and inventively to provide additional pastoral and wellbeing support to those who needed it.

We undertook our annual Health and Wellbeing (AoLE) Week which saw children undertaking a school Race for Life for Cancer Research and we achieved the coveted Carnegie Silver Award as well as the highest 'Best Practice' Award from Young Carers Wales (in both these areas The Dell was the first school in Wales to achieved them).

To find out more about our wellbeing work **CLICK HERE** or visit <https://www.dell.monmouthshire.sch.uk/wellbeing>



The School's Curriculum and Organisation of Teaching

Current Statutory Curriculum

The school follows the national (Wales) programme of study for pupils aged 3-19 years, the existing statutory curriculum in Wales. It is made up of the following seven areas:

- The Foundation Phase
- Skills development
- The national curriculum (Key Stage 2)
- Personal and social education
- Sex education
- Careers and the world of work
- Religious education.

Children join The Dell when they are four, going on five, and for their first three years are taught the Foundation Phase Framework curriculum. This consists of seven areas of learning:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

At the end of Year 2, all pupils are assessed on the three core areas of Language and Communication, Mathematical Development and Personal and Social Development. Nationally pupils are expected to achieve Foundation Phase Outcome 5 at the end of Year 2. More able pupils should achieve Foundation Phase Outcome 6. In Foundation Phase, on any given day, children experience a carefully planned mix of indoor and outdoor learning. These activities will also have a mixture of teacher or teaching assistant led learning as well as independent group learning.

At age seven, going on eight, pupils move on to Year 3. This curriculum has a clear focus on teaching of skills and covers maths, English, science, Welsh as a second language, history, geography, physical education, art and design, music and technology. Alongside this statutory curriculum, teachers use the non-statutory Skills Framework to build in progressive skills across each area. In 2013, the Welsh Government issued the Literacy and Numeracy Framework which aims to ensure that all pupils have a strong understanding of literacy and numeracy skills across the curriculum and are able to apply them to real life situations. In every lesson, children are exposed to literacy, numeracy, Welsh and information technology skills.

At the end of Year 6, all pupils are assessed on the four core areas of English, maths, science and Welsh. Nationally pupils are expected to achieve NC Level 4 at the end of Year 6. More able pupils should achieve NC Level 5 and we aim for our Most Able (or Exceptionally Able) pupils to achieve NC Level 6.

Curriculum 2022

2020-21 saw some real movement towards the new and still emerging Curriculum 2022 and this involved blending new opportunities and ways of learning with the still statutory National Curriculum.

The New Curriculum 2022 consists of:

Four Purposes, to develop children and young people as:

1. Ambitious, capable learners, ready to learn throughout their lives
2. Enterprising, creative contributors, ready to play a full part in life and work
3. Ethical, informed citizens of Wales and the world
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Three Cross Curricular Themes:

1. Literacy
2. Numeracy
3. Digital Competency

Six Areas of Learning & Experience

1. Expressive Arts
2. Health and Well-being
3. Humanities
4. Languages, Literacy and Communication
5. Mathematics and Numeracy
6. Science and Technology

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

...and are ready to learn throughout their lives

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

...and are ready to play a full part in life and world

All our children will be...

(4 Purposes of our Curriculum)



Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

...and are ready to lead fulfilling lives as valued members of society.

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

...and are ready to be citizens of Wales and the world

Twelve Pedagogical Principles

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

Additional Learning Needs (ALN)

During 2020-21, approximately 4.7% of pupils were registered as having an Additional Learning Need. Around 78% of these pupils' needs were met by their class teacher and/or teaching assistant ('School Action'), 16% of these pupils received additional support from outside the school ('School Action +'), 5% of these pupils' needs were addressed through a SAPRA (School Action Plus Resource Assist / Additional funding short of a statement) and no 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.

To find out more about our curriculum and learning at The Dell visit www.dell.monmouthshire.sch.uk

Use of Welsh Language

Welsh language skills are taught in every class. Initially, much of the teaching takes place through incidental language during the course of the school day. Staff encourage pupils to use Welsh for everyday routine questions and requests as well as to hold simple conversations with other pupils and adults. Opportunities are given to develop pupils' oracy, reading and writing skills. We aim to create a Welsh ethos through introducing to children the history, art, music and geography of Wales. No pupils are exempt from Welsh language learning as this is part of the statutory National Curriculum in Wales.



To find out more about Welsh at The Dell visit [CLICK HERE](#) or visit <http://www.dell.monmouthshire.sch.uk/welsh>

The Language of the School

English is the everyday working language of the school. All pupils are taught through the medium of English.

New Policies Adopted in 2020-21

During 2019/20 the Governing Body adopted the following policies:

School Policies

Safeguarding Policy
Health & Safety Policy
First Aid & Medicine Policy
Dell Pay Policy

Local Authority Policies

Special Leave Policy
Performance Management for Teachers Policy

Official Term Dates Sept 2020-July 2021

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Tues 1st Sept 2020	Mon 26th Oct 2020	Fri 30th Oct 2020	Fri 18th Dec 2020
Spring	Mon 4th Jan 2021	Mon 15th Feb 2021	Fri 19th Feb 2021	Fri 26th March 2021
Summer	Mon 12th April 2021	Mon 31st May 2021	Fri 4th June 2021	Tues 20th July 2021

Autumn Term = 39 days and 35 days = 74 days

Spring Term = 30 days and 29 days = 59 days

Summer Term = 29 days and 33 days = 62 days

School term dates are set by the Welsh Government. Each year schools sets five INSET training days. These are often, but not always, attached to the start or end of a half term. INSET dates will be notified near the start of each school year according to training needs.

School Session Times

	Foundation Phase (Reception, Year 1, Year 2)		Key Stage 2 (Year 3, Year 4, Year 5, Year 6)	
	BEGIN	END	BEGIN	END
MORNING SESSION	9.00am	12.00pm	9.00am	12.00pm
AFTERNOON SESSION	1pm	3.30pm	1.00pm	3.30pm
Within a normal working week the number of hours spent on teaching is:	24 hours 35 minutes		24 hours 35 minutes	

For the entirety of the 2020-21 school year, we operated a staggered start and finish as a result of the Welsh Government's revocation of school day legislation.

Changes to the School Prospectus

Apart from updating staff and governor names and current costs for school meals and after school club fees, there were no changes to the school prospectus.

To download our latest school prospectus [CLICK HERE](#) or visit www.dell.monmouthshire.sch.uk/documents

Provision of Toilet Facilities

There have been no changes to the number of toilets during the year. We continue to work with MCC to improve toilet provision for the future.

Meetings held Following a Parental Petition

No meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

*www.dell.monmouthshire.sch.uk
@thedellschool*

'...all about learning'