



The Dell Primary School

Governing Body Annual Report to Parents 2019-20



“...all about learning”

Dear Parents and Carers,

As I introduce this *Governing Body Annual Report to Parents*, I'd like to take this opportunity to thank my predecessor Ann Holloway for her outstanding work as Chair of Governors over the last 7 Years. Ann stepped down from the Governing Body in 2019 after being an invaluable member for 30 years!

My role as Chair of Governors began in the 2019/20 academic year, a year which concluded in a way that nobody could have anticipated. It opened with the expectation of an imminent, perhaps welcomed, Estyn inspection. There was keenness to engage with the inspection process, particularly given the hard work that had been undertaken by the leadership and teaching teams in striving to prepare for and embrace the aims of the new Curriculum for Wales scheduled to be introduced in 2022, whilst maintaining the statutory curriculum framework school development plan priorities. By December, our school had earned a Cymraeg Campus Welsh Language Charter Bronze Award *and* an Eco-Schools Platinum Award, and in February an inspector from Estyn undertook a pilot engagement visit, but then one event knocked everything sideways and has dominated since – the appearance of the SARS-CoV-2 coronavirus.

The impact was sudden and the effects were immediate, with the school site required to close with extremely short notice towards the end of March. The impact, however, was met equally by the determination and drive of the school team - despite having to deal with disruption of their own - to devise and deliver not only a continual programme of remote learning, but also a support network for pupils, parents and carers who found themselves in challenging and unprecedented circumstances. The next few months saw everybody pull together to adapt to a different way of schooling, providing our pupils with continuity and retaining a sense of community to boot.

During this time many of us discovered not only the delights of video conferencing, along with various apps and websites to stay connected, but also how important the “real-life” interaction we have taken for granted actually is. It is testament to the nurturing environment cultivated at our school that so many children were so keen to get back into the classroom when restrictions eased towards the end of the summer term, made possible by meticulous and comprehensive planning from Mr. King and the school leadership team. Integral to this is the superb (and award-winning!) wellbeing provision available to pupils both present and recently transitioned. Indeed, in penning this, I took some time to review previous reports to make sure I was striking the right tone and that I wasn't over-indulging in this new opportunity; the persistent theme I found was a sense of “extended family” that our school radiates.

Pandemics, however, *cannot* change the fact that to run an effective school requires adequate funding, and again the year proved to be financially tough. Budgetary constraints meant that again this year, the school has the tightest of operating margins and nearly all of the equipment needed for learning has to be funded by our marvelous PTA and increasingly, by voluntary donations from parents. A visit from Kirsty Williams, Welsh Government Minister for Education had been scheduled for May and would have been a great opportunity to highlight at classroom level the financial difficulties faced, but sadly and understandably, this had to be cancelled.

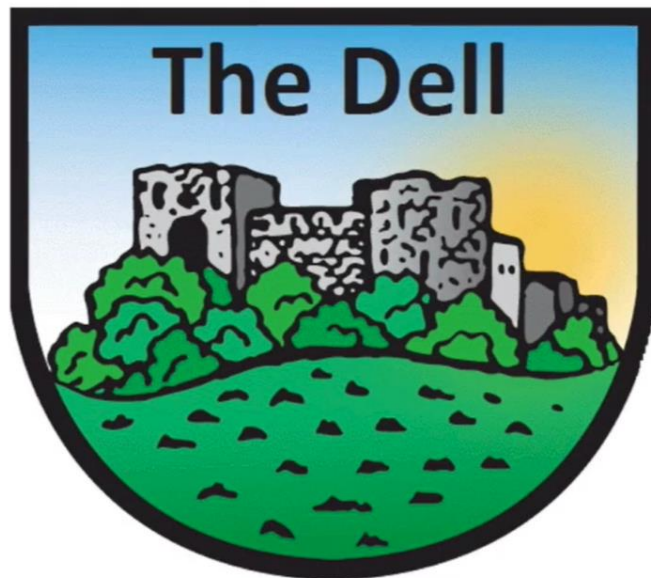
In closing, I feel I should say farewell and good luck to those pupils who have just left The Dell, of which my daughter was one, as they continue their educational journey through secondary school. Their final year at The Dell will surely seem most extraordinary. I'd also like to give a huge welcome to the Reception pupils and their parents, who join us in these unusual times. I'd like to thank our hardworking leadership and teaching teams at school who make The Dell such a colourful and enjoyable experience for the children every day. They really do live the school's vision and Eight Behaviours every day and provide excellent levels of individual care.

Looking ahead to 2021, things may well continue to be “different for a while”; if this is indeed the case then perhaps we should see it as an opportunity to discover and explore the new opportunities that “different” brings, while retaining our core ethos of being kind, and being our best.

Steve Curran
Chair of Governors Autumn 2020

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

Watch our 6 minute 'Our Busy Year' Video by clicking below



OUR BUSY YEAR...2019-20

OUR BUSY YEAR...2019-20



2019-20 Snapshots



To find out about our Year of Sporting Achievements and participation **[CLICK HERE](http://www.dell.monmouthshire.sch.uk/sporty)** or visit <http://www.dell.monmouthshire.sch.uk/sporty>



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



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



To find out about adventurous learning **[CLICK HERE](https://www.dell.monmouthshire.sch.uk/adventurous)** or visit <https://www.dell.monmouthshire.sch.uk/adventurous>

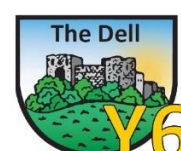
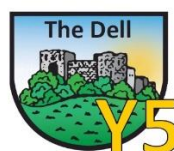
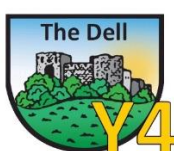
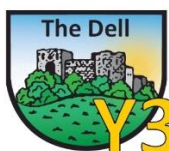
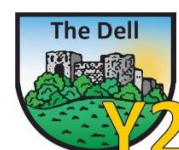
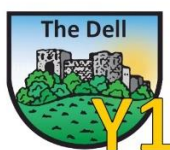
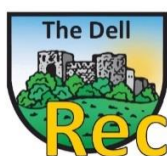


To find out about adventurous learning **[CLICK HERE](https://www.dell.monmouthshire.sch.uk/healthy)** or visit <https://www.dell.monmouthshire.sch.uk/healthy>



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

To find out about what our year groups go up to during 2019-20, click an icon below:



To look back at our 2019-20 school year month by month in picture, click below

September 2019

October 2019

November 2019

December 2019

January 2020

February 2020

March/April 2020

Governing Body Membership 2019-20

Governorship	Name	Term of Office ends
Community	Mrs Emma Becker	19/01/2017 - 18/01/2021
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	Dr Martin Ryan	02/12/2016 - 01/12/2020
Parent	Dr Zoe Boal	02/12/2016 - 01/12/2020
Local Authority	Vacant	06/09/2018 - 05/09/2022
Local Authority	Vacant	29/06/2017 - 28/06/2021
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 2019-20, the clerk to the governing body was Vicky Clode 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 is Mrs Ann Holloway and she 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. The next parental election is due to take place in November 2020. Information and nomination forms will be sent to all parents shortly ahead of this time or at the time of any parent governor resigning their position in the meantime.



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 – 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 2 – 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 3 – 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 4 – Improving Professional Learning (Professional Learning Plan)

- Cluster Middle Leader training
- PL Leader attendance at cluster & regional events & disseminate to staff
- Teaching Assistant 'Train the trainer' programme
- Cluster Additional Learning Needs Review

- Cluster Science Review
- Youth Mental Health First Aid Training
- Joint cross-cluster working with Undy Primary School
- Develop pupils' independent learning, collaborative working & choice in learning
- Develop 'My Time' & 'My Independent' learning activities
- Outdoor learning
- Mindfulness
- Further development of AoLE staff working
- Consistency & excellence of pupil self assessment & ongoing procedures

Priority 5 - 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 6 - 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 7 - 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 8 - 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 9 – Key Stage 2 Priorities

- To introduce a school bank ran by KS2 pupils
- To increase knowledge of AfL 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 10 - 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 11 - 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 12 - 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 13 - 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 14 - 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 15 - 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

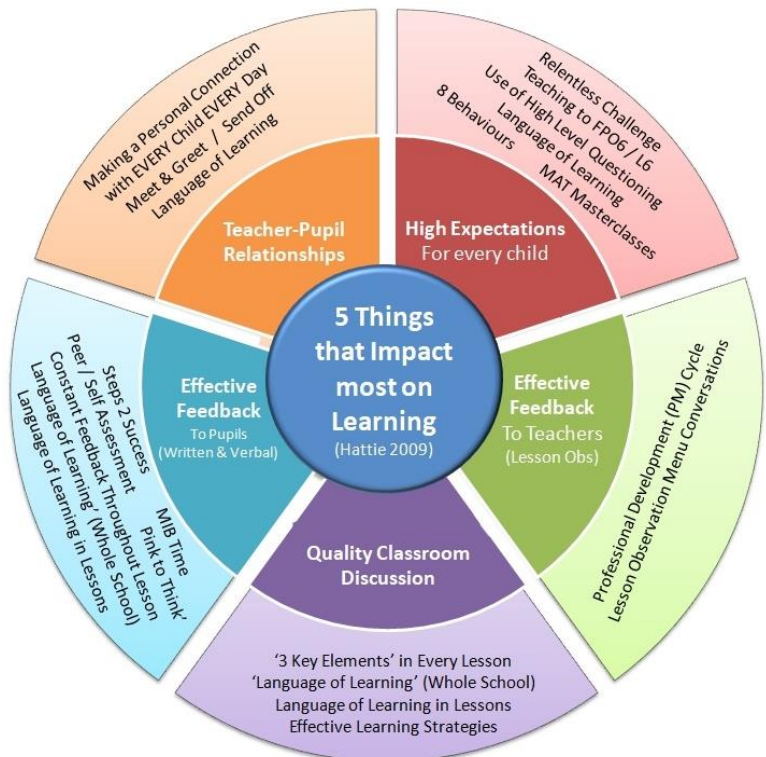
- To provide opportunities and support to allow children to digitally collaborate on work, through Google for Education apps
- To offer Coding Club to all KS2 stages, then Year 2
- Explore opportunities to further develop collaborative learning, working & sharing information.
- Undertake research into social media use

2019-20 Evaluation of Priorities (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

Quality of Teaching

In 2017 we moved away from using Estyn's 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. Most importantly we also stopped classifying lessons as excellent, good, adequate or unsatisfactory. This was because 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. 2019-20 saw much work on evolving 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 but a new outer ring details the specific approaches and attitudes we employ consistently across the school to bring about each aspect of the model. The updated model, central to the new 'All About Learning policy' was launched in school at the start of the autumn term in 2018.

This model was used for all performance management activities in 2019-20. 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 agreed 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 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.

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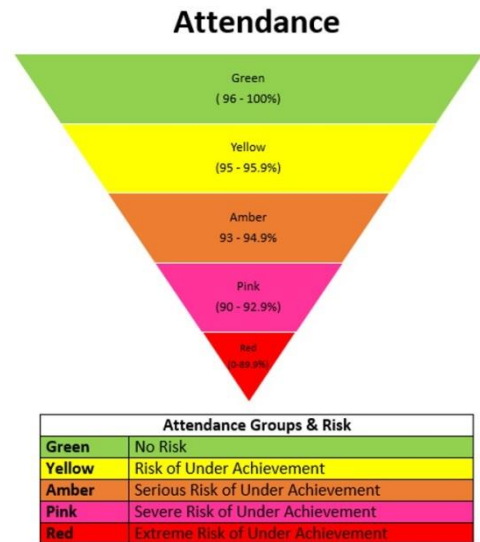
Our performance management cycle was interrupted in March 2020 and our 2020-21 cycle of professional development and performance management will re-commence in September 2020 and pick up where the previous year ended quite abruptly. Lesson observations will be undertaken and targets reviewed but in most cases these will be a continuation of those agreed in Autumn 2019 as opportunities to develop and achieve targets have been limited during the spring and summer term.

School Attendance Targets

Our whole school target for 2019-20 was 96.5% attendance.

There were no permanent exclusions and two fixed term exclusions during 2019-20.

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.myllocalschool.wales.gov.uk.



Financial Statement

MONMOUTHSHIRE CHILDREN AND YOUNG PEOPLE DIRECTORATE

School Budget Share for Financial Year 1st of April 2019 to 31st March 2020

THE DELL PRIMARY

(a) Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	Actual January 2019 Pupil Numbers	Total Funds Allocated	
3-4	2304.37	0	-	
4-5	2301.93	44	101,284.98	
5-6	2301.93	56	128,908.15	
6-7	2301.93	57	131,210.08	
7-8	2269.92	60	136,195.37	
8-9	2269.92	60	136,195.37	
9-10	2269.92	60	136,195.37	
10-11	2269.92	59	133,925.45	
		<u>396</u>	<u>903,914.77</u>	903,915

(b) Premises and Other Factors

Building Maintenance	5,892	
Caretaking	22,070	
Cleaning	13,234	
Energy	14,348	
Rates	22,355	
Grounds Maintenance	5,794	
Governors Services	999	
Finance and Management Support Services	1,765	
Central ICT	2,406	
Maternity	11,088	
Creditor Payments	1,000	
Personnel Services	2,699	
Joint Leisure Facilities	3,812	
Lifeguards	1,161	
Library Service	-	
Protection	3,347	
Deprivation	-	
NNEB Funding	22,070	
Threshold	-	
Lump Sum	131,411	
	<u>265,450</u>	265,450

(c) Special Needs

Lump Sum	15,521	
Band Funding	43,785	
	<u>59,306</u>	
Unit Funding	-	
	<u>59,306</u>	59,306
TOTAL FUNDING		1,228,670

2019/20 End of Year Summary

	<u>2019-20</u>	<u>2018-19</u>	<u>2017-18</u>
Total General Income	£251,922	£228,080	£238,613
Total Funding	£1,232,871	£1,196,058	£1,197,316
TOTAL INCOME	£1,484,793	£1,424,138	£1,435,929
Total Employee Costs	£1,289,636	£1,220,739	£1,210,318
Total Supplies & Services	£57,590	£43,205	£91,310
Total Premises Costs	£90,141	£96,826	£95,594
Total Agency and Contracted Costs	£59,023	£64,699	£56,292
Total Transport Costs	£1,760	£4,445	£6,364
TOTAL EXPENDITURE	£1,498,150	£1,429,914	£1,459,858
(Shortfall) / To Reserves	(£13,357)	(£5776)	(£23,929)
% of expenditure spent on staffing	86.1%	85.3%	84.2%

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.

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

Donations

DONATIONS:

Parent Donations (General)	886.41
(Classroom Resources)	1000.49
Flyer distribution	150.00
UWE donation – Self Esteem Project	350.00
Give a Car Ltd Donation	58.80
Chepstow Action for Youth Donation	50.00
	2495.70



COMMISSION:

Colorfoto	772.93
Uniform Labels	91.55
	846.48



OTHER:

Bookfair	466.00
	466.00



PTA:

Train Aid Course	270.00
Footballs	90.00
School Banners	58.00
The Dell Dragons Banner	225.00
Outdoor school, groundworks and classroom	7500.00
Yr 6 leavers books	950.00
Donation for Hardship Fund	300.00
	9393.00



GRAND TOTAL Donations 2019-20

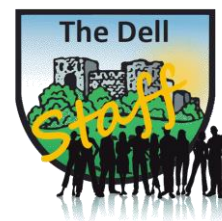
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Increasingly donations are so important to us as a means of supporting learning, teaching and experiences for children in school. Thank you if you have made a donation or contributed in any way in this area.

Professional Learning

INSET

We held four of our planned five **IN Service Training** days during 2019-20 and these focused on authentic learning, outdoor learning, community and other aspects of the new Curriculum 2022. The INSET and Professional Learning work was curtailed by the COVID-19 school closure.



Wellbeing

Mrs Cass attended a seven day retreat and qualified as a .b Mindfulness in School Lead and trainer. She went on to lead six staff to achieve their certificate in understanding mindfulness n schools. All staff undertook part 2 of the national training programme on Adverse Childhood Experiences (ACEs) and Mrs Martyn completed a Yoga for Foundation Phase course. Mr King & Mrs Cass presented about Wellbeing at The Dell at the Regional Wellbeing conference and Mr King presented at the Welsh Government's National Conference about Excellence, Equity & Wellbeing at The Dell.

We were interviewed by a professor at Manchester Metropolitan University about wellbeing in schools.

Mrs Bajjada & Mrs James completed a Forest School and Paediatric First Aid course and Miss Cosens attended Language and Literacy courses at Garnteg Primary school as well as learning about Reading for Life.

All staff undertook weekly Professional Learning tasks based on curriculum and learning reform during the autumn and early spring term. All staff had training on 3D printing and also spent a day working with Outdoor Coaching UK.

School We Worked With

Nant y Parc Primary School, Senghenydd

SLT visited to look at authentic learning provision

Markham Primary School, Caerphilly

SLT visited to look at curriculum design

Cross Ash Primary School, Abergavenny

New Inn Primary School, Pontypool

HT, DHT, Phase leaders, middle leaders and Teaching Assistants from our three schools visited each school to share practice and look at curriculum and environment as part of the EAS Excellent Leadership Pilot programme.

Schools Who Came to Learn From The Dell

Markham Primary School, Caerphilly

Leadership visited to look at learning environment, curriculum and provision

Cantref Primary School, Abergavenny

Pastoral Leader visited to look at wellbeing provision

St. Julian's Primary School, Newport

Pastoral Leader visited to look at wellbeing provision

Goytre Primary School, Monmouthshire

Pastoral Leader visited to look at wellbeing provision

St. Andrew's Primary School, Newport

Staff visited to look at The Dell FM ahead of setting up their school radio station

International Best Practice

Mrs Davies, Mrs James and Miss Wilson visited schools in Sweden to learn about their outdoor learning provision and Mrs Murphy visited schools in Bordeaux, France to look at language learning strategies.



Eight teachers worked in a coaching role with student teachers from University of South Wales and Cardiff Metropolitan University. Mrs Adams & Mr Nicholas supported academic staff at University of South Wales and Cardiff Metropolitan University during interview panels for prospective student teachers.



**Cardiff
Metropolitan
University**



**Manchester
Metropolitan
University**

Cluster Professional Learning



Two staff worked with peers in our cluster schools to review provision and standards in Welsh (Miss Lewis led this cluster review) and Health & Wellbeing. Mr Adams presented on the new Languages, Literacy and Communication Area of Learning & Experience (AoLE) at our cluster INSET day and teachers & teaching assistants worked together in school and cluster AoLE teams, working through their respective action plans.

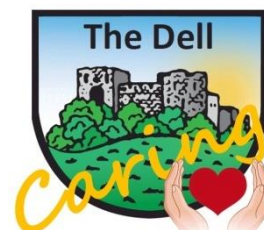
Charity

Good Cause

Chepstow Food Bank (Harvest Produce Sale)
Children in Need
Royal British Legion (Poppy sales)
Young Minds

Amount Raised

£311.21
£612.32
£160.44
£300.55



Key Stage 2 classes all undertook Dementia Awareness workshops and our School Council led fundraising for Chepstow Mencap. Staff 'Wore Pink' for Cancer Research and we collected just over 200 shoeboxes for Chepstow Rotary's annual Eastern European relief appeal.



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

Pastoral Support and Wellbeing

2019-20 saw much work on our wellbeing provision. We created and opened a second wellbeing room, The Rainforest Room and further developed our Three Tier Intervention Model, which saw staffing for each tier.

Mrs Cass & Mr King presented at the regional Wellbeing Lead Workshop and Mr King presented to headteachers and senior leaders from the regionals 250 schools at the Welsh Government's National Conference.



Pupils, parents and staff were interviewed by a team of psychologists and mental health professionals from Aneurin Bevan Trust as part of their research on Whole School Approach to Mental Health in Schools and these interviews featured in a documentary film that they produced.

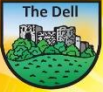
We worked with Professor Moira Hulme, from the Education and Social Research Institute of Manchester Metropolitan University sharing our wellbeing and pastoral work for a research project that the university are undertaking.

Mrs Cass presented to over 600 delegates at the national .b Mindfulness in Schools virtual conference.

Children took part in Children's Mental health Week activities and Young Carers Day as well as raising money for the Young Minds charity.

Our Pastoral Support team provided weekly additional check-ins by telephone to all pupils identified as vulnerable during the five month lockdown period.

See also Professional Learning section.





Sunshine Room

Autumn Term 2019

This term our Sunshine Room has provided 99 one to one support sessions for 13 children from Years 1-6 with our Pastoral Support & Family Leader who is a fully qualified counsellor, Mindfulness leader and an Emotional Literacy Support Assistant (ELSA).

The Sunshine Room is the base for our Tier 3 intervention work to support children with more complex needs.






Rainforest Room

Autumn Term 2019

This term our Rainforest Room has provided 61 one-to-one support sessions for 13 children from Rec to Year 4 with an Emotional Literacy Support Assistant (ELSA) and a trainee counsellor.

The Rainforest Room is the base for our Tier 1 & 2 intervention work to support children with a range of social & emotional needs.



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

2019-20 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

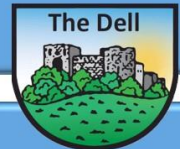
Enterprising, creative contributors who:

- 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 2019-20, approximately 6% of pupils were registered as having an Additional Learning Need. Around 67% of these pupils' needs were met by their class teacher and/or teaching assistant ('School Action'), 13% of these pupils received additional support from outside the school ('School Action +'), 17% of these pupils' needs were addressed through a SAPRA (School Action Plus Resource Assist / Additional funding short of a statement) and 4% of these pupils were in receipt of a statement of additional need. In all cases, apart from occasional withdrawal, all pupils with Additional Learning Needs were taught alongside other pupils in the classroom.

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.

Dell Deg

(10 Teacher Language Patterns for EVERY Lesson)



Bant a chi	Off you go
Gwrandewch	Listen
Edrychwch	Look
Dewch i Mewn	Come In
Ble mae...?	Where's my ...?
Amser Taeluso	Time to Tidy Up
Siarad gyda...	Talk with...
Rhowch y...	Put the...
Dewch yma	Come Here
Pawb yn Barod?	Everybody ready?

*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 2019/20

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

School Policies

Safeguarding Policy
Health & Safety Policy
Substance Misuse Policy
Relationships & Sex Education Policy
Breakfast Club Policy
Dell Pay Policy
Strategic Equality & Diversity Policy
Accessibility Policy & Plan

Local Authority Policies

Attendance Policy
Recruitment & Selection Policy
Capability Policy
Corporate Safeguarding Policy

Official Term Dates Sept 2019 – July 2020

Term Begins	Monday 2nd September 2019
Half Term Begins	Monday 28th October 2019
Half Term Ends	Friday 1st November 2019
Term Ends	Friday 20th December 2019
Autumn Total	75 Days
Term Begins	Monday 6th January 2020
Half Term Begins	Monday 17th February 2020
Half Term Ends	Friday 21st February 2020
Term Ends	Friday 3rd April 2020
Spring Total	60 Days
Term Begins	Monday 20th April 2020
Half Term Begins	Monday 25th May 2020
Half Term Ends	Friday 29th May 2020
Term Ends	Monday 20th July 2020
Summer Total	60 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.

All schools in the United Kingdom were closed on Friday 20th March 2020 due to the national lockdown during the COVID-19 pandemic. Schools in Wales reopened partially for all pupils from Monday 29th June 2020 for three weeks until the summer holiday. 76% of pupils returned to school (attendance was not compulsory) and each attended for three days / one day a week during this period.

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	1.15pm	3.30pm	1.00pm	3.30pm
Within a normal working week the number of hours spent on teaching is:	23 hours 20 minutes		24 hours 35 minutes	

These are the standard school sessions times though these were disrupted during the school closure period between 20th March – 29th June. From 29th June and onwards into the autumn term in September 2020, session durations remained the same but year groups had a staggered start and finish to support social distancing requirements



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](http://www.dell.monmouthshire.sch.uk/documents) 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](https://twitter.com/thedellschool)*

‘...all about learning’