

CHEPSTOW SCHOOL

GOVERNORS' ANNUAL REPORT TO PARENTS

SCHOOL YEAR 2024-25



**CHEPSTOW
SCHOOL**
INSPIRING LEARNING



CHEPSTOW SCHOOL

INSPIRING LEARNING
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LETTER FROM THE CHAIR OF GOVERNORS

Dear Parents, Carers and Guardians,

On behalf of the Governing Body, it gives me great pleasure to present to you the Governing Body Annual Report for 2024/25.

I encourage you to take the time to read this report in full so that you are well informed about your child’s education here at Chepstow School.

Within this report, we have outlined the roles and responsibilities we undertake as a Governing Body. Our key priority is to ensure that you are kept fully informed about the quality of education your child receives.

Over the past 12 months, we have seen some changes in our Governing Body membership. We said farewell to Kate Cliff (former Vice-Chair), Andrea Davison, Rupert Edwards, Ruth Frett, Judith Langdon, Nick Langston Able, Ben Nyland, and Rachell Tiller=Cleaves. At the same time, we were pleased to welcome Adam Tucker JP (Parent Governor), Emma Heron (Community Governor), Nicholas Wright (Community Governor), and Emma Pine (Parent Governor). Jonathan Keohane has been elected as Vice Chair and Barry Steele as a reserve chair.

Together, we remain committed to strengthening the links between Chepstow School and the local community, while enhancing the learning experiences of all pupils. Our Governing Body is active and engaged, giving their time, energy, and expertise generously to support the school with dedication and enthusiasm.

We are particularly proud of the progress made by the school this year, as reflected in the excellent [Estyn inspection report](#). This achievement is a testament to the expertise of our outstanding teaching staff and the commitment of our administrative and support teams, who go above and beyond to ensure every child feels valued and has the opportunity to flourish.

Such success would not be possible without the dedication of all staff working together to provide an inspiring and enriching education, preparing our young people not only for academic success but also for life beyond school.

Thank you for your continued support to our school and your child’s education.



Keith M Dunn OBE CMLJ
Chair of Governors / Cadeirydd y Lywodraethwyr



OUR VISION

At Chepstow School, we will provide the very best environment where everyone is inspired to learn. As a community, we feel safe to express ourselves and learn from mistakes. Excellent well-being allows everyone to embrace the opportunities provided. As such, through strong leadership we will ensure that all learners’ teaching and learning experiences are inspirational and of a consistently high quality. The whole school community will be supported to develop and demonstrate excellence. This includes learning behaviours, values, and the skills that they will need to be successful in life. An excellent provision will lead to exceptional standards and ensure everyone fulfils their potential, which personify the four core purposes of the CfW, and is underpinned by the school’s values and mission statement.

OUR MISSION

Inspiring learning for all, for life!

OUR VALUES

POSITIVITY “It always seems impossible until it is done” Nelson Mandela	PERSEVERANCE “Perseverance is the hard work you do after you get tired of doing the hard work you already did” Newt Gingrich	AMBITION “Reach for the moon and if you fall short, you will land on the stars” Lauren Price	CURIOSITY “I’ve no special talent, I’m only passionately curious” Albert Einstein	EQUITY “Equality is treating everyone the same. But equity is taking differences into account, so everyone has a chance to succeed” Jodi Picoult
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DETAILS OF GOVERNING BODY

AS OF SEPTEMBER 2025

	Term of office End
Parent Governors	
Joanne O'Donnell	24/05/2026
Barry Steele	24/05/2026
Paul Lambert	22/01/2028
Emma Pine	12/05/2029
Adam Tucker	18/11/2028
Local Authority Appointed Governors	
Morgan Baker	11/06/2029
Rev. Philip Averay	15/06/2026
Kieran Smith	18/07/2027
Teacher Governors	
Rachel Tiller-Cleaves	29/09/2025
Emma Martinez	20/11/2027
Community Governors	
Keith Dunn OBE	20/11/2027
Jonathan Keohane	18/05/2029
Angela Johns	29/03/2027
Headteacher	
Kelly Waythe	N/A
Associate Pupil Governors	
Two Pupil Governors	Term of office for one year

Name and address of Chair: Mr Keith Dunn OBE, c/o Chepstow School, Welsh Street, Chepstow, NP16 5LR
 Clerk: c/o Chepstow School, Welsh Street, Chepstow, NP16 5LR

Where vacancies for governors exist, they are always advertised

FINANCIAL STATEMENT AND RESOURCES

FINANCIAL SUMMARY FOR 2024/25 FINANCIAL YEAR

A short summary of the school financial position is as follows:

	2024/25 Actuals
Funding Income	£4,633,379
General Income	£999,168
Teaching staff Costs	£3,553,469
Ancillary staff costs	£797,305
Other employee costs	£153,159
Supplies and services costs	£603,201
Premises costs	£551,206
Transport costs	£12,631
Agency and contracted services	£239,528
End of Year Position (Deficit)	-£277,952
Overall Position (Deficit)	-£1,130,575

Prudent use of resources and effective financial management are essential to provide a secure and sustainable footing for the school, so that it can continue to provide an excellent education to pupils in a supportive learning environment. 2024/25 marked a turning point in the school’s finances, and whilst the year ended in a deficit position, it was a significant improvement and the start of a recovery plan which has been agreed with the Local Authority. This long-term plan establishes a controlled roadmap to return the school to a surplus position, without compromising the learning experience for students or the school’s ability to innovate and deliver outstanding results. The change in financial outlook is the result of considerable work from the management team and the Governing Body will continue to support them with implementing the recovery plan and ensuring that resources are available to invest in the education of pupils at Chepstow School.



SUMMARY OF SCHOOL PERFORMANCE 2024-25

Chepstow School’s commitment to excellence was recognised by Estyn in the school’s recent inspection and has been reflected in outstanding GCSE and A Level results this year. The results represent consistent year on year improvement and continue to far exceed national averages. We are incredibly proud of our students and what they have achieved through hard work, determination and positivity.



Key Stage 5 – A Level and AS Headline Figures 2025

Chepstow Sixth Form students celebrated an exceptional summer of achievement, with 95% progressing to their first choice universities.

Our AS students achieved 15% Overall A grades, 62% achieved A-C and 11% of AS students achieved A-E grades; around 10% higher than the national average.

Our A-level results saw 92% of Pupils achieve A*-E grades, 69% of these were A*-C, and 20% A*-A; an increase of 5% from 2024. We celebrate their success and wish them well with their next steps.

Key Stage 4 – GCSE Headline Figures 2025

Our GCSE students excelled again this year, with 80% of our students achieving at least 5 GCSEs at grades A*-C, including English and Mathematics.
41% of all grades were awarded at A* and A – more than double the national average of 19.5%
90% achieving grade C and above in English.
84% achieving grade C and above in Mathematics
84% of students achieving grade C or above in Welsh — reflecting culture of bilingual learning
These results showcase our steadfast commitment to promoting academic excellence among our students and we are incredibly proud of those who have earned the grades required to follow their desired paths.



Estyn Inspection

Chepstow school was inspected in March and the report was emphatic in its praise for the school and its staff. Good quality teaching, an inclusive and caring environment, pupils’ sense of belonging and strong leadership with a commitment to core values were all highlighted by the inspectors. You can read the full report here:

<https://estyn.gov.wales/app/uploads/2025/05/Inspection-report-Chepstow-School-2025.pdf>



DESTINATION OF 2025 SCHOOL LEAVERS

In 2025, the majority of pupils from Year 11 chose to stay at our Sixth Form. Those who chose other pathways were supported on these routes to ensure the greatest possible continuity of provision. The data below is provisional while we await the official data from Careers Wales; using data which is currently available we are aware that at the end of the 2024-25 academic year, our Year 11 chose the following destinations:

Continued into Sixth Form:	59%
Stayed in education (college):	40%
Entered employment or training:	1%
Unable or not ready to enter education or employment:	0%
Left the area:	0%

At the end of Year 13, the majority of our students continued onto university leaving to pursue a varied and impressive range of subjects. These included;

University of Bristol	Accounting & Finance
University of Sheffield	Aerospace Engineering
University of Exeter	Biological Sciences
University of Exeter	Business & Management
Cardiff Metropolitan	Fashion and Brand Management
University of South Wales	Film
Cardiff University	History
Birmingham University	Law
University of Exeter	Mathematics
Cardiff / Exeter / Shiefied Universities	Medicine
Cardiff University	Midwifery
University of Bath	Psychology

Again, using provisional data held by the school, overall destinations at the end of Year 13 were:

Continued in higher education:	84%
Entered employment, apprenticeship or training:	16%
Unable or not ready to enter education or employment:	0%

TARGETS FOR IMPROVEMENT

Looking ahead to the current school year, the following targets have been included in the School Development Plan for 2025/26:

Area 1: Teaching & Learning

- Raise expectations and deepen learning
- Ensure greater consistency in assessment and feedback
- Refine curriculum pathways
- Enhance literacy at Chepstow School through a strong reading culture
- Strengthen application of numeracy across the curriculum

Area 2: Wellbeing, Care, Support & Guidance

- Continue to improve the attendance of most vulnerable learners (including those with additional learning needs)
- Continue to reduce the impact of poverty and disadvantage
- Embed very effective use of One Page Profiles

Area 3: Leading & Improving

- Secure robust financial and resource management
- Refine self evaluation processes so that leaders focus robustly on the impact of teaching on pupils' progress and plan precisely for improvement
- Refine performance management with new Professional Development Review processes
- Strengthen impact of professional learning



COMMUNITY, COMPASSION AND CURRICULUM

At Chepstow School, we are proud to be at the heart of a compassionate and forward-thinking community. Our commitment to enriching the lives of our pupils goes far beyond the classroom, thanks to a range of meaningful partnerships and initiatives that foster wellbeing, leadership, and lifelong learning.

ST ANNE'S NURSING HOME COLLABORATION

One of our most cherished collaborations is with St Anne's Nursing Home, where pupils regularly visit to perform musical pieces, deliver hand-made Christmas cards, and spend time socialising with residents. These moments of joy and connection are deeply valued by both the residents and our pupils. Several of our exceptional sixth form students, aspiring to careers in medicine, also support the residents weekly as part of their work experience—an invaluable opportunity that nurtures empathy, professionalism, and community spirit.



WORKING IN PARTNERSHIP WITH MONLIFE

Chepstow School is proud to work in partnership with **MonLife**, whose ongoing support plays a vital role in enhancing the wellbeing and enrichment experiences of our pupils. This incredible team facilitates a Youth Club every Tuesday and Wednesday lunchtime, providing a safe, welcoming space where pupils can socialise, meet new friends, engage in activities, and share conversations that support their overall wellbeing.

The Youth Club has become a valued part of our school week, offering pupils a chance to relax, connect, and build positive relationships in a supportive environment. Whether it's playing games, chatting with peers, or taking part in creative activities, the sessions help pupils feel more confident, included, and emotionally supported.


Beyond the weekly Youth Club, MonLife continuously supports enrichment opportunities throughout the year, leading a variety of engaging and purposeful activities such as:



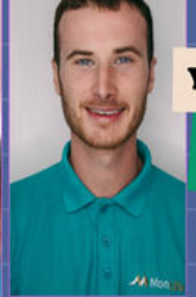
- Team-building sessions focused on mental health and resilience
- Festival-themed fun days that celebrate creativity and community
- Outdoor games and sports that promote physical wellbeing
- Craft workshops that encourage self-expression and mindfulness

We are extremely lucky to work with such a passionate and dedicated team who provide so many opportunities for our learners, both within school and across the wider community.

Their work aligns with our school values and contributes significantly to our pupils' personal development and sense of belonging. MonLife's partnership with Chepstow School is a shining example of how community collaboration can enrich education and empower young people to thrive.




CHEPSTOW CONNECT

YOUTH SERVICE
DROP IN
Sessions

in Room IT6
WITH DARREN AND JADE

WEDNESDAY
1:25 - 2:15 DROP IN
3:15 - 5:00 After School Drop In

C-CARD
RELATIONSHIPS
CAREER ADVICE
MENTAL HEALTH SUPPORT

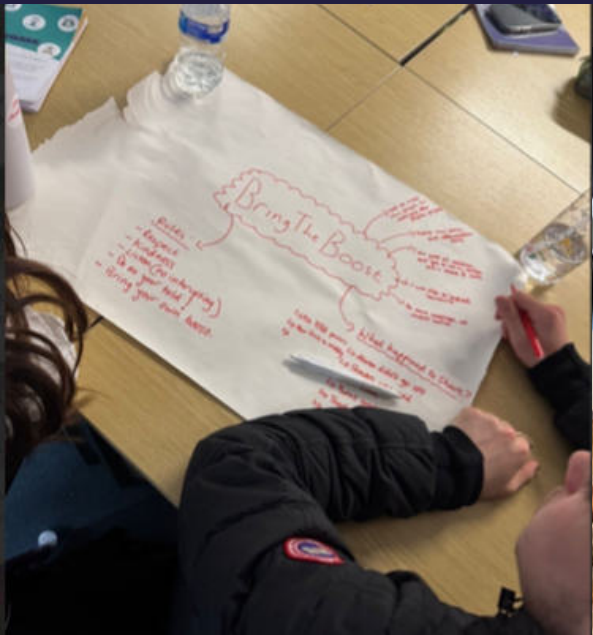
FRIDAY
1:25 - 2:15 LGBT Session
3:15 - 5:00 After School Drop In

COMMUNITY SUPPORT

We are grateful for the support of Chepstow SARA, who deliver vital water safety workshops, and Barclays, who empower our pupils with financial literacy through personalised cost-of-living sessions focused on budgeting, wellbeing, and essential life skills.

BOOST WORKSHOP

Our Year 12 Student Ambassadors have recently achieved a prestigious qualification led by Gloucestershire Constabulary, centred on self-leadership and personal growth. This milestone reflects their dedication to becoming the best version of themselves and contributing positively to society. Our amazing ambassadors then applied the skills they learnt to support Year 7 pupils, who took part in a transformative Boost Workshop, designed to help them lead from within and navigate life's challenges with confidence and resilience. The content was tailored to the real-life experiences of young people, making it a truly impactful day—diolch yn fawr to Gloucestershire Constabulary for their support.



SHWMAE BORE COFFI

CELEBRATING WELSH LANGUAGE AND COMMUNITY

As part of our Diwrnod Shwmae celebrations, we warmly invited parents and carers of Blwyddyn 7 pupils to our Bore Coffi (Coffee Morning). This event, led by our Cymdeithas Gymraeg (Welsh Society) and Equity Team, raised funds for Macmillan Cancer Support, one of our key charities. Pupils showcased their Welsh language skills and community spirit to our many guests who attended the event .



CRUCIAL CREW

PREPARING PUPILS FOR THE WORLD OF WORK

In line with the New Curriculum for Wales, our pupils took part in Crucial Crew, a dynamic workshop facilitated by Monmouthshire County Council. Eight external providers—including RNLI, South Wales Fire, Network Rail, and Fearless—delivered interactive sessions on safety, wellbeing, and workplace readiness.

COMMUNITY EVENT

CONNECTING FAMILIES WITH LOCAL SUPPORT

Chepstow School was honoured to host a Community Event that brought together pupils, families, and local support services. After school, parents and carers were invited to explore a wide range of resources and attend a powerful presentation by PAPYRUS, the national charity for the prevention of young suicide. Agencies attended include:

- Adferiad – Monmouthshire Family Support
- Mind Monmouthshire
- Monmouthshire Youth Service
- Aneurin Bevan University Health Board – CAMHS / SPACE Wellbeing
- Creative Therapies
- Youth Employment and Skills
- Warm Wales
- And many more...

This event reflects our ongoing commitment to holistic education, wellbeing, and community connection.



EXTRA CURRICULAR AND ENRICHMENT ACTIVITIES

At Chepstow School, we are proud to offer an abundance of enrichment opportunities that inspire, engage, and empower our pupils beyond the classroom. These activities are a vital part of our school culture, helping learners to discover new passions, develop valuable skills, and build friendships that last a lifetime.

Our extensive programme includes a wide range of sporting clubs and teams, with hundreds of pupils staying after school to participate in:

- **Football**
- **Rugby**
- **Netball**
- **Basketball**
- **Rounders**
- **Cricket**
- **Athletics**

These teams not only promote physical health and teamwork, but also foster resilience, leadership, and school pride.

Beyond sport, our pupils thrive in a rich landscape of creative and performance-based clubs, including:

- **Drama and School Productions**
- **Orchestra and Musical Ensembles**
- **Art and Photography Clubs**

These opportunities allow pupils to express themselves, collaborate with others, and showcase their talents in school-wide events and performances.

We also celebrate curiosity and creativity through a diverse range of interest-based clubs, such as:

- **Warhammer Club**
- **Chess Club**
- **Languages Club**
- **Maths Club**
- **Chocolate-Making Club**
- **...and many more!**

These clubs provide safe, inclusive spaces for pupils to explore hobbies, challenge themselves intellectually, and connect with peers who share similar interests.

We are extremely fortunate to have a team of dedicated and passionate staff and sixth form students who go above and beyond to facilitate these opportunities. Their commitment ensures that every pupil has the chance to embrace teamwork, develop new skills, and feel part of our vibrant school community.

Whether on the pitch, in the studio, or around the chessboard, enrichment at Chepstow School is about joy, growth, and connection—and we are proud to see our pupils flourish through these experiences.



A massive 'THANK YOU' to our PTA for running events and raising funds to donate £6,631; which has helped to pay for items such as sports equipment, library books, English books, cameras, annual subscriptions for science, ALN resources, canteen seating and Golden Hour items.

Please continue to support the good work of our strong PTA by:

- signing up to our school lottery,
- downloading the easy fundraising app
- or follow them on Facebook. [\(Chepstow School PTA – Public page\).](#)





SPORT

Chepstow School is co-located with Chepstow Leisure Centre and benefits from the use of the facilities there, including a swimming pool, an indoor sports hall, all weather pitches and sports grounds. We have a fantastic outdoor basketball area and two Netball courts.

Chepstow School provides an impressive range of sporting opportunities, with a programme that includes rugby, football, netball, athletics, swimming, cross-country, tennis, golf, badminton, fitness, gymnastics and basketball. Clubs and activities are run both at lunchtime and after school, and many students represent the school at county and national levels. We are fortunate to have experienced PE teachers who also represent their own sports at a high level; role modelling dedication and commitment, and the passion, drive and determination to inspire students to pursue their own sporting goals.

The 2024/2025 sporting calendar included league and cup competitions across a range of sports, and Chepstow enjoyed many team and individual successes. Particular highlights included the year 9 Netball team, who finished joint top of the league and only missed out on retaining the title on points difference. The Basketball team excelled at the NBA Finals, and pupils from Chepstow celebrated success at regional and national levels in Athletics, Golf, Cycling, Ice Skating, Gymnastics and Taekwondo.

Participation rates were high across all sports and year groups and we are incredibly proud of the commitment shown by all pupils who attended week in and week out. Our annual Sports Personalities Of The Year event was held in July and was well attended by students and their families. The event celebrated the hard work and commitment of pupils attending clubs and representing the school over the course of the year.

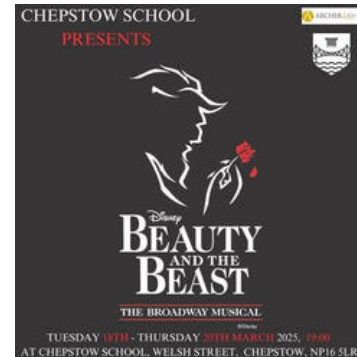
CREATIVE ACTIVITIES

What a year it was for our Expressive Arts faculty! Here are some of the highlights from the inspiring learning that took place across Art, Drama, Music and Media.

BEAUTY AND THE BEAST

From March 18th to 20th, the school hall was transformed into an enchanted world as Chepstow School proudly presented its sell-out musical, Beauty and the Beast. With each performance outshining the last, audiences were swept away by the unforgettable magic brought to life on stage.

The cast delivered truly fantastic performances, breathing heart and humour into this beloved tale. The school orchestra enchanted with a mesmerising musical score that captured every moment, from tender ballads to rousing showstoppers. Stunning costumes and fabulous scenery added a rich visual flair, transporting the audience to the heart of the story. A very special thank you must go to our generous sponsor, Archer & Co., whose support helped make the production possible. Congratulations to everyone that was involved in this spectacular show – a true triumph of talent, teamwork and creativity.



WINTER SHOWCASE

Chepstow school's Winter Expressive Arts Showcase took place in December of 2024 and was a resounding success, celebrating the incredible and diverse talents of our learners and showcasing a range of musical and theatrical performances. Pupils performed in front of a packed audience of family, friends and staff; demonstrating skill, commitment and courage performing in front of a crowd. It was an evening filled with creativity and passion and an expression of the school's values. We are proud of all of the performers and grateful to those that attended for their support and positivity.

EISTEDDFOD

This year, our Eisteddfod was led entirely by the Cymdeithas Gymraeg. It was the school's most successful Eisteddfod to date, with the most entries on the stage and in faculty competitions. It was fantastic to see so many of our confident students taking part in dance performances, singing, music and poetry recitals. All competitions were introduced bilingually and Tŷ Wyn were the winning house – Llongyfarchiadau to them!



>ICT

The ICT provision at Chepstow School continues to evolve, with a strong focus on digital literacy, coding, and online safety. Our extracurricular offer has grown significantly, particularly in the area of coding. Our computing Coding Clubs have seen a substantial increase in participation, with both mixed and girls-only groups thriving. Under the leadership of Miss Bourne, the coding club has gone from strength to strength. The club is now a hub of innovation and enthusiasm, with students exploring:

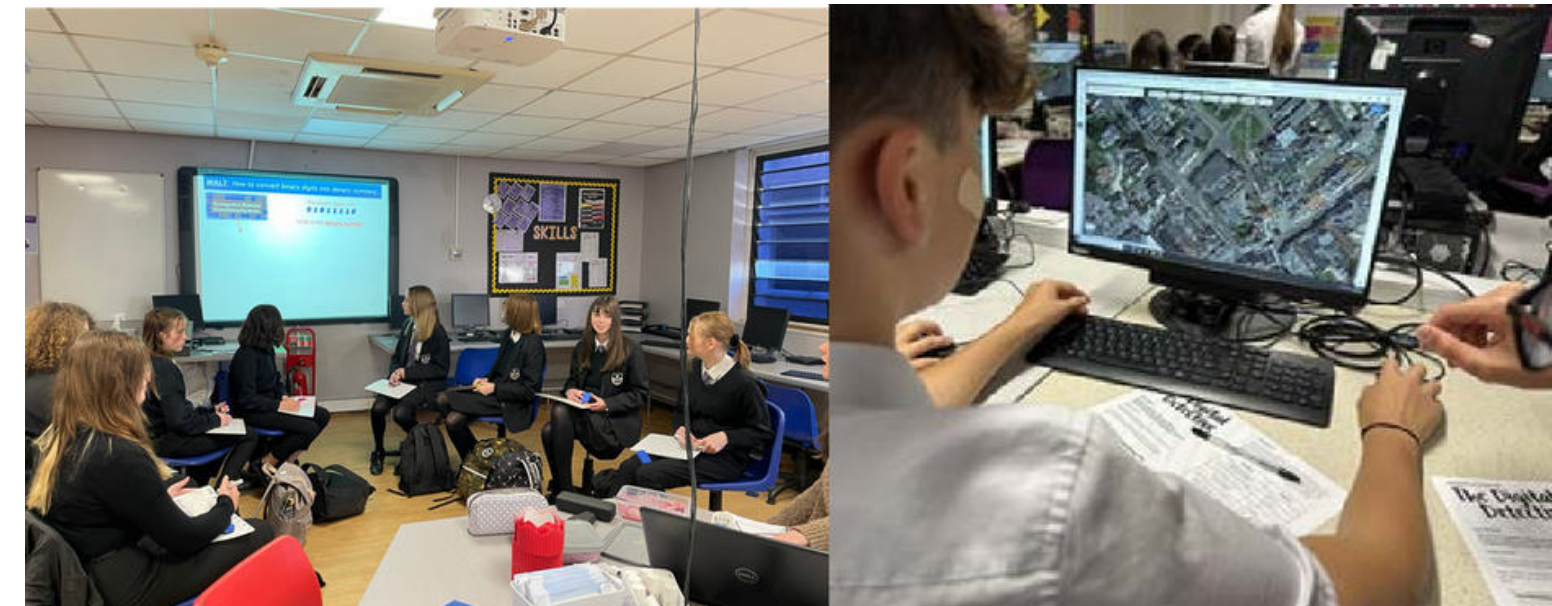
- Robot coding
- Binary arithmetic
- Python programming
- Complex coding challenges

These sessions are not only developing technical skills but also fostering teamwork, resilience, and problem-solving.

Internet safety remains a key priority. Last term, we have hosted external workshops led by the police and other agencies, focusing on:

- Safe online behaviour
- Digital footprints
- Cyberbullying awareness

These sessions have been well received and have supported our wider safeguarding curriculum.



TRIPS

Chepstow School provides a wide range of opportunities for students to improve their learning experience outside of the classroom. Whether they're educational, activity-based, residential, or just a fun day away, trips are a great way to maintain children's motivation towards their studies, support social and emotional development and help learners to engage practically with their subjects. Chepstow has an Education Visit Lead and staff are encouraged to consider how trips can be used to support studies and enhance pupil's school experiences.



This year, the Humanities department once again embarked on its annual educational visit to Normandy, France, in their continued "search for conquerors." The trip offers students a unique opportunity to deepen their understanding of European history, particularly the events surrounding D-Day and the legacy of William the Conqueror.

Students began their visit with poignant stops at Ranville Cemetery and Pegasus Bridge, laying a wreath at Bayeux Cemetery in remembrance. Day two included a tour of Falaise Castle, exploration of the Normandy coastline, and visits to the British Normandy Memorial, 360° cinema, and German gun emplacements. The final day featured the Bayeux Tapestry, Sainte-Mère-Église, and the American War Cemetery, offering powerful moments of reflection. The trip provided a rich and meaningful historical experience for all involved.

The trip was both educational and deeply moving, providing students with a tangible connection to the historical events they study. As always, we concluded with a team photo to commemorate a memorable and enriching experience.

During Easter 2025, a group of 33 students took part in a powerful and enriching three-day visit to key First World War sites across Belgium and France.

The trip began in Ypres, with a visit to the Flanders Fields Museum and the moving Last Post Ceremony at the Menin Gate. Day two focused on the Somme region, including visits to Devonshire Cemetery, Mametz Wood, and the Thiepval Memorial, offering powerful insights into the scale and human cost of the war. Students also explored Newfoundland Park with its preserved trench systems and Canadian guide, before travelling through the former Killing Fields to Vimy Ridge.

In February 2025, Mrs Goleniowska accompanied three Sixth Form students on a deeply moving visit to Auschwitz-Birkenau, organised by the Holocaust Educational Trust. This poignant experience coincided with the 80th anniversary of the camp's liberation, adding further historical significance to the visit. The visit provided a powerful insight into the atrocities of the Holocaust and the resilience of those who endured unimaginable suffering.

It concluded with a reflective memorial service, honouring the victims and reinforcing the importance of remembrance. Mrs Goleniowska will be sharing her reflections during Holocaust Memorial Month in the upcoming academic year, further enriching our school's commitment to historical awareness and empathy.



During Easter 2025, students from Years 8 and 9 took part in an exciting, multi year and multi sports tour to Holland, combining competitive fixtures, professional coaching, and cultural experiences. The group travelled to Valkenburg, staying in a 3-star hotel.

Over the course of the week, students participated in coaching sessions with the MasterClass Pro team, played matches against Dutch opposition in football, rugby, and netball, and competed in tournaments against other UK schools.

The itinerary also included fun activities such as tobogganing, laser tag, a visit to a pancake house, a morning at a water park, and a lively MasterClass disco. The tour provided a memorable blend of sport, teamwork, and international adventure

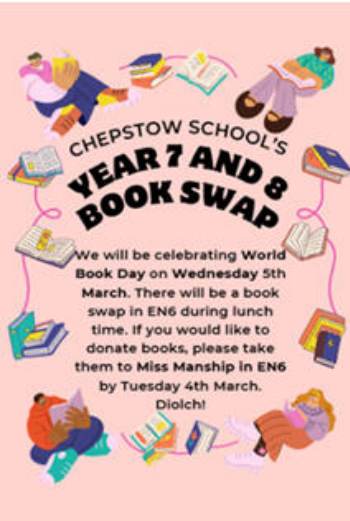


LANGUAGE LITERACY AND COMMUNICATION

At Chepstow School, the study of Literacy, Language and Communication is rooted in a commitment to developing confident, articulate, and culturally aware learners. Through a rich and engaging curriculum, students explore literature, language, and communication in ways that foster critical thinking, creativity, and a deep appreciation for linguistic diversity. The English department works closely with the Cymraeg faculty to promote bilingualism and Cymreictod, ensuring that learners not only master the mechanics of language but also connect with the cultural heritage of Wales. Our approach empowers students to become thoughtful global citizens, equipped with the skills to express themselves effectively in both academic and real-world contexts.



Estyn also praised the school’s work in English and literacy during their March 2025 visit. Inspectors highlighted the positive impact of vocabulary pre-teaching and noted pupils demonstrated perceptive and articulate responses to challenging texts, including poetry and historical sources. The report commended teachers for their subject knowledge and effective use of language modelling, which supports pupils’ confidence and proficiency in both spoken and written task.



Outcomes and results remain excellent in the LLC faculty, with 90% of GCSE pupils achieving a C grade or above in the 2025 exam series. Likewise, Spanish is a popular and successful subject choice at GCSE. Recently, one of our teachers became a published author, and our learners are fortunate to draw upon his expertise of Spanish grammar throughout their lessons.

In addition to the excellent teaching standards and outcomes in LLC, the department aims to enrich and foster pupils’ love of reading by celebrating World Book Day, promoting book swaps and encouraging rich reading activities that deepen their thinking and promote confidence. We are fortunate to have a flourishing library, which is abuzz every lunchtime with pupils eager to expand their literary horizons. We are always keen to expand our offering of rich literature, and would always welcome any donations of books in good condition suitable for our learners.

As a faculty, LLC prides itself on its diverse appreciation of global languages. In addition to Welsh and Spanish, there are at least ten other languages used amongst our school community, including Italian, Russian, Mandarin and Czech. Languages are celebrated throughout the year, including during the week leading up to European Day of Languages. We offer an enthralling trip to Madrid for GCSE and A Level learners, allowing exploration of Spanish culture (particularly the tapas!) and an enhanced study of Spanish, delivered by native speakers.



CHEPSTOW SCHOOL TERM DATES

2025-26 ACADEMIC YEAR

TERM	TERM STARTS	HT STARTS	HT ENDS	TERM ENDS
Autumn	1 Sept 2025	27 Oct 2025	31 Oct 2025	19 Dec 2025
Spring	5 Jan 2026	26 Feb 2026	20 Feb 2026	27 March 2026
Summer	13 Apr 2026	25 May 2026	29 May 2026	20 July 2026

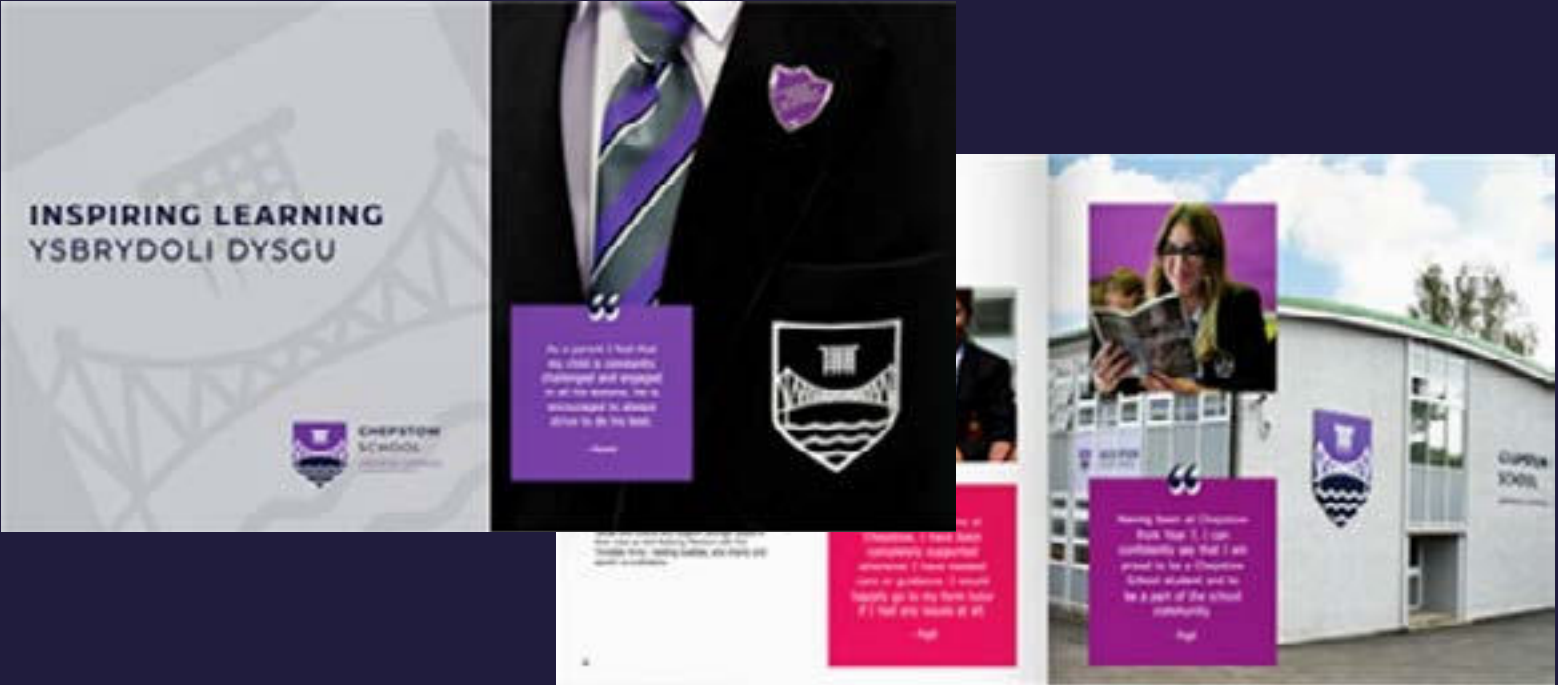
Confirmed Teacher Training (Inset) Days:

- Monday 1 September 2025
- Tuesday 2 September 2025
- Friday 10 October 2025
- Monday 2 March 2026
- Monday 13 April 2026
- Monday 20th July 2026

SCHOOL PROSPECTUS

The school prospectus puts the school’s mission ‘Inspiring learning’ front and centre of the pupil experience. The prospectus showcases a rebranded Chepstow School, with the school’s ethos and values running as a unifying theme throughout. It’s available on the website at the following link:

<https://www.chepstowschool.net/prospectus/mobile/index.html>



OUR CURRICULUM

Our curriculum has been designed, as per government guidelines, to be bespoke to our learners and our community. Using their expertise, our staff have curated the curriculum to ensure that every learner progresses in line with their own capabilities. Our staff continue to evolve our curriculum so that it meets the needs of all learners and continues to inspire them to learn for life.

Learners are at the heart of the curriculum. In keeping with the school's mission statement "inspiring learning for all, for life" it ensures that they are inspired, inspirational and able to thrive as they move onwards to their next steps. It provides a broad learning experience, enables deep and meaningful learning and secures excellent progress. A big part of our curriculum is ensuring that all learners have access to a range of experiences throughout their time at the school. To this end, we created our Chepstow Charter (next page). This was created alongside pupils, parents, staff and our governing body.

Our curriculum is underpinned by our values. These were chosen by our pupils and stakeholders, and are woven into every aspect of school life. They are reflected in our student leadership structures and provide the themes for our assemblies and our thoughts for the day. They provide a frame of reference for our learning environment, defining what we value, expect and even the things that we praise and thank each other for. Our curriculum is realised using our Teaching and Learning philosophy (DR ICE) and is framed around 5 principles of outstanding teaching:

D – Deepening Thinking

R – Role-modelling

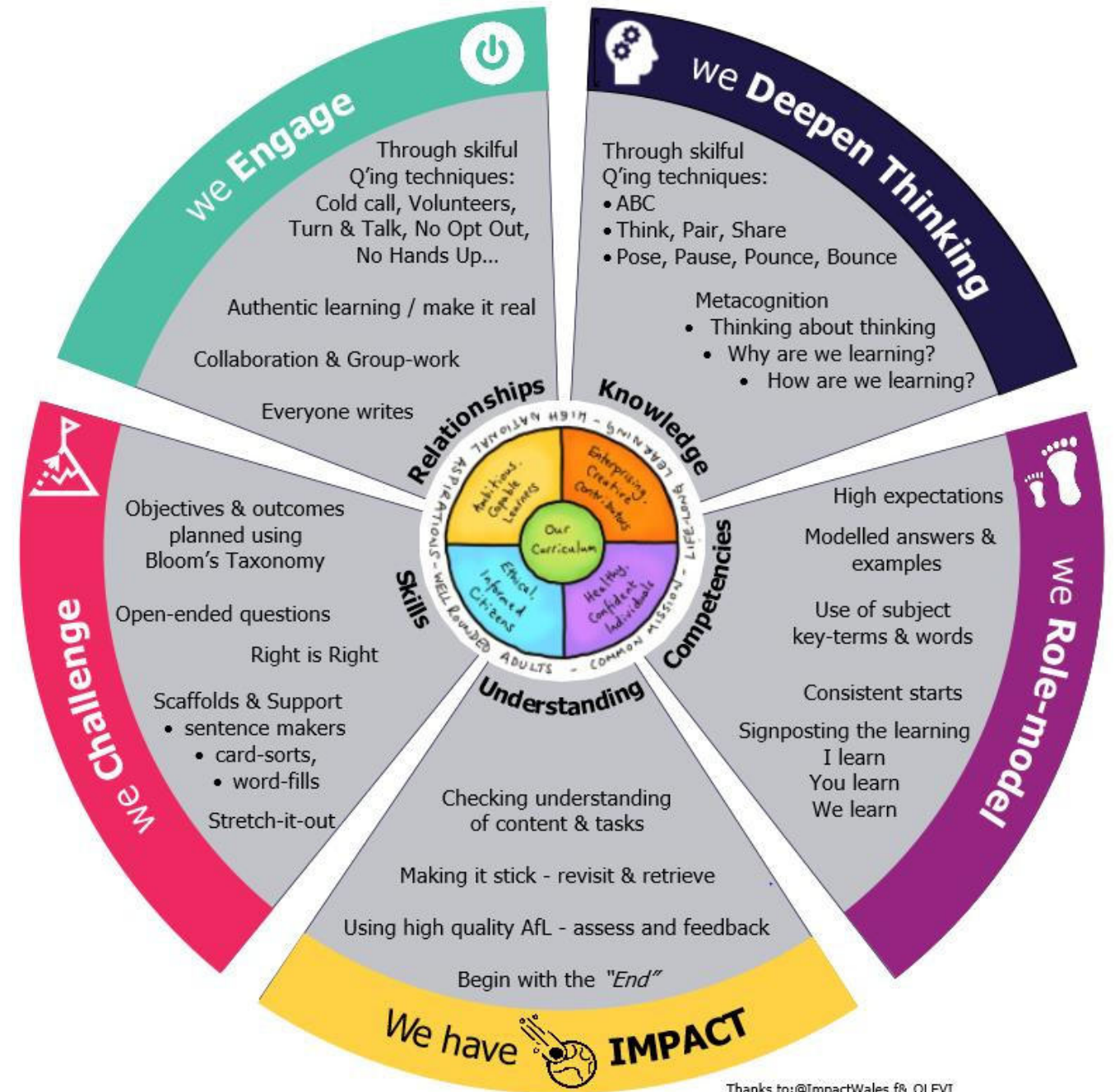
I – Having Impact

C – Challenge

E – Engaging learners actively

We have strived to develop a range of innovative teaching and personalised learning that ensures our learners personify the four core purposes that are at the core of the New Curriculum.

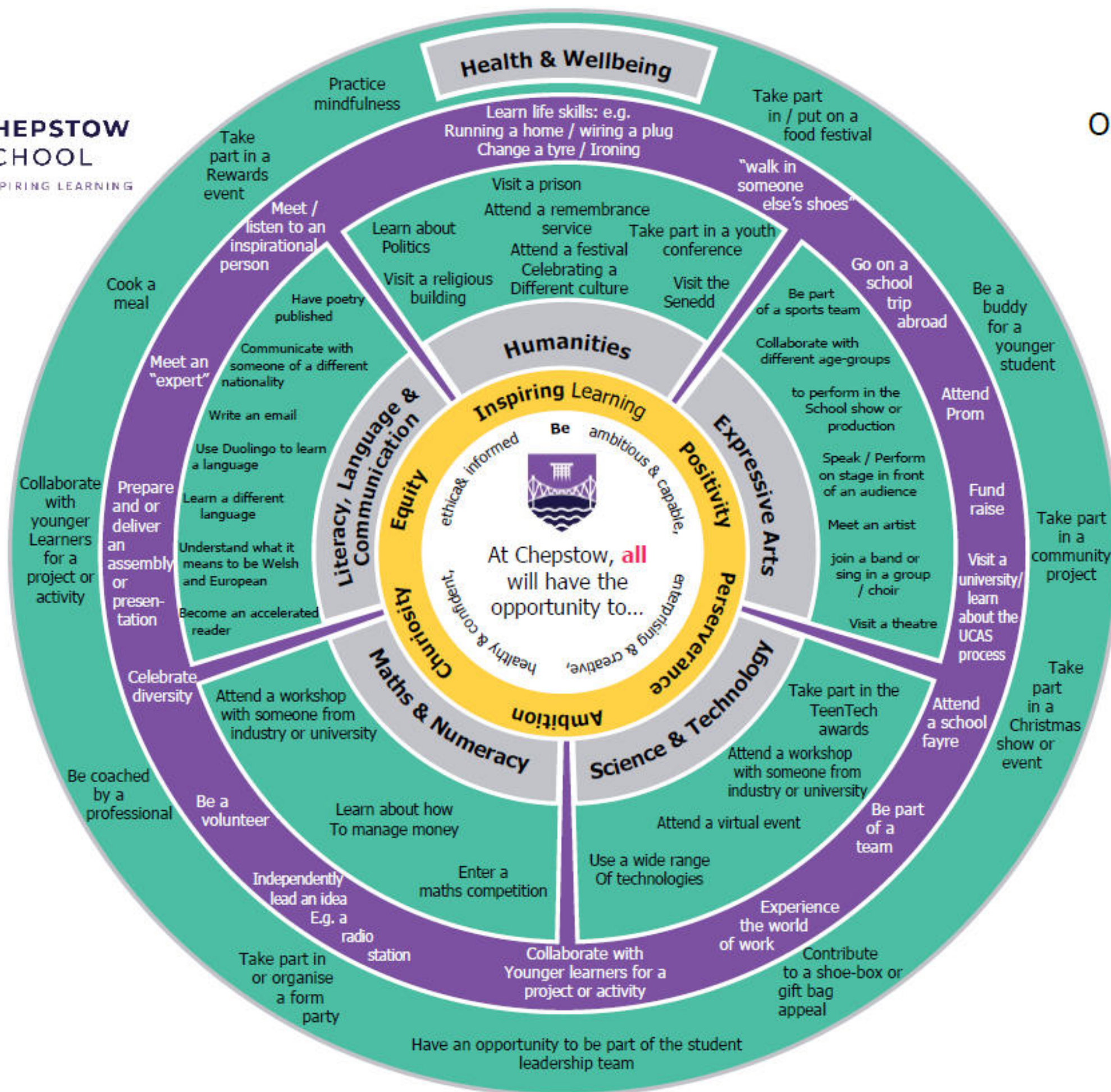
1. **Ambitious, capable learners** who: set themselves high standards and seek and enjoy challenge; are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts; are questioning and enjoy solving problems; can communicate effectively in different forms and settings, using both Welsh and English.
2. **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.
3. **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; are knowledgeable about their culture, community, society and the world, now and in the past.
4. **Healthy, confident individuals** who: are motivated, resilient and show empathy to themselves and others; empowered and motivated decision makers who are ready to learn throughout their lives.





**CHEPSTOW
SCHOOL**
INSPIRING LEARNING

Our **Chepstow** Charter



To ensure our curriculum is innovative and excellent we have:

Conducted Educational Reviews: Comprehensive reviews of our Curriculum have been conducted in line with the school's formal review cycle. These reviews focused on lesson delivery, student engagement, and academic progress. Pupil feedback indicated very positive progress and engagement levels in learning. Pupils are also now using our 5 key questions to articulate their progress in lessons. Our staff have also worked tirelessly during INSET days and through our professional learning sessions to evaluate and continue to develop our curriculum.

Professional Development and Networking: The school held a Cluster INSET in May to work with our primary colleagues on what every learner in our Chepstow cluster should know about the area by the end of their time in education. Parents, pupils, staff and the governing bodies of all the schools were invited to share what they thought was important that pupils should know. Our school is also part of a variety of networks that keep us up to date on the latest governmental developments so that we can share the latest research with our staff to make sure our learners are receiving the highest quality education.

Student Wellbeing and Career Guidance: A new reporting template for Year 7 and 8 pupils, enabling reflection on their progress and wellbeing, has been implemented. We have also sent out a parental link asking for feedback on the reporting system. An innovative career guidance program was well- received by Year 9 and 11 pupils, aiding them in their option choices.

Health and Wellbeing Focus: Health and Wellbeing lessons continue to support the delivery of cross-cutting curriculum themes that are integral in aiding learner's physical and mental health. Learning in this area is shaped using the School Health Research Network (SHRN) which has been set up by the Public Health Wales.

Partnerships and Community Engagement: Strong partnerships continue with Microchip and Airbus as our Schools Values Partners. We have also developed strong links with the Dick Lovett Group and Rolls Royce through our Alumni and parental network. Additionally, the PTA has played a crucial role in forging community links and securing funds for various school needs including rewards and school equipment. They continue to be proactive in their approach and would welcome any additional members.



PASTORAL CARE

The pastoral care and guidance of pupils are the business of every member of the teaching and wider support staff. We know that children cannot learn well if their social and emotional wellbeing is not properly nurtured and seek to create a closely-knit pastoral organisation. On entering, pupils are placed into a form of approximately twenty-eight pupils. Their first point of contact with the staff is their Form Tutor who, in regularly scheduled periods, will be able to help and advise as necessary. Any cases of special difficulty are referred by the Form Tutor to the Head of Year who works closely with the senior management team. The Head of Year's concern is with the well-being of pupils within the year-group and they keep a watching brief over pupils' academic and social progress.

The school's points-based rewards system means that positive learning behaviours are consistently recognised and enables children to choose from a range of rewards that mean the most to them – including a reward breakfast with the Headteacher

HWB

The school has a HWB (Health and Wellbeing Area) where pupils can access support at any time of the day. The facility is made up of a kitchen and dining area, a private dining area, sensory garden, intervention room, nurture classroom, separate toilet facilities, disabled toilet and wash facilities. The area is staffed by Cath Evans as Additional Learning Needs (ALN) Co-ordinator, ALN Administrator (Clare Roullier), Vulnerable Learner Lead (Amy Kite), Intervention Lead (Ruth Barnes Richards) and Nurture Lead (Ceri Pini) as well as 6 Teaching Assistants.



ADDITIONAL LEARNING NEEDS (ALN)

All pupils at Chepstow School have converted to the new ALN Code for Wales. There are currently 18 pupils classed as "Specific", who have Individual Development Plans (IDPs), have additional learning needs (ALN) and require additional learning provision (ALP). There are 136 pupils classed as "Targetted". These students have an additional learning need (such as dyslexia) that requires adaptations to learning or interventions to support their learning, but otherwise function well in a mainstream classroom.

There are 94 learners who are classified as "Universal Plus". This means they have a recognised wellbeing need or are having a wellbeing intervention, such as an Emotional Literacy Support Assistant (Elsa) or the Thrive approach. The remaining 566 learners are classed as "Universal" and access mainstream education with little additional support.

SENSORY ROOM

Chepstow School have just invested in a new state of the art Sensory Room that has been designed to support young people with Autism. The room uses light, sound and touch to regulate young people who are in sensory overload, thereby preventing Autistic meltdown in school. The added advantage of this space is that it can be used to regulate pupils experiencing emotional dysregulation for a multitude of reasons, whether they have ALN or not. Thereby, preventing emotional dysregulation that leads to behaviour incidents and therefore reducing exclusion, and improving wellbeing and attendance.



INTERVENTIONS

Interventions that run in Chepstow are Breakfast Club, ELSA, Face 2 Face Counselling, Nurture, Draw and Talk, Mindfulness, Handwriting, Touch Typing, SPLD, Rainbow Readers, School Health Nurse, Compass, Inspire to Achieve and Reflexology. All interventions are reviewed for cost effectiveness and success using pre-entry and post-intervention questionnaire and tracked by our Intervention Lead.

OUTSIDE AGENCIES

Chepstow School regularly works in partnership with other agencies to support pupils, such as SPACE Wellbeing, SPACE Neurodevelopment, Building Stronger Families, Children's Services, Youth Service, Young Carers, CAMHS, Education Welfare service, Education Psychology Services and the NHS.

VULNERABLE LEARNER LEAD

This new post was created last academic year for the purpose of Inclusion and reducing exclusions. There are a number of pupils in school that are young carers, on free school meals, Child Looked After (CLA), on the Child Protection (CP) Register or Capacity and Ability to Supervise and Protect (CASP), and all require extra support. The VLL has been trained by Keeva McDermott, the VLL for Monmouthshire and Child and Adolescent Mental Health Service (CAMHS) and uses data captures to identify pupils who are vulnerable and underperforming. This support helps them to achieve academically and improves their wellbeing.

SAFEGUARDING

As ALNCo and Safeguarding Lead, all staff are L1 Safeguarding trained annually. Concerns are reported to the Designated Safeguarding Person (DSP) by Safeguarding Forms, which are tracked and monitored for outcomes. DTRs (Duty to Report Forms) may be submitted to Child Duty, which may result in STRATEGY meetings, Section 47 investigations, Toolkit Meetings, Care and Support Plans, Child Protection Plans or even a pupil becoming CLA (Child Looked After).



WELSH LANGUAGE AND BILINGUALISM

Chepstow School proudly embraces its location at the gateway to Wales. We seek every opportunity to promote bilingualism across the school in order to increase the potential of our students. We are in English-medium school where Welsh is compulsory to GCSE. While English is the primary language of our school, and we celebrate a rich diversity of other languages, we actively promote the use of Welsh wherever possible. Our aim is to enhance pupils' everyday Welsh language skills in support of an increasingly bilingual Wales. Our work reflects our vision to create 'ambitious and capable learners' that fully understand the value and importance of using Welsh as a living and working language. There are several pathways available for children to continue or even to start learning Welsh as the transition from primary into secondary education, and there is a lot of support available for parents who don't speak the language themselves.

In the Autumn Term of 2022, Angharad Jones was appointed as Head of Bilingual Development at Chepstow School. In 2024, she was promoted to lead the Cymraeg faculty, reflecting the school's strong commitment to bilingualism and Welsh culture. As part of this commitment, the school achieved the Silver Siarter Iaith award in July 2025. Angharad works across Chepstow School and its cluster schools to promote bilingualism, Welsh heritage, and Cymreictod - a deep sense of Welshness.

Cynefin is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable'. At Chepstow School, staff recognise the value of fostering a bilingual environment and understand the importance of students developing a strong sense of identity and belonging within their local community. We are committed to nurturing a culture where both students and staff feel part of an increasingly bilingual Wales. As part of this commitment, our Head of Bilingual Development regularly visits local primary schools to strengthen links and promote the Welsh language from an early age.



CELEBRATIONS

Welsh culture is celebrated through various events, including Eisteddfod, Dydd Santes Dwynwen, Diwrnod Shwmae, Dydd Miwisg Cymru, competitions and assemblies. The Cymdeithas Gymraeg help to lead and plan these events, presenting bilingually.



CYMRAEG BOB DYDD

As well as in Welsh lessons, students learn Welsh in form time activities, following the scheme Say Something in Welsh. This helps to increase confidence and fluency. Students and teachers also use "Cymraeg yn y Coridor" (Welsh in the corridor) phrases and teachers use Welsh to introduce lessons and throughout lessons using common phrases.

Will learning Welsh affect my child's English?

No! In fact, it may even help your child's English. By learning two languages at the same time, children become aware of how languages work in general. Recent results suggest that children who receive an education with focus on a secondary language do better in subjects across the curriculum – including English!

Did you know? Welsh is the fastest growing minority language in the world today. Dead language, huh?

Did you know? There are lots of advantages with evidence of better results and children who are able to use two languages being more versatile and creative in their thinking.

Did you know? Being bilingual can improve a person's multitasking skills, attention control, problem solving and creativity as it promotes outside-the-box thinking. It can also help improve your memory.

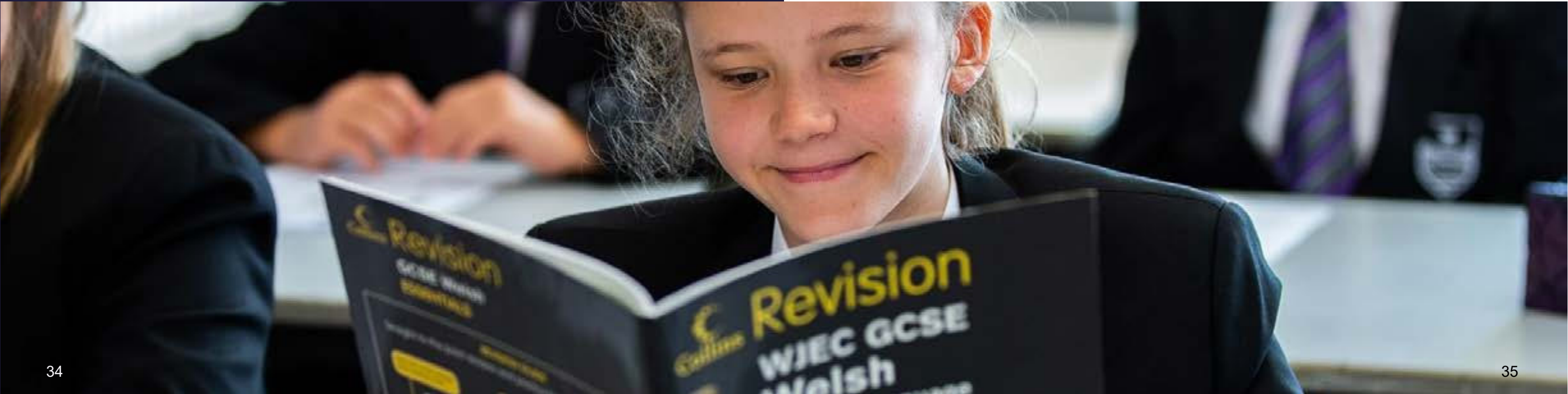
Did you know? There are lots of advantages with evidence of better results and children who are able to use two languages being more versatile and creative in their thinking.

Did you know? Between 60% and 75% of the world's population is bilingual. People who only speak one language are in the minority.

Did you know? The latest figures show that around just over 30% of the Welsh population speak Welsh fluently. This does not include Welsh learners like us here at Chepstow School of course.

How do I support my child if I don't speak Welsh?

You don't need to be able to speak or even understand Welsh if your child attends secondary school in Wales. As a parent, the biggest help you can give your child is to encourage and praise them.



HEALTHY EATING AND DRINKING

At Chepstow School, we are deeply committed to promoting healthy eating habits as part of our wider mission to support the physical and emotional wellbeing of every pupil. We believe that a balanced diet is essential for young people to thrive—both in their learning and in their personal development.

Healthy eating is embedded across our Health & Wellbeing curriculum, where pupils learn about nutrition, lifestyle choices, and the impact of food on their bodies and minds. Through engaging Food and Nutrition lessons, pupils gain practical skills in preparing healthy meals, understanding food labels, and making informed choices that support long-term wellbeing.



We work closely with families to ensure that pupils are supported in making healthy choices both at school and at home. Our aim is to empower pupils with the knowledge and habits they need to maintain a balanced diet that fuels their success in all areas of life.

Chepstow School's approach to healthy eating is not just about food—it's about fostering a culture of self-care, responsibility, and lifelong wellbeing.



Our school canteen offers a varied and nutritious menu, with options that cater to a wide range of dietary needs and preferences. We regularly host themed food days to celebrate diversity, promote cultural awareness, and encourage pupils to try new healthy dishes. These include:

- Shwmae Day – celebrating Welsh culture with traditional and healthy Welsh recipes
- International Days – showcasing global cuisines with a healthy twist
- Harvest Festival – promoting seasonal eating and sustainability
- Mental Health Awareness Week – linking food choices to emotional wellbeing

The canteen operates a cashless payment system with pupils using their fingerprint to purchase food or drinks. Parents and carers can view the items that have been purchased via The Chepstow School app. Drinking water is available via several hydration stations located throughout the school where pupils can fill up their own water bottles. Further information about eating and drinking at Chepstow School along with some recipe ideas, tips for healthy lunchboxes and information about free school meals and how to apply can be viewed on the website using the link below:

[Eating at Chepstow School](#)

