



Chepstow School

**Governors' Annual
Report to Parents**

School Year 2018-19

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Letter from the Chair of Governors

Dear parents and carers,

I have great pleasure in presenting this annual report for the 2018/19 school year, on behalf of Chepstow School's governing body. 2018/19 was an exciting year for our school and also one of substantial change. We began the year under the temporary stewardship of Mr Coady as interim Head, followed by the extremely capable Mrs Lindley and completed the year with the arrival of our new permanent Headteacher, Mr Sims, in the summer term.

Last year also saw changes in the governing body where several new parent governors have come forward, bringing with them an impressive range of personal and professional skills. We also said goodbye to our outgoing Chair, Craig Bridgeman; after seven years in the role of Chair, I'm sure you would all wish to join me in thanking Craig and wishing him well for the future.

These changes at the most senior level of the school's leadership have presented an excellent opportunity for the school to really move forward at pace in our improvement journey. Our staff and students have wasted no time in grasping this opportunity, demonstrated through a very pleasing sets of results this year at both Key Stage 4 (year 11) and Key Stage 5 (year 13).

Chepstow School is a vibrant learning community and, as well as a strong academic performance, we continue to take pride in providing our young learners with a wide range of opportunities to develop themselves outside of the classroom. We were very proud this year of our Young Enterprise team, 'BAM products', who made it all the way to the national youth enterprise finals with their personalised reusable bamboo coffee cups, winning the national award for sustainability.

I was fortunate enough to attend the school's spring concert in April at which our school choir, orchestra and a range of student-led music groups performed in what was a thoroughly joyful and toe-tapping evening!

Our art department led a very successful art exhibition in partnership with the primary schools in the wider Chepstow area, showcasing the impressive standard of pupils' work right the way from year 3 up to sixth form. Our close partnership working with the primary schools in the Chepstow cluster is a particular strength and there could be no better demonstration of this than the joint 'Eurovision' project for our more able and talented performing arts students, culminating in a wonderful evening of dance, music, art and design.

Many pupils were able to further enhance their learning this year through taking part in a wide range of both UK and international trips, including visits to London, Valencia, Paris, Madrid and Berlin; I have no doubt that all those involved will have made lifelong memories.

I'm sure you will all agree that Mr Sims has really made his presence felt in the short time that he has been at the school. Whilst this report looks retrospectively at the school year that has just ended, I would like to conclude by looking ahead to 2019/20 and some of the projects and activities that you as parents, and our students can expect to be involved in.

The work to develop our 'Chepstow Charter' - our shared statement of vision, values and a commitment to a range of culture-rich learning experiences for every child – is well under way, being led by our student leadership team. You will be aware that a programme of refurbishment works has begun at the school and this will continue in 2019/20 with a remodelled student entrance and visitor reception area. We are also hoping to begin developing an alumni network for the school; if you attended Chepstow School yourself and would like to be kept updated on the current life of the school as well as finding connections with other former pupils then please do look out for an invitation to join our network later in the year.

As you can see, it has been a very busy year in the life of our school and I hope you take the time to read this report to really get a sense of just how much goes on over the course of a school year. Finally, I'd like to extend my personal thanks to all the staff who work so hard to provide our children with the best possible start in life.

With very best wishes,

A handwritten signature in black ink, appearing to read 'J. Langdon', with a long, sweeping horizontal line extending to the right.

Judith Langdon

Chair of Governors – Chepstow School

Chepstow School Governors' Annual Report to Parents 2018/19

1. Details of the Governing Body, the clerk and the Headteacher as at July 2019.

	Term of office ends
Parent Governors	
Mrs Judith Langdon	04/11/2022
Mr Rupert Edwards	04/11/2022
Dr Andrew Sithers	18/02/2023
Miss Angela Johns	01/07/2023
Mrs Stephanie Edwards	01/07/2023
VACANCY	
LEA Appointed Governors	
Mr Ollie Knight	20/06/2022
CC David Dovey	15/03/2020
Rev Philip Averay	28/03/2022
Mrs Cath Saunders	05/09/2022
Mrs Sophie Evans	07/01/2023
Teacher Governors	
VACANCY	
Mrs Sue Bedford	04/11/2022
Staff Governor	
Mrs Andrea Davison	01/07/2023
Community Governors	
Mr Johnny Hathaway	25/06/2021
Mr Craig Bridgeman	14/09/2021
Mr John Rowlands	22/03/2023
Mrs Kate Cliff	19/07/2022
Mrs Lesley Long	08/01/2021
Headteacher	
Mr Matthew Sims	N/A

In July 2019 the Chair of Governors was Mr Craig Bridgeman and the clerk to the governors was Mrs Kerry-Jane Godbehere, both of whom can be contacted c/o Chepstow School, Welsh Street, Chepstow, NP16 5LR

Where vacancies for governors exist, they are always advertised. At time of publishing this report, there is a new vacancy for a parent governor, which has recently been communicated to all parents.

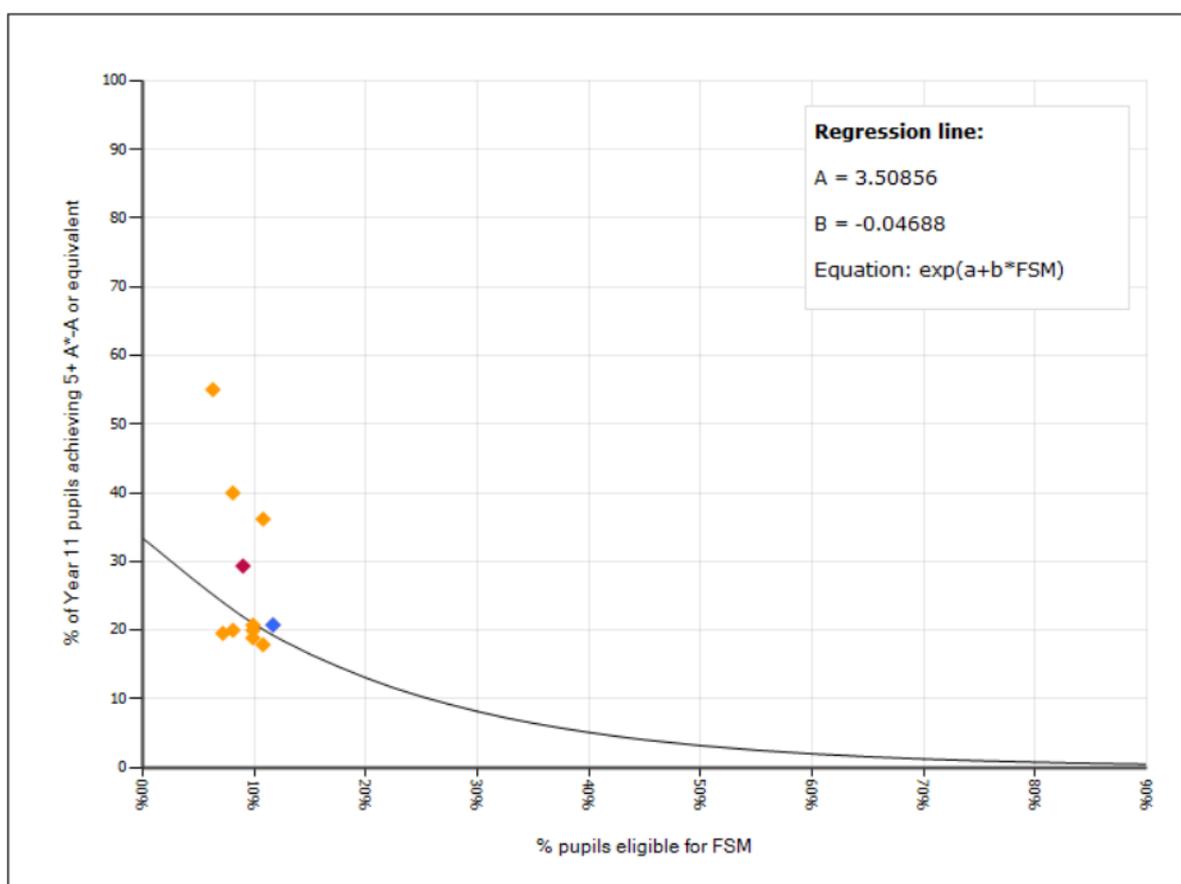
2. School Comparative Data and Summary of Performance

Key Stage 4 Performance (GCSE)

Our students continued to make good progress in the second year of the new, more challenging GCSE exams in Wales, in qualifications that have been designed to be more rigorous and robust. Results were particularly pleasing in Maths and English. Single Sciences saw exceptional performance with both Chemistry and Biology achieving well above 90% of students achieving A*-C at GCSE.

We were delighted to note that over a fifth of our students achieved five or more A*-A GCSE grades, above the performance of most schools in our 'family' of statistically similar schools and above the expectation that is modelled by Welsh Government (the 'family' groupings are mainly based on schools with similar levels of free school meal - 'FSM'- entitlement) .

0.1f Family comparison - % of Year 11 pupils achieving 5+ A*-A or equivalent

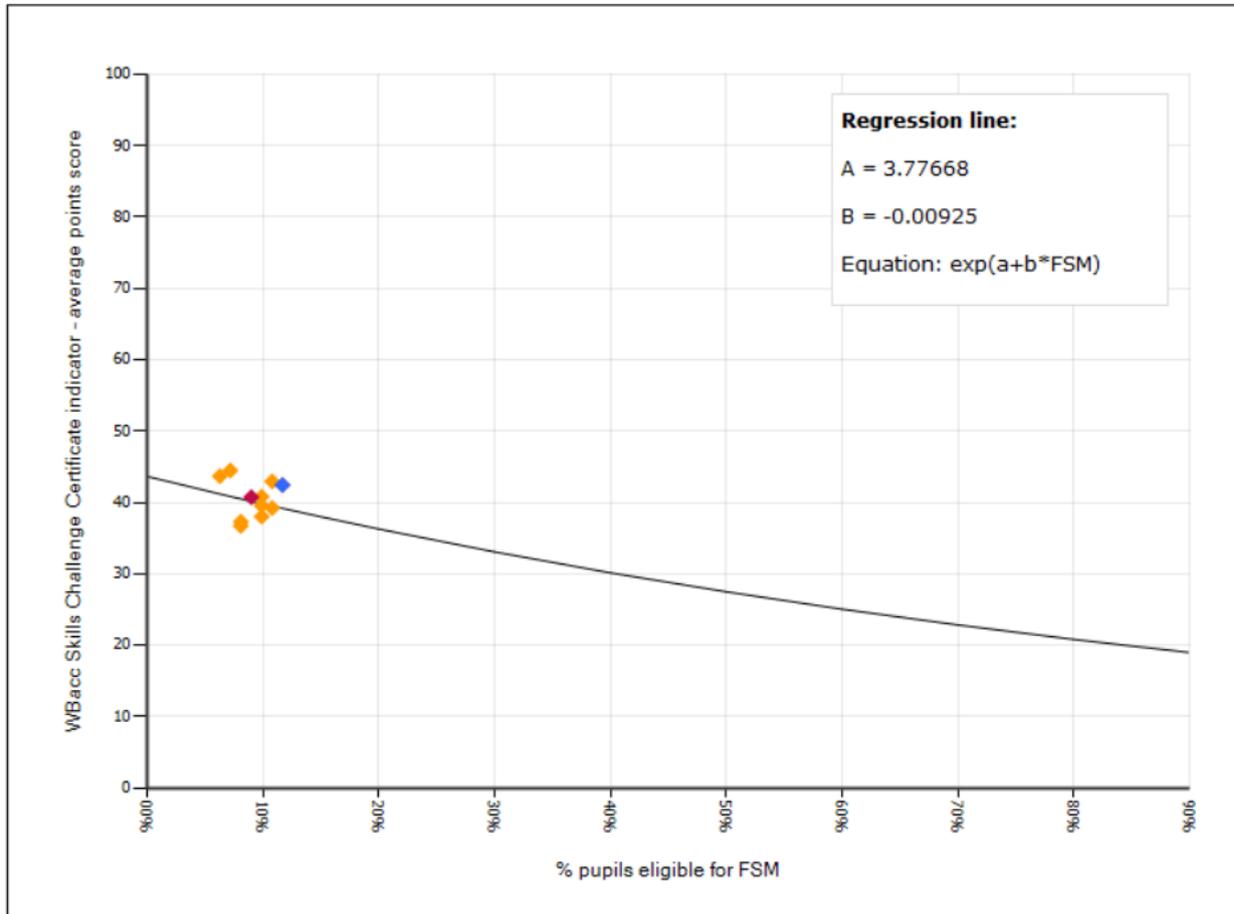


■ School
 ■ Family Members
 ■ Family Average

■ The regression line represents the 2019 model of performance against FSM eligibility and can be used to approximate a 'benchmark comparison' for each FSM eligibility rate. Points below the line indicate lower than modelled performance; points above the line indicate higher than modelled performance. The relationship is relatively strong and consistent year-to-year, but should not be interpreted as a target for future years' performance.

Students who sat the Welsh Baccalaureate Skills Challenge achieved an impressive 91 % A*-C grades, making Chepstow School the best performing school in the region for this qualification with an outstanding 21% of students achieving A* or A grades in this subject.

0.1b Family comparison – WBacc Skills Challenge Certificate indicator – average points score

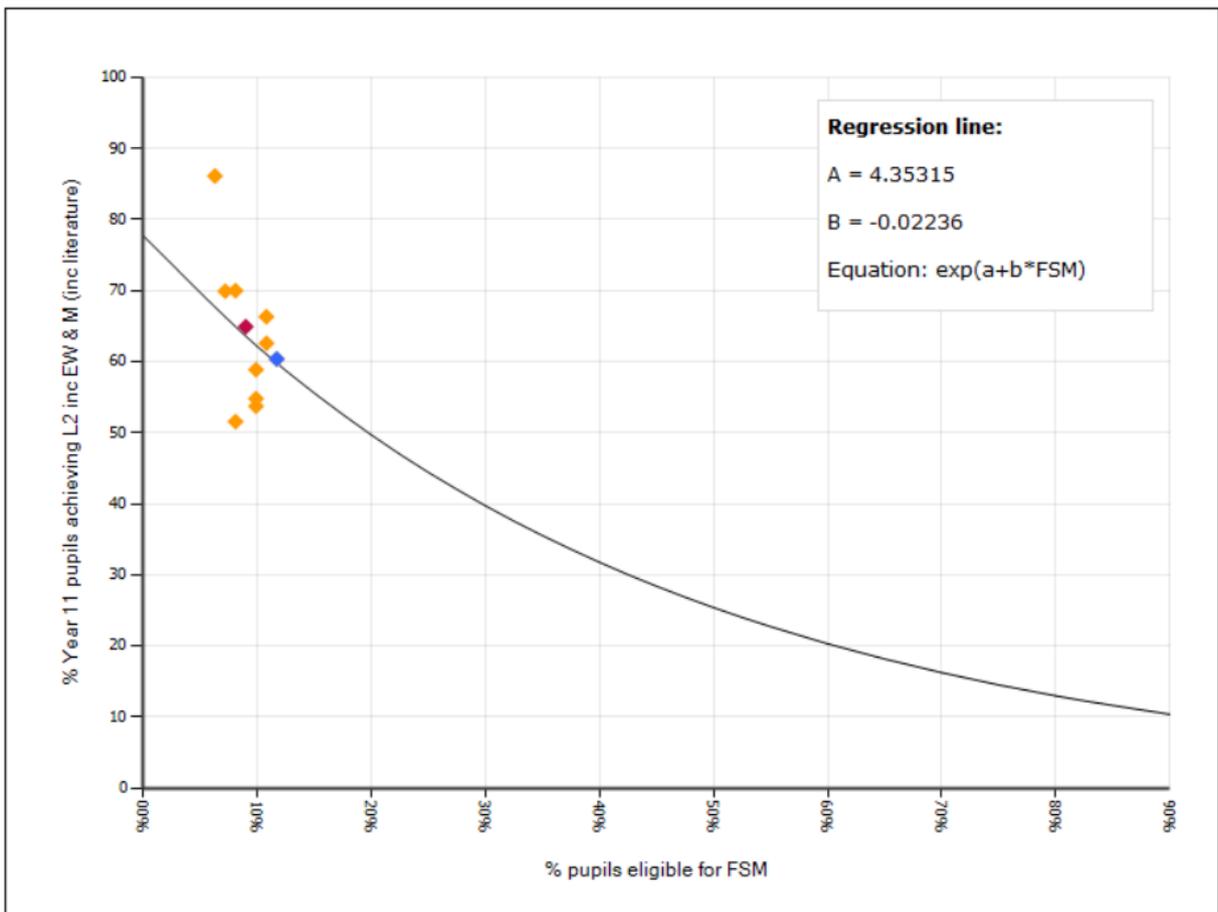


School **Family Members** **Family Average**

The regression line represents the 2019 model of performance against FSM eligibility and can be used to approximate a 'benchmark comparison' for each FSM eligibility rate. Points below the line indicate lower than modelled performance; points above the line indicate higher than modelled performance. The relationship is relatively strong and consistent year-to-year, but should not be interpreted as a target for future years' performance.

At the time of writing, the data comparing Chepstow School's performance to that of other similar schools (our 'family' of schools) is still provisional so should be treated with a degree of caution. However, these early indications are pleasing in many respects including both the number of students achieving five A*-A grades and the proportion of students achieving five A*-C grades including English (including Literature) and Maths performing above the level that would be expected within our family of schools.

0.1h Family comparison - % of Year 11 pupils achieving L2 inc E/W & M (inc literature)



School **Family Members** **Family Average**

The regression line represents the 2019 model of performance against FSM eligibility and can be used to approximate a 'benchmark comparison' for each FSM eligibility rate. Points below the line indicate lower than modelled performance; points above the line indicate higher than modelled performance. The relationship is relatively strong and consistent year-to-year, but should not be interpreted as a target for future years' performance.

Key Stage 5 Performance (A-Level)



2018/19 saw a very pleasing set of results in the school's sixth form with 99% of our grades at A*- E.

35% achieved A*- A, and at A*- B students achieved an impressive 65%.

In all of our performance measures we have seen continued year-on-year improvement.

3. Attendance Information

Whole school attendance for the school year 2018/19 was 94.2%. Governors and the school's senior leadership team have worked closely and with considerable success with the Education Welfare Service during the last academic year to reduce cases of persistent absence.

4. Destination of School Leavers

In 2019, once again, the great majority of our Year 11 students opted to continue into Chepstow School's sixth form. Those who chose other pathways were supported on these routes to ensure the greatest possible continuity of provision. At the end of the 2018/19 school year our Year 11 pupils chose the following destinations:

- Chepstow School 6th form: 70%
- Specialist colleges (Military, PE): 7%
- Vocational courses at college: 12%
- Employment: 7%
- Apprenticeship 2%
- Other local 6th forms : 3%
- Not in Education, Employment or Training (NEET) : 0

From our year 13 cohort over 90% went on to study at Further Education and University with 6% moving on to apprenticeships, 3% into employment and 1% NEET.

5. Our School in the Community.

Chepstow School enthusiastically embraces its role at the heart of the local community and continues to proactively seek opportunities to work with and alongside the wider community.

In particular, we take an active role in the Chepstow Cluster of schools, supported by a Cluster Coordinator.

The 'cluster' refers to a secondary school and each of its feeder primary schools within a local area;

the Chepstow 'cluster' of schools is: Chepstow School,



Pembroke Primary, Shirenewton Primary, St. Mary's Primary, The Dell Primary and Thornwell Primary. Working more closely with the feeder primary schools helps ensure continuity in the provision of education from primary to secondary. The Cluster enables the sharing of best practice and also enables efficiencies to be made through the sharing of services and resources.

Once again, students from the school's Sports Leadership Academy have played an active role in promoting sport and physical activity in the wider community, including sports days at the cluster primary schools.

Working with our partner primary schools in the Chepstow area, we are very pleased to be one of only two clusters of schools in South East Wales to have successfully applied for funding for a new role of Community Focussed Schools Manager. The purpose of this role is to create more opportunities for our children and young people to go out into the wider community as part of their learning, and to support the local community – including parents – in taking an active role in helping our young people to learn. We have already begun to establish a database of parent and wider community skills and talents that people are willing to share with the cluster schools and will continue to develop this in the new school year.



6. Targets for improvement

Each year all schools in Wales agree a series of targets with the relevant local authority (Monmouthshire County Council in our case) for the year ahead. For 2019/20 Chepstow School's agreed targets are:

Key Stage Three

- 1 Improve level 6 performance in English (to exceed 70%) by delivering purposeful and engaging learning experiences
- 2 Many pupils (70-85%) in Key Stage 3 to write suitably for an appropriate range of purposes by ensuring a whole school strategy is prioritised
- 3 To improve level 5 performance in Welsh (to exceed 75%), by improving the teaching in Welsh and raising expectations in lessons

Key Stage Four

- 1 Maximise outcomes for every pupil and continue to improve Capped Point Score(CPS) to exceed 388pts by effectively tracking pupil progress and provide effective intervention
- 2 Continue to improve outcomes for most able pupils in Key Stage 4 (25% of cohort to achieve 5A*-As) by developing skilful teacher questioning and ensuring high expectations
- 3 Continue to close the performance gap between Free School Meals and non-Free School Meals pupils and ensure the deficit in FSM learners is no more than 50 points (previously 86 points in 2018/19) by providing purposeful feedback appropriate to individual pupil needs and effective tracking and monitoring
- 4 Ensure Additional Learning Needs pupils achieve CPS in line with global target grade (306pts) by further development of pupils' skills
- 5 To maintain Welsh Bac performance in upper quartile (81% A*-C which equates to 43pts)
- 6 Continue to improve the number of pupils achieving GCSE qualifications in both Maths and English and 3 other GCSEs grades A*-C (increase from 61% to 73% in 2020) by ensuring learning strategies impact on progress.

Key Stage Five

- 1 Capped points score to exceed 700 points by developing independent learners and developing high order thinking skills
- 2 Improve retention from Year 11 to Year 12 to 90%, and maintain 95% retention of Year 12 students into Year 13 by ensuring curriculum pathways meet the learners needs

7. Extra-curricular Activities at Chepstow School

Sport

Chepstow School is co-located with Chepstow Leisure Centre and benefits from use of the facilities including, swimming pool, sports hall, all weather pitch and sports grounds.

Chepstow School provides an impressive range of sporting opportunities with a programme that includes rugby, football, netball, hockey, athletics, swimming, cross-country, tennis, badminton, fitness and gymnastics; many students represent the school at county level and we in 2018/19 we also had a number of students representing their sport at national and international levels. Chepstow School is fortunate to have a wealth of experienced PE teachers who represent their sport at a high level, ensuring that they are seen as excellent role models both in terms of their own dedication and commitment to their sport but also in terms of their passion, drive and determination to motivate and inspire all students at all levels and the next potential Olympian.



2018/19 saw many sporting successes. The boys competed in numerous fixtures and tournaments in rugby, football and hockey and have had another successful year. We have two students who have been representing the regional Newport schools in Rugby this year and four boys who continue to represent Newport Dragons. Many boys playing football for local academy sides such as Newport, Cardiff and Bristol. We had two boy's hockey teams that represented

Chepstow School at South Wales level in Swansea, getting through to the knock-out stages for the first time. We have three boys who have been selected to play cricket for Wales over the next season.

The girls competed in numerous fixtures and tournaments in netball and hockey and have gone from strength to strength. We have had several girls selected to represent South East Wales. There have also been a number of successes in athletics with several students qualifying for county and national honours. Our female gymnasts have been successful as always, many gaining national honours. We also have a student the represents Wales in climbing.

Our annual sports day was a success with large numbers of students competing across the range of events.

We held our annual Sports Personality of the Year awards in July which was a fantastic evening where we able to showcase all the talent that we have in the school. We are excited to witness the success of all our teams and individuals in the next academic year. Our senior boys rugby team are now entered into the Welsh league and will have weekly Wednesday fixtures during 2019/20.

Art, music, drama and other activities

2018/19 saw a renewed focus upon the school's extra-curricular offer. In the spring term the school day changed to move back to a single whole-school lunch break (this had previously been split for key stages 3 and 4) allowing the renewal of a vibrant programme of lunchtime clubs and activities. Students have been encouraged to take part in a wide range of activities including music and drama performances, choir, orchestra, clarinet ensemble, art clubs, debating, chess and problem solving. We were very proud of our problem-solving team who performed brilliantly at a school event at Imperial College.



To further promote the available offer, a wellbeing festival was held in the school in the summer term, showcasing a range of support available to students. Encouraged by our very enthusiastic and persuasive English department, staff and students celebrated Roald Dahl and World Book Day with an array of colourful and imaginative costumes.

The delivery of the core curriculum was extended by a wide range of organised school visits. During the year, there were exciting trips to Berlin, Valencia, Madrid, London, Paris and Disneyland.

Our students have continued to make us proud with their strong sense of ethical purpose, illustrated by the range of charity events that were held throughout the year raising donations by non-uniform days, some growing moustaches and single-handedly by one student, Noah, who continues to raise money for causes close to his heart. Noah collected Easter eggs from student donations and was so successful he was nominated for a Pride of Gwent award!



8. Review of Policies

All policies are subject to periodic review on a rolling basis to ensure that they remain fit for purpose and true to our school values. Over the course of the 2019/20 the following school policies were reviewed, amended where appropriate, and ratified by the Full Governing Body:

Policy	Date of Ratification
Agency and Self-Employed Workers Policy	20/05/2019
Behaviour management and Expectations Policy	01/07/2019
Behaviour Policy	01/07/2019
Carers in Employment Policy	20/05/2019
Child Protection and Safeguarding Policy	01/07/2019
Corporate Safeguarding Policy	01/07/2019
Curriculum Policy	01/07/2019
Educational Visits Policy	24/09/2018
Fairness at Work (Grievance) Policy	20/05/2019
Performance Management for Teachers Policy	01/07/2019
Preventing Extremism and Radicalisation Policy	01/07/2019
Sex and Relationships Policy	01/07/2019
Smoke free Workplace Policy	28/01/2019
Supporting Learners Healthcare Needs Policy	26/11/2018
Use of Reasonable Force Policy	01/07/2019

9. Term Dates and the School Day

The term dates for the 2019/20 school year are as follows:

School Year 2019 - 2020				
Autumn Term	Term Begins 3rd September 2019	Half Term Begins 28th October 2019	Half Term Ends 1st November 2019	Term Ends 19th December 2019
Spring Term	Term Begins 6th January 2020	Half Term Begins 17th February 2020	Half Term Ends 21st February 2020	Term Ends 3rd April 2020
Summer Term	Term Begins 20th April 2020	Half Term Begins 22nd May 2020	Half Term Ends 29th May 2020	Term Ends 17th July 2020
Chepstow School does not authorise any holidays during term time.				
Confirmed Inset Days - Monday 2 nd September 2019, Friday 18 th October 2019, Friday 13 th December 2019, Friday 22 nd May 2020, Monday 20 th July 2020				
Bank Holiday - Monday 4th May 2020				

The school day at Chepstow School is organised as follows:

School Day	
Form Time	8.45am - 9.05am
Period 1	9.05am - 10.05am
Period 2	10.05am - 11.05am
Break	11.05am - 11.25am
Period 3	11.25am - 12.25pm
Period 4	12.25pm - 1.25pm
Lunch	1.25pm - 2.15pm
Period 5	2.15pm - 3.15pm

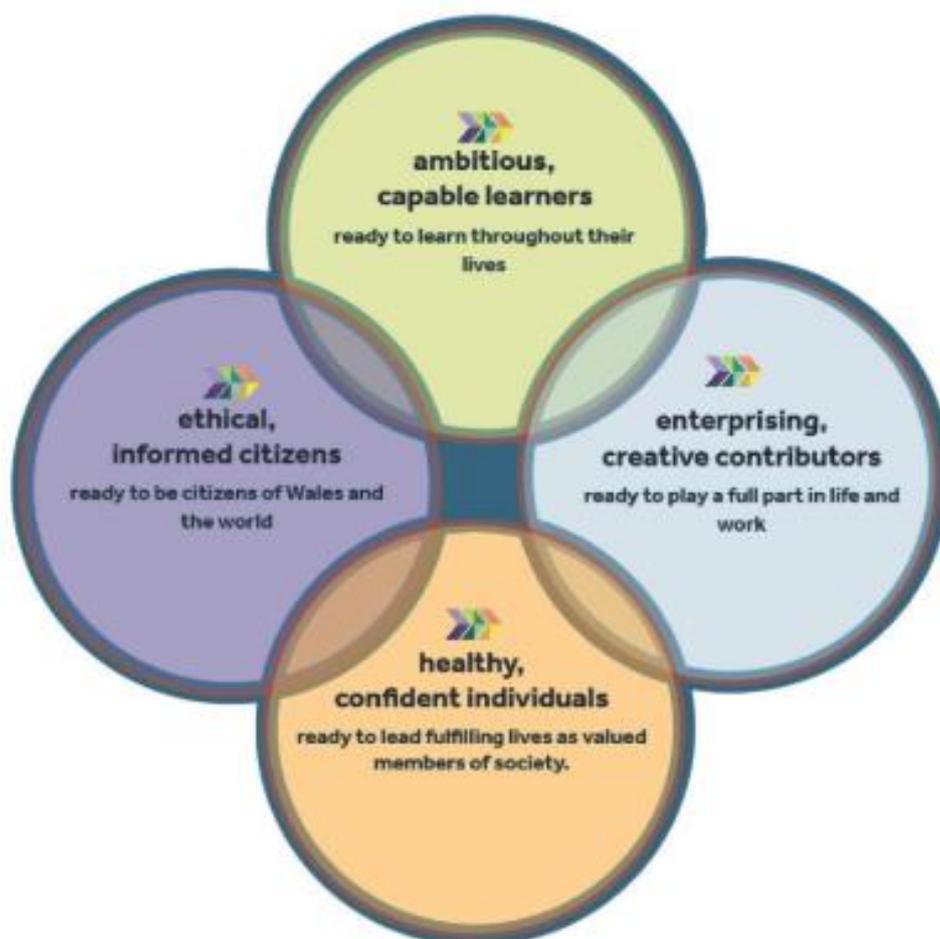
10. Our Curriculum

Chepstow School's curriculum is designed to be broad, balanced, flexible, relevant and inclusive, matching the needs of individual learners.

The development of the three cross curricular responsibilities of literacy, numeracy and digital competency has been a key focus for the school. We recognise the importance of these three skills for all pupils and have put in place a number of actions to support their further development right across the curriculum, including literacy and numeracy form time activities and schemes of learning that include 'rich tasks' which enable pupils to develop these skills and apply them in a range of contexts.

Through Key Stage 3 students study the Welsh National Curriculum. We have also been taking steps to begin to position ourselves for the rollout of the new curriculum in Wales. The new curriculum will be rolled out in stages beginning in 2022; the first formal draft of the new curriculum was published in 2019. There is lots of information available on how the curriculum will change and be shaped here: <https://gov.wales/education-changing>

In common with the primary curriculum, our teaching and learning will be based around the four core purposes set out below.



In 2018/19 students made choices regarding their GCSE options during Year 8. This process involved learners, parents/ carers and staff. All students in Year 8 undertook a process known as Information, Advice and Guidance (IAG), which included a Year 8 options evening where subject areas spoke to parents and carers about the opportunities available in those subject areas. Every student was then interviewed by a member of senior or middle management to discuss the options they were likely to select. Parents were invited to accompany their children for this meeting. The same process was utilised with Year 11 as they selected subjects to study at key stage 5.

The point at which students begin their course of GCSE studies (whether in year 9 or Year 10) is a decision that is kept under regular review.

Each year the considerable majority of Year 11 students return to study with us in 6th Form, and 2018/19 was no exception. The KS5 curriculum is made up of a variety of academic and vocational qualifications.

Chepstow school remains proud of the breadth of subject choice offered to students at both GCSE and post 16.

Additional Learning Needs

Chepstow School values the contribution that every student makes and welcomes the diversity of culture, religion and intellectual style. The school seeks to optimise the achievement, remove barriers to learning and increase physical and curricular access for all students.

Whilst many factors contribute to the range of difficulties experienced by some children at various times during their school life, much can be done to overcome them by parents, teachers and students working together. The school's 'Additional Learning Needs' policy describes the provision and objectives for supporting any student to overcome barriers to learning

The school works with staff, external bodies, parents, the child and the Additional Learning Needs Co-ordinator to ensure the most appropriate provision is made available and recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

11. Welsh language

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. All teaching in Welsh lessons is delivered bilingually – with a strong emphasis on using the Welsh language. Students are offered opportunities to use their gained language skills outside of the classroom through activities such as Eisteddfod, Shw mae day, visits to Universities and locations of Welsh importance, as well as residential trips to Llangrannog and Paris. The working language of the school is English.

12. Healthy eating and drinking

Healthy eating is embedded throughout Food and Nutrition. All students in Key Stage 3 learn the importance of healthy eating and the consequences of an unhealthy diet. The sugar content of drinks is also covered and the effect that they can have on behaviour and progress. GCSE students study healthy eating in more detail. During 2018/19 the school ran SNAG (School Nutrition Action Group) and a food co-op group. We ensure that students are given the message via Year Leaders and Form Tutors that energy and fizzy drinks are not permitted in the school.

13. Financial Statement 2018/19 End of Year Summary

	2018-19 BUDGET
TEACHING STAFF	£2,844,905
ANCILLARY STAFF	£740,610
NON PAY BUDGET	£1,032,828
Total Expenditure	£4,618,343
INCOME	£317,166
FUNDING	£4,301,621
Total Income	£4,618,787
Transfer (TO)/FROM RESERVES	(444)

14. Changes to information in the school prospectus.

There were no substantial changes to the school's prospectus during 2018-19. The prospectus will be reviewed during 2019/20.

Educational Visits



Music Activities



THE MUSIC DEPARTMENT PROUDLY PRESENTS

A NIGHT AT THE MOVIES

WEDNESDAY 20TH MARCH
6-7PM

COME AND ENJOY
A FABULOUS SELECTION OF
MUSIC FROM THE BIG SCREEN

FREE ENTRY

DONATIONS IN AID OF GIRL GUIDING INTERNATIONAL TRIPS
WILL BE GRATEFULLY RECEIVED



Eurovision Production – Cluster Performance



A Level Results Day





Monmouthshire activities



Triathlon

Duke of Edinburgh



Awards



Welsh Baccalaureate Young Enterprise Team



Problem Solving team at Imperial College

Creative Arts



Charity



The Invisible Army



Wellbeing Festival



English Department – Roald Dahl and World Book Day Celebration

