

Chepstow School

Governors' Annual Report to Parents

School Year 2020-21



**CHEPSTOW
SCHOOL**
INSPIRING LEARNING
YSBRYDOLI DYSGU

Section	Page
Letter from the Chair of Governors	3
1. Chepstow School Mission, Ethos and Values	5
2. Details of Governing Body	6
3. Financial Statement	7
4. School Comparative Data and Summary of Performance	8
5. Destination of School Leavers	9
6. Targets for Improvement	10
7. School in the Community	12
8. Sport and extra-curricular activities	14
9. Term Dates	17
10. Changes to School Prospectus	17
11. Our Curriculum	18
12. Pastoral Care	19
13. Welsh Language	20
14. Healthy Eating and Drinking	21

Dear parents and carers,

It is once again my pleasure to introduce to you Chepstow School governing body's annual report for the 2020-21 school year. For the second year running, this report is a summary of a school year that was significantly disrupted by Covid, and also a year in which the whole school community rose to meet this extraordinary and continuing set of challenges.

You will all be only too familiar with the main Covid-related features of the period from September 2020 to July 2021 so I won't linger on that aspect of the year in any great detail – suffice to say that the year began on an optimistic note in September 2020 with pupils and staff overwhelmingly pleased to be able to return to face to face learning, the pandemic proving increasingly disruptive as the term progressed, moving into another full lockdown in January, and the summer term – although back in school – also affected by several periods of self-isolation with no year groups left unaffected.

Against that backdrop it is certainly worth taking a moment to reflect upon the extraordinary resilience that our staff and our pupils have shown; what a truly remarkable generation of young people they are proving to be – something that should give us all cause for optimism.

I would also like to use this opportunity to highlight to you some of the important achievements and developments that have taken place this year, but which might have not received the prominence they deserved due to the context of the pandemic.

In my letter to you last year I noted that we had been pleased to adopt as our core school values the pupils' recommendations of ambition, positivity, curiosity, perseverance and equity, and I hope you would agree that these are becoming an ever more real and important part school life at Chepstow. In November 2020 we built upon this work by revising our school mission statement and, for the first time, articulating our school ethos – that is, the culture, behaviours and intent that everyone in our school should expect to see and experience, day in day out. You can read the mission, ethos and values in full on page five of this report and on the school's website here: www.chepstowschool.net/en/our-school/missions-and-values

It was important to us as a governing body that these statements were particular to Chepstow and showed that we understand the school's unique context and wider community. For this reason we used the elements of the original school badge as a metaphor for our ethos and also made the decision to adopt an updated version of the 'old' badge as the school's emblem going forward. We've been delighted by the widespread positive reaction to this decision. These choices are all part of a process of shaping a clear sense of identity and direction for our school – a vital responsibility of governors.

Very importantly, and as evidence of that direction of travel, this was also the year in which Estyn carried out a desktop review of Chepstow School and its progress against its targets. In its letter to the school, Estyn commented particularly on the school's strengthened leadership, positive relationships, development of a sense of common purpose, and the effectiveness of teaching to ensure every child receives inspiring learning. This was a really welcome validation of all the hard work of staff, and a fantastic encouragement to continue with our ambitious programme of improvement.

Despite the challenges of Covid, the palpable sense of ambition at Chepstow School has continued undiminished and there were many highlights through the course of the year. Chepstow's blended and distance learning provision was held up as best practice regionally and nationally and in February the school hosted a highly successful webinar with academics and practitioners exploring the future of the education landscape post-Covid. Our sixth form sociologists won the National Sociology Competition on

'the impact of Covid-19 on the younger generation, ' having conducted thorough and interesting primary research of how young people have coped during lockdown, and our Year Eight pupils made a very impressive showing in the UK Maths Challenge with several silver and gold awards. We continued to strengthen our links with our feeder primary schools, including a number of exciting competitions and innovative taster lessons for Year Six pupils, and our commitment to engaging with our community continued to grow, including a wonderful event to celebrate the planting of a Sakura cherry tree donated as part of the Japan-UK season of culture.

This was also the second year in which qualification results were determined not by exams but by a detailed process of school determined grades. The results at both Year 11 and Year 13 were very pleasing overall and were further evidence of the ongoing improvements within the school; there are of course obvious limitations in comparing results between schools in these circumstances, but I do feel it's important to recognise the hard work that every student had to produce in order to receive their qualifications, and the huge effort of staff in assembling and assessing all the evidence that was needed to allow these grades to be awarded. It was a phenomenal effort by all concerned and we wish every one of our students well in their next steps, taking with them a thoroughly deserved set of results.

Finally, I'd like to extend my thanks to you as parents and carers for supporting your children through the last twelve months of their education. It is always our ambition at Chepstow School for education to be a partnership between pupils, parents, school and the wider community, but this has surely never been more needed than in the last year; your efforts and patience in helping to keep our children well, looked after and on track with their learning has been incredibly valuable and appreciated.

With all best wishes,

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

Judith Langdon

Chair of Governors, Chepstow School

Our Mission:

Inspiring learning... for all

Inspiring learning... for life

Our Ethos:



Strong foundations: Chepstow school is a place where every member of our community can feel that they belong, where they are recognised and valued for their particular gifts, talents and the unique contribution that they can make to our school life.

We aim to give every member of our school community the unshakeable foundations they need to flourish to their full potential.



Building a bridge to your future: We are an adventurous learning community, constantly looking outwards to the world and ahead to the future; we aim to equip everyone to confidently take the next steps in their own journeys, wherever that may lead them, building

bridges to limitless opportunities in the world.

Our Values:

#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*

#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*

2. Details of Governing Body as at July 2021

	Term of office ends
Parent Governors	
Mrs Judith Langdon	04/11/2022
Mr Rupert Edwards	04/11/2022
Mr Marc Davies	12/09/2023
Miss Angela Johns	01/07/2023
Mrs Stephanie Edwards	01/07/2023
Mrs Kate Cliff	22/05/2024
Local Authority Appointed Governors	
Mrs Erin Ballard	10/02/2025
Mrs Morgan Baker	19/04/2025
Rev. Philip Averay	28/03/2022
Mrs Helen Spittle	14/06/2025
Mr Richard Drew	16/09/2023
Teacher Governors	
Miss Rebecca Urch	10/09/2023
Miss Emma Martinez	20/11/2023
Staff Governor	
Mrs Andrea Davison	01/07/2023
Community Governors	
Mr Johnny Hathaway	25/06/2025
Mrs Ruth Frett	12/09/2023
Mr John Rowlands	22/03/2023
Mr Jason Dobbie	24/06/2024
Mr Keith Dunn OBE	20/11/2023
Headteacher	
Mr Matthew Sims	N/A

Name and address of Chair: **Mrs Judith Langdon**, c/o Chepstow School, Welsh Street, Chepstow, NP16 5LR

Name and address of Clerk: **Mr Christopher Cule**, c/o Chepstow School, Welsh Street, Chepstow, NP16 5LR

Where vacancies for governors exist, they are always advertised.

3. Financial Statement and Resources

Financial Summary for 2020/21 financial year

	2020-21 Actual
INCOME	£569,649
FUNDING	£4,182,690
TEACHING STAFF	(£4,038,406)
ANCILLARY STAFF	
NON PAY BUDGET	(£808,754)
2020-21 SURPLUS/(DEFICIT)	(£94,821)
RESERVES BROUGHT FORWARD	(£8,020)
END OF YEAR RESERVES	(£86,801)

Prudent use of financial and other resources is essential in order to provide the school with a stable footing on which to bring about continuing improvements in provision for pupils. As in 2020, the 2021 financial year was impacted by COVID and the school finished with a deficit. To build the financial robustness of the school, in May 2021 a budget recovery plan was agreed with the local authority. This is a six-year plan which will ensure that the school is living within its means whilst also securing important investments in the school's infrastructure such as the enhanced school entrance, improved classrooms and communal areas, and updating of the school's exterior.



4. Summary of School Performance 2020/21

We are delighted with the considerable successes the Class of 2021 have achieved in extremely difficult circumstances, and during such exceptional times. In a normal year, the governors' report to parents would include a range of analysis and comparisons with data from the school's performance in previous years and with other, similar schools. The circumstances in which grades were awarded in 2021 mean that this comparative data is neither available nor usable.

Instead, we have set out below a summary of the school's performance in 2021, which reflects the effort and deserved outcomes of each student. As a school our focus all year has been on supporting our students to fulfil their potential and to achieve the best results that they were capable of. We were pleased, therefore, as governors to see the school's results on a continues improvement trajectory.

Because these results represented a greater than seven percentage point improvement upon previous outcomes for the school – particularly in those students achieving the highest grades – the grades awarded by the school were subject to external verification by WJEC and Qualifications Wales. Having submitted folders of evidence to support the school's judgements, the school's grades were signed off with no changes made by the regulators. This extra layer of scrutiny was helpful in providing further assurance to governors of the overall robustness of the school's processes in awarding fair grades to every pupil.

KS5 - A Level

A Level outcomes in 2021 demonstrated an upward trend in all performance measures over the past four years. An impressive 40.2% of the class of 2021 achieved the very top A* - A grades, with 90% achieving three or more A levels at A* - C.

In Advanced Skills Challenge, the school achieved 100% A*-C with 48.2% of the results at A*-A (18 percentage points above the national average).

Our A Level Performance System (ALPs) value added score is 1, which means we are better or equal to the best score achieved in the indicator nationally. Chepstow School offers an outstanding Sixth Form provision and our learners make exceptional progress, irrespective of their prior attainment.

KS4 - GCSE

GCSE results in Y11 exceeded last year's outcomes with 89% of pupils achieving at least 5A*-Cs with 81% achieving 5 A*-C including both English and Maths. An amazing 42.2% achieved 5 A* – A grades (whilst the national average is 28.7%) and 28% achieved 10 A* - A grades.

Both Maths and English performed well above the national averages. At 82.2% grades A*-C, outcomes in GCSE Mathematics are 17.6 percentage points above the national average. 45.2% of pupils secured A*-A, which is 23.6 percentage points above the national average.

In Numeracy 79% of students achieved A*-C grades (compared to 65.3% nationally) and 39% achieved an A*-A in this qualification (22.6% is the national average). Results in Skills Challenge (National/Foundation) continued to be exceptional; 94.1% of the cohort achieved a C or above in this qualification (whilst the national average is 82.9%) with 36.3% securing an A*/A.

We are proud of all our students who have secured the desired grades to move on to their chosen pathways and wish them every future success.

5. Destination of 2021 School Leavers

In 2021, 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 2020/21 school year our Year 11 pupils chose the following destinations:

Continued at school	69%
Continued in education: college	24%
Entered employment or training	3%
Unable or not ready to enter education or employment (e.g. due to illness)	2%
Left the area	2%

At the end of Year 13 the majority of our upper sixth form students continued on to university, leaving to pursue an impressive and varied set subjects and destinations, including:

- Theoretical Physics at Imperial College
- Maths Philosophy at King's College London
- Professional Policing at University College London (UCL)
- Psychology at Birmingham University
- Biomedical Science at Warwick University
- Sports Science at Swansea University

Overall destinations at the end of Year 13 were:

Continued in education: higher education	72%
Continued in education: college	5%
Entered employment or training	21%
Unable or not ready to enter education or employment (e.g. due to illness)	2%

6. Targets for Improvement

Each year the school agrees a set of challenging targets in priority areas for development, in partnership with the local authority and the Gwent Education Achievement Service. Progress against targets is kept under close review throughout the year and is monitored and discussed with governors. Whilst the highly exceptional circumstance of the pandemic caused significant challenges, the school remained committed to driving improvement and to its challenging targets.

Clearly also the exceptional nature of the way that grades were awarded for GCSE and A-level makes comparison with other years – and indeed with the targets that were originally set – problematic. Governors have nevertheless remained closely involved in scrutinising the measures that were put in place to bring about improvements.

Overall, progress against these targets was very pleasing, although (as was the case nationally) the pandemic and associated periods of distance learning exacerbated some of the barriers already faced by pupils experiencing forms of disadvantage. Support for these pupils remains a priority in 2021/22.

2020/21 - Outcomes of last year's targets

Key Stage Four (Years 10 and 11)	
Local Target 1	Maximise outcomes for every pupil and continue to improve Capped Point Score to exceed 400pts by effectively tracking pupil progress and provide effective intervention Outcome: Capped 9 points score 417
Local Target 2	Continue to improve outcomes for most able pupils in KS4 (30% of cohort to achieve 5A*-As) by developing skilful teacher questioning and ensuring high expectations Outcome: 42.2% of cohort achieved 5 A*-As
Local target 3	Continue to close the performance gap between Free School Meals and non Free School Meals pupils and ensure the deficit is no more than 50 points (63 points in 2019/20) by providing purposeful feedback and intervention appropriate to individual pupil needs and effective tracking and monitoring Outcome: Gap widened to 121 points average difference
Local Target 4	Ensure Additional Learning Needs pupils achieve Capped Point Score in line with global target grade (predicted ACPS 339pts) by further development of pupils' skills and effective intervention Outcome: Average capped points score of 323 points
Local Target 5	An overall improvement in the number of pupils achieving a L2 Welsh qualification at C grade or better (70%), this, as well as entry levels at 90% and average capped point of 40pts Outcome: Improved by 4pp to 62 % of pupils achieving A*-C in Welsh with average point score of 37pts. 20.7% of cohort achieved an A*-A.
Local Target 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% 2018 to 73% in 2020) by ensuring learning strategies impact on progress Outcome: 80% A*C (including best English)

Key Stage Five (Sixth Form)	
Local Target 1	Wider score to exceed 700 points by developing independent learners and developing high order thinking skills Outcome: wider points score of 921
Local Target 2	Improve retention from Year 11 to Year 12 to 85%, and maintain 95% retention of Year 12 students into Year 13 by ensuring curriculum pathways meet the learners needs Outcome: 65% retention year 11 to 12, 97% retention year 12 to 13
Local Target 3	Improve 3 A*-C qualifications or equivalent to achieve over 75% by ensuring high expectations and progress in learning is consistently achieved. In addition, students achieving 3 A*-A grades to exceed 15%. Outcome: 90% achieved 3 A*-C, 40.2% achieved 3 A*-A

Looking ahead to the current school year, the following targets have been included in the School Development Plan for 2021/22:

Key Stage Three
Local Target 1 - To reduce the skills inequality in literacy and numeracy
Local Target 2 - To improve whole school attendance from good (95% to excellent 97%) and specifically of those pupils eligible for FSM
Local target 3 - To provide extra-curricular experiences and enrichment activities that challenge and stretch Seren learners
Key Stage Four
Local Target 1 - To continue to improve the school's outcomes and capped 9 score to exceed 410pts
Local Target 2 - To ensure most pupils successfully achieve 5 GCSEs grades A*-C (90%) and 80% of these pupils achieve 5 qualifications including Maths and English
Local target 3 - To ensure all groups of learners (these include those who are more able, and those affected by disadvantage such as pupils eligible for FSM, Young Carers and those with additional learning needs) make excellent progress and achieve their full potential. Quantified: Pupils achieving 5A*-A to exceed 35% FSM capped 9 to improve from 315 pts in 2021 (on average a D grade) to at least 360pts (equivalent to a C grade) in 2022
Local Target 4 - To improve the outcomes of pupils in Year 11 achieving a qualification in Welsh (from 62% in 2021 to at least 70% A*-C in 2022)

Key Stage Five

Local Target 1 - To improve the retention of students in the Upper Phase of the school (from 60% to 75%) and provide outstanding opportunities (such as access to Russell Group Universities) for students to flourish academically and socially

Local Target 2 - To continue to improve the outcomes of all Upper Phase students (A*-E = 100%, A*-C = 80%, A*-B in excess of 60% and A*-A to around 40%)

Local Target 3 - To continue to drive and strengthen student achievement through sustained ALPs success (Whole School Alps 1)

7. 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 that we serve.

We work hard to keep strong connections with all our local primary schools and together we form the 'Chepstow Cluster'. Working 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 the efficient sharing of services and resources. In 2021 these links continued to grow with several fun and engaging projects including the 'community super heroes' project and the partnership with local business Brookes Dairy in which children were given the opportunity to design a new flavour of ice cream.



We were pleased to be able to continue to grow our alumni network, through which we aim to build and develop lasting connections with former Chepstow pupils, enabling them to remain a part of our school community and encouraging them to support current students.

This year also saw the relaunch of the school's Parent Teacher Association, led by a talented and dynamic group of parents. As governors we were delighted to see this vital link with the school's parent body and wider community reestablished and are very grateful to the committed parents that have taken on this important role.



Despite the challenges of lockdowns and the restrictions on visitors being able to attend the school, there were nevertheless many highlights of community involvement. These included:

- Our eco-committee making a successful bid to Monmouthshire Housing Association to develop a community sensory garden
- Year 7 tutor groups conducting local litter picks
- Our art students participating in the very successful Chepstow Arts Festival and winning a prize for the school of £500
- The ceremonial planting of a Sakura cherry tree, gifted to the school to celebrate the friendship between Wales and Japan as part of the Japan-UK season of culture.



8. Extra-curricular and enrichment activities

Despite another year of restrictions on external visits and trips and maintaining bubbles due to Covid regulations the school was proud to still be able to offer a wide range of extra-curricular activities in many subject areas.

Sport - Chepstow School is co-located with Chepstow Leisure Centre and benefits from the 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 also national 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.

The 2020/2021 season was a challenging one with Covid having a significant impact on the school's offering. We continued to run clubs every lunch time but rather than being activity specific these were per class bubble and the activity on offer changed regularly to meet the needs of the students. Activities provided included dodgeball, rounders, cricket and basketball.

We continued to run our traditional sports of netball, hockey, rugby, football, athletics, tennis, rounders and cricket but in year group bubbles. In addition we also organised the Mini London marathon where pupils from each group ran 2.6 miles as a curtain raiser for the main London Marathon event. Approximately two hundred pupils took part over the week which was fantastic as all pupils gave up their lunchtimes to participate. In addition we also worked with our cluster primary schools to run the 3000 miles to Lapland to save Christmas. This involved pupils from every year group at Chepstow Comprehensive and all our feeder primary school plus, Rogiet, ARW and Magor completing a Santa Dash on the same day where each pupil who took part completed a mile. During December we ran our active advent calendar on twitter. This was organised and delivered by our sports leaders and once again lots of our cluster primary schools got involved and completed the activities.

After Christmas saw a return to lockdown and teaching from home. This was when we introduced the #takeontheteacher challenge where teachers completed a challenge and tried to get the pupils to perform. In addition to this we ran live PE lessons with the support of the Monmouthshire Sports development team where pupils had the opportunity to complete Zumba, Tai Chi and various other fitness-based lessons. We also delivered pre-recorded lessons to all the primary schools in the cluster. Also, during this time 30 pupils in year 10 completed an I CAN LEAD leadership qualification online with the Monmouthshire Sports Development team.

Upon return to school, summer sports clubs which were extremely well attended and sports days went ahead including traditional track and field events as well as mass participation activities. Additionally, during this time our year 11 rugby team completed a referee and leadership qualification.

Significant individual achievements during the year included pupils who represented Wales in the European Team championships in Golf, represented Wales in Cricket, and won two Bronze medals at the Welsh athletics championships in 100m hurdles and Long Jump.

Food and Nutrition and DT

The Food and Nutrition and DT department offered a wide range of opportunities to enrich the curriculum both in school and via remote learning. These included a spooky pumpkin design competition, a Pancake Day design competition, challenges on topics such as food waste, St David's Day and the WRU Minecraft Takeaway task.

Enrichment activities

- Undeterred by the restrictions of Covid, students enjoyed a remote virtual prison trip for Criminology students, remote sessions with Technquest for Psychology students, external speakers for Social Science students and participation in a British Sociological Association National Sociological research competition which we were delighted that one of our Y13 students won.



- In May two teams of Year 7 pupils competed in the National Reading Champions Quiz - Wales/Northern Ireland heat held online. Both teams thoroughly enjoyed the quiz and are looking forward to reading even more books. All pupils in the school were also invited to take part in the Accelerated Reader Summer Competition with the opportunity of winning a Kindle Fire.
- In collaboration with Cardiff University and Technocamps 11 of our students from year 7-9 took part in international Women's Day Project titled "she inspires me." The project was aimed at presenting women that inspire them in computer Science and Science. The level and quality of work produced was excellent and as a result of this the organisers of the event selected 4 of our students work to be presented on the showcase event on 8th March 2021.



- We were extremely proud of our pupils from Year 8 who took part in the UK Maths Trust Junior Maths Challenge, winning at total of 8 Bronze, 4 Silver and 2 Gold medals! Both Gold medallists went on to compete in the Junior Kangaroo finals.

- The virtual Eisteddfod held in the last week of term proved to be a fantastic end to the school year with competitions in Music, Drama, Art, Welsh, Humanities and Languages. If you missed it you can catch up on all the action here. <https://youtu.be/RM0T6BsQm1M>



9. Chepstow School Term Dates 2021-22 Academic Year

Academic Year 2021-22				
Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Mon 6th Sept 2021	Mon 25th Oct 2021	Fri 29th Oct 2021	Fri 17th Dec 2021
Spring	Tue 4th Jan 2022	Mon 21st Feb 2022	Fri 25th Feb 2022	Fri 8th Apr 2022
Summer	Mon 25th Apr 2022	Mon 30th May 2022	Fri 3rd Jun 2022	Fri 22nd Jul 2022

** Confirmed Teacher Training (Inset) Days:*

1. Thursday 2nd September 2021
2. Friday 3rd September 2021
3. Friday 22nd October 2021
4. Friday 10th December 2021
5. Monday 28th February 2022
6. Monday 6th June 2022

Bank Holiday (School Closed): Monday 2nd May 2022

Carried forward Platinum Jubilee Bank Holiday (School Closed): Friday 22nd July 2022

10. Changes to School Prospectus

The school prospectus was updated at the end of this year and the new brochure puts the school's mission 'Inspiring learning' front and centre of the pupil experience. The prospectus showcases a newly rebranded Chepstow School with the school's ethos and values running as a unifying theme throughout. It's available on the website and I'm sure you will agree the team should be commended for a sterling effort. <https://www.chepstowschool.net/prospectus/mobile/index.html>



11. Our Curriculum

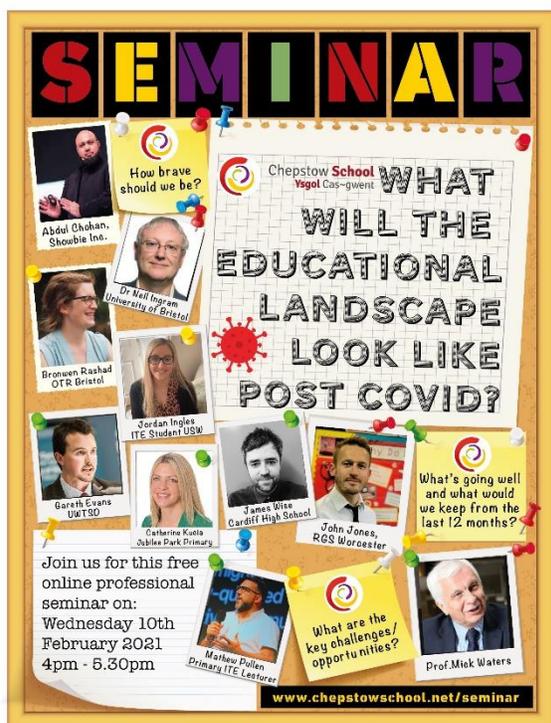
A guiding principle for our curriculum is ensuring that the transition to the next stage of our learners' education, from Year 6 through to university or the world of work is smooth and seamless. Two key moments relating to subject choice and curriculum offer for learners happen in Year 9 and Year 11. In Year 9 pupils make the decision as to which GCSE subjects they will study in addition to English, Welsh, maths and science.

Our curriculum recognises the importance of core skills: literacy, numeracy and digital competency. Equally, we understand how important it is that the provision for these core skills is complemented by the development of the wider skills that are key to success, skills such as creativity, independence, resilience, empathy, self-regulation.

Opportunities for pupils to develop and grow are embedded throughout the curriculum, from the delivery of literacy and numeracy to a pedagogical emphasis on developing skills across and between different subject and curriculum areas. In addition, the curriculum is keenly rooted to the principles of personalisation and recognises Chepstow's unique site, local business partnerships and place as an historic border town.

All of our transition processes, including the move from Year 6 to 7, are carefully planned and considered. Listening to parents and learners plays an important role in shaping our curriculum and we remain committed to ensuring students receive independent information, advice and guidance about future pathways and careers to inform their decisions.

We are confident that our curriculum is designed in a way to facilitate success for our students, and will result in them embodying both the school's values and the four purposes of the Curriculum for Wales.



We recognise the wealth of opportunities that are presented by the development of the new curriculum in Wales and our staff are at the cutting edge of shaping professional debate and practice. In February 2021 we were proud to host and contribute to a very well attended webinar featuring some of the leading academics and practitioners in the field.

12. 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 he or she keeps a watching brief over pupils' academic and social progress.

We have a two fully trained Counsellors from Face to Face who regularly visit Chepstow School as well as several learning coaches and trained 'ELSA's (emotional literacy support assistants) who work in small groups or on a one to one basis when needed.

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.

At the end of the academic year the structure of pastoral team changed, welcoming Mrs Miller as Transition Phase Leader (Year 7), Mrs Evans for Middle School Phase Leader (Years 8, 9 and 10) Mr Robson as Upper School Phase Leader (Years 11, 12 and 13). Our pastoral leads are supported by Mrs Back (Year 8), Mr Parkin (year 9) and Mrs Harris (Years 11-13). The care and guidance of pupils are the constant concern of every member of the teaching staff.

Through its pastoral support programme, the school also proactively identifies and supports pupils whose circumstances may mean that they need extra or tailored support in order access the same opportunities that are available to all students. For example, Miss Tiller leads on providing support for our Young Carers, hand-delivering care packages during lockdown around Chepstow and beyond.



We keep the quality of our pastoral care under constant review and always look for further opportunities to support the wellbeing of individual pupils and of the whole school. In 2020-21 we welcomed our much loved 'Paw Patrol' of Dolly, Alfie and Isabella – the school's team of therapy dogs - and also began work on our wellbeing sensory garden.

13. Welsh Language and Bilingualism at Chepstow School

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. Although English is the first language of our school, we try to utilise the Welsh language as much as possible, with the aim of improving our pupils' everyday language skills in an increasingly bilingual modern 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.

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

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? 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? 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.

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? Recent studies reveal that bilingual people's brains age more slowly and therefore they live longer and more satisfying lives. It is now widely recognized that being bilingual can delay neurological diseases like dementia and

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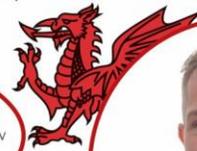
YSGOL CAS-GWENT
YSBRYDOLI DYSGU

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.

Even in an English-medium school such as ours, Welsh is a compulsory curriculum subject up to GCSE level. As you might already be aware, Welsh is introduced as a second language in nursery, and is typically given more weight than a second language would be in an English school just over the border.

Although English is the first language at our school, we try to utilise the Welsh language as much as possible, with the aim of improving our pupils everyday language skills in an increasingly bilingual and modern 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.

"Shwmae pawb! My name is Mr Woodland and I am the Head of Welsh here at Chepstow School. My aim is to develop our school's bilingual identity. We pride ourselves upon our strong sense of 'Cymreictod' (loosely translated as 'Welshness') and are excited to welcome you to our very own 'Criw Cymraeg'. Like many of you, I come from a non-Welsh speaking background too and understand the worries and anxieties of all second language learners – my team and I are ready to fully develop your linguistic skills further!"



There are a number of options available for your children to continue or even start learning Welsh as a second language, and there is a lot of support for parents who don't speak the language themselves. We are eager to ease any anxieties that you may have as parents and have outlined some below.

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!

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.



14. Healthy Eating and Drinking

The importance of healthy eating and drinking is embedded throughout the Food and Nutrition curriculum. All pupils in Key Stage 3 learn the importance of healthy eating and the consequences of an unhealthy diet. Pupils gain an understanding of the importance of the main food groups along with the sources and functions of these nutrients in the diet. Practical skills are developed and these skills are used to make healthy products. 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. We continue to ensure that students are given the message that energy and fizzy drinks are not permitted in the school.

The school canteen offers a wide range of delicious and healthy meal and snack options following the principles of 'Appetite for Life'. A cashless payment system is operated via ParentMail, one of the advantages of which is that parents / carers can view the items that have been purchased.

Below is a typical menu and further information about eating and drinking at Chepstow School can be viewed on the website here: chepstowschool.net/en/parents-students/eating-at-chepstow

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Meal	Chilli Con Carne, the finest mince beef with kidney beans in a rich tomato sauce	Gammon steak served with grilled Pineapple	Chicken Tagine, A really flavoursome Moroccan dish	Roast Chicken served with sage & onion stuffing	Deep Fried Fish in Batter served with tartare sauce
Vegetarian	Tempura vegetables with a sweet dipping sauce	Quorn & vegetable, cobbler, cooked in a rich sauce topped with cheese & chive scones	Vegetable Stroganoff, sautéed vegetables cooked in a tomato and paprika creamy sauce	Quorn Cottage Pie. Quorn mince topped with a really cheese mash	Vegetable Lasagne, layered pasta dish cooked through the oven
Hot 'Lite Bites' All served with salad	Pizza, Jacket Potatoes, Assorted Filled Paninis				
Cold 'Lite Bites'	Assorted, sandwiches, baguettes and deli rolls				
Starchy Choice	Fluffy Brown Rice Garlic Bread	Fluffy Brown Rice Boiled New Potatoes	Green Beans & Carrots Mixed Salad	Champ	Chips
Vegetables/ Salad	Sauté cabbage Mixed Salad	Sautéed root vegetables Mixed Salad	Sauté cabbage Mixed Salad	Cauliflower & Broccoli Mixed Salad	Peas & Sweetcorn Mixed Salad
Traditional Puddings	Cocoa Crispy Crunch	Butterscotch Tart	Apple Crumble	Sticky Toffee pudding with Toffee Sauce	Cocoa & Orange Bread & Butter Pudding
Additional Desserts and Drinks	Fresh Fruit Pots, Fresh Fruit, Fruit Yoghurt, Milk Drink, Water, Aqua Juice, Fruit Juice				

