



Chepstow School

**Governors' Annual
Report to Parents**

School Year 2019-20

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Letter from the Chair of Governors

Dear parents and carers,

It is my privilege to present to you this Governors' Annual Report to Parents for the school year 2019/20. This was my first year as Chair of Governors at Chepstow School and Mr Sims' first full year as Head Teacher – and what a year it proved to be.

Whilst the Covid19 pandemic and its effects are still very much at the forefront of all our minds, I am keen not to lose sight of the achievements and all the hard work that took place in our school in the first part of the 2019/20 year.

Work on the 'Chepstow Charter' began in earnest, led by our student council and with every member of our school community involved. As a governing body we were delighted to receive a presentation on this work from the student council and to formally adopt their recommendation of our new school values. These values of **ambition, positivity, curiosity, perseverance** and **equity** have already begun to be embedded in the day to day life of the school and will be increasingly visible in everything that we do.

The school's senior leadership team was strengthened with the appointments of our two Deputy Heads Miss Kelly Bowd and Mr Ben Sillince and we welcomed Marc Davies, Ruth Frett, Keith Dunn OBE, Jason Dobbie and Richard Drew to the governing body.

In March 2020 we said goodbye to Cllr David Dovey who had reached the end of his most recent term of office at the school; we were then extremely sorry to learn that Cllr Dovey passed away in January. David had been a strong and tenacious voice for Chepstow School in the council chamber at County Hall; he was a wise, witty and unfailingly kind man, and we send out deepest condolences to his family.

All staff continued to work hard to implement the recommendations from the school's most recent Estyn inspection and we were delighted when, at the end of the most recent Autumn term, these efforts were rewarded; Estyn confirmed that the school had made significant improvement and removed Chepstow from the list of schools requiring review. The review commented on the strengthened leadership at the school, the positive relationships and sense of common purpose that have been fostered, the valuable changes to the provision of teaching and learning experiences, and the wide range of beneficial partnerships that have been developed. This is testament to the efforts of all our staff, governors and wider support team and we now eagerly await a full re-inspection from Estyn when circumstances allow.

Notwithstanding the above, the school year of course came to be dominated by the effects of the pandemic, with the school closing to pupils at the end of March 2020. The word 'unprecedented' has been used so much these last twelve months that it has rather lost its resonance, but it is worth taking a moment to reflect on the extent to which our educators and our children were asked to rapidly pivot to a method of teaching and learning for which no one had had any preparation. As parents, we all had to play our part also – quickly getting to grips with the world of Microsoft Teams, crashing Wi-Fi, and multiple daily cries of

“you’re on mute!” Absolutely everyone involved stepped up to this task with determination and enthusiasm – embodying those school values of ambition and positivity.

Furthermore, the school’s pastoral team went to great lengths to ensure that no pupil was left behind during the time that we have been physically away from school, giving out over a hundred laptops and other digital devices so that everyone could participate in the school’s online learning offer; staff also worked exceptionally hard to support and to stay in touch with pupils who might be more vulnerable, including making door step deliveries of care packages to the young carers in our school. I personally believe that the best measure of any community – school or otherwise – is how it treats its most vulnerable members, and the relentless actions of the pastoral team during this time truly demonstrate our commitment to our values of perseverance and equity.

Looking ahead, we have many challenges in front of us and also many exciting prospects. 2020/21 will see us working to embed our school values as well as refreshing our vision and strategic direction for the school; alongside this we will continue to strive for high standards of attainment and of wellbeing for all our learners - delivered from a distance when necessary - before moving to a rapid programme of educational recovery, and continuing the development of the new curriculum for Wales.

It has been a privilege to be part of Chepstow School this year; the challenges we have faced have truly been unprecedented, but we have faced them together as a school community and I believe that we will all emerge the stronger for it. I would like to conclude by thanking you as parents for all the support you have given to your children’s education; this year more than any other we could not have continued without that support and I look forward to sharing with you all the brighter times that lie ahead.

With very 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

Chepstow School Governors' Annual Report to Parents 2019/20

1. Details of the Governing Body, the clerk and the Headteacher *(as at July 2020)*.

	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	
Mr Ollie Knight	19/06/2023
VACANCY	
Rev. Philip Averay	28/03/2022
Mrs Cath Saunders	05/09/2022
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	25/06/2021
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.

2. Financial Statement and Resources

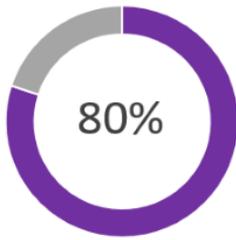
	2019-20 BUDGET
Employee Costs	£3,862,466
Non Pay Budget	£1,012,312
TOTAL EXPENDITURE	£4,874,778
Income	£584,174
Funding	£4,176,372
TOTAL INCOME	£4,760,546
NET	£114,232
Prior Year C/Fwd	£50,662
Transfer to/from reserves	(£63,570)

The school site has been the subject of considerable investment during 2019/20 with the completion in September of Phase One of our refurbishment programme; this included the installation of new ceiling and lighting in all of the corridors, as well as repainting of corridors and communal areas. In addition, the building works to remodel the school entrance and reception area were able to be completed despite the delays caused by Covid, resulting in a really light and impressive welcome area for the school.

3. Summary of Performance

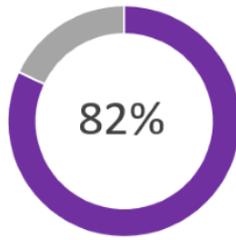
As was very evident from the news reporting at the time, the cancelling of exams for the summer of 2020 presented substantial challenges for the assessments of GCSE and A- Level subjects. For this reason, it is not possible to make valid data comparisons between schools for this year and the Welsh Government has removed the requirement to report on this area in this year's Annual Report.

However, it is worth noting that when the lockdown came Chepstow School was in a comparatively strong position in respect of assessment, as we had been tracking and evidencing student performance very closely - confident that 2019/20 would see a marked improvement in overall attainment at GCSE and A-Level. This enabled us to submit our Centre Assessed Grades with a high degree of confidence in the marks that were put forward, and a substantial body of evidence to underpin those submissions. Consequently, the pleasing set of Key Stage 4 results set out below is very much in line with the results that we had planned for and anticipated throughout the year, and the improvements can be attributed to specific actions taken within the school.



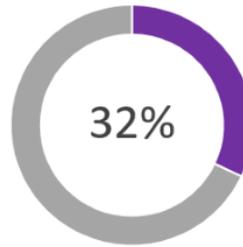
English A* - C

The proportion of students who achieved an A* - C in English



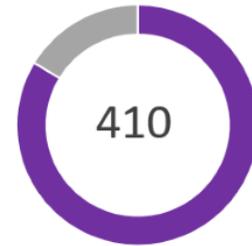
Maths A* - C

The proportion of students who achieved an A* - C in Mathematics



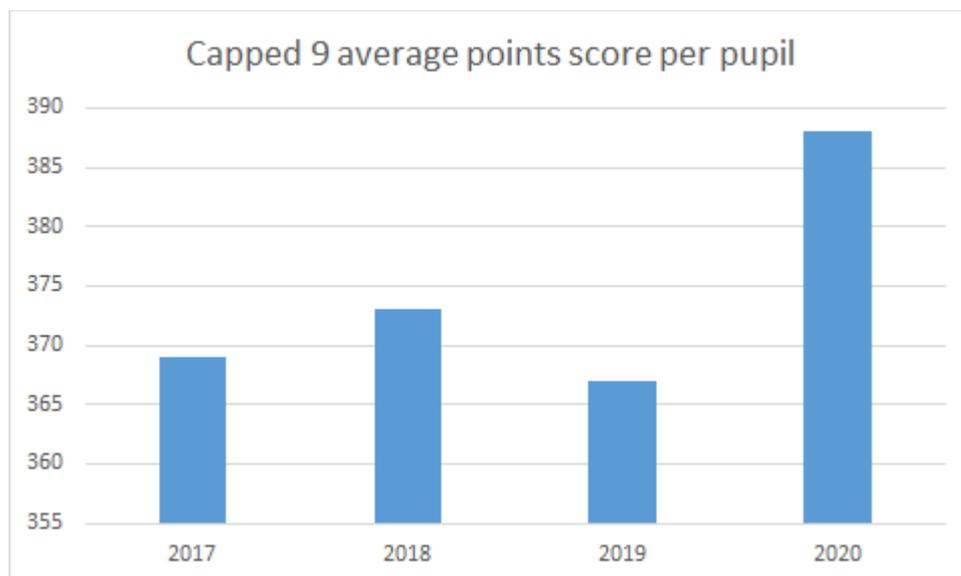
5 A* - A

The proportion of students who achieved 5 or more GCSE grades at A* - A



Capped 9

The average points scored per student (against 9 capped qualifications)



Understanding Capped 9 Points Score

The Capped Points Score is a performance measure introduced by Welsh Government calculating the average of the score for each individual learner in the cohort, capped at a specified number of GCSEs or equivalent qualifications. It is made up of nine 'slots' each worth one GCSE or equivalent. There are three subject-specific slots for each learner's best results in: English or Welsh language or literature GCSE, mathematics or mathematics – numeracy GCSE, and Science GCSE. The six remaining slots capture each learner's best remaining qualifications to make a total of nine GCSEs or equivalent qualifications.

A guide to the points associated with each grade is set out below:

Exam type	Grade	Points
GCSE (Level 2)	A*	58
	A	52
	B	46
	C	40
GCSE (Level 1)	D	34
	E	28
	F	22
	G	16
Entry Level pass	3	14
	2	12
	1	10
Vocational (3 grade scheme)	Distinction	34
	Merit	28
	Pass	19

The advantage of the Capped 9 approach is that all student progress counts towards the overall outcome for the school, and it removes the unintended consequence of “A*-C threshold” measures of encouraging schools to focus disproportionate effort on pupils who are on the C/D grade boundary. This new national measurement has been a welcome change at Chepstow School as it is in keeping with our ethos of valuing the progress and contribution of every child.

A-Level Performance

At A-Level, we exceeded our target for the school for A Level results and for the third consecutive year we have been in the top 20% of sixth forms in the UK (ALPS) for value added.

- 41% of all grades were A* or A
- 65% of all grades were A* to B
- 90% of our students went to their first choice universities and all of our students progressed to Higher / Further Education or Employment / Training.

4. Attendance Information

The school’s attendance figure for 2019/20 up to the point of school closure was 95%.

5. Destination of School Leavers

Results day in 2020 was like no other. Grades were awarded, and then re-awarded, and then awarded again! This resulted in confusion and frustration but, as a team of professionals, school staff never once lost sight of the central goal - to ensure the best possible outcomes for our learners and to support them through what was a fragile time for them. After many, many phone calls and as a result of intensive effort staff were able to secure positive outcomes for students:

70% of learners went on to university places

13% of learners went on to vocational further education college placements

15% of learners went on to employment

2% of our learners achieved employment status after October 2020

97% of our students secured their first-choice places - and those who didn't achieve their first choice were still able to secure places at Russell Group universities.

6. Targets for 2020/21

The governing body is keen to build upon the successes of the 2019/20 school year and has agreed challenging targets for 2020/21 which maintain our current improvement trajectory.

Key Stage Three (Years 7-9)	
Local Target 1	Improve level 6 performance in English (to exceed 70%) by delivering purposeful and engaging learning experiences
Local Target 2	Many pupils (70-85%) in KS3 to write suitably for an appropriate range of purposes by ensuring a whole school strategy is prioritised
Local target 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 (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
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
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

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
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
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

Key Stage Five (Sixth Form)	
Local Target 1	Wider score to exceed 700 points by developing independent learners and developing high order thinking skills
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
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%.

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.

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.

Working alongside our cluster primary schools, in 2019/20 we developed the Chepstow 'Community-Focused Schools' programme in which we worked together to create more opportunities for our pupils to take part in activities out in the community, as well as inviting community members into the school to share their skills, talents and passions with our young people. This year we developed a register of parents and other volunteers who are willing to give some time to support our learners and held a very well attended welcome event for them all in October.

Alongside this we also launched our alumni network, through which we hope 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. If you are a former pupil of the school who would like to stay in touch with the life of the school then you can register as part of the network by visiting

<https://networks.futurefirst.org.uk/signup/chepstow>

Particular highlights of community involvement from first part of the 2019/20 school year included:

- the poignant Remembrance Day service at St Mary's Priory,
- the school hosting the Monmouth constituency general election candidates for a hustings event
- carol singing in Tesco Chepstow to raise funds for charity,
- Year 11 pupils working alongside volunteers to plant nearly 400 bulbs at Chepstow Hospital; and
- the fantastic Christmas concert which was attended by residents of our local care homes.

As lockdown took hold, staff and students worked hard to maintain a sense of community with a range of events hosted on Twitter, including a virtual talent contest and summer festival (raising much needed funds for St David's Hospice), virtual Eisteddfod and virtual sports day (there is some unedifying footage available on Twitter of governors attempting to participate in sack races if anyone has the inclination to go and look for it!).

8. Extra-curricular Activities

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.

Although the 2019/20 season was cut short, it nevertheless saw many sporting successes. We saw the launch of the local 'varsity' series with boys and girls competing in a range of competitive fixtures with local friendly rivals Wydean and Caldicot Schools. The boys competed in numerous fixtures and tournaments in both rugby, football and hockey and had another successful year. A particular highlight was the visit of South African touring rugby side Benoni High.

In rugby we continue to have students who have been representing the regional Newport schools in Rugby this year and boys who represent Newport Dragons. Many boys playing football for local academy sides such as Newport, Cardiff and Bristol. Although the 2019/20 school year did not get as far as the cricket season, we have boys who have been selected to play cricket for Wales when the conditions next allow.

The girls competed in numerous fixtures and tournaments in netball and hockey and have gone from strength to strength, with several girls selected to represent South East Wales. The Year 11 girls netball team remained undefeated.

The autumn was a busy time for our Cross Country teams who competed in 4 events including the Country Championships. All the pupils who competed were fantastic but a special mention needs to go to the following pupils who all managed top ten finishes. Emily Walker, Tom Weeks, Kate Oxenham, Aaron Trott, Will Griffith-Burdon and Tom Davies. Tom Weeks won the year 9 League and Emily Walker finished 2nd in the year 7 league - an outstanding achievement. In addition, the year 8 & 9 boys team also won the team event.

Art, music, drama and other activities

Students have been encouraged to take part in a wide range of activities including music and drama performances, school choir, chamber choir, orchestra, band club, clarinet ensemble, art clubs, debating, chess and problem solving. The school's chess team kept up its impressive record as Chepstow School pupils won the Welsh Secondary School Championships, with the A Team placing first and the B Team placing fourth.

Encouraged by our very enthusiastic and persuasive English department, staff and Year 7 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 first part of the school year, students participated in a forensic science trip to University of South Wales, a criminology trip to Shepton Mallet Prison, a languages department-led trip to Disneyland Paris, and a range of careers events for Years 10 to 13.

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 cake sales amongst other projects. Charities benefiting included Bullies Out, Children in Need and Velindre Cancer Centre.

9. 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 No	Policy Name	Adoption Date
1	Alcohol and Substance Use Policy	12/09/2019
2	Career Break Policy (Schools)	12/09/2019
3	Code of Conduct	12/09/2019
4	Dignity at Work Policy (Schools)	12/09/2019
5	Disclosure and Barring Service (DBS) Policy 2018	12/09/2019
6	Equal Opps in Employment Policy	12/09/2019
7	Extreme Bad Weather Guidance for Managers and Employees	12/09/2019
8	Fixed Term Contracts Guidance (Schools)	12/09/2019
9	Flexible Retirement Policy	12/09/2019
10	Maternity Guidelines	12/09/2019
11	Model Pay Policy for Teachers-	12/09/2019
12	New and Expectant Mothers at work - Arrangement Guidelines	12/09/2019
13	Parental Leave Guidelines	12/09/2019
14	Paternity Guidelines	12/09/2019
15	Recruitment and Selection Policy	12/09/2019
16	Right to Request Flexible Working Policy	12/09/2019
17	School Day Policy	12/09/2019
18	Special Leave Policy (Schools)	12/09/2019
19	Travel and Reimbursement Policy	12/09/2019
20	Accessibility to Education Policy 2019	21/11/2019
21	Anti-bullying Policy 2019	21/11/2019
22	Attendance Policy 2019 (Monmouthshire LA)	21/11/2019
23	Capability Policy for School Based Employees 2019	21/11/2019
24	CYP Partnership Agreement (Monmouthshire LA)	21/11/2019
25	Data Protection Policy 2019	21/11/2019
26	Equality Policy 2019	21/11/2019
27	Examinations Policy: Appeals against internally assessed marks	21/11/2019
28	Examination Policy: Contingency Plan 2019-20	21/11/2019
29	Food and Fitness Policy 2019	21/11/2019
30	LAC Policy 2019	21/11/2019
31	Recruitment and Selection Policy 2019	21/11/2019
32	Relationships and Sexuality Policy	21/11/2019
33	Sixth Form Admission Requirements and Code of Conduct	21/11/2019
34	Substance Misuse Education and Incident Policy	21/11/2019
35	First Aid Policy 2019	30/01/2020
36	Model Pay Policy for Schools 2019	30/01/2020

37	Teaching and Learning Policy 2020	05/03/2020
38	Behaviour Policy 2020	02/07/2020
39	Use of Reasonable Force Policy 2020	02/07/2020
40	Blended Learning Policy	02/07/2020

10. Term Dates and the School Day

The term dates for the 2020/21 school year are as follows:

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Thur 3rd Sept 2020 (staggered start commences by Year Group)	*Inset Day 1: Fri 23rd Oct Mon 26th Oct 2020	Fri 30th Oct 2020	Blended Learning w/c: Mon 14th Dec Term ends: Thur 17th Dec 2020 *Inset Day 2: Fri 18th Dec 2020
Spring	Blended Learning: w/c 04/01/21 and 11/01/21 (excluding Examinations being held on school site) Face to Face Teaching Resumes: Mon 1st Feb 2021	Mon 15th Feb 2021	Fri 19th Feb 2021 *Inset Day 3: Mon 22nd Feb 2021	Fri 26th March 2021
Summer	Mon 12th April 2021	Mon 31st May 2021	Fri 4th June 2021	Friday 16th July 2021 *Inset Days 5/6: Mon 19th & Tues 20th July 2021

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

11. Changes to information in the school prospectus.

There were no substantial changes to the school's prospectus during 2019-20. The prospectus will be reviewed during 2020/21.

12. Our Curriculum

At Chepstow the curriculum is designed to be broad, balanced, flexible, authentic, inclusive and personalised to the needs of learners. At its heart are the school's values of equity, curiosity, positivity, perseverance and ambition. Its aim is to provide authentic learning experiences that inspire our learners. With the current context of Covid-19 and the impending arrival of the Curriculum for Wales, our curriculum is responsive to pupils' needs yet centred on ensuring that the 4 core purposes are met and that every child leaves Chepstow an ambitious and capable learner, that they are enterprising, creative, ethical, informed, healthy and confident young adults and curious and inspired individuals who are able to respond to, and engage positively with the opportunities and challenges of our rapidly changing world.

Our curriculum recognises the importance of the 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 and self-regulation. Opportunities for learners to develop and grow these are embedded throughout the curriculum, from the delivery of literacy and numeracy intervention in form time to a pedagogical emphasis on developing skills across and between different subject and curriculum areas that gives learners the opportunity to develop and demonstrate their skills in a range of contexts. In addition, the curriculum is keenly rooted to the principles of the cwricwlwm cymreig and recognises Chepstow's unique site and situation as an Historic border town.

Where required, learners are provided with a bespoke offer, their needs considered carefully to ensure their curriculum is fit for purpose and that where additional support is required it is given to ensure that all learners experience success as they move onwards and up through the school. Alongside what might be thought of as the more 'traditional' curriculum, learners are provided with a rich extra-curricular experience and comprehensive pastoral provision, which includes our 'thought for the week' and additional curriculum elements such as PSE (personal and social education) and RSE (relationships and sexuality education).

Through Key Stage 3 students study the Welsh National Curriculum. The subject offer is broad, with pupils experiencing a wide range of subjects; Including English, maths, Welsh, science, IT, design technology, performing arts and the humanities. Typically, a KS3 learner will follow a 2 week timetable and study more than 15 different subjects. In KS4 the curriculum offer narrows slightly with learners opting for the subjects that they wish to pursue alongside statutory elements and the Skills Challenge Certificate. At KS5 learners usually take 3 subjects, those that will best facilitate their next step in their journey to University or the world of work.

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. The breadth provided at KS3 not only ensures that pupils receive a well-balanced provision for their first three years in school, it also ensures that as they prepare to make this transition, they are able to make informed choices about their next steps. In year 11, learners decide on their post-16 education following their GCSE assessments. Whilst logistical considerations have to be factored in at both points, the school's aim is that learners should be afforded a genuine choice, and that every effort is made to allow learners to pursue the courses that they wish to study in order to fulfil their hopes and ambitions. As a measure of our success, we are proud that many students remain at the school to study A-Levels rather than leave to study at other schools or colleges. 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 that will facilitate success for our students, and that will result in our students embodying both the school's values and the four purposes of the Curriculum for Wales.

Additional Learning Needs

Chepstow School values the contribution that every student makes and welcomes the diversity in all its forms. The school seeks to optimise the possibilities for 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.

13. Pastoral Care

The pastoral care and guidance of pupils are the constant concern of every member of the teaching staff. The fact that their secondary school will be much larger than the primary school they have just left does not mean that pupils will receive any less individual attention here than before as there is 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 Years 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 also have a two fully trained Counsellors from Face to Face who visit Chepstow School; Mr R Webb and Mrs K Davies. They are not a member of the teaching staff and are available to counsel and support pupils independently and individually.

We hope that parents would let us know beforehand of any personal problem a child may have so that any potentially stressful situation can be averted altogether.

14. 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. In normal times 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 - although some of these activities were curtailed in 2020 due to the pandemic.

The working language of the school is English, although we are committed to maintaining a Welsh ethos to reflect the fact that the Welsh Language and culture is an integral part of our national identity. Looking ahead, the school is keen to further develop the opportunities afforded by bilingualism and a connection with Welsh heritage and culture; we were pleased to appoint a new Head of Welsh during 2020 and will be placing a renewed focus on this area of school life during 2020/21.

15. 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 2019/20 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.

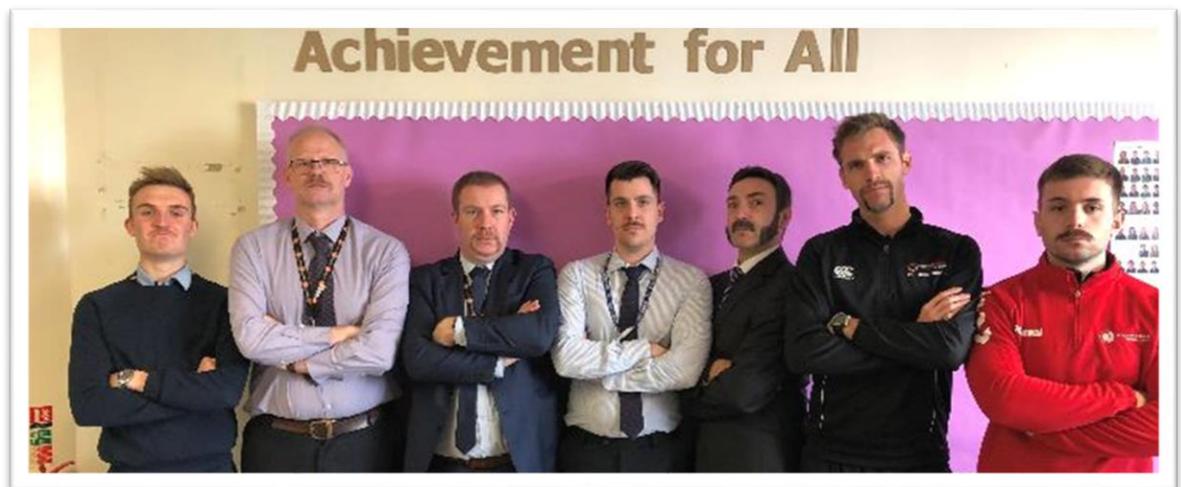
16. Academic Year 2019-20 in photos

AUTUMN TERM 2019

Rugby - Benoni High Visit – September 2019



November – November 2019



Shepton Mallet Prison Trip – December 2019



Remembrance Service – November 2019



Hustings - December 2019



Community Carol Concert – December 2019



SPRING TERM 2020

Tate Modern & V&A Trip – January 2020



Berlin Trip - February 2020



Wembley League Cup – March 2020



Disney Paris Trip – March 2020





SUMMER TERM 2020 (LOCKDOWN #1)
Chepstow's Got Talent – April to May 2020



The Endless Summer Festival - Voices for Visors – May 2020



Virtual Sports Day – June 2020



Virtual Eisteddfod – July 2020

