

CHEPSTOW SCHOOL

GOVERNORS' ANNUAL REPORT TO PARENTS

SCHOOL YEAR 2022-23



**CHEPSTOW
SCHOOL**
INSPIRING LEARNING



CHEPSTOW SCHOOL

INSPIRING LEARNING
YSBRYDOLI DYSGU

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LETTER FROM THE CHAIR OF GOVERNORS

Dear Parents, Guardians and Carers,

A very warm welcome to our 2022-23 Governors' Annual Report.

As the recently elected Chair of Governors and on behalf of the Governing Body at Chepstow School, I am pleased to introduce our Governors' Report to Parents, Guardians and Carers for the academic year.

As Governors, we have a duty to share information and as stakeholders, you have the right to be kept informed and hold us to account for the quality of education your child receives. In this report, we take the opportunity to summarise the responsibilities and activities of the Governing Body.

The Governing Body is responsible for working with the school to ensure that it delivers the best quality education it can. Together with the Headteacher, who is responsible for day-to-day management, it sets the school's aims and policies.

The school year 2022/23 has been a year of significant change for the school. Mrs Kelly Waythe was confirmed in her appointment as Headteacher along with Jamie Goddard as Deputy Headteacher, (Teaching and Learning) and Lisa Lane as Deputy Headteacher, (Health, Wellbeing and Inclusion). Two new Assistant Headteachers were also appointed, Dan Harris (Teaching and Learning) and Victoria Glover (Health, Wellbeing and Inclusion). Two new Associate Assistant Headteachers Emma Wilks and Sharon Giddy, were also appointed.

The Governing Body has also seen changes during the year. The Chair of Governors, Judith Langdon, stepped down after four years in the role. Angela Johns, the Vice Chair also stepped down and Kate Cliff (Parent Governor) was elected as her successor. We thank them both for their service to the school.

We also said farewell to Richard Drew (LEA Governor) and John Rowlands BEM (Community Governor) as Governors and again we thank them for their service to the school over a number of years.

My thanks to my colleagues on the Governing Body who give of their time, energy and expertise freely and enthusiastically.

Examination results this year were the best ever achieved but, as ever, targets keep on going up and we need to keep pace. We are lucky to have a dedicated staff who continue to cope with the many pressures of the job, including curriculum changes in a number of key areas.

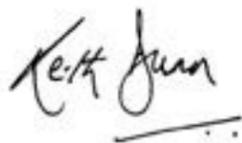
The school is vibrant. The many activities, inside and outside school, include music, drama, sport of all varieties and various community links just to name a few.

The school's Governing Body is extremely proud of our school and our community and we know that our students are nurtured and supported throughout their time with us by a very focused and dedicated staff body.

We actively encourage parental involvement and I would like to take this opportunity to thank you all for your tremendous support, including our very active Parent Teacher Association.

Any feedback about the information contained in this report would be most welcomed.

You can email me directly at keithdunn@chepstowgovernors.net or the Vice-Chair, Kate Cliff at katecliff@chepstowgovernors.net



Keith M Dunn OBE
Chair of Governors



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

POSITIVITY

"It always seems impossible until it is done"
- Nelson Mandela

PERSEVERANCE

"Perseverance is the hard work you do after you get tired of doing the hard work you already did"
- Newt Gingrich

AMBITION

"Reach for the moon and if you fall short, you will land on the stars"
- Lauren Price

CURIOSITY

"I've no special talent, I'm only passionately curious"
- Albert Einstein

EQUALITY

"Equality is treating everyone the same. But equity is taking differences into account, so everyone has a chance to succeed"
- Jodi Picoult



DETAILS OF GOVERNING BODY

AS OF OCTOBER 2023

	Term of office End
Parent Governors	
Judith Langdon	04/11/2026
Joanne O'Donnell	24/05/2026
Barry Steele	24/05/2026
Kate Cliff	22/05/2024
Ben Nyland	19/07/2027
Local Authority Appointed Governors	
Morgan Baker	19/04/2025
Rev. Philip Averay	15/06/2026
Helen Spittle	14/06/2025
Kieran Smith	18/07/2027
Teacher Governors	
Rachel Tiller-Cleaves	29/09/2025
Emma Martinez	20/11/2023
Community Governors	
Nicholas Langston-Able	29/03/2027
Ruth Frett	12/09/2027
Angela Johns	29/03/2027
Rupert Edwards	06/10/2025
Keith Dunn OBE	20/11/2027
Headteacher	
Kelly Waythe	N/A
Associate Pupil Governors	
Bethan Pantry	
Luca Hodgkinson	Term of office for
Will Higgins (Reserve)	one year
Tom Davies (Reserve)	

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

Where vacancies for governors exist, they are always advertised.

FINANCIAL STATEMENT AND RESOURCES

FINANCIAL SUMMARY FOR 2022/23 FINANCIAL YEAR

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

	2022-2023 Actual
TEACHING STAFF	£2,879,146
ANCILLARY STAFF	£679,005
NON PAY BUDGET	£950,896
INCOME	-£388,750
FUNDING	-£3,812,442
TRANSFER (TO)/FROM RESERVES	£307,855
END OF YEAR RESERVES	£352,451

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. Following the 2022 – 2023 academic year, the school finished the year in a deficit position of c.£352k, as per the table in this section. Moving forwards, the budget recovery plan, worked on in conjunction with the Local Authority, and ratified by the Full Governing Body, will be enacted as per normal school business. This will be a detailed set of figures, assumptions and associated recovery actions to ensure the year end position, following the academic year 2023 – 2024, is more favorable.

The school's income each year is directly connected to the number of pupils in the school; the number of children entering the school in Year 7 continues to increase year on year; a reflection of the school's reputation within the wider community.



SUMMARY OF SCHOOL PERFORMANCE 2022-23

Despite a falling national picture, students at Chepstow School continue to excel and achieve impressive A level results with 100% of students achieving their university placements and 84% of students achieving an A or A* in Advanced Skills Challenge. Headlines include:



Key Stage 5 – A Level and AS Headline Figures 2023

- The overall number of AS qualifications taken increased compared to both last year and 2019
- The number of A levels taken was lower than last year but higher than in 2019
- Overall, AS and A level results were broadly midway between 2019 and 2022, in line with the School's grading policy
- 13.5% of A level grades issued were grade A*, 34% were A*-A and 97.5% were A*-E
- 25% of AS grades issued were grade A and 90.9% were A-E for 17 year-olds taking Made-for-Wales AS levels, 25.7% of grades issued were grade A and 90.8% were A*-E

Key Stage 4 – GCSE Headline Figures 2023

In 2023 pupils have performed at levels significantly above national averages in many subjects with outstanding performances: 91% of pupils have achieved five or more qualifications at grades A*-C and 34% achieved five or more qualifications at A*-A level.

83% of Chepstow pupils have achieved a qualification in English at grade C or above and, similarly, 81% of pupils achieved equivalent qualifications in Mathematics, enabling 79% of our pupils to achieve five or more GCSEs at grades A*-C, inclusive of both English and Mathematics.

These results reflect our unwavering dedication to fostering academic excellence among our students. We take great pride in the accomplishments of all our students who have achieved the grades necessary to pursue their chosen pathways. We wish them every success in their future endeavors.



DESTINATION OF 2022 SCHOOL LEAVERS

In 2023, 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. The data below is provisional while we await confirmation of official data from Careers Wales; using information from data available directly to the school we are aware that at the end of the 2022/23 school year our Year 11 pupils chose the following destinations:

Continued at school	53%
Continued in education: college	45%
Entered employment or training	0%
Unable or not ready to enter education or employment (e.g. due to illness)	2%
Left the area	0%

At the end of Year 13 the majority of our Sixth Form students continued onto university, leaving to pursue an impressive and varied set of subjects and destinations, including:

University of Warwick	Mathematics
University of Cambridge	Modern and Medieval Languages
Royal Veterinary College	Veterinary Science
University of Liverpool	Veterinary Science
Cardiff University	Spanish
Loughborough University	Sport and Exercise Science
Southampton University	Civil Engineering
University of Liverpool	Psychology
University of Newcastle	Civil Engineering
Royal Holloway, London	Geography
University of Liverpool	Physics

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

Continued in education: higher education	76%
Continued in education: college	0%
Entered employment or training	14%
Unable or not ready to enter education or employment (e.g. due to illness)	0%
Gap Year	10%

TARGETS FOR IMPROVEMENT

Looking ahead to the current school year, the following targets have been included in the School Development Plan for 2023/24:

- 1. High quality teaching and distributed leadership inspires learners and raises their aspirations to achieve their full potential.**
To ensure an enhanced focus on the development and progression of embedded and integral skills.
- 2. A very inclusive and supportive school environment and culture ensures highly effective wellbeing across the school community (pupils and staff).**
- 3. Continue to realise the Curriculum for Wales framework across Chepstow School Community.**
- 4. Further develop the effectiveness of provision & intervention for disadvantaged learners (including those with additional learning needs) and ensure that grant funding secures high levels of provision to maximise progress.**
- 5. Chepstow School to thrive as an excellent community hub of learning and experiences.**



OUR SCHOOL IN THE COMMUNITY

Chepstow School thrives when embracing its role of being at the heart of the local community and continues to proactively seek opportunities to work with and alongside the wider community that we serve.

Our successful working relationships with all of our local primary schools continue to prosper and significantly grow and develop, allowing us to remain an active part of the 'Chepstow Cluster'. Working closely with all feeder primary schools helps ensure continuity and excellent transition of education between primary to secondary. One of our unique and extremely successful provisions is our ALN Cluster Lead, Mr. Dash, who supports and works in all our primary schools as well as in Chepstow School. This critical role enables all learners to have access to this support allowing consistency and continuity across the Chepstow community.

The Cluster facilitates sharing of best practice and also enables the efficient sharing of services and resources. During this academic year Chepstow School has led and participated in a numeracy review, curriculum professional development for all primary and secondary staff linked to the new Curriculum for Wales and Health & Wellbeing. Supporting and sharing learning and teaching experiences ensure we as Chepstow Community provide the best holistic education to all of our learners throughout their education journey. Staff have united and are really keen to share pedagogy and methodology to ensure equity and consistency, so all of our young people have equal opportunities to achieve their full aspirations.



Earlier in the year pupils and staff at Chepstow School produced and performed their very own amazing version of The Wizard Of Oz, selling out every night to members of the community. We were extremely lucky to receive generous financial support and sponsorship from a local estate agents, Archer and Co, without support from local businesses events such as this would not be able to happen, we are always grateful for your continued support.

Chepstow School is so fortunate to have created Schools Values Partnerships with Airbus and Microwchip, enabling our pupils to learn from their expertise and industries, visiting their sites and understanding the roles they offer within the workplace. This is invaluable to our pupils who want to work for major multi-national companies.



We have seen the growth of our Alumni, and as each cohort leaves school, this develops even further. From Alumni support, as well as through Careers Wales, we have welcomed over 50 different individuals and organisations into the school, to talk to our learners about what they enjoy doing, their journeys since leaving school, as well as how their businesses can support them in their own learning journey. This has enabled pupils to access positive role models, and consider directions they may not have thought of before. This initiative has significantly supported our Year 9 and 11 pupils making their option choices. We would also like to thank our governors who gave up their time to support with this programme.

A very Ukrainian Christmas: The Ukrainian Christmas period begins on the 6th January. We were delighted to host a very special Ukrainian festive celebration for our pupils and their families. The children busied themselves creating traditional Ukrainian dishes for their guests and bravely gave speeches. It was a truly wonderful event which was enjoyed by so many of the Chepstow Community.



Another amazing edition of our annual Dragons Den competition, whereby Year 6 pupils from our local feeder primaries participated in an enterprise challenge creating and developing an environmentally friendly Christmas Project. Year 5s from each of the primaries were able to vote on 'the best idea' for their school, and then these ideas were presented to a panel of judges. Huge congratulations were due to The Dell and Shirenewton for their winning entries.

A group of Year 10 pupils were provided with the amazing opportunity of working with the upcycle project in Chepstow. Pupils were asked to replace, repair and fix bikes which have been donated. In return, they were able to take home a bike which they had repaired and improved for themselves to keep. The pupils were outstanding and we want to thank Monmouthshire upcycle for this unique opportunity they provided and hope this will be a regular partnership in future years.



Parents, carers and members of the community have formulated the best PTA group who give up their time continuously to raise funds to enhance enrichment opportunities and resources for all of our learners through events such as Discos and Quiz & Chips. These events are always so well attended and supported by the Chepstow Community.



A massive 'THANK YOU' to our PTA for donating over £250.00 to the 'Lovelace Ladies' girls coding club, with which we were able to purchase technology including a Sphero robot and additional technology to code automatic animal feeders for the animal room – Diolch!

We welcomed members of our extended community to help us develop and plan our sensory garden, enhancing our overall learning environment. Volunteers have worked tirelessly improving the school environment and we have benefitted from building relationships with local businesses to support with this.

Additionally, our eco-council has been working closely to help increase the profile of the pre-love uniform shop, which has since raised requests – our only concern now is meeting demand, and this requires constant communication. It has been a pleasure to see how supportive parents/carers are in donating their preloved items of uniform. In addition to this we have been recipient of over £120 worth of clothes towards our rags to riches collections. A significant number of elegant prom-wear has also been donated to the school allowing us to loan garments to ensure everyone has the opportunity to attend our end of year celebrations.

During April, Chepstow School was fortunate to have employed our new Family and Community Engagement Officer, Mrs Hannah Sprake, a strategy which has been at the heart of our approach to improve family engagement and pupil attendance before, during and in the aftermath of the pandemic. Getting 'the right person for the job' is considered a key factor in the success of this approach - we have learned that this officer needs to have credibility in the local community and to know it well; helping families to overcome any barriers to their children's learning.

Family engagement is a key element of the 'community-focused schools' approach, which sees improving attendance not in isolation but as part of a broader strategy for helping all learners achieve their best. This approach underpins and strengthens all other ways of improving engagement and attendance.

Chepstow School are proud to support a number of charities close to our hearts, both locally and nationally, and this year has been no different. We have launched an initiative to support the following charities in Years 7-11: Noah's Journey, Age Cymru, St David's Hospice, Chepstow Foodbank and Handbags for Grace.



NOAH'S JOURNEY

During March, students and staff united to raise over £700 to support the incredible St David's Hospice; a charitable organisation providing comprehensive, palliative care to patients, their families and carers facing life-limiting illnesses. Students participated in a non-school uniform day, Chepstow School's Equity team sold cakes which were kindly donated by staff and Greggs Chepstow branch. Our extremely brave staff and students volunteered to participate in an ice cold throw a wet sponge, which raised a significant amount of money and provided great fun for all to get their revenge! A poignant assembly was delivered by Emma Sysell, from the Hospice, and our Parent Governor, Kate Cliff, to further educate pupils on where their money goes and how it will be used to support families in our local community.



Students and staff also donated a significant amount of 'shelf-food' items which will be collected by Chepstow Community Fridge; located in the former Rainbow Café on Moor Street in Chepstow, open on Wednesday and Friday mornings from 11am to 12.00pm.

EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES

The school was proud to be able to offer pupils a wide and varying range of extra-curricular activities and there should be something to suit all interests. Some highlights of the year were:

Football (Boys)

Seniors: Final of Newport Schools cup
Year 10: Semi-finals Newport Cup
Year 9: Semi-finals Newport Cup

Football (Girls)

U15 entered into the Cup for the first time and reached the Semi-finals of the Newport Cup.

Golf

Harry Ferns –selected to represent Wales in a training camp for Golf.

Rugby

Year 11 Boys won the Newport Schools plate for Rugby.
Year 9: Newport Cup final

Rounders

Our first fixtures were held against Wyedean and Caldicot Schools

Athletics

We hosted a successful triangular meeting against Wyedean and Caldicot Schools, with over 200 pupils participating.
Under 15 Girls won a silver medal at the Welsh Schools Cross Country Championships team event.

Leadership Academy

The leadership academy has continued to be successful with pupils helping with primary school events throughout the year from hockey tournaments to sports days.





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. We have a fantastic outdoor basketball area and two netball courts. Chepstow School provides an impressive range of sporting opportunities with a programme that includes rugby, football, netball, hockey, athletics, swimming, cross-country, tennis, badminton, fitness, gymnastics, basketball and last year also working in collaboration with Wye Galaxy we also offer a cheer leading club. Clubs and activities are ran both at lunchtime, and after school. We are also lucky to work closely with Monmouthshire Sports Development team who are delivering a weight lifting course for girls. Many students represent the school at county level and also national levels. We are 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 2022/2023 season saw a range of league and cup competitions across a range of difference sports. There were so many highlights, and all our teams did fantastically well in league and cup competitions alike. Participation rates were high across all sports and all year groups. We are incredibly proud of the commitment shown by all pupils who attended week in and out.

During July we held our annual sports day which, despite the weather, was a fantastic day with high participation rates from all year groups. In the evening we had our Sports Personality Of The Year (SPOTY) awards. This year we had 7 nominees who had all achieved incredible accolades in their chosen sports. Unfortunately, there could only be one winner and this year the award went to Brereton Trim in year 7 who is the British Tumbling champion.

Our leadership academy continues to grow with a new intake being recruited at the start of the year. They have helped with various school events and also primary school sports days and festivals. As well as cross country events and hockey festivals.

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. This continues to be a popular event but we may look to offer something different next year to add variety.

The Duke of Edinburgh award scheme delivered by Monlife Outdoor Adventure continues to be a popular choice and saw a large number of Year 10s complete both their practice and real walks during the summer months.



CHAMPIONS



CREATIVE ACTIVITIES

What a year it was for our Expressive Arts Faculty; Art, Drama, Music and Media. Here's an overview of some of the inspiring learning that took place:

SUMMER SHOWCASE

Our 'Expressive Arts Summer Showcase' was a resounding success, with over 60 pupils from Year 7 to Year 12 taking part in a fantastic celebration of music, drama, dance and art. The **Music department** built on all the positives throughout the year with acts of singing, rock bands, piano solos, choir, orchestra and many more. **Drama club** created a powerful performance piece to some epic music, titled 'Conflict'. Pupils received such lovely feedback about their professionalism and timing. The **Art department** exhibited a small selection of current work completed by learners both inside and outside of the classroom. We were delighted to see our artists talking confidently about their work to friends and family who came along.

EISTEDDFOD

Many of our musicians and performers took to the stage once again in front of their peers and teachers. Year 7, 8 and 9 Drama groups were given a Welsh stimulus and let their imagination flow to produce a performance piece based on this stimulus. Our KS3 artists blew us away with their entries from digital paintings to origami and everything in between. We displayed art, design and photography completed by our Year 7-13 learners. Year 7 pupils created beautiful hexagon shaped clay tiles that showcase the importance and beauty of bees. Year 8 and 9 pupils created a range of clever, witty and thought-provoking papier-mâché bird models based upon a wide range of chosen themes such as pollution, bullying, mental health to name a few. Our GCSE, AS and A level artists' work were also on display.

Our Year 10 and 12 enjoyed a visit to Cardiff School of Art and Design in Llandaff. They were able to see an inspiring showcase of work and are now excited to have their own work on display at this prestigious event in 2024.



> COMPUTING

Under the leadership of Miss Bourne, our flourishing girls coding club, 'Lovelace Ladies', has witnessed a surge in interest. We proudly introduced budding Year 7 programmers who have delved into the realms of robot coding, binary arithmetic, and honing their Python programming capabilities.

Captivatingly, two teams of our Year 8 girls showcased their skills in the 'Year 8 Girls CyberFirst Challenge', marking our second consecutive year of participation. It's a thrill to note that one of our teams advanced to the regional finals, hosted at Cardiff University's newly minted ABACWS building, epitomising the future of computer science. Their performance was nothing short of spectacular, raising our aspirations for this year.



Our regional Finalists, making us proud!



Year 8 pupils immersing in digital forensics during the CyberFirst Adventurers Day with USW.

Our Oxford University Computer Challenge (OUCC) stars.



In our quest for brilliance, we enrolled students from Years 7, 8, 9, along with our advanced GCSE and A-Level computing classes into the BEBRAS Computational Thinking Challenge. The results were astounding with 12 prodigies qualifying for the esteemed Oxford University Computing Challenge. Kudos to their outstanding achievements!

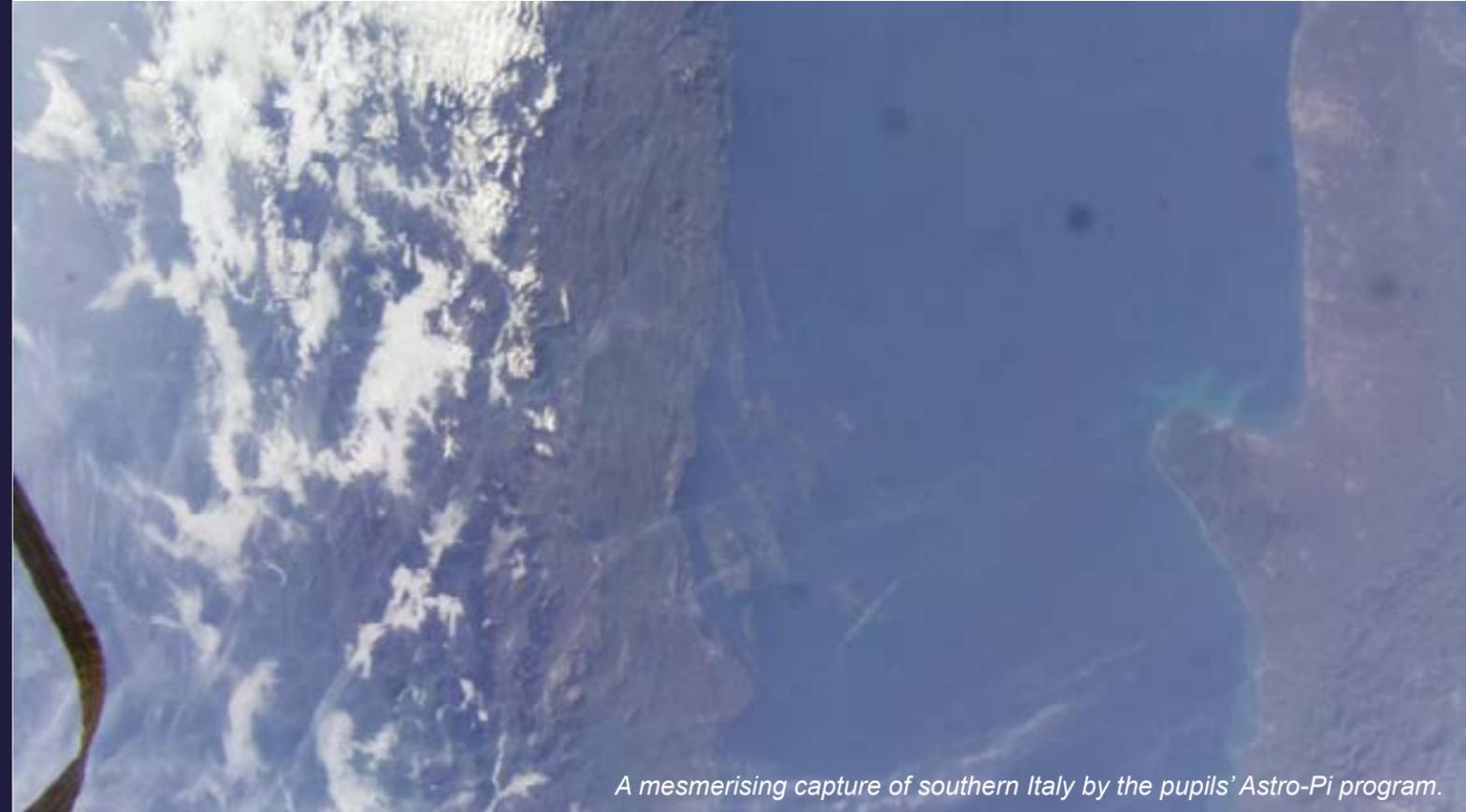
An exhilarating venture led by Mr Parfitt transported a select group of Year 7 girls to the Sony Technology Centre in Pencoed, Bridgend. Not only did they witness the making of premium broadcast cameras and the legendary Raspberry Pi, but they also experienced hands-on programming and explored the intriguing synergy between Japanese culture and technology.



A memorable expedition, steered by Miss Bourne on International Women's Day, saw our Year 9 Girls Coding Club immerse themselves in technology at Microchip. The takeaways were monumental, igniting a passion for technological innovation.



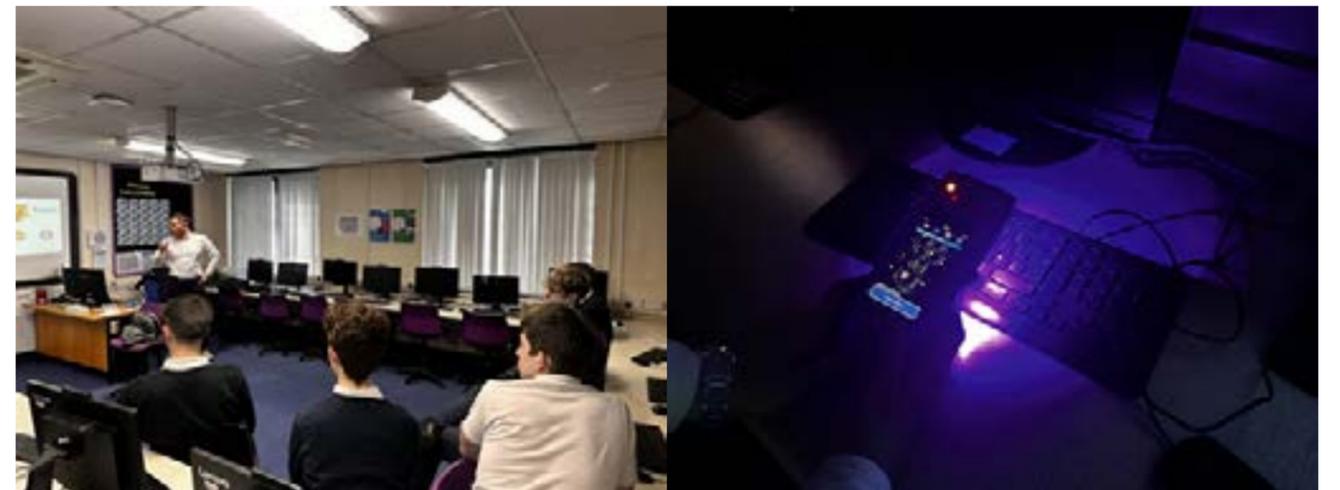
Astro-Pi's annual contest, supported by Mr Parfitt, presented an interstellar challenge. Team 'CTRL_Sea', comprising of prodigious Year 12 talents: Dylan Morgan, Megan Pantry, Ethan Fellows, and Harrison Coppen, orchestrated a successful experiment aboard the International Space Station (ISS). Their pioneering endeavour: capturing coastal images, gauging sea turbidity, and determining seabed CO2 entrapment. Their triumphant results streamed directly from the ISS!



A mesmerising capture of southern Italy by the pupils' Astro-Pi program.



Certificates showing the amazing achievements of the pupils, and the path of the ISS during their 3-hour experiment window



Richard Davies presenting ground breaking tech insights to our Year 13 Computer Science enthusiasts.

In summary, Chepstow School's Computing Department has journeyed through a year of inspiration, innovation, and immeasurable success. Here's to many more achievements ahead!

LANGUAGES

The languages team offered a variety of opportunities to support and develop language learners at school. In partnership with Routes into Languages Wales (RoutesCymru), we successfully trained 5 new language ambassadors. These pupils took part in a variety of activities including producing a short multilingual video of the school which was shared on our twitter feed.

The team was nominated for the award of 'Language Ambassador Team of The Year' and attended a virtual awards ceremony in the summer term. The competition across Wales was incredibly strong, but the team were given a special mention for their creativity in making a full-scale Hanfu and Maio Chinese Costume.

In addition, we partnered up with Cardiff University and their MFL Mentoring Scheme which provided stimulating sessions to Y9 pupils about culture, regional identity, sport, healthy lifestyles in order to help promote language choices post Key Stage 3.

In addition to French and Spanish, Y7 pupils were offered the opportunity to trial learning British Sign Language with Mr. Bringhurst. This development feeds directly into the new Curriculum for Wales and supports our school values. During the summer term, a variety of pupils from Years 7 – 9 supported the wider LLC transition for our Year 6 pupils. Our pupils provided opportunities to learn 'Old Macdonald', the alphabet, and simple greetings in BSL to demonstrate our commitment to inclusivity.



CHEPSTOW SCHOOL TERM DATES 2023-24 ACADEMIC YEAR

TERM	TERM STARTS	HT STARTS	HT ENDS	TERM ENDS
Autumn	Fri 1 st Sept 2023	Mon 30 th Oct 2023	Fri 3 rd Nov 2023	Fri 22 nd Dec 2023
Spring	Mon 8 th Jan 2024	Mon 12 th Feb 2024	Fri 16 th Feb 2024	Fri 22 nd Mar 2024
Summer	Mon 8 th Apr 2024	Mon 27 th May 2024	Fri 31 st May 2024	Fri 19 th Jul 2024

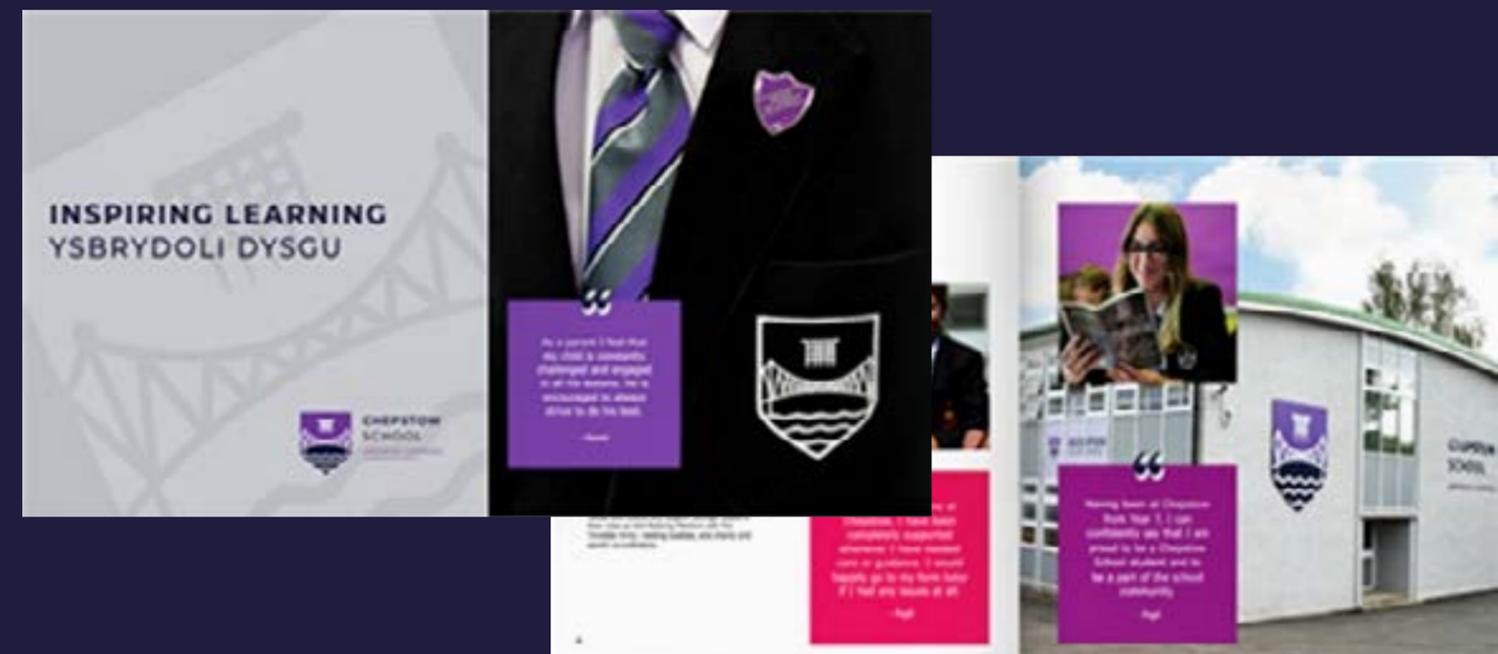
Confirmed Teacher Training (Inset) Days:

- Friday 1st September 2023
- Monday 4th September 2023
- Friday 22nd December 2023
- Monday 19th February 2024
- Friday 24th May 2024

CHANGES TO SCHOOL PROSPECTUS

The new school prospectus was launched in September 2021, in time for our successful year 6 open evening. The prospectus puts the school's mission 'Inspiring learning' front and centre of the pupil experience. The prospectus showcases a rebranded Chepstow School with the school's ethos and values running as a unifying theme throughout. It's available on the website at the following link:

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



OUR CURRICULUM

We have adopted the new Curriculum for Wales for our Year 7 pupils who joined us in 2022, and all following intakes, but the core themes are embedded throughout the school in our values and our charter.

The curriculum is “everything a learner experiences in pursuit of the four purposes... It is not simply what we teach, but how we teach and crucially, why we teach it.” (CfW Guidance) The four purposes of Curriculum for Wales are to ensure our learners become ambitious and capable, that they are enterprising and creative contributors, healthy and confident individuals and ethical and informed citizens.

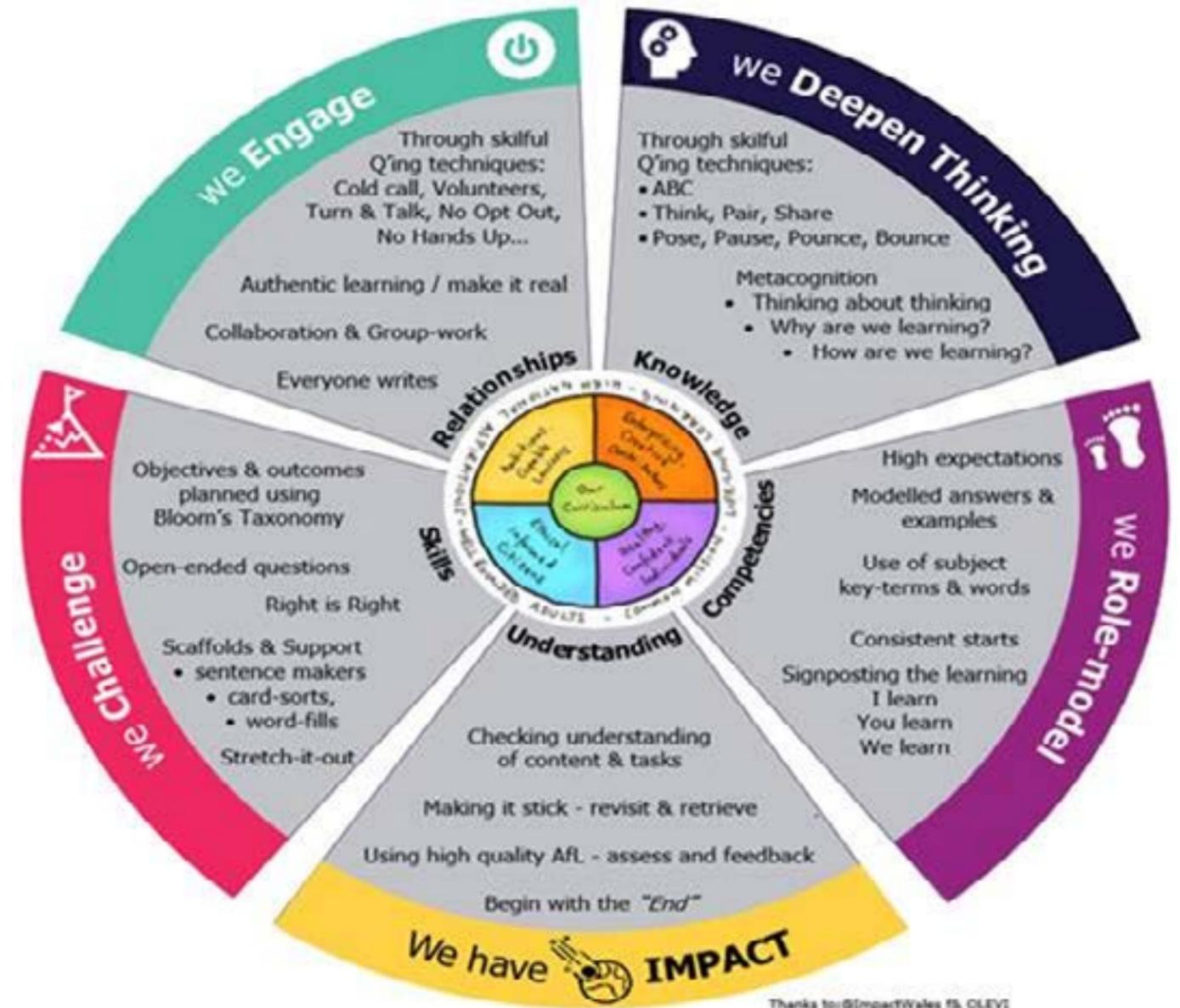
Our curriculum places learners at its heart. In keeping with the school’s mission statement “inspiring learning for all, for life” it will also ensure that they are inspired, inspirational and able to thrive as they move onwards to their next steps. It will provide a broad learning experience, enable deep and meaningful learning and secure excellent progress.

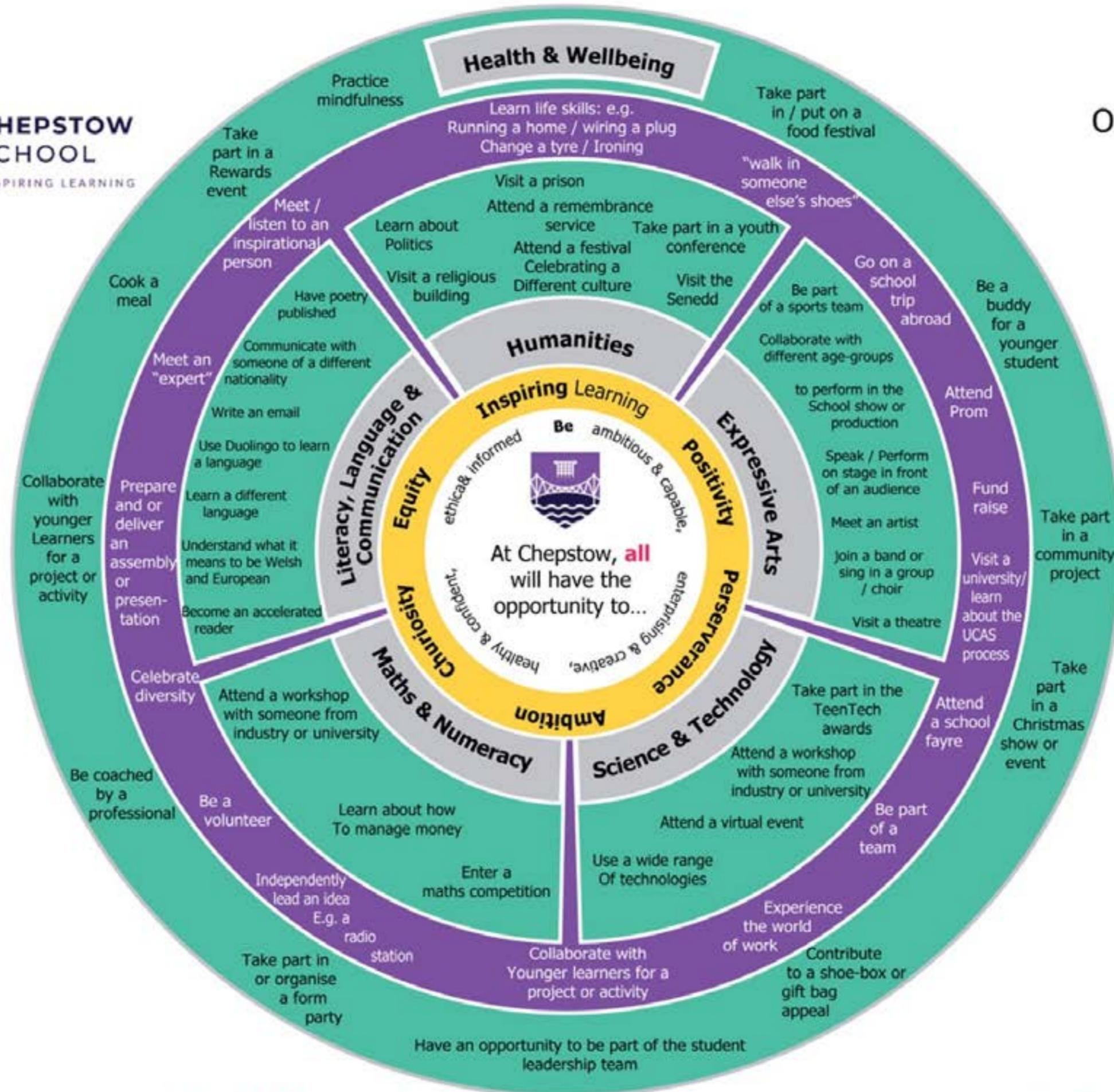
Our curriculum is underpinned by our values of Positivity, Perseverance, Ambition, Curiosity and Equity. These were chosen by our pupils and stakeholders, and are woven into every aspect of school life. They are reflected in our student leadership structures and provide the themes for our assemblies and our thoughts for the day. They provide a frame of reference for our learning environment, defining what we value, expect and even the things that we praise and thank each other for.

An excellent curriculum needs excellent teaching and learning (pedagogy). Our Teaching and Learning philosophy (DR ICE) is framed around 5 principles of outstanding teaching:

- D – Deepening Thinking**
- R – Role-modelling**
- I – Having Impact**
- C – Challenge**
- E – Engaging learners actively**

Curriculum for Wales is underpinned by 12 pedagogical principles for good teaching and learning: Good teaching focuses on the 4 purposes of the curriculum, challenges pupils to sustain their efforts to reach high but achievable targets, employs a broad repertoire of teaching approaches, promotes problem solving, creative and critical thinking, builds on previous knowledge and experience and engages pupils’ interest, creates authentic contexts for learning, employs assessment for learning principles, makes connections within and across Areas of Learning and Experience, reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence, encourages pupils to take ownership of their own learning, supports social and emotional development and positive relationships and encourages collaboration.





Curriculum Enhancement and Reviews: The Chepstow Charter underwent updates to ensure that all pupils receive enriched experiences. Stakeholder involvement played a pivotal role in this process. Furthermore, a compelling video capturing Chepstow School's vision for the new curriculum garnered recognition on the Welsh Government Blog.

Educational Reviews and Development: Two comprehensive reviews of the Curriculum for Wales (CfW) were conducted in October and March, aligning with the school's formal review cycle. These reviews focused on lesson delivery, student engagement, and academic progress. Pupil feedback indicated positive progress and engagement levels, while an ongoing area for improvement centres on students articulating and identifying their progress. Feedback and professional learning opportunities were provided to address these areas, with collaboration among pedagogy leads to facilitate further curriculum development.

Professional Development and Networking: The school held a Cluster INSET in May to facilitate the understanding of progression and assessment, fostering curriculum evolution. Additionally, a Teach Meet is held in June in collaboration with EAS, providing a platform for educators to exchange ideas and insights on curriculum development, assessment, and progression.

Student Wellbeing and Career Guidance: Efforts to enhance student progress and wellbeing include the development of a new reporting template for Year 7 pupils, enabling reflection on their progress and incorporating parent feedback. An innovative career guidance program was well-received by Year 9 and 11 pupils, aiding them in their option choices. Furthermore, a review of RVE and PSE highlighted effective delivery and engagement, particularly at KS3, with the Compass for Life program showing positive engagement among Year 7 students.

Health and Wellbeing Focus: Health and Wellbeing lessons have been integrated into the curriculum to support the delivery of cross-cutting curriculum themes in PSHE. A Health and Wellbeing review was undertaken, accompanied by the appointment of a Health and Wellbeing lead.

Partnerships and Community Engagement: Strong partnerships with Microchip and Airbus have been cultivated, providing valuable opportunities for Chepstow pupils. These partnerships have resulted in visits to Microchip and upcoming plans to explore Airbus facilities. Additionally, the PTA has played a crucial role in forging community links and securing funds for various school needs, including exam desks, tech equipment, and club activities.



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.

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

HWB

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



ADDITIONAL LEARNING NEEDS (ALN)

Chepstow School will adapt to the new ALN Code for Wales over the course of next academic year. The deadline is 2025. Pupils with Statements of Special Education Needs will convert to IDP (Individual Development Plan). These are for pupils that require Additional Learning Provision (ALP). All other pupils with Additional Learning Needs that manage well in mainstream education are supported by a One Page Profile and a Provision Map, and sometimes a Pastoral Support Plan or a Medical Plan.

SENSORY ROOM

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



INTERVENTIONS

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

VULNERABLE LEARNER LEAD

This is a new post created for the purpose of Inclusion and reducing exclusions. There are a number of pupils in school that are young carers, on free school meals, Child Looked After (CLA), on the Child Protection Register (CP Register) or Capacity and Ability to Supervise and Protect (CASP) and all require extra support. The Vulnerable Learner Lead (VLL) is currently undertaking intensive training by Keeva McDermott, the VLL for Monmouthshire and Child and Adolescent Mental Health Service (CAHMS) and will use data captures to identify pupils who are vulnerable and underperforming and support these pupils, helping them not only to achieve but also to improve their wellbeing.

SAFEGUARDING

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



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. Further to this, we offer Welsh for A Level after a 9 year hiatus and we're striving to build on its success moving forward. We received funding for the course from Coleg Cymraeg Cenedlaethol.

There are several pathways available for children to continue or even to start learning Welsh as the transition from primary into secondary education, and there is a lot of support available for parents who don't speak the language themselves.

In the Autumn Term of 2022, Angharad Jones was appointed as Head of Bilingual Development in Chepstow School. This role evidences that the school values the promotion of bilingualism, additionally to a Welsh Department and a Head of Welsh role, held by Mr. Joe Woodland. Angharad Jones is working in Chepstow School and all cluster schools to promote bilingualism, Welsh culture and heritage and "Cymreictod", which means Welshness.

Cynefin is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable'. At Chepstow School we want our students and staff to feel that they belong to an increasingly bilingual community. This involves our Head of Bilingual Development visiting our Primary Schools and our Head of Year 9 and Welsh Teacher Samantha Morgan working with organisations such as the Urdd and Menter Iaith to develop bilingualism further and support our students that are fluent in Welsh.

Prosiect Pontio: Cymraeg at



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.



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

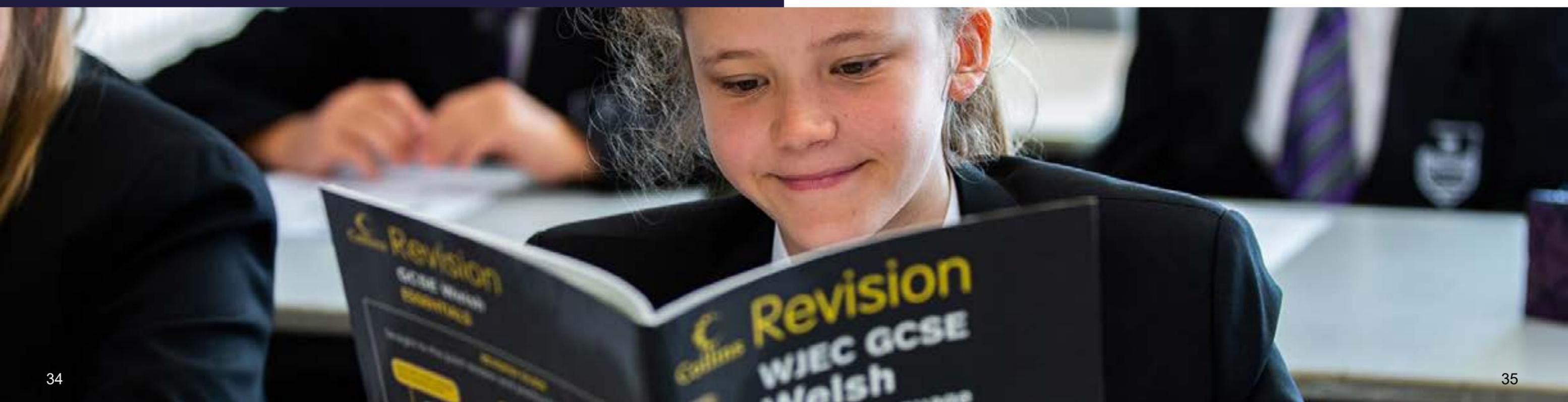
Did you know? Between 60% and 75% of the world's population is bilingual. People who only speak one language are in the minority.

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



HEALTHY EATING AND DRINKING

Making healthy choices is an important aspect of learning and as part of the curriculum, pupils develop an understanding of the 'Eatwell Guide' to inform these. Pupils learn to plan healthy balanced meals and understand how budget, seasonality and sustainability can have an impact on these choices. Pupils have been developing their knowledge and understanding of food provenance (farming in Wales), carbon footprint and food miles. It is hoped that through links established with a local farmer, learners will have the opportunity to gain a more hands on, realistic experience of what happens on a farm throughout the year.

Students learn food preparation skills, using them to produce a range of nutritious meals with ingredients based on the macro and micronutrients needed to maintain a healthy diet. Pupils are encouraged to be mindful when purchasing ingredients so that they are thinking about reducing food waste, food cost and trying to buy locally sourced ingredients where possible. 'Healthy body, healthy mind' taught as part of PE reinforces the interconnection between healthy eating, physical activity, and well-being.



In spring, with help from community volunteers, an area outside the arts hall was transformed to create an outdoor growing area which so far includes a polytunnel and several raised vegetable beds. Whilst still in its infancy, the summer saw an impressive first harvest and the aim is that the garden will eventually provide ingredients for learners and the community and support learning about the plants we eat. There are plans to extend the growing area along the food classrooms with herb boxes already in place. Watch this space!



Catering in school is outsourced to Aramark and offers a wide range of eating options throughout the school day. Lunchtime menus run on a rolling four-week rotation and feature 'themed days' where delights such as Caribbean specials are available. Meals are prepared on site and salads, healthy snacks, fresh fruit and vegetarian dishes are available daily. Menus for the day are displayed on screens in the dining area so that pupils can see the options available.

The canteen operates a cashless payment system with pupils using their fingerprint to purchase food or drinks. Parents and carers can view the items that have been purchased via their ParentMail account.

Drinking water is available via several hydration stations located throughout the school where children can fill up their own water bottles.

Further information about eating and drinking at Chepstow School together with some recipe ideas, tips for healthy lunchboxes and information about free school meals and how to apply can be viewed on the website here:

<https://www.chepstowschool.net/en/parents-students/eating-at-chepstow>

