

Chepstow School

Governors' Annual Report to Parents

School Year 2021-22



**CHEPSTOW
SCHOOL**
INSPIRING LEARNING
YSBRYDOLI DYSGU

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Dear Parents and Carers,

It is my great pleasure to present to you this annual report for the 2021-22 school year, on behalf of Chepstow School's governing body.

I am very pleased to at last be sharing an overview of a year in which there were no periods of Covid-enforced home learning and in which the limitations of social distancing and 'bubbles' eased considerably. Whilst Covid continued to cause some challenges, and its legacy for our children and young people will be felt for a long time, it has been a genuine delight to see the school back to something resembling normality once again with extra-curricular clubs, fixtures, charity days (our Children in Need / Doctor Who Day was phenomenal!) and a wide range of visitors to the school all returning. Indeed, there have even been some unforeseen positives from the Covid period, such as the way that MS Teams has now become an embedded part of school life, allowing for more effective and flexible communication between pupils and staff.

We have seen continued investment this year in the fabric of the school and the grounds, with the completion of our new solar car port, the substantial upgrades to sports facilities and the continued replacement of the windows around site. We know that investing in the energy efficiency of the school in this way is something that really matters to our students, ensuring that we are playing our part in being environmentally responsible whilst also contributing positively to the school's financial position.

It is very important to us as governors that pupils play a meaningful part in the leadership of their school; we are also committed to ensuring that our school values of positivity, ambition, equity, perseverance and curiosity are a tangible part of life at Chepstow. This year those two commitments combined in the form of our five new student leadership teams, one for each school value. We very much enjoyed receiving a presentation from these young leaders in the summer term on their work through the course of last year; they are fantastic ambassadors for the school and we are looking forward to seeing what they achieve moving forward into 2022-23.

This was also the first year since 2019 that external public examinations were held in schools across the UK. We were incredibly proud of how our students prepared and conducted themselves, having come through such an extraordinary period of disruption. The excellent results that they achieved – at both GCSE and A-level – are a testament to the perseverance of these remarkable young people, and also to the dedication of our staff, and the vital support that you provide as families.

I would like to express my thanks to the members of our governing body that have left us this year – Steph Edwards, Johnny Hathaway and Marc Davies – all of whom have contributed a huge amount to the school during their tenures as governors.

Most significantly of all, at the end of the 2021-22 school year we said goodbye to our Headteacher, Matthew Sims, as he moved on to new challenges at Cwmbran High School. Mr Sims brought a tremendous personal energy and dynamism to his role and, thanks to his efforts, has left the school in a very strong position. In particular, he built a highly capable staff team and, looking ahead, we are excited for what the school will achieve this year under the leadership of our Acting Headteacher Miss Kelly Bowd.

With all best wishes,



Judith Langdon

Chair of Governors

1. Our Chepstow School Mission, Ethos and Values

Our Mission:

Inspiring learning for all, 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”
– Norman Vincent Peale

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 2022

	Term of office ends
Parent Governors	
Mrs Judith Langdon	04/11/2022
Mrs Joanne O'Donnell	24/05/2026
Mr Marc Davies	12/09/2023
Miss Angela Johns	01/07/2023
Mr Barry Steele	24/05/2026
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	15/0/2026
Mrs Helen Spittle	14/06/2025
Mr Richard Drew	16/09/2023
Teacher Governors	
Mrs Rachel Tiller-Cleaves	29/09/2025
Miss Emma Martinez	20/11/2023
Staff Governor	
Mrs Andrea Davison	01/07/2023
Community Governors	
Vacancy	
Mrs Ruth Frett	12/09/2023
Mr John Rowlands	22/03/2023
Mt Rupert Edwards	06/10/2025
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

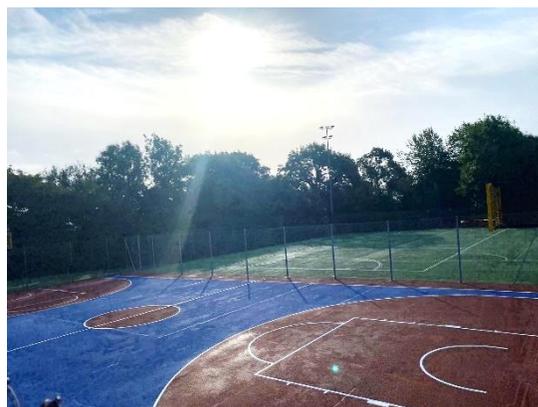
Name and address of Clerk: **Mr Christopher Cule**, c/o Chepstow School, Welsh Street, Chepstow, NP16 5LR

Where vacancies for governors exist, they are always advertised.

3. Financial Statement and Resources

Financial Summary for 2021/22 financial year

	2021-22 Actual
Income	-767,966.00
Funding	-4,033,968.00
Teaching Staff	3,982,916.77
Ancillary Staff	
Non Pay Budget	857,122.00
2021-21 (Surplus)/Deficit	38,104.77
Reserves Brought Forward	86,801.00
End of Year Reserves	124,905.77



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 2020/21, the 2021/22 financial year was impacted by pressures accounted to the COVID-19 pandemic and the school ended the financial year 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 sports facilities. 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 standing within the wider community which also underpins an increasingly secure budget position.

4. Summary of School Performance 2021/22

2022 was the first time in three years that schools across Wales and the UK underwent external public examinations. Clearly this was very significant for the school and for our young people – particularly those in Year 13 who took their A-Level and other final exams without having had the experience of sitting GCSEs or AS-Levels. Similarly those in Year 11 who took GCSEs did so against the backdrop of disruption during the course of their GCSE learning over the preceding two years.

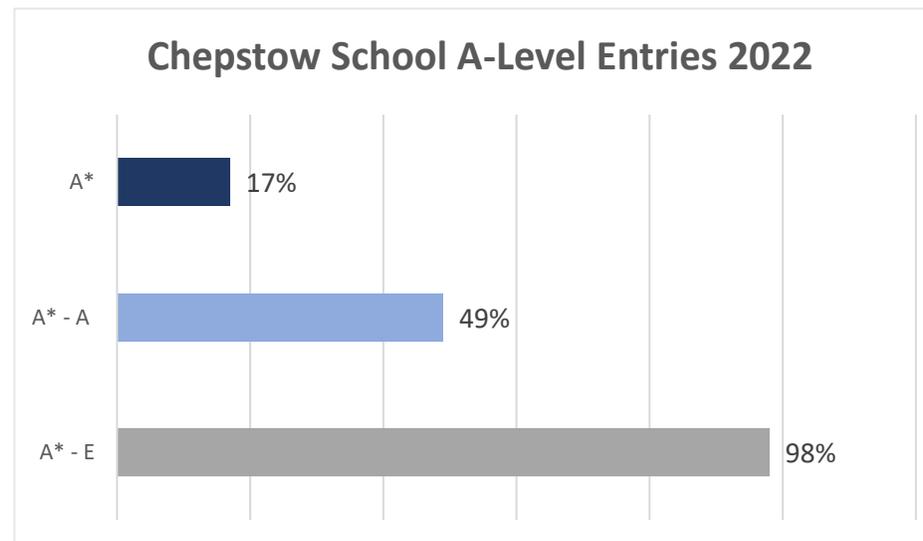
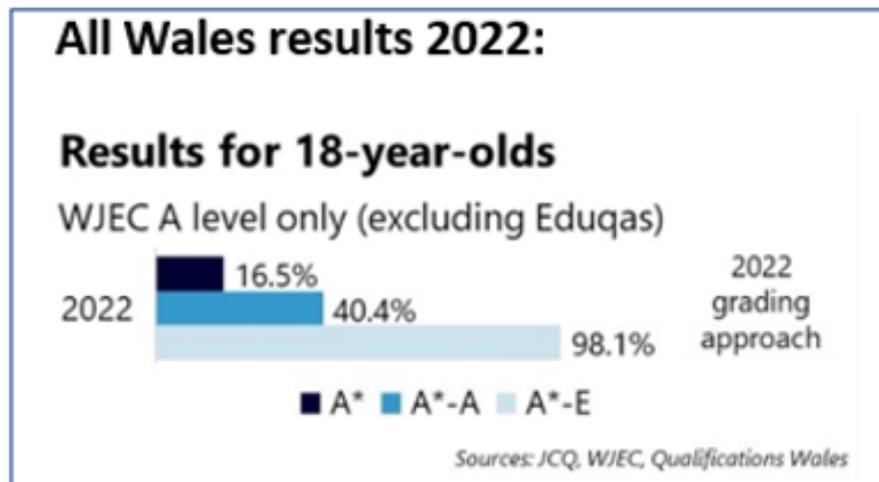
We are proud that at Chepstow we were able to keep this disruption to a relative minimum, with attendance rates remaining high throughout and quality blended learning becoming the norm from a very early stage during lockdown. However, this was not the case across all school in Wales and even within our school individual experiences may have varied significantly depending on individual or household levels of exposure to the virus.

Historically, all schools would be required to present to parents their performance relative to other schools across a range of measures, using all-Wales dataset provided by Welsh Government for comparison. Because experiences across the preceding two years have varied so much within and between schools, such comparisons are simply not meaningful and Welsh Government have not made this aggregated data available for comparison.

In common with other schools in the UK, we also cannot make comparisons with performance in previous years, due to the changed nature of assessment and of exam content. Instead, we have set out below a summary of the school's performance in 2022, which reflects the effort and deserved outcomes of each student.

Nationally, the grade boundaries in 2022 were set to move closer towards 2019 national outcomes and consequently we would expect results to be lower than in 2020 or 2021. In this context it is very pleasing to see that results have held up so well against previous years and, in the case of GCSE outcomes, are amongst some of the school's best ever results

KS5 – Sixth Form outcomes 2022:

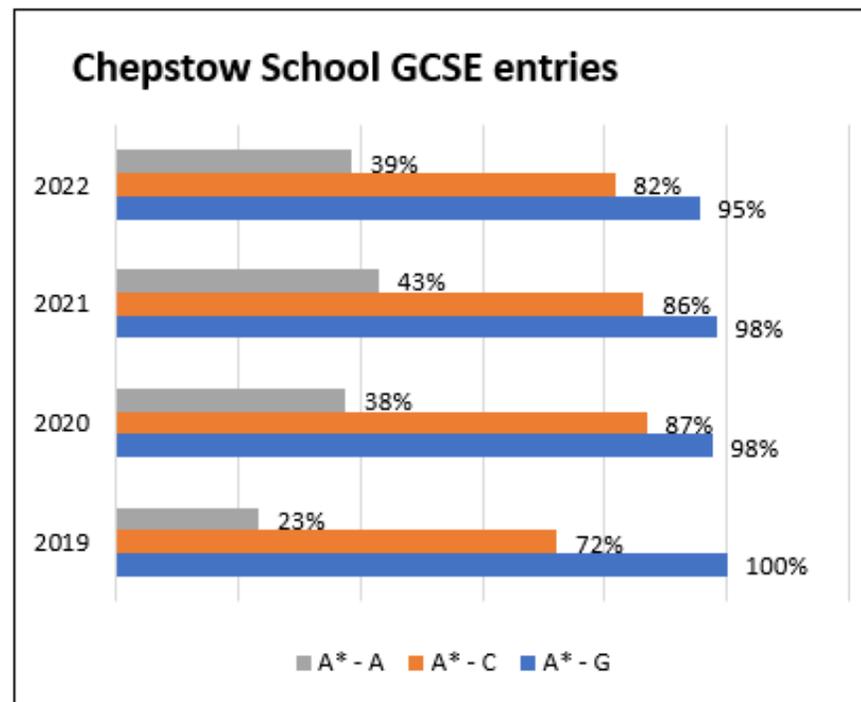
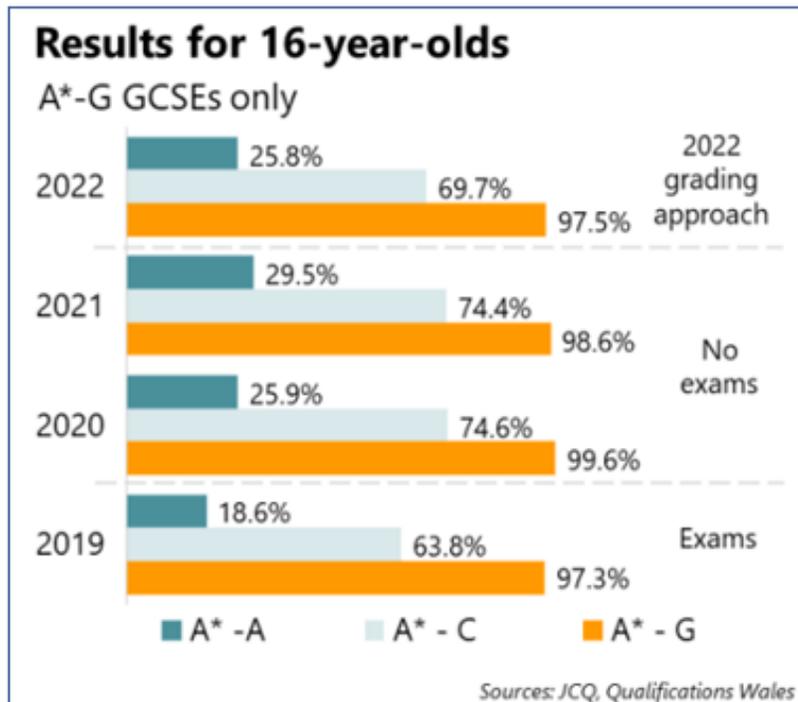


- 17% A-Level entries at A*
- 49% A-level entries graded A* or A
- 26% of students achieved 3 A-levels at grades A* or A.

KS4 – Year 11 Outcomes 2022:

Despite the national picture of changed GCSE grade boundaries meaning that results should be lower than in the preceding two years, Chepstow School saw some of its best ever results for Year 11s. Maths and English continued to be particularly strong with 84% of Chepstow pupils achieving a qualification in Mathematics at grade C or above and 46% received either an A* or A. Additionally, 87% of pupils achieved a qualification in English at grade C or above and 42% of those achieved an A* or A.

- 39% pupils achieved 5 GCSEs at grades A* or A
- 26% achieved 10 or more A*-A grades
- 14% achieved more than 13 or more A*-As
- 90% of pupils achieved more than five qualifications at grades A*-C



5. Destination of 2021 School Leavers

In 2022, 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 2021/22 school year our Year 11 pupils chose the following destinations:

Continued at school	76%
Continued in education: college	20%
Entered employment or training	2%
Unable or not ready to enter education or employment (e.g. due to illness)	1%
Left the area	1%



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

- Medicine at University of Nottingham
- Liberal Arts at University of Durham
- Aerospace Engineering with Pilot Studies at University of the West of England
- Modern and Contemporary History at University of Aberystwyth
- Football Coaching and Performance at University of South Wales
- Marine Construction at the Lyme Regis Boat Building Academy

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

Continued in education: higher education	77%
Continued in education: college	2%
Entered employment or training	14%
Unable or not ready to enter education or employment (e.g. due to illness)	1%
Gap Year	6%

6. Targets for Improvement

Each year the school agrees a set of challenging targets in priority areas for development. The process around these has changed in recent years and it is now wholly within the jurisdiction of the school to set its own targets. Progress against targets is kept under close review throughout the year and is monitored and discussed with governors.

The nature of setting genuinely challenging targets means that in any given year some targets may not be fully achieved. Where this is the case governors and school leaders work together to ensure that progress continues to be made and that the school has what it needs in order to deliver for pupils.

Update on targets set for 2021/22:

Key Stage Four
Local Target 1 - To continue to improve the school's outcomes and capped 9 score to exceed 410pts Outcome: Capped 9 score of 417 points
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 Outcome: 90% achieved 5A*-C, 84% achieved grade C or above in maths, 87% achieved grade C or above in 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 Free School Meals (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 Outcome – 39% achieved 5 A*-A, Free School Meals capped points score increased from 315 points to 356.
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) Outcome – 62% achieved grade C or above in Welsh

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 Outcome: retention increased from 60% to 69%. Further opportunities with Russell Group universities and the Seren Programme have been developed, including students winning competitive places at Oxford University access summer schools.
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%) Outcome: A*-E 98%, A*-C 92% A*-A 42%

**please see next page for an explanation of the 'capped 9' performance measure*

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.

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 is very much in keeping with our Chepstow School ethos of valuing the progress and contribution of every child.

Points for each grade and qualification:

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

Priorities for 2022/23

Due to changes in national accountability arrangements, targets are now agreed locally within schools. The governing body has agreed a wide range of targets that are incorporated into the School Development Plan and kept under regular review. The four priority areas of the 2022/23 School Development Plan are:

Implement a ***high quality curriculum*** for
Chepstow

Raise ***expectations*** and
improve the standards of
attainment for all pupils

Continue to improve the
quality of ***teaching &
learning*** & highly effective
professional development

Continue to develop
Chepstow as an
***inclusive community
school***



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.

Last spring we held a skills development day targeting year 9 students who were about to make their GCSE options. These students met with members of our school alumni, and spent time listening to their journeys, and finding out how the school has changed over the years. Developing these links with past students, and allowing students to see where education can take them has enhanced the sense of the community in which they belong. Our Alumni are a fast developing resource for the school, and the creation of an 'app' has eased access to Alumni so staff can take advantage of this in their learning.

We were glad to see the return of our Dragons Den competition in September 2021. Students from our local feeder primaries participated in an enterprise challenge to see who could create and develop an environmentally friendly Christmas Project. Year 5's 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 for their winning entry of reversible Christmas socks made from local y sourced, sustainable merino wool.

We have been continually working on developing how environmentally aware we are as a school. Students from our eco-community were invited to participate in a willow -weaving event which has seen the implementation of a willow fence and hoop in our sensory garden. Whilst work on this is ongoing, we have benefitted from funding sourced from Monmouthshire Housing Association and the Wye Valley Area of Natural Beauty Grants.



We have worked with Creo medical to plant over 200 trees on site, and have more due on the next summer. Staff were also able to attend a training session on how to deliver education outdoor techniques through the outdoor learning grants scheme – which also supported with the delivery of items into our sensory garden. Our DT department has created us planters, and we are looking forward to a return of the wildflower meadow which we saw grow beautifully over the summer.



In May we were thrilled that students were able to take part in celebrations marking the tenth anniversary of the Wales Coast Path, which begins (or ends!) at the riverbank in Chepstow. Our Year 9 bake-off competition winners provided celebratory cakes for the event which they served to First Minister Mark Drakeford and other guests.



8. 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.

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. Last year we were also incredibly lucky to receive significant investment and have had a new 3G pitch as well as the astro turf and the cricket nets being upgraded. We now have a fantastic outdoor basketball area two new 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 this year working in collaboration with Wye Galaxy we also offer a cheer leading club. Clubs and activities are run both at lunchtime and after school. We are also lucky 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.

The 2021/2022 season saw a nearly normal range of league and cup competitions return across a range of difference sport. There were so many highlights and all our teams did fantastically well in league and cup competitions alike but some significant moments were the year 10 netball team winning the South East Wales league and the year 11 boys football team winning the Newport Schools cup. The year 11 Rugby team won the Newport Schools plate competition. Year 8 were runners up in the Newport schools football cup. Rhiannon Craig who was in year 13 last year represented Wales at the Commonwealth games for fencing. The Year 8 basketball team achieved second place in the Junior NBA National finals.



The Duke of Edinburgh award scheme delivered by Monlife Outdoor Adventure continues to be a popular choice.



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. We hosted Year 5/6 Rugby tournaments last year with the WRU which involved all our cluster primary schools. These were well attended events and a lot of fun.



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 and a festive Rudolph Run also proved to be a fun event!

Across the expressive arts there were many opportunities for our pupils to explore their creative talents including the weekly Art club, Christmas card competition, St David Day art competition and the opportunity to decorate our very own Sammy the Seal to be displayed along the riverbank as part of the Chepstow Festival of Arts. The Design and Technology department kept pupils challenged and entertained with a range of competitions such as 'Crazy Inventions', spooky pumpkin carving and Welsh love spoon design for the Eisteddfod.



Chess club and Animal Club have also continued to be popular and well attended extra-curricular activities.



The girls' coding club has run all year and a group of Year 8 girls took part in the CyberFirst Girls Coding Competition. They did fantastically well and came 2nd in the regional finals.

There was a STEM computer science trip for Year 7/8 to Cardiff University and the pupils took part in the CyberFirst Defenders wards.

All year 8/9 took part in the IDEA Awards Challenge and won badges and awards for the challenges completed including the Bronze award. The challenge was based on various topics such as cyberbullying, social media, data analytics, Enterprising citizens, Carbon Footprint to name a few.

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 6 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. In addition, we partnered up with Cardiff University and their Modern Foreign Languages 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. Pupils have also had the opportunity to enjoy practising their Welsh language skills at Welsh club and enjoyed taking part in a Welsh Language Music Day quiz.

Other activities on offer included our first careers fair. This was attended by over 30 different institutions, and all students from the school were able to talk with people to find out more about their options after education. This very successful event will be sure to be repeated.



The school year ended with a bang with the amazing Chepstock Festival. This Arts Festival was a fantastic celebration of a successful school year and saw both pupils and staff enjoying a huge range of workshops and events from fruit kebab making, art installations, a colour dash and musical performances to name just a few! It was fabulous to see huge smiles all around and some amazing festival wear too!



9. Chepstow School Term Dates 2022-23 Academic Year

Academic Year 2022-23				
Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Fri 2 nd Sept 2022	Mon 31 st Oct 2022	Fri 4 th Nov 2022	Fri 23 rd Dec 2022
Spring	Mon 9 th Jan 2023	Mon 20 th Feb 2023	Fri 24 th Feb 2023	Fri 31 st March 2023
Summer	Mon 17 th Apr 2023	Mon 29 th May 2023	Fri 2 nd Jun 2023	Fri 21 st Jul 2023
<p>* Confirmed Teacher Training (Inset) Days:</p> <ol style="list-style-type: none"> 1. Friday 2nd September 2022 2. Monday 5th September 2022 3. Friday 28th October 2022 4. Friday 23rd December 2022 5. Monday 27th February 2023 6. Friday 26th May 2023 7. Friday 21st July 2023 				



10. Changes to School Prospectus

The new school prospectus was launched in September 2021, in time for our successful year 6 open evening. 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>



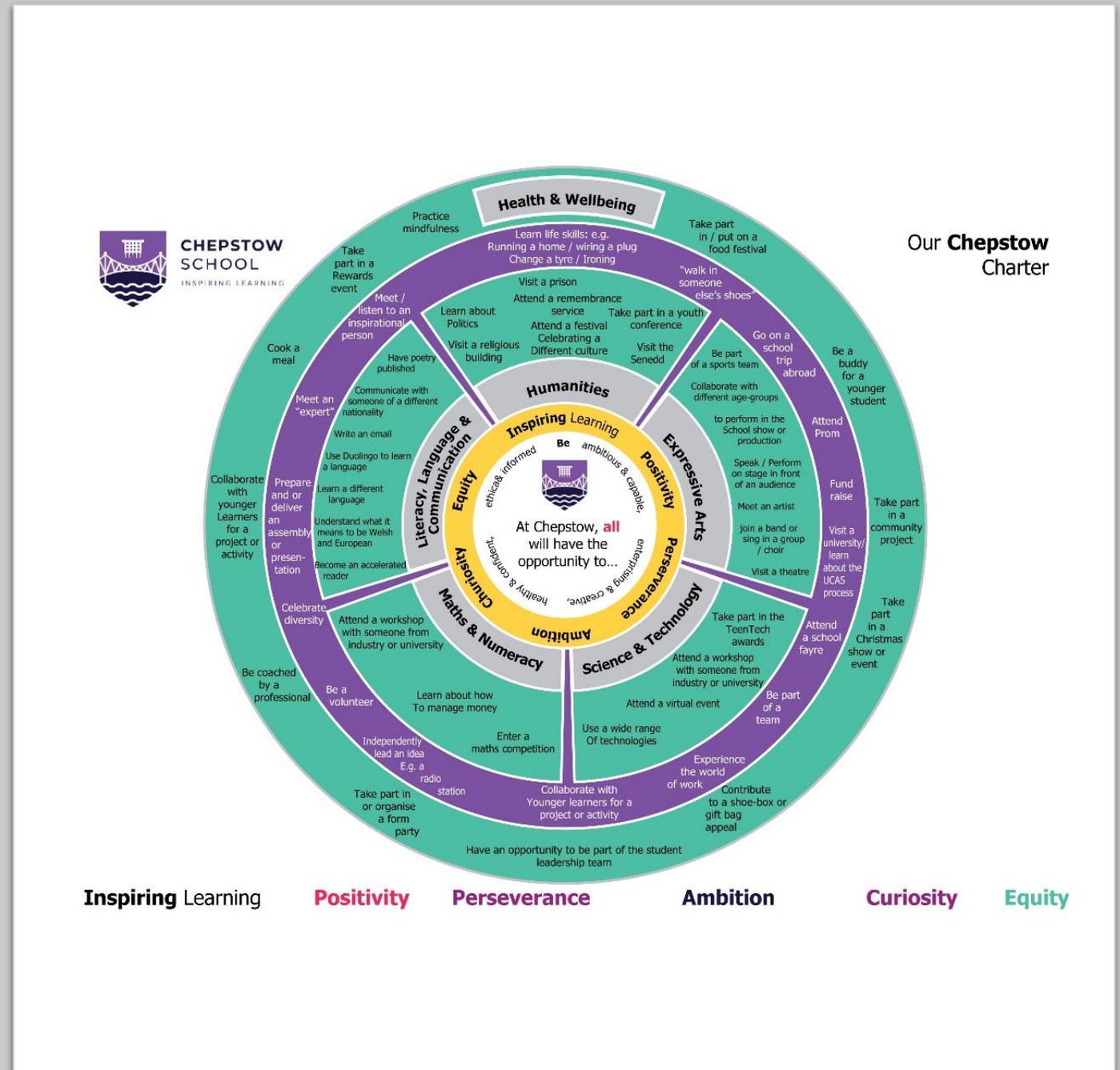
11. Our Curriculum

We have adopted the new Curriculum for Wales for our year 7 pupils this year, 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.

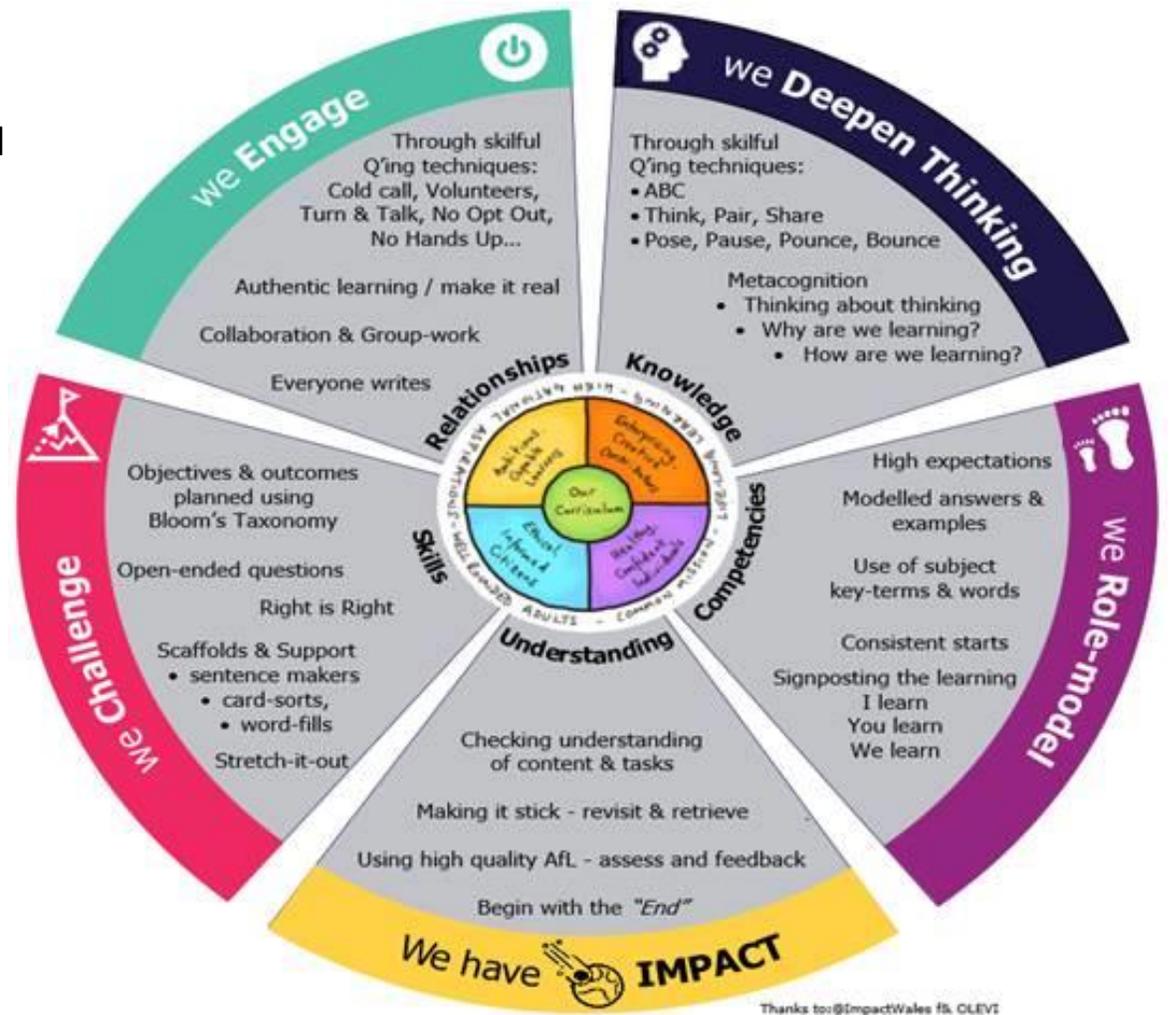
Our curriculum places learners at its heart. In keeping with the school’s mission statement “inspiring learning for all, for life” it will also ensure that they are inspired, inspirational and able to thrive as they move onwards to their next steps. It will provide a broad learning experience, enable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

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; our aim is 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 three fully trained Face to Face Counsellors 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.

Our pastoral leads are Ms Miller as Transition Phase Leader (Year 7) and Mr Robson as Upper School Phase Leader (Years 11, 12 and 13). Our pastoral leads are supported by Mrs Mellen (Year 8), Mrs Back (Year 9), Mr Parkin (Year 10) and Mrs Harris (Years 11-13). Mrs AJ Jones, our Family Liaison Officer, is an integral part of our team and oversees the all-important link between home and school.

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 to access the same opportunities that are available to all students. For example, Mrs Tiller-Cleaves leads on providing support for our Young Carers. Our school reception hosts a uniform room for pupils in need and a uniform swap-shop has recently been launched with the help of our PTA, which all families are encouraged to access to help us reduce the school's environmental footprint

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. We welcomed our much loved 'Paw Patrol' of Dolly, Alfie and Isabella – the school's team of therapy dogs – a couple of years back and we also utilise our all-new animal room to further enhance our wellbeing support. Work is continuing on our wellbeing sensory garden and pupils regularly visit the Hwb to access this.



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.

Prosiect Pontio: Cymraeg at



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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.

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

We are excited to announce that we now 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.



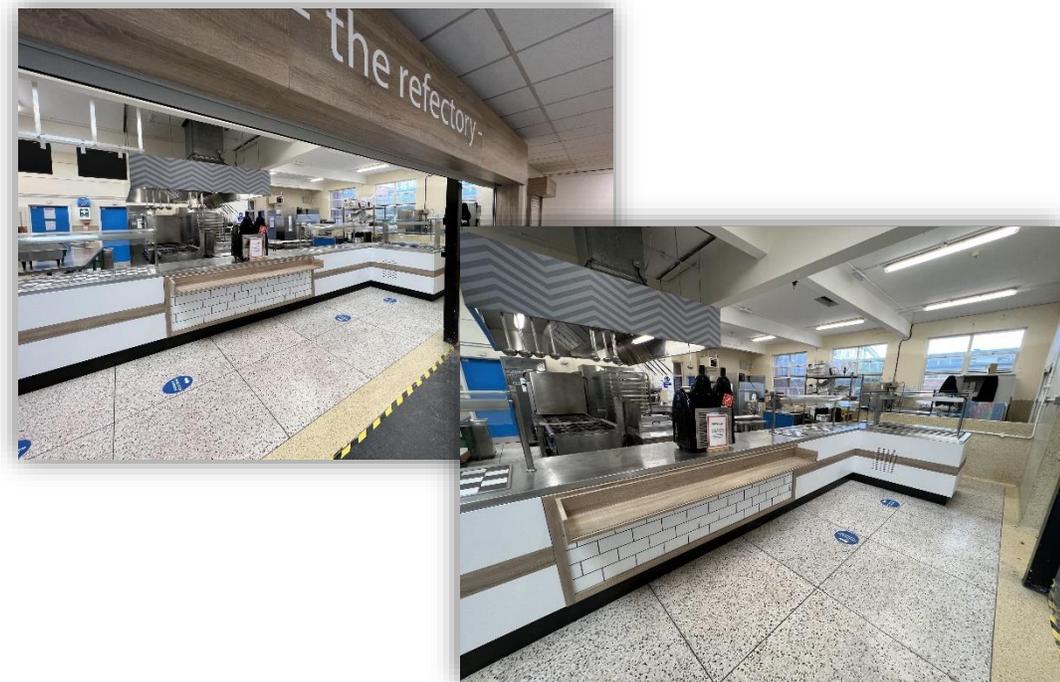
14. Healthy Eating and Drinking

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.

This year saw a robust tendering process for the catering contract for the school canteen and Aramark were awarded the contract for the next 5 years. As part of the new contract the menu was updated to provide a wider range of delicious and healthier 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. Over the Summer the canteen was also remodeled with a fresh new look.

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:

chepstowschool.net/en/parents-students/eating-at-chepstow



A typical weekly menu at Chepstow School

	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				