



Governing Body's Annual Report to Parents 2022-23

The Dell Primary School

Dear Parents and Carers,

Another year has passed, and I'm again pleased to welcome you to our Governing Body Annual Report for the 2022-23 academic year. It's been another very busy year at Monmouthshire's largest primary school! Trips are back, PTA discos are back, open mornings are back and so much more!



Following inspection in June 2022, the leadership team set about shaping the school's Development Plan around Estyn's four recommendations in September 2022, and by July 2023 we saw great progress in each area. One of the most important of these areas (and in fact for any school) is the curriculum, and our school has continually taken strides to develop and enhance the learning and experiences on offer to all children. Outdoors, we have seen the creation of a very popular "Swap Shop" (a brilliant evolution of earlier initiatives) which is administered by our PTA and which allows parents to obtain quality used uniform and non-school clothing items for £1 per item. It's lovely to see that in addition to the usual blue and grey uniform and primary coloured PE kits, there is a range of items that will support families in these financially challenging times, in turn helping children access clubs and activities in the community. Swap Shop stock is always changing but staple items are usually trainers, coats, sports kit, football boots, dressing up clothes, concert costumes and a range of sturdy school shoes. Our school has done good work on supporting families with the cost of the school day, and this will be the subject of further development in 2023/24.

The emphasis on outdoor play has continued, with the arrival of two large storage containers for play equipment. These are packed with games and toys and, with the additional provision of equipment on the playgrounds, give a wider range of options and activities for every child each playtime and lunchtime. The PTA funded a new castle fortress in the lower school and a traversing wall for middle and upper school pupils, which have both proved very popular. Additionally, the installation of three sunshades on the school field provides an extra 60 square metres of sun protection.

The 60 trees that were planted last year by pupils within the school field to celebrate Her Majesty Queen Elizabeth II's Platinum Jubilee as part of the "Queen's Green Canopy" scheme are thriving, and in May the school celebrated the coronation of His Majesty King Charles III – generational events that will surely be remembered by the children in years to come.

During his recuperation from illness, Mr. King was not able to work in school itself, which he found very frustrating, but from September he was able to actively progress some of the aforementioned improvements for part of each week while working remotely developing projects and funding streams, and he also worked with EAS (Education Achievement Service) to design a new learning pathway for the several thousand governors across South East Wales in their Professional Learning (yes, this is a "thing" for all governors!). He also worked with National Leadership groups and universities, and presented regional leadership development programmes. It was lovely to welcome him back to working at school itself after the Easter holiday and I know this further supported his recovery.

I also know that Mr. King would want to add his voice to mine in thanking *all* the team at our school, and in particular his Strategic Leadership Team colleagues who did an excellent job in their day-to-day and strategic role of running the school in his absence. The Governing Body saw some changes during the year too, with a parent governor election and changes to how our committees work. For more information on this, please see our school's website.

In closing, I hope you find this report a useful and interesting read. As always, you can keep updated throughout the 2023/24 academic year by following our school's "X" (Twitter to some of us!) announcements, reading the Monthly News, and remaining engaged. You continue to be a key voice in developing and evolving our school, which in turn helps our pupils achieve their very best.

Steve Curran
Chair of Governors, Autumn Term 2023



Governorship	Name	Term of Office ends
Community (Chair)	Mr Stephen Curran	28/11/2021 – 27/11/2025
Community (Vice Chair)	Mrs Emma Becker	08/10/2019 – 07/10/2023
Community	Mrs Elizabeth Gibbon	28/02/2022 – 27/02/2026
Parent	Mr Gareth John	12/06/2023 - 11/06/2027
Parent	Mr Ricky Madge	03/03/2022 – 02/03/2026
Parent	Mrs Kelly Clarke	12/04/2021 – 11/04/2025
Parent	Mrs Hayley Miles	12/04/2021 – 11/04/2025
Local Authority	Mr Timothy Davies	08/07/2021 - 07/07/2025
Local Authority	Mr Ray Jones	13/10/2020 - 12/10/2024
Local Authority	Mrs Nichola Morley	03/03/2022 – 02/03/2026
Minor Authority (Mathern or St Arvans)	Mrs Sally Ashby	11/05/2022 - 10/05/2026
Support Staff	Mrs Jennifer Newcombe	04/05/2023 - 03/05/2027
Teacher	Mrs Jenny Elliott	29/03/2022 – 28/03/2026
Headteacher	Mr Steve King	Permanent

2022-23, the clerk to the governing body was Vicky Cambridge who works for the Education Achievement Service. She can be contacted at Tredomen Gateway, Tredomen Park, Ystrad Mynach, Hengoed, CF82 7EH. The chair of the governing body was Mr Steve Curran and he can be contacted via the school office.

Arrangements for Next Election of Parent Governors

At the time of writing there are no vacancies on the governing body.

School Contextual Information

At the end of the academic year in July 2023, there were 398 pupils registered at the school. 10.1% of these pupils were from families in receipt of financial support (formerly known as Free School Meals) and 6.8% had additional support for a learning need.



Whole School Priorities 2022-25 (3 Year Focus)

These targets were formulated between July-September 2022 and are taken from the outcomes of detailed self-evaluation undertaken by staff and governors. They cover areas for improvement as well as aspirations for our school.

- To implement and embed the principles of the Curriculum for Wales
- To ensure that pupils have opportunities to consistently apply their skills in literacy and numeracy at a high enough level across the curriculum.
- To improve pupils' Welsh language skills and raise the profile and standards in Welsh across the school.
- To define and clarify the purpose of assessment for all stakeholders in line with Curriculum for Wales.
- To develop a new shared understanding of progress within and beyond the school, in line with the Curriculum for Wales.
- To improve the quality and consistency of teaching across the school.
- To further develop facilities, planning and pedagogy for our outdoor learning areas.
- Develop knowledge and understanding of all staff around systems and ALN Transformation.
- To strengthen leaders' capacity to evaluate and improve the school particularly in relation to teaching, learning and national priorities.

Identified Whole School Priorities 2023-24 (1 Year Focus)

These priorities were formulated in July 2023 following our school evaluation activities & discussion with pupils, staff, parents & governors. We aim to make good progress towards these priorities by the end of the academic year.

1. Improving challenge and in-school variance in accelerated learning
2. Improving maths and numeracy
3. Improving Welsh
4. Raising attainment and wellbeing for disadvantaged learners
5. Continuing to implement the national programme of Additional Learning Needs reforms

2022-23 Priorities and Progress (High Level Summary)



	Inspection Area	Theme	Priority	RAG
1	IA1: Learning	Learning, progression and assessment <i>(LEARNING)</i>	<p>Priority 1a: To ensure that pupils have opportunities to consistently apply their skills in literacy and numeracy at a high enough level across the curriculum.</p> <p>Priority 1b: To improve pupils' Welsh language skills. To raise the profile and standards in Welsh across the school.</p>	<div style="background-color: yellow; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div>
2	IA1: Learning	Learning, progression and assessment <i>(PROGRESSION AND ASSESSMENT)</i>	<p>Enhance Assessment for Learning Strategies</p> <p>Introduce and develop 1:1 Pupil Conferencing</p> <p>Develop assessment criteria for reading, oracy and writing</p>	<div style="background-color: yellow; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div> <div style="background-color: yellow; height: 20px; width: 100%;"></div>
3	IA3: Teaching and learning experiences	Teaching and learning experiences	<p>Priority 3a: To improve the quality and consistency of teaching across the school.</p> <p>Priority 3b: Improving curriculum</p> <p>Priority 3c: Outdoor Learning</p>	<div style="background-color: green; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div>
4	IA4: Care, support and guidance	Additional Learning Needs Reform	<p>Staff awareness, skills, knowledge and ALN Reform audit</p> <p>Develop effectiveness of One Page Profiles & EDUKEY software</p> <p>Introduce Precision Teaching for staff</p> <p>Develop staff awareness of MoST provision to support literacy skills</p>	<div style="background-color: green; height: 20px; width: 100%;"></div> <div style="background-color: yellow; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div>
5	IA5: Leadership and management	Leadership, self-evaluation and professional learning	To strengthen leaders' capacity to evaluate and improve the school particularly in relation to teaching, learning and national priorities.	<div style="background-color: yellow; height: 20px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%;"></div>

Some Progress Good Progress Strong Progress



Estyn no longer make single word judgements during school inspections. Leaders at he Dell made this move when observing lessons before the pandemic and this was because learning happens over time and they wanted to ensure that every lesson was a great lesson, not just those formally observed each year as part of the performance management cycle.

The recent curriculum wider education reforms across Wales have provided a helpful shift in focus from measuring teaching to assuring high quality learning. Leaders at The Dell now use a framework which identifies the effectiveness of learning and in particular, progress across the lesson for learners. If pupils make good progress, the teaching must be effective.

Lesson observations provide an opportunity for leaders to watch teaching and learning in progress and talk to learners and then, with the teacher, to discuss what worked well and what next steps in teaching and assuring progress might be and how the individual will achieve them. Feedback to teachers illustrates the quality of the learning in terms of whether learners made adequate, effective or highly effective progress. The focus is on the pupils experience and progress rather than the teacher and their teaching.

Leaders undertake two lesson observations each year, in the autumn and summer terms. In 2022/23, observations identified improved consistency in learning and teaching since the Estyn visit in June 2022 and identified a development priority as challenge for all learners and the need to accelerate the rate of progress and application of skills independently.

Leaders recorded that all lessons had elements of effective progress or above and there were no lessons that caused concern.





Attendance

The United Nations Article 28 states, 'Every child has the right to have a primary education'. Prior to the Covid pandemic, attendance at The Dell Primary School was traditionally high; each year we worked to and either met or exceeded our attendance target of 96.4%

During Covid, the Welsh Government suspended the reporting of pupil attendance and this remained the position during 22-23. Leaders have worked with parents to reduce absence and highlight the importance of regular attendance.

Absence from lessons has a notable impact on learning, attainment and standards for pupils and, in the short term, a missed session means disruption to learning

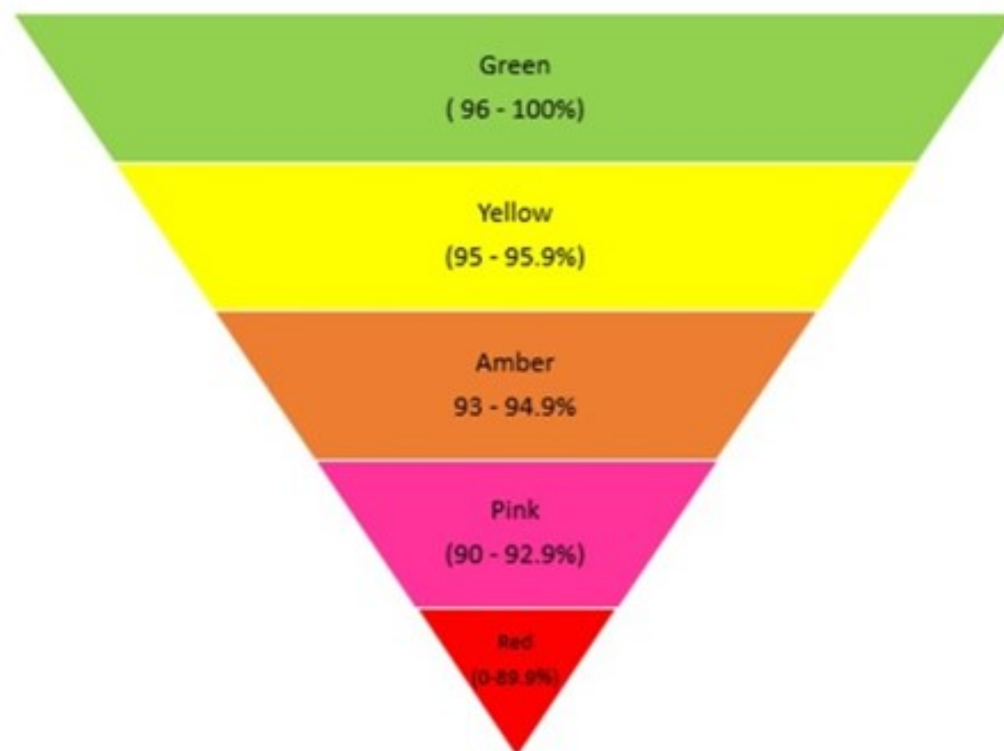
Attendance for the 2022-23 school year was 94.4%. 5.4% of absences were authorised and 0.1% were unauthorised. Lateness was an increasing concern with 948 instances of pupils arriving late (0.6%)

The school is moving away from focusing on overall whole school attendance and will focus efforts on individual attendance and persistent absence.

There were no permanent exclusions and four fixed term exclusions during 2022-23.

To find out more about our attendance visit www.mylowalschool.wales.gov.uk.

Attendance



Attendance Groups & Risk	
Green	No Risk
Yellow	Risk of Under Achievement
Amber	Serious Risk of Under Achievement
Pink	Severe Risk of Under Achievement
Red	Extreme Risk of Under Achievement



MONMOUTHSHIRE CHILDREN AND YOUNG PEOPLE DIRECTORATE

School Budget Share for Financial Year 1st of April 2022 to 31st March 2023

THE DELL PRIMARY

(a)Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	September 2021 Pupil Numbers	Total Funds Allocated	
3-4	2497.46	0	-	
4-5	2496.78	47	117,348.64	
5-6	2496.78	60	149,806.77	
6-7	2496.78	55	137,322.87	
7-8	2464.59	51	125,694.20	
8-9	2464.59	52	128,158.79	
9-10	2464.59	58	142,946.35	
10-11	2464.59	60	147,875.53	
		<u>383</u>	<u>949,153.15</u>	949,153



(b) Premises and Other Factors

Building Maintenance	6,040	
Caretaking	26,658	
Cleaning	13,566	
Energy	15,286	
Rates	22,738	
Grounds Maintenance	5,783	
Governors Services	999	
Finance and Management Support Services	1,901	
Central ICT	2,406	
Maternity	11,268	
Creditor Payments	1,000	
Personnel Services	2,907	
Joint Leisure Facilities	3,812	
Lifeguards	1,161	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	28,900	
Threshold	-	
Lump Sum	156,338	
	<u>300,761</u>	300,761

(c) Special Needs

SNRB Band Funding	-	
Delegated Funding	48,435	
	<u>48,435</u>	
Unit Funding	-	
	<u>48,435</u>	48,435
TOTAL FUNDING		1,298,349



2022-23 End of Year Summary (Outturn Statement)

	<u>2022-23</u>
Total General Income	£477,013
Total Funding	£1,298,349
TOTAL INCOME	£1,775,362
Total Employee Costs	£1,512,172
Total Supplies & Services	£152,313
Total Premises Costs	£217,610
Total Agency and Contracted Costs	£60,377
Total Transport Costs	£3,640
TOTAL EXPENDITURE	£1,946,112
(Shortfall) / To Reserves	(£170,750)*

* This year's budget was affected by additional staffing costs that were either not planned at the start of the year or where funding for the post was not shown in the income section. This has led to a n apparent significant overspend. In part this is due to the headteacher's absence for part of the year. The 23-24 budget has been set and takes account of this discrepancy and is in a positive position.

The school has a policy of not paying expenses to school governors.

To find out more about our budget and funding visit www.mylocalschool.wales.gov.uk.



PTA Funding	Amount
Forest School Equipment	£190.48
Erecting of Outdoor Classroom	£800
Upper School playtime equipment	£2193.00
Lower School playground equipment (play castle)	£ 3450.00
Language resources	£22.83
Y6 Knex workshops	£820.00
Leavers Books	£215.38
Yr 1 middle room re vamp	£150
End of term winning house treats	Approx. £300
TOTAL:	£7,926.31

Charity Donations	Amount
Children in Need '22	£328.22
Harvest Festival Donation for Chepstow Food Bank	£540.04
Poppy Appeal	£524.00
Red Nose Day	£487.63
TOTAL:	£1,879.89

Commission	Amount
Scholastic Bookfair	£435.34
Colorfoto	TBC
TOTAL:	£435.34



We held six **IN Service Training (INSET)** days / twilights during 2022-23 and these focused on curriculum, pedagogy, Welsh, assessment and progress, all priorities in our School Development Plan. Staff attended weekly professional learning meetings where they worked on a range of themes:

Welsh guided reading	Spirals of Enquiry	Safeguarding case management
Speech and language development	Digital Competence	Specific Learning Difficulties
Additional Learning Needs reform & processes	Xlence learning	Assessment criteria
Maths	Professional Standards	Writing criteria
Relationships & Sexuality Education	School as a Learning Organisation	Everyday Welsh

Teaching assistants undertook Professional learning in precision teaching and everyday Welsh in the classroom. Most middle and senior leaders are members of relevant regional networks attending update network meetings and professional learning.

In the summer term, the headteacher provided professional learning to governors on the regional Governor Pathway as well as presenting and coaching leaders on the Senior Leadership Development Programme and the Aspiring Headteachers Programme.

We welcomed six student teachers in our role as a Learning partnership school with the University of South Wales.





The annual Pupil Survey and Parent Survey show that children like being in school and feel supported to learn and that parents feel the same as demonstrated in their survey with all parents believing their child is safe in school and 99% of parents saying they would recommend The Dell to other parents.

Over time the school has shaped its wellbeing work around two pillars.

Provision

The school has worked hard over recent years ensure that The Dell is a lovely place to learn, work and visit. Staff have developed a warm, conversational, and approachable relationship with parents and colleagues beyond the school and we have focussed relentlessly on living our 'Be Kind, Be Your Best' ethos and our Eight Behaviours every day. The result is that children love coming to The Dell, parents really like the school and staff love working here. We know this from our routine conversations with children, parents and staff (See the 'Voices' page on our school website. Fundamentally we believe that when people little and big feel happy, safe, cared for, liked and valued, they have heightened wellbeing and they learn and interact much more effectively with each other.

Intervention

We provide a range of intervention for children and adults at times in their lives (be they brief or ongoing) when life and circumstances are challenging. Through our Sunshine Room provision we provide targeted, bespoke support at times of crisis and when children need an even closer eye and we work routinely with external agencies and colleagues to identify support as and when needs cannot be met within the school. We have also worked hard to normalise support, so children do not feel stigmatised or embarrassed about seeking help to get them through challenging times. Sometimes children might need additional support which is beyond the capacity or provision here in school. When this happens, the child is usually already known to staff and the Wellbeing Leader is able to signpost parents and make onward referrals to appropriate agencies.

As well as our annual Health and Wellbeing Week, we provide a range of opportunities throughout the year for children to understand and strengthen their mental health and sense of wellbeing. This often includes strategies to support their own wellbeing and manage in challenging situations.

We undertake annual Wellbeing Surveys with each child to help them focus on their feelings and how they can develop their mental and emotional resilience.

To find out more about our wellbeing work **CLICK HERE** or visit <https://www.dell.monmouthshire.sch.uk/wellbeing>

The Curriculum



First school in Wales!
(Oct 2020)



- Trust
- Politeness
- Friendliness
- Independence
- Love
- Happiness
- Respect
- Courage



Our Eight School Behaviours

Our School Behaviours form and shape our every day at The Dell. Everyone at our school models, develops and lives by them every day. Through a comprehensive process of teamwork and consultation with every child in the school as well as staff, parents and governors, the School Council came up with the following behaviours and definitions which shape and define us.

Happiness	Happiness is when you brighten someone's day, maybe just by smiling, playing or having fun with them. It also means feeling good about yourself and the way you are. Happiness is infectious and spreads easily. We must understand the power we each have to make other people happy (and sad).
Love	In our school we show love by giving a positive hand if someone needs help, encouraging people to be fair and thinking about others before ourselves. Love means valuing each other and showing others that you care about them.
Respect	Respect is a key element of our school. It includes every person being treated in a fair way. We care for every child and adult and for every piece of school equipment. While we try to respect people and things, we also understand that the way we act shapes how people think of us and that our actions can win us greater respect.
Trust	We show trust by believing, relying on others and keeping promises. Being trusted is a great honour and privilege. We must make sure that we don't break that trust because we want to know that when we put our trust and faith in others, they won't let us down.
Courage	In our school we show courage by trying new things, taking part in new activities and opportunities and being ourselves. Being courageous can be scary and daunting but it can also be exciting and empowering. We understand that the right choices are often not the same as the easy choices.
Politeness	Politeness is when a person is well mannered and respectful to others. We feel a little happier and more smiley when others are polite to us. It shows they care about us. In the same way when we are polite to others we share this positive energy and people think good of us.
Independence	Independence is when you have the confidence to stick to your ideas, learn from your mistakes and listen to others. It's also about being comfortable with doing things your own way but still listening to others. It means believing in yourself and having a true picture of your strengths while always being willing to do things better.
Friendliness	Friendliness means being welcoming and kind to others. It means listening to other people and sharing ideas, time and kindness. Being friendly shows that we are confident in ourselves and shows that we know we have the ability and power to brighten someone else's day and change how they feel. It's a strength to be able to be friendly to all people, even those we are not close to.

Pupils demonstrating these behaviours are recognised through our weekly Celebration Assembly



Pupil Voice

(Taken from HT Working Lunches & Pupils Surveys)

- Preparing children for the future
- Making learning fun and interesting
- Teachers being kind to children and helping them to do their best
- A place where people are kind to each other
- Where everyone can be experts in maths and English and get good skills
- I'd like it where older children helped and looked after younger children
- Where people can reach their potential
- Learning indoors and not too much sitting down and listening
- Happy memories for when I grow up and look back to my childhood
- A school where we are all proud and help each other
- Where there's a balance of sport and things for people who aren't sporty



Our Shared Vision

A caring, happy school where every child is highly and equally valued as an individual.

Where passionate staff support and do what's needed to help each child thrive and where active learning is engaging, relevant and takes place indoors, outdoors and in the local community.



**Be kind
Be your best**

Staff Voice

(Taken from INSET Activities)

- To prepare pupils for 'real life' and continue their learning (lifelong learning)
- For each child to reach their potential in a safe & secure environment
- To engender a love of learning for life
- To prepare children for their future through an exciting childhood
- Through a huge variety of experiences and opportunities we aspire to develop a passion for learning & the ability to learn
- To create independent learners who engage in varied areas of learning & creativity
- A place to feel safe to explore
- A school that has one aim: achievement (learning, hobbies, social skills & life)
- A school that equips children with curiosity, skills & understanding & that allows them to live enjoyable, fulfilled lives.

Parent Voice

(Taken from Parent Forums)

- A school where children achieve the highest levels in reading, writing & maths
- Where every child is noticed and pushed to be amazing
- Where teachers like and enjoy working with each child not just favourites
- I think the school is already exactly what I always wanted for my children
- Where children learn fairness, respect and how to really care for others
- Where children can express their feelings without fear
- To systematically find out what each child is good at, celebrate it and to get even better at it.
- To keep children safe physically and emotionally.
- To prepare children for their future while helping them love being a kid!

Governor Voice

(Taken from 'All About Learning' activity)

- Focussing on learning, always remembering what we're here for -A school which looks for its weaknesses and turns each into a strength
- Where children feel safe and happy and genuinely learn from mistakes
- A place where staff love working in and are therefore self-driven
- Learning is sacrosanct and paramount; everything else is secondary -A school where teachers are free to teach and have clarity of what is expected of them
- Where standards are upheld and learning and children are at the heart of every decision and improvement
- Where children and their views are valued and they are kept safe
- Where staff have access to high quality continued development and support

Respect

Love

Happiness

Independence

Friendliness

Politeness

Trust

Courage



The Four Purposes are at the heart of our curriculum

The Curriculum for Wales has allowed us to design our bespoke curriculum. Pupils have significant input into our curriculum, leading on what they will learn and how they will learn.

- 6 Areas of Learning and Experience (AoLE) and What Matters Statements
- Cross Curricular Skills of Literacy, Numeracy and Digital Competency



...ambitious, capable learners who:

- enjoy challenges
- can use our skills in different ways
- enjoy solving problems
- can communicate clearly
- explain what we're learning about
- can use numbers well
- can use what we know in maths
- use technology to help our learning
- to find out information and to think about it

...enterprising, creative contributors who:

- use our skills to create ideas
- think creatively to solve problems
- take opportunities
- take risks
- play different roles in teams
- show how I feel using different methods
- give energy so that others can take part

...healthy, confident individuals who:

- understand what is right and what is wrong
- develop their wellbeing
- know how to keep safe and well
- take part in physical activity
- make our own decisions about keeping healthy
- join in
- face challenges
- are independent

...ethical, informed citizens who:

- find and think about information we find
- understand what's going on in the world
- know our human rights
- think about their choices and actions
- understand about the history and culture of where we live
- respect the differences of the people around us
- look after our community and world

We are...

Dosbarth: Summer Term 2022 Theme:

6 Areas of Learning and Experience



Our school curriculum ensures a broad and balanced coverage of the 6 Areas of Learning and Experience (AoLE); the 27 What Matters Statements and reflects the Principles of Progressions.

Year Group		Date	
Why?	Core Purpose	What?	Learning Objective (Can I...?)
	<ul style="list-style-type: none"> • Ambitious, capable learners • Enterprising, creative contributors • Ethical, informed citizens • Healthy, confident individuals 	What Matters Statement	Progression Step
		How?	Differentiation
		Teaching sequence	



**Be kind
Be your best**

Pupil Voice

Our learners play a central part in the development of the learning. They contribute to Pupil Voice activities at the beginning of each learning theme and these activities can feed into areas such as My Time and the home learning menus.

Teach



Assess

Apply

My Time

Can I gather and summarise key information?

FT Choose an astronaut that you would like to learn more about and highlight the key information. Think about their early life, career and retirement. Use this information to write create a mind map full of information about your chosen astronaut.

I I can independently gather key information about an astronaut

I can summarise key points in a mind map

I can use a variety of subheadings to separate information

I can gather important information about an astronaut

I can put the information I have found into a mind map

I can begin to use subheadings to separate information



I can see that you understand...

To make your work even better you should...

You have given a clear explanation of...

My Time

The main focus of the learning at The Dell is the ability for the pupils to be able to apply skills in a range of different contexts. Throughout the school, the pupils revisit key skills independently through the afternoon 'My Time' sessions. The pupils assess themselves and their peers through 'Steps to Success' and reflect upon their learning in that session through 'Reflection Sentences'.

My Time ensures that all of the AoLEs are being taught, applied and assessed and that our pupils develop their independence and resilience.



Curriculum Offer

Through the reflection process and through listening to our learners, we aim to offer a rich and varied curriculum with opportunities within our local area and further afield. These form part of our termly 'offer' to pupils to be weaved into our curriculum through our termly learning themes.

- ✓ **Core texts** – Our termly themes are based on 'core texts' which each year group work on as the core of their learning in literacy. These texts are chosen for their level of challenge and provide a balance of genres and writing styles across the school.
- ✓ **Authentic/real life/ outdoor learning experiences** – throughout the learning theme, it is vital that the children experience authentic learning activities and, wherever possible, we use the outdoors to develop those experiences.
- ✓ **Creative/Drama experiences** – from listening to our learners, it was clear that the pupils wanted more creative and drama experiences within their curriculum and so learning themes now incorporate these on a regular basis.
- ✓ **Learning goal** – having a goal aligns with our belief that authentic learning engages and our termly goal allow pupils to work towards that termly goal.
- ✓ **Visit / trip** – learning is always enhanced by visits, whether they be in our local community or further afield.
- ✓ **Community link / visit** – our school is at the heart of our community and it is vitally important that learning reaches out to our community.
- ✓ **STEM project** – problem solving, collaboration and creativity is developed through our termly STEM project, linked to our learning themes.
- ✓ **E-safety focus** – the cross-curricular theme of the Digital Competency Framework is supported through our focus on e-safety and being good digital citizens.
- ✓ **Areas of improvement** – every term, we celebrate successes and also cast a critical eye over the previous term and set improvements and how to get it better.





The approach to supporting children who have difficulties with learning is changing. The Welsh Government has passed new legislation, called the **Additional Learning Needs (Wales) Act 2018**, and **Additional Learning Needs (ALN) Code 2021**, which will replace all of the previous legislation and guidance about special educational needs.

The main changes include:

- bringing together all existing systems into a new, single system for ALN
- being more learner-centred
- providing learners with the same rights and entitlements whatever their age or setting
- improving transition between settings
- provide Welsh language provision where needed
- being a fair and transparent system for all

The Welsh Government hope that these changes will mean that children and their parents and young people will:

- get the support they need earlier
- be more involved in making decisions about their lives and the support they need
- be able to find information more easily than before
- be supported if they disagree with decisions
- be able to appeal decisions to the education tribunal

The new law says that a **'child'** means an individual **under compulsory school age (16 years)**, while a **'young person'** is **someone aged between 16 and 25 over compulsory school age**.

Children and young people who have special educational needs and disabilities will now get support for longer using one system. Some young people may be able to get support until the age of 25. The government wants children, their parents and young people to have more say about the support they need.

For young people 16 or over, they will be the main person making decisions, however they may still want to ask their parents to help them make decisions. They can also ask for information advice and advocacy from someone impartial. This new system will protect the rights of all children, regardless of the extent of their additional learning needs.

During 2022-23 approximately 6% of pupil had identified additional learning needs

Pupils with One Page Profiles - 14

Pupils with One Page Profiles with Targets - 13

Pupils with statutory Individual Development Plan - 1

Total ALN - 28

Welsh Language

Welsh language skills are taught in every class. Initially, much of the teaching takes place through incidental language during the course of the school day. Staff encourage pupils to use Welsh for everyday routine questions and requests as well as to hold simple conversations with other pupils and adults. Opportunities are given to develop pupils' oracy, reading and writing skills. We aim to create a Welsh ethos through introducing to children the history, art, music and geography of Wales. No pupils are exempt from Welsh language learning as this is part of the statutory National Curriculum in Wales.

No children at The Dell speak Welsh at home or as their first language. Following their June 2022 visit, inspectors from Estyn recommended that the school should improve pupils' Welsh language skills.

The Language of the School

English is the everyday working language of the school. All pupils are taught through the medium of English.

To find out more about Welsh at The Dell visit **CLICK HERE** or visit

<http://www.dell.monmouthshire.sch.uk/welsh>



	Term Starts	Half Term Ends	Term Ends
Autumn	4 Sept 23	30 Oct - 3 Nov 23	21 Dec 23
Spring	8 Jan 24	12 - 16 Feb 24	22 Mar 24
Summer	9 Apr 24	27- 31 May 24	19 Jul 24

Autumn Term = 39 days and 35 days = 74 days

Spring Term = 30 days and 29 days = 59 days

Summer Term = 29 days and 33 days = 62 days

School term dates are set by the Welsh Government. Each year schools sets five INSET training days. These are often, but not always, attached to the start or end of a half term. INSET dates will be notified near the start of each school year according to training needs.

	Early Years & Year 2		Upper School and Year 3	
	(Reception, Year 1, Year 2)		(Year 3, Year 4, Year 5, Year 6)	
	BEGIN	END	BEGIN	END
Morning Session	9.00am	12.00pm	9.00am	12.00pm
Break	10.30-10.45am			
Afternoon Session	1.15pm	3.30pm	1.00pm	3.30pm



Changes to the School Prospectus

Apart from updating staff and governor names and current costs for school meals and after school club fees, there were no changes to the school prospectus.

Provision of Toilet Facilities

There have been no changes to the number of toilets during the year. We continue to work with MCC to improve toilet provision for the future.

Meetings held Following a Parental Petition

No meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

To download our latest school prospectus [CLICK HERE](http://www.dell.monmouthshire.sch.uk/documents) or visit www.dell.monmouthshire.sch.uk/documents

