



Governing Body's Annual Report to Parents 2023-24

The Dell Primary School

Dear Parents and Carers, annwyl rieni a gofalwyr

As we reflect on this past year, I want to open this report by thanking you all for your continued support and involvement in our school community. We are two years into the official start of the Curriculum for Wales, two years post-Estyn inspection, and it has been a year of both achievements and challenges, but together, we've made great strides.



Firstly, I'm proud to share that the school continues to make significant progress on the priorities set out in our School Development Plan. We've placed a strong emphasis on cluster work and improving teaching and learning, and next year will see us implementing a whole-school approach to further enhance this focus. Our commitment to pupil development was also highlighted when we were recently awarded the *Young Carers "Best Practice" Award*, and we were thrilled that our *Platinum Eco School status* was renewed. However, we've faced some difficult financial decisions due to ongoing budget constraints. Sadly, this has meant not being able to replace some departing staff, and reducing the support we can offer for vulnerable and challenging learners. It has also affected our capacity to engage with parents as much as we would like, but as we prepare for forthcoming budgets, we will be looking to you for support in voicing financial concerns to local officials and external bodies, as we advocate for the resources our children deserve.

On a brighter note, this year has been full of wonderful changes and initiatives. Our *School Senedd* was launched, complementing the work of our School Council, giving pupils even more say in shaping their school experience, and our marvellous Year 6 leaders took charge of a newly introduced *Bookshelf Shed* on the lower school playground, promoting reading across the school. We're also delighted to have installed 75-inch interactive touchscreens in the Reception to Year 2 classrooms, thanks to national IT funding, (Stop press: In the past fortnight we have managed to install the same into our remaining Year 3-6 classrooms thanks to this year's national EdTech funding!) We've seen the introduction of universal free school meals which has brought its challenges but generally been well received and we have worked with Mathern Day Nursery to ensure the sustainability of the existing independent after school childcare at the school.

We welcomed several student teachers through our partnership with the University of South Wales, who brought fresh ideas and energy into our classrooms. Meanwhile, two staff members completed the National Senior Leader Development Programme, and another is about to complete the National Middle Leader Development Programme, further strengthening our leadership team and going some way to stepping into the shoes of the brilliant Mr Nicholas, who left us to take a lead position at another school. We've continued to support Welsh Government's Welsh Language initiatives with two teachers on one and two-term Welsh sabbaticals and another teacher taking part at the start of this year, ensuring we contribute to the language's future growth in line with our School Development Plan and Estyn recommendation. Community involvement remains a cornerstone of our success, and with our PTA having another fruitful year, raising funds for projects to the impressive tune of £7,085, it makes a real difference to the school, so a huge "thank you" goes to them. If you can spare any time to help out then please do get in touch with them (www.dell.monmouthshire.sch.uk/pta). We're also incredibly grateful to a parent's employer, who generously donated £1,000 worth of new PE equipment. Looking ahead to the new academic year, we remain focused on continuing our progress. Our School Development Plan will drive improvements in teaching and learning, and we're excited to be moving from Twitter to Instagram (www.instagram.com/thedellschool) to better connect with you all and share the many great things happening at our school.

We've said other farewells this year, to Mrs. Dark and Mrs. Llewellyn, and governor Ray Jones. We thank them all for their invaluable contributions to the school and wish them well in their future endeavours. Finally, I'd like to take a moment to acknowledge the resilience of Mr. King, who has had his first full year back in role after a difficult few years health-wise. Thank you to everyone who supported and offered goodwill during this time.

As ever, an enormous "thank you" goes to our staff and also to you, the parents and carers, for your continual support – it really is appreciated. Here's to another year of growth and success!

With warm wishes, gyda dymuniadau gorau,
Steve Curran
Chair of Governors, Autumn Term 2024



Governorship	Name	Term of Office ends
Community (Chair)	Mr Stephen Curran	28/11/2021 – 27/11/2025
Community (Vice Chair)	Mrs Emma Becker	07/10/2023 - 06/10/2027
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

2023-24, 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 2024, there were 403 pupils registered at the school. 7% of these pupil were from families in receipt of financial support (formerly known as Free School Meals) and 8% had been in receipt during at least part of the previous six years.



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

2023-24 Priorities and Progress (High Level Summary)



Priority 1: Improving challenge and in-school variance in accelerated learning	
Raise standards in differentiation to ensure high level of challenge for learners across the school.	Yellow
To ensure that pupils have opportunities to consistently apply their skills in literacy and numeracy at a high level across the curriculum.	Yellow
To develop AFL/ Depth Of Learning strategies as mechanism for pupils to express where they are in their learning journey.	Yellow
Priority 2: Improving maths and numeracy	
To raise standards and fluency in pupils' mental maths skills.	Green
To raise standards in pupils' reasoning skills.	Yellow
Priority 3: Improving Welsh	
Improve the provision of Welsh reading	Green
Oracy – develop confidence and increase fluency	Yellow
Priority 4: Raising Attainment and Wellbeing for Disadvantaged Learners	
To ensure trips and events are affordable for all parents - planned in advance across the school.	Green
To establish equity for disadvantaged learners in all school clubs and leadership teams.	Green
To undertake further analysis of progress of disadvantaged learners.	Green
To fully participate in RADY Cohort 4 and lead whole school staff training.	Green
Priority 5: Continuing to implement the national programme of Additional Learning Needs reforms	
Improve class teachers' identification of ALN children through the use of Provision Pyramids and the use of Universal Plus and Targeted language	Green
To undertake further analysis and monitoring of progress made by our ALN learners (and any potential ALN learners not currently identified) and ensure the correct support and intervention is in place	Yellow
Staff to utilise knowledge of different strategies to support children with ASD and ADHD tendencies within their own classes	Yellow





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 around 96.4%

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 2023-24 school year was 94.97%. 4.2% of absences were authorised and 0.8% were unauthorised. Lateness has improved slightly on the previous year with 923 instances of pupils arriving late (0.6%) but is still a small concern.

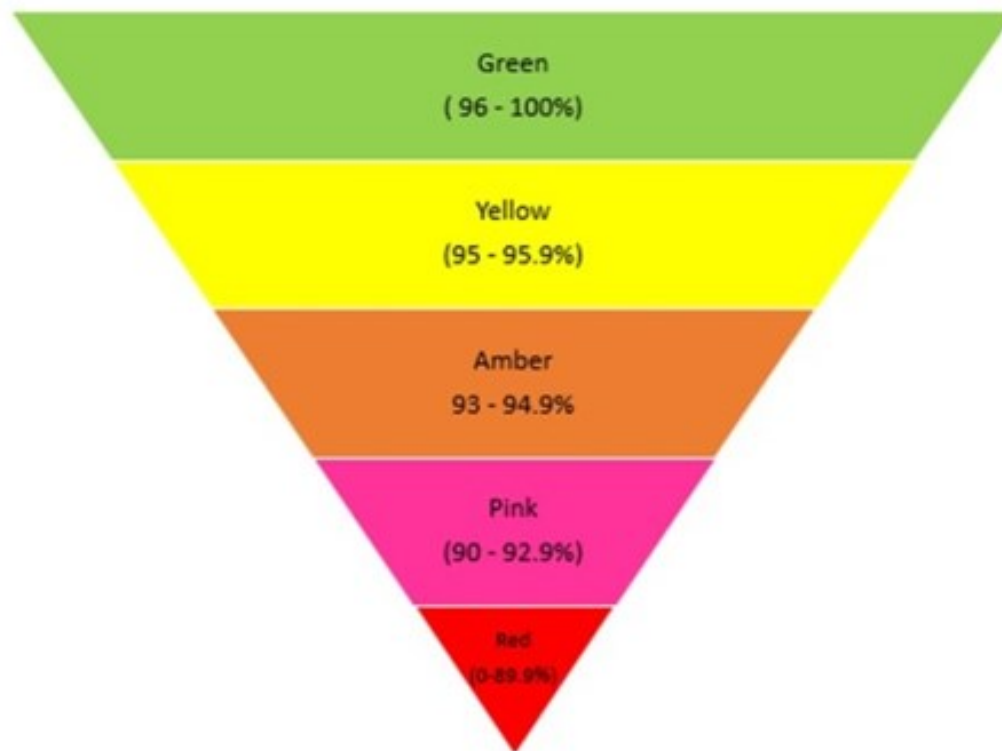
It is clear that while whole school attendance has improved in the past two years, it still has some way to go to return to pre-Covid levels.

There were no permanent or fixed term exclusions during 2023-24.

Whole School Attendance (%)



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 2023 to 31st March 2024



THE DELL PRIMARY

(a)Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	January 2023 Pupil Numbers	Total Funds Allocated	
3-4	2564.71	0	-	
4-5	2591.26	60	155,475.40	
5-6	2591.26	51	132,154.09	
6-7	2591.26	60	155,475.40	
7-8	2559.31	59	150,999.02	
8-9	2559.31	52	133,083.88	
9-10	2559.31	56	143,321.10	
10-11	2559.31	60	153,558.32	
		<u>398</u>	<u>1,024,067.22</u>	1,024,067



(b) Premises and Other Factors

Building Maintenance	6,160	
Caretaking	30,478	
Cleaning	13,837	
Energy	40,423	
Rates	22,470	
Grounds Maintenance	5,898	
Governors Services	999	
Finance and Management Support Services	1,948	
Central ICT	2,406	
Maternity	11,709	
Creditor Payments	1,000	
Personnel Services	2,979	
Joint Leisure Facilities	3,812	
Lifeguards	1,161	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	32,824	
Threshold	-	
Lump Sum	149,780	
	<u>327,886</u>	327,886

(c) Special Needs

SNRB Band Funding	-	
Delegated Funding	58,122	
	<u>58,122</u>	
Unit Funding	-	
	<u>58,122</u>	58,122
TOTAL FUNDING		1,410,075

2023-24 End of Year Summary (Outturn Statement)



	<u>2023-24</u>
Total General Income	£387,194
Total Funding	£1,430,655
TOTAL INCOME	£1,817,849
Total Employee Costs	£1,572,763
Total Supplies & Services	£70,697
Total Premises Costs	£178,014
Total Agency and Contracted Costs	£50,606
Total Transport Costs	£2,850
TOTAL EXPENDITURE	£1,874,930
(Shortfall) / To Reserves	(£57,081)*

The governing body has produced a Budget Deficit Recovery Plan in order to attempt to identify savings that will bring the budget back into a balanced position. The school has a policy of not paying expenses to school governors.

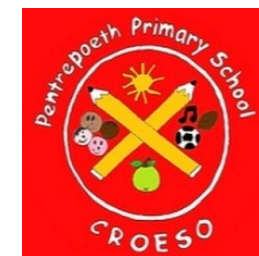
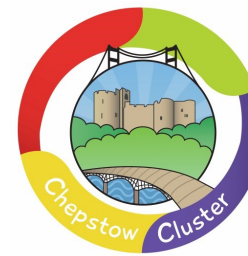
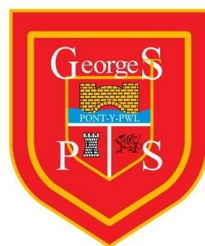


We held six **IN Service Training (INSET)** days / twilights during 2023-24 and these focused on development planning, Cost of The School Day, planning, LGBTQ+ awareness, effective outdoor learning environments, Religion & Values Education, Children who are Looked After & vulnerable learners, Principles of Progression, safeguarding training, cynefin and Chepstow.



Professional learning undertaken and led by staff within and beyond the school this year includes:

- Developing Welsh oracy
- Coached aspiring headteachers across the region
- Supported governors at another Monmouthshire school
- Regional Welsh Network meetings
- Children who are Looked After (CLA)
- External Verifier training for four teachers supporting newly qualified colleagues across SE Wales
- Digital art
- Outdoor learning development for all staff
- National Senior Leader Development Programme (2 teachers)
- National Middle Leader Development Programme (1 teacher)
- Domestic abuse
- Welsh literacy
- Maths intervention
- Presented regional governor training
- Welsh reading across the curriculum
- Supported aspiring headteachers through their assessment day
- Mr King led training for governors across the region
- Members of our governing body undertook two learning walks
- Developing our film and digital media curriculum
- Critical incident planning workshop
- Developing understanding of neurodevelopment of children affected by trauma
- Coached senior leaders from across the region
- Miss Addison attended Middle Leader training
- Chepstow cluster staff learning from Prof Mererid Hopwood from Aberystwyth University
- Shared cluster INSET learning from Chepstow Society
- We welcomed 11 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 97% of responding parents believing their child is safe in school and 90% 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?	What Matters Statement	Progression Step	Learning Objective (Can I...?)
Core Purpose <ul style="list-style-type: none"> • Ambitious, capable learners • Enterprising, creative contributors • Ethical, informed citizens • Healthy, confident individuals 			
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...

You have given a clear explanation of...

To make your work even better you should...

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.





Assessment and Progress

Our school is split up into 3 'teams' – Early Years (Rec, Y1), Middle School (Y2 and Y3) and Upper School (Y4, Y5 and Y6).

Head Teacher and SLT lead on Assessment and Progress and Curriculum and Pedagogy and under take self evaluation processes. AOLE leaders (LLC, MD, Welsh, Science & Technology) also undertake self evaluation processes which has a direct impact on pupils learning.

The whole purpose of assessment, as outlined in the Curriculum for Wales, is to:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice.



Principles of Progression

Increasing effectiveness	Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines within the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts
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We have used this to form our assessment strategy which will look at a more holistic approach to the child. Through our '5 Things' model, we have focussed on what makes the greatest impact upon learning. We focus on effective, ongoing feedback through **verbal feedback, Pink to Think, Steps to Success, MIB ("Make It Better") Time**. We look at the progress pupils are making throughout the year, through regular observations and feedback, year group assessments and we use national and standardised tests twice yearly to identify strengths and areas of development for all our learners

We use Wellbeing Surveys twice yearly to understand and support the pupils in order for them to 'be their best'.



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 2023-24 approximately 9% of pupil had identified Barrier to Learning

Pupils with One Page Profiles - 18

Pupils with One Page Profiles with Targets - 14

Pupils with statutory Individual Development Plan - *(When number is less than 5 it is omitted to avoid identification)*

Total ALN - 35



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

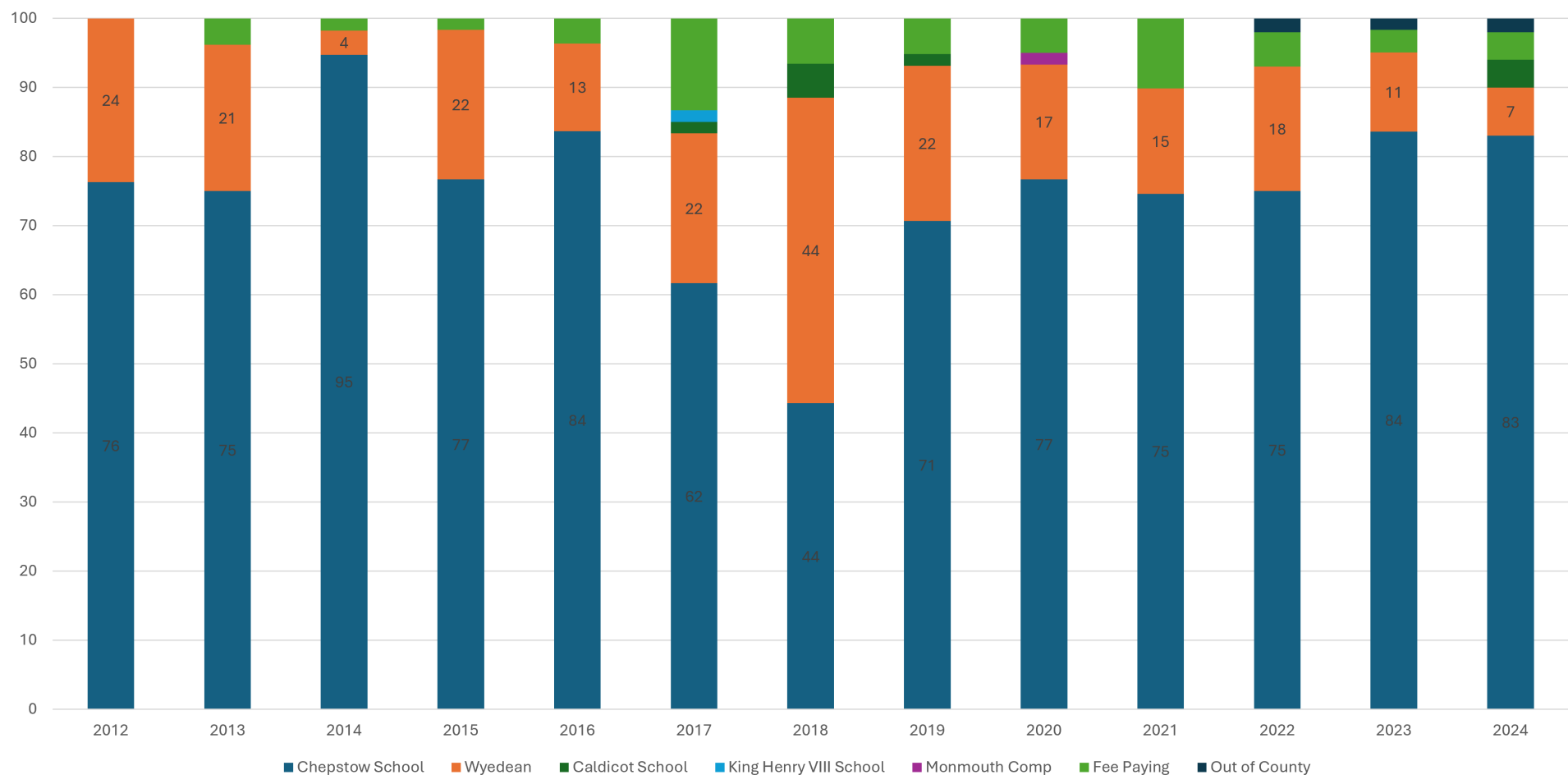
Summer Term = 29 days and 33 days = 62 days

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 (Reception, Year 1, Year 2)		Upper School and Year 3 (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



Year 6 Destination Secondary Schools (%)





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.

Policies adopted by the governing body

- Safeguarding Policy
- Health and Safety Policy
- MCC Relocation Policy
- MCC Swimming Policy
- Schools Critical Incident Plan
- Confidentiality Policy
- Parent and Staff Communication Code of Conduct
- Guidance on school categories according to Welsh-medium provision - June 2024

For more information about the governing body visit www.dell.monmouthshire.sch.uk/governors