



Dewstow Primary School Annual Governors Report to Parents 2024-2025

Mr Glen Ingleson
Chair of Governors

'Together we learn, Together we grow'



Ready, Respectful, Safe

This report is produced by the Governing Body of Dewstow Primary School, for you, the parents/carers of pupils in our school.

It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of our school. It covers our achievements during 2024-2025 and sets out our targets for future improvement.

All Governors regularly meet twice per term with additional committee meetings throughout the year. In the event of a vacancy on the Governing Body for a parent governor, letters will be sent to all parents/carers informing them of this and they will be given the opportunity to nominate a parent to replace. If more than one nomination is received an election will be held.

The Governing Body has not received a petition from parents/carers requesting a formal meeting to discuss this report and therefore no meeting will be held (Section 94, School Standards and Organisation Wales Action 2013).

SCHOOL PROSPECTUS:

Dewstow Primary School Prospectus was updated, for example, with changes to staffing and staff roles, classes and results. A copy of the prospectus can be found on the school website.

<https://www.dewstowprimaryschool.org.uk>

Chair of Governors:

Mr Glen Ingleson
 C/O Dewstow Primary School
 Woodland View
 Caldicot
 Monmouthshire
 NP26 4EE

Clerk to the Governors:

Mrs Joanne Jayne
 County Hall
 The Rhadyr
 Usk
 Monmouthshire
 NP15 1GA

The Governing Body of Dewstow Primary School 2024-2025		
Mr G Ingleson	LA Appointed (Chair of Governors)	20/09/2027
Mrs T Caitlin	LA Appointed	26/04/2027
Cllr T Easson	LA Appointed (Reserve Chair of Governors)	25/04/2026
Dr M Bisi	Community Governor	18/10/2027
Mrs S Webb	Community Governor	01/10/2026
Cllr R Roberts	Minor Authority Governor	10/10/2028
Mrs A Bass	Parent Governor (Vice Chair of Governors)	05/12/2026
Mrs G McIntyre	Community Governor	13/03/2028
Mrs H Williams	Parent Governor	06/02/2029
Ms K Vickery	Parent Governor	21/06/2028
Mrs E Bain	Headteacher	
Ms A Williams	Staff Representative	09/02/2029
Miss L Pearson	Teacher Representative	13/03/2028
Mr M Nicholas	Deputy Headteacher	05/02/2029
Mrs S King	Assistant Headteacher (Observer)	
Mrs J Jayne	Clerk to Governors	

Arrangements for Next Election of Parent Governors

When an existing parent governor comes to the end of their term of office, or if they resign mid-term, the school will hold a ballot to elect a new parent governor. At that time, the school will write to all parents advising of the ballot and seeking nominations for prospective candidates from the parent body.

Name: Dewstow Primary School
 Classification: Monmouthshire County Council Primary School
 Pupil age range: 3 to 11 Years
 Language of the school: English

Address: Dewstow Primary School
 Woodland View
 Caldicot
 Monmouthshire
 NP26 4EE

Telephone number: 01291 636360
 Email: dew.primary@monmouthshireschools.wales
 X (formerly Twitter): [@DewstowPrimary](https://twitter.com/DewstowPrimary)
 Website: <https://www.dewstowprimary.org.uk>

School Year 2024-2025:

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	Mon 2nd Sep 2024	Mon 28th Oct 2024	Fri 1st Nov 2024	Fri 20th Dec 2024
Spring	Mon 6th Jan 2025	Mon 24th Feb 2025	Fri 28th Feb 2025	11th Apr 2025
Summer	Mon 28th Apr 2025	Mon 26th May 2025	Fri 30th May 2025	Mon 21st July 2025

INSET Training Days 2024-2025:

- Day 1: 02/09/2024
- Day 2: 03/09/2024
- Day 3: 04/11/2024
- Day 4: 21/02/2025
- Day 5: 03/03/2025
- Day 6: 21/07/2025



Dewstow Primary School



Vision

Together we learn, together we grow

Mission

Ready, Respectful, Safe

Aims

1. Learn in a safe, nurturing environment which values the ideas of all, through a broad and balanced curriculum.
2. All children and staff are encouraged to aim high, and everyone's achievements celebrated.
3. To promote respect for others' beliefs and cultures, celebrate differences and to create a sense of belonging.
4. To encourage healthy hearts, minds and growing together as part of our community, Wales and the wider world.

Teaching and Learning Committee

The Teaching & Learning Committee provides oversight and support for all aspects of the school affecting our learners. Our focus is to understand how students are kept safe, helped to achieve their potential, and encouraged to develop good behaviours for learning. It also focusses on how the new Welsh Curriculum is being brought to life and embedded across the school. We work with the Senior Leadership Team to ensure there is good governance and evidence to support key goals through regular meetings, policy reviews and data updates.

During 2023-2024, we maintained our view of school activities through regular meetings (virtual and in school), and through key activities such as 'book reviews', 'listening to readers' and 'learning walks'. This engagement has allowed us to see and experience school's positive progress in embedding the new curriculum, and to discuss issues that fall under our remit.

The committee's key role is to ensure that the school fulfils its responsibilities for all children, including those with Additional Learning Needs, those who are More Able & Talented, children for whom English is an additional language, Looked After Children and, those who are less advantaged. The aim for every child in the school is to ensure they make the most progress possible towards fulfilling their potential from their own starting point.

Wellbeing of all learners continued to be a focus as pupils, following on from the challenge of the last few years.

The school has continued to put the child at the centre of all learning, with recognition of the positive progress coming from external agencies and from Estyn. Going forward, we will continue to work with the school to ensure the journey continues positively and new practices are embedded for the benefit of all.

Three sub-committees meet each term and feedback to the full GB.

Resources and Finance Committee

Most school's find themselves in a challenging finance setting within the current environment. In this light our budget position shows relative strength. The prudent investment decisions that have resulted in overspend within this school year are reflective of the needs of the School at this time and fully endorsed by the Governing Body. Outlay on staffing resource to adequately resource our classrooms and critical services, along with educational resources to improve the learning standards and culture within the School have been fundamental to supporting our Head Teacher in successfully transforming the School. It has been a delight to observe, through our learning walks, how the School setting has developed this year through the investment. We will continue to be oversight the finances of the School in a manner that has the development of our children at its heart.

Wellbeing Committee

We discuss and assure ourselves as governors against the wellbeing ethos within school for both children and staff. We have been lucky to have Mr Nicholas DHT to share the wonderful work that has been happening across the whole school. We have enjoyed talking to children who are always delighted to tell us how safe and happy they feel in school. The Playmakers Group who are doing an excellent job promoting good health and wellbeing through play with the younger children (this is just an example of the wonderful work that happens).

Standards Committee

We are provided with an overview of the activities and discussions that occur within the Governing body and the Sub-committee meetings. We share updates from the sub-committee meetings, and the school shares an update on the School Development Plan to ensure that standards are being met across the school. The Standards Committee is also responsible for the recruitment of school leadership and setting agendas for the future of the governing body. This year it has been a pleasure to see the school continue to flourish and develop and I look forward to continuing this journey.

School Development Plan:

Priority 1: To continue to develop learning, teaching and assessment providing challenge for all (Good progress).

Priority 2: To develop CFW planning, to secure good progress and high standards for all pupils providing a range of opportunities to apply skills across the curriculum (Strong progress).

Priority 3: Develop and enable further wellbeing, equity and inclusion with a focus on ALN reform, attendance, online safety, behaviour and staff/pupil wellbeing (Strong progress).

Priority 4: Continue to strengthen and develop vision and leadership practices and capacity at all levels (Strong progress).

A copy of the latest Estyn revisit report can be found on the school website.

<https://www.dewstowprimaryschool.org.uk>

ESTYN REMOVED DEWSTOW PRIMARY SCHOOL FROM THE CATEGORY OF SPECIAL MEASUERS IN APRIL 2024.

Progress towards Priority 1:

The school has made **good progress** in strengthening assessment, developing learning environments, and tracking pupil progress. The introduction of the Penpals handwriting scheme and improvements to indoor and outdoor spaces, especially in Key Stage 2 and Forest School, have enhanced independence and wellbeing. Assessment guidance is being used more consistently, and staff are engaging in reflective practice, though **peer and self-assessment need further development**. Differentiation is clearer, with progress between year groups improving, but more challenge for more able pupils is needed. Personalised assessments have been effectively used to inform planning and parent communication.

The main impact is improved consistency in planning, better learning environments, and stronger use of data to support pupil progress.

Progress towards Priority 2: The school has made **strong progress** in embedding rich, child-centered pedagogy, developing the curriculum, and promoting diversity and inclusion. The implementation of Froebelian Principles, Drawing Club, woodwork, cooking, and schema theory has transformed Early Years practice, fostering greater independence and creativity. Professional learning has been extensive, with staff leading consortium-wide events and developing progression maps that are actively used in planning. Whole-school focus on **integral skills**, such as personal effectiveness and creativity, is clearly shaping planning and learning environments. Evidence from book looks, planning reviews, and pupil voice activities shows these skills are increasingly embedded across the curriculum. In terms of **diversity and multilingualism**, the school has taken significant strides. The use of MFL and sign language in concerts, increased incidental Welsh, and a structured French and Welsh SOW demonstrate a whole-school approach. Diversity and anti-racism are being addressed through assemblies, surveys, action plans, and curriculum content, with clear evidence of impact on pupil understanding and engagement. **The main impact** is a well-developed, inclusive curriculum where pupils are engaged, confident, and resilient learners, and staff demonstrate high levels of professional reflection and collaboration.

Progress towards Priority 3:

ALN: Significant progress includes comprehensive IDP development and reviews, active engagement with external agencies (EP, COMIT, EST, SRB), ALNCo training, systematic tracking (SIMS, ALN Tracker), and robust parent engagement. Staff are well-trained (Autism, Dyslexia, OPP), and provision mapping is embedded.

Wellbeing: A strategic approach is evident with a Cluster Wellbeing Policy, regular staff wellbeing activities, supervision, and training (e.g. Flourish, ELSA). Robust pupil support systems (e.g. PASS, Boxall, surveys) are in place, with ongoing interventions and referrals.

Attendance: Marked improvements are supported by structured EWO involvement, consistent communication with families, and celebration of achievements. Data shows increased attendance across all year groups.

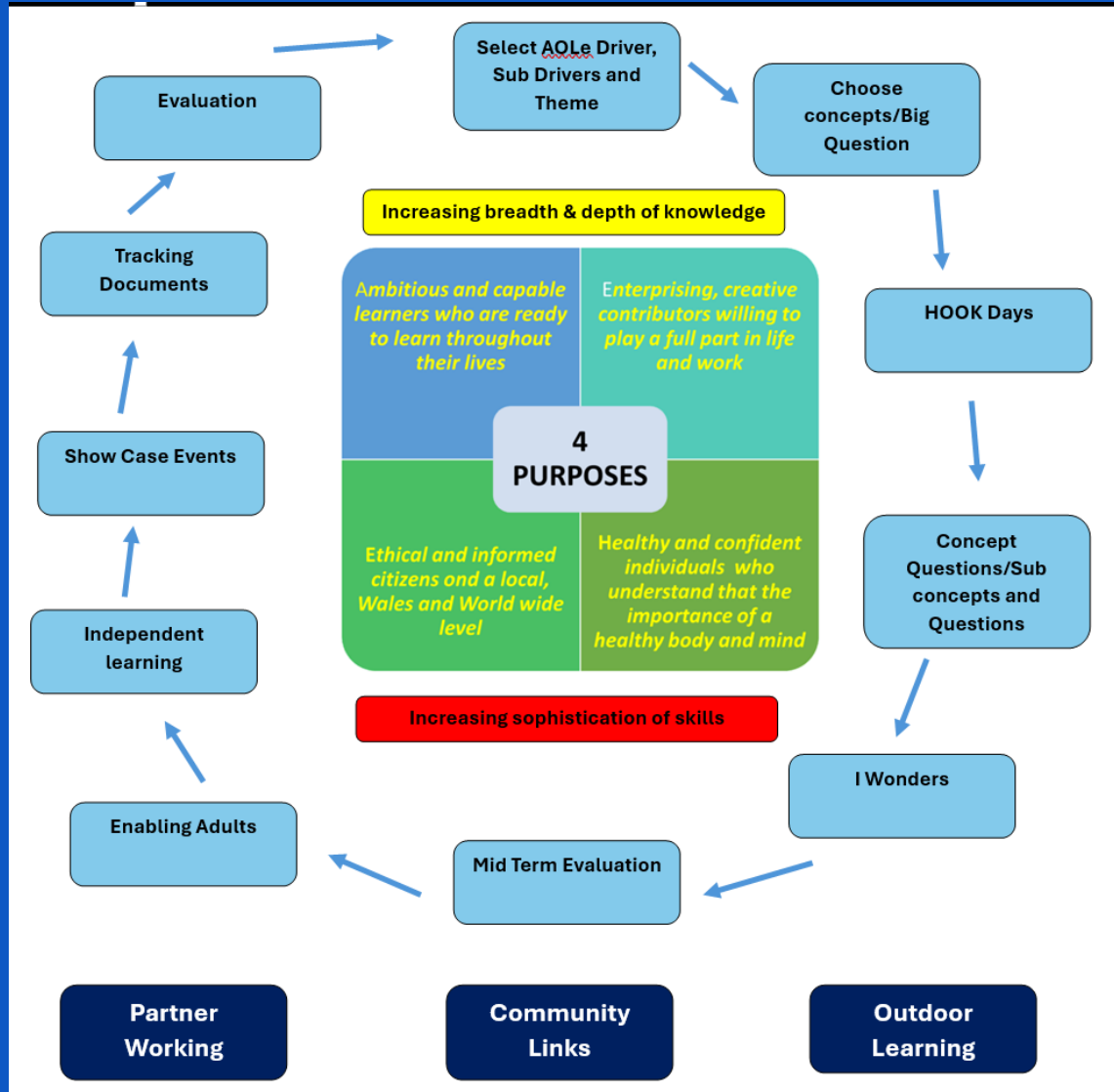
Behaviour Policy: Is embedded, reflected in improved conduct and no exclusions. External visitors have praised the school's calm, purposeful environment.

Transition: Thorough planning and actions, including a dedicated Transition Policy, enhanced transition for vulnerable learners, and close collaboration with feeder schools and nurseries, demonstrate a proactive and supportive approach. Systems are embedded, impact is evident, and continuous improvement is driven by leadership and staff commitment.

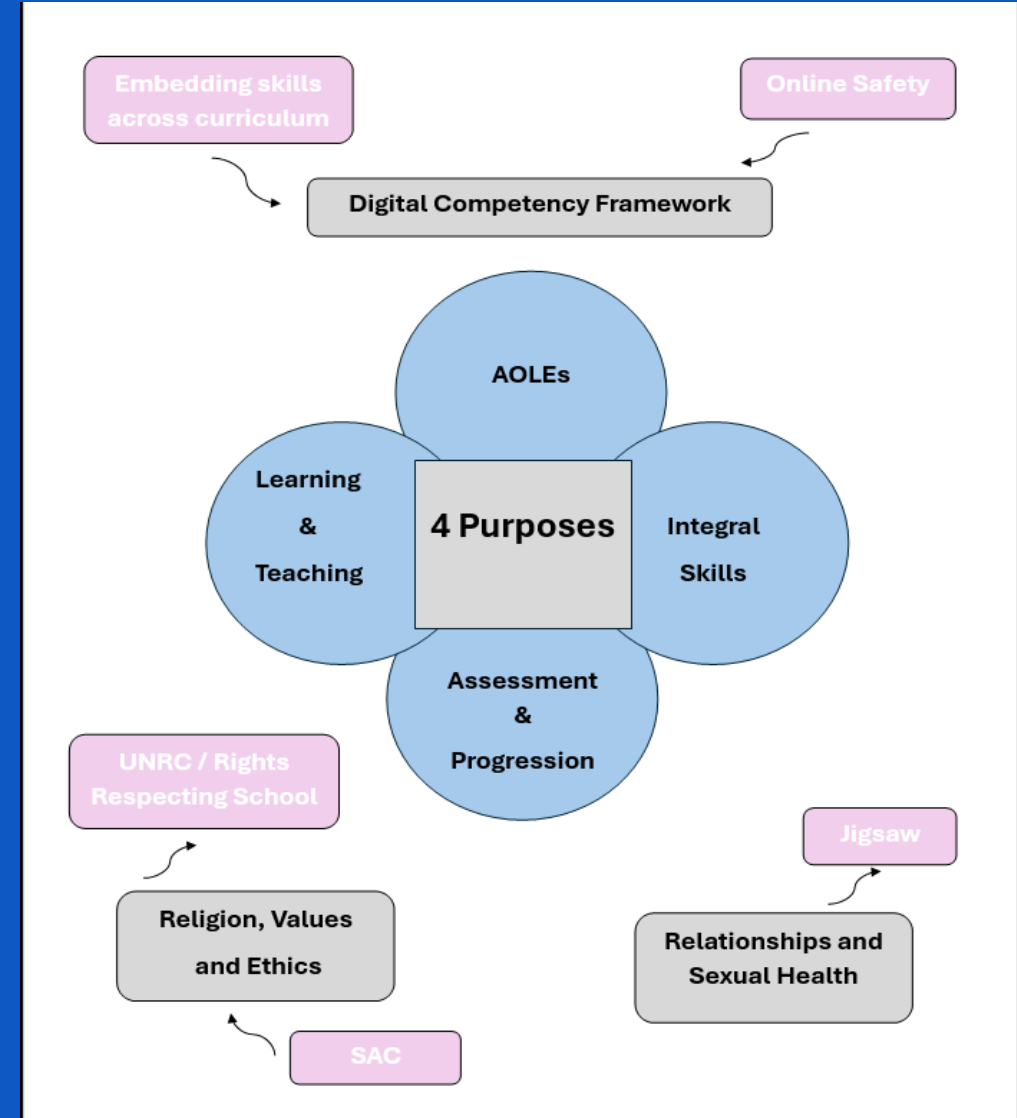
Progress towards Priority 4:

The school has made **strong progress** in developing leadership at all levels, embedding professional standards, and fostering pupil leadership. All staff have engaged with the Professional Standards through PDR processes, including regular reviews and alignment with personal and school development priorities. The Deputy Headteacher has taken on a clear development pathway with mentoring and training, supporting succession planning. Staff are actively engaging in professional learning, enquiry, and evaluation, which is improving classroom practice and self-evaluation processes. Governors are also more involved in self-evaluation and strategic planning, contributing to a stronger governance structure. Pupil leadership is well-structured with clear action plans and active roles across multiple groups, enhancing learner voice and wellbeing. The main impact has been the creation of a reflective, professionally engaged culture with a clear focus on improvement and leadership development across the school community.

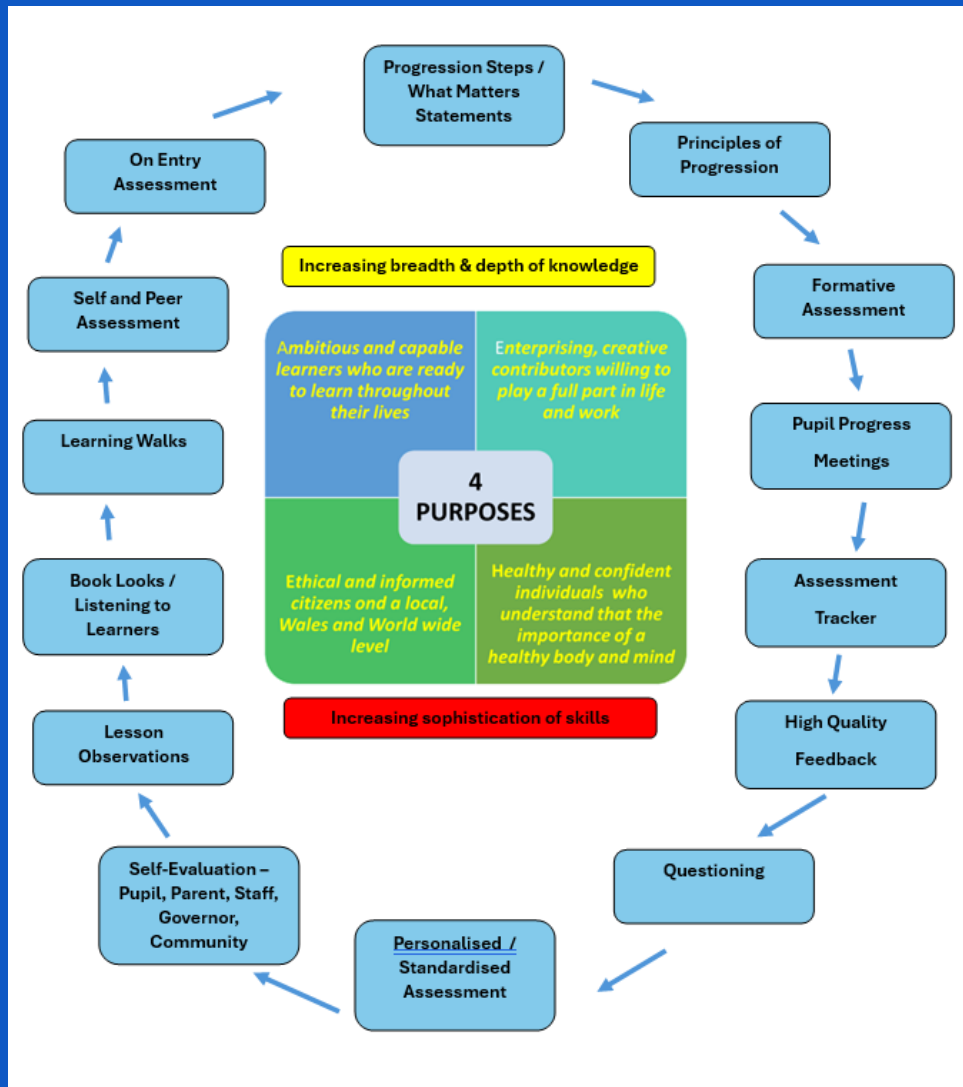
Curriculum for Wales at Dewstow Primary School



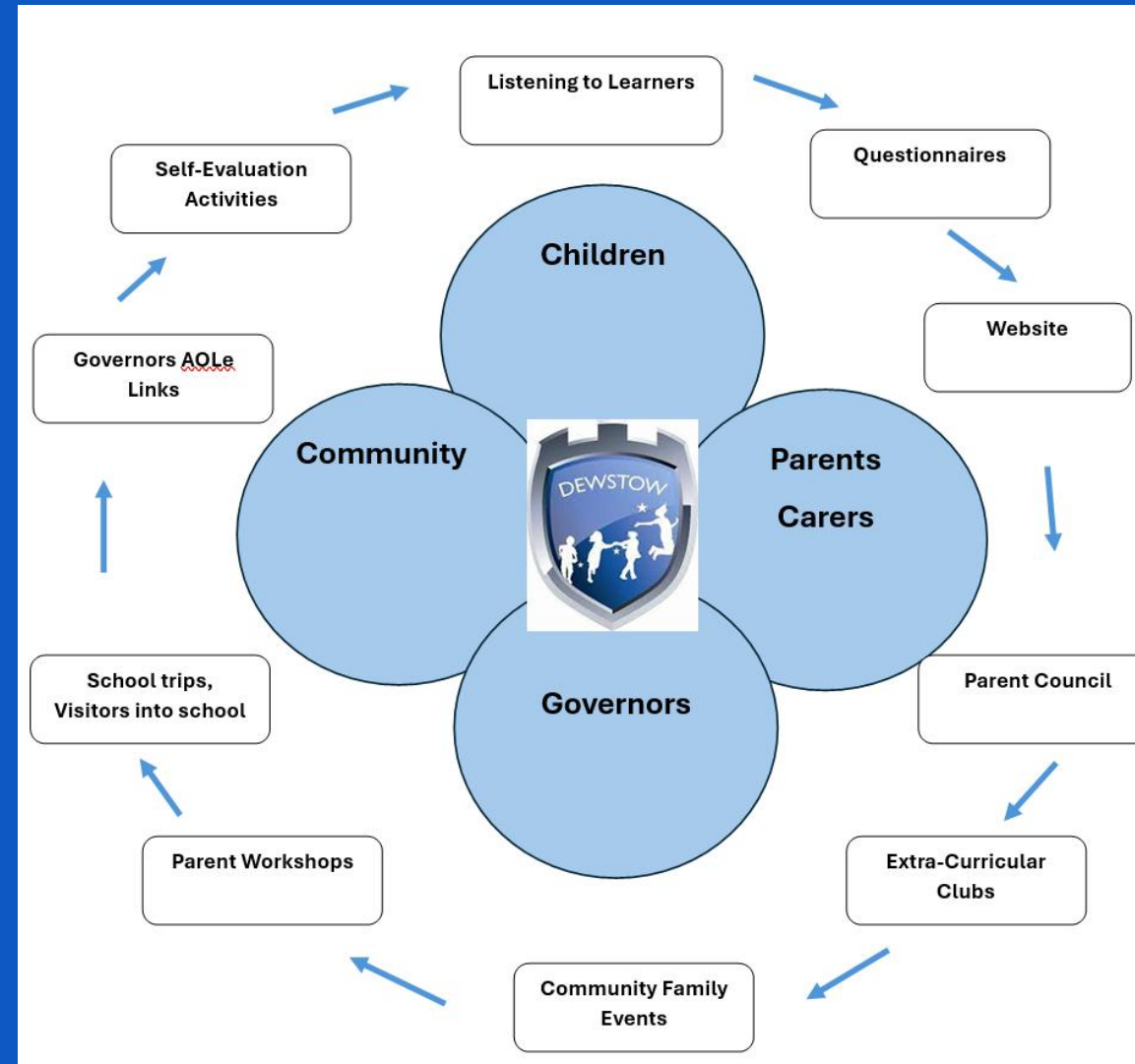
Cross Cutting Themes



Assessment and Progression



Engaging Children, Parent/Carers and Governors



Organisation of education and teaching methods:

At Dewstow Primary School we aim to provide a broad, balanced and equitable education in a warm, safe and nurturing environment. The teaching and learning experiences are aligned to the requirements of Curriculum for Wales. We offer a morning and afternoon Nursery provision, each session is for 2 ½ hours. Pupils are taught in single age year groups across the Plazas.

The Curriculum is planned and taught with a focus on the skills of literacy and numeracy. Skills are taught separately and applied across the curriculum. Pupil's acquisition of these skills is closely monitored, assessed and reviewed.

Additional Learning Needs:

Pupils who have additional learning needs are regularly tracked and monitored and one-page profiles are in place for all these children with further identified provision if needed. All pupils, staff and parent/carers have regular meetings to ensure the children are working to their full potential.

Welsh Language:

The use of Welsh Language skills are taught in every class. Much of the teaching is taught through incidental language throughout the school day. All staff encourage pupils to use Welsh for everyday routine questions, requests as well as to hold simple conversations with other pupils and adults. Opportunities are provided to develop pupils' oracy, reading and writing skills. We create a Welsh ethos through introducing learners to history, art, music, and geography in Wales.

Attendance:

Our Educational Welfare Officer (EWO) Ms Rachael Worrad, is available to help families with regards to attendance and welfare matters concerning school. The Headteacher, Mrs Bain and the School Administrator, Mrs Godbold, regularly monitor attendance and punctuality and discuss pupils whose attendance is of concern. Parent/carers are asked to phone daily to let us know why your child is absent or late. Attendance to date has significantly improved. Pupils celebrate their attendance weekly through Celebration Assemblies.

Attendance 2023-2024 was 91.07%

Authorised absences 7.83%

Unauthorised absences 1.10%

Statistics for the last 5 years

Percentage (%)	2019/20	2020/21	2021/22	2022/23	2023/24
Attendance	63.3	94	91	89.6	91.07
Authorised absences	3.9	5.2	8.3	9.6	7.83
Unauthorised absences	0.4	0.7	0.7	0.8	1.10

We can only achieve the expected standards in you support us by ensuring your child is in school when they should be.

We focus on attendance because:

- School work is easier to cope with
- Pupils feel more secure
- Friendships more easily maintained
- Longer term prospects are better being on time

We focus on lateness because... if your child is 10 minutes late a day they miss:

- 50 minutes learning a week
- 633 minutes a term
- Over 32 hours a year

Sports and Extra-Curricular Activities:

Each week, all classes receive lessons in physical education. Year 3 to Year 6 attend statutory swimming sessions at Caldicot School, delivered once per week over a block of sessions. Pupils have the opportunity to take part in the following clubs:

Gardening, Digiteers, Pupil Council, Healthy Heroes, Eco Committee, Criw Cymraeg, Craft Club, Netball, Board Games, Cooking, Computer Club and Lego Club.

Our teams enjoyed successes in local tournaments which included rugby, football and the Year 6 swimming gala.



Residential Trip:

We were able to offer our children in Year 5 and Year 6 a residential trip to Gilwern Outdoor Education. Pupils enjoyed a range of activities including rock climbing, hill walking, caving and canoeing.

School Visits:

All year groups took part in a wide variety of trips during 2024-2025 academic year, organised to provide the children with meaningful learning experiences. These included:

- Gilwern Outdoor Education Centre (residential trip);
- Asda;
- Library;
- Bethany Baptist Church;
- Caldicot Castle;
- Singing opportunities VOCES8/Cerdd Iaith;
- Police links;
- Musical instruments pennywhistle, Brass, strings, toots and doods.



Parent, Teacher and Friends Association

Our dedicated PTFA have had a great year and made a fantastic contribution to the running of our school. They have raised over £5000 through events such as discos, gift sales and Christmas events amongst other things. The PTFA have provided the school with funds for gardening club alongside plants to enhance the school environment. They have also purchased presents from Santa, Easter eggs for every child, Leaver's gifts, prizes for different events and many other things alongside contributing to school trips and other events/opportunities for the children.

Most recently they have provided money for the Flourish Project to support the children's wellbeing. They would like to thank the families of Dewstow for their support throughout the year and invite anyone who would like to join the PTFA to get in touch through the school reception.

Community Links

The Governing Body are keen to develop links with the local community and to give the pupils a sense of belonging as active citizens in their local, national and global community. Dewstow Primary School supported the local foodbank at Harvest and supported Children in Need and Comic Relief. The children visit the Council Town Offices and have afternoon tea with the Mayor of Caldicot.



Provision of Toilet Facilities:

Within the school, toilet facilities are available in each plaza, with private toilets for children who may need to step outside of their class (this is especially important for some of the older girls in the school who are experiencing changes).

Healthy eating and drinking:

Healthy eating and drinking are encouraged from Nursery through to Year 6. Pupils are encouraged to drink water throughout the day and there is a water fountain in the school hall. This is maintained by an external company who also provide facilities for hand washing in the pupil toilets. From September 2022, all Infant school children and foundation stage children have been entitled to a free school meal. As from September 2023, all our children are entitled to free school meals. We follow the [Monmouthshire Council school menu](#) which helps to ensure consistency across all schools in the county.

Children are welcome to bring packed lunches to school. We encourage food, snacks and drinks in packed lunches to be healthy and nutritionally balanced. Please do not bring nuts or Nutella products into our school for the safety and protection of our children. Children have access to fresh water throughout the school.

Review of School Policies

All statutory policies have been reviewed during the Autumn Term. In addition, the following policies have been created or reviewed: Cluster Staff Wellbeing, Severe Weather, School Prospectus, Behaviour, Whistleblowing, Anti-Bullying, Intimate Care, Traffic Management, Transition, Anti-Racism, Lone Worker, Physical Restrictions Policies.

Finance:

The budget allocated in 2024-2025 was £1,049,606 which included a carry forward from 2023-2024 of £57,434. The school budget is overseen monthly by the finance department at Monmouthshire County Council and is closely monitored by the Finance Committee and shared at the full Governing Body Meetings. Spending is allocated with the priorities of the school.

Funding has been used to purchase a range of resources for the plazas, including Capula, Block Play, gardening equipment, plants, and to support a range of learning experiences, for example Music lessons, and visitors into the school.

No gifts are identified for this financial year and no member of the Governing Body claimed travel or subsistence. Full accounts are available for parents / carers to peruse upon request.

SUMMARY		
	2024-25 BUDGET	2025-26 BUDGET
TEACHING STAFF	566,636	636,077
SUPPORT STAFF	330,441	274,200
NON PAY BUDGET	415,236	345,161
INCOME	-194,676	-199,949
FUNDING	-1,049,606	-1,070,967
TRANSFER (TO)/FROM RESERVES	68,032	-15,478
RECONCILIATION	68,032	
END OF YEAR RESERVES as per Outturn Estimate	-6,978	-22,456