

West Monmouth School

Ysgol Gorllewin Mynwy



School Governors Annual Full Report to Parents

2022 - 2023

School Governors' Annual Report to Parents

General Comment

2022 - 2023 was much better in the life of West Monmouth School, with much improved achievement in the examination results and many other aspects of school life including sporting and cultural activities. This is indeed a credit to all pupils, staff and parents involved.

There were approximately 1165 pupils on roll throughout 2022-23. The school continues to set high expectations for all and the improving examination results reflect a good work ethos in every year group. The School Council, chaired by senior students, continues to represent the pupils through regular meetings with the Headteacher.

Premises

Although showing its 125 years in existence, staff at the school continue to make a great effort in creating bright and interesting classrooms. During the year, a rolling programme of internal decoration continued and has considerably improved the learning environment. The Haberdashers Building houses the school canteen, drama theatre, extensive catering rooms, and is the base for the English faculty.

Toilet facilities

There are adequate toilet facilities within the school. The toilets are monitored throughout the day for cleanliness. All facilities, including the provision and condition of toilets are discussed at School Council meetings.

Term Dates 2022/23

<u>Autum Term</u>	2nd September 2022 - 23rd December 2022
<u>Autumn Half Term</u>	24 th October 2022 - 28 th October 2022
<u>Winter Holidays</u>	26 th December 2022 - 6 th January 2023
<u>Spring Term</u>	8 th January 2023 - 31 st March 2023
<u>Spring Half Term</u>	20 th February 2023 - 24 th February 2023
<u>Easter Holidays</u>	3 rd April 2023 - 14 th April 2023
<u>Summer Term</u>	17 th April 2023 - 21 st July 2023
<u>Summer Half Term</u>	29 th May 2023 - 2nd June 2023

Session Times 2022/23

Morning Registration / Assembly	8.25 - 8.45
Lesson 1	8.45 - 9.45
Lesson 2	9.45 - 10.45
Morning Break	10.45 - 11.00
Lesson 3	11.00 - 12.00
Lesson 4 KS 3 Lunch	12.00 - 1.00
Lesson 5 KS 4 Lunch	1.00 - 2.00
Lesson 6	2.00 - 3.00

Links

The Governors are impressed with the links existing between the school and different institutions both at a local and national level.

The school enjoys excellent curriculum, pastoral and social links with all local Primary Schools and with all 14-19 providers. During the year, a link with Haberdashers' schools in Monmouth was continued. Pupils were able to visit during the year, to explore their options for 6th form study. We are also very fortunate to have secured fully-funded places for 10 WMS pupils each year, to go on to their 6th form studies at Haberdashers.

Destination of Year 11 Pupils 2022 - 2023

A breakdown of the destination of Year 11 pupils is included as an attachment to this full report.

Continued in Full time Education	76%
Entered work based training	12.6%
Employed outside work based training	2.84%
Not in employment, education or training	2.40%
Moved from Area	0%
Unknown	0.8%

Pupil Outcomes:

The success of schools in Wales is judged by a range of key performance indicators which mainly relate to the outcomes achieved by pupils when they leave school at aged 16 at the end of year 11 and there are 7 main measures:

Performance Measure	Explanation
Average Capped 9 Points* Score (this was a new measure in 2019)	This considers the points scored by all pupils across all their subjects and so is a good indicator of whether a school offers its students appropriate curriculum choices.
Average points score - Literacy	This is the average best points scored by pupils in either English Literature or English Language.
Average points score - Numeracy	This is the average best points scored by pupils in either Maths or Numeracy.
Average points score - Science	This is the average best points scored by pupils in GCSE Science qualifications.
Average points score – Skills Challenge Certificate	The Skills Challenge Certificate teaches pupils important citizenship and employability skills.
The Level 1 Threshold	This is the % of pupils who attain at least 5 GCSE or equivalent qualifications at A*- G grade – it is a good indication of how well a school caters for its less able pupils.
The 5A*- A Threshold	This is the % of pupils who attain 5 or more GCSE or equivalent qualifications at A* or A grade – it is a good indication of how well a school caters for its more able pupils.

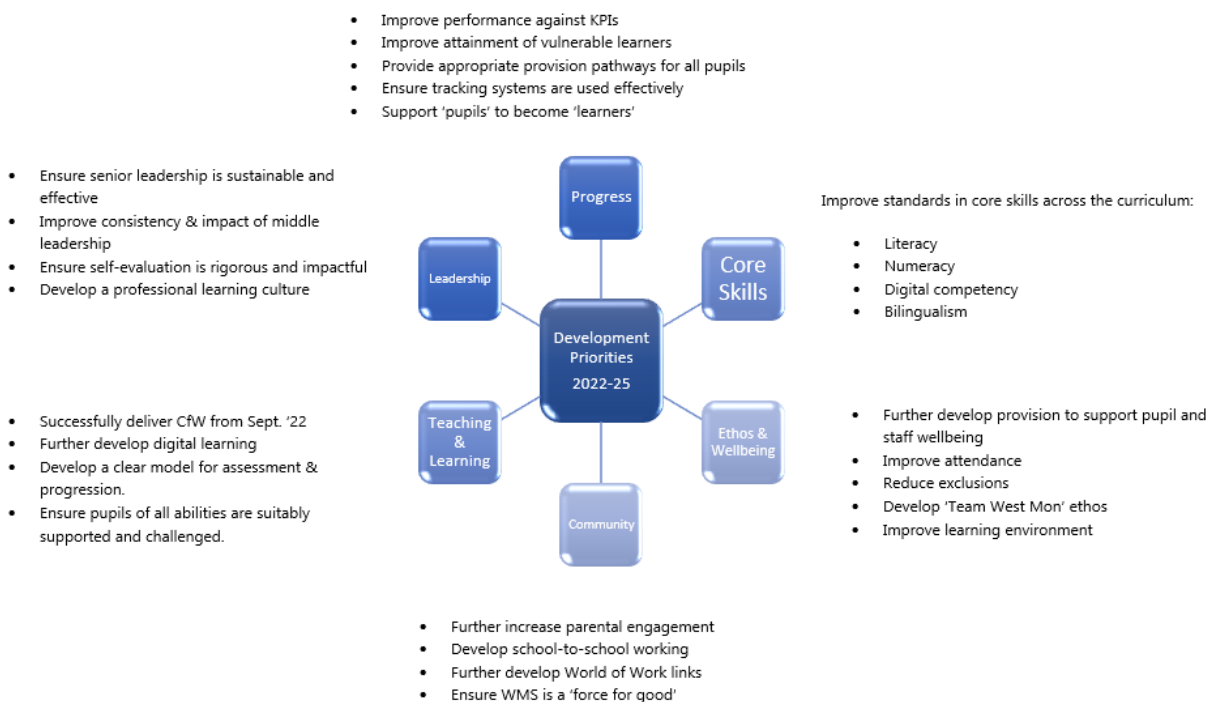
GCSE points are calculated as follows: A= 58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, U=0

The table below shows a summary of the 2023 Year 11 outcomes for West Monmouth pupils:

	2019 Exams	2020 CAG only	2021 CDG	2022 Exams	Actual All	Actual Boys	Actual Girls	Actual FSM	Actual NFSM
Measure									
APS Capped 9	347.9	366.6	386.98	356.5	372.09	366.70	378.80	343.21	385.68
APS Literacy	38	37.76	41.5	37.88	38.39	37.09	40.00	34.68	40.13
APS Numeracy	38.6	37.07	38.8	35.99	38.50	38.38	38.65	33.65	40.79
APS Science	36.7	35.21	37.6	34.57	36.59	36.16	37.13	31.82	38.83
APS SCC	33.5	35.86	35.26	34.52	36.17	35.95	36.44	29.58	39.26
Level 1	95.9	94.29	96.04	91.41	97.98	99.27	96.36	97.47	98.21
Level 2+	49.7	54.29	53.47	45.45	55.47	50.36	61.82	37.97	63.69
5A*-A	14.3	14.29	27.7	17.17	14.17	10.95	18.18	7.59	17.26

Progress against set targets:

The Governing Body identified the following strategic priorities for the school in its 2022-2025 school development plan:



Current Progress against 2022-2025 strategic priorities:

Standards:

Strengths	Areas for Development
<ul style="list-style-type: none"> • Yr. 11 attainment surpassed that of '22 cohort in nearly all indicators and groups of learners including fsm. • Fsm attainment gaps narrowed in nearly all KS4 key indicators and in most wider qualifications relative to 2022 and many relative to 2019. • Highest ever performance at level 1 and legacy level 2 inclusive measures. • AWCDS shows attainment in line with or above modelled expectation in all areas. • APS of GT pupils increased by 100pts. • All pupils accessing Hub and Woodlands achieved L1 Threshold • Tracking data shows '24 cohort on track to surpass '23 outcomes in majority of indicators. • At KS3, attainment overall improved in nearly all subjects relative to 2022 and, in many, relative to 2019 for all groups of pupils including fsm. • At L5+ and L6+, fsm attainment gaps narrowed in most subjects and at L7+, fsm attainment improved in the majority. • Salon now set up and Hair & Beauty qualification being delivered to 6 learners – positive impact on attendance and engagement. • KS3 tracking systems have been refined and clear protocols established for how this is used by HoLs and form tutors. • Progress Week initiative trialled with year 7 -awaiting evaluation. • Majority of subject areas have now developed manageable approaches to homework – many utilising online solutions. • AS Welsh provision now in place for a small group of learners – very positive engagement so far. 	<ul style="list-style-type: none"> • 5A*/A threshold below that of '22 cohort but in line with 2019. • Significant performance gap between fsm and nfsm learners remains in all areas. • Performance in literacy indicator and at 5A*/A is below Wales and LA averages. • Tracking data shows '24 fsm NS A*/A attainment is likely to be lower than that of '24. • Fsm attainment gaps remain in all subject areas at KS3. Attainment gaps at L7+ widened in the majority of subjects despite increases in actual fsm attainment. • Setting and follow-up on homework remains inconsistent.

Core Skills:

Strengths	Areas for Development
<ul style="list-style-type: none"> • New strategy in place for the development of core skills across the curriculum however this is still in its early stages. • Core skills mapping for Y7&8 is now complete to understand coverage. An audit of the quality of what is taught where is now underway. • Nearly all pupils who have participated in intervention programmes for numeracy and literacy have improved standardised scores in NRT/NTT assessments. • Identification and tracking of these pupils' progress is now more data-driven and precise with a greater focus on fsm learners. • Cluster maths programme has developed common pedagogical approaches. • Marking for literacy is now more consistent and thorough. Where pupils have been challenged to make corrections, these have been acted on. • Improved consistency in delivery of 'every lesson, every day' literacy strategies observed in lesson obs and work scrutiny. • Some improvements in quality and depth of pupils' oral responses evident in lesson obs. • Small increase in teachers' use of incidental Welsh noted in lesson observations. 	<ul style="list-style-type: none"> • Minority of core skills tasks planned are not of appropriate 'age and stage'. • Majority of teachers lack confidence in assessment of core skills tasks and comments are not always accurate or helpful. • In a minority of cases, teacher questioning requires further development to illicit more extended and in-depth responses. • Intervention withdrawal for literacy and numeracy has a very negative impact on pupil progress in other curriculum areas –timetable model now revised. • Pupils still have too few opportunities to use Welsh outside of Welsh lessons.

Ethos & Wellbeing:

Strengths	Areas for Development
<ul style="list-style-type: none"> • New staffroom development completed – positive impact on staff wellbeing. • Calendar of staff social events is in place – well attended. • Tracking system in place to monitor impact of wellbeing intervention provision but at early stages of use. • Attendance increased significantly relative to 2021/22 including for fsm learners and was slightly above modelled expectation. • Persistent absenteeism also decreased significantly for all groups relative to previous years. • Attendance to Dec'23 was significantly above the same point last in '22 due to FLO engagement, improved systems and awareness, use of FPNs. Attendance compares well to similar local schools. • Persistent absenteeism currently lower than the same point last year. • Modified days have been reduced. • 22/23 rate of exclusions fell from 173 to 130 per 1000 pupils. 	<ul style="list-style-type: none"> • Due to staff changes, no Hafan staff currently hold TIS Diploma • Mapping of RSE provision across the curriculum is not yet completed. • Attendance for 22/23 was in Q3 and that for fsm learners was below all 3 comparative averages. • Fsm attendance remains significantly below that of nfsm. • Attendance remains lower than pre-pandemic levels. • There is a significant increase in EHE requests linked to pressure on attendance. • Exclusions in the Autumn term rose very slightly compared to Autumn term '22. • Fsm and ALN learners are very significantly over-represented in exclusion figures. • Several areas of W Block remain in a very poor state of repair esp. stairwells.

<ul style="list-style-type: none"> • Bullying policy has had a significant impact on reducing the numbers of low-level incidents reported. • Rewards programme now in place – impact evaluation not yet undertaken. • New wall art in W Block has significantly improved look of corridor areas. 	
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Community:

Strengths	Areas for Development
<ul style="list-style-type: none"> • Cross-phase projects in place to develop common pedagogy in literacy and numeracy; and common approaches to supporting pupil wellbeing. • Minority of faculties now have CWRE activities and SoLs in place. • Increasing links with employers eg. Work experience placement for yr.10 pupils at BAE. • Stage 1 of the Careers Wales Quality Award is now complete – this is a WG pilot project. • Local OAPs attended a pantomime performance and Christmas afternoon tea. • Christmas Fayre was held to improve links with parents/carers. This was very successful. • Some work has been done to re-build links with the GT community –open morning arranged for Year 6 parents. • A majority of faculties now have strategies in place for parental engagement eg. Newsletters, increased use of social media, and 'help' videos for parents. 	<ul style="list-style-type: none"> • CWRE display and learning activities not yet in place in majority of faculties. • Community links not yet returned to pre-pandemic levels. • Minority of faculties do not yet have plans for improved parental engagement in place. • No opportunities for middle leaders to work with LNS school in Autumn term – to be addressed in Spring '24. • New website not yet ready for launch.

Teaching & Learning:

Strengths	Areas for Development
<ul style="list-style-type: none"> • AoLE leads work with the cluster to develop common pedagogical approaches. Purposeful transition projects currently underway. • Some improvement in the quality & effectiveness of teacher questioning noted in lesson obs. resulting in more effective onward planning and improved pupil responses. • Improvement in the frequency and quality of formative feedback provided to pupils in most faculty areas as a result of Progress Checker strategy. • Where there is provision of useful reference resources such as knowledge organisers, pupils are increasingly independent and resilient. • Many pupils demonstrate good recall of prior- 	<ul style="list-style-type: none"> • Digital technology is purposefully used in a minority of faculties but the use of chromebooks remains inconsistent. • In a few lessons, an over-reliance on closed Q&A as the sole assessment strategy results in responses from pupils which are too brief and simplistic. • In a minority of lessons, teachers do not always choose the most effective formative assessment strategy to support effective onward planning. • Whole class tasks do not always provide an appropriate level of challenge for more able learners who often finish quickly and then stray off task. • Most faculties as have yet made limited progress to create assessment portfolios to exemplify expected

<p>knowledge in lessons and combine this successfully with new learning due to well-planned activities which support pupil progress.</p> <ul style="list-style-type: none"> • Most pupils have good active listening skills during teacher exposition and when questioned can articulate content clearly in their own words. • A bespoke curriculum for ALN groups has been developed with greater flexibility around content coverage and pupil groupings - this is at an early stage. • Clear criteria for the identification of MAT learners created and an extensive programme of extra-curricular opportunities in place. • Training on effective stretch and challenge strategies provided to all teachers – evidence of impact beginning to be observed in work scrutiny. • 	<p>standards against progression steps.</p> <ul style="list-style-type: none"> • There is still too much variation in MAT provision in mixed-attainment classes and MAT pupils do not always make the progress they could. Further training and support required for all staff to understand expectations. • Teachers do not always make sufficient use of pupil IDPs and OPPs to meet the needs of ALN pupils within their classes.
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Leadership:

Strengths	Areas for Development
<ul style="list-style-type: none"> • New AHT now in post – significant impact on skills provision and T&L. • Improvements seen in quality of self-evaluation and improvement planning where additional support provided. • Training provided to MLs on impact-focused self-evaluation – improvements seen in most work scrutinies esp. those undertaken by Skills Leads. • More rigorous analysis of national test data to evaluate standards and impact of interventions. Being used to inform improvement planning. • First two HoFs completing Olevi leadership programme. 	<ul style="list-style-type: none"> • No LNS link work undertaken in Autumn term. • A minority of faculty leaders do not identify links between teaching and standards achieved by pupils. • There is not always sufficient focus on impact in self-evaluation activities across the school. • A very few HoFs are overly generous in their evaluation of standards and provision.

West Monmouth School Governing Body 2022 – 2023

There are 20 members of the school's Governing Body.

Nominated by Torfaen CBC (5)	Co-opted to Governing Body (5)
Mrs J Bond 09.12.21 - 08.12.25	Mrs L Robinson 13.11.18 - 12.11.26
Mr P Davies 24.07.20 - 23.07.24	Mrs E Lawrence 09/12/21 – 08/12/25
Mr R Stevens 22.03.21 - 21.03.25	Mrs B Rees 11.07.21 - 12.07.25
Mrs A Evans 22.03.21 - 21.03.25	Mrs S Robinson 11.07.21 - 12.07.25
Vacancy	Vacancy
Elected by Parents (6)	Elected by Teachers (2)
Mrs C Armstrong 17.01.23 - 16.01.27	Miss C James 07.11.22 - 06.11.26
Mr M Lloyd 17.01.23 - 16.01.27	Mrs B Jeffries 09.03.21 - 08.03.25
Mrs P Harris 14.01.20 - 13.01.24	
Mr J Parfitt 17.11.20 - 16.11.24	Elected by Support Staff (1)
Mrs J Reed 16.12.20 - 15.12.24	Mrs S Harrhy 25.02.20 - 24.02.24
Mrs L Bradbury 27.03.23 - 26.01.27	Headteacher Emma Jordan

Chair of Governors

Mrs J Bond
c/o West Monmouth School
Blaendare Road
Pontypool
Torfaen
NP4 5YG

Clerk to Governors

Mr Ian Danaher
Governor Support
Education Achievement Service
Tredomen Gateway
Tredomen Park
Ystrad Mynach
Hengoed.
CF82 7EH

Election of Parent Governors

The School Governors will always inform all parents of any parental vacancies on the Governing Body. This is done in a newsletter home to all parents and is also noted on the school's website.

Financial Statement 2022/2023

The full financial breakdown of the running costs of our school is presented to Governors annually and is attached to this report.

Governors' Function

During 2022/23, West Monmouth School Governing Body met bi-monthly on the second Tuesday of the month at 6.00 p.m. At each meeting, Governors receive and consider the Headteacher's written report on the school and its work. A number of wider issues are brought to our attention by the County Borough Council, via the committee reports. Minutes of all meetings are available at the school. In addition to these meetings, the School Improvement Committee and the Finance Committee also met bi-monthly.

All governors support the school regularly through informal visits and attend the numerous functions held throughout the year.

Curriculum

In designing its curriculum, the school has taken account of the need to provide a balanced and integrated experience so as to contribute to the development of the individual. In pursuing this aim, the school provides opportunities for all children, irrespective of ability.

The school continues to make appropriate modifications to its curriculum package to ensure the requirements of the National Curriculum are fully realised. We also continue to develop the vocational pathways at KS4 both in and out of school, The Duke of Edinburgh Award is offered to pupils in Years 9, 10 and 11.

Policies

Whole school policies, agreed by Governors, are continually under review. During the last academic year the following Torfaen policies were adopted by the school Governing Body:

- Anti-Bullying Policy
- Assessment Policy
- Attendance Policy
- Homework Policy
- Safeguarding Policy
- Self Evaluation Policy

Sport

The school has excellent facilities and all pupils enjoy the opportunity to participate in a very wide range of sports, ranging from all the major games to chess. Pupils have been particularly successful during this academic year at local, area, national and international level. The 4G pitch has enhanced the facilities.

RUGBY

Rugby League

Year 10's Evan Williams became the first ever Welsh player to sign a scholarship contract with Super League giants Hull KR.

There was lots of success for West Mon pupils at the annual awards evening for Torfaen Tigers in September.

- Morgan Jones (Y8) - coaches player and players' player awards
- Cae Jones (Y11) - most promising player award
- Reuben Malson (Y11) - most improved player award
- Dan Parker (Y10) - coaches player award
- Charlie Burrows (Y10) - most improved award

Pontypool Schools

Jake Jenkins (Y11) was named vice-captain of Pontypool School U16s for the season.

Full squad members:

Year 11

- Dylan Allen-Ridge
- Mitchell Cook
- Scott Crewe
- Ralf Evans
- Tom Howard
- Jake Jenkins (VC)
- Cae Jones
- Reuben Malson
- Jack McDonagh
- Ollie Roderick
- Caleb Taylor

Year 10

- Rudi Creel
- George Jones
- Dan Parker
- Alfie Prosser
- Evan Williams

Welsh Cup

Year 10 qualified for the Welsh Cup following an impressive 50-0 win against local rivals Abersychan and have since progressed through to the quarter finals following 2 very impressive wins.

Final 32 - WEST MON 45-8 Maesteg

Final 16 WEST MON 26-17 Whitchurch

Year 9 travelled up to North Wales at the start of January for their final 32 fixture against Ysgol Brynhyfryd. They came away with an impressive 39-5 win and move into the final 16.

Final 16 – WEST MON v Tonyrefail

Friendly wins

West Mon have enjoyed several games against Whitchurch. We have tested our abilities and came away with some impressive wins

Year 7 - WEST MON 29-19

Year 9 - WEST MON 28-24

Year 10 - WEST MON 45-20 + 26-17

Girls rugby

Y7 girls took part in a Rookie Rugby event learning new skills and enjoying playing rugby.

Development officer

Our rugby development coach Dan Knight was shortlisted and invited to attend the UK Coaching Awards event in Leeds in December for the 'Young Coach of the Year' award for his outstanding contribution to wheelchair rugby.

The event is regarded as the most prestigious within the coaching community and created to celebrate the remarkable contributions and impact coaches make to supporting participants of all abilities.

FOOTBALL

Year 7 reached the final 16 of the Welsh Cup in their first ever involvement in the competition. Throughout the rounds they played some great football and beat some really good teams.

Round 1 - WEST MON 10-3 Blackwood

Round 2 – Bye

Round 3 – Bassaleg 2-4 WEST MON

Round 4 – St Joseph's 0-1 WEST MON

Final 16 – Mountain Ash 3-2 WEST MON

Year 8

Round 1 – Risca 4-5 WEST MON

Round 2 – Islwyn 6-2 WEST MON

Year 9

Round 1 – WEST MON 0-7 St Albans

Year 10

Round 1 – Llanwern 1-2 WEST MON

Round 2 – Bassaleg 4-2 WEST MON

Year 11 remained unbeaten in their 3 National 11's League fixtures. Unfortunately, due to goal difference, they didn't qualify for the semi-finals.

Results:

WEST MON 4-1 St. Julian's

WEST MON 8-2 Ebbw Fawr

Glantaf 0-4 WEST MON

NETBALL

Ruby Morris, Lottie Richards & Holly Wise (all Y11) were all selected to represent South East Wales U16 County squad for the 2023/24 season.

West Mon began their South East Wales League with impressive wins against Croesyceiliog:

Year 8 - WEST MON 11-3

Year 10 - WEST MON 29-17

BASKETBALL

Year 8 and 11 basketball teams qualified for the Welsh Regional Finals in Cardiff after winning all qualifying games in Cwmbran at the end of January.

OUT OF SCHOOL

BASKETBALL

Breyen Hillier & Theo Watkins (both Y11) were selected as part of the Wales U16 training squad for their upcoming Home Nations tournament in Dublin.

BOXING

Myles Taylor (Y7) fought and won against very good English opposition inside the ring in November.

BRAZILLIAN JUI-JITSU (BJJ)

Jimmy Sargent (Y9) competed at the All-Stars Northern Pro event in Wigan at the end of November. Jimmy impressively not only won his own age group categories, but all the age up categories too.

The following weekend, Jimmy travelled to Dublin to compete at the IBJJF European Championships and came away with several gold medals.

EQUESTRIAN

Lana Bennett (Y11) finished in the top 3rd of the Bicton National equestrian 3-day event. In a very competitive class of 110 starters, Lana finished in 31st place (with only 10 points between her and the leader).

FOOTBALL

The following boys are representing Newport Schools Football:

- Noah Willis (Y10)
- Ollie Walters (Y10)
- Owen Cross (Y8)
- Ronan Peake (Y8)

HOCKEY

Alex Draper-Eustace has been selected as part of Hockey Wales' 2024 National Age Group Programme.

KICKBOXING

Brooke (Y7) took 1st place at the Oxford Kickboxing Championships in November.

TAEKWONDO

Efan Matthews (Y7) won 3 gold and 1 silver medals at the Welsh Taekwondo Championships in November.

Efan competed at the British Championships a couple of weeks later and had even more success. He came away with a further 2 gold and 1 silver medals.

SWIMMING

Commonwealth Games 2022 athlete Meghan Willis (Y11) was invited onto British Swimming's World Class programme for the 2023/24 season. Throughout this programme and her many competitions this year, Meghan has a real chance of going to this year's Olympic Games in Paris. A truly unbelievable achievement for a young lady who is yet to sit her GCSE exams!

As you can see from below, Meghan has been very busy this year:

November 16th / 17th

Manchester Hub - Meghan attended the British swimming hub in Manchester for 2 days for some diagnostic testing and to see British Swimming staff - Physio/ Physiology and S&C

November 30th to December 3rd

Rotterdam International Meet - Meghan competed for GBR in this meet over the 4 days.

December 15th

Northampton - LC meet

January 30th / 31st and February 1st / 2nd / 3rd / 4th

Para swimming World Series meet (Aberdeen) - Meg will be competing for GBR over the 4 days. She is being classified tomorrow in Aberdeen and will be competing for GBR in the Citi Para Swimming World series for the rest of the week (Thurs - Sunday).

Attendance

The attendance figures for this academic year are noted below. The governors and staff continue to work hard with pupils and parents to reduce the amount of absence in school.

Year Group	Authorised Absences	Unauthorised Absences	Percentage Attendance
Year 7	5979	952	89.8 %
Year 8	6752	1378	87.7 %
Year 9	9067	2146	85.3 %
Year 10	8055	1535	86.2 %
Year 11	10266	2635	82.8 %
Totals	40119	8646	86.3 %

Additional Learning Needs (ALN Provision)

The aim of ALN provision is to assist each child to achieve his/her potential. The objectives are: to support the child to function to the best of his/her ability in an integrated main stream situation which allows access to a broad, balanced and relevant curriculum; to work with subject staff in providing differentiated schemes of work to provide children with the skills, knowledge and concepts which will enable them to function as adequate responsible members of the community and to lead full and satisfying lives; to assess the problems of individual pupils and to provide teaching strategies and resources which aid progress and give support. The school operates with a School ALNCO. The school is complimented by governors for establishing a strong ethos for inclusion.

Admission and support arrangements for pupils with disabilities including those pupils with Additional Learning Needs takes in to account the following legislation:

- Disability Discrimination Act, (1995)
- ALNET Act (2018)
- Equality Act (2010)
- Additional Learning Needs Code for Wales (2021)
- Local Authority ALN Strategy
- Welsh Government Implementation Guidance (2021)
- SEN Code of Practice Wales (2004)

Transition meetings are held between schools for pupils transitioning between key stages or changes schools as part of the admission process. This aims to ensure key information is shared regarding the identified needs of learners so that potential barriers to learning are overcome with appropriate provision put in place. This may include:

- Choice of appropriate teaching set
- Adjustments to curriculum
- Access to specialised equipment.
- Health Care Plans
- Implementation of OT/Physio exercises/advice
- Reasonable adjustments (e.g, seating arrangements in class, use of word processor, wearing head defenders, adaptations to uniform policy)
- Access to targeted/specialist support
- Access to alternative provisions such as the Learning Hub/Well Being
- Modified day

The above list is not exhaustive as each child/young person's needs are considered on an individual basis.

School continues to implement both the SEN Code of Practice, (2004) and the ALNeT Code, (2021) as per the implementation guidance and timeframes outlined by Welsh Government.

As appropriate, pupils in years 8, 10 and 11 (3 of the 3 mandatory year groups 22-23, who were previously identified as SEN were transitioned to an individual learning plan having met the

appropriate criteria. Existing knowledge of learners, discussions with the young person, consultations with parents/carers and the Barriers2Learning tool formed part of the information gathered when making decisions. The implementation timeframes were extended by Welsh Government and it is now anticipated the implementation period will end by August 24. That said, it is WMS aim to move the final two year groups, (current Y10 and 8), over to the New Code this year. We have also identified a number of Y7 learners who primary colleagues had identified as requiring the ALN class but did not have an IDP, (Current Y7 pupils were a mandatory year group in 22-23).

Universal, targeted and specialist levels of provision, (known as the school's provision map), had been identified using local authority and SEWC ALN transformation guidance and shared with all relevant staff and Governors to ensure roles and responsibilities were clear with the aim of reducing barriers to learning. Minor adjustments have been made to the provision map to provide additional clarity, (see attached). It is widely accepted that most learners' needs will be addressed through universal and targeted provision which includes high quality teacher led differentiation and reasonable adjustment including exam access arrangements where applicable. This will result in few learners requiring additional learning provision above these levels which would be outlined in an Individual Development Plan.

School have been developing provision mapping tools using current SIMS systems with the aim of developing a central system to record, monitor and analyse the effectiveness of universal, targeted and specialist interventions. The LA has now purchased EDUKEY Provision Mapping for a number of school who indicated an interest in the summer term and we are still waiting for the system to go live, along with training for administrators. We have also volunteered to trial the Capita On-line IDP writing tool with the LA and are also waiting for arrangements to be finalised.

There are 3 small ALN classes in ks3 whose primary aim is to support learners with complex learning needs, although many identified needs such as social, emotional and behavioural. Following the ALN review conducted by LA colleagues, we are implementing vertical groups for maths and humanities which will provide additional time and opportunities to address learners' individual targets. To support this and aid teacher's planning and assessment, we have identified and purchased licences for White Rose Maths. We also aim to purchase a licence for Cornerstones Cwricwlwm Maestro.

Alternative KS4 pathways have been identified and continue to be built upon in order to reflect learners' interests and levels of ability including the introduction of a new course via Agored Cymru; Learning in the Outdoors. This is a unit-based qualification which can be adapted for each cohort to reflect their interests. Many learners' who have an additional learning need are supported in non ALN classes/sets through universal, targeted support and specialist support.

The School Educational Psychologist visits on a regular basis and the school has the services of an LA employed support teacher for learners with specific learning difficulties. Following training and supervision from the SPLD teacher we have developed a specialist literacy program for reading using Corrective Reading which is now delivered by Chloe Ashton to approximately 90 pupils. In Autumn 23 we have been approached by two local secondary schools to request a visit to see this intervention, which has been highlighted as good practice externally.

There are also links with many external agencies including:

- Visual Impaired
- Hearing Impaired Services
- Careers Wales Service.
- ASD Officer
- Outreach Services
- Youth Service

At the end of 2022-23 academic year, the ALN register for West Monmouth School recorded pupils at the following stages:-

Year 7

School IDP	1
School action	6
School Action +20	
Statement	1

Year 8 (mandatory year group for new ALN process)

School IDP	11
LA IDP	3
Statement	4

Year 9

School IDP	1
School Action	20
School action+	21
Statemented	3

Year 10 (mandatory year group for new ALN process)

LA IDP	1
School IDP	13

Year 11 (mandatory year group for new ALN process)

LA IDP	4
School IDP	6

Parental non engagement for School IDP process 4(1 of which moved school mid year, the other three were still SA/SA+ at the time PLASC was taken)

Statement	1
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Please note every pupil previously on the old SEN system was required to be put through the Barriers2Learning Matrix as part of the decision making progress, with a No IDP notice and relevant information leaflets and letters sent home. This included information on conflict resolution. Many who did not meet the criteria for an IDP required a One Page Profile written which was shared with post 16 providers where appropriate.

It is also worth noting that due to changes to the ALN code, school now has to engage with a wider number of LAs as it is the learner's home LA which is responsible for creating the IDP for CLA learners.

Mrs P Harries is the nominated Governor Representative for Special Educational Needs.

The school makes every effort to accommodate the needs of the physically disabled pupils within the confines imposed by the school building. The Haberdashers' building is DDA compliant.

The school Complaints Policy is available on the school website.

The school has achieved the Level 5 Healthy Schools Award.

Thank you for your continued support for the school. The partnership between home and school is vital to your child's success.

Annual Meeting

This will be held at the school on Tuesday 12th September, 2023.

DC0060

West Mon. Comprehensive School

Actual
2021/2022
£

Actual
2022/2023
£

B3UR - Usable Reserves

9101 School Balances

(309,528.83)

(682,897.05)

Usable Reserves

(309,528.83)

(682,897.05)

Total for : Total Reserves

(309,528.83)

(682,897.05)

3AA - Employees

0001 Salaries

4,646,156.42

4,999,224.97

0029 Sick Leave - Replacement

107,433.44

88,525.01

0030 Holidays - Replacement

6,739.47

10,397.98

0032 Other Replacement

146,545.41

328,762.95

0036 Additional Hours - recoverable from site

46,984.58

69,996.82

0037 Additional Hours - not recoverable

26,524.31

31,755.17

0041 Standby Allowance

126.25

213.52

0045 Call Out Payments

85.75

278.07

0050 Stat Maternity / Paternity/ Adoption Pay

5,005.05

14,655.29

0051 Stat Maternity Credit

(12,037.78)

(18,933.67)

0055 Overtime

23,167.83

30,859.50

0061 Holidays [inc Bank] & Other Leave

1,694.59

0.00

0065 Sick Pay

1,722.32

2,725.33

0075 Allowances

119.98

2,649.95

0090 Supply Cover Non-Teaching

0.00

1,448.52

0093 Salary Charge

407.57

21.88

0096 School Grants - Salary Offset

(337,721.00)

(398,139.16)

0417 Payment In Lieu Of Notice

2,530.17

0.00

0421 Gratuities/Honoraria

0.00

670.68

0438 Expenses

52.00

0.00

0439 Courses/Training

0.00

0.00

0489 Other School Employee Charges

0.00

0.00

0492 Adult Meals

2,245.29

1,325.14

5044 Long Service Award

507.50

507.50

6007 Recharge - Supply Cover Scheme

21,521.64

20,549.78

Employees

4,689,810.79

5,187,495.23

3DD - Premises

1000 Building Repair & Maintenance

210,156.55

292,931.20

1047 Glazing Repairs

1,968.33

1,975.28

1064 Statutory Testing/Duty of Care - Schools

18,700.60

12,294.24

1100 Grounds Maintenance

9,950.00

11,550.00

1152 Electricity

66,054.33

79,286.15

1153 Gas

42,982.92

51,634.27

1190 NDR

68,453.25

68,453.25

1200 Water Services

11,540.97

9,999.00

1253 Building Security (Including CCTV)

38,530.51

0.00

1322 Cleaning Equipment & Materials

5,939.83

6,777.98

1325 Refuse Collection

4,586.80

8,642.70

Premises

478,864.09

543,544.07

3FF - Transport

2054 Tyres & Tubes - Wear & Tear

0.00

192.16

2068 Tracker Fees

115.36

230.72

2102 Vehicle Insurance

538.47

1,047.39

2106 Vehicle Running Costs

0.00

483.48

2107 Road Fund Licence

450.00

297.50

2108 M.O.T. Test

50.00

45.00

2111 Fuel (Internal Recharge from Stores)

0.00

0.00

2112 Transport & Plant -Repairs & Maintenance

2,579.55

2,997.24

2250 Hire Of Vehicles

3.67

109.28

2260 Vehicle & Plant Leasing Charges

183.08

113.92

DC0060

West Mon. Comprehensive School

Actual
2021/2022
£

Actual
2022/2023
£

3FF - Transport

2304	Travel/Casual User Car Allowance	0.00	0.00
2360	Work Experience Travelling	0.00	0.00

Transport

3,920.13 5,516.69

3HH - Supplies & Services

3050	Schools Capitation	160,757.52	192,655.54
3154	First Aid Supplies & Services	458.56	1,026.11
3160	Disposables	638.04	1,398.16
3217	Payments Under Contract - Catering	108,809.00	72,763.62
3350	Reprographics Printing	2.00	748.24
3355	Photocopier Expenses	3,290.18	27,777.04
3384	Publications/Journals/Periodicals etc	0.00	24.00
3424	General Course Fees	0.00	63.33
3450	General Fees	14.10	0.00
3462	Medical Fees	814.00	514.00
3466	Examination Fees	94,579.13	147,385.88
3474	DBS checks	0.00	76.00
3476	Licences	226.53	542.47
3501	Postages	2,873.34	4,194.19
3510	Telephone - Call Charges & Rentals	2,544.88	2,411.63
3545	IT Hardware (inc Printers & Scanners)	65,325.99	9,036.30
3548	IT Software	0.00	0.00
3702	Contingency	(55.00)	0.00
3819	Link courses	28,654.65	14,270.05

Supplies & Services

468,932.92 474,886.56

3KK - Third Party Payments

3812	School Music Service	3,055.00	0.00
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Third Party Payments

3,055.00 0.00

3NN - Support Services

6042	Schools SLA	61,961.09	61,403.09
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Support Services

61,961.09 61,403.09

3PP - Capital Related Costs

7004	Principal Repaid	33,750.00	0.00
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Capital Related Costs

33,750.00 0.00

3YE - Other Budgets

6051	Internal Loans	24,294.98	16,731.00
6052	From Other Departments	(1,570.00)	(24,975.00)

Other Budgets

22,724.98 (8,244.00)

Total for : Expenditure

5,763,019.00 6,264,601.64

3CS - School Funding

8710	Budget Share	(5,471,520.00)	(5,849,138.00)
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School Funding

(5,471,520.00) (5,849,138.00)

3RR - Government Grants

8008	Sports Council for Wales	(25,375.00)	0.00
8074	Welsh Assembly Government	(344,102.50)	(109,198.33)
8349	COVID Reimbursements - SCHOOLS	(54,128.43)	0.00
8513	Non HRH Rent Rebate - Subsidy	0.00	0.00

Government Grants

(423,605.93) (109,198.33)

3SS - Other Funding & Contributions

8001	EAS - School to School Funding	(141,123.00)	(82,620.00)
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DC0060

West Mon. Comprehensive School

Actual
2021/2022
£

Actual
2022/2023
£

3SS - Other Funding & Contributions

8704	Contingency - ALN	(16,019.21)	14,950.00
8706	Contingency - General	(21,418.58)	(10,465.73)
8715	School Budget Share - Funding Adjustment	0.00	(21,571.00)
Other Funding & Contributions		<u>(178,560.79)</u>	<u>(99,706.73)</u>

3TT - Customer & Client Receipts

8214	Sale of Meals (Pupils)	0.00	0.00
8312	Other Receipts Miscellaneous	(10,969.50)	(83,883.08)
8406	Examination Fees	0.00	0.00
8503	Lettings (VAT Exempt)	(38,340.25)	(43,815.82)
8703	Supply Cover/SMP - Insurance Refund	(7,362.75)	(13,988.50)
8720	Supply of Teaching Staff (prov of Educ)	(6,028.00)	(11,968.32)
Customer & Client Receipts		<u>(62,700.50)</u>	<u>(153,655.72)</u>

Total for : Income

(6,136,387.22) (6,211,698.78)

Total for : West Mon. Comprehensive School (surplus)/deficit

(682,897.05)

(629,994.19)