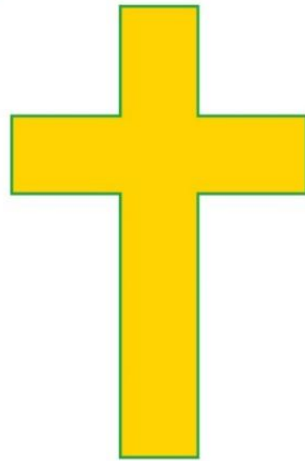


OSBASTON
Church in Wales School



Inspiring • Discovering • Believing



Full Annual Governors Report to Parents
Academic Year 2024-25

Osbaston Church in Wales School - Annual Governors Report

In accordance with the Section 94 of the School Standards and Organisation (Wales) Act 2013

Dear Parents and Carers,

I am writing on behalf of the Governing Body of Osbaston Church in Wales School to introduce and report on the work of the school governors.

This report sets out the achievements of Osbaston CIW Primary School over the past academic year, 2024-25

During the 2024-2025 academic year, the school and staff have continued to focus on the Curriculum for Wales, which through continuing design and development of new schemes of work, is ever evolving to meet the knowledge, skills and experiences the children will need for their futures.

As a Governing Body, we have rigorous and robust monitoring procedures in place to ensure high standards of achievement and attainment are maintained by the school. Our meetings focus on:

- The new Curriculum's implementation by the school and staff, ensuring that it meets the needs of all learners at Osbaston CIW Primary School.
- Monitoring the outcomes of teacher assessment and standardised testing, ensuring performance is challenged.

During this academic year, monitoring by governors has continued both within meetings and the classroom environment, as well as through Governor Learning Walks. Such activities allow us to observe how new pedagogies and schemes of work are being developed and implemented. Observations have shown that the school continues to improve on its already high standards, which are clearly evidenced across all year groups and all areas of the curriculum.

As with all schools, budgetary pressures continue to be a significant challenge for us, not just because of ongoing underfunding by Welsh Government but also because of falling roll numbers for the first time in the school's history, which itself has a major impact on the funding we receive from the Local Authority. Consequently, we continue to be in a position of significant deficit in budget.

Notwithstanding the ongoing financial pressures, Mrs Jones and her staff continue to strive in providing the very best opportunities and outcomes for the school on an ever-tighter budget, including:-

- Mrs Hughes - leading Criw Cymraeg to Cymraeg Campus Gold Award, of which Osbaston CIW School is the first Monmouthshire School to achieve.
- Attendance processes have changed and resulted in a very robust system with positive outcomes. Osbaston CIW School was ranked 2nd highest attendance in all Welsh schools.
- Miss Wilce - completion of her Welsh Sabbatical, which has brought back a great of expertise to the school to share with all staff.
- Miss Cole - carried out her Newly Qualified Teacher year at school following successful award of her PGCE.
- Year 5 job share – for the first time we have a teacher job share between Mr Marley and Mrs Dunn.
- Year 6 trip to the Houses of Parliament for first time, where the pupils met our local MP, Catherine Fookes.

The Curriculum looks to provide pupils with a more authentic, relevant, and engaging learning experience. Osbaston CIW Primary School continues its development of the curriculum providing authentic and meaningful learning experiences for pupils by utilising the community and its resources in the learning process. Above all, the dedication of staff and their commitment to do the very best for learners is to be acknowledged, as they balance trips and experiences alongside the cost-of-living crisis we all face.

As Chair of Governors and on behalf of the Governing Body I wish to extend our thanks and appreciation to Headteacher, Mrs Catherine Jones, as well as her team of committed and dedicated staff. The work ethic and dedication of all is to be highly commended.

This report sets out the achievements of Osbaston CIW Primary School over the past academic year.

Mr Ryan Regan

(Chair of Governing Body)

Members of the Governing Body (2024-25)

Name	Position	Appointed	Office Ends	Comments
Mr Ryan Regan	Parent Governor	18/10/2022	18/10/2026	CHAIR
Mrs Jo Walker	Foundation Governor	22/09/2021	21/09/2025	VICE CHAIR
Mrs Shonagh Hay	Community Governor	21/02/2024	21/02/2028	RESIGNED APRIL 2025
Mr Jon Murphy	LA Governor	18/07/2023	17/07/2027	
Mrs Natalie Rosser	LA Governor	13/11/2024	13/11/2028	RESERVE
Rev Dan Damon	Foundation Governor	12/02/2025	12/02/2029	Ex officio
Mrs C Cooper	Teacher Governor	04/04/2022	04/04/2026	
Ms Deborah Morgan	Staff Governor	15/02/2021	14/02/2025	Re-elected to 2029
Mrs Catherine Jones	Head Teacher			
Mrs Sarah Edwards	Parent Governor	29/01/2023	29/01/2027	
Ms Claire Evans	LA Governor	04/04/2022	04/04/2026	
Mrs Jane Lucas	Town Councillor	23/11/2023	23/11/2027	
Mrs Louise Wadsworth	Parent Governor	21/02/2024	21/02/2028	
Mr Jeremy Piper	Foundation Governor	16/05/2024	16/05/2028	
Mr Dean Woods	Parent Governor	02/12/2024	02/12/2024	
Mrs Louise Uttley	Community Governor	12/05/2025	12/05/2029	

Chair of Governors: Mr Ryan Regan
Osbaston Church in Wales School
Monmouth
Monmouthshire
01600 775070

Clerk to Governors: Mrs Kim Houghton
Governor Support Services
EAS
Tredomen House
Ystrad Mynach
01443 864963

Election of Governors

When a vacancy arises on the Governing Body for a parent representative, the school will inform all parents of the vacancy and will make the necessary arrangements for the subsequent election. If more than one person wishes to be considered for the position, a ballot is held and each parent or legal guardian of children attending the school is entitled to vote. Votes are counted by the Headteacher and at least one other governor and the elected governor notified accordingly.

During 2024-25 there was one parent governor election and Mr Dean Woods was successful and joined our Governing Body in December.

Meeting with Parents

The Governing Body is no longer required to hold an annual meeting with parents to discuss the report. This requirement has been replaced with a duty on the governing body to hold a meeting with parents on receipt of parental petition (10% of parents) as outlined in the School Standards and Organisation (Wales) 2013 Act. If we receive a petition, we will arrange a meeting within 3 weeks providing there are no more than 3 meetings during the school year and there are at least 25 days left. No meetings took place during the previous academic year under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Governors' Expenses

Governors are entitled to claim expenses for attendance at governors' meetings, training events and to carry out their duties. During the year ending August 2025, no expenses were claimed.

Term Dates

Autumn Term 2025

Pupil Closure Day (staff training) – Monday 1st September 2025
Term begins- Tuesday 2nd September 2025
Pupil Closure Day (staff training) - Friday 24th October 2025
Half term begins- Monday 27th October 2024
Half term ends- Friday 31st October 2025
Autumn term ends- Friday 19th December 2025

Spring Term 2026

Term begins- Monday 5th January 2026
Pupil Closure Day (staff training)- Friday 13th February 2026
Half term begins-Monday 16th February 2026
Half term ends- Friday 20th February 2026
Spring term ends- Friday 27th March 2026

Summer Term 2026

Term begins- Monday 13th April 2026
Pupil Closure Day- Friday 1st May 2026
May Day- Monday 2nd May 2026
Half term begins- Monday 25th May 2026
Half term ends- Friday 29th May 2026
Pupil Closure Day (staff training)- Monday 8th June 2026
Summer term ends- Friday 17th July 2026
Pupil Closure Day (staff training)- Monday 20th July 2026

*There are 6 non-pupil days within the academic year for staff training. All 6 staff training days have been allocated for 2025-26⁵. There are 195 school days for all statutory school aged pupils.

School Development Plan 2025-26

Through the school continuous self-evaluation processes using a range of first-hand evidence as well as assessment data and outcomes, the following priorities have been identified for the new academic year.

Priority 1	Improve accuracy and application of spelling through effective teaching and learning
Priority 2	Embed principles of excellence to secure high-quality teaching and learning
Priority 3	Develop opportunities to inspire learners through a broad range of technological learning experiences
Priority 4	Monitor and evaluate the impact of curriculum development and leadership

Destination of School Leavers

Nearly all Year 6 pupils transfer to the catchment secondary school, Monmouth Comprehensive. At the end of the Summer Term 2025, 29 out of 30 pupils transferred to Monmouth Comprehensive, with one pupil moving overseas. Strong transition links with Monmouth Comprehensive School ensure a range of well-planned transition activities including visits to the school, meeting with form tutors prior to starting Year 7 and staff visits to Osbaston to meet learners. For pupils with additional needs, enhanced transition is facilitated, providing a timetable of additional visits and sessions at the comprehensive.

**School Finances- School Budget Share (Welsh Government Funding) for Financial Year
1st of April 24 to March 31st 2025**

(a)Age-Weighted Pupil Units

Age Group	<u>Funding</u> <u>Per Pupil</u> £	<u>January 2024</u> <u>Pupil Numbers</u>	<u>Total</u> <u>Funds</u> <u>Allocated</u>	
3-4	2688.2	0	-	
4-5	2712.58	30	81,377.40	
5-6	2712.58	31	84,089.98	
6-7	2712.58	30	81,377.40	
7-8	2680.13	29	77,723.91	
8-9	2680.13	30	80,404.05	
9-10	2680.13	30	80,404.05	
10-11	2680.13	30	80,404.05	
		<u>210</u>	<u>565,780.83</u>	565,781

(b)Premises and Other Factors

Building Maintenance	5,167	
Caretaking	33,836	
Cleaning	11,607	
Energy	24,884	
Rates	13,967	
Grounds Maintenance	6,628	
Governors Services	999	
Finance and Management Support Services	1,785	
Central ICT	1,676	
Maternity	6,178	
Creditor Payments	1,000	
Personnel Services	2,532	
Joint Leisure Facilities	1,694	
Lifeguards	516	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	21,770	
Threshold	-	
Lump Sum	113,298	
	<u>247,538</u>	247,538

(c)Special Needs

SNRB Band Funding	-	
Delegated Funding	60,464	
	60,464	
Unit Funding	-	
	60,464	60,464
TOTAL FUNDING		873,782

**OSBASTON CIW PRIMARY SCHOOL - ANNUAL STATEMENT OF REVENUE
EXPENDITURE YEAR TO 31.3.2025**

Income	
Non-Core Funding	84,547
Core Funding	873,782
Grants	190,795
Total Income	1,149,124
Expenditure	
Total Employee Costs	931,443
Total Supplies & Services	60,070
Total Premises Costs	105,871
Total Transport Costs	2,760
Total Service Level Agreement costs	39,301
Governor Travelling and Subsistence Allowances	0
Total Expenditure	1,139,445
Summary	
Total Income	1,149,124

Total Expenditure	1,139,445
Net Deficit	9,679

B/fwd from 2023-24 £73,487 (Deficit)

C/Fwd to 2024-25 £63,808 (Deficit)

Source – Osbaston CIW Primary School year end accounts.

Attendance, authorised and unauthorised absences

	2024-25	2023-24	2022-23
Boys	96.55%	94.9%	95.03%
Girls	96.55%	95.05%	94.2%
Combined	96.55%	95.3%	94.62%
Authorised	2.36%	4.4%	5.0%
Unauthorised	1.09%	0.3%	0.39%

During 2024-25 a new attendance policy was adopted by the Governing Body. This strengthened our processes and procedures for monitoring levels of attendance. Continued fortnightly review of pupil attendance identified learners with attendance levels below 90% and families were informed of the importance of attending school regularly and the need to improve.

In addition to this, the employment of a Family Liaison Officer was appointed to the Cluster of Monmouth Schools linked to the Education Welfare Service to support families where attendance patterns did not improve.

The school's attendance has improved this year and is now close to pre-pandemic levels.

Pupils Exclusions

There were no fixed day or permanent exclusions for the academic year 2024/25.

Language Category of the school

English

Curriculum and organisation of education and teaching methods at the school

Curriculum for Wales

Curriculum for Wales is a curriculum that centres upon nurturing young people to thrive in a future where digital skills, adaptability, creativity and knowledge are fundamental. All schools in Wales are required to design and shape a curriculum that is broad and balanced and meets the needs of their learners.

Our curriculum looks different to other schools as it is bespoke to our school community. We believe learners at Osbaston should be inspired by every aspect of their learning journey and to develop skills, knowledge and emotional resilience. They should be confident, ethical individuals who play an active role in their community and society. We want our learners to develop positive attitudes to the work they do at school. We also recognise the importance of having a curriculum that considers the needs of children of different ages and abilities.

Throughout the primary phase of learning we are committed to providing a broad and balanced curriculum that draws upon authentic learning experiences, but always with an emphasis on developing core literacy, numeracy and digital competence skills.

The purpose of the curriculum is to enable learners to develop as:

- ◆ ambitious, capable learners, ready to learn throughout their lives
- ◆ enterprising, creative contributors, ready to play a full part in life and work
- ◆ ethical, informed citizens of Wales and the world
- ◆ healthy, confident individuals, ready to lead fulfilling lives as values members of society.

We continue to adapt our curriculum, drawing upon our school community, Wales and the wider world and we involve learners in shaping what and how they learn in school. Our curriculum supports flexibility in the way we approach the learning. We know both learners and staff are most enthused about their teaching and learning when the curriculum is relevant, authentic and meets their interests and needs.

The Curriculum for Wales has Six Areas of Learning and Experience:

Languages, Literacy and Communication– addressing fundamental aspects of human connection. It supports learning across the curriculum enabling learners to gain skills in English, Welsh, international languages and in literature.

Mathematics and Numeracy– development of mathematical concepts and numeracy (application to solve problems in real world contexts).

Science and Technology–exploring how science and technology are drivers of change and their impact on our lives economically, culturally and environmentally.

Health and Well-being– developing learners’ capacity to navigate life’s opportunities and challenges. **Expressive Arts**– developing learners’ creative, artistic and performance skills to the full.

Humanities– engaging learners with issues facing humanity including sustainability and social change.

These six Areas support the development of a curriculum which is created by our teachers and bespoke to our learners and their needs. In addition, the Literacy and Numeracy Framework and Digital Competence Framework enable all learners to have a strong understanding of literacy, numeracy and digital skills which can be applied across the curriculum and into every day, real life contexts. In our curriculum there are opportunities for learning and consideration of cross-cutting elements which allow learners to consider local, national and international contexts and develop an understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences.

We continually talk to learners about their progress in school. Parents and carers can discuss their child's progress at any time throughout the academic year, in addition to the termly parent consultations.

- We monitor individual pupils' progress using teacher assessment, personalised assessments in reading, number and mathematical reasoning, spelling and reading assessments, and CATs, a Cognitive Ability Test.
- We use continued observations, marking of pupil work and discussion to track progress of individual pupils (formative assessments), identifying when a learner needs further support or challenge to meet their potential
- We monitor and review individual pupil wellbeing and provide support and guidance to develop self-esteem and emotional resilience.
- Cross curricular learning opportunities are planned to reinforce and apply numeracy, literacy and digital competence skills. Activities are accessible for all learners and differentiated according to individual needs.
- Expectations for all learners are high and staff positively promote opportunities to develop learner attitudes and dispositions, as well as their academic achievement.
- The school ethos supports all inclusivity and equity; individuals are challenged to achieve the best that they can in any area, to be resilient in the face of challenge and to use any support they are given positively.

Learning Support

The school ALNCo (Additional Learning Needs Co-ordinator), Mrs Catherine Baggott manages provision of additional learning needs (ALN) across the school. Individual Development Plans and One Page Profiles are written to support the bespoke individual needs of pupils with additional needs or with barriers to learning. Support for more able pupils is planned through differentiated activities within our classes and in break out groups where appropriate.

The school has a clearly defined policy for pupils with ALN with specific details of its philosophy and procedures for the identification, assessment, and provision for pupils with such needs. This policy is developed in line with the Code of Practice for Wales and Local Authority guidelines.

ALN provision within the school is co-ordinated by the designated teacher known as the ALNCo. The Governor with responsibility for ALN, Mrs Natalie Rosser has regular liaison with the ALNCo.

The aims of the school's policy for Additional Learning Needs are as follows.

- Identify learners with additional needs
- Provide appropriate provision for these learners
- Monitor learner progress
- Collaborate with other agencies at appropriate stages
- Develop self-esteem and independence

Much of the learning for pupils with additional needs is delivered as part of our universal provision, which is accessible to all learners through differentiated activities at classroom level. For some, there may be additional provision according to their barrier to learning, including access to external

agencies or focused tasks relating to personalised targets. This may be delivered through small group work, or as an individual alongside the class teacher or at times, via a support assistant.

It may be necessary to carry out an independent assessment of an individual pupil's needs. In these cases, the school will seek the support of the Educational Psychology Service to help assess and monitor the pupil's progress. Parents are fully informed and there is clear communication between home and school.

If you have any questions about the individual needs of your child, please feel free to make an appointment to speak to the school's Additional Learning Needs Co-ordinator **(ALNCo) Mrs Catherine Baggott** by contacting the School Office.

Parents can obtain copies of the school's policy for ALN through the office or school website.

Pupils with disabilities

The school is fully accessible for all users and meets the Strategic Equality Act. All paved areas have ramps for wheelchair users and the single storey buildings allows easy access to all indoor and outdoor learning and administration areas. The curriculum has been designed and, where appropriate, modified to meet the needs of all pupils.

The School has a Strategic Equality Plan, in line with the Equality Act 2010 and with LA requirements. This policy has a focus on accessibility for all users of the school.

Any child with a disability is admitted to the school in accordance with Local Authority policy. A risk assessment is carried out prior to entry, and all reasonable adjustments are completed before the child starts school.

More Able and Talented

Children who show a particular aptitude in a curriculum area are supported with activities and tasks that challenge and stretch them. Work is fully differentiated to help meet the needs of all levels of ability, including the more able.

Learners with a particular talent in areas such as sport, art, music or creativity are encouraged to explore opportunities and clubs in the local area which can nurture these skills. Where appropriate, the school will signpost external partners and organisations to guide parents/carers. We always promote the achievements of learners outside school, sharing good news through weekly newsletters and celebration assemblies.

The Governing Body has appointed a governor, Mr Jon Murphy, to oversee this area.

PE and Sports Participation

Every class participates in two sessions of PE every week. This includes a range of physical exercise through dance, gymnastics, health related fitness, games and multi-skills development. Swimming lessons replace one of the PE sessions and are offered to all Upper School classes in a planned programme throughout the academic year.

All Upper School pupils take part in Outdoor and Adventurous Activities through on-site, off-site and residential visits. During the year Year 3&4 learners worked with Longtown Outdoor Centre in

a range of activities, Year 5 spent a day canoeing down the River Wye and pupils in Year 6 enjoyed their residential at Gilwern Outdoor Education Centre.

Sporting activities encourage and include children of mixed abilities. The school has a strong partnership with MonActive and Habs Monmouth encouraging older pupils to participate in Cluster School activities including football, cross country, netball.

There are other physical activity programmes for pupils, including PE Playmakers for Y5, Sports Ambassadors for Y6, Scoot ability for Y2 pupils. During 2024, Year 6 pupils undertook Level 1&2 Bikeability training which included accessing the local community to experience safe cycling on public roads.

During the summer term, all pupils participated in our annual Sports Day, with learners developing their competitive skills in a fun day of athletic activities.

As part of our cluster working with local primary schools, ALL learners in Year 5&6 represented our school in different sporting activities, supported by MonLife.

We continue to promote physical activity after school hours. 'Stay and Play' enables families to stay after school for one hour on Tuesday, Wednesday and Thursday each week to utilise the school grounds and the range of sport equipment. This continues to support a safe place to play and have fun, developing physical and emotional wellbeing.

Additionally, the school has secured provision of a qualified football coach who delivered after school sessions twice each week for learners from Y1-Y6. This has been very well received and is attended regularly by both boys and girls.

Welsh Language

Welsh as a Second Language is delivered to all pupils as a statutory requirement in our curriculum. We continue to promote bilingualism, using Welsh around the school throughout the day and providing opportunities for pupils to hear and use Welsh as part of their everyday learning experiences.

We encourage our learners to be proud of their language and country and acknowledge our 'Welshness' and 'cynefin', or sense of our place in the world. Opportunities in lessons, school activities, visiting guests, trips and visits enable learners to experience those features which give Wales its own distinctive historic, social and cultural identity.

For two terms during 2024-25, Miss Emma Wilce attended a Welsh Sabbatical in Cardiff University. Upon return she developed a breadth of resources which were shared with staff to promote oracy and language development.

The school was awarded the Gold Siarter Iaith Award in recognition of the commitment of staff and learners to promote, develop and embed the Welsh language into the fabric of our school, not just in the delivery of Welsh lessons.

Collective Worship

All children participate in an act of daily Collective Worship. In accordance with school's Church in Wales Voluntary Controlled Status, the content of the sessions is wholly or mainly of a broadly Christian character.

Promotion of healthy eating and drinking

The school promotes healthy eating and drinking in the provision of its universal free school meals offer and as part of our healthy schools' status. Most learners opt for a school meal which is balanced and cooked with fresh and locally sourced seasonal ingredients and is fully compliant with Welsh Government legislation. Drinking water is available to all pupils throughout the school day and is positively promoted. Fresh fruit and vegetables and healthy snacks are encouraged during break times, and a healthy tuck shop offers fruit snacks daily for a small charge.

Advice and guidance are provided to parents and guardians regarding the contents of packed lunches, snacks and drinks brought into school or taken on school trips.

Learner well-being

The importance of maintaining healthy and positive emotional and mental well-being is central to leading a successful and happy life. The school continues to promote a cultural environment, where children form positive relationships, feel safe and cared for amongst staff and other learners.

Lavatory facilities

- Reception pupils have their own self-contained lavatory and changing facility.
- There are separate lavatory facilities for both male and female pupils in both the Lower and Upper Schools.
- There are separate male and female lavatories for staff in the Upper School building. There is a communal lavatory for staff in the Lower School building.
- Disabled cubicles are available in both male and female toilets in both buildings.
- A large disabled toilet is available for adults and pupils in the Lower School building.
- Cleaning is carried out daily at the end of the school day. Should it be necessary, teaching and support staff on site can deal with emergency cleaning.

Review of policies

The Governing Body reviewed and updated where appropriate all school policies relating to teaching and learning and governance. These included:

Policies Reviewed and Adopted	
Attendance	Strategic Equality Plan
Safeguarding	Intimate Care
Professional Development Review	Cluster Schools' Transition Policy
School Admissions	Cluster Schools' Additional Learning Needs Policy
Collective Worship	Lettings
First Aid	Handwriting
Health and Safety	Traffic Management
Lone Working	Teaching and Learning
Charging and Remissions	Online Safety
Guidance on Complaints, Conduct and Unreasonable Behaviour	Guidance on School Categories According to Welsh Language Provision

Changes in the school prospectus since the previous Annual Governors' Report was prepared

An updated School Prospectus was published in the summer term and follows statutory guidance. A copy can be accessed on the school website.

www.osbastonciwschool.cymru

Promoting links with the community

We recognise the richness of both our local community and wider church community and seek to maximise opportunities to strengthen partnerships and build new links to enrich the learning experiences for our pupils.

During 2024-25 this included:

- partnerships with our feeder secondary school Monmouth Comprehensive and our cluster primary schools: Cross Ash, Kymin View, Llandogo, Overmonnow, Raglan, Trellech and Usk support a programme of continued professional learning in a shared understanding of progression aligned to the Curriculum for Wales is providing clear expectations of skills and experiences for all in their learning journeys.
- Cluster schools' joint sporting events and educational activities including International Languages showcase at Monmouth Comprehensive
- educational and celebratory visits to St Mary's Church and other churches
- weekly clergy visits to the school for Collective Worship
- visit by the Bishop of Monmouth and Diocesan Head of Education
- monthly 'Open the Book' assemblies led by Monmouth Baptist Church
- promoting and supporting our local Food Bank
- participation in community events including Remembrance Parade, Twinning Association, Fairtrade Coffee Mornings

- attendance at educational Haberdashers' Showcase events including Science workshop
- accessing resources at Haberdashers' Monmouth to participate in PE sessions
- facilitating weekly work volunteering afternoons for Haberdashers' Sixth Form students
- participating in Monmouth Schools' 'Friday Afternoon' singing project and showcase at Blake Theatre
- establishing a new location for Monmouth Repair Café for community and families to spend time with 'experts' who can help repair and ensure items are not being thrown away
- working with our established PTFA committee in holding events which provide fun experiences for our families and community, whilst fundraising for the school.
- taking part in MonLife activities and events to promote healthy lifestyle including cross country events, football and netball.
- supporting MonLife holiday activities for families which are free or low cost, including arts and crafts, swimming and sports
- accessing financial education learning sessions in partnership with Principality Building Society
- promotion of community resources to help families in need of financial support, such as Warm Places
- use of local area and community- shops, castle, parks as learning resources
- weekly visits to Monmouth Library during the school year, including story telling sessions
- utilising the expertise of community in providing authentic and meaningful learning sessions about careers and job roles within the uniformed services- police, fire crew, armed forces.