

Gilwern School

Governors'

Annual Report to Parents
Academic Year September 2024 - July 2025



Gilwern Primary School
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GILWERN PRIMARY SCHOOL

NURTURE - EMPOWER - ACHIEVE

Dear Families,

The Education Act (No.2) 1986 requires all Governing Bodies to prepare an Annual Report on their work. This attached report is a summary of the excellent work and outstanding achievements of the school during the academic year 2024-2025.

Under the Schools Standards and Organisation (Wales) Act 2013 the Governing Body is no longer required to hold a meeting for the purpose of discussing the attached positive report. However, if 5% of parents wish to request a meeting in writing then one can be convened.

Our experience from previous years indicated that parents contact members of the Governing Body freely during the course of the year and this more informal approach works well.

Yours sincerely,

Bryan Davies QPM, B.Sc. Dip. App. Soc. Sc
Chair of Governors



Gilwern Primary School
NURTURE EMPOWER ACHIEVE

Vision

Our children will be nurtured and empowered to be independent with a core sense of wellbeing enabling and maximising their achievement.

Mission

Our CLIMB curriculum ensures learners are:
Creative, life long learners who are independent, motivated and belong and contribute to our community.

Aims

The whole school community aims to develop individuals who are:
Ambitious, capable learners who are ready to learn throughout their lives.

Enterprising, creative contributors who are ready to play a full part in life and work.

Ethical, informed citizens who are ready to be citizens of Wales and the world.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.



Curriculum for Wales

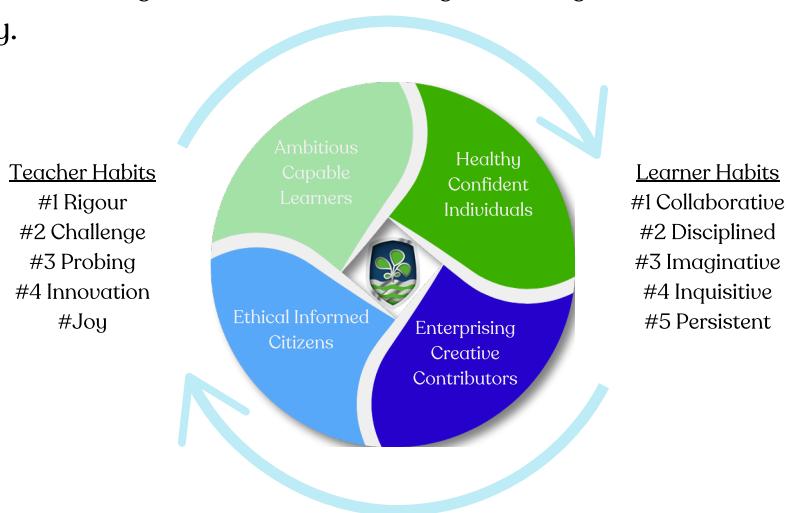


Our CLIMB curriculum is everything our learners experience in pursuit of the four purposes. We plan learning themes that support the development of knowledge, skills and experiences through our interdisciplinary approach where possible and ensure appropriate pace and progression for our learners. Our Gilwern community involvement enhances quality of learning for all children. A shared responsibility for the community and world around us is central to our vision, aims and objectives. Our community is the golden thread through our curriculum offer.

Adults, experiences and environments enable highly effective practice and provision encouraging breadth and balance in learning through which we achieve our purpose. Our research informed, reflective and responsive teaching and learning strategy enables the development of positive learning and teaching habits.

In improving, we are not collecting tools, we are seeking to change our habits... the things we do automatically every day.

(Dylan William)



Our curriculum offer is learner initiated, with learners ideas, questions and curiosity leading pedagogical development. Practitioners harness learner engagement and plan for knowledge and skills development within the six areas of learning: Health & Wellbeing, Languages, Literacy & Communication, Mathematics & Numeracy, Science & Technology, Expressive Arts and Humanities. Health & Wellbeing, Languages, Literacy & Communication, Mathematics & Numeracy remain a constant focus with each term taking a lead from the remaining areas of learning. Following each school holiday learners undertake a 'back 2 basics' learning approach to revise and reinforce learning and ensuring wellbeing is a focus to settle back into school routine.

Assessment and progression is part of your child's every day learning. Together with the teachers and teaching assistants in their classroom they will gain a deeper understanding of their next steps in learning and develop as learner. There will be a blend of formative and summative assessments.

This will focus on ensuring that all pupils understand where they are and what they need to do next in order to progress. The blend also includes a transition to online Personalised Assessments from National Tests.

Autumn Term Focus	Spring Term Focus	Summer Term Focus
Humanities	Expressive Arts	Science & Technology

Learning and Teaching

Academic Year 2024-2025

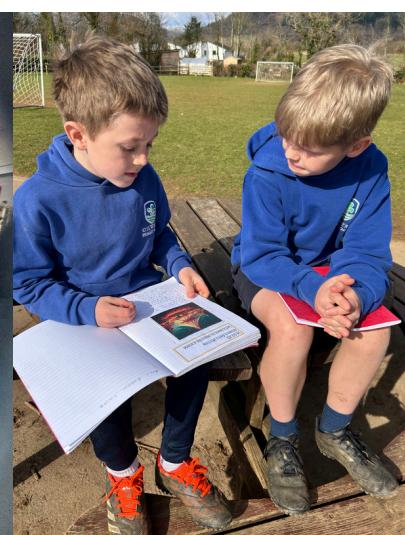
This year, Gilwern School has made significant strides in enhancing teaching practices to ensure clarity in learning. The introduction of the TAPAS approach to Mathematics and Numeracy, alongside the 'No Nonsense Spelling Programme', has supported a more consistent and purposeful delivery of key skills.

Across all year groups, there is clear evidence of progress over time, particularly in literacy, with learners demonstrating strong development and pride in their writing. Learners are increasingly confident in articulating how adults support and challenge them, with learners showing notable resilience and collaboration. The embedding of Gilwern Teacher Habits has contributed to a consistent approach to pedagogy; professional learning opportunities—such as TAPAS training, Writing Revolution, and EAS maths training—have refined staff understanding of differentiation, planning for purpose, and challenge.

Staff have embraced opportunities to reflect on their practice and observe peers, leading to greater consistency in teaching standards across the school.

The school is committed to deepening learning through continued professional development and embedding a challenge mindset. Learners are beginning to understand and embrace the mantra "we challenge ourselves in Gilwern," with metacognition and independence becoming key areas of focus.

The year has seen increased opportunities for in-house collaboration and reflection, supporting the development of a shared understanding of effective teaching and learning.



School Development Plan 2024-2025

Priority 1: Teaching & Learning

- Develop teaching practices to ensure increasing breadth and depth of knowledge and skills
- To embed progression of learning in Languages, Literacy & Communication

Priority 2: Well-Being, Care, Support & Guidance

- Embed practices to ensure all learners, including those who are disadvantaged or have additional learning needs are fully supported and access effective provision
- Improve the site safety issue that was identified during the inspection

Priority 3: Leading & Improving

- Continue to develop the senior leadership team to ensure the school vision is realised
- Develop middle leadership to monitor the curriculum and ensure it meets the needs of learners and promotes learner progress

Estyn Interim Visit December 2024

A team of inspectors visited Gilwern Primary School to consider the school's recent progress against two of the recommendations from the inspection in October 2022. During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders. The focus of the visit centred on recommendation 1 and 2.

As a reminder these were the recommendations from the school inspection October 2022:

R1 Improve teaching, particularly for pupils from Year 3 to Year 6

R2 Improve pupils' reading and writing skills, especially from Year 3 to Year 6

R3 Improve processes to monitor and evaluate the effectiveness of teaching

R4 Address the site safety issue that was identified during the inspection

They found overall, leaders and staff at the school have worked well to address these recommendations. They have made particularly good progress in developing pupils' reading and writing skills. They have suitable plans to make further improvements in both areas. This also noted that these improvements have taken place due to improved self evaluation and monitoring processes (recommendation 3) and a strengthening senior leadership team. Recommendation 4 has also made progress with the addition of the fencing to the front of the school. The governors continue to be in discussion with the Local Authority to secure the fencing to the whole of the school perimeter.

Attendance

Target 95.5%

Whole School - 94.8%

eFSM - 91.4%

ALN - 93.3%

EAL - 94.7%

eCLA - 89.3%

Ethnic Minority - 94%

IDP - 90.3%

Staffing

The school has a Headteacher, seven full time teachers, three part time teachers and eleven support staff. Curriculum teams reflecting the areas of learning experience of Curriculum for Wales are established, enabling staff to collaborate to improve standards for all. Support staff are integral to the foundation of Gilwern Primary School and their role in developing learners to reach their full potential is vital. The school has the services of two administrative officers and a full time caretaker and part-time cleaner. These play a vital role in the day to day operation of the school.

Transition

The schools that Year 6 children moved on to at the end of the last academic year were as follows:

King Henry VIII - 10 children

Crickhowell High School - 20 children

We work closely with our secondary schools to ensure a smooth transition from Year 6 at Gilwern Primary School to Year 7 at the secondary school. Links between the schools have been forged and many opportunities have been developed to further aid transition from primary to secondary education.

We continue to work very closely with the pre-schools in the local area to ensure that the transition for those children starting at Gilwern Primary School is made as smooth as possible. This includes the children attending taster days, and transition sessions including staying for lunch. This year we have hosted several open days for parents to come and explore the learning prior to choosing Gilwern Primary School.

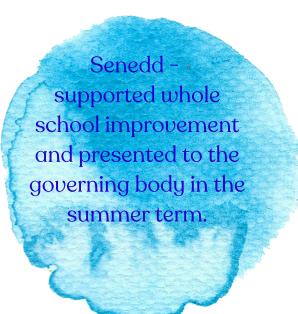


Learner Voice & Activities

The learner voice groups are as follows:

- Senedd - links to leadership
- Values Ambassadors - promoting whole school values
- Digital Leaders - supporting skills development and promoting digital citizenship
- Super School Squad - Promoting healthy life styles and wellbeing
- Community Connectors - enhancing our outdoors and connecting with the local community
- Eco Warriors - leading environmental practices to maintain platinum flag status
- Criw Cymraeg - promoting and developing welsh language and culture
- Good to Give - supporting charity through a range of fundraisers

Learners are able to choose which group they would like to be part of and as a collective voice they create an action plan which is shared with the whole school. Half termly meetings allow for regular updates and evaluation of their goals and targets. All the groups have had a positive impact in improving their chosen area of improvement.



Learner voice is an integral part of the day to day learning and through regular opportunities for classroom reflection learners initiate classroom based learning and feed into whole school learning themes and events.

Community Links

Governors recognise that Gilwern Primary School continues to value the importance of developing community links through visits, assemblies, inviting visitors into school, concerts, and special events. They involve pupils in the local community, not only to enrich their education but also so that they learn how to participate in a practical way in the life and concerns of their neighbourhood and communities. Working with parents, local residents, the business community, public services, and voluntary services continues and teaches the children to become ethically informed citizens. This year has seen new links developed with the Bowls Club. Our learners have thrived working with the members of the bowls club to develop new skills.

Healthy Schools

Healthy Eating and Drinking Gilwern Primary School has remained during 2024-2025. Children are encouraged to drink water throughout the day. All learners are able to use their water bottles, from Reception onwards. Learners are encouraged to eat fruit or vegetables at play time. Other unhealthy snacks are not permitted. A choice of healthy meals are prepared and cooked on the school premises by our kitchen staff. These are prepared in line with Monmouthshire and Welsh Government catering guidelines around healthy eating. Special diets and food allergies can be catered for. Beakers of water are also provided for the children. Our universal provision of Free School Meals to all our pupils was successfully rolled out in 2022- 2023 and there has been an increase seen since this in learners taking up free school meals.



School Farm: A Source of Wellbeing and Growth

This year, the school farm has continued to be a vibrant and enriching part of our school community. It has had a notably positive impact on learner wellbeing, offering a calming and purposeful environment where children can connect with nature, develop responsibility, and experience the rewards of nurturing life. The success of this year's harvest has been a testament to the dedication of our learners, volunteers and staff, with an impressive yield of pumpkins, tomatoes, and courgettes. These achievements have not only supported learning across the curriculum but have also fostered teamwork, resilience, and pride in shared accomplishments. The farm remains a cherished space that contributes meaningfully to both personal development and environmental awareness.



Learning Experiences



School Trips

This year's residential and curriculum-linked trips have played a vital role in enriching learning experiences. By stepping beyond the classroom, learners have been able to engage in authentic, real-world contexts—whether exploring historical sites, engaging in outdoor challenges, or participating in environmental studies. These experiences have deepened understanding, sparked curiosity, and built confidence, resilience, and independence.



Outdoor Learning

Outdoor learning and Forest School provision continues to be a cornerstone of the holistic approach to learning. These sessions offer learners regular opportunities to explore, discover, and learn in natural environments, fostering a deep connection with the outdoors. Forest School activities promote teamwork, problem-solving, and independence, while also reinforcing curriculum themes in a hands-on, authentic way. Whether building shelters, identifying wildlife, or reflecting quietly in nature, learners develop a sense of wonder and confidence that enriches their overall learning journey.



Learning Experiences



Celebrating Literacy Through Book Slam Cymru

Year 5 learners proudly represented the school at the national final of the Book Slam Cymru competition—a remarkable achievement that reflects their enthusiasm for reading and storytelling. Participating in this prestigious event has had a powerful impact on their confidence, communication skills, and love of literature. It was a celebration of creativity, teamwork, and perseverance, and we are incredibly proud of the groups' accomplishments and the inspiration they brought back to our school community.



Bugsy Malone

This year's stage production of Bugsy Malone was a shining example of the talent, dedication, and creativity within our expressive arts group. Learners delivered an outstanding performance, captivating audiences with their confident acting, vibrant choreography, and powerful vocal work—made even more impressive by singing alongside a live band. The experience provided a rich, authentic opportunity for learners to develop performance skills, teamwork, and self-expression. It also fostered a strong sense of achievement and pride, both individually and collectively. The production was a celebration of the arts in our school and a testament to the transformative power of creativity in education.



Learning Experiences

Strengthening Community Through CLIMB Curriculum Celebrations



Our Come and See Where I Learn sessions and celebration class assemblies have had a powerful impact on strengthening the partnership between home and school. These events have given parents a meaningful window into their children's learning journeys, showcasing the values of our CLIMB curriculum—Creative Learners who are Independent and Belong to our Community. Pupils have taken pride in sharing their work, performing, and explaining their learning processes, which has boosted confidence and reinforced key skills. The authentic engagement of families has fostered a deeper sense of belonging and support, creating a shared celebration of achievement and progress that enhances both academic and personal development.

Sporting Achievements and Cluster Collaboration

Learners have thrived this year in a range of sporting opportunities. Gilwern proudly hosted a cluster sports tournament, welcoming children from 7 neighbouring schools. The event was a resounding success, fostering community spirit and providing learners with the opportunity to demonstrate leadership, organisational and collaborative skills.

The school rugby team showcased exceptional talent and determination in the prestigious Pontypool Rugby Tournament, advancing to the semi-finals. This achievement reflects the dedication of our learners and coaching staff and volunteers. The experience not only boosted confidence and resilience among team members but also inspired younger pupils to engage more actively in school sports.



Organisation & Contact Information

Hopscotch Childcare - After School Club - £9.00 per session

Manager : Miss R Knights

Contact: gilwern.childcare-online-booking.co.uk

Hopscotch Nursery	Ms. V Trevett Tel: 07935335663
<p>Hopscotch Nursery is a <u>committee run</u> charity offering high quality childcare in a warm and friendly atmosphere for children from 2 1/2 years old within the grounds of <u>Gilwern</u> Primary School.</p> <p>Opening hours are 9:00-3:00 Monday-Friday term time only.</p> <p>In <u>addition</u> sessional care is available from 9:00-12:00 for <u>pre school</u> children and 12:45-3:00 for younger children.</p>	

Governance

As in previous years, meetings of the Governing Body have taken place at regular intervals. At each meeting governors considered the Headteacher's report on the school and its work, as well as reports from sub-committees of the Governing Board on specific and wider issues. In addition to these formal meetings, Governors have supported the schools monitoring and evaluating processes including learning walks, listening to learners and monitoring books. Governors have participated in the county sponsored programme of training.

Name

Bryan Davies - Chair Person

Category

Community Governor

CC Grahame Nelmes - Vice Chairperson

LA

Brady Edwards - Headteacher

Community Council

CC Richard Dixon

LA

Jayne Jones

Parent Rep.

Eleanor Lewis

Community Governor

Dr. Rachel Callender-Davies

LA

Chante Whatley

Parent Rep.

Chris Bridges

Parent Rep.

Michael Crocket

Parent Rep.

Gemma Gabriel

Parent Rep.

Karen Burton

Community Governor

Bethan Welford

Teacher Rep.

Amy Green

Support Staff Rep



Financial Statement 1st April 2024 - 31st March 2025

Grant	Amount
ALN implementation	£5,041
PL	£4,584
PDG	£18,913
EYPDG	£4,600
WEG	£1,923
Standards Grant	£78,292
Grant Total	£113,371

Total Grants 2021-2022 £176,495

Total Grants 2022- 2023 £147,717

Total Grants 2023-2024 £147,172

Total Grants 2024-2025 £113,371

TOTAL EMPLOYEE COSTS: £1,098,794

SUPPLIES & SERVICES: £42,916

PREMISES COSTS: £52,807

TRANSPORT £4000

FAIR FUNDING: £45,739

TOTAL COSTS: £1,244,256

BALANCE: -£14,791

***NB THIS INCLUDES £25,000 THAT WILL FUND FENCING TO THE FRONT OF THE SCHOOL ACTUAL DEFICIT- £39,791**

As part of the total income the school received the following grants; Education Improvement Grant (EIG), Pupil Development Grant (PDG), Early Years Pupil Development Grant (EYPDG), Welsh Education Grant (WEG) and Professional Learning Grant (PL). These grants were subsequently costed to provide pedagogical provision, resources and training. Costs are placed against the grants and this is monitored with the Governing Body and Local Authority to ensure they are used appropriately.

Gilwern's EAS appointed School Improvement Partner takes a high level overview and approves the grant allocation aligned to the Welsh Government guidelines. The school budget is overseen monthly by the finance team at Monmouthshire County Council and is monitored by the Governor finance committee. No gifts are identified for this financial year and no member of the governing body claimed travel or subsistence.



Additional Information

Equal Opportunities

The Governing Body has a commitment to promoting equality and it seeks to ensure that people are not discriminated against. The Governors take all reasonable steps to ensure that the school environment provides access for all. Every effort is made by the school to develop respect, tolerance and understanding.

Additional Learning Needs

The school ALNCo. closely monitors progress of those children who are experiencing difficulty with any aspect of their education. Gilwern School is an inclusive school and has made good progress to ensuring provision meets the needs of all learners.

Assessment

Assessment of learners within school takes a blend of approaches including practical assessments and personalised assessment tests available from Welsh government. Teaching and learning moves forward using both summative and formative assessment processes. The school follows a blended approach of standardised testing and teacher based assessments to track progression with each child's progress being discussed with the senior leadership team on a termly basis.

Parent/Teacher Consultations

Parents had the opportunity to discuss how learners have settled into school via a telephone appointment in October 2025 and in person during the spring term. During these discussions progress and personalised targets were shared with parents. . Finally, in the summer term a report was sent to parents and parents were given a further opportunity to discuss their child(ren)'s progress. Along with the report the school offered parents the opportunity to feedback on reporting processes to help the self evaluation process and ensure reporting is effective for all stakeholders.

Gilwern's Association of Parents (GAP)

An active and innovative Parent's Association continue to support the school. Volunteers are needed to help for future events, for more information please go to the following website: <https://www.pta-events.co.uk/gilwernprimary>

This year GAP have used funds to support, buses for school trips, bought trikes and a storage shed for the lower learning phase and a set of chrome books for the upper learning phase; ensuring every child from year 3-6 has their own chrome book. In addition, following the success of the summer colour dash fundraiser, they have supported the purchase of a new reading scheme.



Policies Adopted in 2024-25

During the year the Governing Body adopted a number of policies. Statutory policies must be reviewed and adopted annually by every school's governing body. They detail processes in key areas of the school's work.

Provision of Toilet Facilities

Age appropriate toilet facilities are in place for Reception, Y1- 2, Y3-6. There are two staff toilets and one disabled toilet. The cleaners work through the whole school each day, including the toilets.

Meetings held following a parental petition

No meetings were held under Section 94 of the Schools Standards and Organisation (Wales) Act 2013.

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.

