

17 JULY 2026

CASTLE PARK PRIMARY SCHOOL

GOVERNORS' ANNUAL REPORT



Kate Wise

CHAIR OF GOVERNORS

'ENJOYMENT IN LEARNING'

2025 -2026^{*}

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^{*}Report is an update on the year we have just had.

Dear Parents and Carers,

Welcome to this year's Governors' Annual Report. It is a pleasure to share some of the many achievements, developments and opportunities that have shaped another successful year at Castle Park Primary School.

Castle Park is a school that is always looking forward. Together with Mrs Wadsworth and our dedicated staff team, the Governing Body is committed to continually improving every aspect of school life, ensuring that every child has the opportunity to thrive, feel valued and achieve their full potential.

This year has brought much to celebrate. We have introduced our new Teaching and Learning Strategy, continued to improve our learning environment and were delighted to receive national recognition from Estyn for our work in science. Alongside this, our pupils have enjoyed a wide range of learning experiences, sporting events, educational visits and leadership opportunities that have enriched their education beyond the classroom.

One of my favourite parts of being Chair of Governors is spending time with the children. Each year I enjoy visiting our Reception classes to read stories and welcome our newest pupils to Castle Park. It is a wonderful way to get to know them, and a real privilege to watch them grow in confidence, curiosity and character throughout their time at school. Whether meeting pupils during our annual immersion afternoon, listening to them present at Governing Body meetings or celebrating their achievements at school events, they are a constant reminder of why our work as governors is so important.

None of this would be possible without the dedication of our staff, the support of our parents and carers, the generosity of the Friends of Castle Park and the many community partners who enrich school life. On behalf of the Governing Body, thank you to everyone who helps make Castle Park such a welcoming, ambitious and caring community.

I hope you enjoy reading this report and seeing the many ways in which our school continues to grow and develop. If you would like to know more about the work of the Governing Body, or have ideas or feedback to share, we would be delighted to hear from you. Correspondence can be addressed to The Chair of Governors via the school office or by email at castleparkprimary@monmouthshire.gov.uk.

Yours sincerely,

Kate Wise

Chair of Governors

ABOUT THE GOVERNING BODY

Behind the scenes, the Governing Body works throughout the year to support the continued success of Castle Park Primary School. Made up of parents, staff, local authority representatives and members of the local community, governors volunteer their time and expertise to help ensure that every child receives the best possible education in a safe, inspiring and nurturing environment. By working closely with the Headteacher and school staff, the Governing Body provides strategic leadership, oversees the school's finances and holds leaders to account for the quality of education and the wellbeing of all pupils.

Governors bring a wide range of professional skills and experience to the school and work closely with staff, the Local Authority and the wider community to support continuous improvement. Throughout the year, governors have monitored progress against the School Development Plan, visited the school to see learning in action, attended school events and performances, and supported key areas including finance, premises, health and safety, safeguarding and recruitment.



MEETINGS OF THE GOVERNING BODY

The Full Governing Body met on six occasions during the academic year, with each of our three committees – Finance, Premises, Health & Safety, and Communications & Community Focused School – meeting three times to provide detailed scrutiny of their respective areas. These meetings allow governors to work closely with the Headteacher and senior leaders, reviewing school performance, finances, safeguarding, premises, policies and progress against the School Development Plan.

Governors are keen to ensure that our understanding of the school goes beyond papers and reports. Throughout the year we spend time in school meeting staff and pupils, celebrating achievements and seeing learning first-hand. One of the highlights of the year is our annual Immersion Afternoon, where governors visit classrooms, talk with pupils about their learning and experience everyday school life. Hearing directly from our children is invaluable and helps us better understand what is working well and where we can continue to support improvement.

Pupil voice is an important part of our governance. Throughout the year, pupils are invited to attend Governing Body meetings to present their work, share the activities they have been involved in and tell us about their experiences of school. Their confidence, enthusiasm and thoughtful reflections are always a highlight of our meetings and remind us why our role as governors is so important.

MEMBERSHIP

Chair of the Governing Body: Kate Wise

Vice-Chair: Emma Taylor

Local Authority Governors: Councillor Rachel Garrick, Councillor Jackie Strong, Emma Taylor

Minor Authority Governor: Councillor Frank Rowberry

Community Governors: Craig Jones, Michael Hunt, Gail Davies

Parent Governors: Kate Wise, Rob Taylor, Rebecca Major, Lynsey Harris

Staff Governors: Ros Vincent, Stacey Webb, Heather Quittelier

As we look ahead to the new academic year, we are pleased to welcome Shelley Trigg as a Parent Governor. Shelley brings valuable experience and enthusiasm, and we look forward to her contribution to the Governing Body.

We would also like to thank Rebecca Major for her commitment and support during her time as a Parent Governor. As her daughter moves on to Caldicot Comprehensive School, Rebecca's term of office comes to an end. On behalf of the Governing Body, we extend our sincere thanks for the time, insight and dedication she has given to Castle Park Primary School and wish both Rebecca and her family every success for the future.

Clerk

Claire Richard: EAS, Tredomen Gateway, Tredomen Business Park, Hengoed, Ystrad Mynach, Caerphilly, CF82 7EH

DEFINITIONS

Parent Governor = a parent elected by the parents.

When a vacancy becomes available for a Parent Governor all parents are invited to put themselves forward or nominate someone else. If more than one nomination is made for each vacancy, an election is held during which all parents are asked to vote. If no nomination is received, governors may appoint any person with children of school age to the vacant position.

Local Authority = nominated by the Local Authority

Teacher Governor = elected as a representative of the teaching staff

Staff Governor = elected as a representative of the non-teaching staff

Community Governor = co-opted or nominated by the elected members of the Governing Body as a representative of the Community

PARENTS MEETING

Parents have the right to request a meeting with the governing body up to three times a year. Full details on how to request a meeting can be obtained from the school.

As there were no requests, no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.



FINANCIAL STATEMENT

The Governing Body is committed to ensuring that every pound available to the school is used wisely to benefit our pupils. The Finance and Resources Committee met three times during the year to scrutinise expenditure, review future commitments and ensure the school continues to provide the best possible learning environment while maintaining long-term financial sustainability.

In addition to these meetings, the Chair of the Finance and Resources Committee, or the Chair of Governors, attends monthly financial review meetings with Monmouthshire County Council. These provide regular oversight of the school's budget, enabling governors to monitor spending, plan future investment and respond proactively to the financial challenges facing schools.

Like many schools across Wales, Castle Park continues to face increasing financial pressures, with rising staffing, energy and operational costs placing significant demands on school budgets. Over the past three years, these pressures have gradually reduced the school's financial reserves while maintaining investment in teaching, learning and pupil support.

At the end of the 2025–2026 financial year, the school recorded a revenue deficit of £18,741. This position was anticipated and forms part of an agreed financial recovery plan with Monmouthshire County Council. The Governing Body continues to monitor progress closely and is pleased to report that the school remains on track to deliver the agreed recovery plan while continuing to prioritise high-quality education and support for our pupils.

GOVERNORS' ANNUAL REPORT

For transparency, summaries of the school's financial accounts for both 2024–2025 and 2025–2026 are included below.

Summary of Annual Accounts Year 2024 - 2025

Account Description	Actual	Budget £	Variance on Budget
TOTAL GENERAL INCOME	-279,398.00	-157,385.00	-122,013.00
TOTAL FUNDING INCOME	-904,799.00	-892,083.00	-12,716.00
TOTAL INCOME	-1,184,197.00	-1,049,468.00	-134,729.00
TOTAL EMPLOYEE COSTS	1,031,875.00	960,787.00	71,088.00
TOTAL SUPPLIES & SERVICES	50,589.00	35,683.00	14,906.00
TOTAL PREMISES COSTS	124,309.00	116,856.00	7,453.00
TOTAL TRANSPORT COSTS	2,090.00	0.00	2,090.00
TOTAL AGENCY AND CONTRACTED	31,639.00	31,295.00	344.00
TOTAL SUPPORT SERVICES	0	0	0
TOTAL EXPENDITURE	1,240,502.00	1,144,621.00	95,881.00
TOTAL INCOME	-1,184,197.00	-1,049,468.00	-134,729.00
TOTAL EXPENDITURE	1,240,502.00	1,144,621.00	95,881.00
NET	56,305.00	95,153.00	-38,848.00
	<u>Prior Year C/ Fwd.</u>	<u>Current Year Actual</u>	<u>Total</u>
Council Fund Balance: LMS School Balances	-75,046.00	56,305.00	-18,741.00

Summary of Annual Accounts Year 2025 - 2026

Account Description	Actual	Budget £	Variance on Budget
TOTAL GENERAL INCOME	-245,788.00	-167,654.00	-78,134.00
TOTAL FUNDING INCOME	-1,051,582.00	-971,940.00	-79,642.00
TOTAL INCOME	-1,297,370.00	-1,139,594.00	-157,776.00
TOTAL EMPLOYEE COSTS	1,156,822.00	1,046,470.00	110,352.00
TOTAL SUPPLIES & SERVICES	47,156.00	32,278.00	14,878.00
TOTAL PREMISES COSTS	96,854.00	89,429.00	7,425.00
TOTAL TRANSPORT COSTS	1,710.00	0.00	1,710.00

TOTAL AGENCY AND CONTRACTED	31,483.00	31,267.00	216.00
TOTAL SUPPORT SERVICES	0	0	0
TOTAL EXPENDITURE	1,334,025.00	1,199,444.00	134,581.00
TOTAL INCOME	-1,297,370.00	-1,139,594.00	-157,776.00
TOTAL EXPENDITURE	1,334,025.00	1,199,444.00	134,581.00
NET	36,655.00	59,850.00	-23,195.00
	<u>Prior Year C/ Fwd.</u>	<u>Current Year Actual</u>	<u>Total</u>
Council Fund Balance: LMS School Balances	-18,741.00	36,655.00	17,914.00

The Pupil Development Grant (PDG) continued to make a positive difference to the wellbeing and achievement of many of our learners during.

Funding supported a range of targeted interventions, including:

Emotional Literacy Support (ELSA): Pupils developed greater confidence in recognising and talking about their emotions. The coping strategies introduced during ELSA sessions continued to be used successfully by the vast majority of pupils after their support programme ended.

Raising Attainment of Disadvantaged Youngsters (RADY): Targeted support provided opportunities for pupils to access activities, resources and experiences that may not otherwise have been available. Pupils benefited from dedicated time with trusted adults, with nurture activities including arts and crafts, Lego, board games and a newly developed home corner requested by Year 6 pupils.

Targeted Key Stage 2 Intervention: Additional small group and one-to-one support helped pupils develop their literacy, numeracy and social confidence. Pupils reported feeling well supported and knew who to turn to when they needed help with their learning.

The Friends of Castle Park continue to make an enormous contribution to school life through both fundraising and volunteering. During the year they funded the development of our new school library and committed further funding towards the new Forest School outdoor classroom. They also organised a wide range of community events, including the Easter Egg Hunt, Summer Disco and annual Colour Run, bringing families together whilst raising valuable funds for the school.

Their generosity also enabled every year group to benefit from additional learning experiences, including visits to Bristol Zoo Project, We The Curious, Caldicot Leisure Centre

and a Year 6 celebration trip, as well as a Little City role-play experience for pupils in the Specialist Resource Base. On behalf of the Governing Body, we extend our sincere thanks to every member of the Friends of Castle Park and to the wider school community for their continued support.

During the 2025–2026 academic year, no Governors claimed expenses or subsistence allowances.



PERFORMANCE

Unlike previous education systems, schools in Wales are no longer judged through published league tables or national attainment data. The Curriculum for Wales places greater emphasis on each child's progress over time, the breadth of learning experiences and their wellbeing alongside academic achievement.

The Governing Body monitors school performance using a wide range of evidence throughout the year. This includes pupil progress information, National Personalised Assessment outcomes, attendance, wellbeing, feedback from pupils and parents, visits by the School Improvement Partner, internal monitoring activities and regular reports from the Headteacher. Together, these provide governors with a balanced picture of how effectively the school is supporting every learner to make progress.

National Personalised Assessments in Reading and Numeracy are used to identify pupils' strengths and next steps in learning. In line with Welsh Government guidance, these assessments are not used to compare schools or measure school performance, but instead help teachers tailor learning to meet individual pupils' needs.



ESTYN

Castle Park Primary School continues to make strong progress following its Estyn inspection in December 2022.

The inspection described Castle Park as a "well-led, welcoming place to learn", recognising the dedication of staff and the positive experiences of pupils. Inspectors found that children enjoy coming to school, behave well, engage positively in their learning and benefit from exciting opportunities both inside and outside the classroom. The report also praised the school's

nurturing relationships, highly effective teaching assistants and the strong support provided for vulnerable pupils and those with Additional Learning Needs.

The Governing Body continues to monitor progress against the two recommendations identified during that inspection:

R1: Further develop assessment for learning to better support pupils to understand the purpose of their learning and the progress they make.

R2: Improve pupils' Welsh language skills across the school.

In September 2024, Castle Park was one of the first schools in Wales to receive an Estyn Interim Visit, where inspectors reviewed the progress made since the 2022 inspection. The visit focused specifically on these two recommendations. Governors were delighted that Estyn concluded that "leaders and staff at the school have worked well to address the previous recommendations," recognising the significant progress that had been made in both teaching and learning and the development of Welsh language provision.

The school's commitment to continuous improvement was recognised again during 2025. As part of Estyn's national thematic review into the teaching of science across Wales, Castle Park Primary School was selected as an example of good practice. Inspectors highlighted the school's innovative use of community and industry partnerships to make science purposeful, engaging and aspirational for pupils, helping children to understand the real-world relevance of science and raising awareness of future career opportunities.

The Governing Body is proud of the progress the school continues to make and remains committed to supporting the Headteacher and staff as they build on these achievements and strive for continual improvement.



ATTENDANCE

Regular attendance at school gives children the best opportunity to achieve their full potential, build friendships and enjoy the wide range of experiences that Castle Park Primary School offers. Throughout the year, the Governing Body has continued to monitor attendance closely, working with school leaders to ensure that pupils and families receive the right support where attendance becomes a concern.

As of June 2026, Castle Park Primary School had 193 pupils on roll, including four pupils within our Specialist Resource Base (SRB). Whole-school attendance stood at 94.32%, against the Governing Body's ambitious target of 94.5%. This represents an improvement on the previous academic year's attendance of 93.76%.

Whilst the current Monmouthshire average for primary school attendance is 94.41%, governors deliberately set the school's target slightly higher. We believe every day in school matters, and by setting ambitious expectations we encourage continual improvement and maximise the opportunities available to every child.

During the year, the Governing Body approved a revised Attendance Policy, reflecting Welsh Government guidance and reinforcing the importance of regular attendance. As a result, holidays during term time have only been authorised in genuinely exceptional circumstances.

The school continues to work proactively with families where attendance presents a challenge. Pupils requiring additional support are assisted through close partnership working with the Family Liaison Officer, the Education Welfare Service and other external agencies where appropriate. Governors receive regular attendance reports, enabling them to monitor attendance trends, identify groups requiring additional support and ensure that appropriate interventions are in place.

Parents are politely reminded that if their child is absent from school, it is necessary to inform the school (in writing or by telephone) of the reason for the absence. If parents don't contact the office, the school will telephone home. Absences which are not explained or reasons given by parents, may then be unauthorised by school in line with Monmouthshire Attendance Policy

We would like to thank parents and carers for their continued support in helping children attend school every day, arrive punctually and make the most of every learning opportunity.

CONTACT METHODS

- For absences, please telephone or email to inform school before 9.30am on the day.
- You can communicate with staff at the end of the school day, by coming into school, telephone or email.
- If you wish to speak with a member of staff and need more than 5 minutes, please telephone or email to arrange an appointment.
- Schoop - Information, letters, videos, etc are sent out regularly on Schoop.
- School Website - This year we launched our new-look school website, making it easier for parents and carers to access information about school life, policies, curriculum information and key dates. The website also introduces new functionality that we look forward to developing further over the coming year, helping us continue to improve communication with our school community.

www.castleparkprimary.co.uk

- Follow the official Castle Park Primary School Facebook page for school news, celebrations and highlights from across the school year.

[Castle Park Primary](#)

- The Friends of Castle Park Primary School Facebook page is used to share their events and activities.

[Friends of Castle Park Primary](#)

REPORTING TO PARENTS

Parent/Teacher Consultations were held in October 2025 and June 2026, providing opportunities to discuss each child's progress, celebrate achievements and agree next steps for learning.

Annual school reports were issued in March 2026 using a new reporting format. Feedback from parents and carers has been used to further refine the reports for future years.

An online appointment booking system was used successfully for both consultation evenings, making it easier for families to book appointments at convenient times and ensuring follow-up meetings were arranged where parents were unable to attend.

National Personalised Assessment outcomes for pupils in Years 2 to 6 were shared with parents during the summer consultation meetings. These assessments help teachers identify individual strengths and next steps in learning and are used to support each child's progress rather than to compare pupils or schools.



ANNUAL ACTIVITIES

At Castle Park Primary School, we continually strive to provide children with a wide range of enriching experiences that extend learning beyond the classroom. We are always mindful of the financial pressures on families and work hard to provide opportunities that are accessible, affordable and offer lasting value for every child. Throughout the year, pupils have enjoyed a rich programme of educational visits, sporting competitions, creative workshops, community projects and leadership opportunities, all carefully planned to bring learning to life and inspire curiosity.

Whether exploring history at St Fagans, meeting authors, programming Lego robots, performing music, representing the school in sporting competitions or simply caring for the newest members of our school community, every experience has been designed to help our pupils become ambitious, capable learners who enjoy learning and embrace new challenges.

COMMUNITY AND ENRICHMENT

Castle Park continues to strengthen its links with the local community, recognising that some of the best learning happens beyond the school gates.

The year began by welcoming families into classrooms through our Open Classroom events and regular coffee mornings in the Community Cwtsh. The Cwtsh has continued to develop as an important community resource, providing a welcoming space for parents and carers while also hosting weekly Play Therapy sessions for children accessing support through SPACE Wellbeing.

Our curriculum has been enriched through partnerships with a wide range of organisations and visitors. National Grid engineers visited every class to inspire pupils with careers in engineering, while Allen Lloyd encouraged children's creativity through photography. The whole school celebrated STEM Week with exciting science, technology and engineering activities, before Castle Park was recognised nationally by Estyn for its innovative approach to science education.

The arts have continued to flourish across the school. Every pupil enjoyed a Cynefin Music Workshop, our School Council and STAR pupils worked with professional musicians to write their own songs, Reception and Year 4/5 took part in dance workshops, and Year 3 pupils developed both their cooking and musical talents through the popular Food Stories and Gwent Music projects. The year concluded with family events where children proudly shared their achievements with parents through performances, reading events and curriculum showcases.

Pupils also celebrated Welsh culture through our annual Eisteddfod, developed their understanding of equality through anti-racism workshops and No Boundaries assemblies, and explored online safety with support from Gwent Police. NSPCC workshops, road safety education and transition activities helped prepare children for the next stage of their education.

Educational visits remained an important part of learning this year. Pupils visited Techniquet, St Fagans, Bristol Zoo Project, We The Curious, Caldicot Library, Caldicot Leisure Centre and the Riverfront Theatre, while Reception explored the local community and Year 1 discovered the history of Caldicot through a castle walk. Year 6 rounded off their time at Castle Park with memorable experiences including Gilwern, Ninja Warrior, bowling and transition visits to their secondary schools.

The school also continued to nurture pupils' curiosity about the world around them. Children grew vegetables, explored environmental themes, welcomed two new guinea pigs into

Reception and Year 1, and listened to inspiring talks from visitors including Pastor John Linforth, who shared his experiences of visiting Zambia.

Throughout the year, pupils have continued to develop leadership skills through opportunities including the Bronze Ambassadors programme, Super Ambassadors attending the Mayor's event at Caldicot Town Hall, the STAR anti-racism group, School Council activities and Lego Spike competitions.

SPORT AND OUTDOOR LEARNING

Sport continues to play an important role in school life, encouraging teamwork, resilience and healthy lifestyles.

Swimming lessons continued for Years 3, 4 and 5, while pupils also benefited from coaching in rugby, cricket and tag rugby through partnerships with the Newport Dragons and other local organisations. Children represented Castle Park proudly at cross-country events, football and netball Round Robin tournaments, Sports Day and a range of cluster sporting competitions.

Outdoor learning has also continued to grow. Reception and Year 1 enjoyed Forest School experiences together, Year 4 and 5 pupils led fitness sessions for their parents, and children across the school embraced opportunities to learn outdoors, whether growing vegetables, exploring their local area or taking part in environmental learning.

The Governing Body is incredibly proud of the enthusiasm, confidence and determination shown by our pupils throughout the year. These experiences help children develop not only academically, but also socially, emotionally and creatively, ensuring that every child has the opportunity to discover new interests, challenge themselves and create lasting memories during their time at Castle Park Primary School.

PREPARING FOR THE NEXT CHAPTER

As another successful school year draws to a close, significant work has taken place to ensure every child is well prepared for their next step, whether that is starting school for the very first time or moving on to secondary education.

For our Year 6 pupils, transition is much more than a single visit. Throughout the summer term, children took part in transition days at Caldicot Comprehensive School and Chepstow School,

met their future teachers and participated in a range of activities designed to help them feel confident and excited about September. For pupils requiring additional support, enhanced transition programmes, collaborative Individual Development Plan (IDP) reviews and close working between schools helped ensure that every child could move on successfully.

At the other end of the school, we were delighted to begin welcoming our new Reception pupils and their families. Parents attended information and school readiness sessions, children enjoyed visits to the school, lunchtime experiences and family workshops, while staff visited children in their current settings to help build positive relationships before September. Red Robins Nursery pupils also enjoyed opportunities to explore the Plaza and outdoor learning areas, helping them become familiar with their new surroundings before they officially join our school community.

Supporting children through these important milestones reflects Castle Park's commitment to ensuring that every pupil feels welcomed, valued and confident as they begin the next stage of their educational journey.



SCHOOL DEVELOPMENT PLAN

The School Development Plan (SDP) is the school's strategic plan for continuous improvement. It is developed through careful self-evaluation, drawing on feedback from pupils, parents, staff, governors and external partners, alongside analysis of learning, wellbeing and school performance.

During 2025–2026, the school has focused on three key priorities:

Priority 1 – Raising attainment in Mathematics

This year has seen a significant investment in strengthening the teaching of mathematics. Staff have worked collaboratively with schools across the Caldicot Cluster and Education Achievement Service to develop a consistent approach to mathematics teaching, ensuring pupils build secure understanding through practical resources, discussion and problem-solving. New teaching resources, classroom approaches and professional learning have been introduced to support children in developing confidence and fluency in mathematics.

Priority 2 – Developing a Teaching and Learning Strategy

One of the most significant developments this year has been the creation of Castle Park's new Teaching and Learning Strategy. This provides a shared understanding of what high-quality teaching looks like across the school and establishes a consistent approach to planning, assessment, classroom environments and learning behaviours.

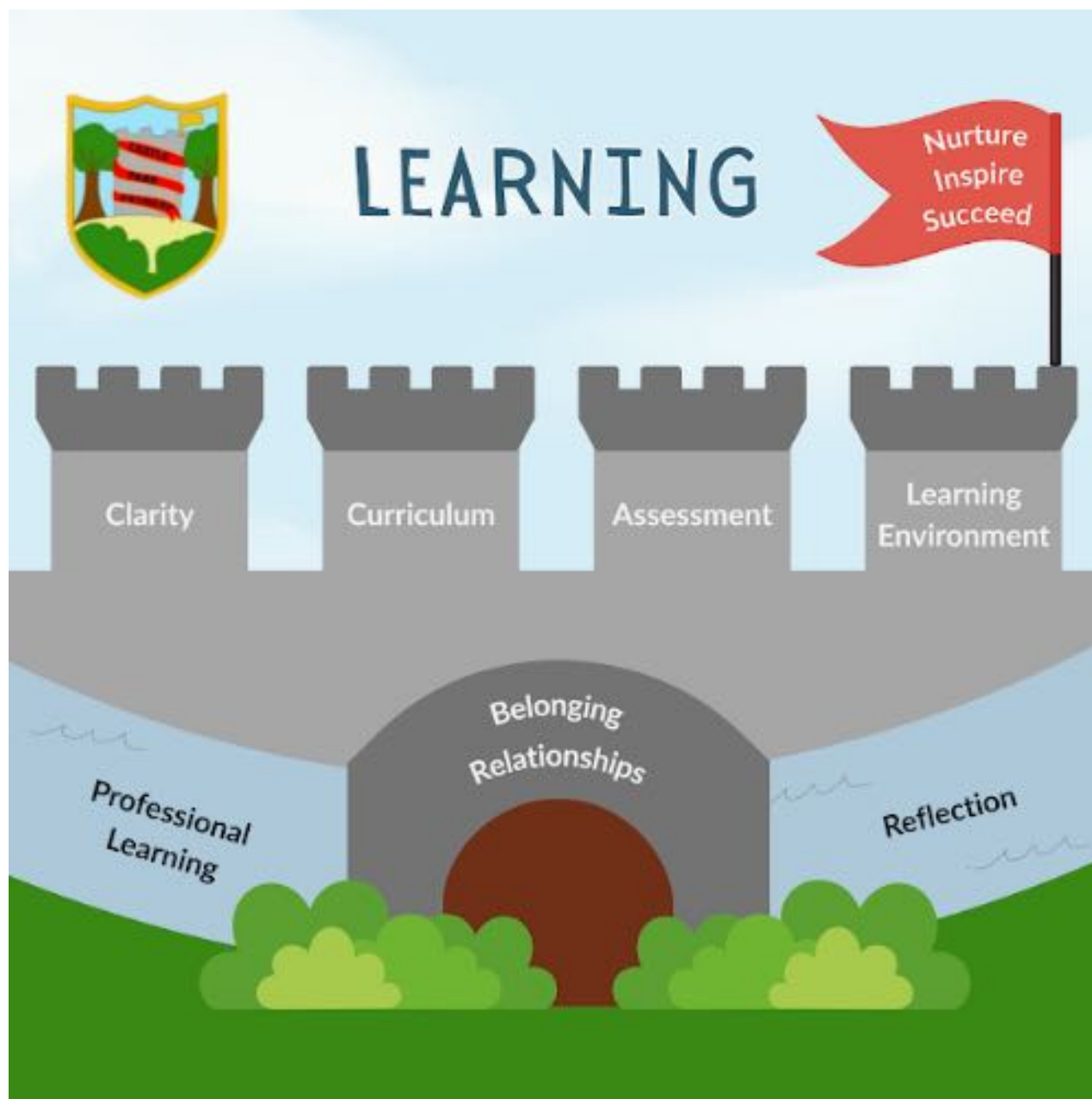
The strategy reflects the school's vision of ensuring every child experiences learning that nurtures curiosity, inspires confidence and enables success. It has also strengthened pupils' understanding of how they learn by introducing a shared language for learning and encouraging children to become increasingly inquisitive, resilient and reflective learners.

Priority 3 – Strengthening Leadership

The school has continued to develop leadership at every level, providing teachers and support staff with opportunities to lead areas of the curriculum and school improvement. Alongside this, governors have supported the establishment of the Specialist Resource Base, strengthened self-evaluation processes and continued to develop effective leadership systems that will support the school's future growth.

Alongside the school's own priorities, Castle Park has worked collaboratively with other primary and secondary schools within the Caldicot Cluster. Shared professional learning has focused on developing a common language for learning, strengthening mathematics progression across the cluster and continuing the journey towards becoming actively anti-

racist schools. Working together in this way helps provide greater consistency for children as they move between schools and enables staff to share expertise and best practice.



A summary of the School Development Plan is available on the school website.

The Governing Body receives regular updates on progress against each priority through committee meetings, governor visits, presentations from staff and pupils, and discussions with the School Improvement Partner. These opportunities allow governors to understand the impact of school improvement work first-hand, providing both support and constructive challenge as the school continues its journey of improvement.

Recognising the importance of maintaining a strong focus on teaching and learning, the Governing Body has reviewed its own governance arrangements for the coming academic year. From September 2026, a dedicated School Improvement Committee will meet three times each year to monitor progress against the School Development Plan in greater depth and ensure that governors continue to support and challenge school leaders effectively.

Alongside this, governors are introducing a new Area of Learning and Experience (AoLE) Link Governor structure. Rather than curriculum leaders presenting only at Full Governing Body meetings, governors will now work more closely with individual subject leaders throughout the year. These dedicated meetings will provide greater opportunity for professional discussion, enable governors to develop a deeper understanding of curriculum development and strengthen the collaborative relationship between governors and school staff in support of continual improvement.

CURRICULUM DEVELOPMENTS

The Curriculum for Wales continues to shape learning at Castle Park Primary School, placing children's curiosity, wellbeing and lifelong learning at the heart of everything we do. The curriculum is designed around four purposes, supporting children to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

This year, the school has taken an important step forward by developing and embedding its new Teaching and Learning Strategy. Rather than focusing solely on what children learn, the strategy also provides consistency in how learning takes place across every classroom. It is built around four key elements:

Clarity – ensuring pupils understand the purpose of their learning and what success looks like.

Curriculum – delivering a carefully planned sequence of knowledge, skills and experiences.

Assessment – using ongoing feedback and reflection to help every child make progress.

Learning Environment – creating classrooms that promote independence, curiosity and collaboration.

Supporting these four elements is the school's vision to Nurture, Inspire and Succeed. Learning is designed to be engaging, purposeful and inclusive, helping every child develop confidence, resilience and independence while ensuring that all pupils, regardless of their starting point, can achieve their potential.

Children continue to benefit from a curriculum that combines strong foundations in literacy, numeracy and digital skills with rich learning experiences both inside and beyond the classroom. Teachers make use of enquiry-based learning, outdoor learning, educational visits, visitors and practical experiences to help pupils understand how their learning connects to the wider world. Alongside this, opportunities for reflection, collaboration and pupil voice help children become increasingly independent learners who understand not only what they are learning, but why it matters.

ADDITIONAL LEARNING NEEDS (ALN)

At Castle Park Primary School, we believe that every child deserves the opportunity to flourish. We recognise that every learner is unique and that some children require additional support to access the curriculum, build confidence and achieve their full potential. Our aim is always to identify needs early and provide the right support, at the right time, in partnership with families.

During recent years, the Welsh Government's Additional Learning Needs reforms have significantly changed the way support is identified and funded. Greater responsibility now sits with schools to assess pupils' needs, deliver appropriate provision and demonstrate the impact of that support. This has brought new opportunities, but it has also placed increased demands on schools as the number and complexity of pupils' needs continues to grow.

Castle Park has continued to develop a graduated approach to supporting pupils. Every child has a One Page Profile and benefits from high-quality universal provision within the classroom. Where additional support is required, pupils can access increasingly personalised support through Universal+, Targeted Intervention, School-Based Individual Development Plans (IDPs), Local Authority IDPs and, where appropriate, Care Plans. This graduated approach ensures that support is tailored to each child's individual strengths and needs.

One of the school's greatest strengths is its dedicated staff. Teachers, teaching assistants and the Additional Learning Needs team work tirelessly to understand every child, carefully monitoring progress and adapting support as needs change. Their professional judgement, experience and commitment are central to ensuring that children receive the right provision. They also work closely with the Local Authority and a range of specialist services, building

trusted professional relationships that help secure the resources and expertise needed to support our pupils effectively.

This work begins long before many children start at Castle Park. We are fortunate to work closely with our on-site feeder nursery, Red Robins, whose staff play a vital role in getting to know each child as an individual. The strong relationships between Red Robins and Castle Park allow valuable information to be shared, helping us identify strengths, interests and any additional needs at the earliest opportunity. This careful transition ensures that children and families feel supported from the very beginning of their journey with us.

Parents and carers are an essential part of this process. The Governing Body would like to thank families for the positive relationships they build with staff and for the trust they place in the school. By working together, we are able to develop a shared understanding of each child's needs and ensure that decisions are always made in the best interests of the learner.

The Governing Body continues to receive regular updates on the school's ALN provision and monitors both the quality of support and the resources available to ensure that every child has the opportunity to succeed.

OPERATIONAL UPDATES

Alongside supporting the strategic direction of the school, the Governing Body works closely with the Headteacher and staff to ensure that Castle Park Primary School continues to operate safely, effectively and in the best interests of all pupils. Throughout the year governors review and adopt statutory policies, monitor safeguarding, health and safety, staffing, finance and premises, whilst ensuring that the school continues to meet its legal responsibilities.

STAFFING

The people who work at Castle Park Primary School are at the heart of everything we achieve. Throughout the year, governors have continued to support the recruitment, development and wellbeing of our staff, recognising that investing in our team directly benefits every child in our school.

We were delighted to welcome Mrs Stacey Webb back to Castle Park at the start of the academic year following her maternity leave. Stacey has made an invaluable contribution since her return and has played an important role in the continued development of teaching and learning across the school.

At the beginning of the academic year we were excited to welcome Mrs Fowkes, Mrs Greenwood, Ms Hutchinson, Miss Moore and Mrs Parrott to the Castle Park team as Teaching Assistants.

We would also like to wish Mr Harry Stitt every success as he moves on to his next opportunity. Harry was a highly valued member of our staff team who built exceptional relationships with many of our pupils. Through his calm, caring approach and ability to support children on a one-to-one basis during times when they needed extra support, he earned the trust and respect of pupils, parents and colleagues alike. He will be greatly missed by the entire Castle Park community, and we thank him for the kindness, dedication and compassion he showed throughout his time with us.

This year we also said a fond farewell to Mr Paul Vincent, who retired after many years of dedicated service as the school's Caretaker. Paul played an important role in the daily life of Castle Park, working tirelessly behind the scenes to ensure our school remained safe, welcoming and well maintained. On behalf of the Governing Body, we thank Paul for his years of service and wish him a long and happy retirement.

Following Paul's retirement, we were pleased to welcome Mr Dean Bowen as our new Caretaker. Dean has quickly become a valued member of the Castle Park team, and we look forward to working with him as he continues to care for and develop our school environment.

It is also with great sadness that we remember Caroline Jones, a valued member of our cleaning team, who passed away during the year. Caroline's kindness, warmth and dedication to the school were greatly appreciated by staff and pupils alike. Our thoughts remain with her family, friends and colleagues.

As we look ahead to the next academic year, we wish Mrs Stacey Webb every success as she begins an exciting one-year secondment. This opportunity is a reflection of her expertise and commitment to education, and we know she will be a wonderful ambassador for Castle Park Primary School. We look forward to welcoming Mrs Webb back following her secondment. During this time, we are delighted that Mrs Fowkes will be stepping into the role of class teacher, and we look forward to seeing the knowledge, enthusiasm and experience she will bring to the classroom.

POLICIES

The Governing Body reviews and adopts school policies throughout the year, ensuring they reflect current legislation, Welsh Government guidance and the needs of our school community. Copies of all school policies are available from the school office and on the school website.

COMPLAINTS PROCEDURE

We value the positive relationships we have with our families and encourage parents and carers to discuss any concerns with the Headteacher in the first instance so that issues can often be resolved quickly and informally.

Should a formal complaint be necessary, the school's Complaints Policy and Procedure is available on the school website or from the school office upon request.

EQUALITY AND INCLUSION

Castle Park Primary School is committed to ensuring that every child feels safe, respected and included. The Governing Body monitors equality and inclusion throughout the year, including receiving reports on any discriminatory incidents to ensure that concerns are addressed promptly and appropriately.

Promoting equality is about much more than responding to incidents. During this year, the school has continued to develop pupils' understanding of diversity, inclusion and respect through the curriculum and dedicated pupil leadership groups.



A particular highlight has been the creation of the STAR (Standing Together Against Racism) pupil voice group. Led by our Year 6 pupils, STAR has played an important role in promoting anti-racism across the school through assemblies, awareness campaigns and reviewing school practice. Their work has included Wear Red Day, developing an anti-racism logo, working alongside the charity No Boundaries and helping to identify ways the school can become even more inclusive. During presentations to governors, STAR pupils demonstrated thoughtful leadership by discussing how the school could improve the representation of different cultures within learning resources and by proposing clearer guidance for pupils on reporting and responding to racism.

This work supports the wider Caldicot Cluster priority of ensuring that every school continues to develop as an actively anti-racist community where every child feels they belong.

USE OF THE WELSH LANGUAGE

Developing pupils' confidence in speaking Welsh continues to be a key priority for the school and forms part of the ongoing response to the recommendations from the 2022 Estyn inspection.

Throughout the year, staff have continued to strengthen the use of incidental Welsh across the school, enhance classroom learning environments and develop pupils' confidence in using Welsh in everyday situations. Criw Cymraeg continues to play an active role in promoting the language across the school community.

In June 2026, the Local Authority's Welsh Advisory Service (LACIS) undertook a review of the school's Welsh language provision. Governors were delighted to receive an extremely positive report, recognising the significant progress made in developing pupils' Welsh oracy, the quality of learning environments, the consistency of teaching and the strong progress being made by learners. The school is now working towards achieving the Cymraeg Campus Silver Award.

RELIGION, VALUES AND ETHICS

Religion, Values and Ethics (RVE) forms an important part of the Curriculum for Wales, helping pupils to develop understanding, respect and curiosity about different beliefs, cultures and world views.

Whilst maintaining its Christian foundation through links with local churches and faith leaders, the curriculum also explores a wide range of faiths and non-religious beliefs, encouraging pupils to think critically, ask questions and develop respect for others regardless of their background or beliefs.

HEALTH AND WELLBEING

Supporting children's health and wellbeing remains central to life at Castle Park Primary School. Through the Curriculum for Wales, pupils develop the knowledge, confidence and resilience needed to support both their physical and emotional wellbeing.

This year, the school established its Happy and Healthy Wellbeing Committee, giving pupils from Years 3 to 6 the opportunity to influence wellbeing across the school. The group has led initiatives including Odd Socks Day to celebrate individuality, reviewed the school's Anti-Bullying Policy from a pupil perspective and made recommendations to strengthen guidance on friendship and kindness. Governors were particularly impressed by the confidence with which pupils presented their work and by the pride they took in making positive changes that benefit the whole school community.

The committee will continue to build on this work by promoting healthy lifestyles and encouraging pupils to play an active role in shaping school life.

HEALTHY EATING

We are proud to continue promoting healthy lifestyles throughout the school. Healthy eating is encouraged through the curriculum, classroom activities and our daily routines. Pupils are encouraged to bring healthy snacks for break time, with fresh fruit being the most common choice, and drinking water is available throughout the school day.

Monmouthshire County Council continues to provide nutritious school meals, with a choice of main meals, vegetarian and halal options, jacket potatoes and healthy desserts available each day. We are delighted by the continued success of the Universal Primary Free School Meals programme, enabling every primary-aged child to access a healthy school lunch.

Foundation Learning pupils continue to receive free milk each day, and the school maintains its No Nuts policy to protect pupils with severe allergies.

SPECIALIST RESOURCE BASE

This academic year marked an important milestone for Castle Park Primary School with the opening of our Specialist Resource Base (SRB) following the Autumn half term.

The SRB has been established to provide specialist educational provision for pupils with Additional Learning Needs while enabling children to remain an integral part of the wider Castle Park school community wherever appropriate. The provision has been carefully developed in partnership with Monmouthshire County Council, ensuring that pupils benefit from both specialist support and opportunities to learn, play and grow alongside their peers.

The successful opening of the SRB has required significant planning by school leaders, staff and governors. Alongside preparing the learning environment, the school has recruited and developed a highly skilled staff team, established new systems and procedures and worked closely with families to ensure children settled successfully into their new environment.

The Governing Body is extremely proud of the way the SRB has become part of everyday life at Castle Park. It reflects the school's commitment to inclusion and its ambition to ensure that every child, regardless of need, has access to high-quality education within a supportive and welcoming community.

TOILET FACILITIES

Castle Park Primary School currently has five sets of pupil toilet facilities, providing separate toilets for boys and girls across each of the school's learning environments.

As part of the major improvement works completed during Summer 2025, three toilet blocks were fully refurbished and a new accessible toilet was created within the main school building. This development also introduced dedicated nappy changing facilities, ensuring the school is better equipped to meet the needs of all pupils and visitors.

The Governing Body is pleased that the remaining two toilet blocks, located within the older part of the school, are scheduled to be refurbished during the planned improvement works in Summer 2026, continuing our investment in providing high-quality facilities for all pupils.

Alongside these improvements, a new welfare room is being created within the Specialist Resource Base (SRB). This will include dedicated showering facilities, further enhancing the school's ability to support pupils with a wide range of additional needs and ensuring Castle Park continues to provide an inclusive learning environment for every child.

TERM DATES

School term dates are set by the Welsh Government, and are as follows:

Term	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	01/09/2026	26/10/2026	30/10/2026	18/12/2026
Spring	04/01/2027	08/02/2027	12/02/2027	19/03/2027
Summer	05/04/2027	31/05/2027	04/06/2027	20/07/2027

INSET dates for 2026 - 2027 are as follows:

Tuesday 1st September 2026

Wednesday 2nd September 2026

Friday 5th February 2027

Thursday 6th May 2027

Monday 19th July 2027

Tuesday 20th July 2027

* Inset dates are provisional and subject to change