

GOVERNORS' ANNUAL REPORT TO PARENTS

2023 – 2024



Caldicot School
Ysgol Cil-y-Coed

A message from the Chair of Governors

I am pleased to introduce the Governors' Report to parents/carers for the academic year 2023-24.

The year has been one of change for Caldicot School. The school year ended with much optimism, a distinct vision to be one of the best 20 schools in Wales, an inspirational acting Headteacher, significantly improved morale amongst the staff, new Behaviour and Uniform policies and a good set of exam results. However, for much of the year, the situation was very different, with poor discipline, a high level of truancy, poor staff morale, culminating in industrial action and the Local Authority's criticism of the leadership and management of the school.

During the year there has also been a change in the role of the Governors as we look to have more active participation in the school. This will involve more interaction with staff and students, a direct involvement in the School's Development Plan, defined link roles with senior members of staff, attendance at INSET days and Senior Leadership Team meetings. Also, we will have a Governors' office in the school to emphasise our presence in supporting the Headteacher and his staff but also holding them to account.

Despite the turbulence of the last year, the teaching and support staff have remained dedicated to the welfare of the students and the examination results demonstrate the diligence of the staff and the students.

Within this report you will find details of the Governors; reports from the chairs of the sub-committees; the specific Governor responsibilities; the exam results in 2024; the destinations of Year 11 and Year 13 students; community links; and details of the co-curricular activities during the year which culminated in the excellent production of *Beauty & the Beast*.

As always, parents play a vital part in the success of the students in the school. We want them to be justifiably proud of their sons and daughters and their achievements at the school. As part of the new role for the Governors we want to encourage more interaction with parents, informing them of the school's progress and inviting their feedback and suggestions. To this end we will be holding a meeting with parents on Thursday 6th February to discuss this annual report and other matters which parents and carers want to raise with us. We will send further details in advance of the meeting.

The new school year has started with a clear vision and development plan to make Caldicot School one of the top 20 schools in Wales. The Governors are now confident that we have a strong leadership team, excellent teachers and support staff to take the school forward and that all our students can achieve their potential in a supportive environment.

Dr Paul Glover
Chair of Governors



ABOUT THE GOVERNING BODY

There are 20 governors in total who make up the Governing Body of Caldicot School. Governors bring a range of skills and experience to work closely with the leadership and staff at the school.

The Governing Body helps to formulate the vision, goals and policies for the school. No individual governor has any over-arching authority; sub-committees have delegated powers from the full Governing Body. The Chair of Governors, however, has the authority to answer letters, deal with emergencies and liaise with the Headteacher without constant recourse to the full Governing Body.

The Governing Body met six times during the year.

Composition of the Governing Body July 2024

Name	Status	Office Expires
Sarah Hawkins	Local Authority (Safeguarding)	10.02.2025
Julia Hanks	Local Authority (Vice-Chair)	01.12.2027
Stephen Pember	Local Authority	14.03.2027
Glen Ingleson	Local Authority	02.07.2028
Vacancy	Local Authority	
Dr Paul Glover	Community (Chair)	04.12.2025
Rev Dan Frett	Community	27.09.2025
Christopher Hawkins	Community	21.09.2026
Adrian Hallworth	Community	28.11.2027
Mark Lewis	Community	06.05.2025
Dr David Price	Parent	27.02.2027
Lucy Adams	Parent	11.11.2024
Craig Lambourne	Parent	31.08.2028
Paul Walbyoff	Parent	31.08.2028
Vacancy	Parent	
Vacancy	Parent	
Vacancy	Staff Governor (Non-Teaching)	
John Harman	Staff Governor (Teacher)	10.11.2025
Rhoswen Rogers	Staff Governor (Teacher)	10.11.2025
Alun Ebenezer	Acting Headteacher (ex officio)	
Rob Downs	Deputy Headteacher (Observer)	
James Davies	Deputy Headteacher (Observer)	
Kim Houghton	Clerk to Governing Body	

The Governors may be contacted directly by emailing the school (ContactCaldicot@schoolsedu.org.uk)

GOVERNORS' SUB-COMMITTEES

The Governing Body operates a system of sub-committees, reporting each term to the full Governing Body. Each sub-committee manages, supports and oversees different areas of school life. The reports from the Finance & Premises Committee and the Wellbeing Committee are given below. At the beginning of the academic year we also had a Staffing, Curriculum and Standards Committee. However, after reviewing the purpose of this committee, we decided that the committee was no longer appropriate for the governors' monitoring and evaluation of the curriculum, standards and staffing. So, we changed the structure of our committees to incorporate staffing into the Finance & Premises committee, where the implications of staff changes (including the financial impact) could be best evaluated. We then set up a new committee for 2024-25 to monitor all the key issues of the School Development Plan, including the monitoring and evaluation of the curriculum and standards.



Finance and Premises

Chair: Mr Steve Pember (Appointed April 2024)

This committee is established to review and agree the school's proposals for the budget and recommend the draft budget to the full Governing Body and to monitor income and expenditure for which the governors and staff are responsible and report as necessary. This committee is established to oversee issues relating to personnel (*including recruitment*), the use of premises, grounds and extended school facilities. At each meeting of the Finance & Premises committee members receive a Health & Safety report from the business manager and the Governor with responsibility for Health & Safety (Julia Hanks). Julia also undertakes regular safety audits within the school.

The committee consists of at least five nominated governors together with the Headteacher and Business Manager and meets at least once per term. The decisions and recommendations of the committee are presented to the full Governing Body for information and ratification as necessary. The Finance & Premises committee is empowered to act on behalf of the full Governing Body within the limits of its delegated responsibilities as agreed annually at the AGM. In addition, the Governing Body has agreed to grant delegated powers for decisions under £15,000 to the Headteacher. The details of the financial report for 2023-2024 are shown below.

Financial Summary for 2023-24			
Expenditure		Income	
Teaching Staff Costs	£5,080,697	Income General	£1,780,768
Ancillary/Supply Staff Costs	£2,571,777	Income Funding	£8,002,565
Supplies/Services Costs	£ 803,973		
Premises Costs	£1,043,553		
Transport Costs	£ 45,627		
Agency & Contracted Costs	£ 217,642		
TOTAL EXPENDITURE	£9,763,269	TOTAL INCOME	£9,183,333
In-Year Deficit 2023-24	£579,936		
Surplus c/f from 2022-23	(£227,499)		
Deficit c/f to 2024-25	£352,437		

As with many schools we find ourselves in a really challenging financial period. A surplus balance of £227,499 carried forward from the previous year did little to mitigate an in-year deficit of £579,936, as the School ended the 2023-2024 financial year with a deficit of £352,437. The core overspend in-year manifests itself in increased supply teacher provision and premises costs.

The Governing Body has approved a School Budget Recovery Plan to generate an in-year surplus by 2026-27 and is collaborating with the Local Education Authority. A number of steps have been taken at the end of the school year, with a deep dive into financial contracts and a review of the operating model for non-teaching staff. The Recovery Plan has been implemented with a focus on supporting the School's ambitions and will not inhibit the experience of our learners. The plan has robust financial assumptions that will be realised in line with strong execution of the School Development Plan. There is a real appetite across leadership to drive innovation in income creation that aligned with a prudent cost appetite will drive long term financial stability for the School.

I thank all members of the committee for their contributions and commitment throughout the year.



Wellbeing

Chair: Mr Mark Lewis

The Governors' Wellbeing committee meets termly and as required. During 2023-2024 it met 4 times. Apart from this, the chair of the committee meets with the Headteacher and members of the leadership team as deemed necessary. The committee's role is to oversee all safeguarding, disciplinary matters, and the total wellbeing of our students and staff as they mature through their time in the school. As such the committee "supports and challenges" the school (the role of the governor).

Post pandemic, the wellbeing of staff and students continues to be of paramount importance since many students, parents and staff are still recovering from its effects upon their lives and a number of our students are still struggling to get back into regular school attendance. We have a strong and experienced Wellbeing team in the school led by Mr Downs, Deputy Headteacher, and they deal with all aspects of pupil wellbeing on a daily basis.

The school continues to work with external agencies providing additional counselling sessions and support to those in need.

The school is working hard to improve the attendance levels by monitoring attendance in more depth and appointing a parent engagement officer to improve interaction with parents. Local community links continue to develop and are detailed elsewhere in the report. The school's many extra-curricular activities including music and drama and inter-school sporting competitions are thriving once more. One of our Governors is now qualified to drive the school buses to enable extra activities to take place.

With some concerns being expressed to Governors by parents and teachers about behavioural issues, damage to toilets and the length of some girls' skirts, governors were keen to challenge the leadership team of the school about these matters. This led to an increased leadership presence about the school and the start of a review process in respect of uniform and also a review of our behaviour policy towards the end of the school year.

It also meant that Governors, as well as consulting with the Senior Leadership Team, also entered into meetings with representatives of teaching unions and representatives of Monmouthshire County Council with a view to resolving issues around low morale amongst staff and the knock-on effect to pupils. During a period of uncertainty towards the end of the school year, Governors worked with the authority to identify the way forward which resulted in the appointment of our current Acting Headteacher, Mr Alun Ebenezer.

This appointment, Governors have observed, has led to a raising of morale amongst teachers in the school and a much calmer working atmosphere about the school in general. The Acting Headteacher has, with Governors' approval, redesigned the School's Development Plan and set about tasking staff, pupils and parents to play their part in its development. Governors will continue to work with Mr Ebenezer and the local authority to secure both ongoing leadership for the school and a safe educational environment in which our pupils can continue to thrive.



Safeguarding (Mrs Sarah Hawkins)



As the Governor with responsibility for Safeguarding at Caldicot School, I lead on all safeguarding matters on behalf of the Governing Body. My role involves challenging and supporting the Designated Safeguarding Lead (DSL) to ensure that appropriate safeguarding procedures are rigorously followed in various situations. I meet regularly with the DSL to verify that inter-agency protocols are being followed and to ensure safeguarding principles are embedded throughout the school, protecting both students and staff. As a primary school teacher, I receive annual safeguarding training and I ensure that appropriate training for the Governing Body is provided via the DSL to support them in their role(s) at school. I also check that new and existing staff are appropriately trained, and I produce an annual safeguarding report for the Governing Body. Additionally, I review the school's safeguarding policy on an annual basis. This role is diverse and rewarding but, above all, it is crucial for ensuring the safety and well-being of all children in our school.

I provide Governors with regular updates on Safeguarding (in 2024-25 there will be a termly report) and I arrange for training with the DSL (most recently on 20th November 2024).

SPECIFIC GOVERNOR RESPONSIBILITIES

Governor Responsibility	Name
Child Protection/Safeguarding	Mrs Sarah Hawkins
Governor Training and Development	Dr Paul Glover
Health and Safety	Mrs Julia Hanks
Additional Learning Needs	Dr Dave Price
More Able and Talented Students	Mr Mark Lewis
Equality & Diversity	Rev Dan Frett
Careers & Work-related Experiences	Dr Paul Glover

POLICY REVIEW

The major policies can be found on the school website (www.caldicotschool.com)

The governors regularly review the policies and consult with students; staff; parents; Local Authority; as appropriate. The policies are then approved by Governors before they are implemented.

SCHOOL RESULTS SUMMARY

Key Stage 4

KS4	2023-24
Level 2 threshold including English and mathematics	58%
Capped Points Score (Best 9 results)	373
English (Average Points Score)	38.8
Mathematics (Average Points Score)	36.3
Science (Average Points Score)	36.2



Key Stage 4 Individual Results

Exam	Subject	A*-A	A*-C
GCSE	Art	25%	80%
GCSE	Biology	60%	98%
GCSE	Chemistry	73%	100%
GCSE	Computer Science	5%	58%
GCSE	Drama	50%	100%
GCSE	Engineering	48%	95%
GCSE	English Language	15%	55%
GCSE	English Literature	20%	66%
GCSE	French	25%	75%
GCSE	Geography	29%	82%
GCSE	History	46%	80%
GCSE	ICT	8%	54%
GCSE	Mathematics	19%	56%
GCSE	Mathematics Numeracy	19%	60%
GCSE	Media Studies	23%	70%
GCSE	Music	22%	100%
GCSE	Physical Education	20%	85%
GCSE	Physics	70%	100%
GCSE	Religious Studies	59%	93%
GCSE	Double Award Science	9%	60%
GCSE	Spanish	22%	61%
GCSE	Welsh (2 nd Language)	21%	47%
GCSE	Skills Challenge Cymru	21%	92%
GCSE	Hosp & Catering	39%	71%
GCSE	Health & Social Care	53%	91%
GCSE	Performing Arts	60%	100%

Key Stage 5

A2 Results	2023-24
3 A*-A	29%
3 A*-C	80%
3 A*-E	100%



Key Stage 5 Individual Results

Exam	Subject	A*-A	A*-B	A*-C
A Level	Art & Design	50%	50%	83%
A Level	Biology	33%	56%	56%
A Level	Chemistry	43%	71%	86%
Diploma	Business Studies	10%	50%	80%
Diploma	Criminology	16%	42%	74%
A Level	English Literature	54%	69%	77%
A Level	French	25%	75%	100%
Diploma	Financial Studies	43%	86%	100%
A Level	Further Mathematics	0%	20%	40%
A Level	Geography	25%	75%	100%
A Level	History	42%	75%	100%
A Level	Mathematics	39%	72%	78%
A Level	Media Studies	15%	69%	77%
A Level	Physical Education	0%	100%	100%
A Level	Physics	20%	30%	50%
A Level	Psychology	7%	26%	56%
A Level	Religious Studies	38%	88%	100%
A Level	Welsh Second Language	100%	100%	100%
A level	Drama & Theatre Studies	67%	100%	100%
BTEC	Engineering	70%	80%	100%
A Level	WBQ – Advanced Skills Challenge	62%	86%	100%

ATTENDANCE

The attendance by Year Group for 2023-2024:

Year 7	90.7%
Year 8	88.3%
Year 9	84.7%
Year 10	84.5%
Year 11	74.7%

Whole School 84.1%



EXCLUSIONS

Aspect of Exclusion	Academic Year 2023-24
Total number of days lost	734
Total number of students excluded	145
Repeat Exclusions	85
Permanent Exclusions	4

DESTINATIONS OF 2024 SCHOOL LEAVERS

Year 11 Students:

Continued into Sixth Form:	41 %
Stayed in education:	45 %
Entered employment, Apprenticeships & Training:	7 %

Year 13 Students:

Continued in higher education:	64 %
Entered employment, Apprenticeships & Training:	30 %

Of those students continuing in higher education over 90% achieved their first choice university in a variety of subjects, including:

University

University of Exeter
Royal Agricultural University
Cardiff University
Aberystwyth University
Durham University
Cardiff Metropolitan University
University of Gloucestershire
Bristol, University of the West of England
University of Bristol
University of Warwick
Swansea University
University of Worcester
University of South Wales
University of Gloucestershire
University of Sheffield
University of Chester
Loughborough University
University of Nottingham
UCL (University College London)
University of York
Bath Spa University
Manchester Metropolitan University

Courses

English and Modern Languages
Rural Land Management
Psychology, History, Business, Medicine
History, Geography
Biological Sciences
Health and Social Care
Marketing
Midwifery, Architecture, Accounting, Business
Psychology, Politics, Marketing, Aerospace Eng
English Literature
Politics and Social Policy
Forensic & Applied Biology, Clinical Psychology
Sports Coaching, Accounting, Theatre & Drama
Geography, Business & Management
English Literature
Psychology
Sport & Exercise Psychology, Financial Maths
Aerospace Engineering
Neuroscience
Sociology with Education
Acting
Sport and Exercise Science





ADDITIONAL LEARNING NEEDS

The school publishes an Additional Learning Needs Policy, which encompasses the framework of identification, assessment and provision for students with special educational needs.

Within the school there is a Special Resource Base (SRB) to support students with a variety of complex needs. These include severe learning difficulties, Autistic Spectrum Disorder and other significant barriers to learning. We also have an Alternative Provision unit for those students who struggle with a mainstream curriculum and benefit from a less traditional model.

The curriculum has been designed to incorporate high quality teaching from specialist teachers with a high staff to student ratio. We seek to maintain a person-centred ethos for all our students and provide meaningful opportunities for students to develop the independent skills to prepare them for adulthood.

The SRB has a designated area of the school site, with its own entrance and outside area with a range of equipment and facilities which have been expanded in the last year. The classrooms are designed with 'autism-friendly' principles and an abundance of natural light. The multi-purpose sensory room is designed to support students with a variety of specific needs and provides a calming space for those who require it.

MUSIC

Christmas Concert- We were thrilled to present a highly successful annual Christmas concert this year. Many of our talented musicians performed in the school choir, as instrumental groups and as soloists. We were also delighted to invite students from our feeder primary schools to perform with our choir. Alongside the concert we ran a grand raffle prize draw. All proceeds from the concert were donated to Caldicot Food Bank and we were delighted to raise £3000.00, our highest donation to date. This donation is gratefully received each year, this year more so than ever.



Beauty and the Beast – Our annual school production was a hit as always. With a superb cast and production team, we performed to sell out audiences for all four performances. This was a collective effort of the whole school and wider community. Whilst the music and drama teams led the rehearsals, we were supported by technology, art and many other staff. We were also supported by Caldicot Musical Theatre Society who kindly let us use their lighting equipment.

CAREERS AND THE WORLD OF WORK

A very successful Careers Fair was held at the School in November 2023. There were more than 50 exhibitors, including:

Universities – Bath, Bristol, Coventry, University of South Wales, Cardiff Met
Chemical/Engineering – Airbus, Eastman Chemical, BAE Systems, Microchip, BAM
Construction

Finance/Legal/Insurance – David James Group, Monmouthshire Building Society, Admiral

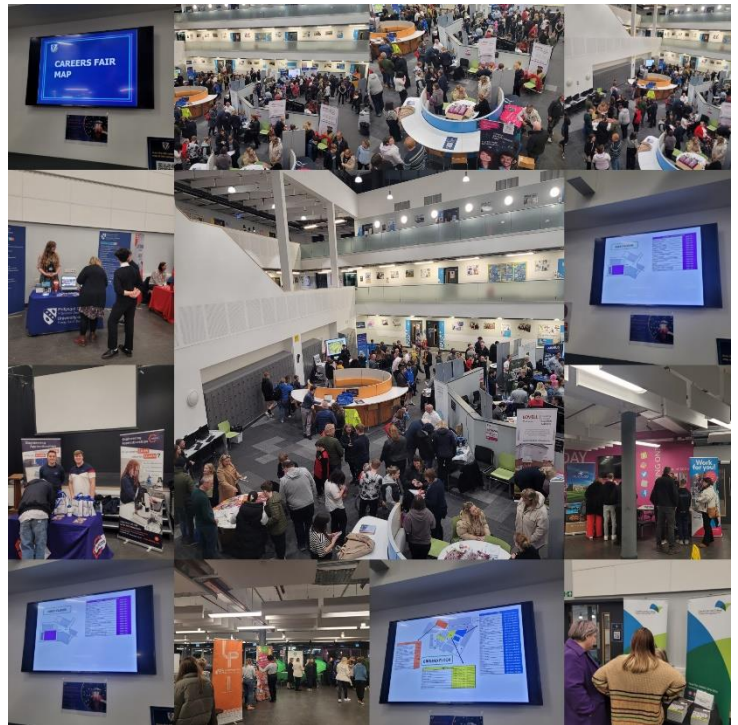
Armed Services – MOD Bristol, Royal Air Force, Welsh Guards, Royal Navy, Royal Welsh Army

Healthcare/hospitality – Greater Gwent Regional Health Partnership, Celtic Manor and Marriott Hotels.

Students continued to receive support and one-to-one interviews with Careers Wales.

Year 12 students took part in Myers Briggs Personality Profiling, the Belbin Team exercise and Interviewing techniques to help with their career planning.

Year 10 students had the opportunity for a week of work experience with a range of local businesses.



ENGINEERING COMPETITIONS



Year 9 – F1 in School. This was the first time we have entered this competition. Four teams entered the competition. One of the teams was awarded the 'Rising Star Award.'

Year 10 & 11 - Teams from each year group took part. Both teams won a cup in the competition. Y11 won the Robot Score Cup (the highest points in Wales). Y10 won the Innovation Cup – an excellent performance by both teams.

Year 12 – Big Bang Engineering. Working with Microchip, two teams entered the competition. They were given a challenge to solve a real-life scenario. Both teams produced a brilliant prototype and came second in the final.

LINKS WITH LOCAL BUSINESSES

Microchip Caldicot – As well as supporting the competitions, Microchip came to Caldicot School to give a lesson on how they run Health and Safety in their company. The students did a Risk Assessment of a production machine. This resource was used in their Assignment 1 and 2. They also took four year 10 students for work experience.

TATA Steel Llanwern - Year 12 students visited the site to see the process used in heavy industry. They looked at the Health and Safety of the site to help with their assignments.

KLA Newport – KLA helped to support work experience by taking two year 10 engineering students.

NDGTA – Is a Newport Engineering Collage. They run an apprentice exam at Caldicot School. The results are sent to local companies. Successful students can be invited to an interview.

Y11 students can apply to the Arkwright Engineering Scholarship. This year 5 students applied. After their application and exam, two students did so well that they got as far as the final interview but fell short of a scholarship.

Many of the year 13 engineering students managed to find apprenticeships. Often they used the competitions they took part in to impress the interviewers. Local companies like KLA, Magor Brewery (AB InBev UK) and BAE Glyncoed continue to employ our engineering students.

The Marriott Hotel, Chepstow, has continued to support our Hospitality students and gives Year 10 students work experience.



LINKS WITH THE COMMUNITY

The school continues to have strong working relationship with many community-based groups and hosts regular multi-agency meetings. At these meetings there are representatives from a large number of organisations (including the Children’s and Youth Services, Education Welfare Service, Education

Psychology Service, Young Carers). The principal aim of this is to work with our most vulnerable families in a multi-agency way in order to ensure the wellbeing of our students.

The School has good links with local churches. The local Baptist minister and the Church in Wales vicar are regular visitors to the school and participate in school assemblies. The School has its own Chaplain who takes assemblies, produces weekly newsletters and is available to provide pastoral support to any student or member of staff.

The school's facilities provide opportunities for community use and are used by a number of groups and sports clubs outside of the school day. We would now like to promote these facilities more widely to local groups and businesses.

The School co-ordinates a Shoebox collection for students, parents and local residents. In 2023 shoeboxes were sent to Ukraine and in 2024 they will go to Malawi.



LINKS WITH PRIMARY SCHOOLS

The school continues to work closely together as a community of families, governors and staff and has continued to build closer links with the other secondary schools in the area, in particular with Chepstow School.

We also want to work more closely with our feeder primary schools developing high quality cross-phase projects in many areas of the formal and informal curriculum.

The Governors' aim is for Caldicot to be the natural school for the transition of all pupils within our cluster. We envisage that Governors and staff will participate in cluster meetings and presentations to the Primary Schools; provide opportunities for primary schools to work closely with Caldicot and for Caldicot staff to assist and support in areas such as languages, drama, music, science and sport. We would also like to encourage our Skills Baccalaureate students to assist cluster schools in their extra-curricular activities.

In future we will extend our open days (currently for year 6 pupils) to include those in year 5. We believe that these initiatives will assist primary schools and help the transition process.

SCHOOL DEVELOPMENT PLAN 2024-25 SUMMARY

	Area	Essence
1	Leadership and Culture	<ul style="list-style-type: none"> - Our vision is to be among the top 20 schools in Wales by August 2025. - What this looks like is: academically we are in the top 20 schools, excelling on the sports field, the arts are thriving, behaviour is exemplary, our reputation is excellent and the school is oversubscribed. - We will achieve this by insisting on, and maintaining, the highest standards in everything; being aspirational for ourselves and others; providing life changing opportunities through the curriculum and co-curriculum. - To that end our culture will be built upon 7Cs: (1) Commanding leaders (2) Consistency - we are all doing what we should be all of the time. (3) Communication that is clear and timely (4) Camaraderie - we pull together and have each others backs (5) Can Do attitude - we are reflective, want to find solutions and have a determination to make things better (6) Conduct which is professional and kind (7) Cooperative - Caldicot is all our school: students, staff, parents, governors and the local community. We all challenge, support and engage.
2	Behaviour and Standards	<ul style="list-style-type: none"> - We have an unwavering commitment to strict discipline and firm boundaries - Behaviour and attitude, uniform and appearance, attendance and punctuality. - In school and to and from school. Behaviour is everyone's responsibility.
3	Curriculum	<ul style="list-style-type: none"> - We embrace, and are committed to, a purpose driven curriculum that equips our students to make Caldicot, Wales and the world a better place. - Our students know what they are being taught, why they are being taught it, and how well they are understanding it. The Co-Curriculum is integral to the curriculum.
4	Teaching and Learning	<ul style="list-style-type: none"> - Teaching and Learning is at the heart of the school. - Our teachers are experts in the subjects they teach, demonstrate the 5 Principles of Excellence and are committed to developing their practice. High quality work and progress is visible in lessons and student work. - There is timely and impactful feedback for improvement for students.
5	Additional Learning Needs	<ul style="list-style-type: none"> - We are proud to be a truly inclusive school; one that welcomes all kinds of students from various backgrounds, with multiple and complex issues, challenges and needs. - We believe that what all our students need to flourish and thrive is strict discipline, firm boundaries, a purposeful curriculum, that is brought alive by high quality, specialist teaching and learning. - We understand that to meet all students' needs, we need to make amendments and adjustments; but not lower standards and expectations or make excuses.

PROSPECTUS & SCHOOL CALENDAR

A copy of the school prospectus and calendar can be found on our website



(www.caldicotschool.com)



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