



Trowbridge Primary School

Dream. Explore. Discover.

Breuddwydiwch. Archwiliwch. Darganfyddwch.

Governors' Annual Report to Parents

2023/24



TROWBRIDGE PRIMARY SCHOOL

Dear Families,

On behalf of the joint Governing Body of The Oaks Federation, I am delighted to present you with this report on the activities, developments, and continued progress of our two schools over the last year or so.

Much of the life of the school, its statistics and achievements are listed in the report. The work of the Governing Body continues to operate over both schools across the federation. As Chairperson, I wish to thank my colleagues for their support and commitment throughout the past year.

The report also gives me a public opportunity to thank all staff at both schools for their unfailing dedication to the education and wellbeing of our children.

I would also like to sincerely thank you, our parents. Your co-operation and support are always very much appreciated.

Working together, staff, parents, governors, and pupils have made the schools within The Oaks Federation ones to be proud of, where every pupil is helped to achieve their potential.

Both schools have had significant works completed to the site over the past year with more to follow next year. The Governors are committed to ensuring our facilities are safe, accessible and are suitable for the delivery of the new curriculum.

Another exciting year ahead and I hope to see many of you at the various events throughout 24/25.

Bryan Jeffries

Chair of Governors

MEMBERS OF THE OAKS FEDERATION GOVERNING BODY

Chairperson

Mr B Jeffries
C/O Trowbridge Primary
School
Brun Bala Way
Trowbridge
Cardiff

Headteacher

Mr N Naish
Greenway Primary
School,
Llanstephan Road,
Rumney,
Cardiff

Director of Education

Mrs M Godfrey
County Hall,
Atlantic Wharf,
Cardiff.

Clerk

Mrs C Tanti
Greenway Primary
School,
Llanstephan Road,
Rumney,
Cardiff

Below is a list of the Governors for the school from September 2022

Name of Governor	Type of Governor	End Date
Mr B Jeffries	Chair of Governors Community Representative	7 th Jan 2027
Mr S Colsey	LA Representative	7 th Jan 2027
Mr J Kidner	LA Representative	14 th May 2027
Mrs. K. Jones	LA Representative	7 th Jan 2023
Mrs E Daly	LA Representative	
Mrs S Clausen	Parent Representative Vice Chair of Governors	7 th Jan 2027
Mr G. Porteous	Parent Representative	10 th Oct 2025
Mrs S Watkins	Parent Representative	13 th Mar 2026
	Parent Representative	
Mr M Lewis	Community Representative	26 th Mar 2027
Mr. M. Thomas	Community Representative	
Mrs B Lewis	Community Representative	
Mrs J. Pym	Staff Representative	7 th Jan 2025
Mrs L Roberts	Staff Representative	7 th Jan 2025
Mrs. J Lavington	Teacher Representative	7 th Jan 2025
Miss K Ridout	Teacher Representative	7 th Jan 2025
Mrs C Tanti	Clerk to the Governors	
Mr N. Naish	Executive Headteacher	
Mrs. A. Watkins	Observer	
Mrs H. King	Observer	

The Federated Governing Body meets at twice each term and copies of agendas and minutes of meetings are available for inspection at the school. Copies of policies and other documents covering a range of school issues are also available.

School email address: greenwayprm@cardiff.gov.uk

School phone number: 02920777048

ELECTION OF GOVERNORS

All Governors were elected to their positions at the start of the new Federated Governing Body September 2022 term. Parent Governor elections were held with only 1 vacancy being filled.

Teaching Staff

Headteacher: Mr Nic Naish
Head of School: Mrs H King
Nursery: Miss A Stewart
Reception: Miss A Stewart
Year 1: Miss K Ridout (PS1 Leader)
Year 2: Miss L Hardwick
Year 3: Miss R Lambert
Year 4: Miss E Doidge
Year 5: Mrs A Thomas (PS2 Leader)
Year 6: Miss J James
PPA Cover: Miss E Doidge

Teaching Assistants

Nursery/Reception: Mrs E Giles, Miss L Roberts
Year 1: Supply Agency
Year 2: Supply Agency
Year 3: Mrs K Edwards
Year 4: Supply Agency
Year 5: A Vaughan
Year 6: A Vaughan
Wellbeing: Mrs C Champion

Office Staff

Monday- Wednesday - Mrs A White
Wednesday to Friday- Mrs K Parsons

Caretaker

Mrs C Williams

Breakfast Club and Lunchtime Staff

A Ceshion - School Cook
S Kraus- Kitchen Assistant



Teaching Staff

Appointments:

None

Retirements/Leavers:

None

School Support Staff

Appointments:

None

Retirements/Leavers

None

Summary of changes to the school prospectus since publication

Staff Changes; Terms and Holiday Dates; School Targets,



Major Structural Repairs

No structural repairs but drainage works to be completed



Parents Meetings (for School)

A range of meetings were held during the year.

Open Evenings - Virtual Meetings were held during, November 2023 and February 2024. There are two evenings during each academic year. Parents can however speak to any of the teaching staff at other times, if they have a particular need or concern. There is a third optional meeting in July to talk through the end of year reports and plan follow up action resulting from this meeting

Meeting for Parents - held during June/July for the parents of children entering school for the first time. This gives the opportunity for parents to meet the teachers who will have the most immediate contact with the children and to receive useful information about the school. We have also held information events for parents to interact with school work and develop partnerships.

Annual Report to Parents - distributed to all families upon request

Sporting aims and achievements

Football has been played in school and against teams from other schools. School Sports Days are usually held annually. We also offer swimming as part of our curriculum.



COMPLAINTS

The Authority's and School's Policy Document on the complaints procedure is available at the school for perusal. We urge you to raise any concern with staff in the first instance and the leadership of the school is always available to try to resolve any concern you have.

HEALTH AND SAFETY

The Governing Body works with the school staff to ensure all aspects of this important area are complied with in school. We work with the LA Health and Safety officer to support our work.

If parents/carers have any comments regarding Health & Safety, they are encouraged to pass them on to the Headteacher.



Budget

Formula funding is largely based on the number of children attending the school. Any significant change in that number would have major financial implications. Expenditure needs to be carefully monitored to ensure best value for money when buying resources or services. With this in mind, the Governors have a financial update each term, with the financial sub committee meeting as needed.

The budget we have is used to employ teachers, teaching assistants, buy the resources for day to day schools work, utilities and services from the LA to support the running of the school. The school support IT development and building development with additional funds beyond what the LA provide to us.

For a full breakdown of expenditure for financial year 2023/2024, please see attached sheet.

INFORMATION FOR PARENTS

We have a school prospectus which is updated annually. We also provide a regular newsletter for parents so that they can maintain good contact with school life. The school also has a number of policies which parents/carers may obtain a copy of from the main office. Please also log onto our new website to find out more.



GIFTS AND CHARITY

TPS Fund Group organise a variety of events and provide prizes throughout the school year. Below is a list of their activities:

Easter Bonnet Parade, Refreshments and gifts for the Christmas celebrations, Discos, Table Top Sales at our Entrepreneur week, Assembly refreshments.

We raise money for charities throughout the year also:

No Governors claim for travel or subsistence.

We are fortunate to have so much support and thank everyone for their generosity with time and donations



TERM DATES FOR THE SCHOOL YEAR 2024/25

School Term/Holidays	Starts	
Autumn First Term	2 Sep 2024 (Mon)	25 Oct 2024 (Fri)
Autumn Half Term Holidays	28 Oct 2024 (Mon)	1 Nov 2024 (Fri)
Autumn Second Term	4 Nov 2024 (Mon)	20 Dec 2024 (Fri)
Winter Holidays	23 Dec 2024 (Mon)	3 Jan 2025 (Fri)
Spring First Term	6 Jan 2025 (Mon)	21 Feb 2025 (Fri)
Spring Half Term Holidays	24 Feb 2025 (Mon)	28 Feb 2025 (Fri)
Spring Second Term	3 Mar 2025 (Mon)	11 Apr 2025 (Fri)
Spring Holidays	14 Apr 2025 (Mon)	25 Apr 2025 (Fri)
Summer First Term	28 Apr 2025 (Mon)	23 May 2025 (Fri)
Summer Half Term Holidays	26 May 2025 (Mon)	30 May 2025 (Fri)
Summer Second Term	32Jun 2025 (Mon)	21 Jul 2025 (Mon)
Summer Holidays	23 Jul 2025 (Tue)	

Total Days 195

Monday 2 September 2024 is an inset day for all LA Maintained Schools.

Monday 5 May 2025 is the May Day Bank Holiday, so all schools will be closed.

PUPILS ATTENDANCE RECORDS



TERM	% AUTHORISED ABSENCES	% NON-AUTHORISED ABSENCES	% ATTENDANCE
Autumn 2023	5.8	3.7	90.5
Spring 2024	5.3	4.2	90.5
Summer 2024	6.3	4.8	88.9

Average attendance is: 90%

Staff Development

In order to keep abreast of developments, staff attended a wide range of courses and meetings appropriate to their responsibilities and the needs of the school.

Each year schools must allocate 5 days to staff training (INSET). There is a 6th day this year.

The staff have also met for twilight sessions on a Tuesday for INSET. The topics of these meetings relate to the school improvement plan and other educational developments.



Community Links



We have many links within the community and strive to work with the local community to extend the experiences on offer at our school. Below is a list of the variety of events held during the year.

Food Cooperative, PCSO support, Techniquest, local library, local church groups, TES, Cosmeston, St Fagans, Camping trips, Upbeat music, Foodbank and St Madoc Centre.

Governors' Annual Report to Parents on Meeting the needs of all Learners

The named Governor for Additional Learning Needs (ALN) is:

A copy of the school's ALN Policy can be seen on request to the Headteacher.

The objectives of the policy are:

- To ensure early identification and assessment of pupils ALN
- To arrange and monitor an effective programme of intervention to meet the identified needs.
- To provide a broad, balanced, relevant and differentiated curriculum that allows equal opportunity for every child to develop his / her full potential.

The ALN Leader is: Mrs. H. King

- Mrs King compiles an ALN Register, annually. The number of pupils with IDPs is currently 12

Resources for ALN:

- Rapid Readers Reading Scheme
- SAIL
- Speech and Language Link
- Nippers

Staffing

5 ALN linked Teaching Assistants

- 100% of Early Years support staff time has been used in class support
- 100% of SEN teaching Assistant time has been used on small group withdrawal
- 80% of FP support staff time has been used for small group withdrawal
- 20% of FP support staff time has been used In-class support
- 100% of KS2 support staff time has been used for small group withdrawal
- Class Teachers prepare Individual / Group Education plans and Individual Behaviour plans to allow differential teaching in classroom situations and assist in modification of behaviours.
- Language and Numeracy Support is provided for a number of pupils with Additional Learning Needs, who are withdrawn from their usual class for specific teaching sessions provided by trained Teaching Assistants.

School Policy: The success of the school's policy is demonstrated by effective means of identification, assessment and provision; by improved standards of achievement demonstrated by end of Progression Step data; by the decrease in the number of children presenting with significant behavioural difficulties and fewer Fixed Term Exclusions.

Provision for pupils with ALN is effectively monitored by: the school's monitoring procedures. A system of record keeping is in place that includes Individual Development Plans for pupils together with details of pupil's progress and achievements. Statements of Special Educational Needs are reviewed annually and transitional plans prepared as appropriate (these are being converted to IDPs as year develops).

Parents have been involved through: Informal/formal meetings, letters and reports. Consultations with the Local Education Authority have involved:

- E.W.O. personnel
- Traveller Education
- Achievement and Inclusion (LA)
- Early Years Forum
- Behaviour support

Support from LA staff has been requested and provided through:

- Specialist Support Teacher (Behaviour) - Observation and direct intervention with individual children, advice to class teachers
- Specialist Support Teacher (Cognition and Learning) - Assessment of individual pupils, advice to class teachers, monitoring of progress
- Educational Psychologist - assessment of individual pupils and advice

The school has liaised with:

- Health Authority ~ School Nurse and Doctor
- CAMHS team
- Speech and Language specialists
- Vision Impaired specialists
- Social Services
- Educational Welfare Officers

Links with other schools have involved:

- ALNCo and Year 6 class teacher liaison with High School ALN staff

Arrangements for staff development related to ALN have included:

- ALNCO training
- Speech and Language Links Training
- Language, Literacy and Communication Project
- Nippers training
- Ongoing intervention support and monitoring

LA delegated ALN Budget:

The Local Authority provides finances to support ALN within school. We use this money to support provision with resources and personnel.

Equalities

Our previous Race Equality Policy and Disability Equality Scheme has been replaced with a cohesive Single Equality Scheme covering all of the Equality Strands referred to as protected characteristics in the Equality Act 2010.

The protected characteristics include:
Race, Disability, Gender, Sexual Orientation, Religion and Belief, Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity.



SCHOOL SECURITY ARRANGEMENTS

All visitors are to report to reception on arrival where they will be issued with a visitor's badge. The school car park is only accessible during set times of the day. Access to the school is by key fob which is operated on all external doors. An emergency evacuation plan is in place. A comprehensive colour CCTV system is functional and used to maintain safety.



Equality and Access

We are an inclusive school and the Governing Body ensures access for pupils and adults with disabilities. Action will be taken to ensure that disabled people are treated fairly and all reasonable adjustments will be made to give more favourable treatment where appropriate.

In line with recommendations in the Disability Discrimination Act, we are continuing to modify our teaching approaches to ensure equality of opportunity for all. School entrances and classroom doors allow wheelchair access. There are disabled toilets in all both areas of the building and ramps provide access to the yard and outdoor learning environments.

We use the support of Untethered to ensure we are fully compliant and publish our annual report on our website.

We welcome suggestions from parents/carers regarding further adaptations.

Food in School

We follow the Healthy Eating Agenda in school and the school canteen serves food that is both nutritious and healthy, following the LA menu. Other food provided in school follows the same principles and we offer fruit at a small charge to the Foundation Phase children. KS2 provide their own healthy snack. Free milk is offered to all Foundation Phase children and chilled fresh water is freely available to all children. Appropriate school staff have had food hygiene training. We run a Welsh Government Free School Breakfast Club that meets the requirements of the scheme. Approximately 40 children usually access this club.

Toilet Facilities

Learners have access to toilets that are clean and well maintained.

There are toilets for pupils throughout the building. Nursery have their own toilets; Foundation Phase have their own provision and Key Stage 2 have their own provision over 2 floors.

Adults have separate toilet facilities.

There are disabled access toilets available on lower and mid-levels of the school with an elevator to support access to these floors.

Toilets are cleaned on a daily basis by the cleaning team and should issues arise during the day reports are made to our estate staff who ensure the areas are maintained to high standard.

Details of transfer to Comprehensive School

Eastern High School is the designated school for children leaving Trowbridge. As in previous years, a great deal of effort is made to ensure a smooth transition between schools. The Eastern Cluster of schools are working more closely together and will meet regularly to share ideas and set common themes. We will undertake some joint training programmes in order that children experience greater consistency. The close liaison between our schools is imperative, driven by our desire to offer children the best opportunities.

30 Leavers: Eastern-22, St Illtyds-4, Cathays-1, St Teilos-1, EHE-2

Academic Matters

At Trowbridge Primary School, we deliver an active, engaging and experiential curriculum to the learners at our school. We aim to develop Pupils skills and abilities across a range of areas of learning and experience.

These areas include:

- ◆ Language, Literacy and Communication
- ◆ Mathematics and Numeracy
- ◆ Science and Technology
- ◆ Humanities
- ◆ Expressive Arts
- ◆ Health and Wellbeing

We provide children with a broad and balanced curriculum that encourages them to become independent learners. We provide a wide range of activities to help your child learn and develop skills through a range of focussed tasks, enhanced and continuous provision, whilst giving the children the opportunity to work as an individual, in pairs, groups and as a whole class. These activities are available both indoors and outdoors, whatever the weather!

To develop enquiry skills children will sometimes be working independently in both their indoor and outdoor learning. Pupils are also involved in the setting and monitoring of their learning themes and routinely set their own short-term targets. All children join in with daily collective worship.

Whilst the main language of instruction is English, pupils are encouraged to speak Welsh to their peers and other adults whenever possible. There is a comprehensive development and progression programme in place for Welsh language development. We give pupils the opportunity to experience Welsh culture and heritage wherever possible. We also utilise trips, visits and visitors to enhance and enrich our Pupils' learning experiences.



Why Review?

The purpose of the review is to provide a baseline of where the school is now and to identify a way forward.

We set targets for improvement, agree tasks to achieve the targets and set success criteria so that we can measure our level of success. The review many consist of:

Interviews with staff

Questionnaires

Whole school reviews

Informal monitoring by staff

Analysis of data

Review of progress against targets in school improvement plan and Inspection Reports

Review of documentation, including policies, schemes of work and information sharing. The School Improvement Plan includes the results of this review and forms a comprehensive document that will raise standards at our school.

Courses and advisory time are then booked for all staff if required. An in-house training programme is drawn up termly to ensure that time is used effectively. INSET meetings are held weekly and minutes are kept. Whenever possible good practice is shared within the school, Federation and cluster.

Action taken to implement and review school strategies

All areas of the school are reviewed on an annual cycle. Curriculum leaders review their subjects and the Senior Leadership Team and Governors review other aspects of school life. Strengths and actions necessary are identified. Good practice is shared and strengths are celebrated. Actions necessary are addressed in improvement plans which include targets, success criteria and tasks as well as identifying personnel responsible for carrying out tasks, deadlines, resources, budgets and how, when and by whom the plans will be monitored and evaluated.

Report of Her Majesty's Inspectors (Estyn)

The School was last inspected in October 2022. Please ask if you wish to see the report. A School Improvement plan is in place that addresses the key areas of development for the school.

Evaluation of SIP 2023 – 2024 priorities

School Priority SIP 1	Evaluation
<p>Most children to make expected or above expected progress in phonological knowledge, spelling and handwriting</p>	<p><u>Strong Progress</u></p> <ul style="list-style-type: none"> • The Spelling/Phonics and Handwriting policy for the Federation was updated following a review across the Federation. Each progression step has an agreed age-related spelling list and handwriting expectations • The spelling/Phonics expectations were shared with families at open evenings • Monitoring of the revised system has begun (continue in 24/25) with school teams sharing and updating processes as needed • Listening to Learners was undertaken with the support of our IP • Handwriting systems and expectations are clear with central resources available for each school to support letter formation <p><u>Impact</u></p> <ul style="list-style-type: none"> • Spelling is now more accurate across the year groups and is appropriately challenged by all staff. Further embedding of the systems are required • The new, agreed school scheme, policy and processes are being consistently used with regular assessments showing that good progress is being made by pupils. Teachers and support staff are aware of the individual needs of the pupils through data analysis and can see those who have made expected or above progress and reason as to why some make below expected through termly CPR meetings • L2L has shown that their awareness of the changes has improved and that they are happy to voice their opinions about consistency and progression • Handwriting has begun to improve for many pupils with early intervention supporting grip and fluency

<p>Most children will develop their communication and processing skills to engage successfully in classroom interaction with other pupils and teachers</p>	<p><u>Good Progress</u></p> <ul style="list-style-type: none"> • Oracy progression was revisited and refocused for year groups • Empowerment circles were refreshed and part of the fortnightly routines of the schools • Provision is made for listening sessions and pupils are focused on letting other speak and then responding based on what they have heard • Listening to learners has shown that pupils are able to express their opinions with varying adults in a coherent and consistent manner <p><u>Impact</u></p> <ul style="list-style-type: none"> • Pupils are able to express their opinions and ideas with confidence • Pupils are growing independence and are able to listen more readily to the opinions of others • Improved knowledge of the world around them, locally, nationally and internationally
<p>Teaching challenges all children, including the more able, to develop independence in learning</p>	<p><u>Good Progress</u></p> <ul style="list-style-type: none"> • PM targets for all teachers to focus on MAT children within their class • Clear processes in each class for pupils to follow when seeking support- 3 before me for example. • Fewer support staff in class so that there is less reliance on adults from pupils • TLR holders held meetings each half term to review plans, outcomes and next steps • Planning shared online for all staff to access and discuss <p><u>Impact</u></p> <ul style="list-style-type: none"> • Data shows that MAT children made and exceeded their expected progress in all classes apart from one class (specific circumstances surround this class) • Data shows that across both schools learners have made expected or above expected progress consistently apart from this with ALN and some of our GT pupils with ALN. These pupils made progress, but at a slower pace due to need/attendance

Welsh Language is further developed and recognised with the silver award

- Pupils are able to articulate what they should do to problem solve before seeking adult help
- The missions and pods have been used effectively in allowing pupils the opportunity to be more independent and then self-assessing/peer-assessing their independent skills
- Planning is clear and linked to Taith360 and our Cluster progression plans so that all teachers have high expectations and prepare challenging tasks for all pupils
- Displays are progressive in each class and are structured in a similar way allowing for better transition
- CPR meetings have been used to share learning across the Federation and challenge performance. The data from personalised assessments was the best the schools have had and is clearly evident in the tracking systems that have been devised

Strong Progress

- Welsh leaders supported all staff with twilight sessions and feedback from monitoring.
- Welsh leaders provided exemplar material and in class sessions so messages were coherent and clear
- Cluster/CHIG playground games project was a huge success with 8 schools developing easy games for the yard through the medium of Welsh- booklet created
- Revised Welsh language signs and language patterns as supported with CSC
- Pupils were engaged through Criw Cymraeg and their ideas implemented
- Home/schools Welsh tasks and enhanced use of external providers to develop a sense of Welshness were a positive addition

Impact

- Use of Welsh is more natural around the schools
- Consistency of the language patterns has assisted everyone in understanding expectations
- Pupils positive about Welsh and using the language
- Silver award gained at Trowbridge with Greenway assessment to follow Oct 24
- GGR in Welsh has ensured that the language is seen as equal to English
- Using our cluster portfolio and the schools' examples has supported all staff in assessing progress
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<p>Tracking systems provide accurate information on pupil progress and support personalised learning within the curriculum offer at The Oaks Federation. The tracking system will be used to support families and progress meetings so that partnerships on improvement are enhanced and focused</p>	<p><u>Strong Progress</u></p> <ul style="list-style-type: none"> • Tracking systems were refined and shared with all colleagues and GB • Clear annual timetable of assessments and data captures were devised • Families accessed the data at set points and were given advice on how to support their child further • CPRs were refined from PPM so that progress is clear at cohort level and individual level. CPRs are shared across year groups • New systems have been shared with the cluster, IP cluster and some other schools that have asked to ensure we collaborate and refine systems in light of discussions • The tracking system works alongside our MER cycle to support evaluation and future improvement • All staff have refined the systems as the year has progressed so that each term is now complete and adjustments made to support the work we do <p><u>Impact</u></p> <ul style="list-style-type: none"> • All staff can access data on learners to support next steps in learning • Teachers can evaluate progress and share their knowledge of learners with supportive data • Families have access to the data and can support the work of the school • SLT can use the data and systems to address any concerns and share best practice • CPR meetings are focused and linked to progress. They have been used to drill down to individual performance and reasoning behind the data. • All staff now more accountable for the progress in their class • Overtime, a long-term picture of cohort, group and individual performance will be evident. • Systems have been used to support report writing and sharing with other professionals
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School Priority SIP 2

Evaluation

Improved levels of attendance across the Federation to above an average of **at least 90%** for the year ahead. (2% improvement on 22/23)

- Good Progress**
- Cluster stepped approach was followed
 - First day response maintained
 - DHT made regular contact with families at risk
 - Monitoring and tracking with the SAO (personnel change in year)
 - Financial incentives for attendance at individual level and class level
 - Regular letter home, posters, banners to support attendance
 - Best attendance trip at the end of the year
 - Greater range of after school clubs and school activity type days to keep interest levels up

- Impact**
- Attendance at just of 90% for each school
 - GT attendance better than others for the first time
 - Girls attendance better than boys- more girls than boys in both schools
 - EAL attendance is higher than others
 - Clearer picture developing of where the need for further support is needed and will be a focus in 24/25 FIP

Nearly all pupils are able to clearly articulate their next steps in learning and are clear

- Strong Progress**
- School staff collaborated on ways that they could engage learners and expectations at each progression step

on the systems for reflection and feedback within their class

- Time given each week to talk through reflection and why it is needed
- Teachers able to model with classes what they need to do
- Teacher supporting the next steps for pupils through regular weekly sessions
- SLT reviewed systems termly and could see evidence that pupils were working in pairs to support the processes
- Learners able to share their thoughts and openly talk about what they are good at and what they need to do to improve

Impact

- Pupils able to share more confidently their successes and next steps
- Marking and feedback is timely and clear
- Pupils get time to rehearse and redraft to improve their work
- Pupils share learning with small groups and are developing the language of reflection and evaluation in conjunction with data
- Pupils suggest a pupil meet type group for 24/25 to share thoughts on progress and pupil input each term

School Priority SIP 3

Evaluation

Continue to follow RRS process to apply and be successful in gaining the gold award

Good Progress

- Regular planned UNCRC sessions in class with highlighted right of the month.
- Rights clearly displayed around the schools and linked to displays
- School Council regular meetings in school and across schools to share work
- Language changes such as Duty Bearers are now more commonly used
- Class charters have been devised and welcome you into their space
- Lead staff have led twilight sessions and assemblies to raise the profile and secure consistency of language
- Development and use of the Positive behaviour and Nurture Policy
- Empowerment circles used as a vehicle to explore themes and opinions
- Wellbeing Wednesday used to support Health and Wellbeing and explore terms such as dignity
- After school clubs and enrichment days have had more health driven themes
- Governors have attended meetings with pupils to explore and support UNCRC
- Gold award application has been made for Autumn 24
- Nurture provision continued to support those in need of extra focus
- External displays and internal displays of the rights
- Family engagement session at Greenway have worked well each term

Impact

- Behaviour has improved and a sense of calmness for nearly all pupils is evident
- Nearly all pupil feedback suggest that their voice is heard and that schools are fair to them
- Attendance improved by the 2% we wanted across both schools, although further work is needed
- Nurture practice is evident and has ensured that all pupils are treated fairly and have bespoke sessions as needed

To further develop the edible playground work to encourage healthy lifestyles

- A reduction in exclusions
- More cross class and cross school work has taken place to collaborate and share with a wider audience
- Many families have started to share the UNCRC rights and are engaged with them in school events which supports community understanding
- Family engagement and sharing learning and activities has supported some pupils in bringing to life the rights agenda

Strong Progress

- School staff have arranged timetables to access the various planters
- Training was arranged for staff to support and develop knowledge
- External training was sought from a local provider and we collaborated with other schools and partners to facilitate the training
- Produce has been used in school to cook and taste as well as donated to families
- Weekly floral displays around the school have added to the use of the external environment to enhance the school internal environment
- Wild flower areas have been developed and further trees planted to enhance biodiversity

Impact

- Outdoor learning has increased and has a clear focus for each class every fortnight
- All pupils have an increased knowledge of their environment, plants, insects and food production
- Many pupils have experienced cooking and eating new foods
- The schools have seen a greater variety of animals and insects such as Owls, Kestrels, Snakes, Bees and Jays. The hedgerows are bursting with life. Pupils have responded by taking excellent care of their environment.
- Many pupils report that being outdoors support their wellbeing and assists them in calming down

School Priority SIP 4**Evaluation**

Sharpen monitoring and evaluation processes to focus on improving pupil outcomes

Strong Progress

- SER/MER systems have been updated and reflect the assessment timetable
- Great collaboration, sharing planning, teaching and learning has been supported
- School team have worked closely which is evident in planning, books and learning experiences
- Federation monitoring and support sessions have engaged all staff in driving consistency and progression
- Records are kept by PS step team and SLT to support success and next step planning
- Class teachers have a clear focus on pupil progress and data analysis throughout the academic year
- CPR meetings allow for formal discussions on data and progress
- Half termly reminders on progress and improvements have ensured that our main aims have remained high on the agenda
- New tracking systems have assisted the monitoring process with clear responsibilities
- Governors have been involved in the data tracking process and finding

Impact

- Pupil outcomes and progression have improved with both schools having the best personalised assessment data since tracking began
- New tracking system has enabled Senior Leaders to support progress and to sharpen our focus on where aspects may not be as we need them more quickly
- Learning walks have helped us address concerns quickly
- Refining of systems has been useful following staff discussion so that we have a 24/25 version that is exactly what we need and support teaching and learning
- Governors have a clear overview of school progress and learner progress
- Whole school accountability is clearer with all staff knowing strengths and areas for improvement
- Staff have clear support systems in place so that they can clarify or be guided as needed

The Oaks Federation Improvement Priorities 2024-2025



To improve reading skills for boys with a focus on PS3 and improving numeracy skills for all learners IA1



To continue to improve the quality of teaching and the development of the Welsh language IA1

CHALLENGE



To continue to develop independence and challenge across the curriculum with clear teacher feedback supporting progress IA1



To develop pupils' wider experiences to promote their wellbeing and physical skills for today and for the future IA2



To continue to develop strategies and systems to improve attendance and punctuality across the Federation IA2



To ensure a rigorous whole federation self-evaluation programme is maintained and impacts positively on pupil progress IA3