



Tilstock CE Primary School

ANNUAL REVIEW 2020/21

Vision & Values

Let your light shine before others,
so that they may see your good works
and give glory to your father in heaven

Matthew 5:16



Our core Christian Values are love, koinonia (fellowship), forgiveness, hope and peace.

Our vision:

At Tilstock CE Primary School, our staff and governors are committed to providing a positive, nurturing and emotionally safe environment, where children feel empowered and motivated to care about themselves, their school and their community.

Through powerful projects and meaningful experiences, we provide regular opportunities for children to contribute, create and to be recognised for their individual talents.

Our pupils feel confident in developing the relevant key skills and knowledge, required in a way that progresses naturally from year to year, across the curriculum.

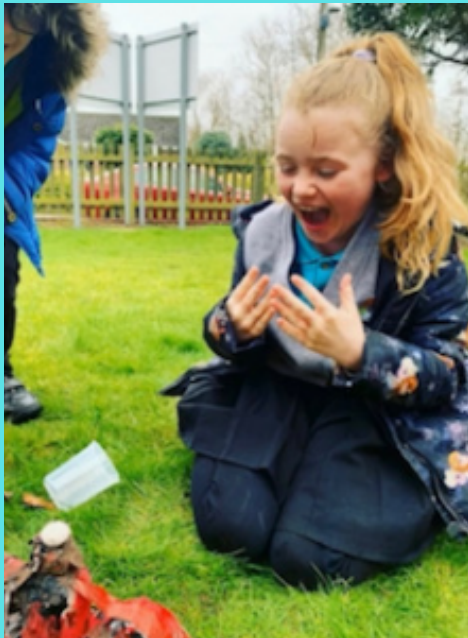
In partnership with parents, staff, the Church and the community, our pupils are enabled to flourish and achieve their God-given potential, all underpinned by our Christian Values of love, koinonia, forgiveness, hope and peace.

Reflections

Rowena Kaminski | Head of School, Tilstock CE Primary School

Over the past year, amidst the chaos, we have learned what really matters.

The past year has really highlighted the need for our children to feel safe and to feel that they belong. Within the temporary gap of physical interaction, I learnt that maintaining communication was key in ensuring that we all still felt like a team. We learnt that a simple chat over the phone, a virtual assembly via zoom, a team's meeting with a family, made all the difference in feeling connected and supported. The power of communication enabled our children, parents and staff to be listened to and understood. As a result, trust on all levels has developed and bought a sense of camaraderie to our community. We really got to know each other. Relationships were not only maintained, but they were also enhanced. I am so proud.



There is now an opportunity to build on this culture of trust at every level. Providing staff with more responsibility to be creative, enabling children to develop those independent learning behaviours and for our families to open up to us and allow us to work with them.

The definition of recovery is *the process of becoming successful or normal again after problems*. We do not want to be normal again- we have found something very special amidst the chaos and our school is stronger because of what we have been through and testament to what we can achieve.

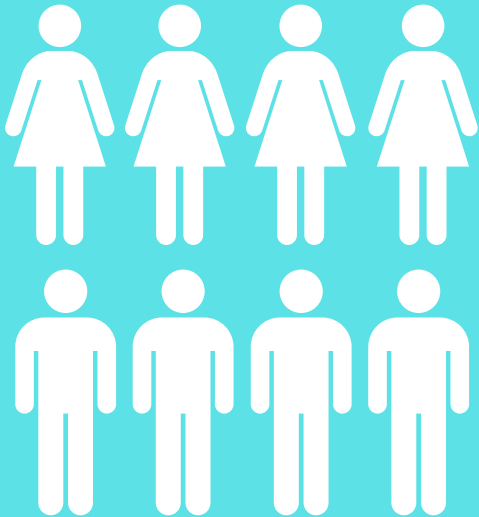
One focus that lies close to my heart is curriculum. We know that academic achievement is important, but the past year has taught us that understanding the individual, with compassion, and being part of a close- knitted community to provide support and resilience to overcome the unexpected, are of greater worth.

I have the privilege of being able to develop a curriculum that matters to our children. I am excited about exploring initiatives that will infuse curriculum with the developmental needs of our children's well-being. I can prioritise learning to not only meet the diverse needs of all, but to prepare them for the future; and from that we have hope!

Attendance

Despite the challenges of Covid 19, attendance has remained good, with Covid absence affecting the overall percentage attendance only slightly, and impacting on a relatively small number of pupils.

Following each lockdown, children and staff have returned to school positively, with members of the school community reassured by the measures put in place to ensure everyone's safety.



Growth

The school has grown rapidly. The school is now taught over 4 classes in separate key stages and this year received the biggest intake of new reception children historically.

From a modest 36 pupils in 2018, we now have 82 children on roll, including our Nursery children and the school continues to grow, with a further increase expected in September 2021.

To develop early relationships with our community families, we hope to launch our Tilstock Tots group and also extend our Forest School provision to enable parents, grandparents and carers of pre-school children. to start their learning journey with us.



School of the Future

As a staff team, we wrote down what we wanted for our children. This 'mind-map' still proudly hangs in our staff room as a reminder of why we do what we do - we want engaged parents, empowered children and skilled, confident staff.

Vocabulary and Oracy – The Power of Speech



As a school, we have a firm belief in equipping our children with the appropriate life skills so that they leave our school and face the world with a strong confidence and belief in themselves. We know that for our children to succeed, within and beyond their primary education, they need to be able to connect with people and that means not being afraid to speak in public. We want all our children to leave Tilstock with the skills, confidence and experience to stand up in front of an audience and deliver an individual or group presentation. Through our poetry by heart programme, we teach our children to speak with passion, clarity and impact. Through vocab-ninjas, we support them in using the correct vocabulary, fit for purpose and subject. Through our 'student speech days' we are showing them how to use expression, how to command an audience, keep their attention and how to answer questions. We want to teach our children how to push through their fears so they can make their voices heard when they have something to say.

This year, one of our Year 1 pupils was recognised nationally for their talents and was awarded a commendation for their poetry recital in the national Poetry by Heart awards event. We want to develop this further and expose our children to more national events so we can showcase their talents and develop that self-belief, so they can fulfil their potential.

OUTDOOR EDUCATION – A Shropshire Wildlife Trust partnership

We know the value of learning outside for our children and its ability to develop relationships, whilst building resilience and confidence. As resilience is the ability to bounce back from adversity, this must be a priority for our children. During the pandemic, many of us spent more time than usual outside, and as a result we have become more aware of the beauty of the environment, and the value this has on our mental well-being. We aim to build on this energy, as we think about curriculum in the months and years ahead. We successfully secured a bid to work alongside Shropshire Wildlife Trust to develop the use of the outdoors in every area of the curriculum. We have already begun an exciting journey, with staff meetings, pupil voice sessions and auditing of resources.



Strategic Development & Finance

Due to the growth of the school in recent years, the school's budget has also grown and is in a healthy position.

The school's growth plan is to increase the PAN to 15 pupils per year group, and potentially 105 pupils on roll in addition to nursery. The first stage in enabling this to happen is the successful capital bid for an additional classroom space, enabling the school hall to return fully to communal use by all classes across the school.

- The school has a growing Senior Leadership Team; in addition to the Head of School and Executive Headteacher, the school now has a SENCO for 1 day per week who is also a member of the Senior Leadership Team.
- A more experienced teacher has successfully taken on the role of Literacy Leader, and will be moving up to the Upper Pay Range in September 2021, and taking on further leadership responsibility, such as the mentoring of newly and recently qualified teachers.
- Close links with another Trust primary school enables the shared leadership of some subject areas. With the Primary Improvement Teams contributing to support, development and challenge in key middle leadership roles, there is a plan underway to distribute leadership and responsibility more widely across the school and to develop leaders and subject experts.



Improvements to Infrastructure & Processes



- Focus on the improvement to infrastructure began by the growth and development of the leadership team, with the appointment of a SENCO for 1 day per week to join the senior leadership team, and the training of middle leaders in leading specific subjects, to share responsibility across the school.
- The use of technology has developed considerably since the first lockdown, both for staff training and communication, and for communicating with parents and with parents whilst they are learning at home. Class Dojo has been introduced as a remote learning and communication platform, and staff are trialing a range of other remote learning platforms and Apps, such as Seesaw and Go Read.
- Regular staff meetings and staff training takes place successfully online, so there has been no delays in school improvement plans caused by Covid, and this new way of working is both cost and time effective.
- Governance and parents' evenings have also been successfully delivered online.
- OneNote has been used successfully for recording the monitoring of teaching and learning, and for sharing feedback and useful information and resources with staff.



Local Governing Body

The Local Governing Body of Tilstock School have grown throughout the year, with a new staff governor and parents governor being appointed.

Through Trust support, the knowledge and skills of the LGB has increased considerably, and a skills audit has enabled the Trust to arrange targeted training for individuals and for each school. For example, our LGB have received training and preparation support ahead of an upcoming OFSTED inspection, and governors have attended training so that they can support and challenge in specific areas, such as safeguarding and PSHE/RSE.

Governors have all been allocated link governor roles, and a clear monitoring cycle is in place for them to visit school, carry out observations, talk to key members of staff and feed back to the rest of the LGB. Senior leaders support governors in their monitoring activities by sharing with them any monitoring templates, key questions and subject training relevant to their role.

- School improvement is driven by the team monitoring activity through the MRS (meeting and reporting schedule) published for the Trust.
- We follow a framework of quality assurance that covers the four main areas of the Ofsted framework. Quality of Education, Behaviour and Attitudes, Personal development and wellbeing, Leadership and Management. This is reported within our SOF (School Overview File).



- Within our school, monitoring is led by the senior leadership team in the form of learning walks, book scrutinies and pupil/parent/staff voice, but the responsibility for this is increasingly being shared with other teachers as part of their professional development as teachers and subject leaders. Link members of the governing body regularly accompany leaders during their monitoring, and share this with other members of the LGB.
- Monitoring is recorded on OneNote and staff receive personalised feedback. This is triangulated with assessment information and the outcomes of Pupil Progress Meetings to ensure that teaching takes into account the needs of each child.

- School staff engage fully the Primary Improvement Teams, and these form a valuable part of school improvement, including monitoring, CPD, curriculum development and the growth of future subject leaders and school leaders.
- Professional Pathways reviews for staff ensure that development targets link closely to school improvement needs, personal aspirations and, of course, the needs of the children.



School Improvement

People First



Our staff team is unique in that we are very small and have enjoyed only a few years of working together. However, one thing we do well is value each other as individuals and nurture the talent we have within. We listen to each other and regularly make time to audit our staff's skills across the curriculum to ensure that our staff professional development is meaningful and valuable in ensuring that staff feel supported, listened to. We want to ensure that even though we are small, our staff have the same opportunities as they would in a large school, and they have the skills they need to deliver the best learning experiences for our children.

During the year, we have not stopped learning. Throughout lockdown, all support staff were able to complete a range of online courses to enhance their skills. It was powerful to see these new skills being implemented within the curriculum– we now have one Teaching Assistant trained in Art therapy and it has been powerful to see the positive impact on our children. Another teacher is about to undertake a course to enable her to train staff on the delivery of high-quality phonics teaching.

Being part of the Trust and the Alliance of Leading Learning has meant that we have access to the professional development for our teachers. Earlier this year we shared our Tilstock priorities in the areas of Quality of Education, Leadership & Management and Personal Development via the Professional Learning Needs Analysis. Priorities such as the development of vocabulary were identified and supported through this year's Architects of change conference 'confident communicators', which means that the professional development we will be receiving is bespoke to meet the needs of our school.

The Alliance of Leading Learning has also enabled one of our teachers to complete the NPQML and we hope to further engage with the new NPQs to develop leadership in other teachers, in 2021-2022.





Christian Distinctiveness

- The school has Christian values and a distinct Christian vision which children and staff can now clearly articulate and demonstrate.
- During Covid restrictions, the school community has still been able to connect, remotely, for whole-school worship, and daily worship takes place which enables children, as well as all staff, to experience worship leadership.
- Classroom environments encourage reflection, and our values permeate our learning environments and curriculum.
- Cross-school work, with the Christian Distinctiveness Advisor and within our new PIC team, is ensuring that the school continues to develop towards the excellent SIAMS standard.
- The link governor for SIAMS is actively involved in monitoring, as well as community and church engagement





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