



Tilstock
CE Primary School

Part of the **Marches** Academy Trust

LGB ANNUAL REPORT 2021/22

Vision & Values

“Shine bright and reach for the stars...”

<p>Hope</p>	<ul style="list-style-type: none"> • Believing that the world can be better and being prepared to do something about it– courageous advocacy • Celebrating each family and child’s hopes and dreams for the future • Having and looking for opportunities • Celebrating unique abilities • Positive attitudes from all • Working together to achieve • Our hopeful school development journey • Having high expectations in everything we do
<p>Nurture</p>	<ul style="list-style-type: none"> • Caring for our families • Caring for ourselves • Caring for the young and old in our community • Caring for our school pets, plants and wildlife • Caring for our friends • Caring for our environment • Nurturing talent
<p>Respect</p>	<ul style="list-style-type: none"> • Having self-respect; celebrating our gifts and talents; and looking after ourselves • Having respect for parents and carers – honouring mum and dad or those who care for us; • Having respect for those in authority – working with our teachers and those who work for our safety in different ways; being prepared to listen and learn from others who have experience • Having respect for others – everyone is special; everyone’s opinion matters; everyone’s contribution is important. • Respecting the environment that we live and learn in • Respect - to get it you must give it!
<p>Joy</p>	<ul style="list-style-type: none"> • Contributing to a happy environment – working towards an inclusive, welcoming ethos, putting other people’s happiness before your own, finding ways together to overcome problems, giving everyone the opportunity to flourish, contributing to the health of all • Creating a curriculum filled with joyful experiences • Having personal happiness – inner contentment, enjoyment of life, laughter, at peace with the way things are, • Supporting the happiness of others – making other people smile, putting others at ease, spreading a good mood or good cheer, relieving other people of worry or fear • Working to create an atmosphere that helps everyone relax, setting a positive tone for a group of people, making everyone welcome
<p>Aspire</p>	<ul style="list-style-type: none"> • Providing our pupils with positive role models • Enabling our pupils and staff to see and hear the best of the best. • Not being distracted or derailed from your ambitions • Realising that success doesn’t come easily; being prepared to work for it • Opening our eyes to the world around us • Keeping your eye on your goal
<p>Achieve</p>	<ul style="list-style-type: none"> • Ensuring all pupils are ready for the next stage in their education • Seeing a learning task or project through to the end; exhibiting endurance • To try our very best in everything we do

Vision and 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

“Shine bright and reach for the stars...”

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

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 full potential through love, aspirations, positive role-models, underpinned by our Christian Values [here](#).

Strategic Priorities

PEOPLE FIRST STRATEGY	<ul style="list-style-type: none">• To ensure our staff have access to the trust's Talent Pathway• To provide high quality professional learning for all• To develop a culture of inclusivity with the view and opinions of all heard
LEARNING FOR LIFE	<ul style="list-style-type: none">• To ensure that our pupils have access to anytime/anywhere learning• To build a community of learners – pupils, parents, pre-school learners• To grow a flexible and dynamic workforce
CONNECTING WITH OUR COMMUNITY	<ul style="list-style-type: none">• To ensure we demonstrate 'Achievement through caring' for all• To ensure our local governing body provides high quality governance• To ensure that our school plays a central role to the community it serves• To work in collaboration locally, nationally, and internationally
SUSTAINABLE FUTURE	<ul style="list-style-type: none">• To secure financial foundations• To provide a safe and secure school that meets the needs of the learners• To ensure we provide our staff with an exemplary wellbeing programme

Reflections

Publilius Syrus said that 'Anyone can hold the helm when the sea is calm'. As I reflect on the past year, I feel that we have had to learn how to hold the helm through uncalm waters, however this has given me the gift of experience and has seen our school continue to grow and develop from strength to strength.

In the first autumn term of the academic year, we continued with the uncertainty of the new Covid variant, and with this brought continued risk assessments, staffing shortages and uncertain pupil attendance. However, I was determined that no matter what, we continued to learn and grow as a school, ensuring that we provided the very best education we could for our children. Throughout the year we have remained committed to our school vision in ensuring that the learning of our pupils, the professional development of our staff and the wellbeing of all continued. We had to really pull together as a team to ensure that our non-negotiables continued.

I felt it useful to revisit our values, in order to provide us with firm guidance and direction as a school. I wanted our values to be authentic and reflect every individual need, so I ensured that every member of the community had their say and that their voice was valued within the process. So, pupils, staff, parents, and governors all contributed and in January we celebrated our new school values of *hope, nurture, respect, joy, aspire, achieve*.

The summer term saw our long awaited and very much welcomed Ofsted inspection. We were delighted with the outcome and celebrated our team effort in the schools first ever 'Good' rating. Every member of staff is proud to work at Tilstock and feels well supported.

And it is within this achievement that I reflect on not only the children, parents and staff that make up our team, but every action completed, every word of encouragement said, every smile given and every extra mile taken towards our goals. From our cleaner Claire, who ensures our school is ready for each day, Kirsty in Reception who welcomes our visitors into school, right up to Sarah our CEO, who inspires and guides us. Every individual member of our team can tell our story and can talk about what is important to us as a school, and they strive to achieve that every day - always putting the children first with everything we do and that is the key to success!



Rowena Kaminski

Headteacher

School of the Future

On page 2 and 3 are our strategic priorities for 2025. Each section of this report will demonstrate how we have moved towards these priorities over the past 12 months.



2025



Attendance

- The last year has seen overall attendance affected by Covid and as such attendance remains a priority for us.
- We have robust tracking systems in place enabling us to identify and monitor families where pupil attendance has fallen. Our strong relationship with both the Trust and LEA Education Welfare Officer, means we are ably supported with families of concern. This enables us to understand each family's circumstances. By working together, with parents, teachers and our Family Support Worker, we have better understanding of the reasons behind low attendance and how we can work together to resolve these.
- Through the Trust inclusion framework, all staff have now received training to understand the collective responsibility of children's attendance and also how they can identify concerns, challenge situations and support families with a solution.
- Communicating the impact of low attendance to parents through bulletins and letters, has led to a better understanding of the importance of good attendance not only for our children's academic attainment, but for their well-being and development as a whole.



Strategic Development

- Last year we secured substantial funding through the Trust's capital bid allocation to build two new classrooms. This was to support the rising requests for pupil places at our school. The classrooms were completed in January 2022 and have been extremely beneficial to the overall learning environment. With building continuing in the surrounding area, we now have space to provide places for Tilstock residents who need them.



- The staff team has developed further, with Laura Thomas achieving her National Professional Qualification for Middle Leadership (NPQML) and enabling her to successfully lead English across the school.
- We have made the decision to increase our support staff team to provide much needed support with growing pupils numbers, increased SEND needs, and an increase in Graduated Support Pathway (GSP) funding.
- We have appointed a new Higher level teaching assistant (HLTA) to support our early career teacher (ECT) and to provide internal supply support, rather than buying in agency supply staff.

Improvements to Infrastructure & Processes

- Since September 2020 we have developed three young adults via the Apprenticeship, Traineeship and Kickstart programme run by staff within the Trust, and have seen two of these young adults achieve a full-time position within our school. This includes our Level 1 administrator and our Physical Education, Health & Sport Development Coach.



- As a school with a high rate of SEN, we are continually looking for ways to consistently develop our SEND provision. We now benefit from a SEN Coordinator on site all week. They have worked very closely with the Trust's SEND Lead to develop provision and in particular, the effectiveness of pupil referrals for SEND need.
- As a result, we have achieved an increase in number of pupils achieving the support they need. The level of GSP funding our school receives has consequently increased, meaning we can provide specialist support staff for specific pupil needs.

LGB & Governance

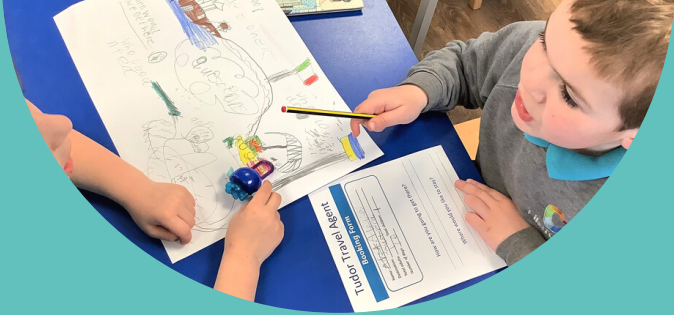


- The Local Governing Body (LGB) now has five members Bob Thompson, Peggy Mullock, Sue Armstrong, Samantha Smith, and William Paterson. Rachel Heaney stepped down in February .
- The Headteacher and Chair of Governors have an extremely positive working relationship with a shared vision and purpose.
- In the autumn term, the LGB completed an external governance review with an external school inspection consultant. In summary, Governors are positive about the school and can see the difference that ambitious school leadership has made. They are mindful of staff workload and wellbeing.
- Development points included ensuring that Governors understood the overarching rationale behind the curriculum design. They need to be able to articulate the core purpose of the school's curriculum and the headline information about how well it is working. Governors had a reasonable understanding, but it could be better.
- As a result the Headteacher and Chair of Governors created an action plan, which was completed and the LGB was praised for their good leadership in the recent Ofsted inspection April 2022.

People First Strategy



- As part of the Trust's people first agenda, we have focused on the different ways our staff and parents can submit and share feedback ensuring transparency, and ultimately action and response.
- Consequently we have ensured that we implement regular surveys, parent forums and consultation with our community as much as we can. Last year we consulted on the new SRE curriculum and this year our school values. As a result we feel we have developed a culture of inclusivity, where everyone's opinions and values are heard.
- In this year's staff wellbeing survey, we have considered the 'Employee Experience' by actioning as many of their ideas as possible. As a result we have put new measures in place to specifically support our staff.
- We have secured partnership with the local 'Hill Valley Golf Club - Gym and Spa' to provide discounted membership to our staff. We have been flexible with planning, preparation and assessment (PPA) time, so that teachers can complete this with other teachers within the school leading to them feeling supported, in a collaborative environment, rather than lone working.
- Our appraisal system using Lessons Learned, not only means our staff have SMART targets linked to the School Development Plan, but it also offers staff an opportunity to develop themselves as individuals through the Trust. We have benefited from the Trust's support to be able to offer staff a clear talent pathway.
- The recent round of appraisals clearly demonstrated the diverse and specific knowledge and skills of each individual, which our school is proud to have. This is all a direct impact of the quality professional learning they have received from working within the Trust.



Learning for Life

- We fully embraced technology during lockdown and as such discovered new ways of working to support our children.
- For homework, pupils can now access a wider range of resources online from home or wherever they are! Apps such as NumberBots, Times Table Rockstars and online reading journal 'GoRead' means that pupils can practice key skills and parents can monitor progress.
- Our parents have attended many curriculum workshops, such as phonics and reading, so that they can support their child's learning.
- We have hosted a First-Aid workshop for parents, which was well attended and well received.

- All staff have access to the online National College which has been a valuable source of online learning for all.
- Our Early Career Teachers have been supported through the Trust's bespoke early careers framework and our more experienced teachers have engaged with the new suite of National Professional Qualifications led by the Trust's Alliance of Leading Learning. Consequently, one of our teachers is completing the NPQ for Leading Behaviour and Culture (NPQLBC) and one the National Professional Qualification for Middle Leadership (NPQML)



- Our Clerk to the LGB has worked closely with the Trust's Governance Officer to help her prepare for Ofsted. As a result of our recent successful Ofsted, our clerk has been able to help others in their own preparations.
- One of our teachers is involved with the Trust's Equality, Diversity, Inclusion and Belonging strategy. He recently attended a two-day EDIB conference, which has been extremely insightful for our own forward-thinking curriculum.
- The Trust conferences have brought together the Trust community and linked us with some inspirational speakers such as Professor Mick Waters.
- As a Headteacher I have attended the termly two-day headteachers conferences which have been extremely beneficial, developed me personally and professionally, enabling me to lead a team and develop the school.
- These conferences not only made staff feel valued, and provided professional development, but they have developed a life-long network of support.



Connecting with our Communities



Parent forums and coffee mornings have provided an informal 'drop-in' and as safe space for parents to voice concerns, share ideas or celebrate things that are going well. Ideas for how we can improve systems for our parents has been an extremely valuable exercise. An example of this was parent-friendly weekly assemblies, where parents can celebrate their child's achievements together.

One of the biggest benefits of being part of a Trust, is that we can support our staff through collaborative working with other schools. An example of this was termly pillar data, whereby our staff can work with other teachers to moderate their assessments thus ensuring quality and accurate judgements are made.

We have worked closely with parents, Governors and members of the local community, to ensure that all stakeholders are involved in the vision. Building local community links has therefore been vital to a shared vision and ethos for our children. We recently held a community celebration for the Jubilee. This was planned and held in collaboration with the church, the WI, the tennis club, bowling club and local builders - we even invited and welcomed the Mayor of Whitchurch.



School Improvement



- At the beginning of the academic year, we welcomed an external school review to quality assure our own judgements across all areas of the school. From this a clear development plan was mapped out throughout the year, with a focus on SEND and Maths.
- The termly Executive Reviews provide an opportunity for us as a school to talk through our strengths and areas of development with the Trust's executive team. From this we have received a bespoke package of support from the TQUAD team.
- The meeting and monitoring schedule ensured that there is a robust quality assurance cycle of training, coaching, monitoring and evaluating throughout the year.
- Staff are now confident with this way of working and are more knowledgeable about the monitoring cycle. They now hold 'book-looks' together to support best practice and 'regularly support ECTs through 'team-teach' particularly in focus subjects such as maths.
- This helped our school achieve 'Good' in all areas of the Ofsted inspection April 2022.



We are good!

Rated 'good' in all areas in our latest *Ofsted Report, June 2022*

Sustainable Future

- Our consistently growing school numbers has been reflected in our growing budget. We have worked with the Trust's finance department to ensure that our school has maintained its healthy level of financial reserves and is operating within our budget and financial parameters.
- Last year we received substantial capital funds to build two new classrooms at the school. This enabled us to significantly improve our facilities to ensure we had the buildings and infrastructure required to meet the needs of pupils and the curriculum.
- We have continued to invest in the development of our curriculum and training to ensure we are providing the staff with the knowledge and resources to be able to effectively deliver a high quality curriculum.
- Financial efficacy has included ensuring that we have 'in-house' systems to support the school. This has included investing in training one of our teachers to become a phonics coach to support staff within school, and also investing in a HLTA to support PPA cover rather than buying in external supply.





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