



**Tilstock**  
CE Primary School

Part of the **Marches** Academy Trust

# LGB ANNUAL REPORT 2022/23

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# Our Vision & Values

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

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

# Our Vision & Values

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**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](#).

# Working towards Trust Strategic Priorities



## The Trust's Strategic Priorities, are evidenced at Tilstock through.....

<b>People First</b>	<ul style="list-style-type: none"> <li>Ensuring that talent within our team is managed through the NPQs and school professional development, ensuring staff are continually growing, <u>developing</u> and building on their expertise.</li> <li>Our PPR and CPD calendar directly linked to monitoring of teaching &amp; learning has created an empowered, dedicated staff team who have developed practice worthy of dissemination.</li> <li>the potential of our staff to adapt to working where needed, has meant wider opportunities for collaboration across Trust to provide support to others.</li> <li>A high focus on well-being and coaching culture, has created an inclusive workforce where everyone feels invested in. attendance is high and staff turnover is low.</li> </ul>
<b>Learning For Life</b>	<ul style="list-style-type: none"> <li>A developing focus on <u>enquiry based</u> learning through our embedded curriculum, provides inclusive, accessible and ambitious learning for all.</li> <li>The practice of continuous provision in the EYFS has been implemented in KS1 to embed child-initiated learning.</li> <li>Our increase school trips and KS2 residential stays has developed learning wider than the classroom, providing enriching experiences.</li> <li>Developing the use of behaviour for learning, so that children are the positive driving force behind their outcomes</li> </ul>
<b>Connecting With Our Community</b>	<ul style="list-style-type: none"> <li>We have embedded our community plans throughout the year to actively connect with our community through events.</li> <li>Events such as our ASPIRE day, and Science Fair has brought local businesses to work with our children, providing them with opportunities in Whitchurch and community cohesion.</li> <li>Providing pre-school sessions to support families with healthy eating, physical <u>development</u> and care issues such as sleep and self-regulation strategies, through our sports coach and working with the LEA and NHS.</li> </ul>
<b>Sustainable Future</b>	<ul style="list-style-type: none"> <li>School growth – we continue to grow year on year and have grown from 36 pupils to over 100 pupils for September 2023.</li> <li>Our rising numbers in the EYFS are ensuring pre-school age children are well prepared for the next stage of their education <u>and also</u> generating further income.</li> <li>Our curriculum is developing to support the Global Goals, so that children know and understand their place as a courageous advocate and pro-active member of society in an ever-changing world.</li> </ul>

# Reflections

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This year has been a year of **celebration, collaboration and community**.

The Autumn term has always been my favourite term of the school calendar. It brings about new beginnings and endless possibilities. New partnerships were born when I had the privilege of spending 3 days in Bristol to visit the Olympus Academy Trust. I was paired with a very inspiring school, Bradley Stoke, which not only filled me with excitement at the possibility of new ideas to implement in our school, but it was the start of a positive collaborative partnership that will enhance each other's work on school development further.

Another partnership we have celebrated is with the Tribal group, who we have worked with over the past two years to develop our EYFS provision. We welcomed a final visit from them to share evidence that met the 12 areas of quality Early years provision and were delighted to secure the Quality Mark for EYFS. This was an extremely proud moment for us as a school, as we were recognised for the high-quality provision, we offer our youngest learners giving them the best start in their education.

In the Spring we had our first Collaboration Day. This was an exciting opportunity to bring the whole staff team together to develop teaching and learning. The day enabled not only time together, but it also gave each staff member a voice within the process of school improvement. This was a great example of everyone working together for the greater good. 2023 brought us the official welcome of a new King, and we knew this would be a very important historic occasion in our children's lives. The school, church and community came together to celebrate and to ensure it was a very special occasion for the children.

This academic year, was also the first time our new school values, introduced in 2022, had a full years' service. We wanted to mark the occasion with a value day. This year it was dedicated to the value Aspire with a goal to ensure that every pupil felt inspired by our community. The overwhelming support from businesses and organisations made the day a great success, and we hope this is the first of many.

Tilstock School has shown that it continues to grow and develop for the community it serves. This year has fully embraced the quote of 'It takes a village to raise a child' and through community, collaboration and celebration, I know each and every member of staff will continue to make a positive difference to our children's lives, and for that I am very proud to be part of it.



*Rowena Kaminski*

Headteacher

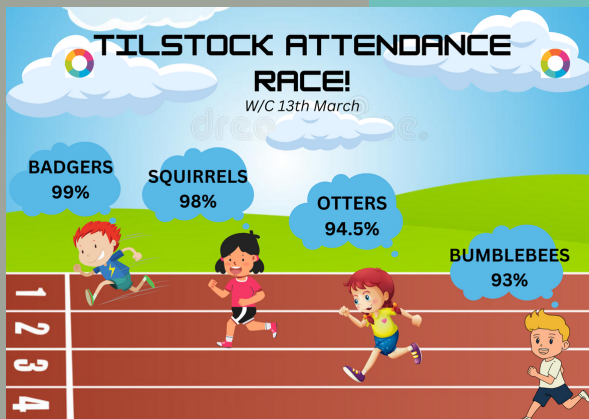
# Attendance



Attendance has been a key priority this year. At the beginning of the year, we were above national, however by the end of the autumn term we saw attendance levels drop. There was a lot of illness with, however the pupils that fell into the persistent absence category were rising. On analysis and discussion, we recognised the importance of every staff member, every parent and every child working together to understand the importance of good attendance. An informative staff meeting around the impact of attendance on children's learning and well-being, enabled staff to appreciate the importance of our roles collectively and the positive influence we can have on ensuring every child is in school on time, every day. We created an action plan as a whole school team, identifying key roles for action.



The first action was to provide a clear understanding of our attendance strategy and goals to all our stakeholders. This was achieved through regular communication with parents, via letters and bulletins. Like behaviour, we wanted to ensure that whilst we identified the persistent absentees and ensured they were followed up with letters and meetings, we also needed to recognise and reward good attendance. We designed a poster – 'Be an Attendance Hero' which summarised beautifully the importance of being Here Everyday Ready and On time. This was displayed in all classes and on our website as a clear bold message.



Whole school and class assemblies provided opportunity to raise the profile of attendance and to talk about the consequence of missing school. The introduction of certificates and awards for children who have 100% attendance each half-term was a great success. Children were so proud of their certificates and valued the recognition. We included the Class Attendance Race, which shows the attendance figures for each class. The class with the highest attendance has a golden afternoon each term. This has not only implemented some healthy competition, but it brings about awareness.

As a result our attendance has improved term on term- namely, raising from Autumn term 2 = 82% to Summer Term 1 = 93.5%

# School Development Plan

## Our School Development Priorities 2022 – 2023



### Quality of Education

- To ensure that learning is always matched to pupils' needs and abilities (effective differentiation and assessment).
- To ensure that all teachers have expert knowledge of the subjects that they teach.
- To ensure our English curriculum is equipping all pupils with the knowledge and skills they need to succeed in writing

### Behaviour and Attitudes

- To support pupils in ensuring that they play a highly positive role in creating a positive environment for all individuals within school and in the local community.
- To ensure pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.
- To ensure that all staff manage pupils' behaviour consistently and utilise highly effective action and appropriate regulation strategies to enable pupils to behave consistently well, self-regulate and demonstrate high levels of self-control.

### Personal Development

- To ensure that we provide all pupils including those with SEND with high quality pastoral support to promote a healthy mental and physical lifestyle.
- To ensure that all pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests and to prepare pupils for life in modern Britain.
- To increase the level of take-up by pupils (particularly SEND/PP) of the opportunities provided by the school (such as afterschool clubs), to ensure the most disadvantaged pupils consistently benefit from this excellent work.

### Leadership and Management

- To develop how assessment is used across the school so that teachers use this information to plan tasks and activities that build on pupils' existing knowledge and skills.
- To support teachers to have consistently high expectations of all pupils so that pupils are encouraged and motivated to achieve as well as they can.
- To ensure that pupil progress across the curriculum, is monitored and evidenced through pupil progress meetings and case studies.
- To ensure that there are opportunities to develop and support staff wellbeing and that staff well-being is monitored regularly.

### Early Years

- To ensure that all pupils have opportunities to develop Speaking and Listening skills through the curriculum and environment.
- To support staff, parents, and pupils in the development of early writing skills to provide them with solid foundations for their next stage of learning
- To develop independence in the EYFS, so that pupils are more able to self-regulate, discuss their emotions and be responsible for their learning.

# Improvements to Infrastructure & Processes

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We have continued to promote staff professional development, providing existing staff with the opportunity to take on additional responsibility within the school which has included subject leaders for Maths and English, a new EDIB Ambassador, and SENCO

.The NPQs have been invaluable in supporting teacher development, which has included the successful completion of the NPQBL and NPQML.

We have also provided opportunities for staff to support other schools with more specialised support, for example in the EYFS. This has enabled staff to feel valued and empowered. Through the National Tutoring Program we have trained and supported staff in becoming school led tutors, which has supported our pupils in achieving age related outcomes.

Tilstock have continued to work successfully with County Training and the Trust in order to support apprentices, as a result we have successfully developed and trained a sports coach and administrative assistant





# LGB & Governance

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“I feel that Tilstock Governors have been able to support the Head and the School family to achieve many of their priorities this year. The action statements we set ourselves will all contribute to enable the school to progress. It has been a pleasure to see the children take part in many activities and parents continuing to support them. Attendance is continuing to improve and good to see the children enjoying their nights residential visit at Dodford Farm”  
Peggy Mullock



“With regard to Connecting with Community; the Aspire day held this Summer was a really positive way of engaging with the community as well as addressing the children’s perception of how values can impact real life. Inviting parents to share this would also further address these.

The work done in involving The Wildlife Trust in school activities is a positive way of helping children learn how their actions can have a lasting impact into a Sustainable Future. The work to link the curriculum and worship to the Global Goals will develop this further.

The priority of People First has been illustrated in the staff well-being opportunities as noted with staff well-being days, and gym membership is a prime example of this and it obviously benefits the children as a result.

Everything done in school, from phonics to smart walking helps equip our children to meet and experience the different things life will throw at them working towards the Learning for Life agenda.”

Sue Armstrong:



# People First Strategy

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We have continued to ensure that talent within our team is managed through the NPQs and school professional development, ensuring staff are continually growing, developing and building on their expertise. ECTs have been mentored by Billy and Laura and have passed each term- Alex Jones is on track to complete her second ECT year this term.

Our Professional Performance Reviews and Professional Development calendar directly links to the monitoring of teaching & learning. Development of all staff working together on book looks and raising outcomes, ensures they are informed as a team and can support each other, which has been extremely valuable to the school development plan. This has not only brought about successful change, but has created an empowered, dedicated staff team who have developed practice worthy of dissemination. The potential of our staff to adapt to working where needed, has meant wider opportunities for collaboration across Trust to provide support to others.

A high focus on well-being and coaching culture, has created an inclusive workforce where everyone feels invested in. Attendance is high and staff turnover is low. Discounted gym membership at the local leisure centre has been well received and the 'Staff Golden ticket days', have enabled staff to take time to focus on their well-being regularly throughout the year.



# Learning for Life

Our curriculum has further developed over the year with Learning for Life at the forefront. We want children to be life-long learners and develop the learning behaviors, skills and attitudes to support their journey.

This has been implemented through an understanding of the child as a whole, and their place in the world. We explored the use of Enquiry based learning to develop independence



Our increase school trips and KS2 residential stays has developed learning wider than the classroom, providing enriching experiences. Dodford Farm is a cost- effective option to support our pupils in developing strong relationships with their peers and adults. Dodford Children's Farm is charity run, with a vision to work with schools, social workers, health visitors and other referral agencies, to give children with Special needs, or residing in deprived areas that much needed break and a 'breath of fresh air'. Because of this we took Year 4s for the first time. Benefits were improved relationships between peers and pupils & staff- the staff felt that you really get to know a child when you are on residential! Parents appreciated the support and confidence in taking them onto a residential. As a result we would like to develop this further and have twice yearly trips to support transition in the autumn too.



The classroom and outdoor environments are invitations for inquiry. These environments have the potential to promote learning processes where children engage with one another and with meaningful materials exploring, constructing and representing their understanding. The practice of continuous provision in the EYFS has been implemented in KS1 to embed child-initiated learning. This is a strength in our current EYFS classes, and our trip to Bristol in 2022, illustrated how this could be developed across the school. This is now currently being threaded through KS1, which has had an impact on children, particularly SEN children being able to practice core skills and show their knowledge in different ways. We have fine-tuned the how in this with provocations, enhancements and invitations throughout the environment.



# Connecting with our Communities

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We have embedded our community plans throughout the year to actively connect with our community through events.

Events such as our ASPIRE day, and Science Fair has brought local businesses to work with our children, providing them with opportunities in Whitchurch and community cohesion. The day was organised to celebrate one of our school values- Aspire- and our goal was to ensure that every pupil felt inspired. It was a fantastic success – we had Opticians, Estate Agents, a helicopter from RAF Shawbury, Chefs and four very energetic personal trainers from the Hill Valley! The children were full of awe, wonder and plenty of questions. The day left a very special impact on our children and staff, there were smiles all round, creating special memories and aspirations for the future!

We regularly check-in with our community through coffee mornings and forums, to find out what they need support with. This has led to the school providing pre-school sessions to support families with healthy eating, physical development, and care issues such as sleep and self-regulation strategies, through our sports coach and working with the local authority and Shropshire NHS.



All children attended a very special Coronation Service held at Christ Church led by Rev Sue Armstrong. The Parish Church Council further supported through generous donation of over £800 to ensure all children received a Coronation teddy to keep and remember such an important historical occasion. We jointly hosted a community Paddington Bears Picnic in the hall to commemorate the Queen for Mums and Tots

- We created a collaborative art mural with children, parents, governors, staff and the community with a local artist to commemorate King Charles.

We have worked with our local elderly day-care centre to create events - Our KS2 classes sang Carols at the local Daycare Centre and we hosted a Christmas event for local elderly community members in December, presenting our EYFS nativity and Christmas Play



# School Improvement

We have worked hard over the year to meet our School Development Priorities for 2022-2023. There has been a real focus on monitoring of not only outcomes in data, but outcomes in books, pupil views and learning behaviours. This has improved by involving and empowering all staff to achieve our aims. The monitoring rota is multi-layered to include elements of our holistic approach including pastoral, SEND, pupil and parent voice, with more responsibility given to more experienced teachers.

The Quality of Education was further raised with the achievement of the Quality mark for EYFS in the Autumn, which recognised the high quality provision we offer to our youngest pupils.

Teaching reviews for ECTs have shown good progress and good attendance, which has impacted positively on the quality of teaching across the school. The development of 'coaches' means that staff feel regularly supported in their delivery. Reading remains a strength of the school and outcomes continue to illustrate this.

Writing standards are improving through developing the tracking and assessment methods of individual skills, such as handwriting and spelling.

Subject leaders are developing further to participate fully with the SDP. The new key knowledge organisers, termly overviews of learning and individual target booklets have supported pupils and parents in knowing the specific knowledge and skills required to meet age related expectations.

We are outward facing, and have built relationships with others to support our own professional development. Teachers have visited other settings to observe best practice in the age groups they teach, and also worked with other schools on the moderation process.

Collaboration with outside agencies, such as STEM and Shropshire Wildlife Trust have further supported the delivery of a good quality curriculum.

Threaded through all of our school improvement has been our loyalty to the School Values of Hope, Joy, Aspire, Achieve, Respect and Nurture. These are relevant to all pupils, parents, staff and the community. These are fully embedded in school life and are our guiding compass in all areas of life at Tilstock School.



# Sustainable Future

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Our consistently growing school numbers has been reflected in our growing budget. We have worked with the trust finance department to ensure that our school is operating within our budget and financial parameters. Since joining the academy, Tilstock has tripled in pupil numbers, growing from 36 pupils to over 100 pupils for September 2023, and continues to grow in size and reputation.

We are a nature friendly school, and as such, have strong links with Shropshire Wildlife Trust, who visited us recently in the Spring term to deliver class workshops across the school on looking after our minibeasts and their habitats.

During our collaboration day we focused on how our school is supporting children to be future ready. We explored how linking the curriculum to the Global Goals can support children's comprehension of the positive contribution they can make in the world they live in. Goals such as 'Life on Land' teach children about their role to protect, restore and promote sustainability. This can further be linked to our work as a church school where children know and understand their place as a courageous advocate and pro-active member of society to make positive changes locally and globally.



# SIAMS

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The Tilstock team are continuing to work hard to embed a strong, positive, Church family ethos.

Rev Sue is fully committed to supporting the school and is involved in worship, reading and the wider school improvement.

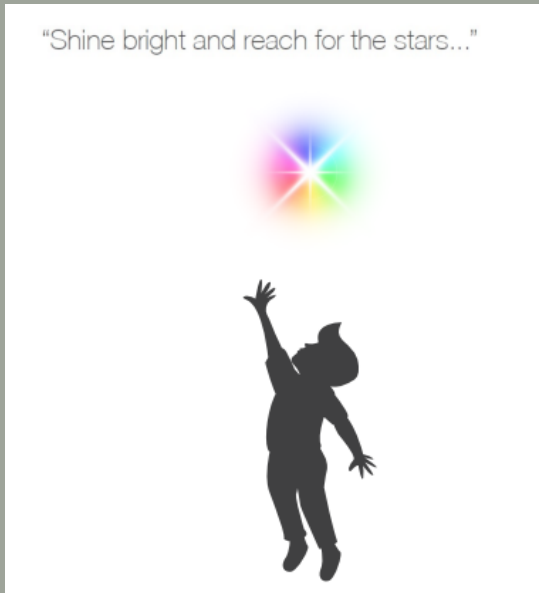
Working with our Christian Distinctiveness Link governor Rev Sue has ensured that the school values are embedded and connected to the Church.

The Christian Distinctiveness Advisor has visited the school recently and celebrated strengths such as our detailed medium term plans for worship and the spirituality model of 'Windows, mirrors doors' is being explored and incorporated into worship. The CDA observed a student led worship on the value of RESPECT, and reported that the staff and children had worked very hard to incorporate the key elements to provide a clear structure for worship.

RE is valued as an important academic subject and staff are working hard to ensure that all students access high quality RE and resources. Staff are aware of 'Worldviews' and this is an area for further exploration and seamless weaving into the curriculum.

Within our small rural context, we have a priority to challenge misconceptions especially in other faith traditions and ensuring that there is a clear balance of theology, philosophy and social sciences.

RE is well planned and there is evidence in all books of high levels of student engagement and understanding, with some excellent examples of best practice seen in the UKS2 books, with detailed written responses to big questions.



Our completed SIAMS evaluation provided us with clear actions over the year, which included ensuring that leaders, including governors, explain how biblical teaching roots the school's vision giving it coherence, relevance, and sustainability. Mrs Kaminski attended training on developing the use of Worship within schools to support our Christian distinctiveness. From this we have worked on developing clear links that thread through the school motto, vision, values and the bible. This can be seen on our website. This can be articulated to parents, staff, pupils and the community so that they can talk about how our school motto is of a Christian Distinct nature.

We have developed our weekly worship planner further to include weekly opportunities to link worship to the Global Goals, so that children have time to be more outward facing and 'think global'. This year these have included events such as 'Nelson Mandela international day' and 'International Women in Engineering day'. Children have led worship through bible stories, and teacher's have used further rich texts to provoke thought and wonder, such as Malala's Magic Pencil by Malala Yousafzai and What We'll Build by Oliver Jeffers. Each Value is linked to a bible story, and these are read regularly to the children, and also made available on our website for families to share.



# Tilstock CE Primary School

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#togetherwegrow



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