



**Tilstock**  
CE Primary School

Part of the **Marches** Academy Trust

# ANNUAL REPORT 2024/25

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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, <u>plants</u> 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 <del>doesn't</del> 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](#).

# Reflections of the Year

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As the academic year draws to a close, I am filled with pride reflecting on the achievements and joyful moments we've shared at Tilstock CE Primary School. Guided by our values of **hope, nurture, respect, aspire, achieve, and joy**, this year has been rich in learning, community, and celebration.

A key highlight has been our commitment to giving **every child a job**—from journalists and librarians to playground leaders and safety advocates. These roles empower our pupils, giving them a voice and a sense of purpose. Our young journalists even launched a school newspaper, with profits supporting both charity and school resources.

We've continued to enrich learning beyond the classroom. KS2 enjoyed a thrilling trip to the New Vic Theatre to see *The Three Musketeers*, while our visit from Shropshire Falconry brought the wonder of owls to life. One of our most exciting moments came when a pupil discovered a **fossil** in Forest School—verified by a specialist and featured in the local news!

Our **SIAMS inspection** was another proud moment. The report praised our inclusive Christian ethos, joyful worship, and strong church-school partnership. Worship at Tilstock is described as uplifting and reflective, with shared leadership and values lived out across our school community.

We've also celebrated important events like **Remembrance Day, Christingle, and Mothering Sunday**, fostering reflection and community spirit. The Saltmine Theatre Company brought Bible stories to life, helping children explore wise choices through faith and storytelling.

Our **Purple Day** raised awareness for epilepsy, with brave pupils sharing their stories, and our **Holi Festival** brought colour, culture, and joy to our playground.

This year has been a celebration of who we are—a school where every child is valued, every voice is heard, and our shared values shine through in all we do. Thank you to our staff, families, and pupils for making Tilstock such a special place to grow and learn.



*Rowena Kaminski*

Headteacher



# School Priorities (SDP) 2024 – 2025




## Our School Development Priorities 2024-2025



nurture  
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People First	Anytime, anywhere learning	Belonging	Working today to protect tomorrow
<b>Empowering all staff to make a difference: -</b> To enhance the professional skills and knowledge of all staff to create a collaborative environment for staff to share best practices and support each other's professional growth.	<b>Outdoor learning: -</b> To develop the provision for outdoor learning for all children, so it is used purposefully across the whole school throughout the whole day.	<b>Spiritual Development</b> To develop further opportunity for spiritual development across the school, so that every child and member of staff has daily opportunity to reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	<b>Change Makers: -</b> To ensure that through 'Courageous Advocacy' pupils make a highly positive, tangible contribution to the life of the school and/or the wider community – for example to reduce our carbon footprint
<b>Subject Leadership: -</b> To increase training opportunities and empower all staff to be able to lead on an area of subject expertise or need within the school or community	<b>Learning for Life for all</b> To embed the L4L framework across the school, so that the gap between disadvantaged and non-disadvantaged is reduced significantly.	<b>Community collaboration: -</b> To develop a collaborative culture where all staff, pupils, parents and community regularly meet, are listened to, so that they are proactive in leading positive change across the school, and we give back as a school to support the community.	<b>Forward thinking curriculum: -</b> To further develop the use of continuous provision and enquiry-based learning into KS2 to enrich our curriculum for all children

# Anytime Anywhere Learning

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EYFS outdoor areas have been further enhanced through additional resources, equipment, fencing and gardens. KS1 now has a continuous provision outdoor learning area used for free-flow learning.

Forest School has been heavily invested in with planting of trees, equipment and fencing. All classes receive forest school led by a Forest School leader. This has had a positive impact on not only behaviour, but the development of language and the retention of this new knowledge.



Throughout the year all classes have hosted parent workshops. Parent voice shows that they benefit from these sessions in understanding the curriculum and the way children learn. We have been additionally supported by the 4All Foundation to deliver Early reading workshops joint with children and parents so that parents have the knowledge and skills to fully support their child's learning and development at home.







# People First

Staff professional development on the delivery of adaptive learning techniques has been a big focus this year to enable us to support all our children effectively. Staff have attended online workshops within the trust and outside of the trust through external providers, such as EYFS networks and subject specific webinars.

We now have coaches and mentors within the staff team to support each other. This has had a positive impact on the teaching and learning across the school, for example through the development of 'Teach like a champion' techniques, staff have had regular opportunity to experience peer to peer feedback to further develop their practice.

Staff are actively using the teams channel to access resources to support their practice. EYFS staff work together and KS1 staff work together once a week to plan collaboratively. As a result, all staff are on track with their professional development targets.

We are a school worthy of dissemination to others! This year we have welcomed other schools (from within and out of the trust) to visit our classrooms to experience our continuous provision in classrooms with a focus on SEND, EYFS and continuous provision in KS1.

Staff have been outward facing in supporting staff from across the trust. This has been demonstrated in the headteachers role as Associate Headteachers Coach and our SENCO and EYFS lead working as a school improvement lead for EYFS and supporting the development of the EYFS network meetings.

We were also very proud to be able to spread the joy of Spacemakers programme by providing training to others school on the development of spirituality.



# Belonging

The deep understanding and passion for the school's Christian vision and values inspire pupils and staff to be ambitious for themselves and each other. As a result, the school is a beacon of hope, love and aspiration for their community and beyond. SIAMS 2025

Though 'Courageous Advocacy' pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. This was recognised in our SIAMS report this year.

Pupils feel empowered and actively contribute to the school and community. Pupils can talk about the positive impact they make on school life and can evidence how they have led an initiative in the school.



Spiritual Development in our community has been a positive focus this year and supported our children to be the best version of themselves. I staff received space makers training. All classes have the resources and materials required to deliver weekly sessions. Learning walks show confidence and knowledge in staff and children during these sessions. Children have benefited from the strong relationship with our church which has recently extended to St Alkmunds in Whitchurch as part of the Open Door project between schools. Pupil voice and staff voice shows that children and staff enjoy and benefit from these sessions for their spiritual development. This has been further evident in behaviour, as our CPOMS records show a further improvement in the behaviour of children

Through parent surveys we have completed a 'you said, we did' feedback including improvements to parking, gate duty and more events, more regular church services, and staff communication. We have received such positive feedback from community initiatives such as the Tilstock Youth Club





# Working today to protect tomorrow

All children actively contribute to the positive culture of the school through their job roles and responsibilities. Children feel empowered and this is demonstrated through pupils confidence in approaching staff with ideas for improvements or enrichments across the school that they can put into action with support.

There has been a rise in pupil led events and charitable work, such as the Purple Day for epilepsy which was created and led by the children to support children across the school with epilepsy

Pupil engagement and achievement is enhanced in KS2 through hands-on, exploratory learning. Through continuous provision, all children are able to flourish using their individual unique talents and gifts.

We have adjusted timetables to allow for extended periods of enquiry and exploration, ensuring that pupils have sufficient time to engage deeply with their learning. We have provided regular training for teachers on the principles and practices of continuous provision and enquiry-based learning.

As a result, KS2 classes now use enquiry based learning to support their teaching of the curriculum. Children are able to talk at length about the knowledge and skills they have developed as a result.



# Local Governing Body

Looking back at the year it's the growth of parent numbers joining us in church and the way in which staff responded to our SIAMS inspection-obviously it pushed them into really thinking about values and how they translate into everyday living within our school. It's not just growth in numbers we've seen this year! Rev Sue.

One of the most significant successes of the last 12 months was the overwhelmingly positive result of the SIAMS inspection. The feedback was a huge vindication of the massive amount of time and energy spent embedding the school's Christian values and vision into all aspects of the pupils' experiences. This has resulted in the blossoming of a nurturing, positive and inclusive school culture and environment for all children.

- The number of year 6 children sitting their SATs tests was significantly higher in 2025 than in previous years. When observing the administration of some of these tests, it was noticeable how well the children had been prepared for the experience, none of whom appears overawed or upset at the prospect of sitting the papers. This is all credit to the staff for their patient and constant planning, reassurance, and management of expectations.
- The improvement in the attainment of early years children, from the point they join the school (either nursery or reception ages), to the end of the school year is especially noticeable and impressive, with a level of attainment comfortably above the national average. This is particularly the case considering the number of disadvantaged children, and / or those with special educational needs. The benefit to the children, and the wider school, in establishing strong foundations in behaviours, communication, and physical and emotional development as early as possible in their journey through school is immeasurably important. One message that is I have repeatedly heard in my role as Governor is that all children have clear expectations, regardless of their individual circumstances, and this is born out in these results. Tim Hulmes.
- I feel that our school at Tistock has achieved so much in the years since I became involved . It makes me very proud when I walk into school to see the lovely behaviour of our pupils as they walk around. Testimony to this is the recent Siams report, what an outstanding verdict on life in our school. I feel the staff and pupils are listened to, which in turn produces the best outcome for everyone. As I look back from where we were when we went into special measures, to what is being achieved in school now for these children I would like to put on record how proud I am of what Rowena and her team at Tilstock have done. Children at this school are the focus of everyone and they are being taught life skills and education and encouraged to believe in themselves as they grow. Peggy Mullock




# School Priorities (SDP) 2025 – 2026

## Tilstock School Development Plan 2025- 2026



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### Tilstock CE Primary School School Development Plan 2025 -2026

Trust Plan Links	Anytime Anywhere Learning	Belonging	Working today to protect tomorrow	People First
School Priority	To develop the role of coaching so that all staff support each other's professional growth to further build consistency and inclusion in every classroom.	To embed the 'belonging principles' so that every member of our community feels seen, heard and understood.	To develop 'Friends of Tilstock' so that there are regular creative opportunities for the whole community to come together to support our school.	To develop the use of personal wellness plans, so that all staff take a proactive approach to their own well-being.
School Priority	To further develop innovative planning methods to ensure that the delivery of all subject across the school is engaging and stimulating, igniting curiosity.	To ensure that equity is felt for every child across the curriculum.	To further develop 'enabling environments' throughout inside and outside areas embedding continuous provision and enquiry-based learning into KS2 to enrich our curriculum for all children	To develop 'Speak up Guardians' programme within our staff team through a culture that is open and supportive.





#togetherwegrow



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