

TILSTOCK CE PRIMARY SCHOOL AND NURSERY
part of the Marches Academy Trust

TILSTOCK CE PRIMARY SCHOOL ANNUAL REPORT 2024



Trust vision and values

Our vision:

Achievement through caring

Mission statement:

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.

Our values:



SCHOOL PRIORITIES



Our School Development Plan 2023 – 2024



1 The Quality of Education:

- To ensure that the curriculum and teaching strategies are successfully adapted, designed and developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities.
- To ensure all staff have consistently high expectations of all pupils, so that pupils are encouraged and motivated to achieve as well as they can and as a result can apply what they know and can do with increasing fluency and independence.
- To support all staff to create an environment of enquiry based learning and continuous provision, that focuses on pupils and enables them opportunities to practice and master curriculum skills and knowledge
- To further develop the use of extended writing to ensure our writing curriculum is equipping all pupils with the knowledge and skills they need to succeed in writing.

2 Behaviour and Attitudes:

- To ensure a strong focus on attendance and punctuality so that disruption is minimised.
- To ensure pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties and have good Behaviour for Learning.
- To ensure that through 'Courageous Advocacy' pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils

3 Personal Development:

- To ensure that curriculum subjects such as RE and personal, social, health and economic education, and relationships and sex education, contribute positively to pupils' personal development, to develop and deepen pupils' understanding of the fundamental British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- To further develop provision for pupils' spiritual, moral, social and cultural education the use of pupils to lead worship and work in collaboration with the church and our values to inform pupils' motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- To develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

4 Leadership and Management:

- To develop the use of assessment to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps
- To further develop the EYFS to be able to provide increased provision for 2 – 4-year-olds in our community, to better support early development of the pupils we teach
- To review the current SEND provision model across the school to ensure it is effective in supporting the most disadvantaged and pupils with SEND, so that they achieve consistently well.

1. Reflections – a summary of the year

This year has been a year of belonging. We all have a desire to belong and to be an important part of something greater than ourselves, and this has been lived through understanding ourselves better, understanding our community and understanding what good work we can do to contribute positively and make a difference.

We have ensured all children have had plenty of opportunity to explore our local rural and urban areas to enrich their learning and develop a greater sense of their place in the world. Over the year our children have visited Liverpool, Chester and Birmingham. Locally children have enjoyed a 17th century tour of Ford Green Hall in Stoke-On-Trent and a special visit to Shrewsbury Prison. A whole school trip to the zoo and residential trips to Dodford Children's Farm in Kidderminster have provided children with memories to last a life-time. All children have taken part in cross-trust varsity games and the highlight was when our Year 2 pupils travelled to the Alexander Stadium in Birmingham to take part in a range of athletic events. We are also very proud to have retained the Youth Sport Trust's Silver Quality Mark!

Across the year, children have developed their understanding of how they can make a difference in the community. All children had the pleasure of taking part in workshops with local organisations and businesses - from beekeeping workshops, delivered by Shrewsbury school to learning about the importance of water with Severn Trent. Working with Shropshire Wildlife Trust, our younger children took part in a sponsored walk to raise much needed funds and awareness about Hedgehogs. The children walked a whopping 3km during the week (the same distance a hedgehog walks each night!). Our eldest children engaged with the eldest members of our community by carol singing at Bradbury Daycare centre and leading Christmas Crafts sessions at Elmhurst Care home. These opportunities taught the value of supporting our local community, and to see the positive impact we can have on others.

In the summer we had our Aspire Day! Pupils and staff across the school had the opportunity to interact directly with local employers, fostering meaningful conversations about different career paths and roles. This included staff from Hill Valley Leisure Centre, the Ambulance service, and Shropshire Wildlife Trust. We also welcomed local business to support and enrich our curriculum. For example, Spa Dental practice in Whitchurch to teach the importance of brushing our teeth and how to brush correctly.

This year we welcomed some new additions to our school. Tilstock now has a Youth club at the Village Hall running free weekly youth club sessions, fully funded by the 4All Foundation and staffed by trained youth workers. Our 2-year-old provision has successfully been established at Tilstock School, which has really benefited our families providing high quality early years provision and support.

And finally, earlier this year Charlie captured hearts worldwide with his touching letter to King Charles III, expressing empathy and support following the monarch's recent cancer diagnosis. Charlie, who has battled cancer himself, penned a heartfelt message to the King, wishing him well and offering words of encouragement during this challenging time. Charlie's letter quickly gained traction, spreading across various media outlets globally, including Sky News and BBC, resonating with people from all walks of life.

Through all of this, we have learnt that listening to the needs of our community is crucial, because it fosters a collaborative and responsive educational environment. By understanding community needs, we can adapt our curriculum, teaching methods, and resources to better serve our children and families. Actively listening to our community continues to build stronger relationships, engaging parents, local organisations, and businesses fosters a sense of ownership and investment in the school's success. All of this creates a positive impact on our children's lives.



Rowena Kaminski

Headteacher

2. Safeguarding children and young people (CYP) including attendance of CYP and staff

Evaluation indicates that the safeguarding is effective in meeting the needs of pupils and families at Tilstock School. Key strengths of our safeguarding provision is that all staff understand their responsibility for safeguarding children. All staff have access to online guidance and support if required. The school's work on anti-bullying has had a positive impact on children and as a result they feel safe.

We continue to have a strong focus on attendance and punctuality, so that all pupils benefit from the education and experiences the school offers. Attendance is 95.5% which is above national data. Also, regular attendance reviews and actions taken to ensure improved attendance have had a positive impact. Stronger working relationships with partnered community programmes such as Early Help and the Shropshire Mental Health Team have improved the ability to get the right support at the right time.

Our pupils have engaged with organisations to develop their understanding of keeping themselves and others safe outside of school, including looking after our local area, and how to stay safe out and about – this includes regular support from the Shropshire Wildlife Trust, Alderford Lake and local PCSOs. Our weekly community youth club is further extending our pupils personal attitudes to beyond the school and provides positive role-models within the local area.

Development areas for the school are around the more effective systems for sharing of information to families so they can easily access support if so required. Additionally, pupil voice review suggests that pupils would benefit from having a wider group of staff that supports worries and concerns. As such we have begun to create our children's safeguarding board, to be rolled out in Autumn 2024.



PEOPLE FIRST



3. People First

This year, to help with staff support and resources we are carrying out knowledge and skills audits for all staff in the core subject areas of the curriculum to identify areas of support required for staff. Subject leaders are completing a resources audit and wish list.

To help the team work more co-operatively together we have ensured all staff are invited to curriculum staff training events e.g. Writing CPD so everyone has the up-to-date knowledge, skills and information to support each other, develop and grow. For our growing staff team, we have refurbished the current staff room and ensured there are enough seats and quiet areas for staff to enjoy uninterrupted time together.

Our termly 'internal collaboration days' for all staff to collaborate and work on key areas such as subject development or assessment have been vital in achieving common goals.

To help staff see the value of what they do, TA meetings with the Headteacher regularly ensures everyone feels supported, valued and are 'in-the-loop'. This is particularly valuable for part-time staff and those that find attending after school meetings difficult.

All staff are invited to lead a worship as an opportunity of valuing individuals and individuality, celebrating the school community and inspiring through stories. There are now more planned regular opportunities termly in staff meetings to link individual and class successes and how it has contributed to the overall School Development Plan (including the PPR process).

The impact of staff training and development this year has meant that the use of flexible working groups has learnt itself more readily to assessment for learning strategies such as questioning and exit tickets to ascertain the level of understanding within the class.

The effective use of adults means that adults are 'roving' to support and modelling can be given to focus groups with similar learning objectives. Learning walks have shown teaching regrouping within the lesson because of high quality assessment for learning, which is a big improvement in staff confidence and understanding.

There is a culture of high expectations for all, including staff and children. Teachers show explicitly what they expect with high quality examples (ethics of excellence) for age related expectations. The use of Teaching Like A Champion (TLAC) making expectations visible provides clarity for all children, and as a result, books show a considerable increase in high expectations.

Recent pupil voice shows that children want to achieve highly and pay attention to what a good one looks like, refining ideas by clarifying key features and gaining reassurance or support from 'roving' staff live-marking.



3.2 We Thrive survey and Wellbeing

This year's We Thrive survey had a completion rate of 94% which is a huge improvement on last year's completion rate of 58%. All scores have improved from last year, with the areas of security and control rising significantly. Connection has improved from 79% to 84%, and confidence has improved from 65% up to 70%.

Strengths of the We Thrive survey included that leadership care about their teams and actively listen to concerns and take action; feeling supported and developed by Headteacher; and working in a team that are passionate about improving their practice and raising attainment while supporting the emotional needs of the children.

Our highest scores were around attention – being able to interact positively with others; and competence- feeling a sense of achievement at work. Whilst the lowest scores were around headspace and being 'free from worry'. To address this, we have created staff 'well-being' days whereby once a term, every staff member has a wellbeing ½ day to use as they wish. We also have created further opportunities for staff to engage together as a team focusing on wellbeing and creativity. This has been recently illustrated in a staff art evening class with a local artist.

Staff would like the opportunity to develop and take on more important work. Therefore our 'raising attainment plans will include all staff rather than just subject leaders, to provide a clear role and responsibility focus. Staff also said that they wish they could have "more general discussions to share their views and ideas". Team meetings with a more open agenda in which ideas & solutions to team problems can be raised and debated in what we call a Solution Circle. Everyone is asked to take it in turns to lead a team meeting focusing on areas they're passionate about .

Ideas for how we can develop ideas further included a collaborative staff calendar, so that everyone can see who is out on courses, more IT resources, TAs being involved in whole trust professional development days e.g. conference, collaboration days, having an improved staffroom to accommodate growing staff numbers.



3.4 Talent Pathway – investing in our staff and their progress

During this year, we have created wider opportunities for collaboration across Trust, with teachers visiting other schools, and Teaching Assistants taking part in a TA swap with Longlands Primary School this term. All our Teaching Assistants have been included in half-termly staff training to ensure full understanding of our adaptive teaching and inclusive curriculum. They have also all taken part in the TA swap with Longlands and have reported that they found this extremely beneficial.

We have an increase in teachers taking up the National Professional Qualifications and both our ECTs have fully passed their first two years. Two TAs are on the NPQ for Tas.

The school is developing its leadership team with regular Senior leadership team meetings and increased responsibility for monitoring and leading staff meetings. Our phonics lead and EYFS teacher have been asked to support other schools, due to their expertise and good practice. Our EYFS teacher Samatha Upton received a nomination for the Best Practice Networks National Early Years Teacher of the year award.

During learning walks, the effective use of adults throughout the school has improved. All adults are actively teaching small flexible working groups or timetabled purposeful interventions. Staff are relishing in the additional challenge and opportunity to network.



3.5 Equality, diversity, inclusion and belonging (EDIB) impact

Equality, Diversity, Inclusion and Belonging (EDIB) are critical components of a healthy school culture. As such, our EDIB ambassador has worked alongside the EDIB trust network to promote respect, understanding, and acceptance, fostering a sense of community where children and staff feel valued and appreciated.

Our EDIB ambassador attended the EDIB conference in April with EDIB ambassadors from across the Trust. At the event, ambassadors discussed new targets for the whole trust objectives, as well as giving updates on progress made at Tilstock, towards the Trust's targets.

We regularly reflect and update the Tilstock Cultural Review, with staff, pupils and parents, which has highlighted that EDIB is having a large impact on Trust policies, curriculum development and staff/pupil interactions.

Parents and pupils were surveyed in the Autumn term in regards to their understanding of EDIB and how EDIB is seen within Tilstock. This was then fed into staff training and development, and helped to create meaningful targets for our school and community.

Some of the actions this year is that pupils are more involved in deciding what they would like to raise awareness about. This year we had 'Wear purple for epilepsy' which was prompted by children to help others understand what epilepsy is and how they can help. Staff have become more involved in creating an inclusive environment and created an EDIB display in the hall to share key individuals, inspirational life stories and key information. Resources have been audited and this led to a donation of funds from the Parish church council to purchase books that reflected and celebrated difference, and EDIB books were chosen by most staff during shared reading sessions on World Book Day.

The impact of our EDIB work has been captured in pupil voice, and has promoted a sense of belonging, helping children feel like they belong, leading to better mental health and wellbeing. When children feel included and valued, they engage more in learning and perform better academically.

By raising awareness of diversity, eliminating discrimination, and fostering good relations, schools prepare children to become respectful global citizens who appreciate and celebrate our diverse society.



3.6 MAT networks and collaboration

The staff collaboration plan outlines a wide variety of opportunities for our family of schools to come together to share and develop best practice. Through the Collaboration and Networking Plan all members of Tilstock can access and share expertise so that we can continue to build our vision of achievement through caring. Networks include, subject leader network meetings, Assessment, moderation and inclusion.

This year our Tilstock children have taken part in the trust One Voice programme. Our children chose between an environmental project and a mental health project they chose mental health. Their idea was to create an outdoor wellbeing space. To do this they did the bake sale at the start of the year to raise money to buy resources to put in it. It was their idea to have therapy rabbits to support children across the school. Children organised the upkeep and planting of flowers on the classroom decking areas.

Following on from this, the children have also completed a questionnaire and sent it out to their peers. The feedback was that they like the nurture starts using the outdoor area, and also that if and when they need a break they can spend time with the therapy pets.

The house captains have also met with the Headteacher to put ideas forward for playtimes, breaktimes and outdoor provision. These ideas have been collated and will be reviewed with staff to start work on this over the summer.



LEARNING FOR LIFE



4. Learning for Life

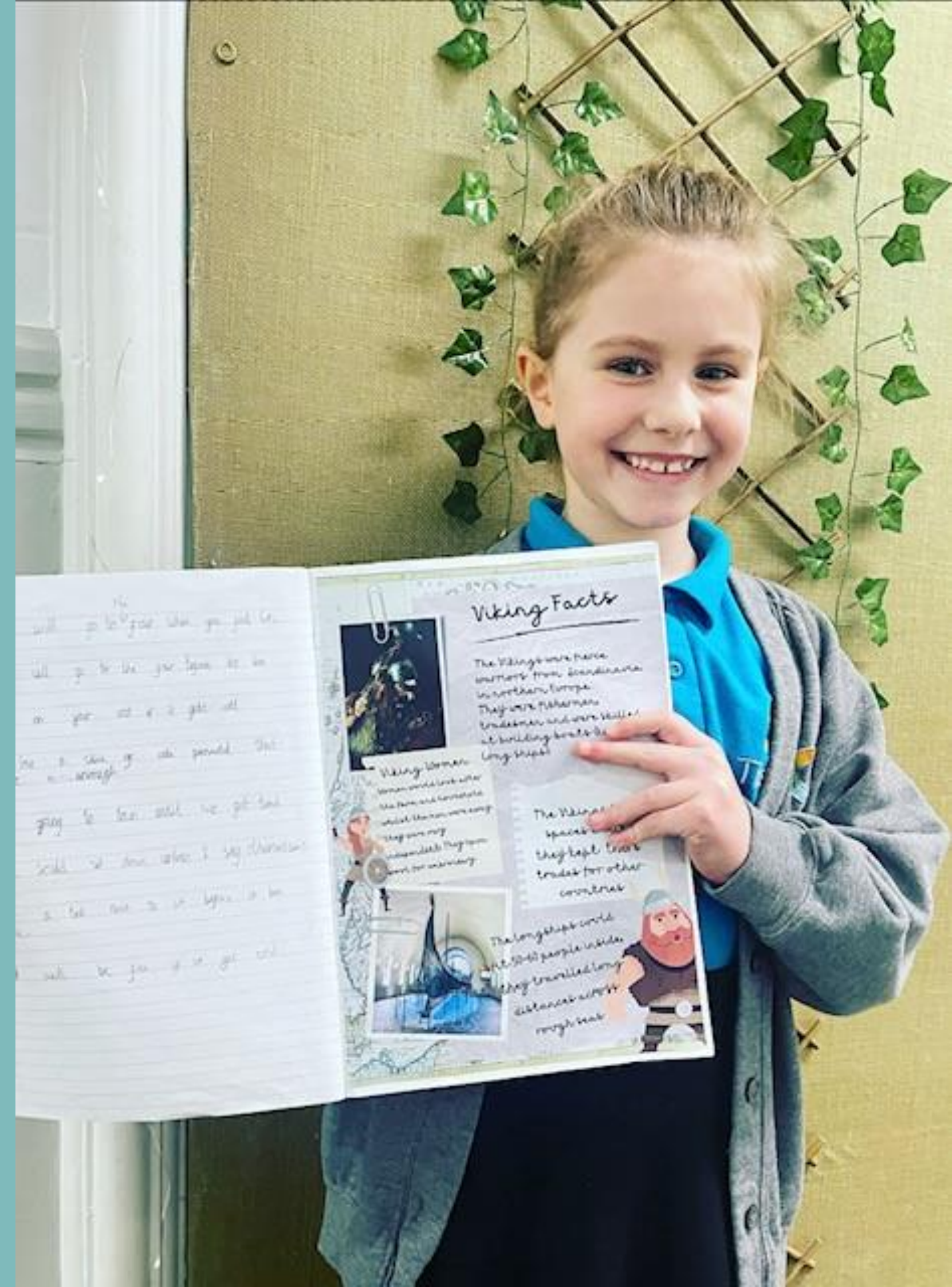
The Learning for life framework assist practitioners in their support of children and young people, recommending steps to be taken to support a child to secure the best possible outcomes. All staff ensure that each child has access to the universal offer through Quality First teaching.

A culture of high expectations for learners is evident in all lessons. Resources are used well to support and challenge pupils, and adaptive teaching strategies are well employed. The set up of classrooms to support flexible groupings is having an impact on the quality and quantity of work pupils are producing. Teachers are able to direct appropriate support to groups of learners without having to create excessive amount of individualized work. All classrooms demonstrate the high expectations of learners in term of curriculum and learning, displays are supportive and not overwhelming. Paired discussion on learning is commonplace in most classrooms.

As a result of local community issues, we are pleased to have secured a working relationship and link with the police and the school, with PCSO Stephen Robinson from the Youth Engagement Team at West Mercia Police to provide weekly support to our children out of school as well as in school, helping them with the next stage of their independence in the community.

We have secured a collaboration agreement with the pilot service provided by Shropshire Educational Psychology department and we have their support until December this year. This will further support us to meet and exceed our targets set out at the beginning of the academic year. We have also secured funding from Shropshire Virtual school for the Nurture group training with Nurture Group UK and Boxall profile. This means we will have a high-quality onsite nurture provision for pupils moving forwards.

This work will also feed into our Autism Inclusion Award and support our accreditation. The feedback from the practitioner was that we had a very clear vision to support inclusion.





4.1 Wave system and the development of behaviour & SEND

There is high regard for behaviour and attitudes to learning across school. All staff are on board with the vision and the journey of the school and work effectively as a team modelling this effectively. With consistently high expectations for good attitudes to learning - behaviour is now a positive part of our school culture. A recent visitor commented "It is a joy to spend time in this school."

Pupils' attitude to learning in all classrooms indicates an interest, this is evident in most lessons seen. Pupils conduct themselves exceptionally well in lessons and as they move around the school. On a recent trust review, in all lessons pupils were clear on what they needed to do and worked at a pace appropriate for their grouping. Pupils want to share their work and keen to contribute. Consequently, behaviour monitoring systems show a reduction in behaviour incidents over the last 12 months.

Our School House captains have worked hard with the headteacher to review personal development and behaviour and are currently working on developing social interactions and positive relationships at break and lunchtimes. An area to consider to develop further, would be how to challenge those pupils moving to greater depth in the curriculum.

BELONGING





5.1 Connecting with our communities and community plans

Tilstock Youth Club was setup in April 2024 in partnership with the 4 All Foundation provides a safe and nurturing environment where our children and young people can discover their potential and develop essential life skills. The club has made a significant impact as we have seen our children attending youth club grow in confidence through new experiences and activities being more aware of and utilising skills they haven't realised in the classroom. Regular sports and wellness activities have instilled a love for a healthy lifestyle among our children. The youth club is also a safe place for children to go, which has been reassuring for parents. Also, SEND pupils have flourished here and built in confidence. Art, music, and dance activities have allowed young talents to flourish and express themselves in diverse ways. By engaging with the wider community, Tilstock has welcomed new faces from Whitchurch and the surrounding villages- this has meant Tilstock has become even more of a hub than before, serving a wider community, but also our children are building new positive friendships with children out of their normal catchment. This has strengthened community bonds and learned the value of service.

Our rhyme time sessions offered young children and babies a delightful introduction to the world of language and sound and a gateway into the community for our youngest members. We've witnessed children engage with rhymes and rhythms, building a solid foundation for future communication skills. Our sessions provide a special time for caregivers and children to bond, enhancing emotional security and attachment through shared experiences. We have also witnessed parents forming strong friendships through our sessions. Exposure to music and rhythm sparks an early appreciation for the arts, encouraging creativity and self-expression. We have further extended our events for preschoolers and parents with a new Wild Play Forest school and in partnership with the 4All Foundation, we also have a Parent Child Story Sack course, and a First Aid Course.

Our Aspire day this year welcomed more local community members and businesses to inspire our pupils for future aspirations. This has further developed links with our local community. Our pupils have engaged with organisations to develop their behaviour and attitudes outside of school- including looking after our local area, and how to stay safe out and about – this includes support form the Shropshire wildlife trust, Alderford Lake and local PCSOs.

The half-termly Community School Church Services have been instrumental in enriching the Tilstock community for our children, and their families. Our regular community services provide all community members with hope and guidance, playing a pivotal role in shaping the moral and spiritual fabric of our children as life-long learners and citizens. We have raised the profile of our community church for children and families to explore and deepen their faith, fostering a sense of peace and purpose. The Reverend has said the church has never been so busy, and often finds it tricky to seat everyone in our services. Through our teachings and community services (Harvest, Christmas, Easter, coronation), our children have learned the importance of giving back through various service projects, developing a lifelong commitment to helping others (Courageous Advocacy). By bringing together children, parents, and staff, we have created a strong community that supports each other in times of need.



LGB AND GOVERNANCE



6. LGB and governance

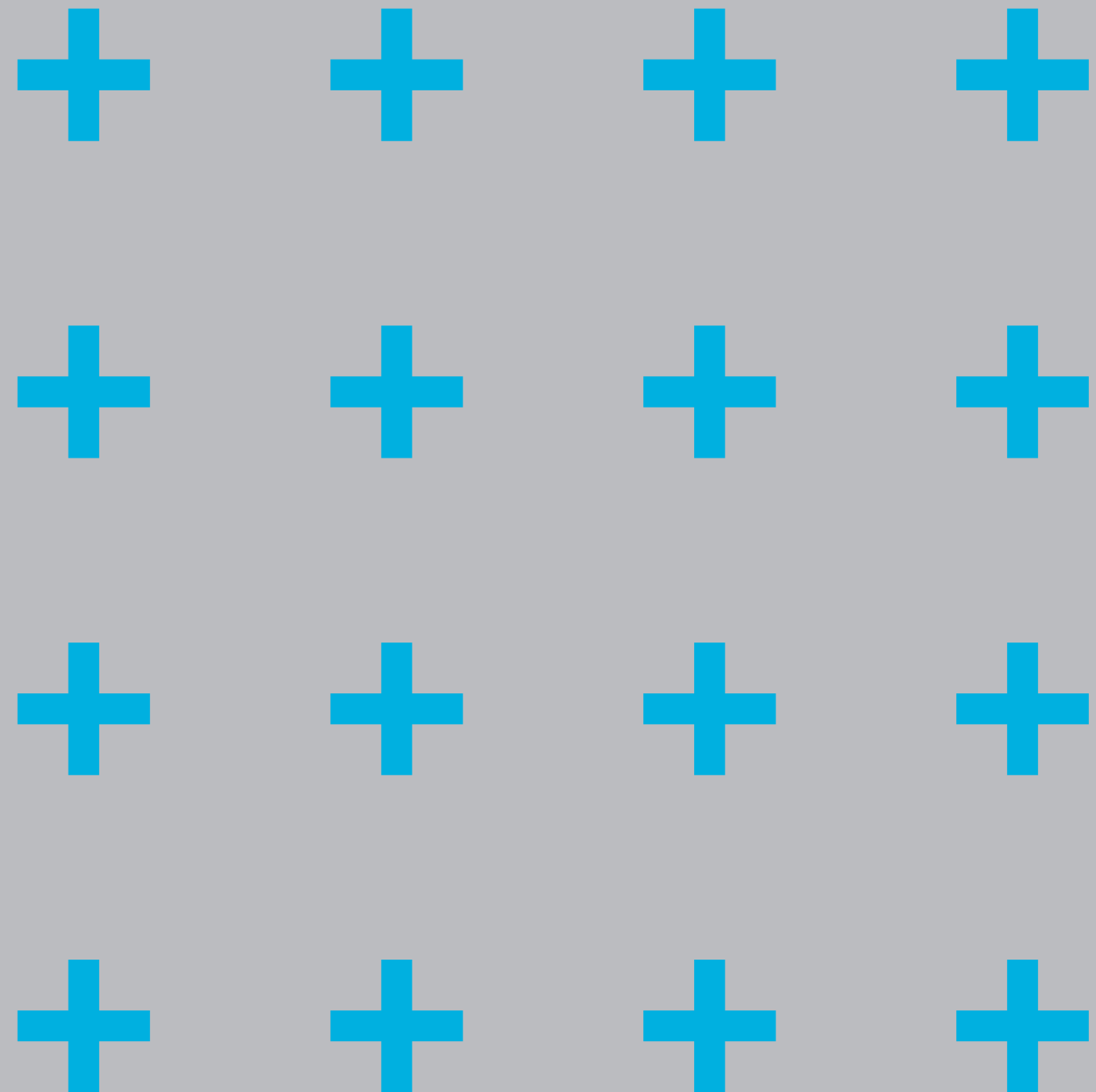
The priority of People First has been illustrated at Tilstock in the staff well-being opportunities as noted with staff well-being days, and opportunities for staff to grow through professional development opportunities. Everything done in school, from phonics to smart walking helps equip our children to meet and experience the different things life will throw at them working towards the Learning for Life agenda.

Rev Sue LGB Governor, enthused that the Harvest Festival was a true example of the school's Christian Distinctiveness and the trusts priority of belonging. There were many more parents in attendance. Rev Sue invited a local SEN school to join us to experience our congregation, it was a delight to see a full church. This shows the impact of the community collaboration between the School, Parents, the Community and the LGB. We have supported the EDIB agenda through the addition of resources into school, such as a variety of books that explore this topic in a child-friendly way.

Governors have supported the development of IT infrastructure for school as an investment in the future of 'anytime, anywhere learning'. It empowers students, teachers, and administrators to harness the full potential of digital resources and ensures a robust educational experience. We also welcome the introduction of using different use social media platforms to communicate with parents and promote the school. Additionally, initiatives like the UK government's efforts to connect schools to top-of-the-class full fiber broadband demonstrate the commitment to enhancing education through reliable and high-speed internet.



SCHOOL HEALTH AND SAFETY - GDPR COMPLIANCE



7. Health & Safety

The school has recently renewed the 'Safer Schools' accreditation by Ian Bartlett from Shropshire Council. The "Safer School" initiative is a creation of West Mercia Police. West Mercia Police and Shropshire Council are jointly working to promote and support Shropshire schools through the initiative. The initiative is a holistic, practical and realistic approach to school security and personal safety.

The initiative has supported Tilstock CE Primary School through addressing the security and safety issues of the school environment i.e. school staff, pupils, property and the premises, and to deter/reduce future crime, not only on the school site but in local communities and into the future. Commencing with good citizenship at nursery age, by year 11 the curriculum element of the initiative will give pupils a better understanding of crime and its consequences.

Systems and structures ensure that the health and safety of the site is regularly reviewed. An internal Health & Safety audit takes place termly led by our schools Health & Safety committee, and a further comprehensive External Health & Safety Audit takes place annually. Both include regular site walks to review work required within school.

An audit of Risk Assessments across the Trust ensures all necessary requirements are covered. Weekly fire alarm tests are completed and recorded. Teachers complete weekly checks of their classroom, and any concerns are reported to Headteacher, and the Fire Safety and Emergency Lighting annual Inspections are up to date,

As a result of this year's audits, a recent parent survey highlighted concerns regards the congestion at drop-off and pick-up at the front of the school with parents parking on the yellow zig zags. Actions for the year ahead include improving car-parking provision for staff and visitors and to improve outdoor play provision to include more accessible equipment for our younger pupils.



SIAMS



5. Christian Distinctiveness

This year focus has been on the vision, its theological roots and underpinnings and the symbolism of light and how this shapes the curriculum and the decisions that are made. The notion of 'Shining a light' shines in all areas of school life. As a school, we have spent time learning more about the concept of 'Light' in the Bible, how and why this is a reoccurring theme throughout the Old and New Testament and how this can be translated and shared with staff, children, and families. This has fed into the school document 'shine a light' that links curriculum to our Christian distinctiveness.

The website provides a very comprehensive and creative range of overviews which celebrates the school and enables all members of the school community to have access to and be part of. A video has been created to explain and celebrate the school vision in detail. Bible stories have been chosen that reflect and support each school value and a Bible story video to accompany each value. These are 'bespoke' to Tilstock and a great way to creatively help the pupils make sense of theology, connections and meaning.

The school community have worked very hard to provide varied opportunities for the children to be courageous advocates. There has been much excitement, engagement and enthusiasm as each class has decided upon an area/idea for focus and have created videos, raised money, shared their stories on the radio and news and have all been 'Agents for change' in their local community. Shining a light in the community has included the recent 'Read and rhyme time'. This takes place in school because of the local library closure. It has been a huge success and a welcome space for many young families.

As a school we want all of our school community to feel confident to lead worship. This term children have worked on additional support and resources for pupils leading worship. We have created a pupil worship planner that encapsulates daily worship at Tilstock School. The children have found this useful to ensure they are following a school structure consistently across the school. We have also ensured that pupils are regularly reflecting on worship and are part of the evaluation process.

Spiritual, moral, social and cultural development. is a key focus for the school and to further support with this specifically focusing upon spiritual development, the school has welcomed the Spacemakers programme into daily collective worship. All staff have been trained on the techniques and are led by all adults confidently through the school. The impact of this is that more pupils are leading spiritual development and able to use mindfulness techniques independently.




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